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Southern Illinois Normal
University

Biennial Report
of the
Board of Trustees

December 1874 to September 30, 1912



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REPORT

OF THE

TRUSTEES, PRINCIPAL, TREASURER, ETC.,

OF THE

SOUTHERN ILL. NORMAL UNIVERSITY

LOCATED AT CARBONDALE.

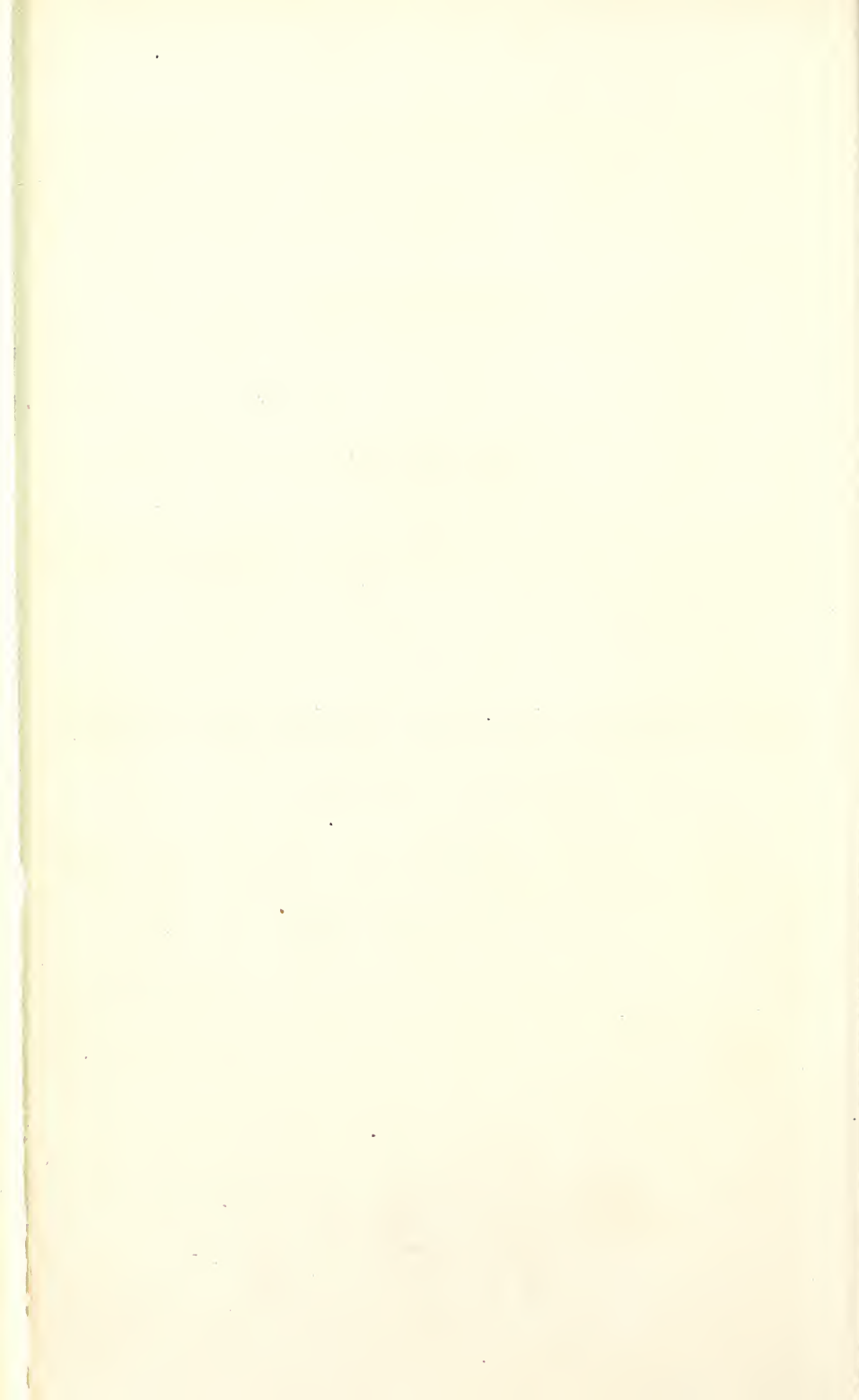
DECEMBER, 1874.

SPRINGFIELD:
STATE JOURNAL STEAM PRINT.
1875.



REPORT
OF THE
TRUSTEES, PRINCIPAL, TREASURER, ETC.,
OF
THE SOUTHERN ILLINOIS NORMAL UNIVERSITY,
LOCATED AT CARBONDALE.

DECEMBER, 1874.



TRUSTEES REPORT.

SOUTHERN ILLINOIS NORMAL UNIVERSITY,
CARBONDALE, JACKSON CO., ILL., Dec. 26, 1874.

To his Excellency, JOHN L. BEVERIDGE,
Governor of the State of Illinois :

SIR—In accordance with the eighth section of the act incorporating the Southern Illinois Normal University, approved March 9, 1869, the Trustees of that Institution have the honor to lay before you their first annual report.

The undersigned, having in September, 1873, received their appointments to the office of Trustees, met in Carbondale, Jackson county, on the 28th of October, 1873, and qualified themselves for their trusteeship by subscribing to the prescribed oath of office. Mr. Thomas S. Ridgeway was chosen President, and Dr. James Robarts Secretary.

After careful deliberation James Robarts and Lewis M. Phillips were appointed a committee to correspond with, and if thought advisable, to visit suitable persons to be elected Principal of the University, and to inquire respecting furniture and apparatus for the building. They were also directed to examine other institutions as to arrangements of rooms, courses of study, discipline, general management and such other matters as they might deem necessary to enable the Trustees to plan wisely for the inauguration of the University. This committee discharged its duties and a meeting held in Carbondale, Nov. 20, 1873, made report. They had visited and consulted with Rev. Robert Allyn, President of McKendree College, who had consented to be a candidate for the position of Principal. They had visited the normal schools in St. Louis, in Normal and in Terre Haute, and the Industrial University at Champaign. On the nomination of this committee and their recommendation Robert Allyn was unanimously elected Principal of the Southern Illinois Normal University, to enter upon the duties of his office at such time as the Trustees should designate, and at a salary, to commence when the duties should begin, equal to the salary of the President of the Normal in McLean county, or that of the President of the Industrial University at Champaign. The committee was continued, to travel further, if they should consider it best, and to receive proposals to put furniture in the building. Subsequently bids were received to supply furniture, seats, desks, tables, etc., from the Western Publishing and School Furniture Company, from A. Eckle, of Belleville, and from A. H. Andrews & Co., of Chicago. The bid first named was accepted and the Trustees recommended the commissioners of the building to contract for the furniture necessary to furnish the Lecture Hall, the Normal Hall, five recitation and study rooms and four rooms for recitation alone. They also recom-

mended to furnish the apartments of the Principal, the public reception room, and desks for the chemical analysis room. All these furnishings ordered were of the best kind, tasteful, elegant, worthy of the magnificent edifice provided by the enlightened and liberal policy adopted by the first Board of Trustees and approved by the Legislature of the State, and for which \$8,000 had been appropriated. The Trustees thought it the dictate of wisdom in furnishing this University, which is the only higher institution to educate the taste and intellect of the youth of the southern part of our State, to do their work well, and so to complete the furniture and apparatus as that the progressive improvement in culture should not throw it behind the demand of the age in less than half a score of years. They fully believe the want of this section justified them in selecting not only desirable but elegant furniture, and they feel that they have only given to the teachers of Southern Illinois accommodations suitable to the local demand and equal to what other sections enjoy. The furniture has given excellent satisfaction thus far and is apparently ample in the portions of the building occupied, for at least twenty years. To render the whole building fit for use will require a further expenditure of some four or five thousand dollars, only a small portion of which will be needed in the next two years. The seats in the Lecture hall will accommodate twelve hundred persons and are all needed for such public occasions as addresses, exhibitions and commencements. The study desks in the Normal hall are sufficient for five hundred and four students. All these are not in place and, already, nearly half of the three hundred and forty-eight in the room are occupied. It seems to be certain that before the close of this first year we shall be required to use at least three hundred of them, and in all probability the end of two years will compel us to place the whole of the five hundred and four. To provide for the accommodation and education of any respectable and influential portion of the more than three thousand teachers annually employed in the public schools of Southern Illinois, would demand advantages for at least a thousand. Our building, if crowded, could not contain so many, but judging from the numbers already with us, and the numerous applications made for the future, we are quite certain half that number will be with us before the Legislature will assemble in 1877.

After providing thus for the furnishing of the magnificent building given to their charge, the trustees next turned their attention to the selection of a faculty of instruction and government. It has already been said that they elected Rev. Robert Allyn, Principal. This election, even if the trustees had been disposed to look elsewhere, which they were not, seemed to be almost forced upon them by public opinion in the entire State. Dr. Allyn was known through the whole west and in the east as an able and long experienced educator, having gone, in a practical way, as a teacher, through all the grades of our schools from the primary to the college, and the superintendency of a State. He was one of the movers in the measures which, in 1868-9, resulted in the incorporation of this Normal University, and in an eminent degree enjoyed the confidence of Dr. Bateman, the Superintendent of Public Instruction, and of the leading educators of Illinois. If he could be had, the trustees felt that no other choice was possible, and to our satisfaction, he consented to an election. He was chosen, not only unanimously, but without question or hesitation.

Dr. Cyrus Thomas had been chosen professor of natural history and kindred branches by the former Board of Trustees. He had already made a good reputation in this branch of science, and since his election he has been employed in government surveys among the Rocky Mountains and our western territories, and is superintending the publication of these surveys. It was, therefore, with pleasure that this election was continued.

In the choice of the other instructors there was room for more discussion. Applications for positions, in some cases by the persons themselves, and in other cases by their friends, to the number of nearly a hundred were laid before the board. From these they could select ten. To say that in every case they made the choice which others would have made is not to be expected. They carefully considered every recommendation and acted according to the best of their judgment; and they are willing to point to the record these teachers have thus far made for their justification. We believe they have all been industrious, faithful, wise and successful to a degree fully equal to any body of men and women whom we could have chosen.

This election was at Carbondale, February 26, in a meeting at which all the Trustees were present. We present here the full faculty, and the chairs they were chosen to fill respectively, and the salaries agreed upon for the first year:

Rev. Rob't Allyn, D.D. Principal, and teacher of Mental Science, Logic and Pedagogics. Salary, \$4,000.

Rev. Cyrus Thomas, Ph. D., teacher of Natural History, Botany and Physiology. \$1,800.

Charles W. Jerome, M.A., teacher of Latin and Literature. \$1,800.

Enoch A. Gastman, teacher of Mathematics. \$1,800.

Daniel B. Parkinson, M. A., teacher of Natural Philosophy and Chemistry. \$1,000.

James H. Brownlee, M. S., teacher of Reading and Elocution. \$1,000.

Granville F. Foster, teacher of History and Geography. \$1,000.

Alden C. Hillman, M. A., Principal of the Preparatory Department. \$1,250.

Martha Buck, teacher of Grammar and Etymology. \$800.

Julia F. Mason, teacher of Model School. \$800.

Kate Henry, teacher of Music. \$400.

John G. Sprague, Janitor. \$750.

Mr. Gastman and Miss Henry were excused from services for the first year without salaries.

The large differences in these salaries was owing to the fact of the small appropriation for current expenses, which was \$15,000. The dignity of the University and of the office of the Principal seemed to fix that salary at the figure reckoned just for other men in like positions.

We endeavored to secure experienced men for the higher chairs at \$1,500, but did not succeed. And the others only consented to remain for a single year at \$1,000.

The Trustees also elected John G. Campbell, of Carbondale, Treasurer and fixed his bond at \$15,000. His securities are Wm. Hadley, A. M. Richart, Henry Campbell and Thos. North. He serves without salary.

Charles W. Jerome was elected Registrar to receive all fees and tuition bills, and to keep the accounts. He is to serve without salary, and has given bond to the amount of \$2,000. His bondsmen are E. J. Ingersoll, and A. G. Sheppard.

The Trustees ordered that there shall be four sessions in each year—one to be called a special session, to be held during July of the present year, and July or August hereafter, as may be most convenient, and three regular sessions or terms, to commence on the first Mondays of September and December, and on the third Monday in March, respectively, and each to continue thirteen weeks. A vacation of two weeks at Christmas was ordered, and one of eleven weeks, less the special session, in the summer. It was further ordered that no charges for tuition should be made for the special session, and none for students sent from counties according to law. In obedience to section 15 of the act above referred to, the Faculty were instructed to charge the students of the special session a sum sufficient to defray expenses of stationery and a few incidentals. For tuition to students not sent by the counties, the following rates were adopted, viz:

For the Normal department, \$10; for the high school, \$8; for the preparatory, \$6; for the primary or model school, \$4; and to those sent by counties in obedience to the above mentioned section, \$2. These charges were continued for the first regular term, and have been modified to suit the course of study subsequently adopted, and which accompanies this report. They are as follows, viz: An incidental fee for free students, of \$2; Normal department, \$8; preparatory Normal, \$6; primary, \$2.

A detailed account of the cash received up to November 30, by the Registrar, is herewith presented, and his account for moneys expended for the special session, and likewise the several sums paid by him to the Treasurer, and in addition, the account of the Treasurer is also appended.

The Trustees resolved to open the University for the admission of students on the first day of July, and ordered that the building should be formally dedicated to its purposes on that day. The Governor was notified of this action, and requested, if thought proper, to issue his proclamation according to law, declaring the University open for the reception of pupils. They also prepared circulars containing information, such as extracts from the act of incorporation, course of study, time of opening, etc., etc., together with blank forms for appointment by county superintendents, questions for examinations and certificates of character. These circulars were sent to all the counties, and completed the preparations for the opening of the session. Many appointments of students were made by county superintendents after examination, and many others were referred to the Faculty for examination. The Faculty report that none were rejected from the privileges of the institution, though a number were found unqualified for the Normal department and were placed in the preparatory. By thus receiving them, all who came properly recommended were taken into the University.

On the 30th day of June, the commissioners of building voted formally to turn over to the Trustees the building, completed according to the plans of the architect; and the Trustees, on the next day at their meeting, accepted the trust. On that day the dedicatory exercises and the inauguration of the Faculty took place. The day was fair, and a large audience assembled in the spacious lecture hall, to the number of a thousand or more. The services were opened by reading the Holy Scriptures, and prayer by Rev. H. Fish, of DuQuoin. The address, historical and dedicatory, was assigned to Dr. Bateman, Superintendent of

Public Instruction. He was prevented, by illness, from attending, and Dr. Edwards, President of the Illinois Normal University, took his place and most admirably performed the duty. The Governor then addressed the Trustees and the Faculty, and formally, in the name and behalf of the people of Illinois, delivered to Dr. Allyn the keys of the building, and inaugurated him Principal of the University. The principal delivered his inaugural address in the afternoon. Dr. C. H. Fowler, President of the Northwestern University at Evanston, spoke with great power and interest of the value of education. Hon. J. J. Bird, of Bird, of Cairo, and Mr. Ridgway, President of the Board of Trustees, also gave addresses. It may be safely affirmed, that no more interesting or important occasion has transpired in Southern Illinois. The next day opened the first special session, which was conducted as a teachers' institute, and continued for four weeks and three days. The charge to each student was three dollars for the term, and the money was used to supply some articles of pressing necessity. At this meeting of the Trustees it was voted to pay the Faculty, monthly, at the close of each month's service, on a pay roll attested by the Principal, ordered by the Registrar, and countersigned by the Secretary of the Trustees. To provide instruction for the special session, and to close each school year on the last of June, it was also voted that the Faculty should be required to begin service on the 1st of July. All were ready to commence on that day except Dr. Thomas and Miss Mason, who began in September, and Mr. Gastman and Miss Henry, who were excused for a year.

This special session was most decidedly a success, and registered fifty one students, nearly all of whom are now engaged in the schools of this section as teachers. The branches taught were the common school studies and the natural sciences prescribed by law. Lectures were delivered by the Superintendent of Public Instruction, by the principal, by Professors Gastman, Foster and Brownlee.

The first regular session began September 7. The first day there were enrolled 107 students, and during the term 154 were registered. This is considered a large number for a commencement, and affords the assurance that our halls will soon be crowded with students.

Our grounds are still ungraded and unfenced, and encumbered with rubbish; we have as yet little apparatus, and are in pressing need of more for chemical instruction and experiments; the books of reference are almost entirely wanting, and a library is imperatively demanded. These things ought to be supplied at once. For the balance of our furniture we can properly wait, but for these every day's delay is a damage to our students. We are constrained to ask your attention to this subject, and request you, if you judge proper, to call the attention of the Legislature to it. Your warm interest manifested so often in the history of the University, we are sure, will prompt you to do all that is necessary for us, but we could not allow this occasion to pass without giving expression to our wants. After consulting with the Board of State Charities, our wants for the year beginning July 1, 1875, are as follows, and we ask these sums to be appropriated to our use, viz:

Salaries.....	\$19,000 00	
Fuel and incidentals.....	3,000 00	\$22,000 00
Extra for grading and fencing.....	\$4,500 00	
" apparatus and library.....	2,500 00	
" furniture.....	5,000 00	12,000 00
Total for both.....		\$34,000 00

Our estimate for the year beginning July 1, 1876, is as follows, viz :

For salaries.....	\$19,000 00
For fuel and incidentals.....	3,000 00
Total.....	\$22,000 00

The grading and fencing should, by all means, be completed before the opening of the spring, and the need for apparatus and library is also urgent, so much so as, in our opinion, to warrant an emergency clause in the act making the appropriation.

With these suggestions we close our report, and subscribe ourselves your obedient servants.

THOS. S. RIDGEWAY,
E. L. RUSSELL,
JAMES ROBERTS,
L. M. PHILLIPS,
J. W. WILKIN,
Trustees.

REPORTS OF REGISTRAR.

REPORT OF REGISTRAR to Board of Trustees, for first Special Session, July, 1874.

Total amount of money received from 51 students—members of Institute. at \$3 each.....		\$153 00
The following bills have been paid from the above, viz:		
Bill for stationery.....	\$27 50	
1 ink can.....	40	
Bill for ink wells, pen racks, etc.....	13 10	
6 thermometers.....	4 25	
Alcohol for preserving specimens.....	3 25	
Printing letter heads, envelopes, etc.....	59 00	
Materials for experiments in Natural Philosophy.....	5 35	
1 keg for drinking water.....	1 00	
Ice for Institute.....	4 32	
Transportation of specimens, and alcohol for preservation of same.....	10 15	
3 tin cups.....	25	
Bill for drayage, expressage, etc.....	3 85	
6 waste baskets.....	5 70	
1 funnel.....	20	
	138 32	
Balance on hand.....		\$14 68

Respectfully submitted,

C. W. JEROME, Registrar.

REPORT OF REGISTRAR to Board of Trustees, including moneys received and orders given on the Treasurer, to November 30, 1874.

Total amount of money received from tuition and incidentals.....		\$745 00
By Treasurer's receipt, September 9.....	\$400 00	
“ “ “ “ 16.....	221 00	
“ “ “ “ 30.....	30 00	
“ “ “ “ October 19.....	71 00	
		792 00
Balance on hand.....		\$23 00

Orders have been given on the Treasurer for the payment of the following amounts out of the appropriation for current expenses :

July 13....	Order No. 1, in favor of	Roberts & Boulby, for printing, etc.....	\$107 00
“ 17....	“ 2, “	John G. Spague janitor, for services and cash paid out.....	282 00
	“ 3, “	Robert Allyn, for traveling expenses and cash paid out.....	105 45
	“ 4, “	E. J. Russell, for traveling expenses as Trustee.....	103 60
“ 18....	“ 5, “	Andrew Luce, for advertising, printing, etc.....	33 00
	“ 6, “	L. M. Phillips, for traveling expenses, as Trustee.....	98 55
“ 25....	“ 7, “	J. W. Wilkin, for traveling expenses, as Trustee.....	70 00
“ 27....	“ 8, “	Beem & Richards, for advertising, etc.....	10 00
	“ 9, “	Sparta Plaindealer, for advertising.....	10 00
“ 28....	“ 10, “	Dishon & Grier, for advertising.....	7 50
“ 31....	“ 11, “	Faculty, pay roll, No. 1.....	966 50

Aug. 31	Order No. 12, in favor of	Faculty, pay roll No. 2	\$966 75
Sept. 9	" 13	E. S. Russell, for traveling expenses as Trustee	21 40
" 15	" 14	L. M. Phillips, for traveling expenses as Trustee	8 25
" 16	" 15	James Roberts, for traveling expenses and cash paid	168 00
" 16	" 16	James Roberts, for cash paid for carriage hire on day of Inauguration	8 00
" 17	" 17	James Roberts, for cash paid for postage on certificates, circulars, etc	10 00
" 18	" 18	James Roberts, for cash paid for drayage	4 00
" 19	" 19	P. J. Sprague, for repairs on pump	3 00
" 20	" 20	F. M. Taylor, for printing and advertising	4 00
" 21	" 21	Matlock & Andrews, for advertising	10 00
" 22	" 22	E. H. Eliff, for advertising	2 00
" 23	" 23	J. Stewart, for printing and advertising	5 60
" 24	" 24	M. O. Frost, for printing and advertising	5 00
" 17	" 25	Roberts & Bowlby, for printing circulars, envelopes, bills, etc	106 00
" 26	" 26	Cairo <i>Bulletin</i> , for printing and advertising	15 00
" 27	" 27	G. M. Dougherty, for printing and advertising	20 00
" 28	" 28	Cairo <i>Evening Sun</i> , for advertising and printing	20 00
" 29	" 29	North, Campbell & Co., for one mirror	17 25
" 19	" 30	R. Romig, for one table	5 50
" 30	" 31	Faculty, pay roll No. 3	1,166 75
Oct. 5	" 32	P. J. Sprague, for brooms	3 00
" 19	" 33	Carbondale Coal and Coke Co.	85 00
" 21	" 34	P. J. Sprague, incidentals	4 00
" 23	" 35	<i>Illinois Schoolmaster</i> , for advertising	20 00
" 30	" 36	James Roberts, for wood	5 00
" 31	" 37	Faculty, pay roll No. 4	1,166 50
Nov. 30	" 38	Faculty, pay roll No. 5	1,166 75
Total orders given to November 30, 1874			\$6,810 35

Respectfully submitted,

C. W. JEROME, Registrar.

COURSE OF STUDY.

MODEL.

FIRST YEAR.—The Primer and Object Lessons, Counting, Drawing, Singing, Local Geography, Spelling.

SECOND YEAR.—Geography of United States, Arithmetic through Division, Reading, Writing, Drawing, Singing, Object Lessons, Spelling and Defining.

THIRD YEAR.—Arithmetic to Fractions, Geography, Grammar begun, and Elementary Natural History.

PREPARATORY COURSE.

FIRST YEAR—*First Term.*—Arithmetic, Fractions, Reading, Writing, Geography, Spelling, Drawing, Vocal Music, Calisthenics.

Second Term.—Arithmetic, Percentage, Geography, Spelling, Writing, Reading, Drawing, Vocal Music, Calisthenics.

Third Term.—Arithmetic, Ratio and Roots, Grammar begun, Reading, Drawing, Writing, Spelling, Calisthenics.

SECOND YEAR—*First Term.*—Review of Arithmetic, Grammar, United States History, Reading, Drawing, Writing, Singing.

Second Term.—Grammar, History, Astronomy, Reading, Drawing, Singing, Writing, Calisthenics.

Third Term.—Grammar, Botany, Natural History, Reading, Singing, Writing, Calisthenics.

THIRD YEAR—*First Term.*—Latin, Algebra, Physical Geography, English Grammar Reviewed, General Exercises same.

Second Term.—Latin, Algebra, Physiology, Astronomy, General Exercises same, Natural History.

Third Term.—Latin, Algebra, Astronomy, English Analysis, General Exercises same.

The following is the

NORMAL COURSE.

It embraces two large and thorough courses of study. One includes the classics, with provision for elective German and French. The other omits all the languages except the English, and both make an extensive study of the mother tongue. It substantially embraces a department of mathematics, of English language and literature, of art in elocution, music, drawing, and calisthenics, of physics, of chemistry and astronomy, of history, of classical languages, and of theoretical and practical teaching. The whole forms what is called the Classical Nor-

mal Course, and selected studies make up the Scientific Normal Course. Either is sufficient for practical purposes, and may prepare a teacher for the full work of our public and high schools.

CLASSICAL AND SCIENTIFIC COURSE.

FIRST YEAR—*First Term*.—English Language, Algebra, Latin, Greek, Drawing, Singing, Calisthenics.

Second Term.—Algebra, English, Latin, Greek, General Exercises same.

Third Term.—Geometry, Latin, Greek, History of English Language, same General Exercises.

SECOND YEAR—*First Term*.—Geometry, Latin, Greek, and English Literature.

Second Term.—Trigonometry and Surveying, Latin, Greek, Physiology.

Third Term.—Latin, Greek, Botany, Natural Philosophy.

THIRD YEAR—*First Term*.—Rhetoric, History, Greek, Zoology, General Exercises continued.

Second Term.—Logic, History, Greek, Chemistry.

Third Term.—English Criticism, Geology, History, Conic Sections.

FOURTH YEAR—*First Term*.—Mental Philosophy, English Language, Physical Geography, Pedagogics

Second Term.—Ethics, Astronomy, Pedagogics, Book-keeping.

Third Term.—Constitution of U. S., School Laws of Illinois, Pedagogics, Book-keeping.

General exercises during the whole course. German and French may be substituted in some cases.

POST GRADUATE COURSE.

This will embrace a larger course of history, more of mathematics, political economy, criticism, field work in natural history, analytical chemistry, and dissecting and preserving specimens collected. It will also include courses of lectures on the above branches, and on the history and science of Education.

SECOND BIENNIAL REPORT

OF THE

TRUSTEES

OF THE

SOUTHERN ILLINOIS NORMAL UNIVERSITY.

AT

CARBONDALE, JACKSON COUNTY,

MADE OCT. 1, 1876,

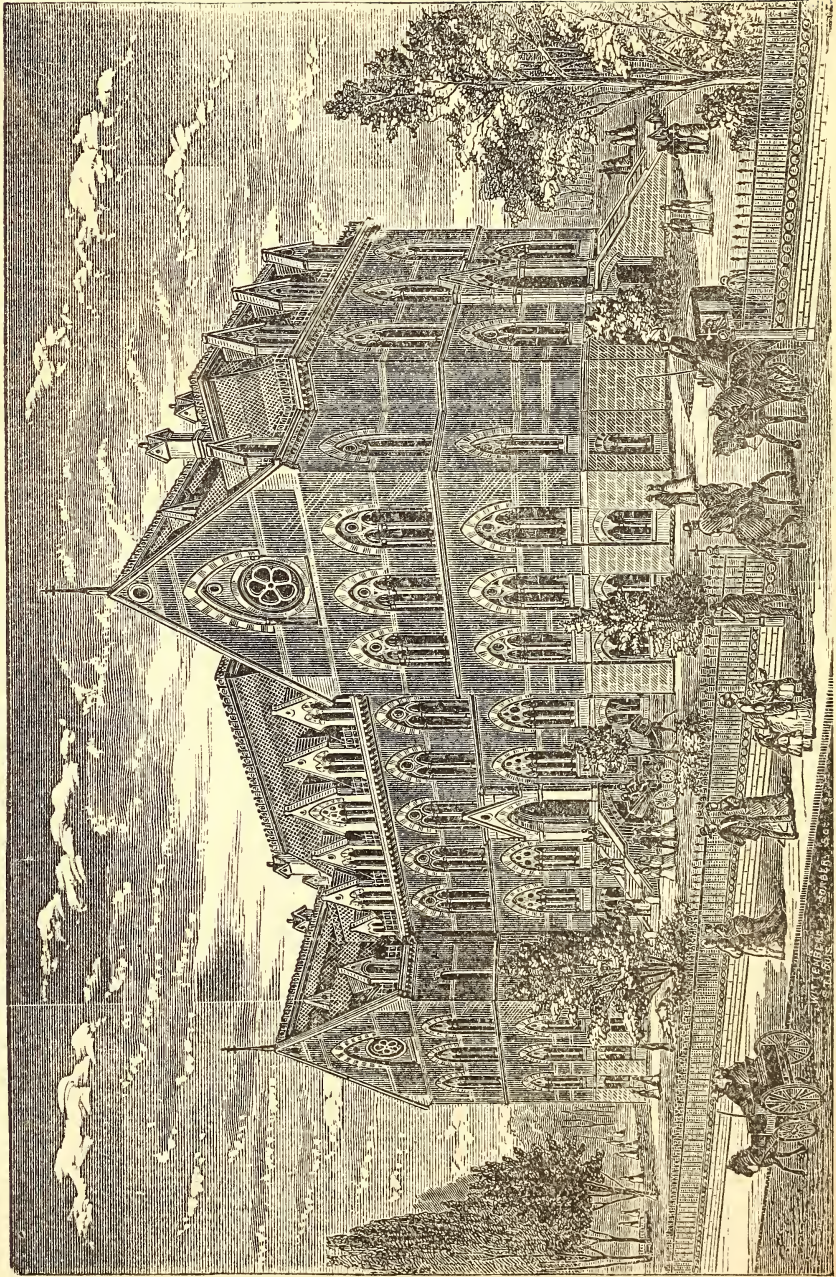
TO

HIS EXCELLENCY, THE GOVERNOR.

SPRINGFIELD:

D. W. LUSK, STATE PRINTER AND BINDER.

1877.



UNIVERSITY CARPENTERS HALL

W. G. & C. S. 1854

TRUSTEES OF THE UNIVERSITY.

THOMAS S. RIDGWAY, of Shawneetown.
Term expired Sept. 30, 1876. Re-appointed.

LEWIS M. PHILLIPS, of Nashville.
Term expires Sept. 30, 1878.

JACOB W. WILKIN, of Marshall.
Term expires Sept. 30, 1878.

JAMES ROBARTS, of Carbondale.
Term expires Sept. 30, 1880.

EDWIN S. RUSSELL, of Mt. Carmel.
Term expires Sept. 30, 1880.

OFFICERS.

THOMAS S. RIDGWAY, President.
JAMES ROBARTS, Secretary.

23529

SBG
B3



FACULTY.

ROBERT ALLYN,
Principal and Teacher of Mental Science, Ethics and Pedagogy.

CYRUS THOMAS,
Teacher of Natural History and Curator of Museum.

CHARLES W. JEROME,
Teacher of Languages and Literature.

JOHN HALL,
Teacher of Higher Mathematics.

ALDEN C. HILLMAN,
Teacher of Arithmetic and Astronomy.

DANIEL B. PARKINSON,
Teacher of Physics and Chemistry, and Lecturer on Chemistry.

JAMES H. BROWNLEE,
Teacher of Elocution, Music and Calisthenics.

GRANVILLE F. FOSTER,
Teacher of Physiology, History and Geography, and Librarian.

MARTHA BUCK,
Teacher of Grammar and Book-keeping.

HELEN M. NASH,
Teacher of Drawing, Penmanship, German and French.

JULIA F. MASON,
Teacher of Primary Department.



REPORT OF THE TRUSTEES.

To His Excellency, JOHN L. BEVERIDGE, Governor of the State of Illinois.

SIR:—The Trustees of the Southern Illinois Normal University have the honor to transmit to you their second biennial report, embracing the time from December 1, 1874, to September 30, 1876, inclusive.

At the time of making our first report, the university had not completed the first regular quarterly session, or term. There were then enrolled one hundred and forty-seven scholars in all the departments. A faculty of instruction and government had then just been elected and were working harmoniously together. The students were reported as orderly and remarkably enthusiastic and progressive. Every indication was favorable and our hearts were delighted with the flattering prospects before the university. Happily we have not been disappointed in any material respect. Union has continued to prevail among the faculty, and they have without exception, we believe, performed their daily duties promptly and efficiently. Our residences are generally so far from the university, that we have comparatively few opportunities of seeing the methods of their work in the school room. We have, however, improved every occasion of our meeting on the business of the university, to visit some one, at least, of the professors' rooms, and to witness the modes of recitation, of drill and discipline. We have been pleased with the general habits and movements of the students, as they study in the common halls, and as they pass from one room to another. In these rooms and passages they have acted with a decent propriety, and shown an accuracy of knowledge and readiness of expression truly praiseworthy. In almost every instance the behavior of the students has been that of ladies and gentlemen. Indeed, not a case of any other conduct has come to our knowledge. We are persuaded that two of the great benefits of the institution have been the increase of gentlemanly and ladylike character and habits in those who had been so bred at home, and the formation of even better standards of neatness, order and decorum; and a higher-toned honor in the discharge of every duty, and in the practice of every manly virtue and social grace. We had hoped much from the university on this score, and we are proud to say we are not disappointed. We did expect great things. The noble building, provided so munificently for our children, and the reputation of the

teachers selected, did encourage us, and we think the realization is equal at least to the expectation.

We advised the faculty to make it their first and most important duty to teach their pupils self-control and modest unobtrusive persistency in what is good. By all means normal students should be self-reliant, commanding leaders of the people. But they should not be opinionative and censorious. We have reason to know that the deliberate opinion of the community has seconded our desire, and also that our instructors have made a course of study and exercises which may be followed by all with profit, and they have carried these into such practical effect, as has accomplished as nearly what we desired as human means usually come toward reaching their aims. This course of study and these exercises are intended to cultivate the whole nature, soul, mind and body; and the calisthenics have given a healthful tone to many languid bodies, while the singing affords a large degree of pleasure. These two important parts of school education are deservedly valued. (The experiment of a teacher of drawing was tried last year with such good success that we have made it an obligatory part of the course. We find many who do not appreciate its practical work, and who are not eager to become expert in the art. But so fully have the best educators settled on it as a necessary element of a teacher's education, and so widely can it be applied, that we have thought it right to do our part to meet the almost universal demand for teachers who can give instruction in it. Mrs. Nash has been the teacher with such good success, that specimens of our work sent to the Philadelphia Exposition have received honorable mention.)

All the departments have been remarked for their prosperity. By the quarterly report of the principal made to us and on file, we learn that he, in addition to the general supervision, has given his time to instructing several classes in the branches of mental philosophy, logic, moral philosophy, English literature, constitution of the United States and of Illinois, school laws and school methods, and he has given lectures on pedagogics. Dr. Thomas was, in the spring of 1875, appointed State Entomologist, and gave up a large share of the work allotted to him, retaining only zoology, geology and botany—work for which he is eminently fitted, and for which his duties in the State helped to prepare him. Professor Gastman, who was excused from his department the last year, resigned in July 1875, and John Hull, Esq., of Bloomington, and a graduate of the Illinois Normal University, was chosen in his place teacher of the higher mathematics. He has done his work with intelligence and faithfulness, and is deservedly rising in popularity. He has instructed classes in algebra, geometry, trigonometry, surveying, mensuration and conic sections. Professor Jerome in the department of language and literature, continues to merit the praise of a good teacher and a noble gentleman. His classes have been Latin and Greek grammars and readers, Cæsar, Sallust, Cicero, Virgil, Tacitus, Xenophon, Herodotus and Homer. Professor Parkinson has taught classes in arithmetic, natural philosophy, chemistry and rhetoric. Professor Brownlee has instructed in reading and in elocution, in phonic analysis, in singing and calisthenics. Professor Foster has taught classes in geography, algebra, geometry, physiology and history, and has had charge of the Meteorological Reports. Professor Hillman has taught algebra, arithmetic

and astronomy. Miss Buck has had the classes in English grammar and analysis, and in book-keeping. Miss Mason has had charge of the primary department. Owing to a variety of causes it has been deemed best to discontinue this after the close of the present term, and to make for our students an opportunity of observation and practice in teaching in the classes of the preparatory school.

The Trustees report these matters connected with the success of our instructors with great pleasure, and they are not less gratified with the reports of directors and citizens of many school districts where our students have taught. With few exceptions such reports have been highly favorable, and they indicate that our university has begun to supply a long felt want in our section of the State, and that the work of our faculty has been mainly in the right direction.

The number of students who have been admitted to our school since its opening day, July 1, 1874, is 677, and that of those who have taught in schools among the people has been 264, as ascertained by the principal, only five of whom have graduated. Every one of these graduates have taught in the public schools of our State, though some of them are now in other States. It is not the most satisfactory way for students to teach before they have finished our full course, but most of them lack the means of going through at a single heat, as it were. They must therefore earn money for school expenses during interruptions of their studies. The position of a teacher ought not to be made a mere place in which to gain cash to buy higher advantages. The teacher should indeed be educated, but before he enters the school. The demand for cheap teachers attracts many to leave the university temporarily and do duty in the school room. While this has many disadvantages, it has also extenuating circumstances. For these scholar-teachers are doing no mean and unimportant work for the State. They are doing it for small wages, and will expend all those earnings to make themselves better teachers and citizens. Besides, by their numbers, they are making our methods common, and inspiring many others with the desire for education. Thus they bless the public with better schools and the youth of the land with higher aspirations for knowledge, more thorough discipline and nobler character. We append a list of the students who have attended our school at any time during the twenty-two months included in this report, six hundred and eighteen (618) in all.

While these general matters have been so gratifying to us, we have been annoyed and our students distressed almost beyond endurance by defective furnaces put into the basement of our building for the purpose of heating our rooms. We have no hesitation in pronouncing these a fraud on the State. The commissioners who made the contract and accepted them are probably not blamable, as it seems to have been impossible for any one but a well practiced expert in such matters to have known their cunningly-planned defects of arrangement and construction, without a long time of trial or an hourly examination of the details of the work as it was put in. But an architect familiar with such business, ought to have seen at a glance all their faults. We cannot, therefore, exculpate the architects, paid as they were to see that no frauds were practiced against the State, who recommended these furnaces, and who planned the flues and chimneys of the building; nor can we hold them guiltless of complicity in

the imposition of something worse than useless. We have been so blamed, the teachers and students have been so discommoded, the building has been so discolored by smoke, and we have been compelled to submit to such bills of expense for repairs, that we could not feel that we had discharged our duty to the commonwealth unless we should, at some risk of tediousness, report this matter in detail. Within three months from the time of lighting fires in the furnaces, we found them sending into the rooms cold air, accompanied with volumes of smoke and dust. A little examination revealed the fact that certain "ventilators," as they are called, made of not very thick sheet iron, rested at one end with their whole weight on the globular top of the cast-iron "fire pots." These latter speedily became red hot when fires were kindled in them, and, in consequence, soon burned holes in the "ventilators," making thus a passage for the smoke, by the shortest route and with the strongest draught into the air chambers, and thence into our rooms. Nothing but a deliberate purpose to make these burn out in the quickest time, can to our minds account for such a construction. When we attempted to open these air chambers to raise these ventilators and secure them above the red hot iron—a matter which would have been easy at first—we found the roofs of the air chambers so built that not a "ventilator" or "fire pot" could be touched for repairs or removal without bringing down that roof upon the furnaces. Then the iron castings of the fire pots were themselves very defective, and long before the first winter was over they had warped, cracked and burst. We were thus compelled to have new castings made. These things did not fully reveal themselves so decidedly until after the meeting of the last Legislature and very near its adjournment. Consequently we have been obliged to hobble along in this discouraging way and to suffer as we have done. We earnestly recommend the careful consideration of a reform in our whole manner of warming our building. It should not be longer required that we endure such discomforts and be subject to such alarming bills of expense. The appropriation made by the late Legislature, of course gave us no means for such contingences, and we have been compelled to resort to the funds received from tuition and incidental fees to meet these charges, and we may even have to report a deficiency. We may be permitted to suggest, that in our opinion, the only proper and philosophical mode of heating a building as large as ours is by steam and open grates in the large rooms; and we recommend an examination into this matter, to ascertain if it would not be cheaper and more conducive to health to introduce, as speedily as possible, some form of steam-heating apparatus.

The late General Assembly appropriated \$1,250 for fencing, and \$1,000 for grading the grounds. The money has been expended and report made thereof. It is proper to say that by the aid of some contributions, made by citizens of Carbondale, the sum for the fence was made sufficient to build a very good paling fence on two sides of our grounds and a fair plank fence on the other two. The campus is therefore creditably inclosed and is in a condition to be further improved. This job was done by William Hadley, who, we believe, did his part of an honest contract without regard to the amount of cash appropriated; and he deserves much credit for the work. But the

appropriation for grading was not enough to do half the amount of work really needed, and consequently only a part was done, rendering it necessary for another and a larger appropriation to finish the improvement. This contract was let to V. Holiday, who, by an unfortunate illness of his head workman, was misled in his calculation and actually removed almost two thousand more cubic yards of earth than the contract called for, and of course more than the appropriation would pay. As the contract limited the work to three thousand cubic yards we had no remedy for this unfortunate miscalculation. We still need at least \$2,500 for this work, and as soon as it can be done the faculty and students will proceed with the begun task of planting trees and shrubs to ornament the grounds. In the last spring about five hundred trees and shrubs were planted on parts of the ground fully graded, and they have flourished finely. All are waiting patiently to make further progress in this direction, as soon as the Legislature will provide means to grade the grounds. And this is really not a small matter. Fine lawns with shrubs and trees upon them will not be simply ornamental and beautiful to look upon; they will educate the minds as well as the hearts of all who see them, to a love of refinement and restful content with the place in which the work of education is carried on. The cost to the State is comparatively small and no expense ought to be spared which may be necessary to turn the desert of mud or dust, of weeds and briars, into a well ordered garden or meadow.

It has often been said that it was a greatly unfortunate choice of grounds, which located the university on a naked lot out of the village; and which placed the foundation of the building so that earth must be removed before the water could flow off from it. But whatever may be our individual opinions of the wisdom of these measures, they had become accomplished facts before we were appointed to take in charge the interests of the university. When we were appointed to our places we found the university located where it now stands, and all the refuse of the newly finished building lay around it. There were banks of earth on all sides of it, rising above its water tables and all as wet and sticky as Southern Illinois clay can be made by abundance of water. The building cannot be removed, and at a small cost the present location can be made delightful, and in a few years, when perhaps all the miscalculation in the matter is forgotten, it may come to be a source of rejoicing that this site was selected, and the spot, then full of beauty, will be the pride of the city and a glory to the State. Even if an error of judgment, or worse was committed, is it not too late to attempt a remedy? Would not wisdom dictate an endeavor to render the present grounds delightful instead of disgusting, and thus snatch an advantage from former mistakes? We commend this subject to your candid attention.

The sums we ask for the annual expenses of the next two years are herewith submitted. And let us say we have not followed a practice too common, of asking more than we need in order to obtain credit for economy on the part of the Legislature in cutting down the sum desired. We have estimated the lowest dime with which we can carry

on a school creditable to the State, and profitable to the children of its people. These are the figures, viz.:

Salaries.....	\$16,400
Fuel and repairs.....	1,500
Library, etc.....	750
Total, annually.....	\$18,650
For grading and trees.....	2,500

We also send copies of the annual reports of the principal, received by us respectively, June 17, 1875, and June 15, 1876. We improve this occasion to say that we have called or held, since our last report, meetings of the Board of Trustees, as follows, viz.:

December 3, 1874; March 18, 1875; April 28, 1875; June 15, 1875; August 12, 1875; March 28, 1876 (at which no quorum appeared); June 14, 1876 (with no quorum); June 29, 1876, and October 25, 1876.

We herewith transmit the accounts of John G. Campbell, Treasurer, and of Professor C. W. Jerome, Registrar, showing the receipts and disbursements of funds belonging to the institution.

In conclusion, we desire to express to your Excellency, our most cordial thanks for the warm and intelligent interest you have manifested in the affairs of our university. Your words of advice have assisted us in our task, and your presence many times at a personal sacrifice, has been to us even more than encouragement. We trust the university so fostered by your care, will be a blessing to the State.

We remain, sir, your Excellency's most obedient servants,

THOS. S. RIDGWAY, *President.*

JAMES ROBARTS, *Secretary.*

NUMBER OF PUPILS.

FIRST YEAR—From July 1, 1874, to June 15, 1875.

Normal.....	367
Preparatory.....	210
Model.....	89
Total.....	<u>666</u>

SECOND YEAR—From August 8, 1875, to June 17, 1876.

Normal.....	446
Preparatory.....	185
Model.....	76
Total.....	<u>707</u>

Different students, 403—By terms.

THIRD YEAR—First Term—September 8, 1876, to November 30, 1876.

Normal.....	127
Preparatory.....	44
Model.....	17
Total.....	<u>188</u>

Different students, 383—By terms.

SALARIES.

Principal.....	\$3,500
Professor Natural History.....	600
“ Languages.....	1,800
“ Mathematics.....	1,800
“ Arithmetic.....	1,500
“ Natural Philosophy.....	1,500
“ Elocution.....	1,500
“ History.....	1,507
“ Grammar.....	800
“ Primary.....	800
“ Drawing.....	600
Sanitor.....	600

REPORT—Of moneys received, and expenditures ordered by the Trustees of
Southern Illinois Normal University, from December 1, 1874, to September
30, 1876.

RECEIPTS.			
Dec. 1, 1874, In Treasurer's hands.....	\$188 83		
“ “ “ Registrar's hands.....	23 00		
		\$211 83	
Legislative appropriation, to July 1, 1875.....		8,722 82	
“ “ “ July 1, 1876.....		19,350 00	
“ “ “ September 30, 1876.....		3,900 00	
Receipts of Tuition and fees		6,109 09	
Total.....			\$38,293 74
EXPENDITURES.			
Paid for advertising.....		\$112 50	
“ printing.....		517 50	
“ Trustees' expenses.....		284 70	
“ salaries.....		28,067 10	
“ incidentals.....		1,510 89	
“ grading and fencing.....		2,250 00	
“ repairs.....		1,851 86	
“ furnishings.....		517 00	
“ fuel.....		1,270 66	
“ extra labor.....		154 75	
“ library and apparatus.....		1,600 00	
Total.....			\$38,136 99
Balance on hand.....			\$156 75
Due on salaries for which no orders are out.....			375 00

All the above accounts are itemized in the reports of the Principal, and in that of the Treasurer.

1	Williams & Hamill, advertising.....	5 00	13	Normal University, for tuition, term commencing September 3, 1875.....	475 00
2	North, Campbell & Co., incidentals.....	6 65	14	Normal University, for tuition, term commencing September 3, 1875.....	255 00
3	Richard J. Lewis, ".....	65 00	20	Normal University, for tuition, term commencing September 3, 1875.....	180 00
4	Isaac Rapp, repairs.....	315 88	25	Normal University, for tuition, term commencing September 3, 1875.....	100 00
5	Mary Dixon, furniture.....	210 00			
6	Carbondale Coal and Coke Co., fuel.....	232 50			
7	Stever & Patton, incidentals.....	38 41			
8	James Roberts, ".....	3 60			
9	Anson Barlow, repairs.....	20 40			
10	E. S. Russell, trustee expenses.....	26 30			
11	Lewis Martin, repairs.....	88 95			
12	Andrew Luce, printing.....	27 50			
13	Pay-roll for March, salaries.....	1,166 50			
14	C. W. Jerome, incidentals.....	23 15			
15	E. J. Palmer, repairs.....	14 00			
16	Hitchcock & Walden, incidentals.....	34 00			
17	E. S. Russell, trustee expenses.....	19 15			
18	Pay-roll for April, salaries.....	1,183 35			
19	Ben. O. Jones, advertising.....	5 00			
20	L. M. Phillips, trustee expenses.....	14 60			
21	I. H. Brownlee, incidentals.....	3 30			
22	D. D. Parkinson, chemicals.....	13 20			
23	Pay-roll for May, salaries.....	1,183 50			
24	L. M. Phillips, trustee expenses.....	8 50			
25	E. S. Russell, ".....	24 50			
26	Jacob W. Wilkin ".....	14 40			
27	Onson Barlow, incidentals.....	9 75			
28	Carbondale Coal and Coke Co., fuel.....	38 26			
29	Pay-roll for June, salaries.....	1,183 50			
30	Robert Allyn, incidentals.....	114 00			
31	Storer & Patton, ".....	14 74			
32	C. W. Jerome, ".....	21 30			
33	"Southern Illinoisian," printing.....	202 50			
34	".....	4 50			
35	Pay-roll for July, salaries.....	999 85			
36	D. D. Parkinson, incidentals.....	5 45			
37	L. M. Phillips, trustee expenses.....	18 00			
38	E. S. Russell, ".....	19 00			
39	Pay-roll for August, salaries.....	1,000 00			
40	"..... September, ".....	1,200 15			
41	"..... additional ".....	525 00			
42	Amount at credit to balance.....	\$708 09			
43		\$15,447 74			

CARBONDALE, ILL., September 30, 1874. JOHN G. CAMPBELL, Treasurer.

MAY 12	Paid Voucher 197—L. W. Martin, incidentals.....	10 00	Sept. 13	By cash from C. W. Jerome, Registrar Southern Illinois Normal University, for tuition, term commencing September 11, 1876.....	551 00
" 20	" 198—Dr. Jas. Roberts, incidentals.....	1,200 00	" 20	By cash from C. W. Jerome, Registrar Southern Illinois Normal University, for tuition, for term commencing September 11, 1876.....	\$17,888 72
" 31	" 199—Pay roll for May, salaries.....	1,200 15	" 30	By cash from C. W. Jerome, Registrar Southern Illinois Normal University, for tuition, for term commencing September 11, 1876.....	147 00
JUNE 15	" 202—Pay roll for June, salaries.....	525 00			79 00
" 30	" 203—L. M. Phillips, trustee expenses.....	10 05			\$18,114 72
" 30	" 200—L. M. Phillips, trustee expenses.....	23 90			<small>CASH ON HAND DEBITED</small>
" 30	" 201—E. S. Russell, trustee expenses.....	130 00			
JULY 19	" 204—Cairo Bulletin Co., printing.....	20 60			
" 19	" 205—E. S. Russell, trustee expenses.....	6 80			
" 19	" 206—L. M. Phillips, trustee expenses.....	41 50			
" 19	" 207—J. W. Wilkin, trustee expenses.....	1,249 85			
" 31	" 208—Pay roll for July, salaries.....	1,250 00			
AUG. 31	" 209—Pay roll for August, salaries.....	36 80			
SEPT. 11	" 210—C. W. Jerome, incidentals.....	5 95			
" 22	" 215—E. Patten, incidentals.....	100 00			
" 28	" 216—Robert Allyn, library.....	1,250 15			
" 30	" 217—Pay roll for September, salaries.....				
	Balance at credit.....	\$17,904 67			
		210 65			
		\$18,114 72			

JOHN G. CAMPBELL, Treasurer.

CARBONDALE, ILLINOIS, September 30, 1876.

THE SOUTHERN ILLINOIS NORMAL UNIVERSITY IN ACCOUNT WITH JOHN G. CAMPBELL, Treasurer.

FUEL AND REPAIR ACCOUNT—FROM JULY 1, TO SEPTEMBER 30, 1875.

1875.		DR.	1875.	CR.	
July 7	Paid Voucher 107—W. S. Atkins, repairs	\$29 75	July 1	By cash from State Treasurer	\$375 00
" 7	" 108—Issac Rupp, "	109 75	Sept 30	By balance	\$26 99
" 24	" 109—Sylvester & Breher, repairs	100 10			
Aug 13	" 114—O'Calligan & Hall, "	2 00			
" 13	" 119—P. J. Ponsoby, repairs	53 82			
" 18	" 121—J. M. Scurloch, repairs	10 95			
" 31	" 130—John Lenhan, "	41 66			
	Balance at credit	26 99			
		\$375 00			

FUEL AND REPAIR ACCOUNT—FROM SEPTEMBER 30, 1875, TO SEPTEMBER 30, 1876.

1875.		DR.	1875.	CR.	
Oct 8	Paid Voucher 137—J. & J. Eminson, repairs	\$40 20	Oct 1	By balance	\$26 99
" 20	" 132—John Stevens, Jr., "	33 15	" 19	By cash from State treasurer	375 00
" 8	" 144—Pettes & Lenthie, "	47 70			
Nov 25	" 150—J. P. Hill, repairs	44 00	1876.		
" 25	" 152—H. A. Ingersoll, repairs	34 05	Jan 5	By cash from State treasurer	375 00
			April 3	" "	375 00
1876.			July 28	" "	375 00
Jan 5	" 156—Carbondale Coal and Coke Co, fuel	251 45			
" 17	" 164—W. Hadley, fuel and repairs	83 63	1876.		
" 17	" 165—J. & J. Eminson, fuel and repairs	105 95	Sept 30	By balance	\$1,526 99
" 17	" 167—Sylvester & Breher, "	98 92			
Feb 7	" 175—Wm. Hadley, fuel and repairs	25 10			
April 3	" 184—Grand Tower Mining and Manufacturing Co., fuel and repairs	63 25			
" 18	" 190—O. Borbour, repairs	27 22			
June 29	Amount ordered transferred by Board of Trustees, to Current Expense Account	185 43			
Sept 13	Paid Voucher 212—J. & J. Eminson, repairs	210 49			
" 13	" 213—A. H. Andrews & Co., repairs	93 84			
" 19	" 214—P. J. Ponsoby, repairs	22 50			
" 30	Balance at credit	161 13			
		\$1,526 99			

FENCING AND GRADING ACCOUNT.

DR.		1875.		CR.	
Aug. 13.....	Paid Voucher 125—W. Hadley, fencing and grading.....	\$1,250 00	July 10.....	By cash from State Treasurer.....	\$1,250 00

GRADING ACCOUNT.

DR.		1875.		CR.	
Aug. 30.....	Paid Voucher 129—Van Haliday, grading.....	\$1,600 00	July 10.....	By cash from State Treasurer.....	\$1,000 00

CHEMICAL AND APPARATUS ACCOUNT—FROM JULY 1, TO SEPTEMBER 30, 1875.

DR.		1875.		CR.	
July 12.....	Paid Voucher 111—Eastman & Bartlett, library.....	\$35 00	July 10.....	By cash from State Treasurer.....	\$1,500 00
Aug. 3.....	" " 120—G. H. French, museum.....	40 00	Sept. 30.....	By balance.....	\$622 27
" 13.....	" " 122—Jas. W. Queen & Co., apparatus.....	48 75			
" 13.....	" " 123—Böhmer & Weber, apparatus.....	7 00			
" 13.....	" " 124—L. Manassee, apparatus.....	48 00			
" 21.....	" " 126—Leggett Bros., library.....	513 10			
" 27.....	" " 127—James Green, apparatus.....	53 75			
" 30.....	" " 130—Robert Allyn, library.....	55 20			
Sept. 4.....	" " 131—J. & J. Emmison, library & apparatus.....	76 93			
" 30.....	Balance at credit.....	622 27			
		\$1,500 00			

Report of Registrar—first special session, July, 1874—beginning November 30, 1874.

Balance on hand November 30, 1874.....			\$14 68
<i>Contra Cr.</i>			
1875.			
January .....15	To postage	\$1 00	
" "15	3 boxes paper fasteners.....	1 00	
" "15	1 punch for same.....	35	
February.....12	2 " ".....	60	
March.....2	2 bottles red ink.....	50	
" "13	Postage (money orders).....	30	
" "18	1 ream legal cap.....	5 00	
" "18	3 boxes paper fasteners.....	1 05	
April .....15	4 " ".....	1 25	
" "21	1 can for ink.....	20	
May.....11	1 " ".....	20	
June.....10	1 box crayons (steatite).....	75	
" "10	2 " " (chalk).....	60	
" "10	1 " ".....	30	
1876.			
April .....25	3 tin cups (large).....	25	
May .....29	6 " ".....	30	
September.....24	Mending University seal.....	20	
November.....14	Expressage on cuts of building.....	75	14 50
Balance on hand.....			18

Respectfully submitted,
C. W. JEROME, Registrar.

Report of Registrar, including all moneys received from December 1, 1874, to September 30, 1875.

1874.			
December... 1	Balance on hand from last report.....		\$23 00
1874-5.			
Winter term...	Amount received from tuition and incidentals.....		726 00
	" " " " other sources.....		17 75
1875.			
Spring term ...	" " " " tuition and incidentals.....		1,049 00
" " " "	" " " " other sources.....		1 20
Fall " " "	" " " " tuition and incidentals to Sept. 30..		1,077 00
" " " "	" " " " other sources.....		34
Total.....			\$2,894 29
<i>Cr.</i>			
1874.			
December ...12	By Treasurer's receipt.....	\$510 00	
" "30	" " " ".....	30 00	
1875.			
January 8	" " " ".....	113 75	
" "15	" " " ".....	36 00	
" "23	" " " ".....	48 00	
February . . 20	" " " ".....	29 00	
March .....25	" " " ".....	707 00	
" "29	" " " ".....	150 00	
" "31	" " " ".....	90 00	
April .....19	" " " ".....	60 00	
May .....20	" " " ".....	43 20	
September... 3	" " " ".....	52 34	
" "13	" " " ".....	475 00	
" "14	" " " ".....	255 00	
" "20	" " " ".....	180 00	
" "25	" " " ".....	100 00	\$2,879 29
Balance on hand, September 30, 1875			\$15 00

Respectfully submitted,
C. W. JEROME, Registrar.

Report of Registrar, including all moneys received from October 1st, 1875, to
September 30th, 1876.

1875.				
October..... 1	Balance on hand			\$15 00
November....19	Amount received from tuition and incidentals to Dec. 6...			151 00
" " " " 30	" " " " other sources.....			20 50
Winter Term..	" " " " tuition and incidentals.....			1,048 00
" " " " "	" " " " other sources.....			3 10
1876.				
Spring " " "	" " " " tuition and incidentals.....			1,115 00
" " " " "	" " " " other sources.....			3 60
Fall " " "	" " " " tuition and incidentals to Sept. 30..			777 00
	Total.....			\$3,133 20
	By treasurer's receipt, October 18, 1875.....	\$79 00		
	" " " " December 8, 1875.....	95 00		
	" " " " " 13, ".....	497 00		
	" " " " " 14, ".....	183 00		
	" " " " " 17, ".....	99 00		
	" " " " " 22, ".....	74 00		
	" " " " January 6, ".....	103 10		
	" " " " February 7, ".....	90 00		
	" " " " March 6, ".....	5 00		
	" " " " " 27, ".....	469 00		
	" " " " " 28, ".....	228 50		
	" " " " " 31, ".....	121 00		
	" " " " April 5, ".....	155 00		
	" " " " " 17, ".....	96 00		
	" " " " May 29, ".....	49 10		
	" " " " September 13, ".....	551 00		
	" " " " " 25, ".....	147 00		
	" " " " " 30, ".....	79 00		\$3,121 20
	Balance on hand, September 30, 1876.....			\$12 00

Respectfully submitted,

C. W. JEROME, Registrar.

FIRST ANNUAL REPORT OF THE PRINCIPAL.

JUNE 10th, 1878.

The Principal of the Southern Illinois Normal University has the pleasure to offer to the Trustees and to the public in general his first annual report. It is a great satisfaction to know that the people of this section have highly appreciated the benevolence of the State which established this university, and have shown this opinion by sending many of their children to enjoy the advantages so generously provided. The numbers in attendance since the first special session in July, 1874, have exceeded the large calculations made by friends of the university. As a general rule institutions of learning do not very rapidly attain the power of large numbers. They grow slowly, and with many fluctuations; and only after considerable years of comparative uncertainty do they appear to be established in the confidence of the community. While our enterprise has had some lukewarm friends, a few opponents, and, perhaps, some enemies, it has had so many warm, earnest and enthusiastic supporters, and has seemed so exactly to meet the wants of this part of the State, that it has thus far moved rapidly forward on a tide of cheering success.

It is not always fortunate for an institution of learning to be crowded with students, more especially in its beginning. These may be ill prepared, lacking moral habits and scholarly enthusiasm. Then the larger the numbers the worse it will be for the school. But where nearly every student is manly or womanly, or even child-like, brave, truthful, serious and earnest, the more the better, till the full capacity of the buildings is reached, and the teachers are tasked to the utmost of their time and strength. These members are an inspiration and a power.

The building would accommodate more pupils, and we have seats for more in the higher department. But in the model or primary school, owing to a lack of furniture, we have been compelled to be crowded, and to refuse many applications. The several rooms of the preparatory school have been so full as to be almost incommoded. We should have at least two more rooms furnished for study, but our

Legislators, in their desire for economy, have left us no choice in this matter. We are to go on the next two years with no means to accommodate more of this class of worthy young people who may greatly desire an education, and whose time for acquiring it will have passed away before we are prepared to receive them. This will be, as seems to us, a great loss both to the youth and to the State.

The teachers have been compelled to have the charge of six, and even seven classes each, and they have labored with great zeal and fidelity, and hence been rewarded with the consciousness that they have been honestly endeavoring to do thorough work. For the most part they have received the grateful respect of all, and certainly they have made their several departments highly successful, and they point with pride to the record of the students, both in their daily recitations and in their several monthly examinations, written and oral. A better showing has rarely been made, and we congratulate ourselves on having had so many pupils who have shown themselves honest, earnest, and ambitious to learn and make noble characters by a faithful performance of all duty. The families from which they come have been honored by what they have done and the localities to which they shall go for future duty will be fortunate.

The numbers during the year have been as follows, viz.:

Special session.....	51
First regular session.....	147
Second regular session.....	183
Third regular session.....	283
Total.....	663
The number of individual students has been.....	403

And one hundred and seventy-two persons have received gratuitous tuition, and have pledged themselves to teach in the schools of the State, provided situations can be obtained with reasonable effort. None of these have yet completed the course of study prescribed for graduations, though many of them have taught in the district schools for several years previously to coming to us, and some for a single term since.

The several departments have been well instructed in every case, and mention of any one of them would seem to imply either higher efficiency in it or some degree of inferiority in others. Each teacher has cordially and promptly co-operated with the President in all respects, and each has my hearty thanks. Their labors have made mine not only lighter and pleasanter, but much more profitable to the school; while the careful obedience of the students has rendered the duty of all the officers singularly delightful, and far more valuable to the State than it could have been had the pupils been vicious, idle, dilatory. Only one thing mars the completeness of this commendation. The boys—in some cases young men—have compelled the janitor to do extra work in cleaning buildings. From only a few of the students, and an occasional visitor, has there been a mouthful of tobacco juice or saliva ejected on the floors, though some have for a time persisted in this sort of indignity to propriety. In other points about the university, in the rooms, on the black boards, with perhaps only

a single exception, we have reason to commend and have to say that the general neatness and care of furniture could hardly have been better.

The department of natural history has made some progress in gathering specimens. Prof. Parkinson has done most of the work in this line, and from various sources, by his own gun, by donations, by purchase, he has made a fair beginning of a museum. Birds, quadrupeds, and reptiles have been collected to the number of a hundred or more. Dr. Thomas has received, by favor of Prof. S. A. Forbes, Curator of the Illinois Normal University, many valuable specimens of birds, shells, etc., from the Smithsonian Institution, specimens of insects and the publications of the institution, from the War Department's Exploring Expedition; a large collection of insects from the U. S. Northern Boundary Survey; specimens of natural history, from Prof. Jerome, various specimens preserved in alcohol, all of which make an admirable beginning for the first year, and are all we could have taken care of while we have no shelves or cases properly arranged for them.

The botanical cabinet has not been begun. The library consists of works of reference and Congressional documents, and has just been put in its place on shelves. We do most seriously need more books, and the appropriation made by the Legislature, to take effect in July, will enable us to do something toward meeting the wants of the university.

The aim in our work for this first year has been to lay the foundation of a broad culture, yet to make a specific culture the definite object in every department and branch of study. We have sought to accustom our pupils to self-control, to a thoughtful regard for the comfort and rights of others, and to a reverent obedience to law, as embodied in the general usages and customs of society and business, and we are proud to say they have not disappointed us. They have been ladies and gentlemen in the true sense of the word. Our care has been devoted particularly to the elementary branches, and to discipline in knowledge, science, art, habit, health, and exercise. Every student has practised the graceful and inspiring system of light, free gymnastics or calisthenics, has been drilled in spelling, in writing, in vocal music, and drawing. While we are dissatisfied with the prevalent notion that these things are of less importance than book-learning, we are pleased to know that their value has been recognized, and we shall bestow more thought and labor on them in the future. They will hereafter be imperative requirements of all. We are certain that health has been preserved by the calisthenics, and grace of carriage acquired. We have, however, no adequate provision for instruction in these useful things. The several teachers have added to their other duties the work of the spelling. The Principal has taken the drawing into his own hand; Mr. Brownlee the singing and calisthenics, and Mr. Hillman the writing, and while these have been profitably done, they could have been better done by one who could have given his whole time and attention to them. This ought to be made a special department, supervised by a professor employed for it.

The work of grading the grounds have been provided for in part by the Legislature, and has proceeded nearly as far as the money appropriated will carry it. While the Principal is grateful for the sum

granted, he cannot withhold the statement that, after a careful examination and estimate, he asked for this purpose twenty-five hundred dollars. Two committees of the Legislature, one from the Senate and one from the House, visited the institution during the winter, and both reported this sum was, if anything, too small, and recommended its appropriation. But men in that body who had never seen the institution and its grounds, insisted that this sum was more than a State such as ours could afford, and granted us the sum of one thousand dollars. With this sum we shall accomplish something to beautify the grounds, and put them in better order of drainage and surface. But it is probable that for the whole future of the university the place will be deformed by this attempt at economy, or else more money will be voted hereafter than could have finished the whole at once. The same may be said of the fence. Not less than two thousand dollars were needed to make a good enclosure; twelve hundred and fifty dollars are given, and while the fence will enclose the lot, it will not adorn it as it ought to have done. It is a great pity that the people of this end of the State do not demand for themselves, as they and their children need and are worthy to enjoy, privileges of education equal to those of any State in the Union, or at least to those which the northern section of the State enjoy. What would be the cost? We need in order to do the work for the young of this locality a sum of say thirty thousand a year. We are three million people nearly, that is one cent for each inhabitant, or two cents for both Normals. Put ours wholly on the population of Southern Illinois, in which we have a million people, and it is only three cents each, or fifteen cents to a family of five persons. What a petty cost?

It has seemed proper to make this statement, not in condemnation of the Legislature, which undoubtedly endeavored to do its duty to the people, but in extenuation of any blame which some might attach to our asking so much money, and of our failure to secure what we need and what we expected we would readily gain.

Our work is not for ourselves. It is for the people of the State, for their schools and children. We are only interested to have it well done, and we are willing to have others do it if we are not found to be the best men. And we prefer to not remain if we are incompetent. But we are distressed when a false economy restricts us. It is to the interest of the State to have work of education well done, and for every child.

With these remarks, we close by asking all our patrons to send us scholars, and to give us sympathy and encouragement.

ROBT. ALLYN,
Principal.

SECOND ANNUAL REPORT OF THE PRINCIPAL.

CARBONDALE, ILL., June 14th, 1876.

The Principal of the Southern Illinois Normal University reckons himself honored by the liberal patronage given to the school during its second year. Hearty thanks are due to the people who have sent their children and wards to our care, and even more credit should be cheerfully accorded to the young men and women who have earned the means to instruct themselves, and who have committed themselves to our guidance. The several teachers are not less deserving of praise for the earnest support they have given to all our labors, and for the ability and faithfulness with which they have discharged their individual duties. But above all, devout thankfulness should be rendered to the Giver of all Mercy for His blessing, without which no enterprise can command respect, and no labor can win success.

The year has been marked with two difficulties, great stringency in financial affairs, and wide-spread sickness during the fall and winter. But notwithstanding these, the comparative numbers of advanced students, and their attainments, have increased. Last year, in all the departments, there were as follows, viz.:

Normal.....	135
Normal preparatory.....	207
Model.....	61

Total.....	403.
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For this year they have been as follows, viz.:

Normal.....	123
Normal preparatory.....	208
Model.....	37

Total.....	368
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This decrease in number, as will be seen, is principally in the model school and special session. There are two reasons for this diminished numbers in the model, neither discreditable to us, and the second, very

gratifying and hopeful for the city of Carbondale. The fee for tuition in our school has been raised, and the people of the city have such an increased confidence in their own public schools, and have employed such teachers as to make it desirable to send their children to them. It should also be said that while the decrease has been chiefly in the primary department, in times like these young men dependent on their own resources are the ones who have been kept away from the school. But notwithstanding this less numbers of names enrolled, we have actually counted a larger number of terms' work than last year. The comparison by terms is very satisfactory. Last year our term aggregates were: Special session, 54; first term, 147; second term, 183; third term, 283—total, 664. The present year our enrollment has been: Special session, 27; first term, 226; second term, 204; third term, 253—total, 709. An increase of 43. This result shows that last year our students remained with us on the average only 1,561 terms, while this year they remain 1,996—a gain of nearly a half term on a student in a single year; and here again the model room has been most irregular—a fact easily accounted for by the long walk and bad weather of the winter.

The appropriation by the State Legislature for the fencing was sufficient to build a very good paling fence on two sides, and a plain plank fence on the other two. But that for the grading of the ground was altogether insufficient, and the campus therefore remains an unsightly place, quite an offense to the taste. A portion of it has been graded, and the teachers and students have, at considerable private expense, planted a part of it with trees and shrubs for future ornament. It is the hope that this ground may yet be graded and made to produce every tree which will grow in this soil and climate. It will then be a means of educating the students in some practical knowledge of botany and tree culture. A very small annual appropriation would not only create a large amount of beauty, but might awaken an enthusiasm among the people of this section of the State for unexpensive experiments in tree culture, and diffuse a spirit which might be profitable in many directions.

The appropriation for library and apparatus has all been expended—divided nearly equally between the two objects for which it was designed, and it affords a good working laboratory for practical analysis in chemistry and instruction in physics. In connection with these objects, we have devoted some attention to a museum of natural history, and have procured specimens of birds, beasts, and insects, which make a creditable beginning for work in this department of science. These departments are under the charge of Profs. Thomas and Parkinson, who instruct their pupils in the actual work of preserving specimens, in dissecting animals, and in classifying and arranging cabinets. These parts of our work have been eminently successful, and we look to see our students spread abroad accurate methods of observation and much interest in these matters. This section of the State is, perhaps, as fine a field as is found in the nation for the study of the habits of birds, their migrations, changes of plumage and times of breeding. Our students, after the training they receive at our hands, will, it is believed, communicate an enthusiasm in this and kindred branches of Natural History and Biology which shall prove invaluable to the commonwealth.

A better opportunity may not occur to reiterate a thought often touched in our exhortations to students. To secure the greatest profit of a course of study, and to reap the highest advantages of discipline, the time devoted to these purposes, should be, so far as possible, continuous—a long period of diligent and uninterrupted application till habits of rapid, energetic work and patient self-control are formed and made into the substance of soul itself. No growth anywhere is made without quiet. The tree constantly beaten by mountain winds is a dwarf: but in the stillness of the deep valley the giant sequoias climb five hundred feet toward the top of the cliff. Great strength, indeed, can be produced only by active strain on the energies. The growth is chiefly in rest; and a school life seeks to withdraw, for a time, the student into a place of calm and peaceful seclusion, where he may give his mind an opportunity to grow and acquire furniture for the future strains and battles of life. Two consecutive terms for this purpose are worth as much as three separated from each other by considerable intervals. And in this connection it is not improper to say that all interruptions of the work of study for visiting or pleasuring do injure and break up the work of a good education more than is often supposed. The act of study is to form habits, and this end is only attained when the successive actions by which good habits are begotten are blended into a series. To stop study two days, or even a half day, in a week, breaks the chain of sympathy, disjoins the order, and compels to repeat, till the line which should have been homogeneous becomes in effect broken into strange materials and weak. It is like crystalizing the iron in a wire, which unfits it for strain and makes it often inferior in strength to a cable of hemp.

We ask those who have the responsible care of scholars sent to us to give no occasion by unnecessary absences for complaint on this score. Let those sent to school here, come prepared to remain till they have finished the short courses of study we have set down in our catalogue; and seek to impress upon their minds that the special order we have here prescribed is the best which, after trial, we have been able to devise. And to students we say, by all means, begin with the lower and lay a good foundation for every thing thereafter. We will give certificates for each year's work done in either of the departments, giving none till the lower has been done with us or satisfactorily accounted for. Our course is so arranged that the Preparatory Normal well finished will be fully equivalent to the requirements of a First Grade Certificate; then one can begin the Normal work proper and go on to become a master indeed.

If we rightly understand the purposes of the Legislature in establishing this school in its present locality, it intended to give the people in securing for their public schools a class of teachers who shall instruct their children by the best methods in all known sciences, and inspire in them the will to learn all new knowledge, and to follow all honorable actions in virtue and nobleness. To prepare our pupils for this work, we have sought three things: to impart accurate information—first, in all the common branches of English learning, and afterwards in practical and advanced science; to habituate those who are to be teachers to self-government and readiness in thought and action, to careful consideration of the wants of others, and to a cheerful obedience to all law; and finally, to give them a mastery of the methods of teaching—

first, by witnessing our examples in the daily recitation, and then by reading and hearing the best plans of school work discussed in lectures and practiced in school duties.

We have been compelled to own that our progress in these last points have not equalled our hopes. Many things might be said here in extenuation of any blame which the public might lay to our charge. Two things shall be named: One, pupils come to us to learn the higher branches as they call them, without having a foundation of the elemental ones; and they have in their minds also a notion that about one-third of a year is sufficient to make them, if not highly accomplished teachers, at least very respectable incumbents of the school room chair and creditable bearers of official dignity. Not only do these notions in the minds of those who come to us, work injury to our labors, but similar ideas in the minds of the people, do us even greater injustice. It is bad that a young man or young woman who cannot spell the commonest words of the language, who cannot speak two simple sentences without errors in pronunciation and in grammar, should imagine himself fit to teach our schools; but if the people become satisfied with him and are willing to accept one who cannot explain the reasons for the common operations in arithmetic, or tell the names of the several United States and their capitals and cities and rivers, or, worse still, who cannot write these names without fifty errors, the evil becomes far worse, for then the popular demand does not expect anything like excellence or progress. We do not state this to complain, or to find fault, but to prompt the thought of a remedy and a determination to apply one. We think the standard of education and of aspiration is as high among the youth who come to us, as in most other sections of our land; and the appreciation, if not the demand, for excellent teachers is certainly as high as any where we have known. All this, however, will avail little, unless the candidates for the office and emoluments, of teacher, and also the people who employ them fix their minds unalterably, and enthusiastically insist on resolute efforts to attain the highest excellence. Students must from the beginning be better prepared and teachers must do this preparation at the demand and under the stimulus of the public sentiment, uttered in such a manner that no one can mistake its meaning, and so that none will dare resist its reasonable requirements. There must be a more thorough early training in our common schools.

The definite professional work of a Normal school has therefore as yet occupied our attention only incidentally. It is not in our case like professional schools for lawyers, clergymen, physicians, chemists, or engineers. If either the orthography of such men, or their grammar, or even their elementary arithmetic—or often all of these—is defective, the men are in some degree rendered ridiculous thereby, but their whole usefulness is not therefore destroyed. A man may become an eminently successful general and an energetic and honored president of the United States and be so ignorant of common astronomical geography as to believe that the earth is flat and cannot turn daily on its axis. But such an one cannot be a good teacher. Neither can he do the work of the school room unless he knows the reason why you carry one for every ten in addition and in multiplication, and why you begin your work at the left hand in division. In our school, therefore, we must insist on the thorough mastery of the elements of

knowledge before the methodology of teaching and the science of pedagogics can be taught with any profit. If now the schools of our section of the State will do this elementary work they will aid us in a wondrous degree. And when they do not do this, our duty has seemed to be to insist on elementary training till it is made a fashion and a necessity everywhere. We appeal to County Superintendents to aid in this endeavor, and we feel assured that they agree with us, and would, if their schools could be supplied with good teachers insist on having such and none others. But, alas, men and women well grounded in all elemental work, are not always in the market, and the law is imperative that a school must be kept; and rather than deprive a given district of its share of public money for the next year, Superintendents yield to a seeming necessity, and grant certificates to the imperfectly educated. We are in appearance doing the same thing. Students who have been with us a single term and then only in the lower branches, and with so imperfect a knowledge that we cannot even pass them to a higher grade, go from us and teach, some of them doing better work than the district has before known. While we cannot condemn, without qualification, such students, it is not a course to be approved. And we desire to warn the public that students who have been with us are by no means solely on that account to be reckoned worthy to be teachers; nor will such be a fair representation of our school work. We mean to graduate none who are not at least fair scholars and who certainly have completed with us or elsewhere our course of study, elementary and higher, and who also have an earnest character and a high standard of personal honor and scholarly ambition. We ask the public to judge us by these and not by those who have only been with us too short a time even to have proved that they are grounded in the elemental studies. Do not employ uneducated teachers, and least of all those who have been with us just long enough to have grown conceited on account of their relations to our school, but not long enough to have been taught how little they knew before they came, and to have become inspired with the love of study and the ambition to learn all things. While we bespeak the good will of the public most earnestly and devoutly for our students who shall go forth with our certificate of commendation, we do beg that all conceitedness and imperfect fitting for the work of the teacher in these same students may be as heartily discountenanced. We are glad to be held to the strictest accountability for the work we attempt to do, and we desire that our pupils be held to the same. But we do most earnestly beseech the public to send us those who are fit to begin to learn how to teach.

Let the common branches be well taught at home in your own district schools, and it will save us and you very much money and considerable annoyance. We prefer to prepare teachers for the public schools rather than educate the scholars of those schools, and we think we can most profit the people and the State by so doing. Look at this point a little with patience. It will cost a young man or young woman not less than \$125 to \$250 per annum to attend our school and pay board and travel. If four are sent from one district this amounts to \$500 or \$1,000. Would it not have been cheaper to hire a teacher fully competent to teach all the common branches in that district and to have had your children learn them fully under your own guardian-

ship? When it comes to Algebra, Geometry, Philosophy, Chemistry, Natural History and Sciences we have facilities which no country district can easily have, and it will be profitable to send to us even if the cost is \$500 a year. But for the Spelling, the Reading, the Arithmetic, Geography and Grammar, these can be more cheaply taught at home, and these branches ought to be taught there as well as we do them. What we ask is to make the district schools so good that the scholars shall delight to learn all common English studies before they come here. And if we can aid in making these schools such as they ought to be we shall be instrumental in saving to the people of Southern Illinois many thousands of dollars a year. Let it be repeated; we desire to fit the people and the teachers so that the children of our towns may be educated in all elementary learning at home, and thereby save money to the farmers and mechanics, and at the same time diminish the risks to the young attendant on absence from home. As circumstances now are we are compelled to teach the most elementary knowledge and to repeat and reiterate spelling, and writing, and reading, and even to teach the addition tables, to those who have for years attended schools at home. We seem to be compelled to do these things, yet we cannot believe they are most profitable for the community, or at least will not be if we are obliged to continue them long. As temporary expedients, and as leading to something better they are allowable.

Our object is to prepare teachers who shall do all this in every school district and thus accomplish what the State designed a Normal should do—diffuse better methods of teaching to the country towns. We can teach your children, good people of Southern Illinois, we believe as well and with less cost than you get the same work done out of the State or in any other section of it. The saving to you even in this way will be thousands per annum. But let us send to you teachers well prepared for their work and we will save you tens of thousands and give you a far more equally diffused education. We can teach but few of the tens of thousands of children in Southern Illinois in our Normal, but we can, if they will come prepared, teach all those who shall instruct all the children. Do not, therefore, conclude there is no reason for our Normal. The statements above made are the strongest arguments we can adduce for its existence and hearty support. It will, if sustained by a few thousand dollars annually for ten years, make it possible to educate all your children and those of your neighbors at home in the best manner, and provide intelligent and inspiring teachers in all parts of the land. We trust that we shall be supported by the people and in all these matters be aided in our design of making teachers at first thorough in knowledge and finally skillful in all school work and duty.

Nothing is more vital to our national and social life and in no form of public expenditure produces so much profit at so small a cost as our school work. The average cost per year of educating a scholar in our school has been to the State \$43 81, and when it is remembered that each one of the more than two hundred taught by us who will teach the public schools the next winter, will be actually worth fifty per cent. more to the schools than he would have been without the instruction he has had; and that he will in all probability receive not a dollar more from the public than would have been paid to per-

sons certainly less educated, the profit to the State can be seen. These two hundred young men and women for five months' teaching will receive on the average \$45 per month, or in all, \$45,000, fifty per cent. of which is \$22,500, or in a single year more than the whole of what the school has cost the State. And these teachers will average nearly three years each, which gives the State a clear gain of \$67,500 for the expenditure of \$16,121 04—a paying profit if the work should stop there. But every one of these young people on the average has a life of thirty years of greatly increased value to the commonwealth. So that the school promises to return to the public welfare manifold its actual cost. And another element in this thought ought not to be omitted. The expense of tuition, even when it is largest, is but a small portion of the cost of an education. Board, books, clothes, travel, and other items are several times larger than that which the State contributes to the payment of the bills of the school. This sum the student pays, and in many cases pays it out of his own earnings, not from money contributed by his parents or inherited from ancestors. By offering gratuitous instruction, therefore, the State gets a sum probably five times as great added by the pupil himself, and all this is by solemn act, set apart for the uses and improvements of our public schools and brings returns directly to the people, probably thrice its own amount within the space of three years, and in the course of that student's life of thirty or forty years, more than twenty fold. What other investment is so profitable?

Our course of study embraces everything from the A B C to the university. We indeed even want a part of this lower in order to make practical application of our instruction in methods of teaching. But we want to devote much attention to professional training; and we have arranged a post-graduate course, which may be devoted to reading and hearing lectures. We now have a very good library of works on the science of pedagogy and kindred branches, and instruction will be given in higher logic, and methodology, and in metaphysics, and the science of literature and school laws. Young men and young women who have taught awhile and who desire to extend their acquaintance with these topics will find profitable employment in our library and rooms, and can do both themselves and the public good service by reading and studying in this way. The principal's time can be almost wholly devoted to such hereafter.

Our teachers have done some work at institutes during the year, and have delivered lectures in many places with good results. The principal has given daily lectures on many topics to the several departments: To the normal department one day in three on the English language; on the order of the development of knowledge; on the methods of study, and on methods of teaching. In the preparatory department two days in three on methods of study, importance of writing and speaking good English; on habits of neatness and order; and on the necessity of character. In all these departments he has conducted examinations in spelling, writing, geography and other studies. He has also conducted recitations in logic, in mental philosophy, in English literature, in moral philosophy, in criticism, in geography, on the constitution of the United States, on the school laws of Illinois, in methods and in grammar.

Professor Jerome has instructed classes in both the Latin and Greek

languages, reading Cæsar, Sallust, Virgil, Cicero's orations and Tacitus. He has also read Xenophon's anabasis, Cyropædia and Homer.

Professor Hull has been in the university a single year and has taught classes as follows, viz.: Algebra—elementary, advanced; geometry, trigonometry, surveying, and analytic geometry. He has made a fine success of his work.

Professor Foster has taught classes in geography, physical geography, physiology, history of the United States, ancient and modern history, and has had charge of the observations for the United States Signal Service and has acted as librarian.

Professor Hillman has attended to the arithmetic and to astronomy.

Professor Parkinson has instructed in natural philosophy, in chemistry, in chemical analysis, and in algebra, and has given lectures on chemistry as applied to art and agriculture.

Professor Brownlee has had charge of the classes in reading and elocution, and has taught the music and had charge of the calisthenic exercises.

Miss Buck has taught the classes in grammar and in book-keeping.

Mrs. Nash has taught the writing classes and drawing with large success.

The model department has been controlled by Miss Mason and has been an auxiliary of our teaching of great value. The two difficulties—the cost and irregular attendance of pupils on account of the distance—have made this experiment a doubtful one, and it is not improbable that it may be discontinued. It seems almost a necessity with us that something of its kind shall be maintained, but possibly all the advantages of it as an experimental school can be gained in the other departments of the preparatory.

This report is submitted to the trustees and to the public with confidence but with the thought that as our school is a public institution its affairs and methods, its aims and its accomplishments should all be public. The principal trusts that his frank confessions will be received in the spirit in which he makes them, and that his suggestions will be candidly and carefully considered and that the public will endeavor to work with our professors to elevate the character and increase the usefulness of all our public schools.

ROBERT ALLYN,
Principal.

GENERAL INFORMATION.

We subjoin the Course of Study and some other matters which we have inserted in our annual catalogues, which may be of interest to yourself and to the public.

The object of the university is to do a part of the work of education undertaken by the State. This is provided for in three departments—Model or Primary, Preparatory and Normal. Each of these has a specific work, and pursues its appropriate method. The great design of the Model School is to be an example of what a school for primary scholars should be, and to afford to those preparing themselves to teach a place where they may observe the best methods in operation, and where, at suitable times, they may practice in the calling of a teacher, under the eye of one well instructed and largely experienced in the work.

The purpose of the Preparatory Department is, in part, the same, but it is largely used to give instruction in the common branches, and to make up the early deficiencies of such as design to enter the Normal classes.

The Normal Department is to give thorough instruction in the elementary and higher portions of the school course of study, and, indeed, to fit the student by knowledge and discipline for the practical duty of a teacher. It aims to give instruction and opportunities of observation and trial, to every one passing through the course, so that he shall not be an entire novice in his calling when he enters the school room. With this idea in the mind every branch prescribed to be taught in the common and high schools of our State is carefully studied, from the alphabet to the highest range of philosophy. Accuracy and complete thoroughness are points held in mind in every recitation, and drills upon the elements are not shunned as though one gained something by slurring over them. So much of each branch as we pursue we endeavor to impress upon the heart, and incorporate its methods into the whole frame of the character. Great attention is, therefore, bestowed on the earlier parts of the course, such as spelling and pronouncing words, reading and defining, writing, drawing and calisthenics. The body needs culture and systematic activity, quite as much as the soul, and we begin with making it the servant of the mind, and habituating it to an unhesitating obedience.

The course of study is planned to give information, to assist in self control and discipline, and to promote culture and refinement. It is arranged in the order which ages have found most profitable and philosophical. The earlier studies are elementary and the later ones calculated for stimulating thought when it is growing to maturity and needs discipline in the proper directions. It is most emphatically urged on all students, that they make their arrangements to pursue each study in its order, to make thorough work of each, and not to overburden the mind, and body too, by a larger number of studies than they can carry.

Few things can be impressed on the mind to more profit than rules like the following, and we earnestly request school officers, directors and county superintendents to aid us, and the friends of sound and symmetrical education to reiterate the maxims: Be thoroughly grounded in the elements of all knowledge; particularly spelling English words, pronouncing every letter and syllable properly; reading with readiness and correctness; adding and multiplying numbers in all possible combinations, with celerity speed and infallible accuracy; writing a good hand easily read, and done with despatch and neatness; drawing any simple figure, and singing. These things, well learned in theory and wrought into practical habits, not only open the door to all fields of knowledge and art, but they do go a long way toward making the highest attainments in scholarship and the sweetest grace in all manners and behavior. This Normal University insists on them as both necessary and easily gained.

Our rules of government are only few in number and very general in their application. They are embraced in the Golden Rule: "Do to others as you would they should do to you." It is expected, of course, that they include—

1. Neatness of person and of dress.
2. Purity of words and of behavior.
3. Cleanliness of desks, books and rooms.
4. Genteel bearing to teachers and fellow students.
5. Punctuality every day and promptness in every duty, not to the minute only, but to the second.
6. Respect for all the rights of others in all things.
7. Earnest devotion to work.
8. Quietness in all movements.
9. By all means be in school on the first day and remain till the last of every term.
10. Obedience to the laws of love and duty.

If the spirit of these things can be infused into the soul and wrought into the habits, each student will for himself grow in goodness and truth, and for the State will be a power and a blessing.

COURSE OF STUDY.

The course of study has been arranged with two purposes in view—first, to give a strictly normal course of training to fit teachers for the public schools, and second, to give examples of methods of teach-

ing. It therefore goes over the whole curriculum of school studies, from the alphabet to nearly the completion of a collegiate education, and gives especial attention to those branches which require the use of the observing and perceptive faculties, without neglecting those which demand the use of the imagination and reason. Practical attention is devoted to physics, chemistry, natural history, surveying, and language, and the student is not only taught to know but to do the work of the branches which he pursues. He is also required to give instruction in all that he learns, so that when he begins his life-work, either of teaching or laboring in a secular employment, he may not be wholly inexperienced in the very beginning of his career.

The course of instruction also embraces lectures by the principal on the history and science of pedagogy, and on the methods both of learning and teaching. As the university is only in the second year of its work, it cannot point to any very striking results.

PRIMARY SCHOOL.

FIRST YEAR.

The primary English studies and object lessons, counting, drawing, singing, local geography, and spelling.

SECOND YEAR.

Geography of United States, arithmetic through division, reading, writing, drawing, singing, object lessons, spelling and defining, and calisthenics.

THIRD YEAR.

Arithmetic to fractions, geography, grammar begun, and elementary natural history, reading, spelling, writing, drawing, calisthenics, and singing.

PREPARATORY SCHOOL.

FIRST YEAR.

First term--Arithmetic (fractions), reading, writing, geography, spelling, drawing, vocal music, and calisthenics.

Second term--Arithmetic (percentage), geography, spelling, writing, reading, drawing, vocal music, and calisthenics.

Third term--Arithmetic (ratio and roots), grammar begun, reading, drawing, writing, spelling, vocal music, and calisthenics.

SECOND YEAR.

First term--Review of arithmetic, grammar, United States history, reading, drawing, writing, and singing.

Second term--Grammar, history, astronomy, reading, drawing, singing, writing, and calisthenics.

Third term--Grammar, botany, natural history, reading, singing, writing, drawing, and calisthenics.

THIRD YEAR.

First term--Latin begun, elements of algebra, physical geography, English grammar reviewed, and general exercises the same as second year.

Second term--Latin, elements of algebra, physiology, astronomy, natural history, and general exercises continued.

Third term--Latin, geometry, algebra, English analysis, general exercises continued.*

NORMAL SCHOOL.

The following is the normal course. It embraces two large and thorough courses of study. One includes the classics, with provision for elective German and French; the other omits all the languages except the English, and both make an extensive study of the mother tongue.

It substantially embraces a department of Mathematics, of English Language and Literature, of Art and Elocution, Music, Drawing and Calisthenics, of Physics, of Chemistry and Astronomy, of History, of Classical Language, and of theoretical and practical teaching. The whole forms what is called the Classical Normal Course, and selected studies make up the Scientific Normal Course.

Either is sufficient for practical purposes, and may prepare a teacher for the full work of our public and high schools.

FIRST YEAR.

First Term.--English Language, University Algebra, Latin, Greek Drawing, Singing and Calisthenics.

Second Term.--University Algebra, English, Latin, Greek; general Exercises same.

Third Term.--Geometry completed, Latin, Greek, History of English Language; same general Exercises.

SECOND YEAR.

First Term.--Trigonometry and Mensuration, Latin, Greek and English Literature.

Second Term.--Natural Philosophy, Latin, Greek, Physiology.

Third Term.--Latin, Greek, Botany, and Surveying and Navigation.

* N. B. This course thoroughly finished is sufficient to command a first grade certificate. To any student who completes it in the university, we will give a written statement of this fact; but it must be understood this will have no force or value as a legal qualification for the office of teacher. And whenever a student completes any one year's work in its proper order, we will cheerfully give him a certificate of that fact.

THIRD YEAR.

First Term.--Rhetoric, History, Greek, Zoology, and general Exercises continued.

Second Term.--Logic, Greek and Chemistry, Conic Sections.

Third Term.—English Criticism, History, Geology, and School Law.

FOURTH YEAR.

First Term.—Mental Philosophy, English Language, Physical Geography and Pedagogics.

Second Term.—Ethics, Astronomy, Pedagogics and Book Keeping.

Third Term. Constitution of United States, School Laws of Illinois, Pedagogics, Methods of Teaching and Book Keeping. Reviews of Studies.

General Exercises during the whole course.

German and French may be substituted in some cases.

N. B.—Written examinations monthly, and oral at the close of each term.

POST GRADUATE YEAR.

This will embrace a larger course of History, more of Mathematics, Political Economy, Criticism, Field Work in Natural History, Analytical Chemistry, and Dissecting and preserving specimens collected. It will also include courses of lectures on the above branches, and on the History and Science of Education. One year's work of teaching in the Model School, for one hour a day, will be required for a Diploma. A certificate will be given for each year of study completed in consecutive order in this department.

N. B.—The following works are recommended for reference, and are considered essential to every teacher's library, viz: Webster's Unabridged Dictionary; Lippincott's Gazetteer; Zell's or Chambers' Encyclopædia; Hailman's History of Pedagogy; Miss Peabody's Kindergarten; Rosenkranz's Science of Education, by Miss Brackett; Wick ersham's Methods; The Teacher, by Abbott; Oswald's Etymological Dictionary; Hinton's Physiology for practical use; Sheldon's Object Lessons; Smith's Free Hand Drawing for Public Schools; Cleveland's English and American Literature; Smith's Classical Dictionary; Hayden's Dictionary of Dates, and Graham's Synonyms.

CONDITIONS OF ADMISSION.

To be entitled to admission in the Normal Department, a lady must be sixteen years of age and a gentleman seventeen. They must be of good moral character, and a certificate to this effect will be required. To enjoy the privilege of free tuition, they must sign a certificate promising to teach in the schools of Illinois three years, or, at least, as long as they have received gratuitous instructions. They are to pass an examination either before the county superintendent, or examiners, or before the Faculty of the University, such as would entitle

them to a second grade certificate, and they must agree to obey all reasonable requirements as to order, promptness, cleanliness and genteel behavior.

EXPENSES.

To those who sign the above-named certificate, tuition is gratuitous, but there may be a fee charged for incidentals, at present not exceeding \$3.00 per term of thirteen weeks. Tuition in Normal Department, \$10.00; in the Preparatory Department, \$8.00; in the Model Department, \$4.00.

Board can be had in good families in Carbondale at rates varying from \$3.50 to \$5.00 per week, and by renting rooms and self-boarding, or by organizing clubs, the cost may be largely reduced, perhaps to \$2.50 per week. Books are sold by the several bookstores at reasonable rates.

SUGGESTIONS.

We do most earnestly and affectionately recommend to all our students, and to those who may be in charge of them, or who have influence over them in any way, by advice or authority, that they fix it as a rule never to leave the institution before the end of a term, and, if possible, that they complete a full year. Fragments of an education are indeed of much worth, just as the fragments of a diamond are valuable. But how much more profitable are they when united. The price of the diamond increases as the square of its weight. Hard study for a week, or a day, or even an hour, is worth a vast deal; but a full course of several years is largely enhanced in value. Do not be absent from the school for a day. The regular calisthenic exercises will give you health for consecutive study, and by habitual application you will acquire facility for study, and you will accomplish more than you would have believed.

We certainly shall not grant diplomas to those who are absent often, and who do not finish every examination, both written and oral. One of the values of a course of study is that it represents years of honest, punctual work.

LOCATION.

Carbondale is a city of 2,500 inhabitants, healthful and beautiful, with a refined and cultured people. It is easy of access and offers inducements for board and social advantages beyond most other places. It has, perhaps, fewer temptations to idleness and dissipations, and combines religious and educational privileges in a degree greater than the average of towns and cities. Parents may be assured that their children will be as safe as in any school away from home; and scholars may come here and be certain that economy and industry will be respected and assisted by all the surroundings of the locality. The Illinois Central, the Carbondale and Grand Tower, and the Carbondale and Shawneetown railroads afford ample facilities for convenient access.

LITERARY SOCIETIES.

The students have organized two literary societies for purposes of mutual improvement. They are The Zetetic Society and the Socratic Society. They meet every Friday evening. These afford one of the best means of culture, discipline and instruction in the practical conduct of business. They have commenced the foundation for a library, and deserve the countenance and patronage of all the students and their friends.

THIRD BIENNIAL REPORT

OF THE

TRUSTEES

OF THE

SOUTHERN ILLINOIS NORMAL UNIVERSITY,

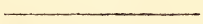
AT

CARBONDALE, JACKSON COUNTY,

MADE OCTOBER 1, 1878.

TO HIS EXCELLENCY, THE GOVERNOR OF ILLINOIS,

1877 AND 1878.



SPRINGFIELD:

WEBER, MAGIE & Co., PRINTERS FOR THE STATE.

1878.

REPORT OF THE TRUSTEES.

SOUTHERN ILLINOIS NORMAL UNIVERSITY, }
CARBONDALE, Ill., Oct. 14, 1878. }

To His Excellency, Shelby M. Cullom, Governor:

SIR: As required by law, the Trustees of the Southern Illinois Normal University have the honor to submit to you their third biennial report. As a supplementary part, they herewith transmit copies of the annual catalogues for the years 1876-7 and 1877-8; and also copies of the principal's reports for the same years. We beg that these documents may be considered as accompanying and supplying deficiencies in this report. These show a substantial progress in all directions, and they certainly encourage, if they do not assure, the hope that this institution has passed to a state of well grounded and permanent prosperity. They at least reveal the fact that it is appreciated and flatteringly patronized by the people of this section of the state, which has heretofore so little shared in the bounties which the legislature has liberally bestowed on other localities.

The following persons compose the faculty of instruction and government, and their respective departments and salaries are annexed, viz:

ROBERT ALLYN, Principal Mental Science, Logic and Theoretical Pagogics....	\$ 3,150 00
CYRUS THOMAS, Natural History, (now paid by the United States).....	
CHARLES W. JEROME, Languages and Literature and Registrar.....	1,800 00
JOHN HULL, Higher Mathematics and Practical Pedagogics.....	1,800 00
DANIEL B. PARKINSON, Natural Philosophy and Chemistry.....	1,500 00
JAMES H. BROWNLEE, Elocution and English Literature.....	1,500 00
GRANVILLE F. FOSTER, History, Geography and Physiology.....	1,500 00
ALDEN C. HILLMAN, Arithmetic and Astronomy.....	1,500 00
MARTHA BUCK, Grammar and Book-Keeping.....	800 00
HELEN M. NASH, Drawing and Writing.....	700 00
GEORGE H. FRENCH, Curator.....	1,000 00
THOS. J. SPENCER, Brevet Captain U. S. A., Instructor of Military Tactics, (paid by the United States).....	
RICHARD TURNEY, Janitor.....	660 00

The principal, in addition to his public duties, gives instruction in three classes; Professor Jerome acts as registrar and collects the tuition and other fees, and keeps the general accounts of the University.

We, have, as is shown above, added a department of military instruction and practice, and the secretary of war has detailed Brevet Captain Thos. J. Spencer, of the 10th U. S. cavalry, to act as professor, without cost to the state. The department has been organized and promises to be a useful addition to the school, and a valuable means of promoting the interests of our section of the state.

It affords us great pleasure to be able to testify to the ability of the faculty and to their zeal in their work, and to the energy and eminent success which has crowned their labors. The increasing numbers of students, and the diligence with which they devote themselves to study, commend their instructors and prove that they have not labored in vain.

We have frequently visited the classes and recitations, and the students in their study-hall, and have found uniform good order and a commendable degree of enthusiasm in the school duties.

The total number of students in the departments have been as follows, viz:

During the year 1876-7.....	540
" " " " 1877-8.....	408
Increase.....	68
The numbers counted by terms, 1876-7.....	648
" " " " 1877-8.....	776
Increase.....	128

The individual students have numbered in all the departments to date, 1,081.

It is often asked: Who patronizes normal schools? We have instructed the faculty from the first to keep a record of the callings of the fathers of our students, and it has been carefully done. A reference to the principal's annual report for 1877-8 gives this information in case of the 978 enrolled up to June, 1878. Of the 103 who have entered since, the parentage is as follows, viz: Farmers -55, merchants 18, physicians 5, carpenters 2, lawyers 2, millers 2, traders 2, agents 4, mechanics 2, fruit-growers 3, civil officers 3, jeweler 1, manufacturer 1, blacksmith 1, bankers 2. This, as the previous enumeration did, shows that the children of the great middle class compose by far the larger part of our pupils.

Another question is perhaps as frequently asked, and deserves quite as frank and explicit an answer. Do the students of the Normal University teach school after they are educated? It is not to be forgotten that we have as yet graduated only twenty-two. The body of our pupils stay with us only a short time. They do not as yet find the pressure of public opinion urging them to the end of a course of study. Neither is there a large body of graduates ahead of them attracting them forward into their "guild." They remain on an average a few days less than a year, while four years are necessary for graduation. So we must not measure our influence nor our usefulness by our number of graduates. Yet of these, three paid tuition and gave no pledges. One is still pursuing study in our past graduate course with the determination of making a more thorough preparation for a life of teaching. All others are in schools or have fully redeemed their pledges.

Respecting the class which we may designate as short time students, we have also made diligent inquiry. Their pledge is to teach at least as long as they remained in the University. The results of our investigations are that 511 have been employed as teachers for longer or shorter terms in schools of the state. We have been able to learn of only seven young men and fourteen young women who are, in form even, delinquent; and of the women it should be said that ten of them were immediately called to what is justly deemed a

Year Beginning Oct. 1, 1877, Ending Sept. 30, 1878.

Expenditures. viz:--Salaries.....	\$14,000
Printing.....	
Trustees' expenses.....	
Incidentals.....	1,600
Extra labor.....	
Repairs.....	1,300
Fuel.....	60
Museum.....	60
Library.....	1,450
Apparatus.....	580
Grading.....	500
Total.....	\$22,290
Income, viz:--From State, quarter, Oct. to Dec.....	\$ 5,072
" " " Jan. to March.....	5,072
" " " April to June.....	5,072
" " " July to Oct.....	5,072
Tuition.....	2,505
Other sources.....	110
Grading.....	500
Balance, Oct. 1, 1877.....	408
Total.....	\$23,813

It will be seen that an average of about \$2,500 has been received each year from the tuition of students who do not pledge themselves to teach, and from a small incidental fee from those who do so small pledges. Two thousand dollars of the money appropriated for grading is not yet drawn from the State Treasury. A contract has been made for this work, and it is expected it will be completed before the coming of winter. Three-fourths of the appropriation made for the year ending June 30, 1879, remains yet unexpended.

A careful study of the wants of the institution, and taking in account the almost certain large addition of students during the next two years, we have estimated the amounts we shall need for each of the succeeding years, and we submit the items below. We do not include many items of expense, such as trustees' traveling expenses, the money to be paid for paper, ink, etc., and printing our annual catalogues, and some other items. The amount collected for tuition and incidental fees has been found heretofore almost exactly to cover such bills.

Estimates for the Years 1878-9 and 1879-80.

Salaries as now fixed, viz:	Principal.....	\$3,150
	Two professors \$1,800 each.....	3,600
	Four " " 1,500 ".....	6,000
	One lady.....	800
	" ".....	700
	Curator of museum.....	1,000
	Janitor and assistant.....	810
	Fuel \$750, repairs \$1000.....	1,750
	Library \$1,250, museum \$750.....	2,000
	Apparatus \$500, grounds \$450.....	950
	Shall need another teacher.....	1,000
Total annual requirements.....		\$21,760

In these estimates, allow us to explain: we have not made our figures for the purpose of allowing margins to be reduced and still afford us an ample sum to carry on the work of the University. A less amount will in many ways cripple the usefulness of the school. We have honestly asked exactly the least sums our judgment, after careful comparisons with other institutions and the wants of our own

growing school, will justify us in asking. With smaller salaries our professors may live, but not as honorably as their long experience and labors ought to entitle them to expect, and in that case they would be tempted to employ their energies in other directions, to increase their incomes, or neglect their duties. With less money for library and other appliances for the work, we shall not be able to give complete instruction. If these moderate sums are allowed us by the legislature we are certain the state's interest will be far better promoted than with less, and as well as with more for the present time.

In conclusion, we may add that there is no occasion to urge the importance of educating teachers for the schools of the state. For twenty years the people through their representatives have liberally supported such a school as this. The policy appears to philanthropists to be wise, and it certainly seems to have been acceptable to the people themselves. With great confidence in their wisdom, we submit through you, sir, to them, these recommendations.

Allow us, personally and officially, and also in behalf of the faculty of the University, to thank you for your enlightened interest in the cause of education in general, and in our institution in particular, as shown by your repeated visits and cordial acts of encouragement.

We remain, sir, your obedient servants.

THOS. S. RIDGWAY,
Pres't Board of Trustees.

JAMES ROBERTS, Sec'y.

TREASURER'S REPORT.

The Southern Illinois Normal University in Account with JOHN G. CAMPBELL, Treasurer.

1878.		1877.		1876.		CR.		AM'T.
Oct. 6	Paid voucher 219	D. B. Parkinson, apparatus.....	\$ 31 12	Oct. 1	By balance.....	By cash from C. W. Jerome, Registrar of the South-	\$ 210 35	
31	223	Pay-roll for October, salaries.....	1,249 85	3	ern Illinois Normal University, for tuition, for the	term commencing Sept. II, 1876.....	32 00	
31	224	I. W. Wilkin, trustee's expenses.....	14 60	"	By cash from State Treasurer.....	By cash from C. W. Jerome, Registrar of the South-	3,525 00	
31	225	E. S. Russell.....	20 50	"	ern Illinois Normal University, for the term com-	mencing Sept. II, 1876.....	51 00	
Nov. 30	226	Pay-roll for November, salaries.....	1,250 00	5	By cash from State Treasurer.....	By cash from C. W. Jerome, Registrar of the South-	40 00	
Dec. 14	230	D. B. Parkinson, apparatus.....	41 35	24	ern Illinois Normal University, for the term com-	mencing Sept. II, 1876.....	385 00	
"	231	Incidentals.....	2 25	"	By cash from State Treasurer.....	By cash from C. W. Jerome, Registrar of the South-	144 00	
"	232	Additional pay-roll, salaries.....	16 90	5	ern Illinois Normal University, for the term com-	mencing Sept. II, 1876.....	51 00	
"	233	Pay roll for December, salaries.....	375 00	11	By cash from State Treasurer.....	By cash from C. W. Jerome, Registrar of the Illinois	385 00	
"	235	Pay roll for December, salaries.....	1,250 15	11	Normal University, for tuition, for the term com-	mencing Dec. II, 1876.....	146 00	
"	242	R. P. Studley Co., incidentals.....	69 00	12	By cash from State Treasurer.....	By cash from C. W. Jerome, Registrar of the Illinois	86 00	
Jan. 10	245	C. A. Shepley & Co, incidentals.....	150 00	16	ern Illinois Normal University, for tuition, for the term com-	mencing Dec. II, 1876.....	3,525 00	
"	243	Ada Harwood.....	35 25	22	By cash from State Treasurer.....	By cash from C. W. Jerome, Registrar of the Illinois	89 00	
"	244	James Roberts.....	41 07	5	Normal University, for tuition, for the term com-	mencing Dec. II, 1876.....	55 50	
"	246	Theo. Kabl, apparatus.....	5 25	10	By cash from State Treasurer.....	By cash from C. W. Jerome, Registrar of the Illinois	12 20	
"	247	W. H. Rudolph & Co, apparatus.....	5 75	21	ern Illinois Normal University, for tuition, for the term com-	mencing Dec. II, 1876.....	425 00	
"	248	C. W. Jerome, incidentals.....	13 50	26	By cash from State Treasurer.....	By cash from C. W. Jerome, Registrar of the South-	188 00	
"	249	H. C. Miller.....	40 00	27	ern Illinois Normal University, for tuition, for the term com-	mencing Dec. II, 1876.....	90 90	
"	250	Pay-roll for January, salaries.....	1,183 20	30	By cash from State Treasurer.....	By cash from C. W. Jerome, Registrar of the South-	105 75	
"	251	February.....	1,183 35	30	ern Illinois Normal University, for tuition, for the term com-	mencing Dec. II, 1876.....	80 00	
Feb. 14	252	L. M. Phillips, trustees', expen's.....	30 75	4	By cash from State Treasurer.....	By cash from C. W. Jerome, Registrar of the South-	3,525 00	
March 14	253	James Roberts.....	20 00	12	ern Illinois Normal University, for tuition and	incidentals, for the term commencing March 25,	42 00	
"	254	Additional pay-roll, salaries.....	375 00	15	By cash from State Treasurer.....	By cash from C. W. Jerome, Registrar of the South-	20 00	
"	255	E. Patten, incidentals.....	15 10	4	ern Illinois Normal University, for tuition, for the term com-	mencing March 26, 1877.....	5,072 50	
"	256	O. Barbour.....	12 30	7	By cash from State Treasurer.....	By cash from C. W. Jerome, Registrar of the South-	190 00	
"	257	North, Campbell & Co, incidentals.....	25 15	10	ern Illinois Normal University, for tuition, for the term com-	mencing Sept. 10, 1877.....		
"	260	Dorman.....	6 75	23	By cash from State Treasurer.....	By cash from C. W. Jerome, Registrar of the South-		
"	261	Pay-roll for March, salaries.....	1,183 45	23	ern Illinois Normal University, for tuition, for the term com-	mencing March 26, 1877.....		
"	262	Additional pay-roll, salaries.....	375 00	7	By cash from State Treasurer.....	By cash from C. W. Jerome, Registrar of the South-		
April 5	267	James Roberts, advertising.....	29 00	10	ern Illinois Normal University, for tuition, for the term com-	mencing Sept. 10, 1877.....		
May 1	268	Pay-roll for April, salaries.....	1,133 30					
"	269	Jackson Co. Fira., printing.....	21 00					
"	270	Pay-roll for May, salaries.....	1,133 35					
June 14	271	L. W. Wilkin, trustees' expenses.....	17 80					

	11	12	19	24	By balance	By balance	Oct. 2	Oct. 2
14	12 70	23 50	6 25					
14	12 70	23 50	6 25					
30	1,133 45							
30	35 00							
10	217 15							
10	375 00							
10	13 45							
10	1 80							
10	200 00							
13	15 00							
13	44 80							
13	4 25							
13	50 00							
13	100 00							
31	1,118 52							
1	1,138 30							
3	29 68							
10	48 20							
10	16 75							
11	13 10							
15	108 58							
24	181 80							
24	138 95							
24	10 00							
24	1,223 50							
20	750 63							
2	\$ 18,362 30							\$ 750 63

CARBONDALE, ILL., October 1, 1878.
 Sworn and subscribed before me the 23d day of October, 1878.
 [L. S.] WM. S. HAMILTON, N. P.

CORRECT.
 JOHN G. CAMPBELL, Treasurer,
 Southern Illinois Normal University.

Oct. 2

340	.. ..	.. ..	com. incidentals..	50 00	12	By cash from C. W. Jerome, Registrar of the South-		
341	{	Robert Allyn,	.. ..	58 25	..	ern Illinois Normal University, for tuition for the	24 00	
342	{	D. B. Parkinson,	com. ap' ratus	78 00	19	term commencing March 25, 1878	15 00	
	{	A. C. Hillman,	.. ..		May	By cash from same		
343		Cyrus Thomas,	museum	6 49	7	By cash from C. W. Jerome, Registrar of the South-	1 60	
344		Grand Tower M., M. & T. Co.,	fuel	22 00	..	apparatus	2 00	
345		P. G. Anton,	incidentals	150 00	..	.. ..	1 50	
346		Pay-roll for April salaries	.. ..	1, 198 20	..	for tuition for the term com-	12 00	
347		John G. Sims,	extra labor	30 00	..	mencing March 25, 1878		
348		W. H. Hudson,	repairs	37 25	..	.. ..
349		Theodore Kabb,	incidentals	5 90	..	blackboarding		
350		R. P. Studley Co.,	incidentals	30 00	..	.. ..
351		Grand Tower M., M. & T. Co.,	fuel	51 59	..	.. ..
352		American Metric Bureau ap' ratus	.. ..	19 21	..	.. ..
353		Simcon Walker,	incidentals	20 00	..	.. ..
354		O. Barbour,	incidentals	18 73	..	.. ..
355		.. ..	fuel and repairs	65 91	..	.. ..
356		F. G. Burt,	fuel and repairs	45 00	..	.. ..
357		Pay-roll for May salaries	.. ..	1, 198 30	June	By cash from same for same	6 00	
358		Cyrus Thomas,	museum	45 75	..	By cash for sale of paper	25	
359		C. A. Sheppard & Co.,	incidentals	28 40	..	By cash from C. W. Jerome, Registrar of the South-		
360		A. Ackerman,	incidentals	3 00	..	ern Illinois Normal University, for diplomas, (tu-		
361		E. Parten,	incidentals	10 13	..	tion account)	60 00	
362		Grand Tower M., M. & T. Co.,	fuel	25 30	..	By cash from: State Treasurer	5, 072 50	
363		C. A. Sheppard & Co.,	incidentals	13 81	..	.. .. C. W. Jerome, Registrar of the South-		
364		J. W. Wilkins,	trustees expenses	19 50	..	ern Illinois Normal University, for tuition for		
365		E. S. Russell,	.. ..	19 50	..	term commencing September 9, 1878	433 00	
366		L. M. Phillips,	.. ..	11 50	..	.. ..
367		D. B. Parkinson,	museum	75 00	..	.. ..
368		J. & J. Ermlison,	repairs	267 09	..	.. ..
369		J. W. Grier,	incidentals	40 00	..	.. ..
370		Pay-roll for June salaries	.. ..	1, 223 50	July	.. ..	
371		Robert Allyn,	incidentals	40 00	Sept.	.. ..	
372		.. ..	committee library	75 00	..	.. ..
373		.. ..	incidentals	64 17	..	.. ..
374		W. W. Colvin,	repairs	75 00	..	.. ..
375		Simcon Walker,	incidentals	25 00	..	.. ..
376		Pay-roll for July salaries	.. ..	28 40	..	.. ..
377		Robert Allyn,	committee library	1, 158 20	..	.. ..
378		Pay-roll for August salaries	.. ..	126 51	..	.. ..
379		W. W. Colvin,	repairs	1, 158 30	..	.. ..
380		G. H. French,	museum	105 62	..	.. ..
381		R. Romig,	repairs	16 00	..	.. ..
382		A. H. Andrews & Co.,	repairs	25 00	..	.. ..
383		Additional pay-roll salaries	.. ..	324 90	..	.. ..
384		North, Campbell & Co.,	repairs	208 02	..	.. ..
385		.. ..	incidentals	6 45	..	.. ..
386		.. ..	.. ..	19, 404 16	..	.. ..

Carried forward

\$23,200 73

To amount carried forward

REGISTRAR'S REPORT.

CARBONDALE, ILLS., Sept. 30th., 1878.

To the Board of Trustees of the Southern Illinois Normal University :

I herewith transmit, per your request, the following biennial report of the registrar of the Southern Illinois Normal University, showing the number of students entering, and money arising from tuition and incidental fees received and transferred to the treasurer of the institution:

First Term, Scholastic Year, 1876—7. From Oct. 1 to Dec. 11, 1876.

23 students, fees @ \$3 00	\$ 69 00
1 " " " @ 8 00	8 00
1 " " " @ 6 00	6 00
4 " " " fractional.....	14 00
	\$ 97 00

Second Term School Year, 1876—7.

111 students, fees @ \$ 3 00	\$ 333 00
20 " " " @ 10 00	200 00
37 " " " @ 8 00	296 00
4 " " " fractional.....	21 50
	\$ 850 50
	\$ 947 50

Third Term School Year, 1876—7.

161 students, fees @ \$3 00.....	\$ 483 00
26 " " " @ 6 00.....	156 00
72 " " " @ 4 00.....	288 00
1 " " " fractional.....	1 50
	\$ 928 50

First Term School Year 1877—8.

89 students, fees @ \$2 00.....	\$ 178 00
52 " " " @ 6 00.....	132 00
72 " " " @ 4 00.....	288 00
Received from other sources during year.....	\$ 598 00
	39 45
Total received during year.....	\$2,513 45

OCTOBER 1, 1877 TO SEPTEMBER 30, 1878.

First Term School Year 1877-8.

18 students, fees @ \$2 00.....	\$ 36 00	
1 " " " @ 6 00.....	6 00	
6 " " " @ 4 00.....	24 00	
8 " " " fractional.....	16 00	
		\$ 82 00

Second Term School Year 1877-8.

129 students, fees @ \$2 00.....	\$ 258 00	
25 " " " @ 6 00.....	150 00	
85 " " " @ 4 00.....	340 00	
3 " " " fractional.....	8 00	
		\$ 756 00
		\$ 838 00

Third Term School Year 1877-8.

166 students, fees @ \$2 00.....	\$ 332 00	
23 " " " @ 6 00.....	138 00	
57 " " " @ 4 00.....	228 00	
2 " " " fractional.....	5 00	
		\$ 703 00

First Term School Year 1878-9.

114 students, fees @ \$3 00.....	\$ 342 00	
24 " " " @ 9 00.....	216 00	
68 " " " @ 6 00.....	408 00	
1 " " " fractional.....	1 00	
Received from other sources during year.....		\$ 967 00
		147 00
Total received during year.....		\$2,655 10
Amount received during first year.....		2,513 45
Total received during two years.....		\$5,168 55

CR.

By treasurer's receipts	Oct. 3, 1876	\$ 32 00	
"	" 24, 1876	51 00	
"	Dec. 5, 1876	40 00	
"	" 11, 1876	335 00	
"	" 12, 1876	144 00	
"	" 16, 1876	146 00	
"	" 22, 1876	86 00	
"	Jan. 10, 1877	89 00	
"	Feb. 21, 1877	55 50	
"	Mar. 21, 1877	12 26	
"	" 26, 1877	425 00	
"	" 27, 1877	188 00	
"	" 30, 1877	90 00	
"	April 4, 1877	105 75	
"	" 20, 1877	88 60	
"	June 4, 1877	42 00	
"	" 23, 1877	20 00	
"	Sept. 10, 1877	190 00	
"	" 11, 1877	165 00	
"	" 12, 1877	75 00	
"	" 19, 1877	100 00	
"	" 24, 1877	33 00	
"	Oct. 5, 1877	49 00	
"	Nov. 27, 1877	76 00	
"	Dec. 4, 1877	10 60	
"	" 11, 1877	530 00	
"	" 21, 1877	101 00	
"	Jan. 9, 1878	90 00	
"	March 1, 1878	37 50	
"	" 19, 1878	46 50	
"	" 26, 1878	280 00	
"	" 26, 1878	150 00	
"	" 27, 1878	70 00	
"	" 28, 1878	59 00	
"	April 5, 1878	105 75	
"	" 12, 1878	24 00	
"	" 19, 1878	15 00	
"	May 7, 1878	17 50	
"	June 8, 1878	6 25	
"	" 18, 1878	60 00	
"	Sept. 9, 1878	458 00	
"	" 10, 1878	238 00	
		\$4,906 55	
Total amount received			5,168 55
Transferred to treasurer		4,906 55	
By treasurer's receipt	Sept 14, 1878	106 00	
"	" 23, 1878	115 00	
			\$5,127 55
Balance on hand			\$ 41 00

Respectfully submitted,

C. W. JEROME, Registrar.

THIRD ANNUAL REPORT OF THE PRINCIPAL.—1876-77.

The principal of the Southern Illinois Normal University submits his third annual report to the trustees and the public with much satisfaction, though not without a humbling sense of many imperfections in the plans, the methods, and the practical workings of the school. Many difficulties beset every new enterprise, and none rise before any good work in more numerous array and with fiercer opposition, than such as obstruct the line where education is to advance. Some of these are mustered by indifference, some by thoughtlessness, some by cupidity, and some by the impatient desire to realize immediate results from labors—the fruits of which can only mature in distant time. Some are very natural, indeed, and excite neither surprise nor discouragement. Some are too frivolous to be named, though they are not the least annoying. And some only need to be mentioned to be removed by those who have caused them.

Many persons appear to think our school is a place in which to teach boys and girls the simplest elements of knowledge. While it may serve one purpose to have a class or two of small children to show the practice of teaching, these must be used as an experiment, and will, in all probability, suffice. Our purpose should be to prepare enthusiastic devotees of duty for a life work of teaching; and this can best be done where minds of nearly equal maturity are brought together with an earnest purpose, and drilled with a voluntary rather than an enforced discipline, both of learning and labor. Too many grades commingled tend to bring the standard down instead of raising it. While this embarrasses us in the school, it may be a temporary benefit to the community in which we are located.

The opposite notion is almost as fatal. For others seem to imagine that our school teaches all the higher branches of knowledge to every comer, whether prepared or not in the lower or fundamental studies. Young people, who as yet have no conception of accuracy or completeness in intellectual work, and no fitness even for advancement in the common studies, desire to go through a college course in a year or less. Especially does the impression seem to prevail that a single term spent in a very feeble attempt to master the "higher studies," as they are technically called, or the "natural science branches," will give ample qualifications to teach a country school. The lofty standard of excellence, the noble aspiration for perfection, the patient habit of conscientious toil, the deliberate purpose of self-control, from which alone true discipline can grow, are all unknown to too many who seek the teacher's calling. And the community in which these persons live has even a lower idea of a teacher's character and duty.

Such notions, though only partially prevalent, indicate a failure to comprehend the design of a Normal school. They may not wander entirely from the partial truth, but such an incomplete idea of our work, and of the wants of the public schools, may become as fatal as

the most thorough falsehood. For unless the elements of knowledge are instilled into the minds of children, no good work can subsequently be performed as it should be; and the country schools are our most important schools. We can therefore propose no better work for ourselves than to exhibit practically the best method of teaching the common school studies.

It is true, that if our public schools are to become what they ought to be, the teachers who are to instruct them are to be filled with all known science, and inspired with ambition to search for all truth now beyond the sight. They should at the same time understand all the best methods of imparting knowledge and of securing obedience, and be themselves flames of enthusiastic fire to melt and enlighten all who approach them. These men and women are to awaken the slumbering energies of the nation, and make noble characters. How can they do it unless they themselves are in the fullest degree alive and burning with love? The sun warms the earth and fills it with life, and attracts and controls its every motion, because it is a million times larger and warmer. So teachers can only do their whole work when they are many times greater and nobler in learning and character than their pupils. When these demands are made of us, we must own that they are not unreasonable.

But they fatally fall short of a proper conception of our situation if they expect us to accomplish all this, or even a large part of it, in our first years of labor. Our students will remain with us so brief a time, they will, by the necessities of their circumstances, and by the laxness of public opinion, come to us with so imperfect a preparation for the highest study, that we must do our first work more by suggestion and stimulation than by direct labor. Our duty is marked out for us rather by surrounding circumstances than by any arbitrary rules, or even by the proper philosophy of education. We must by a necessity laid on us by the wants and deficiencies of the schools to be supplied with teachers, impart enough of the higher studies to stimulate all to improve, and enough of the lower to show what ought long ago to have been done; and also to exemplify the best methods of school work. At the same time we are to be required to exhibit and expound the great science and art of education in general, and the practical application of its profound philosophy to the every day business of the common school. In these purposes we have been greatly hindered by several things besides the defective demands of public opinion. The two already named most essential difficulties have been the very imperfect manner in which those who come to us have been educated, and the low standard of attainments set up for themselves, and required by the public, for teachers in the common schools.

There seems to be no other way to remove such obstacles to our progress and to the advancement of public education, but fairly and candidly to set the whole matter before the people, that they may, with us, understand the extent of the danger, and co-operate in its removal. No argument or exhortation will so clearly reveal the defects of our public school instruction, and plead so powerfully for its regeneration, as facts developed by our examination of candidates for admission into our classes. The most notable deficiencies are in spelling and in methodic work in arithmetic. Reading, indeed, is not well done, and geographical knowledge is rarely found to be full or toler-

ably accurate: while practical grammar, as shown by the daily conversation, is as little understood and as rarely used as the rivers of interior Africa. To show the exact state of orthographical practice, the hundred words given below were taken from two pages of the arithmetic, from one page of the grammar, and from two pages of the reading book, all in the most common use in this part of the state, as follows, viz:

1, sometimes; 2, applied; 3, questions; 4, admitted; 5, solution; 6, resort; 7, doubt; 8, close; 9, careful; 10, analysis; 11, following; 12, proportion; 13, contain; 14, quantities; 15, different; 16, related; 17, doubled; 18, necessarily; 19, furnish; 20, answer; 21, remaining; 22, increasing; 23, according; 24, multiply; 25, result; 26, benefit; 27, expenses; 28, diminish; 29, acres; 30, equality; 31, currency; 32, attendance; 33, enrolled; 34, average; 35, difference; 36, quotient; 37, decimal; 38, process; 39, dollars; 40, carriage; 41, census; 42, population; 43, bequeath; 44, cargoes; 45, salary; 46, salaries; 47, pasture; 48, profit; 49, commission; 50, interest; 51, articles; 52, business; 53, principles; 54, percentage; 55, merchant; 56, barrel; 57, sugar; 58, grocer; 59, broadcloth; 60, exercise; 61, adjective; 62, positive; 63, dutiful; 64, future; 65, tenses; 66, prices; 67, agreeable; 68, neighbor; 69, peaceful; 70, harmonious; 71, assure; 72, politics; 73, intimacy; 74, different; 75, penurious; 76, style; 77, fortune; 78, miserly; 79, charity; 80, frugal; 81, economy; 82, evidently; 83, stinginess; 84, valuable; 85, cultivating; 86, entertain; 87, meddle; 88, submission; 89, deigning; 90, especially; 91, enquiries; 92, generously; 93, necessity; 94, suspicion; 95, trifles; 96, civility; 97, vicious; 98, reconciled; 99, judgments; 100, equal.

It should be said that many of these words were not spelled at all—the greatest error that could be made—because of a failure to hear, and of decision in writing at once. We know the excuses for failures, and make very great allowances for them. We can understand, and wish the public to know that the persons who misspelled are not greatly blamable. Accuracy would have been a credit. This is all. It will be seen that there was no attempt to select “hard words” or uncommon ones. Any scholar who had studied either of those school books or sciences must have seen the words a hundred times. The words were given out so that not more than four were to be written a minute; a person of even moderate quickness can write twenty. A trial was made, and one student wrote the hundred words in a little less than five minutes. A half hour was given to the work. The number who entered was seventy-two, and only two spelled every word correctly. The percentage of errors was 39.8, or 40 per cent. very nearly. One young man, 19 years old, misspelled 62 of the 100 words; and one who had taught school under license of a second grade certificate, rose as high on the scale of errors as 54. Among those who have been attending our own school for two years, the percentage was 8, a showing of which we do not feel proud. But when we remember that nearly half that percentage belongs to two students who entered with a record of 44 and 41 errors in 50 words, and now sink to 23 and 18 in the 100, we think we may take the credit of commendable progress in making spelling a success. We are humiliated to be obliged to state these facts. The public, however, ought to know them, that with us they may demand some degree of proficiency in this branch, both among the teachers and their pupils. Will not superintendents and teachers and parents interest

themselves in this simplest, and really most elegant of all our school accomplishments, and see that children early learn to spell? It may be proper that we should show how spelling should be taught—and that practically. But it is not profitable for the state that we should be compelled to do such elementary work. Yet far less profitable it would be if we should leave this elementary work undone. This is a duty of the elementary schools, and for them it may be made a delight. Any teacher who is really worthy of his noble calling can awaken an enthusiasm among young children, for correctness in this business, almost to white heat of passion. And how much better would this work be than to attempt in such schools to teach the higher branches? How much easier to teach spelling than the unconnected facts of geography, or the dry details of grammar? Is the spelling of a thousand common words any more difficult than the endless combination of the multiplication table? Are not the letters of our words fixed almost as those products are by the law of numbers? Then to write a handsome hand, and to keep paper, pen and fingers clean and neat—how easy for a child to learn, and how excellent a part of practical education! and how disgusting is the opposite habit, and how hard it is to divorce a man from it whose life-practice has wedded him to it! Here is one imperative need of our schools, and the public must tolerate us in repeated warnings in regard to it. We are sent here to teach those who are to instruct our schools, and we must ask to be allowed to emphasize the important parts of our work and invite co-operation with our efforts. Three thousand words compose the body of our daily speaking and reading. Most of these words are very simple. All can be learned to immaculate perfectness by a month's diligent study of a mature mind. Why do not our county superintendents demand good spelling of our teachers? Shall we be obliged to say to those who come to us deficient in this point, that they shall do nothing but study spelling till they know it? We also appeal to teachers. Will they not attend to this work? Is it best for them to neglect children of eight and ten, and let them come to us at twenty, and then be drilled like those in the primary schools? We are willing to do this when necessary. But we submit it to the public that there is a better way, and the people can easily find it for themselves.

We would by no means discourage bad spellers from coming to us. Such persons can make up their deficiencies while here. They can do this before coming, and for them this is more profitable. We can not afford, either for our own credit or the profit of the people, to allow persons very deficient in spelling to go from among us without having thoroughly convinced them of their imperfections, and having practically shown them the remedy. And we name this one matter a second time in our annual report, that it may have the attention it deserves, and may be our justification of so much labor given to the foundation of all accuracy in school work. We also repeat this exhortation and appeal to school teachers and others, and beseech them to co-operate with us and aid us to produce in all our youth habits of perfectness in spelling and in speaking our mother tongue. We trust we shall not be understood as insinuating that the people of southern Illinois are worse educated, or that their schools are inferior to any other section of the whole country. We have seen the evils here named in New England, in New York and Ohio, in no less glaring

prominence than here. Blunders as provocative of laughter and as inexcusable, have been witnessed elsewhere as here. But it only harms ourselves to conceal or palliate our deficiencies. Complete accuracy is our aim, and this can only be attained by a knowledge of our failings, and an intelligent and strenuous effort to provide the exact remedy. In our report of last year I spoke of the comparative cheapness of education at the home of the child, so far as the common branches are concerned. That was from the parent's standpoint. And it contemplated a better school in every country school house, with a better teacher, and with more numerous and enthusiastic pupils. There is no reason why the country schools should not be as good as those of the cities and villages, only as it is found in the disposition of the officers and people to accept inferior teachers. Where the best of virtue and sound sense, reside there ought to be a determination to have the best schools. And the money annually sent away from some of our country districts would make better schools at home. Then young men and young women coming to us prepared could in a short time gain a higher education. This time our outlook is with reference to our convenience and the profit of our pupils. Our school belongs wholly to the public. All its interests are identical with those of the people and their children. We thrive when the citizens do, and what injures them harms us. Students well prepared for the higher studies, and fired with an enthusiasm to become best and most intelligent teachers, are the most profitable for us to instruct. Are they not also the most profitable for the community to send here and receive back again as teachers of the public schools, where they shall return as flames of fire to kindle every district and settlement in our end of the state?

We present here a statement of the number of our students for the year, and of the work done by our teachers. The primary department was discontinued after the fall term:

FALL TERM, 1876.

In the Normal Department.....	134
In the Preparatory Department.....	41
In the Primary Department.....	16
Total.....	191

WINTER TERM, 1876-77.

In the Normal Department and Special.....	137
In the Preparatory Department.....	47
Total.....	184

SPRING TERM, 1877.

In the Normal Department.....	190
In the Preparatory Department.....	73
Total.....	263
Total for the year, by Terms.....	638

It will be seen that our number of students is smaller than last year. But this is only apparent. Last year we had 27 special students, and 37 in the primary department. This year we had no special session in July, and report only three special students. Our primary department continued only one term of this year, and reports only 14 pupils. If these proper deductions are made, it will be seen that our

preparatory and Normal students are fully equal to last year. There is another consideration: We have insisted, perhaps to the disgust of some, on the elementary branches as of the first importance, and that these studies should be first mastered. We have, therefore, often advised students to pursue the lower branches, and have turned back many good students, simply because their early training was singularly defective. Had we advertised that any student might enter in any place of the course; that any one could graduate in one year; and that every one should be guaranteed employment as a teacher in a good school, we could probably have called together a half thousand at least. But would we have done as much for the state as we have done? Is it better to educate a few in the elements so thoroughly that they will educate others, or to educate many so superficially as to make them conceited? And then, would they not go forth to disseminate all their early bad methods, and exaggerate every defect? We have thought it a better way to go slowly and teach thoroughly.

The whole number of different students who have enrolled their names, is 368; some of these, however, did not remain long enough to matriculate, and they are included among the names in the catalogue. Of this number, those having taught school are 191; and those making pledges to teach, are 264. Some will find themselves so ill adapted to the work, that the interests of themselves and the public will be best promoted by their choosing some other calling. But the larger portion will faithfully perform their duty, and benefit the state in an increased degree, in consequence of their stay with us. It will be instructive and interesting to learn from what ranks in the community our pupils come. Our record of their parentage shows the callings of their fathers to be as follows, viz:

Farmers, 331; merchants, 105; physicians, 56; carpenters, 26; ministers, 23; lawyers, 21; teachers, 20; millers, 19; agents, 11; traders, 11; mechanics, 9; fruit-growers, 8; laborers, 8; hotel-keepers, 7; druggists, 6; shoemakers, 5; surveyors, 4; miners, 4; telegraphers, 4; jewelers, 3; blacksmiths, 3; bankers, 2; railroad builders, 2; cabinet makers, 2; masons, 2; manufacturers, 2; engineers, 1; upholsterers, 1; painters, 1. Total, 747.

Of this 747 there have been in the school the present term, 263; 236 of the total number have paid their tuition, and the number who have taught schools in our state, as ascertained by actual inquiry, is 336, some of those now in school have taught before coming to us, and are counted as teachers; some of those who have paid tuition have also taught; 48 only of those who pledged themselves to teach, have thus far failed to find schools; some of them will eventually teach; nine have died, and twelve of the young women have married, as has been reported to us; seven women and four men had married before they entered the school. Such facts as these are often inquired for by the public, and we frankly communicate them, that all may know the whole workings of our Normal school. In the future, they will be more valuable than now, and if the collection and preservation of them shall be continued, they will materially aid in making a complete history of the institution.

In addition to the duty of general supervision, I have, during the year, taught classes as follows, viz: Mental philosophy, logic, English literature, moral philosophy, criticism, constitution of the United States, Illinois school laws, and methods of instruction. I have also

given lectures on etymology, order of study, and the art of teaching. I am happy to state that I conscientiously believe the teaching in most of the classes has been above praise, and has met the wants and should command the approval of the community. My associates have been asked to make written reports to me on their several departments, and they are herewith annexed. Each contains, it is believed, suggestions well worthy of notice, and they are severally commended to the notice of our patrons.

REPORTS OF DEPARTMENTS.

DEPARTMENT OF NATURAL SCIENCE.

BY CYRUS THOMAS, PH. D.

As at present constituted, this department embraces only the three branches, botany, zoology, and geology; zoology falling in the first term, and the other two in the last term of the scholastic year; but when necessary to accommodate teachers, the first is also embraced in the last term of the year.

During the first or fall term, the class contained but nine members; two of these having been excused early in the term, there were really but seven regular members. Although passing at the required grade, the progress made in the science was not wholly satisfactory, three only having an average above 8.2.

No urgent necessity appearing to demand a variation from the regular order, no class was formed for either of the above branches during the winter term.

At the commencement of the present (spring) term it soon became evident from the somewhat large influx of teachers, that it would be necessary to form a class in zoology in addition to the classes in the other two branches which properly belong to this term.

The class in botany, which recites the first hour in the morning, consists of thirty-seven members, all very regular in their attendance at recitations. The progress so far made has been quite satisfactory; and more than ordinarily, even. The attention given has been more than usually marked, and the conduct during recitations good.

The class in geology consists of eight members, and may be classed as one of rather more than ordinary capacity. As the class after the second week passed into the hands of Prof. Parkinson, you are respectfully referred to him for a statement of the progress made.

The class in zoology consists of twenty-seven members, all very regular in their attendance at the recitations. The class is largely composed of the same individuals belonging to the botany class, The

progress made, although in some respects better than that made by the botany class, has not been so regular as I would desire; but this irregularity applies more to the class as a whole than to the members as compared to each other.

The requirement made at the commencement of the term that admission to the classes should be based upon a knowledge of the preliminary branches, has been quite beneficial in its results, not only in rendering the classes more homogeneous and uniform, but also in compelling those refused admittance to pay attention to the preparatory studies in which they were deficient.

In botany, Wood's text book is used, not because it is supposed to be superior to the able works of Dr Gray, but from the fact that the analytical tables and specific descriptions are fuller and more easily understood by the beginner; in fact I find the older editions of Wood better in this respect than the last.

In geology, Dana's text book is used.

In zoology, Nicholson's work was the text book first adopted, but it was thought proper the last term of last year to give Tenney's New Zoology a trial. Although adopting some of the advanced steps taken by naturalists in their later work, it was found so deficient in defining the characters of larger groups, that I felt compelled to go back to Nicholson.

In all these branches, but more especially botany and zoology, specimens are introduced as a means of illustration as soon as the class is prepared for them, and so far as those needed can be obtained. Analytical work is introduced whenever it is possible with the limited means at hand.

In botany, the text book is sufficient for the purpose, but in zoology unfortunately, the University is sadly deficient. I had hoped that Jordan's Manual would meet this want, but having been restricted by his publishers to a certain number of pages, the result has been to injure very materially the effect.

DEPARTMENT OF LANGUAGES AND LITERATURE.

BY CHARLES W. JEROME, A. M.

In the fall term the classes under my charge were the following, viz: Greek Anabasis and Grammar—six members; Cæsar's Commentaries on the Gallic war, and Latin Grammar—thirteen members; the Æneid of Virgil—eight members; Elements of Greek—nine members; two classes beginning Latin, one having sixteen members, and the other having fourteen members.

The second term the classes continued in the same studies or advanced to higher authors. The Anabasis class advanced to the Memorabilia of Socrates, and the class in Cæsar advanced to Sallust's Catiline; the students in Virgil read Cicero's Orations; classes beginning the Latin advanced to reading in Roman history, and Latin

grammar; and the Greek Elements passed to exercises in reading fables, anecdotes, mythology, legends, etc.

During the third term, and at this writing, my classes are pursuing the studies of Homer's Iliad, Sallust's Catiline, odes and songs of Horace, Xenophon's Anabasis, Latin reader, and Greek and Latin grammars. During this term a special class in Latin Elements has been organized to accommodate a few student teachers, who are to be with us but for a term.

I have, also, during the present year, had charge of one division of the students in orthography.

During the year I have had under my immediate supervision, sitting for study in the room, fifty-six different students, most of whom have evinced an earnest desire to make progress in their studies. Students coming from the other departments to my classes, in the main have done well—have generally been prompt, orderly, studious and attentive; their conduct, with exceptions of two or three cases, has been all that could be desired; the grades attained by the majority from daily recitations, monthly written examinations and term standings have been most creditable.

The classical course includes three years of the Latin, and two and two-thirds of the Greek. The English language, as is well known is a mixed one, and embraces words from all the principal languages in the world. The classical elements in our language are so numerous that they form the basis of not less than fifty thousand derivative words. They are so generally interwoven with the composition and etymology of English roots, that a knowledge of them is absolutely indispensable to a thorough understanding of our own vernacular. The teacher of the English language who is familiar with the historic and philologic etymology of the Latin and Greek elements, is the better qualified for efficient work.

Added to my duties of the school and class rooms, I have performed the labor of registrar of the institution; enrolled carefully the names of the students of each term, giving date of entrance, residence, parent's name, date of birth, nativity, etc., collected tuition and incidental fees, and have transferred the same to the treasurer; have prepared proper vouchers and issued money orders for the payment of all bills of indebtedness, and have kept an account of amounts received and paid out; and have performed such other duties as pertain to the office of registrar.

DEPARTMENT OF HIGHER MATHEMATICS.

BY JOHN HULL, A. M.

The following is a summary of the work in this department for the year 1876-77:

FALL TERM.

Two classes in Elementary Algebra, of.....	25	pupils
One class in Higher Algebra, of.....	16	"
One class in Geometry, of.....	9	"
One class in Trigonometry, of.....	7	"

WINTER TERM.

One class in Elementary Algebra, of.....	10 pupils
Two classes in Higher Algebra, of.....	24 "
One class in Geometry, of.....	15 "
One class in Trigonometry, of.....	5 "
One class in Analytic Geometry, of.....	7 "

SPRING TERM.

One class in Elementary Algebra, of.....	32 pupils
Two classes in Higher Algebra, of.....	18 "
Two classes in Geometry, of.....	22 "
One class in Surveying, of.....	10 "
Total, 17 classes, and 200 pupils.	

Prof. Parkinson kindly relieved me of one of the classes in elementary algebra, during the fall term. Deducting this class from the aggregate, the remainder—sixteen classes, with a membership of one hundred and eighty seven—shows my work in the department for the year.

In addition to the foregoing, I have had one class of 57 in spelling for one term. There have been, also, thirty pupils a term for the year, assigned to my room for supervision and discipline. By itself, the government of this number of pupils would be of very little moment, but added to my other duties, it has seriously increased the labor of teaching.

In the work of my department, the effort has been constant to make mathematical science a training ground for the development and discipline of the intellect. Thoroughness and self-reliance have been required of the pupils; for, upon their thoroughness, decision, and good judgment, depend their success when they shall become teachers in the schools of the state. Pupils have been thrown upon their own resources as much as possible, and required to assume the position of teacher in the presentation of the work assigned to the class. Their daily success has been made to depend on their ability to give out, in good shape, what they have learned, and not on their capacity to receive. The work of the year has been a substantial success. A very large part of those under instruction, have made decided progress. Some, however, either from entering on too high a grade, or from lack of proper effort, will have to go over this work again.

 DEPARTMENT OF ARITHMETIC AND ASTRONOMY.

BY ALDEN C. HILLMAN, A. M.

I have the honor of submitting to you the following report for the school year commencing September 11, 1876:

The first term we had five classes and ninety-five pupils.

The second term, six classes and one hundred and thirty-six pupils.

The third term, five classes and one hundred and fifty-five pupils, making in all during the year, sixteen classes and three hundred and eighty-six pupils, that have recited in this department.

In the preparatory division of the department, the object has been to give a clear and thorough knowledge of all the processes, together with rapidity and accuracy in the work performed.

The great majority of those students that come to us, are very deficient in their knowledge of definitions and tables, have never learned to think outside of their text books, and fail when given the examples of every-day occurrence in business, even though they solve the examples of the text book quite readily. Our work, therefore, has been largely to cultivate the thinking faculties, and to arouse the latent energies of the mind.

In our Normal division, not only have the processes been thoroughly learned, but not a step has been taken without a full and clear meaning being given for it. Original examples, by members of the class, on every topic, and as far as practicable, original definitions and solutions have been required. Much care has been taken to teach the pupils to present their own thoughts upon the topics discussed, independent of books. Only such as have mastered the science of numbers can excel in teaching this important branch. Original essays on methods of teaching the various topics, were written by the class.

The astronomy class numbered twenty-five students. The entire book was completed, and several lectures were given, the outlines of which were copied by the members of the class. Several night sessions were held to study the location of the constellations and stars. Commendable progress was made in this work.

One division of the spelling department has recited in my room, and good results have been obtained. The last term I also taught a beginning class in Latin.

Fifty-eight pupils of the preparatory department have sat in my room during the year, and nearly all of them have shown an earnest desire to improve.

DEPARTMENTS OF NATURAL PHILOSOPHY AND CHEMISTRY.

BY DANIEL B. PARKINSON, A. M.

During the first term of the year four classes were taught, numbering in all fifty-seven pupils; the second term, five classes, with one hundred and six pupils; the third term, six classes, with one hundred and sixty-six pupils. The above classes were not all confined to the department specified. During the first term assistance was given in the other departments, by hearing a class in rhetoric, and one in algebra; during the second term, a class in grammar, and one in arithmetic; during the third term, a class in geology, one in arithmetic, and one in zoology.

The work in physic has been divided into two grades; one quite elementary, confined principally to the properties of matter, the first principles of motion, machinery, pneumatics, acoustics, light, heat and electricity. This grade is designed for pupils in the third year of the preparatory course, and for those who expect to teach the subject before they reach the more advanced work which is placed in the third year of the normal course. In this higher work the several subjects are more thoroughly studied, with more mathematics introduced.

In teaching this department the science is made more attractive and instructive by actual experiments upon most of the principles discussed.

The department of chemistry embraces in its scope, the theoretical, and the analytical; one term being devoted to the former and two to the latter. In the theoretical, the students are made familiar with the symbols, atomic weights, history and preparations of the elementary substances. This prepares them for the analytical work, which is also preceded by a short drill in processes and manipulations with chemicals and chemical ware. This is followed by the actual analysis of simple and complex substances; each step is carefully watched, and all the deportment of bodies with reagents noticed, in order that the students may become expert in the work. While our laboratory has not been as well supplied with chemical appliances as we wished, the students have, notwithstanding, exhibited commendable zeal and enthusiasm; some having remained in the work long after their allotted time had been devoted to the study.

In addition to the above work, the spelling of the Normal department has been cared for, numbering, some portions of the year, to seventy-five pupils.

DEPARTMENT OF PHYSICAL CULTURE.

BY JAMES H. BROWNLEE, A. M.

Herewith is submitted my report of the calisthenic department of the Normal:

I am happy to be able to state, that the beneficial influence of this department upon health and manners, is so marked as to have been clearly perceived by the pupils, who with scarcely an exception, have participated in and enjoyed these physical exercises. Mind and body, though mysteriously, are intimately related and mutually dependent; and that system of education which provides for the culture of the one to the neglect of the other, is faulty; and, from the nature of things, must fail to achieve the best results. Hand in hand with the development of the mind must go the development of the body.

In these exercises we have not so much endeavored to secure to the student great strength of body and limb, as to preserve and promote health, increase capacity of chest, develop symmetry of form,

attain grace of attitude, and ease and dignity of carriage. We feel that our efforts have been attended with a good degree of success. We respectfully submit that a piano is far better suited as an instrument to accompany such exercises than an organ, as by it the accented pulsations of the measures can be more clearly indicated to the ear.

VOCAL MUSIC.

BY JAMES H. BROWNLEE, A. M.

All students are required to be enrolled in this department who cannot pass a thorough examination. The number now enrolled is about 250. Some of our pupils have successfully completed our course, but though they have been informed of this, they prefer to remain on the roll. The time allotted for study and practice in this art is short, and the classes are necessarily very large, yet some substantial progress is being made. Efficient assistance has been received in teaching from Messrs. Beverly Caldwell, J. T. McAnaly and W. E. Mann, who have each had charge of a division.

Music is taught regularly and systematically, and is not made a means of pleasure and relaxation only, valuable as it is for such purposes, but also of discipline and culture. It has been thought best, under the conditions which now prevail, not to attempt to lead the pupil over too much ground, but to rather aim at teaching thoroughly the rudiments of the science. Our work and that of the conservatory of music is, and should be, different. Some of the points which receive attention are the following: Attitude, management of breath and production of tone, measurement of time, distinctness of enunciation, and musical expression; and our students are made to know the score.

The coming teacher will sing. His pupil will have around him the refining and elevating influences of this humanizing art, enriching his voice, perfecting his articulation, educating his eye, improving his ear, and developing and purifying his taste and imagination; while the teacher will have its potent aid in making the school room a place for the exercise of all noble faculties, whose stillness is broken only by pleasant voices, and where discord never comes. He, then, who is fitting himself to teach must learn to sing, and how to teach singing. Then will his pupils be taught. And if the little pilgrims who come under his tuition are sent forth into the great world with voices like a peal of joy-bells, with melody in their hearts, with songs on their lips, how much of its grief will they charm away, and how much less rugged will the way seem to their feet!

DEPARTMENT OF READING, ELOCUTION AND PHONICS.

BY JAMES H. BROWNLEE, A. M.

The number of pupils enrolled for the first term was ninety-three; for the second term, eighty-nine; for the third term, one hundred and forty; making the enrollment for the year, by terms, three hundred and twenty-two. I regret to have to say that the majority of those who come under my tuition, come not only with much to learn, but worse still, with much to unlearn. Bad habits had been formed which had to be eradicated. Tones, inflections, emphasis and manner, are unnatural while reading, and are in marked contrast to those used in unpremeditated conversation. Oral reading brings into exercise two sets of faculties, viz: the receptive, by means of which the author's exact meaning is apprehended; and the expressive, through the agency of which the thoughts and feelings of the author are communicated to another. The chief reason why the majority of teachers fail in teaching the important art of reading, is because they permit their pupils to attempt expression of thoughts not clearly conceived by the mind. The receptive faculties must have been so trained on a selection, before the expressive are brought into exercise, that when the work of communicating thought, feeling and purpose to another mind through the eye and ear is begun, the former may do their work unconsciously, and the whole soul be given to the latter. First, understand; then, express. It does by no means follow that one who can grasp intelligently the author's meaning, can adequately express that to another. The agencies of expression—voice and action—may both be inadequate to the task. The ability to comprehend thoughts and feel emotion, and ability to adequately communicate them to another, are different things. But it does follow that without a clear conception of that which is to be communicated, the most cultivated voice and impressive manner are vain. Too much emphasis cannot be given to this point.

Thorough attention is given to the elements of speech, and the organs are carefully trained in their formation; first singly, then in their simpler, and afterwards in their more difficult combinations. Articulation is to the ear what clear type and legible writing are to the eye. It is the first requisite for a good reader. Webster's system of notation is taught, and the intelligent use of the dictionary as a guide to exact pronunciation is made possible. Classes of words commonly mispronounced are made the subject of special drill. Pronunciation is to be accurate without affected preciseness. Breathing exercises are practiced to increase capacity and develop mobility of chest, and that pupils may gain control of the current of air during expulsion. The voice is cultivated; its good qualities strengthened, its bad suppressed. Proper attitudes are insisted on, and proper management of person and countenance is required. Good habits must be formed; rules alone are of no value: no one reads well by rule, though all good readers read according to rule. The elements of expression are separately considered, and their application in the communication

of thought is exemplified and practiced. Reading, in a very high degree, is an imitative art; hence it is our earnest desire that those who are to go out from the Normal to teach the youth of the state the art of reading and speaking well, should themselves be good readers. In all classes attention is given to methods of instruction, and the various methods—word, sentence, sound and alphabet, are exemplified and discussed; but especially in the higher grades does methodology receive attention. It is hoped that a portion of the work now being done in my department will be done in the public schools. The progress of pupils under my care, while not all I could wish, has been on the whole satisfactory.

DEPARTMENT OF HISTORY, GEOGRAPHY AND PHYSIOLOGY

BY GRANVILLE F. FOSTER.

During the year seventeen classes have been taught in this department, as follows: Five in common school geography, four in physiology, three in the history of the United States, two in physical geography, one in ancient history, one in modern history, and one in meteorology. These branches have been pursued by 379 students, distributed as follows: geography, 145; physical geography, 37; history of the United States, 89; physiology, 84; ancient history, 11; modern history, 8; and meteorology, 5.

Keeping constantly in view the aims and the designs of the normal school, greater effort than usual has been exerted in this department to prepare pupil teachers of the "Teachers' Classes" in history and geography for the responsible and arduous duties which will eventually fall upon them. In seeking to accomplish this training of teachers for which normal schools were chiefly designed, various plans of teaching have from time to time been introduced; and occasionally, as opportunity afforded, the respective advantages and disadvantages of the various plans have been set forth or discussed by the class. During the time of reviews, pupil teachers have been chosen to conduct class exercises, for a short time, while all such teachers have afterwards, alone, been thoroughly criticised, their defects and merits being fully pointed out.

Unfortunately, very few of the students of history and geography come to these classes prepared for professional work alone, and hence as yet, most of our time must necessarily be devoted to imparting that knowledge of these branches by thorough, persistent class drill, without which all mere professional knowledge will amount to little indeed.

In the work of anatomy and physiology, much enthusiasm has been created and much knowledge gained by dissection of animals. It is a notorious fact that the position of the internal organs and their structure cannot be learned with any degree of satisfaction from mere plates,

descriptions or lectures, however good these may be, while it has frequently occurred in our classes, that five minutes work on a rabbit, for instance, has been sufficient to make plain, difficulties before apparently insurmountable. In anatomy considerable attention, too, has been given to histology, and hence the microscope has been frequently brought into requisition, with the very best of results.

LIBRARY OF THE UNIVERSITY.

BY GRANVILLE F. FOSTER, LIBRARIAN.

In the library of the University there are 1,853 magazines, school and university catalogues, reports, etc., many of these being full volumes, and 1,908 bound volumes, making a total of 3,761.

During the year donations of books have been received from the following sources: members of the Faculty of the University, Smithsonian Institute, Patent Office, War Department, Department of the Interior, Signal Service, Swedenborgian Publishing House, Hon. Mr. Hartzell, Hon. Isaac Clements, the late Dr. Wm. Le Baron, Hon. F. E. Albright, Prof. Stephen A. Forbes, of the state Normal; His Grace the Duke of Richmond and Gordon, England; John D. Newbegin, Esq., of Jonesboro, Illinois; by Messrs. Scribner, Armstrong & Co., and Messrs. A. S. Barnes & Co., to both of which firms we are greatly indebted.

The appropriation made by the last legislature for the library of the University was so small, that only a few books, those most needed, could be purchased, while nothing was left for shelves, cabinets, tables and other necessary furniture of a good library. Since the appropriation was made, so great has been the accession to the library that fully one-half the books now lie on the floor, and must so lie until an appropriation sufficient to make suitable provision for them shall have been made.

METEOROLOGICAL DEPARTMENT.

GRANVILLE F. FOSTER, Signal Service Observer; JOHN G. SIMS, Assistant.

In order that this department might be made more effective, during the summer of 1875 a very excellent set of meteorological instruments were purchased in New York, and after all the necessary surveys for ascertaining the height of the station above the normal sea level were made, regular daily observations were begun; which have, without a

single day's interruption, been continued to the present time. From October 1, 1875, to June 1, 1876, the observations were taken by the writer, after which Mr. John Sims, for efficiency as a student of meteorology and for an especial adaptation for the work, was appointed as observer, in which capacity he has continued since.

The observations of all the instruments are taken three times a day: at 7 o'clock, a. m., 2 p. m., and 9 o'clock p. m.; and after all necessary corrections for various instrumental errors are made, the results are transferred to blanks furnished by the war department, and at the end of each month the filled reports containing not only the daily readings and average of readings of thermometer and barometer, directions of winds, etc., but also as full and accurate an account as possible of all meteorological phenomena, as thunder storms, meteoric showers, auroras, corona, halo, etc., are forwarded to the chief signal officer at Washington. It is well here to say that this work has been done up to the present time without one cent of expense to either the state or the United States.

The object of this work has been two-fold: First, to obtain full and reliable meteorological data from which it will be hereafter possible to arrive at some correct and definite views of the climate and climatic variations of Southern Illinois; a result certainly of the greatest possible value to the agriculturist; and second, to give students of the classes in meteorology such facility in the use of the instruments as to make them practical observers. Just now, when this subject is absorbing the attention of the learned everywhere, it is certainly of great importance that the student-teacher should make himself familiar with the laws which govern the wind and weather. Indeed, it would be of incalculable value to the signal service and to science if every district school teacher in the state of Illinois would only purchase such simple and cheap instruments as a thermometer and a rain-gauge, take tri-daily observations and furnish the chief signal officer at Washington with the results.

DEPARTMENT OF GRAMMAR, ETYMOLOGY AND BOOK-KEEPING.

BY MARTHA BUCK.

During the first term I taught classes as follows: Language lessons, six members; etymology, forty members; syntax, thirty-seven members; analysis, sixteen members; book-keeping, five members; total, 104.

Second term—Language lessons, eight; syntax, fifty; punctuation, (Wilson's) thirteen; book-keeping, twenty; total 91.

Third term—Language lessons, nine; syntax, seventy-three; analysis, thirty-six; teachers' review of grammar, thirty-two; total, 150; during the year, 345.

My aim has been to impress upon the minds of my scholars the importance of using their knowledge of grammar to rectify their faulty use of the English language. To better attain that end, I have regularly devoted a portion of time to the consideration of the common violations of its laws; and encouraged them to observe and bring into class for correction the incorrect expressions heard by them in daily life. I feel that the larger part of my work could be better done in the nursery. If those who care for the little ones during their early attempts at expressing thought, did but realize that a correct form is as easily taught as an incorrect one, the almost hopeless task of breaking up bad habits of expression already formed, would be avoided. In the teachers' class, how clearly to present the lesson to a class, has been the question of primary importance. I find that the chief obstacle in the teaching of grammar is, that so few understand thoroughly what they wish to teach, or why they teach it. To conclude, I will say that the more attention I give to the subject, the more I am convinced of the importance of beginning early in training children in the use of correct expression.

In book-keeping I have sought to give my scholars such knowledge as is practical. I have taught them both double and single entry, the use of drafts, notes, checks, bills of exchange, and other business paper. Also forms of protest and how to administer estates, with many other business questions constantly arising in real life, so that as teachers they may be able to be a real help to the pupils who shall be under their care previous to taking places as the business men of this country.

DEPARTMENT OF DRAWING.

BY HELEN M. NASH.

When I first engaged in the work, I did so with the understanding that drawing was simply an "experiment," whose continuity depended on the degree of success attained during that year. The facilities afforded for conducting the work were limited, and matters generally in rather a chaotic condition; many of the students regarded it merely as an exercise involving nothing but waste of time, while others expressed for it a decided abhorrence.

To adapt our work to the facilities afforded, to bring order out of confusion, and especially to create a love for the work sufficient to prevent failure, was my aim during the first year. Regarding the success attained I will merely state that drawing was not abolished.

Number enrolled first year 175; during the present year 257 pupils have been enrolled. Number enrolled first term, 75; number of classes four; number enrolled second term, 80; number of classes, five; number enrolled third term, 102; number of classes six; time allotted each class, forty-five minutes daily.

The second term I adopted the following programme: Monday, industrial drawing, using Smith's system; Tuesday, botanical drawing, from nature; Wednesday, geometrical drawing, on blackboard; Thursday, miscellaneous drawing, landscapes, etc.; Friday, designing. The programme during the present term has varied from the preceding to suit the requirements of the work; Miss Ella Courtney has taken charge of a beginning class including seventeen pupils, and has done good work.

Especial attention has been given to the development of a taste for industrial drawing, but as this is not a manufacturing region, considerable difficulty has been experienced in impressing students with a full sense of its importance. I think that branch of drawing which is best calculated to aid in developing the leading industries of the locality in which it is taught will be the most acceptable to the people of that section. Southern Illinois is extensively a flower producing and fruit growing region; consequently a knowledge of botany is highly essential, and the ability to delineate the root, stalk, bud, leaf, flower and fruit of choice specimens, is as important to the people of this region as inventive drawing is to the manufacturing population of Massachusetts. Therefore, considerable attention has been given to botanical drawing.

Many of the pupils have shown marked ability, and in striving to cultivate the special talent of each, the practical uses of drawing have not been neglected. It is indispensable to the teacher who aims at the highest success in his calling, and should go hand in hand with almost every study. Drawing may be truly termed the foster-mother of the industrial arts; the delineator of the beautiful in nature and the obedient hand-maiden of the sciences.

THE MUSEUM.

BY CYRUS THOMAS, PH. D., CURATOR.

The additions made during the year, except to the mineralogical and entomological sections, have been but few. But this has been caused more by the fact that we have no means of properly preserving them, than from the want of a disposition on the part of the people to contribute. In fact, some valuable specimens have spoiled because we were unable to preserve them with the means at hand.

Although the zoological specimens are comparatively few (excepting of the insect class) they are valuable, and have greatly aided the classes in zoology in their studies, and have also been used by Mrs. Nash, the teacher of drawing, as objects for training her pupils in drawing from nature.

The mineralogical section, which is wholly under the charge of Prof. Parkinson, has received quite a number of valuable additions, and with

the entomological section, forms the only part of the museum which has really been brought into anything like system, because they are the only sections provided with any adequate means of arrangement and display.

Notwithstanding this somewhat unfavorable view, yet considering the fact that the collections have all (with the exception of the insects) been made without cost to the state, by voluntary contributions in a section where such an enterprise is new, the progress made is, in fact, gratifying, both as to result and the spirit manifested on the part of the people. The collections consist of Woods—a very neatly arranged "Lignarium" having been presented by Mr. Carver recently; properly mounted and named plants; minerals properly arranged and classified; insects arranged in suitable boxes, mostly named and partly classified; birds mounted and in hand specimens, those mounted having been prepared by Prof. Parkinson; zoological specimens in alcohol, largely contributed by Prof. Jerome. Besides these there are a number of Indian relics; mammals, mounted and unmounted; fossils; and also a collection of coins in the care of the president, which are curious and valuable and do much to illustrate history. These coins are all gifts, and they stimulate curiosity and suggest hints to others to aid us. They are as follows: A Spanish dollar of Ferdinand VII, 1821; Spanish quarters of Charles III, 1779-84; English shilling, William IV, 1736; all from Prof. Brownlee. Pennies of England and Canada, Prof. Foster. Half-penny token, Canada, S. J. Boren. Ten copper U. S. cents, three half dimes, Spanish 1-16 and $\frac{1}{8}$ dollar, two-cent pieces, from R. Allyn. One quarter, Anna, East India $\frac{3}{4}$ cent; S. J. Boren. Tyrolese coin, about one-half dollar, 173, S. Bond. Spanish quarter, Ferdinand VII, 1815, R. Allyn. Portugese coin, smooth, Prof. Hillman. Continental bill, six dollars, 1774, Mrs. R. Allyn. Currency confederate states, twenty bills, Judge I. H. Caldwell. Currency confederate states, \$50, J. G. Sims. Fractional currency of U. S., R. Allyn. Four thaler pieces of Frederick William IV, 1860, Prof. Brownlee. Spanish quarter of Charles IV, 1783, Prof. Parkinson. French twenty centimes, 1852, H. G. Mertz. One quarter dollar, Mexican, 1872, Capt. E. J. Ingersoll. Copy of medal issued by George III, in 1797, in commemoration of victories, Mr. Borger, Carbondale. Canadian half-dime, 1872, Hellen M. Hillman, Carbondale.

So far no attempt has been made to collect simple curiosities, or to gather specimens for show, but to collect such objects as will be most useful as a means of illustrating the various branches of natural history taught in the institution, and the fauna, flora and geology of Southern Illinois.

DEPARTMENT OF MINERALS IN THE MUSEUM.

BY D. B. PARKINSON, A. M.

During the past year the shelves have been remodeled and rearranged and the greater portion of the specimens classified and labeled. The following is a list of contributors, and specimens donated by each. The space allotted to this report will not allow a detailed notice of each contribution :

DONORS.	RESIDENCE.	CONTRIBUTION.	LOCALITY.
E. H. Smith.....	Carbondale	32 different specimens.....	N. Y. and N. J.
Dr. O' Hara.....	Carbondale	Gold and silver ores.....	Canada.
Chas. Roberts.....	Colorado	Gold and silver ores.....	Colorado.
Dr. A. M. Lee.....	Jackson County.....	Fossils.....	Jackson County.
Prof. Jerome.....	Carbondale.....	100 alcohol specimens.....	Shelby County.
W. F. Hughes.....	Carbondale.....	Indian relics.....	Jackson County.
Green Williams.....	Carbondale.....	Indian relics.....	Jackson County.
H. W. Happy.....	St. Louis.....	50 different specimens.....	St. Louis, Mo.
J. G. Allyn.....	St. Genevieve, Mo.....	Copper ore.....	St. Genevieve, Mo.
Jas. Brownlee.....	Carbondale.....	Iron ore.....	Lake Superior.
Jas. Brownlee.....	Carbondale.....	Gypsum.....	Lake Michigan.
Jas. Brownlee.....	Carbondale.....	Pebbles.....	Lake Michigan.
John Hayden.....	Carbondale.....	Fossil limestone.....	Jackson County.
Lizzie Shephard.....	Carbondale.....	Fine variety of coal.....	
J. H. White.....	Marion.....	Silver ore.....	Montana.
J. H. White.....	Marion.....	Iron Nodules.....	Texas.
Prof. Hillman.....	Carbondale.....	Gold and silver ore.....	Colorado.
Clark & Lapham.....	Galeonda.....	Galena ore.....	Hardin County.
Prof. Foster.....	Carbondale.....	5 Fossils.....	Winnebago County
Chas. Neeley.....	DuQuoin.....	Salt and Gypsum.....	DuQuoin Salt w' ks.
Dr. C. Thomas.....	Carbondale.....	Gypsum crystal and moss agate.....	Colorado.
B. H. P. Eaton.....	Boulder City.....	Cluster of stalactites.....	Union County.
Dr. R. Allyn.....	Carbondale.....	Pebbles from Cape Ann, Mass.....	
Miss Baxter.....	Carbondale.....	Fern impressions.....	Jackson County.
John Martin.....	Carbondale.....	Coarse Granite.....	Jackson County.
John Sims.....	Carbondale.....	Coarse Granite.....	Jackson County.
B. F. Baker.....	Makanda.....	Fossils.....	Jackson County.
Mr. Anderson.....	Carbondale.....	Indian relics.....	Jackson County.
J. J. Rendleman.....	Makanda.....	Alabaster.....	Niagara Falls.
D. B. Parkinson.....	Carbondale.....	A number of minerals.....	Carbondale.
Wm. A. Carr.....	Marion.....	Indian ax.....	Williamson Co.
*			
Rev. R. Z. Fabs.....	Kane.....	60 varieties wood from Pulaski Co.....	Southern Illinois.
Prof. Brownlee.....	Carbondale.....	Carapace of turtle.....	Mediterranean Sea
Lulu Sheppard.....	Carbondale.....	'Night Hawk'--mounted.....	Carbondale.
G. A. Walker.....	Troy, Tenn.....	Owl's claw.....	Tennessee.
Jas. Brownlee.....	Carbondale.....	Botanical specimens.....	Maine.
Isaac Dillinger.....	Carbondale.....	Large stuffed rattle snake.....	Near Carbondale.
Isaac Dillinger.....	Carbondale.....	Indian tools, ancient bones, money.....	
D. B. Parkinson.....	Carbondale.....	A number of birds.....	Carbondale.
J. B. Cetend.....	Carbondale.....	Specimen of Grand Tower Marble.....	

* Some contributions in Natural History might be noticed here.

ACADEMY OF SCIENCE OF SOUTHERN ILLINOIS.

BY GRANVILLE F. FOSTER, SECRETARY.

The Academy of Science of Southern Illinois owes its origin to the exertions of the faculty of the University, and of Professor Cyrus Thomas, Ph. D., state entomologist, and one of the United States commissioners of entomology. After considerable correspondence, a call for a meeting was issued, which was held at Carbondale on the evening of Dec. 2, 1876. The objects of the academy are as follows; to investigate and study, (1) the Ethnology and History of Southern Illinois, including its antiquities and aboriginal remains; (2) the geology, botany and zoology of this section, and (3) to encourage generally the production and preservation of the publication of original papers on the above, and on special, philosophical, mathematical, astronomical and meteorological subjects, as well as on the origin and meaning of the names given to localities by the Indians or the first settlers of the country.

To promote these purposes the Academy is organized into departments, each of which may act separately or in connection with one or more of the others. The departments are: 1, Ethnological; 2, Historical; 3, Geological; 4, Botanical; 5, Zoological; 6, Philosophical; 7, Mathematical; 8, Astronomical and Meteorological; 9, Microscopical. The constitution also provides for county auxiliary academies, the presidents of which are vice presidents of the parent society.

Since the commencement of the year, a committee composed of Robert Allyn, D. D., principal of the University, and Prof. D. B. Parkinson, have made several explorations of mounds, yielding a large number of archæological specimens. In addition to these, the museum has been enriched by several valuable donations of specimens which space forbids us to name in detail. At present, a part of the rooms devoted to the museum of the University is used for the museum of the Academy.

The officers of the academy are as follows; T. M. Perrine, Esq., of Anna, President; Prof. Granville F. Foster, Secretary; Cyrus Thomas, Ph. D., Curator of Museum; E. J. Ingersoll, Esq., Treasurer; Chairmen of Departments as follows: Ethnological and Philological, Dr. Robt. Allyn; Historical, Prof. G. C. Ross; Botanical, Prof. G. H. French, of Irvington; Zoological, Cyrus Thomas, Ph. D.; Geological, J. H. Engleman, Esq., of Belleville; Philosophical, Prof. D. B. Parkinson; Mathematical, Prof. John Hull, and Astronomical and Meteorological, Prof. Alden C. Hillman.

FOURTH ANNUAL
REPORT OF THE PRINCIPAL.

1877-78.

REPORT OF THE PRINCIPAL.

To the Board of Trustees of the Southern Illinois Normal University:

GENTLEMEN :—

I have the honor to make my fourth annual report, and can most sincerely congratulate you on the condition of the University under your care. It has steadily grown by the blessing of a kind Providence in numbers and in usefulness. Both teachers and students have enjoyed good health and have been able to discharge their duties promptly and with fair success. The numbers have been greater than at any other time, and their stay in the school has been still more increased. The average time of the students who were with us the last term is more than a year. Heretofore we have been able to reckon no more than about two terms for those of any particular period.

The numbers have been as follows, viz : Fall term 230 ; winter, 266 ; spring, 254. Total by terms, 750. The number of different students has been 408—more than last year by 68—and exceeding any previous year. Since the opening of the school there have been 978 students in all the departments. There has been an advance in every line. In the normal department and special students there have been 135 against 112 ; in the preparatory 273 against 228 ; the model has been abandoned. It will be remarked that our normal department is small in comparison with our preparatory. This is chiefly owing to our practice of placing our students in the lower grades till the higher work has been carried. More than one-half of those named in the preparatory have done some work belonging to the normal, but not having finished all the preparatory studies they are still numbered in the lower department.

We have kept a record of the callings of the fathers of these students, and here insert it as a point of interest to our patrons. It will show that our institution is aiding the country population, and the great substantial and virtuous middle class, the farmers more than all others, to secure good facilities for giving practical education to their children. Offspring of farmers, 536 ; merchants, 128 ; physicians, 72 ; ministers, 33 ; carpenters, 28 ; lawyers, 25 ; teachers, 25 ; millers, 21 ; traders, 14 ; agents, 12 ; laborers, 11 ; mechanics 10 ; hotel keepers, 7 ; shoemakers, 5 ; telegraphists, 5 ; editors, 5 ; miners, 4 ; fruit growers, 4 ; civil officers, 5 ; engineers, 4 ; livery stable keepers, 3 ; jewelers, 3 ; cabinet makers, 3 ; contractors, 2 ; manufacturers, 2 ; book-keepers, 2 ; clerks, 2 ; tinsmiths, 3 ; blacksmiths, 3 ; upholsterer, 1 ; tobacconist, 1 ; grocer, 1 ; bankers, 2 ; mason, 1 ; house painter, 3 ; harness-maker, 2 ; machinist, 1 ; saloon keeper, 1.

We have ascertained from our record and careful inquiry that 511 of the number have taught since their connection with us. Many of these students have done their work successfully, both in our school and where they have been engaged as teachers, and thereby have proved the value of the course they have pursued. When it is remembered that the teaching of each of these has been considerably improved above what it would have been had he not been with us, we can

draw an inference as to the value of the school to this section of the state. Still it is to us a matter of regret that so few of the teachers of our public schools are in earnest to acquire a thorough preparation for their business. This may result from two causes, either of which will account for it, and both of which make an unpleasant suggestion as to the immediate future of our schools. The wages paid to teachers are too low to warrant them in making it a life calling, and the small amount of attention given to the schools by the people themselves affords incompetency an opportunity to hide itself for a long time, and inflict large damage on the minds of those under its care. The fact that more than the half of our students in these four years have been employed to teach schools is, we think creditable to us, and goes to show the necessity for such an institution, and that school officers appreciate our work.

In a former report I spoke of the imperfect preparation of those who enter our University. This is again alluded to in the reports of several of our professors accompanying this. This no doubt is chiefly owing to the unskillful teachers employed in the country, but is in part due to the lack of a public demand for accuracy in scholarship and a desire on the part of the student to hasten on to higher studies. An improvement is already noted, and is hoped it will increase greatly in the future till we shall be relieved wholly of teaching the very rudiments of knowledge. To encourage thoroughness has seemed to be our duty. We desire that such elementary studies may be learned at home, where they may be had at less cost, and will be more likely to abide in the mind. We urge parents who contemplate sending their children to us to give attention to their early training. A child ought at twelve to read, and spell and write fairly, and should accurately know the whole of the geography of his native state, and of the United States, and the ground rules of arithmetic, and especially the multiplication table, and then be ready for something else. Let scholars come to us ready for the higher studies, and the schools at home will improve and do better work.

I refer to the reports of several professors for a brief account of the work done in their respective departments. In cases of my absence during the year Professor Hull has been in charge as acting principal, and has done the work to the eminent satisfaction of his colleagues and myself. In addition to the general supervision of the school I have instructed classes in

Mental Philosophy.....	8,	passed	8
Logic.....	15,	"	12
Moral Philosophy.....	7,	"	7
Æsthetics.....	11,	"	10
Constitution of United States.....	17,	"	14
School Laws of Illinois.....	19,	"	15
Pedagogics.....	9,	"	9

And I have delivered lectures on reading and methods of study and teaching. More students, and those better prepared, have been in our higher classes.

The general assembly made ample appropriation for our current expenses, and gave us sufficient to make valuable additions to our library, museum and apparatus. The books added count more than a

thousand, and have already been of essential service to both professors and students. The same may be said of the apparatus. It has enabled us to give better illustrations of the principles of science than was possible without it. It may now be truthfully said that a beginning has been made in the work of collecting and arranging a cabinet and museum—a thing impossible before because of our lack of cases and shelves. The specimens already number some thousands, and facilities for mounting and showing them will stimulate the zeal of our students and friends to donate and enrich our stores of scientific and antiquarian curiosities. Our section of the state is rich in opportunities of gathering material to illustrate ancient history and ethnology, and we are now prepared for its study.

The new steam heating has so far been a success in every particular. It has afforded abundance of heat and fresh air without dust or inconvenience. The winter has been mild and perhaps an opportunity to test it properly has not yet occurred. But from its work in the few cold and windy days of the season, we judge there will be no difficulty in keeping our rooms at a temperature of 65 when the air outside is at zero.

This matter of normal schools so intimately concerns this section of the state, and indeed is so joined to the policy of the whole school system, that it may not be improper or unprofitable to spend a little time in the consideration of it. And this is the more necessary just now when our enterprise is comparatively new and when it has been so favored by the large majority of the people, though questioned by the few. Any public affair or institution which expends the money of the people, gathered by impartial taxation, ought on suitable occasions to justify itself to that people. The facts alluded to in the first part of this report and in the reports of the professors appended, as to the number of students taught, the callings in life from which they come, the numbers who have engaged in teaching, and the better work which they have done—not better than others have done, but better than they would have done—when put together go very far to prove the usefulness and even the necessity of the normal school. But the question ought not to rest on this one school, but on the general principle of such schools. Hence I state the point more fully.

The men who study the great problems: How to educate the nation's offspring in the best manner and with the least expense of time and taxes, as well as of thought and labor, have with singular unanimity reached one conclusion, that some system of normal instruction and training is, if not a necessity, so far an advantage as to justify large expenditures, to secure the establishment and efficient operation of such agencies. So concurrent have been these enlightened judgments of competent educated philanthropists, that schools of this kind have been opened in Europe for almost a century, and more recently in large numbers of our states and cities, almost without discussion, and they are now carried on at much outlay of means, with far less of question and doubt than almost any of the philanthropic charities of the age. It has therefore happened as might have been predicted that, so soon as the discovery was made that they cost vast sums of money, a controversy has been started, as to their necessity, their propriety, and even as to their usefulness, their place in the educational system, and also as to their appropriate work. While such a discussion is not wholly unforeseen

and is by no means unwelcome to the friends of these schools, it is unfortunate in one respect. Not to have been raised until now seems to imply a failure on the part of the schools themselves. Had it occurred before their establishment, opposition would then have been silenced on principle. It is now to be overcome by facts—the only effectual way to settle a matter of expediency and profit. The facts given in another part of the report have, it would seem, demonstrated the need of our normal school and its right to live. At all events such a controversy affords an opportunity to canvass again the design or plan and the results of normal schools. In the present discussion it is simply proposed to speak of these points as of practical importance to the community at large. A word is sufficient as to the theory of normal schools. The current opinion, formed with one glance at their design, is that they come in after a fair knowledge of the branches taught in our public schools has been mastered. Obviously they should teach methods of work in the school room, and should afford some opportunities of acquiring additional science and of forming excellent characters. All this implies information imparted and discipline previously gained by the pupil who enters the normal school. But an earnest attempt to teach methods alone in any science or art will soon convince one that these two things, learning a science, and finding a method of that learning, are not so easily separated as a first thought might suggest. Indeed to learn a matter for one's self is really one of the best ways to prepare to teach it and to learn its methods also. In fact, learning and teaching coincide in so many points that they do indeed become one direct pathway, straight to knowledge and it matters less which is traveled first than, how carefully and studiously the journey is made.

The favorite method of experiment supposes the pupil to do the work in order to learn how both to fix its knowledge in its own mind, and how to communicate it to other minds. In practical experiments the teacher merely directs the experiment, and the pupil performs it for himself. In such cases the methods of learning and communicating knowledge are practically identical. Who will not recall the maxim: "One never knows a thing till he has told it to another." Carlisle uses the same thought often, and Emerson quotes: "Speak that yourself may know how much or how little you do know." Looking now at this logical philosophy, which scarcely admits a challenge or even a question as to its truth, we shall be compelled to say that normal schools cannot wholly be segregated from the work of all other schools, and set apart from the sole teaching of methods so-called, until the lower or knowledge-giving schools have become nearly perfect. Until that day comes much of their teaching must be found in giving instruction in the actual book knowledge which their students will hereafter be called to teach. Or at least they must have preparatory departments.

At the same time, however, they are to give to their pupils opportunities to try their skill in communicating science and in gaining control over others. But this experimental teaching will be rather more in the nature of a review to themselves than as an independent presentation of that knowledge. Yet even in this latter point of view, they will of course do something first in order to give illustrative examples for observation, and second, to afford practical test of ability on the part of the normal pupil. According to these statements normal schools are

shown to be little more than another order of schools with a completer course, and a more thorough drill, with a wider range of investigation and discovery, with a practical opportunity to review all studies for the definite purpose of learning how to direct the minds of others in the way of learning the same and other studies. The objection now springs up, if such is the purpose of normal schools, why not provide that the scholars learn all this in the high school proper, without the extra expense. They are to be taught the same branches in the same manner, and it is asserted that the learning is in good part its own instruction in methods. What then is the use of the training school? This is a common question and is often the common view of the design and work of normal schools. In defense of it men say that practice and philosophy sustain it, and however much another plan might be desired for them, other schools have so poorly done their work that normals must supplement it. Granted that this is partially true in both directions, and then there is a higher purpose and work for them. The objection just stated is one of the most superficial, and it has availed to attach normal departments to almost all schools in the land—than which few things are more detrimental to the school itself and to education in general. I am not pleading for such, nor arguing against them. I am speaking for the real and thorough training school for teachers, already in most respects filled with knowledge such as children need and can acquire, and such as will profit the whole community. And I am fully convinced that distinctive normal schools, doing little else than teaching methods and awakening enthusiasm, are the most needed and will be the most profitable of all to any commonwealth. Their advantage will be much every way, even on the lower plans named, that of imparting facts; and on a higher plan hereafter to be considered they are invaluable. But chiefly that it brings together a large body of young people enthusiastic on the subject of acquiring knowledge for a practical end, and of habituating themselves to the work of communicating that knowledge to others. These need to become inspired with a common purpose or aim, to be taught not only how to learn, but how to learn only good, and to learn this fastest and with least loss of time and means. Such persons will learn self-control much better in company with those having like pursuits in view, than in any other schools whatever. The common ideas of future use to be made of their acquirements will be to each an inspiration better than they can find elsewhere.

But in the higher plan of proper normal school work, or that strictly professional, the learning of the philosophy and method of teaching, there ought to be a necessity for a liberal course of study and drill. The branches of knowledge are sufficient for one series of schools. And these can be better taught by means of division of labor. There is enough for one class of schools to teach men how to impart knowledge and especially how to conduct and manage a school. Does it not need a knowledge of how to bring a cause into court, how to prepare the pleadings, and to conduct the whole of the suit. Does it require less to know how to present truth to the young mind? Does the one who simply learns, thereby know how others learn? Is not this the great difficulty with teachers? They know that they have learned, but how they themselves learned, or how another can learn, they do not know. Hence they fail. There is a need for something more

than a mere study of the text book. Something of art and method is needed. It is for this purpose that a thorough teachers' course should be established, and it should take in scholars who have learned all else, and give them a knowledge of the methods of teaching.

This is what law schools, medical colleges and theological seminaries accomplish for their pupils, and it is always eminently satisfactory. They gain in these places more advantages from the one aim with which all study, than they derive from all their books and perhaps from all their lectures. They associate with men high in their profession, crowned with honor by the age in which they live, enthusiastic in a given line of study, but more absorbed in a particular line of duties; and they are also inspired by example and precept, till they, as pupils, are moulded by the same spirit of the specific calling into the highest types of excellence in their intended profession. Besides they grow into a nature different from their ordinary state, and become crystallized into the permanent character of the noblest of callings. The whole tendency of such schools, when separated from others, and their natural influence is, by the associations formed, to elevate the ideal standard of personal excellence which every one who enters the road of a specific calling should attain.

Will not normal schools be far more valuable for this work and influence on the souls of their pupils than for all else? Any attempt to join a normal school and a high school or college, damages the characters of those whom it attempts to train normally, as it is called. So of a normal department in a university. There cannot be a single purpose, and a school with a double purpose is not likely to be a success. These appendages are easily taken off, and the loss is hardly felt. But to attempt to develop one of them into a head or a hand could never be expected to succeed.

The answer to this objection has in a very short way demonstrated the uses of normal schools better than an argument. It is apparent from the nature of the case that they must exist as independent organizations if they are to do best work for the community and provide the needed leadership for the people, in their efforts to educate all the children of a community, to an extent the highest possible, consistent with the well-being of the race. The subject, perhaps, might be safely and profitably dropped here were it not for the continual question, asked twice as often as answered, and always asked with such a confident and sneering positiveness as gives it all the force it has: what is the use for a state to educate its teachers at all? Why not allow every man who desires to be a teacher to educate himself as does a lawyer or a doctor? Or as a member of congress or a statesman trains himself to serve the people and lead the affairs of the world? Well, since this cry comes like an uneasy ghost every time the sun goes down, and nightly screeches itself hoarse, let it be in part answered again. What is the use of having a leader at all? Why not trust the instincts of human nature as they rise in every child's mind, and let every one of the human race go to its own destiny as the animals or fishes do, without a guide or controlling force? Let every one find what is good for himself or desirable, and let him have it all to use or destroy as his strength may help him? Why not fall back on the savage method of finding leaders when they are needed, by individual cunning or prowess forcing itself to

the front, and compelling all others into submission to its selfish lawlessness? Or in other words, why not trust wholly to nature—which is, as Buchner phrases it, but another name for accident—to produce not only servants, and sailors, and soldiers, but military commanders, and religious teachers, and civil officers as well? We do occasionally trust to just such accidents, or to self-constituted demagogues, to give us municipal officers; and especially in our large cities. Tweeds show us examples of the results. These men now are beginning to control our public school system by nominating and electing their creatures to the places of trust, and those who are not fully corrupted are beginning to speak out in denunciation of the wrong done to the children of the state. In the neighboring commonwealth of Ohio, a faithful officer estimates that the hap-hazard, party-machine method of choosing school officers, and giving them control of the examinations of teachers, is already wasting at least one-half of the money gathered from the people by means of taxation. We are ruled by demagogues and not by educated, or disinterested, or even honest men. The nation's forethought and philanthropy must rally and unite to give us the control of our resources and of our future, or else the selfishness of base men will give us death and destruction. Our thoughtful educated men must combine to find for us skilled and noble leaders, or baseness and vice will give us traitors and parricides. It is trained leaders in education or ignorant demagogues of ruin. We must have masters in virtue, or tyrants in vice. Which do we choose? These latter will grow to our hands as weeds or predacious animals. The former like grains and fruits, or domestic cattle and tame beasts of burden, can be had only after careful attention and assiduous culture.

We have begun in our two schools—military and naval, at West Point and Annapolis—to prepare leaders for ourselves in war; And the result has twice proved their priceless value. What are we doing to secure the far nobler, though by no means easier victories of peace? Carnot once said: "We must organize victory in war." Is there any less need of organism in the much broader and far more fertile fields of peace? After the seeming destruction of Prussia at the battle of Jena in 1806, and the pursuits of her troops which followed, Baron Stein undertook to organize distant supremacy in Europe for Prussia by establishing by system the universal right of the children to education and their duty to military service. Every peasant became enlightened and trained, and a soldier. In seventy years the results appeared, and to-day Prussia has arisen to be the keeper of the peace for the continent. These schools which educated the peasants' children to be the most intelligent and therefore the strongest soldiers, began with normal schools to train teachers for the children. And a high authority declares that Prussia owes more to her schools and to the training schools than to her king and nobility and parliament altogether. These schools have been so excellent chiefly because they have been carried forward by a body of men who have been trained together and taught enthusiasm in her normal schools, numbering nearly a hundred in her borders.

Our normal schools are to supply us leaders in our greater warfare against ignorance. But we have not yet made them a necessary door to the great profession of teaching. We do not allow that it is at all imperative on a candidate for the school teacher's office, to have any

higher knowledge or skill than his pupils. But we do not permit a second lieutenant to command a platoon of soldiers, even on parade, without a military education, such as shall give him an enthusiastic spirit of devotion to his profession, and we send a man who absolutely has no professional training or affinity for his work, to assume the responsibilities of moulding the human mind and soul! A midshipman dare not command a boat's crew without a naval education; yet a boy or girl may govern and instruct a house full of children, without the slightest technical or scientific culture. Such an one may sit down upon and blight all the hopes of a neighborhood by the wrong or imperfect training he will give to their offspring. We install in the holiest office one who enters on his duties as a mere make-shift—a sort of place in which he can earn money to get out of it.

No more need be said of the use and value of normal schools. If they are not needed, as Mr. Lincoln said on another occasion, nothing is needed to prepare men to teach others. If skillful labor is not a value and a necessity in teaching, then the proper training or instruction of children is of no value to a community. Horses may need careful and skilled grooms, but children need no care whatever. If the ignorant, the vicious, the lazy, the egotistic and impecunious are to have the right of teaching whenever they can induce an illiterate or a selfish community to hire them, and this to the exclusion of the honest and industrious, then our schools will soon come to be so near a farce as to more than justify the assertion already alluded to that half our public fund devoted to education is wasted. There is no other way to make the education of our children the best and to make it universal, but by giving to the calling of the teacher due honor and proper professional skill. We can do this only by gathering the youth who are willing to devote a life to such work in schools, where they shall acquire ambition and become filled with the knowledge and spirit of their noble calling. Then shall we have a class of men always at hand to lead in the good way of disciplining our offspring in science, virtue and nobility. The cost of this to a district has been spoken of elsewhere. Normal schools will pay fully their cost to any community.

The faculty, after careful consideration and much study of the wants of our schools in Southern Illinois, have decided to recommend the adoption of a course of study purely professional, normal or pedagogical. This is done in order to bring the University into the line of work which such schools or seminaries originally or technically were designed to perform. It will be seen below that it will embrace the science and methods of teaching, and will be conducted by lectures, examinations, observations, experiments and criticisms, and will be similar in some respects to what are called clinics in medical schools. It will embrace three grades or years, though it may be completed in less time. If a student is fully prepared in the several branches, he can give his entire time to this work, but if he is deficient in some, he can enter what may be called our academic classes and complete those studies.

The course will embrace the whole range of pedagogical topics—the child, the schools, the knowledge, the discipline, the teacher, the methods of gathering, preserving and communicating, of classifying, generalizing and inferring; in short, it will attempt to seek two kindred purposes—

teaching how to learn and how to impart; to accumulate and diffuse. This we think teachers need to learn after having learned science. It will also embrace the history of education and its literature, and the various systems of schools in other countries. The progress of the student will be tested by oral and written examinations, and at the close of the course a certificate will be granted specifying the particular course completed. We have already had something of this in our post graduate year, and we bring all this into one single course and consolidate the whole. If one comes to us and desires the most thorough possible preparation for the teacher's work, both elementary and higher, he can begin in our classes and review all our studies. He can, if he chooses, dispose of many of the lower, and show himself fitted for the higher work, and enter upon it at once, and complete it on such foundations as he may have laid in the common schools or elsewhere.

Such is a very imperfect outline of what is intended. To enter upon it the student should be prepared to pass an examination on all the subjects required by law for a first grade certificate, and to do this with even more thoroughness than is commonly demanded. It may be well to state more fully what will be required in order to enter on the several courses of professional study. This is done that the plan may be understood, and that teachers may know how to prepare for it.

FOR THE FIRST COURSE.

1. In orthography, the test will be one hundred and fifty words selected from some daily newspaper printed in St. Louis or Chicago, on the day previous to the examination, these words to be dictated at a rate not less than five a minute, and to be legibly written with due regard to the rules for capitals.

2. In writing, a test like the following: Write and punctuate an advertisement from the same paper and a paragraph of news or editorial, both dictated by the examiner after the candidate has read them aloud.

3. To test the ability to express thought, a composition will be written of not less than thirty lines of common legal cap, on a topic assigned at the time by the examiner.

4. Reading ten minutes from one of the common reading books of our schools, and an oral statement of the sounds of the letters and effects of pauses, accents and emphasis.

5. In geography, the common definitions of terms, lines, circles, and some general account of countries, especially the boundaries of the several United States, our mountains and rivers, cities and railroads. To this should be added a few points of historical interest.

6. Arithmetic as far as through roots, with special attention to the reasons for the fundamental rules and principles of fractions and decimals, percentage and analysis.

7. In grammar, the test should be etymology and syntax, definitions and practical use of correct constructions, including correction of erroneous sentences.

8. United States history should be known as to the settlements, the revolution, and the succession of presidents and our wars.

After these examinations have tested the student's knowledge, he will superadd what has been called theory and practice of teaching, or didactics, or as the Germans name it, pedagogics. It will include this in two departments, practical and theoretical. The principal's chief attention will be devoted to the latter, and he will be assisted by Prof. Hull in the former. Books will be read, and the knowledge thus gained, as well as that imparted by lectures, will be tested as has been said by examinations. School laws and systems will also be reviewed. In short the purpose will be to give a complete knowledge of the details of the teacher's profession and the general knowledge of this science of education, as well as something of the philosophy of learning and imparting.

THE SECOND COURSE

will require a preparation equal to that required for a state certificate.

1. A higher test in English composition, say an essay of three hundred words on some school topic assigned by the examiner at the time, and prepared for the press.

2. Grammatical analysis of sentences and prosody, with the philosophy of the parts of speech, and etymology of words, as well as an analysis of idioms.

3. Algebra as far as quadratics and binominal theorem, and plane geometry.

4. History of United States, with considerable minuteness as to the revolution and its principles and those of the war of 1812, and our civil war. Also the history of England in brief as to the period of discoveries and settlements, the revolution of 1688, and the reform bill of 1832.

5. The several branches of natural history, as botany, zoology, physiology, with a fair degree of thoroughness. This will include the classification and definitions, and an ability to determine genera and species.

6. Natural philosophy and astronomy in their common principles and important applications, and chemistry so as to be able to explain the phenomena of combinations and analysis of the common salts, and in addition the theory of electricity, magnetism and heat.

This examination will be a fair test of the ability of the student to acquire knowledge, and of the facility he may have to communicate information. With this he will then enter on a higher course of reading, and will have lectures, taking perhaps Rosenkrantz as the basis of comment and exemplification, and giving more full and particular attention to the various modes of teaching the several branches, and to the philosophy of governing and inspiring by motives adapted to different ages of the scholar.

THE THIRD COURSE

will have requirements the same as the second, adding latin grammar and ability to translate Cicero and Virgil with clearness and grace, and in mathematics, trigonometry and surveying and logarithms.

Rhetoric, logic, mental philosophy will be considered in these courses of study and lectures on these as well as on elocution and English

literature. History will come in for its share of attention and something of criticism and philosophy. Opportunity for chemical work in the laboratory, so that one or even three years may be profitably filled with the business of the course. And further, there will be instruction and practice in taxidermy and dissection, in mounting specimens and in arranging and classifying and systemizing the knowledge acquired.

We offer this course to the public as our contribution to professional education proper, and are ready to meet the demand for such a beginning of higher normal training. If young men and young women will enter on it with enthusiasm, we can carry them along this very important line of work, so that they shall enter on their life duty with better habits and better promises of success. They will have taken time to revise what they have learned with a special view to putting their minds in the best condition to impart it to others. And further, they will have joined themselves to a living body of fellow workers, enthusiastic in the cause of education, and will in part be inspired and included with the strength of all. The community now looks to lawyers, as a body, for opinions and leadership, when constitutional questions are discussed; to ministers when ancient faiths are in jeopardy and when the foundations of morality are undermined; to their physicians when plagues and pestilence are let loose among men; and should they not turn to teachers when ignorance and vice league themselves in shameless disregard of human interest and right? Should not these be trained in their professional duties and massed together so as to be able at all times to mind the same things and walk by the same rule? Education is among the most profiting things in the community, and the most sacred interests of society are not above it. It needs defenders and allies quite as much as our army or navy needs officers. What we propose will aid the commonwealth to mass and drill these intellectual and moral leaders and train them into skill and wisdom. Our schools are for the education of the offspring of the whole land. Our children are our noblest possessions, and chiefly because of what we can make them to become. Let us not entrust them to ignorant teachers, nor to those wholly inexperienced in the work of their calling. They can be educated rightly only by the best men and women of the nation, and these the best trained of any scholars in all the land. The best of teachers educated in a full knowledge of human nature and of science and practiced in their noble calling, will hardly cost more than inferior ones. The price of a first rate man or woman to teach all branches well will not exceed \$750 a year for a whole district containing forty scholars, and he will teach all these and several of the higher ones. An inferior teacher will cost not less than \$350, and will neither teach all branches nor teach them well. When this district wants a scholar well taught or trained in higher studies, he must be sent from home at great cost and danger. One scholar sent from the home exposed to many temptations, will cost \$250 a year. Is it not cheaper for the district to hire the best teacher and educate the children at home till they are well up in knowledge?

This contribution we propose to make to the prosperity of Southern Illinois—to give to it teachers who can at a comparatively small cost, educate its children at home, and better than they could be educated abroad at a large cost. And we are seeking also to make those teachers out of the children of this section of the state. We

cannot but flatter ourselves that this is a work of patriotism, and the results of our four years work as teachers in this University appear to us to have been highly useful. In the more than five hundred whom we have, in part trained, and who have taught in the schools of this locality, we think we have some proof of the benefit of the school. Not all of these have been good teachers. It would be an anomalous state of affairs, in this imperfect world, if five hundred persons should be found going from one place for one duty and every one a success. But the large majority, by the testimony of directors and parents of children, have succeeded to a greater degree than has been common.

These few words are said in order to explain our work and its effects. We desire to be judged by our fruits. All we do is open to the public. Many of the people have sent children to us and visited our schools. We are grateful for all the favors we have received. We trust for a more hearty co-operation. We are proud that ours is a school for the people, and we have not a doubt but that they will demand its continuance and liberal support. Yearly it will grow and the discipline it will give will be better, and the advantages derived from it will become of more value to those who attend.

Appended are reports from the professors of the several departments. These touch many points of interest and suggest many ideas valuable to the cause of education.

In accordance with an opinion of the faculty I recommend that the fall term be continued fifteen weeks, so as to bring our Christmas recess at the end of it. This will make it necessary to diminish the number of weeks in the other terms. As the harvest season each year has seriously interfered with the examinations at the close of the year and as the present year more than half of our students have been called home for farm labor, I suggest that the following changes be made in our arrangements.

Fall term to begin second Monday in September and continue fifteen weeks. Recess of two weeks, the holidays.

Winter and spring session to begin second Monday in January and continue twenty weeks.

Summer session for special natural history work and institute, third Monday in July, five weeks.

Rates of tuition ought to be modified as follows, viz :

Fall tuition.....	\$9	Incidental.....	\$3
Winter tuition.....	6	"	2
Spring tuition.....	6	"	2
Special tuition.....	5	"	0

The following persons have passed through our course of studies and after careful inquiry and proper examination are recommended as candidates for graduation and the award of diplomas, viz :

IN THE CLASSICAL COURSE.

Miss Delia Caldwell, Mr. Charles E. Evans and Mr. John T. McAnally.

IN THE SCIENTIFIC COURSE.

Mr. Alva C. Courtney, Mr. James A. Hanna, Miss Orelia B. Hillman, Miss Sarah E. Jackson, Mr. George Kennedy, jr., Miss Mary C.

McAnally, Mr. Edward R. Pierce, Mr. Richmond Plant, Mr. Edward H. Robinson, Mr. David G. Thompson.

Respectfully submitted in behalf of the faculty.

ROBERT ALLYN, Principal.

DEPARTMENT OF NATURAL HISTORY.

CARBONDALE, Ill., June 10th, 1878.

Dr. Robert Allyn, Principal Southern Illinois Normal University:

DEAR SIR:—During the term which is now closing I have had under my charge four classes; one in botany, two in geology and one in zoology. The two in geology were in reality parts of one class, but on account of conflicts in studies, reciting at different hours.

In botany there were 49 members, but 16 of these were transferred to the second or B class in botany under Professor Parkinson; 4 were excused from recitation at their own request, sufficient reasons being given. This left a class of 29 members, most of whom were very regular in attendance to the close of the term.

Counting the two geology classes as one, there were seventeen members, all very regular in attendance until the graduates were excused after the second monthly examination.

In the zoology class twenty seven members entered, but three of these were afterwards excused by request, leaving a class of twenty-four members, most of whom were regular in their attendance until near the close of the term.

The botany class progressed well, and all except two will pass on their grades.

In geology the progress was more than usually satisfactory, not a single member failing to pass.

In zoology the case was quite different; the attempt was made to have the class study topics, as our text book is too extensive for one term's work, but a large portion of the class consisted of new students who were unprepared for this kind of work, the consequence has been that not more than one-half the class will pass. Still I believe they have a more general and comprehensive knowledge of geology than they would have obtained by following closely the text book, and perhaps received even higher grades.

CYRUS THOMAS, Prof. Nat. Sci.

CARBONDALE, Illinois, June 11, 1878.

Dr. Robert Allyn, Principal Southern Illinois Normal University:

DEAR SIR: An additional matter I have to report to you in reference to the museum may be briefly stated as follows:

During the year, three floor and two wall cases have been completed and are now in use. The floor cases are used as follows: One of the

smaller for geological specimens and Indian relics; the middle and larger for minerals; the other small one miscellaneous specimens. The two wall cases are devoted entirely to birds, and have been neatly arranged by Prof. Parkinson, who has undertaken the taxidermy for the museum, and has worked it with an enthusiasm which deserves great praise. A number of additions have been made to the museum, of Indian relics and specimens of natural history. As soon as I can obtain time to do so it is my intention to prepare a detailed catalogue of all the specimens and contributors, but this cannot be done until the names of the natural history specimens have been determined.

In addition to the contributions several important things, as typical birds, skulls, etc., have been purchased.

Very respectfully,

CYRUS THOMAS, Curator.

DEPARTMENT OF ANCIENT LANGUAGES.

Annual summary of the classes and work in this department for 1877-78.

FALL TERM.

One class in Greek Rudiments.....	6	Pupils.
One class in Cæsar and Latin Grammar.....	18	"
One class in the Æneid of Virgil.....	7	"
One class in Zenophon's Anabasis.....	7	"
Two classes in Latin Elements, A and B.....	38	"

WINTER TERM.

One class in Greek Rudiments and Grammar.....	6	Pupils.
One class in Cæsar and Sallust.....	13	"
One class in Cicero's Orations.....	7	"
One class in Memorabilia of Socrates.....	7	"
Two classes in Latin Reader and Grammar, A and B..	38	"

SPRING TERM.

One class in Zenophon's Anabasis.....	6	Pupils.
One class in Sallust's Catiline.....	13	"
One class in Tacitus de Germania.....	7	"
One class in Homer's Iliad.....	6	"
Two classes in Latin Reader and Grammar, A and B...	28	"
Total 18 classes and 207 pupils.		

The students of this department have evinced a commendable zeal and earnest desire to make progress in their studies. They have generally done well, have been prompt orderly students, and successful. The grades attained by a large majority from daily recitations, monthly written examinations, and terms standings, have been creditable. Most of the students in this department have passed to higher studies. A few, whose attendance and habits of study have been so irregular,

have grades that will not admit them to advanced classes. Several students have been called home by their parents, and have thus interfered with the amount and progress of class work.

The classic course includes three years in the Latin and two and two-thirds of the Greek. Its design is to prepare teachers for the high schools of the state. The English language, as is well known, is a mixed tongue, embracing words from all the principal languages in the world. The classical elements in our language are so numerous that they form the basis of not less than fifty thousand derivative words. They are so generally interwoven with the composition and etymology of English roots, that a knowledge of them is absolutely indispensable to a thorough understanding of our own vernacular. The teacher of the English language, who is familiar with the historic and philologic etymology of the Latin and Greek, is all the better qualified for efficient work.

Added to my duties of school and recitation room, I have performed the labor of the registrar of the institution; have enrolled carefully the names of all the students of the different terms, giving date of entrance, residence, parent's or guardian' name, date of birth, nativity, etc., and have transcribed the same to the University records; have collected all tuition and incidental fees, and have transferred the same to the treasurer of the institution. I have prepared all proper vouchers in duplicate, and issued all money orders on the treasurer for the payment of all bills of incidental expenses and other indebtedness, and have kept an account of amounts received and paid out, and have performed such other duties as pertain to the duties of the office of the registrar of the University.

Respectfully submitted,

CHARLES W. JEROME.

DEPARTMENT OF HIGHER MATHEMATICS.

The following is a summary of the work in this department for the year 1877-78.

Elementary algebra, E, three classes,.....	93	69	35
“ “ D, two “	39	29	17
Higher algebra, C, one class,.....	32	31	20
“ “ B, one “	30	23	19
“ “ A, one “	18	17	13
Geometry, B, two classes,.....	21	16	11
“ A, two “	22	19	15
Trigonometry and surveying, one class,.....	12	11	10
General geometry, one class,.....	10	10	10
Calculus, one class,.....	5	5	5
Practical pedagogics,.....	30	27	27
Aggregate,.....	312	257	182

Each of the classes in the foregoing statement continued for one term. Column (1) shows the number enrolled; column (2), the number at the close of the term; column (3), the number successful in their work.

Prof. Parkinson taught one of the classes in geometry during the fall term. It was a class of three preparing for the trigonometry. For the same term I had charge of the pupils in the normal hall one hour each day, and joint charge with Prof. Hillman during the time of spelling.

The trigonometry and surveying required two hours each day. The calculus is an elective study.

The membership of the classes in this department was larger by fifty per cent. than it was last year, but has not been successful in quite as large a ratio, though the larger number passed, as will be seen.

The following outline will show what each of the classes named in the tabular statement has studied.

ELEMENTARY ALGEBRA, CLASS E.

Literal notation; addition, subtraction, multiplication and division; use of the parenthesis; factoring; divisors and multiples; fractions; simple equations of one unknown quantity.

ELEMENTARY ALGEBRA, CLASS D.

Ratio and proportion; simple equations with two and with three unknown quantities; fractional and negative exponents, radicals; quadratic equations.

HIGHER ALGEBRA, CLASS C.

Literal notation; addition, subtraction, multiplication and division; factoring; divisors and multiples; fractions; powers and roots, including radical quantities.

HIGHER ALGEBRA, CLASS B.

Simple equations with one, with two, and with more than two unknown quantities; ratio, proportion and progression; quadratic equations; inequalities.

HIGHER ALGEBRA, CLASS A.

Indeterminate coefficients; binomial formula; logarithms; indeterminate equations; interpretation of equations; general review.

GEOMETRY, CLASS B.

Rectilinear figures; the circle; proportional lines and similar figures; comparison and measurement of the surfaces of rectilinear figures.

GEOMETRY, CLASS A.

Regular polygons; measurement of the circle; maxima and minima of plane figures; planes and straight lines; solid angles; polyhedrons; cylinder, cone and sphere.

TRIGONOMETRY. PLANE.

Solution of plane triangles, etc., with special application to land

surveying; actual use of surveyor's transit and chain in making examples.

TRIGONOMETRY. SPHERICAL.

Solution of spherical triangles, with special application to the surface of the earth.

GENERAL GEOMETRY.

The determinations of the equations of the straight line, the circle, the parabola, the ellipse, and the hyperbola, and the geometrical properties of these lines.

CALCULUS.

Definitions and notation; differentiation of algebraic, logarithmic, exponential, trigonometrical and circular functions; successive differentiation and differential coefficients; functions of several variables and partial differentiation; development of functions; evaluation of indeterminate forms; maxima and minima of functions of one variable.

PRACTICAL PEDAGOGICS.

School site; arrangement and advantage of school grounds; plans for graded schools; objects of graded schools; studies for the different grades; school houses, furniture, apparatus, apparatus and records; temporary and permanent organization of the school; objects of study; proper and improper incentives to study; modes of study; characteristics of the student; objects and requisites of the recitation; preparation for and methods of conducting the recitation; school ethics; rewards and punishments; means of correcting and of preventing disorder.

School law; appointment, dismissal, qualifications, examination, licensure, and condition of payment of teachers, and such other matters as directly relate to their work.

Respectfully submitted,

JOSEPH HULL.

REPORT FOR THE DEPARTMENTS OF PHYSIC AND CHEMISTRY.

During the past year, three classes have been taught in natural philosophy. The one in the fall term being "Third Year Normal" used as a text book, Norton's "Natural Philosophy," supplemented by many practical problems. The class taught during the second, or winter term, was of a lower grade than the above, using as a text book "Cooley's Elements." The design of this kind of work is to prepare pupils for examination as teachers in our public schools; also to prepare them for the higher grade of study in the normal department.

The class which has been taught the past term is styled the "Teachers' Class;" designed for many compelled to teach the first and second terms; and who can attend our school only in the spring term. From the fact that many who enter this class have never taken any elementary work the grade is an intermediate one.

The facilities for giving instruction in this department are much improved since last year, by the addition to our apparatus of a spectroscope, a compound blowpipe, and the introduction of gas into our building. The gas is perhaps of more convenience and economy to the departments of chemistry and physics than to any others. Formerly, alcohol was our only source of heat for work in the laboratory and on the lecture table—which proved very expensive, and at times very inconvenient, especially in the use of compound blowpipe and sciopticon. In fact, the introduction of gas into our building has opened a new era in these two departments; and so highly are the advantages appreciated, that we take this opportunity of expressing our gratitude to the board of trustees for such an acquisition to our facilities now quite complete for doing successful work.

Chemical analysis has been carried on during the entire year. By means of the Bunsen burners the work in this line is made much more pleasant and rapid. With this exception but little change has been made since last year. The same guide book—Johnson's translation of Fresenius—is used. In addition to this each pupil has before him a diagram of method of procedure taken from Atfield's Chemistry. A number of private analyses have been made; one of some mineral waters from Georgia; several for Dr. Roberts.

Since there is no elementary class in descriptive chemistry, the work done in one term is necessarily hurried and unsatisfactory. To meet this difficulty it is recommended that a less extensive work be used in the above class, and require all graduates in the scientific course to take one term's work in qualitative analysis. This need not occupy more than one hour per day in the laboratory, yet it would supplement their previous study of chemistry as to make them much better teachers of chemistry.

As our course is now arranged but one term's work is required, which is giving less time to this branch of science than is given to any other except that of geology.

To carry on the qualitative analysis necessitates some little expense in the purchase of chemicals, etc., yet during the past year it has been very light indeed. Only such subjects and examinations have been presented as seemed of the most practical value. Our principal outlay heretofore has been for alcohol, but by using the Bunsen burner instead of the spirit lamp a great saving will be made.

The class in descriptive chemistry was taught in the winter term, using Youmans' text book. This book has proved rather too voluminous for our class of pupils without some elementary work. It is now contemplated that a change will be made to that of "Norton's Elements of Chemistry." By requiring an additional term's work in qualitative analysis to follow this, the knowledge of chemistry acquired will be much more satisfactory than at present.

Desiring that our pupils be as far as practicable familiar with the new inventions of the day, a telephone has been rented, the lease extending from March 9th, 1878, to March 9th, 1879. While this instrument may not be a permanent one in our list of apparatus, so much interest has been attached to it that it is considered of great advantage to the department.

Before closing this report attention should be called to the fact that both our physical and chemical apparatus are being injured by ex-

posure to dust which necessarily accumulates upon them unless protected by suitable cases.

The following is a brief summary of the classes taught in the departments referred to; also of classes belonging to other departments:

FALL TERM.

CLASSES.	MEMBERS.	PASSED.
Advanced Natural Philosophy.....	28	18
Analytical Chemistry.....	5	5
Rhetoric.....	20	14
Geometry A.....	3	3

WINTER TERM.

Descriptive Chemistry.....	14	11
Analytical Chemistry.....	3	3
Elementary Natural Philosophy.....	68	40
Arithmetic B.....	34	16

SPRING TERM.

Teachers' Natural Philosophy.....	44	30
Analytical chemistry.....	5	5
Botany B.....	22	15
Physiology.....	41	32

In addition to the above work charge has been had of a part of the spelling with regard to correcting books and keeping a record of work done. As the system of spelling has been explained in other reports nothing farther seems necessary.

Respectfully submitted,

D. B. PARKINSON.

Robert Allyn, LL. D., Principal Southern Illinois Normal University:

SIR: I herewith submit reports for the departments of English literature, elocution and reading, vocal music and physical culture in the order of their mention.

I.

ENGLISH LITERATURE.

During the year just closed the class in this delightful branch of education has, for the first time, been under my tuition.

The enrollment has been as follows:

1st term.....	28	left class.....	3	passed.....	20
2d term.....	25	“.....	4	“.....	17
3d term.....	20	“.....	1	“.....	19
Total.....	73	.....	8	.....	56

It has been our primary object to awaken and foster in the minds of the students a love for the best books, and to this end copious extracts

and selections from the best authors have been read orally, by myself or members of the class, their beauties noted and sources of strength pointed out.

The chief text book has been "Shaw's Outlines," but Rolfe's edition of "Julius Cæsar" and of the poetical works of "Goldsmith," have been used with good results.

The pupils have with scarcely an exception shown an earnest interest in their noble language and its grand literature, and a desire by the study of the best models of English prose and poetry, to improve and refine their taste and acquire for themselves a correct English style. They have been often required to furnish essays on carefully studied topics, and thus have acquired facility in the use of language so essential to the formation of good style.

II.

ELOCUTION AND READING.

There has been but one class in elocution during each term of the year, and the enrollment has been as follows:

1st term.....	35	left class.....	2	passed.....	31
2d term.....	26	"	7	"	17
3d term.....	35	"	12	"	12
Total.....		21		60	

In class A in reading there were enrolled:

1st term.....	27	left class.....	3	passed.....	23
2nd term.....	39	"	11	"	23
3rd term.....	25	"	11	"	14
Total.....		25		60	

In class B were enrolled:

1st term.....	32	left class.....	6	passed.....	22
2nd term.....	31	"	5	"	23
3rd term.....	8	"	4	"	4
Total.....		15		49	

In class C, which continued for only one term when it was merged into class B, there were enrolled 18; left class, 6; passed, 9.

The average number of pupils per term enrolled in this department is 92, and in this and the department of literature, 116 $\frac{1}{3}$.

The enrollment by terms is 349, an increase over last year of 27.

I regret to have to say that many of those who come under my tuition come not only with much to learn, but worse still, with much to unlearn. Bad habits have been formed which have to be eradicated. Tones, inflections, emphasis and manner, are unnatural while reading, and are in marked contrast to those used in unpremeditated conversation. Oral reading brings into exercise two sets of faculties, viz: The receptive, by means of which the author's exact meaning is apprehended; and the expressive, through the agency of which the thoughts and feelings of the author are communicated to another. The chief reason why the majority of teachers fail in teaching the important art

of reading is because they permit their pupils to attempt expression of thoughts not clearly conceived by the mind. The receptive faculties must have been so trained on a selection, before the expressive are brought into exercise, that when the work of communicating thought, feeling and purpose to another mind, through the eye and ear, is begun, the former may do their work unconsciously, and the whole soul be given to the latter. First, understand, then express. It does by no means follow that one who can grasp intelligently the author's meaning can adequately express that to another. The agencies of expression—voice and action—may both be inadequate to the task. The ability to comprehend thoughts and feel emotion, and ability to adequately communicate them to another are different things. But it does follow that without a clear conception of that which is to be communicated the most cultivated voice and expressive manner are vain. Too much emphasis cannot be given to this point.

Thorough attention is given to the elements of speech, and the organs are carefully trained in their formation; first simply, then in their simpler and afterward in their more difficult combinations. Articulation is to the ear what clear type and legible writing are to the eye. It is the first requisite for a good reader. Webster's system of notation is taught and the intelligent use of the dictionary as a guide to exact pronunciation is made possible. Classes of words commonly mispronounced are made the subject of special drill. Pronunciation is to be accurate without affected preciseness. Breathing exercises are practiced to increase capacity and develop mobility of chest, and that students may gain control of the current of air during expulsion. The voice is cultivated, its good qualities strengthened, its bad suppressed. Proper attitudes are insisted on, and proper management of person and countenance is required. Good habits must be formed; rules alone are of no value; no one reads well by rule, though all good readers read according to rule. The elements of expression are separately considered and their application in the communication of thought is exemplified and practiced. Reading in a very high degree is an imitative art; hence it is our earnest desire that those who are to go out from the normal to teach the youth of the state the art of reading and speaking well, should themselves be good readers. In all classes attention is given to methods of instruction, and the various methods—word, sentence, sound and alphabet—are exemplified and discussed; but especially in the higher grades does methodology receive attention. It is hoped that a portion of the work now being done in my department will be done in the public schools. The progress of pupils under my care, while not all I could wish, has been on the whole satisfactory.

III.

VOCAL MUSIC.

The work in this department has been more successful and satisfactory than for any previous year. All students who fail to pass a thorough examination are required to present themselves for enrollment.

The number now enrolled is about eighty per cent of the whole number of students in the University, and is divided into six sections,

and each section again into two divisions. Each division devotes one hour each week to the study. The pupils are not required to purchase books, but probably as many as three-fourths of them do so.

The normal section has been under my immediate instruction, while the other sections have been taught by pupil teachers, as follows: Section two by J. D. R. Watson, assisted a portion of the time by W. E. Mann. Section three by J. A. Lowe, assisted by Misses Mary Stone and Delia Caldwell.

Music is taught regularly and systematically, and is not made a means of pleasure and relaxation only, valuable as it is for such purposes, but also of discipline and culture. It has been thought best, under the conditions which now prevail, not to attempt to lead the pupil over too much ground, but to rather aim at teaching thoroughly the rudiments of the science. Our work, and that of the conservatory of music is, and should be, different. Some of the points which receive attention are the following: Attitude, management of breath and production of tone, measurement of time, distinctness of enunciation, and musical expression; and our students are made to know the score.

The coming teacher will sing. His pupil will have around him the refining and elevating influences of this humanizing art, enriching his voice, perfecting his articulation, educating his eye, improving his ear, and developing and purifying his taste and imagination; while the teacher will have its potent aid in making the school room a place for the exercise of all noble faculties, whose stillness is broken only by pleasant voices, and where discord never comes. He, then, who is fitting himself to teach, must learn to sing, and how to teach singing. Then will his pupils be taught. And if the little pilgrims who come under his tuition are sent forth into the great world with voices like a peal of joy-bells, with melody in their hearts, with songs on their lips, how much of its grief will they charm away, and how much less rugged will the way seem to their feet!

I respectfully recommend that all students of the normal department be imperatively required to study this branch, while for the pupils of the preparatory sections it may be made optional. My reason for this is that the classes are now very large and unwieldy, and no instruments are available but for one section.

IV.

PHYSICAL CULTURE.

I am happy to be able to state that the beneficial effect of the calisthenic exercises upon health and carriage is so apparent as to have been clearly perceived by the pupils, who, with but one or two exceptions have participated in and enjoyed these exercises. It is worthy of remark that here, as in Germany, the only objections to them come from the mothers of young ladies, who must be imperfectly acquainted with the kind and amount of exercise required. The time allotted to this is but eight minutes, and the exercise is followed by a fifteen minutes' recess.

Physicians charge, and we believe justly, that no class of men are more ignorant of the laws of health (if they are judged by the shattered physical constitutions too often of the young men and women sent from their school rooms into the world) than teachers.

It is a terrible charge, and the most terrible part of it is its truth. Mind and body, though mysteriously, are intimately related and mutually dependent; and that system of education which provides for the culture of the one to the exclusion or neglect of the other, is wrong.

Hand in hand with the development of the mind must go the development of the body. A student with a strong brain and weak and sickly body is to borrow the words of a learned scientist, like Hercules out upon the ocean in a leaky and rotten boat.

In these exercises we have not so much endeavored to secure to the student great strength of body and limb, as to preserve and promote health, increase capacity of chest, and develop symmetry of form and ease and dignity of bearing.

Our efforts have been attended with a good degree of success.

The substitution of the piano for the organ has added spirit and interest to the exercises.

The large rooms in the basement were intended for gymnasiums, and it is recommended that they be fitted up as such. The cost would be slight and the results good.

Very respectfully submitted,

JAS. H. BROWNLEE.

DEPARTMENT OF PHYSIOLOGY, HISTORY AND GEOGRAPHY

To the Board of Trustees of the Southern Illinois Normal University:

SIR: During the year nineteen classes have been taught in this department, distributed as follows: Nine in geography, one in physical geography, one in ancient history, one in modern history, three in the History of the United States, three in physiology, and one in meteorology. These branches have been pursued by 477 students, distributed as follows: Geography, 184; physical geography, 24; ancient history, 17; modern history, 13; history of the United States, 123; physiology, 92; meteorology, 24. Only 266 students out of the 477 obtained grades sufficiently high to entitle them to pass in their work, but 145 additional students who were called home, would without doubt have passed had they remained to complete their studies.

Of the classes mentioned above, two in geography have been taught by Mr W. F. Hughes and one in the history of the United States by Mr. Thomas Brown. To both of these young men I am greatly indebted for earnest and faithful work performed in conducting the daily recitations of their respective classes. By the request of Prof. D. B. Parkinson, one large class of physiology was assigned to him early in the spring term. This was done to relieve this department of some of the greatly increased work, which during this term falls to it in consequence of the large number of special classes formed for teachers.

In addition to my regular work, I have throughout the school year spent one hour daily in charge of the students in the normal assembly hall, and have shared with Prof. D. B. Parkinson the supervision of the spelling classes.

The work of attending to the meteorological observations three times daily, which belongs to the teacher of this department, has been tem-

porarily assigned to Mr. John Sims, whose faithful and earnest attention to the many little details entitles him to much credit. This work requires the observer to be prompt, instant in season and out of season, to be at the instruments at the very moment of observation, a single minute's delay vitiating more or less the results, and besides this the work of making the various corrections in all the observed instrument readings requires much skill and accuracy, and it is due Mr. Sims to say that he has not been absent from his post a single observation, nor has made any serious blunder in his calculations since he has taken hold of the work, notwithstanding the fact that he has not received any pay for his services, either from the state or from the United States.

More attention than ever has this year been paid to the work of preparing pupil teachers of the "teachers" classes in history and geography for their future duties. It has been an especial aim to make, if possible, every recitation tend in this direction. From time to time various methods of class drill have been introduced and their merits and effects fully discussed. Pupil teachers, after considerable training, have been from time to time called on to conduct classes, taking for the time being entire charge of the class, even to the recording of grades. This drill, together with subsequent suggestions, has been of considerable utility, not only to the one conducting, but also to those composing the class. It is of course to be understood that this particular drill in this department is additional to the regular, systematic study of "the science and art of teaching" pursued elsewhere in the University, under the charge of teachers, devoting the chief part of their time to this work.

Of the classes in physiology and anatomy very little need be said. They have this year been unusually large and more than ordinarily interesting. By dissections of small animals, the use of the microscope and a few anatomical models and plates, much enthusiasm has been created. Much credit is due Mr. George Kennedy of this year's graduating class, for preparing a considerable number of specimens of various secretions and tissues of the human body, suitable for the microscope, which have been used with good results in teaching histology.

Respectfully submitted,
 GRANVILLE F. FOSTER.

UNIVERSITY LIBRARY.

* In the library of the University there are 2,400 magazines, school and college catalogues, reports, etc., many of these being full volumes and 2,800 bound volumes, making a total of 5,200.

Since the last year's report, the library has been much improved. Considerable expense has been laid out on shelves and ample room is now afforded for several thousand volumes. During the year the librarian, following out the suggestions of the principal, has made a complete card catalogue of all books. In this work the whole two week's holiday at Christmas and for three months thereafter, three hours per diem were spent in this work. The librarian is under very great ob-

igations to several members of the faculty for great assistance in cataloguing and arranging books: Since February 1st, Mr. Charles Hull, a student of the University, has acted as assistant librarian, and in this capacity has performed satisfactory and valuable work.

The plan of cataloguing is as follows: Cards are taken and divided in the following classes: First, Title Cards. Second, Author Cards. Third, Subject or Index Cards. The first are used for the title-pages of the books, the second for the name and title of the author, and the third for the subjects as presented in the table of contents.

These cards are placed in three different bureaus, containing drawers, alphabetically arranged—one bureau being devoted to the author cards, one to the title cards, and the other to the subject or index cards. By this arrangement any one visiting the library is enabled to find any book in the library, if the title, author, or even any subject whatever treated in the book be known.

Before the close of 1877, a thousand volumes were added to the library, the expense being paid out of the appropriation set apart for the purpose by the last legislature, and at the beginning of the present year sets of all the school and college text books used in the United States were donated to the library, each book-publishing house furnishing an entire set of its text books. This liberal donation, together with many books from private sources, has furnished the library with many such volumes as teachers constantly need.

Respectfully submitted,

GRANVILLE F. FOSTER.

DEPARTMENT OF ARITHMETIC AND ASTRONOMY.

Annual summary of classes and work in this department for 1877-8:

Total number of classes.....	18
Aggregate number of pupils in classes.....	446

FIRST TERM ARITHMETIC.

D Class.....	12	pupils.	Passed.....	7
C Class.....	27	"	"	14
B {	Section 1.....	30	"	23
	" 2.....	26	"	12
	" 3.....	29	"	18
Total.....	124			74

SECOND TERM ARITHMETIC.

D Class.....	13	pupils.	Passed.....	9
C Class.....	36	"	"	21
B {	Section 1.....	37	"	20
	" 2.....	40	"	23
	" 3.....	29	"	15
Methods.....	16	"	"	7
Astronomy.....	19	"	"	17
Total.....	190			112

THIRD TERM ARITHMETIC.

D Class	12 pupils.	Passed.....	8
C Class	20	“	12
B Class	24	“	17
E Class.....	22	“	3
A Class.....	22	“	13
Special Class.....	32	“	14
Total.....			132
			67

Over seventy-five per cent of those who failed to pass, left school before the final examination; the second term on account of the very early spring, and the third term on account of the early harvest.

During the second term one class in arithmetic was kindly taught by Professor Parkinson, and a class in primary arithmetic by Mr. Charles E. Evans, a member of the graduating class; and the third term the same class was taught by Miss Mary C. McAnally, also a member of the graduating class.

The aim sought to be obtained in arithmetic has been rapid and accurate work, a clear understanding of principles, and an ability to explain in appropriate language the reasons and processes of the rules.

The students of this department, like those of other years, come to it, with minds undisciplined, the statements of the text book are taken for granted, without thought or reflection, and the most difficult part of our work is to awake the dormant energies of these minds, and secure independent thinking. It is in the elementary branches that the hard work of mental training has to be done. It is discipline here that makes thorough students by laying a permanent basis upon which to build. It is here the mind must be fitted for vigorous, manly action, and it is here it must be trained to marshal its faculties, powers and energies, and have skill and precision in the use of them. A student with a mind thus trained, can go successfully to the higher branches of learning, or with the addition of a few months professional training, go forth and do good service in the schools of the state.

Astronomy was taught by lectures and text-book. The constellations and important stars, by observations of the heavens. A telescope, which has been added to the apparatus of the department, assisted very much in giving interest and profit to the night sessions. The moons of Jupiter were as plainly seen as are the stars in the night time; nebulae were resolved into stars, and the transit of Mercury, on the 6th of May, was distinctly visible. There has also been added to the department a heliotellus, by means of which more than sixty astronomical phenomena may be illustrated. A tellurion, invented by Prof. Joseph Troll, of Belleville, has been bought and used to profit.

During the second and third terms of the year, I have had charge of the normal hall at the spelling hour, and attended to the pronunciation of the words, in which I have been assisted by several of the pupils. The aim has been to spell one thousand words a term; nine hundred and ninety of these must be spelled correctly to pass the student in the term's work. This arrangement enables us to spell three thousand words during the year, very nearly the number used by any one of most of the public speakers and writers.

The correcting and recording of the grades of the students spelling has been attended to by Professors Parkinson and Foster, assisted by students. It has been the endeavor, as far as practicable, to have the students do the work, to better fit them for school duties hereafter.

A portion of the time, during the second and third terms, I have had charge of the normal hall, as also the fifth hour of each school session throughout the year.

The above summary has been the work of the year.

Respectfully submitted,

A. C. HILLMAN.

REPORT OF GRAMMAR AND BOOK-KEEPING.

Annual summary of classes and work in this department for 1877-8:

FIRST TERM.

Grammar B	55	pupils, 7 called home, 30 passed examinations.
“ C	44	“ 5 “ “ 30 “ “
“ Primary	16	“ 0 “ “ 16 “ “
Book-Keeping	14	“ 0 “ “ 13 “ “
<hr/>		
Total	129	12 89

SECOND TERM.

Grammar A	43	pupils, 12 called home, 26 passed examinations.
“ B	46	“ 13 “ “ 32 “ “
“ C	54	“ 20 “ “ 32 “ “
“ Primary,	18	“ 00 “ “ 18 “ “
Book-Keeping	20	“ 2 “ “ 16 “ “
<hr/>		
Total	181	47 124

THIRD TERM.

Analysis	30	pupils, 4 called home, 21 will pass examinations.
Grammar A	44	“ 14 “ “ 29 “ “
“ B	33	“ 17 “ “ 15 “ “
“ C	36	“ 14 “ “ 21 “ “
<hr/>		
	143	49 86

During the year the aggregate number of 453 students have been in my classes; 108 of them have been called home before the close of the term's work; 299 have passed to higher grades.

Teaching them to use their knowledge of grammar, has not been so difficult as in previous years. Considerable work has been done in writing essays, and with great profit to the students. It teaches them not only to think on a given subject, but also to express those thoughts readily and correctly. Each year's experience gives additional force to the opinion that it would be wise for the students to make a better preparation before entering the normal. At the public schools a good un-

derstanding of the principles of grammar should be obtained, that their time here might be devoted to the study of the best methods of teaching the sciences to others.

Book-keeping is a branch in which an interest is easily awakened, as its use is so apparent. My classes have done good work in this department, and, I hope, are well fitted to instruct those who shall be committed to their care in the schools of the state.

Respectfully submitted,

M. BUCK.

WRITING AND DRAWING.

DEPARTMENT OF WRITING.

Robert Allyn, Principal of the Southern Illinois Normal University.

SIR: I herewith submit to you my report of the departments of writing and drawing.

The students in writing, during the entire year, have been placed in three divisions as follows: class A or normal division, class B and class C.

These three classes assembled every Friday at the general exercise hour in normal hall for instruction—lessons being assigned them for completion during the week.

In conducting the writing exercises I have been greatly assisted by pupil teachers.

During the three terms of the year just completed, Mr. J. T. McAnally has been my assistant, and has aided me in the most satisfactory manner in conducting class A, or the normal division.

No. enrolled 1st term....	70;	No. writing....	35;	excused....	35
“ “ 2d term....	86;	“ “	46;	“	40
“ “ 3d term....	101;	“ “	32;	“	69
Totals.....	257		113		144

Mr. John G. Sims, throughout the entire year, has proven a faithful and highly efficient assistant in class B. In this class there were enrolled:

1st term.....	82;	No. excused....	2
2d term.....	86;	“ “	2
3d term.....	55;	“ “	23
Totals.....	223		27

In class C, Miss Julia Campbell acted as assistant teacher during the first term, and proved herself competent in the highest degree. Pending the second term Miss Ida McCreery officiated in Miss Campbell's place, and the position during the third was filled by Miss Mary McAnally. Both were highly successful and efficient in the discharge of their duty.

In this class the number enrolled was:

1st term.....	47;	No. excused....	0
2d term.....	67;	“ “	0
3d term.....	57;	“ “	0
Totals.....	171		0

The students with few exceptions have been prompt, neat and careful in executing the lessons assigned them, and the general improvement in writing has been perceptibly manifest.

DEPARTMENT OF DRAWING.

Number of pupils enrolled 1st term....	75;	No. of classes....	4
“ “ “ 2d term....	90;	“ “	5
“ “ “ 3d term....	85;	“ “	5
Totals.....	250		14

Realizing the great need of a system of drawing adapted especially to the requirements of normal work, comprehending thoroughly the fundamental laws of the art, and embracing practice sufficient to render our students competent as teachers to give instructions therein, we have compiled from the best authorities a system which enables us to bring the completion of the course within the limits of the school year.

The course embraces a thorough drill in the laws of perspective, illustrated by crayon charts, such as every teacher can easily make for himself, free-hand work on blackboards, principles involved in industrial drawing, also landscape, botanical and miscellaneous work.

It has been our endeavor in thus giving a liberal course, to instruct our students so as to give them power for self culture, and render them competent when they go hence as teachers, to develop the special talent of their pupils in any or all of the various branches of the art.

Our work this year has been largely facilitated by the acquisition of a great variety of beautiful studies from the flat, also a number of fine models in plaster.

We have seriously felt the need of drawing tables suitable for the use of those who desired to make instrumental drawing a specialty, and we trust the time is not far distant when such necessary facilities will be supplied.

During the year seventy-five have completed the course, the remainder have had one or two terms instruction.

The work this year has in several respects not reached the standard at which we aimed, yet we feel that it has been a great improvement upon that of the previous year, and we trust that in the future, should we here remain, our highest aims for the development of the abundant talent of the students of southern Illinois, in this beautiful and highly useful branch of culture, will be fully realized.

Respectfully submitted,

HELEN M. NASH.

THIRD ANNUAL CATALOGUE
OF THE
SOUTHERN ILLINOIS NORMAL UNIVERSITY,

CARBONDALE, JACKSON COUNTY, ILLS.
1876 AND 1877.

CHARTER TRUSTEES.

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ELIHU J. PALMER, Carbondale.	THOMAS M. HARRIS, Shelbyville.
SAMUEL E. FLANNIGAN, Benton	

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HIRAM WALKER, Jonesboro.	F. M. MALONE, Pana.

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JAMES ROBERTS, M. D.	LEWIS M. PHILLIPS, Esq.
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FACULTY.

ROBERT ALLYN,

Principal and Teacher of Mental Science, Ethics and Pedagogics.

CYRUS THOMAS,

Teacher of Natural History and Curator of the Museum.

CHARLES W. JEROME,

Teacher of Languages and Literature.

JOHN HULL,

Teacher of Higher Mathematics.

ALDEN C. HILLMAN,

Teacher of Astronomy, Arithmetic, and Principal of Preparatory Department

DANIEL B. PARKINSON,

Teacher of Natural Philosophy and Chemistry; Lecturer on Applied Chemistry.

JAMES H. BROWNLEE,

Teacher of Reading, Elocution, Phonics, Vocal Music and Calisthenics.

GRANVILLE F. FOSTER,

Teacher of Physiology, History and Geography, and Librarian.

MARTHA BUCK,

Teacher of Grammar, Etymology and Book-Keeping.

HELEN M. NASH,

Teacher of Drawing, Penmanship, French and German.

* JULIA F. MASON,

Principal of Primary and Model School.

NETTIE H. MIDDLETON,

Assistant in the Museum.

* First six months.

PUPIL TEACHERS.

WILLIAM H. WARDNER,	ARISTA BURTON,	JOHN G. SIMS,
WALLACE E. MANN,	ELLEN M. COURTNEY,	JOHN MARTEN,
CHARLES E. EVANS,	JAMES H. LACEY,	JOHN T. McANALLY,
SARAH SAUL,	WM. U. ROBINSON,	GEORGE KENNEDY, JR.

NAMES OF STUDENTS.

NORMAL DEPARTMENT.

NAME AND RESIDENCE.	NAME AND RESIDENCE.
FOURTH YEAR.	
Barnes, Belle D. A.....Anna	Bowen, William H.....Carmi.
Burton, Arista.....Carbondale.	Bowling, William H.....Equality.
England, James H.....Collinsville, Ala.	Boyd, Charles T.....Carbondale.
Warder, William H.....Vienna.	Boyd, Frank L.....Carbondale.
	Bradley, Lewis M.....DeSo o.
	Burton, Charles.....Carbondale.
	Chapin, Adelle M.....Carbondale.
	Courtney, Ellen M.....Mt. Vernon.
	Duncan, George W.....Lake Creek.
	England, Coral.....Collinsville, Ala.
	Finney, Reynolds M.....Vienna.
	Fontaine, Rhoda.....McLeansboro.
	Gaunt, William A.....Grand Chain.
	Goodall, Joab.....Marion.
	Gray, Joseph.....Vienna.
	Hamilton, Charles G.....Carbondale.
	Hamilton, Elsie F.....Carbondale.
	Harry, William D.....Rockwood.
	Hauser, Cable.....Calhoun.
	Hawkins, Emma E.....Tamaroa.
	Houston, Helen M.....Metropolis.
	Huffman, Alice M.....Foreman.
	Hughes, Jacob V.....Jackson county.
	Iles, John E.....Fairmount.
	Karraker, Henry W.....Dongola.
	Kelley, William A.....Dongola.
	Lacey, James H.....Mt. Vernon.
	Land, Samson F.....Grayville.
	McElvain, Anna M.....Old DuQuoin.
	McElvain, Jennie.....Old DuQuoin.
	Meagher, Blanche L.....Carbondale.
	Mulkey, Alicia M.....Carbondale.
	Nash, Edward.....Rushville.
	Ogle, Albert B.....Belleville.
	Parkinson, Arthur E.....Highland.
	Payne, Frederica R.....Carbondale.
	Phelps, Jefferson.....Jackson county.
	Pierce, Belle M.....Carbondale.
	Proctor, James M.....Equality.
	Proctor, Thomas J.....Equality.
	Rendleman, George H.....Union county.
	Robinson, Kate H.....Olney.
	Rumbold, Lizzie M.....Carbondale.
	Seibert, John W.....Ashley.
	Shook, Mary M.....Salem.
	Simons, Silas.....Jackson county.
	Smith, William Y.....Vienna.
	Spiller, Emma C.....William'n county
	Stone, William M.....Carbondale.
	Strickland, Henry C.....Shawneetown.
	Stuart, Fannie F.....Carbondale.
	Tanquary, James H.....Belmont.
	Thorp, Anna.....Jackson county.
	Topping, Kate.....Cobden.
	Vick, Parle.....Marion.
	Warder, Gertrude A.....Carbondale.
	Welch, Sallie C.....Ashley.
	Williams, Benjamin T.....Jackson.
	Williams, Frederick A.....Tamaroa.
	Williams, Mary E.....DuQuoin.
	Wroton, Georgia L.....Marion.
THIRD YEAR.	
Allyn, Hattie A.....Carbondale	
Campbell, Julia M.....Carbondale.	
Courtney, Alva C.....Mount Vernon.	
Evans, Charles E.....Carbondale.	
Hillman, Orecelia B.....Carbondale.	
Jackson, Sarah E.....DuQuoin.	
Kennedy, George R.....Murphysboro.	
Marten, John.....Carbondale	
McAnally, John T.....Cave.	
Plant, Richmond.....St. Louis, Mo.	
Robinson, William U.....Pomona.	
Sims, John G.....O'Fallon.	
SECOND YEAR.	
Blair, Maggie R.....Cutler.	
Blair, Thomas H.....Cutler.	
Bryden, Agness.....Carbondale.	
Burnett, Andrew C.....Jordan's Grove.	
Caldwell, Delia.....Carbondale.	
Cleindinen, Walter H.....Rockwood.	
Coldwell, Earnest.....Shelbyville, Tenn	
Crowther, M. Belle.....Carbondale.	
Decker, Debbie E.....Portland, Mich.	
Finch, William J.....Cairo.	
Grove, Samuel F.....Decatur.	
Harrington, Silas J.....Cisne.	
Hayes, Lou.....Carbondale.	
Holding, Lizzie E.....Bunker Hill.	
Hughes, William F.....Carbondale.	
Kimmell, Henry A.....Calhoun.	
McAnally, Mary C.....Cave.	
Mann, Wallace E.....Sparta.	
Pierce, John M.....Addieville.	
Pierce, Edward R.....Carbondale.	
Primam, Eva C.....Pinckneyville.	
Puleston, Thomas M.....Odin.	
Rentchler, Frank P.....Belleville.	
Robinson, Edward H.....Olney.	
Sheppard, Lizzie M.....Carbondale.	
Sheppard, Luella.....Carbondale.	
Sowers, James C.....Jonesboro.	
FIRST YEAR.	
Allen, Elias.....Williamson co.	
Allen, Willis H.....Carbondale.	
Baker, Benjamin F.....Williamson co.	
Beattie, James H.....Sparta.	
Blanchard, John E.....Murphysboro.	

NAME AND RESIDENCE.	NAME AND RESIDENCE.
Johnson, Scott.....Jackson County. Jones, George C.....Moscow. Land, Edwin A.....Carmi. Linchen, Maggie E.....Carbondale. Marten, William C.....Carbondale. McCullough, Frank A.....Carbondale. Morrison, Jennie B.....Odin. McLaughlin, Maggie J.....Cutler. Meisenheimer, Dallas.....Jackson county. Millhorn, Alice E.....Carbondale. Morgan, Cora M.....Carbondale. Nimmo, Charles F.....Jonesboro. Nisbett, Rosa.....Sparta. Perryman, Estella A.....Belleville. Pease, Ella J.....Jackson county. Pease, Nora M.....Jackson county. Pierce, William H.....Carbondale. Perrine, Daniel E.....Anna. Perry, Hester C.....Jackson county. Presson, Samuel H.....Jackson county. Rexroat, Florence B.....Jackson county. Roberts, Mary A.....Carbondale. Robinson, John W.....Pomona. Ross, Sarah C.....Cairo. Scurlock, Josie.....Carbondale. Schneider, John L.....Dongola. Scurlock, Belle.....Carbondale. St. John, Susie A.....Carmi. Smith, Alma.....Ashley. Smith, Charles.....Chester. Stroman, Rosa.....Makanda. Watson, Kittie L.....Carbondale. Watsson, Retta.....Carbondale. Waggoner, Waldo W.....Jackson county. Welch, Andrew.....Ashley. Wykes, Ada M.....Carbondale. Youngblood, Ransom A.....Benton. Woods, Sarah L.....Smithton.	FIRST YEAR. Aikman, George J.....Marion. Beard, Grant U.....Carbondale. Boyd, Lovie.....Carbondale. Brown, Wilson.....Moscow. Brush, Zelica M.....Carbondale. Brush, James C.....Carbondale. Campbell, Carrie.....Carbondale. Cantrell, Kate.....Benton. Chapin, Lou E.....Carbondale. Clements, Frank.....Carbondale. Dickerman, Harry G.....Carbondale. Duff, May B.....Carbondale. Elkins, Isaac N.....Vienna. Gent, Samantha E.....Marion. Grissom, Pleasant P.....Johnson county. Hargrave, Ely S.....Carmi. Hawkins, Elmah B.....Carbondale. Hewitt, Willie S.....Carbondale. Johnson, Charles E.....Centralia. Kennedy, Katy R.....Carbondale. Kimmell, Carrie B.....Cobden. Lightfoot, Richard T.....Carbondale. Looney, James E.....Vienna. Loosley, Lottie.....Murphysboro. Perry, Celia M.....Jackson county. Perry, Charles T.....Jackson county. Rapp, William M.....Carbondale. Redfield, Henry S.....Jackson county. Rendleman, John J.....Makanda. Storm, Coleman H.....Decaturville Tenn Storm, Oliver J.....Decaturville Tenn Thomas, Nora.....Carbondale. Toney, Adaline.....Carbondale. Winnie, Francie.....Carbondale. Yocum, John L.....Cairo. Yocum, Mary E.....Carbondale.

MODEL DEPARTMENT.

NAME AND RESIDENCE.	NAME AND RESIDENCE.
Allen, Miriam.....Carbondale. Bridges, Mary E.....Carbondale. Foster, Edwin L.....Carbondale. Goldman, Rebecca.....Carbondale. Goldman, Willie.....Carbondale. Hindman, Laura.....Carbondale. Hull, Gertrude.....Carbondale.	Hull, Bertha.....Carbondale. Jerome, Charles M.....Carbondale. North, Clara M.....Carbondale. Pitts, Edgar.....Freeburg. Pitts, James E.....Freeburg. Raynor, Ernie L.....Carbondale.

PREPARATORY DEPARTMENT.

NAME AND RESIDENCE.

THIRD YEAR.

Atchison, Joseph S.....Plum Hill.
 Atherton, Marilla F.....Villa Ridge.
 Baxter, Belle.....Murphysboro.
 Brady, Albert.....Anna.
 Bryden, Annie.....Carbondale.
 Burton, Julia (I).....Carbondale.
 Brush, Richard D.....Carbondale.
 Bush, Marion P.....Jackson county.
 Caldwell, Sallie E.....Waco, Texas.
 Caldwell, Nannie.....Carbondale.
 Carpenter, Lizzie.....DeSoto.
 Chapman, Samuel J.....Carbondale.
 Chesney, James H.....Plum Hill.
 Clark, Hattie S.....Danville.
 Clendinen, Joseph H.....Rockwood.
 Eads, Thomas L.....O'Fallon.
 Fager, Philip.....DeSoto.
 Fellows, Fannie M.....Marion.
 Evans, Corrinne S.....Lake Creek.
 Gordon, Lucian W.....Equality.
 Hamilton, Minnie H.....Carbondale.
 Hamilton, Edward B.....Carbondale.
 Hawkins, Samuel Y.....Carbondale.
 Hawkins, Cicero R.....Carbondale.
 Hinchcliff, John T.....Elkville.
 Hayton, George.....William'n county
 Herrin, Henry M.....Herrin Prairie.
 Heitman, Louis.....Bremen.
 Hopkins, William F.....Makanda.
 Jenkins, John H.....Hardin county.
 Jenkins, William G.....Hardin county.
 Jenks, Emma L.....Edwardsville.
 Johnson, Anna A.....Jonesboro.
 Jones, Kate E.....DuQuoin.
 Kieth, Harry W.....DuQuoin.
 Kelsey, Lucy T.....DuBois.
 Kennedy, William D.....Carbondale.
 Kennedy, Jessie S.....Carbondale.
 Keown, William H.....Jackson county.
 Kimmell, Henry H.....Elkville.
 Kimmell, Morton G.....Cobden.
 Land, Henry C.....Carmi.
 Lancaster, Mary J.....Elkville.
 Laughlin, Benjamin F.....Corinth.
 Lightfoot, John W.....Carbondale.
 Lipe, Alice M.....Carbondale.
 Lowe, Joseph A.....Chestert.
 Mail, Marlin.....Robinson.
 McGee, William J.....Burnside.
 McCreery, Walter H.....Cave.
 McKinney, Mollie.....Mt. Vernon.
 McLaughlin, Mary A.....Cutler.
 Nave, Surelda E.....Carbondale.
 Nave, Della A.....Carbondale.
 Nisbett, Hugh.....Sparta.
 Norman, Sterling H.....Carbondale.
 Parker, Theodore.....Anna.
 Pickard, William S.....Champaign.
 Perrine, Eva J.....William'n county
 Powell, William H.....Lake Creek.
 Perryman, Edgar A.....Belleville.
 Saul, Sarah.....Cairo.
 Snyder, Sarah E.....Jackson county.
 Spring, Mollie H.....Belleville.
 Stelle, Ella.....McLeansboro.
 Stone, Mary M.....Carbondale.
 Stout, George L.....Vienna.
 Stewart, Felix W.....Corinth.
 Tanquary, John R. S.....Grayville.
 Thompson, Mary C.....Jackson county.
 Thorp, Samuel B.....Jackson county.

NAME AND RESIDENCE.

Thorp, Sarah E.....Jackson county.
 Trobaugh, William H.....Jackson county.
 Tyner, Emma.....Carbondale.
 Ulin, Alice.....Ulin.
 Walker, Charles R.....Richview.
 Walker, Edward A.....Richview.
 Walker, Fannie E.....Richview.
 Walker, Laura B.....Centralia.
 Walker, Mary B.....Carbondale.
 Wheeler, Annie C.....Edwardsville.
 Westbrook, Willis F.....Marion.
 Welch, Lizzie.....Ashley.
 White, John A.....Marion.
 Webb, Edgar O.....Campbell Hill.
 Webb, Isaac E.....Campbell Hill.
 Whitnel, John L.....New Buraside.
 Willis, Maurice.....Albion.
 Woodward, Robert K.....Cairo.
 Woodworth, Ida M.....Carbondale.

SECOND YEAR.

Abel, Edwin L.....Carbondale.
 Anthony, William M.....Chicago.
 Arnold, Anna R.....Carbondale.
 Bannister, Ormsby R.....Sparta.
 Barbour, Charles A.....Carbondale.
 Baxter, Anna M.....Jackson county.
 Blanchard, Harry.....Tamaroa.
 Boren, Samuel J.....New Caledonia.
 Bowyer, Jacob T.....Jackson county.
 Brewster, Cora.....Carbondale.
 Brown, Leah.....Carbondale.
 Brown, Loula.....Carbondale.
 Brown, Hiram.....Anna.
 Brown, William J.....Moscow.
 Brush, Nora H.....Carbondale.
 Burton, Julia (2).....William'n county
 Cahill, Thomas.....Waterloo.
 Cambell, Anna C.....Marion.
 Chapman, Ulysses G.....Carbondale.
 Clay, Lizzie D.....Makanda.
 Crane, Isaac.....Ashley.
 Crawford, Robert N.....Jonesboro.
 Dales, Jasper J.....Carmi.
 Damron, Samuel F.....Vienna.
 Davis, Morris C.....Jackson county.
 Davis, Nellie B.....Carbondale.
 Dickerman, Charles E.....Carbondale.
 Duff, Connie C.....Carbondale.
 Dunaway, George L.....Marion.
 Duncan, Sarah A.....Lake Creek.
 Easley, Henrietta.....Plainview.
 Easterly, Alice.....Jackson county.
 Easterly, George A.....Jackson county.
 Easterly, Herman G.....Jackson county.
 Elkins, Jackson K.....Vienna.
 Ennisson, Walter J.....Carbondale.
 Ennisson, William A.....Carbondale.
 Fakes, Marvin P.....Jackson county.
 Freeman, Lena H.....Plainview.
 Glass Fannie R.....Carbondale.
 Gray, Carrie.....New Madrid, Mo.
 Hamilton, Cora M.....Carbondale.
 Harris, Mary B.....Ashley.
 Hargrave, Wm. H.....Equality.
 Hiller, Walter T.....Jackson county.
 Hileman, Matilda E.....Mill Creek.
 Hudson, William H.....Carbondale.
 Hinchcliff, Harriett.....Jackson county.
 Hinchcliff, Sarah.....Jackson county.
 Hughes, Francis S.....Jackson county.
 Johnson, Aaron M.....Centralia.

COURSE OF STUDY OF THE SOUTHERN ILLINOIS NORMAL UNIVERSITY.

(TABULAR VIEW.)

STUDIES.	PREPARATORY.			NORMAL.				
	First Year.	Second Year.	Third Year.	First Year.	Second Year.	Third Year.	Fourth Year.	
	1|2|3	1|2|3	1|2|3	1|2|3	1|2|3	1|2|3	1|2|3	
Spelling.....								
Writing.....								I.
Drawing.....								
Vocal Music.....								
Calisthenics.....								
Reading.....	† † †	† † †						II.
Elocution.....								† †
English Language.....					† † †			
Arithmetic.....	† † †	† † †	o					III.
Astronomy.....								†
Language Lessons.....		†						
Grammar.....		† † †	† o					
English Analysis.....					†			IV.
Book-Keeping.....								† †
Geography.....	† †							
Physical Geography.....							†	
U. S. History.....		†						
General History.....							† †	V.
Physiology.....			†		o	†		
Latin.....			† † o	† † †	† † †			VI.
Greek.....				† † †	† † †			
Elementary Algebra.....			† † †					
Higher Algebra.....				† † †				
Geometry.....					† † o			VII.
Trigonometry and Surveying.....						†		
Analytic Geometry.....						†		
Calculus.....						o		
Botany.....			†				†	
Zoology.....			†					†
Geology.....								†
Natural Philosophy.....			†					
Chemistry.....					o	†		IX.
Rhetoric.....						†		
Logic.....						†		
Constitution United States.....						†		
School Law.....						†		
Mental Philosophy.....							†	X.
English Criticism.....							†	
Ethics.....							†	
Pedagogics.....					†			
Methodology.....							†	

“†” indicates time when the study is to be pursued.

“o” indicates a special class in the studies—generally for teachers.

A class in Methods begins the Arithmetic each fall term, and continues two terms.

Classes in Methods of Teaching, Reading, Grammar, Geography and History of United States are taught every spring.

Spelling, Writing and Drawing are carried on till the students are perfect and are excused. Vocal music is the same.

Calisthenic exercises each day during the course.

NORMAL SCHOOL.

The foregoing is the normal course. It embraces two large and thorough courses of study. One includes the classics, with provision for elective German and French; the other omits all the languages except the English, and both make an extensive study of the mother tongue.

It substantially embraces a department of mathematics, of English language and literature, of art and elocution, music, drawing and callisthenics, of physics, of chemistry and astronomy, of history, of classical language, and of theoretical and practical teaching. The whole forms what is called the classical normal course, and selected studies make up the scientific normal course.

Either is sufficient for practical purposes, and may prepare a teacher for the full work of our public and high schools.

POST GRADUATE YEAR.

This will embrace a larger course of history, more of mathematics, political economy, criticism, field work in natural history, analytical chemistry, and dissecting and preserving specimens collected. It will also include courses of lectures on the above branches, and on the history and science of education. One year's work of teaching in the preparatory department, for one hour a day, will be required for a diploma. A certificate will be given for each year of study completed in consecutive order in this department.

N. B.—The following works are recommended for reference, and are considered essential to every teacher's library, viz.: Webster's Unabridged Dictionary; Lippincott's Gazetteer; Zell's or Chambers' Encyclopedia; Hailman's history of Pedagogy; Miss Peabody's Kindergarten; Rosenkranz's Science of Education, by Miss Brackett; Wickersham's Methods; The Teacher, by Abbott; Oswald's Etymological Dictionary; Hinton's Physiology for Practical Use; Sheldon's Object Lessons; Smith's Free Hand Drawing for Public Schools; Cleveland's English and American Literature; Smith's Classical Dictionary; Hayden's Dictionary of Dates, and Graham's Synonyms.

CONDITIONS OF ADMISSION.

To be entitled to admission in the normal department, a lady must be sixteen years of age, and a gentleman seventeen. They must be of good moral character, and a certificate to this effect will be required. To enjoy the privilege of free tuition, they must sign a certificate promising to teach in the schools of Illinois three years, or, at least as long as they have received gratuitous instruction. They are to pass an examination either before the county superintendent, or examiners, or before the faculty of the University, such as would entitle them to a second grade certificate, and they must agree to obey all reasonable requirements, as to order, promptness, cleanliness and genteel behavior.

EXPENSES.

To those who sign the above named certificate, tuition is gratuito but there may be a fee charged for incidentals, at present not exceeding three dollars per term of thirteen weeks. Tuition in normal department, six dollars; in the preparatory department, four dollars; in the model department, four dollars.

Board can be had in good families in Carbondale, at rates varying from three dollars and a half to five dollars per week, and by renting rooms and self-boardings, or by organizing clubs, the cost may be largely reduced, perhaps to two dollars and fifty cents per week. Books are sold by the several book stores at reasonable rates.

SUGGESTIONS.

We do most earnestly and affectionately recommend to all our students, and to those who may be in charge of them, or who have influence over them in any way, by advice or authority, that they fix as a rule never to leave the institution before the end of a term, and, if possible, that they complete a full year. Fragments of an education are indeed of much worth, just as the fragments of a diamond are valuable. But how much more profitable are they when united. The price of the diamond increases as the square of its weight. Half a year's study for a week, or a day, or even an hour is worth a vast deal; but a full course of several years is largely enhanced in value. Do not be absent from the school for a day. The regular calisthenic exercises will give you health for consecutive study, and by habitual application you will acquire facility for labor, and you will accomplish more than you would have believed.

We certainly shall not grant diplomas to those who are absent often and who do not finish every examination, both written and oral. One of the values of a course of study is that it represents years of honest and punctual labor.

LOCATION, ETC.

Carbondale is a city of 2,500 inhabitants, healthful and beautiful with a refined and cultured people. It is easy of access and offers inducements for board and social advantages beyond most other places. It has, perhaps, fewer temptations to idleness and dissipation, and combines religious and educational privileges, in a degree greater than the average of towns and cities. Parents may be assured that their children will be as safe as in any school away from home; and scholars may come here and be certain that economy and industry will be respected and assisted by all the surroundings of the locality. The Illinois Central, the Carbondale and Grand Tower, and the Carbondale and Shawneetown railroads, afford ample facilities for convenient access.

LITERARY SOCIETIES.

The students have organized two literary societies for purposes of mutual improvement. They are, "The Zetetic Society," and the "Socratic Society." They meet every Friday evening. These afford one of the best means of culture, discipline and instruction in the practical conduct of business. They have commenced the foundations of libraries, and deserve the countenance and patronage of all the students and their friends.

CALENDAR OF 1877-78.

Commencement for 1876-77—June 14th.

Fall term begins Monday, September 10th—Ends Friday, December 7th.

Winter term begins Monday, December 10th.

Holiday recess begins December 21st.

Winter term resumes January 7th, 1878.

Winter term ends March 22d, 1878.

Spring term begins March 25th, 1878.

Examination for the year begins June 11th, 1878.

Annual commencement, June 20th, 1878.

SPECIAL STUDENTS.

GRAHAM, GEORGE W., Carbondale.

ROBARTS, MATTIE, Carbon

LOGAN, GEORGE H., Carmi.

Two of the above were in the Post-Graduate year, and one in French.

SUMMARY OF STUDENTS.

In Normal Department and Special.....	112
In Preparatory Department.....	215
In Model Department.....	13
Total.....	340

SUMMARY BY TERMS.

Special Students.....	
First Term.....	
Second Term.....	
Third Term.....	
Total.....	

FOURTH ANNUAL CATALOGUE
OF THE
SOUTHERN ILLINOIS NORMAL UNIVERSITY,

CARBONDALE, JACKSON COUNTY, ILLS.
1877 AND 1878.

CHARTER TRUSTEES.

DANIEL HURD, Cairo.	ELI BOYER, Olney.
THU J. PALMER, Carbondale.	THOMAS M. HARRIS, Shelbyville.
SAMUEL E. FLANNIGAN, Benton	

BUILDING COMMISSIONERS.

JOHN WOOD, Cairo.	R. H. STURGISS, Vandalia.
THU J. PALMER, Carbondale.	NATHAN BISHOP, Marion.
FRAM WALKER, Jonesboro.	F. M. MALONE, Pana.

TRUSTEES.

DR. THOS. S. RIDGWAY, Shawneetown.	JAMES ROBARTS, M. D., Carbondale.
OWIN S. RUSSELL, Esq., Mt. Carmel.	LEWIS M. PHILLIPS, Esq., Nashville.
JACOB W. WILKINS, Esq., Marshall.	

OFFICERS OF THE BOARD.

DR. THOS. S. RIDGWAY, President.	JAMES ROBARTS, M. D., Carbondale. Secretary.
JOHN G. CAMPBELL, Treasurer.	CHARLES W. JEROME, Registrar.

AUDITING COMMITTEE.

JAMES ROBARTS, M. D.	LEWIS M. PHILLIPS, Esq.
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FACULTY.

ROBERT ALLYN,

Principal and Teacher of Mental Science, Ethics and Pedagogics.

CYRUS THOMAS,

Teacher of Natural History.

CHARLES W. JEROME,

Teacher of Languages and Literature.

JOHN HULL,

Teacher of Higher Mathematics.

DANIEL B. PARKINSON,

Teacher of Natural Philosophy and Chemistry; Lecturer on Applied Chemistry.

JAMES H. BROWNLEE,

Teacher of Reading, Elocution, Phonics, Vocal Music and Calisthenics.

GRANVILLE F. FOSTER,

Teacher of Physiology, History and Geography, and Librarian.

ALDEN C. HILLMAN,

Teacher of Astronomy, Arithmetic, and Principal of Preparatory Department

MARTHA BUCK,

Teacher of Grammar, Etymology and Book-Keeping.

HELEN M. NASH,

Teacher of Drawing, Penmanship, French and German.

BV'T. CAPT. THOMAS J. SPENCER, U. S. A.,

Teacher of Military Instruction and Practice.

GEORGE H. FRENCH,

Curator of Museum.

NETTIE H. MIDDLETON,

Assistant in the Museum.

PUPIL TEACHERS.

THOMAS A. HERSEY,
MARY A. SOWERS,
MARY C. McANALLY,
CHARLES E. EVANS,
THOMAS BROWN,
WILLIAM F. HUGHES,
JOHN T. McANALLY,
JOHN G. SIMS,
JULIA M. CAMPBELL,
J. D. R. WATSON,

J. A. LOWE,
MARY M. STONE,
DELIA CALDWELL,
GEORGE KENNEDY, JR.,
JAMES A. HANNA,
JOHN MARTEN,
DAVID G. THOMPSON,
IDA M. McCREERY,
ORCELIA B. HILLMAN,
WALLACE E. MANN.

NAMES OF STUDENTS.

NORMAL DEPARTMENT.

NAME AND RESIDENCE.

NAME AND RESIDENCE.

FOURTH YEAR.

Caldwell, Delia.....Carbondale.
Courtney, Alva C.....Grand Tower.
Evans, Charles E.....Carbondale.
Hanna, James A.....Saltillo, Tenn.
Hillman, Orcecia B.....Carbondale.
Jackson, Sarah E.....DuQuoin.
Kennedy, George, jr.....Murphysboro.
McAnally, John T.....Cave.
McAnally, Mary C.....Cave.
Pierce, Edward R.....Carbondale.
Plant, Richmond.....St. Louis, Mo.
Robinson, Edward H.....Carbondale.
Thompson, David G.....Golconda.

THIRD YEAR.

Abernathy, Orcenith H. Clement.
Burn, Hattie A.....Carbondale.
Burnett, Andrew C.....Jordan's Grove.
Campbell, Julia M.....Carbondale.
Hughes, William F.....Jackson co.
Mann, Wallace E.....Sparta.
Marten, John.....Carbondale.
McCreery, Ida M.....Cave.
Rentchler, Frank P.....Belleville.
Sims, John G.....O'Fallon.

SECOND YEAR.

Booth, Sarah G.....Sparta.
Burton, Charles.....Carbondale.
Decker, Debbie E.....Portland, Mich.
Gault, Hugh C.....Sparta.
Grove, Samuel F.....Decatur.
Hanna, Leora B.....Saltillo, Tenn.
Hickenbottom, Wm. W. Wayne county.
Houston, Joseph G.....Metropolis.
Kennedy, Maggie.....Coulterville.
Mitchel, Claudius E.....Watson.
Mulkey, Alicia M.....Carbondale.
Noetling, William F.....Belleville.
Ogle, Albert B.....Belleville.
Phillips, Lyman T.....Nashville.
Pierce, Belle M.....Carbondale.
Pierce, John M.....Addieville.
Primm, Eva C.....Pinckneyville.
Rendelmann, George H. Lick Creek.
Sheppard, Lizzie M.....Carbondale.
Sowers, Mary A.....Jonesboro.
Warder, Gertie A.....Carbondale.
Williamson, Sarah E.....DuQuoin.

FIRST YEAR.

Allen, Willis H.....Carbondale.
Atchison, Joseph S.....Okawville.
Atkins, Wezette.....Carbondale.
Binckley, John T.....Shawneetown.

Blair, Samuel A.....Sparta.
Blanchard, John E.....Murphysboro.
Boyd, Ella B.....Carbondale.
Boyd, Frank L.....Carbondale.
Brown, Thomas.....Calcutta, Ben'l.
Bruck, Lauren L.....Salem.
Buckley, Alice M.....William'n county
Buckley, Mary I.....William'n county
Campbell, Charles M.....Sparta.
Carey, James A.....Grayville.
Chapin, Adella M.....Carbondale.
Deardorff, Lizzie M.....Cobden.
Dillow, Lafayette E.....Dongola.
Dow, Isabel C.....Du Bois.
Evans, Corrinne E.....Carbondale.
Fager, Daniel.....DeSoto.
Fager, Phillip.....DeSoto.
Farley, Willis A.....Corinth.
Goodall, Joab.....Marion.
Gray, Joseph.....Vienna.
Hartman, John E.....Centralia.
Hawkins, Libbie J.....Tamaroa.
Heitman, Louis.....Bremen.
Hersey, Thomas A.....Rockton.
Higgins, Alfred N.....Altamont.
Hogue, Katie R.....Cutler.
Houston, Gussie E.....Metropolis.
Hughes, Jacob V.....Jackson county.
Hull, Charles E.....Salem.
Jenkins, John H.....Cave-in-Rock.
Johnson, Aaron M.....Centralia.
Karraker, Henry W.....Dongola.
Kennedy, Jessie S.....Carbondale.
Keown, William L.....Jackson county.
Land, Henry C.....Carmi.
Lewis, Mary E.....Sardis, Tenn.
Lowe, Joseph A.....Carbondale.
Lightfoot, John W.....Carbondale.
McCreery, Walter H.....Cave.
McDowell, Nannie E.....Nashville.
Meagher, Blanche L.....Carbondale.
Moudy, Della D.....Richview.
Mull, Eli.....Cobden.
Nash, Edward.....Versailles.
Nave, Della A.....Franklin county.
Preston, Edith I.....Nashville.
Robbarts, William E.....Ava.
Robinson, Kate H.....Carbondale.
Rumbold Lizzie M.....Carbondale.
Smith, Isaac M.....Johnson county.
Sprecher, Edgar L.....DeSoto.
Stone, William M.....Carbondale.
Train, William B.....Saranac, Mich.
Walbridge, Eliza B.....Mounds Junc.
Walker, Laura B.....Centralia.
Ward, Edward I.....Fitzgerrell.
Wheeler, Annie C.....Edwardsville.
Williamson, Mary E.....DuQuoin.
Wolf, Alphonso D.....Maquoketa, Ia.
Wood, William A.....Sparta.
Youngblood, Eva L.....Shawneetown.

PREPARATORY DEPARTMENT.

NAME AND RESIDENCE.	NAME AND RESIDENCE.
THIRD YEAR.	
Able, Edward L.....Carbondale.	Roach, Jane.....Cobden.
Aiken, Emma.....Benton.	Roach, Mary E.....
Alexander, Davison Mc.....Salttillo, Tenn.	Roberts, Mary A.....Carbondale.
Allen, Sarah A.....Fitzgerrell.	Robertson, James J.....Buncombe.
Allen William L.....Fitzgerrell.	Roy, John W.....Grand Chain.
Bain, John H.....Murphysboro.	Schneider, John L.....Dongola.
Baird John M.....Pickneyville.	Scurlock Belle.....Carbondale.
Barber, Nellie.....Rockwood.	Servant, Mamie E.....Jackson county.
Bowyer, Jacob T.....Jackson county.	Shelpman, Tullius V.....DuBois.
Boyd, William M.....Sparta.	Smith, Clara B.....DuBois.
Boyles Elijah S.....Louisville.	Smith, William R.....Patoka.
Brewster, Cora.....Carbondale.	Spangler, John.....Ashley.
Brush, Nora H.....	Sprecher, Alice H.....DeSoto.
Brush, Richard D.....	Sprecher, Fannie G.....DeSoto.
Bryden, Anna E.....	Spring Mollie H.....Belleville.
Burton, Julia.....	St. Clair, Charles H.....Benton.
Cadle, Lucy.....Shawneetown.	Stone, Mary M.....Carbondale.
Cahill, Thomas J.....Waterloo.	Stroh, Daniel.....Eltham.
Cain, Hezekiah F.....Stone Fort.	Threfall, James P.....Hecker.
Carter, George R.....Ashley.	Tilley, Hattie B.....DuBois.
Carter, Mattie A.....Ashley.	Trobaugh William H.....Jackson county.
Chase, Fannie.....Ashley.	Walker, Fannie L.....Carbondale.
Chesney, James A.....Plum Hill.	Walker, Mary B.....
Clark, Bedie C.....Carbondale.	Watson, James D. R.....Savannah, Tenn.
Clark, Edith C.....	Watson, John M.....
Clay, Lizzie D.....Makanda.	Watson William J.....
Clay, Perry A.....	Westbrook, Willis F.....Evansville, Ind.
Copeland, Mary E.....Vienna.	White, Maggie J.....Marissa.
Courtney, James.....Carbondale.	Whitlock, William C.....Jonesboro.
Crawford, Robert M.....Jonesboro.	Williamson, Ella E.....Paducah, Ky.
Creed, Stacie Angie.....Walnut Hill.	Wilson, Sadie C.....Ava.
Dillow, Jasper A.....Dongola.	Wyatt, William M.....Salem.
Emission, Walter J.....Carbondale.	Wylie, Alice A.....Marissa.
Emission, William A.....	
Fraser, Llewellyn N.....Cairo.	SECOND YEAR.
Gaunt, William A.....Grand Chain.	Arnold, Anna R.....Carbondale.
Goodall, Adella L.....Marion.	Barbour, Charles R.....
Gray, Martha.....Elkville.	Barnett, Robert W.....Johnson county.
Gregory, George W.....Pomona.	Boren, Samuel J.....Caledonia.
Hamilton Minnie H.....Murphysboro.	Borland, William J.....Marissa.
Hawkins, Cicero R.....Carbondale.	Boyd, Lovie.....Carbondale.
Heistand, Norman A.....Calhoun.	Brown, Mary E.....
Hinchcliffe, John F.....Elkville.	Brown, Leah.....
Hileman Matilda E.....Mill Creek.	Brown, Lula.....
Hunter William.....Rockwood.	Bush, Theophilé E.....Anna.
Hopkins William F.....Makanda.	Campbell, Anna C.....Marion.
Johnson Melissa J.....	Cawthon, Christ. C.....S. America.
Jackson, Henry R.....Benton.	Chambers, Annie E.....Godfrey.
Jenks, Emma S.....Edwardsville.	Channaberry Millard F.....William'n county.
Kirkwood, Mary.....Sparta.	Chapin, Lou E.....Carbondale.
Laughlin Benjamin J.....Steelesville.	Chesney, Josie R.....Plum Hill.
Lilley, Boston.....Lick Creek.	Clements, Frank.....Carbondale.
Lipe, Alva.....DuQuoin.	Creed, Scott W.....Walnut Hill.
Lipe, John R.....Carbondale.	Creed, Matthias W.....
Logan, Josie A.....	Dunron, William J.....Makanda.
McDowell, Margaret.....Nashville.	Davis, Nellie B.....Carbondale.
Meisenheimer, Dallas.....Carbondale.	Dickerman, Charles E.....
Melton, Maggie L.....	Dickerman, Harry G.....
Nave, Surelda C.....Franklin county.	Duff, Connie E.....
Nixon John F.....Marrissa.	Duff, Mary A.....
Nixon, Mary D.....Marrissa.	Dunaway, Adda L.....Marion.
Norman, Sterling H.....William'n county.	Easterly, Alice.....Jackson county.
Palmer, Sarah C.....Glendale.	Easterly, Benningens.....Grand Tower.
Paul, Sallie J.....Tilden.	Easterly, Lucretia.....Jackson county.
Perrine, Daniel W.....Anna.	Ebers, William.....Bremen.
Perry, Hester E.....Jackson county.	Evans, Alfred.....Hecker.
Pierce, Henry M.....Addiesville.	Fakes, Morven K.....Jackson county.
Pierce Nora.....Cobden.	Fox, John F.....Murphysboro.
Pierce, William H.....Carbondale.	Gatch, John M.....Cottage Home.
Piercy, Norman A.....Mt. Vernon.	Glass, Fannie R.....Carbondale.
Pitts, George F.....Nashville.	Glasscock, James C.....Galatia.
Presson, Samuel.....Jackson county.	Hamilton, Cora M.....Carbondale.
Rexford, Frank.....Centralia.	Harmon, Josiah G.....Ingraham.

NAME AND RESIDENCE.	NAME AND RESIDENCE.
Harnes, Mollie F.....Dongola.	FIRST YEAR.
Harnesberger, Mattie J.....Alhambra.	
Hartline, Nellie.....Anna.	
Hawkins, Adelpia C.....Carbondale.	
Hawkins Elmah C. B.....	
Hawkins, Rachel L.....	
Hiller, Sylvester A.....Makanda.	
Hileman, Jairus E.....Mill Creek.	
Hinchcliffe, Sarah.....Jackson county.	
Hinchcliffe, William H.....William'n county.	
Hindman, William R.....Carbondale.	
Hood, Andrew F.....Cutler.	
Horsely, Arthur.....Makanda.	
Hudson, William H.....Carbondale.	
Hughes, Francis S.....Jackson county.	
Hughes, Mary E.....Jackson county.	
Huggins, Charles R.....New Athens.	
Johnson, Scott.....Jackson county.	
Jones, George C.....Moscow.	
Keith, Sarah E.....DuQuoin.	
Kinkade William.....Wilsonburg.	
Lane, Alexander.....Tamaroa.	
Lawrence, Mary L.....Carbondale.	
Lee, Bartlette P.....Harrisburg.	
Lee, George W.....Harrisburg.	
Lightfoot, Richard T.....Carbondale.	
Lindsay, Emma.....Carmi.	
Linnhan, Maggie E.....Carbondale.	
Loomis, Mary M.....Makanda.	
Mannen, Jerome.....Mount Vernon.	
Martin, Frank A.....Makanda.	
Maxey, Dora I.....Mount Vernon.	
McAnally, Fannie D.....Cave.	
McCallen, Ella.....Dongola.	
McDonald, Lewis.....Ellis Grove.	
McGlasson, Hollie J.....Osage.	
McGlasson, William S.....Osage.	
McKnight, Millard F.....Ingraham.	
McLaughlin, Alice C.....Cutler.	
Melton, Belle D.....Carbondale.	
Melton John A.....	
Melton Julia A.....	
Meyer, Carl.....Mound City.	
Milroirn, Alice E.....Carbondale.	
Moore, John A.....Elkhorn.	
Morgan, Cora M.....Carbondale.	
Morgan, William M.....Okawville.	
Nicholson, William B.....Cobden.	
Nixon, Frank A.....Marissa.	
Palmer, Elihu.....Carbondale.	
Palmer, Elizabeth.....Glendale.	
Paul, Matthew J.....Tilden.	
Pease, Nora M.....Jackson county.	
Perry, Celia M.....Jackson county.	
Pope, Ellen N.....Big Muddy.	
Porter, Eunice D.....Vergennes.	
Pricket, Blanche M.....Jackson county.	
Raglin, William A.....Carmi.	
Rapp, Cornelius W.....Carbondale.	
Rapp, William M.....	
Redfield, Henry S.....Campbell Hill.	
Reeves, Cyrus D.....Jackson county.	
Rendleman, John J.....Makanda.	
Rhodes, Eliza C.....Veva.	
Rhymer, Stephen R.....Dongola.	
Scurlock, Josephine.....Carbondale.	
Slover, Mary E.....East Newburn.	
Smith Henry M.....Caledonia.	
Snodgrass John F.....Ashley.	
Spence, John M.....Cottage Home.	
St. John, Susie A.....Carbondale.	
Stout, Amos A.....Cobden.	
Walker Clara A.....Carbondale.	
Watson, Kittie I.....	
Watson, Jennie E.....	
Welch, Thomas F.....Ashley.	
White, Charles T.....Ashley.	
Yocum, John L.....Carbondale.	
Youngblood, Ransom A.....Benton.	
Allen, Miriam.....Carbondale.	
Allen, Robbie M.....	
Allen, Rowan W.....	
Barbour George G.....	
Beard, Grant.....	
Bernstine, Henry.....Murphysboro.	
Brewster, Cora.....Carbondale.	
Bridges, Mamie.....	
Brush, Zelica M.....	
Burket, Anna L.....	
Campbell, Carrie.....	
Chandler, Anna L.....	
Cook, William E.....Carmi.	
Culley, Jefferson K.....Campbell Hill.	
Dereemiah, Georgia.....Marion.	
Foster Edwin L.....Carbondale.	
Hargrave, Jacob S.....Carmi.	
Haynes, Lou.....Carbondale.	
Hewitt William S.....	
Hull, Bertha.....	
Hull, Gertrude.....	
Jeffreys, Giles W.....Belleville.	
Jerome, Charles M.....Carbondale.	
Jones, Birch C.....Okawville.	
Jones, Mamie A.....Williamson co.	
Kimmell Mollie.....Elkville.	
Kennedy Katie R.....Carbondale.	
McGlasson, Newton J.....Osage.	
Myers, George A.....Carbondale.	
Nausley Edward.....Elkville.	
Nausley, Eliza L.....	
Perry, Clement.....Jackson county.	
Perry, Edward.....	
Pitts, Edgar.....Freeburg.	
Pitts, James A.....	
Pitts, James E.....	
Stone Fannie M.....Carbondale.	
Tait, Minnie.....	
Thomas, Nellie.....	
Tiernay, Nellie.....Okawville.	
Tiernay, Sarah E.....	
Walker, Lora A.....Carbondale.	
Ward, Jessie E.....Campbell Hill.	
Watts, Amos L.....Carbondale.	
Winnie, Frankie.....	
Wyckes, Mollie A.....	
Yocum, Mary E.....	
Youngblood, Sarah L.....Prosperity.	
Ary, Pattie.....Carmi.	
Baxter, Belle.....Murphysboro.	
Briggs, Sne M.....Anna.	
Chapman, Pleasant T.....Vienna.	
Clannahan, Warrington.....Golconda.	
Courtney, Ella M.....Carbondale.	
Eddy, Mary H.....Shelbyville.	
Finch, William J.....Cairo.	
Hamilton, Elsie F.....Murphysboro.	
Hamilton, George F.....Carbondale.	
Harwood, Kate.....	
Hawkins Emily E.....Tamaroa.	
Lancaster, Mary J.....Elkville.	
Leigh, Franklin V.....DuQuoin.	
Locke, Edwin G.....Lebanon.	
McElfresh, Amanda.....Jonesboro.	
McKee, Joseph W.....Summerfield.	
Miles, Marie C.....Cobden.	
Painter Alice M.....Williamson co.	
Renfield, Robert C.....Campbell Hill.	
Ruckle, Sophia B.....Carmi.	
Saul, Sarah.....Cairo.	
Smith, Ella E.....Solitude, Ind.	
Stroman Rosa.....Makanda.	
Todd, Richard P.....Pickneyville.	
Williamson, Samuel A.....DuQuoin.	

SUMMARY OF STUDENTS.

In Normal Department, and Special.....	135
In Preparatory Department.....	273
	408
Total.....	408
Last year, 340—Increase, 68.	

SUMMARY BY TERMS.

Special Students.....	25
First Term.....	230
Second Term.....	266
Third Term.....	254
	776
Total.....	776
Last year 648—Increase, 128.	

HISTORY.

An act of the legislature of the state of Illinois, approved April 29, 1869, gave birth to this normal school. By this act, it was provided that five trustees should be appointed by the governor of the State, who should fix a location, erect a building, and employ teachers for the school. The governor appointed Captain Daniel Hurd, of Cairo; General Eli Boyer, of Olney; Colonel Thomas M. Harris, of Shelbyville; Rev. Elihu J. Palmer, of Belleville, and Samuel Flannigan, Esq., of Benton.

After advertising in the newspapers, and stimulating competition among the towns and cities in the central part of Southern Illinois, these trustees agreed on Carbondale as the place, and the site was fixed on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central railroad. The contract of the building was let to James M. Campbell, Esq., who assumed the responsibility of completing it for the sum of \$225,000, to be obtained as follows:—\$75,000 from the State, and the balance from the city of Carbondale and the county of Jackson.

The corner-stone was laid with the ordinary ceremonies by the grand master of the Masonic fraternities of the State, on the 17th of May, 1870, and the work was rapidly pushed forward. In the spring of the next year, Mr. Campbell was killed on the building, and the work was interrupted. The legislature then assumed the contract, and appointed commissioners to complete the building. These were continued, and finished their work so that the building was dedicated July 1st, 1874; a faculty of instruction was inaugurated and the school begun.

The legislature, in the meantime, had made modifications in the law, and the governor had appointed a new board of trustees; James Roberts, M. D., of Carbondale; Hon. Thomas S. Ridgeway, of Shawneetown; Edwin S. Russell, Esq., of Mt. Carmel; Lewis M. Phillips, Esq., of Nashville, and Jacob W. Wilkin, Esq., of Marshall, and they had elected Rev. R. Allyn, D. D., at that time President of McKendree College, principal, and as his associates the persons whose names appear in their proper places.

The work of instruction in the new building began July 2, 1874, at which time a normal institute was opened, with fifty-three pupils. On the 6th day of September, 1874, the regular sessions of the Normal University were commenced. The school is graded and has two departments—a Normal Department, with a course of study occupying four years; a Preparatory Normal, three years; in all making a full course of seven years.

It has not been in operation long enough to have shown any very striking results. Many of the students, however, entered in advanced classes, and while few have yet completed the course and graduated, many have, compelled by lack of money, been excused for a time, and have already been employed as teachers.

The numbers of students in all the departments have been as follows for each term since the opening; First Term, 143; Second, 185; Third, 283; Fourth, 226; Fifth, 215; Sixth, 256; Seventh, 191; Eighth, 181; Ninth, 263; Tenth, 230; Eleventh, 263; Twelfth, 256. Total, 2,690.

The building is of brick, in the Norman style of architecture, with trimmings of sandstone, in two colors. It is 215 feet in extreme length, and 109 in extreme width. It has a basement story fourteen feet in

the clear ; two stories, one 18 feet, the other 22 feet, and a mansard story 19 feet. The basement is devoted to the heating apparatus, and laboratory and dissecting rooms, exercises in unpleasant weather, and residence for the janitor, etc. The mansard is for lecture hall, library, museum, art gallery, and rooms for literary societies. The other two stories are for the purpose of study and recitations.

The steam heating apparatus has just been completed, and leaves nothing to be desired for comfortable warmth and proper ventilation ; and the grounds, containing twenty acres, have been ornamented with trees and shrubbery.

GENERAL INFORMATION.

The object of the University is to do a part of the work of education undertaken by the state. This is provided for in two departments—Preparatory and Normal. Each of these has a specific work, and pursues its appropriate method. One design of the preparatory school is to be an example of what a school for primary scholars should be, and to afford to those preparing themselves to teach a place where they may observe the best methods in operation, and where, at suitable times, they may practice in the calling of a teacher, under the eye of one well instructed, and largely experienced in the work.

The Normal department is to give thorough instruction in the elementary and higher portions of the school course of study, and, indeed, to fit the student by knowledge and discipline for the practical duty of a teacher. It aims to give instruction and opportunities of observation and trial, to every one passing through the course, so that he shall not be an entire novice in his calling when he enters the school room. With this idea in mind every branch prescribed to be taught in the common high schools of our state is carefully studied, from the alphabet to the highest range of philosophy. Accuracy and complete thoroughness are points held in mind in every recitation, and drills upon the elements are not shunned as though one gained something by slurring over them. So much of each branch as we pursue we endeavor to impress upon the heart, and incorporate its methods into the whole frame of the character. Great attention is therefore bestowed upon the earlier parts of the course, such as spelling and pronouncing words, reading and defining, writing, drawing and calisthenics. The body needs culture and systematic activity quite as much as the soul, and we begin with making it the servant of the mind, and habituating it to an unhesitating obedience.

The course of study is planned to give information, to assist in self-control and discipline, and to promote culture and refinement. It is arranged in the order which ages have found to be the most profitable and philosophical. The earlier studies are elementary, and the later ones calculated for stimulating thought when it is growing to maturity and needs discipline in the proper directions. It is most emphatically urged on all students that they may make their arrangements to pursue each study in its order, to make thorough work of each, and not to overburden the mind, and body too, by a larger number of studies than they can carry.

Few things can be impressed upon the mind to more profit than rules like the following, and we earnestly request school officers, directors and county superintendents to aid us, and the friends of sound symmetrical education to reiterate the maxims: Be thoroughly grounded in the elements of knowledge, particularly spelling with readiness and correctness; adding and multiplying numbers in all possible combinations, with electric speed and infallible accuracy; writing a good hand easily read, and done with dispatch and neatness; drawing any simple figure, and singing. These things well learned in theory and wrought into practical habits, not only open the door to all fields of knowledge and art, but they do go a long way toward making the highest attainments in scholarship and the sweetest grace in all manners and behavior. This Normal University insists on them as both necessary and easily gained.

Our rules of government are only few in number and very general in their application. They are embraced in the Golden Rule: "Do to others as you would they should do to you." It is expected of course that they include—

1. Neatness of person and of dress.
2. Purity of words and of behavior.
3. Cleanliness of desks, books and rooms.
4. Genteel bearing to teachers and fellow students.
5. Punctuality every day and promptness in every duty, not to the minute only, but to the second.
6. Respect for all the rights of others in all things.
7. Earnest devotion to work.
8. Quietness in all movements.
9. By all means be in school on the first day and remain till the last of every term.
10. Obedience to the laws of love and duty.

If the spirit of these things can be infused into the soul and wrought into the habits, each student will for himself grow in goodness and truth, and for the state will be a power and a blessing.

COURSE OF STUDY.

The course of study has been arranged with two purposes in view—first to give a strictly normal course of training to fit teachers for the public schools, and second to give examples of methods of teaching. It therefore goes over the whole curriculum of school studies, from the alphabet to nearly the completion of a collegiate education, and gives especial attention to those branches which require the use of the observing and perceptive faculties, without neglecting those which demand the use of the imagination and reason. Practical attention is devoted to physics, chemistry, natural history, surveying and language, and the student is not only taught to know but to do the work of the branches which he pursues. He is also required to give instruction in all that he learns, so that when he begins his life work, either of teaching or laboring in a secular employment, he may not be wholly inexperienced in the very beginning of his career.

The course of instruction also embraces lectures by the principal on the history and science of pedagogy, and on the methods both of learning and teaching. As the University is only in the fourth year of its life, it cannot show any very striking results; yet such has been its work that it can point with pride to the results as seen in our school and in the work done in the public schools of the vicinity by our graduates and pupils.

PROGRAMME OF RECITATIONS.

FALL TERM.

	ALLYN.	THOMAS.	JEROME.	HULL.	PARKINSON.	BROWNLEE.	FOSTER.	HILLMAN.	BUCK.	NASH.	PUPIL TEACHERS.
1			Greek Begin'g. Latin Begin'g.	Ele. Algebra. C. Algebra.		Elocution.	A Geog'y. Anc. His.	C Arith. B Arith.	Bookkeep'g Bookkeep'g	Drawing. Drawing.	Classes in

Calisthenic Exercises and Recess each day of the term.

3	Mental Phil'y.	Cesar. Virgil.		B Geometry. Prac Survey'g	Analyt Chem. Experiments.	C Reading. A Reading.	A Physiol.	Meth in A. Lan Lec.		Drawing.	elementary studies.
4	Rhetoric.										

General Exercise hour. Spelling, Penmanship, and Vocal Music attended to and lectures given on Methods for pupils.

5	Theo. Pedag's	Anabasis. Latin Beginning		Pra. Pedag'ics Gen Geom & Cal	B Reading.	B Geo.	A Arith.	Syntax. Etymol.		Drawing.	
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WINTER TERM.

1		Zoology.		D Algebra. B Algebra.	Theoret Chem	Eng. Let.	B Geog. Mod. His.	C Arith. B Arith.	Book-K. Book-K.	Drawing. Drawing.	
2											

Calisthenic Exercises and Recess each day of the term.

3	Criti. & Ethicos	Sallust Cicero.		A Geometry. E Algebra.	Analyt Chem. Experiments.	C Reading. A Reading.		Meth in A B Arith.	Etymol. Pri Gram.	Drawing. Drawing.	Same as above.
4	Logic.										

General Exercise hour. Spelling, Penmanship, and Vocal Music attended to and lectures given on Methods for pupils.

5		Memorabilia. Latin Reader.		Prac Pedago's Gen Geog & Cal	B Reading.	U. S. His. A Geography.	U. S. His. A Geog.	B Gram. Syntax.		Drawing.	
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SPRING TERM.

1	Con. U. S. & S. L.	A Botany.		D Algebra. A Algebra.	B Botany. Analyt Chem.	Eng Lit.	B Geog. A Geog.	C Arith. B Arith.	B Syntax. Pri Gram.	Drawing. Drawing.	Same as above.
2											

Calisthenic Exercises and Recess each day of the term.

3		Geology.									
4											

General Exercise hour. Spelling, Penmanship, and Vocal Music attended to and lectures given on Methods for pupils.

5	Theo. Pedag's	Tacitus. Latin Reader.		Prac Pedago's Gen Geo & Cal.	B Reading. Nat Philos'y.	Phonics	Phys Geog Physiology	Sp Arith.	Etymolo. B Gram.	Drawing.	
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STUDIES.	PREPARATORY.			NORMAL.				
	First Year.	Second Year.	Third Year.	First Year.	Second Year.	Third Year.	Fourth Year.	
	1 | 2 | 3	1 | 2 | 3	1 | 2 | 3	1 | 2 | 3	1 | 2 | 3	1 | 2 | 3	1 | 2 | 3	
Spelling.....								I.
Writing.....								
Drawing.....								
Vocal Music.....								
Calisthenics.....								
Reading and Phonics.....	† † †	† † †						II.
Elocution.....						† † †		
English Literature.....								
Arithmetic C.....	† † †							
Arithmetic B.....		† † †						III.
Arithmetic A.....			†	½				
Astronomy.....							†	
Language Lessons.....	† † †							
Grammar.....		† † †	†	½				IV.
English Analysis.....					†			
Book-Keeping.....							† †	
Geography.....	† †			½				
Physical Geography.....							†	
U. S. History.....		†		½				V.
General History.....						† †		
Elementary Physiology.....							†	
Advanced Physiology.....								
Latin Grammar.....			†					
Reader and Grammar.....			† † †					
Cæsar.....				†				
Sallust.....				† † †				
Virgil.....					†			
Cicero.....					† †			VI.
Tacitus.....					†	†		
Greek Beginning.....					† † †			
Anabasis and Grammar.....						†		
Memorabilia of Socrates.....						†		
Homer.....						†		
Elementary Algebra.....			† †					
Higher Algebra.....				† † †				
Geometry.....					† † †			
Trigonometry and Surveying.....						†		VII.
Gen. Geometry and Calculus.....							o o o	
Practical Pedagogics.....				† †				
Elementary Botany.....								
Advanced Botany.....						†		
Elementary Zoology.....								VIII.
Advanced Zoology.....						†		
Geology.....								
Elementary Natural Philosophy.....								
Advanced Natural Philosophy.....						†		IX.
Theoretical Chemistry.....							†	
Analytical Chemistry.....								
Rhetoric.....								
Logic.....						†		
Con. of U. S. and School Law.....						†		X.
Mental Philosophy.....							†	
English Criticism and Ethics.....							† †	
Theoretical Pedagogics.....							† † †	

“†” indicates time when study is pursued. “o,” optional
 Spelling, Writing and Drawing are carried on until the students are perfect and are excused. Vocal music is the same.

Calisthenic exercises each day during the course.
 Military Instruction and Practice will be voluntary, and will occupy such times as may be found convenient.

N. B.—Classes in Methods of teaching Reading, Grammar, Arithmetic Geography and History are taught every year. All pupils who pledge themselves to teach are expected to enter these classes during their first year in the Normal course.

NORMAL SCHOOLS.

The foregoing is the normal course. It embraces two large and thorough courses of study. One includes the classics, with provisions for elective German and French; the other omits all the languages except the English, and both make an extensive study of the mother tongue.

It substantially embraces a department of mathematics, of English language and literature, of art and elocution, of music, of drawing and calisthenics, of physics, of chemistry and astronomy, of history, of classical language, and of theoretical and practical teaching. The whole forms what is called the classical normal course, and selected studies make up the scientific normal course.

Either is sufficient for practical purposes, and may prepare a teacher for the full work of teaching our public and high schools.

PROFESSIONAL TRAINING COURSE.

After careful consideration of the wants of schools in our section of the State, we have decided to adopt the following course of purely professional, normal or pedagogical study. This we do to bring the University even more completely than heretofore into the line of work which such schools or seminaries were originally and technically intended to perform. It will embrace the science and method of teaching in its application to all stages of education, in school and out of it; commencing with infancy and the kindergarten, and going along with the child, the boy or the girl, the youth, the scholar, the collegian and the professional student, it will embrace the eight grades of schools or learning, the home, the kindergarten, the primary, the intermediate, the grammar, the high school, the college and university or technological school. It will be conducted chiefly by lectures, examinations, observations, experiments and criticisms, and will be similar in many respects to what is called clinics in medical schools. The course will be three fold and may extend over three years, though if a student is fully prepared in the several branches of knowledge and can give his entire time to this, he may complete it in much less; but if he is deficient in many, he may enter academy classes and bring them up.

We propose to give in this course, just what a teacher needs to know,—the child—the school—the knowledges—the teacher—the methods of gathering, preserving and communicating—of classifying, generalizing, inferring, and deducing; how to learn and how to impart. This, we think, teachers need to know after having acquired science. And added to this will be a history of education and its literature, as well as various systems of schools in other countries.

We have already had something of this in our post graduate year. We now propose to consolidate and enlarge and give opportunity to the one who desires the most thorough preparation possible for the teachers calling, both in the elementary and higher studies, to go over the whole range of pedagogical science.

If a student comes to enter on this course he should be able to pass an examination on all the topics required by law for a first grade certificate, and to do this with more thoughtfulness than is usually de-

manded. We state more definitely what this examination will be in order to admit one to enter on this course. This is done that the plan may be understood and that teachers may know how to prepare for it.

FOR THE FIRST COURSE.

1. In orthography the test will be one-hundred and fifty words selected from a daily newspaper printed in St. Louis or Chicago on the day previous to the examination. These words to be dictated at the rate of five per minute and to be legibly written with due regard to the rules for capital letters.

2. In writing, to write and punctuate an advertisement and a paragraph of editorial or of news from the same newspaper, both dictated by the examiner after the candidate has read them aloud.

3. As a test of the ability to express thought, a composition will be asked of not less than thirty lines of legal cap, on a topic assigned at the time.

4. In reading, ten minutes from one of the common school books and an oral statement of the sounds of the letters and the purposes and effect of pauses, accents and emphasis.

5. In geography, the common definitions of terms, lines, circles and some general account of countries, especially the boundaries of the several states of the Union, mountains, rivers, cities and railroads. To this should be added a few points of historical interest.

6. In arithmetic, as far as roots with special attention to the reasons for the fundamental rules and principles of fractions, decimals, percentage and analysis.

7. In grammar, etymology and syntax, definitions, etc., and a practical use of correct sentences, including correction of errors.

8. United States history should be known as to settlements, the revolution, the succession of presidents, and the wars.

9. If to this could be added a fair practice of free hand drawing, the preparation would be considered complete. But this last can be learned with us.

THE SECOND COURSE.

This will require a preparation equal to that demanded for a state certificate. To show more clearly this work we specify :

1. All the branches named above, and a higher test in composition, say an essay of three-hundred words on some school topic assigned by the examiner, to be prepared for the press.

2. Grammatical analysis of sentences and prosody, with the philosophy of the parts of speech and the etymology of words and an analysis of idioms.

3. Algebra as far as quadratics and binomial theorem and plane geometry.

4. History of the United States with considerable minuteness as to the revolution and its principles and of the war of 1812 and of our civil war. Also the history of England in brief as to the period of discoveries and settlements, the revolution of 1688 and the reform bill of 1832.

5. The several branches of natural history, as botany, zoology and physiology, with a fair degree of thoroughness. This should include a knowledge of definitions, classifications and ability to determine species.

6. Natural philosophy and astronomy in their common principles and important applications, and chemistry so far as to be able to explain the phenomena of combinations, and to analyze the salts of common substances; and in addition the theory of electricity, heat and magnetism.

This examination will be a fair test of ability to acquire knowledge and to communicate information, and will prove the student's fitness to enter on and pursue the higher course of reading and lectures.

THE THIRD COURSE

Will add to its requirements for admission ability to translate Cicero and Virgil with clearness and grace; a knowledge of Latin grammar and trigonometry, surveying and logarithms.

AN EXTENSION OF SCHOOL WORK.

The student will, while pursuing his work here, go over rhetoric, logic, and mental philosophy, with elocution and English literature and history. He will read Rosenkranz and other works on pedagogics. There will also be opportunity for chemical work in the laboratory and for instruction and practice in taxidermy and preserving and mounting specimens.

We offer this course as our contribution to professional education proper, and are ready to meet the demand for such a beginning of higher normal training. If young men and young women will come prepared to enter upon it we will do our utmost to supply them with means to acquire the science and skill to make them eminently fit to be teachers and leaders.

POST GRADUATE YEAR.

This will embrace a larger course of history, more of mathematics, political economy, criticism, field work in natural history, analytical chemistry, and dissecting and preserving specimens collected. It will also include courses of lectures on the above branches, and on the history and science of education.

In all cases of graduation one year's work of teaching in the preparatory department, for one hour a day, will be required for a diploma. A certificate will be given for each year of study completed in consecutive order in this department.

N. B. The following works are recommended for reference, and are considered essential to every teacher's library, viz: Webster's Unabridged Dictionary; Lippincott's Gazetteer; Zell's or Chamber's Encyclopedia; Hailman's History of Pedagogy; Miss Peabody's Kindergarten; Rosenkranz's Science of Education, by Miss Brackett; Wickersham's Method's; The Teacher, by Abbott; Oswald's Etymological Dictionary; Hinton's Physiology for Practical Use; Sheldon's Object Lessons; Smith's Free Hand Drawing for Public Schools; Cleveland's English and American Literature; Smith's Classical Dictionary. Hayden's Dictionary of Dates. and Graham's Synonyms.

MILITARY INSTRUCTION AND PRACTICE.

The trustees announce that they have obtained the detail of Brevet Captain Thomas J. Spencer, U. S. A., under an act of congress, as instructor of military instruction and practice. The value of some military drill and knowledge to every voter cannot be denied. But the facilities for obtaining anything like a fair practice in such discipline in most of our villages are very small. It has been deemed best to give something of this, and under an able instructor and one familiar with all the details of military science and practice. Our halls and grounds afford opportunities for this work, and we have asked the necessary means of aiding our section of the state to learn in the best way something of the military art. The drill will not interfere with any studies. Indeed it will rather give physical tone for all mental work in school, and when the student shall have gone from among us and taken his place in society it will qualify him to lead in defense of the rights and duties of American citizens should ever an emergency occur. The following are the details of our plan so far as it can now be announced.

In connection with the other branches of tuition this department will aim to qualify graduates for the intelligent discharge of duty in any and all the active arms and administrative corps of the army. To this end there will be: 1st, regular stated drills in the infantry, field artillery and dismounted cavalry tactics, and theoretical instruction in mounted service, siege and sea-coast artillery drill, mortar practice and grand tactics; 2d, under the head of military administration and staff duties, a course of lectures will be delivered referring to the organization, equipping, marching, encamping and maintaining, in the most effective manner, an army in the field. The organization of European armies will be considered in this connection. The relations of the staff corps to the line, and especially the organization and duties of the supply departments will be exhaustively considered, and, with a view to make everything intelligible, interrogatories and discussions during lectures will be encouraged. Blanks will be used to illustrate the manner of rendering property accountability, and cadets will be admonished that the careful preservation of the material of war is indispensable to the proper discharge of a soldier's duty. As opportunity permits, officers of the army of known distinction in their respective corps will be requested to address the cadet battalion on the matters pertaining to their particular departments. In this connection especial attention will be directed to the science and history of gunnery and to practical military engineering, and the cadet will be instructed practically in laying out field fortifications, the use of implements and the work of an army laying or resisting siege.

Field signal service will be made a study, and, with the approval of the chief signal officer, a meteorological station will be established at the University building, and cautionary signals be displayed in advance of approaching storms. On satisfactory assurances of the safe and careful custody of the signal signs, flags, etc., can be supplied to contiguous villages, where they can be displayed by the authorities on telegraphic warning from the department here. For protective purposes this arrangement would be of great value to farmers.

Lectures on military law, and the occasional convening of mock

courts-martial will be employed to explain the organization and object of the bureau of military justice.

Aside from fitting students to serve society as leaders when war demands their services, the military drills will be healthful recreation from mental labor, the knowledge acquired will be of great value if only as general information, and the discipline learned of incalculable benefit applied to any profession or calling after their school days are over. This course of military instructions can be imparted without at all interfering with other studies.

1. Tactics, infantry, cavalry and artillery.
2. Military law and practice of courts-marshal.
3. Field signal service.
4. Lectures on army organization and functions of the staff.
5. Practical and theoretical instruction in field fortifications.
6. Grand tactics and strategy. Relation of tactics to topography.
7. Science of gunnery.

The hours for instruction in the foregoing will be announced in due time.

FACILITIES FOR INSTRUCTION.

MUSEUM AND CABINET.

In the mansard story, a large well lighted room is set apart as the museum, and is supplied with elegant center and wall cases of best design and finish for display of specimens.

The cabinets of minerals and rocks are large, varied and amply sufficient for the practical work of the student. He will find the zoological and botanical cabinets, comprising thousands of specimens from land and sea, an invaluable aid in his studies in natural history.

The normal respectfully solicits its friends and the friends of education to aid in building up a museum worthy of southern Illinois.

Specimens of minerals, birds, insects, and other animals, of plants, also Indian relics, such as stone axes and pipes, disks, spear and arrow heads, and pottery, will be thankfully received.

Specimens should be boxed carefully and sent by express, unless too heavy, in which case they may be forwarded as freight.

The full name of the donor should not be omitted.

CHEMICAL, PHILOSOPHICAL AND ILLUSTRATIVE APPARATUS.

The University possesses the most complete and expensive set of apparatus in the state south of Chicago, with the sole exception of that of the industrial university at Champaign.

It can boast of a good physical and chemical apparatus, including a newly purchased spectroscope, a Holtz's induction electrical machine, a compound microscope, an air pump with its usual accessory attachments. Also an oxy-calcium sciopticon, with views of scientific subjects. The chemical department is supplied with a working labora-

tory with a full set of reagents, where students are given practice in qualitative analysis of salts, waters, oils, etc.

The astronomical department has a telescope of sufficient power to show the rings of Saturn, a celestial indicator to illustrate the various phenomena of the heavens, and other apparatus pertaining to astronomy.

The mathematical department has a fine surveyor's transit, which the classes in trigonometry and surveying are required to use constantly.

LIBRARY AND WORKS OF REFERENCE.

The University has a complete list of works of reference, cyclopedias, biographical and pronouncing dictionaries, gazetteers, atlases, etc., which are placed in the study hall, so that students may at any time consult them.

The library proper occupies a spacious room in the third story, and is well furnished. The library contains about 5,000 carefully selected volumes, including a professional library for teachers.

BOOK-KEEPING AND DRAWING.

Students are thoroughly drilled in all practical book-keeping, so that they may be competent to give instruction in this useful branch of education.

Free-hand drawing, an art now considered as almost indispensable to the professional teacher, is taught, with a view of rendering it most highly practical to the student.

LECTURES ON MORALS AND VIRTUE.

At their last annual meeting, the trustees ordered that a course of lectures on morals and virtue be established under the direction of the principal and faculty. These lectures will be Sunday afternoons in the normal hall, and the lectures will be given by the different members of the faculty. The students will be expected to attend as a part of the regular instruction of the University.

CONDITIONS OF ADMISSION.

To be entitled to admission in the normal department, a lady must be sixteen years of age, and a gentleman seventeen. They must be of good moral character, and a certificate to this effect will be required. To enjoy the privilege of free tuition, they must sign a certificate promising to teach in the schools of Illinois three years, or, at least as long as they have received gratuitous instruction. They are to pass an examination either before the county superintendent, or examiners, or before the faculty of the University, such as would entitle them to a second grade certificate, and they must agree to obey all reasonable requirements, as to order, promptness, cleanliness and genteel behavior.

EXPENSES.

To those who sign the above named certificate, tuition is gratuitous, but there may be a fee charged for incidentals, at present not exceeding three dollars per term of fifteen weeks, and two dollars for term of ten weeks. Tuition in normal department nine dollars and six dollars; in the preparatory department six dollars and four dollars.

Board can be had in good families in Carbondale, at rates varying from three dollars to five dollars per week, and by renting rooms and self-boarding, or by organizing clubs, the cost may be largely reduced, perhaps to one dollar and fifty cents per week. Books are sold by the several book stores at reasonable rates.

SUGGESTIONS.

We do most earnestly and affectionately recommend to all our students, and to those who may be in charge of them, or who have influence over them in any way, by advice or authority, that they fix it as a rule never to leave the institution before the end of a term, and, if possible, that they complete a full year. Fragments of an education are indeed of much worth, just as the fragments of a diamond are valuable. But how much more profitable are they when united. The price of the diamond increases as the square of its weight. Hard study for a week, or a day, or even an hour is worth a vast deal; but a full course of several years is largely enhanced in value. Do not be absent from the school for a day. The regular calisthenic exercises will give you health for consecutive study, and by habitual application you will acquire facility for labor, and you will accomplish more than you would have believed.

We certainly shall not grant diplomas to those who are absent often, and who do not finish every examination, both written and oral. One of the values of a course of study is that it represents years of honest, punctual labor.

LOCATION, ETC.

Carbondale is a city of 2,500 inhabitants, healthful and beautiful, with a refined and cultured people. It is easy of access and offers inducements for board and social advantages beyond most other places. It has, perhaps, fewer temptations to idleness and dissipations, and combines religious and educational privileges, in a degree greater than the average of towns and cities. Parents may be assured that their children will be as safe as in any school away from home; and scholars may come here and be certain that economy and industry will be respected and assisted by all the surroundings of the locality. The Illinois Central, the Carbondale and Grand Tower, and the Carbondale and Shawneetown railroads, afford ample facilities for convenient access.

LITERARY SOCIETIES.

The students have organized two literary societies for purposes of mutual improvement. They are, "The Zetetic Society," and the "Socratic Society." They meet every Friday evening. These afford one of the best means of culture, discipline and instruction in the practical conduct of business. They have commenced the foundations of libraries, and deserve the countenance and patronage of all the students and their friends.

CALENDAR OF 1878-79.

Commencement for 1878-79—May 29th, 1879.

Fall term begins Monday, September 9th—Ends Friday, December 20th, fifteen weeks, 1878.

Holiday recess begins December 21st, and ends January 6th, 1879.

Winter term begins Monday, January 6th, 1879, ten weeks.

Winter term ends March 14th, 1879.

Spring term begins March 17th, 1879, ten weeks.

Examination for the year begins May 26th, 1879.

Annual commencement, May 29th, 1879.

FOURTH BIENNIAL REPORT

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OF THE

TRUSTEES AND PRINCIPAL

OF THE

SOUTHERN ILLINOIS NORMAL UNIVERSITY,

LOCATED AT

CARBONDALE, JACKSON COUNTY.

OCTOBER 1, 1880.

TO THE GOVERNOR OF ILLINOIS.

SPRINGFIELD, ILL :
H. W. ROKKER, STATE PRINTER AND BINDER.
1880.

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Secretary.

JOHN S. BRIDGES,
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Registrar.

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LEWIS M. PHILLIPS, Esq.

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ROBERT ALLYN,

Principal, and Teacher of Mental Science, Ethics, and Pedagogics.

CYRUS THOMAS—EMERITUS,

Teacher of Natural History.

CHARLES W. JEROME,

Teacher of Languages and Literature.

JOHN HULL,

Teacher of Higher Mathematics and Practical Pedagogics.

DANIEL B. PARKINSON,

Teacher of Natural Philosophy and Chemistry; Lecturer on Applied Chemistry.

JAMES H. BROWNLEE,

Teacher of Literature, Elocution, Vocal Music and Calisthenics.

GRANVILLE F. FOSTER,

Teacher of Physiology and History; and Librarian.

ALDEN C. HILLMAN,

Teacher of Astronomy, Arithmetic and Elementary Methods.

MARTHA BUCK,

Teacher of Grammar, Etymology and Book-Keeping.

CAPT. THOMAS J. SPENCER, U. S. A.

Teacher of Military Instruction and Practice.

GEORGE H. FRENCH,

Teacher of Natural History; and Curator.

ESSIE C. FINLEY,

Teacher of Geography and Elements of Language.

JENNIE CANDEE,

Teacher of Penmanship and Drawing.

REPORT OF THE TRUSTEES TO THE GOVERNOR.

SOUTHERN ILLINOIS NORMAL UNIVERSITY,
CARBONDALE, ILL., Oct. 22, 1880.

HON. SHELBY M. CULLOM, *Governor of Illinois*:

The trustees of the Southern Illinois Normal University respectfully submit their fourth biennial report.

The trustees have held meetings quarterly, as required by law, but have not at all times been able to secure a quorum to transact business. Yet, the interests of the institution certainly have not suffered, since the faculty have always been at their post and have been enterprising and faithful in duty. Our mode of doing business is on recommendation of committees, and we believe these have in all cases given careful attention to wants of the school, and have made judicious suggestions, which have been carried into practice as far as the means placed in our hands by the General Assembly would allow.

These several committees have been as follows, viz :

Auditing Committee—James Robarts and Lewis M. Phillips.

Committee on Library—Lewis M. Phillips and the Faculty.

Committee on Apparatus—Thomas S. Ridgway and the Faculty.

Committee on Museum—James Robarts and Professor French.

Committee on Supplies—James Robarts and Professor Jerome.

Committee on Repairs—James Robarts and the Principal.

Committee on Grounds—J. Robarts, L. M. Phillips and Prof. Hull.

Committee on Freights, Incidentals, etc.—The Principal.

The accounts of the treasurer, as made quarterly, are herewith submitted.

The grounds, embracing twenty acres, had remained ungraded, and mostly without turf or grass, until within these last two years. The General Assembly having made an appropriation of \$2,500 at its session in 1877, the trustees used \$500 of the sum in the autumn of that year to secure drainage from the building. In September, 1878, a contract was made with Heber Robarts to complete the grading, at $17\frac{1}{2}$ cents per cubic yard of earth removed and placed within the lot, and at 20 cents per cubic yard carried beyond the lot. The grading was completed in the spring of 1879, at a total cost of \$3,500; the balance, above the General Assembly's appropriation, being supplied from the incidental fund collected from students. The grounds have thus been brought to a uniform level, but are still sadly in need of further improvements in trees, shrubbery and other things.

At the session of the General Assembly in 1879 an appropriation of \$1,200 was made for supplying brick walks. Contracts were made in the fall of that year, with different parties, and good walks have been laid, at a total cost of \$1,433.22; the balance again being paid from the incidental fund. These walks appear to be all that is desired in this direction, and give to our students what they have not before enjoyed: opportunities of walking, dry-shod in all weathers, to and from the school.

The items in the treasurer's report for repairs and incidentals appear uncommonly large. This is caused by two things. The Mansard roof was originally finished, on account of a desire to economize, with sheet-iron cornices, window-casings and copings, instead of stone. Heat and cold expanded and contracted this iron till the seams opened, and gave great annoyance and threatened damage by reason of numerous leakages. It was thought best by the committee on repairs to make thorough examination and complete repair of the roof, even at the risk of overdrawing our means for the two years. While the work was going on, and in May last, a cyclone—of small dimensions, indeed—struck the building, tearing slates from the roof and breaking in a window of the Normal hall. To repair these has made extra cost, and has inflicted the necessity of a deficit—apparent only, as we yet have, unexpended, three-quarters of the appropriation for the fiscal year ending June 30, 1881. We think circumstances warranted, even necessitated the expenditure made; and now we can joyfully assert what we could never say till since the late repairs—that our university building does not leak in every rain that falls!

We have been able to do much for the increase of the library, museum and apparatus, and these are in excellent working order, and are almost as necessary as are instructors. Indeed, they are among the best means of teaching we have; and if they can be wisely extended and preserved, they will afford this section of the State advantages which will elevate the generations to come. They are already a matter of pride to the locality, and if appropriations are continued, and judicious selections of books and specimens are made in the future, as in the past, they will be invaluable as agencies to stimulate and encourage original investigation, as well as the study of the history of science.

Considerable money has been expended on shelves and cases,—and even now these are insufficient for the proper display of the books and specimens already gathered. A larger sum could be profitably used, and should be cheerfully given. Our professors have been laboring for smaller salaries than other men in similar positions, and making sacrifices, that they may aid the State to build up a university in this section which shall be a permanent source of knowledge and inspiration for the ages.

Our laboratory for chemical analysis has been fitted up with the best improvements for practical work, and we now can offer the very best facilities for research and instruction in this growing department of knowledge, so inviting to the student and so promising to the world. While our professors are instructed to keep in view the fact that ours is a Normal school, and must be devoted largely to the teaching of methods, we have also deemed it right and a duty—in fact, a necessity—to lay a broad foundation both of know-

ledge and culture on which to plant the superstructure of the teacher's character and profession. Our professors make these things specialties, and insist on a thorough learning of the text-books, as well as a comprehension of methods of acquiring, retaining and imparting information and making original researches.

Few changes have been made in our corps of teachers and assistants since we opened, on the 1st of July, 1874.

John S. Bridges was chosen treasurer in May, 1878, and has acted in that office up to the present.

Dr. Cyrus Thomas, who was one of the faculty employed by the first board of trustees, in 1870, has been appointed State Entomologist, and a member of the United States Commission to investigate the ravages of the Rocky Mountain locust, and has been compelled to devote himself exclusively to the duties of those commissions. His connection with the university since July, 1876, has been nominal, he drawing no salary, but aiding, in many cases, very efficiently with advice and otherwise.

Mrs. Nash, who was employed in the department of drawing and penmanship, was succeeded, in July, 1879, by Miss Candee, and Miss Finley has been added to give instruction in geography and elementary grammar. It is believed that all are doing good work, and every year raising the grade of the school in character and extending its influence.

A statement of the names of the professors, their departments and salaries, is appended.

The number of students in all the departments for the two years has been—

Year 1878-9.....	428
Year 1879-80.....	388

The last year was remarkable for the number of students who went from our various classes to teach school. Not less than one hundred and ten of the two hundred and ninety-seven who have gone from our halls to give instruction somewhere in the State, during the last year, were persuaded away by the voice of the people asking for better methods of teaching, emphasized as it was, of course, by convenient pecuniary considerations. This very popularity of pupils works against a large increase of numbers at the present time, but it will in the near future tend to bring us increasing classes. Another thing acts in the same direction: our students make better schools in the districts where they teach, and thus render it unnecessary to send abroad so many of the imperfectly educated children. This, too, will, it is believed, be only a temporary result, and in the end our university will be more largely crowded with more intelligent and better prepared scholars.

While these facts surprise us, they are indeed a source of great gratification, suggesting as they do the usefulness and promise of our institution. In this connection it may be proper to note two objections sometimes made,—one, that our students and graduates do not teach in the country schools; and that they chiefly are from the county in which the university is situated and the adjoining ones. As to the first, it is disproved by our record of places in

which schools are taught by our pupils and graduates. Within the current month inquiry was made of a county superintendent as to the number of Normal teachers in his county. He replied that he knew none. In less than a week thereafter personal reports came to us of four, who had taught two, three and four years in that very county. Now, the officer should not be blamed for this lack of information; it was his business to find out whether candidates for the teacher's office were of good moral character, and properly qualified, not whence they came nor where they were educated. And besides, these persons were so far from the center of the county that their schools could not be visited gratuitously. Then, it is to be remembered that the higher attainments and qualifications, naturally and almost universally, are demanded for the centers of intelligence, wealth and power.

As to the other point of complaint, let it first be said that the locality of the school, stimulated by a suggestion in the organic law, taxed itself largely to secure its location in this section. If, then, it enjoys advantages, it first paid a cash equivalent for them, and is therefore justly entitled to all it can fairly obtain from them. It might also be urged, that this local patronage argues well for the popularity of the institution, if it thus escapes the customary effect of familiarity and commends itself to its own section. The facts, however, will bear publication. During the entire period of our history (now six years), seventy-four of the one hundred and two counties of the State have been actually represented by students—not counting those assigned, under the transparent and convenient fiction of the act of incorporation, by the principal to counties which have no representation in the school. At the time of writing this report twenty-seven counties are represented, as follows, viz:

Jackson.....	86	Williamson.....	12
Randolph.....	21	Union.....	12
Washington.....	10	Johnson.....	9
Fayette.....	6	Franklin.....	3
White.....	2	Richland.....	2
Saline.....	1	Gallatin.....	1
Massac.....	1	Monroe.....	2
Jefferson.....	14	Bond.....	1
Marion.....	15	Perry.....	16
St. Clair.....	8	Madison.....	5
Clinton.....	3	Macoupin.....	2
DeWitt.....	2	Logan.....	1
Effingham.....	2	Clark.....	1
Montgomery.....	1	State of Missouri.....	2

It is but just to state, that of those above credited as now residing in Jackson county, at least thirty-five came with their parents from other counties to Carbondale, for the sole purpose of curtailing the expenses of their education; and the parents will mostly return to their own counties at the close of their school time. Neither the fathers nor the children have yet gained what is called a residence in Jackson county, and they are not to be set down as against the idea of a wide State patronage. And many others, while in the county, are yet remote from the school—further, indeed, than parts of adjacent counties. When the advantages of the school are

rightly considered, the wonder is, not that so many from its immediate vicinity attend, but that more do not avail themselves of what is offered so cheap and so near at hand. And another fact should not be forgotten, that many of these local students pay a tuition fee, and thus materially contribute to improve the library or museum or grounds and building.

The following is a summary and classification of expenditures, as made by the principal according to our rules, viz:

SUMMARY AND CLASSIFICATION OF EXPENSES.

Item.	Year, from Oct. 1, 1878, to Sept. 30, 1879.	Year, from Oct. 1, 1879, to Sept. 30, 1880.
Salaries.....	\$16,465 05	\$16,495 20
Trustees' expenses.....	297 65	45 35
Incidentals.....	2,545 49	2,887 68
Repairs.....	1,326 02	1,361 60
Fuel.....	887 42	619 40
Library.....	894 82	1,048 79
Apparatus.....	623 50	162 75
Museum.....	566 03	357 74
Grading grounds.....	3,000 00	.....
Brick walks.....	10 00	1,423 22
Totals.....	\$26,615 98	\$24,401 73

RECEIPTS.

Appropriation, General Assembly, year Oct. 1, 1878, to Sept. 30, 1879.....	\$20,238 75
Appropriation, General Assembly, grading (balance over).....	2,000 00
Registrar's receipts from fees and all other sources.....	2,780 40
Balance in hands of treasurer, Oct. 1, 1878.....	2,218 01
Appropriation, General Assembly, brick walks.....	1,200 00
Total.....	\$28,437 16
Appropriation, General Assembly, year Oct. 1, 1879, to Sept. 30, 1880.....	\$20,085 00
Registrar's receipts, from fees and all other sources.....	2,294 25
Balance in hands of treasurer, Oct. 1, 1879.....	1,821 18
Total.....	\$24,200 43

The following persons comprise the faculty, and their departments and salaries are added to their names, viz:

Faculty and Department.	Salary.
ROBERT ALLYN, D.D. LL.D., Principal, and Teacher of Mental, Moral and Pedagogical Science.....	\$3,150 00
CYRUS THOMAS, Ph. D., <i>Emeritus</i> , Teacher of Natural History, Botany and Geology.....	.....
CHARLES W. JEROME, A. M., Teacher of Ancient Languages and Literatures, and Registrar.....	1,800 00
JOHN HULL, A. M., Teacher of Higher Mathematics and Practical Pedagogics.....	1,800 00
DANIEL B. PARKINSON, A. M., Teacher of Natural Philosophy and Theoretical and Applied Chemistry.....	1,500 00
JAMES H. BROWNLEE, A. M., Teacher of Reading, Elocution, Vocal Music and Calisthenics.....	1,500 00
GRANVILLE F. FOSTER, Teacher of Physiology and History, and Librarian.....	1,500 00
ALDEN C. HILLMAN, A. M., Teacher of Arithmetic and Astronomy.....	1,500 00
MARTHA BUCK, Teacher of Grammar and Book-keeping.....	800 00
GEORGE H. FRENCH, A. M., Teacher of Natural History and Curator of Museum.....	1,200 00
ESSIE C. FINLEY, A. M., Teacher of Geography and Elementary Grammar.....	600 00
JENNIE CANDEE, Teacher of Penmanship and Drawing.....	600 00
FIRST LIEUT. HUGH F. REED, U.S.A., Instructor in Military Tactics and Science (salary paid by U. S.).....	.....
JOSEPH ENNISON, janitor.....	660 00

The following is the estimate of appropriations for the next two years, viz:

Annual salaries, as above	\$16,550 00
“ Fuel	750 00
“ Repairs	1,250 00
“ Library	1,250 00
“ Apparatus	500 00
“ Museum.....	750 00
“ Care of grounds.....	300 00
“ Incidentals (trustees' expenses, etc.).....	2,750 00
Total	<u>\$24,100 00</u>

The registrar's receipts will be about \$2,800, which, deducted, leaves a sum needed of \$21,300. As the Seminary fund, of which we receive one-half, will give us \$6,493.56, the sum to be appropriated annually is only \$14,806.44. But our teachers are now serving the State with zeal and fidelity, and are receiving less (by sums varying from \$100 to \$600 per year) than other men of the same rank and experience in other institutions. There should be \$2,000 added to the item of salaries for this purpose, and this would require an annual appropriation, in addition to one-half of the interest of the Seminary fund, of \$16,806.44, which would be ample for our purposes, and not more than is due to this section of the Commonwealth.

It may not be improper to call the attention of the General Assembly, through you, to the justice of a larger appropriation for Normal schools, to be made from this Seminary fund. This fund was derived from one-sixth of three per cent. on the sale of government lands, and a portion of the surplus revenue distributed to the several States. It now amounts to over \$250,000. But a portion of the money which should have been sacredly devoted to the support of these higher schools was, at an early day, and in an emergency, diverted to the current expenses of the State; and not till about 1854 was any part of the interest even appropriated to the support of the schools for which Congress donated it. If a proper account had been kept, the State would to-day be debtor to the Seminary fund in a sum variously estimated, by intelligent parties, at from \$500,000 to \$800,000. Six per cent. annual interest on this amount would give the two Normals an annual appropriation sufficient to support them in a manner at once honorable to the State and helpful to all our public schools. And this point is strengthened by another consideration. The Congress made this grant to seminaries to aid in educating the children of those who should settle the public domain, thereby increasing the intelligence and virtue of the pioneers who risked the dangers of wilderness and savage to subdue the earth and extend the Nation. A record kept by the faculty of our institution shows that of those who attended it, sixty-four per cent. are children of farmers. Now, it is accounted good economy to donate annually to the State Agricultural Society a sum of money to be used as premiums to encourage the raising of fine horses, and cattle, and good corn and wheat. Why not give something to stimulate the parents of intelligent

children to give them a better education, and prepare them to be more skillful and enterprising, wiser and more virtuous citizens? The argument illustrates and enforces itself, especially in the light of the blazing fact that the money to establish and support such institutions of learning has been donated to the State, and is already somewhere among her resources.

Trusting that you will commend this important interest, which is so greatly on the heart of every wise and prominent educator in the land, to the favorable consideration of the General Assembly, and to the people of the State, and thanking you for your deep interest so kindly manifested to our institution, we remain

Your very obedient servants,

THE TRUSTEES OF SOUTHERN ILLINOIS NORMAL UNIVERSITY, by

THOS. S. RIDGWAY,

President.

BIENNIAL REPORT OF PRINCIPAL TO THE GOVERNOR.

SOUTHERN ILLINOIS NORMAL UNIVERSITY,
CARBONDALE, ILL., Oct. 22, 1880.

HON. SHELBY M. CULLOM, *Governor of Illinois:*

As required by law, I have the honor to submit my report, as principal of the Southern Illinois Normal University, for the two years commencing October 1, 1878, and ending September 30, 1880.

The number of students enrolled during the year 1878-9 was 428; the number enrolled during the year 1879-80 was, 388; the fall term of 1878 numbered 260 students; the winter of 1879, 294; the spring of 1879, 289; the fall of 1879, 264; the winter of 1880, 259; and the spring of 1880, 223. Besides, there were two special sessions exclusively for teachers, held in August of each year, in which were enrolled, respectively, 23 and 33. The number of teachers actually engaged in the work of teaching, leaving out the principal and curator of the museum, whose duties are largely directory and supervisional, is nine, which will give to each teacher an average of twenty-nine scholars to instruct and discipline in methods of teaching. The number of students who entered for the first time during the year 1878-9, was 123; of those who entered in 1879-80, it was 135; and during the present term of a little more than one month, it has been 124. This assures a much larger attendance during the year than at any time in our history.

The graduating classes have always been, in proportion to our numbers, comparatively small. Several causes conspire to account for this. Our course of study, or the requirements of graduation, are nearly equal to those of a college; the demand for teachers thoroughly educated is not large, and even when such are wanted the salaries are inferior. The call for teachers partially instructed, but better than the common ones who have been teaching, is great, and carries off very many who otherwise would study longer. These, together with the fact that time is always an element in bringing public opinion to insist on a long course of study and discipline, have had the effect to send our pupils into active life without waiting to master all the studies and graduate.

The following have received diplomas:

May 29, 1879.

ANDREW C. BURNETT,
IDA M. McCREERY,

GEORGE H. C. FARMER,
LYMAN T. PHILLIPS.

May 27, 1880.

LAUREN L. BRUCK,
LOUIS HEITMAN,
HENRY A. KIMMELL,
ALBERT B. OGLE,
LIZZIE M. SHEPPARD,

JOSEPH GRAY,
CHARLES E. HULL,
WALLACE E. MANN,
FRANK P. RENTCHLER,
GERTRUDE A. WARDER.

Some of these paid all fees required, and assumed no obligations to teach in the schools of the State. Of those who gave such pledges, all but one are believed to be now successfully employed, and he is pursuing further studies, the better to prepare for work.

This institution was founded by the State in accordance with the policy and under the encouragement of the government of the United States, by which a portion of the money derived from the sale of the public lands was sacredly devoted to the support of seminaries to promote the cause of higher learning. It has now been in successful operation for six years. Its purpose is to educate persons of both sexes for the specific object of teaching the public schools of the State, and incidentally to fit them better to discharge all the various offices of citizens. Such is a noble work, profitable, if not absolutely necessary, to the welfare and progress of the people in knowledge, in science and in the practical arts of life. This is proved by the customs of the most advanced nations and the most experienced philanthropists of the earth. And thus the Congress of our Nation, almost a hundred years ago, as soon as it made provision to survey and sell the national domain to settlers, decreed that a part of the lands themselves, and a portion of the money received from their sale, should be perpetually set apart and used for the education of the people in the common branches of learning, while another portion should aid to maintain colleges and seminaries. After a long time of waiting, our State gave the annual interest of its share of this latter money to support a school for the education of teachers, and in 1874 another one was opened. In this matter our State only followed the advice of the general government, and the example of nearly all enlightened nations.

Nearly fifty years ago the Hon. Horace Mann, then president of the Senate of Massachusetts, gave utterance to the opinion that the public schools of that renowned Commonwealth, such a gracious foster-mother of popular education, were not only not improving, but were actually losing vitality, and that this was largely due to the fact that these schools were dependent for their teachers on the colleges or high schools, or on themselves. And within the last year a distinguished educator of Ohio—a State which maintains no Normal school and has only a few private seminaries for teachers, wholly irresponsible to public authority—gave it as his decided opinion that at least one-half of her money devoted to the support of the free schools was an absolute waste. He declared that this was chiefly because there was no attempt made to secure an increasing degree of qualifications for teachers, according to a well understood and legally authorized standard adopted by the State and maintained at public cost.

Our State has undertaken to use the money given by the general government for this noble purpose of elevating the character and

increasing the quantity of the instruction given in her public schools, by advancing the attainments of the teachers who are to be the life of those schools. While every intelligent person knows that this is in a direct current with the action of all the enlightened states of Europe and America, and is supported by the opinions of all best educators and philanthropists who have lived for the last hundred years, it can do no harm to ask whether it is really good policy, profitable to the community and justifiable on account of its cost and the advantages it brings to the children taught in the public schools. Such an examination of the grounds for the support of Normal schools by public taxation and their supervision by official authority might run in several distinct lines of investigation. And first, the nature of the case ought to show whether we can expect a better education of children when the teachers are rendered intelligent by special instruction and careful drill and practice in methods of imparting knowledge and securing discipline, or when they are selected carelessly and are known to have had no apprenticeship or even any thoughtful study of the nature of the task they are to undertake, or the knowledge they are to communicate. That such a want of intelligent study is common among persons employed in district schools, is certainly within the observation of every thoughtful citizen—is indeed an acknowledged and a lamented fact. Persons are employed in these schools which educate at least the half of the children of our State, who were, during the last winter, companions and playfellows of those whom they will teach the coming season; and some of them were not particularly eminent for learning, greater or more accurate than their associates. Their ages will range from fifteen to twenty, and with a limited knowledge of books, with small observation of human nature, and absolutely no study of the art or method of teaching, they are inducted into the noble office of instructor of youth, having not a day's careful reflection upon the complicated duties of their responsible position. Is it a wonder that common schools are at best only a partial success, or that thinking, observant men declare that a moiety of the money expended on such schools is a total loss? Yet, some of these young men and young women do accomplish much. And that they so far succeed as to improve on their instruction is simply a commendation of individual character and merit, and by no means an endorsement of a very hazardous experiment, conducted without design and without intelligent system. Such sporadic successes are indeed the strongest possible condemnation of an unmethodic way of squandering public funds, which must oftener work harm than good, and if it does not produce total ruin in the work which it undertakes, it will be owing to some other than its legitimate tendency. Because accident occasionally brings good fortune, it is not a reason for discarding system and foresight, coupled with accurate knowledge, careful discipline and wise supervision. No rational mind can doubt on this line, but that specific culture and training devoted to the teacher's calling will enable the man who enters the school room to do almost infinitely better than he could have done without study or experience. The old-time practice of apprenticeships under skilled master-workmen, so highly commended by Benjamin Franklin, and still virtu-

ally in effect in the law and medicine with such good results, is an illustration pertinent to this place.

In connection with the topic above, it will be valuable to consider the influence of a few well-educated teachers, trained by Normal schools, both on their own pupils and on the teachers of their neighborhood, who may have begun their calling without such education. A body of men trained for a profession requiring great intelligence, made enthusiastic to learn all the facts of the science on which their calling is founded, and rendered conscientious to perform all the work demanded of them, cannot fail to exert a salutary influence on all who associate with them. And even should they not, for the whole of their lives, devote themselves to such duties, still they will stimulate the community to honor and appreciate the profession, and will actually aid it to elevate every one who enters it; they will sympathize with all efforts to improve, and will encourage all who labor to secure progress. A number of men learned in the mysteries of theology give tone to the entire body of ministers in the church of a continent. A comparatively small band of lawyers thoroughly skilled in all the intricacies of law and precedent, of practice and jurisprudence, will give character to the bar of a nation, and stir every young man who makes this his business to emulate the highest. So, also, physicians carefully informed in all medical knowledge, capable of noting every fact of health and disease, mental and bodily, and ready to deduce just inferences from all their observations, will raise their profession to honor and compel its members to improve. And hence we are convinced that even a few teachers, properly instructed and knowing what a child's mind and body are—what both these need in order to keep them in sound health and push them along their natural path of progress—this few who have mastered large amounts of knowledge and are disciplined to handle these by the best methods, will do much to render every other teacher an earnest seeker for truth and an honest laborer in the grand cause of human elevation. If, now, such teachers are to be examples of self-sacrifice and complete knowledge, the State is in duty bound to pay them large salaries, or educate them, at least partially, at its own cost, and having thus trained them, it will certainly have the right to direct their work, and will enjoy its profit.

A third point is, that a commonwealth which will have a system of education that it supervises, and may enforce both on the teachers and the people, must have the right and the determination to demand that all school officers, instructors and citizens shall adhere to that system. It must, in some way, be made one part of the impersonation of the State itself. How can our State consistently compel the almost twenty-five thousand teachers, employed annually in our twelve thousand schools, to fit themselves by certain literary attainments for their positions, and work according to a prescribed plan, unless it shall first have instructed them in that plan, or at least shall have taught a portion of them to understand all its details, as well in spirit as in letter, and shall also have habituated them to the duty of carrying it into practical operation? The more numerous the persons employed in any business, and the more complicated that business, the more is there necessity for

supervision. But even this may fail of its full effect unless preceded and accompanied by some instruction in the details of that work or duty. The education of all the children of an age is at once the most important and most complicated duty laid on the world; and such a work, having such a promise of good, or such a threat of evil, cannot safely be intrusted to mere novices. In our country every child is a sovereign, and to educate him properly requires the genius and training of a philosopher. Aristotle was chosen to be the teacher of Alexander because of his masterly knowledge of science and human nature. It has been said that the magnanimity of that great general, his enterprising energy and marvelous foresight, all were, in a large degree, due to the discipline given him by the philosopher. Yet, Aristotle became Alexander's teacher not before he had passed his tenth year, and the tutor of those early days fastened on him habits which he never laid aside, and which have been related by history as peculiarities damaging to his influence and his reputation. St. Jerome declares that "it is probable that had this young prince been educated by the wise teacher and philosopher from his infancy, he would not have been destroyed by a drunken debauch in the city of Babylon." The training of the young is, when men reflect upon it, too dear to the heart of humanity to be entrusted to the ignorant or unskilled, or the mercenary, or to be left to self-educated speculators, to be made the occasion of their experiments or the sport of their whims. Those who teach our youth ought to be the most learned, careful, judicious and painstaking of all the employés of the State, and should be held to the most rigid accountability and under the most enlightened supervision.

Realizing that the State had these ideas in view when the Normal universities were established, the faculty has arranged a course of study and training at once complete, so far as the branches of learning and topics of thought are concerned, and thorough so far as its practical drill is followed. It may be well to set this forth in this connection. Yet, as it is very fully stated and explained in our last two catalogues, and in the annual reports of the principal made for the last two years, the review shall be brief and simple. If a more extended account is desired, the documents alluded to are herewith offered. This statement may, however, be of value to the legislature, and will enable its members to appreciate the work of the school its wisdom has established and its value to this section of the State.

Our first aim is a thorough review of the elementary knowledge which ought to be communicated to every child in the land. The English language, the instrument by which we convey and receive knowledge, an instrument more wonderful than telegraph or telephone, and by which we treasure all the stores of truth which the world has gathered, and transmit to others all the wisdom of our own reflections, is put first among studies, both in time and importance. A child must know how to speak, to read, to write this. He should know its letters, not only in their shapes, but in their sounds and combinations in words. These words also should be learned as to their letters, accents, pronunciations, their component syllables and parts, their derivative roots and elements, and their

varied and varying shades of meaning. The sentence, too, in its construction and modifications, its plan, analysis and combinations, should be fully understood by every one who aspires to teach the rising generation. And last, something of our English literature, so full and noble—its best poems, essays, orations, histories—should be known and loved by all. The candidate for the teacher's office must study all this and become inspired with a sense of its importance, must be instructed theoretically in all its philosophy, and practically trained in its details, so that he can use the right method from the beginning of his work of making good thinkers and speakers. Too much attention can hardly be devoted to this fundamental branch of all the acquisitions to be gained by our American citizen. The ability to read is worth more to the mind than a new pair of eyes. It is a telescope to search the skies of all past ages, and discover the worlds of truth which live in their marvelously fertile chambers. The art of composition likewise, of letter-writing, of business forms, how essential to all the duties of life and to the pleasures of social intercourse. These must form a portion of school work, and should therefore be a part of a teacher's outfit.

After this, and, indeed, in contemporaneous connection with it, all the various processes of arithmetical computation and analysis, carried forward till they culminate in the use of the abstract symbolization of algebraic reasoning, and in the practical study of the lines and areas of geometry, by which the surveyor describes, and thereby secures to us, all our real or landed possessions. But most essential of all are the ground rules, both as a starting point for business computation and for disciplinary effect on the mind itself. These are emphasized with a daily iteration till the teacher realizes their value and can perform their operations with celerity and accuracy. To read well and with delight, to calculate truly, quickly and with enthusiasm—above all, to speak distinctly and correctly, giving pleasure to every hearer—are in themselves the promise of all culture, and are worth far more than what is called a liberal education with slovenly habits of speech, careless computations, faulty mannerisms in reading, and perverted tastes in literature.

As to this matter of reading, we seek to fill our pupils so completely with the idea of its importance and the ease with which it is acquired in early life, that they shall go out, and not only teach it to the children who are placed under their care, but shall also so fire the souls of the people with the grand idea of its importance that they themselves will instruct their offspring, from their earliest days, to read and to compute; not to read for social exhibition, nor to compute for public display, as too many have done, but simply to do these things as household and private acts, in the same manner as the infant is encouraged to prattle for the delight of itself and the family. And this teaching to read should especially be the duty and daily business of the family, father, mother, brother, sister, and even servant, just as teaching the child to talk is made the common hourly concern of all. That family which, unless their circumstances are such as to be esteemed providentially afflicting, sends a child to the public school to be taught to read,

ought to be censured almost as gravely as one would be which should send it there to learn to speak. Reading should come to the little one as easily as talking. One of our points, made almost daily in our work, is this, and the necessity of enforcing it upon the community. Teachers must impress this upon the minds of the people, and urge them to the work of teaching elements to their children, till our public schools are as happily relieved of the drudgery of A-B-C teaching, and of the painful processes of primary reading, as they are of the work of teaching how to see, and hear, and talk. We find, on inquiry, that fully one-half of the students who come to us no more remember having been taught to read than they remember learning to speak. By teaching this art of reading thus early, it becomes as pleasurable to both teacher and learner as are the efforts to talk, and no more harm need be feared to result to the child's health or mind from this eye-knowledge of words than comes to him from the ear-knowledge of them, or from that mouth-instruction which enables him to speak his vernacular. In this we hope to make our school a great assistance to the people and an inspiration to them, so that they shall find, in this early teaching of their offspring, a greater delight than in feeding and clothing their bodies.

In order to give the teachers such preparation as is needed for their work, we seek to impart a knowledge of the mind itself and of the nervous and physical structures with which it is so wonderfully connected. No perfect or useful science of teaching, or system of pedagogy or practical education, can be divorced from the science of the mind or psychology, or from that of physiology either. We study these in our classes, we enforce them in our lectures, and we carry into our daily practice all such knowledge, aiming to make our pupils familiar with the discoveries of philosophers and the investigations of scientists, and we hope to render them observant of all the facts relating to self-knowledge, and obedient to all the laws of their own complex, mental, moral, social and physical natures, in order that they may be able to bestow on the world the benefits of their own diligent experiments, their ripe reflections and their philosophic analyses in the infinite domain of human life and development. When we shall have followed these lines so far as to have inspired our students with enthusiasm for such studies and for earnest labor in honorable employments, we shall be satisfied that we have accomplished our mission and given to the State a fair equivalent for the cost of all the money and toil invested in this university.

It is believed that the work done by our students in the public schools of the State will justify the statement, often made, that even now our school is paying its original outlay, with interest and the annual appropriations added. We have hundreds of letters containing words like these, from county superintendents, school officers and citizens: "The teachers in our county from your institution have been our best." "I can say with assurance, they have given entire satisfaction." "The two from our county, after one year's study, certainly doubled their efficiency." Some are known to have taught in the same district for three, four, and, in one case, five years, at higher wages than others who have been trained

at other seminaries. It is indeed as unfair to estimate the value of the instruction given here by those exclusively who succeed, as by those who, by reason of natural inaptitude for the work of teaching, or on account of laziness or inattention to duty, make failure in the business which they attempt. Taking the latter class as the measure of our influence, we should be blamed unjustly, and praised too highly, if the first were alone considered. But it would be fair to look at the mass of our pupils who, having no special talent or genius, and having had a comparatively small share of instruction from us, yet go forth and teach only fairly, but still better than they could otherwise have done, and so much better as to secure for themselves honor and permanent employment. If we do make or stimulate to a manifest improvement of the persons who remain with us long enough to be affected by our instructions and methods of instructing, we surely may be said to have succeeded in our purpose, and accomplished the end for which the school was organized, and which the Congress contemplated when it donated, to promote higher education, the land and money, the interest of which now affords one-third of our annual support; and besides this, if the young people instructed here shall inspire all families to teach their infant children to read almost as early and as readily as they learn to talk, they will save to each learner—each ward of the State—the three and sometimes four years now so painfully spent at the public school in learning to read, and we shall have done a greater work than our direct teaching in the school itself, and shall have returned to the State and the public a harvest at least a hundred-fold greater than the seed sown.

We have to thank you, sir, for the interest you have shown in the university, and for your kind visits and valuable suggestions. We ask, (only, in fact, as a matter of form,) that you will lay before the General Assembly the important interests of Normal school education in a manner to commend it to their enlightened consideration, and that you will impress the necessity of a prudent liberality in making appropriations ample for carrying out the grand purposes of Congress, to which the State has virtually pledged itself—the education of the whole people and the giving to them of teachers wisely prepared for the high duty of instructing the popular sovereigns of the Nation.

With great respect and very obediently, I remain, your servant,

ROBERT ALLYN,

Principal Southern Illinois Normal University.

FIFTH ANNUAL REPORT OF PRINCIPAL.

To the Trustees of the Southern Normal University:

The fifth year of our school life in this Normal University has come to its close, and we have to render thanks to a kind Providence for health in large measure and for other numerous and exalted mercies. No death has occurred among our faculty or students, and only mild forms of disease have at any time afflicted our school. During the winter measles caused some interruption in study. In most respects the year has been our most successful one. Our numbers have been larger each term, and the average length of time each student has remained has been longer. The grade of work done has been higher, but the number in the advanced classes has not increased. This fact is readily accounted for by two things: Owing to the stringency of the times many of our students have found themselves obliged to teach school in order to provide means with which to prosecute their studies; and a change in our course of study, or, more properly, in our mode of classing our students by the studies they have not completed. This caused many to pause to make the lower studies, and has been a most excellent thing for our students. Then our spring term, owing to the change of time published in our last catalogue, opened so early and continued for so short a period, that many did not deem it profitable to be present. But in good character among the students and in diligent attention to business, we have seldom seen young people labor more successfully or with more enthusiasm.

The number of students has been.....	429
Last year there were.....	408

An increase of.....	21
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The aggregate by term is.....	867
Last year it was.....	776

An increase of.....	91
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The average of attendance is.....	26 weeks.
The average of attendance last year.....	24½ weeks.

There have entered—new students, 210: in the fall, 122; winter, 33; spring, 55.

It has been a matter of much interest to us to note the occupations of the parents of the pupils. There have been 1,208 enrolled since the beginning of the university, and the record of occupations is as follows, viz:

Farmers	649	Carpenters.....	34
Laborers	14	Mechanics.....	11
Shoemakers	7	Miners.....	4
Fruit growers	5	Hotel-keepers.....	7
Blacksmiths	4	Livery stable keepers	3
Tinsmiths	3	Upholsterer.....	1
Cabinet-makers.....	3	Mason.....	1
House painters.....	3	Harness makers.....	2
Machinist	1	Saloon-keeper.....	1
Butcher.....	1	Ship carpenter.....	1
Photographer.....	1	Tobacconist.....	1
Jewelers.....	4	Lawyers.....	26
Merchants	151	Ministers.....	45
Teachers	26	Millers.....	21
Traders	19	Agents.....	20
Druggists	10	Army officer.....	1
Civil officers.....	10	Telegraphers.....	5
Editors	5	Engineers	4
Book-keepers.....	2	Contractors.....	2
Manufacturers.....	2	Clerks	2
Grocers	3	Bankers.....	5

By this record it will be seen that the children of the working classes (as they are called), accept, by far more than those of professional men, the privileges of the university.

There have died, as nearly as we can ascertain, nine young men and ten young women who have been our students.

There have also been married twenty-five men and forty women, ten of whom have constituted five couples of students. Eighteen were married before entering.

We have with considerable pains kept a record of those who have taught in the schools of our State, and find the number to be 622. Last year we reported 511, making an increase of 111. Many of these have already taught more than one year, and a larger proportion than heretofore will continue in this work. An estimate of the number of months taught by our students justifies the statement that the number of months of teaching which they have done in schools is double that of their attendance in this university.

If we look at these figures we shall see that many more do actually teach than the number of those who pledge themselves to do it. The total number enrolled, as above stated, is 1,208. There are in our school at the present time 289 (of whom, 78 have been counted in the above 622), who have been teachers. Putting these figures properly together, taking the 78 from the 622 and adding the number now in attendance, we shall make 833 who are now studying in the university or have taught, and this will leave 375 who are supposed to have paid tuition. But on examination we find 507 have actually paid. This ought, so far as our history of five years is concerned, to refute, and effectually, the common statement of opponents to Normal schools, that their students do not teach. And another assertion is often made, that these Normalites do not teach the country schools; but if they are employed in higher schools at larger wages, it should in truth prove that

their work is acceptable to the people and in demand among those who would elevate the scholarship of their children.

A remark made in a former report will bear to be repeated in substance here: While not all these students of ours have been excellent or very successful teachers, it is doubtful if there is a single one who has not taught a better school than the same person would have taught without our instructions. A few may have grown more conceited and opinionative in consequence of having studied at Normal, and hence may have failed to do as good work as they would have done with greater distrust of their own abilities, or more caution, or a more correct estimate of the popular demand. Yet, trustworthy information derived from various sources, independent of these teachers' own reports, confirms the opinion heretofore expressed, that the efficiency of a large number of the teachers we have instructed has been fully doubled; and we certainly have found that the young persons who now enter our school after having been trained by our students are far in advance of those who entered five years ago.

The several professors have been laboriously and very successfully employed in their several departments, as will be seen by their reports herewith submitted. The larger numbers each term have demonstrated the need of an assistant in the common studies and in the elementary Latin, and Miss Essie C. Finley was employed early in the year to teach several of these classes. It is believed that the faculty have all been diligent, and painstaking and conscientious in all their duties, and it certainly has been very gratifying to them to notice so good an increase in numbers and attention to study and business among the students.

The general health of the members of the families of the faculty has been good, with some exceptions, not, however, to impair their efficiency, unless in the case of the protracted sickness in the family of the principal, which may have been, in some instances, in the way of the promptest discharge of duty.

The changes introduced into the last catalogue, affecting our course of study as to the matter and methods of examinations, have appeared to me to work well. These have, I think, diminished the number of our graduates this year, but they will, it is confidently believed, in a much larger degree increase the class of next year, and all subsequent classes. At all events they have aided us to systematize our class work in a very large measure, and have given to our students a better comprehension of what is a methodical study and the proper order of the several branches of education.

Professor Thomas, whose national reputation obtained for him the appointment of State Entomologist of Illinois and a place on the United States commission to investigate the habits of the Rocky Mountain locust, has been employed in these duties, and has received no salary. He has, however, taught one class in zoology, and has given valuable advice and assistance in many ways. The rest of the duties of this department, including the care of the museum, have been devolved upon Professor George H. French, who in July last was employed as a collector, and in September was chosen curator and assistant teacher in various classes, and he has since been a valuable member of the faculty.

The department presided over by Professor Jerome has been conducted in the same prompt and vigorous manner as has characterized him as an officer from the beginning. He has also continued to discharge the onerous and perplexing duties of registrar, collecting bills and making orders, keeping the books and filing the vouchers for such a multiplicity of details as might weary and confuse a less resolute and clear-headed man. Owing to some causes the numbers in this department have slightly decreased—we believe, however, only temporarily.

Professor Hull, in the department of higher mathematics, has been in the same degree as heretofore successful in impressing upon the students his own careful and quiet, but earnest, methods of honest work, and has seen a liberal increase of members and enthusiasm, especially in the classes in trigonometry and surveying. The same increase has been seen also in the departments of physics and chemistry, where Professor Parkinson has succeeded in imparting a spirit of original research into the minds of many of his pupils which deserves great praise. He has also faithfully attended to the record of absences at morning and evening roll-calls, and has labored vigorously in the work of the spelling in connection with Professor Hillman.

Professor Brownlee, with his quiet dignity and kindly bearing, has given to the department of reading and English literature a commanding position. His work is worthy of honorable mention and encouragement, and his persevering efforts to make the light gymnastics and the music delightful and profitable are deserving of better praise than I can here bestow.

In the departments of physical geography, history and physiology, Professor Foster has continued to awaken enthusiasm and to inspire thoroughness. He is full of zeal, and accomplishes, with many of the students, real wonders. In addition he has had charge of the library, and has, in a most careful and useful manner, made a record and catalogue of more than a thousand volumes added during the year.

Professor Hillman has had charge of the departments of arithmetic and astronomy, and has been assisted in several classes by pupil teachers. It is one of the most difficult positions, and also one of the most important; and so great are the deficiencies of many who enter, and so irregularly do they labor and so little do they accomplish, that almost any other man would lose heart. He has, however, labored patiently and been an inspiring presence in the work.

Miss Buck has been, during the year, engaged in teaching book-keeping, for which, under her popular instructions, there has been a great demand. She has continued to teach the grammar and English analysis, and has done most excellent work, and is gradually preparing our students to understand the genius of our language.

In the department of drawing, under Mrs. Nash, the year has witnessed a commendable improvement. She has worked with spirit and energy, and has succeeded in inspiring many to strive for excellence in free-hand and pencil drawing. This is an art so necessary for a teacher that we realize that no expense should be spared to make it popular and successful.

The janitor has very faithfully performed the arduous and varied duties of his labor, and specially deserves the gratitude of all.

During the year many needed improvements have been made in the library and museum, and in the Normal hall, and in the rooms of natural philosophy and of higher mathematics. The platform in the hall has been enlarged and newly carpeted; two fine tables have been made for the reference books, and by the students many excellent plaster busts and engraved portraits have been put in place, and besides an opportunity offered to purchase a grand portrait of President Lincoln. In the library three new tables, for use in writing and for the catalogues of the books and for the magazines, have been made and put in place. A good supply of apparatus has been purchased, and very fine additions have been made to the museum. The creditable appropriations made by the General Assembly of 1877 have enabled us to begin the foundations of a library and museum, which, if the same generous spirit shall prevail, will soon give to this portion of the State advantages of books, specimens and collections long needed and always valuable.

In accordance with the directions of the trustees, at their meeting in June last, the faculty established a course of lectures on Sunday afternoons, which appears to me to have been beneficial in many ways. The principal has delivered fifteen lectures in the course; Professor Thomas, one; Professor Brownlee, three; Professor Foster, four; Professor Hillman, three, and Professor French, two. They recommend that the course be continued, and suggest that they be given once a month instead of each week.

It is suggested that it would be better if the trustees would make an order that no student should in any case be admitted without either an appointment or a recommendation by the county superintendent. The custom now prevails for the principal in a few cases to appoint when suitable recommendations are before him, or for a trustee to do the same. And in cases like these, personal persuasion often becomes vexatious. To go back to the one idea of county superintendents, responsibility for the age and avowed intentions of the student to teach will bring to bear on the pupil the public opinion of home, and give a wider interest to the work of the school. We find now that nearly every county in Southern Illinois is represented in our school—the number is, indeed, twenty-nine—and many more counties have sent students to be instructed.

The faculty unanimously recommend the following persons as candidates to receive diplomas in the scientific course, they having completed the several branches of study embraced in it under the charge of our professors, or having been examined by us as to their fitness. All are of good moral character, and are, in our opinion, entitled to the honor:

ANDREW C. BURNETT,
GEORGE H. C. FARMER,

IDA M. MCCREERY,
LYMAN T. PHILLIPS.

It is recommended that the edition of the catalogue be 3,500, instead of 3,000 as heretofore, and that the trustees insist on better workmanship in the future. The trustees should themselves order the work, and make some one of the faculty an agent or committee to supervise the work.

The military department has of course been an experiment, and has had the very efficient services of Captain Thomas J. Spencer, U. S. A. It has probably succeeded as well as any new experiment which was not under a very forcible rule of compulsion. It has been entirely voluntary, and of course has been subject to great variations. It has not really been a success. It has been more costly than was anticipated, and Capt. Spencer has incurred expenses on his own individual responsibility. The faculty are (as they were last year) not willing to make recommendation in regard to this department. The principal is clear in recommending its continuance for another year, and suggests that more definite rules be enacted for its government. I wish to say that Captain Spencer has labored with great zeal and energy, and deserves a high commendation.

The principal, in addition to the general charge of the oversight of the school, has taught the following classes, viz:

In the Fall Term—Mental Philosophy, Theoretical Pedagogics.

In the Winter Term—Ethics, Criticism.

In the Spring Term—Constitution of the United States, Theoretical Pedagogics, School Laws of Illinois.

These classes all belong to the most important portion of our course in the methodology of the science of teaching. It is the object in the mental philosophy to explain and illustrate the powers or faculties of the human mind and its methods of gathering and retaining knowledge. In the regular course this is supplemented by the methods of expression in the science of rhetoric, which has been taught by Professor Parkinson. Logic, also by him, belongs in the same branch, and is used to teach how valid reasoning proceeds in drawing conclusions. Then, criticism, or the rules by which literature and art are judged, are brought into the same plan, while theoretical pedagogics teaches how each science is to be learned in the first place, and in the second how it is to be presented to the mind of a child, both for the purpose of being comprehended and remembered. The constitution of the United States in its provisions and history, together with that of Illinois, is thoroughly explained, for the purpose both of making the teacher familiar with our Nation's glorious contributions to the science of political and governmental thought, and of making the citizen intelligent concerning his duties to the country which nourishes him, and which he should serve with the loyalty of a true heart. Then, the school law of our own State is a matter with which every citizen, to say nothing of every teacher, should be as familiar as with the road to the postoffice.

The department is a most interesting one, and has far-reaching connections with all our school business, and deserves the whole attention of a master mind. In the multiplicity of details necessarily devolved on the principal of a school already large and growing in a healthy manner, that time and thought cannot be given to it which its importance demands. But much has been done, and with the aid of Professor Parkinson in the two branches of rhetoric and logic, and of Professor Hull, whose practical experience formerly as a county superintendent renders him invaluable in

the kindred branch of practical pedagogics and school law. This part of our course is certainly among the most practical and useful of all our work. We have devoted to it a much larger share of thought and time, and purpose to give to its duties a still larger portion of our strength and study.

Respectfully submitted.

ROBERT ALLYN,
Principal.

SIXTH ANNUAL REPORT OF PRINCIPAL.

To the Trustees of the Southern Normal University:

The term now closing completes the sixth year of the history of our university. The Giver of all Mercies has bestowed with abundance His blessings upon us. The several members of the faculty and the students generally have enjoyed excellent health during the year, though two of the families of the faculty have suffered irreparable losses, and one of the students died during the year.

In the aggregate number of students there has been a falling off as compared with the last year, but the scholarship and permanent attendance have both advanced. In accuracy of learning, in diligence of study and in obedient deportment, our pupils have deserved great praise. Some have indeed failed to improve their privileges, and a few have been disposed to acts of indiscretion, and, as a consequence, some have been advised to accommodate us with the pleasure of their absence hereafter. Yet, on the whole, better work has been done, and with less friction, than in any year before.

Two things are to be especially noted—the large attendance of the children of farmers and laboring men, and the number who engage in teaching during their course of study in the university. The records we have kept, with much labor, show the occupations of parents, ages, and places of teaching after attending our school. While this has been a work of great care and labor, it has been a source of satisfaction to us, and has suggested many ideas valuable to the public.

Thirteen hundred and four students have been enrolled and studied for longer or shorter terms. The occupations of the fathers of these were as follows:

Farmers.....	721	Merchants.....	167
Physicians.....	88	Ministers.....	42
Carpenters.....	36	Agents.....	32
Lawyers.....	31	Teachers.....	29
Millers.....	25	Mechanics.....	16
Laborers.....	15	Druggists.....	10
Civil officers.....	8	Shoemakers.....	7
Hotel-keepers.....	7	Blacksmiths.....	6
Livery stable keepers.....	5	Bankers.....	5
Editors.....	4	Jewelers.....	4
Cabinet-makers.....	4	Telegraphers.....	4
Miners.....	5	Tinsmiths.....	3
Contractors.....	2	Saddlers.....	2
Manufacturers.....	2	Painters.....	2
Masons.....	2	Clerks.....	2

Surveyors	2	Book-keepers	2
Tailors	2	Upholsterers	2
Engineers	2	Tobacconist	1
Grocer	1	Photographer	1
Butcher	1	Military officer	1

In all.....1,304

The teachers' record is even more gratifying, for we find that of these 1,304 students, 223 have been in our school the past term. More than 550 have paid tuition, as the organic act permits, and have given no pledge to teach. Add those now in school to this number, making 773, and subtract from 1,304, and we have less than 531 who have received instruction under a promise to pay the State for it in services at a much higher rate than our trustees have charged.

But of these, 19 are known to have died—a very small proportion. Now, we have authentic information concerning 682 who have taught our public schools; and without doubt there are some who have taught who have neglected to report themselves. We think such a statement is a proper refutation, by the logic of facts, to the oft-repeated assertion that students educated in Normal schools do not fulfill their obligations, voluntarily taken, to teach if situations can be found with reasonable effort.

This is, however, not the most formidable objection made and repeated against Normal schools. It is said, in the first place, that the course of study is not practical, and in the second place, that it is not necessary for a teacher to be trained at all—indeed, young persons taught in our common schools make better teachers than those taught in Normal schools. It should be fully understood by this time at least, and in this country, that nothing so prepares for a specific work as honest labor in that work. It is this which made the old-time apprenticeships so valuable in the trades (as they are called), and they are still, and undoubtedly will always be, substantially insisted on as qualifications for business. A young man or young woman can never become a good teacher by simple study in school; and there may be a limit beyond which the pursuit of book learning alone will render the person timid and hesitating, or, on the contrary, will make him pedantic or opinionated, theoretical, and practically useless. No one pretends to deny that an education in a cloister unfits for public or practical business. A vast amount of speculative learning may render a man unwieldy in the ordinary duties of life, just as too much iron armor may render a ship of war clumsy and valueless. But how is a theory of any labor to be constructed, which does not take into account that there is need of system and science in the minutest details, and a necessity for skilled labor in all professions and in all callings? As the work to be done increases in complexity and importance to the community, so does a thorough knowledge of its laws increase. If it be said that genius will supply, by a sort of instinct, all the necessary tact to secure success, as well as the knowledge of details required, the reply is very simple: there are not twenty thousand young men and young women of genius for the work of teaching in the State of Illinois! Nature has not supplied that

number; and if she had done it, another answer is forcibly true—the plain, common-sense worker can be taught, by study and information, to do better work than a genius can. The State has so hemmed in the teacher's calling by its restrictions of qualifications, reports, keeping of records, use of prescribed text-books, and, in some measure, methods of instruction, as to hamper genius completely. Why has the public opinion justified these rules and restrictions and prescriptions? Because the men who have opened the work of schools have seen that they are a necessity. So many of the candidates for the teacher's place and profession have been found wanting in learning, or in enthusiasm, or in perseverance, or in other essentials, that it has been decided almost unanimously to declare by law what teachers must know beforehand, what they must do, and, in some cases, what they must not do. And in this way our school system has been growing into a very complicated affair, and it now demands many and varied qualifications, in addition to genius, to carry it forward. Two ways are open: the one, to employ eminently skilled men to be overseers or superintendents, and less qualified persons to teach under them; the other, to demand of all who enter certain qualifications antecedent, and allow far more freedom to individual genius in the daily work of teaching. The superintendent's method would give to the common schools of a county one man or woman of superior ability, and a hundred hired for simple cheapness and because they could blindly follow directions. The other will give to every rural district, as well as to the high schools, teachers of considerable culture, of good character, and often of large enthusiasm and experience. When this latter idea, which is the plan largely adopted, is properly supplemented by thorough preparation in learning, as the Normal school established by the State proposes, it is seen at once how eminently reasonable is the system of the Normal. It diffuses the education best fitted to make teachers which the wisdom of practice has collected, and follows and enforces the system of examination, diligence and daily patience which the legislator has found to be a necessity and has embodied in the law and commanded the citizens to enforce. The Normal school carries into a hundred remote districts the knowledge of the best methods of study and of communicating, and very much of information acquired at our school. But better than this, it has brought together those who are to teach, and has given to them acquaintance with others, and inspired them with a noble idea of the elevation of their work, and has made them far more enthusiastic in their duties.

But there is no occasion to urge this matter further. We have had additional reasons to know that our students are highly appreciated, in the fact that applications almost double any previous year have been made to us for teachers in the higher class of public schools; and we rejoice to know that in most cases those whom we have recommended have given such proofs of ability to teach and govern as have become the best testimonials to the value and even the necessity of our school.

In conclusion, I am happy to report the general faithfulness and efficiency of the several teachers. All have labored with great zeal, and their success has been such that each one has justly merited,

and, I believe, enjoys, the confidence of the pupils under his care. I will not now particularize. They have all made reports of their departments, which are herewith submitted.

The financial statement herewith transmitted shows very large items for repairs and for incidentals. The first has been owing to the work done on the roof and cornice. These were, when built, in many respects defective, and can only be completely put in good condition by removing the sham iron cornice and substituting for it a stone or wooden structure. The stone would cost very largely; the wood is far preferable to what we now have in all respects save one—danger of fire. The work, I think, has been well repaired, and will stand for several years. One thing may be said: that from January till the storm of May 20, inst., we had no leaks from the roof or upper windows—a state of affairs very pleasant, and never before known in our history.

Additions have been made to the museum by some purchases, and more by collections. These have now almost reached an amount which fills the room, and will soon make it necessary to enlarge the cases and facilities for preserving the specimens. The library has been so far increased as to occupy nearly all the shelving, and is becoming very useful to the students and faculty, and to those who are making scientific researches.

Allow me to repeat: the year has been one of great labor on the part of the faculty, and, we think, of earnest and careful study on the part of the students, and the signs of progress have seemed to multiply.

The faculty unanimously recommend the following students, who have successfully completed the course of study prescribed by your by-laws, as proper and worthy candidates to receive diplomas, viz:

For Diplomas in Classical Course: In English Course:

HENRY A. KIMMELL,
WALLACE E. MANN,
ALBERT B. OGLE,
FRANK P. RENTCHLER,
CHARLES E. HULL,

LAUREN L. BRUCK,
JOSEPH GRAY,
LOUIS HEITMAN,
LIZZIE M. SHEPPARD,
GERTRUDE A. WARDER.

I remain, very obediently, your servant,

ROBERT ALLYN,

May 28, 1880.

Principal.

OF THE

TRUSTEES

OF THE

SOUTHERN ILLINOIS NORMAL UNIVERSITY,

LOCATED AT

CARBONDALE, JACKSON COUNTY.

SPRINGFIELD, ILL.:

H. W. BOKKER, STATE PRINTER AND BINDER.

1882.

OFFICERS OF THE INSTITUTION.

TRUSTEES.

HON. T. S. RIDGWAY, Shawneetown.
 JAMES ROBARTS, M.D., Carbondale.
 EDWIN S. RUSSELL, Esq., Mount Carmel.
 JACOB W. WILKIN, Esq., Marshall.
 SAMUEL M. INGLIS, Esq., Greenville.

OFFICERS OF THE BOARD.

HON. THOS. S. RIDGWAY,
President.

JAMES ROBARTS, M.D.,
Secretary.

JOHN S. BRIDGES,
Treasurer.

CHARLES W. JEROME,
Registrar.

AUDITING COMMITTEE.

JAMES ROBARTS, M.D.,
 SAMUEL M. INGLIS.

FACULTY.

ROBERT ALLYN,

Principal, and Teacher of Mental Science, Ethics and Pedagogics.

CHARLES W. JEROME,

Teacher of Languages and Literature.

JOHN HULL,

Teacher of Higher Mathematics and Practical Pedagogics.

DANIEL B. PARKINSON,

Teacher of Natural Philosophy and Chemistry; Lecturer on Applied Chemistry.

JAMES H. BROWNLEE,

Teacher of Literature, Elocution, Vocal Music and Calisthenics.

GRANVILLE F. FOSTER,

Teacher of Physiology and History; and Librarian.

ALDEN C. HILLMAN,

Teacher of Astronomy, Arithmetic, and Elementary Methods.

MARTHA BUCK,

Teacher of Grammar, Etymology, and Book-keeping.

GEORGE H. FRENCH,

Teacher of Natural History; and Curator,

ESTHER C. FINLEY,

Teacher of Geography and Elements of Language.

JENNIE CANDEE,

Teacher of Penmanship and Drawing.

1st Lieut. HUGH T. REED, 1st Infantry U. S. A.,

Professor of Military Science and Tactics.

PUPIL TEACHERS.

FANNIE A. AIKMAN,
 WILLIAM L. ALLEN,
 BETTIE C. ANDERSON,
 WEZETTE ATKINS,
 ALICA E. BEESLEY,
 MARY A. BROWN,
 MAGGIE BRYDEN,
 CLARA BUCHANAN,
 MARY BUCHANAN,
 CHARLES N. DAVENPORT,
 JAMES O. DUNCAN,

WILLIAM J. EDDY,
 JACOB GRUENIG,
 MAMIE R. HASSINGER,
 DONIE HOLMES,
 M. LILY HOUTS,
 RICHARD T. LIGHTFOOT,
 ARTHUR E. PARKINSON,
 ANNA R. SHINN,
 HENRY A. STEWART,
 LIZZIE UNRUH,
 JOHN W. WOOD.

GRADUATES.

CLASS OF 1876.

NAME.	RESIDENCE.	OCCUPATION.
John N. Brown.....	Walshville.....	Taught 6 years.....
Beverly Caldwell.....	Hickman, Ky.....	Taught 6 years.....
John C. Hawthorne....	Randolph county..	Lawyer.....
George C. Ross.....	Benton.....	Lawyer, taught 4 years..

1877.

Belle D. A. Barnes } (Mrs. Dr. Greene) }	Bloomington.....	
Arista Burton.....	Effingham.....	Taught 4 years.....
James H. England.....	Carbondale.....	Taught 5 years.....
William H. Warder...	Marion.....	Lawyer, taught 3 years..

1878.

Delia Caldwell.....	Sedalia, Mo.....	Taught 4 years.....
Alva C. Courtney.....	White Hall.....	Taught 4 years.....
Charles E. Evans.....	Elkville.....	Taught 3 years.....
James A. Hanna.....	Saltillo, Tenn.....	Merchant, taught 3 years.
Orcelia B. Hillman....	DuQuoin.....	Taught 4 years.....
Sarah E. Jackson } (Mrs. Kimmel) }	DuQuoin.....	
George Kennedy, Jr....	Murphysboro.....	Merchant, taught 1 year.
John T. McAnally.....	Carbondale.....	Physician, taught 3 years.

REPORT OF THE TRUSTEES.

SOUTHERN ILLINOIS NORMAL UNIVERSITY,
CARBONDALE, ILL., Oct. 28, 1882.

HON. SHELBY M. CULLOM, *Governor of Illinois:*

The Trustees of the Southern Illinois Normal University respectfully submit their fifth biennial report.

We have held the regular meetings required with but two exceptions, failing to secure a quorum, and at each meeting the greatest possible degree of harmony prevailed in the transaction of business for the steady and permanent progress of the institution.

Our mode of doing business is through regularly appointed committees. These committees examine into the wants of the University, and at the regular meetings recommend that certain measures be taken to supply these wants.

The suggestions of said committees have ever been characterized by a judicious economy, and the Trustees have responded so far as the means put into their hands by the General Assembly would permit.

The following committees were appointed by the Board of Trustees at their meeting, held June 13th, 1882:

Auditing Committee—Dr. James Robarts, Samuel M. Inglis.

Library Committee—C. N. Hughes, Samuel M. Inglis, Dr. Robert Allyn.

Committee on Repairs—C. N. Hughes, Dr. James Robarts, Dr. Robert Allyn.

Apparatus Committee—Thomas S. Ridgway, D. B. Parkinson.

Committee on Supplies and Purchases—Dr. James Robarts, C. W. Jerome.

Committee on Museum—Judge J. W. Wilkin, George W. French,

During the past year we have had the land belonging to the University, and located in the city of Carbondale, surveyed and divided into lots; we have valued said lots, and instructed the Secretary of the Board to put them in the market for sale.

The committees have been diligent in adding to the various departments those things necessary to render more efficient the work of the instructors in charge of said departments.

Prof. French, teacher of natural science, has added much to the permanent progress of the University, by largely increasing the entomological collections. This he has effected by exchanges with entomologists of other States and other countries.

The many additional specimens are quite rare and valuable. The museum is filling up rapidly, and we have been compelled to add some new shelves and cases in order to make a proper classification and display of the recent acquisitions to this home of relics, taken from nature's wonder-house.

The library has received its due share of attention, and many very valuable books have been placed upon the shelves in this room during the past two years. This has become one of the most valuable acquisitions in connection with the Southern Normal. The volumes are numbered by thousands.

The laboratory has claimed the special attention of the Board of Trustees. The work in this department has so increased that we have been compelled to have several new cases, and working desk for chemical analysis and philosophical experiment. We feel that the proper arrangement of fixtures in this department, and the judicious supply of the necessary apparatus, pay as large returns in attracting the students to such an interesting and open field for thought and the thorough practical development of the powers of the mind.

These features are attracting students from all the counties of Southern Illinois towards the University.

It is inviting investigation, and the young men and women that flock to our doors, thirsting for knowledge, find these means so favorable to the accomplishment of their most sanguine desires, that they are fast becoming Normal students in fact.

In our opinion, the money used in these directions brings interest compounded, and it will pay to be constantly vigilant, awake to the necessary increase of facilities in every department, that we may widen the field of exploration; that we may give to each student a broad and generous culture and prepare him for his work of teaching the children of the State, of adding permanent strength to our government through an enlightened citizenship.

All these things add greatly to the teaching force of the institution, by placing within reach of our professors objects from which lessons may be learned that would be almost entirely lost by the text-book alone; and while the professors insist upon a thorough knowledge of the text books, they use every appliance in their respective departments to render the theoretical essentially practical, and give to the student graduating from the University, something tangible, something of practical consequence to him and others with whom he comes in contact in the life avocations.

The number of students in attendance is steadily increasing. For the two years past the number is as follows:

Year 1880-81	394
Year 1881-82	407

During the winter of 1880-1 there were 347 of our students teaching in Illinois; during the winter of 1881-2 there were about 405 engaged in the profession.

There are about 55 students attending the University, whose parents have moved to Carbondale in order to reap the advantages of education offered by the Southern Normal University.

These remain in Carbondale during the school year and return, during vacation, to their homes; some remain until their children finish the course of study prescribed.

Only about 33 students have their permanent homes in Carbondale.

As nearly as could be ascertained, we give below the number of students attending the Southern Normal, and residing in the counties designated:

Alexander.....	6	Madison.....	5
Bond.....	3	Macon.....	1
Clay.....	4	Massac.....	2
Clinton.....	2	Marion.....	18
Edwards.....	2	Pulaski.....	7
Effingham.....	3	Perry.....	5
Fayette.....	12	Pope.....	2
Franklin.....	12	Richland.....	3
Gallatin.....	5	Randolph.....	17
Hardin.....	5	Saline.....	4
Hamilton.....	2	St. Clair.....	13
Jackson.....	71	Union.....	15
Johnson.....	8	Williamson.....	14
Jasper.....	2	White.....	3
Jefferson.....	12	Wabash.....	8
Lawrence.....	3	Wayne.....	4
		Washington.....	7

We have added a new and attractive feature to our school, which, we feel confident, will enhance our teaching power and give additional emphasis to the excellent character which the University already sustains among her sister institutions.

I refer now to the Training department, which we opened this fall.

This department has been placed in charge of Prof. John Hull, teacher of Higher Mathematics. Miss Mary A. Sowers, of Jonesboro, Illinois, a graduate with the class of '81, has been elected permanent instructress.

The number of pupils at first desired was quite readily obtained, and many who are anxious to attend cannot be admitted at present.

The prime object of this department is the training of students attending the University with a view of engaging in the teacher's profession, in the art of practical teaching; the instruction of such students in practical pedagogics, by bringing them into actual contact with school children at their desks, and this too under the constant vigilance of a training master, a thoroughly competent teacher. We anticipate good work from this source, and feel confident we will not be disappointed while the present parties have charge of the school.

The University was chartered in 1874; at the special session the number enrolled was 53; the first fall term opened with 147.

We opened the school this fall with an enrollment of 340, and flattering prospects of an increase during the first term.

The general good health of both professors and pupils has been remarkable during the past two years.

The only circumstance that has occurred to cast a gloom in any direction in the onward progress of the University, was the death

of the Hon. Lewis M. Philips, December 25th, 1880. He was quite an acquisition to the Board, and in his death the institution lost a valuable, warm friend. His place was filled by the appointment of Samuel M. Inglis, of Greenville, Illinois.

Edwin S. Russell, of Mt. Carmel, Illinois, resigned his position as member of the Board of Trustees, during the year just closed, and the vacancy thus caused was supplied by the appointment of C. M. Hughes, of Cairo, Illinois.

The following is a summary and classification of expenses made by the Principal, viz:

SUMMARY AND CLASSIFICATION.

Items.	Year, from Oct. 1, 1880, to Sept. 30, 1881.	Year, from Oct. 1, 1881, to Sept. 30, 1882.
Salaries.....	\$17,025 15	\$18,570 00
Fuel.....	1,037 42	863 76
Repairs.....	589 65	1,713 43
Library.....	1,115 57	319 58
Apparatus.....	269 48	281 31
Museum.....	368 28	179 53
Incidentals.....	2,010 03	2,248 21
Trustees' expenses.....	162 95	264 87
Totals.....	\$22,578 53	\$24,440 69

RECEIPTS.

Appropriations by the General Assembly, year Oct. 1, 1880, to Sept. 30, 1881.....	\$21,700 75
Registrar's receipts, tuition and other sources.....	2,223 55
Balance in Treasurer's hands Sept. 30, 1880.....	365 87
Total.....	\$24,290 17
Appropriations by the General Assembly, year Oct. 1, 1881, to Sept. 30, 1882.....	\$22,500 00
Registrar's receipts—tuition and other sources.....	2,707 15
Balance in treasurer's hands Sept. 30, 1881.....	583 57
Total.....	\$25,790 72

The following estimates are hereby submitted, that we deem necessary to carry the University successfully over the next two years, viz:

Salaries.....	\$19,300 00
Fuel.....	1,000 00
Repairs.....	750 00
Library.....	1,250 00
Museum.....	500 00
Apparatus.....	500 00
Trustees' expenses.....	350 00
Care of grounds.....	420 00
Total.....	\$24,070 00

The names, departments, and salaries of the professors, comprising the present faculty, are as follows:

Faculty and Department.	Salary.
Robert Allyn, D. D., LL. D., Principal, and Teacher of Mental, Moral and Pedagogical Science.....	\$3,150 00
Charles W. Jerome, A. M., Teacher of Languages and Literature, also Registrar.....	2,100 00
John Hull, A. M., Teacher of Higher Mathematics and Practical Pedagogics, Superintendent of Training Department.....	2,000 00
Daniel B. Parkinson, A. M., Teacher of Natural Philosophy and Chemistry, Lecturer on Applied Chemistry.....	1,800 00
James H. Brownlee, A. M., Teacher of Literature, Elocution, Vocal Music and Callisthenics.....	1,800 00
Granville F. Foster, Teacher of Philosophy and History; Librarian, also.....	1,800 00
Alden C. Hillman, A. M., Teacher of Arithmetic, and Astronomy, and Elementary Methods.....	1,500 00
Martha Buck, Teacher of Grammar, Etymology and Book-Keeping.....	900 00
George H. French, Teacher of Natural History and Curator of Museum.....	1,500 00
Esther C. Finley, Teacher of Geology and Elements of Language.....	900 00
Alice G. Raymond, Teacher of Penmanship and Drawing.....	600 00
1st Lieut. Hugh T. Reed, 1st Infantry U. S. A., Professor of Military Science and Tactics.....	

The teachers have been very diligent in their work in the various departments, earnest in the use of all appliances at their command, and the results attained in every case have been quite satisfactory.

We do not think that we have fixed the salaries at rates unreasonable for work done. In fact, the reward for labor should always be as nearly as possible commensurate with the actual value of that labor. We ought not, right here, to disguise the fact that some of our teachers are not receiving as good compensation for their services as some of other institutions who are doing similar work.

We have made it a principle of action at each meeting of the Board to do the very best thing possible for the general welfare of the University, and at the same time practice economy in the use of the means placed in our hands by the State to foster those interests of the institution over which we have been placed as guardians.

By economy we do not mean that sort of parsimony that would prevent a healthful growth, but rather a judicious economy that will tend to render every stage of improvement marked, permanent, that the State may not be disappointed in the future of the University.

It has been our aim to add our influence, as humble servants of the people, in rendering the Southern Normal that material aid necessary to make it the pride of Southern Illinois especially, and an honor to the whole State.

We trust that you will commend this institution, with all her interests, to the earnest and favorable consideration of the General Assembly, and through them to the commonwealth of our great State.

Thanking you for your hearty co-operation in the past, your faithful attention to our wants as guardian of our State institution, we desire to remain

Your very obedient servants,

THE TRUSTEES OF SOUTHERN ILLINOIS NORMAL UNIVERSITY,

SAMUEL M. INGLIS, *President, pro tem.*

REPORT OF THE PRINCIPAL

FOR THE TWO YEARS BEGINNING OCT. 1, 1880 AND ENDING SEPT. 30, 1882.

To His Excellency the Governor:

SIR—I have the honor, as Principal of the Southern Illinois Normal University, to lay before you the report of this institution for the two years just closed, beginning October 1, 1880, and ending September 30, 1882.

The following is a statement of the numbers who entered the university for the first time during these two years, and the classification of them according to ages, viz:

Year 1880-81.

Number of young women over 21.....	12
“ “ “ men over 21.....	41
“ “ “ women between 21 and 16.....	49
“ “ “ men between 21 and 16.....	74
“ “ “ women between 16 and 12.....	12
“ “ “ men between 16 and 12.....	10
“ “ “ girls under 12.....	1
Total.....	199
Number attending who had previously entered.....	195
Total enrollment for the year.....	394
Total number of females.....	161
“ “ “ males.....	233

This gives a little more than seven males to five females—very nearly the ratio of males to females teaching in the ungraded schools of our section of the State.

Year 1881-82.

Number of young women over 21.....	19
“ “ “ men over 21.....	29
“ “ “ women between 21 and 16.....	47
“ “ “ men between 21 and 16.....	63
“ “ “ women between 16 and 12.....	18
“ “ “ men between 16 and 12.....	13
“ “ “ girls under 12.....	2
“ “ “ boys under 12.....	1
Total.....	192

Number attending who had previously entered.....	215
Total enrollment for the year.....	<u>407</u>
Total number of females.....	181
“ “ “ males.....	226

This is about five young men to four young women. In the schools of the whole State there are of teachers 12 females to 11 males.

The total number enrolled since the opening, July 1, 1874, to June 30, 1882, has been 1,693, of whom 989 were males and 704 were females.

Owing to the failure of the crops in the southern part of our State, the attendance at our school has not increased, as it was confidently expected it would. Our students are drawn so largely from the agricultural population that anything which diminishes the harvests, directly affects the means of large numbers who, at best, can only barely incur the expenses of schooling their children away from home.

Of the 391 who entered our halls for the first time during the two years included in this report, 259 were children of farmers and 63 others children of laborers, such as carpenters, masons, shoemakers, etc., making almost 80 per cent. children of workingmen. In previous reports it was shown that the children of these classes often compose not less than 75 per cent. of our students, and the proportion is now seen to be even higher. As most of these parents are persons who began life with a limited capital, rarely inherited from ancestors, they are therefore dependent on the annual products of their industry for the means of support and for such luxuries as education, books, clothes and tuition for their offspring. Whenever, therefore, the earth refuses the bounties of nature, instruction must stop, and the children must return home to renewed labor in the fields.

This state of the case will account for another fact. We have found the average time during which a student has remained with us the last two years somewhat less than any time previous, saving in our first year. During that year the average stay of a scholar was a little less than twenty weeks. In 1878-9 the average time of a student was $23\frac{3}{4}$ weeks; in 1880-1 it was 22 1-7; and in 1881-2 it was 22 1-8 weeks. Notwithstanding these facts, we did make a substantial increase in numbers and a larger one in the character and scholarship of our students. More of these were in the Normal and higher preparatory departments, and engaged in more advanced work, and really did it better. And a greater number are making arrangements to continue in school till they shall graduate.

It is gratifying to note these facts, namely: the large attendance of the children of the rural population, and their eagerness and enthusiasm to acquire a thorough preparation for the duty of teaching. These things promise much profit to the State and are hopeful signs of enlightenment and progress. For in the first place, this class is most numerous of all the callings, in fact does embrace the body of the people; and when ambition for learning has permeated all its ranks, like the spread of leaven it will regenerate the whole

nation. It also includes a good part—proportionately greater even than its numbers—of the common sense, the business prudence, and the genuine virtue of the community. Whatever, therefore, of intelligence or aspirations, of energy or self-discipline can be diffused through this body will most effectually reach the whole, and add most largely to the security and prosperity of all. Besides, this population,—not simply by its numbers, nor yet by its virtues, but because so many of its offspring rise into the professions or trades, or official positions of the country,—does actually become the controlling force of the nation. These people have been called the “bone and sinews” of the government. They are more—the will of the nation is theirs. They only need intelligence and determination to control every thing. They now do in reality furnish the large part of the teachers in the land. Nearly all who instruct in the ungraded schools—those people’s colleges as they are called—come from these ranks; and the children who are dependent on them for their knowledge must derive their school instruction and discipline from them alone. If by means of Teacher’s seminaries and Normal schools these country schools can, in any way, be made to supply a better education for the children of this class, and thus give them—as proper instruction always does—nobler desires and higher ambitions, as well as more patriotic motives and better characters, will not the whole State improve more rapidly than by any other means? For if the enterprise and virtue, the intelligence and patriotism of the inhabitants of the rural districts go up,—elevated by their schools,—every interest of the people will rise, as surely as the palace and cottage, the hill, plain and river go up when the foundations of the continent are lifted by an earthquake.

It is very proper to support Normal schools, because they so largely educate the children of the classes alluded to, for thence practically come the great body of the teachers in all our public schools. Now, if those who teach the ungraded schools are better educated, we reach directly the greater portion of the community with our better methods, and improve the fountain from which the streams of influence are hereafter to flow; and we do all this in the localities where the homes of all can be reached and refined, and at a far less cost than it could otherwise be secured for. By thus diffusing knowledge by means of educated students, we are scattering every blessing of civilization, refinement and virtue, and doing it for those who are best entitled to it, and who will extend its power most widely. By such intimations we are not saying that this class of people is in any way inferior or more in need of government assistance than other classes or callings. It is saying that they are living more isolated from their fellows, and in more immediate contact with nature; that they use the great forces of nature themselves more directly and in larger measure. They are also obliged to employ their own hands in a greater portion of work, or they use machinery less than the manufacturer or even the merchant. They are, therefore, the original sources of all our prosperity and civilization, and in a closer partnership with the Creator of All. On them, under Him, we depend for all the raw materials of comfort, luxury and growth. From their ranks come the children who are to supply the waste of city populations and fill all the

professions. They are the source of all national vigor, enterprise and power; and just as they are educated at home, so will the character of the nation be for intelligence and virtue. The government indeed will be carried on by them, for although our presidents and judges, our legislators and lawyers, our officers and journalists, are not commonly practical farmers, yet many of these men in their youth did follow the plow, and hardly one of them can be named who is more than two generations removed from ancestors who themselves were tilling the soil.

The public schools which educate the offspring of these people, ought to be, as they are, the pride of the State, and it is the highest duty to make them as good as any seminaries in the land. The facts already stated, that from the rural districts, the farms and mines, the workshops and mills, the children come who are to rule and improve all, and that the tide of material prosperity originates there, all go to prove something more than a fraternity between the people of the country and the city. They show that the education of the workingmen's children is the elevation of all, and the State will best promote all its interests by making its country schools the best which its money can procure. As it picks its best citizens from these localities, it should send its best teachers to instruct them in their earliest days. May it not legally, as well as profitably, take the revenues of the people—the richest and the poorest, the dwellers of the centre and of the circumference—and, heaping all together, use them to make intelligent citizens wherever God, in his providence, has raised them, and fit them all for their duties “both private and public, in peace and in war.”

Another thought should occur here. In every branch of business unskilled labor not only obtains less wages, as reward for itself, but it involves a far greater loss or waste of material and of time. Mr. Edward Atkinson affirms that about three-fourths of the original strength in the fiber of the cotton is lost during the process of carrying it through the imperfect machinery used in its manufacture, from the gin to the loom and printing press. There is lack of skill in working the staple, and loss from want of knowledge, and in consequence the world loses seventy-five per cent. of the immense crop of cotton which annually spreads its fleece of mimic snow over our Southern States. Some engineers declare that at least three-quarters of the heat-force of fuel is a waste in a locomotive, or in any steam engine. Men are too ignorant, as yet, to economize the whole or even the half of the power which the course of nature has heaped in our mountains for the use of the race, and we throw it to the winds because we fail to learn. The whole business world feels that in these cases it has experienced a disappointment, and that it sustains an injury which it is worth its careful thought to prevent. But how much greater is the loss of time and waste of energy, and in fact the actual injury to the minds and, too frequently, to the morals of our children, by the imperfect machinery of our school system, and the bungling manner in which it is used by untrained, ill-educated, unscientific teachers? And such a loss is not only irreparable, but propagates itself in subsequent generations. A piece of muslin or print spoiled is so much goods taken away from the use of the world; but a child's intellect

or morals, or even its manners hurt, carries damage to every person with whom he comes in contact, and in a measure imperils every interest of society.

Hence the scrutiny which the law compels the County Superintendents to exercise into the morals, and habits, and literary qualifications of candidates for the teacher's office. And hence, also, the demand of directors and parents for teachers who have had experience. Nothing can be plainer to common business sense than the proposition that an unthinking or an unskilled person cannot do as good work or as acceptable teaching or governing, if placed at the head of an independent school, as one who has been specially prepared for his duties. And as the public profits by this better teaching quite as much as the individual can, and has, moreover, in a large degree, undertaken to see that no unworthy persons engage in teaching its children, should not this public see that these candidates for such a work have opportunities to acquire something of fitness for their work, and in fact should be compelled to use these improved opportunities? The control of a child's body and mind during so many and so important hours as he must pass in the school room, the molding of his habits and character in so influential and plastic period as his school life, are too sacred matters to be entrusted to persons ignorant and unskilled, especially when they will work almost solely for pecuniary considerations—the little pittance to be received as salary. And it should be observed that small wages only increase the numbers and the fierceness of the competitors for comparatively honorable positions, and this competition, in turn, tends to diminish the demand for high attainments and thorough qualifications for the duty to be done. In dangers like these a few well trained, ambitious men or women will raise the standard of a whole county. But they should teach scientifically and on a matured plan, co-operating with one another, and building according to a common idea.

So true are these thoughts and so widely has their influence been felt, that is safe to say there has not, during the last forty years, in this country or in Europe, been a philosopher, a philanthropist, or an educator of any note, nor yet a practical business man or statesman of true enlightenment, who has not, when the necessity or propriety of public education was conceded, been an earnest advocate of training teachers for their peculiar duties, under the direction of wise superintendents in seminaries established for this singular purpose. So firmly has this idea wrought itself into all educational thinking and into all the public policy of all civilized peoples, that every nation of Europe has established training schools and seminaries for the instruction of teachers for its national schools, and it would be as improbable, not to say as impossible, to find a teacher in a school room without a normal school education as to find in the whole land a physician without his medical diploma from a university. In this country every State, saving possibly Delaware, has largely encouraged such schools, both their establishment and their liberal maintenance. Thirty-one of the thirty-eight States maintain them at an expense varying from two hundred thousand dollars in New York, to two thousand in some States—Massachusetts paying seventy-five thousand dollars, and our own State

using about forty-five thousand dollars. The other States do encourage such, but have not supported them at the public cost, or in only a few instances. But no State, as yet, has abandoned the principle underlying them, nor has any one failed in accordance with the wishes of the people to commend them.

And so popular has this normal idea been that many private schools and colleges have put it into flaming advertisements, and flooded the land with circulars proclaiming that one of their attractions is a normal department. These shrewd conductors of schools for making money see that the popular demand is for teachers professedly educated in normal schools, and they advertise largely, paying, as do the vendors of quack nostrums, for lists of teachers and families having children, to whom their circulars are sent. Such schools in a neighboring State adopt this means to attract scholars away from our own schools, and by holding out inducements of cheap board and low tuition abstract large sums of money from our youth, and give them in return what a late philosophic observer declares in *The Nation* to be an education founded on pedagogic quackery. No fact better proves the need of such schools and no homage could be higher as to their value.

It seemed best to utter some such words in defense and justification of the schools which our General Assembly has established and so far supported with commendable liberality. It ought further to be stated that it has been my aim to advise and direct the action of the Board of Trustees to such measures as would make of this school all that its founders designed it to be, a real Normal University, complete in every appointment to do the whole educational work needed by a teacher in the public, common and high schools. For this end I have endeavored to accumulate a library where the great body of the people can find all the information, all the science, and all the discussions which pertain to education, both in theory and practice. The last General Assembly generously gave us twelve hundred and fifty dollars a year for this purpose, and this has enabled us to secure a better library of pedagogical science than exists west of the mountains. We need at least as large a sum for the next two years, both for the good of the school itself and for the section. The State has done comparatively little for Southern Illinois, and in no way could it accomplish more good with a small amount of cash, than by allowing this University to accumulate a library of good books for the use of the students who congregate here. In stating the wants of the school, I am, sir, only recalling to your mind what your visits to it and your own observation have undoubtedly already seen clearly. The arrangements of our laboratory are in plan very nearly perfect, but they have grown gradually indeed. The annual appropriations have been meager but have been so wisely and economically husbanded, that after eight years we have desks and tables as good as can be found in the nation, and we only need to supplement these with suitable furniture, retorts, reagents and apparatus. A thousand dollars a year for two years would not more than suffice to give our school an equipment proper and fit for our locality. No more profitable investment could be made to aid in spreading a practical knowledge of agricultural analyses. Perhaps, in view of

all the circumstances, five hundred dollars a year is as much as we might expect for this service. We also need a continuation of the four hundred dollars now given to our museum. Cases are very much needed. When the University building was accepted by the Trustees, it had not a book, nor a case, nor a shelf for library, cabinet or museum. By rigidly economizing our annual appropriations, by paying Principal and teachers smaller salaries than other men in similar responsible positions were receiving, we have gathered facilities for illustrating our work and instructing our students such as we are confident and proud to say no institution of the same age has obtained. And we have done this at a cost to the State so trifling as to be even less than insignificant. The self-denial of my associates in many ways, seeking to secure such advantages for the State, cannot be too highly commended. They are men and women who look to the future for the reward of their sacrifices, and confidently expect great results from their labors in behalf of coming generations.

I venture another suggestion. The grounds of the University need special care. An appropriation for their adornment and supervision was asked from the last General Assembly, but for some cause it was not allowed. The plat of twenty acres is susceptible of great beauty and should be covered with grass and shaded with trees. Three or four hundred dollars a year would give it a living grace and make the lawns and trees teach refinement as the elegant building now inspires nobility and as the school itself teaches science and enterprise.

I am sure I shall be pardoned for making these suggestions. I know they are not necessary to stimulate your interest or to awaken your care for this University. Your frequent visits and your earnest words, both of commendation and encouragement, have too often afforded us all gratification to permit us to imagine that any words of prompting are necessary. I have spoken more for the sake of completeness, and trust I shall not be misunderstood.

I remain your Excellency's most obedient servant.

ROBERT ALLYN,

Principal Southern Illinois Normal University.

SUMMARY OF EXPENSES.

The following is the summary of expenses of the University, as I have classified and ordered them assigned to the separate itemized accounts, as required by vote of the Board of Trustees:

Year 1880-81.

Salaries.....	\$17,050 15
Fuel.....	1,037 42
Repairs.....	589 71
Library.....	1,115 57
Apparatus.....	293 53
Museum.....	368 28
Incidentals.....	2,019 98
Trustees' expenses.....	162 95
	<u> </u>
Total.....	\$22,637 59

Year 1881-82.

Salaries.....	\$18,570 00
Fuel.....	863 76
Repairs.....	1,713 43
Library.....	319 58
Apparatus.....	281 31
Museum.....	179 53
Incidentals.....	2,248 31
Trustees' expenses.....	264 87
	<u> </u>
Total.....	\$24,440 79

ROBERT ALLYN,
Principal Southern Illinois Normal University.

OF THE

TRUSTEES

OF THE

SOUTHERN ILLINOIS NORMAL UNIVERSITY,

LOCATED AT

CARBONDALE, JACKSON COUNTY.

OCTOBER 1, 1884.

OFFICERS OF THE INSTITUTION.

TRUSTEES.

THOMAS S. RIDGWAY, Shawneetown.

JAMES ROBARTS, M.D., Carbondale.

CICERO N. HUGHES, Cairo.

HENRY C. FAIRBROTHER, M.D., East St. Louis.

R.^g.D. ADAMS, Fairfield.

OFFICERS OF THE BOARD.

THOMAS S. RIDGWAY,

President.

JAMES ROBARTS, M.D.,

Secretary.

JOHN S. BRIDGES,

Treasurer.

CHARLES W. JEROME,

Registrar.

ROBERT ALLYN, LL. D.,

Principal, and Lecturer on Theoretical Pedagogics.

CHARLES W. JEROME, A. M.,

Teacher of Ancient Languages.

JOHN HULL, A. M.,

Teacher of Higher Mathematics and Practical Pedagogics; and Superintendent of the Training Department.

DANIEL B. PARKINSON, A. M.,

Teacher of Physics and Chemistry.

JAMES H. BROWNLEE, A. M.,

Teacher of Reading, Elocution, Music and Calisthenics.

MARTHA BUCK,

Teacher of English Grammar.

GEORGE H. FRENCH, A. M.,

Teacher of Natural History, and Curator.

ESTHER C. FINLEY, A. M.,

Teacher of History.

SAMUEL M. INGLIS, A. M.,

Teacher of Algebra and Arithmetic.

INEZ I. GREEN,

Teacher of Geography.

JOHN BENGEL, PH. D.,

Teacher of German and French.

ALICE KRYSHER,

Assistant Teacher in the Training Department.

LILIAN B. FORDE,

Teacher of Writing and Drawing.

REPORT OF THE TRUSTEES.

SOUTHERN ILLINOIS NORMAL UNIVERSITY,
CARBONDALE, JACKSON Co., Oct. 15, 1884.

TO HIS EXCELLENCY, JOHN M. HAMILTON,
Governor of the State of Illinois:

SIR:—The undersigned, the Trustees of the Southern Illinois Normal University, have the honor to make their biennial report for the two years commencing October 1, 1882, and ending September 30, 1884.

At the date first named, October 1, 1882, there was cash in the hands of our Treasurer, John S. Bridges, \$715.58.

The amount received from the State Treasurer for three-quarters of the fiscal year July 1, 1882, to June 30, 1883, as appropriated by the Act approved May 30, 1881, was \$16,875.00. The amount received for one quarter of the fiscal year, July 1, 1883, to June 30, 1884, as appropriated by the Act approved June 25, 1883, was \$5,650.00. From all other sources—tuition, incidental fees, sale of land, &c., the receipts amounted to \$4,029.50; a total of \$27,270.08.

The expenses, including \$22.45 paid for exchange in transmitting moneys from the State Treasury to Carbondale, amounted to \$27,094.59. Which left a balance of \$175.49 in our Treasury October 1, 1883.

The amount received from the State Treasurer for three-quarters of the fiscal year, July 1, 1883, to June 30, 1884, as appropriated by the Act approved June 30, 1883, was \$16,950.00. The amount received for one quarter of the fiscal year, July 1, 1884, to June 30, 1885, as appropriated by the same Act, was \$5,650.00. From all other sources—tuition, incidental fees, &c., the receipts amounted to \$2,893.37; a total of \$25,764.84.

The expenses, including \$22.60 paid for exchange in transmitting the moneys from the State Treasury to Carbondale, amounted to \$25,597.33, leaving a balance of \$167.51 in our Treasury October 1, 1884.

For an itemized statement and account of these receipts and expenses, and the several departments to which they belong, we refer to the quarterly and general statements of the Treasurer of the University for the two years, which are herewith transmitted for your inspection, and to which we beg to call special attention.

The general interests of the University have been prosperous almost beyond expectation. Much has been done to add to the facil-

ities of instruction in the various departments and to provide in the several branches for original investigation and research in the laboratory and museum.

It will be seen that the number of students in all departments of the University has considerably increased. There were in all the departments, pupils as follows, viz :

YEAR 1882-83.

Training Department, all paying tuition.

First term.....	Males, 20	Females, 19	Total, 39
Second term.....	19	18	37
Third term.....	18	23	41
Totals	57	60	117

Preparatory Department, all paying tuition.

First term.....	Males, 40	Females, 26	Total, 66
Second term.....	42	18	60
Third term.....	18	15	33
Totals	100	59	159

Normal Department—paying tuition.

First term.....	Males, 8	Females, 9	Total, 17
Second term.....	14	5	19
Third term.....	15	3	18
Totals	37	17	54

Normal Department—not paying tuition.

First term.....	Males, 109	Females, 104	Total, 213
Second term.....	131	119	250
Third term.....	108	105	213
Totals	348	328	676

Total of all Departments—First term.....			331
“ “ “ Second term.....			356
“ “ “ Third term.....			305
Grand total.....			992

YEAR 1883-84.

Training Department, all paying tuition.

First term.....	Males, 21	Females, 22	Total, 43
Second term.....	20	22	42
Third term.....	19	28	47
Totals.....	60	72	132

Preparatory Department, all paying tuition.

First term.....	Males, 47	Females, 26	Total, 73
Second term.....	32	21	53
Third term.....	17	13	30
Totals	96	60	156

Normal Department—paying tuition.

First term.....	Males, 10	Females, 6	Total, 16
Second term.....	6	6	12
Third term.....	9	4	13
Totals	25	16	41

Normal Department—not paying tuition.

	Males,	Females,	Total,
First term.....	109	112	221
Second term.....	106	112	218
Third term.....	76	140	216
Totals	291	364	655
<hr/>			
Total of all Departments—First term.....			353
“ “ “ Second term.....			325
“ “ “ Third term.....			309
Grand total.....			987

The year previous, or 1880-81, this grand total was 701. The average age at which students enter the school has increased from 18 years and about one month to 18½ years, and our Faculty, as will be seen by their report made through the Principal, have found that the qualifications or literary attainments of these students have increased in a still larger ratio.

The number of students who complete the full course and graduate is still small in comparison with the number who attend for short times. Yet it is about equal to what other institutions of the same grade accomplish. The graduates in June, 1883, were 10 in number, and in June, 1884, 16 in all. In the ten years nine classes have graduated numbering 81, and most of these are now engaged in teaching. Only one of them has died.

The ninth and tenth annual reports of the Principal, made to us in June, 1883, and in June, 1884, have been printed, and copies are herewith enclosed. We desire to make them a part of this report as an appendix. They contain some facts and considerations which we deem worthy of the attention of the public, and they explain the working of the school as conducted by our Faculty, most of whom have been connected with the University since its opening. These gentlemen and ladies are so well known to the people of this section of the State, that they need no commendation from us, further than the one fact that we have continued them in their several chairs of instruction since their first election in July, 1874. This act of ours indicates our opinion of their merit, and the fact that there has been no pressure from without for their removal, amid the progressive tendencies of the times and the multitudes of worthy candidates for employment, shows the public appreciation of their qualifications and work, as well as their personal popularity.

In June, 1883, Professors Foster and Hillman resigned the positions which they had held very popularly for nine years—Professor Foster to take the superintendency of public schools in the city of Reno, Nevada, and Professor Hillman to engage in business in Kansas. There were some changes in the department work, and Professor Samuel M. Ingles, of Greenville, was chosen to fill the chair of arithmetic and algebra, and Miss Inez I. Green, of Mt. Vernon, was employed in the department of geography, and as assistant in teaching algebra.

At the beginning of these two years the Training department, which had for several years been discontinued, was reorganized under the immediate supervision of Professor Hull, as the teacher of practical pedagogy, with Miss Mary A. Sowers, a graduate of

the class of 1881, as assistant in charge. It has been eminently successful. The design of it is to afford opportunity to exhibit our methods, to try well considered experiments in educating the child, and to give a chance to our pupils to exercise themselves in the practice of teaching and controlling classes in recitations. We thus afford them facilities to observe how a skillful teacher conducts the business of the school room, secures obedience, enforces discipline, applies stimulus to the indolent, represses the impudent, and foresees and prevents incipient tendencies to disorder. A limit was fixed, at first, to the number to be admitted—thirty-two being set as the maximum. So great, however, was the demand for places in its classes, that the number was successively advanced to forty and finally to fifty, and now it exceeds even that limit. The pressure for more accommodations is still great, but no more can be received. At the last Commencement Miss Sowers resigned her place, and Miss Alice Krysher, another graduate of the University, succeeds her, and enters on her work with good omens.

The United States government has detailed an officer of the army to give instruction in military science and tactics in our University, to such students as may desire it. This is now the seventh year of the experiment, and we are of opinion that it is a valuable addition to the appliances which our school affords for making citizens capable to do all duty, or as Milton has it, "fit for all the offices, both of peace and of war." Nothing gives a better physical development and a manlier carriage than an exercise in marching and in the manual of arms. The knowledge gained and the habits of self-control acquired by military drill, the ability to stand erect and alone, to lead and to follow when commanded, and to command when circumstances require, are all invaluable in a nation where every man is the equal of every other, and where each may be called on to defend the life and institutions of his country as well as his own dear-bought privileges. Implicit obedience to the orders of a superior—though only in temporary authority—is worth an incalculable sum to any young man, especially as this enables him to unite with others in order to secure, to enjoy and to extend the advantages of civilization.

On the 26th day of November last, a fire was discovered, at a quarter past three o'clock in the afternoon, in the southeast corner of the Mansard roof, directly over the museum. Attempts were at once made to reach and subdue it, but every effort was baffled, and in less than two hours the magnificent building was in ruins. The Faculty, the students and the citizens made heroic exertions to arrest the progress of the flames. A fire company with a steam fire engine from Cairo, and a fire company from Murphysboro, came on express trains to aid in saving the University; but, owing to some unfortunate construction of the roof, and to the location of the water supply tanks and their imperfect connection with our own steam engine, it was impossible to get a drop of water to touch the fire. The people who came to the assistance of the Faculty and students succeeded in saving a large part of the furniture, almost every book and pamphlet of the large and valuable library, and the most of the apparatus and appliances of the laboratory. The museum was already invaded by the fire when first it

was seen, and it was a total loss. The Socratic Literary Society, whose room of meeting was adjacent, was a great sufferer, losing all its valuable pictures and furniture, except its piano forte. Considering that the fire occurred while the school was in session, and that three hundred and fifty students were in the building, engaged in the different rooms, and that almost a thousand citizens hurried to aid in saving property, it is a matter of congratulation and thankfulness that no one was injured, and scarcely one was in any way endangered.

Dr. James Robarts, the Secretary of the Board of Trustees, at once telegraphed to the members of the Board, and Mr. C. N. Hughes and Dr. H. C. Fairbrother came from their residences on the first trains. Mr. Hughes arrived at 5½ p. m., with the steam fire engine from Cairo, and Dr. Fairbrother came in at midnight. The other members could not attend. These three, however, constituted a quorum of the Board, and they at once took prompt and efficient measures to secure the property saved, and proceeded to the work of putting the school into the most comfortable quarters possible. In their efforts they were aided by the citizens of Carbondale, who held, at the call of their mayor, E. J. Ingersoll, esq., a mass meeting that evening. Measures were inaugurated at once to build a temporary building to be used for the school till the General Assembly should make appropriation for renewing the structure, and within sixty days the students were at work quietly in these temporary quarters on the Normal campus. This building is one story, in the form of a Greek cross, 163 feet in extreme length from east to west, and 117 feet from north to south. It has a central hall for study and fifteen rooms for recitations. It is a model of simple convenience as a school house for a city or village where land is abundant. It is well ventilated, and easy of access in all its parts, and will accommodate from three hundred and fifty to four hundred pupils—crowding them considerably to be sure—but giving them opportunity for almost all the exercises of recitations and study. It has no vacant spaces and does not permit much opportunity for display, but it does answer a most useful purpose; and it gives the State the assurance of the deep interest which the citizens of Carbondale and vicinity feel in the prosperity of the school in their midst, and of their determination to do their part toward maintaining an institution so necessary for the improvement of the free schools of our State.

These citizens of Carbondale deserve from us and from their fellow citizens of the State, a grateful acknowledgment of their enterprise, their public spirit and their self-sacrifice. Many of them at any other time would be entitled to honorable mention. They not only gave advice and encouragement, more grateful than anything else, but valuable time and large sums of money. They provided rooms for recitations, for assembling, for library, and other purposes, in such abundance as almost to embarrass us. We therefore abstain from naming any one, and give only general credit to gentleman and ladies who, within about two weeks, gathered over \$4,500, and applied it toward the building already named. The total cost was about \$6,000 in all, a portion of which we were fortunately able to supply from some moneys collected from the tuition

and incidental fees. We trust our students and teachers will do good work in it until the General Assembly, soon to be chosen, will authorize the restoration of the edifice which was the pride of our section and an honor to the State.

It might be expected that we should argue the necessity and propriety of restoring the building which has been so nearly destroyed. We do not propose to do this at length or with any degree of fullness. That matter is with the people of the State, and will be carefully and, we doubt not, wisely and justly considered by a General Assembly to be chosen in less than a month. That body will come fresh from the people and will understand their desires and their wants as well as the ability of the State. We should not, however, discharge the high trust committed to us, nor be true to our own interests as citizens, if we did not emphatically express our own opinion and give the briefest points in the argument for the immediate rebuilding of the University. You, sir, as Governor, having the welfare of all the people at heart, have looked over the ground and will at the proper time express your conclusions. We need therefore only hint at what seems to us conclusive reasons for asking of the General Assembly a liberal appropriation for the purpose of rebuilding the edifice to accommodate this part of the State with Normal instruction.

In the first place the State, ten years ago, accepted a large donation from the people of this section to aid in building for its sons and daughters a school, which should give to them as good advantages of public education and Normal school training as the Central and Northern parts of the State had, for fifteen years, enjoyed. The solicitation and acceptance of this donation was then reckoned to be a pledge that the school should be continued, and that no accident should be allowed to interrupt it. The building was uninsured by the deliberate action of several successive legislatures, in fact by what seems a settled policy. There appears, therefore, to be substantial justice for the claim to rebuild. And this is aside from the consideration of the needs of our public school system, which all our best educators, without exception, believe to demand the maintenance of normal schools; and it does not take into account the convenience of the people of this section. It simply looks to the matter of right and justice.

Another consideration is, on some accounts, of more weight than even this. It is the immense advantage the University has already brought to the schools of this State, and the promise which it affords of vastly larger benefits in the future. This is stated in the reports of the Principal already alluded to, and we shall not repeat. We only name, in this connection, the great loss which the State must sustain if this enterprise is now abandoned. The loss by the fire, as it now stands, is immense. But if the building is not rebuilt it will be a total loss of all the money that has been expended. Indeed, what education it has accomplished will mostly remain. But the walls as they now in part stand, the foundation, the library, the apparatus, all will be complete loss. As these now remain they are worth not less than \$60,000, and many good judges estimate them considerably higher. Then, the tendency among the people to seek a better education will be at least partially arrested,

and especially the impulse given to candidates for the teacher's office, to seek a full preparation for their noble and responsible duties, will be almost wholly destroyed. The work of education seems also to require centers of power or influence, and this University has begun the establishment of one such in the long, narrow section of our State towards its southern end. The nucleus of library, museum, laboratory and schools has been located at a convenient point in the city of Carbondale; if not in the most easily accessible, at least in what has, on more than one occasion, shown itself peculiarly enterprising and unselfish. Can our beloved and progressive commonwealth afford to lose all this, and further deprive that portion of her tax-payers who reside in Southern Illinois of the fair opportunities of education and growth which other portions possess? To ask such a question seems to us an answer to all objections to the speedy restoration of our University to its original beauty and power.

The amount needed to rebuild is variously estimated by architects and builders at sums from \$125,000 to \$200,000. We shall cause careful calculations to be made, with suggestions for plans of restoration, and shall submit them, in due time, to you, that you may transmit them to the General Assembly if you judge best.

The estimates for carrying on the school for the next two years are herewith submitted, with the single remark, that our policy has been from the first to ask for the exact amounts in our judgment necessary to carry on the school with profit and credit to the State. The sums are somewhat smaller than in other years, because we are in a less spacious building, and because the usual amounts for library, museum, fuel and repairs will not be needed; at least, till we are in the new building. The salaries are, for our professors, in nearly every case, now smaller than in other institutions of the like grade, not only in our own State, but in others. This inequality seems to us neither good policy nor wisdom, and we therefore have asked an addition to the sum for salaries.

With these explanations we submit the accompanying estimates, and we solicit a favorable consideration of them. We are sure, from the interest you have always manifested in our welfare, and from your general public spirit, that you will in no case neglect so important a public institution. We have to express our gratitude for your advice and valuable suggestions, and we beg you to accept our sincere acknowledgments of your services.

The following is the summary of the items of receipts as appropriated by the General Assembly and collected from other sources, and of the expenditures as classified and arranged in our accounts, viz:

For the year beginning October 1, 1882, ending September 30, 1883.

<i>Dr.</i>		<i>Cr.</i>	
Paid for salaries.....	\$19,023 00	Balance.....	\$715 58
" " repairs.....	466 47	For salaries.....	18,550 00
" " fuel.....	768 06	" repairs.....	937 50
" " library.....	1,540 90	" fuel.....	812 50
" " museum.....	752 10	" library.....	1,125 00
" " apparatus.....	442 44	" museum.....	500 00
" " Trustees' expenses.....	176 44	" apparatus.....	325 00
" " coal house.....	400 00	" Trustees' expenses.....	275 00
" " incidentals.....	3,525 18	" coal house.....	400 00
Balance.....	175 49	" all other sources.....	3,629 50
	\$27,270 08		\$27,270 08

For the year beginning October 1, 1883, ending September 30, 1884.

<i>Dr.</i>		<i>Cr.</i>	
Paid for salaries.....	\$19,077 95	Balance.....	\$175 49
" " repairs.....	1,251 41	For salaries.....	18,550 00
" " fuel.....	320 70	" repairs.....	750 00
" " library.....	478 03	" fuel.....	1,000 00
" " museum.....	337 06	" library.....	750 00
" " apparatus.....	544 73	" museum.....	500 00
" " Trustees' expenses.....	261 45	" apparatus.....	400 00
" " care of grounds.....	822 54	" Trustees' expenses.....	350 00
" " incidentals.....	2,703 46	" care of grounds.....	300 00
Balance.....	167 51	" all other sources.....	2,989 35
	\$25,764 84		\$25,764 84

The following are the amounts estimated by us as necessary for successfully carrying on our University for each of the next two years. We assume that the school will be ready to occupy new and larger quarters early in the year 1885-6, and that the sums for many items will be greater for the second year than for the first:

ITEMS.	Estimates for	Estimates for
	year beginning July 1, 1885.	the year from July 1, 1886.
Salaries.....	\$19,670 00	\$19,670 00
Fuel.....	500 00	1,000 00
Library.....	250 00	1,250 00
Apparatus.....	150 00	500 00
Repairs.....	250 00	500 00
Museum.....	150 00	500 00
Care of grounds.....	300 00	300 00
Trustees' expenses.....	550 00	350 00
Totals.....	\$21,820 00	\$24,070 00

We append the names of the several members of the Faculty of Instruction and Government, as they were elected and have entered on their work during the term now progressing, and which began September 8, 1884:

^ FACULTY OF SOUTHERN ILLINOIS NORMAL UNIVERSITY.

ROBERT ALLYN, LL. D., *Principal.*

Teachers.

CHARLES W. JEROME, M. A.

JOHN HULL, M. A.

DANIEL B. PARKINSON, M. A.

JAMES H. BROWNLEE, M. A.

MARTHA BUCK.

GEORGE H. FRENCH, M. A.

ESTHER C. FINLEY, M. A.

SAMUEL M. INGLIS, M. A.

INEZ I. GREEN.

CHARLES G. STARR, Lieutenant U. S. A.

JOHN BENGEL, Ph. D.

ALICE KRYSHER.

LILIAN B. FORDE.

With sentiments of high esteem,

We subscribe ourselves, Sir,

Your very obedient servants,

THOS. S. RIDGWAY, *President.*

JAMES ROBERTS, *Secretary.*

N. C. FAIRBROTHER,

R. D. ADAMS.

APPENDIX.

*Containing the Ninth and Tenth Annual Reports of the Principal,
made to the Trustees.*

NINTH ANNUAL REPORT OF THE PRINCIPAL.

SOUTHERN ILLINOIS NORMAL UNIVERSITY.
CARBONDALE, ILL., June 13, 1883.

To the Board of Trustees of Southern Illinois Normal University:

GENTLEMEN—Again it becomes a duty, and it is a pleasure, to make to you my annual report as Principal of this institution. It has been a year of much labor, and of increasing prosperity. The number of students has increased to 544, and the confidence of the people in its stability seems also to have grown. The graduates are ten, and they will compare favorably with any previous class, either in ability or in scholarship. They have all passed what was adopted last year as the graduating examination. This is a careful review of all the studies their course made at some time during their last term in the University. It has been described in our catalogue, and yet it is not inappropriate to call attention to it here, as the Faculty of the school deem it a valuable feature, and one which will give our graduates not only a reputation for scholarship, but will enable them to be much more certain of their own attainments.

The member of the Faculty, having in his charge each particular branch of study, prepares at an early day in the winter a set of thirty questions on that topic. These queries are to cover the subject fairly, embracing its difficulties as well as its elements. Yet they are not expected to deal with puzzles or curious questions. These thirty topics, for so they may very justly be called, are then submitted to the Principal, and he is to strike out ten of them and add if he judges best, or modify, as shall suit himself. The twenty thus left are then submitted to the State Superintendent of Public Instruction, at Springfield, who examines them and strikes out ten others, leaving ten for the final examination. These ten are printed and at the proper time are laid before the candidate for graduation, and he is to write brief answers to such five of them, as he himself may select. It is expected that he will give answers to fill, for each of his five topics, about a half page of foolscap paper.

These papers are then laid before a committee chosen by the Faculty, to be composed of not less than five, three of whom are to be county superintendents, and the others are to be graduates of the University. These persons are to examine the written papers of the candidates and give their opinion of their merits and recommend them to the Faculty as qualified to pass or otherwise. This is the scheme.

It was carried out in full and with remarkable success, as we think. During the month of May the class did the work, almost wholly under the eye of some one of their professors, and we believe with honesty and fairness. The committee were Samuel B. Hood, superintendent of schools of Randolph county; William L. Martin, superintendent of schools of Washington county; William Y. Smith, superintendent of schools of Johnson county; Mary Wright, of Cobden, a graduate of the class of 1876; Lizzie M. Sheppard, of Carbondale, a graduate of the class of 1880, and John T. McNally, M. D., of Carbondale, a graduate of the class of 1878. They met at the University the last of May and spent three days in a careful examination of the papers written, amounting to a little over a thousand pages of manuscript. They unanimously recommended the ten to be graduates, and passed a high encomium on the neatness and order of the papers. The members of the Faculty had previously examined and graded these papers, and when a comparison was made of the grades of this committee and those of the Faculty, the difference was found in each case to be not more than five in the hundred, in most cases the committee and the Faculty agreeing to within one and a half with the teachers.

These papers, after this careful examination, have been laid up in the library of the University. They will be bound and will serve a valuable purpose for future reference and comparison. We deem this new feature a very valuable one, which in our opinion will be fully equal to the highly useful examination for a State certificate. It will send our students forth with a very complete review of their studies and with an ability to state in writing, in a brief manner, the knowledge they have been acquiring. We have been greatly pleased with the results of this first attempt, and shall seek to have it continued and perhaps to enlarge and render it more perfect.

The year, as was said, has been a prosperous one. The health of the pupils and of the members of the Faculty has been almost perfect, and the amount of study accomplished has been certainly greater than in any previous year.

There is a continued increase in the average age of our pupils this year. Including our Training department, the average has been a little over eighteen and a half years, against about eighteen and a quarter years previously. The standard of qualifications has also advanced in a more rapid rate than that of age. We are certain that much of this elevation of attainment by the students who enter our University is due to the students who have been partially educated by us and have gone to teach in the schools of this section of the State. Most of those who enter our school now have been under the instruction of teachers whom we have educated to some extent in our classes, and they come to us knowing, in at least a small degree, our methods. They spell much better than the candidates for admission did at first. In our first examinations it was by no means uncommon for us to give out fifty words—usually common ones—and find from sixty to seventy-five per cent. of them misspelled. In one case the percentage of failures went as high as eighty-three per cent. on such words as "specimen," "separate," "conceive," "believe," "grammar," "hammer," "primer," and the like. But this year the highest

number of errors in similar cases has been forty-seven. This is not very creditable for the orthographical teaching in our common public schools, but it is great progress. And letters received by us from our students who are engaged in teaching, and from directors and parents and friends of education, warrant the conclusion that much of this progress has been stimulated by our example, and by the persistency with which we have, in our teaching, enforced the idea that, of all things, the most useful and the most necessary is the accurate knowing of the first elements of education—the English language and its words—how spelled, how pronounced, with what meaning and with what force and beauty.

We find also a great advance in pleasing and appropriate reading, but not so much in arithmetic and in the grammatical accuracy of common speech. This latter is so much a family habit that it will, of course, require a longer time to show a decided improvement.

As to the old question, “do our scholars teach after they leave us?” we have an accumulation of facts beyond any previous year, all weighing in the affirmative. It is to be regretted that a large proportion of our students do not remain to graduate, and enter upon the profession of teaching. Only about one in thirty of all our pupils have graduated. But if we count out all who hope to graduate, and all who have entered within two years, we find that about one in twenty who enter do complete the course. Considering the fact that we have a Training department which receives children as young as eight years of age—though the number of such is small—not more than five—and that we have also a Preparatory department, which corresponds to an academy in the college system of education, our proportion of graduates to the number who enter will compare—allowing for the newness of our section of country—very favorably with those who in New England or New York set out to complete a college education and begin in an academy. The college itself will hardly graduate the half of those who enter a four years’ course. But these college students had entered an academy years before, along with about five times their number, who had dropped out by the way before reaching the doors of the college.

But the beneficial results of the education or discipline which we are giving to the public are not to be measured by our graduates. It is chiefly by the effect on the many who are with us one and two years, and even less than a year, that we are, at this time of our history, to be valued. By the amount and quality of the teaching work done by our students who have been here only a few months, and have learned something of the elements of knowledge which we teach, and become inspired by the methods which we use, and then have returned to be examples of more intelligent citizens, or to be better forces in the work of teaching common schools, is our influence to be estimated; and by this the value of our University is to be judged.

We have sent out as teachers not far from thirteen hundred—a little more than that number—and these have taught in a large number of the districts of this part of the State. We have direct

testimony from directors, from citizens, from county superintendents, from parents, and from these students themselves, all going to show that the public have appreciated our work, and understand that those pupils whom we have instructed—though only for a term of twelve weeks—have in most cases been better teachers than the districts had before employed. They have elevated the schools and made knowledge more attractive and scholarship more accurate. And they have, as was said a little space above, sent to us new students much better trained, far better qualified to study and more ambitious to learn. In this line we can not avoid the conclusion that we have been eminently successful in doing the work which the State needs and which the General Assembly expects of this University.

Our school is really not expected to train or educate teachers for the high schools. It is to prepare those who shall do most of the teaching in the common and ungraded schools of the country. Teachers of high schools and those who become superintendents of schools and county superintendents are more like the men of a learned profession, and generally have given time to prepare for their duties, and expect and receive proportionately large salaries. But the teachers in the ungraded schools have had little opportunity for preparation; they receive small compensation and remain in the same place only a short time—perhaps not more than a single session of five months. It is for such as these that our pupils are instructed by us, and this is by far the greatest benefit to the State. Such districts as have small schools, and therefore can afford to pay only the most meagre wages, have children as full of talent, and even genius, as the largest and richest districts, and being as they are, a part of the great system of the State, deserve as good schools and as efficient teachers as any section. They pay in the same proportion their taxes and should enjoy the school privileges in proportion to the numbers they will contribute to the future population of the commonwealth. Let them have teachers who have been trained by the State authorities in our Normal schools, and they become the equals in the privileges of school education of the other parts of the State.

The advantages of our training are many, and not the least among them are bringing together young people who will teach for one or two, or at most, three years, and instructing them according to a common method and in common duties. By such associations and instruction they get the best ideas and learn how to impart them. They become confident, not so much in themselves as in the system of schools, and learn to act, not as isolated and independent, unsupported and neglected personages, but as parts of the grandest army of workers in the cause of education the sun ever shone upon. They also get from our training class a knowledge of what to do, and how to begin, and how to proceed, to the end. They are, therefore, not wholly inexperienced in the work they are to do, and can begin without loss to the community, making even their first school an assured success.

The greatest number of letters, commending our schools, have come to us from the country districts, and from these we have been assured of such success by our teachers as to have been led often to remark that the value of the schools where our pupils have taught has been in many cases doubled.

Another source of value our University has opened to the people of this section. It has given them a good school for their children at home, and has saved to them the expenses of travel to other States or to distant districts of our own. It has become a matter of pride that Southern Illinois has had a magnificent building for a Normal University, and that the State has maintained in it an admirable institution of learning, where the children of the common people may, almost at their own doors, enjoy the privileges of the best education which the land can afford. And the common people have largely patronized it. Up to this date there have been enrolled upon our books one thousand nine hundred and fifty-five persons of all ages. One of these has been above fifty years of age, two others above thirty, three below seven, and twenty-one others below ten when they entered the school. Taking all together, the age of entering has averaged almost exactly eighteen years and three months. All the professions and callings have been represented by the parents of these students, but the farmers and laboring men have been by far the largest proportion, and the children of these have made up a little over eighty per cent. of the whole number in attendance.

The work of teaching has been carried on with two purposes in the minds of the professors. First, to give the students a careful and thorough review of the common branches of an English education, and Second, to show the most philosophical methods of imparting knowledge and discipline.

That an English education is the most valuable to our people is not denied by any one. While there may be differences of opinion as to the value of the ancient languages and of the sciences, there can be no doubt that the ability to speak and write the language of our daily life and business is most desired, certainly at the first. No society is possible in this country without it, and no business could be done without the aid of the mother tongue. It must therefore be first acquired. Fortunately the child learns this by almost an instinct, and before he knows anything of the task or pain of learning, his ear is trained to hear and his lips to speak that noble language which inherits the wisdom of all times. He does not, indeed, learn the language in either its completeness or in its accuracy. This latter is most unfortunate. The common speech of the people—the self-styled educated—no less than those who rather make a boast of lacking education—does not attain to any fair degree of critical accuracy. This is not peculiar to the English speaking peoples. From the earliest times purists of speech in all tongues have made jests at the expense of the careless. It is no worse to-day than in the times of Loreginus, this inaccurate habit of talking. We smile at the spelling of our people, and our school teachers and parents who have given attention to the subject are not infrequently mortified by noting the blunders in orthography, in pronunciation and in diction or in sentence-making of those whom

they thought they had trained to know all the correct forms and usages in the lines named. And it is humiliating to find that a scholar who has seen with his eyes and has made with his pen, lips and voice the exact form, sounds and letters of the word "specimen," should write it, in his first letter to his home, in any of a half dozen of inappropriate and ludicrous forms. But it is not worse than the educated son of James II, of England, who wrote to the Parliament that "he claimed the throne by right of inheritance from his honored father, Gems II."

We must not excuse this careless usage, but teach by iteration and example the correct and elegant use of speech which makes our language to be an ornament of thought, and which fills it with poetic beauty. In every step of our teaching it is our aim to secure this care in the use of "English undefiled," and to make it a habit as well as a knowledge for the pupil. Of course, we can only hope to succeed perfectly in this endeavor when all the schools and families of the land have become familiar with such accuracy.

The same aim we set before ourselves in all the branches of study. Writing is not to simply make letters with a pen. It includes the ability to compose sentences, paragraphs and even discourses, and while we give attention to the mechanical part of the process, we also attempt much of the work of expressing thought by means of words. And here, too, we are compelled to confess that our success is as certainly limited in its results as in the case of correct spelling and elegant speech. Nevertheless, our only way is to reiterate our advice to continue the practice and never grow to be discouraged at any amount of forgetfulness or blundering, or even, in a few cases, of seeming stupidity.

We employ the same process with arithmetic, grammar, geography, history and philosophy and hygiene. We wish to secure a practical knowledge of these branches so that our students can make all the computations of business and explain the process, can write accurately forms of business and transact all the multiform operations connected therewith, as he may have occasion in practical life; that he may know where the granaries of the world are, and also the markets and the lines of commerce and intercourse, and could travel intelligently, actually or in imagination, over the world and profit by it; so that he will in his daily reading of newspapers be able to understand the place of each affair named, and the varied allusions to history, ancient and modern: and, finally, that he shall know something of the laws of the body and mind, and be prepared to apply the rules of health to his own body, to his diet, exercise, work and amusements. In short, that the pupil may know how to live as a healthful man, a good citizen and a progressive philosopher as well as a scholar.

When the foundation for scholarship is thus laid in knowledge and in discipline or self-control, our next object is to show how the teacher can, with least loss of his own time and effort, and with greatest care to the scholar, impart all this. There are lines of advance into every topic of human knowledge which are more natural than others, and through which an entrance can be made with greater success than by others. There are connections and

associations of knowledge, facts and principles which will better secure the memory of them than with other associations. There are exercises, the repetition of which will more certainly provide strength and agility of body and mind than others. The science of pedagogy teaches and illustrates these. It is our purpose to lay these principles before our scholars and to exercise them in the art of teaching. This is our second attempt, and if our pupils could come to us, as we trust by and by they will, fully grounded in all the elementary knowledge and discipline of which we have spoken, this would be almost our sole aim, and the value of it to the community we think is far beyond its cost.

I have in previous reports spoken of the appreciation which the intelligent portion of directors and patrons of schools have shown of our work, and, indeed, have said a word concerning it in this report. It needs no further mention. We are assured by almost every mail that Southern Illinois does appreciate the State's liberality to its children, and does value the facilities for educating them near their homes and in their own peculiar needs.

A few words may be said about the appliances we have for doing this work so much to be desired and so highly beneficial. And first, our building is really one of the best ever erected. Its noble hall for study, and its ample corridors for ventilation and ease of movement, its excellent opportunity for light and heat, can have no competitor. We have all needed apparatus and appliances for illustration, not so complete as we hope to have as time advances, but in themselves excellent. We seek to add to these as the State gives us the means and as they wear out, and every year increases our facilities of showing experiments and exhibiting processes of teaching and doing the business of life. Every study pursued has more or less of connection with some practical end that may be enforced or explained by physical apparatus of some sort, and we have this at hand and daily use it.

Then in Natural Philosophy we have machines and opportunities to illustrate—valuable indeed, not everything which is desired or needed, but enough to do better work than has been usual in seminaries of the kind, and it is our purpose to obtain more as it is made possible by our annual appropriations.

Our Chemical Laboratory is already the best appointed in any Normal school in the land, and is not only useful as a part of a Training and Experimental school, but as a place for research. And our pupils are specially instructed in the use of all the apparatus for analysis and composition, and in the process of discovery and verification practiced in any of the higher schools of the land. Yearly the classes in these important branches of physical research have been growing, and our means of doing original work are being developed and enlarged.

Besides, we have begun a museum, which numbers thousands of specimens of minerals, plants, woods, shells, curiosities, archæological, historical and others, to illustrate the customs and manners, the science and modes of life of the human race. We are adding hundreds of specimens to it every month, and intend to make it not

simply the best of its kind, but so nearly perfect that our students shall have opportunities to learn much of foreign lands without the trouble of travel and much of the history of the world as they would have seen it if they had lived in other times.

The Library consists of not far from eight thousand volumes, containing books on every topic of learning and research. It is valuable in works of literature and science, and is used by our professors daily to enlarge the scope of their instruction and to incite the ambition of the pupils to read and become habituated to gain knowledge as it has been preserved by scholars and scientists. Every year for the last seven the General Assembly has been fairly liberal with us in the matter of money to increase this library, and we have added to it not far from a thousand volumes a year. It is particularly rich in history, biography and in science, especially in books on the theory and art of teaching, of pedagogics and the kindred branches of the mind and morals. We esteem it among our most useful means of instruction. Our students daily use it, and, we think, profit by it.

We can not, indeed, understand how it is possible to carry on a school for the advantage of the public, without connecting with it a library for two purposes: The one to give opportunity for the student to carry his reading in every science beyond the text-book, and the other to enable him to form the acquaintance of those great masters of thought and language, who are found so abundant in numbers and so prominent in power throughout the whole range of English literature. We have, therefore, accumulated a library of nearly eight thousand volumes, containing a large and very excellent selection of reading in both these lines named. While the General Assembly has never given us a large sum in any one year, or in all the time of our school's existence—not to exceed \$4,500—we have made such judicious use of it that we are proud of its number of volumes and of their general adaptation to our design. An annual appropriation of about a thousand dollars will enable us to keep abreast both of the science and literature of the age.

We have thus, by some considerable sacrifice of salaries of professors, accumulated a fine library, a large museum and a good laboratory for chemical experiment and research. The purpose of the latter is to study a very useful and growing branch of knowledge, according to the method of nature, not solely by books, but by actual work on the elemental atoms of matter, and thus compel nature to give up her secrets by the test of the crucible. The only way to make a scholar is to compel him to do the work. So we put our chemical student at the experiment table and give him the reagents, and leave him, by the advice and direction of the teacher, to learn for himself. The same is our method of natural history. He has the specimen before him as we have preserved it in our cabinets, and he studies that—not simply reads of it in a book. He may, indeed, read of coal in his text-book, but he must examine coal and find out by his own analysis what it is made of, and then we take him to the coal bank, let him find how it lies, how it is mined and what are the conditions under which it exists.

He is therefore practically educated, and can not be a mere book-worm. In the same manner we study mental philosophy and the science of teaching, or pedagogy. He may read a text-book, but he is to study his own mind and the mind and nature of the child, his desires, emotions, affections, his ability to see and remember, to imagine and to reason, and learn thus exactly how to present knowledge that it may be grasped and retained, and recalled. Then he observes in the school room, and learns to mark the method of his teacher and the mistakes of his associates, as they are called on to teach classes in our Training department. He is hence made a clear, knowing critic, before he is called to exercise his calling in an independent manner. We reckon this practice, in reading books of the library, in studying specimens of our museum, in working experiments in our laboratory, and in actual teaching and observing in our elementary classes, the best part of the new education. And we feel confident that by thus doing we are adding to the value of the schools of this portion of the State in a sum almost incalculable.

One other thing deserves mention. The spirit of our school leads teachers and students to talk much of schools and teaching. Intercourse with others with the same aims, and who are engaged for a short time in the same pursuits, gives a love for the business, and by discussing plans and difficulties, duties and expedients, they all become in a greater or less degree prepared to enter on their work. If there were no other benefit of a school for teachers than this familiarity of the business of learning, it would give confidence, and, in most cases, would add power to the candidate for the teacher's office.

Our teachers in each of the several departments have done faithful work and deserve credit for their zeal, and in many instances, sacrifices. It should not be forgotten that up to this time nearly every one of them is at work for a less salary than others in similar positions with a smaller number of hours than those in our school. They do not complain, but do this that our young institution may earlier accumulate the means of giving the best opportunities of reading, of investigation and of scientific research. They are having a reward in the larger number of students who yearly come to be instructed and in the improved condition of every facility we have for imparting knowledge and discipline.

The following persons are unanimously recommended by the Faculty to be graduated in the several courses of study prescribed by your rules. They have completed the required branches and have passed the usual examinations, and have been recommended by the committee of county superintendents and graduates, as heretofore stated in this report, viz:

FRANKLIN M. ALEXANDER,
MAGGIE BRYDEN,
DANIEL B. FAGER,
BELLE KIMMEL,
DELLA A. NAVE,

WILLIAM B. BAIN,
ALICE M. BUCKLEY,
M. LILY HOUTS,
JOHN MARTEN,
EDGAR L. SPRECHER.

I remain, very truly, your obedient servant,

ROBERT ALLYN.

TENTH ANNUAL REPORT OF THE PRINCIPAL.

SOUTHERN ILLINOIS NORMAL UNIVERSITY.
CARBONDALE, ILL., JUNE 11, 1884.

To the Trustees of Southern Illinois Normal University:

GENTLEMEN—I have the honor to make a tenth report to your honorable body, and to present with it the reports of the teachers of the several departments and that of the curator. The circumstances surrounding us are sad. The ruins of our building lie crumbling before us. Our narrow quarters are crowded almost to suffocation, yet they are far more commodious than we at first imagined it possible to secure. They have answered an admirable purpose. The school has been carried on with as much efficiency as ever, and this year we present to you for graduation the largest class we have had. It is a class of whom we are proud, and is composed of nine young ladies and seven young gentlemen, who are excelled in scholarship, in character and in worth by no class which has gone forth from our halls. Nine classes have now been trained by us and sent forth to do good among mankind. Ten years have passed since the school was opened, and with the exception of the destruction of our building, our prosperity has been uninterrupted. The numbers in school have steadily grown, and the character and attainments of the students have advanced.

It is therefore a favorable time to review our history, and to state very briefly some of the results of our labors. The money drawn from the State treasury has been about two hundred thousand dollars; an annual average expenditure of twenty thousand dollars. The average number of students per year has been not far from three hundred and fifty, rising during the year now closing to five hundred and forty. Of this number eighty-one have graduated. Among these persons there are now sixty-seven actually engaged in the work of teaching. The benefits of the school to the community are not measured by its graduates or the work they have done in the line of teaching. The influence it has had on the individual pupils who have been instructed, and the ideal it has held up before the public, as well as the information it has scattered and the enthusiasm it has awakened among the people, are really more valuable than the work of its graduates.

But as this is a Normal school, and as it proposes to educate teachers, the real questions are, do the students teach schools after they are educated here, and do they teach better than they would have done? There can be no doubt on either of these points to one who carefully examines the whole matter. Both of these points

have been so often argued in previous years that I deem it inexpedient to do more than mention them at this time. The past winter we had information that over five hundred and ninety of our former pupils were teaching in fifty-eight counties of the State, and their wages, as reported, averaged something over forty-two dollars per month. The average of teachers' wages for the whole State is commonly set down as not exceeding thirty-six dollars. A fact like this indicates the value of the training our school gives better than any argument could.

The number of students who have been connected with it during these ten years has been 2,257. Some of these have remained a time not exceeding a month, and some have been in the school for eight years, beginning in our Training school as primary students and going on to the highest classes. The value in money to a young person of a year's study is not easily estimated, but some guesses have often been made, and good judges have put it as high as \$500. Others, who wish to reckon it by the money which the student must expend for tuition or instruction alone, reduce it to about \$90. If we value it at a sum which, if put at interest, would produce the extra wages an educated man or woman would receive above an uneducated one, we shall carry it above the \$500, and probably above \$1,000. The ordinary wages of a common unskilled and ignorant laborer, who carries the hod or works on a farm, is certainly not above \$400 a year, while the wages of a young woman qualified to teach a school, often goes above that to at least \$600, and that of a man fitted for the work of life as a teacher rises to at least \$1,000. The difference is \$600, the interest of a capital of \$10,000. It would be fair to deduct from this sum the amount expended in obtaining this education, say \$500 a year for six years, if you please, and it still leaves a large margin of money profit which a school like ours distributes to the community.

But we should remember that the child is to be supported whether he gains an education or not, and that the education is valuable aside from and above its pecuniary worth. It would therefore be safe to say that each year's training given in a school like ours is worth to the State, aside from the board and support of the pupil, not less than \$200. Our 2,257 students have averaged a time with us of about two years—a little more—which would give 4,514 years of instruction and discipline. This calculation carries the worth of our school to an amount which may well astonish ourselves. And yet who will dare to say it is an extravagant estimate? If we reckon all the money the State and the city of Carbondale have given to build and support the school in the fifteen years from the time when its establishment was agitated, in 1868, down to the present year, the total amount can not exceed a half million—but little more than the State receives in a single year from the Illinois Central Railway Company—while the benefits accruing to the children of this section, can not be counted properly at less than a million. It may be argued that the State need not undertake this work, because private enterprise would give all this to the people. But it did not do it. This section was to a great extent without facilities for education before our school was established. Children were sent abroad for their schooling at large expense.

Since this University was founded most of this work has been done at home by the State, at a cost to the tax payers of less than the hundredth part of a cent levied annually on the value of each man's estate; and certainly one-half of those who have profited by the State's liberality, would not have enjoyed the education they have now received had this school not been established.

A word more, however, as to the value of an education may not be inappropriate in view of the controversy being carried on, partly in the newspapers of this State, and more largely and earnestly by the people themselves in their daily intercourse with each other, respecting the propriety of rebuilding our burned edifice, and this time I quote in substance the statements of the president of a college in the West. I do not give his words nor the name of the college, only the facts as he very briefly puts them before the public. "A class of twenty young men has just graduated. They have spent four years in college. The annual value of their wages before entering college was, according to careful inquiries made of them as individuals, less than \$5,000, or \$250 each. The salaries at which they are all engaged to work for the first year after their graduation, aggregate over \$15,000, or \$750 each. Some get over \$1,000 a year, and none less than \$600." Here four years' study actually trebles the ability of twenty young men to earn wages for themselves. How does it affect their power to profit the community by labor? I might draw an illustration of a similar sort from almost any of our graduated classes, but for obvious reasons personally affecting the young people themselves I do not attempt it. This increased value of the work of our students—indeed that of any student—accrues very greatly to the public. The simple hod carrier, who earns \$1.00 or \$1.50 a day, brings a certain profit to the community among whom and for whom he works. He is not a pauper and he adds to the value or wealth of the world above his own support. The building he helps to complete is worth considerable more to the world than its cost in materials and labor, and this simple laborer has given his proper proportion of it to mankind. So the young men and the young women, who, by sacrifice and study, fit themselves honestly to earn larger salaries have, in so far as they have paid their own expenses, actually conferred a benefaction on the public. If he keeps a better school and gets a better salary for it, he has blessed the world and is entitled to its gratitude. And if the State has in part paid his expenses of tuition, books, apparatus, etc., it has only invested its money in facilities, by which it is to reap advantages.

Now, the actual part which the State, in case of a Normal school like ours, pays to assist the student to prepare himself to earn more wages for himself, and to do better and more valuable work for others, is comparatively small. The State gives to each student in our school annually about fifty dollars' worth of instruction. Taking into account interest on the outlay for building, it will not exceed \$75 a year. The student pays his own board, clothing, traveling expense, books, and gives his time, averaging as above stated, \$250; or, at the smaller and probably juster estimate, for men, women—boys and girls, as students are—very nearly \$175. Put all these together, and the student's personal contribution to

the commercial wealth by making himself a better man or a better woman, a better citizen, as well as a better worker or teacher, is not less than from \$300 to \$500 a year, as against the State's highest figure \$75. He himself, indeed, afterwards profits by reaping threefold wages.

But how much profit does the State gain by having a teacher who can work on the system which it has marked out in its law, and which it provides machinery to carry forward under its superintendents, State, county, municipal and district? The late President Garfield once said: "I had rather have a log cabin for a school house and a puncheon for a seat, with a live and educated man like Dr. Hopkins at one end of it for a teacher, than have a fine palace for a school house and have a dunce for an instructor." The policy of the State and of the cities and districts has too often been to build fine buildings for schools and then hire cheap teachers. A city in Wisconsin built a thirty thousand dollar house and hired a six hundred dollar principal and three hundred dollar teachers. The true policy is to get the teacher who is educated, enthusiastic, up to the times, full of the spirit of education. And the State had far better spend money to make or to inspire such men than in any other way. It is said of Lord Nelson that after the victory at Cape St. Vincent over the Spanish fleet, he went on board of the captured vessels to inspect them. On returning to his own vessel he said to his friend, a favorite officer: "Collingwood, what a pity the Spanish navy yards can not build men as they can ships! If their men were equal to their ships, we might not be coming away from those vessels as we are, conquerors!"

Our State has a magnificent system of schools. It has invested in school buildings in the cities, villages and districts not less than twenty millions of money. It pays out annually about eight millions—more probably, in all ways, not less than ten millions—for the education of its children. For a population of almost four millions this is not a great burden. But it must and should not be wasted or ill managed. The whole of the profit of it depends primarily on the teachers employed annually in these schools. Put into the public schools good teachers, let them educate the children rightly, and the value of those children will be enhanced not merely three-fold, but a hundred-fold. As much as an intelligent man or woman is more useful and able than a stupid boor, so much is the worth of education given by one who can inspire as well as teach. Real teachers are wanted. How can the State obtain them? In one of three ways. By paying them such wages as they themselves may fix, as it does its lawyers and physicians—wages ample enough to cover all expenses of education and time—or by giving them the knowledge partly at the State's expense and then demanding that they in return teach a given length of time, or compel them to attain a certain grade of knowledge and it may fix the salaries by boards as now done, and then it will get teachers who, as the State Superintendent of Ohio says is the case in his State, will waste a full half of the money expended. The cheapest as well as the most effective plan, is for the State to educate only in part, but to do this on the line of its own system of schools, making them somewhat uniform and always full of the public spirit of the popular education.

A few thousand dollars spent thus at a few schools on a few scholars will create a public opinion, and a demand for better teachers will set up a standard to which all must in a short time conform, and will advance the whole line of instruction throughout the commonwealth. And here is one of the difficulties we encounter. Too many teachers of the old style find themselves thrown out of employment by the demand for young and better educated ones, and they cry out against Normal schools. Too many directors find the standard of qualifications and wages rising upon them, and they cry out against new methods. The better teaching does call for better wages, and such men fail somehow to comprehend that these higher wages imply a more rapid and thorough communication of knowledge, and, of course, a far greater value given to their children as laborers, and especially as citizens. But these are points which really do not need to be argued. They do, however, need a constant repetition. For they are, in the rush of business and even in the temptation to superficial thinking, in danger of being overlooked, and the time given to considering them can not be said to be thrown away.

The great question, however, which absorbs all our minds, and, indeed, should properly be before all others, is that of rebuilding our burned edifice. Shall the ruins stand in their desolation a monument of education neglected and despised, a monument of the lack of enterprise of the people and of discouraged endeavor to elevate our school teachers? Or shall that once noble building arise from its ashes in better condition, in finer proportions, and to a career of greater influence? Shall the people of Southern Illinois, lately enjoying equal advantages with the other parts of the State, be deprived of what they have greatly profited by, or shall their facilities for educating their children and their teachers be restored, if not enlarged? Let it be remembered we have paid our full share to build up all the other educational and charitable institutions of the State, that distance or proximity is a great element in estimating the advantages derived from these institutions, and that the State itself, by refusing to appropriate money to enable us to insure our noble building, has really deprived us of the power to restore it. We have been equal tax payers for the privileges which all may enjoy. The State has distributed its facilities for enjoying its own bounties, and by a most untoward accident this part of the commonwealth is left destitute.

We feel mortified to think of the disaster of the fire, uncontrollable as it was. Certainly we had supposed the appliances for extinguishing a fire were ample. We had water tanks—arranged when the building was erected—hose had since been provided, and ample faucets for jets of water; a steam engine was ready. But most unfortunately, the tanks had been originally placed too low beneath the roof, and the fire caught above them. Consequently, no jet of water could reach it. It was also found that when the steam engine could be got to work, there were no stop-cocks to shut off the water from the tanks, and thus force it through the hose independently of these tanks. Water buckets, then, were our only reliance. But the fire, being under the roof, had immediately on its breaking out filled the whole of the immense space over the rooms

of the Mansard story with smoke so dense that no one could live there, or reach the only trap door out to the roof itself. There was then absolutely no chance whatever to fight the fire from any quarter.

At the time of the discovery of the fire the school was in session, and as soon as every attempt to control the fire had been thought of and tried only to fail, the professors, the students and citizens gave themselves up with an intelligent system and an energy to the work of saving what property could be removed, and in an hour and a half the larger part of the movable furniture, apparatus and library was safely carried from the burning building. This was done in most instances so carefully that even very small and delicate articles were as well preserved as if they had been packed by a salesman for distant transportation. The order and zeal, the force and wisdom with which our students, both the ladies and the gentlemen, worked, in many cases almost independent of suggestion, and commonly without supervision, can not be too highly praised. Indeed, their quiet and ready apprehension of the dangerous situation and the necessities of cautious haste under the appalling circumstances of the hour, commended them to the confidence of their teachers, as nothing else could have done, and showed the value of the training they had received. And when we, on that evening, made our very simple arrangements to carry on the school in rooms hired in the city, or so promptly and generously donated for the time by the citizens of Carbondale, the orderly and cheerful manner in which they continued in the line of duty was so admirable that it should endear them to the public, and it certainly goes far to prove that the work of the institution has been to the State an invaluable boon. A trained fire company or a salvage corps in a city, where such calamities are a weekly occurrence, could scarcely have gone about their duty with more intelligence and efficiency, and certainly not with more persistence and celerity.

While the building was burning telegrams had been sent to various places, and the fire companies of Cairo and Murphysboro came to assist; but they were too late to accomplish anything more than show their earnestness and sympathy.

And the citizens of Carbondale showed a spirit of sacrifice and helpfulness which can, with difficulty, be comprehended by persons at a distance. Before I had time to reach my house messages and letters had preceded me in making offers of rooms gratuitously for use so long as they might be needed. Particularly, one came from Col. D. H. Brush which, in its heartiness and fullness of sympathy and kindness, was most gratifying and encouraging. Others made similar offers of assistance, which were carried out in a manner even more generous than they at first seemed.

The citizens had consulted with me on the grounds beside the smoking ruins of our University, especially the mayor of the city, Capt. E. J. Ingersoll, with his city marshal, who, let it be said here, was efficient in selecting watchmen for the scattered property; and it had been then agreed to hold a mass meeting that evening, at the Moody Opera House, to take into consideration what could be done in the emergency. The meeting came together, composed of citizens and students, and a few persons from the neighboring

towns. But comparatively little was said. several telegrams to the Principal, to the mayor, and to the editor of the Free Press had been received and were read. And it was there resolved to build a temporary structure, sufficient to furnish accommodations for the school until the session of the General Assembly, when the building will undoubtedly be rebuilt in even better style than at first. A plan was hastily, though happily, suggested by Mr. Isaac Rapp, and Mr. Charles E. Brush, and subscriptions were at once commenced for the work, and in less than two months of the most inclement weather, in a remarkably inclement winter, we were very creditably and comfortably housed, and pursuing the ordinary course of our school work. During the intervening days the recitations went on in rooms, the occupants of which removed from them, and in many cases made no charges for rent. It was an exhibition of patriotic duty to the State, as well as of interest in the students personally, and of benevolence to the public, which speaks for the credit of the citizens of the city of Carbondale.

The new buildings, our temporary quarters, were occupied on the past day of January, and had cost the individuals who combined to put them up \$5,700. Some of the rooms were not completely furnished, and, indeed, the weather would not admit of plastering the building, and it has been occupied, since we entered it, in a rude condition. But it has answered an admirable purpose. It should be plastered during the vacation, and in this way should be made so that the sound of recitation in one room shall not be so distinctly heard in the one next to it. Some more shelving should also be put in for our books and apparatus, and for the articles for the Museum, which are again very rapidly accumulating on our hands.

Of the work in the several departments I need say little. The professors have conducted their recitations, drills, examinations and exercises under many difficulties of course, but always, I believe, with as much success as in any previous year, and with, if possible, greater earnestness and devotion. They have shown, not less than the students, how a determination to perform duty can be carried forward under what might, at first, seem crushing adversity. And the development of character in both pupils and teachers, under the circumstances, has, I am sure, been as great as it could have been, if no disaster had overtaken us. Self reliance and fertility of invention have been fostered, and by the discipline and energy thus induced the State certainly will profit.

It may be stated concerning the plan of the temporary structure, that it is in the form of a Greek cross, having a large room at the intersection of the arms, in which the students assemble for general exercises and for study. This gives us sixteen rooms, all on the ground floor, and very conveniently located. They are, every one, too small, but they accommodate us after a fashion, and shelter us nicely. We can remain in them for a couple of years, probably, by crowding ourselves very compactly, till the General Assembly shall, in its wisdom, and with its sense of justice and its true regard for the interests of the whole commonwealth, vote the money to rebuild what was a pride to the State and a blessing to this section.

The several reports of the teachers accompany this, and are commended to your attention as showing a very eminent degree of attention to their work, and proving that each one has a large amount of duty for each term. The destruction of our building has added materially to the care and labors of each one, and not one, it is believed, has neglected a duty or failed in diligence at any time since our disaster. Every one gave largely to aid the citizens in their generous attempt to furnish our quarters. The students deserve commendation for their zeal and liberality, they having at a considerable sacrifice put into the hands of the building committee a very generous sum. And it should not be omitted that many of our former students sent cash and earnest sympathies. One donation particularly grateful, as it came unsolicited and from a quarter which has always shown us special sympathy. It was from the Illinois State Normal University, at Normal, and exceeded \$130. The promptness and cordiality of it gave to it more than a double value, and we trust that it marks the general sentiment of the educated teachers and the progressive young people and students of the State as to the necessity of continuing the school in operation, and in favor of rebuilding it at the earliest moment. I am sure the Board of Trustees appreciate all these evidences of kindness as truly suggestive of public opinion, and will do all in their power, as I know the teachers all desire to, that the school may be made better every succeeding year.

Indeed, gentlemen, your liberality and generous appreciation of our services has often touched our hearts, and the fact that you have in this most trying emergency maintained confidence in the management of the school, has been grateful beyond expression. The Principal wishes here to acknowledge your kindness, and as the event has shown, your wisdom, in, almost contrary to his desire, relieving him from the recitation room at the last Commencement. It was then found that the school had grown to such proportions in numbers of students that the work of supervising would occupy all his time and exhaust his energies. And the calamity, coming as it did, certainly demonstrated the propriety of leaving him free to do more of the general supervising. With the more special work of Prof. Hull in the Training department, much more has been done to give our students valuable practice in the recitation room, and they have certainly profited by it to a very large degree. This department has never been so efficient as during the present year under the care of Miss Sowers and Prof. Hull, and she leaves her work to Miss Alice Krysher, another one of our graduates, in the best condition for even greater success. From the beginning of the University it has been an object of desire to make a Training department an important part of our business, and at first it did seem that we had arrangements made to secure it. The distance of our building from the city and the unwillingness of parents to send the small scholars so far, appeared to be such potent factors in the problem as to render our success doubtful. The number of primary pupils sent to us to be taught in the Training department dwindled to so small a number, that the school was discontinued. But in the last two years there seemed to be a growing demand for the renewal of the experiment. It was at once determined that if forty pupils could be ob-

tained a Training department should be opened and put on a more secure and satisfactory basis. The number was reached at once, and more stood waiting to come in whenever a vacancy occurred.

Miss Sowers, a graduate of the University, as stated above, was employed, and the work has been a success from its reopening. It has done an excellent work for the small pupils themselves. They have learned, in a much better manner than is common with children of their ages, to read, and especially to state in words of their own choosing what they know or have read. Indeed, I have never met with children of their age who have so good a command of proper English, or who have acquired so large a fund of general information. The University during the first year used a part of its library fund to purchase about two hundred volumes of children's histories and story books—juvenile works on natural history and books of travel and description. The pupils have used these very industriously, and they have profited by them to such an extent that they can tell in an intelligent manner many of the great events of history. They may not have learned so much concerning arithmetic and grammatical parsing as some of their age, but they do know far more of the world in which they live, and the different plants and animals on its surface, than is common for children of sixteen or eighteen. And what is more to our purpose, they can tell it; and they have been acquiring a relish for good books and a real love for the knowledge which they promulgate.

One of the grandest results to be expected of our public schools is that it shall so lay an emphasis on good reading as found in permanent books—not wholly in the periodical literature of the day, newspapers and magazines, necessary and instructive as these are made by our civilization. And the benefit to these smaller pupils has in this direction been immense. We have tried to make it so that every parent who should send his child to this department of our school should, on the whole, gain by it. And we think that Professor Hull and Miss Sowers have, without possibility of dispute, proven that such patrons and their children have been gainers by their choice of paying our little fee in addition to what the tax rate compels them to pay to the public school.

But our Training department has altogether another object as its primary motive. It is to be, in addition to what is above claimed for it, a place in which our Normal student, who intends to graduate and afterwards teach school, shall be inducted into the experience of teaching. He is to be a pupil teacher in this Training department of ours. We expect him to spend at least one hour a day for a year in this work. First, he is required to be present at some of the recitations and exercises of this department and make observations of the method of teaching, of governing, of controlling, of securing order and attention; to note the tact of the teacher in avoiding difficulties and overcoming obstacles, and of conveying lessons of value, of giving knowledge not in the text-book, and finally to mark all the order and movement and enthusiasm or spirit of the school. He is next required to teach a class under the eye of the superintendent or the assistant, and to receive criticisms and suggestions. And, lastly, he is to try for himself, by his own tact, to

control, to govern, to stimulate and to interest the class, and make his report thereof. He must therefore watch processes and apply principles, and by this practice fit himself to act independently. Thus he goes forth to his work of teaching, not a novice un instructed and inexperienced, but with such a trial of skill and such an amount of furnishing as give him a large degree of the practical ability of a trained and disciplined teacher. It has been one of the best features of work for the past two years, and we hope to improve it in the future.

The year has been marked by the inauguration of a department of the German and French languages, under the care of a native German of large experience as a teacher and of competent knowledge of both of the languages, and of the philosophy of pedagogics—Professor John Bengel, late of the Michigan State Normal School. The number of pupils has been respectable and the department promises much usefulness to our section of the State, where the German is so much desired as a means of communicating with our cousins who come in such numbers to settle among us, and who themselves need the assistance of a countryman to assist them to acquire our language and to make themselves familiar with our customs and laws and our modes of speech.

In conclusion, allow me to say that we still have the highest hopes from our school. The Faculty are determined that no study, no sacrifice nor watchfulness on their part shall be wanting to make the University a power in the State and an honor to the great cause of universal education which it has been established to represent and to foster. I am certain the students who have been in attendance, and in especial manner those of them who have graduated, are inspired with the same great purpose.

The Faculty have carefully examined the following young ladies and young gentlemen, who have completed the course of study prescribed by your rules, and finding them well qualified, and knowing them to be of unblemished morals, recommend them to you to receive the diplomas of the University, viz:

In the Classical Course.

ALACIA E. BEESLEY,
GEORGE V. BUCHANAN,

JOSEPH B. GILL.

In the English Course.

FANNIE A. AIKMAN,
MAY T. BUCHANAN,
CLARA BUCHANAN,
CHRISTOPHER C. CAWTHON,
MAY B. DUFF,
LU BIRD HENDEE,

PHILETUS E. HILEMAN,
JOHN H. JENKINS,
RICHARD T. LIGHTFOOT,
MAUD THOMAS,
CARRIE L. RIDENHOWER,
CHARLES W. TREAT.

I remain, gentlemen, very respectfully,

Your most obedient servant,

ROBERT ALLYN.

OF THE

TRUSTEES

OF THE

SOUTHERN ILLINOIS NORMAL UNIVERSITY,

LOCATED AT

CARBONDALE, JACKSON COUNTY.

OCTOBER 1, 1886.

SPRINGFIELD, ILL. :
H. W. ROEKER, PRINTER AND BINDER.
1886.

DANIEL HURD, Cairo, ELIHU J. PALMER, Carbondale,
 ELI BOYER, Olney, THOS. M. HARRIS, Shelbyville,
 SAMUEL E. FLANNIGAN, Benton.

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OF THE

SOUTHERN ILLINOIS NORMAL UNIVERSITY.

ROBERT ALLYN, LL. D.,

Principal and Lecturer of Pedagogy.

CHARLES W. JEROME, A. M.,

Teacher of Latin, Language, and Registrar.

JOHN HULL, A. M.,

Teacher of Psychology, Pedagogy, and Superintendent of Training Department.

DANIEL B. PARKINSON, A. M.,

Teacher of Physics, Chemistry and Book-keeping.

MARTHA BUCK,

Teacher of Grammar and Etymology.

GEORGE H. FRENCH, A. M.,

Teacher of Zoölogy and Physiology, and Curator.

ESTHER C. FINLEY, A. M.,

Teacher of History, and Librarian.

SAMUEL M. INGLIS, A. M.,

Teacher of English Literature, Elocution, Vocal Music and Calisthenics.

INEZ GREEN,

Teacher of Geography and Algebra.

MATILDA F. SALTER,

Teacher of Penmanship and Drawing.

GEORGE V. BUCHANAN,

Teacher of Algebra and Arithmetic.

CHARLES HARRIS, PH. D.,

Teacher of Modern Languages.

ANN C. ANDERSON,

Assistant in Training Department.

2D LIEUT. JAMES F. BELL, U. S. A.,

Teacher of Military Science and Tactics.

MARY A. ROBARTS,

Assistant in Arithmetic, Reading and Writing.

REPORT OF THE TRUSTEES OF THE SOUTHERN ILLINOIS
NORMAL UNIVERSITY FOR THE YEARS OF 1884-5
AND 1885-6, MADE TO THE GOVERNOR
SEPT. 30TH, 1886.

HIS EXCELLENCY, RICHARD J. OGLESBY,
Governor of Illinois:

SIR—It is with feelings of sincere satisfaction that we make this, our seventh biennial report of the trust given us by the people of the State.

The General Assembly which met in January, 1869, incorporated the Southern Illinois Normal University, and appointed trustees. They were instructed to build and open a school at some central place south of the line of the Alton and Terre Haute Railroad, and after careful examination they selected Carbondale as the place.

Unforeseen embarrassments delayed the completion of the building and the opening of the school till July 1, 1874.

The present Board of Trustees was constituted by the Governor, John L. Beveridge, and date their terms of office from March, 1873. Only one of the five originally appointed remains now in the Board.

Since the opening of the school, and the organization of classes in a special session July 2, 1874, when forty-one students were enrolled, the number of students has steadily increased, till at the time of writing this report the number is nearly four hundred, and the character of the young men and young women who enter has risen in scholarship and experience, and we are informed by the faculty that now the proportion of students who have come to push their studies to higher attainments, with first grade certificates, already licensed to teach, is about three to one as compared with the number of those who entered during the early terms of the institution.

The first regular term opened September 6, 1874, and enrolled just one hundred and forty-three pupils, of all ages, during the twelve weeks of its continuance. The present term, which began September 6, 1886, has already counted three hundred and ninety-six.

Such has been the success of the school, as measured by the number of students who have entered,

The total enrollment of students since the beginning of the school is two thousand eight hundred and thirteen. They have come from seventy-four counties of this State, and from the States of Missouri, Kansas, Indiana, Kentucky, Mississippi, Alabama and Tennessee, and since their departure they have gone to more than half of the States and Territories, carrying into the most active and earnest employments of life the methods of study and teaching, and the habits of discipline and duty impressed upon them by our very judicious and conscientious faculty. As many as two thousand of these students have been employed as teachers, for terms varying from five months to ten years, in some of the counties of our State and the adjoining States, and they have, as nearly all the reports say, won a good degree of success.

The larger part, or nearly seventy-five per cent. of these students, are sons and daughters of the farmers of the State, and their education has a tendency to diffuse knowledge more widely among the people, and to inspire a respect and reverence for the republican institutions of our land, and to infuse into the minds which they influence a patriotic devotion to our common country.

But the growth of our school will be seen to be more remarkable if the difficulties which it has encountered are taken into account.

In all communities there are those who do not believe in the right of the State to give higher education to the children of its citizens, even if that higher education may have a direct bearing on the schools which public taxation has established for elementary instruction. There were others who are jealous of all new means of accomplishing the work of a people, and others still who have already engaged in giving instruction.

In general the people of Southern Illinois have been highly grateful to the State for establishing the school in their midst, and have given to it not only a generous patronage but a hearty, even and enthusiastic endorsement and defense.

But a serious, and by some it was feared, a fatal, disaster happened to it when on the afternoon of November 26, 1883, the noble building which had been erected at a cost of a quarter of a million of dollars was consumed by fire.

At first all hearts were paralyzed by the magnitude of the loss.

The public sentiment soon rallied and a temporary structure was erected which has comfortably sheltered the school and has held the faculty and students together till we are nearly ready to enter a new, and we believe an improved, building, which will be reckoned a fitting monument to the wisdom, the justice and generosity of the 34th General Assembly of Illinois.

By the earnest advise of your excellency, seconded by the hearty desires of so many of the best educators and wisest statesmen of our commonwealth, the sum of one hundred and fifty-two thousand dollars was appropriated to restore the building which had been destroyed. Plans were adopted by our Board of Trustees and approved by you, and they have been carried forward so successfully that a building is now nearly ready to receive our hundreds of students, part of whom are at present on the ground and hosts of whom are waiting to rush in as soon as its doors are opened.

A detailed description of the building is not needed here. It is enough to say that the building has three stories, respectively in height fourteen, eighteen and twenty-six feet, is surmounted by a high and shapely roof, crowned by a single tower over the front center.

The first story has eight doors for entrance and egress, and has ample corridors fourteen feet wide extending the entire length, two hundred and eleven feet, and the whole width one hundred and nine feet. This story contains ten rooms, a study hall for the training department, recitations and lectures, capable of seating one hundred pupils, including an ample room for a chemical laboratory, and another for natural history, study and dissection and experiment.

In the second story are ten rooms, for the principal, for receptions, recitations and for the library. The third story contains the large study hall a hundred feet by sixty-nine, to seat five hundred students, two large rooms for the literary societies and four convenient rooms for recitations.

The total number of rooms is twenty-seven, and ten rooms for cloaks, etc., with lavatories. These rooms are all admirably lighted and ventilated and are in every way adapted to the purposes for which our school is designed, the training of young persons to become, for a time at least, teachers in our public schools.

The material of which the building is constructed is fine pressed brick, laid in red cement, with sandstone trimmings, left in the rough ashlar finish. The exterior wall of the basement or first story is the same as was used for the former building, and is of brown sandstone, obtained from the quarries a few miles south of Carbondale. The structure is an imposing one, and shows by its appearance the use for which it is designed. It has ample corridors for the movements of masses of students, and its easy grade stairways render all parts accessible and convenient to enter, and escape from in case of accident. It is divided into three sections by fire-proof walls, extending to the roof, and separated from each other by iron doors in the attic, and is believed to be so constructed that either of these sections might be burned without serious damage to the others.

The wood work of the internal finish is hard southern pine for floors, doors and wainscoting, while the walls and ceilings are sand finish, painted, with cornices and panelings tinted with soft and pleasing colors. Every recitation room is fitted with ample blackboards, and has furniture study desks, recitation chairs or seats of the most approved pattern and elegant finish.

The room for the drawing department has tables, and likewise have the laboratory and the room for natural history. It was our design, in planning, arranging and furnishing the building, to give to Southern Illinois what the General Assembly evidently intended the people of this end of the State should have, a perfect school building, such as should be at once best adapted to the work of study and teaching, and be an inspiration and a model for this section for all time to come.

While we are not disposed to declare that no improvements could be made in either design or construction, we are willing to have everything submitted to the most rigid tests of examination, and we feel confident that any intelligent study of the building and its appointments will result in a verdict of cordial approbation.

We cannot resist the impulse to congratulate the people of this part of the State on the fact that they were so fortunate as to have in the General Assembly so many lovers of popular education, men of firmness to resist all arguments of temporary economy, who were wise enough to make ample appropriation for the rebuilding of what had been so sadly wrecked by fire. Nor should we omit to record our good luck, if we may so speak, in securing so energetic and skillful builders to assume the contract, Messrs. Parry & Deal, of Peoria, who have carried the work forward thus far without an accident, and who now have a fair prospect of a speedy completion of a home for our school worthy the name and renown it has won under its learned and popular faculty, and by the diligence and zeal of its enthusiastic students.

The educational work of the two years covered by this report has been truly "the pursuit of knowledge under difficulties." There have at no time been less than three hundred students, and at most times nearly four hundred have been crowded into seventeen comparatively small rooms, with corridors only six feet wide, and few of them at that. Always two persons have been compelled to occupy the same seat, and now and then three have been crowded into space intended for one, and scarcely sufficient for his comfort.

Yet everything has moved harmoniously and profitably as we believe. Every person connected with the school merits praise and we doubt not their efforts under these disadvantageous circumstances have really tended to make all students more alert and ready in expedients, more self sacrificing and even more enterprising and persevering than perhaps they would have been had no such almost overwhelming calamity befallen us.

The principal's reports to us for each of the two years, which we send to accompany this report, will convey some information which may be of value.

The following is a summary of the number of students attending the school during the two years embraced in this report.

Summary of students, year 1884 and 1885:

Post graduate.....	1
Special students.....	4
Regular Normal students.....	50
Irregular.....	126
Preparatory department.....	198
Training.....	86

Total number..... 465

Graduates, 10.

Year 1885 and 1886:

Post graduates.....	3
Special students.....	2
Regular Normal students.....	65

Irregular	105
Preparatory department.....	215
Training.....	96
	<hr/>
Total number.....	486
Graduates, 14.	

There have been graduated in all, one hundred and four students :

Gentlemen.....	58
Ladies.....	46

Two catalogues are herewith enclosed.

We append the Treasurer's biennial report as made to this Board, by quarterly statements. This is the fiscal report of the school proper and does not pertain to the amount appropriated for the rebuilding, and which is embodied in a separate statement.

1884.		<i>Cr.</i>		
September 30	To	balance in my hands		\$167 51
October 1	"	Cash received from Auditor		44,900 00
	"	Cash received from registrar and other sources		6,996 154
1886.		<i>Dr.</i>		
October 1	By	paid officers, teachers and employes	\$38,196 22	
"	"	paid for apparatus	208 89	
"	"	paid for repairs	174 06	
"	"	paid for trustees' expense	888 01	
"	"	paid for care of grounds	109 47	
"	"	paid for museum	485 60	
"	"	paid for library	1,018 68	
"	"	paid for fuel	1,234 45	
"	"	paid for incidentals, etc	5,235 93	
"	"	balance in Treasurer's hands	4,512 74	
			<hr/>	
			\$52,064 05	\$52,064 05

(Signed)

Respectfully submitted,
 JOHN S. BRIDGES,
 Treasurer Southern Illinois Normal University.

We have practiced in all things the most rigid economy, and have made it a matter of principle to use the funds put into our hands with great carefulness. During the time since the fire we have not had quarters suitable for a library, a laboratory, a museum, or for apparatus. We therefore asked the last General Assembly for only the smallest possible sums for these items of expense.

Our practice has been from the first to ask appropriations for the exact sums we deem our necessities require, and not a dollar more. We have kept our integrity as public servants, and done our best to see that the best interests of the State were faithfully guarded.

At this time of making our estimates for the next two years, we have named the precise sums each interest of the university seems to us, after carefully studying the situation, to need.

The estimates below are for our *annual* expenses in all cases. Since the burning of the building we have asked only the smallest pittance for each of these, and to put them on a proper foundation they require an increase. So we ask an *annual* sum for them.

We think our estimates eminently reasonable, and even below, rather than above, the necessities of the case.

ESTIMATE

For the years beginning July 1, 1887 and ending June 30, 1889, as follows:

For teachers' salaries.....	\$21,000 00
For engineer and janitor (two men).....	1,000 00
For fuel.....	1,000 00
For apparatus.....	500 00
For museum.....	500 00
For care of grounds.....	600 00
For repairs.....	1,000 00
For trustees' expenses.....	500 00

Total yearly estimate.....\$ 26,100 00

On the 9th of July, 1885, our Board met at the secretary's office and employed Mr. Isaac Rapp, of Carbondale, a practical builder, as superintendent, and ordered him to begin at once the tearing down and cleaning away the debris.

After adoption and approval of plans work was begun repairing the first story of the superstructure. On October 21, 1885, the contract to rebuild the university according to plans and specifications submitted by Isaac S. Taylor, of St. Louis, Mo., and approved by your excellency, was awarded to Parry & Deal, of Peoria, Ill., for the sum of one hundred and seventeen thousand three hundred and thirty-seven dollars.

The contract was approved, and they have faithfully prosecuted the work of construction.

The building is now nearing completion. We have made every effort to keep within the limit of the appropriation. We have made only such alterations as the work progressed as in our judgment the appropriation warranted, that we might complete and furnish the building complete in all its appurtenances.

Our Board have, during the progress of the work, frequently visited and inspected same, and herewith submit report of superintendent for all moneys expended on building to Oct. 1, 1886:

1886.				
September	1	To paid for rebuilding and repairing walls, etc., as per reports from July 9, 1885 to Sept. 1, 1886.....	\$13,101 49	
October	1	“ Pay roll for September, 1886.....	653 84	\$13,755 33
“	“	“ Superintendent's salary and expense account, as per reports from July 9, 1885 to Sept. 1, 1886.....	\$2,187 85	
“	“	“ Superintendent's salary for September, 1886.....	150 00	
“	“	“ Expense account.....	1 30	2,339 15
“	“	“ Estimates furnished to contractors from Jan. 1, 1886, to Sept. 1, 1886, as per reports furnished.....	\$76,535 69	
“	“	“ Certificate for Sept. 1, 1886.....	7,360 67	83,896 36
“	“	“ Paid architect fees.....		750 00
		Grand total.....		\$100,740 84

Respectfully,

ISAAC RAPP, *Superintendent.*

Our expectation now is to occupy the building with our school not later than January next. We have had no accidents, and feel very thankful for this, and to your Excellency for your visit, and hope to have you with us when the building will be formally received and dedicated.

Our contracts are made for lighting, heating and furnishing, and they come within the appropriation.

Very respectfully submitted,

THOS. S. RIDGWAY, *President.*

Attest:

E. J. INGERSOLL, *Secretary.*

NINTH BIENNIAL REPORT

OF THE

TRUSTEES

OF THE

SOUTHERN ILLINOIS NORMAL UNIVERSITY,

AT

CARBONDALE.

1890.

TRUSTEES.

THOS. S. RIDGWAY, Shawneetown.
 EZEKIEL J. INGERSOLL, Carbondale.
 SAMUEL P. WHEELER, Springfield.
 EMIL SCHMIDT, Nashville.
 EDWARD C. FITCH, ALBION.
 RICHARD EDWARDS, *Ex-officio*, Springfield.

OFFICERS OF THE BOARD.

THOS. S. RIDGWAY, President.
 EZEKIEL J. INGERSOLL, Secretary.
 SAMUEL T. BRUSH, Treasurer.
 CHARLES W. JEROME, Registrar.

EZEKIEL J. INGERSOLL, }
 EDWARD C. FITCH, } Auditing Committee.

JOHN. T. GALBRAITH, Librarian.

FACULTY.

ROBERT ALLYN,

Principal, and Lecturer on Pedagogy, Ethics and Æsthetics.

JOHN HULL,

Psychology, Ethics, Pedagogy, School Law, and Higher
Mathematics: Superintendent of Training Department.

DANIEL B. PARKINSON,

Natural Philosophy, Chemistry, Astronomy: Geometry.

MARTHA BUCK,

Grammar and Etymology.

GEORGE H. FRENCH,

Natural History and Physiology: Curator.

ESTHER C. FINLEY,

History.

SAMUEL M. INGLIS,

English Literature, Rhetoric, Elocution, Reading, Vocal Music,
and Physical Culture.

INEZ I. GREEN,

Geography, and Assistant in Algebra.

MATILDA F. SALTER,

Drawing.

GEORGE V. BUCHANAN,

Arithmetic, Algebra, and Military Tactics.

ANN C. ANDERSON,

Assistant Training Teacher.

MARY A. ROBARTS,

Penmanship and Book-keeping.

LIZZIE M. SHEPPARD,

First Assistant in Grammar School.

CHARLES W. JEROME,

Latin Language and Literature: Registrar.

† WILLIAM H. HALL,

Assistant in Grammar and Arithmetic.

TRUSTEES' REPORT.

CARBONDALE, ILL., Sept. 30, 1890.

To JOSEPH W. FIFER, *Governor of Illinois, Springfield, Ill.:*

SIR—As Trustees of the Southern Illinois Normal University, the undersigned respectfully present their ninth biennial report for the two years ending this day, September 30, 1890.

The moneys available for carrying on the school have been as follows, viz.:

Balance on hand October 1, 1888.....	\$2,760 48
Received from the State treasurer, according to appropriation approved May 25, 1889.....	53,057 50
Received from the registrar, collected for tuition, incidental fees, etc.....	7,494 35
Total.....	\$63,312 28

The moneys paid for expenditures, classified and summarized, and vouchers for which are lodged with the State Auditor, are as follows, viz.:

Paid for salaries of teachers.....	\$42,647 31
Paid for salaries of engineer and janitor.....	1,675 00
Paid for fuel.....	2,541 12
Paid for repairs.....	1,793 23
Paid for library.....	1,260 21
Paid for apparatus.....	581 21
Paid for museum.....	1,151 07
Paid for trustees' expenses.....	1,025 32
Paid for incidental expenses.....	6,522 72
Paid for care of grounds.....	508 85
Balance in hand Sept. 30, 1890.....	3,606 24
Total.....	\$63,312 28

We transmit to you our treasurer's itemized summary to accompany this report and beg your attention to it.

A report of the number of students in each of the several departments of the University, is as follows for each term of these two years, viz.:

FALL TERM 1888.

IN THE NORMAL DEPARTMENT RECEIVING FREE TUITION.

Young men.....	133
Young women.....	129
Total.....	262

IN THE NORMAL DEPARTMENT PAYING TUITION.

Young men.....	12
Young women.....	5
Total.....	17

IN THE GRAMMAR DEPARTMENT PAYING TUITION.

Yeung men.....	37
Young women.....	38
Total.....	75

IN THE TRAINING DEPARTMENT PAYING TUITION.

Boys.....	61
Girls.....	34
Total.....	95
Total for the term.....	449

WINTER TERM 1889.

IN THE NORMAL DEPARTMENT RECEIVING FREE TUITION.

Young men.....	135
Young women.....	122
Total.....	257

IN THE NORMAL DEPARTMENT PAYING TUITION.

Young men.....	8
Young women.....	8
Total.....	16

IN THE GRAMMAR DEPARTMENT PAYING TUITION.

Young men.....	55
Young women.....	38
Total.....	93

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IN THE TRAINING DEPARTMENT PAYING TUITION.

Boys	49
Girls	59
Total	108
Total for the term	474

SPRING TERM, 1889.

IN THE NORMAL DEPARTMENT RECEIVING FREE TUITION.

Young men	149
Young women	120
Total	269

IN THE NORMAL DEPARTMENT PAYING TUITION.

Young men	6
Young women	3
Total	9

IN THE GRAMMAR DEPARTMENT PAYING TUITION.

Young men	49
Young women	40
Total	89

IN THE TRAINING DEPARTMENT PAYING TUITION.

Boys	65
Girls	46
Total	111
Total for term	478
Number different pupils during the year	699
Total by separate terms	1,401

FALL TERM, 1890.

IN THE NORMAL DEPARTMENT RECEIVING FREE TUITION.

Young men	142
Young women	123
Total	265

IN THE NORMAL DEPARTMENT PAYING TUITION.

Young men.....	11
Young women.....	9
Total.....	20

IN THE GRAMMAR DEPARTMENT PAYING TUITION.

Young men.....	32
Young women.....	11
Total.....	43

IN THE TRAINING DEPARTMENT PAYING TUITION.

Boys.....	71
Girls.....	42
Total.....	113
Total for the term.....	441

WINTER TERM, 1890.

IN THE NORMAL DEPARTMENT RECEIVING FREE TUITION.

Young men.....	155
Young women.....	137
Total.....	292

IN THE NORMAL DEPARTMENT PAYING TUITION.

Young men.....	6
Young women.....	6
Total.....	12

IN THE GRAMMAR DEPARTMENT PAYING TUITION.

Young men.....	31
Young women.....	33
Total.....	64

IN THE TRAINING DEPARTMENT PAYING TUITION.

Boys.....	51
Girls.....	38
Total.....	89
Total for the term.....	457

SPRING TERM, 1890.

IN THE NORMAL DEPARTMENT RECEIVING FREE TUITION,

Young men.....	198
Young women.....	170
Total.....	368

IN THE NORMAL DEPARTMENT PAYING TUITION.

Young men.....	9
Young women.....	8
Total.....	17

IN THE GRAMMAR DEPARTMENT PAYING TUITION.

Young men.....	36
Young women.....	33
Total.....	69

IN THE TRAINING DEPARTMENT PAYING TUITION.

Boys.....	37
Girls.....	34
Total.....	71
Total for the term.....	525
Number of different pupils during the year.....	736
Total by separate terms.....	1,423

It will be seen that there is a substantial increase in the normal department. The lower departments are almost as full as the rooms will accommodate and since these rooms or departments are used as experimental or model schools, the probabilities are that they will be not very greatly enlarged in the future. We think they are admirably conducted and very useful adjuncts in the work of the University. The teachers are skillful and successful.

It is believed that the teachers in all the departments of the University are doing the duties pertaining to their several positions in a faithful and profitable manner. It has been our purpose to employ none as teachers or servants in any capacity who are not in all respects moral and trustworthy, and none who are in any way dilatory in duty, we reckon ourselves fortunate in this part of our endeavor.

The number of graduates at our last commencements of June 13, 1889, and June 12, 1890, was nineteen, this bringing the number of graduates in the sixteen years to 162—seven of whom have died, and more than a hundred are still engaged in the

work of education, although there are so many enticements to draw enterprising young people from this profession. The greater share of these are in the higher and more responsible places of school work. These together with those who remained several terms and yet left us without graduation, and who are engaged in teaching, form a respectable corps of diligent laborers in the cause of education.

Not less than two thousand of such are at this time employed in this work, most of them in our own schools, though many are scattered from the Alleghanies to the Pacific coast, and several are in New England and New York.

All the arrangements and appliances for an excellent school, we believe, are in good working order. The museum has been increased as much as possible with the limited sum at our disposal. This is a great assistance to our work, prompting our students to the accurate study and careful preparation of objects of interest found in this section of the State. Our collection of minerals, woods, grasses, birds, and animals suggest how great are our own resources and how profitable the knowledge of these may be found to assist in developing all the advantages of our situation so that we may put to practical use all the rare materials which nature has given to us with such lavish bountifulness.

Our library has been increased comparatively little during these two years owing to the small appropriation of the last General Assembly for this purpose. We have been able to do little besides supplying the regular periodicals and buying a limited number of indispensable books for our reference library. Our library is, however, valuable and affords encouragement to our young people to cultivate a taste for better reading, and it enables them to consult many of the best authorities on the current scientific discussions. We hope that the necessity for a more liberal appropriation for our library will be recognized hereafter and we bespeak your kind recommendation in this behalf. The wisest economy would dictate such generous liberality toward all our schools as shall both instruct and stimulate all the youth of the state in useful knowledge and lead them to the attainment of the highest use of all their best power.

We do not urge these points because we fear that they will be forgotten by you, but because we are in a situation to see their great benefit, their necessity even, and because we trust through you these ideas may reach the people in an effective way and increase an already awakened interest among them in our public schools.

We append an estimate of the several sums in our opinion needed per annum to enable us to carry on the work of the University through the coming two years. We have made the most careful computations and are sure that a sum less than the total we have set down will certainly diminish its usefulness, in fact will not permit us to do for our section of the

State what the schools need and what, in our opinion, they have a just right to claim from their representatives in the General Assembly.

Our university building as its age increases demands larger outlays for necessary repairs. We are glad to report that the property of the State committed to our care and keeping is in excellent physical condition, and sound business methods demand that this state of things shall continue.

By reference to the figures herewith submitted and to our former reports it will be observed that the number of pupils has steadily and largely increased since we occupied the new building, with this increase, there must be expected an increase of expenditures. It will be found however by a careful comparison, that the cost of maintaining our school per pupil has decreased. The small increase in the appropriation asked for at the hands of the next General Assembly, is rendered necessary in the main, by the increased and increasing attendance.

ESTIMATE PER YEAR FOR 1891 AND 1892.

For the payment of teachers' salaries in addition to the one-half of the interest on the College and Seminary fund.....	\$15,426 44
For fuel.....	1,500 00
For repairs.....	1,500 00
For library.....	1,000 00
For apparatus.....	250 00
For museum.....	500 00
For engineer and janitor.....	1,140 00
For Trustees' expenses.....	500 00
For care of grounds.....	300 00
Total	\$22,116 44

Respectfully submitted,

SAMUEL P. WHEELER,

President pro tem,

E. J. INGERSOLL,

Secretary.

Biennial Report of the Treasurer to the Trustees of Southern Illinois Normal University, for the two years from September 30, 1888, to September 30, 1890.

1888.		Dr.		
September 30	1888.	To balance in hands of J. S. Bridges, deceased.....		\$2,760 43
September 30	1888.	To cash received from Auditor by J. S. Bridges, (deceased) prior to his death.....	\$20,295 00	
September 30	1890.	To cash received from Auditor by Sam. T. Brush.....	32,762 50	53,057 50
		To cash received from Registrar by J. S. Bridges, (deceased).....	\$2,347 30	
		“ cash received from Registrar by Sam. T. Brush.....	5,117 05	7,494 35
				<u>\$63,312 28</u>
1888.		Cr.		
September 30	1888.	By paid officers, teachers and employés by J. S. Bridges, (deceased).....	\$16,353 15	
September 30	1890.	By paid officers, teachers and employés by Sam. T. Brush.....	26,294 16	\$42,647 31
		By paid for apparatus, J. S. Bridges, (deceased).....	\$353 92	
		Sam. T. Brush.....	227 29	581 21
		“ “ repairs, J. S. Bridges, (deceased).....	\$1,005 26	1,793 23
		Sam. T. Brush.....	787 97	
		“ “ Trustees' expenses, J. S. Bridges, (deceased).....	\$134 45	1,025 32
		“ paid for Trustees' expenses, Sam. T. Brush.....	590 87	
		“ “ care of grounds, J. S. Bridges, (deceased).....	\$458 85	508 85
		Sam. T. Brush.....	50 00	
		“ “ museum, J. S. Bridges, (deceased).....	\$493 22	1,151 07
		Sam. T. Brush.....	657 85	
		“ “ library, J. S. Bridges, (deceased).....	\$935 80	1,260 21
		Sam. T. Brush.....	324 41	
		“ “ fuel, J. S. Bridges, (deceased).....	\$1,296 99	2,541 12
		“ “ “ Sam. T. Brush.....	1,244 13	
		“ “ incidentals, J. S. Bridges, (deceased).....	\$2,917 26	6,522 72
		“ “ “ Sam. T. Brush.....	3,605 46	
		“ “ janitor and engineer, J. S. Bridges, (deceased).....	\$270 00	1,675 00
		“ paid for janitor and engineer, Sam. T. Brush.....	1,405 00	
September 30	1890.	By balance (in hands of Sam, T. Brush, Treasurer).....		3,606 24
				<u>\$63,312 28</u>

SAM. T. BRUSH,
Treasurer.

OF THE

TRUSTEES

OF THE

Southern Illinois Normal University.

AT

CARBONDALE.

1894.

OFFICERS OF THE SOUTHERN NORMAL UNIVERSITY.

BOARD OF TRUSTEES.

C. W. BLISS, <i>President.</i>	WM. R. WARD, <i>Secretary.</i>
EDMUND C. BAUGHMAN.	SAMUEL W. DUNNAWAY.
JACOB W. TERRY.	

RESIDENT OFFICERS.

H. W. EVEREST, A. M., LL. D., *Regent.*
DANIEL B. PARKINSON, A. M., *Registrar.*
MINNIE J. FRYAR, *Librarian.*

REPORT OF THE TRUSTEES.

CARBONDALE, ILL., November 27, 1894.

To His Excellency JOHN P. ALTGELD, *Governor*.

DEAR SIR:—It affords us pleasure, as Trustees of the Southern Illinois State Normal University, to present to you the eleventh biennial report for the two years ending September 30, 1894, and we are gratified to be able to report that the general condition of the school has been most satisfactory during our connection with it as trustees.

The spirit of work, good order, and uniform kindness has ruled. The health of the school has been excellent, and good results have been obtained.

We assumed the duties of trustees with an earnest desire to advance the interests of the Institution, and we recognize your interest in our work, and your kind encouragement, and the earnest coöperation of the State Superintendent of Public Instruction, who has been patient and untiring in his efforts to aid us in the duties which were new to us.

We were also assisted and encouraged by the regent and faculty, who have worked together in the utmost harmony and good will.

And last, but not least, we desire to pay a deserved compliment to the students who have been in attendance here; not a single case of disorder has been brought to our attention, and there have been no cases of discipline except what have been managed by private admonition before the faculty.

The moral tone of the school is of a high order. The young men and young ladies who resort here, come with an earnest purpose to qualify themselves as useful citizens of our State.

Our enrollment for the past year was 716, the attendance increasing each term, and reaching in the spring term 497.

We are pleased to report that a large proportion have been in the normal work, namely, 471, and that the graduating class of last year, numbering 22, was above the average and it was exceeded in number only by one class in the history of the school.

Our graduates as a rule become teachers, and large numbers of under-graduates fill positions as teachers in the district schools of our State, and adjoining states; and marked improvement is noted

in the public schools of our section of the State, due largely, as we believe, to the inspiration received by students who have been in attendance here.

Herewith is submitted a detailed report of attendance:

ATTENDANCE.

YEAR 1892-93.

FALL TERM.

	Males.	Females.	Totals.
Normal department	175	166	341
Model department	66	46	112
Totals	241	212	453

WINTER TERM.

	Males.	Females.	Totals.
Normal department	190	157	347
Model department	65	42	107
Totals	255	199	454

SPRING TERM.

	Males.	Females.	Totals.
Normal department	187	163	350
Model department	65	43	108
Totals	252	206	458

Number of different pupils enrolled during the year, 691, as follows:

Normal department—		
Normal proper	261	
Preparatory Normal	104	
High School	69	434
Model department—		
Grammar	160	
Intermediate	68	
Primary	29	257
Total		691

ATTENDANCE.

YEAR 1893-94.

FALL TERM.

	Males.	Females.	Totals.
Normal department	147	150	297
Model department	62	52	114
Totals	209	202	411

WINTER TERM.

	Males.	Females.	Totals.
Normal department	168	153	321
Model department	59	45	104
Totals	227	198	425

SPRING TERM.

	Males.	Females.	Totals.
Normal department	214	176	390
Model department	59	48	107
Totals	273	224	497

Number of different pupils enrolled during the year, 716, as follows:

Normal department—		
Normal proper	286	564
Preparatory Normal	206	
High School	72	
Model department—		
Grammar	59	152
Intermediate	52	
Primary	41	
Total		716

TUITION.

The tables below show, by terms, the number paying tuition and the number having tuition free:

YEAR 1892-93.

FALL TERM.

	Normal.	Pre-paratory.	High school.	Grammar.	Inter-mediate.	Primary.	Totals.
Free tuition ..	112	156	.....	3	.....	34	305
Paid tuition...	3	.....	52	46	47	.....	148

WINTER TERM.

	Normal.	Pre-paratory.	High school.	Grammar.	Inter-mediate.	Primary.	Totals.
Free tuition ..	167	110	.....	.....	.....	33	310
Paid tuition...	2	.....	59	40	43	.....	144

SPRING TERM.

	Normal.	Pre-paratory.	High school.	Grammar.	Inter-mediate.	Primary.	Totals.
Free tuition ..	191	107	.....	.....	.....	23	321
Paid tuition...	2	.....	45	35	55	.....	137

YEAR 1893-94.

FALL TERM.

	Normal.	Pre-paratory.	High school.	Grammar.	Inter-mediate.	Primary.	Totals.
Free tuition ..	153	77	.....	.....	.....	35	265
Paid tuition...	7	.....	53	45	41	.....	146

WINTER TERM.

	Normal.	Pre-paratory.	High school.	Grammar.	Inter-mediate.	Primary.	Totals.
Free tuition ..	158	90	.....	.....	.....	29	277
Paid tuition...	8	.....	53	42	45	.....	148

SPRING TERM.

	Normal.	Pre-paratory.	High school.	Grammar.	Inter-mediate.	Primary.	Totals.
Free tuition ..	218	124	.....	.....	.....	33	370
Paid tuition...	6	.....	38	37	46	.....	126

At the close of the school year, June 1893, Prof. John Hull retired as regent of the university, and in July, 1893, Dr. Harvey W. Everest, late of Garfield University, Wichita, Kansas, and formerly president of Butler University, and of Eureka College, was elected regent of this university. We are gratified to report that he has entered upon his second year, having proven a worthy successor to the eminent gentlemen who have filled this responsible position, receiving the cordial support of the entire faculty, and enjoying to the utmost extent the confidence and respect of the students and citizens.

Prof. Daniel B. Parkinson, who has been connected with the university as a teacher since its organization, and whose ability and usefulness is recognized by all, was unanimously elected vice-regent.

A number of changes have occurred in the personnel of the faculty since our appointment as trustees. In the selection of new teachers, we have, as we believed, consulted the highest and best interests of the school, without regard to personal or political considerations, and the fact that our entire faculty are working together harmoniously for the best possible results, attests our sincerity and good intentions.

While not extravagant in our appropriations to the various departments (endeavoring at all times to keep our expenditures within our means), we have been liberal in making necessary appropriations, feeling justified in the increased interest manifested in all the departments of the school.

Our worthy chairman of the committee on buildings and grounds, Mr. Dunnaway, has devoted much time to the care of the buildings and grounds, and we point with pride to the perfect state of repair of the property entrusted to our care.

The moneys available for carrying on the school have been as follows:

Balance on hand September 30, 1892.....	\$4,107 06
Received from State Treasurer (appropriations).....	57,230 00
Received from Registrar collected from tuition.....	7,708 07
	\$69,035 13

The moneys paid for expenditures, classified and summarized, vouchers for which are lodged with the State Auditor, and a duplicate of which we retain in this office, are as follows:

Salaries of teachers and employés		\$49,022 50
Fuel and lights		2,891 16
Museum		1,099 19
Library		1,656 58
Apparatus—		
Physical and chemical	\$515 40	
Physical culture	150 00	
		665 40
Repairs		2,842 78
Care of buildings and grounds		677 29
Trustees' Expenses—		
Paid trustees for meetings	\$1,099 26	
Paid secretary, salary two years	400 00	
		1,499 26
Printing and advertising		2,376 31
Stationery and postage		557 05
Regent		263 65
Furniture		278 80
Annual class exercise		350 00
Sundries		201 58
Balance on hand September 30, 1894		4,654 58
		\$69,035 13

Our Columbian exhibit, in the preparation of which much time and care were given, was very satisfactory.

A clear exposition of the work of our university in all its departments was shown, and our Faculty deserve especial credit for the success of the exhibit, and for the great interest shown by them in the work. Our library deserves especial mention. We have now over 12,500 volumes, and within the past two years our librarian has completed an authors' catalogue, a catalogue of titles of the books, and is now preparing a catalogue of the important subjects treated of in the books.

There has been a marked increase in the use of the books by the students; the average daily number for last year more than doubling the corresponding period for the previous year.

We submit herewith a list of our faculty and employés, with the salary of each:

Dr. H. W. Everest, Regent—		
Professor of Psychology and Political Economy		\$3,500 00
Daniel B. Parkinson, Vice Regent, Registrar—		
Physics, Chemistry, Astronomy and Geology		2,100 00
G. H. French, Curator—		
Natural History and Physiology		1,700 00
W. E. Rocheleau, Superintendent Model Department—		
Pedagogy and School Law		1,800 00
S. E. Harwood—		
Mathematics		1,500 00
H. W. Shryock—		
Reading, Elocution, Rhetoric and English Literature		1,200 00
George W. Smith—		
Training Teacher, Vocal Music, Principal of Grammar School		1,400 00
S. B. Whittington—		
Civil Government and Adjunct Professor of Mathematics		1,200 00
Martha Buck—		
English Grammar		1,000 00
Arista Burton—		
History		1,600 00
Inez I. Green—		
Geography		900 00
Carlos E. Allen—		
Latin and Greek		1,000 00

Matilda F. Salter— Drawing	\$900 00
Hans Ballin— German and Superintendent Physical Culture	1,200 00
Mary Caldwell— Penmanship, Bookkeeping, Assistant in Physical Culture.....	800 00
Theda Gildemeister— Training Teacher, Principal Primary School.....	1,000 00
Irene Furgeson— Assistant Primary Teacher	500 00
Minnie J. Fryar— Librarian	540 00
Jennie Hopper— Clerical Assistant	450 00
EMPLOYES.	
Richard Tierney— Engineer and Janitor.....	720 00
James C. Roe — Assistant Janitor	450 00
James M. Evans— Treasurer Board of Trustees.....	200 00
W. R. Ward— Secretary Board of Trustees.....	200 00

By a careful and judicious expenditure of such moneys as have been received by our treasurer, and with the balance now on hand, we do not believe that the requirements of the school will demand an annual appropriation in excess of that made by the last general assembly, viz.:

For the payment of teachers' salaries in addition to the one-half of the interest on the College and Seminary fund	\$15,426 44
For fuel	1,500 00
For repairs	1,500 00
For library	1,000 00
For apparatus	250 00
For museum.....	500 00
For engineer and janitor	1,140 00
For trustees' expenses.....	500 00
For care of grounds	300 00
Total.....	\$22,116 44

We would most respectfully call your attention to the need of an additional building for the following purposes:

RECITATION ROOMS.

First. More recitation rooms are needed. At present, the department of German and Psychology have no rooms, and are obliged to use accommodations inadequate to their needs.

The model school is also in need of two more rooms. As now arranged, the seventh and eighth grades are often obliged to recite in the same room and at the same time; and the second grade has for the past three years used one end of the main corridor for a recitation room. This place is in no wise suited to their needs.

PHYSICAL LABORATORY.

Second. As our building is now arranged, there is no place for laboratory work in physics; and the instructor is under the necessity of performing nearly all the experiments himself, thus depriving students of the very important drill that comes from

the manipulation of apparatus. This individual work is especially important in a Normal school, as many of our graduates become principals of high schools or teachers of natural science, and need practice during their course of study.

The need of a physical laboratory has long been felt, and the time anxiously looked for when it could be supplied.

LIBRARY AND READING ROOM.

Third. Our library is one of the best to be found in any Normal school. The demands upon it are constantly increasing, and we need three or four times the space we now have. The constantly growing demands on the library are among the most gratifying results of the work done in the school, and with increased facilities it can render still greater service.

MUSEUM.

Fourth. Our present quarters are much too small to accommodate the large and constantly growing collection, and we are now so crowded that the collections cannot be studied to advantage.

GYMNASIUM.

Fifth. At present the work in physical culture brings three hundred or more students into training daily, and the building now used, known as the temporary building, is not adapted to this department.

Its sanitary condition is faulty. The frame work is too light, and the building cannot be suitably warmed and ventilated.

In consideration of these facts, we respectfully ask that a building be erected to contain a library room, gymnasium, physical laboratory, and museum. By vacating the rooms now occupied for these purposes, we will have ample recitation rooms in the present building for many years. The departments above named, removed to new quarters, will thus be enabled to render the greatest service to the State.

We would most respectfully urge that you give your earnest consideration to this request, and we hope you will see proper to recommend an appropriation by the next General Assembly for the erection of a building suited to our needs.

Respectfully submitted,

C. W. BLISS,

President.

W. R. WARD,

Secretary.

Twelfth Biennial Report

Officers of the Southern Illinois University.

BOARD OF TRUSTEES:

C. W. BLISS,	-	-	-	-	-	President
WM. R. WARD,	-	-	-	-	-	Former Secretary
EDMUND C. BAUGHMAN,						
SAMUEL W. DUNAWAY,						
CHARLES W. TERRY,	-	-	-	-	-	Present Secretary

RESIDENT OFFICERS:

H. W. EVEREST, A. M., LL. D.,	-	-	-	-	Regent
DANIEL B. PARKINSON, A. M.,	-	-	-	-	Registrar
MINNIE J. FRYAR,	-	-	-	-	Librarian

Report of the Trustees to the Governor.

CARBONDALE, ILL., Dec. 24, 1896.

To His Excellency, John P. Altgeld, Governor:

As Trustees of the Southern Illinois State Normal University, we submit herewith our biennial report, dating from October 1, 1894 to September 30, 1896.

Two years ago we rendered our first report of this character and were pleased to note the healthful condition of the University in all its departments, and the uniformly flattering prospects which were recognizable after two years of service under your appointment. This duty again devolves upon us.

During the period covered by this report the University has, we think, grown in usefulness and efficiency. But few changes have been made in the faculty. The courses of study have been so modified as to better meet the needs of the students and the best interests of the institution, as we believe. It is possible that some slight further changes might be made with good results.

ATTENDANCE.

The total enrollment last year by terms was 1476; individual students, 744. The attendance last spring was 511. The graduating class of last year numbered 24; in no other year has the number of graduates been larger except the year '87, when the class numbered 28. The graduating class this year promises to be larger than ever before, 35 being entered for graduation.

The following is a detailed report of attendance for the last two years:

+

YEAR 1894-95.—*Fall Term.*

		Males.	Females.	Totals.
Normal Department	-	173	150	323
Model Department	-	61	54	115
		<hr/>	<hr/>	<hr/>
Totals	-	234	204	438

Winter Term.

Normal department	-	188	163	351
Model Department	-	53	47	100
		<hr/>	<hr/>	<hr/>
		241	210	451

Spring Term.

Normal Department	-	219	193	412
Model Department	-	61	56	117
		<hr/>	<hr/>	<hr/>
		280	249	529

Number of different pupils enrolled during the year, 739, as follows:

Normal Department.

Normal proper	-	-	-	459
Preparatory Normal	-	-	-	100
High School	-	-	-	34
				<hr/>
				593

Model Department.

Grammar	-	-	-	34
Intermediate	-	-	-	55
Primary	-	-	-	57
				<hr/>
				146

Total	-	-	-	<hr/>
				739

YEAR 1895-96.—*Fall Term.*

		Males.	Females.	Totals.
Normal Department	-	195	157	352
Model Department	-	69	53	122
		<hr/>	<hr/>	<hr/>
Totals	-	264	210	474

<i>Winter Term.</i>								
Free Tuition,	-	243	59	—	—	—	32	334
Paid tuition,	-	16	5	28	26	42	—	117
Total,	-	-	-	-	-	-	-	451

<i>Spring Term.</i>								
Free tuition,	-	330	41	—	—	—	44	415
Paid tuition,	-	3	5	28	27	46	—	114
Total,	-	-	-	-	-	-	-	529
May Institute,	-	48						

YEAR 1895-'96.— <i>Fall Term.</i>								
Free tuition,	-	285	45	—	—	—	39	369
Paid tuition,	-	17	5	—	43	40	—	105
Total,	-	-	-	-	-	-	-	474

<i>Winter Term.</i>								
Free tuition,	-	294	70	—	—	—	39	403
Paid tuition,	-	21	4	—	22	41	—	88
Total,	-	-	-	-	-	-	-	491

<i>Spring Term.</i>								
Free tuition,	-	336	36	—	—	—	36	408
Paid tuition,	-	16	5	—	42	40	—	103
Total,	-	-	-	-	-	-	-	511

WORK OF GRADUATES AND UNDERGRADUATES.

From various sources we learn of the excellent work done by the graduates of the institution. Some of them are making enviable reputations in their several capacities in which they are laboring. Some of them are scoring unexpected success as superintendents of high schools, and in

other phases of pedagogical service. These encouraging reports are not confined to the graduates. We are very much pleased to learn of the superior work done by many of the undergraduates, showing that the usefulness of the university is not limited to those who complete the courses of study.

The last legislature made an appropriation of \$40,000.00 for the construction of a suitable building for the Library, Museum, Laboratory and class rooms for the University.

This appropriation was made available July 1, 1896. your board carefully canvassed the needs of the school and the suggestions of the faculty, who rendered valuable assistance in setting forth the needs of the different departments.

It is a matter of regret that we could not secure a building which might meet all the suggestions made. Such was impossible within the appropriation. After much consideration, however, we determined on a size of building in keeping with the objects sought by the appropriation and which would meet all the present needs of the institution.

To your Excellency is the institution and the people of the state of Illinois indebted for many valuable suggestions. You it was, who outlined the style of the building—not a mere structure, but graceful, architectural, beautiful in design, yet at the sacrifice of naught of utility.

Many plans were thoroughly inspected and finally those of Mr. C. W. Rapp, of No. 100 Washington St., Chicago, were selected, as combining greater symmetry and utility, consistent with the needs of the school and the funds available. These were afterward further altered on consultation with yourself.

The letting of bids was thoroughly advertised all over

the state and adjoining states. But two bids were within the appropriation and others ranging as high as \$56,000, one of Mangson-Davis of Chicago, the other of W. T. Lewman & Co., of Louisville, Ky. After vainly endeavoring in every way to get Mangson-Davis to sign contract and bond, they being the lowest bidders, and failing wholly so to do, contract was let to W. T. Lewman & Co., for the sum of \$40,000, bond and contract signed May 26, 1896, and the ground was broken the day after the school closed, June 11, 1896; Dec. 22 the dedicatory exercises were held in the building, complete, and the keys delivered to your Board.

Possibly a brief description of the new building given in this connection would not be amiss. The first floor contains the following rooms: First, on the left of the main corridor the Gymnasium and its several apartments of toilet rooms, bowling alley, &c. The Gymnasium is 48x80 ft., the bowling alley is 14x80, right of main corridor the Library, 50x60. At the end of the corridor the Chemical Recitation room 26x32, to the north of which is the Chemical Laboratory 35x48. The second floor contains the following rooms: First, at the head of the stairs to the right a Recitation Room for the Biological department 22x30 ft.; second, at the head of the stairs to the north is the Museum 50x60, at the end of corridor the Physical Recitation Room 26x32, to the north of which is the Physical Laboratory 35x48. Immediately over the Biological Recitation Room, one of equal size, to be used as a Biological Laboratory.

The building is heated by steam, thoroughly plumbed for hot and cold water, wired for electric light throughout and also thoroughly plumbed for gas. It is built of the very best material faces with buff pressed brick, finished with Bedford stone, complete in every detail and is fire-proof. It is of

Tudor Gothic design and its towers and turrets and castellated walls will long endure a monument to the foresight and wisdom of your Excellency, and the cause of education in Southern Illinois.

We cannot omit to speak in highest praise of Mr. C. W. Rapp, who designed, of W. T. Lewman & Co., the contractors, and of Mr. Isaac Rapp, who superintended the construction of the building.

It is with no little satisfaction to us that the building has been pronounced the cheapest building ever erected in the state. An examination of its details shows the minimum of waste material in its design, and it has been designed, contracted for and built with not a word of serious disagreement between either architect, superintendent, contractor or your Board.

We have gone thus into detail because we know and regret that you have not been able to view the completed results of our joint labors and because we believe that the Southern Illinois Normal University thus provided, demands in the interest of the people of the state and of Southern Illinois particularly and of true economy that this building presented herewith to the state of Illinois, should be sufficiently equipped to render the moneys thus far spent and most carefully of avail to the people of the state. We append next following a financial statement of our stewardship for the past two years.

Some items run a little higher than usual because of necessary outlay incident to building, yet we are able notwithstanding, to note a balance on hand October 1, 1896, of \$6,113.52. The moneys available for carrying on the school have been as follows:

Oct. 1, 1894—Balance on hand, -	-	\$ 4,654 58
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“ “ “	Received from state treasurer,	57,219 98
“ “ “	“ “ D. B. Parkinson,	
	registrar—tuitions, - -	6,546 70
		<hr/>
		\$68,421 26

The moneys paid for expenditures classified and summarized, vouchers for which are all lodged with the State Auditor and a duplicate of which we retain in this office are as follows:

Apparatus, - - -	\$ 184 00
Building and grounds, - -	1,495 86
Fuel and lights, - - -	1,654 15
Furniture, - - -	174 35
Graduating classes, - -	400 00
Library, - - -	895 00
Lecture, - - -	9 00
Museum, - - -	600 00
Printing and advertising, -	1,241 67
Regent's fund, - - -	1,200 00
Repairs, - - -	236 43
Salaries, - - -	51,753 75
Incidentals, - - -	201 20
Training department, - -	50 00
Trustees expenses, including, se- curing plans and specifications, bids, preparing of contract and bond, and superintending of new building, - - -	1,564 33
Stationery, - - -	225 00
Physical culture, - - -	350 00
Sundries, - - -	73 00

For fuel,	-	-	-	-	-	2,000 00
Repairs,	-	-	-	-	-	1,500 00
Library,	-	-	-	-	-	1,000 00
Apparatus,	-	-	-	-	-	250 00
Museum,	-	-	-	-	-	500 00
Engineer and Janitors,	-	-	-	-	-	1,350 00
Trustees' Expenses,	-	-	-	-	-	500 00
Care of Grounds,	-	-	-	-	-	300 00
						<hr/>
Total	-	-	-	-	-	\$23,826 44

As before stated it will be necessary to equip the new building properly, and we have carefully canvassed the probable cost of same, this in addition to the money required for running expenses. No little time and thought has been given this matter and we have carefully gone over the needs with the faculty and school supply companies. In estimating below, our desire has been to provide for furnishings suitable and sufficient and which should meet the requirements of the school for a long time to come, and which future growth and needs will not render unfit for use. The following we believe, should be appropriated by the next legislature:

For extra library, cases and tables,	-	-	-	-	\$ 1,500 00
Extra museum cases,	-	-	-	-	2,000 00
Biological laboratory,	-	-	-	-	1,000 00
Physical laboratory,	-	-	-	-	600 00
Chemical laboratory,	-	-	-	-	500 00
Gymnasium,	-	-	-	-	1,200 00
Furniture,	-	-	-	-	550 00
Grading and paving grounds about building, sidewalks, drives, &c.,	-	-	-	-	1,500 00
Psychological department,	-	-	-	-	800 00

Combination gas and electric light fixtures for new building, - - - - -	400 00
Total, - - - - -	<u>\$10,050 00</u>

Your board find that quite an outlay will be necessary to properly equip the old building for the changes made in the assignment of rooms, but with the above appropriations we believe same can be done out of the surplus now on hand.

We append herewith a list of our faculty and employees with the salary of each:

H. W. Everest president, psychology, political economy, logic and ethics, \$3,500.00; D. B. Parkinson vice president and registrar, physics, chemistry, astronomy and geology, \$2,100.00; G. H. French, curator of museum, \$1,800.00; James Kirk, superintendent training school, pedagogy and school law, \$1,800.00; Samuel E. Harwood, method in arithmetic and higher mathematics, \$1,600.00; H. W. Shyrock, elocution, rhetoric and English literature, \$1,600.00; George F. Smith, training teacher, music and principal grammar school, \$1,500.00; C. E. Allen, latin, Greek and German, \$1,300.00; S. B. Whittington, arithmetic and physical culture, \$1,300.00; Martha Buck, English grammar, \$1,100.00; Theda Gildemeister, training teacher and principal primary school, \$1,000.00; Irene Ferguson, assistant training teacher, \$500.00; Mary Caldwell, penmanship, book-keeping and physical culture, \$1,000.00; Ines I. Green, geography, \$1,000.00; Aristo Burton, history—ancient and modern, \$1,000.00; Matilda F. Salter, drawing, \$1,000.00; Minnie J. Fryar, librarian, \$600.00; Jennie Hopper, stenographer and clerical assistant, \$540.00; Richard Tierney, janitor and engineer,

\$720.00; Chas. Crowell, assistant janitor, \$420.00; James M. Evans, \$200.00; C. W. Terry, secretary board of trustees, \$200.00.

The people of Southern Illinois particularly may well congratulate themselves on the possession of this State Institution, and the new impetus given to it during the past two years.

Students and graduates are fast finding their way to distant fields, while the advantage of such a school to present and especially future generations of Southern Illinois cannot be estimated, and its beneficent effects are already plainly manifest throughout this section of the State.

The people of Carbondale have been zealous in their interest in the progress of the school and we acknowledge the value of their friendly aid with pleasure.

Especially do we mention Mr. S. W. Dunaway, the resident member of the Board and Chairman of the Committee on Buildings and Grounds, and his interesting care of the property entrusted to us.

The corps of instructors have been selected wholly without regard to their personal, religious or political affiliations, the best interests of the institution being our sole guiding purpose.

The entire faculty have always been ready and anxious to inform the Board of the work done in their respective departments and of present and future needs.

Prof. D. B. Parkinson, whose connection commenced with the founding of the organization, has ably assisted us in many ways.

The students cannot but impress the casual visitor

as being zealous in their work and imbued with the responsibilities of the life work for which they are preparing, they have always manifested a desire to build up and aid the school of their adoption. Earnest endeavor to employ with utmost profit the time available seems to dominate faculty and students alike.

Despite the hard times we believe never before did the Institution manifest as thorough progress, and we recognize the interest which you have manifested in our work and the impetus given education throughout the state.

Through Prof. S. M. Inglis, the State Superintendent of Public Instruction, and his earnest co-operation we have been better able to compare the results of our labors with those of like institutions elsewhere, and the comparison at least does not discourage us.

We all regret the serious illness of the Secretary of the Board, Mr. W. R. Ward, and have felt his consequent absence during the last few months and have been deprived of his valuable counsels, during which time Mr. C. W. Terry has assumed the duties of Secretary of the Board.

In conclusion, we desire to say we have done the best we could. That we have not made mistakes no one will probably say—understanding the needs of the school as we now do, we frankly admit errors that time has disclosed. We have had many things to attend to which would not ordinarily confront the Board, incident to building money, etc., but we have tried to do our duty to the great institution entrusted to us, our duty to the people of the state and to justify you as far as lay in our power in our selection. We hope we have not wholly failed.

The Institution can be improved in many respects, the interests of the people of Southern Illinois demand that it should

be. The General Assembly can do much to this end and should in our opinion make appropriation sufficient to suitably equip the University as above suggested.

We most respectfully urge that you will see fit to recommend same at the next General Assembly

Respectfully submitted,

C. W. BLISS,
President.

Attest

C. W. TERRY,
Secretary.

THIRTEENTH ANNUAL REPORT

OF THE

BOARD OF TRUSTEES

OF THE

SOUTHERN ILLINOIS STATE NORMAL UNIVERSITY.

DECEMBER 1, 1898.

REPORT OF TRUSTEES.

CARBONDALE, ILL., December 1, 1898.

To his Excellency, JOHN R. TANNER, Governor.

In obedience to the requirements made of the boards of trustees of State institutions, we herewith submit the thirteenth biennial report of the Southern Illinois Normal University for the period beginning October 1, 1896, and closing September 30, 1898.

It will be noted that the term covered by this report began prior to our appointment by yourself. There was a little overlapping of administrations; however, but few changes have been made since we assumed charge of the institution. It is with pleasure we note that our predecessors left the interests of the school in good condition. We have seen fit to make some addition to the teaching force, and some modification of the courses of study.

During the last summer a goodly amount of granitoid walk was laid; a considerable portion of the space about the new building was properly graded, and much of this was sodded. These improvements have added materially to the appearance of the grounds.

In this connection allow us to call your attention to our request for a liberal appropriation by our next General Assembly for sufficient funds to give our grounds the attention they should have. Heretofore these estimates have not been commensurate with the importance of the matter. There are no just grounds why the campus of this university should not receive as liberal care as those of other State institutions. The ethical as well as the æsthetical value of well kept buildings and grounds is too great to be overlooked in the management educational institutions.

The school has grown in numbers and public favor. A very large per cent of the graduates are engaged in teaching. A very gratifying feature is that many of these occupy positions of responsibility, such as city or county superintendent. But the institution touches the educational interests of the State more largely by its undergraduates beginning their work before graduation. More especially is this true at the present time, due in some measure to the stringent times in this region.

The trustees have endeavored to be liberal yet frugal in the use of their funds. In a large institution there are many channels in which appropriations are needed if the school is kept abreast of the times. Our purpose has been to be progressive and at the same time judiciously economical.

In our judgment the school is meeting the wants of the section of the State in which it is located. The marvelous advancement in the school work of Southern Illinois is due in no small degree to the influence of this school. We are pleased to note a growing interest in the progress and work of the institution on the part of the leading school people of Southern Illinois. The organization of the "School Council" which meets at the university semi-annually has been valuable in directing the attention of school people to the only State educational institution within the borders of this section of the commonwealth.

HIGH SCHOOL COURSE.

In the year 1891 a high school course was added to the curriculum of the institution. This afforded an opportunity for the young people of Southern Illinois, who did not expect to teach, to secure a preparation for life's duties, or a preparation for entering our best colleges without going far from home. It was found that the students who took this course could get their instruction in the regular normal classes without any added teaching force. A tuition fee of twenty-one dollars per annum was charged. This brought in a considerable sum which was placed in the general fund for defraying the expenses of the institution. This department was discontinued in 1894.

In our opinion it would be well to reinstate this department. It would be an advantage in many ways and without any extra expense to the State. Our equipment in teachers, in library, museum, gymnasium and laboratories is not bestowing its full benefit upon the young people of Southern Illinois. We are not unmindful of the fact that this is the only State institution south of Champaign and our ambition is to make it as useful as possible to the youth of our commonwealth. Because of this desire we studiously plan to make all the departments and appliances as near ideal as possible. Hence we recommend a liberal appropriation for all the needs of the school. We are jealous of the interest of the part of the commonwealth which is represented by the Southern Illinois Normal University, and you will pardon a reasonable amount of pride in securing the best conditions within reach.

The following is a condensed statement of the attendance of students during the period covered by this report:

ATTENDANCE.

YEAR 1896-97. FALL TERM.

	Males.	Females.	Totals.
Normal Department.....	141	139	280
Model Department.....	65	60	125
Totals	206	199	405

WINTER TERM.

	Males.	Females.	Totals.
Normal Department.....	165	141	306
Model Department.....	58	65	123
Totals	223	206	429

SPRING TERM.

	Males.	Females.	Totals.
Normal Department.....	180	166	346
Model Department.....	57	70	127
Totals.....	237	236	473

Number of different pupils enrolled during the year, 653, as follows:

NORMAL DEPARTMENT.		
Normal proper.....		437
Preparatory Normal.....		70
MODEL DEPARTMENT.		
Grammar.....		54
Intermediate.....		42
Primary.....		50
Total.....		653

YEAR 1897-98. FALL TERM.

	Males.	Females.	Totals.
Normal Department.....	152	165	317
Model Department.....	63	53	116
Totals	215	218	433

WINTER TERM.

	Males.	Females.	Totals.
Normal Department.....	190	182	372
Model Department.....	65	50	115
Totals	255	232	487

SPRING TERM.

	Males.	Females.	Totals.
Normal Department.....	193	188	381
Model Department.....	63	54	117
Totals	256	242	498

Number of different pupils enrolled during the year, 720, as follows:

NORMAL DEPARTMENT.			
Normal proper.....			470
Preparatory Normal.....			104
MODEL DEPARTMENT.			
Grammar.....			56
Intermediate.....			48
Primary.....			42
Total.....			720

YEAR 1896-97. FALL TERM.

	Normal Department.	Model School.	Totals.
Free tuition.....	245	39	284
Paid tuition.....	35	86	121
Total.....			405

WINTER TERM.

	Normal Department.	Model School.	Totals.
Free tuition.....	280	39	319
Paid tuition.....	26	84	110
Total.....			429

SPRING TERM.

	Normal Department.	Model School.	Totals.
Free tuition.....	326	39	365
Paid tuition.....	20	88	108
Total.....			473

YEAR 1897-98. FALL TERM.

	Normal Department.	Model School.	Totals.
Free tuition.....	286	32	318
Paid tuition.....	31	84	115
Total.....			433

WINTER TERM.

	Normal Department.	Model School.	Totals.
Free tuition.....	341	40	381
Paid tuition.....	31	75	106
Total.....			487

SPRING TERM.

	Normal Department.	Model School.	Totals.
Free tuition.....	347	34	381
Paid tuition.....	34	83	117
Total.....			498

TREASURER'S REPORT.

The receipts and expenditures are exhibited in the following statement:

RECEIPTS.

Balance on hand October 1, 1896.....	\$6,113 52	
Received from State treasurer.....	57,220 00	
Received from registrars of institution.....	7,402 34	
Total.....		\$70,735 86

DISBURSEMENTS.

Vouchers for bills paid were made out in duplicate; one copy forwarded to the State Auditor, the other retained in the office of the institution.

Apparatus.....	\$208 28	
Building and grounds.....	791 67	
Commencement exercises.....	370 00	
Contingent fund.....	1,141 76	
Fuel and lights.....	909 26	
Furniture.....	675 00	
Freight and drayage.....	4 60	
Gymnasium.....	460 24	
Incidentals.....	410 33	
Library.....	1,455 95	
Museum.....	1,564 97	
New building incidental fund.....	2,679 03	
Postage.....	48 45	
Printing, stationery, and advertising.....	1,223 33	
Repairs.....	798 19	
Salaries.....	51,692 15	
Sundries.....	306 70	
Trustees' expenses.....	2,465 83	
Balance of former to present treasurer.....	293 04	
Balance.....		\$67,498 3,237
Total.....		\$70,735

SPECIAL APPROPRIATION.

Received from State treasurer.....		\$6,000
Building and grounds.....	\$1,621 21	
Furniture.....	520 00	
Gymnasium.....	422 71	
Laboratory.....	557 50	
Museum.....	365 00	
Balance.....		\$3,486 2,513
Total.....		\$6,000

SECRETARY'S REPORT.

MONEYS RECEIVED BY SECRETARY.

Received from C. W. Terry, former secretary.....	\$469 72	
Received from S. W. Dunaway, balance on account.....	52 90	
Received from E. K. Porter, treasurer.....	300 00	
Received from Mrs. A. S. Caldwell, sale of lots.....	505 00	
Received on Neal note and interest.....	1,635 00	
Received from miscellaneous sources.....	12 79	
Total		\$2,975 41

DISBURSEMENTS.

Coal.....	\$810 50	
Lights.....	204 78	
Advertising.....	267 85	
Postage.....	21 00	
Freight, drayage and expressage.....	89 06	
Trustees' expenses.....	66 30	
Laundry.....	10 45	
Tuning piano.....	6 50	
Repairs.....	207 97	
Telephone.....	22 50	
Library.....	25 23	
Commencement expenses.....	11 69	
Printing.....	9 00	
Washing cistern.....	10 00	
Building and grounds.....	364 75	
Miscellaneous.....	21 97	
Balance.....		\$2,149 55
		825 86
Total.....		\$2,975 41

AMOUNT NEEDED ANNUALLY FOR THE NEXT TWO YEARS.

Salaries (in addition to one-half of seminary fund).....	\$18,673 22
Fuel.....	2,000 00
Repairs.....	2,000 00
Library.....	1,500 00
Apparatus.....	1,000 00
Museum.....	800 00
Engineer and janitor.....	1,350 00
Trustees' expenses.....	800 00
Care of grounds.....	300 00
Gymnasium.....	300 00

SPECIAL APPROPRIATION.

Museum cases	\$650 00
Library furniture.....	450 00
Fixtures for lighting science building.....	275 00
Students' desks.....	500 00
Artesian well.....	1,500 00
Special session	3,000 00

The following list names the members of the faculty and employés of the institution, with the salary for each.

D. B. Parkinson, president, physics, astronomy and psychology.....	\$3,500 00
Martha Buck, English grammar.....	1,100 00
George H. French, physiology, biology and curator of museum.....	1,800 00
Matilda F. Salter, drawing	1,000 00
George W. Smith, geography and history	1,500 00
Samuel E. Harwood, mathematics	1,600 00
S. B. Whittington, physical director.....	1,000 00
H. W. Shryock, English literature, rhetoric, chemistry, geology and registrar.....	1,700 00
C. E. Allen, Latin, Greek and German	1,400 00
James Kirk, school law, pedagogy and superintendent of practice school	1,800 00
James H. Brownlee, reading and elocution	1,600 00
F. H. Colyer, assistant in history and geography, penmanship	1,000 00
Mary M. McNeill, instrumental music	800 00
W. B. Davis, principal of grammar department and bookkeeping	1,500 00
Ada P. Wertz, principal of primary and intermediate departments.....	1,000 00
Elizabeth Parks, assistant in primary and intermediate department.....	600 00
H. J. Alvis, assistant in Latin and mathematics	800 00
Minnie J. Fryar, librarian.....	660 00
Augusta McKinney, stenographer and clerical assistant.....	540 00
Richard Tierney, engineer.....	720 00
John Amon, janitor.....	480 00
Isom J. Jones, assistant janitor.....	420 00
Jefferson Phelps, assistant janitor.....	420 00
E. K. Porter, treasurer.....	200 00
F. A. Prickett, secretary Board of Trustees.....	200 00

TWENTY-FIFTH ANNIVERSARY.

The institution is now completing its twenty-fifth year, and the trustees, faculty and alumni association are planning to make the exercises of next commencement week of unusual interest. It is the purpose of those concerned in the matter to use the occasion to attract the attention of the people of Southern Illinois to the school more generally than has ever been done heretofore. We take this early opportunity to invite you to keep this special occasion in mind and not allow any engagements to interfere with your being present.

POLICY OF THE SCHOOL.

From the first the aim of the school has been specific and the management has kept this purpose in view. However, there have been some difficulties which could not be overcome at once; in fact, they have required years to remove. In the early years of the school the status of the educational work of Southern Illinois was such that it was quite an impossibility to give due emphasis to the strictly professional side of the work of a school of this kind. The result was that a large amount of academic work was necessary. These conditions are still before us, but not to the extent they were at first.

The rapid development of high schools in this section has very much improved the preparation of those who come to us for the first time. Graduates from these schools, whose work is known to be thorough, are allowed a credit of one year on our courses of study. In some instances, even greater credit is allowed. This has enabled us to do more strictly professional work, and consequently made the institution more helpful to the cause of education. It would be well, and the plan is recommended by the institution, for our young people to get all their preparatory work done in their home schools, thereby keeping them under a parental influence a longer time, and at a period when habits, not desirable, are easily formed; furthermore, this is less expensive to the parents, and every community needs the life and spirit of young persons who are ambitious. By remaining at home the social conditions are improved and the welfare of the community enhanced. This policy well enforced will furnish to our people a larger amount of service from our educational machinery, and a greater degree of efficiency.

In every respect the school is attempting to keep pace with the spirit of progress which characterizes the present time.

COMPLETION AND EQUIPMENT OF SCIENCE BUILDING.

Since making the last biennial report, the science building was completed and largely equipped. The laboratories have been furnished with excellent tables, and suitable apparatus added. There is yet need of better furniture and some additional cases in the library. The same is true of the museum. This building in its erection was properly wired for electric lights and pipes laid for gas. The proper fixtures should be put in at once as there are times when these apartments should be lighted.

SYSTEM OF VENTILATION.

In the erection of the main building in '85-86, some provision was made for putting in a system of ventilation. All air ducts were made in the walls, etc., but no fan was put in and the building has been ventilated very largely by the old process, through the doors and windows, a system not at all satisfactory. We recommend that the original plan be completed by the introduction of suitable machinery.

COLLEGE AND SEMINARY FUND.

You are doubtless aware that the two normal schools now in operation have heretofore shared equally in receiving the interest on the college and seminary fund. Since the other two normal schools are to open their doors to students and an appropriation for current expenses will be needed, it is well to determine whether the older two are still to receive the entire amount, or are they to share it with their younger sisters? If so, this should be understood in making the usual appropriations for the older schools.

THE LATE SUPERINTENDENT.

Our report would be incomplete without some recognition of the valuable services of our late Superintendent of Public Instruction, Prof. Samuel M. Inglis, who was called to his reward last June.

His relation to the Southern Illinois Normal University was closer than with any other State institution on account of serving first as a trustee, appointed by Governor Cullom, later as an active member of the faculty for many years, and still later as trustee *ex officio*.

He manifested great interest in the institution, and his long acquaintance with its work rendered his counsel exceedingly valuable. We realize the loss sustained by the institution and the educational interests of the State by his removal from the scenes of earth. But his enthusiastic spirit and earnest christian character left their impress upon the schools of our commonwealth, and many young people will emulate his noble example as a man, a citizen, a teacher, and as Superintendent of Public Instruction.

A SUMMER SESSION.

From the earliest history of the school there has been a demand, more or less urgent, for the facilities of the institution to be used during the summer vacation. This demand has been met in one way or other during more than one-half of the years the school has been established. This pressure for summer work has increased till it would seem wise for the school to have some settled policy regarding the matter.

There are several phases of work called for: One is an opportunity to review studies pursued elsewhere, and to take advantage of our increased facilities for instruction, especially in the use of the laboratories, gymnasium and library. Again, there are many young people in southern Illinois who are able to teach, but desire to further equip themselves for the profession; and because of lack of funds they are compelled to continue teaching in the winter, thus getting no opportunity for further advancement.

There are three ways to meet this demand: First, the teaching force of the institution may be used for this purpose. This objection may be offered to this plan: The regular teachers put in the regular scholastic year in their respective departments, and the summer vacation is the only time for rest and special preparation for better work. Furthermore, some of the teachers are in demand as instructors in the county institutes.

The second method is to remodel the courses of study and provide four terms instead of three, placing one in the summer months. There are some serious objections to this plan, as it would require about forty-eight weeks' work per annum of our teachers, which is, perhaps, more than should be demanded.

The third plan is to make the summer session a special one, asking for an additional appropriation, seeking to make it of unusual strength and attractiveness. The second plan has been tried at the Winona State Normal School, Minnesota, with satisfactory results. The

climatic conditions of southern Illinois would not be favorable to such an arrangement. After considerable discussion of the matter, we have decided to recommend the second plan.

Acknowledging your valuable counsel in the management of the Southern Illinois Normal University, and extending a cordial invitation to visit the institution as frequently as your arduous duties will allow, we remain,

Yours very obediently,

SAMUEL P. WHEELER,
President Board of Trustees.

F. A. PRICKETT,
Secretary Board of Trustees.

SPRINGFIELD, ILLINOIS, December 27, 1898.

OF THE

BOARD OF TRUSTEES

OF THE

SOUTHERN ILLINOIS STATE NORMAL UNIVERSITY

DECEMBER 1, 1900.

SPRINGFIELD, ILL.:
PHILLIPS BROS., STATE PRINTERS.
1900.

FOURTEENTH BIENNIAL REPORT OF THE TRUSTEES
OF THE SOUTHERN ILLINOIS STATE
NORMAL UNIVERSITY.

CARBONDALE, ILL., Nov. 13, 1900.

To His Excellency, GOVERNOR JOHN R. TANNER, Springfield, Illinois.

HONORED SIR:—Herewith is submitted the biennial report of the Southern Illinois Normal University, in compliance with the requirements of the law governing State institutions. The report covers the period between October 1, 1898, and September 30, 1900.

In our last biennial report we asked that a liberal appropriation be granted by the Forty-first General Assembly which, with your recommendation, was secured. It has enabled us to extend the usefulness of our science building, enlarge the museum, gymnasium, laboratory, library, and in fact, every department of the school has enjoyed the additional advantages given by a judicious expenditure of the State's liberality.

IMPROVEMENTS.

We have completed the artesian well and now have good drinking water in both buildings, having, during the last summer vacation, piped the buildings and supplied each with neatly constructed drinking fountains. This equipment is made complete by the purchase of an excellent engine and pump, which are protected by a convenient and tastefully constructed pump house. The well is three hundred feet deep, and we believe, will always furnish an abundant supply of pure artesian water equal to any in the State. This additional water supply increases the security against fire.

The institution is enjoying these years of prosperity and growth, and both teachers and students have been blessed with excellent health.

The second corridor floor of the main building having been in use for fifteen years, with the almost constant tramping of hundreds of students, was showing the need of being renewed. The Board of Trustees, after carefully considering the subject, thought it economy to replace the old wood floor with Vermont marble upon a first-class base of the best cement grouting. This was contracted for and completed

during the last summer. These improvements have about consumed the special appropriation made by the last General Assembly.

During the spring and summer we have extended the driveways and walks, regravelled the old ones and tastefully constructed and caused to be cared for well arranged beds of flowers that have made the grounds a delight both to students and visitors whose encouragement and support we appreciate.

We have, as a matter of security, purchased a good fire-proof safe for our records and valuable papers, have added several hundred books to our library, and many new and valuable specimens of rare birds, animals, corals, etc., to our museum. The number of young men and women of Southern Illinois enrolled with us speak in such terms of our school that we believe it will always merit a liberal support. Its usefulness is no longer a question with the earnest sympathizers with the cause of education, unless where deceived by false statements. Our corps of teachers are industriously putting forth their best effort to make the institution more and more efficient. In many respects we think the work done is the best in the history of the school. We have made no changes except such as you have been made familiar with, and then only such as have resulted to the school's advancement. We think the school is meeting the expectation of the best educators in the State, and doing its part is contributing to the State's paramount interest—her public schools.

A UNIVERSITY LECTURE COURSE.

During the last two school years the institution has maintained a free lecture course for the benefit of the students and faculty. These courses have consisted of three numbers for each term. One of the three each term was delivered by a member of the faculty, the other two by some educator in some way identified with the educational work. The services of these gentlemen have been secured without expense to the State, save their traveling expenses. Provision has been made for a similar course to be given this year. These are to be delivered by prominent members of the bar and other speakers of more or less note.

"The School Council," an organization of progressive educators, holds its semi-annual meetings in the university, and has contributed in no small degree to the usefulness of this institution, as it brings to the school the most earnest educational workers of Southern Illinois. We are doing what we can to stimulate a healthy growth of public sentiment in favor of the professional training of teachers, and most cordially invite all friends of education to visit the school and examine its superior advantages.

THE SUMMER SESSION.

The first work undertaken by the institution was a special or summer session, which immediately followed the dedication of the original building on July 1, 1874, and continued four weeks. During the twenty-six years of the history of the school thirteen summer ses-

sions have been held, on an average of one for every two years, or one-half the time. For the past three years these sessions have been held annually and with encouraging results. There is but one serious objection to holding a session during the summer, and that is the prolonged heated term. Even when the session begins at the earliest possible date following commencement, the intense summer weather generally reaches us before the school year closes, and continues through July and August. But notwithstanding this objectionable feature we are of the opinion that we should not take a backward step in this matter. Nearly all the great schools have yielded to the demand for summer work on the part of many teachers who are not able to be in school for an entire year, or even a term during the regular school months. Because of the climatic conditions we deem it best to endeavor to shorten the fall term one week at the beginning of the term and one week at the close. Also to have the summer session to follow the commencement almost immediately, thus allowing six weeks for the special session before the close of July. We further recommend that the instructors be largely those who are at the heads of departments.

The Southern Illinois Normal can not afford to fall out of the procession in this advance movement. It must recognize this demand, coming as it does very largely from teachers actually engaged in the service but desire a better preparation for the duties of the school room. As Trustees we feel that we must make ample provision for this educational need of Southern Illinois and other portions of our State.

AGRICULTURE AND HORTICULTURE.

Notwithstanding the fact that the institution is maintained primarily for the purpose of training young people for the peculiar duties of the school room, we recognize the need of instilling into the minds of those who are to direct the thought and activities of the young of our commonwealth the many advantages of rural life; we deplore the tendency of the young men of the farm to migrate toward the great commercial centers. We recognize further the immense advantage possessed by the children of the rural home in their environment, being more favorable for the development of that sturdy and reliable citizenship than that possessed by the children of the cities.

In view of these and other facts, we deem it the province of a normal school to use its influence in encouraging the realization of the highest type of cultured life in the rural homes of our State. Hence we have endeavored to direct, as far as possible, the character of the instruction in our physical and biological laboratories so that it will aid our teachers to appreciate the many attractive fields of research in these times, and to use their influence as they labor in the different parts of the State in building up a higher appreciation of rural life, and encourage a scientific knowledge of the processes that lead to the most remunerative tilling of the soil.

Somewhat parallel with this phase of instruction we have felt it our duty to so embellish the university campus with flower pots and other means of ornamentation that the young people may become cultured in their aesthetic tastes as well as in their intellectual natures. We claim that the student, while developing his mental powers, should not neglect his ability to appreciate and enjoy the beautiful, the true and the good which surround him on all sides. In taking this position, we feel that we have been operating in harmony with your wishes, as you have given public utterance, on several occasions, to a deep interest in the two lines indicated in this brief discussion of the above topic.

THE HIGH SCHOOL.

At the June meeting of the Board of Trustees the reestablishment of the high school course was considered. After a careful examination of all the interests involved, it was decided that the institution should again offer the young people of Southern Illinois the privileges of such a course.

The following are some of the reasons that prompted the Board in their action:

First. Notwithstanding the fact that the number and efficiency of the high schools are increasing from year to year, the large majority of our young people are deprived of an education above the grades, unless they leave home and attend the high school of some town more or less remote.

Second. The facilities of the normal school are more ample than any one of these towns can provide, and since it will cost them no more in transportation and tuition to attend the normal than these local schools, it would be to their advantage to receive instruction at the former place, especially since this is the only State educational institution within the borders of Southern Illinois.

Third. The most excellent facilities in biological, chemical and physical laboratories, large library, extensive museum, and well equipped gymnasium should be utilized to the maximum for the best interest of the young men and young women of this region. They are worthy of these privileges and should have access to them.

Fourth. This concession may be made to those who do not intend to teach without affecting unfavorably the interest of the normal work proper. Even then the gains may more than offset the losses.

Fifth. The presence of an element in an institution which is planning for a higher course of instruction, as would be the case with many, would serve as an incentive to many normal pupils to aspire to a more extended course than the normal can now offer.

Sixth. The influence of the normal students would be helpful to the students in the high school. It would not infrequently happen that a student in the high school would be led by the associations and general pedagogical atmosphere to undertake the professional course.

In view of the above facts and conditions, the Board decided to reinstate the high school course. This action was taken subsequent to the printing of the last catalog, hence but little has been done toward resuming the work of the high school during the year.

Following is a tabulated statement of the attendance during the past two years:

ATTENDANCE.

Year 1898-99—Fall Term.

Normal Department.....	288
Model department.....	101
Total.....	389

Winter Term.

Normal department.....	336
Model department.....	101
Total.....	437

Spring Term.

Normal department.....	411
Model department.....	113
Total.....	524

Number of different pupils enrolled during the year, 722, as follows:

Normal Department—	
Normal proper.....	422
Preparatory normal.....	167
Model Department—	
Grammar.....	40
Intermediate.....	46
Primary.....	47
Total.....	722

Year 1898-99—Fall Term.

	Normal Department.	Model School.	Totals.
Free tuition.....	245	44	289
Paid tuition.....	43	57	100
Total.....	288	101	389

Winter Term.

	Normal Department.	Model School.	Totals.
Free tuition.....	301	33	334
Paid tuition.....	35	68	103
Total.....	336	101	437

Spring Term.

	Normal Depart- ment.	Model School.	Totals.
Free tuition.....	375	37	412
Paid tuition.....	36	76	112
Total.....	411	113	524

Year 1899-1900.—Fall Term.

Normal department.....	266
Model department.....	131
Total.....	397

Winter Term.

Normal department.....	315
Model department.....	136
Total.....	451

Spring Term.

Normal department.....	370
Model department.....	123
Total.....	493

Number of different pupils enrolled during the year, 727, as follows:

Normal Department—	
Normal proper.....	400
Preparatory normal.....	149
Model Department—	
Grammar.....	90
Intermediate.....	40
Primary.....	48
Total.....	727

Year 1899-1900.—Fall Term.

	Normal Depart- ment.	Model School.	Totals.
Free tuition.....	232	49	281
Paid tuition.....	34	82	116
Total.....	266	131	397

Winter Term.

	Normal Depart- ment.	Model School.	Totals.
Free tuition.....	273	39	312
Paid tuition.....	42	97	139
Total.....	315	136	451

Spring Term.

	Normal Depart- ment.	Model School.	Totals.
Free tuition.....	334	41	375
Paid tuition.....	36	82	118
Total.....	370	123	493

We submit herewith a list of our faculty and employes, with the salary of each.

Daniel B. Parkinson, M. A., Ph. D., president, psychology	\$3,500
Martha Buck, English grammar	1,200
George H. French, M. A., curator of museum, physiology and natural history	2,000
Matilda F. Salter, drawing	1,000
George W. Smith, M. A., secretary of faculty, civics, geography and history	1,700
Samuel E. Harwood, M. A., higher mathematic and method in arithmetic.....	1,800
Carlos E. Allen, B. A., Latin, Greek and German	1,600
Henry W. Shryock, Ph. B., vice-president and registrar, reading, elocution, rhetoric and English literature.....	2,000
James Kirk, M. A., superintendent training department, pedagogy and school law...	2,000
Adda P. Wertz, critic teacher—intermediate department.....	1,000
Elizabeth Parks, critic teacher—primary department.....	800
Washington B. Davis, M. A., physical sciences.....	1,700
Frank H. Colyer, B. A., instructor in history, geography and spelling.....	1,000
Minnie J. Fryar, instructor in reading, literature and writing	750
Joel M. Bowlby, instructor in arithmetic and bookkeeping	1,000
Mabel K. Peters, instructor in ninth grade	720
John M. Pierce, M. A., director of physical training and German	1,000
Leota Keesee, instrumental and vocal music	600
Jacob T. Ellis, principal high school and critic teacher grammar department.....	1,000
Bessie M. Thompson, librarian.....	660
Augusta McKinney, stenographer and clerical assistant.....	600
John Amon, janitor.....	720
Allen Rude, engineer	600
Isom J. Jones, firemen.....	420
Jefferson Phelps, assistant janitor.....	540
H. R. Searing, treasurer.....	200
E. J. Ingersoll, secretary board of trustees.....	200

We submit herewith a carefully prepared statement of all receipts and disbursements since our last biennial report, and also an estimate of our needs to cover the expenses of the next two years.

FINANCIAL STATEMENT.

RECEIPTS.

From October 1, 1898, to September 30, 1899

Balance on hand October 1, 1898.....	\$5,750 66
Received from treasurer.....	29,761 69
Received from registrar.....	3,398 95
Special appropriation.....	5,375 00
Total.....	\$44,286 30
Disbursements	37,017 88
Balance	\$7,268 42

DISBURSEMENTS.

Apparatus.....	\$245 72
Artesian well.....	512 59
Building and grounds.....	951 94
Commencement.....	262 65
Contingent.....	326 01
Fuel and lights.....	986 63
Furniture.....	445 55
Gymnasium.....	219 24
Incidentals.....	46 39
Laboratory.....	15 05
Library.....	864 93
Museum.....	54 70
Postage and expressage.....	67 71
Printing, advertising and stationery.....	1,026 97
Repairs.....	1,671 45
Salaries.....	27,221 60
Special session.....	1,000 00
Sundries.....	18 37
Supplies.....	194 27
Trustees' expenses.....	888 11
Total.....	\$37,017 88

SUMMARY.

Total receipts from all sources.....	\$44,286 30
Total disbursements.....	37,017 88
Balance on hand October 1, 1899.....	\$7,268 42

RECEIPTS

From October 1, 1899, to September 30, 1900.

Balance on hand Oct. 1, 1899.....	\$7,268 42
Received from treasurer.....	33,216 76
Received from registrar.....	3,436 15
Total.....	\$43,921 33
Disbursements.....	40,465 20
Balance.....	\$3,456 13

DISBURSEMENTS.

Artesian well, engine and pump.....	\$1,567 16
Building and grounds.....	1,883 77
Commencement.....	132 60
Contingent.....	108 58
Fuel and lights.....	1,159 43
Furniture.....	512 17
Gymnasium.....	25 70
Incidentals.....	316 11
Laboratory.....	253 51
Library.....	688 38
Museum.....	927 63
Postage and expressage.....	47 05
Printing, advertising and stationery.....	980 28
Repairs.....	813 77
Salaries.....	29,066 70
Special session.....	1,000 00
Sundries.....	157 93
Supplies.....	203 00
Trustees' expenses.....	621 43
Total.....	\$40,465 20

SUMMARY.

Total receipts from all sources.....	\$43,921 33
Total Disbursements.....	40,465 20
Balance on hand Oct. 1, 1900.....	\$3,456 13

AMOUNT NEEDED ANNUALLY FOR THE NEXT TWO YEARS.

Salaries (in addition to one-half seminary fund)	\$20,000 00
Fuel	2,000 00
Repairs	3,000 00
Library	1,000 00
Apparatus	500 00
Museum	1,000 00
Engineer and janitor	1,500 00
Trustees' expenses	800 00
Care of grounds and walks	1,000 00
Gymnasium	200 00
Total	\$31,000 00

Respectfully submitted,

SAM'L P. WHEELER,

President Board of Trustees.

E. J. INGERSOLL,

Secretary Board of Trustees.

OF THE

TRUSTEES

OF THE

Southern Illinois State Normal University

AT CARBONDALE.

OCT. 30, 1902



SPRINGFIELD, ILL.:
PHILLIPS BROS., STATE PRINTERS.
1902.

REPORT OF TRUSTEES.

CARBONDALE, ILL., Oct. 30, 1902.

To His Excellency, GOVERNOR RICHARD YATES, Springfield, Ill.

HONORED SIR—In compliance with the laws governing State institutions, we herewith submit our biennial report ending Sept. 30, 1902.

On the 30th of June last the institution closed its 28th year of service for the State. During this time the school has grown in its scope, influence, and in the general character of its work. Located as it is, there are some features connected with its work that single it out from the other State educational institutions. The climatic, commercial and ethnological conditions of Southern Illinois differ materially from those that characterize the other parts of the State. In order that the institution may serve the people to the best advantage, these conditions must be recognized with more or less care. This policy has governed the management of the institution from its beginning, so that we flatter ourselves in securing the maximum value from the expenditure of funds appropriated by the State from time to time.

In our report of two years ago reference was made to some valuable extensions in the equipment of the laboratories, museum, gymnasium and library. During the period covered by this report less improvements were made in a general way, but more specifically in the erection of a conservatory, at a cost of about \$1,800, and in the frescoing of the walls and ceilings of the library, gymnasium, museum, and the corridors of the first floor of the main building. In addition to these we have endeavored to improve the appearance of the campus of the institution by extending the driveways, placing flower beds throughout the grounds, caring for the lawn, and in every way improving the environments of the institution. In our efforts to do this we have the assurance of the hearty appreciation of the students, the faculty, visiting friends, and the general public. During the same period the institution has given an art exhibit in connection with a general reception—one each year. By this means the school has been able to extend and emphasize the value of æsthetic culture in a way scarcely possible in the regular class work. By charging a small fee, the school has been able to purchase a number of pictures, which add materially to the beauty of the recitation rooms and halls.

Notwithstanding the fact that much has been done in keeping up the property, we deem it wise in making up our budget for the next two years to provide for repainting the entire woodwork of both buildings, and also to fresco the corridors of the second and third floor of the main building, the assembly and literary society halls.

The boilers of the heating plant need overhauling, and another of equal capacity added. The present heating plant was installed in 1886, to heat the only building then on the ground. In 1897, when the Science building was erected, no additional capacity was given to the plant. And when the conservatory was constructed last year, because of lack of funds, no further heating power was added. The result has been that the overstraining, as it were, has damaged the boilers more or less, and if the plan is continued an entirely new set of boilers must be placed in the near future. As a matter of economy, we have decided to add an additional boiler at once. The campus should have an iron fence on the west side. We have made a conservative estimate of the cost of these and other improvements which we deem advisable for the proper protection of the property and equipment of the institution. These are included in the enumeration of the items used as a basis of our annual appropriation for the next two fiscal years.

In connection with the data referring to attendance you may note the statement that the number of males about equals that of females, a condition peculiar to southern Illinois. The report from the other State normal schools will show that the ratio of males to females decreases in going northward. At Charleston it is about 2.3. At Normal about 1.3. At DeKalb about 1.5. In many respects we are pleased to see it as it is in our section. In order that the children in the public schools receive the best instruction and influence they must come in touch more or less, sooner or later, with the more sturdy qualities of the male teacher. As a rule the city superintendents and principals of the high schools will be men, and we expect these places to be filled quite largely by teachers who have had special training. In our judgment there is more independent and progressive spirit among students in schools of higher learning where the number of males is about equal to that of females. In the matter of attendance we are pleased to state that it is larger this term than it has ever been with one exception. With the opening of the Eastern Illinois Normal school at Charleston we looked for it to draw more or less from the counties lying along the northern border of the region which we had previously regarded as belonging to Southern Illinois. In fact these counties are nearer to Charleston than to Carbondale. Doubtless a number from those counties have gone there, but we are glad to note that the attendance this fall is excellent, and the entire attendance last year was in advance of that of the previous year.

We recognize a radical defect in the laws of the State relative to some recognition of the work done in our normal schools. During

the past summer President Parkinson obtained from the State superintendents of our county valuable data bearing upon this matter, and after making a fair comparison it was found that Illinois stands with a very small minority in not allowing the holders of diplomas from her State normal schools some specific credit for the work done in these normal schools. Granted that it is the duty of the State to establish and maintain normal schools, the logical sequence is, that the work done in those schools should have some recognition in the granting of certificates. At least there should be some concert of action, some agreement on the essentials of teaching, on the part of those who plan for and give the professional training, and those who certificate the applicant for work. To us, it is humiliating to note this defect in the commonwealth that ranks among the first in the list of states in so many important phases of enterprise.

Individual research has characterized the work in the laboratories during the past two years. Professor French has made some invaluable determinations relative to the cause of epilepsy. His discoveries have attracted wide attention to his work and the school. Because of the great interest aroused by his account and treatment of cases brought to his notice he has been overwhelmed with correspondence from all parts of the country. In addition to this the professor has been of great value to the farmers' institutes throughout Southern Illinois in giving them the results of his investigations relative to the cause of the destruction of fruits, grains, and grasses, and the treatment of trees and soils to receive the greatest returns for their labors. Other members of the faculty have been untiring in their efforts to aid in the same kindred lines and to be of the maximum service to the State. We are pleased to note this disposition of the members of the faculty to keep in touch with the best interest of the people whom they serve. And while they are studiously active and judiciously jealous of the best interest of the school, they recognize the claim the people at large may have upon them because of their special training and large observation. You will pardon the reference to one of your predecessors who stated, that for the amount of money expended on the Southern Illinois Normal university, it was giving to the State a better return than any other institution of like character.

As an outgrowth of the emphasis given to the value of an intimate knowledge of the growth of plants and flowers to which attention was called in our last report, the children of the practice school, laid out their beds and plats for their vegetable and flower gardens. They planted the seeds and cared for the beds in a way that exhibited much interest and skill. So well did they take hold of the new departure that we contemplate an enlargement of the plan in the approaching spring. The conservatory alluded to earlier in this report will prove of much service in propagating some of the plants that need special conditions for germination, and early growth. We are more than ever in accord with the plan of the Superintendent of Public Instruction to use the school as a channel through which to lead the people to be intelligent tillers of the soil, and appreciative

of the beautiful; leading them not only to decorate and beautify the school room and school grounds, but that the children may carry these lessons to their homes; thereby being instrumental in raising the standard of living to a higher aesthetical and ethical plane; believing where true culture reigns within, the outward life must in a large measure conform thereto.

Because of the crowded condition of the library, museum and laboratory facilities in physical and biological sciences, and in physical training, the Thirty-ninth General Assembly was asked to appropriate \$60,000 for the erection of a science building. Forty thousand dollars was appropriated for this purpose. The building was erected and completed within the limit of the appropriation, and was dedicated Dec. 24, 1897. The laboratory phase of teaching science has grown till we find ourselves again crippled for lack of sufficient room; and besides, the library has increased in size till we are obliged to use a room needed for other purposes in caring for a portion of the library.

To meet this demand we recommend a special appropriation of twenty thousand dollars (\$20,000) for the purpose of properly providing for the department of physics and chemistry. This would enable us to relieve the congestion in the biological work and in the library.

We are pleased to note that the impress bequeathed to the school through the labors of that cultured gentleman, Dr. Allyn, during the first eighteen years of its history, remains as one of the traditions of the institution. Those in control continue to impress upon the young life therein taught, that the ethical and spiritual sphere of the individual is quite as important and valuable to the growing soul as the strictly intellectual. Because of the deep interest taken by the teaching force along all lines of development, we congratulate ourselves upon the personnel of the faculty; realizing that the young people who are intrusted to their care are in safe hands. We further congratulate ourselves that the record of the institution throughout the region of the state where located is for all that is beautiful and good, that it stands for the highest type of American citizenship.

After a careful study of the matter it was decided to make the English course equal in length to the Latin course, four years. This caused the graduating class of 1901 to be smaller than it had been for a number of years. But the scholarship of the class was far above the average; possibly the highest in the history of the school, each member having completed the full four years Latin course and having had considerable experience in teaching. The class had the further distinction of having four of its members to receive appointments from Dr. Atkinson, superintendent of public education in the Philippine Islands, to go to those islands to engage in teaching. By a fortunate condition the institution was allowed to add one more to the list, making five from our school. These gentlemen have proven themselves worthy of the confidence imposed upon them. Each has had his salary increased; has been put in charge of night schools, and has been promoted. Three of them have sent back to the States for

their *fiancées*, and these have entered into a life long contract to an their helpmates. One of these brides has been appointed as be assistant to her husband, thus giving us a reasonable claim of six representatives in the benevolent work of educating the unfortunate Philipino, so that he may enjoy the advantages of a Christian civilization. These young men have taken high rank among the teaching force of the Archipelago. Having had successful experience in teaching before going, and having recognized the responsibility of serving their day and generation to the maximum degree of usefulness, they have found ample opportunity for using their gifts so as to be of much value to the department of education. They went with the true missionary spirit, and have made their services valuable. They are located as follows: John Demmer, Badojoz Tablos, Romblon; John H. Jenkins, Badojoz, Tablos, Romblon; John M. Gambill, Sta Maria de Panda, Buelacan; John Frank Daniel, Saravia, occ. Negros; John V. Barrow, Oslob, Cebu.

There is an interesting coincidence in the fact that each of these five educational "forerunners" is named *John*. The institution has a good reason to feel a just pride in the work of these her representatives in those distant islands.

Not only does the school look with much pride upon these, but upon a number who distinguished themselves as soldiers fighting for the same cause. Surgeon Charles M. Galbraith spent nearly three years in the volunteer service, in Cuba and the Philippines. Lieutenant M. A. Batson of the regular army was promoted major of the Macabebe Scouts, was severely wounded, and was retired with the rank of captain. Captain Eugene E. Barton served through both Spanish and Filipino wars, and is now filling the position of treasurer in the province of Cagayan de Misamis, Island of Mindanao. Lieutenant Thomas F. Loudon served similarly, and when discharged from the volunteer service was appointed first lieutenant of native troops, where he yet remains. Lieutenant Oliver P. Robinson served through the war with Spain as an enlisted man; entered the Fortieth United States Volunteers as a sergeant; was promoted to a lieutenantcy, and discharged as such. On his return home he went immediately before the military board, passed a successful examination, and was appointed second lieutenant in the regular army, and is now doing duty in the Philippines. Richard H. Barton served as an enlisted man in both wars, and upon his discharge was appointed to a position in the quartermaster's department, and is yet so employed. All of these are Carbondale boys, and former students. Lieut. Andrew J. Dougherty class of '94 entered the regular army as a private soldier, fought through both wars, passed the crucial examination, and was promoted to a second lieutenantcy; is with his regiment in the Philippines. The friends of the institution have also watched with much pleasure the rapid advancement of Lieutenants Charles G. Starr and James Franklin Bell, who served as professors of military tactics in this institution, the former from 1883 to 1886, the latter from 1886 to 1889. Lieutenant Starr was promoted from time to time till he was placed on the staff of General Chaffee, with the rank of lieutenant

colonel. Lieutenant Bell passed from one promotion to another till he reached the rank of major general. There are but few institutions in the country that can boast of as large a representation in the work of freeing the Filipino from the bondage that has degraded him for generations past.

You will pardon a brief reference to your visit to the institution to witness the graduating exercises on last Commencement day. Because of your presence the occasion possessed unusual interest, both to those directly connected with the school and to the general public. Allow us to express once more our high appreciation of your timely visit, and the large part it played in making the event one of the most interesting and attractive commencement occasions in the history of the school. We were pleased to note your great interest in inspecting the buildings and grounds and the general equipment of the institution. We entertain the belief that you recognize the important work the institution is doing in Southern Illinois, and the need of a more ample appropriation, that her efforts may the more nearly meet the demands for the highest and best training of the young people of the Commonwealth so dear to us all.

The following tabulated exhibit of attendance, receipts and disbursements are submitted for your inspection:

ATTENDANCE—YEAR 1900-1901.

FALL TERM.		SPRING TERM.	
Normal department	335	Normal department	312
Training school.....	78	Training school.....	133
Total	413	Total	445
WINTER TERM.		Number of different pupils enrolled during the year, including the summer session, 795, as follows:	
Normal department	289	Normal department	514
Training school.....	139	Training school.....	177
Total	428	Summer session	142
			833
		Less number counted twice... ..	38
		Total	795

YEAR 1900-1901.

FALL TERM.

	Normal department.	Training school.	Totals.
Free tuition	301	47	348
Paid tuition.....	34	31	65
Totals	335	78	413

WINTER TERM.

	Normal department.	Training school.	Totals.
Free tuition	256	44	300
Paid tuition.....	33	95	128
Totals	289	139	428

SPRING TERM.

	Normal department.	Training school.	Totals.
Free tuition	275	43	318
Paid tuition.....	37	90	127
Totals	312	133	445

YEAR 1901-1902.

FALL TERM.		SPRING TERM.	
Normal department	326	Normal department	332
Training school.....	83	Training school.....	118
Total	409	Total	450
Number of different pupils enrolled during the year, 726, as follows:			
Normal department	313	Normal department	479
Training school.....	117	Training school.....	156
Total	430	Summer session	116
		Less number counted twice.....	751
		Total	726

YEAR 1901-1902.

FALL TERM.

	Normal department.	Training school.	Totals.
Free tuition.....	301	43	344
Paid tuition.....	25	40	65
Totals.....	326	83	409

WINTER TERM.

	Normal department.	Training school.	Totals.
Free tuition.....	276	75	351
Paid tuition.....	37	42	79
Totals.....	313	117	430

SPRING TERM.

	Normal department.	Training department.	Totals.
Free tuition.....	303	75	378
Paid tuition.....	29	43	72
Totals.....	332	118	450

In all departments the number of males is about equal to that of females.

We submit herewith a list of our faculty and employes, with the salary of each:

Daniel B. Parkinson, M. A., Ph. D., President, psychology.....	\$3,600 00	Minnie J. Fryar, librarian.....	\$ 900 00
Martha Buck, English grammar, matron.....	1,200 00	Mabel K. Peters, instructor in high school.....	900 00
George H. French, M. A., Curator of museum, physiology and natural history.....	2,000 00	John M. Pierce, M. A., instructor in Latin, German and physical training.....	1,100 00
Matilda F. Salter, drawing.....	1,150 00	Leota Keesee, vocal and instrumental music.....	900 00
George W. Smith, M. A., Secretary of Faculty, civics, geography and history.....	1,900 00	Jacob T. Ellis, superintendent training school, training teacher, grammar department, principal high school.....	1,400 00
Samuel E. Harwood, M. A., higher mathematics and methods in arithmetic.....	2,000 00	Amanda Esther Wilson, training teacher, primary department.....	1,000 00
Carlos E. Allen, B. A., Latin, Greek and German.....	1,800 00	Arizona Lufkin, director of physical training.....	900 00
Henry W. Shryock, Ph. B., Vice President and Registrar, reading, elocution, rhetoric and English literature.....	2,250 00	William Troy Felts instructor in arithmetic, algebra and bookkeeping.....	1,100 00
James Kirk, M. A., pedagogy and school law.....	2,000 00	Lula Peay, stenographer and clerical assistant.....	600 00
Adda P. Wertz, M. A., training teacher, intermediate department	1,000 00	John Amon, janitor.....	720 00
Washington B. Davis, M. A., physical sciences.....	1,900 00	Allen Rude, engineer.....	800 00
Frank H. Colyer, B. A., instructor in history and geography.....	1,100 00	Isom J. Jones, fireman.....	420 00
		Jefferson Phelps, assistant janitor.....	600 00
		H. C. Mitchell, treasurer.....	200 00
		E. J. Ingersoll, secretary.....	200 00

SIXTEENTH BIENNIAL REPORT

OF THE

BOARD OF TRUSTEES

OF THE

Southern Illinois State Normal University,

At Illinois Building, World's Fair, November 11, 1904.

PROCEEDINGS OF THE BOARD.

ILLINOIS BUILDING, WORLD'S FAIR, November 11, 9:00 a. m.

The Board of Trustees met pursuant to call, the following named members present: Dr. F. C. Vandervort, H. H. Beckemeyer, E. J. Ingersoll, and President Dr. D. B. Parkinson.

On motion Dr. Vandervort was elected President of the Board pro tem.

Minutes of the previous meeting were approved as published, and filed with each member of the Board.

The 16th Biennial Report of the Board of Trustees to the Governor was read and approved; also the Biennial Budget, showing estimates for improvements and repairs, with needed appropriations for current expenses of the University. The report made a part of this record.

On motion Dr. Parkinson was requested to make application to the Illinois World's Fair Commission for the cases and contents showing the exhibit of the Southern Illinois Normal at the World's Fair.

On motion the sum of \$250.00 was appropriated for the purpose of purchasing a few pieces of statuary or other works of art, to be selected by Dr. Parkinson and the Secretary, for the ornamentation of our buildings.

On motion Dr. Parkinson was directed to purchase, for use of the office of the University, the furniture now used in the Governor's room of the Illinois Building, if it could be secured for a reasonable consideration.

On motion the Secretary and President, Dr. Parkinson, was directed to purchase the annual supplies.

On motion Dr. Parkinson was directed to continue the advertisement of the various terms of the school in such papers as in his judgment is for the best interests of the school.

On motion the Secretary was authorized to contract, for one year, advertisements by station cards with the Illinois Central Advertising Company of Chicago, and to close the contract with M. M. Thompson

for our annual supply of coal at \$2.10 per ton for screened lump and nut coal, in quantities as needed for the use of the University.

On motion the Board adjourned subject to the call of the President and Secretary.

F. C. VANDERVORT, President, pro tem.

E. J. INGERSOLL, Secretary.

BIENNIAL REPORT OF THE BOARD OF TRUSTEES.

To His Excellency, Governor Richard Yates, Springfield, Illinois:

HONORED SIR:—It is with pleasure that we comply with the requirements of our office in submitting to you our Biennial Report for the period ending September 30, 1904.

In presenting this report it is gratifying to us to know that during your term of office you have favored the institution with a number of timely personal visits which have given you a knowledge of the institution that could not well be obtained through a formal report.

We appreciate most highly your attitude toward the interests of the State Normal Schools as shown in your recommendations to the last General Assembly in recommending some legislation looking toward a better recognition of the work of the State Normal Schools in the certification of teachers. You will remember that a diligent effort was made to secure the passage of a bill having this for its purpose, but the measure met with opposition from several sources and was defeated in the House Committee on Education. The matter is of sufficient importance to merit a renewal of the effort, and we bespeak your continued support of the movement. The State can ill afford to discount the product of its own manufacture.

As a Board of Trustees, we desire to express our sincere gratitude for your kindly treatment of the bill granting the institution a special appropriation of twenty five thousand dollars for the purpose of erecting a library building. It was apparent to every one that the entire amount appropriated by the Legislature was far beyond what the wise financial policy of the State Administration would warrant, and the Chief Executive would be obliged to exercise his veto power in order to bring the sum total within reasonable limits. In doing so you spared

our special bill from any reduction, which allowed us to erect the first library building ever built for a Normal School in Illinois. In fact, there are very few such buildings in the country, and we feel justly proud of this addition to the educational plant of the Southern Illinois State Normal University.

After properly advertising for bids for its construction, the contract was given to the Southern Illinois Construction Company of East St. Louis for \$23,984.00. The contract did not provide for the heating, lighting and plumbing of the building, and in order to place the pipes, wires, etc., to the best advantage, these were provided for at the proper time, and the excess of \$2,000.98 over the \$25,000.00 was transferred from the incidental fund, as shown in the accompanying financial statement. It affords us great pleasure to show in this statement a final balance on September 30, 1904, of \$1,492.59. In view of the fact that so many improvements have been made, and the salaries of the teachers were increased somewhat, we are pleased to note that there is now in the hands of the treasurer a balance of the amount named.

By reference to the statement of attendance you will note that in the Normal Department proper there has been a slight falling off, but the entire enrollment has increased. Strange as it may seem, prosperous times, as these later years have been, are not the most favorable for a large attendance upon Normal Schools, especially since there has been no perceptible advance in teachers' salaries. Young men and women are not attracted by a profession that fails to offer as good compensation as may be obtained in other callings where less preparation is required and where the employment is for twelve months in the year, instead of seven or eight, or occasionally nine, and where there is no demand for an examination every year or more. In view of existing conditions, we have reason to believe that our school has fared better than many other schools of like character.

As soon as the requirements for special preparation on the part of the teacher is insisted upon, and the young people who have this preparation are given credit for said qualifications, and their compensation is commensurate with this preparation and the vital interests involved, the State Normal Schools will be filled to overflowing. It is indeed humiliating to have these unfavorable conditions prevail in the great State of Illinois, where the financial resources are practically unlimited.

Looking toward an improvement in this regard, the institution has offered, for the first time, a one-year course based on the State course of study. This is designed for those young people of our section of the State who are obliged to drop out of school after one year's attendance

and teach in order to return to school in the future. Upon the completion of this course the student is to receive a certificate which may be of some value to the County Superintendent in issuing his teacher's certificate. It is hoped that this step may open the way for a better appreciation of the value of some special preparation for the work of teaching.

During the last two years the institution has undertaken the school garden work, confining its efforts to the seventh and eighth grades of the training school.

On account of some features of the exhibit prepared by the school for the Louisiana Purchase Exposition, the work in the school garden received less attention than last year, but we are planning to resume it with some added features.

During the last two years the school has formally introduced manual training and domestic economy. By the erection of the new library building we have more ample facilities for these two lines of work, and are moving as rapidly as possible toward a complete equipment in each.

The theory that a systematic plan of motor activity facilitates, strengthens and intensifies mental activity; that the young mind operates more correctly and more rapidly when associated with physical movement of some kind, is generally accepted. It is our plan to place the institution in the front rank in this respect, and we have kept the needs of this department in mind in making up our budget, which is submitted herewith.

In addition to a greater emphasis given to the school garden, the manual training and domestic economy, we have made provision for a more vigorous athletic spirit among our students. A tract of land just east of the public school building of the town, which was donated to the institution in determining its location, has been put in good condition for athletic sport and given the name of "Bayliss Field," in honor of the Superintendent of Public Instruction. This field has been graded, a running track has been put in condition, and several hundred shade trees have been planted about the grounds. It promises to be one of the best fields for the purpose in this region of the State.

On account of having so large an attendance of young men, we feel that it is due them to have as good facilities as possible for athletic sports and physical training.

The institution availed itself of an opportunity to prepare an exhibit for the World's Fair, representing its grounds, buildings, recitation rooms, halls, laboratories, library, etc., even though the appropriation allowed to the State Normal Schools was far below the amount needed to make the exhibit as large as the interest of the school demanded.

However, the faculty and students did the best they could under the circumstances. We are especially pleased with the photographic portion of the exhibit, which reflects credit upon the teachers whose skill and labor gave us so complete a representation of the equipment of the school. We regard the presentation of the work done by the Primary, Intermediate, and Grammar Departments of the Training School so deserving special mention. In addition to the amount appropriated by the Illinois Commission of the Louisiana Purchase Exposition, we are able to meet some of the minor bills by drawing upon our incidental fund.

This is the third World's Fair in which the institution has been able to present its methods and work to the world. Having begun its labors in September, 1874, it was able to have a creditable display at the Centennial Exposition in 1876. Again, in 1893, at the Columbian Exposition, the school, with a liberal appropriation, was able to present its methods, equipment, etc., on a much larger scale. For each of these contributions the school has a handsome diploma as evidence of its merit.

You are doubtless aware that out of the two hundred and fifty thousand dollars appropriated by the General Assembly four years ago, but fifteen thousand dollars were set aside for educational purposes, and out of this amount but eight thousand dollars were allowed the State University, and the balance, seven thousand dollars, was distributed between the five State Normal Schools and all the public schools of the State. Notwithstanding the paltry sum of three hundred dollars allowed each of the State Normal Schools by the Commission, each has used the funds allowed to the best advantage, and we have no reason to feel ashamed of the exhibit furnished by our institution.

Although the institution has made good use of the liberal appropriation made by the last General Assembly, we recognize the need of some further improvements that should be added in the near future, viz: the closet and sewer system should be remodeled and enlarged, the facilities for extending the manual training and domestic economy, frescoing the assembly and other halls, and other improvements of less importance. These are covered by the budget, which has been carefully prepared and placed in the latter part of this report.

We have taken a commendable pride in keeping our school abreast of the times in equipment, teaching force, buildings and grounds, etc., and bespeak a continuance of your kindly feeling toward the school.

ATTENDANCE—YEAR 1902-1903.

FALL TERM.

Normal department.....	287
Training school.....	158
Total.....	445

WINTER TERM.

Normal department.....	332
Training school.....	143
Total.....	475

SPRING TERM.

Normal department.....	357
Training school.....	150
Total.....	507

Number of different pupils enrolled during the year, including the summer session, 1230, as follows:

Normal department.....	976
Training school.....	180
Summer session.....	116
	1272
Less number counted twice.....	42
Total.....	1230

YEAR 1902-1903.

ON BASIS OF TUITION—FALL TERM.

	Normal Department.	Training School.	Totals.
Free tuition.....	237	81	318
Paid tuition.....	50	77	127
Totals.....	287	158	445

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WINTER TERM.

Free tuition	296	69	355
Paid tuition.....	36	74	110
	<hr/>	<hr/>	<hr/>
Totals.....	332	143	475

SPRING TERM.

Free tuition.....	327	67	394
Paid tuition.....	30	83	113
	<hr/>	<hr/>	<hr/>
Totals.....	357	150	507

ATTENDANCE—YEAR 1903-1904.

FALL TERM.

Normal department.....	273
Training school.....	168
	<hr/>
Total	440

WINTER TERM.

Normal department.....	268
Training school.....	159
	<hr/>
Total.....	427

SPRING TERM.

Normal department.....	324
Training school.....	156
	<hr/>
Total.....	480

Number of different pupils enrolled during the year, including the summer session, 1414, as follows:

Normal department.....	864
Training school.....	451

Summer session.....	140
	<hr/>
	1455
Less number counted twice.....	41
	<hr/>
Total.....	1414

YEAR 1903-1904.

ON BASIS OF TUITION—FALL TERM.

	Normal Department.	Training School.	Totals.
Free tuition.....	199	65	264
Paid tuition.....	73	103	176
	<hr/>	<hr/>	<hr/>
Totals.....	272	168	440

WINTER TERM.

Free tuition.....	224	76	300
Paid tuition.....	44	83	127
	<hr/>	<hr/>	<hr/>
Totals.....	268	159	427

SPRING TERM.

Free tuition.....	313	80	393
Paid tuition.....	11	76	87
	<hr/>	<hr/>	<hr/>
Totals.....	324	156	480

FINANCIAL STATEMENT.

FROM OCTOBER 1, 1902, TO SEPTEMBER 30, 1903—REGULAR FUND.

RECEIPTS.

Balance September 30, 1902.....	\$ 2,284 07
From State Treasurer.....	40,368 56

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From Registrar.....	5,408 30
Total.....	\$ 48,060 83
Disbursements.....	43,450 27
Balance September 30, 1903.....	\$ 4,610 66

LIBRARY BUILDING FUND—RECEIPTS.

From State Treasurer, special appropriation.....	\$ 25,000 00
Disbursements.....	5,376 17
Balance September 30, 1903.....	\$ 19,623 83

DISBURSEMENTS.

Buildings and grounds.....	\$ 2,041 31
Contingent.....	311 49
Fuel and lights.....	1,574 53
Furniture.....	2 25
Incidentals.....	1,034 00
Laboratory.....	275 49
Library.....	532 99
Museum.....	6 13
Pay roll.....	34,582 40
Printing and advertising.....	566 15
Repairs.....	1,435 69
Supplies.....	228 58
Trustees' expenses.....	859 26
Total.....	\$ 43,450 27

SUMMARY.

Total receipts from all sources.....	\$ 73,060 93
Total disbursements.....	48,826 44
Total balance September 30, 1903.....	24,234 49

FINANCIAL STATEMENT.

FROM OCTOBER 1, 1903, TO SEPTEMBER 30, 1904—REGULAR FUND.

RECEIPTS.

Balance September 30, 1903.....	\$ 4,610 66
From State Treasurer.....	48,993 57
From Registrar.....	3,767 35
	<hr/>
Total.....	\$ 57,371 57
Disbursements.....	53,878 00
	<hr/>
Balance September 30, 1904.....	\$ 3,493 57

LIBRARY BUILDING FUND—RECEIPTS.

Balance September 30, 1903.....	\$ 19,623 83
Disbursements.....	21,684 81
	<hr/>
Excess over special appropriation (paid from incidental fund).....	2,000 98
Final balance September 30, 1904.....	1,492 59

DISBURSEMENTS.

Buildings and grounds.....	\$ 1,936 86
Contingent.....	2,441 79
Fuel and lights.....	2,237 69
Incidentals.....	1,285 06
Laboratory.....	599 39
Library.....	1,593 31
Museum.....	32 29
Pay roll.....	39,627 00
Printing and advertising.....	1,088 73
Repairs.....	1,797 24
Supplies.....	582 90
Trustees' expenses.....	655 73
	<hr/>
Total.....	\$ 53,878 00

SUMMARY.

Total receipts.....	\$ 76,995 40
Total disbursements.....	75,502 81
	<hr/>
Total balance September 30, 1904.....	\$ 1,492 59

We submit herewith a list of our present faculty and employes, with the salary of each:

Daniel B. Parkinson, M. A., Ph. D. President, psychology	\$ 3,700 00
Martha Buck, Matron, English grammar	1,200 00
George H. French, Curator, physiology and natural history	2,000 00
Matilda F. Salter, drawing	1,200 00
George W. Smith, M. A., Secretary of Faculty, civics, geography, and history	2,000 00
Samuel E. Harwood, M. A., pedagogy and school law	2,000 00
Carlos E. Allen, B. A., Latin, Greek and German	1,900 00
Henry W. Shryock, Ph. B., Vice President and Registrar, reading, rhetoric and English literature	2,350 00
James Kirk, M. A., higher mathematics and methods in arithmetic	2,000 00
Ada P. Wertz, M. A., training teacher, intermediate department	1,100 00
Washington B. Davis, M. A., physical science	2,000 00
Frank H. Colyer, B. A., instructor in geography and history	1,200 00
Minnie J. Fryar, Librarian	1,100 00
John M. Pierce, M. A., instructor in German, Latin and French	1,200 00
Jacob T. Ellis, superintendent training school, training teacher grammar department, principal of high school	1,500 00
Amanda Esther Wilson, training teacher, primary department	1,100 00
William Troy Felts, instructor in arithmetic, algebra and book-keeping	1,300 00
George M. Browne, associate, physical and biological sciences	1,500 00
Inez L. Hollenberger, physical training, assistant in English	900 00
R. V. Black, vocal music, heavy gymnastics, writing and spelling	1,100 00
Edna Hester, assistant librarian	360 00
Lula Peay, stenographer and clerical assistant	720 00
John Amon, janitor	780 00
Thomas Clark, engineer	750 00
Isom Jones, fireman	420 00
Jefferson Phelps, assistant janitor	600 00
C. C. Lawrence, florist	780 00
H. C. Mitchell, treasurer	200 00
E. J. Ingersoll, secretary	200 00

We recommend the following budget as the amounts needed annually by the institution for the next two years:

	1902	1904	Ex.
One half interest of seminary fund.....	\$6,493.54	\$ 6,493 54	
In addition to one half interest of seminary fund.....	27,500.00	30,500 00	300
Salaries—engineer, janitors and fireman.....	2,500.00	2,500 00	
Repairs and improvements.....	3,000.00	5,000 00	200
Fuel and lights.....	2,000.00	2,000 00	
Care of grounds.....	1,500.00	2,500 00	1000
Library.....	1,000.00	2,000 00	1000
Apparatus.....	1,000.00	2,000 00	1000
Printing and advertising.....	1,500.00	1,500 00	
Trustees' expenses.....	800.00	800 00	
Museum.....	500.00	500 00	
Gymnasium.....	200.00	200 00	
Total	\$47,993.54	\$55,993 54	\$800

Respectfully submitted,

SAMUEL P. WHEELER,

President Board of Trustees.

E. J. INGERSOLL,

Secretary Board of Trustees.

Very Respectfully

BIENNIAL REPORT

OF THE

BOARD OF TRUSTEES

OF THE

SOUTHERN ILLINOIS STATE NORMAL UNIVERSITY

AT

CARBONDALE, NOVEMBER 13, 1906.

BIENNIAL REPORT OF THE BOARD OF TRUSTEES
of the
SOUTHERN ILLINOIS STATE NORMAL UNIVERSITY.

CARBONDALE, ILL., November 13, 1906.

To His Excellency, GOVERNOR C. S. DENEEN, *Springfield,*
Illinois.

Honored Sir:—

In compliance with the law relative to state institutions the Trustees of the Southern Illinois State Normal University submit to you their Biennial Report of this institution for the period ending September 30, 1906.

We regret that your duties hitherto have not allowed you to visit the school so as to give its work and equipment a personal inspection. However, we hope that in the near future you may be able to honor the institution by your presence.

The last biennial report recommended, among other things, the construction of a system of sewers, baths, and closets. To accomplish this a special appropriation was made of nine thousand dollars, \$9000.00, the disposition of which is shown by the accompanying financial statement.

We are pleased to report that the above improvements are giving complete satisfaction, and add very much to the convenience and comfort of the people connected with the institution.

It is generally conceded that the Southern Illinois Normal School has been conservative in its demand upon the Legislature by asking for what seemed to be actually necessary for the progress of the institution. However we are desirous of securing for our institution its just share of the state's support in having everything that will be conducive to the best training for our young people.

The accompanying tabulated budget is what we deem a fair and reasonable requisition for the next two years. And

should it be granted by the General Assembly, we assure you that the several amounts shall be judiciously expended. We are individually and collectively ambitious for the institution over which we are placed to be of the highest service to the young men and young women of Southern Illinois in particular and other portions of the state as well.

We desire to call your attention to the fact that the present law governing the certification of teachers fails to give a just recognition of the work done by the state Normal Schools. You are doubtless aware that at the last meeting of the State Teachers' Association a Commission was appointed to consider this whole matter of the certification of teachers, working toward some eliminations and some amendments of the present law so as to secure better legislation in this matter. Illinois does not occupy an enviable position among her sister states relative to the recognition of the product of her Normal Schools. We are very desirous of having better and more rational legislation bearing upon this subject, and bespeak your aid in this matter.

Relative to the equipment in buildings we feel that, with the exception of the accommodations for the Training School, the institution has but little to ask for, but in the near future a suitable building should be erected for this special purpose. There are several reasons for this claim, but they need not be given in this report, as the request for an appropriation is not made. However, there are a number of improvements and repairs that should be provided for at once, hence the budget is somewhat larger than it was two years ago. As the cause of education advances the work of the schools is more and more elaborate and expensive, but none too great, as there is no investment on the part of the state that brings such large returns as that of public education.

That part of the report relative to attendance shows that the largest enrollment is during the Spring term, due to the fact that in this region of the state the majority of the rural schools are but six months in length, which enables them to close about the time of the opening of the spring term. This accounts in part for the fact that while our summer sessions are growing in attendance from year to year it is not as large as in some other portions of the state, where, if the young teacher attends school he enters the summer

term rather than the spring term. The records show that for some years past the attendance of our school in the spring term is the largest of any of the state normal schools.

There are some conditions in Southern Illinois that are not to be found in the other portions of the state, and it has been the policy of the administration of the school to make the institution of the maximum value to the people for whom it was established.

We are gratified to know that the normal school interests and its claims are better understood than they were in former years, and our state may well take a just pride in her five state educational institutions which have for their aim the preparation of our young people for the important work of teaching in our public schools.

Herewith is presented the several statements showing data which may be of interest to you; also a list of our faculty, and the budget referred to above.

Thanking you most heartily for your deep interest in the institution over which we have been placed, either by yourself or your predecessor, and assuring you that our chief desire is to serve the people of Illinois, especially that portion in which the school is located, to the best advantage, and aid in the onward movement of public education, we subscribe ourselves,

Your obedient servants,

HUGH LAUDER,
Secretary.

F. C. VANDERVORT,
President.

Carbondale, Illinois, November 13, 1906.

Attendance, Year 1904-1905.

FALL TERM

Normal Department.....	283
Training School.....	179
Total.....	462

WINTER TERM

Normal Department.....	279
Training School.....	176
Total.....	455

SPRING TERM

Normal Department.....	441
Training School.....	170
Total.....	611

Number of different pupils enrolled during the year, including the Summer Session, 856, as follows:

Normal Department.....	566
Training School.....	196
Summer Session.....	139
Less the names counted twice.....	45
Total.....	856

Year 1904-1905

On Basis of Tuition—Fall Term.

NORMAL DEPARTMENT		TRAINING SCHOOL		TOTALS
Free tuition.....	236	Free tuition.....	68	304
Paid tuition.....	47	Paid tuition.....	111	158
Totals.....	283		179	462

WINTER TERM

Free tuition.....	230	Free tuition.....	66	296
Paid tuition.....	49	Paid tuition.....	110	159
Totals.....	279		176	455

SPRING TERM

Free tuition.....	406	Free tuition.....	67	473
Paid tuition.....	35	Paid tuition.....	103	138
Totals.....	441		170	611

FINANCIAL STATEMENT.

From October 1, 1904 to September 30, 1905.

REGULAR FUND.

RECEIPTS.

Balance October 1, 1904.....	\$ 1492 59
From State Treasurer.....	50118 56
From Registrar.....	4150 82
	\$ 55761 97

DISBURSEMENTS.

Vouchers Paid.....	\$ 51747 87
Balance September 30, 1905.....	\$ 4014 10

DISBURSEMENTS BY ACCOUNTS.

Furniture.....	\$ 544 76
Museum.....	57 12
Library.....	959 33
Trustees Expenses.....	765 25
Incidentals.....	446 54
Fuel and Lights.....	2312 66
Repairs.....	852 48
Contingent.....	924 67
Supplies.....	1146 19
Printing and Advertising.....	818 99
Laboratory.....	343 14
Buildings and Grounds.....	3755 72
Salaries.....	38716 45
Conservatory.....	52 57
Commencement.....	52 00
	\$ 51747 87

SPECIAL FUND.

1905

July 7—From State Treasurer.....	\$9000.00
Vouchers Paid.....	5747.66
	\$3252.34

Year 1905-1906.

On Basis of Tuition—Fall Term.

	NORMAL DEPARTMENT	TRAINING SCHOOL	TOTALS
Free tuition.....	230	65	295
Paid tuition.....	79	102	181
	309	167	476

WINTER TERM.

Free tuition.....	242	67	309
Paid tuition.....	64	97	161
	306	164	470

SPRING TERM.

Free tuition.....	363	64	427
Paid tuition.	50	100	150
	<u> </u>	<u> </u>	<u> </u>
Totals.....	413	164	577

FINANCIAL STATEMENT.

From October 1, 1905 to September 30, 1906.

GENERAL FUND.

RECEIPTS.

Balance October 1, 1905.....	\$ 4014 10
From State Treasurer.....	53493 56
From Citizens of Carbondale, Sewer Contract.....	1000 00
From Registrar	4165 98
	<u> </u>
Total.....	\$ 62673 64

DISBURSEMENTS.

Vouchers Paid.....	\$ 59098.98
	<u> </u>
Balance September 30, 1906.....	\$ 3534.66

DISBURSEMENTS BY ACCOUNTS.

Furniture	\$ 74 20
Museum.....	102 79
Library	839 87
Trustees' Expenses.....	275 79
Incidentals.....	584 11
Fuel and Lights	1967 10
Repairs.....	713 94
Contingent.....	919 95
Supplies.....	1343 77
Printing and Advertising.....	1061 20
Laboratory.....	849 34
Buildings and Grounds.....	5157 07
Salaries.....	45134 85
Commencement.....	75 00
	<u> </u>
	\$ 59098 98

SPECIAL FUND.

Balance October 1, 1905.....	\$ 3252 34
Vouchers Paid.....	3252 34
	<u> </u>

No Balance September 30, 1906.

We submit herewith a list of our present faculty and employes, with the salaries of each:

Daniel B. Parkinson, M. A., Ph. D. President, psychology..	\$ 3900 00
Martha Buck, Matron, English grammar.....	1430 00
George H. French, Curator, physiology and natural history..	2200 00
Matilda F. Salter, drawing.....	1320 00
George W. Smith, M. A., Secretary of Faculty, civics, geography, and history.....	2200 00
Samuel E. Harwood, M. A., pedagogy and school law.....	2310 00
Carlos E. Allen, B. A., Latin, Greek and German.....	2200 00
Henry W. Shryock, Ph. B., Vice President and Registrar, reading, rhetoric and English literature.....	2585 00
James Kirk, M. A., higher mathematics and methods in arithmetic.....	2200 00
Adda P. Wertz, Training teacher, intermediate department	1320 00
Washington B. Davis, M. A., physical science.....	2200 00
Frank H. Colyer, B. A., instructor in geography and history	1320 00
J. M. Pierce, Latin and German.....	1320 00
Mabel K. Peters, Training Teacher, Grammar Dep't.....	1100 00
A. Esther Wilson, Training Teacher, Primary Dep't.....	1320 00
W. T. Felts, arithmetic, algebra and bookkeeping.....	1540 00
George M. Browne, physical and biological sciences.....	1760 00
R. V. Black, vocal music, heavy gymnastics, writing and spelling	1320 00
Lelia B. Stafford, physical training.....	750 00
Helen Bryden, Assistant in English.....	1000 00
George D. Wham, Associate Sup't training school, pedagogy, Principal High School..	1500 00
Edna Hester, Librarian ...	880 00
Cornelia A. Hypes, Assistant Librarian.....	660 00
Lula Peay, Stenographer and Clerical Assistant.....	825 00
John Amon, Janitor.....	780 00
Allen Rude, Engineer	900 00
Isom Jones, Fireman	420 00
Frank Bowers, Assistant Fireman.....	600 00
Robt. A. Batson, Assistant Janitor.....	480 90
William McGarvey, Assistant Janitor.....	360 00
Will H. Goddard, Assistant Janitor.....	480 00
E. K. Porter, Treasurer.....	200 00
Hugh Lauder, Secretary.....	300 00
	<hr/>
	\$ 43680 00

We recommend the following budget as the amounts needed annually by the institution for the next two years:

Salaries:

One half interest of Seminary Fund.....	\$ 6493 54
In addition to the above.....	34506 46
Engineer, Janitors and Firemen... ..	3600 00

Repairs and Improvements.....	5000 00
Fuel and Lights.....	2500 00
Care of Grounds....	2000 00
Library.....	1200 00
Apparatus.....	1000 00
Printing and Advertising.....	1500 00
Gymnasium.....	500 00
Museum.....	500 00
Trustees Expenses.....	800 00
Manual Training.....	1000 00
Furniture.....	1000 00
	<hr/>
	\$ 62000 00

Eighteenth

BIENNIAL REPORT

OF THE

BOARD OF TRUSTEES

OF THE

SOUTHERN ILLINOIS STATE NORMAL UNIVERSITY

AUTHORIZED

AT

CARBONDALE, NOVEMBER 10, 1908.

3200
4600

NOVEMBER, 10, 1908.

GOVERNOR CHAS. S. DENEEN, *Springfield, Illinois.*

DEAR GOVERNOR DENEEN:

In compliance with the duties devolving upon us as the Board of Trustees of the Southern Illinois State Normal University we herewith submit our Biennial Report for the period ending September 30, 1908.

As members of the Board of Trustees of one of the five state normal schools of the common-wealth, we take pleasure in commending your action in asking the last General Assembly for the authority to appoint an Educational Commission, whose duty it should be to recodify the school laws of Illinois, and make such investigations, in our own country and abroad, that would lead to such recommendations to the succeeding legislature or legislatures that would place the educational system of our state on a more rational basis, and place it in the front rank of school systems; thus eliminating many things that have hindered the state normal schools in securing their maximum amount of efficiency.

We wish also to thank you for your official sanction of our claims presented to the last General Assembly. We have endeavored to use the appropriations judiciously, and herewith submit the financial statement, which exhibits the receipts and disbursements thereof. We are especially pleased with our new Model School Building, which will soon be completed, and within the appropriation—\$50,000.00.

We make no apology for our increased demands from time to time, but justify our claims on the ground, that in educational matters there has been as great an advancement in these later years as there has been in other fields of progress; and we feel we would be derelict in duty did we not attempt to provide the very best for our young people.

With this view of our responsibility we submit, in addition to our report of the attendance, and the financial status of the institution, the budget for the next two years, with the assurance that the claims are just as reasonable and con-

sistent as those made in the past, and because of which our institution has earned the reputation of being modest in its requests.

Again thanking you for your deep interest in educational matters, and hoping that you may honor us by frequent visits at the institution, we remain,

Your obedient servants,

F. C. VANDERVORT, *President.*

HUGH LAUDER, *Secretary of the Board.*

CARBONDALE, ILLINOIS,
NOVEMBER 10, 1908.

ATTENDANCE—YEAR 1906-1907.

FALL TERM.

Normal department.....	312
Training school.....	170
Total	482

WINTER TERM.

Normal department.....	324
Training school.....	157
Total	481

SPRING TERM.

Normal department.....	368
Training school.....	153
Total	521

Number of different students during the year including the Summer Session.....	876
Normal department.....	592
Training school.....	187
Summer session.....	233
Total	912
Less number counted twice.....	36
Total	876

YEAR 1906-1907.

ON BASIS OF TUITION.

FALL TERM.

Normal Department.

Lindley scholarships.....	37	
Incidentals.....	225	
Paid tuition.....	50	
		312

Training School.

Free tuition.....	62	
Paid tuition.....	108	
		170
Totals.....		482

WINTER TERM.

Normal Department

Lindley scholarships.....	45	
Incidentals.....	229	
Paid tuition.....	50	
		324

Training School.

Free tuition.....	61	
Paid tuition.....	96	
		157
Totals.....		481

SPRING TERM.

Normal Department.

Lindley scholarships.....	26	
Incidentals.....	303	
Paid tuition.....	39	
		368

Training School

Free tuition.....	62	
Paid tuition.....	91	
		153
Totals.....		521

SUMMER TERM.

Lindley scholarships.....	6	
Incidentals.....	221	
Paid tuition.....	6	
		233

ATTENDANCE—YEAR 1907-1908.

FALL TERM.

Normal department.....	343	
Training school.....	158	
Total.....		501

WINTER TERM.

Normal department.....	352	
Training school.....	159	
Total.....		511

SPRING TERM.

Normal department.....	416
Training school.....	153
Total.....	629
Number of different students during the year including the Summer Session.....	1076
Normal department.....	632
Training school.....	172
Summer session.....	340
Total.....	1144
Less number counted twice.....	68
Total.....	1076

YEAR 1907-1908.

ON BASIS OF TUITION.

FALL TERM.

Normal Department.

Lindley scholarships.....	47
Incidentals.....	223
Paid tuition.....	73
	<hr/>
	343

Training School.

Free tuition.....	53
Paid tuition.....	105
	<hr/>
	158

Totals..... 501

WINTER TERM.

Normal Department.

Lindley scholarships.....	44
Incidentals.....	237
Paid tuition.....	71
	<hr/>
	352

Training School.

Free tuition.....	53
Paid tuition.....	106
	<hr/>
	159

Totals..... 511

SPRING TERM.

Normal Department.

Lindley scholarships.....	45
Incidentals.....	368
Paid tuition.....	63
	<hr/>
	476

Training School.

Free tuition.....	54	
Paid tuition.....	99	
		153
Totals.....		629

SUMMER TERM.

Lindley scholarships.....	11	
Incidentals.....	309	
Paid tuition.....	20	
		340

FINANCIAL STATEMENT

From Oct. 1, 1906, to Sept. 30 1907

REGULAR FUND

RECEIPTS

Balance October 1, 1906.....	\$ 3574 96
From State Treasurer.....	53868 56
From Registrar.....	4066 95
Total	\$61510 47

DISBURSEMENTS

Vouchers paid.....	\$57083 89
Balance June 30, 1907.....	4426 58
Total	\$61510 47

DISBURSEMENTS BY ACCOUNTS

Buildings and grounds	\$ 1764 33
Commencement	224 00
Contingent.....	570 00
Fuel and lights.....	1933 14
Furniture	60 75
Gymnasium	15 50
Incidentals	376 57
Laboratory.....	704 26
Library	898 31
Museum	113 52
Printing and advertising....	373 85
Repairs.....	4437 24
Salaries	43942 25
Summer session	196 50
Supplies	1195 50
Trustees expenses.....	287 17
	\$57083 89

SPECIAL FUND

RECEIPTS

1907

From State Treasurer.....	\$ 7000 00
Disbursements.....	1108 32
Balance June 30, 1907.....	5891 68

DISBURSEMENTS BY ACCOUNTS

Electric wiring and fixtures	\$ 835 30
Furniture and carpets.....	273 02
Total	\$ 1108 32

FINANCIAL STATEMENT

From Oct. 1, 1907 to Sept. 30, 1908

REGULAR FUND

RECEIPTS

Balance October 1, 1907.....	\$ 4426 58
From State Treasurer.....	54993 56
From Registrar.....	4840 43
Total	\$ 64260 57

DISBURSEMENTS

Vouchers paid.....	\$58888 76
Balance September 30, 1908.....	\$ 5371 81

DISBURSEMENTS BY ACCOUNTS

Buildings and grounds.....	\$ 1683 26
Commencement.....	495 85
Conservatory.....	134 74
Contingent.....	1404 21
Fuel and lights.....	1788 84
Furniture.....	10 50
Gymnasium.....	353 98
Incidentals.....	330 31
Laboratory.....	1552 67
Library.....	1255 69
Museum.....	77 34
Printing and advertising.....	1251 94
Repairs.....	366 49
Salaries.....	46785 55
Summer session.....	250 00
Supplies.....	893 68
Trustees expenses.....	253 71
Total	\$58888 76

SPECIAL FUND

RECEIPTS

Balance October 1, 1907.....	\$ 5891 68
Disbursements.....	4434 74
Balance September 30, 1908.....	\$ 1456 94

DISBURSEMENTS BY ACCOUNTS

Electric wiring and fixtures.....	\$ 489 89
Furniture and carpets.....	141 50
Amphitheater.....	1000 00
Gymnasium.....	1000 00
Manual training.....	505 96
Iron railing.....	495 40
Furniture.....	491 25
Steam heating plant.....	310 74
Total	\$ 4434 74

MODEL SCHOOL FUND

From State Treasurer.....	\$50000 00
Disbursements.....	25289 05
Balance September 30, 1908.....	\$24710 95

We submit herewith a list of our present faculty and employees, with the salaries of each:

D. B. Parkinson, M. A., Ph. D. President, Psychology...	\$ 4000 00	
Martha Buck, Matron, English Grammar.....	1500 00	
George H. French, A. M., Curator of Museum, Physiology and Natural History.....	2200 00	2
Matilda F. Salter, Drawing, Supervisor of Drawing in Training School.....	1400 00	
George W. Smith, A. M., Secretary of Faculty, Civics and History.....	2200 00	24 00
Samuel E. Harwood, A. M., Superintendent Training Department, Pedagogy.....	2310 00	24 00
H. W. Shryock, Ph. B., Vice-President and Registrar, Reading, Elocution, Rhetoric, and English Literature.....	2585 00	27 00
James Kirk, A. M., Methods in Arithmetic and Higher Mathematics.....	2200 00	24 00
Adda P. Wertz, A. M., Training Teacher, Fifth and Sixth Grades.....	1320 00	10 00
W. B. Davis, A. M., Physical Sciences.....	2200 00	24 00
F. H. Colyer, A. B., Geography.....	1700 00	18 00
Mabel K. Peters, Training Teacher, Seventh and Eighth Grades.....	1200 00	14 00
John M. Pierce, A. M., Latin and German.....	1400 00	15 00
A. Esther Wilson, Training Teacher, First and Second Grades.....	1320 00	
Wm. T. Felts, Associate in Arithmetic, Algebra and Geometry.....	1640 00	15 00
George M. Browne, Associate in Physical and Biological Sciences.....	1800 00	20 00
Inez L. Hollenberger, Ph. B., Physical Training.....	1200 00	13 00
R. V. Black, M. Acc'ts., Bookkeeping, Commercial Arithmetic, Athletics.....	1400 00	15 00
Helen M. Bryden, A. B., Assistant in English.....	1200 00	13 00
George D. Wham, B. E., Associate in Pedagogy and Training.....	1700 00	18 00
H. G. Milbradt, A. B., Instructor in German, Latin and French.....	1200 00	24 00
Mary M. Steagall, Ed. B. Ph. B., Training Teacher, Third and Fourth Grades.....	1200 00	13 00
F. A. Powers, Vocal Music and Orchestra.....	1500 00	16 00
L. C. Petersen, B. S., Manual Training.....	1400 00	14 00
Cornelia Allyn Hypes, Librarian.....	900 00	
Maud Dickinson, Assistant Librarian.....	400 00	8 00
Lula Peay, Stenographer and Clerical Assistant.....	900 00	
John Amon, Janitor.....	840.00	
Frank Lauder, Engineer.....	780.00	
Isom Jones, Fireman.....	480.00	

Frank Bowers, Assistant Fireman.....	720 00
William Goddard, Assistant Janitor.....	540 00
Jasper Garrison, Assistant Janitor.....	420 00

E. K. Porter, Treasurer of the Institution.....	200 00
Hugh Launder, Secretary of the Board of Trustees.....	300 00

PROVISIONAL ANNUAL BUDGET FOR BIENNIAL PERIOD 1909-1911

Teacher's Salaries	{ One-half interest on the college and seminary fund..... { In addition to the above.....	\$ 6493 54
		40000 00
Employees salaries.....		5000 00
Library books, magazines and binding		1200 00
Laboratory supplies.....		500 00
Apparatus, illustrative.....		1500 00
Fuel, lights and power.....		2500 00
Care and improvement of grounds.....		1500 00
General supplies.....		1000 00
Museum.....		300 00
Contingent.....		1000 00
Repairs and painting.....		2000 00
Manual training.....		300 00
Gymnasium.....		200 00
Printing and advertising.....		1000 00
Incidentals		500 00
Trustees expenses.....		500 00
Total.....		\$65493 54

PROVISIONAL BUDGET FOR SPECIAL APPROPRIATIONS

Frescoing assembly hall, reception room, old society halls, library building, science building.....	\$ 2500 00
Installing domestic science.....	1000 00
Power and lathes, manual training.....	1000 00
Power and fixtures, physical laboratory.....	500 00
Iron railing on south and west of campus.....	1000 00
Upper stacks in library.....	1000 00
Intalling program clock system.....	2000 00
New floors in main building, assembly hall and upper cor- ridors.....	750 00
Granitoid walks	2500 00
New furniture, model school.....	1000 00
Lockers, gymnasium.....	750 00
Electric light fixtures, science building.....	500 00
Completing ventilating system in main building.....	1000 00
Total.....	\$15500 00
Ladies dormitory.....	\$100000 00

Sixteenth (1910)

SOUTHERN ILLINOIS STATE NORMAL UNIVERSITY

BIENNIAL REPORT
OF THE
BOARD OF TRUSTEES

AUTHORIZED

DECEMBER 14, 1910

BIENNIAL REPORT
of the
SOUTHERN ILLINOIS STATE NORMAL
UNIVERSITY
for the

Period ending September 30, 1910.

CARBONDALE, ILL., NOV. 5, 1910.

GOVERNOR CHARLES S. DENEEN, *Springfield, Ill.*

DEAR GOVERNOR DENEEN:—

Herewith is submitted the Eighteenth Biennial Report of the Southern Illinois State Normal University, for the period ending September 30, 1910.

We are pleased to call attention to the faithful continuance of the work of the institution during the last two years, and to its material improvement in a number of ways.

The province and scope of a normal school must necessarily be modified, from time to time, to meet the varying demands that follow in the wake of a constant study of the educational needs of the people. The new problems of advancing civilization continue to present themselves for solution.

There is a pressing call for trained teachers in general, and especially for those who have knowledge of the teaching processes in the industrial arts, such as manual training, household arts, and agriculture. In order that these phases of education may reach the rural regions, it is imperative upon the normal schools, which are of necessity the centers of these agencies, to be on the alert in meeting these demands.

The institution over which we have been placed by yourself, has endeavored to recognize these demands by a

reasonably prompt response in supplying the equipment and the necessary material for teaching manual training and household arts; and we hope to make a more adequate provision for teaching agriculture, thru a liberal appropriation by the next General Assembly.

The institution should have, in addition to a well equipped laboratory and a specially trained instructor, a sufficient acreage of ground for carrying out the most approved methods of teaching the elements of agriculture. It has been proposed that one of the experiment stations of the state might be located at Carbondale, and that such lines of research and test be carried on as will prove most beneficial to the people of Southern Illinois; for we believe that this section of the commonwealth possesses unusual conditions for material progress in the fields of both agriculture and horticulture. We bespeak your interest and cooperation in our endeavor to secure for the school this added equipment for a large service.

Two years ago the Board of Trustees recognizing the pressing need of a women's dormitory, asked for an appropriation for this purpose but with the great demand for increased appropriations from all parts of the state, the legislature failed to allow the appropriation asked for. The signal success of the one at the Eastern Illinois Normal School warrants us in again making a plea for a similar provision for the young women at Carbondale.

Recognizing the value of a definite and permanent plan for the further location of buildings, shrubbery, etc., we secured the services of a landscape architect in procuring a blue-print plan and details for said purpose. To complete this scheme, we shall need a special appropriation.

Again thanking you for your interest in the progress and welfare of the institution, of which we have the honor of being custodians, we remain,

Yours very obediently,

WILLIAM F. BUNDY,

President Board of Trustees.

HUGH LAUDER,

Secretary Board of Trustees.

ATTENDANCE—YEAR 1908-1909

FALL TERM

Normal department, including 3rd and 4th years high school	372
Training school, including 1st and 2nd years high school.....	142
Total.....	514

WINTER TERM

Normal department, including 3rd and 4th years high school	380
Training school, including 1st and 2nd years high school.....	134
Total.....	514

SPRING TERM

Normal department, including 3rd and 4th years high school	528
Training school, including 1st and 2nd years high school.....	122
Total.....	650

SUMMER TERM

Normal department.....	432
------------------------	-----

ATTENDANCE—YEAR 1909-1910

FALL TERM

Normal department, including 3rd and 4th years high school	380
Training school, including 1st and 2nd years high school.....	134
Total.....	514

WINTER TERM

Normal department, including 3rd and 4th years high school	386
Training school, including 1st and 2nd years high school.....	123
Total.....	509

SPRING TERM

Normal department, including 3rd and 4th years high school	440
Training school, including 1st and 2nd years high school.....	157
Total.....	597

SUMMER TERM

Normal department.....	380
------------------------	-----

YEAR 1908-1909
ON BASIS OF TUITION

FALL TERM

NORMAL DEPARTMENT

Lindley scholarships.....	51	
Incidental fees.....	238	
Paid tuition.....	83	
		<hr/> 372

TRAINING SCHOOL

Free tuition.....	33	
Paid tuition.....	109	
		<hr/> 142
		<hr/> 514

WINTER TERM

NORMAL DEPARTMENT

Lindley scholarships.....	44	
Incidental fees.....	243	
Paid tuition.....	93	
		<hr/> 380

TRAINING SCHOOL

Free tuition.....	31	
Paid tuition.....	103	
		<hr/> 134
		<hr/> 514

SPRING TERM

NORMAL DEPARTMENT

Lindley scholarships.....	55	
Incidental fees.....	348	
Paid tuition.....	125	
		<hr/> 528

TRAINING SCHOOL

Free tuition.....	33	
Paid tuition.....	89	
		<hr/> 122
		<hr/> 650

SUMMER TERM

NORMAL DEPARTMENT

Lindley scholarships.....	23	
Incidental fees.....	384	
Paid tuition.....	25	
	<hr/>	432

YEAR 1909-1910

ON BASIS OF TUITION

FALL TERM

NORMAL DEPARTMENT

Lindley scholarships.....	63	
Incidental fees.....	259	
Paid tuition.....	58	
	<hr/>	380

TRAINING SCHOOL

Free tuition.....	101	
Paid tuition.....	33	
	<hr/>	134
		<hr/>
		514

WINTER TERM

NORMAL DEPARTMENT

Lindley scholarships.....	65	
Incidental fees.....	259	
Paid tuition.....	62	
	<hr/>	386

TRAINING SCHOOL

Free tuition.....	63	
Paid tuition.....	60	
	<hr/>	123
		<hr/>
		509

SPRING TERM

NORMAL DEPARTMENT

Lindley scholarships.....	62	
Incidental fees.....	332	
Paid tuition.....	46	
	<hr/>	440

TRAINING SCHOOL

Free tuition.....	69	
Paid tuition.....	88	
		157
		597

SUMMER TERM

NORMAL DEPARTMENT

Lindley scholarships.....	23	
Incidental fees.....	340	
Paid tuition.....	17	
		380

FINANCIAL STATEMENT

FROM OCTOBER 1, 1908 to SEPTEMBER 30, 1909

REGULAR FUND

RECEIPTS

Balance October 1, 1908.....	\$ 5,371 81	
From state treasurer.....	56,618 56	
From registrar.....	4,796 91	
From model school fund (replaced).....	614 11	
From other sources.....	3 00	
		\$ 67,404 39

DISBURSEMENTS

Vouchers paid to September 30, 1909.....	\$ 61,619 66	
Balance September 30, 1909.....	5,784 73	
		\$ 67,404 39

DISBURSEMENTS BY ACCOUNTS

Apparatus.....	\$ 85 00
Buildings and grounds.....	1,842 58
Commencement.....	207 16
Conservatory.....	51 16
Contingent.....	750 00
Fuel and lights.....	2,364 28
Furniture.....	85 00
Gymnasium.....	137 41
Incidentals.....	294 25
Laboratory.....	970 27
Library.....	1,082 86
Manual training.....	2 68
Museum.....	4 00
Pay roll.....	49,177 65
Printing and advertising.....	916 32

Repairs	\$1,712 05
Summer session.....	367 60
Supplies.....	1,325 31
Trustees expenses.....	264 14
	<hr/>
	\$ 61,619 66

SPECIAL FUND (OLD)

RECEIPTS

Balance October 1, 1908.....	\$1,456 94
Vouchers paid to September 30, 1909.....	1,456 94
	<hr/>

(Appropriation expended)

DISBURSEMENTS BY ACCOUNTS

Furniture	\$ 94 23
Heating plant	689 26
Iron railing.....	170 61
Manual training.....	502 84
	<hr/>
	\$1,456 94

MODEL SCHOOL FUND

Balance October 1, 1908.....	\$24,710 95
Vouchers paid to September 30, 1909.....	24,710 95
	<hr/>

(Appropriation expended)

SPECIAL FUND (NEW)

RECEIPTS

From State Treasurer.....	\$ 7,114 00
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DISBURSEMENTS

Vouchers paid to September 30, 1909.....	\$750 00
Balance September 30, 1909.....	6,364 00
	<hr/>
	\$7,114 00

FINANCIAL STATEMENT

FROM OCTOBER 1, 1909 TO SEPTEMBER 30, 1910

REGULAR FUND

RECEIPTS

Balance October 1, 1909.....	\$5,784 73
From State Treasurer.....	61,493 56
From Registrar.....	4,653 76
From other sources.....	17 90
	<hr/>
	\$71,949 95

DISBURSEMENTS

Vouchers paid to September 30, 1910.....	\$68,767 85	
Balance September 30, 1910.....	3,182 10	
		<hr/> \$71,949 95

DISBURSEMENTS BY ACCOUNTS

Apparatus.....	\$ 73 25	
Buildings and grounds.....	2,584 47	
Commencement.....	402 21	
Conservatory.....	16 87	
Contingent.....	750 00	
Fuel and lights.....	2,554 67	
Furniture.....	342 67	
Gymnasium.....	198 58	
Home economics.....	262 98	
Incidentals.....	402 85	
Laboratory.....	799 66	
Library.....	1,339 29	
Manual training.....	85 10	
Museum.....	149 85	
Pay roll.....	53,047 75	
Printing and advertising.....	976 48	
Repairs.....	3,541 69	
Summer session.....	235 00	
Supplies.....	889 94	
Trustees' expenses.....	114 54	
		<hr/> \$68,767 85

SPECIAL FUND (NEW)

RECEIPTS

Balance October 1, 1909.....	\$6,364 00
------------------------------	------------

DISBURSEMENTS

Vouchers paid to September 30, 1910... ..	\$4,792 78	
Balance September 30, 1910.....	1,571 22	
		<hr/> \$6,364 00

DISBURSEMENTS BY ACCOUNTS

Electric wiring.....	\$ 155 65	
Fire escapes.....	739 00	
Frescoing.....	500 00	
Furniture for Allyn building.....	500 00	
Home economics.....	999 55	
Manual training.....	1,298 58	
New pianos.....	600 00	
		<hr/> \$4,792 78

We submit herewith a list of the present faculty and employees, with the salary of each:

D. B. Parkinson, M. A., Ph. D., President, psychology ...	\$4,000 00
Martha Buck, matron, English grammar.....	1,560 00
George H. French, A. M., curator of museum, physiology and natural history.....	2,220 00
Matilda F. Slater, drawing, supervisor in training school.	1,400 00
George W. Smith, A. M., secretary of faculty, civics and history.....	2,220 00
Carlos E. Allen, A. M., Latin, Greek, and German.....	2,320 00
H. W. Shryock, Ph. B., vice president and registrar, reading, elocution, rhetoric, and English literature.	2,600 00
James Kirk, A. M., methods in arithmetic and higher mathematics.....	2,220 00
W. B. Davis, A. M., physical sciences.....	2,220 00
Frank H. Coyler, A. B., geography and physiography.....	1,800 00
John M. Pierce, A. M., associate in German, Latin, and French.....	1,600 00
Wm. Troy Felts, associate in arithmetic, algebra, and geometry.....	1,800 00
George M. Browne, associate in physical and biological sciences.....	1,900 00
Inez L. Hollenberger, Ph. B., director of physical training (girls).....	1,300 00
R. V. Black, M. Accts., bookkeeping, commercial arithmetic and athletics.....	1,600 00
George D. Wham, Ed. B., school management, general method and philosophy of education.....	1,800 00
Mary M. Steagall, Ph. B., Ed. B., training teacher 3rd and 4th grades.....	1,300 00
F. A. Powers, voice, theory, and public school music.....	1,600 00
L. C. Peterson, B. S., manual training.	1,600 00
Grace E. Jones, household arts.....	1,300 00
Buelah N. Ellis, Ph. B., Ed. B., assistant in English.....	1,100 00
C. H. Elliot, A. M., superintendent of training school....	2,100 00
Florence R. King, training teacher 1st and 2nd grade....	1,000 00
Charlotte E. Truman, A. B., training teacher 7th and 8th grades.....	1,000 00
Jeannette E. Graham, A. B., training teacher 5th and 6th grades.....	1,000 00
Cornelia Allyn Hypes, librarian	1,000 00
Etna Phillips, assistant librarian.....	720 00
Helen Winters, accompanist	480 00
Lulu Peay, stenographer and clerical assistant.....	1,000 00
John Amon, head janitor.....	\$ 840 00
Frank Lauder, engineer.....	780 00
Isom Jones, fireman, in addition to rent of cottage.....	480 00

Frank Bowers, assistant fireman	\$720 00
William Goddard, assistant janitor.....	540 00
Robert Weller, assistant janitor	540 00
Larkin Brooks, assistant janitor, in addition to rent of cottage	420 00
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E. K. Porter, treasurer of the institution.....	\$ 200 00
Hugh Lauder, secretary of the board of trustees.....	300 00

PROPOSED ANNUAL BUDGET FOR THE NEXT TWO YEARS

(JULY 1, 1911 TO JUNE 30, 1913)

Teachers' salaries.....	\$48,506 44
One-half college and seminary fund (may be added to above).....	6,493 56
Employees' salaries.....	5,000 00
Library:—books, magazines, and binding	1,500 00
Fuel, lights and power.....	3,000 00
Laboratory supplies.....	1,000 00
Apparatus (illustrative).....	1,200 00
Improvement of grounds	2,000 00
Buildings and grounds.....	1,400 00
General supplies.....	1,000 00
Museum.....	1,300 00
Gymnasium	400 00
Repairs, one percent of cost of buildings.....	3,800 00
Printing and advertising.....	1,000 00
Contingent fund.....	1,000 00
Manual training.....	400 00
Household arts	300 00
Summer session.....	400 00
Trustees' expenses.....	400 00
Incidentals	200 00
<hr/>	
Total	\$80,300 00

PROVISIONAL SPECIAL BUDGET. (FOR ONE YEAR ONLY)

Frescoing:—		
All rooms and corridors in Wheeler building..	\$1,200 00	
Eighteen rooms and lower corridors in main building	800 00	
Eight rooms in science building.....	500 00	\$2,500 00
Granitoid Walks:—		
About main building.....	900 00	
About science buildings.....	900 00	1,800 00
Gymnasium:—		
Installing lockers in girls' dressing room....	550 00	
Installing lockers in boys' dressing room.....	550 00	

Special apparatus.....	\$300 00	\$1,400 00
Upper stacks in library.....		2,000 00
Outdoor play apparatus.....		300 00
Women's dormitory and furnishings.....		100,000 00
Installing agricultural equipment.....		1,000 00
Agricultural ground.....		5,000 00
		<hr/>
Total.....		\$114,000 00

20th

BIENNIAL REPORT

OF THE

BOARD OF TRUSTEES

OF THE

**Southern Illinois State
Normal University**

AT

CARBONDALE

SEPTEMBER 30, 1912

Biennial Report of the Board of Trustees of the Southern Illinois State Normal University.

Carbondale, Illinois,
GOVERNOR CHAS. S. DENEEN, *Springfield, Illinois.*
Dear Governor Deneen:

In compliance with the law herewith is submitted the twentieth Biennial Report of the Southern Illinois State Normal University for the biennium ending September 30, 1912.

During the past two years the institution has made considerable progress along several lines.

At our earnest solicitation, the last General Assembly increased the appropriation for the current expenses because of needed repairs, increased teaching force and improved equipment in general. In addition to this increase in the general or ordinary expense fund a special appropriation of \$18,985.00 was made, with which to enlarge the dressing rooms of the gymnasium, and to put in the upper stacks of the library, and for frescoing, for agricultural grounds, furniture, granitoid walks, and some other minor items. These several amounts have nearly all been spent so the accounts will be closed up before the close of the fiscal year. The school was given an appropriation of \$75,000.00 for the erection of a Woman's Building. On account of having made a number of appropriations for the erection of buildings, and since these could not all be built during the first of the two years of the biennium, it was decided to erect Normal School Buildings during the latter of the two years, in order that the wards of the state might have the much needed accommodations and comforts as soon as possible.

At this writing the foundation is in and the walls well under way and we hope to have the building completed and equipped by the first of July next. The contract was let to the J. F. Schmidt Bros. Co., Chicago, for \$57,988.00. From the plans and specifications we have cause to anticipate a very superior building for the purpose for which this appropriation was made.

The appropriation of \$10,000.00 for the purchase of agricultural grounds and the improvement of the

same has been applied as indicated. We were able to secure a very desirable tract of land of about 58 acres, a part of which is separated from the campus of the institution on the south by a country road, the remaining portion by the road and a row of lots that had been laid off and sold prior to the purchase of the tract by the institution. The purchase price was \$8,875.00 including quite a good barn.

The farm has been plotted for experimental purposes, a poultry house and sheds for hogs have been built.

The results of the first year's work are gratifying indeed.

The agricultural department has a well equipped biological laboratory connected with a recitation room, also a modern laboratory for soil physics supplied with up to date appliances for analyses, etc.

During the last year a number of changes have been made in the courses of study, the attempt being to keep all phases of the school abreast of the times. In order to do this it has been necessary to employ skillful teachers and more of them. To do this we have been obliged to curtail the expenses in some other lines in order to have funds for the employment of expert talent in the line of instruction.

In addition to a liberal provision for keeping up the standards in teaching and the general equipment, we feel it our duty to ask for a special appropriation for changing the site and erecting a new heating plant for the following reasons:

First, The capacity of the present plant is insufficient to add to the present demand the heating of the Woman's Building, and there is no feasible means of enlarging the same.

Second, The location of the present plant is in the northwest corner of the campus, quite near the Science and Main Buildings which are respectfully east and southeast of said plant, thus receiving a large amount of smoke during the winter season when the prevailing winds are from the west and northwest. This annoyance often becomes so great that all doors and windows on the north and west of the main building and on the west of the science building must be kept closed.

Third, By moving the site to the southeast corner of the campus or to the northeast corner of the farm the latter being just south of the former, but across the road, the above difficulty would be obviated.

Fourth, In this proposed change the Woman's Build-

ing could be connected with the system with but little expense as the tunnel carrying the pipes would pass in close proximity to this building, thus saving the purchase and installation of a boiler and other necessary features of an individual heating plant for the Woman's Building.

Fifth, This new site would be adjoining the Illinois Central Railroad right-of-way where a switch may easily be laid, thus saving the large expense of re-handling and hauling the coal. Estimates of the probable expense of making the above change in the site and putting up a new and up to date heating plant and electric light plant with everything complete have been made, and we have the assurance that this can be done for \$65,000.00. In view of the great need of this improvement and the advantages accruing therefrom, we very urgently recommend that this item be included in our budget to be presented to the next General Assembly.

The acquisition of sufficient land to enable us to carry on many phases of agricultural experiments with a strong hope of benefitting the rural communities of southern Illinois has lead us to see very clearly the practical benefits to be derived from erecting, on the state farm, two typical buildings; one an ideal farm house, not elaborate in its equipment and furnishings but exhibiting the essential features of a typical rural home illustrating the arrangement of rooms, system of heating, water, ventilation, to be studied as a model rural home by the students in Agriculture and in Household Arts.

In addition to this we would like to demonstrate to the students of the normal school an ideal rural school house. As we have studied these two phases of interest they seem to be the most vital to the people of Southern Illinois, and can be used to enhance the general conditions of rural life more than can be supplied by any other agency. There are excellent sites on the tract recently purchased, and if provided as suggested would add very materially to the completeness of the plant and make it quite an ideal one.

The cost of the farm house we have estimated to be about \$5000.00, of the rural school building to be \$4000. We shall also need a liberal amount for completing the farm and laboratory equipment of this department.

Herewith is submitted the report of attendance, and also a financial statement for the two years included in

the biennium, also the budget for the ordinary expenses of the institution.

Thanking you for your deep personal interest in the institution over which you have placed us as custodians of its welfare and progress, we are,

Yours very obediently,

W. F. BUNDY,

Pres. Board of Trustees.

HUGH LAUDER,

Sec'y. Board of Trustees.

Attendance, by Departments, Year 1910-1911.

FALL TERM.

Normal Department, including 3 and 4 year H. S.....	372
Training School, including 1 and 2 year H. S.....	200
Total	572

WINTER TERM 1911.

Normal Department, including 3 and 4 year H. S.....	383
Training School, including 1 and 2 year H. S.....	184
Total	567

SPRING TERM 1911

Normal Department, including 3 and 4 year H. S.....	505
Training School, including 1 and 2 year H. S.....	177
Total	682

SUMMER TERM 1911

Normal Department	464
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ATTENDANCE YEAR 1911-12

FALL TERM.

Normal Department, including 3 and 4 year H. S.....	426
Training School, including 1 and 2 year H. S.....	252
Total	678

WINTER TERM 1912

Normal Department, including 3 and 4 year H. S.....	469
Training School, including 1 and 2 year H. S.....	272
Total	741

SPRING TERM 1912

Normal Department, including 3 and 4 year H. S.....	537
Training School, including 1 and 2 year H. S.....	219
Total	756

SUMMER TERM 1912

Normal Department	474
-------------------------	-----

ATTENDANCE

YEAR 1910-11
On Basis of Tuition

FALL TERM.
Normal Department

Lindley Scholarship	66	
Incidental Fees	245	
Paid Tuition	61	
	<hr/>	
Total	372	

Training School

Lindley Scholarship	10	
Free Tuition	72	
Paid Tuition	118	
	<hr/>	
Total	200	572

WINTER TERM 1911

Normal Department

Lindley Scholarship	65	
Incidental Fees	267	
Paid Tuition	51	
	<hr/>	
Total	383	

Training School

Lindley Scholarship	7	
Free Tuition	50	
Paid Tuition	127	
	<hr/>	
Total	184	567

SPRING TERM 1911

Normal Department

Lindley Scholarship	78	
Incidental Fees	369	
Paid Tuition	58	
	<hr/>	
Total	505	

Training School

Lindley Scholarship	9	
Free Tuition	69	
Paid Tuition	99	
	<hr/>	
Total	177	682

SUMMER TERM 1911

Normal Department	34
Incidental Fees	415
Paid Tuition	15
	<hr/>
Total	464

YEAR 1911-12

On Basis of Tuition

FALL TERM

Normal Department

Lindley Scholarship	77
Incidental Fees	237
Paid Tuition	112
Total	426

Training School

Lindley Scholarship	8
Tuition Free	110
Paid Tuition	134
	<hr/>
Total	252

678

WINTER TERM 1912

Normal Department

Lindley Scholarship	79
Incidental Fees	341
Paid Tuition	49
	<hr/>
Total	469

Training School

Lindley Scholarship	7
Free Tuition	131
Paid Tuition	134
	<hr/>
Total	272

741

SPRING TERM 1912

Normal Department

Lindley Scholarship	89
Incidental Fees	408
Paid Tuition	40
	<hr/>
Total	537

Training School

Lindley Scholarship	5	
Free Tuition	95	
Paid Tuition	119	
		<hr/>
Total	219	756

SUMMER TERM

Normal Department

Lindley Scholarship	45	
Incidental Fees	417	
Paid Tuition	12	
		<hr/>
Total	474	

FINANCIAL STATEMENT

October 1, 1910 to September 30, 1911

GENERAL FUND

Resources

Balance October 1, 1910	\$ 3182 19
From State Treasurer	64947 17
From Registrar's Fees	4875 18
From Other Sources	126 09
	<hr/>
Total	\$73,130.54

Disbursements.

Vouchers paid to Sept. 30, 1911.....	\$71,326.11
Balance on hand Sept. 30, 1911.....	1,804.43
	<hr/>
Total	\$73,130.54

Disbursements by Accounts.

Buildings and Grounds	\$ 1,979.64
Commencement	425.73
Conservatory	5.00
Contingent	757.95
Fuel, Light and Power	2,922.96
Furniture	404.33
Gymnasium	106.79
Home Economics	279.53
Incidentals	498.45

Laboratory	606.24
Library	1,038.05
Manual Training	279.29
Museum	81.85
Pay Rolls	53,723.32
Printing and Advertising	1,498.73
Repairs	3,872.87
Salaries	1,086.30
Summer Session	45.00
Supplies	1,540.38
Trustees' Expenses	173.70
Total	\$71,326.11

SPECIAL FUND—OLD.

Resources.

Balance Oct. 1, 1910	\$ 1,571.22
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Disbursements.

Vouchers paid to Sept. 30, 1911.....	1,571.22
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Fund Expended.

Disbursements by Accounts.

Nov. 10, Granitoid Walks	\$ 24.00
Jan. 2, Granitoid Walks	976.00
March 8, Electric Wiring	110.06
Jan. 24, Electric Wiring	234.29
Jan. 23, Home Economics .....	.45
Jan. 24, Fire Escapes	25.00
Jan. 26, Manual Training	201.42
Total	\$1,571.22

SPECIAL FUND—NEW.

Resources.

Appropriation from State Treasurer July 15, 1911.....	\$18,985.00
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Disbursements.

Vouchers paid to Sept. 30, 1911.....	\$11,180.47
Balance, Sept. 30, 1911	7,804.53
Total	\$18,985.00

Disbursements by Accounts.

Agricultural Grounds	\$ 9,180.47
Frescoing	1,000.00
Enlarging Gymnasium	1,000.00
Total	\$11,180.47

FINANCIAL STATEMENT.

From Oct. 1, 1911, to Sept. 30, 1912.

GENERAL FUND.

Resources.

Balance Oct. 1, 1911.....	\$ 1,804.43
From State Treasurer	75,300.00
From Other Sources	5,425.66
	<hr/>
	\$82,530.09

Disbursements.

Vouchers paid to Sept. 30, 1912.....	\$78,904.06
Balance Sept. 30, 1912.....	3,626.03
	<hr/>
	\$82,530.09

Disbursements by Accounts.

Buildings and Grounds	\$ 2,363.88
Commencement	233.69
Conservatory	21.05
Contingent	1,000.00
Fuel, Light and Power	2,976.59
Furniture	867.04
Gymnasium	631.06
Home Economics	476.31
Incidentals	1,073.03
Laboratory	1,775.00
Library	1,117.33
Manual Training	183.87
Museum	77.63
Pay Roll	61,531.95
Repairs	1,074.88
Printing and Advertising	1,298.93
Salaries	1,229.48
Summer Session	107.61
Supplies	674.27
Trustees Expenses	190.46
	<hr/>
	\$78,904.06

SPECIAL FUND—NEW

Resources

Balance October 1, 1911	\$ 7,804.53
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Disbursements

Vouchers paid to September 30, 1912.....	\$ 4,982.53
Balance, September 30, 1912	2,822.00
	<hr/>
Total	\$ 7,804.53

DISBURSEMENTS BY ACCOUNTS

October 1, 1911, to September 30, 1912.

Agricultural Equipment	\$ 1,000.00
Agricultural Grounds	1,322.40
Enlarging Gymnasium	585.00
Frescoing ..	300.00
Furniture	997.83
Granitoid Walks	612.90
Play Ground Apparatus	164.40
	<hr/>
Total	\$ 4,982.53

FACULTY.

We submit herewith a list of our present faculty and employes, with the salaries of each.

Daniel B. Parkinson, A. M. Ph. D., President, psychology..	\$ 4,000.00
Martha Buck, English grammar and Matron	1,600.00
George Hazen French, A. M. Curator Floriculture and Physiology	1,500.00
Matilda Finley Salter, Drawing and Supervisor of drawing in training school	1,500.00
George Washington Smith, A. M., Secretary of Faculty Civics and History	2,320.00
Carlos Eben Allen, A. M. Latin. Greek and German.....	2,400.00
Henry William Shryock, Ph. B., Vice-President and Registrar, Reading, Elocution, Rhetoric and English Literature..	2,700.00
Washington Beaty Davis, A. M. Physical Science.....	2,300.00
Frank Hall Colyer, A. B. Geography and Physiography....	1,900.00
John M. Pierce, A. M., Associate in Languages.....	1,700.00
William Troy Felts, Ed. B., Associate in Arithmetic, Algebra and Geometry	1,900.00
George Mervin Brown, Associate in Physical and Biological Science	2,000.00
Inez L. Hollenberger, Ph. B., Director Physical Training- Girls	1,400.00
R. V. Black, M. Accts., Bookkeeping, Com'l Arithmetic Athletics	1,800.00
Helen Bryden, A. B. Assistant in Academic Department....	1,300.00
George D. Wham, Ed. B., School Management, General Method and Philosophy of Education.....	1,900.00

Mary M. Steagall, Ph. B., Ed. B., Training Teacher 9th and 10th Grades	1,300.00
Floyd A. Powers, Voice, Theory, and Public School Music..	1,700.00
Louis C. Petersen, B. S., Manual Training and Supervisor of Construction in Training School	1,800.00
Grace L. Burket, Drawing	1,000.00
Grace E. Jones, Household Arts	1,400.00
Beulah N. Ellis, Ph. B., Ed. B., Assistant in English.....	1,200.00
Charles Herbert Elliott, A. M., Superintendent Training School	2,200.00
Florence R. King, Critic Teacher, 1st and 2nd grades.....	1,200.00
Charlotte E. Truman, Critic Teacher, 7th and 8th grades....	1,200.00
Elisabeth K. Wilson, Critic Teacher, 5th and 6th grades....	1,200.00
John P. Gilbert, A. M. Biology and Agriculture.....	2,000.00
Simeon E. Boomer, A. B., Mathematics.....	1,900.00
Renzo Muckelroy, Assistant in Agriculture.....	1,600.00
Lucy K. Woody, Assistant in Household Arts.....	900.00
Lydia G. Parsons, Assistant in Music.....	700.00
Emma L. Bowyer, Assistant in Latin and German.....	1,000.00
*Fadra R. Holmes, Critic Teacher, 3rd and 4th grades....	1,000.00
Elizabeth E. Wilson, Librarian.....	900.00
Mary Bostwick Day, Assistant Librarian	800.00
Lula Peay, Secretary to the President.....	1,060.00
*The names of the faculty are in the order of election.	
John Amon, Head Janitor	900.00
Jas. E. Brooks, Assistant Janitor (use of cottage)	480.00
Larkin Brooks, Assistant Janitor	600.00
Frank Bowers, Fireman	780.00
William Goddard, Janitor	720.00
Isom Jones, Fireman, (use of cottage)	540.00
Frank Lauder, Engineer	900.00
Hugh Lauder, Sec. to Board	300.00
E. K. Porter, Treas. of Inst.....	300.00

Proposed Budget for the Annual Appropriation for the Southern Illinois Normal University for the two Fiscal years,

Beginning July 1, 1913.

Salaries	\$65,506.44	
In addition to one-half interest on		
College and Seminary Fund	6,493.56	\$72,000.00
Buildings and Grounds		2,500.00
Contingent Fund		1,000.00
Fuel and Lights		3,500.00
Furniture		1,000.00
Gymnasium		500.00
Household Arts		400.00

Incidentals	1,000.00
Laboratory	2,000.00
Library	1,500.00
Manual Training	400.00
Museum	500.00
Printing and Advertising	1,200.00
Repairs	1,500.00
Summer Session	600.00
Supplies ..	1,000.00
Trustees Expenses	400.00
Total	\$91,000.00



