

1877

# Third Annual Report of the Principal of the Southern Illinois Normal University Carbondale, Illinois

Southern Illinois State Normal University

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THIRD ANNUAL REPORT  
OF THE  
PRINCIPAL  
OF THE  
SOUTHERN ILLINOIS NORMAL UNIVERSITY  
CARBONDALE, ILLINOIS,  
1876-77.



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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, suffer. 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 examinations 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 tolerably 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, inquiries; 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 so much 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 a 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 the 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
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Total.....	191

WINTER TERM, 1876-77.

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

SPRING TERM, 1877.

In the Normal Department.....	190
In the Preparatory Department.....	73
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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 not 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 illy 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, 381; 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.

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# REPORTS OF DEPARTMENTS.

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## DEPARTMENT OF NATURAL SCIENCE.

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BY CYRUS THOMAS, PH. D.

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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 accomodate 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 Tenny'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 the 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 this 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 *Illiad*, 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 philosophic 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 .....	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 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 reason 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 thus 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 : Altitude, 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 !

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## DEPARTMENT OF READING, ELOCUTION AND PHONICS.

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BY JAMES H. BROWNLEE, A. M.

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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 can not be given to this point.

Thorough attention is given to the Elements of Speech, and the organs are care-

fully 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.

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## DEPARTMENT OF HISTORY, GEOGRAPHY AND PHYSIOLOGY.

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BY GRANVILLE F. FOSTER.

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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 designs of a 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 in Anatomy and Physiology, much enthusiasm has been created and much knowledge gained by the 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, have 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.

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## LIBRARY OF THE UNIVERSITY.

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BY GRANVILLE F. FOSTER, LIBRARIAN.

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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.

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## METEOROLOGICAL DEPARTMENT.

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

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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 o'clock 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, coronas, halos, 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 ent 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 meteorolog-

ical 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; Teacher's 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 teacher's 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 expressions.

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 papers. 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 gener-



erally 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 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.

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## THE MUSEUM.

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BY CYRUS THOMAS, PH. D., CURATOR.

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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 ar-

ranged and classified: insects arranged in suitable boxes, mostly named and partially 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., 1836; all from Prof. Brownlee. Pennies of England and Canada, Prof. Foster. Half-penny token, Canada, S. J. Boren. 10 copper U. S. cents, 3 half-dimes, Spanish 1-16 and  $\frac{1}{8}$  dollar, two-cent pieces, from R. Allyn. One quarter, Anna; East India  $\frac{1}{4}$  cent; S. J. Boren. Tyrolese coin, about  $\frac{1}{2}$  dollar, 173, S. Bond. Spanish quarter, Ferdinand VII., 1815, R. Allyn. Portuguese coin—smooth—Prof. Hillman. Continental bill, six dollars, 1774, Mrs. R. Allyn. Currency Confederate States, 20 bills, Judge J. H. Caldwell. Currency Confederate States, \$50, J. G. Sims. Fractional currency of U. S., R. Allyn. 4 thaler piece of Frederick William IV., 1860, Prof. Brownlee. Spanish Quarter of Charles IV., 1783, Prof. Parkinson. French 20 centimes, 1852, H. G. Mertz. 1 quarter dollar, Mexico, 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, Helen 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.
Chris. Roberts...	Colorado.....	Gold and silver ores.....	Colorado.
Dr. A. M. Lee....	Jackson County	Fossils.....	Jackson County.
Prof. Jerome....	Carbondale....	100 alcoholic 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 Sheppard	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 & Tapham	Goldanda.....	Galena ore.....	Hardin County.
Prof. Foster....	Carbondale....	5 Fossils.....	Winnebago Co.
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. Kerr....	Marion.....	Indian ax.....	Williamson Co.

Some contributions in Natural History might be noticed here:

DONORS.	RESIDENCE.	CONTRIBUTION.	LOCALITY.
Rev. R. Z. Pabs	Kane.....	60 varieties of wood from Pulaski Co.	Southern Illinois.
Prof. Brownlee	Carbondale.....	Carapace of turtle.....	Mediterranean Sea
Lula Sheppard.	Carbondale.....	"Night Hawk"—mounted.....	Carbondale.
G. A. Walker..	Froy, 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 and ancient bones, money	
D. B. Parkinson	Carbondale.....	A number of birds.....	Carbondale.
J. B. Cetend....	Carbondale.....	Specimen of Grand Tower Marble....	

## 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 December 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 and 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, and, 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 Robt. Allyn, D. D., Principal of the University, and Prof. D. B. Parkinson, have made several explorations of mounds, yielding a large number of Archaeological 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 Philosophical, 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.