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Fourth Annual Report of the Principal of the Southern Illinois Normal Universities

Southern Illinois State Normal University

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FOURTH ANNUAL REPORT

OF THE

PRINCIPAL

OF THE

SOUTHERN ILLINOIS NORMAL

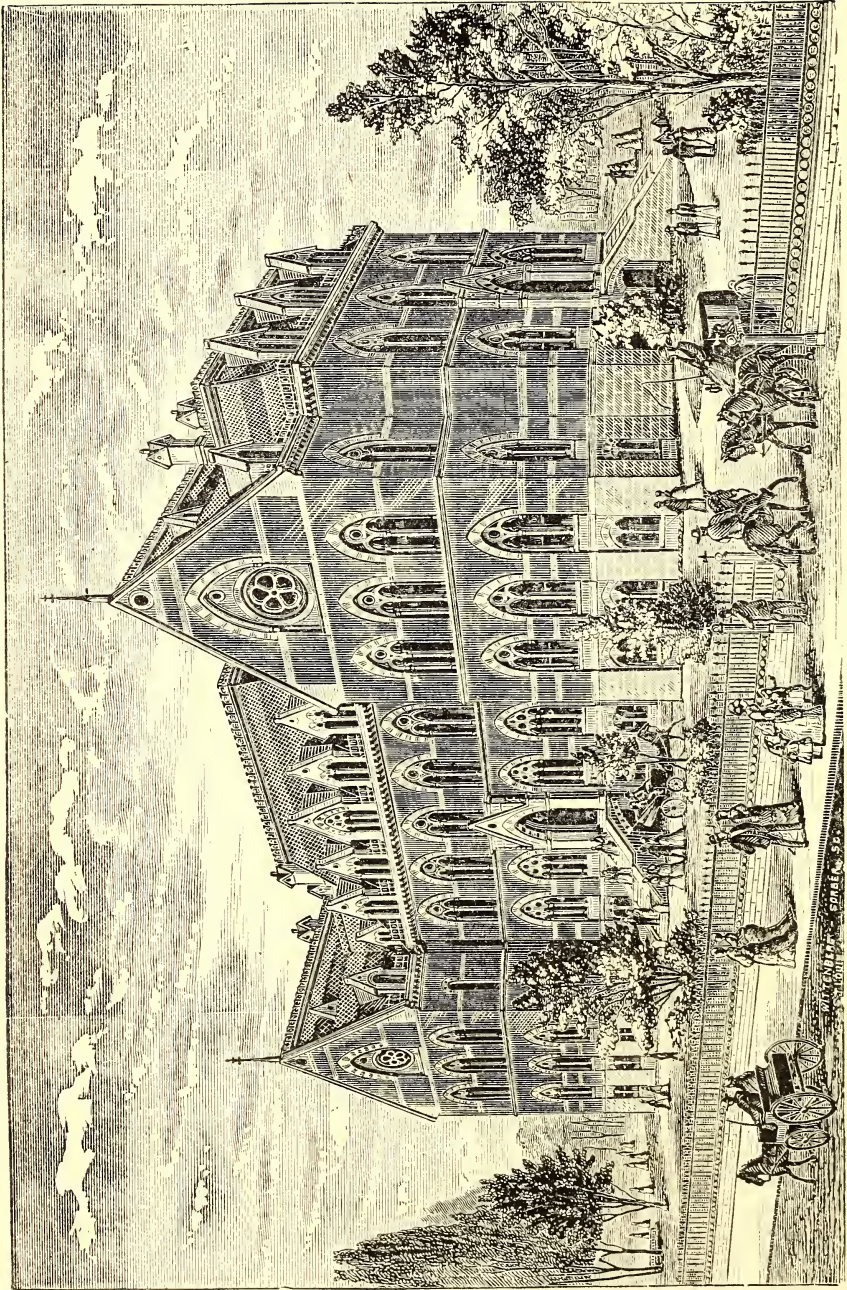
UNIVERSITY.

1877-78.

CARBONDALE, ILLINOIS.

OBSERVER PRINT.

1878.



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 999 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; 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, Tele-

graphers 5, Editors 5, Miners 4, Fruit Growers 4, Civil Officers 5, Engineers 4, Livery Stable Keepers 3, Jewellers 3, Cabinet-Makers 3, Contractors 2, Manufacturers 2, Book Keepers 2, Clerks 2, Tinsmiths 3, Blacksmiths 3, Upholster 1, Tobacconist 1, Grocer 1, Banker 1, 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 it 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 the 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 this Normal School. But the question ought not 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 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 School 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 the 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 method 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 his 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 of communicating knowledge are practically identical. Who will not recall the maxim: "One never knows a thing till he has told it to another." Carlyle 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 for 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 it, 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 by 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 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 creeches 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 truse 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 be-

ginning 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 haphazard, 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 and 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 paracides. 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 organization 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 all together. 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 makeshift—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 funds 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 School—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 dispense with 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 the effect of pauses, accent 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 teachers 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 or reading and will have lectures taking perhaps Rosenkrantz as the basis of comment and exemplification, and giving more full and particular atten-

tion 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 systematizing 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 premises 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 add 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 possession 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 edu-

cated 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 purpose 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 benefits 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 have visited our school. We are grateful for all the favors we have received. We trust for a more hearty cooperation. 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. I invite particular attention to them all.

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 begins 2nd Monday in September and continues 15 weeks. Recess of two weeks the holidays.

Winter and Spring session begins 2nd Monday in January and continues twenty weeks.

Summer session for Special Natural History work and Institute. 3rd Monday in July, five weeks.

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

Fall Tuition	\$9	Incidentals	\$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,
MR. JOHN T. McANALLY.

IN THE SCIENTIFIC COURSE.

MR. ALVA C. COURTNEY,
MR. JAMES A. HANNA,
MISS ORCELIA 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.

ROBT ALLYN, Principal.

Department of Natural History.

CARBONDALE, ILL., June 10th, 1878.

DR. ROBERT ALLYN, Principal S. Ill. Norm. Univ.

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 17 members, all very regular in attendance until the graduates were excused after the second monthly examination.

In the Zoology class 27 members entered, but three of these were afterwards excused by request, leaving a class of 24 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 Zoology 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, President S. I. N. U.

DEAR SIR: All 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 largest 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, 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 Caesar and Latin Grammar	18 "
One class in the <i>Aeneid</i> of Virgil	7 "
One class in Zenophon's <i>Anabasis</i>	7 "
Two classes in Latin Elements, A and B	38 "

WINTER TERM.

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

SPRING TERM.

One class in Zenophon's <i>Anabasis</i>	6 Pupils.
One class in Sallust's <i>Catiline</i>	13 "
One class in Tacitus <i>de Germanial</i>	7 "
One class in Homer's <i>Illiad</i>	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 number 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's 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 payed 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 per cent passed, 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.

Intermediate coefficients; binomial formula; logarithms; intermediate 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 determination 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 intermediate forms; maxima and minima of functions of one variable.

PRACTICAL PEDAGOGICS.

School sites; arrangement and advantages of school grounds; plans for graded schools; objects of graded schools; studies for the different grades; school houses, furniture, 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 conditions of payment of teachers, and such other matters as directly relate to their work.

Respectfully submitted,

JNO. HULL.

*Report for the Departments of Physics
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 an 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 during 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 &c, 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 Youman's 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 "Morton'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 is 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 exposure 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 Nat. Philosophy	68	40
Arithmetic B	34	16

SPRING TERM.

Teachers Nat. Philosophy	44	30
Analytical Chemistry	5	5
Botany B	22	15
Physiology B	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 Ill. 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
2nd "	25	" "	4	"	17
3rd "	20	" "	1	"	19
Total	<u>73</u>		<u>8</u>		<u>59</u>

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 Editions

of "Julius Caesar" 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
2nd term	26	"	7	"	17
3rd term	35	"	12	"	12
Total	96		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	91		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	71		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 the 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 exer-

cise 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 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 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 per 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: Sec. two by J. D. R. Watson assisted a portion of the time by W. E. Mann. Sec. 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: 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!

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 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 schoolrooms 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 dependant; 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, 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 ROBERT ALLYN, Principal, S. I. N. U.

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 recita-

tions of their respective classes. By the request of Prof. Daniel 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 temporarily 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 minutes 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 defects fully discussed. Pupil teachers, after considerable training, have been from time to time called on to conduct classes, taking for the time being, the 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 2400 magazines, school and college catalogues, reports, ect., many of these being full volumes and 2800 bound volumes making a total of 5200.

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 the 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 obligations 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: 1st, Title Cards. 2d, Author Cards. 3rd, 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 one 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	"	13
	" 3	29	"	18
Totals	124			74

SECOND TERM ARITHMETIC.

D. Class	13	pupils ;	passed	9
C. Class	36	"	"	21
B {	Sec. 1	37	"	20
	" 2	40	"	28
	" 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	"	"	12
Special Class	22	"	"	14
Totals	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 Prof. 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 observation 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 sixth 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 Tellurium invented by Professor 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 Prof's Parkinson and Foster assisted by students. It has been the endeavor as far as practicable, to have the students do the work; better to fit them for schoolroom 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 examination.
" C.	44 " "	5 " "	30 " "
" Prim'y.	16 " "	0 " "	16 " "
Book-Keeping.	14 " "	0 " "	13 " "
Total	129	12	89

SECOND TERM.

Grammar A	43 pupils,	12 called home,	26 passed examinations.
" B	46 " "	13 " "	32 " "
" C	54 " "	20 " "	32 " "
" Prim'y	18 " "	00 " "	18 " "
Book-Keeping	20 " "	2 " "	16 " "
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 " "
Total	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 understanding 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 science 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 S. I. N. U.

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 1st term and proved herself competent in the highest degree. Pending the 2nd term Miss Ida M'Creery officiated in Miss Campbell's place, and the position during the 3rd 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
2nd term	67	“	0
3rd 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
“ “ “	2nd “	90	“	5
“ “ “	3rd “	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 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.