

1878

Third Biennial Report of the Trustees of the Southern Illinois Normal University at Carbondale, Jackson County

Southern Illinois State Normal University Board of Trustees

Follow this and additional works at: http://opensiuc.lib.siu.edu/bot_ar

Recommended Citation

, . "Third Biennial Report of the Trustees of the Southern Illinois Normal University at Carbondale, Jackson County." (Jan 1878).

This Article is brought to you for free and open access by the Board of Trustees, Southern Illinois University System at OpenSIUC. It has been accepted for inclusion in Annual Report by an authorized administrator of OpenSIUC. For more information, please contact opensiuc@lib.siu.edu.

THIRD BIENNIAL REPORT

OF THE

TRUSTEES

OF THE

SOUTHERN ILLINOIS NORMAL UNIVERSITY,

AT

CARBONDALE, JACKSON COUNTY,

MADE OCTOBER 1, 1878.

TO HIS EXCELLENCY, THE GOVERNOR OF ILLINOIS,

1877 AND 1878.

SPRINGFIELD:

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

1878.

REPORT OF THE TRUSTEES.

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

To His Excellency, Shelby M. Cullom, Governor:

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

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

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

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

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

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

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

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

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

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

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

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

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

higher sphere of the department—domestic education. Among the 263 students in the institution during the last spring term, it is reckoned that at least 125 are now engaged in teaching.

Inquiries have also been made to ascertain how our students succeed. While every account is by no means satisfactory, or eminently favorable to the one reported, by far the greater number are represented as having done school work better than the average of teachers—a fact highly gratifying to us, and creditable to the University.

The general assembly, by an act approved May 25, 1877, appropriated a sum not exceeding \$18,000 to remove the old hot air furnaces, and to introduce steam for the purpose of heating our building. The sum was ample, and revealed the temper of the legislature towards enterprises like ours, saying they shall live. A contract for the apparatus was made with John Davis & Co., of the city of Chicago, by which we were able to procure an excellent system of heating, and to add to our facilities for ventilating and lighting the rooms of the University. The total cost of the entire apparatus was \$15,562.17, leaving in the state treasury a balance of \$2,437.83. Nothing was included which was not an absolute necessity for the complete success of the school, and we think no intelligent person can examine the work done and notice it in operation, without reaching the conclusion that we now have the exact machinery needed, and obtained, too, at a cost very reasonable. We are entirely satisfied that the arrangements are economically made, and can be relied on to do all that will be required in heating, ventilating and illuminating the University.

The bills for various items of expense in carrying on the school, as certified by the principal and classified under the direction of the board of trustees, and authorized to be paid by orders drawn by the registrar on the treasurer, are here presented in their classified form. The vouchers in duplicate are on file in the registrar's office in the University, and also in the state auditor's office at Springfield. Each year's expenditures and receipts are arranged by themselves, as the statute directs, and the year is made to commence at the time of the fiscal year of the state, on the first day of October and to end on the 30th day of September respectively. The report of the treasurer accompanies this, as also that of the registrar.

Year Beginning Oct. 1, 1876, Ending Sept. 30, 1877.

Expenditures, viz:—Salaries.....	\$15,345 00
Printing.....	269 00
Trustees' expenses.....	189 85
Extra labor.....	75 00
Incidentals.....	707 72
Repairs.....	905 36
Fuel.....	512 28
Total.....	\$17,954 21
Income, viz:—From State, quarter Oct. to Dec.....	\$ 3,525 00
" " Jan. to March.....	3,525 00
" " April to June.....	3,525 00
" " July to Oct.....	5,072 50
Receipts from tuition.....	2,504 45
Balance, Oct. 1, 1876.....	210 35
Total.....	\$18,362 30

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

Expenditures, viz:--Salaries.....	\$14,000
Printing.....	
Trustees' expenses.....	
Incidentals.....	1,600
Extra labor.....	
Repairs.....	1,300
Fuel.....	64
Museum.....	65
Library.....	1,450
Apparatus.....	58
Grading.....	500
Total.....	\$22,229
Income, viz:--From State, quarter, Oct. to Dec.....	\$ 5,072
Jan. to March.....	5,072
April to June.....	5,072
July to Oct.....	5,072
Tuition.....	2,505
Other sources.....	110
Grading.....	500
Balance, Oct. 1, 1877.....	408
Total.....	\$23,813

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

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

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

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

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

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

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

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

We remain, sir, your obedient servants.

THOS. S. RIDGWAY,

Pres't Board of Trustees.

JAMES ROBERTS, Sec'y.

THE ASURER'S REPORT.

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

1876.	DR.		1876.	CR.	AM'T.
Oct. 6	Paid voucher 219	D. B. Parkinson, apparatus.....	\$ 31 12	By balance.....	\$ 210 35
" 31	" 223	Pay-roll for October, salaries....	1,249 85	By cash from C. W. Jerome, Registrar of the South-	32 00
" " 31	" 224	L. W. Wilkin, trustee's expenses....	14 60	ern Illinois Normal University, for tuition, for the	3,525 00
" 31	" 225	E. S. Russell.....	20 50	term commencing Sept. 11, 1876.....	
Nov. 30	" 226	Pay-roll for November, salaries....	1,250 00	By cash from State Treasurer.....	
Dec. 14	" 230	D. B. Parkinson, apparatus.....	41 35	By cash from C. W. Jerome, Registrar of the South-	51 00
" 14	" 231	Incidentals.....	2 25	ern Illinois Normal University, for the term com-	40 00
" 14	" 232	" ..	19 30	mencing Sept. 11, 1876.....	355 00
" 15	" 234	Additional pay-roll, salaries.....	375 00	" ..	144 00
" 22	" 235	Pay roll for December, salaries....	1,250 15	" ..	146 00
				" ..	86 00
1877.					3,525 00
Jan. 10	" 237	R. P. Studley Co., incidentals....	69 00	By cash from State Treasurer.....	
" 10	Paid trustees' order of transfer to fuel and rep. ac.		150 00	By cash from C. W. Jerome, Registrar of the Illinois	89 00
" 10	Paid voucher 242	C. A. Shepherd & Co, incidentals	13 25	Normal University, for tuition, for the term com-	55 50
" 10	" 243	Adr Harwood.....	41 07	mencing Dec. 11, 1876.....	12 20
" 10	" 244	James Roberts ..	8 00	" ..	425 00
" 24	" 246	Theo. Kahl, apparatus.....	5 25	" ..	188 00
" 24	" 247	W. H. Rudolph & Co, apparatus	5 75	" ..	90 00
" 26	" 248	C. W. Jerome, incidentals.....	13 50	" ..	105 75
" 31	" 249	H. C. Miller.....	40 00	" ..	80 00
Feb. 28	" 250	Pay-roll for January, salaries....	1,183 20	" ..	3,525 00
March 14	" 251	" .. February.....	1,183 35	By cash from State Treasurer.....	
" 14	" 252	L. M. Phillips, trustees' expen's	30 75	By cash from C. W. Jerome, Registrar of the South-	
" 27	" 253	James Roberts.....	20 00	ern Illinois Normal University, for tuition and	
" 27	" 254	Additional pay-roll, salaries.....	375 00	incidentals, for the term commencing March 26,	
" 27	" 255	E. Patten, incidentals.....	15 10	1877.....	
" 27	" 256	O. Barbour.....	12 30	By cash from C. W. Jerome, Registrar of the South-	
" 27	" 257	North, Campbell & Co, incidentals	25 15	ern Illinois University, for tuition, for the term	
" 30	" 258	I. Dornon.....	6 75	commencing March 26, 1877.....	42 00
" 31	" 261	Pay-roll for March, salaries.....	1,183 45	By cash from State Treasurer.....	
April 5	" 262	Additional pay-roll, salaries.....	375 00	By cash from C. W. Jerome, Registrar of the South-	
" 17	" 267	James Roberts, advertising	20 00	ern Illinois Normal University, for tuition, for	
" 17	" 268	Pay-roll for April, salaries.....	1,133 20	the term commencing Sept. 10, 1877.....	
May 1	" 269	Jackson Co. Pra., printing.....	21 00		
" 25	" 270	Pay-roll for May, salaries.....	1,183 35		
" 31	" 271	L. W. Wilkin, trustees' expenses	17 80		
June 1					

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

1878.	DR.	1878.	CR.
	To amount brought forward.....	\$39,404 16	
Sept. 11	Paid Voucher 387 Cyrus Thomas, library.....	25 00	By amount brought forward.....
" 16	" 388 R. Turner, repairs.....	78 95	By cash from C. W. Jerome, Registrar of the South-
" 16	" 389 Robert Allyn, advertising.....	125 00	ern Illinois Normal University, for tuition for
" 16	" 390 " repairs.....	6 05	the term commencing Sept. 9, 1878.....
" 16	" 391 A. Ackerman, printing.....	320 50	
" 19	" 392 Grand Tower M. & T. Co., reps.....	25 00	By cash from C. W. Jerome, Registrar of the South-
" 24	" 393 L. M. Phillips, incidentals.....	13 75	ern Illinois Normal University, for tuition for the
" 24	" 394 Robert Allyn, repairs.....	12 00	term commencing Sept. 9, 1878.....
" 24	" 395 " incidentals.....	10 00	"
" 24	" 396 " library.....	79 50	Total.....
" 30	" Pay-roll for September salaries.....	1,338 10	\$ 23,664 73
" 30	" 398 R. G. Sylvester, incidentals.....	10 71	
	To balance amount at credit.....	2,218 01	
Oct. 1	Total amount to date.....	\$23,664 73	By balance.....
			\$2,218 01

CARBONDALE, ILLINOIS, Oct. 1, 1878.

JOHN G. CAMPBELL, *Treasurer.*

Correct:

JOHN G. CAMPBELL, Treasurer Southern Illinois Normal University.

Sworn and subscribed to before me this 23d day of October, 1878.
WM. S. HAMILTON, N. P.

1876.	DR.	Dr.	1876.	CR.
Oct. 5	Paid voucher 211	Carbondale Coal & Coke Co. fu & re	Oct. 1	By balance.....
" 5	"	218 Richard Johnson, extra labor.....	" 5	" cash from state treasurer.....
" 11	"	220 R. J. Bricker, repairs.....		
" 13	"	221 Jas. Roberts, fuel and repairs.....	1877. 5	"
Dec. 1	"	227 W. H. Baird, ".....	Jan'y 10	"
1877.				" am't transferred by trustees from current ex-
Jan'y 5	"	222 R. J. Bricker, ".....	April 15	pense account.....
" 5	"	226 G. T. M. M. & T. Co., fuel.....		By cash from state treasurer.....
" 10	"	238 R. J. Bricker, fuel and repairs.....		
" 10	"	241 Bush & Bridges, incidentals.....		
" 24	"	245 G. T. M. M. & T. Co., fuel & repairs.....		
April 15	"	228 Richard Johnson, fuel and repairs.....	July 2	By balance.....
" 15	"	229 Chas. Vocum, ".....		
" 15	"	239 J. & J. Ennisson, ".....		
" 15	"	240 Wm. Rhodes, repairs.....		
" 15	"	258 H. C. Mertz, fuel and repairs.....		
" 15	"	239 Rich'd Johnson, ".....		
" 16	"	264 J. & J. Ennisson, ".....		
" 16	"	265 R. J. Bricker, ".....		
" 16	"	266 G. T. M. M. & T. Co. ".....		
July 2	Balance at credit.....			
		\$1,436 16		

JOHN G. CAMPBELL, Treasurer.

CARBONDALE, ILLINOIS, July 2, 1877.

CORRECT.

JOHN G. CAMPBELL, Treasurer, Southern Illinois University.

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

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

1878.		1878.
January 11.	Paid voucher 312, J. B. Richart, Grading.....	January 11. By cash from State Treasurer.....
		\$500 00
CORRECT:	JOHN G. CAMPBELL, Treasurer, Southern Illinois University.	Sworn and subscribed to before me, this 23d day of October, 1878. WM. H. HAMILTON, N. P. [L. S.]

REGISTRAR'S REPORT.

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

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

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

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

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

Second Term School Year, 1876—7.

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

Third Term School Year, 1876—7.

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

First Term School Year 1877—8.

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

OCTOBER 1, 1877 TO SEPTEMBER 30, 1878.

First Term School Year 1877-8.

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

Second Term School Year 1877-8.

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

Third Term School Year 1877-8.

166 students, fees @ \$2 00.....	\$ 332 00	
23 " " " @ 6 00.....	138 00	
57 " " " @ 4 00.....	238 00	
2 " " " fractional.....	5 00	
		\$ 703 00

First Term School Year 1878-9.

114 students, fees @ \$3 00.....	\$ 342 00	
24 " " " @ 9 00.....	216 00	
68 " " " @ 6 00.....	408 00	
1 " " " fractional.....	1 00	
		\$ 967 00

Received from other sources during year.....		147 00
--	--	--------

Total received during year.....		\$2,655 10
---------------------------------	--	------------

Amount received during first year.....		2,513 45
--	--	----------

Total received during two years.....		\$5,168 55
--------------------------------------	--	------------

CR.

By treasurer's receipts	Oct. 3, 1876	\$ 32 00	
"	" 24, 1876	51 00	
"	Dec. 5, 1876	40 00	
"	" 11, 1876	335 00	
"	" 12, 1876	144 00	
"	" 16, 1876	146 00	
"	" 22, 1876	86 00	
"	Jan. 10, 1877	89 00	
"	Feb. 21, 1877	55 50	
"	Mar. 21, 1877	12 26	
"	" 26, 1877	425 00	
"	" 27, 1877	188 00	
"	" 30, 1877	90 00	
"	April 4, 1877	105 75	
"	" 20, 1877	88 00	
"	June 4, 1877	42 00	
"	" 23, 1877	20 00	
"	Sept. 10, 1877	190 00	
"	" 11, 1877	165 00	
"	" 12, 1877	75 00	
"	" 19, 1877	100 00	
"	" 24, 1877	23 00	
"	Oct. 5, 1877	49 00	
"	Nov. 27, 1877	76 00	
"	Dec. 4, 1877	10 00	
"	" 11, 1877	530 00	
"	" 21, 1877	101 00	
"	Jan. 9, 1878	90 00	
"	March 1, 1878	37 50	
"	" 19, 1878	46 50	
"	" 26, 1878	280 00	
"	" 26, 1878	150 00	
"	" 27, 1878	70 00	
"	" 28, 1878	59 00	
"	April 5, 1878	105 75	
"	" 12, 1878	24 00	
"	" 19, 1878	15 00	
"	May 7, 1878	17 50	
"	June 8, 1878	6 25	
"	" 18, 1878	60 00	
"	Sept. 9, 1878	458 00	
"	" 10, 1878	238 00	
Total amount received		\$4,906 55	
Transferred to treasurer		4,906 55	5.168 55
By treasurer's receipt	Sept 14, 1878	106 00	
"	" 23, 1878	115 00	
			\$5,127 55
Balance on hand			\$ 41 00

Respectfully submitted,

C. W. JEROME, Registrar.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

FALL TERM, 1876.

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

WINTER TERM, 1876-77.

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

SPRING TERM, 1877.

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

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

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

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

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

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

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

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

REPORTS OF DEPARTMENTS.

DEPARTMENT OF NATURAL SCIENCE.

BY CYRUS THOMAS, PH. D.

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

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

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

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

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

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

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

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

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

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

In geology, Dana's text book is used.

In zoology, Nicholson's work was the text book first adopted, but it was thought proper the last term of last year to give 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 larger groups, that I felt compelled to go back to Nicholson.

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

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

DEPARTMENT OF LANGUAGES AND LITERATURE.

BY CHARLES W. JEROME, A M.

In the fall term the classes under my charge were the following, viz: Greek Anabasis and Grammar—six members; Caesar'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 Caesar advanced to Sallust's *Catiline*; the students in Virgil read Cicero's Orations; classes beginning the Latin advanced to reading in Roman history, and Latin

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

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

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

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

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

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

DEPARTMENT OF HIGHER MATHEMATICS.

BY JOHN HULL, A. M.

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

FALL TERM.

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

WINTER TERM.

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

SPRING TERM.

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

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

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

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

DEPARTMENT OF ARITHMETIC AND ASTRONOMY.

BY ALDEN C. HILLMAN, A. M.

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

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

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

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

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

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

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

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

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

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

DEPARTMENTS OF NATURAL PHILOSOPHY AND CHEMISTRY.

BY DANIEL B. PARKINSON, A. M.

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

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

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

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

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

DEPARTMENT OF PHYSICAL CULTURE.

BY JAMES H. BROWNLEE, A. M.

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

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

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

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

VOCAL MUSIC.

BY JAMES H. BROWNLEE, A. M.

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

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

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

DEPARTMENT OF READING, ELOCUTION AND PHONICS.

BY JAMES H. BROWNLEE, A. M.

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

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

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

DEPARTMENT OF HISTORY, GEOGRAPHY AND PHYSIOLOGY

BY GRANVILLE F. FOSTER.

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

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

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

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

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

LIBRARY OF THE UNIVERSITY.

BY GRANVILLE F. FOSTER, LIBRARIAN.

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

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

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

METEOROLOGICAL DEPARTMENT.

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

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

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

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

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

DEPARTMENT OF GRAMMAR, ETYMOLOGY AND BOOK-KEEPING.

BY MARTHA BUCK.

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

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

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

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

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

DEPARTMENT OF DRAWING.

BY HELEN M. NASH.

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

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

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

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

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

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

THE MUSEUM.

BY CYRUS THOMAS, PH. D., CURATOR.

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

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

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

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

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

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

DEPARTMENT OF MINERALS IN THE MUSEUM.

BY D. B. PARKINSON, A. M.

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

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

* Some contributions in Natural History might be noticed here.

ACADEMY OF SCIENCE OF SOUTHERN ILLINOIS.

BY GRANVILLE F. FOSTER, SECRETARY.

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

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

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

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

FOURTH ANNUAL
REPORT OF THE PRINCIPAL.
1877-'78.

REPORT OF THE PRINCIPAL.

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

GENTLEMEN :—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

FOR THE FIRST COURSE.

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

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

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

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

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

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

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

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

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

THE SECOND COURSE

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

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

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

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

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

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

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

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

THE THIRD COURSE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

IN THE CLASSICAL COURSE.

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

IN THE SCIENTIFIC COURSE.

Mr. Alva C. Courtney, Mr. James A. Hanna, Miss 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.

ROBERT ALLYN, Principal.

DEPARTMENT OF NATURAL HISTORY.

CARBONDALE, Ill., June 10th, 1878.

Dr. Robert Allyn, Principal Southern Illinois Normal University:

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

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

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

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

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

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

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

CYRUS THOMAS, Prof. Nat. Sci.

CARBONDALE, Illinois, June 11, 1878.

Dr. Robert Allyn, Principal Southern Illinois Normal University:

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

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

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

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

Very respectfully,

CYRUS THOMAS, Curator.

DEPARTMENT OF ANCIENT LANGUAGES.

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

FALL TERM.

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

WINTER TERM.

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

SPRING TERM.

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

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

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

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

Added to my duties of school and recitation room, I have performed the labor of the registrar of the institution; have enrolled carefully the names of all the students of the different terms, giving date of entrance, residence, parent's or guardian'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 paid out, and have performed such other duties as pertain to the duties of the office of the registrar of the University.

Respectfully submitted,

CHARLES W. JEROME.

DEPARTMENT OF HIGHER MATHEMATICS.

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

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

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

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

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

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

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

ELEMENTARY ALGEBRA, CLASS E.

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

ELEMENTARY ALGEBRA, CLASS D.

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

HIGHER ALGEBRA, CLASS C.

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

HIGHER ALGEBRA, CLASS B.

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

HIGHER ALGEBRA, CLASS A.

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

GEOMETRY, CLASS B.

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

GEOMETRY, CLASS A.

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

TRIGONOMETRY. PLANE.

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

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

TRIGONOMETRY. SPHERICAL.

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

GENERAL GEOMETRY.

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

CALCULUS.

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

PRACTICAL PEDAGOGICS.

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

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

Respectfully submitted,

JOSEPH HULL.

REPORT FOR THE DEPARTMENTS OF PHYSIC AND CHEMISTRY.

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

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

The facilities for giving instruction in this department are much improved since last year, by the addition to our apparatus of a spectro-scope, 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 Bunson 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 Attfield's Chemistry. A number of private analyses have been made; one of some mineral waters from Georgia; several for Dr. Roberts.

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

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

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

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

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

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

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

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

FALL TERM.

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

WINTER TERM.

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

SPRING TERM.

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

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

Respectfully submitted,

D. B. PARKINSON.

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

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

I.

ENGLISH LITERATURE.

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

The enrollment has been as follows:

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

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

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

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

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

II.

ELOCUTION AND READING.

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

1st term.....	35	left class.....	2	passed.....	31
2d term.....	26	"	7	"	17
3d term.....	35	"	12	"	12
<hr/>		<hr/>		<hr/>	
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
<hr/>		<hr/>		<hr/>	
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
<hr/>		<hr/>		<hr/>	
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, 116½.

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

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

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

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

III.

VOCAL MUSIC.

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

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

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

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

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

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

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

IV.

PHYSICAL CULTURE.

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

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

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

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

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

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

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

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

Very respectfully submitted,

JAS. H. BROWNLEE.

DEPARTMENT OF PHYSIOLOGY, HISTORY AND GEOGRAPHY

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

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

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

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

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

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

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

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

Respectfully submitted,
 GRANVILLE F. FOSTER.

UNIVERSITY LIBRARY.

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

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

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

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

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

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

Respectfully submitted,

GRANVILLE F. FOSTER.

DEPARTMENT OF ARITHMETIC AND ASTRONOMY.

Annual summary of classes and work in this department for 1877-8:
Total number of classes..... 18
Aggregate number of pupils in classes..... 446

FIRST TERM ARITHMETIC.

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

SECOND TERM ARITHMETIC.

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

THIRD TERM ARITHMETIC.

D Class	12 pupils.	Passed.....	8
C Class	20 "	"	12
B Class	24 "	"	17
E Class	22 "	"	3
A Class	22 "	"	13
Special Class.....	32 "	"	14
<hr/>			
Total.....	132		67

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

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

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

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

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

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

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

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

The above summary has been the work of the year.

Respectfully submitted,

A. C. HILLMAN.

REPORT OF GRAMMAR AND BOOK-KEEPING.

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

FIRST TERM.

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

SECOND TERM.

Grammar A	43	pupils, 12 called home, 26 passed examinations.
“ B	46	“ 13 “ “ 32 “ “
“ C	54	“ 20 “ “ 32 “ “
“ Primary,	18	“ 00 “ “ 18 “ “
Book-Keeping	20	“ 2 “ “ 16 “ “
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 “ “
	143	49 86

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

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

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

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

Respectfully submitted,

M. BUCK.

WRITING AND DRAWING.

DEPARTMENT OF WRITING.

Robert Allyn, Principal of the Southern Illinois Normal University.

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

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

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

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

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

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

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

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

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

In this class the number enrolled was:

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

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

DEPARTMENT OF DRAWING.

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

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

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

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

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

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

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

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

Respectfully submitted,

HELEN M. NASH.

THIRD ANNUAL CATALOGUE
OF THE
SOUTHERN ILLINOIS NORMAL UNIVERSITY,

CARBONDALE, JACKSON COUNTY, ILLS.
1876 AND 1877.

CHARTER TRUSTEES.

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

BUILDING COMMISSIONERS.

JOHN WOOD, Cairo.	R. H. STURGISS, Vandalla.
ELIHU J. PALMER, Carbondale.	NATHAN BISHOP, Marion.
HIRAM WALKER, Jonesboro.	F. M. MALONE, Pana.

TRUSTEES.

HON. THOS. S. RIDGWAY, Shawneetown.	JAMES ROBERTS, M. D., Carbondale.
EDWIN S. RUSSELL, Esq., Mt. Carmel.	LEWIS M. PHILLIPS, Esq., Nashville.
JACOB W. WILKINS, Esq., Marshall.	

OFFICERS OF THE BOARD.

HON. THOS. S. RIDGWAY, President.	JAMES ROBERTS, M. D., Carbondale.
JOHN G. CAMPBELL, Treasurer.	CHARLES W. JEROME, Registrar.

AUDITING COMMITTEE.

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

FACULTY.

ROBERT ALLYN,

Principal and Teacher of Mental Science, Ethics and Pedagogics.

CYRUS THOMAS,

Teacher of Natural History and Curator of the Museum.

CHARLES W. JEROME,

Teacher of Languages and Literature.

JOHN HULL,

Teacher of Higher Mathematics.

ALDEN C. HILLMAN,

Teacher of Astronomy, Arithmetic, and Principal of Preparatory Department

DANIEL B. PARKINSON,

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

JAMES H. BROWNLEE,

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

GRANVILLE F. FOSTER,

Teacher of Physiology, History and Geography, and Librarian.

MARTHA BUCK,

Teacher of Grammar, Etymology and Book-Keeping.

HELEN M. NASH,

Teacher of Drawing, Penmanship, French and German.

* JULIA F. MASON,

Principal of Primary and Model School.

NETTIE H. MIDDLETON,

Assistant in the Museum.

* First six months.

PUPIL TEACHERS.

WILLIAM H. WARDNER,
WALLACE E. MANN,
CHARLES E. EVANS,
SARAH SAUL,

ARISTA BURTON,
ELLEN M. COURTNEY,
JAMES H. LACEY,
WM. U. ROBINSON,

JOHN G. SIMS,
JOHN MARTEN,
JOHN T. McANALLY,
GEORGE KENNEDY, JR.

NAMES OF STUDENTS.

NORMAL DEPARTMENT.

NAME AND RESIDENCE.

FOURTH YEAR.

Barnes, Belle D. A. Anna
Burton, Arista. Carbondale.
England, James H. Collinsville, Ala.
Warder, William H. Vienna.

THIRD YEAR.

Allyn, Hattie A. Carbondale
Campbell, Julia M. Carbondale.
Courtney, Alva C. Mount Vernon.
Evans, Charles E. Carbondale.
Hillman, Orecia B. Carbondale.
Jackson, Sarah E. DuQuoin.
Kennedy, George R. Murphysboro.
Marten, John. Carbondale
McAnally, John T. Cave.
Plant, Richmond. St. Louis, Mo.
Robinson, William U. Pomona.
Sims, John G. O'Fallon.

SECOND YEAR.

Blair, Maggie R. Cutler.
Blair, Thomas H. Cutler.
Bryden, Agness. Carbondale.
Burnett, Andrew C. Jordan's Grove.
Caldwell, Delia. Carbondale.
Clendinen, Walter H. Rockwood.
Coldwell, Earnest. Shelbyville, Tenn
Crowther, M. Belle. Carbondale.
Decker, Debbie E. Portland, Mich.
Finch, William J. Cairo.
Grove, Samuel F. Decatur.
Harrington, Silas J. Cisne.
Hayes, Lou. Carbondale.
Holding, Lizzie E. Bunker Hill.
Hughes, William F. Carbondale.
Kimmell, Henry A. Calhoun.
McAnally, Mary C. Cave.
Mann, Wallace E. Sparta.
Pierce, John M. Addieville.
Pierce, Edward R. Carbondale.
Primm, Eva C. Pinckneyville.
Puleston, Thomas M. Odin.
Rentschler, Frank P. Belleville.
Robinson, Edward H. Olney.
Sheppard, Lizzie M. Carbondale.
Sheppard, Luella. Carbondale.
Sowers, James C. Jonesboro.

FIRST YEAR.

Allen, Elias. Williamson co.
Allen, Willis H. Carbondale.
Baker, Benjamin F. Williamson co.
Beattie, James H. Sparta.
Blanchard, John E. Murphysboro.

NAME AND RESIDENCE.

Bowen, William H. Carmi.
Bowling, William H. Equality.
Boyd, Charles T. Carbondale.
Boyd, Frank L. Carbondale.
Bradley, Lewis M. DeSo o.
Burton, Charles. Carbondale.
Chapin, Adelle M. Carbondale.
Courtney, Ellen M. Mt. Vernon.
Duncan, George W. Lake Creek.
England, Coral. Collinsville, Ala.
Finney, Reynolds M. Vienna.
Fontaine, Rhoda. McLeansboro.
Gaunt, William A. Grand Chain.
Goodall, Joab. Marion.
Gray, Joseph. Vienna.
Hamilton, Charles G. Carbondale.
Hamilton, Elsie F. Carbondale.
Harry, William D. Rockwood.
Hauser, Cable. Calhoun.
Hawkins, Emma E. Tamaroa.
Houston, Helen M. Metropolis.
Huffman, Alice M. Foreman.
Hughes, Jacob V. Jackson county.
Iles, John E. Fairmount.
Karraker, Henry W. Dongola.
Kelley, William A. Dongola.
Lacey, James H. Mt. Vernon.
Land, Samson F. Grayville.
McElvain, Anna M. Old DuQuoin.
McElvain, Jennie. Old DuQuoin.
Meagher, Blanche L. Carbondale.
Mulkey, Alicia M. Carbondale.
Nash, Edward. Rushville.
Ogle, Albert B. Belleville.
Parkinson, Arthur E. Highland.
Payne, Frederica R. Carbondale.
Phelps, Jefferson. Jackson county.
Pierce, Belle M. Carbondale.
Proctor, James M. Equality.
Proctor, Thomas J. Equality.
Rendleman, George H. Union county.
Robinson, Kate H. Olney.
Rumbold, Lizzie M. Carbondale.
Seibert, John W. Ashley.
Shook, Mary M. Salem.
Simons, Silas. Jackson county.
Smith, William Y. Vienna.
Spiller, Emma C. William'n county
Stone, William M. Carbondale.
Strickland, Henry C. Shawneetown.
Stuart, Fannie F. Carbondale.
Tanquary, James H. Belmont.
Thorp, Anna. Jackson county.
Topping, Kate. Cobden.
Vick, Parle. Marion.
Warder, Gertrude A. Carbondale.
Welch, Sallie C. Ashley.
Williams, Benjamin T. Jackson.
Williams, Frederick A. Tamaroa.
Williamson, Mary E. DuQuoin.
Wroton, Georgia L. Marion.

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

MODEL DEPARTMENT.

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

PREPARATORY DEPARTMENT.

NAME AND RESIDENCE.

THIRD YEAR.

Atchison, Joseph S.....Plum Hill.
 Atherton, Marilla F.....Villa Ridge.
 Baxter, Belle.....Murphysboro.
 Brady, Albert.....Anna.
 Bryden, Annie.....Carbondale.
 Burton, Julia (1).....Carbondale.
 Brush, Richard D.....Carbondale.
 Bush, Marion P.....Jackson county.
 Caldwell, Sallie E.....Waco, Texas.
 Caldwell, Nannie.....Carbondale.
 Carpenter, Lizzie.....DeSoto.
 Chapman, Samuel J.....Carbondale.
 Chesney, James H.....Plum Hill.
 Clark, Hattie S.....Danville.
 Clendinen, Joseph H.....Rockwood.
 Eads, Thomas L.....O'Fallon.
 Fager, Philip.....DeSoto.
 Fellows, Fannie M.....Marion.
 Evans, Corrinne S.....Lake Creek.
 Gordon, Lucian W.....Equality.
 Hamilton, Minnie H.....Carbondale.
 Hamilton, Edward B.....Carbondale.
 Hawkins, Samuel Y.....Carbondale.
 Hawkins, Cicero R.....Carbondale.
 Hinchliff, John T.....Elkville.
 Hayton, George.....William'n county.
 Herrin, Henry M.....Herrin Prairie.
 Heitman, Louis.....Bremen.
 Hopkins, William F.....Makanda.
 Jenkins, John H.....Hardin county.
 Jenkins, William G.....Hardin county.
 Jenks, Emma L.....Edwardsville.
 Johnson, Anna A.....Jonesboro.
 Jones, Kate E.....DuQuoin.
 Kieth, Harry W.....DuQuoin.
 Kelsey, Lucy T.....DuBois.
 Kennedy, William D.....Carbondale.
 Kennedy, Jessie S.....Carbondale.
 Keown, William H.....Jackson county.
 Kimmell, Henry H.....Elkville.
 Kimmell, Morton G.....Cobden.
 Land, Henry C.....Carmi.
 Lancaster, Mary J.....Elkville.
 Laughlin, Benjamin F.....Corinth.
 Lightfoot, John W.....Carbondale.
 Lipe, Alice M.....Carbondale.
 Lowe, Joseph A.....Chester.
 Mail, Marlin.....Robinson.
 McGee, William J.....Burnside.
 McCreery, Walter H.....Cave.
 McKinney, Mollie.....Mt. Vernon.
 McLaughlin, Mary A.....Cutler.
 Nave, Surelda E.....Carbondale.
 Nave, Della A.....Carbondale.
 Nisbett, Hugh.....Sparta.
 Norman, Sterling H.....Carbondale.
 Parker, Theodore.....Anna.
 Pickard, William S.....Champaign.
 Perrine, Eva J.....William'n county.
 Powell, William H.....Lake Creek.
 Perryman, Edgar A.....Belleville.
 Saul, Sarah.....Cairo.
 Snyder, Sarah E.....Jackson county.
 Spring, Mollie H.....Belleville.
 Stelle, Ella.....McLeansboro.
 Stone, Mary M.....Carbondale.
 Stout, George L.....Vienna.
 Stewart, Felix W.....Corinth.
 Tanquary, John R. S.....Grayville.
 Thompson, Mary C.....Jackson county.
 Thorp, Samuel B.....Jackson county.

NAME AND RESIDENCE.

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

SECOND YEAR.

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

COURSE OF STUDY OF THE SOUTHERN ILLINOIS NORMAL UNIVERSITY.

(TABULAR VIEW.)

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

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

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

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

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

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

Calisthenic exercises each day during the course.

NORMAL SCHOOL.

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

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

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

POST GRADUATE YEAR.

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

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

CONDITIONS OF ADMISSION.

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

EXPENSES.

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

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

SUGGESTIONS.

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

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

LOCATION, ETC.

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

LITERARY SOCIETIES.

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

CALENDAR OF 1877-78.

Commencement for 1876-77—June 14th.

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

Winter term begins Monday, December 10th.

Holiday recess begins December 21st.

Winter term resumes January 7th, 1878.

Winter term ends March 22d, 1878.

Spring term begins March 25th, 1878.

Examination for the year begins June 11th, 1878.

Annual commencement, June 20th, 1878.

SPECIAL STUDENTS.

FOURTH ANNUAL CATALOGUE
OF THE
SOUTHERN ILLINOIS NORMAL UNIVERSITY,

CARBONDALE, JACKSON COUNTY, ILLS.
1877 AND 1878.

CHARTER TRUSTEES.

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

BUILDING COMMISSIONERS.

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

TRUSTEES.

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

OFFICERS OF THE BOARD.

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

AUDITING COMMITTEE.

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

FACULTY.

ROBERT ALLYN,

Principal and Teacher of Mental Science, Ethics and Pedagogics.

CYRUS THOMAS,

Teacher of Natural History.

CHARLES W. JEROME,

Teacher of Languages and Literature.

JOHN HULL,

Teacher of Higher Mathematics.

DANIEL B. PARKINSON,

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

JAMES H. BROWNLEE,

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

GRANVILLE F. FOSTER,

Teacher of Physiology, History and Geography, and Librarian.

ALDEN C. HILLMAN,

Teacher of Astronomy, Arithmetic, and Principal of Preparatory Department

MARTHA BUCK,

Teacher of Grammar, Etymology and Book-Keeping.

HELEN M. NASH,

Teacher of Drawing, Penmanship, French and German.

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

Teacher of Military Instruction and Practice.

GEORGE H. FRENCH,

Curator of Museum.

NETTIE H. MIDDLETON,

Assistant in the Museum.

PUPIL TEACHERS.

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

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

NAMES OF STUDENTS.

NORMAL DEPARTMENT.

NAME AND RESIDENCE.

FOURTH YEAR.

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

THIRD YEAR.

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

SECOND YEAR.

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

FIRST YEAR.

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

NAME AND RESIDENCE.

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

PREPARATORY DEPARTMENT.

NAME AND RESIDENCE.

NAME AND RESIDENCE.

THIRD YEAR.

Able, Edward L. Carbondale.
 Aiken, Emma. Benton.
 Alexander, Davison Mc. Saltillo, Tenn.
 Allen, Sarah A. Fitzgerald.
 Allen William L. Fitzgerald.
 Bain, John H. Murphysboro.
 Baird John M. Pickneyville.
 Barber, Nellie. Rockwood.
 Bowyer, Jacob T. Jackson county.
 Boyd, William M. Sparta.
 Boyles Elijah S. Louisville.
 Brewster, Cora. Carbondale.
 Brush, Nora H. "
 Brush, Richard D. "
 Bryden, Anna E. "
 Burton, Julia. "
 Cadle, Lucy. Shawneetown.
 Cahill, Thomas J. Waterloo.
 Cain, Hezekiah F. Stone Fort.
 Carter, George R. Ashley.
 Carter, Mattie A. Ashley.
 Chase, Fannie. Ashley.
 Chesney, James A. Plum Hill.
 Clark, Bedie C. Carbondale.
 Clark, Edith C. "
 Clay, Lizzie D. Makanda.
 Clay, Perry A. "
 Copeland, Mary E. Vienna.
 Courtney, James. Carbondale.
 Crawford, Robert M. Jonesboro.
 Creed, Stacie Angie. Walnut Hill.
 Dillow, Jasper A. Dongola.
 Emission, Walter J. Carbondale.
 Emission, William A. "
 Fraser, Llewellyn N. Cairo.
 Gaunt, William A. Grand Chain.
 Goodall, Adella L. Marion.
 Gray, Martha. Elkville.
 Gregory, George W. Pomona.
 Hamilton Minnie H. Murphysboro.
 Hawkins, Cicero R. Carbondale.
 Heistand, Norman A. Calhoun.
 Hinchcliffe, John F. Elkville.
 Hileman Matilda E. Mill Creek.
 Hunter William. Rockwood.
 Hopkins William F. Makanda.
 Johnson Melissa J. "
 Jackson, Henry R. Benton.
 Jenks, Emma S. Edwardsville.
 Kirkwood, Mary. Sparta.
 Laughlin Benjamin J. Steeleville.
 Lilley, Boston. Lick Creek.
 Lipe, Alva. DuQuoin.
 Lipe, John R. Carbondale.
 Logan, Josie A. "
 McDowell, Margaret. Nashville.
 Meisenheimer, Dallas. Carbondale.
 Melton, Maggie L. "
 Nave, Surelda C. Franklin county.
 Nixon John F. Marriassa.
 Nixon, Mary D. Marriassa.
 Norman, Sterling H. William'n county
 Palmer, Sarah C. Glendale.
 Paul, Sallie J. Tilden.
 Perrine, Daniel W. Anna.
 Perry, Hester E. Jackson county.
 Pierce, Henry M. Addiesville.
 Pierce Nora. Cobden.
 Pierce, William H. Carbondale.
 Piercy, Norman A. Mt. Vernon.
 Pitts, George F. Nashville.
 Presson, Samuel. Jackson county.
 Rexford, Frank. Centralia.

Roach, Jane. Cobden.
 Roach, Mary E. "
 Roberts, Mary A. Carbondale.
 Robertson, James J. Buncombe.
 Roy, John W. Grand Chain.
 Schneider, John L. Dongola.
 Scurlock Belle. Carbondale.
 Servant, Mamie E. Jackson county.
 Shelpman, Tullius V. DuBois.
 Smith, Clara B. DuBois.
 Smith, William R. Patoka.
 Spangler, John. Ashley.
 Sprecher, Alice H. DeSoto.
 Sprecher, Fannie G. DeSoto.
 Spring Mollie H. Belleville.
 St. Clair, Charles H. Benton.
 Stone, Mary M. Carbondale.
 Stroh, Daniel. Eltham.
 Threlfall, James P. Hecker.
 Tilley, Hattie B. DuBois.
 Trobaugh William H. Jackson county.
 Walker, Fannie L. Carbondale.
 Walker, Mary B. "
 Watson, James D. R. Savannah, Tenn.
 Watson, John M. "
 Watson William J. "
 Westbrook, Willis F. Evansville, Ind.
 White, Maggie J. Marissa.
 Whitlock, William C. Jonesboro.
 Williamson, Ella E. Paducah, Ky.
 Wilson, Sadie C. Ava.
 Wyatt, William M. Salem.
 Wylie, Alice A. Marissa.

SECOND YEAR.

Arnold, Anna R. Carbondale.
 Barbour, Charles R. "
 Barnett, Robert W. Johnson county.
 Boren, Samuel J. Caledonia.
 Borland, William J. Marissa.
 Boyd, Lovie. Carbondale.
 Brown, Mary E. "
 Brown, Leah. "
 Brown, Lula. "
 Bush, Theophilé E. Anna.
 Campbell, Anna C. Marion.
 Cawthon, Christ. C. S. America.
 Chambers, Annie E. Godfrey.
 Channaberry Millard F. William'n county
 Chapin, Lou E. Carbondale.
 Chesney, Josie R. Plum Hill.
 Clements, Frank. Carbondale.
 Creed, Scott W. Walnut Hill.
 Creed, Matthias W. "
 Damron, William J. Makanda.
 Davis, Nellie B. Carbondale.
 Dickerman, Charles E. "
 Dickerman, Harry G. "
 Duff, Connie E. "
 Duff, Mary A. "
 Dunaway, Adda L. Marion.
 Easterly, Alice. Jackson county.
 Easterly, Benningson. Grand Tower.
 Easterly, Lucretia. Jackson county.
 Ebers, William. Bremen.
 Evans, Alfred. Hecker.
 Fakes, Morven K. Jackson county.
 Fox, John F. Murphysboro.
 Gatch, John M. Cottage Home.
 Glass, Fannie R. Carbondale.
 Glasscock, James C. Galatia.
 Hamilton, Cora M. Carbondale.
 Harmon, Josiah G. Ingraham.

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

SUMMARY OF STUDENTS.

In Normal Department, and Special.....	135
In Preparatory Department.....	273
Total.....	408

Last year, 340—Increase, 68.

SUMMARY BY TERMS.

Special Students.....	25
First Term.....	230
Second Term.....	266
Third Term.....	254
Total.....	776

Last year 648—Increase, 128.

HISTORY.

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

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

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

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

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

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

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

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

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

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

GENERAL INFORMATION.

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

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

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

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

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

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

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

COURSE OF STUDY.

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

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

PROGRAMME OF RECITATIONS.

FALL TERM.

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

Calisthenic Exercises and Recess each day of the term.

3	Mental Phil'y.		Cæsar.	B Geometry.	Analyt Chem.	C Reading.	A Physiol.	A Arith.	Etymol.	Drawing.	elementary studies.
4	Rhetoric.		Virgil.	Prac Survey'g	Experiments.	A Reading.		Meth in A.	Ian Les.		
General Exercise hour. Spelling, Penmanship, and Vocal Music attended to and lectures given on Methods for pupils.											
5	Theo. Pedag's		Anabasis.	Pra. Pedag'ics	B Reading.		B Geo.	A Arith.	Syntax.	Drawing.	
			Latin Beginning	Gen Geom&Cal	Nat Philoso'y.				Etymol.		

WINTER TERM.

1	Zoology.	Greek Begin.	D Algebra.	Theoret Chem	Eng. Let.	B Geog.	C Arith.	Book-K.	Drawing.	
2		Latin Reader.	B Algebra.			Mod. His.	B Arith.	Book-K.		Drawing.
Calisthenic Exercises and Recess each day of the term.										
3	Criti. & Ethics	Sallust Cicero.	A Geometry.	Analyt Chem.	C Reading.		Meth in A	Etymol.	Drawing.	
4			E Algebra.	Experiments.	A Reading.		B Arith.			Pri Gram.	Drawing.
General Exercise hour. Spelling, Penmanship, and Vocal Music attended to and lectures given on Methods for pupils.										
5			Memorabilia.	Prac Pedago's	B Reading.	U. S. His.	U. S. His.	B Gram.	Drawing.	
6			Latin Reader.	Gen Geog & Cal	A Geography.	A Geog.		Astron'y.	Syntax.	

SPRING TERM.

1	Con. U. S. & S. L.	Anabasis.	D Algebra.	B Botany.	Eng Lit.	B Geog.	C Arith.	B Syntax.	Drawing.	Same as above.
2	A Botany.	Latin Reader.	A Algebra.	Analyt Chem.		A Geog.	B Arith.	Pri Gram.	Drawing.	
Calisthenic Exercises and Recess each day of the term.										
3	Geology.	Sallust.	{ Trigonon.	Experiments.	Elocution.		E Arith.	A Syntax.	Drawing.	Same as above.
4		Homer.	{ and Survey.	A Reading		U. S. His.	A Arith.	Analysis.	Drawing.	
General Exercise hour. Spelling, Penmanship, and Vocal Music attended to and lectures given on Methods for pupils.										
5	Theo. Pedag's	Tactius.	Prac Pedago's	B Reading.		Phys Geog	Etymolo.		Drawing.	
6		Latin Reader.	Gen Geo & Cal.	Nat Philos'y.	Phonics	Physiology	Sp Arith.	B Gram.		

STUDIES.	PREPARATORY.						NORMAL.															
	First Year.			Second Year.			Third Year.			First Year.			Second Year.			Third Year.				Fourth Year.		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3				
Spelling.....																			I.			
Writing.....																						
Drawing.....																						
Vocal Music.....																						
Calisthenics.....																						
Reading and Phonics.....	†	†	†	†		†				†									II.			
Elocution.....													†									
English Literature.....													†	†								
Arithmetic C.....	†	†	†																			
Arithmetic B.....				†	†														III.			
Arithmetic A.....					†					½								†				
Astronomy.....																						
Language Lessons.....		†	†																			
Grammar.....				†	†	†	†			½									IV.			
English Analysis.....										½	†											
Book-Keeping.....																	†	†				
Geography.....	†	†								½												
Physical Geography.....										½							†		V.			
U. S. History.....				†						½												
General History.....													†	†								
Elementary Physiology.....									†													
Advanced Physiology.....																	†					
Latin Grammar.....								†														
Reader and Grammar.....								†	†													
Cæsar.....										†												
Sallust.....										†	†											
Virgil.....												†										
Cicero.....												†							VI.			
Tacitus.....													†									
Greek Beginning.....												†	†									
Anabasis and Grammar.....													†			†						
Memorabilia of Socrates.....															†							
Homer.....																†						
Elementary Algebra.....								†	†													
Higher Algebra.....										†	†	†										
Geometry.....												†	†									
Trigonometry and Surveying.....														†					VII.			
Gen. Geometry and Calculus.....																o	o	o				
Practical Pedagogics.....										†	†											
Elementary Botany.....																						
Advanced Botany.....															†							
Elementary Zoology.....																			VIII.			
Advanced Zoology.....														†								
Geology.....																		†				
Elem't'y Natural Philosophy.....									†													
Adv'nc'd Natural Philosophy.....													†						IX.			
Theoretical Chemistry.....																		†				
Analytical Chemistry.....																		†				
Rhetoric.....																						
Logic.....															†							
Con. of U. S. and School Law.....																	†		X.			
Mental Philosophy.....																		†				
English Criticism and Ethics.....																		†				
Theoretical Pedagogics.....																		†				

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

Calisthenic exercises each day during the course.

Military Instruction and Practice will be voluntary, and will occupy such times as may be found convenient.

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

NORMAL SCHOOLS.

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

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

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

PROFESSIONAL TRAINING COURSE.

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

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

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

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

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

FOR THE FIRST COURSE.

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

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

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

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

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

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

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

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

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

THE SECOND COURSE.

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

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

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

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

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

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

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

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

THE THIRD COURSE

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

AN EXTENSION OF SCHOOL WORK.

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

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

POST GRADUATE YEAR.

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

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

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

MILITARY INSTRUCTION AND PRACTICE.

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

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

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

Lectures on military law, and the occasional convening of mock

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

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

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

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

FACILITIES FOR INSTRUCTION.

MUSEUM AND CABINET.

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

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

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

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

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

The full name of the donor should not be omitted.

CHEMICAL, PHILOSOPHICAL AND ILLUSTRATIVE APPARATUS.

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

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

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

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

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

LIBRARY AND WORKS OF REFERENCE.

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

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

BOOK-KEEPING AND DRAWING.

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

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

LECTURES ON MORALS AND VIRTUE.

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

CONDITIONS OF ADMISSION.

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

EXPENSES.

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

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

SUGGESTIONS.

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

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

LOCATION, ETC.

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

LITERARY SOCIETIES.

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

CALENDAR OF 1878-79.

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

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

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

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

Winter term ends March 14th, 1879.

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

Examination for the year begins May 26th, 1879.

Annual commencement, May 29th, 1879.