

10-1-1880

Fourth Biennial Report of the Trustees and Principal of the Southern Illinois Normal University Located 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

, . "Fourth Biennial Report of the Trustees and Principal of the Southern Illinois Normal University Located at Carbondale, Jackson County." (Oct 1880).

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.

FOURTH BIENNIAL REPORT

167

OF THE

TRUSTEES AND PRINCIPAL

OF THE

SOUTHERN ILLINOIS NORMAL UNIVERSITY,

LOCATED AT

CARBONDALE, JACKSON COUNTY.

OCTOBER 1, 1880.

TO THE GOVERNOR OF ILLINOIS.

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

TRUSTEES:

HON. T. S. RIDGWAY, Shawneetown.
JAMES ROBARTS, M.D., Carbondale.
EDWIN S. RUSSELL, Esq., Mt. Carmel.
LEWIS M. PHILLIPS, Esq., Nashville.
JACOB W. WILKIN, Esq., Marshall.

OFFICERS OF THE BOARD:

HON. THOS. S. RIDGWAY,
President.

JAMES ROBARTS, M.D.,
Secretary.

JOHN S. BRIDGES,
Treasurer.

CHARLES W. JEROME,
Registrar.

AUDITING COMMITTEE:

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

F A C U L T Y .

ROBERT ALLYN,

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

CYRUS THOMAS—EMERITUS,

Teacher of Natural History.

CHARLES W. JEROME,

Teacher of Languages and Literature.

JOHN HULL,

Teacher of Higher Mathematics and Practical Pedagogics.

DANIEL B. PARKINSON,

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

JAMES H. BROWNLEE,

Teacher of Literature, Elocution, Vocal Music and Calisthenics.

GRANVILLE F. FOSTER,

Teacher of Physiology and History; and Librarian.

ALDEN C. HILLMAN,

Teacher of Astronomy, Arithmetic and Elementary Methods.

MARTHA BUCK,

Teacher of Grammar, Etymology and Book-Keeping.

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

Teacher of Military Instruction and Practice.

GEORGE H. FRENCH,

Teacher of Natural History; and Curator.

ESSIE C. FINLEY,

Teacher of Geography and Elements of Language.

JENNIE CANDEE,

Teacher of Penmanship and Drawing.

REPORT OF THE TRUSTEES TO THE GOVERNOR.

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

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

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

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

These several committees have been as follows, viz :

Auditing Committee—James Robarts and Lewis M. Phillips.

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

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

Committee on Museum—James Robarts and Professor French.

Committee on Supplies—James Robarts and Professor Jerome.

Committee on Repairs—James Robarts and the Principal.

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

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

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

The grounds, embracing twenty acres, had remained ungraded, and mostly without turf or grass, until within these last two years. The General Assembly having made an appropriation of \$2,500 at its session in 1877, the trustees used \$500 of the sum in the autumn of that year to secure drainage from the building. In September, 1878, a contract was made with Heber Robarts to complete the grading, at 17½ cents per cubic yard of earth removed and placed within the lot, and at 20 cents per cubic yard carried beyond the lot. The grading was completed in the spring of 1879, at a total cost of \$3,500; the balance, above the General Assembly's appropriation, being supplied from the incidental fund collected from students. The grounds have thus been brought to a uniform level, but are still sadly in need of further improvements in trees, shrubbery and other things.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SUMMARY AND CLASSIFICATION OF EXPENSES.

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

RECEIPTS.

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

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

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

The following is the estimate of appropriations for the next two years, viz:

Annual salaries, as above	\$16,550 00
“ Fuel	750 00
“ Repairs	1,250 00
“ Library	1,250 00
“ Apparatus	500 00
“ Museum.....	750 00
“ Care of grounds.....	300 00
“ Incidentals (trustees' expenses, etc.).....	2,750 00
Total	<u>\$24,100 00</u>

The registrar's receipts will be about \$2,800, which, deducted, leaves a sum needed of \$21,300. As the Seminary fund, of which we receive one-half, will give us \$6,493.56, the sum to be appropriated annually is only \$14,806.44. But our teachers are now serving the State with zeal and fidelity, and are receiving less (by sums varying from \$100 to \$600 per year) than other men of the same rank and experience in other institutions. There should be \$2,000 added to the item of salaries for this purpose, and this would require an annual appropriation, in addition to one-half of the interest of the Seminary fund, of \$16,806.44, which would be ample for our purposes, and not more than is due to this section of the Commonwealth.

It may not be improper to call the attention of the General Assembly, through you, to the justice of a larger appropriation for Normal schools, to be made from this Seminary fund. This fund was derived from one-sixth of three per cent. on the sale of government lands, and a portion of the surplus revenue distributed to the several States. It now amounts to over \$250,000. But a portion of the money which should have been sacredly devoted to the support of these higher schools was, at an early day, and in an emergency, diverted to the current expenses of the State; and not till about 1854 was any part of the interest even appropriated to the support of the schools for which Congress donated it. If a proper account had been kept, the State would to-day be debtor to the Seminary fund in a sum variously estimated, by intelligent parties, at from \$500,000 to \$800,000. Six per cent. annual interest on this amount would give the two Normals an annual appropriation sufficient to support them in a manner at once honorable to the State and helpful to all our public schools. And this point is strengthened by another consideration. The Congress made this grant to seminaries to aid in educating the children of those who should settle the public domain, thereby increasing the intelligence and virtue of the pioneers who risked the dangers of wilderness and savage to subdue the earth and extend the Nation. A record kept by the faculty of our institution shows that of those who attended it, sixty-four per cent. are children of farmers. Now, it is accounted good economy to donate annually to the State Agricultural Society a sum of money to be used as premiums to encourage the raising of fine horses, and cattle, and good corn and wheat. Why not give something to stimulate the parents of intelligent

children to give them a better education, and prepare them to be more skillful and enterprising, wiser and more virtuous citizens? The argument illustrates and enforces itself, especially in the light of the blazing fact that the money to establish and support such institutions of learning has been donated to the State, and is already somewhere among her resources.

Trusting that you will commend this important interest, which is so greatly on the heart of every wise and prominent educator in the land, to the favorable consideration of the General Assembly, and to the people of the State, and thanking you for your deep interest so kindly manifested to our institution, we remain

Your very obedient servants,

THE TRUSTEES OF SOUTHERN ILLINOIS NORMAL UNIVERSITY, by

THOS. S. RIDGWAY,

President.

BIENNIAL REPORT OF PRINCIPAL TO THE GOVERNOR.

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

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

As required by law, I have the honor to submit my report, as principal of the Southern Illinois Normal University, for the two years commencing October 1, 1878, and ending September 30, 1880.

The number of students enrolled during the year 1878-9 was 428; the number enrolled during the year 1879-80 was, 388; the fall term of 1878 numbered 260 students; the winter of 1879, 294; the spring of 1879, 289; the fall of 1879, 264; the winter of 1880, 259; and the spring of 1880, 223. Besides, there were two special sessions exclusively for teachers, held in August of each year, in which were enrolled, respectively, 23 and 33. The number of teachers actually engaged in the work of teaching, leaving out the principal and curator of the museum, whose duties are largely directory and supervisional, is nine, which will give to each teacher an average of twenty-nine scholars to instruct and discipline in methods of teaching. The number of students who entered for the first time during the year 1878-9, was 123; of those who entered in 1879-80, it was 135; and during the present term of a little more than one month, it has been 124. This assures a much larger attendance during the year than at any time in our history.

The graduating classes have always been, in proportion to our numbers, comparatively small. Several causes conspire to account for this. Our course of study, or the requirements of graduation, are nearly equal to those of a college; the demand for teachers thoroughly educated is not large, and even when such are wanted the salaries are inferior. The call for teachers partially instructed, but better than the common ones who have been teaching, is great, and carries off very many who otherwise would study longer. These, together with the fact that time is always an element in bringing public opinion to insist on a long course of study and discipline, have had the effect to send our pupils into active life without waiting to master all the studies and graduate.

The following have received diplomas:

May 29, 1879.

ANDREW C. BURNETT,
IDA M. MCCREERY,

GEORGE H. C. FARMER,
LYMAN T. PHILLIPS.

May 27, 1880.

LAUREN L. BRUCK,
LOUIS HEITMAN,
HENRY A. KIMMELL,
ALBERT B. OGLE,
LIZZIE M. SHEPPARD,

JOSEPH GRAY,
CHARLES E. HULL,
WALLACE E. MANN,
FRANK P. RENTCHLER,
GERTRUDE A. WARDER.

Some of these paid all fees required, and assumed no obligations to teach in the schools of the State. Of those who gave such pledges, all but one are believed to be now successfully employed, and he is pursuing further studies, the better to prepare for work.

This institution was founded by the State in accordance with the policy and under the encouragement of the government of the United States, by which a portion of the money derived from the sale of the public lands was sacredly devoted to the support of seminaries to promote the cause of higher learning. It has now been in successful operation for six years. Its purpose is to educate persons of both sexes for the specific object of teaching the public schools of the State, and incidentally to fit them better to discharge all the various offices of citizens. Such is a noble work, profitable, if not absolutely necessary, to the welfare and progress of the people in knowledge, in science and in the practical arts of life. This is proved by the customs of the most advanced nations and the most experienced philanthropists of the earth. And thus the Congress of our Nation, almost a hundred years ago, as soon as it made provision to survey and sell the national domain to settlers, decreed that a part of the lands themselves, and a portion of the money received from their sale, should be perpetually set apart and used for the education of the people in the common branches of learning, while another portion should aid to maintain colleges and seminaries. After a long time of waiting, our State gave the annual interest of its share of this latter money to support a school for the education of teachers, and in 1874 another one was opened. In this matter our State only followed the advice of the general government, and the example of nearly all enlightened nations.

Nearly fifty years ago the Hon. Horace Mann, then president of the Senate of Massachusetts, gave utterance to the opinion that the public schools of that renowned Commonwealth, such a gracious foster-mother of popular education, were not only not improving, but were actually losing vitality, and that this was largely due to the fact that these schools were dependent for their teachers on the colleges or high schools, or on themselves. And within the last year a distinguished educator of Ohio—a State which maintains no Normal school and has only a few private seminaries for teachers, wholly irresponsible to public authority—gave it as his decided opinion that at least one-half of her money devoted to the support of the free schools was an absolute waste. He declared that this was chiefly because there was no attempt made to secure an increasing degree of qualifications for teachers, according to a well understood and legally authorized standard adopted by the State and maintained at public cost.

Our State has undertaken to use the money given by the general government for this noble purpose of elevating the character and

increasing the quantity of the instruction given in her public schools, by advancing the attainments of the teachers who are to be the life of those schools. While every intelligent person knows that this is in a direct current with the action of all the enlightened states of Europe and America, and is supported by the opinions of all best educators and philanthropists who have lived for the last hundred years, it can do no harm to ask whether it is really good policy, profitable to the community and justifiable on account of its cost and the advantages it brings to the children taught in the public schools. Such an examination of the grounds for the support of Normal schools by public taxation and their supervision by official authority might run in several distinct lines of investigation. And first, the nature of the case ought to show whether we can expect a better education of children when the teachers are rendered intelligent by special instruction and careful drill and practice in methods of imparting knowledge and securing discipline, or when they are selected carelessly and are known to have had no apprenticeship or even any thoughtful study of the nature of the task they are to undertake, or the knowledge they are to communicate. That such a want of intelligent study is common among persons employed in district schools, is certainly within the observation of every thoughtful citizen—is indeed an acknowledged and a lamented fact. Persons are employed in these schools which educate at least the half of the children of our State, who were, during the last winter, companions and playfellows of those whom they will teach the coming season; and some of them were not particularly eminent for learning, greater or more accurate than their associates. Their ages will range from fifteen to twenty, and with a limited knowledge of books, with small observation of human nature, and absolutely no study of the art or method of teaching, they are inducted into the noble office of instructor of youth, having not a day's careful reflection upon the complicated duties of their responsible position. Is it a wonder that common schools are at best only a partial success, or that thinking, observant men declare that a moiety of the money expended on such schools is a total loss? Yet, some of these young men and young women do accomplish much. And that they so far succeed as to improve on their instruction is simply a commendation of individual character and merit, and by no means an endorsement of a very hazardous experiment, conducted without design and without intelligent system. Such sporadic successes are indeed the strongest possible condemnation of an unmethodic way of squandering public funds, which must oftener work harm than good, and if it does not produce total ruin in the work which it undertakes, it will be owing to some other than its legitimate tendency. Because accident occasionally brings good fortune, it is not a reason for discarding system and foresight, coupled with accurate knowledge, careful discipline and wise supervision. No rational mind can doubt on this line, but that specific culture and training devoted to the teacher's calling will enable the man who enters the school room to do almost infinitely better than he could have done without study or experience. The old-time practice of apprenticeships under skilled master-workmen, so highly commended by Benjamin Franklin, and still virtu-

ally in effect in the law and medicine with such good results, is an illustration pertinent to this place.

In connection with the topic above, it will be valuable to consider the influence of a few well-educated teachers, trained by Normal schools, both on their own pupils and on the teachers of their neighborhood, who may have begun their calling without such education. A body of men trained for a profession requiring great intelligence, made enthusiastic to learn all the facts of the science on which their calling is founded, and rendered conscientious to perform all the work demanded of them, cannot fail to exert a salutary influence on all who associate with them. And even should they not, for the whole of their lives, devote themselves to such duties, still they will stimulate the community to honor and appreciate the profession, and will actually aid it to elevate every one who enters it; they will sympathize with all efforts to improve, and will encourage all who labor to secure progress. A number of men learned in the mysteries of theology give tone to the entire body of ministers in the church of a continent. A comparatively small band of lawyers thoroughly skilled in all the intricacies of law and precedent, of practice and jurisprudence, will give character to the bar of a nation, and stir every young man who makes this his business to emulate the highest. So, also, physicians carefully informed in all medical knowledge, capable of noting every fact of health and disease, mental and bodily, and ready to deduce just inferences from all their observations, will raise their profession to honor and compel its members to improve. And hence we are convinced that even a few teachers, properly instructed and knowing what a child's mind and body are—what both these need in order to keep them in sound health and push them along their natural path of progress—this few who have mastered large amounts of knowledge and are disciplined to handle these by the best methods, will do much to render every other teacher an earnest seeker for truth and an honest laborer in the grand cause of human elevation. If, now, such teachers are to be examples of self-sacrifice and complete knowledge, the State is in duty bound to pay them large salaries, or educate them, at least partially, at its own cost, and having thus trained them, it will certainly have the right to direct their work, and will enjoy its profit.

A third point is, that a commonwealth which will have a system of education that it supervises, and may enforce both on the teachers and the people, must have the right and the determination to demand that all school officers, instructors and citizens shall adhere to that system. It must, in some way, be made one part of the impersonation of the State itself. How can our State consistently compel the almost twenty-five thousand teachers, employed annually in our twelve thousand schools, to fit themselves by certain literary attainments for their positions, and work according to a prescribed plan, unless it shall first have instructed them in that plan, or at least shall have taught a portion of them to understand all its details, as well in spirit as in letter, and shall also have habituated them to the duty of carrying it into practical operation? The more numerous the persons employed in any business, and the more complicated that business, the more is there necessity for

supervision. But even this may fail of its full effect unless preceded and accompanied by some instruction in the details of that work or duty. The education of all the children of an age is at once the most important and most complicated duty laid on the world; and such a work, having such a promise of good, or such a threat of evil, cannot safely be intrusted to mere novices. In our country every child is a sovereign, and to educate him properly requires the genius and training of a philosopher. Aristotle was chosen to be the teacher of Alexander because of his masterly knowledge of science and human nature. It has been said that the magnanimity of that great general, his enterprising energy and marvelous foresight, all were, in a large degree, due to the discipline given him by the philosopher. Yet, Aristotle became Alexander's teacher not before he had passed his tenth year, and the tutor of those early days fastened on him habits which he never laid aside, and which have been related by history as peculiarities damaging to his influence and his reputation. St. Jerome declares that "it is probable that had this young prince been educated by the wise teacher and philosopher from his infancy, he would not have been destroyed by a drunken debauch in the city of Babylon." The training of the young is, when men reflect upon it, too dear to the heart of humanity to be entrusted to the ignorant or unskilled, or the mercenary, or to be left to self-educated speculators, to be made the occasion of their experiments or the sport of their whims. Those who teach our youth ought to be the most learned, careful, judicious and painstaking of all the employés of the State, and should be held to the most rigid accountability and under the most enlightened supervision.

Realizing that the State had these ideas in view when the Normal universities were established, the faculty has arranged a course of study and training at once complete, so far as the branches of learning and topics of thought are concerned, and thorough so far as its practical drill is followed. It may be well to set this forth in this connection. Yet, as it is very fully stated and explained in our last two catalogues, and in the annual reports of the principal made for the last two years, the review shall be brief and simple. If a more extended account is desired, the documents alluded to are herewith offered. This statement may, however, be of value to the legislature, and will enable its members to appreciate the work of the school its wisdom has established and its value to this section of the State.

Our first aim is a thorough review of the elementary knowledge which ought to be communicated to every child in the land. The English language, the instrument by which we convey and receive knowledge, an instrument more wonderful than telegraph or telephone, and by which we treasure all the stores of truth which the world has gathered, and transmit to others all the wisdom of our own reflections, is put first among studies, both in time and importance. A child must know how to speak, to read, to write this. He should know its letters, not only in their shapes, but in their sounds and combinations in words. These words also should be learned as to their letters, accents, pronunciations, their component syllables and parts, their derivative roots and elements, and their

varied and varying shades of meaning. The sentence, too, in its construction and modifications, its plan, analysis and combinations, should be fully understood by every one who aspires to teach the rising generation. And last, something of our English literature, so full and noble—its best poems, essays, orations, histories—should be known and loved by all. The candidate for the teacher's office must study all this and become inspired with a sense of its importance, must be instructed theoretically in all its philosophy, and practically trained in its details, so that he can use the right method from the beginning of his work of making good thinkers and speakers. Too much attention can hardly be devoted to this fundamental branch of all the acquisitions to be gained by our American citizen. The ability to read is worth more to the mind than a new pair of eyes. It is a telescope to search the skies of all past ages, and discover the worlds of truth which live in their marvelously fertile chambers. The art of composition likewise, of letter-writing, of business forms, how essential to all the duties of life and to the pleasures of social intercourse. These must form a portion of school work, and should therefore be a part of a teacher's outfit.

After this, and, indeed, in contemporaneous connection with it, all the various processes of arithmetical computation and analysis, carried forward till they culminate in the use of the abstract symbolization of algebraic reasoning, and in the practical study of the lines and areas of geometry, by which the surveyor describes, and thereby secures to us, all our real or landed possessions. But most essential of all are the ground rules, both as a starting point for business computation and for disciplinary effect on the mind itself. These are emphasized with a daily iteration till the teacher realizes their value and can perform their operations with celerity and accuracy. To read well and with delight, to calculate truly, quickly and with enthusiasm—above all, to speak distinctly and correctly, giving pleasure to every hearer—are in themselves the promise of all culture, and are worth far more than what is called a liberal education with slovenly habits of speech, careless computations, faulty mannerisms in reading, and perverted tastes in literature.

As to this matter of reading, we seek to fill our pupils so completely with the idea of its importance and the ease with which it is acquired in early life, that they shall go out, and not only teach it to the children who are placed under their care, but shall also so fire the souls of the people with the grand idea of its importance that they themselves will instruct their offspring, from their earliest days, to read and to compute; not to read for social exhibition, nor to compute for public display, as too many have done, but simply to do these things as household and private acts, in the same manner as the infant is encouraged to prattle for the delight of itself and the family. And this teaching to read should especially be the duty and daily business of the family, father, mother, brother, sister, and even servant, just as teaching the child to talk is made the common hourly concern of all. That family which, unless their circumstances are such as to be esteemed providentially afflicting, sends a child to the public school to be taught to read,

ought to be censured almost as gravely as one would be which should send it there to learn to speak. Reading should come to the little one as easily as talking. One of our points, made almost daily in our work, is this, and the necessity of enforcing it upon the community. Teachers must impress this upon the minds of the people, and urge them to the work of teaching elements to their children, till our public schools are as happily relieved of the drudgery of A-B-C teaching, and of the painful processes of primary reading, as they are of the work of teaching how to see, and hear, and talk. We find, on inquiry, that fully one-half of the students who come to us no more remember having been taught to read than they remember learning to speak. By teaching this art of reading thus early, it becomes as pleasurable to both teacher and learner as are the efforts to talk, and no more harm need be feared to result to the child's health or mind from this eye-knowledge of words than comes to him from the ear-knowledge of them, or from that mouth-instruction which enables him to speak his vernacular. In this we hope to make our school a great assistance to the people and an inspiration to them, so that they shall find, in this early teaching of their offspring, a greater delight than in feeding and clothing their bodies.

In order to give the teachers such preparation as is needed for their work, we seek to impart a knowledge of the mind itself and of the nervous and physical structures with which it is so wonderfully connected. No perfect or useful science of teaching, or system of pedagogy or practical education, can be divorced from the science of the mind or psychology, or from that of physiology either. We study these in our classes, we enforce them in our lectures, and we carry into our daily practice all such knowledge, aiming to make our pupils familiar with the discoveries of philosophers and the investigations of scientists, and we hope to render them observant of all the facts relating to self-knowledge, and obedient to all the laws of their own complex, mental, moral, social and physical natures, in order that they may be able to bestow on the world the benefits of their own diligent experiments, their ripe reflections and their philosophic analyses in the infinite domain of human life and development. When we shall have followed these lines so far as to have inspired our students with enthusiasm for such studies and for earnest labor in honorable employments, we shall be satisfied that we have accomplished our mission and given to the State a fair equivalent for the cost of all the money and toil invested in this university.

It is believed that the work done by our students in the public schools of the State will justify the statement, often made, that even now our school is paying its original outlay, with interest and the annual appropriations added. We have hundreds of letters containing words like these, from county superintendents, school officers and citizens: "The teachers in our county from your institution have been our best." "I can say with assurance, they have given entire satisfaction." "The two from our county, after one year's study, certainly doubled their efficiency." Some are known to have taught in the same district for three, four, and, in one case, five years, at higher wages than others who have been trained

at other seminaries. It is indeed as unfair to estimate the value of the instruction given here by those exclusively who succeed, as by those who, by reason of natural inaptitude for the work of teaching, or on account of laziness or inattention to duty, make failure in the business which they attempt. Taking the latter class as the measure of our influence, we should be blamed unjustly, and praised too highly, if the first were alone considered. But it would be fair to look at the mass of our pupils who, having no special talent or genius, and having had a comparatively small share of instruction from us, yet go forth and teach only fairly, but still better than they could otherwise have done, and so much better as to secure for themselves honor and permanent employment. If we do make or stimulate to a manifest improvement of the persons who remain with us long enough to be affected by our instructions and methods of instructing, we surely may be said to have succeeded in our purpose, and accomplished the end for which the school was organized, and which the Congress contemplated when it donated, to promote higher education, the land and money, the interest of which now affords one-third of our annual support; and besides this, if the young people instructed here shall inspire all families to teach their infant children to read almost as early and as readily as they learn to talk, they will save to each learner—each ward of the State—the three and sometimes four years now so painfully spent at the public school in learning to read, and we shall have done a greater work than our direct teaching in the school itself, and shall have returned to the State and the public a harvest at least a hundred-fold greater than the seed sown.

We have to thank you, sir, for the interest you have shown in the university, and for your kind visits and valuable suggestions. We ask, (only, in fact, as a matter of form,) that you will lay before the General Assembly the important interests of Normal school education in a manner to commend it to their enlightened consideration, and that you will impress the necessity of a prudent liberality in making appropriations ample for carrying out the grand purposes of Congress, to which the State has virtually pledged itself—the education of the whole people and the giving to them of teachers wisely prepared for the high duty of instructing the popular sovereigns of the Nation.

With great respect and very obediently, I remain, your servant,

ROBERT ALLYN,

Principal Southern Illinois Normal University.

FIFTH ANNUAL REPORT OF PRINCIPAL.

To the Trustees of the Southern Normal University:

The fifth year of our school life in this Normal University has come to its close, and we have to render thanks to a kind Providence for health in large measure and for other numerous and exalted mercies. No death has occurred among our faculty or students, and only mild forms of disease have at any time afflicted our school. During the winter measles caused some interruption in study. In most respects the year has been our most successful one. Our numbers have been larger each term, and the average length of time each student has remained has been longer. The grade of work done has been higher, but the number in the advanced classes has not increased. This fact is readily accounted for by two things: Owing to the stringency of the times many of our students have found themselves obliged to teach school in order to provide means with which to prosecute their studies; and a change in our course of study, or, more properly, in our mode of classing our students by the studies they have not completed. This caused many to pause to make the lower studies, and has been a most excellent thing for our students. Then our spring term, owing to the change of time published in our last catalogue, opened so early and continued for so short a period, that many did not deem it profitable to be present. But in good character among the students and in diligent attention to business, we have seldom seen young people labor more successfully or with more enthusiasm.

The number of students has been.....	429
Last year there were.....	408

An increase of.....	21
---------------------	----

The aggregate by term is.....	867
Last year it was.....	776

An increase of.....	91
---------------------	----

The average of attendance is.....	26 weeks.
The average of attendance last year.....	24½ weeks.

There have entered—new students, 210: in the fall, 122; winter, 33; spring, 55.

It has been a matter of much interest to us to note the occupations of the parents of the pupils. There have been 1,208 enrolled since the beginning of the university, and the record of occupations is as follows, viz:

Farmers	649	Carpenters.....	34
Laborers	14	Mechanics.....	11
Shoemakers	7	Miners.....	4
Fruit growers	5	Hotel-keepers.....	7
Blacksmiths	4	Livery stable keepers	3
Tinsmiths	3	Upholsterer.....	1
Cabinet-makers.....	3	Mason.....	1
House painters.....	3	Harness makers.....	2
Machinist	1	Saloon-keeper.....	1
Butcher.....	1	Ship carpenter.....	1
Photographer.....	1	Tobacconist.....	1
Jewelers.....	4	Lawyers.....	26
Merchants	151	Ministers.....	45
Teachers	26	Millers.....	21
Traders	19	Agents.....	20
Druggists	10	Army officer.....	1
Civil officers.....	10	Telegraphers.....	5
Editors	5	Engineers.....	4
Book-keepers.....	2	Contractors.....	2
Manufacturers.....	2	Clerks	2
Grocers	3	Bankers.....	5

By this record it will be seen that the children of the working classes (as they are called), accept, by far more than those of professional men, the privileges of the university.

There have died, as nearly as we can ascertain, nine young men and ten young women who have been our students.

There have also been married twenty-five men and forty women, ten of whom have constituted five couples of students. Eighteen were married before entering.

We have with considerable pains kept a record of those who have taught in the schools of our State, and find the number to be 622. Last year we reported 511, making an increase of 111. Many of these have already taught more than one year, and a larger proportion than heretofore will continue in this work. An estimate of the number of months taught by our students justifies the statement that the number of months of teaching which they have done in schools is double that of their attendance in this university.

If we look at these figures we shall see that many more do actually teach than the number of those who pledge themselves to do it. The total number enrolled, as above stated, is 1,208. There are in our school at the present time 289 (of whom, 78 have been counted in the above 622), who have been teachers. Putting these figures properly together, taking the 78 from the 622 and adding the number now in attendance, we shall make 833 who are now studying in the university or have taught, and this will leave 375 who are supposed to have paid tuition. But on examination we find 507 have actually paid. This ought, so far as our history of five years is concerned, to refute, and effectually, the common statement of opponents to Normal schools, that their students do not teach. And another assertion is often made, that these Normalites do not teach the country schools; but if they are employed in higher schools at larger wages, it should in truth prove that

their work is acceptable to the people and in demand among those who would elevate the scholarship of their children.

A remark made in a former report will bear to be repeated in substance here: While not all these students of ours have been excellent or very successful teachers, it is doubtful if there is a single one who has not taught a better school than the same person would have taught without our instructions. A few may have grown more conceited and opinionative in consequence of having studied at Normal, and hence may have failed to do as good work as they would have done with greater distrust of their own abilities, or more caution, or a more correct estimate of the popular demand. Yet, trustworthy information derived from various sources, independent of these teachers' own reports, confirms the opinion heretofore expressed, that the efficiency of a large number of the teachers we have instructed has been fully doubled; and we certainly have found that the young persons who now enter our school after having been trained by our students are far in advance of those who entered five years ago.

The several professors have been laboriously and very successfully employed in their several departments, as will be seen by their reports herewith submitted. The larger numbers each term have demonstrated the need of an assistant in the common studies and in the elementary Latin, and Miss Essie C. Finley was employed early in the year to teach several of these classes. It is believed that the faculty have all been diligent, and painstaking and conscientious in all their duties, and it certainly has been very gratifying to them to notice so good an increase in numbers and attention to study and business among the students.

The general health of the members of the families of the faculty has been good, with some exceptions, not, however, to impair their efficiency, unless in the case of the protracted sickness in the family of the principal, which may have been, in some instances, in the way of the promptest discharge of duty.

The changes introduced into the last catalogue, affecting our course of study as to the matter and methods of examinations, have appeared to me to work well. These have, I think, diminished the number of our graduates this year, but they will, it is confidently believed, in a much larger degree increase the class of next year, and all subsequent classes. At all events they have aided us to systematize our class work in a very large measure, and have given to our students a better comprehension of what is a methodical study and the proper order of the several branches of education.

Professor Thomas, whose national reputation obtained for him the appointment of State Entomologist of Illinois and a place on the United States commission to investigate the habits of the Rocky Mountain locust, has been employed in these duties, and has received no salary. He has, however, taught one class in zoology, and has given valuable advice and assistance in many ways. The rest of the duties of this department, including the care of the museum, have been devolved upon Professor George H. French, who in July last was employed as a collector, and in September was chosen curator and assistant teacher in various classes, and he has since been a valuable member of the faculty.

The department presided over by Professor Jerome has been conducted in the same prompt and vigorous manner as has characterized him as an officer from the beginning. He has also continued to discharge the onerous and perplexing duties of registrar, collecting bills and making orders, keeping the books and filing the vouchers for such a multiplicity of details as might weary and confuse a less resolute and clear-headed man. Owing to some causes the numbers in this department have slightly decreased—we believe, however, only temporarily.

Professor Hull, in the department of higher mathematics, has been in the same degree as heretofore successful in impressing upon the students his own careful and quiet, but earnest, methods of honest work, and has seen a liberal increase of members and enthusiasm, especially in the classes in trigonometry and surveying. The same increase has been seen also in the departments of physics and chemistry, where Professor Parkinson has succeeded in imparting a spirit of original research into the minds of many of his pupils which deserves great praise. He has also faithfully attended to the record of absences at morning and evening roll-calls, and has labored vigorously in the work of the spelling in connection with Professor Hillman.

Professor Brownlee, with his quiet dignity and kindly bearing, has given to the department of reading and English literature a commanding position. His work is worthy of honorable mention and encouragement, and his persevering efforts to make the light gymnastics and the music delightful and profitable are deserving of better praise than I can here bestow.

In the departments of physical geography, history and physiology, Professor Foster has continued to awaken enthusiasm and to inspire thoroughness. He is full of zeal, and accomplishes, with many of the students, real wonders. In addition he has had charge of the library, and has, in a most careful and useful manner, made a record and catalogue of more than a thousand volumes added during the year.

Professor Hillman has had charge of the departments of arithmetic and astronomy, and has been assisted in several classes by pupil teachers. It is one of the most difficult positions, and also one of the most important; and so great are the deficiencies of many who enter, and so irregularly do they labor and so little do they accomplish, that almost any other man would lose heart. He has, however, labored patiently and been an inspiring presence in the work.

Miss Buck has been, during the year, engaged in teaching book-keeping, for which, under her popular instructions, there has been a great demand. She has continued to teach the grammar and English analysis, and has done most excellent work, and is gradually preparing our students to understand the genius of our language.

In the department of drawing, under Mrs. Nash, the year has witnessed a commendable improvement. She has worked with spirit and energy, and has succeeded in inspiring many to strive for excellence in free-hand and pencil drawing. This is an art so necessary for a teacher that we realize that no expense should be spared to make it popular and successful.

The janitor has very faithfully performed the arduous and varied duties of his labor, and specially deserves the gratitude of all.

During the year many needed improvements have been made in the library and museum, and in the Normal hall, and in the rooms of natural philosophy and of higher mathematics. The platform in the hall has been enlarged and newly carpeted; two fine tables have been made for the reference books, and by the students many excellent plaster busts and engraved portraits have been put in place, and besides an opportunity offered to purchase a grand portrait of President Lincoln. In the library three new tables, for use in writing and for the catalogues of the books and for the magazines, have been made and put in place. A good supply of apparatus has been purchased, and very fine additions have been made to the museum. The creditable appropriations made by the General Assembly of 1877 have enabled us to begin the foundations of a library and museum, which, if the same generous spirit shall prevail, will soon give to this portion of the State advantages of books, specimens and collections long needed and always valuable.

In accordance with the directions of the trustees, at their meeting in June last, the faculty established a course of lectures on Sunday afternoons, which appears to me to have been beneficial in many ways. The principal has delivered fifteen lectures in the course; Professor Thomas, one; Professor Brownlee, three; Professor Foster, four; Professor Hillman, three, and Professor French, two. They recommend that the course be continued, and suggest that they be given once a month instead of each week.

It is suggested that it would be better if the trustees would make an order that no student should in any case be admitted without either an appointment or a recommendation by the county superintendent. The custom now prevails for the principal in a few cases to appoint when suitable recommendations are before him, or for a trustee to do the same. And in cases like these, personal persuasion often becomes vexatious. To go back to the one idea of county superintendents, responsibility for the age and avowed intentions of the student to teach will bring to bear on the pupil the public opinion of home, and give a wider interest to the work of the school. We find now that nearly every county in Southern Illinois is represented in our school—the number is, indeed, twenty-nine—and many more counties have sent students to be instructed.

The faculty unanimously recommend the following persons as candidates to receive diplomas in the scientific course, they having completed the several branches of study embraced in it under the charge of our professors, or having been examined by us as to their fitness. All are of good moral character, and are, in our opinion, entitled to the honor:

ANDREW C. BURNETT,
GEORGE H. C. FARMER,

IDA M. MCCREERY,
LYMAN T. PHILLIPS.

It is recommended that the edition of the catalogue be 3,500, instead of 3,000 as heretofore, and that the trustees insist on better workmanship in the future. The trustees should themselves order the work, and make some one of the faculty an agent or committee to supervise the work.

The military department has of course been an experiment, and has had the very efficient services of Captain Thomas J. Spencer, U. S. A. It has probably succeeded as well as any new experiment which was not under a very forcible rule of compulsion. It has been entirely voluntary, and of course has been subject to great variations. It has not really been a success. It has been more costly than was anticipated, and Capt. Spencer has incurred expenses on his own individual responsibility. The faculty are (as they were last year) not willing to make recommendation in regard to this department. The principal is clear in recommending its continuance for another year, and suggests that more definite rules be enacted for its government. I wish to say that Captain Spencer has labored with great zeal and energy, and deserves a high commendation.

The principal, in addition to the general charge of the oversight of the school, has taught the following classes, viz:

In the Fall Term—Mental Philosophy, Theoretical Pedagogics.

In the Winter Term—Ethics, Criticism.

In the Spring Term—Constitution of the United States, Theoretical Pedagogics, School Laws of Illinois.

These classes all belong to the most important portion of our course in the methodology of the science of teaching. It is the object in the mental philosophy to explain and illustrate the powers or faculties of the human mind and its methods of gathering and retaining knowledge. In the regular course this is supplemented by the methods of expression in the science of rhetoric, which has been taught by Professor Parkinson. Logic, also by him, belongs in the same branch, and is used to teach how valid reasoning proceeds in drawing conclusions. Then, criticism, or the rules by which literature and art are judged, are brought into the same plan, while theoretical pedagogics teaches how each science is to be learned in the first place, and in the second how it is to be presented to the mind of a child, both for the purpose of being comprehended and remembered. The constitution of the United States in its provisions and history, together with that of Illinois, is thoroughly explained, for the purpose both of making the teacher familiar with our Nation's glorious contributions to the science of political and governmental thought, and of making the citizen intelligent concerning his duties to the country which nourishes him, and which he should serve with the loyalty of a true heart. Then, the school law of our own State is a matter with which every citizen, to say nothing of every teacher, should be as familiar as with the road to the postoffice.

The department is a most interesting one, and has far-reaching connections with all our school business, and deserves the whole attention of a master mind. In the multiplicity of details necessarily devolved on the principal of a school already large and growing in a healthy manner, that time and thought cannot be given to it which its importance demands. But much has been done, and with the aid of Professor Parkinson in the two branches of rhetoric and logic, and of Professor Hull, whose practical experience formerly as a county superintendent renders him invaluable in

the kindred branch of practical pedagogics and school law. This part of our course is certainly among the most practical and useful of all our work. We have devoted to it a much larger share of thought and time, and purpose to give to its duties a still larger portion of our strength and study.

Respectfully submitted.

ROBERT ALLYN,
Principal.

SIXTH ANNUAL REPORT OF PRINCIPAL.

To the Trustees of the Southern Normal University:

The term now closing completes the sixth year of the history of our university. The Giver of all Mercies has bestowed with abundance His blessings upon us. The several members of the faculty and the students generally have enjoyed excellent health during the year, though two of the families of the faculty have suffered irreparable losses, and one of the students died during the year.

In the aggregate number of students there has been a falling off as compared with the last year, but the scholarship and permanent attendance have both advanced. In accuracy of learning, in diligence of study and in obedient deportment, our pupils have deserved great praise. Some have indeed failed to improve their privileges, and a few have been disposed to acts of indiscretion, and, as a consequence, some have been advised to accommodate us with the pleasure of their absence hereafter. Yet, on the whole, better work has been done, and with less friction, than in any year before.

Two things are to be especially noted—the large attendance of the children of farmers and laboring men, and the number who engage in teaching during their course of study in the university. The records we have kept, with much labor, show the occupations of parents, ages, and places of teaching after attending our school. While this has been a work of great care and labor, it has been a source of satisfaction to us, and has suggested many ideas valuable to the public.

Thirteen hundred and four students have been enrolled and studied for longer or shorter terms. The occupations of the fathers of these were as follows:

Farmers.....	721	Merchants.....	167
Physicians.....	88	Ministers.....	42
Carpenters.....	36	Agents.....	32
Lawyers.....	31	Teachers.....	29
Millers.....	25	Mechanics.....	16
Laborers.....	15	Druggists.....	10
Civil officers.....	8	Shoemakers.....	7
Hotel-keepers.....	7	Blacksmiths.....	6
Livery stable keepers.....	5	Bankers.....	5
Editors.....	4	Jewelers.....	4
Cabinet-makers.....	4	Telegraphers.....	4
Miners.....	5	Tinsmiths.....	3
Contractors.....	2	Saddlers.....	2
Manufacturers.....	2	Painters.....	2
Masons.....	2	Clerks.....	2

Surveyors	2	Book-keepers	2
Tailors	2	Upholsterers	2
Engineers	2	Tobacconist	1
Grocer	1	Photographer	1
Butcher	1	Military officer	1

In all.....1,304

The teachers' record is even more gratifying, for we find that of these 1,304 students, 223 have been in our school the past term. More than 550 have paid tuition, as the organic act permits, and have given no pledge to teach. Add those now in school to this number, making 773, and subtract from 1,304, and we have less than 531 who have received instruction under a promise to pay the State for it in services at a much higher rate than our trustees have charged.

But of these, 19 are known to have died—a very small proportion. Now, we have authentic information concerning 682 who have taught our public schools; and without doubt there are some who have taught who have neglected to report themselves. We think such a statement is a proper refutation, by the logic of facts, to the oft-repeated assertion that students educated in Normal schools do not fulfill their obligations, voluntarily taken, to teach if situations can be found with reasonable effort.

This is, however, not the most formidable objection made and repeated against Normal schools. It is said, in the first place, that the course of study is not practical, and in the second place, that it is not necessary for a teacher to be trained at all—indeed, young persons taught in our common schools make better teachers than those taught in Normal schools. It should be fully understood by this time at least, and in this country, that nothing so prepares for a specific work as honest labor in that work. It is this which made the old-time apprenticeships so valuable in the trades (as they are called), and they are still, and undoubtedly will always be, substantially insisted on as qualifications for business. A young man or young woman can never become a good teacher by simple study in school; and there may be a limit beyond which the pursuit of book learning alone will render the person timid and hesitating, or, on the contrary, will make him pedantic or opinionated, theoretical, and practically useless. No one pretends to deny that an education in a cloister unfits for public or practical business. A vast amount of speculative learning may render a man unwieldy in the ordinary duties of life, just as too much iron armor may render a ship of war clumsy and valueless. But how is a theory of any labor to be constructed, which does not take into account that there is need of system and science in the minutest details, and a necessity for skilled labor in all professions and in all callings? As the work to be done increases in complexity and importance to the community, so does a thorough knowledge of its laws increase. If it be said that genius will supply, by a sort of instinct, all the necessary tact to secure success, as well as the knowledge of details required, the reply is very simple: there are not twenty thousand young men and young women of genius for the work of teaching in the State of Illinois! Nature has not supplied that

number; and if she had done it, another answer is forcibly true—the plain, common-sense worker can be taught, by study and information, to do better work than a genius can. The State has so hemmed in the teacher's calling by its restrictions of qualifications, reports, keeping of records, use of prescribed text-books, and, in some measure, methods of instruction, as to hamper genius completely. Why has the public opinion justified these rules and restrictions and prescriptions? Because the men who have opened the work of schools have seen that they are a necessity. So many of the candidates for the teacher's place and profession have been found wanting in learning, or in enthusiasm, or in perseverance, or in other essentials, that it has been decided almost unanimously to declare by law what teachers must know beforehand, what they must do, and, in some cases, what they must not do. And in this way our school system has been growing into a very complicated affair, and it now demands many and varied qualifications, in addition to genius, to carry it forward. Two ways are open: the one, to employ eminently skilled men to be overseers or superintendents, and less qualified persons to teach under them; the other, to demand of all who enter certain qualifications antecedent, and allow far more freedom to individual genius in the daily work of teaching. The superintendent's method would give to the common schools of a county one man or woman of superior ability, and a hundred hired for simple cheapness and because they could blindly follow directions. The other will give to every rural district, as well as to the high schools, teachers of considerable culture, of good character, and often of large enthusiasm and experience. When this latter idea, which is the plan largely adopted, is properly supplemented by thorough preparation in learning, as the Normal school established by the State proposes, it is seen at once how eminently reasonable is the system of the Normal. It diffuses the education best fitted to make teachers which the wisdom of practice has collected, and follows and enforces the system of examination, diligence and daily patience which the legislator has found to be a necessity and has embodied in the law and commanded the citizens to enforce. The Normal school carries into a hundred remote districts the knowledge of the best methods of study and of communicating, and very much of information acquired at our school. But better than this, it has brought together those who are to teach, and has given to them acquaintance with others, and inspired them with a noble idea of the elevation of their work, and has made them far more enthusiastic in their duties.

But there is no occasion to urge this matter further. We have had additional reasons to know that our students are highly appreciated, in the fact that applications almost double any previous year have been made to us for teachers in the higher class of public schools; and we rejoice to know that in most cases those whom we have recommended have given such proofs of ability to teach and govern as have become the best testimonials to the value and even the necessity of our school.

In conclusion, I am happy to report the general faithfulness and efficiency of the several teachers. All have labored with great zeal, and their success has been such that each one has justly merited,

and, I believe, enjoys, the confidence of the pupils under his care. I will not now particularize. They have all made reports of their departments, which are herewith submitted.

The financial statement herewith transmitted shows very large items for repairs and for incidentals. The first has been owing to the work done on the roof and cornice. These were, when built, in many respects defective, and can only be completely put in good condition by removing the sham iron cornice and substituting for it a stone or wooden structure. The stone would cost very largely; the wood is far preferable to what we now have in all respects save one—danger of fire. The work, I think, has been well repaired, and will stand for several years. One thing may be said: that from January till the storm of May 20, inst., we had no leaks from the roof or upper windows—a state of affairs very pleasant, and never before known in our history.

Additions have been made to the museum by some purchases, and more by collections. These have now almost reached an amount which fills the room, and will soon make it necessary to enlarge the cases and facilities for preserving the specimens. The library has been so far increased as to occupy nearly all the shelving, and is becoming very useful to the students and faculty, and to those who are making scientific researches.

Allow me to repeat: the year has been one of great labor on the part of the faculty, and, we think, of earnest and careful study on the part of the students, and the signs of progress have seemed to multiply.

The faculty unanimously recommend the following students, who have successfully completed the course of study prescribed by your by-laws, as proper and worthy candidates to receive diplomas, viz:

For Diplomas in Classical Course: In English Course:

HENRY A. KIMMELL,
WALLACE E. MANN,
ALBERT B. OGLE,
FRANK P. RENTCHLER,
CHARLES E. HULL,

LAUREN L. BRUCK,
JOSEPH GRAY,
LOUIS HEITMAN,
LIZZIE M. SHEPPARD,
GERTRUDE A. WARDER.

I remain, very obediently, your servant,

ROBERT ALLYN,

May 28, 1880.

Principal.