

1882

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

Southern Illinois State Normal University Board of Trustees

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OF THE

TRUSTEES

OF THE

SOUTHERN ILLINOIS NORMAL UNIVERSITY,

LOCATED AT

CARBONDALE, JACKSON COUNTY.

SPRINGFIELD, ILL.:

H. W. BOKKER, STATE PRINTER AND BINDER.

1882.

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Teacher of Higher Mathematics and Practical Pedagogics.

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JAMES H. BROWNLEE,

Teacher of Literature, Elocution, Vocal Music and Calisthenics.

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Teacher of Astronomy, Arithmetic, and Elementary Methods.

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Teacher of Grammar, Etymology, and Book-keeping.

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ESTHER C. FINLEY,

Teacher of Geography and Elements of Language.

JENNIE CANDEE,

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GRADUATES.

CLASS OF 1876.

NAME.	RESIDENCE.	OCCUPATION.
John N. Brown.....	Walshville.....	Taught 6 years.....
Beverly Caldwell.....	Hickman, Ky.....	Taught 6 years.....
John C. Hawthorne....	Randolph county..	Lawyer.....
George C. Ross.....	Benton.....	Lawyer, taught 4 years..

1877.

Belle D. A. Barnes } (Mrs. Dr. Greene) }	Bloomington.....	
Arista Burton.....	Effingham.....	Taught 4 years.....
James H. England.....	Carbondale.....	Taught 5 years.....
William H. Warder...	Marion.....	Lawyer, taught 3 years..

1878.

Delia Caldwell.....	Sedalia, Mo.....	Taught 4 years.....
Alva C. Courtney.....	White Hall.....	Taught 4 years.....
Charles E. Evans.....	Elkville.....	Taught 3 years.....
James A. Hanna.....	Saltillo, Tenn.....	Merchant, taught 3 years.
Orcelia B. Hillman....	DuQuoin.....	Taught 4 years.....
Sarah E. Jackson } (Mrs. Kimmel) }	DuQuoin.....	
George Kennedy, Jr....	Murphysboro.....	Merchant, taught 1 year.
John T. McAnally.....	Carbondale.....	Physician, taught 3 years.

REPORT OF THE TRUSTEES.

SOUTHERN ILLINOIS NORMAL UNIVERSITY,
CARBONDALE, ILL., Oct. 28, 1882.

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

The Trustees of the Southern Illinois Normal University respectfully submit their fifth biennial report.

We have held the regular meetings required with but two exceptions, failing to secure a quorum, and at each meeting the greatest possible degree of harmony prevailed in the transaction of business for the steady and permanent progress of the institution.

Our mode of doing business is through regularly appointed committees. These committees examine into the wants of the University, and at the regular meetings recommend that certain measures be taken to supply these wants.

The suggestions of said committees have ever been characterized by a judicious economy, and the Trustees have responded so far as the means put into their hands by the General Assembly would permit.

The following committees were appointed by the Board of Trustees at their meeting, held June 13th, 1882:

Auditing Committee—Dr. James Robarts, Samuel M. Inglis.

Library Committee—C. N. Hughes, Samuel M. Inglis, Dr. Robert Allyn.

Committee on Repairs—C. N. Hughes, Dr. James Robarts, Dr. Robert Allyn.

Apparatus Committee—Thomas S. Ridgway, D. B. Parkinson.

Committee on Supplies and Purchases—Dr. James Robarts, C. W. Jerome.

Committee on Museum—Judge J. W. Wilkin, George W. French,

During the past year we have had the land belonging to the University, and located in the city of Carbondale, surveyed and divided into lots; we have valued said lots, and instructed the Secretary of the Board to put them in the market for sale.

The committees have been diligent in adding to the various departments those things necessary to render more efficient the work of the instructors in charge of said departments.

Prof. French, teacher of natural science, has added much to the permanent progress of the University, by largely increasing the entomological collections. This he has effected by exchanges with entomologists of other States and other countries.

The many additional specimens are quite rare and valuable. The museum is filling up rapidly, and we have been compelled to add some new shelves and cases in order to make a proper classification and display of the recent acquisitions to this home of relics, taken from nature's wonder-house.

The library has received its due share of attention, and many very valuable books have been placed upon the shelves in this room during the past two years. This has become one of the most valuable acquisitions in connection with the Southern Normal. The volumes are numbered by thousands.

The laboratory has claimed the special attention of the Board of Trustees. The work in this department has so increased that we have been compelled to have several new cases, and working desk for chemical analysis and philosophical experiment. We feel that the proper arrangement of fixtures in this department, and the judicious supply of the necessary apparatus, pay as large returns in attracting the students to such an interesting and open field for thought and the thorough practical development of the powers of the mind.

These features are attracting students from all the counties of Southern Illinois towards the University.

It is inviting investigation, and the young men and women that flock to our doors, thirsting for knowledge, find these means so favorable to the accomplishment of their most sanguine desires, that they are fast becoming Normal students in fact.

In our opinion, the money used in these directions brings interest compounded, and it will pay to be constantly vigilant, awake to the necessary increase of facilities in every department, that we may widen the field of exploration; that we may give to each student a broad and generous culture and prepare him for his work of teaching the children of the State, of adding permanent strength to our government through an enlightened citizenship.

All these things add greatly to the teaching force of the institution, by placing within reach of our professors objects from which lessons may be learned that would be almost entirely lost by the text-book alone; and while the professors insist upon a thorough knowledge of the text books, they use every appliance in their respective departments to render the theoretical essentially practical, and give to the student graduating from the University, something tangible, something of practical consequence to him and others with whom he comes in contact in the life avocations.

The number of students in attendance is steadily increasing. For the two years past the number is as follows:

Year 1880-81	394
Year 1881-82	407

During the winter of 1880-1 there were 347 of our students teaching in Illinois; during the winter of 1881-2 there were about 405 engaged in the profession.

There are about 55 students attending the University, whose parents have moved to Carbondale in order to reap the advantages of education offered by the Southern Normal University.

These remain in Carbondale during the school year and return, during vacation, to their homes; some remain until their children finish the course of study prescribed.

Only about 33 students have their permanent homes in Carbondale.

As nearly as could be ascertained, we give below the number of students attending the Southern Normal, and residing in the counties designated:

Alexander.....	6	Madison.....	5
Bond.....	3	Macon.....	1
Clay.....	4	Massac.....	2
Clinton.....	2	Marion.....	18
Edwards.....	2	Pulaski.....	7
Effingham.....	3	Perry.....	5
Fayette.....	12	Pope.....	2
Franklin.....	12	Richland.....	3
Gallatin.....	5	Randolph.....	17
Hardin.....	5	Saline.....	4
Hamilton.....	2	St. Clair.....	13
Jackson.....	71	Union.....	15
Johnson.....	8	Williamson.....	14
Jasper.....	2	White.....	3
Jefferson.....	12	Wabash.....	8
Lawrence.....	3	Wayne.....	4
		Washington.....	7

We have added a new and attractive feature to our school, which, we feel confident, will enhance our teaching power and give additional emphasis to the excellent character which the University already sustains among her sister institutions.

I refer now to the Training department, which we opened this fall.

This department has been placed in charge of Prof. John Hull, teacher of Higher Mathematics. Miss Mary A. Sowers, of Jonesboro, Illinois, a graduate with the class of '81, has been elected permanent instructress.

The number of pupils at first desired was quite readily obtained, and many who are anxious to attend cannot be admitted at present.

The prime object of this department is the training of students attending the University with a view of engaging in the teacher's profession, in the art of practical teaching; the instruction of such students in practical pedagogics, by bringing them into actual contact with school children at their desks, and this too under the constant vigilance of a training master, a thoroughly competent teacher. We anticipate good work from this source, and feel confident we will not be disappointed while the present parties have charge of the school.

The University was chartered in 1874; at the special session the number enrolled was 53; the first fall term opened with 147.

We opened the school this fall with an enrollment of 340, and flattering prospects of an increase during the first term.

The general good health of both professors and pupils has been remarkable during the past two years.

The only circumstance that has occurred to cast a gloom in any direction in the onward progress of the University, was the death

of the Hon. Lewis M. Philips, December 25th, 1880. He was quite an acquisition to the Board, and in his death the institution lost a valuable, warm friend. His place was filled by the appointment of Samuel M. Inglis, of Greenville, Illinois.

Edwin S. Russell, of Mt. Carmel, Illinois, resigned his position as member of the Board of Trustees, during the year just closed, and the vacancy thus caused was supplied by the appointment of C. M. Hughes, of Cairo, Illinois.

The following is a summary and classification of expenses made by the Principal, viz:

SUMMARY AND CLASSIFICATION.

Items.	Year, from Oct. 1, 1880, to Sept. 30, 1881.	Year, from Oct. 1, 1881, to Sept. 30, 1882.
Salaries.....	\$17,025 15	\$18,570 00
Fuel.....	1,037 42	863 76
Repairs.....	589 65	1,713 43
Library.....	1,115 57	319 58
Apparatus.....	269 48	281 31
Museum.....	368 28	179 53
Incidentals.....	2,010 03	2,248 21
Trustees' expenses.....	162 95	264 87
Totals.....	\$22,578 53	\$24,440 69

RECEIPTS.

Appropriations by the General Assembly, year Oct. 1, 1880, to Sept. 30, 1881.....	\$21,700 75
Registrar's receipts, tuition and other sources.....	2,223 55
Balance in Treasurer's hands Sept. 30, 1880.....	365 87
Total.....	\$24,290 17
Appropriations by the General Assembly, year Oct. 1, 1881, to Sept. 30, 1882.....	\$22,500 00
Registrar's receipts—tuition and other sources.....	2,707 15
Balance in treasurer's hands Sept. 30, 1881.....	583 57
Total.....	\$25,790 72

The following estimates are hereby submitted, that we deem necessary to carry the University successfully over the next two years, viz:

Salaries.....	\$19,300 00
Fuel.....	1,000 00
Repairs.....	750 00
Library.....	1,250 00
Museum.....	500 00
Apparatus.....	500 00
Trustees' expenses.....	350 00
Care of grounds.....	420 00
Total.....	\$24,070 00

The names, departments, and salaries of the professors, comprising the present faculty, are as follows:

Faculty and Department.	Salary.
Robert Allyn, D. D., LL. D., Principal, and Teacher of Mental, Moral and Pedagogical Science.....	\$3,150 00
Charles W. Jerome, A. M., Teacher of Languages and Literature, also Registrar.....	2,100 00
John Hull, A. M., Teacher of Higher Mathematics and Practical Pedagogics, Superintendent of Training Department.....	2,000 00
Daniel B. Parkinson, A. M., Teacher of Natural Philosophy and Chemistry, Lecturer on Applied Chemistry.....	1,800 00
James H. Brownlee, A. M., Teacher of Literature, Elocution, Vocal Music and Callisthenics.....	1,800 00
Granville F. Foster, Teacher of Philosophy and History; Librarian, also.....	1,800 00
Alden C. Hillman, A. M., Teacher of Arithmetic, and Astronomy, and Elementary Methods.....	1,500 00
Martha Buck, Teacher of Grammar, Etymology and Book-Keeping.....	900 00
George H. French, Teacher of Natural History and Curator of Museum.....	1,500 00
Esther C. Finley, Teacher of Geology and Elements of Language.....	900 00
Alice G. Raymond, Teacher of Penmanship and Drawing.....	600 00
1st Lieut. Hugh T. Reed, 1st Infantry U. S. A., Professor of Military Science and Tactics.....	

The teachers have been very diligent in their work in the various departments, earnest in the use of all appliances at their command, and the results attained in every case have been quite satisfactory.

We do not think that we have fixed the salaries at rates unreasonable for work done. In fact, the reward for labor should always be as nearly as possible commensurate with the actual value of that labor. We ought not, right here, to disguise the fact that some of our teachers are not receiving as good compensation for their services as some of other institutions who are doing similar work.

We have made it a principle of action at each meeting of the Board to do the very best thing possible for the general welfare of the University, and at the same time practice economy in the use of the means placed in our hands by the State to foster those interests of the institution over which we have been placed as guardians.

By economy we do not mean that sort of parsimony that would prevent a healthful growth, but rather a judicious economy that will tend to render every stage of improvement marked, permanent, that the State may not be disappointed in the future of the University.

It has been our aim to add our influence, as humble servants of the people, in rendering the Southern Normal that material aid necessary to make it the pride of Southern Illinois especially, and an honor to the whole State.

We trust that you will commend this institution, with all her interests, to the earnest and favorable consideration of the General Assembly, and through them to the commonwealth of our great State.

Thanking you for your hearty co-operation in the past, your faithful attention to our wants as guardian of our State institution, we desire to remain

Your very obedient servants,

THE TRUSTEES OF SOUTHERN ILLINOIS NORMAL UNIVERSITY,

SAMUEL M. INGLIS, *President, pro tem.*

REPORT OF THE PRINCIPAL

FOR THE TWO YEARS BEGINNING OCT. 1, 1880 AND ENDING SEPT. 30, 1882.

To His Excellency the Governor:

SIR—I have the honor, as Principal of the Southern Illinois Normal University, to lay before you the report of this institution for the two years just closed, beginning October 1, 1880, and ending September 30, 1882.

The following is a statement of the numbers who entered the university for the first time during these two years, and the classification of them according to ages, viz:

Year 1880-81.

Number of young women over 21.....	12
“ “ “ men over 21.....	41
“ “ “ women between 21 and 16.....	49
“ “ “ men between 21 and 16.....	74
“ “ “ women between 16 and 12.....	12
“ “ “ men between 16 and 12.....	10
“ “ “ girls under 12.....	1
Total.....	199
Number attending who had previously entered.....	195
Total enrollment for the year.....	394
Total number of females.....	161
“ “ “ males.....	233

This gives a little more than seven males to five females—very nearly the ratio of males to females teaching in the ungraded schools of our section of the State.

Year 1881-82.

Number of young women over 21.....	19
“ “ “ men over 21.....	29
“ “ “ women between 21 and 16.....	47
“ “ “ men between 21 and 16.....	63
“ “ “ women between 16 and 12.....	18
“ “ “ men between 16 and 12.....	13
“ “ “ girls under 12.....	2
“ “ “ boys under 12.....	1
Total.....	192

Number attending who had previously entered.....	215
Total enrollment for the year.....	<u>407</u>
Total number of females.....	181
“ “ “ males.....	226

This is about five young men to four young women. In the schools of the whole State there are of teachers 12 females to 11 males.

The total number enrolled since the opening, July 1, 1874, to June 30, 1882, has been 1,693, of whom 989 were males and 704 were females.

Owing to the failure of the crops in the southern part of our State, the attendance at our school has not increased, as it was confidently expected it would. Our students are drawn so largely from the agricultural population that anything which diminishes the harvests, directly affects the means of large numbers who, at best, can only barely incur the expenses of schooling their children away from home.

Of the 391 who entered our halls for the first time during the two years included in this report, 259 were children of farmers and 63 others children of laborers, such as carpenters, masons, shoemakers, etc., making almost 80 per cent. children of workingmen. In previous reports it was shown that the children of these classes often compose not less than 75 per cent. of our students, and the proportion is now seen to be even higher. As most of these parents are persons who began life with a limited capital, rarely inherited from ancestors, they are therefore dependent on the annual products of their industry for the means of support and for such luxuries as education, books, clothes and tuition for their offspring. Whenever, therefore, the earth refuses the bounties of nature, instruction must stop, and the children must return home to renewed labor in the fields.

This state of the case will account for another fact. We have found the average time during which a student has remained with us the last two years somewhat less than any time previous, saving in our first year. During that year the average stay of a scholar was a little less than twenty weeks. In 1878-9 the average time of a student was $23\frac{3}{4}$ weeks; in 1880-1 it was 22 1-7; and in 1881-2 it was 22 1-8 weeks. Notwithstanding these facts, we did make a substantial increase in numbers and a larger one in the character and scholarship of our students. More of these were in the Normal and higher preparatory departments, and engaged in more advanced work, and really did it better. And a greater number are making arrangements to continue in school till they shall graduate.

It is gratifying to note these facts, namely: the large attendance of the children of the rural population, and their eagerness and enthusiasm to acquire a thorough preparation for the duty of teaching. These things promise much profit to the State and are hopeful signs of enlightenment and progress. For in the first place, this class is most numerous of all the callings, in fact does embrace the body of the people; and when ambition for learning has permeated all its ranks, like the spread of leaven it will regenerate the whole

nation. It also includes a good part—proportionately greater even than its numbers—of the common sense, the business prudence, and the genuine virtue of the community. Whatever, therefore, of intelligence or aspirations, of energy or self-discipline can be diffused through this body will most effectually reach the whole, and add most largely to the security and prosperity of all. Besides, this population,—not simply by its numbers, nor yet by its virtues, but because so many of its offspring rise into the professions or trades, or official positions of the country,—does actually become the controlling force of the nation. These people have been called the “bone and sinews” of the government. They are more—the will of the nation is theirs. They only need intelligence and determination to control every thing. They now do in reality furnish the large part of the teachers in the land. Nearly all who instruct in the ungraded schools—those people’s colleges as they are called—come from these ranks; and the children who are dependent on them for their knowledge must derive their school instruction and discipline from them alone. If by means of Teacher’s seminaries and Normal schools these country schools can, in any way, be made to supply a better education for the children of this class, and thus give them—as proper instruction always does—nobler desires and higher ambitions, as well as more patriotic motives and better characters, will not the whole State improve more rapidly than by any other means? For if the enterprise and virtue, the intelligence and patriotism of the inhabitants of the rural districts go up,—elevated by their schools,—every interest of the people will rise, as surely as the palace and cottage, the hill, plain and river go up when the foundations of the continent are lifted by an earthquake.

It is very proper to support Normal schools, because they so largely educate the children of the classes alluded to, for thence practically come the great body of the teachers in all our public schools. Now, if those who teach the ungraded schools are better educated, we reach directly the greater portion of the community with our better methods, and improve the fountain from which the streams of influence are hereafter to flow; and we do all this in the localities where the homes of all can be reached and refined, and at a far less cost than it could otherwise be secured for. By thus diffusing knowledge by means of educated students, we are scattering every blessing of civilization, refinement and virtue, and doing it for those who are best entitled to it, and who will extend its power most widely. By such intimations we are not saying that this class of people is in any way inferior or more in need of government assistance than other classes or callings. It is saying that they are living more isolated from their fellows, and in more immediate contact with nature; that they use the great forces of nature themselves more directly and in larger measure. They are also obliged to employ their own hands in a greater portion of work, or they use machinery less than the manufacturer or even the merchant. They are, therefore, the original sources of all our prosperity and civilization, and in a closer partnership with the Creator of All. On them, under Him, we depend for all the raw materials of comfort, luxury and growth. From their ranks come the children who are to supply the waste of city populations and fill all the

professions. They are the source of all national vigor, enterprise and power; and just as they are educated at home, so will the character of the nation be for intelligence and virtue. The government indeed will be carried on by them, for although our presidents and judges, our legislators and lawyers, our officers and journalists, are not commonly practical farmers, yet many of these men in their youth did follow the plow, and hardly one of them can be named who is more than two generations removed from ancestors who themselves were tilling the soil.

The public schools which educate the offspring of these people, ought to be, as they are, the pride of the State, and it is the highest duty to make them as good as any seminaries in the land. The facts already stated, that from the rural districts, the farms and mines, the workshops and mills, the children come who are to rule and improve all, and that the tide of material prosperity originates there, all go to prove something more than a fraternity between the people of the country and the city. They show that the education of the workingmen's children is the elevation of all, and the State will best promote all its interests by making its country schools the best which its money can procure. As it picks its best citizens from these localities, it should send its best teachers to instruct them in their earliest days. May it not legally, as well as profitably, take the revenues of the people—the richest and the poorest, the dwellers of the centre and of the circumference—and, heaping all together, use them to make intelligent citizens wherever God, in his providence, has raised them, and fit them all for their duties “both private and public, in peace and in war.”

Another thought should occur here. In every branch of business unskilled labor not only obtains less wages, as reward for itself, but it involves a far greater loss or waste of material and of time. Mr. Edward Atkinson affirms that about three-fourths of the original strength in the fiber of the cotton is lost during the process of carrying it through the imperfect machinery used in its manufacture, from the gin to the loom and printing press. There is lack of skill in working the staple, and loss from want of knowledge, and in consequence the world loses seventy-five per cent. of the immense crop of cotton which annually spreads its fleece of mimic snow over our Southern States. Some engineers declare that at least three-quarters of the heat-force of fuel is a waste in a locomotive, or in any steam engine. Men are too ignorant, as yet, to economize the whole or even the half of the power which the course of nature has heaped in our mountains for the use of the race, and we throw it to the winds because we fail to learn. The whole business world feels that in these cases it has experienced a disappointment, and that it sustains an injury which it is worth its careful thought to prevent. But how much greater is the loss of time and waste of energy, and in fact the actual injury to the minds and, too frequently, to the morals of our children, by the imperfect machinery of our school system, and the bungling manner in which it is used by untrained, ill-educated, unscientific teachers? And such a loss is not only irreparable, but propagates itself in subsequent generations. A piece of muslin or print spoiled is so much goods taken away from the use of the world; but a child's intellect

or morals, or even its manners hurt, carries damage to every person with whom he comes in contact, and in a measure imperils every interest of society.

Hence the scrutiny which the law compels the County Superintendents to exercise into the morals, and habits, and literary qualifications of candidates for the teacher's office. And hence, also, the demand of directors and parents for teachers who have had experience. Nothing can be plainer to common business sense than the proposition that an unthinking or an unskilled person cannot do as good work or as acceptable teaching or governing, if placed at the head of an independent school, as one who has been specially prepared for his duties. And as the public profits by this better teaching quite as much as the individual can, and has, moreover, in a large degree, undertaken to see that no unworthy persons engage in teaching its children, should not this public see that these candidates for such a work have opportunities to acquire something of fitness for their work, and in fact should be compelled to use these improved opportunities? The control of a child's body and mind during so many and so important hours as he must pass in the school room, the molding of his habits and character in so influential and plastic period as his school life, are too sacred matters to be entrusted to persons ignorant and unskilled, especially when they will work almost solely for pecuniary considerations—the little pittance to be received as salary. And it should be observed that small wages only increase the numbers and the fierceness of the competitors for comparatively honorable positions, and this competition, in turn, tends to diminish the demand for high attainments and thorough qualifications for the duty to be done. In dangers like these a few well trained, ambitious men or women will raise the standard of a whole county. But they should teach scientifically and on a matured plan, co-operating with one another, and building according to a common idea.

So true are these thoughts and so widely has their influence been felt, that is safe to say there has not, during the last forty years, in this country or in Europe, been a philosopher, a philanthropist, or an educator of any note, nor yet a practical business man or statesman of true enlightenment, who has not, when the necessity or propriety of public education was conceded, been an earnest advocate of training teachers for their peculiar duties, under the direction of wise superintendents in seminaries established for this singular purpose. So firmly has this idea wrought itself into all educational thinking and into all the public policy of all civilized peoples, that every nation of Europe has established training schools and seminaries for the instruction of teachers for its national schools, and it would be as improbable, not to say as impossible, to find a teacher in a school room without a normal school education as to find in the whole land a physician without his medical diploma from a university. In this country every State, saving possibly Delaware, has largely encouraged such schools, both their establishment and their liberal maintenance. Thirty-one of the thirty-eight States maintain them at an expense varying from two hundred thousand dollars in New York, to two thousand in some States—Massachusetts paying seventy-five thousand dollars, and our own State

using about forty-five thousand dollars. The other States do encourage such, but have not supported them at the public cost, or in only a few instances. But no State, as yet, has abandoned the principle underlying them, nor has any one failed in accordance with the wishes of the people to commend them.

And so popular has this normal idea been that many private schools and colleges have put it into flaming advertisements, and flooded the land with circulars proclaiming that one of their attractions is a normal department. These shrewd conductors of schools for making money see that the popular demand is for teachers professedly educated in normal schools, and they advertise largely, paying, as do the vendors of quack nostrums, for lists of teachers and families having children, to whom their circulars are sent. Such schools in a neighboring State adopt this means to attract scholars away from our own schools, and by holding out inducements of cheap board and low tuition abstract large sums of money from our youth, and give them in return what a late philosophic observer declares in *The Nation* to be an education founded on pedagogic quackery. No fact better proves the need of such schools and no homage could be higher as to their value.

It seemed best to utter some such words in defense and justification of the schools which our General Assembly has established and so far supported with commendable liberality. It ought further to be stated that it has been my aim to advise and direct the action of the Board of Trustees to such measures as would make of this school all that its founders designed it to be, a real Normal University, complete in every appointment to do the whole educational work needed by a teacher in the public, common and high schools. For this end I have endeavored to accumulate a library where the great body of the people can find all the information, all the science, and all the discussions which pertain to education, both in theory and practice. The last General Assembly generously gave us twelve hundred and fifty dollars a year for this purpose, and this has enabled us to secure a better library of pedagogical science than exists west of the mountains. We need at least as large a sum for the next two years, both for the good of the school itself and for the section. The State has done comparatively little for Southern Illinois, and in no way could it accomplish more good with a small amount of cash, than by allowing this University to accumulate a library of good books for the use of the students who congregate here. In stating the wants of the school, I am, sir, only recalling to your mind what your visits to it and your own observation have undoubtedly already seen clearly. The arrangements of our laboratory are in plan very nearly perfect, but they have grown gradually indeed. The annual appropriations have been meager but have been so wisely and economically husbanded, that after eight years we have desks and tables as good as can be found in the nation, and we only need to supplement these with suitable furniture, retorts, reagents and apparatus. A thousand dollars a year for two years would not more than suffice to give our school an equipment proper and fit for our locality. No more profitable investment could be made to aid in spreading a practical knowledge of agricultural analyses. Perhaps, in view of

all the circumstances, five hundred dollars a year is as much as we might expect for this service. We also need a continuation of the four hundred dollars now given to our museum. Cases are very much needed. When the University building was accepted by the Trustees, it had not a book, nor a case, nor a shelf for library, cabinet or museum. By rigidly economizing our annual appropriations, by paying Principal and teachers smaller salaries than other men in similar responsible positions were receiving, we have gathered facilities for illustrating our work and instructing our students such as we are confident and proud to say no institution of the same age has obtained. And we have done this at a cost to the State so trifling as to be even less than insignificant. The self-denial of my associates in many ways, seeking to secure such advantages for the State, cannot be too highly commended. They are men and women who look to the future for the reward of their sacrifices, and confidently expect great results from their labors in behalf of coming generations.

I venture another suggestion. The grounds of the University need special care. An appropriation for their adornment and supervision was asked from the last General Assembly, but for some cause it was not allowed. The plat of twenty acres is susceptible of great beauty and should be covered with grass and shaded with trees. Three or four hundred dollars a year would give it a living grace and make the lawns and trees teach refinement as the elegant building now inspires nobility and as the school itself teaches science and enterprise.

I am sure I shall be pardoned for making these suggestions. I know they are not necessary to stimulate your interest or to awaken your care for this University. Your frequent visits and your earnest words, both of commendation and encouragement, have too often afforded us all gratification to permit us to imagine that any words of prompting are necessary. I have spoken more for the sake of completeness, and trust I shall not be misunderstood.

I remain your Excellency's most obedient servant.

ROBERT ALLYN,

Principal Southern Illinois Normal University.

SUMMARY OF EXPENSES.

The following is the summary of expenses of the University, as I have classified and ordered them assigned to the separate itemized accounts, as required by vote of the Board of Trustees:

Year 1880-81.

Salaries.....	\$17,050 15
Fuel.....	1,037 42
Repairs.....	589 71
Library.....	1,115 57
Apparatus.....	293 53
Museum.....	368 28
Incidentals.....	2,019 98
Trustees' expenses.....	162 95
 Total.....	 <u>\$22,637 59</u>

Year 1881-82.

Salaries.....	\$18,570 00
Fuel.....	863 76
Repairs.....	1,713 43
Library.....	319 58
Apparatus.....	281 31
Museum.....	179 53
Incidentals.....	2,248 31
Trustees' expenses.....	264 87
 Total.....	 <u>\$24,440 79</u>

ROBERT ALLYN,
Principal Southern Illinois Normal University.

