1884

Ninth and Tenth Annual Reports of the Principal and Faculty of the Southern Illinois Normal University

Southern Illinois State Normal University

This volume contains both the 9th and 10th reports, dated 1882-83 and 1883-84, respectively.

NINTH AND TENTH

Annual Reports

—OF THE—

Principal and Faculty

—OF THE—

SOUTHERN ILLINOIS NORMAL UNIVERSITY

For the Years

1882-83 AND 1883-84.

FREE PRESS PRINT.
CARBONDALE.
1884.

NINTH

ANNUAL REPORT

—OF THE—

PRINCIPAL

—OF THE—

Southern Illinois Normal University

At Carbondale, Ill.,

MADE TO THE

BOARD OF TRUSTEES,

JUNE 13, 1883.

FREE PRESS PRINT,
CARBONDALE, ILL.

Explanatory.

The following Report was made to the Trustees, at their annual meeting, June 13, 1883, and with the accompanying reports of the several members of the Faculty was to have been printed last year. Owing to a desire to print with it some scientific matter, to be accumulated by Professor French, relating to insects and insect-life in Southern Illinois, it was delayed till the last of November, 1883. At that time occurred the fire by which our building was destroyed. Owing to so many demands for additional expense in consequence of that fire, the publication was then postponed until the beginning of the present fiscal year, and the Trustees ordered it to be printed in connection with the Tenth Annual Report which follows it.

Southern Illinois Normal University.

CARBONDALE, ILL, June 13, 1883.

To the Board of Trustees of Southern Illinois Normal University:

GENTLEMEN:—Again it becomes a duty, and it is a pleasure, to make to you my Annual Report as Principal of this Institution. It has been a year of much labor, and of increasing prosperity. The number of students has increased to 544, and the confidence of the people in its stability seems also to have grown. The graduates are ten, and they will compare favorably with any previous class, either in ability or in scholarship. They have all passed what was adopted last year as the Graduating Examination. This is a careful review of all the studies their course made at some time during their last term in the University. It has been described in our Catalogue, and yet it is not inappropriate to call attention to it here, as the Faculty of the school deem it a valuable feature, and one which will give our graduates not only a reputation for scholarship, but will enable them to be much more certain of their own attainments.

The member of the Faculty, having in his charge each particular branch of study, prepares at an early day in the winter a set of thirty questions on that topic. These queries are to cover the subject fairly, embracing its difficulties as well as its elements. Yet they are not expected to deal with puzzles or curious questions. These thirty topics, for so they may very justly be called, are then submitted to the Principal, and he is to strike out ten of them and add, if he judges best, or modify as shall suit himself. The twenty thus left are then submitted to the State Superintend-

ent of Instruction, at Springfield, who examines them and strikes out ten others, leaving ten for the final examination. These ten are printed and at the proper time are laid before the candidate for graduation, and he is to write brief answers to such five of them as he himself may select. It is expected that he will give answers to fill, for each of his five topics, about a half page of foolscap paper.

These papers are then laid before a committee chosen by the Faculty, to be composed of not less than five, three of whom are to be County Superintendents, and the others are to be graduates of the University. These persons are to examine the written papers of the candidates and give their opinion of their merits and recommend them to the Faculty as qualified to pass or otherwise. This is the scheme.

It was carried out in full and with remarkable success, as we think. During the month of May the class did the work, almost wholly under the eye of some one of their professors, and we believe with honesty and fairness. The committee were Samuel B. Hood, Superintendent of Schools of Randolph county; William L. Martin, Superintendent of Schools of Washington county; William Y. Smith, Superintendent of Schools of Johnson county; Mary Wright, of Cobden, a graduate of the class of 1876; Lizzie M. Sheppard, of Carbondale, a graduate of the class of 1880, and John T. McAnally, M. D., of Carbondale, a graduate of the class of 1878. They met at the University the last of May and spent three days in a careful examination of the papers written, amounting to a little over a thousand pages of manuscript. They unanimously recommended the ten to be graduates, and passed a high encomium on the neatness and order of the papers. The members of the Faculty had previously examined and graded these papers, and when a comparison was made of the grades of this committee and those of the Faculty, the difference was found in each case to be not more than five in the hundred, in most cases the committee and the Faculty agreeing to within one and a half with the teachers.

These papers, after this careful examination, have been laid up in the Library of the University. They will be bound and will serve a valuable purpose for future reference and comparison. We deem this new feature a very valuable one, which in our opinion

will be fully equal to the highly useful examination for a State Certificate. It will send our students forth with a very complete review of their studies and with an ability to state in writing, in a brief manner, the knowledge they have been acquiring. We have been greatly pleased with the results of this first attempt, and shall seek to have it continued and perhaps to enlarge and render it more perfect.

The year, as was said, has been a prosperous one. The health of the pupils and of the members of the Faculty has been almost perfect, and the amount of study accomplished has been certainly greater than in any previous year.

There is a continued increase in the average age of our pupils this year. Including our Training Department, the average has been a little over eighteen and a half years, against about eighteen and a quarter years previously. The standard of qualifications has also advanced in a more rapid rate than that of age. We are certain that much of this elevation of attainment by the students who enter our University is due to the students who have been partially educated by us and have gone to teach in the schools of this section of the State. Most of those who enter our school now have been under the instruction of teachers whom we haye educated to some extent in our classes, and they come to us knowing, in at least a small degree, our methods. They spell much better than the candidates for admission did at first. In our first examinations it was by no means uncommon for us to give out fifty words—usually common ones—and find from sixty to seventy-five per cent. of them misspelled. In one case the percentage of failures went as high as eighty-three per cent. on such words as "specimen," "separate," "conceive," "believe," "grammar," "hammer," "primer," and the like. But this year the highest number of errors in similar case has been forty-seven. This is not very creditable for the orthographical teaching in our common public schools, but it is great progress. And letters received by us from our students who are engaged in teaching, and from directors and parents and friends of education, warrant the conclusion that much of this progress has been stimulated by our example, and by the persistency with which we have in our teaching enforced the idea that, of all things, the most useful and the most

necessary is the accurate knowing of the first elements of education—the English language, and its words—how spelled, how pronounced, with what meaning and with what force and beauty.

We find also a great advance in pleasing and appropriate reading, but not so much in arithmetic and in the grammatical accuracy of common speech. This latter is so much a family habit that it will, of course, require a longer time to show a decided improvement.

As to the old question, "do our scholars teach after they leave us?" we have an accumulation of facts beyond any pevious year, all weighing in the affirmative. It is to be regretted that a large proportion of our students do not remain to graduate, and enter upon the profession of teaching. Only about one in thirty of all our pupils have graduated. But if we count out all who hope to graduate, and all who have entered within two years, we find that about one in twenty who enter do complete the course. Considering the fact that we have a Training Department which receives children as young as eight years of age—though the number of such is small—not more than five—and that we have also a Preparatory Department, which corresponds to an Academy in the College system of education, our proportion of graduates to the number who enter will compare—allowing for the newness of our section of country—very favorably with those who in New England or New York set out to complete a College education and begin in an Academy. The College itself will hardly graduate the half of those who enter a four years' course. But these College students had entered an Academy years before, along with about five times their number, who had dropped out by the way before reaching the doors of the College.

But the beneficial results of the education or discipline which we are giving to the public are not to be measured by our graduates. It is chiefly by the effect on the many who are with us one and two years, and even less than a year, that we are, at this time of our history, to be valued. By the amount and quality of the teaching work done by our students who have been here only a few months and have learned something of the elements of knowledge which we teach, and become inspired by the methods which we use, and then have returned to be examples of more intelligent

citizens or to be better forces in the work of teaching common schools, is our influence to be estimated, and by this the value of our University is to be judged.

We have sent out as teachers not far from thirteen hundred—a little more than that number—and these have taught in a large number of the districts of this part of the State. We have direct testimony from directors, from citizens, from County Superintendents, from parents, and from these students themselves, all going to show that the public have appreciated our work, and understand that those pupils whom we have instructed—though only for a term of twelve weeks—have in most cases been better teachers than the districts had before employed. They have elevated the schools and made knowledge more attractive and scholarship more accurate. And they have, as was said a little space above, sent to us new students much better trained, far better qualified to study and more ambitious to learn. In this line we can not avoid the conclusion that we have been eminently successful in doing the work which the State needs and which the General Assembly expects of this University.

Our school is really not expected to train or educate teachers for the High Schools. It is to prepare those who shall do most of the teaching in the common and ungraded schools of the country. Teachers of High Schools and those who become Superintendents of schools and County Superintendents are more like the men of a learned profession, and generally have given time to prepare for their duties, and expect and recieve proportionately large salaries. But the teachers in the ungraded schools have had little opportunity for preparation; they receive small compensation and remain in the same place only a short time—perhaps not more than a single session of five months. It is for such as these that our pupils are instructed by us, and this is by far the greatest benefit to the State. Such districts as have small schools, and therefore can afford to pay only the most meagre wages, have children as full of talent, and even genius, as the largest and richest districts, and being, as they are, a part of the great system of the State, deserve as good schools and as efficient teachers as any section. They pay in the same proportion their taxes and should enjoy the school privileges in proportion to the numbers they will

contribute to the future population of the commonwealth. Let them have teachers who have been trained by the State authorities in our Normal schools, and they become the equals in the privileges of school education of the other parts of the State.

The advantages of our training are many, and not the least among them are bringing together young people who will teach for one or two, or at most, three years, and instructing them according to a common method and in common duties. By such associations and instruction they get the best ideas and learn how to impart them. They become confident, not so much in themselves as in the system of schools, and learn to act, not as isolated and independent, unsupported and neglected personages, but as parts of the grandest army of workers in the cause of education the sun ever shone upon. They also get from our Training Class a knowledge of what to do, and how to begin, and how to proceed, to the end. They are therefore not wholly inexperienced in the work they are to do, and can begin without loss to the community, making even their first school an assured success.

The greatest number of letters commending our schools have come to us from the country districts, and from these we have been assured of such success by our teachers as to have been led often to remark that the value of the schools where our pupils have taught has been in many cases doubled.

Another source of value our University has opened to the people of this section. It has given them a good school for their children at home, and has saved to them the expenses of travel to other States or to distant districts of our own. It has become a matter of pride that Southern Illinois has had a magnificient building for a Normal University, and that the State has maintained in it an admirable instution of learning, where the children of the common people may, almost at their own doors, enjoy the privileges of the best education which the land can afford. And the common people have largely patronized it. Up to this date there have been enrolled upon our books one thousand nine hundred and fifty-five persons of all ages. One of these has been above fifty years of age, two others above thirty, three below seven, and twenty-one others below ten when they entered the school. Taking all together, the age of entering has averaged

almost exactly eighteen years and three months. All the professions and callings have been represented by the parents of these students, but the farmers and laboring men have been by far the largest proportion, and the children of these have made up a little over eighty per cent. of the whole number in attendance.

The work of teaching has been carried on with two purposes in the minds of the professors. First, to give the students a careful and thorough review of the common branches of an English education, and second, to show the most philosophical methods of imparting knowledge and discipline.

That an English education is the most valuable to our people is not denied by anyone. While there may be differences of opinion as to the value of the ancient languages and of the sciences, there can be no doubt that the ability to speak and write the language of our daily life and business is the most desired, certainly at the first. No society is possible in this country without it, and no business could be done without the aid of the mother tongue. It must therefore be first acquired. Fortunately the child learns this by almost an instinct, and before he knows anything of the task or pain of learning, his ear is trained to hear and his lips to speak that noble language which inherits the wisdom of all times. He does not, indeed, learn the language in either its completeness or in its accuracy. This latter is most unfortunate. The common speech of the people—the self-styled educated—no less than those who rather make a boast of lacking education—does not attain to any fair degree of critical accuracy. This is not peculiar to the English speaking peoples. From the earliest times purists of speech in all tongues have made jests at the expense of the careless. It is no worse to-day than in the times of Loreginus, this inaccurate habit of talking. We smile at the spelling of our people, and our school teachers and parents who have given attention to the subject are not infrequently mortified by noting the blunders in orthography, in pronunciation and in diction or in sentence making of those whom they thought they had trained to know all the correct forms and usages in the lines named. And it is humiliating to find that a scholar who has seen with his eyes and has made with his pen, lips and voice the exact form and sounds, letters of the word "specimen" should write it in his first letter to

his home, in any of a half dozen of inappropriate and ludicrous forms. But it is not worse than the educated son of James II., of England, who wrote to the Parliament that "he claimed the throne by right of inheritance from his honored father, Gems II."

We must not excuse this careless usage, but teach by iteration and example the correct and elegant use speech which makes our language to be an ornament of thought, and which fills it with poetic beauty. In every step of our teaching it is our aim to secure this care in the use of "English undefiled," and to make it a habit as well as a knowledge for the pupil. Of course, we can only hope to succeed perfectly in this endeavor when all the schools and families of the land have become familiar with such accuracy.

The same aim we set before ourseleves in all the branches of study. Writing is not to simply make letters with a pen. It includes the ability to compose sentences, paragraphs and even discourses, and while we give attention to the mechanical part of the process, we also attempt much of the work of expressing thought by means of words. And here, too, we are compelled to confess that our success is as certainly limited in its results as in the case of correct spelling and elegant speech. Nevertheless, our only way is to reiterate our advice to continue the practice and never grow to be discouraged at any amount of forgetfulness or blundering, or even, in a few cases, of seeming stupidity.

We employ the same process with Arithmetic, Grammar, Geography, History and Philosophy and Hygiene. We wish to secure a practical knowledge of these branches so that our students can make all the computations of business and explain the process, can write accurately forms of business and transact all the multiform operations connected therewith, as he may have occasion in practical life; that he may know where the granaries of the world are and also the markets and the lines of commerce and intercourse, and could travel intelligently, actualy or in imagination, over the world and profit by it; so that he will in his daily reading of newspapers be able to understand the place of each affair named, and the varied allusions to history, ancient and modern; and, finally, that he shall know something of the laws of the body and mind and be prepared to apply the rules of health to his own body, to his diet, exercise, work and amusements. In

short, that the pupil may know how to live as a healthful man, a good citizen and a progressive philosopher as well as a scholar.

When the foundation for scholarship is thus laid in knowledge and in discipline or self-control, our next object is to show how the teacher can, with least loss of his own time and effort, and with greatest care to the scholar, impart all this. There are lines of advance into every topic of human knowledge which are more natural than others, and through which an entrance can be made with greater success than by others. There are connections and associations of knowledge, facts and principles which will better secure the memory of them than with other associations. There are exercises, the repetition of which will more certainly provide strength and agility of body and mind than others. The science of Pedagogy teaches and illustrates these. It is our purpose to lay these principles before our scholars and to exercise them in the art of teaching. This is our second attempt, and if our pupils could come to us, as we trust by and by they will, fully grounded in all the elementary knowledge and discipline of which we have spoken, this would be almost our sole aim, and the value of it to the community we think is far beyond its cost.

I have in previous reports spoken of the appreciation which the intelligent portion of directors and patrons of schools have shown of our work, and, indeed, have said a word concerning it in this report. It needs no further mention. We are assured by almost every mail that Southern Illinois does appreciate the State's liberality to its children and does value the facilities for educating them near their homes and in their own peculiar needs.

A few words may be said about the appliances we have for doing this work so much to be desired and so highly beneficial. And first, our building is really one of the best ever erected. Its noble hall for study, and its ample corridors for ventilation and ease of movement, its excellent opportunity for light and heat can have no competitor. We have all needed apparatus and appliances for illustration, not so complete as we hope to have as time advances, but in themselves excellent. We seek to add to these as the State gives us the means and as they wear out, and every year increases our facilities of showing experiments and exhibiting processes of teaching and doing the business of life. Every study pursued has more

or less of connection with some practical end that may be enforced or explained by physical apparatus of some sort, and we have this at hand and daily use it.

Then in Natural Philosophy we have machines and opportunities to illustrate—valuable indeed, not everything which is desired or needed—but enough to do better work than has been usual in seminaries of the kind, and it is our purpose to obtain more as it is made possible by our annual appropriations.

Our Chemical Laboratory is already the best appointed in any Normal school in the land, and is not only useful as a part of a Training and Experimental school, but as a place for research. And our pupils are specially instructed in the use of all the apparatus for analysis and composition, and in the process of discovery and verification practiced in any of the higher schools of the land. Yearly the classes in these important branches of physical research have been growing, and our means of doing original work are being developed and enlarged.

Besides, we have begun a Museum, which numbers thousands of specimens of minerals, plants, woods, shells, curiosities, archeological, historical and others, to illustrate the customs and manners, the science and modes of life of the human race. We are adding hundreds of specimens to it every month, and intend to make it not simply the best of its kind, but so nearly perfect that our students shall have opportunities to learn much of foreign lands without the trouble of travel and much of the history of the world as they would have seen it if they had lived in other times.

The Library consists of not far from eight thousand volumes, containing books on every topic of learning and research. It is valuable in works of literature and science, and is used by our professors daily to enlarge the scope of their instruction and to incite the ambition of the pupils to read and become habituated to gain knowledge as it has been preserved by scholars and scientists. Every year for the last seven the General Assembly has been fairly liberal with us in the matter of money to increase this library, and we have added to it not far from a thousand volumes a year. It is particularly rich in history, biography and in science, especially in books on the Theory and Art of Teaching, of Pedagogics and the kindred branches of the Mind and Morals.

We esteem it among our most useful means of instruction. Our students daily use it, and we think, profit by it.

We can not, indeed, understand how it is possible to carry on a school for the advantage of the public without connecting with it a library for two purposes: The one to give opportunity for the student to carry his reading in every science beyond the text book, and the other to enable him to form the acquaintance of those great masters of thought and language, who are found so abundant in numbers and so prominent in power, throughout the whole range of English literature. We have therefore accumulated a library of nearly eight thousand volumes, containing a large and very excellent selection of reading in both these lines named. While the General Assembly has never given us a large sum in any one year, or in all the time of our school's existence—not to exceed $4,500—we have made such judicious use of it that we are proud of its number of volumes and of their general adaptation to our design. An annual appropriation of about a thousand dollars will enable us to keep abreast, both of the science and literature, of the age.

We have thus, by some considerable sacrifice of salaries of professors, accumulated a fine Library, a large Museum and a good Laboratory for chemical experiment and research. The purpose of the latter is to study a very useful and growing branch of knowledge, according to the method of nature, not solely by books, but by actual work on the elemental atoms of matter, and thus compel nature to give up her secrets by the test of the crucible. The only way to make a scholar is to compel him to do the work. So we put our chemical student at the experiment table and give him the reagents and leave him, by the advice and direction of the teacher, to learn for himself. The same is our method of Natural History. He has the specimen before him as we have preserved it in our cabinets, and he studies that—not simply reads of it in a book. He may, indeed, read of coal in his text-book, but he must examine coal and find out by his own analysis what it is made of, and then we take him to the coal bank, let him find how it lies, how it is mined and what are the conditions under which it exists. He is therefore practically educated, and can not be a mere book-worm. In the same manner we study Mental Philosophy and the

science of teaching, or Pedagogy. He may read a text-book, bu he is to study his own mind and the mind and nature of the child his desires, emotions, affections, his ability to see and remember to imagine and to reason, and learn thus exactly how to presen knowledge that it may be grasped and retained, and recalled Then he observs in the school room, and learns to mark the metho of his teacher and the mistakes of his associates as they are calle on to teach classes in our Training Department. He is henc made a clear, knowing critic before he is called to exercise his call ing in an independent manner. We reckon this practice, in read ing books of the library, in studying specimens of our Museum, i working experiments in our Laboratory, and in actual teaching and observing in our elementary classes, the best part of the New Education. And we feel confident that by thus doing we are add ing to the value of the schools of this portion of the State in a sum almost incalculable.

One other thing deserves mention. The spirit of our schoo leads teachers and students to talk much of schools and teaching Intercourse with others with the same aims, and who are engaged fo a short time in the same pursuits, gives a love for the business and by discussing plans and difficulties, duties and expedients they all become in a greater or less degree prepared to enter on their work. If there were no other benefit of a school for teachers than this familiarity of the business of learning, it would give con fidence, and in most cases, would add power to the candidate fo the teacher's office.

Our teachers in each of the several departments have done faithful work and deserve credit for their zeal, and in many instances, sacrifices. It should not be forgotten that up to this time nearly every one of them is at work for a less salary than others in similar positions with a smaller number of hours than these in our school. They do not complain, but do this that our young institution may earlier accumulate the means of giving the best opportunities of reading, of investigation and of scientific research. They are having a reward in the larger number of stu dents who yearly come to be instructed and in the improved con dition of every facility we have for imparting knowledge and discipline.

The following persons are unanimously recommended by the Faculty to be graduated in the several courses of study prescribed by your rules. They have completed the required branches and have passed the usual examinations, and have been recommended by the committee of County Superintendents and Graduates, as heretofore stated in this Report, viz:

Franklin M. Alexander,	William B. Bain,
Maggie Bryden,	Alice M. Buckley,
Daniel B. Fager,	M. Lily Houts,
Belle Kimmel,	John Marten,
Della A. Nave,	Edgar L. Sprecher.

I remain very truly your obedient servant,

ROBERT ALLYN.

TENTH

ANNUAL REPORT

—OF THE—

PRINCIPAL

—OF THE—

Southern Illinois Normal University

At Carbondale, Ill.,

MADE TO THE

BOARD OF TRUSTEES,

JUNE 11, 1884.

FREE PRESS PRINT,
CARBONDALE, ILL.

Southern Illinois Normal University.

CARBONDALE, ILL,, June 11, 1884.

o the Trustees of Southern Illinois Normal University:

GENTLEMEN:—I have the honor to make a tenth report to our honorable body and to present with it the reports of the achers of the several departments and that of the Curator. The ircumstances surrounding us are sad. The ruins of our building e crumbling before us. Our narrow quarters are crowded almost o suffocation, yet they are far more commodious than we at first magined it possible to secure. They have answered an admirble purpose. The school has been carried on with as much effiiency as ever, and this year we present to you for graduation the argest class we have had. It is a class of whom we are proud, nd is composed of nine young ladies and seven young gentlemen, /ho are excelled in scholarship, in character and in worth by no lass which has gone forth from our halls. Nine classes have now een trained by us and sent forth to do good among mankind. 'en years have passed since the school was opened, and with the xception of the destruction of our building, our prosperity has een uninterrupted. The numbers in school have steadily grown, nd the character and attainments of the students have advanced.

It is therefore a favorable time to review our history, and to tate very briefly some of the results of our labors. The money lrawn from the State Treasury has been about two hundred thouand dollars; an annual average expenditure of twenty thousand lollars. The average number of students per year has been not ar from three hundred and fifty, rising during the year now clos-

ing to five hundred and forty. Of this number eighty-one ha graduated. Among these persons there are now sixty-seven actual engaged in the work of teaching. The benefits of the school the community are not measured by its graduates or the work th have done in the line of teaching. The influence it has had the individual pupils who have been instructed, and the ideal has held up before the public, as well as the information it h scattered and the enthusiasm it has awakened among the peop are really more valuable than the work of its graduates.

But as this is a Normal School, and as it proposes to educa teachers, the real questions are, do the students teach schools aft they are educated here, and do they teach better than they wou have done? There can be no doubt on either of these points one who carefully examines the whole matter. Both of the points have been so often argued in previous years that I deem inexpedient to do more than mention them at this time. The pa winter we had information that over five hundred and ninety our former pupils were teaching in fifty-eight counties of the Stat and their wages, as reported, averaged something over forty-tw dollars per month. The average of teachers' wages for the who State is commonly set down as not exceeding thirty-six dollars. fact like this indicates the value of the training our school giv better than any argument could.

The number of students who have been connected with it du ing these ten years has been 2,257. Some of these have remained time not exceeding a month, and some have been in the school f eight years, beginning in our Training School as primary studen and going on to the highest classes. The value in money to young person of a year's study is not easily estimated, but son guesses have often been made, and good judges have put it as hig as $500. Others, who wish to reckon it by the money which th student must expend for tuition or instruction alone, reduce it about $90. If we value it at a sum, which if put at interest woul produce the extra wages an educated man or woman woul receive above an uneducated one, we shall carry it above the $50 and probably above $1,000. The ordinary wages of a commo unskilled and ignorant laborer who carries the hod or works o a farm is certainly not above $400 a year, while the wages of

young woman qualified to teach a school often goes above that to at least $600, and that of a man fitted for the work of life as a teacher rises to at least $1,000. The difference is $600, the interest of a capital of $10,000. It would be fair to deduct from this sum the amount expended in obtaining this education, say $500 a year for six years, if you please, and it still leaves a large margin of money profit which a school like ours distributes to the community.

But we should remember that the child is to be supported, whether he gains an education or not, and that the education is value aside from and above its pecuniary worth. It would therefore be safe to say that each year's training given in a school like ours is worth to the State, aside from the board and support of the pupil, not less than $200. Our 2,257 students have averaged a time with us of about two years—a little more—which would give 4,514 years of instruction and discipline. This calculation carries the worth of our school to an amount which may well astonish ourselves. And yet who will dare to say it is an extravagant estimate? If we reckon all the money the State and the City of Carbondale have given to build and support the school in the fifteen years from the time of its establishment was agitated, in 1868, down to the present year, the total amount can not exceed a half million—but little more than the State receives in a single year from the Illinois Central Railway Company—while the benefits accruing to the children of this section can not be counted properly at less than a million. It may be argued that the State need not undertake this work, because private enterprise would give all this to the people. But it did not do it. This section was to a great extent without facilities for education before our school was established. Children were sent abroad for their schooling at large expense. Since this University was founded most of this work has been done at home by the State at a cost to the tax payers of less than the hundredth part of a cent levied annually on the value of each man's estate, and certainly one-half of those who have profited by the State's liberality would not have enjoyed the education they have now received.

A word more, however, as to the value of an education may not be inappropoiate in view of the controversy carried on, partly in the newspapers of this State, and

more largely and earnestly by the people themselves in their daily intercourse with each other, respecting the propriety of rebuilding our burned edifice, and this time I quote in substance the statements of the president of a college in the west. I do not give his words nor the name of the college, only the facts as he very briefly puts them before the public. "A class of twenty young men has just graduated. They have spent four years in college. The annual value of their wages before entering college was, according to careful inquiries made of them as individuals, less than $5,000, or $250 each. The salaries at which they are all engaged to work for the first year after their graduation aggregate over $15,000, or $750 each. Some get over $1,000 a year, and none less than $600." Here four years' study actually trebles the ability of twenty young men to earn wages for themselves. How does it affect their power to profit the community by labor? I might draw an illustration of a similar sort from almost any of our graduated classes, but for obvious reasons personally affecting the young people themselves I do not attempt it. This increased value of the work our students—indeed that of any student—accrues very greatly to the public. The simple hod carrier, who earns $1.00 or $1.50 a day, brings a certain profit to the community among whom and for whom he works. He is not a pauper and he adds to the value or wealth of the world above his own support. The building he helps to complete is worth considerable more to the world than its cost in materials and labor, and this simple laborer has given his proper proportion of it to mankind. So the young men and the young women, who by sacrifice and study fit themselves honestly to earn larger salaries have, in so far as they have paid their own expenses, actually conferred a benefaction on the public. If he keeps a better school and gets a better salary for it, he has blessed the world and is entitled to its gratitude. And if the State has in part paid his expenses of tuition, books, apparatus, etc., it has only invested its money in facilities by which it is to reap advantages.

Now, the actual part which the State, in case of a Normal School like ours, pays to assist the student to prepare himself to earn more wages for himself, and to do better and more valuable work for others, is comparatively small. The State gives

to each student in our school annually about fifty dollars' worth of instruction. Taking into account interest on the outlay for building, it will not exceed $75 a year. The student pays his own board, clothing, traveling expense, books, and gives his time, averaging as above stated, $250; or, at the smaller and probably juster estimate, for men, women—boys and girls, as students are—very nearly $175. Put all these together, and the student's personal contribution to the commercial wealth by making himself a better man or a better woman, a better citizen, as well as a better worker or teacher, is not less than from $300 to $500 a year, as against the State's highest figure, $75. He, himself, indeed, afterwards profits by reaping threefold wages.

But how much profit does the State gain by having a teacher who can work on the system which it has marked out in its law, and which it provides machinery to carry forward under its Superintendents, State, County, Municipal and District? The late President Garfield once said: "I had rather have a log cabin for a school house and a puncheon for a seat, with a live and educated man like Dr. Hopkins at one end of it for a teacher, than have a fine palace of a school house and have a dunce for an instructor." The policy of the State and of the cities and districts has too often been to build fine buildings for schools and then hire cheap teachers. A city in Wisconsin built a thirty thousand dollar house and hired a six hundred dollar principal and three hundred dollar teachers. The true policy is to get the teacher who is educated, enthusiastic, up to the times, full of the spirit of education. And the State had far better spend money to make or to inspire such men than in any other way. It is said of Lord Nelson that after the victory at Cape St. Vincent over the Spanish fleet, he went on board of the captured vessels to inspect them. On returning to his own vessel he said to his friend, a favorite officer: "Collingwood, what a pity the Spanish navy yards can not build men as they can ships! If their men were equal to their ships we might not be coming away from those vessels as we are, conquerors!"

Our State has a magnificent system of schools. It has invested in school buildings in the cities, villages and districts not less than twenty millions of money. It pays out annually about eight millions—more probably in all ways, not less than ten millions—

for the education of its children. For a population of almost four millions this is not a great burden. But it must and should not be wasted or ill managed. The whole of the profit of it depends primarily on the teachers employed annually in these schools. Put into the public schools good teachers, let them educate the children rightly, and the value of those children will be enhanced not merely three-fold, but a hundred-fold. As much as an intelligent man or woman is more useful and able than a stupid boor, so much is the worth of education given by one who can inspire as well as teach. Real teachers are wanted. How can the State obtain them? In one of three ways. By paying them such wages as they themselves may fix, as it does its lawyers and physicians—wages ample enough to cover all expenses of education and time—or by giving them the knowledge partly at the State's expense and then demanding that they in return teach a given length of time, or compel them to attain a certain grade of knowledge and it may fix the salaries by boards as now done, and then it will get teachers who, as the State Superintendent of Ohio says is the case in his State, will waste a full half of the money expended. The cheapest as well as the most effective plan is for the State to educate only in part, but to do this on the line of its own system of schools, making them somewhat uniform and always full of the public spirit of the popular education.

A few thousand dollars spent thus at a few schools on a few scholars will create a public opinion, and a demand for better teachers will set up a standard to which all must in a short time conform, and will advance the whole line of instruction throughout the Commonwealth. And here is one of the difficulties we encounter. Too many teachers of the old style find themselves thrown out of employment by the demand for young and better educated ones, and they cry out against Normal Schools. Too many directors find the standard of qualifications and wages rising upon them, and they cry out against new methods. The better teaching does call for better wages, and such men fail somehow to comprehend that these higher wages imply a more rapid and thorough communication of knowledge, and, of course, a far greater value given to their children as laborers and especially as citizens. But these are points which really do not need to be argued. They do, however, need a

constant repetition. For they are, in the rush of business and even in the temptation to superficial thinking, in danger of being overlooked, and the time given to considering them can not be said to be thrown away.

The great question, however, which absorbs all our minds and, indeed, should properly be before all others, is that of rebuilding our burned edifice. Shall the ruins stand in their desolation a monument of education neglected and despised, a monument of the lack of enterprise of the people and of discouraged endeavor to elevate our school teachers? Or shall that once noble building arise from its ashes in better condition, in finer proportions, and to a career of greater influence? Shall the people of Southern Illinois, lately enjoying equal advantages with the other parts of the State, be deprived of what they have greatly profited by, or shall their facilities for educating their children and their teachers be restored, if not enlarged? Let it be remembered we have paid our full share to build up all the other educational and charitable institutions of the State; that distance or proximity is a great element in estimating the advantages derived from these institutions, and that the State itself, by refusing to appropriate money to enable us to insure our noble building, has really deprived us of the power to restore it. We have been equal tax payers for the privileges which all may enjoy. The State had distributed its facilities for enjoying its own bounties, and by a most untoward accident this part of the Commonwealth is left destitute.

We feel mortified to think of the disaster of the fire, uncontrollable as it was. Certainly we had supposed the appliances for extinguishing a fire were ample. We had water tanks—arranged when the building was erected—hose had since been provided, and ample faucets for jets of water; a steam engine was ready. But most unfortunately, the tanks had been originally placed too low beneath the roof, and the fire caught above them. Consequently, no jet of water could reach it. It was also found that when the steam engine could be got to work, there were no stop-cocks to shut off the water from the tanks and thus force it through the hose independently of these tanks. Water buckets, then, were our only reliance. But the fire, being under the roof, had immediately on its breaking out filled the whole of the immense space over the

rooms of the Mansard story with smoke so dense that no one could live there, or reach the only trap door out to the roof itself. There was then absolutely no chance whatever to fight the fire from any quarter.

At the time of the discovery of the fire the school was in session, and as soon as every attempt to control the fire had been thought of and tried only to fail, the professors, the students and citizens gave themselves up with an intelligent system and an energy to the work of saving what property could be removed, and in an hour and a half the larger part of the movable furniture, apparatus, and library was safely carried from the burning building. This was done in most instances so carefully that even very small and delicate articles were as well preserved as if they had been packed by a salesman for distant transportation. The order and zeal, the force and wisdom with which our students, both the ladies and the gentlemen, worked, in many cases almost independent of suggestion, and commonly without supervision, can not be too highly praised. Indeed, their quiet and ready apprehension of the dangerous situation and the necessities of cautious haste under the appalling circumstances of the hour, commended them to the confidence of their teachers, as nothing else could have done, and showed the value of the training they had received. And when we, on that evening, made our very simple arrangements to carry on the school in rooms hired in the city, or so promptly and generously donated for the time by the citizens of Carbondale, the orderly and cheerful manner in which they continued in the line of duty was so admirable that it should endear them to the public, and it certainly goes far to prove that the work of the institution has been to the State an invaluable boon. A trained fire company or a salvage corps in a city, where such calamities are a weekly occurrence, could scarcely have gone about their duty with more intelligence and efficiency, and certainly not with more persistence and celerity.

While the building was burning telegrams had been sent to various places, and the fire companies of Cairo and Murphysboro came to assist; but they were too late to accomplish anything more than show their earnestness and sympathy.

And the citizens of Carbondale showed a spirit of sacrifice and

helpfulness which can, with difficulty, be comprehended by persons at a distance. Before I had had time to reach my house messages and letters had preceded me making offers of rooms gratuitously for use so long as they might be needed. Particularly, one came from Col. D. H. Brush which, in its heartiness and fullness of sympathy and kindness, was most gratifying and encouraging. Others made similar offers of assistance, which were carried out in a manner even more generous than they at first seemed

The citizens had consulted with me on the grounds beside the smoking ruins of our University, especially the Mayor of the city, Capt. E. J. Ingersoll, with his City Marshal, who, let it be said here, was efficient in selecting watchmen for the scattered property; and it had been then agreed to hold a mass meeting that evening at the Moody Opera House, to take into consideration what could be done in the emergency. The meeting came together, composed of citizens and students, and a few persons from the neighboring towns. But, comparatively little was said. Several telegrams to the Principal, to the Mayor, and to the Editor of the Free Press had been received and were read. And it was there resolved to build a temporary structure, sufficient to furnish accommodations for the school until the session of the General Assembly, when the building will undoubtedly be rebuilt in even better style than at first. A plan was hastily, though happily, suggested by Mr. Isaac Rapp and Mr. Charles E. Brush, and subscriptions were at once commenced for the work, and in less than two months of the most inclement weather, in a remarkably inclement winter, we were very creditably and comfortably housed, and pursuing the ordinary course of our school work. During the intervening days the recitations went on in rooms, the occupants of which removed from them, and in many cases made no charges for rent. It was an exhibition of patriotic duty to the State, as well as of interest in the students personally, and of benevolence to the public, which speaks for the credit of the citizens of the city of Carbondale.

The new buildings, our temporary quarters, were occupied on the last day of January, and had cost the individuals who combined to put them up $5,700. Some of the rooms were not completely furnished, and, indeed, the weather would not admit of plastering the building, and it has been occupied since we entered

it in a rude condition. But it has answered an admirable purpose. It should be plastered during the vacation, and in this way should be made so that the sound of recitation in one room shall not be so distinctly heard in the one next to it. Some more shelving should also be put in for our books and apparatus, and for the articles for the Museum, which are again very rapidly accumulating on our hands.

Of the work in the several departments I need say little. The professors have conducted their recitations, drills, examinations and exercises under many difficulties, of course, but always, I believe, with as much success as in any previous year, and with, if possible, greater earnestness and devotion. They have shown, not less than the students, how a determination to perform duty can be carried forward under what might, at first, seem crushing adversity. And the development of character in both pupils and teachers, under the circumstances has, I am sure, been as great as it could have been, if no disaster had overtaken us. Self reliance and fertility of invention have been fostered, and by the discipline and energy thus induced the State certainly will profit.

It may be stated concerning the plan of the temporary structure, that it is in the form of a Greek Cross, having a large room at the intersection of the arms, in which the students assemble for general exercises and for study. This gives us sixteen rooms, all on the ground floor, and very conveniently located. They are, every one, too small, but they accommodate us after a fashion, and shelter us nicely. We can remain in them for a couple of years, probably, by crowding ourselves very compactly, till the General Assembly shall, in its wisdom, and with its sense of justice and its true regard for the interests of the whole Commonwealth, vote the money to rebuild what was a pride to the State and a blessing to this section.

The several reports of the teachers accompany this, and are commended to your attention as showing a very eminent degree of attention to their work, and proving that each one has a large amount of duty for each term. The destruction of our building has added materially to the care and labors of each one, and not one, it is believed, has neglected a duty or failed in diligence at any time since our disaster. Every one gave largely to aid the

itizens in their generous attempt to furnish our quarters. The tudents deserve commendation for their zeal and liberality, they aving at a considerable sacrifice put into the hands of the build- ng committee a very generous sum. And it should not be omit- ed that many of our former students sent cash and earnest sympa- hies. One donation particularly grateful, as it came unsolicited nd from a quarter which has always shown us special sympathy. t was from the Illinois State Normal University, at Normal, and xceeded $130. The promptness and cordiality of it gave to it nore than a double value, and we trust that it marks the general entiment of the educated teachers and the progressive young peo- le and students of the State as to the necessity of continuing the chool in operation, and in favor of rebuilding it at the earliest noment. I am sure the Board of Trustees appreciate all these vidences of kindness as truly suggestive of public opinion, and ill do all in their power, as I know the teachers all desire to, hat the school may be made better every succeeding year.

Indeed, gentlemen, your liberality and generous appreciation f our services has often touched our hearts, and the fact that ou have in this most trying emergency maintained confidence n the management of the school, has been grateful beyond xpression. The Principal wishes here to acknowledge your indness, and as the event has shown, your wisdom, in, almost ontrary to his desire, relieving him from the recitation room at he last Commencement. It was then found that the school had rown to such proportions in numbers of students that the work f supervising would occupy all his time and exhaust his energies. nd the calamity, coming as it did, certainly demonstrated the ropriety of leaving him free to do more of the general supervising. Vith the more special work of Prof. Hull in the Training Depart- ient, much more has been done to give our students valuable ractice in the recitation room, and they have certainly profited y it to a very large degree. This department has never been so fficient as during the present year under the care of Miss Sowers nd Prof. Hull, and she leaves her work to Miss Alice Krysher, nother one of our graduates, in the best condition for even greater uccess. From the beginning of the University it has been an bject of desire to make a Training Department an important

part of our business, and at first it did seem that we had arrange
ments made to secure it. The distance of our building from th
city and the unwillingness of parents to send the small scholars s
far appeared to be such potent factors in the problem as to rende
our success doubtful. The number of primary pupils sent to us t
be taught in the Training Department dwindled to so small a num
ber that the school was discontinued. But in the last two years ther
seemed to be a growing demand for the renewal of the experimen
It was at once determined that if forty pupils could be obtained
Training Department should be opened and put on a more secur
and satisfactory basis. The number was reached at once, an
more stood waiting to come in whenever a vacancy occurred.

Miss Sowers, a graduate of the University, as stated above, wa
employed, and the work has been a success from its reopening. I
has done an excellent work for the small pupils themselve
They have learned in a much better manner than is common wit
children of their ages to read, and especially to state in words
their own choosing what they know or have read. Indeed, I hav
never met with children of their age who have so good a comman
of proper English, or who have acquired so large a fund of gener
information. The University during the first year used a part
its library fund to purchase about two hundred volumes of chi
dren's histories and story books—juvenile works on Natural Hi
tory and books of travel and description. The pupils have use
these very industriously, and they have profited by them to suc
an extent that they can tell in an intelligent manner many of th
great events of history. They may not have learned so much co
cerning arithmetic and grammatical parsing as some of their ag
but they do know far more of the world in which they live, an
the different plants and animals on its surface, than is common f
children of sixteen and eighteen. And what is more to our pu
pose, they can tell it; and they have been acquiring a relish f
good books and a real love for the knowledge which they promu
gate.

One of the grandest results to be expected of our publ
schools is that it shall so lay an emphasis on good reading
found in permanent books—not wholly in the periodical literatu
of the day—newspapers and magazines, necessary and instructi

as these are made by our civilization. And the benefit to these smaller pupils has in this direction been immense. We have tried to make it so that every parent who should send his child to this department of our school should, on the whole, gain by it. And we think that Professor Hull and Miss Sowers have, without possibility of dispute, proven that such patrons and their children have been gainers by their choice of paying our little fee in addition to what the tax rate compels them to pay to the public school.

But our Training Department has altogether another object as its primary motive. It is to be, in addition to what is above claimed for it, a place in which our Normal student, who intends to graduate and afterwards teach school, shall be inducted into the experience of teaching. He is to be a Pupil Teacher in this Training Department of ours. We expect him to spend at least one hour a day for a year in this work. First, he is required to be present at some of the recitations and exercises of this department and make observations of the method of teaching, of governing, of controlling, of securing order and attention; to note the tact of the teacher in avoiding difficulties and overcoming obstacles, and of conveying lessons of value, of giving knowledge not in the text-book, and finally to mark all the order and movement and enthusiasm or spirit of the school. He is next required to teach a class under the eye of the superintendent or the assistant, and to recive criticisms and suggestions. And, lastly, he is to try for himself, by his own tact, to control, to govern, to stimulate and to interest the class, and make his report thereof. He must therefore watch processes and apply principles, and by this practice fit himself to act independently. Thus he he goes forth to his work of teaching, not a novice uninstructed and inexperienced, but with such a trial of skill and such an amount of furnishing as give him a large degree of the practical ability of a trained and disciplined teacher. It has been one of the best features of work for the past two years, and we hope to improve it in the future.

The year has been marked by the inauguration of a department of the German and French languages, under the care of a native German of large experience as a teacher and of competent knowledge of both of the languages, and of the philosophy of Pedagogics—Professor John Bengel, late of the Michigan State Normal

School. The number of pupils has been respectable and th department promises much usefulness to our section of the Stat where the German is so much desired as a means of communica ing with our cousins who come in such numbers to settle amon us, and who themselves need the assistance of a countryman t assist them to acquire our language and to make themselve familiar with our customs and laws and our modes of speech.

In conclusion, allow me to say that we still have the highes hopes from our school. The Faculty are determined that no study no sacrifice nor watchfulness on their part shall be wanting to mak the University a power in the State and an honor to the great cause o universal education which it has been established to represent an to foster. I am certain the students who have been in attendanc and in especial manner those of them who have graduated, ar inspired with the same great purpose.

The Faculty have carefully examined the following youn ladies and young gentlemen, who have completed the course o study prescribed by your rules, and finding them well qualifie and knowing them to be of unblemished morals, recommend the to you to receive the Diplomas of the University, viz:

IN THE CLASSICAL COURSE.

Alacia E. Beesley,
George V. Buchanan,
Joseph B. Gill.

IN THE ENGLISH COURSE.

Fannie A. Aikman,
May T. Buchanan,
Clara Buchanan,
Christopher C. Cawthon,
May B. Duff,
Lu Bird Hendee,
Philetus E. Hileman,
John H. Jenkins,
Richard T. Lightfoot,
Maud Thomas,
Carrie L. Ridenhower,
Charles W. Treat.

I remain, gentlemen, very respectfully,

Your most obedient servant,

ROBERT ALLYN.

DEPARTMENT OF LATIN AND GREEK AND REGISTRAR.

ROBERT ALLYN, LL.D.,
Principal Southern Illinois Normal University:

DEAR SIR:—I have the pleasure of presenting herewith the following statement of the classes and work in this department for the scholastic year 1883-84:

In the Fall Term the classes under my charge were as follows: viz:

1. Greek Rudiments, 9 members.
2. Latin Elements, Section A, 19 members.
3. Anabasis and Greek Grammar, 6 members.
4. Cæsar's Commentaries and Latin Grammar, 15 members.
5. Virgil's Æneid, 9 members.
6. Latin Elements, Section B, 18 members.

During the Winter Term my classes were the following, viz:

1. Greek Grammar and Reading.
2. Latin Reader and Grammar, Section A.
3. Memorabilia of Socrates and Greek Grammar.
4. Cæsar and Sallust and Latin Grammar.
5. Orations of Cicero.
6. Latin Reader and Grammar, Section B.

During the Third Term, and at this writing, the classes under my charge are pursuing the following studies, viz:

1. Xenophon's Anabasis and Greek Grammar.

2. Latin Grammar and Reader, Section A.
3. Homer's Iliad.
4. Sallust's Catiline and Latin Grammar.
5. Tacitus de Germania.
6. Latin Reader and Grammar, Section B.

In addition to the work of instruction in the above classes, I had charge of the Teachers' Institute, which occurred during the last vacation, and continued four weeks.

It gives me pleasure to state that most of the students in my department have exhibited a commendable zeal and energy in their studies, and have made excellent progress. A few have been irregular and inattentive, and consequently will fail to carry their work.

Our classical course embraces three years of the Latin language and two of the Greek. Three members of the graduating class this year will honorably complete the full classical course; two will, alike, honorably finish the entire Latin course, and nine others will complete one and two years of the Latin.

Added to my duties of the school and recitation room, I have performed the labors of the Registrar of the Institution. These at times have been many and onerous. I have carefully enrolled in the aggregate the names of one thousand and sixty-nine students, giving date of entrance, parent's name, date of birth, nativity, county represented, etc.; have collected all tuition and incidental fees, and, on receipt, have transferred the same to the Treasurer of the University; have transcribed the minutes of the Board of Trustees into the Record Book; have placed on file all original bills; have prepared all vouchers in duplicate for current expenditure; have issued money orders on the Treasurer for the payment of all bills of indebtedness, and have kept a faithful account of all amounts received and paid out; have sent catalogues to all the County Superintendents of the State, to all the papers in Southern Illinois, and to all students of the current year who were not in attendance at the close of the year; and have performed such other duties as pertain to the office of the Registrar of the Institution.

Respectfully submitted,

CHARLES W. JEROME.

DEPARTMENT OF PEDAGOGICS AND HIGHER MATHEMATICS.

ROBERT ALLYN, LL.D.,

Principal Southern Illinois Normal University:

DEAR SIR:—I present the following as a report of my work in the Normal School for the year 1883-84:

At the beginning of the year the Faculty, acting under authority of the Trustees, assigned the classes in Algebra to other teachers in the school, and at the same time gave to me the Theoretical Pedagogics, including Mental Philosophy. These changes would have given me an additional hour each day for the supervision of pupil teachers in the Training School; but subsequent changes lessened, rather than increased, the time for such supervision by adding to the previous assignment one class each in Algebra, Logic, Ethics, and Civil Government. The following is a summary of my class teaching during the year, each class continuing for one term:

Training School—Arithmetic, two classes.

Normal School—Practical Pedagogics, two classes; School Law, one class; Mental Philosophy, one class; Theoretical Pedagogics, two classes; Logic, one class; Ethics, one class; Civil Government, one class; Algebra, one class; Geometry, two classes; and Trigonometry and Surveying, one class each.

All the classes under my care have done well. The members have earned special commendation for the spirit manifested by them during the weeks in the inconvenient quarters in the business part of the city, and for their cheerful persistence in following to the end any study undertaken. The trials of the year have been met in a way to call for high praise.

The work of the Training School has followed somewhat closely the plans of last year. The number of classes which it has been my lot to teach has been so large that I have not been able to give to this department of our school the time necessary to its most profitable working. I am glad to say that the plans for the coming year are such as to give me the heretofore much needed time.

The report of Miss Sowers, Assistant in the Training School, shows that the pupil teachers numbered nineteen in the Fall Term and eighteen in each of the other terms. Almost all of these have done good work.

The Normal pupils have learned to look on the Training School with greater favor than at first. In the second year, now closed, they have accepted the class teaching assigned them with greater readiness than before, and have shown greater desire to profit by the instruction given them. The second year of the Training School is clearly an improvement on the first, and there is good promise of continued improvement.

Respectfully submitted,

JOHN HULL.

DEPARTMENT of PHYSICS, CHEMISTRY, GEOLOGY & BOOK-KEEPING.

ROBERT ALLYN, LL. D.,

Principal Southern Illinois Normal University:

DEAR SIR:—The following is a summary of the class-work done in the above department during the school year 1883–84:

FIRST TERM.

	ENROLLED.	PASSED.
Natural Philosophy, B	36	32
Natural Philosophy, A	39	30
Chemistry, B, two sections	36	33
Spelling	44	

SECOND TERM.

	ENROLLED.	PASSED.
Book-Keeping, two sections	50	8
Natural Philosophy, B	29	21
Chemistry, A, two sections	33	33
Spelling	25	

THIRD TERM.

	ENROLLED.	PASSED.
Book-Keeping, two sections	34	18
Natural Philosophy, A	38	33
Geology	18	18
Astronomy	21	21

The department suffered much by the calamity that befell the Institution on the 26th of last November. While the larger part of the physical and chemical apparatus was saved from the fire, the facilities for using it were impaired. The classes in Geology and Mineralogy lost more from the fact that the specimens of rocks, fossils and minerals were kept in the Museum, which was

entirely destroyed. But notwithstanding the great loss the results of the different terms compare favorably with those of former years.

By commendable zeal and special effort on the part of the students, the work accomplished warrants me in stating that those who studied the several branches in the above department during the past year feel that they have realized as much profit as did their predecessors. And while the coming year can promise but little more in ample rooms and suitable facilities for work, there is every reason to hope for as gratifying results as attended the year just closed.

Thanking you for your courage and counsel in the hour of extreme trial, and encouraging sympathy in times of perplexity and need, I remain

Yours obediently,

D. B. PARKINSON.

ANALYTICAL TABLE.

Solutions Must be Aqueous or Slightly Acid.

I. Add *H Cl.*

(If no v pass to II.)

A v indicates Hg(ous), Pb or Ag.

Collect the v by filtering or pouring off the liquid. Add NH4 HO.

Hg, v blackened.

Pb, v still white.

Ag, v dissolved.*

II. Add *H2 S.*

(If no v pass to III.)

A v indicates Cd. Cu. Hg(ic). Pb. Bi. As. Sb. Sn. Au or Pt.

Collect as in I. add (NH4)2 S

If DISSOLVED.		If INSOLUBLE	
As.	Yellow.	Cd.	Yellow.
Sn(ic)		Cu.	Black.
Sb.	Orange.	Hg(ic).	
Sn(ous).	Black.	Pb.	
Au.		Bi.	
Pt.			

III. Add *(NH4)2S.*

After first adding NH4 Cl. and NH4 HO. (If no v pass to IV.)

A v indicates Zn. Mn. Co. Ni. Al. Fe. or Cr.

Zn.	White.
Al.	
Cr.	Green.
Mn.	Skin-tint.
Ni.	Black.
Co.	
Fe.	

IV. Ad.*(NH4)2CO3*

If no v pass to V.)

A v indicates Ba. Sr. or Ca.

To original solution add Ca. SO4.

Ba. a v at once.

Sr. a v in 20 min.

Ca. no v formed.

V. Add *Na2PO4*

(If no v pass to VI.)

A v indicates Mg.

VI. No group

Reagent for K. Na and NH4.

K. Violet flame.

Na. Yellow flame.

NH4. No flame coloration.

NH4. Odor, and fumes color turmeric paper when solution is heated with Na. HO.

*Where the table indicates the presence of a metal, make special tests by Crafft's Qualitative Analysis.

The group reagents are in italics at the head of each column.

The letter v is substituted for character denoting precipitate.

DEPARTMENT OF ENGLISH LITERATURE, ELOCUTION, Etc.

ROBERT ALLYN, LL.D.,

Principal Southern Illinois Normal University:

SIR:—Herewith is transmitted a report of the enrollment and work in the Department of English Literature, Elocution and Reading, and Vocal Music, for the school year which closed June 11th, ult.

The following tables show the number of pupils enrolled in this department, and the number who have successfully completed the work of the various classes:

FIRST TERM.

	ENROLLED.	PASSED.
Rhetoric	23	21
Elocution	12	9
Reading, B, two sections	62	42
Vocal Music	22	13
Arithmetic	34	21

SECOND TERM.

	ENROLLED.	PASSED.
English Literature	19	17
Elocution	14	11
Reading, A	27	18
Reading, B	26	21

Vocal Music, class formed, but discontinued with the advice and consent of the Principal.

THIRD TERM

	ENROLLED.	PASSED.
English Literature	18	16
Elocution	19	18

Reading, A	21	17
Reading, B	24	18
Vocal Music	26	20

A few changes have been made in the work of this department; the most important being the addition of Rhetoric, which with the English Literature, makes a year's delightful work. During the Fall Term I assisted Prof. Inglis by taking charge of a class in Arithmetic.

The work of the year has been carried forward under great difficulties and embarrassments, caused by the burning of our building, but it is a pleasure to state that as rapid progress has been made, and as thorough work done, by the students, as have marked any previous year. The cheerfulness, fortitude and loyalty displayed by them during the weeks that elapsed after the fire and before the occupancy of our new building, were, in the highest degree, creditable and admirable.

For your counsel, encouragement, and sustaining sympathy amidst the trials of the year, accept my profoundest thanks.

All of which is respectfully submitted,

JAS. H. BROWNLEE,

Teacher Eng. Lit., Elocution, Reading and Vocal Music.

DEPARTMENT OF HISTORY.

ROBERT ALLYN, LL.D.,
Principal Southern Illinois Normal University:

DEAR SIR:—At the beginning of this school year the Department of History was assigned to me, and of the work in that department I have the honor to submit the following report:

FALL TERM.

U. S. History, C, three divisions	102
U. S. History, B	23
General History	20
Total	145

WINTER TERM.

History, C	41
History, B	79
History, A	36
Total	156

SPRING TERM

U. S. History, C	24
U. S. History, B	48
U. S. History, A	28
Total	100

I am glad to report that the students in this department have been in general diligent in their work, and have made very gratifying proficiency.

Respectfully submitted,
ESTHER C. FINLEY.

DEPARTMENT OF PENMANSHIP AND DRAWING.

ROBERT ALLYN, LL.D.,
Principal Southern Illinois Normal University:

DEAR SIR:—The work which has been done in the Department of Penmanship and Drawing for the school year of 1883–4, is as follows:

During the first term there were three classes in Drawing, numbering together seventy pupils, and in addition to this, one class of twenty-three from the Training Department. In Writing, the three classes were made up of one hundred and forty-five pupils making a total of two hundred and thirty-eight who received instruction in Penmanship or Drawing during the term.

For the second term the number of classes was the same, the pupils from the Training Department continuing to work with the fifth hour class through this session, and also through the Spring Term. The number of pupils for the second term was one hundred and eighty-eight. The work done at this time was quite as satisfactory as that during the first term, though on account of changed accommodations the amount done in Drawing was not quite so great. For the Spring Term the number of classes was four, and of pupils one hundred and sixty-one.

For the year, then, the students in this department numbered five hundred and eighty-seven; and of that number two hundred and ninety-three were pupils in Writing and two hundred and ninety-four in Drawing. The work in the first named study consisted of thorough practice in the forms of letters, and drill in the principles. In the second named the mediums used were pencil,

crayon and charcoal, and the kinds of Drawing—model, geometrical, free hand, dictation, and some drawing from casts and sketching from nature. The free hand drawing, of course, included work on the black-board.

The work of the first term included also a class in Spelling, containing thirty-four pupils. No help was received during the year from pupil teachers.

Respectfully submitted,

MARY ALICE RAYMOND.

DEPARTMENT OF NATURAL HISTORY AND PHYSIOLOGY.

ROBERT ALLYN, LL.D.,

Principal Southern Illinois Normal University:

DEAR SIR:—I have the honor to report the following as a summary of the work done in this department during the year 1883–84.

The general character and plan of the work have been much as they were in former years, save that in consequence of the resignation of Professor Granville F. Foster, at the close of last year, and the changes growing out of that, the study of Physiology has been added to the work in this department.

During the Special, or August session, classes were taught in Botany, Zoology and Physiology; the general course of former years being followed, in that no particular text books were used, but topics were given that might be studied from any books the pupils might have. Field work was done in Botany and Zoology, but to a more limited extent than some years, for several reasons. The season was very unfavorable for work in insects, as there were very few of any kind to be had. Some work was done, however, not only by excursions to the adjoining woods and fields, but attractive fields farther away were visited as well. At the close of the session opportunity was given for examinations for record in our books, and several took this means of making grades.

During the Fall Term classes in Elementary Zoology and Advanced Physiology were taught; the Advanced Botany I have had on former Fall Terms, being dropped.

The statistics of the two classses are as follows:

	NUMBER	LEFT CLASS	PASSED
Elementary Zoology.....	20	4	16
Advanced Physiology.....	35	7	26

The time not devoted to teaching these two classes was given to work in the Museum, which is reported on elsewhere.

Up to November 26th, the classes were taught and the work done in the old building, but after that my classes were heard in the office used by Mr. C. E. Brush; and the Museum work was done at my residence until our temporary building was ready for occupancy, which took us into the Winter Term.

During the Winter Term two classes were taught with the following results:

	NUMBER	LEFT CLASS	PASSED
Advanced Zoology	35	4	30
Elementary Physiology	24	1	23

These were composed of those who had regularly reached these studies, being thus prepared for the work, and the results were very satisfactory.

During the Spring Term just closing, I have had four classes that give the following results:

	NUMBER	LEFT CLASS	PASSED
Advanced Botany	57	4	51
Elementary Botany	34	4	29
Advanced Zoology	26	2	24
Advanced Physiology	51	11	37

In the Physiology it was deemed best to use a different book from the one used in either of the former classes, and Dunglison's was selected, its use giving satisfactory results.

The classes in Physiology and Zoology were what may be called special, or called classes, or classes for the accommodation of such as could not be in the regular classes some other terms, by reason of being absent from school, engaged in teaching, or for some other reasons.

My classes this term have been larger than ever before since it has been my fortune to be connected with the school, as a comparison of the above figures with those of former years will show. Some practical work in Botany, in the way of pressing and mounting plants, has been done by the students this term; but only a moderate amount, as our limited room did not give us the facilities for doing the work at the new building, for which reason what was done must be done at their homes and boarding places. Quite

a number have been taught the rudiments of taxidermy, not only this term, but during the whole year, as well as some general analytical work, outside of the class work. As heretofore, illustration and analysis have formed a prominent part of the work in Natural History, and the work spoken of above was that done besides what was given during the recitation hours.

During the Spring Term I have had about three hundred silk worms feeding, part at the school room, and part at my house. My object in doing this was to illustrate the manner of insect growth and tranformations, and at the same time give some instruction in Sericulture, a branch of industry that is beginning to receive considerable attention in this country. I had thought of using what eggs I may have another season, reserving a few for my own use, to distribute among such teachers as may wish to use them in the same way in their school rooms.

Very respectfully submitted,

G. H. FRENCH.

DEPARTMENT OF ALGEBRA AND ARITHMETIC.

ROBERT ALLYN, LL.D.,

Principal Southern Illinois Normal University:

DEAR SIR:—I have the honor to submit the following report of my department for the year ending June 12, 1884.

Whole number of pupils enrolled in the department during the year is as follows:

Number enrolled in Higher Algebra	40
Number enrolled in Arithmetic	372
Total number of pupils enrolled	412

Below is an exhibit of the number of pupils in the different classes, during the Fall, the Winter, and the Spring Terms respectively, together with the number of pupils passing grade:

	ENROLLED	PASSED
FALL TERM.		
Algebra, C, one class	35	26
Arithmetic, D, two classes	86	37
Arthmetic, C, three class	94	20
Arithmetic, B, one class	28	20
WINTER TERM.		
Algebra, B, one class	29	22
Arithmetic, D, one class	37	21
Arithmetic, C, two classes	91	39
Arithmetic, B, one class	50	30
Arithmetic, A, one class	18	14
SPRING TERM.		
Arithmetic, D, one class	12	2

Arithmetic, C, one class.....	52	6
Arithmetic, B, two classes.....	84	30
Arithmetic, A, two classes.....	37	28
Total pupils in class and passing.....	653	295

This shows about forty-five per cent. of enrollment, passing.

No pupil teachers of classes have been employed in the department during the year.

During the Fall Term the C class increased in number to such an extent that it became necessary to divide it into three sections, which was done. One section was placed under the instruction of Prof. James H. Brownlee, one in charge of Miss Inez Green, and the third I retained.

The work of the department required five hours of my time devoted to class instruction, during the Fall Term; it increased to such an extent in the Winter Term, that I found six hours too short a time to do good work, having the entire work in my own hands; the Spring Term, while it did not bring the same large attendance in recitation, yet required as much time to be expended upon the work.

The call for direct labor was so great at the close of the Winter Term, that I was obliged to seek relief; I found it in the person of Prof. John Hull, who kindly relieved me of the Algebra.

The aim throughout the entire work in Arithmetic has been to give the pupils that practical knowledge which is most beneficial in the business of life.

Thorough drill in the fundamental rules has been continued each term.

The operations in Common Fractions, and the writing and reading of Decimal Fractions, have both received special attention under improved methods.

Accuracy and rapidity in all calculations have been emphasized by frequent drills.

Business percentage has been formulated for the C classes, and rapid mental drill in class work has given a large proportion of the pupils in this division of the work a good degree of facility in all calculations in which 100 forms the basis.

In the discussions relating to Stocks and Bonds, Government U. S. Bonds, and Jackson County Bonds have been presented before the class and explained.

Pupils have been required to form problems of their own to illustrate the principles involved in the study of their lessons.

The C Algebra of the Fall Term, and the B Algebra of the Winter Term, were both very interesting, attributable to advanced age and a recognition of the value of time. These classes did good work while under my instruction.

I can not say so much for all my classes in Arithmetic, especially the D and C classes, composed largely of young pupils, who, I fear, did not fully realize the importance of a right use of their time.

The B classes did fair work during the three terms; many of this grade excelled in their character of work.

The A work was a part of the year's labor that was very encouraging; the young ladies and gentlemen manifested an earnestness certainly commendable. A feature quite interesting grew out of the fact that some of the members of the A classes had completed the entire range of the Arithmetic work required in the catalogue of the institution under the same general class discipline, and manner of instruction.

The instruction in the A classes consisted of the presentation of improved methods of work, and the free discussion of the same; the particular parts of Arithmetic and their most practical bearing upon a business life, and the clear, analytical processes in all operations. The work was compiled by the instructor, and copied by the student; and afterwards became a part of future class drills.

The pupils were required to give concise definitions and clear analysis for all operations in their class work.

I had charge of the A Spelling during the Fall Term.

The number of pupils in Spelling class..... 38
The number of pupils passed..... 21

During the Winter and Spring Terms I have assisted in dictating spelling in the assembly room, having in charge the D section.

Number pupils in Section D..... 71
Number of pupils passing to Section C..... 24

The following is a schedule of classes and hours of recitation in my department:

HOURS.	FALL TERM.	WINTER TERM.	SPRING TERM.
1	Arithmetic, D, Section 1	Arithmetic, C, Section 1	Arithmetic, B, Section 1
2	Algebra, C	Algebra, B	Arithmetic, A, Section 1
3	Hall	Arithmetic, C, Section 2	Arithmetic, A, Section 2
4	Arithmetic, B	Arithmetic, D	Arithmetic, D
5	Arithmetic, C, Section 1	Arithmetic, B	Arithmetic, C
6	Arithmetic, D, Section 2	Arithmetic, A	Arithmetic, B, Section 2

You will notice that the D class in the Spring Term was quite small. They were not very well advanced and I spent most of the term drilling them in Common and Decimal Fractions.

The C class needed a review of Denominate Numbers, and we spent a greater portion of the time during the term going over this work; hence we were not able to accomplish the work assigned us in the Syllabus. We agreed, as a class, that only those would be examined for the remainder of the regular work of this class who felt quite sure of their ability. This accounts, therefore, for the small number in the C class who passed grade.

The class, or the members rather, of this class, will do better work, if they return to the school another term, by beginning at Percentage.

Permit me to suggest that some means be taken to divide the classes, making the number of pupils in each class much less than it has been the past year; and further, that pupil teachers be provided by the teacher of the Training School, who shall take charge of some of the lower classes; and that these pupil teachers be under the general direction of the teacher in charge of the department. This action would facilitate instruction, and therefore render the department much more efficient in its legitimate work. The necessity of some action in the direction indicated above seems to be imperative, in order that this branch of our Normal instruction may be successful.

Respectfully submitted,

SAM'L M. INGLIS.

DEPARTMENT OF GEOGRAPHY, ETC.

ROBERT ALLYN, LL.D.,

Principal Southern Illinois Normal University:

DEAR SIR:—The following is presented as my report for the year 1883-84:

FALL TERM.

Geography, A	38
Geography, B	16
Geography, C	56
Algebra, E, two sections	45
Arithmetic, C	16

WINTER TERM.

Geography, A	27
Geography, B	36
Geography, C	40
Algebra, D	26
Algebra, E	18
Physical Geography	18

SPRING TERM.

Geography, A	39
Geography, B, two divisions	33
Geography, C,	22
Algebra, D, two divisions	24
Total	454

I also taught during the first part of the Fall Term a class in Language, which I was obliged to give up on account of the division of the Algebra class.

The work in Geography requires three terms—two in the Preparatory Department and one in the Normal course of study

The B and C classes are of the same grade. The C class taking up the study of Mathematical Geography in a not very extended form, with that of North and South America. The B class that of Europe, Asia, Africa and Australia, with special study of Illinois. The A class completes the whole work in one term. In this class, in addition to a thorough review, considerable attention is given to the methods of teaching. During some part of the term each pupil is allowed to give a practical demonstration of his own method of teaching the study. The class being allowed the privilege of criticising.

Map drawing is taught in all grades of our work. Some very excellent work has been done by the pupils in this line during the past year This work would have been carried on more extendedly if our facilities for map drawing were better.

The classes in Algebra complete the Elementary in two terms. The work done, although not entirely satisfactory, was, on the whole, good.

Respectfully submitted,

INEZ I. GREEN.

DEPARTMENT OF GRAMMAR.

ROBERT ALLYN, LL.D.,
Principal Southern Illinois Normal University:

DEAR SIR:—The following is a report of the work done in the Department of Grammar during the tenth year of this school. The classes were as follows:

FIRST TERM.

Analysis	17
Grammar, B	23
Grammar, C	48
Grammar, D, Div. 1	36
Grammar, D, Div. 2	42
Grammar, E	24
Spelling, E	31
Total	221

SECOND TERM.

Word Analysis	11
Grammar, B	47
Grammar, C, Div. 1	43
Grammar, C, Div. 2	47
Grammar, D	28
Total	176

THIRD TERM.

Grammar, A	29
Grammar, B, Div. 1	21

Grammar, B, Div. 2	29
Grammar, C	30
Grammar, D, Div. 1	20
Grammar, D, Div. 2	28
Total	157

The above table shows the total number of pupils under my instruction during the year to be 554.

One of these classes, Grammar E, was begun by Miss Green. Half the class came from the Training Department, and the other half was composed of those who were not well prepared for the higher work. At the close of the second month Miss Green wsihed to take a division of an Arithmetic class at that hour. There being no pupil teacher available, the Grammar class came to me for the last seven weeks of the term.

Considering the disadvantages under which our school has labored, the success in my work has been gratifying.

After the loss of our building, this department occupied the back room belonging to the office of Messrs. Barr & Lemma.

The larger classes were very much crowded in so small a room. Those near the stove must endure the heat, and those near the windows must permit a draught, as warmth and air were necessary and all space must be utilized. Three feet of blackboard, borrowed from a church, was the only place for writing, though it is so necessary in teaching the use of a language. Too much praise can not be given our pupils for the cheerfulness with which they endured the discomforts and overcame all difficulties by renewed application. Surely such men and women will do grand work in the schools of our State.

We have made no change in text-books this year, considering those in use among the many good ones.

Respectfully submitted,

MARTHA BUCK.

TRAINING DEPARTMENT.

ROBERT ALLYN, LL.D.,
Principal Southern Illinois Normal University:

DEAR SIR:—The number of pupils enrolled in the Training Department during the year 1883–84 was sixty-five. The enrollment for the Fall Term was forty-nine, for the Winter Term forty-three and the Spring Term forty-eight. These pupils were classified into six grades, thus forming thirty-two classes, including the one recitation of two grades of pupils taught German by Professor Bengel.

During the Fall Term nineteen pupil teachers assisted in hearing recitations; the Winter Term, sixteen; two of whom had charge of two classes each. The Spring Term eighteen assisted. Four of these pupil teachers continued their work the entire year.

Under the tutorship of these teachers the children progressed rapidly, and good behavior was secured. Many of them deserve praise for a wise use of the reference books and other works from our Library at their command to interest and benefit the pupils under their charge; also for the careful preparation in planning for the recitation, and the promptness and cheerfulness with which their duties were performed.

Though many deprivations were ours after the burning of our building, we had much to aid in carrying on the work of our department successfully. All the Library books were saved. A set of maps ordered at the beginning of the Fall Term was received after the fire, and was considered a very appreciable addition to our apparatus.

A very excellent outline for a four year's course in Elementary

Science, prepared by Prof. French, was carried out to some extent, with a great deal of satisfaction.

The success of the Spring Term's work was very marked, as shown by pupils and teachers in continued interest in daily work and the final examinations.

Respectfully submitted,

MARY A. SOWERS.

DEPARTMENT OF MODERN LANGUAGES.

ROBERT ALLYN, LL.D.,
Principal Southern Illinois Normal University:

The number of pupils instructed in this department was eighty-six; this number includes sixty-six pupils from the Normal School and twenty from the Training School. The number of pupils studying German was seventy; the number of those studying French was sixteen.

The number of recitations each day was five; four in German and one in French.

The method of our instruction is based upon the following sentence: "The acquisition of any foreign language, by such students as are already in the theoretical and practical possession of their native language, is a constant process of comparison."

Hence we can not, and will not agree with the underlying principle of the falsely so-called "Natural Method," viz: "Each foreign language should be acquired in the same manner as the native tongue." We are of the opinion, rather, that the theoretical and practical knowledge of the native language might be advantageously used as an auxiliary in the acquirment of the foreign language. At best, the result of the falsely so-called "Natural Method" can necessarily only be a mechanical, parrot-like acquisition of a language. Such a result, no matter how much it may dazzle the eyes of the ignorant, is nevertheless unworthy in the estimation of the true educator. On the contrary, we honestly endeavored that in our instruction every progress should be made with perfect conciousness, i. e., the pupil should know the "What?" the "Why?" and the "How?" Only in this way does the study become a wholesome discipline of the mind; what every study ought to be, and can be if properly taught. In the attempt to reach this

formal aim we have not for a moment lost sight of the material aim, which in modern languages consists in this, that the pupil should gain a practical benefit of the study, viz: to learn the language, to read, speak and write.

A simple, fluent, but consciously correct expresson of thought is what we were aiming at. The student should become able to keep up with and understand a conversation on common, every-day subjects; to read a popular book or a newspaper, and to read and write intelligently a letter or any other simple composition. To read the German or French Classics before the pupil is able to express his ideas in that foreign tongue in a simple but consciously correct manner, we consider unwise. The student, whose native language is English, would act very wrong to attempt to read Shakspeare before he is properly prepared for it. How much less should a student attempt to read too early the Classics of the foreign tongue, which he is going to learn.

"Before birds fly they must have feathers," hence we use as a reader in our German classes "Schmid's Narrations for the Youth," and in French "The Adventures of Telemachus," by Fenelon. The contents of these books are read, grammatically analyzed, and after this, made the basis for colloquial exercises.

In our most advanced German class, which is fortunately composed of very good material, we are happy to state, we have reached an unusually good result. If this class take the fourth and last term, there is not the slightest doubt that they will be able to read, speak and write the German language very creditably for the school, for themselves, and ourselves.

In conclusion, we mean to say that it can not be reasonably expected that any pupil in four terms can gain a perfect mastery in either German or French; but he may reach the above mentioned aim, and certainly become capable to work on his own improvement with good success; with consciousness and with perfect confidence. The period in which so much is gained, is in every branch of study, the time for the emancipation of the pupil from the teacher.

J. BENGEL.

June, 14th, 1884.

REPORT OF THE CURATOR OF THE MUSEUM.

ROBERT ALLYN, LL.D.,

Principal Southern Illinois Normal University:

DEAR SIR:—I would respectfully submit the following report upon the work done in this department for the year 1883–84:

Before entering into details upon the various divisions of work I would say a word upon student aid. Some years I have been assisted to quite an extent by those desiring to learn to do work in Natural History by doing it. When working on the Herbarium I had such aid in pasting specimens and labels on the papers and also in arranging them; and in shells similar aid was rendered in putting the shells in boxes and fitting the labels, leaving me to do the writing and recording in the catalogues. During the past year there has been less chance for such assistance for the reason that I have been working more at Taxidermy and other things where more knowledge of the subject was required in manipulation. I can say, however, that during the latter part of the year J. Arthur Snyder, of Farina, and Miss Hettie E. Stokes, who was a student a short time last year, have helped me in the Taxidermy work, both putting up several birds for the Musuem; and B. McLinnell, of Cobden, aided in putting up alcohol specimens. It may be better here to speak of the

BURNING OF THE MUSEUM.

It is hardly necessary to say that on the afternoon of November 26, 1883, fire was discovered in the roof over the south-east corner of the Museum. So long as it was safe to stay in the room every effort was made to save the building, and as a result nothing was saved from that room. This did not involve a total loss, however, of all our Museum materials, for I had considerable stuff

down stairs in my recitation room and the closet adjoining that which was saved. This material consisted of insects I had from the cabinet, and such as had never been classified, but upon which I was working at the time; some plants that had not been mounted and a lot of duplicates from the old stock, and a small amount of other materials, including boxes for shells and bottles and jars for alcohol specimens, etc. Shortly after the fire an itemized estimate of the loss was made out for the Board of Trustees, the total loss footing a little less than $15,000. I am satisfied that this is as much as $5,000 too small when we take into account the labor and time expended in putting the things in the shape they were.

SPECIMENS DEPOSITED.

About a month before the fire Mr. W. O. Rice, of Cobden, Ill., deposited his collection of what may be denominated Cliff Dwellers' Relics. For twelve years Mr. Rice had been working up this subject, collecting materials from every cliff that could have afforded a rude shelter to a people, who, from being less fortunate than their neighbors, did not dwell in tents from lack of means, or who attended those who dwelt in wigwams and raised up mounds of earth and stone as sepulchres for their dead. The collection of bones, shells, broken pottery, food, such as corn and the bones of food animals, remnants of clothing and arrow-heads and other stone implements, was extensive enough to enable a skilled Archeologist to form a pretty good idea of the habits and civilization of the Cliff Dwellers. The whole of this material was lost. From a correspondence with Mr. Rice after the fire I learn that he placed a money value of $500 on the collection.

The Fossils of Mammoth, deposited by Mr. John Borger, were also destroyed, as well as the valuable collection of copper specimens belonging to Mr. J. G. Allyn, and a quantity of fish and other specimens deposited by myself.

ARCHEOLOGY.

The first part of the above may be considered as a partial report on Archeology. Besides Mr. Rice's collection we had a fine collection of our own, consisting of a cast of the image found in Union County, a quantity of pottery, both from mounds and recent, pipes, mortars and pestles, spades, spear heads, arrow heads and other flint implements. These had been arranged in the west-

ern half of the bed part of two of the new cases that had been put in the Museum, and a portion of the lower part of one of them, the work being completed on the morning of the day on which the fire occurred.

MINERALS AND FOSSILS.

This collection, previous to the fire, was about as last year, save that a number of geodes from Warsaw, and a number fossils obtained by exchange, had been added. Besides these a few things had been added by donation. It is possible that a few of the minerals may be found to be harmed but little by the fire, when the debris is cleared away.

BIRDS, ETC.

Our collection of birds must have been represented by more than three hundred specimens, besides quite a number of mammals and other vertebrates. During the year I have mounted one hundred and fifty-one specimens. Thirty of these were mounted before the fire, leaving one hundred and twenty-one since. Nine of these were mounted for other persons in exchange for other specimens, but ten have been mounted by others for the Museum, and one that was on my desk was saved, giving us one hundred and twenty-three mounted specimens. I may say here that shelves have been put up in my recitation room for these and other specimens, that serve a very good purpose for temporary use, but when the building is plastered a part of them at least, should have glass in front of them, that we may be able to protect our specimens from dirt, and that we may display some things that it will not do to put upon open shelves.

BOTANY.

The whole of the mounted plants were burned—about three thousand specimens. It is possible that five hundred species might be mounted from the packages on hand before the fire, but not mounted yet. None of these have been mounted, but it will probably be best to do so next year, as they will be needed in illustration.

SEEDS, FRUITS, ETC.

All of those put up last year were lost, but a quantity of the inverted show bottles prepared for the seeds were saved, and

towards the close of the Spring Term forty-two bottles of seeds were put up, a few still remaining unbottled.

CONCHOLOGY.

Since the fire we have obtained one hundred and forty-five specimens of shells from Richter Lajas, Budapest, Hungary. These were received in exchange for plants from my Colorado duplicates. Besides these there is a box of shells, the number of species not known, that were received last year from Georgia, but were not mounted and placed in the Museum. These two collections, when mounted and placed behind glass doors, will aid us in illustrating Mollusca and be a nucleus for a new cabinet.

INSECTS.

I am sorry to say that our insect cabinet, together with part of the insects, shared the fate of the rest of the Museum. The twenty-two drawers from the cabinet, and the fifty small boxes I had down stairs, contained not far from two thousand species of insects. The part burned consisted of part of the Lepidoptera, Orthoptera and Diptera, and all of the Hymenoptera and Neuraptera. The portion saved consisted of part of the Lepidoptera, Diptera, Orthoptera as above, and all of the Coleoptera and Hemiptera. The one drawer out of the four of Diptera that was saved, contained the Tabanidae, including Mr. John Marten's type specimens. Quite a number of type specimens were lost in the Hymenoptera, Lepidoptera and Orthoptera.

Since the fire quite a quantity of material has been received from Prof. S. A. Forbes, Curator of the State Museum of Natural History, among which are several boxes of insects, mostly Coleoptera, and also exchanges have been received from Mr. F. M. Webster, of Normal, C. W. Strumberg, of Galesburg, for European Coleoptera, and of H. K. Morrison, of Morgantown, N. C., for Diptera. Some of these exchanges had been arranged for before the fire but only completed after that event.

DONATIONS.

It is possible that in the press of work under which I have been laboring this year, some names have been overlooked in recording what has been so kindly furnished us by our many friends. The amount of aid offered us from nearly all parts of the United States and Canada since the calamity that befell us, is very en-

couraging, and I would take this opportunity to again express our sincere thanks for the aid and encouragement we have received from so many sources. In some instances the articles offered were not in the list of our losses, and consequently we could not accept them on the terms of the offers, but the spirit in which the offers were made showed none the less the sympathy that was felt for us.

In other cases the things offered were received and formed valuable additions to our meager stock of material for illustrations in Natural History. If any names are omitted in the following list, let it be understood that it is not intentional. I may say, before appending the list, that there are some things promised that are not yet received, and for that reason will go into the list for another year when received.

Nellie Barrett—Sphinx Plebeia.

Prof. C. W. Jerome—Rhinoceros Beetle.

Elmer Wooton—Stag Horn Beetle, Chipmuck, and Minerals and Fossils from Missouri.

Miss S. A. Moore, Gainesville, Ark.—A large Spring Beetle.

Dr. M. G. Parsons—Stag Horn Beetle.

H. Tait—Cecropa larva, two Hairy Woodpeckers, Patridge and two White Rabbits from Canada.

Geo. Graham—Polyphemus Moth.

Wm. Hyers—Horseshoe Crab.

Jennie Wait, Greenville,—Polyphemus Moth.

A. A. Starkweather—Larva of Royal Walnut Moth.

Miss Kate Ingersoll—Mineral Wool (asbestos) and several insects.

John P. Stelle, McLeansboro,—A Mantis.

A Hudson—A large Spider.

Hellen Bryden—Heath from Scotland.

J. B. Gill, Murphysboro,—Royal Walnut Moth larva.

Charles Prickett—Royal Walnut Moth larva.

G. W. St. John, Centralia,—Limacocles larva.

John H. Jenkins, Elizabethtown,—Pipe Iron Ore.

A. B. Parmlee—A large Spider.

J. Arthur Snyder—A Snake and several Birds.

May Rumbold—Larva of Apatela Americana.

Mr. Wier—A Coot.

Cora Hamilton—A Spider.
S. Hewitt—Woodcock and Spoon-bill Duck.
Harry Campbell—A Myriapod.
Richard Toney, Marion,—Hornets' Nest and a Barred Owl.
S. E. North, Jr.,—Quail and Screech Owl.
Capt. Wm. Talbot, Dry Hill,—Indian Disc.
G. W. Smith, Murphysboro,—A Fossil Shell.
John M. Dixon—Hen Hawk.
R. G. Sylvester—Wood Duck.
Willie McCrea—Yellow Hammer.
Dr. James Robarts—Barred Owl.
E. H. French, Lawrenceville,—Flying Squirrel and a number of Birds and Insects.
Wm. Hewitt—Mallard Duck.
Rev. W. Whitney—Pipe Stone from Pipe Stone county, Minn.
A. L. Brougher, Opedyke,—Bald Eagle.
Hettie and Sherman Stokes—Several kinds of Seeds.
Mrs. E. Robertson—Yellow Bellied Woodpecker.
Thomas Brewster—Cermatia Forcipes.
B. S. Mann—Quail, Golden Winged Woodpecker, Redheaded Woodpecker and Coot.
Wm. Bryan—Black Mallard and six other Ducks.
Edward Maroin—Golden Winged Woodpecker.
S. T. Brush—Green Winged Teal.
M. C. Lydick—Canary.
Miss Lizzie Sheppard—A large Onion.
Dr. G. M. O'Hara—Three Gold Fish.
James Ford, Muirkirk, Canada,—Two Black Squirrels and one Red Squirrel.
E. Keown and H. Prickett—Two Horned Owls.
H. Prickett—Bittern.
D. J. White—Bittern.
Frank O'Hara—Spider, Coot and two Flying Squirrels.
W. P. Rouse—Yellow Crested Night Heron.
John Willliams—Bittern.
Walter White—Two Virginia Rails and one Carolina Rail.
Mrs. J. Robertson—Maryland Yellow Throat.

Louie Linnell, Cobden,—Ruby Throated Humming Bird.

J. A. Jones, Cobden,—Mourning Warbler.

E. C. Toothaker—Large Spreading Adder.

Hester Perry—Rhinoceros Beetle.

Thos. Perry—Two Carolina Rails.

A. Gassaway—Red Bat.

Dr. Robert Allyn—Snapping Turtle.

Mrs. Delia Toney—Four Leeches.

Augustus Schwartz—Leech.

Prof. S. A. Forbes, Normal,—Two boxes and one can of material sent for illustration after the fire, and consisting of bird skins, Star Fihes, and other radiates, fishes, mollusks, etc.

C. W. Butler, Anna,—Thirty-seven specimens of bird skins.

F. M. Webster, Normal,—Beetles.

J. J. Nassbaumer, Mascoutah,—Two peculiar pecan-like nuts.

Miss Mary E. Kelsey, Melrose, Mass.,—A small package of Pressed Plants.

Respectfully submitted,

G. H. FRENCH.

CALENDAR FOR 1884-85.

Fall Term begins Monday, September 8—ends Friday, December 19, 1884.

Holiday Recess begins December 20—ends January 3, 1885.

Winter Term begins January 5, 1885—closes March 20, 1885.

Spring Term begins March 23, 1885—closes June 11, 1885.

Examinations for the year begin June 8, 1885.

Annual Commencement, June 11, 1885.