10-1-1884

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

Southern Illinois State Normal University Board of Trustees

SIXTH BIENNIAL REPORT

OF THE

TRUSTEES

OF THE

SOUTHERN ILLINOIS NORMAL UNIVERSITY,

LOCATED AT

CARBONDALE, JACKSON COUNTY.

OCTOBER 1, 1884.

SPRINGFIELD, ILL.:
H. W. ROKKER, STATE PRINTER AND BINDER.
1884.

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REPORT OF THE TRUSTEES.

SOUTHERN ILLINOIS NORMAL UNIVERSITY,
CARBONDALE, JACKSON CO., Oct. 15, 1884.

TO HIS EXCELLENCY, JOHN M. HAMILTON,
Governor of the State of Illinois:

SIR:—The undersigned, the Trustees of the Southern Illinois Normal University, have the honor to make their biennial report for the two years commencing October 1, 1882, and ending September 30, 1884.

At the date first named, October 1, 1882, there was cash in the hands of our Treasurer, John S. Bridges, $715.58.

The amount received from the State Treasurer for three-quarters of the fiscal, year July 1, 1882, to June 30, 1883, as appropriated by the Act approved May 30, 1881, was $16,875.00. The amount received for one quarter of the fiscal year, July 1, 1883, to June 30, 1884, as appropriated by the Act approved June 25, 1883, was $5,650.00. From all other sources—tuition, incidental fees, sale of land, &c., the receipts amounted to $4,029.50; a total of $27,270.08.

The expenses, including $22.45 paid for exchange in transmitting moneys from the State Treasury to Carbondale, amounted to $27,094.59. Which left a balance of $175.49 in our Treasury October 1, 1883.

The amount received from the State Treasurer for three-quarters of the fical year, July 1, 1883, to June 30, 1884, as appropriated by the Act approved June 30, 1883, was $16,950.00. The amount received for one quarter of the fiscal year, July 1, 1884, to June 30, 1885, as appropriated by the same Act, was $5,650.00. From all other sources—tuition, incidental fees, &c., the receipts amounted to $2,989.35; a total of $25,764.84.

The expenses, including $22.60 paid for exchange in transmitting the moneys from the State Treasury to Carbondale, amounted to $25,597.33, leaving a balance of $167.51 in our Treasury October 1, 1884.

For an itemized statement and account of these receipts and expenses, and the several departments to which they belong, we refer to the quarterly and general statements of the Treasurer of the University for the two years, which are herewith transmitted for your inspection, and to which we beg to call special attention.

The general interests of the University have been prosperous almost beyond expectation. Much has been done to add to the facil-

ities of instruction in the various departments and to provide in the several branches for original investigation and research in the laboratory and museum.

It will be seen that the number of students in all departments of the University has considerably increased. There were in all the departments, pupils as follows, viz:

Year 1882-83.

Training Department, all paying tuition,

First term	Males,	20	Females,	19	Total,	39
Second term	"	19	"	18	"	37
Third term	"	18	"	23	"	41
Totals		57		60		117

Preparatory Department, all paying tuition.

First term	Males,	40	Females,	26	Total,	66
Second term	"	42	"	18	"	60
Third term	"	18	"	15	"	33
Totals		100		59		159

Normal Department—paying tuition.

First term	Males,	8	Females,	9	Total,	17
Second term	"	14	"	5	"	19
Third term	"	15	"	3	"	18
Totals		37		17		54

Normal Department—not paying tuition.

First term	Males,	109	Females,	104	Total,	213
Second term	"	131	"	119	"	250
Third term	"	108	"	105	"	213
Totals		348		328		676

Total of all Departments—First term		331
" " " Second term		356
" " " Third term		305
Grand total		992

Year 1883-84.

Training Department, all paying tuition.

First term	Males,	21	Females,	22	Total,	43
Second term	"	20	"	22	"	42
Third term	"	19	"	28	"	47
Totals		60		72		132

Preparatory Department, all paying tuition.

First term	Males,	47	Females,	26	Total,	73
Second term	"	32	"	21	"	53
Third term	"	17	"	13	"	30
Totals		96		60		156

Normal Department—paying tuition.

First term	Males,	10	Females,	6	Total,	16
Second term	"	6	"	6	"	12
Third term	"	9	"	4	"	13
Totals		25		16		41

Normal Department—not paying tuition.

First term	Males, 109	Females, 112	Total, 221
Second term	" 106	" 112	" 218
Third term	" 76	" 140	" 216
Totals	291	364	655

Total of all Departments—First term	353
" " " Second term	325
" " " Third term	309
Grand total	987

The year previous, or 1880-81, this grand total was 701. The average age at which students enter the school has increased from 18 years and about one month to 18½ years, and our Faculty, as will be seen by their report made through the Principal, have found that the qualifications or literary attainments of these students have increased in a still larger ratio.

The number of students who complete the full course and graduate is still small in comparison with the number who attend for short times. Yet it is about equal to what other institutions of the same grade accomplish. The graduates in June, 1883, were 10 in number, and in June, 1884, 16 in all. In the ten years nine classes have graduated numbering 81, and most of these are now engaged in teaching. Only one of them has died.

The ninth and tenth annual reports of the Principal, made to us in June, 1883, and in June, 1884, have been printed, and copies are herewith enclosed. We desire to make them a part of this report as an appendix. They contain some facts and considerations which we deem worthy of the attention of the public, and they explain the working of the school as conducted by our Faculty, most of whom have been connected with the University since its opening. These gentlemen and ladies are so well known to the people of this section of the State, that they need no commendation from us, further than the one fact that we have continued them in their several chairs of instruction since their first election in July, 1874. This act of ours indicates our opinion of their merit, and the fact that there has been no pressure from without for their removal, amid the progressive tendencies of the times and the multitudes of worthy candidates for employment, shows the public appreciation of their qualifications and work, as well as their personal popularity.

In June, 1883, Professors Foster and Hillman resigned the positions which they had held very popularly for nine years—Professor Foster to take the superintendency of public schools in the city of Reno, Nevada, and Professor Hillman to engage in business in Kansas. There were some changes in the department work, and Professor Samuel M. Ingles, of Greenville, was chosen to fill the chair of arithmetic and algebra, and Miss Inez I. Green, of Mt. Vernon, was employed in the department of geography, and as assistant in teaching algebra.

At the beginning of these two years the Training department, which had for several years been discontinued, was reorganized under the immediate supervision of Professor Hull, as the teacher of practical pedagogy, with Miss Mary A. Sowers, a graduate of

the class of 1881, as assistant in charge. It has been eminently successful. The design of it is to afford opportunity to exhibit our methods, to try well considered experiments in educating the child, and to give a chance to our pupils to exercise themselves in the practice of teaching and controlling classes in recitations. We thus afford them facilities to observe how a skillful teacher conducts the business of the school room, secures obedience, enforces discipline, applies stimulus to the indolent, represses the impudent, and foresees and prevents incipient tendencies to disorder. A limit was fixed, at first, to the number to be admitted—thirty-two being set as the maximum. So great, however, was the demand for places in its classes, that the number was successively advanced to forty and finally to fifty, and now it exceeds even that limit. The pressure for more accommodations is still great, but no more can be received. At the last Commencement Miss Sowers resigned her place, and Miss Alice Krysher, another graduate of the University, succeeds her, and enters on her work with good omens.

The United States government has detailed an officer of the army to give instruction in military science and tactics in our University, to such students as may desire it. This is now the seventh year of the experiment, and we are of opinion that it is a valuable addition to the appliances which our school affords for making citizens capable to do all duty, or as Milton has it, "fit for all the offices, both of peace and of war." Nothing gives a better physical development and a manlier carriage than an exercise in marching and in the manual of arms. The knowledge gained and the habits of self-control acquired by military drill, the ability to stand erect and alone, to lead and to follow when commanded, and to command when circumstances require, are all invaluable in a nation where every man is the equal of every other, and where each may be called on to defend the life and institutions of his country as well as his own dear-bought privileges. Implicit obedience to the orders of a superior—though only in temporary authority—is worth an incalculable sum to any young man, especially as this enables him to unite with others in order to secure, to enjoy and to extend the advantages of civilization.

On the 26th day of November last, a fire was discovered, at a quarter past three o'clock in the afternoon, in the southeast corner of the Mansard roof, directly over the museum. Attempts were at once made to reach and subdue it, but every effort was baffled, and in less than two hours the magnificent building was in ruins. The Faculty, the students and the citizens made heroic exertions to arrest the progress of the flames. A fire company with a steam fire engine from Cairo, and a fire company from Murphysboro, came on express trains to aid in saving the University; but, owing to some unfortunate construction of the roof, and to the location of the water supply tanks and their imperfect connection with our own steam engine, it was impossible to get a drop of water to touch the fire. The people who came to the assistance of the Faculty and students succeeded in saving a large part of the furniture, almost every book and pamphlet of the large and valuable library, and the most of the apparatus and appliances of the laboratory. The museum was already invaded by the fire when first it

was seen, and it was a total loss. The Socratic Literary Society, whose room of meeting was adjacent, was a great sufferer, losing all its valuable pictures and furniture, except its piano forte. Considering that the fire occurred while the school was in session, and that three hundred and fifty students were in the building, engaged in the different rooms, and that almost a thousand citizens hurried to aid in saving property, it is a matter of congratulation and thankfulness that no one was injured, and scarcely one was in any way endangered.

Dr. James Robarts, the Secretary of the Board of Trustees, at once telegraphed to the members of the Board, and Mr. C. N. Hughes and Dr. H. C. Fairbrother came from their residences on the first trains. Mr. Hughes arrived at 5½ p. m., with the steam fire engine from Cairo, and Dr. Fairbrother came in at midnight. The other members could not attend. These three, however, constituted a quorum of the Board, and they at once took prompt and efficient measures to secure the property saved, and proceeded to the work of putting the school into the most comfortable quarters possible. In their efforts they were aided by the citizens of Carbondale, who held, at the call of their mayor, E. J. Ingersoll, esq., a mass meeeting that evening. Measures were inaugurated at once to build a temporary building to be used for the school till the General Assembly should make appropriation for renewing the structure, and within sixty days the students were at work quietly in these temporary quarters on the Normal campus. This building is one story, in the form of a Greek cross, 163 feet in extreme length from east to west, and 117 feet from north to south. It has a central hall for study and fifteen rooms for recitations. It is a model of simple convenience as a school house for a city or village where land is abundant. It is well ventilated, and easy of access in all its parts, and will accommodate from three hundred and fifty to four hundred pupils—crowding them considerably to be sure—but giving them opportunity for almost all the exercises of recitations and study. It has no vacant spaces and does not permit much opportunity for display, but it does answer a most useful purpose; and it gives the State the assurance of the deep interest which the citizens of Carbondale and vicinity feel in the prosperity of the school in their midst, and of their determination to do their part toward maintaining an institution so necessary for the improvement of the free schools of our State.

These citizens of Carbondale deserve from us and from their fellow citizens of the State, a grateful acknowledgment of their enterprise, their public spirit and their self-sacrifice. Many of them at any other time would be entitled to honorable mention. They not only gave advice and encouragement, more grateful than anything else, but valuable time and large sums of money. They provided rooms for recitations, for assembling, for library, and other purposes, in such abundance as almost to embarrass us. We therefore abstain from naming any one, and give only general credit to gentleman and ladies who, within about two weeks, gathered over $4,500, and applied it toward the building already named. The total cost was about $6,000 in all, a portion of which we were fortunately able to supply from some moneys collected from the tuition

and incidental fees. We trust our students and teachers will do good work in it until the General Assembly, soon to be chosen, will authorize the restoration of the edifice which was the pride of our section and an honor to the State.

It might be expected that we should argue the necessity and propriety of restoring the building which has been so nearly destroyed. We do not propose to do this at length or with any degree of fullness. That matter is with the people of the State, and will be carefully and, we doubt not, wisely and justly considered by a General Assembly to be chosen in less than a month. That body will come fresh from the people and will understand their desires and their wants as well as the ability of the State. We should not, however, discharge the high trust committed to us, nor be true to our own interests as citizens, if we did not emphatically express our own opinion and give the briefest points in the argument for the immediate rebuilding of the University. You, sir, as Governor, having the welfare of all the people at heart, have looked over the ground and will at the proper time express your conclusions. We need therefore only hint at what seems to us conclusive reasons for asking of the General Assembly a liberal appropriation for the purpose of rebuilding the edifice to accommodate this part of the State with Normal instruction.

In the first place the State, ten years ago, accepted a large donation from the people of this section to aid in building for its sons and daughters a school, which should give to them as good advantages of public education and Normal school training as the Central and Northern parts of the State had, for fifteen years, enjoyed. The solicitation and acceptance of this donation was then reckoned to be a pledge that the school should be continued, and that no accident should be allowed to interrupt it. The building was uninsured by the deliberate action of several successive legislatures, in fact by what seems a settled policy. There appears, therefore, to be substantial justice for the claim to rebuild. And this is aside from the consideration of the needs of our public school system, which all our best educators, without exception, believe to demand the maintenance of normal schools; and it does not take into account the convenience of the people of this section. It simply looks to the matter of right and justice.

Another consideration is, on some accounts, of more weight than even this. It is the immense advantage the University has already brought to the schools of this State, and the promise which it affords of vastly larger benefits in the future. This is stated in the reports of the Principal already alluded to, and we shall not repeat. We only name, in this connection, the great loss which the State must sustain if this enterprise is now abandoned. The loss by the fire, as it now stands, is immense. But if the building is not rebuilt it will be a total loss of all the money that has been expended. Indeed, what education it has accomplished will mostly remain. But the walls as they now in part stand, the foundation, the library, the apparatus, all will be complete loss. As these now remain they are worth not less than $60,000, and many good judges estimate them considerably higher. Then, the tendency among the people to seek a better education will be at least partially arrested,

and especially the impulse given to candidates for the teacher's office, to seek a full preparation for their noble and responsible duties, will be almost wholly destroyed. The work of education seems also to require centers of power or influence, and this University has begun the establishment of one such in the long, narrow section of our State towards its southern end. The nucleus of library, museum, laboratory and schools has been located at a convenient point in the city of Carbondale; if not in the most easily accessible, at least in what has, on more than one occasion, shown itself peculiarly enterprising and unselfish. Can our beloved and progressive commonwealth afford to lose all this, and further deprive that portion of her tax-payers who reside in Southern Illinois of the fair opportunities of education and growth which other portions possess? To ask such a question seems to us an answer to all objections to the speedy restoration of our University to its original beauty and power.

The amount needed to rebuild is variously estimated by architects and builders at sums from $125,000 to $200,000. We shall cause careful calculations to be made, with suggestions for plans of restoration, and shall submit them, in due time, to you, that you may transmit them to the General Assembly if you judge best.

The estimates for carrying on the school for the next two years are herewith submitted, with the single remark, that our policy has been from the first to ask for the exact amounts in our judgment necessary to carry on the school with profit and credit to the State. The sums are somewhat smaller than in other years, because we are in a less spacious building, and because the usual amounts for library, museum, fuel and repairs will not be needed; at least, till we are in the new building. The salaries are, for our professors, in nearly every case, now smaller than in other institutions of the like grade, not only in our own State, but in others. This inequality seems to us neither good policy nor wisdom, and we therefore have asked an addition to the sum for salaries.

With these explanations we submit the accompanying estimates, and we solicit a favorable consideration of them. We are sure, from the interest you have always manifested in our welfare, and from your general public spirit, that you will in no case neglect so important a public institution. We have to express our gratitude for your advice and valuable suggestions, and we beg you to accept our sincere acknowledgments of your services.

The following is the summary of the items of receipts as appropriated by the General Assembly and collected from other sources, and of the expenditures as classified and arranged in our accounts, viz:

For the year beginning October 1, 1882, ending September 30, 1883.

Dr.		*Cr.*	
Paid for salaries	$19,023 00	Balance	$715 58
" " repairs	466 47	For salaries	18,550 00
" " fuel	768 06	" repairs	937 50
" " library	1,540 90	" fuel	812 50
" " museum	752 10	" library	1,125 00
" " apparatus	442 44	" museum	500 00
" " Trustees' expenses	176 44	" apparatus	325 00
" " coal house	400 00	" Trustees' expenses	275 00
" " incidentals	3,525 18	" coal house	400 00
Balance	175 49	" all other sources	3,629 50
	$27,270 08		$27,270 08

For the year beginning October 1, 1883, ending September 30, 1884.

Dr.		*Cr.*	
Paid for salaries	$19,077 95	Balance	$175 49
" " repairs	1,251 41	For salaries	18,550 00
" " fuel	320 70	" repairs	750 00
" " library	478 03	" fuel	1,000 00
" " museum	337 06	" library	750 00
" " apparatus	344 73	" museum	500 00
" " Trustees' expenses	261 45	" apparatus	400 00
" " care of grounds	822 54	" Trustees' expenses	350 00
" " incidentals	2,703 46	" care of grounds	300 00
Balance	167 51	" all other sources	2,989 35
	$25,764 84		$25,764 84

The following are the amounts estimated by us as necessary for successfully carrying on our University for each of the next two years. We assume that the school will be ready to occupy new and larger quarters early in the year 1885-6, and that the sums for many items will be greater for the second year than for the first:

Items.	Estimates for year beginning July 1, 1885.	Estimates for the year from July 1, 1886.
Salaries	$19,670 00	$19,670 00
Fuel	500 00	1,000 00
Library	250 00	1,250 00
Apparatus	150 00	500 00
Repairs	250 00	500 00
Musuem	150 00	500 00
Care of grounds	300 00	300 00
Trustees' expenses	550 00	350 00
Totals	$21,820 00	$24,070 00

We append the names of the several members of the Faculty of Instruction and Government, as they were elected and have entered on their work during the term now progressing, and which began September 8, 1884:

FACULTY OF SOUTHERN ILLINOIS NORMAL UNIVERSITY.

ROBERT ALLYN, LL. D., *Principal.*

Teachers.

CHARLES W. JEROME, M. A.
JOHN HULL, M. A.
DANIEL B. PARKINSON, M. A.
JAMES H. BROWNLEE, M. A.
MARTHA BUCK.
GEORGE H. FRENCH, M. A.
ESTHER C. FINLEY, M. A.
SAMUEL M. INGLIS, M. A.
INEZ I. GREEN.
CHARLES G. STARR, Lietenant U. S. A.
JOHN BENGEL, Ph. D.
ALICE KRYSHER.
LILIAN B. FORDE.

With sentiments of high esteem,
We subscribe ourselves, Sir,
Your very obedient servants,

THOS. S. RIDGWAY, *President.*
JAMES ROBARTS, *Secretary.*
N. C. FAIRBROTHER,
R. D. ADAMS.

APPENDIX.

Containing the Ninth and Tenth Annual Reports of the Principal, made to the Trustees.

NINTH ANNUAL REPORT OF THE PRINCIPAL.

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 Superintendent of Public 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 have 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 cases 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 previous 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 receive 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 magnificent building for a Normal University, and that the State has maintained in it an admirable institution 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 any one. 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 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, sounds and 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 of 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 ourselves 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, actually 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, archæological, 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 bookworm. In the same manner we study mental philosophy and the science of teaching, or pedagogy. He may read a text-book, but 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 present knowledge that it may be grasped and retained, and recalled. Then he observes in the school room, and learns to mark the method of his teacher and the mistakes of his associates, as they are called on to teach classes in our Training department. He is hence made a clear, knowing critic, before he is called to exercise his calling in an independent manner. We reckon this practice, in reading books of the library, in studying specimens of our museum, in 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 adding 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 school leads teachers and students to talk much of schools and teaching. Intercourse with others with the same aims, and who are engaged for 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 of 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 confidence, and, in most cases, would add power to the candidate for 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 those 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 students who yearly come to be instructed and in the improved condition 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. Strecher.

I remain, very truly, your obedient servant,

ROBERT ALLYN.

TENTH ANNUAL REPORT OF THE PRINCIPAL.

SOUTHERN ILLINOIS NORMAL UNIVERSITY.
CARBONDALE, ILL., June 11, 1884.

To the Trustees of Southern Illinois Normal University:

GENTLEMEN—I have the honor to make a tenth report to your honorable body, and to present with it the reports of the teachers of the several departments and that of the curator. The circumstances surrounding us are sad. The ruins of our building lie crumbling before us. Our narrow quarters are crowded almost to suffocation, yet they are far more commodious than we at first imagined it possible to secure. They have answered an admirable purpose. The school has been carried on with as much efficiency as ever, and this year we present to you for graduation the largest class we have had. It is a class of whom we are proud, and is composed of nine young ladies and seven young gentlemen, who are excelled in scholarship, in character and in worth by no class which has gone forth from our halls. Nine classes have now been trained by us and sent forth to do good among mankind. Ten years have passed since the school was opened, and with the exception of the destruction of our building, our prosperity has been uninterrupted. The numbers in school have steadily grown, and the character and attainments of the students have advanced.

It is therefore a favorable time to review our history, and to state very briefly some of the results of our labors. The money drawn from the State treasury has been about two hundred thousand dollars; an annual average expenditure of twenty thousand dollars. The average number of students per year has been not far from three hundred and fifty, rising during the year now closing to five hundred and forty. Of this number eighty-one have graduated. Among these persons there are now sixty-seven actually engaged in the work of teaching. The benefits of the school to the community are not measured by its graduates or the work they have done in the line of teaching. The influence it has had on the individual pupils who have been instructed, and the ideal it has held up before the public, as well as the information it has scattered and the enthusiasm it has awakened among the people, are really more valuable than the work of its graduates.

But as this is a Normal school, and as it proposes to educate teachers, the real questions are, do the students teach schools after they are educated here, and do they teach better than they would have done? There can be no doubt on either of these points to one who carefully examines the whole matter. Both of these points

have been so often argued in previous years that I deem it inexpedient to do more than mention them at this time. The past winter we had information that over five hundred and ninety of our former pupils were teaching in fifty-eight counties of the State, and their wages, as reported, averaged something over forty-two dollars per month. The average of teachers' wages for the whole State is commonly set down as not exceeding thirty-six dollars. A fact like this indicates the value of the training our school gives better than any argument could.

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

A word more, however, as to the value of an education may not be inappropriate in view of the controversy being 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 of 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 for 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 has 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 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 time to reach my house messages and letters had preceded me in making offers of rooms gratuitously for use so long as they might be needed. Particularly, one came fram 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 past 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 citizens in their generous attempt to furnish our quarters. The students deserve commendation for their zeal and liberality, they having at a considerable sacrifice put into the hands of the building committee a very generous sum. And it should not be omitted that many of our former students sent cash and earnest sympathies. One donation particularly grateful, as it came unsolicited and from a quarter which has always shown us special sympathy. It was from the Illinois State Normal University, at Normal, and exceeded $130. The promptness and cordiality of it gave to it more than a double value, and we trust that it marks the general sentiment of the educated teachers and the progressive young people and students of the State as to the necessity of continuing the school in operation, and in favor of rebuilding it at the earliest moment. I am sure the Board of Trustees appreciate all these evidences of kindness as truly suggestive of public opinion, and will do all in their power, as I know the teachers all desire to, that the school may be made better every succeeding year.

Indeed, gentlemen, your liberality and generous appreciation of our services has often touched our hearts, and the fact that you have in this most trying emergency maintained confidence in the management of the school, has been grateful beyond expression. The Principal wishes here to acknowledge your kindness, and as the event has shown, your wisdom, in, almost contrary to his desire, relieving him from the recitation room at the last Commencement. It was then found that the school had grown to such proportions in numbers of students that the work of supervising would occupy all his time and exhaust his energies. And the calamity, coming as it did, certainly demonstrated the propriety of leaving him free to do more of the general supervising. With the more special work of Prof. Hull in the Training department, much more has been done to give our students valuable practice in the recitation room, and they have certainly profited by it to a very large degree. This department has never been so efficient as during the present year under the care of Miss Sowers and Prof. Hull, and she leaves her work to Miss Alice Krysher, another one of our graduates, in the best condition for even greater success. From the beginning of the University it has been an object of desire to make a Training department an important part of our business, and at first it did seem that we had arrangements made to secure it. The distance of our building from the city and the unwillingness of parents to send the small scholars so far, appeared to be such potent factors in the problem as to render our success doubtful. The number of primary pupils sent to us to be taught in the Training department dwindled to so small a number, that the school was discontinued. But in the last two years there seemed to be a growing demand for the renewal of the experiment. It was at once determined that if forty pupils could be ob-

tained a Training department should be opened and put on a more secure and satisfactory basis. The number was reached at once, and more stood waiting to come in whenever a vacancy occurred.

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

One of the grandest results to be expected of our public schools is that it shall so lay an emphasis on good reading as found in permanent books—not wholly in the periodical literature of the day, newspapers and magazines, necessary and instructive 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 receive 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 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 the department promises much usefulness to our section of the State, where the German is so much desired as a means of communicating with our cousins who come in such numbers to settle among us, and who themselves need the assistance of a countryman to assist them to acquire our language and to make themselves familiar with our customs and laws and our modes of speech.

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

The Faculty have carefully examined the following young ladies and young gentlemen, who have completed the course of study prescribed by your rules, and finding them well qualified, and knowing them to be of unblemished morals, recommend them 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.