

6-11-1885

# Eleventh Annual Report of the Principal and Professors of the Southern Illinois Normal University at Carondale, ILL Made to the Board of Trustees

Southern Illinois State Normal University

Follow this and additional works at: [http://opensiuc.lib.siu.edu/bot\\_ar](http://opensiuc.lib.siu.edu/bot_ar)

---

## Recommended Citation

, . "Eleventh Annual Report of the Principal and Professors of the Southern Illinois Normal University at Carondale, ILL Made to the Board of Trustees." (Jun 1885).

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

1172  
ANNUAL REPORT

— OF THE —

PRINCIPAL AND PROFESSORS

— OF THE —

SOUTHERN ❖ ILLINOIS ❖ NORMAL ❖ UNIVERSITY

— AT —

CARBONDALE, ILL.,

— MADE TO THE —

BOARD OF TRUSTEES,

JUNE 11, 1885.

---

CARBONDALE, ILL.:  
FREE PRESS PRINT.  
1885.

LIBRARY OF  
SOUTHERN ILLINOIS  
UNIVERSITY LIBRARIES  
CARBONDALE

ANNUAL REPORT

— OF THE —

PRINCIPAL AND PROFESSORS

— OF THE —

Southern Illinois Normal University

— AT —

CARBONDALE, ILL.,

— MADE TO THE —

BOARD OF TRUSTEES,

JUNE 11, 1885.

---

CARBONDALE, ILL.:  
FREE PRESS PRINT.  
1885.

C2129



# ANNUAL REPORT

OF THE

## SOUTHERN ILLINOIS NORMAL UNIVERSITY.

---

*To the Board of Trustees:*

GENTLEMEN:—The close of another year brings the return of a statement of the condition of the school and its work. The Faculty and students have continued their duties in the temporary building, provided so nobly by the citizens of Carbondale. It has served a useful purpose, though altogether too small and imperfectly furnished. During the summer vacation it was plastered, and many more shelves were put in, for the books of the library and museum. These improvements made it warmer, more convenient and rendered the rooms less accessible to the noise of work carried on in the different parts of it, and have certainly been worth to us more than the cost.

The regular work of recitations has gone on with the usual good feeling between the students and Faculty, and, as we believe, with even more than the ordinary success of their work on the part of both. The number of students has aggregated something less than during the last year. But the smaller classes were in the autumn and winter, while the spring term was larger than last year; and what is still more promising, there has been during the present term an increase of those who had been engaged in teaching, and who are proposing to make this calling their permanent occupation. This has been very gratifying to the Faculty, as it shows the increasing pressure of public opinion, urging teachers in the public schools to make a more thorough preparation for

their work ; and it also indicates that those who have begun the duties of this most exacting calling, see at once that they can not discharge the duties required without a larger fund of knowledge and greater study of methods than the ungraded schools afford, or than they acquire at the ordinary schools for the teaching of science. The observation of such persons has shown them that they need a discipline, and an instruction, too, specially directed to the work which they have in hand, and hence they have come to us and have given their attention to methods with great profit. Science may be learned elsewhere, but methods of teaching it can only receive proper attention in a Normal school, except as they are learned by simple, unaided observations made by the student while his chief attention is absorbed in studying the work of his teacher in the recitation room, and are imitated from the manner of the teacher as the pupil remembers it afterwards. The number of these persons who have been engaged in teaching in the public schools during the past year, and who are with us this spring is something more than fifty, and their presence proves that they not only feel the need, as has been said, of more specific instruction, but that the public, and the teachers' profession, have seen our work during the last ten years and have found our methods exactly adapted to the wants of teachers and to the public schools of this section of the State.

Another thing has given us general satisfaction—the better preparation of the students who come to us, more particularly their better understanding of the elementary branches. It may not be inappropriate to cite an example, selecting what is very commonly called the lowest of the practical tests of scholarship, but which does in reality show the finish and completeness of the early discipline, and the patient faithfulness of both teacher and scholar to produce it—good spelling. When our first regular session of the University opened in September, 1874, we examined one hundred and two students whose ages averaged about nineteen. The test was fifty words selected from a daily newspaper printed the previous day, and they were pronounced to the class at the rate of four words a minute. The result was that sixty-seven per cent. of them were spelled incorrectly. At the opening of the current term we examined eighty-two. The test this time was a longer one and therefore tried persons unaccustomed to it much

more severely. It was one hundred words selected in the same way and given out at the rate of six words a minute. The age of the candidates was nearly the same—possibly, however, a quarter of a year less. The per cent. of words misspelled was only twenty. Perhaps equal progress has not been seen in the other branches of the common school studies, because in those schools more attention to them is usually given. But there certainly has been a large improvement in the written examination papers which those now entering prepare. This is mostly manifest in the methods of writing, punctuation, and general finishing of the work. All this is gratifying to the Faculty and gives them great encouragement.

Contrary to our hopes, the General Assembly has not yet passed a bill to appropriate money for our current expenses or for rebuilding. We have no doubts but that this will be done, as both bills, giving the amount which the Trustees asked for, have been passed by the Senate and are now on their second reading in the House.

The several departments of the school have been as usual well conducted. The professor of Ancient Languages has been employed with even more than his ordinary diligence, having been at his post early and late. There is apparently a slight falling off in the zeal for the study of Greek, and the professor has recommended that hereafter Greek be omitted from the Course, and that the students who wish to pursue that study shall be required to pay tuition. This suggestion has been adopted by the Faculty.

The Higher Mathematical department is now joined with the Pedagogical and Training departments and has proceeded with its accustomed regularity and system. It has never been more effectively handled, nor has it in any year, as our graduating class will show by their methodical training, done better work or had better students.

The department of Chemistry, Physics and Book-keeping has been conducted in quarters so contracted as at first sight to seem to render it impossible to do any of its special work with real profit. But by the ingenuity of the professor and the good nature of the pupils, the little laboratory has been sufficient to give excellent illustrations of science pursued under difficulties.



The department of Reading, Elocution, Vocal Music and Rhetoric has been steadily carried forward in an energetic and finished manner, and there is a marked advance in the ability of our students, both to read with force and grace and to write with clearness and propriety.

The department of Grammar has never made in any year longer steps toward correctness in speaking and in writing the English language. It has been crowded with diligent and aspiring students, who have been deeply impressed by the earnestness of the teacher, and, I am sure, will make themselves felt in our public schools, to induce a more accurate habit of speech.

The department of Natural History has if possible more than any other excelled in the quiet power with which it has been pushed forward. The Professor who, it is proper to say, is recognized as a master in his work from New Brunswick to California, has devoted every hour to research and instruction. He has added a large number of excellently mounted specimens to the Museum, and his work can hardly be too highly praised.

The department of History has proceeded with the ordinary routine of work in a manner of more than its customary ease and good-natured efficiency. Some new maps and methods have been introduced, and the study of the Constitutions of the State and Nation has been added to the Course.

The teacher of Arithmetic and Algebra has given much more than the school hours to his duties, and has brought into the work of his room very much of needed systematic method. The scholars are made not only quick at figures, but are taught numbers as well, and they learn also the philosophy of the operations upon them.

The department of Geography and of Elementary Algebra has done its work in a manner that can hardly be improved, moving as noiselessly almost as the globe itself, and giving to those who enroll themselves in it such a comprehension of the facts of the world as adds to the interest of everything done in this study.

The department of Modern Languages has increased very considerably under the vigorous and philosophical management of the practical teacher who conducts it. The German language is largely in demand and is taught so as to give an insight into the intricacies of English as well, and the philosophy of language in general.

The department of Drawing and Penmanship has been still further systematized during the year, and it is proper to say has now for the first time become settled into a regular and normal line of work, having a definite end and a philosophical method of approaching it. The drawing is not yet fully appreciated by the people, and this is one of the reasons why it has seemed impossible to give the certificates of one, two and three years' courses of study which the Faculty have made provisions for.

The Training department has done its work with better satisfaction than ever, and has given better facilities for our students to observe and begin the practice of their chosen profession. I speak of this further on.

All these departments, both for their teachers and their pupils, deserve great praise, and might be even more highly complimented, but these instructors are in such close relations to the principal, and have rendered such active and cheerful service, which, during the last part of the year more particularly—owing to repeated absences—have been so often accepted, that to praise them seems too much like confessing to my own personal lack of attention to work. Their unselfish devotion to the interests of the school and of education in general, their zeal for the progress of every scholar and their individual interest taken in the pupils are beyond the reach of words to do them justice. They have been diligent in labor and duty and merit the gratitude of all.

The number of students has slightly decreased for the last year, there having been 464 against 540 the year previous. But the Spring term showed an increase—322 this year against 313 last year. A portion of this falling off in numbers is due to the fact that by request of the State Superintendent of Public Instruction we held no Special Session for Normal study during the summer of 1884. Fifty-nine students attended our session of 1883, and if they are added to our 464, we should show 523 as against 540, a loss of only 17. A comparison of the two years is by no means discreditable to the one now closing, especially when we consider that during the year 1883-4 our beautiful building burned, and that since we have been so inconveniently crowded into a temporary structure, which, though capable of holding more students than we have had, and being an evidence of the large-hearted liberality of the citizens of Carbondale, is, nevertheless, very contracted and

very incomplete. The numbers enrolled each term of the scholastic year 1883-4 were as follows: Fall Term, 362; Winter Term, 327; Spring Term, 313. For 1884-5: Fall Term, 313; Winter Term, 292; Spring Term, 322. Grand total for 1883-4, 1002; grand total for 1884-5, 927, a difference of 75; but the average time during which each remained was in the last year longer by three weeks. The average length of attendance during 1883-4 was 23 weeks, that of 1885-5 was 26 weeks. The fear and uncertainty excited by the fire are probably largely the causes of this difference. Our graduates were sixteen last year, and this year they are ten, six ladies and four gentlemen.

The Training department under Professor Hull and his genial assistant, Miss Krysher, has continued to be a success. Each seat has been occupied every week, and a few children have been temporarily placed on chairs and stools in anticipation of vacancies which might be expected in the near future. For at the beginning of each Term there have been more applications for admission than our desks could accommodate, and hence parents were willing to permit their children to suffer some small discomforts with the hope of vacancies, which almost invariably occur during the progress of a Term on account of sickness or unexpected removals. This department has been invaluable to us in many ways. It has afforded to our Normal students opportunities for observing methods of teaching as practiced by our long experienced teachers, and also by beginners, as they themselves are. This observation work, required of every student, is to him of large use. He sees how topics are presented; how questions are asked by the teacher to find out what the young pupil knew beforehand, what he has learned from the previous lesson and from the book by his own study; how the review of the previous lesson is brought in, and how the scholar is directed to the next, and prepared for it, so as to connect the series of lessons into one logical whole, and not to leave each chapter a fragment of a subject and all the lessons a disjointed mass of chaotic elements; how the teacher does, by his voice and manner, eye and hand, manage to control, to stimulate, to praise, to encourage, to rebuke even, and to inspire without scolding, or frowning, or hectoring, or oppressing the spirits of the class. All this and more he learns by this observation exercise, in which he is guided by the superintendent of the

department or the assistant, or by the principal; and then he is required to write out these criticisms for the inspection of the superior officer, and for his remarks and criticisms.

In the next place the Normal student must himself actually teach and control a class in this department. He does this frequently under the eye of the superintendent, and is subjected to a searching but kind criticism of his manners, his methods, his questions, and his answers to the queries of the children, when these are made. He is specially instructed not to imitate another, not to follow a book too closely, nor to depart far from the lesson text which has been prescribed for the scholar to study. Every good point in his work is commended and every fault pointed out. And he is told how to avoid the latter and how to pride himself on the former so as not to become a hobby rider or an egotist.

These are great advantages to the Normal students, and while our professors, as they usually do, perform their duties faithfully no harm, but rather a benefit, comes to the young pupil in the Training department. For we have found under this practice that the smaller scholars are well taught, orderly, accurate, enterprising and thoughtful in general beyond their years, and often beyond others who come to us from other schools. They do not always show quite as ready a memory of the mere words of a book to be repeated before visitors as may often be the case in other schools; but they do think on current matters and become able to express their thoughts or handle their knowledge in a manner most creditable to themselves and to those who have been engaged in teaching them. No part of our work, as seems to me, deserves more praise or accomplishes a better result. And this must be of great value to communities in which these pupils of ours who have thus been trained to even a little practice teaching before they seek to become independent teachers, are employed.

This work of our Normal students—in observation and practice—impresses us more emphatically than ever with the importance of a Normal training for every teacher in all our public schools. The report of the Superintendent of Public Instruction for 1883-4 shows that about 3000 new teachers enter on the work instructing our children every year. A large part of these must come directly from the ungraded schools, as must almost by a necessity be the case in the absence of a law requiring a definite

training for the office of a teacher, and in consequences of the small wages paid to teachers, as well as because of the low standard of qualifications for this sacred office as held by public opinion. They will, therefore, of course, have not an item of preparation for their specific work, save what they have observed by an unconscious process, as they themselves have been taught and have studied under others who had before them been instructed by teachers with the same entire want of special training. At best they must be imitators of unphilosophic methods and improvised expedients, both of explaining difficulties and of governing and influencing. How illogical such a practice is, and how clearly it must be unprofitable, if not disastrous, to any community need not be asserted. And in proportion as the schools are supplied with uninstructed teachers must the damage be to the interests of the State and Nation. What would be thought of a house painter who should set a boy of twenty to mix leads, oils and pigments and lay the colors on a house, after having looked on to see how the master was doing the thing, without himself having received any instructions or directions as to the nature of these materials, or the manner of grinding them together, or of spreading them on surfaces of wood or brick and mortar? Yet this enlightened and civilized community of ours, loving and prizing its children far more than it does its dwellings, entrusts the most delicate, the noblest, the most important of all the work of human society—the teaching and governing, the discipline and development of its children—to the novice in knowledge and to the one who has absolutely no experience whatever in the work; doing this, not always nor altogether because he wants a place to work, but simply because he or she wants the wages, or possibly the statement would be nearer the truth if it should be written, because the father or other relative wants the son or daughter to enjoy the dignity or gain the emoluments of the teacher's position! In our Training department the young man or young woman gets some experience, and becomes more or less thoughtful as to the great work which he proposes to undertake, and more or less regardful of its high duties and its grave responsibilities. And in our Normal classes he gets also two or three other things: (1) A fair knowledge of the human mind and body—its impulses and desires—its singular self-assertive independence and

distrust of any outside interference obtrusively thrust upon it—its freaks of affection so often misplaced and yet so controlling of its destiny; its almost inconsistent love of nerve-exhausting excitement, and its almost vegetable longing for sleepy ease and idleness—its power of patient work and daring, and its fickle liability to change with the whim of a moment. (2) He learns that in the school room he is not to handle dead matter nor control brute stolidness, nor yet the docility of the domestic animal. It is a human will he is to master, and yet not himself to be the master of it, but to make it the self-centered master of itself and all its powers; not an intellect that he has to inform, but a life force to build up and launch into an independent activity which shall move among other independent activities, and give to them, as it demands for itself, all the rights and privileges of independent and self-acting existences. (3) He learns, therefore, that he is not simply to lecture and impart information, but to arouse attention, to control waywardness, to regulate habits, and train, discipline, strengthen and establish a character. He is, while with us, constantly impressed with the thought that his duty as a teacher is to develop the whole nature of the child—leaving it still a child—so that it shall instinctively exercise its divinely given love of right and truth and activity in the proper directions as a child—not as a prig of a man or woman, a youthful pedant or an incipient philosopher. He is made to remember that as a teacher he is to help the family to do its duty, not to assume that duty and remove from parents the responsibility. He must know the relations of the teacher and citizen, the parent and the school, and so encourage all these social agencies that the home life and civil life shall make the child perfect—always a genuine child—not a genius or a show specimen—not a young Macauley of an omnivorous memory and egotistic self-assertiveness—nor a waspish poetaster like young Mr. Pope—but a child obedient to law, patient of proper restraint, active and helpful in all the little and large, all the perplexing and agreeable duties of home and society—a child loving green apples, if you please, and fond of making mud pies and plashing muddy water over himself and his companions, finding his fingers strangely contractile in proximity to the cat's tail—but yet a child, honest as God makes children at first, not afraid to tell the truth and love a friend, a child wide awake as nature compels

him to be, and as industrious as the restless instincts of his own being incites him to be, as playful and ebullient as the growing force of a day in April. In fact, the teacher is to be taught to manage this strange mystery, this child, this human nature, his very own in all affinities, so that all its individual steam power—rising even to one hundred and forty pounds to the square inch—shall neither burst the boiler, nor derange the machinery, nor carry the train at a destructive speed.

How is a boy or girl of sixteen or twenty, without special thought and definite training to know what childhood is, and what it means to be a teacher? How can he teach properly, so as to make a generation better than the past one, unless he has himself been taught the knowledge and the methods of communicating it better than had been common before him? How is a person who has attended an ungraded school, merely to know something of the connection of the sciences, their order of succession and the special laws of their development, and the particular times or ages when the mind opens for understanding each one—how can even a graduate of a common college, pressed as he is by the multitude of studies—language, mathematics, physics, sciences—find time to know or even get a hint of what a teacher needs to acquire in this direction of practical knowledge of school room duties? Besides this, there are methods of applying motives to stimulate the good, to repress the bad tendencies in every nature, to awake interest in each study, and to control and affect each differing temperament, so as to govern all dispositions and to harmonize all antagonisms. All this is a work of great wisdom, and needs both knowledge and thought, practice and advice in the largest measure. It is not wholly a gift of intuition, bestowed on favored natures by a beneficent Creator, and it can not be learned by any blind or careless imitation of even the best of teachers. Imitation neglects essentials, forgets principles and follows appearances. If there is one folly of a people intelligent beyond any other age, and progressive almost beyond the imagination, loving its children more than its own eyes, and expending a prodigality of money to give them education, far better than their fathers had, it is this of supposing that a little going to school, simply to learn for their own pleasure and profit, can make teachers! Or, worse, if possible, that a drill for a few months, sometimes only

weeks, under another's control, can fit a young man before his beard is grown, or a young woman before she has got beyond the craving to eat chalk or slate pencils, to master, to govern, and to fill with character a school of sixty restless, eager, and almost irrepressible children? We give our little ones into the hands of youth, oftentimes in their callow and foolish age, and it is a marvel of the recuperative energies of human nature that all are not spoiled. We must demand for our teachers more knowledge indeed; but above all more of thoughtfulness and more of real study for their work. They need some time for careful consideration of their position, their work and their duty, and we claim that the Normal School is the best place in which to get at least a portion of this. With this remark I close this report.

The Faculty recommend that the Trustees shall decide hereafter to grant Diplomas to none but such as complete the Pedagogical course.

They also advise that there be two courses of study, one a Fall course of three years, and a Short course of two years, each of which shall entitle to a Diploma correspondent to the course.

They further recommend that hereafter the Greek language shall not be reckoned necessary as a part of the course of study.

The following persons, who have completed in a manner satisfactory to the Faculty the respective studies required for the following named Diplomas, are hereby recommended to receive at the hand of the Principal on Commencement Day the said Diplomas, viz:

Classical and Pedagogical—Gertie Hull, Carbondale; Mary A. Robarts, Carbondale.

Classical—Ada L. Dunaway, Carbondale; William R. Fringer, Tower Hill.

English, Pedagogical and Latin—Mary I. Buckley, Marion; Kate Thomas, Carbondale.

English and Latin—Tilmon A. Lancaster, Dunbar, Tenn.

English and Pedagogical—Helen Bryden, Carbondale; John E. Miller, Caseyville.

English—Rurie O. Lacey, Elizabethtown.

Your obedient servant,

ROBERT ALLYN.



The following is a record of the bills which have been examined by the Auditing Committee and recommended to be paid by the Board of Trustees, and according to the rules, have been by me assigned to the particular accounts to which they belong:

## ORDERS FOR PAYMENTS OF INCIDENTALS.

1884.	July	1.	L. N. Ackerman.....	Order No. 1244.....	\$ 6 25
"	"	1.	M. A. Sowers.....	" " 1246.....	4 35
"	"	3.	A. Campbell.....	" " 1247.....	30 00
"	"	8.	Newell House.....	" " 1248.....	12 00
"	Sept.	18.	Jackson County Era...	" " 1257.....	3 00
"	"	18.	Simeon Walker.....	" " 1258.....	8 00
"	"	18.	Robert Allyn.....	" " 1259.....	117 37
"	"	18.	Robert Allyn.....	" " 1260.....	29 00
"	"	25.	John H. Barton.....	" " 1264.....	146 50
"	"	25.	A. H. Andrews.....	" " 1266.....	50 00
"	"	25.	Isaac H. Rapp.....	" " 1267.....	2 50
"	"	30.	Thomas Kane & Co...	" " 1269.....	33 00
"	Oct.	6.	W. H. Hudson.....	" " 1272.....	24 20
"	"	6.	R. P. Studley & Co.....	" " 1273.....	8 50
"	"	8.	A. B. Chase.....	" " 1274.....	20 00
"	"	20.	Wm. M. Rapp.....	" " 1275.....	6 15
"	Nov.	13.	J. S. & A. F. Bridges...	" " 1279.....	16 85
"	"	26.	Samuel Asbell.....	" " 1283.....	20 00
"	Dec.	8.	Simeon Walker.....	" " 1284.....	6 00
"	"	10.	Robert Allyn.....	" " 1288.....	70 20
"	"	10.	C. A. Sheppard.....	" " 1290.....	51 50
"	"	18.	J. H. Barton.....	" " 1294.....	11 00
"	"	18.	Samuel Asbell.....	" " 1295.....	20 00
1885.	Jan.	5.	E. P. Purdy.....	" " 1296.....	27 50
"	"	5.	W. H. Hudson.....	" " 1297.....	29 70
"	"	7.	D. B. Parkinson.....	" " 1299.....	10 15
"	"	29.	Samuel Asbell.....	" " 1306.....	20 00
"	Feb.	18.	C. A. Sheppard.....	" " 1309.....	37 35
"	March	1.	Samuel Asbell.....	" " 1311.....	20 00
"	"	10.	R. P. Studley.....	" " 1312.....	8 00
"	"	10.	Robert Allyn.....	" " 1313.....	71 17
"	"	30.	Samuel Asbell.....	" " 1317.....	20 00
"	April	27.	J. S. & A. F. Bridges ..	" " 1321.....	16 06
"	"	37.	E. J. Ingersoll.....	" " 1353.....	13 50
"	"	27.	C. C. Campbell.....	" " 1324.....	19 50
"	"	27.	Samuel Asbell.....	" " 1325.....	20 00

Amount carried forward.....\$ 1009 30

		Amount brought forward.....			\$ 1009 30
1885.	June	1.	Robert Allyn.....	Order No. 1327.....	\$ 27 90
"	"	1.	Samuel Asbell.....	" " 1329.....	20 00
"	"	1.	C. A. Sheppard.....	" " 1330.....	50 10
"	"	1.	Sam. T. Brush.....	" " 1332.....	60 00
"	"	4.	E. J. Ingersoll .....	" " 1333.....	10 00
"	"	4.	C. W. Williams.....	" " 1334.....	15 00
"	"	4.	J. H. Barton.....	" " 1346.....	99 00
Total.....					\$1291 30

APPARATUS.

1884.	July	1.	D. B. Parkinson.....	Order No. 1245.....	\$ 9 40
"	"	10.	A. H. Andrews & Co....	" " 1250.....	247 62
1885.	Feb.	25.	M. G. Parsons.....	" " 1310.....	40 12
Total.....					\$297 14

LIBRARY.

1884.	July	10.	A. H. Andrews & Co....	Order No. 1249.....	\$247 62
"	Sept.	8.	Robert Allyn.....	" " 1262.....	95 69
"	Oct.	6.	James Ennissons.....	" " 1270.....	225 03
1885.	Feb.	2.	James Ennisson.....	" " 1307.....	83 05
"	Apr.	27.	Charles Allyn.....	" " 1320.....	22 95
"	Jan.	1.	Robert Allyn.....	" " 1328.....	42 49
"	"	1.	Robert Allyn.....	" " 1331.....	31 00
"	"	12.	J. H. Barton.....	" " 1345.....	272 00
Total.....					\$1019 83

MUSEUM.

1884.	July	10.	A. H. Andrews & Co....	Order No. 1251.....	\$123 86
"	Aug.	23.	G. H. French.....	" " 1256.....	18 06
"	Sept.	8.	Robert Allyn.....	" " 1261.....	84 85
"	Oct.	6.	James Ennisson.....	" " 1271.....	79 30
"	Nov.	10.	G. H. French.....	" " 1289.....	50 80
1885.	Jan.	19.	O. Barbour.....	" " 1303.....	12 35
"	Mar.	11.	E. Patten.....	" " 1314.....	15 00
"	Apr.	27.	G. H. French.....	" " 1322.....	27 73
"	Jan.	11.	G. H. French.....	" " 1339.....	7 39
"	"	"	L. B. Ford.....	" " 1347.....	60 00
Total.....					\$ 479 34

## SALARIES.

1884.	July	11.	Pay Roll for July.	Order No.	1252.....	\$1517	45
"	Aug.	23.	" " Aug.	" "	1255.....	1517	50
"	Sept.	22.	" " Sept.	" "	1263.....	1565	50
"	Oct.	21.	" " Oct.	" "	1276.....	1565	45
"	Nov.	18.	" " Nov.	" "	1280.....	1565	55
"	Dec.	8.	" " Dec.	" "	1285.....	1565	55
1885.	Jan.	20.	" " Jan.	" "	1305.....	1565	45
"	Feb.	13.	" " Feb.	" "	1308.....	1565	50
"	Mar.	18.	" " Mar.	" "	1315.....	1565	55
"	Apr.	20.	" " Apr.	" "	1319.....	1565	45
"	May	23.	" " May	" "	1326.....	1565	50
"	June	4.	" " June	" "	1335.....	1565	55

Total.....\$18690 00

## REPAIRS.

1885.	July	28.	James Ennisson.....	Order No.	1253.....	\$146	62
"	Sept.	25.	Goe & Nelson.....	" "	1265.....	455	00
"	"	30.	Patrick Leary.....	" "	1268.....	10	60

Total.....\$ 612 22

## CARE OF GROUNDS.

1884.	July	28.	James Ennisson.....	Order No.	1254.....	\$301	50
-------	------	-----	---------------------	-----------	-----------	-------	----

## FUEL.

1884.	Nov.	6.	Carbondale C. & C. Co..	Order No.	1277.....	\$76	94
"	Sept.	6.	James Robarts.....	" "	1278.....	28	51
"	"	24.	Carbondale C. & C. Co..	" "	1281.....	40	50
"	"	24.	James Robarts.....	" "	1282.....	15	00
"	Dec.	10.	Carbondale C. & C. Co..	" "	1286.....	40	01
"	"	10.	James Robarts .....	" "	1287.....	14	82
1885.	Jan.	13.	Carbondale C. & C. Co..	" "	1300.....	34	50
"	"	13.	James Robarts.....	" "	1301.....	17	80
"	Mar	24.	W. H. Hudson.....	" "	1316.....	13	35
"	"	30.	Sam. T. Brush.....	" "	1318.....	210	65

Total.....\$ 492 08

## TRUSTEES' EXPENSES.

1884.	Dec.	11.	R. D. Adams.....	Order No.	1291.....	\$ 29	46
"	"	11.	Thomas S. Ridgway...	" "	1292.....	29	50
"	"	11.	James Robarts.....	" "	1293.....	25	00
1885.	Jan.	5.	James Robarts.....	" "	1288.....	25	00

Amount carried forward.....\$ 108 96

		Amount brought forward.....			\$108 96
1885. Jan.	16.	James Robarts.....	Order No. 1302.....		20 00
" "	19.	H. C. Fairbrother.....	" " 1304.....		28 00
" June	11.	Thomas S. Ridgway....	" " 1337.....		16 75
" "	11.	John Murer.....	" " 1338.....		50 00
" "	11.	H. C. Fairbrother .....	" " 1340.....		39 00
" "	11.	E. B. Green.....	" " 1341.....		50 00
" "	11.	Mary I. Buckley.....	" " 1342.....		50 00
" "	11.	Samuel P. Wheeler....	" " 1343.....		5 00
" "	12.	E. J. Ingersoll.....	" " 1344.....		35 35
		Total.....			\$ 403 06

RECAPITULATION.

Salaries.....	\$18690 00
Repairs.....	612 22
Fuel.....	492 08
Library.....	1019 83
Apparatus.....	297 14
Museum.....	479 34
Trustees' Expenses.....	403 06
Care of Grounds.....	301 50
Incidentals.....	1291 30
Total.....	\$23586 47

An enumeration of the students whose names have been entered on our books shows that there are two thousand four hundred and sixty-five, of all ages and grades, enrolled. Eighty-six were only in the Special Normal Institutes held in the summer vacations. Two hundred and twenty have entered in the Training or Model department and have gone no higher. These, however, are all reckoned in the tabulated statements below. Including all these, the average of age is about nineteen and three-fourths years. The youngest admitted have been between seven and eight; of this age four entered. The oldest was fifty-two, and another over fifty. The larger part, by far, have been between fifteen and twenty-one. Our record aims to keep answers to four questions, the results of which are tabulated below: I. From what counties and states do they come? II. Where are they now living? III. What are the occupations of their fathers? IV. What are the students now doing?

## I. WHERE FROM.

Alexander.....	52
Bond.....	4
Brown.....	2
Bureau.....	1
Champaign.....	1
Clark.....	7
Clay.....	15
Clinton.....	44
Coles.....	3
Cook.....	2
Crawford.....	4
Cumberland.....	3
DeWitt.....	2
DuPage.....	
Douglas.....	1
Edgar.....	3
Edwards.....	8
Effingham.....	14
Fayette.....	56
Franklin.....	58
Fulton.....	2
Gallatin.....	36
Hamilton.....	12
Hardin.....	22
Hancock.....	1
Iroquois.....	
Jackson.....	687
Jasper.....	4
Jefferson.....	81
Jersey.....	2
Johnson.....	71
Kankakee.....	1
Knox.....	2
Lawrence.....	13
Logan.....	2
Macon.....	2
Macoupin.....	10
Madison.....	27
Marion.....	77
Massac.....	24
McLean.....	2
Monroe.....	15
Montgomery.....	5
Moultrie.....	2
Peoria.....	1
Perry.....	106
Piatt.....	2
Pope.....	9
Pulaski.....	35
Randolph.....	120
Richland.....	22
Sangamon.....	
Saline.....	36
Schuyler.....	2
Shelby.....	10

## II. WHERE NOW.

Alexander.....	24
Bond.....	4
Brown.....	2
Bureau.....	
Champaign.....	2
Clark.....	5
Clay.....	7
Clinton.....	36
Coles.....	3
Cook.....	17
Crawford.....	4
Cumberland.....	3
DeWitt.....	2
DuPage.....	1
Douglas.....	1
Edgar.....	3
Edwards.....	10
Effingham.....	19
Fayette.....	42
Franklin.....	48
Fulton.....	
Gallatin.....	37
Hamilton.....	13
Hardin.....	21
Hancock.....	1
Iroquois.....	1
Jackson.....	575
Jasper.....	4
Jefferson.....	66
Jersey.....	5
Johnson.....	65
Kankakee.....	3
Knox.....	2
Lawrence.....	17
Logan.....	3
Macon.....	3
Macoupin.....	7
Madison.....	28
Marion.....	78
Massac.....	14
McLean.....	4
Monroe.....	17
Montgomery.....	5
Moultrie.....	2
Peoria.....	1
Perry.....	95
Piatt.....	2
Pope.....	8
Pulaski.....	39
Randolph.....	116
Richland.....	18
Sangamon.....	6
Saline.....	33
Schuyler.....	1
Shelby.....	8

I. WHERE FROM.

St. Clair.....	114
Tazwell.....	1
Union.....	129
Vermillion.....	2
Wabash.....	32
Washington.....	168
Wayne.....	22
White.....	37
Whitesides.....	1
Williamson.....	117
Alabama.....	2
Arizona.....	1
California.....	
Colorado.....	1
Connecticut.....	
Dakota.....	
Florida.....	1
Idaho.....	
Indiana.....	7
Iowa.....	1
Kansas.....	5
Kentucky.....	7
Louisiana.....	1
Massachusetts.....	
Maine.....	1
Maryland.....	1
Michigan.....	4
Minnesota.....	
Mississippi.....	1
Missouri.....	19
Nebraska.....	
Nevada.....	
New Mexico.....	
New York.....	3
North Carolina.....	1
Ohio.....	2
Oregon.....	
Pennsylvania.....	2
Tennessee.....	23
Texas.....	3
Washington, D. C.....	1
Wisconsin.....	3
South America.....	
Unknown.....	29

2465

II. WHERE NOW.

St Clair.....	108
Tazwell.....	
Union.....	107
Vermillion.....	1
Wabash.....	38
Washington.....	109
Wayne.....	13
White.....	26
Whitesides.....	1
Williamson.....	111
Alabama.....	1
Arizona.....	1
California.....	5
Colorado.....	39
Connecticut.....	1
Dakota.....	1
Florida.....	3
Idaho.....	3
Indiana.....	8
Iowa.....	11
Kansas.....	37
Kentucky.....	9
Louisiana.....	1
Massachusetts.....	1
Maine.....	1
Maryland.....	1
Michigan.....	3
Minnesota.....	6
Mississippi.....	
Missouri.....	36
Nebraska.....	4
Nevada.....	8
New Mexico.....	3
New York.....	4
North Carolina.....	1
Ohio.....	4
Oregon.....	1
Pennsylvania.....	3
Tennessee.....	23
Texas.....	10
Washington, D. C.....	6
Wisconsin.....	6
South America.....	1
Unknown.....	164

2465

The whole number can not be traced as to their present residence, but the above is correct to within a small degree of error. While it shows that the State of Illinois has been educating young people who have gone to other States, it must also be remembered that other States have, in their Normals, educated many more who have come to our State and are teaching or doing business here.

III. OCCUPATION OF FATHER.	IV. THEIR OWN OCCUPATION.
Agents .....	Agents .....
Architects .....	Bankers.....
Bakers.....	Barbers.....
Bankers.....	Booksellers.....
Barbers.....	Cabinetmakers.....
Blacksmiths.....	Carpenters.....
Book Keepers .....	Clergymen .....
Butchers.....	Clerks.....
Carpenters.....	Dentists .....
Cabinetmakers .....	Druggists.....
Clergymen .....	Editors.....
Clerks.....	Engineers.....
Civil Officers .....	Expressmen.....
Contractors.....	Farmers .....
Coopers.....	Harnessmaker .....
Druggists.....	Hotel Keepers.....
Editors .....	Journalists.....
Engineers .....	Livery Stable Keeper .....
Farmers.....	Laborers.....
Harnessmakers .....	Lawyers.....
Hotel Keepers.....	Merchants.....
Jewelers.....	Millers .....
Laborers.....	Milliners .....
Lawyers.....	Miners .....
Livery Stable Keepers.....	Painters.....
Lumbermen.....	Printers .....
Manufacturers.....	Physicians .....
Masons .....	Photographer .....
Mechanics.....	Students.....
Merchants.....	Teachers.....
Military Officer.....	Telegraphers .....
Millers .....	Tailor .....
Miners.....	Superintends of Schools.....
Painters .....	United States Mail Service....
Photographers .....	Ladies at home.....
Physicians .....	Married Ladies.....
Sea Captains.....	Deceased.....
Ship Carpenters.....	Unknown .....
Shoemakers .....	
Surveyors .....	
Tailors.....	
Teachers.....	
Tinsmiths .....	
Tobacconist .....	
Upholsterer .....	
Unknown .....	
	2465
2465	

It must not be assumed that all of the number 621 set down above as students are in our own school. Many of them are studying in professional and other schools. About 450 of them have been in our University during the year now closing. Nor is it certain that all of the 745 reporting themselves as teachers, actu-

ally taught last winter. That is their profession for the present time. Some of them failed to find a school at the proper time; few are in temporary ill health, and some were for the time engaged in other ways. Of the whole number who have entered, 1593 are known to have taught for a longer or a shorter time in our own State; and quite a portion of those who are set down as students—now studying law or medicine—have done duty as teachers, but are not so recorded on our present books.

---

## REPORT OF DEPARTMENTS.

---

### 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 classes and work in this department for the scholastic year 1884-85.

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

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

During the Winter Term my classes were advanced to the following, viz.:

1. Greek Grammar and Reader.



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

During the Third Term, and at this writing, the classes in this department are pursuing the following studies, viz.:

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

It affords 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.

Four members of the graduating class this year will honorably complete the full classical course; three members will alike finish the entire Latin course, and one other will complete one year of the Latin.

Added to my duties of the school and recitation room, I have performed the labors of the Registrar of the University. These, in addition to my other work, have been many, and often onerous. I have carefully enrolled the names of all students, giving date of entrance, county represented, etc.; have collected all tuition and incidental fees, and, on receipt, have transferred same to the Treasurer of the Institution; have placed on file all original bills; have prepared all vouchers in duplicate for current expenses; 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, and have performed such other duties as pertain to the office of Registrar of the Institution.

It gives me pleasure, also, to state that, through a kind Providence, I have not been absent from duty a single hour during the scholastic year.

Respectfully submitted,

CHARLES W. JEROME.

## DEPARTMENT OF MATHEMATICS AND TRAINING.

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

DEAR SIR:—The following is a statement of my work in the school for the year 1884–85 :

I have taught during the year twelve different classes—two in Geometry, one in Trigonometry and Surveying, two in Practical Pedagogy, one in School Law, two in Theoretical Pedagogy, and one each in Mental Philosophy, Logic and Ethics; also one class in Arithmetic from the Training department.

The work done by the classes has been that indicated by the syllabus of studies in the catalogue of our school for the current year, with but slight exception. The class in Geometry completed that branch about three weeks before the close of the Winter Term, and entered at once on the study of Trigonometry. This change gave fifteen weeks for Trigonometry and Surveying instead of the twelve allowed by the course of study, and proved quite helpful to the class.

All the classes are entitled to praise for faithful efforts and the good results reached. Since my connection with the school the percentage of pupils showing thorough interest in their studies has never been so large as in the year just closed.

The Training school work has, in most respects, been satisfactory. The attendance of pupils has never been larger before, so large indeed that with every possible effort to furnish accommodations, some had to be turned away. The enrollment by terms, and for the year, is shown in Miss Krysher's report, to which I ask your attention. The large attendance may be taken as evidence of approval by the public of the work done in this department of our school, and in this way it has been a source of gratification; but, our rooms being few and small, it has been a source of discomfort. Till larger rooms are secured for use of the Training school, I think the number of pupils received should not exceed fifty.

I am glad to be able to say that with two exceptions the pupil-teachers have shown a genuine interest in their work. They have made careful daily preparation for their duties as teachers, and

have accepted kindly and promptly such advice or direction as has been given them either by Miss Krysher or myself. In the year now closed forty-eight classes have been instructed by Normal pupils, and it is but right to say that, in methods of teaching and in management of classes, these young teachers have made decided progress. The Training department has proved, more positively than in previous years, that it is an important part of our Normal school.

Respectfully Submitted,

JOHN HULL.

---

DEPARTMENT OF PHYSICS, CHEMISTRY, GEOLOGY AND  
BOOK-KEEPING.

---

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

DEAR SIR:—Herewith is submitted a summary of the above department during the school year 1884-85 :

CLASSES.	FIRST TERM.	ENROLEED.	PASSED.
Natural Philosophy, B.....	27	23	23
Natural Philosophy, B.....	17	14	14
Chemistry, B—Two Sections.....	13	13	13
Spelling, C.....	50		
SECOND TERM.			
Book-Keeping, Two Hours.....	33	23	23
Natural Philosophy, B.....	35	31	31
Chemistry, A—Two Sections.....	18	17	17
Spelling, C.....	40		

THIRD TERM.

CLASSES.	ENROLLED.	PASSED.
Book-Keeping—Two Hours.....	34	29
Natural Philosophy, A.....	36	28
Geology.....	10	10
Astronomy.....	10	10
Spelling.....	30	

It is needless to state that great inconvenience has been experienced on account of lack of room. But the same may be repeated that was stated in the last report, what we lacked in favorable surroundings has been made up in increased diligence and faithfulness on the part of the students. I desire especially to call attention to the need of a Physical Laboratory in connection with our work. It is most earnestly hoped that in drawing up the plans for the new building this matter will not be overlooked, It has been clearly proven that the proper method to read nature is in the language of experiment. The better institutions are making provisions for this demand, and ours should not rest satisfied with anything less than the most approved methods.

Possibly a Chemical and a Physical Laboratory could be combined in some way to lessen the expense. But it is earnestly hoped that some provision can be made for the work in physics as well as in chemistry.

Respectfully submitted,

D. B. PARKINSON.

---

DEPARTMENT OF ENGLISH LITERATURE, ELOCUTION, ETC.

---

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

DEAR SIR:—Herewith I have the honor to transmit a report of the department of English Literature and Rhetoric, Elocution and Reading, and Vocal Music and Calisthenics for the year 1884-85. The number of classes organized and the enrollment in each class are shown in the following table:

CLASSES.	FALL TERM.	
	ENROLLED.	PASSED.
Rhetoric.....	13	12
Reading, A.....	24	19
Reading, B.....	40	28
Grammar, C.....	24	20

## WINTER TERM.

English Literature.....	18	16
Elocution.....	13	12
Reading, A.....	10	6
Reading, B.....	18	15
Vocal Music.....	17	12

## SPRING TERM.

English Literature.....	18	16
Elocution.....	13	12
Reading, A.....	16	12
Reading, B.....	24	19
Vocal Music.....	23	19

I think the work of the year may be said to have been unusually profitable. With a few exceptions the pupils have been diligent and earnest in their studies, and the progress made has been encouraging.

A marked improvement in the ability to read well orally is noticeable in the new students, and each year the schools of this section do better work. Much more time has been found for the discussion of methods of teaching than could be given to professional work in any preceding year.

During the Winter Term tri-weekly exercises in Calisthenics were conducted in Normal hall for the benefit of the young women, but for the other terms arrangements could not be made for such exercises. Instead of the time usually allowed to physical exercises, fifteen minutes was devoted to singing. All participated heartily in this delightful recreation, and the improved quality of the singing became very marked towards the close of the year.

During the last Summer vacation I was actively engaged for seven weeks as instructor in teachers' institutes. Three weeks were spent in Jasper County, three in Richland and one in Hardin. In addition I spent a day each in Jackson and Williamson

Counties. Since school opened I have been called to attend gatherings of teachers in Union and Pulaski Counties.

All of the institutes were largely attended, and I am sure that there has never been so high a degree of enthusiasm on the subject of school and teaching in Southern Illinois.

Thanking you for your wise oversight and helpful aid and counsel, I respectfully submit the above report.

JAS. H. BROWNLEE.

---

DEPARTMENT OF GRAMMAR.

---

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

DEAR SIR:—I have the honor of submitting to you the following report of the work done in the department of Grammar during the eleventh year of the Institution. The First Term I taught as follows :

CLASSES.	ENROLLED.
Grammar, B—1st Division.....	25
Grammar, B—2nd Division.....	16
Grammar, C.....	45
Grammar, D.....	43
English Analysis.....	13
Term Total.....	142

The Second Term my classes were:

Grammar, B.....	30
Grammar, C—1st Division.....	37
Grammar, C—2nd Division.....	31
Grammar, D.....	33
Word Analysis.....	17
Term Total.....	148

The Third Term I taught as follows:

Grammar, A.....	29
Grammar, B—1st Division.....	22
Grammar, B—2nd Division.....	21
Grammar, C.....	39
Grammar, D.....	36
Term Total.....	147

During the year I have taught fifteen classes, containing a total of 437 pupils.

In addition to the above work a class in E Grammar was found necessary the First Term, which was taught by Professor Brownlee.

The majority of my pupils have exhibited an earnest, studious spirit, and their progress has been gratifying. By request of the members of the A Class, made at the close of the eight weeks given to methods, the class was continued to the close of the term, and given special work in the peculiar constructions which are so common in our language.

There is one change in my work which seems desirable. It is that a regular study of English Composition be required early in the course. This will aid our pupils in the more advanced studies, by giving them facility in expressing thought, and will also prove of lasting benefit when they themselves become teachers. I believe the change to be made in our course of study for the next year provides for this need.

The plastering rendered our room much more comfortable than on the previous year. It has, however, been well nigh impossible to keep the floor warm during the cold weather. This the pupils have endured cheerfully, hoping our State would afford us better quarters in the future.

Respectfully submitted,  
MARTHA BUCK.

---

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 1884-5.

But little change has been made in the general plan of work save such as was necessary to conform with our circumstances in

the temporary building we have been occupying this year. One change that may be mentioned here is, that the want of room prevented much practical work in Botany and Zoology in the the school room, as was the custom in the old building; as a consequence such work when attempted at the homes or rooms of the pupils, lacked stimulus from the oversight of the teacher, and as would be natural, less was done, and that not so well done. In Botany very few attempts were made at pressing plants by the pupils, though about the same amount of work has been done in analyzing, both in the class and outside of the class as usual. In the drill work on the leaves and inflorescence that is always given at the beginning of the study I miss the fine herbarium I had access to before the fire. The microscope has been used freely when its use would aid the class in the better understanding of a lesson, not only in Botany, but in the other branches as well.

Our increasing museum is an aid to us in teaching Zoology this year over what it was last, and while we are crowded by having the material in the recitation room instead of by itself, it gives us one advantage, in that the specimens are always at hand when they are needed for illustration, and without doubt are used more freely than they would be if the specimens and recitation were separated by several long flights of stairs. Some practical work has been done in this study, such as taxidermy, preparing and studying insects, etc.; and a few of the students have aided me in labeling specimens.

The work in Physiology has been about the same that it was the Spring Term of last year.

During the Fall Term three classes were taught with results as follows :

CLASSES.	NUMBER.	LEFT CLASS.	PASSED.
Botany, A .....	6		4
Zoology, B.....	15	2	13
Physiology, A.....	26	4	20

During the Winter Term I had two classes, one of which was in two sections, giving me three recitations, the results as follows :

CLASSES.	NUMBER.	LEFT CLASS.	PASSED.
Zoology, A.....	35	2	33
Physiology, A.....	34	2	31



During the Spring Term just closing I have had four classes with the following results:

CLASSES.	NUMBER.	LEFT CLASS.	PASSED.
Physiology, A.....	39	3	
Botany, A.....	29	2	
Botany, B.....	21		21
Zoology, A.....	32	2	

As during last Spring Term, I have had a few silk worms feeding in my rooms, to illustrate in a small way the branch of industry they represent, and to show the growth and transformations of Lepidopterous insects. They have been objects of interest to the class and to many not in the Zoology class. Part of the eggs saved last year were distributed to illustrate the same thing in the common schools. I am in hopes before another school term begins to have ready for use in the Zoology classes a manuel of the butterflies of the eastern United States which I have prepared during the last year. This will be another aid to the practical work in those classes.

Very Respectfully Submitted,

G. H. FRENCH.

---

DEPARTMENT OF HISTORY,

---

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

DEAR SIR:—I have the honor to submit the following report of the work done in my department during the year just closing:

FALL TERM.

CLASSES.	ENROLLED.
History, U. S., C.....	57
History, U. S., B.....	27
History, U. S., A.....	24
General History.....	17

WINTER TERM.

CLASSES.	ENROLLED.
History, C.....	28
History, B.....	55
History, A .....	14

SPRING TERM.

History, C.....	29
History, B.....	32
History, A.....	51
Constitution U. S.....	17

In addition to the class work indicated above, I have for two terms had charge, during one hour, of the Study Hall, and each term have given assistance in the Spelling.

In all of my classes the interest shown by the pupils has been encouraging, and their application and progress has been gratifying.

Realizing that the study of History is of great practical value in preparing our students to discharge the duties of citizenship intelligently, in the A and B Classes as much attention as the time would allow has been given to the study of the Constitution of our country.

Respectfully submitted,

ESTHER C. FINLEY.

---

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 11, 1885 :

The whole number of pupils enrolled in the department during the year is as follows, viz :

Number enrolled in Higher Algebra.....	22
Number enrolled in Arithmetic.....	379
	<hr/>
Total number pupils enrolled.....	401

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 who made a passing grade:

CLASSES.	FALL TERM.	
	ENROLLED.	PASSED.
Algebra, C—One Class.....	19	15
Arithmetic, D—Two Classes.....	67	25
Arithmetic, C—Two Classes.....	70	37
Arithmetic, B—One Class.....	31	20
WINTER TERM.		
Algebra, B—One Class.....	12	10
Arithmetic, D—One Class.....	35	16
Arithmetic, C—Two Classes.....	74	34
Arithmetic, B—One Class.....	41	25
Arithmetic, A—One Class.....	26	21
SPRING TERM.		
Algebra, A—One Class.....	10	10
Arithmetic, D—One Class.....	29	
Arithmetic, C—One Class.....	44	25
Arithmetic, B—One Class.....	54	33
Arithmetic, A—One Class.....	27	19
Total Number.....	539	290

This shows that about seventy-two per cent. of the actual enrollment passed grade, but only about fifty-three per cent. of the class enrollment.

The classes have been under my immediate instruction during the entire school year, with the exception of one section of the C work in Arithmetic, which I placed in charge of Miss Esther C. Finley.

Particular emphasis has been given to practical business work in the class drills in Arithmetic. The classes have done very good work during the three terms.

The Algebra class sustained a high degree of excellence throughout the year.

The work of this department required the full six hours of instruction, in addition to many extra hours that seemed unavoidable to secure good results.

I had charge of the D section in Spelling during the school year.

The whole number of pupils enrolled in the D section of the Spelling was 130. The number passing to the C section was 54.

The following is a schedule of classes and hours of recitation in this 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.	Algebra, A.
3	Arithmetic, C—Section 1.	Arithmetic, C—Section 2.	Arithmetic, A.
4	Arithmetic, B.	Arithmetic, D.	Arithmetic, D.
5	Arithmetic, C—Section 2.	Arithmetic, B.	Arithmetic, C.
6	Arithmetic, D—Section 2.	Arithmetic, A.	Arithmetic, B—Section 2.

The classes in the D work are so very large, and the pupils in general so backward in a knowledge of the fundamental rules of Arithmetic, that it is next to impossible to obtain required results from them, especially during the short terms. Hence we are unable, except by special examination at the close of the Winter and Spring Terms, to pass very many to the C work.

While the year has been one of incessant labor to both pupils and teacher, it has also been one of pleasant associations, and I am inclined to believe of more profit to both than the work of last year.

Respectfully submitted,

SAM'L. M. INGLIS.

DEPARTMENT OF GEOGRAPHY AND ALGEBRA.

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

DEAR SIR:—The following table gives the usual work in my department by terms for the school year:

HOURS.	FALL TERM.	WINTER TERM.	SPRING TERM.
1	Geography, A.	Geography, B.	Geography, A.
2	Geography, C.	Geography C.	Geography, B.
3	Geography, B.	Physical Geography.	Geography, C.
4		Geography, A.	
5	Algebra, E—1st Division.	Algebra, E.	Algebra, D.
6	Algebra, E—2d Division.	Algebra, D.	Algebra, E.

The membership of the classes in this department has been as follows:

CLASSES.	FALL TERM.	ENROLLED.
Geography, A.....		23
Geography, C.....		30
Geography, B.....		38
Algebra, E—1st and 2nd Divisions.....		38
WINTER TERM.		
Geography, B.....		29
Geography, C.....		28
Physical Geography.....		23
Geography, A.....		19
Algebra, E.....		23
Algebra, D.....		19
SPRING TERM.		
Geography, A.....		28
Geography, B.....		35
Geography, C.....		28
Algebra, D.....		16
Algebra, E.....		17
Total in classes.....		394

The greater part of the pupils in this department have been faithful and deserve praise.

Respectfully submitted,

INEZ I. GREEN.

#### TRAINING DEPARTMENT,

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

DEAR SIR:—I am glad to submit the following report for the year 1884-5:

The pupils were promptly in places on September 8. By the aid of a written statement regarding the advancement of each

grade from my predecessor, Miss Mary A. Sowers, the pupils were soon classified and reciting regular lessons.

The enrollment number for the Fall Term was 64. The enrollment for the Winter Term was 54.

We could not possibly accommodate all the pupils who came the Spring Term, but accepted 64. The enrollment number for the year was 85.

The attendance has been remarkably good. Thirty-eight of these pupils have been in regular attendance the entire year and fifty-seven two terms of the year.

There are six grades of pupils in this department. Thirteen pupil teachers received instruction in methods of teaching and assisted in my work during the Fall Term, fourteen in the Winter Term and twenty in the Spring Term.

I taught a class every recitation hour during the Winter Term, both Fall and Spring Terms, every recitation hour save one.

Prof. Huil, aside from his other work, taught classes in this department.

All pupil teachers, with perhaps a single exception, who have taken hold of this work, have manifested a delight in it, and made fair improvement in management of class and methods of instruction. They are therefore more capable of taking charge of a school than they could have been without this practical experience.

The Training Department this year started a Museum. The pupils have given quite liberally of their curiosities, and some of the donations have been really helpful in the Object Lessons and Elementary Science.

The pupil teachers have had careful supervision in the work, but particular attention has been given to the proper mode of testing the child's knowledge. These teachers have been quite faithful in attending the weekly teachers' meeting.

It has been the aim in all recitation to give the pupil something to think about, and then to have him express his thoughts in an easy, elegant manner.

Respectfully submitted,

ALICE KRYSHER.

## DEPARTMENT OF MODERN LANGUAGES.

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

I have the honor to submit herewith to your kind consideration the report of the above department, for the scholastic year ending June 10, 1885:

The number of pupils has greatly increased during the past year from my last year's report, being about twice as large, viz :

Fall Term.....	54
Winter Term .....	52
Spring Term.....	58
Total.....	164
Against 86 last year.	

This number includes 20 pupils from the Training Department. The number of daily recitations was six during the entire year. As to my method of teaching and its underlying principles, I most respectfully refer to my last year's report. As a mechanic produces the best work with those tools to which he is best accustomed, I did not make any change, either in method or text-books. It gives me indeed much pleasure to state that the conduct of my pupils in the class-room, with *very few* exceptions, was that of genuine ladies and gentlemen, and consequently I can say, that, generally speaking, the result is quite satisfactory.

THE ADVANCED FRENCH CLASS has finished Otto's French Grammar. It has read "Trois mois sous la neige" entire, and four books of "Les Aventures de Telemaque."

THE ADVANCED CLASS IN GERMAN has also finished the German Grammar. Has read and grammatically analyzed a great number in "Smith's Narrations," has written numerous compositions, letters, etc. The most advanced in the class are able to express their thoughts in German with a fair degree of ability, clearness and grammatical correctness.

THE INTERMEDIATE AND BEGINNERS' CLASSES have in every case reached that point, which they should have reached, according to the number of terms studied.

Respectfully submitted,

J. BENDEL.

## DEPARTMENT OF PENMANSHIP AND DRAWING.

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

The Normal Drawing Course embraces instruction in three branches of the art—Mechanical Perspective, Free-hand Perspective and Decorative Design—one term being required for each.

The Mechanical Perspective, which necessarily includes a certain amount of geometric drawing, lays a firm foundation for the work which follows, enabling the student to understand why the same object appears differently when viewed from different standpoints, and to know how a given object should appear under given conditions of position and light. Thus his eye is trained to see correctly, and the knowledge gained acts as a kind of compass, rendering him far more independent of his teacher than he otherwise would be, and making him a surer guide to those who, in the future may be placed under his charge.

To a pupil thus equipped, the Free-hand Perspective seems less formidable. This work includes outline pencil drawings of wooden models arranged singly or in groups. Although so little is said of this department, it is the most important of the three. Mechanical Perspective is but a means to the end. Free-hand Perspective (all drawing from nature and from objects animate or inanimate) is the end.

Having but one term given us, we make a beginning only of the end. However, we intend that it shall be such a good beginning that the industrious student can, unaided, pursue his studies in this direction as far as his zeal will carry him. For those who are prepared and desire to enter them, there are more advanced courses in Decorative Design and in Charcoal and Crayon-sance.

The same drawback occurs in the Third Term—want of time. Forty-two hours are insignificant indeed beside the years which have been, and still are required to make first-class designers. We can give but a peep into the almost fathomless mysteries of that fascinating employment. But one can see much in a well directed peep; much to lay up in the mind for after study, much for present thought. Our object is to give the student practical ideas which can be used afterwards; in fact, to put solid meat into our nut-shell.



The First Term there were two drawing classes and thirty-one pupils. The Second Term brought twenty-three in two classes, and the Third Term, twenty-one in the same number of classes; each student as he entered, any one term, being required to take the course in regular orders.

To give a legible, graceful and rapid hand in a short time, is our aim in the Writing Department. That this may be accomplished, all unnecessary rules are dispensed with. The attention is directed rather to comparative heights and distances, and to differences in direction and curves. The forearm muscle is freely used, the fingers being slightly employed in forming the small letters, and the whole arm, to some extent, is combined with the muscular movement.

There have been three classes, the entire school year, including 102 the First Term, 104 the Second, and the Third Term 74.

Teaching exercises in which for twenty or thirty minutes the students were instructed by one from their own number, occurred at regular intervals in all the classes.

One hour each day has been devoted also to a class of about twenty-four in the "Training Department." The pupil teachers who have assisted at this hour, at different times during the year, are Mamie H. Gillham, drawing; Flora North, Louise Hutchmacher and Lavina Levan, writing.

LILIAN B. FORDE.







