

PROCEEDINGS

OF THE

BOARD OF EDUCATION

OF THE

STATE OF ILLINOIS.

REGULAR MEETING:

HELD AT NORMAL, DECEMBER 6TH, 1870.

PEORIA, ILLINOIS:

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1871.

STATE BOARD OF EDUCATION.

PROCEEDINGS OF REGULAR MEETING,

DECEMBER 6TH, 1870.

NORMAL UNIVERSITY,
NORMAL, ILLINOIS, DECEMBER 6TH, 1870. }

THE BOARD OF EDUCATION OF THE STATE OF ILLINOIS convened on Tuesday, December 6th, 1870, at ten o'clock A.M.

PRESENT—Messrs. S. W. Moulton, Wm. H. Green, Jesse W. Fell, B. G. Roots, W. S. Coy, Walter L. Mayo, Dr. C. Goudy, T. R. Leal, and N. Bateman—9.

ABSENT—Dr. E. C. DuPuy, John H. Foster, M.D., N. E. Worthington, Geo. C. Clarke, Dr. Henry Wing, and Jesse H. Moore—6.

On motion, the reading of the minutes of the last meeting was dispensed with.

Mr. Fell, Chairman of the Special Committee, appointed at the previous meeting of the Board, to inquire into the expediency of shortening the duration of the school terms, made the following report:

To the Board of Education:

The Committee, to which was referred a resolution passed at the last meeting of the Board, to inquire into and report on the propriety "of so shortening the duration of the school terms as

to terminate on or about the 1st of July of each year," beg leave to report that they have had the matter under consideration, and that, whilst a majority of us are strongly impressed with the belief that close and intense application to study, which marks the close of the year, can not with impunity be continued into the warm months of summer; that too much and too protracted study—particularly at that season of the year—is indulged in, and is alike injurious physically and mentally to the student; yet, under existing circumstances, and in view of the very prevalent desire on the part of both faculty and student to accomplish a given amount of work in the scholastic year; and in view, too, of the general custom of the country to the contrary, we do not feel at liberty, at this time, to suggest any alteration of the existing arrangement.

Hoping public attention, on this subject, may be so directed as to bring about some modification both in the time and amount of study, in our higher institutions of learning, more in consonance with the laws of health, and of proper intellectual development, we submit the question for your further consideration.

With the hope, however, of accomplishing this much-desired object, in time for the coming year, your committee ask for further time in which to consider this subject, and for further consultation with the faculty, preparatory to a change, should we, as we hope, see our way clear to recommend its adoption in the future.

JESSE W. FELL,
NEWTON BATEMAN,
WM. H. GREEN,
W. S. COY.

The report was adopted.

Mr. Fell, who was appointed at the last meeting as the Agent of Board to procure the necessary fuel for the use of the University the ensuing year, also presented the following report of his doings as such agent:

To the Board of Education, State of Illinois:

The subscriber, charged with the duty of procuring a supply of fuel for the present year, would report that, pursuant to public notice, he received proposals from various parties for a supply of coal, and it appearing that O. Barnard was the lowest bidder, a contract was made with him by which we secured our present

supply — 150 tons — delivered at the building, at \$3.25 per ton —
 $150 \times 3.25 = \dots\dots\dots \487.50
 Also $11\frac{1}{2}$ cords of wood furnished by Johnson at \$6 per
 cord. $\dots\dots\dots 69.00$
 I also furnish herewith a bill in favor of the Bloomington
 Coal Co. for fuel furnished in January last, not hereto-
 fore reported, amounting to. $\dots\dots\dots 47.38$

Amounting, in all, to. $\dots\dots\dots \$603.88$
 I would recommend that orders be issued for each of these bills.

All of which is respectfully submitted.

JESSE W. FELL.

On motion, the report was referred to the Auditing Committee.

The Professors and Teachers of the University presented their reports relative to the number of classes taught, and other services rendered by them, respectively, as requested by a previous resolution of the Board, which reports were, on motion, referred to the Committee on Teachers.

Mr. Roots, Chairman of the Special Committee appointed at the last meeting of the Board to inquire into the expediency of erecting a suitable fire-proof building for the safe keeping of the collections contained in the Museum, read the following report:

To the Hon. Board of Education of the State of Illinois:

Your committee, appointed at the June meeting, "To inquire into the expediency of erecting a suitable fire-proof building for the safe keeping of the Museum of the University, with its valuable treasures, the loss of which would be an irreparable public calamity," submit the following:

No argument, we trust, is necessary to establish the fact of the importance and value of a collection of natural objects, illustrating lessons in Natural Science and History; a collection of samples of Nature's works; in short, a *miniature world*. If any were needed, we refer to the language of the resolution, introduced by this Board, upon which your committee make this report.

The materials, collected mainly by the State Natural-History Society, are now *stored*—we can hardly say *arranged*—in the Hall in the third story of the University building.

The number of the collections, and their value as estimated by scientific men, or at what it would cost to replace them, is as follows :

DEPARTMENT.	NUMBER OF SPECIMENS.	VALUE.
Botany,	100,000.....	\$25,000
Ornithology,.....	900.....	8,000
Mammals,	300.....	6,000
Fossils,.....	15,000.....	20,000
Minerals,	4,000.....	10,000
Shells,.....	15,000.....	15,000
Indian Cabinet,.....	2,000
Volumes of Books,.....	1,000.....	5,000
Instruments,	4,000
	136,200	\$95,000

This collection is *stored*, for the want of room to properly arrange and display them, in the Hall in the third story of the University building.

Two things are now needed: first, *more room*, and second, security from loss by fire. Neither of these can be had in the University building. There is no more room to be spared for such purposes. In fact, the *halls* and *passage-ways* of the building are now all used for *recitation-rooms*, except one, and that is used for the *Reference Library*. In fact, all the rooms in the building could and should be used for assembly- and recitation-rooms.

In the second place, the collections are exposed to destruction by fire; not only additional room is required, but greater safety. We are informed by Prof. Powell and others that valuable contributions are *withheld* that would be donated if they could be deposited in a fire-proof building.

Prof. Louis Agassiz, when visiting the University, expressed great satisfaction as he examined the collections, but remarked that "fire ought not to have so great a temptation."

Notwithstanding this serious drawback, the Museum is constantly receiving additional collections, and the want of more room and greater security is more and more apparent all the time. Even if it were possible to obtain more room in the University, it would be neither convenient nor safe.

Again, the chemical laboratory in the basement is not well lighted, is damp and unhealthy. The fumes of gases arising and diffusing through the building, occupied by six hundred students, are exceedingly unpleasant, not to say deleterious; and, as there are no ventilating hoods, the difficulty can not be avoided; and,

although your committee was not to report on this matter, we venture to suggest these facts as another reason for the plan which your committee propose in this report. Therefore, the only course left is to construct a fire-proof building suitable for the safe keeping of the 'invaluable collections'.

It is believed that the present wants of the Museum would be supplied by a building 50 feet by 70, with two stories on a basement. This would give in the basement a work-shop, a furnace-room, and three store-rooms; on the first floor, Halls for Botany, Zoölogy, and Library; on the second floor, a Hall for Geology and Mineralogy, a Hall for Ethnology, and a Laboratory.

That such a building may be fire-proof, the floors should be of masonry supported by iron girders; the roof of iron and slate, and the stairways of iron. The plan for such a building has been submitted to competent architects and builders, and they estimate that it will cost not to exceed \$60,000. By the same authorities it is stated that the cost of the necessary cases, apparatus and furniture will not exceed \$15,000—making a total of \$75,000. If it should be thought best to put the books in iron shelving, there would be an additional cost for that purpose.

Your committee would, therefore, recommend that this Board ask of the General Assembly of the State an appropriation of \$75,000 for said purpose.

Your committee cheerfully acknowledge the obligations they are under to Prof. J. W. Powell, Dr. Geo. Vasey, A. H. Thompson, and Dr. J. A. Sewall, for valuable assistance in preparing this report.

Respectfully submitted.

BENAIAH G. ROOTS, for the Committee.

The report was unanimously adopted.

Mr. Fell reported his action under the resolution directing him to have the hose repaired, and to attend to certain other needed repairs in the University building, and his report was referred to the Auditing Committee.

Mr. Leal offered the following resolution:

Resolved, That, as Mr. Jesse W. Fell has for the last several years been attending personally to the ornamentation and care of the University grounds, the purchase of material and superintending repairs on the building, he is justly entitled to a fair compensation for the same.

The resolution, on motion, was referred to a special committee consisting of Messrs. Leal and Coy.

Judge Green, Chairman of the Auditing Committee, to which had been referred the report of Mr. Fell concerning his purchase of fuel, presented the following report, which was adopted :

To the State Board of Education :

The Auditing Committee, to whom was referred the report of J. W. Fell concerning the purchase of coal and wood for use of the University, would respectfully report that they have examined report with accompanying accounts; and the committee recommend the adoption of the report, and that orders be issued as recommended in the report.

The report shows a purchase of 150 tons of coal, at \$3.25 per ton.....	\$487.50
Coal furnished for January, 1870, not paid for.....	47.38
11½ cords of wood, at \$6.00 per cord.....	69.00
	\$603.88

WILLIAM H. GREEN,	} Auditing Committee.
C. GOUDY,	
T. R. LEAL.	

Mr. Fell reported his action in relation to, the ornamentation of the grounds, and other matters, which report was referred to the Auditing Committee.

President Edwards appeared and, by request, read his semi-annual report, as follows :

REPORT OF PRESIDENT EDWARDS.

To the Board of Education of the State of Illinois.

GENTLEMEN: Since your last meeting the Normal University has continued in the even tenor of its way, without startling occurrences or unusual achievements. The number of students in attendance is very nearly the same as last year at this time.

In the Normal Department, the number in attendance for the term has been—

Gentlemen.....	112
Ladies.....	197
Total.....	309

In the High School there have been—	
Gentlemen.....	27
Ladies.....	25
Total.....	52
In the Grammar School—	
Boys.....	64
Girls.....	41
Total.....	105
In the Primary School—	
Boys.....	18
Girls.....	9
Total.....	27
Total for the term in the University—	
Males.....	231
Females.....	272
Total.....	493

In order to show the progress made in the attendance upon the Normal Department, I subjoin two tables, one of the number in the different graduating classes, and one of the number in attendance during the Fall Terms for nine years:

First Graduating Class, in 1860, numbered.....	10
Second " " " 1861, "	8
Third " " " 1862, "	8
Fourth " " " 1863, "	7
Fifth " " " 1864, "	8
Sixth " " " 1865, "	11
Seventh " " " 1866, "	15
Eighth " " " 1867, "	13
Ninth " " " 1868, "	19
Tenth " " " 1869, "	19
Eleventh " " " 1870, "	27
Number in attendance, Fall Term 1862, was.....	138
" " " " " 1863, "	250
" " " " " 1864, "	235
" " " " " 1865, "	185
" " " " " 1866, "
" " " " " 1867, "	313
" " " " " 1868, "	320
" " " " " 1869, "	306
" " " " " 1870, "	309

During the vacation the outside wood and tin of the building have received two coats of paint, and a thorough sanding. So far as I am able to judge, the work was admirably done. It was

greatly needed. The thoroughness and satisfactory character of the job, as well as the moderate price at which it was done, were in a great measure due to the constant and careful supervision of Mr. Fell, who gave his personal attention to the details. Important repairs have also been made on the boiler and heating apparatus, and a new pump has been furnished to the engine.

In the resignation of Mr. Pillsbury, which occurred during the vacation, the High School lost the services of one whose thorough scholarship and untrifling industry had given it a high reputation among the schools of the country. His principalship had extended over a period of seven years, and his usefulness and efficiency were never more apparent than at the time of his resignation. During all this time he had done his full share toward giving character to the University.

Of his successor, Miss Mary E. Horton, no less can be said than that she fully maintains the scholarship and discipline to which her school had been accustomed. It was thought by some that the experiment of placing a lady in a position of so much trying responsibility was attended with no little risk. But the present indications are that she is fully competent, not only in scholarship and character, but in ability to organize and govern.

Mr. B. W. Baker, who succeeds Mr. Joseph Carter in the Grammar School, is performing his duties faithfully and successfully, and, so far as I know, in a manner entirely acceptable to all friends of the school. It will be seen that in both the High and Grammar Schools, notwithstanding the changes, the number in attendance is as large as last year at this time.

The finances of the University are in a sound and healthy condition. Our expenses have been kept within the limit of our appropriations and other means. This year, for the first time, we have been able to pay our instructors with almost entire regularity. The salaries have been paid once a month, and with something of a balance in the treasury. There will be at the end of this term but six weeks' pay due to any member of the corps. To secure this result rigid economy has been practiced. Many things much to be desired have not been purchased. The apparatus-room and library are but meagrely furnished, considering the character of the institution; and in all departments the expenditures have been kept at the lowest possible limit. As a result of this, we go before the legislature only with a call for the means

of future usefulness. We have no deficiency to make up. This institution has not plunged the state into debt, thus enforcing from the legislature a larger appropriation than the merit of the case demands; and we offer our past history as a guaranty that whatever appropriation may be made to us will be judiciously and economically expended. For a full exhibit of the financial condition of the University, you are respectfully referred to the accompanying statement, submitted by the undersigned in his capacity as book-keeper.

It is certainly unnecessary in the hearing of any candid man, reasonably well informed on the subject of education in America, to argue the usefulness of Normal Schools. But from the time of their first establishment in this country, thirty-one years ago, down to the present, it has happened, once in every few years, that some wise man has discovered that they are of no use. Periodically it is asserted that Normal Schools are a failure. Like the discoverers of perpetual motion, these inventors of disaster have reproduced the same old complaints with the regularity of the decades. It matters not that they have been many times refuted. In each new reiteration they find a new champion, and each effort requires a new hand. I have had personal knowledge of a number of the discussions thus provoked, and I never knew the same parties to undertake twice the demolition of Normal Schools. But others come on in due time and rediscover the theories that previous discussions have repeatedly buried.

The argument in favor of Normal Schools has been many times stated with irresistible force. It is so plain that the most ordinary intellect may fully apprehend it, and; so far as I know, in every discussion on the subject, its force has been overwhelmingly felt by all to whom it has been addressed. Among the steps in this argument are the following:

1. Teachers need a special preparation for their work. It is acknowledged on all hands that the business of teaching is a most important and responsible occupation. It has to do with mind, the most precious thing in any way intrusted to human manipulation. Its results are as enduring as mind. Upon it our civilization, the development of the national mind and of the material resources of our country, depends. For if the culture of the rising generation does not exceed that of its immediate predecessor, there is no progress. And if the coming generation fall short

of the culture, the school-training of to-day, then there is national decadence, the coming-on of the darkness of barbarism. And especially is a universality of school culture needed in our country. The votes of the people are the source of power with us, and they ought in every case to be the expression of the enlightened judgment of the voter. And how thorough and practical must that culture be that shall make the millions of America fit judges, in every case, of what is best in state legislation and in national policy.

Inexpressibly important, then, is this work of education. For it there is no wisdom too profound, no culture too extended, no talent too imposing, no tact too nice, no practical training too accurate and thorough, no virtue too incorruptible and pure. Who shall undertake to impart it, then? Shall it be intrusted to men and women who have given no thought to its philosophy, whose culture has only been general, with no special reference to the work? We do not thus proceed in respect to other things. If we desire a pair of boots made, we go to a person who has served an apprenticeship in that very art. It is not sufficient that he knows something else or all things else. He must have had special preparation in the occupation in which we wish to employ him. And shall we be less exacting in demanding a special preparation for a work so incomparably important as the teaching of our children than we are for so trifling a matter as the covering for our feet?

2. This preparation can best be secured in a school especially devoted to this work. Nearly every institution of learning has some one main animus. There is usually some central interest around which other interests are grouped. In some institutions the ancient languages constitute the central interest. In some it is the natural sciences. Other things may be taught, but not with the energy and unction that goes into the main purpose. If a school has any life, it will be exhibited in this leading department. It follows that a college that adds to its other and ordinary work a normal course, so called, will be likely to make of that course a subsidiary and unemphasized matter. Its main force will be expended elsewhere. But a school whose chief purpose is the training of teachers will, if there is any good in it, do that comparatively well. So that if the Normal Schools had no traditions, if there were no store of teaching wisdom laid up for their

use, if the idea of a teachers' seminary were an invention of to-day, they would still be likely to give young teachers a better preparation than could be secured in schools devoted mainly to general culture.

But we are not destitute of pedagogical maxims, that have been gathered together by the thinkers in education. Books are in print containing these maxims. There is a schoolmaster's literature. From the time when Horace Mann began the agitation of popular education, and the discussion of methods of teaching, down to the present, men of thought and culture have been meditating on these subjects, and committing the results of their thoughts to paper. There are also treatises of much greater antiquity than these—some of them, as the Institutes of Quintilian, running back to a period preceding the dark ages.

There is, therefore, a possibility for professional study for the young teacher. And Normal Schools may not only help the tyro by turning his attention to the subject of teaching and the necessities of the teacher, by requiring him to look at all knowledge with a professional eye, but they may also require him to study positively-established principles—principles as clearly defined as any in medicine or jurisprudence. And the point now sought to be established is, that this study will be more likely to be thorough and practically useful in a school especially devoted to it than in one having something else for its main purpose.

3. Only the state can maintain institutions adequate to the accomplishment of this purpose. Private schools must depend for their support on the wealth of their patrons, or upon the necessities of ecclesiastic organizations, or upon some other peculiarity. But candidates for teachers are not in the enjoyment of very large revenues, and it is not desirable that any particular religious denomination should have the training of them. As a whole, then, they should be educated by the state. It is to the state that their services are due. The safety and prosperity of the state are among the prime objects aimed at in the whole system of popular education. Public schools are established and supported in order that the republic may suffer no detriment from the ignorance of the citizen. In all respects, then, it is eminently fit that the state should direct the training of those who are to manage these schools, for the double reason that no other power is able to do it, and because it comes exactly in the line of its interest and duty.

Thus we see the reasonableness of State Normal Schools. Their theory is certainly correct. How has the practice been? Have they fulfilled the just expectations entertained of them? Have the people of the United States, or of those states in which these schools have been established—and they may certainly be presumed to understand their own interests—have the people given any evidence of confidence in these institutions? Let this question be answered by a few facts. Thirty-one years ago, encouraged by the munificence of an individual who furnished half the money for the purpose, Massachusetts was induced to appropriate \$10,000 for the support, for three years, of three Normal Schools. The institutions were organized and sustained for three years as an experiment, at an expense of \$2,222 a year each,—the state, as we have said, paying one-half of it. Now that state maintains four, at an annual expense of more than \$40,000, paid by the state alone. And in the country the total number is forty or more; and the annual expense for maintaining them is at least a half-million dollars. And the increase in the number in attendance is no less remarkable. Thirty-one years ago the first Normal School on the continent went into operation, with three young ladies for pupils; now there are studying in the normal schools of the country at least 6,000 young men and women, preparing to be teachers.

And the increase is still going on, and that more rapidly than ever before. Within the last five years more new schools have been put in operation than during any preceding period of equal length. Opposition but accelerates their march. Discussion serves only to bring their merits more clearly before the public.

That these institutions are perfect, that no improvements are needed in them, that in all particulars the great purpose of their establishment is fully answered, no sane man will affirm. It would be preposterous to claim for a system with less than a third of a century of experience any thing like such a completeness and perfection. But, on the other hand, no man of candor and good judgment, acquainted with the facts, will fail to pronounce that their success has been such as to make them worthy the fostering care of the American people.

So much for the general question. How has been the application of it in Illinois? Has our own school done work in such quantity and of such quality as to justify its claims upon the state and the people?

It has been in existence thirteen years. During that time it has given instruction in the Normal Department for a longer or shorter period, amounting in average to one and a half years each, to 2,084 young persons, not counting those admitted this term. Most of these are now probably teaching in the schools of this state. Of this number 145 have received the highest honors of the institution in that department, and besides these fifteen have been graduated in the High School. Of the Normal graduates, twenty-nine only are not teaching; and of these six are deceased, and thirteen are ladies who have married after doing a reasonable amount of teaching. This leaves ten who have deliberately left the profession, or less than seven per cent. of the whole number of Normal graduates. And even of these there were none who did no teaching, and many taught for a number of years. In the Model School instruction has been given to 2,360 pupils, of whom, as above stated, fifteen have received the diploma of the High School. According to an investigation previously reported, from twenty-five to thirty-three and a third per cent. of the students in the High and Grammar Schools become teachers. We have no means of definitely ascertaining the precise number of our students now teaching in the state. Two years ago it was estimated at 800. Perhaps the additions since made would amount to 100 for each year in excess of the withdrawals, thus leaving now in the field as teachers one thousand persons from the Normal Department, who have enjoyed the advantages of the University for an average period of one and a half years.

So much for the quantity of our work. How has been its quality?

It would be absurd to pretend that every student, or even every graduate, sent forth from the institution is a successful teacher. Any school that should claim to achieve any such result would justly expose itself to ridicule. We put forth no such claim. We confess with grief that some go out from us and cut but a sorry figure as representatives of the educational ideas and forces of the age. But we think the number of such failures is very small, and when failure occurs, it is less complete than it would have been had it not been for the training we have imparted.

But it is possible at this period in the history of the institution to arrive at some definite idea of the quality of its work. For nearly thirteen years it has been on trial before the people of

Illinois. I do not know that they have had any reasons for treating it with more favor than, in their judgment, it merits. But it is not too much to say that they have, in many ways, given it their emphatic indorsement. In the first place, as shown by facts previously reported, they pay to its graduates and pupils better salaries by nearly one hundred per cent. than they do to the average teacher. I can imagine no reason for this voluntary discrimination except that they believe the normal-trained teacher to be superior to the average. Again, educational men all over the state have given public expression in strong terms to the same conviction. And more, the services of our pupils are most eagerly sought by school-officers in all parts of the state, and one of our most serious dangers arises from this tendency to employ our students in responsible positions before they have had experience sufficient to assure their success. Young men of nineteen years, with no experience except what they acquired in our Model School, are urged to take under their charge the school-systems of important towns. Calls that must remain unheeded are constantly pouring in upon us—calls for teachers that we can not supply.

And may we not take a just pride, too, in the rank that is assigned to us by educational men and others outside the state? In educational reports, in the columns of literary journals, in conversation, the statement has often been made that our school stands very high as a seminary for training teachers. Several of these declarations I have most unexpectedly stumbled upon, not only in the reports and journals of our seaboard states, but also of the British metropolis. In the *London Christian World*, of Aug. 12, 1870, are the following words from an English gentleman of culture, then traveling in America. "I had the privilege, lately, to participate in the annual examinations and exercises of 'commencement' at this noble institution, and can testify that it is conducted with great efficiency, on truly Christian principles, and with the most honorable and happy results. The proficiency of the graduates who received their diplomas amidst the loving greetings of hundreds of fellow students and a large assembly of friends, together with the enthusiasm of all present in the noble cause of Christian culture, afforded inspiring hope for the future of the community."

Hon. John D. Philbrick, Superintendent now and for many

years past of the Schools in Boston, Mass., declares that the institution stands at the head of American Normal Schools in respect to numbers and influence, and that it is inferior to none in its philosophy and methods.

Distinguished men from the Eastern States, on visiting the school, have spoken its praise with a warmth of enthusiasm that was as marked as it was unexpected.

All of which is respectfully submitted.

RICHARD EDWARDS.

The thanks of the Board were returned to President Edwards for his valuable report, and the Secretary was requested to publish the same in his next biennial report to the General Assembly.

Judge Green, Chairman of the Auditing Committee, presented the following report, which was concurred in:

To the State Board of Education:

The Auditing Committee, to whom was referred the report of C. W. Holder, Treasurer of the Board, beg leave to report that they have examined the said report and its accompanying vouchers, and find the same correct, and recommend its approval.

WM. H. GREEN, } Auditing
C. GOUDY, } Committee.
T. R. LEAL, }

The following is an abstract of said report:

STATE FUND.

To amount on hand at last report.....	\$6,304.93	
“ “ received from Model School.....	1,802.97	
		\$8,107.90

Contra.

By cash disbursed on 67 orders.....	7,629.85	
“ “ on hand to balance.....	478.05	
		<u>\$8,107.90</u>

FUND FOR ORNAMMENTING THE GROUNDS.

To cash balance on hand as per last report.....	\$180.08
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Contra.

By cash disbursed on orders.....	<u>\$180.08</u>
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HEATING APPARATUS.

By cash balance on hand, as per last report.....	<u>\$1,068.86</u>
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WATER CLOSET.

To cash balance on hand, as per last report..... \$500.00

FURNITURE.

To cash returned by President Edwards unexpended.... \$500.00

Contra.

By balance overdrawn, last report..... \$201.67
 " order paid H. M. Sherwood..... 39.33
 " cash on hand to balance..... 259.00
 ----- \$500.00

BUILDING REPAIRS.

To amount on hand as per last report..... \$955.80
 " cash balance overdrawn..... 512.93
 ----- \$1,468.73

Contra.

By cash disbursed on 10 orders..... \$1,468.73

FENCE AND IMPROVING THE GROUNDS.

To amount on hand as per last report..... \$300.00

Contra.

By voucher paid J. W. Fell..... \$300.00

RECAPITULATION.

State Fund.....balance on hand..... \$478.05
 Heating Apparatus... " " " 1,068.86
 Water Closet..... " " " 500.00
 Furniture " " " 259.00
 ----- \$2,305.91

Contra.

Building repairs, balance overdrawn..... \$512.93
 Balance in hands of Treasurer, Dec. 5, 1870.... 1,792.98
 ----- \$2,305.91

Mr. Coy offered the following resolution, which was adopted:

Resolved, That an order be drawn on the Treasurer for \$100, in favor of Mr. Edwards, as a contingent fund.

Judge Green, Chairman of the Auditing Committee, also presented the following report, which was adopted:

CONTINGENT FUND.

To cash balance in hands of Pres't Edwards at last meeting of the Board, June, 1870..... \$99.33
 To amount reported at June session, 1870..... 100.00
 ----- \$199.33

Contra.

By amount expended by Pres't Edwards since June 22, 1870, as per 22 vouchers filed.....	\$123.59
By balance in hands of Pres't Edwards, Dec. 6, 1870,	75.74
	<u>\$199.33</u>

WM. H. GREEN,	} Auditing Committee.
C. GOUDY,	
T. R. LEAL,	

On motion, the Board then adjourned till 2 o'clock P.M.

TUESDAY, DEC. 6TH, 2 O'CLOCK P.M.

The Board met, pursuant to adjournment, the same members being present as at the morning session.

Judge Green, from the Auditing Committee, reported—

To the Board of Education:

The Auditing Committee, to whom were referred the several reports of J. W. Fell—on Repairs, on Sidewalks and Fencing, and on Ornamenting the Grounds, find that there is an unexpended balance in his hands of \$63.53 in favor of the Board.

WM. H. GREEN,	} Auditing Committee.
C. GOUDY,	
T. R. LEAL,	

On motion of Mr. Coy, it was

Ordered, That the salary of Prof. H. McCormick be increased \$250.00, to take effect from this date.

On motion of Dr. Goudy, it was

Ordered, That Charles W. Holder, Treasurer of this Board, is hereby authorized and instructed to receive and receipt for the sum of twelve thousand four hundred and forty-five $\frac{2}{100}$ dollars (\$12,445.99) of interest on the College and Seminary Fund, due January 1st, 1871, said amount being necessary for the maintenance of the State Normal University for the ensuing year; also, the further sum of nine thousand dollars (\$9,000.00) due said Normal University, on said January 1st, 1871, under the provisions of the first section of the act entitled 'An act supplementary to the acts heretofore passed in relation to the Normal University', approved March 10, 1869;

also, the further sum of twenty-five hundred dollars (\$2,500.00) appropriated to be paid annually, by section 4 of the act entitled 'An act concerning the Board of Education and the Illinois Natural-History Society', approved February 28, 1867.

On motion of Mr. Coy, it was

Resolved, That Miss Mary E. Horton be hereby declared elected Principal of the High-School Department, at a salary of \$1,500 per annum.

On motion of Judge Green, it was

Ordered, That the judgment and costs in the case of Judge Gridley *vs.* Normal University be paid, and that the President of the Board draw an order on the Treasurer for the amount necessary.

Judge Green, from the Auditing Committee, reported that they had examined the following accounts and found the same correct, and recommend their payment:

Peter Ketelson, storing coal, etc.....	\$35.00
“ “ lantern, of Barnes & Hoevener.....	.90
“ “ wooden scoop, of Holder, Milner & Co.....	1.35
“ “ lock, of C. H. Gruehlin.....	.35
“ “ brushes, of Lehman & Warlock.....	1.30
Thos. Charles, Guyot's Geographies.....	19.20
Hatch & Slade, professional services.....	10.00
Thompson & Lewis, glass.....	5.80
Root & Cady, singing-books.....	4.10
George McIntosh, repairs on pipes.....	168.44
Geo. & C. W. Sherwood, readers.....	48.00
S. A. Corbett, repairs on floor.....	5.40
J. P. Yoder, stationery.....	56.45
R. Clarence Owen, merchandise.....	14.25
do	3.07
Thos. Charles, Guyot's Geographies.....	9.60
Dr. J. A. Sewall, bal. on acct. rendered for chemicals, etc... ..	16.78

Mr. N. E. Worthington, member, entered his appearance.

The following report was submitted:

To the Board of Education:

The undersigned, a committee to which was referred, at the last session, the application of Stephen Fisher for an abatement of his rent on the University farm, submit the following facts and conclusions therefrom: That, pursuant to a written lease, said Fisher has been cultivating said farm the past two years, stipulating to pay therefor the sum of \$325.00 yearly; that, from

causes above his control, chiefly the wet weather, the crop of 1869 was an almost entire failure, involving him in considerable loss; and that his oat crop of the present year has also been unremunerative. His corn crop, however, of this year is fair, and as soon as marketed will enable him to pay this year's rent. We would further state that he is a man in moderate circumstances, with a large family to support. In consideration of the foregoing facts, your committee recommend that Mr. Fisher be released from the payment of the first year's rent, *provided* the second year's rent is paid on time — *to wit*, March 1st, 1871.

All which is submitted.

JESSE W. FELL,
W. S. COY.

On motion of Dr. Goudy, it was

Ordered, That \$200.00 be expended in supplying trees on the University grounds, where they have perished or may be wanted to complete arrangements.

On motion, the Board then adjourned till its next stated semi-annual meeting, June 28th, 1871.

S. W. MOULTON, President.

NEWTON BATEMAN, Secretary.