TWENTY-FIRST ANNUAL CATALOGUE

OF THE

SOUTHERN ILLINOIS

STATE NORMAL UNIVERSITY

CARBONDALE.

1894-95

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1895.	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
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● Opening day of term. ✻ Closing day of term.

HISTORY.

AN ACT of the General Assembly of the State of Illinois, approved April 20, 1869, gave birth to this Normal School. By this act it was provided that five trustees should be appointed by the Governor of the State, who should fix the location, erect the building, and employ teachers for the school. The trustees located the school in the town of Carbondale, on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central railroad. The corner-stone was was laid on the 17th day of May, 1870. The building was finished in time to be dedicated July 1, 1874; the first faculty commenced the work of instruction in the new building July 2, 1874, at which time a Normal Institute of four weeks was opened with fifty-three pupils attending.

On the 6th day of September, 1874, the regular work of the Normal University commenced.

On the afternoon of November 26, 1883, at 3 o'clock, this beautiful building was discovered to be on fire; and before 5 o'clock p.m., despite the efforts of faculty, students, and citizens of Carbondale, the entire building was in ruins. By the heroic labors of students, teachers, and citizens, the large library was saved, and most of the furniture; also the philosophical and chemical apparatus.

The citizens kindly offered the use of rooms in some of the business blocks, which the trustees accepted, and the school went on with the regular recitation work, with an actual loss of less than two days. In the meantime a plan was proposed for a temporary school building, and in less than sixty days a building was completed contain-

ing fourteen rooms, and the Normal School began its wonted duties in this, its temporary home.

The General Assembly, by an act approved June 27, 1886, appropriated $152,065 to replace the first building, then lying in ruins.

The present building is a magnificent structure, in many respects superior to the one destroyed by fire. It was dedicated Thursday, February 24, 1887, and occupied by the school on the following Monday.

AIMS.

Educational institutions may be divided according to their aims into four classes:

First, the public schools, whose aim is the promotion of good citizenship by securing to all the people the intelligence, morality, and patriotism which are essential to the existence and progress of the State. *Second*, colleges and universities, whose object is the general and full development implied in complete manhood and in the best preparation for professional life. *Third*, professional and polytechnic schools, in which the student is helped in his preparation for his chosen life-work. *Fourth*, such institutions as the Royal Society of Great Britain, the Sorbonne of France, and our own Smithsonian Institute, which have for their object the advancement of science and art. This Normal University belongs to the third class; it aims to give the best mental and professional equipment for teaching.

The State normal school holds an important relation to the system of public schools. It helps to create and sustain a high standard of educational work. It serves

as a driving force and a balance wheel to the whole system. Sanctioned and supported by the State, it can institute those investigations and experiments which result in so much good to all the schools. It brings school facilities within the reach of many who otherwise would be uneducated, and enables them to repay the State by teaching in the public schools. If the State needs a great university which shall be a center of educational forces; if an agricultural college should be sustained on account of the importance of agriculture, much more, and for similar rcasons, should the normal university receive the care and the benefactions of the State. Man is more than all things else, and whatever contributes to his development is of the highest use.

If the graduates of this university shall take high rank as superintendents, principals, and teachers in public schools, they must possess two elements of success: a full development of mental power and a thorough mastery of the sciences involved; and a thorough training in methods of instruction and school management. If we should neglect the former, our graduates would be supplanted by those of other schools; and if we fail in the latter, there could be no good reason for our existence. Hence we aim *first* to insure a broad and thorough culture, and *second* to make all the professional work very prominent.

To promote these ends, besides the three years' English course and the four years' English-Latin or German course, heretofore offered, a four years' English-Scientific course is also provided; this will double the time given to the natural sciences, will extend the mathematics, and add several new branches. The Model School will be maintained, giving abundant opportunity for Practice Teaching and the application of methods.

GENERAL INFORMATION.

Location, Etc.

Carbondale is a city of 3,000 inhabitants, healthful and beautiful, with a refined and cultured people. It is easy of access, and offers inducements for board and social advantages beyond most places. It has, perhaps, fewer temptations to idleness and dissipation, and combines religious and educational privileges in a degree greater than the average of towns and cities. Parents may be assured that their children will be as safe as in any school away from home, and scholars may come here and be certain that economy and industry will be respected and assisted by all. The Illinois Central, the Chicago & Texas, and the Cairo Short Line railroads afford ample facilities for convenient access,

University Calendar.

Fall term begins Tuesday, September 10, and closes Thursday, December 19, 1895.

Winter term begins Thursday, January 2, and closes Thursday, March 19, 1896.

Spring term begins Tuesday, March 24, and closes June 11, 1896.

Length of terms; Fall, 15 weeks; Winter 12, and the Spring 12.

Closing examinations for 1895, begin June 10; for 1896, June 8.

Commencement for 1895, June 13; for 1896, June 11.

Terms of Admission.

Applicants for admission must present evidence of good moral character; and to secure free tuition they must pledge themselves to teach in the public schools of the State for a time not less than that covered by their attendance on the school, the pledge to be void, however, if engagement to teach cannot be secured by reasonable effort.

To be admitted to the Normal department proper of the University, students must have *completed* their sixteenth year, and must be able to pass an examination equivalent to the requirements for a second-grade certificate.

The evidence of ability to pass such examination will be a diploma from a reputable high school, a certificate to teach, an examination and appointment by a county superintendent, or the result of an entrance examination. Persons sixteen years old and over, unable to pass this examination, may be admitted to the Preparatory department, but in no case for a longer period than two terms except on payment of tuition.

Persons under sixteen years of age may be admitted to the Model School or High School classes on the payment of tuition and passing an examination, or the presentation of a county diploma or its equivalent.

Graduates of high schools accredited by the University of Illinois will receive a credit of one year's work on our courses of study, excepting all professional work. This credit of one year's work will include a sufficient number of the following studies: B Arithmetic, B Reading, B Geography, Penmanship, B History, Physiology, C Algebra, B Grammar, Bookkeeping, B Zoölogy, B Botany, B Physics, Civil Government, General History, C Geometry, B English Literature, and three terms of Latin.

Reasonable credit will be given for work done in other schools, provided satisfactory evidence is presented.

The entrance examinations in the common school branches will cover about the same ground, and require about the same accuracy, as in county examinations.

Expenses.

TUITION.

To those who sign the pledge to teach, tuition is gratuitous; but the law of the State requires that there shall be a fee charged for incidentals. At present this fee is $3.00 per term of fifteen weeks, and $2.00 per term of twelve weeks. The rates of tuition in the different schools are as follows:

	Fall Term.	Winter Term.	Spring Term.
Normal Courses.....	$9 00	$6 00	$6 00
Preparatory Course.....	6 00	4 00	4 00
Model School.....	4 00	3 00	3 00

The first, second, and third grades free.

BOARDING.

Board can be had in good families in Carbondale, at rates varying from $3.00 to $3.50 per week; and by self-boarding, or by boarding in clubs, the cost may be reduced to $2.25 per week. Two clubs are in successful operation. The whole expense can be as low as one hundred dollars per year.

BOOKS.

Books are sold by the book stores of the town at reasonable prices.

Physical Training.

Physical training is compulsory upon all students, unless excused by the certificate of a physician or by the Faculty. Courses are marked out in physical culture and students are expected to follow them as in other branches. Three terms are required, and these terms of physical training must be taken during the student's first year at the University, whether he is in the Preparatory or the Normal department, unless in special cases it shall be otherwise ordered by the Faculty.

Diplomas.

Diplomas are granted to those who complete one of our Courses of Study.

Discipline.

Progress in all government has been toward self-government; this is by self-activity, not by repression from others. Poor teaching requires much discipline.

In a Normal School, discipline is at a minimum because the students are there for a purpose they appreciate.

Facilities for Illustration.

MUSEUM AND CABINETS.

In the first story is a large room set apart as the Museum, which is supplied with cases suitable for the display of specimens. The department of geology contains a selection of minerals representing the different geological ages or periods, most of which have one face polished, and these periods are fairly represented by fossils. Besides these it also contains a large series of typical minerals, and a working set for the laboratory.

The herbarium contains several thousand specimens of mounted plants, both foreign and domestic.

The insect cabinet contains a good representation of all the orders of insects. In the Lepidoptera, besides the regular cabinet series of specimens, several hundred specimens in the new Denton Butterfly tablets for class use.

The vertebrates are represented by a large collection of mounted birds and mammals and a few reptiles and fishes. Most of the fishes, reptiles, and batrachian are in alcohol.

The cabinet of shells contains more than eight hundred species, represented by several thousand specimens.

Besides the above, there is a large series of archeological specimens calculated to illustrate mostly the original inhabitants of this country.

Apparatus.

The University possesses a very complete outfit of illustrative apparatus which is annually increased from appropriations made by the General Assembly.

The equipment for teaching physics includes, among other pieces of value, electrical machines, electrical dynamo, air-pumps with necessary accessory attachments, microscopes, thermo-electric pile, a good selection of Crooke's and Geisler's tubes, electrical rotator, a large Ruhmkoff's induction coil, a McIntosh college stereopticon with vertical attachment and a large selection of scientific views, a heliostat, solar microscope, parabolic mirrors, wheatstone bridge, and resistance box.

The institution has an excellent chemical laboratory which is well supplied with water, gas, and Bunsen burners for heating purposes, six large, double working tables for experimentation and analytical purposes, each sup-

plied with a full set of reagents, a full set of chemical apparatus for all experimental work.

The mathematical department is well equipped with units of measures for teaching denominate numbers, blocks for mensuration, a surveyor's transit and compass which the classes in trigonometry and surveying are required to use freely.

The University has recently purchased an excellent telescope from the factory of the noted firm of Clark & Sons, Boston. The instrument has a five inch object glass, and eye pieces, varying in powers from 50 to 360. This instrument is used frequently in observing the moon, sun spots, the planets and their satellites, nebulæ, etc.

The biological department is supplied with seven compound microscopes, several cases of dissecting instruments and facilities for taxidermy, besides a large use of the excellent material found in the museum.

The instruction in geography has been materially aided during the past year by the purchase of a full set of large relief maps, which, added to the former supply of maps, make the equipment very complete.

The department of history has received its share of facilities for illustration in the line of globes, maps, a case of historical relics, souvenirs of travel, etc.

Library and Works of Reference.

The University has a complete set of books of reference,—cyclopedias, biographical and pronouncing dictionaries, gazetteers, atlases, etc., which are placed in the study hall, or in the several recitation rooms, so that the students may consult them at any time.

The library proper occupies a spacious room; it is well furnished, and is open all of each school day and from nine to twelve on Saturdays. The Library contains

now over 13,000 volumes, and includes a professional library for teachers.

Literary Societies.

There are four literary societies. They meet every Friday evening. These afford one of the best means of culture, discipline and instruction in the conduct of parliamentary business. They have elegant rooms, admirably fitted and furnished. They represent the energy of the students, and show their devotion to the practical preparation for the public duties of life.

Christian Associations.

The Young Men's Christian Association and the Young Women's Christian Association have each a large and well conducted society, which meets weekly; their committees look after strangers coming to the school, and students who may be sick while attending school.

DEPARTMENTS AND COURSES OF STUDY.

There are two departments: the Normal and the Model School.

The Normal Department.

is to give thorough instruction in the elementary and higher portions of the school course of study, and, indeed, to fit the student by knowledge and discipline for the practical duties of a teacher. It aims to give, in addition to instruction, opportunities of observation and trial; so that one passing through the course shall not be a novice in his calling when he enters the school-room. With this idea in mind, every branch prescribed to be taught in the common and high schools of our State is carefully studied. Accuracy and complete thoroughness are points held in mind in every recitation, and drills upon the elements are made a specialty. Great attention is therefore bestowed upon the earlier parts of the course, such as spelling and pronunciation, reading and defining, drawing, writing, vocal music, and physical training. The body needs culture and systematic activity quite as much as the soul, and we begin with making it the servant of the mind, and habituating it to an unhesitating obedience.

The methods of our teaching are distinctively Normal. What the student is required to learn, and the methods of presenting it, are both designed to give him who intends to become a teacher the philosophy of learning and remembering, and the philosophic manner of imparting knowledge and securing discipline.

The *training work* is designed to fit students of this institution to become practical teachers. It comprises (1) a study of psychology, pedagogy, school law, and practical ethics; (2) attendance of practice teachers upon weekly meetings held for a study of methods of instruction and management of pupils and classes; (3) actual teaching in the *Model School*, under the constant supervision of the training teachers of the Normal School.

In this department six courses of study are offered, as follows:

1. *The English Course.* The student who is sixteen years of age and has obtained a certificate as teacher in the public schools, or is a graduate from an accredited high school, can complete this course in three years or less. It requires a thorough training in all the branches taught in the common schools, a good course in English language and literature, an extended course in mathematics, and all the professional work—methods of teaching in all the branches, psychology, pedagogy, and practice teaching, under the training teacher; this course is fully given on another page.

2. *The English Scientific Course* requires four years after entrance. It includes all the studies of the English course, gives double time to the natural sciences, adds two terms to the mathematics, and affords time for several additional studies.

3. *The English-Latin or German Course* is a four years' course and is the same as the English course with the addition of four years of Latin or German.

4. *The Professional Course.* This course enables the college graduate, or any one equally well qualified, to take all the professional work in one year. This gives an opportunity to review the common school branches, if needful, and includes psychology, pedagogy, practice teaching, drawing, and method work in all the common school branches.

5. *The High School Course.* This is a four years' course, omitting the professional studies, including most of the English course, four years of Latin, and three years of German. This course requires no classes not provided for in the other courses. Students in this course pay full tuition, and may pass from the completion of this course to their chosen business in life, or into the college or the university for still higher training. Graduates from this course will be admitted to the best colleges.

6. *The Preparatory Course.* This course is for those who have completed the eighth grade in the Model School or in the common schools, but who are not sufficiently mature to enter the higher classes. The studies in this course are such as this class of students may require, and will cover about one year's work.

The Model School

consists of from seventy-five to a hundred children who are divided into eight grades corresponding to the grades in the public schools. These are in charge of training teachers, and of the superintendent of the practice work. The Model School is a necessary adjunct of the Normal department. It furnishes tests of the methods enjoined, gives opportunities to observe child nature and work, and is the department in which the Normal students are trained in the art of teaching. It is the aim to make this a model school, in the best sense, for the development of model teachers.

COURSES OF STUDY.

ENGLISH COURSE.

FIRST YEAR.

Fall Term.	*Winter Term.*	*Spring Term.*
HOUR. STUDY.	HOUR. STUDY.	HOUR. STUDY.
2 B Arithmetic.	1 A Arithmetic.	1 Physiology.
3 Penmanship and Bookkeeping.	3 C Grammar.	2 A Reading.
4 B Reading.	4 C Drawing.	4 A Geography.
6 B Geography.	6 B History.	6 B Drawing.
7 E Pedagogy.	7 D Pedagogy.	7 C Pedagogy.

SECOND YEAR.

1 B Grammar.	1 A History.	1 A Grammar.
2 Practice.	2 Practice.	2 A Algebra.
3 Phonics and Word Analysis.	4 B Algebra.	3 B Botany.
4 C Algebra.	6 B Zoölogy.	4 Practice.
6 American Authors.	7 A Drawing.	6 B Chemistry.
		7 Music.

THIRD YEAR.

1 Rhetoric.	2 A Physics.	3 B Geometry.
2 B Psychology.	3 C Geometry.	4 Elocution.
4 General History.	4 English Analysis.	5 A Pedagogy.
5 School Law & Civil Government.	5 B Pedagogy.	6 B Physical Geog.
7 B Physics.	7 B. Eng. Lit. and History.	7 A Eng. Lit. and History.

PROFESSIONAL COURSE.

Fall Term.	*Winter Term.*	*Spring Term.*
HOUR. STUDY.	HOUR. STUDY.	HOUR. STUDY.
1 Practice.	1 Method in History.	1 Method in Gram.
2 B Psychology.	2 A Psychology.	2 Method in Read.
3 C Pedagogy.	5 B Pedagogy.	3 Practice.
4 A Drawing.	6 Practice.	4 Method in Geog.
5 School Law.	7 Method in Arith.	5 A Pedagogy.

ENGLISH-SCIENTIFIC COURSE.

FIRST YEAR.

Fall Term.		*Winter Term.*		*Spring Term.*	
HOUR.	STUDY.	HOUR.	STUDY.	HOUR.	STUDY.
1	C Drawing.	1	A Arithmetic.	1	Physiology.
2	B Arithmetic.	2	B Grammar.	2	A Reading.
4	B Reading.	3	Bookkeeping.	4	A Geography.
6	B Geography.	4	Penmanship.	5	Eng. Composition.
7	C Grammar.	6	B History.	6	B Drawing.

SECOND YEAR.

2	C Algebra.	1	A History.	1	A Grammar.
3	Phonics and Word Analysis.	2	Music.	2	A Algebra.
4	A Drawing.	4	B Algebra.	3	B Botany.
6	B Chemistry.	6	B Zoölogy.	6	B Physical Geog.
7	E Pedagogy.	7	D Pedagogy.	7	C Pedagogy.

THIRD YEAR.

1	Rhetoric.	1	Practice.	1	Practice.
2	Practice.	2	A Physics.	2	A Zoölogy.
3	Political Economy.	3	C Geometry.	3	B Geometry.
4	General History.	6	A Chemistry.	4	Elocution.
7	B Physics.	7	B Eng. Lit. and History.	7	A Eng. Lit. and History.

FOURTH YEAR.

1	A Botany.	1	Logic.	1	Astronomy.
2	B Psychology.	2	A Psychology.	2	Ethics.
5	School Law and Civics.	4	English Analysis.	3	A Physical Geog.
6	A Geometry.	5	B Pedagogy.	5	A Pedagogy.
7	American Literature.	7	Geology.	7	Trigonometry and Surveying.

ENGLISH-LATIN OR GERMAN COURSE.

FIRST YEAR.

Fall Term.	*Winter Term.*	*Spring Term.*
HOUR. STUDY.	HOUR. STUDY.	HOUR. STUDY.
1 C Drawing or	1 Penmanship or	1 Physiology.
3 Penmanship.	4 C Drawing.	2 A Reading.
2 B Arithmetic.	1 J Latin or	3 G German or
3 I German or	2 H German.	7 I Latin.
7 K Latin.	3 C Grammar.	4 A Geography.
4 B Reading.	1 A Arithmetic.	6 B Drawing.
6 B Geography.	6 B History,	

SECOND YEAR.

1 B Grammar.	1 A History.	1 A Grammar.
2 C Algebra.	2 B Algebra.	2 A Algebra.
4 H Latin or	4 G Latin or	3 B Botany.
4 F German.	4 E German.	4 F Latin or
6 B Chemistry.	6 B Zoölogy.	4 D German.
7 E Pedagogy.	7 D Pedagogy	7 C Pedagogy.

THIRD YEAR.

1 Rhetoric.	1 B German or	1 A German.
3 Practice.	6 D Latin.	2 Practice.
4 General History.	2 A Physics.	3 B Geometry.
6 E Latin or	3 C Geometry.	4 Elocution.
2 C German.	4 Practice.	6 B Phys. Geography.
7 B Physics.	7 B. Eng. Lit. & Hist.	7 A Eng. Lit. & Hist.

FOURTH YEAR.

2 B Psychology.	1 Logic.	1 Astronomy.
3 C Latin.	2 A Psychology.	2 Ethics.
5 School Law & Civics.	3 B Latin.	3 A Phys. Geog.
6 A Geometry.	4 English Analysis.	4 A Drawing.
7 American Lit'ture.	5 B Pedagogy.	5 A Pedagogy.

HIGH SCHOOL COURSE.

FIRST YEAR.

Fall Term.	*Winter Term.*	*Spring Term.*
HOUR. STUDY.	HOUR. STUDY.	HOUR. STUDY.
1 K Latin.	1 J Latin.	1 Physiology.
4 B Reading.	2 Drawing.	2 C Arithmetic.
6 B Geography.	3 C Grammar.	7 I Latin.
	6 B History.	

SECOND YEAR.

2 B Arithmetic.	1 B Grammar.	2 Drawing.
3 I German.	2 H German.	3 G German.
4 H Latin.	3 Bookkeeping.	4 F Latin.
6 American Authors.	4 G Latin.	5 Eng. Composition.

THIRD YEAR.

2 C Algebra.	2 B Algebra.	2 A Algebra.
3 Political Economy.	3 C Geometry.	3 B Geometry.
4 F German.	4 E German.	4 D German.
6 E Latin.	6 D Latin.	6 B Phys. Geography.

FOURTH YEAR.

1 Rhetoric.	1 B German or	1 A German or
2 C German or	2 A Physics.	3 B Botany.
4 General History.	3 B Latin.	2 A Latin.
3 C Latin.	4 English Analysis.	4 Elocution.
6 A Geometry.	7 B Eng. Literature	7 A Eng. Literature
7 B Physics.	and History.	and History.

Students desiring to take Greek will be accommodated.

PREPARATORY COURSE.

The following classes will be organized every term if called for: (4) D Arithmetic; (6) C Arithmetic; (3) D Grammar; (1) C Geography; (?) D History; (2) C History; (3) Writing; (?) C Reading.

PRACTICE TEACHERS.

Table showing at what hour the practice teachers from the various courses are expected to do their work:

Fall Term.		*Winter Term.*		*Spring Term.*	
HOUR.	COURSE.	HOUR.	COURSE.	HOUR.	COURSE.
1	Professional.	1	English-Scientific.	1	English and Latin.
2	English-Scientific.	2	English.	2	Eng. and German.
3	English and Latin.	3	English.	3	Professional.
4	English.	4	Eng. and Lat. and Eng. & German.	4	English.
6	English and German.	6	Professional.	6	English-Scientific.

PROGRAM OF RECITATIONS—FALL TERM.

1	.....	.....	B Gram.	A Bot'ny	C Geog*.	C Draw.	E Arith.	.....	.....	.....	A Arith*	Writing	K Latin.	.....	Rhetoric
2	B Psych.	.....	C Gram*	.....	A Geog*.	.....	E Hist...	.....	C Hist*..	B Arith.	C Alg....	.....	.....	C Germ..	.....
3	Pol. Eco	.....	D Gram*	Physiol*	.....	.....	Drawing	C Ped....	.....	.....	.....	B'kkp'g.	C Latin.	I Germ..	Ph, W.A.
4	....	....	.....	....	.....	A Draw.	B Physio	.....	G'l Hist.	D Arith*	C Alg....	Writing	H Latin.	F Germ.	B Read..
5										Sch.Law and Cv.Govt.		Ph. Cult.		Ph. Cult.	
6	....	B Chem.	....	.....	B Geog..	.....	F Gram.	....	B Hist*..	C Arith*.	A Geom.	Ph. Cult	E Latin.	Ph. Cult.	Am. Aut.
7	.....	B Ph'ics	C Gram.	.....	.....	....	.....	E Ped...	A Hist*..	.....	.....	.....	K Latin.	.....	Am. Lit.

WINTER TERM.

1	Logic ...	.....	.....	Physiol*	C Geog*.	B Draw*	D Arith,	.....	A Hist.	....	A Arith.	Writing.	J Latin.	B Germ.	.....
2	A Psych	A Ph'ics	B Gram.	....	.....	Drawing	D Hist & Music.	.....	C Hist*..	B Arith*	B Alg....	.....	.....	H Germ.	.....
3	.....	.....	C Gram.	.....	A Geog*.	.....	Drawing	... .	.....	.....	C Geom.	B'kk'pg.	B Latin.	.....	C Read*
4	....	....	Eng.Als.	.....	B Geog*.	C Draw.	C Zo'ogy	.....	.....	D Arith.	B Alg....	Writing.	G Latin.	E Germ.	B Read*
5							B Ped...					Ph. Cult.		Ph. Cult.	
6	.....	A Chem.	C Gram*	B Zo'lgy	....	....	E Gram.	.....	B Hist...	C Arith.	.....	Ph. Cult.	D Latin.	Ph. Cult.	. . ..
7	....	Geology.	... .	.....	.....	A Draw.	.....	D Ped...	B Eng. Hist.	.....	. .....	.....	J Latin.	....	B Eng. Lit

SPRING TERM.

1	.....	Ast'my..	A Gram.	Physiol..	C Geog*.	C Draw*	C Read..	E Ped*..	....	.....	A Arith*	Writing.	I Latin..	A Germ.	.....
2	Ethics ..	....	B Gram*	A Zo'lgy	B Geog*.	Drawing	C Hist...	..... .	C Hist*..	B Arith*	A Alg....	.....	A Latin.	....	A Read.
3	.....	B Ph'cs*	.....	B Bot'ny	A Phys. Geog.	.....	Drawing	.....	A Hist*..	Civ.Gov*	B Geom.	Writing.	.....	G Germ.	C Read*
4	....	.....	C Gram*	B Zool*..	A Geog..	A Draw.	C Phy'cs	.....	.....	C Arith*.	C Alg*...	Writing.	F Latin.	D Germ.	Elocu ..
5							A Ped...					Ph. Cult.		Ph. Cult.	Eng. Comp
6	..... .	B Chem.	. .....	.....	B Phys. Geog.	B Draw.	D Gram. Vocal Music.	..... C Ped...	B Hist*.. A Eng. Hist.	..... D Arith*	Trig. & Surv.	Ph. Cult.	..... I Latin..	Ph. Cult.	..... A Eng. Lit

SYLLABUS OF WORK.

PSYCHOLOGY AND POLITICAL ECONOMY.

H. W. EVEREST.

Psychology. Two terms are given to this science: the B Psychology will come in the fall term of fifteen weeks, and the class will be occupied with McClelland's Applied Psychology. This study will satisfy the requirements of the three years' English course. The work is introductory to the more scientific study of Psychology and considers especially its bearings on the profession of teaching. But little time will be given to the history of philosophical theories and disputed points; what is practical for the teacher will be emphasized—the training of the senses, attention, interest, habit, memory, the coördination of studies, the art of questioning, etc.

The A Psychology is additional to the B work, and the two constitute the work in Psychology for the English-Scientific course of four years. This class will be heard during the winter term, and will be conducted by daily lectures supplemented by readings and investigations in the library. This will be a more comprehensive study of the whole subject, and is intended to give that larger view so necessary for a teacher.

Logic. This science is a subordinate part of psychology, but a part worthy of special development. Of course, all studies give exercise in practical logic, but all of them would be helped by a systematic study of the art of correct reasoning. Logic suffers disparagement just as grammar does; we can talk without grammar, and so we can

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reason without a knowledge of logical principles. If the teacher is to train mind in the art of reasoning, he must know something about this science.

This study will occupy the second term of the Senior class, and Jevon's Lessons in Logic will be the text-book.

Ethics. This study will be taken up during the third term of the Senior year. Instruction will be given in the form of lectures. This branch properly follows psychology, and if moral law is higher than any other law, then this science is of the highest rank. The teacher is, of necessity, a teacher of morals; and he is poorly qualified to take charge of a school and to answer the many questions that will come up, unless he has paid a good deal of attention to the principles of this science.

Political Economy. This science is assigned to the first term of the third year. The class will use as a text-book "Elements of Political Economy" by J. Lawrence Laughlin.

The library of the University is well supplied with books on all these subjects, giving the means for outside reading and original investigation.

DEPARTMENT OF PHYSICAL SCIENCES.

D. B. Parkinson.

PHYSICS.—*Avery.*

Two terms are given to the study of physics. The method adopted is inductive in part, but this plan is not rigidly enforced. From a pedagogical point of view it is considered more valuable to the student to happily combine the old and the new methods than to use either exclusively. Since those who go out to instruct in this branch of science must necessarily be limited in their equipment for laboratory work, it is thought wiser to adopt a method in this school that will have some connec-

tion with the one the teachers must of necessity be obliged to use.

With but few exceptions the various phenomena are exhibited, the principles are developed, and the laws are verified by the use of apparatus in the hands of either the student or the teacher. These principles and laws are more permanently impressed upon the minds of the learner by a judicious use of many well selected problems.

The institution is well provided with a good selection of physical apparatus, which is in almost constant use, aiding the student in his study of the various subjects.

CHEMISTRY—*Remsen.*

The method used is very much the same as that adopted in the study of physics, except that the institution has a well equipped chemical laboratory in which the students in this science are able to do more individual work in experimentation.

The subject of chemistry is introduced by a number of experiments, performed by the pupil, which exhibit the peculiarities of chemical action.

The distinction between elementary and compound substances is made. This is followed by a study of the more common elements, especially those which are the constituents of some of the more common substances, giving special emphasis to their physical and chemical properties, their occurence, preparation, etc.

The laws of chemical combinations follow, with the atomic weights, combining weights. The study of chemical equations—factors, products, etc., is introduced quite early in the course. This is followed closely by a discussion of acids, bases, and salts. By this preparation the student is able to study the elements by groups, such as the chlorine group, the sulphur group, the carbon group, etc.

The investigation of the subject of metals now follows. Time forbids a very exhaustive study of these, but such as are of greater importance in the arts and are the constituents of common compounds are selected.

In the latter part of the course some attention is given to the methods in qualitative analysis.

In the English-Scientific Course an additional term is given to the subject of chemistry, the most of the time being devoted to the study of organic chemistry and a more extended course in actual qualitative analysis.

GEOLOGY.—*LeConte.*

The study of geology is made in the natural divisions: first, dynamical; second, structural; third, historical.

After studying the subject in a more general way the student is expected to give more attention to the local geology of his region, especially to that of his own county. The State "Geological Reports" are used in this work. The library of the institution has complete sets of these reports.

MINERALOGY.—*Foye.*

The study of geology is supplemented by a short course in determinative mineralogy. This is strictly laboratory work. Besides having the use of a choice selection of minerals of a general character, the students have the advantage of complete scales of hardness, fusibility, crystallization, fracture, and cleavage.

ASTRONOMY.—*Young.*

Because of the limitations of time the study of astronomy is largely descriptive; enough of the mathematical part is introduced to explain the methods of calculating dimensions, distances, velocities, orbital movements, etc.

The telescope is freely used and students are expected to make sketches of their observations; particu-

lar attention being given to the study of the moon's surface, the phases of Venus, Jupiter and his moons, Saturn and his rings, and the spots on the sun. The study of the principal constellations receives due attention.

Special emphases is given to the true scientific spirit which all students of the science should possess; also, to a correct conception of the relative positions and movements of the members of the Solar system.

DEPARTMENT OF MATHEMATICS.

SAMUEL E. HARWOOD, Professor.
SAMUEL B. WHITTINGTON, Associate.

The work of this department is to accomplish three general purposes:

1. To give a mastery of the processes and forms of expression in the several subjects.

2. To present the history and pedagogy of each subject. This is the chief value of any branch in a normal school.

3. To show the value of each subject in its relation to practical or business life.

To accomplish these purposes, four divisions of mathematical science are used: Arithmetic, algebra, geometry, and trigonometry and surveying.

ARITHMETIC.

Two preparatory classes are provided for those who may not be ready to enter upon the review required by the regular Normal class B.

Class D.—This class will use White's Arithmetic, and study as to accuracy in operations and forms for expressing the following:

1. Fundamental processes.
2. Properties of numbers and factoring.
3. Fractions: Common and decimal.
4. Compound numbers.
5. Metric System.
6. Ratio and proportion.

Class C.—This class will continue the work of the preceding, using these:

1. Percentage and its applications.
   - Profit and loss.
   - Stocks and bonds; premium and discount.
   - Commission and brokerage.
   - Insurance.
   - Revenue and taxes.
   - Interest: Simple, annual, and compound.
   - Partial payments, discounts.
   - Simple exchange.
   - Equation of payments.
2. Partnership.
3. Roots.
4. Mensuration.

Class B. (*First Term.*)—A thorough review of the subject will be attempted.

The work will aim to secure a full knowledge of principles, processes, and forms for expressing work.

A search for the *why* will be required.

Questions of mind activity and consequent pedagogy will be incidental.

Class A. (*Second Term.*)—This term is given entirely to method work in number and form, and the history of arithmetic.

The relation of these topics to other branches, their general method—the principles of mind and pedagogy that control in the teaching process, the preparation of

plans for special lessons, and the actual experiment with these plans in the training school, will be the phases of work attempted.

ALGEBRA.—*Wentworth's Elements.*

Class C. (*Fourth Term.*)—To simultaneous equations.
Outside illustrative and test work.
History of algebra. Its pedagogy.
Class B. (*Fifth Term.*)—To logarithms.
As above, in other phases.
Class A. (*Sixth Term.*)—Finish. Other work as above.

GEOMETRY.—*Wentworth's.*

Class C. (*Eighth Term.*)—To Book III.
History and pedagogy.
Class B. (*Ninth Term.*)—Finish plane geometry.
Class A. (*Tenth Term.*)—Solid geometry.

In algebra, in addition to ordinary processes and relations, the pupils are led to see its value in training for generalizing.

In geometry, the process of reasoning is emphasized. The demonstration is made not so much for the "Q.E.D." as for discipline in analysis and formal statement of steps by which the conclusions are reached.

Many texts are used for reference, so that additional forms of presentation may be secured and compared.

TRIGONOMETRY AND SURVEYING.—*Wentworth's.*

But one term is given to this branch. It is optional in all but one course. One-half of one term is given to the functions of angles; the other to simple surveying, theory and practice.

LATIN AND GREEK.

C. E ALLEN.

LATIN COURSE.

This department of Latin provides a course designed to furnish the student with such instruction as will fit him for the work of teaching the language in the high schools of the State, or for entrance to the college and university.

As a training course for teachers, special attention is given to the principles underlying the structure of the language; the leading facts and rules are taught from the Latin text, and the student discovering the principle for himself, remembers it, and is able in turn to teach it to others. A particular study of methods of teaching, with a general but thorough review, concludes the work of the last term in the course.

The *Roman* method of pronunciation is used

LATIN ELEMENTS.—"*First Latin Book*," *Collar and Daniell.*

FIRST TERM (K).—Declensions and congugations; colloquia and anecdotes; daily translations from English into Latin, and from Latin into English; fundamental rules; easy reading lessons.

LATIN ELEMENTS (*Continued.*)—*Collar and Daniell.*

SECOND TERM (J).—Formation, derivation, and analysis of Latin and English verbs; the subjunctive and its uses; rules of syntax; reading lessons containing fables and stories from Roman history.

CÆSAR DE BELLO GALLICO.—*Harkness' Cæsar and Grammar.*

PRACTICAL LATIN COMPOSITION.—*Collar.*

THIRD TERM (I).—Life and character of Cæsar; general description of Gaul; war with the Helvetii; conspir-

acy and fate of Orgetorix; Cæsar's speech to the Helvetian legate; war with Ariovistus, the leader of the Germans; constant use of grammar; rules of syntax; prose composition; sight reading.

CÆSAR DE BELLO GALLICO (*Continued*).—*Harkness and Harper.*

FOURTH TERM (H).—War with the Belgæ; war with the Germans; accounts of early nations; German mode of warfare; bridge over the Rhine, and crossing into Germany; invasion of Britain.

Review of grammar; style of Cæsar; prose composition; sight reading.

SALLUST.—*Harkness and Harper.*

FIFTH TERM (G).—Life of Sallust; Lucius Catiline—his character, conspiracy, and confederates; time, cause, and circumstances; fate of allies and of Catiline; views of Cato, of Cæsar, and of others; results upon the Roman government; Style of Sallust; prose composition; sight reading.

OVID.—*Allen and Greenough.*

SIXTH TERM (F).—Selections from the metamorphoses; mythology; life, style, and writings of Ovid. Latin prosody; scanning; prose composition.

VERGIL: ÆNEID.—*Frieze and Harper.*

SEVENTH TERM (E).—Life of Vergil; hero of the poem; causes of the Trojan War; overthrow of Troy; mythology; early history of Carthage; accounts of principal characters. Prosody; scanning; prose composition; sight reading.

VERGIL: ÆNEID (*Continued*).—*Frieze and Harper.*

EIGHTH TERM (D).—Journeyings of Æneas; Settlement in Thrace, and in Crete; accounts of Delos, Scylla, Charybdis; Helenus and Andromache; death of Anchises;

sojourn in Carthage; departure of Æneas; death of Dido. Essay; scanning; composition; sight reading.

CICERO IN CATILINAM.—*Harkness, and Allen and Greenough.*

NINTH TERM (C).—Outline of life and character of Cicero; birth and character of Catiline; the Catilinian conspiracy; the allies; origin and cause of the conspiracy; fate of Catiline and leaders. Both literal and liberal translations; the style of Cicero; composition.

CICERO: PRO ARCHIA, PRO LEGE MANILIA.—*Harkness, and Allen and Greenough.*

TENTH TERM (B).—Cicero as a defender. Life and character of the poet Archias; Roman laws of citizenship; result of the trial. History of Pompey; Roman laws; history of Rome; selections from other portions of Cicero for sight reading. Review of grammar; Latin composition.

VERGIL: ÆNEID.—*Frieze and Harper.*

ELEVENTH TERM (A).—Journey of Æneas from Carthage to Sicily; games in honor of Anchises; visit to the sibyl; descent into Hades. Selections from the Eclogues and Georgics. General review. Latin composition.

GREEK COURSE.

Two years is the time assigned for the work of this department. A careful drill in grammatical forms and structure of the language, with practical work in the derivation and formation of words, aided by translations constantly increasing in difficulty, lays the foundation for subsequent work in the writings of Xenophon and Homer.

"The Beginner's Greek Book," by White, is the textbook for the first year's work, which, with its copious vocabulary and exercises, together with eight chapters of the Anabasis, prepares a student for more rapid reading

of the same text during the fourth term. The Memorabilia of Socrates and the first three books of the Iliad complete the work of the course. *Goodwin's Grammar* is constantly in use in connection with the reading.

GERMAN.

Hans Ballin.

The English-German course has nine terms of German. Pupils who have had no previous training in this language may enter this course at the fall term. Graduates will have acquired a fair knowledge of German; they will be enabled to use it to advantage in ordinary conversation; they will appreciate the beauty of the language by a goodly acquaintance with its poetry and best prose writings of its foremost thinkers and poets.

Collar's Eysenbach's graded German Lessons is the text-book for the first two years of this course. A good deal of supplementary reading is taken up from the Third Book, Eclectic Series (Drittes Lesebuch) during the first year. Composition work is resorted to frequently, thus enabling the pupil to make use of the acquired vocabulary. Light poetry is committed to memory; especially, German songs are taught, and they are sung by the class.

During the second year the scope of the work is considerably enlarged. The Fourth Reader (Viertes Lesebuch) is much used, and with the pupil's advanced knowledge of grammar and words, the compositions become more difficult. Part of the lessons are wholly conducted in German.

The third year the pupil studies literature, especially the great masters. Klemm's Literaturgeschichte serves as a good guide, but the best writings of Lessing, Schiller, Gœthe, Heine, Rueckert, etc., will be read and studied.

It is intended that this course shall fit the students for entering the best universities of this country. Gradu-

ates will also be enabled to teach the language in preparatory or high schools.

PEDAGOGY.

W. F. ROCHELEAU.

(E.)—The work of this term pertains to the organization and management of ungraded schools, and is discussed under the following heads:

Necessity for the public school; the functions of the school; what the school ought to accomplish.

The Teacher.—The teacher's qualifications; necessary preparation for his work; means of advancement in his profession; his relation to school officers; his relation to patrons and the community.

The School.—The school-house and grounds; furniture and apparatus. Preparation for beginning the term; temporary and permanent organization; program; rules and discipline; school records.

The Recitation.—Objects of the recitation; ends to be attained; preparation by the teacher; preparation by the pupil; methods of conducting recitations.

(D.)—Elementary psychology. Study of activity as sensation, perception, conception, memory, imagination, reason, and judgment.

(C.)—Continuation of the work of the previous term. Study of activity, as feeling and volition. Principles of general method. Observation in training school. Illustrative lessons.

(A) and (B).—History and Philosophy of Education.

The work of these terms is based upon "Philosophy of Education," by Rosenkranz, and follows the outline suggested by the author.

PRACTICE TEACHING.

Three terms of practice in teaching are usually required of all who complete the course of study. This

teaching is done under the supervision of experienced training teachers. Each pupil teacher assumes the entire charge of a class, and is responsible for its progress in one subject for the term. He is required to prepare in advance plans of work for the week. These plans are corrected and criticised by the training teacher in charge. All classes are under constant supervision, and friendly criticism and advice is given daily.

Teacher's meetings are held weekly, at which the work of different grades, methods of school management, and the application of pedagogical principles are freely discussed.

On entering upon his work in the training school, each pupil teacher is required to present to the superintendent a recommendation from the instructor in charge of the department under which the subject that he is to teach is classified.

Practice teaching will be required at the time designated by the superintendent of the training school, but this time will usually correspond to the time assigned to this work in the course.

DEPARTMENT OF HISTORY.

ARISTA BURTON.

AMERICAN HISTORY.—*Montgomery.*

The Normal course of study requires two terms of American history. The B work includes discoveries, colonial development, the Revolutionary War, the formation of the national constitution, and down to the beginning of the Civil War. Current topics one day each week.

The A division extends from the beginning of the Civil War to the present time; method work will be considered in the A class.

GENERAL HISTORY.—*Myers.*

One term is given to this study. The first half of this term is given to Grecian history and its connection with Persian and Egyptian history. The remaining half is devoted to Roman history, and the progress of civilization down to modern times.

ENGLISH HISTORY.—*Montgomery.*

Two terms are devoted to English history. The first term covers the period as far as to the house of Stuart; the second term completes the book. The object of two terms is to give ample time for collateral reading in the library. A thorough knowledge of English history is necessary to a complete course in American history.

PREPARATORY HISTORY.

One term. This work is designed to fit pupils for the Normal course. It requires narration, biography, and map-drawing. In this department students are encouraged, by the assignment of special topics, to read a good deal in the library. The main object of history teaching is to make good citizens, not historians.

American history, both A and B, comes every term. Preparatory history every term.

General history, fall term.

English history, winter and spring terms.

GRAMMAR.

MARTHA BUCK.

Three terms in the Normal department have grammar as one of the required branches.

Before entering these classes, pupils pass an examination equivalent to that for a second grade certificate.

The aim is twofold: To obtain a mastery of the topics studied, and clear ideas of how to teach them to others.

One day of each week is free from any assigned lesson. Each class is allowed the time for questions upon any points not understood, or upon how to teach any point.

The first term is given to the simple sentence in all its varieties, with its proper capitalization and punctuation. As the elements are studied, the parts of speech of which they are composed are reviewed, with their properties and inflections. The value of each principle as a guide to correct English is tested as they are applied in answering the questions asked by the class. The composition in this term's work consists in expressing the given thought in a variety of forms, thus gaining a ready command of our language.

The second term's study is given to compound and complex sentences. In this term abridgment is treated and its grammatical changes noted, with the principles which underlie them. Essays are required each month, upon topics assigned.

A term is used in a special study of methods. This work begins with the first language lessons, and takes up grade by grade through grammar to the close of a high school course. What is suitable to each grade, and how to adapt the teaching to the capacity of the pupils, are the central points for consideration. Thus a complete review of both language and grammar is incidentally obtained.

In addition to the work indicated above, a term is used for English analysis. The difficult points in grammar are studied. Entire compositions are analyzed logically, the line of thought discerned, and the logical sequence of paragraphs or sentences perceived. The principles of rhetoric are applied in a rhetorical analysis, and the principles of grammar in a grammatical analysis of the same composition.

DEPARTMENT OF ENGLISH LITERATURE, RHETORIC, AND ELOCUTION.

H. W. SHRYOCK.

READING.—*New Franklin Fifth Reader.*

(C)—This is purely practice reading in connection with the principles and elements of speech.

Orthoëpy, articulation, syllabication, and accent will receive due attention.

Definition work: Oral elements, how produced; organs of speech, how used; classification of the oral elements.

Biography: This will be thoroughly studied.

(B)—Elements of speech, with phonic spelling, orthography, articulation, syllabication, accent, emphasis, slur, inflection, pause; management of breath, management of the body; classes of ideas; organs and breathing, voice and speech, voice building, cultivation of voice and manner of utterance; physical culture combined with vocal culture.

(A)—Methods of teaching beginners; alphabetic, phonic, and word methods considered; faults in teaching beginners pointed out; apparatus to be used in class teaching; qualifications of a good teacher; methods of teaching advanced pupils discussed; thought analysis, classification; pronunciation; diacritical work considered; special attention given to biography of authors, and elements of English literature.

Use Appleton Fifth in the A class.

PHONICS, ORTHOGRAPHY, AND WORD ANALYSIS.

Phonics. First half of the term. Sounds of the vowel and consonantal elements; the rules for particular sounds, together with exceptions.

Use DeGarmo's "Dictionary Work," and Webster's Inter-National Dictionary.

Word Analysis, last half of the term.

RHETORIC.—*Genung.*

Punctuation thoroughly taught; English composition practically taught throughout the term. Invention, style of discourse, including purity and propriety of diction, unity, strength, and harmony; figures of speech; elements of the beautiful and the sublime in thought.

ENGLISH LITERATURE.—*Raub.*

One term is devoted to the study of American literature; recitations of text, and readings by teacher and students from Bryant, Longfellow, Whittier, Holmes, Irving, Emerson, Hawthorne, and others. The different epochs of American political history are studied in regard to their influence upon the formation of the literature.

The term's work is supplemented by criticisms in style, and an essay on American literature.

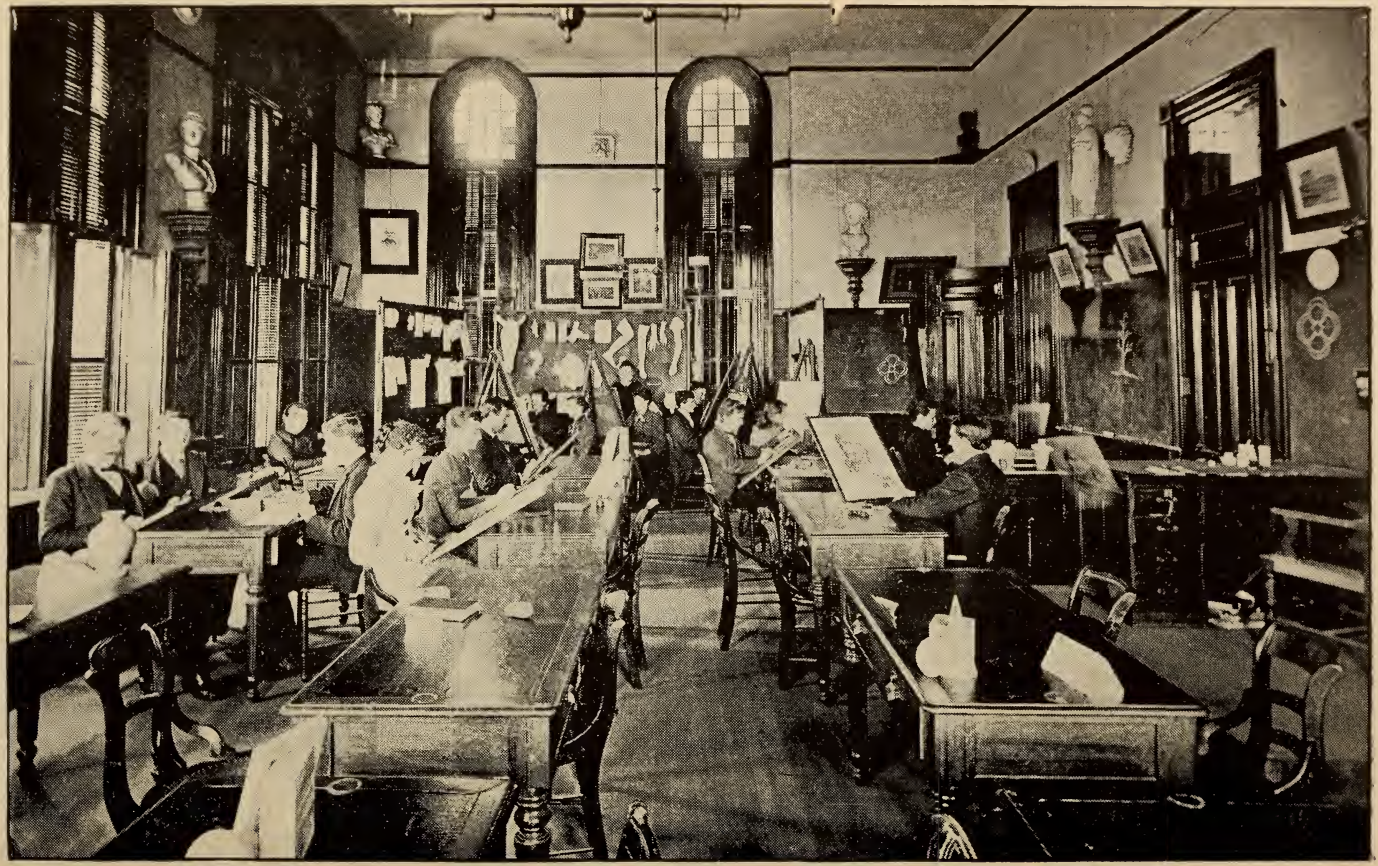
Two terms are given to the study of English literature; recitation of text, and readings by teacher and students from Chaucer, Spenser, Shakespeare, Milton, Bacon, Dryden, Goldsmith, Johnson, Dickens, and others. English history is studied in connection with English literature, so far as the different epochs of political history influence the literature.

The work during these terms is supplemented by essays on authors and their works, book-reviews of Shakespeare's plays, and criticisms in style.

In addition to the course outlined above, two weeks' time will be given to special study in each of the following: Science of English Verse, Fiction, the English Essayists (Macaulay, De Quincey, Carlyle), Samson Agonistes, Merchant of Venice.

ELOCUTION.—*Hamill.*

Review of the elements of speech, with vocal culture; expression considered; agencies of delivery, voice, and



ART ROOM.

action; forms of voice; attributes of voice—quality, force, stress, pitch, time, etc.; exercise in breathing; organs of breathing, voice, and speech illustrated by casts; action; cultivation of manner; class drills in gesture, attitude, and facial expression; sources of power in delivery; style of orators; methods of instruction.

NATURAL HISTORY AND PHYSIOLOGY.

GEORGE HAZEN FRENCH.

PHYSIOLOGY.--*Tracy.*

The first few lessons are given from the skeleton, after which the text-book is taken. Compound microscopes are used through the term for histological study, and charts, models, and skeleton are used for illustration. A regular course in dissection is given to more fully illustrate the study than can be done with charts and models.

B BOTANY.—*Gray's School and Field Book.*

The first two weeks of the term are spent in preparation for analytical work by use of the herbarium, with appropriate lessons from the text-book. After this, fresh flowers are used for this part of the work and the text-book is used in regular course from the beginning for study. As supplementary to the text-book, each one is expected to write out the analysis of at least twenty-five flowers in a copy of Keep's Plant Record Book, with drawings of the leaf and flower. Besides this, each one is expected to make a study of a number of buds, seeds, and fruits as well as the young plants just coming up from the seed, making drawings of these in spaces for that purpose in the Record Book.

A BOTANY.—*Dodge's Elementary Practical Biology.*

The A Botany is intended to be one term's work in the Botany division of this work, and follows the A

Zoölogy, as will be seen by reference to the Course of Study. The work here, like the work in A Zoölogy, is to be laboratory work in which each student is expected to do the work, and for that purpose will be supplied with the necessary apparatus and chemicals, but will be expected to obtain for himself his material to work on when it can be obtained here, and to supply his own apron. Where material is to be obtained from a distance the school will furnish it. It is expected also that the student will prepare whatever chemicals he needs for his work, the school supplying the materials from which they are to be prepared. The school will also furnish the necessary microscopes, but it is expected that the students will keep these and all other instruments used, clean and in order. Note-books, cards for drawing, and pencils are to be furnished by the students. In doing his work two note-books will be necessary, one for making condensed notes while at work in the laboratory, and the other in which to write in ink a full and carefully worded account of the observations made.

Besides these, a number of bristol-board cards, cut to the size of a large postal card, will be needed. Drawings of the objects studied are to be made on these. If preferred, a blank book, unruled, may be used instead of the cards.

A good pencil should be used, and Dixon's Stenographer S.M. is good for this purpose, or a good Faber. A good eraser should be added to this list.

Each student, upon entering the class, will be assigned a seat at a table and given a drawer in which he is to keep his materials and implements for work, and he is to be held responsible for the order of this.

B ZOÖLOGY.—*Holder.*

Besides the regular text-book, the student will be expected to do some dissecting in the class, and to use

analytical keys as far as accessible, for the purpose of studying different groups of animals. While studying any group the specimens in the museum will be used for illustration, and to some extent for study. To those who are adapted to that kind of work, some instruction in taxidermy may be given.

A ZOÖLOGY.—*Dodge's Elementary Practical Biology.*

The A Zoölogy, to follow a study of the B Zoölogy here or elsewhere, is to be one term's work in the laboratory in the zoölogy part of the above work. In lieu of this, or in addition to this, the same amount of work may be done by the student in some special group of animals, as for instance, the study of some one order of insects with a view of making that a special study afterwards, but it is preferred that this should be in addition to the regular biology work. In case the group is selected not only the specimens are to be studied and worked up in a scientific way, but the adolescent stages, if insects, should be studied, and the ability to work in this line should be shown at the conclusion by a thesis on original work done in the group studied.

In the regular biology work, the student will be assigned a seat at a table when entering the class, and given a drawer and set of instruments for use, the good order of all of which he is expected to be responsible for during the term. The school will supply the necessary chemical reagents and microscopes, but the student is expected to prepare the reagent from the material furnished. The student will furnish the material to be worked upon when the same can be had here, but when not to be found here it will be supplied by the school.

The note-books, cards for drawings, pencils, etc., will be the same as those to be used in A Botany, which see. It is not expected to give the student in A Zoölogy a

complete knowledge of animal biology, but to give him so much of the methods of study in this line now coming into use as will enable him to use it in an elementary way in his teaching in high schools.

A class in Entomology, as a division of higher work in Zoölogy, will be formed when desired. It will not be necessary to have had chemistry before taking this.

GEOGRAPHY.

INEZ ISABEL GREEN.

GEOGRAPHY.

In the Normal course of study two terms are required in geography. In addition to this, one term is given to preparatory work for such pupils as are not able to enter the normal proper.

FIRST TERM (B).—The topics under consideration in this term are those embraced under the head of mathematical geography; such as circles of situation, zones, latitude, longitude, movements of the earth, and effects of these, etc.; the relations and influences of the sun upon the earth; climate, distribution of heat and moisture, wind, ocean currents, etc.; continents, in respect to their physical features. A concept of the earth, with all the factors of structural geography, organically arranged, being the basis of political geography, this constitutes the fourth step. Most of the work in this division is spent on the western hemisphere.

SECOND TERM (A).—The work of this term is somewhat similar to work in first term, except that special study is given to the countries of the eastern hemisphere. The latter part of the term is more especially devoted to discussion of methods of teaching geography. Attention in both divisions given to map-drawing and map-molding.

PHYSICAL GEOGRAPHY.—*Houston's.*

FIRST TERM (B).—The various phases of nature, as exhibited on the earth, in the air, or in the water, and their simple or complex relations to one another, are considered from the standpoint of physical geography. The relation of this globe to other heavenly bodies, its shape, its motions, the manner in which light and heat are received from the sun; the effects produced by the disposition of land and water, by relief, by climate, and by abundance of rainfall, upon the distribution of animals and plants, or the results of this distribution upon the welfare of the human race, etc.

SECOND TERM (A).—This includes the advanced work in physical geography. *Appleton's.*

The topics under consideration are as follows, 1. The celestial sphere; constellations; definitions and explanations. General survey of the Solar system; the physical and chemical constitution of the sun. The moon; its dimensions; orbit; rotation; phases; physical conditions, eclipses. The tides. The motions of the earth; changes in the orbit; measurements of the surface, size and shape of the earth; mass of the earth; determination of latitude and longitude; atmospheric and oceanic movements. Terrestrial magnetism; cosmogony; secular cooling of the earth; secular changes of climate; geographical biology, etc.

DRAWING.

MATILDA F. SALTER.

TEXT-BOOK.—*Prang's Books of Art Education.*

DRAWING (C).—Shorter course, Books I–V.

The first term's work is entirely freehand, and enables the pupil to make working drawings from blocks and

from objects, showing one and two views; gives him a clear idea of drawing simple objects, cylindrical and rectangular in form, and of the arrangement of groups showing two and three objects; helps him to understand the modification of geometric units and their combination in design, also the drawing of leaves from nature, their conventionalization and application in design. Drawings are made on the blackboard, from dictation. Afterward the pupil is required to make these drawings in his book, and also to write dictation exercises.

DRAWING (B).—Complete course, Books VII–X. Geometrical problems are introduced, and the construction work is made largely instrumental.

The subject of historic ornament is studied during this term. The characteristics of the different styles are taught, and illustrations of the different forms shown.

DRAWING (A).—Work in light and shade, drawings made first from blocks and objects, and then from casts. Considerable attention is paid to blackboard work, the drawings being largely illustrative. The object is to enable the pupil to use the blackboard in the school-room with ease and rapidity.

Four weeks' time is devoted to methods, which include the reasons for the study of drawing, a review of the plan of work for the different grades, and suggestions for teaching.

There is a class in C drawing every term; B drawing the winter and spring terms; and A drawing, fall and spring terms.

DEPARTMENT OF PHYSICAL TRAINING.

HANS BALLIN.
MARY CALDWELL.

The Aim of the Work.

The great attention which is paid to the physical development of the young in our common schools, all over the land, makes this instruction necessary in the training of teachers. Educational gymnastics is taught, not athletics and sports. Pupils of this Normal school become acquainted with a method and system of culture which they can employ in the performance of their duties as teachers of the young. This system of gymnastics is wisely devised, and does not ask too much of any one capable of sustaining the physical demands of the profession of teaching, while at the same time those entering these classes derive great benefit in building up their own physical forces. Many young men and young women coming to school are greatly in need of this physical improvement. Many a teacher has utterly failed in his professional work from a lack of physical strength, or, rather, because he has not been taught to care judiciously for his health and strength through bodily exercise. It is furthermore the aim of the school that its pupils shall leave in a more robust and vigorous condition than when entering. They shall take with them not only a store of knowledge and enthusiasm for the profession, but also be physically able to carry out the work for which they have prepared themselves. They shall carry with them into every town and neighborhood not only the noble thoughts of modern education, but they shall also incite the youth in their schools to a healthful physical activity. This school is fully alive to the peremptory demand which modern educators are making for physical training. It has provided two teachers for this branch of instruction,

and has within the last year equipped in the most elaborate manner the gymnasium, so that all may be benefited by a most thorough training, and in their turn may be able to make similar provision for the schools they may have in charge.

We once more draw special attention to the fact that only educational gymnastics for the common-schools is taught; such exercises as girls from six to sixteen are capable of executing. Hence, almost without an exception, those who enter the normal department are capable of taking the exercises. This work is compulsory for three terms in the normal department, and these terms must be taken in the student's first year normal work, unless permitted to be irregular or wholly excused by the President of the University.

Course of Study.

The course of study consists of practical and theoretical work; the first term will be given to practical work in the gymnasium; during the second term, instruction in hygiene, physiology of exercise, school sanitation, and history of gymnastics will be given in addition to the practical work of the gymnasium. In the third term ample opportunity will be given to instruct classes of the normal department and children of the model school. Only those who have finished three terms in a satisfactory manner will be granted a passing grade.

PENMANSHIP AND BOOKKEEPING.

MARY CALDWELL.

PENMANSHIP.

Our aim is to form a hand-writing plain and legible, which shall be written quickly and with ease. To ac-

MODEL SCHOOL.

This department consists of eight grades corresponding to the eight grades of the average public school.

In these grades the students of the Normal department do the teaching. This teaching is done under the immediate supervision of the training teachers, namely:

W. F. ROCHELEAU, Superintendent.

GEORGE W. SMITH, Training Teacher, seventh and eighth grades.

THEDA GILDEMEISTER, Training Teacher, first six grades.

IRENE FERGUSON, Assistant in first six grades.

COURSE OF STUDY.

STUDIES.	1st Y'r.			2d Y'r.			3d Y'r.			4th Y'r.			5th Y'r.			6th Y'r.			7th Y'r.			8th Y'r.		
Terms.	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Reading	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	.	.	.	*
Lang. and Lit'ture	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	.	.	.	*	*	*	.	.	.
Grammar	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	*	*
Writ'g and Draw'g	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	.	.	.	.	.	.	.
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Geography	.	.	.	.	.	.	*	*	*	*	*	*	*	*	*	.	.	.	*	*	*	.	.	.	.
History	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	*	*	.	.	.	.	*	*	*
Arithmetic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	.	.
Spelling	*	*	*	*	*	*	*	*	*	*	*	*	.	.	.	.	.	.	.	.	.	.	.	.	.
Science (general)	*	*	*	*	*	*	*	*	*	*	*	*	.	.	.	.	.	.	.	.	.	.	.	.	.
Physiology	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	*	.	.
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Zoölogy	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.
Physical Training	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
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The "A Third" Grade as shown by previous catalogues was, for various reasons, eliminated, but it is found that the majority of pupils require seven years for successfully completing the first six grades of the Model School, and it is thought advisable to insert the extra year's work between the fifth and sixth grades.

Therefore, whenever thought best, pupils of the *fifth grade* will pass to a "*B sixth grade*" and thence to an "*A sixth grade*" before promotion to the *seventh grade.* If, however, any pupils show ability to do the work successfully without the extra year, they will pass directly from the fifth grade to the *A Sixth* grade.

TUITION.

First three grades free.

All other grades, fall term $4; winter and spring terms, $3, each.

SYLLABUS OF WORK.

In the primary school the studies are more concentrated than they are in the higher grades. No one study includes the others. Each is included in all, and all in each.

Picture making with pencil and water-colors is encouraged throughout all the grades. This is used as a means to express thought. Water-colors have been found to be especially useful in science work.

READING.

First Year.—Literature and science work are made the basis for the reading until the first part of the reader is mastered. Then take up a First Reader. Supplementary work frequently introduced.

Second Year.—An advanced First Reader. Harper's Second Reader. Todd & Powell's. Supplementary work.

THIRD YEAR.—Harper's Third Reader. Todd & Powell's Third. Supplementary work from various sources.

FOURTH YEAR.—Harper's Fourth Reader. Poems. Literature stories.

FIFTH AND SIXTH YEARS.—Entire selections from standard authors are used as the text for reading. Care is taken to develop a love for the best literature, that by this love the child may be guided in his after reading to select the best books. The books used in these grades are Hiawatha, Ruskin's King of the Golden River, Irvings' Sleepy Hollow, Lowell's Al Fresco; King Midas, and others of like grade.

SEVENTH YEAR.—The pupils are introduced to the choicest American literature.

The objects of the instruction are: (1) To secure a free and natural expression of the matter read. (2) To implant in the children a love of good literature. (3) To form the habit of pure and noble thinking.

To connect the reading work with the langage work the children are frequently required to reproduce, in whole or in part, a written account of what has been read.

EIGHTH YEAR.—The general aims, and plans for carrying them out, in the reading of the seventh year, are followed in the eighth year. The work partakes more of the nature of literary work than in the previous year. More use is made of the pupil's knowledge of geography, history, and grammatical structure than in the seventh grade.

LANGUAGE AND LITERATURE.

FIRST YEAR.—Language is a training that should result in correct and fluent use of English. The first steps toward this end are teaching correct sentence forms and correcting prevalent errors.

The material for this drill is partly furnished by the children as they report daily on the things they see and hear (field observations); and as they retell stories told them. Stories told the first year are: The Old Woman and her Pig, The Three Bears, The Anxious Leaf, Thanksgiving Story, Christmas Poem, The Animal Band, Life of George Washington, Life of Abraham Lincoln, Jack and the Bean Stalk, Cinderella.

Poems suitable for the first year are: Five Little Rabbits, Pretty Little Cloud, the Secret, Pretty Cow. Days of the Week, May.

SECOND YEAR.—The work of the second year is similar to that of the first, except that the children are required to do more written work. Æsop's Fables, and stories of familiar animals, are used chiefly for the language. Many of these stories are reproduced in writing, but before the children are asked to write, the *forms* of words are made familiar to them, and also such technical points as will be needed to put into correct form the story they are asked to write.

The literature of this year consists of the oral analysis of several poems *recited* by the teacher to the children. Some part of the poem must be remembered and given back to the teacher. Before the end of the year the children are asked to reproduce some of these poems in writing from memory. It is expected that both poems and stories shall be held in memory for repetition. Some of the poems used are: January, The Rain and the Flowers, Five Little Chickens, November's Party, and Sweet Buttercup. Stories suitable for the second year are: Dick Whittington and his Cat, Biography of Benjamin Franklin, Æsop's Fables(selected), Sleeping Beauty, The Bird with no Name, and The Hare and the Tortoise.

THIRD YEAR.—Language lessons are carried along on two lines, oral and written. Conversation forms the

basis of the first, and dictation exercises and short essays, of the second. The facts for conversations and essays are drawn from observation (field work), books, and talks with friends. To cultivate system in writing, the essays are developed from suggested outlines. Very crude results are accepted at first if the work is the child's own, and his best. The dictation exercises are taken usually from the easier of Æsop's Fables. They are used as form studies.

The written part of the science lessons is done as language; the oral part finds place in any recitation to which the facts are applicable.

The literature of the year is taught by means of the following:

The Village Blacksmith, selections from Alice Carey's poems, and Greek hero stories.

FOURTH YEAR.—Similar work to that of the third, using Robinson Crusoe or the story and labors of Hercules as the basis for a greater part of the work.

FIFTH YEAR.—In the fifth year a text-book is used as a general guide in the study of language. Besides this work, two other lines are carried on: (1) Reproduction of stories taken from Bulfinch's Age of Fable, Hawthorne's Tanglewood Tales, and other similar sources; (2) the analysis of poems. This is done under the direction of the teacher while *speaking* the stanzas of the poems, one by one. The graphic mental picture made while reciting concentrates the thought so that the words are readily recalled. Afterwards the poems are written from memory.

SIXTH YEAR.—In the sixth grade, language as a separate study is dropped and the principles previously learned are applied in the preparation of written work on subjects taught in this grade.

SEVENTH YEAR.—The language work is studied under the following heads: The sentence, kinds; margin, para-

graph, punctuation; letter-forms, abbreviations, quotation marks, synonyms, parts of speech and their inflections, structure of the simple sentence, business forms, paraphrasing, and essay writing on familiar subjects arranged in logical order.

GRAMMAR.—*Buck.*

EIGHTH YEAR.—The aim of the grammar work is to enable the pupil to think readily in the forms of the correct English sentence.

As the sentence is the unit of thought, so it should be the unit of work for the pupil. Short, easy sentences are studied and enlarged by addition of word, phrase, and clause elements.

All those principles of grammar that affect the use of our language, are thoroughly studied, and much practice in correct use is required. This includes the structure of simple and complex sentences and the study of the modifications and relations of the parts of speech. Frequent exercises are given in composition work.

WRITING.

FIRST YEAR.—At first the children are given drill in free arm movements by a series of graded exercises. These are followed by mere copying of words learned in the reading and other lessons, while practice upon letters is added as soon as the class is prepared for such work,

SECOND YEAR.—Special drill on all letters, large and small, in the order of the alphabet. Peculiar joining of letters. Daily drill in free movement exercises.

THIRD YEAR.—The small letters in allied groups. Peculiar joinings and words difficult to write. Capital letters in allied groups. Daily exercises in free movement.

CLASS IN PHYSICAL TRAINING.

CLASS IN PHYSICAL TRAINING.

FOURTH YEAR.—Continuation of the work of the third year. Write names of persons and places learned in other studies, language, reading, geography, etc.

FIFTH YEAR.—Review the work of the previous year. Knowledge acquired used in copying choice selections of poetry and prose.

SIXTH YEAR.—Analysis of letters and principles. Special attention given to copying correct forms of bill-heads, notes, receipts, etc.

SEVENTH YEAR.—The aim throughout the year is to have all the work done with the muscular movement: to attain this there is daily practice upon movement exercises, many of which are combinations of letters.

A portion of the writing is done on unruled paper.

DRAWING.

FIRST YEAR.—Study of form and color. Type forms used are sphere, cube, cylinder, hemisphere, square prism, right-angled triangular prism, and the tablets derived from them: the circle, square, oblong, semi-circle, and triangle.

These types, with the forms based upon them, are modeled in clay.

The child is guided in a study of nature and his observations are represented by drawings.

He is also led to express his ideas through the medium of color. The six colors: yellow, red, blue, green, orange, and violet, are taught and simple forms, as the apple and orange, flowers, and leaves, are painted.

Simple stories are recited and the child's imagination is brought into play as he reproduces the story in picture form.

The aim of this work is to train the child's perceptive faculties and to give him a means of expressing his ideas. It is to be a help to him in all of his studies and is taught with this in view.

SECOND YEAR.—The work of this year follows the same plan as that of the first year, and the same objects are held in view.

The type forms are the equilateral triangular prism, the ellipsoid, ovoid, cone, and pyramid, with the tablets derived from them, ellipse, oval, and triangles.

THIRD, FOURTH, FIFTH, AND SIXTH YEARS.—The work of these grades consists of the first six books of Prang's Complete Course.

The classes do some clay modeling of fruits, vegetables, nuts, leaves, and flowers.

Regular work in color is done and among the objects painted are lemons, apples, bananas, radishes, buttercups, tulips, Japan quince, pansies, and butterflies.

Simple designs are also colored.

EIGHTH YEAR.—Prang's Complete Course, Nos. 7, 8, and 9.

Drawing is studied under three heads:

Construction.—Drawings made from objects, showing two and three views, also sectional views. Instrumental work—problems applied in working drawings.

Representation.—Drawings from objects. Arrangement of groups, work freehand. The aim is to teach the pupils to see correctly, and then, by practice, to give them the ability to express what they see.

Decoration.—Drawings of leaves and flowers from nature—arrangement of design.

GEOGRAPHY.

FIRST, SECOND, AND THIRD YEARS.—During the *first two years* many facts taught in language, drawing, and number, constitute the basis of the formal study of geography, which is begun in the third year. Some of these facts are impressions of forms from handling and molding solids; ideas of surface; direction; points of compass; location (place), and position; lines, measures.

In the *third year* the formal study of geography is begun by further developing ideas of color, form, distance, direction, and by reviewing the points of the compass. Distances and lengths are actually measured, and, after much practice with the unit of measure, the children are tested as to their ability to judge of these by the eye alone.

Plans of the school-room and school-yard are drawn, and the idea of drawing to a scale is developed. Maps of the town and immediate vicinity are made from the children's own observation. The township, county, and state, are taken up and drawn in regular order. Frye's Brooks and Brook Basins is the foundation for the work in the latter half of the year.

FOURTH YEAR.—Frye's Primary Geography is the text used, while books of travel and science are placed in the hands of the children.

FIFTH YEAR.—Butler's Elementary Geography and King's Geographical Reader (Second Book) are used as the basis for work in this grade.

SEVENTH YEAR.—The pupils use a complete descriptive geography as a basis of study (Eclectic Complete). The work takes up the notions of position, form, direction, distance, etc., as a means of developing concepts with which to work intelligently when the study becomes one of imagination. Much map drawing is required, and also some supplementary reading from cyclopedias, magazines, etc.

HISTORY.

SIXTH YEAR.—In the sixth year a primary history of the United States is studied with special reference to the manners and habits of the people, the character of individuals, the moral lessons to be gained and the acqusition of stories for use in language lessons. In connection with colonial history Hiawatha and Miles Standish are

read. Biographies of noted Americans, such as Washington, Franklin, and Lincoln, are studied. Lines of thought suggested in the history are followed out at home by reading books taken from the library of this department. The text-books used are Eggleston's "First Book in American History;" Fiske's "War for Independence" (abridged), and Scudder's "Life of Washington."

EIGHTH YEAR.—*Eggleston's United States History.* The objects in the study of history in this grade are: (1) to gain facts; (2) to fix geographical knowledge; (3) to train the memory; (4) to teach the machinery of a republican form of government; (5) to present moral lessons; (6) to prepare for advanced history and for citizenship.

Only those facts should be learned which lead the pupil to a fuller appreciation of his duty as a citizen. Many pupils never go farther in school life than the eighth grade. To these should be given a general understanding of the machinery of government. The ideal of right conduct should be kept constantly in mind in studying the lives of our great men.

ARITHMETIC.

FIRST YEAR:—Conversation lessons for a few days to determine the child's knowledge of number. The child learns to observe "how many" in objects, actions, and sounds. He is led to see a two, a three, or a four of objects in and among other objects. Familiar objects in and about the school-room are used. All the fundamental operations in number below eleven are learned the first year. Denominate tables of same unit value as numbers learned.

The halves of 2, 4, 6, 8, and 10; the thirds of 3, 6, 9; the fourths of 4 and 8; and the fifths of 5 and 10 are learned.

Counting to 100. Roman notation as found in the First Reader. Signs: (+ − × ÷ =) and symbols (figures). Words expressing number, as team, pair, couple, etc.

SECOND YEAR.—Work of first year continued to 36. Tables of 2's and 3's completed, and other tables formed as far as 36. Mechanical addition, no column exceeding 9; mechanical subtraction, minuend figures all larger than corresponding subtrahend figures. Rapid work and mental work especially emphasized. Counting, writing, and reading all numbers to 1,000. Roman notation to 50.

THIRD YEAR.—Work of the second year continued to 100. Original problems. Analysis a prominent feature. Fundamental idea of addition and subtraction. Fractional parts.

FOURTH YEAR.—A text-book is used as a basis. Fundamental idea of multiplication and division. Drill upon reading and writing of *all* numbers. Roman notation completed. Multiplication and division emphasized. Analysis of problems.

FIFTH YEAR.—A text-book outlines the general work. Fractions, decimal fractions, United States money.

SIXTH YEAR.—The practical side of denominate numbers, percentage, and mensuration as touched upon in the text-book used, is dwelt upon.

SEVENTH YEAR.—*White's New Complete Arithmetic.* Numbers of things and their relations are the subjects of study. All statements and analyses should correspond as nearly as may be with the relations of numbers as the pupil sees these relations; that is, no memorizing for memory's sake.

Fractions are taught from the actual division of objects, and the principles governing the operations in fractions shown to be the same as those governing the integral operations.

The winter term's work begins with decimal fractions. The fundamental operations as applied to decimals follow the same principles that apply in whole numbers.

Denominate numbers are studied from measures and weights, which the pupils use in class room, under the direction of the teacher.

The metric system of weights and measures is studied from actual standards. Measurements are made and practical problems solved. Mensuration of surfaces and solids, the system of land surveys by which Illinois was surveyed, and a general review, occupy the spring term.

EIGHTH YEAR.—Same text-book as previous year. The arithmetic work of this grade begins by reviewing rapidly the work gone over in the spring term of the seventh grade. This review occupies two or three weeks. The work properly begins with percentage. The pupils are brought as near as possible to the real subject of thought. Notes, partial payments, the *problems* of simple interest, stocks, exchange, equation of payments, and analysis are subjects of study.

SPELLING.

About the fifth week of school, phonic work is begun with the first grade and carried through the year. Ten minutes daily.

About the eighth week, spelling is introduced and carried through the year. The words are chosen from all the other lessons and fifteen minutes each day are devoted to the exercise.

The work is conducted somewhat differently in the upper grades, but the general plan is carried through the first four years. After the fourth year, spelling is taught only in connection with the various lessons.

SCIENCE.

Fifteen minutes daily are devoted to general science work in the four lower grades. The subjects chosen are

in connection with the literature, reading, or geography lessons, and every sort of science is included.

The following are a few of the subjects treated the past year:

First Grade: Cow, eagle, horse, all domestic fowls, tea, coffee, tobacco, corn, leaves, and leaf-buds.

Second Grade: Clover, dew, cow, horse, candles, and soap.

Third Grade: Coal, corn, wheat, trees, flowers, and leaves.

Fourth Grade: Sponges, coral, pearls, and diamonds.

Besides this general science the second grade is given a very elementary knowledge of the human body, with hygiene as the principal motive.

The third grade is given elementary work in botany, the main object being to teach the uses of the different parts of a plant (root, stem, leaf, flower, fruit). The uses as food, medicine, shelter, clothing, and for manufacturing purposes are also taught.

The fourth grade takes up elementary zoölogy in the same way. The object is to teach the use of insects, worms, birds, and so forth, with the view of preventing unnecessary cruelty to these inferior animals.

The sixth grade uses a text-book in the study of elementary physiology, physics, and botany during each of the three terms of the year, as indicated in the course of study.

Seventh Grade: Botany, *Gray's How Plants Grow.* Spring Term.—While a text-book is used in this work, the principal part of the work is with leaves, buds, flowers, stems, seeds, etc. Excursions are made into the woods near by and many flowers gathered. These are analyzed in a simple way, drawn, and pressed.

Eighth Grade: Physiology, *Stowell's A Healthy Body.* The skeleton, muscles, skin, etc.; digestion, absorption,

and assimilation; circulation, respiration, etc.; nervous system; special senses, the organs connected with these.

During the first few days the skeleton is studied without the book to give a better basis for the study of the organs of the body.

Zoölogy.—*Tenney's Natural History of Animals.* At first a general idea of the animal kingdom; then mammals, birds, and other classes of vertebrates more in detail; articulata, including insects, crustaceans, and worms.

The object is not so much to have the class go through the book as to acquire habits of observation. The classes study animals daily, using the text-book as a guide, and the museum for specimens. The pupil's skill in drawing is utilized.

Physics.—*Shaw's Experiments.* One term is spent in the study of a few phenomena which may be illustrated by simple experiments. The pupils observe the experiments and then write out and give in class explanations of (1) apparatus, (2) manipulation, (3) manifestations, (4) conclusions.

PHYSICAL TRAINING.

A quarter of an hour is given each day to physical training, which consists of seat gymnastics; marching; free arm, leg, and foot exercises.

MUSIC.

A short time each day is given to general instruction in music.

OPENING EXERCISES.

The opening exercises consist of the Lord's prayer, recited or sung, and general talk upon morality, honor, and nobility. These talks are based upon the conduct of the children (either good or bad) noticed each day.

LIBRARY.

The children's library consists of about three hundred volumes of general reading and reference, and about two hundred books, in different sets, for supplementary reading.

Books are taken from the library on Friday and kept two weeks, if desired so long. Reports from the reading are received in any of the recitations in which the facts learned apply.

The librarian watches the development of the children's taste for reading, not forcing to any line of reading, but directing to the best by suggestions and inducements. The books that children read when their taste for literature is forming constitute one of the chief factors in character building.

LIBRARY.

MINNIE J. FRYAR, *Librarian.*

The University has a complete set of books of reference—cyclopedias, biographical dictionaries, gazetteers, atlases, etc. Some of these are placed in the study hall, or in the several recitation rooms, so that the students may more conveniently consult them at any time.

The library proper occupies a spacious room on the second floor, and contains at present 13,000 volumes, including a professional library for teachers. This number will be yearly increased. Besides the books in cases, the library is supplied with about 90 of the best current magazines and papers, both American and English. To these the students have free access.

CLASSIFICATION AND CATALOGUE.

The books are classified and arranged on the shelves according to Dewey's decimal system. Each book has a

class number ranging somewhere between 0 and 999. Of these numbers there are ten general divisions as follows: General works, 000–099; Philosophy, 100–199; Theology; 200–299; Sociology, 300–399; Philology, 400–499; Natural Science, 500–599; Useful Arts, 600–699; Fine Arts, 700–799; Literature, 800–899; History (including Biography, Geography, and Travels), 900–999. Each book bears a label, upon which is written the class number and the first three letters of the author's name. Books having the same number are grouped together and arranged alphabetically by the letters on the lower side of the label.

A card catalogue of authors and titles of the books, together with subjects of biographies, is complete, and ready for the use of readers. A catalogue of subjects is now being prepared. When finished these subject cards will index not only the subject-matter of each book as a whole, but also important chapters and parts of books, thus making much that the library contains more useful, because more accessible.

RULES AND REGULATIONS.

The library is opened all of each school day, and from 9 to 12 a.m. on Saturdays.

Pupils reading in the library will, upon entering the room, fill out a library blank, and all are expected to remain until the close of the hour unless excused.

The library is not used as a study room, Normal Hall being a more desirable place for that purpose, unless one needs to consult books found in the library, in preparing for recitations.

Books for general reading may be taken out for one week, and then renewed, provided there is no special demand for them. There are a few volumes, however, that are so constantly used as helps for class work, that they may be kept out for one night only.

Cyclopedias and general reference books, magazines, and other periodicals are not taken by students from the library.

All books taken out must first be charged at the librarian's desk.

When a book is returned it should be left on the librarian's desk, with a slip of paper bearing the name of the person returning the book, on the inside of the front cover.

Students are expected to exercise proper care in keeping as quiet as possible in the library at all times, at intermissions as well as during school hours, that the best opportunity may be afforded for reading and study.

The library has been used very freely during the past year. The number of those drawing books has been larger than during any preceding year. This increase has been very gratifying.

We have a collection of books of which we may well feel proud, and we solicit the help of all students in making it even more useful than it has been in the past.

ADDITIONAL PARAGRAPHS.

THE PLEDGE.

Those who receive free tuition are required to give a pledge to teach in Illinois as many terms as they are students in the University, provided an engagement to teach can be obtained with reasonable effort. This is a serious pledge, and should not be lightly taken. Students are required to report to the President of the University every year till this pledge is fulfilled; and, also, in case they enter permanently any other profession, to refund the tuition so received. Graduates, especially, are re-

quired to make an annual report of their work and place of residence.

The following is the form of pledge required:

"In consideration of gratuitous instruction received in the Southern Illinois State Normal University, I pledge myself to teach in the public schools of this state for a time not less than that covered by my attendance on the school; however, this pledge shall be void, provided engagements to teach cannot be secured by reasonable effort. And I hereby agree to report annually to the President of the University, stating the number of months taught, until this pledge is fulfilled. In case I engage in some other occupation, and do not teach the required number of months, I promise to pay tuition for the remaining time."

STANDARD OF INTELLECTUAL AND MORAL CHARACTER.

When it is evident that one who has taken the pledge to teach can not, for any reason, become a good teacher, it becomes a duty to sever him from the school or require the payment of tuition.

It should also be understood that we do not receive, nor retain, students whose immoralities render them unfit associates for the young people who attend this school.

The requirement that new students shall present testimonials of good reputation and character is not a mere formal request, but a matter vitally connected with the good order and the progress of the school.

LITERARY SOCIETIES AND RHETORICAL EXERCISES.

It is desired to have literary societies enough to afford all Normal students an opportunity to do society work. There are now four societies: The Socratic, the Zetetic, the Chrestomathian, and the Platonian. When the New Building, for which we ask the legislature, is erected

there will be four halls given exclusively to these societies.

If students do not become active members of the literary societies, rhetorical classes will be organized for their benefit.

Besides the regular work, an annual contest is held at the close of the winter term. The contest of last winter term was a great source of improvement to the participants, and a means of creating public interest in the University.

It is our purpose to foster and promote a more thorough mastery of our own language, and to insure that this better study of the "Queen's English" shall be carried into the public schools.

SPELLING.

All preparatory students are required to enter the class in Spelling and to remain in the class until their proficiency will justify their discharge. Any student of the Normal classes who shall misspell five words in any written work submitted to a professor, will also be assigned to this class. The spelling is conducted by dictation, writing, and defining. Twenty minutes just before opening exercises are given to this exercise.

THE MAY INSTITUTE.

The May Institute began May 14, and closed June 7. Classes in Method were organized in Pedagogy, Psychology, Primary Work, Nature Studies, Physical Culture, and in all the common branches. Besides these special

classes, members of the Institute were permitted, if they chose, to enter any of the regular classes for the one month's work. Besides lectures on Pedagogical subjects, a Round Table was held each week at which the following important subjects were discussed: "Preparation of the Teacher," "Interdependence of Studies," "Vital Questions in Education," and "Libraries and How to Use Them." We are sure that the institutes are a great benefit to the schools of Southern Illinois and to the University itself. This is our second attempt to hold such an institute, and the increased numbers in attendance is a great encouragement to continue them. The members of the Institute pay an incidental fee of one dollar, but the instruction, use of library, and access to the museum are all free.

OUTSIDE WORK BY THE FACULTY.

Last summer, each professor gave a week's gratuitous work in some teachers' institute, and some of them were regular instructors in several county institutes of the state. The professors attend many associations of teachers, and they have delivered a great many educational lectures during the session. The University is becoming more and more, and in many ways, an educational power in this part of the state. Professor Martha Buck has published recently a series of English Grammars, which still further extends the influence of the school.

LIST OF HIGH SCHOOLS ACCREDITED BY THE UNIVERSITY OF ILLINOIS.

ACCREDITED FOR THE COLLEGES OF LITERATURE, ENGINEERING, SCIENCE, AND AGRICULTURE.

Alton
Arcola
Atlanta
Aurora—
  East
  West
  Jennings' Seminary
Austin
Beardstown
Belvidere—North
Bement
Bloomington
Cairo
Camp Point
Carbondale—H. S. Dept. S. I. N. U.
Carthage
Canton
Carrollton
Charleston
Chicago—
  Auburn Park
  Englewood
  Hyde Park
  Lake
  Lake View
  North Division
  South Division
  Northwest Division
  South Chicago
  West Division
Clinton, Iowa
Danville
Davenport, Iowa
Decatur
Delavan
Dundee
Elgin
Elmwood
Evanston (Township High School)
Farmer City
Freeport
Galena
Galesburg
Galva
Geneseo
Griggsville
Jacksonville
Jerseyville
Joliet
Kankakee
Keokuk, Iowa
Kewanee
La Grange
Macomb
Mattoon
Maywood
Mendota—West
Moline
Monmouth
Morrison

Nashville
Normal—H. S. Dept. Ill. Normal University
Oak Park
Ottawa (Township High School)
Paris
Pekin
Peoria
Pittsfield
Pontiac (Township High School)
Princeton (Township High School)
Quincy
Rockford
Rock Island
Roodhouse
Shelbyville
Springfield
Sterling—3d District
Streator (Township High School)
Taylorville (Township High School)
Tuscola
Upper Alton (Western Military Academy)
Virden
Wilmington
Waukegan
Yorkville.

ACCREDITED FOR THE COLLEGES OF SCIENCE, ENGINEERING, AND AGRICULTURE.

Aledo
Augusta
Batavia—West
Belleville
Cambridge
Champaign
Chicago—
Manual Training
English High and Manual Training School
DeKalb
Dixon
East St. Louis
Effingham
Harvard
Hillsboro
Keithsburg
LaSalle
Lewistown
Lexington
LeRoy
Lyons, Iowa
Marengo
Mason City
Milford
Monticello
Mound City
Oregon
Paw Paw
Paxton
Peru
Polo
Ridge Farm
Rochelle
Rossville
Savanna
Sparta
Sterling—Wallace
Sullivan
Sycamore

Tolono
Virginia
Warsaw
Washington
Winchester.

Students entering this Normal University with a purpose to graduate will be credited with one year's work on any course except the Professional course, if they are graduates of any of the above accredited high schools; additional credits will be given if the student has completed a four years' Latin course in one of these schools.

TEXT BOOKS.

Algebra—Wentworth's Elements of Algebra.
Arithmetic—White's Complete; Ray's Higher.
Astronomy—Young's Astronomy.
Bookkeeping—Williams and Rogers.
Botany—Gray's School and Field Book (B); Dodge(A).
Chemistry—Remsen's Chemistry.
Civil Government—Fiske's Civil Government.
Drawing—Prang's Shorter Course I-V (C Draw).
" Complete Course VII-X (B Draw).
Elocution—Hammil's Elocution.
English Literature—Raub's English Literature.
Ethics—(No text-book used).
Geography—(Not selected).
Geology—Le Conte's Geology.
Geometry—Wentworth's Plane and Solid Geometry.
German—Collar's Eysenbach.
Dritte's and Vierte's Lesebuch (Eclec. Ser).
Klemm's Literaturgeschichte.
Grammar—Buck's Elements.
Buck's Grammar and Elements.
Greek—"The Beginner's Greek Book."—White.
Memorabilia of Socrates.—Robbins.
Iliad.—Seymour.
History—American.—Montgomery.
English.—Montgomery.
General.—Myers.
United States.—Eggleston.

Latin—"First Latin Book."—Collar and Daniell.
"Course in Cæsar, Sallust, and Cicero."—Harkness.
Virgil.—Frieze.
"Practical Latin Composition."—Collar.
Latin Grammar.—Harkness.

Logic—Jevon's Lessons in Logic.

Mineralogy—Foye.

Orthography—"National Speller and Word Book."

Pedagogy—Hewitt's Pedagogy.
Compayre's Psychology Applied to Education.
Rosenkranz's Philosophy of Education.

Penmanship—

Phonics—De Garmo.

Physical Geography—Appleton's (A).
Houston's (B).

Physics—Avery's Physics.

Physiology—Tracey.

Political Economy—Laughlin's Elements.

Psychology—McClelland's Applied Psychology.

Reading—New Franklin Fifth Reader.
Appleton's Fifth Reader.

Rhetoric—Genung's.

Trigonometry and Surveying—Wentworth's.

Vocal Music—Normal Music Course.—(Tufts & Holt).

Word Analysis—Swinton.

Zoölogy—Holder (B); Dodge (A).

LIST OF STUDENTS.

PRACTICE TEACHERS.

Alvis, Harry J. (1)
Alvis, Lucy (1)
Aldridge, Roy (4)
Barter, Angus (1)
Baughman, Ola (2)
Bennett, Anna (1)
Bickers, William (1)
Boomer, Cincinnatus (2)
Boucher, Sherman (1)
Boulden, Hattie (2)
Boulden, Victoria (3)
Bowman, Belle (2)
Carson, David H. (1)
Christie, Mary A. (1)
Chauncey, Mittie (1)
Conant, Gordon (1)
Conant, Sarah (1)
Cordonnier, Simeon (3)
Crawford, Inez (2)
Crowell, Henry C. (2)
Davis, Hattie (3)
Dickson, Samuel J. (4)
Dillinger, Lizzie (1)
Dora, Francis Bella (1)
Etherton, Guy (1)
Etherton, Kate (2)
Etherton, William A. (3)
Farmer, Mary (2)
Flint, Minnie R. (4)
Gilbert, J. P. (1)
Hagler, George (1)
Hall, Flora (3)
Haney, T. J. (1)
Hanners, Helen (2)
Harris, Eliza (1)
Hassinger, Mae (2)
Heltman, Mamie (1)
Hobbs, Tillie (4)
Hodge, Millie (2)
Hooker, Lula (1)
Jack, Jessie (2)
Jacobs, Carelin (1)
Johnson, Calla (4)
Joñes, D. O.
Karraker, Ira O. (2)
Karraker, Thos. N. (2)
Kell, Ida (2)
Kirkham, Louise (1)
Lee, Homer D. (4)
Marberry, W. T. (1)
McAuley, Eliza (1)
McConaghie, James (2)
McGahey, Leah (2)
Miller, Alice (1)
Miller, Mae (1)
Nichols, Cora (2)
Palmer, Irene (1)
Parkinson, D. M. (1)
Parrish, Mark (1)
Perry, Helen M. (2)
Ragsdale, Sarah (3)
Reese, Louise (1)
Ridings, Lizzie (1)
Roane, Emma (2)
Royall, Stella (3)
Rush, Ella (2)
Russell, Viola (2)
Sawyer, Bessie (1)

Spiller, Bertha (1)
Spiller, LeRoy (2)
Stewart, Ellen (1)
Storm, Beulah (2)
Taylor, Oscar (2)
Thompson, Bessie (4)
Truscott, Laura (1)
Volentine, Bertha (2)
Weller, Nellie (3)
Wham, Geo. D. (1)
Whetstone, Amos (1)
White, Maude (4)
Williams, Walter W. (1)
Wood, Mary L. (1)
Youngblood, Laura (3)

Total, 83.

The number following the name indicates the number of terms which the teacher has taught in the Training Department up to the close of the year for which this catalogue is issued.

SPECIAL STUDENTS.

NAME.	RESIDENCE.
Bryant, Della	Carbondale
Davies, Anna Williamson	Petersburg
Dixon, Carrie E	Clay Center, Kan.
Jacobs, Adelaide N. W	Arcola
Johnson, Calla (post graduate)	Carbondale
Miller, Josie Clements	Carbondale
Moffat, James Donaldson	Percy
Montgomery, Martha	Carbondale
Peters, Helen	Carbondale
Robinson, Samuel T	Hartford
Roe, Edith Anthea	Carbondale
Scurlock, James Madison	Carbondale
Whittington, Olive Estelle	Carbondale

Total, 13.

GRADUATES.

Anderson, Margaret Gordon	Carbondale
Baker, Rhoda May (High School)	Cottage Home
Barton, Josie Meagher	Carbondale
Baughman, Ola	Olney

NAME.	RESIDENCE.
Bennett, Frances Walters	Cairo
Davidson, Mary	Hagerstown
Ferrell, Minnie	Carterville
Ferrell, Nora	Carterville
Haney, Thomas J	Arthur
Jones, David Oscar	Lake Creek
Kell, Albert Baker	Salem
Lee, Homer Dalton	Carbondale
Nichols, Cora Evalyn	Stone Fort
Patterson, John E	Carbondale
Roane, Emma Howard	Opdyke
Snider, Fred M	Carbondale
Sowell, Myrtle Imogene	Carbondale
Williams, Charles James (High School)	Carbondale
Yourex, Mabel Clare	Detroit, Minn.

Total, 19.

UNDERGRADUATES.

Adams, Mary Anna	Sparta
Adams, Thomas	Hickory Grove, Ky.
Alexander, John William	Carbondale
Alexander, John William Thomas	Willard
Aldridge, Robert Roy	Carbondale
Allen, Charles Snyder	Carbondale
Allison, John Sawyer	Mattoon
Alvis, Harry Joshua	Foxville
Alvis, Lucy	Foxville
Alvis, Walter H	Foxville
Amon, Bertram J	Carbondale
Anderson, Hettie Palmer	Nashville
Armbrecht, Dora Maria	Golconda
Augusta, Louis Sixteenth	Carbondale
Austin, Lewis	Rock
Baker, Carle	Cottage Home
Barker, Larkin Eldridge	Ozark
Barker, Olie Martin	Ozark
Barnfield, John E	Rockwood
Barnfield, Philip Sheridan	Rockwood
Barrow, James William	Campbell Hill

NAME.	RESIDENCE.
Barrow, Virgil	Alto Pass
Barter, Angus J	Attilla
Barter, Oliver	Attilla
Batson, Mary Josephine	Carbondale
Batson, Robert A.	Carbondale
Baugh, Luella Arretha	Mt. Vernon
Baughman Zella	Parkersburg
Beattie, James Glenn	Sparta
Beesley, Rose	Linn
Begemann, Frederick W.	Steeleville
Bell, Arthur T	Bay City
Beman, Newton Davis	Carbondale
Bennett, Anna Neal	Carbondale
Berkey, Helen Lucille	Collinsville
Bickers, Ivy L	Harrisburg
*Biles, Thomas John	Anna
Blair, George Washington	Mt. Vernon
Blacklock, Scott	Vergennes
Blake, Edward Lewis	Equality
Blake, Kyle Hudson	Equality
Blount, James	Alto Pass
Bonham, Eunice May	Augusta, Ark.
Boomer, Cincinnatus	Buncombe
Boone, M. Maude	Kinmundy
Boucher, Andrew Sherman	Murphysboro
Boulden, Hattie Anna	Carbondale
Boulden, Victoria Allen	Carbondale
Bowman, Belle	Carbondale
Bowlby Eva Viola	Olney
Brainard, Stuart Leroy	Carbondale
Bramlet, Everett Lee	ElDorado
Brewer, Solomon	Carbondale
Bridges, Abbie Lucretia	Carbondale
Brown, Julia	Carbondale
Brown, Lulu E.	Pinckneyville
Browner, Ida Julianna	Mound City
Brush, George Leon	Carbondale
Bryant, Laura Belle	Harrisburg
Bryden, Eva Hamilton	Carbondale
Burkhart, Carl	Marion
Burnett, Lillie	Marion

*Deceased.

NAME.	RESIDENCE.
Burris, Edith	Vienna
Calhoon, George B	Regent
Campbell, Ethel	Blairsville
Carson, David Henry	Rice
Carter, Thomas P.	Thompsonville
Cawthon, Jerome Scott	South America
Cazel, Arthur Ross	Olney
Cazel, Oliver C	Olney
Chauncey, Mittie Lenoir	Olney
Chesney, Joseph Alexandria	Plum Hill
Christy, Mary Ada	Olney
Cochran, John Horace	Carbondale
Conant, Gordon	Villa Ridge
Conant, Sarah	Villa Ridge
Cook, Allie B	Oconee
Cooper, William Franklin	Bridgeport
Cordonnier, Simeon	Beaver Creek
Cowan, James Parkinson	Carterville
Cowan, John Finley	Carterville
Cowan, Walter L	Carterville
Crabtree, Elmer J.	Walnut Hill
Crain, Albert	Crain P. O.
Crawford, Olive Inez	Coulterville
Crawshaw, Joseph Russell	Carbondale
Crawshaw, Solomon	Carbondale
Cross, Ethan Allen	Shiloh Hill
Crowell, Henry L.	Carbondale
Cundiff, Viola Vosburgh	Cairo
Daily, Thomas Hiram	Ridgway
Daniel, John Franklin	Mt. Vernon
Daniels, Lee	Olney
Dare, John	Mt. Vernon
Davis, Carrie	Carbondale
Davis, Grace Hindman	Carbondale
Davis, Harriet	Greenville
Davis, Sarah	Marion
Delaney, Cora	Irvington
Demmer, John	Pinckneyville
Dickson, Samuel J	Lenzburg
Dillard, Charles Oliver	Stonefort
Dillinger, Lizzie	Carbondale

NAME.	RESIDENCE.
Dixon, Harry Emerson	Carbondale
Dolsen, Etta	Sandoval
Dora, Bella Francis	Charleston
Dueker, Tamar	Ruma
Dunn, Thomas F.	Vienna
Earnheart, Charles Evan	Murphysboro
Easterly, Sarah Sadie	Grand Tower
Eater, Alva.	Tamaroa
Edwards, Charlie Lee	Richview
Edwards, Emory.	Sorento
Edwards, William	Sorento
Elder, Mary Elizabeth	Carbondale
Ellet, Oscar	Craneville
English, Joseph R.	Raccoon
Etherton, Guy Everett	Carbondale
Etherton, Julia Williams	Carbondale
Etherton, Kate	Carbondale
Etherton, William Alonzo	Carbondale
Farmer, Mary Delphia	Carbondale
Felts, Hartwell Oscar	Lake Creek
Fern, Nora	Tunnel Hill
Finn, Walter Louis	Foxville
Fisher, Morris M	Irvington
Flauaus, George F	Plum Hill
Flint, Minnie Ruth	Carbondale
Foster, Hattie N	Sumner
Frazer, Clo	Rockwood
Freeman, Charles	Gard's Point
Freeman, John	Gard's Point
French, Aaron Dudley	Ruark
Fults, Zeno	Renault
Gahagan, Jessie C	Pana
Gambach, Jacob.	Hecker
Gambill, John Milton	Lake Creek
Gephart, Henry	Murphysboro
Gilbert, Holyace	New Burnsides
Gilbert, John Philo	Mt. Vernon
Glasco, Jesse	Alto Pass
Goe, Marina Belle	Stone Fort
Goforth, James Gill	Du Quoin
Goforth, Wm. A	Du Quoin

NAME.	RESIDENCE.
Goodman, Kate	Charleston
Grammer, Ferdinand	Carbondale
Gray, Dora	Etna
Green, Sibyl Dollie	Carbondale
Gunther, Josephine L	Cobden
Hagler, George Lewis	Carbondale
Hails, Samuel	Richview
Hall, Flora May	Carbondale
Hall, Libbie	Carbondale
Hanners, Helen Hermoine	Carbondale
Hardin, Ellen	Cobden
Harris, Melvin	South America
Hartwell, Andrew Duff	Marion
Hartwell, Marshall	Marion
Hassinger, Minnie Mae	Nashville
Hawkins, AuVelarie Choisser	Pinckneyville
Hawkins, May Strong	Beechwood
Hayes, May Keeney	Carbondale
Hearne, Hester	Halfway
Heindselman, John R	Olney
Helm, Emma	Samoth
Heltman, Mamie	Olney
Hester, William	Carbondale
Hill, Charles E	Trenton
Hill, John H	Sumner
Hill, Metta	Carbondale
Hinchman, Alice Cary	Corinth
Hindman, Lucy	Carbondale
Hobbs, Matilda Julia	Carbondale
Hodge, Millie	Carbondale
Holly, Jeremiah Charles	Carbondale
Holtgrewe, Emma	St. Louis, Mo.
Hooker, Lula T	Carbondale
Hudson, Albert S	Loami
Hurst, Will M	Jonesboro
Hussong, Daniel W	Alhambra
Hussong, William M	Alhambra
Hypes, Cornelia Anna	Lebanon
Jack, Jessie	Kinmundy
Jacobs, Carelin Isabel	Arcola
Johnson, Bessie Agnes	Carbondale

NAME.	RESIDENCE.
Johnson, Carl G	De Kalb
Johnson, James Allen	Olney
Johnson, James Richart	Corinth
Jones, Charlie	Lake Creek
Jones, Christopher	Murphysboro
Jones, Don Carlos	Lake Creek
Jones, Henry Clay	Unionville
Jones, Lennie Lafayette	Lake Creek
Joyner, Maud	Stonefort
Karraker, Ira Oliver	Dongola
Karraker, Thomas Nathan	Dongola
Karraker, Orville M	Dongola
Kell, Annettie May	Foxville
Kell, Boyd R	Foxville
Kell, Ida Alice	Foxville
Keown, Frank	Carbondale
Kepley, Grace	Xenia
Kesler, Joseph Calvin	Dongola
Kinkade, Nannie	Olney
Key, David F. S	Carbondale
Kinninger, Anna Edith	Salem
Kirkham, Annie Louise	Carbondale
Kraft, Maude	Collinsville
Lane, William Oscar	Willard
Laubenheim, Vonnie	Belle Rive
Laughlin, William T	Palzo
Lawrence. Angie Edna	Carbondale
Leaf, Robert E	Olney
Ledford, D. C	Harrisburg
Leseman, Albert	Kinmundy
Lewis, Emma Lena M	Carbondale
Linder, Charles Alvis	Addieville
Lockhart, Mary B	Fruitt
Loudon, John	Carbondale
Luby, Mary Gertrude	Carbondale
Malone, Aaron Eugene	Paducah, Ky.
Malone, Della	Corinth
Malone, Thomas Roy	Carbondale
Mandrell, Jerry	Woodlawn
Mann, Lula	Progress
Marberry, James Oscar	Reevesville

NAME.	RESIDENCE.
Marberry, William T	Reevesville
Marchildon, John W	Thebes
Martin, Charles Ephriam	Parkersburg
Marvin, Bert Riggs	Carbondale
Mason, James McCoy	Princeton, Ky.
Mayne, James Herman	Gard's Point
McAuley, Eliza J	Oakdale
McAuley, Sarah	Oakdale
McCann, Mollie	Grand Tower
McClanahan, Joel	Grantsburg
McConaghie, James	Oakdale
McConaghie, Thomas	Oakdale
McConaghie, Tillie	Oakdale
McCormick, George	Peoria
McGahey, Leah Catherine	Olney
McGowan, Maggie	Cobden
McGuire, Sylvia Louise	Carbondale
McLaughlin, Charles	Mt. Vernon
McLaughlin, Marion	Tamaroa
McMahan, Peter G	Tunnel Hill
McMeen, Charles Anderson	Mt. Vernon
McMeen, George Marvin	Mt. Vernon
McMurphy, Kate May	Makanda
Mengel, Harry S	Loami
Mercer, Iva Esther	Raccoon
Mertz, George West	Carbondale
Miller, Alice	Elkville
Miller, Ira Jay	Carbondale
Miller, John	Three Mile
Miller, Maggie Cannon	Three Mile
Miller, Milly Mae	Mt. Vernon
Miller, Nancy Ethel	Three Mile
Mitchell, Anna May	Corinth
Moore, Olive Leone	New Columbia
Mooneyham, James	Benton
Morgan, Hester	Carbondale
Morgan, William Leroy	Carbondale
Mountain, Charles	Pellonia
Muckelroy, Renzo	Mt. Vernon
Murphey, William Gordon	Carbondale
Musgrave, John Anderson	Cottage Home

NAME.	RESIDENCE.
Myers, John J.	Beaver Creek
Neunlist, Frank R.	Addieville
Newkirk, Sarah Katherine.	Mt. Carmel
Niblock, William Lonzo.	Lincoln Green
Oliver, Nora M.	Charleston
O'Neal, Ferdon	Attilla
Owens, Edward Watson	Villa Ridge
Ozment, Elvis Walter.	South America
Ozment, Fannie Jane	South America
Ozment, William Lee	South America
Palmer, Myrtle Irene	Custer Park
Parker, James Clay	Akin
Parkinson, Clarence C	Highland
Parkinson, Daniel Mason	Carbondale
Parrish, Mark Newton.	Vergennes
Patton, Alma Florence	Walnut Hill
Perry, Arch Benson.	Grubb
Perry, Mary Helen	Carbondale
Phelps, Charlotte E.	Carbondale
Phelps, John Lewis	Carbondale
Phelps, Lafayette Hayes.	Allen Springs
Phillips, Lucy Haven	Carbondale
Pike, Agnes Hull	Beaver Creek
Poland, M. E	Olney
Pollock, Clara.	Carbondale
Pollock, Fred	Carbondale
Price, David August	Carbondale
Pugh, Montferd W	Tamaroa
Pulliam, Fred Clinton	Christopher
Purdue, Arthur Arnal	Foxville
Purdy, Wallace C	Vergennes
Quackenbush, Charles A	Charleston
Quick, Hattie Lue	Hartford
Rapp, George William	Smithton
Ragsdale, Sarah Hood	Paducah, Ky.
Ray, Alpheus C	Cisne
Ray, Melissa Renfro	Carbondale
Reed, Oliver Martin	Jonesboro
Reef, Edmund Walter	Carbondale
Reese, Louisa Lincoln	Cobden
Reid, Charles Clifton	Marion

NAME.	RESIDENCE.
Reid, James Franklin	Marion
Reid, John Monroe	Marion
Reisinger, Lewis F	Rice
Rendleman, Willis Marshall	Mead
Renner, Minnie Catherine	Murphysboro
Renner, Nick	Murphysboro
Ridings, Mary Elizabeth	White Hall
Risinger, Charlotte	Metropolis
Roberts, Arthur	Corinth
Roberts, Daisy	Corinth
Roberts, Edgar	Makanda
Robinson, Mattie Jane	Waltonville
Robinson, Oliver Prescott	Carbondale
Robinson, William A	Valparaiso, Neb.
Roe, Nellie Belle	Carbondale
Rosenberger, Laura Matilda	Woodlawn
Royall, Stella Ethel	Villa Ridge
Rush, Ella Lee	Kinmundy
Russell, Viola Ann	Weedsport, N. Y.
Sawyer, Bessie Julia Elsina	Nashville
Schwanitz, Clara Anna	Hot Springs, Ark.
Schwartz, Sarah Edna	Elkville
Seiler, George G	Keensburg
Shaw, Lou Trell	Sumner
Shelton, Addison M	Loami
Shepherd, Andrew Edgar	Benton
Sitter, Andrew	Western Saratoga
Smart, Mary Lee	Carbondale
Smith, Henry W	Arcola
Smith, Samuel Levi	Tunnel Hill
Snider, Bessie	Carbondale
Snider, Kate	Carbondale
Snider, Manning	Carbondale
Sowers, John W	Murphysboro
Spani, Kate	Benton
Spence, Viola	Carbondale
Spiller, Adelbert Leroy	Carbondale
Spiller, Bertha Florence	Carbondale
Spiller, Ollie	Carterville
Steffens, Albert H	Trenton
Stelle, James Merwin	Dahlgren

NAME.	RESIDENCE.
Stewart, Ellen	Buncombe
Stewart, Hattie	Corinth
Stewart, John B	Corinth
Stewart, Josephine	Buncombe
Stewart, Nora	Buncombe
Stewart, Rhoby	Buncombe
Stewart, Walter E	Buncombe
Stone, Edward	Thompsonville
Stone, George	New Hope
Storm, Beulah Witt	Carbondale
Stubblefield, Cora Belle	Alexander
Sudbrack, Maggie Elizabeth	Metropolis
Suesberry, Cora	Belle Rive
Sullivan, Robert B.	De Soto
Swofford, Grace Eugenia	Carbondale
Taylor, Oscar Theodore	Carbondale
Taylor, Otho Breese	Carbondale
Teeter, Horace Frank	Carbondale
Templeton, Maggie	Pinckneyville
Templeton, Robert Benjamin	Pinckneyville
Thompson, Bessie Milner	Carbondale
Thompson, Lavern	Parkersburg
Thornton, Edna Ozburn	Osage
Thornton, Nina	Carbondale
Toler, William La Fayette	Regent
Treloggen, Henry Walter	New Douglas
Troy, Nellie C	Carbondale
Truscott, Laura Margaret	Mt. Erie
Twente, Amos Alexander	Olive Branch
Twente, Asa Dennis	Olive Branch
Tyer, Rachel	Cave-in-Rock
Tyer, Richard	Cave-in-Rock
Venable, Nellie Ada	Olney
Volentine, Bertha	New Douglas
Volentine, Maurice Oliver	New Douglas
Walker, Ben Allan	Carbondale
Walker, Charles Arthur	Elvira
Walker, Francis Marion	Elvira
Waller, Elbert	Murphysboro
Waller, Maggie Dora	Murphysboro
Walther, J. A. Benjamin	Golconda

NAME.	RESIDENCE.
Walser, Mila	West Salem
Ward, Manley Maurice	Trumbull
Warnecke, John G	Pierron
Weaver, James A	Metropolis
Weaver, Walter J	Metropolis
Weller, Nellie	Carbondale
Weller, Paul D.	Carbondale
Westerfeeld, Fred	Hoyleton
Wham, George Dorritte	Foxville
Wheeles, Ada	Richview
Whetstone, Amos C	Akin
Whetstone, Thomas Herman	Akin
Whitchurch, Clara Gertrude	Centralia
White, Maud	Carbondale
Whiteside, Julius Ado	Allen Springs
Whitlock, Walter Hugh	Dix
Whittenburg, James Franklin	Vienna
Wilhelm, Lewis C	Belknap
Wilkins, Roy	Foxville
Williams, Anna Media	Hallidayboro
Williams, David Dayton	Herrins Prairie
Williams, Florence Esther	Du Quoin
Williams, Ida May	Carbondale
Williams, Walter Winslow	Herrins Prairie
Wilson, Harry Ruth	Rice
Winthrop, John Cooper	Tamaroa
Wise, Harriet	Tamalco
Wise, Theodore	Tamalco
Wiswell, Arthur H.	Carbondale
Wiswall, Charles	Alexander
Wood, Mary Leach	Cairo
Woods, William Henry	Carbondale
Worthen, Carrie	Sand Ridge
Youngblood, Cora E	Prosperity
Youngblood, Laura A	Carbondale
Total	427

HIGH SCHOOL.

Bowyer, Hattie Hayes	Carbondale
Brewster, Libbie Marie	Carbondale

NAME.	RESIDENCE.
Bridges, Ella Lucretia	Carbondale
Bridges, Rolland Eugene	Carbondale
Clements, Louis	Carbondale
Clements, Robert	Carbondale
Crane, Mallie	Carbondale
Crawford, Mary	Jonesboro
Garrett, Pearle Melville	Murphysboro
Goodnow, Fred Clinton	Salem
Grater, Mabel Elizabeth	Carbondale
Grove, Bessie Lillian	Carbondale
Groves, Clifton Cooper	Carbondale
Harker, George Mifflin	Carbondale
Harker, Oliver Albert	Carbondale
Howell, Lelle Mitchell	Harrisburg
Lawrence, Carroll Gray	Carbondale
Leftcovitch, Edwyl Norman	Carbondale
McAnally, Jesse Franklin	Carbondale
Mitchell, Jesse Franklin	ElDorado
Munger, Robert Parks	Carbondale
North, Hugh McAllister	Carbondale
Ormsby, Oscar Burton	Murphysboro
Patten Lucy Mary	Carbondale
Prickett, Jessie Belle	Carbondale
Reef, Augustus Joseph	Carbondale
Roberts, George Lafayette	Corinth
Schwartz, Charles Ernest	Elkville
Thompson, Ralph Thomas Eginton	Carbondale
Valentine, Ira	Carbondale
Webber, Henry J	Galatia
Willson, Hiram Everett	Carbondale
Winfrey, Victor U	Carbondale
Wiswall, Charles	Alexander
Total	34

PREPARATORY.

Applegath, Irving	Carbondale
Baird, Minnie B	Carbondale
Baker, Frederick Luther	Cottage Home
Baker, James Oliver	Walshville

NAME.	RESIDENCE.
Barth, Arthur William	Carbondale
Beasley, Winton	Vergennes
Bonham, Ernest	Carbondale
Brooks, Walter Edward	Carbondale
Carson, Samuel T.	Three Mile Prairie
Clark, Charles Francis	Carbondale
Collier, Samuel	Fredonia
Crabtree, DeWitt	Anna
Crabtree, Fannie	Anna
Crabtree, John Quincy	Hillsboro
Crain, Zardia	Vergennes
Crawshaw, Allen	Carbondale
Crawshaw, Hannah	Carbondale
Crawshaw, Mary Ellen	Carbondale
Dallas, Sigel Lee	South America
Davidson, Ada Mayme	Bertrand, Mo.
Dean, Clara	Wetaug
Earnheart, William	Dongola
Evertson, Jennie	Carbondale
Forbush, Lula	Carbondale
Fults, Zeno	Renault
Gore, Ed. B	Olmstead
Gore, George Walton	Elvira
Graeff, Ernest D	Hallidayboro
Hagler, Fannie	Carbondale
Hamilton, Celia	Cairo
Harris, Eliza M.	Makanda
Hayden, Walter Bernard	Enfield
Henson, William	Pellonia
Hickam, Ida May	Carbondale
Hickey, Julia	Grand Tower
Higgason, William Claborn	Lake Creek
Hilliard, Susie Belle	Marion
Hirschi, Robert J	Pierron
Hodges, James Allison	Cobden
Hubbard, Bessie Lee	Carbondale
Hutchings, Richard	Rice
Ingram, Mary Bertie	Olmstead
Isom, Lewis Robert	Degognia
Johnson, Amos	Wynoose
Johnson, Joseph A	Christopher

NAME.	RESIDENCE.
Keller, Arty H	Moscow
Kendall, Emma	Makanda
Kerley, Silvio	Simpson
Kerley, Zera Volon	Simpson
Leary, John Erben	Carbondale
Lee, Ardell Agnew	Carbondale
Leseman, Will	Kinmundy
Lincoln, William	Litchfield
Lipe, James	Etherton
Lipe, Sampson	Etherton
Lockard, Reola	Makanda
Loudon, Frank Eugene	Carbondale
Luney, Elzie	Oakdale
Mann, Sarah Albina	Cutler
Mason, Edward Bryant	Cave in-Rock
Mason, J. F	Cave-in-Rock
McClure, Chloe M	Ava
McConnell, James Howard	Oakdale
McConnell, Mary Edna	Oakdale
McConnell, Maggie Grace	Oakdale
McKinney, Albert Nelson	Range
Mertz, Bertie Barr	Carbondale
Morgan, Etta	Carbondale
Muse, Hayes George	Carbondale
Nelson, Aura	Willard
Niblock, Doll	Lincoln Green
Owens, Edward Watson	Villa Ridge
Owen, Jefferson	Western Saratoga
Parkinson, Roy A	Makanda
Penninger, Orlando	Anna
Plater, Ethel	Carbondale
Pollock, Fred	Carbondale
Porter, May	Murphysboro
Purdue, Edward E	Foxville
Pyle, Elvira	Du Quoin
Robertson, Allie	Allen Springs
Robinet, Aslet F	Reevesville
Runge, Fred Henry	Stone Church
Schwartz, John Walter	Elkville
Schwartz, Robert A	Junction, Idaho
Schwartz, Samuel M	Elkville

NAME.	RESIDENCE.
Sharp, John	Simpson
Shurtz, Etta	Ashley
Spence, Lydia Luella	Carbondale
Stacker, Thomas Watson	Carbondale
Suter, George	Carbondale
Tyner, Thomas Marshel	Carbondale
Wilburn, John Robert	Murphysboro
Wilkinson, John H.	Altenburg, Mo.
Williams, Bertha	Elkville
Williams, Ernest Edward	Grayville
Wilson, James E	Oakdale
Wilson, Rebecca Maria	Rice
Wilson, Robert Carson	Oakdale
Woods, Mamie	Murphysboro
Total	100

MODEL SCHOOL.

GRAMMAR.

NAME.	RESIDENCE.
Albright, William Joseph	Tunnel Hill
Allen, Frank Benjamin	Carbondale
Allen, Mary	Carbondale
Ashley, Charles Horner	Carbondale
Bourchier, Annie Maria	Carbondale
Bridges, Albert Franklin	Carbondale
Bridges, Ruth Brush	Carbondale
Cochran, Lee Breese	Carbondale
Cruse, Ethel	Carterville
Damron, Elbert	Progress
Dixon, Estella Belle	Carbondale
Elliott, James Blaine	Carbondale
Harker, Winnifred	Carbondale
Hemphill, Walter Sim	Carbondale
Hodge, Mary Gertrude	Carbondale
Holly, Lucretia Kate	Carbondale
Kennedy, Myrtie	Murphysboro
Krysher, Frank Chester	Carbondale
Lamar, Grace Bulis	Salina, Kas.
Laney, Arthur Dow	Carbondale
Leftcovitch, Amy Lavina	Carbondale
Luby, Margaret Teresa	Carbondale
Marvin, Minnie Emaline	Carbondale
Morton, Lottie Pauline	Carbondale
Perry, Grace	Carbondale
Perry, Rose	Carbondale
Prickett, Olive Rose	Carbondale
Renfro, Charles Duncan Miller	Carbondale
Robinson, Lena	Carbondale
Schwartz, Fannie Belle	Elkville
Suter, George Bantime	Carbondale
Teeter, Kate M	Carbondale

NAME.	RESIDENCE.
Wilson, Helen Harriet	Carbondale
Wykes, Fred	Carbondale
Total	34

INTERMEDIATE.

Baker, Ada	Carbondale
Barbour, George Clayton	Carbondale
Beman, Ellen	Carbondale
Beman, Harry Nathan	Carbondale
Bennett, Priscilla	Carbondale
Bowyer, Emma Louise	Carbondale
Bowyer, Mabel	Carbondale
Branch, Reed Russell	Carbondale
Brown, Myrtie	Hillsboro
Brush, Alice	Carbondale
Brush, Elizabeth	Carbondale
Brush, Mary Logan	Carbondale
Campbell, James Edgar	Marion
Campbell, John Alphus	Carbondale
Campbell, Lansing	Carbondale
Cochran, George DePew	Carbondale
Crabtree, Lorenzo	Anna
Crawshaw, Myrtie	Carbondale
Davis, George Edward	Carbondale
Davis, Jennie Winne	Carbondale
Dowell, Linna	Carbondale
Dickerson, Maud	Carbondale
Elliott, Harriet Wiseman	Carbondale
Gale, Myrtie	Carbondale
Hall, Edith	Carbondale
Hall, Eugene, Charles	Carbondale
Hayes, Herbert Augustus	Elkville
Hayes, Olive	Carbondale
Hobbs, Thomas McElroy	Carbondale
Hubbard, Charles William	Carbondale
Lee, Chester Arthur	Carbondale
Leonard, Edward	Cairo
McFarlan, James A	Carbondale

NAME.	RESIDENCE.
Mitchell, Edward Clay	Carbondale
Muse, Ernest	Carbondale
Moore, John	Du Quoin
Parkinson, Raymond	Carbondale
Perry, Harry Chester	Carbondale
Prickett, Hattie May	Carbondale
Renfro, Daisy Dean	Carbondale
Rocheleau, George Alexander	Carbondale
Smith, Clyde Leon	Carbondale
Smith, Dean Sydney	Carbondale
Swofford, John Calvin	Carbondale
Taylor, Charles Harold	Carbondale
Taylor, Clifton Edgar	Carbondale
Teeter, Lillian Belle	Carbondale
Teeter, Robert Waldron	Carbondale
Thomas, Charles Clarence	Carbondale
Thompson, Albert Theodore	Carbondale
Throgmorton, Edgar Lee	Carbondale
Watson, Rolla	Carbondale
Watt, Robert Furman	Carbondale
Willson, Morris	Carbondale
Wilson, Winter Robbins	Hallidayboro
Total	55

PRIMARY.

NAME.	RESIDENCE.
Allen, Lucy	Carbondale
Allen, William Wykes	"
Boulden, Lee Edward	"
Boulden, Lewis Nathan	"
Bowyer, Ona Patti	"
Boyd, Emma Lavina	"
Branch, Eugene Theodore	"
Branch, Herbert Foote	"
Brewer, Robert Allen	"
Brewer, Arthur	"
Cochran, William Alonzo	"
Crawshaw, Daisy	"
Dickerman, Mildred	"

NAME.	RESIDENCE.
Dickerman, Percy May	Carbondale
Elliott, Dora Alma	"
Entsminger, Addie May	"
Entsminger, Edith V.	"
Etherton, Fred Allen	"
Etherton, Irvy	"
Evans, John	"
Gale, Florence	"
Grubb, Viola	"
Hagler, Dirdindia	"
Hagler, Elbert	"
Hall, Mildred	"
Hartman, Ethel	"
Hayes, Genevieve	"
Hayes, Jay Francis	"
Hemphill, Simeon Roscoe	"
Hester, Herbert Henry	"
Hudson, Willie	"
Johnson, Lilla Ethel	"
Leftcovitch, Nannie	"
Livingston, Conant Edward	"
Livingston, George Robert	"
Morrell, Amelia M	"
Merrymon, Earl Francis	"
Merrymon, William Walter	"
Metz, Ina	"
Metz, Lynn	"
Mitchell, John Minton	"
Muse, Marie	"
Naumann, Emma Helen	"
Naumann, Frank Edward	"
O'Haver, Clarence	"
Reeves, Hazel Dell	"
Robinson, Lloyd Walter	"
Robinson, Myrtie	"
Searing, Helen Leota	"
Seats, Ina	"
Snider, Joseph Ephriam	"
Storm, Grace Emily	"
Thompson, Mabel	"
Thompson, Mary	"

NAME.	RESIDENCE.
Wilhoit, Morton	Carbondale
Williams, Eva	"
Winfrey, Hollie	"
Total	57
Total in Model School	146

MEMBERS OF MAY INSTITUTE.

NAME.	RESIDENCE.
Alexander, Annie Roseman	Carbondale
Alexander, Martha Orpha	Carbondale
Ayers, Laura L	Nashville
Baird, Ida	Pinckneyville
Bellamy, Adda M	Carbondale
Barker, James R	Ozark
Bowman, Belle	Carbondale
Carson, Daisy B	Ashley
Carson, Mollie	Nashville
Chandler, Kate F	Carbondale
Coons, Anna May	Loami
Coons, Maude	Loami
Easterly Mattie	Carbondale
Errett, Julia Clyde	Carbondale
Farmer, Minnie	Ashley
Feely, Mary A	Centralia
Freeman, James A	Oregon City, Oregon
Graham, Maggie	Tilden
Griffin, Sadie A	Murphysboro
Heyl, Edward E	Hecker
Huggins, Margaret	Swanwick
Johnson, Lillie May	Mound City
Jones, John P	Mattoon
Jessup, Margaret E	Carmi
Kimball, Allie	Golconda
Kimmel, Emma Lee	Carbondale
Kimmel, Ruby	Carbondale
King, Alfred Y	Murphysboro
Loomis, Maud L	Makanda
Malone, S. A	Corinth

NAME.	RESIDENCE.
Mamer, Joseph H	Nashville
Martin, Beatrice	Nashville
McKinney, Augusta	Carbondale
McNail, Thersa O	Ashley
Miller, J. W.	Okawville
Miller, Mary Elizabeth	Carbondale
Pope, Beulah B	DuQuoin
Pope, Jessie	DuQuoin
Porter, Ada Byron	Makanda
Robinson, Ida	Murphysboro
Rook, Mary S	Renault
Rust, Mamie E	Carbondale
Sawyer, Nellie E	Beaucoup
Shirley, Eltha P	Ashley
Smock, Thomas	Carbondale
Taylor, Carrie Eliza	Golconda
Wells, Carl	DuQuoin
White, Fannie	Ashley
Total	48

ADDRESS.
Mo

GENERAL SUMMARY.

SUMMARY BY INDIVIDUAL STUDENTS.

Post Graduate and Special	13
Graduates	19
Under-Graduates	427
High School	34
Preparatory	100
Model School	146
Total	739
Members of May Institute	48
Total	787

SUMMARY BY TERMS.

Enrollment in Fall Term	438
Enrollment in Winter Term	451
Enrollment in Spring Term	529
Total	1418
Average by Terms	$472\frac{2}{3}$

ALUMNI.

The number of years named indicates the time engaged in teaching or superintending since graduation. Data not definitely determined are placed in brackets.

[All graduates of the University are requested to send, annually, their address to the Registrar. This should be done as early as May 1st.]

1876.

NAME.	TIME.	OCCUPATION.	ADDRESS.
1. Brown, John N.....	6 years.	.....	.....
2. Caldwell, Beverly C..	19 years.	State Institute Instructor	.....Natchetosches, La.
3. Hawthorn, John C.*.	.....	.....	.....
4. Ross, George C.....	5 years.	Dep't of Int'r,	Washington, D.C.
5. Wright, Mary	2½ years.	.....	Cobden

1877.

6. Barnes, Belle D. A.¿. Mrs. H. H. Green...	.....	.....	Bloomington
7. Burton, Arista.....	15 years.	Teacher Hist., S.I.S.N.U.	.....Carbondale
8. England, James H...	6 years.	Farming.....	.....Carbondale
9. Warder, William H..	3 years.	Lawyer.....	.....Marion

1878.

10. Caldwell, Delia.....	7 years.	Medical Student.....	Chicago
11. Courtney, Alva C....	17 years.	Principal....	...Denver, Colo.
12. Evans, Charles E.*..	....	.....	.....
13. Hanna, James A.....	6 years.	Merchant,	Sulphur Springs, Ga.
14. Hillman, Orcelia B.. Mrs. Merrill.....	5 years.	.....	Salina, Kas.
15. Jackson, Sarah E.¿.. Mrs. Kimmel.....	.....	.....	DuQuoin
16. Kennedy, George R..	1 year..	Merchant.....	Murphysboro
17. McAnally, John T....	3 years.	Physician.....	Carbondale
18. McAnally, Mary..... Mrs. Moss.....	10 years.	.. ..	Mt. Vernon
19. Pierce, Reuben E....	1 year.	Minister.....	Grayville
20. Plant, Richmond¿....	.....	....	St. Louis, Mo.
21. Robinson, Edward H.	.....	Physician.....	Chicago
22. Thompson, David G..	6 years.	Lawyer	Golconda

*Deceased.
¿Paid Tuition.

1879.

NAME.	TIME.	OCCUPATION.	ADDRESS.
23. Burnett, Andrew C.¿	.....	Bank Cashier	Lamar, Mo.
24. Farmer, George H.	14 years.	.....	[Vanndale, Ark.]
25. McCreery, Ida M.*.	3 years.	.....	.....
26. Phillips, Lyman T....	2 years.	(Pd. tuition 1 yr.) Dentist	Nashville

1880.

27. Bruck, Lauren L....	7 years.	Bookkeeper	Chicago
28. Gray, Joseph.....	11 years.	Prin. of Schools	Dongola
29. Heitman, Louis.. ...	4 years.	Pharmacist	Chester
30. Hull, Chas. E.....	.....	Merchant	Salem
31. Kimmel, Henry A...	6 years.	Farmer....	Calhoun
32. Mann, Wallace E....	4 years.	Editor.....	Decatur
33. Ogle, Albert B.¿....	.....	.....	Belleville
34. Rentchler, Frank P.	.....	.....	California
35. Sheppard, Lizzie M.. Mrs. Miller.....	8½ years	.....	Denver, Colo.
36. Warder, Gertrude A. Mrs. Michelet.....	8 years.	.....	Wilmette

1881

37. Burton, Charles H...	.....	Lawyer.....	Edwardsville
38. Hughes, William F...	9 years.	Merchant.....	Murphysboro
39. Karraker, Henry W.	13 years.	Bank Cashier.....	Jonesboro
40. Lorenz, John W.....	4 years.	Druggist.....	Evansville, Ind.
41. Marshall, Oscar S....	.....	Farmer.	Salem
42. Marshall, Thomas S.	.....	Bank Cashier.....	Salem
43. Sowers, Mary A..... Mrs. Scott.....	8 years.	.....	Carbondale
44. Ward, Edward I.....	10 years.	Minister.....	Carmi

1882.

45. Atkins, Wezette .... Mrs. Parkinson....	2 years.	.....	Murphysboro
46. Deardorf, Lizzie M... Mrs. DeMoss	6 years.	.....	Ashland, Kan.
47. Ennison, Walter J...	.....	Lawyer	Chicago
48. Goodall, Adella B..... Mrs. Mitchell.....	3 years.	....	Carbondale
49. Krysher, Alice..... Mrs. Livingston...	4 years.	.....	Carbondale
50. Mead, Albert E.¿.....	1 year..	Lawyer.....	Blaine, Wash.
51. Parkinson, Arthur E.¿	.....	Lawyer	Kansas City, Mo.
52. Stewart, Henry A....	.....	Physician.....	Chicago
53. Wood, John W.....	13 years.	Principal...	Florenceville, Tex.

*Deceased.
¿Paid Tuition.

1883..

NAME.	TIME.	OCCUPATION.	ADDRESS.
54. Alexander, F. M.....	2 years.	Minister.....	Murphysboro
55. Bain, William B.¿...	.....	Merchant.....	Vienna
56. Bryden, Margaret... Mrs. Fitch.	9 years.	.....	Cobden
57. Buckley, Alice M.... Mrs. Alexander.	2 years.	.....	Murphysboro
58. Fager, Daniel B.....	12 years.	Superintendent....	Assumption
59. Houts, Lilly M.....	4 years.	.....	Englewood
60. Kimmel, Belle.....	4 years.	.....	Elkville
61. Marten, John.....	4 years.	Medical student.....	Chicago
62. Nave, Della A..... Mrs. Hileman.	4 years.	.....	Jonesboro
63. Sprecher, Edgar L...	5 years.	Merchant....	Guatemala, C. A.

1884.

64. Aikman, Fannie A.*. Mrs. Kimmel.	.....	.....	.....
65. Beesley, Alicia E....	3 years.	.....	...Linn
66. Buchanan, Clara J.. Mrs. Merrymon.	2 years.	.....	Carbondale
67. Buchanan, George V.	11 years.	City Supt.....	Sedalia, Mo.
68. Buchanan, Mary	7 years.	.....	...Sedalia, Mo.
69. Burket, Anna L. ...	2 years.	.....	Chicago
70. Cawthon, Chris. C...	5 years.	.....	Cawthon
71. Duff, May B.*.....	1 year.	.....	
72. Gill, Joseph B.¿.....		Lieut. Gov. Ill....	Murphysboro
73. Hendee, Lu Bird.....	7 years.	.....	Fairmont, Neb.
74. Hileman, Philetus E.	.....	Lawyer.....	Jonesboro
75. Jenkins, John H.....	10 years.	Prin. Schools...	Elizabethtown
76. Lightfoot, Richard T.	2 years.	Lawyer.....	Paducah, Ky.
77. Ridenhower, Carrie L. Mrs. Mount.*	4 years.	.....	.....
78. Thomas, Maud*.....	4 years.	.....	
79. Treat, Charles W....	9 years.	Prof. Nat. Sci. Lawrence Univ.	Appleton, Wis.

1885.

80. Bryden, Helen¿.....	10 years.	.....	Carbondale
81. Buckley, Ida M..... Mrs. Warner.....	1 year..	.....	Freeport
82. Dunaway, Ada L.¿ Mrs. Caldwell.....	.....	.....	Carbondale
83. Fringer, William R.	1 year..	Physician.....	Rockford

*Deceased.
¿Paid Tuition.

NAME.	TIME.	OCCUPATION.	ADDRESS.
84. Hull, Gertrude¿	1 year..	.....	Henry
85. Lacey, Rurie O	1 year..	Physician	Lake City, Colo.
86. Lancaster, Tilman A.	3 years.	Lawyer	Lexington, Tenn.
87. Miller, John E	9 years.		East St. Louis.
88. Robarts, Mary A.... Mrs. Ogden	8 years.		Carbondale
89. Thomas, Kate..... Mrs. Chapman	3 years.		Vienna

1886.

90. Allen, Sarah..... Mrs. Crenshaw ..	1 year..		Marion
91. Barber, Florence M. Mrs. Boyd.....	2 years.		Chicago
92. Brown, Adella A.... Mrs. Ashenhurst..	8 years.	Missionary	Cairo, Egypt
93. Fryar, Minnie J.	6 years.	Librarian S.I.S.N.U.....	Carbondale
94. Fulton, Alexander H.	8 years.		Tempe, Ariz.
95. Hord, Kittie E.....	8 years.		Carbondale
96. Hundley, Louella... Mrs. Andrews	8 years.		Prescott, Ariz.
97. Kennedy, Maggie...	4 years.		Mexico City, Mex.
98. Loomis, Carrie I.... Mrs. McCreery....	1 year..		Thompsonville
99 McAnally, Fannie D. Mrs. Fager.....	1 year..		Assumption
100. Nichols, Louella¿....	8 years.		Edwardsville
101. Storment, Edgar L.	8 years.	Principal Normal School	Tempe, Ariz.
102. Williams, Cora..... Mrs. Wiley.....	2 years.		Pomona, Cal.

1887.

103. Allen, Robert M.¿..	.....	Railway Passenger Agent,	St. Louis, Mo.
104. Blair, Carrie.....	7 years.	Asst. Prin. High School,	Charleston
105. Bryden, J. Rockwell¿	.....	Mining Engineer	Carbondale
106. Campbell, H. M. ¿..	.....	Clerk	Chicago
107. Cleland, Clara B.... Mrs. Strong.....	1 year.		Wheeling
108. Cleland, May.....	4 years.		Chicago
109. Cowan, David J.....	7 years.		Rumsey, Cal.

*Deceased.
¿Paid Tuition.

NAME.	TIME.	OCCUPATION.	ADDRESS.
110. Glick, Albin Z.	2 years.	Agent	Carbondale
111. Goodall, Sam'l H.	2 years.	Lawyer	Marion
112. Harmon, Mark D.	4 years.		Grayville
113. Hawkins, Cicero R.		Lawyer	Pinckneyville
114. Hewett, Emma L. / Mrs. Baltzer	3 years		Hickman, Ky.
115. Hill, Mary A. / Mrs. Storment	5 years		Tempe, Ariz.
116. Hundley, Nannie	7 years.		Marion
117. Johnston, Lewis E.	1 year.	Lawyer	Keysport.
118. Kirkpatrick, Jas. H.	5 years.		[Custer, Wash].
119. Lawrence, Bertha.	7 years.		Marshalltown, Iowa
120. McMackin, Edw'd G.	2 years.	Dentist	Salem
121. Phillips, Louise E.	2 years.		Chicago
122. Ripley, Charles H.		Lawyer	Chicago
123. Scott, Luther T.	1 year.	Farmer	Carbondale
124. Searing, Harry		City Treasurer	Carbondale
125. Sebastian, Julia A.	8 years.		St. Louis, Mo.
126. Smith, Seva A. / Mrs. Hoag			Denver, Colo.
127. Snyder, Lydia E.	7 years.		North Evanston
128. Tait, Minnie A. / Mrs. Ripley			Chicago
129. Turner, George T.	2 years.	County Judge	Vandalia
130. Wham, Steuben D.	7 years.		Carter

1888.

131. Baumberger, Louise	7 years.	Prin. High School	Charleston
132. Briback, Catherine J.	7 years.		Cairo
133. Hall, William H.	5 years.	Business Lewis Institute	Chicago
134. Hickam, Ada. / Mrs. Wood	4 years.		Anna
135. Johnson, Callie	1 year.		Carbondale
136. Leary, Mary E.	7 years.	Deaf and Dumb Institute	Jacksonville
137. Lindsay, David W.	7 years.		Porterville, Cal.
138. Morgan, Charles M.	1 year.	Bradstreet Ag'cy, Portland, Ore.	
139. Reef, William A.¿.	1 year.	Stenographer	Leadville, Colo.
140. Richards, Kate E.*. / Mrs. Stewart	2 years.		
141. Street, Jasper N.	7 years.	Supt. City Schools	Vandalia
142. Trobaugh, Frank E.	1 year.	Physician	Murphysboro
143. Wham, Maggie	7 years.		Iuka

*Deceased.
¿Paid Tuition.

1889.

NAME.	TIME.	OCCUPATION.	ADDRESS.
144. Allyn, Lois A. Mrs. Mason.	4 years.		Winchendon, Mass.
145. Bridges, Mary E. Mrs. Malone.			Sikeston, Mo.
146. Colyer, Frank H.	4 years.	Student in Univ. of Indiana	Bloomington, Ind.
147. Kimzey, Walter R.	5 years.	County Supt.	Tamaroa
148. McMeen, John D.	5 years.	Prin.	Tamaroa
149. Parkinson, J. M.	5 years.	Supt. City Schools	Edwardsville
150. Parks, Lizzie	4 years.		DuQuoin
151. Wallis, William	2 years.	Ass't. in High School	Charleston

1890.

152. Bain, John Charles.		Lawyer	Chicago
153. Hackney, Kate G. Mrs. Rogers.	3 years.		Waggoner
154. Hull, Bertha§.	1 year.		Decatur
155. Keller, Kent E.	2 years.		Ava
156. Lansden, Mary G.§.	5 years.		Hyde Park, Chicago
157. Ramsey, Joseph Eli.	5 years.	County Supt	Mt. Carmel
158. Sams, Fountain F.	1 year.	War Dep't.	Washington, D.C.
159. Smith, Mabel*			
160. Storment, John C.	4 years.		Lordsburg, Cal.
161. Torrance, Ann Eliza	5 years.		Chicago
162. VanCleve, Martin T.	4 years.	Agent for School Supplies	Vienna

1891.

163. Alexander, Anna R.	4 years.		Flora
164. Beman, George W.	1 year.	R. R. Service	Carbondale
165. Blanchard, Guy.	1 year.	Merchant	Tamaroa
166. Boyd, Frank L.	4 years.	Prin. of Schools	Carbondale
167. Burket, Grace L.	3 years.		Carbondale
168. Clark, Lulu	4 years.	High School	Centralia
169. Freeman, James A.	4 years.		Oregon City, Ore.
170. Hill, Mary E.	3 years.		Equality
171. Holden, Emma L. Mrs. Ross.	3 years.		Carlinville
172. Hord, Addie	2 years.		Makanda
173. Lawrence, John H.	1 year.	Student Park College	Parksville, Mo.
174. Loomis, Lydia M.	1 year.		Makanda
175. Peebles, Lizzie S.	4 years.		Mukwonoga, Wis.
176. Snyder, Arthur J.	4 years.	Principal of Schools	North Evanston

§ Paid Tuition.
* Deceased.

NAME.	TIME.	OCCUPATION.	ADDRESS.
177. Sprecher, Theo. M..	4 years.	.....	Nogales, Ariz.
178. Steele, Robert E....	....	Physician	Chicago
179. Stern, Lewis.....	3 years.	.....	
180. Whitney, Wm. B.¿..	2 years.	R. R. Mail service..	Carbondale

1892.

181. Ayer, Phillip S.....	3 years.	Student in Col.,	Winfield, Kan.
182. Barr, Jessie Gleim..	2 years.	....	Escanaba, Wis.
183. Bliss, Anson Lee....	2 years.	Senior Class, Austin, Col., ...	Effingham
184. Buckley, Elizabeth. Mrs. Rude.....	1 year..	.....	Golconda
185. Bundy, Joseph B ...	3 years.	Supt. of Schools.....	Nashville
186. Cochran, Wm. Phares	3 years.	High School.....	Metropolis
187. Davis, Mary E..... Mrs. Snyder.....	.....	.....	North Evanston
188. Emerson, John W..	3 years.	High School.....	Nashville
189. Galbraith, Chas. M.	.....	Medical Student.....	St. Louis
190. Kimmel, E. Lee....	3 years.	.....	Carmi
191. Kimmel, Ruby I....	3 years.	.....	Carbondale
192. Lawrence, A. Blanche	2 years.	.....	Centralia
193. Lindley, John Wm..	2 years.	.....	Sullivan, Ind.
194. Lirely, Wm. H.....	2 years.	.....	Campbell Hill
195. Morton, Ralph B...	2 years.	.....	Alma
196. Nichols, John B....	3 years.	Supt. Schools.....	Lexington
197. Patten, Arthur E.¿.	.....	Merchant...	Terre Haute, Ind.
198. Peterson, Grant....	2 years.	.....	Carterville
199. Ragsdale, Joseph S.	3 years.	High School	Effingham
200. Wallis, Mary.....	1 year..	Student Ohio Wesleyan University..	Delaware, Ohio
201. Wham, Agnes C....	3 years.	.....	Cisco
202. Wham, Dora A..... Mrs. Pyatt...	2 years.	.....	Pyatt

1893.

203. Brown, Robert	2 years.	.....	Nashville
204. Clendenen, Geo. E..	2 years.	Principal	Cobden
205. Curtis, Sarah L.....	2 years.	.....	Mt. Vernon
206. Davis, Charles H...	1 year..	Minister	Russell, Ark.
207. Glenn, William T...	2 years.	....	Belleville
208. Henninger, Jennie..	2 years.	.....	Kankakee
209. Hubbard, Mary Ev'lyn	2 years.	.....	Mt. Vernon
210. Hubbard, Samuel A.	2 years.	Prin. H.S. ½ year...	Metropolis
211. Kell, Omer Adrian..	1 year..	.....	Salem
212. Lingenfelter, ...Sarah Ada	1 year..	.....	Clay City
213. Moore, Jack Napoleon	2 years.	Principal,	Walnut Ridge, Ark.

*Deceased.
¿Paid Tuition.

NAME.	TIME.	OCCUPATION.	ADDRESS.
214. Renfro, Robert E...	.....	Loan Agent.....	Carbondale
215. Rude, Otto J.....	2 years.	Principal.....	Golconda
216. Songer, Mary E.....	2 years.	....	Kinmundy
217. Stout, Charles L*...	1 year..	....	
218. Whittenberg, ...Sarah J.	2 years.	County Superintend't,	Vienna
219. Woodson, Myrtle F.	2 years.	.....	..Calumet, Mich.

1894.

220. Applegath, John....	.....	.....	Carbondale
221. Applegath, May A..	1 year..	.....	.Dongola
222. Chandler, Larkin C.	1 year..	.....	.Litchfield
223. Burge, Lloyd E.....	1 year..	....	.Centralia
224. Cochran, Maude O..	.....	Music Teacher.....	Carbondale
225. Dougherty, Andrew J.	.....	Merchant.....	Mound City
226. Ellis, Jacob T.....	1 year.	Supt. of Schools....	Greenville
227. Felts, Wm. Troy....	1 year..	Prin. High School..	Mt. Vernon
228. Hodge, Jennie.....	1 year..	.....	North Evanston
229. Jenkins, Harriet E.	1 year..	....	.Mt. Vernon
230. Jay, Norman A.....	1 year..	Principal.....	.Coulterville
231. Kell, Iva Lucy	1 year..	.....	.Foxville
232. Kell, Lincoln S.....	.....	Farmer.....	Salem
233. Lakin, Edwin F.....	1 year..	.....	....Rochester
234. Longbons, Edward .	1 year..	Supt. of Schools.....	Marion
235. Mohlenbrock, Eric..	1 year..	Principal High School...	Flora
236. Ogle, J. Howard....	.....	Student Cornell University	Ithica, N. Y.
237. Phillips, Myrtle K..	.....	.....	Carbondale
238. Pugh, Charles H....	1 year..	Principal.....	Sandoval
239. Ramsey, Estelle....	.....	.....	Oskaloosa
240. Smith. Edgar A.....	.....	Student in Mecical College	Chicago
241. Williams, Arthur E.	1 year..	.....	Mt. Vernon

*Deceased.

INDEX.

Southern Illinois State Normal University.

TWENTY-SECOND ANNUAL CATALOGUE

OF THE

SOUTHERN ILLINOIS

STATE NORMAL UNIVERSITY

CARBONDALE.

1895-96.

PUBLISHED BY THE UNIVERSITY.

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1897	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
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	26	27	28	29	30	31	..

■ *Opening day of term.* ※ *Closing day of term.*

HISTORY.

AN ACT of the General Assembly of the State of Illinois, approved April 20, 1869, gave birth to this Normal School. By this act it was provided that five trustees should be appointed by the Governor of the State, who should fix the location, erect the building, and employ teachers for the school. The trustees located the school in the town of Carbondale, on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central railroad. The corner-stone was laid on the 17th day of May, 1870. The building was finished in time to be dedicated July 1, 1874; the first faculty commenced the work of instruction in the new building July 2, 1874, at which time a Normal Institute of four weeks was opened with fifty-three pupils attending.

On the 6th day of September, 1874, the regular work of the Normal University commenced.

On the afternoon of November 26, 1883, at 3 o'clock, this beautiful building was discovered to be on fire; and before 5 o'clock p.m., despite the efforts of faculty, students, and citizens of Carbondale, the entire building was in ruins. By the heroic labors of students, teachers, and citizens, the large library was saved, and most of the furniture; also the philosophical and chemical apparatus.

The citizens kindly offered the use of rooms in some of the business blocks, which the trustees accepted, and the school went on with the regular recitation work, with an actual loss of less than two days. In the meantime a plan was proposed for a temporary school building, and

in less than sixty days a building was completed containing fourteen rooms, and the Normal School began its wonted duties in this, its temporary home.

The General Assembly, by an act approved June 27, 1886, appropriated $152,065 to replace the first building, then lying in ruins.

The present building is a magnificent structure, in many respects superior to the one destroyed by fire. It was dedicated Thursday, February 24, 1887, and occupied by the school on the following Monday.

AIMS.

Educational institutions may be divided according to their aims into four classes:

First, the public schools, whose aim is the promotion of good citizenship by securing to all the people the intelligence, morality, and patriotism which are essential to the existence and progress of the State. *Second*, colleges and universities, whose object is the general and full development implied in complete manhood and in the best preparation for professional life. *Third*, professional and polytechnic schools, in which the student is helped in his preparation for his chosen life-work. *Fourth*, such institutions as the Royal Society of Great Britain, the Sorbonne of France, and our own Smithsonian Institute, which have for their object the advancement of science and art. This Normal University belongs to the third class; it aims to give the best mental and professional equipment for teaching.

The State normal school holds an important relation to the system of public schools. It helps to create and

sustain a high standard of educational work. It serves as a driving force and a balance wheel to the whole system. Sanctioned and supported by the State, it can institute those investigations and experiments which result in so much good to all the schools. It brings school facilities within the reach of many who otherwise would be uneducated, and enables them to repay the State by teaching in the public schools. If the State needs a great university which shall be a center of educational forces; if an agricultural college should be sustained on account of the importance of agriculture, much more, and for similar reasons, should the normal university receive the care and the benefactions of the State. Man is more than all things else, and whatever contributes to his development is of the highest use.

If the graduates of this university shall take high rank as superintendents, principals, and teachers in public schools, they must possess two elements of success: a full development of mental power and a thorough mastery of the sciences involved; and a thorough training in methods of instruction and school management. If we should neglect the former, our graduates would be supplanted by those of other schools; and if we fail in the latter, there would be no good reason for our existence. Hence we aim, *first*, to insure a broad and thorough culture; and, *second*, to make all the professional work very prominent.

GENERAL INFORMATION.

Location, Etc.

Carbondale is a city of 3,000 inhabitants, healthful and beautiful, with a refined and cultured people. It is easy of access, and offers inducements for board and social advantages beyond most places. It has, perhaps, fewer temptations to idleness and dissipation, and combines religious and educational privileges in a degree greater than the average of towns and cities. Parents may be assured that their children will be as safe as in any school away from home, and students may come here and be certain that economy and industry will be respected and assisted by all. The Illinois Central, the Chicago & Texas, and the Cairo Short Line railroads afford ample facilities for convenient access.

University Calendar.

Fall term begins Tuesday, September 15, and closes Thursday, December 24, 1896.

Winter term begins Tuesday, January 5, and closes March 25, 1897.

Spring term begins Tuesday, March 30, and closes June 17, 1897.

Length of terms: Fall, 15 weeks; winter, 12; and the spring, 12.

Closing examinations for 1896 begin June 8; for 1897, June 14.

Commencement for 1896, June 11; for 1897, June 17.

Terms of Admission.

All applicants for admission must present evidence of good moral character; and, to secure free tuition, they must pledge themselves to teach in the public schools of the State for a time not less than that covered by their attendance on the school, the pledge to be void, however, if engagement to teach cannot be secured by reasonable effort.

To be admitted to the *Normal department* proper of the University, students must have *completed* their sixteenth year, and must be able to pass an examination equivalent to the requirements for a second-grade certificate. The evidence of ability to pass such examination will be a diploma from a reputable high school, a certificate to teach, an examination and appointment by a county superintendent; the result of an entrance examination, or the completion of our preparatory course. Persons sixteen years old and over, unable to pass this examination, may be admitted to the Preparatory department, but in no case for a longer period than two terms except on payment of tuition.

To be admitted to the *Preparatory department*, the applicant must have completed the work of the eight grades of the public schools of Illinois or an equivalent. Evidence that he has done this work will be a county or township certificate to this effect, or an examination here. If under sixteen years of age, he will not be required to give a pledge to teach, nor will he receive free tuition.

The *Model school* receives children of suitable age and health who live with their parents, or are provided with good home care. Tuition is free for the first three grades.

Graduates of high schools accredited by the University of Illinois will receive a credit of one year's work on our courses of study, excepting all professional work.

This credit of one year's work will include a sufficient number of the following studies: B Arithmetic, B Reading, B Geography, Penmanship, B History, Physiology, C Algebra, B Grammar, Bookkeeping, B Zoölogy, B Botany, B Physics, Civil Government, General History, C Geometry, B English Literature, and three terms of Latin.

Reasonable credit will be given for work done in other schools, provided satisfactory evidence is presented.

The *entrance examinations* in the common school branches will cover about the same ground, and require about the same accuracy, as in county examinations.

Those who fulfill other conditions and have an average grade of 85 or more, may enter the Normal department; those who are graded 70 or above and less than 85, may go into the preparatory classes; but those who fall below 70 will not be admitted, unless they are of suitable age for the Model school.

Applicants for admission should bring letters of recommendation as to moral character, and whatever certificates of examination, or diplomas, they may have.

Expenses.

TUITION.

To those who sign the pledge to teach, tuition is gratuitous; but the law of the State requires that there shall be a fee charged for incidentals. At present this fee is $3.00 per term of fifteen weeks, and $2.00 per term of twelve weeks. The rates of tuition in the different schools are as follows:

	Fall Term.	Winter Term.	Spring Term.
Normal Courses.....	$9 00	$6 00	$6 00
Preparatory Course....	6 00	4 00	4 00
Model School.....	4 00	3 00	3 00

The first, second, and third grades, free.

BOARDING.

Board can be had in good families in Carbondale, at rates varying from $3.00 to $3.50 per week; and by self-boarding, or by boarding in clubs, the cost may be reduced to $2.25 per week. Two clubs are in successful operation. The whole expense can be as low as one hundred dollars per year.

BOOKS.

Books are sold at the book stores of the town at reasonable prices.

Physical Training.

It is desired that all students take the physical training, both as a matter of culture and as a means of health. Students in the Preparatory department must make one passing grade in physical training before they can enter the normal proper; and, in order to graduation in any of the Normal courses of study, three passing grades are required in addition to the preparatory work. No student will be excused from these requirements except on a certificate of a regular physician or by the President, and on account of physical disability. Physical training is a part of every course of study and is to be taken at the time set down in each course. If the student is irregular, he must, in this case as in others, bring up the back work first.

Spelling.

All preparatory students are required to enter the class in Spelling and to remain in the class until their proficiency will justify their discharge. Any student of the Normal classes who shall misspell five words in any written work submitted to a professor, will also be as-

signed to this class. The spelling is conducted by dictation, writing, and defining. Twenty minutes just before opening-exercises are given to this work.

English Composition.

All first year Normal students are required to take English composition once a week through the school year. Physical training will be omitted on Wednesday of each week and English composition will takes its place on that day.

Vocal Music.

A class in Vocal Music will be organized every term; and, in order to graduation, the student must make one passing grade in this class, unless he shall be excused by the President.

Diplomas.

Diplomas are granted to those who complete one of our Courses of Study.

Discipline.

Progress in all government has been toward self-government; this is by self-activity, not by repression from others. Poor teaching requires much discipline.

In a Normal School, discipline is at a minimum because the students are there for a purpose they appreciate.

Facilities for Illustration.

MUSEUM AND CABINETS.

In the first story is a large room set apart as the Museum, which is supplied with cases suitable for the display of specimens. The department of geology contains a selection of minerals representing the different geological ages or periods, most of which have one face polished, and these periods are fairly represented by fossils. Besides these, it also contains a large series of typical minerals, and a working set for the laboratory.

The herbarium contains several thousand specimens of mounted plants, both foreign and domestic.

The insect cabinet contains a good representation of all the orders of insects. In the Lepidoptera, besides the regular cabinet series of specimens, there are several hundred specimens of the new Denton butterfly tablets for class use.

The vertebrates are represented by a large collection of mounted birds and mammals and a few reptiles and fishes. Most of the fishes, reptiles, and batrachians are in alcohol.

The cabinet of shells contains more than eight hundred species, represented by several thousand specimens.

Besides the above, there is a large series of archeological specimens calculated to illustrate, mostly the original inhabitants of this country.

Apparatus.

The University possesses a very complete outfit of illustrative apparatus which is annually increased from appropriations made by the General Assembly.

The equipment for teaching physics includes, among other pieces of value, electrical machines, electrical dy-

namo, air pumps with necessary accessory attachments, microscopes, thermo-electric pile, a good selection of Crooke's and Geisler's tubes, electrical rotator, a large Ruhmkoff's induction coil, a McIntosh college stereopticon with vertical attachment and a large selection of scientific views, a heliostat, solar microscope, parabolic mirrors, wheatstone bridge, and resistance box.

The institution has an excellent chemical laboratory which is well supplied with water, gas, and Bunsen burners for heating purposes; six large, double working-tables for experimentation and analytical purposes, each supplied with a full set of reagents; a full set of chemical apparatus for all experimental work.

The mathematical department is well equipped with units of measure for teaching denominate numbers, blocks for mensuration, a surveyor's transit and compass which the classes in trigonometry and surveying are required to use freely.

The University has recently purchased an excellent telescope from the factory of the noted firm of Clark & Sons, Boston. The instrument has a five inch object glass, and eye pieces, varying in powers from 50 to 360. This instrument is used frequently in observing the moon, sun spots, the planets and their satellites, nebulæ, etc.

The biological department is supplied with seven compound microscopes, several cases of dissecting instruments and facilities for taxidermy, besides the excellent material found in the museum.

The instruction in geography has been materially aided during the past year by the purchase of a full set of large relief maps, which, added to the former supply of maps, make the equipment very complete.

The department of history has received its share of facilities for illustration in the line of globes, maps, a case of historical relics, souvenirs of travel, etc.

Library and Works of Reference.

The University has a complete set of books of reference,—cyclopedias, biographical and pronouncing dictionaries, gazeteers, atlases, etc., which are placed in the study hall, or in the several recitation rooms, so that the students may consult them at any time.

The library proper occupies a spacious room; it is well furnished, and is open all of each school day and from nine to twelve on Saturdays. The Library contains now over 13,000 volumes, and includes a professional library for teachers.

Literary Societies.

There are four literary societies. They meet every Friday evening. These afford one of the best means of culture, discipline and instruction in the conduct of parliamentary business. They have elegant rooms, admirably fitted and furnished. They represent the energy of the students, and show their devotion to the practical preparation for the public duties of life.

Christian Associations.

The Young Men's Christian Association and the Young Woman's Christian Association have each a large and well conducted society, which meets weekly; their committees look after strangers coming to the school, and students who may be sick while attending school.

DEPARTMENTS AND COURSES OF STUDY.

There are three departments: the Normal, the Preparatory, and the Model School.

The Normal Department

is to give thorough instruction in the elementary and higher portions of the school course of study, and, indeed, to fit the student by knowledge and discipline for the practical duties of a teacher. It aims to give, in addition to instruction, opportunities of observation and trial; so that one passing through the course shall not be a novice in his calling when he enters the school-room. With this idea in mind, every branch prescribed to be taught in the common and high schools of our State is carefully studied. Accuracy and complete thoroughness are points held in mind in every recitation, and drills upon the elements are made a specialty. Great attention is therefore bestowed upon the earlier parts of the course, such as spelling and pronunciation, reading and defining, drawing, writing, vocal music, and physical training. The body needs culture and systematic activity quite as much as the soul, and we begin with making it the servant of the mind, and habituating it to an unhesitating obedience.

The methods of our teaching are distinctively Normal. What the student is required to learn, and the methods of presenting it, are both designed to give him, who intends to become a teacher, the philosophy of learning and remembering, and the philosophic manner of imparting knowledge and securing discipline.

The *training work* is designed to fit students of this institution to become practical teachers. It comprises

(1) a study of psychology, pedagogy, school law, and practical ethics; (2) attendance of practical teachers upon weekly meetings held for a study of methods of instruction and management of pupils and classes; (3) actual teaching in the *Model School*, under the constant supervision of the training teachers of the Normal School.

In this department three courses of study are offered, as follows:

1. *The English Course.* The student who is sixteen years of age and has obtained a certificate as teacher in the public schools, or is a graduate from an accredited high school, can complete this course in three years or less. It requires a thorough training in all the branches taught in the common schools, a good course in English language and literature, an extended course in mathematics, and all the professional work—methods of teaching in all the branches, psychology, pedagogy, and practice teaching under the training teacher; this course is fully given on another page.

2. *The English-Latin or German Course* is a four years' course and is the same as the English course with the addition of four years of Latin or German, geology, astronomy, logic, political economy, and ethics.

3. *The Professional Course.* This course enables the college graduate, or any one equally well qualified, to take all the professional work in one year. This gives an opportunity to review the common school branches, if needful, and includes psychology, pedagogy, practice teaching, drawing, and method work in all the common school branches.

The Preparatory Department.

This course is for those who have completed the eighth grade in the Model School or in the common schools, but who are not sufficiently mature to enter the

higher classes. The studies in this course are such as this class of students may require, and will cover about one year's work.

The Model School

consists of from seventy-five to a hundred children who are divided into eight grades corresponding to the grades in the public schools. These are in charge of training teachers, and of the superintendent of the practice work. The Model School is a necessary adjunct of the Normal department. It furnishes tests of the methods enjoined, gives opportunities to observe child nature and work, and is the department in which the Normal students are trained in the art of teaching. It is the aim to make this a model school, in the best sense, for the development of model teachers.

COURSES OF STUDY.

ENGLISH COURSE.

FIRST YEAR.

Fall Term.	*Winter Term.*	*Spring Term.*
HOUR. STUDY.	HOUR. STUDY.	HOUR. STUDY.
1 Penmanship.	1 A Arithmetic.	1 A Geography.
2 B Arithmetic.	2 B Grammar.	2 B Drawing.
3 B Geography.	3 C Drawing.	3 A Reading.
4 B Reading.	4 B History.	4 Physiology.
5 E Pedagogy.	5 D Pedagogy.	5 C Pedagogy.
6 or 7 Phys. Training.	6 or 7 Phys. Training.	6 or 7 Phys. Training.

SECOND YEAR.

1 A Grammar.	1 A History.	1 Phonics.
2 C Algebra.	2 Practice.	2 A Algebra.
3 English Authors.	3 B Algebra.	3 Practice.
4 Practice.	4 A Drawing.	4 School Law.
6 and 7 Chemistry.	6 and 7 Zoology.	6 and 7 Botany.

THIRD YEAR.

1 Rhetoric.	2 C Geometry.	2 Elocution.
2 Psychology.	3 A Physics.	3 B Geometry.
4 General History.	4 English Analysis.	5 English History and Amer. Literature.
5 Physical Geog.	5 English History and Amer. Literature.	6 Civics.
3 B Physics.	7 B Pedagogy.	

LATIN OR GERMAN COURSE.

FIRST YEAR.

Fall Term.	*Winter Term.*	*Spring Term.*
HOUR. STUDY.	HOUR. STUDY.	HOUR. STUDY.
1 C Drawing.	1 A Arithmetic.	1 A Geography.
2 B Arithmetic.	2 B Grammar.	2 B Drawing or German.
3 B Geography.	3 Penmanship or German.	3 A Reading.
4 B Reading.	4 B History.	4 Physiology.
5 Latin or German.	5 B Drawing or Latin.	5 Latin.
6 or 7 Physical Training.	6 or 7 Physical Train.	6 or 7 Phys. Train.

SECOND YEAR.

1 A Grammar.	1 A History.	2 A Algebra.
2 C Algebra.	2 Latin or German.	3 Latin or German.
3 Latin or German.	3 B Algebra.	4 School Law.
5 E Pedagogy.	5. D Pedagogy.	5 C Pedagogy.
6 and 7 Chemistry.	6 and 7 Zoology.	6 and 7 Botany.

THIRD YEAR.

1 Rhetoric.	1 Elocution.	1 Practice.
2 Practice or German	2 C Geometry.	3 B Geometry.
3 B Physics.	3 A Physics.	4 German.
4 General History.	4 Practice or German.	5 American Literature and English History.
6 Practice or Latin.	6 Practice or Latin.	
7 Music.	5 Amer. Literature and Eng. History.	6 Latin.

FOURTH YEAR.

2 Psychology.	1 Geology.	1 A Drawing.
3 A Geometry.	2 Political Economy.	3 Ethics.
4 Latin.	4 English Analysis.	4 Astronomy.
5 Physical Geog.	6 Logic.	6 Civics.
7 Eng. Literature.	7 B. Pedagogy.	7 A Pedagogy.

Bookkeeping and Vocal Music every term; one grade in each required in order to graduation. English Composition once a week during the first year; this note applies to both foregoing courses.

PROFESSIONAL COURSE.

Fall Term.		*Winter Term.*		*Spring Term.*	
HOUR.	STUDY.	HOUR.	STUDY.	HOUR.	STUDY.
1	A Grammar.	1	A Arithmetic.	1	A Geography.
2	Psychology.	3	Practice.	3	A Reading.
3	C Pedagogy.	4	A Drawing.	4	School Law.
4	Practice.	5	D Pedagogy.	6	Practice.
6	A History.	7	B Pedagogy.	7	A Pedagogy.

PRACTICE TEACHERS.

Table showing at what hour the practice teachers from the various courses are expected to do their work:

Fall Term.		*Winter Term.*		*Spring Term.*	
HOUR.	COURSE.	HOUR.	COURSE.	HOUR.	COURSE.
1	English.	1	English & German.	1	Latin.
2	Latin.	2	English.	2	German.
3	English.	3	Professional.	3	English.
4	Profess'al & Eng'h.	4	Latin.	4	Latin.
6	German.	6	English & German.	6	Professional.

PREPARATORY COURSE.

Fall Term.		*Winter Term.*		*Spring Term.*	
HOUR.	STUDY.	HOUR.	STUDY.	HOUR.	STUDY.
1	C Geography.	1	D Grammar.	1	Botany.
2	C History.	2	C Reading.	2	C History.
3	C Penmanship.	4	C Arithmetic.	3	C Grammar.
4	D Arithmetic.	6	English Composition.	4	C Reading.
7	Physical Training.	7	Spelling.	6	Element'y Algebra.
5	Spelling.			5	Spelling.

PROGRAM OF RECITATIONS—FALL TERM.

1			A Gram.	A Phys.*	C Geog..	C Draw.	Arith....	B Hist.*		A Arith*	Book K..	K. Latin		Rhetoric		
2	Psychol				A Geog.*		Hist.....	C Hist...	B Arith.	C Alg..			C Germ.			
3		B Ph'ics.	B Gram*	Botany *	B Geog..	B Draw.	Draw....			A Geom.	Penman	H Latin.	F Germ.	Eng. Auth.	C. Ped.*	
4							Physiol	G'l Hist.	D Arith		Penman	B Latin.		B. Read.		
5					Phys. Geog.							K Latin.	I Germ..		E Ped...	
6		Chem....					Gram ...				Phys.Tr.	E Latin.				
7							Music...	A Hist *					Phys.Tr.	Eng.Lit.		

WINTER TERM.

1		Geology.	D Gram.	A Phys.*	A Geog.*		Arith...	A Hist ..		A Arith .	Penman	J Latin .		Elocut'n		
2	Pol. Eco		B Gram				Hist			C Geom..		G Latin.	E Germ.	C Read..		
3		A Ph'ics			B Geog.*	C Draw..	Draw....			B Alg. .	Penman		H Germ.			
4			Eng.Als.			A Draw*	Zool.....	B Hist..	C Arith..		Book K:*		B Germ.	B Read.*		
5						B Draw.		B Eng. Hist.				J Latin..		B Am. Lit.	D Ped..	
6	Logic . .			A Zool...			Gram....				Phys.Tr.	D Latin.		Eng. Comp.		
7							Music....						Phys.Tr.		B. Ped.	

SPRING TERM.

1			A Gram*	B Bot.*	A Geog..	A Draw..	Read			A Arith*	Penman			Phon. & W.A.		
2		B Ph'ics*			B Geog.*	B Draw..	Hist.	C. Hist .*		A Alg....			G Germ.	Elocut n		
3	Ethics ..		C Gram.	B Zool..*	C Geog.*	C Draw*	Draw. ..			B Geom.	Penman	F Latin.	D Germ.	A Read..		
4		Astr'my	B Gram*	A Phys.*			Physics	B Hist..*		C Alg. *	Book K*	J Latin..	A Germ	C Read..		Sch.Law
5								A Eng. Hist				J Latin..		A Am. Lit.	C. Ped..	
6							Gram....		Civics ..	Ele. Alg.	Phys.Tr.	C Latin..				
7				A Bot....			Music...						Phys.Tr.		A Ped.	

SYLLABUS OF WORK.

PSYCHOLOGY AND POLITICAL ECONOMY.

H. W. EVEREST.

Psychology. This class is assigned to the fall term of fifteen weeks, and the class will be occupied with Schuyler's Empirical and Rational Psychology. Students generally should not enter this class till they have reached the Senior year. The study of applied psychology is mainly given over to the classes in pedagogy; it is the purpose, in this class, to conduct a broader and more thorough study of psychology as a science. The teacher should not be content with a few disconnected topics; he should study the whole subject. Here, if anywhere, "a little learning is a dangerous thing."

Logic. This science is a subordinate part of psychology, but a part worthy of special development. Of course, all studies give exercise in practical logic, but all of them would be helped by a systematic study of the art of correct reasoning. Logic suffers disparagement just as grammar does; we can talk without grammar, and so we can reason without a knowledge of logical principles. If the teacher is to train mind in the art of reasoning, he must know something about this science.

This study will occupy the second term of the Senior class, and Jevon's Lessons in Logic will be the text-book.

Ethics. This study will be taken up during the third term of the Senior year. Instruction will be given in the form of lectures. This branch properly follows psychology, and if moral law is higher than any other law, then

this science is of the highest rank. The teacher is, of necessity, a teacher of morals; and he is poorly qualified to take charge of a school and answer the many questions that will come up, unless he has paid a good deal of attention to the principles of this science.

Political Economy. This study is assigned to the Second term of the Senior year. The text-book will be Elements of Political Economy by J. Lawrence Laughlin. No one who is training American youth for citizenship, and who would guard them from the poison of social heresy, should be without a knowledge of this subject.

The library of the University is well supplied with books on all these subjects, giving the means for outside reading and original investigation.

DEPARTMENT OF PHYSICAL SCIENCES.

D. B. Parkinson.

PHYSICS—*Avery.*

The new building soon to be completed, will contain, among other valuable additions to the efficiency of the institution, a *Physical Laboratory*, constructed and equipped in the most modern and approved manner. Two rooms are set apart for this purpose,—one for recitations, the other for laboratory work. It is reasonable to expect that the character of the work done in this department will be more satisfactory than ever before.

Two terms are given to the study of physics. The method adopted is inductive, in part; but this plan is not rigidly enforced. From a pedagogical point of view it is considered more valuable to the student to happily combine the old and the new methods than to use either exclusively. Since those who go out to instruct in this

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branch of science must necessarily be limited in their equipment for laboratory work, it is thought wiser to adopt a method in this school that will not be too unlike the one these teachers must of necessity employ.

The institution has had good reason for being proud of its large assortment of physical apparatus. This will be much enlarged and improved in the near future and will be freely used in exhibiting phenomena, developing principles, and verifying laws peculiar to physical science.

CHEMISTRY—*Remsen.*

The new building will provide the same excellent facilities for the work in *chemistry* as it will for that in physics, and the method of instruction will be largely the same.

The subject of chemistry is introduced by a number of experiments, performed by the pupil, which exhibit the peculiarities of chemical action.

The distinction between elementary and compound substances is made. This is followed by a study of a number of elements, especially those which are the constituents of some of the more common substances, giving special emphasis to their physical and chemical properties, their occurrence, preparation, etc.

The laws of chemical combinations are then introduced, with the atomic weights, combining weights, valence, etc. The study of chemical equations with factors, products, etc., is introduced quite early in the course. This is followed closely by a discussion of acids, bases, and salts. By this preparation the student is able to study the elements by groups, such as the chlorine group, the sulphur group, the carbon group, and other groups; giving special attention to properties, tests and compounds. The "Periodic Law" is studied with the care it deserves.

The latter part of the term is given to a short course in Organic Chemistry and to Qualitative Analysis.

Two hours per day for a term of fifteen weeks is the time allotted for this science.

GEOLOGY—*LeConte.*

The study of geology is made in the natural divisions: first, dynamical; second, structural; third, historical.

After studying the subject in a more general way the student is expected to give special attention to the local geology of his region, particularly to that of his own county. The State "Geological Reports" are freely used in this work. The library of the institution has complete sets of these reports.

MINERALOGY.—*Foye.*

The study of geology is supplemented by a short course in determinative mineralogy. This is strictly laboratory work. Besides having the use of a choice selection of minerals of a general character, the students have the advantage of complete scales of hardness, fusibility, crystallization, fracture, and cleavage.

ASTRONOMY.—*Young.*

Because of the limitations of time the study of astronomy is largely descriptive; enough of the mathematical part is introduced to explain the methods of calculating dimensions, distances, velocities, orbital movements, etc.

The institution has an excellent telescope, which is freely used, and students are expected to make sketches of their observations; particular attention being given to the study of the moon's surface, the phases of Venus, Jupiter and his moons, Saturn and his rings, and the spots on the sun. The study of the principal constellations receives due attention.

Special emphasis is given to the true scientific spirit which all students of the science should possess; also, to a correct conception of the relative positions and movements of the members of the Solar system.

DEPARTMENT OF MATHEMATICS.

SAMUEL E. HARWOOD, Professor.
SAMUEL B. WHITTINGTON, Associate.

The work of this department is to accomplish three general purposes:

1. To give a mastery of the processes and forms of expression in the several subjects.

2. To present the history and pedagogy of each subject. This is the chief value of any branch in a normal school.

3. To show the value of each subject in its relation to practical or business life.

To accomplish these purposes, three divisions of mathematical science are used: arithmetic, algebra, and geometry.

ARITHMETIC.

Two preparatory classes are provided for those who may not be ready to enter upon the review required by the regular Normal class B.

Class D.—This class will use White's Arithmetic, and study as to accuracy in operations and forms for expressing the following:

1. Fundamental processes.
2. Properties of numbers and factoring.
3. Fractions: Common and decimal.
4. Compound numbers.
5. Metric system.
6. Ratio and proportion.

Class C—This class will continue the work of the preceding, using these:

1. Percentage and its applications.

   Profit and loss.
   Stocks and bonds; premium and discount.
   Commission and brokerage.
   Insurance.
   Revenue and taxes.
   Interest: Simple, annual, and compound.
   Partial payments, discounts.
   Simple exchange.
   Equation of payments.

2. Partnership.

3. Roots.

4. Mensuration.

Class B. (*First Term.*)—A thorough review of the subject will be attempted.

The work will aim to secure a full knowledge of principles, processes, and forms for expressing work.

A search for the *why* will be required.

Questions of mind activity and consequent pedagogy will be incidental.

Class A. (*Second Term.*)—This term is given entirely to method work in number and form, and the history of arithmetic.

The relation of these topics to other branches, their general method—the principles of mind and pedagogy that control in the teaching process, the preparation of plans for special lessons, and the actual experiment with these plans in the training school are the phases of work attempted.

ALGEBRA.—*Wentworth's Elements.*

Class C. (Fourth Term.)—To simultaneous equations.

Outside illustrative and test work.

History of algebra. Its pedagogy.

Class B. (Fifth Term.)—To logarithms.
As above, in other phases.
Class A. (Sixth Term.)—Finish. Other work as above.

GEOMETRY.—*Wentworth.*

Class C. (Eighth Term.)—To Book III.
History and pedagogy.
Class B. (Ninth Term.)—Finish plane geometry.
Class A. (Tenth Term.)—Solid geometry.

In algebra, in addition to ordinary processes and relations, the pupils are led to see its value in training for generalizing.

One term will be taught in the preparatory course. The work will cover algebraic notation, fundamental processes, the equation, and the application of axioms. Familiarity with these elementary forms will be the aim.

In geometry, the process of reasoning is emphasized. The demonstration is made not so much for the "Q. E. D." as for discipline in analysis and formal statement of steps by which the conclusions are reached.

Many texts are used for reference, so that additional forms of presentation may be secured and compared.

HIGHER MATHEMATICS.

Classes in higher mathematics will be formed as demanded.

The department has a handsome transit and other surveyor's instruments.

Analytical geometry and calculus can be had, if a sufficient number desire them.

LATIN AND GREEK.

C. E. ALLEN.

LATIN COURSE.

This department of Latin provides a course designed to furnish the student with such instruction as will fit him for the work of teaching the languages in the high schools of the State, or for entrance to the college and university.

As a training course for teachers, special attention is given to the principles underlying the structure of the language; the leading facts and rules are taught from the Latin text, and the student discovering the principle for himself, remembers it, and is able in turn to teach it to others. A particular study of methods of teaching, with a general but thorough review, concludes the work of the last term in the course.

The *Roman* method of pronunciation is used.

LATIN ELEMENTS.—"*First Latin Book*," *Collar and Daniell.*

FIRST TERM (K).—Declensions and conjugations; colloquia and anecdotes; daily translations from English into Latin, and from Latin into English; fundamental rules; easy reading lessons.

LATIN ELEMENTS (*Continued.*)—*Collar and Daniell.*

SECOND TERM (J).—Formation, derivation, and analysis of Latin and English words; the subjunctive and its uses; rules of syntax; reading lessons containing fables and stories from Roman history.

CÆSAR DE BELLO GALLICO.—*Harkness' Cæsar and Grammar.*

PRACTICAL LATIN COMPOSITION.—*Collar.*

THIRD TERM (I).—Life and character of Cæsar; general description of Gaul; war with the Helvetii, conspir-

acy and fate of Orgetorix; Cæsar's speech to the Helvetian legate; war with Ariovistus, the leader of the Germans; constant use of grammar; rules of syntax; prose composition; sight reading.

CÆSAR DE BELLO GALLICO (*Continued.*)—*Harkness and Harper.*

FOURTH TERM (H.)—War with the Belgæ; war with the Germans; accounts of early nations; German mode of warfare; bridge over the Rhine, and crossing into Germany; invasion of Britain.

Review of grammar; style of Cæsar; prose composition; sight reading.

SALLUST.—*Harkness and Harper.*

FIFTH TERM (G).—Life of Sallust; Lucius Catiline—his character, conspiracy, and confederates; time, cause, and circumstances; fate of allies and of Catiline; views of Cato, of Cæsar, and of others; results upon the Roman government; style of Sallust; prose composition; sight reading.

OVID.—*Allen and Greenough.*

SIXTH TERM (F).—Selections from the metamorphoses; mythology; life, style, and writings of Ovid. Latin prosody; scanning; prose composition.

VERGIL; ÆNEID.—*Greenough and Kittredge.*

SEVENTH TERM (E).—Life of Vergil; hero of the poem; causes of the Trojan War; overthrow of Troy; mythology; early history of Carthage; accounts of principal characters. Prosody; scanning; prose composition; sight reading.

VERGIL; ÆNEID (*Continued*). *Greenough and Kittredge.*

EIGHTH TERM (D).—Journeyings of Æneas; settlement in Thrace, and in Crete; accounts of Delos, Scylla, Charybdis; Helenus and Andromache; death of Anchises;

sojourn in Carthage; departure of Æneas; death of Dido. Essay; scanning; sight reading.

CICERO IN CATILINAM.—*Harkness, and Allen and Greenough.*

NINTH TERM (C).—Outline of life and character of Cicero; birth and character of Cataline; the Catalinian conspiracy; the allies; origin and cause of the conspiracy; fate of Cataline and leaders. Both literal and liberal translations; the style of Cicero; prose composition.

CICERO: PRO ARCHIA, PRO LEGE MANILIA.—*Harkness, and Allen and Greenough.*

TENTH TERM (B).—Cicero as a defender. Life and character of the poet Archias; Roman laws of citizenship; result of the trial. History of Pompey; Roman laws; history of Rome; selections from other portions of Cicero for sight reading. Review of grammar; Latin composition.

VERGIL: ÆNEID.—*Greenough and Kittredge.*

ELEVENTH TERM (A).—Journey of Æneas from Carthage to Sicily; games in honor of Anchises; visit to the sibyl; descent into Hades. Selections from the Eclogues and Georgics. General review.

GREEK COURSE.

Two years is the time assigned for the work of this department. A careful drill in grammatical forms and structure of the language, with practical work in the derivation and formation of words, aided by translations constantly increasing in difficulty, lays the foundation for subsequent work in the writings of Xenophon and Homer.

"The Beginner's Greek Book," by White, is the textbook for the first year's work, which, with its copious vocabulary and exercises, together with eight chapters

of the Anabasis, prepares a student for more rapid reading of the same text during the fourth term. The Memorabilia of Socrates and the first three books of the Iliad complete the work of the course. *Goodwin's Grammar* is constantly in use in connection with the reading.

GERMAN.

HANS BALLIN.

The English-German course has nine terms of German. Pupils who have had no previous training in this language may enter this course at the fall term. Graduates will have acquired a fair knowledge of German; they will be enabled to use it to advantage in ordinary conversation; they will appreciate the beauty of the language by a goodly acquaintance with its poetry and best prose writings of its foremost thinkers and poets.

Collar's Eysenbach's graded German Lessons is the text-book for the first two years of this course. A good deal of supplementary reading is taken up from the Third Book, Eclectic Series (Drittes Lesebuch) during the first year. Composition work is resorted to frequently, thus enabling the pupil to make use of the acquired vocabulary. Light poetry is committed to memory; especially, German songs are taught, and they are sung by the class.

During the second year the scope of the work is considerably enlarged. The Fourth Reader (Viertes Lesebuch) is much used, and with the pupil's advanced knowledge of grammar and words, the compositions become more difficult. Part of the lessons are wholly conducted in German.

The third year the pupil studies literature, especially the great masters. Klemm's Literaturgeschichte serves as a good guide, but the best writings of Lessing, Schil-

ler, Gœthe, Heine, Rueckert, etc., will be read and studied.

It is intended that this course shall fit the students for entering the best universities of this country. Graduates will also be enabled to teach the language in preparatory or high schools.

PEDAGOGY AND SCHOOL LAW.

JAMES KIRK.

(E.)—The work of this term pertains to the organization and management of ungraded schools, and is discussed under the following heads:

Necessity for the public school; the functions of the school; what the school ought to accomplish.

The Teacher.—The teacher's qualifications; necessary preparation for his work; means of advancement in his profession; his relation to school officers; his relation to patrons and the community.

The School.—The school-house and grounds; furniture and apparatus. Preparation for beginning the term; temporary and permanent organization; program; rules and discipline; school records.

The Recitation.—Objects of the recitation; ends to be attained; preparation by the teacher; preparation by the pupil; method of conducting recitations.

(D.)—Elementary psychology. Study of activity as sensation, perception, conception, memory, imagination, reason, judgment, feeling, and volition.

(C.)—Consideration of general hygiene and physical exercises. Development of intellectual activities at different ages. Effect thereon of different branches of study. Particular education of the senses. Culture of memory, imagination, judgment, and reason. General method.

Special method. Diversity of character and formation of habit. Culture of sensibility and will as elements of character. Motives.

(A) and (B).—History and Philosophy of Education. The work of these terms is based on "Philosophy of Education," by Rosenkranz, and follows the outline suggested by the author.

PRACTICE TEACHING.

Three terms of practice in teaching are required, usually, of all who complete the course of study This teaching is done under the supervision of experienced training teachers. Each pupil teacher assumes the entire charge of a class, and is responsible for its progress in one subject for the term. He is required to prepare in advance plans of work for the week. These plans are corrected and criticised by the training teacher in charge. All classes are under constant supervision, and friendly criticism and advice is given daily.

Teachers' meetings are held weekly, at which the work of different grades, methods of school management, and the application of pedagogical principles are freely discussed.

On entering upon his work in the training school, each pupil teacher is required to present to the superintendent a recommendation from the instructor in charge of the department under which the subject that he is to teach is classified.

Practice teaching will be required at the time designated by the superintendent of the training school, but this time will correspond, usually, to the time assigned to this work in the course.

The time given to the study of our school law is sufficient to enable the capable student to know the text, with something of its history, and to understand the principles on which it is based.

DEPARTMENT OF HISTORY.

ARISTA BURTON.

AMERICAN HISTORY.—*Montgomery.*

The Normal course of study requires two terms of American History. The B work includes discoveries, colonial development, the Revolutionary War, the formation of the national constitution, and down to the beginning of the Civil War.

The A division extends from the beginning of the Civil War to the present time; method work will be considered in the A class. Current topics one day each week.

GENERAL HISTORY.—*Myers.*

One term is given to this study. The first half of the term is given to Grecian History and its connection with Persian and Egyptian History. The remaining half is devoted to Roman History, and the progress of civilization down to modern times.

ENGLISH HISTORY.—*Montgomery.*

Two terms are devoted to English History. The first term covers the period as far as to the house of Stuart; the second term completes the book. The object of two terms is to give ample time for collateral reading in the library. A thorough knowledge of English History is necessary to a complete course in American History.

PREPARATORY HISTORY—*Eggleston.*

One term. This work is designed to fit pupils for the Normal course. It requires narration, biography, and map-drawing. In this department students are encouraged, by the assignment of special topics, to read a good deal in the library. The main object of history teaching is to make good citizens, not historians.

American History, both A and B, comes every term. Preparatory History every term.

General History, fall term.

English History, winter and spring terms.

GRAMMAR.

MARTHA BUCK.

Two terms in the Normal department have grammar as one of the required branches.

Before entering these classes pupils pass an examination equivalent to that for a second grade certificate.

The aim is twofold: To obtain a mastery of the topics studied, and clear ideas of how to teach them to others.

One day of each week is free from any assigned lesson. Each class is allowed the time for questions upon any points not understood, or upon how to teach any point.

The first term is given to the simple sentence in all its varieties, with its proper capitalization and punctuation. As the elements are studied, the parts of speech of which they are composed are reviewed, with their properties and inflections. The value of each principle as a guide to correct English is tested as it is applied in answering the questions asked by the class. The composition in this term's work consists in expressing the given thought in a variety of forms, thus gaining a ready command of our language.

The second term's study is given to compound and complex sentences. In this term abridgment is treated and its grammatical changes noted, with the principles which underlie them.

The remainder of the term is used in a special study of methods. This work begins with the first language

lessons, and takes up grade by grade through grammar to the close of a high school course. What is suitable to each grade, and how to adapt the teaching to the capacity of the pupils, are the central points for consideration. Thus a complete review of both language and grammar is incidentally obtained.

In addition to the work indicated above, a term is used for English analysis. The difficult points in grammar are studied. Entire compositions are analyzed logically, the line of thought discerned, and the logical sequence of paragraphs or sentences perceived. The principles of rhetoric are applied in a rhetorical analysis, and the principles of grammar in a grammatical analysis of the same composition.

DEPARTMENT OF ENGLISH LITERATURE, RHETORIC AND ELOCUTION.

H. W. SHRYOCK.

READING.—*New Franklin Fifth Reader.*

(C)—This is purely practice reading in connection with the principles and elements of speech.

Orthoëpy, articulation, syllabication, and accent will receive due attention.

Definition work: Oral elements, how produced; organs of speech, how used; classification of the oral elements.

Biography: This will be thoroughly studied.

(B)—Elements of speech, with phonic spelling, orthography, articulation, syllabication, accent, emphasis, slur, inflection, pause; management of breath, management of the body; classes of ideas; organs and breathing, voice and speech, voice building, cultivation of voice and manner of utterance; physical culture combined with vocal culture.

(A)—Methods of teaching beginners; alphabetic, phonic, and word methods considered; faults in teaching beginners pointed out; apparatus to be used in class teaching; qualifications of a good teacher; study of the adaptation of folk stories to the needs of the child; methods of teaching advanced pupils discussed; thought analysis, classification; pronunciation; diacritical work considered; special attention given to biography of authors, and elements of English literature.

Books used: Scudder's Folk Stories, Robinson Crusoe, Rime of the Ancient Mariner, Webster's Bunker Hill Address, Bailey's Essentials of Reading.

PHONICS, ORTHOGRAPHY, AND WORD ANALYSIS.

Phonics. First half of the term. Sounds of the vowel and consonantal elements; the rules for particular sounds, together with exceptions.

Use DeGarmo's "Dictionary Work," and Webster's Inter-National Dictionary.

Word Analysis, last half of the term.

RHETORIC.—*Genung.*

The general plan of the work is based upon a recognition of the fact that the higher qualities of style, such as wit, pathos, sublimity, etc., are incommunicable. The student's efforts are largely directed to the acquisition of a clean, straightforward English; to this end we use Genung's Outlines of Rhetoric. In order, however, that the pupil may be brought into sympathetic appreciation of the graces of rhetoric, the regular work is supplemented by a study of a number of masterpieces of English prose style. In this supplementary work, Genung's Handbook of Rhetorical Analysis is used.

ENGLISH LITERATURE.—*Painter, Hawthorne, and Lemon.*

One term is devoted to the study of American literature; recitations of text, and readings by teacher and students from Bryant, Longfellow, Whittier, Holmes, Irving, Emerson, Hawthorne, and others. The different epochs of American political history are studied in regard to their influence upon the formation of literature.

The term's work is supplemented by criticisms in style, and an essay on American literature.

Two terms are given to the study of English literature; recitation of text, and readings by teacher and students from Chaucer, Spenser, Shakespeare, Milton, Bacon, Dryden, Goldsmith, Johnson, Dickens, and others. English history is studied in connection with English literature, so far as the different epochs of political history influence the literature.

The work during these terms is supplemented by essays on authors and their works, book-reviews of Shakespeare's plays, and criticisms in style.

In addition to the course outlined above, two weeks' time will be given to special study in each of the following: Science of English Verse, Fiction, the English Essayists (Macaulay, De Quincy, Carlyle), Merchant of Venice, Paradise Lost, Marble Faun.

ELOCUTION.—*Hamill.*

Review of the elements of speech, with vocal culture expression considered; agencies of delivery, voice, and action; forms of voice; attributes of voice—quality, force, stress, pitch, time, etc.; exercise in breathing; organs of breathing, voice, and speech illustrated by casts; action; cultivation of manner; class drills in gesture, attitude, and facial expression; sources of power in delivery; style of orators; methods of instruction.

ART ROOM.

GYMNASIUM

NATURAL HISTORY AND PHYSIOLOGY.

GEORGE HAZEN FRENCH.

BOTANY.

While only one term is to be given to this branch in each of the two courses of study as heretofore, the new program of recitations provides for two consecutive hours of work. For the reason that most of the pupils when they come here have no knowledge of botany, the text book used will be such as will give them a general knowledge of the subject, and the class-room work will be such as will fit them to teach botany in any of the grades. A large part of the recitation work, however, will be regular biology work, thus giving the pupils some knowledge of the methods of study and investigation now in use in the best schools of the country. This laboratory work is intended to take the place of the A Botany work of the "Scientific Course" as published in the "Twenty-First Annual Catalogue," giving this work to all who take botany in either of the courses instead of confining it to the few as has been the case.

Each pupil will be expected to do the work, provide his own material for study when it can be had here, and supply himself with a note book in which he is to keep a record of all his laboratory work. These notes are to be written up at the time the work is done. In short, while the pupil will not be expected to complete in the two terms devoted to Botany and Zoology our best text-books on Biology, it is intended that the laboratory work done under these two studies will fit him to take charge of classes in biology in any of our High Schools.

ZOOLOGY.

The same course is to be pursued here as in Botany, giving a pupil, by the study of a text book, a general

knowledge of the subject of zoology, with suitable recitation in it; but it is intended to devote a large share of the two consecutive recitation hours set apart for this study in the program of recitations to laboratory work. Like the botany work, this is intended to take the place of the A Zoology work of the "Scientific Course" of former catalogues. It is to be regular biology work in which the pupil is to do the work. As far as possible the pupil is to get material for work, and is to prepare all his chemicals for tests, reagents, and stains, the school furnishing the material from which they are made. As in the laboratory work in botany, all notes are to be written up in the class as the work is done.

PHYSIOLOGY.—*Tracy.*

The first few lessons are given from the skeleton, after which the text book is taken. Compound microscopes are used through the term for histological study, and charts, models, and skeleton are used for illustration. A regular course in dissection is given to more fully illustrate the study than can be done with charts and models.

GEOGRAPHY.

INEZ ISABEL GREEN.

GEOGRAPHY.—*Frye.*

In the Normal course of study two terms are required in geography. In addition to this, one term is given to preparatory work for such pupils as are not able to enter the normal proper.

FIRST TERM (B).—The topics under consideration in this term are those embraced under the head of mathematical geography; such as circles of situation, zones,

latitude, longitude, movements of the earth, and effects of these, etc.; the relations and influences of the sun upon the earth; climate, distribution of heat and moisture, wind, ocean currents, etc.; continents, in respect to their physical features. A concept of the earth, with all the factors of structural geography, organically arranged, being the basis of political geography, this constitutes the fourth step. Most of the work in this division is spent on the western hemisphere.

SECOND TERM (A).—The work of this term is somewhat similar to work in first term, except that special study is given to the countries of the eastern hemisphere. The latter part of the term is more especially devoted to discussion of methods of teaching geography. Attention in both divisions given to map-drawing and map-molding.

PHYSICAL GEOGRAPHY.—*Appleton's.*

The various phases of nature, as exhibited on the earth, in the air, or in the water, and their simple or complex relations to one another, are considered from the standpoint of physical geography. The relations of this globe to other heavenly bodies, its shape, its motions, the manner in which light and heat are received from the sun; the effects produced by the disposition of land and water, by relief, by climate, and by abundance of rainfall, upon the distribution of animals and plants, or the results of this distribution upon the welfare of the human race, etc.

The topics under consideration are as follows: The celestial sphere; constellations; definitions and explanations. General survey of the Solar system; the physical and chemical constitution of the sun. The moon, its dimensions; orbit; rotation; phases; physical conditions, eclipses. The tides. The motions of the earth; changes

in the orbit; measurements of the surface, size and shape of the earth; mass of the earth; determination of latitude and longitude; atmospheric and oceanic movements. Terrestrial magnetism; cosmogony; secular cooling of the earth; secular changes of climate; geographical biology, etc. This study will come in the Fall term—fifteen weeks.

DRAWING.

MATILDA F. SALTER.

TEXT-BOOK.—*Prang's Books of Art Education.*

DRAWING (C).—Shorter course, Introductory Book and Books IV-V.

The first term's work is entirely freehand, and enables the pupil to make working drawings from blocks and from objects, showing one and two views; gives him a clear idea of drawing simple objects, cylindrical and rectangular in form, and of the arrangement of groups showing two and three objects; helps him to understand the modification of geometric units and their combination in design, also the drawing of leaves from nature, their conventionalization and application in design. Drawings are made on the blackboard, from dictation. Afterward the pupil is required to make these drawings in his book, and also to write dictation exercises.

The study of color is taken up and the pupils are taught to distinguish the different colors and to paint simple forms from nature.

Work in clay is also given and the type forms and similar objects are modeled.

DRAWING (B).—Complete course, Books VII-X. Geometrical problems are introduced, and the construction work is made largely instrumental.

The subject of historic ornament is studied during this term. The characteristics of the different styles are taught, and illustrations of the different forms shown.

DRAWING (A).—Work in light and shade; drawings made first from blocks and objects, and then from casts. Considerable attention is paid to blackboard work, the drawings being largely illustrative. The object is to enable the pupil to use the blackboard in the school-room with ease and rapidity.

Four week's time is devoted to methods, which include the reasons for the study of drawing, a review of the plan of work for the different grades, and suggestions for teaching.

DEPARTMENT OF PHYSICAL TRAINING.

HANS BALLIN.
MARY CALDWELL.

The Aim of the Work.

The great attention which is paid to the physical development of the young in our common schools, all over the land, makes this instruction necessary in the training of teachers. Educational gymnastics is taught, not athletics and sports. Pupils of this Normal school become acquainted with a method and system of culture which they can employ in the performance of their duties as teachers of the young. This system of gymnastics is wisely devised, and does not ask too much of any one capable of sustaining the physical demands of the profession of teaching, while at the same time those entering these classes derive great benefit in building up their own physical forces. Many young men and young women coming to school are greatly in need of this physical im-

provement. Many a teacher has utterly failed in his professional work from a lack of physical strength, or, rather, because he has not been taught to care judiciously for his health and strength through bodily exercise. It is furthermore the aim of the school that its pupils shall leave in a more robust and vigorous condition then when entering. They shall take with them not only a store of knowledge and enthusiasm for the profession, but also be physically able to carry out the work for which they have prepared themselves. They shall carry with them into every town and neighborhood not only the noble thoughts of modern education, but they shall also incite the youth in their schools to a healthful physical activity. This school is fully alive to the peremptory demand which modern educators are making for physical training. It has provided two teachers for this branch of instruction, and has within the last year equipped in the most elaborate manner the gymnasiun, so that all may be benefited by a most thorough training, and in their turn may be able to make similar provision for the schools they may have in charge.

We once more draw special attention to the fact that only educational gymnastics for the common-schools is taught; such exercises as girls from six to sixteen are capable of executing. Hence, almost without an exception, those who enter the normal department are capable of taking the exercises.

Course of Study.

The course of study consists of practical and theoretical work; the first term will be given to practical work in the gymnasium; during the second term, instruction in hygiene, physiology of exercise, school sanitation, and history of gymnastics will be given in addition to the practical work of the gymnasium. In the third term,

ample opportunity will be given for students to instruct classes of the normal department and children of the model school. Only those who have finished three terms in a satisfactory manner will be granted a passing grade.

PENMANSHIP AND BOOKKEEPING.

MARY CALDWELL.

PENMANSHIP.

Our aim is to form a hand-writing plain and legible, which shall be written quickly and with ease. To accomplish this, the muscular movement alone is taught, and daily practice upon movement exercises required.

Each letter is studied separately, and particular attention is paid to the manner of connecting one with another.

Drill in writing upon the blackboard is a special feature; loose paper is used for practice, and individual copies are set. Methods of teaching children to write are discussed in class, and definite instruction given.

BOOKKEEPING.

In the English Course, pupils receive instruction in the forms of business papers in common use, and in single entry.

In the English-Latin or German course, pupils, in addition to the above, do work in double-entry, and give particular attention to shipments. In the working up of sets, the students use the day-book, journal, cash-book, and ledger. Neatness and accuracy in work are insisted upon.

CIVICS.

S. B. WHITTINGTON.

Fiske's text book on Civil Government is used. Particular attention is given to the development of the idea of government as the needs of man have evolved it, "not simply describing our political institutions in their present shape, but pointing out their origin, indicating some of the processes through which they have acquired their present shape, and thus keeping before the student's mind the fact that government is perpetually undergoing modifications in adapting itself to new conditions."

Our own State and local governments are given special attention; the working and practical application of particular enactments are studied more closely in our school laws and decisions.

It is now more generally recognized that the study of the principles of political science is a necessary part of a liberal education. But in a government like our own, where the people govern themselves, is it not true that it is a necessary part of a common school education, since so small a portion of our population receives a liberal education?

In no country can the necessity for a knowledge of the make-up and workings of government be more firmly pressed than in our own, "for here not only do high and low alike elect their own lawmakers and rulers," but they also establish their own constitutions and determine even the fundamental principles upon which they shall be governed. We need no stronger reasons.

VOCAL MUSIC.

GEO. W. SMITH.

Vocal music is practiced and taught so as to give the student a good knowledge of the art and practice of singing, and give instructions in the elements of the reading of music, so that he can conduct the music of a school and inspire the scholars to cultivate and love this refining and ennobling art.

The system used is the NORMAL MUSIC COURSE. Charts are used for class instruction, but each student in this study must be provided with a music reader. This study, more than any other, is to be mastered by following the common saying, "Learn to do by doing."

One term of vocal music is required in order to graduation in any Normal course.

MODEL SCHOOL.

This department consists of eight grades corresponding to the eight grades of the average public school.

In these grades the students of the Normal department do the teaching. This teaching is done under the immediate supervision of the training teachers, namely:

JAMES KIRK, Superintendent.

GEORGE W. SMITH, Training Teacher, seventh and eighth grades.

THEDA GILDEMEISTER, Training Teacher, first six grades.

IRENE FERGUSON, Teacher for first six grades.

COURSE OF STUDY.

STUDIES.	1st Y'r.			2d Y'r.			3d Y'r.			4th Y'r.			5th Y'r.			6th Y'r.			7th Y'r.			8th Y'r.		
Terms.	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Reading	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	.	.	.	*
Lang. and Lit'ture.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	.	.	.	*	*	*	.	.	.
Grammar	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	*	*
Writ'g and Draw'g	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	.	.	.	.	.	.
Writing	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	*	*	.	.	.
Drawing	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	*	*
Geography	.	.	.	.	.	.	*	*	*	*	*	*	*	*	*	.	.	.	*	*	*	.	.	.
History	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	*	*	.	.	.	*	*	*
Arithmetic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	.
Spelling	*	*	*	*	*	*	*	*	*	*	*	*	.	.	.	.	.	.	.	.	.	.	.	.
Science (general)	*	*	*	*	*	*	*	*	*	*	*	*	.	.	.	.	.	.	.	.	.	.	.	.
Physiology	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.	.	.	.	*	.	.
Physics	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	*
Botany	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.	*	.	.	.
Zoology	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.
Physical Training.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Music	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Tuition.

First three grades, free.

All other grades, fall term, $4; winter and spring terms, $3 each.

Syllabus of Work.

In the primary school the studies are more concentrated than they are in the higher grades. No one study excludes the others. Each is included in all, and all in each.

Picture making with pencil and water colors is encouraged throughout all the grades. This is used as a means to express thought. Water-colors have been found to be especially useful in science work.

READING.

FIRST YEAR.—Literature and science work are made the basis for the reading until the first part of the reader is mastered. Then take up a First Reader. Supplementary work frequently introduced.

SECOND YEAR.—An advanced First Reader. Harper's Second Reader. Todd & Powell's. Supplementary work.

THIRD YEAR.—Harper's Third Reader. Todd & Powell's Third. Supplementary work from various sources.

FOURTH YEAR.—Harper's Fourth Reader. Poems. Literature stories.

FIFTH AND SIXTH YEARS.—Entire selections from standard authors are used as the text for reading. Care is taken to develop a love for the best literature, that by this love the child may be guided in his after reading to select the best books. The books used in these grades are Hiawatha, Ruskin's King of the Golden River, Irving's Sleepy Hollow, Lowell's Al Fresco, King Midas, and others of like grade.

SEVENTH YEAR.—The pupils are introduced to the choicest American literature.

The objects of the instruction are: (1) To secure a free and natural expression of the matter read. (2) To implant in the children a love of good literature. (3) To form the habit of pure and noble thinking.

To connect the reading work with the language work, the children are frequently required to reproduce in whole or in part, a written account of what has been read.

EIGHTH YEAR.—The general aims and the plans for carrying them out, in the reading of the seventh year, are followed in the eighth year. The work partakes more of the nature of literary work than in the previous year. More use is made of the pupil's knowledge of geography, history, and grammatical structure than in the seventh grade.

LANGUAGE AND LITERATURE.

FIRST YEAR.—Language is a training that should result in correct and fluent use of English. The first steps toward this end are teaching correct sentence forms and correcting prevalent errors.

The material for this drill is partly furnished by the children as they report daily on the things they see and hear (field observations); and as they retell stories told them. Stories told the first year are: The Old Woman and Her Pig, The Three Bears, The Anxious Leaf, Thanksgiving Story, Christmas Poem, The Animal Band, Life of George Washington, Life of Abraham Lincoln, Jack and the Bean Stalk, Cinderella.

Poems suitable for the first year are: Five Little Rabbits, Pretty Little Cloud, The Secret, Pretty Cow, Days of the Week, May.

SECOND YEAR.—The work of the second year is similar to that of the first, except that the childreu are re-

quired to do more written work. Æsop's Fables, and stories of familiar animals, are used chiefly for the language. Many of these stories are reproduced in writing, but before the children are asked to write, the *forms* of words are made familiar to them, and also such technical points as will be needed to put into correct form the story they are asked to write.

The literature of this year consists of the oral analysis of several poems *recited* by the teacher to the children. Some part of the poem must be remembered and given back to the teacher. Before the end of the year the children are asked to reproduce some of these poems in writing from memory. It is expected that both poems and stories will be held in memory for repetition. Some of the poems used are: January, The Rain and the Flowers, Five Little Chickens, November's Party, and Sweet Buttercup. Stories suitable for the second year are: Dick Whittington and his Cat, Biography of Benjamin Franklin, Æsop's Fables (selected), Sleeping Beauty, The Bird with no Name, and The Hare and the Tortoise.

THIRD YEAR.—Language lessons are carried along on two lines, oral and written. Conversation forms the basis of the first, and dictation exercises and short essays, of the second. The facts for conversations and essays are drawn from observation (field work), books, and talks with friends. To cultivate system in writing, the essays are developed from suggested outlines. Very crude results are accepted at first, if the work is the child's own and his best. The dictation exercises are taken usually from the easier of Æsop's Fables. They are used as form studies.

The written part of the science lessons is done as language; the oral part finds place in any recitation to which the facts are applicable.

The literature of the year is taught by means of the following:

The Village Blacksmith, selections from Alice Carey's poems, and Greek hero stories.

FOURTH YEAR.—Similar work to that of the third, using Reed's Elementary Language Lessons as a text-book, but supplementing the language work with literature work, as before. Robinson Crusoe we find easily adaptable to this purpose.

FIFTH YEAR.—Buck's "Elements of English Grammar" is used as a text-book. Besides this work, two other lines are carried on: (1) Reproduction of stories taken from Bulfinch's Age of Fable, Hawthorne's Tanglewood Tales, and other similar sources; (2) the analysis of poems. This is done under the direction of the teacher while *speaking* the stanzas of the poems, one by one. The graphic mental picture made while reciting concentrates the thought so that the words are readily recalled. Afterwards the poems are written from memory.

SIXTH YEAR.—In the "6th grade" the use of Buck's grammar is continued, and the principles previously learned are applied in the preparation of written work on subjects taught in this grade.

SEVENTH YEAR.—The language work is studied under the following heads: The sentence, kinds; margin, paragraph, punctuation; letter-forms, abbreviations, quotation marks, synonyms, parts of speech and their inflections, structure of the simple sentence, business forms, paraphrasing, and essay writing on familiar subjects arranged in logical order.

GRAMMAR—*Buck.*

EIGHTH YEAR.—The aim of the grammar work is to enable the pupil to think readily in the forms of the correct English sentence.

As the sentence is the unit of thought, so it should be the unit of work for the pupil. Short, easy sentences are studied and enlarged by addition of word, phrase, and clause elements.

All those principles of grammar that affect the use of our language, are thoroughly studied, and much practice in correct use is required. This includes the structure of simple and complex sentences and the study of the modifications and relations of the parts of speech. Frequent exercises are given in composition work.

WRITING.

First Year.—At first the children are given drill in free arm movements by a series graded exercises. These are followed by mere copying of words learned in the reading and other lessons, while practice upon letters is added as soon as the class is prepared for such work.

Second Year.—Special drill on all letters, large and small, in the order of the alphabet. Peculiar joining of letters. Daily drill in free movement exercises.

Third Year.—The small letters in allied groups. Peculiar jointings and words difficult to write. Capital letters in allied groups. Daily exercises in free movement.

Fourth Year.—Continuation of the work of the third year. Write names of persons and places learned in other studies, language, reading, geography, etc.

Fifth Year.—Review the work of the previous year. Knowledge acquired used in copying choice selections of poetry and prose.

Sixth Year.—Analysis of letters and principles. Special attention given to copying correct forms of billheads, notes, receipts, etc.

SEVENTH YEAR.—The aim throughout the year is to have all the work done with the muscular movement, to have the pupils acquire the style of writing which shall be theirs when they are grown, and to be able to arrange in good form the usual papers written in social and business life.

To attain this, there is daily practice upon movement exercises many of which are combinations of the letters.

DRAWING.

FIRST YEAR.—Study of form and color. Type forms used are sphere, cube, cylinder, hemisphere, square prism, right-angled triangular prism, and the tablets derived from them: the circle, square, oblong, semi-circle, and triangle. These types with the forms based upom them, are modeled in clay.

The child is guided in a study of nature and his observations are represented by drawings.

He is also led to express his ideas through the medium of color. The six colors: yellow, red, blue, green, orange, and violet, are taught and simple forms, as the apple and orange, flowers, and leaves, are painted.

Simple stories are recited and the child's imagination is brought into play as he reproduces the story in picture form.

The aim of this work is to train the child's perceptive faculties and to give him a means of expressing his ideas. It is to be a help to him in all his studies and is taught with this in view.

SECOND YEAR.—The work of this year follows the same plan as that of the first year, and the same objects are held in view.

The type forms are the equilateral triangular prism, the ellipsoid, ovoid, cone, and pyramid, with the tablets derived from them, ellipse, oval, and triangle.

THIRD, FOURTH, FIFTH, AND SIXTH YEARS.—The work of these grades consists of the first six books of Prang's Complete Course.

The classes do some clay modeling of fruits, vegetables, nuts, leaves, and flowers.

Regular work in color is done, and among the objects painted are lemons, apples, bananas, radishes, buttercups, tulips, Japan quince, pansies, and butterflies.

Simple designs are also colored.

EIGHTH YEAR.—Prang's Complete Course, Nos. 7, 8, and 9.

Drawing is studied under three heads:

Construction.—Drawings made from objects, showing two and three views, also sectional views. Instrumental work—problems applied in working drawings.

Representation.—Drawings from objects. Arrangement of groups, work freehand. The aim is to teach the pupils to see correctly, and then, by practice, to give them the ability to express what they see.

Decoration.—Drawings of leaves and flowers from nature—arrangement of design.

GEOGRAPHY.

FIRST, SECOND, AND THIRD YEARS.—During the *first two years* many facts taught in language, drawing, and number, constitute the basis of the formal study of geography, which is begun in the third year. Some of these facts are impressions of forms from handling and molding solids; ideas of surface; direction; points of compass; location (place), and position; lines, measures.

In the *third year* the formal study of geography is begun by further developing ideas of color, form, distance, direction, and by reviewing the points of the compass. Distances and lengths are actually measured, and, after much practice with the unit of measure, the

children are tested as to their ability to judge of these by the eye alone.

Plans of the school-room and school-yard are drawn, and the idea of drawing to a scale is developed. Maps of the town and immediate vicinity are made from the children's own observation. The township, county, and state are taken up and drawn in regular order. Frye's Brooks and Brook Basins is the foundation for the work in the latter half of the year.

FOURTH YEAR.—Frye's Primary Geography is the text used, while books of travel and science are placed in the hands of the children.

FIFTH YEAR.—Butler's Elementary Geography and King's Geographical Reader (Second Book) are used as the basis for work in this grade.

SEVENTH YEAR.—The pupils use a complete descriptive geography as a basis of study. The work takes up the notions of position, form, direction, distance, etc., as a means of developing concepts with which to work intelligently when the study becomes one of imagination. Much map drawing is required, and also some supplementary reading from cyclopedias, magazines, etc.

HISTORY.

SIXTH YEAR.—In the sixth year a primary history of the United States is studied with special reference to the manners and habits of the people, the character of individuals, the moral lessons to be gained and the acqusition of stories for use in language lessons. In connection with colonial history Hiawatha and Miles Standish are read. Biographies of noted Americans, such as Washington, Franklin, and Lincoln, are studied. Lines of thought suggested in the history are followed out at home by reading books taken from the library of this department. The text-books used are Eggleston's "First Book

in American History;" Fiske's "War for Independence" (abridged), and Scudder's "Life of Washington."

EIGHTH YEAR.—The objects in the study of history in this grade are: (1) to gain facts; (2) to fix geographical knowledge; (3) to train the memory; (4) to teach the machinery of a republican form of government; (5) to present moral lessons; (6) to prepare for advanced history and for citizenship.

Only those facts should be learned which lead the pupil to a fuller appreciation of his duty as a citizen. Many pupils never go farther in school life than the eighth grade. To these should be given a general understanding of the machinery of government.

ARITHMETIC.

FIRST YEAR.—Conversation lessons for a few days to determine the child's knowledge of number. The child learns to observe "how many" in objects, actions, and sounds. He is led to see a two, a three, or a four of objects in and among other objects. Familiar objects in and about the school-room are used. All the fundamental operations in number below eleven are learned the first year. Denominate tables of same unit value as numbers, learned.

The halves of 2, 4, 6, 8, and 10; the thirds of 3, 6, 9; the fourths of 4 and 8; and the fifths of 5 and 10 are learned.

Counting to 100. Roman notation as found in the First Reader. Signs: $(+ - \times \div =)$ and symbols (figures). Words expressing number, as team, pair, couple, etc.

SECOND YEAR.—Work of first year continued to 36: tables of 2's and 3's completed, and other tables formed as far as 36. Mechanical addition, no column exceeding 9; mechanical subtraction, minuend figures all larger than corresponding subtrahend figures, Rapid work and men-

tal work especially emphasized. Counting, writing, and reading all numbers to 1,000. Roman notation to 50.

THIRD YEAR.—Work of the second year continued to 100. Original problems. Analysis a prominent feature. Fundamental idea of addition and subtraction. Fractional parts.

FOURTH YEAR.—Fundamental idea of multiplication and division. Drill upon reading and writing of *all* numbers. Roman notation completed. Multiplication and division emphasized. Analysis of problems.

FIFTH YEAR.—A text book outlines the daily work, covering, during the year, factors, H.C.F., L.C.M., and fractions.

SIXTH YEAR.—Review fractions, using same text book as used in fifth year. Take up decimal fractions, United States money, the practical side of denominate numbers, and, if possible, begin the subject of percentage.

SEVENTH YEAR.—*White's New Complete Arithmetic.* Numbers of things and their relations are the subjects of study. All statements and analyses should correspond as nearly as may be with the relations of numbers as the pupil sees these relations; that is, no memorizing for memory's sake.

Fractions are taught from the actual division of objects, and the principles governing the operations in fractions shown to be the same as those governing the integral operations.

The winter term's work begins with decimal fractions. The fundamental operations as applied to decimals follow the same principles that apply in whole numbers.

Denominate numbers are studied from measures and weights, which the pupils use in class room, under the direction of the teacher.

The metric system of weights and measures is studied from actual standards. Measurements are made and

practical problems solved. Mensuration of surfaces and solids, the system of land surveys by which Illinois was surveyed, and a general review, occupy the spring term.

EIGHTH YEAR.—Same text-book as previous year. The arithmetic work of this grade begins by reviewing rapidly the work gone over in the spring term of the seventh grade. This review occupies two or three weeks. The work properly begins with percentage. The pupils are brought as near as possible to the real subject of thought. Notes, partial payments, the *problems* of simple interest, stocks, exchange, equation of payments, and analysis are subjects of study.

SPELLING.

About the fifth week of school, phonic work is begun with the first grade and carried through the year. Ten minutes daily.

About the eighth week, spelling is introduced and carried through the year. The words are chosen from all the other lessons and fifteen minutes each day are devoted to the exercise.

The work is conducted somewhat differently in the upper grades, but the general plan is carried through the first four years. After the fourth year, spelling is taught only in connection with the various lessons.

SCIENCE.

Fifteen minutes daily are devoted to general science work in the four lower grades. The subjects chosen are in connection with the literature, reading, or geography lessons; and every sort of science is included.

The following are a few of the subjects treated the past year:

First Grade: Cow, eagle, horse, all domestic fowls, tea, coffee, tobacco, corn, leaves, and leaf-buds.

Second Grade: Clover, dew, cow, horse, candles, and soap.

Third Grade: Coal, corn, wheat, trees, flowers, and leaves.

Fourth Grade: Sponges, coral, pearls, and diamonds.

Besides this general science the second grade is given a very elementary knowledge of the human body, with hygiene as the principal motive.

The third grade is given elementary work in botany, the main object being to teach the uses of the different parts of a plant (root, stem, leaf, flower, fruit). The uses as food, medicine, shelter, clothing, and for manufacturing purposes are also taught.

The fourth grade takes up elementary zoölogy in the same way. The object is to teach the use of insects, worms, birds, and so forth, with the view of preventing unnecessary cruelty to these inferior animals.

The sixth grade uses a text-book in the study of elementary physiology, physics, and botany during each of the three terms of the year, as indicated in the course of study.

Seventh Grade: Botany, *Gray's How Plants Grow.* Spring Term.—While a text-book is used in this work, the principal part of the work is with leaves, buds, flowers, stems, seeds, etc. Excursions are made into the woods near by and many flowers gathered. These are analyzed in a simple way, drawn, and pressed.

Eighth Grade: Physiology, *Stowell's A Healthy Body.* The skeleton, muscles, skin, etc.; digestion, absorption, and assimilation; circulation, respiration, etc., nervous system; special senses, the organs connected with these.

During the first few days the skeleton is studied without the book to give a better basis for the study of the organs of the body.

Zoölogy.—*Tenney's Natural History of Animals.* At first a general idea of the animal kingdom; then mam-

mals, birds, and other classes of vertebrates more in detail; articulata, including insects, crustaceans, and worms.

The objebt is not so much to have the class go through the book as to acquire habits of observation. The classes study animals daily, using the text-book as a guide and the museum for specimens. The pupil's skill in drawing is utilized.

Physics.—*Shaw's Experiments.* One term is spent in the study of a few phenomena which may be illustrated by simple experiments. The pupils observe the experiments and then write out and give in class explanations of (1) apparatus, (2) manipulation, (3) manifestation, (4) conclusions.

PHYSICAL TRAINING.

A quarter of an hour is given each day to physical training.

MUSIC.

A short time each day is given to general instruction in music.

OPENING EXERCISES.

The opening exercises consist of the Lord's prayer, recited or sung, and general talk upon morality, honor, and nobility. These talks are based upon the conduct of the children (either good or bad) noticed each day.

LIBRARY.

The children's library consists of about three hundred volumes of general reading and reference, and about two hundred books in different sets, for supplementary reading.

Books are taken from the library on Friday and kept two weeks, if desired so long. Reports from the reading

are received in any of the recitations in which the facts learned apply.

The librarian watches the development of the children's taste for reading, not forcing to any line of reading, but directing to the best by suggestions and inducements. The books that children read when their taste for literature is forming, constitute one of the chief factors in character building.

LIBRARY.

MINNIE J. FRYAR, *Librarian.*

The University has a complete set of books of reference--cyclopedias, biographical dictionaries, gazetteers, atlases, etc. Some of these are placed in the study hall, or in the several recitation rooms, so that the students may more conveniently consult them at any time.

The library proper occupies a spacious room on the second floor, and contains at present 13,380 volumes, including a professional library for teachers. This number will be yearly increased. Besides the books in cases, the library is supplied with about 100 if the best current magazines and papers, both American and English. To these the students have free access.

Classification and Catalogue.

The books are classified and arranged on the shelves according to Dewey's decimal system. Each book has a class number ranging somewhere between 0 and 999. Of these numbers there are ten general divisions as follows: General works, 000–099; Philosophy, 100–199; Theology, 200-299; Sociology, 300–399; Philology, 400–499; Natural Science, 500–599; Useful Arts, 600–699; Fine Arts, 700–799; Literature, 800–899; History (including Biography, Geography, and Travels), 900–999. Each book bears a label, upon which is written the class number and the first three letters of the author's name. Books having the same number are grouped together and arranged alphabetically by the letters on the lower side of the label.

A card catalogue of authors, titles, and subjects of the books is now complete, and ready for the use of readers. The subject cards index not only the subject-matter of each book as a whole, but also important chapters and parts of books, thus making much that the library contains more useful, because more accessible.

Rules and Regulations.

The library is opened all of each school day, and from 9 to 12 a.m. on Saturday.

Pupils reading in the library are expected to enter the rooms at the beginning of the hour and remain until its close unless excused.

The library is not used as a study room, Normal Hall being a more desirable place for that purpose, unless one needs to consult books found in the library, in preparing for recitations.

Books for general reading may be taken out for one week, and then renewed, provided there is no special demand for them. There are a few volumes, however, that are so constantly used as helps for class work, that they may be kept out for one night only.

Cyclopedias and general reference books, magazines, and other periodicals are not taken by students from the library.

All books taken out must first be charged at the librarian's desk.

When a book is returned it should be left on the librarian's desk, with a slip of paper bearing the name of the person returning the book, on the inside of the front cover.

Students are expected to exercise proper care in keeping as quiet as possible in the library at all times, at intermissions as well as during school hours, that the best opportunity may be afforded for reading and study.

The library has been used very freely during the past year. The number of those drawing books has been larger than during any preceding year. This increase has been very gratifying.

We have a collection of books of which we may well feel proud, and we solicit the help of all students in making it even more useful than it has been in the past.

ADDITIONAL PARAGRAPHS.

The Pledge.

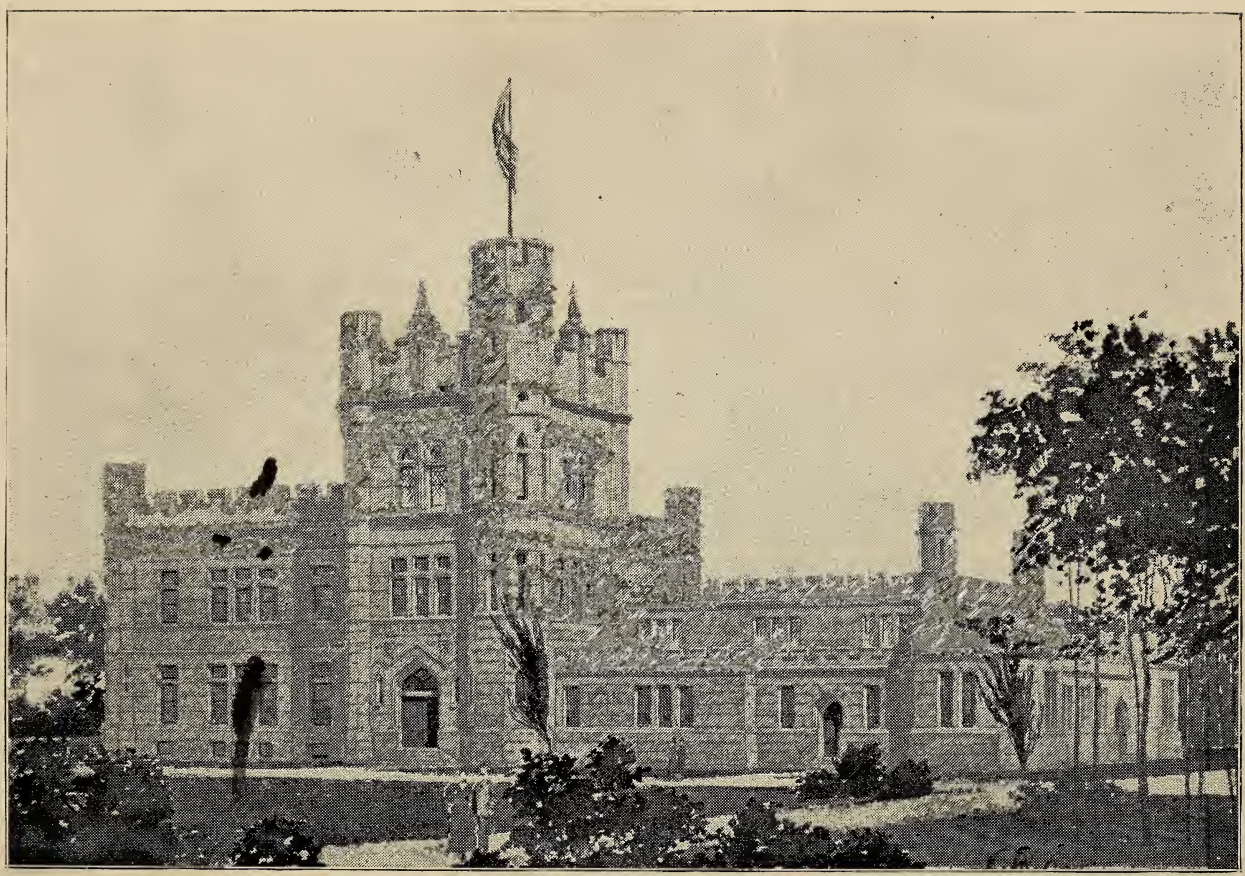
Those who receive free tuition are required to give a pledge to teach in Illinois as many terms as they are students in the University, provided an engagement to teach can be obtained with reasonable effort. This is a serious pledge, and should not be lightly taken. Students are required to report to the President of the University every year till this pledge is fulfilled; and, also, in case they enter permanently any other profession, to refund the tuition so received. Graduates, especially, are required to make an annual report of their work and place of residence.

The following is the form of pledge required:

"In consideration of gratuitous instruction received in the Southern Illinois State Normal University, I pledge myself to teach in the public schools of this state for a time not less than that covered by my attendance on the school; however, this pledge shall be void, provided engagements to teach cannot be secured by reasonable effort. And I hereby agree to report annually to the President of the University, stating the number of months taught, until this pledge is fulfilled. In case I engage in some other occupation, and do not teach the required number of months, I promise to pay tuition for the remaining time."

Standard of Intellectual and Moral Character.

When it is evident that one who has taken the pledge to teach can not, for any reason, become a good teacher,



THE NEW BUILDING.

it becomes a duty to sever him from the school or require the payment of tuition.

It should also be understood that we do not receive, nor retain, students whose immoralities render them unfit associates for the young people who attend this school.

The requirement that new students shall present testimonials of good reputation and character is not a mere formal request, but a matter vitally connected with the good order and the progress of the school.

Literary Societies.

It is desired to have literary societies enough to afford all Normal students an opportunity to do society work. There are now four societies: The Socratic, the Zetetic, the Chrestomathian, and the Platonian.

Besides the regular work, an annual exhibition is given at the close of the winter term. The exhibition of last winter term was a great source of improvement to the participants, and a means of creating public interest in the University.

It is our purpose to foster and promote a more thorough mastery of our own language, and to insure that this better study of the "Queen's English" shall be carried into the public schools.

The New Building.

The last legislature appropriated $40,000 for an additional building. The building now occupied is a fine structure, and has been well preserved. It has thirty rooms of ample size, well arranged and furnished. But in several respects it does not meet the growing wants of the school; we especially have need of more room for the library and museum, for society halls and recitation rooms; we also need a modern gymnasium. The new building is designed to meet these wants.

This building will be located just northwest of the present building, and near enough to accommodate those who frequent the library and the gymnasium. The main entrance will front the east. It will be built of the best material, brick and stone, and as near as may be, fireproof. The first story will contain the library, 50x60 feet; the physical laboratory with recitation room attached; the gymnasium, 80x48 feet; cloak rooms, bowling alley, corridors, etc. The second floor will have the museum 50x60 feet, two recitation rooms, a work room, a laboratory, and all necessary adjuncts. The tower will have space for a room with out-look on all sides, which may be used for an observatory in which our telescope will find a suitable place.

The building is under contract and is to be completed within the year.

The Board and Governor Altgeld have spared no pains to make this building both suited to its purpose and worthy of the State of Illinois. We should also state that we owe much to Hon. E. J. Ingersoll and others who helped to secure the appropriation and whose interest in this Normal University has suffered no abatement.

LIST OF HIGH SCHOOLS ACCREDITED BY THE UNIVERSITY OF ILLINOIS.

Accredited for the Colleges of Literature and Arts, Engineering, Science, and Agriculture.

Alton
Arcola
Atlanta
Aurora--
  East
  West
  Jennings Seminary
Auston
Beardstown
Belvidere--
  North
Bloomington
Cairo
Camp Point
Carthage
Canton
Carrollton
Centralia
Charleston
Chicago--
  Calumet
  Englewood
  Hyde Park
  Jefferson
  Lake
  Lake View
  Marshall
  Medill
  North Division
  Northwest Division
  South Division
  South Chicago
  West Division
Clinton, Ia.
Danville
Davenport, Ia.
Decatur
Delavan
Du Quoin
Elgin
Elmwood
Evanston (Township High School.)
Farmer City
Freeport
Galena
Galesburg
Galva
Geneseo
Gibson City

Harvey
Hillsboro
Jacksonville
Jerseyville
Joliet
Kankakee
Keokuk, Ia.
Kewanee
La Grange (Township High School)
Lincoln
Litchfield
Macomb
Mattoon
Maywood
Mendota—West
Moline
Monmouth
Morrison
Nashville
Oak Park
Olney
Ottawa (Township High School)
Paris
Pekin
Peoria
Pittsfield
Pontiac (Township High School)
Princeton (Township High School)
Quincy
Rockford
Rock Island
Roodhouse
Shelbyville
Springfield
Sterling—3d District
Streator (Township High School)
Taylorville (Township High School)
Tuscola
Upper Alton (Western Military Academy)
Virden
Waukegan
Wheaton

Accredited for the Colleges of Science, Engineering, and Agriculture.

Aledo
Augusta
Batavia—West
Belleville
Bement
Champaign
Chicago—
Manual Training School
English High & Manual Training School
DeKalb

Dixon—
North
South
East St. Louis
El Paso
Effingham
Flora
Griggsville
Harvard
Henry
Lacon
Lewistown
Lexington
LeRoy
Lyons, Ia.
Marengo
Mason City
Monticello
Oregon
Paxton
Peru
Polo
Rochelle
Rossville
Savanna
Sparta
Sterling—Wallace
Sullivan
Sycamore
Vienna
Virginia
Washington
Wilmington
Winchester
Woodstock
Wyoming
Yorkville.

Students entering this Normal University with a purpose to graduate will be credited with one year's work on any course except the Professional course, if they are graduates of any of the above accredited high schools; additional credits will be given if the student has completed a four years' Latin course in one of these schools.

TEXT BOOKS.

American Literature—Hawthorne and Lemmon.
Algebra—Wentworth's Elements of Algebra.
Arithmetic—White's Complete; Ray's Higher.
Astronomy—Young's Astronomy.
Bookkeeping—Williams and Rogers.
Botany—Gray's School and Field Book and Dodge.
Chemistry—Remsen's Chemistry.
Civil Government—Fiske's Civil Government.
Drawing—Prang's Shorter Course I-V (C Draw).
" Complete Course VII-X (B Draw).
Elocution—Hammill's Elocution.
English Literature—Painter.
Ethics—(No text-book used).
Geography—Frye.
Geology—Le Conte's Geology.
Geometry—Wentworth's Plane and Solid Geometry.
German—Collar's Eysenbach.
Dritte's and Vierte's Lesebuch (Eclec. Ser).
Klemm's Literaturgeschichte.
Grammar—Buck's Elements.
Buck's Grammar.
Greek—"The Beginner's Greek Book."—White.
Memorabilia of Socrates.—Robbins.
Iliad—Seymour.
History—American—Montgomery,
English—Montgomery.
General—Myers.
United States—Eggleston.

Latin—"First Latin Book."—Collar and Daniell.
"Course in Cæsar, Sallust, and Cicero."—Harkness.
Virgil—Greenough and Kittredge.
"Practical Latin Composition."—Collar.
Latin Grammar—Harkness.
Ovid—Allen and Greenough.
Logic—Jevon's Lessons in Logic.
Mineralogy—Foye.
Orthography—"National Speller and Word Book."
Pedagogy—Hewitt and Halleck.
Compayre's Psychology Applied to Education.
Rosenkranz's Philosophy of Education.
Penmanship—
Phonics—De Garmo.
Physical Geography—Appleton's.
Physics—Avery's Physics.
Physiology—Tracey.
Political Economy—Laughlin's Elements.
Psychology—Schuyler.
Reading—New Franklin Fifth Reader.
Appleton's Fifth Reader.
Rhetoric—Genung's.
Trigonometry and Surveying—Wentworth's.
Vocal Music—Normal Music Course.—(Tufts & Holt).
Word Analysis—Swinton.
Zoölogy—Holder (B); Dodge (A).

LIST OF STUDENTS.

PRACTICE TEACHERS.

Alvis, H. J. (2)
Amon, Bert (2)
Barr, Jessie (2)
Barter, Lizzie (2)
Berkey, Helen (2)
Blake, Edward (1)
Boomer, Cincinnatus (3)
Boomer, Nola (2)
Boomer, Simeon (2)
Boulden, Hattie (3)
Brewster, Libbie (1)
Bridges, Abbie (3)
Bridges, Rolland (1)
Bridges, Ruth (1)
Browner, Ida (1)
Bryden, Eva (1)
Burkhart, Carl (2)
Clements, Louis (1)
Coulter, Lena (1)
Crane, Ezra (1)
Crawshaw, Solomon (3)
Cundiff, Viola (3)
Davis, Grace (1)
Davis, Minnie (1)
Dixon, Harry (1)
Edman, Mate (3)
Edwards, Emory (3)
Edwards, William (1)
Etherton, Guy (2)
Gambach, Jacob (1)
Golightly, Alonzo (1)
Haldaman, Margaret (1)
Hale, Henry (2)
Hall, Libbie (1)
Hanners, Helen (2)
Hayes, May (3)
Hodge, Millie (1)
Holden, Maggie (4)
Holtgrewe, Emma (1)
Hypes, Cornelia (1)
Jack, Jessie (3)
Jacobs, Isabel (1)
Karraker, Ira O. (3)
Kell, Ida (3)
Keown, Frank (1)
Kessler, H. L. (1)
Kirk, Jay T. (2)
Kraft, Maude (2)
Lawrence, Angie (2)
Loudon, John (1)
Marberry, W. T. (2)
Marchildon, John (1)
McConaghie, James* (3)
McConaghie, Tillie (1)
McConnell, Jennie (1)
McCormick, George (1)
McGahey, Leah (3)
Miller, Alice (2)
Miller, Lawrence (1)
Miller, Mae (3)
Morgan, Hester (1)
Morgan, Roy (1)
Mountjoy, Lizzie (1)
Munger, Robert (1)
Murphy, Gordon (3)
Palmer, Irene (2)
Perrott, R. H. (1)
Peters, Helen (2)

*Deceased.

Peters, Mabel (3)
Phelps, Charlotte (2)
Phillips, Lucy (2)
Phillips, Maude (1)
Pickrell, Per (2)
Plater, Ethel (1)
Reef, Edmund (1)
Roberts, Daisy (2)
Roe, Nellie (2)
Schember, Wanda (1)
Smart, Mary (2)
Snider, Manning (2)
Snider, Kate (2)
Spiller, Bertha (3)
Spiller, Leroy (3)
Stewart, Josephine (1)
Taylor, Oscar (3)
Thornton, Edna (2)
Thorton, Nina (3)
Torrens, D. T. (2)
Trampe, Henry (1)
True, Mary (1)
Wells, Geneva (1)
Williams, Walter (2)
Wilson, Margaret (3)
Wirts, Winnie B. (1)

Total, 94.

The number following the name indicates the number of terms which the teacher has taught in the Training Department up to the close of the year for which this catalogue is issued.

SPECIAL STUDENTS.

NAME.	RESIDENCE.
Barr, Jessie Gleim	Carbondale
Browning, Nancy Eugenia	Benton
Bryden, Helen	Carbondale
Campbell, Fannie Leslie	Carbondale
Hamilton, Georgia F	Partridge, Kans.
McKinney, Augusta	Carbondale
Miller, Josie Clements	Carbondale
Montgomery, Martha Wilson	Carbondale
Thompson, Lena M	Carbondale

Total, 9.

GRADUATES.

Boomer, Cincinnatus ..... Buncombe
Crane, Ezra ..... Tamaroa
Cundiff, Viola Vosburgh ..... Cairo
Edman, Mate ..... Charleston

NAME.	RESIDENCE.
Etherton, Guy Everett	Carbondale
Flint, Minnie Ruth	Carbondale
Gilbert, John Philo	Mt. Vernon
Harker, Oliver Albert	Carbondale
Hobbs, Matilda Julia	Carbondale
Karraker, Ira Oliver	Dongola
*McConaghie, James	Oakdale
McCormick, George	Peoria
McGahey, Leah Catherine	Olney
Perrott, Richard H	Olney
Peters, Mabel Katherine	Carbondale
Roberts, George Lafayette	Corinth
Robinson, Samuel Thomas	Hartford
Royall, Stella Ethel	Villa Ridge
Spiller, Adelbert Leroy	Carbondale
Taylor, Oscar Theodore	Carbondale
Thompson, Bessie Milner	Carbondale
Thompson, Ralph	Carbondale
Truscott, Laura Margaret	Mt. Erie
Wham, George Dorritte	Foxville

Total, 24.

UNDERGRADUATES.

Allard, Samuel Green	Glendale
Allen, Frank Benjamin	Carbondale
Allen, Thomas Edward	Ashley
Alvis, Harry Joshua	Foxville
Alvis, Walter H	Foxville
Amon, Bertram J	Carbondale
Atkins, Albert Scott	Carbondale
Atkins, Myrta Marguerite	Carbondale
Augusta, Louis Sixteenth	Carbondale
Avis, Clarence E	Benton
Baird, Cecile Belle	Carbondale
Baird, Ida E	Pinckneyville
Baker, Arthus Cornelius	Harrisburg
Baker, Carle	Cottage Home
Baker, Frederick Luther	Cottage Home
Barekman, Charles N	Sumner

*Deceased.

NAME.	RESIDENCE.
Barrow, James William	Campbell Hill
Barrow, John Vincent	Campbell Hill
Barter, Kate	Attilla
Barter, Lizzie E	South America
Barter, Rachel Jane	South America
Batson, John	Carbondale
Beecher, Josie M	Makanda
Beecher, Lida Alice	Makanda
Bell, Arthur T	Bay City
Berkey, Helen Lucile	Collinsville
Birkholz, Martha	Carterville
Blair, George Washington	Mt. Vernon
Blake, Edward Lewis	Equality
Boles, Dallas S	Crainville
Bonham, Archy J	Carbondale
Bonham, Ernest	Carbondale
Bonham, Eunice May	Augusta, Ark.
Boomer, Helen	Buncombe
Boomer, Nola	Buncombe
Boomer, Simeon	Buncombe
Boone, Maud Merle	Kinmundy
Boulden, Hattie Anna	Carbondale
Boulden, Victoria Allyn	Carbondale
Bowyer, Hattie Hayes	Carbondale
Boyd, William John	Sparta
Brainerd, Fred Ernest	Carbondale
Brainerd, Pearl A	Carbondale
Brayshaw, Ira	Hallidayboro
Brewster, Libbie Marie	Carbondale
Bridges, Abbie	Carbondale
Bridges, Rolland Eugene	Carbondale
Bridges, Ruth Brush	Carbondale
Brown, Robert Edward	Anna
Brooks, William Larkin	Cobden
Browner, Ida Juliana	Mound City
Bryden, Eva Hamilton	Carbondale
Buntin, Charles W	Aikin
Burkhart, Carl	Marion
Burpo, Amanda Isabel	Carbondale
Burris, Edith	Vienna
Campbell, William H	Loami

NAME.	RESIDENCE.
Chambers, Guy Alfred	Carbondale
Clements, Louis	Carbondale
Clements, Robert	Carbondale
Clendenin, Ruth	Degognia
Cochran, John Horace	Carbondale
Coen, Squire Osie	Olney
Colburn, Essie Mengel	Loami
Collier, Samuel	Fredonia
Colvin, William F	Olney
Conant, Sarah	Villa Ridge
Cook, Sallie E	Oconee
Cooper, William Franklin	Bridgeport
Copp, William	Waterloo
Corzine, Amy A	Thebes
Coulter, Lena Belle	Oakdale
Cowan, Eugene	Carterville
Cowan, James Parkinson	Carterville
Cowan, John Finley	Carterville
Cover, Dollie E	Anna
Cowgill, Jessie Miller	Rosemond
Cox, Samuel	Oraville
Crabtree, Dewitt	Anna
Crain, Zardia	Vergennes
Crawford, Horace Victor Edgar	Christopher
Crawford, John Emmett	Christopher
Crawford, Mary	Jonesboro
Crawford, Therin Elihu	Coulterville
Crawford, Thomas Owen	Christopher
Crawshaw, Solomon	Carbondale
Crews, Emma	Elkville
Crews, Genora	Elkville
Cross, Arthur Goldsby	Shiloh Hill
Crouse, Andy	Broughton
Crowell, Henry	Carbondale
Cullen, Kate	Percy
*Cunningham, John T	Swanwick
Daniel, Grace	Waltonville
Daniel, John Franklin	Mt. Vernon
Dare, John C	Mt. Vernon
Davis, Edna	De Soto
Davis, David Oliver	Lake Creek

*Deceased.

NAME.	RESIDENCE.
Davis, Grace Hindman	Carbondale
Davis, Iva	Campbell Hill
Davis, Mae	Murphysboro
Davis, Minnie Mae	East St. Louis
Davis, Roy E	Carbondale
Dean, Fred Murry	Ava
Demmer, John	Pinckneyville
Dillard, Charles Oliver	Stone Fort
Dixon, Claude	Carbondale
Dixon, Harry E	Carbondale
Doan, Harry	Olney
Donaly, Kate	Carterville
Driskill, Ethel	Beaucoup
Dueker, Tamar	Ruma
Earnhart, Charles	Murphysboro
Earnhart, Ernest	Murphysboro
Earnhart, William	Dongola
Ede, Martha R	Cobden
Edwards, Charles Lee	Richview
Edwards, Emory	Sorento
Edwards, William	Sorento
Eison, Courtney Royal	Metropolis
Elder, Mary Elizabeth	Carbondale
English, Joseph R	Raccoon
Errett, Harriet Booth	Carbondale
Etherton, William Alonzo	Carbondale
Fakes, Nevada Cowan	Murphysboro
Farmer, Mary Delphia	Carbondale
Felts, Benjamin Lorn	Lake Creek
Ferrill, Edwin George	Anna
Fildes, Agnes	West Salem
Finn, Walter Louis	Foxville
Flauaus, George F	Addieville
Fly, William Calvin	Crainville
Forcade, Hannah	Elkhorn
Freeman, John W	Gards Point
French, Aaron Dudley	Ruark
Frye, Hattie	Metropolis
Fults, Zeno	Renault
Gambach, Jacob	Hecker
Gambill, John M	Lake Creek

NAME.	RESIDENCE.
Gannon, Thomas	Harrisonville
Gilbreath, Chloe	Rockwood
Glotfelty, Eliza Mae	Elkville
Glotfelty, Philip Rutherford	Elkville
Goforth, James G	DuQuoin
Goforth, William A	DuQuoin
Golightly, Alonzo	Pellonia
Gray, Dora	Etna
Green, Lulu A	Anna
Groppe, Lulu S	Chester
Grove, Bessie Lillian	Carbondale
Hadley, Mabel	Hoffman
Hagler, Fannie	Carbondale
Haldaman, Maggie F	Decatur
Hale, Henry Mark	Cottonwood
Hall, Elihu Newton	Rock Creek
Hall, Flora May	Carbondale
Hall, George William	Wolf Creek
Hall, Hattie	Poplar Bluff
Hall, Jennie Celia	Wolf Creek
Hall, Libbie	Carbondale
Hamel, Burton	Dudleyville
Hampton, Arla H	Carbondale
Hanners, Helen Hunt	Carbondale
Harker, George Mifflin	Carbondale
Harris, Nannie Gertrude	Lake Creek
Harris, Thomas Royal	New Haven
Hartwell, Andrew Duff	Marion
Hawkins, May S	Beechwood
Hayes, May Keeney	Carbondale
Hester, William	Carbondale
Hickam, Ida M	Carbondale
Hicks, David Edward	Waltonville
Hileman, Will O	Mill Creek
Hill, John H	Sumner
Hilliard, Susie Belle	Marion
Hindman, Lucy	Carbondale
Hine, Charles Miller	Shawneetown
Hissong, Katie R	Coulterville
Hodge, Millie	Carbondale
Holden, Grace DeWitt	Carbondale

NAME.	RESIDENCE.
Holden, Maggie Louise	Carbondale
Holland, Alonzo	Cottonwood
Holtgrewe, Emma	St. Louis, Mo.
Hooker, Lula T	Carbondale
Howe, Carrie Emma	Centralia
Hudson, Albert S	Loami
Huggins, Abijah	Du Quoin
Hughey, Mary Luella	Pinckneyville
Hypes, Anna Cornelia	Carbondale
Jack, Jessie	Kinmundy
Jackson, Lou	Golconda
Jackson, Lucian A	Cave-in Rock
Jackson, Roy Thompson	Golconda
Jacobs, Carelin Isabel	Arcola
Jessen, Meta	Alto Pass
Johnson, Bessie Agnes	Carbondale
Johnson, Carl G	DeKalb
Johnson, Della	Belle Rive
Johnson, Laura	Carbondale
Jones, Richard W	Lake Creek
Joram, Ida D	Cobden
Karraker, Orville Marion	Dongola
Karraker, Oscar O	Dongola
Karraker, Thomas Nathan	Dongola
Kell, Ida Alice	Foxville
Kell, James Davis	Coalgate, Ind. Ter.
Kell, Lotta	Salem
Kell, Thomas Scott	Coalgate, Ind. Ter.
Kelley, John R	Marion
Kendall, Marie Emma	Makanda
Kennedy, Anna Ethel	Fredonia
Keown, Frank	Carbondale
Kesler, Joseph Calvin	Dongola
Kessler, Harvey Lamech	Smithboro
Key, David F. S	Carbondale
Kimzey, Logan Guernsey	Tamaroa
King, Ezra W	Ava
Kinkade, Thomas Kirkwood	Olney
Kirk, Jay T	Carbondale
Kirk, Mary Elizabeth	Carbondale
Kissinger, Uriah	Lincoln

NAME.	RESIDENCE.
Knouff, Hannah Elizabeth	Elkville
Koch, Adolph G	Highland
Kraft, Maude	Collinsville
Laughlin, W. T	Palzo
Lavender, Della	Elizabethtown
Lawrence, Angie Edna	Carbondale
Ledford, David C	Harrisburg
Lee, Ardell Agnew	Carbondale
Lee, Joseph Henry	Dix
Leigh, Ada L. Melvy	Lake Creek
Lewis, Emma L. M	Carbondale
Locklar, John M	Freeburg
Loudon, John	Carbondale
Luby, Mary Gertrude	Carbondale
Lyerla, Mary Lucretia	Murphysboro
Malone, Della	Corinth
Mann, Sarah C	Rockwood
Mannen, Sunie Orleta	Waltonville
Marberry, Charles	Vienna
Marberry, James Oscar	Reevesville
Marberry, William T	Reevesville
Marchildon, John W	Thebes
Marcoot, Maurice	Highland
Martin, James W	Goresville
Mason, Edward Bryant	Cave-in-Rock
Mason, James McCoy	Princeton, Ky.
Mathis, John Preston	Bloomfield
Maxey, Lizzie L	Mt. Vernon
Maxwell, Richard	Oakdale
McAnally, Jesse Franklin	Carbondale
McClanahan, Joel	Grantsburg
McConaghie, Thomas	Oakdale
McConaghie, Tillie	Oakdale
McConnell, James H	Oakdale
McConnell, Jennie	Oakdale
McCracken, Charles Thomas	Reno
McDaniel, Margie	Cairo
McGowan, Maggie	Cobden
McKown, James Edgar	Olney
McLaughlin, Charles	Mt. Vernon
McLaughlin, Oliver H	Salem

NAME.	RESIDENCE.
McMeen, Charles Anderson	Mt. Vernon
McMeen, George Marvin	Mt. Vernon
McMurphy, Kate May	Makanda
McNail, Thersa Orvena	Ashley
Mertz, Bertie Barr	Carbondale
Mertz, George West	Carbondale
Meyer, George N. A	Foxville
Michael, Viola May	Makanda
Michalls, Joseph Floyd	Carbondale
Miller, John M	Pyatt
Miller, Lawrence Melville	Nashville
Miller, Millie Mae	Mt. Vernon
Miller, Sarah Alice	Carbondale
Mitchell, Anna May	Corinth
Mitchell, Augustus	West End
Mitchell, Edna Maude	Thompsonville
Mitchell, Effie Frances	Metropolis
Morgan, Hester	Carbondale
Morgan, William Leroy	Carbondale
Mountjoy, Lizzie Belle	Charleston
Mowery, Lewis Edwin	Wetaug
Muckelroy, Renzo	Mt. Vernon
Munger, Robert Parks	Carbondale
Murphy, William Gordon	Carbondale
Neely, Della May	Metropolis
*Niblock, William Alonzo	Lincoln Green
North, Hugh McAllister	Carbondale
North, Richard Hayes	Carterville
Odell, Daisy Constance	Camargo
Owens, Edward Watson	Villa Ridge
Oxford, John Allen	Grossville
Ozburn, Nettie	Murphysboro
Ozburn, William Wiz	Murphysboro
Palmer, Myrtle Irene	Custer Park
Parker, James Clay	Akin
Parkinson, Daniel Mason	Carbondale
Patten, Lucy Mary	Carbondale
Peace, Daniel Edwin	Foxville
Penninger, Orlando	Anna
Perce, Amelia Anna	Carbondale
Perkins, Frank Eliphaz	Vergennes

*Deceased.

NAME.	RESIDENCE.
Perry, George Wilbern	Macedonia
Perry, Mary Helen	Carbondale
Peters, Helen Newkirk	Carbondale
Phelps, Charlotte E	Carbondale
Phelps, John Lewis,	Carbondale
Phillips, Lucy Haven	Carbondale
Phillips, Maude	Carbondale
Pickrell, Per	Lanesville
Pollock, Clara	Carbondale
Pollock, Fred	Carbondale
Porter, May	Murphysboro
Potthast, Herman C	Pierron
Powell, William Troy	Lake Creek
Price, David Augusta	Carbondale
Prickett, Jessie	Carbondale
Prout, Willis	Sumnner
Pugh, Meredith Darlington	Lincoln
Pulcher, Camielle Millie	Murphysboro
Pulliam, Fred Clinton	Christopher
Purdue, Arthur Arnal	Foxville
Purdue, Edward E	Foxville
Pyatt, Frank Arthur	Pyatt
Pyle, Nette	Du Quoin
Quackenbush, Charles A	Charleston
Rainey, Joella	Halfway
Ray, Melissa	Carbondale
Reed, Frank Lacey	Woodlawn
Reef, Edmund Walter	Carbondale
Reid, Charles Clifton	Marion
Reid, James Franklin	Marion
Reid, John Monroe	Marion
Reisinger, Lewis F	Rice
Rendleman, May McClure	Carbondale
Rittenhouse, Hattie M	Peters Creek
Roberts, Arthur	Corinth
Roberts, Daisy	Corinth
Roberts, Edgar	Makanda
Robinson, Lorene May	Hartford
Robinson, Oliver Prescott	Carbondale
Robinson, T. Harry	Hartford
Roe, Edith Anthea	Carbondale

NAME.	RESIDENCE.
Roe, Nellie Belle	Carbondale
Rose, Charlotte	Elizabethtown
Runge, Fred H	Stone Church
Ryan, Effie B	Edwardsville
Sanders, Francis Marion	Marion
Sanders, James Coffee	Marion
Schember, Wanda A	Pinckneyville
Schlueter, Charles Herman	Ashley
Schwartz, Edna	Elkville
Shaw, Lou Trell	Sumner
Shepherd, Andrew E	Benton
Shick, John Calvin	Sumner
Shirley, Arba Della	Benton
Short, Emily Hertha	Baxter Springs, Kas.
Simpson, Leslie	Pinckneyville
Skinner, Francis Leroy	Wolf Creek
Skinner, Hosea E	Wolf Creek
Smart, Mary Lee	Carbondale
Smith, Carl B	Sand Ridge
Smith, David	Vandalia
Smith, James F	Waltonville
Smith, Josie	Buncombe
Snider, Bettie	Carbondale
Snider, Kate	Carbondale
Snider, Manning	Carbondale
Sowers, John W	Murphysboro
Spence, Viola	Carbondale
Spencer, Effie	Rushville
Spiller, Bertha Florence	Carbondale
Spiller, Ollie	Carterville
Spitznass, William H	Marion
Springer, Edward Stanton	Makanda
Stewart, Ellen	Buncombe
Stewart, Hattie	Corinth
Stewart, Josephine	Buncombe
Stewart, Nora	Buncombe
Stewart, Rhoby	Buncombe
Stewart, Walter E	Buncombe
Stone, George Riley	Corinth
Stookey, Charles D	Freeburg
Stookey, Menard G	Pinckneyville

NAME.	RESIDENCE.
Stout, Howard O.	Chauncey
Strickland, Amos A	Sheller
Suesberry, Cora	Belle Rive
Swofford, Grace Eugenia	Carbondale
Tate, Mabel M	Thompsonville
Taylor, Robert Hullam	Carbondale
Templeton, Robert Benjamin	Pinckneyville
Thomas, Cornelius	Harrisburg
Thompson, Bertha	Carbondale
Thompson, Charles Oliver	Murphysboro
Thompson, Francis	Pinckneyville
Thompson, Ward E	Carbondale
Thomson, Lavern	Parkersburg
Thornton, Edna Ozburn	Osage
Thornton, Nina	Osage
Tinsley, Allie Elizabeth	Mulkeytown
Toler, William Lafayette	Regent
Torrens, Albert	Oakdale
Torrens, DeThompson	Oakdale
Torrens, John Elmer	Oakdale
Tooley, Garry Lincoln	Golconda
Trampe, Henry Frederick	Massac Creek
True, Mary George	Bunker Hill
Tuttle, Julia	Loami
Twente, Amos Alexander	Olive Branch
Tyer, Rachel	Cave-in-Rock
Tyer, Richard	Cave-in-Rock
Valentine, Ira	Carbondale
Venable, Nellie Ada	Olney
Vogt, George	Stookey
Walker, Charles A	Elvira
Walker, John Fletcher	Waltonville
Wallace, Clemma	Browns
Walser, Edith Virginia	West Salem
Walser, Mila	West Salem
Walther, J. A. Benjamin	Golconda
Walten, Albert Anderson	Makanda
Warren, Frances May	Charleston
Warren, James Thomas	Walnut Hill
Watkins, Allie	Levings
Weaver, Jas Alonzo	Metropolis

NAME.	RESIDENCE.
Webkemeyer, Charles William	Campbell Hill
Weller, Nellie	Carbondale
Weller, Paul Dickson	Carbondale
Wells, Carl	Du Quoin
Wells, Geneva	Du Quoin
Wellsteed, Walter Harvey	Harvey
Werkmaster, Henry	Belleville
Wheeless, Ada E	Richview
Whetstone, Amos C	Aiken
Whetstone, Thomas H	Aiken
Whipkey, Frank H	De Soto
White, Fannie Cameron	Ashley
Wilburn, John R.	Murphysboro
Wilkinson, John Henry	Altenburgh, Mo.
Williams, Council Everett	Friendsville
Williams, David Dayton	Herrins Prairie
Williams, Frederick L. D	Tamaroa
Williams, Ida May	Carbondale
Williams, Mamie	Centralia
Williams, Walter Winslow	Herrins Prairie
Williamson, Elza L	Calhoun
Willis, Francis M	Makanda
Willson, Hiram E	Carbondale
Wilson, Anna Louisa	Anna
Wilson, Henrietta	Bennington, Kan.
Wilson, Hiram Levin	Bennington, Kan.
Wilson, Margaret	Cairo
Wilson, Samuel	Elm Branch
Winfrey, Victor U	Carbondale
Wirts, Winnie Barbara	Pinckneyville
Withrow, Otis	Loami
Woods, William Henry	Carbondale
Worthen, Carrie	Sand Ridge
Youngblood, Laura A	Carbondale

Total, 461.

PREPARATORY.

Allen, Frank Benjamin	Carbondale
Amburn, Florence Edna	Vienna
Anderson, Charley M	Cobden

NAME.	RESIDENCE.
Arensman, Henry	Metropolis
Baker, Cora E	Waltonville
Bandy, Julia	Carbondale
Barter, Effie C	South America
Barth, Arthur William	Carbondale
Beecher, Kate	Makanda
Beman, Newton Davis	Carbondale
Birkholz, Charley	Carterville
Blevins, Jessie	Carbondale
Blevins, Robert	Atwater
Bosecker, Lizzie A.	Cowling
Bourchier, Anna Maria	Carbondale
Brandon, Cora A	Makanda
Brooks, Walter	Carbondale
Clark, Bisha Marie	Thompsonville
Clark, May	Carbondale
Clayton, Callie	Villa Ridge
Coleman, Cloyd	Crainville
Coleman, Roscoe A.	Crainville
Costello, Don	Freeburg
Crawshaw, Allen	Carbondale
Crawshaw, Hannah	Carbondale
Crews, Almira	Elkville
Cundiff, Milo	Blairsville
Davis, James H	Murphysboro
Doelling, John L	Stone Church
Etherton, Harry	Etherton
Etherton, Thomas	Etherton
Flynn, Mary Jean	Advance, Mo.
Forbush, Lula	Carbondale
Fox, Claude	Carbondale
Fozard, Clara	Carterville
Franklin, Mamie	Renault
Garrett, Walter	Bay City
Graeff, Ernest D	Hallidayboro
Grater, Mabel E.	Carbondale
Goodman, Oscar Eugene	Ashley
Hagler, Harlen	Carbondale
Hagler, James A.	Carbondale
Harper, Ida Mary	Olmstead
Hase, Oscar C.	Mill Creek

NAME.	RESIDENCE.
Hayden, John	Bosky Dell
Hayden, Kenneth	Bosky Dell
Helms, Walter	Belleville
Hirons, Ruth	Waltonville
Hodge, Mary Gertrude	Carbondale
Hodges, Emma E	Centralia
Hodges, James Allison	Cobden
Hogue, Louie	Lick Creek
Hooker, Zetta	Carbondale
Huffman, Maimai	Simpson
Hutchings, Richard	Rice
Jackson, Charles Hamilton	Carbondale
Jones, Harvey L	Benton
Karnes, Roselle	Galatia
Kelley, Ida Sarah	Carbondale
Kerley, Zera Volon	Simpson
Krysher, Frank Chester	Carbondale
Loudon, Frank E	Carbondale
Lucas, Nannie Luella	Pinckneyville
Lyerla, Louisa	Murphysboro
Marchis, Isaiah	Beech Ridge
Mason, Joseph Fred	Cave-in-Rock
Minton, Roy	Thebes
Morris, George Henry	Carbondale
Mulholland, Estelle	New Palestine
Nelson, Aura	Willard
Odum, Edward Stanton	Palzo
Patterson, George Gabriel	Makanda
Patterson, James Augustus	Makanda
Patton, Braden Ezra	Corinth
Perkins, William Levi	Vergennes
Perry, Grace	Carbondale
Perry, Rose	Carbondale
Phelps, Lafayette Hayes	Allen Springs
Plater, Ethel	Carbondale
Porter, Ada	Makanda
Powell, James Francis	Anna
Reed, Charles	Metropolis
Renfro, Charles Duncan Miller	Carbondale
Rineheart, John J	Mill Creek
Roberts, Flora	Carbondale

NAME.	RESIDENCE.
Robinson, Charles	Hartford
Rowan, Rollo	Bosky Dell
Rust, Mamie	Carbondale
Sanders, Daniel W	Marion
Schmisseur, Edward A	Bellevlle
Schmisseur, Eugene D	Belleville
Schwartz, Fannie Belle	Elkville
Schwartz, Samuel M	Elkville
Schwarz, Frederick	New Athens
Sharp, John	Simpson
Shurtz, Marie	Ashley
Timmermann, Augustus H	Breese
Trobaugh, Anna	Carbondale
Tyler, Ethel	Murphysboro
Weaver, Arthur	Metropolis
Williams, Bertha	Elkville
Williamson, John A	Olive Branch
Wilson, Rebecca Maria	Rice
Wilson, William Perry	Campbell Hill
Woods, Catherine	Murphysboro
Woods, Melissa Annie	Murphysboro

Total, 107.

MODEL SCHOOL.

GRAMMAR.

NAME.	RESIDENCE.
*Allen, Mary	Carbondale
Ashley, Charles Horner	Carbondale
Augusta, Robert Branch	Carbondale
Beman, Ellen	Carbondale
Bowyer, Emma Louise	Carbondale
Brandon, John Patrick	Wolf Creek
Brandon, William Alvin	Makanda
Bridges, Albert Franklin	Carbondale
Brush, Elizabeth	Carbondale
Campbell, John Alphus	Carbondale
Campbell, Lansing	Carbondale
Cochran, Leander Breese	Carbondale
Davis, Jennie Winnie	Carbondale
Dixon, Estelle Belle	Carbondale
Doak, Edward Orville	Carbondale
Elliott, James Blaine	Carbondale
Finley, Mary	Carbondale
Hall, Edith S	Carbondale
Harker, Winnifred	Carbondale
Hester, Edna Adell	Carbondale
Hobbs, Thomas McElroy	Carbondale
Howell, Samuel	Wolf Creek
Hubbard, Charles William	Carbondale
Jenkins, Nellie Florence	Carbondale
Jones, Samuel Thornton	Cuba, Ind.
Kirk, Vida Grace	Carbondale
Lamar, Grace Bulis	Salina, Kans.
Lee, Chester Arthur	Carbondale
Lightfoot, Ella Irene	Carbondale
Mitchell, Edward Clay	Carbondale
Morton, Lottie Pauline	Carbondale
Perry, Harry Chester	Carbondale

*Deceased.

NAME.	RESIDENCE.
Phillips, Grace	Carbondale
Presson, William Franklin	Makanda
Prickett, Ollie	Carbondale
Putnam, Harry Richard	Carbondale
Reef, Augustus Joseph	Carbondale
Robinson, Lena	Carbondale
Russell, Lillian	Carbondale
Stotlar, John Yost	Carbondale
Swofford, John Calvin	Carbondale
Taylor, Clifton Ledbetter	Carbondale
Teeter, Lillian Belle	Carbondale
Thompson, Raymond Milner	Carbondale
Wilbourn, Walter	Olive Branch
Wilson, Helen Harriet	Carbondale
Wilson, Hugh Kirkwood	Blair
Wilson, Winter Bobin	Hallidayboro
Wykes, Fred	Carbondale

Total, 49.

INTERMEDIATE.

Applegate, Sherman	Carbondale
Beman, Harry Nathan	Carbondale
Besse, Nellie	Carbondale
Bower, Mabel Melissa	Carbondale
Bower, Ona Palti	Carbondale
Branch, Reed Russell	Carbondale
Brush, Alice	Carbondale
Brush, Franklin Richard	Carbondale
Cochran, George De Pew	Carbondale
Davis, George Edward	Carbondale
Dickerman, Harry G	Carbondale
Dickerman, Percey May	Carbondale
Doak, Ralph Leslie	Carbondale
Dowell, Linna	Carbondale
Elliott, Harriet Wiseman	Carbondale
Elliott, Ralph Emerson	Carbondale
Empson, Ruth	Hartford
Entsminger, Edith V	Carbondale
Etherton, Winona Viola	Carbondale

NAME.	RESIDENCE.
Hayes, Herbert Augustus	Elkville
Hall, Eugene Charles	Carbondale
Hayes, Olive	Carbondale
Hester, Herbert Henry	Carbondale
Johnson, Lilla Ethel	Carbondale
Kirk, Bonnie Lee	Carbondale
Kirk, Donnie Dee	Carbondale
Kirkham, Robert McCutcheon	Carbondale
McFarlan, James	Carbondale
Mitchell, John Minton	Carbondale
Muse, Ernest	Carbondale
Parkinson, Raymond	Carbondale
Prickett, Hattie May	Carbondale
Renfro, Daisy Dean	Carbondale
Robinson, Lloyd Walter	Carbondale
Robinson, Myrtle	Carbondale
Smith, Clyde Leon	Carbondale
Smith, Dean Sydney	Carbondale
Snider, Joe Ephraim	Carbondale
Snider, Nellie	Carbondale
Storm, Grace Emily	Carbondale
Taylor, Charles Harold	Carbondale
Teeter, Robert Waldron	Carbondale
Thomas, Charles Crandall	Carbondale
Thompson, Albert Theodore	Carbondale
Todd, Bessie Mabel	Carbondale
Willson, Morris	Carbondale

Total, 46.

PRIMARY.

Besse, Charlie	Carbondale
Bourchier, Nellie	Carbondale
Branch, Eugene	Carbondale
Branch, Herbert	Carbondale
Bridges, Charlotte Elizabeth	Carbondale
Cochran, Willie Alonzo	Carbondale
Crane, Grace	Carbondale
Dickerman, Mildred Alma	Carbondale
Elliott, Alma Dora	Carbondale
Entsminger, Addie May	Carbondale

NAME.	RESIDENCE.
Entsminger, David William	Carbondale
Etherton, Eldon	Carbondale
Etherton, Irvy	Carbondale
Evans, John	Carbondale
Goodnow, Juanita	Carbondale
Hall, Mildred L	Carbondale
Hamilton, Eugene	Partridge, Kans.
Hamilton, Newton	Partridge, Kans.
Hampton, David	Carbondale
Hampton, Ivanhoe	Carbondale
Hartman, Ethel	Carbondale
Hayes, Genevieve	Carbondale
Hayes, Jay Francis	Carbondale
Hudson, Willie	Carbondale
King, Carrie	Carbondale
Livingston, Conant	Carbondale
Livingston, George	Carbondale
Merrymon, Earl Francis	Carbondale
Merrymon, William Walter	Carbondale
Muse, Clarence	Carbondale
Muse, Marie	Carbondale
Nauman, Emma Helen	Carbondale
Nauman, Frank	Carbondale
North, Edgar	Carbondale
Parrish, Mary	Carbondale
Parrish, Willie	Carbondale
Perks, Harry	Carbondale
Putnam, Jennie Grace	Carbondale
Reeves, Clyde	Carbondale
Reeves, Hazel	Carbondale
Robinson, Mabel	Carbondale
Rust, Albert	Carbondale
Rust, John	Carbondale
Searing, Helen Leota	Carbondale
Thompson, Mabel	Carbondale
Thompson, Mary Elizabeth	Carbondale
Williams, Eva	Carbondale
Willson, Edith	Carbondale

Total, 48.

GENERAL SUMMARY.

SUMMARY BY INDIVIDUAL STUDENTS.

Post Graduate and Special	9
Graduates	24
Under-Graduates	461
Preparatory	107
Model School	143
Total	744

SUMMARY BY TERMS.

Enrollment in Fall Term	474
Enrollment in Winter Term	491
Enrollment in Spring Term	511
Total	1476
Average by Terms	492

ALUMNI.

The number of years named indicates the time engaged in teaching or superintending since graduation. Data not definitely determined are placed in brackets.

[All graduates of the University are requested to send, annually, their address to the Registrar. This should be done as early as April 1.]

Class of 1876.

NAME.	TIME.	OCCUPATION.	ADDRESS.
1. Brown, John N.....	6 years.	.....	
2. Caldwell, Beverly C.	20 years.	State Institute Instructor	Natchetoches, La.
3. Hawthorn, John C.*.	.....	.....	
4. Ross, George C.....	6 years.	Dep't of Int'r,	Washington, D.C.
5. Wright, Mary.....	2½ years		Cobden

1877.

6. Barnes, Belle D. A.§. Mrs. H. H. Green..	.....		Bloomington
7. Burton, Arista.....	16 years.	Teacher Hist., S.I.N.U.	Carbondale
8. England, James H...	6 years.	Farming.....	Carbondale
9. Warder, William H.	3 years.	Lawyer.....	Marion

1878.

10. Caldwell, Delia.....	7 years.	Surgeon W. & C. Hospital,	Boston, Mass.
11. Courtney, Alva C....	18 years.	Principal.....	Denver, Colo.
12. Evans, Charles E.*..	.....	.....	
13. Hanna, James A....	6 years.	Merchant,	Sulphur Springs, Ga.
14. Hillman, Orcelia B.. Mrs. Merrill.....	5 years		Salina, Kan.
15. Jackson, Sarah E.§.. Mrs. H. H. Kimmel	.....	....	DuQuoin
16. Kennedy, George R.	1 year..	Merchant.....	Murphysboro
17. McAnally, John T..	3 years.	Physician.....	Carbondale
18. McAnally, Mary.... Mrs. N. H. Moss....	10 years.	.....	Mt. Vernon
19. Pierce, Reuben E...	1 year..	Minister.....	Epworth
20. Plant, Richmond.§..	.....		St. Louis, Mo.
21. Robinson, Edward H.	.....	Physician	Chicago
22. Thompson, David G.	6 years.	Lawyer	Golconda

*Deceased.
§Paid Tuition.

1879.

NAME.	TIME.	OCCUPATION.	ADDRESS.
23. Burnett, Andrew C.§	.....	Lawyer	Lamar, Mo.
24. Farmer, George H...	14 years.	.....	(Vanndale, Ark.)
25. McCreery, Ida M.*..	3 years.	.....	.....
26. Phillips, Lyman T...	2 years. (Pd. tuition 1 yr.)	Dentist	Nashville

1880.

27. Bruck, Lauren L....	7 years.	Bookkeeper	Chicago
28. Gray, Joseph	12 years.	Prin. of Schools	Genoa
29. Heitman, Louis... .	4 years.	Pharmacist	Chester
30. Hull, Chas. E.....	....	Merchant	Salem
31. Kimmel, Henry A...	6 years.	Farmer	Calhoun
32. Mann, Wallace E...	4 years.	Editor	Decatur
33. Ogle, Albert B.§....	.....	Insurance Agent	Belleville
34. Rentchler, Frank P.	.....	.....	Los Angeles, Cal.
35. Sheppard, Lizzie M. } Mrs.Dr. J. K. Miller }	8½ years	.....	Greely, Colo.
36. Warder, Gertrude A. } Mrs. Michelet..... }	8 years.	.....	Wilmette

1881.

37. Burton, Charles H...	.....	Lawyer	Edwardsville
38. Hughes, William F..	9 years.	Surveyor	Murphysboro
39. Karraker, Henry W.	13 years.	Farmer.....	Dongola
40. Lorenz, John W.....	4 years.	Druggist	Evansville, Ind.
41. Marshall, Oscar S...	.....	Farmer.....	Salem
42. Marshall, Thomas S.	.....	Bank Cashier	Salem
43. Sowers, Mary A..... } Mrs. J. C. Scott ... }	8 years.	.....	Carbondale
44. Ward, Edward I....	10 years.	Minister	Piatt

1882.

45. Atkins, Wezette.... } Mrs.C.W.Parkinson }	2 years.	....	Murphysboro
46. Deardorf, Lizzie M. } Mrs. DeMoss..... }	6 years.	....	Ashland, Kan.
47. Ennison, Walter J..	.....	Lawyer	Boston, Mass.
48. Goodall, Adella B... } Mrs.Dr.H.C.Mitchell }	3 years.	.....	Carbondale
49. Krysher, Alice..... } Mrs.W.H.Livingston }	4 years.	....	Carbondale
50. Mead, Albert E.....	1 year.	Lawyer	Blaine, Wash.
51. Parkinson, ArthurE§	.....	Lawyer	Lebanon
52. Stewart, Henry A.§.	.....	Physician	Chicago
53. Wood, John W.....	13 years.	Principal..	Florenceville, Tex.

1883.

54. Alexander F. M.....	2 years.	Minister..	Murphysboro
55. Bain, William B.§...	.....	Merchant	Vienna

§Paid Tuition.
*Deceased.

	NAME.	TIME.	OCCUPATION.	ADDRESS.
56.	Bryden, Margaret... Mrs. J. N. Fitch.....	9 years.	.....	Cobden
57.	Buckley, Alice M... Mrs.F.M.Alexander	2 years.	.....	Murphysboro
58.	Fager, Daniel B.....	13 years.	Superintendent.....	Salem
59.	Houts, Lilly M.....	4 years.	.....	Englewood
60.	Kimmel, Belle.....	4 years.	.....	Elkville
61.	Martin, John.....	4 years.	Medical student.....	Chicago
62.	Nave, Della A..... Mrs. P. E. Hileman	4 years.	.....	Jonesboro
63.	Sprecher, Edgar L..	5 years.	Merchant, Guatemala,	Cent. A.

1884.

64.	Aikman, Fannie A.*. Mrs. D. L. Kimmel	.....	.....	
65.	Beesley, Alicia E....	3 years.	.....	Linn
66.	Buchanan, Clara J.. Mrs.H.C.Merrymon	2 years.	.....	Carbondale
67.	Buchanan, George V.	12 years.	City Supt.,.....	Sedalia, Mo.
68.	Buchanan, Mary....	7 years.	.....	Sedalia, Mo.
69.	Burket, Anna L.....	2 years.	Commercial Agent....	Chicago
70.	Cawthon, Chris. C...	5 years.	.....	Crab Orchard
71.	Duff, May B*.....	1 year.	.....	
72.	Gill, Joseph B.§	.....	Lieut. Gov. Ill....	Murphysboro
73.	Hendee, Lu Bird	7 years.	.....	Fairmount, Neb.
74.	Hileman, Philetus E.	.....	Lawyer.....	....Jonesboro
75.	Jenkins, John H.....	11 years.	Prin. Schools....	Elizabethtown
76.	Lightfoot, Richard T	2 years.	Lawyer.....	Paducah, Ky.
77.	Ridenhower, Carrie*. Mrs. J. L. Mount..	4 years.	.....	
78.	Thomas, Maud*	4 years.	.....	
79.	Treat, Charles W ...	10 years.	Prof. Nat. Sci. Lawrence University,	Appleton, Wis.

1885.

80.	Bryden, Helen§.....	10 years.	.....	Carbondale
81.	Buckley, Ida M..... Mrs. Warner.....	1 year.	.....	Freeport
82.	Dunaway, Ada L§.... Mrs. A. S. Caldwell	.....	.....	Carbondale
83.	Fringer, William R§	1 year..	Physician.....	Rockford
84.	Hull, Gertrude§ ...	2 years.	Principal High School,	Henry.
85.	Lacey, Rurie O	1 year..	Physician....	Lake City, Colo.
86.	Lancaster, Tilman A	3 years.	Lawyer.....	Lexington, Tenn.
87.	Miller, John E.....	10 years.	.....	East St. Louis
88.	Roberts, Mary A... Mrs. M. H. Ogden..	8 years.	.....	Carbondale

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NAME.	TIME.	OCCUPATION.	ADDRESS.
89. Thomas, Kate..... Mrs. Chapman....	3 years.	.....	Vienna
	1886.		
90. Allen, Sarah..... Mrs. J.D.Crenshaw	1 year..	.....	Makanda
91. Barber, Florence M Mrs. Boyd.....	2 years.	.....	Chicago
92. Brown, Adella A... Mrs. Ashenhurst..	9 years.	Missionary.....	Cairo, Egypt
93. Fryar, Minnie J....	6 years.	Librarian S. I. S. N. U.	Carbondale
94. Fulton, AlexanderH	9 years.	.....	Tempe, Ariz
95. Hord, Kittie E.....	9 years.	.....	Carbondale
96. Hundley, Louella.. Mrs. Andrews.....	8 years.	.....	Prescott, Ariz.
97. Kennedy, Maggie..	4 years.	.....	Mexico City, Mex.
98. Loomis, Carrie I.... Mrs.M.G.McCreery	1 year..	.....	Thompsonville
99. McAnally, Fannie D Mrs. D. B. Fager..	1 year..	.....	Salem
100. Nichols, Louella§.. Mrs. J G. Irvin....	8 years.	.....	Edwardsville
101. Storment, Edgar L.	8 years.	Student Univ. of Ill.	Champaign
102. Williams, Cora .... Mrs. R. W. Wiley.	2 years.	.....	Pomona, Cal.
	1887.		
103. Allen, Robert M.§..	.....	Railway Passenger Agent, ...	St. Louis, Mo.
104. Blair, Carrie*	7 years.	.....	
105. Bryden, J.Rockwell§	.....	Postal Clerk.....	Carbondale
106. Campbell, H. M....	.....	Clerk.....	Chicago
107. Cleland, Clara B.... Mrs. Strong.....	1 year..	.....	Wheeling
108. Cleland, May.....	4 years.	Trained Nurse.....	Chicago
109. Cowan, David J.....	8 years.	.....	Rumsey, Cal.
110. Glick, Albin Z.....	2 years.	Agent.....	Carbondale
111. Goodall, Samuel H.	2 years.	Lawyer.....	Marion
112. Harmon, Mark D...	4 years.	.....	Grayville
113. Hawkins, Cicero R..	.....	Lawyer.....	Pinckneyville
114. Hewett, EmmaL... Mrs. W.H. Baltzer.	3 years.	.....	Hickman, Ky.
115. Hill, Mary A..... Mrs. E. L. Storment	5 years.	Stu. Univ. of Ill....	Champaign
116. Hundley, Nannie ..	8 years.	Prin. High School.....	Marion
117. Johnston, Lewis E..	1 year..	Lawyer.....	Keysport
118. Kirkpatrick, Jas. H	6 years.	.....	Custer, Wash.
119. Lawrence, Bertha..	8 years.	.....	Marshalltown, Iowa
120. McMackin, Edw. G.	2 years.	Dentist.....	Salem

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*Deceased.

NAME.	TIME.	OCCUPATION.	ADDRESS.
121. Phillips, Louise E..	2 years.	.....	.....Chicago
122. Ripley, Charles H..	.....	Lawyer.....	.....Chicago
123. Scott, Luther T....	1 year..	Farmer.....	.....Carbondale
124. Searing, Harry....	.....	City Treasurer.....	Carbondale
125. Sebastian, Julia A.	8 years.	.....	.....St. Louis, Mo.
126. Smith, Seva A..... Mrs. G. S. Hoag...	.....	.....	.....Denver, Col.
127. Snyder, Lydia E....	8 years.	....	.....North Evanston
128. Tait, Minnie A..... Mrs. C. H. Ripley.	.....	....	.....Chicago
129. Turner, George T..	2 years.	County Judge.....	.....Vandalia
130. Wham, Steuben D..	7 years.	.....	.....Carter
	1888.		
131. Baumberger, Louise Mrs. S. M. Inglis ..	7 years.	.....	.Springfield
132. Briback, Catherine J.	8 years.	.....	...Cairo
133. Hall, William H....	5 years.	Business Mgr. Lewis Inst.,	.....Chicago
134. Hickam, Ada..... Mrs. G. H. Wood..	4 years.	.....	.. Anna
135. Johnson, Callie.....	1 year.	.....	.....Carbondale
136. Leary, Mary E.....	8 years.	Deaf and Dumb Institute,	....Jacksonville
137. Lindsay, David W..	8 years.	.....	.....Porterville, Cal.
138. Morgan, Charles M.	1 year..	Bradstreet Agy.	Portland, Ore.
139. Reef, William A§..	1 year..	Stenographer..	Leadville, Colo.
140. Richards, Kate E*.. Mrs. W. A. Stewart	2 years	.....	.....
141. Street, Jasper N...	8 years.	Supt. City Schools...	Vandalia
142. Trobaugh, Frank E.	1 year.	Physician.....	Murphysboro
143. Wham, Maggie....	8 years.	....	.....DeLand
	1889.		
144. Allyn, Lois A..... Mrs. D. L. Mason.	4 years.	.....	.....Winchendon, Mass.
145. Bridges, Mary E... Mrs. E. J. Malone	.....	.....	.....Sikeston, Mo.
146. Colyer, Frank H...	5 years.	.....	.....Indiana
147. Kimzey, Walter R.	6 years.	County Supt.....	.....Tamaroa
148. McMeen, John D...	6 years.	Prin. of Schools.....	Jonesboro
149. Parkinson, J. M....	6 years.	Supt. City Sch'ls.	Edwardsville
150. Parks, Lizzie.....	5 years.	.....	.....Du Quoin
151. Wallis, William....	3 years.	Prin. High School..	Charleston
	1890.		
152. Bain, John Charles.	.....	Lawyer.....	.....Chicago
153. Hackney, Kate G.. Mrs. F. O. Rogers.	3 years.	....	.....Waggoner
154. Hull, Bertha§.....	2 years.	.....	.....Decatur

§Paid Tuition.
*Deceased.

	NAME.	TIME.	OCCUPATION.	ADDRESS
155.	Keller, Kent E.....	2 years.	.....	Murphysboro
156.	Lansden, Mary G.§.	6 years.	.....	Hyde Park, Chicago
157.	Ramsey, Joseph Eli	6 years.	County Supt.	Mt. Carmel
158.	Sams, Fountain F..	1 year.	Lawyer	Jonesboro
159.	Smith, Mabel*.....	.....	.....	.....
160.	Storment, John C..	5 years.	.....	Pomona, Cal.
161.	Torrance, Ann Eliza	6 years.	.....	Chicago
162.	VanCleve, Martin T.	5 years.	.....	Ava

1891.

163.	Alexander, Anna R.	5 years.	.....	Harvey
164.	Beman, George W.	1 year.	R. R. Service.....	Carbondale
165.	Blanchard, Guy....	1 year.	Merchant	Tamaroa
166.	Boyd, Frank L.....	5 years.	Prin of Schools.....	Warsaw
167.	Burket, Grace L....	4 years.	Supply Teacher....	Carbondale
168.	Clark, Lulu.....	4 years.	.....	Belleville
169.	Freeman, James A.	5 years.	Prin. of Schools....	Carbondale
170.	Hill, Mary E.....	3 years.	.....	Equality
171.	Holden, Emma..... Mrs. H. A. Ross ..	3 years.	.....	Carlinville
172.	Hord, Addie.....	3 years.	.....	Cobden
173.	Lawrence, J. H....	2 years.	Prof. G. & L...	Franklin, N. Y.
174.	Loomis, Lydia M...	2 years.	.....	Cobden
175.	Peebles, Lizzie S...	5 years.	.....	Charleston
176.	Snyder, Arthur J..	5 years.	Prin. of Schools..	N. Evanston
177.	Sprecher, Theo. M.	5 years.	.....	Crittendon, Ariz.
178.	Steele, Robert E...	1 year.	Physician.....	Beaver, Utah
179.	Stern, Lewis.....	4 years.	Supt.....	Fountain City, Wis.
180.	Whitney, Wm. B.§.	2 years.	R. R. Mail Service.	Carbondale

1892.

181.	Ayer, Phillip S....	4 years.	Supt.....	Baxter Springs, Kan.
182.	Barr, Jessie Gleim.	3 years.	.....	Escanaba, Wis.
183.	Bliss, Anson Lee...	3 years.	Superintendent.....	Cobden
184.	Buckley, Elizabeth Mrs. O. J. Rude...	1 year.	.....	Golconda
185.	Bundy, Joseph B...	4 years.	Supt. Schools.....	Nashville
186.	Cochran, Wm. P...	3 years.	.....	San Antonia, Tex.
187.	Davis, Mary E..... Mrs. A. J. Snyder.	1 year.	.....	North Evanston
188.	Emerson, John W..	4 years.	Prin. High School...	Nashville
189.	Galbraith, Chas. M.	.....	Medical Student.	St. Louis, Mo.
190.	Kimmel, E. Lee....	4 years.	.....	Carmi
191.	Kimmel, Ruby I....	4 years.	.....	Carbondale
192.	Lawrence, A. Blanche	3 years.	.....	Centralia
193.	Lindley, John Wm.	2 years.	Lawyer.....	Sullivan, Ind.
194.	Lirely, Wm. H.....	2 years.	Stu. Chi. Univ.....	Chicago
195.	Morton, Ralph B...	2 years.	.....	Belleflower
196.	Nichols, John B....	3 years.	Supt. Schools.....	Lexington

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*Deceased.

	NAME.	TIME.	OCCUPATION.	ADDRESS.
197.	Patten, Arthur E.§	.....	Merchant....	Terre Haute, Ind.
198.	Peterson, Grant ...	3 years.	.....	Carterville
199.	Ragsdale, Joseph S.	4 years.	Prin. Schools.....	Rossville
200.	Wallis, Mary	1 year.	Stu. O. W. U.....	Delaware, O.
201.	Wham, Agnes C...	4 years.	.....	Foxville
202.	Wham, Dora A.... } Mrs. Jno. Pyatt .. }	2 years.	.....	Pyatt

1893.

203.	Brown, Robert.....	3 years.	As't. Prin. High Sch'l,	Hillsboro
204.	Clendenen, Geo. E..	3 years.	Principal.....	Illiopolis
205.	Curtis, Sarah L....	3 years.	.....	Paris
206.	Davis, Charles H...	1 year.	Minister.....	Kampsville
207.	Glenn, William T..	3 years.	.....	Belleville
208.	Henninger, Jennie.	3 years.	.....	Kankakee
209.	Hubbard, Mary E..	3 years.	.....	Greenville
210.	Hubbard, Samuel A.	2 years.	Lawyer.....	Mt. Sterling
211.	Kell, Omer Adrian.	1 years.	.....	Salem
212.	Lingenfelter, Sarah Ada.....	1 year.	Supt. Deaconess Home,	Chicago
213.	Moore, Jack Napoleon	3 years.	Prin. Schools,	Walnut Ridge, Ark.
214.	Renfro, Robert E...	.....	Real Estate and Loan Agent,	Carbondale
215.	Rude, Otto J.	3 years.	Principal Schools....	Golconda
216.	Songer, Mary E....	3 years.	.....	Kinmundy
217.	Stout, Charles L.*..	1 year.	.....	
218.	Whittenberg, Sarah J.	3 years.	County Supt.....	Vienna
219.	Woodson, Myrtle F.	2 years.	.....	Cairo

1894.

220.	Applegath, John....	1 year.	Principal Schools.....	Dongola
221.	Applegath, May A..	2 years.	.....	Dongola
222.	Chandler, Larkin C.	1 year.	Music Teacher	Litchfield
223.	Burge, Lloyd E.....	2 years.	.....	Nashville
224.	Cochran, Maude O..	.....	Stu. in Music School..	Chicago
225.	Dougherty, Andrew J.	.....	Stu. Univ. of Ill....	Champaign
226.	Ellis, Jacob T.....	2 years.	Supt. of Schools	Greenville
227.	Felts, Wm. Troy....	2 years.	Prin. High School,	Mt. Vernon
228.	Hodge, Jennie.....	2 years.	.....	North Evanston
229.	Jenkins, Harriet E.	2 years.	.....	Greenville
230.	Jay, Norman A.....	2 years.	Principal Schools....	Sandoval
231.	Kell, Iva Lucy	2 years.	.....	Centralia
232.	Kell, Lincoln S.....	.....	Farmer.....	Salem
233.	Lakin, Edwin F	1 year.	.....	Rochester
234.	Longbons, Edward..	2 years.	Supt. of Schools.....	Marion
235.	Mohlenbrock, Eric*	1 year.	.....	
236.	Ogle, J. Howard§...	.....	Stu. Cornell Univ.,	Ithaca, N. Y.

§Paid Tuition.
*Deceased.

	NAME.	TIME.	OCCUPATION.	ADDRESS.
237.	Phillips, Myrtle K.. } Mrs. H. Z. Zuck.... }	.....	.....	Tempe, Ariz.
238.	Pugh, Charles H....	2 years.	Principal.....	Fairfield
239.	Ramsey, Estelle....	1 year.	.....	Flora
240.	Smith, Edgar A....	.....	Stu. in Med. College,	Chicago
241.	Williams, Arthur E.	1 year.	.....	Mt. Vernon

1895.

242.	Anderson, Margaret G	1 year.	.....	Flora
243.	Baker, Rhoda May§	1 year.	.....	Cottage Home
244.	Barton, Josie Meagher	1 year.	.....	Bunker Hill
245.	Baughman, Ola.... } Mrs. G. H. Bainum }	.....	.....	Flora
246.	Bennett, Frances... } Walters§... }	1 year.	.....	Cairo
247.	Davidson, Mary .... } Mrs. J. T. Taylor.. }	.....	.....	Greenville
248.	Ferrell, Minnie.....	1 year.	.....	Carterville
249.	Ferrell, Nora.....	1 year.	.....	Cobden
250.	Haney, Thomas J ..	1 year.	Principal	Atwood
251.	Jones, David Oscar.	1 year.	.....	Makanda
252.	Kell, Albert Baker..	.....	Farmer.....	Salem
253.	Lee, Homer Dalton.	1 year.	Prin. High School,	Carbondale
254.	Nichols, Cora E .... } Mrs. D. O. Jones... }	1 year.	.....	Makanda
255.	Patterson, John E..	1 year.	.....	Carmi
256.	Roane, Emma Howard	1 year.	.....	Mt. Vernon
257.	Snider, Fred M.....	.....	Clerk.....	Carbondale
258.	Sowell, Myrtle I ...	1 year.	.....	Centralia
259.	Williams, Charles J.§	.....	Clerk	Carbondale
260.	Yourex, Mabel Clare	1 year.	.....	Plymouth, Ind.

§Paid Tuition.

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