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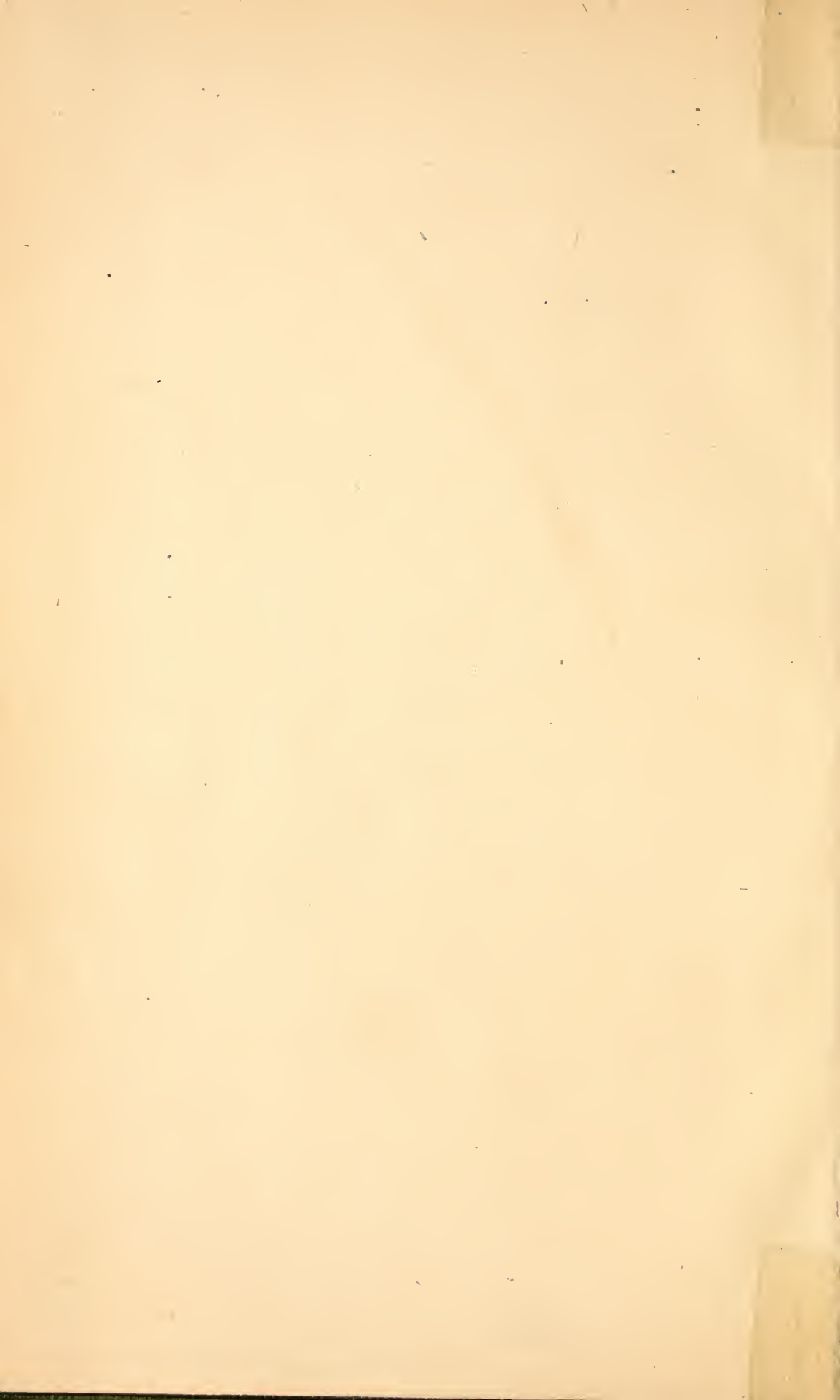
Normal University

1874-75.

CARBONDALE, ILLS.

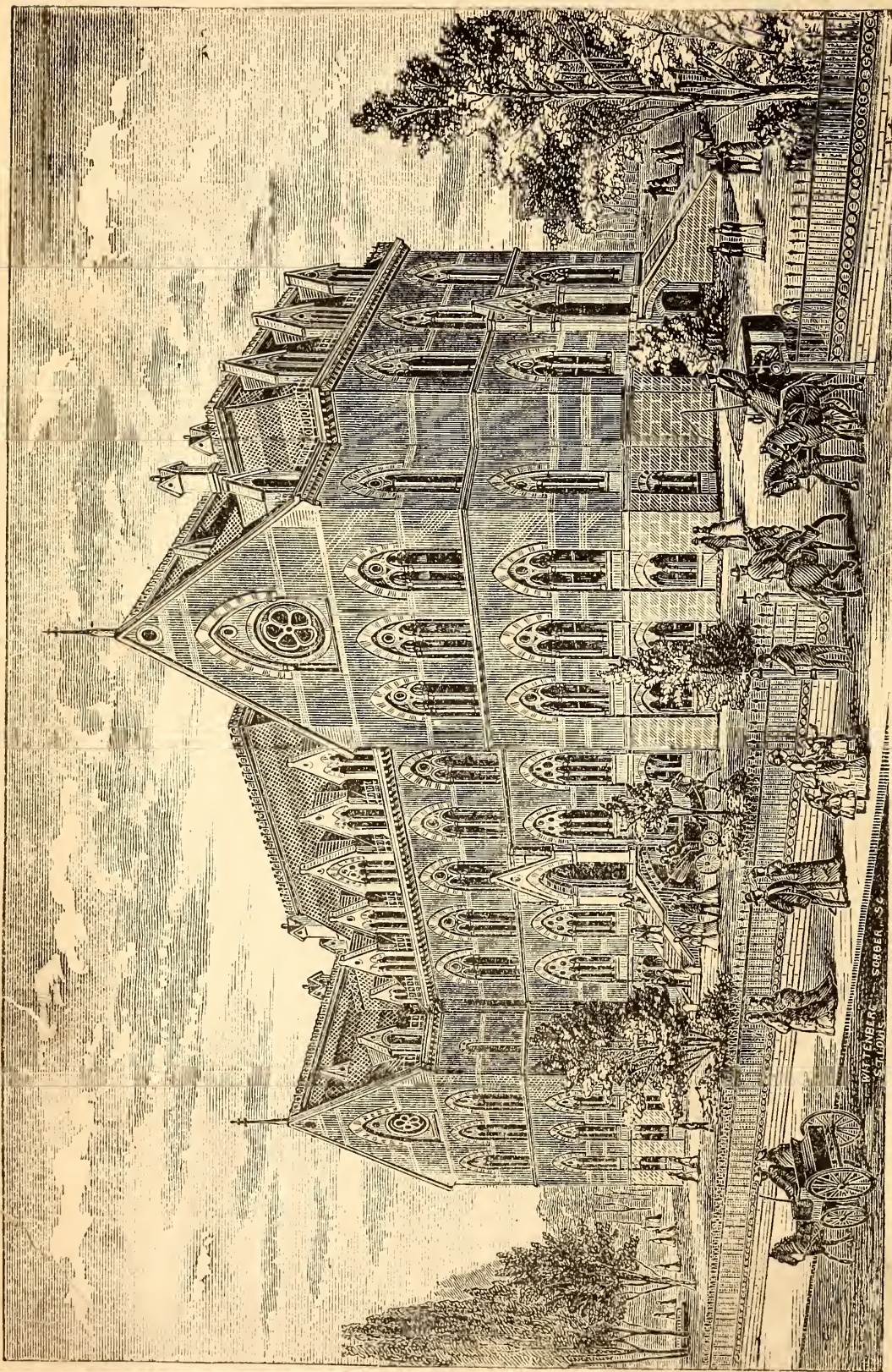
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1875.













FIRST ANNUAL CATALOGUE

OF THE

Southern Illinois Normal University,

CARBONDALE,

JACKSON COUNTY, ILLINOIS.

1874-5.

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Incorporated by Act of the Legislature, approved April 29th, 1869,

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CORNER STONE LAID MAY 17TH, 1870. BUILDING COMPLETED  
JUNE 30TH, 1874. DEDICATED JULY 1st, 1874. OPENED  
FOR ADMISSION OF STUDENTS JULY 2ND,  
1874.

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CARBONDALE, ILL.:  
SOUTHERN ILLINOISAN PRINT.

1875.

SA3

A5

1974-84



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MARTHA BUCK,

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TEACHER OF VOCAL MUSIC.

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TEACHER OF DRAWING AND CALISTHENICS.

JULIA F. MASON,

PRINCIPAL OF PRIMARY AND MODEL SCHOOL.

HON. A. D. DUFF, (elect.)

TEACHER OF LAW DEPARTMENT AND LECTURER ON CONSTITUTION OF UNITED STATES AND ILLINOIS, AND SCHOOL LAWS.



## Pupil Teachers

---

John N. Brown,  
Wm. H. Hall,  
Beverley Caldwell,  
Laura L. Brewster,  
Marie C. Mies,  
Mary Wright,  
Mary E. Vance,  
M. Belle Crowther,  
Chas. E. Evans,  
John R. Deans,  
Lydia A. Burnett,  
Fannie L. Walker,  
Thos. H. Blair,

Stuart A. Maxwell,  
Sophronia Robarts,  
Ellen N. Sherman,  
Frances Conner,  
Alice Mulkey,  
Ella R. Tilford,  
Libbie P. Hay,  
Louis M. Kane,  
Mary E. Kelsey,  
John J. McGaffagin,  
Nettie H. Middleton,  
David G. Thompson,  
Agnes Bryden.

# Names of Students

---

## *NORMAL DEPARTMENT.—THIRD YEAR.*

NAME.	RESIDENCE.
William H. Black,	Lebanon,
John N. Brown,	Walshville,
Beverly Caldwell,	Carbondale,
Thomas G. Farris,	Vienna,
George W. Graham,	Carbondale,
Stewart A. Maxwell,	Palestine,
Charles A. Sheppard,	Carbondale,
Charles Shuman,	Sullivan,
Joseph H. Tucker,	Jonesboro,
William R. Wilkinson,	Wilkinson's L'd'g, Mo.
Mary Wright,	Cobden.

||

---

## *SECOND YEAR.*

NAME.	RESIDENCE.
Orcenith H. Abernathy,	Centralia,
Belle D. A. Barnes,	Anna,
John R. Deans,	Lincoln Green,
George H. C. Farmer,	Nashville,
Carra D. Fish,	DuQuoin,
Samuel F. Grove,	Decatur,
William H. Hall,	Albion,
Ella Hundley,	Marion,
John W. Law,	Brown County,
Mary Mathews,	Grayville,
Sarah E. Morrow,	Salem,
Charles G. Neeley,	DuQuoin,
Mollie Payne,	Grayville,
Heber Robarts,	Carbondale,

Sophonra Robarts,	Carbondale,
Mary B. Rawson,	Carbondale,
Mary E. Shepherd,	Lebanon,
Ellen N. Sherman,	Sandoval,
Emma L. Stewart,	Carbondale,
Fannie Stewart,	Carbondale,
Ella R. Tilford,	Martinsville, Ind.
Mary E. Vance,	Carbondale.

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*FIRST YEAR.*

NAME.	RESIDENCE.
William B. Adams,	Moscow,
Elias Allen,	Williamson County,
Hattie A. Allyn,	Carbondale,
Marilla Atherton,	Unity,
Martin L. Baker,	Williamson County,
William H. Bowling	Carbondale,
Charles T. Boyd,	Carbondale,
James M. Brown,	Johnson County,
William J. Brown,	Ashley,
Agnes Bryden,	Carbondale,
Celestia, H. Burdick,	Carbondale,
Lydia A. Burnett,	Jordan's Grove,
Arista Burton,	Carbondale,
Andrew S. Caldwell,	Carbondale,
Mary Caldwell,	Carbondale,
Julia M. Campbell,	Carbondale,
Louis W. Carlton,	Johnson Co.
Louisa C. Carter,	Baldwin,
Josephine Coughenower,	Carbondale,
Theodore G. Cloud,	Paxton,
M. Belle Crowther,	Carbondale,
John H. Davis,	Marion,

Mary M. Davis,	Carbondale,
Lena E. Deyo,	Carbondale,
Amanda Dilda,	Jonesboro,
Taylor Dodd,	Union County,
Mary H. Eddy,	Shelbyville,
Charles E. Evans,	Lake Creek,
Ada L. Fellows,	Livingston, N. Y.
William J. Finch,	Cairo,
Robt. H. Flanigan,	Benton,
Thomas N. Foreman,	Johnson County,
Ida E. Freeman,	Alva,
Thomas J. Fulton,	Odin,
William B. Gray,	Wayne County,
Samuel J. Harrington,	Wayne County,
Kate Harwood;	Carbondale,
Libbie P. Hay,	Burnt Prairie,
Melissa Hayes,	Carbondale,
William W. Hickenbottom,	Rinard,
Orcelia B. Hillman,	Carbondale,
Belle D. Hogan,	Benton,
Frank M. Hubbard,	Anna,
W. F. Hughes,	Carbondale,
John E. Iles,	Fairmount,
Sarah E. Jackson,	DuQuoin,
Ada S. Jones,	Rockwood,
Louis M. Kane,	Mascoutah,
William A. Kelley,	Villa Ridge,
Frank Kelsey,	DuBois,
Mary E. Kelsey,	DuBois,
Amelia J. Kennedy,	Murphysboro,
Maggie Kennedy,	Carbondale,
Jennie B. Koenig,	Anna,
Christian L. Kruse,	Butler,
Annie Lingle,	Jonesboro,
Dora A. Lipe,	Benton,
Emma Livingston,	Cairo,
Fannie S. Longley,	Makanda,



Eva E. Luce,	Carbondale,
David T. Martin,	Ashley,
Ida Mary McCrary,	Locust Grove,
John J. McGaffigan,	Carlyle,
Nettie H. Middleton,	Youngsville, Penn.
Marie C. Miles,	Cobden,
Lou. S. Mitchell,	Marion,
Edward E. Moberly,	DuQuoin,
Alice Mulkey,	Williamson County,
John R. Norvell,	Johnson County,
Robt. E. Oliver,	Lawrence, Kansas,
John W. Ottrich,	Anna,
Ada M. Pare,	Murphysboro,
Richmond Plant,	Cobden,
Harriette Potts,	St. Francisville,
Thomas M. Puleston,	Odin,
Anna Qualls,	Murphysboro,
George H. Rendleman,	Makanda,
Emma Rhodes,	Vera,
Carrie L. Ridenhour,	Vienna,
Erastus K. Ridenhour,	Vienna,
Harris M. Ridenhour,	Vienna,
William N. Robinson,	Cobden,
William A. Schwartz,	Elkville,
Anna I. Sheppard,	Villa Ridge,
John G. Sims,	O'Fallon,
James Smith,	Sulphur Springs,
James W. Smith,	Belleville,
Jennie E. Sprecher,	Richview,
Alice E. Stuart,	Carbondale,
Clara M. Stewart,	Williamson County,
Theressa A. Stewart,	Williamson County,
Rosanna Stroman,	Makanda,
David G. Thompson,	Golconda,
Elias Trago,	Cisney,
William H. Warder,	Carbondale,
Cyrus M. White,	Clement,

Minnie H. White,  
Sarah C. White,  
George Williams,

Marion.  
Heron's Prairie.  
Dongola.

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*PREPARATORY.—THIRD YEAR.*

NAME.	RESIDENCE.
Myrta H. Alden,	Carbondale,
John S. Allen,	Grand Chain,
Wezette Alkins,	Carbondale,
Belle Baxter,	Murphysboro,
Thomas H. Blair,	Cutler,
Maggie R. Blair,	Cutler,
Matilda Blair,	Randolph County,
Florence A. Bonhan,	Carbondale,
George L. Bowyer,	Carbondale,
Ella B. Boyd,	Carbondale,
Lewis M. Bradley,	DeSota,
Rufus H. Brainard,	Carbondale,
Jerome C. Bridges,	Carbondale,
Laura L. Brewster,	Carbondale,
Richard D. Brush,	Carbondale,
Alice M. Burgess,	DuQuoin,
Charles Burton,	Carbondale,
Delia Caldwell,	Carbondale,
Nannie Caldwell,	Carbondale,
Mary I. Cantrell,	Benton,
Frankie Conner,	Carbondale,
Albert Cover,	Saratoga,
Mary E. Chapman,	Carbondale,
Samuel J. Chapman,	Carbondale,
Hardy P. Davis,	Carbondale,
Eva C. Delano,	DuQuoin,
Elanor Duff,	Carbondale,
George Dunnaway,	Marion,
Adella Easley,	Plainview,

Jennie Easterly,	Jackson County,
Corrine Evans,	Lake Creek,
Edward Evans,	Monroe County,
Joab Goodall,	Marion,
Elsie F. Hamilton,	Carbondale,
Georgiana Hamilton,	Carbondale,
Joseph P. Hamilton,	Carbondale,
Charlotte Hanson,	Carbondale,
Lionell D. Hargis,	Hulens,
John H. Hill,	Carbondale,
Walter H. Hiller,	Union County,
Martha Hinchcliff,	Carbondale,
Sarah Hinchcliff,	Carbondale,
Catherine R. Hogue,	Cutler,
Clara Hord,	Carbondale,
Joseph G. Houston,	Metropolis,
Alice M. Huffman,	Foreman,
Jacob V. Hughes,	Carbondale,
Don Johnson,	Carbondale,
Lucy C. Kelsey,	DuBois,
Nathan E. Kelsey,	DuBois,
Kate E. Kilpatrick,	Carbondale,
John M. Larsh,	Centralia,
Susa C. Martin,	Carbondale,
Mary C. McAnally,	Cave,
Blanche Meagher,	Carbondale,
Ida M. Mertz,	Mound City,
Dexter L. Miller,	Paxton,
Alice A. Milliorn,	Carbondale,
Sarah E. Mitchell,	Franklin County,
Cornia Morris,	Metropolis,
Louis W. Osborn,	Effingham,
Mary A. Painter,	Williamson County,
William A. Perce,	Edinburg,
Eva Perrine,	Lake Creek,
Eddie R. Pierce,	Mount Carmel,
Lyman T. Phillips,	Nashville,

Wm. S. Pickard,	Madison, Wis.,
John Qualls,	Murphysboro,
Alfred J. Rapp,	Carbondale,
J. M. Reeder,	Murphysboro,
Samantha B. Rice,	Cobden,
Mattie Robarts,	Carbondale,
General R. Romig,	Carbondale,
Etta L. Rugg,	Carbondale,
Lizzie A. Sears,	Carbondale,
Lizzie M. Sheppard,	Carbondale,
Luella Sheppard,	Carbondale,
Martha Simons,	Jackson County,
Silas Simons,	Jackson County,
Edward H. Smith,	Carbondale,
Melissa J. Smith,	Tamaroa,
William Spence,	Makanda,
Nannie Steers,	Grand Chain,
Thomas B. Stephenson,	Sparta,
George L. Stout,	Johnson County,
Mary C. Thompson,	Madison,
Anna Thorpe,	Carbondale,
Lizzie E. Thurbur,	Petersboro, N. Y.,
Henry Tudor,	Rockwood,
Frank M. Tuthill,	Vergennes,
Helen F. Underwood,	Anna,
Charles M. Walker,	Cairo,
Eliza B. Walbridge,	Pulaski,
Fannie L. Walker,	Carbondale,
Lizzie Welch,	Ashley,
Newton Whitacre,	Makanda,
Benjamin F. Williams,	Carbondale,
Alice J. Winnie,	Carbondale,
Ida M. Woodworth,	Carbondale,
Olive L. Zimmerman,	Makanda,

*PREPARATORY.—SECOND YEAR.*

NAME.	RESIDENCE.
Willis H. Allen,	Carbondale,
Levi J. Bennett,	Carterville,
John E. Blanchard,	Murphysboro,
James C. Cummins,	New Columbia,
Edgar M Davis,	Carbondale,
James M. Evans,	Grand Tower,
Carrie M. Davis,	Carbondale,
Lincoln Fitzgerald,	Carbondale,
John P. Goodall,	Marion,
Sophonra Gear,	Vergennes,
John M. Halsted,	Makanda,
Edward B. Hamilton,	Carbondale,
Daniel W. Hartwell,	Marion,
Robert M. Hight,	Johnson County.
Helen M. Houston,	Metropolis,
Thomas J. Hurst,	Makanda,
Mary Kimmel,	Elkville,
Solomon Kimmel,	Elkville,
Albert Krysher,	Makanda,
Alice Krysher,	Makanda,
Mary E. Linehan,	Carbondale,
Alva Lipe,	DuQuoin,
Jefferson W. McChesney,	Fredona, Ky.,
John McGee,	Union County,
Mollie A. Kenny,	Mt. Vernon,
John E. Manier,	Marion,
Elenora Martin,	Carbondale,
Hattie F. Mayhew,	Carbondale,
Kate H. Moore,	Carbondale,
Cora M. Morgan,	Carbondale,
Surelda Nave,	Benton,
Hester E. Perry,	Jackson County,
Belle M. Pierce,	Mt. Carmel,
Cornelius W. Rapp,	Carbondale,
Phillip Rendleman,	Makanda,
Belle Scurlock,	Carbondale,



Willard P. Sears,	Carbondale,
Frank M. Sprague,	Okawville,
Charles E. Waldman,	Red Bud,
Clara A. Walker,	Carbondale,
Joel J. Walker,	Johnson County,
Mary B. Walker,	Red Bud,
Charles H. Walbridge,	Pulaski County,
Joel D. Watson,	Union County,
Reuben Yocum,	Carbondale,
Jacob O. Zimmerman,	Makanda.

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*PREPARATORY.—FIRST YEAR.*

NAME.	RESIDENCE.
Ellie Anderson,	Carbondale.
David L. Barton,	Carbondale,
Alice J. Baxter,	Carbondale,
Anna M. Baxter,	Carbondale,
Edwin Bernreuter,	Nashville,
Benningsen Boone, Jr.,	Grand Tower,
Flora Bowling,	Carbondale,
Lovie Boyd,	Carbondale,
Cora Brewster,	Carbondale,
Nora Brush,	Carbondale,
Charles Burnett,	Shawneetown,
Edwin D. Carey,	Grayville,
Mary A. Caswell,	Carbondale,
Ulysses S. G. Chapman,	Carbondale,
Frankie Clements,	Carbondale,
Nellie B. Davis,	Carbondale,
Charles E. Dickerman,	Carbondale,
Harry H. Dickerman,	Carbondale,
Connie C. Duff,	Carbondale,
Walter J. Ennison,	Carbondale,
William F. W. Espie,	Williamson County.

Mary Gaines,	Williamson County,
Oliver H. Garvin,	Nashville,
Mary Grandstaff,	Cairo,
Robert M. Hight,	Johnson County,
Willie B. Hindman,	Carbondale,
Siddie M. Jack,	Marion,
Ella Krysher,	Makanda,
Mary L. Lawrence,	Carbondale,
Maggie E. Linehan,	Carbondale,
James McFadden,	Carbondale,
Lizzie A. Moore,	Carbondale,
Theodore Musson,	Cobden,
Mary E. Neal,	Randolph County,
Celia M. Perry,	Jackson County,
Charles F. Perry,	Jackson County,
Edgar A. Perryman,	Belleville,
Stella A. Perryman,	Belleville,
William H. Pierce,	Mount Carmel,
Nellie Prickett,	Carbondale,
Harry C. Purdy,	Carbondale,
Mary A. Robarts,	Carbondale,
William E. Robertson,	Makanka,
Charles F. Roediger,	Millstadt,
Ida E. Singleton,	Carbondale,
Frank J. Smith,	Carbondale,
Charles P. Snider,	Carbondale,
James M. Snider,	Carbondale,
Laura Snider,	Carbondale,
Lizzie Snider,	Carbondale,
James C. Tabb,	Ashley,
Anna G. Warder,	Carbondale,
Charles Ware,	Jonesboro,
Jennie E. Watson,	Carbondale,
Elmira B. Wilson,	Carbondale,
Georgianna Winn,	Carbondale,
Ada M. Wykes,	Carbondale,
William H. Young, Jr.,	Manheim, Prussia.

*MODEL DEPARTMENT.*

NAME.	RESIDENCE.
Mamie Allen,	Carbondale,
Robert M. Allen,	Carbondale,
Frank A. Allison,	Murphysboro,
Grant Beard,	Carbondale,
Uriah H. Beckwith,	Carbondale,
Julia A. Bowling,	Carbondale,
Mary E. Bridges,	Carbondale,
James Brown,	Carbondale,
Maggie Brown,	Carbondale,
Zelica Brush,	Carbondale,
Carrie Campbell,	Carbondale,
Harmon M. Campbell,	Carbondale,
George C. Cantrell,	Benton,
Kate Cantrell,	Benton,
Maud Davis,	Carbondale,
Minnie Dawes,	Carbondale,
May B. Duff,	Carbondale,
Zilpha Evans,	Lake Creek,
George N. Felts,	Carbondale,
Willie Finch,	Carbondale,
Albert W. Fligor,	Carbondale,
Pleasant M. Fligor,	Carbondale,
Daisy F. Gage,	Carbondale,
Frank D. Gage,	Carbondale,
Rebecca Goldman,	Carbondale,
Willie Goldman,	Carbondale,
Anna Helms,	Carbondale,
Emma M. Hewitt,	Carbondale,
Willie Hewitt,	Carbondale,
Lula Hull,	Carbondale,
Bell Irwin,	Carbondale,
George Irwin,	Carbondale,
Charles M. Jerome,	Carbondale,
Emma C. Johnson,	DuQuoin,
Cora Krysher,	Makanda,

Ora Krysher,	Makanda,
Lizzie Lawrence,	Carbondale,
Ladie McFadden,	Carbondale,
Hawkins C. Murphy,	Pinckneyville,
Clements J. Perry,	Carbondale,
Samuel C. Pierce,	Mount Carmel,
Charles Pritchett,	Carbondale,
Clarence W. Purdy,	Carbondale,
Anna A. Rapp,	Carbondale,
Willie W. Rapp,	Carbondale,
Ernest L. Raynor,	Carbondale,
Frankie C. Rugg,	Carbondale,
Hartford Simons,	Jackson County,
Harry W. Smith,	Carbondale,
Alice Sprague,	Carbondale,
Rosetta Stone,	Williamson County,
Nora Thomas,	Carbondale,
Sidney A. Tyner,	Carbondale,
Ruel H. Waggoner,	Jackson County,
Russell D. Waggoner,	Jackson County,
Corrington O. Walker,	Carbondale,
Lora A. Walker,	Carbondale,
Nellie G. Wolf,	Grand Tower,
Willie T. Wykes,	Carbondale,
John L. Yocum,	Carbondale,
Mary E. Yocum,	Carbondale,

— 0 —

*SUMMARY OF STUDENTS.*

In Normal Department.....	132
In Preparatory Department.....	203
In Model Department.....	61
Total.....	396



# COURSE OF STUDY.

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## Model School.

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### *FIRST YEAR.*

The Primary English Studies and Object Lessons, Counting, Drawing, Singing, Local Geography and Spelling.

### *SECOND YEAR.*

Geography of United States, Arithmetic through Division, Reading, Writing, Drawing, Singing, Object Lessons, Spelling and Defining and Calisthenics.

### *THIRD YEAR.*

Arithmetic to Fractions, Geography, Grammar begun and Elementary Natural History, Reading, Spelling, Writing, Drawing, Calisthenics and Singing.

---

## Preparatory School.

---

### *FIRST YEAR.*

FIRST TERM.—Arithmetic—Fractions, Reading, Writing, Geography, Spelling, Drawing, Vocal Music and Calisthenics.

SECOND TERM.—Arithmetic—Percentage, Geography, Spelling, Writing, Reading, Drawing, Vocal Music and Calisthenics.

THIRD TERM.—Arithmetic—Ratio and Roots, Grammar begun, Reading, Drawing, Writing, Spelling and Calisthenics.

---

*SECOND YEAR.*

FIRST TERM.—Review of Arithmetic, Grammar, United States History, Reading, Drawing, Writing and Singing.

SECOND TERM.—Grammar, History, Astronomy, Reading, Drawing, Singing, Writing and Calisthenics.

THIRD TERM.—Grammar, Botany, Natural History, Reading, Singing, Writing and Calisthenics.

---

*THIRD YEAR.*

FIRST TERM.—Latin begun, Elements of Algebra, Physical Geography, English Grammar Reviewed and General Exercises the same as second year.

SECOND TERM.—Latin, Algebra, Physiology, Astronomy, Natural History and General Exercises continued.

THIRD TERM.—Latin, Algebra, English Analysis, General Exercises continued.

---

*Normal School.*

The following is the Normal Course. It embraces two large and thorough courses of study. One includes the Classics, with provision for elective German and French; the other omits all the languages except the English, and both make an extensive study of the mother tongue.

It substantially embraces a department of Mathematics, of English Language and Literature, of Art and Elocution, Music, Drawing and Calisthenics, of Physics, of Chemistry and Astronomy, of History, of Classical Language, and of Theoretical and Practical Teaching. The whole forms what is called the

---

Classical Normal Course, and selected studies make up the Scientific Normal Course.

Either is sufficient for practical purposes, and may prepare a teacher for the full work of our public and high schools.

---

*FIRST YEAR.*

FIRST TERM.—English Language, Algebra, Latin, Greek, Drawing, Singing and Calisthenics.

SECOND TERM.—Algebra, English, Latin, Greek: General Exercises same.

THIRD TERM.—Geometry, Latin, Greek, History of English Language: same General Exercises.

---

*SECOND YEAR.*

FIRST TERM.—Geometry, Latin, Greek, and English Literature.

SECOND TERM.—Trigonometry and Surveying, Latin, Greek, Physiology.

THIRD TERM.—Latin, Greek, Botany and Natural Philosophy.

---

*THIRD YEAR.*

FIRST TERM.—Rhetoric, History, Greek, Zoology and General Exercises continued.

SECOND TERM.—Logic, History, Greek and Chemistry.

THIRD TERM.—English Criticism, History, Geology, and Conic Sections.

---

*FOURTH YEAR.*

FIRST TERM.—Mental Philosophy, English Language, Physical Geography and Pedagogics.

SECOND TERM.—Ethics, Astronomy, Pedagogics and Book Keeping.

THIRD TERM.—Constitution of United States, School Laws of Illinois, Pedagogics and Book Keeping.

General Exercises during the whole course.

German and French may be substituted in some cases.

N. B.—Written examinations monthly, and oral at the close of each term.

---

### POST GRADUATE YEAR.

This will embrace a larger course of History, more of Mathematics, Political Economy, Criticism, Field Work in Natural History, Analytical Chemistry, and Dissecting and Preserving Specimens collected. It will also include courses of Lectures on the above branches, and on the History and Science of Education. One year's work of teaching in the Model School, for an hour a day, will be required for a Diploma.

---

## General Information.

The object of the University is to do a part of the work of education undertaken by the State. This is provided for in three departments—Model or Primary, Preparatory and Normal. Each of these has a specific work, and pursues its appropriate method. The great design of the Model School is to be an example of what a school for primary scholars should be, and to afford to those preparing themselves to teach a place where they may observe the best methods in operation, and where, at suitable times, they may practice in the calling of a teacher, under the eye of one well instructed and largely experienced in the work.



The purpose of the Preparatory Department is, in part, the same, but it is largely used to give instruction in the common branches, and to make up the early deficiencies of such as design to enter the Normal classes.

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 duty of a teacher. It aims to give instruction and opportunities of observation and trial, to every one passing through the course, so that he shall not be an entire novice in his calling when he enters the school room. With this idea in the mind every branch prescribed to be taught in the common and high schools of our State is carefully studied, from the alphabet to the highest range of philosophy. Accuracy and complete thoroughness are points held in mind in every recitation, and drills upon the elements are not shunned as though one gained something by slurring over them. So much of each branch as we pursue we endeavor to impress upon the heart, and to incorporate its methods into the whole frame of the character. Great attention is, therefore, bestowed on the earlier parts of the course, such as spelling and pronouncing words, reading and defining, writing, drawing and calisthenics. 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 course of study is planned to give information, to assist in self control and discipline, and to promote culture and refinement. It is arranged in the order which ages have found most profitable and philosophical. The earlier studies are elementary and the later ones calculated for stimulating thought when it is growing to maturity and needs discipline in the proper directions. It is most emphatically urged on all students, that they make their arrangements to pursue each study in its order, to make thorough work of each, and not to overburden the mind and body, too, by a larger number of studies than they can carry.

Few things can be impressed on the mind to more profit than rules like the following, and we earnestly request school officers, directors and county superintendents to aid us, and the friends of sound and symmetrical education to reiterate the maxims: Be thoroughly grounded in the elements of all knowledge; particularly spelling English words, pronouncing every letter and syllable properly; reading with readiness and correctness; adding and multiplying numbers in all possible combinations, with electric speed and infallible accuracy; writing a good hand easily read, and done with despatch and neatness; drawing any simple figure, and singing. These things, well learned in theory and wrought into practical habits, not only open the door to all fields of knowledge and art, but they do go a long way toward making the highest attainments in scholarship and the sweetest grace in all manners and behavior. This Normal University insists on them as both necessary and easily gained.

Our rules of government are only few in number and very general in their application. They are embraced in the Golden Rule: "Do to others as you would they should do to you." It is expected, of course, that they include—

1. Neatness of person and of dress.
2. Purity of words and of behavior.
3. Cleanliness of desks, books and rooms.
4. Genteel bearing to teachers and fellow students.
5. Punctuality every day and promptness in every duty, not to the minute only, but to the second.
6. Respect for all the rights of others in all things.
7. Earnest devotion to work.
8. Quietness in all movements.
9. By all means be in school on the first day and remain till the last of every term.
10. Obedience to the laws of love and duty.

If the spirit of these things can be infused into the soul and wrought into the habits, each student will for himself grow in goodness and truth, and for the State will be a power and a blessing.

## CONDITIONS OF ADMISSION.

To be entitled to admission in the Normal Department, a lady must be sixteen years of age, and a gentleman seventeen. They must be of good moral character and a certificate to this effect will be required. To enjoy the privilege of free tuition, they must sign a certificate promising to teach in the schools of Illinois three years, or, at least, as long as they have received gratuitous instructions. They are to pass an examination, either before the County Superintendent, or Examiners, or before the Faculty of the University, such as would entitle them to a Second Grade Certificate, and they must agree to obey all reasonable requirements, as to order, promptness, cleanliness and genteel behavior.

## EXPENSES.

To those who sign the above-named certificate, tuition is gratuitous, but there may be a fee charged for incidentals, at present not exceeding \$3.00 per term of thirteen weeks. Tuition in Normal Department, \$10.00; in the Preparatory Department, \$8.00; in the Model Department, \$4.00.

Board can be had in good families in Carbondale, at rates varying from \$3.50 to \$5.00 per week, and by renting rooms and self-boarding, or by organizing clubs, the cost may be largely reduced, perhaps to \$2.50 per week. Books are sold by the several bookstores at reasonable rates.

## GENERAL REMARKS.

The work accomplished in the first year of our history, we point to with much satisfaction. More than four hundred students have for some time been with us during our year. Some of these have left us and have already engaged in the work of teaching. We regret that all cannot remain and complete the full course. Yet every year should increase the number of such as can regularly pursue each study in the order prescribed, and then go forth well commended to the patronage of the public.



## SUGGESTIONS.

We do most earnestly and affectionately recommend to all our students, and to those who may be in charge of them, or who have influence over them, in any way, by advice or authority, that they fix it as a rule never to leave the institution before the end of a term, and, if possible, that they complete a full year. Fragments of an education are indeed of much worth, just as the fragments of a diamond are valuable. But how much more profitable are they when united. The price of the diamond increases as the square of its weight. Hard study for a week, or a day, or even an hour, is worth a vast deal; but a full course of several years is largely enhanced in value. Do not be absent from the school for a day. The regular Calisthenic Exercises will give you health for consecutive study, and by habitual application you will acquire facility for study, and you will accomplish more than you would have believed.

We certainly shall not grant diplomas to those who are absent often, and who do not finish every examination, both written and oral. One of the values of a course of study is that it represents years of honest, punctual work.

## LOCATION, &c.

Carbondale is a city of 2,500 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 other places. It has, perhaps, fewer temptations to idleness and dissipations, 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 surroundings of the locality. The Illinois Central, the Carbondale and Grand Tower, and the Carbondale and Shawneetown Railroads, afford ample facilities for convenient access.



## LITERARY SOCIETY.

The students have organized a Literary Society for purposes of mutual improvement. It is called THE ZETETIC SOCIETY, and meets every Friday evening. Both ladies and gentlemen belong to it, and it affords one of the best means of culture, discipline and instruction in the practical conduct of business. It has commenced the foundation for a library and deserves the countenance and patronage of all the students and their friends.

## LAW DEPARTMENT.

The Trustees have unanimously voted to establish a Law Department, in case the Hon. Judge Duff will undertake the charge of it, and give instruction and lectures. It will not interfere with the regular work of the Normal Departments, and will have no other connection with the faculty than through Judge Duff.

## CALENDER FOR 1875-6.

Commencement for 1874-5—June 17.

Special Session begins August 9th.

Fall Term begins Monday, September 13th—Ends Friday, December 11.

Winter Term begins Monday, December 13th.

Holiday Recess begins December 24th.

Winter Term begins January 5th, 1876.

Winter Term ends March 24th, 1876.

Spring Term begins March 27th, 1876.

Examination for the year begins June 19th, 1876.

Annual Commencement, June 22nd, 1876.



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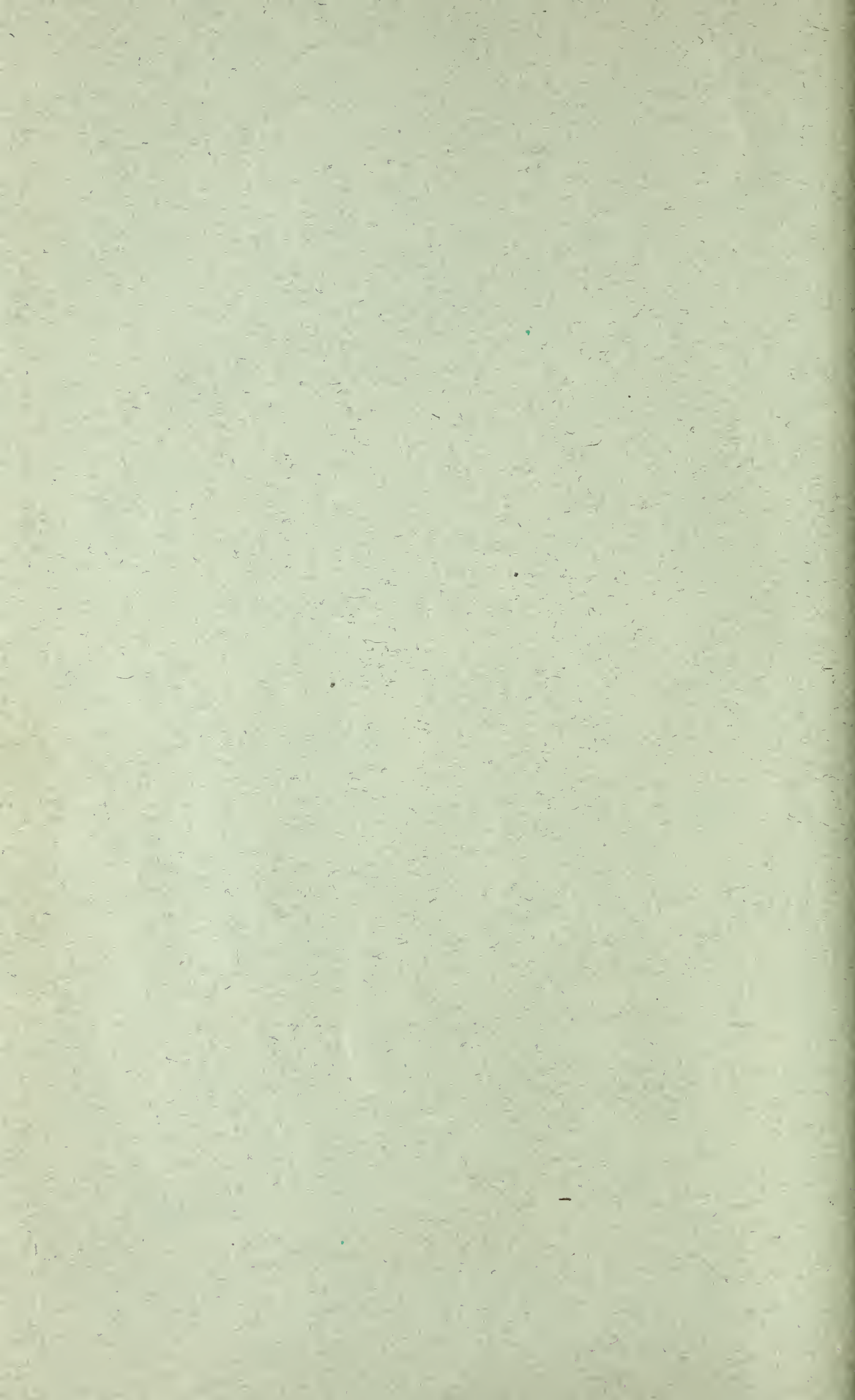
1875-76.

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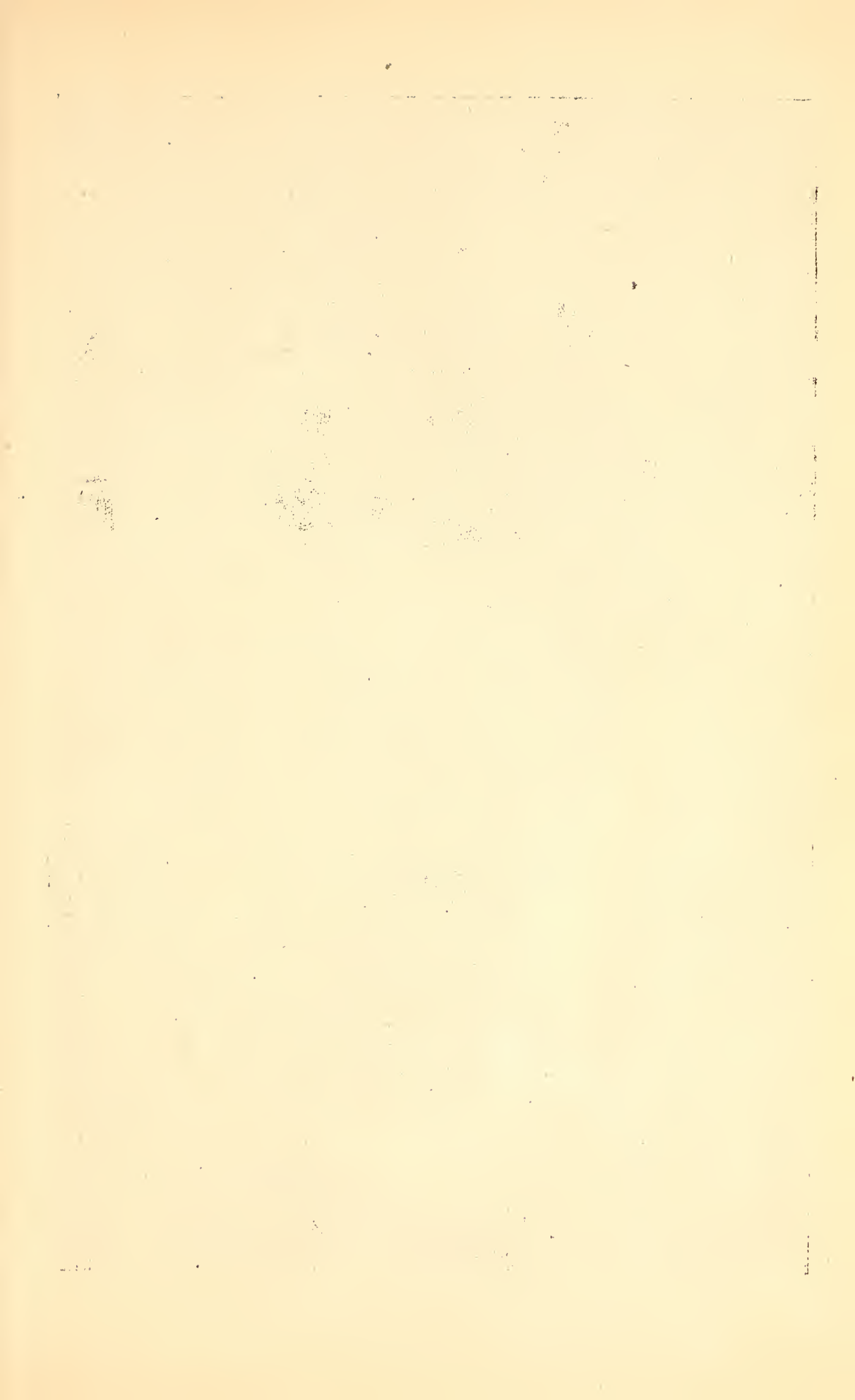
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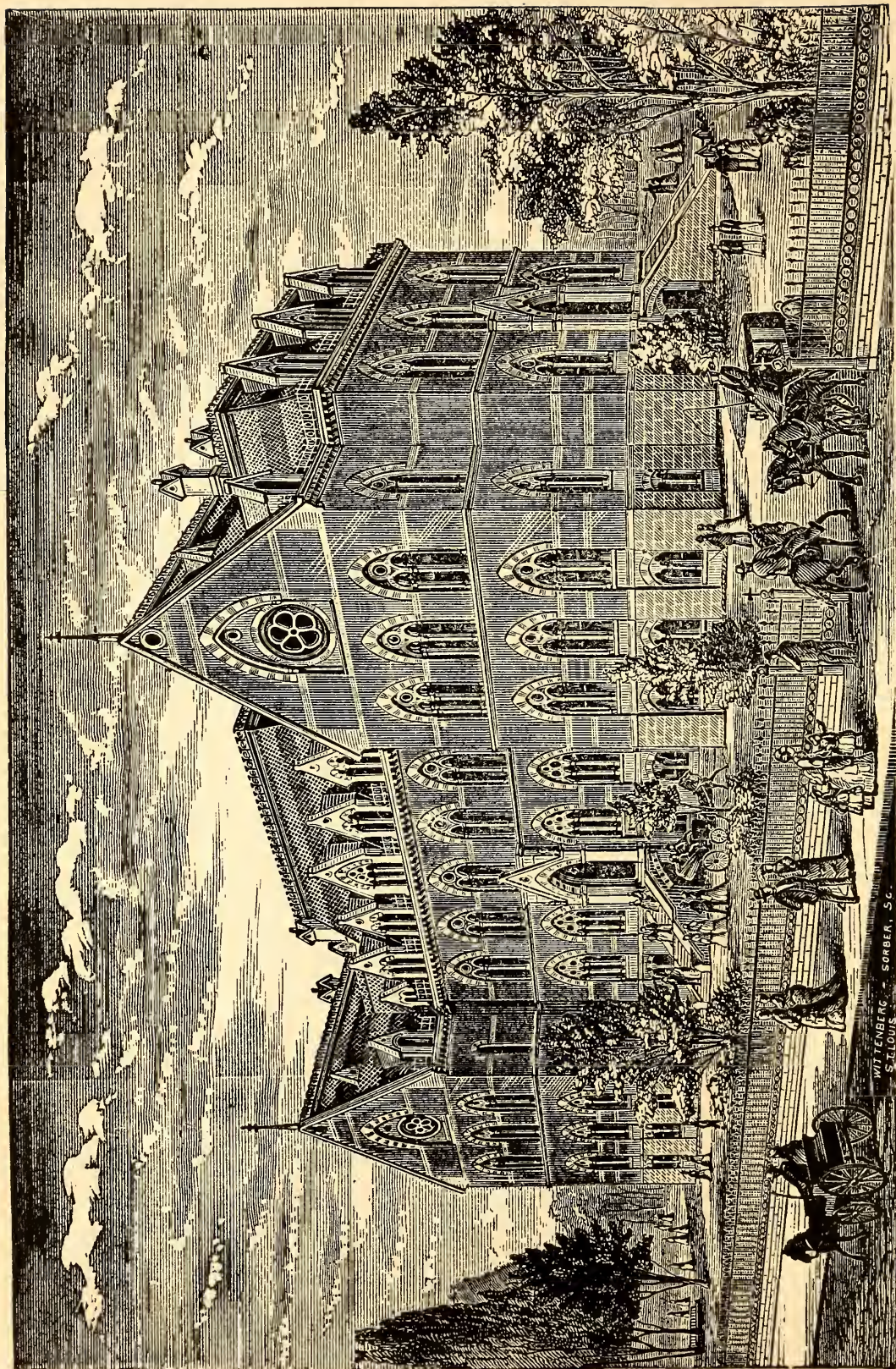
1876.











WIT TENBERG SCULPTOR S. C. LOUIS



# SECOND ANNUAL CATALOGUE

OF THE

# SOUTHERN ILLINOIS NORMAL

# UNIVERSITY,

CARBONDALE, JACKSON COUNTY, ILLINOIS,

1875-6.

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INCORPORATED BY ACT OF THE LEGISLATURE; APPROVED APRIL 20, 1869. CORNER STONE  
LAID MAY 17, 1870. BUILDING COMPLETED JUNE 30, 1874. DEDICATED  
JULY 1, 1874. OPENED FOR ADMISSION OF STUDENTS,  
JULY 2, 1874.

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CAIRO, ILLINOIS:

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1876.





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JAMES ROBARTS, M. D., Secretary.

JOHN G. CAMPBELL, Treasurer.

CHARLES W. JEROME, Registrar.

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LEWIS M. PHILLIPS, Esq.

# FACULTY.

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Principal and Teacher of Mental Science, Ethics and Pedagogics.

CYRUS THOMAS,  
Teacher of Natural History and Physiology, and Curator of the Museum.

CHARLES W. JEROME,  
Teacher of Languages and Literature.

JOHN HULL,  
Teacher of Algebra and Geometry.

ALDEN C. HILLMAN,  
Teacher of Arithmetic, and Principal of Preparatory Department.

DANIEL B. PARKINSON,  
Teacher of Natural Philosophy and Chemistry, and Lecturer on Applied Chemistry.

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Teacher of Reading, Elocution, Phonics, Vocal Music and Calisthenics.

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Teacher of History and Geography, and Librarian.

MARTHA BUCK,  
Teacher of Grammar and Etymology.

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Teacher of Drawing and Penmanship.

JULIA F. MASON,  
Principal of Primary and Model School.

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FANNIE L. WALKER,  
THOS. H. BLAIR,  
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WM. U. ROBINSON,  
JOHN W. LAW,  
SAM'L E. WILLIAMSON,

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ALICIA A. MULKEY,  
LIBBIE P. HAY,  
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LIZZIE M. SHEPPARD,  
ANNA E. SEARS,  
ORCENATH H. ABERNATHY,  
FANNIE S. LONGLEY,

GEORGE C. ROSS.





# NAMES OF STUDENTS.

## NORMAL DEPARTMENT.

### FOURTH YEAR.

NAME.	RESIDENCE.
Caldwell, Beverly . . . . .	Carbondale.
Brown, John N. . . . .	Walshville.
Hawthorne, John C. . . . .	Blair.
Ross, George C. . . . .	Franklin County.
Wright, Mary . . . . .	Cobden.

### THIRD YEAR.

Abernathy, Orcenath H. . . . .	Centralia.
Barnes, Belle Dora A. . . . .	Anna.
Hanna, James A. . . . .	Saltillo, Tenn.
Maxwell, Stuart A. . . . .	Palestine.
Plant, Richmond. . . . .	Cobden.
Roberts, Heber. . . . .	Carbondale.
Thompson, David G. . . . .	Golconda.
Wantland, Frank. . . . .	Vandalia.
Warder, William H. . . . .	Carbondale.

### SECOND YEAR.

Allyn, Hattie A. . . . .	Carbondale.
Bozarth, Harmon P. . . . .	Omaha.
Burton, Arista. . . . .	Carbondale.
Eddy, Mary H. . . . .	Shelbyville.
Evans, Charles E. . . . .	Carbondale.

NAME.	RESIDENCE.
Hay, Libbie P.....	Grayville.
Hillman, Orcelia B.....	Carbondale.
Hundley, Ella.....	Marion.
Jackson, Sarah E.....	DuQuoin.
Kane, Louis M.....	Mascoutah.
Kennedy, Maggie.....	De Soto.
Law, John W.....	Brown County.
Marten, John.....	Carbondale.
McAnally, Emily E.....	Cave.
McAnally, John T.....	Cave.
McGaffagan, John J.....	Carlyle.
Miles, Marie C.....	Cobden.
Robinson, William U.....	Pomona.
Schenck, Charles E.....	Paris.
Schwartz, William A.....	Elkville.
Sims, John G.....	O'Fallon.
Vance, Mary E.....	Carbondale.

## FIRST YEAR.

Allen, Anna F.....	Grayville.
Allen, Elias.....	Williamson County.
Atkins, Wezette.....	Carbondale.
Blair, Maggie R.....	Cutler.
Blair, Thomas H.....	Cutler.
Bowling, William H.....	Carbondale.
Boyd, Ella B.....	Carbondale.
Boyd, Charles T.....	Carbondale.
Brown, James M.....	Johnson County.
Bryden, Agnes.....	Carbondale.
Burnett, Alice.....	Jordan's Grove.
Caldwell, Delia.....	Carbondale.
Caldwell, Mary.....	Carbondale.
Carey, Charles S.....	Grayville.
Coldwell, Ernest.....	Shelbyville, Tenn.
Hanna, Leora B.....	Sardis, Tenn.
Hayes, Lou B.....	Carbondale.
Henry, Emma.....	Danville.

NAME.	RESIDENCE.
Hickenbottom, William W.....	Wayne County.
Holding, Lizzie E.....	Carbondale.
Hughes, Jacob V.....	Jackson County.
Hughes, William F.....	Jackson County.
Iles, John E.....	Fairmount.
Kelley, William A.....	Dongola.
Kennedy, George R.....	Murphysboro.
Kimmel, Henry A.....	Calhoun County.
Lipe, Dora A.....	DuQuoin.
Longley, Fannie S.....	Makanda.
Mann, Walter E.....	Sparta.
McAnally, Mary C.....	Cave.
McCreery, Ida M.....	Cave.
McGill, John S.....	Alton Junction.
Mulkey, Alicia A.....	Carbondale.
Murphy, Clarinda J.....	Sparta.
Nash, Edward.....	Rushville.
Ormsby, Elizabeth.....	Hickman, Ky.
Otrich, John W.....	Anna.
Phillips, Lyman T.....	Nashville.
Powderly, John S.....	New Design.
Primm, Katy E.....	Pinckneyville.
Puleston, Thomas M.....	Odin.
Redfield, Robert.....	Campbell's Hill.
Rentchler, Frank P.....	Belleville.
Rice, Samantha B.....	Cobden.
Ridenhour, Harris M.....	Vienna.
Sheppard, Lizzie M.....	Carbondale.
Sheppard, Luella.....	Carbondale.
Smith, William Y.....	Johnson County.
Stephenson, Thomas B.....	Cumberland County.
Stuart, Fannie.....	Carbondale.
Ward, Edward I.....	Fitzgerell.
Walbridge, Eliza.....	Mound City.
White, Cyrus M.....	Centralia.
White, Minnie H.....	Marion.
Willey, John S.....	Utica, New York.

NAME.	RESIDENCE.
Williams, Benjamin F.....	Jackson County.
Williamson, Samuel A.....	Perry County.
Williamson, Mary E.....	Perry County.
Williamson, Sarah E.....	Perry County.
Wood, John H.....	

### SPECIAL STUDENTS.

Atterbury, George W. (A. B.)..	Litchfield.
Burdick, Celestia H.....	Carbondale.
Carruthers, David.....	Rockwood.
Cooke, Vienna T.....	Chester.
Crowther, Belle M.....	Carbondale.
Easterly, James P.....	Rockwood.
Graham, George W.....	Carbondale.
Grandstaff, Mary.....	Cairo.
Green, Thomas E. (A. B.).....	Upper Alton.
Houston, Anna E.....	Metropolis.
Livingstone, Emma A.....	Cairo.
Mathews, Mary.....	Grayville.
Miller, Francis W.....	Trenton.
Parkinson, Charles W.....	Highland.
Paul, Alexander M.....	Coulterville.
Payne, Mollie E.....	Grayville.
Pelzer, Edward.....	Red Bud.
Robarts, Sophronia.....	Carbondale.
Snider, Sarah E.....	Carbondale.
Waggoner, Edward B. (A. B.)..	Godfrey.
Walworth, Roger.....	Rockwood.



## PREPARATORY.

## THIRD YEAR.

NAME.	RESIDENCE.
Allen, Willis H.....	Carbondale.
Blanchard, John E.....	Murphysboro.
Bonham, Florence A.....	Carbondale.
Bridges, Jerome C.....	Carbondale.
Brown, James M.....	Johnson County.
Brush, Richard D.....	Carbondale.
Burnett, Andrew C.....	Jordan's Grove.
Burton, Julia.....	Carbondale.
Bush, Marion P.....	Carbondale.
Campbell, Charles C.....	Marion.
Cantrell, Mary I.....	Carbondale.
Cain, Absalom W.....	Harrisburg.
Chapman, Samuel J.....	Carbondale.
Clay, Jennie E.....	Cobden.
Deardorff, Mary E.....	Cobden.
Easterly, Lewis H.....	Jackson County.
Essick, Wesley W.....	Richland County.
Evans, Corrinne S.....	Carbondale.
Foreman, Thomas N.....	Vienna.
Goodall, Joab.....	Marion.
Hamilton, Georgina F.....	Carbondale.
Hamilton, Elsie F.....	Carbondale.
Hamilton, Edward B.....	Carbondale.
Hamilton, Joseph P.....	Carbondale.
Hamilton, Charles G.....	Carbondale.
Harris, Mary B.....	Ashley.
Hawkins, Marcus B.....	Tamaroa.
Hawthorne, Mattie E.....	Blair.
Heape, Sarah A.....	Tamaroa.
Herrin, Henry M.....	Herrin's Prairie.
Hill, John A.....	Carbondale.
Hogue, Mattie A.....	Centralia.
Houston, Helen M.....	Metropolis.
Jaenke, Herman J.....	Waterloo.

NAME.	RESIDENCE.
Kelsey, Lucy T.....	Du Bois.
Lacey, James H.....	Franklin County.
Lanterman, Fannie.....	Grayville.
Linnehan, Mary E.....	Carbondale.
Lipe, Alva.....	DuQuoin.
Lockman, Walter D.....	Dongola.
Lyons, Archibald.....	Randolph County.
Mail, Marlin.....	Palestine.
McCreery, Walter H.....	Cave.
McCreery, James M.....	Cave.
McDonald, Adolphus D.....	Dongola.
Meagher, Blanche L.....	Carbondale.
Miller, Clinton G.....	Toledo.
Milliorn, Alice E.....	Carbondale.
Mitchell, Sarah E.....	Cave.
Morris, Cornia.....	Metropolis.
Morrin, Amanda M.....	St. Louis, Mo.
Moss, Norman H.....	Mt. Vernon.
Mull, Eli.....	Cobden.
Nave, Surelda E.....	Franklin County.
Ogle, Albert B.....	Bellville.
Painter, Alice M.....	Jackson County.
Perrine, Mary A.....	Lake Creek.
Perrine, Eva J.....	Lake Creek.
Pettyjohn, James C.....	Rinard.
Philbrook, Louisa.....	Saint Elmo.
Pierce, Belle M.....	Carbondale.
Pierce, Edward R.....	Carbondale.
Rapp, Isaac H.....	Carbondale.
Rugg, Etta L.....	Jackson County.
Rumbold, Lizzie M.....	Cairo.
Sears, Lizzie A.....	Carbondale.
Seibert, John W.....	Ashley.
Simons, Silas.....	Jackson County.
Singleton, Walter S.....	Cairo.
Sowers, James C.....	Jonesboro.
Stone, William M.....	Carbondale.

NAME.	RESIDENCE.
Tanquary, James H.....	Belmont.
Thorpe, Anna.....	Jackson County.
Thurber, Lizzie M.....	Petersburgh, N. Y.
Tippett, Henry W.....	Cumberland County.
Tippett, Louisa.....	Cumberland County.
Topping, Kate.....	Cobden.
Tyner, Emma.....	Carbondale.
Walker, Mary B.....	Carbondale.
Walker, Fannie L.....	Carbondale.
Ward, Francis M.....	Fitzgerell.
Warren, Libbie E.....	Mt. Vernon.
White, Harriet C.....	Richview.
Whitney, Omar F.....	Springville.

## SECOND YEAR.

Abel, Edwin L.....	Carbondale.
Agnew, John W.....	Massac Creek.
Atherton, Heza M.....	Unity.
Baxter, Anna M.....	Jackson County.
Brown, James K.....	Metropolis
Brown, Hiram.....	Anna.
Choat, Amos.....	Metropolis.
Clay, Lizzie D.....	Cobden.
Clendinen, Walter H.....	Rockwood.
Cotton, John R.....	Metropolis.
Davis, Flora.....	Carbondale.
Davis, Charles H.....	Williamson County.
Dickerman, Charles E.....	Carbondale.
Elkins, Jackson J.....	Johnson County.
Ennison, William A.....	Carbondale.
Evans, Edwin C.....	Hecker.
Fager, Phillip.....	Elkville.
Farnsworth, John H.....	Lawrenceville.
Goodall, John P.....	Marion.
Gregory, Ebbie L.....	Shelbyville.
Hawkins, Samuel Y.....	Tamaroa.
Hawkins, Cicero R.....	Tamaroa.

NAME.	RESIDENCE.
Hay, Anna M.....	Grayville.
Highsmith, William F.....	Robinson.
Houser, James A.....	Ashley.
Hundley, Nannie.....	Marion.
Johnson, Bertram E.....	Pinckneyville.
Keith, Harry W.....	DuQuoin.
Kennedy, William D.....	Tamaroa,
Kennedy, James P.....	Jackson County.
Keown, William L.....	Jackson County.
Krysher, Alber.....	Carbondale.
Krysher, Alice.....	Carbondale.
Lewis, John P.....	Williamson County.
Liddel, Fannie H.....	Carbondale.
Lightfoot, John W.....	Carbondale.
Lindsey, Hannah N.....	Walnut.
McCullough, Frank A.....	Carbondale.
McFarland, Samuel B.....	O'Fallon.
McKenney, Mollie.....	Mount Vernon,
Moore, Kate E.....	Jackson County.
Morgan, Cora M.....	Carbondale.
New, Charles B.....	Woodberry, Tenn.
Nesbitt, Mary.....	Vandalia.
Norman, Sterling.....	Carbondale.
Paul, Levi.....	Tilden.
Paul, Sarah J.....	Tilden.
Rapp, Cornelius W.....	Carbondale.
Rolens, McLane F.....	Jackson County.
Rolens, William R.....	Jackson County.
Scurlock, Belle.....	Carbondale.
Sears, Wayland P.....	Carbondale.
Stephenson, Andrew J.....	Metropolis.
Stone, Mary M.....	Carbondale.
Stroh, Daniel.....	Jackson County.
Stroman, Rosa.....	Makanda.
Thorpe, Sarah E.....	Jackson County.
Tout, Anna.....	Cobden.
Walbridge, Charles H.....	Mound City.



NAME.	RESIDENCE.
Walker, Clara A.....	Carbondale.
Ward, George F. M.....	Carbondale.
Ware, Charles D.....	Jonesboro.
Warder, Anna G.....	Carbondale.
Washburne, Lulula G.....	Carbondale.
Webb, Isaac E.....	Jackson County.
White, Leona.....	Marion.
White, John A.....	Marion.
Williams, Willard P.....	Carbondale.
Zimmerman, Jacob O.....	Makanda.

## FIRST YEAR.

Allen, Joseph W.....	Carbondale.
Arnold, Anna R.....	Carbondale.
Atherton, Rebecca J.....	Unity.
Bowling, Flora.....	Carbondale.
Bowling, Julia A.....	Carbondale.
Brewster, Cora.....	Carbondale.
Brown, Leah.....	Carbondale.
Brush, Nora H.....	Carbondale.
Chapman, Ulysses G.....	Carbondale.
Clements, Frank.....	Carbondale.
Davis, Nellie B.....	Carbondale.
Davis, William M.....	Murphysboro.
Day, Ida M.....	Carbondale.
Dickerman, Harry G.....	Carbondale.
Duff, Connie.....	Carbondale.
Easterly, Alice.....	Jackson County.
Ennison, Walter J.....	Carbondale.
Fakes, Morvin,.....	Carbondale.
Freeman, Lena H.....	Carbondale.
Gent, Samantha E.....	Carbondale.
Grayson, Hattie A.....	Carbondale.
Hamilton, Cora M.....	Carbondale.
Harreld, Corra.....	Alto Pass.
Hopkins, Cynthia M.....	Jackson County.
Hopkins, Eliza J.....	Jackson County.

NAME.	RESIDENCE.
Hughes, Francis S.....	Jackson County.
Johnson, Scott.....	Jackson County.
Krysher, Ella.....	Carbondale.
Manier, John E.....	Marion.
Marten, William C.....	Carbondale.
McLaughlin, Alice C.....	Cutler.
McLaughlin, Maggie J.....	Cutler.
Nave, Della A.....	Franklin County.
Pease, Ella J.....	Jackson County.
Pease, Nora M.....	Jackson County.
Perry, Hester E.....	Jackson County.
Perryman, Edgar A.....	Belleville.
Perryman, Stella A.....	Belleville.
Pierce, William H.....	Carbondale.
Presson, Samuel H.....	Carbondale.
Prickett, Nellie.....	Carbondale.
Purdy, Harry C.....	Carbondale.
Reeves, Cyrus D.....	Jackson County.
Rendleman, Jefferson J.....	Makanda.
Robarts, Mary A.....	Carbondale,
Sharp, Alice M.....	Owensville, Ind.
Snider, Lizzie.....	Carbondale.
Thombs, Ida S.....	Brighton.
Toney, Adaline.....	Carbondale.
Walker, Alice.....	Richview.
Watson, Jennie E.....	Carbondale.
Wilson, Cornelia.....	Carbondale.
Yocum, John L.....	Carbondale.
Young, William H., Jr.....	Manheim, Germany.

#### MODEL DEPARTMENT.

Allen, Miriam.....	Carbondale.
Allen, Robert M.....	Carbondale.
Allison, Frank A.....	Murphysboro.
Barbour, George.....	Carbondale.
Beard, Grant.....	Carbondale.

NAME.	RESIDENCE.
Beard, Mary A.....	Carbondale.
Bridges, Mamie E.....	Carbondale.
Brush, James C.....	Carbondale.
Brush, Zelica M.....	Carbondale.
Campbell, Carrie.....	Carbondale.
Campbell, Harmon M.....	Carbondale.
Cantrell, George C.....	Carbondale.
Cantrell, Katie.....	Carbondale.
Duff, May B.....	Carbondale.
Ennison, George R.....	Carbondale.
Ennison, Mary J.....	Carbondale.
Goldman, Rebecca.....	Carbondale.
Goldman, Willie.....	Carbondale.
Hawkins, Elmach C. B.....	Tamaroa.
Hewett, Emma M.....	Carbondale.
Hewitt, Willie J.....	Carbondale.
Hull, Gertrude.....	Carbondale.
Hull, Luroe.....	Carbondale.
Jerome, Charlie M.....	Carbondale.
Kennedy, Katie.....	Carbondale.
Kirkham, Laura J.....	Carbondale.
Kirkham, Minta A.....	Carbondale.
Raynor, Ernie L.....	Carbondale.
Rodgers, Effie.....	Jackson County.
Stone, Rosetta.....	Carbondale.
Tatlow, Frank P.....	Carbondale.
Thomas, Nellie.....	Carbondale.
Thomas, Nora.....	Carbondale.
Walker, Corrington O.....	Carbondale.
Walker, Lora A.....	Carbondale.
Winne, Frankie.....	Carbondale.
Yocum, Eva May.....	Carbondale.

## SUMMARY OF STUDENTS.

In Normal Department, and Special.....	117
In Preparatory Department.....	208
In Model Department.....	37
Total.....	362

## SUMMARY BY TERMS.

Special Students.....	27
First Term.....	226
Second Term.....	214
Third Term.....	256
Total.....	723
Total, by terms, last year.....	629
Increase.....	94

## HISTORY.

An act of the legislature of the State of Illinois, approved April 29, 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 a location, erect a building, and employ teachers for the school. The governor appointed Captain Daniel Hurd, of Cairo; General Eli Boyer, of Olney; Colonel Thomas M. Harris, of Shelbyville; Rev. Elihu J. Palmer, of Belleville, and Samuel Flannigan, Esq., of Benton.

After advertising in the newspapers and stimulating competition among the towns and cities in the central part of Southern Illinois, these trustees agreed on Carbondale as the place, and the site was fixed on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central railroad. The contract of the building was let to James M. Campbell, Esq., who assumed the responsibility of completing it for the sum of \$225,000, to be obtained as follows:—\$75,000 from the State, and the balance from the city of Carbondale and the county of Jackson.

The corner-stone was laid with the ordinary ceremonies by the grand master of the Masonic fraternities of the State, on the 17th of May, 1870, and the work was rapidly pushed forward. In the spring of the next year Mr. Campbell was killed on the building, and the work was interrupted. The legislature then assumed the contract, and appointed commissioners to complete the building. These were continued, and finished their work so that the building was dedicated July 1st, 1874, a faculty of instruction was inaugurated, and the school begun.

The legislature, in the meantime, had made modifications in the law, and the governor had appointed a new board of trustees: James Robarts, M. D., of Carbondale; Hon. Thomas S. Ridgeway, of Shawneetown; Edwin S. Russell, Esq., of Mt. Carmel; Lewis M. Phillips, Esq., of Nashville, and Jacob W. Wilkin, Esq., of Marshall, and they had elected Rev. Robert Allyn, D. D., at that time President of McKendree College, Principal, and as his associates the persons whose names appear in their proper places.

The work of instruction in the new building began July 2, 1874, at which time a normal institute was opened, with fifty-three pupils. On the 6th day of September, 1874, the regular sessions of the Normal University were commenced. The school is graded and has three departments—a Normal Department, with a course of study occupying four years; a Preparatory Normal, three years; and a Primary or Model Department, for observation and experiment, three years—making a full course of ten years.



It has not been in operation long enough to have shown any very striking results. Many of the students, however, entered in advanced classes, and while none have yet completed the course and graduated, many have, compelled by lack of money, been excused for a time, and have already been employed as teachers. In this, the second year of its history, not less than one hundred and twenty-five have taught schools in various country and village districts in the southern section of the State.

The numbers of students in all the departments have been as follows for each term since the opening: First Term, 143; Second, 185; Third, 283; Fourth, 226; Fifth, 215; and the Sixth, 256.

The building is of brick, in the Norman style of architecture, with trimmings of sandstone, in two colors. It is 215 feet in extreme length, and 109 in extreme width. It has a basement story 14 feet in the clear; two stories, one 18 feet, the other 22 feet, and a Mansard story 19 feet. The basement is devoted to the apparatus for heating and for laboratory and dissecting rooms, exercises in unpleasant weather, and as a residence for the janitor. The Mansard is for lecture hall, library, museum, art gallery, and rooms for literary societies. The other two stories are for the purposes of study and recitations.

## COURSE OF STUDY.

The course of study has been arranged with two purposes in view—1, to give a strictly Normal course of training to fit teachers for the public schools, and 2, to give examples of methods of teaching. It therefore goes over the whole curriculum of school studies, from the alphabet to nearly the completion of a collegiate education, and gives especial attention to those branches which require the use of the observing and perceptive faculties, without neglecting those which demand the use of the imagination and reason. Practical attention is devoted to physics, chemistry, natural history, surveying, and language, and the student is not only taught to know but to do the work of the branches which he pursues. He is also required to give instruction in all that he learns, so that when he begins his life-work, either of teaching or laboring in a secular employment, he may not be wholly inexperienced in the very beginning of his career.

The course of instruction also embraces lectures by the principal on the history and science of Pedagogy, and on the methods both of Learning and Teaching. As the University is only in the second year of its work, it cannot point to any very striking results.

## MODEL SCHOOL.

### FIRST YEAR.

The Primary English Studies and Object Lessons, Counting, Drawing, Singing, Local Geography, and Spelling.

### SECOND YEAR.

Geography of United States, Arithmetic, through Division, Reading, Writing, Drawing, Singing, Object Lessons, Spelling and Defining, and Calisthenics.

### THIRD YEAR.

Arithmetic to Fractions, Geography, Grammar begun, and Elementary Natural History, Reading, Spelling, Writing, Drawing, Calisthenics, and Singing.

## PREPARATORY SCHOOL.

### FIRST YEAR.

*First Term.*--- Arithmetic—Fractions, Reading, Writing, Geography, Spelling, Drawing, Vocal Music, and Calisthenics.

*Second Term.*—Arithmetic—Percentage, Geography, Spelling, Writing, Reading, Drawing, Vocal Music, and Calisthenics.

*Third Term.*—Arithmetic—Ratio and Roots, Grammar begun, Reading, Drawing, Writing, Spelling, Vocal Music, and Calisthenics.

### SECOND YEAR.

*First Term.*—Review of Arithmetic, Grammar, United States History, Reading, Drawing, Writing, and Singing.

*Second Term.*—Grammar, History, Astronomy, Reading, Drawing, Singing, Writing, and Calisthenics.

*Third Term.*—Grammar, Botany, Natural History, Reading, Singing, Writing, Drawing, and Calisthenics.

### THIRD YEAR.

*First Term.*—Latin begun, Elements of Algebra, Physical Geography, English Grammar Reviewed, and general Exercises the same as second year.

*Second Term.*—Latin, Elements of Algebra, Physiology, Astronomy, Natural History, and general exercises continued.

*Third Term.*—Latin, Geometry, Algebra English Analysis, general Exercises continued.\*

## NORMAL SCHOOL.

The following is the Normal course. It embraces two large and thorough courses of study. One includes the Classics, with provision for elective German and French; the other omits all the languages except the English, and both make an extensive study of the mother tongue.

\* N. B.—This course thoroughly finished is sufficient to command a First Grade Certificate. To any student who completes it in the University, we will give a written statement of this fact; but it must be understood this will have no force or value as a legal qualification for the office of teacher. And whenever a student completes any one year's work in its proper order, we will cheerfully give him a certificate of that fact.

It substantially embraces a department of Mathematics, of English Language and Literature, of Art and Elocution, Music, Drawing and Calisthenics, of Physics, of Chemistry and Astronomy, of History, of Classical Language, and of Theoretical and Practical Teaching. The whole forms what is called the Classical Normal Course, and selected studies make up the Scientific Normal Course.

Either is sufficient for practical purposes, and may prepare a teacher for the full work of our public and high schools.

#### FIRST YEAR.

*First Term.*—English Language, University Algebra, Latin, Greek, Drawing, Singing and Calisthenics.

*Second Term.*—University Algebra, English, Latin, Greek; general Exercises same.

*Third Term.*—Geometry completed, Latin, Greek, History of English Language; same general Exercises.

#### SECOND YEAR.

*First Term.*—Trigonometry and Mensuration, Latin, Greek, and English Literature.

*Second Term.*—Natural Philosophy, Latin, Greek, Physiology.

*Third Term.*—Latin, Greek, Botany, and Surveying and Navigation.

#### THIRD YEAR.

*First Term.*—Rhetoric, History, Greek, Zoology, and general Exercises continued.

*Second Term.*—Logic, Greek and Chemistry, Conic Sections.

*Third Term.*—English Criticism, History, Geology, and School Law.

#### FOURTH YEAR.

*First Term.*—Mental Philosophy, English Language, Physical Geography and Pedagogics.



*Second Term.*—Ethics, Astronomy, Pedagogics and Book Keeping.

*Third Term.*—Constitution of United States, School Laws of Illinois, Pedagogics, Methods of Teaching and Book Keeping, Reviews of Studies.

General Exercises during the whole course.

German and French may be substituted in some cases.

N. B.—Written examinations monthly, and oral at the close of each term.

#### POST GRADUATE YEAR.

This will embrace a larger course of History, more of Mathematics, Political Economy, Criticism, Field Work in Natural History, Analytical Chemistry, and Dissecting and preserving specimens collected. It will also include courses of lectures on the above branches, and on the History and Science of Education. One year's work of teaching in the Model School, for one hour a day, will be required for a Diploma. A certificate will be given for each year of study completed in consecutive order in this department.

N. B.—The following works are recommended for reference, and are considered essential to every teacher's library, viz.: Webster's Unabridged Dictionary; Lippincott's Gazeteer; Zell's or Chambers' Encyclopædia; Hailman's History of Pedagogy; Miss Peabody's Kindergarten; Rosenkranz's Science of Education, by Miss Brackett; Wickersham's Methods; The Teacher, by Abbott; Oswald's Etymological Dictionary; Hinton's Physiology for Practical Use; Sheldon's Object Lessons; Smith's Free Hand Drawing for Public Schools; Cleveland's English and American Literature; Smith's Classical Dictionary; Hayden's Dictionary of Dates, and Graham's Synonyms.

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#### CONDITIONS OF ADMISSION.

To be entitled to admission in the Normal Department, a lady must be sixteen years of age, and a gentleman seventeen.



They must be of good moral character, and a certificate to this effect will be required. To enjoy the privilege of free tuition, they must sign a certificate promising to teach in the schools of Illinois three years, or, at least, as long as they have received gratuitous instructions. They are to pass an examination either before the county superintendent, or examiners, or before the Faculty of the University, such as would entitle them to a second grade certificate, and they must agree to obey all reasonable requirements, as to order, promptness, cleanliness and genteel behavior.

### EXPENSES.

To those who sign the above named certificate, tuition is gratuitous, but there may be a fee charged for incidentals, at present not exceeding \$3.00 per term of thirteen weeks. Tuition in Normal Department, \$10.00; in the Preparatory Department, \$8.00; in the Model Department, \$4.00.

Board can be had in good families in Carbondale, at rates varying from \$3.50 to \$5.00 per week, and by renting rooms and self-boarding, or by organizing clubs, the cost may be largely reduced, perhaps to \$2.50 per week. Books are sold by the several bookstores at reasonable rates.

### SUGGESTIONS.

We do most earnestly and affectionately recommend to all our students, and to those who may be in charge of them, or who have influence over them in any way, by advice or authority, that they fix it as a rule never to leave the institution before the end of a term, and, if possible, that they complete a full year. Fragments of an education are indeed of much worth, just as the fragments of a diamond are valuable. But how much more profitable are they when united. The price of the diamond increases as the square of its weight. Hard study for a week, or a day, or even an hour, is worth a vast deal; but a full course of several years is largely enhanced in value. Do not be absent from the school for a day. The regular Calisthenic Exercises will give you health for consecutive study, and by habitual application you will acquire facility for study, and you will accomplish more than you would have believed.

We certainly shall not grant diplomas to those who are absent often, and who do not finish every examination, both written and oral. One of the values of a course of study is that it represents years of honest, punctual work.

### LOCATION, ETC.

Carbondale is a city of 2,500 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 other places. It has, perhaps, fewer temptations to idleness and dissipations, 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 surroundings of the locality. The Illinois Central, the Carbondale and Grand Tower, and the Carbondale and Shawneetown railroads, afford ample facilities for convenient access.

### LITERARY SOCIETIES.

The students have organized two literary societies for purposes of mutual improvement. They are THE ZETETIC SOCIETY, and the SOCRATIC SOCIETY. They meet every Friday evening. These afford one of the best means of culture, discipline and instruction in the practical conduct of business. They have commenced the foundation for a library, and deserve the countenance and patronage of all the students and their friends.

### CALENDAR FOR 1876-77.

Commencement for 1875-76—June 15th.

Fall Term begins Monday, September 11th — Ends Friday, December 8th.

Winter Term begins Monday, December 11th.

Holiday Recess begins December 22d.

Winter Term begins January 3d, 1877.

Winter Term ends March 22d, 1877.

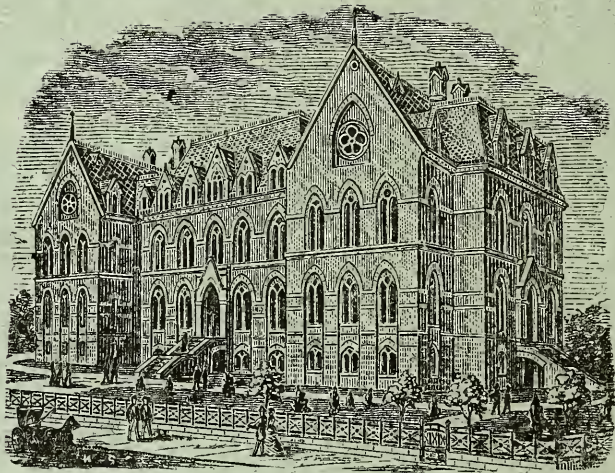
Spring Term begins March 22d, 1877.

Examination for the year begins June 12th, 1877.

Annual Commencement, June 14th, 1877.









SOUTHERN

ILLINOIS

NORMAL

UNIVERSITY

1876-77.

CARBONDALE, ILLINOIS.

CAIRO, ILLS.

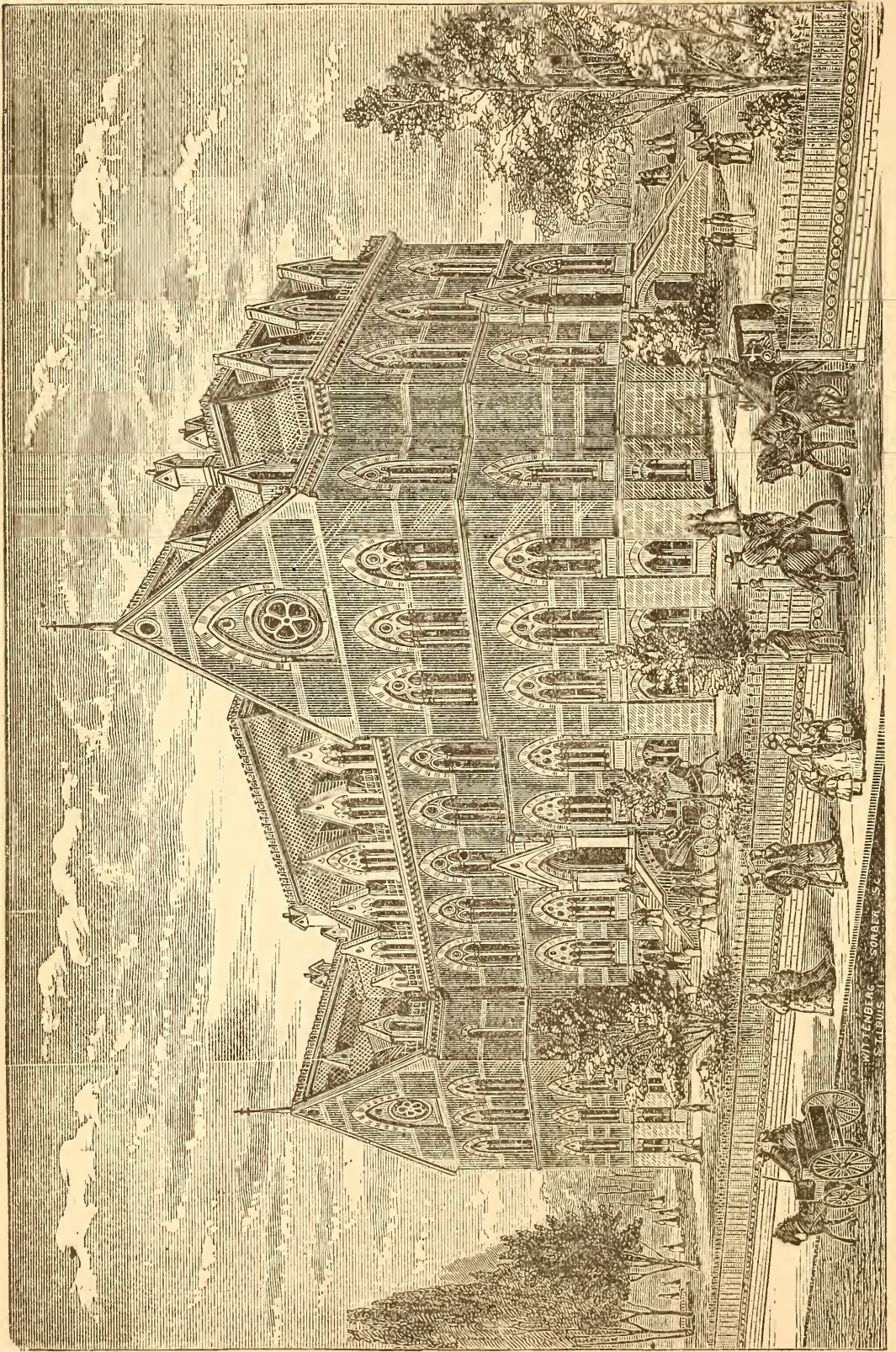
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1877.











THIRD ANNUAL CATALOGUE

OF THE

SOUTHERN ILLINOIS NORMAL

UNIVERSITY,

CARBONDALE, JACKSON COUNTY, ILLINOIS.

1876-77.

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INCORPORATED BY ACT OF THE LEGISLATURE; APPROVED APRIL 20, 1869. CORNER STONE  
LAID MAY 17, 1870. BUILDING COMPLETED JUNE 30, 1874. DEDICATED JULY 1,  
1874. OPENED FOR ADMISSION OF STUDENTS, JULY 2, 1874.

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CAIRO, ILLINOIS:  
PRINTED BY THE BULLETIN PUBLISHING COMPANY.  
1877.



## CHARTER TRUSTEES.

DANIEL HURD, Cairo.

ELI BOYER, Olney.

ELIHU J. PALMER, Carbondale.

THOMAS M. HARRIS, Shelbyville.

SAMUEL E. FLANNIGAN, Benton.

---

## BUILDING COMMISSIONERS.

JOHN WOOD, Cairo.

R. H. STURGISS, Vandalia.

ELIHU J. PALMER, Carbondale.

NATHAN BISHOP, Marion.

HIRAM WALKER, Jonesboro.

F. M. MALONE, Pana.

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## TRUSTEES.

HON. THOS. S. RIDGWAY, Shawneetown.

JAMES ROBARTS, M. D., Carbondale.

EDWIN S. RUSSELL, Esq., Mt. Carmel.

LEWIS M. PHILLIPS, Esq., Nashville.

JACOB W. WILKINS, Esq., Marshall.

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## OFFICERS OF THE BOARD.

HON. THOS. S. RIDGWAY, President.

JAMES ROBARTS, M. D., Carbondale.

JOHN G. CAMPBELL, Treasurer.

CHARLES W. JEROME, Registrar.

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## AUDITING COMMITTEE.

JAMES ROBARTS, M. D.,

LEWIS M. PHILLIPS, Esq

# FACULTY.

---

ROBERT ALLYN,  
Principal and Teacher of Mental Science, Ethics and Pedagogics.

CYRUS THOMAS,  
Teacher of Natural History and Curator of the Museum.

CHARLES W. JEROME,  
Teacher of Languages and Literature.

JOHN HULL,  
Teacher of Higher Mathematics.

ALDEN C. HILLMAN,  
Teacher of Astronomy, Arithmetic and Principal of Preparatory Department.

DANIEL B. PARKINSON,  
Teacher of Natural Philosophy and Chemistry; Lecturer on Applied Chemistry

JAMES H. BROWNLEE,  
Teacher of Reading, Elocution, Phonics, Vocal Music and Calisthenics.

GRANVILLE F. FOSTER,  
Teacher of Physiology, History and Geography, and Librarian.

MARTHA BUCK,  
Teacher of Grammar, Etymology and Book-Keeping.

HELEN M. NASH,  
Teacher of Drawing, Penmanship, French and German.

\* JULIA F. MASON,  
Principal of Primary and Model School.

NETTIE H. MIDDLETON,  
Assistant in the Museum.

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\* First six months.



## PUPIL TEACHERS.

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WILLIAM H. WARDER,  
ARISTA BURTON,  
JOHN G. SIMS,  
WALLACE E. MANN.  
ELLEN M. COURTNEY,  
JOHN MARTEN,

CHARLES E. EVANS,  
JAMES H. LACEY,  
JOHN T. McANALLY,  
SARAH SAUL,  
WM. U. ROBINSON,  
GEORGE KENNEDY, JR.



# NAMES OF STUDENTS.

## NORMAL DEPARTMENT.

### FOURTH YEAR.

NAME.	RESIDENCE.
Barnes, Belle D. A . . . . .	Anna.
Burton, Arista . . . . .	Carbondale.
England, James H. . . . .	Collinsville, Ala.
Warder, William H. . . . .	Vienna.

### THIRD YEAR.

Allyn, Hattie A. . . . .	Carbondale.
Campbell, Julia M. . . . .	Carbondale.
Courtney, Alva C. . . . .	Mount Vernon.
Evans, Charles E. . . . .	Carbondale.
Hillman, Orcelia B. . . . .	Carbondale.
Jackson, Sarah E. . . . .	DuQuoin.
Kennedy, George R. . . . .	Murphysboro.
Marten, John . . . . .	Carbondale.
McAnally, John T. . . . .	Cave.
Plant, Richmond. . . . .	St. Louis, Mo.
Robinson, William U. . . . .	Pomona.
Sims, John G. . . . .	O'Fallon.

### SECOND YEAR.

Blair, Maggie R. . . . .	Cutler.
Blair, Thomas H. . . . .	Cutler.
Bryden, Agness . . . . .	Carbondale.
Burnett, Andrew C. . . . .	Jordan's Grove.
Caldwell, Delia . . . . .	Carbondale.

NAME.	RESIDENCE.
Clendinen, Walter H.....	Rockwood.
Coldwell, Earnest.....	Shelbyville, Tenn.
Crowther, M. Belle.....	Carbondale.
Decker, Debbie E.....	Portland, Mich.
Finch, William J.....	Cairo.
Grove, Samuel F.....	Decatur.
Harrington, Silas J.....	Cisne.
Hayes, Lou.....	Carbondale.
Holding, Lizzie E.....	Bunker Hill.
Hughes, William F.....	Carbondale.
Kimmell, Henry A.....	Calhoun.
McAnally, Mary C.....	Cave.
Mann, Wallace E.....	Sparta.
Pierce, John M.....	Addieville.
Pierce, Edward R.....	Carbondale.
Primm, Eva C.....	Pinckneyville.
Puleston, Thomas M.....	Odin.
Rentchler, Frank P.....	Belleville.
Robinson, Edward H.....	Olney.
Sheppard, Lizzie M.....	Carbondale.
Sheppard, Luella.....	Carbondale.
Sowers, James C.....	Jonesboro.

## FIRST YEAR.

Allen, Elias.....	Williamson County.
Allen, Willis H.....	Carbondale.
Baker, Benjamin F.....	Williamson County.
Beattie, James H.....	Sparta.
Blanchard, John E.....	Murphysboro.
Bowen, William H.....	Carmi.
Bowling, William H.....	Equality.
Boyd, Charles T.....	Carbondale.
Boyd, Frank L.....	Carbondale.
Bradley, Lewis M.....	DeSoto.
Burton, Charles.....	Carbondale.
Chapin, Adelle M.....	Carbondale.
Courtney, Ellen M.....	Mt. Vernon.



NAME.	RESIDENCE.
Duncan, George W.	Lake Creek.
England, Coral.	Collinsville, Ala.
Finney, Reynolds M.	Vienna.
Fontaine, Rhoda	McLeansboro.
Gaunt, William A.	Grand Chain.
Goodall, Joab.	Marion.
Gray, Joseph.	Vienna.
Hamilton, Charles G.	Carbondale.
Hamilton, Elsie F.	Carbondale.
Harry, William D.	Rockwood.
Hauser, Cable.	Calhoun.
Hawkins, Emma E.	Tamaroa.
Houston, Helen M.	Metropolis.
Huffman, Alice M.	Foreman.
Hughes, Jacob V.	Jackson Co.
Iles, John E.	Fairmount.
Karraker, Henry W.	Dongola.
Kelley, William A.	Dongola.
Lacey, James H.	Mt. Vernon.
Land, Samson F.	Grayville.
McElvain, Anna M.	Old DuQuoin.
McElvain, Jennie	Old DuQuoin.
Meagher, Blanche L.	Carbondale.
Mulkey, Alicia M.	Carbondale.
Nash, Edward	Rushville.
Ogle, Albert B.	Belleville.
Parkinson, Arthur E.	Highland.
Payne, Frederica R.	Carbondale.
Phelps, Jefferson.	Jackson County.
Pierce, Belle M.	Carbondale.
Proctor, James M.	Equality.
Proctor, Thomas J.	Equality.
Rendleman, George H.	Union County.
Robinson, Kate H.	Olney.
Rumbold, Lizzie M.	Carbondale.
Seibert, John W.	Ashley.
Shook, Mary M.	Salem.

NAME.	RESIDENCE.
Simons, Silas.....	Jackson County.
Smith, William Y.....	Vienna.
Spiller, Emma C.....	Williamson County.
Stone, William M.....	Carbondale.
Strickland, Henry C.....	Shawneetown.
Stuart, Fannie F.....	Carbondale.
Tanquary, James H.....	Belmont.
Thorp, Anna.....	Jackson County.
Topping, Kate.....	Cobden.
Vick, Parle.....	Marion.
Warder, Gertrude A.....	Carbondale.
Welch, Sallie C.....	Ashley.
Williams, Benjamin T.....	Jackson.
Williams, Frederick A.....	Tamaroa.
Williamson, Mary E.....	DuQuoin.
Wroton, Georgia L.....	Marion.

## PREPARATORY DEPARTMENT.

### THIRD YEAR.

NAME.	RESIDENCE.
Atchinson, Joseph S.....	Plum Hill.
Atherton, Marilla F.....	Villa Ridge.
Baxter, Belle.....	Murphysboro.
Brady, Albert.....	Anna.
Bryden, Annie.....	Carbondale.
Burton, Julia (1).....	Carbondale.
Brush, Richard D.....	Carbondale.
Bush, Marion P.....	Jackson County.
Caldwell, Sallie E.....	Waco, Texas.
Caldwell, Nannie.....	Carbondale.
Carpenter, Lizzie.....	DeSoto.
Chapman, Samuel J.....	Carbondale.
Chesney, James H.....	Plum Hill.
Clark, Hattie S.....	Danville.

NAME.	RESIDENCE.
Clendinen, Joseph H.....	Rockwood.
Eads, Thomas L.....	O'Fallon.
Fager, Phillip .....	DeSoto.
Fellows, Fannie M.....	Marion.
Evans, Corinne S.....	Lake Creek.
Gordon, Lucian W.....	Equality.
Hamilton, Minnie H.....	Carbondale.
Hamilton, Edward B.....	Carbondale.
Hawkins, Samuel Y.....	Carbondale.
Hawkins, Cicero R. ....	Carbondale.
Hinchcliff, John T.....	Elkville.
Hayton, George .....	Williamson County.
Herrin, Henry M.....	Herrin Prarie.
Heitman, Louis .....	Bremen.
Hopkins, William F.....	Makanda.
Jenkins, John H.....	Hardin County.
Jenkins, William G.....	Hardin County.
Jenks, Emma L.....	Edwardsville.
Johnson, Anna A.....	Jonesboro.
Jones, Kate E.....	DuQuoin.
Kieth, Harry W.....	DuQuoin.
Kelsey, Lucy T.....	DuBois.
Kennedy, William D.....	Carbondale.
Kennedy, Jessie S.....	Carbondale.
Keown, William H.....	Jackson County.
Kimmell, Henry H.....	Elkville.
Kimmell, Morton G.....	Cobden.
Land, Henry C.....	Carmi.
Lancaster, Mary J.....	Elkville.
Laughlin, Benjamin F.....	Corinth.
Lightfoot, John W.....	Carbondale .
Lipe, Alice M.....	Carbondale.
Low, Joseph A.....	Chester.
Mail, Marlin .....	Robinson.
McGee, William J.....	Burnside.
McCreery, Walter H.....	Cave.
McKinney, Mollie .....	Mt. Vernon.

NAME.	RESIDENCE.
McLaughlin, Mary A.....	Cutler.
Nave, Surelda E.....	Carbondale.
Nave, Della A.....	Carbondale.
Nisbett, Hugh.....	Sparta.
Norman, Sterling H.....	Carbondale.
Parker, Theodore.....	Anna.
Pickard, William S.....	Champaign.
Perrine, Eva J.....	Williamson County.
Powell, William H.....	Lake Creek.
Perryman, Edgar A.....	Belleville.
Saul, Sarah.....	Cairo.
Snyder, Sarah E.....	Jackson County.
Spring, Mollie H.....	Belleville.
Stelle, Ella.....	McLeansboro.
Stone, Mary M.....	Carbondale.
Stout, George L.....	Vienna.
Stewart, Felix W.....	Corinth.
Tanquary, John R. S.....	Grayville.
Thompson, Mary C.....	Jackson County.
Thorp, Samuel B.....	Jackson County.
Thorp, Sarah E.....	Jackson County.
Trobaugh, William H.....	Jackson County.
Tyner, Emma.....	Carbondale.
Ulin, Alice.....	Ullin.
Walker, Charles R.....	Richview.
Walker, Edward A.....	Richview.
Walker, Fannie E.....	Richview.
Walker, Laura B.....	Centralia.
Walker, Mary B.....	Carbondale.
Wheeler, Annie C.....	Edwardsville.
Westbrook, Willis F.....	Marion.
Welch, Lizzie.....	Ashley.
White, John A.....	Marion.
Webb, Edgar O.....	Campbell Hill.
Webb, Isaac E.....	Campbell Hill.
Whitnel, John L.....	New Burnside.
Willis, Maurice.....	Albion.



NAME.	RESIDENCE.
Woodward, Robert K.....	Cairo.
Woodworth, Ida M.....	Carbondale.

SECOND YEAR.

Abel, Edwin L.....	Carbondale.
Anthony, William M.....	Chicago.
Arnold, Anna R.....	Carbondale.
Bannister, Ormsby R.....	Sparta.
Barbour, Charles A.....	Carbondale.
Baxter, Anna M.....	Jackson County.
Blanchard, Harry.....	Tamaroa.
Boren, Samuel J.....	New Caledonia.
Bowyer, Jacob T.....	Jackson County.
Brewster, Cora.....	Carbondale.
Brown, Leah.....	Carbondale.
Brown, Loula.....	Carbondale.
Brown, Hiram.....	Anna.
Brown, William J.....	Moscow.
Brush, Nora H.....	Carbondale.
Burton, Julia, (2).....	Willamson County.
Cahill, Thomas.....	Waterloo.
Cambell, Anna C.....	Marion.
Chapman, Ulysses G.....	Carbondale.
Clay, Lizzie D.....	Makanda.
Crane, Isaac.....	Ashley.
Crawford, Robert N.....	Jonesboro.
Dales, Jasper J.....	Carmi.
Damron, Samuel F.....	Vienna.
Davis, Morris C.....	Jackson County.
Davis, Nellie B.....	Carbondale.
Dickerman, Charles E.....	Carbondale.
Duff, Connie C.....	Carbondale.
Dunaway, George L.....	Marion.
Duncan, Sarah A.....	Lake Creek.
Easley, Henrietta.....	Plainview.
Easterly, Alice.....	Jackson County.
Easterly, George A.....	Jackson County.

NAMES.	RESIDENCES.
Easterly, Herman G.	Jackson County.
Elkins, Jackson K.	Vienna.
Ennisson, Walter J.	Carbondale.
Ennisson, William A.	Carbondale.
Fakes, Marvin P.	Jackson County.
Freeman, Lena H.	Plainview.
Glass, Fannie R.	Carbondale.
Gray, Carrie.	New Madrid, Mo.
Hamilton, Cora M.	Carbondale.
Harris, Mary B.	Ashley.
Hargrave, Wm. H.	Equality.
Hiller, Walter T.	Jackson County.
Hileman, Matilda E.	Mill Creek.
Hudson, William H.	Carbondale.
Hinchcliff, Harriett.	Jackson County.
Hinchcliff, Sarah.	Jackson County.
Hughes, Francis S.	Jackson County.
Johnson, Aaron M.	Centralia.
Johnson, Scott.	Jackson County.
Jones, George C.	Moscow.
Land, Edwin A.	Carmi.
Linehan, Maggie E.	Carbondale.
Marten, William C.	Carbondale.
McCullough, Frank A.	Carbondale.
Morrison, Jennie B.	Odin.
McLaughlin, Maggie J.	Cutler.
Meisenheimer, Dallas.	Jackson County.
Milliorn, Alice E.	Carbondale.
Morgan, Cora M.	Carbondale.
Nimmo, Charles F.	Jonesboro.
Nisbett, Rosa.	Sparta.
Perryman, Estella A.	Belleville.
Pease, Ella J.	Jackson County.
Pease, Nora M.	Jackson County.
Pierce, William H.	Carbondale.
Perrine, Daniel E.	Anna.
Perry, Hester C.	Jackson County.

NAME.	RESIDENCE.
Presson, Samuel H.....	Jackson County.
Rexroat, Florence B.....	Jackson County.
Robarts, Mary A.....	Carbondale.
Robinson, John W.....	Pomona.
Ross, Sarah C.....	Cairo.
Scurlock, Josie.....	Carbondale.
Schneider, John L.....	Dongola.
Scurlock, Belle.....	Carbondale.
St. John, Susie A.....	Carmi.
Smith, Alma.....	Ashley.
Smith, Charles.....	Chester.
Stroman, Rosa.....	Makanda.
Watson, Kitty I.....	Carbondale.
Watson, Retta.....	Carbondale.
Waggoner, Waldo W.....	Jackson County.
Welch, Andrew.....	Ashley.
Wykes, Ada M.....	Carbondale.
Youngblood, Ransom A.....	Benton.
Woods, Sarah L.....	Smithton.

FIRST YEAR.

Aikman, George J.....	Marion.
Beard, Grant U.....	Carbondale.
Boyd, Lovie.....	Carbondale.
Brown, Wilson.....	Moscow.
Brush, Zelica M.....	Carbondale.
Brush, James C.....	Carbondale.
Campbell, Carrie.....	Carbondale.
Cantrell, Kate.....	Benton.
Chapin, Lou E.....	Carbondale.
Clements, Frank.....	Carbondale.
Dickerman, Harry G.....	Carbondale.
Duff, May B.....	Carbondale.
Elkins, Isaac N.....	Vienna.
Gent, Samantha E.....	Marion.
Grissom, Pleasant P.....	Johnson County.
Hargrave, Ely S.....	Carmi.

NAMES.	RESIDENCES.
Hawkins, Elmah B.....	Carbondale.
Hewitt, Willie S.....	Carbondale.
Johnson, Charles E.....	Centralia.
Kennedy, Katy R.....	Carbondale.
Kimmell, Carrie B.....	Cobden.
Lightfoot, Richard T.....	Carbondale.
Looney, James E.....	Vienna.
Loosley, Lottie.....	Murphsboro.
Perry, Celia M.....	Jackson County.
Perry, Charles T.....	Jackson County.
Rapp, William M.....	Carbondale.
Redfield, Henry S.....	Jackson County.
Rendleman, John J.....	Makanda.
Storm, Coleman H.....	Decaturville, Tenn.
Storm, Oliver J.....	Decaturville, Tenn.
Thomas, Nora.....	Carbondale.
Toney, Adaline.....	Carbondale.
Winne, Francie.....	Carbondale.
Yocum, John L.....	Cairo.
Yocum, Mary E.....	Carbondale.

### MODEL DEPARTMENT.

Allen, Miriam.....	Carbondale.
Bridges, Mary E.....	Carbondale.
Foster, Edwin L.....	Carbondale.
Goldman, Rebecca.....	Carbondale.
Goldman, Willie.....	Carbondale.
Hindman, Laura.....	Carbondale.
Hull, Gertrude.....	Carbondale.
Hull, Bertha.....	Carbondale.
Jerome, Charles M.....	Carbondale.
North, Clara M.....	Carbondale.
Pitts, Edgar.....	Freeburg.
Pitts, James E.....	Freeburg.
Raynor, Ernie L.....	Carbondale.



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SPECIAL STUDENTS.

Graham, George W.....Carbondale.

Logan, George H.....Carmi.

Robarts, Mattie .....Carbondale.

Two of the above were in the Post-Graduate year, and one in French.

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## SUMMARY OF STUDENTS.

In Normal Department, and Special.....	112
In Preparatory Department.....	215
In Model Department.....	13
Total.....	340

## SUMMARY BY TERMS.

Special Students.....	3
First Term.....	191
Second Term.....	181
Third Term.....	263
Total.....	648

## HISTORY.

An act of the legislature of the State of Illinois, approved April 29, 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 a location, erect a building, and employ teachers for the school. The governor appointed Captain Daniel Hurd, of Cairo; General Eli Boyer, of Onley; Colonel Thomas M. Harris, of Shelbyville; Rev. Elihu H. Palmer, of Belleville, and Samuel Flannigan, Esq., of Benton.

After advertising in the newspapers and stimulating competition among the towns and cities in the central part of Southern Illinois, these trustees agreed on Carbondale as the place, and the site was fixed on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central railroad. The contract of the building was let to James M. Campbell, Esq., who assumed the responsibility of completing it for the sum of \$225,000, to be obtained as follows:—\$75,000 from the State, and the balance from the City of Carbondale and the County of Jackson.

The corner-stone was laid with the ordinary ceremonies by the grand master of the Masonic fraternities of the State, on the 17th day of May, 1870, and the work was rapidly pushed forward. In the spring of the next year Mr. Campbell was killed on the building, and the work was interrupted. The legislature then assumed the contract, and appointed commissioners to complete the building. These were continued, and finished their work so that the building was dedicated July 1st, 1874, a faculty of instruction was inaugurated, and the school begun.

The legislature, in the meantime, had made modifications in the law, and the governor had appointed a new board of trustees: James Robarts, M. D., of Carbondale; Hon. Thomas S. Ridgeway, of Shawneetown; Edwin S. Russell, Esq., of Mt. Carmel; Lewis M. Phillips, Esq., of Nashville, and Jacob W. Wilkin, Esq., of Marshall, and they had elected Rev. Robert Allyn, D. D., at that time President of McKendree College, Principal, and as his associates the persons whose names appear in their proper places.

The work of instruction in the new building began July 2, 1874, at which time a normal institute was opened, with fifty-three pupils. On the 6th day of September, 1874, the regular sessions of the Normal University were commenced. The school is graded and has two departments—a Normal Department, with a course of study occupying four years; a Preparatory Normal, three years; in all making a full course of seven years.

It has not been in operation long enough to have shown any very striking results. Many of the students, however, entered in advanced classes, and while few have yet completed the course and graduated, many have, compelled by lack of money, been excused for a time, and have already been employed as teachers. In this, the third year of its history, not less than two hundred and twenty-five have taught schools in various country and village districts in the southern section of the State.

The numbers of students in all the departments have been as follows for each term since the opening: First Term, 143; Second, 185; Third, 283; Fourth, 226; Fifth, 215; and the Sixth, 256; Seventh, 191; Eighth, 181; Ninth, 263.

The building is of brick, in the Norman style of architecture, with trimmings of sandstone, in two colors. It is 215 feet in extreme length, and 109 in extreme width. It has a basement story 14 feet in the clear; two stories, one 18 feet, the other 22 feet, and a Mansard story 19 feet. The basement is devoted to the apparatus for heating and for laboratory and dissecting rooms, exercises in unpleasant weather, and as a residence for the janitor. The Mansard is for lecture hall, library, museum, art gallery, and rooms for literary societies. The other two-stories are for the purposes of study and recitations.

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## GENERAL INFORMATION.

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The object of the university is to do a part of the work of education undertaken by the State. This is provided for in three departments—Model or Primary, Preparatory and Normal. Each of these has a specific work, and pursues its appropriate method. The great design of the Model School is to be an example of what a school for primary scholars should be, and to afford to those preparing themselves to teach a place where they may observe the best methods in operation, and where, at suitable times, they may practice in the calling of a teacher, under the eye of one well instructed and largely experienced in the work.

The purpose of the Preparatory Department is, in part, the same, but it is largely used to give instruction in the common branches, and to make up the early deficiencies of such as design to enter the Normal classes.

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 duty of a teacher. It aims to give instruction and opportunities of observation and trial, to every one passing through the course, so that he shall not be an entire novice in his calling when he enters the school room. With this idea in the mind every branch prescribed to be taught in the common and high schools of our State is carefully studied, from the alphabet to the highest range of philosophy. Accuracy and complete thoroughness are points held in mind in every recitation, and drills upon the elements are not shunned as though one gained something by slurring over them. So much of each branch as we pursue we endeavor to impress upon the heart, and incorporate its methods into the whole frame of the character. Great attention is, therefore, bestowed on the earlier parts of the course, such as spelling and pronouncing words, reading and defining, writing, drawing and calisthenics. 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 course of study is planned to give information, to assist in self control and discipline, and to promote culture and refinement. It is arranged in the order which ages have found most profitable and philosophical. The earlier



studies are elementary and the later ones calculated for stimulating thought when it is growing to maturity and needs discipline in the proper directions. It is most emphatically urged on all students, that they make their arrangements to pursue each study in its order, to make thorough work of each, and not to overburden the mind, and body too, by a larger number of studies than they can carry.

Few things can be impressed on the mind to more profit than rules like the following, and we earnestly request school officers, directors and county superintendents to aid us, and the friends of sound and symmetrical education to reiterate the maxims: Be thoroughly grounded in the elements of all knowledge; particularly spelling with readiness and correctness; adding and multiplying numbers in all possible combinations, with electric speed and infallible accuracy; writing a good hand easily read, and done with despatch and neatness; drawing any simple figure, and singing. These things, well learned in theory and wrought into practical habits, not only open the door to all fields of knowledge and art, but they do go a long way toward making the highest attainments in scholarship and the sweetest grace in all manners and behavior. This Normal University insists on them as both necessary and easily gained.

Our rules of government are only few in number and very general in their application. They are embraced in the Golden Rule: "Do to others as you would they should do to you." It is expected, of course, that they include—

1. Neatness of person and of dress.
2. Purity of words and of behavior.
3. Cleanliness of desks, books and rooms.
4. Genteel bearing to teachers and fellow students.
5. Punctuality every day and promptness in every duty, not to the minute only, but to the second.
6. Respect for all the rights of others in all things.
7. Earnest devotion to work.
8. Quietness in all movements.
9. By all means be in school on the first day and remain till the last of every term.
10. Obedience to the laws of love and duty.

If the spirit of these things can be infused into the soul and wrought into the habits, each student will for himself grow in goodness and truth, and for the State will be a power and a blessing.

## COURSE OF STUDY.

The course of study has been arranged with two purposes in view—1, to give a strictly Normal course of training to fit teachers for the public schools, and 2, to give examples of methods of teaching. It therefore goes over the whole curriculum of school studies, from the alphabet to nearly the completion of a collegiate education, and gives especial attention to those branches which require the use of the observing and perceptive faculties, without neglecting those which demand the use of the imagination and reason. Practical attention is devoted to physics, chemistry, natural history, surveying, and language, and the student is not only taught to know but to do the work of the branches which he pursues. He is also required to give instruction in all that he learns, so that when he begins his life-work, either of teaching or laboring in a secular employment, he may not be wholly inexperienced in the very beginning of his career.

The course of instruction also embraces lectures by the principal on the history and science of Pedagogy, and on the methods both of Learning and Teaching. As the University is only in the third year of its work, it cannot point to any very striking results.



# COURSE OF STUDY

IN THE

## SOUTHERN ILLINOIS NORMAL UNIVERSITY.

Tabular View.

STUDIES.	PREPARATORY.									NORMAL.																
	First Year.			Second Year.			Third Year.			First Year.			Second Year.			Third Year.			Fourth Year.							
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3					
Spelling.....																										
Writing.....																										
Drawing.....																									I	
Vocal Music.....																										
Calisthenics.....																										
Reading.....	†	†	†	..	†	†																	†	†	II	
Elocution.....																										
English Language.....														†	†	†										
Arithmetic.....	†	†	†	†	†	†	..	o																	III	
Astronomy.....																							†			
Language Lessons.....			†																							
Grammar.....				†	†	†	†	..	o																IV	
English Analysis.....															†											
Book-Keeping.....																							†	†		
Geography.....	†	†	..																							
Physical Geography.....																								†		
U. S. History.....					†	..																			V	
General History.....																							†	†		
Physiology.....									†						o			†								
Latin.....							†	†	o	†	†	†	†	†	†										VI	
Greek.....										†	†	†	†	†	†											
Elementary Algebra.....							†	†	†																	
Higher Algebra.....										†	†	†														
Geometry.....													†	†	o											
Trigonometry and Surveying.....																		†							VII	
Analytic Geometry.....																		†								
Calculus.....																		o								
Botany.....									†														†			
Zoology.....									†														†		VIII	
Geology.....																								†		
Natural Philosophy.....									†						o			†							IX	
Chemistry.....																							†	†		
Rhetoric.....																		†								
Logic.....																							†			
Constitution U. S.....																								†		
School Law.....																								†		
Mental Philosophy.....																							†		X	
English Criticism.....																								†		
Ethics.....																								†		
Pedagogics.....															†											
Methodology.....																								†		

“†” indicates time when the study is to be pursued.

“o” indicates a special class in the study—generally for teachers.

A class in Methods begins the Arithmetic each fall term, and continues two terms.

Classes in Methods of Teaching Reading, Grammar, Geography and History of the United States are taught every spring.

Spelling, Writing and Drawing are carried on till the students are perfect and are excused. Vocal music is the same.

Calisthenic exercises each day during the course.

## NORMAL SCHOOL.

The foregoing is the Normal course. It embraces two large and thorough courses of study. One includes the Classics, with provision for elective German and French; the other omits all the languages except the English, and both make an extensive study of the mother tongue.

It substantially embraces a department of Mathematics, of English Language and Literature, of Art and Elocution, Music, Drawing and Calisthenics, of Physic, of Chemistry and Astronomy, of History, of Classical Language, and of Theoretical and Practical Teaching. The whole forms what is called the Classical Normal Course, and selected studies make up the Scientific Normal Course.

Either is sufficient for practical purposes, and may prepare a teacher for the full work of our public and high schools.

### POST GRADUATE YEAR.

This will embrace a larger course of History, more of Mathematics, Political Economy, Criticism, Field Work in Natural History, Analytical Chemistry, and Dissecting and preserving specimens collected. It will also include courses of lectures on the above branches, and on the History and Science of Education. One year's work of teaching in the Preparatory Department, for one hour a day, will be required for a Diploma. A certificate will be given for each year of study completed in consecutive order in this department.

N. B.—The following works are recommended for reference, and are considered essential to every teacher's library, viz.: Webster's Unabridged Dictionary; Lippincott's Gazeteer; Zell's or Chambers' Encyclopedia; Hailman's History of Pedagogy; Miss Peabody's Kindergarten; Rosenkranz's Science of Education, by Miss Brackett; Wickersham's Methods; The Teacher, by Abbott; Oswald's Etymological Dictionary; Hinton's Physiology for Practical Use; Sheldon's Object Lessons; Smith's Free Hand Drawing for Public Schools; Cleveland's English and American Literature; Smith's Classical Dictionary; Hayden's Dictionary of Dates, and Graham's Synonyms.

## CONDITIONS OF ADMISSION.

To be entitled to admission in the Normal Department, a lady must be sixteen years of age, and a gentleman seventeen.

They must be of good moral character, and a certificate to this effect will be required. To enjoy the privilege of free tuition, they must sign a certificate promising to teach in the schools of Illinois three years, or, at least, as long as they have received gratuitous instruction. They are to pass an examination either before the county superintendent, or examiners, or before the Faculty of the University, such as would entitle them to a second grade certificate, and they must agree to obey all reasonable requirements, as to order, promptness, cleanliness and genteel behavior.

### EXPENSES.

To those who sign the above named certificate, tuition is gratuitous, but there may be a fee charged for incidentals, at present not exceeding \$3.00 per term of thirteen weeks. Tuition in Normal Department, \$6.00; in the Preparatory Department, \$4.00; in the Model Department, \$4.00.

Board can be had in good families in Carbondale, at rates varying from \$3.50 to \$5.00 per week, and by renting rooms and self-boarding, or by organizing clubs, the cost may be largely reduced, perhaps to \$2.50 per week. Books are sold by the several bookstores at reasonable rates.

### SUGGESTIONS.

We do most earnestly and affectionately recommend to all our students, and to those who may be in charge of them, or who have influence over them in any way, by advice or authority, that they fix it as a rule never to leave the institution before the end of a term, and, if possible, that they complete a full year. Fragments of an education are indeed of much worth, just as the fragments of a diamond are valuable. But how much more profitable are they when united. The price of the diamond increases as the square of its weight. Hard study for a week, or a day, or even an hour, is worth a vast deal; but a full course of several years is largely enhanced in value. Do not be absent from the school for a day. The regular Calisthenic Exercises will give you health for consecutive study, and by habitual application you will acquire facility for labor, and you will accomplish more than you would have believed.

We certainly shall not grant diplomas to those who are absent often, and who do not finish every examination, both written and oral. One of the values of a course of study is that it represents years of honest, punctual labor.



### LOCATION, ETC.

Carbondale is a city of 2,500 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 other places. It has, perhaps, fewer temptations to idleness and dissipations, 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 surroundings of the locality. The Illinois Central, the Carbondale and Grand Tower, and the Carbondale and Shawneetown railroads, afford ample facilities for convenient access.

### LITERARY SOCIETIES.

The students have organized two literary societies for purposes of mutual improvement. They are THE ZETETIC SOCIETY, and the SOCRATIC SOCIETY. They meet every Friday evening. These afford one of the best means of culture, discipline and instruction in the practical conduct of business. They have commenced the foundations of libraries, and deserve the countenance and patronage of all the students and their friends.

### CALENDAR OF 1877-78.

Commencement for 1876-77—June 14th.

Fall Term begins Monday, September 10th—Ends Friday, December 7th.

Winter Term begins Monday, December 10th.

Holiday Recess begins December 21st,

Winter Term resumes January 7th, 1878,

Winter Term ends March 22d, 1878,

Spring Term begins March 25th, 1878,

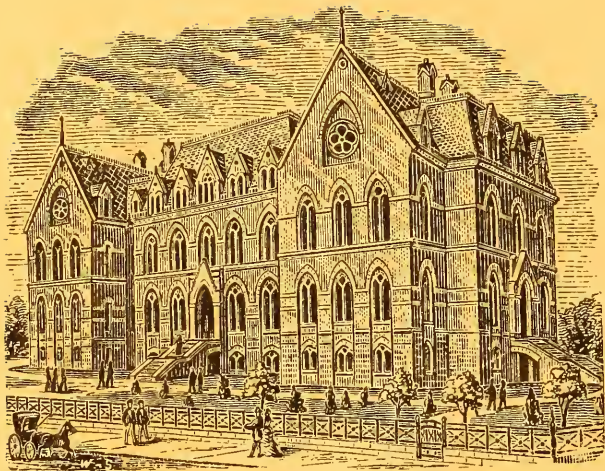
Examination for the year begins June 11th, 1878,

Annual Commencement, June 20th, 1878,









SOUTHERN  
ILLINOIS  
NORMAL  
UNIVERSITY

*1877-78.*

CARBONDALE, ILLINOIS.

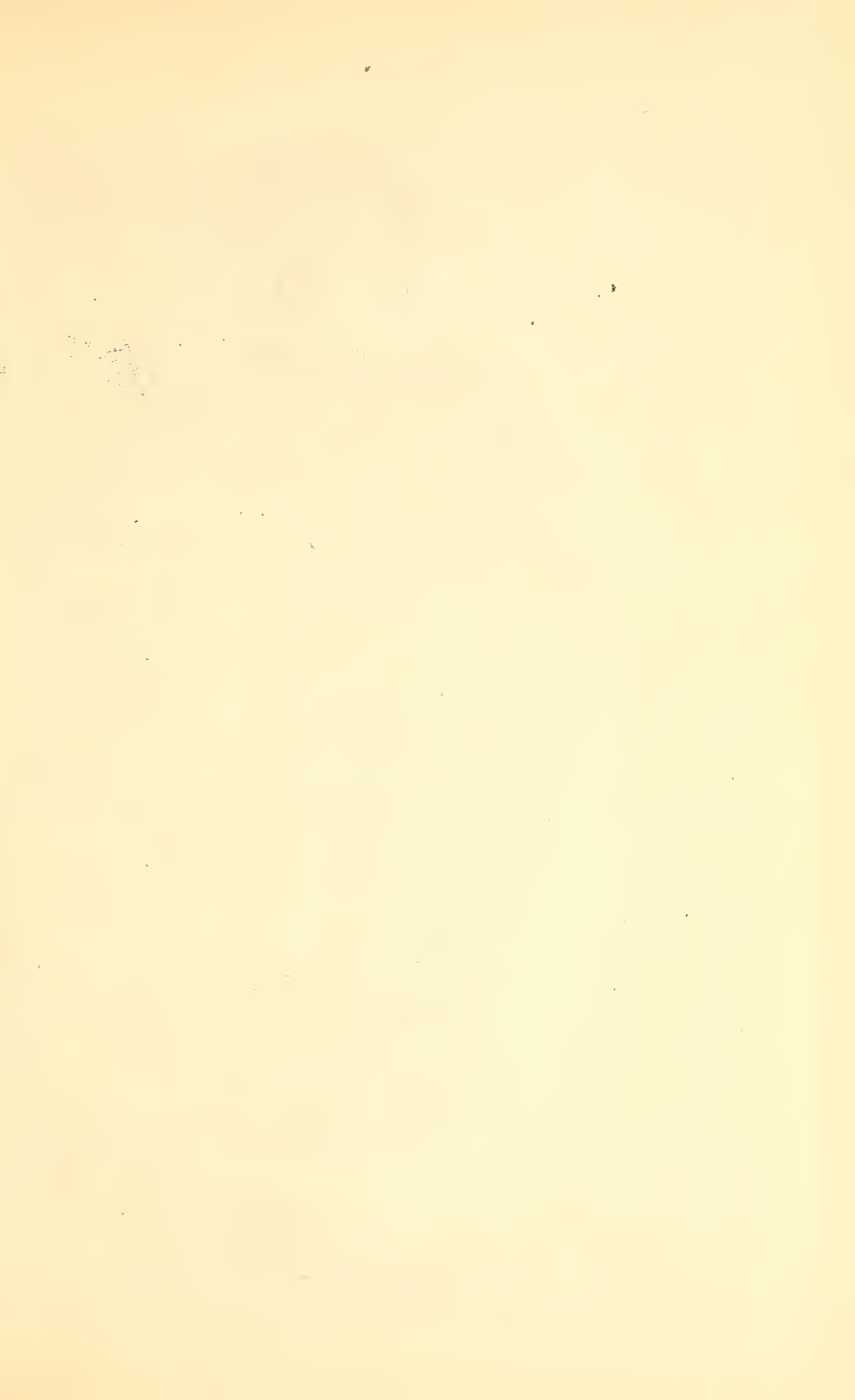
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CARBONDALE, ILLINOIS.

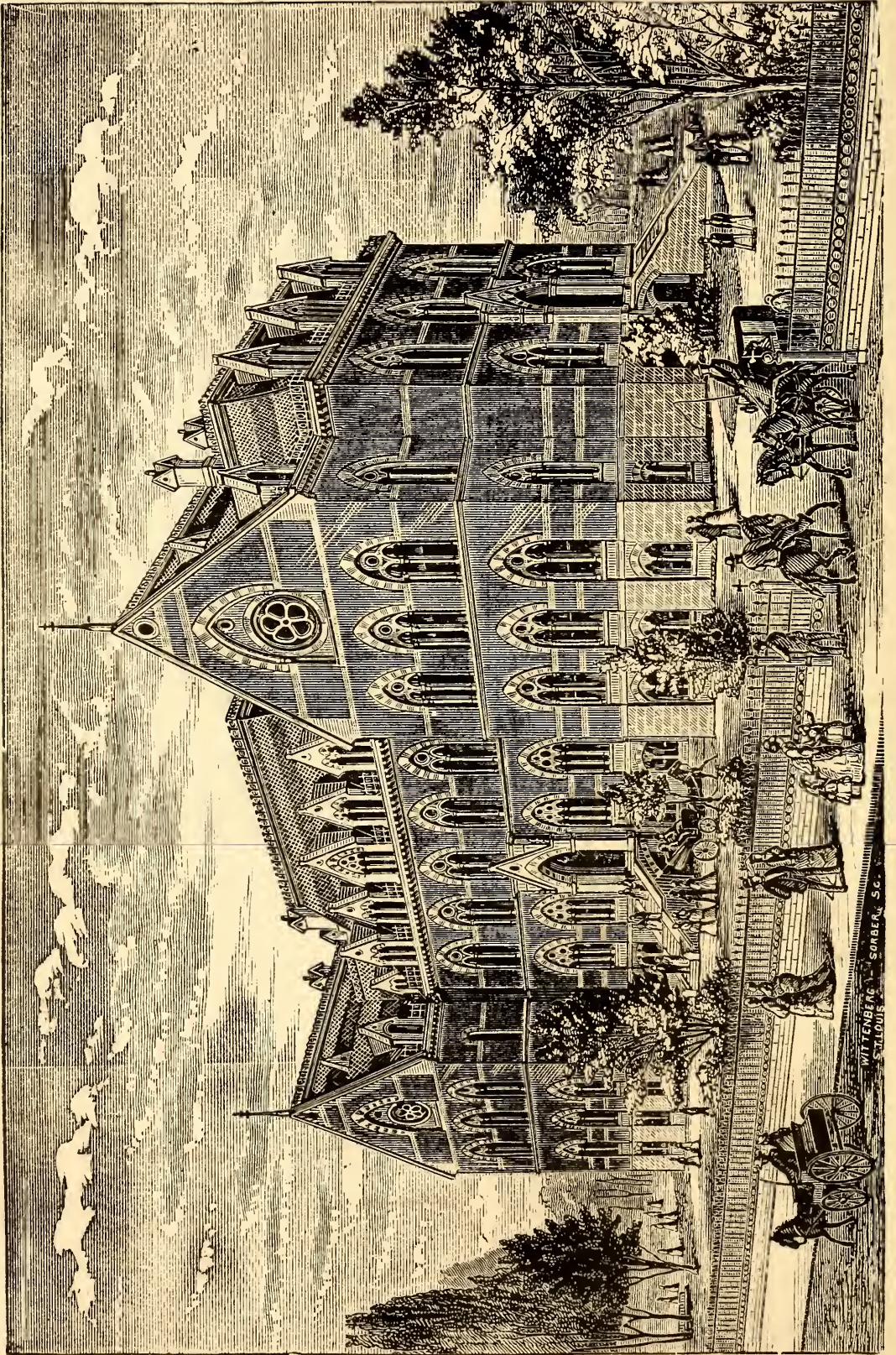
OBSERVER PRINT.

1878.









WILFENBERG SCULPTOR S.C.



FOURTH ANNUAL CATALOGUE

OF THE

*Southern Illinois Normal*

*University,*

Carbondale, Jackson County, Illinois.

1877-78.

INCORPORATED BY ACT OF THE LEGISLATURE; APPROVED APRIL 20, 1869. CORNER STONE LAID  
MAY 17, 1870. BUILDING COMPLETED JUNE 30, 1874. DEDICATED JULY 1,  
1874. OPEN FOR ADMISSION OF STUDENTS, JULY 2, 1874.

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CARBONDALE, ILLINOIS.

OBSERVER PRINT.  
1878.







FACULTY.

---

ROBERT ALLYN,

*Principal and Teacher of Mental Science, Ethics and Pedagogics.*

CYRUS THOMAS,

*Teacher of Natural History.*

CHARLES W. JEROME,

*Teacher of Languages and Literature.*

JOHN HULL,

*Teacher of Higher Mathematics.*

DANIEL B. PARKINSON,

*Teacher of Natural Philosophy and Chemistry; Lecturer on Applied Chemistry.*

JAMES H. BROWNLEE,

*Teacher of Reading, Elocution, Phonics, Vocal Music and Calisthenics.*

GRANVILLE F. FOSTER,

*Teacher of Physiology, History and Geography, and Librarian.*

ALDEN C. HILLMAN,

*Teacher of Astronomy, Arithmetic and Principal of Preparatory Department*

MARTHA BUCK,

*Teacher of Grammar, Etymology and Book-Keeping.*

HELEN M. NASH,

*Teacher of Drawing, Penmanship, French and German.*

BV'T. CAPT. THOMAS J. SPENCER, U. S. A.

*Teacher of Military Instruction and Practice.*

GEORGE H. FRENCH,

*Curator of Museum.*

NETTIE H. MIDDLETON,

*Assistant in the Museum.*

*PUPIL TEACHERS.*

---

THOMAS A. HERSEY,  
MARY A. SOWERS,  
MARY C. McANALLY,  
CHARLES E. EVANS,  
THOMAS BROWN,  
WILLIAM F. HUGHES,  
JOHN T. McANALLY,  
JOHN G. SIMS,  
JULIA M. CAMPBELL,  
J. D. R. WATSON,

J. A. LOWE,  
MARY M. STONE,  
DELIA CALDWELL,  
GEORGE KENNEDY, JR.,  
JAMES A. HANNA,  
JOHN MARTEN,  
DAVID G. THOMPSON,  
IDA M. McCREERY,  
ORCELIA B. HILLMAN,  
WALLACE E. MANN,





# NAMES OF STUDENTS.

## *NORMAL DEPARTMENT,*

### FOURTH YEAR.

| NAME.                       | RESIDENCE.      |
|-----------------------------|-----------------|
| Caldwell, Delia. . . . .    | Carbondale.     |
| Courtney, Alva C. . . . .   | Grand Tower.    |
| Evans, Charles E. . . . .   | Carbondale.     |
| Hanna, James A. . . . .     | Saltillo, Tenn. |
| Hillman, Orcelia B. . . . . | Carbondale.     |
| Jackson, Sarah E. . . . .   | DuQuoin.        |
| Kennedy, George jr. . . . . | Murphysboro.    |
| McAnally, John T. . . . .   | Cave.           |
| McAnally, Mary C. . . . .   | Cave.           |
| Pierce, Edward R. . . . .   | Carbondale.     |
| Plant, Richmond. . . . .    | St. Louis, Mo.  |
| Robinson, Edward H. . . . . | Carbondale.     |
| Thompson, David G. . . . .  | Golconda.       |

### THIRD YEAR.

|                               |                |
|-------------------------------|----------------|
| Abernathy, Orcenith H.. . . . | Clement.       |
| Allyn, Hattie A. . . . .      | Carbondale.    |
| Burnett, Andrew C. . . . .    | Jordan's Grove |
| Campbell, Julia M. . . . .    | Carbondale.    |
| Hughes, William F. . . . .    | Jackson Co.    |
| Mann, Wallace E. . . . .      | Sparta.        |
| Marten, John . . . . .        | Carbondale.    |
| McCreery, Ida M. . . . .      | Cave.          |
| Rentchler, Frank P. . . . .   | Belleville.    |
| Sims, John G. . . . .         | O'Fallon.      |

## SECOND YEAR.

| NAME.                 | RESIDENCE.      |
|-----------------------|-----------------|
| Booth, Sarah G.       | Sparta.         |
| Burton, Charles       | Carbondale.     |
| Decker, Debbie E.     | Portland, Mich  |
| Gault, Hugh C.        | Sparta.         |
| Grove, Samuel F.      | Decatur.        |
| Hanna, Leora B.       | Saltillo, Tenn. |
| Hickenbottom, Wm. W.  | Wayne Co.       |
| Houston, Joseph G.    | Metropolis.     |
| Kennedy, Maggie       | Coulterville.   |
| Mitchell, Claudius E. | Watson.         |
| Mulkey, Alicia M.     | Carbondale.     |
| Noetling, William F.  | Belleville.     |
| Ogle, Albert B.       | Belleville.     |
| Phillips, Lyman T.    | Nashville.      |
| Pierce, Belle M.      | Carbondale.     |
| Pierce, John M.       | Addieville.     |
| Primm, Eva, C.        | Pinckneyville.  |
| Rendelmann, George H. | Lick Creek.     |
| Sheppard, Lizzie M.   | Carbondale.     |
| Sowers, Mary A.       | Jonesboro.      |
| Warder, Gertie A.     | Carbondale.     |
| Williamson, Sarah E.  | DuQuoin.        |

## FIRST YEAR.

|                      |                 |
|----------------------|-----------------|
| Allen, Willis H.     | Carbondale.     |
| Atchison, Joseph S.  | Okawville.      |
| Atkins, Wezette      | Carbondale.     |
| Binckley, John T.    | Shawneetown.    |
| Blair, Samuel A.     | Sparta.         |
| Blanchard, John E.   | Murphysboro.    |
| Boyd, Ella B.        | Carbondale.     |
| Boyd, Frank L.       | Carbondale.     |
| Brown, Thomas        | Calcutta, Ben'l |
| Bruck Lauren L.      | Salem.          |
| Buckley Alice M.     | Williamson Co   |
| Buckley, Mary I.     | Williamson Co   |
| Campbell, Charles M. | Sparta.         |
| Carey, James A.      | Grayville.      |

| NAME.                 | RESIDENCE.    |
|-----------------------|---------------|
| Chapin, Adella M.     | Carbondale.   |
| Deardorff, Lizzie M.  | Cobden.       |
| Dillow, Layfayette E. | Dongola.      |
| Dow, Isabel C.        | Du Bois.      |
| Evans, Corrinne E.    | Carbondale.   |
| Fager, Daniel.        | DeSoto.       |
| Fager, Philip         | DeSoto.       |
| Farley, Willis A.     | Corinth.      |
| Goodall, Joab         | Marion.       |
| Gray, Joseph          | Vienna.       |
| Hartman, John E.      | Centralia.    |
| Hawkins, Libbie J.    | Tamaroa.      |
| Heitman, Louis        | Bremen.       |
| Hersey, Thomas A.     | Rockton.      |
| Higgins, Alfred N.    | Altamont.     |
| Hogue, Katie R.       | Cutler.       |
| Houston, Gussie E.    | Metropolis.   |
| Hughes, Jacob V.      | Jackson Co.   |
| Hull, Charles E.      | Salem.        |
| Jenkins, John H.      | Cave-in-Rock. |
| Johnson, Aaron M.     | Centralia.    |
| Karraker, Henry W.    | Dongola.      |
| Kennedy, Jessie S.    | Carbondale.   |
| Keown, William L.     | Jackson Co.   |
| Land, Henry C.        | Carmi.        |
| Lewis, Mary E.        | Sardis, Tenn. |
| Lowe, Joseph A.       | Carbondale.   |
| Lightfoot, John W.    | "             |
| McCreery, Walter H.   | Cave.         |
| McDowell, Nannie E.   | Nashville.    |
| Meagher, Blanche L.   | Carbondale.   |
| Moudy, Della D.       | Richview.     |
| Mull, Eli             | Cobden.       |
| Nash, Edward          | Versailles.   |
| Nave, Della A.        | Franklin Co.  |
| Preston, Edith I.     | Nashville.    |
| Robberts, William E.  | Ava.          |
| Robinson, Kate H.     | Carbondale.   |
| Rumbold, Lizzie M.    | "             |
| Smith, Isaac M.       | Johnson Co.   |

| NAME.               | RESIDENCE,     |
|---------------------|----------------|
| Sprecher, Edgar L.  | De Soto.       |
| Stone, William M.   | Carbondale.    |
| Train, William B.   | Saranac, Mich. |
| Walbridge, Eliza B. | Mounds Junc.   |
| Walker, Laura B.    | Centralia.     |
| Ward, Edward I.     | Fitzgerrell.   |
| Wheeler, Annie C.   | Edwardsville.  |
| Williamson, Mary E. | DuQuoin.       |
| Wolf, Alphonzo D.   | Maquoketa, Io. |
| Wood, William A.    | Sparta.        |
| Youngblood, Eva L.  | Shawneetown.   |

### PREPARATORY DEPARTMENT.

#### THIRD YEAR.

|                        |                 |
|------------------------|-----------------|
| Able, Edward L.        | Carbondale.     |
| Aiken, Emma            | Benton.         |
| Alexander, Davison Mc. | Saltillo, Tenn. |
| Allen, Sarah A.        | Fitzgerrell.    |
| Allen, William L.      | Fitzgerrell.    |
| Bain, John H.          | Murphysboro.    |
| Baird, John M.         | Pickneyville.   |
| Barber, Nellie         | Rockwood.       |
| Bowyer, Jacob T.       | Jackson Co.     |
| Boyd, William M.       | Sparta.         |
| Boyles, Elijah S.      | Louisville.     |
| Brewster, Cora         | Carbondale.     |
| Brush, Nora H.         | "               |
| Brush, Richard D.      | "               |
| Bryden, Anna E.        | "               |
| Burton, Julia          | "               |
| Cadle, Lucy            | Shawneetown.    |
| Cahill, Thomas J.      | Waterloo.       |
| Cain, Hezekiah F.      | Stone Fort.     |
| Carter, George D.      | Ashley.         |
| Carter, Mattie A.      | Ashley.         |
| Chase, Fannie          | Ashley.         |
| Chesney, James A.      | Plum Hill.      |
| Clark, Bedie C.        | Carbondale.     |
| Clark, Edith C.        | Carbondale.     |
| Clay, Lizzie D.        | Makanda.        |



| NAME.                 | RESIDENCE.    |
|-----------------------|---------------|
| Clay, Perry A.        | Makanda.      |
| Copeland, Mary E.     | Vienna.       |
| Courtney, James S.    | Carbondale.   |
| Crawford, Robert M.   | Jonesboro.    |
| Creed, Stacie Angie   | Walnut Hill.  |
| Dillow, Jasper A.     | Dongola.      |
| Ennisson, Walter J.   | Carbondale.   |
| Ennisson, William A.  | "             |
| Fraser, Llewellyn N.  | Cairo.        |
| Gaunt, William A.     | Grand Chain.  |
| Goodall, Adella L.    | Marion.       |
| Gray, Martha          | Elkville.     |
| Gregory, George W.    | Pomona.       |
| Hamilton, Minnie H.   | Murphysboro.  |
| Hawkins, Cicero R.    | Carbondale.   |
| Heistand, Norman A.   | Calhoun.      |
| Hinchcliffe, John F.  | Elkville.     |
| Hileman, Matilda E.   | Mill Creek.   |
| Hunter, William       | Rockwood.     |
| Hopkins, William F.   | Makanda.      |
| Johnson, Melissa J.   | "             |
| Jackson, Henry R.     | Benton.       |
| Jenks, Emma S.        | Edwardsville. |
| Kirkwood, Mary        | Sparta.       |
| Laughlin, Benjamin J. | Steelesville. |
| Lilley, Boston        | Lick Creek.   |
| Lipe, Alva            | DuQuoin.      |
| Lipe, John R.         | Carbondale.   |
| Logan, Josie A.       | "             |
| McDowell, Margaret    | Nashville.    |
| Meisenheimer, Dallas  | Carbondale.   |
| Melton, Maggie L.     | "             |
| Nave, Surelda C.      | Franklin Co.  |
| Nixon, John F.        | Marissa.      |
| Nixon, Mary D.        | Marissa.      |
| Norman, Sterling H.   | Williamson Co |
| Palmer, Sarah C.      | Glendale.     |
| Paul, Sallie J.       | Tilden.       |
| Perrine, Daniel W.    | Anna.         |
| Perry, Hester E.      | Jackson Co.   |

| NAME.                | RESIDENCE      |
|----------------------|----------------|
| Pierce, Henry M.     | Addieville.    |
| Pierce, Nora         | Cobden.        |
| Pierce, William H.   | Carbondale.    |
| Piercy, Norman A.    | Mt. Vernon.    |
| Pitts, George F.     | Nashville.     |
| Presson, Samuel      | Jackson Co.    |
| Rexford, Frank       | Centralia.     |
| Roach, Jane          | Cobden.        |
| Roach, Mary E.       | Cobden.        |
| Robarts, Mary A.     | Carbondale.    |
| Robertson, James J.  | Buncombe.      |
| Roy, John W.         | Grand Chain.   |
| Schneider, John L.   | Dongola.       |
| Scurlock, Belle      | Carbondale.    |
| Servant, Mamie E.    | Jackson Co.    |
| Shelpman, Tullius V. | DuBois.        |
| Smith, Clara B.      | DuBois.        |
| Smith, William R.    | Patoka.        |
| Spangler, John       | Ashley.        |
| Sprecher, Alice H.   | DeSoto.        |
| Sprecher, Fannie G.  | DeSoto.        |
| Spring, Mollie H.    | Belleville.    |
| StClair, Charles H.  | Benton.        |
| Stone, Mary M.       | Carbondale.    |
| Stroh, Daniel        | Eltham.        |
| Threlfall, James P.  | Hecker.        |
| Tilley, Hattie B.    | DuBois.        |
| Trobaugh, William H. | Jackson Co.    |
| Walker, Fannie L.    | Carbondale.    |
| Walker, Mary B.      | "              |
| Watson, James D. R.  | Savannah, Ten  |
| Watson, John M.      | Savannah, Ten  |
| Watson, William J.   | Savannah, Ten  |
| Westbrook, Willis F. | Evansville Ind |
| White, Maggie J.     | Marissa.       |
| Whitlock, William C. | Jonesboro.     |
| Williamson, Ella E.  | Paducah, Ky.   |
| Wilson, Sadie C.     | Ava.           |
| Wyatt, William M.    | Salem.         |
| Wyllie, Alice A.     | Marissa.       |

| NAME.                    | RESIDENCE.    |
|--------------------------|---------------|
| SECOND YEAR.             |               |
| Arnold, Anna R.          | Carbondale.   |
| Barbour Charles R.       | "             |
| Barnett, Robert W.       | Johnson Co.   |
| Boren, Samuel J.         | Caledonia.    |
| Borland, William J.      | Marissa.      |
| Boyd, Lovie              | Carbondale.   |
| Brown, Mary E.           | "             |
| Brown, Leah              | "             |
| Brown, Lula.             | "             |
| Bush, Theophile E.       | Anna.         |
| Campbell, Anna C.        | Marion.       |
| Cawthon, Christ. C.      | S. America.   |
| Chambers, Anna E.        | Godfrey.      |
| Channaberry, Milliard F. | Williamson Co |
| Chapin, Lou E.           | Carbondale.   |
| Chesney, Josie R.        | Plum Hill.    |
| Clements, Frank          | Carbondale.   |
| Creed, Scott W.          | Walnut Hill.  |
| Creed, Matthias W.       | "             |
| Damron, William J,       | Makanda.      |
| Davis, Nellie B.         | Carbondale.   |
| Dickerman, Charles E.    | "             |
| Dickerman, Harry G.      | "             |
| Duff, Connie E.          | "             |
| Duff, Mary A.            | "             |
| Dunaway, Adda L.         | Marion.       |
| Easterly, Alice          | Jackson Co.   |
| Easterly, Benningesen B. | Grand Tower.  |
| Easterly, Lucretia       | Jackson Co.   |
| Ebers, William           | Breman.       |
| Evans, Alfred            | Hecker.       |
| Fakes, Morven K.         | Jackson Co.   |
| Fox, John F.             | Murphysboro.  |
| Gatch, John M.           | Cottage Home. |
| Glass, Fannie R.         | Carbondale.   |
| Glasscock, James C.      | Galatia.      |
| Hamilton, Cora M.        | Carbondale.   |
| Harmon, Josiah G.        | Ingraham.     |

| NAME.                   | RESIDENCE.    |
|-------------------------|---------------|
| Harmes, Mollie F.       | Dongola.      |
| Harnesberger, Mattie J. | Alhambra.     |
| Hartline, Nellie        | Anna.         |
| Hawkins, Adelpia C.     | Carbondale.   |
| Hawkins, Elmah C. B.    | "             |
| Hawkins, Rachel L.      | "             |
| Hiller, Sylvester A.    | Makanda.      |
| Hileman, Jairus E.      | Mill Creek.   |
| Hinchcliffe, Sarah      | Jackson Co.   |
| Hinchcliff, William H.  | Williamson Co |
| Hindman, William R.     | Carbondale.   |
| Hood, Andrew F.         | Cutler.       |
| Horsely, Arthur         | Makanda.      |
| Hudson, William H.      | Carbondale.   |
| Hughes, Francis S.      | Jackson Co.   |
| Hughes, Mary E.         | "             |
| Huggins, Charles R.     | New Athens.   |
| Johnson, Scott          | Jackson Co.   |
| Jones, George C.        | Moscow.       |
| Keith, Sarah E.         | Du Quoin.     |
| Kinkade, William.       | Wilsonburg.   |
| Lane, Alexander         | Tamaroa.      |
| Lawrence, Mary L.       | Carbondale.   |
| Lee, Bartlett P.        | Harrisburg.   |
| Lee, George W.          | Harrisburg.   |
| Lightfoot, Richard T.   | Carbondale.   |
| Lindsay, Emma           | Carmi.        |
| Linnehan, Maggie E.     | Carbondale.   |
| Loomis, Mary M.         | Makanda.      |
| Mannen, Jerome          | Mount Vernon  |
| Martin, Frank A.        | Makanda.      |
| Maxey, Dora I.          | Mount Vernon  |
| McAnally, Fannie D.     | Cave.         |
| McCallen, Ella          | Dongola.      |
| McDonald, Lewis         | Ellis Grove.  |
| McGlasson, Hollie J.    | Osage.        |
| McGlasson, William S.   | Osage.        |
| McKnight, Milliard F.   | Ingraham.     |
| McLaughlin, Alice C.    | Cutler.       |
| Melton, Belle D.        | Carbondale.   |



| NAME.                 | RESIDENCE.               |
|-----------------------|--------------------------|
| Melton, John A.       | Carbondale.              |
| Melton, Julia A.      | "                        |
| Meyer, Carl           | Mound <sup>3</sup> City. |
| Milloirn, Alice E.    | Carbondale.              |
| Moore, John A.        | Elkhorn.                 |
| Morgan, Cora M.       | Carbondale.              |
| Morgan, William M.    | Okawville.               |
| Nicholson, William B. | Cobden.                  |
| Nixon, Frank A.       | Marissa.                 |
| Palmer, Elihu         | Carbondale.              |
| Palmer, Elizabeth     | Glendale.                |
| Paul, Mathew J.       | Tilden.                  |
| Pease, Nora M.        | Jackson Co.              |
| Perry, Celia M.       | "                        |
| Pope, Ellen N.        | Big Muddy.               |
| Porter, Eunice D.     | Vergennes.               |
| Pricket, Blanche M.   | Jackson Co.              |
| Raglin, William A.    | Carmi.                   |
| Rapp, Cornelius W.    | Carbondale.              |
| Rapp, William M.      | "                        |
| Redfield, Henry S.    | CampbellsHill            |
| Reeves, Cyrus D.      | Jackson Co.              |
| Rendleman, John J.    | Makanda.                 |
| Rhodes, Eliza C.      | Veva.                    |
| Rhymer, Stephen R.    | Dongola.                 |
| Scurlock, Josephine   | Carbondale.              |
| Slover, Mary E.       | East Newbern.            |
| Smith, Henry M.       | Caledonia.               |
| Snodgrass, John F.    | Ashley.                  |
| Spence, John M.       | Cottage Home             |
| St John, Susie A.     | Carbondale.              |
| Stout, Amos A.        | Cobden.                  |
| Walker, Clara A.      | Carbondale.              |
| Watson, Kittie I.     | "                        |
| Watson, Jennie E.     | "                        |
| Welch, Thomas F.      | Ashley.                  |
| White, Charles T.     | "                        |
| Yocum, John L.        | Carbondale.              |
| Youngblood, Ransom A. | Benton.                  |

| NAME.                | FIRST YEAR. | RESIDENCE.     |
|----------------------|-------------|----------------|
| Allen, Miriam        | . . . . .   | Carbondale.    |
| Allen, Robbie M.     | . . . . .   | "              |
| Allen, Rowan W.      | . . . . .   | "              |
| Barbour, George G.   | . . . . .   | "              |
| Beard, Grant         | . . . . .   | "              |
| Bernstine, Henry     | . . . . .   | Murphysboro.   |
| Brewster, Cora       | . . . . .   | Carbondale.    |
| Bridges, Mamie       | . . . . .   | "              |
| Brush, Zelica M.     | . . . . .   | "              |
| Burket, Anna L.      | . . . . .   | "              |
| Campbell, Carrie     | . . . . .   | "              |
| Chandler, Anna L.    | . . . . .   | "              |
| Cook, William E.     | . . . . .   | Carmi.         |
| Culley, Jefferson K. | . . . . .   | Campbell- Hill |
| Deremiah, Georgia    | . . . . .   | Marion.        |
| Foster, Edwin L.     | . . . . .   | Carbondale.    |
| Hargrave, Jacob S.   | . . . . .   | Carmi.         |
| Haynes, Lou          | . . . . .   | Carbondale.    |
| Hewitt, William S.   | . . . . .   | "              |
| Hull Bertha          | . . . . .   | "              |
| Hull Gertrude        | . . . . .   | "              |
| Jeffreys, Giles W.   | . . . . .   | Belleville.    |
| Jerome, Charles M.   | . . . . .   | Carbondale.    |
| Jones, Birch C.      | . . . . .   | Okawville.     |
| Jones, Mamie A.      | . . . . .   | Williamson Co  |
| Kimmell Mollie       | . . . . .   | Elkville.      |
| Kennedy, Katie R.    | . . . . .   | Carbondale.    |
| McGlasson, Newton J. | . . . . .   | Osage.         |
| Myers, George A.     | . . . . .   | Carbondale.    |
| Nausley, Edward      | . . . . .   | Elkville.      |
| Nausley, Eliza L.    | . . . . .   | "              |
| Perry, Clement       | . . . . .   | Jackson Co.    |
| Perry, Edward        | . . . . .   | "              |
| Pitts, Edgar         | . . . . .   | Freeburg.      |
| Pitts, James A.      | . . . . .   | "              |
| Pitts, James E.      | . . . . .   | "              |
| Stone, Fannie M.     | . . . . .   | Carbondale.    |
| Tait, Minnie         | . . . . .   | "              |
| Thomas, Nellie       | . . . . .   | "              |

| NAME.                 | RESIDENCE.     |
|-----------------------|----------------|
| Tiernay, Nellie       | Okawville.     |
| Tiernay, Sarah E.     | "              |
| Walker, Lora A.       | Carbondale.    |
| Ward, Jessie E.       | Campbell-Hill. |
| Watts, Amos L.        | Carbondale.    |
| Winne, Frankie        | "              |
| Wyckes, Mollie A.     | "              |
| Yocum, May E.         | "              |
| Youngblood, Sarah L.  | Prosperity.    |
|                       |                |
| Ary, Pattie           | Carmi.         |
| Baxter, Belle         | Murphysboro.   |
| Briggs, Sue M.        | Anna.          |
| Chapman, Pleasant T.  | Vienna.        |
| Clanahan, Warrington  | Golconda.      |
| Courtney, Ella M.     | Carbondale.    |
| Eddy, Mary H.         | Shelbyville.   |
| Finch, William J.     | Cairo.         |
| Hamilton, Elsie F.    | Murphysboro.   |
| Hamilton, Georgie F.  | Carbondale.    |
| Harwood, Kate.        | "              |
| Hawkins, Emily E.     | Tamaroa        |
| Lancaster, Mary J.    | Elkville.      |
| Leigh, Franklin V.    | DuQuoin.       |
| Locke, Edwin G.       | Lebanon.       |
| McElfresh, Amanda     | Jonesboro.     |
| McKee, Joseph W.      | Summerfield.   |
| Miles, Marie C.       | Cobden.        |
| Painter, Alice M.     | Williamson Co  |
| Redfield, Robert C.   | Campbell Hill. |
| Ruckle, Sophia B.     | Carmi.         |
| Saul, Sarah           | Cairo.         |
| Smith, Ella E.        | Solitude. Ind. |
| Stroman, Rosa         | Makanda.       |
| Todd, Richard P.      | Pinckneyville. |
| Williamson, Samuel A. | DuQuoin.       |

**SUMMARY OF STUDENTS.**

|                                   |       |
|-----------------------------------|-------|
| In Normal Department, and Special | 135   |
| In Preparatory Department         | 273   |
|                                   | <hr/> |
| Total                             | 408   |
| Last Year 240—Increase 68.        |       |

**SUMMARY BY TERMS.**

|                             |       |
|-----------------------------|-------|
| Special Students            | 25    |
| First Term                  | 230   |
| Second Term                 | 266   |
| Third Term                  | 254   |
|                             | <hr/> |
| Total                       | 776   |
| Last Year 648—Increase 128. |       |



## HISTORY.

An act of the legislature of the State of Illinois, approved April 29, 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 a location, erect a building, and employ teachers for the school. The Governor appointed Captain Daniel Hurd, of Cairo; General Eli Boyer, of Olney; Colonel Thomas M. Harris, of Shelbyville; Rev. Elihu J. Palmer, of Belleville, and Samuel Flannigan, Esq., of Benton.

After advertising in the newspapers and stimulating competition among the towns and cities in the central part of Southern Illinois, these trustees agreed on Carbondale as the place, and the site was fixed on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central railroad. The contract of the building was let to James M. Campbell, Esq., who assumed the responsibility of completing it for the sum of \$225,000, to be obtained as follows:—\$75,000 from the State, and the balance from the City of Carbondale and the County of Jackson.

The corner-stone was laid with the ordinary ceremonies by the grand master of the Masonic fraternities of the State, on the 17th day of May, 1870, and the work was rapidly pushed forward. In the spring of the next year Mr. Campbell was killed on the building, and the work was interrupted. The Legislature then assumed the contract, and appointed commissioners to complete the building. These were continued, and finished their work so that the building was dedicated July 1st, 1874, a faculty of instruction was inaugurated, and the school begun.

The legislature, in the meantime, had made modifications in the law, and the governor had appointed a new board of trustees: James Roberts, M. D., of Carbondale; Hon. Thomas S. Ridgway, of Shawneetown; Edwin S. Russell, Esq., of Mt. Carmel; Lewis M. Phillips, Esq., of Nashville, and Jacob W. Wilkin, Esq., of Marshall, and they had elected Rev. R. Allyn, D. D., at that time President of McKendree College, Principal, and as his associates the persons whose names appear in their proper places.

The work of instruction in the new building began July 2, 1874, at which time a Normal Institute was opened, with fifty-three pupils. On the 6th day of September, 1874, the regular sessions of the Normal University were commenced. The school is graded and has two departments—a Normal Department, with a course of study occupying four years; a Preparatory Normal, three years; in all making a full course of seven years.

It has not been in operation long enough to have shown any very striking results. Many of the students, however, entered in advanced classes, and while few have yet completed the course and graduated, many have, compelled by lack of money, been excused for a time, and have already been employed as teachers.

The numbers of students in all the departments have been as follows for each term since the opening: First Term, 143; Second, 185; Third, 283; Fourth, 226; Fifth, 215; the Sixth, 256; Seventh, 191; Eighth, 181; Ninth, 263; Tenth, 230; Eleventh, 263; Twelfth, 256. Total, 2690.

The building is of brick, in the Norman style of architecture, with trimmings of sandstone, in two colors. It is 215 feet in extreme length, and 109 in extreme width. It has a basement story 14 feet in the clear; two stories, one 18 feet, the other 22 feet, and a Mansard story 19 feet. The basement is devoted to the heating apparatus and laboratory and dissecting rooms, exercises in unpleasant weather, and residence for the janitor, &c. The Mansard is for lecture hall, library, museum, art gallery, and rooms for literary societies. The other two stories are for the purpose of study and recitations.

The steam heating apparatus has just been completed and leaves nothing to be desired for comfortable warmth and proper ventilation; and the grounds containing twenty acres have been ornamented with trees and shrubbery.

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## GENERAL INFORMATION.

The object of the university is to do a part of the work of education undertaken by the State. This is provided for in two departments—Preparatory and Normal. Each of these has a specific work, and pursues its appropriate method. One design of the Preparatory School is to be an example of what a school for primary scholars should be, and to afford to those preparing themselves to teach a place where they may observe the best methods in operation, and where, at suitable times, they may practice in the calling of a teacher, under the eye of one well instructed and largely experienced in the work.

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 duty of a teacher. It aims to give instruction and opportunities of observation and trial, to every one passing through the course, so that he shall not be an entire novice in his calling when he enters the school room. With this idea in mind every branch prescribed to be taught in the common high schools of our State is carefully studied, from the alphabet to the highest range of philosophy. Accuracy and complete thorough.

ness are points held in mind in every recitation, and drills upon the elements are not shunned as though one gained something by slurring over them. So much of each branch as we pursue we endeavor to impress upon the heart, and incorporate its methods into the whole frame of the character. Great attention is therefore, bestowed upon the earlier parts of the course, such as spelling and pronouncing words, reading and defining, writing drawing and calisthenics. 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 course of study is planned to give information, to assist in self control and discipline, and to promote culture and refinement. It is arranged in the order which ages have found most profitable and philosophical. The earlier studies are elementary and the later ones calculated for stimulating thought when it is growing to maturity and needs discipline in the proper directions. It is most emphatically urged on all students, that they make their arrangements to pursue each study in its order, to make thorough work of each, and not to over-burden the mind, and body too, by a larger number of studies than they can carry.

Few things can be impressed upon the mind to more profit than rules like the following, and we earnestly request school officers, directors and county superintendents to aid us, and the friends of sound symmetrical education to reiterate the maxims: Be thoroughly grounded in the elements of knowledge; particularly spelling with readiness and correctness; adding and multiplying numbers in all possible combinations, with electric speed and infalible accuracy; writing a good hand easily read, and done with dispatch and neatness; drawing any simple figure, and singing. These things well learned, in theory and wrought into practical habits, not only open the door to all fields of knowledge and art, but they do go a long way toward making the highest attainments in scholarship and the sweetest grace in all manners and behavior. This Normal University insists on them as both necessary, and easily gained.

Our rules of government are only few in number and very general in their application. They are embraced in the Golden Rule: "Do to others as you would they should do to you." It is expected, of course, that they include—

1. Neatness of person and of dress.
2. Purity of words and of behavior.
3. Cleanliness of desks, books and rooms.
4. Genteel bearing to teachers and fellow students.
5. Punctuality every day and promptness in every duty, not to the minute only, but to the second.



6. Respect for all the rights of others in all things.
7. Earnest devotion to work.
8. Quietness in all movements.
9. By all means be in school on the first day and remain till the last of every term.
10. Obedience to the laws of love and duty.

If the spirit of these things can be infused into the soul and wrought into the habits, each student will for himself grow in goodness and truth, and for the State will be a power and a blessing.

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### COURSE OF STUDY.

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The course of study has been arranged with two purposes in view—1, to give a strictly Normal course of training to fit teachers for the public schools, and 2, to give examples of methods of teaching. It therefore goes over the whole curriculum of school studies, from the alphabet to nearly the completion of a collegiate education, and gives especial attention to those branches which require the use of the observing and perceptive faculties, without neglecting those which demand the use of the imagination and reason. Practical attention is devoted to physics, chemistry, natural history, surveying, and language, and the student is not only taught to know but to do the work of the branches which he pursues. He is also required to give instruction in all that he learns, so that when he begins his life work, either of teaching or laboring in a secular employment, he may not be wholly inexperienced in the very beginning of his career.

The course of instruction also embraces lectures by the Principal on the history and science of Pedagogy, and on the methods both of Learning and Teaching. As the University is only in the fourth year of its life, it cannot show any very striking results; yet such has been its work that it can point with pride to the results as seen in our school and in the work done in the public schools of the vicinity by our graduates and pupils.



# PROGRAMME OF RECITATIONS.

|   | Allyn                                                                                                              | Thomas | Jerome                                                                                                             | Hall                                | Parkinson                          | Brownlee                   | Foster                 | Hillman               | Buck               | Nash                 | Pupil Teachers        |                  |
|---|--------------------------------------------------------------------------------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------------------------------|----------------------------|------------------------|-----------------------|--------------------|----------------------|-----------------------|------------------|
| 1 |                                                                                                                    |        | Greek Beginning<br>Latin Beginning                                                                                 | Ele Algebra<br>C Algebra            |                                    | Elocution                  | A Geog<br>Anc His      | C Arith<br>B Arith    | Book-K<br>Book-K   | Drawing<br>Drawing   | Classes in            |                  |
| 2 |                                                                                                                    |        | Calisthenic Exercises and Recess each day of the term.                                                             |                                     |                                    |                            |                        |                       |                    |                      |                       |                  |
| 3 | Mental Philo'sy<br>Rhetoric                                                                                        |        | Cæsar<br>Virgil                                                                                                    | B Geometry<br>Prac Surveying        | Analyt Chem<br>Experiments         | C Reading<br>A Reading     | A Physiol.             | A Arith<br>Meth in A  | Etymol<br>Lan Les  | Drawing              | elementa<br>ry studie |                  |
|   | General Exercise hour. Spelling, Penmanship, and Vocal Music attended to and lectures given on Methods for pupils. |        |                                                                                                                    |                                     |                                    |                            |                        |                       |                    |                      |                       |                  |
| 4 |                                                                                                                    |        | Anabasis<br>Latin Beginning                                                                                        | Prac. Pedagogics<br>Gen Geom & Cal. | Nat Philo'sy                       | B Reading                  | B Geog                 | D Arith               | Syntax<br>Etymol   | Drawing              |                       |                  |
| 5 |                                                                                                                    |        | Zoology                                                                                                            | D Algebra<br>B Algebra              | Theoret. Chem                      | Eng Lit                    | B Geog<br>Mod His      | C Arith<br>B Arith    | Book-K<br>Book-K   | Drawing              |                       |                  |
| 6 |                                                                                                                    |        | Criti. & Ethics<br>Logic                                                                                           | Sallust<br>Cicero                   | A Geometry<br>E Algebra            | Analyt Chem<br>Experiments | C Reading<br>A Reading | Meth in A<br>B Arith  | Etymol<br>Pri Gram | Drawing<br>Drawing   | Same as<br>above      |                  |
|   | General Exercise hour. Spelling, Penmanship, and Vocal Music attended to and lectures given on Methods for pupils. |        |                                                                                                                    |                                     |                                    |                            |                        |                       |                    |                      |                       |                  |
| 1 |                                                                                                                    |        | Memorabilia<br>Latin Reader                                                                                        | Prac Pedagogics<br>Gen Geom & Cal.  | B Nat Philo'sy                     | B Reading                  | U S His<br>A Geog      | Astrono               | B Gram<br>Syntax   | Drawing              |                       |                  |
| 2 |                                                                                                                    |        | Con. U. S. & S L                                                                                                   | A Botany                            | D Algebra<br>A Algebra             | B Botany<br>Analyt Chem    | Eng Lit<br>A Geog      | B Geog<br>A Geog      | C Arith<br>B Arith | B Syntax<br>Pri Gram | Drawing<br>Drawing    |                  |
| 3 |                                                                                                                    |        | Geology                                                                                                            | Sallust<br>Homer                    | { Trigonometry<br>and Surveying    | Experiments                | Elocution<br>A Reading | U S His               | E Arith<br>A Arith | A Syntax<br>Analysis | Drawing<br>Drawing    | Same as<br>above |
| 4 |                                                                                                                    |        | Calisthenic Exercises and Recess each day of the term.                                                             |                                     |                                    |                            |                        |                       |                    |                      |                       |                  |
| 5 |                                                                                                                    |        | General Exercise hour. Spelling, Penmanship, and Vocal Music attended to and lectures given on Methods for pupils. |                                     |                                    |                            |                        |                       |                    |                      |                       |                  |
| 6 |                                                                                                                    |        | Theo. Pedagogics                                                                                                   | Tacitus<br>Latin Reader             | Prac Pedagogics<br>Gen Geom & Cal. | Nat Philo'sy               | B Reading<br>Phonics   | Phys Geo<br>Physiolo. | Sp Arith           | Etymol<br>B Gram     | Drawing               |                  |

SPRING TERM.

WINTER TERM.

FALL TERM.

| STUDIES.                          | PREPARATORY. |   |   |              |   |   |             |   |   | NORMAL.     |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
|-----------------------------------|--------------|---|---|--------------|---|---|-------------|---|---|-------------|---|---|--------------|---|---|-------------|---|---|--------------|---|---|--|--|--|----|
|                                   | First Year   |   |   | Second Year. |   |   | Third Year. |   |   | First Year. |   |   | Second Year. |   |   | Third Year. |   |   | Fourth Year. |   |   |  |  |  |    |
|                                   | 1            | 2 | 3 | 1            | 2 | 3 | 1           | 2 | 3 | 1           | 2 | 3 | 1            | 2 | 3 | 1           | 2 | 3 | 1            | 2 | 3 |  |  |  |    |
| Spelling.....                     |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  | I  |
| Writing.....                      |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Drawing.....                      |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Vocal Music.....                  |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Calisthenics.....                 |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Reading and Phonics.....          | †            | † | † | †            | † |   |             |   |   |             | † |   |              |   |   |             |   |   |              |   |   |  |  |  | II |
| Elocution.....                    |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| English Literature.....           |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Arithmetic C.....                 | †            | † | † |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Arithmetic B.....                 |              |   |   | †            | † |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Arithmetic A.....                 |              |   |   |              |   | † |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Astronomy.....                    |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Language Lessons.....             |              | † | † |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Grammar.....                      |              |   |   | †            | † | † | †           |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| English Analysis.....             |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Book-Keeping.....                 |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Geography.....                    |              | † | † |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Physical Geography.....           |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| U. S. History.....                |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| General History.....              |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Elementary Physiology.....        |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Advanced Physiology.....          |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Latin Grammar.....                |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Reader and Grammar.....           |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Caesar.....                       |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Sallust.....                      |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Virgil.....                       |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Cicero.....                       |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Tacitus.....                      |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Greek Beginning.....              |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Anabasis and Grammar.....         |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Memorabilia of Socrates.....      |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Homer.....                        |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Elementary Algebra.....           |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Higher Algebra.....               |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Geometry.....                     |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Trigonometry and Surveying.....   |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Gen. Geometry and Calculus.....   |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Practical Pedagogics.....         |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Elementary Botany.....            |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Advanced Botany.....              |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Elementary Zoology.....           |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Advanced Zoology.....             |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Geology.....                      |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Ele'y Natural Philosophy.....     |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Adva'ed Natural Philosophy.....   |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Theoretical Chemistry.....        |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Analytical Chemistry.....         |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Rhetoric.....                     |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Logic.....                        |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Con. of U. S. and School Law..... |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Mental Philosophy.....            |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Eng. Criticism and Ethics.....    |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |
| Theoretical Pedagogics.....       |              |   |   |              |   |   |             |   |   |             |   |   |              |   |   |             |   |   |              |   |   |  |  |  |    |

"†" indicates time when study is pursued. "O," optional.

Spelling, Writing, and Drawing are carried on until the students are perfect and are excused. Vocal music is the same.

Calisthenic exercises each day during the course.

Military Instruction and Practice will be voluntary, and will occupy such times as may be found convenient.

N. B. Classes in methods of teaching Reading, Grammar, Arithmetic, Geography and History are taught every year. All pupils who pledge themselves to teach are expected to enter these classes during their first year in the Normal course

## *NORMAL SCHOOL,*

The foregoing is the Normal course. It embraces two large and thorough courses of study. One includes the Classics, with provisions for elective German and French; the other omits all the languages except the English, and both make an extensive study of the mother tongue.

It substantially embraces a department of Mathematics, of English Language and Literature, of Art and Elocution, of Music, of Drawing and Calisthenics, of Physics, of Chemistry and Astronomy, of History, of Classical Language, and of Theoretical and Practical Teaching. The whole forms what is called the Classical Normal Course, and selected studies make up the Scientific Normal Course.

Either is sufficient for practical purposes, and may prepare a teacher for the full work of teaching our public and high schools.

### PROFESSIONAL TRAINING COURSE

After careful consideration of the wants of schools in our section of the State, we have decided to adopt the following Course of purely Professional, Normal or Pedagogical Study. This we do to bring the University even more completely than heretofore into the line of work which such Schools or Seminaries originally and technically were designed to perform. It will embrace the Science and Method of Teaching in its applications to all stages of education, in school and out of it; commencing with infancy and the kindergarten, and, going along with the child, the boy or girl, the youth, the scholar, the collegian and the professional student, it will embrace the eight grades of schools or learning, the Home, the Kindergarten, the Primary, the Intermediate, the Grammar, the High School, the College and the University or Technological School. It will be conducted chiefly by Lectures, Examinations, Observations, Experiments and Criticisms, and will be similar in many respects to what is called Clinics in Medical Schools. The Course will be three fold and may extend over three years, though if a student is fully prepared in the several branches of knowledge and can give his entire time to this, he may complete it in much less; but if he is deficient in many he may enter our Academic classes and bring them up.

We propose to give, in this Course, just what a teacher needs to know,—the Child—the School—the Knowledges—the Teacher—the Methods of gathering preserving and communicating—of classifying, generalizing, inferring, and deducing; how to learn and how to impart. This we think teachers need to know after having acquired science. And added to this will be a history of Education and its Literature, as well as the various systems of schools in other countries.

We have already had something of this in our Post Graduate year.



We now propose to consolidate and enlarge and give opportunity to the one who desires the most thorough preparation possible for the teacher's calling, both in the elementary and higher studies, to go over the whole range of Pedagogical Science.

If a student comes to enter on this course he should be able to pass an examination on all the topics required by law for a first grade certificate, and to do this with more thoroughness than is usually demanded. We state more definitely what this examination will be in order to admit one to enter on this Course. This is done that the plan may be understood and that teachers may know how to prepare for it.

FOR THE FIRST COURSE.

1. In Orthography the test will be one hundred and fifty words selected from a daily newspaper printed in St. Louis or Chicago on the day previous to the examination. These words to be dictated at the rate of five per minute and to be legibly written with due regard to the rules for capital letters.

2. In writing, to write and punctuate an advertisement and a paragraph of editorial or of news from the same newspaper, both dictated by the examiner after the candidate has read them aloud.

3. As a test of ability to express thought, a composition will be asked of not less than thirty lines of legal cap on a topic assigned at the time.

4. In reading, ten minutes from one of the common school books and an oral statement of the sounds of the letters and the purpose and effect of pauses, accents and emphases.

5. In Geography, the common definitions of terms, lines, circles, and some general account of countries, especially the boundaries of the several States of the Union, mountains, rivers, cities and railroads. To this should be added a few points of historical interest.

6. In Arithmetic, as far as roots with special attention to the reasons for the fundamental rules and principles of fractions, decimals, percentage and analysis.

7. In Grammar, Etymology and Syntax, definitions &c., and a practical use of correct sentences, including correction of errors.

8. United States History should be known as to Settlements, the Revolution, the succession of Presidents and the Wars.

9. If to this could be added a fair practice of Free Hand Drawing the preparation would be considered complete. But this last can be learned with us.

THE SECOND COURSE.

This will require a preparation equal to that demanded for a State Certificate. To show more clearly this work we specify:

1. All the branches named above and a higher test in Composition, say an essay of three hundred words on some school topic assigned by the examiner, to be prepared for the press.



2. Grammatical Analysis of sentences and Prosody, with the philosophy of the parts of speech and the Etymology of words and an analysis of idioms.

3. Algebra as far as Quadratics and Binomial Theorem and Plane Geometry.

4. History of the United States with considerable minuteness as to the Revolution and its principles and the War of 1812 and of our Civil War. Also the History of England in brief as to the period of discoveries and settlements, the Revolution of 1688 and the Reform Bill of 1832.

5. The several branches of Natural History, as Botany, Zoology, Physiology, with a fair degree of thoroughness. This should include a knowledge of definitions, classifications and ability to determine species.

6. Natural Philosophy and Astronomy in their common principles and important applications, and Chemistry so as to be able to explain the phenomena of combinations, and to analyze the salts of common substances; and in addition the theory of electricity, heat and magnetism.

This examination will be a fair test of ability to acquire knowledge and to communicate information, and will prove the student's fitness to enter on and pursue the higher course of reading and lectures.

#### THE THIRD COURSE

Will add to its requirements for admission ability to translate Cicero and Virgil with clearness and grace, a knowledge of Latin Grammar; and Trigonometry, Surveying and Logarithms.

#### AN EXTENSION OF SCHOOL WORK

The student will, while pursuing his work here, go over Rhetoric, Logic, and Mental Philosophy, with Elocution and English Literature and History. He will read Rosenkranz and other works on Pedagogics. There will also be opportunity for Chemical work in the Laboratory and for instruction and practice in taxidermy and preserving and mounting specimens.

We offer this course as our contribution to professional education proper, and are ready to meet the demand for such a beginning of higher Normal Training. If young men and young women will come prepared to enter upon it we will do our utmost to supply them with means to acquire the science and skill to make them eminently fit to be teachers and leaders.

#### POST GRADUATE YEAR

This will embrace a larger course of History, more of Mathematics, Political Economy, Criticism, Field Work in Natural History, Analytical Chemistry, and Dissecting and Preserving specimens collected. It will also include courses of lectures on the above branches, and on the History and Science of Education.

In all cases of graduation one year's work of teaching in the Preparatory Department, for one hour a day, will be required for a Diploma. A certificate will be given for each year of study completed in consecutive order in this department.

N. B. The following works are recommended for reference, and are considered essential to every teacher's library, viz.: Webster's Unabridged Dictionary; Lippincott's Gazetteer; Zell's or Chamber's Encyclopedia; Hailman's History of Pedagogy; Miss Peabody's Kindergarten; Rosenkranz's Science of Education, by Miss Brackett; Wickersham's Methods; The Teacher, by Abbott; Oswald's Etymological Dictionary; Hinton's Physiology for Practical Use; Sheldon's Object Lessons; Smith's Free Hand Drawing for Public Schools; Cleveland's English and American Literature; Smith's Classical Dictionary; Hayden's Dictionary of Dates, and Graham's Synonyms.

### *Military Instruction and Practice.*

The trustees announce that they have obtained the detail of Brevet Captain Thomas J. Spencer, U. S. A., under an act of Congress as Instructor of Military Instruction and practice. The value of some military drill and knowledge to every voter cannot be denied. But the facilities for obtaining anything like a fair practice in such discipline in most of our villages are very small. It has been deemed best to give something of this and under an able instructor and one familiar with all the details of military science and practice. Our halls and grounds afford opportunities for this work and we have asked the necessary means of aiding our section of the State to learn in the best way something of the military art. The drill will not interfere with any studies. Indeed it will rather give physical tone for all mental work in school, and when the student shall have gone from among us and taken his place in society it will qualify him to lead in defense of the rights and duties of American citizens should ever an emergency occur. The following are the details of our plan so far as it can now be announced.

In connection with the other branches of tuition this department will aim to qualify graduates for the intelligent discharge of duty in any and all the active arms and administrative corps of the army. To this end there will be: 1st, regular stated drills in the Infantry, Field artillery and dismounted cavalry tactics and theoretical instruction in mounted service, siege and sea-coast artillery drill, mortar practice and grand tactics.

2nd, Under the head of "Military administration and staff duties" a course of lectures will be delivered referring to the organization, equipping, marching, encamping and maintaining, in the most effective

manner, an army in the field. The organization of European armies will be considered in this connection. The relations of the staff corps to the Line and especially the organization and duties of the supply departments will be exhaustively considered and, with a view to make everything intelligible, interrogatories and discussions during lectures will be encouraged. Blanks will be used to illustrate the manner of rendering property accountability—and cadets will be admonished that the careful preservation of the material of war is indispensable to the proper discharge of a soldiers' duty. As opportunity permits, officers of the army of known distinction in their respective corps will be requested to address the Cadet battalion on the matters pertaining to their particular departments. In this connection especial attention will be directed to the science and history of gunnery and, to practical Military Engineering and the cadet will be instructed practically in laying out field fortifications, the use of implements and the work of an army laying or resisting seige.

Field Signal service will be made a study, and, with the approval of the Chief Signal officer, a meteorological station will be established at the University building and cautionary signals be displayed in advance of approaching storms. On satisfactory assurances of the safe and careful custody of the signal signs; flags, &c., can be supplied to contiguous villages where they can be displayed by the authorities on telegraphic warning from the department here. For protective purposes this arrangement would be of great value to farmers.

Lectures on military law and the occasional convening of mock Courts-Martial will be employed to explain the organization and object of the Bureau of Military Justice.

Aside from fitting students to serve society as leaders when war demands their services the military drills will be healthful recreation from mental labor, the knowledge acquired will be of great value if only as general information and the discipline learned of it calculable benefit applied to any profession or calling after their school days are over. This course of military instructions can be imparted without at all interfering with other studies.

1. Tactics, Infantry, Cavalry, and Artillery.
2. Military law and practice of Courts-Martial.
3. Field Signal service.
4. Lectures on Army organization and functions of the staff.
5. Practical and theoretical instruction in field fortifications.
6. Grand Tactics and strategy. Relation of tactics to topography.
7. Science of Gunnery.

The hours for instruction in the foregoing will be announced in due time.



*Facilities for Instruction.*

## MUSEUM AND CABINET.

In the Mansard story, a large well-lighted room is set apart as the Museum, and is supplied with elegant centre and wall cases of best design and finish for display of specimens.

The cabinets of minerals and rocks are large, varied and amply sufficient for the practical work of the student. He will find the Zoological and Botanical cabinets, comprising thousands of specimens from land and sea, an invaluable aid in his studies in Natural History.

The Normal respectfully solicits its friends and the friends of Education to aid in building up a Museum worthy of Southern Illinois.

Specimens of minerals, birds, insects, and other animals, of plants, also Indian relics, such as stone axes and pipes, disks, spear and arrow heads, and pottery will be thankfully received.

Specimens should be boxed carefully and sent by express, unless too heavy, in which cases they may be forwarded as freight.

The full name of the donor should not be omitted.

## CHEMICAL, PHILOSOPHICAL AND ILLUSTRATIVE APPARATUS.

The University possesses the most complete and expensive set of apparatus in the State south of Chicago, with the sole exception of that of the Industrial University at Champaign.

It can boast of a good physical and chemical apparatus, including a newly purchased Spectroscope, a Holtz's Induction Electrical Machine; a Compound Microscope; an Air-pump with its usual accessory attachments. Also an oxy-calcium Sciopticon with views of scientific subjects. The Chemical department is supplied with a working Laboratory with a full set of reagents, where students are given practice in Qualitative Analysis of salts, waters, oils, etc.

The Astronomical department has a telescope of sufficient power to show the rings of Saturn, a Celestial Indicator to illustrate the various phenomena of the heavens, and other apparatus pertaining to Astronomy.

The Mathematical department has a fine Surveyor's transit which the classes in Trigonometry and surveying are required to use constantly.

## LIBRARY AND WORKS OF REFERENCE.

The University has a complete list of works of reference, Cyclopedias, Biographical and Pronouncing Dictionaries, Gazetteers, Atlases, etc. which are placed in the Study Hall, so that students may at any time consult them.

The Library proper occupies a spacious room in the third story and is well furnished. The library contains about 5,000 carefully selected volumes, including a professional library for teachers.



## BOOK-KEEPING AND DRAWING.

Students are thoroughly drilled in all practical Book-keeping, so that they may be competent to give instruction in this useful branch of education.

Free-hand Drawing, an art now considered as almost indispensable to the professional teacher, is taught, with a view of rendering it most highly practical to the student.

*Conditions of Admission.*

To be entitled to admission in the Normal Department, a lady must be sixteen years of age, and a gentleman seventeen. They must be of good moral character, and a certificate to this effect will be required. To enjoy the privilege of free tuition, they must sign a certificate promising to teach in the schools of Illinois three years, or, at least, as long as they have received gratuitous instruction. They are to pass an examination either before the county superintendent, or examiners, or before the Faculty of the University, such as would entitle them to a second grade certificate, and they must agree to obey all reasonable requirements, as to order, promptness, cleanliness and genteel behavior.

*Suggestions.*

We do most earnestly and affectionately recommend to all our students, and to those who may be in charge of them, or who have influence over them in any way, by advice or authority, that they fix as a rule never to leave the institution before the end of the term, and, if possible, that they complete a full year. Fragments of an education are indeed of much worth, just as the fragments of a diamond are valuable. But how much more profitable are they when united. Do not be absent from the school for a day. The regular Calisthenic Exercises will give you health for consecutive study, and by habitual application you will acquire facility for labor, and you will accomplish more than you would have believed.

We certainly shall not grant diplomas to those who are absent often, and who do not finish every examination, both written and oral. One of the values of a course of study is that it represents years of honest, punctual labor.

*Literary Societies.*

The Students have organized two literary societies for the purposes of mutual improvement. They are THE ZETETIC SOCIETY, and the SOCRATIC SOCIETY. They meet every Friday evening. These afford one of the best means of culture, discipline and instruction in the practical conduct of business. They have commenced the foundations to libraries, and deserve the countenance and patronage of all students and their friends.

### *Lectures on Morals and Virtue.*

At their last annual meeting, the Trustees ordered that a Course of Lectures on Morals and Virtue be established under the direction of the Principal and Faculty. These Lectures will be on Sunday afternoons in the Normal Hall and the Lectures will be given by the different members of the Faculty. The students will be expected to attend as a part of the regular instruction of the University.

### *Location, Etc.*

Carbondale is a city of 2,500 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 dissipations, 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 surroundings of the locality. The Illinois Central, the Carbondale & Grand Tower, and the Carbondale & Shawneetown railroads, afford ample facilities for convenient access.

### *Expenses.*

To those who sign the above named certificate, tuition is gratuitous, but there may be a fee charged for incidentals at present not exceeding \$3.00 per term of fifteen weeks, and \$2.00 for term of ten weeks. Tuition in Normal Department, \$9.00 and \$6.00; in the Preparatory Department, \$6.00 and \$4.00.

Board can be had in good families in Carbondale, at rates varying from \$3.00 to \$5.00 per week, and by renting rooms and self-boarding, or by organizing clubs, the cost may be largely reduced, perhaps to 1.50 per week. Books are sold by the book-stores at reasonable rates.

### *Calendar for 1878-79.*

Commencement for 1878-79—May 29th, 1879.

Fall Term begins Monday, September 9th—ends Friday, December 20th—Fifteen Weeks—1878.

Holiday Recess begins December 21st, and ends Jan. 6th, 1879.

Winter Term begins Monday, January 6th, 1879—Ten weeks.

Winter Term ends March 14th, 1879.

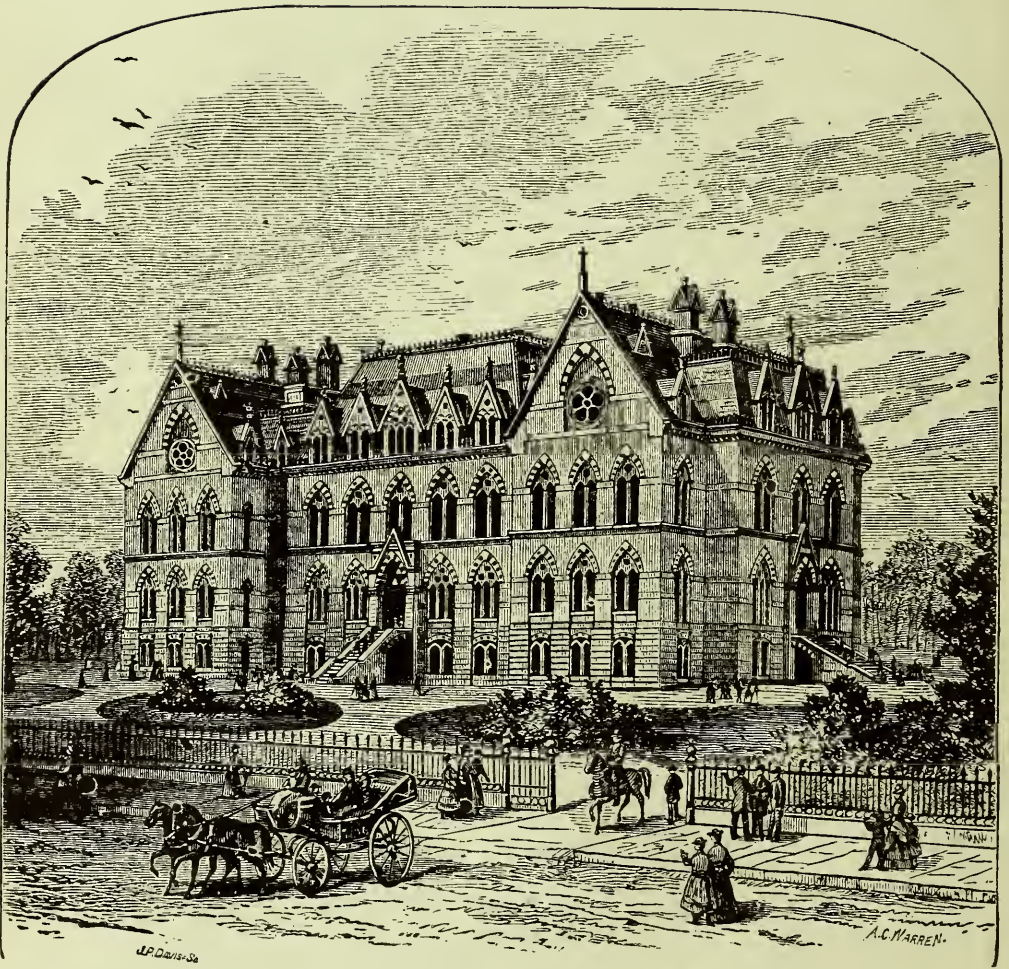
Spring Term begins March 17th, 1879—Ten weeks.

Examination for the year begins May 26th, 1879.

Annual Commencement, May 29th, 1879.











SOUTHERN

ILLINOIS

**NORMAL UNIVERSITY,**

CARBONDALE, ILL.

1878-9.

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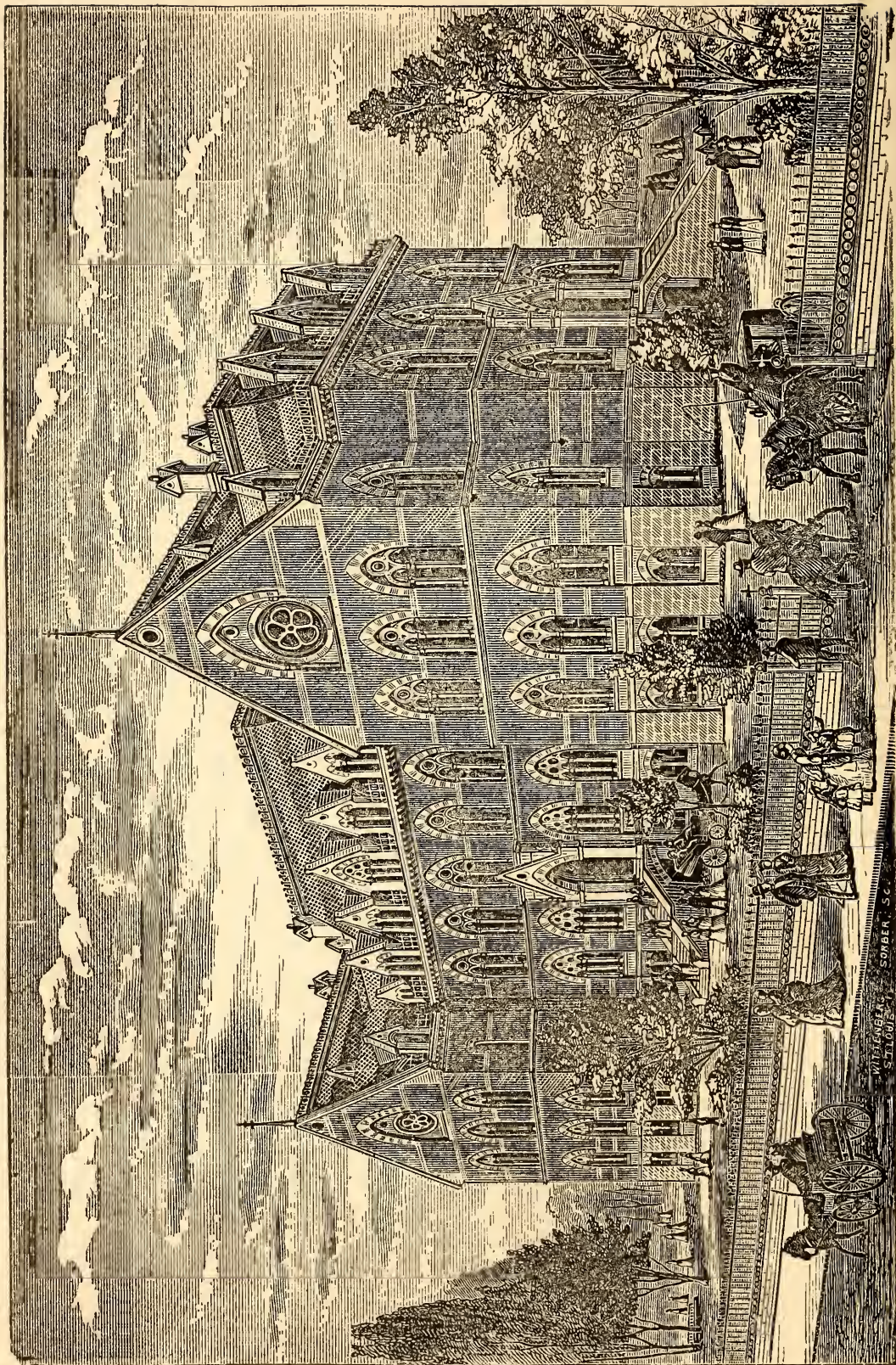
*Observer Print,*  
CARBONDALE, ILL.

1879.









WILHELM SCHUBERT SCULPTOR



FIFTH  
ANNUAL CATALOGUE  
—OF THE—  
SOUTHERN ILLINOIS  
NORMAL UNIVERSITY,

Carbondale, Jackson County, Illinois.

1878-9.

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*Incorporated by Act of the Legislature; Approved April 20, 1869. Corner Stone Laid  
May 17, 1870. Building Completed June 30, 1874. Dedicated July 1,  
1874. Open for Admission of Students July 2, 1874.*

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CARBONDALE, ILL.

OBSERVER PRINT,

1879.



## Charter Trustees.

DANIEL HURD, Cairo.

ELI BOYER, Olney

ELIHU J. PALMER, Carbondale.

THOMAS M. HARRIS, Shelbyville.

SAMUEL E. FLANNIGAN, Benton.

---

## Building Commissioners.

JOHN WOOD, Cairo

R. H. STURGISS, Vandalia.

ELIHU J. PALMER, Carbondale.

NATHAN BISHOP, Marion.

HIRAM WALKER, Jonesboro.

F. M. MALONE, Pana.

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## Trustees.

HON. T. S. RIDGWAY, Shawhectown. JAMES ROBARTS, M. D., Carbondale.

EDWIN S. RUSSELL, Esq., Mt. Carmel. LEWIS M. PHILLIPS, Esq., Nashville.

JACOB W. WILKINS, Esq., Marshall.

---

## Officers of the Board.

HON. THOS. S. RIDGWAY,  
President.

JAMES ROBARTS, M. D., Carbondale.

Secretary.

JOHN S. BRIDGES,  
Treasurer.

CHARLES W. JEROME,

Registrar.

---

JAMES ROBARTS, M. D. }  
LEWIS M. PHILLIPS, Esq. } Auditing Committee

## FACULTY.

---

ROBERT ALLYN,

*Principal and Teacher of Mental Science, Ethics and Pedagogics.*

CYRUS THOMAS—EMERITUS,

*Teacher of Natural History.*

CHARLES W. JEROME,

*Teacher of Languages and Literature.*

JOHN HULL,

*Teacher of Higher Mathematics and Practical Pedagogics.*

DANIEL B. PARKINSON,

*Teacher of Natural Philosophy and Chemistry; Lecturer on Applied Chemistry.*

JAMES H. BROWNLEE,

*Teacher of Reading, Elocution, Phonics, Vocal Music and Catisthenics.*

GRANVILLE F. FOSTER,

*Teacher of Physiology, History and Geography, and Librarian.*

ALDEN C. HILLMAN,

*Teacher of Astronomy, Arithmetic and Elementary Methods.*

MARTHA BUCK.

*Teacher of Grammar, Etymology and Book-Keeping.*

HELEN M. NASH,

*Teacher of Drawing, Penmanship, French and German.*

BVT. CAPT. THOMAS J. SPENCER, U. S. A.

*Teacher of Military Instruction and Practice.*

GEORGE H. FRENCH,

*Teacher of Natural History and Curator.*

ESSIE C. FINLEY,

*Teacher of Geography and Elements of Language.*



## PUPIL TEACHERS.

---

|                      |                     |
|----------------------|---------------------|
| THOMAS BROWN,        | DORA A. LIPE,       |
| HENRY A. KIMMELL,    | JOHN MARTEN,        |
| JAMES H. BEATTIE,    | LIZZIE M. SHEPPARD, |
| WALLACE E. MANN,     | DANIEL B. FAGER,    |
| IDA M. McCREERY,     | JOSEPH GRAY,        |
| ANNA C. WHEELER,     | MAGGIE KENNEDY,     |
| ANDREW C. BURNETT,   | DELL D. MOUDY,      |
| ARTHUR E. PARKINSON, | LYMAN T. PHILLIPS,  |
| CHARLES E. HULL,     | SARA SAUL,          |
| GEORGE H. C. FARMER, | THOMAS S. MARSHALL, |
| R. GORDEN BROWN,     | ALICIA M. MULKEY.   |

# GRADUATES.

## CLASS OF 1876.

| NAME.             | RESIDENCE.    | OCCUPATION.     |
|-------------------|---------------|-----------------|
| John N. Brown,    | Walshville,   | Teaching.       |
| Beverly Caldwell, | Hickman, Ky., | Teaching.       |
| John C. Hawthorn, | Randolph Co., | Student of Law. |
| George C. Ross,   | Litchfield,   | Teaching.       |
| Mary Wright,      | Cobden,       | Teaching.       |

1877.

|                     |                                  |           |
|---------------------|----------------------------------|-----------|
| Belle D. A. Barnes, | (Mrs. Dr. Green)<br>Bloomington, |           |
| Arista Burton,      | Carbondale,                      | Teaching. |
| James H. England,   | Anna,                            | Teaching. |
| William H. Warder,  | Carbondale,                      | Teaching. |

1878.

|                      |                  |                 |
|----------------------|------------------|-----------------|
| Delia Caldwell,      | Carbondale,      | Teaching.       |
| Alva C. Courtney,    | Grand Tower,     | Teaching.       |
| Charles E. Evans,    | Carbondale,      | Teaching.       |
| James A. Hanna,      | Saltillo, Tenn., | Teaching.       |
| Orcelia B. Hillman,  | Carbondale,      | Teaching.       |
| Sarah E. Jackson,    | DuQuoin,         | Teaching.       |
| George Kennedy, jr., | Murphysboro,     | Teaching.       |
| John T. McAnally,    | Cave,            | Teaching.       |
| Mary C. McAnally,    | Cave,            | Teaching.       |
| Edward R. Pierce,    | Flora,           | Teaching.       |
| Richmond Plant,      | St. Louis, Mo.,  | Student of Law. |
| Edward H. Robinson,  | Greenville,      | Student of Med. |
| David G. Thompson,   | Goleonda,        | Teaching.       |

1879.

|                      |                 |           |
|----------------------|-----------------|-----------|
| Andrew C. Burnett,   | Jordan's Grove. | Teaching. |
| George H. C. Farmer, | Ashley.         | Teaching. |
| Ida M. McCreery,     | Cave.           | Teaching. |
| Lyman T. Phillips,   | Nashville.      | Teaching. |

## STUDENTS---NORMAL DEPARTMENT.

### Post Graduates.

DELIA CALDWELL,  
CHARLES E. EVANS.

# NAMES OF STUDENTS.

## Normal Department.

### FOURTH YEAR.

| NAME.                         | RESIDENCE.      |
|-------------------------------|-----------------|
| Andrew C. Burnett . . . . .   | Jordan's Grove. |
| George H. C. Farmer . . . . . | Nashville.      |
| Ida M. McCreery . . . . .     | Cave.           |
| Lyman T. Phillips* . . . . .  | Nashville.      |

### THIRD YEAR.

|                                |             |
|--------------------------------|-------------|
| Sarah G. Booth . . . . .       | Sparta.     |
| Charles Burton, . . . . .      | Carbondale. |
| Charles E. Hull,* . . . . .    | Salem.      |
| William F. Hughes,* . . . . .  | Carbondale. |
| Henry A. Kimmel,* . . . . .    | Calhoun.    |
| Wallace E. Mann,* . . . . .    | Sparta.     |
| John Marten, . . . . .         | Carbondale. |
| Alice M. Mulkey, . . . . .     | Carbondale. |
| Albert B. Ogle,* . . . . .     | Belleville. |
| George H. Rendleman, . . . . . | Lick Creek. |
| Frank P. Rentschler, . . . . . | Belleville. |
| Lizzie M. Sheppard, . . . . .  | Carbondale. |
| Gertrude A. Warder, . . . . .  | Carbondale. |

### SECOND YEAR.

|                               |                   |
|-------------------------------|-------------------|
| Wezette Atkins, . . . . .     | Carbondale.       |
| John E. Blanchard,* . . . . . | Murphysboro.      |
| Ella B. Boyd, . . . . .       | Carbondale.       |
| Thomas Brown,* . . . . .      | Calcutta, Bengal. |
| Lauren L. Bruck,* . . . . .   | Salem.            |
| Mary I. Buckley, . . . . .    | Marion.           |
| Daniel B. Fager, . . . . .    | DeSoto.           |
| Joseph Gray, . . . . .        | Vienna.           |
| Louis Heitman,* . . . . .     | Bremen.           |
| Luther A. Johnson, . . . . .  | Savannah, Tenn.   |
| Henry W. Kanaker. . . . .     | Dongola.          |

\*Member of the Cadet Corps.

| NAME.                        | RESIDENCE.    |
|------------------------------|---------------|
| Maggie Kennedy, . . . .      | Carterville.  |
| Dora A. Lipe, . . . .        | Carbondale.   |
| Harold W. Lowrie,* . . . .   | Jonesboro.    |
| Della D. Moudy, . . . .      | Rich view.    |
| Della A. Nave, . . . .       | Carbondale.   |
| William F. Noetling, . . . . | Belleville.   |
| Arthur E. Parkinson, . . . . | Highland.     |
| John M. Pierce, . . . .      | Addieville.   |
| William B. Train,* . . . .   | Carbondale.   |
| Laura B. Walker, . . . .     | Centralia.    |
| Annie C. Wheeler, . . . .    | Edwardsville. |

## FIRST YEAR.

|                               |                   |
|-------------------------------|-------------------|
| Elias Allen, . . . .          | Williamson Co.    |
| James H. Beattie,* . . . .    | Sparta.           |
| Frank L. Boyd, . . . .        | Carbondale.       |
| Anna Bryden, . . . .          | Carbondale.       |
| Adella M. Chapin, . . . .     | Grass Lake, Mich. |
| Robert N. Crawford, . . . .   | Jonesboro.        |
| Lizzie M. Deardoff, . . . .   | Cobden.           |
| Isabel C. Dow, . . . .        | DuBois.           |
| Adella Easley, . . . .        | Plainview.        |
| Walter J. Ennison,* . . . .   | Carbondale.       |
| Corinne S. Evans, . . . .     | Carbondale.       |
| Adella B. Goodall, . . . .    | Marion.           |
| Joab Goodall, . . . .         | Marion.           |
| Lizzie K. Harned, . . . .     | Flora.            |
| John E. Hartman, . . . .      | Centralia.        |
| George Hayton,* . . . .       | Carbondale.       |
| Matilda E. Hileman, . . . .   | Mill Creek.       |
| Jessie S. Kennedy, . . . .    | Tamaroa.          |
| Benjamin J. Laughlin, . . . . | Noble.            |
| John W. Lightfoot, . . . .    | Carbondale.       |
| John Wm. Lornz,* . . . .      | Highland.         |
| Oscar S. Marshall,* . . . .   | Salem.            |
| Thomas S. Marshall,* . . . .  | Salem.            |
| Thomas H. Miller, . . . .     | Ramsey.           |
| John K. Miller, . . . .       | Sparta.           |
| Aaron M. Johnson, . . . .     | Centralia.        |
| Henry R. Jackson, . . . .     | Benton.           |
| Josie Philips, . . . .        | Nashville.        |
| Henry M. Pierce, . . . .      | Addieville.       |
| Sarah Saul, . . . .           | Cairo.            |
| Silas Simonds, . . . .        | Carbondale.       |



| NAME.                  | RESIDENCE.   |
|------------------------|--------------|
| William J. Smith,      | Vienna.      |
| Edgar L. Sprecher,*    | DeSoto.      |
| Charles H. St. Clair,* | Benton.      |
| Henry A. Stewart,*     | Albion.      |
| Wm. H. Trobaugh,*      | Carbondale.  |
| Eva Tuthill,           | DuQuoin.     |
| Minnie E. Walker,      | Centralia.   |
| Cora Williams,         | Carbondale.  |
| Alfonzo D. Wolfe,      | Vienna.      |
| Eva L. Youngblood,     | Shawneetown. |

UNCLASSIFIED,

|                      |                |
|----------------------|----------------|
| Sarah A. Allen,      | Fitzgerrelle.  |
| Anna M. Baxter,      | Carbondale.    |
| Belle Baxter,        | Carbondale.    |
| William D. Bridges,  | Ramsey.        |
| Hezekiah F. Cain,    | Stone Fort.    |
| Norval Cameron,      | Ashley.        |
| Vinson B. Cawthon,   | South America. |
| James A. Chesney,    | Plum Hill.     |
| Ella D. Cheek,       | Villa Ridge.   |
| Jackson Cook,        | Harrisburg.    |
| Albert Cover,        | West Saratoga. |
| Albert F. Davis,     | DeSoto.        |
| Geo A. Easterly,     | Grand Tower.   |
| Lucretia Easterly,   | Murphysboro.   |
| Isaac N. Elkins,     | Vienna.        |
| Jackson K. Elkins,   | Vienna.        |
| Reynolds M. Finney,  | Vienna.        |
| James L. Fort,       | Vienna.        |
| Charles A. Ford,     | Nashville.     |
| Frederick Glammeyer, | New Mindon.    |
| George W. Gregory,   | Pomona.        |
| William R. Harris,   | Nashville.     |
| Samuel Y. Hawkins,   | Carbondale.    |
| Cicero R. Hawkins,*  | Carbondale.    |
| William Hayton,      | Carbondale.    |
| Silvester A. Hiller, | Makanda.       |
| George R. Huggins,*  | DuQuoin.       |
| Walter Hunsaker,     | Lick Creek.    |
| Henry Jennings,      | Cobden.        |
| Melissa J. Johnson,  | Makanda.       |
| George C. Jones,     | Moscow.        |
| Ella Krysher,        | Makanda.       |

| NAME.                | RESIDENCE.     |
|----------------------|----------------|
| Mary F. Leigh,       | DuQuoin.       |
| Boston Lilley,       | Lick Creek.    |
| David W. Lindsey,    | Calhoun.       |
| Alice M. Lipe,       | DuQuoin.       |
| William J. McGee,    | New Burnside.  |
| Bessie McClay,       | Oakdale.       |
| Albert E. Meade*,    | Anna.          |
| Dallas Meisenheimer, | Carbondale.    |
| James L. Mercer,     | Lincoln Green. |
| Harry Morrow,        | Nashville.     |
| George E. Morrison*, | O'Fallon.      |
| William Redmon,      | New Liberty.   |
| George S. Rolens,    | Murphysboro.   |
| William R. Smith,    | Patoka.        |
| Viola C. Smith,      | Vienna.        |
| Clara B. Smith,      | DuBois.        |
| John C. B. Smith,    | Stone Fort.    |
| Anna Sorrells,       | Sparta.        |
| Amos N. Stout,       | Makanda.       |
| Daniel Stroh,        | Elkhorn.       |
| Lizzie M. Swain,     | Oakland, Miss. |
| Ivil M. Taylor,      | Vienna.        |
| Alice F. Watkins,    | DuQuoin.       |
| Libbie A. Wheelless, | Nashville.     |
| Lovinia Williams,    | Cobden.        |
| Eliza Young.         | Williamsburg.  |

### Preparatory Department.

#### FIRST YEAR.

|                      |              |
|----------------------|--------------|
| Lelia Abel,          | Carbondale.  |
| John F. Allen,       | Fitzgerrell. |
| Miriam Allen.        | Carbondale.  |
| Robert Allen*.       | Carbondale.  |
| Mollie E. Bain,      | Murphysboro. |
| Wilson G. Baird,     | Carbondale.  |
| George Barbour,      | Carbondale.  |
| William J. Beale,    | Hecker.      |
| Edward Bouscher*,    | DeSoto.      |
| Lena H. Bridges,     | Carbondale.  |
| Mamie E. Bridges,    | Carbondale.  |
| William S. Brown,    | Rockwood.    |
| Harmon M. Campbell*. | Carbondale.  |
| Belle Charles,       | Carbondale.  |

| NAME.                 | RESIDENCE.         |
|-----------------------|--------------------|
| Anna Cline,           | Carbondale.        |
| Augustus L. Cline*,   | Carbondale.        |
| Wesley D. Cline,*     | Carbondale.        |
| Edward B. Cox,        | Carbondale.        |
| Lettie E. Crandall,   | Carbondale.        |
| Mellie H. Crandall,   | Carbondale.        |
| Eddie T. Dunaway,     | Carbondale.        |
| Frank Etherton,       | Eltham.            |
| William A. Elston,    | DuQuoin,           |
| Edwin L. Foster,      | Carbondale.        |
| Daisy F. Gage,        | Carbondale.        |
| Samuel B. Gardner,    | Pulaski.           |
| Kate Gill,            | Elkville.          |
| Rebecca Goldman,      | Carbondale.        |
| Willie Goldman,*      | Carbondale.        |
| William J. Hagler,    | Pomona.            |
| Thomas J. Haley,      | Dahlgren.          |
| Lou Haynes,           | Carbondale.        |
| Emma Hewitt,          | Carbondale.        |
| Willie S. Hewitt,*    | Carbondale.        |
| Allen B. Hinchcliff,  | Carbondale.        |
| Kate Hord,            | Murphysboro.       |
| Bertie Hull,          | Carbondale.        |
| Charles M. Jerome,    | Carbondale.        |
| Birch C. Jones,       | Okawville.         |
| Emile Marie,          | Murphysboro.       |
| Newton J. McGlasson,  | Franklin Co.       |
| Lillie J. Mitchell,   | Harrisburg.        |
| George L. Myers,      | Carbondale.        |
| John B. Nienlist,     | Addieville.        |
| John Press,           | Smithton.          |
| Anna Rapp,            | Carbondale.        |
| William B. Reeves,    | Carbondale.        |
| Mattie A. Schwartz,   | Elkville.          |
| Amanda Slack,         | Vienna.            |
| Blanche N. Spencer,   | Ft. Arbuckle, I.T. |
| Herbert Steele,       | Steele's Mills.    |
| Willie A. St. John,   | Carmi.             |
| Charles B. Sylvester, | Carbondale.        |
| Minnie A. Tait,       | Carbondale.        |
| Nellie Thomas,        | Carbondale.        |
| Nellie G. Tierney,    | Okawville.         |
| Adaline Toney,        | Carbondale.        |

| NAME.             | RESIDENCE.  |
|-------------------|-------------|
| James A. Veach,   | Vienna.     |
| Bonnie Waggoner,  | Carbondale. |
| Pearl Waggoner,   | Carbondale. |
| Amos L. Watts,    | Carbondale. |
| Denard Williams,  | Carbondale. |
| Mollie Wykes,     | Carbondale. |
| Willie T. Wykes.* | Carbondale. |

## SECOND YEAR.

|                        |                   |
|------------------------|-------------------|
| John J. Anderson,      | Alto Pass.        |
| Eugene Ausbrooks,      | Vienna.           |
| William B. Bain.*      | Vienna.           |
| Dora E. Balcom,        | Carbondale.       |
| Lydia A. Balcom,       | Carbondale.       |
| Grant Beard.*          | Carbondale.       |
| Allie Bevard,          | Carbondale.       |
| Samuel J. Boren,       | Olmsted.          |
| Stephen A. Born,*      | Carbondale.       |
| Carrie E. Bouscher,    | DeSoto.           |
| Charles H. Bouscher,*  | DeSoto.           |
| Chauncy J. Bouscher,*  | DeSoto.           |
| Harlin Bouscher,*      | DeSoto.           |
| Charles M. Bratton,    | Vienna.           |
| William A. Brewer,     | Carbondale.       |
| George W. Brown,*      | Buncombe.         |
| Leah Brown,            | Carbondale.       |
| Lizzie M. Brown,       | Carbondale.       |
| Wallace Brown,         | Rockwood.         |
| Hannah Buck,           | Cobden.           |
| Anna L. Burkett,       | Carbondale.       |
| Anna C. Campbell,      | Marion.           |
| Carrie Campbell,       | Carbondale.       |
| Artelia E. Carter,     | Ashley.           |
| Don W. Carter,         | Nashville.        |
| Freeman A. Chanaberry. | Marion.           |
| Millard F. Chanaberry, | Marion.           |
| Anna S. Chandler,      | Carbondale.       |
| George L. Chandler,    | Carbondale.       |
| Lou E. Chapin,         | Grass Lake, Mich. |
| Josie R. Chesney,      | Plum Hill.        |
| Edith M. Day,          | Salem.            |
| Harry G. Dickerman,    | Carbondale.       |
| Fred. L. Dilley,*      | Palestine, Texas. |



| NAME.                | RESIDENCE.   |
|----------------------|--------------|
| Alice A. Donovan,    | Carbondale.  |
| Serena E. Donovan,   | Carbondale.  |
| May B. Duff,         | Carbondale.  |
| Ada L. Dunaway,      | Marion.      |
| Sarah A. Duncan,     | Lake Creek.  |
| William A. Durham,*  | Ewing.       |
| Josie Easley,        | Plainview.   |
| William H. Ebers,    | Bremen.      |
| Thomas E. Edwards,   | Carbondale.  |
| Albert Emmerick,     | Mascoutah.   |
| Alfred Evans,        | Hecker.      |
| Claude B. Evans,*    | Carbondale.  |
| James M. Evans,      | Grand Tower. |
| Morven R. Fakes,     | Carbondale.  |
| Lincoln Fitzgerald,  | Carbondale.  |
| Clara A. Frank,      | Freeburg.    |
| Albert G. Friez,*    | Mascoutah.   |
| John M. Gatch,       | Makanda.     |
| Joseph S. B. Gill,   | Murphysboro. |
| Fannie R. Glass,     | Carbondale.  |
| Frank W. Gordon,     | Chester.     |
| Frank A. Greene,     | Carbondale.  |
| John J. Hamilton,*   | DuQuoin.     |
| Charles E. Hammond,* | Ashley.      |
| Elma S. Hawkins,     | Carbondale.  |
| Philetus E. Hileman, | Mill Creek.  |
| Hattie E. Hill,      | Carbondale.  |
| Marion Hindman,      | Carbondale.  |
| Edith Holden,        | Tamaroa.     |
| William H. Hudson,   | Carbondale.  |
| Mary E. Hughes,      | Carbondale.  |
| Gertrude Hull,       | Carbondale.  |
| Caddie Hyres,        | Carbondale.  |
| Turner P. Isom,      | Rockwood.    |
| George Johnpeter,    | Carlyle.     |
| Osterval Joiner,     | Dongola.     |
| Columbus A. Jones,   | Nashville.   |
| Kate E. Jones,       | Carbondale.  |
| Nannie A. Jones,     | Marion.      |
| John O. Keith,       | DuQuoin.     |
| Sarah E. Keith,      | DuQuoin.     |
| Kate Kennedy,        | Tamaroa.     |
| Alexander Lane,      | Tamaroa.     |

| NAME.                  | RESIDENCE.     |
|------------------------|----------------|
| Mary L. Laurence,      | Carbondale.    |
| John T. Looney,        | Vienna.        |
| John McGehee,          | Shawneetown.   |
| Exella McLaughlin,     | Sparta.        |
| Clarence H. Mann,      | Albion.        |
| Henry F. Marquardt,    | Wine Hill.     |
| Belle Melton,          | Carbondale.    |
| John A. Melton,*       | Carbondale.    |
| Julia A. Melton,       | Carbondale.    |
| Edward Merrick,*       | Okauville.     |
| Carl F. Meyer,         | Mound City.    |
| Albert J. Miller,      | Makanda.       |
| Orlando P. Moore,      | Elkhorn.       |
| James O. Morris,       | DuQuoin.       |
| Silvia J. Mulligan,    | Hecker.        |
| Ferdinand Munding.,    | Ashley.        |
| Charles Myers,         | Ashley.        |
| Sarah E. Norris,       | Bainbridge.    |
| Joseph C. Rainey,      | Nashville.     |
| Willie M. Rapp,*       | Carbondale.    |
| Levi C. Rawlings,*     | Calhoun.       |
| Charles Redden,*       | Vienna.        |
| Henry S. Redfield,     | Campbell Hill. |
| Lizzie Redmon,         | West Liberty.  |
| Lewis B. Reeves,       | Fitzgerrell.   |
| Mattie E. Reeves,      | Carbondale.    |
| Emma A. Rendleman,     | Makanda.       |
| John J. Rendleman,     | Makanda.       |
| William D. Rentchler*. | Belleville.    |
| George B. Ruark,*      | Sumner.        |
| Josie Scurlock,        | Carbondale.    |
| James N. Shipman,      | Hardinsville.  |
| Thomas Slack,          | Vienna.        |
| Henry M. Smith,        | Caledonia.     |
| Laura Snider,          | Carbondale.    |
| Robert L. Spencer,*    | St. Louis, Mo. |
| Otto J. Starsinger,    | Carbondale.    |
| Dapheny L. Stephens,   | New Mindon.    |
| Harrison Stephens,*    | Ashley.        |
| Henson M. Stephens,*   | New Mindon.    |
| John J. Stephens,      | New Mindon.    |
| Samuel C. Stephens,    | New Mindon.    |
| Susie A. St. John,     | Carmi.         |

| NAME.               | RESIDENCE.   |
|---------------------|--------------|
| Fannie Stone,       | Carbondale.  |
| Nora Thomas,        | Carbondale.  |
| Mary E. Thorp,      | Carbondale.  |
| Sarah E. Tierney,   | Okawville.   |
| John Voisin,*       | Lebanon.     |
| Lora A. Walker,     | Carbondale.  |
| Samuel W. Ward,*    | Carbondale.  |
| Frankie E. Watson,  | Murphysboro. |
| Kittie I. Watson,   | Anna.        |
| Thomas J. Watson,   | Carterville. |
| William E. Watson,  | Carterville. |
| Nancy J. Wheelless, | Nashville.   |
| Alfred H. Williams, | Dongola.     |
| Willie Williams,    | Carbondale.  |
| Richard W. Willis,  | Metropolis   |
| Frankie Winne,      | Carbondale.  |
| Eva M. Yocum.       | Carbondale.  |
| John L. Yocum,      | Carbondale.  |

THIRD YEAR.

|                         |                |
|-------------------------|----------------|
| Edward L. Abel,*        | Carbondale.    |
| William L. Allen,       | Fitzgerrell.   |
| Lovie Boyd,             | Carbondale.    |
| Cora M. Brewster,       | Carbondale.    |
| Mary A. Brown,          | Pinckneyville. |
| Adella Brown,           | Pinckneyville. |
| Robert G. Brown,*       | Sparta.        |
| Nora H. Brush,          | Carbondale.    |
| Maggie Bryden,          | Carbondale.    |
| Edgar F. Buck,*         | Cobden.        |
| Thomas J. Cahill,*      | Waterloo.      |
| Cristopher C. Cawthon*. | South America. |
| Samuel J. Chapman,*     | Carbondale.    |
| Bedie C. Clark,         | Carbondale.    |
| Frank Clements,*        | Carbondale.    |
| Thomas Crane,*          | Ashley.        |
| May Copeland,           | Vienna.        |
| Ulyssus G. Chapman,*.   | Carbondale.    |
| Nellie B. Davis,        | Carbondale.    |
| Jasper A. Dillow,       | Dongola.       |
| Herman G. Easterly*.    | Carbondale.    |
| William A. Ennison,     | Carbondale.    |
| Thomas Hackney,         | Elkville.      |

| NAME.                         | RESIDENCE.      |
|-------------------------------|-----------------|
| Warren Hamill, . . . .        | Freeburg.       |
| Georgè Hamill, . . . .        | Freeburg.       |
| Thomas H. Hambleton, . . . .  | Mound City.     |
| Jairus E. Hileman, . . . .    | Mill Creek.     |
| M. Lillian Holloway, . . . .  | South Bend, Ind |
| Charles R Huggins, . . . .    | New Athens,     |
| William A. Jackson, . . . .   | DuQuoin.        |
| Charles D. Kane,* . . . .     | Mascoutah.      |
| Harry W. Kieth, . . . .       | DuQuoin.        |
| William F. Kimmell, . . . .   | Calhoun.        |
| Belle Kimmel, . . . .         | Elkville.       |
| Alice Krysher, . . . .        | Makanda.        |
| Richard T. Lightfoot, . . . . | Carbondale.     |
| John R. Lipe, . . . .         | Carbondale.     |
| Alva Lipe, . . . .            | DuQuoin.        |
| Frank C Marten, . . . .       | Makanda.        |
| Jennie B. Morrison, . . . .   | Odin.           |
| Nannia A. Morrison, . . . .   | Carbondale.     |
| Frank J. Myers, . . . .       | Nashville.      |
| John A. Moore, . . . .        | Elkhorn.        |
| William M. Morgan,* . . . .   | Carbondale.     |
| May D. Nixon, . . . .         | Marissa.        |
| Sterling H. Norman,* . . . .  | Carbondale.     |
| Nora Pease, . . . .           | Carbondale.     |
| Hester E. Perry, . . . .      | Carbondale.     |
| Daniel W. Perrine, . . . .    | Anna.           |
| George T. Pitts, . . . .      | Nashville.      |
| Ella A. Pope, . . . .         | Benton.         |
| Harvy C. Purdy,* . . . .      | Carbondale.     |
| Mary A. Roberts, . . . .      | Carbondale.     |
| Charles L. Scroggs, . . . .   | Odin.           |
| Fred H. Scroggs, . . . .      | Odin.           |
| Charles R. Skaggs, . . . .    | Harrisburg.     |
| Mary M. Stone. . . .          | Carbondale.     |
| James P. Threlfall, . . . .   | Hecker.         |
| Waldo W. Waggoner, . . . .    | Carbondale.     |
| Fannie S. Willis, . . . .     | Metropolis.     |
| Willis F. Westbrook,* . . . . | Marion.         |
| Ransom A. Youngblood. . . .   | Benton.         |

## STUDENTS OF SPECIAL SESSION.

|                           |            |
|---------------------------|------------|
| Pattie Ary, . . . .       | Carmi.     |
| Tennie A. Barton, . . . . | Irvington. |



|                       |   |   |   |   |                 |
|-----------------------|---|---|---|---|-----------------|
| Charles T. Boyd,      | . | . | . | . | Carbondale.     |
| Beverly Caldwell,     | . | . | . | . | Hickman, Ky.    |
| Delia Caldwell,       | . | . | . | . | McGregor, Iowa. |
| Mary Caldwell,        | . | . | . | . | Carlyle.        |
| Belle M. Crowther,    | . | . | . | . | Grand Tower.    |
| Debbie Decker,        | . | . | . | . | Portland, Mich. |
| Lou Haynes,           | . | . | . | . | Carbondale.     |
| Gussie E. Houston,    | . | . | . | . | Metropolis.     |
| Joseph A. Lowe,       | . | . | . | . | Richview.       |
| Maggie P. Melton,     | . | . | . | . | Carbondale.     |
| Nelson H. Melton,     | . | . | . | . | Carbondale.     |
| Nettie H. Middleton,  | . | . | . | . | Carbondale.     |
| Hattie A. Morrison,   | . | . | . | . | Anna.           |
| Anna E. Musgrove,     | . | . | . | . | Metropolis.     |
| Blanche Payne,        | . | . | . | . | Cobden.         |
| Fredriká R. Payne,    | . | . | . | . | Cobden.         |
| Lizzie M. Rumbold,    | . | . | . | . | Carbondale.     |
| Alice Sherman,        | . | . | . | . | Sandoval.       |
| Ellen N. Sherman,     | . | . | . | . | Sandoval.       |
| Cora E. Short,        | . | . | . | . | Metropolis.     |
| Benjamin F. Williams, | . | . | . | . | Carbondale.     |



### Summary of Students.

|                                       |     |          |     |           |
|---------------------------------------|-----|----------|-----|-----------|
| Post Graduates                        |     |          |     | 2         |
| In the Normal Department, and Special |     |          |     | 162       |
| In Preparatory Department             |     |          |     | 264       |
|                                       |     | Total    |     | <hr/> 428 |
| Last year                             | 408 | Increase | 20. |           |

### Summary by Terms.

|                  |     |          |    |           |
|------------------|-----|----------|----|-----------|
| Post Graduates   |     |          |    | 2         |
| Special Students |     |          |    | 23        |
| First Term       |     |          |    | 260       |
| Second Term      |     |          |    | 294       |
| Third Term       |     |          |    | 289       |
|                  |     | Total    |    | <hr/> 868 |
| Last year        | 776 | Increase | 92 |           |

## HISTORY.

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An act of the legislature of the State of Illinois, approved April 29, 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 a location, erect a building, and employ teachers for the school. The Governor appointed Captain Daniel Hurd, of Cairo; General Eli Boyer, of Olney; Colonel Thomas M. Harris, of Shelbyville; Rev. Elihu J. Palmer, of Belleville, and Samuel Flannigan, Esq., of Benton.

After advertising in the newspapers and stimulating competition among the towns and cities in the central part of Southern Illinois, these trustees agreed on Carbondale as the place, and the site was fixed on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central Railroad. The contract of the building was let to James M. Campbell, Esq., who assumed the responsibility of completing it for the sum of \$225,000, to be obtained as follows:—\$75,000 from the State, and the balance from the City of Carbondale and the County of Jackson.

The corner stone was laid with the ordinary ceremonies by the grand master of the Masonic fraternities of the State, on the 17th day of May, 1870, and the work was rapidly pushed forward. In the spring of the next year Mr. Campbell was killed on the building, and the work was interrupted. The Legislature then assumed the contract, and appointed commissioners to complete the building. These were continued, and finished their work so that the building was dedicated July 1st, 1874, a faculty of instruction was inaugurated, and the school begun.

The building is of brick, in the Norman style of architecture, with trimmings of sandstone, in two colors. It is 215 feet in extreme length, and 109 in extreme width. It has a basement story 14 feet in the clear; two stories, one 18 feet, the other 22 feet, and a Mansard story 19 feet. The basement is devoted to the heating apparatus and laboratory and dissecting rooms, exercises in unpleasant weather, and residence for the janitor, &c. The Mansard is for lecture hall, library, museum, art gallery, and rooms for literary societies. The other two stories are for the purpose of study and recitation. The total cost was about \$275,000.

The steam heating apparatus has just been completed and leaves nothing to be desired for comfortable warmth and proper ventilation.

The legislature, in the meantime, had made modifications in the law, and the governor had appointed a new board of trustees: James Ro-

barts, M. D., of Carbondale; Hon. Thomas S. Ridgway, of Shawneetown; Edwin S. Russell, Esq., of Mt. Carmel; Lewis M. Phillips, Esq., of Nashville, and Jacob W. Wilkin, Esq., of Marshall, and they had elected Rev. R. Allyn, D. D., at that time President of McKendree College, Principal, and as his associates the persons whose names appear in their proper places

The work of instruction in the new building began July 2, 1874, at which time a Normal Institute was opened, with fifty-three pupils. On the 6th day of September, 1874, the regular sessions of the Normal University were commenced. The school is graded and has two departments—a Normal Department, with a course of study occupying four years; a Preparatory Normal, three years; in all making a full course of seven years.

As a part of the history of the school, it should be said that there has been a substantial increase in the numbers of students each year, and almost at each session. Causes have produced some fluctuation, but less than the stringency of the times, during the whole of its five years' history, might have lead us to anticipate. The numbers for each session are here appended, viz: First Special Session 53, First Term 141, Second Term 185, Third Term 283, Second Special Session 27, Fourth Term 226, Fifth Term 215, Sixth Term 256, Seventh Term 191, Eighth Term 181, Ninth Term 263, Third Special Session 21, Tenth Term 230, Eleventh Term 263, Twelfth Term 256, Fourth Special Session 23, Thirteenth Term 260, Fourteenth Term 294, Fifteenth Term 289. Total by terms 3657. The total number enrolled by name has been 1208, showing that as a general rule our students continue with us a trifle more than three terms or sessions. We have kept an accurate record of the occupation of the father of each of these 1208 pupils, viz: Farmers 649, Merchants 151, Physicians 85, Ministers, 45, Carpenters 34, Lawyers 26, Teachers 26, Millers 24, Traders 19, Agents 20, Laborers 14, Druggists 10, Mechanics 11, Hotel Keepers 7, Shoemakers 7, Telegraphers 5, Editors 5, Miners 6, Fruit Growers 5, Civil Officers 10, Engineers 4, Livery Stable Keepers 2, Jewelers 4, Cabinet Makers 3, Contractors 2, Manufacturers 2, Book Keepers 2, Clerks 2, Tinsmiths 3, Blacksmiths 4, Upholster 1, Grocers 3, Bankers 5, Mason 1, House Painters 3, Harness Makers 2, Machinist 1, Saloon Keeper 1, Photographer 1, U. S. Army Officer 1, Shipbuilder 1, Butcher 1, tobacconist 1,

And a record kept very carefully shows that 612 of the students have taught schools since their study with us; and hundreds of letters received by us testify that a large proportion of these students have taught excellent schools. Notwithstanding the competition of teachers for places, it is not uncommon for directors to apply to us for teachers whom we have educated, and whom we can recommend. Many such facts are revealing this other fact, that those who attend Normal Schools do stand better chances of obtaining situations as teachers than others, and are esteemed more highly by the intelligent friends of education.



We shall always be glad to correspond with directors or boards of education who desire live teachers inspired to do the best work.

## GENERAL INFORMATION.

The object of the university is to do a part of the work of education undertaken by the State. This is provided for in two departments—Preparatory and Normal. Each of these has a specific work, and pursues its appropriate method. One design of the Preparatory School is to be an example of what a school for primary scholars should be, and to afford to those preparing themselves to teach a place where they may observe the best methods in operation, and where, at suitable times, they may practice in the calling of a teacher, under the eye of one well instructed and largely experienced in the work.

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 duty of a teacher. It aims to give instruction and opportunities of observation and trial, to every one passing through the course, so that he shall not be an entire novice in his calling when he enters the school room. With this idea in mind, every branch prescribed to be taught in the common high schools of our State is carefully studied, from the alphabet to the highest range of philosophy. Accuracy and complete thoroughness are points held in mind in every recitation, and drills upon the elements are not shunned as though one gained something by slurring over them. So much of each branch as we pursue we endeavor to impress upon the heart, and incorporate its methods into the whole frame of the character. Great attention is therefore bestowed upon the earlier parts of the course, such as spelling and pronouncing words, reading and defining, writing, drawing and calisthenics. 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 course of study is planned to give information, to assist in self control and discipline, and to promote culture and refinement. It is arranged in the order which ages have found most profitable and philosophical; and all experience has shown that the first qualifications of a teacher are knowledge and personal discipline. The study of methods or practice will go for little till the scientific education has been obtained. For this purpose we devote much attention to recitations and drills. The earlier studies are elementary and the later ones calculated for stimulating thought when it is growing to maturity and needs discipline in the proper directions. It is most emphatically urged on all students that they make their arrangements to pursue each study in its order, to make thorough work of each, and not to over-burden the mind, and body too, by a larger number of studies than they can carry.

Few things can be impressed upon the mind to more profit than rules like the following, and we earnestly request school officers, directors

and county superintendents to aid us, and the friends of sound symmetrical education to reiterate the maxims: Be thoroughly grounded in the elements of knowledge; particularly spelling with readiness and correctness; adding and multiplying numbers in all possible combinations, with electric speed and infalible accuracy; writing a good hand easily read, and done with dispatch and neatness; drawing any simple figure, and singing. These things well learned, in theory and wrought into practical habits, not only open the door to all fields of knowledge and art, but they do go a long way toward making the highest attainments in scholarship and the sweetest grace in all manners and behavior. This Normal University insists on them as both necessary and easily gained.

Our rules of government are only few in number and very general in their application. They are embraced in the Golden Rule: "Do to others as you would they should do to you." It is expected, of course, that they include—

1. Neatness of person and of dress.
2. Purity of words and of behavior.
3. Cleanliness of desks, books and rooms.
4. Genteel bearing to teachers and fellow students.
5. Punctuality every day and promptness in every duty, not to the minute only, but to the second.
6. Respect for all the rights of others in all things.
7. Earnest devotion to work.
8. Quietness in all movements.
9. By all means be in school on the first day and remain till the last of every term.
10. Obedience to the laws of love and duty.

If the spirit of these things can be infused into the soul and wrought into the habits, each student will for himself grow in goodness and truth, and for the State will be a power and a blessing.

This is not a reform school nor a penitentiary, and persons attending should be both able and willing to govern themselves. Those who are not thus qualified by desire and determination will be advised and required to return home.

### A few words of suggestion to those who desire to attend our School.

1. Understand how many of our studies you have mastered thoroughly and come ready to be examined on them. Do not forget that one who is to teach should be more thorough than one who is intending to be merely a scholar.

2. Do not take the higher studies till you have passed the lower in our classes, or by our examinations. Elementary work always pays better in the end than any other. Finish this first; do not be discour-

aged because your elementary studies have not been thoroughly done; you can remedy all such deficiencies.

3. Always bring recommendations from the county superintendent or county judge or some clergyman or justice of the peace.

4. Come determined to work every day, and to omit no duty; to give up every pleasure for the time, if need be, and to do nothing but school duties, and to do these without fail at their proper times. »

## To Our Friends.

We trust county superintendents will advise any who contemplate devoting themselves for a time at least, to the work of teaching, to enter some of our departments—the Pedagogical or other—and to thus associate themselves with the hundreds who have been with us, and are heartily engaged in elevating the calling of the teacher. It would be well to advise only such as have an honest character and fair health and good abilities to communicate knowledge to attend. Any one who simply wants to teach because of the lighter and more agreeable labor and better pay should be discouraged. But when one desires to be worthy both in knowledge and in character, to discharge the high duties of a teacher, and who needs more science and better discipline let him come and profit.

## COURSE OF STUDY.

The course of study has been arranged with two purposes in view—1, to give a strictly Normal course of training to fit teachers for the public schools, and 2, to give examples of methods of teaching. It therefore goes over the whole curriculum of school studies, from the alphabet to nearly the completion of a collegiate education, and gives especial attention to those branches which require the use of the observing and perceptive faculties, without neglecting those which demand the use of the imagination and reason. Practical attention is devoted to physics, chemistry, natural history, surveying, and language, and the student is not only taught to know but to do the work of the branches which he pursues. He is also required to give instruction in all that he learns so that when he begins his life work, either of teaching or laboring in a secular employment, he may not be wholly inexperienced in the very beginning of his career.

It is arranged into departments as below, and is embodied in the accompanying schedules and tables of studies and hours of recitations. Special attention is called to these, and students are earnestly advised to begin with the lower and proceed to the higher. There is a natural order of succession of studies, and ages have proved that this cannot be inverted without harm. We ask all to study the syllabus of each department and mark its plan.

## Departments.

- I. Mental, Moral and Pedagogical Science with Rhetoric and Logic.
- II. Natural History, Botany, Zoology and Geology.
- III. Ancient Languages and Literatures.
- IV. Higher Mathematics and Practical Pedagogics.
- V. Physics and Chemistry, Theoretical and Practical.
- VI. Elocution, Reading and English Literature.
- VII. Physiology and History.
- VIII. Arithmetic and Astronomy, Elementary Methods.
- IX. Grammar, Grammatical Analysis and Book Keeping.
- X. Penmanship and Free Hand Drawing.
- XI. Geography and Elements of English Language.
- XII. Physical Exercises and Vocal Music.
- XIII. Spelling, Word—Analysis and Definitions.
- XIV. Military Instruction and Tactics.





# PROGRAMME OF RECITATIONS.

|                                                                                                              | I                | II | III                        | IV                                                 | V                                | VI                         | VII                        | VIII                        | IX                         | X                  | XI                           |
|--------------------------------------------------------------------------------------------------------------|------------------|----|----------------------------|----------------------------------------------------|----------------------------------|----------------------------|----------------------------|-----------------------------|----------------------------|--------------------|------------------------------|
| 1                                                                                                            |                  |    | Greek Beg. Virgil.         | Algebra, E Algebra, C                              | Nat Philosophy, B Reading, C     | Reading, A Reading, C      | Physiology, A Anc. History | Arithmetic, C Arithmetic, B | Eng. Analysis Book Keeping | Drawing Penmanship | Grammar, D                   |
| 2                                                                                                            |                  |    |                            |                                                    |                                  |                            |                            |                             |                            |                    |                              |
| RECESS, FOLLOWED BY CALISTHENIC EXERCISES EACH DAY OF THE TERM.                                              |                  |    |                            |                                                    |                                  |                            |                            |                             |                            |                    |                              |
| 3                                                                                                            | Men. Philosophy  |    | Anabasis Zoology, B Caesar | Prac. Pedagogics Gen. Geometry, Nat. Philosophy, A | Experiments Nat. Philosophy, A   | Reading, B                 | U. S. History, A           | Arithmetic, A               | Grammar, B                 | Drawing            | Grammar, D Geography, C      |
| 4                                                                                                            | Theo. Pedagogics |    |                            |                                                    |                                  |                            |                            |                             |                            |                    |                              |
| LUNCH HOUR. GENERAL EXERCISE HOUR—SPELLING, VOCAL MUSIC, MILITARY DRILL, AND LECTURES ON METHODS FOR PUPILS. |                  |    |                            |                                                    |                                  |                            |                            |                             |                            |                    |                              |
| 5                                                                                                            | Rhetoric.        |    | Latin Beg                  | Geometry, B Prac. Surveying                        | An. Chemistry                    | Elocution                  | U. S. History, B           | Methods in Arith.           | Grammar, B Grammar, C      | Drawing Penmanship | Geography, B Geography, A    |
| 6                                                                                                            |                  |    |                            |                                                    |                                  |                            |                            |                             |                            |                    |                              |
| RECESS FOLLOWED BY CALISTHENIC EXERCISES EACH DAY OF THE TERM.                                               |                  |    |                            |                                                    |                                  |                            |                            |                             |                            |                    |                              |
| 1                                                                                                            |                  |    | Greek Beg. Cicero          | Algebra, D Algebra, B                              | Experiments                      | Eng. Literature Reading, B | Physiology, B Mod. History | Arithmetic, B Arithmetic, A | Book Keeping               | Drawing Penmanship | Geography, C Grammar, D      |
| 2                                                                                                            |                  |    |                            |                                                    |                                  |                            |                            |                             |                            |                    |                              |
| RECESS FOLLOWED BY CALISTHENIC EXERCISES EACH DAY OF THE TERM.                                               |                  |    |                            |                                                    |                                  |                            |                            |                             |                            |                    |                              |
| 3                                                                                                            | Ethics           |    | Memorabilia Sallust        | Prac. Pedagogics Calculus                          | An. Chemistry Nat. Philosophy, B | Reading, A                 | U. S. History, B           | Arithmetic, C               | Grammar, C Grammar, A      | Drawing            | Geography, B                 |
| 4                                                                                                            | Theo. Pedagogics |    |                            |                                                    |                                  |                            |                            |                             |                            |                    |                              |
| LUNCH HOUR. GENERAL EXERCISE HOUR—SPELLING, VOCAL MUSIC, MILITARY DRILL, AND LECTURES ON METHODS FOR PUPILS. |                  |    |                            |                                                    |                                  |                            |                            |                             |                            |                    |                              |
| 5                                                                                                            | Logic            |    | Lat. Reader                | Geometry, A Algebra, E                             | Theo. Chemistry                  | Elocution Reading, C       | U. S. History, B           | Methods in Arith. Astronomy | Grammar, B Grammar, B      | Drawing Penmanship | Grammar, D Grammar, C        |
| 6                                                                                                            |                  |    |                            |                                                    |                                  |                            |                            |                             |                            |                    |                              |
| RECESS FOLLOWED BY CALISTHENIC EXERCISES EACH DAY OF THE TERM.                                               |                  |    |                            |                                                    |                                  |                            |                            |                             |                            |                    |                              |
| 1                                                                                                            |                  |    | Geology Botany, B          | Anabasis Tacitus                                   | Algebra, A                       | Experiments                | Eng. Literature Reading, A | Physiology, B Arithmetic, A | Arithmetic, C              | Drawing Penmanship | Geography, B Phys. Geography |
| 2                                                                                                            |                  |    |                            |                                                    |                                  |                            |                            |                             |                            |                    |                              |
| RECESS FOLLOWED BY CALISTHENIC EXERCISES EACH DAY OF THE TERM.                                               |                  |    |                            |                                                    |                                  |                            |                            |                             |                            |                    |                              |
| 3                                                                                                            |                  |    | Botany, A                  | Homer Sallust                                      | Prac Pedagogics Calculus         | Reading, C                 | U. S. History, A           | Arithmetic, B               | Grammar, B                 | Drawing            | Grammar, D                   |
| 4                                                                                                            | Theo. Pedagogics |    |                            |                                                    |                                  |                            |                            |                             |                            |                    |                              |
| LUNCH HOUR. GENERAL EXERCISE HOUR—SPELLING, VOCAL MUSIC, MILITARY DRILL, AND LECTURES ON METHODS FOR PUPILS. |                  |    |                            |                                                    |                                  |                            |                            |                             |                            |                    |                              |
| 5                                                                                                            | Con. & Sch. Law  |    | Lat. Reader                | Trigonometry                                       | An. Chemistry                    | Elocution Reading, B       | Physiology, A              | Methods in Arith.           | Grammar, C Grammar, B      | Drawing Penmanship | Geography, C Geography, A    |
| 6                                                                                                            |                  |    |                            |                                                    |                                  |                            |                            |                             |                            |                    |                              |

- VIII. Arithmetic and Astronomy.
- IX. Grammar, Grammatical Analysis, and Book Keeping.
- X. Penmanship and Drawing.
- XI. Geography and Elements of English Language.
- XII. Vocal Music and Callisthenics.
- XIII. Spelling, Word Analysis and Definition.
- XIV. Military Instruction and Tactics.

## Syllabus of Department Work.

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### I. DEPARTMENT OF RHETORIC, LOGIC, MENTAL AND MORAL SCIENCE AND PEDAGOGICS.

#### RHETORIC.

Invention, style and discourse, including language, figures of speech, purity, strength, harmony, as in Hill's Rhetoric.

#### MENTAL PHILOSOPHY.

The three grand departments of intellectual activity—thought, emotion and volition—memory, with special attention to its loss, imagination, induction and deduction and intuition. The sensibilities, particularly as motives or springs to action, with the desires and affections; and lastly, the will. All this for the purpose of teaching how to control one's self and govern or influence others.

#### THEORETICAL PEDAGOGICS—First Term.

In theoretical pedagogy the business is special education necessary for a teacher. The knowledge a teacher needs, the methods of acquiring it, and the methods of imparting it; the true order of studies, and the motives to be used in controlling and governing; observations in school room, practical teaching, theses and discussions.

#### LOGIC.

Logic in its three branches of conceiving, thinking and inferring, with their law; and special attention to methododogy in sciences. Logical elements and logical methods, fallacies and how to avoid and detect them.

#### ETHICS AND CRITICISM.

Ethics, with care concerning the motives of conduct and the formation of habits and character. Criticism so far as to suggest the rules of judgment in literature and arts and to analyze works of art in their several branches.

#### THEORETICAL PEDAGOGICS—Second Term.

Educational biography: Some of the most eminent men in the teachers profession, and a history of their work, and of the movement of thought which has made it possible for men to obtain command over themselves and all their powers, and to combine and co-operate with their fellows. Observations in recitations, practical teaching in classes, theses and discussions.

#### CONSTITUTION U. S.

The Constitution of the United States, including the history of its formation and interpretation, with a careful analysis of its provisions,



paragraph by paragraph, and a consideration of the duties of the several officers who act under it.

#### SCHOOL LAW.

The School Law of Illinois: The funds applied to the support of schools; how they have originated and how they are used; the officers who administer the various parts of the law and their duties; the teachers and their duties and prerogatives.

#### THEORETICAL PEDAGOGICS—Third Term.

The Philosophy of education, and the nature of the child with the several ranks or grades of school and the ages at which specific studies should be commenced and to what they should lead. The hierarchy of schools and of knowledge to be imparted or acquired; observations in schools; practical work in school room; theses and discussions.

### II. DEPARTMENT OF NATURAL HISTORY.

#### ZOOLOGY.

Elementary zoology: General idea of animals; principles of their classification in general terms; branches or sub-kingdoms as a whole; study of the more common vertebrates, with the character of the orders; articulates as a branch, the classes and orders, illustrations; mollusca as a branch, the classes and orders, illustrations from land, fresh water and marine mollusks; radiates as a branch, brief study of the classes by examination of some of the best known forms; protozoans as a branch.

Advanced zoology: What is an animal; general idea of the animal kingdom; basis of classification; the five branches or sub-kingdoms. Vertebrates; classes; mammals, illustrations and analysis in studying the orders, preserving and caring for specimens; birds, groups or orders, illustrations and analysis, taxidermy; reptiles, illustrations and analysis, preservation of specimens; batrachians, illustrations, etc.; fishes, characters, illustrations, etc.; articulates, classes, insecta as a class, the orders, analysis, methods of preservation and care of specimens, injurious and beneficial; arachnida, illustrations; crustaceans, illustrations; worms, orders; mollusca; classes, cephalopoda, gasterapoda, tunicata, brachiopoda, polyzoa, illustrations; radiates; classes, echinodermata, acalaphai, polyp; illustrations; protozoans, classes or divisions.

#### BOTANY.

Elementary botany: Parts of plants—roots, stems, leaves and flowers, character of each; how plants grow from the seed; how they continue to grow; duration of plants; study of the root, kinds of roots; study of the stem, kinds of stems; study of leaves, venation, forms, margin, base, apex; inflorescence; forms and kinds of flowers, their parts, nature of the flower; shapes; fruit, simple, aggregated and multiple; seeds, their coats and contents; why plants grow; what they are made



for; what they do; how classified; work in analysis the last few weeks of the term.

Advanced botany: The leaf, parts, venation, forms, margin, base, apex, simple, compound; inflorescence, forms; aestivation; floral organs; floral envelopes, situation, kinds of perianths; essential organs, stamens, their parts, pistils, their parts; analysis of plants with methods of preparation of herbarium specimens begun and continued through rest of term; fruit, dehiscent and indehiscent pericarps, kinds of fruits; seed, its coats, contents; germination; growth of phaenogamous plants, study of root and stem; cryptogamous plants, their vegetative organs, reproductive organs; vegetable cells; vegetable tissues; structure of woody tissue and leaves; fertilization of phaenogams; of cryptogams; plant action, absorption, circulation, transpiration and respiration.

#### GEOLOGY.

Geology: Physiographic geology—general character of the earth's features, system in the earth's features; lithological geology—constitution of the rocks, kinds of rocks, condition, structure and arrangement of rock masses—stratified, unstratified and vein form, position of strata, dislocation, order of arrangement; review of the animal and vegetable kingdoms. Historical geology; azoic age or time; paleozoic time—lower silurian, upper silurian; age of fishes or devonian age; age of coal plants or carboniferous age; mezozoic time—reptilian age; cenozoic time—mammalian age; age of man. Dynamic geology; life, agency of the atmosphere, agency of water, agency of heat. Illustrations of the subject through the term by cabinet specimens, and by study of the formations of Carbondale and vicinity.

### III. DEPARTMENT OF LANGUAGES AND LITERATURES.

#### LATIN COURSE.

##### LATIN ELEMENTS.

Division and combination of letters; Roman method of pronunciation; classification of words and their properties; Latin pronouns and their relation to other words; frequent inter-language translations, giving formation and derivation and analysis of English words; written examinations.

##### LATIN ELEMENTS—Continued.

Conjugations of Latin verbs; voices; modes finite and infinite; tenses; characteristics of conjugations; reviews, oral and written; fundamental rules; daily translations from Latin into English, and from English into Latin, parsing and analyzing, giving rules for construction; written examinations.

##### LATIN READER.

Review of all verbs; syntax of sentences; parsing; etymology of words;

daily translations of fables and anecdotes; early Roman history; Italian and Roman kings; Rome founded; war of the Sabines; Roman struggles and conquests; Consuls; Punic wars; Roman triumphs: civil dissensions; daily use of grammar with reader; written and oral examinations.

CAESAR DE BELLO GALLICO.

Life and character of Caesar; general description of Gaul; war with the Helvetii; conspiracy and fate of Orgetorix; Caesar's speech to the Helvetian legate; war with Ariovistus, the leader of the Germans; constant use of grammar and parsing; written examinations.

CAESAR DE BELLO GALLICO—Continued.

War with the Germans; accounts of early nations: German mode of warfare; final result; war with the Belgæ; bridge over the Rhine and crossing into Germany; review of the grammar with regard to rules for construction; written examinations; Sallust begun. The style of Caesar.

C. SALLUSTII BELLUM CATILINARUM.

Account of Sallust; Lucius Catilina; his character, conspiracy and confederates; time, circumstances and cause of conspiracy; fate of allies and Catiline; views of Cato, Caesar and others; results upon the Roman government; frequent written translations; daily exercises in grammar, giving rules for construction; written and oral examinations. Style of Sallust.

P. VIRGILII MARONIS AENEIS.

History of Virgil; hero of the poem; causes of the Trojan war; overthrow of Troy; mythology of the dei majores and dei minores; early history of Carthage; accounts of Dardanus, Anchises, Achates, Dido, Priam, Hector, Achilles and others; journeyings of Aeneas and his companions and final arrival in Italy; poetic metre; parsing and syntax of sentences; written examinations. The excellencies and defects of Virgil's style, etc.

CICERO IN CATILINAM.

Outline of life and character of Cicero; birth and character of Catiline; the Catilinian conspiracy; the allies; origin and cause of conspiracy; fate of Catiline and leaders; both literal and liberal translations; daily reference to analytical and synthetic construction of sentences; written examinations. The style of Cicero.

TACITUS DE GERMANIA.

Life and writings of Tacitus; his style; situation of Germany; manners and customs of the early inhabitants; characteristics of the race; mode of living; description of the country; tribes of German origin; cavalry, infantry and mode of warfare; free, smooth and polished translation required; written and oral examinations. Tacitus as a historian.

GREEK COURSE.

GREEK RUDIMENTS.

Greek characters; classification of letters into vowels and consonants; diphthongs; sounds; declensions of articles, nouns, adjectives and pronouns; etymology of words; short exercises in translation from Greek to English and English to Greek, and parsing; written examinations.

GREEK RUDIMENTS—Continued.

Conjugation of verbs; active, middle and passive voices, with other properties of verbs; syllabic and temporal augments; re-duplications; euphonic changes; daily translations from Greek into English, and from English into Greek; frequent reviews; etymology and parsing; written examinations

GREEK RUDIMENTS—Continued.

Mute, liquid and contract verbs finished; verbs in second conjugation; irregular verbs; particles, syntax and classification of sentences; rule for construction; translating Greek fables, jests, anecdotes, legends and mythology; thorough review of grammar; Anabasis begun; written and oral examinations.

XENOPHON'S ANABASIS.

Character of Xenophon; history of Darius, Artaxerxes and Cyrus; outline of the Anabasis; account of the march of the Ten Thousand; modes of early Grecian warfare; the Cilician Queen; arrival in Babylonia; battle of Cunaxa; death of Cyrus; thorough review of Greek grammar, and constant attention to parsing daily; written examinations.

MEMORABILIA OF SOCRATES.

History of Socrates; charges against him; his innocence: his "daimon;" Socrates views of the value of friends and friendship; Apothegms upon the rusticity of conduct; remedy for the loss of appetite; dissertation upon the manner of eating and mode of life, etc.; reference daily to the analysis and synthesis of sentences in accordance with the rules of grammar; written examinations.

IV. DEPARTMENT OF HIGHER MATHEMATICS AND PRACTICAL PEDAGOGICS.

ELEMENTARY ALGEBRA.

First Term, (E). Literal notation and its application to addition, subtraction, multiplication, and division of integral, and of fractional quantities, and to factors, divisors and multiples; simple equations.

Second Term, (D). Involution and evolution; radicals; radical equations; equations of the second degree.

HIGHER ALGEBRA.

First Term, (C). Review and extension of topics of class E; inde-

terminate equations; inequalities; theory of exponents; radical quantities.

Second Term, (B). Quadratic equations; proportion and variation; permutations and combinations; binomial theorem; extraction of higher roots; identical equations; discussion of problems.

Third Term, (B). Series; logarithms and exponential equations; compound interest and annuities; theory of equations; general review.

#### GEOMETRY.

First Term, (B). Straight lines and angles; circumferences; triangles; quadrilaterals; general properties of polygons; circles; problems.

Second Term, (A). Lines and planes; solid angles; polyhedrons; spherical polygons; cylinder, cone, and sphere; problems.

#### TRIGONOMETRY.

Plane. Trigonometrical functions; tables of natural and of logarithmic functions; solution of triangles; actual use of surveyor's transit in making examples in area, height and distance.

Spherical. Solution of spherical triangles for arcs and angles, with special application to measurement of distances and areas on the surface of the earth, and of volumes.

#### SURVEYING.

Practical work in land surveying, leveling, etc., occupying about two hours a week.

#### GENERAL GEOMETRY.

Descartes's method of co-ordinates; method of Polar co-ordinates; transformation of co-ordinates; tangents and normals; properties of the Conic sections.

#### CALCULUS.

Definitions and notation; differentiation of algebraic, logarithmic, exponential, trigonometrical and circular functions; successive differentiation and differential co-efficients; functions of several variables and partial differentiation; development of functions; evaluation of indeterminate forms; maxima and minima of functions of one variable.

#### INTEGRAL CALCULUS.

Elementary forms; rational fraction; rationalization; integration by parts. General review.

#### PRACTICAL PEDAGOGICS.

First Term. School site; arrangement and advantages of school grounds; school houses, furniture, apparatus and records; objects of study; proper and improper incentives to study; modes of study; characteristics of the student; temporary and permanent organization of the school; objects and requisites of the recitation; preparation for



and methods of conducting the recitation; examinations.

Observation of classes in recitations, criticism, theses and discussions.

Second Term Practical school ethics; rewards and punishments; means of correcting and preventing disorder; school administration; rights of the parties to the school contract; school law of Illinois, with reference to appointment, dismissal, qualifications, examinations, licensure, and conditions of payment of teachers; state school system; argument for common schools.

Observation of classes, criticism, practice, theses and discussions

Third Term. Art of grading schools; objects of graded schools; methods for ungraded schools; nature and value of supervision; the teacher's motives and qualifications; the teacher's duties to his pupils, to his profession, and to himself; advantages and disadvantages of teaching; the benefits of education.

Observation of methods in classes, criticism, practice, theses and discussions.

#### V. DEPARTMENT OF PHYSICS AND CHEMISTRY.

##### I. NATURAL PHILOSOPHY.

Matter and its forms. Gravity and laws of falling bodies; motion and laws; kinds of attraction; sound; vibrations; air; light; laws of reflection and refraction; senses; color; heat; statics; dynamics; kinematics; electricity. All illustrated with abundant experiments which the student is to explain and perform for himself. Explanation of apparatus and its principles and the facts or laws which it is contrived to illustrate.

##### II. CHEMISTRY.

The first term the various parts of the nomenclature explained and learned; elementary substances; law of combination; symbols; equivalents, and history of science.

The second term analysis of substances assigned to determine their composition, and synthesis to confirm the result of the work. This is chiefly done in the very excellent laboratory of the University, and the purpose is to make the student a fair manipulator of apparatus, and skillful in analyzing with simple means the common substances found in art and nature.

#### VI. DEPARTMENT OF ENGLISH LITERATURE, ELOCUTION AND READING.

##### LITERATURE.

Two terms are given to this branch. The first exclusively to the study of American, and the second to the study of English literature.

American. Text book—Royse's American Literature.

Syllabus: Recitation of text; reading from best authors by teacher and pupils, differences of styles; essays on life and works of principal authors, with criticisms; two written examinations.

English. Recitation of text. Readings by pupils from Chaucer, Spenser, Shakespeare, Bacon, Jonson, Jeremy Taylor, Milton, and other great authors.

Essays required as before. Two written examinations.

Special attention to style of each author and to the Latinized and Idiomatic styles.

#### ELOCUTION.

Text book—Cumnoch's Choice Readings.

Review of elements of utterance and system of symbolization.

Breathing exercises with use of spirometer; vocal culture.

Elements of expression; quality, stress, pitch, quantity and pause.

Cultivation of manner, attitude, facial expression, gesture.

Methods of teaching reading in primary, intermediate and high grades. Special consideration of word method; teaching exercise by pupils, with criticism and essays. Methods for variety considered. Style and manner of different orators. Heroic, comic, pathetic, humorous manners of writing and speaking.

#### READING—FIRST YEAR.

Phonetic exercises to improve articulation. Use of dictionary. Webster's system of diacritical marks taught. Written work on blackboard and paper in marking vowels and consonants. Syllabication, accent, emphasis, slur, inflection, pause considered. Management of person and manner of holding book. Reading singly and in concert from text book.

#### READING—SECOND YEAR.

Phonetic spelling and writing continued. Cultivation of voice and manner. Elements of expression formally considered. Exercises in management of breath. Relation of punctuation to oral reading considered. Methods of teaching primary reading considered. Teaching exercise by members of class using the word method.

#### VII. DEPARTMENT OF PHYSIOLOGY AND HISTORY.

Physiology A—Text book, Cleland. Time fifteen weeks.

First month—1. Definitions. Cell theory. Histology of tissues. 2. Histology of tissues continued. Skeleton. Joints. Comparative anatomy. 3. Formation of bone. Mechanics of skeleton. 4. Muscles. Epithelia. 5. Secretion. Epidermal appendages. Alimentation. Two days review, with "Methods of teaching physiology." and "How to use the microscope." Monthly written examination one day.

Second month—1. Alimentary canal. Salivary glands. Lieberkuhnian and Brunner's glands. Liver. Pancreas. 2 The blood. The heart. Pulse. 3. Capillaries. General and portal circulation. 4. Respiration. Lungs. Ventilation. Hygienic laws under this head. Absorption. 5. Thyroid body. Thymus gland. Spleen. Kidneys.

Supra-renal capsules. Lessons on methods of teaching and written examination.

Third month—1. Nervous system, anatomy, histology, physiology and hygiene of. 2. Senses. Speech. 3. Hygiene and pathology. 4. Review. 5. Review. Lectures. Written and oral examinations.

N. B. During the short spring term the reviews and lectures are omitted. Dissections of animals, use of skeletons, models, etc., throughout the term.

History of U. S. Class A.—Ridpath. Time, eleven weeks.

First month—1. Red men. Spanish discoveries. French discoveries. English discoveries. 2. Virginia and Massachusetts in colonial times. 3. N. Y., N. J., and Penn., in colonial times. 4. Other colonies and French and Indian war. 5. Reviews. Methods of teaching history. Debates. Lectures.

Second month—1. From the commencement of Washington's administration to that of John Q. Adams. 2. To commencement of civil war. 3. To Present time. 4 and 5. Reviews. Methods of teaching illustrated with lectures and examinations written and oral.

Class B, in U. S. History. Same work as class A, but in two terms in place of one, with four written examinations instead of two.

Geography A.—Eclectic Series, No. 3. Time, fifteen weeks.

First month—1. Definitions and how they should be taught. Pronunciation of foreign names. Map drawing. 2, 3 and 4. North America. 5. Reviews and studies in methods of teaching, with illustrations and lectures and examinations.

Second month—1. South America. 2. Europe. 3. Asia. 4 and 5, Reviews. Methods of teaching. Lectures. Examinations.

Third month—1. Africa. 2. Australia and Pacific Islands. 3. Special study on Illinois. 4 and 5, Reviews. Lectures. Examinations.

Class B. Geography. Same work in two terms. Class C and D Geography. Simple geography, without lectures. Class C in two terms and class D (all young children) in three terms.

Ancient History—Thalheimer. Time, fifteen weeks.

First month—Phoenicia. Egypt. Assyria and Persia. Smaller Asiatic and African States. Last week of the month devoted to reviews, methods of teaching, or lectures or all three.

Second month—Greece. The Macedonian and Greek kingdoms and empires succeeding the time of Alexander, together with a history of the learning, philosophy and literature of Greece. Usual reviews and lectures on methods of teaching during the last week of the month.

Third month—Rome. Reviews. Written and oral examinations.

Modern History—Thalheimer. Time, eleven weeks.

First month—Crusades. Mohammedan empires. Greek empire of

the east. Usual reviews and lectures.

Second month—Age of revolutions. Reviews.

N. B. The time is too short to study more than two-thirds of the book, hence selections of subjects for study must be made.

VIII. DEPARTMENT OF ARITHMETIC AND ASTRONOMY.

Arithmetic, Class C. Fall, Winter and Spring Terms.

Fractions—Definitions; reading and analysis of fractional expressions; discussion of propositions; greatest common divisor; least common multiple; reduction of fractions to lowest terms, to higher terms; improper fractions to whole or mixed numbers; mixed numbers to improper fractions; fractions to common denominator, to least common denominator; addition, subtraction, multiplication and division of fractions; nature of a decimal fraction; reading and writing decimals; reduction of common fractions to decimals, and decimals to common fractions; addition, subtraction, multiplication and division of decimals; solution of text book examples; original examples by members of the class; reasons required for the processes; compound numbers; tables: examples; longitude and time.

Arithmetic, Class B. Fall, Winter and Spring Terms.

Percentage—Terms and definitions; analysis and formulae; making and solving original examples; interest—aliquoit parts and decimal methods; common, exact, annual and compound interest; partial payments, United States rule, merchant's rule; essentials to the validity of every promissory note, and making examples; discount—trade, bank, true; insurance; taxes; averaging accounts; partnership; ratio and proportion.

Arithmetic, Class A. Fall, Winter and Spring Terms.

Powers and roots; square; cube; numbers of figures in the square of a number, in the cube of a number; square root; cube root; number of figures in the root of a number; square of a number made up of tens and units; cube of a number made up of tens and units; square root formulae; cube root formulae; writing cube root rule from the formulae; solution of examples; original examples made by the class; metric system; meaning of terms used; tables; reducing metric to common measure and common measure to metric; review principles of fundamental rules; review fractions explaining carefully all principles; thorough review of percentage with its applications; ratio and proportion.

Arithmetic, Methods Class. Winter and Spring Terms.

Methods of mental arithmetic; advantages and disadvantages of mental arithmetic; advantages of uniting mental and written arithmetic; method of conducting black-board exercises; illustration of the law that a unit of any order is made up of ten units of the next lower order; composition of the period in numeration, and how the periods are



named; the named order of figures; use of numerical frame; how the black-board and slate can be used instead of it; importance to primary students of slates; how to teach the tables, especially the addition and multiplication tables; method of adding by complement, subtracting by the same; Grube's method of elementary instruction; object to be attained in teaching primary arithmetic; methods in fundamental rules for advanced classes; G. C. D. three processes: L. C. M. methods in fractions—inductive, deductive; compound numbers; methods in percentage and its applications; ratio and proportion; powers; roots; metric system.

Astronomy. Winter Term.

Early history; Ptolemaic and Copernican systems; Kepler's laws; law of gravitation; systems of circles—horizon, equinoctial, ecliptic; solar system—sun, planets, satellites, asteroids, meteors, comets, zodiacal light; orbits of the planets; the seasons; parallax; time; refraction, eclipses; tides; study of constellations with night observations; use of the telescope; lecture on the origin of the solar system; lecture on the probabilities and improbabilities of the interplanetary spaces being occupied by an ether; lecture on the future of the solar system; a lecture, are the planets, other than the earth, inhabited; original essays by the class.

*LX. DEPARTMENT OF GRAMMAR, GRAMMATIC ANALYSIS AND BOOK-KEEPING.*

D Grammar—Capitalization; parts of speech with their modifications; parsing.

C Grammar—Review etymology; sentences; elements; analyzing.

B Grammar—Rules of syntax; peculiar construction; punctuation; prosody.

A Grammar—Review of grammar by topics with particular attention to methods of teaching.

Analysis—Paragraphing; variety of expression; idioms; powers of words; composition.

Book-Keeping—Simple merchandise sets; commission; administering; exchange; partnership; making all business papers.

*XI. DEPARTMENT OF PENMANSHIP AND FREE HAND DRAWING.*

1. Elements of letters, with practice. Capitals. Copy writing. Paragraphing. The object is to form a hand writing at once rapid, legible and compact, and frequent practice is one chief dependence.

2. Free hand drawing. Straight, singly and in combination to make figures. Definitions. Curves. Drawing leaves from nature—objects also. Composition by means of elements. Work on the black-board. Perspective in its elements. Some copying of engraved pictures and head is allowed, but this is not recommended to be carried to any great extent. The teacher is to be taught this wonderful art

mostly to enable him to use the chalk and black-board—not the pencil, to illustrate whatever he may have to present to his class.

*XI. DEPARTMENT OF GEOGRAPHY AND ELEMENTS OF ENGLISH LANGUAGE.*

1. Geography of the locality. Elementary definitions. Directions and distances. Latitude and longitude. Geography of different countries.

2. The methods will be by map drawing or construction, by studying river systems and mountain chains, or analysis by marking political divisions, and locating towns, cities and places of natural or historical interest. The people, their character, their pursuits, the productions of the soil, the climate and the advantages of the countries. History is connected with localities.

3. The elements of English language is to lay the foundation of a thorough knowledge of the structure and to form a habit of correctly using our mother tongue and it will include something of word analysis—simple sentences, written and spoken, use of common words or names of objects, their qualities and activities. Short statement of facts observed and of things inferred.

*XII. DEPARTMENT OF PHYSICAL EXERCISES AND VOCAL MUSIC.*

This is to give grace and symmetry to the frame, and volume and culture to the voice. Daily exercise in movement of limbs and body are conducted in the main hall of the University. Vocal music is practiced and taught so as to give the student a good knowledge of the art and practice of singing so that he can conduct the music of a school and inspire his scholars to cultivate and love this refining and ennobling duty of the sweet voice.

*XIII. DEPARTMENT OF SPELLING, WORD-ANALYSIS AND DEFINITION.*

Syllabus. Class E—Lessons on objects, names and qualities; Webster's system of diacritical marks.

Class D—Review preceding lessons; lists of words commonly used in connection of the same object; syllabication; rules for the spelling; rules for capitalizing; giving definitions and making sentences.

Class C—Review preceding lessons; words containing silent letters; words pronounced alike but differing in meaning; words pronounced nearly alike; words having different meanings; diphthongs *ei* and *ie*; definitions and sentences.

Class B—Review preceding lessons; terms in grammar; terms in arithmetic; terms in geography; terms in reading; terms in the natural sciences; abbreviation of titles; business terms, etc; irregular plurals; making paragraphs.

Class A—Review of rules for spelling and capitalizing; rules for punctuation; primitives, derivatives, compounds, with lists of words for illustration and analysis; dictionary exercises; making composition.

## XIV. MILITARY INSTRUCTION AND PRACTICE.

The trustees announce that they have obtained the detail of Brevet Captain Thomas J. Spencer, U. S. A., under an act of Congress as Instructor of Military instruction and practice. The value of some military drill and knowledge to every voter cannot be denied. But the facilities for obtaining anything like a fair practice in such discipline in most of our villages are very small. It has been deemed best to give something of this and under an able instructor and one familiar with all the details of military science and practice. Our halls and grounds afford opportunities for this work and we have asked the necessary means of aiding our section of the State to learn in the least way something of the military art. The drill will not interfere with any studies. Indeed it will rather give physical tone for all mental work in school, and when the student shall have gone from among us and taken his place in society it will qualify him to lead in defense of the rights and duties of American citizens should ever an emergency occur. The following are the details of our plan so far as it can now be announced:

In connection with the other branches of tuition this department will aim to qualify graduates for the intelligent discharge of duty in any and all the active arms and administrative corps of the army. To this end there will be: 1st, regular stated drills in the Infantry, Field artillery and dismounted cavalry tactics and theoretical instruction in mounted service, siege and sea-coast artillery drill, mortar practice and grand tactics.

2nd. Under the head of "Military administration and staff duties" a course of lectures will be delivered referring to the organization, equipping, marching, encamping and maintaining in the most effective manner, an army in the field. The organization of European armies will be considered in this connection. The relations of the staff corps to the Line and especially the organization and duties of the supply departments will be exhaustively considered and, with a view to make everything intelligible, interrogatories and discussions during lectures will be encouraged. Blanks will be used to illustrate the manner of rendering property accountability—and cadets will be admonished that the careful preservation of the material of war is indispensable to the proper discharge of a soldier's duty. As opportunity permits, officers of the army of known distinction in their respective corps will be requested to address the Cadet battalion on the matters pertaining to their particular departments. In this connection especial attention will be directed to the science and history of gunnery and, to practical Military Engineering and the cadet will be instructed practically in laying out field fortifications, the use of implements and the work of an army laying or resisting siege.

Field signal service will be made a study, and, with the approval of the chief signal officer, a meteorological station will be established at the University building and cautionary signals be displayed in advance



of approaching storms. On satisfactory assurances of the safe and careful custody of the signal signs; flags, etc., can be supplied to contiguous villages where they can be displayed by the authorities on telegraphic warning from the department here. For protective purposes this arrangement would be of great value to farmers.

Lectures on military law and the occasional convening of mock Courts-Martial will be employed to explain the organization and object of the Bureau of Military Justice.

Aside from fitting students to serve society as leaders when war demands their services the military drills will be healthful recreation from mental labor, the knowledge acquired will be of great value if only as general information and the discipline learned of incalculable benefit applied to any profession or calling after their school days are over. This course of military instructions can be imparted without at all interfering with other studies.

1. Tactics, Infantry, Cavalry and Artillery.
2. Military law and practice of courts-martial.
3. Field signal service.
4. Lectures on Army organization and functions of the staff.
5. Practical and theoretical instructions in field fortifications.
6. Grand Tactics and strategy. Relation of tactics to topography.
7. Science of Gunnery.

The hours for instruction in the foregoing will be announced in due time.

#### *REMARKS ON THE COURSE OF STUDY.*

There is a pedagogical course, as will be seen by a careful examination of the schedule of two years. One study each term. This embraces much reading outside of the text-books used in the department, and it may be entered on and pursued by any one, whose qualifications are accepted by the principal. Those persons who undertake it will have no further connection with the ordinary daily duties of the school than to be present at recitations and lectures, and to give a proper account of the books prescribed for study and reading, and to make the required observations in the recitations and prepare their Thesis as topics may be assigned.

#### *PROFESSIONAL TRAINING COURSE.*

After careful consideration of the wants of schools in our section of the State, we have decided to adopt the following Course of purely professional, Normal or Pedagogical Study. This we do to bring the University even more completely than heretofore into the line of work which such Schools or Seminaries originally and technically were designed to perform. It will embrace the Science and method of Teaching in its applications to all stages of education, in school and out of it; commencing with infancy and the kindergarten, and, going along with the child, the boy or girl, the youth, the scholar, the collegian and the pro-



fessional student, it will embrace the eight grades of schools or learning, the Home, the Kindergarten, the Primary, the Intermediate, the Grammar, the High School, the College and the University or Technological School. It will be conducted chiefly by Lectures, Examinations, Observations, Experiments, and Criticisms, and will be similar in many respects to what is called Clinics in Medical Schools. The Course will be three fold and may extend over three years, though if a student is fully prepared in the several branches of knowledge and can give his entire time to this, he may complete it in much less ; but if he is deficient in many he may enter our Academic classes and bring them up.

We propose to give, in this Course, just what a teacher needs to know,—the Child—the School—the Knowledges—the Teacher—the Methods of gathering preserving and communicating—of classifying, generalizing, inferring, and deducing ; how to learn and how to impart. This we think teachers need to know after having acquired science. And added to this will be a history of Education and its Literature, as well as the various systems of schools in other countries.

We have already had something of this in our Post Graduate year. We now propose to consolidate and enlarge and give opportunity to the one who desires the most thorough preparation possible for the teacher's calling, both in the elementary and higher studies, to go over the whole range of Pedagogical Science.

If a student comes to enter on this course he should be able to pass an examination on all the topics required by law for a first grade certificate, and to do this with more thoroughness than is usually demanded. We state more definitely what this examination will be in order to admit one to enter on this course. This is done that the plan may be understood and that teachers may know how to prepare for it.

#### FOR THE FIRST COURSE.

1. In Orthography the test will be one hundred and fifty words selected from a daily newspaper printed in St. Louis or Chicago on the day previous to the examination. These words to be dictated at the rate of five per minute and to be legibly written with due regard to the rules for capital letters.

2. In writing, to write and punctuate an advertisement and a paragraph of editorial or of news from the same newspaper, both dictated by the examiner after the candidate has read them aloud.

3. As a test of ability to express thought, a composition will be asked of not less than thirty lines of legal cap on a topic assigned at the time.

4. In reading, ten minutes from one of the common school books and an oral statement of the sounds of the letters and the purpose and effect of pauses, accents and emphasis.

5. In Geography, the common definitions of terms, lines, circles, and some general account of countries, especially the boundaries of the several States of the Union, mountains; rivers cities and railroads. To this should be added a few points of historical interest.

6. In arithmetic, as far as roots, with special attention to the reasons for the fundamental rules and principles of fractions, decimals, percentage and analysis.

7. In grammar, etymology and syntax, definitions, etc., and a practical use of correct sentences, including correction of errors.

8. United States History should be known as to settlements, the Revolution, the succession of Presidents and the Wars.

9. If to this could be added a fair practice of Free Hand Drawing the preparation would be considered complete. But this last can be learned with us.

#### THE SECOND COURSE.

This will require a preparation equal to that demanded for a State certificate. To show more clearly this work we specify:

1. All the branches named above and a higher test in composition, say an essay of three hundred words on some school topic assigned by the examiner, to be prepared for the press.

2. Grammatical analysis of sentences and prosody, with the philosophy of the parts of speech and the etymology of words and an analysis of idioms.

3. Algebra as far as quadratics and binomial theorem and plane geometry.

4. History of the United States with considerable minuteness as to the Revolution and its principles and the war of 1812 and of our civil war. Also the History of England in brief as to the period of discoveries and settlements, the revolution of 1688 and the reform bill of 1832.

5. The several branches of natural history, as botany, zoology, physiology, with a fair degree of thoroughness. This should include a knowledge of definitions, classifications and ability to determine species.

6. Natural philosophy and astronomy in their common principles and important applications, and chemistry so as to be able to explain the phenomena of combinations, and to analyze the salts of common substances; and in addition the theory of electricity heat and magnetism.

This examination will be a fair test of ability to acquire knowledge and to communicate information, and will prove the student's fitness to enter on and pursue the higher course of reading and lectures.

#### THE THIRD COURSE.

Will add to its requirements for admission ability to translate Cicero and Virgil with clearness and grace, a knowledge of Latin grammar; and trigonometry, surveying and logarithms.

#### AN EXTENSION OF SCHOOL WORK.

The student will, while pursuing his work here, go over rhetoric, logic and mental philosophy, with elocution and English literature and history. He will read Rosenkranz and other works on pedagogics.

There will also be opportunity for chemical work in the laboratory and for instruction and practice in taxidermy and preserving and mounting specimens.

We offer this course as our contribution to professional education proper, and are ready to meet the demand for such a beginning of higher Normal Training. If young men and young women will come prepared to enter upon it we will do our utmost to supply them with means to acquire the science and skill to make them eminently fit to be teachers and leaders.

#### POST GRADUATE YEAR.

This will embrace a larger course of history, more of mathematics, political economy, criticism, field work in natural history, analytical chemistry, and dissecting and preserving specimens collected. It will also include courses of lectures on the above branches, and on the History and science of education.

### Facilities for Illustration.

#### MUSEUM AND CABINET.

In the Mansard story a large, well lighted room is set apart as the Museum, and is supplied with elegant centre and wall cases of best design and finish for display of specimens.

The cabinets of minerals and rocks are large, varied and amply sufficient for the practical work of the student. He will find the zoological and botanical cabinets, comprising thousands of specimens from land and sea, an invaluable aid in his studies in natural history.

The Normal respectfully solicits its friends and the friends of education to aid in building up a museum worthy of Southern Illinois.

Specimens of minerals, birds, insects, and other animals, of plants, also Indian relics such as stone axes and pipes, disks, spear and arrow heads, and pottery will be thankfully received.

Specimens should be boxed carefully and sent by express, unless too heavy, in which case they may be forwarded as freight.

The full name of the donor should not be omitted.

#### CHEMICAL, PHILOSOPHICAL AND ILLUSTRATIVE APPARATUS.

The University possesses the most complete and expensive set of apparatus in the State south of Chicago, with the sole exception of that of the Industrial University at Champaign.

It can boast of a good physical and chemical apparatus, including a newly purchased Spectroscope, a Holtz's Induction Electrical Machine, a Compound Microscope, an Air pump with its usual necessary attachments. Also an oxy-calcium Sciopticōn with views of scientific subjects. The chemical department is supplied with a working laboratory with a full set of reagents, where students are given practice in qualitative analysis of salts, waters, oils, etc.



The Astronomical department has a telescope of sufficient power to show the rings of Saturn, a Celestial Indicator to illustrate the various phenomena of the heavens, and other apparatus pertaining to Astronomy.

The mathematical department has a fine surveyor's transit which the classes in trigonometry and surveying are required to use constantly.

#### LIBRARY AND WORKS OF REFERENCE.

The University has a complete list of works of reference, Cyclopedias, Biographical and Pronouncing Dictionaries, Gazeteers, Atlases, etc., which are placed in the study hall, so that students may at any time consult them.

The Library proper occupies a spacious room in the third story and is well furnished. The library contains about 5,790 carefully selected volumes, including a professional library for teachers.

#### BOOK-KEEPING AND DRAWING.

Students are thoroughly drilled in all practical book-keeping, so that they may be competent to give instruction in this useful branch of education.

Free hand drawing, an art now considered indispensable to the professional teacher, is taught with a view of rendering it most highly practical to the student.

### Conditions of Admission.

To be entitled to admission to the Normal department a lady must be sixteen years of age, and a gentleman seventeen. They must be of good moral character and a certificate to this effect will be required. This may be from the county judge or superintendent or any known clergyman. To enjoy the privilege of free tuition, they must sign a certificate promising to teach in the schools of Illinois three years, or, at least, as long as they have received gratuitous instruction. They are to pass an examination either before the county superintendent, or examiners, or before the faculty of the university, such as would entitle them to a second grade certificate, and they must agree to obey all reasonable requirements, as to order, promptness, cleanliness, and genteel behavior.

### Suggestions.

We do most earnestly and affectionately recommend to all our students, and to those who may be in charge of them, or who have influence over them in any way, by advice or authority, that they fix as a rule never to leave the institution before the end of the term, and, if possible, that they complete a full year. Fragments of an education are indeed of much worth, just as the fragments of a diamond are valuable. But how much more profitable are they when united. Do not be absent from the school for a day. The regular calisthenic exercises will give you health for consecutive study, and by habitual application you will acquire facility for labor, and you will accomplish more than you would have believed.



We certainly shall not grant diplomas to those who are absent often, and who do not finish every examination, both written and oral. One of the values of a course of study is that it represents years of honest, punctual labor.

### Literary Societies.

The students have organized two literary societies for the purposes of mutual improvement. They are THE ZETETIC SOCIETY, and the SOCRATIC SOCIETY. They meet every Friday evening. These afford one of the best means of culture, discipline and instruction in the practical conduct of business. They have commenced the foundations to libraries, and deserve the countenance and patronage of all students and their friends.

### Lectures on Morals and Virtue.

At their last annual meeting, the Trustees ordered that a course of lectures on morals and virtue be established under the direction of the principal and faculty. These lectures will be on Sunday afternoons in the Normal hall and the lectures will be given by the different members of the faculty. The students will be expected to attend as a part of the regular instruction of the University.

### Location. etc.

Carbondale is a city of 2,500 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 dissipations 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 surroundings of the locality. The Illinois Central, the Carbondale & Grand Tower, and the Carbondale & Shawneetown railroads afford ample facilities for convenient access.

### Expenses.

To those who sign the above named certificate, tuition is gratuitous, but there may be a fee charged for incidentals at present not exceeding \$3.00 per term of fifteen weeks, and \$2.00 for term of ten weeks, Tuition in Normal Department, \$9.00 and \$6.00; in Preparatory Department, \$6.00 and \$4.00.

Board can be had in good families in Carbondale, at rates varying from \$3.00 to \$5.00 per week, and by renting rooms and self-boarding, or by organizing clubs, the cost may be largely reduced, perhaps to \$1.50 per week. Books are sold by the bookstores at reasonable rates.

## Calendar for 1879-80.

Fall Term begins Monday, September 8—ends Friday, December 19,  
—Fifteen weeks—1879.

Holiday recess begins December 20, and ends January 5, 1880.

Winter Term begins Monday, January 5, 1880.—Ten weeks.

Winter Term ends march 12, 1880.

Spring Term begins March 15, 1880.—Ten weeks.

Examination for the year begins May 24, 1880.

Annual commencement, May 27, 1880.



## APPENDIX.

## PRINCIPAL'S ADDRESS.

Commencement. May 29. 1879.

The following address of the President to the graduates on commencement day, May 29, 1879, was regarded by many who heard it, as a fair summary of the argument in favor of Normal schools, and very many asked his consent to have it printed. The Trustees listened to these requests and ordered that the following abridgement of it should be published in the Annual Catalogue. These are the sole reasons for its appearance. It is hoped it will be read with care and considered with candor.

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No interest of a nation can be of so much consequence as this of education. Her commerce, foreign and domestic, may cover the seas of the world, and bind all lands to her with chains of gold or silver; her manufactures may foster an intelligence and a skill which shall make her artizans princes in the whole earth; her agriculture may garner the products of all climes and render her steady and enterprising sons of toil the benefactors of all mankind, but there must be in some way a constant fresh supply of lives and a perpetual and increasing degree of mental power. Immigration can bring the lives but only national attention to education can give the knowledge and the intellectual force. So underlying all State work and all legislative action ought to be the

purpose to instruct and discipline the children. And happily all our American States—each member of our national family—have, in theory always and proudly, though in practice sometimes imperfectly and irregularly, undertaken both the work of educating its sons and daughters, and of stimulating this education to a still greater degree. And no page of the history of our republic has shone with a brighter glory than that on which is written her labors in behalf of the diffusion of learning among the common people. Did not all New England plant the school with their first gardens? And wherever the sons of New England have transferred their homes they have carried schools just as they have carried their industrious habits. And although Governor Berkley, of Virginia, thanked God there were no free schools in that colony, yet no sooner was this nation fairly consolidated under the new constitution than the general government solemnly and irrevocably devoted one thirty-sixth part of its whole national domain to the maintainance of public free schools; and set apart a further sixth of three per cent of all money received which should be made a sacred fund for the same end, and forever held that its interest might be an annual renewal of the grand purpose of our fathers, that there shall not be permitted so much barbarism as even a single child unable to read and understand the Word of God and the laws of the land. And thus as the surveyor has marked off in the wilderness the settler's quarter section, the central authority has devoted a section to the diffusion of free schools. And when this state of ours was declared by the proclamation of the President of the United States to be of age, she received this marriage dower and pledged herself to entail it on her children to the latest generation. It is her bridal portion and of it she is justly proud and she holds it equally sacred with her honor to make it a boon to the poorest pauper-born child equally with the offspring of the richest. This



is a marriage settlement on the part of her bountiful mother and the marriage covenant of this high spirited daughter is that she will give the coming generations of her children all the intelligence of the age in which and for which they live. Selfish men may question the wisdom of the outlay of such vast sums as the education of millions will require; supercilious conceit may call it a foolish fondness for knowledge, a silly infatuation for science and wisdom, as foundations for liberty; demagogues may sneer at it and strive to confine the range of learning to very narrow and even belittling limits; but the covenant has been made and this State like a faithful wife has so wrought the virtue of honest keeping troth, into all her habits of thought and action, into her growth and character, that it is a moral impossibility to become false to her vows; and "so long as grass grows or water runs" on this planet; so long as stars twinkle above it at night, or the sun warms it by day—no matter which party is up or which down—this guarantee of universal, impartial, improving education shall stand. The State has plighted her troth "for better or worse, for richer or poorer" till earth breaks up and heaven is rolled like a parchment, her children shall be instructed in truth and trained in virtue. More than this she means indeed this compact of hers is like the Law of Jehovah re-announced by Jesus Christ: "Heaven and earth may pass away," but of this her grand purpose "not one jot or one tittle shall fail."

Set this in your hearts and live it among all your neighbors and associates. But while the best argument for it will be this life of yours it is well to have at your command some of the arguments by which it is enforced and popularized. I am sorry to say it, but a few oppose, some learned and some ignorant, some honest, I trust, but more for motives base and ambitious.

As every generation of men is compelled by the stream of events to pass through all phases of opinion and to

examine every belief and mode of action, as each must discuss every problem in religion, in morals, in government and in social life, it is proper to suggest to you a careful examination of the great question of the day, the school—what shall it be? A mere place of amusement? A spot where a little elementary knowledge is gained? An institution for the education of the whole children of the nation, in the best manner the means of the community will allow? And where also much of practical industrial skill and science shall be imparted? And where the youth who have good opportunities at home may be assisted by the enthusiasm of numbers, and trained to act in concert with others; where those who are deprived of advantages at home may be elevated and preserved from total depravity and inspired to seek a character of truth and helpfulness, and where all classes, the fortunate and the unfortunate, may be assimilated to the character of the best? Shall we have a school system or a school and chaos? Shall only the poor be taught and that grudgingly and for charities sake? or if others are taught shall it be on compulsion and only to an extent which shall barely prepare a child to do simple errands? Shall we not adopt a system which shall be simple as “heaven’s own arch of blue,” which is large enough to cover the mountains, and yet includes the mole-hills? And shall not this system embrace every grade of schools which the people need and which can be supported more cheaply by all the people than it could be without combination? Can a state educate her children in families to the highest point of culture and knowledge? It is said no! Then let the State do it herself if the duty is a desirable one. Combination cheapens education and at the same time increases its value. Where it would cost a single family \$500 annually to educate at home its three children, twenty may unite and educate 40 or 60 children for \$1,000, and do it far better than the three could have been taught by themselves. Expediency,

then is a valid reason for our school system and for extending it to Higher Branches and for introducing Professors highly cultured and liberally paid. And such mutual cooperation in the matter of schools for a better education will react on every person in the community quite as beneficially as on the scholars and will render all more tender and careful of others feelings, more enterprising and intelligent and more ready to unite in all public measures, as well as more law-abiding and helpful. The questions of public schools, and higher or lower, or professional, or technical or industrial education, is therefore not a matter of principle solely. It is chiefly a question of expediency, just as that of roads and bridges. If the inhabitants of a section of country want easy intercourse with their hamlets and homesteads and with manufacturing and commercial centers they must have good roads. They can live as savages have done with only foot paths or trails. But if they will be comfortable and progressive the roads are needed, and they can only be had by a combination of interests. Expediency prompts the people all to join either merely in taxes or labor and build and repair their roads annually. So when it is found that intelligence and thought are as necessary to the happiness and progress of a people as are roads, a common interest demands that there must be a common means of securing these. Then schools for all, paid for by all may be established and no able-bodied man should, any more be excused from paying a pittance for the support of schools than he is excused from the road tax. Here the state has been probably too lenient to those who certainly deserve many indulgencies—the poor men—and granted them absolutely free schools in a higher sense than it gives them free roads. The doctrine of free schools—absolutely so for children—is not only old and wise and expedient, it is just and profitable to the state. And that an able man with all the benefits of excellent schools and their glories too around them, should be ex-

empt from any portion of their support is neither just nor wise. Every man may safely be asked to contribute something to the defense, to the convenience, to the enlightenment and to the progress of his community. And the majority as in other cases should, as the law may be, by their representatives or directly, determine how far this convenience and enlightenment may be carried.

What schools then, how excellent, how extensive in courses of studies and how costly are questions simply for public decision by the majority, or by common usage. Both these appear in this age and country to have been very clearly and unmistakably decided for a system of schools—a very imperfect one to be sure, but still a system well understood and highly beneficial in practice—which embraces the common school, the grammar school, the high school, the college and university. These two last named fostered by national donations, and the Normal school. Nobody very seriously questions the utility or the right to exist of any of these except the Normal school, and this as the latest founded—the youngest member of the family is most industriously assailed, and threatened with strangulation or starvation. It has been said that occasionally, very rarely of course, when a family is already large and bread is scarce, a new child is not always a welcome guest. But when the helpless one is fairly domiciled in the household parental love, the true instinct of nature asserts itself, and the little one is cared for most royally and often becomes most favored of the household, and it matters not if the new comer is unable to pay its way or is less a beauty, it nevertheless wins love and defense and maintenance.

And the State having given life to Normal Schools, having asked certain communities to tax themselves liberally for their support, having promised to those who will aid her in her special work of educating her children certain encouragements, it does appear somewhat unnatural to attempt the destruction of these schools. We



assume that such a policy will not be carried in effect, but they will be, hereafter as heretofore, liberally supported, and proceed to note a few points in their favor. Here three questions may be asked :

1. Are Normal schools in principle right as a part of a system of public education ?
2. Are the circumstances of our people and the necessities of our public schools such as to justify the support of them ?
3. Are these schools so organized and conducted as to be a useful branch of this system ?

These questions may be made to cover the whole ground, and they need discussion at this particular time.

## I.

The question of right or principle should always be the fundamental one, but often in public affairs it does not need consideration at all. Many things in every community are matters of compromise and many others of expediency alone. Two men cannot enjoy the sole benefits of a stream of water, and it is after discussion and mutual concessions agreed that the man who owns the head of it shall not permanently obstruct it, nor shall the man below demand the whole to the exclusion of the first one's need to irrigate his grounds or other use. So they and others compromise and give up some things which they at first laid claim to secure by this small surrender a few rights permanently. The case of the roads before named is one of expediency. No man has an absolute right to a road across the land of his neighbor, nor has he any right to have a grade cut through a hill or made in a valley in order that he may carry a heavier load in his wagon. But both these things are so very convenient for the whole community that by mutual agreement they are made a part of the business of the commonwealth. So highly expedient is it that these and many other things shall be done at the common expense

that it has become to be a vested right and the governmental authority, wherever it may reside, assumes Eminent Domain over all property and lays it under general and sometimes special contribution for the purposes of the general convenience and not for the necessity of any. The national life may depend on something of the sort or only a great public convenience and in either case the contribution is demanded and justified on the ground of expediency, not on principle.

Again some things have contrived to get themselves established and they remain and are sustained at considerable expense rather than that the people should destroy them. Indeed they answer a good purpose and perform a service for the people in a way well understood and because of habit easily practiced. What a dreadful system was human slavery. But it had established itself by five thousand years practice of the race and by two hundred and fifty years growth in our own land, and how reluctant were the vast majority of us to do a thing to disturb it! Every interest of the largest portion of our settled territory and of two-fifths of our population had so woven itself into it as to make it really, as it was claimed a domestic institution, peculiar indeed but living. And when those who loved it and clung to it by acts of treason to the nation and to humanity, made it impossible for it to live, how it ruined the whole half of the country! Self interest and policy prompted us all to avoid an attempt to abolish it because of good things which have the same foundation, the respect and support of the public opinion. I am not citing this instance to suggest that Normal schools have an origin in wrong usages. I take a matter always wrong, but yet established, and use it as an example to show how reluctant wise men are to disturb what is established. I might have named certain practices of courts long maintained and very slowly and even reluctantly changed. I might have pointed to usages in church even confessedly with-

out profit. But I did not wish to allow my argument to become in any way complicated with new theories and discussions of reform in matters of politics or religion, or capital or labor.

And I only wish to suggest that as our school system—the oldest in the world, though perhaps not now the most perfect—has gradually for two hundred and fifty years been growing into its present form, we ought to remember that its whole life in all its parts has some right to be protected. Normal schools have grown into every real SYSTEM of education in the world. When Baron Stein, after the battle of Jena, in 1809, undertook to organize the Prussian people into a system of victory over France, he began with education and military discipline, and he legalized at once what he found had been used irregularly for fifty years, the Normal school or seminary for teachers. And Massachusetts at the end of two hundred years trying to carry forward public education and improve her people without such an agency set the fashion in this country and it has been followed by twenty-seven States and nearly every city of over one hundred thousand inhabitants. That the Normal school has so grown up in every nation which has honestly tried to educate its children is certainly a strong argument in its favor. And that it is already established is a valid reason for its continuance in the absence of reasons to the contrary.

If now we would show that under this doctrine of expediency we can include Normal schools we must show not that they are a necessity to the other parts of the system as the head to the body or such as food to the blood. It will be sufficient to show that they give completeness to the whole system, that they foster a very wholesome pride in public education, that they aid largely in raising standards of qualifications for teachers and supply to the state a body of teachers with common ideas and ambitions, with ability and determination to

keep to the system wrought out by the patient investigations of philosophers after ages of study as best calculated to foster the love and pursuit of truth and the knowledge and practice of duty.

One thing the experience of generations has confirmed and that is whenever any kind of work is to be done it will best be done by a class or by specialized individuals set apart and trained to the performance of that work. In a well conducted hotel one man blacks boots and one girl scrubs floors and these do not act as waiters at the table nor as chambermaids, not so much because of the untidy clothing they must wear as because they will better do the work they are set to do by being relieved of all other cares. It is so everywhere, from concert singing and piano playing to practising law, teaching children and hewing wood. A school-mistress is no exception to this practical rule. If she is to make a good school that must be her business for a time at least; and if she is secure in employment she will seek to make it honorable and profitable to the community. If in addition there is beyond the present hour a prospect of position and power, of honor and emolument in higher posts in the same profession it will stimulate ambition both to become personally worthy and to make the profession a body honorable. That "room in the upper stories" of the lawyer's profession which Daniel Webster represented as abundant has always been a sharp stimulus to every young man at the bar. He seeks to occupy its largeness and from it look down on the toiling ones below while he enjoys the extra labor and the extra power it gives. It has been said that the half dozen places in Episcopal places of England which receive emoluments of twenty thousand pounds a year and seats in the House of Lords act to make every curate in the Empire faithful to his duty, though he receives but twenty pounds a year. If he is studious and energetic nothing hinders him from rising out of his little hovel to a palace.



Thomas Hughes in describing what he calls the Public Schools of England incidentally shows that the great salaries and large consideration and influence of the nine Head Masters operates more or less on every pedagogue in the land. And this makes it the ambition of many to learn the duties and to become fit for the few important places in the system. Indeed it can never be a system—the business of national or state education till thousands learn to aspire and prepare to lead first having learned by practice to obey. The one grand office of President of these United States by its attractions does more to keep the people interested in political duty than any other thing. Not more than eight men in a generation of fully eight millions of voters can rise to the governmental chair. But the aspiration for it annually prepares about two hundred and fifty to be as fit for it as the man who now occupies it, or as the other man who was his competitor, or as the one who will next be chosen. So if you will give to our teachers some, even distant and uncertain, prospects of a permanent place in honor you will have given something to inspire every one of the twenty thousand or at least three-fourths of them. Besides give a half thousand of these some specific knowledge and definite training for their work, and even if they teach no better than others and remain in their calling no longer time, yet they will recommend system and order and impart enthusiasm and although their numbers are as only one in forty, yet they will in a short time elevate the qualifications and raise the standard for the whole body.

Indeed this fact is so apparent already in our own state that many a teacher who has failed to grow with the requirements of the times, denounces Normal Schools, because he finds it every year more difficult to obtain decreasing wages. It is a hopeful sign when incompetence is crowded out and can do nothing but bite its thumb and complain. So long as education is one of the most

important interests of a nation so long it will be the public interest to have a body of men and women who devote themselves to it. And so long as the State holds on to the duty of licensing teachers and supervising schools, how can she well do these and not provide the standard of requirements? And when she has fixed the requirements shall she not encourage by all means many to reach her standard of attainments? And ought she not as an integral part of her requirements prescribe not only that the teachers she employs to instruct her children shall have suitable attainments but that these qualifications shall be acquired under her eye? In other words that her teachers shall teach what she prescribes and in the manner dictated by her, but in order that they sooner and more perfectly may learn these duties and this knowledge, they shall also learn it in her schools and under her eye?

## II.

Are the circumstances of our State and the needs of the schools such as to warrant the support of Normal schools?

This has been partially answered already in what has been said of the usefulness of a trained body of teachers. It will be in part answered by stating our wealth or our means of supporting such schools and in part by the further statement which cannot be controverted that what our schools most need is skillful instructors. Children will learn—thanks to irrepressible nature—under bad teachers and many times with no teachers, but of course there will be waste of time and often wandering into error, which sometimes no saving of money can atone for. A good teacher, what a value to the world! Such an one as Roger Ascham was or as Thomas Fuller describes, or as Arnold or Agassiz, or Milton were. Can you find such an one every day, and can you get such without education and that too specialized education?

Let this matter pass and consider the means of the State. Is the State able to provide the best teachers for its children? The question would be better asked can the State afford to have its children taught by inferior teachers? In an age when time is such an element in business is it profitable to spend ten years of child life to acquire an amount of knowledge and practice which eight can easily learn? But the difference in the work done by a good teacher and by a poor one is far more than a fifth and in the price paid it is rarely so much as a tenth. Waive all this can the state afford to instruct a thousand teachers annually? She ought to instruct just about twenty-five hundred a year. But let us first calculate on what she does for her Normal schools. These schools asked the State to give them \$46,961.44 to aid them in educating about 942 scholars to become teachers, this is \$47.73 per scholar for a year call it \$50. I am now calculating very largely, for I mean to give every advantage to the opponents of Normal schools. Let the Normal pupil remain four years and the State has expended on his education \$190.92, call it \$200. How much has he expended on himself during these same four years? Not less than \$1,000, and it is not to prepare him for money making but to serve the State. For be it remembered that the teacher with his pittance of a salary and the rigid exactions of school boards and directors, is in a special degree the servant of the public. No service not even the military is more exacting or arbitrary in its requirements. This makes the State pay one-fifth as much as the scholar to prepare himself for a special public service. The proper way to state this is: The State offers to any person—man or woman—who will prepare for this her favorite work a bounty of \$50 per year when he pays \$250. The United States Government thinks that it makes a good investment when it pays \$450 a year to educate officers for its army and they are allowed then to resign after three years.

But this \$50 per year is a very inaccurate showing. For we are to remember that the State has solemnly pledged to pay forever annually the sum of \$12,987.12 to seminaries for educating youth and this she applies to Normals. This amount should therefore be deducted from the 46,961.44. The general government donated this and hence the State devotes to educating teachers only \$33,974.32, and this divided among 942 is \$36.06 or in four years \$144.24. So if a young man or woman gives four years of his time and \$1,000 besides in cash, to make himself fit to pass the examinations the State demands in order to obtain a license to teach in her schools, the State during that time will give him \$144.24 and \$40 a month five months in the year, while if he will prepare himself to enter the army of the United States she will pay him during four years \$629 a year, and give \$125 a month the whole year, increasing it every year by \$12½. I am not purposing to debate the usefulness of the army in comparison with school teachers. By no means; the army is an honorable, necessary and most useful branch of the public service. But even General Hazen attributes the superior efficiency of the Prussian army above that of the French army to their public schools. He goes so far as to say that an efficient army cannot be made out of ignorant men. The schoolmaster then must go before the recruiting officer if the country is best to be defended.

Now it is said by some that a teacher educated in a Normal school is no better than one not thus educated. This was the stock argument in the State Legislature all the past winter. This fact will go a long way to break the force of such an assertion: Normal trained teachers do command better situations and obtain them with more ease than any other class of teachers. But another fact should be remembered. Those who employ men in any business especially in what are called the educated callings will tell you that a person taught in the technicali-



ties of his duties, is worth at the start at least double one who goes to it without that training. The late Horace Mann and Wilkins Updike and Henry Barnard declared in Rhode Island thirty years ago that an educated—a college educated man—was worth to the State \$10,000 while an uneducated one was worth not to exceed \$4,000. Calculate the same ratio for teachers and see how much the State gains by educating a teacher. She at the highest figure pays one-fifth at the lowest about one-eighth of his education and gets back a man worth almost three times as much. And for what does the State pay this eighth part of the education of a man or woman? That she may have a better teacher for her children. Will not the people willingly tax themselves that they may have better court houses and even better jails—not simply more secure, but more comfortable also—be willing to pay for a better judge and lawyer and sheriff? And will they be further willing to pay for better school houses for their children and be unwilling to pay for the better teachers to instruct those children? Better teachers can be had only in one of two ways by giving so much larger wages that they can afford to educate themselves; or they must be educated by the State so that they can afford to teach at lower wages for gratitude sake. A philosophic thinker will not hesitate to choose the latter course because it will bring all her teachers into systematic harmony in her prescribed work and will be cheaper in the end.

I have so far reasoned on the expediency and profitableness of instructing teachers. See now how much it actually costs to the people themselves. Distribute the nearly \$47,000 asked for, among the owners of the property of the State. This is nearly \$1,000,000,000. The man whose estate, real and personal is assessed at \$250 will pay almost exactly  $1\frac{1}{4}$  cents; the man with a tax list of \$500,  $2\frac{1}{2}$  cents; one thousand dollars 5 cents and more than one fourth of the voters will pay

nothing, yet the children of this class will form nearly one-half the students. Last winter at Springfield the assertion was frequently made that Normals tax the poor to pay for the education of the children of the rich. The tax is too small to be noticed by anyone. But as more than three-fourths of these pupils are in the class of poor people they simply combine their means to educate their own children. Then the objection changes and it is denied that the rich should be taxed to supply education to the children of the poor. Yet if every interest of the rich is made more secure and every privilege more valuable by educating the poor as most certainly is the case, then expediency and wisdom dictate the policy that the rich shall combine their means to educate the children of the poor. And if to educate all classes then to prepare teachers for all so that gentlemen and ladies shall teach and inspire character as well as impart science, Which class have most at stake in the great contest of life the rich or the poor? Both have comfort and honor; the rich property acquired and at least half the poor have hope of wealth, each of the classes demands security; and security can only be assured in an intelligent community. The state cannot afford to neglect the instruction of her teachers, on account of the benefits this will bring by giving education to her children better and in less time and also on account of the small cost of that education, one quarter of a cent on every two hundred and fifty dollars worth of property, and further because of the greater value in all business and duty of an educated man or woman especially when trained and employed as a teacher. For let it be remembered that the education by the state of a thousand teachers annually at a cost of five cents tax on each one thousand dollars will inspire every other teacher and will give to the commonwealth a body of well trained, intelligent enthusiastic progressive teachers for every department of her schools. And this thousand need not all graduate in order largely to profit

the whole community. More than three-fourths of those who attempt to educate themselves fail before completing anything like a full course of study. Nine-tenths almost never go to the upper year of the high school and half and more of those who enter college fall out before the senior year, and so do many in all the professional schools. Yet these numerous attempts at an education diffuse some culture and more ambition and spread a desire for science of wonderful value to the nation. I make no hesitation to say that this Normal University graduating only one in a hundred of its students is doing more good by half educating a multitude than it would by teaching only sixty and graduating the half of them each year. I wish we could find ourselves able to graduate the thirty and even the sixty. But I would only desire it when we could instruct the six hundred or a thousand.

### III.

The way is now prepared for the consideration of the third question: Are Normal schools so organized and conducted as to be useful, or do they supply a want in the community? It would have settled nothing to have proved that they are right in principle and that we are able to support them and even that they are needed if they, as carried on, are not adapted to our necessities. No matter how much a sick man needs medicine or a well man food, if you are to give to a fever patient belladonna or to the healthy one suwdust. Adaptation is the most desirable thing. A new country needs many things different from an old one. Both need education but each is pressed by different wants in regard to knowledge as well as to machinery and medicines. The rifle and ax, the sickle and horse for the pioneer; the steam thresher and plow, the court of law and railroad for the citizen of the long cultivated land. In some points these differences will apply to the wants of schools though by no means in so large a degree. Men everywhere need the

same acuteness of observation, the same common sense judgments and the same practical reasoning. It will be necessary to teach all grades of pupils together in the new settlement and to grade them closely in the long established village. But the need of calculating rapidly by figures of speaking the thoughts directly and clearly of writing legibly and of acquiring a taste for the best literature attaches to every community where children are reared. There will also be a profit in sturdy enterprise and enthusiastic resolution, in firm honesty and integrity. And the public school should be expected to assist fathers and mothers to habituate the youth of the land to these wholesome practices. While therefore the common and high schools are to accomplish such things, the seminaries to supply teachers must arrange their schedules and courses of study to meet the exact want of the community. Where the young are by the limitations of a new country imperfectly instructed and not accurately drilled in the elementary studies a Normal school must supply the deficiency by reviews, and class exercises. Where graded schools are well established and properly conducted less of study and more of the theory of methods will be in order.

Both of the Normal schools in this State are planned on this idea of giving thorough reviews with much more extended instruction in all the common studies, especially in spelling, writing, reading, geography, grammar, arithmetic and history, and in addition to these we study all the higher studies. We do these latter not so much because we expect our teachers will give instruction in them at their school rooms as because every one understands how much better a person can teach elementary branches if he has large knowledge. We would have the teachers of the small scholars and in the ungraded ones comprehend the value of accurate knowledge in the elements and of the connections of the sciences. Besides how many are the indications in the lower point-



ing to the higher which a well informed, well trained teacher, judicious and watchful can improve to prepare for what is to come and to stimulate ambitions for the future. A teacher who knows only elements may drill in them and do it admirably. But there will be danger that he will repress curiosity rather than awaken it; while he who knows all that these elements lead to will arouse and fire the whole soul with an ardor to run the whole length of the upward road to the temple of fame. He who can see the mountain top on the far off horizon will stir the pride of his companions to run and mount to its loftiest pinnacle vastly more than he who only discerns the rim of the first valley on whose edge he stands.

The two aims of a Normal school then should be to review all the elementary branches and to carry study to an indefinite extent upward even into the fields of original investigation: and this in order to prepare teachers who may be examples first and guides to the children of the state, the future governors of the nation to be a better generation than their fathers. For this is one of the duties of our race to improve. A people can never be assured of a continuous line of progress unless it has made it the interest of some persons to study and urge forward the march of improvement. This is partly secured by the church which voluntarily pays men to attend upon one line of growth in the sentiment of piety. But more is needed than preachers or philosophers. We need men to read and know every new thing and teach it to the youth of the age. Never will any part of the world's business be well done and so done as improve its workmanship and make a greater profit for the world until it has drawn to it a body of men who devote their lives exclusively and enthusiastically to its study and improvement. See how sculpture commanded attention when Phidias and Praxitiles and Scopas practised it in Greece. How painting astonished the world when Michel Angelo and his comp eers plied their pencils in

Italy. And architecture has reared its miracles of art only when a thousand devotees have studied and ennobled it. And what a respect does the world pay to Pestalozzi and Fellenberg and Froebel and Agassiz! Why? Not wholly because of their genius but because they were enthusiasts in their chosen calling, and because the world actually needs such teachers. Now Normal schools do this very thing, they set their pupils to study the great business of teaching children, and make this work a noble one and a progressive duty. Suppose the law had no schools and medicine was without them how long would the professions thrive? Here is a force of inspiration in such a school which not only attracts the enterprising of the young to it but conciliates public opinion and sympathy and dignifies the whole duty of educating the nation's offspring.

For the usefulness of Normal schools we may appeal to history and to the examples of States in which they have long flourished. There is little Switzerland about one-fourth as large in extent of territory as our own state and with about the same population in 1870—we are now probably nearly a fourth larger. She supports three universities, thirty-two Normal schools and thirteen technological seminaries, and compels all her children to attend her public schools. What is the result? Why these little republics of the mountains supply the world almost with watches, maintain the best government in Europe; and export to the United States such teachers as Louis Agassiz, Herman Krusi and Arnold Guyot—three men all the special product of Normal schools and worth to our nation alone all the beef and pork and wheat and corn we as a state can export in a century. Look at Germany where these schools have been the special pride of the nation for more than fifty years and you find a land full of scholars such as Froebel and Diesteweg and Schmidt who have made child mind and nature—body and soul—a study and who have so

reduced education to a science that the nation has become a unit and can move in a mass as at Sadowa and Sedan, like a bolt of lightning and at a blow overwhelm Austria or France in a month. See how Prussia from her hive can send a million of people in five years to populate our fertile acres, and still retain enough at home for defense and for progress, so that she can lead the world in arms and in scholarship. Her universities to the number of fifteen and her seventy Normal seminaries keep up the standard of learning and progress and power among every class of people. Our Normals are for this very purpose of building up and stimulating and they do it by educating a few and inspiring all. Look at Massachusetts—barren almost as is Sahara itself, with only granite in summer and ice in winter as indigenous products for export. What has made her? Schools. Every grade of schools from the kindergarten to the Normal and university. Six universities and five Normals adorn her domain and render mighty her people. Today Boston money owns three-fourths of our Chicago, and Massachusetts talent conducts its business. Why? Because educated and ambitious mind will domineer and control the uneducated. And as long as Illinois educates her million of children less than Massachusetts does her four hundred thousand these four hundred thousand will accomplish more than the million.

Will any ignoramus class or any hap-hazard method carry forward education? Will a class of poor paid, ill-fed, ragged taterdemalions make schools respectable and learning popular? Can any body of men whose wages are changed at every belch of a demagogue's breath oftener than Jacob's wages were by the selfish Laban, work with spirit and do such duties as the public good requires? Let teachers fix their own wages or compensation as do the doctors and the lawyers and let them have the right to enforce payment and see if you do not have a body of able men in the profession! But when

you make their wages dependent on the vote of a dozen croakers, and put them under the supervision of these or a half dozen men who are seeking political office by their management of schools, and what can you expect? I mean you will fasten only these permanently on the public. But educate your teachers in professional seminaries and give them ambition to become worthy of competent salaries, and permanent positions and you will see the work of a teacher an honorable one and the work of education a profitable one to the people.

But one other thing Normals can do. By gathering libraries and apparatus and bringing together annually as to-day an intelligent body of all ages and classes they diffuse a desire for improvement in education over a wide territory. The value of such collections of curiosities, illustrating Natural History, Geology, National Manners and Histories, Archeology and other points connected with the earth and its inhabitants are invaluable. They have in themselves an educating power and their cost is always within the combined means of the common people. Every great city of Europe and a few in America has established these and all find them not only popular but actually demanded. Is it always to be said that despotic governments can afford these educational facilities of Normal schools and their accessories of Cabinets, Museums, Art Galleries, Zoological Gardens and other means of object teaching to their enslaved subjects but that freemen making their own money and governing themselves cannot do it? Shall the Prussian peasant have a teacher trained to know all the knowledge of his time, and he himself be allowed if he will journey to the capital of his little duchy to see the best works of arts and many of the wonders of creation, all too bought by the toil of himself and his peasant neighbors, but the free American citizen be deprived of all this, and educate his children under a self-taught, irregularly trained boor of a schoolmaster, and never be allowed to see any



rare animal or curiosity of nature or work of art unless private enterprise bring it to him in a traveling menagerie and charge him a half dollar for the sight? In other words cannot a self-governing people educate themselves and their children, and do it to a greater extent than a despotism can? Look at it in the light of the question, who by labor and toil produces the wealth of a nation? Is it not the worker? And if it is only accumulated by the joint self-denial and industry of both capital and labor shall not the two enjoy it together? A tax as has been said before is for the benefit of all and will if properly levied be either the joint payment of both or will be the result of the cooperation of both. Remember that if capital seems to pay taxes and labor does not capital could never have been accumulated without labor, and that therefore both have a right to the enjoyment of all advantages of taxation. And remember again that both labor and capital spend in a thousand ways in luxuries sometimes, and in indulgencies which are not always real comforts, and never necessities and not often even conveniences, a hundred times enough to support Normal schools and all other appliances of art and technical instruction. All that is absolutely needed even for social indulgence in tobacco or spirituous drinks, granting for argument sake what is disputed, that these may be safely and comfortably used, is so small a portion of what is spent in them, that here a saving may be made which would more than ten times support schools to educate every teacher and supply every Senatorial district in our State with a Museum and Art gallery. To hint again at a point already touched, it is not the five cents on the \$1,000 tax which impoverishes a people—nor would the tax of ten dollars on a \$1,000 do harm or be burdensome. It is this dreadful drain to pay for stimulants and idleness which oppresses the poor and enfeebles the rich and annoys everybody in the community. And when we learn to study and

sacrifice for education and for rational amusement and instruction and hoard the contributions of all for such noble purpose we shall improve and grow in all power and virtue, in strength and happiness.

They are thus centers of life and fountains of power for good to the region. It is good for multitudes to gather when they do not meet to drink a poison and imbrute themselves or witness brutal sports and engage in degrading sports. To come together for twenty miles even to see a circus and to laugh at a clown, though indicating a very low and very unprofitable taste, is better than constant seclusion and isolation. Every progressive people have their assemblies. Happy is that people who make these convenings occasions for hearing orations, poems, songs, for thought on education and duty, on progress and permanence. What a galaxy of genius old Greece hung in the heaven of the world to shine there forever when all her people gathered at Delphos or the Isthmus for her athletic and literary contests! Mr. Galt in his essay on heredity of genius says that one time almost one man in 400 at Athens was one who had done something to make himself famous and to render his city illustrious. They had teachers by the thousands, beginning with Socrates and Plato and Aristotle and they made teaching a profession. The Sophists were nothing but teachers, and though are remembered chiefly by the terrible irony of Socrates and Plato, yet they made Plato a possibility, and exalted the work of seeking wisdom or philosophy.

When we come back to do as thorough a work as they did and to make every hamlet resound from morning to midnight as Greece did, with the question and answer of teacher and pupil we may expect a new era not only of progress but of happiness and peace. It is occasionally said that all earth is conquered and there is no more room for discovery. Every island in the ocean as large as a blanket has been discovered and appropriated.

Even Africa has opened its heart to Livingston and Stanley and the mountain tops of *Ætna* and Pike's are safe dwellings whence man may study the creation. Private enterprise stimulated and supplemented by government aid is starting almost to-day to solve the last of the frozen mysteries of the pole. What is there for another generation to learn or to do? Nothing says indolence and timidity and ignorance. All has been found by the fathers and we must sit and use it. Well that is worth doing, and worth studying for. But it will demand study to use this accumulation of wonders. But there is an era before the nation which will stimulate study to learn and provide to teach all that has been learned such as human imagination has never yet dreamed. For two thousand years till almost to-day man has not tamed a new animal. But just now the English has taken the wild ostrich and put her in his barn yard and her feathers are transferred to the hats of all the beauties before me—and what an increase of wealth does this new industry bring to the world. The ancients made use of the locusts for food, and a distinguished modern scientist has on a small scale tried the experiment and finds our Rocky Mountain locust as edible as those of Arabia. When we have teachers well enough trained we may yet turn these destructive pests into a supply of food and export them along with our beef and grain to feed all Europe. Another new industry has been found in the wings of insects used for jewelry and in the plumage of birds from South America for ornament. This ought to open the way to tame and use and rear and protect the birds of the air and the insects of the morning. The Chinese took a worm four thousand years ago and what an addition it made to man's wardrobe of silk. An American has begun on the spider and may yet make better silk from her persevering ingenuity. What we need is a profession of teachers who shall stir all the mind of the age, and make our children conquerors of all nature.









SOUTHERN ILLINOIS

Normal University,

CARBONDALE, ILL.

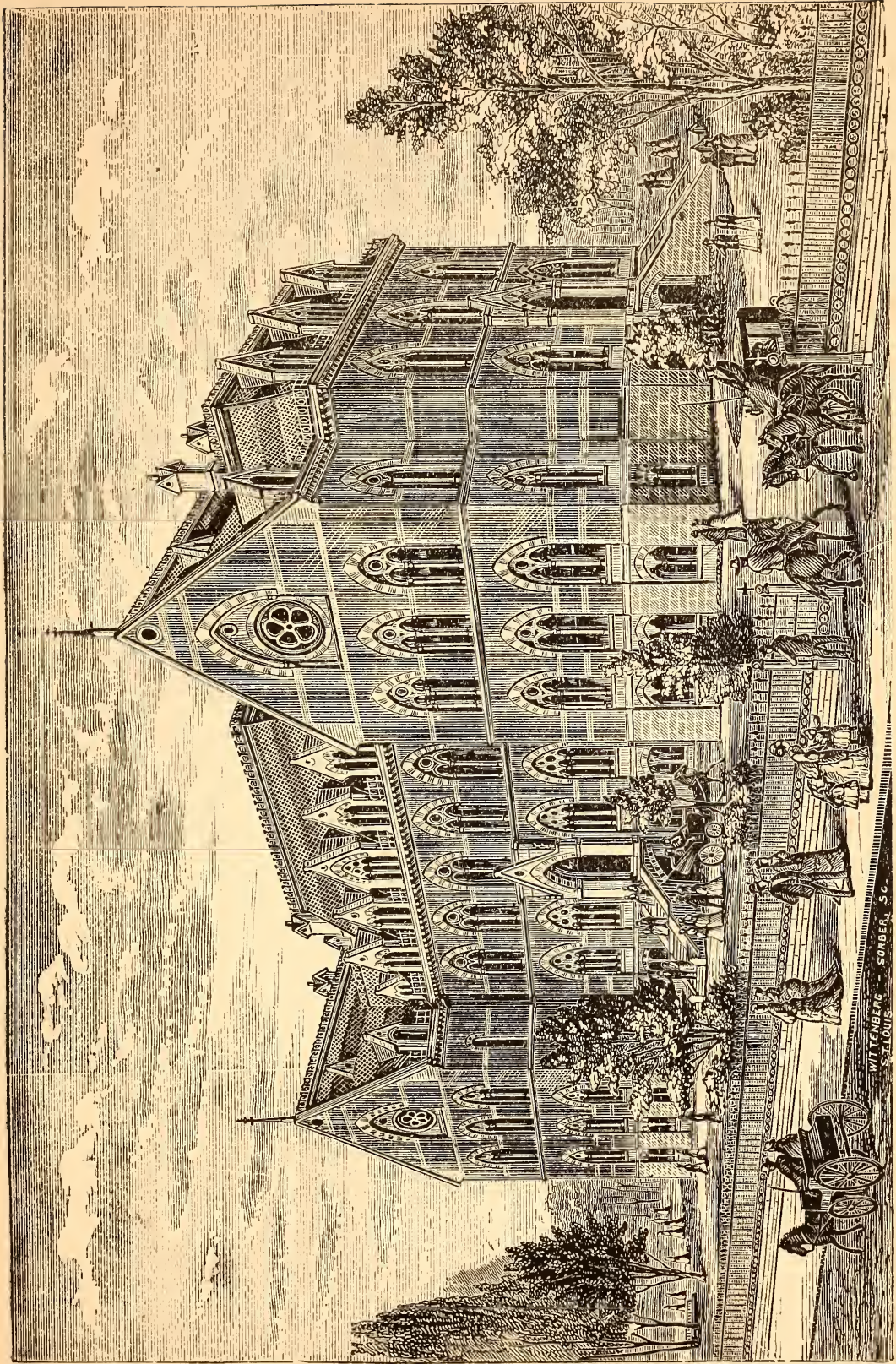
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1879-80.

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SIXTH

Annual Catalogue,

OF THE

SOUTHERN ILLINOIS

NORMAL UNIVERSITY,

CARBONDALE, JACKSON COUNTY, ILLINOIS.

1879-80.

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*Incorporated by Act of the Legislature, approved April 20, 1869. Cornerstone laid May 17, 1870. Building completed June 30, 1874. Dedicated July 1, 1874. Open for admission of Students July 2, 1874.*

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*Teacher of Languages and Literature.*

JOHN HULL,

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*Teacher of Natural History; and Curator.*

ESSIE C. FINLEY,

*Teacher of Geography and Elements of Language.*

JENNIE CANDEE,

*Teacher of Penmanship and Drawing.*

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DANIEL B. FAGER,  
ANNA C. WHEELER,  
SARA SAUL,  
JAMES H. BEATTIE,  
HENRY W. KARRAKER,  
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LIZZIE M. SHEPPARD,  
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GERTRUDE A. WARDER,  
CHARLES BURTON,  
LAUREN L. BRUCK,  
MARY C. SOWERS,  
LOUIS HEITMAN,  
ADELLA EASLEY,  
WILLIAM F. HUGHES.

# GRADUATES.

## Class of 1876.

| NAME.                 | RESIDENCE.        | OCCUPATION. |
|-----------------------|-------------------|-------------|
| John N. Brown, - -    | Walshville. - -   | Teaching.   |
| Beverly Caldwell, - - | Hickman. Ky., - - | Teaching.   |
| John C. Hawthorn, - - | Randolph Co., - - |             |
| George C. Ross, - -   | Ewing, - -        | Teaching.   |
| Mary Wright, - -      | Cobden, - -       | Teaching.   |

### 1877.

|                                             |     |                 |           |
|---------------------------------------------|-----|-----------------|-----------|
| Belle D. A. Barnes }<br>(Mrs. Dr. Green). } | - - | Bloomington.    |           |
| Arista Burton, - -                          | - - | Carbondale, - - | Teaching. |
| James H. England, - -                       | - - | Anna, - -       | Teaching. |
| William H. Warder, - -                      | - - | Jonesboro, - -  | Teaching. |

### 1878.

|                          |     |                      |           |
|--------------------------|-----|----------------------|-----------|
| Delia Caldwell, - -      | - - | Murphysboro, - -     | Teaching. |
| Alva C. Courtney, - -    | - - | Whitehall, - -       | Teaching. |
| Charles E. Evans, - -    | - - | Carbondale, - -      | Teaching. |
| James A. Hanna, - -      | - - | Saltillo, Tenn., - - | Teaching. |
| Orcelia B. Hillman, - -  | - - | Carbondale, - -      | Teaching. |
| Sarah E. Jackson, - -    | - - | DuQuoin.             |           |
| George Kennedy, Jr., - - | - - | Murphysboro, - -     | Merchant. |
| John T. McAnally, - -    | - - | Elizabethtown, - -   | Teaching. |
| Mary C. McAnally, - -    | - - | Frankfort, - -       | Teaching. |
| Edward R. Pierce, - -    | - - | Alton, - -           | Teaching. |
| Richmond Plant, - -      | - - | St. Louis, Mo., - -  |           |
| Edward H. Robinson, - -  | - - | Greenville, - -      |           |
| David G. Thompson, - -   | - - | Golconda, - -        | Teaching. |

### 1879.

|                          |     |                  |           |
|--------------------------|-----|------------------|-----------|
| Andrew C. Burnett, - -   | - - | La Marre, Mo - - | Merchant. |
| George H. C. Farmer, - - | - - | Nashville, - -   | Teaching. |
| Ida M. McCreery, - -     | - - | Frankfort, - -   | Teaching. |
| Lyman T. Phillips. - -   | - - | Nashville, - -   | Teaching. |

### 1880.

|                         |     |                 |           |
|-------------------------|-----|-----------------|-----------|
| Lauren L. Bruck, - -    | - - | Salem, - -      | Teaching. |
| Joseph Gray, - -        | - - | Vienna, - -     | Teaching. |
| Louis Heitman, - -      | - - | Bremen, - -     | Teaching. |
| Charles E. Hull, - -    | - - | Salem, - -      | Teaching. |
| Henry A. Kimmel, - -    | - - | Calhoun, - -    | Teaching. |
| Wallace E. Mann, - -    | - - | Ashley, - -     | Teaching. |
| Albert B. Ogle, - -     | - - | Belleville, - - | Student.  |
| Frank P. Rentchler, - - | - - | Belleville, - - | Teaching. |
| Lizzie M. Sheppard, - - | - - | Carbondale, - - | Teaching. |
| Gertrude A. Warder, - - | - - | Carbondale, - - | Teaching. |

## POST GRADUATE.

James H. England.



# NAMES OF STUDENTS.

## Normal Department.

### SENIORS.

| NAME.               | - | - | - | - | RESIDENCE.  |
|---------------------|---|---|---|---|-------------|
| Lauren L. Bruck,*   | - | - | - | - | Salem.      |
| Joseph Gray,        | - | - | - | - | Vienna.     |
| Louis Heitman,*     | - | - | - | - | Bremen.     |
| Charles E. Hull,*   | - | - | - | - | Salem.      |
| Henry A. Kimmel,    | - | - | - | - | Calhoun.    |
| Wallace E. Mann,*   | - | - | - | - | Ashley.     |
| Albert B. Ogle,     | - | - | - | - | Belleville. |
| Frank P. Rentchler, | - | - | - | - | Belleville. |
| Lizzie M. Sheppard, | - | - | - | - | Carbondale. |
| Anna G. Warder,     | - | - | - | - | Carbondale. |

### REGULAR.

|                      |   |   |   |   |                |
|----------------------|---|---|---|---|----------------|
| Fannie Aikman,       | - | - | - | - | Marion.        |
| Sarah A. Allen,      | - | - | - | - | Fitzgerrell.   |
| Wezette Atkins,      | - | - | - | - | Carbondale.    |
| James H. Beattie,*   | - | - | - | - | Sparta.        |
| Ida E. Bennett,      | - | - | - | - | Salem.         |
| Lou Blair,           | - | - | - | - | Cutler.        |
| Maggie Blair,        | - | - | - | - | Cutler.        |
| Elia B. Boyd,        | - | - | - | - | Carbondale.    |
| Lovie Boyd,          | - | - | - | - | Carbondale.    |
| Adella Brown,        | - | - | - | - | Pinckneyville. |
| Thomas Brown,        | - | - | - | - | St. Louis, Mo. |
| Annie Bryden,        | - | - | - | - | Carbondale.    |
| Maggie Bryden,       | - | - | - | - | Carbondale.    |
| Mary I. Buckley,     | - | - | - | - | Marion.        |
| Charles Burton,      | - | - | - | - | Carbondale.    |
| Thomas J. Cahill,*   | - | - | - | - | Red Bud.       |
| Mattie A. Carter,    | - | - | - | - | Ashley.        |
| Jennie Clay,         | - | - | - | - | Cobden.        |
| James R. Crouch,     | - | - | - | - | Richview.      |
| Lizzie M. Deardorff, | - | - | - | - | Cobden.        |
| Isabel C. Dow,       | - | - | - | - | Du Bois.       |
| Adella Easley,       | - | - | - | - | Plainview.     |

\* Cadet.

| NAME.                 | RESIDENCE.       |
|-----------------------|------------------|
| Walter J. Ennisson,   | Carbondale.      |
| Daniel B. Fager,      | De Soto.         |
| Philip Fager,*        | De Soto.         |
| Reynolds M. Finney,   | Vienna.          |
| Adella B. Goodall,    | Marion.          |
| John F. Hinchcliff,*  | Elkville.        |
| Lillian M. Holloway,  | South Bend, Ind. |
| Charles R. Huggins,*  | New Athens.      |
| William F. Hughes,*   | Carbondale.      |
| Henry W. Karraker,*   | Dongola.         |
| William L. Keown,*    | Jackson county.  |
| Alice Krysher,        | Carbondale.      |
| Richard T. Lightfoot, | Carbondale.      |
| J. Wm. Lorenz,*       | Highland.        |
| Harold W. Lowrie,     | Jonesboro.       |
| Oscar S. Marshall,*   | Salem.           |
| Thomas S. Marshall,*  | Salem.           |
| John Marten,          | Carbondale.      |
| Frank A. Martin,      | Makanda.         |
| William J. McGee,*    | New Burnside.    |
| John McGehee,*        | Shawneetown.     |
| Albert E. Mead,*      | Anna.            |
| James M. Mercer,*     | Lincoln Green.   |
| Edward Merrick,       | Okawville.       |
| John D. Miley,*       | Belleville.      |
| John K. Miller,*      | Sparta.          |
| John M. Mitchell,*    | Locust Grove.    |
| Jeannie B. Morrison,  | Odin.            |
| Della A. Nave,        | Carbondale.      |
| Surelda C. Nave,      | Carbondale.      |
| Nora Pease,           | Jackson county.  |
| Josie Phillips,       | Nashville.       |
| George T. Pitts,      | Nashville.       |
| Lizzie M. Rumbold,    | Carbondale.      |
| Sara Saul,            | Chester.         |
| Myrtle E. Shook,      | Salem.           |
| Lydia E. Snyder,      | Farina.          |
| Mary A. Sowers,       | Jonesboro.       |
| Edgar L. Sprecher,*   | De Soto.         |
| Henry A. Stewart,*    | Albion.          |
| Eva S. Tuthill,       | Du Quoin.        |
| Lulu Van Winkle,      | Du Quoin.        |
| Waldo W. Waggoner,*   | Wadsworth, Ne v. |

| NAME.              | RESIDENCE.    |
|--------------------|---------------|
| Edward A. Walker,* | Richview.     |
| Mary B. Walker,    | Carbondale.   |
| George S. Watson,* | Raccoon.      |
| Annie C. Wheeler,  | Edwardsville. |
| Cora Williams,     | Carbondale.   |
| Jerome G. Wills,   | St. Paul.     |
| Eva L. Youngblood, | Shawneetown.  |

IRREGULAR.

|                         |                |
|-------------------------|----------------|
| Marilla F. Atherton,    | Villa Ridge.   |
| Mary A. Brown,          | Pinkneyville.  |
| Hezekiah F. Cain,       | Harrisburg.    |
| Christopher C. Cawthon, | South America. |
| May B. Duff,            | Carbondale.    |
| William D. Gage,        | New Columbia.  |
| John P. Goodall,        | Marion.        |
| John F. Guthrie,        | Ramsay.        |
| Samuel Y. Hawkins,      | Carbondale.    |
| George Hamill,          | Freeburg.      |
| Douglas W. Helm,*       | Vienna.        |
| Nettie V. Hooppaw,      | Villa Ridge.   |
| Maggie D. Jennings,     | Centralia.     |
| Marshall D. Jennings,*  | Centralia.     |
| Mittie E. Jones,        | Rockwood.      |
| Belle Kimmel,           | Elkville.      |
| Benjamin J. Laughlin,   | Makanda.       |
| Alice M. Lipe,          | Carbondale.    |
| Warner D. Maxey,        | Mt. Vernon.    |
| William D. McIlrath,*   | Harrisburg.    |
| Laura Mercer,           | Salem.         |
| Gussie C. Miller,       | Jonesboro.     |
| William M. Morgan,      | Okawville.     |
| Nannie A. Morrison,     | Carbondalê.    |
| Chrissie Nicolay,*      | Sandoval.      |
| Annie Oliver,           | Vienna.        |
| May Oliver,             | Vienna.        |
| John M. Parkinson,*     | Salem.         |
| Mary E. Parkinson,      | Highland.      |
| Sallie J. Paul,         | Tilden.        |
| William A. Perce,       | Carbondale.    |
| Allie C. Pierce,        | Chicago.       |
| Norman A. Piercy.       | Mt. Vernon.    |
| Lewis B. Pulley,        | Marion.        |

| NAME.                            | RESIDENCE.      |
|----------------------------------|-----------------|
| Mary J. Purdue, - - - - -        | Ridgway.        |
| Carty E. Queen, - - - - -        | Alto Pass.      |
| William E. Redmon,* - - - - -    | West Liberty.   |
| George W. Rowley, - - - - -      | Harrisburg.     |
| Amanda Slack, - - - - -          | Vienna.         |
| Florence A. Slack, - - - - -     | Vienna.         |
| John C. B. Smith, - - - - -      | Stone Fort.     |
| Henry Stiff,* - - - - -          | Harrisburg.     |
| Preserved W. Stophlet, - - - - - | New Columbia.   |
| Ivil N. Taylor, - - - - -        | Vienna.         |
| Hubert J. Townsend, - - - - -    | Steele's Mills. |
| James A. Womack, - - - - -       | Elizabethtown.  |

## SPECIAL.

|                                |                 |
|--------------------------------|-----------------|
| Alice Bills, - - - - -         | Pekin.          |
| Frank L. Boyd, - - - - -       | Elkville.       |
| Andrew S. Caldwell, - - - - -  | Sedalia, Mo.    |
| Delia Caldwell, - - - - -      | Murphysboro.    |
| Julia M. Campbell, - - - - -   | Carbondale.     |
| Louisa C. Carter, - - - - -    | Baldwin.        |
| Albert F. Davis, - - - - -     | De Soto.        |
| Lucretia Easterly, - - - - -   | Murphysboro.    |
| James H. England, - - - - -    | Cobden.         |
| George W. Gregory, - - - - -   | Pomona.         |
| Samuel E. Harwood, - - - - -   | Carbondale.     |
| Edwin M. Hawkins, - - - - -    | Pinckneyville.  |
| Mary E. Hawkins, - - - - -     | Pinckneyville.  |
| Amanda McElfresh, - - - - -    | Jonesboro.      |
| Alfred Pease, - - - - -        | Jackson county. |
| Samuel H. Presson, - - - - -   | Jackson county. |
| Samuel Smith, - - - - -        | Carbondale.     |
| William Y. Smith, - - - - -    | Vienna.         |
| Mary E. Williamson, - - - - -  | Du Quoin.       |
| Sarah E. Williamson, - - - - - | Du Quoin.       |

## Preparatory Department.

| NAME.                          | RESIDENCE.   |
|--------------------------------|--------------|
| Lelia Abel, - - - - -          | Carbondale.  |
| John F. Allen,* - - - - -      | Fitzgerrell. |
| Lulu A. Allen, - - - - -       | Carbondale.  |
| Robert M. Allen,* - - - - -    | Carbondale.  |
| Anna R. Arnold, - - - - -      | Carbondale.  |
| George W. Ausbrooks, - - - - - | Vienna.      |



| NAME.                   |   |   |   |   | RESIDENCE.      |
|-------------------------|---|---|---|---|-----------------|
| William B. Bain,*       | - | - | - | - | Vienna.         |
| Wilson C. Baird,*       | - | - | . | - | Jackson county. |
| Abram D. Balcom,*       | - | - | - | - | Jackson county. |
| Dora E. Balcom,         | - | - | - | - | Jackson county. |
| Lydia A. Balcom,        | - | - | - | - | Jackson county. |
| Minnie Barber,          | - | - | - | - | Rockwood.       |
| George G. Barbour,*     | - | - | - | - | Carbondale.     |
| Lon M. Barker,          | - | - | - | - | Red Bud.        |
| Lulu H. Bartholomew,    | - | - | - | - | Jackson county. |
| William J. Beale,       | - | - | - | - | Hecker.         |
| Grant Beard,            | - | - | - | - | Carbondale.     |
| Kate R. Bell,           | - | - | - | - | Belleville.     |
| Allie Bevard,           | - | - | - | - | Carbondale.     |
| Ella Blackburn,         | - | - | - | - | Du Quoin.       |
| Elmer C. Blair,*        | - | - | - | - | Cutler.         |
| John K. Blair,*         | - | - | - | - | Cutler.         |
| John Blair,*            | - | - | - | - | Cutler.         |
| Charles E. Blake,*      | - | - | - | - | Caseyville.     |
| James Blake,*           | - | - | - | - | Caseyville.     |
| Carrie E. Bouscher,     | - | - | - | - | De Soto.        |
| Charles H. Bouscher,    | - | - | - | - | De Soto.        |
| Chauncey J. Bouscher,   | - | - | - | - | De Soto.        |
| Edward Bouscher,        | - | - | - | - | De Soto.        |
| Harlin Bouscher,        | - | - | - | - | De Soto.        |
| Ada D. Bridenbecker,    | - | - | - | - | Sandoval.       |
| Lena Bridges,           | - | - | - | - | Carbondale.     |
| Mamie E. Bridges,       | - | - | - | - | Carbondale.     |
| James H. Brown,*        | - | - | - | - | Carbondale.     |
| James C. Brush,*        | - | - | - | - | Carbondale.     |
| Ella Bryden,            | - | - | - | - | Carbondale.     |
| William F. Bundy,*      | - | - | - | - | Centralia.      |
| Annie L. Burkett,       | - | - | - | - | Carbondale.     |
| Annie L. Campbell,      | - | - | - | - | Farina.         |
| Carrie Campbell,        | - | - | - | - | Carbondale.     |
| Harmon M. Campbell,*    | - | - | - | - | Carbondale.     |
| Kate Cantrell,          | - | - | - | - | Benton.         |
| Alice E. Carey,         | - | - | - | - | Grayville.      |
| Don W. Carter,          | - | . | - | - | Nashville.      |
| Anna S. Chandler,       | - | - | - | - | Carbondale.     |
| George I. Chandler,     | - | - | - | - | Carbondale.     |
| Millard F. Channaberry, | - | - | - | - | Marion.         |
| Ulysses G. Chapman,*    | - | - | - | - | Carbondale.     |
| Anderson P. Clark,*     | - | - | . | - | Spring Garden.  |

| NAME.                   | RESIDENCE.      |
|-------------------------|-----------------|
| Andrew J. Clark,*       | Spring Garden.  |
| Henry G. Clark,*        | Benton.         |
| Frank Clements,*        | Carbondale.     |
| Annie Cline,            | Carbondale.     |
| Augustus L. Cline,*     | Carbondale.     |
| Dean W. Cline,          | Carbondale.     |
| Grace T. Cline,         | Carbondale.     |
| Alfred E. Coughenower,* | Jeffersonville. |
| Edward B. Cox,*         | Carbondale.     |
| Lettie E. Crandall,     | Carbondale.     |
| Nellie H. Crandall,     | Carbondale.     |
| Matthias W. Creed,*     | Walnut Hill.    |
| Nannie E. Creed,        | Walnut Hill.    |
| Warren S. Creed,        | Walnut Hill.    |
| Jennie Darough,         | Pinckneyville.  |
| John M. Darough,*       | Pinckneyville.  |
| Nellie B. Davis,        | Carbondale.     |
| Charles E. Dickerman,   | Carbondale.     |
| Harry G. Dickerman,     | Carbondale.     |
| Amanda Dillon,          | Dongola.        |
| Alice A. Donoven,       | Carbondale.     |
| Ellen S. Donoven,       | Carbondale.     |
| Ada L. Dunaway,         | Carbondale.     |
| William A. Durham,*     | Benton.         |
| Edward E. Easterly,     | Poplar Ridge.   |
| Edward E. Easterly, (2) | Grand Tower.    |
| Thomas E. Edwards,      | Jackson county. |
| Albert Emmerick,        | Mascoutah.      |
| George R. Ennisson,     | Carbondale.     |
| William A. Ennisson,*   | Carbondale.     |
| Alfred Evans,*          | Hecker.         |
| Claude B. Evans,        | Carbondale.     |
| Morvon R. Fakes,*       | Jackson county. |
| James A. Fike,*         | Centralia.      |
| Edwin L. Foster,        | Carbondale.     |
| William P. Foust,*      | Walnut Hill.    |
| Alfred G. Friesz,*      | Mascoutah.      |
| Albert G. Furlong,      | Carrier Mills.  |
| Charles Gager, Jr.,     | Carbondale.     |
| Samuel P. Gardner,      | Pulaski.        |
| Nannie A. Garvin,       | Sparta.         |
| Joseph S. B. Gill,      | Murphysboro.    |
| Kate Gill,              | Elkville.       |

| NAME.                 | RESIDENCE.      |
|-----------------------|-----------------|
| James C. Glascock,*   | Galatia.        |
| Rebecca Goldman,      | Carbondale.     |
| William Goldman,*     | Carbondale.     |
| Ella A. Greer,        | Equality.       |
| Gustave A. Hall,      | Mascoutah.      |
| Warren Hamill,*       | Freeburg.       |
| Frank B. Hanna,       | Fairfield.      |
| William E. Harrald,   | Alto Pass.      |
| Martha A. Harris,     | Carrier Mills.  |
| George A. Harvey,     | Belleville.     |
| Cicero R. Hawkins,*   | Carbondale.     |
| Elma S. Hawkins,      | Carbondale.     |
| William M. Hawthorne, | Blair.          |
| Lou Haynes,           | Carbondale.     |
| Albert Helbig,*       | Okawville.      |
| Richard Helbig,*      | Okawville.      |
| Emma Hewitt,          | Carbondale.     |
| William S. Hewitt,    | Carbondale.     |
| Frank Hight,*         | Grantsburg.     |
| Philetus E. Hileman,  | Mill Creek.     |
| Helen M. Hillman,     | Carbondale.     |
| Allen B. Hinchcliff,  | Jackson county. |
| Willie W. Hinchcliff, | Carbondale.     |
| Laura Hindman,        | Carbondale.     |
| Allie Hodge,          | Paducah, Ky.    |
| Charles L. Holden,*   | Baldwin.        |
| Katie Hord,           | Murphysboro.    |
| John P. Hoy,          | Red Bud.        |
| Bertha Hull,          | Carbondale.     |
| Gertrude Hull,        | Carbondale.     |
| Turner P. Isom,*†     | Rockwood.       |
| William A. Jackson,   | Du Quoin.       |
| Charles E. Jennings,* | Centralia.      |
| Harrison Jennings,*   | Dix.            |
| Charley M. Jerome,*   | Carbondale.     |
| Birch C. Jones,       | Okawville.      |
| Kate E. Jones,        | Rockwood.       |
| Charles D. Kane,      | Pinckneyville.  |
| Kate Kennedy,         | Carbondale.     |
| Lizzie W. Kennedy,    | Murphysboro.    |
| John W. Kerr,         | Jackson county. |
| Samuel A. Kerr,       | Jackson county. |

† Deceased.

| NAME.                   | RESIDENCE.       |
|-------------------------|------------------|
| Alice Kimmel,           | Elkville.        |
| Edward S. Lacey,        | Woodlawn.        |
| Alexander Lane,         | Tamaroa.         |
| Mary A. Lawrence,       | Carbondale.      |
| John R. Lipe,           | Carbondale.      |
| Lydia M. Loomis,        | Makanda.         |
| Mary A. Loomis,         | Makanda.         |
| Seburn E. Loyd,         | Spring Garden.   |
| Ella M. McAnally,       | Thompsonville.   |
| Fannie D. McAnally,     | Thompsonville.   |
| William R. McFerron,*   | Lenzburg.        |
| Franklin N. McGlasson,  | Osage.           |
| Newton J. McGlasson,*   | Osage.           |
| John D. McMeen,         | Mt. Vernon.      |
| Robert M. McMeen,       | Mt. Vernon.      |
| Eldorado W. Martin,     | Pulley's Mills.  |
| Arthur R. Melton,       | Carbondale.      |
| Julia A. Melton,        | Carbondale.      |
| Charles R. Miller,*     | Caseyville.      |
| Julia L. Mitchell,      | Harrisburg.      |
| Belle Moon,             | Jackson county.  |
| Carl F. Myer,           | Mound City.      |
| George L. Myers,        | Jackson county.] |
| Robert W. Nairn,*       | Marissa.         |
| John R. Neunlist,*      | Addieville.      |
| Samuel C. Neunlist,*    | Addieville.      |
| Samuel E. North, Jr.,*  | Carbondale.      |
| John R. Ozment,         | Bankston.        |
| Anna L. Pease,          | Jackson county.  |
| Allen Penrod,*          | Makanda.         |
| Celia M. Perry,         | Jackson county.  |
| Hester E. Perry,        | Jackson county.  |
| Louis F. Phillips,*     | Ramsay.          |
| Randall E. Poindexter,* | Thompsonville.   |
| Nannie A. Poindexter,   | Thompsonville.   |
| Lewis F. Ragains,*      | Vienna.          |
| Joseph C. Rainey,       | Nashville.       |
| Anna A. Rapp,           | Carbondale.      |
| William M. Rapp,*       | Carbondale.      |
| Charles Redden,*        | Vienna.          |
| Mattie E. Reeves,       | Jackson county.  |
| William B. Reeves,*     | Jackson county.  |
| Emma A. Rendleman,      | Makanda.         |



| NAME.                  | RESIDENCE.         |
|------------------------|--------------------|
| John J. Rendleman,     | Makanda.           |
| William D. Reutchler,* | Belleville.        |
| William D. Reynolds,   | Carbondale.        |
| Stephen R. Rhymer,     | Dongola.           |
| Belle P. Richards,     | Rockwood.          |
| Henry N. Rigdon,*      | Jackson county.    |
| John W. Robinson,*     | Pomona.            |
| John H. Sabert,*       | New Minden.        |
| Thomas F. Slack,*      | Vienna.            |
| Blanche N. Spencer,    | Fort Arbuckle,I.T. |
| Lewis N. Stark,*       | Makanda.           |
| Douglas M. Staley,     | Fairfield.         |
| Otto J. Starzinger,*   | Carbondale.        |
| Guy C. St. Clair,      | Benton.            |
| Henson M. Stephens,    | New Minden.        |
| John J. Stephens.      | New Minden.        |
| Phebe J. Stephens,     | New Minden.        |
| Samuel C. Stephens,    | New Minden.        |
| Fannie M. Stone,       | De Soto.           |
| Mary M. Stone,         | De Soto.           |
| Coleman H. Storm,*     | Jonesboro.         |
| Dan B. Stroh,*         | Poplar Ridge.      |
| Frank M. Southern,*    | Dyersburg, Tenn.   |
| Edward L. A. Sweep,*   | Chicago.           |
| Charles B. Sylvester,  | Carbondale.        |
| Minnie Tait,           | Carbondale.        |
| Nellie Tierney,        | Okawville.         |
| Sara E. Tierney,       | Okawville.         |
| Frank A. Thing,*       | Cobden.            |
| Nellie Thomas,         | Carbondale.        |
| Nora Thomas,           | Carbondale.        |
| Adaline Toney,         | Pulaski.           |
| John B. Tscharner,*    | Okawville.         |
| Kate Turlay,           | Centralia.         |
| Mary H. Vaughn,        | Belleville.        |
| James A. Veach,*       | Vienna.            |
| Bonnie Waggoner,       | Carbondale.        |
| Pearl Waggoner,        | Carbondale.        |
| Ruel H. Waggoner,*     | Carbondale.        |
| Russell D. Waggoner,*  | Carbondale.        |
| John T. Walters,       | Decaturville, Tenn |
| Hannah Waller,         | Jackson county.    |
| Lora A. Walker,        | Carbondale.        |

| NAME.                    | RESIDENCE.      |
|--------------------------|-----------------|
| Samuel W. Ward,*         | Jackson county. |
| James B. Watt,*          | Troy.           |
| Amos L. Watts,*          | St. Louis, Mo.  |
| William E. Watson,*      | Raccoon.        |
| Willis F. Westbrook,     | Marion.         |
| Albert H. Williams,      | Dongola.        |
| Kate Williams,           | Jackson county. |
| Denard Williams,         | Carbondale.     |
| William Williams,        | Carbondale.     |
| Mary A. Wills,           | St. Paul.       |
| Hazard L. Wilson,        | Cairo.          |
| Frank Winne,             | Carbondale.     |
| Thomas J. Worley,        | Vienna.         |
| Willie T. Wykes,*        | Carbondale.     |
| William S. Wymore,*      | Shinn's Point.  |
| May E. Yocum,            | Carbondale.     |
| John L. Yocum,           | Carbondale.     |
| Eliza J. Young,          | Sparta.         |
| Lewis C. Young,          | Shawneetown.    |
| Dougherty V. Youngblood, | Benton.         |

### *Summary of Students.*

|                            |     |
|----------------------------|-----|
| Normal Department—Seniors, | 10  |
| Regular,                   | 72  |
| Special,                   | 20  |
| Irregular,                 | 46  |
| Preparatory Department,    | 240 |
| Separate Students,         | 388 |

### *Summary by Terms.*

|                        |     |
|------------------------|-----|
| Special Session,       | 33  |
| Sixteenth Term—Fall,   | 264 |
| Seventeenth “ —Winter, | 259 |
| Eighteenth “ —Spring,  | 223 |
| Total,                 | 779 |

## HISTORY.

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An act of the Legislature of the State of Illinois, approved April 29th, 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 a location, erect a building, and employ teachers for the school. The Governor appointed Captain Daniel Hurd, of Cairo; Genl. Eli Boyer, of Olney; Colonel Thomas M. Harris, of Shelbyville; Rev. Elihu J. Palmer, of Belleville, and Samuel E. Flannigan, Esq., of Benton.

After advertising in the newspapers and stimulating competition among the towns and cities in the central part of Southern Illinois, these trustees agreed on Carbondale as the place, and the site was fixed on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central Railroad. The contract of the building was let to James M. Campbell, Esq., who assumed the responsibility of completing it for the sum of \$225,000, to be obtained as follows: \$75,000 from the State, and the balance from the City of Carbondale and the County of Jackson.

The corner-stone was laid with the ordinary ceremonies, by the Grand Master of the Masonic fraternities of the State, on the 17th day of May, 1870, and the work was rapidly pushed forward. In the spring of the next year Mr. Campbell was killed on the building, and the work was interrupted. The Legislature then assumed the contract, and appointed commissioners to complete the building. These were continued, and finished their work so that the building was dedicated, a faculty of instruction was inaugurated, and the school begun July 1st, 1874.

The building is of brick, in the Norman style of architecture, with trimmings of sandstone, in two colors. It is 215 feet in extreme length, and 109 in extreme width. It has a basement story 14 feet in the clear; two stories, one 18 feet, the other 22 feet, and a Mansard story 21 feet. The basement is devoted to the heating apparatus and laboratory and dissecting rooms, exercises in unpleasant weather, and residence for the janitor, &c. The Mansard is for lecture hall, library, museum, art gallery, and rooms for literary societies. The other two stories are for study and recitation. The total cost was about \$265,000.

The steam heating apparatus leaves nothing to be desired for comfortable warmth and proper ventilation.

The Legislature, in the time between May, 1870, and July 1st, 1874, had made modifications in the law, and the Governor had appointed a new board of trustees: James Robarts, M.D., of Carbondale; Hon. Thomas S. Ridgway, of Shawneetown; Edwin S. Russell, Esq., of Mt. Carmel; Lewis M. Phillips, Esq., of Nashville, and Jacob W. Wilkin, Esq., of Marshall,

and they had elected Rev. R. Allyn, D.D., at that time President of McKendree College, Principal, and as his associates the persons whose names appear in their proper places.

The work of instruction in the new building began July 2, 1874, at which time a Normal Institute, was opened, with fifty-three pupils. On the 6th day of September, 1874, the regular sessions of the Normal University were commenced. The school is graded and has two departments—a Normal Department, with two courses of study occupying four years and three years respectively; a Preparatory Normal, two years; making in all a full course of six years.

As a part of the history of the school, it should be said that there has been a substantial increase in the numbers of the students in the higher classes according to seasons each year, and almost at each session. Causes have produced some fluctuation, but less than the stringency of the times, during the whole of its five years' history, might have led us to anticipate. The numbers for each session are here appended, viz: First Special Session, 53; First Term, 141; Second Term, 185; Third Term, 283; Second Special Session, 27; Fourth Term, 226; Fifth Term, 215; Sixth Term, 256; Seventh Term, 191; Eighth Term, 181; Ninth Term, 263; Third Special Session, 21; Tenth Term, 230; Eleventh term, 263; Twelfth Term, 256; Fourth Special Session, 23; Thirteenth Term, 260; Fourteenth Term, 294; Fifteenth Term, 289; Sixteenth Term, 268; Seventeenth Term, 259; Eighteenth Term, 223. Total of separate students, 1304.

And a record kept very carefully shows that 682 of these students have taught schools since their study with us; and hundreds of letters received by us testify that a large portion of these students have taught excellent schools. It would be strange indeed if, among so many, some of whom were with us for very limited periods, and who, of course, could derive but little benefit from our methods of instruction and discipline, did not fail, or at least should do no better work than those who have not been in attendance here. Notwithstanding the competition of teachers for places, it is not uncommon for directors to apply to us for teachers whom we have educated, and whom we can recommend. Many such facts are revealing this other fact, that those who attend Normal Schools do stand better chances of obtaining situations as teachers than others, and are esteemed more highly by the intelligent friends of education; and in fact do teach better schools than they would have taught without our instructions, and not unfrequently much better than those who have not been with us. We shall always be glad to correspond with directors or boards of education who desire live teachers inspired to do the best work.

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## GENERAL INFORMATION.

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The object of the University is to do a part of the work of education undertaken by the State. This is provided for in the two departments before named—Preparatory and Normal. Each of these has a specific work, and pursues its appropriate method. One design of the Preparatory School is to be an example of what a school for primary scholars should be, and to afford to those preparing themselves to teach a place where they may observe the best methods in operation, and where, at suitable times, they may practice in the calling of a teacher, under the eye of one well instructed and largely experienced in the work.

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 duty of a teacher. It aims to give, in addition to instruction, opportunities of observation and trial to every one passing through the course, so that he shall not be an entire novice in his calling when he enters the school room. With this idea in mind, every branch prescribed to be taught in the common high schools of our State is carefully studied, from the alphabet to nearly the highest range of philosophy. Accuracy and complete thoroughness are points held in mind in every recitation, and drills upon the elements are not shunned as though one gained something by slurring over them. So much of each branch as we pursue we endeavor to impress upon the heart, and incorporate its methods into the whole frame of the character. Great attention is therefore bestowed upon the earlier parts of the course, such as spelling and pronunciation, reading and defining, writing, drawing, vocal music, and calisthenics. 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 course of study is planned to give information, to assist in self-control and discipline, and to promote culture and refinement. It is arranged in the order which ages have found most profitable and philosophical; and all experience has shown that the first qualifications of a teacher are knowledge and personal discipline. The study of methods or practice will go for little till the scientific education has been obtained. The earlier studies are elementary, and the latter ones calculated for stimulating thought when it is growing to maturity and needs discipline in the proper directions. It is most emphatically urged on all students that they make their arrangements to pursue each study in its order, to make thorough work of each, and not to over-burden the mind, and body too, by a larger number of studies than they can carry.

Few things can be impressed upon the mind to more profit than rules like the following, and we earnestly request school officers, directors and

county superintendents to aid us, and the friends of sound symmetrical education to reiterate the maxims : Be thoroughly grounded in the elements of knowledge; particularly spelling with readiness and correctness; adding and multiplying numbers in all possible combinations, with electric speed and infallible accuracy; writing with dispatch and neatness, a good hand easily read; drawing any simple figure, and singing. These things well learned in theory, and wrought into practical habits, not only open the door to all fields of knowledge and art, but they do go a long way toward making the highest attainments in scholarship and the sweetest grace in all manners and behavior. This Normal University insists on them as both necessary and easily gained.

This is not a reform school nor penitentiary, and persons attending should be both able and willing to govern themselves. Those who are not thus qualified by desire and determination will be advised and required to return home.

Our rules of government are only few in number and very general in their application. They are embraced in the Golden Rule :

“DO TO OTHERS AS YOU WOULD THEY SHOULD DO TO YOU.”

It is expected, of course, that they include—

1. Neatness of person and of dress.
2. Purity of words and of behavior.
3. Cleanliness of desks, books, and rooms.
4. Genteel bearing to teachers and fellow-students.
5. Punctuality every day and promptness in every duty, not to the minute only, but to the second.
6. Respect for all the rights of others in all things.
7. Earnest devotion to work.
8. Quietness in all movements.
9. By all means be in school on the first day and remain till the last of every term.
10. Obedience to the laws of love and duty.

If the spirit of these things can be infused into the soul and wrought into the habits, each student will, for himself grow in goodness and truth, and for the State he will be a power and blessing.

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## A FEW WORDS OF SUGGESTION

TO THOSE WHO DESIGN TO ATTEND OUR SCHOOL.

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1. Understand how many of our studies you have mastered thoroughly, and come ready to be examined on them. Do not forget that one who is to teach should be more thorough than one who is intending to be merely a scholar.

2. Do not take the higher studies till you have passed the lower in our classes, or by our examination. Elementary work always pays better in the end than any other. Finish this first; do not be discouraged because your elementary studies have not been thoroughly done; you can remedy all such deficiencies.

3. Always bring recommendations from the county superintendent or county judge, or some clergyman or justice of the peace.

4. Come determined to work every day, and to omit no duty; to give up every pleasure for the time, and to do nothing but school duties, and to do these without fail at their proper times. Give up Dancing Schools, as most demoralizing to scholarly habits; and all dancing parties, as leading to dissipation and often quarrelsomeness, as well as vice and worthlessness.

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## TO OUR FRIENDS.

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We trust county superintendents will advise any who contemplate devoting themselves for a time at least to the work of teaching, to enter some of our departments—the Pedagogical or other—and to thus associate themselves with the hundreds who have been with us, and are heartily engaged in elevating the calling of the teacher. It would be well to advise only such to attend as have an honest character and fair health, and good abilities to communicate knowledge. Any one who simply wants to teach because of the lighter and more agreeable labor, and better pay, should be discouraged. But when one desires to be worthy, both in knowledge and in character, to discharge the high duties of a teacher, and who needs more science and better discipline, let him come and profit.

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## COURSE OF STUDY.

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The course of study, we repeat, has been arranged with two purposes in view—1, to give a strictly Normal course of training to fit teachers for public schools, and 2, to give examples of methods of teaching. It therefore goes over the whole curriculum of school studies, from the alphabet to nearly the completion of a collegiate education, and gives especial attention to those branches which require the use of the observing and perceptive faculties, without neglecting those which demand the use of the imagination and reason. Practical attention is devoted to physics, chemistry, natural history, surveying, and language, and the student is not only taught to know but to do the work of the branches which he pursues. He is also required to give instruction in all that he learns, so that when he begins his life-work, either of teaching or laboring in a secular employment, he may not be wholly inexperienced in the very beginning of his career.

It is arranged into departments as below, and is embodied in the accompanying schedules and tables of studies and hours of recitations. Special attention is called to these, and students are earnestly advised to begin with the lower and proceed to the higher. There is a natural order of succession of studies, and ages have proved that this cannot be inverted without harm. We ask all to study the syllabus of each department and mark its plan.



COURSE OF STUDY.

|            | STUDIES.                                 | PREPARATORY.                               |   |   |              |   |   | NORMAL.     |    |   |              |   |   |             |   |   |              |   |   |   |   |
|------------|------------------------------------------|--------------------------------------------|---|---|--------------|---|---|-------------|----|---|--------------|---|---|-------------|---|---|--------------|---|---|---|---|
|            |                                          | First Year.                                |   |   | Second Year. |   |   | First Year. |    |   | Second Year. |   |   | Third Year. |   |   | Fourth Year. |   |   |   |   |
|            |                                          | 1                                          | 2 | 3 | 1            | 2 | 3 | 1           | 2  | 3 | 1            | 2 | 3 | 1           | 2 | 3 | 1            | 2 | 3 |   |   |
| I. ....    | Rhetoric .....                           |                                            |   |   |              |   |   |             |    |   |              |   |   |             |   | † | ..           |   |   |   |   |
|            | Logic .....                              |                                            |   |   |              |   |   |             |    |   |              |   |   |             |   |   | †            |   |   |   |   |
|            | Constitution of U. S. & School Law ..... |                                            |   |   |              |   |   |             |    |   |              |   |   |             |   |   |              |   |   | † |   |
|            | Mental Philosophy .....                  |                                            |   |   |              |   |   |             |    |   |              |   |   |             |   |   |              |   |   | † |   |
|            | English Criticism and Ethics .....       |                                            |   |   |              |   |   |             |    |   |              |   |   |             |   |   |              |   |   | † |   |
| II. ....   | Theoretical Pedagogics & Teaching .....  |                                            |   |   |              |   |   |             |    |   |              |   |   |             |   |   |              |   |   | † |   |
|            | Elementary Botany .....                  |                                            |   |   |              |   | † |             |    |   |              |   |   |             |   |   |              |   |   |   |   |
|            | Higher Botany .....                      |                                            |   |   |              |   |   |             |    |   |              |   | † |             |   |   |              |   |   |   |   |
|            | Elementary Zoology .....                 |                                            |   |   |              |   | † |             |    |   |              |   |   |             |   | † |              |   |   |   |   |
| III. ....  | Higher Zoology .....                     |                                            |   |   |              |   |   |             |    |   |              |   |   |             |   |   |              |   |   |   |   |
|            | Latin Grammar and Reader .....           |                                            |   |   |              |   | † | †           | †  |   |              |   |   |             |   |   |              |   |   |   |   |
|            | Cæsar and Sallust .....                  |                                            |   |   |              |   |   |             |    |   |              | † | † | †           |   |   |              |   |   |   |   |
|            | Virgil .....                             |                                            |   |   |              |   |   |             |    |   |              |   | † |             |   |   |              |   |   |   |   |
|            | Cicero .....                             |                                            |   |   |              |   |   |             |    |   |              |   |   | †           |   |   |              |   |   |   |   |
|            | Tacitus .....                            |                                            |   |   |              |   |   |             |    |   |              |   |   |             | † |   |              |   |   |   |   |
|            | Greek Beginning .....                    |                                            |   |   |              |   |   |             |    |   |              |   |   | †           | † |   |              |   |   |   |   |
| IV. ....   | Anabasis and Grammar .....               |                                            |   |   |              |   |   |             |    |   |              |   |   |             | † |   |              |   |   |   |   |
|            | Memorabilia of Socrates .....            |                                            |   |   |              |   |   |             |    |   |              |   |   |             |   | † |              |   |   |   |   |
|            | Homer .....                              |                                            |   |   |              |   |   |             |    |   |              |   |   |             |   |   | †            |   |   |   |   |
|            | Elementary Algebra .....                 |                                            |   |   |              |   | † | †           | .. |   |              |   |   |             |   |   |              |   |   |   |   |
|            | Higher Algebra .....                     |                                            |   |   |              |   |   |             |    |   |              | † | † | †           |   |   |              |   |   |   |   |
|            | Elementary Geometry .....                |                                            |   |   |              |   |   |             |    |   |              |   | † | †           |   |   |              |   |   |   |   |
| V. ....    | Trigonometry and Surveying .....         |                                            |   |   |              |   |   |             |    |   |              |   |   | †           |   |   |              |   |   |   |   |
|            | General Geometry and Calculus .....      |                                            |   |   |              |   |   |             |    |   |              |   |   |             | † |   |              | o |   |   | o |
|            | Practical Pedagogics .....               |                                            |   |   |              |   |   |             |    |   |              | † | † | †           |   |   |              |   |   |   |   |
|            | Elementary Natural Philosophy .....      |                                            |   |   |              |   |   | †           | .. |   |              |   |   |             |   |   |              |   |   |   |   |
|            | Higher Natural Philosophy .....          |                                            |   |   |              |   |   |             |    |   |              |   |   | †           |   |   |              |   |   |   |   |
| VI. ....   | Theoretical Chemistry .....              |                                            |   |   |              |   |   |             |    |   |              |   |   |             |   |   |              |   |   | † |   |
|            | Analytical Chemistry .....               |                                            |   |   |              |   |   |             |    |   |              |   |   |             |   |   |              |   |   | † |   |
|            | Geology .....                            |                                            |   |   |              |   |   |             |    |   |              |   |   | †           |   |   |              |   |   | † |   |
|            | Reading and Phonics .....                |                                            |   |   |              |   | † | †           | †  |   |              |   |   |             |   |   |              |   |   |   |   |
| VII. ....  | Elocution .....                          |                                            |   |   |              |   |   |             |    |   |              |   |   | †           |   |   |              |   |   |   |   |
|            | English Literature .....                 |                                            |   |   |              |   |   |             |    |   |              |   |   |             |   |   | †            | † |   |   |   |
|            | U. S. History .....                      |                                            |   |   |              |   | † | †           |    |   |              |   |   |             |   |   |              |   |   |   |   |
| VIII. .... | General History .....                    |                                            |   |   |              |   |   |             |    |   |              |   |   |             |   |   | †            | † |   |   |   |
|            | Elementary Physiology .....              |                                            |   |   |              |   |   |             | †  |   |              |   |   |             |   |   |              |   |   |   |   |
|            | Higher Physiology .....                  |                                            |   |   |              |   |   |             |    |   |              |   |   |             |   |   |              |   |   |   | † |
| IX. ....   | Arithmetic .....                         |                                            |   |   |              |   | † | †           | †  |   |              |   |   |             |   |   |              |   |   |   |   |
|            | Astronomy .....                          |                                            |   |   |              |   |   |             |    |   |              |   |   |             |   |   |              |   |   |   | † |
| X. ....    | Grammar .....                            |                                            |   |   |              |   |   |             | †  | † | †            |   |   |             |   |   |              |   |   |   |   |
|            | English Analysis .....                   |                                            |   |   |              |   |   |             |    |   |              |   |   |             |   |   |              | † |   |   |   |
| XI. ....   | Book-Keeping .....                       |                                            |   |   |              |   |   |             |    |   |              |   |   |             |   |   |              |   |   |   | † |
|            | Penmanship .....                         |                                            |   |   |              |   |   |             |    |   |              |   |   |             |   |   |              |   |   |   |   |
| XII. ....  | Drawing .....                            |                                            |   |   |              |   |   |             |    |   |              |   |   |             |   |   |              |   |   |   |   |
|            | Geography .....                          |                                            |   |   |              |   | † | †           |    |   |              |   |   |             |   |   |              |   |   | † |   |
| XIII. .... | Physical Geography .....                 |                                            |   |   |              |   |   |             |    |   |              |   |   |             |   |   |              |   |   |   |   |
|            | Elements of English .....                |                                            |   |   |              |   |   |             | †  |   |              |   |   |             |   |   |              |   |   |   |   |
| XIV. ....  | Vocal Music .....                        | Daily for one year and till excused.       |   |   |              |   |   |             |    |   |              |   |   |             |   |   |              |   |   |   |   |
|            | Calisthenics .....                       | Daily drill and exercises.                 |   |   |              |   |   |             |    |   |              |   |   |             |   |   |              |   |   |   |   |
| XV. ....   | Spelling, Word Analysis, Definit'n       | Daily till perfect in the work.            |   |   |              |   |   |             |    |   |              |   |   |             |   |   |              |   |   |   |   |
| XVI. ....  | Military Instruction and Tactics..       | During the year about one-half hour daily. |   |   |              |   |   |             |    |   |              |   |   |             |   |   |              |   |   |   |   |

“†” indicates the time of study; the “‡” study requires two hours a week; “o” optional study.

Calisthenic Exercises each day during the course. Military Instruction and Practice will be voluntary, and will occupy such times as may be found convenient.

N. B.—Classes in Practical Pedagogics, and in methods of Teaching Reading, Grammar, Arithmetic, Geography, and History, are carried on every year. All pupils are expected to enter these classes as early as during their first year in the Normal course.



PROGRAMME OF RECITATIONS.

| FALL TERM.                                                                                                    |       | FALL TERM.             |                                     | FALL TERM.                          |                 | FALL TERM.                       |                                   | FALL TERM.            |                          | FALL TERM.                     |       | FALL TERM. |       |
|---------------------------------------------------------------------------------------------------------------|-------|------------------------|-------------------------------------|-------------------------------------|-----------------|----------------------------------|-----------------------------------|-----------------------|--------------------------|--------------------------------|-------|------------|-------|
| I.                                                                                                            | II.   | III.                   | IV.                                 | V.                                  | VI.             | VII.                             | VIII.                             | IX.                   | X.                       | XI.                            |       |            |       |
| 1                                                                                                             | ..... | .....                  | .....                               | .....                               | .....           | .....                            | .....                             | .....                 | .....                    | .....                          | ..... | .....      | ..... |
| 2                                                                                                             | ..... | Greek Beg. Virgil..... | Surveying, Algebra C.....           | Nat. Philosophy, B.....             | Reading, A..... | Physiology, A. Anc. History..... | Arithmetic, D. Arithmetic, C..... | Eng. Analysis, C..... | Drawing, Penmanship..... | Grammar, D Grammar, D.....     |       |            |       |
| RECESS, FOLLOWED BY SPELLING, EACH DAY OF THE TERM.                                                           |       |                        |                                     |                                     |                 |                                  |                                   |                       |                          |                                |       |            |       |
| 3                                                                                                             | ..... | .....                  | .....                               | .....                               | .....           | .....                            | .....                             | .....                 | .....                    | .....                          | ..... | .....      | ..... |
| 4                                                                                                             | ..... | .....                  | Prac. Pedagogics Gen. Geometry..... | Experiments Nat. Philosophy, A..... | Reading, B..... | U. S. History, A.....            | Arithmetic, B.....                | Grammar, B.....       | Drawing.....             | Geography, C Geography, B..... |       |            |       |
| LUNCH HOUR, followed by CALISTHENIC EXERCISES, VOCAL MUSIC, MILITARY DRILL, & LECTURES ON METHODS FOR PUPILS. |       |                        |                                     |                                     |                 |                                  |                                   |                       |                          |                                |       |            |       |
| 5                                                                                                             | ..... | .....                  | .....                               | .....                               | .....           | .....                            | .....                             | .....                 | .....                    | .....                          | ..... | .....      | ..... |
| 6                                                                                                             | ..... | .....                  | .....                               | .....                               | .....           | .....                            | .....                             | .....                 | .....                    | .....                          | ..... | .....      | ..... |
| RECESS, FOLLOWED BY SPELLING, EACH DAY OF THE TERM.                                                           |       |                        |                                     |                                     |                 |                                  |                                   |                       |                          |                                |       |            |       |
| 1                                                                                                             | ..... | .....                  | .....                               | .....                               | .....           | .....                            | .....                             | .....                 | .....                    | .....                          | ..... | .....      | ..... |
| 2                                                                                                             | ..... | .....                  | .....                               | .....                               | .....           | .....                            | .....                             | .....                 | .....                    | .....                          | ..... | .....      | ..... |
| RECESS, FOLLOWED BY SPELLING, EACH DAY OF THE TERM.                                                           |       |                        |                                     |                                     |                 |                                  |                                   |                       |                          |                                |       |            |       |
| 3                                                                                                             | ..... | .....                  | .....                               | .....                               | .....           | .....                            | .....                             | .....                 | .....                    | .....                          | ..... | .....      | ..... |
| 4                                                                                                             | ..... | .....                  | .....                               | .....                               | .....           | .....                            | .....                             | .....                 | .....                    | .....                          | ..... | .....      | ..... |
| LUNCH HOUR, followed by CALISTHENIC EXERCISES, VOCAL MUSIC, MILITARY DRILL, & LECTURES ON METHODS FOR PUPILS. |       |                        |                                     |                                     |                 |                                  |                                   |                       |                          |                                |       |            |       |
| 5                                                                                                             | ..... | .....                  | .....                               | .....                               | .....           | .....                            | .....                             | .....                 | .....                    | .....                          | ..... | .....      | ..... |
| 6                                                                                                             | ..... | .....                  | .....                               | .....                               | .....           | .....                            | .....                             | .....                 | .....                    | .....                          | ..... | .....      | ..... |
| RECESS, FOLLOWED BY SPELLING, EACH DAY OF THE TERM.                                                           |       |                        |                                     |                                     |                 |                                  |                                   |                       |                          |                                |       |            |       |
| 1                                                                                                             | ..... | .....                  | .....                               | .....                               | .....           | .....                            | .....                             | .....                 | .....                    | .....                          | ..... | .....      | ..... |
| 2                                                                                                             | ..... | .....                  | .....                               | .....                               | .....           | .....                            | .....                             | .....                 | .....                    | .....                          | ..... | .....      | ..... |
| RECESS, FOLLOWED BY SPELLING, EACH DAY OF THE TERM.                                                           |       |                        |                                     |                                     |                 |                                  |                                   |                       |                          |                                |       |            |       |
| 3                                                                                                             | ..... | .....                  | .....                               | .....                               | .....           | .....                            | .....                             | .....                 | .....                    | .....                          | ..... | .....      | ..... |
| 4                                                                                                             | ..... | .....                  | .....                               | .....                               | .....           | .....                            | .....                             | .....                 | .....                    | .....                          | ..... | .....      | ..... |
| LUNCH HOUR, followed by CALISTHENIC EXERCISES, VOCAL MUSIC, MILITARY DRILL, & LECTURES ON METHODS FOR PUPILS. |       |                        |                                     |                                     |                 |                                  |                                   |                       |                          |                                |       |            |       |
| 5                                                                                                             | ..... | .....                  | .....                               | .....                               | .....           | .....                            | .....                             | .....                 | .....                    | .....                          | ..... | .....      | ..... |
| 6                                                                                                             | ..... | .....                  | .....                               | .....                               | .....           | .....                            | .....                             | .....                 | .....                    | .....                          | ..... | .....      | ..... |
| RECESS, FOLLOWED BY SPELLING, EACH DAY OF THE TERM.                                                           |       |                        |                                     |                                     |                 |                                  |                                   |                       |                          |                                |       |            |       |
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| RECESS, FOLLOWED BY SPELLING, EACH DAY OF THE TERM.                                                           |       |                        |                                     |                                     |                 |                                  |                                   |                       |                          |                                |       |            |       |
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| LUNCH HOUR, followed by CALISTHENIC EXERCISES, VOCAL MUSIC, MILITARY DRILL, & LECTURES ON METHODS FOR PUPILS. |       |                        |                                     |                                     |                 |                                  |                                   |                       |                          |                                |       |            |       |
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- VIII. Arithmetic and Astronomy.
- IX. Grammar, Grammatical Analysis, and Book-Keeping.
- X. Penmanship and Drawing.
- XI. Geography and Elements of English Language.
- XII. Vocal Music and Callisthenics, daily drills.
- XIII. Spelling, Word Analysis, and Definition, daily, till the work is completed.
- XIV. Military Instruction and Tactics, daily drills.

- I. Mental, Moral, and Pedagogical Science, with Rhetoric and Logic.
- II. Natural History, Zoology, Botany, and Geology.
- III. Languages and Literatures.
- IV. Higher Mathematics and Practical Pedagogics.
- V. Physics and Chemistry, Theoretical and Practical.
- VI. Elocution and English Literature.
- VII. Physiology and History.

## SYLLABUS OF DEPARTMENT WORK.

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### I. DEPARTMENT OF RHETORIC, LOGIC, MENTAL AND MORAL SCIENCE, AND PEDAGOGICS.

#### RHETORIC.

Invention, style and discourse, including language, composition, figures of speech, purity, strength, harmony, as in A. S. Hill's Rhetoric. This work is supplemented by essays, themes, and discussions.

#### LOGIC.

Logic in its three branches of conceiving, thinking, and inferring, with their laws, and special attention to methodology in sciences. Logical elements and logical methods, fallacies and how to detect and avoid them. W. S. Jevens' Elements and Principles.

#### CONSTITUTION OF THE UNITED STATES.

The Constitution of the United States, including the history of its formation and interpretation, with a careful analysis of its provisions, paragraph by paragraph, and a consideration of the duties of the several officers who act under it. Townsend's Compendium.

#### MENTAL PHILOSOPHY.

The three grand departments of intellectual activity—thought, emotion and volition—memory, with special attention to its laws of retentiveness and recollection; imagination, constructive and creative—induction and deduction, and intuition. The sensibilities, particularly as motives or springs to action, with the desires and affections; and lastly, the will. All this for the purpose of teaching how to control one's self and govern or influence others. Haven's Mental Philosophy.

#### ETHICS AND CRITICISM.

Ethics, with care concerning the motives of conduct and the formation of habits and character. Criticism so far as to suggest the rules of judgment in literature and arts, and to analyze the works of art in their several branches. Wayland's, and Lectures by the Principal.

#### SCHOOL LAW.

*The School Law of Illinois.*—The funds applied to the support of schools; how they have originated and how they are used; the officers who administer the various parts of the law and their duties; the teachers and their duties and prerogatives. Official Publication and Decisions of State Superintendent.

## THEORETICAL PEDAGOGICS—First Term.

In Theoretical Pedagogics, special education is necessary for a teacher. The knowledge a teacher needs, the methods of acquiring it, and the methods of imparting it; the true order of studies, and the motives to be used in controlling and governing; observations in school room, practical teaching, theses and discussions. Wickersham's Methods.

## THEORETICAL PEDAGOGICS—Second Term.

The Philosophy of Education, and the nature of the child, with the several ranks or grades of school, and the ages at which specific studies should be commenced, and to what they should lead. The hierarchy of schools and of knowledge to be imparted or acquired; observations in school; practical work in school room; theses and discussions; educational biography. Rosenkrantz, and Lectures.

## THEORETICAL PEDAGOGICS—Third Term.

Some of the most eminent men in the teachers' profession, and a history of their work, and of the movement of thought which has made it possible for men to obtain command over themselves and all their powers, and to combine and co-operate with their fellows. Observations in recitations, practical teaching in classes, theses and discussions. Quick's Educational Reform and Lectures.

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## II. DEPARTMENT OF NATURAL HISTORY.

### ZOOLOGY.

*Elementary Zoölogy.*—General idea of animals; principles of their classification in general terms; branches or sub-kingdoms as a whole; study of the more common vertebrates, with the character of the orders; articulates as a branch, the classes and orders, illustrations; mollusca as a branch, the classes and orders, illustrations from land, fresh water and marine mollusks; radiates as a branch, brief study of the classes by examination of some of the best known forms; protozoans as a branch.

*Advanced Zoölogy.*—What is an animal? general idea of the animal kingdom; basis of classification; the five branches, or sub-kingdoms. Vertebrates; classes; mammals, illustrations and analysis in studying the orders, preserving and caring for specimens; birds, groups or orders, illustrations and analysis, taxidermy; reptile illustrations and analysis, preservation of specimens; batrachians, illustrations, etc.; fishes, characters, illustrations, etc.; articulates, classes, insects as a class, the orders, analysis, methods of preservation and care of specimens, injurious and beneficial; arachnida, illustrations; crustaceans, illustrations; worms, orders; mollusca; classes, cephalopoda, gasterapoda, tunicata, brachiopoda, polyzoa, illustrations; radiates; classes, echinodermata, acalephai, polypi; illustrations; protozoans, classes or divisions.



## BOTANY.

*Elementary Botany.*—Parts of plants—roots, stems, leaves and flowers, character of each; how plants grow from the seed; how they continue to grow; duration of plants; study of the root, kinds of roots; study of the stem, kinds of stems; study of leaves, venation, forms, margin, base, apex; inflorescence; forms and kinds of flowers, their parts, nature of the flower; shapes; fruit, simple, aggregated and multiple; seeds, their coats and contents; why plants grow; what they are made for; what they do; how classified; work in analysis the last few weeks of the term.

*Advanced Botany.*—The leaf, parts, venation, forms, margin, base, apex, simple, compound; inflorescence, forms; æstivation; floral organs; floral envelopes, situation, kinds of perianths; essential organs, stamens, their parts, pistils, their parts; analysis of plants with methods of preparation herbarium specimens begun and continued through rest of term; fruit, dehiscent and indehiscent pericarps, kinds of fruits; seed, its coats, contents; germination; growth of phænogamous plants, study of root and stem; cryptogamous plants, their vegetative organs, reproductive organs, vegetable cells; vegetable tissues; structure of woody tissue and leaves; fertilization of phænogams; of cryptogams; plant action, absorption, circulation, transpiration and respiration.

### III. DEPARTMENT OF LANGUAGES AND LITERATURES. LATIN COURSE.

#### LATIN ELEMENTS.

*First Term.*—Division and combination of letters; Roman method of pronunciation; classification of words and their properties; Latin pronouns and their relation to other words; frequent inter-language translations, giving formation and derivation and analysis of English words; written examinations. Harkness or Ahn.

#### LATIN ELEMENTS—Continued.

*Second Term.*—Conjugations of Latin verbs; voices; modes finite and infinite; tenses; characteristics of conjugations; reviews, oral and written; fundamental rules; daily translations from Latin into English, and from English into Latin, parsing and analyzing, giving rules for construction; written examinations. Harkness or Ahn.

#### LATIN READER.

*Third Term.*—Review of all verbs; syntax of sentences; parsing; etymology of words; daily translation of fables and anecdotes; early Roman history; Italian and Roman kings; Rome founded; war of the Sabines; Roman struggles and conquests; Consuls; Punic wars; Roman triumphs; civil dissensions; daily use of grammar with reader; written and oral examinations. Harkness' Grammar and Reader.



## CÆSAR DE BELLO GALLICO.

*First Term.*—Life and character of Cæsar; general description of Gaul; war with the Helvetii; conspiracy and fate of Orgetorix; Cæsar's speech to the Helvetian legate; war with Ariovistus, the leader of the Germans; constant use of grammar and parsing; written examinations. Harper's Text or Bullion.

## CÆSAR DE BELLO GALLICO—Continued.

*Second Term.*—War with the Germans; accounts of early nations; German mode of warfare; final result; war with the Belgæ; bridge over the Rhine and crossing into Germany; review of the grammar with regard to rules for construction; written examinations; Sallust begun. The style of Cæsar. Anthon's or Harper's Text.

## C. SALLUSTII BELLUM CATILINARUM.

*Third Term.*—Account of Sallust; Lucius Catilina; his character, conspiracy, and confederates; time, circumstances and cause of conspiracy; fate of allies and Catiline; views of Cato, Cæsar and others; results upon the Roman government; frequent written translations; daily exercises in grammar, giving rules for construction; written and oral examinations. Style of Sallust. Anton's or Harper's Text.

## P. VIRGILII MARONIS ÆNEIS.

*First Term.*—History of Virgil; hero of the poem; causes of the Trojan war; overthrow of Troy; mythology of the Dei majores and Dei minores; early history of Carthage; accounts of Dardanus, Anchises, Achates, Dido, Priam, Hector, Achilles, and others; journeyings of Æneas and his companions and final arrival in Italy; poetic metre; parsing and syntax of sentences; written examinations. The excellences and defects of Virgil's style, etc. Harper's Text.

## CICERO IN CATILINAM.

*Second Term.*—Outline of life and character of Cicero; birth and character of Catiline; the Catilinian conspiracy; the allies; origin and cause of conspiracy; fate of Catiline and leaders; both literal and liberal translations; daily reference to analytical and sythetical construction of sentences; written examinations. The style of Cicero. Allen & Greenough or Harper's Text.

## TACITUS DE GERMANIA.

*Third Term.*—Life and writings of Tacitus; his style; situation of Germany; manners and customs of the early inhabitants; characteristics of the race; mode of living; description of the country; tribes of German origin; cavalry, infantry, and mode of warfare; free, smooth and polished translation required; written and oral examinations. Tacitus as a historian. Anthon.

## GREEK COURSE.

## GREEK RUDIMENTS.

*First Term.*—Greek characters ; classification of letters into vowels and consonants ; diphthongs ; sounds ; declensions of articles, nouns, adjectives and pronouns ; etymology of words ; short exercises in translation from Greek to English and English to Greek, and parsing ; written examinations. Harkness.

## GREEK RUDIMENTS—Continued.

*Second Term.*—Conjugation of verbs ; active, middle and passive voices, with other properties of verbs ; syllabic and temporal augments ; reduplications ; euphonic changes ; daily translation from Greek into English, and from English into Greek ; frequent reviews ; etymology and parsing ; written examinations. Harkness.

## GREEK RUDIMENTS—Continued.

*Third Term.*—Mute, liquid and contract verbs finished ; verbs in second conjugation ; irregular verbs ; particles, syntax and classification of sentences ; rule for construction ; translating Greek fables, jests, anecdotes, legends, and mythology ; thorough review of grammar ; Anabasis begun ; written and oral examinations. Harkness.

## XENOPHON'S ANABASIS.

*First Term.*—Character of Xenophon ; history of Darius, Artaxerxes and Cyrus ; outline of the Anabasis ; account of the march of the Ten Thousand ; modes of early Grecian warfare ; the Cilician Queen ; arrival in Babylonia ; battle of Cunaxa ; death of Cyrus ; thorough review of Greek grammar, and constant attention to parsing daily ; written examinations. Goodwin's Anabasis and Grammar.

## MEMORABILIA OF SOCRATES.

*Second Term.*—History of Socrates ; charges against him ; his innocence ; his "Daimon" ; Socrates' views of the value of friends and friendship ; apothegms upon the rusticity of conduct ; remedy for the loss of appetite ; dissertation upon the manner of eating and mode of life, etc. ; reference daily to the analysis and synthesis of sentences in accordance with the rules of grammar ; written examinations. Robbins.

## HOMER'S ILIAD.

*Third Term.*—Trojan war ; fall of Troy ; the Greeks ; the Troad ; captive maids ; quarrel between Achilles and Agamemnon ; Grecian mythology ; priests ; greater and lesser gods ; death of Hector ; time, persons and places considered ; style of Homer ; dialectic differences and ancient forms. Anthon or Boise ; Autenrieth's Homeric Dictionary.

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#### IV. DEPARTMENT OF HIGHER MATHEMATICS AND PRACTICAL PEDAGOGICS.

##### ELEMENTARY ALGEBRA.

*First Term, (E).*—Literal notation and its application to addition, subtraction, multiplication, and division of integral and of fractional quantities, and to factors, divisors and multiples; simple equations.

*Second Term, (D).*—Involution and evolution; radicals; radical equations; equations of the second degree.

##### HIGHER ALGEBRA.—*Ficklin.*

*First Term, (C).*—Review and extension of topics of class E; indeterminate equations; inequalities; involution and evolution; theory of exponents.

*Second Term, (B).*—Radical quantities; quadratic equations; discussion of problems; higher equations, simultaneous equations.

*Third Term, (A).*—Proportion; permutations and combinations; binomial theorem; identical equations; series; logarithms; compound interest and annuities; theory of equations.

##### GEOMETRY.—*Loomis.*

*First Term, (B).*—Straight lines and angles; circumferences; triangles; quadrilaterals; general properties of polygons; circles; problems.

*Second Term, (A).*—Lines and planes; solid angles; polyhedrons; spherical polygons; cylinder, cone, and sphere; problems.

##### TRIGONOMETRY.—*Ray.*

*Plane.*—Trigonometrical functions; tables of natural and of logarithmic functions; solution of triangles; actual use of surveyor's transit in making examples in area, height and distance.

*Spherical.*—Solution of spherical triangles for arcs and angles, with special application to measurement of distances and areas on the surface of the earth, and of volumes.

##### SURVEYING.—*Ray.*

Practical work in land surveying, leveling, etc., occupying about two hours a week.

##### GENERAL GEOMETRY.—*Olney.*

Descartes's method of co-ordinates; method of polar co-ordinates; transformation of co-ordinates; investigation of properties of plane loci by means of their equations.

##### CALCULUS.—*Olney.*

*Differential.*—Definitions and notation; differentiation of algebraic, logarithmic, exponential, trigonometrical, and circular functions; suc-

cessive differentiation and differential co-efficients; functions of several variables and partial differentiation; development of functions; evaluation of indeterminate forms; maxima and minima of functions of one variable.

*Integral.*—Definitions and elementary forms; rational fractions; rationalization; integration by parts and by infinite series; successive integration; definite integration and constants of integration.

PRACTICAL PEDAGOGICS.

(*Wickersham's School Economy, Page's Theory and Practice of Teaching, Payne's School Supervision, Kennedy's The School and the Family, Hart's In the School Room.*)

*First Term, (C).* School sites and grounds; school houses, furniture and apparatus; grading schools; studies for different grades; school records; school organization; incentives to study; the recitation; preparation for and manner of conducting the recitation.

Observation of methods in class-room; theses; discussions.

*Second Term, (B).*—Practical school ethics; rewards and punishments; means of preventing and of correcting disorder; school administration; the teacher's motives, qualifications, and duties; advantages and disadvantages of teaching; effect of good schools upon State and Nation; existing educational agencies; the common school; the normal school.

Observation; criticism; theses; discussions.

*Third Term (A).*—School law of Illinois as to appointment, dismissal, examination, licensure, and payment of teachers; summary of school system of the State; the school funds; rights of parties to the school contract; school supervision; examinations; methods for ungraded schools; teaching and training.

Criticism; practice; theses; discussions.

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V. DEPARTMENT OF PHYSICS, CHEMISTRY, AND GEOLOGY.

1 (B). *Natural Philosophy*.—(Fall and Winter Terms).—Matter and its states. Somatology, physical and chemical properties, and changes. Molecular forces; varieties of adhesion. Gravitation—laws of falling bodies, laws of the pendulum, specific gravity. Motion—kinds, laws, projectiles, composition, and revolution. Pneumatics—pressure of the air, Mariotte's laws, barometer, pumps, siphon. Vibrations—kinds, laws; sound, velocity, echo; musical notes and instruments. Optics—velocity, sources of light, mirrors, lenses, laws of reflection and refraction, color, rainbow. Pyromonics—sources of heat, modes of heating, disposition of heat, latent and specific heat. Electricity—magnetism, frictional and galvanic electricity, Leyden jar, electric telegraph, telephone, &c.



The several subjects illustrated with abundant experiments; explanation of apparatus and the principles and facts which each piece is designed to aid in presenting. Practical problems are freely given.

Text Book—Steele's New Physics.

2 (A). *Natural Philosophy*—(Fall and Spring Terms).—The order of topics similar to the work done in the B class, but a more extended explanation and discussion is given; more difficult problems assigned.

Text Book—Avery's.

3 (B). *Chemistry*—(Fall Term). Chemical nomenclature, laws governing chemical combinations. Atomic weights, molecular weights, specific gravity and valency of each element. Stoichiometry; theory of acids, bases and salts; grouping of elements; their discovery, occurrence, preparation, properties, and uses. Applied chemistry, toxicology, &c.

Text Book—Youmans.

4 (A). *Chemistry, Qualitative Analysis*—(Winter Term).—First week, organic chemistry by lectures, followed by description of chemical operations, preparation of reagents, deportment of bodies with reagents, and blow-pipe work according to groups. Analysis of twenty simple substances, determining both acids and bases; five complex substances; specimens of soils and waters.

Text Book—Craft's Qualitative Analysis. Fresenius for reference.

The work in chemistry is chiefly done in the excellent laboratory of the University, where the student is supplied with good Bunsen burners, a full line of reagents, and a suitable stock of chemical compounds, the purpose being to make the student familiar with the different processes of detecting the presence of ordinary substances, and to render him a good manipulator of apparatus.

#### GEOLOGY.

Physiographic geology—general character of the earth's features; system in the earth's features; lithological geology—constitution of the rocks, kinds of rocks; condition, structure and arrangement of rock masses—stratified, unstratified and vein form; position of strata, dislocation, order of arrangement. Review of the animal and vegetable kingdoms. Historical geology; azoic age or time; paleozoic time—lower Silurian, upper Silurian; age of fishes or Devonian age; age of coal plants or carboniferous age; mezozoic time—reptilian age; cenozoic time—mammalian age; age of man. Dynamic geology; life, agency of the atmosphere, agency of water, agency of heat. Illustrations of the subject through the term by cabinet specimens, and by study of the formations of Carbondale and vicinity.

**VI. DEPARTMENT OF ENGLISH LITERATURE, ELOCUTION, READING, VOCAL MUSIC, AND CALISTHENICS.**

ENGLISH LITERATURE.

*First Term* (first half devoted to study of American authors).—Text book, *Shaw's Revised Outlines*; recitation of text; readings from best authors—Edwards, Channing, Adams, Franklin, Irving, Webster, Bryant, Longfellow, Whittier, Lowell, and other American authors; and from Chaucer, Spenser, Shakespeare, Bacon, Jonson, Taylor, and other English authors; essays on authors and works, and criticisms on style; two written examinations.

*Second Term*.—Recitation of text and readings from Milton, Locke, Bunyan, Barrow, Dryden, Pope, Addison, Swift, Johnson, Goldsmith and later writers; special attention to style of each, and to Latinized and idiomatic styles; essays as before; two written examinations.

ELOCUTION.

Text book; Cumnock's Choice Readings; review of elements of utterances with vocal culture; *expression*; agencies of.

1st. *Voice*—quality, force, stress, pitch, quantity, rate, pause.

2nd. *Action*—attitude, facial expression, gesture; exercises in breathing with use of spirometer; organs and muscles of breathing, voice and speech illustrated by casts; sources of power in delivery; methods of instruction, etc.; style of different orators; two written examinations.

READING.

*First Term*.—Orthoëpy; Articulation; thorough drill on elements of speech; system of symbolization; diacritic marks; punctuation and use of dictionary; accent; emphasis; slur; inflection; monotone; pause; management of person; oral reading singly and in concert; exercises in breathing, and cultivation of voice and manner; three written examinations, one oral.

*Second Term*.—Review of orthoëpy; phonetic spelling continued; elements of expression formally considered; management of breath; practice singly and in concert; methods of teaching; alphabetic, phonetic and word methods; teaching exercise by pupils using word method; methods for variety in recitation considered; two written examinations.

VOCAL MUSIC.

Time allowed, *one term*—1st term, four hours per week; other terms, five hours.

*Syllabus*.—Attitude; management of breath; rate; singing; diatonic scale, intervals of; classification of voices; ways of running tones of scale; musical accents and varieties of measure; rhythm; melody; harmony; chromatic scale; *notation*, notes, rests; development of staff, one line

used to indicate pitch of three tones, two lines for five, etc., etc. Added lines, clefs and their use; significance of musical fraction; bars and sight-measure; brace, hold, etc., etc. Keys and signatures. Articulation, vocal culture and mixed expression; *methods of instruction*.

#### CALISTHENICS.

Text book for use of instructors, Watson's Complete Manual. Seat-gymnastics, 1st, 2nd, and 3rd series; chest exercise, 1st, 2nd, 3rd, 4th and 5th series; arm and hand, five series; elbow exercise, five series; shoulder exercise, five series; leg and foot exercise; attitude; marching exercise. All exercises are regulated by the music of a piano.

### VII. DEPARTMENT OF PHYSIOLOGY AND HISTORY.

*U. S. History*, Class (B).—Ridpath. Time, ten weeks.

First month—First week, from commencement of national period to war of 1812; second week, war of 1812; third week, from war of 1812 to election of Harrison; fourth week, Tyler's administration, war with Mexico, Taylor and Fillmore's administration; fifth week, review and examinations.

Second month—First week, Pierce's administration, civil war to 1862; second week, from 1862 to 1864; third week, close of civil war, Johnson's administration; fourth week, Grant's and Hayes' administrations; fifth week, reviews, examinations.

*Physiology*, (B).—Dalton. Time, ten weeks.

First month—First week, lectures of bones, muscles, food, hygienic and dietetic rules; second week, process of digestion; third week, absorption, blood, respiration; fourth week, respiration continued, diseases of lungs and bronchial tubes, hygienic rules; fifth week, reviews and examinations.

Second month—First week, circulation of blood, animal heat, nutrition; second week, nervous system; third week, nervous system continued; fourth week, special senses; fifth week, reviews and examinations.

*Ancient History*.—Thalheimer. Time, fifteen weeks.

First month—Phœnicia; Egypt; Assyria and Persia; smaller Asiatic and African States. Last week of the month devoted to reviews, methods of teaching, or lectures, or all three.

Second month—Greece; the Macedonian and Greek kingdoms and empires succeeding the time of Alexander, together with a history of the learning, philosophy and literature of Greece; usual reviews and lectures on methods of teaching during the last week of the month.

Third month—Rome; reviews; written and oral examinations.

*Modern History*.—Thalheimer. Time, eleven weeks.

First month—Crusades; Mohammedan empires; Greek empire of the East; usual reviews and lectures.



Second month--Age of revolutions; reviews.

N. B. The time is too short to study more than two-thirds of the book, hence selections of subjects for study must be made.

*Physiology, A.*--Text book, Cleland. Time, fifteen weeks.

First month--1. Definitions. Cell theory. Histology of tissues. 2. Histology of tissues continued. Skeleton. Joints. Comparative anatomy. 3. Formation of bone. Mechanics of skeleton. 4. Muscles. Epithelia. 5. Secretion. Epidermal appendages. Alimentation. Two days' review, with "Methods of Teaching Physiology," and "How to Use the Microscope." Monthly written examination, one day.

Second month--1. Alimentary canal. Salivary glands. Lieber Kuhnian and Brunner's glands. Liver. Pancreas. 2. The blood. The heart. Pulse. 3. Capillaries. General and portal circulation. 4. Respiration. The Lungs. Ventilation. Hygienic laws under this head. Absorption. 5. Thyroid body. Thymus gland. Spleen. Kidneys. Suprarenal capsules. Lessons on methods of teaching and written examination.

Third month--1. Nervous system, anatomy, histology, physiology, and hygiene of. 2. Senses. Speech. 3. Hygiene and pathology. 4. Review. 5. Review. Lectures. Written and oral examinations.

N. B. During the short Spring term the reviews and lectures are omitted. Dissection of animals, use of skeletons, models, etc., throughout the term.

*History of United States.* Class (A).--Ridpath. Time, eleven weeks. Spring Term.

First month--1. Red men. Spanish discoveries. French discoveries. English discoveries. 2. Virginia and Massachusetts in colonial times. 3. New York, New Jersey and Pennsylvania in colonial times. 4. Other colonies, and French and Indian war. 5. Reviews. Methods of teaching history. Debates. Lectures.

Second month--1. From the commencement of Washington's administration to that of John Q. Adams. 2. To commencement of civil war. 3. To present time. 4 and 5. Reviews. Methods of teaching illustrated with lectures and examinations written and oral.

*History of United States.* Class (C).--Ridpath. Time, fifteen weeks.

First month--First week--Red men. Icelandic and Norwegian discoveries. Second week--Spanish, French and English discoveries. Third week--colonial history of Virginia and Massachusetts to page 81. Fourth week--colonial history of Massachusetts continued to page 97. Fifth week--reviews and examinations.

Second month--First week--colonial history of Massachusetts and New York. Second week--colonial history of Connecticut, Rhode Island and New Hampshire. Third week--colonial history of New Jersey, Pennsylvania, Maryland, and North Carolina. Fourth week--colonial history of



South Carolina and Georgia. Causes of the French and Indian war. Campaigns of Washington and Braddock. Ruin of Acadia. Fifth week --reviews and examinations.

Third month--First week--French and Indian war from the Autumn of 1756 to close. Second week--causes of Revolutionary war. Beginning and progress of war to 1777. Third week--Revolutionary war from 1777 to 1781. Fourth week--Revolutionary war from 1781 to treaty of Paris. Confederation and Union to the commencement of National period. Fifth week--Reviews. Methods of teaching history illustrated.

### VIII. DEPARTMENT OF ARITHMETIC AND ASTRONOMY.

*Arithmetic, Class (D).*—Fall, Winter and Spring Terms.

Fractions—Definitions; reading and analysis of fractional expressions; discussion of propositions; greatest common divisor; least common multiple; reduction of fractions to lowest terms, to higher terms; improper fractions to whole or mixed numbers; mixed numbers to improper fractions; fractions to common denominator, to least common denominator; addition, subtraction, multiplication and division of fractions; nature of a decimal fraction: reading and writing decimals; reduction of common fractions to decimals, and decimals to common fractions; addition, subtraction, multiplication and division of decimals; solution of text book examples; original examples by members of the class; reasons required for the processes; compound numbers; tables; examples; longitude and time.

*Arithmetic, Class (C).*—Fall, Winter and Spring Terms.

Percentage—Terms and definitions; analysis and formulæ; making and solving original examples; interest--aliquot parts and decimal methods; common, exact, annual, and compound interest; partial payments --United States Rule, merchants' rule; essentials to the validity of every promissory note, and making examples; discount--trade, bank, true; insurance; taxes; averaging accounts; partnership; ratio and proportion.

*Arithmetic, Class (B).*—Fall, Winter and Spring Terms.

Powers and roots; square; cube; number of figures in the square of a number, in the cube of a number; square root; cube root; number of figures in the root of a number; square of a number made up of tens and units; cube of a number made up of tens and units; square root formulæ; cube root formulæ; writing cube root rule from the formulæ; solution of examples; original examples made by the class; metric system; meaning of terms used; tables; reducing metric to common measure and common measure to metric; review principles of fundamental rules; review fractions, explaining carefully all principles; thorough review of percentage, with its applications; ratio and proportion.

*Arithmetic, Class (A).*--Winter and Spring Terms

Methods of mental arithmetic ; advantages and disadvantages of mental arithmetic ; advantages of uniting mental and written arithmetic ; method of conducting black-board exercises ; illustration of the law that a unit of any order is made up of ten units of the next lower order ; composition of the period in numeration, and how the periods are named ; the named order of figures ; use of the numerical frame ; how the black-board and slate can be used instead of it ; importance to primary students of slates ; how to teach the tables, especially the addition and multiplication tables ; method of adding by complement, subtracting by the same ; Grube's method of elementary instruction ; object to be attained in teaching primary arithmetic ; methods in fundamental rules for advanced classes ; G. C. D. three processes ; L. C. M. methods in fractions—inductive, deductive ; compound numbers ; methods in percentage and its applications ; ratio and proportion ; powers ; roots ; metric system.

Text book used in all the above classes, Olney.

*Astronomy.*--Winter Term.

*Early History.*--Ptolemaic and Copernican systems ; Kepler's laws ; law of gravitation ; system of circles--horizon, equinoctial, ecliptic ; solar system--sun, planets, satellites, asteroids, meteors, comets, zodiacal light ; orbits of the planets ; the seasons ; parallax ; time ; refraction ; eclipses ; tides ; study of constellations with night observations ; use of the telescope ; lecture on the origin of the solar system ; lecture on the probabilities and improbabilities of the interplanetary spaces being occupied by an ether ; lecture on the future of the solar system ; a lecture, "Are the planets, other than the earth, inhabited?" Original essays by the class. Text book, Steele.

**IX. DEPARTMENT OF GRAMMAR AND BOOK-KEEPING.**

## 1. GRAMMAR.

Text book, Greene's English Grammar.

*Class (D).*--Uses of capital letters ; parts of speech, their modifications ; declension of nouns and pronouns ; conjugation of verbs ; correction of ungrammatical expressions ; parsing.

*Class (C).*—Review of etymology ; sentences, kinds and forms ; elements, words, phrases, clauses ; illustrating by composition ; analyzing.

*Class (B).*--Rules of syntax ; analysis of sentences ; correction of false syntax by the rules ; peculiar construction ; punctuation ; prosody.

*Class (A).*--Text books, any in reputable use.

Topics discussed--When should scholars begin the study? how much orthography and prosody teach in a grammar class? why teach grammar in public schools? how teach each topic?

*Analysis.*--Text book, Greene's.

Principles of language; paragraphing and composition; powers of words; synonyms; idioms; abridging propositions; skeletons for essays; grammatical, rhetorical, and logical analysis.

## 2. BOOK-KEEPING.

Text book, Bryant & Stratton's High School edition.

*Class (B).*—What constitutes a business transaction; accounts; meaning of business terms; principle of journalization; posting; closing ledger; notes; drafts; bill book; discounting.

*Class (A).*—Partnership; commission; exchange; making business papers; deed, will, invoice, account sales, balance sheet; administrator's books.

## X. DEPARTMENT OF PENMANSHIP AND FREE HAND DRAWING.

1. Elements of letters, with practice; capitals; copy writing; paragraphing. The object is to form a hand-writing at once rapid, legible and compact, and frequent practice is our chief dependence.

2. Free-hand drawing, lines straight, singly, and in combination to make figures; definitions; curves; drawing leaves from nature, objects also; composition by means of elements; work on the black-board; perspective in its elements. Some copying of engraved pictures and heads is allowed, but this is not recommended to be carried to any great extent. The teacher is to be taught this wonderful art mostly to enable him to use the chalk and black-board, not the pencil, to illustrate whatever he may have to present to his class.

## XI. DEPARTMENT OF GEOGRAPHY, AND ELEMENTS OF ENGLISH LANGUAGE.

1. *Geography (A).*—Electric Series, No. 3. Time, fifteen weeks.

First month--1, definitions and how they should be taught; pronunciation of foreign names; map drawing; 2, 3 and 4, North America; 5, reviews and studies in methods of teaching, with illustrations and lectures and examinations.

Second month--1, South America; 2, Europe; 3, Asia; 4 and 5, reviews, methods of teaching, lectures, examinations.

Third month--1, Africa; 2, Australia and Pacific Islands; 3, special study on Illinois; 4 and 5, reviews, lectures examinations.

*Class (B)*, Geography, same work in two terms. *Class (C)* and *(D)*, geography, simple geography without lectures. *Class (C)*, in two terms; and *class (D)*--all young children--in three terms.



2. Geography of the locality ; elementary definitions ; directions and distances ; latitude and longitude ; geography of different countries.

3. The methods will be by map-drawing or construction, by studying river systems and mountain chains, or analysis by marking political divisions, and locating towns, cities, and places of natural or historical interest ; the people, their character, their pursuits, productions of the soil, the climate, and the advantages of the countries. History is connected with localities.

4. The elements of the English language is to lay the foundation of a thorough knowledge of the structure, and to form a habit of correctly using our mother tongue, and it will include something of word-analysis—simple sentences, written and spoken, use of common words, or names of objects, their qualities and activities. Short statement of facts observed, and of things inferred.

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## XII. DEPARTMENT OF PHYSICAL EXERCISES AND VOCAL MUSIC.

This is to give grace and symmetry to the frame, and volume and culture to the voice. Daily exercise in movement of limbs and body are conducted in the main hall of the University. Vocal music is practiced and taught so as to give the student a good knowledge of the art and practice of singing, so that he can conduct the music of a school and inspire the scholars to cultivate and love this refining and ennobling duty of the sweet voice.

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## XIII. DEPARTMENT OF SPELLING, WORD-ANALYSIS, AND DEFINITION.

*Syllabus.* Class (E).—Lessons on objects, names and qualities ; Webster's system of diacritical marks.

Class (D).--Review preceding lessons ; list of words commonly used in connection of the same object ; syllabication ; rules for the spelling ; rules for capitalizing ; giving definitions and making sentences.

Class (C).--Review preceding lessons ; words containing silent letters ; words pronounced alike but differering in meaning ; diphthongs *ei* and *ie* ; definitions and sentences.

Class (B).--Review preceding lessons ; terms in grammar ; terms in arithmetic ; terms in geography ; terms in reading ; terms in natural sciences ; abbreviation of titles ; business terms, etc. ; irregular plurals ; making paragraphs.

Class (A).--Review of rules for spelling and capitalizing ; rules for punctuation ; primitive, derivatives, compounds, with lists of words for illustration and analysis ; dictionary exercises ; making composition.



**XIV. MILITARY INSTRUCTION AND PRACTICE.**

The trustees announce that they have obtained the detail of Brevet Captain Thomas J. Spencer, U. S. A., under an act of Congress, as Instructor of Military Instruction and Practice. The value of some military drill and knowledge to every voter cannot be denied. But the facilities for obtaining anything like a fair practice in such discipline in most of our villages are very small. It has been deemed best to give something of this, and under an able instructor and one familiar with all the details of military science and practice. Our halls and grounds afford opportunities for this work, and we have asked the necessary means of aiding our section of the State to learn in the best way something of the military art. The drill will not interfere with any studies. Indeed, it will rather give physical tone for all mental work in school; and when the student shall have gone from among us, and taken his place in society, it will qualify him to lead in defense of the rights and duties of American citizens, should ever an emergency occur. The following are the details of our plan, so far as it can now be announced:

In connection with the other branches of tuition, this department will aim to qualify graduates for the intelligent discharge of duty in any and all the active arms and administrative corps of the army. To this end, there will be regular stated drills in Infantry, Field Artillery and dismounted Cavalry tactics, and theoretical instruction in mounted service, siege and sea-coast artillery drill, mortar practice, and grand tactics; and lectures on military law and the occasional convening of mock courts-martial will be employed to explain the organization and object of the Bureau of Military Justice.

Aside from fitting students to serve society as leaders when war demands their services, the military drills will be healthful recreation from mental labor; the knowledge acquired will be of great value, if only as general information, and the discipline learned of incalculable benefit applied to any profession or calling after their school days are over. This course of military instructions can be imparted without at all interfering with other studies.

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**PEDAGOGICAL COURSE, THEORETICAL AND PRACTICAL.**


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After careful consideration of the wants of schools in our section of the State, we have decided to adopt the following Course of purely professional, Normal or Pedagogical Study. This we do to bring the University even more completely than heretofore into the line of work which such schools or seminaries originally and technically were designed to perform. It will embrace the science and method of teaching in its applications to all stages of education, in school and out of it; commencing with infancy and the kindergarten, and, going along with the child, the

boy or girl, the youth, the scholar, the collegian, and the professional student, it will describe the eight grades of schools or learning—the Home, the Kindergarten, the Primary, the Intermediate, the Grammar, the High School, the College, and the University, or Technological School. It will be conducted chiefly by Lectures, Examinations, Observations, Experiments, and Criticisms, and will be similar in many respects to what is called Clinics in Medical Schools. The Course will be three-fold, and may extend over three years, though if a student is fully prepared in the several branches of knowledge, and can give his entire time to this, he may complete it in much less; but if he is deficient in many he may enter our Academic classes and bring them up.

We propose to give in this Course just what a teacher needs to know—the Child, the School, the Knowledge, the Teacher--the Methods of gathering, preserving, and communicating—of classifying, generalizing, inferring, and deducing--how to learn and how to impart. This we think teachers need to know, after having acquired science. And added to this will be a history of Education and its Literature, as well as the various Systems of schools in our own and other countries.

We have already had something of this in our Post Graduate year. We now propose to consolidate and enlarge it, and thus give to the one who desires the most thorough preparation possible for the teacher's calling, both in the elementary and higher studies, in fine, opportunity to go over the whole range of Pedagogical Science. Our Library has been selected for that purpose, and already embrace a greater number of books on Pedagogical Science and Practice than any one in the West. It is for general use, and teachers in this section can avail themselves of its advantages with comparatively little cost.

If a student comes to enter on this course he should be able to pass an examination on all the topics required by law for a first grade certificate, and to do this with more thoroughness than is usually demanded. We state more definitely what this examination will be in order to admit one to enter on this course. This is done that the plan may be understood, and that teachers may know how to prepare for it.

#### FOR THE FIRST COURSE.

1. In orthography the test will be one hundred and fifty words selected from a daily newspaper printed in St. Louis or Chicago on the day previous to the examination. These words to be dictated at the rate of five per minute, and to be legibly written, with due regard to the rules for capital letters.

2. In writing, to write and punctuate an advertisement and a paragraph of editorial or of news from the same newspaper, both dictated by the examiner after the candidate has read them aloud.

3. As a test of ability to express thought, a composition will be asked of not less than thirty lines of legal cap, on a topic assigned at the time.

4. In reading, ten minutes from one of the common school books, and an oral statement of the sounds of the letters and the purpose, and effect of pauses, accents and emphasis.

5. In geography, the common definitions of terms, lines, circles, and some general account of countries especially the boundaries of the several States of the Union; mountains, rivers, cities, and railroads. To this should be added a few points of historical interest.

6. In arithmetic, as far as roots, with special attention to the reasons for the fundamental rules and principles of fractions, decimals, percentage, and analysis, and the building of tables.

7. In grammar, etymology and syntax, definitions; etc., and a practical use of correct sentences, including correction of errors.

8. United States history should be known as to settlements, the Revolution, the succession of Presidents, and the wars.

9. If to this could be added a fair practice of Free-Hand Drawing, the preparation would be considered complete. But this last can be learned with us.

#### THE SECOND COURSE.

This will require a preparation equal to that demanded for a State certificate. To show more clearly this work we specify:

1. All the branches named above, and a higher test in composition, say an essay of three hundred words on some school topic assigned by the examiner, to be prepared for the press.

2. Grammatical analysis of sentences and prosody, with the philosophy of the parts of speech and the etymology of words, and an analysis of idioms.

3. Algebra as far as quadratics and binomial theorem and plane geometry.

4. History of the United States with considerable minuteness as to the Revolution and its principles, and the war of 1812, and of our civil war. Also, the history of England in brief as to the period of discoveries and settlements, the revolution of 1688, and the reform bill of 1832.

5. The several branches of natural history, as botany, zoölogy, physiology, with a fair degree of thoroughness. This should include a knowledge of definitions, classifications, and ability to determine species.

6. Natural philosophy and astronomy in their common principles and important applications, and chemistry; so as to be able to explain the phenomena of combinations, and to analyze the salts of common substances; and, in addition, the theory of electricity, heat, and magnetism.

This examination will be a fair test of ability to acquire knowledge and to communicate information, and will prove the student's fitness to enter on and pursue the higher course of reading and lectures.



## THE THIRD COURSE

Will add to its requirements for admission ability to translate Cicero and Virgil with clearness and grace, a knowledge of Latin grammar; and trigonometry, surveying, and logarithms.

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 AN EXTENSION OF SCHOOL WORK.

The student will, while pursuing his work here, go over rhetoric, logic and mental philosophy, with elocution and English literature and history. He will read Barnard, Wickersham, Payne, Quick, Rosenkranz, and other works on pedagogics. There will also be opportunity for chemical work in the laboratory, and for instruction and practice in taxidermy, and preserving and mounting specimens.

We offer this course as our contribution to professional education proper, and are ready to meet the demand for such a beginning of higher normal training. If young men and young women will come prepared to enter upon it, we will do our utmost to supply them with means to acquire the science and skill to make them eminently fit to be teachers and leaders.

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 POST GRADUATE YEAR.

This will embrace a larger course of history, more of mathematics, political economy, criticism, field work in natural history, analytical chemistry, and dissecting and preserving specimens collected. It will also include courses of lectures on the above branches, and on the history and science of education.

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 FACILITIES FOR ILLUSTRATION.

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 MUSEUM AND CABINET.

In the Mansard story a large, well lighted room is set apart as the Museum, and is supplied with elegant centre and wall cases of best design and finish for display of specimens.

The cabinets of minerals and rocks are large, varied and amply sufficient for the practical work of the student. He will find the zoological and botanical cabinets, comprising thousands of specimens from land and sea, an invaluable aid in his studies in natural history.

The Normal respectfully solicits its friends and the friends of education to aid in building up a museum worthy of Southern Illinois.



Specimens of minerals, birds, insects, and other animals, of plants, also Indian relics, such as stone-axes and pipes, disks, spear and arrow heads and pottery, will be thankfully received.

Specimens should be boxed carefully and sent by express, unless too heavy, in which case they may be forwarded as freight.

The full name of the donor should not be omitted.

Already our friends have contributed many and valuable specimens to the Museum, and we embrace this occasion to return to them our sincerest thanks. More than two thousand specimens have been collected and arranged in the Museum, and the additions to the Library comprise nearly fifteen hundred volumes. Old books, pamphlets, maps, etc., curiosities, fossils, plants and fruits, will be gratefully received and carefully preserved.

#### CHEMICAL, PHILOSOPHICAL AND ILLUSTRATIVE APPARATUS.

The University possesses the most complete and expensive set of apparatus in the State south of Chicago, with the sole exception of that of the Industrial University at Champaign.

It can boast of a good physical and chemical apparatus, including a newly purchased Spectroscope, a Holtz's Induction Electrical Machine, a Compound Microscope, an Air Pump, with its usual necessary attachments; also an Oxy-calcium Sciopticon, with views of scientific subjects. The Chemical Department is supplied with a working laboratory with a full set of reagents, where students are given practice in qualitative analysis of salts, waters, oils, etc.

The Astronomical Department has a telescope of sufficient power to show the rings of Saturn, a Celestial Indicator to illustrate the various phenomena of the heavens, and other apparatus pertaining to Astronomy:

The Mathematical Department has a fine surveyor's transit which the classes in trigonometry and surveying are required to use constantly.

#### LIBRARY AND WORKS OF REFERENCE.

The University has a complete list of works of reference, Cyclopedias, Biographical and Pronouncing Dictionaries, Gazeteers, Atlases, etc., which are placed in the study hall, so that students may at any time consult them.

The Library proper occupies a spacious room in the third story and is well furnished. The library contains about 5,790 carefully selected volumes, including a professional library for teachers.

#### BOOK-KEEPING AND DRAWING.

Students are thoroughly drilled in all practical book-keeping, so that they may be competent to give instruction in this useful branch of education.

Free-hand drawing, an art now considered indispensable to the professional teacher, is taught with a view of rendering it most highly practical to the student.

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## CONDITIONS OF ADMISSION.

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To be entitled to admission to the Normal Department a lady must be sixteen years of age, and a gentleman seventeen. They must be of good moral character, and a certificate to this effect will be required; this may be from the county judge, or superintendent, or any known clergyman. To enjoy the privilege of free tuition, they must sign a certificate promising to teach in the schools of Illinois three years, or, at least, as long as they have received gratuitous instruction. They are to pass an examination either before the county superintendent, or examiners, or before the faculty of the university, such as would entitle them to a second grade certificate, and they must agree to obey all reasonable requirements, as to order, promptness, cleanliness, and genteel behavior.

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## SUGGESTIONS.

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We do most earnestly and affectionately recommend to all our students, and to those who may be in charge of them, or who have influence over them in any way, by advice or authority, that they fix as a rule never to leave the institution before the end of the term, and, if possible, that they complete a full year. Fragments of an education are indeed of much worth, just as the fragments of a diamond are valuable. But how much more profitable are they when united. Do not be absent from the school for a day. The regular calisthenic exercises will give you health for consecutive study, and by habitual application you will acquire facility for labor, and you will accomplish more than you would have believed.

We certainly shall not grant diplomas to those who are absent often, and who do not finish every examination, both written and oral. One of the values of a course of study is that it represents years of honest, punctual labor.

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## LITERARY SOCIETIES.

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The students have organized two literary societies for the purposes of mutual improvement; they are THE ZETETIC SOCIETY, and the

**SOCRATIC SOCIETY.** They meet every Friday evening. These afford one of the best means of culture, discipline and instruction in the practical conduct of business. They have commenced the foundations to libraries, and deserve the countenance and patronage of all students and their friends.

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## LECTURES ON MORALS AND VIRTUE.

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At their last annual meeting the Trustees ordered that a course of lectures on morals and virtue be established under the direction of the principal and faculty. These lectures will be on Sunday afternoons in the Normal hall, and will be given by the different members of the faculty. The students will be expected to attend as a part of the regular instruction of the University.

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## LOCATION, ETC.

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Carbondale is a city of 2,500 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 dissipations, 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 surroundings of the locality. The Illinois Central, the Carbondale & Grand Tower, and the Carbondale & Shawneetown railroads afford ample facilities for convenient access.

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## EXPENSES.

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To those who sign the above named certificate, tuition is gratuitous; but the law of the State requires that there shall be a fee charged for incidentals, at present not exceeding \$3.00 per term of fifteen weeks, and \$2.00 for term of ten weeks. Tuition in Normal Department, \$9.00 and \$6.00; Preparatory Department, \$6.00 and \$4.00.

Board can be had in good families in Carbondale, at rates varying from \$2.50 to \$5.00 per week, and by renting rooms and self-boardings, or by organizing clubs, the cost may be reduced to \$1.50 per week. Books are sold by the bookstores at reasonable rates.

## CALENDAR FOR 1880-81.

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Fall Term begins Monday, September 6— ends Friday, December 17  
—Fifteen weeks—1880.

Holiday recess begins December 18, and ends January 3, 1881.

Winter Term begins Monday, January 3, 1881—Ten weeks.

Winter Term ends March 11, 1881.

Spring Term begins March 14, 1881—Eleven weeks.

Examination for the year begins May 23, 1881.

Annual Commencement, May 26, 1881.

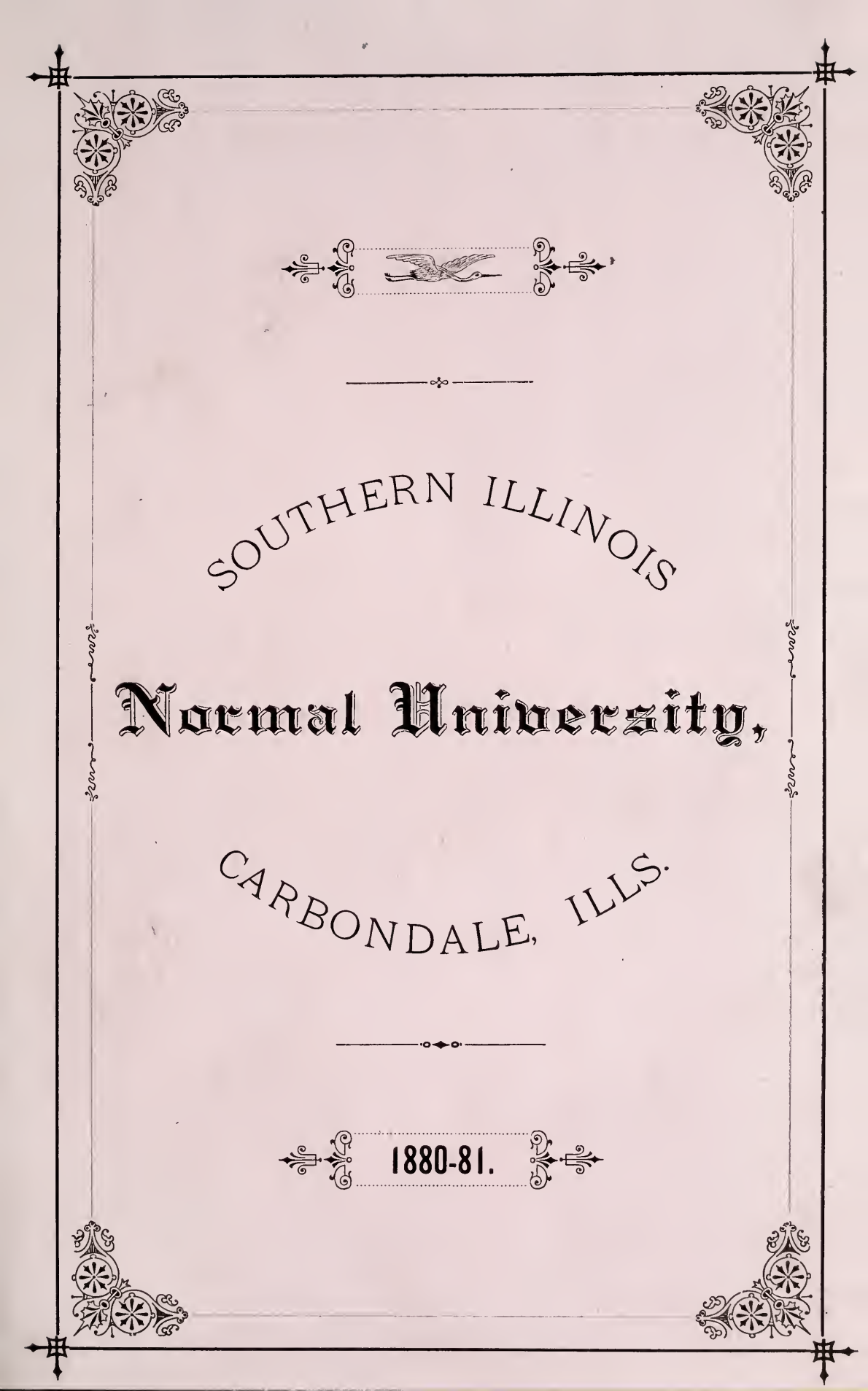
Special Session for Teachers begins August 4th, 1880, and continues  
five weeks.









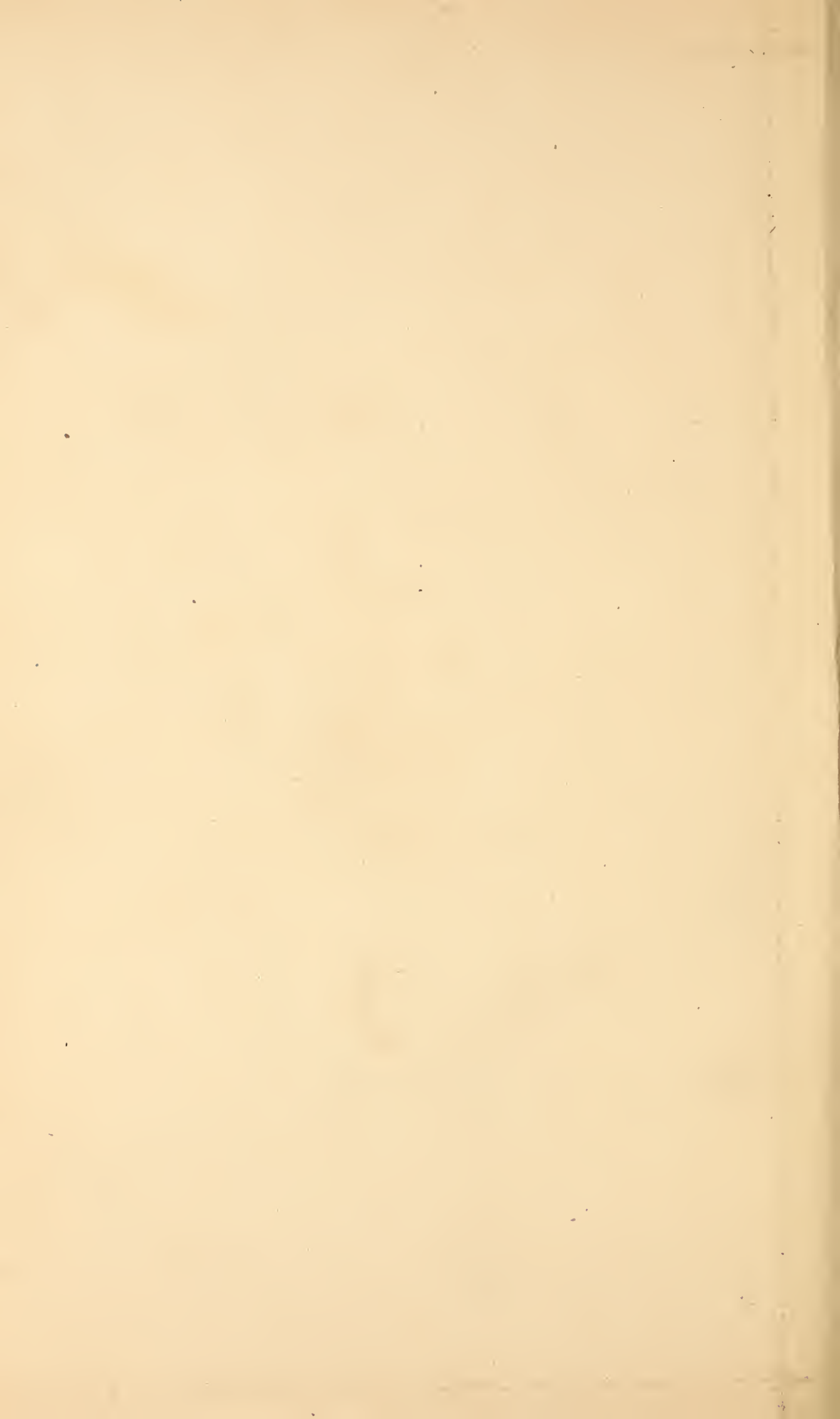


SOUTHERN ILLINOIS

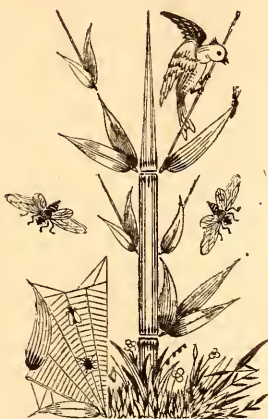
Normal University,

CARBONDALE, ILLS.

1880-81.



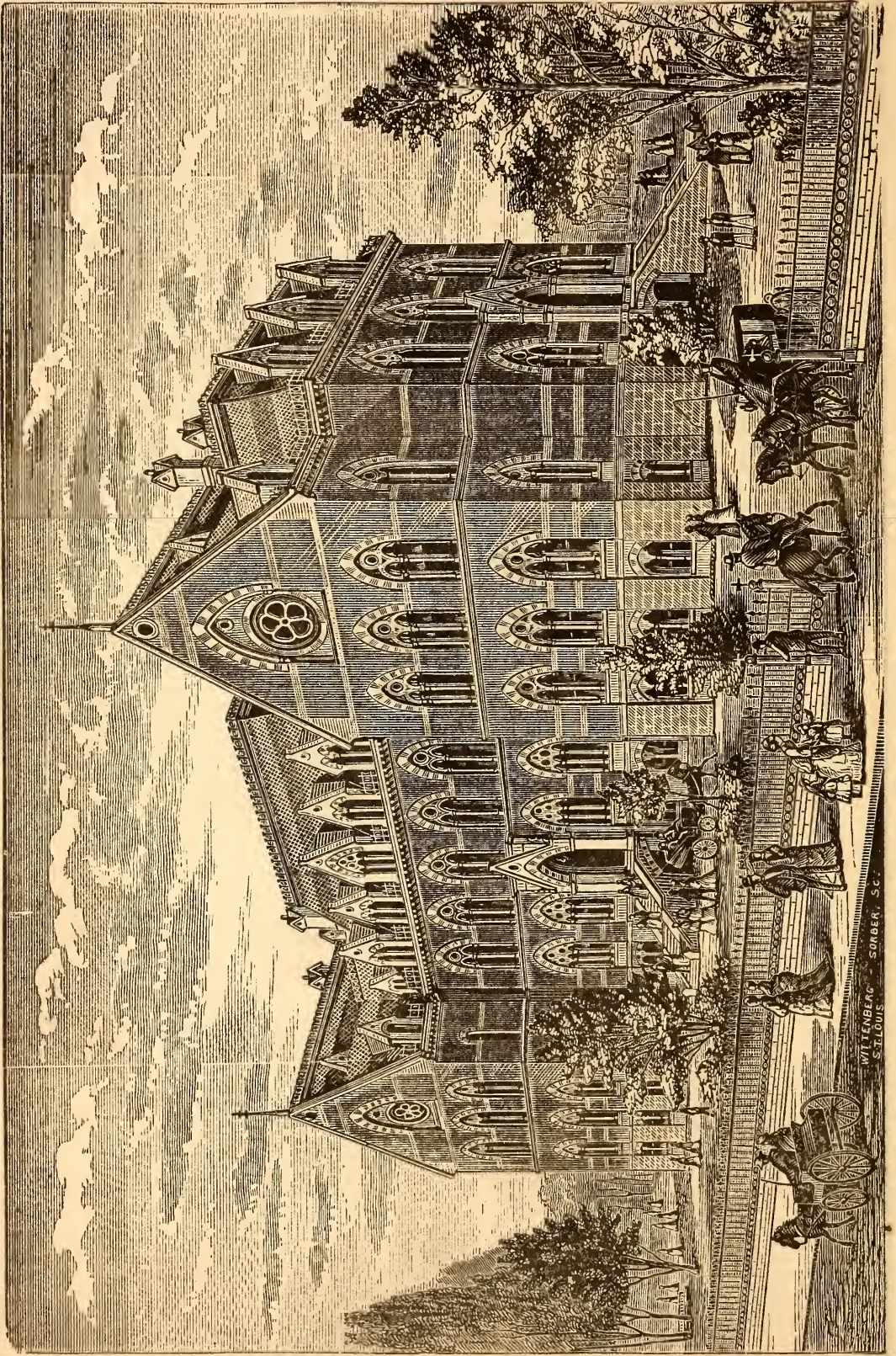




1880-81.









SEVENTH  
ANNUAL CATALOGUE  
—OF THE—  
SOUTHERN ILLINOIS  
NORMAL UNIVERSITY,

CARBONDALE, JACKSON COUNTY, ILLS.

1880-81.

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*Incorporated by Act of the Legislature, approved April 20, 1869. Corner-stone  
laid May 17, 1870. Building completed June 30, 1874. Dedicated  
July 1, 1874. Open for admission of Students July 2, 1874.*

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CHAMPAIGN, ILL.  
GAZETTE STEAM PRINT.  
1881.

## Charter Trustees.

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DANIEL HURD, Cairo.

ELI BOYER, Olney.

ELIHU J. PALMER, Carbondale.

THOMAS M. HARRIS, Shelbyville.

SAMUEL E. FLANNIGAN, Benton.

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## Building Commissioners.

---

JOHN WOOD, Cairo.

R. H. STURGISS, Vandalia.

ELIHU J. PALMER, Carbondale.

NATHAN BISHOP, Marion

HIRAM WALKER, Jonesboro.

F. M. MALONE, Pana.

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## Trustees.

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HON. T. S. RIDGWAY, Shawneetown.

JAMES ROBARTS, M. D., Carbondale.

EDWIN S. RUSSELL, Esq., Mount Carmel.

JACOB W. WILKIN, Esq., Marshall.

SAMUEL M. INGLIS, Esq., Greenville.

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## Officers of the Board.

---

HON. THOS. S. RIDGWAY,

*President.*

JAMES ROBARTS, M. D., Carbondale,

*Secretary.*

JOHN S BRIDGES,

*Treasurer.*

CHARLES W. JEROME,

*Registrar.*

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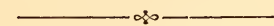
JAMES ROBARTS, M. D.,

- - - -

*Auditing Committee.*



# FACULTY.



ROBERT ALLYN,

*Principal and Teacher of Mental Science, Ethics, and Pedagogics.*

CYRUS THOMAS—EMERITUS,

*Teacher of Natural History.*

CHARLES W. JEROME,

*Teacher of Languages and Literature.*

JOHN HULL,

*Teacher of Higher Mathematics and Practical Pedagogics.*

DANIEL B. PARKINSON,

*Teacher of Natural Philosophy and Chemistry; Lecturer on Applied Chemistry.*

JAMES H. BROWNLEE,

*Teacher of Literature, Elocution, Vocal Music, and Calisthenics.*

GRANVILLE F. FOSTER,

*Teacher of Physiology and History; and Librarian.*

ALDEN C. HILLMAN,

*Teacher of Astronomy, Arithmetic, and Elementary Methods.*

MARTHA BUCK,

*Teacher of Grammar, Etymology, and Book-Keeping.*

GEORGE H. FRENCH,

*Teacher of Natural History; and Curator.*

ESSIE C. FINLEY,

*Teacher of Geography and Elements of Language.*

JENNIE CANDEE,

*Teacher of Penmanship and Drawing.*

1st Lieut. HUGH T. REED, 1st Infantry U. S. A.,

*Professor of Military Science and Tactics.*

## PUPIL TEACHERS.

---

THOMAS BROWN,  
HENRY W. KARRAKER,  
MARY I. BUCKLEY,  
JOHN WILLIAM LORENZ,  
DANIEL R. MILLER,  
MARY D. NIXON,  
ALICE M. BUCKLEY,  
OSCAR S. MARSHALL,

THOMAS S. MARSHALL,  
CHARLES H. BURTON,  
MARY A. SOWERS,  
WILLIAM F. HUGHES,  
LYDIA E. SNYDER,  
EMMA C. PRIMM,  
WEZETTE ATKINS,  
MARY H. VAUGHN.

# GRADUATES.

## CLASS OF 1876.

| NAME.             | RESIDENCE.    | OCCUPATION.     |
|-------------------|---------------|-----------------|
| John N. Brown,    | Walshville,   | Taught 5 years. |
| Beverly Caldwell, | Hickman, Ky., | Taught 5 years. |
| John C. Hawthorn, | Randolph Co., |                 |
| George C. Ross,   | Ewing,        | Taught 4 years. |
| Mary Wright,      | Cobden,       | Taught 3 years. |

## 1877.

|                                             |              |                 |
|---------------------------------------------|--------------|-----------------|
| Belle D. A. Barnes }<br>(Mrs. Dr. Green.) } | Bloomington, |                 |
| Arista Burton,                              | Carbondale,  | Taught 3 years. |
| James H. England,                           | Anna,        | Taught 4 years. |
| William H. Warder,                          | Jonesboro,   | Taught 3 years. |

## 1878.

|                      |                  |                          |
|----------------------|------------------|--------------------------|
| Delia Caldwell,      | Murphysboro,     | Taught 3 years.          |
| Alva C. Courtney,    | Whitehall,       | Taught 3 years.          |
| Charles E. Evans,    | Carbondale,      | Taught 2 years.          |
| James A. Hanna,      | Saltillo, Tenn., | Taught 3 years.          |
| Orcelia B. Hillman,  | Carbondale,      | Taught 3 years.          |
| Sarah E. Jackson,    | DuQuoin,         |                          |
| George Kennedy, Jr., | Murphysboro,     | Merchant, taught 1 year. |
| John T. McAnally,    | Elizabethtown,   | Taught 3 years.          |
| Mary C. McAnally,    | Frankfort,       | Taught 3 years.          |
| Edward R. Pierce,    | Alton,           | Taught 2 years.          |
| Richmond Plant,      | St. Louis, Mo.,  | Lawyer.                  |
| Edward H. Robinson,  | Lawrenceville,   | Physician.               |
| David G. Thompson,   | Golconda,        | Taught 3 years.          |

## 1879.

|                      |                |                 |
|----------------------|----------------|-----------------|
| Andrew C. Burnett,   | La Marre, Mo., | Merchant.       |
| George H. C. Farmer, | Nashville,     | Taught 2 years. |
| Ida M. McCreery,     | Frankfort,     | Taught 2 years. |
| Lyman T. Phillips,   | Nashville,     | Taught 2 years. |

## 1880.

|                     |             |                |
|---------------------|-------------|----------------|
| Lauren L. Bruck,    | Salem,      | Taught 1 year. |
| Joseph Gray,        | Vienna,     | Taught 1 year. |
| Louis Heitman,      | Bremen,     | Taught 1 year. |
| Charles E. Hull,    | Salem,      | Merchant.      |
| Henry A. Kimmel,    | Calhoun,    | Taught 1 year. |
| Wallace E. Mann,    | Ashley,     | Taught 1 year. |
| Albert B. Ogle,     | Belleville, | Student.       |
| Frank P. Rentchler, | Belleville, | Student.       |
| Lizzie M. Sheppard, | Carbondale, | Taught 1 year. |
| Gertrude A. Warder, | Carbondale, | Taught 1 year. |

## 1881.

|                      |             |
|----------------------|-------------|
| Charles H. Burton,   | Carbondale, |
| William F. Hughes,   | Carbondale, |
| Henry W. Karraker,   | Dongola,    |
| John William Lorenz, | Highland,   |
| Oscar S. Marshall,   | Salem,      |
| Thomas S. Marshall,  | Salem,      |
| Mary A. Sowers,      | Jonesboro,  |
| Edward J. Ward,      | Tamaroa,    |

## POST GRADUATES.

|                                 |                            |
|---------------------------------|----------------------------|
| Charles E. Evans, Dixon, Tenn., | Mary C. McAnnally, Ullin,  |
| Orcelia B. Hillman, Carbondale. | Gertrude A. Warder, Cairo, |

# NAMES OF STUDENTS.

## Normal Department.

### SENIORS.

| NAME.                        | RESIDENCE.      |
|------------------------------|-----------------|
| Wezette Atkins, . . . . .    | Carbondale.     |
| Thomas Brown, *              | St. Louis, Mo.  |
| Charles H. Burton, . . . . . | Carbondale.     |
| William F. Hughes,*          | Jackson county. |
| Henry W. Karraker, *         | Dongola,        |
| John Wm. Lorenz,*            | Highland.       |
| Oscar S. Marshall, *         | Salem.          |
| Thomas S. Marshall,*         | Salem.          |
| Mary A. Sowers. . . . .      | Jonesboro.      |
| Edward I. Ward, . . . . .    | Tamaroa.        |

### REGULAR.

|                               |                |
|-------------------------------|----------------|
| Fannie A. Aikman, . . . . .   | Marion.        |
| Lou Blair, . . . . .          | Sparta.        |
| Lewis W. Bowker, *            | Metropolis.    |
| Frank L. Boyd, . . . . .      | Elkville.      |
| Lovie Boyd, . . . . .         | Carbondale.    |
| Mary A. Brown, . . . . .      | Pinckneyville. |
| Maggie Bryden, . . . . .      | Carbondale.    |
| Alice M. Buckley, . . . . .   | Marion.        |
| William F. Bundy, . . . . .   | Centralia.     |
| Annie L. Burkett, . . . . .   | Carbondale.    |
| Christopher C. Cawthon,*      | South America. |
| Frank Clements,*              | Carbondale.    |
| Nannie E. Creed, . . . . .    | Walnut Hill.   |
| Alice A. Donovan, . . . . .   | Carbondale.    |
| Mary B. Duff, . . . . .       | Carbondale.    |
| James O. Duncan, . . . . .    | Vandalia.      |
| Walter J. Ennisson, . . . . . | Carbondale.    |
| Claude B. Evans, . . . . .    | Carbondale.    |
| Corrinne S. Evans, . . . . .  | Carbondale.    |
| James A. Fike, . . . . .      | Centralia.     |
| Adella B. Goodall, . . . . .  | Marion.        |
| Lottie J. Harding, . . . . .  | Murphysboro.   |
| Della Hardy, . . . . .        | Murphysboro.   |
| Mary B. Hassinger, . . . . .  | Troy.          |
| Cicero R. Hawkins,*           | Carbondale.    |
| Celia Hayes, . . . . .        | Cairo.         |

\* Cadet.



| NAME.                       | RESIDENCE.     |
|-----------------------------|----------------|
| Philetus E. Hileman,.....   | Mill Creek.    |
| Lillie M. Houts,.....       | Carbondale.    |
| Gertrude Hull,.....         | Carbondale.    |
| William A. Jackson,.....    | DuQuoin.       |
| Belle Kimmell,.....         | Elkville.      |
| Alice Krysher,.....         | Carbondale.    |
| Ben. J. Laughlin,.....      | Tamaroa.       |
| Mary L. Lawrence,.....      | Carbondale.    |
| John W. Lightfoot,*.....    | Carbondale.    |
| Richard T. Lightfoot,*..... | Carbondale.    |
| John McGehee,.....          | Shawneetown.   |
| Albert E. Mead,*.....       | Anna.          |
| Edward Merrick,.....        | Okawville.     |
| Daniel R. Miller,*.....     | Vandalia.      |
| Jeannie B. Morrison,.....   | Odin.          |
| Robert W. Nairn,.....       | Marissa.       |
| Della A. Nave,.....         | Carbondale.    |
| Mary D. Nixon,.....         | Marissa.       |
| Arthur E. Parkinson,.....   | Highland.      |
| Emma C. Primm,.....         | Pinckneyville. |
| Eva C. Primm,.....          | Pinckneyville. |
| George H. Rendleman,.....   | Lick Creek.    |
| Carrie L. Ridenhower,.....  | Vienna.        |
| Mary A. Roberts,.....       | Carbondale.    |
| J. Grafton Smith,*.....     | Vandalia.      |
| Lydia E. Snyder,.....       | Farina.        |
| Hal. A. Stewart,*.....      | Albion.        |
| Eva S. Tuthill,.....        | Chicago.       |
| Lulu VanWinkle,.....        | DuQuoin.       |
| Mary H. Vaughn,.....        | Belleville.    |
| Anna C. Wheeler,.....       | Edwardsville.  |
| Cora Williams.....          | Carbondale.    |
| G. William Williams,*.....  | Carbondale.    |
| John W. Wood,*.....         | Mount Vernon.  |

IRREGULAR.

|                          |                 |
|--------------------------|-----------------|
| Albert G. Abney,*.....   | Galatia.        |
| John J. Anderson,.....   | Alto Pass.      |
| William B. Bain,*.....   | Vienna.         |
| Lydia A. Balcom,.....    | Jackson county. |
| Lon M. Barker,*.....     | Red Bud.        |
| Carrie B. Blair,.....    | Sparta.         |
| James Blake,.....        | Caseyville.     |
| Ella J. Brewster.....    | Jackson county. |
| James W. Brown,*.....    | Blairville.     |
| Robert J. Brown,*.....   | Edgewood.       |
| Helen Bryden,.....       | Carbondale.     |
| Marcus L. Burnett,*..... | Vienna.         |

| NAME.                       | RESIDENCE.        |
|-----------------------------|-------------------|
| Mattie A. Carter,.....      | Ashley.           |
| Anderson P. Clark,*.....    | Spring Garden.    |
| Andrew J. Clark,*.....      | Spring Garden.    |
| Wilson Cook,*.....          | Harrisburg.       |
| Arthur E. Crisler,.....     | Chester.          |
| Charles N. Davenport,*..... | Salem.            |
| Minnie E. Davis,.....       | De Soto.          |
| Ellen S. Donovan,.....      | Carbondale.       |
| Ada L. Dunaway,.....        | Carbondale.       |
| Sallie A. Duncan,.....      | Lake Creek.       |
| William J. Eddy,*.....      | Lakewood.         |
| Morven R. Fakes,.....       | Jackson county.   |
| Allen Fike,.....            | Centralia.        |
| Joseph S. B. Gill,.....     | Murphysboro.      |
| Nettie F. Gilmore,.....     | Edgewood.         |
| Harmon L. Graff,*.....      | Ava.              |
| Ella Greer,.....            | Equality.         |
| Charles C. Grizzel,*.....   | Ava.              |
| Fannie L. Grove,.....       | Carbondale.       |
| Thomas W. Hall,*.....       | Gallatia.         |
| John B. Harnsberger,*.....  | Alhambra.         |
| Belle Hawkins,.....         | Mount Vernon.     |
| Albert Helbig,*.....        | Okawville.        |
| Donie Holmes,.....          | Nashville.        |
| Henry Jennings,*.....       | Cobden.           |
| Maggie D. Jennings,.....    | Centralia.        |
| Marshall D. Jennings,*..... | Centralia.        |
| Will W. Jermame,.....       | Carbondale.       |
| Daniel L. Kimmell,*.....    | Elkville.         |
| Eliza C. Kimmell,.....      | Cobden.           |
| Ella Krysher,.....          | Carbondale.       |
| Edward S. Lacey,*.....      | Woodlawn.         |
| Bartlett P. Lee,*.....      | Harrisburg.       |
| Richard McHale,*.....       | Collins' Station. |
| Harry Merryman,*.....       | Paris.            |
| Augusta C. Miller,.....     | Jonesboro.        |
| Jesse E. Miller,*.....      | Elco.             |
| Flora F. Morford,.....      | Ullin.            |
| John Murphy,*.....          | Tilden.           |
| Nora Pease,.....            | Jackson county.   |
| Hester E. Perry,.....       | Jackson county.   |
| Anna B. Pyeatt,.....        | DuQuoin.          |
| Josie M. Randall,.....      | Murphysboro.      |
| William M. Rapp,*.....      | Carbondale.       |
| John J. Rendleman,.....     | Makanda.          |
| Ellis Roane,*.....          | Opdyke.           |
| John H. Sabert,*.....       | New Minden.       |
| Della E. Shelphan,.....     | DuBois            |

| NAME.                | RESIDENCE.   |
|----------------------|--------------|
| Thomas F. Slack,*    | Vienna       |
| Daniel B. Stroh,     | Poplar Ridge |
| James B. Suit,       | Buncombe     |
| Alice Telford,       | Salem        |
| Maud Thomas,         | Carbondale   |
| Nora Thomas,         | Carbondale   |
| Edwin C. Toothaker,* | Sparta       |
| Mary B. Walker,      | Carbondale   |
| Maria J. Watson,     | Raccoon      |
| Pitner W. Watson,    | Raccoon      |
| Ann J. Wright,       | Mason        |
| Maggie D. Wright,    | Mason        |
| Alexander L. Wylie,* | Marissa      |

SPECIAL.

|                      |                |
|----------------------|----------------|
| Sarah A. Allen,      | Fitzgerrell    |
| Thomas J. Cahill,    | Red Bud        |
| Andrew S. Caldwell,  | Sedalia, Mo    |
| Cora Carpenter,      | Mount Vernon   |
| Dollie Carpenter,    | Mount Vernon   |
| Jennie E. Clay,      | Cobden         |
| Martelia M. Delaney, | Irvington.     |
| Herman G. Easterly,  | Jackson county |
| Daniel B. Fager,     | Grand Tower    |
| Philip Fager,        | DeSoto         |
| Nellie B. Fearnside, | Villa Ridge    |
| Libbie P. Hay,       | Centralia      |
| William C. Hunter,   | Rockwood       |
| William L. Keown,    | Jackson county |
| Joseph G. Lawrence,  | Seymour        |
| Nannie Lingle,       | Jonesboro      |
| Alice M. Lipe,       | DuQuoin        |
| Gussie McCoy,        | Effingham      |
| John Marten,         | Grand Tower    |
| Thomas H. Miller,    | Ramsey         |
| Della A. Nave,       | Cobden         |
| Fredericka Payne,    | Cobden         |
| Alfred Pease,        | Jackson county |
| James M. Russell,    | Bankston       |

PREPARATORY DEPARTMENT.

|                        |                |
|------------------------|----------------|
| Charles H. Alexander,* | Williamson Co  |
| Mattie O. Alexander,   | Williamson Co  |
| Mattie Allen,          | Carbondale     |
| Robert M. Allen,*      | Carbondale     |
| Wilson C. Baird,*      | Jackson county |
| Addie E. Balcom,       | Jackson county |

| NAME.                       | RESIDENCE.      |
|-----------------------------|-----------------|
| Lulu H. Bartholomew, .....  | Jackson county  |
| William J. Beale, .....     | Hecker          |
| James N. Benson,* .....     | Vienna          |
| Lizzie V. Benson, .....     | Vienna          |
| Alvis M. Berry,* .....      | Equality        |
| Henry P. Bischoff, .....    | Pinckneyville   |
| Elmer E. Blair, .....       | Cutler          |
| Emma R. Blair, .....        | Cutler          |
| John Blair,* .....          | Sparta          |
| John K. Blair, .....        | Cutler          |
| John F. Bogan,* .....       | Mount Vernon    |
| Joseph D. Bogy, .....       | Sparta          |
| Mamie E. Bridges, .....     | Carbondale      |
| Edward Brown,* .....        | Carbondale      |
| Jesse H. Brown,* .....      | Dongola         |
| Owen P. Brown,* .....       | Buncombe        |
| William S. Brown,* .....    | Rockwood        |
| James C. Brush,* .....      | Carbondale      |
| Jane P. Burkey, .....       | Murphysboro     |
| Annie L. Campbell, .....    | Farina          |
| Carrie Campbell, .....      | Carbondale      |
| Harmon M. Campbell,* .....  | Carbondale      |
| Kate Cantrell, .....        | Benton.         |
| Alice E. Carey, .....       | Grayville       |
| McDaniel Carroll,* .....    | Spring Garden   |
| John M. Carson, .....       | Oakdale         |
| Robert S. Carson, .....     | Oakdale         |
| George E. Carter,* .....    | Risdon          |
| Sallie J. Carter, .....     | Carterville     |
| Mary E. Cauble, .....       | Alto Pass       |
| George T. Chandler, .....   | Carbondale      |
| Daniel L. Chapman, .....    | Vienna          |
| Henry G. Clark, .....       | Osage           |
| Annie Cline, .....          | Rochester, Minn |
| Augustus L. Cline,* .....   | Rochester, Minn |
| Leighton W. Cline,* .....   | Litchfield      |
| Edward B. Cox,* .....       | Carbondale      |
| Lettie E. Crandall, .....   | Carbondale      |
| Matthias W. Creed, .....    | Walnut Hill     |
| Mary H. Cunningham, .....   | Pinckneyville   |
| Oliver E. Cunningham, ..... | Pinckneyville   |
| Charles W. Curtis, .....    | Cairo           |
| Riley M. Damron, .....      | Makanda         |
| Jennie Darough, .....       | Pinckneyville   |
| Charles A. Davis, .....     | Anna            |
| Herbert C. Davis, .....     | DeSoto          |
| Nellie B. Davis, .....      | Carbondale      |
| Phebe A. Davis, .....       | DeSoto          |



| NAME.                            | RESIDENCE.     |
|----------------------------------|----------------|
| Ella M. Delaney, . . . . .       | Steele's Mills |
| Lillie E. Delaney, . . . . .     | Steele's Mills |
| Maggie J. Dennison, . . . . .    | Carbondale     |
| Martin Dennison, . . . . .       | Carbondale     |
| Harriet A. Dollins, . . . . .    | Jackson county |
| Huldah E. Dollins, . . . . .     | Jackson county |
| Hattie Easterly, . . . . .       | Jackson county |
| Henry Easterly,* . . . . .       | Jackson county |
| Mattie Easterly, . . . . .       | Jackson county |
| Anna Edmunds, . . . . .          | Jackson county |
| George R. Enniston, . . . . .    | Carbondale     |
| Mary J. Enniston . . . . .       | Carbondale     |
| James M. Etherton,* . . . . .    | Jackson county |
| Frank J. Etherton,* . . . . .    | Jackson county |
| Edward S. Fakes, . . . . .       | Jackson county |
| Louis F. Feurer, . . . . .       | New Athens     |
| Martin H. Feurer,* . . . . .     | New Athens     |
| John H. Fisher,* . . . . .       | Mascoutah      |
| Pleasant M. Fligor, . . . . .    | Carbondale     |
| John W. V. Fly,* . . . . .       | Makanda        |
| William E. Fringer,* . . . . .   | Tower Hill     |
| Minnie J. Fryar, . . . . .       | Carbondale     |
| Samuel P. Gardner, . . . . .     | Pulaski        |
| Americus Gasaway . . . . .       | Gallatia       |
| Walter J. Glenn,* . . . . .      | Rockwood       |
| Willie Goldman,* . . . . .       | Carbondale     |
| Frances J. Goodman, . . . . .    | Jonesboro      |
| Ferdinand Gordon,* . . . . .     | Sparta         |
| Frank A. Greene,* . . . . .      | Carbondale     |
| Julia Greer, . . . . .           | Equality       |
| Samuel M. Guyler, . . . . .      | Jamestown      |
| William J. Hagler, . . . . .     | Pomona         |
| Cora H. Hamilton, . . . . .      | Carbondale     |
| William E. Harreld, . . . . .    | Alto Pass      |
| George A. Harvey,* . . . . .     | Belleville     |
| Elma S. Hawkins, . . . . .       | Carbondale     |
| Maria Hawkins, . . . . .         | Mount Vernon   |
| John Hayton,* . . . . .          | Jackson county |
| Richard Helbig,* . . . . .       | Okawville      |
| John Herbert,* . . . . .         | Murphysboro    |
| Emma M. Hewitt, . . . . .        | Carbondale     |
| Willie S. Hewitt,* . . . . .     | Carbondale     |
| John T. Hickman, . . . . .       | Jamestown      |
| William H. Hightower,* . . . . . | Jackson county |
| Robert B. Hiller,* . . . . .     | Makanda        |
| Sylvester A. Hiller,* . . . . .  | Makanda        |
| Allen B. Hinchcliff,* . . . . .  | Jackson county |
| Isabelle Holland, . . . . .      | Carbondale     |

| NAME.                   | RESIDENCE.      |
|-------------------------|-----------------|
| William T. Hollenbeck,* | Walnut Prairie  |
| Katy Hord,              | Murphysboro     |
| Edwin S. Houts,*        | Carbondale      |
| John G. Hughes,*        | Jackson county  |
| Mary E. Hughes,         | Jackson county  |
| Mary C. Hudson,         | Tamoroa         |
| Henry Hunter,*          | Campbell Hill   |
| John F. Hunter,*        | Rockwood        |
| Arthur G. Jackson,*     | Vienna          |
| Cora Jackson,           | Vienna          |
| James H. Jenkins,*      | Murphysboro     |
| Charles E. Jennings,*   | Centralia       |
| William S. Jennings,*   | Centralia       |
| Sallie B. Jermame,      | Carbondale      |
| Charles M. Jerome,*     | Carbondale      |
| Ada Johnson,            | Jackson county  |
| Alice Johnson,          | Jackson county  |
| Scott Johnson,          | Jackson county  |
| Leonard T. Kennedy,*    | Murphysboro     |
| Lizzie W. Kennedy,      | Murphysboro     |
| William D. Kennedy,     | Tamoroa         |
| Edward M. Keown,*       | Jackson county  |
| John W. Kerr,*          | Makanda         |
| Samuel A. Kerr,*        | Makanda         |
| Edward E. Kimmell,*     | Elkville        |
| LeRoy Knott,*           | Cobden          |
| Charles C. Kruse,*      | Red Bud         |
| Cora Krysher,           | Carbondale      |
| Ora Krysher,            | Carbondale      |
| Charles G. Lacey,*      | Woodlawn        |
| Jacob Lambert,*         | Pinckneyville   |
| Claudia E. Leib,        | Jackson County  |
| Silas A. Lentz,         | Ullin           |
| Carrie I. Loomis,       | Makanda         |
| Mary A. Loomis,         | Makanda         |
| Maud L. Loomis,         | Makanda         |
| Walter S. Loomis,       | Makanda         |
| Seburn E. Loyd,*        | Spring Garden   |
| Royal Lee,              | Richland County |
| Eldorado Martin,*       | Palley's Mills  |
| Mary E. Mathews,        | Tilden          |
| Eliza Maxey,            | Carbondale      |
| John C. Maxey,          | Carbondale      |
| Ella M. McAnally,       | Carbondale      |
| Fannie D. McAnally,     | Carbondale      |
| William R. McFerron,*   | Lenzburg        |
| Frank M. McGlasson,     | Osage           |
| Newton J. McGlasson,    | Osage           |

| NAME.                         | RESIDENCE.     |
|-------------------------------|----------------|
| Laura McKernen, .....         | Carbondale     |
| Joseph F. Merrick,* .....     | Okawville      |
| May E. Miller .....           | Du Bois        |
| Orlando P. Moore,* .....      | Elkhorn        |
| Charles M. Morgan,* .....     | De Soto        |
| Anna Murphy, .....            | Tilden         |
| Henry Neunlist,* .....        | Addieville     |
| Samuel C. Neunlist,* .....    | Addieville     |
| Annie Parks, .....            | Du Quoin       |
| Edgar B. Parsons,* .....      | Murphysboro.   |
| Anna L. Pease, .....          | Jackson county |
| Elmer N. Peavler,* .....      | Spring Garden  |
| Allen Penrod,* .....          | Makanda        |
| Celia M. Perry, .....         | Jackson County |
| Clement J. Perry,* .....      | Jackson County |
| Louis F. Phillips,* .....     | Ramsey         |
| Randall E. Poindexter,* ..... | Thompsonville  |
| Mamie L. Powell, .....        | Lake Creek     |
| John A. Preston,* .....       | Baldwin        |
| William R. Preston, .....     | Baldwin        |
| Anna A. Rapp, .....           | Carbondale     |
| William B. Reeves, .....      | Jackson County |
| William Rich,* .....          | Cobden         |
| Ada M. Ridenhour, .....       | Vienna         |
| Rob Roy Ridenhour,* .....     | Vienna         |
| Charles H. Ripley,* .....     | Belleville     |
| Lucy E. Rockwell, .....       | Dudleyville    |
| K. David Root,* .....         | Walnut Hill    |
| George W. Rush, .....         | Mound City     |
| Anna M. Schmerker, .....      | Villa Ridge    |
| George Schwartz,* .....       | Elkville       |
| Fred. W. Schreiber,* .....    | Red Bud        |
| Luther T. Scott,* .....       | Carbondale     |
| August F. Seibert,* .....     | Belleville     |
| Ida A. Sheerer, .....         | New Burnside   |
| James C. Sheerer,* .....      | New Burnside   |
| Henry Sinn,* .....            | Darmstadt      |
| August Strassinger,* .....    | Fayetteville   |
| Mary Sykes, .....             | Carbondale     |
| Minnie A. Tait, .....         | Carbondale     |
| Abe C. Thompson,* .....       | Percy          |
| John A. Thompson, .....       | Ava            |
| William C. Thompson,* .....   | St. John       |
| Jacob M. Tindall,* .....      | Rockwood       |
| Adeline Toney, .....          | Murphysboro    |
| Ettie C. Treese, .....        | Anna           |
| Edward P. Trobaugh,* .....    | Jackson County |
| John B. Tscharner,* .....     | Okawville      |

| NAME.                          | RESIDENCE.      |
|--------------------------------|-----------------|
| Kate Turlay,.....              | Centralia       |
| Lizzie Unruh,.....             | Grand Tower     |
| James E. Valentine,*.....      | Cutler          |
| John Varnell,*.....            | Mount Vernon    |
| Annie Walker,.....             | Carbondale      |
| Lora A. Walker,.....           | Carbondale      |
| Hannah Waller,.....            | Murphysboro     |
| Mattie J. Walrab,.....         | Walrab Mills    |
| Tom E. Webber,*.....           | Gallatia        |
| Thomas J. Welch,*.....         | Murphysboro     |
| Mary E. White,.....            | Richview        |
| McClellan Wiggins,*.....       | Lick Creek      |
| Frank Wilbanks,*.....          | Mount Vernon    |
| Frank Willard,*.....           | Anna            |
| Albert G. Williams,.....       | Campbell Hill   |
| Albert H. Williams,.....       | Dongola         |
| Denard Williams,*.....         | Carbondale      |
| John Williamson,.....          | Lincoln         |
| Mary C. Williamson,.....       | Lincoln         |
| Frankie Winne,.....            | Carbondale      |
| Mollie Wykes,.....             | Carbondale      |
| Willie T. Wykes,*.....         | Carbondale      |
| May E. Yocum,.....             | Carbondale      |
| Lewis A. Young,.....           | Whittenburg, Mo |
| Dougherty V. Youngblood,*..... | Benton          |
| Sarah L. Youngblood,.....      | Prosperity      |

## SUMMARY OF STUDENTS.

|                                      |    |     |
|--------------------------------------|----|-----|
| Normal Department—Seniors, - - - - - | 10 |     |
| Regular, - - - - -                   | 59 |     |
| Special, - - - - -                   | 24 |     |
| Irregular, - - - - -                 | 73 |     |
| Post Graduate, - - - - -             | 4  | 170 |
| Preparatory Department, - - - - -    |    | 224 |
|                                      |    | —   |
| Separate Students, - - - - -         |    | 394 |

## SUMMARY BY TERMS.

|                                    |     |
|------------------------------------|-----|
| Special Session, - - - - -         | 38  |
| Nineteenth Term—Fall, - - - - -    | 254 |
| Twentieth “ —Winter, - - - - -     | 251 |
| Twenty-first, “ —Spring, - - - - - | 226 |
|                                    | —   |
| Total, - - - - -                   | 769 |



## HISTORY.

An act of the General Assembly of the State of Illinois, approved April 29th, 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 a location, erect a building, and employ teachers for the school. The Governor appointed Captain Daniel Hurd, of Cairo; Gen'l Eli Boyer, of Olney; Col. Thomas M. Harris, of Shelbyville; Rev. Elihu J. Palmer, of Belleville, and Samuel E. Flannigan, Esq., of Benton.

After advertising in the newspapers and stimulating competition among the towns and cities in the central part of Southern Illinois, these trustees agreed on Carbondale as the place, and the site was fixed on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central Railroad. The contract of the building was let to James M. Campbell, Esq., who assumed the responsibility of completing it for the sum of \$225,000, to be obtained as follows: \$75,000 from the State, and the balance from the City of Carbondale and the County of Jackson.

The corner-stone was laid with the ordinary ceremonies, by the Grand Master of the Masonic fraternity of the State, on the 27th day of May, 1870, and the work was rapidly pushed forward. In the spring of the next year Mr. Campbell was killed on the building, and the work was interrupted. The Legislature then assumed the contract, and appointed commissioners to complete the building. These were continued, and finished their work so that the building was dedicated, a faculty of instruction was inaugurated, and the school begun July 1st, 1874.

The building is of brick, in the Norman style of architecture, with trimmings of sandstone, in two colors. It is 215 feet in extreme length, and 109 in extreme width. It has a basement story 14 feet in the clear; two stories, one 18 feet, the other 22 feet and a Mansard story 21 feet. The basement is devoted to the heating apparatus and laboratory and dissecting rooms, exercises in unpleasant weather, and residence for the janitor, &c. The Mansard is for lecture hall, library, museum, art gallery, and rooms for literary societies. The other two stories are for study and recitation. The total cost was about \$265,000.

The steam heating apparatus, constructed under an act of the General Assembly in 1878, leaves nothing to be desired for comfortable warmth and proper ventilation.

During the time between May, 1870, and July 1st, 1874, modifications in the law had been made, and the Governor had appointed a new board of trustees: James Robarts, M. D., of Carbondale; Hon. Thomas S. Ridgway, of Shawneetown; Edwin S. Russell, Esq., of Mt. Carmel; Lewis M. Phillips, Esq., of Nashville, and Jacob W. Wilkin, Esq., of Marshall. These trustees elected Rev. R. Allyn, D. D., at

that time President of McKendree College, Principal, and as his associates the persons whose names appear in their proper places.

The work of instruction in the new building began July 2, 1874, at which time a Normal Institute, was opened, with fifty-three pupils. On the 6th day of September, 1874, the regular sessions of the Normal University were commenced. The school is graded and has two departments—a Normal Department, with two courses of study occupying four years and three years respectively; a Preparatory Normal, two years; making in all a full course of six years.

As a part of the history of the school, it should be said that there has been a substantial increase in the numbers of the students in the higher classes according to seasons each year, and almost at each session. Causes have produced some fluctuation, but less than the stringency of the times and fluctuations of business during the years of its history, might have led us to anticipate. The numbers for each session are here appended, viz: First Special Session, 53; First Term, 141; Second Term, 185; Third Term, 283; Second Special Session, 27; Fourth Term, 226; Fifth Term, 215; Sixth Term, 256; Seventh Term, 191; Eighth Term, 181; Ninth Term, 263; Third Special Session, 21; Tenth Term, 230; Eleventh Term, 263; Twelfth Term, 256; Fourth Special Session, 23; Thirteenth Term, 260; Fourteenth Term, 294; Fifteenth Term, 289; Sixteenth Term, 268; Seventeenth Term, 259; Eighteenth Term, 223; Fifth Special Session, 37; Nineteenth Term, 254; Twentieth Term, 251; Twenty-first Term, 226. Total of separate students, 1,501.

A record kept very carefully shows that 794 of these students have taught schools since their study with us; and hundreds of letters received by us testify that a large portion of these students have taught excellent schools. It would be strange indeed if, among so many, some of whom were with us for very limited periods, and who, of course, could derive but little benefit from our methods of instruction and discipline, did not fail, or at least should do no better work than those who have not been in attendance here. Notwithstanding the competition of teachers for places, it is not uncommon for directors to apply to us for teachers whom we have educated, and whom we can recommend, and such find little difficulty in obtaining schools at from five to ten dollars more a month than others. We have no hesitation in saying that any good and diligent student who will study faithfully a year in our University can be assured of a school without paying a per cent for brokerage. Many such facts are revealing this other fact, that those who attend Normal Schools do stand better chances of obtaining situations as teachers than others, and are esteemed more highly by the intelligent friends of education; and in fact do teach better schools than they would have taught without our instructions, and not unfrequently much better than those who have not been with us. We shall always be glad to correspond with directors or boards of education who desire live teachers inspired to do the best work.

## GENERAL INFORMATION.

The object of the University is to do a part of the work of education undertaken by the State. This is provided for in the two departments before named—Preparatory and Normal. Each of these has a specific work, and pursues its appropriate method. One design of the Preparatory School is to be an example of what a school for primary scholars should be, and to afford to those preparing themselves to teach, a place where they may observe the best methods in operation, and where, at suitable times, they may practice in the calling of a teacher, under the eye of one well instructed and largely experienced in the work. This practice work and observation is receiving each year more attention with us, and is one of our most valuable advantages.

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 duty of a teacher. It aims to give, in addition to instruction, opportunities of observation and trial to every one passing through the course, so that he shall not be an entire novice in his calling when he enters the school room. With this idea in mind, every branch prescribed to be taught in the common 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 not shunned as though one gained something by slurring over them. So much of each branch as we pursue, we endeavor to impress upon the heart, and incorporate its methods into the whole frame of the character. Great attention is therefore bestowed upon the earlier parts of the course, such as spelling and pronunciation, reading and defining, writing, drawing, vocal music, and calisthenics. 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 course of study is planned to give information, to assist in self-control and discipline, and to promote culture and refinement. It is arranged in the order which ages have found most profitable and philosophical; and all experience has shown that the first qualifications of a teacher are knowledge and personal discipline. The study of methods or practice will go for little till the scientific education has been obtained. The earlier studies are elementary, and the latter ones calculated for stimulating thought when it is growing to maturity and needs discipline in proper directions. It is most emphatically urged on all students that they make their arrangements to pursue each study in its order, to make thorough work of each, and not to over-burden the mind, and body too, by a larger number of studies than they can carry. Four studies a day should be the extreme limit, and even then one should be a review of a branch quite familiar.



Few things can be impressed upon the mind to more profit than rules like the following, and we earnestly request school officers, directors and county superintendents to aid us, and the friends of sound symmetrical education to reiterate the maxims: Be thoroughly grounded in the elements of knowledge;—particularly, spelling with readiness and correctness; adding and multiplying numbers in all possible combinations, with electric speed and infallible accuracy; writing with dispatch and neatness, a good hand easily read; drawing any simple figure; and singing. These things well learned in theory, and wrought into practical habits, not only open the door to all fields of knowledge and art, but they do go a long way toward making the highest attainments in scholarship and the sweetest grace in all manners and behavior. This Normal University insists on them as both necessary and easily gained.

This is not a reform school nor penitentiary, and persons attending should be both able and willing to govern themselves. Those who are not thus qualified by desire and determination will be advised and required to return home.

Our rules of government are few in number and very general in their application. They are embraced in the Golden Rule:

**“Do To Others As You Would They Should Do To You.”**

It is expected, of course, that they include—

1. Neatness of person and of dress.
2. Purity of words and of behavior.
3. Cleanliness of desks, books, and rooms.
4. Genteel bearing to teachers and fellow-students.
5. Punctuality every day and promptness in every duty, not to the minute only, but to the second.
6. Respect for all the rights of others in all things.
7. Earnest devotion to work.
8. Quietness in all movements.
9. By all means be in school on the first day and remain till the last of every term.
10. Obedience to the laws of love and duty.

If the spirit of these things can be infused into the soul and wrought into the habits, each student will for himself grow in goodness and truth, and for the State he will be a power and blessing.

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## A FEW WORDS OF SUGGESTION

TO THOSE WHO DESIGN TO ATTEND OUR SCHOOL.

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1. Understand how many of our studies you have mastered thoroughly, and come ready to be examined on them. Do not forget that one who is to teach should be more thorough than one who is intending to be merely a scholar.

2. Do not take the higher studies till you have passed the lower in our classes, or by our examination. Elementary work always pays better in the end than any other. Finish this first; do not be discouraged because your elementary studies have not been thoroughly done; you can remedy all such deficiencies. Quite too many want to begin with the higher studies. Take an examination in the lower ones and find



exactly how you stand in them and then advance as rapidly as you please.

3. Always bring recommendations from the county superintendent or county judge, or some clergyman or justice of the peace.

4. Come determined to work every day, and to omit no duty; to give up every pleasure for the time, and to do nothing but school duties, and to do these without fail at their proper times. Give up Dancing Schools, as most demoralizing to scholarly habits; and all dancing parties, as leading to dissipation and often quarrelsomeness, as well as vice and worthlessness.

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### TO OUR FRIENDS.

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We trust county superintendents will advise any who contemplate devoting themselves for a time, at least, to the work of teaching, to enter some of our departments—the Pedagogical or other—and to thus associate themselves with the hundreds who have been with us, and are heartily engaged in elevating the calling of the teacher. It would be well to advise only such to attend as have an honest character and fair health, and good abilities to communicate knowledge. Any one who simply wants to teach because of the lighter and more agreeable labor, and better pay, should be discouraged. But when one desires to be worthy, both in knowledge and character, to discharge the high duties of a teacher, and who needs more science and better discipline, let him come and profit.

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### COURSE OF STUDY.

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The course of study, we repeat, has been arranged with two purposes in view—1, to give a strictly Normal course of training to fit teachers for public schools, and 2, to give examples of methods of teaching. It therefore goes over the whole curriculum of school studies, and gives especial attention to those branches which require the use of the observing and preceptive faculties, without neglecting those which demand the use of the imagination and reason. Practical attention is devoted to physics, chemistry, natural history, surveying, and language, and the student is not only taught to know but to do the work of the branches which he pursues. He is also required to give instruction in all that he learns, so that when he begins his life-work, either of teaching or laboring in a secular employment, he may not be wholly inexperienced in the very beginning of his career.

It is arranged into departments as below, and is embodied in the accompanying schedules and tables of studies and hours of recitations. Special attention is called to these, and students are earnestly advised to begin with the lower and proceed to the higher. There is a natural order of succession of studies, and ages have proved that this cannot be inverted without harm. We ask all to study the syllabus of each department and mark its plan.

## COURSE OF STUDY—Normal Department.

| STUDIES.                             | First Year.         |   |   | Second Year. |   |   | Third Year. |   |   | Fourth Year. |    |    |
|--------------------------------------|---------------------|---|---|--------------|---|---|-------------|---|---|--------------|----|----|
|                                      | 1                   | 2 | 3 | 4            | 5 | 6 | 7           | 8 | 9 | 10           | 11 | 12 |
| Rhetoric .....                       |                     |   |   |              |   |   | †           |   |   |              |    |    |
| Logic .....                          |                     |   |   |              |   |   |             | † |   |              |    |    |
| Constitution U. S. and Ethics .....  |                     |   |   |              |   |   |             |   | † |              |    |    |
| Mental Philosophy .....              |                     |   |   |              |   |   |             |   |   | †            |    |    |
| Theo. Pedagogics and Teaching .....  |                     |   |   |              |   |   |             |   |   | †            | †  | †  |
| Botany .....                         |                     |   | † |              |   |   |             |   |   |              |    |    |
| Zoology .....                        |                     |   |   |              | † |   |             |   |   |              |    |    |
| Latin, two years.....                | †                   | † | † | †            | † | † | †           |   |   |              |    |    |
| Greek, two years. . . . .            |                     |   |   | †            | † | † | †           | † | † |              |    |    |
| Practical Pedagogics & Sch Law ..... | †                   | † | † |              |   |   |             |   |   |              |    |    |
| Algebra.....                         |                     |   |   | †            | † | † |             |   |   |              |    |    |
| Geometry .....                       |                     |   |   |              |   |   | †           | † |   |              |    |    |
| Trigonometry and Surveying.....      |                     |   |   |              |   |   |             |   | † | †            |    |    |
| Natural Philosophy .....             |                     |   |   | †            |   |   |             |   |   |              |    |    |
| Chemistry .....                      |                     |   |   |              |   |   |             |   |   | †            | †  |    |
| Geology. ....                        |                     |   |   |              |   |   |             |   |   |              |    | †  |
| Reading and Phonics.....             |                     | † |   |              |   |   |             |   |   |              |    |    |
| Elecution .....                      |                     |   |   |              |   |   |             |   |   |              |    | †  |
| English Literature.....              |                     |   |   |              |   |   |             | † | † |              |    |    |
| History .....                        |                     | † |   |              |   |   |             |   |   | †            |    |    |
| Physiology.....                      |                     |   |   |              | † |   | †           |   |   |              |    |    |
| Arithmetic .....                     | †                   |   |   |              |   |   |             |   |   |              |    |    |
| Astronomy .....                      |                     |   |   |              |   |   |             |   |   |              | †  |    |
| English Grammar & Analysis ....      |                     |   | † |              | † |   | †           |   |   |              |    |    |
| Book-Keeping .....                   |                     |   |   |              |   |   |             |   |   |              | †  |    |
| Penmanship .....                     |                     | † |   |              |   |   |             |   |   |              |    |    |
| Drawing.....                         |                     |   | † | †            |   |   |             |   |   |              |    |    |
| Geography .. .....                   | †                   |   |   |              |   |   |             |   |   |              |    | †  |
| Vocal Music .....                    | †                   |   |   |              |   |   |             |   |   |              |    |    |
| Calisthenics.....                    |                     |   |   |              |   |   |             |   |   |              |    |    |
| Spelling.....                        | Daily till excused. |   |   |              |   |   |             |   |   |              |    |    |
| Military Instruction and Tactics.    |                     |   |   |              |   |   |             |   |   |              |    |    |

“†” indicates the time of study; the “‡” study requires two hours a week.

Calisthenic Exercises each day during the course. Military Instruction and Practice will be voluntary, and will occupy such times as may be found convenient.

N. B.—Classes in Practical Pedagogics, and in methods of Teaching Reading, Grammar, Arithmetic, Geography, and History, are carried on every year. All pupils are expected to enter these classes as early as during their first year in the Normal course.

The last eight weeks of the Spring Term will be conducted as a Normal Institute for such as desire to review for school work and examinations.

# PROGRAMME OF RECITATIONS.

|                                                                                                                 | I.                 | II.       | III.                     | IV.                | V.               | VI.              | VII.              | VIII.        | IX.     | X.         | XI.         |
|-----------------------------------------------------------------------------------------------------------------|--------------------|-----------|--------------------------|--------------------|------------------|------------------|-------------------|--------------|---------|------------|-------------|
| 1                                                                                                               | .....              | .....     | Greek Rudiments.....     | Gen. Geometry..... | .....            | Reading A.....   | Physiology A..... | Arithmetic D | E. Anal | Drawing..  | Geog'y by B |
| 2                                                                                                               | .....              | .....     | Latin Elements A.....    | Algebra C.....     | Nat Philosophy B | .....            | Gen. History.     | Arithmetic C | Gram D  | Penm'ship  | Geog'phy C  |
| RECESS, FOLLOWED BY SPELLING, EACH DAY OF THE TERM.                                                             |                    |           |                          |                    |                  |                  |                   |              |         |            |             |
| 3                                                                                                               | Ment Philosophy    | .....     | Anabasis & Grk Gram..... | Prac Pedagogics C  | Nat Philosophy A | Reading B.....   | German A.....     | .....        | Gram C  | Drawing..  | .....       |
| 4                                                                                                               | Theo. Pedagogics   | Zoology B | Cesar & Lat Gram.....    | Surveying.....     | Nat Philosophy A | .....            | U.S. History A    | Arithmetic B | Gram B  | Penm'ship  | Geog'phy C  |
| LUNCH HOUR, FOLLOWED BY CALISTHETIC EXERCISES, VOCAL MUSIC, MILITARY DRILL, AND LECTURES ON METHODS FOR PUPILS. |                    |           |                          |                    |                  |                  |                   |              |         |            |             |
| 5                                                                                                               | Rhetoric .....     | .....     | Virgil.....              | Geometry B.....    | Chemistry B..... | Elocution.....   | U.S. History B    | Arithmetic A | Gram B  | Drawing..  | Geog'phy B  |
| 6                                                                                                               | .....              | .....     | Latin Elements B.....    | Algebra B.....     | .....            | Vocal Music..... | .....             | .....        | .....   | Penm'ship  | Geog'phy A  |
| 1                                                                                                               | .....              | .....     | Greek Reader & Gram      | Dif Calculus.....  | { Book-Keeping } | Eng. Literature  | German A.....     | Arithmetic C | Gram D  | Drawing..  | .....       |
| 2                                                                                                               | .....              | .....     | Latin Reader & Gram A    | Algebra B.....     | { Book-Keeping } | .....            | U.S. History A    | Arithmetic B | Gram C  | Penm'ship  | Geog'phy C  |
| RECESS, FOLLOWED BY SPELLING EACH DAY OF THE TERM.                                                              |                    |           |                          |                    |                  |                  |                   |              |         |            |             |
| 3                                                                                                               | Theo Pedagogics    | .....     | Memorabilia of Socra's   | Prac. Pedagogics B | .....            | Reading A.....   | U.S. History B    | Astronomy..  | W Anal  | .....      | .....       |
| 4                                                                                                               | .....              | .....     | Cesar and Sallust.....   | Algebra B.....     | .....            | Reading B.....   | .....             | Arithmetic A | .....   | Drawing..  | Geog'phy B  |
| LUNCH HOUR, FOLLOWED BY CALISTHETIC EXERCISES, VOCAL MUSIC, MILITARY DRILL, AND LECTURES ON METHODS FOR PUPILS  |                    |           |                          |                    |                  |                  |                   |              |         |            |             |
| 5                                                                                                               | .....              | .....     | Cicero.....              | Geometry A.....    | { Chemistry }    | Elocution.....   | Physiology B      | Arithmetic D | Gram B  | Drawing..  | Geog'phy B  |
| 6                                                                                                               | .....              | .....     | Latin Reader & Gram B    | Algebra D.....     | { Chemistry }    | Vocal Music..... | .....             | .....        | Gram C  | Penm'ship  | Geog'phy A  |
| 1                                                                                                               | .....              | Botany A  | Anabasis & Grk Gram..    | Int. Calculus..... | { Book-Keeping } | Eng. Literature  | Physiology B      | Arithmetic B | Gram D  | Drawing .. | Geog'phy B  |
| 2                                                                                                               | .....              | Botany B  | Latin Reader & Gram A    | Algebra A.....     | { Book-Keeping } | .....            | German.....       | Arithmetic A | Gram C  | .....      | Phys Geog.  |
| RECESS, FOLLOWED BY SPELLING, EACH DAY OF THE TERM.                                                             |                    |           |                          |                    |                  |                  |                   |              |         |            |             |
| 3                                                                                                               | Con. U.S. & Ethics | Zoology B | Homer.....               | Sch. Law & P. Peda | .....            | .....            | U.S. History A    | .....        | Gram B  | Drawing..  | Geog'phy C  |
| 4                                                                                                               | Theo Pedagogics    | Zoology A | Sallust & Lat Gram.....  | Algebra D.....     | Nat Philosophy A | Reading A.....   | U.S. History B    | Arithmetic D | Gram C  | Penm'ship  | Geog'phy B  |
| LUNCH HOUR, FOLLOWED BY CALISTHETIC EXERCISES, VOCAL MUSIC, MILITARY DRILL, AND LECTURES ON METHODS FOR PUPILS. |                    |           |                          |                    |                  |                  |                   |              |         |            |             |
| 5                                                                                                               | .....              | .....     | Tacitus.....             | { Trigonometry }   | .....            | Elocution.....   | .....             | Arithmetic C | Gram A  | Drawing..  | .....       |
| 6                                                                                                               | .....              | .....     | Latin Reader & Gram B    | { & Surveying. }   | Geology.....     | Vocal Music..... | Physiology A      | .....        | .....   | Penm'ship  | Geog'phy A  |

- I. Mental, Moral and Pedagogical Science, with Rhetoric and Logic.
- II. Natural History, Zoology and Botany.
- III. Languages and Literatures.
- IV. Higher Mathematics and Practical Pedagogics.
- V. Physics, Chemistry and Geology.
- VI. Elocution and English Literature.
- VII. Physiology and History.
- VIII. Arithmetic and Astronomy.
- IX. Grammar, Grammatical Analysis, and Book-Keeping.
- X. Penmanship and Drawing.
- XI. Geography.
- XII. Vocal Music and Calisthenics, daily drills.
- XIII. Spelling, Word Analysis, and Definitions, daily, till the work is completed.
- XIV. Military Instruction and Tactics, daily drills.

FALL TERM.

WINTER TERM.

SPRING TERM.



## SYLLABUS OF DEPARTMENT WORK.

The course is arranged so as to fill four years of three terms each—twelve terms in all. Each study is named below in this order.

### I. DEPARTMENT OF RHETORIC, LOGIC, MENTAL AND MORAL SCIENCE, AND PEDAGOGICS.

#### RHETORIC.

*Seventh Term.*—Invention, style and discourse, including language, composition, figures of speech, purity, strength, harmony, as in A. S. Hill's Rhetoric. This work is supplemented by essays, themes, and discussions.

#### LOGIC.

*Eighth Term.*—Logic in its three branches of conceiving, thinking, and inferring, with their laws, and special attention to methodology in sciences. Logical elements and logical methods, fallacies and how to detect and avoid them. W. S. Jevons' Elements and Principles.

#### CONSTITUTION OF THE UNITED STATES.

*Ninth Term.*—The Constitution of the United States, including the history of its formation and interpretation, with a careful analysis of its provisions, paragraph by paragraph, and a consideration of the duties of the several officers who act under it. Townsend's Compendium.

#### MENTAL PHILOSOPHY.

*Tenth Term.*—The three grand departments of intellectual activity—thought, emotion and volition—memory, with special attention to its laws of retentiveness and recollection; imagination, constructive and creative—induction and deduction, and intuition. The sensibilities, particularly as motives or springs to action, with the desires and affections; and lastly, the will. All this for the purpose of teaching how to control one's self and govern or influence others. Haven's Mental Philosophy.

#### ETHICS AND CRITICISM.

*Eleventh Term.*—Ethics, with care concerning the motives of conduct and the formation of habits and character. Criticism so far as to suggest the rules of judgment in literature and arts, and to analyze the works of art in their several branches. Wayland and Peabody.

#### SCHOOL LAW.

*Twelfth Term or Third Term.*—*The School Law of Illinois.*—The funds applied to the support of schools; how they have originated and how they are used; the officers who adminis-



ter the various parts of the law and their duties; the teachers and their duties and prerogatives Official Publication and Decisions of State Superintendent.

THEORETICAL PEDAGOGICS.

*Tenth Term.*—In Theoretical Pedagogics, special education is necessary for a teacher. The knowledge a teacher needs, the methods of acquiring it, and the methods of imparting it; the true order of studies, and the motives to be used in controlling and governing; observations in school room, practical teaching, theses and discussions. Wickersham's Methods.

THEORETICAL PEDAGOGICS.

*Eleventh Term.*—The Philosophy of Education, and the nature of the child, with the several ranks or grades of school, and the ages at which specific studies should be commenced, and to what they should lead. The hierarchy of schools and of knowledge to be imparted or acquired; observations in school; practical work in school room; theses and discussions; educational biography. Rosenkrantz, and Lectures.

THEORETICAL PEDAGOGICS.

*Twelfth Term.*—Some of the most eminent men in the teachers' profession, and a history of their work, and of the movement of thought which has made it possible for men to obtain command over themselves and all their powers, and to combine and co-operate with their fellows. Observations in recitations, practical teaching in classes, theses and discussions. Quick's Educational Reformers and Lectures.

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II. DEPARTMENT OF NATURAL HISTORY.

*Second year Preparatory or second year Normal.*

ZOOLOGY.

*Elementary Zoology.*—General idea of animals; principles of their classification in general terms; branches or sub-kingdoms as a whole; study of the more common vertebrates, with the character of the orders; articulates as a branch, the classes and orders, illustrations; mollusca as a branch, the classes and orders, illustrations from land, fresh water and marine mollusks; radiates as a branch, brief study of the classes by examination of some of the best known forms; protozoans as a branch.

*Fifth Term.—Advanced Zoology.*—What is an animal? general idea of the animal kingdom; basis of classification; the five branches, or sub-kingdoms. Vertebrates; classes; mammals, illustrations and analysis in studying the orders, preserving and caring for specimens; birds, groups or orders, illustrations and analysis, taxidermy; reptile illustrations and analysis, preservation of specimens; batrachians, illustrations, etc.; fishes, characters, illustrations, etc.; articulates, classes, insects as a class, the orders, analysis, methods of preservation and care

of specimens, injurious and beneficial ; arachnida, illustrations ; crustaceans, illustrations ; worms, orders ; mollusca, classes, cephalapoda, gasterapoda, tunicata, brachiapoda, polyzoa, illustrations ; radiates ; classes, echinodermata, acalephai, polypi ; illustrations ; protozoans, classes or divisions.

*Second year Preparatory or first year Normal.*

#### BOTANY.

*Elementary Botany.*—Parts of plants—roots, stems, leaves and flowers, character of each ; how plants grow from the seed ; how they continue to grow ; duration of plants ; study of the root, kinds of roots ; study of the stem, kinds of stems ; study of leaves, venation, forms, margin, base, apex ; inflorescence ; forms and kinds of flowers, their parts, nature of the flower ; shapes ; fruit, simple, aggregated and multiple ; seeds, their coats and contents ; why plants grow ; what they are made for ; what they do ; how classified ; work in analysis the last few weeks of the term.

*Third Term.—Advanced Botany.*—The leaf, parts, venation, forms, margin, base, apex, simple, compound ; inflorescence, forms ; æstivation ; floral organs ; floral envelopes, situation, kinds of perianths ; essential organs, stamens, their parts, pistils, their parts ; analysis of plants with methods of preparation herbarium specimens begun and continued through rest of term ; fruit, dehiscent and indehiscent pericarps, kinds of fruits ; seed, its coats, contents ; germination ; growth of phænogamous plants, study of root and stem ; cryptogamous plants, their vegetative organs, reproductive organs, vegetable cells ; vegetable tissues ; structure of woody tissue and leaves ; fertilization of phænogams ; of cryptogams ; plant action, absorption, circulation, transpiration and respiration.

### III. DEPARTMENT OF LANGUAGES AND LITERATURES.

#### LATIN COURSE.

##### *Preparatory.*

##### LATIN ELEMENTS.

*Fourth Term.*—Division and combination of letters ; Roman method of pronunciation ; classification of words and their properties ; Latin pronouns and their relation to other words ; frequent inter-language translations, giving formation and derivation and analysis of English words ; written examinations. Harkness and Ahn.

##### LATIN ELEMENTS—Continued.

*Fifth Term.*—Conjugations of Latin verbs ; voices ; modes finite and infinite ; tenses ; characteristics of conjugations ; reviews, oral and written ; fundamental rules ; daily translations from Latin into English, and from English into Latin, parsing and analyzing, giving rules for construction ; written examinations. Harkness and Ahn.

##### LATIN READER.

*Sixth Term.*—Review of all verbs ; syntax of sentences ; parsing ;

etymology of words ; daily translation of fables and anecdotes ; early Roman history ; Italian and Roman kings ; Rome founded ; war of the Sabines ; Roman struggles and conquests ; consuls ; Punic wars ; Roman triumphs ; civil dissensions ; daily use of grammar with reader ; written and oral examinations. Harkness' Grammar and Reader.

*Normal.*

CÆSAR DE BELLO GALLICO.

*First Term.*—Life and character of Cæsar ; general description of Gaul ; war with the Helvetii ; conspiracy and fate Orgetorix ; Cæsar's speech to the Helvetian legate ; war with Ariovistus, the leader of the Germans ; constant use of grammar and parsing ; written examinations. Harper's Text or Harkness-

CÆSAR DE BELLO GALLICO—Continued.

*Second Term.*—War with the Germans ; accounts of early nations ; German mode of warfare ; final result ; war with the Belgæ ; bridge over the Rhine and crossing into Germany ; review of the grammar with regard to rules for construction ; written examinations ; Sallust begun. The style of Cæsar. Anthon's or Harper's Text.

C. SALLUSTII BELLUM CATILINARUM.

*Third Term.*—Account of Sallust ; Lucius Catilina ; his character, conspiracy and confederates ; time, circumstances and cause of conspiracy ; fate of allies and Catiline ; views of Cato, Cæsar and others ; results upon the Roman government ; frequent written translations ; daily exercises in grammar, giving rules for construction ; written and oral examinations. Style of Sallust. Harkness or Harper's Text.

P. VIRGILII MARONIS ÆNEIS.

*Fourth Term.*—History of Virgil ; hero of the poem ; causes of the Trojan war ; overthrow of Troy ; mythology of the Dei majores and Dei minores ; early history of Carthage ; accounts of Dardanus, Anchises, Achotes, Dido, Priam, Hector, Achilles, and others ; journeyings of Æneas and his companions and final arrival in Italy ; poetic metre ; parsing and syntax of sentences ; written examinations. The excellences and defects of Virgil's style, etc. Frieze and Harper's Text.

CICERO IN CATILINAM.

*Fifth Term.*—Outline of life and character of Cicero ; birth and character of Catiline ; the Catilinian conspiracy ; the allies ; origin and cause of conspiracy ; fate of Cataline and leaders ; both literal and liberal translations ; daily reference to analytical and sythetical construction of sentences ; written examinations. The style of Cicero. Harkness or Harper's Text.

TACITUS DE GERMANIA.

*Sixth Term.*—Life and writings of Tacitus ; his style ; situation of Germany ; manners and customs of the early inhabitants ; characteristics of the race ; mode of living ; description of the country ; tribes of German origin ; cavalry, infantry, and mode of warfare ; free, smooth



and polished translation required; written and oral examinations. Tacitus as a historian. Tyler.

## GREEK COURSE.

### GREEK RUDIMENTS.

*Fourth Term.*—Greek characters; classification of letters into vowels and consonants; diphthongs; sounds; declensions of articles, nouns, adjectives and pronouns; etymology of words; short exercises in translation from Greek to English and English to Greek, and parsing; written examinations. Harkness.

### GREEK RUDIMENTS—Continued.

*Fifth Term.*—Conjugation of verbs; active, middle and passive voices, with other properties of verbs; syllabic and temporal augments; reduplications; euphonic changes; daily translation from Greek into English, and from English into Greek; frequent reviews; etymology and parsing; written examinations. Harkness.

### GREEK RUDIMENTS—Continued.

*Sixth Term.*—Mute, liquid and contract verbs finished; verbs in second conjugation; irregular verbs; particles, syntax and classification of sentences; rule for construction; translating Greek fables, jests, anecdotes, legends, and mythology; thorough review of grammar; Anabasis begun; written and oral examinations. Harkness.

### XENOPHON'S ANABASIS.

*Seventh Term.*—Character of Xenophon; history of Darius, Artaxerxes and Cyrus; outline of the Anabasis; account of the march of the Ten Thousand; modes of early Grecian warfare; the Cilician Queen; arrival in Babylonia; battle of Cunaxa; death of Cyrus; thorough review of Greek grammar, and constant attention to parsing daily; written examinations. Boise's Anabasis and Grammar.

### MEMORABILIA OF SOCRATES.

*Eighth Term.*—History of Socrates; charges against him; his innocence; his "Daimon"; Socrates' views of the value of friends and friendship; apothegms upon the rusticity of conduct; remedy for the loss of appetite; dissertation upon the manner of eating and mode of life, etc.; reference daily to the analysis and synthesis of sentences in accordance with the rules of grammar; written examinations. Robbins.

### HOMER'S ILIAD.

*Ninth Term.*—Trojan war; fall of Troy; the Greeks; the Troad; captive maids; quarrel between Achilles and Agamemnon; Grecian mythology; priests; greater and lesser gods; death of Hector; time, persons and places considered; style of Homer; dialectic differences and ancient forms. Johnson; Autenrieth's Homeric Dictionary.



**IV. DEPARTMENT OF HIGHER MATHEMATICS AND PRACTICAL PEDAGOGICS.**

PRACTICAL PEDAGOGICS.

(*Wickersham's School Economy, Page's Theory and Practice of Teaching, Payne's School Supervision, Swett's Methods of Teaching.*)

*First Term, (C).* School sites and grounds; school houses, furniture and apparatus; grading schools; studies for different grades; school records; school organization; incentive to study; the recitation; preparation for and manner of conducting the recitation.

Observation of methods in class-room; theses; discussions.

*Second Term, (B).*—Practical school ethics; rewards and punishments; means of preventing and of correcting disorder; school administration; the teacher's motives, qualifications, and duties; advantages and disadvantages of teaching; effect of good schools upon State and Nation; existing educational agencies; the common school; the normal school.

Observation; criticism; theses; discussions.

*Third Term, (A)*—School law of Illinois; summary of school system of the State; the school funds; rights of parties to the school contract; school supervision; examinations; methods for ungraded schools; teaching and training.

Criticism; practice; theses; discussion.

HIGHER ALGEBRA.—*Ficklin.*

*Fourth Term, (C)*—Literal notation and its application to addition, subtraction, multiplication, and division of integral and of fractional quantities, and to factors, divisors and multiples; simple equations; indeterminate equations; inequalities; involution and evolution; theory of exponents.

*Fifth Term, (B).*—Radical quantities; quadratic equations; discussion of problems; higher equations, simultaneous equations.

*Sixth Term, (A).*—Proportion; permutations and combinations; binomial theorem; identical equations; series; logarithms; compound interest and annuities.

GEOMETRY.—*Loomis.*

*Seventh Term, (B).*—Straight lines and angles; circumferences; triangles; quadrilaterals; general properties of polygons; circles; problems.

*Eighth Term, (A).*—Lines and planes; solid angles; polyhedrons; spherical polygons; cylinder, cone, and sphere; problems.

TRIGONOMETRY.—*Ray.*

*Ninth Term.—Plane.*—Trigonometrical functions; tables of natural and of logarithmic functions; solution of triangles; actual use of surveyor's transit in making examples in area, height and distance.

*Spherical.*—Solution of spherical triangles for arcs and angles, with

special application to measurement of distances and areas on the surface of the earth, and of volumes.

SURVEYING.—*Ray*.

*Tenth Term*.—Practical work in land surveying, leveling, etc., occupying about two hours a week.

GENERAL GEOMETRY.—*Olney*.

*Tenth Term*.—Descartes's method of co ordinates ; method of polar co-ordinates ; transformation of co-ordinates ; investigation of properties of plane loci by means of their equations.

CALCULUS.—*Olney*.

*Eleventh Term*.—*Differential*.—Definitions and notation; differentiation of algebraic, logarithmic, exponential, trigonometrical, and circular functions; successive differentiation and defferential co-efficients; functions of several variables and partial differentiation; development of functions; evaluation of indeterminate forms; maxima and minima of functions of one variable.

*Twelfth Term*.—*Integral*.—Definitions and elementary forms; rational fractions; rationalization; integration by parts and by infinite series; successive integration; definite integration and constants of integration.

#### IV. DEPARTMENT OF PHYSICS, CHEMISTRY, AND PREPARATORY GEOLOGY.

*Elementary Natural Philosophy*.—Matter and its states. Somatology, physical and chemical properties, and changes. Molecular forces; varieties of adhesion. Gravitation—laws of falling bodies, laws of the pendulum, specific gravity. Motion—kinds, laws, projectiles, composition, and revolution. Pneumatics—pressure of the air, Mariotte's laws, barometer, pumps, siphon. Vibrations—kinds, laws; sound, velocity, echo; musical notes and instruments. Optics—velocity, source of light, mirrors, lenses, laws of reflection and refraction, color, rainbow. Pyronomics—sources of heat, modes of heating, disposition of heat, latent and specific heat. Electricity—magnetism, frictional and galvanic electricity, Leyden jar, electric telegraph, telephone, &c.

The several subjects illustrated with abundant experiments; explanation of apparatus and the principles and facts which each piece is designed to aid in presenting. Practical problems are freely given.

Text Book—Steele's New Physics.

*Natural Philosophy*—(Fourth Term).—The order of topics similar to the work done in the B class, but are more extended explanations and discussions given ; more difficult problems assigned and more frequent experiments performed

Text Book—Avery's.

*Chemistry*—(Tenth Term).—Chemical nomenclature, laws governing chemical combinations. Atomic weights, molecular weights, specific gravity and valency of each element. Stoichiometry; theory of acids, bases and salts ; grouping of elements ; their discovery, occur-

rence, preparation, properties, and uses. Applied chemistry, toxicology, &c.

Text Book—Youmans.

*Chemistry, Qualitative Analysis*—(Eleventh Term). Description of chemical operations, preparation of reagents, deportment of bodies with reagents, and blow-pipe work according to groups. Analysis of ten simple substances, determining bases only, and ten determining both acids and bases; five complex substances; specimens of soils and waters, applied chemistry, toxicology, &c.

Text Book—Craft's Qualitative Analysis. Fresenius for reference.

The work in chemistry is chiefly done in the excellent laboratory of the University, where the student is supplied with good Bunsen burners, a full line of reagents, and a suitable stock of chemical compounds, the purpose being to make the student familiar with the different processes of detecting the presence of ordinary substances, and to render him skillful in manipulating apparatus.

*Geology—Twelfth Term.*—Physiographic geology—general character of the earth's features; system in the earth's features; lithological geology—constitution of the rocks, kinds of rocks; condition, structure and arrangement of rock masses—stratified, unstratified and vein form; position of strata, dislocation, order of arrangement. Review of the animal and vegetable kingdoms. Historical geology; azoic age or time; paleozoic time—lower Silurian, upper Silurian; age of fishes or Devonian age; age of coal plants or carboniferous age; mezozoic time—reptilian age; cenozoic time—mammalian age; age of man. Dynamic geology; life, agency of the atmosphere, agency of water, agency of heat. Illustrations of the subject through the term by cabinet specimens, and by study of the formations of Carbondale and vicinity. Also a short course in determinative; minerology or work in the laboratory.

Text Books—Andrew's; Brush.

## VI. DEPARTMENT OF ENGLISH LITERATURE. ELOCUTION AND READING, VOCAL MUSIC AND CALISTHENICS.

### ENGLISH LITERATURE.

Text book, Shaw's Revised History of English Literature.

*Eighth Term.*—First half given to American literature; recitation of text; readings by teacher and pupils from best authors; Edwards, Channing, Adams, Hamilton, Jefferson, Franklin, Cooper, Irving, Hawthorne, Webster, Bryant, Longfellow, Whittier, and Lowell. Second half devoted to English literature; recitation of text; and readings from Chaucer, Mandeville, Spencer, Shakespeare, Bacon, Jonson, Taylor and others; essays on authors and works and criticisms on style; two written examinations.

*Ninth Term.*—Recitation of text; readings from Milton, Locke, Bunyan, Barrow, Dryden, Pope, Swift, Addison, Johnson, Goldsmith, Burke, and later writers; attention given to style of each and to Latin-



ized and idiomatic style ; essay as before ; two written examinations.

#### ELOCUTION.

*Twelfth Term.*—Text book, Cumnock's Choice Readings ; one term ; review of the elements of speech with vocal culture ; expression considered ; agencies of delivery, voice and action ; attributes of voice, quality, force, stress, pitch, time, pause rate, emphasis, etc ; vocal culture ; exercises in breathing with use of spirometer ; 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 ; two written examinations.

#### READING.

Text book, Appleton's Fifth Reader.

*First Class.*—Elements of speech, with phonetic spelling ; orthoepy, articulation, syllabication, accent ; emphasis, slur, inflection, pause ; management of breath ; management of person ; classes of ideas, and the manner of expression ; punctuation ; organs of breathing ; voice and speech ; voice building ; three written examinations.

*Second Class.*—Orthoepy reviewed ; phonetic spelling ; elements of expression formally considered ; cultivation of voice and manner methods of teaching, word—phonetic, and alphabetic considered and illustrated by teacher and pupils ; methods for variety in recitation considered ; two written examinations.

#### VOCAL MUSIC.

Time, one term.

Attitude ; management of breath ; rote singing ; classification of voices ; scales and intervals ; musical accents and varieties of measure ; melody ; harmony ; musical notation ; staff ; bars, measures, clefs, musical fraction, etc. ; keys and signatures ; articulation ; production of tone ; phrasing ; musical expression ; exercises in writing music ; two written examinations.

#### CALISTHENICS.

Text book for use of instructors, Watson's Complete Manual. Seat-gymnastics, 1st, 2nd and 3rd series ; chest exercise, 1st, 2nd, 3rd, 4th and 5th series ; arm and hand, five series ; elbow exercise, five series ; shoulder exercise, five series ; leg and foot exercise ; attitude ; marching exercise. All exercises are regulated by the music of a piano.

### VII. DEPARTMENT OF PHYSIOLOGY, HISTORY AND GERMAN.

#### *Preparatory.*

*Physiology.*—Dalton. Time, ten weeks.

First month—First week, lectures of bones, muscles, food, hygienic and dietetic rules ; second week, process of digestion ; third week, absorption, blood, respiration ; fourth week, respiration continued, diseases of lungs and bronchial tubes, hygienic rules ; fifth week, reviews and examinations.



Second month—First week, circulation of blood, animal heat, nutrition; second week, nervous system; third week, nervous system continued; fourth week, special senses; fifth week, reviews and examinations.

*U. S. History*—(Second Term).—Ridpath. Time, ten weeks.

First month—First week, from commencement of national period to war of 1812; second week, war of 1812; third week, from war of 1812 to election of Harrison; fourth week, Tyler's administration, war with Mexico, Taylor and Fillmore's administration; fifth week, review and examinations.

Second month—First week, Pierce's administration, civil war to 1862; second week, from 1862 to 1864; third week, close of civil war, Johnson's administration; fourth week, Grant's and Hayes' administrations; fifth week, reviews, examinations.

*Ancient History*.—Thalheimer. (Ninth Term.) Time, fifteen weeks.

First month—Phœnicia; Egypt; Assyria and Persia; smaller Asiatic and African States. Last week of the month devoted to reviews, methods of teaching, or lectures, or all three.

Second month—Greece; the Macedonian and Greek kingdoms and empires succeeding the time of Alexander, together with a history of the learning, philosophy and literature of Greece; usual reviews and lectures on methods of teaching during the last week of the month.

Third month—Rome; reviews; written and oral examinations.

*Modern History*.—Thalheimer. (Tenth Term). Time, eleven weeks.

First month—Crusades; Mohammedan empires; Greek empire of the East; usual reviews and lectures.

Second month—Age of revolution; reviews.

N. B. The time is too short to study more than two-thirds of the book, hence selections of subjects for study must be made.

*Physiology, A*.—Text book, (Sixth Term,) Time, fifteen weeks.

First month—1. Definitions. Cell theory. Histology of tissues. 2. Histology of tissues continued. Skeleton. Joints. Comparative anatomy. 3. Formation of bone. Mechanics of skeleton. 4. Muscles. Epithelia. 5. Secretion. Epidermal appendages. Alimentation. Two day's review, with "Methods of Teaching Physiology," and "How to Use the Microscope." Monthly written examination, one day.

Second month—1. Alimentary canal. Salivary glands. Lieber Kuhnian and Brunner's glands. Liver. Pancreas. 2. The blood. The heart. Pulse. 3. Capillaries. General and portal circulation. 4. Respiration. The lungs. Ventilation. Hygienic laws under this head. Absorption. 5. Thyroid body. Thyroid glands. Spleen. Kidneys. Suprarenal capsules. Lessons on methods of teaching and written examination.

Third month—1. Nervous system, anatomy, histology, physiology, and hygiene of. 2. Senses. Speech. 3. Hygiene and pathology. 4. Review. 5. Review. Lectures. Written and oral examinations.

N. B. During the short Spring term the reviews and lectures are

omitted. Dissection of animals, use of skeletons, models, etc., throughout the term.

*History of United States. Fifth Term.*—Ridpath. Time, eleven weeks. Spring Term.

First month—1. Red men. Spanish discoveries. French discoveries. English discoveries. 2. Virginia and Massachusetts in colonial times. 3. New York, New Jersey and Pennsylvania in colonial times. 4. Other colonies, and French and Indian war. 5. Reviews. Methods of teaching history. Debates. Lectures.

Second month—1. From the commencement of Washington's administration to that of John Q. Adams. 2. To commencement of civil war. 3. To present time. 4 and 5. Reviews. Methods of teaching illustrated with lectures and examinations written and oral.

*History of United States. Sixth Term.*—Ridpath. Time, fifteen weeks.

First month—First week—Red men. Icelandic and Norwegian discoveries. Second week—Spanish, French and English discoveries. Third week—colonial history of Virginia and Massachusetts to page 81. Fourth week—colonial history of Massachusetts continued to page 97. Fifth week—reviews and examinations.

Second month—First week—colonial history of Massachusetts and New York. Second week—colonial history of Connecticut, Rhode Island and New Hampshire. Third week—colonial history of New Jersey, Pennsylvania, Maryland and North Carolina. Fourth week—colonial history of South Carolina and Georgia. Causes of the French and Indian war. Campaigns of Washington and Braddock. Ruin of Acadia. Fifth week—reviews and examinations.

Third month—First week—French and Indian war from the Autumn of 1756 to close. Second week—causes of Revolutionary war. Beginning and progress of war 1777. Third week—Revolutionary war from 1777 to 1781. Fourth week—Revolutionary war from 1781 to treaty of Paris. Confederation and Union to commencement of National period. Fifth week—Reviews. Methods of teaching history illustrated.

*German. Otto's Conversation Grammar. Evans's German Reader.*

First month—1. Declension of German nouns. 2. Irregularities in the formation of the plural of German nouns. 3. Gender of nouns, proper names. 4. Demonstrative, possessive and indefinite adjectives. 5. Verbs *haben* and *sein*. Conversation, writing of exercise, and reading of selections daily throughout the month.

Second month—1. Qualifying adjectives. 2. Numeral adjectives. 3. Regular verbs. 4. Passive voice. 5. Pronouns.

Third month—1. Irregular verbs. 2. Sixty irregular verbs like *geben* (imp tense in *a*). Sixty-seven irregular verbs like *beisen* and *betriegen*. 4. Remainder of the irregular verbs. 5. Separable and inseparable verbs.

Fourth month—1. Intransitive and reflective verbs. 2. Reflective verbs continued. 3. Adverbs and conjunctions. 4. Prepositions. 5. Conversation and reading of German literature.

Fifth month—Syntax throughout with conversations and reading.  
Sixth month—Reading of German literature and conversation throughout the term.

*German B.*—Ahn's First Book. Heness's "Leitfaden." Conversations, writing of exercises and reading of appropriate selections from German literature throughout the term.

### VIII. DEPARTMENT OF ARITHMETIC AND ASTRONOMY.

#### PREPARATORY DEPARTMENT WORK.

##### *Arithmetic, Class (D).*

Fractions—Definitions; reading and analysis of fractional expressions; discussion of propositions; greatest common divisor; least common multiple; reduction of fractions to lowest terms, to higher terms; improper fractions to whole or mixed numbers; mixed numbers to improper fractions; fractions to common denominator, to least common denominator; addition, subtraction, multiplication and division of fractions; nature of a decimal fraction; reading and writing decimals; reduction of common fractions to decimals, and decimals to common fractions; addition, subtraction, multiplication and division of decimals; solution of text book examples; original examples by members of the class; reasons required for the processes; compound numbers; tables; examples; longitude and time.

##### *Arithmetic, Class (C).*

Percentage—Terms and definitions; analysis and formulæ; making and solving original examples; interest—aliquot parts and decimal methods; common, exact, annual, and compound interest; partial payments—United States Rule, merchants' rule; essentials to the validity of every promissory note, and making examples; discount—trade, bank, true; insurance; taxes; averaging accounts; partnership; ratio and proportion.

##### *Arithmetic, Class (B).*

Powers and roots; square; cube; number of figures in the square of a number, in the cube of a number; square root; cube root; number of figures in the root of a number; square of a number made up of tens and units; cube of a number made up of tens and units; square root formulæ; cube root formulæ; writing cube root from the formulæ; solution of examples; original examples made by the class; metric system; meaning of terms used; tables; reducing metric to common measure and common measure to metric; review principles of fundamental rules; review fractions, explaining carefully all principles; thorough review of percentage, with its applications; ratio and proportion.

#### NORMAL.

##### *Arithmetic, Class (A).—First Term.*

Methods of mental arithmetic; advantages and disadvantages of mental arithmetic; advantages of uniting mental and written arithmetic method of conducting black-board exercises; illustration of the



law that a unit of any order is made up of ten units of the next lower order ; composition of the period in numeration, and how the periods are named ; the named order of figures ; use of the numerical frame ; how the blackboard and slate can be used instead of it ; importance to primary students of slates ; how to teach the tables, especially the addition and multiplication tables ; method of adding by complement, subtracting by the same ; Grube's method of elementary instruction ; object to be attained in teaching primary arithmetic ; methods in fundamental rules for advanced classes ; G. C. D. three processes ; L. C. M. methods in fractions—inductive, deductive ; compound numbers ; methods in percentage and its applications ; ratio and proportion ; powers ; roots ; metric system.

Text books used in all the above classes, Olney and Ray.

*Astronomy*—Eleventh Term.

*Early History*.—Ptolemaic and Copernican systems ; Kepler's laws ; law of gravitation ; system of circles—horizon, equinoctial, ecliptic ; solar system—sun, planets, satellites, asteroids, meteors, comets, zodiacal light ; orbits of the planets ; the seasons ; parallax ; time ; refraction ; eclipses ; tides ; study of constellations with night observations ; use of the telescope ; lecture on the origin of the solar system ; lecture on the probabilities and improbabilities of the interplanetary spaces being occupied by an ether ; lecture on the future of the solar system ; a lecture, "Are the planets, other than the earth, inhabited?" Original essays by the class. Text book, Steele.

## IX. DEPARTMENT OF GRAMMAR AND BOOK-KEEPING.

### I. GRAMMAR.

*Preparatory Department Work*—Text book, Greene's English Grammar.

*Class (D)*.—Uses of capital letters ; parts of speech, their modifications ; declension of nouns and pronouns ; conjugation of verbs ; correction of ungrammatical expressions ; parsing.

*Class (C)*.—Review of etymology ; sentences, kinds and forms ; elements, words, phrases, clauses ; illustrating by composition ; analyzing.

*Third Term—Class (B)*.—Rules of syntax ; analysis of sentences ; correction of false syntax by the rules ; peculiar construction ; punctuation ; prosody.

*Third Term—Class (A)*.—*Normal Department Work*.—Text books, any in reputable use.

Topics discussed—When should scholars begin the study ; how much orthography and prosody teach in a grammar class ? why teach grammar in public schools ? how teach each topic ?

*Analysis—Seventh Term*.—Text book, Greene's.

Principles of language ; paragraphing and composition ; powers of words ; synonyms ; idioms ; abridging propositions ; skeletons for essays ; grammatical, rhetorical, and logical analysis.

Etymology.—Swinton's "New Word-Analysis."



Sources of the language; Latin prefixes and suffixes; Latin roots; derivatives therefrom; Greek roots and derivatives; Anglo Saxon elements; miscellaneous; synonyms.

## 2. BOOK-KEEPING.

Text book, Bryant & Stratton's High School edition.

*Eleventh Term.*—What constitutes a business transaction; accounts; meaning of business terms; principle of journalization; posting; closing ledger; notes; drafts; bill book; discounting.

*Twelfth Term.*—Partnership; commission; exchange; making business papers, deed, will, invoice, account sales, balance sheet; administrator's books.

## X. DEPARTMENT OF PENMANSHIP AND FREE HAND DRAWING.

1. Elements of letters, with practice; capitals; copy writing; paragraphing. The object is to form a hand-writing at once rapid, legible and compact, and frequent practice is our chief dependence.

2. Free-hand drawing, lines straight, singly, and in combination to make figures; definitions; curves; drawing leaves from nature, objects also; composition by means of elements; work on the black-board; perspective in its elements. Some copying of engraved pictures and heads is allowed, but this is not recommended to be carried to any great extent. The teacher is to be taught this wonderful art mostly to enable him to use the chalk and black-board, not the pencil, to illustrate whatever he may have to present to his class.

## XI. DEPARTMENT OF GEOGRAPHY, AND ELEMENTS OF ENGLISH LANGUAGE.

1 *Geography, (A).*---Eclectic Series, No. 3. *First Term.* Time, fifteen weeks.

First month---1. Definitions and how they should be taught; pronunciation of foreign names; map drawing; 2, 3 and 4. North America; 5. reviews and studies in methods of teaching, with illustrations and lectures and examinations.

Second month---1. South America; 2, Europe; 3, Asia; 4 and 5, reviews; methods of teaching, lectures, examinations.

Third month---1, Africa; 2, Australia and Pacific Islands; 3, special study on Illinois; 4 and 5, reviews, lectures, examinations.

### *Preparatory Department Work*

Class (B), Geography, same work in two terms. Class (C) and (D), geography, simple geography without lectures. Class (C), in two terms; and Class (D)---all young children---in three terms.

2. Geography of the locality; elementary definitions; directions and distances; latitude and longitude; geography of different countries.

3. The methods will be by map-drawing or construction, by studying river systems and mountain chains, or analysis by marking

political divisions, and locating towns, cities, and places of natural or historical interest; the people, their character, their pursuits, productions of the soil, the climate, and the advantages of the countries. History is connected with localities.

*Normal Department Work.*

*Physical Geography.*---Guyot's. *Twelfth Term.* Time, eleven weeks.

*Part 1.* Earth's position in the universe. Surface measurement, etc. Evidences of internal heat.

*Part 2.* The lands, arrangement, outline, relief. Islands, position, formation.

*Part 3.* Waters, continental and oceanic. Drainage of continents. Oceans. Oceanic movements.

*Part 4.* Atmosphere. Physical and astronomical climate. The winds. Vapor in the atmosphere. Laws of rainfall. Glaciers.

*Part 5.* Life upon the Earth. Distribution of plants. Distribution of animals.

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## **XII. DEPARTMENT OF PHYSICAL EXERCISES AND VOCAL MUSIC.**

This is to give grace and symmetry to the frame, and volume and culture to the voice. Daily exercise in movement of limbs and body are conducted in the main hall of the University. Vocal music is practiced and taught so as to give the student a good knowledge of the art and practice of singing, so that he can conduct the music of a school and inspire the scholars to cultivate and love this refining and ennobling duty of the sweet voice.

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## **XIII. DEPARTMENT OF SPELLING, WORD-ANALYSIS, AND DEFINITION.**

*Syllabus.* Class (E).---Lessons on objects, names and qualities; Webster's system of diacritical marks.

Class (D).---Review preceding lessons; list of words commonly used in connection of the same object; syllabication; rules for the spelling; rules for capitalizing; giving definitions and making sentences.

Class (C).---Review preceding lessons; words containing silent letters; words pronounced alike but differing in meaning; diphthongs *ei* and *ie*; definitions and sentences.

Class (B).---Review preceding lessons; terms in grammar; terms in arithmetic; terms in geography; terms in reading; terms in natural sciences; abbreviation of titles; business terms, etc.; irregular plurals; making paragraphs.

Class (A).---Review of rules for spelling and capitalizing; rules for

punctuation ; primitive, derivatives, compounds, with list of words for illustration and analysis ; dictionary exercises ; making composition.

#### *PREPARATORY DEPARTMENT WORK.*

When pupils desire to enter the University and are not prepared for the proper Normal work, they are placed in classes doing work of a lower grade. These preparatory classes in Reading, Arithmetic, Grammar, Geography, and History of the United States are formed every term, and students are continued in them till the branches are mastered. These classes do not all appear in our schedule of studies, but they are placed in the daily programme of recitations. Any one can see from that during what term and at what hour they will recite.

There are also elementary classes in the science studies required for a first grade certificate : as, Physiology, Natural Philosophy, Botany and Natural History or Zoology. The students who pursue the classical course will begin with the Latin in the second year of the Preparatory, and will always commence in the Fall Term. A class in Elementary Algebra will be commonly formed each Spring Term for the benefit of those who have been teaching during the winter. A class in this study is organized each Fall Term and continues two terms.

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#### *XIV. MILITARY DEPARTMENT.*

In accordance with an Act of Congress the Secretary of War has detailed an officer of the regular army, a graduate of West Point, as professor of military science and tactics, and the War Department has deposited at this institution for the instruction of its cadets 200 breech-loading cadet rifles, 100 sabres and two pieces of artillery.

All of the young men of the University, except such as may be excused by the Faculty for special reasons in each case, are organized into a battalion of four companies, known as the "Douglas Corps Cadets." All cadets are required to do duty for  $\frac{3}{4}$  of an hour each school day. The military instruction embraces the Schools of the Soldier, Company and Battalion, Instructions for Skirmishers in Infantry, Manual of the Piece in Artillery, together with recitations in Upton's tactics, practice in signaling and court-martial and lectures on the art of war.

Though not required it is expected that each male student will, soon after his arrival, provide himself with the prescribed uniform, which may be worn on all occasions ; the color is cadet gray, and the style the same as for the undress uniform for officers of the army. A complete uniform, including cap, may be procured in Carbondale as low as \$12.00.

Cadet officers are selected from those having uniforms according to seniority in class, military aptitude and general deportment. The drill does not interfere with any studies, and while its effect on the health, physical bearing and habits of the student must be beneficial,



the knowledge he acquires of military affairs will qualify him to lead in defence of the rights and duties of an American citizen, should ever an emergency occur.

*BATTALION ORGANIZATION OF THE DOUGLAS CORPS CADETS.*

APPOINTMENTS IN FALL TERM, 1880.

*Staff.*—Adjutant, Marshall, T. S.; sergeant-major, Marshall, O. S.

*Co. A.*—Captain, Stewart; Lieut., Bain. Sergeants, Wylie and Rapp. Corporals, Varnell, Barker, Willard and Jackson.

*Co. D.*—Captain, Karraker; Lieut., Jennings, M. D. Lance sergeants, (ununiformed,) Hawkins and Suit.

*Co. B.*—Captain, Blake; Lieut., Smith. Lance sergeants, (ununiformed,) Hollenbeck and Clark, H. G.

*Co. C.*—Captain, Kimmel, D. L.; Lieut., Davenport. Lance sergeants, (ununiformed,) Williams, W., and McGehee.

*After-changes.*—Bain *vice* Blake, absent; Rapp *vice* Bain promoted to Co. B; Clements *vice* Rapp, promoted in Co. A.

APPOINTMENTS IN WINTER TERM, 1881.

*Staff.*—Adjutant, Marshall, T. S.; Sergeant-major, Barker.

*Co. A.*—Captain, Stewart; Lieuts., Blake and Rapp. Sergeants, Mead, Beale and Wylie (color-sergeant.) Corporals, Kennedy, Willard, Jackson and Varnell.

*Co. D.*—Captain, Karraker; Lieut., Jennings, M. D. Lance sergeants, (ununiformed), Hawkins and Suit. Lance corporals, (ununiformed), Thompson, J. A.; Wood, Toothaker and Carter.

*Co. B.*—Captain, Kimmel, D. L.; Lieut. Davenport. Lance sergeants, (ununiformed), Williams, W., and Jennings, C. E. Lance corporals, (ununiformed), Duncan, Seibert, Miller, D., and Etherton, J. A.

*Co. C.*—Captain, Bain; Lieut., Smith. Lance sergeants, (ununiformed), Hollenbeck and Loyd. Lance corporals, (ununiformed), Rendleman, Hiller, R. B; Root and Hagler.

*After-changes.*—Martin *vice* Hiller, R. B., absent; Rapp *vice* Jennings, M. D., absent; Mead *vice* Rapp, transferred to C. D; Beale *vice* Mead, promoted in Co. A; Jackson *vice* Beale, promoted in Co. A; Sabert *vice* Varnell, reduced to the ranks; Jenkins *vice* Jackson, promoted in Co. A; Williams, W., Lieut. Co. B; Duncan *vice* Jennings, C. E., absent; Seibert *vice* Williams, W., promoted in Co. B; Light-foot *vice* Duncan, promoted in Co. B; Penrod *vice* Seibert, promoted in Co. B; Davis *vice* Root, absent; Miller, D. *vice* Seibert, absent; and Jermane *vice* Miller, D., absent.

APPOINTMENTS IN SPRING TERM, 1881.

*Staff.*—Adjutant, Marshall, T. S.; Sergeant-major, Barker.

*Co. A.*—Captain, Stewart; Lieuts., Blake and Mead. Sergeants, Beale, Wylie (color-serg't,) and Jackson. Corporals, Kennedy, Sabert, Jenkins and Willard.

*Co. D.*—Captain, Karraker; Lieuts., Hughes, W. F., and Rapp. Lance sergeants, (ununiformed,) Suit and Wood. Corporal, Benson.



*Co. B.*—Captain, Lorenz ; Lieuts., Williams, W. and Davenport. Lance sergeant, (ununiformed,) Duncan, and sergeant Lightfoot, R. T. Lance corporal, (ununiformed,) Penrod.

*Co. C.*—Captain, Bain ; Lieut., Smith. Lance sergeants, (ununiformed,) Graff and Martin. Lance corporal, (ununiformed,) Scott.

*After-changes.*—Willard *vice* Barker, absent ; Jackson *vice* Beale, absent ; Kennedy's appointment revoked.

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## PEDAGOGICAL COURSE, Theoretical and Practical.

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After careful consideration of the wants of schools in our section of the State, we have decided to adopt the following Course of purely professional, Normal or Pedagogical Study. This we do to bring the University even more completely than heretofore into the line of work which such schools or seminaries originally and technically were designed to perform. It will embrace the science and method of teaching in its applications to all stages of education, in school and out of it ; commencing with infancy and the kindergarten, and, going along with the child, the boy or girl, the youth, the scholar, the collegian, and the professional student, it will describe the eight grades of schools or learning—the Home, the Kindergarten, the primary, the Intermediate, the Grammar, the High School, the College, and the University, or Technological School. It will be conducted chiefly by Lectures, Examinations, Observations, Experiments, and Criticisms, and will be similar in many respects to what is called Clinics in Medical Schools. The Course will be three-fold, and may extend over three years, though if a student is fully prepared in the several branches of knowledge, and can give his entire time to this, he may complete it in much less ; but if he is deficient in many he may enter our Academic classes and bring them up.

We propose to give in this Course just what a teacher needs to know—the Child, the School, the Knowledge, the Teacher—the Methods of gathering, preserving, and communicating—of classifying, generalizing, inferring, and deducing—how to learn and how to impart. This we think teachers need to know, after having acquired science. And added to this will be a history of Education and its Literature, as well as the various Systems of Schools in our own and other countries.

We have already something of this in our Senior and Post Graduate years. We now propose to consolidate and enlarge it, and thus to give to the one who desires the most thorough preparation possible for the teacher's calling, both in the elementary and higher studies, in fine, opportunity to go over the whole range of Pedagogical Science. Our Library has been selected for that purpose, and already embraces a greater number of books on Pedagogical Science and Practice than any one in the West. It is for general use, and teachers in this sec-

tion can avail themselves of its advantages with comparatively little cost.

If a student comes to enter on this course he should be able to pass an examination on all the topics required by law for a first grade certificate, and to do this with more thoroughness than is usually demanded. We state more definitely what this examination will be in order to admit one to enter on this course. This is done that the plan may be understood, and that teachers may know how to prepare for it.

#### FOR THE FIRST COURSE.

1. In orthography the test will be one hundred and fifty words selected from a daily newspaper printed in St. Louis or Chicago on the day previous to the examination. These words to be dictated at the rate of five per minute, and to be legibly written, with due regard to the rules for capital letters.

2. In writing, to write and punctuate an advertisement and a paragraph of editorial or of news from the same newspaper, both dictated by the examiner after the candidate has read them aloud.

3. As a test of ability to express thought, a composition will be asked of not less than thirty lines of legal cap, on a topic to be assigned at the time.

4. In reading, ten minutes from one of the common school books, and an oral statement of the sounds of the letters and the purpose, and effect of pauses, accents and emphasis.

5. In geography, the common definitions of terms, lines, circles, and some general account of countries especially the boundaries of the several States of the Union; mountains, rivers, cities, and railroads. To this should be added a few points of historical interest.

6. In arithmetic, as far as roots, with special attention to the reasons for the fundamental rules and principles of fractions, decimals, percentage, and analysis, and the building of tables.

7. In grammar, etymology and syntax, definitions, etc., and a practical use of correct sentences, including correction of errors.

8. United States history should be known as to settlements, the Revolution, the succession of Presidents, and the wars.

9. If to this could be added a fair practice of Free-Hand Drawing the preparation would be considered complete. But this last can be learned with us.

#### THE SECOND COURSE.

This will require a preparation equal to that demanded for a State certificate. To show more clearly this work we specify:

1. All the branches named above, and a higher test in composition, say an essay of three hundred words on some school topic assigned by the examiner, to be prepared for the press.

2. Grammatical analysis of sentences and prosody, with the philosophy of the parts of speech and the etymology of words, and an analysis of idioms.

3. Algebra as far as quadratics and binomial theorem and plane geometry.

4. History of the United States with considerable minuteness as to the Revolution and its principles, and the war of 1812, and of our civil war. Also, the history of England in brief as to the period of discoveries and settlements, the revolution of 1688, and the reform bill of 1832.

5. The several branches of natural history, as botany, zoology, physiology, with a fair degree of thoroughness. This should include a knowledge of definitions, classifications, and ability to determine species.

6. Natural philosophy and astronomy in their common principles and important applications; and chemistry, so as to be able to explain the phenomena of combinations, and to analyze the salts of common substances; and in addition, the theory of electricity, heat and magnetism.

This examination will be a fair test of ability to acquire knowledge and to communicate information, and will prove the student's fitness to enter on and pursue the higher course of reading and lectures.

#### THE THIRD COURSE

Will add to its requirements for admission ability to translate Cicero and Virgil with clearness and grace, a knowledge of Latin grammar; and trigonometry, surveying, and logarithms.

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#### *AN EXTENSION OF SCHOOL WORK.*

The student will, while pursuing his work here, go over rhetoric, logic and mental philosophy, with elocution and English literature and history. He will read Barnard, Wickersham, Payne, Quick, Rosenkranz, and other works on Pedagogics. There will also be opportunity for chemical work in the laboratory, and for instruction and practice in taxidermy, and preserving and mounting specimens.

We offer this course as our contribution to professional education proper, and are ready to meet the demand for such a beginning of higher normal training. If young men and young women will come prepared to enter upon it, we will do our utmost to supply them with means to acquire the science and skill to make them eminently fit to be teachers and leaders.

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#### *POST GRADUATE YEAR.*

This will embrace a larger course of history, more of mathematics, political economy, criticism, field work in natural history, analytical chemistry, and dissecting and preserving specimens collected. It will also include a course of lectures on the above branches, and on the history and science of education.



## FACILITIES FOR ILLUSTRATION.

### MUSEUM OF CABINET.

In the Mansard story a large, well lighted room is set apart as the Museum, and is supplied with elegant centre and wall cases of best design and finish for display of specimens.

The cabinets of minerals and rocks are large, varied and amply sufficient for the practical work of the student. He will find the zoological and botanical cabinets, comprising thousands of specimens from land and sea, an invaluable aid in his studies in natural history.

The Normal respectfully solicits its friends and the friends of education to aid in building up a museum worthy of Southern Illinois.

Specimens of minerals, insects, birds, and animals of plants, also Indian relics, such as stone-axes and pipes, disks, spear and arrow heads and pottery, will be thankfully received.

Specimens should be boxed carefully and sent by express, unless heavy, in which case they may be forwarded as freight.

The full name of the donor should not be omitted.

Already our friends have contributed many and valuable specimens to the Museum, and we embrace this occasion to return to them our sincerest thanks. More than four thousand specimens have been collected and arranged in the Museum, and the additions to the Library comprise nearly fifteen hundred volumes. Old books, pamphlets, maps, etc., curiosities, fossils, plants and fruits, will be gratefully received and carefully preserved.

### CHEMICAL, PHILOSOPHICAL AND ILLUSTRATIVE APPARATUS.

The University possesses the most complete and expensive set of apparatus in the State south of Chicago, with the sole exception of that of the Industrial University at Champaign.

It can boast of a good physical and chemical apparatus, including a newly purchased Spectroscope, a Holtz's Induction Electrical Machine, a Compound Microscope, an Air Pump, with its usual necessary attachments; also an Oxy-calcium Sciopticon, with views of scientific subjects. The Chemical Department is supplied with a working laboratory with a full set of reagents, where students are given practice in qualitative analysis of salts, waters, oils, etc.

The Astronomical Department has a telescope of sufficient power to show the rings of Saturn, a Celestial Indicator to illustrate the various phenomena of the heavens, and other apparatus pertaining to Astronomy.

The Mathematical Department has a fine surveyor's transit which the classes in trigonometry and surveying are required to use constantly.

### LIBRARY AND WORKS OF REFERENCE.

The University has a complete list of works of reference, Cyclopedias, Biographical and Pronouncing Dictionaries, Gazetteers, Atlases,



etc., which are placed in the study hall, so that students may at any time consult them.

The Library proper occupies a spacious room in the third story and is well furnished. The library contains about 6,653 carefully selected volumes, including a professional library for teachers.

#### BOOK KEEPING AND DRAWING.

Students are thoroughly drilled in all practical book-keeping, so that they may be competent to give instruction in this useful branch of education.

Free-hand drawing, an art now considered indispensable to the professional teacher, is taught with a view of rendering it most highly practical to the student.

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### CONDITIONS OF ADMISSION.

To be entitled to admission to the Normal Department a lady must be sixteen years of age, and a gentleman seventeen. They must be of good moral character, and a certificate to this effect will be required; this may be from the county judge, or superintendent, or any known clergyman. To enjoy the privilege of free tuition, they must sign a certificate promising to teach in the schools of Illinois three years, or, at least, as long as they have received gratuitous instruction. They are to pass an examination either before the county superintendent, or examiners, or before the faculty of the university, such as would entitle them to a second grade certificate, and they must agree to obey all reasonable requirements, as to order, promptness, cleanliness, and genteel behavior.

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### SUGGESTIONS.

We do most earnestly and affectionately recommend to all our students, and to those who may be in charge of them, or who have influence over them in any way, by advice or authority, that they fix as a rule never to leave the institution before the end of the term, and, if possible, that they complete a full year. Fragments of an education are indeed of much worth, just as the fragments of a diamond are valuable. But how much more profitable are they when united. Do not be absent from the school for a day. The regular calisthenic exercises will give you health for consecutive study, and by habitual application you will acquire facility for labor, and you will accomplish more than you would have believed.

We certainly shall not grant diplomas to those who are absent

often, and who do not finish every examination, both written and oral. One of the values of a course of study is that it represents years of honest, punctual labor.

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### LITERARY SOCIETIES.

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The students have organized two literary societies for the purposes of mutual improvement; they are THE ZETETIC SOCIETY, and the SOCRATIC SOCIETY. They meet every Friday evening. These afford one of the best means of culture, discipline and instruction in the practical conduct of business. They have commenced the foundations to libraries, and deserves the countenance and patronage of all students and their friends.

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### LOCATION, Etc.

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Carbondale is a city of 2,500 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 dissipations, 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 surroundings of the locality. The Illinois Central, the Carbondale & Grand Tower, and the Carbondale & Shawneetown railroads afford ample facilities for convenient access.

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### EXPENSES.

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To those who sign the above named certificate, tuition is gratuitous; but the law of the state requires that there shall be a fee charged for incidentals, at present not exceeding \$3.00 per term of fifteen weeks, and \$2.00 for term of ten weeks. Tuition in Normal Department, \$9.00 and \$6.00; Preparatory Department, \$6.00 and \$4.00.

Board can be had in good families in Carbondale, at rates varying from \$2.00 to \$3.00 per week, and by renting rooms and self-boarding, or by organizing clubs, the cost may be reduced to \$1.50 per week. Books are sold by the book stores at reasonable rates.

## CALENDAR FOR 1881-82.

Fall Term begins Monday, Sept. 12—ends Friday, December 23, 1881.

Holiday Recess begins December 24, and ends January 2, 1882.

Winter Term begins January 3, 1882, and closes March 24, 1882.

Spring Term begins March 27, 1882, and closes ~~January~~ *June* 15, 1882.

Examinations for the year begin June 12, 1882.

Annual Commencement June 15, 1882.

Special Session for Teachers begins August 1st, 1881—five weeks.

For the year 1882 the Summer Special Session will be devoted to higher studies for the teachers who already have certificates, and to work in the Natural Science branches. It will be devoted to advance work in Pedagogics; also in the Field, Laboratory, Museum and Library.









SOUTHERN ILLINOIS

Normal University.

CARBONDALE, ILL.

1881-2.

Free Press Print, Carbondale, Ill.

Compliments of *John Hull,*

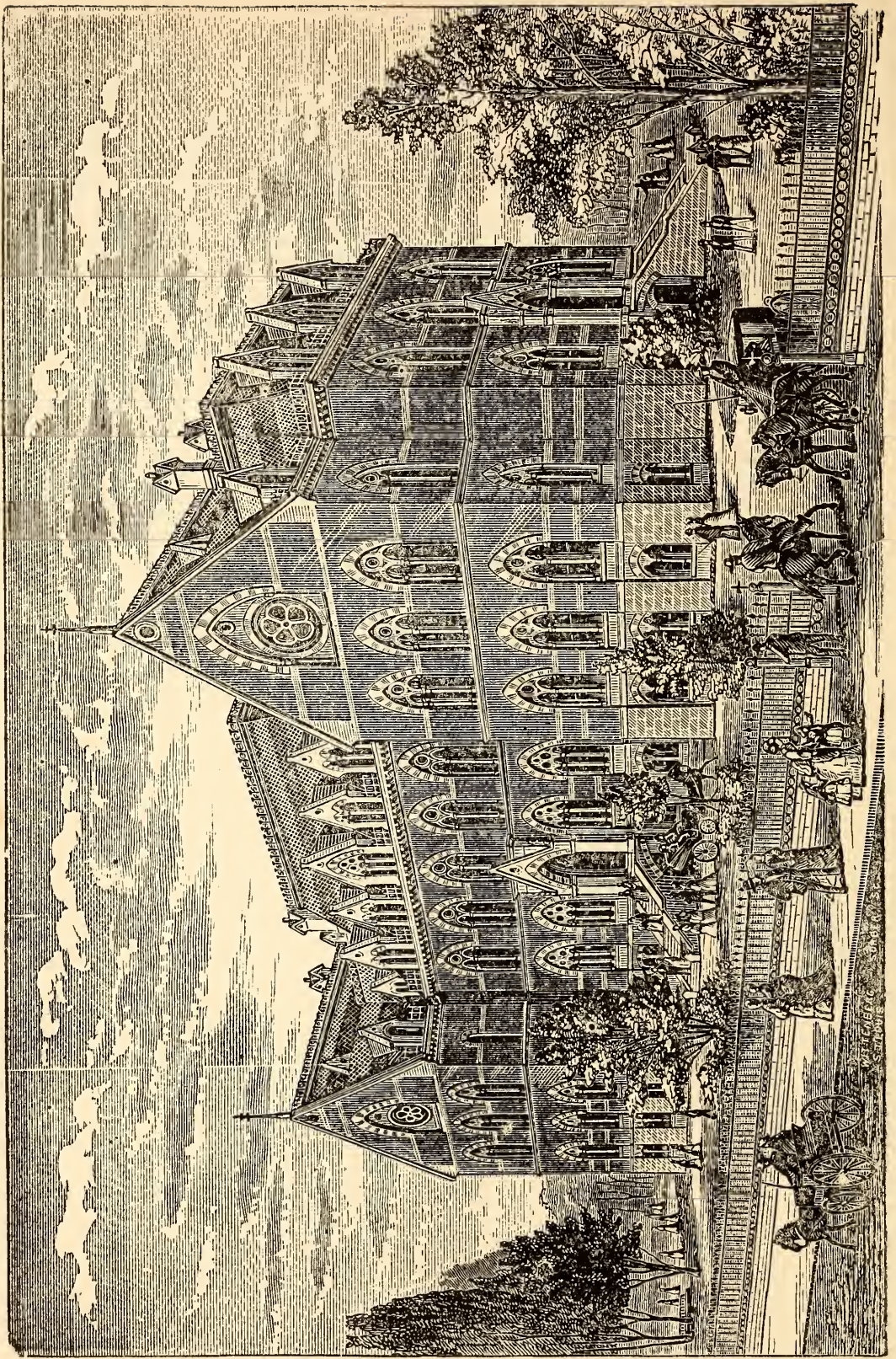
Teacher of Higher Mathematics and Practical Pedagogics.













EIGHTH  
ANNUAL CATALOGUE  
—OF THE—  
SOUTHERN ILLINOIS  
NORMAL UNIVERSITY,

CARBONDALE, JACKSON COUNTY, ILL.

1881-2.

Incorporated by Act of the Legislature, Approved April 20, 1869. Corner-Stone Laid May 17,  
1870. Building Completed June 30, 1874. Dedicated July 1, 1874.  
Opened for Admission of Students July 2, 1874.

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CARBONDALE, ILL.  
FREE PRESS PRINT.  
1882.

## CHARTER TRUSTEES.

---

DANIEL HURD, Cairo.

ELI BOYER, Olney.

ELIHU J. PALMER, Carbondale. THOMAS M. HARRIS, Shelbyville.

SAMUEL E. FLANNIGAN, Benton.

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## BUILDING COMMISSIONERS.

---

JOHN WOOD, Cairo.

R. H. STURGISS, Vandalia.

ELIHU J. PALMER, Carbondale.

NATHAN BISHOP, Marion.

HIRAM WALKER, Jonesboro.

F. M. MALONE, Pana.

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## TRUSTEES.

---

HON. T. S. RIDGWAY, Shawneetown.

JAMES ROBARTS, M. D., Carbondale.

EDWIN S. RUSSELL, Esq., Mount Carmel.

JACOB W. WILKIN, Esq., Marshall.

SAMUEL M. INGLIS, Esq., Greenville.

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## OFFICERS OF THE BOARD.

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JAMES ROBARTS, M. D., SECRETARY.

JOHN S. BRIDGES, TREASURER.

CHARLES W. JEROME, REGISTRAR.

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JAMES ROBARTS, M. D., }

SAMUEL M. INGLIS, }

AUDITING COMMITTEE.



# FACULTY.

ROBERT ALLYN,

*Principal and Teacher of Mental Science, Ethics and Pedagogics.*

CHARLES W. JEROME,

*Teacher of Languages and Literature.*

JOHN HULL,

*Teacher of Higher Mathematics and Practical Pedagogics.*

DANIEL B. PARKINSON,

*Teacher of Natural Philosophy and Chemistry; Lecturer on Applied Chemistry.*

JAMES H. BROWNLEE,

*Teacher of Literature, Elocution, Vocal Music and Calisthenics.*

GRANVILLE F. FOSTER,

*Teacher of Physiology and History; and Librarian.*

ALDEN C. HILLMAN,

*Teacher of Astronomy, Arithmétique, and Elementary Methods.*

MARTHA BUCK,

*Teacher of Grammar, Etymology, and Book-Keeping.*

GEORGE H. FRENCH,

*Teacher of Natural History; and Curator.*

ESTHER C. FINLEY,

*Teacher of Geography and Elements of Language.*

JENNIE CANDEE,

*Teacher of Penmanship and Drawing.*

1st Lieut. HUGH T. REED, 1st Infantry U. S. A.,

*Professor of Military Science and Tactics.*

## PUPIL TEACHERS.

---

FANNIE A. AIKMAN,  
 WILLIAM L. ALLEN,  
 BETTIE C. ANDERSON,  
 WEZETTE ATKINS,  
 ALICA E. BEESLEY,  
 MARY A. BROWN,  
 MAGGIE BRYDEN,  
 CLARA BUCHANAN,  
 MARY BUCHANAN,  
 CHARLES N. DAVENPORT,  
 JAMES O. DUNCAN,

WILLIAM J. EDDY,  
 JACOB GRUENIG,  
 MAMIE R. HASSINGER,  
 DONIE HOLMES,  
 M. LILY HOUTS,  
 RICH'D T. LIGHTFOOT,  
 ARTHUR E. PARKINSON,  
 ANNA R. SHINN,  
 HENRY A. STEWART,  
 LIZZIE UNRUH,  
 JOHN W. WOOD,

## GRADUATES.

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| NAME.                                       | RESIDENCE.       | OCCUPATION.                |
|---------------------------------------------|------------------|----------------------------|
| <b>CLASS OF 1876.</b>                       |                  |                            |
| John N. Brown,                              | Walshville,      | Taught 6 years.            |
| Beverly Caldwell,                           | Hickman, Ky.,    | Taught 6 years.            |
| John C. Hawthorne,                          | Randolph County, | Lawyer.                    |
| George C. Ross,                             | Benton,          | Lawyer, taught 4 years.    |
| <i>Mary Wright-Caldwell</i>                 | <i>1877.</i>     | <i>Taught 2 "</i>          |
| Belle D. A. Barnes, }<br>(Mrs. Dr. Greene,) | Bloomington,     |                            |
| Arista Burton.                              | Effingham,       | Taught 4 years.            |
| James H. England,                           | Carbondale,      | Taught 5 years.            |
| William H. Warder,                          | Marion,          | Lawyer, taught 3 years.    |
| <b>1878.</b>                                |                  |                            |
| Delia Caldwell,                             | Sedalia, Mo.,    | Taught 4 years.            |
| Alva C. Courtney,                           | White Hall,      | Taught 4 years.            |
| Charles E. Evans,                           | Elkville,        | Taught 3 years.            |
| James A. Hanna,                             | Saltillo, Tenn., | Merchant, taught 3 years.  |
| Orcelia B. Hillman,                         | DuQuoin.         | Taught 4 years.            |
| Sarah E. Jackson, }<br>(Mrs. Kimmel,)       | DuQuoin,         |                            |
| George Kennedy, Jr.,                        | Murphysboro,     | Merchant, taught 1 year.   |
| John T. McAnally.                           | Carbondale,      | Physician, taught 3 years. |

CLASS OF 1878—Continued.

| NAME.               | RESIDENCE.      | OCCUPATION.               |
|---------------------|-----------------|---------------------------|
| Mary C. McAnally,   | Carbondale,     | Taught 4 years.           |
| Edward R. Pierce,   | Alton,          | Minister, taught 2 years. |
| Richmond Plant,     | St. Louis, Mo., | Lawyer.                   |
| Edward H. Robinson, | Lawrenceville,  | Physician.                |
| David G. Thompson,  | Golconda,       | Editor, taught 3 years.   |

1879.

|                      |                |                 |
|----------------------|----------------|-----------------|
| Andrew C. Burnett,   | Lamar, Mo.,    | Merchant.       |
| George H. C. Farmer, | Pinckneyville, | Taught 3 years. |
| *Ida M. McCreery,    | Thompsonville, | Taught 3 years. |
| Lyman T. Phillips,   | Nashville,     | Taught 3 years. |

1880.

|                     |                   |                 |
|---------------------|-------------------|-----------------|
| Lauren L. Buck,     | Parkersburg,      | Taught 2 years. |
| Joseph Gray,        | Odin,             | Taught 2 years. |
| Louis Heitman,      | Bremen,           | Taught 2 years. |
| Charles E. Hull,    | Salem,            | Merchant.       |
| Henry A. Kimmel,    | Calhoun,          | Taught 2 years. |
| Wallace E. Mann,    | Effingham,        | Taught 2 years. |
| Albert B. Ogle,     | Belleville,       | Journalist.     |
| Frank P. Rentchler, | Belleville,       | Machinist.      |
| Lizzie M. Sheppard, | Fort Smith, Ark., | Taught 2 years. |
| Gertrude A. Warder, | DuQuoin,          | Taught 2 years. |

1881.

|                      |                 |                |
|----------------------|-----------------|----------------|
| Charles H. Burton,   | Carbondale,     | Student.       |
| William F. Hughes,   | Carbondale,     | Taught 1 year. |
| Henry W. Karraker,   | Dongola,        | Taught 1 year. |
| John William Lorenz, | Highland,       | Taught 1 year. |
| Oscar S. Marshall,   | Salem,          | Student.       |
| Thomas S. Marshall,  | Salem,          | Banker.        |
| Mary A. Sowers,      | Murphysboro,    | Taught 1 year. |
| Edward I. Ward,      | Washburne, Mo., | Taught 1 year. |

1882.

|                      |             |
|----------------------|-------------|
| Wezette Atkins,      | Carbondale. |
| Lizzie M. Deardorff, | Cobden.     |
| Walter J. Ennisson,  | Carbondale. |
| Adella B. Goodall,   | Marion.     |
| Alice Krysher,       | Makanda.    |
| Albert E. Mead,      | Anna.       |
| Arthur E. Parkinson, | Highland.   |
| Henry A. Stewart,    | Albion.     |
| John W. Wood,        | Mt. Vernon. |

\*Deceased.

# NAMES OF STUDENTS.

## Normal Department.

### SENIORS.

| NAME.                    | RESIDENCE.  |
|--------------------------|-------------|
| Wezette Atkins.....      | Carbondale. |
| Lizzie M. Deardorff..... | Cobden.     |
| Walter J. Ennisson.....  | Carbondale. |
| Adella B. Goodall.....   | Marion.     |
| Alice Krysher.....       | Carbondale. |
| Albert E. Mead.....      | Anna.       |
| Arthur E. Parkinson..... | Highland.   |
| Henry A. Stewart.....    | Albion.     |
| John W. Wood.....        | Mt. Vernon. |

### NORMAL.

|                            |                |
|----------------------------|----------------|
| Fannie A. Aikman.....      | Marion.        |
| Franklin M. Alexander..... | Salem.         |
| Sarah A. Allen.....        | Fitzgerrell.   |
| William L. Allen.....      | Fitzgerrell.   |
| William B. Bain.....       | Vienna.        |
| Loui Beauman.....          | Tunnel Hill.   |
| Alicia E. Beesley.....     | Lynn.          |
| Lou Blair.....             | Sparta.        |
| Maggie R. Blair.....       | Cutler.        |
| Louis W. Bowker.....       | Metropolis.    |
| Frank L. Boyd.....         | Carbondale.    |
| Mary A. Brown.....         | Pinckneyville. |
| Helen Bryden.....          | Carbondale.    |
| Maggie Bryden.....         | Carbondale.    |
| George V. Buchanan.....    | Bellmont.      |
| Clara J. Buchanan.....     | Bellmont.      |
| Mary Buchanan.....         | Bellmont.      |
| Alice M. Buckley.....      | Marion.        |
| Edith A. Buckley.....      | Marion.        |



| NAME.                       | RESIDENCE.      |
|-----------------------------|-----------------|
| Anna L. Burket.....         | Carbondale.     |
| Christopher C. Cawthon..... | South America.  |
| Frank Clements.....         | Carbondale.     |
| Bella M. Crowther.....      | Grand Tower.    |
| May B. Duff.....            | Carbondale.     |
| Ada L. Dunaway.....         | Carbondale.     |
| James O. Duncan.....        | Vandalia.       |
| William J. Eddy.....        | Shelbyville.    |
| Claude B. Evans.....        | Carbondale.     |
| Corrinne S. Evans.....      | Carbondale.     |
| Daniel B. Fager.....        | Grand Tower.    |
| William R. Fringer.....     | Tower Hill.     |
| Minnie J. Fryar.....        | Carbondale.     |
| Jesse B. Gill.....          | Murphysboro.    |
| Mamie R. Hassinger.....     | Troy.           |
| Elma S. Hawkins.....        | Carbondale.     |
| Frank C. Hendee.....        | La Clede.       |
| Lu Bird Hendee.....         | La Clede.       |
| Olin W. Hendee.....         | La Clede.       |
| Edwin S. Houts.....         | Carbondale.     |
| M. Lily Houts.....          | Carbondale.     |
| Gertrude Hull.....          | Carbondale.     |
| Arthur G. Jackson.....      | Vienna.         |
| John H. Jenkins.....        | Elizabeth Town. |
| William L. Keowen.....      | Jackson County. |
| Daniel L. Kimmel.....       | Elkville.       |
| Belle Kimmel.....           | Elkville.       |
| Mary L. Lawrence.....       | Carbondale.     |
| Richard T. Lightfoot.....   | Carbondale.     |
| Fannie D. McAnally.....     | Carbondale.     |
| John E. Miller.....         | Caseyville.     |
| Charles M. Morgan.....      | DeSoto.         |
| Robert W. Nairn.....        | Marissa.        |
| Clyde B. Phillips.....      | Nashville.      |
| George H. Rendleman.....    | Lick Creek.     |
| Carrie L. Ridenhour.....    | Vienna.         |
| Mary A. Roberts.....        | Carbondale.     |

| NAME.                   | RESIDENCE.  |
|-------------------------|-------------|
| James B. Suit.....      | Buncombe.   |
| Anna R. Shinn.....      | Carlyle.    |
| Maud Thomas.....        | Carbondale. |
| Edwin C. Toothaker..... | Salem.      |
| Albert E. Werner.....   | Caseyville. |
| Denard Williams.....    | Carbondale. |
| George W. Williams..... | Carbondale. |

## IRREGULAR NORMAL.

|                            |                  |
|----------------------------|------------------|
| John E. Aitchison.....     | Eau Claire, Wis. |
| Mattie O. Alexander.....   | Williamson Co.   |
| Bettie C. Anderson.....    | Nashville.       |
| Florence M. Barber.....    | Richview.        |
| Samuel A. Blair.....       | Sparta.          |
| James W. Brown.....        | Jackson County.  |
| James A. Carey.....        | Grayville.       |
| Bertha L. Carr.....        | Freeburg.        |
| McDaniel Carroll.....      | Spring Garden.   |
| Artelia E. Carter.....     | Ashley.          |
| Millard F. Chanaberry..... | Marion.          |
| I. May Copeland.....       | Vienna.          |
| William D. Crews.....      | Elkville.        |
| Nan Cummins.....           | Newton.          |
| Charles N. Davenport.....  | Salem.           |
| Phoebe A. Davis.....       | DeSoto.          |
| Harry G. Dickerman.....    | Carbondale.      |
| Ellen S. Donovan.....      | Jackson County.  |
| Alfred F. Drummond.....    | Cobden.          |
| George R. Ennisson.....    | Carbondale.      |
| James M. Etherton.....     | Jackson County.  |
| Mary Feeley.....           | Golconda.        |
| Georgiana A. Foster.....   | Pecatonica.      |
| Lizzie Glen.....           | Blair.           |
| Fannie Goodman.....        | Jonesboro.       |
| Reed Green.....            | Cairo.           |
| Jacob Gruenig.....         | Highland.        |
| John F. Harmon.....        | Ingraham.        |

| NAME.                     | RESIDENCE.        |
|---------------------------|-------------------|
| Josiah G. Harmon.....     | Ingraham.         |
| John B. Harnsberger.....  | Alhambra.         |
| John Herbert.....         | Murphysboro.      |
| Donie Holmes.....         | Nashville.        |
| Katie Hord.....           | Murphysboro.      |
| Charles H. Hubbell.....   | Makanda.          |
| Fred M. Hubbell.....      | Makanda.          |
| Marshall D. Jennings..... | Centralia.        |
| Maggie D Jennings.....    | Centralia.        |
| Susan M. Johnson.....     | Mt. Vernon.       |
| Ella Krysher.....         | Carbondale.       |
| Bartlett P. Lee.....      | Harrisburg.       |
| Carrie I. Loomis.....     | Makanda.          |
| Mary A. Loomis.....       | Makanda.          |
| Maud L. Loomis.....       | Makanda.          |
| Walter S. Loomis.....     | Makanda.          |
| Seburn E. Loyd.....       | Spring Garden.    |
| Cora McGregor.....        | Murphysboro.      |
| Lon S. McKnight.....      | Wakefield.        |
| Norman F. Mercer.....     | Lincoln Green.    |
| Charles B. Miller.....    | Caseyville.       |
| Emma E. Moore.....        | Centralia.        |
| Annie M. Murray.....      | Grand Tower.      |
| Nora Pease.....           | Carbondale.       |
| Henry W. Pemberton.....   | Gallatia.         |
| Allen Penrod.....         | Pomona.           |
| May D. Pope.....          | Herrin's Prairie. |
| Lulu E. Phillips.....     | Cairo.            |
| William M. Rapp.....      | Carbondale.       |
| Mattie E. Reeves.....     | Jackson County.   |
| John J. Rendleman.....    | Makanda.          |
| Mary Ritchie.....         | Marissa.          |
| Ellis Roane.....          | Opdyke.           |
| King D. Root.....         | Walnut Hill.      |
| Emma Russell.....         | Elkville.         |
| John H. Sabert.....       | New Minden.       |
| Annie Schmerker.....      | Villa Ridge.      |

| NAME.                   | RESIDENCE.       |
|-------------------------|------------------|
| John C. B. Smith.....   | Stone Fort.      |
| Felix J. Stewart.....   | Corinth.         |
| Kate Thomas.....        | Carbondale.      |
| Nora Thomas.....        | Wash'gton, D. C. |
| Charles W. Treat.....   | Salem.           |
| Lizzie Unruh.....       | Grand Tower.     |
| Daniel R. Webb.....     | Benton.          |
| Maggie E. Wham.....     | Foxville.        |
| Frank Wilbanks.....     | Mt. Vernon.      |
| Frank W. Willard.....   | Anna.            |
| Albert H. Williams..... | Dongola          |

## SPECIAL.

|                                                |                   |
|------------------------------------------------|-------------------|
| Samuel E. Harwood, (Assistant Instructor)..... | Spencer, Ind.     |
| John J. Anderson.....                          | Alto Pass.        |
| Lydia E. Balcom.....                           | Jackson County.   |
| Harriet R. Barber.....                         | Richview.         |
| Emma C. Barrow.....                            | Shiloh Hill.      |
| Lovie Boyd.....                                | Carbondale.       |
| Thomas Brown.....                              | Golconda.         |
| Arista Burton.....                             | Effingham.        |
| Jennie E. Clay.....                            | Cobden.           |
| Henry J. Dueker.....                           | Red Bud.          |
| Charles E. Evans.....                          | Elkville.         |
| Phillip Fager.....                             | DeSoto.           |
| Mary E. Gilmore.....                           | Effingham.        |
| John G. Hardy.....                             | Murphysboro.      |
| Lou Hayes.....                                 | Clinton, Ky.      |
| Ida B. Hooppaw.....                            | Villa Ridge.      |
| Carrie B. Kimmell.....                         | Cobden.           |
| John T. McAnally.....                          | Carbondale.       |
| Mary C. McAnally.....                          | Carbondale.       |
| Mary A. McEwen.....                            | Cairo.            |
| John Marten.....                               | Grand Tower.      |
| Frederick Moesser.....                         | St. Clair County. |
| Minnie H. Moudy.....                           | Centralia.        |
| Della A. Nave.....                             | Carbondale.       |



| NAME.                    | RESIDENCE.      |
|--------------------------|-----------------|
| Surelda C. Nave.....     | Carbondale.     |
| Hester E. Perry.....     | Jackson County. |
| Josie M. Randall.....    | Murphysboro.    |
| Belle S. Rice.....       | Cobden.         |
| Lizzie M. Rumbold.....   | Carbondale.     |
| Mary A. Skehan.....      | Cobden.         |
| William Y. Smith.....    | Vienna.         |
| Edgar L. Sprecher.....   | Staunton.       |
| Ivil N. Taylor.....      | Villa Ridge.    |
| William H. Trobaugh..... | Jackson County. |
| Alice Warderman.....     | Alhambra.       |
| Cora Williams.....       | Carbondale.     |

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Preparatory Department.

| NAME.                     | RESIDENCE.      |
|---------------------------|-----------------|
| Leon S. Alden.....        | Cairo.          |
| Charles H. Alexander..... | Williamson Co.  |
| Beverly A. Allen.....     | Murphysboro.    |
| Mattie Allen.....         | Carbondale.     |
| Robert M. Allen.....      | Carbondale.     |
| George B. Allison.....    | Chester.        |
| Paul Alsobrook.....       | Cairo.          |
| Leonia Baird.....         | Carbondale.     |
| Addie E. Balcom.....      | Jackson County. |
| George A. Bartleson.....  | Villa Ridge.    |
| Ida C. Bartley.....       | East St. Louis. |
| Mary C. Beard.....        | Carbondale.     |
| Thomas A. Beggs.....      | Coulterville.   |
| Ella Blackburn.....       | Chicago.        |

| NAME.                      | RESIDENCE.     |
|----------------------------|----------------|
| James B. Blackman .....    | Stone Fort.    |
| Della Blair .....          | Sparta.        |
| Elmer E. Blair .....       | Cutler.        |
| Maggie Bowker.....         | Metropolis.    |
| Mary J. Breckenridge ..... | Blair.         |
| Carrie S. Brewster.....    | Carbondale.    |
| Cora M. Brewster.....      | Carbondale.    |
| Mamie E. Bridges .....     | Carbondale.    |
| Jacob C. Brougher.....     | Opedyke.       |
| Edward Brown .....         | Carbondale.    |
| James C. Brush.....        | Carbondale.    |
| J. Rockwell Bryden.....    | Carbondale.    |
| William Bryden.....        | Carbondale.    |
| Hannah E. Burgess .....    | Mound City.    |
| Jane P. Burkey.....        | Jackson County |
| Charles R. Burroughs.....  | Shawneetown.   |
| Harmon M. Campbell.....    | Carbondale.    |
| William Campbell .....     | Baldwin.       |
| David P. Carson.....       | Oakdale.       |
| John M. Carson .....       | Nashville.     |
| Robert S. Carson .....     | Oakdale.       |
| Sallie J. Carter .....     | Carterville.   |
| Christopher M. Cash.....   | Anna.          |
| Daniel L. Chapman.....     | Vienna.        |
| Annie E. Cheatham.....     | Ava.           |
| William H. Cheatham.....   | Ava.           |
| Malinda F. Clark.....      | Union County.  |
| Mary C. Clark.....         | Osage.         |
| Elmorah A. Collins.....    | Jefferson Co.  |
| Edward B. Cox.....         | Carbondale.    |
| Lettie E. Crandall.....    | Carbondale.    |
| Matthias W. Creed.....     | Walnut Hill.   |
| Alvah M. Crim.....         | Frankfort.     |
| Mary H. Cunningham.....    | Pinckneyville. |
| Edward J. Danis.....       | Kaskaskia.     |
| John H. Davis.....         | Spring Garden. |

| NAME.                     | RESIDENCE.      |
|---------------------------|-----------------|
| Maggie Dennisson.....     | Carbondale.     |
| Martin Dennisson.....     | Carbondale.     |
| Mary Dennisson.....       | Carbondale.     |
| Jennie Diekey.....        | Marissa.        |
| Harriet A. Dollins.....   | Jackson County. |
| Huldah E. Dollins.....    | Jackson County. |
| Martin H. Dollins.....    | Jackson County. |
| Eddie T. Dunaway.....     | Carbondale.     |
| Anna Edmunds.....         | Jackson County. |
| Ed. S. Fakes.....         | Jackson County. |
| Carlie Farnar.....        | DeSoto.         |
| Emma C. Ferrell.....      | Makanda.        |
| Jennie Ferrell.....       | Makanda.        |
| Lewis H. Feuer.....       | New Athens.     |
| Edwin L. Foster.....      | Carbondale.     |
| Hattie Friedline.....     | DeSoto.         |
| Noah Friedline.....       | DeSoto.         |
| Marion D. Fulton.....     | Conant.         |
| Oscar N. Gibson.....      | Mt. Vernon.     |
| James T. Gillespie.....   | Carlyle.        |
| William W. Goldman.....   | St. Louis, Mo.  |
| Samuel H. Goodall.....    | Marion.         |
| Hiram T. Grater.....      | Shawneetown.    |
| Samuel M. Guylar.....     | Jamestown.      |
| Henry T. Hamill.....      | Freeburg.       |
| Ella S. Hamilton.....     | Marissa.        |
| Isaac Harklerode.....     | Collinsville.   |
| Mollie E. Harrington..... | DeSoto.         |
| Franklin R. Harris.....   | Dongola.        |
| William Harrison.....     | Mier.           |
| George A. Harvey.....     | Belleville.     |
| Emma M. Hewitt.....       | Carbondale.     |
| William S. Hewitt.....    | Carbondale.     |
| George T. Hileman.....    | Anna.           |
| Lenna Hill.....           | Centralia.      |
| Robert B. Hiller.....     | Makanda.        |
| Helen B. Hillman.....     | Carbondale.     |

| NAME.                    | RESIDENCE.        |
|--------------------------|-------------------|
| Allen B. Hinchcliff..... | Jackson County.   |
| Mary E. Hinchcliff.....  | Jackson County.   |
| Edward Hincke.....       | Pinckneyville.    |
| Belle Holland.....       | Carbondale.       |
| Luther Holt.....         | Foxville.         |
| Joseph S. House.....     | Elkville.         |
| Mary C. Hudson.....      | Tamaroa.          |
| James R. Huggins.....    | Jackson County.   |
| John G. Hughes.....      | Jackson County.   |
| Maud E. Hutchinson.....  | Murphysboro.      |
| Frank Hyres.....         | Jackson County.   |
| Charles E. Jennings..... | Centralia.        |
| Harrison Jennings.....   | Dix.              |
| William S. Jennings..... | Centralia.        |
| Charles M. Jerome.....   | Carbondale.       |
| Kate R. Kennedy.....     | Tamaroa.          |
| Edward M. Keown.....     | Jackson County.   |
| Anna D. Kimmel.....      | Elkville.         |
| Edward E. Kimmel.....    | Elkville.         |
| Minta A. Kirkham.....    | Grand Tower.      |
| Phillip Knecht.....      | Caspers.          |
| LeRoy Knott.....         | Anna.             |
| Cora Krysher.....        | Carbondale.       |
| Libbie Krysher.....      | Carbondale.       |
| Ora Krysher.....         | Carbondale.       |
| Rurie O. Lacy.....       | Elizabethtown.    |
| C. Antice Lamaster.....  | Marion.           |
| Jacob Lambert.....       | Pinckneyville.    |
| Alexander Lane.....      | Tamaroa.          |
| Homer R. Laney.....      | Jackson County.   |
| Henry Ledbetter.....     | Elizabethtown.    |
| Jesse W. Lewis.....      | Decaturville, Tn. |
| Joseph L. Leyerle.....   | Anna.             |
| Andrew Linck.....        | Okawville.        |
| Mary A. Loomis.....      | Makanda.          |
| Ella M. McAnally.....    | Carbondale.       |
| Emma I. McClay.....      | Oakdale.          |



| NAME.                    | RESIDENCE.      |
|--------------------------|-----------------|
| Anna L. McCreery.....    | Thompsonville.  |
| Morton G. McCreery.....  | Thompsonville.  |
| Lallie E. McElhiney..... | Coulterville.   |
| William B. McGuire.....  | Carbondale.     |
| Eber E. Mahon.....       | Loogootee.      |
| Mary E. Maples.....      | Makanda.        |
| Eliza Maxey.....         | Carbondale.     |
| Julia A. Melton.....     | DuQuoin.        |
| Fred B. Merrills.....    | Belleville.     |
| John W. Miller.....      | Ramsey.         |
| Mamie Morris.....        | Ullin.          |
| Anna Murphey.....        | Tilden.         |
| Hawkins O. Murphey.....  | Pinckneyville.  |
| Mary C. Murphey.....     | Tilden.         |
| Raimen M. Myers.....     | Des Moines, Ia. |
| William A. Nash.....     | Mt. Vernon.     |
| Charles E. Naylor.....   | Loogootee.      |
| Kate Neeley.....         | DuQuoin.        |
| Jennie R. Neil.....      | Sparta.         |
| George W. Ogle.....      | Birkner.        |
| Stennie Otey.....        | Corinth.        |
| Mollie E. Ozburn.....    | Osage.          |
| Chase Palmer.....        | Ashley.         |
| Annie Parks.....         | DuQuoin.        |
| Walter Parks.....        | DuQuoin.        |
| Edgar B. Parsons.....    | Murphysboro.    |
| Anna L. Pease.....       | Carbondale.     |
| Elmer N. Peavler.....    | Spring Garden.  |
| James C. Peek.....       | Frankfort.      |
| Samuel Y. Penrod.....    | Makanda.        |
| Celia M. Perry.....      | Jackson County. |
| Clement J. Perry.....    | Jackson County. |
| J. Herman Peters.....    | Swanwick.       |
| William B. Phillips..... | Mt. Vernon.     |
| John E. Pickering.....   | Troy.           |
| Clarence Purdy.....      | Carbondale.     |
| Henry Ragland.....       | Benton.         |

| NAME.                      | RESIDENCE.        |
|----------------------------|-------------------|
| Anna A. Rapp.....          | Carbondale.       |
| Ross H. Rees.....          | Murphysboro.      |
| William B. Reeves.....     | Jackson County.   |
| Thomas R. Reed.....        | Saline Mines.     |
| Emma. J. Rial.....         | Pineknayville.    |
| Emma A. Rendleman.....     | Makanda.          |
| Josie Rendleman.....       | Cobden.           |
| Willis Rendleman.....      | Makanda.          |
| George C. Roberson.....    | Villa Ridge.      |
| Mary L. A. Roberson.....   | Villa Ridge.      |
| Cora A. Robinson.....      | Pomona.           |
| Esther V. Rockwell.....    | Alhambra.         |
| Lucy E. Rockwell.....      | Dudleyville.      |
| Junius L. Rowan.....       | Shawneetown.      |
| George W. Rush.....        | Mound City.       |
| John E. Schaefer.....      | Carlyle.          |
| George Schwartz.....       | Elkville.         |
| Ida Scott.....             | Carbondale.       |
| Luther T. Scott.....       | Carbondale.       |
| Ida F. Sheerer.....        | New Burnside.     |
| James C. Sheerer.....      | New Burnside.     |
| Sherman Sherrod.....       | Villa Ridge.      |
| Lucy M. Sherwood.....      | Belle View, Mich. |
| Dora Sifford.....          | Anna.             |
| Ralph Sifford.....         | Anna.             |
| Seva Smith.....            | Makanda.          |
| Benjamin F. Stockett.....  | St. Elmo.         |
| John S. Stonecipher.....   | Foxville.         |
| Susie P. Storm.....        | Jonesboro.        |
| John R. Sulilvan.....      | Carbondale.       |
| Jefferson M. Swafford..... | Benton.           |
| Minnie A. Tait.....        | Carbondale.       |
| Emma Taylor.....           | Coulterville.     |
| John A. Thompson.....      | Jackson County.   |
| Ethel S. Tierney.....      | Okawville.        |
| Walter E. Toler.....       | Carbondale.       |
| John H. Trescher.....      | Cumberland, Md.   |

| NAME.                      | RESIDENCE.      |
|----------------------------|-----------------|
| Ed. P. Trobaugh .....      | Jackson County. |
| James E. Valentine .....   | Sparta.         |
| John L. Veach .....        | Vienna.         |
| Albert H. Walker .....     | Marissa.        |
| Corrington O. Walker ..... | Carbondale.     |
| Hannah Waller .....        | Jackson County. |
| Edward Walton .....        | Anna.           |
| Gertie Watson .....        | Carbondale.     |
| Albert O. Weaver .....     | Corinth.        |
| Henry L. Webber ..         | Stone Fort.     |
| Thomas E. Webber .....     | Gallatia.       |
| John Welson .....          | Villa Ridge.    |
| Jennie White .....         | Marissa.        |
| John S. White .....        | Savannah, Tenn. |
| Annie Wiegmann .....       | Hoylton.        |
| McClellan Wiggins .....    | Lick Creek.     |
| Minnie L. Willard .....    | Anna.           |
| Kate Williams .....        | Jackson County. |
| Lillian Williams .....     | Jackson County. |
| Thomas E. Williamson ..... | Belnap.         |
| Russell Winchester ..      | Jackson County. |
| Frank Woodward .....       | Carbondale.     |
| William T. Wykes .....     | Carbondale.     |
| Lelia S. Yost .....        | Metropolis.     |
| Herman F. Zetsche .....    | Okawville.      |

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## SUMMARY OF STUDENTS.

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|                                   |     |
|-----------------------------------|-----|
| NORMAL DEPARTMENT—Seniors, - - -  | 9   |
| Regular, - - -                    | 63  |
| Irregular, - - -                  | 76  |
| Special, - - -                    | 36  |
|                                   | 184 |
| PREPARATORY DEPARTMENT, - - - - - | 223 |
| Separate Students, - - - -        | 407 |

## SUMMARY BY TERMS.

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|                                      |     |
|--------------------------------------|-----|
| Special Session, - - - - -           | 51  |
| Twenty-Second Term—Fall, - - - - -   | 236 |
| Twenty-Third Term—Winter, - - - - -  | 239 |
| Twenty-Fourth Term—Spring, - - - - - | 223 |
| Total, - - - - -                     | 751 |

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## HISTORY.

An act of the General Assembly of the State of Illinois, approved April 20th, 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 a location, erect a building and employ teachers for the school. The Governor, General John M. Palmer, appointed Captain Daniel Hurd, of Cairo; General Eli Boyer, of Olney; Col. Thomas M. Harris, of Shelbyville; Rev. Elihu J. Palmer, of Belleville, and Samuel E. Flannigan, Esq., of Benton.

After advertising in the newspapers and stimulating competition among the towns and cities in the central part of Southern Illinois, these trustees agreed on Carbondale as the place, and the site was fixed on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central Railroad. The contract of the building was let to James M. Campbell, Esq., who assumed the responsibility of completing it for the sum of \$225,000, to be obtained as follows: \$75,000 from the State, and the balance from the City of Carbondale and the County of Jackson.

The corner-stone was laid with the ordinary ceremonies, by the Grand Master of the Masonic fraternity of the State, on the 27th day of May, 1870, and the work was rapidly pushed forward. In the spring of the next year Mr. Campbell was killed on the building, and the work was interrupted. The Legislature then assumed the contract, and appointed commissioners to complete the building. These were continued, and finished their work, so that the building was dedicated, a Faculty of instruction was inaugurated, and the school begun July 1st, 1874.



The building is of brick, in the Norman style of architecture, with trimmings of sandstone, in two colors. It is 215 feet in extreme length, and 109 in extreme width. It has a basement story 14 feet in the clear; two stories, one 18 feet, the other 22 feet, and a Mansard story 21 feet. The basement is devoted to the heating apparatus and Laboratory and dissecting rooms, exercises in unpleasant weather, residence for the Janitor, etc. The Mansard is for Lecture Hall, Library, Museum, Art Gallery, and rooms for Literary Societies. The other two stories are for study and recitation. The total cost was about \$265,000.

The steam heating apparatus, constructed under an act of the General Assembly in 1878, leaves nothing to be desired for comfortable warmth and proper ventilation.

During the time between May, 1870, and July 1st, 1874, modifications in the law had been made, and the Governor had appointed a new board of trustees: James Robarts, M. D., of Carbondale; Hon. Thomas S. Ridgway, of Shawneetown; Edwin S. Russell, Esq., of Mt. Carmel; Lewis M. Phillips, Esq., of Nashville, and Jacob W. Wilkin, Esq., of Marshall. These trustees elected Rev. R. Allyn, LL.D., at that time President of McKendree College, Principal, and as his associates, the persons whose names appear in their proper places.

The work of instruction in the new building began July 2, 1874, at which time a Normal Institute was opened, with fifty-three pupils. On the 6th day of September, 1874, the regular sessions of the Normal University were commenced. The school is graded and has two departments—a Normal Department, with two courses of study occupying four years and three years respectively; a Preparatory Normal, two years; making in all a full course of six years.

As a part of the history of the school, it should be said that there has been a substantial increase in the numbers of the students in the higher classes according to seasons each year, and almost at each session. Causes have produced some fluctuations, but less than the fluctuations of business during the same years might have led us to anticipate. The numbers of each session are here appended, viz: First Special Session, 53; First Term, 141; Second Term, 185; Third Term, 283; Second Special Session, 27; Fourth Term, 226; Fifth Term, 215; Sixth Term, 256; Seventh Term, 191; Eighth Term, 181; Ninth Term, 263; Third Special Session, 21; Tenth Term, 230; Eleventh Term, 263; Twelfth Term, 256; Fourth Special Session, 23; Thirteenth Term, 260; Fourteenth Term, 294; Fifteenth Term, 289; Sixteenth Term, 268; Seventeenth Term, 259; Eighteenth Term, 223; Fifth Special Session, 37; Nineteenth Term, 254; Twentieth Term, 251; Twenty-first Term, 226; Sixth Special Session, 51; Twenty-second Term, 236; Twenty-third Term, 239; Twenty-fourth Term, 225. Total of separate students, 1,693.

A record kept very carefully shows that 913 of these students have taught school since their study with us; and hundreds of letters received by us testify that a large portion of these students have taught excellent schools. It would be strange indeed, if among so many, some of whom were with us for very limited periods, and who, of course, could derive but little benefit from our methods of instruction and discipline, did not fail, or at least, should do no better work than those who have not been in attendance here. Notwithstanding the competition of teachers for places, it is not uncommon for directors to apply to us for teachers whom we have educated, and whom we can recommend, and such find little difficulty in obtaining schools at from five to ten dollars more a month than others.

We have no hesitation in saying that any good and diligent student, who will study faithfully a year in our University, can be assured a school without paying a per cent. brokerage. Many such facts are revealing this other fact, that those who attend Normal Schools do stand better chances of obtaining situations as teachers than others, and are esteemed more highly by the intelligent friends of education; and in fact do teach better schools than they would have taught without our instructions, and not unfrequently much better than those who have not been with us. We shall always be glad to correspond with directors or boards of education who desire live teachers, inspired to do the best work.

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## GENERAL INFORMATION.

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The object of the University is to do a part of the work of education undertaken by the State. This is provided for in the two departments before named—Preparatory and Normal. Each of these has a specific work, and pursues its appropriate method. One design of the Preparatory School is to be an example of what a school for primary scholars should be, and to afford to those preparing themselves to teach a place where they may observe the best methods in operation, and where, at suitable times, they may practice in the calling of a teacher under the eye of one well instructed and largely experienced in the work. This practice work and observation is receiving each year more attention with us, and is one of our most valuable advantages.

The Normal Department is to give thorough instruction in the elementary and higher portions of the school course of study, and, in-

deed, to fit the student by knowledge and discipline for the practical duty of a teacher. It aims to give, in addition to instruction, opportunities of observation and trial to every one passing through the course, so that he shall not be an entire novice in his calling when he enters the school room. With this idea in mind, every branch prescribed to be taught in the common high schools of our State is carefully studied. Accuracy and complete thoroughness are points held in mind in every recitation, and drills upon the element are not shunned as though one gained something by slurring over them. So much of each branch as we pursue, we endeavor to impress upon the heart, and incorporate its methods into the whole frame of the character. Great attention is therefore bestowed upon the earlier parts of the course, such as spelling and pronunciation, reading and defining, writing, drawing, vocal music, and calisthenics. 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 course of study is planned to give information, to assist in self-control and discipline, and to promote culture and refinement. It is arranged in the order which ages have found most profitable and philosophical; and all experience has shown that the first qualifications of a teacher are knowledge and personal self-discipline. The study of methods or practice will go for little till the scientific education has been obtained. The earlier studies are elementary, and the latter ones calculated for stimulating thought when it is growing to maturity and needs discipline in proper directions. It is most emphatically urged on all students that they make their arrangements to pursue each study in its order, to make thorough work of each, and not to overburden the mind, and body too, by a larger number of studies than they can carry. Four studies a day should be the extreme limit, and even then one should be a review of a branch quite familiar.

Few things can be impressed upon the mind to more profit than rules like the following, and we earnestly request school officers, directors and county superintendents to aid us, and the friends of sound systematical education to reiterate the maxims: Be thoroughly grounded in the elements of knowledge;—particularly, spelling with readiness and correctness; adding and multiplying numbers in all possible combinations with electric speed and infallible accuracy; writing with dispatch and neatness a good hand easily read; drawing any simple figure; and singing. These things well learned in theory, and wrought into practical habits, not only open the door to all fields of knowledge and art, but they do go a long way toward making the highest attainments in scholarship and the sweetest grace in all man-



ners and behavior. This Normal University insists on them as both necessary and easily gained.

Our rules of government are few in number and very general in their application. They are embraced in the Golden Rule :

“Do to Others as You Would They Should Do to You.”

It is expected, of course, that they include :

1. Neatness of person and of dress.
2. Purity of words and of behavior.
3. Cleanliness of desks, books, and rooms.
4. Genteel bearing to teachers and fellow-students.
5. Punctuality every day and promptness in every duty, not to the minute only, but to the second.
6. Respect for all the rights of others in all things.
7. Earnest devotion to work.
8. Quietness in all movements.
9. By all means be in school the first day and remain till the last of every term.
10. Obedience to the laws of love and duty.

If the spirit of these things can be infused into the soul and wrought into the habits, each student will for himself grow in goodness and truth, and for the State he will be a power and blessing.

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## A FEW WORDS OF SUGGESTION

To Those Who Design to Attend Our School.

1. Understand how many of our studies you have mastered thoroughly, and come ready to be examined on them. Do not forget that one who is to teach should be more thorough than one who is intending to be merely a scholar.

2. Do not take the higher studies till you have passed the lower in our classes, or by our examination. Elementary work always pays better in the end than any other. Finish this first; do not be discouraged because your elementary studies have not been thoroughly done; you can remedy all such deficiencies. Quite too many want to begin with the higher studies. Take an examination in the lower ones and find exactly how you stand in them and then advance as rapidly as you please.

3. Always bring recommendations from the county superintendent or county judge, or some clergyman or justice of the peace.

4. Come determined to work every day, and to omit no duty; to give up every pleasure for the time, and to do nothing but school duties, and to do these without fail at their proper times. Give up



dancing schools, as most demoralizing to scholarly habits; and all dancing parties, as leading to dissipation and often quarrelsomeness, as well as vice and worthlessness.

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### TO OUR FRIENDS.

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We trust county superintendents will advise any who contemplate devoting themselves for a time, at least, to the work of teaching, to enter some of our departments—the Pedagogical or other—and to thus associate themselves with the hundreds who have been with us, and are heartily engaged in elevating the calling of the teacher. It would be well to advise only such to attend as have an honest character and fair health, and good abilities to communicate knowledge. Any one who simply wants to teach because of the lighter and more agreeable labor, and better pay, should be discouraged. But when one desires to be worthy, both in knowledge and character, to discharge the high duties of a teacher, and who needs more science and better discipline, let him come and profit.

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### COURSE OF STUDY.

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The course of study, we repeat, has been arranged with two purposes in view—1, to give a strictly Normal course of training to fit teachers for public schools, and 2, to give examples of methods of teaching. It therefore goes over the whole curriculum of school studies, and gives especial attention to those branches which require the use of the observing and preceptive faculties, without neglecting those which demand the use of the imagination and reason. Practical attention is devoted to physics, chemistry, natural history, surveying, and language, and the student is not only taught to know, but to do the work of the branches which he pursues. He is also required to give instruction in all that he learns, so that when he begins his life-work, either of teaching or laboring in a secular employment, he may not be wholly inexperienced in the very beginning of his career.

N. B.—Hereafter the senior class or candidates for diplomas will be

examined on the topics or subjects of the whole course of study. This will be called the Graduating Examination, and will take place about the middle of the Spring Term. A student successfully passing it will be entitled to a recommendation of the Faculty for a diploma to be conferred by the Trustees, and will be assigned a part in the Commencement exercises. The paper containing the questions will embrace ten points on each topic, arranged in pairs, and each answer may be to whichever one of each pair the student prefers. Thirty points will be prepared by the teacher of the Department to which the topic belongs, and these will be submitted to the Principal, who shall strike out ten or amend as he may judge best. The remaining ten will be sent to the State Superintendent of Public Instruction, who will strike out ten more such as he shall elect. The other ten will be given to the candidates, and they shall have ample time for carefully writing and preparing their papers in answer to the five points they may prefer. These papers, without the names of the writers, shall be given to a committee of county superintendents or teachers, who shall examine them and report on their merit, recommending or not their authors for graduation as they shall deem just. After the papers have been examined they shall be bound in a volume for preservation in the archives of the University.

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### DEPARTMENTS.

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The course of study is arranged into departments, and is embodied in the accompanying schedules and tables of studies and hours of recitations. Special attention is called to these, and students are earnestly advised to begin with the lower and proceed to the higher. There is a natural order of succession of studies, and ages have proved that this cannot be inverted without harm. We ask all to study the syllabus of each department and mark its plan.

## SYLLABUS OF DEPARTMENT WORK.

N. B.—This syllabus includes both English and Classical courses. Let it be studied in connection with tables of Course of Study and Programme.

The course is arranged so as to fill four years of three terms each—twelve terms in all. Each study is named below in this order.

### I. DEPARTMENT OF RHETORIC, LOGIC, MENTAL AND MORAL SCIENCE AND THEORETICAL PEDAGOGICS.

#### RHETORIC.

*Seventh Term of the Course.*—Invention, style and discourse, including language, composition, figures of speech, purity, strength, harmony, as in D. H. Hill's. This work is supplemented by essays, themes and discussions.

#### LOGIC.

*Eighth Term of the Course.*—Logic in its three branches of conceiving, thinking, and inferring, with their laws, and special attention to methodology in sciences. Logical elements and logical methods, fallacies and how to detect and avoid them. W. S. Jevons' Elements and Principles.

#### CONSTITUTION OF THE UNITED STATES.

*Ninth Term of the Course.*—The Constitution of the United States, including the history of its formation and interpretation, with a careful analysis of its provisions, paragraph by paragraph, and a consideration of the duties of the several officers who act under it. Alden.

#### MENTAL PHILOSOPHY.

*Tenth Term of the Course.*—The three grand departments of intellectual activity—thought, emotion and volition—perception, qualities of matter—the senses and sensation—memory, with special attention to its laws of retentiveness and recollection; imagination, constructive and creative—induction and deduction, and intuition. The sensibilities, particularly as motives or springs to action, with the desires and affections; and lastly, the will. All this for the purpose of teaching how to control one's self and govern or influence others. Haven's Mental Philosophy.

## ETHICS AND CRITICISM.

*Eleventh Term of the Course.*—Ethics, with care concerning the motives of conduct and the formation of habits and character. Criticism so far as to suggest the rules of judgment in literature and arts, and to analyze the works of art in their several branches. Wayland and Peabody.

## SCHOOL LAW.

*Twelfth Term, or Third Term of the Course.*—*The School Law of Illinois.*—The funds applied to the support of schools; how they have originated and how they are used; the officers who administer the various parts of the law and their duties; the teachers and their duties and prerogatives. Official Publication and Decisions of State Superintendent.

## THEORETICAL PEDAGOGICS.

*Tenth Term of the Course.*—In Theoretical Pedagogics, special education is necessary for a teacher. The knowledge a teacher needs, the methods of acquiring it, and the methods of imparting it; the true order of studies, and the motives to be used in controlling and governing; observations in school room, practical teaching, theses and discussions. Wickersham's Methods.

## THEORETICAL PEDAGOGICS.

*Eleventh Term of the Course.*—The Philosophy of Education, and the nature of the child, with the several ranks or grades of school, and the ages at which specific studies should be commenced, and to what they should lead. The hierarchy of schools and of knowledge to be imparted or acquired; observations in school; practical work in school room; theses and discussions; educational biography. Rosenkrantz, and Lectures.

## THEORETICAL PEDAGOGICS.

*Twelfth Term of the Course.*—Some of the most eminent men in the teachers' profession, and a history of their work, and of the movement of thought that has made it possible for men to obtain command over themselves and all their powers, and to combine and co-operate with their fellows. Observations in recitations, practical teaching in classes, theses and discussions. Quick's Educational Reformers and Lectures.



## II. DEPARTMENT OF NATURAL HISTORY.

Second Year Preparatory or Second Year Normal.

## ZOOLOGY.

*Elementary Zoology.*—General idea of animals; principles of their classification in general terms; branches or sub-kingdoms as a whole; study of the more common vertebrates, with the character of the orders; articulates as a branch, the classes and orders, illustrations; mollusca as a branch, the classes and orders, illustrations from land, fresh water and marine mollusks; radiates as a branch, brief study of the classes by examination of some of the best known forms; protozoans as a branch.

*Fifth Term.—Advanced Zoology.*—What is an animal? general idea of the animal kingdom; basis of classification; the five branches, or sub-kingdoms. Vertebrates; classes; mammals, illustrations and analysis in studying the orders, preserving and caring for specimens; birds, groups or orders, illustrations and analysis, taxidermy; reptiles, illustrations and analysis, preservation of specimens; batrachians, illustrations, etc.; fishes, characters, illustrations, etc.; articulates, classes, insects as a class, the orders, analysis, methods of preservation and care of specimens, injurious and beneficial; arachnida, illustrations; crustaceans, illustrations; worms, orders; mollusca; classes, cephalopoda, gasteropoda, tunicata, brachiopoda, polyzoa, illustrations; radiates; classes, echinodermata, acalophia, polypi; illustrations; protozoans, classes or divisions.

Second Year Preparatory or First Year Normal.

## BOTANY.

*Elementary Botany.*—Parts of plants—roots, stems, leaves and flowers, character of each; how plants grow from the seed; how they continue to grow; duration of plants; study of the root, kinds of roots; study of the stem, kinds of stems; study of leaves, venation, forms, margin, base, apex; inflorescence; forms and kinds of flowers, their parts, nature of the flower; shapes; fruit, simple, aggregated and multiple; seeds, their coats and contents; how plants grow; what they are made for; what they do; how classified; work in analysis the last few weeks of the term.

*Third Term.—Advanced Botany.*—The leaf, parts, venation, forms, margin, base, apex, simple, compound; inflorescence, forms, æstivation; floral organs; floral envelopes, situation, kinds of perianths; essential organs, stamens, their parts, pistils, their parts; analysis of plants with methods of preparing herbarium specimens, begun and continued through rest of term; fruit, dehiscent and indehiscent peri-

carps, kinds of fruits; seed, its coats, contents; germination; growth of phænogamous plants, study of root and stem; cryptogamous plants, their vegetative organs, reproductive organs, vegetable cells; vegetable tissues; structure of woody tissues and leaves; fertilization of phænogams; of cryptogams; plant action, absorption, circulation, transpiration and respiration.

### III. DEPARTMENT OF LANGUAGES AND LITERATURES.

#### LATIN COURSE.

Second Year of the Preparatory.

##### LATIN ELEMENTS.

*Fourth Term.*—Division and combination of letters; English method of pronunciation; classification of words and their properties; Latin pronouns and their relation to other words; frequent inter-language translations, giving formation and derivation and analysis of English words; written examinations. Harkness and Ahn.

##### LATIN ELEMENTS—Continued.

*Fifth Term.*—Conjugations of Latin verbs; voices; modes finite and infinite; tenses; characteristics of conjugations; reviews, oral and written; fundamental rules; daily translations from Latin into English, and from English into Latin, parsing and analyzing, giving rules for construction; written examinations. Harkness and Ahn.

##### LATIN READER.

*Sixth Term.*—Review of all verbs; syntax of sentences; parsing; etymology of words; daily translation of fables and anecdotes; early Roman history; Italian and Roman kings; Rome founded; war of the Sabines; Roman struggles and conquests; consuls; Punic wars; Roman triumphs; civil dissensions; daily use of grammar with reader; written and oral examinations. Harkness' Grammar and Reader.

First Year of the Normal.

##### CÆSAR DE BELLO GALLICO.

*First Term.*—Life and character of Cæsar; general description of Gaul; war with the Helvetii; conspiracy and fate Orgetorix; Cæsar's speech to the Helvetian legate; war with Ariovistus, the leader of the Germans; constant use of grammar and parsing; written examinations. Harper's Text or Harkness.

## CÆSAR DE BELLO GALLICO—Continued.

*Second Term.*—War with the Germans; accounts of early nations; German mode of warfare; final result; war with the Belgæ; bridge over the Rhine and crossing into Germany; review of the grammar with regard to rules for construction; written examinations; Sallust begun. The style of Cæsar. Anthon's or Harper's Text.

## C. SALLUSTII BELLUM CATILINARUM.

*Third Term.*—Account of Sallust; Lucius Catiline; his character, conspiracy and confederates; time, circumstances and cause of conspiracy; fate of allies and Catiline; views of Cato, Cæsar and others; results upon the Roman government; frequent written translations; daily exercises in grammar, giving rules for construction; written and oral examinations. Style of Sallust. Harkness or Harper's Text.

## P. VIRGILII MARONIS ÆNEIS.

*Fourth Term.*—History of Virgil; hero of the poem; causes of the Trojan war; overthrow of Troy; mythology of the Dei majores and Dei minores; early history of Carthage; accounts of Dardanus, Anchises, Achates, Dido, Priam, Hector, Achilles, and others; journeyings of Æneas and his companions and final arrival in Italy; poetic metre; parsing and syntax of sentences; written examinations. The excellences and defects of Virgil's style, etc. Frieze and Harper's Text.

## CICERO IN CATILINAM.

*Fifth Term.*—Outline of life and character of Cicero; birth and character of Catiline; the Catilinian conspiracy; the allies; origin and cause of conspiracy; fate of Cataline and leaders; both literal and liberal translations; daily reference to analytical and sythetical construction of sentences; written examinations. The style of Cicero. Harkness or Harper's Text.

## TACITUS DE GERMANIA.

*Sixth Term.*—Life and writings of Tacitus; his style; situation of Germany; manners and customs of the early inhabitants; characteristics of the race; mode of living; description of the country; tribes of German origin; cavalry, infantry, and mode of warfare; free, smooth and polished translation required; written and oral examinations. Tacitus as a historian. Tyler.

## GREEK COURSE.

## GREEK RUDIMENTS.

*Fourth Term.*—Greek characters; classification of letters into vowels and consonants; diphthongs; sounds; declensions of articles, nouns, adjectives and pronouns; etymology of words; short exercises



in translation from Greek to English and English to Greek, and parsing; written examinations. Harkness.

#### GREEK RUDIMENTS—Continued.

*Fifth Term.*—Conjugation of verbs; active, middle and passive voices, with other properties of verbs; syllabic and temporal augmentations; reduplications; euphonic changes; daily translation from Greek into English, and from English into Greek; frequent reviews; etymology and parsing; written examinations. Harkness.

#### GREEK RUDIMENTS—Continued.

*Sixth Term.*—Mute, liquid and contract verbs finished; verbs in second conjugation; irregular verbs; particles, syntax and classification of sentences; rule for construction; translating Greek fables, jests, anecdotes, legends, and mythology; thorough review of grammar; Anabasis begun; written and oral examinations. Harkness.

#### XENOPHON'S ANABASIS.

*Seventh Term.*—Character of Xenophon; history of Darius, Artaxerxes and Cyrus; outline of the Anabasis; account of the march of the Ten Thousand; modes of early Grecian warfare; the Cilician Queen; arrival in Babylonia; battle of Cunaxa; death of Cyrus; thorough review of Greek grammar, and constant attention to parsing daily; written examinations. Boise's Anabasis and Grammar.

#### MEMORABILIA OF SOCRATES.

*Eighth Term.*—History of Socrates; charges against him; his innocence; his "Daimon"; Socrates' views of the value of friends and friendship; apothegms upon the rusticity of conduct; remedy for the loss of appetite; dissertation upon the manner of eating and mode of life, etc.; reference daily to the analysis and synthesis of sentences in accordance with the rules of grammar; written examinations. Robbins.

#### HOMER'S ILIAD.

*Ninth Term.*—Trojan war; fall of Troy; the Greeks; the Troad; captive maids; quarrel between Achilles and Agamemnon; Grecian mythology; priests; greater and lesser gods; death of Hector; time, persons and places considered; style of Homer; dialectic differences and ancient forms. Johnson; Autenrieth's Homeric Dictionary.



## IV. DEPARTMENT OF HIGHER MATHEMATICS AND PRACTICAL PEDAGOGICS.

## PRACTICAL PEDAGOGICS.

(*Wickersham's School Economy, Payne's School Supervision, Swett's Methods of Teaching.*)

*First Term, (C).*—School sites and grounds; school houses, furniture and apparatus; grading schools; studies for different grades; school records; school organization; incentives to study; the recitation; preparation for and manner of conducting the recitation.

Observation of methods in class-room; theses; discussions.

*Second Term, (B).*—Practical school ethics; rewards and punishments; means of preventing and of correcting disorder; school administration; the teacher's motives, qualifications, and duties; advantages and disadvantages of teaching; effect of good schools upon State and Nation; existing educational agencies; the common school; the normal school.

Observation; criticism; theses; discussions.

*Third Term, (A).*—School law of Illinois; summary of school system of the State; the school funds; rights of parties to the school contract; school supervision; examinations; methods for ungraded schools; teaching and training.

Criticism; practice; theses; discussions.

HIGHER ALGEBRA.—*Ficklin.*

*Fourth Term, (C).*—Literal notation and its application to addition, subtraction, multiplication, and division of integral and of fractional quantities, and to factors, divisors and multiples; simple equations; indeterminate equations; inequalities, involution and evolution; theory of exponents.

*Fifth Term, (B).*—Radical quantities; quadratic equations; discussion of problems; higher equations; simultaneous equations.

*Sixth Term, (A).*—Proportion; permutations and combinations; binomial theorem; identical equations; series; logarithms; compound interest and annuities.

GEOMETRY.—*Loomis.*

*Seventh Term, (B).*—Straight lines and angles, circumferences; triangles; quadrilaterals; general properties of polygons; circles; problems.

*Eighth Term, (A).*—Lines and planes; solid angles; polyhedrons; spherical polygons; cylinder, cone, and sphere; problems.

TRIGONOMETRY.—*Ray.*

*Ninth Term.*—*Plane.*—Trigonometrical functions; tables of natural

and of logarithmic functions; solution of triangles; actual use of surveyor's transit and compass in making examples in area, height and distance.

*Spherical.*—Solution of spherical triangles for arcs and angles, with special application to measurement of distances and areas on the surface of the earth, and of volumes.

SURVEYING.—*Ray.*

*Tenth Term.*—Practical work in land surveying, leveling, etc., occupying about two hours a week.

GENERAL GEOMETRY.—*Olney.*

*Tenth Term.*—Descartes's method of co-ordinates; method of polar co-ordinates; transformation of co-ordinates; investigation of properties of plane loci by means of their equations.

CALCULUS.—*Olney.*

*Eleventh Term.*—*Differential.*—Definitions and notation; differentiation of algebraic, logarithmic, exponential, trigonometrical, and circular functions; successive differentiation and differential co-efficients; functions of several variables and partial differentiation; development of functions; evaluation of indeterminate forms; maxima and minima of functions of one variable.

*Twelfth Term.*—*Integral.*—Definitions and elementary forms; rational fractions; rationalization; integration by parts and by infinite series; successive integration; definite integration and constants of integration.

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## V. DEPARTMENT OF PHYSICS, CHEMISTRY AND GEOLOGY.

NATURAL PHILOSOPHY.—*Avery.*

*Fourth Term.*—Definitions, properties and states of matter; dynamics—force and motion, composition and resolution of forces, falling bodies, pendulum, energy; simple machines, laws of equilibrium, friction; hydrostatics—liquid equilibrium, capillarity, buoyancy, specific gravity; hydrokinetics—discharge of liquids through orifices, flow of rivers, water-wheels; pneumatics—atmospheric pressure, Mariotte's laws, barometer, air, force and lifting pumps, siphon; acoustics—reflection and refraction of sound, sound waves, musical instruments; heat—temperature, thermometer, liquefaction, vaporization, distillation, latent and specific heat, diffusion of heat, thermo-dynamics; optics—velocity, reflection and refraction of light, chromatics,

optical instruments, polarization; electricity—magnets, induction machines, condensers, voltaic battery, thermo-electricity, electric telegraph, telephone, etc.

The various subjects are thoroughly illustrated by practical experiments and problems.

ELEMENTARY NATURAL PHILOSOPHY.—*Steele.*

*Preparatory.*—The general outline of the work is similar to that of the advanced class, but less extended in details and thoroughness.

CHEMISTRY B.—*Avery.*

*Tenth Term.*—Chemical nomenclature, laws governing chemical combinations. Atomic weights, molecular weights, specific gravity and valency of each element. Stoichiometry; theory of acids, bases and salts: grouping of elements; their discovery, occurrence, preparation, properties, and uses. Applied chemistry, toxicology, etc.

CHEMISTRY A.—*Craft.*

*Eleventh Term.*—Description of chemical operations, preparation of reagents, deportment of bodies with reagents, and blow-pipe work according to groups. Analysis of ten simple substances, determining bases only, and ten determining both acids and bases; ten complex substances; specimens of soils and waters, applied chemistry, toxicology, etc.

The work in chemistry is chiefly done in the excellent laboratory of the University, where the student is supplied with good Bunsen burners, a full line of reagents, and a suitable stock of chemical compounds, the purpose being to make the student familiar with the different processes of analyzing ordinary substances, and to render him skillful in manipulating apparatus.

GEOLOGY.—*Andrews.*

*Twelfth Term.*—Physiographic geology—general character of the earth's features; system in the earth's features; lithological geology—constitution of the rocks, kinds of rocks; condition, structure and arrangement of rock masses—stratified, unstratified and vein form; position of strata, dislocation, order of arrangement. Review of the animal and vegetable kingdoms. Historical geology; azoic age or time; paleozoic time—lower Silurian, upper Silurian; age of fishes or Devonian age; age of coal plants or carboniferous age; mesozoic time—reptilian age; cenozoic time—mammalian age; age of man. Dynamic geology; life, agency of the atmosphere, agency of water, agency of heat. Illustrations of the subject through the term by cabinet specimens, and by study of the formations of Carbondale and vicinity.



MINERALOGY.—*Foye.*

*Twelfth Term.*—The work in Geology is supplemented by a short course in determinative mineralogy. Description of minerals, scales of hardness and fusibility; specific gravity, solubility, blowpipe tests, streak, systems of crystallization, luster, fracture, groups, etc.

## VI. DEPARTMENT OF ENGLISH LITERATURE, ELOCUTION AND READING, VOCAL MUSIC.

### ENGLISH LITERATURE.

Text book, Shaw's Revised History of English Literature.

*Eighth Term.*—First half given to American literature; recitation of text; readings by teacher and pupils. Second half devoted to English literature; recitation of text; and readings from Chaucer; Mandeville, Spencer, Shakspeare, Bacon, Johnson, Taylor and others, essays on authors and works, and criticisms and style; three written examinations.

*Ninth Term.*—Recitation of text; readings from Milton, Locke, Bunyan, Barrow, Dryden, Pope, Swift, Addison, Johnson, Goldsmith, Burke, and later writers; attention given to style of each and to Latinized and idiomatic style; essay as before; three written examinations.

### ELOCUTION.

*Twelfth Term.*—Text book, Cumnock; one term; review of the elements of speech with vocal culture; expression considered; agencies of delivery, voice and action; attributes of voice, quality, force, stress, pitch, time, etc.; exercises in breathing with use of spirometer; 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; three written examinations.

### READING.

Text book, Appleton's Fifth Reader.

*First Class.*—Elements of speech, with phonic spelling; orthonopy, articulation, syllabication, accent; emphasis, slur, inflection, pause; management of breath; management of person; classes of ideas; organs of breathing; voice and speech; voice building; three written examinations.



*Second Class.*—Orthoepy reviewed; phonic spelling; elements of expression formally considered; cultivation of voice and manner; methods of teaching, word, phonic, and alphabetic, considered and illustrated by teacher and pupils; methods for variety and in recitation considered; three written examinations.

#### VOCAL MUSIC.

Time, one term.

Attitude; management of breath; rote singing; classification of voices; scales and intervals; musical accents and varieties of measure; melody; harmony; musical notation; staff, bars, measures, clefs, musical fraction, etc.; keys and signatures; articulation; phrasing; musical expression; exercises in writing music; three written examinations.

### VII. DEPARTMENT OF PHYSIOLOGY, HISTORY AND GERMAN.

*Physiology, (A).*—Huxley and Youmans's—Fifteen weeks.

General view of Structure and Functions of the Human Body. Vascular System. Circulation. Blood. Lymph. Respiration. Alimentation. Locomotion. Touch. Taste and Smell. The Eye. Sensation and judgment. Brain, and Nervous System.

Histology.—Dermal, interior, osseous, muscular and nervous tissues. Anatomical constants.

Hygiene.—Scope and aim. Air. Water. Food. Clothing. Exercise. Mental hygiene. Relation of mind to body. Idiocy and insanity—Cause and cure. Dissections during the term.

*Physiology, (B).*—Angell. 170 pages. Twelve weeks.—Order of subjects the same as above, but treated in a briefer and more elementary manner.

*History of U. S.*—Review and Method Class.—The object of this class is to give students a general review of the U. S. history, and at the same time to furnish opportunity to study and discuss as well as to illustrate plans and methods of teaching this particular branch.

*History of U. S.*—Classes C and B.—Two terms. Redman. Spanish discoveries. French discoveries. English discoveries. Virginia and Massachusetts in Colonial times. French and Indian wars. Revolution. Articles of Confederation ratified. Articles of the Constitution submitted to the States and ratified. Washington's, Adams' and Jefferson's Administrations. War of 1812. Monroe's, J. Q. Adams's,

Jackson's, Van Buren's Administrations. Admission of Texas, and war with Mexico. Omnibus bill. Arctic explorations. Kansas and Nebraska bill. Civil war. Period since the civil war.

*Ancient and Modern History.*—Thalheimer's Compend.—Fifteen weeks. Dispersion of races. Phœnicia. Syria. Hebrews. Medo-Persian Empire. African States and Colonies. Greece. Empire of Alexander.

Rome. Religion. Punic and civil wars. Empire. Northern barbarism. Dark ages. Middle ages. Crusaders. Rise of Italian republics. Empire and church: Mediæval languages and literature.

French in Italy. Reformation. Turks. England. Rise of Dutch Republic. Thirty Years' War. United States. India. French Revolution. Second French Empire.

*German.*—One year.—Ahn's Method—Otto's German Grammar, Zimmerman's Handbook of German Literature.

First term devoted to Ahn's Method, second to Otto's Grammar, and third to reading of German literature.

## VIII. DEPARTMENT OF ARITHMETIC AND ASTRONOMY.

### PREPARATORY DEPARTMENT WORK.

*Arithmetic, Class D.*—Fractions—Definitions; reading and analysis of fractional expressions; discussion of propositions; greatest common divisor; least common multiple; reduction of fractions to lowest terms, to higher terms; improper fractions to whole or mixed numbers; mixed numbers to improper fractions; fractions to common denominator, to least common denominator; addition, subtraction, multiplication and division of fractions; nature of a decimal fraction; reading and writing decimals; reduction of common fractions to decimals, and decimals to common fractions; addition, subtraction, multiplication and division of decimals; solution of text book examples; original examples by members of the class; reasons required for the process; compound numbers; tables; examples; longitude and time.

*Arithmetic, Class C*—Percentage—Terms and definitions; analysis and formulæ; making and solving original examples; interest—aliquot parts and decimal methods; common, exact, annual, and compound interest; partial payments—United States Rule, merchants'

rule; essentials to the validity of every promissory note, and making examples; discount—trade, bank, true; insurance; taxes; averaging accounts; partnership; ratio and proportion.

*Arithmetic, Class B.*—Powers and roots; square; cube; number of figures in the square of a number, in the cube of a number; square root; cube root; number of figures in the root of a number; square of a number made up of tens and units; cube of a number made up of tens and units, square root formulæ; cube root formulæ; writing cube root from the formulæ; solution of examples; original examples made by the class; metric system; meaning of terms used; tables; reducing metric to common measure and common measure to metric; review principles of fundamental rules; review fractions, explaining carefully all principles; thorough review of percentage, with its applications; ratio and proportion.

#### NORMAL.

*Arithmetic, Class A.—First Term*—Methods of mental arithmetic; advantages and disadvantages of mental arithmetic; advantages of unting mental and written arithmetic; method of conducting blackboard exercises; illustration of the law that a unit of any order is made up of ten units of the next lower order; composition of the period in numeration, and how the periods are named; the named order of figures; use of the numerical frame; how the blackboard and slate can be used instead of it; importance to primary students of slates; how to teach the tables, especially the addition and multiplication tables; method of adding by complement, subtracting by the same; Grube's method of elementary instruction; object to be attained in teaching primary arithmetic; methods in fundamental rules for advanced classes; G. C. D. three processes; L. C. M. methods in fractions—inductive, deductive; compound numbers; methods in percentage and its applications; ratio and proportion; powers; roots; metric system.

Text books used in all the above classes, Olney and Ray.

*Astronomy—Eleventh Term.*

*Early History.*—Ptolemaic and Copernican systems; Kepler's laws; law of gravitation; system of circles—horizon, equinoctial, ecliptic; solar system—sun, planets, satellites, asteroids, meteors, comets, zodiacal light; orbits of the planets; the seasons; parallax; time; refraction; eclipses; tides; study of constellations with night observations; use of the telescope; lecture on the origin of the solar system; lecture on the probabilities and improbabilities of the interplanetary spaces being occupied by an ether; lecture on the future of



the solar system ; a lecture, "Are the planets, other than the earth, inhabited?" Original essays by the class.

Text book, Steele.

## IX. DEPARTMENT OF GRAMMAR AND BOOK-KEEPING.

### 1. GRAMMAR.

#### Preparatory Department Work.

Text book, Greene's English Grammar.

*Class D.*—Uses of capital letters ; parts of speech, their modifications ; declension of nouns and pronouns ; conjugation of verbs ; correction of ungrammatical expressions ; parsing.

*Class C.*—Review of etymology ; sentences, kinds and forms ; elements, words, phrases, clauses ; illustrating by composition ; analyzing.

*Third Term—Class B.*—Rules of syntax ; analysis of sentences ; correction of false syntax by the rules ; peculiar construction ; punctuation ; prosody.

#### Normal Department Work.

*Third Term—Class A.*—Text books, any in reputable use.

Topics discussed—When should scholars begin the study ; how much orthography and prosody teach in a grammar class ? why teach grammar in public schools ? how teach each topic.

*Analysis—Seventh Term.*—Text book, Green's.

Principles of language ; paragraphing and composition ; powers of words ; synonyms ; idioms ; abridging propositions ; skeletons for essays ; grammatical, rhetorical, and logical analysis.

#### ETYMOLOGY.

Swinton's "New Word-Analysis.

Sources of the language ; Latin prefixes and suffixes ; Latin roots ; derivatives therefrom ; Greek roots and derivatives ; Anglo Saxon elements ; miscellaneous ; synonyms ;

### 2. BOOK-KEEPING.

Text book, Bryant & Stratton's high school edition.

*Eleventh Term.*—What constitutes a business transaction ; accounts ; meaning of business terms ; principle of journalization ; posting ; closing ledger ; notes ; drafts ; bill book ; discounting.

*Twelfth Term.*—Partnership ; commission ; exchange ; making business papers, deed, will, invoice, account sales, balance sheet ; administrator's books.



## X. DEPARTMENT OF PENMANSHIP AND FREE HAND DRAWING.

1. Elements of letters, with practice; capitals; copy writing; paragraphing. The object is to form a hand-writing at once rapid, legible and compact, and frequent practice is our chief dependence.

2. Free-hand drawing, lines straight, singly, and in combination to make figures; definitions; curves; drawing leaves from nature, objects also; composition by means of elements; work on the black-board; perspective in its elements. Some copying of engraved pictures and heads is allowed, but this is not recommended to be carried to any great extent. The teacher is to be taught this wonderful art mostly to enable him to use the chalk and blackboard, not the pencil, to illustrate whatever he may have to present to his class.

## XI. DEPARTMENT OF GEOGRAPHY, AND ELEMENTS OF ENGLISH LANGUAGE.

1. *Geography, A.*—Eclectic Series, No. 3.

*First Term.*—Time, fifteen weeks.

*First Month.*—1, Definitions, and how they should be taught; pronunciation of foreign names; map drawing; 2, 3 and 4, North America; 5, Reviews and studies in methods of teaching, with illustrations and lectures and examinations.

*Second Month.*—1, South America; 2, Europe; 3, Asia; 4 and 5, reviews; methods of teaching, lectures, examinations.

*Third Month.*—1, Africa; 2, Australia and Pacific Islands; 3, special study on Illinois; 4 and 5, reviews, lectures, examinations.

Preparatory Department Work.

*Class B, Geography*, same work in two terms. *Class C and D*, geography, simple geography without lectures. *Class C* in two terms; and *Class D*—all young children—in three terms.

2. Geography of the locality; elementary definitions; directions and distances; latitude and longitude; geography of different countries.

3. The methods will be by map-drawing or construction, by studying river systems and mountain chains, or analysis by marking political divisions, and locating towns, cities, and places of natural or historical interest; the people, their character, their pursuits, productions of the soil, the climate, and the advantages of the countries. History is connected with localities.

## CALISTHENICS.

The text book for use of instructors, Watson's Complete Manual. Seat-gymnastics, 1st, 2nd and 3rd series; chest exercise, 1st, 2nd, 3rd, 4th and 5th series; arm and hand, five series; elbow exercise, five series; shoulder exercise, five series; leg and foot exercise; attitude; marching exercise. All exercises are regulated by the music of a piano.

Normal Department Work.

PHYSICAL GEOGRAPHY—*Guyot's*.

*Eleventh Term.*—Time, twelve weeks.

*Part 1.* Earth's position in the universe. Surface measurement, etc. Evidences of internal heat.

*Part 2.* The lands, arrangement, outline, relief. Islands, position, formation.

*Part 3.* Waters, continental and oceanic. Drainage of continents. Oceans. Oceanic movements.

*Part 4.* Atmosphere. Physical and astronomical climate. The winds. Vapor in the atmosphere. Laws of rainfall. Glaciers.

*Part 5.* Life upon the Earth. Distribution of plants. Distribution of animals.

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## XII. DEPARTMENT OF PHYSICAL EXERCISES AND VOCAL MUSIC.

This is to give grace and symmetry to the frame, and volume and culture to the voice. Daily exercise in movement of limbs and body are conducted in the main hall of the University. Vocal music is practiced and taught so as to give the student a good knowledge of the art and practice of singing, so that he can conduct the music of a school and inspire the scholars to cultivate and love this refining and ennobling duty of the sweet voice.

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## XIII. DEPARTMENT OF SPELLING, WORD-ANALYSIS, AND DEFINITION.

*Class E.*—Lessons on objects, names and qualities; Webster's system of diacritical marks.

*Class D.*—Review preceding lessons; list of words commonly

used in connection with the same object; syllabication; rules for spelling; rules for capitalizing; giving definitions and making sentences.

*Class C.*—Review preceding lessons; words containing silent letters; words pronounced alike but differing in meaning; diphthongs *ei* and *ie*; definitions and sentences.

*Class B.*—Review preceding lessons; terms in grammar; terms in arithmetic; terms in geography; terms in reading; terms in natural sciences; abbreviation of titles; business terms, etc.; irregular plurals; making paragraphs.

*Class A.*—Review of rules for spelling and capitalizing; rules for punctuation; primitives, derivatives, compounds, with list of words for illustration and analysis; dictionary exercises; making composition.

#### Preparatory Department Work.

When pupils desire to enter the University and are not prepared for the proper Normal work, they are placed in classes doing work of a lower grade. These preparatory classes in reading, arithmetic, grammar, geography, and history of the United States are formed every term, and students are continued in them till the branches are mastered. These classes do not all appear in our schedule of studies, but they are placed in the daily programme of recitations. Any one can see from that during what term and at what hour they will recite.

There are also elementary classes in the science studies required for a first grade certificate; as, physiology, natural philosophy, botany and natural history or zoology. The students who pursue the classical course will begin with the Latin in the second year of the Preparatory, and will always commence in the Fall Term. A class in elementary algebra will be commonly formed each Spring Term for the benefit of those who have been teaching during the winter. A class in this study is organized each Fall Term and continues two terms.

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#### XIV. MILITARY DEPARTMENT.

In accordance with an Act of Congress the Secretary of War has detailed an officer of the regular army, a graduate of West Point, as professor of military science and tactics, and the War Department has

deposited at this institution for the instruction of its cadets 200 breech-loading cadet rifles, 100 sabres and two pieces of artillery.

All of the young men of the University, except such as may be excused by the Faculty for special reasons in each case, are organized into a battalion of four companies, known as the "Douglas Corps Cadets." All cadets are required to do duty for three-fourths of an hour each school day. The military instruction embraces the schools of the soldier, company and battalion, instructions for skirmishers in infantry, manual of the piece in artillery, together with recitations in Upton's tactics, practice in signaling and court-martial and lectures on the art of war.

Though not required, it is expected that each male student will, soon after his arrival, provide himself with the prescribed uniform, which may be worn on all occasions; the color is cadet gray, and the style the same as for the undress uniform for officers of the army. A complete uniform, including cap, may be procured in Carbondale as low as \$12.00.

Cadet officers are selected from those having uniforms according to seniority in class, military aptitude and general deportment. The drill does not interfere with any studies, and while its effect on the health, physical bearing and habits of the student must be beneficial, the knowledge he acquires of military affairs will qualify him to lead in defense of the rights and duties of an American citizen, should ever an emergency occur.

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### BATTALION ORGANIZATION OF THE DOUGLAS CORPS CADETS.

#### APPOINTMENTS IN FALL TERM, 1881.

*Staff.*—Adjutant, Davenport; Quartermaster, Stewart, H. A.; Sergeant-Major, Jackson; Quartermaster-Sergeant, Keown, E. M.

*Band.*—Corporals Scott and Purdy; Cadets Rapp, Hewitt, Jerome and Williams, D.

*Co. A.*—Captain, Kimmel, D. L.; Lieut., Jennings, M. D.; Sergeants, Suit, Bowker (Color-Sergeant,) and Wilbanks; Corporals, Parkinson, Alexander, F. M., and Mercer.

*Co. D.*—Captain, Williams, G. W.; Lieut., Nairn; Sergeants, Chapman and Herbert.



*Co. B.*—Captain, Bain; Lieut., Willard; Sergeants, Cawthon, Fringer and Root.

*Co. C.*—Captain, Mead; Lieut., Wood; Sergeants, Eddy and Harvey; Corporals, Walker, A. H., and Werner.

APPOINTMENTS IN WINTER TERM, 1882.

*Staff.*—Adjutant, Davenport; Quartermaster, Stewart, H. A.; Sergeant-Major, Jackson; Quartermaster-Sergeant, Keown, E. M.

*Band.*—Sergeant Scott, Drum-major; Corporal Purdy, Trombone; Cadet Hewitt, E Flat; Cadet Rapp, B Flat; Cadet Brown, B Flat; Cadet Hubbell, Alto; Cadet Jerome, Alto; Cadet Williams, D., Tuba; Cadet Schwartz, Bass drum; Cadet Goldman, Tenor drum.

*Co. A.*—Captain, Kimmel, D. L.; Lieut., Jennings, M. D.; Sergeants, Suit, and Bowker (Color-Sergeant); Corporals, Harnsberger, Parkinson, Alexander, F. M., and Merrills.

*Co. D.*—Captain, Williams, G. W.; Lieut., Nairn; Sergeants, Wilbanks and Herbert.

*Co. B.*—Captain, Bain; Lieut., Willard; Sergeants, Cawthon, Fringer and Root.

*Co. C.*—Captain, Mead; Lieut., Wood; Sergeants, Eddy and Harvey; Corporals, Walker, A. H., Werner and Buchanan.

APPOINTMENTS IN SPRING TERM, 1882.

*Staff.*—Adjutant, Davenport; Quartermaster, Stewart, H. A.; Sergeant-Major, Jackson; Quartermaster-Sergeant, Werner.

*Band.*—Lieut. Williams, G. W., Tuba; Sergeant Scott, Drum Major; Sergeant Hewitt, E Flat; Corporal Rapp, B Flat; Private Schwartz, B Flat; Private Jerome, Alto; Private Williams, D., Alto; Corporal Rendleman, J. J., Tenor horn; Private Bryden, W., Trombone; Private McGuire, Bass drum; Private Walker, C. O., Tenor drum.

*Co. A.*—Captain, Kimmel, D. L.; Lieut., Parkinson; Sergeants, Wilbanks, Harvey and Keown, W. L.; Corporals, Creed, Gibson and Phillips.

*Co. B.*—Captain, Mead; Lieut., Suit; Sergeants, Cawthon, Bowker and Alexander, F. M.; Lance Corporals (ununiformed), Toothaker, Carroll and Blair, E. E.

*Co. C.*—Captain, Bain; Lieut., Wood; Sergeants, Eddy, Fringer and Buchanan.

# PROGRAMME OF RECITATIONS.

|    |     |      |     |    |     |      |       |     |    |     |
|----|-----|------|-----|----|-----|------|-------|-----|----|-----|
| I. | II. | III. | IV. | V. | VI. | VII. | VIII. | IX. | X. | XI. |
|----|-----|------|-----|----|-----|------|-------|-----|----|-----|

## FALL TERM.

|                                                                                |                   |                    |                    |                    |                    |                 |                  |                     |                |               |              |               |
|--------------------------------------------------------------------------------|-------------------|--------------------|--------------------|--------------------|--------------------|-----------------|------------------|---------------------|----------------|---------------|--------------|---------------|
| 1                                                                              | .....             | Greek Rnd.....     | Gen. Geom.....     | .....              | Reading A*.....    | Phys. A*.....   | Arith. D.....    | Eng. Anal.....      | Drawing.....   | Geog. A.....  |              |               |
| 2                                                                              | .....             | Latin Ele. A*..... | Algebra C.....     | Nat. Phil. B*..... | .....              | Gen. Hist.....  | Arith. C*.....   | Gram. C*.....       | Penman.....    | Geog. B*..... |              |               |
| RECESS, FOLLOWED BY SPELLING EACH DAY.                                         |                   |                    |                    |                    |                    |                 |                  |                     |                |               |              |               |
| 3                                                                              | Ment. Philos..... | Anabasis.....      | Prac. Ped. C.....  | Surveying*.....    | Nat. Phil. A*..... | Reading B*..... | Elocution*.....  | U. S. Hist. C.....  | Arith. B*..... | Gram. B*..... | Drawing..... | Geog. C*..... |
| 4                                                                              | Theo. Ped.....    | Zool. B.....       | Caesar.....        | .....              | .....              | .....           | .....            | U. S. Hist. B*..... | Arith. D*..... | Gram. D*..... | Penman.....  | Geog. C*..... |
| LUNCH RECESS, followed by CALISTHENIC EXERCISES, MILITARY DRILL, AND LECTURES. |                   |                    |                    |                    |                    |                 |                  |                     |                |               |              |               |
| 5                                                                              | Rhetoric.....     | .....              | Virgil.....        | .....              | Geometry B.....    | .....           | .....            | U. S. Hist. A*..... | Arith. C*..... | Gram. D*..... | Drawing..... | Geog. B*..... |
| 6                                                                              | .....             | .....              | Latin Ele. B*..... | Algebra E.....     | Chemistry B.....   | .....           | Voc'l Music..... | U. S. Hist. A.....  | Arith. D*..... | Gram. B*..... | Penman.....  | .....         |

## WINTER TERM.

|                                                                                |                |                    |                    |                 |                   |                     |                    |                |              |               |
|--------------------------------------------------------------------------------|----------------|--------------------|--------------------|-----------------|-------------------|---------------------|--------------------|----------------|--------------|---------------|
| 1                                                                              | .....          | Greek Reader.....  | Dif. Calculus..... | Book.....       | Eng. Lit. B.....  | U. S. Hist. A*..... | Arith. C.....      | Gram. B*.....  | Drawing..... | Geog. B*..... |
| 2                                                                              | .....          | Latin Read. A..... | Algebra B.....     | .....           | .....             | .....               | Arith. B*.....     | Gram. B*.....  | Penman.....  | Geog. C.....  |
| RECESS, followed by SPELLING EACH DAY.                                         |                |                    |                    |                 |                   |                     |                    |                |              |               |
| 3                                                                              | .....          | Socrates.....      | Prac. Ped. B.....  | .....           | Reading B*.....   | German A*.....      | .....              | W'd. An'l..... | .....        | Ph. Geog..... |
| 4                                                                              | Theo. Ped..... | Zool. A.....       | Ca. & Sailstl..... | Algebra E*..... | Nat. Phil. B..... | Elocution*.....     | U. S. Hist. B..... | Arith. D*..... | Drawing..... | Geog. A*..... |
| LUNCH RECESS, followed by CALISTHENIC EXERCISES, MILITARY DRILL, AND LECTURES. |                |                    |                    |                 |                   |                     |                    |                |              |               |
| 5                                                                              | .....          | .....              | .....              | .....           | .....             | .....               | .....              | .....          | .....        | .....         |
| 6                                                                              | Logic.....     | .....              | .....              | .....           | .....             | .....               | .....              | .....          | .....        | .....         |

## SPRING TERM.

|                                                                                |                       |               |                    |                       |                    |                     |                |                |              |               |               |
|--------------------------------------------------------------------------------|-----------------------|---------------|--------------------|-----------------------|--------------------|---------------------|----------------|----------------|--------------|---------------|---------------|
| 1                                                                              | .....                 | Botany A..... | Int. Calculus..... | Book.....             | Eng. Lit. A.....   | Phys. B.....        | Arith. B.....  | Gram. D*.....  | Drawing..... | Geog. A*..... |               |
| 2                                                                              | .....                 | Botany B..... | Latin Read. A..... | Algebra A.....        | .....              | U. S. Hist. B*..... | Arith. A*..... | Gram. C*.....  | .....        | Geog. B.....  |               |
| RECESS, followed by SPELLING EACH DAY.                                         |                       |               |                    |                       |                    |                     |                |                |              |               |               |
| 3                                                                              | Con. U. S. & Eth..... | Zool. B*..... | Homer.....         | S. Law & P. P. A..... | .....              | Reading A*.....     | Phys. A*.....  | .....          | Gram. B..... | Drawing.....  | Geog. C*..... |
| 4                                                                              | Theo. Ped.....        | Zool. A*..... | Sailstl.....       | Algebra D*.....       | Nat. Phil. A*..... | Reading B.....      | Phys. A.....   | Arith. D*..... | Penman.....  | .....         |               |
| LUNCH RECESS, followed by CALISTHENIC EXERCISES, MILITARY DRILL, AND LECTURES. |                       |               |                    |                       |                    |                     |                |                |              |               |               |
| 5                                                                              | .....                 | .....         | .....              | .....                 | .....              | .....               | .....          | .....          | .....        | .....         |               |
| 6                                                                              | .....                 | .....         | .....              | .....                 | .....              | .....               | .....          | .....          | .....        | .....         |               |

The Roman Numerals at the top refer to Departments, as in the Syllabus preceding.  
The classes marked \* are irregular.

# CLASSICAL COURSE OF STUDY.

| <b>STUDIES.</b>              |   | PREPARATORY.                          |                                      |   |              |   |   | NORMAL.     |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|------------------------------|---|---------------------------------------|--------------------------------------|---|--------------|---|---|-------------|---|---|--------------|---|---|-------------|---|---|--------------|----|----|--|-------|-------|
|                              |   | First Year.                           |                                      |   | Second Year. |   |   | First Year. |   |   | Second Year. |   |   | Third Year. |   |   | Fourth Year. |    |    |  |       |       |
|                              |   | 1                                     | 2                                    | 3 | 4            | 5 | 6 | 1           | 2 | 3 | 4            | 5 | 6 | 7           | 8 | 9 | 10           | 11 | 12 |  |       |       |
| I.....                       | { | Rhetoric.....                         |                                      |   |              |   |   |             |   |   |              |   |   |             | † |   |              |    |    |  |       |       |
|                              |   | Logic.....                            |                                      |   |              |   |   |             |   |   |              |   |   |             |   | † |              |    |    |  |       |       |
|                              |   | Constitution of U. S. and Ethics..... |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   | †            |    |    |  |       |       |
|                              |   | Mental Philosophy.....                |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              | †  |    |  |       |       |
|                              |   | Theoretical Pedagogics.....           |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   | †            | †  | †  |  |       |       |
| II.....                      | { | Elementary Botany.....                |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | Higher Botany.....                    |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | Elementary Zoology.....               |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | Higher Zoology.....                   |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
| III.....                     | { | Latin Grammar and Reader.....         |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | Cæsar and Sallust.....                |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | Virgil.....                           |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | Cicero.....                           |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | Tacitus.....                          |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | Greek Beginning.....                  |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | Anabasis and Grammar.....             |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
| Memorabilia of Socrates..... |   |                                       |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | Homer.....                            |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
| IV.....                      | { | Practical Pedagogics.....             |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | Elementary Algebra.....               |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | Higher Algebra.....                   |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | Elementary Geometry.....              |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | Trigonometry and Surveying.....       |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | General Geometry and Calculus.....    |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  | o o o |       |
| V.....                       | { | Elementary Natural Philosophy.....    |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | Higher Natural Philosophy.....        |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | Chemistry.....                        |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       | † † o |
|                              |   | Geology.....                          |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       | †     |
| VI.....                      | { | Reading and Phonics.....              |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | Elocution.....                        |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | English Literature.....               |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       | †     |
| VII.....                     | { | U. S. History.....                    |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | General History.....                  |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       | †     |
|                              |   | Elementary Physiology.....            |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | Higher Physiology.....                |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
| VIII.....                    | { | Arithmetic.....                       |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | Astronomy.....                        |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       | †     |
| IX.....                      | { | Grammar.....                          |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | English Analysis.....                 |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | Book-Keeping.....                     |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | Word Analysis.....                    |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
| X.....                       | { | Penmanship.....                       |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | Drawing.....                          |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
| XI.....                      | { | Geography.....                        |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | Physical Geography.....               |                                      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
| XII.....                     | { | Vocal Music.....                      | Daily for one year and till excused. |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
|                              |   | Calisthenics.....                     | Daily drill and exercises.           |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
| XIII.....                    |   | Spelling.....                         | Daily till perfect in the work.      |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |
| XIV.....                     |   | Military Instruction and Tactics..... | Three times a week for two years.    |   |              |   |   |             |   |   |              |   |   |             |   |   |              |    |    |  |       |       |

“†” indicates the time of study; the “‡” study requires two hours a week; “o” optional. Calisthenic Exercises each day during the course. Military Instruction and Practice will occupy such times as may be found convenient.

N. B.—Classes in Practical Pedagogics, and in methods of Teaching Reading, Grammar Arithmetic, Geography, and History, are carried on every year. All pupils are expected to enter these classes as early as during their first year in the Normal course.

The last eight weeks of the Spring Term will be conducted as a Normal Institute for such as desire to review for school work and examinations.



# ENGLISH COURSE OF STUDY.

| <b>STUDIES.</b> |                                       | <b>PREPARATORY.</b>                      |   |   |              |   |   | <b>NORMAL.</b> |   |   |              |   |   |             |   |   |   |
|-----------------|---------------------------------------|------------------------------------------|---|---|--------------|---|---|----------------|---|---|--------------|---|---|-------------|---|---|---|
|                 |                                       | First Year.                              |   |   | Second Year. |   |   | First Year.    |   |   | Second Year. |   |   | Third Year. |   |   |   |
|                 |                                       | 1                                        | 2 | 3 | 4            | 5 | 6 | 1              | 2 | 3 | 4            | 5 | 6 | 7           | 8 | 9 |   |
| I.....          | {                                     | Rhetoric.....                            |   |   |              |   |   |                |   |   | †            |   |   |             |   |   |   |
|                 |                                       | Logic.....                               |   |   |              |   |   |                |   |   |              | † |   |             |   |   |   |
|                 |                                       | Constitution of U. S. and Ethics.....    |   |   |              |   |   |                |   |   |              |   | † |             |   |   |   |
|                 |                                       | Mental Philosophy.....                   |   |   |              |   |   |                |   |   |              |   |   |             |   | † |   |
|                 |                                       | Theoretical Pedagogies and Teaching..... |   |   |              |   |   |                |   |   |              |   |   |             |   | † | † |
| II.....         | {                                     | Elementary Botany.....                   |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
|                 |                                       | Higher Botany.....                       |   |   |              |   |   |                |   |   |              | † |   |             |   |   |   |
|                 |                                       | Elementary Zoology.....                  |   |   |              |   |   | †              |   |   |              |   |   |             |   |   |   |
|                 |                                       | Higher Zoology.....                      |   |   |              |   |   |                |   |   |              |   | † |             |   |   |   |
| IV.....         | {                                     | Practical Pedagogics.....                |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
|                 |                                       | Elementary Algebra.....                  |   |   |              |   |   | †              | † |   |              |   |   |             |   |   |   |
|                 |                                       | Higher Algebra.....                      |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
|                 |                                       | Elementary Geometry.....                 |   |   |              |   |   |                |   |   |              |   |   |             |   | † | † |
|                 |                                       | Trigonometry and Surveying.....          |   |   |              |   |   |                |   |   |              |   |   |             |   | † | † |
|                 |                                       | General Geometry and Calculus.....       |   |   |              |   |   |                |   |   |              |   |   |             |   | o | o |
| V.....          | {                                     | Elementary Natural Philosophy.....       |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
|                 |                                       | Higher Natural Philosophy.....           |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
|                 |                                       | Chemistry.....                           |   |   |              |   |   |                |   |   |              |   |   |             |   | † | † |
|                 |                                       | Geology.....                             |   |   |              |   |   |                |   |   |              |   |   |             |   |   | † |
| VI.....         | {                                     | Reading and Phonics.....                 |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
|                 |                                       | Elocution.....                           |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
|                 |                                       | English Literature.....                  |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
| VII.....        | {                                     | U. S. History.....                       |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
|                 |                                       | General History.....                     |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
|                 |                                       | Elementary Physiology.....               |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
|                 |                                       | Higher Physiology.....                   |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
| VIII.....       | {                                     | Arithmetic.....                          |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
|                 |                                       | Astronomy.....                           |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
| IX.....         | {                                     | Grammar.....                             |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
|                 |                                       | English Analysis.....                    |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
|                 |                                       | Book-Keeping.....                        |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
|                 |                                       | Word Analysis.....                       |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
| X.....          | {                                     | Penmanship.....                          |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
|                 |                                       | Drawing.....                             |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
| XI.....         | {                                     | Geography.....                           |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
|                 |                                       | Physical Geography.....                  |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
| XII.....        | {                                     | Vocal Music.....                         |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
|                 |                                       | Calisthenics.....                        |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
| XIII.....       | Spelling.....                         |                                          |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |
| XIV.....        | Military Instruction and Tactics..... |                                          |   |   |              |   |   |                |   |   |              |   |   |             |   |   |   |

Daily for one year and till excused.  
Daily drill and exercises.

Daily till perfect in the work.

Three times a week for two years.

“†” indicates the time of study; the “‡” study requires two hours a week; “o” optional study.

Calisthenic Exercises each day during the course. Military Instruction and Practice will occupy such times as may be found convenient.

N. B.—Classes in Practical Pedagogics, and in methods of Teaching Reading, Grammar Arithmetic, Geography, and History, are carried on every year. All pupils are expected to enter these classes as early as during their first year in the Normal course.

The last eight weeks of the Spring Term will be conducted as a Normal Institute for such as desire to review for school work and examinations.



## PEDAGOGICAL COURSE.

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Theoretical and Practical.

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After careful consideration of the wants of schools in our section of the State, we have decided to adopt the following Course of purely professional, Normal or Pedagogical Study. This we do to bring the University even more completely than heretofore into the line of work which such schools or seminaries originally and technically were designed to perform. It will embrace the science and method of teaching in its applications to all stages of education, in school and out of it; commencing with infancy and the kindergarten, and, going along with the child, the boy or girl, the youth, the scholar, the collegian, and the professional student, it will describe the eight grades of schools or learning—the Home, the Kindergarten, the Primary, the Intermediate, the Grammar, the High School, the College, and the University, or Technological School. It will be conducted chiefly by Lectures, Examinations, Observations, Experiments and Criticisms, and will be similar in many respects to what is called Clinics in Medical Schools. The Course will be three-fold, and may extend over three years, though if a student is fully prepared in the several branches of knowledge, and can give his entire time to this, he may complete it in much less; but if he is deficient in many he may enter our Academic classes and bring them up.

We propose to give in this Course just what a teacher needs to know—the Child, the School, the Knowledge, the Teacher—the Methods of gathering, preserving and communicating—of classifying, generalizing, inferring and deducing—how to learn and how to impart. This we think teachers need to know, after having acquired science. And added to this will be a history of Education and its Literature, as well as the various Systems of Schools in our own and other countries.

We have already something of this in our Senior and Post Graduate years. We now propose to consolidate and enlarge it, and thus to give to the one who desires the most thorough preparation possible for the teacher's calling, both in the elementary and higher studies, in fine, opportunity to go over the whole range of Pedagogical Science. Our Library has been selected for that purpose, and already

embraces a greater number of books on Pedagogical Science and Practice than any one in the West. It is for general use, and teachers in this section can avail themselves of its advantages with comparatively little cost.

If a student comes to enter on this course he should be able to pass an examination on all the topics required by law for a first grade certificate, and to do this with more thoroughness than is usually demanded. We state more definitely what this examination will be in order to admit one to enter on this course. This is done that the plan may be understood, and that teachers may know how to prepare for it.

#### FOR THE FIRST COURSE.

1. In orthography the test will be one hundred and fifty words selected from a daily newspaper printed in St. Louis or Chicago on the day previous to the examination. These words to be dictated at the rate of five per minute, and to be legibly written, with due regard to the rules for capital letters.

2. In writing, to write and punctuate an advertisement and a paragraph of editorial or of news from the same newspaper, both dictated by the examiner after the candidate has read them aloud.

3. As a test of ability to express thought, a composition will be asked of not less than thirty lines of legal cap, on a topic to be assigned at the time.

4. In reading, ten minutes from one of the common school books, and an oral statement of the sounds of the letters and the purpose, and effect of pauses, accents and emphasis.

5. In geography, the common definition of terms, lines, circles, and some general account of countries, especially the boundaries of the several states of the Union; mountains, rivers, cities, and railroads. To this should be added a few points of historical interest.

6. In arithmetic, as far as roots, with special attention to the reasons for the fundamental rules and principles of fractions, decimals, percentage and analysis, and the building of tables.

7. In grammar, etymology and syntax, definitions, etc., and a practical use of correct sentences, including correction of errors.

8. United States history should be known as to settlements, the Revolution, the succession of Presidents, and the wars.

9. If to this could be added a fair practice of free hand drawing the preparation would be considered complete. But this last can be learned with us.

## THE SECOND COURSE.

This will require a preparation equal to that demanded for a State certificate. To show more clearly this work we specify :

1. All the branches named above, and a higher test in composition, say an essay of three hundred words on some school topic assigned by the examiner, to be prepared for the press.

2. Grammatical analysis of sentences and prosody, with the philosophy of the parts of speech and the etymology of words, and an analysis of idioms.

3. Algebra as far as quadratics and binomial theorem and plane geometry.

4. History of the United States with considerable minuteness as to the Revolution and its principles, and the war of 1812, and of our civil war. Also the history of England in brief as to the period of discoveries and settlements, the revolution of 1688, and the reform bill of 1832.

5. The several branches of natural history, as botany, zoology, physiology, with a fair degree of thoroughness. This should include a knowledge of definitions, classifications, and ability to determine species.

6. Natural philosophy and astronomy in their common principles and important applications, and chemistry, so as to be able to explain the phenomena of combinations, and to analyze the salts of common substances; and in addition, the theory of electricity, heat and magnetism.

This examination will be a fair test of ability to acquire knowledge and to communicate information, and will prove the student's fitness to enter on and pursue the higher course of reading and lectures.

## THE THIRD COURSE

Will add to its requirements for admission ability to translate Cicero and Virgil with clearness and grace, a knowledge of Latin grammar; and trigonometry, surveying and logarithms.

---

## AN EXTENSION OF SCHOOL WORK.

The student will, while pursuing his work here, go over rhetoric, logic and mental philosophy, with elocution and English literature and history. He will read Barnard, Wickersham, Payne, Quick,

Rosenkranz, and other works on Pedagogics. There will also be opportunity for chemical work in the laboratory, and for instruction and practice in taxidermy, and preserving and mounting specimens.

We offer this course as our contribution to professional education proper, and are ready to meet the demand for such a beginning of higher normal training. If young men and young women will come prepared to enter upon it, we will do our utmost to supply them with means to acquire the science and skill to make them eminently fit to be teachers and leaders.

---

## POST GRADUATE YEAR.

This will embrace a larger course of history, more of mathematics, political economy, criticism, field work in natural history, analytical chemistry, and dissecting and preserving specimens collected. It will also include a course of lectures on the above branches, and on the history and science of education.

---

## FACILITIES FOR ILLUSTRATION.

### MUSEUM AND CABINETS.

In the Mansard story a large, well lighted room is set apart as the Museum, and is supplied with elegant center and wall cases of best design and finish for display of specimens.

The cabinets of minerals and rocks are large, varied and amply sufficient for the practical work of the student. He will find the zoological and botanical cabinets, comprising thousands of specimens from land and sea, an invaluable aid in his studies in natural history.

The Normal respectfully solicits its friends and the friends of education to aid in building up a museum worthy of Southern Illinois.

Specimens of minerals, insects, birds, and animals, of plants, also Indian relics, such as stone-axes and pipes, disks, spear and arrow heads and pottery, will be thankfully received.



Specimens should be boxed carefully and sent by express, unless heavy, in which case they may be forwarded as freight.

The full name of the donor should not be omitted.

Already our friends have contributed many and valuable specimens to the Museum, and we embrace this occasion to return to them our sincerest thanks. More than four thousand specimens have been collected and arranged in the Museum, and the additions to the Library comprise nearly fifteen hundred volumes. Old books, pamphlets, maps, etc., curiosities, fossils, plants and fruits, will be gratefully received and carefully preserved.

#### CHEMICAL, PHILOSOPHICAL AND ILLUSTRATIVE APPARATUS.

The University possesses the most complete and expensive set of apparatus in the state south of Chicago, with a single exception.

It can boast of a good physical and chemical apparatus, including a newly purchased Spectroscope, a Holtz's Induction Electrical Machine, a Compound Microscope, an Air Pump, with its usual necessary attachments; also an Oxy-calcium Sciopticon, with views of scientific subjects. The Chemical Department is supplied with a working laboratory with a full set of reagents, where students have practice in qualitative analysis of salts, waters, oils, etc.

The Astronomical Department has a telescope of sufficient power to show the rings of Saturn, a Celestial Indicator to illustrate the various phenomena of the heavens, and other apparatus pertaining to Astronomy.

The Mathematical Department has a Surveyor's Transit and a Compass, which the classes in trigonometry and surveying are required to use constantly.

#### LIBRARY AND WORKS OF REFERENCE.

The University has a complete list of works of reference, Cyclopedias, Biographical and Pronouncing Dictionaries, Gazetteers, Atlases, etc., which are placed in the study hall, so that students may at any time consult them.

The Library proper occupies a spacious room in the third story and is well furnished. The Library contains about 7,500 carefully selected volumes, including a professional library for teachers.

#### BOOK-KEEPING AND DRAWING.

Students are thoroughly drilled in all practical book-keeping, so that they may be competent to give instruction in this useful branch of education.

Free-hand drawing, an art now considered indispensable to the professional teacher, is taught with a view of rendering it most highly practical to the student.

## CONDITIONS OF ADMISSION.

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To be entitled to admission to the Normal Department, a lady must be sixteen years of age, and a gentleman seventeen. They must be of good moral character, and a certificate to this effect will be required; this may be from the county judge, or superintendent, or any known clergyman. To enjoy the privilege of free tuition, they must sign a certificate promising to teach in the schools of Illinois three years, or, at least, as long as they have received gratuitous instruction. They are to pass an examination, either before the county superintendent or examiners, or before the faculty of the University, such as would entitle them to a second grade certificate, and they must agree to obey all reasonable requirements, as to order, promptness, cleanliness, and genteel behavior.

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## SUGGESTIONS.

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We do most earnestly and affectionately recommend to all our students, and to those who may be in charge of them, or who have influence over them in any way, by advice or authority, that they fix as a rule never to leave the institution before the end of the term, and, if possible, that they complete a full year. Fragments of an education are indeed of much worth, just as the fragments of a diamond are valuable. But how much more profitable are they when united. Do not be absent from the school for a day. The regular calisthenic exercises will give you health for consecutive study, and by habitual application you will acquire facility for labor, and you will accomplish more than you would have believed.

We certainly shall not grant diplomas to those who are absent often, and who do not finish every examination, both written and oral. One of the values of a course of study is that it represents years of honest, punctual labor.

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## LITERARY SOCIETIES.

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The students have organized two literary societies for the purposes of mutual improvement; they are THE ZETETIC SOCIETY, and

THE SOCRATIC SOCIETY. They meet every Friday evening. These afford one of the best means of culture, discipline and instruction in the practical conduct of business. They have commenced the foundations to libraries, and deserve the countenance and patronage of all students and their friends.

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## LOCATION, ETC.

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Carbondale is a city of 2,500 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 dissipations, 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 Carbondale & Grand Tower, the Carbondale & Shawneetown, and the St. Louis Central railroads afford ample facilities for convenient access.

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## EXPENSES.

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To those who sign the certificate named above, tuition is gratuitous; but the law of the state requires that there shall be a fee charged for incidentals, at present not exceeding \$3.00 per term of fifteen weeks, and \$2.00 for term of ten weeks. Tuition in Normal Department, \$9.00 and \$6.00; Preparatory Department, \$6.00 and \$4.00.

Board can be had in good families in Carbondale, at rates varying from \$2.50 to \$3.50 per week, and by renting rooms and self-boarding, or by organizing clubs, the cost may be reduced to \$1.50 per week. Books are sold by the book stores at reasonable rates.

## CALENDAR FOR 1882-83.

---

Special Session for Teachers begins July 31, 1882—five weeks.

Fall Term begins Monday, Sept. 11—ends Friday, December 22, 1882.

Holiday Recess begins December 23, and ends January 1, 1883.

Winter Term begins January 2, 1883, and closes March 23, 1883.

Spring Term begins March 26, 1883, and closes June 14, 1883.

Examinations for the year begin June 11, 1883.

Annual Commencement June 14, 1883.

For the year 1882 the Summer Special Session will be devoted to higher studies for the teachers who already have certificates, and to work in the Natural Science branches. It will be devoted to advance work in Pedagogics; also in the Field, Laboratory, Museum and Library.

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CICERO N. HUGHES, Esq., of Cairo, has been appointed a Trustee in place of Edwin S. Russell, Esq., resigned, since the first sheets of this Catalogue were printed.



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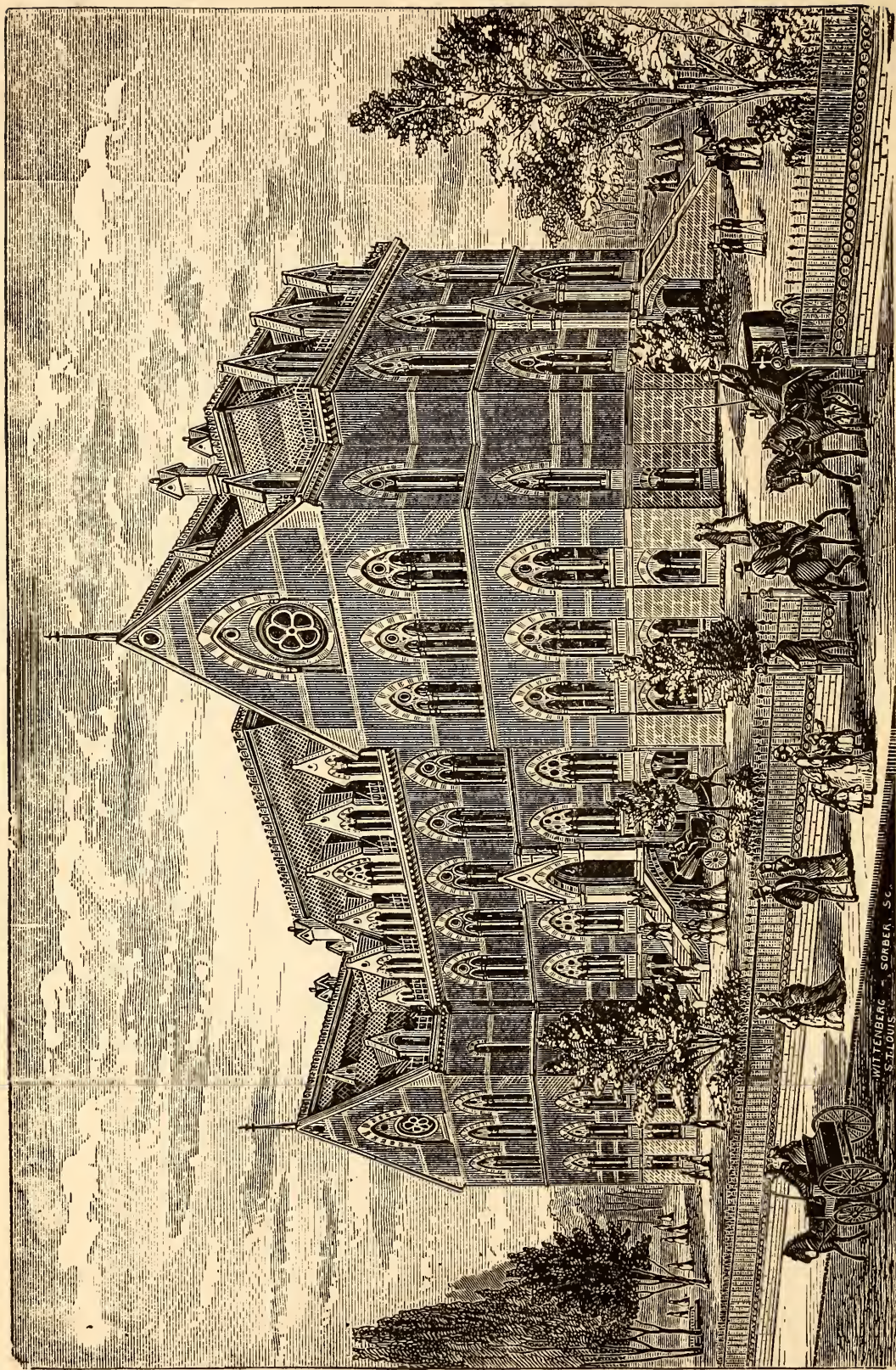
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*CARBONDALE, JACKSON COUNTY, ILL.*

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1882-83.

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Incorporated by Act of the Legislature, Approved April 20, 1869. Corner-Stone  
Laid May 17, 1870. Building Completed June 30, 1874. Dedicated July  
1, 1874. Opened for Admission of Students July 2, 1874.

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| Minnie J. Fryar.        | Edgar L. Sprecher.   |
| Joseph B. Gill.         | Maud Thomas.         |
| Albin Z. Glick.         | Charles W. Treat.    |
| Reed Green.             | Marcellus L. Tyer.   |
| Cicero R. Hawkins.      | Maggie E. Wham.      |
| Olin W. Hendee.         | Denard Williams.     |

# NAMES OF STUDENTS.

---

## NORMAL DEPARTMENT.

### REGULAR STUDENTS IN THE COURSE—SENIORS OR FOURTH YEAR.

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| William B. Bain .....       | Vienna.      |
| Maggie Bryden.....          | Carbondale.  |
| Alice M. Buckley .....      | Marion.      |
| Daniel B. Fager.....        | Grand Tower. |
| M. Lily Houts.....          | Carbondale.  |
| Belle Kimmel.....           | Elkville.    |
| John Marten .....           | Carbondale.  |
| Della A Nave .....          | Carbondale.  |
| Edgar L. Sprecher.....      | Richview.    |

### STUDENTS OF THIRD, SECOND AND FIRST YEARS.

| Name.                        | Residence.     |
|------------------------------|----------------|
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| Alicia E. Reesley.....       | Linn.          |
| Hellen Bryden.....           | Carbondale.    |
| Clara J. Buchanan.....       | Bellmont.      |
| George V. Buchanan.....      | Bellmont.      |
| Mary Buchanan.....           | Bellmont.      |
| Anna L. Burket .....         | Carbondale.    |
| Christopher C. Cawthon. .... | South America. |
| Mary B. Duff.....            | Carbondale.    |
| Ada L. Dunaway .....         | Carbondale.    |

| Name.                      | Residence.      |
|----------------------------|-----------------|
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| William R. Fringer.....    | Tower Hill.     |
| Minnie J. Fryar .....      | Carbondale.     |
| Alexander H. Fulton.....   | Salem.          |
| Joseph B. Gill.....        | Murphysboro.    |
| Nettie F. Gilmore.....     | Effingham.      |
| Reed Green .....           | Cairo.          |
| Cicero R. Hawkins.....     | Carbondale.     |
| Frank C. Hendee.....       | LaClede.        |
| Lu Bird Hendee.....        | LaClede.        |
| Olin W. Hendee.....        | LaClede.        |
| Philetus E. Hileman.....   | Jonesboro.      |
| Charles H. Hubbell.....    | Reedsburg, Wis. |
| Fred. M. Hubbell.....      | Reedsburg, Wis. |
| Gertrude Hull.....         | Carbondale.     |
| Rurie O. Lacey.....        | Elizabethtown.  |
| Richard T. Lightfoot.....  | Carbondale.     |
| Fannie D. McAnally .....   | Carbondale.     |
| Charles M. Morgan.....     | De Soto.        |
| Clyde B. Phillips.....     | Nashville.      |
| Mary A. Robarts.....       | Carbondale.     |
| Luther T. Scott.....       | Carbondale.     |
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| John C. B. Smith.....      | Stone Fort.     |
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| Kate Thomas.....           | Carbondale.     |
| Maud Thomas.....           | Carbondale.     |
| Charles W. Treat .....     | Salem.          |
| Gracey Waddell .....       | Oak.            |
| Mary B. Walker .....       | Carbondale.     |
| Maggie E. Wham .....       | Foxville.       |
| Cora Williams .....        | Carbondale.     |
| Denard Williams.....       | Carbondale.     |



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| Robert M. Allen .....      | Carbondale.           |
| George B. Allison.....     | Chester.              |
| Frank S. Atherton.....     | Hoyleton.             |
| Frances S. Bagley.....     | Indianapolis, Ind.    |
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| Florence M. Barber.....    | Tamaroa.              |
| Nettie L. Barnard .....    | Chester.              |
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| Carrie Blair .....         | Sparta.               |
| *Elmer E. Blair.....       | Cutler.               |
| Samuel A. Blair.....       | Sparta.               |
| David S. Booth, Jr.....    | Sparta.               |
| Frank L. Boyd.....         | Makanda.              |
| Mary J. Breckinridge ..... | Blair.                |
| Jacob C. Brougher.....     | Opdyke.               |
| William F. Bundy .....     | Centralia.            |
| Oscar E. Burris.....       | Vienna.               |
| Artelia E. Carter .....    | Ashley.               |
| Bertha L. Carr.....        | Freeburg.             |
| William V. Cook.....       | Madisonville, Ky.     |
| David J. Cowan .....       | Vienna.               |
| Angie S. Creed.....        | Walnut Hill.          |
| Matthias W. Creed.....     | Walnut Hill.          |
| Charles W. Curtis.....     | Cairo.                |
| John H. Davis .....        | Villa Ridge.          |
| Filora De Shane.....       | Walshville.           |
| Harriet A. Dollins.....    | Carbondale.           |
| Huldah E. Dollins .....    | Carbondale.           |
| Edward M. Dugger. ....     | Highland.             |
| Jennie D. Edmondson.....   | Sumner.               |

\* Deceased.

| Name.                     | Residence.          |
|---------------------------|---------------------|
| Claude B. Evans.....      | Carbondale.         |
| Louis H. Feurer.....      | Marissa.            |
| James A. Fike.....        | Centralia.          |
| William H. Frick.....     | Cobden.             |
| Oscar N. Gibson.....      | Mt. Vernon.         |
| Albin Z. Glick.....       | Lakewood.           |
| Ella A. Green.....        | Cobden.             |
| Mattie Hall.....          | Ramsey.             |
| George Ham'll.....        | Freeburg.           |
| Warren Hamill.....        | Freeburg.           |
| Lottie J. Harding.....    | Centralia.          |
| John G. Hardy.....        | Murphysboro.        |
| John B. Harnsberger.....  | Alhambra.           |
| Elma S. Hawkins.....      | Carbondale.         |
| Emma Hewitt.....          | Carbondale.         |
| Luther Holt.....          | Foxville.           |
| Katie Hord.....           | Murphysboro.        |
| Marshall D. Jennings..... | Centralia.          |
| Thomas G. Kelley.....     | Adrian.             |
| James H. Kirkpatrick..... | Linn.               |
| Tilmon A. Lancaster.....  | Dunbar, Tenn.       |
| Hyatt A. Leathers.....    | Calhoun.            |
| Newton P. McCreery.....   | Thompsonville.      |
| Newton J. McGlasson.....  | Osage.              |
| Lon S. McKnight.....      | Wakefield.          |
| Mattie E. McMillan.....   | Decaturville, Tenn. |
| John D. McMeen.....       | Mt. Vernon.         |
| Rena M. Mendell.....      | Monica.             |
| Fred. B. Merrells.....    | Belleville.         |
| John E. Miller.....       | Caseyville.         |
| Annie Murphy.....         | Tilden.             |
| Surelda C. Nave.....      | Carbondale.         |
| Jennie R. Neill.....      | Sparta.             |
| George W. Ogle.....       | Belleville.         |
| Maggie M. O'Neill.....    | Carlyle.            |

| Name.                      | Residence.     |
|----------------------------|----------------|
| Nora Pease.....            | Carbondale.    |
| Hugh Peavler .....         | Mt. Vernon.    |
| Nathaniel E. Peavler.....  | Spring Garden. |
| Samuel D. Peeler.....      | Lincoln Green. |
| Allen Penrod. ....         | Makanda.       |
| Hester E. Perry .....      | Jackson Co.    |
| Lulu E. Phillips.....      | Cairo.         |
| Robert J. Phillips .....   | Olney.         |
| Nelson D. Pike.....        | St. Jacobs.    |
| Belle Price .....          | Lost Creek.    |
| William B. Reeves.....     | Jackson Co.    |
| Thomas R. Reid.....        | Saline Mines.  |
| John J. Rendleman .....    | Makanda.       |
| David K. Root .....        | Walnut Hill.   |
| Clara Samson .....         | Jonesboro.     |
| Julia A. Sebastian .....   | Edwardsville.  |
| Jason R. Simer.....        | Salem.         |
| Mary Skehan.....           | Cobden.        |
| Susan B. Skehan.....       | Cobden.        |
| John H. Slankard.....      | Cobden.        |
| Seva A. Smith.....         | Carbondale.    |
| William C. Stewart .....   | Vandalia.      |
| Ivil N. Taylor.....        | Villa Ridge.   |
| Minnie A. Tait .....       | Carbondale.    |
| James R. Thornton .....    | Tamaroa.       |
| Henry A. Trees .....       | Anna.          |
| Ed. B. Trobaugh.....       | Jackson Co.    |
| James T. Truelove.....     | Lick Creek.    |
| Zephaniah T. Truelove..... | Lick Creek.    |
| William E. Tune .....      | Marion.        |
| George T. Turner .....     | Vandalia.      |
| James A. Turner.....       | Avena.         |
| Marcellus L. Tyer .....    | Cave in Rock.  |
| Jennie R. Tyner.....       | Pinckneyville. |
| James E. Valentine .....   | Mt. Vernon.    |

| Name.                   | Residence. |
|-------------------------|------------|
| Dora Vick.....          | Marion.    |
| Edward A. Walker .....  | Richview.  |
| Nellie Weeden.....      | Sandoval.  |
| Edith L. Wham.....      | Foxville.  |
| James E. Whiteman ..... | Vandalia.  |
| William H. Wilhelm..... | Belknap.   |
| Anna J. Wright.....     | Mason.     |
| Maggie D. Wright .....  | Mason.     |
| Sallie F Wroton.....    | Marion.    |

## PREPARATORY.

| Name.                     | Residence.      |
|---------------------------|-----------------|
| Emma B. Albeitz .....     | Mt. Carmel.     |
| Hester Albeitz .....      | Mt. Carmel.     |
| Charles H. Alexander..... | Williamson Co.  |
| Paul Alsobrooks .....     | Charleston, Mo. |
| Daniel L. Aull .....      | Ridge Prairie.  |
| Jane Aull .....           | Ridge Prairie.  |
| Lou A. Bainbridge.....    | Marion.         |
| Leona Baird.....          | Carbondale.     |
| Addie E. Balcom.....      | Jackson Co.     |
| Lucy Barrow.....          | Carbondale.     |
| Thomas M. Barrow.....     | Percy.          |
| Lulu H. Bartholomew ..... | Jackson Co.     |
| Mary A. Beard.....        | Carbondale.     |
| Emma Begemann .....       | Steeleville.    |
| Mattie C. Berner .....    | Steeleville.    |
| Della Blair .....         | Sparta.         |
| Maggie J. Bowker .....    | Metropolis.     |
| Samuel Boyle .....        | Marissa.        |
| Mary Brackenridge.....    | Carbondale.     |
| Mamie E. Bridges.....     | Carbondale.     |



| Name.                       | Residence.        |
|-----------------------------|-------------------|
| Cora Brown.....             | Carterville.      |
| Fronia E. Brown.....        | Mulkeytown.       |
| Mary Brown .....            | Mulkeytown.       |
| Mamie H. Brown .....        | -Carbondale.      |
| Orie Brown.....             | Carterville.      |
| Owen P. Brown .....         | Buncombe.         |
| Walter Brown.....           | Carbondale.       |
| James C. Brush .....        | Carbondale.       |
| J. Rockwell Bryden.....     | Carbondale.       |
| William Bryden .....        | Carbondale.       |
| Jane P. Burkey .....        | Jackson Co.       |
| Henry C. Burton.....        | Shawneetown.      |
| Fannie L. Campbell.....     | Carbondale.       |
| Harmon M. Campbell.....     | Carbondale.       |
| James Campbell .....        | Baldwin.          |
| David P. Carson.....        | Oakdale.          |
| Robert S. Carson.....       | Oakdale.          |
| Hephzibah Carter.....       | Risdon.           |
| Sallie J. Carter .....      | Carterville.      |
| Waldo F. Cavender.....      | Commercial Point. |
| Cyrus W. Chandler.....      | Carbondale.       |
| Freeman A. Channaberry..... | Marion.           |
| Annie T. Cheek .....        | Cairo.            |
| Corinne B. Cheek .....      | Cairo.            |
| Mary C. Clard.....          | Jackson Co.       |
| Clara B. Cleland.....       | Carbondale.       |
| May Cleland .....           | Carbondale.       |
| Emma J. Cooper .....        | Bridgeport.       |
| Frank B. Copeland.....      | Marion.           |
| Oleviannus Cover .....      | West Saratoga.    |
| Edwin B. Cox.....           | Carbondale.       |
| John E. Craine.....         | Murphysboro.      |
| Lettie E. Crandall.....     | Carbondale.       |
| William H. Crandall.....    | Carbondale.       |
| Edith E. Creed.....         | Walnut Hill.      |

| Name.                     | Residence.   |
|---------------------------|--------------|
| Belle Davis. ....         | Marion.      |
| George H. Day....         | Salem.       |
| Annie L. Delaney.....     | Steeleville. |
| Ella M. Delaney .....     | Steeleville. |
| John B. Delaney.....      | Irvington.   |
| Lillie E. Delaney.....    | Steeleville. |
| Frank J. De Puy.....      | Hoyleton.    |
| Sidney A. Dickey .....    | Sparta.      |
| Edward F. Dickinson ..... | Murphysboro. |
| William Dodd.....         | Murphysboro. |
| William R. Duncan.....    | Greenville.  |
| Edgar T. Dunaway.....     | Carbondale.  |
| Mamie E. Eachus .....     | Carbondale.  |
| Anna E. Easterly .....    | Jackson Co.  |
| Hattie Easterly .....     | Jackson Co.  |
| Mattie Easterly.....      | Jackson Co.  |
| Anna Edmunds.....         | Carbondale.  |
| Lolla Elder.....          | Carbondale.  |
| Zilpha N. Evans.....      | Carbondale.  |
| Carlie Farner.....        | De Soto.     |
| Willie J. Faulk .....     | Edgewood.    |
| Frances E. Ferguson.....  | Makanda.     |
| Emma C. Ferrill.....      | Makanda.     |
| Jennie Ferrill.....       | Makanda.     |
| Texas P. Ferrill.....     | Makanda.     |
| Louie Fike .....          | Centralia.   |
| Robert Fitzgerrell.....   | Mt. Vernon.  |
| Albert H. Fligor.....     | Carbondale.  |
| Ollie J. Foley .....      | Carbondale.  |
| John A. Free.....         | Dix.         |
| Lucia A. Free.....        | Dix.         |
| Hattie Friedline.....     | De Soto.     |
| Elbert O. Gallegly.....   | Lick Creek.  |
| Hattie A. Goddard.....    | Marion.      |
| Samuel H. Goodall.....    | Marion.      |

| Name.                      | Residence.      |
|----------------------------|-----------------|
| Gustavus D. Green.....     | Danville, Tenn. |
| Robert F. Green .....      | Cobden.         |
| John N. Groves.....        | Effingham.      |
| Alonzo Hagler .....        | Jackson Co.     |
| William J. Hagler .....    | Pomona.         |
| William L. Hagler.....     | Troy.           |
| Ella Hall.....             | Ramsey.         |
| Albert J. Hamilton.....    | Marissa.        |
| Maggie C. Hamill .....     | Freeburg.       |
| Alice M. Harnsberger.....  | Alhambra.       |
| Mollie E. Harrington.....  | De Soto.        |
| Ada M. Harris.....         | Steeleville.    |
| Frank R. Harris.....       | Dongola.        |
| Lincoln E Harris.....      | Pinckneyville.  |
| Tillie E. Harrison.....    | Du Quoin.       |
| Belle Hawkins .....        | Mt. Vernon.     |
| Douglas A. Haydon.....     | Mound City.     |
| Nellie T. W. Hendee.....   | LaCledde.       |
| William S. Hewitt.....     | Carbondale.     |
| William H. Highfield.....  | Bridgeport.     |
| Lenna B. Hill .....        | Centralia.      |
| Mary A. Hill.....          | Foxville.       |
| Robert B. Hiller.....      | Makanda.        |
| Helen M. Hillman.....      | Carbondale.     |
| Allen B. Hinchcliffe.....  | Jackson Co.     |
| Josie Hinchcliff.....      | Carterville.    |
| William W. Hinchcliff..... | Carbondale.     |
| Zoa E. Hindman.....        | Carbondale.     |
| Walter H. D. Holland ..... | East St. Louis. |
| Joseph S. Holt.....        | Jamestown.      |
| Fred W. Holtgrewe.....     | Stone Church.   |
| Mary C. Hudson.....        | Tamaroa.        |
| John G. Hughes .....       | Jackson Co.     |
| Martha M. Huls.....        | Carbondale.     |
| Robert K. Hunt.....        | Ramsey.         |

| Name.                    | Residence.       |
|--------------------------|------------------|
| Edgar E. Jenkins.....    | Murphysboro.     |
| Lizzie Jennings.....     | Centralia.       |
| William S. Jennings..... | Centralia.       |
| Charles M. Jerome.....   | Carbondale.      |
| Ada Johnson.....         | Jackson Co.      |
| Alice Johnson.....       | Jackson Co.      |
| Callie E. Johnson.....   | Carbondale.      |
| Lucius H. Johnson.....   | Mt. Vernon.      |
| Della Jones.....         | Sumner.          |
| Kate E. Jones.....       | Carbondale.      |
| Hattie L. Judd .....     | Moore's Prairie. |
| Kent E. Keller.....      | Campbell Hill.   |
| Edward M. Keown.....     | Jackson Co.      |
| Carrie B. Kimmell.....   | Cobden.          |
| Mary E. Kimmell.....     | Cobden.          |
| Levi E. Kingsbury.....   | Mt. Carmel.      |
| Mary A. Knowles.....     | Carbondale.      |
| Louis Koch .....         | Highland.        |
| Cora Krysher .....       | Carbondale.      |
| Ella Krysher.....        | Carbondale.      |
| Ora Krysher .....        | Carbondale.      |
| Homer R. Laney.....      | Jackson Co.      |
| May I. Larsh.....        | Centralia.       |
| Mercy M. Larsh.....      | Centralia.       |
| Lizzie Lawrence.....     | Carbondale.      |
| Mary Leary.....          | Carbondale.      |
| Ira E. Lewis.....        | Anna.            |
| Eva J. Lightfoot.....    | Carbondale.      |
| Andrew J. Linck.....     | Okawville.       |
| Charles E. Lindley.....  | Hutsonville.     |
| James T. M. Lindsey..... | Carbondale.      |
| Thomas C. Logan .....    | Murphysboro.     |
| Benjamin D. Lydick ..... | Mt. Vernon..     |
| Milton C. Lydick.....    | Mt. Vernon.      |
| Belle Malone.....        | Steeleville.     |



| Name.                     | Residence.     |
|---------------------------|----------------|
| Willis Malone.....        | Steeleville.   |
| William O. Manion . ..... | Vandalia.      |
| William V. Mathews.....   | Tilden.        |
| Eliza Maxey.....          | Carbondale.    |
| Daniel D. Mayfield.....   | De Soto.       |
| Sallie E. Mayfield.....   | De Soto.       |
| Ella M. McAnally.....     | Carbondale.    |
| Logan E. McClane.....     | Bellmont.      |
| Emma B. McClay.....       | Oakdale.       |
| Kate A. McCurdy.....      | Marissa.       |
| Maggie J. McCurdy.....    | Marissa.       |
| William B. McGuire.....   | Carbondale.    |
| Wesley H. Meng.....       | Freeburg.      |
| Andrew A. Miller.....     | Smithton.      |
| George R. Miller.....     | Carbondale.    |
| Sarah E. Moore.....       | Carbondale.    |
| Grace Morris.....         | St. Louis, Mo. |
| Sylvia J. Mulligan.....   | Smithton.      |
| Mary C. Murphy.....       | Tilden.        |
| William A. Nash.....      | Carbondale.    |
| Charles E. Naylor.....    | Vandalia.      |
| William H. Nichols.....   | Loogootee.     |
| George M. Nixon.....      | Marissa.       |
| Clara C. North.....       | Carbondale.    |
| John E. North.....        | Lebanon.       |
| Samuel E. North.....      | Carbondale.    |
| Ollie Odum .....          | Marion.        |
| Letha Owen .....          | Carbondale.    |
| Mollie Ozburne.....       | Osage.         |
| Walter W. Parks.....      | Du Quoin.      |
| Lillie W. Patton.....     | Mt. Vernon.    |
| Anna L. Pease.....        | Carbondale.    |
| Samuel Y. Penrod.....     | Makanda.       |
| Celia M. Perry.....       | Jackson Co.    |
| Clement Perry.....        | Jackson Co.    |

| Name.                     | Residence.        |
|---------------------------|-------------------|
| Edward G. Perry.....      | Jackson Co.       |
| Charles T. Philp .....    | Lauer.            |
| James W. Philp.....       | Lauer,            |
| Benjamin R. Pierce .....  | Addieville.       |
| Mamie Poindexter .....    | Thompsonville.    |
| Flora Porter .....        | Carbondale.       |
| Henry A. Prickett.....    | Jackson Co.       |
| Arthur G. Purdy.....      | Carbondale.       |
| Clarence W. Purdy .....   | Carbondale.       |
| Benjamin F. Radcliff..... | Brownstown.       |
| Lou B. Ragains .....      | Vienna.           |
| James L. Rainey .....     | Union Co.         |
| Annie A. Rapp .....       | Carbondale.       |
| Louis B. Rapp.....        | Carbondale.       |
| Charles J. Rausch.....    | Hecker.           |
| Ernest L. Raynor.....     | Carbondale.       |
| Lorimer M. Raynor .....   | Manorville, L. I. |
| James H. Redpath .....    | Baldwin.          |
| Cora A. Reeves.....       | Cobden.           |
| Lucy Rich.....            | Cobden.           |
| William S. Rigdon.....    | Jackson Co.       |
| Lincoln J. Rigg .....     | Mt. Carmel.       |
| Edgar A. Roberts .....    | Lick Creek.       |
| Matthias G. Rogers.....   | Campbell Hill.    |
| Edward H. Ronsick.....    | Elkhorn.          |
| Junius L. Rowan.....      | Shawneetown.      |
| May I. Rumbold .. ...     | Carbondale.       |
| George W. Rush .....      | Mound City.       |
| Laura E. Sanders .....    | Coulterville.     |
| John E. Schaeffer .....   | Carlyle.          |
| Henry E. Schmidt .....    | Breese.           |
| George Schwartz.....      | Elkville.         |
| John M. Shaw .....        | Coulterville.     |
| Sherman Sherrod.....      | Villa Ridge.      |
| Charles J. Smith.....     | Carbondale.       |

| Name.                     | Residence.      |
|---------------------------|-----------------|
| Orlando P. Smith.....     | Smithton.       |
| Rosa A. Starzinger.....   | Carbondale.     |
| Willis Stearns.....       | Pomona.         |
| John C. Steele.....       | Mound City.     |
| Albert P. Stehfest.....   | Hecker.         |
| Maggie Stevenson.....     | Carbondale.     |
| Benjamin F. Stockett..... | St. Elmo.       |
| Hettie E. Stokes.....     | Carbondale.     |
| Jacob O. Storm.....       | Jonesboro.      |
| Susie P. Storm.....       | Jonesboro.      |
| George T. Swain.....      | Thompsonville.  |
| Lizzie W. Swain.....      | Thompsonville.  |
| Mollie E. Swain.....      | Thompsonville.  |
| Charles B. Sylvester..... | Carbondale.     |
| Walter M. Tanquary.....   | Bellmont.       |
| Joseph B. Taylor.....     | Pulley's Mills. |
| Maggie E. Thornton.....   | Tamaroa.        |
| John R. Thorp.....        | Jackson Co.     |
| Jasper N. Toler.....      | Anna.           |
| Adaline Toney.....        | Carbondale.     |
| Richard Toney.....        | Marion.         |
| Etta Topping.....         | Ashley.         |
| John D. Trafton.....      | Carmi.          |
| John B. Tscharner.....    | Okawville.      |
| James B. Turner.....      | Ewing.          |
| John D. R. Turner.....    | Ewing.          |
| William Tyer.....         | Cave in Rock.   |
| Cora Vernon.....          | Decatur.        |
| Isaac A. Walder.....      | Cairo.          |
| Annie Walker.....         | Williamson Co.  |
| Corrington O. Walker..... | Carbondale.     |
| William E. Walker.....    | Marissa.        |
| James E. Walker.....      | Beaucoup.       |
| William A. Wall.....      | Saratoga.       |
| Hannah Waller.....        | Jackson Co.     |

| Name.                      | Residence.     |
|----------------------------|----------------|
| Florence E. Watkins.....   | Johnsonville.  |
| Frank L. Way .....         | Mt. Vernon.    |
| Henry L. Webber.....       | Stone Fort.    |
| Thomas E. Webber.....      | Galatia.       |
| Ada Whelply .....          | Cobden.        |
| Mamie J. White.....        | Murphysboro.   |
| Conrad B. Wiederholt ..... | Shawneetown.   |
| Matt Wilks .....           | Pinckneyville. |
| Albert G. Williams.....    | Ava.           |
| Alice R. Williams.....     | Elkville.      |
| Kate Williams.....         | Jackson Co.    |
| Lillian Williams.....      | Jackson Co.    |
| Nathan W. Wilson.....      | Mt. Carbon.    |
| Thomas H. Wilson.....      | Mt. Carbon.    |
| Russell Winchester .....   | Jackson Co.    |
| Rhoda R. Winters .....     | Williamson Co. |
| William T. Wykes.....      | Carbondale.    |
| Alexander B. Young.....    | Shawneetown.   |
| Hattie D. Younger.....     | Williamson Co. |
| Herman Zetzsche .....      | Okawville.     |

## TRAINING DEPARTMENT.

| Name.                   | Residence.     |
|-------------------------|----------------|
| Lelia B. Abel.....      | Carbondale.    |
| Anna R. Alexander ..... | Williamson Co. |
| John Alexander.....     | Williamson Co. |
| Louise A. Allen.....    | Carbondale.    |
| Frank K. Ashley.....    | Carbondale.    |
| Willie H. Ashley.....   | Carbondale.    |
| Jessie Barr.....        | Carbondale.    |
| George W. Beman.....    | Carbondale.    |
| Julia S. Beman.....     | Carbondale.    |
| Elsie Barnard.....      | Chester.       |



| Name.                     | Residence.  |
|---------------------------|-------------|
| John Borger.....          | Carbondale. |
| Mary Borger .....         | Carbondale. |
| Daniel Y. Bridges.....    | Carbondale. |
| Ella Bridges .....        | Carbondale. |
| Lena Bridges.....         | Carbondale. |
| Ira V. Brown.....         | Jackson Co. |
| George M. Brush....       | Carbondale. |
| Silas G. Brush .....      | Carbondale. |
| Ozborne W. Bryden .....   | Carbondale. |
| Mary Bundy.....           | Marion.     |
| Julia B. Campbell .....   | Carbondale. |
| Carrie Carlton.....       | Carbondale. |
| Elizabeth D. Carter ..... | Carbondale. |
| Harry C. Chapman.....     | Carbondale. |
| Edward W. Coburn .....    | Mt. Carbon. |
| Lulu M. Cochran.....      | Carbondale. |
| Jennie Colvin .....       | Carbondale. |
| Willie E. Colvin.....     | Carbondale. |
| John H. Davis.....        | Carbondale. |
| Susie A. Davison.....     | Carbondale. |
| Clement L. Downey.....    | Carbondale. |
| Lewis F. Downey .....     | Carbondale. |
| Clara T. Foster.....      | Carbondale. |
| Edwin L. Foster .....     | Carbondale. |
| Walter R. Foster.....     | Carbondale. |
| Charles Gager.....        | Carbondale. |
| Laura Hindman.....        | Carbondale. |
| Gertie A. Hollon.....     | Carbondale. |
| Bertha Hull.....          | Carbondale. |
| Libbie Krysher.....       | Carbondale. |
| Ella F. Lake .....        | Carbondale. |
| Lewis F. Lake.....        | Carbondale. |
| Lewis F. Larsh.....       | Centralia.  |
| Arthur H. McGuire.....    | Carbondale. |
| Dora E. Mertz.....        | Carbondale. |

| Name.                   | Residence.  |
|-------------------------|-------------|
| Alice M. North.....     | Carbondale. |
| Nellie M. Perry.....    | Jackson Co. |
| Thomas A. Perry.....    | Jackson Co. |
| Gertie L. Prindle.....  | Carbondale. |
| Charles R. Rapp.....    | Carbondale. |
| Jennie L. Scott.....    | Carbondale. |
| Edward Smith.....       | Carbondale. |
| William E. Thomas ..... | Carbondale. |
| Charles W. Turner.....  | Ewing.      |
| Jesse M. Turner.. ..... | Ewing.      |
| Minnie Turner .....     | Ewing.      |
| Rosa Williams .....     | Carbondale. |
| Frank Woodward.....     | Carbondale. |
| Fred Woodward .....     | Carbondale. |

## SPECIAL SESSION.

The following persons attended the Special Session, and at no other time during the year. This Session numbered fifty-nine, and the names of the others are in their proper places in the several departments.

| Name.                      | Residence.     |
|----------------------------|----------------|
| William E. Aitchison ..... | Madison, Wis.  |
| Mattie O. Alexander.....   | Williamson Co. |
| William M. Avant.....      | Mound City.    |
| James H. Beattie.....      | Grand Tower    |
| Charles Blankenship.....   | Shawneetown.   |
| James W. Brown.....        | Carbondale.    |
| Sophia C. Brownlee.....    | Carbondale.    |

| Name.                    | Residence.     |
|--------------------------|----------------|
| Andrew S. Caldwell.....  | Sedalia, Mo.   |
| Beverly C. Caldwell..... | Hickman, Ky.   |
| Delia Caldwell.....      | Sedalia, Mo.   |
| Belle M. Crowther.....   | Grand Tower.   |
| Nan Cummins.....         | Newton.        |
| John P. Davis .....      | Marion.        |
| Alfred F. Drummond.....  | Cobden.        |
| Corrinne E. Evans.....   | Carbondale.    |
| Fannie L. Groves .....   | Carbondale.    |
| Jacob Gruenig.....       | Highland.      |
| Eva J. Harrison... ..    | Lake Creek.    |
| Celia M. Hayes.....      | Ash Grove; Mo. |
| Jennie Henninger .....   | Vandalia.      |
| Eliza C. Howser .....    | Alto Pass.     |
| Henry Jennings.....      | Makanda.       |
| Mittie C. Jones.....     | Carbondale.    |
| Mary L. Lawrence.....    | Carbondale.    |
| Mary C. McAnally.....    | Carbondale.    |
| Cora McGregor.....       | Murphysboro.   |
| George H. Page .....     | Sumner.        |
| Emma Parkinson .....     | Mt. Carmel.    |
| Addie E. Phillips.....   | Mt. Carmel.    |
| Edward B. Silkwood.....  | Mulkeytown.    |
| Hattie M. Smith .....    | Mound City.    |
| Gertrude Warder.....     | Marion.        |
| John W. Wood.....        | De Soto.       |

## GENERAL SUMMARY.

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|                              |     |
|------------------------------|-----|
| Regular Normal Students..... | 55  |
| Irregular " " .....          | 112 |
| Preparatory " " .....        | 285 |
| Special Session " .....      | 33  |
| Training Department.....     | 59  |
|                              |     |
| Total.....                   | 544 |

## SUMMARY BY TERMS.

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|                                  |      |
|----------------------------------|------|
| Enrolled in Special Session..... | 59   |
| " " Fall Term.....               | 338  |
| " " Winter Term.....             | 367  |
| " " Spring Term.....             | 308  |
|                                  |      |
| Grand Total.....                 | 1072 |



## HISTORY.

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An act of the General Assembly of the State of Illinois, approved April 20th, 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 a location, erect a building and employ teachers for the school. The Governor, General John M. Palmer, appointed Captain Daniel Hurd, of Cairo; General Eli Boyer, of Olney; Col. Thomas M. Harris, of Shelbyville; Rev. Elihu J. Palmer, of Belleville, and Samuel E. Flannigan, Esq., of Benton.

After advertising in the newspapers and stimulating competition among the towns and cities in the central part of Southern Illinois, these trustees agreed on Carbondale as the place, and the site was fixed on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central Railroad. The contract of the building was let to James M. Campbell, Esq., who assumed the responsibility of completing it for the sum of \$225,000, to be obtained as follows: \$75,000 from the State and the balance from the City of Carbondale and the County of Jackson.

The corner-stone was laid with the ordinary ceremonies, by the Grand Master of the Masonic fraternity of the State, on the 27th day of May, 1870, and the work was rapidly pushed forward. In the spring of the next year Mr. Campbell was killed on the building, and the work was interrupted. The Legislature then assumed the contract, and appointed commissioners to complete the building. These were continued, and finished their work, so that the building was dedicated, a Faculty of instruction was inaugurated, and the school begun July 1st, 1874.

The building is of brick, in the Norman style of architecture, with trimmings of sandstone in two colors. It is 215 feet in extreme length, and 109 in extreme width. It has a basement story 14 feet in the clear; two stories, one 18 feet, the other 22 feet, and a Mansard story 21 feet. The basement is devoted to the heating apparatus and Laboratory and dissecting rooms, exercises in unpleasant

weather, residence for the Janitor, etc. The Mansard is for Lecture Hall, Library, Museum, Art Gallery, and rooms for Literary Societies. The other two stories are for study and recitation. The total cost was about \$265,000.

The steam heating apparatus, constructed under an act of the General Assembly in 1878, leaves nothing to be desired for comfortable warmth and proper ventilation.

The work of instruction in the new building began July 2, 1874, at which time a Normal Institute was opened, with fifty-three pupils. On the 6th day of September, 1874, the regular sessions of the Normal University were commenced. The school is graded and has three departments—a Normal Department, with two courses of study, occupying four years and three years respectively; a Preparatory Normal, two years, and a Training Department; making in all a full course of nine years.

A record, kept very carefully, shows that 992 of these students have taught school since their study with us; and hundreds of letters received by us testify that a large portion of these students have taught excellent schools. It would be strange indeed, if among so many, some of whom were with us for very limited periods, and who, of course, could derive but little benefit from our methods of instruction and discipline, did not fail, or at least, should do no better work than those who have not been in attendance here. Notwithstanding the competition of teachers for places, it is not uncommon for directors to apply to us for teachers whom we have educated, and whom we can recommend, and such teachers find little difficulty in obtaining schools at from five to ten dollars more a month than others.

We have no hesitation in saying that any good and diligent student, who will study faithfully a year in our University, can be assured a school without paying a per cent. brokerage. Many such facts are revealing this other fact, that those who attend Normal Schools do stand better chances of obtaining situations as teachers than others, and are esteemed more highly by the intelligent friends of education; and in fact do teach better schools than they would have taught without our instructions, and not unfrequently much better than those who have not been with us. We shall always be glad to correspond with directors or boards of education who desire live teachers, inspired to do the best work.

## GENERAL INFORMATION.

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The object of the University is to do a part of the work of education undertaken by the State. This is provided for in the departments before named. Each of these has a specific work, and pursues its appropriate method. One design of the Preparatory Training School is to be an example of what a school for primary scholars should be, and to afford to those preparing themselves to teach a place where they may observe the best methods in operation, and where, at suitable times, they may practice in the calling of a teacher under the eye of one well instructed and largely experienced in the work. This practice work and observation is receiving each year more attention with us, and is one of our most valuable advantages.

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 duty of a teacher. It aims to give, in addition to instruction, opportunities of observation and trial to every one passing through the course, so that he shall not be an entire 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 not shunned as though one gained something by slurring over them. So much of each branch as we pursue, we endeavor to impress upon the heart, and incorporate its methods into the whole frame of the character. Great attention is therefore bestowed upon the earlier parts of the course, such as spelling and pronunciation, reading and defining, writing, drawing, vocal music and calisthenics. 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 course of study is planned to give information, to assist in self-control and discipline, and to promote culture and refinement. It is arranged in the order which ages have found most profitable and philosophical; and all experience has shown that the first qualifications of a teacher are knowledge and personal self-discipline. The study of methods or practice will go for little till the



scientific education has been obtained. The earlier studies are elementary, and the later ones calculated for stimulating thought when it is growing to maturity and needs discipline in proper directions. It is most emphatically urged on all students that may make their arrangements to pursue each study in its order, to make thorough work of each, and not to overburden the mind, and body too, by a larger number of studies than they can carry. Four studies a day should be the extreme limit, and even then one should be a review of a branch quite familiar.

Few things can be impressed upon the mind to more profit than rules like the following, and we earnestly request school officers, directors and county superintendents to aid us, and the friends of sound systematic education to reiterate the maxims: Be thoroughly grounded in the elements of knowledge;—particularly, spelling with readiness and correctness; adding and multiplying numbers in all possible combinations with electric speed and infallible accuracy; writing with dispatch and neatness a good hand easily read; drawing any simple figure, and singing. These things well learned in theory, and wrought into practical habits, not only open the door to all fields of knowledge and art but they do go a long way toward making the highest attainments in scholarship and the sweetest grace in all manners and behavior. This Normal University insists on them as both necessary and easily gained.

Our rules of government are few in number and very general in their application. They are embraced in the Golden Rule:

“DO TO OTHERS AS YOU WOULD THEY SHOULD DO TO YOU.”

It is expected, of course, that they include:

1. Neatness of person and of dress.
2. Purity of words and of behavior.
3. Cleanliness of desks, books, and rooms.
4. Genteel bearing to teachers and fellow students.
5. Punctuality every day and promptness in every duty, not to the minute only, but to the second.
6. Respect for all the rights of others in all things.
7. Earnest devotion to work.
8. Quietness in all movements.
9. By all means be in school the first day and remain till the last of every term.
10. Obedience to the laws of love and duty.

If the spirit of these things can be infused into the soul and wrought into the habits, each student will for himself grow in goodness and truth, and for the State he will be a power and blessing.



The following paper is handed to each student who wishes to enter the University, and he is expected to give honest answers to each question, and to sign the pledge marked I. below; and in case he desires free tuition he must also sign the one marked II., and it must be held a point of honor with each one to keep these pledges, both while in the school and afterwards by teaching.

SOUTHERN ILLINOIS NORMAL UNIVERSITY.

CARBONDALE, ILLINOIS,..... 188...

*To all Persons Desiring to Enter the University.*

N. B. Make up your mind that any deficiencies, or even errors of previous education or habits, can be supplied or corrected by resolution and industry. Settle it with yourself that you will neither lose nor waste a minute of precious time; that you will attempt no more than you can do well; that you will do that thoroughly; and that no allurements or companions shall lead you to break a rule of the Trustees or Faculty, or of politeness or scholarly deportment.

Fill the blanks and answer the following questions legibly, viz:

1. Write your name and Post-office address .....
2. Give the name of your father (if living), and address .....
3. If not living give the name of your guardian and address. ....
4. Give the occupation of your father .....
5. Give the date and place of your birth.....
6. Where do you board? .....
7. What studies have you completed?.....
8. What studies do you intend to pursue?.....
9. What schools have you attended?.....
10. What books have you read?.....
11. In what branches do you wish to be examined for advanced standing?....
12. Have you taught school, and how many terms?.....
13. Where last, and at what wages?.....
14. Is your certificate first or second grade?.....
15. Are you appointed or recommended by a County Superintendent? .....
16. By whom, and of what county? .....
17. Sign one or both, as is proper, of the following, with your name in full:

I. I hereby pledge myself to a respectful and orderly deportment in all respects, and to promptness, punctuality and diligence in all studies and scholarly duties.

.....

II. I hereby pledge myself, that after completing my studies in this Southern Illinois University, and if a situation can be had with reasonable effort, I will teach in the public schools of this State three years, or at least as long as I have been instructed in it.

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## A FEW WORDS OF SUGGESTION

To Those Who Design to Attend Our School.

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1. Understand how many of our studies you have mastered thoroughly, and come ready to be examined on them. Do not forget that one who is to teach should be more thorough than one who is intending to be merely a scholar.

2. Do not take the higher studies till you have passed the lower in our classes, or by our examination. Elementary work always pays better in the end than any other. Finish this first; do not be discouraged because your elementary studies have not been thoroughly done; you can remedy all such deficiencies. Quite too many want to begin with the higher studies. Take an examination in the lower ones and find exactly how you stand in them and then advance as rapidly as you please.

3. Always bring recommendations from the county superintendent or county judge, or some clergyman or justice of the peace.

4. Come determined to work every day, and to omit no duty; to give up every pleasure for the time, and to do nothing but school duties, and to do them without fail at the proper time. Give up dancing schools as most demoralizing to scholarly habits, and all dancing parties as leading to dissipation and often quarrelsomeness, as well as vice and worthlessness.

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## TO OUR FRIENDS.

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We trust county superintendents will advise any who contemplate devoting themselves for a time, at least, to the work of teaching, to enter some of our departments—the Pedagogical or other—and thus to associate themselves with the hundreds who have been with us, and are heartily engaged in elevating the calling of the teacher. It would be well to advise only such to attend as have an honest character and fair health, and good abilities to communicate knowledge. Any one who simply wants to teach because of the lighter and more agreeable labor and better pay, should be discouraged. But when one desires to be worthy both in knowledge and character, to discharge the high duties of a teacher, and who needs more science and better discipline, let him come and profit.

## COURSE OF STUDY.

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The course of study, we repeat, has been arranged with two purposes in view—1, to give a strictly Normal course of training to fit teachers for public schools, and 2, to give examples of methods of teaching. It therefore goes over the whole curriculum of school studies, and gives especial attention to those branches which require the use of the observing and perceptive faculties, without neglecting those which demand the use of the imagination and reason. Practical attention is devoted to physics, chemistry, natural history, surveying and language, and the student is not only taught to know, but to do the work of the branches which he pursues. He is also required to give instruction in all that he learns, so that when he begins his life-work, either of teaching or laboring in a secular employment, he may not be wholly inexperienced in the very beginning of his career.

N. B.—Hereafter the senior class, or candidates for diplomas, will be examined on the topics or subjects of the whole course of study. This will be called the Graduating Examination, and will take place about the middle of the Spring Term. A student successfully passing it will be entitled to a recommendation of the Faculty for a diploma to be conferred by the Trustees, and will be assigned a part in the Commencement exercises. The paper containing the questions will embrace ten points on each topic, arranged in pairs, and each answer may be to whichever one of each pair the student prefers. Thirty points will be prepared by the teacher of the department to which the topic belongs, and these will be submitted to the Principal, who shall strike out ten or amend as he may judge best. The remaining twenty will be sent to the State Superintendent of Public Instruction who will strike out ten more, such as he shall elect. The other ten will be given to the candidates, and they shall have ample time for carefully writing and preparing their papers in answer to the five points they may prefer. These papers, without the names of the writers, shall be given to a committee of county superintendents or teachers, who shall examine them and report on their merit, recommending or not their authors for graduation as they shall deem just. After the papers have been examined they should be bound in a volume for preservation in the archives of the University.

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## DEPARTMENTS.

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The course of study is arranged into departments, and is embodied in the accompanying schedules and tables of studies and hours of recitations. Special attention is called to these, and students are earnestly advised to begin with the lower and proceed to the higher. There is a natural order of succession of studies, and ages have proved that this cannot be inverted without harm. We ask all to study the syllabus of each department and mark its plan.



# ENGLISH COURSE OF STUDY,

|          | STUDIES. | PREPARATORY.                          |   |   |              | NORMAL.     |   |   |              |   |             |   |   |   |   |       |
|----------|----------|---------------------------------------|---|---|--------------|-------------|---|---|--------------|---|-------------|---|---|---|---|-------|
|          |          | First Year.                           |   |   | Second Year. | First Year. |   |   | Second Year. |   | Third Year. |   |   |   |   |       |
|          |          | 1                                     | 2 | 3 | 4            | 5           | 6 | 1 | 2            | 3 | 4           | 5 | 6 | 7 | 8 | 9     |
| I....    | {        | Rhetoric.....                         |   |   |              |             |   |   |              |   |             | † |   |   |   |       |
|          |          | Logic.....                            |   |   |              |             |   |   |              |   |             | † |   |   |   |       |
|          |          | Constitution of U. S. and Ethics..... |   |   |              |             |   |   |              |   |             |   |   | † |   |       |
|          |          | Mental Philosophy.....                |   |   |              |             |   |   |              |   |             |   |   |   | † |       |
|          |          | Theoretical Pedagogics and Teaching.. |   |   |              |             |   |   |              |   |             |   |   |   | † | †     |
| II....   | {        | Elementary Botany.....                |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
|          |          | Higher Botany.....                    |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
|          |          | Elementary Zoology.....               |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
|          |          | Higher Zoology.....                   |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
| IV....   | {        | Practical Pedagogics.....             |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
|          |          | Elementary Algebra.....               |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
|          |          | Higher Algebra.....                   |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
|          |          | Elementary Geometry.....              |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
|          |          | Trigonometry and Surveying.....       |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
| V....    | {        | General Geometry and Calculus.....    |   |   |              |             |   |   |              |   |             |   |   |   |   | o o o |
|          |          | Elementary Natural Philosophy.....    |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
|          |          | Higher Natural Philosophy.....        |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
|          |          | Chemistry.....                        |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
| VI....   | {        | Geology.....                          |   |   |              |             |   |   |              |   |             |   |   |   |   | †     |
|          |          | Reading and Phonics.....              |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
|          |          | Elocution.....                        |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
| VII....  | {        | English Literature.....               |   |   |              |             |   |   |              |   |             |   |   |   |   | †     |
|          |          | U. S. History.....                    |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
| VIII.... | {        | General History.....                  |   |   |              |             |   |   |              |   |             |   |   |   |   | †     |
|          |          | Elementary Physiology.....            |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
|          |          | Higher Physiology.....                |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
| IX....   | {        | Arithmetic.....                       |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
|          |          | Astronomy.....                        |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
| X....    | {        | Grammar.....                          |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
|          |          | English Analysis.....                 |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
|          |          | Book-Keeping.....                     |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
|          |          | Word Analysis.....                    |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
| XI....   | {        | Penmanship.....                       |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
|          |          | Drawing.....                          |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
| XII....  | {        | Geography.....                        |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
|          |          | Physical Geography.....               |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
| XIII.... | {        | Vocal Music.....                      |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
|          |          | Calisthenics.....                     |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
| XIV....  | {        | Spelling.....                         |   |   |              |             |   |   |              |   |             |   |   |   |   |       |
|          |          | Military Instruction and Tactics..... |   |   |              |             |   |   |              |   |             |   |   |   |   |       |

“†” indicates the time of study; the “‡” study requires two hours a week; “o” optional study.

Calisthenic Exercises each day during the course. Military Instruction and Practice will occupy such times as may be found convenient.

N. B.—Classes in Practical Pedagogics, and in methods of teaching Reading, Grammar, Arithmetic, Geography and History, are carried on every year. All pupils are expected to enter these classes as early as during their first year in the Normal course.

The last eight weeks of the Spring Term will be conducted as a Normal Institute for such as desire to review for school work and examinations.



# CLASSICAL COURSE OF STUDY.

| STUDIES.   |                                   | PREPARATORY.                       |                                      |   |              |   | NORMAL.     |   |   |              |   |   |             |   |   |              |    |    |    |       |
|------------|-----------------------------------|------------------------------------|--------------------------------------|---|--------------|---|-------------|---|---|--------------|---|---|-------------|---|---|--------------|----|----|----|-------|
|            |                                   | First Year.                        |                                      |   | Second Year. |   | First Year. |   |   | Second Year. |   |   | Third Year. |   |   | Fourth Year. |    |    |    |       |
|            |                                   | 1                                  | 2                                    | 3 | 4            | 5 | 6           | 1 | 2 | 3            | 4 | 5 | 6           | 7 | 8 | 9            | 10 | 11 | 12 |       |
| I....      | {                                 | Rhetoric .....                     |                                      |   |              |   |             |   |   |              |   |   |             |   | † |              |    |    |    |       |
|            |                                   | Logic .....                        |                                      |   |              |   |             |   |   |              |   |   |             |   |   | †            |    |    |    |       |
|            |                                   | Constitution of U. S. and Ethics.. |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              | †  |    |    |       |
|            |                                   | Mental Philosophy.....             |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    | †     |
|            |                                   | Theoretical Pedagogics.....        |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    | † † † |
| II....     | {                                 | Elementary Botany.....             |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Higher Botany.....                 |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Elementary Zoology.....            |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Higher Zoology.....                |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
| III....    | {                                 | Latin Grammar and Reader.....      |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Cæsar and Sallust.....             |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Virgil.....                        |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Cicero.....                        |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Tacitus.....                       |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Greek Beginning.....               |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Anabasis and Grammar.....          |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Memorabilia of Socrates.....       |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
| Homer..... |                                   |                                    |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
| IV....     | {                                 | Practical Pedagogics.....          |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Elementary Algebra.....            |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Higher Algebra.....                |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Elementary Geometry.....           |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Trigonometry and Surveying....     |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | General Geometry and Calculus..... |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    | o o o |
| V....      | {                                 | Elementary Natural Philosophy..... |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Higher Natural Philosophy.....     |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Chemistry.....                     |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Geology.....                       |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
| VI....     | {                                 | Reading and Phonics.....           |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Elocution.....                     |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | English Literature.....            |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
| VII....    | {                                 | U. S. History.....                 |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | General History.....               |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Elementary Physiology.....         |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Higher Physiology.....             |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
| VIII..     | {                                 | Arithmetic.....                    |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Astronomy.....                     |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
| IX...      | {                                 | Grammar.....                       |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | English Analysis.....              |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Book-Keeping.....                  |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Word Analysis.....                 |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
| X....      | {                                 | Penmanship.....                    |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Drawing.....                       |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
| XI....     | {                                 | Geography.....                     |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Physical Geography.....            |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
| XII..      | {                                 | Vocal Music.....                   | Daily for one year and till excused. |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
|            |                                   | Calisthenics.....                  | Daily drill and exercise.            |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
| XIII...    | Spelling.....                     | Daily till perfect in the work.    |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |
| XIV...     | Military instruction and Taeties. | Three times a week for two years.  |                                      |   |              |   |             |   |   |              |   |   |             |   |   |              |    |    |    |       |

“†” indicates the time of study; the “‡” study requires two hours a week; “o” optional.

Calisthenic Exercises each day during the course. Military Instruction and Practice will occupy such times as may be found convenient.

N. B.—Classes in Practical Pedagogics, and in methods of teaching Reading, Grammar, Arithmetic, Geography and History, are carried on every year. All pupils are expected to enter these classes as early as during their first year in the Normal course.

The last eight weeks of the Spring Term will be conducted as a Normal Institute for such as desire to review for school work and examinations.

# PROGRAMME OF RECITATIONS.

I.      II.      III.      IV.      V.      VI.      VII.      VIII.      IX.      X.      XI.

## FALL TERM.

|   |       |                    |                 |                  |               |                 |                |                 |               |               |
|---|-------|--------------------|-----------------|------------------|---------------|-----------------|----------------|-----------------|---------------|---------------|
| 1 | ..... | Greek Rndl. ....   | Gen. Geom. .... | Nat. Phil. B* .. | Reading A* .. | Phys. A* ....   | Arith. D. .... | Eng. Anal. .... | Drawing. .... | Geog. A. .... |
| 2 | ..... | Latin Ele. A. .... | Algebra C. .... | .....            | .....         | Gen. Hist. .... | Arith. C* ..   | Gram. C* ..     | Drawing. .... | Geog. B* ..   |

### RECESS, followed by SPELLING EACH DAY.

|   |                    |               |                |                    |                |                    |                  |                    |              |       |               |             |
|---|--------------------|---------------|----------------|--------------------|----------------|--------------------|------------------|--------------------|--------------|-------|---------------|-------------|
| 3 | Ment. Philos. .... | Zool. B. .... | Anabasis. .... | Prag. Ped. C. .... | Surveying * .. | Nat. Phil. A. .... | Reading B* ..    | U.S. Hist. C. .... | Arith. B* .. | ..... | Drawing. .... | Geog. C* .. |
| 4 | Theo. Ped. ....    | .....         | .....          | .....              | .....          | .....              | U.S. Hist. A* .. | .....              | .....        | ..... | .....         | .....       |

### LUNCH RECESS, followed by CALISTHENIC EXERCISES, MILITARY DRILL, AND LECTURES.

|   |       |                |       |             |                  |       |                  |                   |                  |                    |              |               |               |             |
|---|-------|----------------|-------|-------------|------------------|-------|------------------|-------------------|------------------|--------------------|--------------|---------------|---------------|-------------|
| 5 | ..... | Rhetoric. .... | ..... | Vrghl. .... | Latin Ele. B* .. | ..... | Geometry B. .... | Chemistry B. .... | U.S. Hist. B* .. | U.S. Hist. A. .... | Arith. C* .. | Gram. D. .... | Drawing. .... | Geog. B* .. |
| 6 | ..... | .....          | ..... | .....       | .....            | ..... | .....            | .....             | .....            | .....              | Arith. D* .. | Gram. B* ..   | .....         | .....       |

## WINTER TERM.

|   |       |                    |                     |                     |                 |                   |                   |                  |                |             |               |               |
|---|-------|--------------------|---------------------|---------------------|-----------------|-------------------|-------------------|------------------|----------------|-------------|---------------|---------------|
| 1 | ..... | Greek Reader. .... | Latin Read. A. .... | Dif. Calculus. .... | Algebra B. .... | Book Keeping } .. | Eng. Lit. B. .... | U.S. Hist. A* .. | Arith. C. .... | Gram. B* .. | Drawing. .... | Geog. B* ..   |
| 2 | ..... | .....              | .....               | .....               | .....           | .....             | .....             | .....            | Arith. B* ..   | Gram. B* .. | .....         | Geog. C. .... |

### RECESS, followed by SPELLING EACH DAY.

|   |                 |               |                |                      |                    |                    |               |                    |              |       |                 |       |                |
|---|-----------------|---------------|----------------|----------------------|--------------------|--------------------|---------------|--------------------|--------------|-------|-----------------|-------|----------------|
| 3 | Theo. Ped. .... | Zool. A. .... | Socrates. .... | Cres. & Salust. .... | Prag. Ped. B. .... | Nat. Phil. B. .... | Reading B* .. | U.S. Hist. B. .... | Arith. D* .. | ..... | W'd. An'l. .... | ..... | Ph. Geog. .... |
| 4 | .....           | .....         | .....          | .....                | .....              | .....              | .....         | .....              | .....        | ..... | .....           | ..... | Geog. A* ..    |

### LUNCH RECESS, followed by CALISTHENIC EXERCISES, MILITARY DRILL, AND LECTURES.

|   |       |             |       |              |                   |       |                  |               |                   |             |                |               |               |             |
|---|-------|-------------|-------|--------------|-------------------|-------|------------------|---------------|-------------------|-------------|----------------|---------------|---------------|-------------|
| 5 | ..... | Logic. .... | ..... | Cicero. .... | Latin Read. B* .. | ..... | Geometry A. .... | Chemist. } .. | Reading A. ....   | Phys. B* .. | Arith. A. .... | Gram. C. .... | Drawing. .... | Geog. B* .. |
| 6 | ..... | .....       | ..... | .....        | .....             | ..... | .....            | .....         | Voc'l Mnstic } .. | .....       | .....          | Gram. D* ..   | .....         | .....       |

## SPRING TERM.

|   |       |             |                     |                     |                 |                   |                   |                  |                |             |               |               |
|---|-------|-------------|---------------------|---------------------|-----------------|-------------------|-------------------|------------------|----------------|-------------|---------------|---------------|
| 1 | ..... | Botany A    | Anabasis. ....      | Int. Calculus. .... | Algebra A. .... | Book Keeping } .. | Eng. Lit. A. .... | Phys. B. ....    | Arith. B. .... | Gram. D* .. | Drawing. .... | Geog. A* ..   |
| 2 | ..... | Zool. A* .. | Latin Read. A. .... | .....               | .....           | .....             | .....             | U.S. Hist. B* .. | Arith. A* ..   | Gram. C* .. | .....         | Geog. B. .... |

### RECESS, followed by SPELLING EACH DAY.

|   |                       |                 |             |                |              |                        |                  |               |              |              |               |               |             |
|---|-----------------------|-----------------|-------------|----------------|--------------|------------------------|------------------|---------------|--------------|--------------|---------------|---------------|-------------|
| 3 | Con. U.S. & Eth. .... | Theo. Ped. .... | Zool. B* .. | Botany B. .... | Hommer. .... | S. Law & P. P. A. .... | Nat. Phil. A* .. | Reading A* .. | German A* .. | Arith. D* .. | Gram. B. .... | Drawing. .... | Geog. C* .. |
| 4 | .....                 | .....           | .....       | .....          | .....        | .....                  | .....            | .....         | .....        | .....        | .....         | .....         | .....       |

### LUNCH RECESS, followed by CALISTHENIC EXERCISES, MILITARY DRILL, AND LECTURES.

|   |       |       |       |                |                   |                   |               |                   |                  |              |               |               |             |
|---|-------|-------|-------|----------------|-------------------|-------------------|---------------|-------------------|------------------|--------------|---------------|---------------|-------------|
| 5 | ..... | ..... | ..... | Trichins. .... | Latin Read. B* .. | Trigonometry } .. | Geology. .... | Voc'l Mnstic } .. | U.S. Hist. C* .. | Arith. C* .. | Gram. A. .... | Drawing. .... | Geog. B* .. |
| 6 | ..... | ..... | ..... | .....          | .....             | .....             | .....         | .....             | .....            | .....        | .....         | .....         | .....       |

The Roman Numerals at the top refer to Departments as in the Syllabus following.

The Classes marked \* are irregular.

## SYLLABUS OF DEPARTMENT WORK.

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N. B.—This syllabus includes both English and Classical courses. Let it be studied in connection with tables, Course of Study and Programme. The course is arranged so as to fill four years of three term each—twelve terms in all. Each study is named below in this order.

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### I. Department of Rhetoric, Logic, Mental and Moral Science and Theoretical Pedagogics.

#### RHETORIC.

*Seventh Term of the Course.*—Invention, style and discourse, including language, composition, figures of speech, purity, strength, harmony, as in D. H. Hill's Science of Rhetoric. This work is supplemented by essays, themes and discussions.

#### LOGIC.

*Eighth Term of the Course.*—Logic in its three branches of conceiving, thinking and inferring, with their laws, and special attention to methodology in sciences. Logical elements and logical methods, fallacies and how to detect and avoid them. W. S. Jevons' Elements and Principles.

#### CONSTITUTION OF THE UNITED STATES.

*Ninth Term of the Course.*—The Constitution of the United States, including the history of its formation and interpretation, with a careful analysis of its provisions, paragraph by paragraph, and a consideration of the duties of the several officers who act under it. Alden.



## MENTAL PHILOSOPHY.

*Tenth Term of the Course.*—The three grand departments of intellectual activity—thought, emotion and volition—perception, qualities of matter—the senses and sensation—memory, with special attention to its laws of retentiveness and recollection; imagination, constructive and creative—induction and deduction, and intuition. The sensibilities, particularly as motives or springs to action, with the desires and affections; and lastly, the will. All this for the purpose of teaching how to control one's self and govern or influence others. Mahan's Mental Philosophy.

## ETHICS AND CRITICISM.

*Eleventh Term of the Course.*—Ethics, with care concerning the motives of conduct and the formation of habits and character. Criticism so far as to suggest the rules of judgment in literature and arts, and to analyze the works of art in their several branches. Wayland, Peabody and Bascom.

## SCHOOL LAW.

*Twelfth Term, or Third Term of the Course.*—*The School Law of Illinois.*—The funds applied to the support of schools; how they have originated and how they are used; the officers who administer the various parts of the law and their duties; the teachers and their duties and prerogatives. Official Publications and Decisions of State Superintendent.

## THEORETICAL PEDAGOGICS.

*Tenth Term of the Course.*—In Theoretical Pedagogics, special education is necessary for a teacher. The knowledge a teacher needs, the methods of acquiring it, and the methods of imparting it; the true order of studies, and the motives to be used in controlling and governing; observations in school room, practical teaching, theses and discussions. Wickersham's Methods.

## THEORETICAL PEDAGOGICS.

*Eleventh Term of the Course.*—The Philosophy of Education and the nature of the child, with the several ranks or grades of school, and the ages at which specific studies should be commenced



and to what they should lead. The hierarchy of schools and of knowledge to be imparted or acquired; observations in school; practical work in school room; theses and discussions; educational biography. Rosenkrantz and Lectures.

THEORETICAL PEDAGOGICS.

*Twelfth Term of the Course.*—Some of the most eminent men in the teachers' profession, and a history of their work, and of the movement of thought that has made it possible for men to obtain command over themselves and all their powers, and to combine and co-operate with their fellows. Observations in recitations, practical teaching in classes, theses and discussions. Quick's Educational Reformers and Lectures.

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II. Department of Natural History.

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Second Year Preparatory or Second Year Normal.

ZOOLOGY.

*Elementary Zoology.*—General idea of animals; principles of of their classification in general terms; branches or sub-kingdoms as a whole; study of the more common vertebrates, with the character of the orders; articulates as a branch, the classes and orders, illustrations; mollusca as a branch, the classes and orders, illustrations from land, fresh water and marine mollusks; radiates as a branch, brief study of the classes by examination of some of the best known forms; protozoans as a branch.

*Fifth Term.—Advanced Zoology.*—What is an animal? general idea of the animal kingdom; basis of classification; the five branches, or sub-kingdoms. Vertebrates, classes, mammals, illustrations and analysis in studying the orders, preserving and caring for specimens; birds, groups or orders, illustrations and analysis, taxidermy; reptiles, illustrations and analysis, preservation of specimens; batrachians, illustrations, etc.; fishes, characters, illustrations, etc.; articulates, classes, insects as a class, the orders, analysis, methods of preservation and care of specimens, injurious and beneficial; arachnida, illustrations; crustaceans, illustrations; worms, orders; mollusca; classes, cephalopoda, gasteropoda, tunicata, brachiopoda, polyzoa, illustrations; radiates; classes, echinodermata, acalephia, polypi; illustrations; protozoans, classes or divisions.

## Second Year Preparatory or First Year Normal.

## BOTANY.

*Elementary Botany.*—Parts of plants—roots, stems, leaves and flowers, character of each; how plants grow from the seed; how they continue to grow; duration of plants; study of the root, kinds of roots; study of the stem, kinds of stem; study of leaves, venation, forms, margin, base, apex; inflorescence; forms and kinds of flowers, their parts, nature of the flower; shapes; fruit, simple, aggregated and multiple; seeds, their coats and contents; how plants grow; what they are made for; what they do; how classified; work in analysis the last few weeks of the term.

*Third Term.—Advanced Botany.*—The leaf, parts, venation, margin, base, apex, simple, compound; inflorescence, forms, aestivation; floral organs; floral envelopes, situation, kinds of perianths; essential organs, stamens, their parts; pistils, their parts; analysis of plants with methods of preparing herbarium specimens, begun and continued through rest of term; fruit, dehiscent and indehiscent pericarps, kinds of fruits; seed, its coats, contents; germination; growth of phænogamous plants, study of root and stem; cryptogamous plants, their vegetative organs, reproductive organs, vegetable cells; vegetable tissues; structure of woody tissues and leaves; fertilization of phaenogams; of cryptogams; plant action, absorption, circulation, transpiration and respiration.

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 III. Department of Languages and Literatures.

## LATIN COURSE.

## Second Year of the Preparatory.

## LATIN ELEMENTS.

*Fourth Term.*—Division and combination of letters; English method of pronunciation; classification of words and their properties; Latin pronouns and their relation to other words; frequent inter-language translations, giving formation and derivation and analysis of English words; written examinations. Harkness and Ahn.

## LATIN ELEMENTS—Continued.

*Fifth Term.*—Conjugations of Latin verbs; voices; modes finite and infinite; tenses; characteristics of conjugations; reviews, oral and written; fundamental rules; daily translations from Latin into English, and from English into Latin, parsing and analyzing, giving rules for construction; written examinations. Harkness and Ahn.

## LATIN READER.

*Sixth Term.*—Review of all verbs; syntax of sentences; parsing; etymology of words; daily translation of fables and anecdotes; early Roman history; Italian and Roman kings; Rome founded; war of the Sabines; Roman struggles and conquests; consuls; Punic wars; Roman triumphs; civil dissensions; daily use of grammar with reader; written and oral examinations. Harkness' Grammar and Reader.

## Normal Department.

## CÆSAR DE BELLO GALLICO.

*First Term.*—Life and character of Cæsar; general description of Gaul; war with the Helvetii; conspiracy and fate of Orgetorix; Cæsar's speech to the Helyetian legate; war with Ariovistus, the leader of Germans; constant use of grammar and parsing; written examinations. Harper's Text or Harkness'.

## CÆSAR DE BELLO GALLICO—Continued.

*Second Term.*—War with the Germans; accounts of early nations; German mode of warfare; final result; war with the Belgæ; bridge over the Rhine and crossing into Germany; review of the grammar with regard to rules for construction; written examinations; Sallust begun. The style of Cæsar. Anthon's or Harper's Text.

## C. SALLUSTII BELLUM CATHILINARUM.

*Third Term.*—Account of Sallust; Lucius Catiline; his character, conspiracy and confederates; time, circumstances and cause of conspiracy; fate of allies and Catiline; views of Cato, Cæsar and

others; results upon the Roman government; frequent written translations; daily exercises in grammar, giving rules for construction; written and oral examinations. Style of Sallust. Harkness' or Harper's Text.

P. VIRGILII MARONIS ÆNEIS.

*Fourth Term.*—History of Virgil; hero of the poem; causes of the Trojan war; overthrow of Troy; mythology of the dei majores and dei minores; early history of Carthage; accounts of Dardanus, Anchises, Anchates, Dido, Priam, Hector, Achilles and others; journeyings of Æneas and his companions and final arrival in Italy; poetic metre; parsing and syntax of sentences; written examinations. The excellences and defects of Virgil's style, etc. Frieze's or Harper's Text.

CICERO IN CATILINAM.

*Fifth Term.*—Outline of life and character of Cicero; birth and character of Catiline; the Catilinian conspiracy; the allies; origin and cause of conspiracy; fate of Catiline and leaders; both literal and liberal translations; daily reference to analytical and synthetical constructions of sentences; written examinations. The style of Cicero. Harkness' or Harper's Text.

TACITUS DE GERMANIA.

*Sixth Term.*—Life and writings of Tacitus; his style; situation of Germany; manners and customs of the early inhabitants; characteristics of the race; mode of living; description of the country; tribes of German origin; cavalry, infantry and modes of warfare; free, smooth and polished translation required; written and oral examinations. Tacitus as a historian. Tyler.

GREEK COURSE.

GREEK RUDIMENTS.

*Fourth Term.*—Greek characters; classification of letters into vowels and consonants; diphthongs; sounds; declensions of articles, nouns, adjectives and pronouns; etymology of words; short exercises in translation from Greek to English and English to Greek, and parsing; written examinations. Harkness.



## GREEK RUDIMENTS—Continued.

*Fifth Term.*—Conjugation of verbs ; active, middle and passive voices, with other properties of verbs ; syllabic and temporal augments ; reduplications ; euphonic changes ; daily translation from Greek into English and from English into Greek ; frequent reviews ; etymology and parsing ; written examinations. Harkness.

## GREEK RUDIMENTS—Continued.

*Sixth Term.*—Mute, liquid and contract verbs finished ; verbs in second conjugation ; irregular verbs ; particles, syntax and classification of sentences ; rule for construction ; translating Greek fables, jests, anecdotes, legends and mythology ; thorough review of grammar ; Anabasis begun ; written and oral examinations. Harkness.

## XENOPHON'S ANABASIS.

*Seventh Term.*—Character of Xenophon ; history of Darius, Artaxerxes and Cyrus ; outline of the Anabasis ; account of the march of the Ten Thousand ; modes of early Grecian warfare ; the Cilician Queen ; arrival in Babylonia ; battle of Cunaxa ; death of Cyrus ; thorough review of Greek grammar, and constant attention to parsing daily ; written examinations. Goodwin's Anabasis and Grammar.

## MEMORABILIA OF SOCRATES.

*Eighth Term.*—History of Socrates ; charges against him ; his innocence ; his "Daimon;" Socrates' views of the value of friends and friendship ; apothegms upon the rusticity of conduct ; remedy for the loss of appetite ; dissertation upon the manner of eating and mode of life, etc. ; reference daily to the analysis and synthesis of sentences in accordance with the rules of grammar ; written examinations. Robbins.

## HOMER'S ILLAD.

*Ninth Term.*—Trojan war ; fall of Troy ; the Greeks ; the Troad ; captive maids ; quarrel between Achilles and Agamemnon ; Grecian mythology ; priests ; greater and lesser gods ; death of Hector ; time, persons and places considered ; style of Homer ; dialectic differences and ancient forms. Johnson ; Autenrieth's Homeric Dictionary.

#### IV. Department of Higher Mathematics and Practical Pedagogics.

##### PRACTICAL PEDAGOGICS.

(*Wickersham's School Economy, Payne's School Supervision, Swett's Methods of Teaching.*)

*First Term, (C).*—School sites and grounds; school houses, furniture and apparatus; grading schools; studies for different grades; school records; school organization; incentives to study; the recitation; preparation for and manner of conducting the recitation.

Observation of methods in class-room; theses; discussions.

*Second Term, (B).*—Practical school ethics; rewards and punishments; means of preventing and of correcting disorder; school administration; the teacher's motives, qualifications and duties; advantages and disadvantages of teaching; effect of good schools upon State and Nation; existing educational agencies; the common school; the normal school.

Observation; criticism; theses; discussions.

*Third Term, (A).*—School law of Illinois; summary of school system of the State; the school funds; rights of parties to the school contract; school supervision; examinations; methods for ungraded schools; teaching and training.

Criticism; practice; theses; discussions.

##### HIGHER ALGEBRA.—*Ficklin.*

*Fourth Term, (C).*—Literal notation and its application to addition, subtraction, multiplication and division of integral and of fractional quantities, and to factors, divisors and multiples; simple equations; indeterminate equations; inequalities, involution and evolution; theory of exponents.

*Fifth Term, (B).*—Radical quantities; quadratic equations; discussion of problems; higher equations; simultaneous equations.

*Sixth Term, (A).*—Proportion; permutations and combinations; binomial theorem; identical equations; series; logarithms; compound interest and annuities.

GEOMETRY.—*Wentworth.*

*Seventh Term, (B).*—Straight lines and angles; circumferences; triangles; quadrilaterals; general properties of polygons, circles; problems.

*Eighth Term, (A).*—Lines and planes; solid angles; polyhedrons; spherical polygons; cylinder, cone, and sphere; problems.

TRIGONOMETRY.—*Ray.*

*Ninth Term.—Plane.*—Trigonometrical functions; tables of natural and of logarithmic functions; solution of triangles; actual use of surveyor's transit and compass in making examples in area, height, and distance.

*Spherical.*—Solution of spherical triangles for arcs and angles, with special application to measurement of distances and areas on the surface of the earth, and of volumes.

SURVEYING.—*Ray.*

*Tenth Term.*—Practical work in land surveying, leveling, etc., occupying about two hours a week.

GENERAL GEOMETRY.—*Olney.*

*Tenth Term.*—Descartes' method of co-ordinates; method of polar co-ordinates; transformation of co-ordinates; investigation of properties of plane loci by means of their equations.

CALCULUS.—*Olney.*

*Eleventh Term.—Differential.*—Definitions and notation; differentiation of algebraic, logarithmic, exponential, trigonometrical and circular functions; successive differentiation and differential co-efficients; functions of several variables and partial differentiation; development of functions; evaluation of indeterminate forms; maxima and minima of functions of one variable.

*Twelfth Term.—Integral.*—Definitions and elementary forms; rational fractions; rationalization; integration by parts and by infinite series; successive integration; definite integration and constants of integration.

V. Department of Physics, Chemistry, Geology and Book-Keeping.

NATURAL PHILOSOPHY.—*Avery.*

*Fourth Term.*—Definitions, properties and states of matter; dynamics—force and motion, composition and resolution of forces, falling bodies, pendulum, energy; simple machines, laws of equilibrium, friction; hydrostatics—liquid equilibrium, capillarity, buoyancy, specific gravity; hydrokinetics—discharge of liquids through orifices, flow of rivers, water-wheels; pneumatics—atmospheric pressure, Mariotte's laws, barometer, air, force and lifting pumps, siphon; acoustics—reflection and refraction of sound, sound waves, musical instruments; heat—temperature, thermometer, liquefaction, vaporization, distillation, latent and specific heat, diffusion of heat, thermo-dynamics; optics—velocity, reflection and refraction of light, chromatics, optical instruments, polarization; electricity—magnets, induction machines, condensers, voltaic battery, thermo-electricity, electric telegraph, telephone, etc.

The various subjects are thoroughly illustrated by practical experiments and problems.

ELEMENTARY NATURAL PHILOSOPHY.—*Steele.*

*Preparatory.*—The general outline of the work is similar to that of the advanced class, but less extended in details and thoroughness.

CHEMISTRY B.—*Avery.*

*Tenth Term.*—Chemical nomenclature, laws governing chemical combinations. Atomic weights, molecular weights, specific gravity and valency of each element. Stoichiometry; theory of acids, bases and salts; grouping of elements; their discovery, occurrence, preparation, properties and uses. Applied chemistry, toxicology, etc.

CHEMISTRY A.—*Craft.*

*Eleventh Term.*—Description of chemical operations, preparation of reagents, deportment of bodies with reagents, and blow-



pipe work according to groups. Analysis of ten simple substances, determining bases only; and ten determining both acids and bases; ten complex substances; specimens of soils and waters, applied chemistry, toxicology, etc.

The work in chemistry is chiefly done in the excellent laboratory of the University, where the student is supplied with good Bunsen burners, a full line of reagents, and a suitable stock of chemical compounds, the purpose being to make the student familiar with the different processes of analyzing ordinary substances, and to render him skillful in manipulating apparatus.

GEOLOGY.—*Andrews.*

*Twelfth Term.*—Physiographic geology—general character of the earth's features; system in the earth's features; lithological geology—constitution of the rocks, kinds of rocks; condition, structure and arrangement of rock masses—stratified, unstratified and vein form; position of strata, dislocation, order of arrangement. Review of the animal and vegetable kingdoms. Historical geology; azoic age or time; paleozoic time—lower Silurian, upper Silurian; age of fishes or Devonian age; age of coal plants or carboniferous age; mesozoic time—reptilian age; cenozoic time—mammalian age; age of man. Dynamic geology; life, agency of the atmosphere, agency of water, agency of heat. Illustrations of the subject through the term by cabinet specimens, and by study of the formations of Carbondale and vicinity.

MINERALOGY.—*Foye.*

*Twelfth Term.*—The work in Geology is supplemented by a short course in determinative mineralogy. Description of minerals, scales of hardness and fusibility; specific gravity, solubility, blow-pipe tests, streak, system of crystalization, luster, fracture, groups, etc.

BOOK-KEEPING.

Text book, Bryant & Stratton's high school edition.

*Eleventh Term.*—What constitutes a business transaction; accounts; meaning of business terms; principle of journalization; posting; closing ledger; notes; drafts; bill book; discounting.

*Twelfth Term.*—Partnership; commission; exchange; making business papers, deed, will, invoice, account sales, balance sheet; administrator's books.

VI. Department of English Literature, Elocution and  
Reading, Vocal Music.

ENGLISH LITERATURE.

Text book, Shaw's Revised History of English Literature.

*Eighth Term.*—First half given to American literature; recitation of text; readings by teacher and pupils. Second half devoted to English literature; recitation of text and readings from Chaucer, Mandeville, Spencer, Shakspeare, Bacon, Johnson, Taylor and others; essays on authors and works, and criticisms in style; three written examinations.

*Ninth Term.*—Recitation of text; readings from Milton, Locke, Runyan, Barrow, Dryden, Pope, Swift, Addison, Johnson, Goldsmith, Burke, and later writers; attention given to style of each and to Latinized and idiomatic style; essays as before; three written examinations.

ELOCUTION.

*Twelfth Term.*—Text book, Cumnock; one term; review of the elements of speech with vocal culture; expression considered; agencies of delivery, voice and action; attributes of voice, quality, force, stress, pitch, time, etc.; exercise in breathing with use of spirometer; organs of breathing, voice and speech illustrated by casts; action; cultivation of manner; class drills in jesture, attitude and facial expression; sources of power in delivery; style of orators; methods of instruction; three written examinations.

READING.

Text book, Appleton's Fifth Reader.

*First Class.*—Elements of speech, with phonic spelling; orthoepy, articulation, syllabication, accent, emphasis, slur, inflection, pause; management of breath; management of person; classes of ideas; organs of breathing; voice and speech; voice building; three written examinations.

*Second Class.*—Orthoepy reviewed; phonic spelling; elements of expression formally considered; cultivation of voice and manner; methods of teaching, word, phonetic and alphabetic, considered and illustrated by teacher and pupils; methods for variety in recitation considered; three written examinations.

## VOCAL MUSIC.

Time, one term.

Attitude; management of breath; rote singing; classification of voices; scales and intervals; musical accents and varieties of measure; melody; harmony; musical notation; staff, bars, measures, clefs, musical fraction, etc.; keys and signatures; articulation; phrasing; musical expression; exercises in writing music; three written examinations.

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## VII. Department of Physiology, History and German.

*Physiology, (A).*—Huxley and Youmans—Fifteen weeks.

General view of Structure and Functions of the Human Body. Vascular System. Circulation. Blood. Lymph. Respiration. Alimentation. Locomotion. Touch. Taste and Smell. The Eye. Sensation and Judgment. Brain and Nervous System.

*Histology.*—Dermal, interior, osseous, muscular and nervous tissues. Anatomical constants.

*Hygiene.*—Scope and aim. Air. Water. Food. Clothing. Exercise. Mental hygiene. Relation of mind to body. Idiocy and insanity—Cause and cure. Dissections during the term.

*Physiology, (B).*—Angell; 170 pages; twelve weeks. Order of subjects the same as above but treated in a briefer and more elementary manner.

*History of U. S.*—Review and Method class. The object of this class is to give students a general review of the U. S. history, and at the same time to furnish opportunity to study and discuss as well as to illustrate plans and methods of teaching this particular branch.

*History of U. S.—Classes C and B.*—Two terms. Ridpath Spanish discoveries; French discoveries; English discoveries; Virginia and Massachusetts in Colonial times; French and Indian wars; revolution; articles of Confederation ratified; articles of the Constitution submitted to the States and ratified; Washington's, Adams' and Jefferson's Administrations; war of 1812; Monroe's, J. Q. Adams', Jackson's and Van Buren's Administrations; admission of Texas and war with Mexico; omnibus bill; Arctic explorations; Kansas and Nebraska Bill; civil war; period since the civil war.



*Ancient and Modern History.*—Thalheimer's Compend. Fifteen weeks. Dispersion of races; Phœnicia; Syria; Hebrews; Medo-Persian Empire; African States and Colonies; Greece; Empire of Alexander.

Rome; religion; Punic and civil wars; empire; Northern barbarism; dark ages; middle ages; Crusaders; rise of Italian republics; empire and church; mediæval languages and literature.

French in Italy; reformation; Turks; England; rise of Dutch Republic; thirty year's war; United States; India; French revolution; second French Empire.

*German.*—One year.—Ahn's Method—Otto's German Grammar, Zimmerman's Handbook of German Literature.

First term devoted to Ahn's Method, second to Otto's Grammar and third to reading of German literature.

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## VIII. Department of Arithmetic and Astronomy.

### PREPARATORY DEPARTMENT WORK.

*Arithmetic, Class D.*—Fractions—Definitions; reading and analysis of fractional expressions; discussion of propositions; greatest common divisor; least common multiple; reduction of fractions to lowest terms, to higher terms; improper fractions to whole or mixed numbers; mixed numbers to improper fractions; fractions to common denominator, to least common denominator; addition, subtraction, multiplication and division of fractions; nature of a decimal fraction; reading and writing decimals; reduction of common fractions to decimals, and decimals to common fractions; addition, subtraction, multiplication and division of decimals; solution of text book examples; original examples by members of the class; reasons required for the process; compound numbers; tables; examples; longitude and time.

*Arithmetic, Class C.*—Percentage—Terms and definitions; analysis and formulæ; making and solving original examples; interest—aliquot parts and decimal methods; common, exact, annual and compound interest; partial payments—United States rule, merchants' rule; essentials to the validity of every promissory note, and making examples; discount—trade, bank, true; insurance; taxes; averaging accounts; partnership; ratio and proportion.



*Arithmetic, Class B.*—Powers and roots ; square ; cube ; number of figures in the square of a number, in the cube of a number ; square root ; cube root ; number of figures in the root of a number ; square of a number made up of tens and units ; cube of a number made up of tens and units ; square root formulæ ; cube root formulæ ; writing cube root from the formulæ ; solution of examples ; original examples made by the class ; metric system ; meaning of terms used ; tables ; reducing metric to common measure and common measure to metric ; review principles of fundamental rules ; review fractions, explaining carefully all principles ; thorough review of percentage, with its applications ; ratio and proportion.

## NORMAL.

*Arithmetic, Class A.—First Term*—Methods of mental arithmetic ; advantages and disadvantages of mental arithmetic ; advantages of uniting mental and written arithmetic ; method of conducting black board exercises ; illustration of the law that a unit of any order is made up of ten units of the next lower order ; composition of the period in numeration, and how the periods are named ; the named order of figures ; use of the numerical frame ; how the blackboard and slate can be used instead of it ; importance to primary students of slates ; how to teach the tables, especially the addition and multiplication tables ; method of adding by complement, subtracting by the same ; Grube's method of elementary instruction ; object to be attained in teaching primary arithmetic ; methods in fundamental rules for advanced classes ; G. C. D. three processes ; L. C. M. methods in fractions—inductive, deductive ; compound numbers ; methods in percentage and its applications ; ratio and proportion ; powers ; roots ; metric system.

Text books used in all the above classes, Olney and Ray.

*Astronomy—Eleventh Term.*

*Early History.*—Ptolemaic and Copernican systems ; Kepler's laws ; law of gravitation ; system of circles—horizon, equinoctial, ecliptic ; solar system—sun, planets, satellites, asteroids, meteors, comets, zodiacal light ; orbits of the planets ; the seasons ; parallax ; time ; refraction ; eclipses ; tides ; study of constellations with night observations ; use of the telescope ; lecture on the origin of the solar system ; lecture on the probabilities and improbabilities of the inter-planetary spaces being occupied by an ether ; lecture on the future of the solar system ; a lecture, "Are the planets, other than the earth, inhabited?" Original essays by the class.

Text book, Steele.

## IX. Department of Grammar.

## 1. GRAMMAR.

## Preparatory Department Work.

Text Book, Harvey's English Grammar.

*Class D.*—Uses of capital letters ; parts of speech, their modifications ; declension of nouns and pronouns ; conjugation of verbs ; correction of ungrammatical expressions ; parsing.

*Class C.*—Review of etymology ; sentences, kinds and forms ; elements, words, phrases, clauses ; illustrating by composition ; analyzing.

*Third Term—Class B.*—Rules of syntax ; analysis of sentences ; correction of false syntax by the rules ; peculiar construction ; punctuation ; prosody.

## Normal Department Work.

*Third Term—Class A.*—Text books, any in reputable use.

*First Month.*—Parts of speech ; properties ; methods of teaching these ; points of difference in the authors used ; parsing.

*Second Month.*—Sentences ; elements ; forms and kinds of sentences ; rules of syntax ; false syntax ; peculiar constructions ; analyzing.

*Third Month.*—Capitalization ; punctuation ; discussion of questions concerning the time to begin the study of grammar, the benefits to be derived from it, the plans adapted to the different grades.

*Analysis—Seventh Term.*—Text book, Greene's.

Principles of language ; paragraphing and composition ; powers of words ; synonyms ; idioms ; abridging propositions ; skeletons for essays ; grammatical, rhetorical, and logical analysis.

## ETYMOLOGY.

Swinton's "New Word-Analysis."

Sources of the language ; Latin prefixes and suffixes ; Latin roots ; derivatives therefrom ; Greek roots and derivatives ; Anglo Saxon elements ; miscellaneous ; synonyms.

**X. Department of Penmanship and Free-Hand Drawing.**

1. Elements of letters, with practice; capitals; copy writing; paragraphing. The object is to form a hand-writing at once rapid, legible and compact, and frequent practice is our chief dependence.

2. Free-hand drawing, lines straight, singly and in combination to make figures; definitions; curves; drawing leaves from nature, objects also; composition by means of elements; work on the blackboard; perspective in its elements. Some copying of engraved pictures and heads is allowed, but this is not recommended to be carried to any great extent. The teacher is to be taught this wonderful art mostly to enable him to use the chalk and blackboard, not the pencil, to illustrate whatever he may have to present to his class.

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**XI. Department of Geography and Elements of English Language.**

1. *Geography, A.*—Eclectic Series, No. 3.

*First Term.*—Time, fifteen weeks.

*First Month.*—1, Definitions and how they should be taught; pronunciation of foreign names; map drawing; 2, 3 and 4, North America; 5, reviews and studies in methods of teaching, with illustrations and lectures and examinations.

*Second Month.*—1, South America; 2, Europe; 3, Asia; 4 and 5, reviews; methods of teaching, lectures, examinations.

*Third Month.*—1, Africa; 2, Australia and Pacific Islands; 3, special study on Illinois; 4 and 5, reviews, lectures, examinations.

**Preparatory Department Work.**

*Class B, Geography;* same work in two terms. Classes C and D, geography; simple geography without lectures. Class C in two terms, and Class D (all young children) in three terms.

2. Geography of the locality; elementary definitions; directions and distances; latitude and longitude; geography of different countries.

3. The methods will be by map-drawing or construction, by studying river systems and mountain chains, or analysis by marking political divisions and locating towns, cities, and places of natural or historical interest; the people, their character, their pursuits, productions of the soil, the climate and the advantages of the countries. History is connected with localities.

#### CALISTHENICS.

The text book for use of instructors, Watson's Complete Manual. Seat-gymnastics, 1st, 2nd and 3rd series; chest exercise, 1st, 2nd, 3rd, 4th and 5th series; arm and hand, five series; elbow exercise, five series; shoulder exercise, five series; leg and foot exercise; attitude; marching exercise. All exercises are regulated by the music of a piano.

#### Normal Department Work.

#### PHYSICAL GEOGRAPHY—*Guyot's*.

*Eleventh Term*.—Time, twelve weeks.

*Part 1.* Earth's position in the universe. Surface measurement, etc. Evidences of internal heat.

*Part 2.* The lands, arrangement, outline, relief. Islands, position, formation.

*Part 3.* Waters, continental and oceanic. Drainage of continents. Oceans. Oceanic movements.

*Part 4.* Atmosphere, Physical and astronomical climate. The winds. Vapor in the atmosphere. Laws of rainfall. Glaciers.

*Part 5.* Life upon the earth. Distribution of plants. Distribution of animals.

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## XII. Department of Physical Exercises and Vocal Music.

This is to give grace and symmetry to the frame and volume and culture to the voice. Daily exercise in movement of limbs and body are conducted in the main hall of the University. Vocal music is practiced and taught so as to give the student a good knowledge of the art and practice of singing, so that he can conduct the music of a school and inspire the scholars to cultivate and love this refining and ennobling duty of the sweet voice.



### XIII. Department of Spelling, Word-Analysis and Definition.

*Class E.*—Lessons on objects, names and qualities; Webster's system of diacritical marks.

*Class D.*—Review preceding lessons; list of words commonly used in connection with the same object; syllabication; rules for spelling; rules for capitalizing; giving definitions and making sentences.

*Class C.*—Review preceding lessons; words containing silent letters; words pronounced alike but different in meaning; diphthongs *ei* and *ie*; definitions and sentences.

*Class B.*—Review preceding lessons; terms in grammar; terms in arithmetic; terms in geography; terms in reading; terms in natural sciences; abbreviation of titles; business terms, etc.; irregular plurals; making paragraphs.

*Class A.*—Review of rules for spelling and capitalizing; rules for punctuation; primitives, derivatives, compounds, with list of words for illustration and analysis; dictionary exercises; making composition.

#### Preparatory Department Work.

When pupils desire to enter the University and are not prepared for the proper Normal work, they are placed in classes doing work of a lower grade. Preparatory classes in reading, arithmetic, grammar, geography and history of the United States are formed every term, and students are continued in them till the branches are mastered. These classes do not all appear in our schedule of studies, but they are placed in the daily programme of recitations. Any one can see from that during what term and at what hour they will recite.

There are also elementary classes in the science studies required for a first-grade certificate; as physiology, natural philosophy, botany and natural history or zoology. The students who pursue the classical course will begin with the Latin in the second year of the Preparatory, and will always commence in the Fall Term. A class in elementary algebra will be commonly formed each Spring Term for the benefit of those who have been teaching during the winter. A class in this study is organized each Fall Term and continues two terms.

#### XIV. Military Department.

In accordance with an Act of Congress the Secretary of War has detailed an officer of the regular army, a graduate of West Point, as professor of military science and tactics, and the War Department has deposited at this institution for the instruction of its cadets 200 breech-loading cadet rifles, 100 sabres and two pieces of artillery.

The young men of the University, above fifteen, are organized into a battalion of four companies, known as the "Douglas Corps Cadets." All cadets are required to do duty for three-fourths of an hour each school day. The military instruction embraces the schools of the soldier, company and battalion, instruction for skirmishers in infantry, manual of the piece in artillery, together with recitations in Upton's tactics, practice in signaling and court-martial and lectures on the art of war.

Though not required, it is expected that each male student will, soon after his arrival, provide himself with the prescribed uniform, which may be worn on all occasions; the color is cadet gray, and the style the same as for the undress uniform for officers of the army. A complete uniform, including cap, may be procured in Carbondale as low as \$12.00

Cadet officers are selected from those having uniforms according to seniority in class, military aptitude and general deportment. The drill does not interfere with any studies, and while its effect on the health, physical bearing and habits of the student must be beneficial, the knowledge he acquires of military affairs will qualify him to lead in defense of the rights and duties of an American citizen, should ever an emergency occur.

**Battalion Organization of the Douglas Corps Cadets.**

APPOINTMENTS IN FALL TERM.

*Staff.*—Adjutant, Alexander, F. M.; Sergeant-Major, Keown.

*Band.*—Lieutenant, Hewitt; Lance Sergeant, Blair, E. E.; Corporal, Bryden, W.

*Co. A.*—Captain, Bain; Lieutenants, Smith, J. G., and Rendleman, J. J.; Sergeants, Creed and Sifford; Corporals, Jennings, W. S., and Trobaugh.

*Co. B.*—Captain, Buchanan; Lieutenants, Root and Cawthon; Sergeants, Green R., and Miller; Corporals, Tanquary and Ogle.

*Co. C.*—Captain, Sprecher; Lieutenants, Fringer and Phillips, C. B.; Sergeants, Hubbell, C. H., and Harnsberger; Corporal, Brougher.

APPOINTMENTS IN WINTER TERM.

*Staff.*—Adjutant, Alexander, F. M.; Sergeant-Major, Harnsberger.

*Band.*—Lieutenant, Hewitt; Corporal, Bryden, W.

*Co. A.*—Captain, Bain; Lieutenants, Smith, J. G., and Sifford; Sergeants, Jennings, W. S., and Trobaugh; Corporals, Toler, Booth, Turner, G., and Peavler.

*Co. B.*—Captain, Buchanan; Lieutenants, Root and Green, R.; Sergeants; Miller and Tanquary; Corporals, Ogle, Faulk and Phillips, R.

*Co. C.*—Captain, Sprecher; Lieutenants, Fringer and Phillips, C. B.; Sergaants, Hubbell, C. H., and Keown; Corporals, Brougher, Brown, O. P., Morgan and Whiteman.

APPOINTMENTS IN SPRING TERM.

*Staff.*—Adjutant, Alexander, F. M.; Quartermaster, Bain.

*Co. B.*—Captain, Buchanan; Lieutenants, Green, R., and Gibson; Sergeants, Tanquary and Faulk; Corporals, Ogle, Allen and Merrills.

*Co. A.*—Captain, Fringer; Lieutenants, Phillips, C. B., and Morgan; Sergeants, Brown, O. P., and Toler; Corporals, Turner, G., Hagler, W. J., Tyer, M., and Dunaway.

## PEDAGOGICAL COURSE.

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Theoretical and Practical.

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After careful consideration of the wants of the schools in our section of the State, we have decided to adopt the following Course of purely professional, Normal or Pedagogical Study. This we do to bring the University even more completely than heretofore into the line of work which such schools or seminaries originally and technically were designed to perform. It will embrace the science and method of teaching in its applications to all stages of education, in school and out of it; commencing with infancy and the kindergarten, and, going along with the child, the boy or girl, the youth, the scholar, the collegian, and the professional student, it will describe the eight grades of schools or learning—the Home, the Kindergarten, the Primary, the Intermediate, the Grammar, the High School, the College, and the University, or Technological School. It will be conducted chiefly by Lectures, Examinations, Observations, Experiments and Criticisms, and will be similar in many respects to what is called Clinics in Medical Schools. The Course will be three-fold, and may extend over three years, though if a student is fully prepared in the several branches of knowledge, and can give his entire time to this, he may complete it in much less; but if he is deficient in many he may enter our Academic classes and bring them up.

We propose to give in this Course just what a teacher needs to know—the Child, the School, the Knowledge, the Teacher—the Methods of gathering, preserving and communicating—of classifying, generalizing, inferring and deducing—how to learn and how to impart. This we think teachers need to know, after having acquired science. And added to this will be a history of Education and its Literature, as well as the various Systems of Schools in our own and other countries.



We have already something of this in our Senior and Post Graduate years. We now propose to consolidate and enlarge it, and thus to give to the one who desires the most thorough preparation possible for the teacher's calling, both in the elementary and higher studies, in fine, opportunity to go over the whole range of Pedagogical Science. Our Library has been selected for that purpose, and already embraces a greater number of books on Pedagogical Science and Practice than any one in the West. It is for general use, and teachers in this section can avail themselves of its advantages with comparatively little cost.

If a student comes to enter on this course he should be able to pass an examination on all the topics required by law for a first grade certificate, and to do this with more thoroughness than is usually demanded. We state more definitely what this examination will be in order to admit one to enter on this course. This is done that the plan may be understood, and that the teachers may know how to prepare for it.

#### FOR THE FIRST COURSE.

1. In orthography the test will be one hundred and fifty words selected from a daily newspaper printed in St. Louis or Chicago on the day previous to the examination. These words to be dictated at the rate of five per minute, and to be legibly written, with due regard to the rules for capital letters.

2. In writing, to write and punctuate an advertisement and a paragraph of editorial or of news from the same newspaper, both dictated by the examiner after the candidate has read them aloud.

3. As a test of ability to express thought, a composition will be asked of not less than thirty lines of legal cap, on a topic to be assigned at the time.

4. In reading, ten minutes from one of the common school books, and an oral statement of the sounds of the letters and the purpose, and effect of pauses, accents and emphasis.

5. In geography, the common definition of terms, lines, circles, and some general account of countries, especially the boundaries of the several states of the Union; mountains, rivers, cities and railroads. To this should be added a few points of historical interest.

6. In arithmetic, as far as roots, with special attention to the reasons for the fundamental rules and principles of fractions, decimals, percentage and analysis, and the building of tables.

7. In grammar, etymology and syntax, definitions, etc., and a practical use of correct sentences, including correction of errors.

8. United States history should be known as to settlements, the Revolution, the succession of Presidents, the wars, and an account of some of the more important inventions, which have modified industry and commerce.

9. If to this could be added a fair practice of free hand drawing the preparation would be considered complete. But this last can be learned with us.

#### THE SECOND COURSE.

This will require a preparation equal to that demanded for a State certificate. To show more clearly this work we specify :

1. All the branches named above and a higher test in composition, say an essay of three hundred words on some school topic assigned by the examiner, to be prepared for the press.

2. Grammatical analysis of sentences and prosody, with the philosophy of the parts of speech and the etymology of words, and an analysis of idioms.

3. Algebra as far as quadratics and binomial theorem and plane geometry.

4. History of the United States with considerable minuteness as to the Revolution and its principles and the war of 1812, and of our civil war. Also the history of England in brief as to the period of discoveries and settlements, the revolution of 1688 and the reform bill of 1832.

5. The several branches of natural history, as botany, zoology and physiology, with a fair degree of thoroughness. This should include a knowledge of definitions, classifications and an ability to determine species.

6. Natural philosophy and astronomy in their common principles and important applications, and chemistry, so as to be able to explain the phenomena of combinations and to analyze the salts of common substances; and in addition, the theory of electricity, heat and magnetism.

This examination will be a fair test of ability to acquire knowledge and to communicate information, and will prove the student's fitness to enter on and pursue the higher course of reading and lectures.

#### THE THIRD COURSE

Will add to its requirements for admission ability to translate Cicero and Virgil with clearness and grace, a knowledge of Latin grammar, and trigonometry, surveying and logarithms.

The student will, while pursuing his work here, go over rhetoric, logic and mental philosophy, with elocution and English literature and history. He will read Barnard, Wickersham, Payne, Quick, Rosenkranz and other works on Pedagogics. There will also be opportunity for chemical work in the laboratory, and for instruction and practice in taxidermy, and preserving and mounting specimens.

We offer this course as our contribution to professional education proper, and are ready to meet the demand for such a beginning of higher normal training. If young men and young women will come prepared to enter upon it we will do our utmost to supply them with means to acquire the science and skill to make them eminently fit to be teachers and leaders.

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### POST GRADUATE YEAR.

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This will embrace a larger course of history, more of mathematics, political economy, criticism, field work in natural history, analytical chemistry, and dissecting and preserving specimens collected. It will also include a course of lectures on the above branches, and on the history and science of education.

## FACILITIES FOR ILLUSTRATION.

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### MUSEUM AND CABINETS.

In the Mansard story a large well-lighted room is set apart as the Museum, and is supplied with elegant center and wall cases of best design and finish for display of specimens.

The cabinets of minerals and rocks are large, varied and amply sufficient for the practical work of the student. He will find the zoological and botanical cabinets, comprising thousands of specimens from land and sea, an invaluable aid in his studies in natural history.

The Normal respectfully solicits its friends and the friends of education to aid in building up a museum worthy of Southern Illinois.

Specimens of minerals, insects, birds, animals and plants, also Indian relics, such as stone axes and pipes, disks, spear and arrow heads and pottery, will be thankfully received.

Specimens should be boxed carefully and sent by express, unless heavy, in which case they may be forwarded as freight.

The full name of the donor should not be omitted.

Already our friends have contributed many and valuable specimens to the Museum, and we embrace this occasion to return to them our sincerest thanks. More than four thousand specimens have been collected and arranged in the Museum, and the additions to the Library comprise nearly fifteen hundred volumes. Old books, pamphlets, maps, etc., curiosities, fossils, plants and fruits, will be gratefully received and carefully preserved.

### CHEMICAL, PHILOSOPHICAL AND ILLUSTRATIVE APPARATUS.

The University possesses the most complete and expensive set of apparatus in the State south of Chicago, with a single exception, which is annually increased by the appropriations of the General Assembly.



It can boast of a good physical and chemical apparatus, including a newly purchased Spectroscope, a Holtz's Induction Electrical Machine, a Compound Microscope, an Air Pump, with its usual necessary attachments; also an Oxy-calcium Sciopticon, with views of scientific subjects. The Chemical Department is supplied with a working laboratory with a full set of reagents, where students have practice in qualitative analysis of salts, waters, oils, etc.

The Astronomical Department has a telescope of sufficient power to show the rings of Saturn, a Celestial Indicator to illustrate the various phenomena of the heavens, and other apparatus pertaining to astronomy.

The Mathematical Department has a Surveyor's Transit and a Compass, which the classes in trigonometry and surveying are required to use constantly.

#### LIBRARY AND WORKS OF REFERENCE.

The University has a complete list of works of reference, Cyclopedias, Biographical and Pronouncing Dictionaries, Gazetteers, Atlases, etc., which are placed in the study hall, so that students may at any time consult them.

The Library proper occupies a spacious room in the third story and is well furnished. The Library contains about 7,900 carefully selected volumes, including a professional library for teachers.

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### CONDITIONS OF ADMISSION.

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To be entitled to admission to the Normal Department, a lady must be sixteen years of age and a gentleman seventeen. They must be of good moral character, and a certificate to this effect will be required; this may be from the county judge or superintendent, or any known clergyman. To enjoy the privilege of free tuition they must sign a certificate promising to teach in the schools of Illinois three years, or at least as long as they have received gratuitous instruction. They are to pass an examination

either before the county superintendent or examiners, or before the faculty of the University, such as would entitle them to a second-grade certificate, and they must agree to obey all reasonable requirements as to order, promptness, cleanliness and genteel behavior.

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## SUGGESTIONS.

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We do most earnestly and affectionately recommend to all our students, and to those who may be in charge of them, or who have influence over them in any way, by advice or authority, that they fix as rule never to leave the institution before the end of the term, and, if possible, that they complete a full year. Fragments of an education are indeed of much worth, just as the fragments of a diamond are valuable. But how much more profitable are they when united. Do not be absent from the school for a day. The regular calisthenic exercises will give you health for consecutive study, and by habitual application you will acquire facility for labor, and you will accomplish more than you would have believed.

We certainly shall not grant diplomas to those who are absent often, and who do not finish every examination, both written and oral. One of the values of a course of study is that it represents years of honest, punctual labor.

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## LITERARY SOCIETIES.

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The students have organized two literary societies for the purposes of mutual improvement; they are THE ZETETIC SOCIETY, and THE SOCRATIC SOCIETY. They meet every Friday evening. These afford one of the best means of culture, discipline and instruction in the practical conduct of business. They have commenced the foundations of libraries, and deserve the countenance and patronage of all students and their friends.

## LOCATION, Etc.

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Carbondale is a city of 2,500 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 Carbondale & Grand Tower, the Carbondale & Shawneetown and the St. Louis Central railroads afford ample facilities for convenient access.

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## EXPENSES.

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To those who sign the certificate named above tuition is gratuitous; but the law of the state requires that there shall be a fee charged for incidentals, at present not exceeding \$3.00 per term of fifteen weeks, and \$2.00 per term of ten weeks. Tuition in Normal Department, \$9.00 and \$6.00; Preparatory Department, \$6.00 and \$4.00, and in the Training Department, \$4.00 and \$3.00.

Board can be had in good families in Carbondale, at rates varying from \$2.50 to \$3.50 per week, and by renting rooms and self-boarding, or by organizing clubs, the cost may be reduced to \$1.50 per week. Books are sold by the book stores at reasonable rates.

## CALENDAR FOR 1883-84.

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Special Sessions for Teachers begins August 6, 1883—five weeks.  
Fall Term begins Monday, Sept. 10—ends Friday, Dec. 21, 1883.  
Holiday Recess begins December 22, and ends December 31, 1883.  
Winter Term begins January 1, 1884, and closes March 22, 1884.  
Spring Term begins March 25, 1884, and closes June 12, 1884.  
Examinations for the year begin June 9, 1884.  
Annual Commencement, June 12, 1884.

For the year 1884 the Summer Special Session will be devoted to higher studies for the teachers who already have certificates, and to work in the Natural Science branches. It will be devoted to advance work in Pedagogics; also in the Field, Laboratory, Museum and Library.







1883 1884

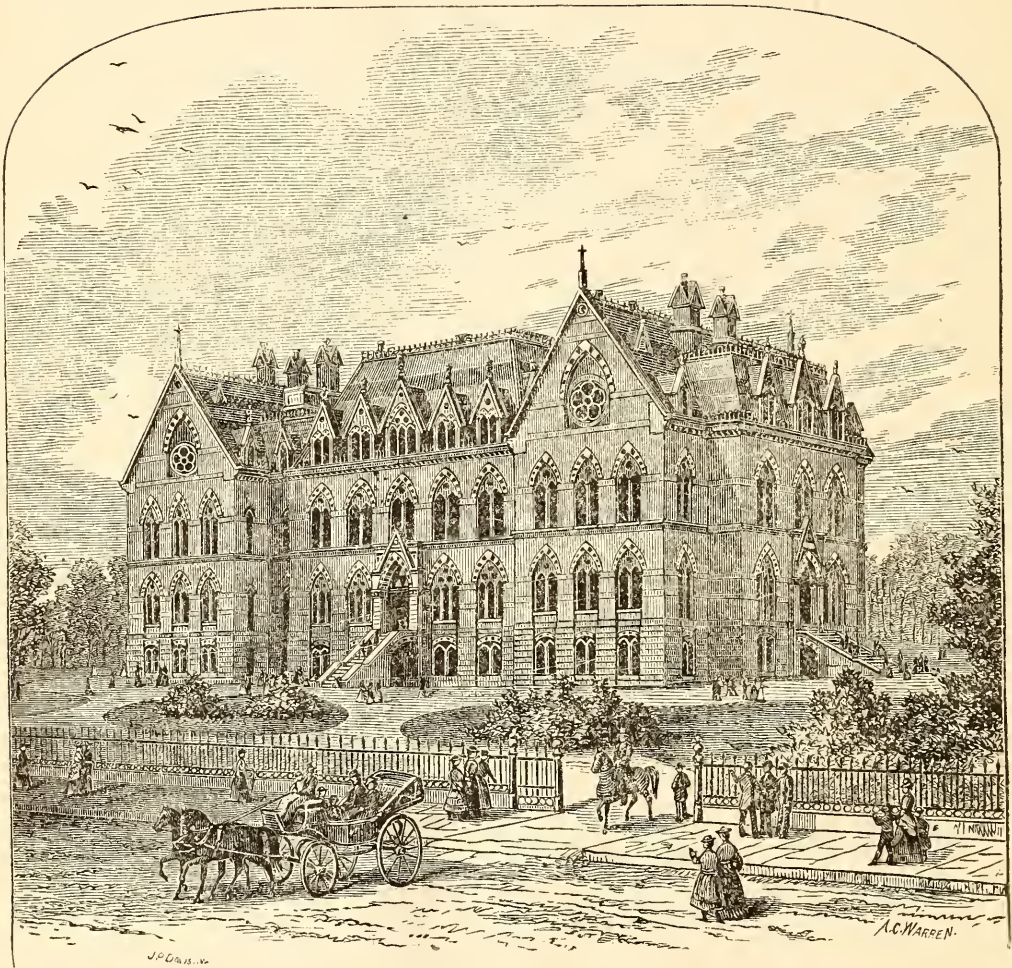
SOUTHERN ILLINOIS NORMAL UNIVERSITY

CARBONDALE, ILLINOIS.









J.P. O'Connell sc.

A.C. WARREN.

TENTH  
ANNUAL CATALOGUE  
— OF THE —  
SOUTHERN ILLINOIS  
NORMAL UNIVERSITY  
CARBONDALE, JACKSON CO., ILL.

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1883-84.

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Incorporated by Act of the Legislature, Approved April 20, 1869. Corner  
Stone Laid May 17, 1870. Building Completed June 30, 1874.  
Dedicated July 1, 1874. Opened for Admission  
of Students July 2, 1874.

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CARBONDALE:  
BARTON'S FREE PRESS.  
1884.

## CHARTER TRUSTEES.

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DANIEL HURD, Cairo.                      ELI BOYER, Olney.  
ELIHU J. PALMER, Carbondale.      THOMAS M. HARRIS, Shelbyville.  
SAMUEL E. FLANNIGAN, Benton.

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## BUILDING COMMISSIONERS.

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JOHN WOOD, Cairo.                      R. H. STURGISS, Vandalia.  
ELIHU J. PALMER, Carbondale.      NATHAN BISHOP, Marion.  
HIRAM WALKER, Jonesboro.      F. M. MALONE, Pana.

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## TRUSTEES.

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HON. T. S. RIDGWAY, Shawneetown.  
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CICERO N. HUGHES, Cairo.  
HENRY C. FAIRBROTHER, M. D., East St. Louis.  
R. D. ADAMS, Esq., FAIRFIELD.

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## OFFICERS OF THE BOARD.

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HON. THOS. S. RIDGWAY, Pres't.      JAMES ROBARTS, M. D. Sec'y.  
JOHN. S. BRIDGES, Treas'r.      CHARLES W. JEROME, Reg'r.

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JAMES ROBARTS, M. D.,                      }  
CICERO N. HUGHES,                      }      -      -      AUDITING COMMITTEE.



## FACULTY.

---

ROBERT ALLYN,

*Principal; and Lecturer on Mental Science, Pedagogics, Ethics and Æsthetics.*

CHARLES W. JEROME,

*Teacher of Ancient Languages and Literature; and Registrar.*

JOHN HULL,

*Teacher of Pedagogics, and Higher Mathematics; and Superintendent of Training Department.*

DANIEL B. PARKINSON,

*Teacher of Natural Philosophy, Chemistry, Astronomy and Book-Keeping.*

JAMES H. BROWNLEE,

*Teacher of English Literature, Elocution, Vocal Music and Calisthenics.*

MARTHA BUCK,

*Teacher of Grammar and Etymology.*

GEORGE H. FRENCH,

*Teacher of Natural History and Physiology; and Curator.*

ESTHER C. FINLEY,

*Teacher of History; and Librarian.*

MARY ALICE RAYMOND,

*Teacher of Penmanship and Drawing.*

SAMUEL M. INGLIS,

*Teacher of Algebra, and Arithmetic.*

MARY A. SOWERS,

*Assistant in the Training Department.*

INEZ I. GREEN,

*Teacher of Geography and Assistant in Algebra and Arithmetic.*

CHARLES G. STARR,

*2d Lieut. 1st Infantry, U. S. A., Teacher of Military Science and Tactics.*

JOHN BENGEL,

*Teacher of German and French.*

## PUPIL TEACHERS.

---

Sarah A. Allen,  
Bettie C. Anderson,  
Florence M. Barber,  
Alicia M. Beesley,  
Mamie Bridges,  
Hellen Bryden,  
George V. Buchanan,  
Annie L. Burket,  
Christopher C. Cawthon,  
Maggie Edmonson,  
Minnie Fryar,  
Maggie Gillham,  
Mamie Gillham,  
Mark D. Harman,  
Lu Bird Hendee,  
Philetus E. Hileman,  
Katie Hord,  
Gertrude Hull,  
John H. Jenkins,  
Rurie O. Lacey.

Lizzie Lawrence.  
Richard T. Lightfoot.  
David W. Lindsay.  
Maud L. Loomis.  
Carrie I. Loomis.  
Carrie Lortz.  
John E. Miller.  
Lulu E. Phillips.  
Carrie L. Ridenhower.  
King D. Root.  
May I. Rumbold.  
Julia A. Sebastian.  
Lydia E. Snyder.  
Minnie Tait.  
Cornelius S. Tarbox.  
Kate Thomas.  
Charles W. Treat.  
Maggie L. Welden.  
Cora Williams.

## NAMES OF STUDENTS.

### POST GRADUATES.

| NAME.                   | RESIDENCE.     |
|-------------------------|----------------|
| Arista Burton.....      | Elgin.         |
| Maggie Bryden.....      | Galatia.       |
| Daniel B. Fager.....    | Galatia.       |
| Alice Krysher.....      | Ash Grove, Mo. |
| John Martin.....        | Albion.        |
| Mary C. McAnally.....   | Carbondale.    |
| Della A. Nave.....      | Carbondale.    |
| Lizzie M. Sheppard..... | Carbondale.    |
| Gertrude A. Warder..... | St. John.      |

### SPECIAL STUDENTS.

|                           |             |
|---------------------------|-------------|
| Dora Buchanan.....        | Bellmont.   |
| Myrtle M. Hundley.....    | Carbondale. |
| Clora Mourey.....         | Salem.      |
| Sophronia R. Parsons..... | Carbondale. |

### NORMAL DEPARTMENT.

#### REGULAR STUDENTS IN THE COURSE.—SENIORS OR FOURTH YEAR.

|                          |             |
|--------------------------|-------------|
| Fannie A. Aikman.....    | Marion.     |
| Alicia E. Beesley.....   | Linn.       |
| Clara J. Buchanan.....   | Bellmont.   |
| George V. Buchanan*..... | Bellmont.   |
| Mary Buchanan.....       | Bellmont.   |
| Anna L. Burkett.....     | Carbondale. |

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\*Cadet.

| NAME.                         | RESIDENCE.     |
|-------------------------------|----------------|
| Christopher C. Cawthon* ..... | South America. |
| May B. Duff.....              | Carbondale.    |
| Joseph B. Gill.....           | Murphysboro.   |
| Lu Bird Hendee.....           | La Clede.      |
| Philetus E. Hileman*.....     | Jonesboro.     |
| John H. Jenkins.....          | Elizabethtown. |
| Richard T. Lightfoot*.....    | Carbondale.    |
| Carrie L. Ridenhower.....     | Vienna.        |
| Maud Thomas.....              | Carbondale.    |
| Charles W. Treat.....         | Salem.         |

## STUDENTS OF THIRD, SECOND AND FIRST YEARS.

|                            |                |
|----------------------------|----------------|
| Sarah A. Allen.....        | Fitzgerell.    |
| William L. Allen.....      | Fitzgerell.    |
| Elizabeth C. Anderson..... | Nashville.     |
| Lucy J. Anderson.....      | Nashville.     |
| Edith A. Buckley.....      | Marion.        |
| William F. Bundy.....      | Centralia.     |
| Hellen Bryden.....         | Carbondale.    |
| Artelia E. Carter. ....    | Ashley.        |
| Ada L. Dunaway .....       | Carbondale.    |
| William R. Fringer*.....   | Tower Hill.    |
| Minnie J. Fryar.....       | Carbondale.    |
| Mark D. Harman*.....       | Grayville.     |
| Elma S. Hawkins.....       | Carbondale.    |
| Edwin S. Houts*.....       | Chester.       |
| Gertrude Hull.....         | Carbondale.    |
| Rurie O. Lacey*.....       | Elizabethtown. |
| David W. Lindsay*.....     | Calhoun.       |
| Carrie I. Loomis.....      | Makanda.       |
| Fannie D. McAnally.....    | Carbondale.    |
| John E. Miller*.....       | Caseyville.    |
| Charles M. Morgan*.....    | De Soto.       |
| Surelda C. Nave.....       | Carbondale.    |
| George W. Ogle*.....       | Belleville.    |



| NAME.                    | RESIDENCE.    |
|--------------------------|---------------|
| Clyde B Phillips.....    | Nashville.    |
| Lulu E. Phillips.....    | Cairo.        |
| Mary A. Robarts....      | Carbondale.   |
| King D. Root*.....       | Walnut Hill.  |
| Julia A. Sebastian.....  | Edwardsville. |
| Anna R. Shinn.....       | Carlyle.      |
| Lydia E. Snyder.....     | Farina.       |
| Edgar L. Storment.....   | Salem.        |
| Kate Thomas.....         | Carbondale.   |
| Edwin C. Toothaker*..... | Salem.        |
| Cora Williams.....       | Carbondale.   |
| Denard Williams.....     | Carbondale.   |

IRREGULAR NORMAL STUDENTS.

|                             |                     |
|-----------------------------|---------------------|
| Perry T. Allen*.....        | Clement.            |
| Robert M. Allen*....        | Carbondale.         |
| Jane Aull.....              | Ridge Prairie.      |
| Ella M. Barber.....         | Tamaroa.            |
| Florence M. Barber.....     | Tamaroa.            |
| Thomas M. Barrow.....       | Percy.              |
| Neil H. Barton.....         | Crested Butte, Col. |
| Loui Beauman*.....          | Tunnel Hill.        |
| Mattie C. Berner.....       | Steeleville.        |
| Mamie E. Bridges.....       | Carbondale.         |
| Jacob C. Brougher*.....     | Opdyke.             |
| John F. Buckner*.....       | Annapolis.          |
| Cora L. Burnside.....       | Carlyle.            |
| Harmon M. Campbell*.....    | Carbondale.         |
| McDaniel D. Carroll*.....   | Spring Garden.      |
| Freeman A. Chanaberry*..... | Marion.             |
| Millard F. Chanaberry.....  | Marion.             |
| Clara B. Cleland.....       | Carbondale.         |
| David J. Cowan*.....        | Vienna.             |
| Matthias W. Creed*.....     | Walnut Hill.        |
| Phœbe A. Davis.....         | De Soto.            |

| NAME.                      | RESIDENCE.     |
|----------------------------|----------------|
| Emanuel Dehl*.....         | Bellair.       |
| Lillie E. Delaney.....     | Steeleville.   |
| A. Atkins Denton.....      | Fitzgerell.    |
| Edward F. Dickinson*.....  | Murphysboro.   |
| Hattie A. Dollins.....     | Carbondale.    |
| Huldah E. Dollins.....     | Carbondale.    |
| Norman Driesbach.....      | Salem.         |
| Jacob T. Ellis*.....       | Mt. Vernon.    |
| Thomas H. Fulton.....      | Iuka.          |
| W. Laurence Fullerton..... | Foxville.      |
| Mamie H. Gillham.....      | Carbondale.    |
| Albin Z. Glick*.....       | Lakewood.      |
| Hattie A. Goddard.....     | Marion.        |
| Samuel H. Goodall*.....    | Marion.        |
| Lillie Gosney.....         | Olney.         |
| Stephen A. D. Gray.....    | Ramsey.        |
| Ella Green.....            | Cobden.        |
| John B. Harnsberger*.....  | Alhambra.      |
| Mollie Harrington.....     | De Soto.       |
| Adelphia C. Hawkins.....   | Tamaroa.       |
| Douglas A. Hayden*.....    | Mound City.    |
| Emma C. Hewitt.....        | Carbondale.    |
| Luther Holt.....           | Foxville.      |
| Katie Hord.....            | Carbondale.    |
| Luella Hundley.....        | Marion.        |
| Nannie Hundley.....        | Marion.        |
| Marshall D. Jennings*..... | Centralia.     |
| Charles W. Jolly.....      | Pana.          |
| Kent E. Keller*.....       | Campbell Hill. |
| Jennie H. Kelley.....      | Poplar Ridge.  |
| Edwin M. Keown*.....       | Jackson Co.    |
| James H. Kirkpatrick*..... | Linn.          |
| Louis Koch*.....           | Highland.      |
| James R. Lindsay.....      | Calhoun.       |
| Lily Bell Lindsay.....     | Calhoun.       |
| B. McPherson Linnell*..... | Cobden.        |

| NAME.                     | RESIDENCE.     |
|---------------------------|----------------|
| Maud L. Loomis.....       | Makanda.       |
| Walter S. Loomis*.....    | Makanda.       |
| Milton C. Lydick.....     | Mt. Vernon.    |
| Jessie Maxwell... ..      | Mt. Carmel.    |
| Logan E. McClane*.....    | Bellmont.      |
| John D. McMeen.....       | Tamaroa.       |
| Ida McNickle.....         | Belleville.    |
| Fred W. Miller*.....      | Vandalia.      |
| Nellie B. Morrison.....   | Odin.          |
| Addie M. Moss.....        | Mt. Vernon.    |
| Libbie A. Murray .....    | Carlyle.       |
| Louella Nichols.....      | Carlyle.       |
| Hester E. Perry.....      | Jackson Co.    |
| Minnie A. Primm.....      | Pinckneyville. |
| Anna A. Rapp.....         | Carbondale.    |
| Thomas R. Reid*.....      | Shawneetown.   |
| Charles H. Ripley.....    | Raymond.       |
| May I. Rumbold.....       | Carbondale.    |
| Luther T. Scott*.....     | Lebanon.       |
| Henry E. Schmidt*.....    | Breese.        |
| Anna M. Sharp.....        | Carlyle.       |
| Sallie S. Sharp.....      | Carlyle.       |
| †Emma C. Shinn.....       | Carlyle.       |
| William R. Sifford.....   | Cobden.        |
| Seva Smith .....          | Carbondale.    |
| Hattie Starr.....         | Kankakee.      |
| Edwin B. Stevens.....     | Cave-in-Rock.  |
| Benjamin F. Stockett..... | St. Elmo.      |
| Minnie A. Tait.....       | Carbondale.    |
| Walter M. Tanquary*.....  | Bellmont.      |
| Cornelius S. Tarbox*..... | Bath, Me.      |
| Ed. P. Trobaugh*.....     | Jackson Co.    |
| Marcellus L. Tyer.....    | Cave-in-Rock.  |
| George T. Watkins.....    | Jonesboro.     |
| Blanche E. Webber.....    | Carlyle.       |

†Deceased.

| NAME.                 | RESIDENCE.     |
|-----------------------|----------------|
| Thomas E. Webber..... | Galatia.       |
| Maggie L. Weldon..... | Du Quoin.      |
| Thomas H. Wilson..... | Mt. Carbon.    |
| Josie Vineyard.....   | Elizabethtown. |

## PREPARATORY.

| NAME.                      | RESIDENCE.     |
|----------------------------|----------------|
| George W. Adams*.....      | Jackson Co.    |
| Charles H. Alexander*..... | Williamson Co. |
| Nannie C. Allen.....       | Fitzgerell.    |
| William W. Almon*.....     | Tamaroa.       |
| Ulysses L. Anderson*.....  | Cobden.        |
| Jennie M. Badgley.....     | Belleville.    |
| Laura F. Badgley..         | Belleville.    |
| Leona Baird... ..          | Carbondale.    |
| Addie E. Balcom.....       | Carbondale.    |
| Mamie E. Balcom... ..      | Carbondale.    |
| Charles H. Ball*.....      | Breese.        |
| Edwin Barrow*.....         | Jackson Co.    |
| Lucy Barrow.....           | Jackson Co.    |
| John L. Barton .....       | Carbondale.    |
| Mary A. Beard.....         | Carbondale.    |
| George F. Berry*.....      | Equality.      |
| Lettie E. Biggs .....      | Cobden.        |
| Fred. A. Blackford*.....   | Grayville.     |
| Samuel S. Boyle*.....      | Marissa.       |
| Mary Brackenradge.....     | Carbondale.    |
| Charles C. Brannon.....    | Carlyle.       |
| William A. Brewster.....   | Carbondale.    |
| Catharina C. Briback.....  | Cairo.         |
| Dennis C. Brown.....       | Jackson Co.    |
| J. Rockwell Bryden*.....   | Carbondale.    |
| James C. Brush*.....       | Carbondale.    |
| Ella E. Buchanan.....      | Bellmont.      |
| Robert A. Buchanan*.....   | Bellmont.      |



| NAME.                       | RESIDENCE.     |
|-----------------------------|----------------|
| Fred. K. Buenning*.....     | Venedy.        |
| Grace L. Burket .....       | Carbondale.    |
| Jane P. Burkey.....         | Murphysboro.   |
| Flora C. Burkwalter.....    | Elkville.      |
| Charles R. Burroughs*.....  | Shawneetown.   |
| Thomas Bush*.....           | Carterville.   |
| Fannie L. Campbell.....     | Carbondale.    |
| Alice E. Carey.....         | Grayville.     |
| Charles W. Carlton*.....    | Carbondale.    |
| Vinn'e M. Carlton.....      | Carbondale.    |
| Cyrus W. Chandler.....      | Carbondale.    |
| Mary C. Clark.....          | Osage.         |
| May Cleland ...             | Carbondale.    |
| Frank H. Colyer*.....       | Albion.        |
| Bennie E. Conner* .....     | Carbondale.    |
| Anna B. Cooper.....         | Bridgeport.    |
| Lettie E. Crandall.....     | Carbondale.    |
| William H. Crandall*.....   | Carbondale.    |
| Alice Croft.....            | Elizabethtown. |
| Mary H. Cunningham.....     | Pinckneyville. |
| Clyde Z. Curlee*.....       | Tamaroa.       |
| Samuel J. Curlee*.....      | Tamaroa.       |
| Belle Davis.....            | Marion.        |
| Don S. Dean*.....           | Murphysboro.   |
| Marion Dehl*.....           | Bellair.       |
| Martin Dehl*.....           | Martinsville.  |
| Anna L. Delaney.....        | Steeleville.   |
| Mary Dennisson.....         | Jackson Co.    |
| Sarah A. Denton.....        | Fitzgerell.    |
| Amanda C. Dollins.....      | Carbondale.    |
| Thomas L. Donoho*.....      | Exchange.      |
| Jane E. Doty.....           | Vergennes.     |
| Robert E. Doty .....        | Vergennes.     |
| Thomas B. Duff*.....        | Campbell Hill. |
| Edgar T. Dunaway*.....      | Carbondale.    |
| Elizabeth A. Dusenbury..... | New Douglas.   |

| NAME.                    | RESIDENCE.        |
|--------------------------|-------------------|
| Mamie E. Eachus.....     | Carbondale.       |
| Annie E. Easterly.....   | Carbondale.       |
| Hattie Easterly.....     | Jackson Co.       |
| Henry Easterly*.....     | Jackson Co.       |
| Mattie Easterly.....     | Jackson Co.       |
| Maggie L. Edmonson.....  | Sumner.           |
| Almus H. Edwards.....    | Union City, Tenn. |
| William L. Elwell.....   | Shawneetown.      |
| Mary J. Ennisson.....    | Carbondale.       |
| Ida N. Etherton.....     | Jackson Co.       |
| Zilpha N. Evans.....     | Carbondale.       |
| Ed. S. Fakes.....        | Jackson Co.       |
| Myrtle Farmer.....       | Ashley.           |
| Willie J. Faulk*.....    | Edgewood.         |
| George W. Feltes.....    | Carbondale.       |
| Robert Fitzgerald*.....  | Mt. Vernon.       |
| Albert W. Fligor.....    | Carbondale.       |
| Ollie J. Foley.....      | Cobden.           |
| Frank M. Fowler.....     | Elizabethtown.    |
| William H. Fox*.....     | Elkhorn.          |
| Charles French*.....     | Sumner.           |
| Florence A. French.....  | Lawrenceville.    |
| Ida M. Fricker.....      | Trenton.          |
| John W. Fries.....       | Cave-in-Rock.     |
| Mary V. Fringer.....     | Tower Hill.       |
| John Frye.....           | Carbondale.       |
| Samuel M. Fullmer*.....  | New Athens.       |
| Frances M. Furgeson..... | Makanda.          |
| William F. Furgeson..... | Makanda.          |
| Euphrosine Gadbois.....  | Murphysboro.      |
| Americus Gassoway.....   | Galatia.          |
| James B. Gaston.....     | Foxville.         |
| William F. Gazzolo.....  | Cairo.            |
| Ida M. Gilbert.....      | Carbondale.       |
| J. Fred Gillham.....     | Carbondale.       |
| Maggie A. Gillham.....   | Brighton.         |

| NAME.                     | RESIDENCE.        |
|---------------------------|-------------------|
| Bettie W. Goddard.....    | Marion.           |
| Lina Goddard.....         | Marion.           |
| Electa C. Goforth.....    | Du Quoin.         |
| John H. Goforth.....      | Du Quoin.         |
| Effie Goodall.....        | Marion.           |
| Joseph J. Gordon.....     | Cairo.            |
| Estella Gray.....         | Ramsey.           |
| Richard T. Gray*.....     | Ramsey.           |
| Robert E. Gray*.....      | Ramsey.           |
| Clara B. Green.....       | Cobden.           |
| Vena Guthridge.....       | St. Elmo.         |
| Alonzo Hagler*.....       | Jackson Co.       |
| William L. Hagler*.....   | Troy.             |
| Lizzie Halstead.....      | Makanda.          |
| Laura E. Hamill.....      | Freeburg.         |
| Albert J. Hamilton*.....  | Marissa.          |
| John R. Harden.....       | Millersville, Mo. |
| Alice M. Harnsberger..... | Alhambra.         |
| Ada M. Harris.....        | Steeleville.      |
| Albert M. Harris*.....    | Alhambra.         |
| Lillie Harris.....        | Murphysboro.      |
| Allen B. Hinchcliff.....  | Jackson Co.       |
| Ada Hickam.....           | Carbondale.       |
| James E. Hiller.....      | Makanda.          |
| Emma L. Holden.....       | Hodges' Park.     |
| Fannie J. Holden.....     | Hodges' Park.     |
| John H. Holbrook*.....    | Du Bois.          |
| Walter D. Holland.....    | Carbondale.       |
| Flora J. Hostetler.....   | Freeburg.         |
| Sarah A. Hughes.....      | Jackson Co.       |
| Grace Hundley.....        | Marion.           |
| Laura B. Hundley.....     | Marion.           |
| Andrew F. Huls.....       | Carbondale.       |
| Mattie M. Huls.....       | Carbondale.       |
| Ella Hunter.....          | Carbondale.       |
| Minnie A. Jackson.....    | Du Quoin.         |

| NAME.                    | RESIDENCE.            |
|--------------------------|-----------------------|
| Norman A. Jay*.....      | Steeleville.          |
| Edgar E. Jenkins*.....   | Murphysboro.          |
| Charles M. Jerome*.....  | Carbondale.           |
| Callie Johnson.....      | Carbondale.           |
| Eleanora Johnson.....    | Carbondale.           |
| Lucius H. Johnson*.....  | Mt. Vernon.           |
| Clara H. Jory.....       | Abilene, Kan.         |
| Blanche Keeney.....      | Ferry, Mich.          |
| Maggie R. Kelley.....    | Carbondale.           |
| Alice M. Kennedy.....    | Fredonia.             |
| Sadie E. Kennedy.....    | Fredonia.             |
| Hettie I. Keown.....     | Jackson Co.           |
| John W. Kerr*.....       | Makanda.              |
| Samuel A. Kerr*.....     | Makanda.              |
| Fillmore Killough.....   | Commercial Point, Mo. |
| Mary E. Kimmel.....      | Carbondale.           |
| Ruby I. M. Kimmel.....   | Carbondale.           |
| Frank B. Kingsbury*..... | Friendsville.         |
| Mary E. Knowles.....     | Carbondale.           |
| Alice A. Koontz.....     | Grand Tower.          |
| William Korte*.....      | Hoyleton.             |
| Cora Krysher.....        | Carbondale.           |
| Ora Krysher.....         | Carbondale.           |
| Etta Lang.....           | Marion.               |
| Homer R. Laney.....      | Carbondale.           |
| Bertha Lawrence.....     | Carbondale.           |
| Lizzie H. Lawrence.....  | Carbondale.           |
| Mary Leary.....          | Carbondale.           |
| Lyman Leeds*.....        | Friendsville.         |
| Lavenia Levan.....       | Murphysboro.          |
| Clark Lewis*.....        | Harrisburg.           |
| Cora Lewis.....          | Marion.               |
| Eva J. Lightfoot.....    | Carbondale.           |
| Andrew Linch.....        | Okawville.            |
| Charles E. Lindley*..... | Hutsonville.          |
| Jennie Linehan.....      | Carbondale.           |



| NAME.                     | RESIDENCE.     |
|---------------------------|----------------|
| Maggie Linehan.....       | Carbondale.    |
| Manuel Lipe .....         | Jackson Co.    |
| Cora Locey.....           | Carlyle.       |
| Carrie E. Lortz.....      | Freeburg.      |
| Sigel S. Lortz.....       | Freeburg.      |
| Benjamin D. Lydick.....   | Mt. Vernon.    |
| Florence A. Mahaffee..... | Carbondale.    |
| Charles A. Marvin*.....   | Jackson Co.    |
| William H. Massman*.....  | Okawville.     |
| Minnie McAmis.....        | Elizabethtown. |
| Ella M. McAnally.....     | Carbondale.    |
| Fannie McClane.....       | Bellmont.      |
| Cora J. McCormick.....    | Ava.           |
| Morton G. McCreery.....   | Thompsonville. |
| Lulu E. McGriff.....      | Carbondale.    |
| William B. McGuire*.....  | Carbondale.    |
| Jennie McIntosh.....      | Allendale.     |
| Augusta McKinney.....     | Carbondale.    |
| Edward G. McMacken*.....  | Salem.         |
| Wesley H. Meng*.....      | Freeburg.      |
| Edward Meyer* :.....      | Nashville.     |
| Julian J. Miley*.....     | Belleville.    |
| George B. Miller.....     | Carbondale.    |
| Ada V. Moore.....         | Carbondale.    |
| Sarah E. Moore.....       | Carbondale.    |
| George W. Morgan.....     | Makanda.       |
| Grace L. Morris.....      | St. Louis, Mo. |
| Moses L. Motsinger.....   | Allendale.     |
| William A. Nash*.....     | Carbondale.    |
| William F. Nelson*.....   | Carterville.   |
| Andrew J. Neunlist*.....  | Addieville.    |
| Belle Nixon.....          | Brighton.      |
| Ina Norris.....           | Laur.          |
| Clara C. North.....       | Carbondale.    |
| John E. North.....        | Lebanon.       |
| Samuel E. North*.....     | Carbondale.    |

| NAME.                     | RESIDENCE.              |
|---------------------------|-------------------------|
| Annie Parks.....          | Du Quoin.               |
| Walter W. Parks.....      | Du Quoin.               |
| Annie Pease.....          | Carbondale.             |
| Celia M. Perry.....       | Jackson Co.             |
| Clement J. Perry*.....    | Jackson Co.             |
| Edward G. Perry*.....     | Jackson Co.             |
| Emma A. Phillips.....     | Williamson Co.          |
| Rena B. Phillips.....     | Carbondale, Jackson Co. |
| Flora Porter.....         | Carbondale, Jackson Co. |
| Morris T. Price.....      | Elizabethtown.          |
| Henry A. Prickett*.....   | Jackson Co.             |
| Arthur G. Purdy*.....     | Carbondale.             |
| Clarence P. Purdy*.....   | Carbondale.             |
| Dell Ragan.....           | Elizabethtown.          |
| Aquilla D. Randolph*..... | Walnut Hill.            |
| Louis B. Rapp*.....       | Carbondale.             |
| Ernest L. Raynor*.....    | Carbondale.             |
| Jesse R. Renfro*.....     | Troy.                   |
| Cora Reeves.....          | Cobden.                 |
| Benjamin S. Reynolds..... | Odin.                   |
| Fred. W. Richart*.....    | Carterville.            |
| Fleta J. Ridenhower.....  | Vienna.                 |
| Cora A. Robinson.....     | Pomona.                 |
| Annie Rodgers.....        | Carbondale.             |
| George Schwartz*.....     | Elkville.               |
| George H. Scurlock.....   | Carbondale.             |
| Thomas W. Secriest.....   | Monroe, N. C.           |
| Henry M. Sexton.....      | Rector, Ark.            |
| Sherman Sherrod.....      | Villa Ridge.            |
| Dora Sifford.....         | Cobden.                 |
| T. Peter Sifford*.....    | Cobden.                 |
| Charles H. Smith.....     | Hazel Dell.             |
| Charles J. Smith.....     | Carbondale.             |
| Maggie A. Smith.....      | Vincennes, Ind.         |
| J. Arthur Snyder*.....    | Farina.                 |
| William A. Stanford.....  | Clay City.              |

| NAME.                      | RESIDENCE.          |
|----------------------------|---------------------|
| Rosa A. Starzinger.....    | Cape Girardeau, Mo. |
| Maggie Stevenson.....      | Carbondale.         |
| Julia Stumm.....           | Williamson Co.      |
| Charles B. Sylvester.....  | Carbondale.         |
| Mae Thompson.....          | Sandoval.           |
| John R. Thorp.....         | Jackson Co.         |
| S. Ethel Tierney.....      | Okawville.          |
| Frank E. Trobaugh*.....    | Jackson Co.         |
| Robert E. Tyner*.....      | Williamson Co.      |
| James R. Walker*.....      | Benton, Mo.         |
| Kate Walker.....           | Carbondale.         |
| Lora A. Walker.....        | Carbondale.         |
| Hannah Waller.....         | Jackson Co.         |
| John E. Weaver.....        | Fittshill.          |
| Frank S. Wham.....         | Salem.              |
| Cynthia L. White.....      | Richview.           |
| Ella M. White.....         | Fitzgerell.         |
| Mamie J. White.....        | Murphysboro.        |
| Laura E. White.....        | Fitzgerell.         |
| Kate Whitmer.....          | Carbondale.         |
| Ida G. Wilks.....          | Pinckneyville.      |
| Albert W. Williams.....    | Campbell Hill.      |
| Emma C. Williams.....      | Elkville.           |
| Nathan W. Wilson*.....     | Mt. Carbon.         |
| Lorenzo D. Winchester..... | Jackson Co.         |
| Russell Winchester.....    | Jackson Co.         |
| Rhoda R. Winters.....      | Williamson Co.      |
| Joe Womack*.....           | Elizabethtown.      |
| Elmer F. Wooten*.....      | Carbondale.         |
| George R. Wykes.....       | Carbondale.         |
| William T. Wykes*.....     | Carbondale.         |
| Robert Wylie*.....         | Marissa.            |
| Herman D. Yost.....        | Tamaroa.            |
| Carl Zetzsche*.....        | Okawville.          |

## TRAINING DEPARTMENT.

| NAME.                  | RESIDENCE.     |
|------------------------|----------------|
| Lelia B. Abel.....     | Carbondale.    |
| Dona Adams.....        | Jackson Co.    |
| Jennie Adams.....      | Jackson Co.    |
| Annie Alexander.....   | Williamson Co. |
| John Alexander.....    | Williamson Co. |
| Louise Allen.....      | Carbondale.    |
| Bertie Barr.....       | Carbondale.    |
| Jessie Barr.....       | Carbondale.    |
| Etta F. Baird.....     | Carbondale.    |
| Frank Black.....       | St. Louis, Mo. |
| Mary Borger.....       | Carbondale.    |
| John Borger.....       | Carbondale.    |
| Tommie Brewster.....   | Carbondale.    |
| Daniel Y. Bridges..... | Carbondale.    |
| Ella Bridges.....      | Carbondale.    |
| Lena Bridges.....      | Carbondale.    |
| Vernelle Brown.....    | Carbondale.    |
| George M. Brush.....   | Carbondale.    |
| Silas G. Brush.....    | Carbondale.    |
| Osborne W. Bryden..... | Carbondale.    |
| Belle Buchanan.....    | Bellmont.      |
| Laura Buchanan.....    | Bellmont.      |
| Mamie Bundy.....       | Marion.        |
| Harry B. Campbell..... | Carbondale.    |
| John Campbell.....     | Carbondale.    |
| Julia B. Campbell..... | Carbondale.    |
| Lizzie Carter.....     | Carbondale.    |
| Harry C. Chapman.....  | Carbondale.    |
| Lulu Cochran.....      | Carbondale.    |
| Maud Cochran.....      | Carbondale.    |
| Jennie Colvin.....     | Carbondale.    |
| Willie Colvin.....     | Carbondale.    |
| John A. Davis.....     | Carbondale.    |
| Susie Davison.....     | Carbondale.    |
| Clement L. Downey..... | Carbondale.    |



| NAME.                   | RESIDENCE.     |
|-------------------------|----------------|
| Lewis S. Downey.....    | Carbondale.    |
| Etta French.....        | Lawrenceville. |
| Gussie Hendrickson..... | Marion.        |
| Willis Hendrickson..... | Marion.        |
| Laura Hindman.....      | Carbondale.    |
| Gertrude Hollons.....   | Carbondale.    |
| Bertha Hull.....        | Carbondale.    |
| Carrie O. Jerome.....   | Carbondale.    |
| Libbie Krysher.....     | Carbondale.    |
| Ella Lake.....          | Hidalgo.       |
| Lewis Lake.....         | Hidalgo.       |
| Edwin Marvin.....       | Jackson Co.    |
| Marcus Marvin.....      | Jackson Co.    |
| Arthur McGuire.....     | Carbondale.    |
| Sylvia McGuire.....     | Carbondale.    |
| Dora Mertz.....         | Carbondale.    |
| Alice North.....        | Carbondale.    |
| Julia North.....        | Carbondale.    |
| Percy North.....        | Carbondale.    |
| Guy Prickett.....       | Carbondale.    |
| Gertie Prindle.....     | Carbondale.    |
| Nellie Perry.....       | Jackson Co.    |
| Thomas Perry.....       | Jackson Co.    |
| Belle Phillips.....     | Carbondale.    |
| Charles R. Rapp.....    | Carbondale.    |
| Jennie Scott.....       | Lebanon.       |
| Fannie C. Scurlock..... | Carbondale.    |
| Edward W. Thomas.....   | Carbondale.    |
| Boston Williams.....    | Carbondale.    |
| Rosa Williams.....      | Carbondale.    |

## SPECIAL SESSION.

The following persons attended the special session, and at no other time during the year. This session numbered sixty-seven, and the names of the others are in their proper places in the several departments.

| NAME.                    | RESIDENCE.     |
|--------------------------|----------------|
| Mattie O. Alexander..... | Williamson Co. |
| Annie R. Arnold.....     | Carbondale.    |
| Addie Bellamy.....       | Carbondale.    |
| Charles Blankenship..... | Shawneetown.   |
| Sophia C. Brownlee.....  | Carbondale.    |
| Emma S. Cammack.....     | Carbondale.    |
| Aaron Chism.....         | Carmi.         |
| Jennie Clay.....         | Cobden.        |
| Alice C. Colton.....     | Galesburg.     |
| Dulcenia Crandall.....   | Farina.        |
| William B. Crews.....    | Elkville.      |
| M. Belle Crouther.....   | Murphysboro.   |
| Minnie E. Davis.....     | De Soto.       |
| Nellie Davis.....        | Carbondale.    |
| Lou E. Ellett.....       | Marissa.       |
| Corinne S. Evans.....    | Pomona.        |
| Daisy F. Gage.....       | Carbondale.    |
| Missouri Goyer.....      | St. Louis, Mo. |
| Chrissy R. Haldeman..... | Pomona.        |
| Franklin F. Harris.....  | Dongola.       |
| Cicero R. Hawkins.....   | Baldwin.       |
| John T. Hickman.....     | Grand Tower.   |
| Alexander Lane.....      | Carbondale.    |
| Daniel M. McMurray.....  | Currier Mills. |
| Ida E. Nance.....        | Mound City.    |
| Samuel Y. Penrod.....    | Makanda.       |
| Mattie E. Reeves.....    | Carbondale.    |
| William B. Reeves.....   | Jackson Co.    |
| Lizzie M. Rumbold.....   | Carbondale.    |
| Lou A. Sage.....         | Vandalia.      |
| Nannie Swafford.....     | De Soto.       |

| NAME.               | RESIDENCE.                |
|---------------------|---------------------------|
| Ivil N. Taylor..... | Villa Ridge.              |
| Anna C. Teeter..... | Carbondale.               |
| Eva M. Vest.....    | Hagerstown.               |
| Jennie M. Wait..... | Green <sup>3</sup> ville. |
| Mary B. Walker..... | Carbondale.               |
| Alice Watley.....   | Murphysboro.              |

**GENERAL SUMMARY.**

|                              |     |
|------------------------------|-----|
| Post Graduates.....          | 9   |
| Special Students.....        | 4   |
| Regular Normal Students..... | 51  |
| Irregular " ".....           | 96  |
| Preparatory " ".....         | 278 |
| Training Department.....     | 65  |
| Special Session.....         | 37  |
| <hr/>                        |     |
| Total.....                   | 540 |

**SUMMARY BY TERMS.**

|                                  |      |
|----------------------------------|------|
| Enrolled in Special Session..... | 67   |
| "    "    "    Fall Term.....    | 360  |
| "    "    "    Winter Term.....  | 329  |
| "    "    "    Spring Term.....  | 313  |
| <hr/>                            |      |
| Grand Total.....                 | 1069 |

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## HISTORY.

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On the afternoon at 3 o'clock and 15 minutes, of November 26, 1883, the building described below was found to be on fire. The spot where it originated was in the roof directly over the Museum, and higher than the water tanks specially provided for safety in case of such accident. In 15 minutes the fire had so filled the large space over the Lecture Hall with smoke, that it was impossible for any one to get near the fire with buckets of water. Before 5 P. M. the immense building was a mass of smoldering ruins. By the heroic labors, and in some cases, the sacrifices of the teachers and students, aided by the citizens, the magnificent library of books, the most of the furniture of the building, and the apparatus for philosophic and chemical illustrations, were nearly all saved and in good condition.

The zeal and coolness, the energy and endurance of these young ladies and gentlemen in this emergency, cannot be too highly praised. They certainly showed themselves fit to command others and to sacrifice, for the good of others, a good measure of their time and labor, and hence they proved that they can govern themselves and control others.

On the evening of that same day the citizens of Carbondale began plans for building a temporary building or place for the Normal University. And notwithstanding the unpropitious weather, in less than sixty days a building was completed and occupied. It has a Hall for study, capable of seating 275 students; a room for the Training Department capable of accommodating 45 pupils; and 14 other rooms, for recitations. It is a fine model for a convenient and cheap building for any school where land is plenty, and is built in the form of a Greek cross with the study hall in the center lighted from above, and from the four corners. The citizens of Carbondale certainly showed a disposition to accommodate the students and to benefit the State by their liberality, and the completeness of the quarters is a surprise to all. This building will be used till the General Assembly of State shall rebuild the University and make it better than ever, and even more worthy the confi-



dence and patronage of the people of Southern Illinois. The history of the building and the picture of it as it was, are inserted as they have stood in previous catalogues. These will serve to remind us of what has been lost, and perhaps to suggest the necessity of immediate measures to rebuild.

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 a location, erect a building, and employ teachers for the school. The Governor, General John M. Palmer, appointed Captain Daniel Hurd, of Cairo; General Eli Boyer, of Olney; Col. Thomas M. Harris, of Shelbyville; Rev. Elihu J. Palmer, of Belleville; and Samuel E. Flannigan, Esq., of Benton.

After advertising in the newspapers and stimulating competition among the towns and cities in the central part of Southern Illinois, these trustees agreed on Carbondale as the place, and the site was fixed on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central Railroad. The contract of the building was let to James M. Campbell, Esq., who assumed the responsibility of completing it for the sum of \$225,000, to be obtained as follows: \$75,000 from the State and the balance from the City of Carbondale and the County of Jackson.

The corner-stone was laid with the ordinary ceremonies, by the Grand Master of the Masonic fraternity of the State, on the 27th day of May, 1870, and the work was rapidly pushed forward. In the spring of the next year Mr. Campbell was killed on the building, and the work was interrupted. The Legislature then assumed the contract, and appointed commissioners to complete the building, and they finished their work, so that the building was dedicated, a Faculty of instruction was inaugurated and the school begun July 1, 1874.

The building is of brick, in the Norman style of architecture, with trimmings of sandstone in two colors. It is 215 feet in extreme length, and 109 in extreme width. It has a basement story 14 feet in the clear; two stories, one 18 feet, the other 22 feet, and a Mansard story 21 feet. The basement is devoted to the heating apparatus and laboratory and dissecting rooms, exercises in unpleasant weather, residence for the janitor, etc. The Mansard is for Lecture Hall, Library, Museum, Art Gallery, and rooms for Literary Societies. The other two stories are for study and recitation. The total cost was about \$265,000.

The steam-heating apparatus, constructed under an act of the General Assembly in 1878, leaves nothing to be desired for comfortable warmth and proper ventilation.

The work of instruction in the new building began July 2, 1874, at which time a Normal Institute was opened, with fifty-three pupils. On the 6th day of September, 1874, the regular sessions of the Normal University were commenced. The school is graded, and has three departments—a Normal Department, with two courses of study, occupying four years and three years respectively; a Preparatory Normal, two years, and a Training Department of three years; making in all a full course of nine years.

There have been admitted to the University in all departments 2257 students, and a record, kept very carefully, shows that about 1324 of these have taught school since their study with us; and hundreds of letters received by us testify that a large portion of these students have taught excellent schools. It would be strange indeed, if among so many, some of whom were with us for very limited periods, and who, of course, could derive but little benefit from our methods of instruction and discipline, did not fail, or at least, should do no better work than those who have not been in attendance here. Notwithstanding the competition of teachers for places, it is not uncommon for directors to apply to us for teachers whom we have educated, and whom we can recommend, and such teachers find little difficulty in obtaining schools at from five to ten dollars more a month than others.

We have no hesitation in saying that any good and diligent student, who will study faithfully a year in our University, can be assured a school without paying a per cent. brokerage. Many facts are revealing this other fact, that those who attend Normal Schools do stand better chances of obtaining situations as teachers than others, and are esteemed more highly by the intelligent friends of education; and in fact, do teach better schools than they would have taught without our instructions, and not unfrequently much better than those who have not been with us. We shall always be glad to correspond with directors or boards of education who desire live teachers, inspired to do the best work.

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## GENERAL INFORMATION.

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The object of the University is to do a part of the work of education undertaken by the State. This is provided for in the departments before named. Each of these has a specific work, and pursues its appropriate method. One design of the Preparatory and Training School is to be an example of what a school for primary scholars should be, and to afford to those preparing themselves to teach a place where they may observe the best methods in operation, and where, at suitable times, they may practice in the calling of a teacher under the eye of one well instructed and largely experienced in the work. This practice work and observation is receiving each year more attention with us, and is one of our most valuable advantages.

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 duty of a teacher. It aims to give, in addition to instruction, opportunities of observation and trial to every one passing through the course, so that he shall not be an entire 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 not shunned as though one gained something by slurring over them. So much of each branch as we pursue, we endeavor to impress upon the heart, and incorporate its methods into the whole frame of the character. Great attention is therefore bestowed upon the earlier parts of the course, such as spelling and pronunciation, reading and defining, writing, drawing, vocal music and calisthenics. 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 course of study is planned to give information, to assist in self control and discipline, and to promote culture and refinement. It is arranged in the order which ages have found most profitable and philosophical; and all experience has shown that the first qualifications of a teacher are knowledge and personal self-discipline. The study of methods or practice will go for little till the scientific education has been obtained. The earlier studies are elementary, and the later ones calculated for stimulating thought when it



is growing to maturity and needs discipline in proper directions. It is most emphatically urged on all students that they make their arrangements to pursue each study in its order, to do thorough work in each, and not to overburden the mind and body too, by a larger number of studies than they can carry. Four studies a day should be the extreme limit, and even then one should be a review of a branch quite familiar.

Few things can be impressed upon the mind to more profit than rules like the following, and we earnestly request school officers, directors and county superintendents to aid us, and the friends of sound systematic education to reiterate the maxims: Be thoroughly grounded in the elements of knowledge; particularly spelling with readiness and correctness; adding and multiplying numbers in all possible combinations with electric speed and infallible accuracy; writing with dispatch and neatness, a good hand, easily read; drawing any simple figure, and singing. These things well learned in theory, and wrought into practical habits, not only open the door to all fields of knowledge and art, but they do go a long way toward making the highest attainments in scholarship and the sweetest grace in all manners and behavior. This Normal University insists on them as both necessary and easily gained.

Our rules of government are few in number and very general in their application. They are embraced in the Golden Rule:

“DO TO OTHERS AS YOU WOULD THEY SHOULD DO TO YOU.”

It is expected, of course, that they include:

1. Neatness of person and of dress.
2. Purity of words and behavior.
3. Cleanliness of desks, books and rooms.
4. Genteel bearing to teachers and fellow students.
5. Punctuality and promptness, not to the minute only, but to the second.
6. Respect for all the rights of others in all things.
7. Earnest devotion to work.
8. Quietness in all movements.
9. By all means be in school the first day and remain till the last of every term.
10. Obedience to the laws of love and duty.

If the spirit of these things can be infused into the soul and wrought into the habits, each student will for himself grow in goodness and truth, and for the State he will be a power and blessing.

A copy of the following paper is handed to each student who wishes to enter the University, and he is expected to give honest answers to each



question, and to sign the pledge marked I below; and in case he desires free tuition he must also sign the one marked II, and it must be held a point of honor with each one to keep these pledges, both while in school and afterward by teaching.

SOUTHERN ILLINOIS NORMAL UNIVERSITY.

Carbondale, Illinois,.....188..

To all Persons Desiring to Enter the University :

N. B.—Make up your mind that any deficiencies, or even errors of previous education or habits, can be supplied or corrected by resolution and industry. Settle it with yourself that you will neither lose nor waste a minute of precious time; that you will attempt no more than you can do well; that you will do that thoroughly; and that no allurements or companions shall lead you to break a rule of the Trustees or Faculty, or of politeness or scholarly deportment.

Fill the blanks and answer the following questions legibly, viz.:

1. Write your name and Post-office address.....
2. Give the name of your father (if living) and address.....
3. If not living give the name of your guardian and address... ..
4. Give the occupation of your father.....
5. Give the date and place of your birth.....
6. Where do you board.....
7. What studies have you completed?.....
8. What studies do you intend to pursue?.....
9. What schools have you attended?.....
10. What books have you read?.....
11. In what branches do you wish to be examined for advanced standing?.....
12. Have you taught school, and how many terms?.....
13. Where last, and at what wages.....
14. Is your certificate first or second grade?.....
15. Are you appointed or recommended by a County Superintendent?.....
16. By whom, and of what county?.....
17. Sign one or both, as is proper, of the following, with your name in full.....

I. I hereby pledge myself to a respectful and orderly deportment in all respects, and to promptness, punctuality and diligence in all studies and scholarly duties.

.....

II. I hereby pledge myself, that after completing my studies in this Southern Illinois University, and if a situation can be had with reasonable effort, I will teach in the public schools of this State three years, or at least as long as I have been instructed in it.

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## A FEW WORDS OF SUGGESTION

TO THOSE WHO DESIGN TO ATTEND OUR SCHOOL.

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1. Understand how many of our studies you have mastered thoroughly and come ready to be examined on them. Do not forget that one who is to teach should be more thorough than one who is intending to be merely a scholar.

2. Do not take the higher studies till you have passed the lower in our classes, or by our examination. Elementary work always pays better in the end than any other. Finish this first; do not be discouraged because your elementary studies have not been thoroughly done; you can remedy all such deficiencies. Quite too many want to begin with the higher studies. Take an examination in the lower ones and find exactly how you stand in them, and then advance as rapidly as you please.

3. Always bring recommendations from the county superintendent or county judge, or some clergyman or justice of the peace.

4. Come determined to work every day, and to omit no duty; to give up every pleasure for the time, and to do nothing but school duties, and to do them without fail at the proper time. Give up dancing schools as most demoralizing to scholarly habits, and all dancing parties as leading to dissipation and often quarrelsomeness, as well as vice and worthlessness.

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## TO OUR FRIENDS.

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We trust county superintendents will advise any who contemplate devoting themselves for a time, at least, to the work of teaching, to enter some of our departments—the Pedagogical or other—and thus to associate themselves with the hundreds who have been with us, and are heartily engaged in elevating the calling of the teacher. It would be well to advise only such to attend as have an honest character and fair health, and good abilities to communicate knowledge. Any one who simply wants to teach because of the lighter and more agreeable labor and better pay, should be discouraged. But when one desires to be worthy both in knowledge and character to discharge the high duties of a teacher, and needs more science and better discipline, let him come and profit.

## COURSE OF STUDY.

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The course of study we repeat, has been arranged with two purposes in view—1, to give a strictly Normal course of training to fit teachers for public schools, and 2, to give example of methods of teaching. It therefore goes over the whole curriculum of school studies, and gives especial attention to those branches which require the use of the observing and perceptive faculties, without neglecting those which demand the use of the imagination and reason. Practical attention is devoted to physics, chemistry, natural history, surveying and language, and the student is not only taught to know, but to do the work of the branches which he pursues. He is also required to give instruction in all that he learns, so that when he begins his life-work, either of teaching or laboring in a secular employment, he may not be wholly inexperienced in the very beginning of his career.

N. B.—Hereafter the senior class, or candidates for diplomas, will be examined on the topics or subjects of the whole course of study. This will be called the Graduating Examination, and will take place about the middle of the Spring Term. A student successfully passing it will be entitled to a recommendation of the Faculty for a diploma to be conferred by the Trustees, and will be assigned a part in the Commencement exercises. The paper containing the questions will embrace ten points on each topic, arranged in pairs, and each answer may be to whichever one of each pair the student prefers. Thirty points will be prepared by the teacher of the department to which the topic belongs, and these will be submitted to the Principal, who shall strike out ten or amend as he may judge best. The remaining twenty will be sent to the State Superintendent of Public Instruction, who will strike out ten more, such as he shall elect. The other ten will be given to the candidates, and they shall have ample time for carefully writing and preparing their papers in answer to the five points they may prefer. These papers, without the names of the writers, shall be given to a committee of county superintendents or teachers, who shall examine them and report on their merit, recommending or not their authors for graduation as they shall deem just. After the papers have been examined they are to be bound in a volume for preservation in the archives of the University.

The above examination for 1883, was conducted by the Faculty, and the papers were graded according to the plan by a Committee of Graduates and County Superintendents, in May, 1883. The Committee were Samuel

B. Hood, County Superintendent of Randolph; William L. Martin, of Washington, William Y. Smith of Johnson, and Miss Mary Wright of Cobden, Miss Elizabeth M. Sheppard of Carbondale and John T. McAnally, M. D., of Carbondale.

P. S.—Owing to the destruction of the building, and derangements connected therewith, the smallness of our temporary quarters, etc., etc., it has been thought best to dispense with this examination the present and the coming year.

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## DEPARTMENTS.

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The course of study is arranged into departments, and is embodied in the accompanying schedules and tables of studies and hours of recitations. Special attention is called to these, and students are earnestly advised to begin with the lower and proceed to the higher. There is a natural order of succession of studies, and ages have proven that this cannot be inverted without harm. We ask all to study the syllabus of each department and mark its plan.



# ENGLISH COURSE OF STUDY.

| <b>STUDIES.</b> |   | PREPARATORY.                                |                     |   |              |   |   | NORMAL.     |   |   |              |   |   |             |   |   |   |
|-----------------|---|---------------------------------------------|---------------------|---|--------------|---|---|-------------|---|---|--------------|---|---|-------------|---|---|---|
|                 |   | First Year.                                 |                     |   | Second Year. |   |   | First Year. |   |   | Second Year. |   |   | Third Year. |   |   |   |
|                 |   | 1                                           | 2                   | 3 | 4            | 5 | 6 | 1           | 2 | 3 | 4            | 5 | 6 | 7           | 8 | 9 |   |
| I.....          | { | Logic.....                                  |                     |   |              |   |   |             |   |   |              | † |   |             |   |   |   |
|                 |   | Ethics and Criticism.....                   |                     |   |              |   |   |             |   |   |              |   | † |             |   |   |   |
|                 |   | Mental Philosophy.....                      |                     |   |              |   |   |             |   |   |              |   |   |             | † |   |   |
| II.....         | { | Pedagogy.....                               |                     |   |              |   |   |             | † | † |              |   |   |             | † | † | † |
|                 |   | School Law.....                             |                     |   |              |   |   |             |   | † |              |   |   |             |   |   |   |
|                 |   | Practice Teaching.....                      |                     |   |              |   |   |             |   |   |              |   |   |             |   |   |   |
| III ..          | { | Zoology.....                                |                     |   |              | † |   |             |   |   | †            |   |   |             |   |   |   |
|                 |   | Botany.....                                 |                     |   |              |   | † |             |   | † |              |   |   |             |   |   |   |
|                 |   | Physiology.....                             |                     |   |              |   |   | †           |   |   |              | † |   |             |   |   |   |
|                 |   | Natural Philosophy.....                     |                     |   |              |   | † |             |   |   |              | † |   |             |   |   |   |
|                 |   | Chemistry.....                              |                     |   |              |   |   |             |   |   |              |   |   |             | † | † | o |
|                 |   | Geology.....                                |                     |   |              |   |   |             |   |   |              |   |   |             |   | † |   |
| IV ...          | { | Astronomy.....                              |                     |   |              |   |   |             |   |   |              |   |   |             |   | † |   |
|                 |   | Arithmetic.....                             | †                   | † | †            |   |   |             |   | † | †            |   |   |             |   |   |   |
|                 |   | Algebra.....                                |                     |   |              | † | † |             |   | † | †            | † |   |             |   |   |   |
|                 |   | Geometry.....                               |                     |   |              |   |   |             |   |   |              |   | † | †           |   |   |   |
|                 |   | Trigonometry and Surveying.....             |                     |   |              |   |   |             |   |   |              |   |   | †           |   |   |   |
|                 |   | General Geometry and Calculus.....          |                     |   |              |   |   |             |   |   |              |   |   |             |   | o | o |
| V.....          | { | Book-Keeping.....                           |                     |   |              |   |   |             |   |   |              |   |   |             | † |   |   |
|                 |   | Reading and Phonics.....                    |                     |   | †            |   |   |             |   |   | †            |   |   |             |   |   |   |
|                 |   | Elocution.....                              |                     |   |              |   |   |             |   |   |              |   |   |             |   |   | † |
|                 |   | Grammar.....                                |                     |   |              | † | † | †           |   |   | †            |   |   |             |   |   |   |
|                 |   | English Analysis.....                       |                     |   |              |   |   |             |   |   |              |   | † |             |   |   |   |
|                 |   | Word Analysis.....                          |                     |   |              |   |   |             |   |   |              |   |   | †           |   |   |   |
| VI...{          | { | Rhetoric.....                               |                     |   |              |   |   |             |   |   |              |   | † |             |   |   |   |
|                 |   | English Literature.....                     |                     |   |              |   |   |             |   |   |              |   | † | †           |   |   |   |
|                 |   | Geography.....                              |                     | † | †            |   |   |             |   | † |              |   |   |             |   | † |   |
| VI...{          | { | History.....                                | †                   | † |              |   |   |             | † |   |              |   |   |             | † |   |   |
|                 |   | Constitution of the U. S. and Illinois..... |                     |   |              |   |   |             |   |   |              |   |   | †           |   |   |   |
|                 |   | Penmanship.....                             | †                   |   |              |   |   |             |   |   | †            |   |   |             |   |   |   |
| VII..{          | { | Drawing.....                                |                     | † |              |   |   |             |   | † |              |   |   |             |   |   |   |
|                 |   | Vocal Music.....                            |                     |   |              |   |   |             |   |   |              |   |   |             |   |   |   |
| VIII. {         | { | Calisthenics.....                           | Daily till excused. |   |              |   |   |             |   |   |              |   |   |             |   |   |   |
|                 |   | Military Drill.....                         | Daily exercises.    |   |              |   |   |             |   |   |              |   |   |             |   |   |   |
|                 |   |                                             | Three times a week. |   |              |   |   |             |   |   |              |   |   |             |   |   |   |

The Roman numerals on the margin refer to departments, as in the Syllabus following.

“†” indicates the time of study; “o” optional study.

Calisthenic Exercises each day during the course. Military Instruction and Practice will occupy such times as may be found convenient.

N. B.—Classes in Practical Pedagogics, and in methods of teaching Reading, Grammar, Arithmetic, Geography and History, are carried on every year. All pupils are expected to enter these classes as early as during their first year in the Normal course.

The last eight weeks of the Spring Term will be conducted as a Normal Institute for such as desire to review for school work and examinations.

# CLASSICAL COURSE OF STUDY.

|         | <b>STUDIES.</b>                                                                                                                                  | PREPARATORY.                                                                   |   | NORMAL.      |   |             |   |              |   |             |   |              |   |   |   |   |    |    |    |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---|--------------|---|-------------|---|--------------|---|-------------|---|--------------|---|---|---|---|----|----|----|
|         |                                                                                                                                                  | First Year.                                                                    |   | Second Year. |   | First Year. |   | Second Year. |   | Third Year. |   | Fourth Year. |   |   |   |   |    |    |    |
|         |                                                                                                                                                  | 1                                                                              | 2 | 3            | 4 | 5           | 6 | 1            | 2 | 3           | 4 | 5            | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| I....   | { Logic.....<br>Ethics and Criticism ..<br>Mental Philosophy.....                                                                                |                                                                                |   |              |   |             |   |              |   |             |   |              |   | † |   |   |    |    |    |
| II....  | { Pedagogy.....<br>School Law.....<br>Practice Teaching.....                                                                                     |                                                                                |   |              |   |             |   | †            | † |             |   |              |   |   |   |   | †  | †  | †  |
| III.... | { Zoology.....<br>Botany.....<br>Physiology.....<br>Natural Philosophy.....<br>Chemistry.....<br>Geology.....<br>Astronomy.....                  |                                                                                |   |              | † |             |   |              |   |             |   | †            |   |   |   |   |    |    |    |
| IV....  | { Arithmetic.....<br>Algebra.....<br>Geometry.....<br>Trigonometry and Surveying.....<br>General Geometry and Calculus.....<br>Book-Keeping..... | †                                                                              | † | †            |   |             |   |              | † |             |   |              |   |   |   |   |    |    |    |
| V....   | { Reading and Phonics.....<br>Elocution.....<br>Grammar.....<br>English Analysis.....<br>Rhetoric.....<br>English Literature.....                |                                                                                | † |              |   |             |   |              | † |             |   |              |   |   |   |   |    |    | †  |
| VI....  | { Geography.....<br>History.....<br>Constitution U. S. and Illinois.....                                                                         |                                                                                | † | †            |   |             |   | †            |   |             |   |              |   |   |   |   |    |    | †  |
| VII..   | { Penmanship.....<br>Drawing.....                                                                                                                | †                                                                              |   |              |   |             |   |              | † |             |   |              |   |   |   |   |    |    |    |
| VIII.   | { Vocal Music.....<br>Calisthenics.....<br>Military Drill.....                                                                                   | Daily till excused.<br>Daily exercises.<br>Three times a week. <i>X</i>        |   |              |   |             |   |              |   |             |   |              |   |   |   |   |    |    |    |
| IX....  | { Latin.....<br>Greek.....                                                                                                                       |                                                                                |   |              | † | †           | † | †            | † | †           | † | †            | † | † | † | † | †  | †  | †  |
| X....   | { German ..<br>French .....                                                                                                                      | The studies of this Department are optional. They may be taken up at any time. |   |              |   |             |   |              |   |             |   |              |   |   |   |   |    |    |    |

The Roman numerals on the margin refer to Departments, as in the syllabus following.

“+” indicates the time of study; “o” optional.

Calisthenic Exercises each day during the course. Military Instruction and Practice will occupy such times as may be found convenient.

N. B.—Classes in Practical Pedagogics, and in methods of teaching Reading, Grammar, Arithmetic, Geography and History, are carried on every year. All pupils are expected to enter these classes as early as during their first year in the Normal course.

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# PROGRAMME OF RECITATIONS.

## FALL TERM.

|   |          |              |       |               |                 |                |              |             |         |          |         |
|---|----------|--------------|-------|---------------|-----------------|----------------|--------------|-------------|---------|----------|---------|
| 1 | Phys. A* | Greek Read.  | ..... | Nat. Phil. B* | Reading A*      | U. S. Hist. C* | Arith. D.    | Eng. Anal.  | Drawing | Geog. A. | Ger. T. |
| 2 | .....    | Lat. Ele. A. | ..... | .....         | Gen. Hist. .... | .....          | Alg. C. .... | Gram. C* .. | Penman. | .....    | Ger. C. |

### MORNING RECESS.

|   |          |          |       |              |              |               |            |                |            |             |         |          |         |
|---|----------|----------|-------|--------------|--------------|---------------|------------|----------------|------------|-------------|---------|----------|---------|
| 3 | Zool. B. | Anabasis | ..... | Prac. Ped. C | Theo. Ped. C | Nat. Phil. A. | Reading B* | U. S. Hist. C. | Arith. B*. | Gram. P* .. | Drawing | Geog. C* | Ger. C* |
| 4 | .....    | Cesar    | ..... | .....        | .....        | .....         | Elocution* | .....          | .....      | .....       | Penman. | Geog. C* | .....   |

### LUNCH RECESS, followed by SPELLING, MILITARY DRILL, AND LECTURES.

|   |               |       |              |       |               |            |                |                |            |               |         |              |        |
|---|---------------|-------|--------------|-------|---------------|------------|----------------|----------------|------------|---------------|---------|--------------|--------|
| 5 | Ment. Philos. | ..... | Virgil.      | ..... | Geom. B. .... | Chemistry. | Rhetoric. .... | U. S. Hist. B* | Arith. C*. | Gram. D. .... | Drawing | Geog. B*     | Fr. C. |
| 6 | .....         | ..... | Lat. Ele. A* | ..... | .....         | .....      | Vocal Music    | U. S. Hist. A. | Arith. D*. | Gram. B* ..   | Penman. | Alg. E. .... | .....  |

## WINTER TERM.

|   |       |               |       |              |              |                |              |             |         |          |         |
|---|-------|---------------|-------|--------------|--------------|----------------|--------------|-------------|---------|----------|---------|
| 1 | ..... | Greek Read.   | ..... | Book-keeping | Eng. Lit. B. | U. S. Hist. A* | Arith. C.    | Gram. C* .. | Drawing | Geog. B* | Ger. T. |
| 2 | ..... | Lat. Read. A. | ..... | .....        | .....        | .....          | Alg. B. .... | Gram. B* .. | Penman. | Geog. C. | Ger. B. |

### MORNING RECESS.

|   |       |          |                |       |              |              |               |             |                |            |            |         |             |         |
|---|-------|----------|----------------|-------|--------------|--------------|---------------|-------------|----------------|------------|------------|---------|-------------|---------|
| 3 | ..... | Zool. A. | Socrates.      | ..... | Prac. Ped. B | Theo. Ped. B | Nat. Phil. B. | Elocution*. | U. S. Hist. B. | Arith. D*. | Wo d Anal. | Drawing | Phys. Geog. | Ger. B* |
| 4 | ..... | .....    | Cas. & Sallust | ..... | .....        | .....        | .....         | .....       | .....          | .....      | .....      | .....   | Geog. A*    | .....   |

### LUNCH RECESS, followed by SPELLING, MILITARY DRILL, AND LECTURES.

|   |        |          |               |       |               |          |               |                |            |               |         |              |         |
|---|--------|----------|---------------|-------|---------------|----------|---------------|----------------|------------|---------------|---------|--------------|---------|
| 5 | Logic. | Phys. A* | Cicero.       | ..... | Geom. A. .... | Chemist. | Read. A. .... | U. S. Hist. B* | Arith. B*. | Gram. C. .... | Drawing | Alg. E*.     | Fr. B.  |
| 6 | .....  | .....    | Lat. Read. A* | ..... | .....         | .....    | Vocal Music   | .....          | Arith. A.  | Gram. D* ..   | Penman. | Alg. D. .... | Ger. D. |

## SPRING TERM.

|   |                     |          |               |       |              |              |                |              |             |         |          |         |
|---|---------------------|----------|---------------|-------|--------------|--------------|----------------|--------------|-------------|---------|----------|---------|
| 1 | Const. U. S. & Ill. | Botany A | Anabasis.     | ..... | Book-keeping | Eng. Lit. A  | U. S. Hist. C* | Arith. B.    | Gram. D* .. | Drawing | Geog. A* | Ger. T. |
| 2 | .....               | Zool. A* | Lat. Read. A. | ..... | .....        | Elocution... | U. S. Hist. B* | Alg. A. .... | Gram. C* .. | .....   | Geog. B. | Ger. A. |

### MORNING RECESS.

|   |       |           |         |       |                |              |                 |               |                |            |               |         |          |         |
|---|-------|-----------|---------|-------|----------------|--------------|-----------------|---------------|----------------|------------|---------------|---------|----------|---------|
| 3 | ..... | Phys. A.  | Homer.  | ..... | Sch. L. & P. A | Theo. Ped. A | Nat. Philos. A* | Read. A*.     | U. S. Hist. A* | Arith. A*. | Gram. B. .... | Drawing | Geog. C* | Ger. A* |
| 4 | ..... | Botany B. | Sallust | ..... | .....          | .....        | .....           | Read. B. .... | U. S. Hist. A* | Arith. D*. | .....         | Penman. | .....    | .....   |

### LUNCH RECESS, followed by SPELLING, MILITARY DRILL, AND LECTURES.

|   |         |       |               |       |              |               |            |                |            |               |         |          |         |
|---|---------|-------|---------------|-------|--------------|---------------|------------|----------------|------------|---------------|---------|----------|---------|
| 5 | Ethics. | ..... | Tachus.       | ..... | Trigo. & Sur | Astronomy ... | Voc. Music | U. S. Hist. B* | Arith. C*. | Gram. A. .... | Drawing | Alg. D*. | Fr. A.  |
| 6 | .....   | ..... | Lat. Read. A* | ..... | .....        | Geology. .... | .....      | U. S. Hist. C* | Arith. B*. | Gram. C* ..   | Penman. | Geog. B* | Ger. D. |

The Classes marked \* are irregular.



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## SYLLABUS OF DEPARTMENT WORK.

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N. B.—This syllabus includes both English and Classical courses. Let it be studied in connection with tables, Course of Study and Programme. The course is arranged so as to fill four years of three terms each—twelve terms in all. Each study is named below in this order.

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### I. Department of Mental and Moral Science.

#### LOGIC.

*Eighth Term of the Course.*—Logic in its three branches of conceiving, thinking and inferring, with their laws, and special attention to methodology in sciences. Logical elements and logical methods, fallacies and how to detect and avoid them. W. S. Jevons' Elements and Principles.

#### ETHICS AND CRITICISM.

*Ninth Term of the Course.*—Ethics with care concerning the motives of conduct and the formation of habits and character. Criticism so far as to suggest the rules of judgment in literature and arts, and to analyze the works of art in their several branches. Wayland, Peabody and Bascom

#### MENTAL PHILOSOPHY.

*Tenth Term of the Course.*—The three grand departments of intellectual activity—thought, emotion and volition—perception, qualities of matter—the senses and sensation—memory, with special attention to its laws of retentiveness and recollection; imagination, constructive and creative—induction and deduction, and intuition. The sensibilities, particularly as motives or springs to action, with the desires and affections; and lastly, the will. All this for the purpose of teaching how to control one's self and govern or influence others. Mahan's Mental Philosophy.

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### II. Department of Pedagogy.

#### PRACTICAL PEDAGOGICS.

(*Wickersham's School Economy, Payne's School Supervision, Swett's Methods of Teaching.*)

*First Term, (C).*—School sites and grounds; schoolhouses, furniture and



apparatus; grading schools; studies for different grades; school records; school organization; incentives to study; the recitation; preparation for and manner of conducting the recitation.

Observation of methods in class-room; theses; discussions.

*Second Term, (B).*—Practical school ethics; rewards and punishments; means of preventing and of correcting disorder; school administration; the teacher's motives, qualifications and duties; advantages and disadvantages of teaching; effect of good schools upon State and Nation; existing educational agencies; the common school; the normal school.

Observation; criticism; theses; discussions.

*Third Term, (A).*—School law of Illinois; summary of school system of the State; the school funds; rights of parties to the school contract; school supervision; examinations; methods for ungraded schools; teaching and training.

Criticism; practice; theses; discussions.

#### THEORETICAL PEDAGOGICS.

*Tenth Term.*—In Theoretical Pedagogics, special education necessary for a teacher. The knowledge a teacher needs, the methods of acquiring it and the methods of imparting it; the true order of studies, and the motives to be used in controlling and governing; observations in school room; practical teaching, theses and discussions. Wickersham's Methods.

*Eleventh Term.*—The Philosophy of Education and the nature of the child, with the several ranks or grades of school, and the ages at which specific studies should be commenced, and to what they should lead. The hierarchy of schools and of knowledge to be imparted or acquired; observations in school; practical work in schoolroom; theses and discussions; educational biography. Rosenkrantz and Lectures.

*Twelfth Term.*—Some of the most eminent men in the teachers' profession, and a history of their work, and of the movement of thought that has made it possible for men to obtain command over themselves and all their powers, and to combine and co-operate with their fellows. Observations in recitations, practical teaching in classes, theses and discussions. Quicks' Educational Reformers, and Lectures.

#### PRACTICAL TEACHING.

There are required three terms of teaching in the Training School, under the supervision of the teachers in charge of the school.

### III. Department of Physical and Biological Science.

#### ZOOLOGY.

*Elementary Zoology.*—General idea of animals; principles of their classification in general terms; branches or sub-kingdoms as a whole; study of the more common vertebrates, with the character of the orders; articulates as a branch, the classes and orders, illustrations; mollusca as a branch, the classes and orders, illustrations from land, fresh water and marine mollusks; radiates as a branch, brief study of the classes by examination of some of the best known forms; protozoans as a branch.

*Fifth Term.—Advanced Zoology.*—What is an animal? general idea of the animal kingdom; basis of classification; the five branches, or sub-kingdoms. Vertebrates, classes; mammals, illustrations and analysis in studying the orders, preserving and caring for specimens; birds, groups or orders, illustrations and analysis, taxidermy; reptiles, illustrations and analysis, preservation of specimens; batrachians, illustrations, etc.; fishes, characters, illustrations, etc.; articulates, classes, insects as a class, the orders, analysis, methods of preservation and care of specimens, injurious and beneficial; arachnida, illustrations; crustaceans, illustrations; worms, orders; mollusca, classes—cephalopoda, gasteropoda, tunicata, brachiopoda, polyzoa, illustrations; radiates, classes—echinodermata, acalephia, polypi, illustrations; protozoans, classes or divisions.

#### BOTANY.

*Elementary Botany.*—Parts of plants — roots, stems, leaves and flowers; character of each; how plants grow from the seed; how they continue to grow; duration of plants; study of the root, kinds of roots; study of the stem, kinds of stem; study of leaves, venation, forms, margin, base, apex; inflorescence; forms and kinds of flowers, their parts, nature of the flower; shapes; fruit, simple, aggregated and multiple; seeds, their coats and contents; how plants grow; what they are made for; what they do; how classified; work in analysis the last few weeks of the term.

*Third Term.—Advanced Botany.*—The leaf, parts, venation, margin, base, apex, simple, compound; inflorescence, forms, aestivation; floral organs; floral envelopes, situation, kinds of perianths; essential organs; stamens, their parts; pistils, their parts; analysis of plants with methods of preparing herbarium specimens, begun and continued through rest of term, fruit, dehiscent and indehiscent pericarps, kinds of fruits; seed, its coats,

contents; germination; growth of phænogamous plants, study of root and stem; cryptogamous plants, their vegetative organs, reproductive organs, vegetable cells; vegetable tissues; structure of woody tissues and leaves; fertilization of phænogams; of cryptogams; plant action, absorption, circulation, transpiration and respiration.

Physiology and anatomy defined, organic and inorganic bodies; cells, divisions of the human body; bones, structure, classification and joints; muscles, tendons, movements; food, its classification, condition necessary for healthy diet; digestion, the digestive organs and fluids, what each fluid acts upon; the alimentary canal compared with that of other animals; absorption, the lymphatics; respiration, the respiratory organs, ventilation; circulation, the heart and its accessories; composition of the blood, illustrated with the microscope and by dissection; temperature of the body, clothing, etc.; secretion; glands; the nervous system, the brain, cerebro-spinal nerves, the sympathetic system, functions of the brain; the senses, taste, smell, touch, vision, hearing, a study of the organs of each; the voice, vocal organs. Illustrations with the skeleton, charts, models and specimens through the whole course.

NATURAL PHILOSOPHY.—*Avery.*

*Fourth Term.*—Definitions, properties and states of matter; dynamics:—force and motion, composition and resolution of forces, falling bodies, pendulum, energy; simple machines, laws of equilibrium, friction; hydrostatics:—liquid equilibrium, capillarity, buoyancy, specific gravity; hydrokinetics:—discharge of liquids through orifices, flow of rivers, water-wheels; pneumatics—atmospheric pressure, Mariotte's laws, barometer, air force and lifting pumps, siphon; acoustics—reflection and refraction of sound, sound waves, musical instruments; heat—temperature, thermometer, liquefaction, vaporization, distillation, latent and specific heat, diffusion of heat, thermodynamics; optics—velocity, reflection and refraction of light, chromatics optical instruments, polarization; electricity—magnets, induction machines, condensers, voltaic battery, thermo-electricity, electric telegraph, telephone, etc.

The various subjects are thoroughly illustrated by practical experiments and problems.

ELEMENTARY NATURAL PHILOSOPHY.—*Steele.*

*Fifth Term.*—The general outline of the work is similar to that of the advanced class, but less extended in details and thoroughness.

CHEMISTRY B.—*Avery.*

*Tenth Term.*—Chemical nomenclature, laws governing chemical combinations. Atomic weights, molecular weights, specific gravity and valency of each element. Stoichiometry; theory of acids, bases and salts; grouping of elements; their discovery, occurrence, preparation, properties and uses.

CHEMISTRY A.—*Craft.*

*Eleventh Term.*—Description of chemical operations, preparation of reagents, deportment of bodies with reagents, and blow-pipe work according to groups. Analysis of ten simple substances, determining bases only; and ten determining both acids and bases; ten complex substances; specimens of soils and waters, applied chemistry, toxicology, etc.

The work in chemistry is chiefly done in the excellent laboratory of the University, where the student is supplied with good Bunsen burners, a full line of reagents, and a suitable stock of chemical compounds, the purpose being to make the student familiar with the different processes of analyzing ordinary substances, and to render him skillful in manipulating apparatus.

GEOLOGY.—*Andrews.*

*Twelfth Term.*—Physiographic geology — general character of the earth's features; system in the earth's features; lithological geology — constitution of the rocks, kinds of rocks; condition, structure and arrangement of rock masses, stratified, unstratified and vein form; position of strata, dislocation, order of arrangement. Review of the animal and vegetable kingdoms. Historical geology — Azoic age or time; paleozoic time — Lower Silurian, upper Silurian; age of fishes or Devonian age; age of coal plants or carboniferous age; mesozoic time reptilian age; cenozoic time:—Mammalian age; age of man. Dynamic geology:—Life, agency of the atmosphere agency of water, agency of heat. Illustrations of the subject through the term by cabinet specimens, and by study of the formations of Carbondale and vicinity.

MINERALOGY.—*Foye.*

*Twelfth Term.*—The work in Geology is supplemented by a short course in determinative mineralogy. Description of minerals, scales of hardness and fusibility; specific gravity, solubility, blow-pipe tests, streak, system of crystallization, luster, fracture, groups, etc.



ASTRONOMY.—*Ray.*

*Twelfth Term.*—Ptolemaic and Copernican systems; Kepler's laws; law of gravitation; system of circles:—horizon, equinoctial, ecliptic; solar system:—sun, planets, satellites, asteroids, meteors, comets, zodiacal light; orbits of the planets; the seasons; parallax; time; refraction; eclipses; tides; study of constellations with night observations; use of the telescope. Original essays by the class.

## IV. Department of Mathematics.

## PREPARATORY DEPARTMENT.

ARITHMETIC.—*White.*

*First Term, Class D.*—Fractions—Definitions; reading and analysis of fractional expressions; discussion of propositions; greatest common divisor; least common multiple; reduction of fractions to lowest terms, to higher terms; improper fractions to whole or mixed numbers; mixed numbers to improper fractions; fractions to common denominator, to least common denominator; addition, subtraction, multiplication and division of fractions; nature of a decimal fraction; reading and writing decimals; reduction of common fractions to decimals, and decimals to common fractions; addition, subtraction, multiplication and division of decimals; solution of text book examples; original examples by members of the class; reasons required for the process; compound numbers; tables; examples; longitude and time.

*Second Term, Class C.*—Percentage—Terms and definitions; analysis and formulæ, making and solving original examples; interest—aliquot parts and decimal methods; common, exact, annual and compound interest, partial payments—United States rule, merchants' rule; essentials to the validity of every promissory note, and making examples; discount—trade, bank, true; insurance; taxes; averaging accounts; partnership; ratio and proportion.

*Third Term, Class B.*—Powers and roots; square; cube; number of figures in the square of a number, in the cube of a number; square root; cube root; number of figures in the root of a number; square of a number made up of tens and units; cube of a number made up of tens and units; square root formulæ; cube root formulæ; writing cube root from the formulæ; solution of examples; original examples made by the class; metric system; meaning

of terms used; tables; reducing metric to common measure and common measure to metric; review principles of fundamental rules; review fractions, explaining carefully all principles; thorough review of percentage, with its applications; ratio and proportion.

NORMAL.

*Arithmetic, Class A.—Second Term.*—Methods of mental arithmetic; advantages and disadvantages of mental arithmetic; advantages of uniting mental and written arithmetic; method of conducting blackboard exercises; illustration of the law that a unit of any order is made up of ten units of the next lower order; composition of the period in numeration, and how the periods are named; the named order of figures; use of the numerical frame and how the blackboard and slate can be used instead of it; importance to primary students of slates; how to teach the tables, especially the addition and multiplication tables; method of adding by complement, subtracting by the same; Grubb's method of elementary instruction; object to be attained in teaching primary arithmetic; methods in fundamental rules for advanced classes; G. C. D., three processes; L. C. M.; methods in fractions—inductive and deductive; compound numbers; methods in percentage and its applications; ratio and proportion; powers; roots; metric system.

HIGHER ALGEBRA.—*Ficklin.*

*Fourth Term, (C).*—Literal notation and its application to addition, subtraction, multiplication and division of integral and of fractional quantities, and to factors, divisors and multiples; simple equations; indeterminate equations; inequalities, involution and evolution; theory of exponents.

*Fifth Term, (B).*—Radical quantities; quadratic equations; discussion of problems; higher equations; simultaneous equations.

*Sixth Term, (A).*—Proportion; permutations and combinations; binomial theorem; identical equations; series; logarithms; compound interest and annuities.

GEOMETRY.—*Wentworth.*

*Seventh Term, (B).*—Straight lines and angles; circumferences; triangles; quadrilaterals; general properties of polygons; circles; problems.

*Eighth Term, (A).*—Lines and planes; solid angles; polyhedrons; spherical polygons; cylinder, cone, and sphere; problems.

TRIGONOMETRY.—*Wentworth.*

*Ninth Term.—Plane.*—Trigonometrical functions; tables of natural and of logarithmic functions; solution of triangles; actual use of surveyor's transit and compass in making examples in area, height, and distance.

*Spherical.*—Solution of spherical triangles for arcs and angles, with special application to measurement of distances and areas on the surface of the earth, and of volumes.

GENERAL GEOMETRY.—*Olney.*

*Tenth Term.*—Descartes' method of co-ordinates; method of polar co-ordinates; transformation of co-ordinates; investigation of properties of plane loci by means of their equations.

CALCULUS.—*Olney.*

*Eleventh Term.—Differential.*—Definitions and notations; differentiation of algebraic, logarithmic, exponential, trigonometrical and circular functions; successive differentiation and differential co-efficients; functions of several variables and partial differentiation; development of functions; evaluation of indeterminate forms; maxima and minima of functions of one variable.

*Twelfth Term.—Integral.*—Definitions and elementary forms; rational fractions; rationalization; integration by parts and by infinite series; successive integration; definite integration and constants of integration.

## BOOK-KEEPING.

Text-book, Bryant & Stratton's high school edition.

*Eleventh Term.*—What constitutes a business transaction; accounts; meaning of business terms; principle of journalization; posting; closing ledger; notes; drafts; bill book; discounting. Partnership; commission; exchange; making business papers, deed, will, invoice, account sales, balance sheet; administrator's books.

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**V. Department of English Language and Literature.**

## READING.

Text-book, Appleton's Fifth Reader.

*First Class.*—Elements of speech, with phonic spelling; orthoepy, artic-

ulation, syllabication, accent, emphasis, slur, inflection, pause; management of breath; management of person; classes of ideas; organs of breathing; voice and speech; voice building; three written examinations.

*Second Class.*—Orthoepy reviewed; phonic spelling; elements of expression formally considered; cultivation of voice and manner; methods of teaching, word, phonetic and alphabetic, considered and illustrated by teacher and pupils; methods for variety in recitation considered; three written examinations.

#### ELOCUTION.

*Twelfth Term.*—Text-book, Cumnock, one term; review of the elements of speech with vocal culture; expression considered; agencies of delivery, voice and action; attributes of voice, quality, force, stress, pitch, time, etc.; exercise in breathing with use of spirometer; 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; three written examinations.

#### GRAMMAR.

#### PREPARATORY DEPARTMENT WORK.

Text-book, Harvey's English Grammar.

*Class D.*—Uses of capital letters; parts of speech, their modifications; declension of nouns and pronouns; conjugation of verbs; correction of ungrammatical expressions; parsing.

*Class C.*—Review of etymology; sentences, kinds and forms; elements, words, phrases, clauses; illustrating by composition; analyzing.

*Third Term—Class B.*—Rules of syntax; analysis of sentences; correction of false syntax by the rules; peculiar construction; punctuation; prosody.

#### NORMAL DEPARTMENT WORK.

*Third Term—Class A.*—Text-books, any in reputable use.

*First Month.*—Parts of speech; properties; methods of teaching these; points of difference in the authors used; parsing.

*Second Month.*—Sentences; elements; forms and kinds of sentences; rules of syntax; false syntax; peculiar constructions; analyzing.

*Third Month.*—Capitalization; punctuation; discussion of questions concerning the time to begin the study of grammar, the benefits to be derived from it, the plans adapted to the different grades.



*Analysis—Seventh Term.*—Text-book, Greene.

Principles of language; paragraphing and composition; powers of words; synonyms; idioms; abridging propositions; skeletons for essays; grammatical, rhetorical, and logical analysis.

#### ETYMOLOGY.

Swinton's "New Word-Analysis."

Sources of the language; Latin prefixes and suffixes; Latin roots; derivatives therefrom; Greek roots and derivatives; Anglo Saxon elements; miscellaneous; synonyms.

#### SPELLING, WORD-ANALYSIS AND DEFINITION.

*Class E.*—Lessons on objects, names and qualities; Webster's system of diacritical marks.

*Class D.*—Review of preceding lessons; list of words commonly used in connection with the same object; syllabication; rules for spelling; rules for capitalizing; giving definitions and making sentences.

*Class C.*—Review preceding lessons; words containing silent letters; Words pronounced alike but different in meaning; diphthongs *ei* and *ie*; definitions and sentences.

*Class B.*—Review preceding lessons; terms in grammar; terms in arithmetic; terms in geography; terms in reading; terms in natural sciences; abbreviation of titles; business terms, etc.; irregular plurals; making paragraphs.

*Class A.*—Review of rules for spelling and capitalizing; rules for punctuation; primitives, derivatives, compounds, with list of words for illustration and analysis; dictionary exercises; making composition.

#### RHETORIC.

*Seventh Term of the Course.*—Invention, style and discourse, including language, composition, figures of speech, purity, strength, harmony, as in D. H. Hill's Science of Rhetoric. This work is supplemented by essays, themes and discussions.

#### ENGLISH LITERATURE.

Text-book, Shaw's Revised History of English Literature.

*Eighth Term.*—First half given to American literature; recitation of

text; readings by teacher and pupils. Second half devoted to English literature; recitation of text and readings from Chaucer, Mandeville, Spencer, Shakespeare, Bacon, Johnson, Taylor and others; essays on authors and works, and criticisms in style; three written examinations.

*Ninth Term.*—Recitation of text; readings from Milton, Locke, Bunyan, Barrow, Dryden, Pope, Swift, Addison, Johnson, Goldsmith, Burke, and later writers; attention given to style of each and to Latinized and idiomatic style; essays as before; three written examinations.

## VI. Department of Geography and History.

### GEOGRAPHY.

#### 1. *Geography, A.*

*First Term.*—Time, fifteen weeks.

*First Month.*—1, Definitions and how they should be taught; pronunciation of foreign names; map drawing; 2, 3 and 4, North America; 5, reviews and studies in methods of teaching; with illustrations and lectures and examinations.

*Second Month.*—1, South America; 2, Europe; 3, Asia; 4 and 5, reviews; methods of teaching, lectures, examinations.

*Third Month.*—1, Africa; 2, Australia and Pacific Islands; 3, special study on Illinois; 4 and 5, reviews, lectures, examinations.

### PREPARATORY DEPARTMENT WORK.

*Class B, Geography;* same work in two terms. Classes C and D, geography: simple geography without lectures. Class C in two terms, and Class D (all young children) in three terms.

2. Geography of the locality; elementary definitions; directions and distances; latitude and longitude; geography of different countries.

3. The methods will be by map-drawing or construction, by studying river systems and mountain chains, or analysis by marking political divisions and locating towns, cities, and places of natural or historical interest; the people, their character, their pursuits, productions of the soil, the climate, and the advantages of the countries. History is connected with localities.

PHYSICAL GEOGRAPHY—*Guyot*.

*Eleventh Term*.—Time, twelve weeks.

*Part 1*. Earth's position in the universe. Surface measurement, etc. Evidences of internal heat.

*Part 2*. The lands, arrangement, outline, relief. Islands, position, formation.

*Part 3*. Waters, continental and oceanic. Drainage of continents, Oceans. Oceanic movements.

*Part 4*. Atmosphere, physical and astronomical climate. The winds. Vapor in the atmosphere. Laws of rainfall. Glaciers.

*Part 5*. Life upon the earth. Distribution of plants. Distribution of animals.

HISTORY.—*Barnes*.

*History of U. S.*—Review and Method class. The object of this class is to give students a general review of the U. S. history, and at the same time to furnish opportunity to study and discuss as well as to illustrate plans and methods of teaching this particular branch.

*History of U. S.—Classes C and B.*—Two terms. Spanish discoveries; French discoveries; English discoveries; Virginia and Massachusetts in Colonial times; French and Indian wars; revolution; articles of Confederation ratified; articles of the Constitution submitted to the States, and ratified; Washington's, Adams' and Jefferson's Administrations; war of 1812; Monroe's, J. Q. Adams', Jackson's and Van Buren's Administrations; admission of Texas and War with Mexico; Omnibus Bill; Arctic explorations; Kansas and Nebraska Bill; civil war; period since the civil war.

*Ancient and Modern History.*—Swinton's Compend. Fifteen weeks. Dispersion of races; Phœnicia; Syria; Hebrews; Medo-Persian Empire; African States and Colonies; Greece; Empire of Alexander.

Rome; religion; Punic and civil wars; empire; Northern barbarism; dark ages; middle ages; Crusaders; rise of Italian republics; empire and church; mediæval languages and literature.

French in Italy; reformation; Turks; England; rise of Dutch Republic; thirty years' war; United States; India; French Revolution; second French Empire.

## CONSTITUTION OF THE UNITED STATES.

*Ninth Term of the Course.*—The Constitution of the United States, in-

cluding the history of its formation and interpretation, with a careful analysis of its provisions, paragraph by paragraph, and a consideration of the duties of the several officers who act under it. Alden.

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### **VII. Department of Penmanship and Free-Hand Drawing.**

1. Elements of letters, with practice; capitals; copy writing; paragraphing. The object is to form a handwriting at once rapid, legible and compact, and frequent practice is our chief dependence.

2. Free-hand drawing, lines straight, singly and in combination, to make figures; definitions; curves; drawing leaves from nature, objects also; composition by means of elements; work on the blackboard; perspective in its elements. Some copying of engraved pictures and heads is allowed, but this is not recommended to be carried to any great extent. The teacher is to be taught this wonderful art mostly to enable him to use the chalk and blackboard, not the pencil, to illustrate whatever he may have to present to his class.

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### **VIII. Department of Physical Exercises and Vocal Music.**

This is to give grace and symmetry to the frame, and volume and culture to the voice. Daily exercises in movement of limbs and body arc conducted in the main hall of the University. Vocal music is practiced and taught so as to give the student a good knowledge of the art and practice of singing, so that he can conduct the music of a school and inspire the scholar to cultivate and love this refining and ennobling duty of the sweet voice.

#### **VOCAL MUSIC.**

Time, one term.

Attitude; management of breath; rote singing; classification of voices; scales and intervals; musical accents and varieties of measure; melody; harmony; musical notation; staff, bars, measures, clefs, musical fraction, etc.; keys and signatures; articulation; phrasing; musical expression; exercises in writing music; three written examinations.



## CALISTHENICS.

The textbook for the use of instructors, Watson's Complete Manual. Seat-gymnastics, 1st, 2d and 3d series; chest exercise, 1st, 2d, 3d, 4th and 5th series; arm and hand, five series; elbow exercise, five series; shoulder exercise, five series; leg and foot exercise; attitude; marching exercise. All exercises are regulated by the music of a piano.

**IX. Department of Ancient Languages and Literatures.***LATIN COURSE.*

## SECOND YEAR OF THE PREPARATORY.

## LATIN ELEMENTS.

*Fourth Term.*—Division and combination of letters; English method of pronunciation; classification of words and their properties; Latin pronouns and their relation to other words; frequent inter-language translations, giving formation and derivation and analysis of English words; written examinations. Harkness and Ahn.

## LATIN ELEMENTS—Continued.

*Fifth Term.*—Conjugations of Latin verbs; voices; modes finite and infinite; tenses; characteristics of conjugations; reviews, oral and written; fundamental rules; daily translations from Latin into English, and from English into Latin, parsing and analyzing, giving rules for construction; written examinations. Harkness and Ahn.

## LATIN READER.

*Sixth Term.*—Review of all verbs; syntax of sentences; parsing; etymology of words; daily translation of fables and anecdotes; early Roman history; Italian and Roman kings; Rome founded; war of the Sabines; Roman struggles and conquests; consuls; Punic wars; Roman triumphs; civil dissensions; daily use of grammar with reader; written and oral examinations. Harkness' Grammar and Reader.

## NORMAL DEPARTMENT.

## CÆSAR DE BELLO GALLICO.

*First Term.*—Life and character of Cæsar; general description of Gaul; war with the Helvetii; conspiracy and fate of Orgetorix; Cæsar's speech to the Helvetian legate; war with Ariovistus, the leader of the Germans; constant use of grammar and parsing; written examinations. Harper's Text or Harkness'.

## CÆSAR DE BELLO GALLICO—Continued.

*Second Term.*—War with the Germans; accounts of early nations, German mode of warfare; final result; war with the Belgæ; bridge over the Rhine and crossing into Germany; review of the grammar with regard to rules for construction; written examinations; Sallust begun. The style of Cæsar. Anthon's or Harper's Text.

## C. SALLUSTII BELLUM CATILINARUM.

*Third Term.*—Account of Sallust; Lucius Catiline; his character; conspiracy and confederates; time, circumstances and cause of conspiracy; fate of allies and Catiline; views of Cato, Cæsar and others; results upon the Roman government; frequent written translations; daily exercises in grammar, giving rules for construction; written and oral examinations. Style of Sallust. Harkness' or Harper's Text.

## P. VIRGILII MARONIS ÆNEIS.

*Fourth Term.*—History of Virgil; hero of the poem; causes of the Trojan war; overthrow of Troy; mythology of the dei majores and dei minores; early history of Carthage; accounts of Dardanus, Anchises, Achates, Dido, Priam, Hector, Achilles and others; journeyings of Æneas and his companions, and final arrival in Italy; poetic meter; parsing and syntax of sentences; written examinations. The excellencies and defects of Virgil's style, etc. Frieze's or Harper's Text.

## CICERO IN CATILINAM.

*Fifth Term.*—Outline of life and character of Cicero; birth and character of Catiline; the Catilinian conspiracy; the allies; origin and cause of conspiracy; fate of Catiline and leaders; both literal and liberal translations; daily reference to analytical and synthetical constructions of sentences; written examinations. The style of Cicero. Harkness' or Harper's Text.

## TACITUS DE GERMANIA.

*Sixth Term.*—Life and writings of Tacitus; his style; situation of Germany; manners and customs of the early inhabitants; characteristics of the race; mode of living; description of the country; tribes of German origin; cavalry, infantry and modes of warfare; free, smooth and polished translation required; written and oral examinations. Tacitus as a historian. Anthon.

## GREEK COURSE.

## GREEK RUDIMENTS.

*Fourth Term.*—Greek characters; classification of letters into vowels and consonants; diphthongs; sounds; declensions of articles, nouns, adjectives and pronouns; etymology of words; short exercises in translation from Greek to English and English to Greek, and parsing; written examinations. Harkness.

## GREEK RUDIMENTS—Continued.

*Fifth Term.*—Conjugation of verbs; active, middle and passive voices, with other properties of verbs; syllabic and temporal augments; reduplications; euphonic changes; daily translation from Greek into English and from English into Greek; frequent reviews; etymology and parsing; written examinations. Harkness.

## GREEK RUDIMENTS—Continued.

*Sixth Term.*—Mute, liquid and contract verbs finished; verbs in second conjugation; irregular verbs; particles, syntax and classification of sentences; rules for construction; translating Greek fables, jests, anecdotes, legends and mythology; thorough review of grammar; Anabasis begun; written and oral examinations. Harkness.

## XENOPHON'S ANABASIS.

*Seventh Term.*—Character of Xenophon; history of Darius, Artaxerxes and Cyrus; outline of the Anabasis; account of the march of the Ten Thousand; modes of early Grecian warfare; the Cilician Queen; arrival in Babylonia; battle of Cunaxa; death of Cyrus; thorough review of Greek grammar, and constant attention to parsing; written examinations. Goodwin's Anabasis and Grammar.

## MEMORABILIA OF SOCRATES.

*Eighth Term.*—History of Socrates; charges against him; his innocence; his “Daimon;” Socrates’ views of the value of friends and friendship; apothegms upon the rusticity of conduct; remedy for the loss of appetite; dissertation upon the manner of eating, and mode of life, etc.; reference daily to the analysis and synthesis of sentences in accordance with the rules of grammar; written examinations. Robbins.

## HOMER’S ILIAD.

*Ninth Term.*—Trojan war; fall of Troy; the Greeks; the Troad; captive maids; quarrel between Achilles and Agamemnon; Grecian mythology; priests; greater and lesser gods; death of Hector; time, persons and places considered; style of Homer; dialectic differences and ancient forms. Johnson; Autenrieth’s Homeric Dictionary.

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## X. Department of Modern Languages.

The formal aim which these languages have in common with the ancient languages, we endeavor to reach through the agency of the material aim, viz.: To learn to read, speak and write these languages. A simple, fluent, but consciously correct expression of thought is what we are aiming at. The student should become able to keep up and to understand a conversation on common everyday subjects; to read a popular book or a newspaper, and to read and write with consciousness a letter or any other simple composition. For this purpose the work is divided into the following four terms:

## GERMAN.

*First Term.*—Introduction; affinity between the Germanic languages in general, and between German and English in particular; rules for reading and writing; practice; orthography; declension of words having a perfect inflection; declension of words having an imperfect inflection; three declensions of adjectives; five declensions of nouns; auxiliary verbs of tenses. Application of acquired principles in conversational exercises as much as possible.

*Second Term.*—Regular verbs; auxiliary verbs of mode; numerals; different kinds of pronouns; government of prepositions; passive voice; subjunctive mode; conditional tense; collocation of words in the German



sentence; rules in regard to different uses of words; conjugation of verbs in whole sentences: affirmative, negative, interrogative, and interrogative and negative at the same time; government of adjectives and verbs; reflective verbs. Application of acquired principles in easy compositions and conversations as much as the principles mastered will permit. Numerous translations only from English into German. Separable compound verbs.

*Third Term.*—Strongly inflected verbs; irregular verbs; verbal compounds; indeclinable parts of speech; reading of Schmid's narrations; colloquial exercises. Analysis of every piece read. The conversation between teacher and pupils is as much as possible in German. Numerous translations from English into German.

*Fourth Term.*—General review. The work of this term is chiefly devoted to the finishing in reading, speaking and writing. Students are expected to converse wholly in German; to make free compositions, such as letters, descriptions, etc.; method of teaching German; introduction into the German classics.

#### FRENCH.

The textbook used is Dr. Otto's Conversation Grammar.

*First Term.*—Pronunciation; reading and lesson 1 to 15.

*Second Term.*—Lesson 15 to 30; numerous translations from English into French; easy conversational exercises.

*Third Term.*—Lesson 30 to 47; irregular verbs; reading.

*Fourth Term.*—General review; irregular verbs continued; conversational exercises, letters; free compositions; French classics.

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## PREPARATORY DEPARTMENT WORK.

When pupils desire to enter the University and are not prepared for the proper Normal work, they are placed in classes doing work of a lower grade. Preparatory classes in reading, arithmetic, grammar, geography and history of the United States are formed every term, and students are continued in them till the branches are mastered. These classes do not all appear in our schedule of studies, but they are placed in the daily programme of recitations. Any one can see from that during what term and at what hour they will recite.

There are also elementary classes in the science studies required for a first-grade certificate; as physiology, natural philosophy, botany and natural

history or zoology. The students who pursue the classical course will begin with the Latin in the second year of the Preparatory, and will always commence in the Fall Term. A class in elementary algebra will be commonly formed each Spring Term for the benefit of those who have been teaching during the winter. A class in this study is organized each Fall Term, and continues two terms.

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## MILITARY.

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In accordance with an Act of Congress the Secretary of War has detailed an officer of the regular army, a graduate of West Point, as professor of military science and tactics, and the War Department has deposited at this institution, for the instruction of its cadets, 200 breech-loading cadet rifles, 100 sabres and two pieces of artillery.

The young men of the University, above fifteen, are organized into a battalion of four companies, known as the "Douglas Corps Cadets." All cadets are required to do duty for three-fourths of an hour each Drill day. The military instruction embraces the schools of the soldier, company and battalion, instruction for skirmishers in infantry, manual of the piece in artillery, together with recitations in Upton's tactics, practice in signaling, and court-martial and lectures on the art of war.

Though not required, it is expected that each cadet student will, soon after his arrival, provide himself with the prescribed uniform, which may be worn on all occasions; the color is cadet gray, and the style the same as for the undress uniform for officers of the army. A complete uniform, including cap, may be procured in Carbondale as low as \$12.00.

Cadet officers are selected from those having uniforms according to seniority in class, military aptitude and general deportment. The drill does not interfere with any studies, and while its effect on the health, physical bearing and habits of the student must be beneficial, the knowledge he acquires of military affairs will qualify him to lead in defense of the rights and duties of an American citizen, should ever an emergency occur.

## Battalion Organization of the Douglas Corps of Cadets, 1883-4.

## FALL TERM.

*Co. A.*—Captain, Fringer, W. R.; 1st Lieutenant, Morgan, C. M.; 2d Lieutenant, Tanquary, W. M.; 1st Sergeant, Toothaker, E. C.; Sergeants, Keown, E. M., Koch, L., Allen, R. M., Bryden, J. R.; Corporals, Ogle, G. W.; Beauman, L., Hayden, D. A., Lacy, R. O.

*Co. B.*—Captain, Root, K. D.; 1st Lieutenant, Jennings, M. D.; 2d Lieutenant, Faulk, W. J.; 1st Sergeant, Hagler, W. L.; Sergeants, Harnsburger, J. B., McClane, E. L., Nash, W. A., Goodall, S. H.; Corporals, Jenkins, E. E., Parks, W., Purdy, C. P., Campbell, H. M.

*Co. C.*—Captain, Miller, J. E.; 1st Lieutenant, Trobaugh, E. P., 2d Lieutenant, Creed, M. W.; 1st Sergeant, Webber, T. E.; Sergeants, Brush, J. C., Keller, K. E., Johnson, L. H., Wilson, N. W.; Corporals, Burroughs, C. R., Meng, W. H., Alexander, C. H., Lightfoot, R. T.; Adjutant, Hileman, P. E.; Sergeant-Major, Dunaway, E. T.

## WINTER TERM.

*Co. A.*—Captain, Fringer, W. R.; Lieutenant, Tanquary, W. M.; 1st Sergeant, Toothaker, E. C.; Sergeants, Keown, E. M., Allen, R. M., Bryden, J. R.; Corporals, Beauman, L., Hayden, D. A.

*Co. B.*—Captain, vacancy; Lieutenant, Faulk, W. J.; 1st Sergeant, Hagler, W. L.; Sergeants, McClane, E. L., Nash, W. A., Goodall, S. H.; Corporals, Jenkins, E. E., Campbell, H. M.

*Co. C.*—Captain, Miller, J. E.; Lieutenant, Creed, M. W.; Sergeants, Brush, J. C., Keller, K. E., Wilson, N. W.; Corporal, Meng, W. H.

## SPRING TERM.

*Co. A.*—Captain, Fringer, W. R.; 1st Lieutenant, Faulk, W. J.; 2d Lieutenant, Brush, J. C.; 1st Sergeant, Keller, K. E.; Sergeants, Allen, R. M.; Bryden, J. R. and Campbell, H. M.

*Co. B.*—Captain, Miller, J. E.; 1st Lieutenant, Toothaker, E. C.; 2d Lieutenant, McClane, E. L.; 1st Sergeant, Dunaway, E. T.; Sergeants, Nash, W. A., Hayden, D. A.

## PEDAGOGICAL COURSE.

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### THEORETICAL AND PRACTICAL.

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After careful consideration of the wants of the schools in our section of the State, we have decided to adopt the following course of purely professional, Normal or Pedagogical Study. This we do to bring the University even more completely than heretofore into the line of work which such schools or seminaries originally and technically were designed to perform. It will embrace the science and method of teaching in its applications to all stages of education, in school and out of it; commencing with infancy and the kindergarten, and, going along with the child, the boy or girl, the youth, the scholar, the collegian, and the professional student, it will describe the eight grades of schools or learning — the Home, the Kindergarten, the Primary, the Intermediate, the Grammar, the High School, the College, and the University, or Technological School. It will be conducted chiefly by Lectures, Examinations, Observations, Experiments and Criticisms, and will be similar in many respects to what is called Clinics in Medical Schools. The Course will be threefold, and may extend over three years, though, if a student is fully prepared in the several branches of knowledge, and can give his entire time to this, he may complete it in much less; but if he is deficient in many he may enter our Academic classes and bring them up.

We propose to give in this course just what a teacher needs to know — the Child, the School, the Knowledge, the Teacher — the methods of gathering, preserving and communicating — of classifying, generalizing, inferring and deducing — how to learn and how to impart. This we think teachers need to know, after having acquired science. And added to this will be a history of Education and its Literature, as well as the various Systems of Schools in our own and other countries.



We have already something of this in our Senior and Post Graduate years. We now propose to consolidate and enlarge it, and thus to give to the one who desires the most thorough preparation possible for the teacher's calling, both in the elementary and higher studies, in fine, opportunity to go over the whole range of Pedagogical Science. Our Library has been selected for that purpose, and already embraces a greater number of books on Pedagogical Science and Practice than any one in the West. It is for general use, and teachers in this section can avail themselves of its advantages with comparatively little cost.

If a student comes to enter on this course he should be able to pass an examination on all the topics required by law for a first grade certificate, and to do this with more thoroughness than is usually demanded. We state more definitely what this examination will be in order to admit one to enter on this course. This is done that the plan may be understood, and that the teachers may know how to prepare for it.

#### FOR THE FIRST COURSE.

1. In orthography the test will be one hundred and fifty words selected from a daily newspaper printed in St. Louis or Chicago on the day previous to the examination. These words to be dictated at the rate of five per minute, and to be legibly written, with due regard to the rules for capital letters.

2. In writing, to write and punctuate an advertisement and a paragraph of editorial or of news from the same newspaper, both dictated by the examiner after the candidate has read them aloud.

3. As a test of ability to express thought, a composition will be asked of not less than thirty lines of legal cap, on a topic to be assigned at the time.

4. In reading, ten minutes from one of the common school books, and an oral statement of the sounds of the letters and the purpose, and effect of pauses, accents and emphasis.

5. In geography, the common definition of terms, lines, circles, and some general account of countries, especially the boundaries of the several States of the Union; mountains, rivers, cities and railroads. To this should be added a few points of historical interest.

6. In arithmetic, as far as roots, with special attention to the reasons for the fundamental rules and principles of fractions, decimals, percentage and analysis, and the building of tables.

7. In grammar, etymology and syntax, definitions, etc., and a practical use of correct sentences, including correction of errors.

8. United States history should be known as to settlements, the Revolution; the succession of Presidents, the wars, and an account of some of the more important inventions, which have modified industry and commerce.

9. If to this could be added a fair practice of free hand drawing the preparation would be considered complete. But this last can be learned with us.

#### THE SECOND COURSE.

This will require a preparation equal to that demanded for a State certificate. To show more clearly this work we specify:

1. All the branches named above and a higher test in composition, say an essay of three hundred words on some school topic assigned by the examiner, to be prepared for the press.

2. Grammatical analysis of sentences and prosody, with the philosophy of the parts of speech and the etymology of words, and an analysis of idioms.

3. Algebra as far as quadratics and binomial theorem and plane geometry.

4. History of the United States with considerable minuteness as to the Revolution and its principles and the war of 1812, and of our civil war. Also the history of England in brief as to the period of discoveries and settlements, the revolution of 1688, and the reform bill of 1832.

5. The several branches of natural history, as botany, zoology and physiology, with a fair degree of thoroughness. This should include a knowledge of definitions, classifications and an ability to determine species.

6. Natural philosophy and astronomy in their common principles and important applications, and chemistry, so as to be able to explain the phenomena of combinations and to analyze the salts of common substances; and in addition, the theory of electricity, heat and magnetism.

This examination will be a fair test of ability to acquire knowledge and to communicate information, and will prove the student's fitness to enter on and pursue the higher course of reading and lectures.

#### THE THIRD COURSE

Will add to its requirements for admission ability to translate Cicero and Virgil

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with clearness and grace, a knowledge of Latin grammar, and trigonometry, surveying and logarithms.

The student will, while pursuing his work here, go over rhetoric, logic and mental philosophy, with elocution and English literature and history. He will read Barnard, Wickersham, Payne, Quick, Rosenkranz and other works on Pedagogics. There will also be opportunity for chemical work in the laboratory, and for instruction and practice in taxidermy, and preserving and mounting specimens.

We offer this course as our contribution to professional education proper, and are ready to meet the demand for such a beginning of higher normal training. If young men and young women will come prepared to enter upon it we will do our utmost to supply them with means to acquire the science and skill to make them eminently fit to be teachers and leaders.

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## POST GRADUATE YEAR.

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This will embrace a larger course of history, more of mathematics, political economy, criticism, field work in natural history, analytical chemistry, and dissecting and preserving specimens collected. It will also include a course of lectures on the above branches, and on the history and science of education.

## FACILITIES FOR ILLUSTRATION.

### MUSEUM AND CABINETS.

Again we allow what is below to stand because it so well describes what we have had and what we expect to have again so soon as the General Assembly may meet. Since the fire our friends have sent many specimens and we have already a very creditable museum, and one fit to illustrate nearly all points in Natural History.

In the Mansard story a large well-lighted room is set apart as the Museum, and is supplied with elegant center and wall cases of best design and finish for display of specimens.

The cabinets of minerals and rocks are large, varied and amply sufficient for the practical work of the student. He will find the zoological and botanical cabinets, comprising thousands of specimens from land and sea, an invaluable aid in his studies in natural history.

The Normal respectfully solicits its friends and the friends of education to aid in building up a museum worthy of Southern Illinois.

Specimens of minerals, insects, birds, animals and plants, also Indian relics, such as stone axes and pipes, disks, spear and arrow heads and pottery, will be thankfully received.

Specimens should be boxed carefully and sent by express, unless heavy, in which case they may be forwarded as freight.

The full name of the donor should not be omitted.

Already our friends have contributed many and valuable specimens to the Museum, and we embrace this occasion to return to them our sincerest thanks. More than four thousand specimens have been collected and arranged in the Museum, and the additions to the Library comprise nearly fifteen hundred volumes. Old books, pamphlets, maps, etc., curiosities, fossils, plants and fruits, will be gratefully received and carefully preserved.

### CHEMICAL, PHILOSOPHICAL AND ILLUSTRATIVE APPARATUS.

The University possesses the most complete and expensive set of apparatus in the State south of Chicago, with a single exception, which is annually increased by the appropriation of the General Assembly.



It can boast of a good physical and chemical apparatus, including a newly purchased Spectroscope, a Holtz's Induction Electrical Machine, a Compound Microscope, an Air Pump, with its usual necessary attachments; also an Oxy-calcium Sciopticon, with views of scientific subjects. The Chemical Department is supplied with a working laboratory with a full set of reagents, where students have practice in qualitative analysis of salts, waters, oils, etc.

The Astronomical Department has a telescope of sufficient power to show the rings of Saturn, a Celestial Indicator to illustrate the various phenomena of the heavens, and other apparatus pertaining to astronomy.

The Mathematical Department has a Surveyor's Transit and a Compass, which the classes in trigonometry and surveying are required to use constantly.

#### LIBRARY AND WORKS OF REFERENCE.

The University has a complete list of works of reference, Cyclopedias, Biographical and Pronouncing Dictionaries, Gazetteers, Atlases, etc., which are placed in the study hall, so that students may at any time consult them.

The Library proper occupies spacious rooms, and is well furnished. The Library contains about 7,900 carefully selected volumes, including a professional library for teachers.

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### CONDITIONS OF ADMISSION.

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To be entitled to admission to the Normal Department, a lady must be sixteen years of age and a gentleman seventeen. They must be of good moral character, and a certificate to this effect will be required; this may be from the county judge or superintendent, or any known clergyman. To enjoy the privilege of free tuition they must sign a certificate promising to teach in the schools of Illinois three years, or at least as long as they have received gratuitous instruction. They are to pass an examination either before the county superintendent or examiners, or before the faculty of the University, such as would entitle them to a second-grade certificate, and they must agree to obey all reasonable requirements as to order, promptness, cleanliness and genteel behavior.

## SUGGESTIONS.

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We do most earnestly and affectionately recommend to all our students, and to those who may be in charge of them, or who have influence over them in any way, by advice or authority, that they fix as a rule never to leave the institution before the end of the term, and, if possible, that they complete a full year. Fragments of an education are indeed of much worth, just as the fragments of a diamond are valuable. But how much more profitable are they when united. Do not be absent from the school for a day. The regular calisthenic exercises will give you health for consecutive study, and by habitual application you will acquire facility for labor, and you will accomplish more than you would have believed.

We certainly shall not grant diplomas to those who are absent often, and who do not finish every examination, both written and oral. One of the values of a course of study is that it represents years of honest, punctual labor.

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## LITERARY SOCIETIES.

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The students have organized two literary societies for the purposes of mutual improvement; they are THE ZETETIC SOCIETY, and THE SOCRATIC SOCIETY. They meet every Friday evening. These afford one of the best means of culture, discipline, and instruction in the practical conduct of business. They have commenced the foundations of libraries, and deserve the countenance and patronage of all students and their friends.

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## LOCATION, ETC.

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Carbondale is a city of 2,500 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 dissipations, 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 Carbondale & Grand Tower, the Carbondale & Shawneetown, and the St. Louis Central railroads afford ample facilities for convenient access.

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## EXPENSES.

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To those who sign the certificate named above, tuition is gratuitous; but the law of the State requires that there shall be a fee charged for incidentals, at present not exceeding \$3 per term of fifteen weeks, and \$2 per term of ten weeks. Tuition in Normal Department, \$9 and \$6; Preparatory Department, \$6 and \$4, and in the Training Department, \$4 and \$3.

Board can be had in good families in Carbondale, at rates varying from \$2.50 to \$3.50 per week, and by renting rooms and self-boarding, or by organizing clubs, the cost may be reduced to \$1.50 per week. Books are sold by the bookstores at reasonable rates.

**CALENDAR FOR 1884-85.**

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

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

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

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

Examinations for the year begin June 8, 1885.

Annual Commencement, June 11, 1885.



