




PROPERTY OF  
SOUTHERN ILLINOIS  
UNIVERSITY  
LIBRARY  
CARBONDALE, ILLINOIS









Digitized by the Internet Archive  
in 2012 with funding from  
CARLI: Consortium of Academic and Research Libraries in Illinois



66  
78

☞ ELEVENTH ☞

# ANNUAL CATALOGUE

— OF THE —

☞ SOUTHERN ILLINOIS ☞

# NORMAL UNIVERSITY

CARBONDALE, JACKSON CO., ILL.

---

1884-1885.

---

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.

---

CARBONDALE:  
FREE PRESS PRINT.  
1885.

## 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.*

SAMUEL M. INGLIS,

*Teacher of Algebra and Arithmetic.*

INEZ I. GREEN,

*Teacher of Geography and Assistant in Algebra and Arithmetic.*

CHARLES G. STARR,

*First Lieut. First Infantry, U. S. A., Teacher of Military Science  
and Tactics.*

JOHN BENGEL,

*Teacher of German and French.*

ALICE KRYSHER,

*Assistant in Training Department.*

LILIAN B. FORDE,

*Teacher of Penmanship and Drawing.*

PUPIL TEACHERS.

---

Brown, Adella,	Lightfoot, Eva,
Bryden, Helen,	Livingston, Wm. H.,
Buckley, Edith A.,	Loomis, Maud L.,
Buckley, Mary I.,	Lydick, Milton C.,
Burnside, Cora.,	McAnally, Ella M.,
Curlee, Samuel J.,	McAnally, Fannie,
French, Florence,	McMeen, John D.,
Gillham, Mamie,	Miller, John E.,
Goodall, Samuel H.,	Nichols, Louella,
Hill, Mary A.,	Robarts, Mary A.,
Hundley, Ella,	Starzinger, Rosa,
Hundley, Grace,	Snyder, J. Arthur,
Hundley, Laura,	Storment, Edgar L.,
Hundley, Nannie,	Teeter, Anna,
Keeney, Blanche O.,	Thomas, Kate,
Kirkpatrick, James H.,	Turner, George T.,
Krysher, Cora,	Webber, Blanche,
Krysher, Ora,	Wham, Frank,
Lawrence, Lizzie H.,	Wham, Maggie.

## NAMES OF STUDENTS,

### POST GRADUATES.

NAME.	RESIDENCE.
Maggie Bryden.....	Carbondale.

### SPECIAL STUDENTS.

Mamie E. Bridges.....	Carbondale.
Miriam Malone.....	Steeleville.
Lillie W. Patton.....	Mt. Vernon.
Denard Williams.....	Carbondale.

### NORMAL DEPARTMENT.

#### REGULAR STUDENTS IN THE COURSE—SENIOR OR FOURTH YEAR.

Helen Bryden.....	Carbondale.
Mary I. Buckley.....	Marion.
Ada L. Dunaway.....	Carbondale.
William R. Fringer*.....	Tower Hill.
Gertrude Hull.....	Carbondale.
Rurie O. Lacey.....	Elizabethtown.
Tilmon A. Lancaster.....	Dunbar, Tenn.
Johu E. Miller.....	Caseyville.
Mary A. Robarts.....	Carbondale.
Kate Thomas.....	“

#### STUDENTS OF THIRD, SECOND AND FIRST YEARS.

Sarah A. Allen.....	Fitzgerrell.
Carrie G. Blair.....	Sparta.
Adella M. Brown.....	Pinckneyville,
Mary A. Brown.....	“
Edith A. Buckley.....	Marion.
Cora L. Burnside.....	Carlyle.
Clara B. Cleland.....	Carbondale.
May C. Cleland.....	“
Minnie Fryar.....	“
Mamie H. Gillham.....	“
Hattie A. Goddard.....	Marion.
Lina Goddard.....	“

\*Cadet.

NAME.	RESIDENCE.
Samuel H. Goodall.....	Marion.
Kittie Hord.....	Carbondale.
Edwin S. Houts.....	Olney.
Ella Hundley.....	Marion.
Nannie Hundley.....	"
James H. Kilpatrick.....	Linn.
Carrie I. Loomis.....	Makanda.
Maud L. Loomis .....	"
Milton C. Lydick*.....	Mt. Vernon.
Fannie D. McAnally .....	Carbondale.
Morton G. McCreery*.....	Thompsonville.
Edward G. McMackin* .....	Salem.
John D. McMeen.....	Mt. Vernon.
Nellie B. Morrison.....	Odin.
Louella Nichols.....	Carlyle.
George W. Ogle .....	Belleville.
Charles H. Ripley.....	Raymond.
David K. Root.....	Walnut Hill.
Lizzie M. Rumbold .....	Carbondale.
May I. Rumbold.....	"
George H. Scurlock*.....	"
J. Arthur Snyder*.....	Farina.
Edgar L. Storment.....	Salem.
Minnie A. Tait.....	Carbondale.
William H. Trobough.....	Jackson Co.
Frank E. Trobough.....	"
Blanch E. Webber.....	Carlyle
Maggie E. Wham .....	Foxville.
Cora Williams.....	Carbondale.

IRREGULAR NORMAL STUDENTS.

Cyntie C. Adams .....	Poplar Bluff, Mo.
Charles H. Alexander*.....	Williamson Co.
Mattie O. Alexander.....	Dongola.
Robert T. Alexander.....	Oaktown.
Nannie C. Allen .....	Fitzgerell.
Robert M. Allen*.....	Carbondale.
James W. Asbery.....	Salem.
Daniel L. Aull*.....	Ridge Prairie.
Alice M. Bailey.....	Equality.
Addie E. Balcom .....	Jackson Co.
Leona Baird.....	Carbondale.



NAME.	RESIDENCE.
Thomas M. Barrow*	Campbell Hill.
Henry H. Batson*	Iberia, Mo.
Matt A. Batson*	Iberia, Mo.
Emerson L. Beans	West Saratoga.
Thekla Bengel.	Detroit, Mich.
James M. Billings*	Noble.
Lewis E. Billings*	Noble.
James W. Brown	Cottage Home.
J. Rockwell Bryden*	Carbondale.
Francis S. Calvin	Mt. Erie.
Fannie L. Campbell	Carbondale.
Harmon M. Campbell	"
Frank H. Colyer	Albion.
Cora M. Corgan	Tamara.
Elma A. Corgan	Tamara.
David J. Cowan*	Vienna.
Lettie E. Crandall	Carbondale.
Clyde Z. Curlee*	Tamara.
Samuel J. Curlee*	Tamara.
Amos W. Doan	Olney.
Thomas L. Dowell	Williamson Co.
Edgar T. Dunaway*	Carbondale.
Ed. S. Fakes	Jackson Co.
Rena D. Ferguson	Odin.
Florence A. French	Lafayette, N. Y.
Henry A. Gallegly*	Lick Creek.
Emma Gant	Chester.
James B. Gaston	Foxville.
Charles Gaunt	Grand Chain.
Henry A. Gilkison*	Bellmont.
J. Fred Gillham*	Carbondale.
Albin Z. Gick	Lakewood.
Electa C. Goforth	DuQuoin.
Robert D. Harrell	Norris City.
William D. Harrell	" "
Jennie F. Hemphill	Marissa.
Emma C. Hewitt	Carbondale.
Carrie M. Hill	Foxville.
Mary A. Hill	Foxville.
William G. Hill	Foxville.
Johnson P. Holland	Cottonwood.
Laura Hundley	Marion.



NAME.	RESIDENCE.
Minnie A. Jackson.....	DuQuoin.
Norman A. Jay*.....	Steeleville.
Charles M. Jerome.....	Carbondale.
Callie Johnson.....	"
Lewis E. Johnston.....	Carlyle.
Kent E. Keller*.....	Campbell Hill. ✓
Jennie H. Kelley.....	Carbondale.
Maggie R. Kelley.....	"
Edward M. Keown*.....	Jackson Co
Hettie I. Keown.....	Jackson Co.
Mary E. Kimmel.....	Carbondale.
Cora Krysher.....	"
Ora Krysher.....	"
William H. Lancaster.....	Dunbar, Tenn.
Etta Lang.....	Marion.
Bertha Lawrence.....	Carbondale.
Lizzie H. Lawrence.....	"
Mary Leary.....	"
Levinia Levan.....	Ava.
Cora Lewis.....	Marion.
Eva J. Lightfoot.....	Carbondale.
William H. Lirely*.....	Makanda.
William H. Livingston.....	Hampton, Fla.
Benjamin D. Lydick*.....	Carbondale.
Minnie Mabus.....	Mier.
Lulu E. McGriff.....	Carbondale.
George C. Morgan†.....	Jackson Co.
Nettie J. Myers.....	Carlyle.
William A. Nash*.....	Carbondale.
Rosa Nettles.....	Jackson Co.
Jennie J. Nixon.....	Marissa.
Flora A. North.....	Williamson Co.
Joseph O'Neill.....	Carlyle.
Mollie E. Ozburn.....	Osage.
Anna L. Pease.....	Carbondale.
James C. Pearce.....	Middle Point.
Richard H. Perrott.....	Sumner.
Celia M. Perry.....	Jackson Co.
Hester E. Perry.....	Jackson Co.
Morris T. Price.....	Elizabethtown.

†Deceased.

NAME.	RESIDENCE.
William C. Proctor .....	Marion.
Aquilla D. Randolph*.....	Centralia.
Louis B. Rapp*.....	Carbondale.
William B. Reeves .....	Jackson Co.
May Roberson.....	Villa Ridge.
Cora A. Robinson .....	Pomona.
John W. Robinson, Jr.....	Pomona.
Otto J. Rude*.....	DeSoto.
Emma Russell.....	Chester.
Harry Searing*.....	Carbondale.
Esther J. Skehan.....	Cobden.
Jason R. Simer.....	Salem.
George W. Smith.....	Tuka.
Seva A. Smith.....	Carbondale.
Mary Spangler.....	Ashley.
John M. Spence.....	Carbondale.
Rosa A. Starzinger.....	"
John C. Storment.....	Salem.
Charles B. Sylvester*.....	Carbondale.
Ed. P. Trobrough.....	Jackson Co.
Frank E. Trobough.....	Jackson Co.
Edward S. Turner*.....	Brownstown.
George T. Turner.....	Vandalia.
Annie Walker.....	Carterville.
Hannah Waller.....	Jackson Co.
Maggie L. Weldon.....	DuQuoin.
Frank L. Wham* .....	Salem.
Zimri C. Wiley*.....	Olney.
Kate Williams.....	Jackson Co.
Thomas H. Wilson.....	Murphysboro.
Robert J. Wiley.....	Marissa.
Harry Z. Zuck*.....	Holbrook, Ara.

#### PREPARATORY.

Albert A. Absher*.....	Bellmont.
George W. Adams*.....	Jackson Co.
Ala Alexander.....	Oaktown.
Annie B. Alexander.....	Williamson Co.
Louise A. Allen.....	Carbondale.
Nettie A. Anderson.....	Cobden.
Willis G. Anderson.....	Galatia.

NAME.	RESIDENCE.
John W. Andrew*	Marissa.
J. Van Balcom	Jackson Co.
Mamie E. Balcom	Jackson Co.
Jessie G. Barr	Carbondale.
John L. Barton*	"
John Bean*	Diamond Cross.
Ada Beard	Carbondale.
Addie Bellamy	"
Samuel S. Boyle	Marissa.
Catharine C. Briback	Cairo.
Lena H. Bridges	Carbondale.
Emma J. Brown	Pinckneyville.
Hadassah N. Brown	Jackson Co.
Joseph B. Bundy	Galatia.
Grace L. Burkett	Carbondale.
Jane P. Burkey	Murphysboro.
James R. Bush	Jackson Co.
Thomas P. Bush	Carterville.
Samuel E. Calvin*	Mt. Erie.
Julia B. Campbell	Carbondale.
Carrie F. Carlton	"
Charles W. Carlton	"
Vinnie M. Carlton	"
Eddie F. Carpenter*	Walnut Hill.
Cyrus W. Chandler	Carbondale.
Harry C. Chapman*	"
Mary C. Clark	Williamson Co.
Ben. C. Conner*	Carbondale.
Edgar C. Corgan*	Tamaroa.
Elmer E. Corthel*	Makanda.
William H. Crandall	Carbondale.
Mary B. Crane	Ashley.
Warren S. Creed	Walnut Hill.
Anna L. Delaney	Steeleville.
Ella M. Delaney	Steeleville.
Issac B. Dillinger*	Jackson Co.
Amanda C. Dollins	Carbondale.
Milton H. Dollins	"
Fritz C. Dorries*	Breese.
Lewis S. Downey*	Carbondale.
George W. Doyle*	Butler.
John A. Dunn*	Marissa.

NAME.	RESIDENCE.
Mamie E. Eachus .....	Carbondale.
Mary W. East.....	Coulterville.
Ella M. Ellis .....	Carbondale.
Mary J. Ennison .....	"
Mary Etherton.....	Jackson Co.
Cora A. Feltes .....	Carbondale.
Ollie J. Foley .....	Cobden.
Mollie V. Fringer.....	Tower Hill.
Alice Frye .....	Carbondale.
John Frye .....	"
Frances E. Furgeson.....	Makanda.
F. Dana Gage.....	Carbondale.
John T. Galbraith.....	Walnut Hill.
Joseph H. Galbraith*.....	Galatia.
Minnie B. Gibson.....	Carbondale.
Charles E. Gilbert*.....	"
Ida M. Gilbert.....	"
Lillie Gilbert.....	"
Etta E. Glenn.....	Belleville.
William T. Glenn*.....	"
James E. Gould*.....	Carterville.
Mollie C. Grogan.....	Marion.
Katie C. Hackney.....	Atwater.
Albert J. Hamilton*.....	Marissa.
Walter Hanson*.....	Jackson Co.
William E. Harmon* .....	Diamond Cross.
Eliza A. Harris.....	Lovington.
Effie Hartsock.....	Cairo.
George W. Hayden.....	Mound City.
Robert Hayton* .....	Williamson Co.
Joseph Hayton*.....	"
Casper C. Hofsomer.....	Breese.
Emma L. Holden.....	Hodge's Park.
Fannie J. Holden.....	"
Walter D. Holland.....	Carbondale.
Thomas F. Hord.....	"
Allie A. Horner .....	Du Quoin.
Anna A. Horner .....	"
Ada Hickam.....	Carbondale.
William W. Hincheliff.....	"
Josie S. Huff.....	Salem.
Edwin C. Hughes* .....	Jackson Co.

NAME.	RESIDENCE.
Sarah H. Hughes.....	Jackson Co.
Bertha Hull.....	Carbondale.
Andrew F. Huls.....	"
Grace Hundley.....	Marion.
Ella Hunter.....	Carbondale.
Louise E. Huthmacher.....	Grand Tower.
Ann E. Imhoff.....	Ava.
Alice Johnson.....	Jackson Co.
Ada Johnson.....	"
Ella D. Johnson.....	Cairo.
Flora Johnson.....	Jackson Co.
Scott Johnson.....	Jackson Co.
Eugene Jones*.....	Ava.
Paul G. Jones*.....	Chester.
Blanche O. Keeney.....	Ferry, Mich.
Walter H. Keesee.....	Dongola.
Philip F. Keller*.....	Campbell Hill.
Alice E. Kennedy.....	Fredonia.
David A. King*.....	Rose Bud.
Ruby I. Kimmel.....	Carbondale.
Mary A. Knowles.....	"
Henry W. Koch*.....	Breese.
Libbie Krysher.....	Carbondale.
Blanche Lawrence.....	"
Ellen Levan.....	Ava.
Jennie Linehan.....	Carbondale.
Maggie E. Linehan.....	"
Henry Lipe*.....	Makanda.
Rufus K. Loomis*.....	"
Florence A. Mahaffee.....	Carbondale.
Addis Manley.....	Bellmont.
Charles A. Marvin*.....	Jackson Co.
Sarah E. Mayfield.....	DeSoto.
Ella M. McAnally.....	Carbondale.
Stella M. McCallen.....	Dongola.
Cora J. McCormick.....	Ava.
Ada McClure.....	Ora.
Robert J. McCurdy.....	Marissa.
William B. McGuire.....	Carbondale.
Augusta M. McKinney.....	"
George B. Miller*.....	"
Joseph A. Miller*.....	Smithton.



NAME.	RESIDENCE.
Annie L. Morgan.....	DeSoto.
Ada E. Moore.....	Carbondale.
Lawrence Mulholland*.....	Diamond Cross.
Sarah Mullany.....	DeSoto.
Clara C. North.....	Carbondale.
Samuel E. North*.....	"
Oliver L. Ogle*.....	Belleville.
Walter H. Parks.....	Du Quoin.
Emma L. Peay.....	San Antonio, Tex.
Clement J. Perry†.....	Jackson Co.
Edward G. Perry*.....	"
Emma J. Phillips.....	Williamson Co.
Nathan O. Phillips*.....	Smithton.
Rena B. Phillips.....	Williamson Co.
Albert E. Pike*.....	Rockwood.
Flora M. Porter.....	Carbondale.
Kate E. Porter.....	"
Mattie G. Powers.....	Olney.
Harry M. Prickett.....	Carbondale.
Henry A. Prickett.....	Jackson Co.
Bessie D. Proctor.....	Marion.
Arthur G. Purdy*.....	Carbondale.
Dell Ragan.....	Elizabethtown.
Ernest L. Raynor*.....	Carbondale.
Fred W. Richart*.....	Cartersville.
Albert E. Rider*.....	Freeburg.
Ella M. Roach.....	Carbondale.
Francis M. Roberts.....	Cottage Home.
James M. Roberts*.....	"
Annie Rodgers.....	Carbondale.
Charles B. Root*.....	Walnut Hill.
Rosa B. Roper.....	Jackson Co.
Anna L. Ruffin.....	Williamson Co.
Abraham L. Russell.....	"
Ada I. Schwartz.....	Elkville.
William F. Schmidt*.....	Breese.
Nellie R. Shook.....	Carbondale.
Charles J. Smith.....	"
Mabel E. Smith.....	"
Prudy Smith.....	Williamson Co.
Ephraim E. Snider*.....	Carbondale.
Nettie M. Sprague.....	"

NAME.	RESIDENCE.
Fred S. Starkweather*	Carbondale.
William G. Stehfest	Hecker.
Maggie Steveson	Carbondale.
John E. Stone*	Jackson Co.
Archa N. Taylor*	St. Francisville.
Annie C. Teeter	Carbondale.
Carrie O. Teeter	"
William E. Thomas*	"
John R. Thorp	Jackson Co.
Charles G. Toler*	Jackson Co.
William E. Tune	Marion.
Kate E. Walker	Carbondale.
Dora A. Wham	Foxville.
Maggie E. Wheeler	Edwardsville.
Lizzie M. White	Marissa.
Mamie J. White	Murphysboro.
Wilson C. White*	"
Russell Winchester	Jackson Co.
William J. Winchester*	"
Elmer F. Wooten*	Carbondale.
Frank Woodward	"
George R. Wykes	"
Henry E. Yunker	Carlyle.

TRAINING DEPARTMENT.

Lelia B. Abel	Carbondale.
John W. Alexander	Williamson Co.
Henry E. Allen	Jackson Co.
Louis R. Allen	"
Florence E. Barbour	Carbondale.
Bertie A. Barr	"
Carrie Beasley	"
George W. Beman	"
Julia Beman	"
John Borger	"
Mary Borger	"
Laura Bouschier	"
Tommie H. Brewster	"
Libbie Brieker	"
Abbie Bridges	"

NAME.	RESIDENCE.
Charles G. Bridges.....	Carbondale.
Daniel Y. Bridges.....	"
Ella Bridges.....	"
Bessie E. Brownlee.....	"
Mamie Brownlee.....	"
George M. Brush.....	"
Silas G. Brush.....	"
Edwin Bryden.....	St. Louis, Mo.
Eva J. Bryden.....	Carbondale.
Sylvester L. Bryden.....	St. Louis, Mo.
W. Osborne Bryden.....	Carbondale.
Harry B. Campbell.....	"
John G. Campbell.....	Carbondale.
Lizzie D. Carter.....	"
Lulu M. Cochrane.....	"
Maud Cochrane.....	"
John A. Davis.....	"
Luella Dixon.....	"
Lee Downy.....	"
Etta French.....	"
Bessie M. Gibson.....	"
George M. Harker.....	"
Carrie Hay.....	"
Laura B. Hindman.....	"
Edward C. Hobbs.....	"
Gertie A. Holland.....	"
Carrie O. Jerome.....	"
Bessie Johnson.....	"
Maud A. Laney.....	"
Abbie R. Lawrence.....	"
John H. Lawrence.....	"
Ida Martain.....	Commercial Point.
Nellie M. Martain.....	"
Marcus Marvin.....	Jackson Co.
Mary McCrea.....	Carbondale.
Minnie McGriff.....	"
Ruby McGriff.....	"
Arthur McGuire.....	"
Sylvia McGuire.....	"
Daisy McKinney.....	"
Dora L. Mertz.....	"
Harvey E. Moore.....	"



NAME.	RESIDENCE.
Grace E. Munger.....	Carbondale.
Clara Nash.....	"
Alice North.....	"
Julia North.....	"
Percy E. North.....	"
Nellie C. Parsons.....	"
Mamie E. Patterson.....	Makanda.
Nellie M. Perry.....	Jackson Co.
Belle Phillips.....	Carbondale.
Bertie Prickett.....	"
Edgar Prickett.....	"
Guy C. Prickett.....	"
Gertrude Prindle.....	"
Charles R. Rapp.....	"
Fannie L. Scurlock.....	"
Edgar A. Smith.....	"
James Stewart.....	"
Walter A. Stokes.....	Mt. Pleasant.
Frank Teeter.....	Carbondale.
George H. Teeter.....	"
Katie Teeter.....	"
Lewis Troughton.....	"
May Troughton.....	"
Gracie M. White.....	Murphysboro.
Boston Williams.....	Carbondale.
Rosa Williams.....	"
James Woods.....	Jackson Co.
Fred. Woodward.....	Carbondale.
Charles Y. Zimmerman.....	Makanda.
Alexander H. Fulton‡.....	Salem.

‡ Name omitted in Irregular Normal.

---

 GENERAL SUMMARY.
 

---

Post Graduate .....	1
Special Students .....	4
Regular Normal Students.....	50
Irregular Normal Students.....	126
Preparatory Department .....	198
Training Department .....	86
Total .....	<u>465</u>

---

 SUMMARY BY TERMS.
 

---

Enrolled in Fall Term.....	313
Enrolled in Winter Term .....	292
Enrolled in Spring Term.....	322
Total .....	<u>927</u>

HISTORY.

---

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 fifteen 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 smouldering 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 the State shall rebuild the University and make it better than ever, and even more worthy the confidence 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.

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.

There have been admitted to the University in all departments 2,465 students, and a record, kept very carefully, shows that about 1,593 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.

---

#### 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 departments before named. 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, drawing, writing, 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 dress.
2. Purity of words and behavior.
3. Cleanliness of desks, books, and rooms.
4. General 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, ILL.....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 department.

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 Normal 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.

.....

## 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 of 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.

N. B.—The Pedagogic work of the school will hereafter be required of all graduates. And further, the Greek will hereafter probably be so far optional as that no regular classes in the course will be organized, but any student wishing to pursue that branch can be accommodated by the professor on paying him extra for the time devoted to the study.

---

#### 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 certainly—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 wants to teach simply 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.

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 lifework, 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 Co.; William L. Martin, of Washington Co.; William Y. Smith, of Johnson Co.; 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.

---

## DEPARTMENTS.

---

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 can not 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.....	{ Logic.....							†		
	{ Ethics and Criticism.....							†		
	{ Mental Philosophy.....								†	
II.....	{ Pedagogy.....					†	†			†
	{ School Law.....						†			†
	{ Practical Teaching.....									†
III.....	{ Zoology.....			†				†		
	{ Botany.....				†			†		
	{ Physiology.....				†			†		
	{ Natural Philosophy.....				†			†		
	{ Chemistry.....									†
	{ Geology.....									†
IV.....	{ Arithmetic.....	†	†	†			†			
	{ Algebra.....			†	†		†	†		
	{ Geometry.....							†	†	
	{ Trigonometry and Surveying.....								†	
	{ Book-Keeping.....									†
V.....	{ Reading and Phonics.....			†			†			
	{ Elocution.....									†
	{ Grammar.....			†	†		†			†
	{ English Analysis.....							†		
	{ Word Analysis.....							†		
VI.....	{ Rhetoric.....							†		
	{ English Literature.....							†	†	
	{ Geography.....			†	†					†
VII.....	{ History.....	†	†			†				†
	{ Constitution of the U. S. and Illinois.....								†	
VIII.....	{ Penmanship.....	†					†			
	{ Drawing.....		†				†	†		
VIII.....	{ Vocal Music.....	Daily till excused.								
	{ Calisthenics.....	Daily exercises.								
	{ Military Drill.....	Three times a week.								

The Roman numerals on the margin refer to departments, as in the Syllabus following.

"†" indicates the time of 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 Pedagogy, 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.....	{ Logic.....													.. † ..					
	{ Ethics and Criticism.....																... †		
	{ Mental Philosophy.....																... †		
II.....	{ Pedagogy.....							† † †									† † †		
	{ School Law.....							... †											
	{ Practice Teaching.....																		
III.....	{ Zoology.....				† .....						.. † ..								
	{ Botany.....				... †			... †											
	{ Physiology.....				... †			... †			... †								
	{ Natural Philosophy.....				... †			... †			... †								
	{ Chemistry.....																† † ..		
	{ Geology.....																... †		
	{ Astronomy.....																... †		
IV.....	{ Arithmetic.....	† † †						... †											
	{ Algebra.....	... †			† †			... † † †			† † †								
	{ Geometry.....													† †					
	{ Trigonometry and Surveying.....													... †					
	{ Book-Keeping.....																... † ..		
V.....	{ Reading and Phonics.....	... †						... †											
	{ Elocution.....																... †		
	{ Grammar.....	... † † †						... †											
	{ English Analysis.....													... †					
	{ Rhetoric.....													... †					
	{ English Literature.....													... † †					
VI.....	{ Geography.....	... † †						... †									... † ..		
	{ History.....	† †						... †									... †		
	{ Constitution U. S. and Illinois..													... †					
VII.....	{ Penmanship.....	... †						... †											
	{ Drawing.....	... †						... † †			... †								
VIII.....	{ Vocal Music.....	Daily till excused.																	
	{ Calisthenics.....	Daily exercises.																	
	{ Military Drill.....	Three times a week.																	
IX.....	{ Latin.....	... † † †			... † † †			... † † †			... † † †			... † † †					
	{ Greek.....										... † † †			... † † †					
X.....	{ German.....	The studies of this Department are optional. They																	
	{ French.....	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.

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 Pedagogy, 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 EXERCISES.

FALL TERM.

1	Greek Rud.	.....	Reading A*	Eng. Anal	Phys. A*	U. S. His. C*	Arith. D.	Geog. A	Ger. D.	Draw'g.
2	Lat. Ele. A	.....	Nat. Ph. B*	Gram. C*	Zool. B.	U. S. Hist. C.	Arith. B*	Geog. C*	Ger. B.	Draw'g.
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

MORNING RECESS.

1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

LUNCH RECESS, FOLLOWED BY SPELLING, MILITARY DRILL, AND LECTURES.

5	Ment. Phil.	Virgil	.....	.....	.....	.....	.....	.....	.....	.....
6	Lat. Ele. A*	.....	Geom. B.	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

WINTER TERM.

1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

MORNING RECESS.

1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

LUNCH RECESS, FOLLOWED BY SPELLING, MILITARY DRILL, AND LECTURES.

5	Logstc.	Cicero	.....	.....	.....	.....	.....	.....	.....	.....
6	Lat. Read. A*	.....	Geom. A.	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

SPRING TERM.

1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

MORNING RECESS.

1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

LUNCH RECESS, FOLLOWED BY SPELLING, MILITARY DRILL AND LECTURES.

5	Ethics	Tacitus	.....	.....	.....	.....	.....	.....	.....	.....
6	Lat. Read. A*	.....	Trigo. & Sur.	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

The Classes marked \* are irregular.

SYLLABUS OF DEPARTMENT WORK.

---

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.

---

## 1. 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*,

## II. Department of Pedagogy.

*First Term.*—Brief study of the nature and powers of the child; the mental powers and the order of their development; importance of training the feelings and the will; the nature of education; right order in education; methods of training the different powers. *Hewett's Pedagogy, and Lectures.*

Observation of methods in Training Department.

*Second Term.*—The teacher's motives, preparation and characteristics; school-house, furniture, and apparatus; school organization and management; purpose and management of the recitation; moral training in schools; *Hewett's Pedagogy, and Lectures.*

Observation and criticism of work in the Training Department.

*Third Term.*—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.

Criticism; practice; discussions.

*Tenth Term.*—The Mental Philosophy constitutes this term of the Pedagogical course. For Syllabus see above.

*Eleventh Term.*—Special education necessary for the 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; observation in school room; practical work in teaching, theses and discussions. *Wickersham's Methods.*

*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. *Quick's 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 roots, kind 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, 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 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.

*Sixth Term.*—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, 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.*

*Fifth Term (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.

#### CHEMISTRY A.—*Craft.*

*Eleventh Term.*—Description of chemical operations, preparation of re-agents, deportment of bodies with re-agents, and blow-pipe work according to groups. Analysis of ten simple substances, de-

termining 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 re-agents, 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 formation 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; 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 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 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 coefficients; 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.

*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.

## V. Departments of English Language and Literature.

## 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 and 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 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 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's and Jefferson's Administrations; war of 1812; Monroe's, J. Q. Adams's, 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, 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.

---

#### 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.

---

#### 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 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 con-



duct 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 text-book 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; 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.*—Conjugation 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's 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's.*

## 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's or Harper's Text.*

## P. VIRGILII MÆRONIS 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; journeys 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 Cicero. *Harkness's 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 into English and English into 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.*

---

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 English and German 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.

---

### 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.

MILITARY. 7.

---

Douglas Corps of Cadets.

---

FIRST LIEUT. C. G. STARR, FIRST INFANTRY, COMMANDING.

Those male pupils over 15 years of age who may so desire are formed into a Cadet Battalion for the purpose of military drill and exercise. The drill is for three-fourths of an hour each school day, and in no way interferes with school studies. The United States government has detailed an officer of the regular army to take charge of this department, and has furnished for the use of the cadets 100 Springfield cadet rifles, two 3-inch rifled cannon and 100 cavalry sabres, at no cost whatever to the State or the institution.

The cadet uniform is similar to that of the Grand Army of the Republic, with the exception that the buttons are those of the State troops. The cap is of gray cloth and can be obtained at Carbondale at a cost of about \$1.25. The advantage of this choice of uniform is that it is cheap, can be purchased anywhere, and if a cadet remains at the University only one term, at the end of that time, by a change of buttons, he has a simple civilian's suit that can be worn without being in the least conspicuous. No better suit than this can be obtained for school wear, and it is earnestly recommended that all who come to the school with the intention of becoming cadets provide themselves with it either before or after their arrival.

The corps is divided into uniformed and nonuniformed companies. The officers of the uniformed companies receive commis-

sions from the Commandant and are elected by the members of their own companies. The officers of the other companies do not receive commissions, but are appointed by the Commandant.

It is the desire of the Faculty and of the Board of Trustees that all the male pupils of the proper age join the Military Department. The value of the drill in developing an erect and soldierly carriage and in counteracting the stooping effect produced by bending over the desk in the act of study is very great. It gives to the cadets exercise of three-fourths of an hour per day in the open air as a relief from the study hall, and in addition gives them a knowledge of military matters that in case of war or domestic violence or insurrection would be of great value to themselves and to their country.

---

#### Formation of Battalion During School Year 1884-5,

##### FALL TERM.

*Co. A* (Uniformed)—Captain, Fringer; 1st Lieutenant, Keller; 2d Lieutenant, Dunaway; 1st Sergeant, Allen; Sergeants, Snyder, J. A., McMackin, Jay and Rapp; Privates, Aull, Adams, Barton, Calvin, Conner, Galbreath, Glenn, Hayton, R., Marvin, Keown, Root, Scurlock, Snyder, E., Sylvester, Thomas, White, Wooten, Chapman.

*Co. B* (Nonuniformed)—Captain, Nash; 1st Lieutenant, Alexander; 2d Lieutenant, Randolph; 1st Sergeant, Hamilton; Sergeants, Mahin, Curlee, S. J., Curlee, C. Z.; Privates, Harmon, Morgan, Hayton, J., Corthell, Corgan, Doyle, Schmidt, Ogle, Loomis, North, Gould, Bean, Zuck, Jones, E., Calvin, S. E., Galbraith, J. H., Gilbert, Miller, G., Lydick, M., Andrew, Dunn, Lydick, B., Rood, Dillinger, Lirely, Miller, J., Downey, Phillips, Jones, P., Starkweather, Koch, Gillham, Dorries.

##### WINTER TERM.

*Co. A* (Uniformed)—Captain, Fringer; 1st Lieutenant, Dunaway; 2d Lieutenant, Allen; 1st Sergeant, Snyder, J. A.; Sergeants, McMackin, Rapp, Aull, Root; Privates, Adams, Barton, Calvin, Chap-

man, Glenn, Galbreath, Hayton, R., Marvin, Sylvester, Scurlock, Thomas, White, Wooten.

*Co. B* (Nonuniformed)—Captain, Nash; 1st Lieutenant, Alexander; 2d Lieutenant, Randolph; 1st Sergeant, Hamilton; Sergeants, Curlee, S. J., Curlee, C. Z.; Bryden, J. R.; Privates, Corthell, Corgan, Dorries, Gould, Gillham, Gilbert, Harmon, Hayton, J., Hanson, Koch, Loomis, Lydick, M., Lydick, B., Lipe, Miller, McCurdy, Ogle, Perry, E. G., Perry, C., Purdy, Rood, Starkweather, Schmidt, Winchester, Zuck, Carpenter, Galbraith, J. H.

## SPRING TERM.

*Co. A* (Uniformed)—Captain, Dunaway; 1st Lieutenant, Allen; 2d Lieutenant, Snyder, J. A.; 1st Sergeant, McMackin; Sergeants, Rapp, Aull; Privates, Sylvester, Galbreath, Thomas, White, Snyder, E., Barton, Chapman, Scurlock, Wooten.

*Co. B* (Nonuniformed)—Captain, Nash; 1st Lieutenant, Curlee, S. J.; 2d Lieutenant, Bryden; 1st Sergeant, Purdy; Sergeants, Lydick, M., Cowan; Privates, Harmon, Corgan, Zuck, Ogle, Gillham, Lydick, B., North, Winchester, Lipe, King, Wiley, Toler, Absher, Taylor, Pike, Turner, Hughes, Raynor, McCreary, Keller, Hayden, Mulholland, Gallagher, Stone, Gilkison, Billings, J., Billings, L., Searing, Batson. After changes—Purdy left school; 1st Sergeant Co. B, Lydick, M. C.

---

PEDAGOGICAL COURSE.

---

THEORETICAL AND PRACTICAL.

---

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 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 letters and the purpose and effect of pauses, accents and emphasis.

5. In geography, the common definition of terms, lines, cir-

cles, and some general account of countries, especially the boundaries of the several States of the Union ; mountains, 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 Pedagogy. 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.

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, oils, waters, 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 books 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.



---

### 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 that 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 oral and written. 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 of libraries, and deserve the countenance and patronage of all students and their friends.

---

### 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 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 and Grand Tower, the Carbondale and Shawneetown, and the St. Louis Central railroads afford ample facilities for convenient access.

---

### EXPENSES.

---

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 twelve 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 book stores at reasonable rates.

CALENDAR FOR 1885-86.

---

Fall Term begins Monday, September 7—ends Friday, December 18, 1885.

Holiday Recess begins December 19 and ends January 2, 1886.

Winter Term begins January 4, 1886, and closes March 19, 1886.

Spring Term begins March 22, 1886, and closes June 10, 1886.

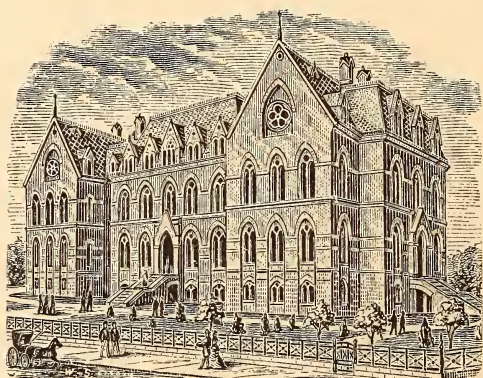
Examinations for the year begin June 7, 1886.

Annual Commencement, June 10, 1886.









Twelfth Annual Catalogue

OF THE

Southern Illinois

Normal : University,

Carbondale, Jackson Co.,

Illinois.

---

1885-86.

---

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.

---

CARBONDALE, ILL.:  
FREE PRESS BOOK PRINT.  
1886.



## 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.	JESSE BISHOP, Marion.
HIRAM WALKER, Jonesboro.	FRANCIS M. MALONE, Pana.

---

## TRUSTEES.

---

HON. THOS. S. RIDGWAY, Shawneetown.  
HENRY C. FAIRBROTHER, M. D., East St. Louis.  
HON. ROBLEY D. ADAMS, Fairfield.  
EZEKIEL J. INGERSOLL, ESQ., Carbondale.  
HON. SAMUEL P. WHEELER, Cairo.

---

## OFFICERS OF THE BOARD.

---

HON. THOS. S. RIDGWAY, <i>Pres't.</i>	EZEKIEL J. INGERSOLL, ESQ., <i>Sec.</i>
JOHN S. BRIDGES, <i>Treas.</i>	CHARLES W. JEROME, <i>Registrar.</i>

---

HENRY C. FAIRBROTHER, M. D.,	}	-	-	<i>Auditing Committee.</i>
EZEKIEL J. INGERSOLL, ESQ.,				

---





## FACULTY.

---

ROBERT ALLYN,

*Principal, and Lecturer on Pedagogy, Ethics, and Æsthetics.*

CHARLES W. JEROME,

*Teacher of Latin Language and Literature; and Registrar.*

JOHN HULL,

*Teacher of Psychology, Pedagogy, and Higher Mathematics; and Superintendent of Training Department.*

DANIEL B. PARKINSON,

*Teacher of Natural Philosophy, Chemistry, Astronomy, and Book-Keeping.*

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.*

SAMUEL M. INGLIS,

*Teacher of English Literature, Elocution, Vocal Music, and Calisthenics.*

INEZ I. GREEN,

*Teacher of Geography, and Assistant in Algebra and Arithmetic.*

CHARLES G. STARR,

*First Lieut. First Infantry, U. S. A., Teacher of Military Science and Tactics.*

JOHN BENGEL,

*Teacher of German and French.*

ALICE KRYSSHER,

*Assistant in Training Department.*

MATILDA F. SALTER,

*Teacher of Penmanship and Drawing.*

MARY WRIGHT,

*Assistant in Reading and Arithmetic.*



## PUPIL TEACHERS.

---

ALLEN, ROBERT M.,	KIRKPATRICK, JAMES H.,
ANDREW, JOHN W.,	KRYSSHER, CORA,
BLAIR, CARRIE,	KRYSSHER, ORA,
BRIBACH, CATHARINE C.,	LAWRENCE, LIZZIE H.,
BRIDGES, MAMIE,	LEARY, MARY,
BRYDEN, J. ROCKWELL,	LIGHTFOOT, EVA J.,
CAMPBELL, HARMON M.,	MAGNESS, LAURA E.,
CLELAND, CLARA B.,	McMACKIN, EDWARD G.,
CLELAND, MAY C.,	NICHOLS, LOUELLA,
CRANDALL, LETTIE E.,	PEASE, ANNA L.,
ENNISSON, MARY J.,	RIPLEY, CHARLES H.,
FULTON, ALEXANDER H.,	SCOTT, LUTHER T.,
GAGE, FRANCES DANA,	SEARING, HARRY,
GODDARD, PAULINA,	SMITH, SEVA A.,
GOODALL, SAMUEL H.,	STORMENT, EDGAR L.,
GOULD, JAMES E.,	STORMENT, JOHN C.,
HEWITT, EMMA L.,	TAIT, MINNIE E.,
HOLDEN, EMMA L.,	TROBAUGH, FRANK E.,
JOHNSON, E. CALLIE,	TURNER, GEORGE T.,
JOHNSTON, LEWIS E.,	WHITE, MAMIE J.,
KENNEDY, MARGARET,	WILLIAMS, CORA.

## NAMES OF STUDENTS.

---

### POST GRADUATES.

NAME.	RESIDENCE.
Alexander, Alice M.....	Chicago.
Burton, Arista.....	Carbondale.
Hull, Gertrude.....	Carbondale.

### SPECIAL STUDENTS.

Fitch, Edward C.....	Albion.
Salter, Bessie I.....	Carbondale.

### NORMAL DEPARTMENT.

#### REGULAR STUDENTS IN THE COURSE—SENIORS.

Allen, Sarah A.....	Fitzgerrell.
Barber, Florence M.....	Tamaroa.
Brown, Adella A.....	Pinckneyville.
Fryar, Minnie J.....	Carbondale.
Fulton, Alexander H.....	Salem.
Hord, Kittie E.....	Carbondale.
Hundley, Ella.....	Marion.
Kennedy, Margaret.....	Carterville.
Loomis, Carrie I.....	Makanda.
McAnally, Fannie D.....	Carbondale.
Nichols, Louella.....	Carlyle.
Storment, Edgar L.....	Salem.
Williams, Cora.....	Carbondale.



STUDENTS OF SECOND AND FIRST YEARS.

NAME.	RESIDENCE.
Allen, Robert M†.....	Carbondale.
Andrew, John W†.....	Marissa.
Blair, Carrie.....	Sparta.
Bribach, Catharine E.....	Cairo.
Bridges, Mamie E.....	Carbondale.
Bryden, J. Rockwell†.....	"
Buckley, Edith A.....	Marion.
Campbell, Fannie L.....	Carbondale.
Campbell, Harmon M†.....	"
Cleland, Clara B.....	"
Cleland, May C.....	"
Cowan, David J†.....	Vienna.
Crandall, Lettie E.....	Carbondale.
Ennisson, Mary J.....	Carbondale.
Glick, Albin Z.....	Lakewood.
Goddard, Paulina.....	Marion.
Goodall, Samuel H†.....	"
Gould, James E†.....	Carterville.
Hewitt, Emma L.....	Carbondale.
Holden, Emma L.....	Hodge's Park.
Hundley, Nannule.....	Marion.
Jackson, Minnie A.....	DuQuoin.
Johnson, E. Callie.....	Carbondale.
Kimzey, Walter R†.....	Tamaroa.
Kirkpatrick, James H.....	Price.
Lawrence, Bertha.....	Carbondale.
Leary, Mary.....	"
Lightfoot, Eva J.....	"
McCreery, Morton G†.....	Thompsonville.
McMackin, Edward G†.....	Salem.
Morgan, Annie L.....	DeSoto.
Naylor, Charles E.....	Vandalia.
Ogle, George W.....	Belleville.
Rapp, Louis B†.....	Carbondale.
Ripley, Charles H.....	Raymond.
Scott, Luther T.....	Springfield.
Scurlock, George H†.....	Carbondale.
Searing, Harry.....	"

† Cadet.

NAME.	RESIDENCE.
Sebastian, Julia A.....	Edwardsville.
Simer, Jason R.....	Salem.
Starzinger, Rosa A.....	Carbondale.
Stevens, Lawrence B†.....	Greenville.
Storment, John C.....	Salem.
Sylvester, Charles B†.....	Carbondale.
Tait, Minnie A.....	"
Trobaugh, Frank E.....	Jackson Co.
Turner, George T†.....	Vandalia.
Tyer, William J†.....	Cave-in-Rock.
Westall, Ella M.....	Sumner.
Wykes, George R†.....	Carbondale.
Wylie, Robert W.....	Marissa.
Zuck, Harry Z†.....	Holbrook, Ara.

## IRREGULAR NORMAL.

Adams, Cyntie C.....	Poplar Bluff, Mo.
Adams, George W†.....	Jackson Co.
Allen, Nannie C.....	Fitzgerrell.
Anderson, Pringle F†.....	Pinckneyville.
Bach, Blasius†.....	Bartelso.
Baird, Leona.....	Carbondale.
Baker, Ida M.....	Anna.
Barber, Ella R.....	Tamaroa.
Barrow, Eunice C.....	Cobden.
Bellamy, Addie.....	Carbondale.
Bengel, Thekla.....	Detroit, Mich.
Bennett, Pleasant P.....	Olmsted.
Biggs, Lettie E.....	Cobden.
Blair, Della.....	Sparta.
Brown, James W.....	Jackson Co.
Bundy, Joseph B.....	West End.
Burnside, Josie.....	Carlyle.
Burnside, Eliza C.....	"
Chanaberry, Freeman A†.....	Marion.
Cochrane, William P†.....	Jackson Co.
Colvin, Charles H†.....	Cisne.
Corgan, Alice E.....	Tamaroa.
Crews, Scott†.....	Elkville.

NAME.	RESIDENCE.
DeBussey, Thomas †	Centralia.
Denton, Abraham A †	Pinckneyville.
Doan, Amos R †	Olney.
Dunaway, Edgar T †	Carbondale.
Ennisson, George R	"
Fligor, Pleasant M †	"
Gage, Frances Dana	"
Gassaway, Americus M	Galatia.
Gaston, James B	Foxville.
Gilkison, Henry A †	Bellmont.
Grove, Fannie L	Du Quoin.
Hamilton, Albert J †	Marissa.
Hartsock, Effie M	Carbondale.
Hawkins, Samuel Y	Pinckneyville.
Hayton, Robert †	Williamson Co.
Hill, William G	Foxville.
Jackson, Lily C	Kinmundy.
Jeffrey, Edith S	Rockwood.
Johnston, Lewis E	Carlyle.
Keeney, Blanche O	Ferry, Mich.
Kelley, Jennie H	Carbondale.
Kelley, Maggie R	"
Keown, Hettie I	Jackson Co.
Kimmel, Ruby I	Carbondale.
Krysher, Cora	"
Krysher, Ora	"
Lawrence, Lizzie H	"
Levan, Ellen	Ava.
Levan, Lavinia	"
Locklar, John M	Equality.
Loosley, Emma	Murphysboro.
Mabus, Minnie	Lancaster.
Magness, Laura E	Salem.
Martin, William H †	Goreville.
McCurdy, Eneas J	Marissa.
McReynolds, Charles V †	Lincoln, Neb.
Miller, Joseph A †	Smithton.
Muri, Edwin †	Highland.
Moore, Bentley H †	Calhoun.

NAME.	RESIDENCE.
Nixon, Annie L.....	Marissa.
North, Clara C.....	Carbondale.
North, Flora A.....	Williamson Co.
Parks, Lizzie.....	Du Quoin.
Paslay, James H.....	Brownstown.
Pease, Anna L.....	Carbondale.
Perrott, Richard H.....	Sumner.
Perry, Celia M.....	Jackson Co.
Perry, Hester E.....	“ “
Pike, Albert E.....	Rockwood.
Proctor, Bessie D.....	Carbondale.
Randolph, Aquilla D†.....	Golconda.
Reynolds, James C†.....	Omega.
Richards, Kate E.....	Rockwood.
Richart, Fred M†.....	Fredonia.
Robinson, Cora A.....	Carbondale.
Robinson, John W*.....	Pomona.
Root, Charles B†.....	Walnut Hill.
Roth, Amelia.....	Murphysboro.
Rude, Otto J.....	Jackson Co.
Shriver, Mary E.....	Kinmundy.
Smith, Seva A.....	Carbondale.
Stearns, Lewis.....	Freeport.
Stonecipher, John S.....	Foxville.
Toler, Charles G†.....	Jackson Co.
Treat, William F.....	Salem.
Truelove, James T.....	Lick Creek.
Tyner, Robert E†.....	Williamson Co.
Walker, Elizabeth M.....	Lauer.
Walker, Kate E.....	Carbondale.
Watson, Ori A.....	Fairfield.
Whisnant, Quincy O†.....	Kinmundy.
White, Ella M.....	Richview.
White, Mamie J.....	Carbondale.
White, Willson C†.....	“
Wiggins, McClellan†.....	Lick Creek.
Williams, Kate.....	Jackson Co.
Winne, Frank E.....	Carbondale.

\* Deceased.

NAME.	RESIDENCE.
Wooden, George.....	Berryville.
Wyatt, David T†.....	Foxville.
Young, Sherman P†.....	Makanda.

PREPARATORY.

Absher, Albert A.....	Bellmont.
Adams, Joseph D.....	Fairfield.
Alexander, Rachel A.....	Cutler.
Allen, Jehu H†.....	Fitzgerrell.
Allen, A. Louise.....	Carbondale.
Allen, Susie C.....	Fitzgerrell.
Allmond, William D.....	Bloomfield, Mo.
Anderson, George T†.....	Carbondale.
Anderson, Mary J.....	Cobden.
Anderson, Nettie A.....	"
Atherton, M. Bert.....	Holyton.
Balcom, J. Van†.....	Jackson Co.
Balcom, Mamie E.....	"
Bange, Laura E.....	Olney.
Barr, Jessie G.....	Carbondale.
Barrow, Alice M.....	Cobden.
Barton, Eugene E†.....	Carbondale.
Barton, John L†.....	"
Bates, George S.....	Walnut Hill.
Batson, William G†.....	Carbondale.
Baul, John M†.....	Jackson Co.
Beard, Ada.....	Lakeville, Mo.
Benham, Ella M.....	Carbondale.
Berry, James H.....	Equality.
Biggs, William W.....	Jackson Co.
Blair, Libbie.....	Sparta.
Blair, Martha J.....	Cutler.
Blair, William O†.....	Sparta.
Bliss, Anson L†.....	Opdyke.
Bost, George†.....	DeSoto.
Boyd, George C.....	Cottonwood.
Boyle, Samuel S†.....	Marissa.
Brandon, Leander†.....	Carterville.
Bridges, Lena H.....	Carbondale.



NAME.	RESIDENCE.
Brown, Emma.....	Pinckneyville.
Brown, Lydia E.....	"
Brown, Robert.....	Carbondale.
Brown, Sarah E.....	Williamson Co.
Brown, Wilber E†.....	Carbondale.
Buckley, Lizzie F.....	Marion.
Buckley, William B.....	"
Burgess, Emma W.....	DuQuoin.
Burkett, Grace L.....	Carbondale.
Burton, James H.....	"
Bush, Thomas J†.....	Carterville.
Campbell, Julia B.....	Carbondale.
Carlton, Carrie F.....	"
Carr, John W.....	Makanda.
Casey, Mattie M.....	Centralia.
Chapman, Harry C†.....	Carbondale.
Clark, Mary C.....	Williamson Co.
Coleman, Ida A.....	Cairo.
Combs, James E†.....	Collinsville.
Corey, Kate B.....	Murphysboro.
Corgan, Edgar C†.....	Tamaroa.
Corthell, Elmer E†.....	Makanda.
Crabtree, Benjamin F†.....	Anna,
Crandall, William H†.....	Carbondale.
Crossett, Lee W†.....	Kinmundy.
Crowel, Josiah B.....	Jackson Co.
Depuy, Albert R†.....	Hoyleton.
Dollins, Amanda C.....	Carbondale.
Dollins, Henry W.....	"
Dollins, William H.....	"
Donoho, Thomas L†.....	Exchange.
Doolin, William R.....	Beech Ridge.
Dougherty, William A†.....	Mound City.
Doyle, George W†.....	Butler.
Easterly, Hattie.....	Jackson Co.
Easterly, Mattie.....	" "
Eaton, Mary E.....	Pinckneyville.
Ennisson, Annie W.....	Carbondale.
Evans, Nellie.....	Grand Tower.

NAME.	RESIDENCE.
Feltes, Cora A.....	Carbondale.
Feltes, Edward E†.....	“
Finn, John W†.....	Foxville.
Fligor, Keslar A†.....	Carbondale.
Francis, John.....	Goreville.
Friedline, Charles†.....	DeSoto.
Friedline, Edward.....	“
Frye, John.....	Carbondale.
Gilbert, Ida M.....	“
Goodloe, Nora C.....	“
Grant, Ellen E.....	“
Gregory, Leander M†.....	Logansville.
Griffin, Arthur.....	Equality.
Guthrie, David M†.....	Marissa.
Haldaman, Chrissy R.....	Pomona.
Haldaman, Elizabeth C.....	□ “
Hamill, Charles M†.....	Freeburg.
Hargis, Charles J.....	Foxville.
Hartsock, Emma S.....	Carbondale.
Hartwell, Henry C.....	Marion.
Hester, William.....	Carbondale.
Hewitt, Miles H†.....	Irvington.
Hickam, Ada.....	Carbondale.
Hiller, James E†.....	Makanda.
Hinchcliff, William W†.....	Carbondale.
Hindman, Bettie.....	Williamson Co.
Hindman, George W.....	Carterville.
Hodge, Edward J†.....	Murphysboro.
Hofsomer, Emil J.....	Breese.
Holcomb, Lucy M.....	Alto Pass.
Holden, Fannie J.....	Hodge's Park.
Holden, William†.....	“ “
Hord, Thomas F†.....	Carbondale.
Horner, Allie A*.....	DuQuoin.
Horner, Annie A.....	“
Hughes, Edwin C†.....	Jackson Co.
Hughes, Sarah A.....	Jackson Co.
Hull, Bertha.....	Carbondale.

\* Deceased.

NAME.	RESIDENCE.
Huls, Andrew F.....	Carbondale.
Hundley, Grace.....	Marion.
Hunsaker, Minnie M.....	Cobden.
Hunter, Ella.....	Carbondale.
Imhoff, Ann E.....	Murphysboro.
Ives, Metta J.....	Centralia.
Jenkins, Edgar E.....	Jackson Co.
Jenkins, Harry H†.....	"
Jenkins, Mary E.....	"
Jessop, Robert I†.....	Fairfield.
Johnson, Alice.....	Jackson Co.
Johnson, Ella D.....	Cairo
Johnson, Thomas†.....	Panola.
Keesee, Walter H†.....	Carbondale.
Kelley, Frank†.....	Burlington, Kas.
Kelsar, Bessie.....	North Bend, Neb.
Keown, Harry W†.....	Jackson Co.
Kimmel, Della.....	Elkville.
Klmmel, Laura E.....	Carbondale.
King, David A.....	Rose Bud.
King, Mima C.....	"
Korte, William F. E†.....	Hoyleton.
Knowles, Mary A.....	Carbondale.
Krysher, Libbic.....	"
Lawrence, Blanche A.....	"
Linnehan, Jennie.....	"
Lipe, Henry†.....	Jackson Co.
Mann, Louella F.....	Cutler.
Mann, William H.....	"
Manley, Addis R†.....	Bellmont.
Martin, Joshua H†.....	Beech Ridge.
Marvin, Charles H†.....	Jackson Co.
McAnally, Ella M.....	Carbondale.
McGuire, William B.....	"
McKinney, Augusta B.....	"
McKinney, Joseph F.....	Raymond.
Meek, Thomas M.....	Marissa.
Melton, Julia H.....	DuQuoin.
Meyer, Dede J.....	Nashville.

NAME.	RESIDENCE.
Miley, Julian J.....	Belleville.
Miller, George B†.....	Carbondale.
Moore, Ada E.....	"
Myers, George L.....	Makanda.
Nave, Dollie.....	Thompsonville.
Nelson, Edwin†.....	Carbondale.
Nelson, William F†.....	Carterville.
Niehaus, Henry†.....	Hoyleton.
North, Samuel E†.....	Carbondale.
Ogle, Oliver L†.....	Belleville.
Oglesby, Lavender.....	Belnap.
Olliver, Thomas E†.....	Harrisburg.
Peay, Lulu.....	San Antonio, Tex.
Perry, Edward G†.....	Jackson Co.
Peters, Mabel K.....	Carbondale.
Phillips, Rena B.....	"
Prickett, Harry M.....	"
Raynor, Ernest L†.....	"
Reef, Willam A.....	"
Reid, Zula M.....	Marion.
Reimann, William A.....	Murphysboro.
Rider, Albert E†.....	Freeburg.
Robeson, Minnie L.....	Cairo.
Rogers, Sherman E†.....	Farina.
Salter, Annie P.....	Carbondale.
Salter, John C.....	"
Sams, Fountain F.....	Jonesboro.
Schröder, Henry W.....	Breese.
Searing, Maggie A.....	Carbondale.
Smith, Charles J†.....	"
Smith, Cora T.....	"
Smith, John W†.....	Omega.
Smith, Levi L.....	Campbell Hill.
Smith, Mabel.....	Carbondale.
Smith, Myra B.....	Olmsted.
Snyder, Jennie.....	Farina.
Spiller, Grace E.....	Carbondale.
Spires, Joseph C†.....	Makanda.
Spires, William R†.....	"

NAME.	RESIDENCE.
Sprague, Nellie M.....	Carbondale.
Starkweather, Fred. L†.....	"
Stock, Charles E†.....	"
Stone, John E†.....	Williamson Co.
Storm, Susie P.....	Jonesboro.
Stumm, Julia.....	Williamson Co.
Taborn, Lorenzo D.....	Carrier Mills.
Taylor, Pollie.....	Cairo.
Teeter, Annie C.....	Carbondale.
Teeter, Carrie O.....	"
Thomas, William E†.....	"
Thompson, Thomas L.....	Smithland, Ky.
Thurston, Samuel H.....	Rockwood.
Toler, Frank T.....	Jackson Co.
Tranbarger, Clara.....	Carterville.
VanWinkle, Dick.....	DuQuoin.
Waller, Louisa.....	Murphysboro.
Wallis, William, Jr.....	Carbondale.
Wharton, Bertha E.....	Marion.
Winchester, Russell E.....	Jackson Co.
Winchester, William†.....	Jackson Co.
Williams, Boston M.....	Carbondale.
Winn, Ada.....	Cairo.
Wolfe, Nellie.....	Grand Tower.
Woodward, Frank C.....	Lincoln, Neb.
Wooten, Elmer F†.....	Carbondale.

### TRAINING DEPARTMENT.

#### GRAMMAR GRADE.

Abel, Lelia B.....	Carbondale.
Allen, Louis R.....	Jackson Co.
Beman, George W.....	Carbondale.
Borger, Mary.....	"
Bryden, William O.....	"
Campbell, Harry B.....	"
Carter, Lizzie D.....	"
Downey, Clement L.....	"
Gage, Lizzie C.....	"



NAME.	RESIDENCE.
Hobbs, Edward J†.....	Carbondale.
Lawrence, John H.....	"
Marvin, Marcus H†.....	Jackson Co.
McKinney, Daisy.....	Carbondale.
Miller, Libbie M.....	"
North, Percy C.....	"
Wallis, Mary.....	"
Williams, Rosa.....	"

PRIMARY GRADE.

Alexander, Kittie.....	Carbondale.
Allen, Henry E.....	Jackson Co.
Allen, John B.....	Carbondale.
Ashley, Frank K.....	"
Ashley, Willie H.....	"
Barbour, Florence.....	"
Barr, Bertie A.....	"
Beman, Julia.....	"
Borger, John.....	"
Bourchier, Thomas.....	"
Brantley, John H.....	"
Brewster, Thomas H.....	"
Bricker, Libbie.....	"
Bridges, Abbie L.....	"
Bridges, Charles G.....	"
Bridges, Daniel Y.....	"
Bridges, Ella.....	"
Brownlee, Bessie.....	Champaign.
Brownlee, Mamie.....	"
Brownlee, V. Cora.....	Carbondale.
Brownlee, John.....	"
Brush, George L.....	"
Brush, Samuel T.....	"
Brush, Silas G.....	"
Bryden, Eva H.....	"
Buckley, Adelaide.....	Marion.
Buckley, Anna.....	"
Campbell, John G.....	Carbondale.
Clements, Loui.....	"
Clements, Robbie.....	"

NAME.	RESIDENCE.
Cochrane, John H.....	Carbondale.
Cochrane, Lulu M.....	"
Cochrane, Maud O.....	"
Crawshaw, Joseph R.....	Jackson Co.
Dixon, Luella.....	Carbondale.
Gibson, Bessie.....	Hastings, Neb.
Harker, George M.....	Carbondale.
Hay, Carrie.....	"
Hindman, Laura.....	"
Jerome, Carrie O.....	"
Johnson, Bessie A.....	"
Keesee, Leota E.....	"
Krysher, Frank C.....	"
Laney, George.....	"
Laney, Maud.....	"
Laney, Webster.....	"
Lawrence, Abbie R.....	"
Marvin, Edward.....	Jackson Co.
MeAnally, Frank J.....	Carbondale.
McGuire, Arthur.....	"
McGuire, Sylvia.....	"
Mertz, Dora L.....	"
Morton, May.....	"
Morton, Robert.....	"
Munger, Grace.....	"
Murphey, Willie G.....	"
Nash, Clara L.....	"
North, Alice.....	"
North, Julia.....	"
Parkinson, Daniel B., Jr.....	"
Parsons, Nellie.....	"
Perrine, John S.....	Lake Creek.
Peters, Helen.....	Carbondale.
Prickett, Bertie.....	"
Prickett, Edgar E.....	"
Prickett, Guy C.....	"
Rapp, Charles R.....	"
Reef, Edmund W.....	"
Smith, Harry.....	"

NAME.	RESIDENCE.
Sullivan, Bettie A.....	Carbondale.
Sykes, James.....	"
Teeter, George H.....	"
Teeter, Horace F.....	"
Teeter, Kate M.....	"
Wallis, Marshall.....	"
Winne, Myrtie.....	"
Woodward, Fred.....	Lincoln, Neb.
Wykes, Frank.....	Carbondale.

GENERAL SUMMARY.

Post Graduates.....	3
Special Students.....	2
Regular Normal Students.....	65
Irregular Normal Students.....	105
Preparatory Department.....	215
Training Department.....	96
Total.....	486

SUMMARY BY TERMS.

Enrolled in Fall Term.....	315
Enrolled in Winter Term.....	318
Enrolled in Spring Term.....	354
Total.....	987

## HISTORY.

On the afternoon at 3 o'clock and 15 minutes, of November 26, 1883, the original building, begun in 1869 and completed July, 1874, was destroyed by 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 fifteen 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 smouldering 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, most of the furniture of the building, and the apparatus for philosophic and chemical illustrations, were saved and in good condition.

The zeal and coolness, the energy and endurance of these young ladies and gentlemen in this emergency, can not 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 the same day the citizens of Carbondale began plans for erecting 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 60 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. The building will be used till the General Assembly of the State shall rebuild the University and make it better than ever, and even more worthy the confidence and patronage of the people of Southern Illinois.

The General Assembly, by an act approved June 27, 1885, appropriated \$152,065, to replace the one destroyed. Plans and specifications were made by I. S. Taylor, Esq., of St. Louis, and a contract was made with Parry & Deal, of Peoria, for a superb structure, the whole to be finished for use, we confidently expect, by the time of opening the fall term. But if not by that time, the 1st of October as the longest possible day. The new building in many respects will be superior to the original one, and will in every respect be much better finished. There will be a magnificent Normal Hall or Study Room in the third story and fine Society Halls; recitation rooms in each story; a Library Hall in the second story, and a Laboratory and Museum in the lower story. The recitation rooms are, including those belonging to the Training Department, in number seventeen, and are arranged and furnished in the most satisfactory manner. The furniture will be new, of the most approved patterns, the most convenient in form and of the best workmanship. The Museum of Natural History, very complete and dissecting rooms connected with it are to be fitted for special practical work of the students. The Chemical Laboratory is furnished with every modern appliance for analysis and experiments, with tables, furnaces and retorts, so that a student has the advantage of the most ample kind, where he must learn by doing, from the first step to the completion of his course. As to the whole building, its apparatus, its furniture and arrangements for study, it is safe to say that when the new building is finished, the students will have lost nothing by the fire.

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; Eli Bowyer, of Olney; Col. Thomas M. Harris, of Shelbyville; Rev. Elihu J. Palmer, of Belleville, and Samuel E. Flannigan, Esq., of Benton.

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 University, with two courses of study, occupying three years and two years respectively; a Preparatory Normal, one year, and a Training Department.

There have been admitted to the University in all departments 2,670 students, and a record, kept very carefully, shows that about



1,724 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 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 and 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 departments before named. One design of the Préparatory 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, drawing, writing, 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 despatch 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 dress.
2. Purity of words and behavior.
3. Cleanliness of desks, books and rooms.
4. General 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 day 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, Ill.....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 postoffice 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 Normal 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.

### 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 of 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.

N. B.—The Pedagogic work of the school will hereafter be required of all graduates. And further, the Greek will hereafter be so far optional as that no regular classes in the course will be organized, but any student wishing to pursue that branch can be accommodated by the professor on paying him extra for the time devoted to the study.



---

## 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 certainly—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 wants to teach simply 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.

---

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 Co.; William L. Martin, of Washington Co.; William Y. Smith, of Johnson Co.; and Miss Mary Wright, of Cobden; Miss Elizabeth M. Sheppard, of Carbondale; and John T. McAnally, M. D., of Carbondale.

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 during the years we have been compelled to occupy our temporary quarters in the small building erected by Carbondale. It will be resumed next year.

---

## DEPARTMENTS.

---

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 long and careful experiment have proven that this can not be inverted without harm. We ask all to study the syllabus of each department and mark its plan.

FULL COURSE.

	STUDIES.	PREP.			NORMAL.									
		One Year.			First Year.			Second Year.			Third Year.			
		1	2	3	1	2	3	4	5	6	7	8	9	
I.....	{ Psychology..... Ethics.....											†	†	.....
II.....	{ Pedagogy..... School Law..... Practice Teaching.....					†	†	.....					.....	†
III.....	{ Physics..... Zoology..... Botany..... Physiology..... Chemistry..... Astronomy..... Geology.....								†	.....				.....
IV.....	{ Arithmetic..... Algebra..... Geometry..... Book-keeping.....		†	†	†									.....
V.....	{ Reading and Phonics..... Grammar..... Rhetoric..... English Analysis and Composition..... English Literature..... Elocution..... Spelling.....		†	.....	†									.....
VI.....	{ Geography..... History..... Constitution of the United States and of Illinois.....		†	†	.....									.....
VII.....	{ Penmanship..... Drawing.....													.....
VIII.....	{ Vocal Music..... Calisthenics..... Military Drill.....					Daily until excused. Daily exercises. Three times a week.								
IX.....	{ Latin.....					†	†	†	†	†	†			.....
X.....	{ German..... French.....													.....

The Roman numerals on the margin refer to departments, as in the Syllabus following:

“†” indicates the term of the study; “†” indicates one-third of a term.

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 pedagogy, and in the 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.

SHORT COURSE.

STUDIES.		PREP			NORMAL.					
		One Year.			First Year.			Second Year.		
		1	2	3	1	2	3	4	5	6
I.....	{ Psychology.....							†	†	
	{ Ethics.....									†
II.....	{ Pedagogy.....					†	†			
	{ School Law.....						†			
	{ Practical Teaching.....									
III.....	{ Physics.....					†				
	{ Zoology.....						†			
	{ Botany.....							†		
	{ Physiology.....								†	
	{ Chemistry.....								†	
IV.....	{ Astronomy.....								†	
	{ Arithmetic.....		†	†	†			†		
	{ Algebra.....					†	†			
	{ Geometry.....								†	
V.....	{ Book-keeping.....						†			
	{ Reading and Phonics.....		†		†			†		
	{ Grammar and Composition.....		†	†	†			†		
	{ English Analysis and Composition.....								†	
	{ English Literature.....								†	
VI.....	{ Elocution.....								†	
	{ Spelling.....								†	
	{ Geography.....		†	†				†		
VII.....	{ History.....			†					†	
	{ Constitution of the United States and of Illinois.....			†					†	
VIII.....	{ Penmanship.....						†			†
	{ Drawing.....						†			†
VIII.....	{ Vocal Music.....									Daily till excused.
	{ Calisthenics.....									Daily exercises.
	{ Military Drill.....									Three times a week.

The Roman numerals on the margin refer to departments, as in the Syllabus following.

"†" indicates the term of the study; "‡" indicates one-third of a term.

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 pedagogy, and in the 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.

# PROGRAM OF EXERCISES.

## FIRST TERM.

1	.....	Latin F	.....	Psychol. B	.....	Physics A.	.....	Gram. C*	.....	Physiol. A	.....	Hist'y. C*	.....	Rhetoric.	.....	Algebra E*	.....	Germ'n E	.....	Penn's'p B	.....	Arith. B*	
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

### MORNING RECESS.

3	.....	Latin C	.....	Pedagogy D	.....	Physics B*	.....	Gram. B*	.....	Gen. Hist.	.....	Read. C.	.....	Geog. B*	.....	Germ'n C	.....	Drawing B	.....	Arith. C*	.....	.....
---	-------	---------	-------	------------	-------	------------	-------	----------	-------	------------	-------	----------	-------	----------	-------	----------	-------	-----------	-------	-----------	-------	-------

### LUNCH RECESS.

4	.....	Lectures.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	.....	Lat. F*	.....	Geom. B.	.....	Chemistry.	.....	Gram. D.	.....	Hist'y A.	.....	Read. A.	.....	Geog. A.	.....	.....	.....	.....	.....	.....	.....	.....

## SECOND TERM.

1	.....	Latin E	.....	Psychol. A.	.....	Astronomy.	.....	Gram. B*	.....	Zool. A.	.....	Hist'y C.	.....	.....	.....	Algebra D*	.....	Germ'n E	.....	Drawing A.	.....	Arith. D*
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

### MORNING RECESS.

3	.....	Latin B	.....	Pedagogy C	.....	B-k-k'p'ng	.....	Gram. D*	.....	.....	.....	.....	.....	.....	.....	Phys. Geog.	.....	Germ'n B	.....	Drawing C.	.....	Arith. B*
---	-------	---------	-------	------------	-------	------------	-------	----------	-------	-------	-------	-------	-------	-------	-------	-------------	-------	----------	-------	------------	-------	-----------

### LUNCH RECESS.

4	.....	Lectures.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	.....	Lat. E*	.....	Pedagogy B	.....	Physics B*	.....	Eng. Anal	.....	Gram. C.	.....	Hist'y B*	.....	Read. C*.	.....	Geog. B	.....	.....	.....	.....	.....	.....

## SPRING TERM.

1	.....	Latin D	.....	School Law	.....	Geology	.....	Gram. D*	.....	Botany A	.....	Hist'y B.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

### MORNING RECESS.

3	.....	Latin A	.....	Ethics	.....	B-k-k'p'ng*	.....	Gram. B.	.....	Physiol. A	.....	Hist'y A*	.....	Read. A*	.....	Geog. A*	.....	Germ'n A	.....	Drawing B	.....	Arith. A*
---	-------	---------	-------	--------	-------	-------------	-------	----------	-------	------------	-------	-----------	-------	----------	-------	----------	-------	----------	-------	-----------	-------	-----------

### LUNCH RECESS.

4	.....	Lectures.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	.....	Lat. D*	.....	Pedagogy A	.....	Physics A*	.....	Gram. A.	.....	Zool. A*	.....	Hist'y C*	.....	Read. B.	.....	Geog. C*	.....	.....	.....	.....	.....	.....

The classes marked \* are irregular.

### Military Drill and General Exercises.



SYLLABUS OF DEPARTMENT WORK.

---

N. B.—This syllabus includes both the Short and the Full Course. Let it be studied in connection with the tables, Courses of Study and Program. The Full Course is arranged so as to fill three years of three terms each—nine terms in all. Each study is named below in this order.

---

## I. Department of Psychology and Ethics.

## PSYCHOLOGY.

Seventh Term (B).—Chapters I-IX of Sully's Outlines.

Eighth Term (A).—Chapters X-XIV of Sully's Outlines.

## ETHICS AND CRITICISM.

Ninth 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 art, and to analyze the works of art in their several branches.—*Wayland, Peabody, and Bascom.*

---

## II. Department of Pedagogy.

First Term (D).—Brief study of the nature and powers of the child; the mental powers and the order of their development; importance of training the feelings and the will; the nature of education; right order in education; methods of training the different powers; the teacher's motives, preparation and characteristics; school-house, furniture, and apparatus; school organization and management; purpose and management



of the recitation; moral training in schools.—*Hewett's Pedagogy, and Lectures.*

Second Term (C).—Observation of work in the Training School; criticism; discussion; lectures.

Third Term.—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.—*School Law, and Lectures.*

Eighth Term (B).—Meaning and scope of education; three lines of educational development; lessons from a study of sensation, perception, conception, and attention; memory in education; cultivation of the imagination, judgment and reason; the emotions in education; moral and religious training; motives and the training of the will; nature and uses of punishment.—*Landon, Sully, and Lectures.*

Ninth Term (A).—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.—*Quick's Educational Reformers, and Lectures.*

### PRACTICAL TEACHING.

Three terms of teaching in the Training School are required before graduation. This teaching is to be done at such times as the Superintendent of the Training Department may require, and will be carefully supervised either by him or his Assistant.

### III. Department of Physical and Biological Science.

#### PHYSICS.

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, electric units, etc.

The various subjects are thoroughly illustrated by practical experiments and problems.

ZOOLOGY.—*Tenney's Elements.*

Fifth Term.—What is an animal? general idea of the animal kingdom; basis of classification; the five branches or subkingdoms. 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.—*Wood's Class-Book,*

Sixth Term.—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.—*Dunglison.*

Seventh Term.—Physiology and anatomy defined; organic and inorganic bodies; cells, divisions of the human body; bones, structure, classi-

fication, 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.

#### CHEMISTRY.—*Avery.*

Seventh 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. Description of chemical operations, preparation of re-agents, deportment of bodies with re-agents, and blow-pipe work according to groups. Analysis of ten simple substances, determining bases only; 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 re-agents, and a suitable stock of chemical compounds, the purpose being to make the student familiar with the different processes of analyzing ordinary substances, and skillful in manipulating apparatus.

#### ASTRONOMY.—*Ray.*

Eighth Term.—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. Original essays by the class.

#### GEOLOGY.—*Andrews.*

Ninth 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 ar-

rangement 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 the study of the geological formation of Jackson county and vicinity.

#### MINERALOGY.—*Foye.*

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, system of crystallization, luster, fracture, groups, etc.

---

#### IV. Department of Mathematics.

##### ARITHMETIC.

Second Term (A).—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; 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 and deductive; compound numbers; methods in percentage and its applications; ratio and proportion; powers; roots; metric system.



BOOK-KEEPING.—*Williams and Rogers.*

Second Term.—Definitions; books used; principle of journalization; posting; trial balance, balance-sheet; inventories of resources and liabilities; closing ledger; statements; notes, drafts, checks, and names of persons connected therewith; interest, discount, exchange. Partnership, commission, consignment, shipment, account sales, administrator's, books, etc.

ALGEBRA.—*Ficklin.*

Fourth Term (C).—Literal notation and its application to addition, subtraction, multiplication and division of integral and 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.

## V. Departments of English Language and Literature.

## READING.

First Term (A).—Methods of teaching beginners; word, phonic and alphabetic methods considered; faults in teaching beginners pointed out; apparatus to be used in class teaching; qualifications of a good teacher; methods of teaching advanced pupils discussed; thought analysis; pronunciation; diacritical work considered; study of biography discussed.



GRAMMAR.—*Any good text-book.*

Third Term (A).—Parts of speech; properties; methods of teaching these; points of difference in the authors used; parsing; sentences; elements; forms and kinds of sentences; rules of syntax; false syntax; peculiar construction; analyzing; 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.

RHETORIC.—*D. H. Hill.*

Fourth Term.—Invention, style and discourse, including language, composition, figures of speech, purity, strength, harmony. This work is supplemented by essays, themes, and discussions.

ENGLISH ANALYSIS.—*Greene.*

Fifth Term.—Principles of language; paragraphing and composition; powers of words; synonyms; idioms; abridging propositions; skeletons for essays; grammatical, rhetorical, and logical analysis.

ENGLISH LITERATURE.—*Kellogg.*

Sixth Term.—First half given to American literature; recitation of text; reading by teacher and pupils. Second half devoted to English literature; recitation of text, and readings from Chaucer, Mandeville, Spenser, Shakespeare, Bacon, Johnson, Taylor, and others; essays on authors and works, and criticisms in style.

ELOCUTION.—*Cumnock.*

Ninth 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.

## SPELLING, WORD ANALYSIS AND DEFINITION.

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

Class D.—Review of preceding lessons; list of words commonly used

in connection with the same object; syllabication; rules for spelling; rules for capitalization; 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.

---

## VI. Department of Geography and History.

### GEOGRAPHY.

First Term (A).—Methods in teaching direction, distance, form; idea of scale developed; Map of Township, County, State; the earth as a whole, motions, form, etc.; definitions, how they should be taught; plan of teaching a Continent, North America as a type; outline schemes for the different steps. Map of North America. Different methods in teaching map drawing.

### U. S. HISTORY.

First Term (A).—Why study history; methods of beginning, and successive steps; a course in history.

### CONSTITUTION OF THE UNITED STATES AND ILLINOIS.

Sixth 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. Comparison of the Constitution of the State of Illinois with that of the United States; departments of state government and work belonging to each; officers and their duties; rights and duties of citizens.—*Townsend and Crawford.*

ANCIENT AND MODERN HISTORY.—*Swinton.*

Seventh Term.—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.

PHYSICAL GEOGRAPHY.—*Guyot.*

Eighth Term.—Earth's position in the universe; surface measurement, etc.; evidences of internal heat; the lands; arrangement, outline relief; islands, position, formation; waters, continental and oceanic; drainage of continents; oceans, oceanic movements; atmosphere; physical and astronomical climate; the winds, vapor in the atmosphere, laws of rainfall, glaciers, life upon the earth; distribution of plants; distribution of animals.

---

 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.

---

 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

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 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.

#### CALISTHENICS.

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

### IX. Department of Latin Language and Literature.

#### LATIN ELEMENTS.

First Term (F).—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.—*Harkness and Ahn*.

#### LATIN ELEMENTS—Continued.

Second Term (E).—Conjugation 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.—*Harkness and Ahn*.



## LATIN READER.

Third Term (D).—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.—*Harkness Grammar and Reader.*

## CÆSAR DE BELLO GALLICO.

Fourth Term (C).—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.—*Harkness, or Allen and Greenough.*

## CÆSAR DE BELLO GALLICO—Continued.

Fifth Term (B).—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 the rules for construction. The style of Cæsar.—*Allen and Greenough, or Harkness.*

## CICERO IN CATILINAM.

Sixth Term (A).—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, the style of Cicero.—*Allen and Greenough, or Bullion.*

## 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 pop-



ular 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:

First Term.—Introduction, affinity between the Germanic languages in general, and between English and German 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 text book 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.

---

## 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 all appear in our schedule of studies, and are placed in the daily program of recitations. Any one can see from that during what term and at what hour they will recite. (For Syllabus of these see below.)

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. A class in elementary algebra will be commonly formed each Spring Term for the benefit of those who have been teaching in the winter. A class in this study is organized each Fall Term, and continues two terms.

---

### Syllabus of Preparatory Work.

#### ARITHMETIC.—*White.*

First Term. (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 and 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 (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 (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 and its applications, ratio and proportion.

READING.—*Appleton's Fifth Reader.*

First Term (C).—Elements of speech, with phonic spelling, orthoepy, articulation, syllabication, accent, emphasis, slur, inflection, pause, management of breath, management of the body, classes of ideas, organs and breathing, voice and speech, voice building.

Third Term (B).—Orthoepy reviewed, phonic spelling continued, elements of expression definitely considered, cultivation of voice and manner of utterance, vocal and physical culture combined, special study of the biography of authors of selections read.

GRAMMAR.—*Harvey.*

First Term (D).—Uses of capital letters, parts of speech and their modifications, declension of nouns and pronouns, conjugation of verbs, correction of ungrammatical expressions, parsing.

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

Third Term (B).—Rules of syntax, analysis of sentences, correction of false syntax by rules, peculiar construction, punctuation, prosody.

GEOGRAPHY.—*Harper's.*

First Term (C).—Direction, distance, form, township, county, state,

map drawing, the earth as a whole, shape, motions, etc., elementary definitions, latitude and longitude, North America, position, contour, relief, drainage, etc., map drawing, political North America and map drawing, South America.

Second Term (B).—Europe and Asia with map drawing, Africa, Australia and Pacific Islands, special study of Illinois, map drawing.

#### HISTORY U. S.—*Barnes.*

Second Term (C).—Period of discovery and exploration, early settlements, intercolonial war, revolutionary war, articles of confederation, constitution adopted, principles of government established, financial policy, foreign policy, purchase of Louisiana, war of 1812, Monroe doctrine, tariff. *Work of this term extends to Jackson's administration.*

Third Term (B).—Jackson's and Van Buren's administrations, admission of Texas, Mexican war, Omnibus bill, Kansas-Nebraska bill, Dred Scott decision, civil war, reconstruction, and more recent events, Constitution of U. S.

## MILITARY.

---

### Douglas Corps of Cadets.

---

#### FIRST LIEUT. C. G. STARR, FIRST INFANTRY, COMMANDING.

Those male pupils over 15 years of age who may so desire are formed into a Cadet Battalion for the purpose of military drill and exercise. The drill is for three-fourths of an hour each school day, and in no way interferes with school studies. The United States government has detailed an officer of the regular army to take charge of this department, and has furnished for the use of the cadets 100 Springfield cadet rifles, two 3-inch rifled cannon and 100 cavalry sabres, at no cost whatever to the State or the institution.

The cadet uniform is similar to that of the Grand Army of the Republic, with the exception that the buttons are those of the State troops. The cap is of gray cloth and can be obtained in Carbondale at a cost of \$1.25. The advantage of this choice of uniform is that it is cheap, can be purchased anywhere, and if a cadet remains at the university only one term, at the end of that time, by a change of buttons, he has a simple civilian's suit that can be worn without being in the least conspicuous. No better suit than this can be obtained for school wear, and it is earnestly recommended that all who come to the school with the intention of becoming cadets provide themselves with it either before or after their arrival.

The corps is divided into uniformed and non-uniformed companies. The officers of the uniformed companies receive commissions from the Commandant and are elected by the members of their own companies. The officers of the other companies do not receive commissions, but are appointed by the Commandant.

It is the desire of Faculty and of the Board of Trustees that all the male pupils of the proper age join the Military Department. The value



of the drill in developing an erect and soldierly carriage and in counteracting the stooping effect produced by bending over the desk in the act of study is very great. It gives to the cadets three-fourths of an hour per day in the open air as a relief from the study hall, and in addition gives them a knowledge of military matters that in case of war or domestic violence or insurrection would be of great value to themselves and to their country.

### Formation of Batalion During School Year 1885-6.

#### FALL TERM.

*Company A*—Captain, Dunaway; 1st Lieutenant, Allen; 2d Lieutenant, McMackin; 1st Sergeant, Rapp; Lance Sergeants, Campbell, Root, Hamilton; Privates, Zuck, Scurlock, Ogle, Sylvester, North, Toler, Chapman, Hughes, Rider, Doyle, Corgan, Boyle, Andrew, Gould, Richart, Adams, Tyner, Miller, J., Hayton, R., Barton, White, Crandall, Miller, G., Thomas, Randolph, Wiggins, Turner, Starkweather, Perry, Donoho.

*Company B (New Cadets)*—Captain, Goodall; Lieutenants Bryden, Cowan, in charge; Privates, Van Winkle, Bach, McReynolds, Reynolds, Smith, J. W., Hamil, Jenkins, Smith, C. J., Johnson, Nelson, Blair, Stevens, Hincheliff, Guthrie, Crosset, Kimzey, Combs, Wyatt, Finn, Brown, Rogers, Felts, Fligor, Stock, Hord, Dougherty, Hobbs, Keesee, Marvin, M. P.

#### WINTER TERM.

*Company A*—Captain, Dunaway; 1st Lieutenant, Allen; 2d Lieutenant, McMackin; 1st Sergeant, Rapp; Sergeants, Campbell, Root; Privates, Boyle, Hughes, Starkweather, White, Barton, J. L., North, Perry, Crandall, Toler, Wooten, Ogle, Randolph, Donoho, Chapman, Zuck, Winchester, Scurlock, Wiggins, Corthell, Marvin, C. H., Lipe, McCreery, Bush, Brandon, L., Martin, Barton, E. Friedline, Kelley, Batson.

*Company B*—Captain, Goodall; Lieutenants, Bryden; Cowan; 1st Sergeant, Combs; Sergeant, Hincheliff; Privates, Hord, Keesee, Blair,

Fligor, Jenkins, Guthrie, Hobbs, Dougherty, Bach, Hamil, Reynolds, Marvin, Crosset, Felts, Brown, Stock, Tyer, Stone, Ball, Muri, Bliss, Holden, Allen, Balcom, Keown, Depew, Bates.

SPRING TERM.

*Company A*—Captain, Dunaway; 1st Lieutenant, McMackin; 2d Lieutenant, Rapp; 1st Sergeant, Hincheliff; Sergeant, North; Privates, Miller, Hughes, Boyle, Reynolds, Pike, Thomas, Raynor, Bliss, Lipe Kelley, Muri, Keesee, Dougherty, Nelson, Crandall, Gilkison, Doan, Anderson, P. F., Manley, Hodge, Young, Spires, W. R., Jessup, Moore, Niehaus, Oliver, De Bussy, Colin, C. H.

*Company B*—Captain, Goodall; 1st Lieutenant, Cowan, 2d Lieutenant, Korte; 1st Sergeant, Barton; Sergeant, Scurlock; Privates, Hord, Ogle, Bach, White, Donoho, Bush, Hiller, Wiggins, Absher, Holden, Stock, Toler, Hobbs, Rude, Bost, Denton, Gregory, Crabtree, Spires, J. C., Cochran, Whisnant, Anderson, Geo., Hewitt, Crews, Wykes.

---

## PEDAGOGICAL COURSE.

---

### THEORETICAL AND PRACTICAL.

---

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 time, 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 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 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 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, cities and railroads. To this should be added a few points of historical interest.

6. In arithmetic, as far as roots, with especial 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 revolution 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 their 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, 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, Hall of John Hopkins University, Payne, Quick, Rosenkranz and other works on Pedagogy. There will also be opportunity for chemical work in the laboratory, and for instruction and practice in taxidermy, and <sup>the</sup>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 and 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.

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 new building shall be completed. 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 and 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 is 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 qualitative analysis of salts, oils, waters, 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 class in trigonometry and surveying are required to use constantly.

#### LIBRARY AND WORKS OF REFERENCE.

The University has a complete set of books 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.

---

## CONDITIONS OF ADMISSION.

---

To be entitled to admission to the Normal Department, a lady must be sixteen years of age and a gentleman eighteen. They must be of good moral character, and a certificate to that 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 good behavior.

---

## SUGGESTIONS.

---

We do 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 school a day. The regular calisthenic exercise 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 do not finish every examination, both oral and written. 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 purpose 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

---

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 and Grand Tower, and the St. Louis Coal railroads afford ample facilities for convenient access.



---

### EXPENSES.

---

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 twelve 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 book stores at reasonable rates.

A successful club has been carried on during the year now closing in which prices—including all expense—have ranged from \$2.25 to \$2.50 per week.

---

CALENDAR FOR 1886—1887.

---

Fall Term begins Monday, September 6—ends Friday, December 17, 1886.

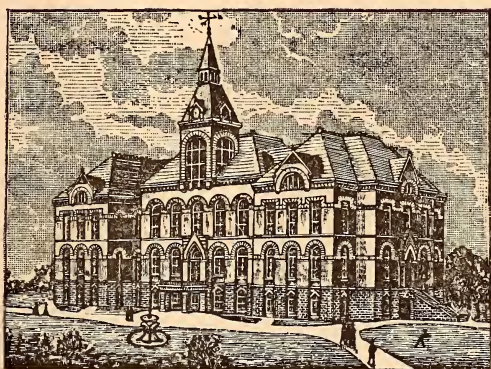
Holiday Recess begins December 18 and ends January 1, 1887.

Winter Term begins January 3, 1887, and closes March 18, 1887.

Spring Term begins March 21, 1887, and closes June 9, 1887.

Examinations for the year begin June 6, 1887.

Annual Commencement, June 9, 1887.

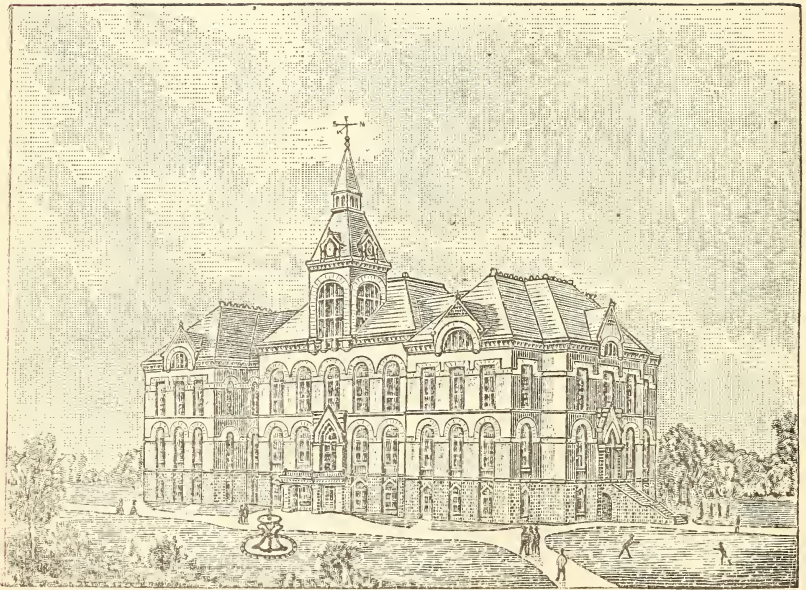


THE NEW BUILDING.









Thirteenth Annual Catalogue

—OF THE—

Southern Illinois

Normal University,

Carbondale, Jackson County,

Illinois.

1886-7.

CARBONDALE, ILL.:  
FREE PRESS BOOK PRINT.  
1887.



## TRUSTEES.

---

HON. THOS. S. RIDGWAY, Shawneetown.

HENRY C. FAIRBROTHER, M. D., East St. Louis.

HON. ROBLEY D. ADAMS, Fairfield.

EZEKIEL J. INGERSOLL, Esq., Carbondale.

HON. SAMUEL P. WHEELER, Cairo.

---

## OFFICERS OF THE BOARD.

---

HON. THOS. S. RIDGWAY, *Pres't.*

EZEKIEL J. INGERSOLL, Esq., *Sec.*

JOHN S. BRIDGES, *Treas.*

CHARLES W. JEROME, *Registrar.*

---

HENRY C. FAIRBROTHER, M. D., {  
EZEKIEL J. INGERSOLL, Esq., } - *Auditing Committee.*





## FACULTY.

---

ROBERT ALLYN,

*Principal, and Lecturer on Pedagogy, Ethics, and Aesthetics.*

CHARLES W. JEROME,

*Teacher of Latin Language and Literature; and Registrar.*

JOHN HULL,

*Teacher of Psychology, Pedagogy, and Higher Mathematics; and Superintendent of Training Department.*

DANIEL B. PARKINSON,

*Teacher of Natural Philosophy, Chemistry, Astronomy, and Book-Keeping.*

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.*

SAMUEL M. INGLIS,

*Teacher of English Literature, Elocution, Vocal Music, and Calisthenics.*

INEZ I. GREEN,

*Teacher of Geography, and Assistant in Algebra and Arithmetic.*

MATILDA F. SALTER,

*Teacher of Penmanship and Drawing.*

GEORGE V. BUCHANAN,

*Teacher of Mathematics.*

CHARLES HARRIS,

*Teacher of German and French.*

JAMES F. BELL,

*Second Lieut. Seventh Cavalry, U. S. A., Teacher of Military Science and Tactics.*

ANN C. ANDERSON,

*Assistant in Training Department.*

MARY A. ROBARTS,

*Assistant in Reading, Writing and Arithmetic.*



## PUPIL TEACHERS.

---

ALLEN, ROBERT M., (3)	KIRKPATRICK, JAMES H., (3)
BALCOM, MAMIE E., (1)	LAWRENCE, BERTHA, (3)
BAUMBERGER, LULA, (2)	LEARY, MARY, (3)
BLAIR, CARRIE, (3)	LIGHTFOOT, EVA J., (3)
BOWEN, MINNIE C., (1)	McMACKIN, EDWARD G., (3)
BRIBACH, CATHARINE C., (2)	MEYER, DEDE J., (1)
BRIDGES, MAMIE E., (3)	MORGAN, ANNA L., (2)
BRYDEN, J. ROCKWELL, (3)	MORGAN, CHARLES M., (1)
BURNSIDE, ELIZA C., (1)	PHILLIPS, LOUISE E., (3)
CAMPBELL, HARMON M., (3)	RICHARDS, KATE E., (1)
CARTER, ARTELIA E., (2)	RIPLEY, CHARLES H., (3)
CLELAND, CLARA B., (3)	ROSS, HATTIE LOU, (1)
CLELAND, MAY, (3)	RUSSELL, EMMA A., (1)
COWAN, DAVID J., (3)	SCOTT, LUTHER T., (3)
GLICK, ALBIN Z., (2)	SEARING, HARRY, (3)
GODDARD, PAULINE, (3)	SMITH, SEVA A., (3)
GOODALL, SAMUEL H., (3)	SNYDER, LYDIA E., (3)
HARMON, MARK D., (2)	STARZINGER, ROSA A., (2)
HAWKINS, CICERO R., (2)	STEVENS, LAWRENCE B., (1)
HEWITT, EMMA L., (3)	STREET, JASPER N., (2)
HICKAM, ADA, (1)	TAIT, MINNIE A., (3)
HILL, MARY A., (3)	TREAT, WM. F., (1)
HUNDLEY, NANNIE, (3)	WESTALL, ELLA M., (2)
JOHNSON, E. CALLIE, (3)	WHAM, MAGGIE, (3)
JOHNSTON, LEWIS E., (3)	WHAM, STEUBEN D. (3)

N. B.—The figures in connection with the names above show the number of terms taught in the Training School.



## NAMES OF STUDENTS.

### POST GRADUATES.

NAME.	RESIDENCE.
Lightfoot, Richard T.....	Carbondale.
Scott, Luther T.....	"

### SPECIAL STUDENTS.

Ennisson, Mary J.....	Dallas, Tex.
Kuykendall, Carrie.....	Vienna.
Murphy, Maria.....	Golconda.
Spencer, Ella M.....	Salem.
Whitehead, Mary.....	Hillsboro.

### NORMAL DEPARTMENT.

#### REGULAR STUDENTS IN THE COURSE—SENIORS.

Allen, Robert M.....	Springfield.
Blair, Carrie.....	Sparta.
Bryden, J. Rockwell.....	Carbondale.
Campbell, Harmon M.....	"
Cleland, Clara B.....	"
Cleland, May.....	"
Cowan, David J.....	Vienna.
Glick, Albin Z.....	Lakewood.
Goodall, Samuel H.....	Marion.
Harmon, Mark D.....	Grayville.
Hawkins, Cicero R.....	Carbondale.
Hewitt, Emma L.....	"
Hill, Mary A.....	Foxville.



NAME.	RESIDENCE.
Hundley, Nannie.....	Marion.
Johnston, Lewis E.....	Carlyle.
Kirkpatrick, James H.....	Price.
Lawrence, Bertha.....	Carbondale.
McMackin, Edward G.....	Salem.
Phillips, Louise E.....	Cairo.
Ripley, Charles H.....	Raymond.
Searing, Harry.....	Carbondale.
Sebastian, Julia A.....	Edwardsville.
Smith, Seva A.....	Carbondale.
Snyder, Lydia E.....	Farina.
Tait, Minnie A.....	Carbondale.
Turner, George T.....	Vandalia.
Wham, Steuben D.....	Raccoon.

## STUDENTS OF SECOND AND FIRST YEARS.

Alexander, Charles H.....	Williamson Co.
Alexander, Mattie O.....	Cobden.
Andrew, John W.....	Marissa.
Barber, Ella R.....	Tamaroa.
Baumberger, Lulu.....	Greenville.
Bribach, Catharine C.....	Cairo.
Bridges, Mamie E.....	Carbondale.
Buckley, Lizzie F.....	Marion.
Burket, Grace L.....	Carbondale.
Burnside, Eliza C.....	Carlyle.
Campbell, Fannie L.....	Carbondale.
Carter, Artelia E.....	Ashley.
Crandall, Lettie E.....	Carbondale.
Driesbach, Norman.....	Iuka.
Dunaway, Edgar T.....	Carbondale.
Eddy, J. Henry.....	Lakewood.
Goddard, Pauline.....	Marion.
Huey, Charles J.....	Huey.

NAME.	RESIDENCE.
Johnson, Callie E.....	Carbondale.
Keown, Hettie I.....	Jackson Co.
Kimzey, Walter R.....	Tamaroa.
Koch, Lewis.....	Highland.
Lawrence, Lizzie H.....	Carbondale.
Leary, Mary.....	"
Lightfoot, Eva J.....	"
Lingenfelter, Ada S.....	Newton.
Lirely, William H.....	Makanda.
Loomis, Walter S.....	"
Morgan, Annie L.....	DeSoto.
Morgan, Charles M.....	"
Morrison, Nellie B.....	Odin.
Reef, William A.....	Carbondale.
Richards, Kate E.....	Delphos, Kan.
Root, King D.....	Walnut Hill.
Russell, Emma A.....	Chester.
Simer, Jason R.....	Salem.
Starzinger, Rosa A.....	Carbondale.
Stearns, Lewis.....	Freeport.
Stevens, Lawrence.....	Greenville.
Storment, John C.....	Salem.
Street, Jasper N.....	McVey.
Treat, William F.....	Salem.
Trobaugh, Frank E.....	Jackson Co.
Toler, Charles G.....	Carbondale.
Wallis, William, Jr.....	"
Westall, Ella M.....	Sumner.
Wham, Dora A.....	Foxville.
Wham, Frank L.....	Salem.
Wham, Maggie E.....	Foxville.
Wilson, Thomas H.....	Jackson Co.
Wykes, George R.....	Carbondale.
Wylie, Robert W.....	Marissa.

## IRREGULAR NORMAL.

NAME.	RESIDENCE.
Absher, Albert A.....	Bellmont.
Adams, George W.....	Jackson Co.
Aird, John B.....	Salem.
Allen, Nannie C.....	Dryden.
Allen, Susie C.....	"
Appleton, Hugh L.....	Collinsville, Ala.
Baird, Luther E.....	Pyatt.
Balcom, Mamie E.....	Jackson Co.
Barrow, Emma C.....	Shiloh Hill.
Barton, John L.....	Carbondale.
Batson, George W.....	"
Batson, Henry H.....	Iberia, Mo.
Beggeman, Emma.....	Steelville.
Bell, Eugene.....	Scott's Station, Ky.
Bellamy, Addie.....	Carbondale.
Bennett, Pleasant P.....	Olmsted.
Bost, George W.....	De Soto.
Bowen, Minnie C.....	Rock Island.
Brown, James W.....	Makanda.
Bundy, Joseph B.....	Thompsonville.
Burr, Bert R.....	Murphysboro.
Capps, Sue E.....	Vandalia.
Check, Annie T.....	Villa Ridge.
Colyer, Frank H.....	Albion.
Crabtree, Benjamin F.....	Anna.
Crews, Scott.....	Elkville.
Crosno, Jennie.....	Elk Prairie.
Delaney, Lily E.....	Steelville.
Denton, Abram A.....	Dryden,
Donoho, Thomas L.....	Exchange.
Doolin, William R.....	Beech Ridge.
Dougherty, William A.....	Mound City.
Duncan, Lena.....	Marion.

NAME.	RESIDENCE.
Eaton, Josie M. ....	Murphysboro.
Eddleman, Flora H. ....	Du Quoin.
Edmiston, Pluma. ....	Richview.
Evans, Zilpha N. ....	Lake Creek.
Fligor, Pleasant M. ....	Carbondale.
Freeman, James A. ....	Opdyke.
Fullerton, Richard W. ....	Foxville.
Galbraith, John T. ....	Walnut Hill.
Gassaway, Americus M. ....	Galatia.
Gerlach, Jacob P. ....	Sparta.
Golden, Allen E. ....	Flora.
Goodnough, Presley P. ....	Salem.
Guthrie, David M. ....	Marissa.
Hall, Mabel. ....	Murphysboro.
Hargis, Charles J. ....	Foxville.
Hartsock, Effie M. ....	Carbondale.
Hawkins, Elma S. ....	“
Hickam, Ada. ....	“
Hill, Agnes L. ....	Hutchinson, Kan.
Hiller, Robert B. ....	Makanda.
Hodge, Edward J. ....	Murphysboro.
Holden, Emma L. ....	Hodge's Park.
Howerton, Randolph. ....	New Burnside.
Jackson, Anna B. ....	Benton.
Jackson, Harry M. ....	Vienna.
Jay, Norman A. ....	Steelville.
Jeffrey, Mattie A. ....	Rockwood.
Keesee, Halley W. ....	Carbondale.
Keller, Kent E. ....	Campbell Hill.
Kelley, Maggie R. ....	Carbondale.
Keneipp, Edgar P. ....	Mt. Carmel.
Kennedy, Anna. ....	Murphysboro.
Kimmel, Mary E. ....	Carbondale.
Kimmel, Ruby I. ....	“

NAME.	RESIDENCE.
Kingsbury, Emory S.	Mt. Carmel.
Krysher, Cora	Makanda.
Latimer, Sylvanus R.	Omaha.
Louis, Frank A.	Newton.
Lingle, Mary E.	Jonesboro.
Mabus, Minnie	Lancaster.
Manley, Addis R.	Bellmont.
Martin, William H.	Goreville.
Mays, Hattie	Vandalia.
McCurdy, Eneas J.	Marissa.
McDermith, Jesse G.	Cowden.
Meyer, Dede J.	Nashville.
Moore, Bently H.	Calhoun.
Morton, Hattie M.	Raccoon.
Morton, John K.	"
Moss, Annie E.	Mt. Vernon.
Nash, William A.	Carbondale.
Nixon, Annie L.	Marissa.
North, Clara C.	Carbondale.
North, Flora A.	Williamson Co.
North, Samuel E.	Carbondale.
Oglesby, Lavender	Belknap.
Packard, Edwin S.	Bloomington.
Parkinson, John M.	Salem.
Parkinson, Josie	"
Parks, Lizzie	Du Quoin.
Patterson, John E.	Terre Haute, Ind.
Pease, Anna L.	Carbondale.
Peay, Lulu	San Antonio, Tex.
Penrod, Samuel Y.	Makanda.
Perrot, Richard H.	Sumner.
Perry, Celia M.	Jackson Co.
Proctor, Bessie D.	Carbondale.
Pugh, John H.	Calhoun.



NAME.	RESIDENCE.
Pyron, John.....	Chester.
Ramsey, Joseph E.....	Lancaster.
Richart, Fred. W.....	Fredonia.
Roane, Emma.....	Opdyke.
Rodgers, Bernard L.....	Omaha.
Root, Charles B.....	Walnut Hill.
Ross, Hattie L.....	Murphysboro.
Rude, Otto J.....	Jackson Co.
Rumbold, May I.....	Carbondale.
Rury, Francis O.....	Percy.
Rush, Lizzie.....	Metropolis.
Sams, Fountain F.....	Jonesboro.
Schluter, Emma E.....	Dongola.
Sharp, James L.....	Atwater.
Smith, Charles J.....	Carbondale.
Smith, Frank S.....	Vienna.
Smith, John W.....	Omega.
Smith, Mabel E.....	Carbondale.
Sprecher, Alice H.....	Richview.
Street, Allie P.....	McVey.
Tanquary, Walter M.....	Bellmont.
Thomas, William E.....	Carbondale.
Thurston, Samuel H.....	Rockwood.
Tierney, Ethel S.....	Carbondale.
Titus, Frankie C.....	Villa Ridge.
Torrance, Anna E.....	Vandalia.
Vancil, Cornelius A.....	Cobden.
Walker, Kate E.....	Carbondale.
Warren, Daniel W.....	Effingham.
Wham, Agnes C.....	Foxville.
Whismant, Quincy O.....	Salem.
Whitehead, Elizabeth.....	Hillsboro.
Whittenberg, Daniel W.....	Vienna.
Williamson, Frank R.....	Huey.

NAME.	RESIDENCE.
Williamson, Sadie E.....	Huey.
Wyatt, David T.....	Foxville,
Young, William A.....	Butler.
Zetzsche, Herman F.....	Okawville.
Zimmerman, Ada.....	Altamont.

## PREPARATORY.

Absher, George S.....	Bellmont.
Adams, Thomas.....	Jackson Co.
Alexander, Annie R.....	Williamson Co.
Alexander, John W. T.....	Commercial Pt.
Alexander, Will H.....	Creal Springs.
Anderson, George T.....	Carbondale.
Ayre, Philip S.....	Dix.
Bailey, Ora A.....	Makanda.
Bain, John C.....	Vienna.
Baird, Etta.....	Carbondale.
Baird, Ida E.....	Pyatt.
Balcom, John V.....	Carbondale.
Barr, Jessie G.....	“
Barton, Eugene E.....	“
Batson, William A.....	Makanda.
Baul, John W.....	Jackson Co.
Biggs, Lettie E.....	Cobden.
Biggs, William W.....	Jackson Co.
Billings, Lucy C.....	Commerce, Mo.
Bince, George W.....	Bellmont.
Blair, Hattie M.....	Raccoon.
Blair, Herbert W.....	“
Blair, Libbie.....	Sparta.
Blankenship, Charles.....	Carmi.
Bouscher, Scott.....	Murphysboro.
Breden, John H.....	“
Brewer, William A.....	Jackson Co.

NAME.	RESIDENCE.
Bridges, Lena H.	Carbondale.
Brittain, Nellie A.	Cutler.
Brown, Robert.	Carbondale.
Brown, Sarah E.	Jackson Co.
Brown, Wilbur E.	Carbondale.
Brown, William R.	Jackson Co.
Bryan, Emma.	Salem.
Buckley, William B.	Marion.
Burkitt, Ollie E.	Mulkeytown.
Burkitt, William F.	"
Burton, James H.	Carbondale.
Bush, Thomas J.	Carterville.
Campbell, Julia B.	Carbondale.
Capel, Joseph V.	South America.
Carpenter, Frank L.	Walnut Hill.
Carpenter, Lizzie.	DeSoto.
Carlton, Vinnie M.	Carbondale.
Carr, John W.	Makanda.
Carter, Albert R.	Campbell Hill.
Carter, Minnie M.	Ashley.
Cauble, Cora.	Alto Pass.
Chandler, Cyrus W.	Marion.
Childers, Tima.	Chamois, Mo.
Cleland, Nettie J.	Jackson Co.
Clow, Daniel H.	Altamont.
Coale, John N.	Bellmont.
Combs, James E.	Collinsville.
Copeland, May D.	Vienna.
Corey, Kate B.	Murphysboro.
Cottingham, Sallie.	West Liberty.
Cowan, James P.	Carterville.
Cowan, Walter L.	"
Coy, Ada M.	Hoyleton.
Crain, Albert.	Ava.

NAME.	RESIDENCE.
Crandall, Lester.....	Carbondale.
Crandall, William H.....	“
Crawshaw, Andrew H.....	Jackson Co.
Crawshaw, Henry A.....	“
Crouch, John T.....	Elizabethtown.
Crowell, Josiah B.....	Jackson Co.
Cruzen, Albert L.....	Walnut Hill.
Daniels, John H.....	Jackson Co.
Davis, William A.....	El Dorado.
Delano, John H.....	Murphysboro.
Dewey, Clyde R.....	Elizabethtown.
Dewhirst, George E.....	Wilsonburg.
Dollins, Amanda C.....	Carbondale.
Dollins, Henry W.....	“
Doolin, Josiah.....	Murphysboro.
Duncan, Ernest E.....	Marion.
Duncan, Perrine W.....	Lake Creek.
Duncan, Vinna.....	Marion.
Dunn, John A.....	Marissa.
Easterly, Hattie.....	Jackson Co.
Easterly, Mattie.....	“
Elkins, William A.....	Vienna.
Elstun, George L.....	Thompsonville.
Etherton, Etta L.....	Jackson Co.
Etherton, Monroe.....	“
Eubanks, Charles H.....	Omaha.
Feltes, Cora A.....	Carbondale.
Felts, William T.....	Lake Creek.
Fields, Green B.....	Iuka.
Fligor, Keslar S.....	Carbondale.
Fly, William C.....	Wolf Creek.
Foley, Ella F.....	Cobden.
Foley, Oran.....	“
Friedline, Edward.....	DeSoto.

NAME.	RESIDENCE.
Friedline, Peter.....	DeSoto.
Galbraith, Charles M.....	Walnut Hill.
Galloway, May B.....	Salem.
Gambach, John.....	Hecker.
Gilbert, Charles E.....	Carbondale.
Gilbert, Ida M.....	“
Glenn, Ettie E.....	Belleville.
Glore, Henry S.....	Centralia.
Golden, Stephen B.....	Flora.
Golden, Stephen D.....	Mitchellsville.
Gregg, Albert S.....	Harrisburg.
Hall, Henry L.....	Walpole.
Hamill, Charles M.....	Freeburg.
Hanson, Abram A.....	Murphysboro.
Haines, William A.....	Omaha.
Harris, Albert W.....	St. Louis, Mo.
Hartsock, Emma S.....	Carbondale.
Hartwell, Alice.....	Marion.
Hartwell, Henry C.....	“
Hastings, William J.....	Makanda.
Henderson, William L.....	Ramsey.
Hess, Ulysses S. G.....	Vienna.
Hester, William.....	Carbondale.
Hincheliff, Eugene.....	Jackson Co.
Hincheliff, William W.....	Carbondale.
Hiller, Ada.....	Makanda.
Hiller, Alice G.....	“
Hindman, Bettie H.....	Williamson Co.
Hobbs, Eva.....	Louisville.
Hobbs, Lunda.....	“
Hobbs, Edward J.....	Carbondale.
Hodges, Iva E.....	Raccoon.
Hoerith, Charles.....	Hecker.
Holcomb, Lucy M.....	Alto Pass.



NAME.	RESIDENCE.
Holden, Fannie J. ....	Hodge's Park.
Holden, William M. ....	"
Howard, Charles L. ....	Roseclare.
Hughes, Ed. C. ....	Jackson Co.
Hughes, Sarah A. ....	Williamson Co.
Hull, Bertha. ....	Carbondale.
Hunter, Dora C. ....	Mound City.
Hunter, Ella. ....	Carbondale.
Imhoff, Annie E. ....	Murphysboro.
Ives, Metta J. ....	Chester.
Jacobs, Louis E. ....	Murphysboro.
James, Albert. ....	Pulley's Mills.
Jenkins, Edith M. ....	Jackson Co.
Jenkins, Harry H. ....	"
Jenkins, Hattie E. ....	Elkville.
Johnson, Flora. ....	Carbondale.
Jones, Ida N. ....	West End.
Jones, James N. ....	"
Jones, Thomas M. ....	Goreville.
Jones, Willis R. ....	West End.
Kays, Ada I. ....	"
Kays, Lucy E. ....	"
Kelley, Frank. ....	Burlington, Kan.
Keown, Harry W. ....	Jackson Co.
Kimmel, Della. ....	Elkville.
Kimmel, Laura E. ....	Carbondale.
King, Mimie C. ....	Rose Bud.
Kinkade, Robert K. ....	Olney.
Knight, John F. ....	Sandoval.
Knowles, Mary A. ....	Carbondale.
Krysher, Libbie. ....	Makanda.
Lamaster, William B. ....	Marion.
Lampley, John C. ....	Benton.
Lauder, Minnie A. ....	Carterville.

NAME.	RESIDENCE.
Lawrence, Blanche A.....	Carbondale.
Legier, John T.....	Kingsburg.
Levan, Lenna.....	Murphysboro.
Linehan, Jennie.....	Carbondale.
Lipe, Henry.....	Jackson Co.
Loomis, Rufus K.....	Makanda,
Looney, Fannie A.....	Vienna.
Martin, Joshua A.....	Beech Ridge.
Maxwell, William A.....	Wilsonburg.
McGuire, William B.....	Carbondale.
McKinney, Augusta B.....	"
McKinney, Ella.....	Jackson Co.
Melton, Julia A.....	Du Quoin.
Mercer, Rufus S.....	Raccoon.
Miley, Julian J.....	Belleville.
Miller, George B.....	Carbondale.
Monical, Curtis.....	Hawthorne.
Moore, Ada.....	Carbondale.
Moore, Eva E.....	Calhoun.
Moore, Merton C.....	"
Morrison, Charles H.....	Odin.
Muskopff, George.....	Millstadt.
Myers, George L.....	Williamson. Co.
Nave, Dollie.....	Thompsonville.
North, Fred H.....	Williamson Co.
Ogden, Marcus H.....	"
Ogle, Oliver L.....	Birkner.
Oliver, Lenna A.....	Vienna.
O'Neil Barnard.....	Carlyle.
Owen, John W.....	South America.
Ozburn, Mollie E.....	Murphysboro.
Parkhill, Don B.....	Shiloh Hill.
Parkinson, Charles A.....	Raccoon.
Penrod, William M.....	Dongola.

NAME.	RESIDENCE.
Perry, Edward G.....	Jackson Co.
Perry, John L.....	Grubb.
Peters, Mabel K.....	Carbondale.
Petitt, William S.....	Ramsey.
Phenix, Belle.....	Campbell Hill.
Phenix, Bessie A.....	"
Phillips, John H.....	Cairo.
Pitts, Berry H.....	Raccoon.
Poindexter, John E.....	Thompsonville.
Ramsey, William R.....	Lancaster.
Rebman, Lulu M.....	Vienna.
Reid, Zula R.....	Marion.
Renfro, Melissa.....	Olmsted.
Riley, Jennie.....	Belleville.
Riseling, Charles E.....	Murphysboro.
Robieson, Minnie L.....	Cairo.
Robinson, Ollie B.....	Murphysboro.
Rodgers, Annie D.....	Carbondale.
Rogers, William C.....	Campbell Hill.
Russell, Thomas P.....	Carterville.
Salter, Annie P.....	Carbondale.
Salter, John C., Jr.....	"
Schlotte, Dwight.....	St. Elmo.
Schroeder, Maggie M.....	Murphysboro.
Schwartz, Ada I.....	Elkville.
Scott, Jennie L.....	Carbondale.
Seibert, Edward P.....	Ashley.
Shinn, Samuel H.....	Carlyle.
Shoaff, Eleanor M.....	Carbondale.
Sims, Charles W.....	Raymond.
Smith, Cora G.....	Carbondale.
Smith, Myra B.....	Olmsted.
Smith, Seth T.....	Spring Garden.
Snider, Bettie.....	Carbondale.

NAME.	RESIDENCE.
Snyder, Dollie.....	Carbondale.
Spires, Joseph C.....	Jackson Co.
Spires, William R.....	“
Stewart, James C.....	Buncombe.
Stock, Charles E.....	Carbondale.
Stone, John E.....	Williamson Co.
Storment, William S.....	Salem.
Stout, Lewis A.....	Cobden.
Street, Herbert W.....	McVey.
Stroman, Arthur M.....	Makanda.
Swofford, Henrie D.....	De Soto.
Taylor, Pollie.....	Cairo.
Teeter, Annie C.....	Carbondale.
Teeter, Carrie O.....	“
Thompson, Thomas L.....	Smithland, Ky.
Thompson, William H.....	Cartersville.
Thompson, William R.....	Pleasant Hill.
Thorne, Edith G.....	Carbondale.
Thorpe, John R.....	Jackson Co.
Tibbetts, Charles E.....	Alhambra.
Timpner, Bettie.....	Pinckneyville.
Tierney, Nellie C.....	Carbondale.
Toler, Frank N.....	“
Toney, Adaline.....	“
Townsend, William H.....	Steeleville.
Tranbarger, Clara M.....	Carbondale.
Troy Nellie.....	Cobden.
Tudor, Charles S.....	Rockwood.
Walker, Dollie.....	Cartersville.
Waller, Louvisa.....	Murphysboro.
Warner, Perry W.....	Salem.
Watkins, John G.....	Mitchelville.
Watson, Norris L.....	Raccoon.
Wayman, Nettie.....	Jackson Co,

NAME.	RESIDENCE.
Wham, Bella.....	Salem.
White, Wilson C.....	Murphysboro.
Whiteside, Lillian.....	Belleville.
Whitney, William B.....	Carbondale.
Williams, John W.....	Atwater.
Wilson, Robert B.....	Jackson Co.
Winchester, Dollie.....	"
Winchester, John W.....	"
Winchester, Russel.....	"
Wiseheart, Marshall.....	Shawneetown.
Worthen, May.....	Murphysboro.
Young, Sylvan.....	De Soto.
Young, Sherman P.....	Lebanon.
Zimmerman, Lily.....	Altamont.

## GRAMMAR DEPARTMENT.

Abel, Lelia B.....	Carbondale.
Allen, Henry E.....	Jackson Co.
Allen, Lewis R.....	"
Beman, George W.....	Carbondale.
Borger, John B.....	"
Borger, Mary L.....	"
Brantley, John H.....	Jackson Co.
Bridges, Daniel G.....	Carbondale.
Brownlee, Cora V.....	"
Brush, George M.....	"
Brush, Silas G.....	"
Bryden, William O.....	"
Campbell, Harry B.....	"
Carter, Lizzie D.....	"
Crawshaw, Joseph R.....	Jackson Co.
Crandall, Etta.....	Carbondale.
Cochran, Lulu M.....	"
Davidson, Susie A.....	"



NAME.	RESIDENCE.
Dewey, James M. ....	Elizabethtown.
Duncan, Robert G. ....	Marion.
Gage, Lizzie C. ....	Carbondale.
Gardner, William. ....	"
Gilbert, Lillie B. ....	"
Hindman, Laura. ....	"
Laney, George W. ....	Jackson Co.
Lawrence, Abbie R. ....	Carbondale.
Lawrence, John H. ....	"
Marvin, Edward J. ....	Jackson Co.
Marvin, Marcus P. ....	"
McGuire, Arthur H. ....	Carbondale.
McKinney, Daisy. ....	"
Mertz, Dora L. ....	"
Miller, Mary E. ....	"
North, Alice M. ....	"
North, Percy E. ....	"
Patten, Arthur E. ....	"
Rapp, Charles R. ....	"
Suter, Miner C. ....	Villa Ridge.
Teeter, George H. ....	Carbondale.
Walker, Harry A. ....	Richview.
Wallis, Mary. ....	Carbondale.
Williams, Morgan S. ....	"
Williams, Rosa. ....	"
Woods, James. ....	Jackson Mo.
Woods, William H. ....	Carbondale.

TRAINING DEPARTMENT.

Alexander, John W. ....	Williamson Co.
Alexander, Kittie. ....	"
Archambault, Alfred. ....	Carbondale.
Ashley, Charles H. ....	"
Ashley, Frank K. ....	"

NAME.	RESIDENCE.
Ashley, William H.....	Carbondale.
Barr, Bertie A.....	"
Beman, Julia.....	"
Bourchier, Laura E.....	Jackson Co.
Brewster, Thomas H.....	Carbondale.
Bricker, Libbie.....	"
Bridges, Abbie R.....	"
Bridges, Charles G.....	"
Bridges, Ella L.....	"
Bridges, Rolland.....	"
Bridges, Ruth B.....	"
Bryden, Eva H.....	"
Campbell, John G.....	"
Clements, Louis.....	"
Clements, Robert.....	"
Cochran, John H.....	"
Cochran, Leander B.....	"
Cochran, Maud D.....	"
Davis, Grace.....	"
Duncan, Grace.....	Marion.
Elder, Lizzie.....	Carbondale.
Harker, George M.....	"
Hayes, Flora.....	"
Hayes, Sophronia.....	"
Hindman, Dora.....	"
Hindman, Flora P.....	"
Hoge, Milo.....	"
Jerome, Carrie O.....	"
Johnson, Bessie A.....	"
Keesee, Leota E.....	"
Kell, Ida A.....	"
Krysher, Frank C.....	"
Laney, Maud A.....	"
Laney, Webster.....	"

NAME.	RESIDENCE.
Leary, John E.....	Carbondale.
Lightfoot, Harry E.....	"
McGuire, Sylvia.....	"
McKinney, John.....	"
Morton, May.....	"
Munger, Grace E.....	"
Munger, Howard T.....	"
Murphy, W. Gordon.....	"
Nash, Clara L.....	"
North, Hugh M.....	"
North, Julia.....	"
Parkinson, Daniel B, Jr.....	"
Parsons, Nellie C.....	"
Patten, Edward S.....	"
Peters, Helen N.....	"
Prickett, Bertie.....	"
Prickett, Edgar C.....	"
Prickett, Guy C.....	"
Rapp, George L.....	"
Simpson, Maude.....	"
Smith, Edgar R.....	"
Sullivan, Bettie A.....	"
Teeter, Frank H.....	"
Teeter, Kate M.....	"
Thompson, Raymond M.....	"
Toney, Grace E.....	"
Troughten, Lewis.....	"
Troughten, May.....	"
Weller, Nellie.....	"
Wham, John E.....	Raccoon.
Wheeler, Lenora.....	Carbondale.
White, Elbert H.....	Murphysboro.
White, Grace M.....	"
Wykes, Frank E.....	Carbondale.

### GENERAL SUMMARY.

---

Post Graduates.....	2
Special Students.....	5
Normal Students.....	79
Irregular Normal Students.....	140
Preparatory Department.....	279
Grammar Department.....	45
Training Department.....	73
	<hr/>
Total.....	623
Last year.....	486
	<hr/>
Increase.....	137

### SUMMARY BY TERMS.

---

Enrolled in Fall Term.....	397
Enrolled in Winter Term.....	390
Enrolled in Spring Term.....	448
	<hr/>
Total.....	1235
Last year.....	987
	<hr/>
Increase.....	248

## HISTORY.

---

An act of the General Assembly of the State of Illinois, approved April 20, 1869, gave birth to this Normal School. By this act it was provided that five Trustees should be appointed by the Governor of the State, who should fix a location, erect a building, and employ teachers for the school. The Governor, General John M. Palmer, appointed Captain Daniel Hurd, of Cairo; Eli Bowyer, of Olney; Co. Thomas M. Harris, of Shelbyville; Rev. Elihu J. Palmer, of Belleville, and Samuel E. Flannigan, Esq., of Benton.

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 University, with three courses of study, occupying four, three, and two years respectively; a Preparatory Normal, one year, and a Training Department.

There have been admitted to the University in all departments 2,952 students, and a record, kept very carefully, shows that about 1,973 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. 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.



---

## 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 departments before named. 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 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, drawing, writing, 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 already 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 easy the highest attainments in scholarship and the sweetest grace in all manners and behavior. This Normal University insists on them as both necessary and easy to be 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 dress.
2. Purity of words and behavior.
3. Cleanliness of desks, books and rooms.
4. Courteous 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 day of every term.
10. Obedience to the laws of love, good will, and duty.

If the spirit of these rules 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, Ill.....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 postoffice 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 Normal 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.

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 of the lower ones and find exactly how you stand in them, and then advance as rapidly as you please. It has been found by our experience of thirteen years that a large number of students come to the school lacking in the arts of reading, spelling, and writing. Let these be taken as your first studies. We will pass you on, as soon as you have proved you are master of the arts fundamental of all the practice of learning and teaching.

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.

#### TO THOSE WHO SEND SCHOLARS TO OUR SCHOOL.

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 certainly—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 wants to teach simply 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.

---

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, geography, numbers, 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.

---

### DEPARTMENTS.

---

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 long and careful experiments have proven that this can not be inverted without harm. We ask all to study the syllabus of each department and mark its plan.



ENGLISH AND LATIN COURSE.

	STUDIES.	GRAMMAR.						NORMAL.											
		1st Year.			2d Year.			1st Year.			2d Year.			3d Year.			4th Year.		
		1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	10	11	12
I.....	Psychology.....															†	†		
	Ethics.....																		†
	Pedagogy.....																		†
	School Law.....																		†
	Practice Teaching.....															†	†		
II.....	Botany.....						†												
	Physics.....																		
	Zoology.....																		
	Physiology.....																		
	Chemistry.....																		
	Astronomy.....																		
	Geology.....																		
III.....	Arithmetic.....	†	†	†	†	†	†	†											
	Algebra.....																		
	Geometry.....																		
	Book-keeping.....																		
IV.....	Reading and Phonics.....	†	†																
	Language.....	†	†	†	†	†	†												
	Grammar.....																		
	Rhetoric.....																		
	English Anal. and Composition.....																		
	English Literature.....																		
	Elocution.....																		
	Spelling.....																		
V.....	Geography.....	†	†	†															
	History.....																		
	Constitution U. S. and Illinois.....																		
VI.....	Penmanship.....																		
	Drawing.....																		
VII.....	Vocal Music.....																		
	Calisthenics.....																		
	Military Drill.....																		
VIII.....	Latin*.....																		
	Greek.....																		
IX.....	German*.....																		
	French.....																		

The Roman numerals on the margin refer to departments, as in the Syllabus following.

The † indicates the place of the study in the Course.

\* Pupils may take either Latin or German; both are not required.

When desired classes will be formed for the study of Greek and French.

ENGLISH COURSE.

	STUDIES.	GRAMMAR.						NORMAL.									
		1st Year.			2d Year.			1st Year.			2d Year.			3d Year.			
		1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	
I.....	Psychology.....												†	†			
	Ethics.....														†		
	Pedagogy.....									†	†					†	†
	School Law.....															†	
	Practice Teaching.....										†	†	†				
II.....	Botany.....				†						†						
	Physics.....					†					†						
	Zoology.....						†					†					
	Physiology.....							†					†				
	Chemistry.....															†	
	Astronomy.....																†
Geology.....																†	
III...	Arithmetic.....	†	†	†	†	†	†	†	†								
	Algebra.....												†	†	†		
	Geometry.....															†	†
	Book-keeping.....																†
IV..	Reading and Phonics.....	†	†							†		†					
	Language.....	†	†	†	†	†	†										
	Grammar.....											†					†
	Rhetoric.....												†				
	English Analysis and Composition.....													†			
	English Literature.....																†
	Elocution.....																†
Spelling.....																	†
V....	Geography.....	†	†	†						†	†						†
	History.....				†	†	†				†	†				†	
	Constitution U. S. and Illinois.....															†	
VI..	Pennmanship.....													†			
	Drawing.....											†			†		†
VII..	Vocal Music.....	Daily until excused.															
	Calisthenics.....	Daily exercises.															
	Military Drill.....	Three times a week.															

The Roman numerals on the margin refer to departments, as in the Syllabus following.

The † indicates the place of the study in the Course.

For the SHORT COURSE of study the third year of the Normal above is not required.

## TIME TABLE.

### FALL TERM.

1	Latin I	Psychology B	Chemistry	Physiol *	Gen Hist	Rhetor'c Read A*	Geog. A*	Drawing C	Arith. B	Germ. I
2	Latin F	Psychology B	Chemistry	.....	.....	.....	.....	.....	Arith. B	Germ. F

### MORNING RECESS.

3	.....	.....	Physics.....	Gram. B*	Hist. B*	Eng. Lit.	Geog. B....	Draw'ng B*	.....	.....
---	-------	-------	--------------	----------	----------	-----------	-------------	------------	-------	-------

### LUNCH RECESS.

#### *Military Drill and General Exercises.*

4	Lectures.....	.....	.....	.....	Hist. A*	Read. B	.....	Drawing A	Alg. C...	Germ. C
5	.....	.....	.....	Geom. B....	.....	.....	.....	Penm'ns'p*	Arith. A*	.....
6	Latin C	Pedagogy D....	.....	.....	.....	.....	.....	.....	.....	.....

### WINTER TERM.

1	Latin H	Psychology A...	Astron'my	Zoology...	.....	Elocut'n Read. B*	Geog. B*...	Penm'ns'p.	Arith. A	Germ. A
2	Latin E	Psychology A...	Astron'my	.....	.....	.....	.....	.....	Arith. A	Germ. E

### MORNING RECESS.

3	.....	.....	Eng. Anal	Hist. A*	.....	Geog. A....	Draw'ng A*	.....	.....	.....
---	-------	-------	-----------	----------	-------	-------------	------------	-------	-------	-------

### LUNCH RECESS.

#### *Military Drill and General Exercises.*

4	Lectures.....	.....	.....	.....	Hist. B....	Read. A*	.....	Draw'ng C*	Alg. B...	Germ. B
5	.....	.....	.....	Geom. A...	.....	.....	.....	.....	Arith. B*	.....
6	Latin B	Pedagogy B....	.....	.....	.....	.....	.....	.....	.....	.....

### SPRING TERM.

1	Latin G	Ethics.....	Geology...	Botany....	Hist. B*..	.....	Phys. Geog	Draw'ng C*	.....	Germ. G
2	Latin D	Ethics.....	Geology...	Zoology*	.....	Read. A	.....	.....	Arith. B*	Germ. D

### MORNING RECESS.

3	.....	.....	B'k-k'p'g*	Gram. A...	Physiol.....	.....	Read. B*	Geog. A.*.	Penm'ns'p.	.....
---	-------	-------	------------	------------	--------------	-------	----------	------------	------------	-------

### LUNCH RECESS.

#### *Military Drill and General Exercises.*

4	Lectures.....	.....	.....	.....	Hist. A	.....	.....	.....	.....	.....
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	Con.U.S.& Ill.	Pedagogy A....	Physics*	.....	.....	.....	.....	.....	Draw'ng A*	Germ. A

The Classes marked \* are irregular.

## SYLLABUS OF DEPARTMENT WORK.

N.B.—This Syllabus includes three Courses—the Short, the English, and the English and Latin. Let it be studied in connection with the Courses of Study and Time Table. The English and Latin 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 Psychology, Ethics, and Pedagogy.

## GENERAL LECTURES ON PEDAGOGY—OBSERVATIONS AND METHODS.

LECTURE I.—The Child and methods of observing its bodily and mental states, powers, and habits. How these latter, physical, mental and moral, are formed. Observation follows and the student writes his conclusions.

LECTURE II.—The Temperaments—these to be taken into account in government, instruction, and management. Observation of some particular child follows, and reading on Kindergarten work.

LECTURE III.—How to Observe. What and Why. Points in good teaching. Recitations, Studying, Instruction, Drills, Practice.

LECTURE IV.—Methodology in general, and how to plan for giving specific instruction in different classes. Discussions by members of class.

LECTURE V.—The Teacher himself—his personality, his habits, etc. The effects of his moods on his manners and power to teach.

LECTURE VI.—The School Room and its furniture. How to make the best out of the worst.

LECTURE VII.—Books, advantages and disadvantages of.

LECTURE VIII.—Play and Play Grounds, Exercises, Calisthenics.



LECTURE IX.—The value of the School as distinct from other educational agencies—the Family, the Church, the Press.

LECTURE X.—What the people have a right to expect of the School, and what the School should demand from the people.

N. B.—Abstracts, Theses, and Reports are required.

### PSYCHOLOGY.

*Seventh Term (B).*—Chapters I-IX of Sully's Outlines.

*Eighth Term (A).*—Chapters X-XIV of Sully's Outlines.

### ETHICS AND CRITICISM.

*Ninth 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 art, and to analyze the works of art in their several branches.—*Wayland, Peabody, and Bascom.*

### PEDAGOGY.

*Fourth Term (D).*—Brief study of the nature and powers of the child; the mental powers and the order of their development; importance of training the feelings and the will; the nature of education; right order in education; methods of training the different powers; the teacher's motives, preparation and characteristics; school-house, furniture, and apparatus; school organization and management; purpose and management of the recitation; moral training in schools.—*Hewitt's Pedagogy, and Lectures.*

*Fifth Term (C).*—Observation and criticism of work in the Training School; lectures.

*Ninth Term.*—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.—*School Law, and Lectures.*

*Eleventh Term (B).*—Meaning and scope of education; three lines of educational development; lessons from a study of sensation, perception, conception, and attention; memory in education; cultivation of the imagination, judgment and reason; the emotions in education; moral and religious training; motives and the training of the will; nature and uses of punishment.—*Landon, Sully, and Lectures.*

*Twelfth Term (A).*—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. —*Quick's Educational Reformers, and Lectures.*

### PRACTICAL TEACHING.

Three terms of teaching in the Training School are required before graduation. This teaching is to be done at such times as the Superintendent of the Training Department may require, and will be carefully supervised either by him or his Assistant. This teaching will usually be required at the times indicated in the Courses of Study.

## II. Department of Physical and Biological Science.

### PHYSICS.

*Fourth Term.*—Definitions, properties and status 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, electric units, etc.

The various subjects are thoroughly illustrated by practical experiments and problems.

### ZOOLOGY.—*Tenney's Elements.*

*Fifth Term.*—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 analyses, taxidermy; reptiles, illustrations and analyses, 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.—*Wood's Class-Book.*

*Sixth Term.*—The leaf, parts, venation, 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 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.—*Cutter.*

*Sixth Term.*—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.

CHEMISTRY.—*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. Description of chemical operations, preparation of

re-agents, department of bodies with re-agents, and blowpipe work according to groups. Analysis of ten simple substances, determining bases only; 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 re-agents, and a suitable stock of chemical compounds, the purpose being to make the student familiar with the different processes of analyzing ordinary substances, and skillful in manipulating apparatus.

#### ASTRONOMY.—*Ray.*

*Eleventh Term.*—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; parrallax; time; refraction; eclipses; tides; study of constellations, with night observations; use of the telescope. Original essays by the class.

#### 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 the study of the geological formation of Jackson county and vicinity.

#### MINERALOGY.—*Foye.*

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, system of crystallization, luster, fracture, groups, etc.

## III. Department of Mathematics.

ARITHMETIC.—*Rickoff.*

(B).—Common fractions: fractional unit; comparison of fractional with integral numbers; reduction, addition, subtraction, multiplication and division of fractional numbers. Decimal fractions; comparison of decimal with common fractions, with whole numbers; reduction of decimal to common and common to decimal fractions; addition, subtraction, multiplication and division of decimals. Longitude and time; denominate numbers, practical measurements. Percentage to interest; solution of text-book examples, and original problems with discussion of best methods of teaching throughout the term.

(A).—Simple interest, solution by different methods, discussion, comparison of methods, present worth, exact interest, business method; bank discount, discussion, comparison with true and business discount; promissory note, essentials to its validity, original notes made by members of class; partial payments; annual and compound interest; equation of payments; proportion; square root, illustrating each problem by diagram; cube root, illustrating by use of blocks; mensuration; exchange, domestic and foreign; duties and customs; bonds. Daily discussion of best methods; original problems. Review fundamental rules with careful discussion of methods in teaching.

BOOK-KEEPING.—*Williams and Rogers.*

*Second Term.*—Definitions; books used; principles of journalization; posting; trial balance, balance-sheet; inventories of resources and liabilities; closing ledger; statements; notes, drafts, checks, and names of persons connected therewith; interest, discount, exchange. Partnership, commission, consignment, shipment, account sales, administrator's books, etc.

ALGEBRA.—*Ficklin.*

*Fourth Term (C).*—Literal notation and its application to addition, subtraction, multiplication and division of integral and 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; permutation and combination; bi-



nominal 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.

IV. Department of English Language and Literature.

READING.—*Appleton's Fifth Reader.*

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

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

GRAMMAR.—*Any good text-book.*

*Third Term (B).*—A complete review of grammar; parts of speech and their properties; parsing; sentences; elements; forms and kinds of sentences; rules of syntax; false syntax; peculiar construction; analyzing; capitalization.

*Twelfth Term (A).*—What are the practical points in the study of grammar; how to teach these points; how to induce pupils to put them into practice; which can be taught the younger pupils; punctuation (*Bigelow's*); composition suited to the different grades; methods of teaching; points of difference in methods.



RHETORIC.—*D. H. Hill.*

*Seventh Term.*—Invention, style, and discourse, including language, composition, figures of speech, purity, strength, harmony. This work is supplemented by essays, themes, and discussions.

ENGLISH ANALYSIS.—*Greene.*

*Eighth Term.*—Principles of language; paragraphing and composition; powers of words; synonyms; idioms; abridging propositions; skeletons for essays; grammatical, rhetorical, and logical analysis.

ENGLISH LITERATURE.—*Kellogg.*

*Tenth Term.*—First half given to American literature; recitation of text; reading by teacher and pupils. Second half devoted to English literature; recitation of text, and readings from Chaucer, Mandeville, Spenser, Shakespeare, Bacon, Johnson, Taylor, and others; essays on authors and works, and criticisms in style.

ELOCUTION.—*Griffith.*

*Eleventh 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.

## SPELLING, WORD ANALYSIS, AND DEFINITION.

*Class E.*—Lessons on objects, names and qualities; Webster's system of diacritical marks, with some additions.

*Class D.*—Review of preceding lessons; list of words commonly used in connection with the same object; syllabication; rules for spelling; rules for capitalization; 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*.

*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.

## V. Department of Geography and History.

### GEOGRAPHY.—*Barnes.*

*First Term (B).*—Direction, distance, form; township, county, State; the earth as a whole, shape, motions, etc.; elementary definitions; latitude and longitude; North America, position, contour, relief, drainage, etc.; map drawing; political North America, and map drawing; special study of Illinois.

*Second Term (A).*—South America, Europe and Asia, with map drawing; Africa, Australia and Pacific Islands, with map drawing. Methods in teaching direction, distance, form; idea of scale developed; map of township, county, State; the earth as a whole, motions, form, etc.; definitions, how they should be taught; plan of teaching a continent, North America as a type; outline schemes for the different steps. Map of North America. Different methods in teaching map drawing.

### PHYSICAL GEOGRAPHY.—*Guyot.*

*Ninth Term.*—Earth's position in the Universe; surface measurement, etc.; evidences of internal heat; the lands, arrangement, outline relief; islands, position, formation; waters, continental and oceanic; drainage of continents; oceans, oceanic movements; atmosphere; physical and astronomical climate; the winds, vapor in the atmosphere, laws of rainfall, glaciers, life upon the earth; distribution of plants; distribution of animals.

### HISTORY.

*Second and Third Terms.*—*History of U. S. (B and A).*—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's and Jefferson's Administrations; war of 1812; Monroe's, J. Q. Adams's, 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. Why study history; methods of beginning, and successive steps; oral and text-book work for young pupils; methods

of teaching advanced pupils; principles of Constitution of U. S. to be introduced in connection with U. S. History.--*Barnes.*

*Ancient and Modern History.*---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.--*Swinton.*

---

## VI. 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 alone, to illustrate whatever he may have to present to his class.

---

## VII. Department of Physical Exercises and Vocal Music.

### 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. 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.

#### CALISTHENICS.

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 are conducted in the main hall of the University. The text-book for the use of instructors is *Watson's Complete Manual*. Seat gymnastics, 1st, 2d and 3d series; chest exercises, 1st, 2d, 3d, 4th and 5th series; arm and hand, five series; leg and foot exercises; attitude, marching exercise. All exercises are regulated by the music of a piano. The aim of the exercises is to impart grace and ease of body whether it is at rest or in motion. In order that our aim may be realized the young ladies should have their dress with skirts as light as possible and the waist such as to permit the arm to be raised vertically from the shoulder. Society dresses are not suitable for school work.

### VIII. Department of Latin and Greek.

#### LATIN COURSE.

##### LATIN ELEMENTS.

*First Term (I).*—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.—*Harkness.*

##### LATIN ELEMENTS—Continued.

*Second Term (H).*—Conjugation 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.—*Harkness.*

##### LATIN READER.

*Third Term (G).*—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.—*Harkness' Grammar and Reader.*

## CÆSAR DE BELLO GALLICO.

*Fourth Term (F).*—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.—*Harkness' and Harpers' Text.*

## CÆSAR DE BELLO GALLICO—Continued.

*Fifth Term (E).*—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 the rules for construction. The style of Cæsar.—*Harkness' and Harpers' Text.*

## C. SALLUSTII BELLUM CATILINARUM.

*Sixth Term (D).*—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' and Harpers' Text.*

## P. VIRGILII MARONIS ÆNEIS.

*Seventh Term (C).*—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 examination. The excellencies and defects of Virgil's style, etc.—*Fricze's and Harpers' Text.*

## CICERO IN CATILINAM.

*Eighth Term (B).*—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; the style of Cicero.—*Allen and Greenough, or Bullion.*



## TICITUS DE GERMANIA.

*Ninth Term (A).*—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.

(*F*).—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 into English and English into Greek, and parsing; written examinations.—*Harkness.*

## GREEK RUDIMENTS—Continued.

(*E*).—Conjugation of verbs; active, middle and passive voices, with other properties of verbs; syllable 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.

(*D*).—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.

(*C*).—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.

(*B*).—History of Socrates; charges against him; his innocence; his "Daimon;" Socrates' views of the value of friends and friendship; apo-

theems 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.

(A).—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, and Autenrieth's Homeric Dictionary*.

## IX. Department of Modern Languages.

## GERMAN.

*First Term (I)*.—Elements of German grammar; conversational exercises. Throughout this and the following terms recitations are conducted, as far as possible, in German.—*Otis' Elementary German*.

*Second Term (H)*.—Easy German prose; translations from English into German; conversational exercises.—*Boisen's German Prose and McGuffey's Readers*.

*Third Term (G)*.—Elements of grammar reviewed; other exercises as in second term.

*Fourth Term (F)*.—Eichendorf's *Aus dem Leben eines Taugenichts*; Schiller's *Wilhelm Tell*; Whitney's *German Grammar*.

*Fifth Term (E)*.—Goethe's *Hermann und Dorothea* and *Iphigenie auf Tauris*.

*Sixth Term (D)*.—Lessing's *Nathan der Weise*; Buchheim's *Deutsche Lyrik*.

*Seventh Term (C)*.—History of German literature; German essays; Lessing's *Prosa*.

*Eighth Term (B)*.—German essays; Goethe's *Faust*.

*Ninth Term (A)*.—Elements of Middle High-German grammar; selections from Middle High-German literature.

## FRENCH.

*Class F.*—Elementary French grammar; conversational exercises.—*Chardenal's First French Course.*

*Class E.*—Grammar continued; easy readings.—*Chardenal's Second French Course.*

*Class D.*—Knapp's French Readings; conversational exercises.

*Class C.*—Knapp's French Readings continued; conversational exercises.

*Class B.*—Racine's *Athalie*; Corneille's *Le Cid*; Moliere's *Tartuffe*.

*Class A.*—History of French literature; French essays; grammar reviewed.

---

## PREPARATORY DEPARTMENT.

---

### GRAMMAR GRADE.

The work of this grade is arranged to fit pupils who have completed the Training School studies for the Normal Department. This grade is also a general preparatory school for all who need to give special attention to one or more branches before admission to the Normal classes. The studies of this grade and the order in which they are taken are shown in the Courses of Study.

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.. A class in elementary algebra will be commonly formed each Spring term for the benefit of those who have been teaching in the winter.

## TRAINING DEPARTMENT.

The course of study for the Training School covers the first six years of the child's attendance on school. The paragraphs following this indicate in general terms the work of this department.

## SENSE TRAINING.

The training of the senses is made introductory to instruction in reading, and also a basis for oral instruction and lessons in language.

## READING.

*First Year.*—For two months or more words in script, the words learned to be reproduced on slate or blackboard; Appleton's First Reader taken up and completed; the easier phonic elements of words learned.

*Second Year.*—McGuffey's First Reader, followed by Appleton's Second Reader; phonic elements of all words used in lessons learned.

*Third Year.*—McGuffey's Second Reader and first half of Appleton's Third Reader completed, with supplementary reading.

*Fourth Year.*—Appleton's Third Reader completed, McGuffey's Third Reader begun and completed, and supplementary reading; use of dictionary begun.

*Fifth Year.*—Appleton's Fourth Reader, followed by supplementary reading from McGuffey's Fourth Reader, and other sources.

*Sixth Year.*—Supplementary reading from the writings of Irving, Longfellow, Whittier, Holmes, etc., with outlines and abstracts of lessons; analysis of lessons with a view to bringing out the beauties of the author.

## NUMBERS.

The work in numbers for the first three years is based on Rickoff's Numbers Illustrated. For the second three years White's Elementary Arithmetic is made the basis of instruction.

## LANGUAGE.

*First Year.*—Work oral, by familiar conversations on animals,



plants, etc., with constant attention to correct expression of thought by the pupils. Children trained to see and to express their thoughts in stories; also, to retell stories. Some written work required.

*Second Year.*—Stories told from pictures; description of objects presented; lessons on the human body and domestic animals (with pictures to assist); stories written relating to incidents heard of or seen. In all writing much care is taken to secure correct forms.

*Third Year.*—Oral and written reproduction of stories read by the teacher; letter writing; composition work.

*Fourth Year.*—Selections memorized, and work of third year continued.

*Fifth Year.*—Whitney's Elementary Lessons in English, Part I.

*Sixth Year.*—Review and application of work of Fifth Year.

#### WRITING.

*First Year.*—On slate and blackboard in connection with the reading and language lessons.

*Second Year.*—With lead pencil under the direction of a teacher. Drill on small letters, with special attention to the joining of letters. Capitals begun.

*Third Year.*—Use of pen begun; small letters reviewed, and capitals completed and reviewed.

*Fourth Year.*—Words and sentences written; constant attention given to position and movement. Knowledge acquired applied in all written exercises.

*Fifth Year.*—Work of previous year continued.

*Sixth Year.*—Knowledge acquired applied to copying choice selections of poetry and prose.

#### DRAWING.

*First Year.*—Outline work, beginning with the second term.

*Second Year.*—Drawing from cards, Prang's series.

*Third Year.*—First year's work in Prang's Primary Manual.

*Fourth Year.*—Second year's work in Prang's Primary Manual.

*Fifth Year.*—Text-book of Art Education, No. I.

*Sixth Year.*—Text-book of Art Education, No. II.

#### MUSIC.

*First Year.*—The scale, ascending and descending, by syllable; many quick, bright rote songs.

*Second Year.*—Learn to recognize each tone of the scale by number and syllable; rote singing; practice from New First Series of Charts; one kind of time; key of G introduced.

*Third and Fourth Years.*—Introduce the staff, with notes (whole, half, quarter, and eighth,) and their corresponding rests; measures; time, three kinds: note and rote singing. Mason's New First Music Reader used.

*Fifth and Sixth Years.*—Work of third and fourth years continued; keys of C and F introduced.

#### GEOGRAPHY.

In the first two years oral instruction is given preparatory to local geography.

*Third Year.*—Oral lesson on school-room and surroundings, township, county, and State; maps illustrating the oral lessons.

*Fourth Year.*—Swinton's Introductory Geography, through South America.

*Fifth Year.*—Introductory Geography completed; Swinton's Elementary Geography through page 52.

*Sixth Year.*—Elementary Geography completed, with supplementary work.

#### NATURAL SCIENCE.

In the first four years occasional lessons given in natural science orally, with experiments.

In the fifth and sixth years, natural science lessons, based on Hooker's Child's Book of Nature.

MILITARY.  

---

Douglas Corps of Cadets.  

---

## SECOND LIEUT. J. F. BELL, SEVENTH CAVALRY, COMMANDING.

Those male pupils over 15 years of age who may so desire are formed into a Cadet Battalion for the purpose of military drill and exercise. The drill is for three-fourths of an hour each school day, and in no way interferes with school studies. The United States Government has detailed an officer of the regular army to take charge of this department, and has furnished for the use of the Cadets 100 Springfield cadet rifles, two 3-inch rifled cannon and 100 cavalry sabres, at no cost whatever to the State or the institution.

The cadet uniform is similar to that of the Grand Army of the Republic, with the exception that the buttons are those of the State troops. The cap is of blue cloth, shoulder straps and other insignia of rank same as for infantry service U. S. army. A full suit can be bought in Carbondale at from \$12.00 to \$20.00 according to quality. The advantage of this choice of uniform is that it is cheap, can be purchased anywhere, and if a Cadet remains at the University only one term, at the end of that time, by a change of buttons, he has a simple civilian's suit that can be worn without being in the least conspicuous. No better suit than this can be obtained for school wear, and it is earnestly recommended that all who come to the school with the intention of becoming Cadets provide themselves with it either before or after their arrival.

The corps is divided into a number of companies suitable to its size, The officers receive commissions and the non-commissioned officers warrants, from the Commandant. Students over twenty-one years old and

any others who have been officers in the D. C. C., but have lost their positions through absence from school will, if they desire, be formed into a separate company and allowed to elect their own officers.

It is the desire of the Faculty and Board of Trustees that all the male pupils of the proper age join the Military Department. The value of the drill in developing an erect and gentlemanly carriage and in counteracting the stooping effect produced by bending over the desk in the act of study is very great. It gives to the Cadets three-fourths of an hour per day in the open air as a relief from the study hall, and in addition gives them a knowledge of military matters that in case of war or domestic violence or insurrection would be of great value to themselves and to their country.

### Formation of Battalion During School Year 1886-7.

#### FALL TERM.

Captains—Dunaway, E. T.	Sergeants—Galbraith, J. T.
Cowan, D. J.	Hodge, E. J.
Root, K. D.	Crews, S.
Adjutant—Nash, W. A.	Kelly, F.
1st Lieuts—McMackin, E. G.	Loomis, R. K.
Alexander, C. H.	Bost, G. W.
Barton, J. L.	Corporals—Perry, E. G.
2d Lieuts—North, S. E.	Dougherty, W. A.
Combs, J. E.	Hamill, C. M.
Koch, L.	Stock, C. E.
1st Sergts—White, W. C.	Anderson, G. F.
Miller, G. B.	Martin, J. K.
Guthrie, D. M.	Barton, E. E.
Sergeants—Jay, N. A.	Holden, Wm.
Wykes, G. R.	Fligor, K. S.
Keesee, H. W.	Wilson, T. H.
Thomas, W. E.	Brown, R.
Hughes, E. C.	Carpenter, F. L.
Toler, C. G.	

Privates—Aird, J. B.

Andrew, J. W.  
 Ayres, P. S.  
 Bain, J. C.  
 Baird, L. E.  
 Balcom, J. V.  
 Ball, A. W.  
 Batson, G. W.  
 Biggs, W. W.  
 Blair, H. W.  
 Breeden, G. H.  
 Brown, W. E.  
 Bryden, W. O.  
 Buckley, W. B.  
 Bush, T. J.  
 Crain, A.  
 Crandall, W. H.  
 Crawshaw, A. H.  
 Crawshaw, J. R.  
 Crouch, J. T.  
 Delano, J. H.  
 Doolin, J.  
 Duncan, E. E.  
 Eddy, J. H.  
 Elstun, E. L.  
 Etherton, M.  
 Freeman, J. A.  
 Friedline, E. P.  
 Fullerton, R. J.  
 Galbraith, C. M.  
 Gambach, J.  
 Goodnow, P. P.  
 Hartwell, H. C.  
 Hastings, W. J.  
 Hess, U. S. G.  
 Hoereth, C.  
 Hobbs, E. J.  
 Young, S.

Privates—Jackson, H. M.

Jones, J. N.  
 Lampley, J. C.  
 Loomis, W. S.  
 McCurdy, E. J.  
 McDermith, J. G.  
 Meyers, G. L.  
 Muskoppf, G.  
 North, F. H.  
 Ogden, M. H.  
 Ogle, O. L.  
 Oglesby, L.  
 O'Neil, B.  
 Packard, E. S.  
 Poindexter, J. E.  
 Reef, W. A.  
 Salter, J. C.  
 Schlatti, D.  
 Siebert, E.  
 Sims, C. W.  
 Street, J. N.  
 Street, H. W.  
 Stooman, A. M.  
 Thompson, W. H.  
 Thompson, W. R.  
 Tibbetts, C. E.  
 Townsend, W. H.  
 Vancil, C. A.  
 Walker, H. A.  
 Wallis, Wm.  
 Warren, D. W.  
 Whitney, W. B.  
 Williamson, F. R.  
 Williamson, J. W.  
 Wilson, R. B.  
 Winchester, J. W.  
 Woods, W. H.

Total..... 112

SPRING TERM.

Captains—Dunaway, E.T. (Adj.)

Cowan, D. J.  
 Nash, W. A.  
 McMackin, E. G.  
 Alexander, C. H.

1st Lieuts—Barton, J. L.

1st Lieuts—North, S. E.

Guthrie, D. M.

2d Lieuts—Jay, N. A.

Wykes, G. R.  
 Keesee, H. W.

Thomas, W. E.



Sergt Maj—Hodge, E. J.  
 1st Sergts—Toler, C. G.  
     Galbraith, J. T.  
     Dougherty, W. A.  
     Stock, C. E.  
 Sergeants—Anderson, G. S.  
     Brown, R.  
     Ogle, O. L.  
     Warren, D. W.  
     Salter, J. C.  
     Packard, E. S.  
     Street, W. H.  
     Ayre, P. S.  
     Bryden, W. O.  
     Hess, U. S. G.  
     Goodnow, P. P.

Privates—Absher, A. A.  
 Absher, G. S.  
 Alexander, W. H.  
 Appleton, H. L.  
 Batson, W. H.  
 Bell, E.  
 Beman, G. W.  
 Rennett, P. P.  
 Bince, G. W.  
 Brush, S. G.  
 Bundy, J. B.  
 Burton, J. H.  
 Campbell, H. B.  
 Capel, J. V.  
 Coale, J. M.  
 Crandall, W. H.  
 Denton, A. A.  
 Dewey, J. M.  
 Dewbirst, G. E.  
 Eubanks, C. H.  
 Fields, G. B.  
 Golden, A. E.  
 Golden, S. B.  
 Glore, H. C.  
 Haines, W. A.  
 Hanson, A. A.  
 Harris, A. W.  
 Henderson, W. L.  
 Howerton, R.  
 Jacobs, L. E.

Sergeants—Jackson, H. W.  
     Galbraith, C. M.  
 Corporals—Bain, J. C.  
     Wallis, Wm.  
     McDermith, J. G.  
     Whitney, W. B.  
     Holden, Wm.  
     Crouch, J. T.  
     Hincheliffe, W. W.  
     Hobbs, E. J.  
     Rude, O. J.  
     Donoho, T. L.  
     Simer, J. R.  
     Wyatt, D. T.  
     Manly, A.

Privates—Keneipp, E. P.  
 Kingsbury, E. S.  
 Lawrence, J. H.  
 Legier, J. T.  
 Lipe, H.  
 Louis, F. A.  
 Marvin, E. J.  
 Marvin, M. P.  
 Maxwell, W. S.  
     ercer, R. S.  
 Monical, C.  
 Moore, B. H.  
 Moore, M. C.  
 North, P. E.  
 Parkhill, D. B.  
 Patten, A. E.  
 Penrod, Wm.  
 Penrod, S. Y.  
 Pitts, B. H.  
 Pugh, J. H.  
 Pyorn, J. W.  
 Owen, J. W.  
 Ramsey, J. E.  
 Ramsey, W. R.  
 Riseling, C. E.  
 Rogers, B. L.  
 Root, C. B.  
 Rury, F. O.  
 Sharp, J. L.  
 Smith, J. W.

Privates—Smith, C. J.	Privates—Walson, N. L.
Spires, W. R.	Warner, P. W.
Teeter, J. H.	Whisnant, G. O.
Treat, W. F.	Wham, F. L.
Williams, M. S.	Wyatt, D.F.
Walker, H. A.	Young, W. A.
Total.....	115

Members of University Band.

SPRING TERM.

Crandall,	Penrod, S. Y.
Doughterty,	Pugh,
Goodnow,	amsey.
Keneipp,	Root, C. B.
Kingsbury,	Ramsey, W. R.
McMackin,	Smith, C. J.
Moore, B. H.	Wykes,
Moore, M. C.	Wyatt,

— 1st time ?

## PEDAGOGICAL COURSE,

## THEORETICAL AND PRACTICAL.

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 application 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 time, 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 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 other 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 be legibly written, with due regard 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 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, cities and railroads. To this should be added a few points of historical interest.

6. In arithmetic, as far as roots, with especial 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 most 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 revolution 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 their 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, 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, Hall of John Hopkins University, Payne, Quick, Rosenkranz and other works on Pedagogy. There will also be opportunity for chemical work in the laboratory, and for instruction and practice in taxidemy, 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 and 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.

Again we allow what is below to stand because it so well describes what we have had and what we expect to have again in the near future. 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 first story a large and 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 is 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 qualitative analysis of salts, oils, waters, 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 class in trigonometry and surveying are required to use constantly.

#### LIBRARY AND WORKS OF REFERENCE.

The University has a complete set of books of reference, Cyclopedias, Biographical and Pronouncing Dictionaries, Gazetteers, Atlases, etc., which are placed in the study hall, 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.

---

### CONDITIONS OF ADMISSION.

---

To be entitled to admission to the Normal Department, ladies must be sixteen years of age and gentlemen eighteen. They must be of good moral character, and a certificate to that 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 good behavior.

---

### SUGGESTIONS

---

We do 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 school a day. The regular calisthenic exercise or the military drill will give you health for consecutive study, and by habitual application you will acquire facility for labor, and will accomplish more than you would have believed.

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

Every young lady should be provided with an umbrella, a water-proof cloak, and low-heeled walking boots of ample size, and good rubber overshoes. Young men also need umbrellas and overshoes.

---

### LITERARY SOCIETIES.

---

The students have organized two literary societies for the purpose 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. They have elegant rooms admirably fitted and furnished. They represent the energy of the students and show their devotion to the practical preparation for all the public duties of life.

---

### 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 Illinois Central, the Carbondale and Grand Tower, and the Cairo Short Line railroads afford ample facilities for convenient access.



## TO STRANGER STUDENTS.

---

To those who come to the city entire strangers the Young Men's Christian Association and the Young Women's Christian Association, will give you a cordial welcome. Both these Associations render efficient help to all who come here to enter as students, directing them to boarding places, giving them such information as they need, and assisting them to form proper friendships and church relationships, if they desire. Committees of the Associations are at the station on the arrival of the incoming trains at the beginning of each term. They render valuable aid to strangers.

---

## EXPENSES.

---

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 twelve 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 book stores at reasonable rates.

A successful club has been carried on during the year now closing in which prices—including all expense—have ranged from \$2.00 to \$2.50 per week.

CALENDAR FOR 1887-1888.

---

Fall Term begins Monday, September 12—ends Thursday, December 22, 1887.

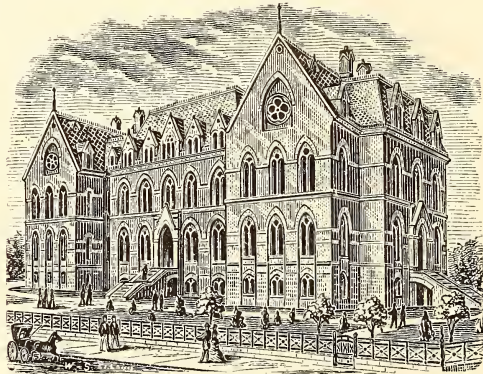
Holiday Recess begins December 23 and ends January 1, 1888.

Winter Term begins January 2, 1888, and closes March 22, 1888.

Spring Term begins March 26, 1888, and closes June 14, 1888.

Examinations for the year begin June 11, 1888.

Annual Commencement, June 14, 1888.



(Destroyed by fire November 26, 1883.)

ALUMNI.

1876.

NAME.	OCCUPATION.	ADDRESS.
Brown, John N.....	Teacher and Farmer.....	Walshville.
Caldwell, Beverly.....	Taught since Graduation.....	Glasgow, Mo.
Hawthorne, John C*.....	Lawyer. ....	.....
Ross, George C.....	Taught 5 years. Lawyer.....	Benton.
Wright, Mary.....	Taught since graduation.....	Cobden.

1877.

Barnes, Belle D. A†.....	} .....	Bloomington.
Mrs. Dr. Greene.....		
Burton, Arista.....	Taught since Graduation.....	Mt. Vernon.
England, James H.....	Teacher and Farmer.....	Carbondale.
Warder, William H.....	Taught 3 years. Lawyer.....	Marion.

1878.

Caldwell, Delia.....	Taught since Graduation.....	Dansville, N. Y.
Courtney, Alva C.....	Taught since Graduation.....	Golden City, Col.
Evans, Charles E.....	Taught 3 years. Minister.....	Hume, Mo.
Hanna, James A.....	Taught 2 years. Merchant.....	Saltillo, Tenn.
Hillman, Orcelia B.....	} Taught 4 years.	
Mrs. Merrill.....		
Jackson, Sarah E†.....	} .....	DuQuoin.
Mrs. Kimmel.....		
Kennedy, George R†.....	Taught 1 year. Merchant.....	Murphysboro.
McAnally, John T.....	Taught 4 years. Physician... ..	Carbondale.
McAnally, Mary C.....	Taught since Graduation.....	Collinsville.
Pierce, Edward R.....	Minister.....	Gage's Lake.
Plant, Richmond †.....	Lawyer.....	St. Louis, Mo.

\* Deceased. † Paid Tuition.

Robinson, Edward H.....Physician .....Lawrenceville.  
Thompson, David G.....T'ght 3 yrs, Co.Supt. 3 yrs. Lawyer.Golconda.

- 1879.

Burnett, Andrew Ct.....Lawyer.....Lamar, Mo.  
Farmer, George H. C.....Taught since Graduation.....Fayetteville.  
McCreery, Ida M\*.....Taught 3 years.....  
Phillip, Lyman T.....Taught 3 years. Dentist.....Nashville

1880.

Bruck, Lauren L.....Taught since Graduation.....Arrowsmith.  
Gray, Joseph.....Taught since Graduation.....Dongola.  
Hcitman, Louis.....Taught 4 years.....California.  
Hull, Charles E.....Merchant.....Salem.  
Kimmel, Henry A.....Taught since Graduation.....Wamego, Kan.  
Mann, Wallace E.....Taught 3 years. Sec'y Y. M. C. A..Decatur.  
Ogle, Albert B†.....Journalist and Farmer.....Belleville.  
Rentchler, Frank P.....Manufacturer.....Belleville.  
Sheppard, Lizzie M.....Taught since Graduation.....Omaha, Neb.  
Warder, Gertrude A.....Taught since Graduation.....Marion.

1881.

Burton, Charles H.....Lawyer.....Mt. Vernon.  
Hughes, William F.....Taught 6 years.....Murphysboro.  
Karracker, Henry W.....Teacher and Farmer.....Dongola.  
Lorenz, John W.....Taught since Graduation.....Highland.  
Marshall, Oscar S.....Telegrapher .....Shannon, Kas.  
Marshall, Thomas S.....Banker.....Salem.  
Sowers, Mary A.....Taught since Graduation.....Jonesboro.  
Ward, Edward I.....Taught since Graduation. Co.Supt..Tamaroa.

1882.

Atkins, Wezette ..... }  
Mrs. Parkinson..... } .....Ottawa, Kas.  
Deardorff, Lizzie M.....Taught since Graduation .....Ashland, Kan.  
Ennisson, Walter J.....Lawyer.....Chicago.  
Goodall, Adella B†..... }  
Mrs. Mitchell..... } Taught 3 years.....Corinth.



Krysher, Alice..... }  
 Mrs. Livingston..... } Taught 4 years..... Ash Grove, Mo.  
 Mead, Albert E..... Lawyer..... Anna:  
 Stewart, Henry A†..... Merchant..... Albion.  
 Wood, John W..... Taught since Graduation..... Murphysboro.

1883.

Alexander, Franktin M.... Taught 3 years. Minister..... Murphysboro.  
 Bain, William B†..... Merchant..... Vienna.  
 Bryden, Maggie..... Taught since Graduation..... Carbondale.  
 Buckley, Alice M..... }  
 Mrs. Alexander..... } Taught 2 years..... Murphysboro.  
 Fager, Daniel B..... Taught since Graduation..... Anna.  
 Houts, M. Lily..... Taught since Graduation..... Chester.  
 Kimmel, Belle..... Taught 3 years..... Elkhville.  
 Marten, John..... Taught since Graduation..... Decatur.  
 Nave, Della A..... Taught since Graduation..... Shiloh Hill.  
 Sprecher, Edgar L..... Taught since Graduation..... Nogales, Arizona.

1884.

Aikman, Fannie A\*..... }  
 Mrs. Kimmel..... } .....  
 Beesley, Alicia E..... Taught since Graduation..... Linn.  
 Buchanan, Clara J..... }  
 Mrs. Merrimon..... } Taught 2 years..... Carbondale.  
 Buchanan, George V..... Taught since Graduation..... Carbondale.  
 Buchanan, Mary..... Taught since Graduation..... Effingham.  
 Burket, Anna L..... Taught 1 year..... Carbondale.  
 Cawthon, Christopher C.... Taught since Graduation..... Wichita, Kas.  
 Duff, May B\*..... Taught one year.....  
 Gill, Joseph B†..... Lawyer..... Murphysboro.  
 Hendee, Lu Bird..... Taught since Graduation..... Vandalia.  
 Hileman, Philetus E..... Taught 1 year. Lawyer..... Ft. Smith, Ark.  
 Jenkins, John H..... Taught since graduation. Co. Supt. Elizabethtown.  
 Lightfoot, Richard T..... Taught 2 years. Lawyer..... Carbondale.  
 Ridenhower, Carrie L..... Taught since Graduation..... Vienna.  
 Thomas, Maud..... Taught since Graduation..... Cobden.  
 Buckley, Mary I..... }  
 Mrs. Warner..... } Taught 1 year..... Freeport.  
 Treat, Charles W..... Taught since Graduation..... Effingham.

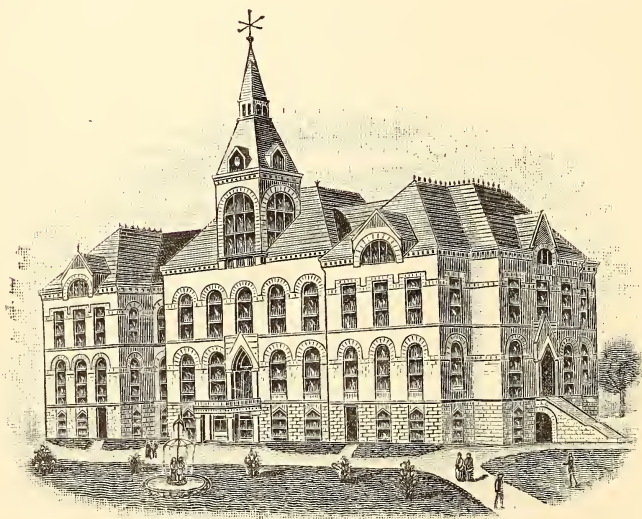
## 1885.

Bryden, Helen.....	Taught since Graduation.....	Carbondale.
Dunaway, Ada L†.....	At Home.....	Carbondale.
Fringer, William F†.....	Student of Medicine.....	Tower Hill.
Hull, Gertrude.....	At Home.....	Carbondale.
Lacey, Rurie O.....	Taught 2 years.....	Elizabethtown.
Lancaster, Tilman A.....	Taught 1 year. Lawyer.....	Dunbar, Tenn.
Miller, John E.....	Taught since Graduation.....	Collinsville.
Robarts, Mary A.....	Taught 1 year.....	Carbondale.
Thomas, Kate.....	Taught since Graduation.....	Vienna.

## 1886.

Allen, Sarah A.....	Taught since Graduation.....	Brighton, Col.
Barber, Florence M.....	Taught since Graduation.....	Minneapolis, Minn.
Brown, Adella A.....	Taught since Graduation. M'sn'y.	Luxar, Egypt.
Fryar, Minnie J.....	Taught since Graduation.....	Anna.
Fulton, Alexander H.....	Taught since Graduation.....	Carlyle.
Hord, Kittie E.....	Taught since Graduation.....	Ash Grove, Mo.
Hundley, Ella.....	Taught since Graduation.....	Stony, Tex.
Kennedy, Maggie.....	Taught since Graduation.....	Carterville.
Loomis, Carrie I.....	Taught since Graduation.....	Corinth.
McAnally, Fannie D.....	Taught since Graduation.....	Carbondale.
Nichols, Louella.....	Taught since Graduation.....	Carlyle.
Scott, Luther T.....	Student.....	Carbondale.
Storment, Edgar L.....	Taught since Graduation.....	Anna.
Williams, Cora.....	Taught since Graduation.....	Carbondale.





Fourteenth Annual Catalogue

—OF THE—

Southern Illinois

Normal University,

Carbondale, Jackson County,

Illinois.

1887-8.

---

CARBONDALE, ILL.:  
FREE PRESS STEAM PRINT.  
1888.



TRUSTEES.

---

HON. THOS. S. RIDGWAY, Shawneetown.

HENRY C. FAIRBROTHER, M. D., East St. Louis.

HON. ROBLEY D. ADAMS, Fairfield.

EZEKIEL J. INGERSOLL, Esq., Carbondale.

HON. SAMUEL P. WHEELER, Springfield.

---

OFFICERS OF THE BOARD.

---

HON. THOS. S. RIDGWAY, *Pres.*

EZEKIEL J. INGERSOLL, Esq., *Sec.*

JOHN S. BRIDGES, *Treas.*

CHARLES W. JEROME, *Registrar.*

---

HENRY C. FAIRBROTHER, M. D., /  
EZEKIEL J. INGERSOLL, Esq., \ - *Auditing Committee.*

FACULTY.

---

ROBERT ALLYN,

*Principal, and Lecturer on Pedagogy, Ethics, and Aesthetics.*

CHARLES W. JEROME,

*Teacher of Latin Language and Literature; and Registrar.*

JOHN HULL,

*Teacher of Psychology, Pedagogy, and Higher Mathematics; and Superintendent of Training Department.*

DANIEL B. PARKINSON.

*Teacher of Natural Philosophy, Chemistry, Astronomy, and Book-Keeping.*

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.*

SAMUEL M. INGLIS,

*Teacher of English Literature, Elocution, Vocal Music, and Calisthenics.*

INEZ I. GREEN,

*Teacher of Geography, and Assistant in Algebra.*

MATILDA F. SALTER.

*Teacher of Drawing.*

GEORGE V. BUCHANAN,

*Teacher of Mathematics.*

CHARLES HARRIS,

*Teacher of German and French.*

JAMES F. BELL,

*Second Lieut. Seventh Cavalry, U. S. A., Teacher of Military Science and Tactics.*

ANN C. ANDERSON.

*Assistant Training Teacher.*

MARY A. ROBARTS,

*Teacher of Penmanship, and Assistant in Arithmetic and Language.*

## PUPIL TEACHERS.

---

ALEXANDER, ANNIE R.,  
ALLYN, LOIS A.,  
BAILEY, ALICE M.,  
BAIN, JOHN C.,  
BAIRD, LUTHER E.,  
BALCOM, MAMIE E.,  
BARROW, EMMA C.,  
BARTER, EMELINE E.,  
BAUMBERGER, LULU.  
BELLAMY, ADDIE,  
BRIBACH, CATHARINE J.,  
BUNDY, JOSEPH B.,  
COLYER, FRANK H.,  
DUNAWAY, EDGAR T.,  
EDDLEMAN, FLORA H.,  
FELTES, CORA E.,  
FREEMAN, JAMES A.,  
GAGE, FRANCES DANA,  
GALBRAITH, JOHN T.,  
HARVEY, LAURA E.,  
HENDRICKSON, JENNIE R.,  
HICKAM, ADA,  
HINCHCLIFF, WM. W.,  
HOLDEN, FANNIE J.,  
HUEY, CHARLES J.,  
HULL, BERTHA,  
JENKINS, HATTIE E.,  
KING, MIMA C.,

LEVAN, LAVINIA.  
LINDSAY, DAVID W.,  
McKINNEY, AUGUSTA B.,  
McMACKIN, FRED. G.,  
McMEEN, JOHN D.,  
MOORE, MERTON C.,  
MORGAN, CHARLES M.,  
PARKINSON, JOHN M.,  
PARKS, LIZZIE,  
PEAY, LULA,  
PERRY, CELIA M.,  
RAMSEY, JOSEPH E.,  
REEF, WM. A.,  
RICHARDS, KATE E.,  
SAMS, FOUNTAIN F.,  
SMITH, FRANK S.,  
SMITH, MABEL,  
SNYDER, ARTHUR J.,  
SPRECHER, THEODORA M.,  
STONECIPHER, JOHN S.,  
STREET, JASPER N.,  
TORRANCE, ANNA E.,  
TROBAUGH, ED. P.,  
TROBAUGH, E. FRANK.  
TROY, NELLIE C.,  
WALLIS, WILLIAM,  
WHAM, DORA A.,  
WILLIAMS, ROSA.

## NAMES OF STUDENTS.

### POST GRADUATES.

NAME.	RESIDENCE.
Cleland, Clara.....	Chicago.
Scott, Luther T.....	Springfield.
Storment, Edgar L.....	Chester.
Williams, Cora.....	Carbondale.

### SPECIAL STUDENTS.

Bell, Sallie B.....	Carbondale.
Casey, Sallie M.....	Metropolis.
Childers, Tima.....	Chamois, Mo.
Cole, Emma L.....	Mound City.
Covington, Mary I.....	Metropolis.
Findlay, Kate.....	Mound City.
Fitzgerrell, Anna C.....	Denton, Texas.
Hanson, Charlotte.....	Carbondale.
Kirkham, Laura B.....	Grand Tower.
Kuykendall, Carrie.....	Vienna.
Lane, Alexander.....	Carbondale.
Lawrence, Lizzie H.....	“
Lee, Bartlett P.....	Metropolis.
Nairn, Robert W.....	Marissa.
Peters, Mattie J.....	Metropolis.
Phillips, Rena B.....	Carbondale.
Pryor, Rebecca A.....	Metropolis.
Ritchie, Charles M.....	Marissa.
Storment, John C.....	Grand Tower.

NAME.	RESIDENCE.
Thomas, Nellie.....	Youngsville, Pa.
Thrift, Ruth E.....	Metropolis.
Webber, Blanche E.....	Carlyle.
Williamson, Edwin.....	Hot Springs, Ark.
Williamson, Sadie E.....	Huey.

## NORMAL DEPARTMENT.

## SENIORS.

Bribach, Catharine J.....	Cairo.
Baumberger, Lulu.....	Greenville.
Hall, William H.....	Albion.
Hickam, Ada.....	Carbondale.
Johnson, Callie E.....	"
Leary, Mary.....	"
Lindsay, David W.....	Gd. Rapids, Mich.
Morgan, Charles M.....	DeSoto.
Reef, William A.....	Carbondale.
Richards, Kate E.....	Delphos, Kan.
Street, Jasper N.....	McVey.
Trobaugh, Frank E.....	Jackson Co.
Wham, Maggie E.....	Foxville.

## STUDENTS OF THIRD, SECOND AND FIRST YEARS.

Aird, John B.....	Salem.
Alexander, Annie R.....	Williamson Co.
Alexander, Mary E.....	Murphysboro.
Alexander, Mary L.....	Cutler.
Alexander, Rachel A.....	"
Allen, Susie C.....	Dryden.
Allison, James E.....	Waggoner.
Allyn, Lois A.....	Norwich, Conn.
Anderson, George F.....	Murphysboro.
Anderson, Mary F.....	Pinckneyville.
Anderson, Mary J.....	Cobden.
Anderson, Nettie A.....	"



NAME.	RESIDENCE.
Andrew, John W.....	Marissa.
Andrews, Leona.....	Anna.
Angell, Grace R.....	Cobden.
Ayre, Philip S.....	Dix.
Bailey, Alice M.....	Equality.
Bain, John C.....	Vienna.
Baird, Luther E.....	Pyatt.
Balcom, John V.....	Jackson Co.
Balcom, Mamie E.....	“ “
Barr, Jessie G.....	Carbondale.
Barrow, Alice M.....	Alto Pass.
Barrow, Eunice C.....	“ “
Barter, Emeline E.....	Harrisburg.
Batson, George W.....	Carbondale.
Batson, William A.....	Makanda.
Batson, William G.....	Carbondale.
Beames, William D.....	Eddyville.
Begemann, Mary E.....	Steeleville.
Bellamy, Addie.....	Carbondale.
Blair, Mattie J.....	Cutler.
Blanchard, Guy.....	Tamaroa.
Bliss, Anson S.....	Bumpus.
Borger, Mary L.....	Carbondale.
Brandon, Leander.....	Carterville.
Bridges, Lena H.....	Carbondale.
Bridges, Mamie E.....	“
Brittain, Nellie L. A.....	Cutler.
Broadway, Robert O.....	Eddyville.
Brown, Lizzie M.....	Carbondale.
Brown, Lydia E.....	Pinckneyville.
Browning, John W.....	Stonefort.
Bryden, William O.....	Carbondale.
Bundy, Joseph B.....	West End.
Burge, Lloyd E.....	Centralia.

NAME.	RESIDENCE.
Burket, Grace L.....	Carbondale.
Butler, Edward E.....	America.
Campbell, Harry B.....	Carbondale.
Campbell, Julia B.....	“
Carr, Samuel W.....	Makanda.
Carter, Albert R.....	Campbell Hill.
Carter, Lizzie D.....	Carbondale.
Cauble, Cora.....	Alto Pass.
Cheek, Annie T.....	Villa Ridge.
Cochran, William P.....	Jackson Co.
Colyer, Frank H.....	Albion.
Cooper, James E.....	Walpole.
Cowan, James P.....	Carterville.
Crawford, Della.....	Carbondale.
Crews, Scott.....	Elkville.
Cripp, Lizzie C.....	Mason.
Crosno, Jennie.....	Elk Prairie.
Cruse, Alice.....	Carterville.
Cruse, Manthus.....	“
Curty, Leonidas D.....	Carrier Mills.
Davenport, Maud H.....	Sumner.
Davis, Mary J.....	Edwardsville.
Davis, William A.....	El Dorado.
Depuy, Alvin G.....	Hoyleton.
Dewey, Clyde R.....	Elizabethtown.
Dollins, Henry W.....	Carbondale.
Doolin, Josiah.....	Murphysboro.
Dunaway, Edgar T.....	Carbondale.
Eddleman, Ellen J.....	Du Quoin.
Eddleman, Flora H.....	“
Eisenbart, Henry.....	Red Bud.
Elkins, William A.....	Buncombe.
Ellis, Jacob T.....	Mt. Vernon.
Emerson, John W.....	Albion.

NAME.	RESIDENCE.
Endicott, James M.	Crossville.
Entsminger, James E.	Middleport, O.
Ervin, Maggie J.	Blair.
Evans, Nellie.	Grand Tower.
Fakes, Ed. S.	Murphysboro.
Farthing, John R.	Farina.
Feltes, Cora E.	Carbondale.
Felts, George C.	Lake Creek.
Felts, Rosie A.	“ “
Felts, William T.	“ “
Finn, Samuel N.	Foxville.
Flanders, Pearl.	Sumner.
Fligor, Keslar S.	Murphysboro.
Frank, George W.	Carlyle.
Freeman, James A.	Opdyke.
Fyke, Granville E.	Centralia.
Gage, F. Dana.	Carbondale.
Gage, Lizzie C.	“
Galbraith, Charles M.	“
Galbraith, John T.	“
Gaunt, Charles M.	New Grand Chain.
Gilbert, Ida M.	Carbondale.
Gilkison, Henry A.	Bellmont.
Glenn, Etta E.	Belleville.
Glore, Henry G.	Centralia.
Goodnow, Press P.	Salem.
Grove, Fannie L.	Carbondale.
Grove, Kate M.	Kinmundy.
Guthrie, David M.	Marissa.
Hackney, Kate G.	Atwater.
Hadley, Ida F.	Herrick.
Haldaman, Maggie F.	Decatur.
Hall, Mabel.	Murphysboro.
Hamill, Charles M.	Freeburg.

NAME.	RESIDENCE.
Hamill, Commodore P.....	Freeburg.
Hampton, Altha.....	Benton.
Hanson, Julia.....	Murphysboro.
Hardy Della.....	"
Hartman, Berta A.....	Saint Elmo.
Hartman, Sarah.....	" "
Harvey, Laura E.....	Mt. Carmel.
Helms, Edward S.....	Heinrichttown.
Helms, Herman L.....	"
Hendrickson, Jennie R.....	Chester.
Hess, Ulysses S. G.....	Vienna.
Hill, William G.....	Foxville.
Hiller, Robert B.....	Makanda.
Hiller, Sylvester A.....	"
Hincheliff, William W.....	Carbondale.
Hobbs, Edward J.....	"
Holden, Fannie J.....	"
Holden, Emma L.....	"
Holden, William M.....	"
Hooker, Adam H.....	Vienna.
Hord, Thomas F.....	Murphysboro.
Hostetler, Henry W.....	Clermont.
Huey, Charles J.....	Huey.
Hull, Bertha.....	Carbondale.
Ives, Metta J.....	Chester.
Jackson, John B.....	Vienna.
Jenkins, Hattie E.....	Elkville.
Jones, Benjamin.....	Sandusky.
Jones, Ida M.....	West End.
Keesee, Hallie W.....	Carbondale.
Kellam, Anna M.....	West Liberty.
Keller, Kent E.....	Campbell Hill.
Kelley, Maggie R.....	Carbondale.
Kennedy, Anna.....	Murphysboro.

NAME.	RESIDENCE.
Keown, Harry W.	Jackson Co.
Keown, Hettie I.	“ “
Killion, Thomas A.	El Dorado.
Kimmel, Della	Elkville.
Kimmel, Laura E.	“
Kimmel, Mary E.	Carbondale.
Kimmel, Ruby I.	“
King, Mima C.	Rose Bud.
Kniseley, John S.	Omega.
Krysher, Libbie	Jackson Co.
Lamaster, Ella	Marion.
Landenbery, Lillian B.	Edgewood.
Launsden, Mary G.	Cairo.
Lawrence, Blanche A.	Carbondale.
Lawrence, John H.	“
Levan, Lavinia	Murphysboro.
Loomis, Maud L.	Makanda.
Loomis, Rufus K.	“
Lyerly, Kate	Pulaski Co..
Magness, Laura E.	Salem.
Malcom, Luvenia	“
Martin, Lucy	Carmi.
Mason, Henry M.	Cave-in-Rock.
McConnell, Charles A.	Cross Roads.
McCracken, Ollie	Ashley.
McGhee, John W.	Rural Hill.
McKinney, Augusta B.	Carbondale.
McLaughlin, Maggie J.	Salem.
McMackin, Fred. G.	“
McMeen, John D.	Mt. Vernon.
Mercer, Rufus S.	Raccoon.
Merrick, Charles H.	Okawville.
Metz, Kate	Ullin.
Meyer, Helen E.	Nashville.



NAME.	RESIDENCE.
Miller, Maud B.....	Villa Ridge.
Miller, Mary E.....	Carbondale.
Miller, Thomas H.....	Anna.
Mitchell, Edward P.....	Chester.
Moore, Ada.....	Carbondale.
Moore, Merton C.....	Calhoun.
Morgan, Anna L.....	De Soto.
Morton, John K.....	Raccoon.
Morton, Ralph B.....	"
Moss, Harry C.....	Mt. Vernon.
Mundis, Ada E.....	Marine.
Naylor, Charles E.....	Vandalia.
North, Ann.....	Williamson Co.
North, Samuel E.....	Carbondale.
Oglesby, Lavender.....	Belknap.
Owen, Douglas R.....	Carbondale.
Palmer, Edwin M.....	Glendale.
Palmer, Lydia.....	"
Parker, Erah.....	Villa Ridge.
Parkinson, John M.....	Salem.
Parkinson, Josie.....	"
Parks, Lizzie.....	Du Quoin.
Patrick, Ella B.....	Carmi.
Patterson, John E.....	Grand Tower.
Peay, Lula.....	San Antonio, Tex.
Penrod, Allen.....	Jackson Co.
Perry, Celia M.....	" "
Perry, Edward G.....	" "
Peters, Mabel K.....	Carbondale..
Peterson, Grant.....	Carterville.
Phillips, Paul L*.....	Nashville.
Pike, Albert E.....	Rockwood.
Pike, Curtis F.....	St. Jacobs.

\*Deceased.

NAME.	RESIDENCE.
Pitts, Berry H.....	Raccoon.
Pour, Louis.....	Red Bud.
Proctor, Bessie D.....	Carbondale.
Prout, Joseph A.....	Linn.
Pugh, John H.....	Calhoun.
Ragland, Jennie.....	Okawville.
Ramsey, Joseph E.....	Lancaster.
Ramsey, William R.....	"
Rapp, Carrie.....	Red Bud.
Rapp, John.....	" "
Rapp, Louis B.....	Carbondale.
Reynolds, Joseph B.....	Hartford.
Rendleman, Andrew J.....	Makanda.
Rich, Lizzie.....	Cobden.
Rich, Lou.....	"
Roberts, George S.....	Corinth.
Robinson, Cora A.....	Carbondale.
Robinson, Ollie B.....	Murphysboro.
Robinson, Samuel T.....	Hartford.
Root, Charles B.....	Walnut Hill.
Root, David K.....	" "
Ross, Arad L.....	Du Quoin.
Ross, Harriet M.....	Alma.
Rury, Francis O.....	Percy.
Sams, Fountain F.....	Jonesboro.
Salter, Annie P.....	Carbondale.
Salter, John C.....	"
Schaefer, Maggie.....	Carlyle.
Schmidt, Tillie C.....	Marine.
Schultz, August C.....	Darmstadt.
Schroeder, Maggie.....	Murphysboro.
Scott, Jennie L.....	Carbondale.
Siebert, Edward P.....	Okawville.
Seibert. S. Webster.....	Lancaster.

NAME.	RESIDENCE.
Shinn, Samuel H.....	Carlyle.
Simer, John H.....	Foxville.
Smith, Charles J.....	Carbondale.
Smith, Edward W.....	Tamaroa.
Smith, Frank S.....	Vienna.
Smith, Mabel.....	Carbondale.
Smith, Seth T.....	Spring Garden.
Snider, Sarah E.....	Jackson Co.
Snyder, Arthur J.....	Farina.
Spires, William R.....	Makanda.
Sprecher, Theodora M.....	Richview.
Starzinger, Rosa A.....	Carbondale.
Steele, Robert E.....	Percy.
Stewart, Ellen.....	Bumcombe.
Stewart, James C.....	"
Stone, John E.....	Williamson Co.
Stonecipher, John S.....	Foxville.
Strait, Mary V.....	Pinckneyville.
Street, Allie P.....	McVey.
Swayze, Sarah.....	Salem.
Taylor, Charles A.....	Harrisburg.
Teeter, Annie C.....	Carbondale.
Teeter, Carrie O.....	"
Templeton, Emma.....	Pinckneyville.
Thomas, Lewis A.....	Thackery.
Thomas, Ettie.....	Makanda.
Thompson, Laura E.....	Jackson Co.
Thompson, Thomas L.....	Carbondale.
Thompson, William S.....	Jackson Co.
Timpner, Bettie.....	Pinckneyville.
Tindall, Grace L.....	DuQuoin.
Toler, Charles G.....	Birmingham, Ala.
Torrance, Anna C.....	Vandalia.
Tranberger, Clara M.....	Carterville.

NAME.	RESIDENCE.
Trobaugh, Ed. P.	Jackson Co.
Tudor, Charles S.	Rockwood.
Tyner, Robert E.	Williamson Co.
Ullen, Sallie M.	Wetaug.
VanCleve, Martin T.	Vienna.
Walker, Annie.	Cartersville.
Walker, Kate E.	Carbondale.
Wallace, Nettie J.	Pineknayville.
Wallis, Mary.	Carbondale.
Wallis, William.	"
Warren, Daniel W.	Effingham.
Weaver, Braxton P.	Harrisburg.
Weisman, Clara.	Effingham.
Weller, Emma E.	Carbondale.
Welson, Flora.	Villa Ridge.
Wham, Dora A.	Foxville.
Wham, Fraik L.	Salem.
Whelpley, Frank L.	Cobden.
Whitaker, William F.	Kimmundy.
Whitney, William B.	Carbondale.
Whittenberg, Sarah J.	Tunnel Hill.
Wiggins, McClellan C.	Goreville.
Williams, John W.	Atwater.
Williams, Kate.	Jackson Co.
Williams, Rosa.	Carbondale.
Wimberley, Charles F.	Dix.
Winning, Kate S.	Cartersville.
Wright, Maggie D.	Mason.
Wykes, George R.	Carbondale.
Young, William A.	Butler.
Youngblood, Louie R.	Benton.
Delaney, Lilye E.	Steeleville.

## GRAMMAR DEPARTMENT.

NAME.	RESIDENCE.
Abel, Lelia B.....	Carbondale.
Alexander, John W. T.....	Commercial P'nt.
Allen, Edward H.....	Jackson Co.
Allen, Esther B.....	Carbondale.
Allen, Lewis R.....	Jackson Co.
Applegath, Mary A.....	Carbondale.
Ashley, William H.....	"
Axley, Owen D.....	Ullen.
Bagwell, Ollie M.....	Murphysboro.
Bailey, Ora A.....	Makanda.
Bain, William.....	Samoth.
Baird, Ida E.....	Pyatt.
Balcom, Ella F.....	Jackson Co.
Baldwin, George.....	Trenton.
Ball, John W.....	Jackson Co.
Ball, William D.....	" "
Barton, Eugene E.....	Carbondale.
Barton, Flora L.....	"
Batka, John H.....	Belle Rive.
Batson, Daniel.....	Carbondale.
Beman, George W.....	"
Bevard, Mary.....	Carterville.
Bigg, William W.....	Jackson Co.
Bliss, Horatio S.....	Bumpus.
Borger, John B.....	Carbondale.
Brantley, John H.....	Jackson Co.
Breeden, John H.....	Murphysboro.
Brewster, Thomas H.....	Carbondale.
Bridges, Daniel Y.....	"
Brooks, William L.....	Cobden.
Brown, Gertie A.....	Murphysboro.
Brown, Grace E.....	Carbondale.
Brush, George M.....	"



NAME.	RESIDENCE.
Brush, Silas G.....	Carbondale.
Bumpus, William T.....	Bumpus.
Campbell, John G.....	Carbondale.
Carlton, Viunie M.....	"
Christian, Robert P.....	Carmi.
Clark, Mary.....	Grand Tower.
Clow, Daniel H.....	Altamont.
Cochran, Lulu M.....	Carbondale.
Cochran, Maud.....	"
Cowan, Walter L.....	Carterville.
Crain, Albert.....	Ava.
Crandall, Etta.....	Carbondale.
Crandall, Lester.....	"
Crawshaw, Joseph R.....	Jackson Co.
Crouch, John T.....	Elizabethtown.
Crowther, Anna.....	Carbondale.
Dalton, Lizzie B.....	Murphysboro.
Damron, Hershel, V.....	Vienna.
Davis, John A.....	Carbondale.
Dawson, Harry M.....	"
Deason, Richard O.....	"
Dewey, James M.....	Elizabethtown.
Dickinson, Hattie M.....	Carbondale.
Dillinger, Frank.....	Jackson Co.
Dillinger, Lizzie.....	" "
Dixon, Andrew.....	Carbondale.
Dixon, Louella C.....	"
Doolin, John A.....	Jackson Co.
Ducomb, Russell.....	Keysport.
Easterly, Elbert H.....	Jackson Co.
Eccles, John M.....	Metropolis.
Elmore, Lilian.....	Carbondale.
Farmer, Mary D.....	Williamson Co.
Freeman, Wynn D.....	Opdyke.

NAME.	RESIDENCE.
Fryar, Morris H.	Carbondale.
Gardner, Dora	"
Gaston, Lydia A.	Cutler.
Gilbert, Lillian B.	Cabondale.
Gilbert, Nannie	"
Goodall, James R.	Marion.
Goodloe, Nora C.	Carbondale.
Gossnell, Ida M.	Horace, Kan.
Grammer, Arthur E.	Jackson Co.
Griffin, Camp K.	Equality.
Grissom, Mollie E.	Grantsburg.
Gullett, Ulysses G.	Elizabethtown.
Gunn, Edward R.	Cobden.
Guthrie, Elizabeth A.	Marissa.
Hagler, Axmer.	Jackson Co.
Haldaman, George W.	Pomona.
Haldaman, Mary C.	"
Halstead, Eva H.	Makanda.
Halstead, Ross H.	"
Hanson, James S.	Jackson Co.
Harris, Flora J.	Makanda.
Hartsock, Effie M.	Du Quoin.
Hartsock, Emma S.	"
Harvey, James W.	"
Hastings, William J.	Makanda.
Helbig, Guido	Okawville.
Henard, William S.	Mt. Pleasant.
Herod, Emma C.	Elizabethtown.
Hester, William	Carbondale.
Hess, Joseph R.	Cave-in-Rock.
Highfield, Essie B.	Bridgeport.
Hiller, Alice G.	Makanda.
Hincheliff, Eugene.	Jackson Co.
Hoerith, Henry L.	Hecker.

NAME.	RESIDENCE.
Holden, Maggie L.....	Carbondale.
Hopkins, Nellie M.....	Makanda.
Hopper, William O.....	Spring Garden.
Hord, Robert G.....	Carbondale.
Hughes, Joseph O.....	Jackson Co.
Hunsaker, Minnie M.....	Cobden.
Hunsaker, William M.....	"
Ingersoll, Harry C.....	Jackson Co.
Isbell, Will G.....	Shelbyville, Tenn.
Jacobs, Lous E.....	Murphysboro.
Jenkins, Blanche G.....	Jackson Co.
Jenkins, Frank.....	" "
Jenkins, Harry W.....	" "
Jenkins, Mary E.....	" "
Johnpeter, Charles S.....	Carlyle.
Johnson, Mattie.....	"
Jones, Richard A.....	Carbondale.
Kerby, Mark M.....	Sikeston, Mo.
kerby, Pett.....	" "
Kimmel Enma L.....	Carbondale.
Kniseley, Martin S.....	Omega.
Knouff, Niobe.....	Elkville.
Knowles, Mary A.....	"
Lauder, Minnie N.....	Carterville.
Lawrence, Abbie R.....	Carbondale.
Levelsmier, William.....	Jackson Co.
Lilly, Minnie.....	Oakville.
Linehan, Jennie.....	Carbondale.
Lipe, Henry.....	Jackson Co.
Long, Orlena C.....	Pomona.
Marvin, John E.....	Jackson Co.
Mathias, John H.....	Mascoutah.
McClellan, William I.....	Mulkeytown.
McCracken, Minor.....	Ashley.

NAME.	RESIDENCE.
McGuire, Arthur H.....	Carbondale.
McKinney, Daisy.....	"
McKinney, Ella M.....	Jackson Co.
McMurphy, Daisy M.....	" "
McMurphy, Kate M.....	" "
Mertz, Dora L.....	Carbondale.
Meyers, Fritz W.....	Metropolis.
Miller, Forest S.....	Villa Ridge.
Montgomery, Martha W.....	" "
Mulligan, Arthur S.....	Pinckneyville.
Muse, Emma C.....	Carbondale.
Nave, Dollie.....	Thompsonville.
Nefler, Minnie.....	Metropolis.
Nordman, George R.....	Mound City.
North, Alice M.....	Carbondale.
North, Fred H.....	Williamson Co.
North, Percy E.....	Carbondale.
Owen, John W.....	Galatia.
Ozburn, Will. W.....	Jackson Co.
Parkinson, Franklin A.....	Dix.
Parrish, Jessie A.....	Carbondale.
Parrish, Mattie E.....	"
Patten, Arthur E.....	"
Patten, Edward S.....	"
Pease, Adula E.....	"
Penrod, Blauche B.....	"
Peterson, Eliza.....	Carterville.
Phifer, Levi.....	Murphysboro.
Phillips, Belle.....	Carbondale.
Phoenix, Belle.....	"
Phoenix, Bessie A.....	"
Porter, Sanford B.....	Sand Ridge.
Prickett, Guy C.....	Carbondale.
Prindle, Emma M.....	Villa Ridge.

NAME.	RESIDENCE.
Rapp, Charles A.....	Carbondale.
Ray, Charles A.....	"
Reese, Lena.....	Cobden.
Renfro, Melissa.....	Olmstead.
Rexroth, Adolph C.....	Hecker.
Rhea, Nellie G.....	Carbondale.
Ridgway, Lizzie.....	Makanda.
Ritchie, Harry P.....	Ullin.
Robieson, Minnie L.....	Cairo.
Rogers, Anna D.....	Carbondale.
Ross, Mary E.....	Alma.
Rush, Mary A.....	Odin.
Russell, Maria.....	Carrier Mills.
Russell, William.....	" "
Russell, Wirt A.....	Weedsport, N. Y.
Sanders, Morgan.....	Carbondale.
Sayles, Lula M.....	Makanda.
Schwartz, Ada L.....	Elkville.
Scurlock, Fannie J.....	Carbondale.
Searing, Mabel M.....	"
Searing, Maggie A.....	"
Seerest, Maggie L.....	Jackson Co.
Shaw, James W.....	Murphysboro.
Siliven, Mary A.....	Sanborn.
Smith, Cera G.....	Carbondale.
Smith, Ella.....	"
Smith, John H.....	"
Snider, Dollie.....	Jackson Co.
Snider, John.....	" "
Sowell, Irvine.....	Carbondale.
Spence, Alonzo.....	Makanda.
Sprague, Nellie M.....	Jackson Co.
Sprecher, Hallie H.....	Richview.
Stafford, John W.....	Makanda.



NAME.	RESIDENCE.
Staley, Samuel S.....	Carmi.
Starzinger, Therasia.....	Carbondale.
St. Clair, Frank M.....	Benton.
Stewart, Hannah B.....	Carbondale.
Stock, Charles E.....	"
Stone, Birdie S.....	Williamson Co.
Storm, Bertha L.....	Jonesboro.
Stout, Louis A.....	Cobden.
Sudbach, Maggie E.....	Metropolis.
Tansey, Maggie.....	Renault.
Teeter, Andrew B.....	Murphysboro.
Teeter, George H.....	Carbondale.
Templeton, John F.....	Pinckneyville.
Thomas, Emma.....	Peoria.
Thomas, Jennie M.....	Youngsville, Pa.
Thorn, Edith G.....	Anna.
Tibbetts, Zeph.....	Alhambra.
Tierney, Nellie C.....	Carbondale.
Toler, John B.....	"
Toney, Adeline.....	"
Tranbarger, Florence.....	Carterville.
Trobaugh, Charles M. C.....	Jackson Co.
Troy, Nellie C.....	Carbondale.
Ulen, Maggie D.....	Ullin.
Walker, Alice C.....	Carbondale.
Walker, Harry A.....	Richview.
Waller, Elbert.....	Jackson Co.
Waller, Louisa.....	" "
Wallis, Anna.....	New Minden.
Weisman, Ammon.....	Carbondale.
Weller, Robert M.....	"
Whitaker, John L.....	Kinmundy.
Williams, Mary.....	Jackson Co.
Williams, May.....	" "

NAME.	RESIDENCE.
Williams, Morgan S.....	Sedalia, Colo.
Wilson, Nellie.....	Jackson Co.
Wilson, Retha.....	Fairfield.
Winchester, Dollie.....	Jackson Co.
Winning, Robert M.....	Carterville.
Wood, William H.....	Carbondale.
Worthen, Carrie.....	Jackson Co.
Worthen, May.....	" "
Young, Robert S.....	Makanda.
Youngblood, Joseph E.....	Benton.
Youngblood, Laura A.....	" "

TRAINING DEPARTMENT.

Alexander, John W.....	Williamson Co.
Alexander, Kittie.....	Carbondale.
Allen, Charles S.....	Jackson Co.
Archambault, Alfred.....	Carbondale.
Ashley, Charles H.....	" "
Ashley, Edgar.....	" "
Barr, Bertie A.....	" "
Barton, Josie M.....	" "
Barton, Dick H.....	" "
Bielfeldt, Lena.....	Nashville.
Borger, Fred. C.....	Carbondale.
Bradford, John S.....	Omaha.
Bridges, Abbie L.....	Carbondale.
Bridges, Albert A.....	" "
Bridges, Charles G.....	" "
Bridges, Ella L.....	" "
Bridges, Rolland E.....	" "
Bridges, Ruth B.....	" "
Bryden, Eva H.....	" "
Campbell, Alice.....	" "
Clements, Louis.....	" "

NAME.	RESIDENCE.
Clements, Robert.....	Carbondale.
Cochran, John.....	“
Cochran, Leander B.....	“
Elder, Lizzie.....	“
Fligor, Guy F.....	Murphysboro.
Fligor, Lena M.....	“
Grant, Augustus.....	Carbondale.
Grant, Ernest B.....	“
Harker, George M.....	“
Harker, Oliver A.....	“
Hayes, Sophronia.....	“
Jerome, Carrie O ..	“
Johnson, Bessie A.....	“
Keesee, Leota.....	“
Lane, Effie M.....	Commercial P't.
Lane, William O ..	“ “
Lawrence, Angie.....	Carbondale.
Lawrence, Carrol G ..	“
Leary, John.....	“
Lightfoot, Harry.....	“
Magness, Roxy.....	“
McAnally, Frank.....	“
McGuire, Sylvia.....	“
McKinney, John.....	Jackson Co.
Munger, Grace.....	Carbondale.
Munger, Howard T.....	“
Munger, Robert.....	“
Murphy, W. Gordon ..	“
Nash, Clara L.....	“
North, Hugh M.....	“
North, Julia ..	“
Parkinson, Daniel B., Jr.....	“
Parsons, Nellie C.....	“
Peters, Helen N.....	“

NAME.	RESIDENCE.
Prickett, Bert.....	Carbondale.
Prickett, Edgar.....	“
Rapp, George L.....	“
Searing, Minnie.....	“
Smith, Clarence A*.....	“
Smith, Harry A.....	“
Smith, Edgar.....	“
Spence, Raleigh.....	“
Spence, Walter H.....	“
Sykes, James.....	“
Teeter, Frank.....	“
Teeter, Katie.....	“
Thomas, Jessie.....	Youngsville, Pa.
Thomas, Josie.....	“ “
Thompson, Bessie.....	Carbondale.
Thompson, Lena.....	“
Thompson, Ralph E.....	“
Thompson, Raymond.....	“
Thompson, Ward E.....	“
Toney, Grace E.....	“
Weller, Nellie.....	“
Weller, Paul D.....	“
Whitaker, Anna.....	Kinmundy.
Whitaker, Louis.....	“
Whitmer, Laura R.....	Carbondale.
Winne, Myrtie A.....	“
Wykes, Frank.....	“
Wykes, Fred.....	“

\*Deceased.

### GENERAL SUMMARY.

---

Post Graduates.....	4
Special Students.....	24
Seniors.....	13
Normal Department.....	315
Grammar Department.....	248
Training Department.....	83
Total.....	<u>687</u>

### SUMMARY BY TERMS.

---

Enrolled in Fall Term.....	425
Enrolled in Winter Term.....	442
Enrolled in Spring Term.....	429
Total.....	<u>1296</u>



## HISTORY.

An act of the General Assembly of the State of Illinois, approved April 20, 1869, gave birth to this Normal School. By this act it was provided that five Trustees should be appointed by the Governor of the State, who should fix the location, erect the building, and employ teachers for the school. The Governor, General John M. Palmer, appointed Captain Daniel Hurd, of Cairo; Eli Bowyer, of Olney; Col. Thomas M. Harris, of Shelbyville; Rev. Elihu J. Palmer, of Belleville; and Samuel E. Flannigan, Esq., of Benton.

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 University, with two courses of study, occupying four and three years respectively; a Grammar School, two years; and a Training Department.

There have been admitted to the University in all departments 2,952 students, and a record, kept very carefully, shows that about 1,973 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. 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.

## 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 departments before named. One design of the Grammar 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 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, drawing, writing, 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 already 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 easy the highest attainments in scholarship and the sweetest grace in all manners and behavior. This Normal University insists on them as both necessary and easy to be 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 dress.
2. Purity of words and behavior.
3. Cleanliness of desks, books and rooms.
4. Courteous 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 day of every term.
10. Obedience to the laws of love, good will, and duty.

If the spirit of these rules 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 a 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, ILL. .... 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 postoffice 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 Normal 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.



## 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 of the lower ones and find exactly how you stand in them, and then advance as rapidly as you please. It has been found by our experience of fourteen years that a large number of students come to the school lacking in the arts of reading, spelling, and writing. Let these be taken as your first studies. We will pass you on, as soon as you have proved you are a master of the arts fundamental of all the practice of learning and teaching.

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.

## TO THOSE WHO SEND SCHOLARS TO SCHOOL.

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 certainly—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 wants to teach simply 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.

---

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, geography, numbers 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.

---

### DEPARTMENTS.

---

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 long and careful experiments have proven that this can not be inverted without harm. We ask all to study the syllabus of each department and mark its plan.

ENGLISH AND LATIN COURSE.

	STUDIES.	GRAMMAR.						NORMAL.											
		1st Year.			2d Year.			1st Year.			2d Year.			3d Year.			4th Year.		
		1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	10	11	12
I.....	Psychology.....														†	†			
	Ethics.....																		†
	Pedagogy.....														†	†			
	School Law.....																		†
	Practice Teaching.....														†	†			
II.....	Botany.....					†													
	Physics.....																		†
	Zoology.....																		†
	Physiology.....																		†
	Chemistry.....																		†
	Astronomy.....																		†
III.....	Geology.....																		†
	Arithmetic.....		†	†	†														
	Algebra.....																		
	Geometry.....																		
IV.....	Book-keeping.....																		†
	Reading and Phonics.....		†	†															
	Language.....		†	†	†	†	†												
	Grammar.....																		†
	Rhetoric.....																		
	English Anal. and Composition.....																		†
	English Literature.....																		†
V.....	Elocution.....																		†
	Spelling.....																		
	Geography.....		†	†	†														†
VI.....	History.....																		†
	Constitution U. S. and Illinois.....																		†
VII.....	Penmanship.....																		†
	Drawing.....																		†
VIII.....	Vocal Music.....																		
	Calisthenics.....																		
	Military Drill.....																		
IX.....	Latin*.....																		
	Greek.....																		
IX.....	German*.....																		
	French.....																		

The Roman numerals on the margin refer to departments, as in the Syllabus following.

The † indicates the place of the study in the Course.

\* Pupils may take either Latin or German; both are not required.

When desired classes will be formed for the study of Greek and French.

ENGLISH COURSE,

	STUDIES.	GRAMMAR.						NORMAL.								
		1st Year.			2d Year.			1st Year.			2d Year.			3d Year.		
		1	2	3	4	5	6	1	2	3	4	5	6	7	8	9
I....	Psychology.....										†	†				
	Ethics.....															
	Pedagogy.....							†	†							†
	School Law.....															†
	Practice Teaching.....										†	†	†			
II....	Botany.....					†						†				
	Physics.....						†					†				
	Zoology.....						†					†				
	Physiology.....					†							†			
	Chemistry.....															†
	Astronomy.....															†
	Geology.....															†
III....	Arithmetic.....	†	†	†	†	†	†	†	†							
	Algebra.....										†	†	†			
	Geometry.....													†	†	
	Book-keeping.....															†
IV....	Reading and Phonics.....	†	†					†		†						
	Language.....	†	†	†	†	†	†									
	Grammar.....										†					†
	Rhetoric.....										†					
	English Analysis and Composition.....											†				
	English Literature.....															†
	Elocution.....															†
Spelling.....																
V....	Geography.....	†	†	†				†	†							†
	History.....					†	†					†	†			†
	Constitution U. S. and Illinois.....															†
VI....	Penmanship.....										†					
	Drawing.....							†				†				†
VII....	Vocal Music.....	Daily until excused.														
	Calisthenics.....	Daily exercises.														
	Military Drill.....	Three times a week.														

The Roman numerals on the margin refer to departments, as in the Syllabus following.

The † indicates the place of the study in the Course.

## TIME TABLE.

### FALL TERM.

1	Latin I	Chemistry	Gram. B*.	Physiol. A*	Rhetoric	Geog. A*.	Draw. C.	Arith. E.	Germ. I.
2	Latin F	Psychol. B.	Physiol. B.	Gen. History.	Read. A*	Geog. E.	Arith. B.	Germ. F.	
3		Physics A.	Gram. C*.	History E.	English Lit.	Geog. B.	Draw. B*	Arith. H.	

### MORNING RECESS.

### LUNCH RECESS.

#### Military Drill and General Exercises.

4	Lectures								
5	Latin C	Pedaggy D	Geom. B.	History A*	Read. B.	Algebra E*	Draw. A.	Alg. C.	Germ. C
6				History B*	Read. D.				Language C. Penn ship*

### WINTER TERM.

1	Latin H	Astron'my	Gram. B*.	Zoology A.		Geog. B*		Arith. D.	Germ. H
2	Latin E	Psychol. A.	Gram. C*.	Zoology B.	Elocution.	Geog. D.		Arith. A.	Germ. E

### MORNING RECESS.

### LUNCH RECESS.

#### Military Drill and General Exercises.

3			Eng. Anal.	History D.	Read. B*	Geog. A.	Draw. A*		Arith. G.
4	Lectures								
5	Latin B	Pedaggy B	Geom. A.	History B.	Read. A*	Algebra D*	Draw. C*.	Alg. B.	Germ. B
6		Pedaggy C		History A*	Read. C.		Draw. B.	Arith. B*	Language B.

### SPRING TERM.

1	Latin G	Physics A*	Geom. A.	Botany A.	History B*		Phys. Geog	Draw. C*	Arith. C.	Germ. G
2	Latin D	Ethics.	Geom. C.	Zoology C.	Read. A.		Geog. C.		Arith. B.	Germ. D

### MORNING RECESS.

### LUNCH RECESS.

#### Military Drill and General Exercises.

3			Eng. Anal.	History C.	Read. B*	Geog. A*				Arith. F.
4	Lectures									
5	Latin A	Pedaggy A	Geom. B.	History A.	Read. A*	Algebra E*	Draw. A*	Alg. A.	Germ. A	Language A.
6		Schl Law.	Physics B.	Civil Gov.	Vocl Music	Geog. B*	Draw. B*	Arith. A		

The classes marked \* are Irregular. The italics indicate Grammar Grade classes.



## SYLLABUS OF DEPARTMENT WORK.

N. B.—This Syllabus includes two courses—the English, and the English and Latin. Let it be studied in connection with the courses of Study and Time Table. The English and Latin 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.

## GENERAL LECTURES ON PEDAGOGY, OBSERVATION, AND METHODS.

The first seven of the Lectures named below were delivered during the year just closing. The remaining three will be given in the early part of the coming year, and a Course of ten will be announced for the rest of the year. It will be, chiefly, on The History of Education, including Educational Theories, and Lives and Characters of Men Distinguished in Educational Work in different ages and countries.

LECTURE I.—The Child and methods of observing its bodily and mental states, powers and habits. How these latter, physical, mental, and moral, are formed. Observation follows and the student writes his conclusions.

LECTURE II.—The Temperaments—these to be taken into account in government, instruction, and management. Observation of some particular child follows, and reading on Kindergarten work.

LECTURE III.—How to Observe. What and Why. Points in good teaching. Recitations, Studying, Instruction, Drills, Practice.

LECTURE IV.—Methodology in general, and how to plan for giving specific instruction in different classes. Discussions by members of class.

LECTURE V.—The Teacher himself—his personality, his habits, etc. The effects of his moods on his manners and power to teach.

LECTURE VI.—The School Room and its furniture. How to make the best out of the worst.



LECTURE VII.—Books, advantages and disadvantages of.

LECTURE VIII.—Play and Play Grounds, Exercises, Calisthenics.

LECTURE IX.—The value of the School as distinct from other educational agencies—the Family, the Church, the Press.

LECTURE X.—What the people have a right to expect of the School, and what the School should demand from the people.

Abstracts, Theses, and Reports are required.

## I. Department of Psychology, Ethics, and Pedagogy.

### PSYCHOLOGY.

*Seventh Term (B).*—Chapters I-IX of Sully's Outlines.

*Eighth Term (A).*—Chapters X-XIV of Sully's Outlines.

(Note.—Sully's Teacher's Hand-Book will be used by the next class.)

### ETHICS.

*Ninth Term.*—A study of action and of the springs that lead to it; the governing principles of action; the right; conscience—its office and its training; the sources of knowledge of the right; rights and obligations; motive, passion, and habit; the cardinal virtues; the different ethical systems.—*Peabody's Moral Philosophy, and Lectures.*

### PEDAGOGY.

*Fourth Term (D).*—Brief study of the nature and powers of the child; the mental powers and the order of their development; importance of training the feelings and the will; the nature of education; right order in education; methods of training the different powers; the teacher's motives, preparation, and characteristics; school-house, furniture, and apparatus; school organization and management; purpose and management of the recitation; moral training in schools.—*Hewitt's Pedagogy, and Lectures.*

*Fifth Term (C).*—Observation and criticism of work in the Training School; lectures.

*Ninth Term.*—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.—*School Law, and Lectures.*

*Eleventh Term (B).*—Meaning and scope of education; three lines of educational development; lessons from a study of sensation, perception, conception, and attention; memory in education; cultivation of the imagination, judgment, and reason; the emotions in education; moral and religious training; motives and the training of the will; nature and uses of punishment.—*Landon, Sully, and Lectures.*

*Twelfth Term (A).*—Educational ideals, the efforts to realize them, and the effect they have had on individuals and nations.—*Painter's History of Education, and Lectures.*

### PRACTICAL TEACHING.

Three terms of teaching in the Training School are required before graduation. This teaching is to be done at such times as the Superintendent of the Training Department may require, and will be carefully supervised either by him or his Assistant. This teaching will usually be required at the times indicated in the Course of Study.

## II. Department of Physical and Biological Science.

### PHYSICS.

*Fourth Term (A).*—Definitions, properties, and status 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, electric units, etc.

The various subjects are thoroughly illustrated by practical experiments and problems.—*Avery.*

### ZOOLOGY.

*Fifth Term (A).*—What is an animal? general idea of the animal kingdom; basis of classification; the five branches or sub-kingdoms. Ver-

tebrates, classes; mammals, illustrations and analysis in studying the orders, preserving and caring for specimens; birds, groups or orders, illustrations and analyses, taxidermy; reptiles, illustrations and analyses, 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.—*Tenney's Elements.*

### BOTANY.

*Sixth Term (A).*—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 coat, contents; germination, growth of phænogamous plants, study of root and stem; crytrogamous plants, their vegetative organs, reproductive organs, vegetable cells; vegetable tissues; structure of woody tissues and leaves; fertilization of phenogams, of cryptogams; plant action, absorption, circulation, transpiration, and respiration.—*Wood.*

### PHYSIOLOGY.

*Sixth Term (A).*—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 skeleton, charts, models and specimens through the whole course.—*Cutter.*

### 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, occurrence, preparation, properties, and uses. Description of chemical operations, preparation of re-agents, deportment of bodies with re-agents, and blowpipe work according to groups. Analysis of ten simple substances, determining bases only; ten determining both acids and bases; ten complex substances; specimens of soils and waters, applied chemistry, toxicology, etc.—*Avery*.

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 re-agents, and a suitable stock of chemical compounds, the purpose being to make the student familiar with the different processes of analyzing ordinary substances, and skillful in manipulating apparatus.

#### ASTRONOMY.

*Eleventh Term.*—The relation of the earth to the heavens; motions of the earth; planetary motions; laws of motion and gravitation; motions and attractions of the moon; eclipses of sun and moon; celestial measurements; refraction and aberration of light; measures of time; formation of calendars; equation of time.

The solar system; sun, planets, asteroids and comets.

The constellations; galaxy; variable and multiple stars; star clusters and nebulae.

Astronomical instruments; spectroscope and polariscope.—*Newcomb and Holden*.

#### 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; 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 on the subject through the term by cabinet specimens and by the study of the geological formation of Jackson county and vicinity.—*Andrews*.



## MINERALOGY.

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, system of crystallization, luster, fracture, groups, etc.—*Foye*.

## III. Department of Mathematics.

## ARITHMETIC.

*First Term (B).*—Common fractions: fractional unit; comparison of fractional with integral numbers; reduction, addition, subtraction, multiplication and division of fractional numbers. Decimal fractions; comparison of decimal with common fractions, with whole numbers; reduction of decimal to common and common to decimal fractions; addition, subtraction, multiplication, and division of decimals. Longitude and time; denominate numbers, practical measurements. Percentage to interest; solution of text-book examples, and original problems with discussion of best methods of teaching throughout the term.—*Rickoff*.

*Second Term (A).*—Simple interest, solution by different methods, discussion, comparison of methods, present worth, exact interest, business method; bank discount, discussion, comparison with true and business discount; promissory note, essentials to its validity, original notes made by members of class; partial payments; annual and compound interest; equation of payments; proportion; square root, illustrating each problem by diagram; cube root, illustrating by use of blocks; mensuration; exchange, domestic and foreign; duties and customs; bonds. Daily discussion of best methods; original problems. Review fundamental rules with careful discussion of methods in teaching.—*Rickoff*.

## ALGEBRA.

*Fourth Term (C).*—Literal notation and its application to addition, subtraction, multiplication and division of integral and fractional quantities, and to factors, divisors and multiples; simple equations; indeterminate equations; inequalities, involution, and evolution; theory of exponents.—*Ficklin*.

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



*Sixth Term (A).*—Proportion; permutation and combination; binominal theorem; identical equations; series; logarithms; compound interest and annuities.—*Ficklin*.

#### GEOMETRY.

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

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

#### BOOK-KEEPING.

*Eleventh Term.*—Definitions; books used; principles of journalization; posting; trial balance, balance sheet, inventories of resources and liabilities; closing ledger; statements; notes, drafts, checks, and names of persons connected therewith; interest, discount, exchange. Partnership, commission, consignment, shipment, account sales, administrator's books, etc.—*Williams and Rogers*.

### IV. Department of English Language and Literature.

#### READING.

*First Term (B).*—Elements of speech, with phonic spelling, orthoepy, articulation, syllabication, accent, emphasis, slur, inflection, pause; management of breath, management of the body; classes of ideas; organs and breathing, voice and speech, voice building, cultivation of voice and manner of utterance; physical culture combined with vocal culture.—*Appleton's Fifth Reader*.

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

#### GRAMMAR.

*Third Term (B).*—A complete review of grammar; parts of speech and their properties; parsing; sentences; elements; forms and kinds of

sentences; rules of syntax; false syntax; peculiar construction; analyzing; capitalization.—*Any good text-book.*

*Twelfth Term (A).*—What are the practical points in the study of grammar; how to teach these points; how to induce pupils to put them into practice; which can be taught the younger pupils; punctuation (Bigelow's); composition suited to the the different grades; methods of teaching; points of difference in methods.

#### RHETORIC.

*Seventh Term.*—Punctuation thoroughly reviewed. Invention, style, and discourse, including language, composition, figures of speech, purity, strength, harmony. This work is supplemented by essays, themes, and discussions.—*Raub.*

#### ENGLISH ANALYSIS.

*Eighth Term.*—Principles of language; paragraphing and composition; powers of words; synonyms; idioms; abridging propositions; skeletons for essays; gramatical, rhetorical, and logical analysis.—*Greenc.*

#### ENGLISH LITERATURE.

*Tenth Term.*—First half given to English literature; recitation of text; reading by teacher and pupils. Second half devoted to American literature; recitation of text, and readings from Chaucer, Spenser, Shakespeare, Milton, Bacon, Johnson, Taylor, and others; essays on authors and works, and criticisms in style.—*Raub.*

#### ELOCUTION.

*Eleventh 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.—*Hamill.*

#### SPELLING, WORD ANALYSIS, AND DEFINITION.

*Class E.*—Lessons on objects, names and qualities; Webster's system of diacritical marks, with some additions.

*Class D.*—Review of preceding lessons; list of words commonly used in connection with the same object; syllabication; rules for spelling; rules for capitalization; 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*.

*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; constant practice in the use of the diacritical marks; drill on the sounds of the letters; provincialisms and common errors in pronunciation noted.

## V. Department of Geography and History.

### MODERN GEOGRAPHY.

*First Term (B).*—Definition of geographical terms: mathematical geography. circles of situation, zones, latitude, longitude, etc.; winds, ocean currents, climate, etc.; North America, position, contour, relief, drainage, etc.; map drawing; political North America, map drawing; special study of Illinois: South America with map drawing.—*Barnes*.

*Second Term (A).*—Europe and Asia with map drawing; Africa, Australia and Pacific islands; chief commercial routes of the world. Methods in teaching direction, distance, form: idea of scale developed, map of township, county, State; the earth as a whole, motions, form, etc.; definitions, how they should be taught; plan of teaching a continent, North America as a type, outline schemes for different steps. Different methods in teaching map drawing.—*Barnes*.

### HISTORY OF THE UNITED STATES.

*Second Term (B).*—Early discoveries—Spanish, English, French, Dutch. Explorations and attempts at colonization; motives and character of settlers; growth in ideas of popular liberty; religious toleration; inter-colonial wars; revolution; Articles of Confederation and their defects; adoption of the Constitution and principles of our government; study of administrations; admission of States; acquisition of territory and conditions; foreign wars, management of Indians; tariff; bank of the United States, and Sub-treasury Bill; Omnibus Bill.—*Johnston*.

*Third Term (A).*—Kansas-Nebraska Bill and its effects; political parties of U. S., principles, changes of name and organization; civil war; reconstruction: period since civil war, important legislation, pro-

gress. Methods in U. S. History; reasons for studying U. S. History in public schools; oral and text-book work for young pupils; methods of teaching history in higher grades; principles of Constitution of U. S. to be introduced with the study of U. S. History.—*Johnston*.

#### PHYSICAL GEOGRAPHY.

*Ninth Term.*—Earth's position in the Universe; surface measurement, etc.; evidences of internal heat; the lands, arrangement, outline, relief; islands, position, formation; waters, continental and oceanic; drainage of continents; oceans, oceanic movements; atmosphere; physical and astronomical climate; the winds, vapor in the atmosphere, laws of rainfall, glaciers, life upon the earth; distribution of plants; distribution of animals.—*Guyot*.

#### CIVIL GOVERNMENT.

*Ninth Term.*—The Constitution of U. S. 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. Comparison of the Constitution of the State of Illinois with that of the United States; departments of State government and work belonging to each; officers and their duties; rights and duties of citizens.—*Townsend, and Crawford*.

#### ANCIENT AND MODERN HISTORY.

*Tenth Term.*—Dispersion of races; Syria; Hebrews; Medo-Persian Empire; African States and Colonies; Greece; Empire of Alexander; Rome; religion; foreign and civil wars; Empire; Northern Barbarism; Dark Ages; Middle Ages; crusades; rise of Italian Republics; empire and church, mediaeval languages and literature; French in Italy; reformation; Turks; England; rise of Dutch Republic; Thirty Years' war; India; French Revolution; Second French Empire.—*Swinton's Outlines*.

### VI. Department of Penmanship and Free-Hand Drawing.

#### PENMANSHIP.

*Second Term.*—Position; movement exercises, elements of letters; copy-writing; blackboard practice.

Throughout the term there are talks on the value of writing and suggestions on teaching.

The object is to form a handwriting at once rapid, legible and com-



pact, and frequent practice is our chief dependence. Muscular movement required.

### DRAWING.

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 alone, to illustrate whatever he may have to illustrate to his class.

## VII. Department of Physical Exercises and Vocal Music.

### VOCAL MUSIC.

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. 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.

### CALISTHENICS.

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 are conducted in the main hall of the University. The text-book for the use of instructors is *Watson's Complete Manual*. Seat gymnastics; 1st, 2d, and 3d series; chest exercises, 1st, 2d, 3d, 4th, and 5th series; arm and hand, five series; leg and foot exercises; attitude, marching exercise. All exercises are regulated by the music of a piano. The aim of the exercises is to impart grace and ease of body whether it is at rest or in motion. In order that our aim may be realized the young ladies should have their dress with skirts as light as possible and the waist such as to permit the arm to be raised vertically from the shoulder. Society dresses are not suitable for school work.



## VIII. Department of Latin and Greek.

## LATIN COURSE.

## LATIN ELEMENTS.

*First Term (I).*—Division and combination of letters; English method of pronunciation; classification of words and their properties; nouns and declensions; adjectives and adjuncts; Latin pronouns and their relation to other words; frequent inter-language translations, giving formation and derivation and analysis of English words.—*Harkness.*

## LATIN ELEMENTS—Continued.

*Second Term (H).*—Conjugation of Latin verbs; voice; 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.—*Harkness.*

## LATIN READER.

*Third Term (G).*—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.—*Harkness' Grammar and Reader.*

## CÆSAR DE BELLO GALLICO.

*Fourth Term (F).*—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.—*Harkness' and Harpers' Texts.*

## CÆSAR DE BELLO GALLICO—Continued.

*Fifth Term (E).*—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; invasion of Britain; review of the grammar with regard to the rules for construction. The style of Cæsar.—*Harkness' and Harpers' Texts.*

## C. SALLUSTII BELLUM CATILINARUM.

*Sixth Term (D).*—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' and Harpers' Texts.*

P. VIRGILII MARONIS ÆNEIS.

*Seventh Term (C).*—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.—*Fricze's and Harpers' Texts.*

CICERO IN CATILINAM.

*Eighth Term (B).*—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; the style of Cicero.—*Allen and Greenough, or Bullion.*

TACITUS DE GERMANIA.

*Ninth Term (A).*—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.—*Anthou.*

GREEK COURSE.

GREEK RUDIMENTS.

*Class F.*—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 into English and English into Greek, and parsing; written examinations.—*Harkness.*

GREEK RUDIMENTS—Continued.

*Class E.*—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 Eng-

lish and from English into Greek; frequent reviews; etymology and parsing; written examinations.—*Harkness*.

GREEK RUDIMENTS—Continued.

*Class D.*—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.

*Class C.*—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.

*Class B.*—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.

*Class A.*—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, and Autenrieth's Homeric Dictionary*.

IX. Department of Modern Languages.

GERMAN.

*First Term (I).*—Elements of German grammar; conversational exercises. Throughout this and the following terms recitations are conducted, as far as possible, in German.—*Otis's Elementary German*.

*Second Term (H).*—Easy German prose; translation from English

into German; conversational exercises.—*Boisen's German Prose and McGuffey's Readers.*

*Third Term (G).*—Elements of grammar reviewed; other exercises as in second term.

*Fourth Term (F).*—Eichendorf's *Aus dem Leben eines Taugenichts*; Schiller's *Wilhelm Tell*; Whitney's *German Grammar.*

*Fifth Term (E).*—Goethe's *Hermann und Dorothea* and *Iphigenie auf Tauris.*

*Sixth Term (D).*—Lessing's *Nathan der Weise*; Buchheim's *Deutsche Lyrik.*

*Seventh Term (C).*—History of German literature; German essays; Lessing's *Prosa,*

*Eighth Term (B).*—German essays; Goethe's *Faust.*

*Ninth Term (A).*—Elements of Middle High-German grammar; selections from Middle High-German literature.

#### FRENCH.

*Class F.*—Elementary French grammar; conversational exercises.

*Class E.*—Grammar continued; easy readings.

*Class D.*—Knapp's *French Readings*; conversational exercises.

*Class C.*—Knapp's *French Readings* continued; conversational exercises.

*Class B.*—Racine's *Athalie*; Corneille's *Le Cid*; Moliere's *Tartuffe.*

*Class A.*—History of French literature; French essays; grammar reviewed.

## PREPARATORY DEPARTMENT.

## GRAMMAR GRADE.

The work of this grade is arranged to fit pupils who have completed the Training School studies for the Normal Department. This grade is also a general preparatory school for all who need to give special attention to one or more branches before admission to the Normal classes. The studies of this department and the order in which they are taken are shown in the Courses of Study, and in the Syllabus below.

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. A class in elementary algebra will be commonly formed each Spring term for the benefit of those who have been teaching in the winter,

## SEVENTH GRADE.

ARITHMETIC.—*Rickoff*.

CLASS H.—Review of fundamental rules; United States money; factors and divisors; greatest common divisor; least common multiple; common fractions to complex fractions.

CLASS G.—Complex fractions; decimal fractions; measures; simple denominate numbers.

CLASS F.—Compound denominate numbers; practical measurements—lumber, masonry, flooring, plastering, painting, kalsomining, paperhanging, carpeting, and paving.

## READING.

CLASS D.—Review of previous work; phonic analysis; meaning of words; the thought of the sentence; correct position; practice reading and proper use of diacritical marks.—*Monroe's Fifth Reader, to page 174.*

CLASS C.—Finish Monroe's Fifth Reader; supplementary reading;



phonic analysis continued; pronunciation especially marked; vocal and physical gymnastics practiced throughout both terms.

LANGUAGE.—*Mrs. Knox-Heath's Part Second.*

CLASS C.—The sentence; how used; kinds; the parts of speech; dictation exercises.

CLASS B.—Meanings and kinds; inflection; capitalizing; dictation exercises; simple forms of composition; vocabulary lessons.

CLASS A.—How to use the parts of speech; correction of incorrect sentences; composition; easy paraphrasing.

GEOGRAPHY.—*Barnes.*

CLASS E.—Position, form, direction, distance; township, county, State; the earth as a whole, shape, motions, etc.; elementary definitions; latitude and longitude; North America, position, contour, relief, drainage, etc.; map-drawing.

CLASS D.—Political North America, map-drawing of the different divisions; special study of Illinois; South America, physical and political divisions, with map-drawing.

CLASS C.—Europe and Asia, with map-drawing; Africa, Australia and Pacific Islands, with map-drawing.

BOTANY.—*Gray's How Plants Grow.*

CLASS B.—Leaf, part, venation, shape, base, margin, apex; simple leaf, compound leaf; kinds of compound leaves; illustrations and analyses of leaves; parts of plant; root, stem and leaves; flower, parts; germination, different forms as illustrated by different seeds; stem, arrangement of branches; root, kinds; kinds of stem; exogen and endogen; review of leaves; propagation of plants by budding, grafting, etc.; inflorescence, kinds; parts of flower; flower, a modified leaf-bud developed; kinds of flowers; fruit, kinds; seed, parts; circulation of sap; uses of plants. Analyses of flowers after the flower is reached in the study.

EIGHTH GRADE.

ARITHMETIC.—*Rickoff.*

CLASS E.—Percentage, trade discount; insurance; commission and brokerage; stocks; taxes; interest, simple, compound, and annual; present worth; exact interest; business method; bank discount; promissory note; partial payments.

CLASS D.—Equation of payments; proportion, simple and compound; square root with illustrations by diagram; cube root, illustrations with blocks; applications of square root and cube root.

CLASS C.—Measurement, plane surfaces; solids; duties; customs; bonds; review.

#### GRAMMAR.—*Harvey.*

CLASS E.—Rules for capitals; parts of speech and their properties; conjugation; drill in correct use of pronouns and verbs; principal parts of irregular verbs; parsing.

CLASS D.—Review of parsing; simple sentence; elements; phrases; compound elements; compound sentence; complex sentence; use of synonyms by expressing thought in other words.

CLASS C.—Short essays; contracted sentences; rules; complete analysis; parsing under the rules.

#### U. S. HISTORY.—*Barnes.*

CLASS E.—Discoveries, explorations, and claims of territory in the new world by European nations; colonization, character, and motives of early settlers, their hardships; Indians, their habits and relations with colonists; colonial forms of government, charter, royal, proprietary; slavery in the colonies; religious freedom; education; British oppression; inter-colonial wars. Revolutionary war and its results; Constitution of United States and departments of government.

CLASS D.—Early administrations; principles of government; admission of States; increase in area and population; inventions and progress; foreign wars; political parties and principles; Monroe Doctrine; protective tariff; financial panic of 1837; gold in California.

CLASS C.—Causes of civil war; events of civil war; credit of the U. S. and National banking system; political and military leaders; return of seceded States; settlement of difficulties with England; France in Mexico; important treaties and recent acts of legislation.

#### PHYSIOLOGY.—*Cutler's Hygiene, Physiology, Stimulants, etc.*

CLASS B.—Health and disease; the framework; deformities, diseases, and injuries of the framework; the skin; the heart and the blood tubes; the air passages; the larynx; the home; foods; water; the digestive organs; the excreta; brain and nerves; cerebral excitants and cerebral sedatives; the sense organs; the muscles.

ZOOLOGY.—*Tenney's Natural History of Animals.*

CLASS B.—A general idea of animals; vertebrates: classes: orders of mammals: birds and their orders, illustrated by specimens and analytical work; reptiles and their orders, illustrated; batrachians and their orders, illustrated; fishes and their orders to a limited extent, illustrated; articulates; classes: insects with illustrations; crustaceans; mollusks; a partial study of the higher classes, with illustrations; radiates; a partial study of the classes, with illustrations.

PHYSICS.—*Cooley's Elements.*

CLASS B.—Properties of matter; attractions, center of gravity, line of direction, stability; Liquids—pressure, hydrostatic press. Gases—properties, air-pumps, pressure, barometer, lifting-pump, force-pump, siphon Motion, laws of forces, falling bodies. Vibrations, pendulum, laws of, uses of pendulum. Sound, cause of, velocity of, propagation, acoustic tubes, echo, elements of a musical sound. Light, luminous bodies, transparent bodies, opaque bodies, ray, pencil, velocity of light, shadows, mirrors, lenses, reflection and refraction, images, the rainbow.

Heat, sources, diffusion, thermometer, boiling and freezing points of water.

Electricity, loadstone, magnet, magnetic needle, static and current electricity, electroscopes, Leyden jar, galvanic battery, electric bells, telegraph.

Elements of machinery, lever, wheel and axle, pulley, inclined plane, screw and wedge. Laws of machinery, advantages of machinery.

## TRAINING DEPARTMENT.

The course of study for the Training School covers the first six years of the child's attendance on school. The paragraphs following this indicate in general terms the work of this Department.

## SENSE TRAINING.

The training of the senses is made introductory to instruction in reading, and also a basis for oral instruction and lessons in language.

## READING.

*First Year.*—For two months or more words in script, the words learned to be reproduced on slate or blackboard; Appleton's First Reader taken up and completed; the easier phonic elements of words learned.

*Second Year.*—McGuffey's First Reader, followed by Appleton's Second Reader; phonic elements of all words used in lessons learned.

*Third Year.*—McGuffey's Second Reader and first half of Appleton's Third Reader completed, with supplementary reading.

*Fourth Year.*—Appleton's Third Reader completed, McGuffey's Third Reader begun and completed, and supplementary reading; use of dictionary begun.

*Fifth Year.*—Appleton's Fourth Reader, followed by supplementary reading from McGuffey's Fourth Reader, and other sources.

*Sixth Year.*—Supplementary reading from the writings of Irving, Longfellow, Whittier, Holmes, etc., with outlines and abstracts of lessons; analysis of lessons with a view to bringing out the beauties of the author.

## NUMBER.

The work in number for the first three years is based on Rickoff's Numbers Illustrated. For the second three years White's Elementary Arithmetic is made the basis of instruction.

## LANGUAGE.

*First Year.*—Work oral, by familiar conversations on animals, plants, etc., with constant attention to correct expression of thought by the pupils. Children trained to see and express their thoughts in stories; also to retell stories. Some written work required.

*Second Year.*—Stories told from pictures; description of objects presented: lessons on the human body and domestic animals (with pictures to assist); stories written relating to incidents heard of or seen. In all writing much care is taken to secure correct forms.

*Third Year.*—Oral and written reproduction of stories read by the teacher: letter writing; composition work.

*Fourth Year.*—Selections memorized, and work of third year continued.

*Fifth Year.*—Whitney's Elementary Lessons in English, Part I.

*Sixth Year.*—Review and application of work of Fifth Year.

## WRITING.

*First Year.*—On slate and blackboard in connection with the reading and language lessons.

*Second Year.*—With lead pencil under the direction of a teacher. Drill on the small letters, with special attention to the joining of letters. Capitals begun.

*Third Year.*—Use of pen begun; small letters reviewed, and capitals completed and reviewed.

*Fourth Year.*—Words and sentences written; constant attention given to position and movement. Knowledge acquired applied in all written exercises.

*Fifth Year.*—Work of previous year continued.

*Sixth Year.*—Knowledge acquired applied to copying choice selections of poetry and prose.

## DRAWING.

*First Year.*—Outline work, beginning with the second term.

*Second Year.*—Drawing from cards, Prang's series.

*Third Year.*—First year's work in Prang's Primary Manual.

*Fourth Year.*—Second year's work in Prang's Primary Manual.

*Fifth Year.*—Text-book of Art Education, No. I.

*Sixth Year.*—Text-book of Art Education, No. II.



## MUSIC.

*First Year.*—The scale, ascending and descending, by syllable; many quick, bright, rote songs.

*Second Year.*—Learn to recognize each tone of the scale by number and syllable; rote singing; practice from New First Series of Charts; one kind of time; key of G introduced.

*Third and Fourth Years.*—Introduce the staff, with notes, (whole, half, quarter, and eighth,) and their corresponding rests; measures; time, three kinds; note and rote singing. Mason's New First Music Reader used.

*Fifth and Sixth Years.*—Work of third and fourth years continued; keys of C and F introduced.

## GEOGRAPHY.

In the first two years oral instruction is given preparatory to local geography.

*Third Year.*—Oral lesson on school-room and surroundings, township, county, and State; maps illustrating the oral lessons.

*Fourth Year.*—Swinton's Introductory Geography, through South America.

*Fifth Year.*—Introductory Geography completed; Swinton's Elementary Geography, through page 52.

*Sixth Year.*—Elementary Geography completed, with supplementary work.

## NATURAL SCIENCE.

In the first four years, occasional lessons given in natural science orally, with experiments.

In the fifth and sixth years, natural science lessons, based on Hooker's Child's Book of Nature.

---

## MILITARY.

---

### Douglas Corps of Cadets.

---

#### SECOND LIEUT. J. F. BELL, SEVENTH CAVALRY, COMMANDING.

Those male pupils over 15 years of age who may so desire are formed into a Cadet Battalion for the purpose of military drill and exercise. The drill is for three-fourths of an hour each school day, and in no way interferes with school studies. The United States Government has detailed an officer of the regular army to take charge of this department, and has furnished for the use of the Cadets 100 Springfield cadet rifles, two 3-inch rifled cannon, and 100 cavalry sabres, at no cost whatever to the State or the institution.

The cadet uniform is similar to that of the Grand Army of the Republic, with the exception that the buttons are those of the State troops. The cap is of blue cloth, shoulder straps and other insignia of rank same as for infantry service U. S. army. A full suit can be bought in Carbondale at from \$12.00 to \$20.00 according to quality. The advantage of this choice of uniform is that it is cheap, can be purchased anywhere, and if a Cadet remains at the University only one term, at the end of that time, by a change of buttons, he has a simple civilian's suit than can be worn without being in the least conspicuous. No better suit than this can be obtained for school wear, and it is earnestly recommended that all who come to the school with the intention of becoming Cadets provide themselves with it either before or after their arrival.

The corps is divided into a number of companies suitable to its size. The officers receive commissions and the non-commissioned officers warrants, from the Commandant. Students over twenty-one years old and any others who have been officers in the D. C. C., but have lost their positions through absence from school will, if they desire, be formed into a separate company and allowed to elect their own officers.

It is the desire of the Faculty and Board of Trustees that all the male pupils of the proper age join the Military Department. The value

of the drill in developing an erect and gentlemanly carriage and in counteracting the stooping effect produced by bending over the desk in the act of study is very great. It gives to the Cadets three-fourths of an hour per day in the open air as a relief from the study hall, and in addition gives them a knowledge of military matters that in case of war or domestic violence or insurrection would be of great value to themselves and to their country.

The time available for instruction in this Department is necessarily limited, and varies considerably with the weather and circumstances. The courses have been planned to suit these conditions and embody what, for want of a better general distinction, may be termed essential and auxiliary features.

Under the former we include all that knowledge which would best prepare the student to render efficient *practical* service; as a company officer or non-commissioned officer of the State militia; as an organizer of the same in case of necessity, and, as a member of—very much the largest and most important component of every great army—the Volunteer Infantry.

The auxiliary features comprise subjects designed to arouse and enhance in the students a desire for military knowledge and may include anything calculated to stimulate them to further study of military subjects, and increase their interest in and taste for military affairs and service.

For us, under our conditions and limited time, the making of the former a first consideration seems the wisest course to pursue and most likely to result in practical benefit to the country. Hence, when the conditions happen to be unfavorable only so much time is devoted to the auxiliary kind of instruction as can be spared from that which is considered more important.

#### COURSE—FALL TERM, 1887.

##### PRACTICAL INSTRUCTION.

INFANTRY TACTICS.—School of the Squad; Manual of Arms; School of the Company; Skirmish Drill; Battalion Drill; Honors, Salutes, etc.; Ceremonies, etc.; Competitive Drills.

ARTILLERY TACTICS.—Manipulation and Service of Piece.

CAVALRY TACTICS.—Sabre exercise.

BLUNT'S RIFLE FIRING.—Aiming drills, Position drills, Estimating distances, and Firing on Range.

## THEORETICAL INSTRUCTION.

INFANTRY TACTICS.—Recitations and written examinations.

LECTURES.—On regulations; military discipline; customs of service; target practice.

## FORMATION OF BATTALION.

Captains.—North, S. E. (Com. Co. A.)

Wykes, G. R. (Adj. & Com. Co. B, vice Galbraith.)

Galbraith, J. T. (Com. Co. B.)

Warren, D. W. (Com. Co. C.)

Morgan, C. M. (Com. Co. D.)

1st Lieuts.—Guthrie, D. M.

Keesee, H. W.

Salter, J. C.

Keller, K. E. (Co. D.)

2d Lieuts.—Bryden, W. O.

Goodnow, P. P.

Galbraith, C. M.

Snyder, A. (Co. D.)

1st Sergts.—Toler, C. G.

Bain J. C.

Stock, C. E.

Wham F. L. (Co. D.)

Anderson, G. T.

Sergts.—Hess, U. S. G.

Hiller, R. B. (Co. D.)

Wallis, Wm.

Batson, W. G. "

Whitney, W. B.

Pike, A. E. "

Hinchliff, W. W.

Huey, C. J. "

Batson, G. W.

Ellis, J. T. "

Smith, C. J.

Hamill, C. M. "

Loomis, R. K.

Shinn, S. H.

Barton, E. E.

Hanson, J. S.

Seibert, E. P.

Mathias, J. H. (Co. D.)

Corporals.—Crouch, J. T.

Moss, H. C.

Dewey, C. R.

Frank, G. J. W. (Co. D.)

Oglesby, L.

Allison, J. E.

Young, W. A.

Johnpeter, C. T.

Fligor, K. S.

Smith, E. W.

Breeden, G. H.

Smith, F. (Co. D.)

Baird, L. E.

Jenkins, H. H. (Co. D.)

Colyer, F. H. (Co. D.)

Privates—Allen, H. E.

Jones, B.

Allen, L. R.

Jones, R. A.

Ashley, W. H.

Keown, H. W.

Axley, O. O.

Lawrence, J. H.

Bain, Wm.

Levelsmeir, W. M.

Ball, J.

Marvin, J. E.

Beman, G. W.

McMackin, F. G.

Privates—Blanchard, G.	McMeen, J. D.
Bliss, H. S.	Merrick, C. H.
Borger, J. B.	Miller, T. H.
Brandon, L.	Morton, J. K.
Brantley, J. H.	Morton, R. B.
Brewster, T. H.	North, F.
Bridges, D. Y.	North, P. E.
Brooks, W. L.	Owen, J. W.
Brush, S.	Ozburn, W. W.
Campbell, H. B.	Patten, A. E.
Campbell, J. G.	Patten, E. S.
Carr, S. W.	Perry, E. G.
Cooper, J. E.	Pike, C. F.
Crandall, L.	Prout, J. A.
Crawshaw, J. R.	Ramsey, J.
Curty, L. D.	Rapp, C. R.
Damron, H. V.	Rapp, J.
Depuy, A. G.	Reynolds, J. B.
Dewey, J. M.	Ritchie, H. P.
Dillinger, F. D.	Roberts, G. S.
Doolin, J.	Ross, A. L.
Easterly, E. H.	St. Clair, F. M.
Emerson, J. W.	Simer, J. H.
Farthing, J. R.	Steele, R. E.
Felts, W. F.	Stout, L. A.
Freeman, W. D.	Street, J. N.
Grammar, H. A.	Teeter, A. B.
Halstead, R. L.	Teeter, G. H.
Hamill, C. P.	Templeton, J. F.
Harvey, J. W.	Weaver, B. P.
Hastings, W. J.	Williams, M.
Helbig, G.	Whelpley, T. L.
Hiller, S. A.	Whitaker, J. L.
Hill, W.	Whitaker, W. F.
Hord, R. G.	Youngblood, J. E.
Ingersoll, H. C.	

Total, 136.

COURSE—WINTER TERM, 1887-88.

(Open to old cadets only.)

PRACTICAL INSTRUCTION.

BLUNT'S RIFLE FIRING.—Sighting and aiming drills; Position drills and Gallery practice.

THEORETICAL INSTRUCTION.

INFANTRY TACTICS.—Recitations and examinations.



MILITARY CODE OF ILLINOIS.—Recitations and instructions in use of blank forms pertaining to the Illinois National Guard.

LECTURES.—On Military Subjects.

ESSAYS.—(By students) on Military Subjects.

ENROLLMENT.—BATTALION NOT FORMED.

Captains.—North, S. E.

Wykes, G. R. (Band.)

Galbraith, J. T.

Warren, D. W.

Morgan, C. M.

1st Lieuts.—Keesee, H. W. (Band.) Salter, J. C.

2d Lieut. —Bryden, W. O. (Band.)

1st Sergts.—Stock, C. E. Wham, F. L.

Bain, J. C.

Sergts.—Whitney, W. B.

Seibert, E. P.

Hincheliff, W. W.

Pike, A. E.

Smith, C. J. (Band.)

Hamill, C. M.

Loomis, R. K.

Shinn, S. H.

Barton, E. E.

Mathias, J. H. (Band.)

Corporals.—Crouch, J. T.

Fligor, K. S.

Dewey, C. R.

Frank, G. J. W. (Band.)

Young, W. A.

Johnpeter, C. T. (Band.)

Privates—Allen, L. R.

Helbig, G.

Ashley, W. H.

Hinchcliffe, E.

Axley, O. O.

Holden, W. M.

Biggs, W. W.

Hord, T. F.

Borger, J. B.

Jones, R. A.

Brewster, T. H.

Lipe, H.

Bridges, D. Y.

Marvin, J. E.

Campbell, H. B.

Moore, M. C. (Band.)

Campbell, J. G.

Morton, R. B.

Carter, A. R. (Band.)

Patten, A. E.

Crawshaw, J. R.

Rapp, C. R.

Davis, J. A. (Band.)

Ross, A. L.

Dewey, J. M.

Stout, L. A.

Easterly, E. H.

Teeter, A. B.

Freeman, W. D.

Teeter, G. H.

Glore, H. G.

Templeton, J. F.

Halstead, R. L.

Whitaker, W. F.

Harvey, J. W.

Youngblood, J. E.

Total, 63.

COURSE—SPRING TERM, 1888.

PRACTICAL INSTRUCTION.

INFANTRY TACTICS.—School of the Squad; Manual of Arms; School of the Company; Skirmish Drill; Battalion Drill; Honors, Salutes, etc. Ceremonies, etc.; Firing with blank cartridges; Sham Battles and Competitive Drills for Prizes.

ARTILLERY TACTICS.—Manipulation and Service of Piece; Firing with blank cartridges; Salutes and Sham Battles.

CAVALRY TACTICS.—Sabre exercise.

THEORETICAL INSTRUCTION.

INFANTRY TACTICS.—Recitations and examinations.

LECTURES.—On Regulations. Military discipline and Military customs.

FORMATION OF BATTALION.

Captains—North, S. E. (Com. Co. A.)

Wykes, G. R. (Quar.)

Galbraith, J. T. (Asst. Inst. of Artillery.)

Warren, D. W. (Adjutant.)

Morgan, C. M. (Com. Co. D.)

Dunaway, E. T. (Com. Band.)

1st Lieuts.—Salter, J. C.

Hinchcliff, W. W. (Co. D.)

2d Lieuts.—Bryden, W. O.

Mathias, J. H. (Band.)

Goodnow, P. P. (Co. D.)

Ser. Major.—Campbell, H. B.

1st Sergts.—Bain, J. C.

Moore, M. C. (Band.)

Pike, A. E. (Co. D.)

Sergts.—Whitney, W. B.

Whittaker, W. F.

Dewey, C. R. (Co. D.)

Whittaker, J. L.

Hobbs, E. J. (Co. D.)

Allison, J. E. (Co. D.)

Young, W. A. (Co. D.)

Blanchard, G.

Corporals.—Merrick, C. H. (Co. D.)

Glore, H. G.

Steele, R. E.

St. Clair, F. M. (Co. D.)

Teeter, G. H.

Ozburn, W. W. (Co. D.)

Stout, L. A. (Co. D.)

Privates—Ashley, W. H.

Lawrence, J. H.

Axley, O. O.

Mason, H. M.

Ayre, P. S.

McClelland, W. J.

Batson, W. A.

McConnell, C. A.

Beman, G. W.

McMackin, F. G.

Bliss, A. S.

McMeen, J. D.

Privates—Brewster, T. H.	Meyers, F. W.
Bridges, D. Y.	Nordmann, G. R.
Broadway, R. O.	Palmer, E. M.
Brush, G. M.	Parkinson, F. A.
Bumpus, W. T. (Band.)	Patten, E. S.
Bundy, J. B.	Pitts, B. H.
Burge, L. E.	Porter, S. B.
Campbell, J. G.	Prout, J. A.
Crawshaw, J. R.	Ramsey, J. E. (Band.)
Curty, L. D.	Ramsey, W. R. (Band.)
Dewey, J. M.	Rapp, C. R.
Elkins, W. A.	Rendleman, A. J.
Endicott, J. M.	Rexroth, A. C.
Felts, G. C.	Robinson, S. T.
Felts, W. T.	Rury, F. O.
Freeman, J. A.	Smith, J. H.
Goodall, J. R.	Staley, S. S.
Gullett, U. G.	Stewart, J. C.
Hess, J. R.	Van Cleve, M. T. (Band.)
Holden, W. M.	Weller, R. M.
Hord, R. G.	Williamson, J. W.
Hord, T. F.	Wimberly, C. F.
Hostetler, H. W.	Winning, R. M.
Jacobs, L. E.	Youngblood, J. E. (Band.)

Total, 90.

Total for year, 185. Total for year by terms, 289.

## PEDAGOGICAL COURSE.

## THEORETICAL AND PRACTICAL.

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 application 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 time, 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 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 other 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 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 be legibly written, with due regard 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 letters and 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, cities and railroads. To this should be added a few points of historical interest.

6. In arithmetic, as far as roots, with especial 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 most 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 revolution 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 their combinations and to analyze the salts of common substances; and in addition, 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, 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, Hall of Johns Hopkins University, Payne, Quick, Rosenkranz, and other works on Pedagogy. 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 and 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 CABINET.

Again we allow what is below to stand because it so well describes what we have had and what we expect to have again in the near future. 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 first story a large and 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 sincere 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 qualitative analysis of salts, oils, waters, 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 class in trigonometry and surveying are required to use constantly.

#### LIBRARY AND WORKS OF REFERENCE.

The University has a complete set of books of reference, Cyclopedias, Biographical and Pronouncing Dictionaries, Gazetteers, Atlases, etc., which are placed in the study hall, 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.

---

### CONDITIONS OF ADMISSION.

---

To be entitled to admission to the Normal Department, ladies must be sixteen years of age and gentlemen eighteen. They must be of good moral character, and a certificate to that 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 good behavior.

---

### SUGGESTIONS.

---

We do 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 school a day. The regular calisthenic exercise or the military drill will give you health for consecutive study, and by habitual application you will acquire facility for labor, and will accomplish more than you would have believed.

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

Every young lady should be provided with an umbrella, a waterproof cloak, and low-heeled walking boots of ample size, and good rubber overshoes. Young men also need umbrellas and overshoes.



### LITERARY SOCIETIES.

---

The students have organized two literary societies for the purpose 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. They have elegant rooms, admirably fitted and furnished. They represent the energy of the students and show their devotion to the practical preparation for all the public duties of life.

---

### 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 Illinois Central, the Carbondale and Grand Tower, and the Cairo Short Line railroads afford ample facilities for convenient access.

---

### TO STRANGER STUDENTS.

---

To those who come to the city entire strangers the Young Men's Christian Association and the Young Women's Christian Association will give you a cordial welcome. Both these Associations render efficient help to all who come here to enter as students, directing them to boarding places, giving them such information as they need, and assisting them to form proper friendships and church relationships, if they desire. Committees of the Associations are at the station on the arrival of the incoming trains at the beginning of each term. They render valuable aid to strangers.

---

### EXPENSES.

---

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 twelve 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 book stores at reasonable rates.

A successful club has been carried on during the year now closing in which prices—including all expense—have ranged from \$2.00 to \$2.50 per week.

## ALUMNI.

1876.

NAME.	OCCUPATION.	ADDRESS.
Brown, John N.....	Teacher and Farmer.....	Walshville.
Caldwell, Beverly.....	Taught since Graduation.....	Glasgow, Mo.
Hawthorn, John C*.....	Lawyer.....	.....
Ross, George C.....	Taught 5 years. Lawyer.....	Benton.
Wright, Mary.....	Taught since Graduation.....	Cobden.

1877.

Barnes, Belle D. A†.....	.....	Bloomington.
Mrs. Dr. Greene.....	.....	.....
Burton, Arista.....	Taught since Graduation.....	Mt. Vernon.
England, James H.....	Teacher and Farmer.....	Carbondale.
Warder, William H.....	Taught 3 years. Lawyer.....	Marion.

1878.

Caldwell, Delia.....	Taught since Graduation.....	Dansville, N. Y.
Courtney, Alva C.....	Taught since Graduation.....	Golden City, Col.
Evans, Charles E.....	Taught 3 years. Minister.....	Hume, Mo.
Hanna, James A.....	Taught 2 years. Merchant.....	Saltillo, Tenn.
Hillman, Orceelia B.....	.....	.....
Mrs. Merrill.....	Taught 4 years.	.....
Jackson, Sarah E†.....	.....	Du Quoin.
Mrs. Kimmel.....	.....	.....
Kennedy, George R†.....	Taught 1 year. Merchant.....	Murphysboro.
McAnally, John T.....	Taught 4 years. Physician.....	Evanston.
McAnally, Mary C.....	Taught since Graduation.....	Collinsville.
Pierce, Edward R.....	Minister.....	Gage's Lake.
Plant, Richmond†.....	Lawyer.....	St. Louis, Mo.
Robinson, Edward H.....	Physician.....	Lawrenceville.
Thompson, David G.....	T'ght 3 yrs; Co. Supt. 3 yrs; Lawyer..	Golconda.

1879.

Burnett, Andrew C†.....	Lawyer.....	Lamar, Mo.
Farmer, George H. C.....	Taught since Graduation.....	Fayetteville.
McCreery, Ida M*.....	Taught 3 years.....	.....
Phillips, Lyman T.....	Taught 3 years. Dentist.....	Nashville.

\*Deceased.

†Paid tuition.

1880.

Bruck, Lauren L.....	Taught since Graduation.....	Arrowsmith.
Gray, Joseph.....	Taught since Graduation.....	Anna.
Heitman, Louis.....	Taught 4 years.....	California.
Hull, Charles E.....	Merchant .....	Salem.
Kimmel, Henry A.....	Taught since Graduation.....	Wamego, Kan.
Mann, Wallace E.....	Taught 3 years. Sec'y Y. M. C. A.....	Decatur.
Ogle, Albert B†.....	Journalist and Farmer.....	Belleville.
Rentchler, Frank P.....	Manufacturer.....	Belleville.
Sheppard, Lizzie M.....	Taught since Graduation.....	Omaha, Neb.
Warder, Gertrude A.....	Taught since Graduation.....	Marion.

1881.

Burton, Charles H.....	Lawyer.....	Mt. Vernon.
Hughes, William F.....	Taught 6 years.....	Murphysboro.
Karraker, Henry W.....	Teacher and Farmer.....	Dongola.
Lorenz, John W.....	Taught since Graduation.....	Highland.
Marshall, Oscar S.....	Telegrapher.....	Willis, Kan.
Marshall, Thomas S.....	Banker.....	Salem.
Sowers, Mary A.....	Taught since Graduation.....	Jonesboro.
Ward, Edward I.....	Taught since Graduation. Co. Supt.....	Tamaroa.

1882.

Atkins, Wezette.....	.....	Ottawa, Kan.
Mrs. Parkinson.....	.....	.....
Deardorff, Lizzie M.....	Taught since Graduation.....	Ashland, Kan.
Ennison, Walter J.....	Lawyer.....	Chicago.
Goodall, Adella B†.....	} Taught 3 years.....	Carbondale.
Mrs. Mitchell.....		
Krysher, Alice.....	} Taught 4 years.....	Jackson Co.
Mrs. Livingston.....		
Mead, Albert E.....	Lawyer.....	Anna.
Parkinson, Arthur E†.....	Lawyer.....	Kansas City, Mo.
Stewart, Henry A†.....	Merchant.....	Albion.
Wood, John W.....	Taught since Graduation.....	Cobden.

1883.

Alexander, Franklin M.....	Taught 3 years. Minister.....	Murphysboro.
Bain, William B†.....	Merchant.....	Vicuna.
Bryden, Maggie.....	Taught since Graduation.....	Carbondale.
Buckley, Alice M.....	} Taught 2 years.....	Murphysboro.
Mrs. Alexander.....		
Fager, Daniel B.....	Taught since Graduation.....	Shawneetown.
Houts, M. Lily.....	Taught since Graduation.....	Chester.
Kimmel, Belle.....	Taught 3 years.....	Elkville.
Marten John.....	Taught since Graduation.....	Decatur.
Nave, Della A.....	Taught since Graduation.....	Metropolis.
Sprecher, Edgar L.....	Taught since Graduation.....	Nogales, Arizona.

1884.

Aikman, Fannie A*.....	.....	.....
Mrs. Kimmel.....	.....	.....
Beesley, Alicia E.....	Taught since Graduation.....	Linn.

Buchanan, Clara J.....	}	Taught 2 years.....	Carbondale.
Mrs. Merrimon.....			
Buchanan, George V.....		Taught since Graduation.....	Carbondale.
Buchanan, Mary.....		Taught since Graduation.....	Elfingham.
Burket, Anna L.....		Taught 1 year.....	Carbondale.
Cawthon, Christopher C ...		Taught since Graduation.....	Wichita, Kan.
Duff, May B <sup>2</sup> .....		Taught 1 year.....	.....
Gill, Joseph B†.....		Lawyer.....	Murphysboro.
Hendee, Lu Bird.....		Taught since Graduation.....	Vandalia.
Hileman, Philetus E.....		Taught 1 year. Lawyer.....	Ft. Smith, Ark.
Jenkins, John H.....		Taught since Graduation. Co. Supt ..	Elizabethtown.
Lightfoot, Richard T.....		Taught 2 years. Lawyer.....	Carbondale.
Ridenhower, Carrie L <sup>2</sup> .....		Taught since Graduation.....	Vienna.
Thomas, Maud.....		Taught since Graduation.....	Los Angeles, Cal.
Buckley, Mary I.....	}	Taught 1 year.....	Freeport.
Mrs. Warner.....			
Treat, Charles W.....		Taught two years. Student.....	Greencastle, Ind.

## 1885.

Bryden, Helen.....		Taught since Graduation.....	Carbondale.
Dunaway, Ada L†.....		At Home.....	Carbondale.
Fringer, William F.....		Physician.....	Tower Hill.
Hull, Gertrude†.....		At Home.....	Carbondale.
Lacey, Rurie O.....		Taught 2 years. Physician.....	Elizabethtown.
Lancaster, Tilman A.....		Taught 1 year. Lawyer.....	Dunbar, Tenn.
Miller, John E.....		Taught since Graduation.....	Collinsville.
Robarts, Mary A.....		Taught 2 years.....	Carbondale.
Thomas, Kate.....		Taught since Graduation.....	Murphysboro.

## 1886.

Allen, Sarah A.....		Taught 1 year.....	Corinth.
Barber, Florence M.....		Taught since Graduation....	Minneapolis, Min.
Brown, Adella A.....		Taught since Graduation. Mission'y..	Luxar, Egypt.
Fryar, Minnie J.....		Taught since Graduation.....	Carbondale.
Fulton, Alexander H. ....		Taught since Graduation.....	Salem.
Hord, Kittie E.....		Taught since Graduation.....	Carbondale.
Hundley, Ella.....		Taught since Graduation.....	Denton, Tex.
Kennedy, Maggie.....		Taught since Graduation.....	San Antonio, Tex.
Loomis, Carrie I.....		Taught 1 year.....	Thompsonville.
McAnally, Fannie D.....		Taught since Graduation.....	Shawneetown.
Nichols, Louella.....		Taught since Graduation.....	Carlyle.
Storment, Edgar L.....		Taught since Graduation.....	Chester.
Williams, Cora.....		Taught since Graduation....	Carbondale.

## 1887.

Allen, Robert M†.....		Student of Law.....	Springfield.
Blair, Carrie.....		Taught since Graduation.....	Olathe, Kan.
Bryden, J. Rockwell†.....		At Home.....	Carbondale.
Campbell, Harmon M†.....		Student.....	Middlebury, Vt.
Cleland, Clara B.....		Taught since Graduation.....	Des Plaines.
Cleland, May.....		Taught since Graduation.....	Des Plaines.



Cowan, David J.....	Taught since Graduation.....	Vienna.
Glick, Albin Z.....	Merchant.....	Carbondale.
Goodall, Samuel H.....	Taught since Graduation.....	Corinth.
Harmon, Mark D.....	Taught since Graduation.....	Grayville.
Hawkins, Cicero R.....	Student of Law.....	Carbondale.
Hewitt, Emma L.....	At Home.....	Carbondale.
Hill, Mary A.....	Taught since Graduation.....	Foxville.
Hundley, Nannie.....	Taught since Graduation.....	Anna.
Johnson, Lewis E.....	Taught since Graduation.....	Clinton Co.
Kirkpatrick, James H.....	Taught since Graduation.....	Squak, W. T.
Lawrence, Bertha.....	Taught since Graduation.....	Champaign Co.
McMackin, Edward G.....	Taught since Graduation.....	Crystal City, Io.
Phillips, Louise E.....	Taught since Graduation.....	Cairo.
Ripley, Charles H.....	Law Student.....	Ann Arbor, Mich.
Scott, Luther T.....	Taught 1 year.....	Springfield.
Searing, Harry.....	At Home.....	Carbondale.
Sebastian, Julia A.....	Taught since Graduation.....	Chester.
Smith, Seva A.....	At Home.....	Carbondale.
Snyder, Lydia E.....	Taught since Graduation.....	Mt. Vernon.
Tait, Minnie A.....	At Home.....	Carbondale.
Turner, George T.....	Taught since Graduation.....	Carrollton.
Wham, Steuben D.....	Taught since Graduation.....	Shobonier.

CALENDAR FOR 1888-1889.  

---

Fall term begins Monday, September 10—ends Thursday, December 20, 1888.

Holiday Recess begins December 21, and ends January 1, 1889.

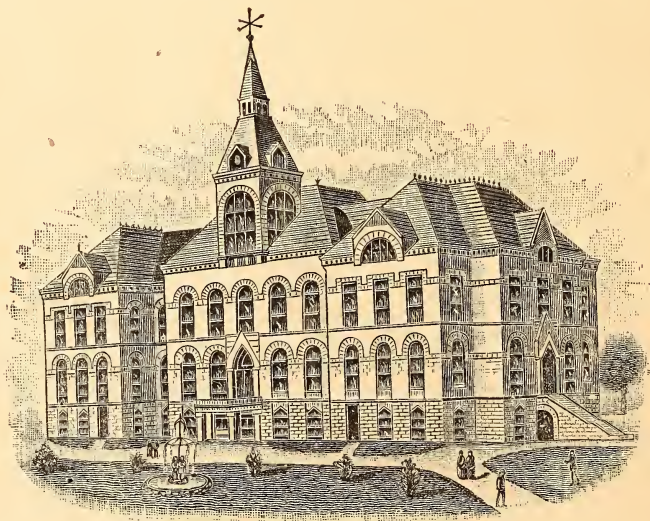
Winter Term begins January 2, 1889, and closes March 21, 1889.

Spring Term begins March 25, 1889, and closes June 13, 1889.

Examinations for the year begin June 10, 1889.

Annual Commencement, June 13, 1889.





Fifteenth Annual Catalogue

—OF THE—

Southern Illinois  
Normal University,

Carbondale, Jackson County,

Illinois.

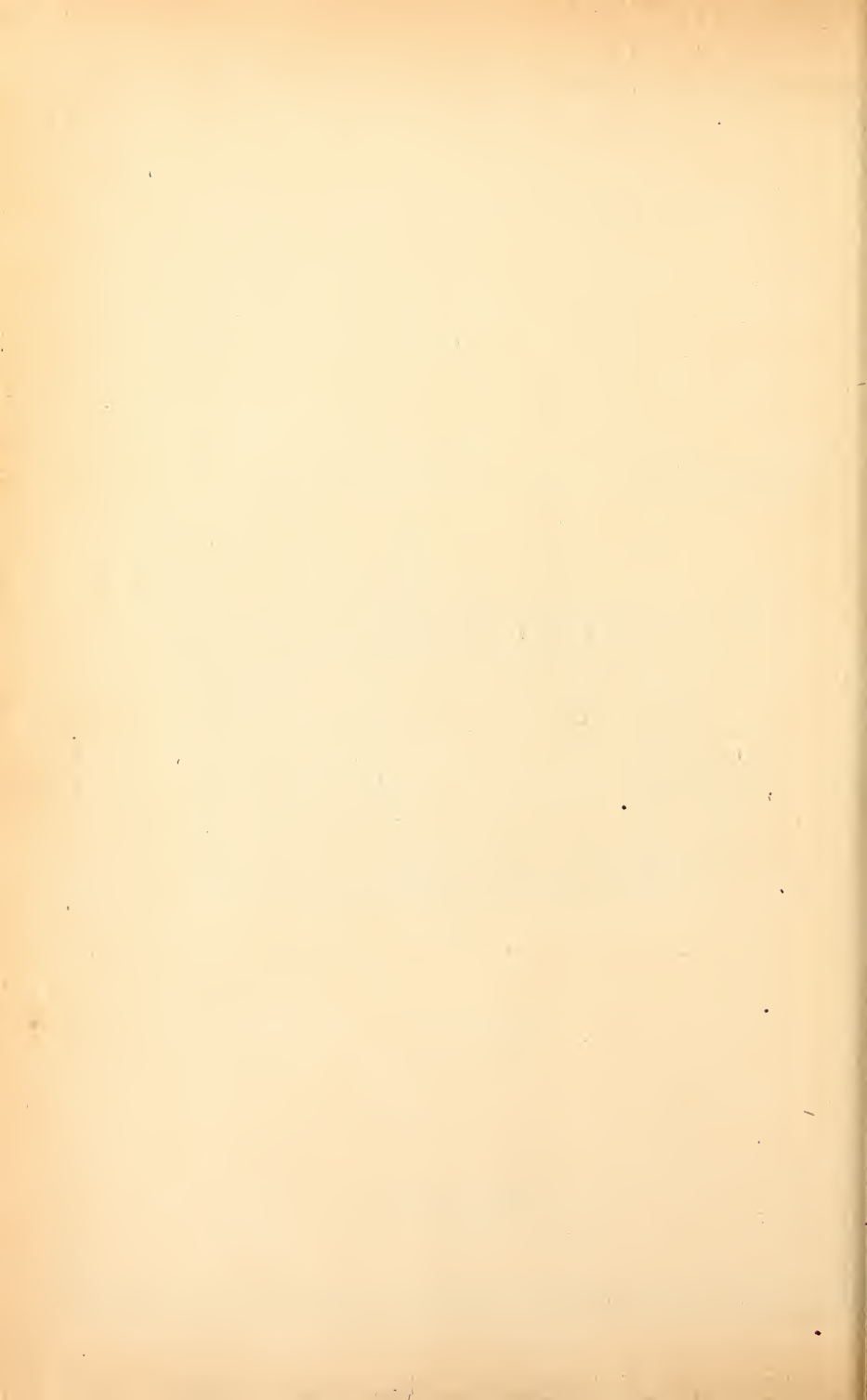
---

1888-89.

---

CARBONDALE, ILL. :  
FREE PRESS STEAM PRINT.  
1889.





## TRUSTEES.

---

HON. THOS. S. RIDGWAY, Shawneetown.

HENRY C. FAIRBROTHER, M. D., East St. Louis.

HON. ROBLEY D. ADAMS, Fairfield.

EZEKIEL J. INGERSOLL, Esq., Carbondale.

HON. SAMUEL P. WHEELER, Springfield.

---

## OFFICERS OF THE BOARD.

---

HON. THOS. S. RIDGWAY, *Pres.*

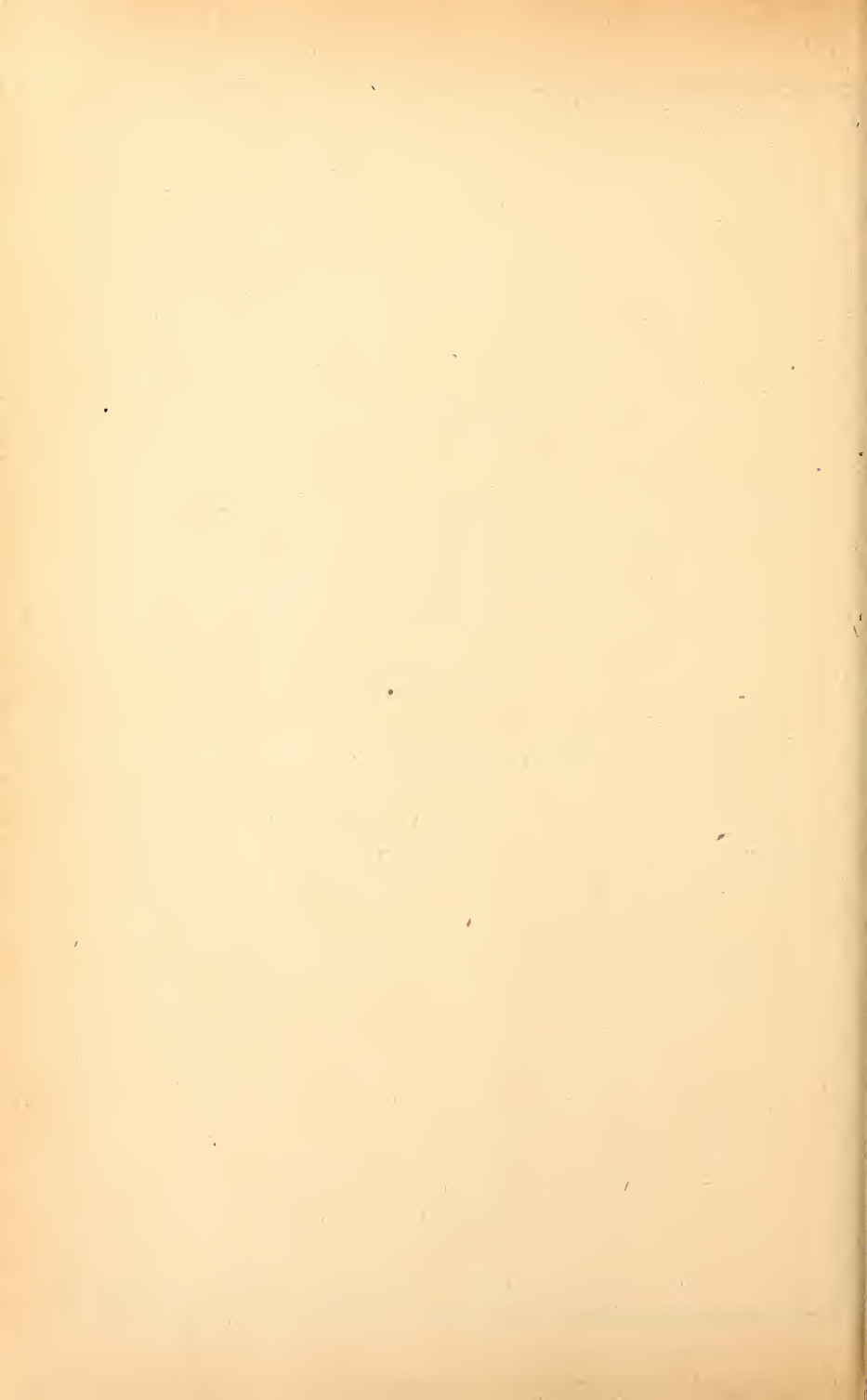
EZEKIEL J. INGERSOLL, Esq., *Sec.*

JOHN S. BRIDGES, *Treas.*

CHARLES W. JEROME, *Registrar.*

---

HENRY C. FAIRBROTHER, M. D., } *Auditing Committee.*  
EZEKIEL J. INGERSOLL, Esq., }



FACULTY.

---

ROBERT ALLYN,

*Principal, and Lecturer on Pedagogy, Ethics, and Æsthetics.*

CHARLES W. JEROME,

*Teacher of Latin Language and Literature; and Registrar.*

JOHN HULL,

*Teacher of Psychology, Ethics, Pedagogy, and Higher Mathematics; and Superintendent of Training Department.*

DANIEL B. PARKINSON,

*Teacher of Natural Philosophy, Chemistry, Astronomy, and Geometry.*

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.*

SAMUEL M. INGLIS,

*Teacher of English Literature, Elocution, Rhetoric, Vocal Music, and Calisthenics.*

INEZ I. GREEN,

*Teacher of Geography, and Assistant in Algebra.*

MATILDA F. SALTER,

*Teacher of Drawing.*

GEORGE V. BUCHANAN,

*Teacher of Arithmetic and Algebra.*

JAMES F. BELL,

*Second Lieut. Seventh Cavalry, U. S. A., Teacher of Military Science and Tactics.*

ANN C. ANDERSON,

*Assistant Training Teacher.*

MARY A. ROBERTS,

*Teacher of Penmanship and Book-Keeping.*

LIZZIE M. SHEPPARD,

*First Assistant in Grammar School.*

MARY C. McANALLY,

*Assistant in Grammar and Arithmetic.*

## PUPIL TEACHERS.

---

ALEXANDER, ANNA R.,	KIMZEY, WALTER R.,
ALLYN, LOIS A.,	LANDENBERG, LILLIAN V.,
BARR, JESSIE G.,	LANG, HENRIETTA,
BEMAN, GEORGE W.,	LANSDEN, MARY G.,
BLACKMAN, LUELLA P.,	McMACKIN, FRED. G.,
BRIDGES, LENA H.,	MILLER, MARY ELIZ.,
BRITTAIN, NELLIE L. A.,	NORTH, ALICE M.,
BRYDEN, W. OSBORNE,	PARKS, LIZZIE,
BUNDY, JOSEPH B.,	PARKINSON, JOHN M.,
BURKET, GRACE,	PEAY, LULU,
CAMPBELL, JULIA B.,	PEEBLES, LIZZIE S.,
CURLEE, CLYDE Z.,	PETERSON, GRANT,
EDDLEMAN, ELLEN J.,	RAMSEY, JOSEPH E.,
ELLIS, JACOB T.,	RANDOLPH, MARY A.,
- FELTS, WM. T.,	SAMS, FOUNTAIN F.,
GERLACH, JACOB P.,	SCOTT, JENNIE L.,
GOODNOW, PRESS. P.,	SKEHAN, JO,
HACKNEY, KATE G.,	SMITH, MABEL,
HILL, CARRIE M.,	STEELE, ROBERT E.,
HILL, MAMIE E.,	TINDALL, GRACE L.,
HOLDEN, EMMA L.,	TITUS, FRANKIE C.,
HULL, BERTHA,	TOWNE, LETA A.,
JACKSON, JOHN B.,	VANCLEVE, MARTIN T.,
JENKINS, HATTIE E.,	WALLIS, MARY,
- KELLER, KENT E.,	WALLIS, WILLIAM,
KIMLIN, CLARA,	WHAM, C. AGNES,
KIMMEL, RUBY I.,	WILLIAMS, ROSA.



## NAMES OF STUDENTS.

### SPECIAL STUDENTS.

NAME.	RESIDENCE.
Alexander, Mattie Orpah.....	Carbondale.
Drake, May.....	Metropolis.
Kimlin, Clara.....	Quincy.
Melton, Minnie Odjel.....	Carbondale.
Melton, William Oscar.....	“
Minnick, George Bruce.....	Villa Ridge.
Mitchell, Nettie.....	Olney.
Moore, Emma Ratts.....	Carbondale.
Oliver, Lenna Avelene.....	Vienna.

### NORMAL DEPARTMENT.

#### SENIORS.

Allyn, Lois Anna.....	Norwich, Conn.
Bridges, Mary Ethel.....	Carbondale.
Colyer, Frank Hall.....	Albion.
Kimzey, Walter Roots.....	Tamaroa.
McMeen, John Douglas.....	Mt. Vernon.
Parkinson, John Malden.....	Salem.
Parks, Lizzie.....	Du Quoin.
Wallis, William, Jr.....	Carbondale.

#### STUDENTS OF THIRD, SECOND, AND FIRST YEARS.

Abel, Lelia Belle.....	Carbondale.
Adams, Roy Ned.....	Ullin.
Agnew, Eunice.....	Samoth.
Alexander, Anna Roseman.....	Carbondale.
Allison, James Elva.....	Waggoner.

NAME.	RESIDENCE.
Anderson, George Forbes.....	Carbondale.
Anderson, Spencer Harry.....	Centralia.
Angel, Grace Rebecca.....	Cobden.
Applegath, John.....	Carbondale.
Applegath, May Augusta.....	"
Atwell, Olive.....	Metropolis.
Ayre, Phillip Sheridan.....	Dix.
Bain, John Charles.....	Vienna.
Baird, Luther Elmer.....	Pyatt.
Baker, John Louis.....	Harrisburg.
Balcom, Addie Emily.....	Jackson County.
Balcom, John Van.....	"
Barr, Jessie Gleim.....	Carbondale.
Bartleson, Mary Annice.....	Grand Chain.
Bartleson, Nannie Laura.....	"
Batka, John Henry.....	Belle Rive.
Batson, George Washington.....	Carbondale.
Batson, Henry Houston.....	Jackson Co.
Batson, William Albert.....	Makanda.
Bellamy, Addie.....	Carbondale.
Beman, George Woods.....	"
Blackman, Luella Phœbe.....	Richview.
Blanchard, Guy.....	Tamaroa.
Bliss, Anson Lee.....	Opdyke.
Boyd, James Walter.....	Cottonwood.
Breeden, John Hamilton.....	Murphysboro.
Brewer, William Ashton.....	Jackson Co.
Bridges, Lena Harriet.....	Carbondale.
Brittain, Nellie L. A.....	Cutler.
Bron, Fanny Louisa.....	Collinsville.
Brooks, John Herald.....	Cobden.
Brown, Emma Lizzie.....	Troy, Mo.
Brown, Grace Elizabeth.....	Carbondale.
Brown, Robert.....	"

NAME.	RESIDENCE.
Brown, Sarah Esther.....	Jackson Co.
Brummett, David Rogers.....	Murphysboro.
Bryden, William Osborne.....	Carbondale.
Bumpus, William Thomas.....	Bumpus.
Bundy, Joseph Boen.....	West End.
Burge, Lloyd Everett.....	Centralia.
Burket, Grace Lula.....	Carbondale.
Burr, Howard Hart.....	Murphysboro.
Campbell, Harry Beman.....	Carbondale.
Campbell, Julia Brush.....	“
Carpenter, Frank Lesseps*.....	Walnut Hill.
Carr, Samuel Anderson.....	Makanda.
Carson, David Henry.....	Three Mile.
Caruth, Nannie.....	Coulterville.
Chandler, Larkin Craig.....	Sandoval.
Chew, Frank.....	Sato.
Clifford, Blanche Estelle.....	Phillipstown.
Clifford, Edna Beatrice.....	“
Courter, Eben William.....	Lancaster.
Cowan, John Parkinson.....	Carterville.
Cox, Henry Thomas.....	Anna.
Crain, Festal.....	Villa Ridge.
Crispin, William Heanan.....	Rardin.
Crouch, John Thomas.....	Elizabethtown.
Curlee, Clyde Zebedee.....	Tamaroa.
Curtis, Frederick George.....	Albion.
Curty, Leonidas Duane.....	Center Town, Mo.
Davis, Charles Holmes.....	Metropolis.
Davis, Ralph Lorenzo.....	Anna.
Davis, Ruth Elnora.....	De Soto.
Davis, William Albert.....	El Dorado.
Deason, Richard Oscar.....	Carbondale.
Dewey, Clyde Russell.....	Elizabethtown.

\*Deceased.

NAME.	RESIDENCE.
Dillinger, Lizzie May.....	Jackson Co.
Doan, Thomas David.....	Olney.
Dollins, Henry William.....	Jackson Co.
Driesbach, Norman Andrew.....	Iuka.
Driskill, Leola.....	Beaucoup.
Dunaway, Edgar Thorne.....	Carbondale.
Easterly, Mattie.....	Jackson Co.
Eddleman, Ellen Jenkins.....	Du Quoin.
Edwards, James Henry.....	Gallatia.
Eisenbart, Henry.....	Red Bud.
Elkins, William Andrew.....	Buncombe.
Ellis, Jacob Taylor.....	Mt. Vernon.
Emmerson, John Woods.....	Albion.
Etherton, Guy Everett.....	Jackson Co.
Etherton, Minnie Lee.....	Grand Tower.
Felts, Cora Adelaide.....	Carbondale.
Felts, Rosa Amarilis.....	Lake Creek.
Felts, William Troy.....	"
Ferrell, Minnie.....	Carterville.
Ferrell, Nora.....	"
Fike, Granville Elijah.....	Centralia.
Finn, Samuel Norman.....	Foxville.
Fly, William Calvin.....	Wolf Creek.
Foster, Lloyd.....	Ashley.
Foster, Sadie Catharine.....	Du Bois.
Freeman, James Alexander.....	Opdyke.
Freeman, Wynn Dixon.....	"
Friederich, Lewis John.....	New Memphis.
Friedline, Nellie Adell.....	DeSoto.
Gabelman, Sophia.....	Okawville.
Gage, Frances Dana.....	Effingham.
Gage, Lizzie Cornelia.....	Carbondale.
Galbraith, Charles Marion.....	"
Galbraith, John Tyman.....	"

NAME.	RESIDENCE.
Gerlach, Jacob Phillip.....	Sparta.
Gilbert, George Gale.....	Mt. Vernon.
Gilbert, Lillian Belle.....	Carbondale.
Gill, Thomas William.....	Murphysboro.
Glass, Alonzo.....	Golconda.
Goodnow, Pressley Pratt.....	Salem.
Hackney, Kate Grace.....	Atwater.
Hamill, Charles Monroe.....	Freeburg.
Hamill, Commodore Perry.....	“
Hanson, Julia.....	Murphysboro.
Harris, Harvey.....	New Grand Chain.
Helbig, Guido.....	Okawville.
Helms, Herman Lafayette.....	Belleville.
Hendrickson, Jennie Rosalie.....	Chester.
Hinchcliff, Ernest Augustus.....	Carterville.
Hinchcliff, William Henry.....	“
Hinchcliff, William Walter.....	Carbondale.
Hill, Carrie Margaret.....	Foxville.
Hill, John Perry.....	“
Hill, Mamie Elizabeth.....	Centralia.
Hobbs, Lorenzo Dow.....	Ozark.
Hodge, George Edward*.....	Mt. Vernon.
Hodson, David.....	Raymond.
Holden, Emma Laura.....	Carbondale.
Holden, Fannie Jennette.....	“
Holden, William Morton.....	“
Holbrook, John Hough.....	Du Bois.
Hord, Addie.....	Flora.
Hord, Ruth.....	“
Hord, Thomas Fernando.....	Carbondale.
Hosteter, Henry William.....	Claremont.
Huber, Cecilia.....	Highland.
Hughes, Edward Chase.....	Jackson Co.
Huff, Joshua Pennington.....	Salem.



NAME.	RESIDENCE.
Huff, Josie.....	Salem.
Hull, Bertha.....	Carbondale.
Hundley, Mary.....	Calhoun.
Hunsaker, Minnie May.....	Cobden.
Hunter, Estella Roxana.....	Carbondale.
Hunter, Lloyd Stanley.....	"
Jackson, John Bain.....	Vienna.
Jenkins, Hattie Elizabeth.....	Elkville.
Jones, Ida May.....	West End.
Keesee, Walter Harland.....	Carbondale.
Kell, Anna Violet.....	Salem.
Kell, Lincoln Samuel.....	"
Kell, Omer Adrian.....	"
Keller, Kent Ellsworth.....	Campbell Hill.
Keown, Harry Warderman.....	Jackson Co.
Keown, Hettie Ione.....	"
Kerr, Abbie May.....	Metropolis.
Killion, Thomas Alexander.....	El Dorado.
Kimmel, Emma Lee.....	Carbondale.
Kimmel, Mary Elizabeth.....	"
Kimmel, Ruby Ida.....	"
Kimzey, Ralph Dwight.....	Tamaroa.
Kincheloe, Henry Lewis.....	Rileyville.
Kincheloe, John Sherman.....	"
Kirk, Elizabeth Jane.....	Farmersville.
Kniseley, John Scott.....	Omega.
Kniseley, Martin Samuel.....	"
Landenberg, Lillian Viola.....	Edgewood.
Lane, Alexander.....	Carbondale.
Lang, Henrietta.....	Marion.
Lansden, Mamie Gallagher.....	Cairo.
Lawrence, John Hamilton.....	Carbondale.
Lawrence, Lizzie Hattie.....	Ullin.
Ledbetter, John Jackson.....	Elizabethtown.

NAME.	RESIDENCE.
Lindley, John William.....	Hutsonville.
Lohrberg, Maggie Augusta.....	Red Bud.
Longbons, Edward.....	Albion.
Loomis, Rufus King.....	Makanda.
Malcom, Luvenia.....	Salem.
Martin, George Ellsworth.....	Osage.
Mason, Henry McDaniel.....	Cave-in-Rock.
Mason, William Henry.....	“
McCracken, Ollie.....	Ashley.
McKelvey, William Allen.....	Coulterville.
McKinney, Daisy.....	Carbondale.
McMackin, Frederick Gray.....	Salem.
McMurray, Mattie.....	“
McReynolds, Charles Vernon.....	Normal.
Meneely, John Henry.....	Alma.
Mercer, Hugh Victor.....	Raccoon.
Mercer, Rufus Seth.....	“
Merrick, Charles Henry.....	Okawville.
Mesler, Mary Belle.....	Cobden.
Meyer, Adolph.....	Highland.
Meyer, Fritz William.....	Metropolis.
Miller, Mary Elizabeth.....	Carbondale.
Montgomery, Martha Wilson.....	Villa Ridge.
Moore, Henry Jackson.....	Karber's Ridge.
Morrison, Charles Hugh.....	Odin.
Morton, John Kell.....	Raccoon.
Mount, John Logan.....	Simpson.
North, Alice Mary.....	Carbondale.
Papenberg, William.....	Red Bud.
Parkinson, Franklin Alva.....	Dix.
Patten, Arthur Eustace.....	Carbondale.
Patterson, John E.....	Grand Tower.
Peay, Lulu.....	San Antonio, Tex.
Peebles, Augusta Ernst.....	Cobden.

NAME.	RESIDENCE.
Peebles, Lizzie Smith.....	Cobden.
Peebles, Robert Randolph.....	“
Peterson, Grant.....	Cartersville.
Peters, Carl Theodore.....	Albion.
Phillips, Etta.....	Centralia.
Phillips, Myrtle Kingsley.....	Nashville.
Phoenix, Bessie Ann.....	Carbondale.
Plater Nellie Ann.....	Anna.
Primm, Minerva.....	Pinckneyville.
Procter, Lucy Abbie.....	Carbondale.
Prout, Joseph Alexander.....	Linn.
Pugh, Charles Harvey.....	Calhoun.
Purdy, Arthur Gilman.....	Carbondale.
Purdy, George Eli.....	Vergennes.
Purdy, Wallace Charles.....	“
Pyatt, George Washington.....	Pyatt.
Pyatt, Mary Cyrene.....	“
Pyatt, Robert Izri.....	“
Queen, Samuel.....	Pomona.
Ragsdall, Samuel Crawford.....	Moscow.
Ramsey, Joseph Eli.....	Lancaster.
Randolph, Mary Ann.....	Cartersville.
Rapp, John.....	Red Bud.
Renfro, Robert Eagle.....	Elizabethtown.
Riseling, Charles Everett.....	Murphysboro.
Ritter, John.....	Calhoun.
Roane, Cora.....	Opdyke.
Roane, Emma.....	“
Roberson, Mary Loretta.....	Pulaski.
Roberts, George Sutton.....	Corinth.
Robinson, Cora Agnes.....	Carbondale.
Robinson, Samuel Thomas.....	Hartford.
Rogers, Annie Delara.....	Carbondale.
Roscow, Loretta Regena.....	Red Bud.

NAME.	RESIDENCE.
Ross, Arad Leonard.....	Sand Ridge.
Ross, Harriet Matilda.....	Alma.
Ross, Mary Edith .....	"
Rude, Isaac.....	Jackson Co.
Russell, Wirt Allyn.....	Carbondale.
Sams, Fountain Fernando.....	Jonesboro.
Samson, Dona.....	"
Sands, Rheta Ann.....	Métropolis.
Salter, Anna Porter.....	Carbondale.
Salter, John Cleveland.....	"
Schwalm, Henry William.....	Troy.
Scott, Jennie Laura.....	Carbondale.
Scurlock, Fannie Charlotte.....	"
Searing, Maggie .....	"
Seawell, Charles Lee.....	Pulaski.
Seibert, Simeon Webster.....	Lancaster.
Severance, Julia Miller.....	Calhoun.
Severns, Ulysses Elmer.....	Olney.
Shaw, James Wilson.....	Murphysboro.
Shinn, Samuel Henry.....	Carlyle.
Siliven, Mary Ann.....	Sanborn.
Simpson, Jennie Williette.....	Pinckneyville.
Sinks, John Henry.....	Lake Creek.
Sivia, Morgan.....	Anna.
Sizemore, Mattie.....	Carterville.
Skehan, Esther Jane .....	Cobden.
Skehan, Jo .....	"
Skehan, Kate.....	"
Skehan, Mary Agnes.....	"
Small, James Barter.....	Gallatia.
Smith, Mabel.....	Carbondale.
Somerville, Lloyd Lafayette.....	Arcola.
Sprecher, Theo. Maud.....	Richview.
Stangle, Frank.....	Olney.

NAME.	RESIDENCE.
Starzinger, Rosa Anna.....	Carbondale.
Steele, Frank Bell.....	Percy.
Steele, John Carr.....	Mound City.
Steele, John Riley.....	Gallatia.
Steele, Robert Erben.....	Percy.
Stewart, Ellen.....	Buncombe.
Stewart, Rhody.....	"
Stitch, Oscar Oliver.....	Mt. Vernon.
Stone, John Ellis.....	Williamson Co.
Storment, John Calvin.....	Salem.
Sudbrach, Maggie Elizabeth.....	Metropolis.
Talbot, John Larimer.....	Shawneetown.
Tanquary, Walter Marshall.....	Bellmont.
Taylor, Charles Almon.....	Harrisburg.
Teeter, Annie Crouther.....	Carbondale.
Teeter, Carrie Olive.....	"
Templeton, Emma.....	Pinckneyville.
Templeton, John Flavel.....	"
Thomas, Ettie.....	Makanda.
Thresher, Charles Henry.....	Carbondale.
Thresher, Lois May.....	"
Tierney, Nellie Constance.....	"
Tiller, Newton Franklin.....	Makanda.
Tindall, Grace Laura.....	Carbondale.
Titus, Frances Christina.....	Villa Ridge.
Toler, John Burt.....	Carbondale.
Torrance, Ann Eliza.....	Vandalia.
Towle, Ralph Sanders.....	Harrisburg.
Towne, Leta Adaline.....	Cobden.
Troy, Nellie Catharine.....	Carbondale.
Turner, Stacy Alexander.....	Commercial P't.
Tyner, Robert Ellsworth.....	Williamson Co.
Vaneleve, Martin Thomas.....	Vienna.
Walker, Anna.....	Metropolis.



NAME.	RESIDENCE.
Walker, Annie.....	Carterville.
Walker, Kate Edna.....	Carbondale.
Waller, Elbert.....	Jackson Co.
Wallis, Anna Mamie.....	Nashville.
Wallis, Mary.....	Carbondale.
Warren, Daniel Webster.....	Efingham.
Watson, Lena Sarah.....	Makanda.
Weaver, Braxton Parrish.....	Harrisburg.
Weller, Emma Estella.....	Carbondale.
Wham, Cora Agnes.....	Foxville.
Wham, Dora Abigail.....	“
Whelpley, Frank Livingston.....	Cobden.
Whitaker, William Fletcher.....	Kinmundy.
Whitchurch, John Ezra.....	Centralia.
Whitney, William Baker.....	Carbondale.
Whittenberg, Sarah Jane.....	Tunnel Hill.
Wiedeman, Charles William.....	Harrisburg.
Williams, Joshua Allen.....	Walpole.
Williams, Rosa.....	Carbondale.
Wilson, Robert Bannen.....	Murphysboro.
Wilson, Robert Edward.....	Randolph Co.
Wise, William Clinton.....	Anna.
Woods, William Henry.....	Carbondale.
Worthen, May.....	Murphysboro.
Young, William Albin.....	Butler.
Youngblood, Louie]Roots.....	Carbondale.
Zetzsche, May Jane.....	Okawville.
Total, 337.	

## PREPARATORY DEPARTMENT.

## GRAMMAR SCHOOL.

NAME.	RESIDENCE.
Alexander, John William.....	Carbondale.
Allard, Calvin Oliver.....	Vergennes.
Allen, Henry Edward.....	Jackson Co.
Allen, Lewis Richard.....	"
Allen, William Franklin.....	New Burnside.
Anderson, Samuel McNeil.....	Carbondale.
Ashley, William Henry.....	"
Ayers, Ida Olive.....	Macedonia.
Bagwell, Olive Mary.....	Murphysboro.
Baird, Ida Emma.....	Pyatt.
Baker, Daisy.....	Williamson Co.
Balcom, Ella Florence.....	Jackson Co.
Ball, John Walter.....	"
Ball, William David.....	"
Barr, Bertha Alice.....	Carbondale.
Barter, William Easterbrook.....	Attila.
Barton, Flora Louise.....	Carbondale.
Beaver, Mary Annice.....	Carterville.
Beecher, Alexander Mead.....	Makanda.
Beecher, Hattie Smith.....	"
Beecher, Josie Myra.....	"
Beecher, Lydia Alice.....	"
Bennett, Anna Neal.....	Jackson Co.
Bennett, Jacob Homer.....	"
Blanchard, Maude.....	Tamaroa.
Blackwell, Mary Ann.....	Vienna.
Bostick, Clorie.....	Carbondale.
Bostick, George Washington.....	Jackson Co.
Borger, John Breese.....	Carbondale.
Bourchier, Laura Edith.....	Jackson Co.
Bourchier, Thomas.....	"
Brantley, John Holden.....	"

NAME.	RESIDENCE.
Brewster, Thomas Herbert.....	Carbondale.
Bridges, Daniel Young.....	“
Bridges, Ella Lucretia.....	“
Bristow, Samuel Arthur.....	Grand Chain.
Brooks, William Larkin.....	Jackson Co.
Brown, Alonzo Valentine.....	Moscow.
Brown, Charles Edward.....	Crossville.
Brown, Henry Wiswell.....	Jacksonville.
Brown, John Marshall.....	Moscow.
Brown, Wilbur Edward.....	Carbondale.
Brush, George Mortimer.....	“
Brush, Silas Grattan.....	“
Bryden, Eva Hamilton.....	“
Burke, James Frank.....	Jackson Co.
Butcher, William Riley.....	“
Calhoun, Lubeth.....	Buncombe.
Campbell, John Gaines.....	Carbondale.
Carden, James David.....	Anna.
Carter, Minnie Dell.....	Cartersville.
Cavanah, Alonzo.....	Ivy.
Chapman, Harry Clinton.....	Carbondale.
Churcher, Azariah.....	“
Clark, Mary Cordelia.....	Williamson Co.
Cochran, John Horace.....	Carbondale.
Cochran, Lulu May.....	“
Cochran, Maud Ollie.....	“
Corn, Linzey.....	Akin.
Cowan, Walter Lee.....	Cartersville.
Crawshaw, Henry Alonzo.....	Union Co.
Crawshaw, Joseph Russell.....	Jackson Co.
Crabtree, Elmer Jackson.....	Walnut Hill.
Crandall, Etta.....	Jacksonville.
Crowell, Samuel.....	Jackson Co.
Crowther, Ann.....	Williamson Co.

NAME.	RESIDENCE.
Crowther, Sarah.....	Williamson Co.
Custer, William Melvin.....	Frankfort.
Davis, Carrie.....	Carbondale.
Davis, John Albert.....	"
Dawson, Harry Monroe.....	"
Deming, Florence Epineta.....	Makanda.
Deming, Laura Wilmer.....	"
Dewey, James McFarlin.....	Elizabethtown.
Dillinger, Charles Edward.....	Jackson Co.
Dixon, Louella Carrie.....	Carbondale.
Dorris, Leroy.....	Lake Creek.
Dueker, Hudson William.....	Ruma.
Easterly, Elbert Hanson.....	Jackson Co.
Eaton, Maggie.....	Makanda.
Eccles, John Monroe.....	Metropolis.
Eckert, Edward William.....	Venedy.
Eckert, George Charles.....	"
Etherton, Herman.....	Jackson Co.
Evertson, Emma.....	Elizabethtown.
Farley, Laura.....	Carbondale.
Farmer, Mary Delphia.....	"
Floyd, Alfred Theodore.....	Jackson Co.
Floyd, Sarah Lucretia.....	"
Foster, Andrew.....	Ashley.
Fryar, Mary Emily.....	Carbondale.
Fryar, Morris.....	"
Gaston, Jessie Alice.....	Foxville.
Gendron, Perry Jacob.....	Kaskaskia.
Gilbert, Nannie May.....	Carbondale.
Goe, Emma Freece.....	"
Goodall, James Rankin*.....	Marion.
Grammer, Arthur.....	Jackson Co.
Grammer, Carrie.....	Carbondale.

\*Deceased.

NAME.	RESIDENCE.
Grammer, Cora.....	Carbondale.
Grammer, Theodore Hezekiah.....	Jackson Co.
Gumbach, John.....	Hecker.
Hagler, Amer.....	Jackson Co.
Hagler, Andrew.....	“
Hagler, George Lewis.....	“
Haldaman, Mary Catharine.....	Pomona.
Hall, Sudie.....	Metropolis.
Hamill, Russell Edward.....	Freeburg.
Hamilton, Julia.....	Jackson Co.
Hastings, William Jackson.....	Makanda.
Hayden, William Taylor.....	Mound City.
Heiple, Nora Edna.....	De Soto.
Hendrickson, William McKendree.....	Chester.
Hester, William.....	Carbondale.
Hinchcliff, Esther May.....	Cartersville.
Hinchcliff, Eugene.....	Jackson Co.
Holden, Maggie Louise.....	Carbondale.
Hopper, Jennie.....	“
Hord, Robert Guy.....	“
Hubbard, Samuel Alexander.....	Goreville.
Hunsaker, Edith Ellen.....	Cobden.
Ingram, Joseph Alexander.....	Carbondale.
Ingram, Mary Virgin.....	Olmstead.
Isom, Lillie.....	Villa Ridge.
Isom, William Clayborne.....	Degognia.
Jackson, John Sherman.....	Gallatia.
Jenkins, Frank.....	Jackson Co.
Jerome, Carolena Olivia.....	Carbondale.
Johnson, James Richard.....	Corinth.
Jones, Edward Moses.....	Centralia.
Jones, Richard Archie.....	Carbondale.
Karmes, Robert Ernest.....	Gallatia.
Kell, Albert Baker.....	Salem.



NAME.	RESIDENCE.
Kelly, Addie.....	Carbondale.
Kerby, Mark.....	Morehouse, Mo.
Kerby, Pet.....	"
Klein, Henry John.....	Grubb.
Keown, John Van Winkle.....	Jackson County.
Knowles, Mary Ann.....	Carbondale.
Lackey, Clara.....	Pulaski.
Lackey, Oliver Francis.....	"
Lamer, Kate Ray.....	Lindsborg, Kan.
Laney, Webster.....	Jackson County.
Ledbetter, James Whittier.....	Carterville.
Ledbetter, William Robert.....	"
Lee, Thomas Benjamin.....	Smithland, Ky.
Lilley, Minnie.....	Oakville.
Lipe, Henry.....	Jackson Co.
Little, Alvin Hawkins.....	Makanda.
Littleton, Cora Ella.....	Cobden.
Lockwood, Andy.....	Braden.
Manier, Lizzie.....	Gallatia.
Maxey, Kate Louis.....	Lake Creek.
McCracken, Minor.....	Ashley.
McGhee, John William.....	Rural Hill.
McGuire, Arthur Hill.....	Carbondale.
McGuire, Sylva Louisa.....	"
McKean, Albert George.....	"
McKinney, Ella Jane.....	Jackson Co.
McNamee, William Anthony.....	Pulaski.
Mead, Guy Frederick.....	Carbondale.
Mertz, Dora Louisa.....	"
Meyers, Charles.....	Jackson Co.
Miller, Josie Clements.....	Carbondale.
Milligan, Samuel Arthur.....	Pinckneyville.
Montroy, Sylvester.....	Shiloh Hill.
Morris, Elvira Catharine.....	Gallatia.

NAME.	RESIDENCE.
Morrow, Alonzo.....	Grand Tower.
Muse, Emma Calla.....	Carbondale.
Nash, Clara Louise.....	"
Nelson, John James.....	Degonia.
Nelson, Nelia Frances.....	Bainbridge.
Nordmann, George Robert.....	Cairo.
North, George Harvey.....	Williamson Co.
North, John Maxwell.....	Sato.
North, Percy Elliott.....	Carbondale.
Owens, Florence.....	Mound City.
Ozburn, William Wirz.....	Murphysboro.
Parrish, Jessie Ann.....	Carbondale.
Patten, Edward Stuart.....	"
Patterson, Eliza Jane.....	Grand Tower.
Peterson, Eliza.....	Carterville.
Phifer, Elbert.....	Jackson Co.
Phifer, Levi.....	"
Piper, William Edward.....	De Soto.
Porter, Arthur Benjamin.....	Carbondale.
Porter, Walter Augustus.....	"
Price, Clifford Spencer.....	Coalburg, Ala.
Price, David August.....	Carbondale.
Price, Hattie Talitha.....	Coalburg, Ala.
Prickett, Guy Cavett.....	Fulton, Ky.
Ragains, Kittie Maria.....	Vienna.
Rapp, Charles Robert.....	Carbondale.
Ray, Charles Alfred.....	"
Reed, Olive May.....	Jackson Co.
Reiman, William Andrew.....	Murphysboro.
Renfro, Melissa.....	Olmstead.
Rhea, Nellie Georgina.....	Cairo.
Ridgway, Lizzie.....	Makanda.
Robinson, Ida.....	Murphysboro.
Robinson, Lou Ella.....	Metropolis.

NAME.	RESIDENCE.
Rose, Arista Ann.....	Vienna.
Rowan, Claudia Estella.....	Carbondale.
Rowlett, Addie Belle.....	Sparta.
Rucker, Josie.....	Mound City.
Russell, David Abner.....	Carrier Mills.
Russell, Lycurgus McPherson.....	Carterville.
Russell, Viola Ann.....	Carbondale.
Sayles, Lulu Waldo.....	Makanda.
Searing, Martha Mabel.....	Carbondale.
Short, Richard Childs.....	Neoga.
Smith, Edgar Ralph.....	Carbondale.
Snider, Dollie.....	"
Snider, Emmett Lawrence.....	Salem.
Snider, Ephraim.....	Carbondale.
Snider, John Edward.....	"
Sowell, Myrta Irvine.....	"
Spires, William Robert.....	Jackson Co.
Stock, Charles Edward.....	Carbondale.
Stoffel, William.....	Campbell Hill.
Stone, Birdie Sarah.....	Williamson Co.
Stone, Harry Edward.....	Carbondale.
Stout, Louis Anderson.....	Cobden.
Swaar, Sarah Minerva.....	Murphysboro.
Tanner, James Monroe.....	Benton.
Taylor, Oscar Theodore.....	Carbondale.
Teeter, George Howard.....	"
Teeter, Jennie Banks.....	"
Tharp, Lewis Wendall.....	Pulaski.
Thomas, William Walter.....	Makanda.
Thresher, John Roy.....	Carbondale.
Toney, Adaline Columbia.....	"
Vick, Calla.....	Carterville.
Waldbiesser, Daniel.....	Jackson Co.
Waldbiesser, Maggie Ann.....	"

NAME.	RESIDENCE.
Waldbeisser, Rosa.....	Jackson Co.
Waldbeisser, Soph:a.....	"
Walker, Alice Catharine.....	Cobden.
Walker, Benjamin Franklin.....	De Soto.
Walker, Fred Elbert.....	Mt. Vernon.
Walker, Harry Alfred.....	Richview.
Wallace, Mabel Jennette.....	Pinckneyville.
Waller, Gilbert.....	Jackson Co.
Wayman, Nettie.....	"
Weaver, John Edward.....	"
Weller, Robert McClellan.....	Carbondale.
Wells, Tola Beuna.....	Reyno, Ark.
Whiffen, Ida Della.....	Macedonia.
White, Helen.....	Du Quoin.
Williams, Eliza.....	Walpole.
Williamson, Lucella.....	Carbondale.
Winchester, Russell.....	Jackson Co.
Wiseman, Isaac.....	"
Wosley, Alonzo Phillip.....	Carbondale.
Worthen, Carrie.....	Murphysboro.
Youngblood, Laura Allen.....	Carbondale.
Zetzsche, William Lane.....	Okawville.
Total, 257.	

INTERMEDIATE AND PRIMARY SCHOOLS.

Ackerman, Francis Newell.....	Warrenton, Mo.
Alexander, Kittie Annie.....	Carbondale.
Allen, Charles Snider.....	Jackson Co.
Applegath, Frederick Irving.....	Carbondale.
Archambault, Alfred.....	"
Ashley, Charles Horner.....	"
Ashley, Edgar Chapman.....	"
Barton, Dick.....	"

NAME.	RESIDEMCE.
Barton, Josie Meagher.....	Carbondale.
Beman, Ellen.....	"
Beman, Newton Davis.....	"
Bennett, Lavinia True.....	Jackson Co.
Bridges, Abbie Lucretia.....	Carbondale.
Bridges, Albert Franklin.....	"
Bridges, Charles Gauss.....	"
Bridges, Rolland Eugene.....	"
Bridges, Ruth Brush.....	"
Brush, George Leon.....	"
Campbell, Alice.....	"
Campbell, Lansing.....	"
Clements, Louis Cyrus.....	"
Clements, Robert Stanford.....	"
Cochran, Leander Breese.....	"
Davis, Bertha Washington.....	"
Davis, Grace Hindman.....	"
Davis, Jennie May.....	"
Elder, Mary Elizabeth.....	"
Grant, Augustus Blake.....	"
Grant, Ernest Ross.....	"
Harker, George Miflin.....	"
Harker, Oliver Albert.....	"
Hayes, Annie.....	"
Hayes, Flora Belle.....	"
Hayes, Sophronia Susan.....	"
Hobbs, Matilda Jane.....	Elizabethtown.
Hoge, Milo Orville.....	Panora, Iowa.
Johnson, Bessie Agnes.....	Carbondale.
Keesee, Leota Ethel.....	"
Lawrence, Angie Edna.....	"
Lawrence, Carroll Gray.....	"
Leary, John Erbie.....	"
Lightfoot, Ann Evaline.....	"



NAME.	RESIDENCE.
Lightfoot, Harry Owen.....	Carbondale.
Luby, Mary .....	“
Magness, Roxy.....	“
McAnally, Jesse Frank.....	“
McFarian, Elizabeth Jane.....	Elizabethtown.
McKinney, John William.....	Carbondale.
Mesler, John.....	Cobden.
Mitchell, Edward Clay.....	Cardondale.
Munger, Grace Experience.....	“
Munger, Howard Park.....	“
Munger, Robert Park.....	“
Murphy, William Gordon.....	“
O'Haver, Fred Joseph.....	“
Nash, Henry Raymond.....	“
North, Hugh McAllister.....	“
North, Julia.....	“
Parkinson, Daniel Baldwin, Jr.....	“
Patten, Lucy Mary.....	“
Peters, Helen Newkirk.....	“
Phifer, Cora.....	Jackson Co.
Prickett, Bert.....	Carbondale.
Putnam, Edward Brewer.....	“
Putnam, Harry Richard.....	“
Rapp, George Leslie.....	“
Renfro, Charles Duncan.....	Elizabethtown.
Smith, Harry.....	Carbondale.
Stolfz, Ellen.....	“
Taylor, Otho Breese.....	“
Teeter, Horace Frank.....	“
Teeter, Kate.....	“
Teeter, Lillian.....	“
Thompson, Bessie Wilmer.....	“
Thompson, Lena Maria.....	“
Thompson, Ralph Thomas.....	“

NAME.	RESIDENCE,
Thompson, Raymond Milner.....	Carbondale.
Thompson, Ward Eginton.....	“
Tindall, William Schubert.....	“
Toney, Grace Ella.....	“
Wallis, Edward.....	“
Wallis, Marshall.....	“
Wallis, Robert.....	“
Weller, Nellie.....	“
Weller, Paul Dickson.....	“
Winne, Myrta Alden....	Fulton, Ky.
Wykes, Frank Edgar.....	Carbondale.
Wykes, Fred.....	“
Total, 88.	

By an error of the copyist, the following names were omitted from the list of Normal Students of the Third, Second and First Years:

Chapman, Emma..... Farmersv  
 Chapman, Ulysses Grant..... Raymond

GENERAL SUMMARY.

---

Special Students.....	9
Seniors.....	8
Normal School.....	337
Grammar School.....	257
Intermediate and Primary School.....	88
Total.....	699

SUMMARY BY TERMS.

---

Enrolled in Fall Term.....	449
Enrolled in Winter Term.....	474
Enrolled in Spring Term.....	478
Total.....	1401

---

### NOTICE TO GRADUATES.

The General Assembly has just enacted with an emergency clause, a Codification of the School Laws of the State, one of the provisions of which, in the words of the State Superintendent of Public Instruction, is: "That every graduate of either of the State Normal Schools shall be entitled to a five year certificate for teaching, within two years after graduation, provided that no such certificate shall be granted except on the recommendation of the faculty and the controlling board in each case."

---

### ADDENDUM.

Since printing the first form of this catalogue, the Governor has appointed in place of H. C. Fairbrother, M. D., and Hon. R. D. Adams, Trustees, whose terms of office expired in March, Emil Schmidt, Esq., of Nashville, and Edward C. Fitch, Esq., of Albion.

## HISTORY.

---

An act of the General Assembly of the State of Illinois, approved April 20, 1869, gave birth to this Normal School. By this act it was provided that five Trustees should be appointed by the Governor of the State, who should fix the location, erect the building, and employ teachers for the school. The Governor, General John M. Palmer, appointed Captain Daniel Hurd, of Cairo; Eli Bowyer, of Olney; Colonel Thomas M. Harris, of Shelbyville; Rev. Elihu J. Palmer, of Belleville; and Samuel E. Flannigan, Esq., of Benton.

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 general departments—a Normal University, with two courses of study, occupying four and three years respectively, and a Preparatory, or Training Department.

There have been admitted to the University in all departments 3,608 students, and a record, kept very carefully, shows that about 2,219 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. 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.



---

### 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 departments before named. One design of the 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 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, drawing, writing, 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 until 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 already 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 easy the highest attainments in scholarship and the sweetest grace in all manners and behavior. This Normal University insists on them as both necessary and easy to be 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 dress.
2. Purity of words and behavior.
3. Cleanliness of desks, books, and rooms.
4. Courteous 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 day of every term.
10. Obedience to the laws of love, good will, and duty.

If the spirit of these rules 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 a 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, Ill.....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 postoffice 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 Normal 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.

## 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 of the lower ones and find exactly how you stand in them, and then advance as rapidly as you please. It has been found by our experience of fifteen years that a large number of students come to the school lacking in the arts of reading, spelling and writing. Let these be taken as your first studies. We will pass you on, as soon as you have proved you are a master of the arts fundamental of all the practice of learning and teaching.

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.

### TO THOSE WHO SEND SCHOLARS TO SCHOOL.

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 certainly—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 wants to teach simply 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.

---

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, geography, numbers 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 he may not be wholly inexperienced in the very beginning of his career.

---

### DEPARTMENTS.

---

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 long and careful experiments have proven that this can not be inverted without harm. We ask all to study the syllabus of each department and mark its plan.





ENGLISH COURSE.

	STUDIES.	GRAMMAR.					NORMAL.									
		1st Year.		2d Year.			1st Year.			2d Year.			3d Year.			
		1	2	3	4	5	6	1	2	3	4	5	6	7	8	9
I....	Psychology.....											†	†			
	Ethics.....															†
	Pedagogy.....							†	†							†
	School Law.....															†
	Practice Teaching.....											†	†			
II....	Botany.....				†							†				
	Physics.....						†					†				
	Zoology.....					†							†			
	Physiology.....						†								†	
	Chemistry.....															†
	Astronomy.....															†
III....	Geology.....															†
	Arithmetic.....	†	†	†	†	†		†	†							
	Algebra.....											†	†	†		
	Geometry.....														†	†
	Book-keeping.....															†
IV....	Reading and Phonics.....	†	†				†	†		†						
	Language.....	†	†	†	†			†								
	Grammar.....					†	†		†							†
	Rhetoric.....											†				
	English Analysis and Composition.....												†			
	English Literature.....														†	
V....	Elocution.....															†
	Spelling.....															†
	Geography.....	†	†	†				†	†						†	
VI....	History.....					†	†		†	†					†	
	Constitution U. S. and Illinois.....															†
VII....	Penmanship.....											†				
	Drawing.....											†			†	
VII....	Vocal Music.....	Daily until excused.														
	Calisthenics.....	Daily exercise.														
	Military Drill.....	Three times a week.														

The Roman numerals on the margin refer to departments, as in the Syllabus following.

The † indicates the place of the study in the Course.

## TIME TABLE.

### FALL TERM.

1	I Lat.	B Psych.	Chem	B Gram.*	A Physiol.*	Rhetoric.	A Geog.*	C Draw.	B Arith.	E Arith.	E Geog.
2										B Physiol.	E Read.
3	F Lat.	A Phys.		C Gram.*	Gen. Hist.	Eng. Lit.	B Geog.	B Draw*	C Arith.*	E Hist.	II Arith.
4										Wr. & Dr.	Wr. & Dr.
5	Leet	Military Drill and General Exercises.									
6	C Lat.	D Ped.	B Geom.		A Hist.*	B Read.	E Alg.*	A Draw.	C Alg.		D Lang.
7					B Hist.*	A Read.*				A Lang.	

### WINTER TERM.

1	H Lat.	A Psych.	Astron.	B Gram.*	A Zoology.		B Geog.*	A Draw*	A Arith.	D Arith.	D Geog.
2										B Zoology.	D Read.
3	E Lat.	C Ped.		En. Anal.		Elocution		C Draw*	C Arith*	D Hist.	G Arith.
4						B Read.*	A Geog.			Wr. & Dr.	Wr. & Dr.
5	Leet	Military Drill and General Exercises.									
6	B Lat.	B Ped.	A Geom.	C Gram.		A Read.*	D Alg.*	B Draw.	B Alg.	E Gram.	C Lang.
7						A Hist.*			B Arith*		

### SPRING TERM.

1	G Lat.	Ethics	Geol.		A Physiol.	B Hist.*		C Draw*		B'k'-'D'g.*	C Geog.
2				C Gram.*	A Zoology*	A Read.			B Arith.	C Read.	B Bot.
3	D Lat.			A Gram.	Botany	B Read.*	Ph. Geog			Writing*	F Arith.
4							A Geog.*				B Physics
5	Leet	Military Drill and General Exercises.									
6	A Lat.	A Ped.	A Phys.		A Hist.		E Alg.*	A Draw*	A Alg.	D Gram.	B Lang.
7		Sch. Law.		B Gram.	Civil Gov.	VJ Music	B Geog.*	B Draw*	A Arith*		

The classes marked \* are irregular. The Italics indicate Grammar Grade classes.

---

## SYLLABUS OF DEPARTMENT WORK.

---

### NORMAL SCHOOL.

This Syllabus includes two Courses—the English, and the English and Latin. Let it be studied in connection with the Courses of Study and Time Table. The English and Latin 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.

---

### GENERAL LECTURES ON PEDAGOGY, OBSERVATION, AND METHODS.

The first seven of the Lectures named below, and the tenth, were delivered during the year just closing. The remaining ones will be given in the early part of the coming year, and a Course of ten will be announced for the rest of the year. It will be, chiefly, on The History of Education, including Educational Theories, and Lives and Characters of Men Distinguished in Educational Work in different ages and countries.

LECTURE I.—The Child, and methods of observing its bodily and mental states, powers and habits. How these latter, physical, mental, and moral, are formed. Observation follows and the student writes his conclusions.

LECTURE II.—The Temperaments—these to be taken into account in government, instruction, and management. Observation of some particular child follows, and reading on Kindergarden work.

LECTURE III.—How to Observe. What and Why. Points in good teaching. Recitations, Studying, Instruction, Drills, Practice.

LECTURE IV.—Methodology in general, and how to plan for giving specific instruction in different classes. Discussions by members of class.

LECTURE V.—The Teacher himself—his personality, his habits, etc. The effects of his moods on his manners and power to teach.

LECTURE VI.—The School Room and its furniture. How to make the best out of the worst.



LECTURE VII.—Books, advantages and disadvantages of.

LECTURE VIII.—Play and Play Grounds, Exercises, Calisthenics.

LECTURE IX.—The value of the School as distinct from other educational agencies—the Family, the Church, the Press.

LECTURE X.—What the people have a right to expect of the School, and what the School should demand from the people.

LECTURE XI.—What the people and the Directors should do for the School.

LECTURE XII.—How the teacher and the people may assist each other to make the school do all that can be rightfully expected of it. Abstracts, Theses, and Reports are required.

## I. Department of Psychology, Ethics, and Pedagogy.

### PSYCHOLOGY.

*Seventh Term (B).*—Chapters I-XII of *Sully's Teacher's Handbook.*

*Eighth Term (A).*—Chapters XIII-XX of *Sully's Teacher's Handbook.*

### ETHICS.

*Ninth Term.*—A study of action and of the springs that lead to it; the governing principles of action; the right; conscience—its office and its training; the sources of knowledge of the right; rights and obligations; motive, passion, and habit; the cardinal virtues; the different ethical systems.—*Peabody's Moral Philosophy, and Lectures.*

### PEDAGOGY.

*Fourth Term (D).*—Need of education; aim of the school; kinds of schools; the public school; Courses of Study for the common schools, with special study of the work in the primary grades; some general principles of education; observation and criticism of work in the Training school.

*Fifth Term (C).*—Brief study of the nature and powers of the child; the mental powers and the order of their development; importance of training the feelings and the will; the nature of education; right order in education; methods of training the different powers; the teacher's motives, preparation, and characteristics; school-house, furniture, and apparatus; school organization and management; purpose and management of the recitation; moral training in schools.—*Hewitt's Pedagogy, and Lectures.*



*Eleventh Term (B).*—Meaning and scope of education; three lines of educational development; lessons from a study of sensation, perception, conception, and attention; memory in education; cultivation of the imagination, judgment, and reason; the emotions in education; moral and religious training; motives and the training of the will; nature and uses of punishment.—*Landon, Sully, and Lectures.*

*Twelfth Term (A).*—Educational ideals, the efforts to realize them, and the effect they have had on individuals and nations.—*Painter's History of Education, and Lectures.*

*Twelfth Term.*—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.—*School Law, and Lectures.*

### TEACHING.

Four terms of teaching in the Training School are required before graduation. This teaching is to be done at such times as the Superintendent of the Training Department may require, and will be carefully supervised. The teaching will usually be required at the times indicated in the Course of Study.

## 2. Department of Physical and Biological Science.

### PHYSICS.

*Fourth Term (A).*—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, electric units, etc.

The various subjects are thoroughly illustrated by practical experiments and problems.—*Avery.*

## ZOOLOGY.

*Fifth Term (A).*—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 analyses, taxidermy; reptiles, illustrations and analyses, 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; archnida, illustrations; crustaceans, illustrations; worms, orders; mollusca, classes—cephalopoda, gasteropoda, tunicata, brachiopoda, polyzoa, illustrations; radiates, classes—echinodermata, acalephia, polypi, illustrations; protozoans, classes or divisions.—*Tenney's Elements.*

## BOTANY.

*Sixth Term (A).*—The leaf—parts, venation, 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 pericarps, kinds of fruits; seed, its coat, contents; germination, growth of phænogamous plants, study of root and stem; cryyngamous 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.—*Wood.*

## PHYSIOLOGY.

*Sixth Term (A).*—Physiology and anatomy defined; organic and inorganic bodies; cells, divisions of the human body; bones; structure, classification, condition necessary for healthy diet; digestion, the digestive organs and fluids, what each fluid acts upon; the almentary 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 skeleton, charts, models and specimens through the whole course.—*Cutter.*

## 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, occurrence, preparation, properties, and uses. Description of chemical operations, preparation of re-agents, deportment of bodies with re-agents, and blowpipe work according to groups. Analysis of ten simple substances, determining bases only; ten determining both acids and bases; ten complex substances; specimens of soils and waters, applied chemistry, toxicology, etc.—*Avery*.

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 re-agents, and a suitable stock of chemical compounds, the purpose being to make the student familiar with the different processes of analyzing ordinary substances, and skillful in manipulating apparatus.

## ASTRONOMY.

*Eleventh Term.*—The relation of the earth to the heavens; motions of the earth; planetary motions; laws of motion and gravitation; motions and attractions of the moon; eclipses of sun and moon; celestial measurements; refraction and aberration of light; measures of time; formation of calendars; equation of time.

The solar system; sun, planets, asteroids and comets.

The constellations; galaxy; variable and multiple stars; star clusters and nebulae.

Astronomical instruments; spectroscope and polariscope.—*Newcomb and Holden*.

## 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; 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 on the subject through the term by cabinet specimens and by the study of the geological formation of Jackson county and vicinity.—*Andrews*.

### MINERALOGY.

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, system of crystallization, luster, fracture, groups, etc.—*Foye*.

### III. Department of Mathematics.

#### ARITHMETIC.

— *Term (C)*.—Simple interest, 6 per cent and 60-day methods; present worth; exact interest; common business method; bank discount; promissory note, essentials to its validity; original notes made, compared and discussed by class; partial payments; annual and compound interest; equation of payments; proportion; square root, illustrating each problem by diagram; cube root, illustrating by use of cubical blocks; mensuration; exchange, domestic and foreign; duties and customs; bonds.

*First Term (B)*.—Common fractions; fractional units; comparison of fractional with integral numbers; reduction, addition, subtraction, multiplication and division of fractional numbers. Decimal fractions; comparison of decimal with common fractions, with whole numbers; reduction of decimal to common and common to decimal fractions; addition, subtraction, multiplication, and division of decimals. Longitude and time; denominate numbers, practical measurements. Percentage to interest; solution of text-book examples, and original problems with discussion of best methods of teaching throughout the term.—*Rickoff*.

*Second Term (A)*.—Simple interest, solution by different methods, discussion, comparison of methods, present worth, exact interest, business method; bank discount, discussion, comparison with true and business discount; promissory note, essentials to its validity, original notes made by members of class; partial payments; annual and compound interest; equation of payments; proportion; square root, illustrating each problem by diagram; cube root, illustrating by use of blocks; mensuration; exchange, domestic and foreign; duties and customs; bonds. Daily discussion of best methods; original problems. Review fundamental rules with careful discussion of methods in teaching.—*Rickoff*.



## ALGEBRA.

*Fourth Term (C).*—Literal notation and its application to addition, subtraction, multiplication and division of integral and fractional quantities, and to factors, divisors and multiples; simple equations; indeterminate equations; inequalities, involution, and evolution; theory of exponents.—*Ficklin*.

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

*Sixth Term (A).*—Proportion; permutation and combination; binominal theorem; identical equations; series; logarithms; compound interest and annuities.—*Ficklin*.

## GEOMETRY.

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

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

## BOOK-KEEPING.

*Eleventh Term.*—Definitions; books used; principles of journalization; posting; trial balance, balance sheet, inventories of resources and liabilities; closing ledger; statements; notes, drafts, checks, and names of persons connected therewith; interest, discount, exchange. Partnership, commission, consignment, shipment, account sales, administrator's books, etc.—*Eastman's Theory Guide*.

## IV. Department of English Language and Literature.

## READING.

*First Term (B).*—Elements of speech, with phonic spelling, orthoepy, articulation, syllabication, accent, emphasis, slur, inflection, pause; management of breath, management of the body; classes of ideas; organs and breathing, voice and speech, voice building, cultivation of voice and manner of utterance; physical culture combined with vocal culture.—*Appleton's Fifth Reader*.

*Third Term (A).*—Methods of teaching beginners; word, phonic and alphabetic methods considered; faults in teaching beginners pointed out; apparatus to be used in class teaching; qualifications of a good



teacher; methods of teaching advanced pupils discussed; thought analysis, classification; pronunciation; diacritical work considered; special attention given to biography of authors, and elements of English literature.—*Appleton's Fifth Reader*.

#### GRAMMAR.

*Second Term (C).*—Elements of sentence; of what each may consist and what errors likely to occur; complex sentence; abridging complex sentences; compound sentence; parsing and analysis; composition.—*Harvey*.

*Third Term (B).*—Rules of syntax; false syntax; peculiar use; capitalization; punctuation; figures of syntax; composition.—*Harvey*.

*Twelfth Term (A).*—What are the practical points in the study of grammar; how to teach these points; how to induce pupils to put them into practice; which can be taught the younger pupils; punctuation (Bigelow's); composition suited to the different grades; methods of teaching; points of difference in methods.—*Any good text-book*.

#### RHETORIC.

*Seventh Term.*—Punctuation thoroughly reviewed. Invention, style and discourse, including language, composition, figures of speech, purity, strength, harmony; elements of the beautiful and the sublime in thought. This work is supplemented by essays, themes, and discussions.—*Raub*.

#### ENGLISH ANALYSIS.

*Eighth Term.*—Principles of language; paragraphing and composition; powers of words; synonyms; idioms; abridging propositions; skeletons for essays; grammatical, rhetorical, and logical analysis.—*Greene*.

#### ENGLISH LITERATURE.

*Tenth Term.*—First half given to English literature; recitation of text; reading by teacher and pupils. Second half devoted to American literature; recitation of text, and readings from Chaucer, Spenser, Shakespeare, Milton, Bacon, Johnson, Taylor, and others; essays on authors and works, and criticisms in style.—*Raub*.

#### ELOCUTION.

*Eleventh Term.*—Review of the elements of speech, with vocal culture; expression considered; agencies of delivery, voice and action; forms of voice; attributes of voice—quality, force, stress, pitch, time, etc.;

exercise in breathing; organs of breathing, voice and speech illustrated by casts; action; cultivation of manner; class drills in gesture, attitude, and facial expression; sources of power in delivery; style of orators; methods of instruction.—*Hamill*.

#### SPELLING, WORD ANALYSIS, AND DEFINITION.

*Class E.*—Lessons on objects, names and qualities; Webster's system of diacritical marks, with some additions.

*Class D.*—Review of preceding lessons; list of words commonly used in connection with the same object; syllabication; rules for spelling; rules for capitalization; 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*.

*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 capitalization; constant practice in the use of the diacritical marks; drill on the sounds of the letters; provincialisms and common errors in pronunciation noted.

### V. Department of Geography and History.

#### MODERN GEOGRAPHY.

*First Term (B).*—Definition of geographical terms; mathematical geography, circles of situation, zones, latitude, longitude, etc.; winds, ocean currents, climate, etc.; North America, position, contour, relief, drainage, etc.; map drawing; political North America, map drawing; special study of Illinois; South America with map drawing.—*Eclectic Complete*.

*Second Term (A).*—Europe and Asia with map drawing; Africa, Australia, and Pacific islands; chief commercial routes of the world. Methods in teaching direction, distance, form; idea of scale developed, map of township, county, State; the earth as a whole, motions, form, etc.; definitions, how they should be taught; plan of teaching a continent, North America as a type, outline schemes for different steps. Different methods in teaching map drawing.—*Eclectic Complete*.

#### HISTORY OF THE UNITED STATES.

*Second Term (B).*—Early discoveries—Spanish, English, French,

Dutch. Explorations and attempts at colonization; motives and character of settlers; growth in ideas of popular liberty; religious toleration; inter-colonial wars; revolution; Articles of Confederation and their defects; adoption of the Constitution and principles of our government; study of administrations; admission of States; acquisition of territory and conditions; foreign wars, management of Indians; tariff; bank of the United States, and Sub-treasury Bill; Omnibus Bill.—*Johnston*.

*Third Term (A).*—Kansas-Nebraska Bill and its effects; political parties of U. S., principles, changes of name and organization; civil war; reconstruction; period since civil war, important legislation, progress. Methods in U. S. History; reasons for studying U. S. History in public schools; oral and text-book work for young pupils; methods of teaching history in higher grades; principles of Constitution of U. S. to be introduced with the study of U. S. History.—*Johnston*.

#### PHYSICAL GEOGRAPHY.

*Ninth Term.*—Earth's position in the Universe; surface measurement, etc.; evidences of internal heat; the lands, arrangement, outline, relief; islands, position, formation; waters, continental and oceanic; drainage of continents; ocean, oceanic movements; atmosphere; physical and astronomical climate; the winds, vapor in the atmosphere, laws of rainfall, glaciers, life upon the earth; distribution of plants; distribution of animals.—*Guyot*.

#### CIVIL GOVERNMENT.

*Ninth Term.*—The Constitution of U. S., 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. Comparison of the Constitution of the State of Illinois with that of the United States; departments of State government and work belonging to each; officers and their duties; rights and duties of citizens.—*Townsend, and Crawford*.

#### ANCIENT AND MODERN HISTORY.

*Tenth Term.*—Dispersion of races: Syria; Hebrews; Medo-Persian Empire; African States and colonies; Greece; Empire of Alexander; Rome; religion; foreign and civil wars; Empire; Northern Barbarism; Dark Ages; Middle Ages; crusades; 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; India; French Revolution; Second French Empire.—*Swinton's Outlines*.

## VI. Department of Penmanship and Free-Hand Drawing.

## PENMANSHIP.

*Second Term.*—Position; movement exercises, elements of letters; copy-writing; blackboard practice.

Throughout the term there are talks on the value of writing and suggestions on teaching.

The object is to form a handwriting at once rapid, legible, and compact, and frequent practice is our chief dependence. Muscular movement required.

DRAWING.—*Prang's Books of Art Education.*

*Fourth Term (C).*—Books 1-6 with Manuals. Free-hand drawing; manner of holding pencil; drawing of straight and curved lines; plane geometric figures and their construction; value of the study of drawing; principles of Construction, Representation, and Decoration, the three divisions of Art Education.

*Fifth Term (B).*—Books 7-9. Free-hand and instrumental drawing. Practice in Construction drawing with the use of geometric problems; practice in model and object drawing; drawing of leaf and natural forms, conventionalizing and using them in decoration and applied design.

*Tenth Term (A).*—Light and shade; drawing from models, objects, and casts, and shading with crayon. Blackboard work as useful to the teacher in the illustration of various studies.

Copying of engraved pictures and heads is encouraged after the regular graded work has been taken.

## VII. Department of Physical Exercise and Vocal Music.

## VOCAL MUSIC.

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. Vocal music is practiced and taught so as to give the student a good knowledge of the art and prac-



tice 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.

### CALISTHENICS.

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. The text-book for the use of instructors is *Watson's Complete Manual*. Seat gymnastics; 1st, 2d, and 3d series; chest exercises, 1st, 2d, 3d, 4th, and 5th series; arm and hand, five series; leg and foot exercises; attitude, marching exercise. All exercises are regulated by the music of a piano. The aim of the exercises is to impart grace and ease of body whether it is at rest or in motion. In order that our aim may be realized the young ladies should have their dress with skirts as light as possible and blouse waists, so as to permit the arm to be raised vertically from the shoulder. Society dresses are not suitable for school work.

## VIII. Department of Latin and Greek.

### LATIN COURSE.

#### LATIN ELEMENTS.

*First Term (I).*—Division and combination of letters; English method of pronunciation; classification of words and their properties; nouns and declensions; adjectives and adjuncts; Latin pronouns and their relation to other words; frequent inter-language translations, giving formation and derivation and analysis of English words.—*Harkness*.

#### LATIN ELEMENTS—Continued.

*Second Term (H).*—Conjugation of Latin verbs; voice; modes—finite and infinite; tenses, characteristics of conjugations; reviews—oral and written; fundamental rules; daily translation from Latin into English and from English into Latin; parsing and analyzing, giving rules for construction.—*Harkness*.

#### LATIN READER.

*Third Term (G).*—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.—*Harkness' Grammar and Reader.*

CÆSAR DE BELLO GALLICO.

*Fourth Term (F).*—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.—*Harkness' and Harpers' Texts.*

CÆSAR DE BELLO GALLICO—Continued.

*Fifth Term (E).*—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; invasion of Britain; review of the grammar with regard to the rules for construction. The style of Cæsar.—*Harkness' and Harpers' Texts.*

C. SALLUSTII BELLUM CATILINARUM.

*Sixth Term (D).*—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' and Harpers' Texts.*

P. VIRGILII MARONIS ÆNEIS.

*Seventh Term (C).*—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 and Harpers' Texts.*

CICERO IN CATILINAM.

*Eighth Term (B).*—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; the style of Cicero.—*Allen and Greenough, or Bullion.*

## TACITUS DE GERMANIA.

*Ninth Term (A).*—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.

*Class F.*—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 into English and English into Greek, and parsing; written examinations.—*Harkness.*

## GREEK RUDIMENTS—Continued.

*Class E.*—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.

*Class D.*—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.

*Class C.*—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.

*Class B.*—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.

*Class A.*—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, and Autenrieth’s Homeric Dictionary.*

## PREPARATORY DEPARTMENT.

The eight grades of the Primary, Intermediate, and Grammar Schools constitute the Preparatory Department of the University; and pupils whose scholarship is not sufficient for admission to the Normal School can find such work as they need in one of these lower schools. The pupils of the Normal School do the required teaching by taking charge of classes in the Preparatory Department, their work in this line having the careful supervision of the Normal or Training teachers. The Preparatory Department is the Training Department of the University.

## GRAMMAR SCHOOL.

The work of this school is arranged to fit pupils who have completed the Intermediate School studies for the Normal Department. This is also a general preparatory school for all who need to give special attention to one or more branches before admission to the Normal classes. The studies of this department and the order in which they are taken are shown in the Courses of Study, and in the Syllabus below.

There are also elementary classes in the science studies required for a first-grade certificate, as physiology, natural philosophy, botany, and zoology. A class in elementary algebra will be commonly formed each Spring term for the benefit of those who have been teaching in the winter.

## SEVENTH GRADE.

ARITHMETIC.—*Rickoff*.

*Fall Term (H).*—Review of fundamental rules; United States money; factors and divisors; addition, subtraction, and multiplication of common fractions. *To page 155.*

*Winter Term (G).*—Division of common fractions; complex fractions; decimal fractions; bills. *Pages 155-200.*

*Spring Term (F).*—Measures; simple and compound denominate numbers, longitude and time; practical applications. *Pages 200-248.*



## READING.

*Fall Term (E).*—Vocal exercises; phonic analysis; pronunciation; meaning of words; thought of sentence; study of how to read; correct position; practice reading; memorizing of easy recitations.

*Winter Term (D).*—Vocal and phonic exercises and study of words continued; pitch, tone, etc.; analysis of lessons with a view of bringing out thoughts of author; transposition of thought into other words; outlines and abstracts of lessons; memorizing of selections; supplementary reading; practice in sight reading.

LANGUAGE.—*Knox-Heath's Part Second.*

*Fall Term (D).*—The sentence; how used; kinds; the parts of speech; dictation exercises. *Pages 1-96.*

*Winter Term (C).*—Meanings and kinds; inflection to conjugation; capitalizing; dictation exercises; simple forms of composition; vocabulary lessons. *Pages 96-187.*

*Spring Term (B).*—Conjugation; verb phrases; participles; how to use the parts of speech; criticism of incorrect sentences; composition; vocabulary lessons; easy paraphrasing. *Pages 187-284.*

GEOGRAPHY.—*Eclectic Complete.*

*Fall Term (E).*—Position, form, direction, distance, township, county, State; the earth as a whole, shape, motions, etc.; elementary definitions; latitude and longitude; North America, position, contour, relief, drainage, etc.; map-drawing.

*Winter Term (D).*—Political North America, map-drawing of the different divisions; special study of Illinois; South America, physical and political divisions, with map-drawing.

*Spring Term (C).*—Europe and Asia, with map-drawing; also Africa, Australia and Pacific islands.

BOTANY.—*Gray's How Plants Grow.*

*Spring Term (B).*—Leaf—parts, character, kinds; illustrations and analyses of leaves; plant—parts, their uses and subdivisions; germination; flowers—kinds, parts, uses; analyses of flowers.

## EIGHTH GRADE.

ARITHMETIC.—*Rickoff.*

*Fall Term (E).*—Practical measurements—lumber, masonry, flooring, plastering, painting, paper-hanging, carpeting, paving, bins, tanks,



cisterns. Percentage; trade discount; insurance, commission and brokerage; stocks; taxes. *Pages 262-301.*

*Winter Term (D).*—Interest; bank discount; promissory note; partial payments; annual interest; compound interest; equation of payments; proportion—simple and compound.

#### READING.

*Spring Term (C).*—Supplementary reading; elementary course in literature.

LANGUAGE.—*Knox-Heath's Part Second.*

*Fall Term (A).*—How adjectives are used; phrasing; paraphrasing; composition; elements of a sentence; rules for spelling. *Pages 284-396.*

GRAMMAR.—*Harvey.*

*Winter Term (E).*—Rules for capitals; parts of speech and their properties; parsing; drill in correct use of pronouns; auxiliary verbs. *Pages 1-88.*

*Spring Term (D).*—Parsing; drill in correct use of verbs; conjugation; principal parts of irregular verbs; simple sentences; elements; phrases; use of synonyms. *Pages 88-165.*

U. S. HISTORY.—*Barnes.*

*Fall Term (E).*—Discoveries, explorations, and claims to territory in the new world by European nations; colonization, character, and motives of early settlers, their hardships; Indians, their habits and relations with colonists; colonial forms of government, charter, royal, proprietary; slavery in the colonies; religious freedom; education; British oppression; inter-colonial wars. Revolutionary war and its results; Constitution of United States and departments of government.

*Winter Term (D).*—Early administrations; principles of government; admission of States; increase in area and population; inventions and progress; foreign wars; political parties and principles; Monroe Doctrine; protective tariff; financial panic of 1837; gold in California.

*Spring Term (C).*—Causes of civil war; events of civil war; credit of the U. S., and National banking system; political and military leaders; return of seceded States; settlement of difficulties with England; France in Mexico; important treaties and recent acts of legislation.

PHYSIOLOGY.—*Cutter's Hygiene, Physiology, Stimulants, etc.*

*Fall Term (B).*—Health and disease; the framework; deformities, diseases, and injuries of the framework; the skin; the heart and the blood

tubes; the air passages; the larynx; the hoarse; foods; water; the digestive organs; the excreta; brain and nerves; cerebral excitants and cerebral sedatives; the sense organs; the muscles.

ZOOLOGY.—*Tenney's Natural History of Animals.*

*Winter Term (B).*—A general idea of animals; vertebrates; classes; orders of mammals; birds and their orders, illustrated by specimens and analytical work; reptiles and their orders, illustrated; batrachians and their orders, illustrated; fishes and their orders to a limited extent, illustrated; articulates; classes; insects with illustrations; crustaceans; mollusks; a partial study of the higher classes, with illustrations; radiates; a partial study of the classes, with illustrations.

PHYSICS.—*Gage's Introduction.*

*Winter Term (B).*—Matter, energy, motion, and force; attraction of gravitation, molecular and molar forces. Dynamics of fluids—transmission of pressure, barometer, compressibility and elasticity of gases, buoyancy of fluids, density and specific gravity. General dynamics—momentum, laws of motion, composition and resolution of forces, center of gravity, falling bodies, curvilinear motion, pendulum; work and energy, system of measurements, mechanics and static laws. Heat—sources, temperature, thermometers, effects of heat, latent and specific heat, thermo-dynamics, steam engine. Electricity and magnetism—batteries, currents, electrical units, conductors, galvanometer, dynamics, induction, electric light and electric bells, electro-plating and electro-typing, telegraphy and telephony, electrical machines. Sound—vibrations and waves, velocity of sound, reflection, intensity, re-enforcement and interference, pitch, quality and force, overtones, musical instruments, laws of vibrating cords, phonograph. Light—sources, velocity, photometry, reflection and refraction with laws, prisms, lenses, mirrors, images, color, spectra, optical instruments.

---

INTERMEDIATE SCHOOL.

READING.

*Fourth Year.*—Appleton's Third Reader completed; Harper's Third Reader; supplementary reading, *Johonnot's Third Book*, *Neighbors with Wings and Fins*, and *Some Others*; use of the Dictionary begun.

*Fifth Year.*—Appleton's Fourth Reader; use of books of reference begun; definitions and synonyms required to a limited extent; supple-

mentary reading, *Johonnot's Intermediate Book*, *Some Curious Flyers*, *Creepers*, and *Swimmers*.

*Sixth Year*.—Appleton's *Fourth Reader*; supplementary reading, *Johonnot's Fourth Book*, *Neighbors with Claws and Hoofs*, and *Their Kin*.

#### ARITHMETIC.

*White's Elementary Arithmetic* is taken up at the beginning of the *Fourth Year*, (*First Year Intermediate*), and is the basis of instruction in this branch through the three years of this school.

#### LANGUAGE.

*Fourth Year*.—Dictation and letter writing continued; form of business letter taught; compositions, not exceeding four paragraphs, based on knowledge gained by reading, with a teacher, *J. McNair Wright's Nature Readers*, *Sea-side and Way-side*, Nos. 1 and 2; selections of poetry memorized.

*Fifth Year*.—*Knox-Heath's Elementary Lessons in English*, Part First.

*Sixth Year*.—Review, and application of work of *Fifth Year* to the study of selections from *Irving*, *Longfellow*, *Whittier*, *Hawthorne*, *Holmes*, etc.

#### WRITING.

*Fourth Year*.—Word and sentences continued; constant attention given to position and movement. Knowledge acquired applied to all written exercises.

*Fifth Year*.—Work of previous year continued.

*Sixth Year*.—Knowledge acquired applied to copying choice selections of poetry and prose.

#### DRAWING.

*Fourth Year*.—The second six solids: *Ellipsoid*, *ovoid*, *equilateral triangular prism*, *cone*, *pyramid*, and *vase form*. Applied as in the previous year. (*See third year, Primary.*)

*Fifth Year*.—Text-book of *Art Education No. I*, and half of *No. II*.

*Sixth Year*.—Complete Text-book of *Art Education No. II*, and *No. III*.

#### MUSIC.

Note and rote singing throughout the school, following the course laid out in the *Manual of the National Music Course*. Practice from the *New National Chart, First Series*, and the *New First Music Reader*.

## GEOGRAPHY AND HISTORY.

The Eclectic Elementary Geography is begun with the Fourth Year, (First Year Intermediate), and continued through the Fifth Year, with supplementary reading.

During the Sixth Year Higginson's Young Folk's History of the United States is studied, with special reference to the manners and habits of the people, the character of individuals, the moral lessons to be gained, and the acquisition of stories for use in Language lessons.

## NATURAL SCIENCE.

*Fourth and Fifth Years.*—During these years natural science is taught in connection with reading, language, and drawing, and includes the study of leaves, plants, flowers, fruits, animals, and the human body.

*Sixth Year.*—*Hooker's Child's Book of Nature.*

*Fall Term.*—Part II, Animals.

*Winter Term.*—Part III, Air, Water, Heat, Light, etc.

*Spring Term.*—Part I, Plants.

## PRIMARY SCHOOL.

The Course of Study for the Primary School covers the first three years of the child's attendance on school. The paragraphs following indicate in general terms the work of this School.

## SENSE TRAINING.

The training of the senses is made introductory to instruction in reading, and also forms the basis for oral instruction in number and language.

## READING.

*First Year.*—For six weeks or more words in script, the words learned to be reproduced on slate or blackboard; Appleton's First Reader begun and completed; Harper's First Reader completed; the easier phonic elements of words learned, commencing with the consonant sounds, then taking the short vowel sounds, and ending with the long vowel sounds.

*Second Year.*—An advanced First Reader; Appleton's Second Reader; phonic elements of all words used in lessons; syllabication and accent of all words learned; supplementary reading, *Johonnot's Natural History Series, First Book, Cats and Dogs.*



*Third Year*—Harper's Second Reader; first half of Appleton's Third Reader; supplementary reading, Johonnot's Natural History Series, Second Book, Friends in Feathers and Fur.

#### NUMBER.

The work in Number is based on Rickoff's Numbers Illustrated. Balls, blocks, straws, etc., and Number Charts, are in constant use throughout the three years.

#### LANGUAGE AND LITERATURE.

*First Year.*—Oral instruction by means of familiar conversations on animals, plants, and common things, with constant attention to correct expression. Children trained to see and to express their thoughts in stories, also to retell stories; three forms of sentences and two uses of capitals taught by means of dictation exercises; some easy and pleasing selections of poetry memorized.

*Second Year.*—Stories told from pictures (Prang's Natural History Series, Trades and Occupations, etc.); descriptions of objects presented; lessons on the human body and on domestic animals; dictation exercises to teach correct forms of paragraphing, punctuation, and use of capitals; written work based on knowledge gained from the reading work of the corresponding grade, in the form of short sentences; some easy and pleasing selections of poetry memorized.

*Third Year.*—Oral and written reproduction of stories read by the teacher; dictation exercises to teach more fully paragraphing, punctuation, etc.; compositions, not exceeding three paragraphs, based on knowledge gained from the reading of the corresponding grade; some selections of poetry memorized; form of a friendly letter taught.

#### WRITING.

*First Year.*—Words copied as wholes on slate or blackboard in connection with the reading and the language lessons; after the first term typical words practiced under the direction of a teacher. Correct pencil holding and position attempted from the first.

*Second Year.*—With lead pencil under the direction of a teacher. Drill on the small letters, with special reference to the joining of letters; capitals begun.

*Third Year.*—Use of pen begun; small letters reviewed, and capitals completed and reviewed; short sentences; movement exercises daily.

#### DRAWING.

*First Year.*—Outline work beginning with the second term; simple lessons in form and color; tablet and stick laying.



*Second Year.*—Lessons in form and color; tablet and stick laying, paper cutting and folding; modeling in clay.

*Third Year.*—The first six solids, sphere, cube, cylinder, hemisphere, square prism, and triangular prism. Deriving ideas of form from seeing and handling geometric solids and familiar objects based on them; ideas of form developed by clay modeling, and stick and tablet laying; ideas of form expressed by drawing on slates and blackboard, by language, and by making objects in paper and clay.

#### MUSIC.

New First Series of Charts of the National Music Course, and the corresponding part of the New First Reader.

#### GEOGRAPHY.

In the first two years oral instruction is given preparatory to local geography.

*Third Year.*—Oral lessons on school-room and surroundings, home town and neighboring towns, township, county and adjacent counties, and State.

#### NATURAL SCIENCE.

During the first three years natural science is taught in connection with language, and includes principally the study of domestic animals and familiar plants.

---

## MILITARY.

---

### Douglas Corps of Cadets.

---

#### SECOND LIEUT. J. F. BELL, SEVENTH CAVALRY, COMMANDING.

Those male pupils over 15 years of age who may so desire are formed into a Cadet Battalion for the purpose of military drill and exercise. The drill is for three-fourths of an hour, three days each week, and in no way interferes with school duties. The United States Government has detailed an officer of the regular army to take charge of this Department, and has furnished for the use of the Cadets 100 Springfield cadet rifles, two 3-inch rifled cannon, and 100 cavalry sabres, at no cost whatever to the State or the institution.

The Cadet uniform is similar to that of the Grand Army of the Republic, with the exception that the buttons are those of the State troops. The cap is of blue cloth, shoulder straps and other insignia of rank same as for infantry service U. S. army. A full suit can be bought in Carbonale at from \$12.00 to \$20.00, according to quality. The advantage of this choice of uniform is that it is cheap, can be purchased anywhere, and if a Cadet remains at the University only one term, at the end of that time, by a change of buttons, he has a simple civilian's suit that can be worn without being in the least conspicuous. No better suit than this can be obtained for school wear, and it is earnestly recommended that all who come to the school with the intention of becoming Cadets provide themselves with it either before or after their arrival.

The corps is divided into a number of companies suitable to its size. The officers receive commissions, and the non-commissioned officers warrants, from the Commandant. Students over 21 years old, and any others who have been officers in the D. C. C., but have lost their positions through absence from school, will, if they desire, be formed into a separate company and allowed to elect their own officers.

It is the desire of the Faculty and Board of Trustees that all the male pupils of the proper age join the Military Department. The value

of the drill in developing an erect and gentlemanly carriage, and in counteracting the stooping effect produced by bending over the desk in the act of study, is very great. It gives to the Cadets three-fourths of an hour, three days each week, in the open air as a relief from the study hall, and, in addition, gives them a knowledge of military matters that in case of war, or domestic violence, or insurrection, would be of great value to themselves and to their country.

The time available for instruction in this Department is necessarily limited, and varies considerably with the weather and circumstances. The courses have been planned to suit these conditions and embody what, for want of a better general distinction, may be termed essential and auxiliary features.

Under the former we include all that knowledge which would best prepare the student to render efficient *practical* service; as a company officer or non-commissioned officer of the State militia; as an organizer of the same in case of necessity, and as a member of—very much the largest and most important component of every great army—the Volunteer Infantry.

The auxiliary features comprise subjects designed to arouse and enhance in the students a desire for military knowledge, and may include anything calculated to stimulate them to further study of military subjects, and increase their interest in and taste for military affairs and service.

For us, under our conditions and limited time, the making of the former a first consideration seems the wisest course to pursue and most likely to result in practical benefit to the country. Hence, when the conditions happen to be unfavorable, only so much time is devoted to the auxiliary kind of instruction as can be spared from that which is considered more important.

---

### COURSE—FALL TERM, 1888-89.

#### PRACTICAL INSTRUCTION.

INFANTRY TACTICS.—School of the Squad; Manual of Arms; School of the Company; Skirmish Drill; Battalion Drill; Honors, Salutes, etc.; Ceremonies, etc.; Competitive Drills.

ARTILLERY TACTICS.—Manipulation and Service of Piece.

CAVALRY TACTICS.—Sabre exercise.

BLUNT'S RIFLE FIRING.—Aiming Drills, Position Drills, Estimating distances, and Firing on Range.

THEORETICAL INSTRUCTION.

INFANTRY TACTICS.—Recitations and written examinations.

LECTURES.—On regulations, military discipline, customs of service, and target practice.

FORMATION OF BATTALION.

Captains.—Galbraith, J. T.	Sergeants.—Shinn, S. H.
Warren, D. W.	Hamill, C. M.
Dunaway, E. T. (Adjt.)	Curty, L. D.
Hinchcliff, W. W.	Felts, W. T.
Goodnow, P. P.	Lawrence, J. H.
1st Lieuts.—Salter, J. C.	Beman, G. W.
Whitney, W. B.	McMackin, F. G.
Keesee, H. W. (Q. M.)	Corporals.—Lipe, H.
Dewey, C. R.	Patten, A. E.
2d Lieuts.—Young, W. A.	Meyers, F. W.
Campbell, H. B.	Bliss, A. L.
Blanchard, G.	Easterly, E. H.
1st Sergts.—Merrick, C. H.	Hamill, C. P.
Steele, R. E.	Goodall, J. R.
Teeter, G. H.	Whelpley, T. L.
Sergeants.—Stout, L. A.	Curlee, C.
Galbraith, C. M.	Bumpus, W. T.
Anderson, G. T.	Gambach, J.
Stock, C. E.	Hinchcliff, W. H.
Privates.—Allen, H. E.	Privates.—Campbell, J. G.
Allen, L. R.	Crawshaw, J. R.
Anderson, S.	Curtis, F. G.
Anderson, S. McN.	Custer, W. M.
Applegath, J.	Dewey, J. McF.
Ashley, W. H.	Finn, S. N.
Batka, J. H.	Friar, M.
Boyd, J. W.	Gilbert, J.
Brantley, J. H.	Grammer, T. H.
Brewster, T. H.	Hamill, R. E.
Bridges, D. Y.	Hill, W.
Brown, W. H.	Hinchcliff, E. A.
Brummett, D. R.	Hodson, D.
Brush, G. M.	Hord, R.
Brush, S. G.	Hord, T. F.

Privates.—Huff, J. P.	Privates.—Peterson, G.
Jones, A.	Phifer, E.
Jones, E. M.	Phifer, L.
Kell, A. B.	Porter, A. B.
Kell, L. S.	Price, C. S.
Kell, O. A.	Prickett, G.
Kerby, M. M.	Purdy, W. C.
Kimsey, R. D.	Pyatt, R. I.
Klein, H. J.	Rapp, C. R.
Kniseley, M. S.	Renro, R. E.
Ledbetter, W.	Russell, W. A.
Lindley, J. W.	Schwalm, H. W.
Mercer, H. V.	Snider, E. E.
Meyer, A.	Snider, E. L.
McGuire, A. H.	Thresher, C. H.
McKean, A. G.	Thresher, J. R.
Montroy, S.	Towle, R. S.
Nordmann, G. R.	Walker, F. E.
North, G. H.	Weller, R. M.
Patten, E. S.	Weidemann, C. W.
Peebles, R. R.	Wilson, R. E.
	Total, 110.

### COURSE—WINTER TERM, 1888-89.

(Open to old cadets only.)

#### PRACTICAL INSTRUCTION.

BLUNT'S RIFLE FIRING.—Sighting and aiming drills, Position drills, and Gallery practice.

#### THEORETICAL INSTRUCTION.

INFANTRY TACTICS.—Recitations and examinations.

MILITARY CODE OF ILLINOIS.—Recitations and instructions in use of blank forms pertaining to the Illinois National Guard.

LECTURES.—On Military Subjects.

ESSAYS.—(By students) on Military Subjects.



ENROLLMENT.—BATTALION NOT FORMED.

Captains.—Warren, D. W.	Sergeants.—Stock, C. S.
Hinchcliff, W. W.	Shinn, S. H.
Goodnow, P. P.	Felts, W. T.
Keesee, H. W. (Adjt.)	Lawrence, J. H.
1st Lieuts.—Salter, J. C.	Beman, G. W.
Whitney, W. B.	McMackin, F. G.
Dewey, C. R.	Corporals.—Lipe, H.
2d Lieuts.—Campbell, H. B.	Patten, A. E.
Blanchard, G.	Bliss, A. L.
1st Sergts.—Merrick, C. H.	Easterly, E. H.
Teeter, G. H.	Hamill, C. P.
Galbraith, C. M.	Bumpus, W. T.
Privates.—Adams, R. N.	Privates.—Hinchcliff, E. E.
Allen, H. E.	Holbrook, J. H.
Allen, L. R.	Hord, R.
Anderson, S. M.	Hord, T. F.
Ashley, W. H.	Hughes, E. C.
Baker, J. L.	Johnson, J. R.
Batson, G. W.	Jones, A.
Beecher, A. M.	Jones, E. M.
Borger, B.	Kell, A. B.
Boyd, J. W.	Keown, H. W.
Brewster, T. H.	Kerby, M. M.
Bridges, D. Y.	Klein, H. J.
Bristow, S. A.	Kniseley, M. S.
Brush, S. G.	Ledbetter, W. R.
Bryden, W. O.	Meyer, A.
Campbell, J. B.	McGuire, A. H.
Custer, W. M.	McKean, A. G.
Curtis, F. G.	Nordmann, G. R.
Crawshaw, A. H.	Patten, E. S.
Dewey, J. McF.	Peebles, R. R.
Edwards, J. H.	Porter, A. B.
Galbraith, W. R.	Porter, W. A.
Grammer, T. H.	Prout, J. A.
Hagler, G. L.	Rapp, C. R.
Hamill, R. E.	Renfro, R. E.
Helms, H. L.	Snider, E. E.
Hinchcliff, E. A.	Snider, E. L.

Privates.—Steele, J. R.	Privates.—Walker, F. E.
Stone, H. E.	Waller, E.
Thomas, W. W.	Whitaker, W. F.
Thresher, C. H.	Woosley, A. P.
Thresher, J. R.	Total, 87.

COURSE.—SPRING TERM, 1888-89.

PRACTICAL INSTRUCTION.

INFANTRY TACTICS.—School of the Squad; Manual of Arms; School of the Company; Skirmish Drill; Battalion Drill; Honors, Salutes, etc. Ceremonies, etc.; Firing with blank cartridges; Sham Battles and Competitive Drills for prizes.

ARTILLERY TACTICS.—Manipulation and Service of Piece; Firing with blank cartridges; Salutes and Sham Battles.

CAVALRY TACTICS.—Sabre exercise.

THEORETICAL INSTRUCTION.

INFANTRY TACTICS.—Recitations and examinations.

LECTURES.—On Regulations, Military discipline, and Military customs.

FORMATION OF BATTALION.

Captains.—Hincheliff, W. W.	Sergeants.—Batson, G. W.
Goodnow, P. P.	Bliss, A. L.
Salter, J. C.	Bumpus, W. T.
Dewey, C. R.	Crouch, J. T.
1st Lieuts.—Teeter, G. H.	Renfro, R. E.
Galbraith, C. M.	Peebles, R. R.
Stock, C. E.	Thresher, C. H.
Bryden, W. O. (Adjt.)	Thresher, J. R.
Whitaker, W. F. (Q.M.)	Holbrook, J. H.
2d Lieuts.—Shinn, S. H.	Waller, E.
Lawrence, J. H.	Snider, E. E.
Beman, G. W.	Pitts, B. H.
1st Sergts.—McMackin, F. G.	Corporals.—Walker, F. E.
Patten, A. E.	McKean, A. G.
Merrick, C. H.	Galbraith, W. R.

Corporals.—Kell, O. A.  
 Ross, A. L.  
 Meyer, A.  
 Boyd, J. W.  
 Bridges, D. Y.

Corporals.—Brantley, J. H.  
 Nordmann, G. R.  
 Porter, A. B.  
 Hincheliff, E. A.

Privates.—Adams, R. N.  
 Allen, W. F.  
 Ashley, W. H.  
 Baker, J. L.  
 Brown, A. V.  
 Brush, S. G.  
 Campbell, J. G.  
 Chew, F.  
 Crabtree, E. J.  
 Crispin, W. H.  
 Davis, R. L.  
 Dewey, J. McF.  
 Friederich, J. L.  
 Fyke, G. E.  
 Gill, T. W.  
 Harris, H.  
 Hayden, W. T.  
 Martin, G. E.

Privates.—Meneely, J. H.  
 Mount, J. L.  
 Nelson, J. J.  
 North, J. M.  
 Parkinson, F. A.  
 Porter, W. A.  
 Pugh, C. H.  
 Rapp, C. R.  
 Ragsdale, S. C.  
 Ritter, C. J.  
 Russell, W. A.  
 Seawell, C. L.  
 Sinks, J. H.  
 Sivia, M.  
 Stich, O. O.  
 Whitchurch, J. E.  
 Woosley, O. P.

Total, 74.

Total for year by terms, 271.

## PEDAGOGICAL COURSE.

## THEORETICAL AND PRACTICAL.

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 application 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 of 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 may 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 time, 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 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, op-

portunity 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 other 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 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 be legibly written, with due regard 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 letters and 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, cities and railroads. To this should be added a few points of historical interest.

6. In arithmetic, as far as roots, with especial 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 most 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 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 our civil war. Also the history of England in brief as to the period of discoveries and settlements, the revolution of 1688, and the revolution 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 their combinations and to analyze the salts of common substances; and in addition, 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, 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, Hall of John Hopkins University, Payne, Quick, Rosenkranz, and other works on Pedagogy.

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 and 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 CABINET.

In the first story a large and 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 sincere 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 attach-

ments; 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 qualitative analysis of salts, oils, waters, 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 class in trigonometry and surveying are required to use constantly.

#### LIBRARY AND WORKS OF REFERENCE.

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

The Library proper occupies spacious rooms, and is well furnished. The Library and reading room are open a large part of each school day for students. The Library contains about 8,000 volumes, including a professional library for teachers.



### CONDITIONS OF ADMISSION.

---

To be entitled to admission to the Normal Department, ladies must be sixteen years of age, and gentlemen seventeen. They must be of good moral character, and a certificate to that 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 good behavior.

---

### SUGGESTIONS.

---

We do 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 school a day. The regular calisthenic exercise or the military drill will give you health for consecutive study, and by habitual application you will acquire facility for labor, and will accomplish more than you would have believed.

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

Every young lady should be provided with an umbrella, a waterproof cloak, and low-heeled walking shoes of ample size, and good rubber overshoes. Young men also need umbrellas and overshoes.



---

### LITERARY SOCIETIES.

---

The students have organized two Literary Societies for the purpose 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. They have elegant rooms, admirably fitted and furnished. They represent the energy of the students and show their devotion to the practical preparation for the public duties of life.

---

### LOCATION, ETC.

---

Carbondale is a city of 3,000 inhabitants, healthful and beautiful, with a refined and cultured people. It is easy of access, and offers inducements for board and social advantages beyond most places. It has, perhaps, fewer temptations to idleness and 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 and Grand Tower, and the Cairo Short Line railroads afford ample facilities for convenient access.

---

## TO STRANGER STUDENTS.

---

To those who come to the city entire strangers the Young Men's Christian Association and the Young Women's Christian Association will give you a cordial welcome. Both these Associations render efficient help to all who come here to enter as students, directing them to boarding places, giving them such information as they need, and assisting them to form proper friendships and church relationships, if they desire. Committees of the Associations are at the station on the arrival of the incoming trains at the beginning of each term. They render valuable aid to strangers.

---

## EXPENSES.

---

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 twelve weeks. Tuition in Normal Department, \$9 and \$6; Preparatory Department, Grammar School, \$6 and \$4, and \$4 and \$3, and in the Intermediate and Primary Schools, \$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 book stores at reasonable rates.

A successful club has been carried on during the year now closing in which prices—including all expense—have ranged from \$2.00 to \$2.50 per week.

ALUMNI.

1876.

NAME.	OCCUPATION.	ADDRESS.
Brown, John N.....	Teacher and Farmer.....	Walshville.
Caldwell, Beverly.....	Taught since Graduation.....	Glasgow, Mo.
Hawthorn, John C.*.....	Lawyer .....	.....
Ross, George C.....	Taught 5 years. Lawyer.....	Benton.
Wright, Mary.....	Taught 2½ years.....	Cobden.

1877.

Barnes, Belle D. †.....	} .....	Bloomington.
Mrs. Dr. Green.....		
Burton, Arista.....	Taught since Graduation.....	Mt. Vernon.
England, James H.....	Teacher and Farmer.....	Carbondale.
Warder, William H.....	Taught 3 years. Lawyer.....	Marion.

1878.

Caldwell, Delia.....	Taught 3 years.....	Carbondale.
Courtney, Alva C.....	Taught since Graduation.....	Golden City, Col.
Evans, Charles E.*.....	Taught 3 years. Minister.....	.....
Hanna, James A.....	Taught 2 years. Merchant.....	Salttillo, Tenn.
Hillman, Orcelia B.....	} Taught 4 years.....	Sedgwick, Kan.
Mrs. Merrill.....		
Jackson, Sarah E †.....	} .....	Du Quoin.
Mrs. Kimmel.....		
Kennedy, George R †.....	Taught 1 year. Merchant.....	Murphysboro.
McAnally, John T.....	Taught 4 years. Physician.....	Carbondale.
McAnally, Mary C.....	Taught 10 years.....	Carbondale.
Pierce, Edward R.....	Taught 2 years. Minister.....	Bone Gap.
Plant, Richmond †.....	Lawyer.....	St. Louis, Mo.
Robinson, Edward H.....	Physician.....	Lawrenceville.
Thompson, David G.....	T'ght 3 yrs; Co. Supt. 3 yrs; Lawyer....	Golconda.

1879.

Burnett, Andrew C †.....	Lawyer.....	Lamar, Mo.
Farmer, George H. C.....	Taught since Graduation.....	Okawville.
McCreery, Ida M*.....	Taught 3 years.....	.....
Phillips, Lyman T.....	Taught 2 years. Dentist.....	Nashville.

\*Deceased.

†Paid tuition.

## 1880.

Bruck, Lauren L.....	Taught since Graduation.....	Arrowsmith.
Gray, Joseph.....	Taught since Graduation.....	Anna.
Heitman, Lewis.....	Taught 4 years.....	California.
Hull, Charles E.....	Merchant.....	Salem.
Kimmel, Henry A.....	Taught since Graduation.....	Wamego, Kan.
Mann, Wallace E.....	Taught 3 years. Sec'y Y. M. C. A.....	Decatur.
Ogle, Albert B†.....	Journalist and Farmer.....	Belleville.
Rentchler, Frank P.....	Manufacturer.....	Belleville.
Sheppard, Lizzie M.....	Taught 7½ years.....	Carbondale.
Warder, Gertrude A.....	} Taught 7 years.....	Chicago.
Mrs. Michelet.....		

## 1881.

Burton, Charles H.....	Lawyer.....	Mt. Vernon.
Hughes, William F.....	Taught 6 years.....	Murphysboro.
Karraker, Henry W.....	Teacher and Farmer.....	Dongola.
Lorenz, John W.....	Taught 4 years. Druggist.....	Evansville, Ind.
Marshall, Oscar S.....	Telegrapher.....	Willis, Kan.
Marshall, Thomas S.....	Banker.....	Salem.
Sowers, Mary A.....	Taught 5 years.....	Jonesboro.
Ward, Edward I.....	Taught since Graduation. Co. Supt.....	Tamaroa.

## 1882.

Atkins, Wezette.....	} .....	Ottawa, Kan.
Mrs. Parkinson.....		
Deardorff, Lizzie M.....	Taught since Graduation.....	Ashland, Kan.
Ennison, Walter J.....	Lawyer.....	Chicago.
Goodall, Adella B†.....	} Taught 3 years.....	Carbondale.
Mrs. Mitchell.....		
Krysher, Alice.....	} Taught 4 years.....	Jackson Co.
Mrs. Livingstone.....		
Mead, Albert E.....	Lawyer.....	Anna.
Parkinson, Arthur E†.....	Lawyer.....	Kansas City, Mo.
Stewart, Henry A†.....	Merchant.....	Albion.
Wood, John W.....	Taught since Graduation.....	Cobden.

## 1883.

Alexander, Franklin M.....	Taught 2 years. Minister.....	Murphysboro.
Bain, William B†.....	Merchant.....	Vienna.
Bryden, Maggie.....	Taught since Graduation.....	Danville.
Buckley, Alice M.....	} Taught 2 years.....	Murphysboro.
Mrs. Alexander.....		
Fager, Daniel B.....	Taught since Graduation.....	Collinsville.
Houts, M. Lily.....	Taught 3 years.....	Olney.
Kimmel, Belle.....	Taught 3 years.....	Elkville.
Marten, John.....	Taught since Graduation.....	Decatur.
Nave, Della A.....	Taught 4 years.....	Carbondale.
Sprecher, Edgar L.....	Taught 5 years.....	Nogales, Arizona.

## 1884.

Aikman, Fannie A.*.....	} .....	.....
Mrs. Kimmel.....		
Beesley, Alicia E.....	Taught since Graduation.....	Linn.



Buchanan, Clara J. ....	}	Taught 2 years.....	Carbondale.
Mrs. Merrimon.....			
Buchanan, George V.....		Taught since Graduation.....	Carbondale.
Buchanan, Mary.....		Taught since Graduation.....	Effingham.
Burket, Anna L.....		Taught 1 year.....	Carbondale.
Cawthon, Christopher C.....		Taught since Graduation... .	Wichita, Kan.
Duff, May B*.....		Taught 1 year.....	
Gill, Joseph B†.....		Lawyer. Member Gen'l Assembly....	Murphysboro.
Hendee, Lu Bird.....		Taught since Graduation.....	Vandalia.
Hileman, Philetus E.....		Taught 1 year. Lawyer.....	Ft. Smith, Ark.
Jenkins, John H.....		Taught since Graduation. Co. Supt..	Elizabethtown.
Lightfoot, Richard T.....		Taught 2 years. Lawyer.....	Carbondale.
Ridenhower, Carrie L*.....	}	Taught 4 years.....	
Mrs. Mount.....			
Thomas, Maud*.....		Taught 4 years.....	
Treat, Charles W.....		Taught 2 years. Student.....	Greencastle, Ind.

1885.

Bryden, Helen.....		Taught 4 years.....	Carbondale.
Buckley, Mary I.....	}	Taught 1 year.....	Freeport.
Mrs. Warner.....			
Dunaway, Ada L†.....		At Home....	Carbondale.
Fringer, William F.....		Physician.....	Pana.
Hull, Gertrude†.....		At Home.....	Carbondale.
Lacey, Rurie O.....		Taught 2 years. Physician.....	Elizabethtown..
Lancaster, Tilman A.....		Taught 3 years. Lawyer.....	Chat'nooga, Tenu.
Miller, John E.....		Taught since Graduation.....	Collinsville.
Robarts, Mary A.....		Taught 3 years.....	Carbondale.
Thomas, Kate.....		Taught 3 years.....	Carbondale.

1886.

Allen, Sarah A.....	}	Taught 1 year.....	Du Quoin.
Mrs. Crenshaw.....			
Barber, Florence M.....		Taught since Graduation. ....	Minneapolis, Min.
Brown, Adella A.....		Taught since Graduation. Mission'y..	Luxar, Egypt.
Fryar, Minnie J.....		Taught since Graduation.....	Carbondale.
Fulton, Alexander H.....		Taught 2 years.....	Arizona.
Hord, Kittie E.....		Taught since Graduation.....	Charleston.
Hundley, Ella.....		Taught since Graduation.....	Denton, Tex.
Kennedy, Maggie.....		Taught since Graduation.....	San Antonio, Tex.
Loomis, Carrie I.....	}	Taught 1 year.....	Thompsonville.
Mrs. McCreery.....			
McAnally, Fanny D.....	}	Taught 3 years.....	Collinsville.
Mrs. Fager.....			
Nichols, Louella†.....		Taught 2 years.....	Carlyle
Storment, Edgar L.....		Taught 2 years.....	Arizona.
Williams, Cora.....	}	Taught 2 years.....	Pomona, Cal.
Mrs. Wiley.....			

1887.

Allen, Robert M†.....		Lawyer.....	Springfield.
Blair, Carrie.....		Taught since Graduation.....	Olathe, Kan.
Bryden, J. Rockwell†.....		At Home.....	Carbondale.



Campbell, Harmon M†	Merchant	Carbondale.
Cleland, Clara B.	} Taught 1 year	Des Plaines.
Mrs. Strong		
Cleland, May	Taught since Graduation	Des Plaines.
Cowan, David J.	Taught since Graduation	Washington Ter.
Glick, Albin Z.	Merchant	Carbondale.
Goodall, Samuel H.	Taught since Graduation	Marion.
Harmon, Mark D.	Taught since Graduation	Grayville.
Hawkins, Cicero R.	Lawyer	Carbondale.
Hewitt, Emma L.	Teaching	Hickman, Ky.
Hill, Mary A.	Taught since Graduation	Foxville.
Hundley, Nannie	Taught since Graduation	Enfield.
Johnston, Lewis E.	Taught 1 year. Student of Law	Kansas City, Mo.
Kirkpatrick, James H.	Taught since Graduation	Squak, W. T.
Lawrence, Bertha	Taught 1 year	Champaign Co.
McMackin, Edward G.	Taught since Graduation	Patoka.
Phillips, Louise E.	Taught since Graduation	Cairo.
Ripley, Charles H.	Lawyer	Chicago.
Scott, Luther T.	Taught 1 year	Springfield.
Searing, Harry	At Home. Lumberman	Carbondale.
Sebastian, Julia A.	Taught since Graduation	Chester.
Smith, Seva A.	At Home	Carbondale.
Snyder, Lydia E.	Taught since Graduation	Collinsville.
Tait, Minnie A.	At Home	Carbondale.
Turner, George T.	Taught 2 years. Student of Law	Vandalia.
Wham, Steuben D.	Taught since Graduation	Tamaroa.

## 1888.

Bribach, Catharine J.	Taught since Graduation	Cairo.
Baumberger, Lulu	Taught since Graduation	Greenville.
Hall, William H.	Taught since Graduation	Carbondale.
Hickam, Ada	Taught since Graduation	Mount Carbon.
Johnson, Callie E.	At Home	Carbondale.
Leary, Mary	Taught since Graduation	Makanda.
Lindsay, David W.	Taught since Graduation	Greenville.
Morgan, Charles M.	Student of Law	Ann Arbor, Mich.
Reef, William A.	Taught since Graduation	Harrisburg.
Richards, Kate E.	Taught since Graduation	Delphos, Kan.
Street, Jasper N.	Taught since Graduation	Kinmundy.
Trobaugh, Frank E.	Taught since Graduation	Jackson Co.
Wham, Maggie	At Home	Foxville.

CALENDAR FOR 1889-1890.

---

Fall term begins Monday, September 9—ends Thursday, December 19, 1889.

Holiday Recess begins December 20, 1889, and ends January 4, 1890.

Winter Term begins January 6, 1890, and closes March 20, 1890.

Spring Term begins March 24, 1890, and closes June 12, 1890.

Examinations for the year begin June 9, 1890.

Annual Commencement, June 12, 1890.

## CORRIGENDA.

---

See Time Table, page 41.

---

*Fall Term.*—The A Language should be the 6th Hour.

*Winter Term.*—The A Arithmetic should be the 2d, the C Pedagogy the 3d, and the B Pedagogy the 6th Hour.

—THE—

# Normal ∴ Gazette

—IS A—

MONTHLY EIGHT-PAGE PAPER,

Published at the Southern Illinois Normal University.

---

Each issue contains educational articles from the pens of the Faculty and Alumni, and other noted educators; University notes; notices of old students, their whereabouts and doings; Alumni items and personals; a brief review of the educational topics of the day, etc.

J. T. GALBRAITH, Editor and Publisher.

---

*Subscription price, 50 cents a year, in advance.*

---

All communications should be addressed to

NORMAL GAZETTE, CARBONDALE, ILL.







