
SANDERS

TWENTY-FIFTH

Annual Catalog

OF THE

Southern Illinois

State Normal University

CARBONDALE

1898-99

PUBLISHED BY THE UNIVERSITY.

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1899

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1899	Sun.	Mon.	Tue.	Wed.	Thur	Fri.	Sat.
July.	..	..	..	..	..	..	1
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Oct.	1	2	3	4	5	6	7
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1900	Sun.	Mon.	Tue.	Wed.	Thur	Fri.	Sat.
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◆ Opening day of Term. ● Closing day of Term.

HISTORY.

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

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

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

The citizens kindly offered the use of rooms in some of the business blocks, which the trustees accepted, and the

school went on with regular recitation work, with an actual loss of less than two days. In the meantime, a plan was proposed for a temporary school building, and in less than sixty days a building was completed containing fourteen rooms, and the Normal School began its wonted duties in this, its temporary home.

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

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

AIMS.

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

First, the public schools, whose aim is the promotion of good citizenship by securing to all the people the intelligence, morality, and patriotism which are essential to the existence and progress of the State. *Second*, colleges and universities, whose object is the general and full development implied in complete manhood and in the best preparation for professional life. *Third*, professional and polytechnic schools, in which the student is helped in his preparation for his chosen life-work. *Fourth*, such institutions as the Royal Society of Great Britain, the Sorbonne of France, and our own Smith-

sonian Institute, which have for their special object the advancement of science and art. This Normal University belongs to the third class; it aims to give the best mental and professional equipment for teaching.

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

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

GENERAL INFORMATION.

Location, Etc.

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

University Calendar.

Fall Term begins Tuesday, September 12, and closes Thursday, December 21, 1899.

Winter Term begins Tuesday, January 2, and closes Thursday, March 22, 1900.

Spring Term begins Tuesday, March 27, and closes Thursday, June 14, 1900.

Length of Terms: Fall, 15 weeks; Winter, 12; Spring, 12.

Closing Examinations for 1899, begin June 8; for 1900, June 7.

Commencement for 1899, June 15; for 1900, June 14.

Terms of Admission.

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

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

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

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

Graduates of high schools accredited by the University of Illinois will receive a credit of one year's work on our course of study, excepting all professional work. This credit of one year's work will include a sufficient number of the fol-

lowing studies: B Arithmetic, B Reading, B Geography, Penmanship, B History, Physiology, C Algebra, B Grammar, Bookkeeping, B Zoology, B Botany, B Physics, Civil Government, General History, C Geometry, B English Literature, and three terms of Latin.

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

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

Those who fulfill other conditions and have an average grade of 85 or more are placed in the Normal department; those whose grades are 70 or above and less than 85, are entered in the preparatory classes; but those who fall below 70 will not be admitted unless their ages would locate them in the Model school.

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

Expenses.

TUITION.

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

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

The first three grades, no fee.

BOARDING.

Board can be had in good families in Carbondale at rates varying from $3.00 to $3.50 per week; and by self-boarding, or by boarding in clubs, the cost may be reduced to $2.25 per week. Two clubs are in successful operation. The whole expense of boarding and tuition may be reduced to $100.00 per year.

BOOKS.

Books are sold at the book stores of the town at reasonable prices. The institution does not deal in text-books.

Physical Training.

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

Spelling,

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

English Composition.

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

Instrumental Music.

This department was created two years ago. A superior piano was purchased and the work put in the hands of a special instructor. Tuition for special students in music, two lessons per week for the fall term, $9. For each of the other terms, $7.50 each. To students taking other work in the school the tuition one-half of the above rate.

Diplomas.

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

Discipline.

Progress in all government has been toward self-government; this is by self-activity, not by repression from others. Poor teaching requires much discipline. In a Normal School, discipline is at a minimum because the students are there for a purpose they appreciate.

Museum.

The museum is now to be found in the northeast corner of the new building on the second floor in a room 50 by 60 feet, where are cabinets and natural history material for the use of the school.

The department of geology contains a collection of minerals representing the different geological ages or periods, and these periods are fairly represented by fossils. Many of the specimens have one face polished. There is a large series of typical minerals, besides the working material for laboratory use; and one case contains representative gold and silver ores from about one hundred and fifty mines in Central Colorado.

The herbarium contains several thousand specimens of mounted plants, both foreign and domestic. A large number of the foreign species are the typical Linnean species.

The insect cabinet contains several thousand species, representing all the orders of insects. In Lepidoptera, beside the regular cabinet series of specimens, there are several hundred butterflies and moths in the new Denton Butterfly Tablets, put up in this way for class use.

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

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

Besides the above, there is a large series of archeological specimens, illustrating the arts of the original inhabitants of this country.

Apparatus.

The value of illustrative apparatus can scarcely be overestimated. The institution has recognized this fact from the first. The General Assembly has from time to time made ample appropriations for this purpose. The new building, recently completed, provides for a larger use of apparatus, more especially in the line of individual research. To supply this demand the legislature has again responded in a liberal manner, and the laboratories are fitted up with a full equipment of appliances for doing excellent work in each department.

But the science instruction is not confined to the new building; in the model school careful teaching is done in this line, using, however, the material of the museum and laboratories for their study.

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

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

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

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

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

The department of history has received its share of facil-

ities for illustration in the line of globes, maps, a case of historical relics, souvenirs of travel, and recently by the purchase of many historic views.

Library and Works of Reference.

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

The library proper occupies a spacious room; it is well furnished, and is open all of each school day, and from nine to twelve on Sundays. The library contains now nearly 15,000 volumes, including a professional library for teachers rarely equaled in an institution of this kind.

Literary Societies.

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

Christian Associations.

The Young Men's Christian Association and the Young Women's Christian Association each has a well conducted organization, which meets weekly in a room fitted for their use; their committees look after new students upon their arrival and those who may be sick while attending school, and in many ways minister to the wants of their fellow students.

DEPARTMENTS AND COURSES OF STUDY.

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

The Normal Department

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

The methods of our teaching are distinctively Normal. What the student is required to learn, and the methods of

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presenting it, are both designed to give him, who intends to become a teacher, the philosophy of learning and remembering, and the philosophic manner of imparting knowledge and securing discipline.

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

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

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

2. THE ENGLISH-LATIN OR GERMAN COURSE is a four years' course and is the same as the English, with the addition of four years of Latin or German, geology, astronomy, and geometry.

3. THE PROFESSIONAL COURSE. This course enables the college graduate, or any one equally well qualified, to take all the professional work in one year. This gives an opportunity to review the common school branches, if necessary, and includes psychology, pedagogy, practice teaching,

drawing, and method work in all the common school branches.

The Preparatory Department.

This course is for those who have completed the eight grades in the Model School or in the common schools, but who are not sufficiently mature to enter the higher classes. The studies in this course are such as this class of students may require, and will cover about one year's work, more or less, depending upon the strength and age of the pupil.

The Model School

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

COURSES OF STUDY.

English Preparatory.

Fall Term.	*Winter Term.*	*Spring Term.*
HOUR. STUDY.	HOUR. STUDY.	HOUR. STUDY.
2 C Physics.	3 B Zoology.	3 B Geography.
4 D Algebra.	4 D Arithmetic.	4 C Arithmetic.
5 C Grammar.	5 C History.	1 B Botany.
6 C Geography.	6 C Reading.	7 B Reading.

Latin or German Preparatory.

1 J Latin.	1 I Latin.	1 H Latin.
4 D Algebra.	4 D Arithmetic.	3 B Geography.
5 C Grammar.	5 C History.	4 C Arithmetic.
6 C Geography.	6 C Reading.	7 B Reading.

Professional Course.

1 A Geography.	2 A History.	2 A Grammar.
3 C Pedagogy.	3 B Psychology.	3 A Psychology.
4 Practice.	4 B Drawing.	4 A Drawing.
5 A Arithmetic.	5 Practice.	5 Practice.
7 A Reading.	7 B Pedagogy.	7 A Pedagogy.

English Course.

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FIRST YEAR.

1 B Arithmetic.	1 B History.	1 English Authors.
3 B Grammar.	3 A Arithmetic.	2 A Grammar.
4 Physiology.	4 B Drawing.	4 A Drawing.
6 E Pedagogy.	6 D Pedagogy.	5 C Pedagogy.
7 C Drawing.	7 A Reading.	6 A Geography.

SECOND YEAR.

Fall Term.	*Winter Term.*	*Spring Term.*
1 C Algebra.	1 B Algebra.	1 A Algebra.
2 Civics.	2 A History.	3 Elocution.
4 Practice.	4 Practice.	4 Practice.
5 Sch'l Law.	5 Vocal Music.	5 Bookkeeping.
6 & 7 Chemistry.	6 & 7 Zoology.	6 & 7 Botany.

THIRD YEAR.

1 Rhetoric.	2 B Geometry.	1 English Analysis.
2 C Geometry.	3 B Psychology.	3 A Psychology.
5 General History.	4 Eng. Hist. & Lit.	4 Eng. Hist. & Lit.
6 & 7 A Physics.	7 B Pedagogy.	7 A Pedagogy.

NOTE.

1. German—Substituted for the Latin in the Latin Course.

2. Physical Training—Required while in Preparatory work, and First Year Normal in both courses.

3. English Composition—In the place of Physical Training one day of each week in first year Normal.

4. Spelling and Writing—In Preparatory Course till excused.

5. Greek and Advanced Latin—Upon sufficient demand.

6. Trigonometry and Surveying.

Latin or German Course.

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FIRST YEAR.

Fall Term.	*Winter Term.*	*Spring Term.*
HOUR. STUDY.	HOUR. STUDY.	HOUR. STUDY.
1 B Arithmetic.	1 B History.	1 English Authors.
2 G Latin.	2 F Latin.	2 A Grammar.
3 B Grammar.	3 A Arithmetic.	3 E Latin.
6 E Pedagogy.	4 B Drawing.	4 A Drawing.
7 C Drawing.	6 D Pedagogy.	6 A Geography.

SECOND YEAR.

1 C Algebra.	1 B Algebra.	1 A Algebra.
2 Civics.	2 A History.	3 Elocution.
3 Latin.	3 C Latin.	4 B Latin.
4 Physiology.	5 Vocal Music.	5 C Pedagogy.
5 School Law.	7 A Reading.	7 Bookkeeping.

THIRD YEAR.

1 Rhetoric.	3 B Psychology.	3 A Psychology.
4 Practice.	4 Eng. Hist. & Lit.	4 Eng. Hist. & Lit.
5 A Latin.	5 Practice.	5 Practice.
6 & 7 Zoology.	6 & 7 Chemistry.	6 & 7 Botany.

FOURTH YEAR

2 C Geometry.	1 Geology.	1 English Analysis.
4 Eng. Literature.	2 B Geometry.	2 A Geometry.
5 General History	6 Physical Geography.	5 Astronomy.
6 & 7 A Physics.	7 B Pedagogy.	7 A Pedagogy.

PROGRAM OF RECITATIONS—FALL TERM.

1						2C Alg	J Latin†	3 Rhetoric		1B Arith	Phys. Tr.	†C Physics
2					2 Civics	3C Geom.	G Latin 1.				Phys. Tr.	
3		1B Gram.		1B Draw.*			D Latin 2.	2 Elocu...†	1C Ped. 2*		Phy. Tr.	
4			1Physiol. 2		1B His.*	†D Alg.	G Germn. 1	Eng. Lit. 4			Phys. Tr.	
5		†C Gram.					A Latin 3.	1 Eng. Com	2 Sch'l Law	3 Gen. Hist. 4.	Phys. Tr.	
6			2A Zool. 3		†B Geog.*		D Germ. 2.		1E Ped.	†C Geog.	Phy. Tr.	3A Phys. 4
7			2A Zool. 3	1C Draw.			J Germ.†	†C Read*			Phy. Tr.	3A Phys. 4

WINTER TERM.

1					1B Hist.	2B Alg.	I Latin†			1B Arith.*	Phys. Tr,	Geol. 4
2		1B Gram.*			2A Hist.	2B Geom.	F Latin 1.				Phys. Tr.	
3	3B Psy		†B Zool			1A Arith.	C Latin 2.				Phys. Tr.	
4				1B Draw.	3Eng. Hist		C Germ. 2.	3 Eng. Lit.		†D Arith.	Phys. Tr.	
5				1A Draw.	2Voc. Mus.		A Germ. 3,	1 Eng. Com		†C Hist.	Phys. Tr.	
6		†C Gram.*	2A Zool.*		Phys. Geog. 4		F Germ. 1.	†C Read.	1D Ped.		Phys. Tr.	2 Chem. 3.
7			2A Zool.*				I Germ. †.	1A Read. 2.	3B Ped. 4.		Phys. Tr.	2 Chem. 3.

SPRING TERM.

1		3Eng. Anal. 4	†Botany.	1C Draw		2A Alg.	H Latin†.	1Eng. Auth.	1E Ped.*	1B Arith.*	Phys. Tr.	
2		1A Gram.	1Physiol 2*			2A Geom.	B Germ. 2				Phys. Tr.	
3	3A Psy.	1B Gram.*		1B Draw.*	†B Geog.	1A Arith.*	E Latin 1.	2Elocu...		1B Hist,	Phys. Tr.	B Phys*
4				1A Draw.	3Eng. Hist		B Latin 2.	3Eng. Lit.		1C Arith.	Phys. Tr.	B Phys. *
5							E Germ. 1.	1 Eng. Com	1C Ped. 2.		Phys, Tr.	
6			2A Bot. 3.		1A Geog.						Phys. Tr.	Astron. 4.
7			2A Bot. 3.				H Germ.†.	1B Read.	3A Ped. 4.		Phys. Tr.	2Book-kg.

Explanation of symbols { *Irregular classes. †Preparatory classes.

Numbers { On the left only, No. of year in both courses. On the right only, No. of year in Latin course.

SYLLABUS OF WORK.

Psychology.

D. B. PARKINSON.

(B) MCLELLAN AND DEWEY—The eighth term is occupied in the use of McClellan's Applied Psychology.

Special emphasis will be given to the discussion of the relation of Psychology to education. Without doubt, the practical teacher is more in need of a knowledge of the principles that underlie the correct methods of imparting knowledge than he is in the more remote problems that concern the student of philosophy.

While the work of the term may be regarded as somewhat introductory to that which follows, it is of such a character that it will call forth the most diligent effort on the part of the student. He will at once recognize the practical value of the instruction received.

The chapters on "Method of Interrogation" are prepared to exhibit the relation of the science to the most approved method of education.

The importance of "Kindergarten Work and Self-Instruction" is too valuable to escape the attention of so thoughtful an author; hence these receive their share of consideration.

A due amount of stress is given to the presentation of outline methods on some of the more important subjects taught in the public schools. These are based on "explicit psychological principles" and are indeed of immense value to the teacher in his early attempts to secure a thorough preparation for his work.

The views of the author are so thoroughly in sympathy with the author of the text used for the advanced class, that it is easy to pass to the study of Dewey's Psychology for the last fourth of the term, taking the first three chapters.

The insitution is supplied with some valuable apparatus recently purchased for the laboratory work and tests. These add to the interest and efficiency of the introductory work and aid in making the study highly practical.

(A) DAVIS—The ninth term is given to a more advanced study of the subject. The author has chosen a style of presentation suitable for this grade of the work. Some of the familiar subjects are treated in a modified manner; others are quite new. A few are indicated as follows: The material object immediately perceived; the argument for immediate perception; the modified view of intuition; the argument for duality; the relation of feeling to cognition; the character and place assigned to belief; the separation of feeling and desire; the defence of freedom in willing.

The text is supplemented by copious notes and references which enliven what may be termed the usually dry presentation of the subject matter. The author's style is didactic. The matter is considered as follows: Physiological Introduction, Consciousness, Immediate Knowledge, Mediate Knowledge, Feeling, Desire, Volition.

Pedagogy and School Law.

JAMES KIRK.

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

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

THE TEACHER.—The teacher's qualifications; necessary preparations for his work; means of advancement in his pro-

fession; his relation to school officers; his relation to patrons and the community.

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

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

(D)—Elementary psychology, and school management. Study of activity as sensation, perception, conception, memory, imagination, reason, judgment, feeling, and volition. Ends, conditions and means of school government; will training, school incentives; punishment; right conduct.

(C)—Consideration of general hygiene and physical exercises. Development of intellectual activities at different ages. Effect thereon of different branches of study. Particular education of the senses. Culture of memory, imagination, judgment, and reason. General method. Special method. Diversity of character and formation of habit. Culture of sensibility and will as elements of character. Motives.

(B)—PHILOSOPHY OF EDUCATION—The Philosophy of Education, by Rosenkranz, is the basis for this work, and the work in A Pedagogy. Consideration is given to the general idea of education and to its special elements. The general idea of education includes its nature, its form, and its limits The culture of body, intellect and will are treated under the special elements of education. Dietetics and gymnastics are studied with respect to their fundamental ideas. The significance of the development of attention, as a voluntary act, is emphasized. The psychological epochs, or the intuitive, the imaginative, and the logical periods of growing mind, claim attention.. The development of the subject-matter, and the manner of the demonstration follow, logically,

the study of the pupil's development. Consideration of the pupil's capacity, and the elements of the act of learning, in connection with the method of instruction. Under will-training are considered social usages and the virtues, the discipline and the character which constitute morality. The theoretical and the practical process of religous culture, and the union of both in a historical process, furnishing the ground of a rational faith—a philosophical culture—in the education of the will, are duly considered.

(A)—The study of historical systems of education. These are classed as the National, the Theocratic, and the Humanitarian, or the Christian, systems. Passive, active and individual phases of the National system, as exemplified in the education of China, India, Thibet; in that of Persia, Egypt, Phoenecia; in that of Greece and Rome, and among the German tribes. The selfish purpose and the utilitarian character of the first and the second phases. The development of the powers of the being to be educated, is the aim of the third. Theocratic education among the Israelites. Monkish, chivalric and civic phases of Humanitarian education. The elements of the ideals of the National and Theocratic systems combined in the Humanitarian system in a higher ideal of spiritual perfection. This ideal, attainable only through spiritual freedom. The final "free education" must provide for the education of all classes of society, by all available instrumentalities, for all the relations of free citizenship.

School Law

The school law of Illinois is the text in this subject, and questions involving knowledge of court decisons on practical cases, are frequent. The attention given to the subject is sufficient to enable the teacher to begin his services without hesitation as to his legal duties and rights.

Practice Teaching

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

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

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

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

Grammar

MARTHA BUCK.

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

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

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

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

The first term is given to the simple sentence in all its varieties, with its proper capitalization and punctuation. As the

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

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

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

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

Department of Reading, Elocution, and Phonics.

JAS. H. BROWNLEE.

READING—*Columbian Fifth Reader.*

(C)—This supplies practice in the difficult art of oral reading. The principles of expression are so set forth as to make all practice intelligent and therefore improving. Especial attention given to orthoepy. The organs of breathing, of voice, and of speech, explained and illustrated by

casts. Exercises in articulation, and in breathing; the attributes of a good voice; literary analysis of selections; biography of authors, etc.

(B)—Elements of speech, with articulative exercises; orthoepy; slur and emphasis; slides and waves; pause; impersonation; melody and cadence. Exercises in breathing; practice in attitude, vocal culture, and gesture. Literary and elocutionary analysis of selections.

(A)—Books used: *English and American Classics.*

Importance of reading in modern education; kinds of reading, silent and oral, general divisions, primary, intermediate, and advanced; the four methods of teaching beginners; general principles involved in primary work; methods for variety in intermediate grades; relation of comprehension to expression. Outline for pupils in advanced reading; literary and elocutionary analysis; classes of ideas; application of elocutionary principles to reading.

ELOCUTION—*Hamill*—What it is not; what it is. Analogies between elocution and the other fine arts. Expression and its agencies; voice and action. Exercises in breathing and in attitude; kinds, actions, and forms of breathing; voice and its attributes; quality, pitch, force, stress, and time, with voice culture; facial expression, hues, features; sorts of gestures, with class exercise; elocutionary analysis and practice; sources of power in delivery.

Phonics.

Speech and its origin; number of elements in speech; number in English speech; their classification; vowels and consonants; tonics, subtonics, and atonics. Subdivisions of vowels; table of diphthongs, with analysis; subdivsions of consonants, soft and hard checks; labials, dentals, linguals, etc.; table of correlatives; complete table of elements; diacritic marks. Phonic spelling; special drill upon difficult vowels and combinations of consonants. Reasons for the

study of phonics in the schools. Word analysis during last month of the term.

Vocal Music.

One term of vocal music is required in order to graduation in any Normal course. The Natural Course in Music, by Ripley and Tapper, is used in these chorus classes. The aim is to give as thorough knowledge of theory as is possible to obtain in the limit of time, and also, to give smoothness and strength to the voice. Charts are used for class instruction, but each student in this study must be provided with a music reader.

Instrumental Music.

This department comprises instruction in the following: Piano, theory, history, and aesthetics.

While "methods" does not imply as much as is commonly supposed, being only a means to an end, and while these are noble exponents of all the well-known schools of technique; nevertheless, we have found through long experience that the Gorno system teaches more nearly the position of the hand naturally assumd by the child, gives great facility with the third and fourth fingers. subjugates the awkward thumb and wonderfully strengthens all the fingers.

The aim in teaching is to render the pursuit of the art pleasant and joyous, not irksome, especially to children, until the mind shall have matured sufficiently to appreciate its more serious beauty and meaning, so that it will of its own accord enter into deeper research.

The student throughout his term of school is encouraged to cultivate and love music, as a most refining art, and one which cannot fail to raise his mind to loftier purposes and inspire him with a zest for all things pure and holy.

Department of English Literature and Rhetoric.

H. W. Shryock.

Rhetoric and Composition.

The entire course in Rhetoric and Composition is based upon a recognition of the following facts: The paragraph is the briefest unit of discourse permitting a pre-view or outline. The first three forms of prose composition are the forms that the student will make the most use of in after life. The greatest obstacle to spontaneity is self-consciousness. The higher qualities of style, such as wit, pathos, sublimity, etc., are incommunicable. In accordance with the ideas above expressed, the work is so arranged that one-third of the time may be devoted to paragraph writing in class; the paragraphs being largely narrative, descriptive, or expository; the subjects being chosen from a range of topics found within the student's own experience or thought, so that he may write without feeling that he is "doing an exercise;" and the effort is mainly directed toward the acquisition of a clean, straight-forward, English. In order, however, that the student may be brought into sympathetic appreciation of the graces of rhetoric, the regular work is supplemented by the study of a number of masterpieces of English prose style.

Com. B. Text, Studies in English Composition, Keeler. This class meets once a week through the entire year.

Com. A. Text, Outlines of Rhetoric, Genung. This class meets once a week through the entire year.

Rhetoric.—Text, Forms of Discourse, Cairns. This class meets five times a week through the Fall term. For supplementary work, Genung's Hand Book of Rhetorical Analysis is used.

Literature—English Authors. Text, Introduction to English Literature, Painter. This study runs through the

Spring term. In addition to the work given in Painter, a special study is made of English fiction.

FALL TERM—ENGLISH LITERATURE. Text, Primer of English Verse, Corson; Primer of English Literature, Brooke. Selections studied, Prologue to Canterbury Tales, Macbeth, two books of Paradise Lost, Princess, and Silas Marner.

WINTER TERM.—Text, Manual of English Prose, Minto; English Prose from Elizabeth to Victoria, Garnett. A part of this term is devoted to a special course of English fiction.

AMERICAN LITERATURE—Text, Introduction to American Literature, Matthews. Works studied, Last of the Mohicans, Marble Faun, Autocrat at the Breakfast Table, Essay on Compensation, Keramos, Snow Bound, and Vision of Sir Launfal.

Latin and German.

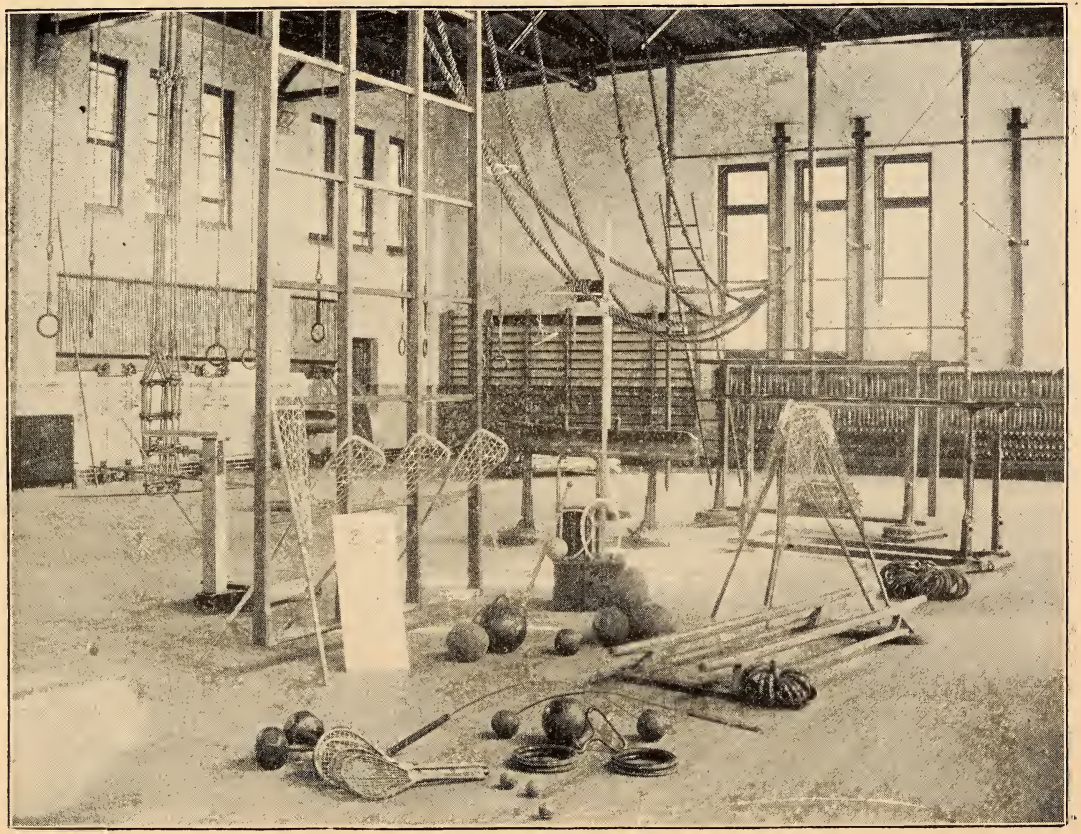
C. E. ALLEN.

LATIN.

This department of Latin provides a course designed to furnish the student with such instruction as will fit him for entrance to the college or university.

As a training course for teachers, special attention is given to the principles underlying the structure of the language; the leading facts and rules are taught from the Latin text, and the student discovering the principle for himself, remembers it, and is able in turn to teach it to others. Many of our graduates from this course are teaching Latin with success in the high schools of the state.

Ten terms of Latin are required of all pupils completing the English-Latin course, and two additional terms are offered to those who are preparing to teach Latin or desire further drill in the subject.



GYMNASIUM

The *Roman* method of pronunciation is used.

First Term (J) "First Latin Book," Collar and Daniell. About forty lessons are completed during this term.

Second Term (I) The "First Latin Book," is completed and a thorough review in Morphology and Syntax is given.

Third Term (H) Easy Latin (Roman History Selections) as given in "Junior Latin Book." Prose composition based on the text. Constant use of the grammar (Harkness.)

Fourth Term (G) Selections from Viri Romae and Nepos, from "Junior Latin Book." Prose composition daily.

Fifth Term (F) Caesar's Gallic War, Books I. and II. Special drill in grammar and daily exercises in prose from Daniell's "New Latin Composition."

Sixth Term (E) Cicero, Allen and Greenough. First three orations against Catiline with prose composition (daily) based on the text.

Seventh Term (D) Cicero. The fourth against Catiline, the orations for the Manilian Law and the poet Archias. Daniell's Prose Composition.

Eighth Term (C) Vergil, Greenough and Kittredge, Scanning and Mythology.

Ninth Term (B) Continuation of course C with prose composition from Part III. of Daniell's "New Latin Composition."

Tenth Term (A) Six books of the Aeneid completed. Vergil's Eclogues. Prose composition and papers on special topics assigned to pupils.

Eleventh Term (optional) Ovid. Selections from the Metamorphoses: 1500-2000 verses. Greek and Roman Mythology.

Twelfth Term (optional) Reading of some more advanced text. Review of grammar discussion of text books and methods of teaching German.

German.

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

Collar's Shorter Eysenbach is the text-book for the first year of this course.

Supplementary reading is taken up from Guerber's "Maerchen und Erzaehlungen," Vol. I. In the spring term of the first year Storm's Immensee together with Hatfield's Composition is used. Light poetry is committeed to memory.

During the second year the scope of the work is considerably enlarged. Baumbach's "Im Zwielicht" I., "Novelletten Bibliothek," II., Freytag's "Die Journalisten" and Hillern's "Hoher als die Kirche" have been read. Harris' German Composition and Thomas' German Grammar are used during this year's work.

The above mentioned texts are mentioned only to suggest the nature of the work and that order of reading will not necessarily be followed.

In the third year Wilhelm Tell, Minna von Barnhelm, Sesenheim, and Klenze's Deutsche Gedichte are used, or texts of equal value and difficulty.

It is desired that, with the abundant supply of German Classics now to be had in convenient form, there may be a selection of material made to suit the needs of individual classes. Hence the above course is only suggestive.

Department of Mathematics.

SAMUEL E. HARWOOD.
HARRY J. ALVIS.

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

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

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

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

To accomplish these purposes, three divisions of mathematical science are used: Arithmetic, Algebra, and Geometry.

ARITHMETIC.

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

(D)—*McClellan and Ames.*—This class will study as to accuracy in operations and forms for expressing the following:

1. Fundamental processes.
2. Properties of numbers and factoring.
3. Fractions: Common and Decimal.
4. Compound numbers.

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

1. Percentage and its applications.
2. Interest: simple, annual and compound.
3. Ratio and proportion.
4. Roots and mensuration.

In the Normal department two classes are organized.

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

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

A search for the *why* will be required.

Questions of mind activity and consequent pedagogy will be incidental.

(A) *Second Term.*—This term is given entirely to method work in number and form, the history of Arithmetic, and the study of current views of number teaching.

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

ALGEBRA.—*Wells.*

(C)—*Fourth Term.*— To simultaneous equations. Outside illustrative and test work. History of Algebra. Its pedagogy.

(B) *Fifth Term.*—To theory of quadratics. As above in other phases.

(A)—*Sixth Term.*—Finish, other work as above.

GEOMETRY.—*Wells.*

(C) *Senior Year, First Term.*—To Book III. History and Pedagogy.

(B)—*Senior Year, Second Term.*—Finish Plane Geometry.

(A)—*Senior Year, Third Term.*— Solid Geometry.

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

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

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

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

Higher Mathematics.

Classes in higher mathematics will be formed as demanded.

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

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

Department of Biology and Physiology.

G. H. French.

B Botany—Structural and Systematic Botany. Campbell.

In our present course of study the program of recitation provides for two consecutive hours' work in botany in the Spring term. The first of these two hours is to be given to the text-book, and this is the B Botany. The second of the two hours is to be devoted to the laboratory work, and this constitutes the A Botany, or Plant Biology.

The text-book begins with the Cryptogams, a considerable portion of the book being given to this interesting but difficult branch of plants. As each group is taken up the pupil will make a study of one or more plants in that group

so far as obtainable. Some of the marine forms may be examined without making a biological study of them. To make this study the pupil will use the microscope and such other apparatus as will be necessary, and will make drawings and notes of the plants studied. Suitable books of reference will be at hand so that the pupil may identify his specimens, as knowing what is studied will form an essential part of the work.

Pupils who have Gray's School and Field Book are requested to bring it, as it is expected to use this in a review of the use of the key in analyzing a few flowers when phanerogamic botany is reached. Each pupil will be assigned a drawer in one of the laboratory tables, and the book can be kept there with his tablets of notes and drawings.

A BOTANY.—No text-book will be required in this, but Dodge's Elementary Practical Biology will be used as a laboratory manual, to be furnished by the school. Each pupil will furnish for his own use a set of Boyer's Laboratory Blanks, consisting of a block of drawing paper, a block of ruled paper for notes, and a set of covers for holding the drawings and notes after they are made. This work will be wholly laboratory work, of such a nature as to give the pupil some knowledge of the methods of investigation now in use in the best schools of the country, and fit him to teach biology in the high shools.

The drawings and notes made in the study of the subjects in the text-book, and forming part of the recitation work of the B Botany, will be supplementary to the work with Laboratory Manual. So much of histology will be put into this work as will enable the pupil to make dry, glycine, and balsam mounts, and the preparation of specimens for sectioning and staining.

All drawngs and notes are to be made in the class as the work is done, and are to be left in the drawers assigned to the pupil, at the close of the recitation hour.

MATRICULATION.—At the beginning of each term, as each pupil is assigned a drawer and seat at a table in the laboratory, he will be furnished with a slide box, slides and cover glasses, gummed labels, a hand lens, forceps, and a dissecting needle, for which he will pay the current list price as found in a Bauch and Lomb catalogue. At the close of the term he will receive pay for whatever of these he returns, at the same rate. If the same pupil is working in Zoology or Physiology during the same term, he will have the same drawer and seat assigned him, and the above material may be used in these studies as far as it goes. If more material is needed before the close of the term, it will be furnished at the same rates. Other apparatus or material will be furnished by the school.

B ZOOLOGY. — A course similar to the one pursued in B Botany will be in use here. As far as possible the animals representing each group will be studied as illustrative of the group. The first branch, Proto zoa, will be studied at more length than is given by the text-book, by blackboard outlines and the animals to be found here in our ponds. In the lower groups, notes and drawings will be made of the animals studied, and these will be supplementary to this work in the A Zoology or Biology. In the higher groups the museum will furnish the materials for illustration.

A ZOOLOGY.—A course similar to the one pursued in hours devoted to recitation in Zoology in the winter term is given to this part of the study or animal biology. The same book is used for a laboratory manual as in A Botany, and the Boyer's blanks are used for the notes and drawings. As in the A Botany, each pupil upon entering the class will be assigned a seat and drawer at one of the laboratory tables. The notes and drawings are to be made in the room from the object studed and not from some book, and are to be left in the drawer assigned, at the close of the work, the same as in the botany work.

As in Botany, some histology will be introduced into this term's work. It is expected to make the pupil sufficiently familiar with histological methods that he can readily make his own permanent mounts for illustrative work in either Zoology or Physiology, as well as to preserve for future study, microscopic plants or animals when he finds them.

MATRICULATION—For this see this topic under A Botany.

PHYSIOLOGY, Tracy.—The book study will be what is outlined in the text-book. In addition to the usual illustrations by the use of the skeleton and charts, about half of the recitation hours will be devoted to laboratory work consisting of dissection and histology, using the new laboratory Manual of Dissection and Histology, by the teacher of this department. At first the pupil will be instructed in preparing by hardening or decalcifying and hardening his material for sectioning, and then section, staining and mounting it. About the middle of the term, dissection is begun, making the dissection a review of the subjects after they have been studied in the text-book. After an organ or a set of organs has been studied by dissection, the mounts are taken and parts of the same organ are studied histologically.

MATRICULATION.—Upon entering the class, each pupil will be assigned a seat and drawer at one of the laboratary tables. He will be furnished a slide box, slides and cover glasses, and gummed labels, and some other material if he desires it, for which he will pay the current list price as found in a Bausch & Lomb catalogue. If he returns any of this material at the close of the term he will receive pay for material returned at the same rate. He will supply himself with a set of Boyer's Biology blanks in which to make his notes and drawings.

Department of Physical Science.

PHYSICS.—*Avery.*

Two consecutive hours per day for the entire term of fifteen weeks are given to this science, coming the seventh term in the English course, and the tenth in the Latin course.

The happy combination of the laboratory and the recitation methods is adopted, about one-half the time to each; usually the first hour to the discussion of (1) phenomena, (2) principles, and (3) laws, and the latter half of the time to individual research and proper note taking.

The new physical laboratory is now well equipped with excellent working tables made expressly for the institution. The water and the gas supply is abundant and very convenient for immediate use.

In addition to the regular class placed in the seventh and tenth terms of the regular Normal course, provision is made for those who have not studied the subject to take it as a part of the preparatory work in the Fall term; and also for those who have not had access to physical apparatus, and desire to review the subject in the Spring term.

The institution, almost from the very beginning, has been supplied with a good selection of physical apparatus. This has been supplemented annually by the purchase of new and modern pieces until the school now possesses quite an extensive equipment of illustrative material.

ASTRONOMY.—*Todd.*

This study is required only in the Latin course during the twelfth term, but may be optional in the English. The text adopted is warmly in accord with the modern ideas relative to laboratory work. Many simple devices are suggested by the author which aid materially in arousing and fosterng the true scientific spirit. Special effort is made that the student may obtain as soon as possible a geometrical concept of the celestial sphere.

Less importance will be given to the memorizing of data than to the exercise of thinking, and securing a clear conception of the matchless beauty and grandeur of the solar system as exhibited in its unity and symmetry, and the marvelous precision of motions.

But one term is given to this science. On account of the limitation of time the study is confined largely to descriptive astronomy; enough of the mathematical part is introduced to explain the methods of calculation peculiar to the subject, such as determining dimensions, distances, velocities of orbital movements, etc.

The excellent telescope belonging to the institution is frequently employed in giving the students a view of the object they are studying, more particularly of the sun and sun spots, the moon's surface, the phases of Venus, Jupiter and his moon, Saturn and his rings. More or less time is devoted to the study of the principal constellations and the more conspicuous stars of each.

It is claimed that there is no subject in the entire range of the course of study that presents as favorable conditions for strengthening the imagination, and developing at least a partial conception of the magnitude and grandeur of the universe as does atronomy.

In teaching the branches named in this department, special stress is given to the creation of the true scientific spirit, engendering an intense desire to know, and a correct method of inquiry and research.

CHEMISTRY.—*Williams.*

The new building furnishes the same improved conditions for the work in Chemistry as named for the work in Physics. The subject is introduced by a goodly number of experiments illustrating the conditions favorable to chemical action. The distinction between elementary and compound substances is then dwelt upon. This is followed by the study

of a number of elements which are the constituents of some of the more common substances such as the air, water, etc., giving special emphasis to their physical and chemical properties, their occurrence, preparation, tests, etc.

A careful study of the laws of chemical combinations is required, also a discussion of the atomic and molecular weights, valency and specific gravity. This is followed by chemical equations, factors, products, acids, bases and salts.

By this time the student is prepared to appreciate the study of the elements by groups, such as the chlorine group, the sulphur group, the carbon group, and others, in the most favorable order.

Students in this branch are allowed two consecutive hours per day for fifteen weeks; the first to a recitation upon the text assigned, and the second to strictly laboratory work, using Williams's Manual for a guide.

GEOLOGY.—*Le Conte.*

The study of Geology is presented as follows: first, dynamical; second, structural; third, historical.

The material in the museum furnishes excellent specimens of the different varieties of geological formations, typical fossils, an excellent collection of minerals, and other material necessary for the proper study of the subject.

The student is expected to give special attention to the geological features of his own region, especially to his own county. In this latter phase of the work the state "Geological Reports" are freely used.

Because of the relation which the elementary study of Geology bears to the work in the grades of the public school instruction, special emphasis is given to its importance from a pedagogical standpoint.

MINERALOGY.—*Foye.*

Although the time given to the study is very short, in view of the importance of the subject, it has been thought

wise to afford the student an opportunity to become familiar with the processes of Determinative Mineralogy. This is wholly laboratory work. To aid in this the student has access to complete scales of hardness, fusibility, fracture, and cleavage. About three weeks of the term are devoted to this subject.

Department of History and Geography.

GEO. W. SMITH.
FRANK H. COLYER, *Assistant.*

HISTORY OF THE UNITED STATES. TEXT, CHANNING.

(C)—This class is expected to begin with the opening of the text, and complete the work to the organization of the government under the constitution. The work falls under three heads—

FIRST. THE INTRODUCTION. 1492-1606.

A brief consideration of the physical features of the United States, as a basis for the home of various institutions soon to be planted in the New World.

General slope of the land to the Atlantic Ocean.
Mean annual temperature.
Rainfall.
Character of soil.
Natural products.
Adaptation to commerce, and to various other occupations.

A somewhat careful study of the extent and basis of European claims to territory in the New World.

Early geographical ideas of Western Europe.
Voyages and discoveries of representatives of Spain, England, Holland, and France.

Second. Period of Growth of Local Institutions. 1606-1760.

Because our institutions have grown out of English ideas, some stress is laid upon institutional life in England, especially at the time of the founding of permanent settlements in America.

A more careful study of the planting of institutional life in the New World, as exemplified in the various forms of governments; churches; schools; homes, or society; and industries.

A study of the diffusion of rights and privileges, with Massachusetts as a typical colony, along the five lines of institutional life.

Liberal spirit of the charter of the Massachusetts Bay Colony.
Extension of suffrage.
Enlargement of the General Court.
The privileges in the town meeting.
Body of Liberties.
Growth toward religious toleration.
Sovereignty of the local church congregation.
Free public schools.
Early founding of Harvard.
Printing press.
Freedom of the New England home from aristocracy.
Legislation affecting the English law of primogeniture.
Freedom in choosing occupations in New England.
Variety in occupations.
Resulting diffusion of wealth.

A study of the centralization of rights and privileges in institutional life, with Virginia as a typical colony.

Slaveholders only held public office.
The suffrage was restricted.
No democratic meetings in towns, as in Massachusetts.
The English Church dominant. The vestrymen were always from the wealthier families.
Great gap between the families of the rich and the poor.

No free public schools. Education was limited to the children of aristocratic families.

All great social functions belonged to the one class.

The contrast of the two kinds of homes.

The idle whites.

The indentured servants.

The negro slaves.

Impossibility of the poor white's improving his condition.

Thus wealth centralized.

Third. The Period of the Growth of Union. 1760–1789.

Union against England on the basis of the rights of the colonists as Englishmen.

The colonists readily united against Indians, French, and Spanish, because they were all of English descent.

The navigation laws tended to unify the colonists as well as to alienate them from England.

Restrictions in manufacture in America had a similar tendency.

Otis's great argument against the Writs of Assistance was on the ground that the colonists were Englishmen, and had rights as such.

The Stamp Act was resisted on the ground of rights as Englishmen. To maintain these rights, organizations sprang into existence. Some of these were: Sons and Daughters of Liberty, Committees of Correspondence, Non-Importation Societies, Massachusetts Circular Letter, Declaration of Rights by Massachusetts, 1661; Declaration of Rights by Stamp Act Congress, 1765; Declaration of Rights by Continental Congress, 1774.

Union against England on the basis of rights of the colonists as men.

The final petition of the Congress of 1775 to the king, on the basis of rights as Englishmen.

The Declaration of Independence is a proclamation of the rights of man.

Prosecution of the revolutionary war, on the basis of the rights of man to political freedom.

Union of the States on the basis of State Sovereignty as shown in the history of the times from 1776 to 1789.

Delay in Congress of one year in recommending the Articles of Confederation to the several states for ratification. The articles recognized the allegiance of the people to the state. The states sent representatives to the congress. All of the troubles which grew up relative to the subjects of domestic trade, commerce, and meeting the public debt, had their origin in the sovereignty of the state.

Union of the States on the basis of the Sovereignty of the Nation.

The claims to western lands released, indicating movement toward national union.

Ordinance of 1787.

Financial stress.

Shay's Rebellion hurries consideration of a stronger government.

Alexandria convention.

The Annapolis convention.

The Constitutional convention, 1787.

The ratification by the people of the states.

Elections preceding the transfer of the old government to the new.

(B)—This class completes the text begun by the foregoing class. The work will fall under the following general head:

FOURTH. THE DEVELOPMENT OF NATIONALITY. 1789–1899.

A struggle between nationality and democracy as shown by an analysis of events from Washington's inauguration to that of Jefferson. This struggle is shown in the discussion and settlement of the following questions:

Unconscious movement toward Nationalism as shown in the national elections of electors, representatives, and senators.

Conflict between the strict and loose constructionists.

The first tariff law, Assumption and Funding acts.

The excise law, the bank of the United States, and the mint.

The neutrality proclamation and its effect.

Jay's treaty.

Alien and Sedition laws.

Naturalization laws.
Kentucky and Virginia resolutions.
Causes of Federalist defeat and Democratic success.

Democracy approaches nationality, as shown in the settlement of all great questions from the inauguration of Jefferson to that of Jackson.

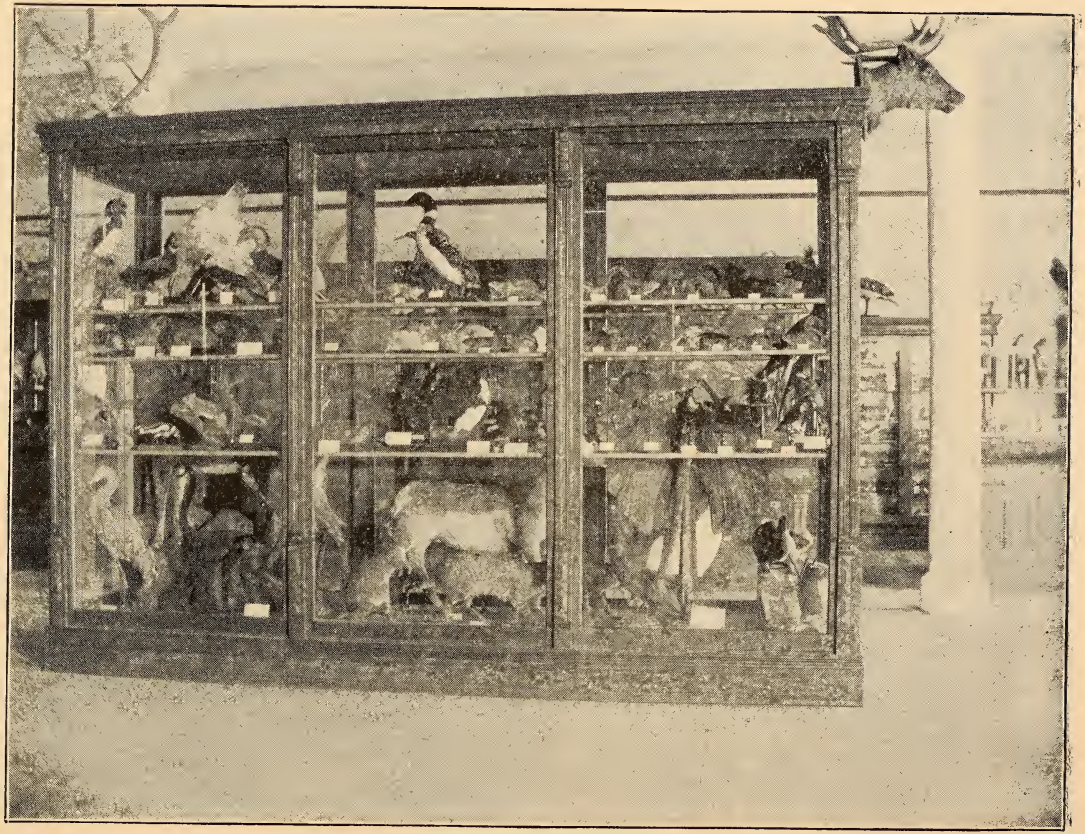
The solution of great national and international problems necessitated the use of national machinery.
Strict construction set aside in the Louisiana purchase.
Growth of the national spirit in the region west of the Alleghenies.
Non-importation and Embargo acts.
The national spirit as exhibited in the War of 1812.
Increase in tariffs and internal improvements.
Rechartering of the United States Bank.
Decisions of the Supreme Court.

Fusion of Nationality and Democracy in the election of Jackson and his immediate successors.

Spontaneity of Jackson's three years' campaign.
To the victor (the people) belong the spoils.
The fight against the United States Bank.
Jackson's second nomination was by a great national convention.
Distribution of the surplus.
Independent treasury scheme.
The great campaign of 1840.

Conflict between nationality and slavery. To see the contest in its true light, we must go back and trace the movement to 1865.

Slavery in the Constitutional convention.
The first Fugitive law.
The early petitions to congress to restrict slavery.
The plan of admitting states, up to 1820.
The Missouri Compromise.
Nullification in South Carolina.
The Mexican war sectionalizes the country.
Compromise of 1850.
The Kansas-Nebraska bill.



VIEW IN MUSEUM.

Dred Scott decision.
Secession nationalizes the North.
Emancipation and amendments to constitution.
Triumph of nationality.

The enumeration of the preceding topics should not be interpreted to mean that only the political phase of the life of our people is studied. Care is taken to have the pupils see the relation of the home, the church, the school, and the industries to every phase of political life.

Methods. Text, Mace.

(A)—It is the purpose of the work in this class to make a brief study of the philosophy of history. To determine the essential elements in historical matter. To arrive at the laws of its organization. To determine the process of historical interpretation. To place an educational value upon the process of historical interpretation. To find laws governing the co-ordination of historical matter when interpreted. And, finally, to apply these laws and processes in organizing the history of the United States into periods, sub-periods, phases and events.

The following is a brief outline of the philosophical discussions:

Essential elements of history:

Form and content.
Continuity and differentiation.
Five great institutions—not always co-ordinate.
Organic unity in institutional life.

Processes involved in organizing history:

Nature of organization.
Processes in organization.

Process of interpretation—forms of thought:

Positive and negative causes.
Fundamental and particular.

Purpose and means.
Original and second-hand matter.

Educational value of interpretation:

Integration depends upon common content.
The mechanical and organic whole.
Comparison is the basis of integration.
Value to the historical judgment.
Ethical value of the process of interpretation.

Process of co-ordination:

Relation of the particular to the general.
Need of good judgment in selecting matter.
The principle—matter is valuable according to the value of its content.

Periods of United States History.

Under this subject we apply the principles and processes worked out, to our own history, and arrive at a division found in the C and B work.

Elementary Phases of History Teaching.

Here we discuss the philosophy and methods of presenting history to the lower grades.

General History. Text, Myers.

The first two weeks of the term will be devoted to the study of the early civilizations that arose in the Nile and Tigro-Euphrates Valleys. Special emphasis will be placed upon their religious ideas, their political institutions, and the progress made in the arts and sciences.

The purpose of this work is to show the contributions of each nation to the general current of world history and to impress upon the mind of the learner that these are great store-houses from which Greece and Rome drew their ideals in government, art, literature, philosophy, and science.

Four weeks will be devoted to Greek history. Special study will be required along the following lines:

Relation of the geography of Greece to its history.

Tracing the growth of political institutions in the rise and growth of Sparta and Athens; during the Persian wars; during the period of Athenian, Spartan, Theban, and Macedonian supremacy.

Special attention will also be given to their artistic taste and sense of beauty as shown in their masterpieces of architecture.

Stress will also be placed upon the trend of Greek mind toward philosophical and scientific subjects.

Attention will also be given to the social life of the Greeks.

From three to four weeks will be given to Roman history. Special emphasis will be given to the following features:

The political or constitutional development of Rome.

The advent and growth of the Christian religion, and its influence upon civilization.

The influence of Roman civilization upon the German race.

Tracing this influence into modern civilizations.

Attention to the manners, customs, and social life of the Romans.

The remainder of the term will be devoted to a study of Mediaeval and Modern history, with special emphasis upon the following points:

Transition of the work of civilization from the Roman to the Celtic and Germanic people, including the conversion of barbarians, the beginning of nations and institutions.

Rise of Mohammedanism and its struggle with Christianity.

The rise, growth, and decline of the Papal power.

The Protestant Reformation.

The growth of political institutions as found under Charlemagne, under the Feudal system, during the rise of Free Cities, during the growth of Nationality and Absolutism.

The reaction, and growth of democratic ideas, especially since the treaty of Westphalia.

English History. Text, Montgomery.

This study runs through two terms, reciting each alternate day, the other half of the time being given to English Literature.

The work begins with a brief sketch of the island of Britain at the coming of the Romans in 55 B. C.; the first period reaching from the Roman invasion to the coming of the Saxons in 449 A. D. In this period the study centers around "A civilization that did not civilize." Some of the principal topics are:

Conquest of the Druids.
Introduction of Christianity.
Improvements in agriculture.
Building of cities, roads, forts, and walls.
Relation of the Romans to the natives.

The next period is the coming of the Saxons, and includes the time from 449 A. D. to 1066. The central thought is "Britain becomes England."

Influence of Roman occupancy.
Condition of the Britons on the withdrawal of the Romans.
Settlement of Jutes, Angles, and Saxons.
Introduction of Catholicism.
Work of monks.
Egbert, King of the English.
King Alfred's great work.
Beginnings of government.
Manners and customs.

The "Coming of the Normans" names the next period, and covers the history from 1066 to 1154. The text for this section is "The King versus the Baron."

William the Conqueror, Conditions of land tenure. Doomsday Book. The first great council. Contest with the Barons. Norman architecture.

The fourth period reaches from 1154 to 1300, and introduces the rule of the Plantagenets. The spirit of the times

seems to have changed somewhat, and the thought now is "The Baron versus the Crown."

Henry II.'s conflict with Becket.
Origin of trial by jury.
Effect of the Crusades on England.
Magna Charta.
First House of Commons.
Conquest of Wales and Scotland.
Beginning of the Hundred Years' War.
Wycliffe and his doctrines.
Progress in education.

The fifth period deals with the downfall of Feudalism. It reaches from 1399 to 1485. The central thought is "Baron versus Baron."

Conspiracies, revolts, and persecutions. War with France. War of the Roses. Power of Parliament over the Crown. Disfranchisement. Printing.

The sixth division treats of the rise of Nationality, the Reformation, and Education. It covers the reign of the House of Tudor, from 1485 to 1603. The watchword is "Crown or Pope?"

Court of Star-Chamber. Discovery of America. The New Learning. Henry VIII.'s contest with the Pope. The English Church. Bloody Mary. Act of Supremacy. The Thirty-nine Articles. The spirit of adventure. Armada.

NOTE.—This is the end of the first term's work.

The second term opens with a consideration of the Divine Right of Kings, and ends with a theory of the Divine Right of the People. The term's work is studied under two general periods.

The first begins with the accession of the House of Stuart. This period deals with the wonderful advance of the people toward political, religious, educational, social, and industrial freedom. The leading thought is "King or Parliament?"

Danger of the Puritan doctrine to the Stuart theory.
American colonies.
Parliament reasserts its power.
The petition of right.
Work of the Star-Chamber Court, and the High Commission Court.
The Covenanters.
Civil war.
Execution of Charles I.
Cromwell as military dictator.
Uprisings in Ireland and Scotland.
The Rump Parliament.
Cromwell as protector.
Return of Charles II.
Religious reaction.
The London plague and fire.
Whigs and Tories.
Accession of James II.
Court of Assizes.
Efforts to re-establish Romanism.
Revolution in 1688.
Bill of Rights and Act of Settlement.
Bank of England.
War of the Spanish Succession.
Union of England and Scotland.

The second period of this term covers the ground from the accession of the House of Hanover to the present time, with a review of the constitutional history of England, 1714 to 1898.

The central thought is "Government by the People."

The origin of cabinet government.
Vaccination.
War of the Austrian Succession.
The English in India.
French war in America.
Struggle of George III. with the Whigs.
Causes of the American revolution.
Loss of the American colonies.
Liberty of the press.
Prison reform.

Abolition of the slave trade.
Nelson's victory.
Waterloo.
War with the United States.
Parliamentary union of England and Ireland.
Application of steam.
Corporation act.
Test act.
Catholic emancipation.
The Reform bill.
Abolition of slavery.
Rise of the Chartists.
Corn laws.
Second reform bill.
Crimean war.
Jews in parliament.
Disestablishment act.
Irish land acts.
Recent progress.
General review.

Geography. Text, Frye.

(C)—The work in Geography follows very closely the thought embodied in the famous Reports of the Committees of Ten and Fifteen. The end in view should regulate the means to that end. The end in view is: To get a clear conception of the relation of the earth to the sun; to discover the effects of this relation in the production of heat belts, rain belts, vegetable and animal life. To get a clear picture of the earth as a whole—its great land masses with their long, gentle slopes and their short, abrupt ones; the grouping of the land masses, the oceans in their relations of position to the land masses,—and then to build in a perfect picture of the physical structure of each continent, showing how this continental structure, together with position, regulates the whole subject of life and progress.

Students of this grade have usually a fair notion of these several aspects and relations, sufficient to proceed quite rap-

idly with a more detailed examination of continental study. The order of procedure is as follows:

A brief review of the size, form, and position of the earth. A study of the World Ridge and connected continents; Rock waste with means of transportation, and places of deposit; Winds, rainfall, and ice as agents in this work; River systems—their formation, their extent, and limit. Young and old land, flood plains, delta plains, and coastal plains.

Now follows a careful study of the relation of the earth's axis, together with its rotation and revolution, to the plain of its orbit. This subject when mastered makes clear the ideal climatic conditions of the earth's surface.

North America is now studied under three general heads: The Western Highland, the Eastern Highland, and the Great Central Plain. Each physical unit in these three divisions is studied in detail, care being taken to show the relation of this unit to the general continental structure.

In his way we get not only the general notion of place geography, but a correct picture of the physical condition, with causes for variations in physical climate and consequent variations in productions and occupations.

As we proceed in this way we give incidental attention to productions, occupations, etc., in these various units in the United States, but in other portions of North America the study of productions, etc., is more careful, the reason being that a careful study is afterwards made of the United States.

South America is studied in the same general way that North America is, attention being called to the relation of the two continents in the exchange of material and manufactured products.

The term's work closes with a detailed study of the United States and Illinois under the general heads:

Temperature, winds, rainfall, wheat, cotton, corn, oats, tobacco, fruits, horses, cattle, sheep, fisheries, coal, iron, petroleum, gold, silver, copper, building stone, lumbering, manufacturing, commerce.

In all this work it is the aim to show that the physical structure modifies climate; that climate and structure govern vegetable productions; that structure and climate and productions regulate occupations; and that these determine the thoughts, feelings, and purposes of a people; and finally that these last three determine the scale of civilization of a people.

(B)—This term's work takes up Asia, Europe, Africa, Australia, and the islands of the South Pacific.

The same general plans and purposes run through the study of these continents as determined the work in the preceding term. It is therefore not necessary to give the plans in detail.

These two terms of Geography belong in the Preparatory Course, and persons wishing to pass this work by examination should make a careful study of the work as outlined above, with Frye's advanced book as a text.

Geography. Text, ———

(A)—This work begins with a general discussion upon the following topics:

Subject matter: The organic and the inorganic.
Relation of these two.
Highest form of life.
Means of its development.
Classification of activities.
Spencer's estimate of "science."
Acquisition of adequate concepts.
Dependence of life upon structure and climate.
Relation of the "human" to the "natural" in Geography.

Then follows a discussion of the value of observation in Geography.

Geography is primarily an observational study.
The study of physical forms.
The study of movements.

The study of institutions.
Geography trains the imagination.
Resulting power of the constructive imagination.
Need of adequate concepts.
Order of mind-movement.
Value of Geography in the training of the reasoning powers.
Value of observation in reasoning.

The value of the study of Geography in presenting an opportunity for the exercise of the powers of expression.

This is the representative stage of the study.
The means of representation may be oral, or written, or by molding.
The reaction of this representative work upon the pupil's powers.

The ethical value of the study.

The study of nature is a moral study.
The purpose of God as revealed in the "Earth as the Home of Man."
Inter-dependence of all the agencies in human development.

The practical value of Geography.

The practical enables one to meet his obligations, to guard against misfortune.
Geography calls attention to location of soils, metals, timbers, and other necessaries of life.

The relation of Geography to the other studies of the course. The need of a greater unity in the relation of the several branches of the school course is discussed.

Its relation to Arithmetic.
Geographical knowledge lies in the mind in the form of concepts, of areas, lengths, breadths and thicknesses.
The whole process of comparison involves arithematical calculations.
Its relation to writing and composition work.
Written reviews give excellent opportunity to show this relation.
Reading and Geography are closely related.
A poor reader cannot have definite pictures of places at a distance.
History and geography are organically related.
History furnishes the actors; geography the stage and settings.

Good Geography work cannot be divorced from drawing.
Science and Geography cannot well be studied apart.
Vegetable and animal life are intimately connected with structure and climate.

The subject of Geography may be studied under three heads:

Observational Geography.
Representative Geography.
Descriptive Geography.

The term's work closes with an investigation of the Course of Study. The work is divided into three divisions:

The oral work, running through the third, and probably the fourth year.
The intermediate work, in which an elementary text is used covering the fourth and fifth, or the fifth and sixth years.
The advanced work, completed in the seventh year. However, not less than a full year's work should be put upon the advanced work.

Physical Geography. Text, Appleton.

In general the plan of the text is followed, except that the amount of time devoted to the study will not permit us to attempt to complete all the work laid down in the text-book. The following are some of the general topics which are mastered in the course of the term's work:

Applications from Astronomy and Physics, with a brief study of the geological ages.
Measurements, motions, magnetism.
Physiography.
Continental forms.
Laws governing structure.
Island formations.
Phenomena of earthquakes and volcanoes.
Relation of drainage to continental structure.
Ocean waters, currents, and tides.
The atmosphere, climate, storms, laws of rainfall.
Glaciers and icebergs.
Adaptation of earth as the home of man.

Civics. Text, Fiske.

It is the purpose of this term's work to broaden the students' notion of man's relation to his fellow men in organized society, and to give him a better knowledge of the institution which regulates this relation.

The Declaration of Independence says governments are instituted among men to secure to the people life, liberty, and the pursuit of happiness, and that whenever any form of government becomes destructive of these ends, it is the duty of a people to abolish that form and institute another.

From this we may interfer that the forms of government have much to do in enhancing the efficiency of government itself.

It is therefore essential that the would-be citizen familiarize himself with that agency which, by common consent, secures to each, such precious boons as life, liberty, and happiness.

The plan of the text is to follow largely the historical development of government in general, but especially in the United States. The following general topics indicate the order of procedure:

The government and the power of taxation.

The origin and practical workings of the township.

The county as composed of townships in New England, and the county as a unit of civil government in the southern states.

Sketch of some English cities and boroughs, and some typical American cities.

The state traced through the colonial forms of government, with especial attention to the transition of the three forms of colonial government to the typical American state.

Written constitutions traced through mediaeval charters; the Great Charter; bill of rights, fundamental orders, royal charters.

This historical sketch brings us up to the throwing off of the British yoke and the assumption of sovereignity by the

American people. The Federal Union is now traced through the following historical events:

New England Confederacy.
Albany Congress.
Stamp Act Congress.
Committees of Correspondence.
Continental Congresses.
Congress under the Articles of Confederation.

We are now ready to see how the present constitution and government under it came into being. Careful attention is given to the genesis of the constitutional convention. Then the transfer of sovereignty from the people, the states, and the government under the Articles of Confederation, to the new Federal Union. Then follows a brief analysis of the three departments of government under the Constitution.

Drawing Department.

MATILDA F. SALTER.

As drawing is not more generally studied, a certain amount of knowledge will be required before taking up the regular Normal work. The course has been planned on the supposition that the student is able to represent simple forms, spherical and cylindrical, and that he understands something of conventionalization and arrangement.

(C) First Term—The term's work will be in pencil, and will give practice in drawing simple objects, singly and in groups. Working drawings, freehand and instrumental, will also be made from models, and some work in decoration will be required.

Part of the term will be given to blackboard drawing, the drawings being largely illustrative. The object is to enable

the pupil to use the blackboard with ease and rapidity. Practice outside of the class will also be required.

(B) Second Term—This term continues the work of representation from models and casts, but charcoal and pen and ink will be used as well as pencil.

The subject of historic ornament will be studied, and in this connection the library will be used, and photographs illustrative of the different styles will be shown.

(A) Third Term—Six weeks of the term will be given to drawing from objects and from nature, using as a medium either charcoal or water-color.

The remaining six weeks will be devoted to methods, which include the reasons for the study of drawing, a review of the plan of work for the different grades, and suggestions for teaching.

Bookkeeping.

One term in bookkeeping is required of all who desire a diploma from the institution. Classes are organized during the third term of the second year.

Instruction is given first in double entry, care being taken to secure accuracy in journalizing, posting, making out trial balances, and balance sheets. Each student is required to solve at least one problem wholly by his own effort, and although it is not expected that all shall become expert in all forms of keeping books, yet it is expected that each shall be competent to open a set of double-entry books, either in single proprietorship or in partnership business; transfer each amount to its proper place; close all accounts, and make an accurate statement of the condition of the business at any time.

The various forms of business paper are fully discussed, and instruction is given in the practical management of everything that is used as money, or as a substitute for money.

Penmanship.

During the year, vertical writing has been taught, particular attention being given to movement exercises. The aim has been to give help in acquiring a plain, rapid handwriting. For freehand practice, a good deal of work has been done on the blackboard.

Department of Physical Training.

SAMUEL B. WHITTINGTON.

THE AIM OF THE WORK.

The attention which physical training is now receiving in this country makes instruction in this branch necessary in the training of teachers. Educational gymnastics takes precedence of athletics and sports. Pupils of the Normal School become acquainted with a method and system of culture which they can employ in the performance of their duties as teachers of the young. This system of gymnastics is wisely devised, and does not ask too much of any one capable of sustaining the physical demands of the profession of teaching, while at the same time those entering these classes derive great benefit in building up their own physical forces. Most young men and women coming to this school are greatly in need of this physical improvement. Many teachers have utterly failed in their professional work from a lack of physical strength, or, rather, because they have not been taught to care judiciously, through bodily exercise, for their health and strength. With proper training pupils should leave school in a better physical condition than when entering.

They should take with them not only a store of knowledge and enthusiasm for the profession, but also be physically able to carry out the work for which they have pre-

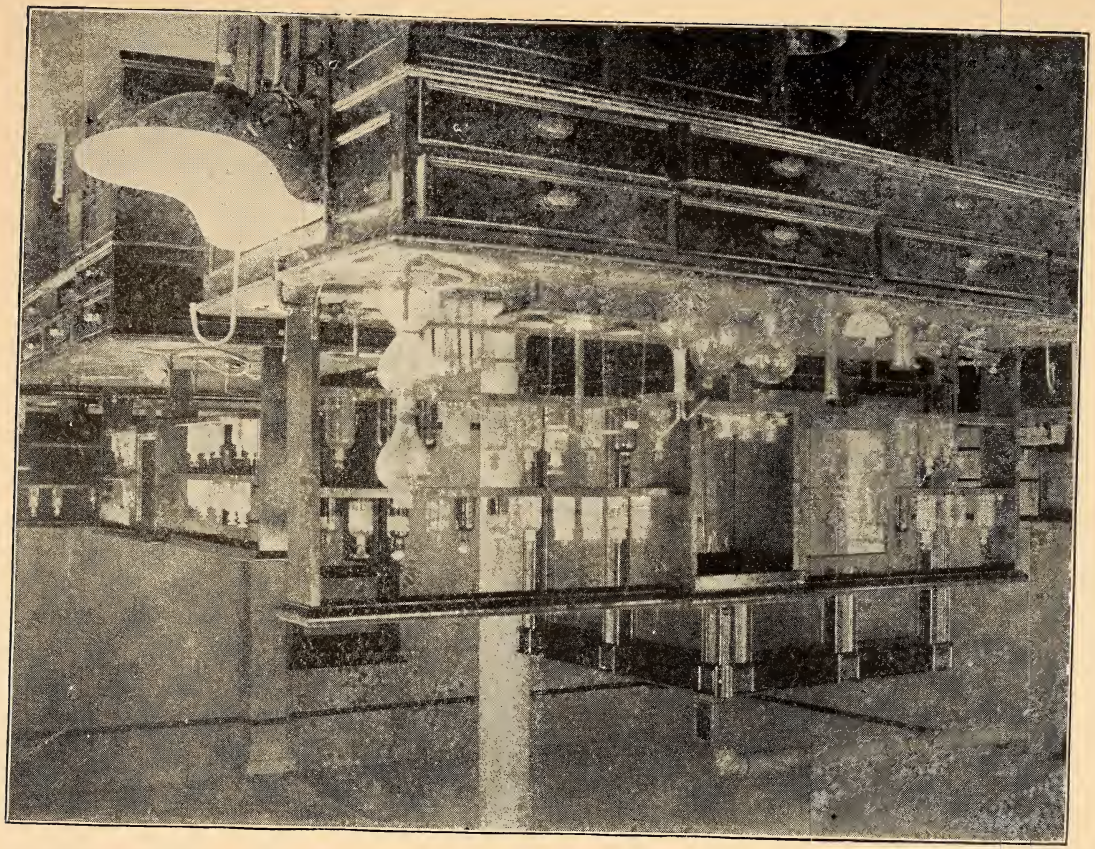
pared themselves. They should carry with them into every town and neighborhood, not only the noble thoughts of modern education, but they should also incite the youth in their schools to a healthful physical activity. This school is fully alive to the peremptory demand which educators are making for physical training. It has provided a special instructor for this branch of instruction, and is now equipping in the most elaborate manner the gymnasium, so that all may be benefited by a most thorough training, and in their turn may be able to make similiar provision for the schools they may have in charge.

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

Course of Study.

The course of study consists of practical and theoretical work; the first term will be given to practical work in the gymnasium; during the second term, an advanced course is offered to students who exhibit special ability in physical training work, and give promise of becoming efficient instructors in this department. In addition to the extra drill in the gymnasium a course of instruction is given in the following subjects:

School sanitation, first aids to the injured, theory and history of gymnastics, light apparatus, anthropometry, testing hearing and vision, tactics. A certificate from the department will be issued to those who complete this advanced course.



MODEL SCHOOL.

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

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

James Kirk, Superintendent.

Washington B. Davis, Training Teacher, seventh and eighth grades.

Adda P. Wertz, Training Teacher, first six grades.

Elizabeth Parks, Assistant Training Teacher.

COURSE OF STUDY.

STUDIES.	1st Year			2d Year			3d Year			4th Year			5th Year			6th Year			7th Year			8th Year		
TERM.	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Reading	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x
Lang. and Literature	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x	x			
Grammar																						x	x	x
Writing and Drawing	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x						
Writing																			x	x	x			
Drawing																						x	x	x
Geography							x	x	x	x	x	x	x	x	x				x	x	x			
History																x	x	x				x	x	x
Arithmetic	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Spelling	x	x	x	x	x	x	x	x	x	x	x	x												
Science (general)	x	x	x	x	x	x	x	x	x	x	x	x												
Physiology																x						x		
Physics																	x							x
Botany																		x			x			
Zoology																							x	
Physical Training																								
Music																								

Pupils in the seventh and eighth years are permitted to study Latin, a beginning class being formed for them every odd-numbered year is very encouraging. It may be said, further, that in the seventh and eighth years the work will be conformed, as closely as circumstances will permit, to the State Course of Study.

Tuition.

First three grades, free.

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

Syllabus of Work.

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

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

Reading.

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

Second Year.—An Advanced First Reader. Harper's Second Reader. Baldwin's Second Year Reader. Supplementary work.

Third Year.—Harper's Third Reader. Stories of Indian Children. Supplementary work from various sources.

Fourth Year.—Harper's Fourth Reader. Stories of Ulysses, and the Pilgrim's Progress.

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

Seventh Year.—The pupils are introduced to the choicest American literature.

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

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

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

Language and Literature.

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

The material for this drill is partly furnished by the children as they report daily on the things they see and hear (field observations), and as they retell stories told them. Idioms of our language are taught through object lessons and litera-

ture related to nature study. Memory gems suited to the season are a part of the daily work.

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

Third Year.—Language lessons are carried along on two lines, oral and written. Conversation forms the basis of the first, and dictation exercises and short essays. of the second.

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

The literature of the year is taught by outlines suggested in the State Course of Study.

Fourth Year.—Similiar work to that of the third, using Tarbel's Elementary Language Lessons, Part I, as a text-book; but supplementing the language work with literature work, as before. Robinson Crusoe we find easily adaptable to this purpose, as is also the Stories of Ulysses.

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

Sixth Grade.—In the sixth grade, the use of Buck's Grammar is continued, and the principles previously learned are applied in the preparation of written work on subjects taught in this grade—i. e., Biography, Literature, and Science.

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

Grammar—*Buck.*

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

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

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

Writing.

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

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

Third Year.—The small letters in allied groups. Peculiar joinings and words difficult to write. Capital letters in allied groups. Daily exercises in free movement. A copy book is introduced.

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

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

Sixth Year.—The work as outlined in the State Course of Study is carefully given.

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

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

Drawing.

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

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

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

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

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

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

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

Third, Fourth, Fifth, and Sixth Years.—The work of these grades consists of the first six books of Prang's Complete Course.

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

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

Simple designs are also colored.

Eighth Year.—Prang's Complete Course, Nos. 7, 8, and 9.

Drawing is studied under three heads:

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

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

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

Geography.

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

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

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

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

Fifth Year.—Butler's Elementary Geography, and King's Geographical Reader (Second book) are used as the basis for work in this grade. Modeling with chalk and with sand are here introduced.

Seventh Year.—The pupils use a complete descriptive geography as a basis of study. The work takes up the notions of position, form, direction, distance, etc., as a means of developing concepts with which to work intelligently when the study becomes one of imagination. Much map drawing is

required, and also some supplementary reading from cyclopedias, magazines, etc.

History.

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

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

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

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

Arithmetic.

First Year.—Conversation lessons for a few days to determine the child's knowledge of number. The child learns to observe "how many" in objects, actions, and sounds. He is

led to see a two, a three, or a four of objects in and among other objects. Familiar objects in and about the school room are used. All the fundamental operations in number below eleven are learned the first year. Denominate tables of same unit value as numbers, learned.

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

Counting to 100. Roman notation as found in the First Reader. Signs: (Addition, Subtraction, Multiplication, Division,) and symbols (figures). Words expressing number, as team, pair, couple, etc.

Speer's work is commenced in the second month and is the basis of training work during the first two terms; after that it is continued in connection with the ordinary number work.

Second Year.—Work of first year continued to 20; tables of 2's and 3's completed, and other tables formed as far as 20. Mechanical addition, no column exceeding 9; mechanical subtraction, minuend figures all larger than corresponding subtrahend figures. Rapid work and mental work especially emphasized. Counting, writing and reading all numbers to 1,000. Roman notation to 50.

Speer's Primary Arithmetic completed.

Third Year.—Work of the second year continued to 100. Original problems. Analysis a prominent feature. Fundamental idea of addition and subtraction. Fractional parts. A primary text-book in the hands of the class.

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

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

Sixth Year.—Review fractions, using same text-book as used in fifth year. Take up decimal fractions, United States money, the practical side of denominate numbers, and if possible take the subject of percentage to interest.

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

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

The winter term's work begins with decimal fractions.

The fundamental operations as applied to decimals follow the same principles that apply in whole numbers.

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

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

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

Spelling.

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

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

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

Science.

The subjects chosen are in connection with growing nature, and are correlated with literature, language, and other studies, and every sort of science is included. The object of the lesson is a training of observation and a foundation for advanced work.

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

Botany.—*Gray's How Plants Grow.*—Spring Term.

Seventh Grade.—While a text-book is used in this work, the principal part of the work is with leaves, buds, flowers, stems, seeds, etc. Excursions are made into the woods near by, and many flowers gathered. These are analyzed in a simple way, drawn, and pressed.

Physiology.—*Stowell's A Healthy Body.*

Eighth Grade.—The skeleton, muscles, skin, etc.; digestion, absorption, and assimilation; circulation, respiration, etc.,

nervous system; special senses, the organs connected with these.

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

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

At first, a general idea of the animal kingdom; then mammals, birds, and other classes of vertebrates more in detail; articulata, including insects, crustaceans, and worms.

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

PHYSICS.—*Shaw's Experiments.*

One term is spent in the study of a few phenomena, which may be illustrated by simple experiments. The pupils observe the experiments, and then write out and give in class, explanations of: (1) apparatus; (2) manipulation; (3) manifestation; (4) conclusions.

PHYSICAL TRAINING.

Physical training alternates with science. Work in the gymnasium once each week. Games taught under the supervision of the special teacher.

Library.

MINNIE J. FRYAR, *Librarian.*

The University has a complete set of books of reference —cyclopedias, biographical dictionaries, gazetteers, atlases,

etc. Some of these are placed in the assembly hall, and in the several recitation rooms, so that the students may more conveniently consult them at any time.

The library proper occupies a spacious room on the ground floor of the library and science building and contains at present 14,676 volumes, including a professional library for teachers. This number is yearly increased. Besides the books in cases the library is supplied with about 100 of the best current magazines and papers, both American and English. To these the students have free access. At the close of each year the volumes of magazines are bound, after which they are regularly entered and placed on shelves along with the other books.

Classification and Catalog.

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

The library contains now a complete catalog of authors, titles, and subjects. All readers have unrestricted use of the catalog. The subject cards are particularly helpful, for they index not only the subject-matter of books as a whole, but also important chapters and parts of books. A good library catalog is invaluable. It makes the knowledge contained in books vastly more useful because more accessible.

Rules and Regulations.

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

Pupils reading in the library are expected to enter the room at the beginning of the hour and remain until its close, unless excused.

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

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

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

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

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

The library has been used very freely during the past year. Our collection has been increased by the addition of 513 volumes since last June.

During the winter and spring terms the librarian has given a number of talks to students by way of instructing them in the use of the card catalog and other indexes contained in the library.

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

ADDITIONAL PARAGRAPHS.

The Pledge.

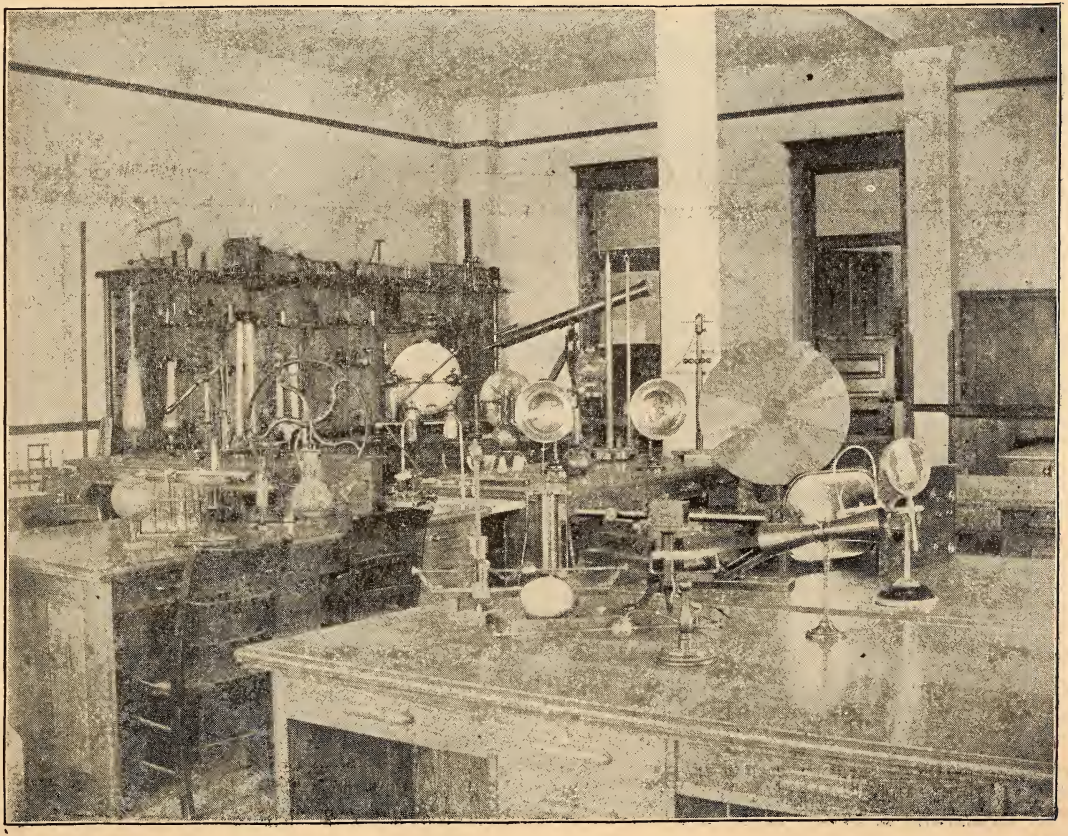
Those who receive free tuition are required to give a pledge to teach in Illinois as many terms as they are students in the University, provided an engagement to teach can be obtained with reasonable effort. This is a serious pledge, and should not be lightly taken. Students are required to report to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

The following is the form of pledge required:

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

Standard of Intellectual and Moral Character.

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



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

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

Literary Societies.

It is desired to have literary societies enough to afford all Normal students an opportunity to do society work. There are now three societies: The Socratic, the Zetetic, and the Platonian.

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

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

The New Building.

The new Science and Library building now stands completed. It is a beautiful edifice and well adapted to the uses for which it was built. It was dedicated, with appropriate exercises, December 21, 1896. The larger space for the library and the museum, the two large laboratories, the new biological rooms, and the large gymnasium are great additions to our facilities. This building is now well furnished with the best seating, cases, and apparatus; and but few Normal schools are better equipped for work. During the past year a large amount of granitoid walk has been made, much attention to

the grounds which presents a better appearance than ever before.

Summer Session.

The Institution will provide a summer session to accommodate those who desire to review and to take advanced standing in the several courses of study. By the vote of the trustees, those who do acceptable work will receive credit for the same on the records of the Institution.

This session opens June 19 and closes July 28.

Courses in English, History, Geography, Mathematics, Science, Latin, German, Psychology, Elocution, and Physical Training.

No tuition for this session, save an incidental fee of $1.00. Students will be allowed choice of work, with slight restrictions.

Those who desire credits must concentrate on not more than three studies; those who wish review work, on any five. The full equipment of the Institution will be freely used.

1874—The Twenty-fifth Anniversary.—1899.

The Institution was opened on July 1, 1874. This year closes its first quarter of a century. The Alumni Association, Faculty, and Board of Trustees are now planning to properly celebrate this event during the Commencement week exercises of '99.

All friends of the school are hereby cordially invited to be present on that occasion. An elaborate program has been prepared for the week. Dr. Richard Edwards, ex-state superintendent, will deliver the baccalaurate sermon, and Dr. E. E. White, the annual commencement address.

Accredited High Schools.

For some years the Southern Illinois Normal has used the list of accredited High Schools prepared by the University of

Illinois. Since the State University has discontinued the publication of such a list, this institution is planning to become acquainted with the High Schools of Southern Illinois, so as to be able to give proper credit to those departments of any of these schools where satisfactory work is done.

In order that this may be fairly done, quite a constant care is required as the teachers of these departments and grades change frequently, hence the character of the work varies from year to year. In cases where the entire course in these High Schools is well and favorably known a credit of one year is allowed; and where a student has graduated from a four year's Latin course, even a greater credit is allowed, depending upon the strength of the student.

Entrance Examinations.

To avoid much delay, students who have no credentials which will entitle them to enter without examination, are required to take their entrance examination on the day before the opening of the term. To meet this requirement students must be on hand to begin this examination promptly at nine o'clock on the Monday preceding the opening of the term, which in each case is Tuesday.

Lecture Course.

During the past year a University Lecture Course was offered to the students without expense. The following persons in the order named delivered addresses: Pres. D. B. Parkinson, Judge S. P. Wheeler, Prof. Geo. H. French, State Sup't. J. H. Freeman, Pres. John W. Cook, Pres. A. E. Turner, Pres. John H. Finley, and Pres. J. S. McGhee.

The course was highly appreciated by the students and faculty and added much to the value of the year's work.

TEXT-BOOKS.

American Literature—Hawthorne and Lemmon. Mathews.
Algebra—Wells' Essentials.
Arithmetic—McLellan and Ames; Beman & Smith.
Astronomy—Todd.
Bookkeeping—Williams and Rogers.
Botany—Gray's School Field Book, and Campbell.
Chemistry—Williams.
Civil Government—Fiske.
Drawing—Prang's Shorter Course, I-V (C Draw).
" Complete Course, VII-X (B Draw).
Elocution.
English Literature—Painter, Corson, Brooke, Minto.
Geography—Frye.
Geology—Le Conte.
Geometry—Wells' Essentials of Plane and Solid.
German—Collar's Shorter Eysenbach.
Composition—Harris.
Klemm's Literaturgeschichte.
Grammar—Buck's Elements.
Buck's Grammar.
Greek—"The Beginner's Greek Book."—White.
Memorabilia of Socrates.—Robbins.
Iliad—Seymour.
History—American—Channing.
English—Montgomery.
General—Myers.
Latin—"First Latin Book"—Collar and Daniell.
First Latin Reading—Arrow, Smith & Whicher.
Cicero—Allen and Greenough.

Virgil—Greenough and Kittredge.
"Practical Latin Composition"—Collar.
Latin Grammar—Harkness.
Ovid—Allen and Greenough.

Methods in History—Mace.
Mineralogy—Foye.
Orthography—"National Speller and Word Book."
Pedagogy—Hewitt, and Halleck.
Compayre's Psychology Applied to Education.
Rosenkranz's Philosophy of Education.
White's School Management.
Penmanship—Merrill.
Phonics—De Garmo.
Physical Geography—Appleton.
Physics—Avery. Gage's First Principles.
Physiology—Tracey.
Psychology—Ladd, McLellan Dewey, Davis.
Reading—Columbian Fifth Reader.
Rhetoric—Genung, Cairus, Keeler.
Trigonometry and Surveying—Wentworth.
Vocal Music—Normal Course—(Tufts & Holt).
Word Analysis—Swinton.
Zoology—Holder (B); Dodge (A).

LIST OF STUDENTS.

Practice Teachers.

Angell, E. Ed, ½.
Barrow, Eugene, 2.
Bellamy, Callie, 2.
Bellamy, John G., 2.
Black, Fannie, 1.
Bonham, Archie, 1.
Bonham, Eunice, 1.
Bowyer, Hattie, ½.
Brainard, Stewart, 1.
Brown, Robert, 1.
Burge, Minnie, 1.
Campbell, James S., 2.
Carson, David A., 1.
Charlton, Daisy, 1.
Clark, Sadie, ½.
Cox, Latta, ½.
Crawshaw, Allen, 2.
Davis, Henry, 1.
Ernest, Reuben, 1.
Frink, Nannie, 1⅚.
Gillespie, Ella, 3.
Hawley, Alice, 3.
Heller, Peter, 1.
Hill, Mabel, 1.
Hinderliter, M. L., 1.
Hinkley, Alice, 1.
Hodge, Mary, ½.
Holden, Margaret, 3.*
Iles, Victor, 1.
Jenkins, Alida, 1.
Johnson, Bessie, 1.
Karraker, O. M., 1.
Keesee, Leota, 3.
Kell, James D., ½.
Kennedy, Myrta, 1.
Kershaw, Mary E., 2.
Kirk, Mary E., 3.
Layman, Thomas, 1.
Marberry, J. O., 1.
Marron, Minnie, 1½.
Martin, Rollo, 1.
Maxwell, T. R., 2.
McKinney, Henry, 1.
McKittrick, F. D., 1.
McKnelly, Jacob, 3.
McLin, Emma, 3.
Mercer, Iva, ½.
Mertz, Bertie, 1.
Miller, John, 1.
Muckelroy, Renzo, 2.
Nelson, Anna, 2.
Norfleet, Frank, 1.
Perce, Amelia, 1.
Perry, Rose, 2.
Pope, Emma, 1.
Raynor, May, 2.

Reagan, Lulu, 1.
Reef, A. J., 2.
Roberts, Flora, 1.
Robertson, Essie, ½.
Roe, Edith, 1.
Ruby, Jennie, 1⅓.
Spani, Kate, 2.
Spence, Bertha, 2.
Stahl, H. F., 1.
Stewart, Nora, 1.
Stone, Blanche, 1.
Tanner, Lillian, 3.
Taylor, James A., 1.
Thompson, Bessie, 2.
Thomson, Elizabeth, 1.
Thomson, Lavern, 1.
Walker, Charles A., 1.
Walther, J. A. B., 1.
Wells, Orlin, ½.
Weisman, Nellie, 2.
Whetstone,, Thomas, 1.
Wilson, Helen, 1.
Wyatt, Myrtle A., 1.
Zimmerman, Lilly, 1.

*Two classes each term.

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

Post Graduates.

NAME.	RESIDENCE.
Etherton, William A	Carbondale
Jenkins, John H	Cobden
Marberry, William T	Reevesville
Robinson, Sam T	Hartford
Roe, Nellie B	Carbondale
Thompson, Bessie M	Carbondale
Thornton, Edna	Osage
Thornton, Nina	Benton
Wham, Margaret	Deland

Seniors.

Blake, Edward L	Equality
Brainard, Pearl	Carbondale
Brainard, Stuart	Carbondale

NAME.	RESIDENCE.
Brewster, Libbie	Carbondale
Cisne, W. G.	Cisne
Cowan, James P.	Carterville
Crawford, J. E.	Christopher
Duncan, Hester	Carbondale
Etherton, James M.	Carbondale
Grove, Bessie L.	Carbondale
Haldaman, Margaret	Decatur
Harris, W. O.	New Haven
Hooker, Lulu T.	Carbondale
Karraker, Orville M.	Dongola
Marchildon, John W.	Thebes
McConaghie, Thomas	Oakdale
McKittrick, F. D.	Fairfield
Murphey, W. Gordon	Carbondale
Palmer, Myrtle I.	Custer Park
Pruett, Charles F.	Kinmundy
Roe, Edith	Carbondale
Stewart, Josephine	Carbondale
Webkemeyer, Charles W.	Campbell Hill

Normal.

Abbott, Laura B.	East St. Louis
Abbott, Luana F.	East St. Louis
Allen, Frank B.	Carbondale
Allen, John H.	Ashley
Angell, J. Edward	Cobden
Asher, Grace L.	Unity
Auten, Charles A.	Thompsonville
Baird, Luther E.	Carbondale
Baker, Roscoe	Anna
Baldridge, Frank J.	Walnut Hill

NAME	RESIDENCE.
Barnfield, P. S.	Carbondale
Barnett, Arthur T.	Bridgeport
Barrow, Eugene	Campbell Hill
Barrow, John V	Campbell Hill
Batman, Anna	Carbondale
Batman, M. R.	Carbondale
Batson, Josie	Carbondale
Beecher, Henry Ward	Makanda
Beecher, Kate Maude	Makanda
Bellamy, Callie	DuQuoin
Bellamy, John G.	DuQuoin
Birkholz, Charles	Carterville
Black, Fannie	Absher
Black, Mame	Calhoun
Black, Taylor	Absher
Blake, Rollie Philo	Osage
Blevins, Robert A.	Atwater
Boggs, Chesley	Walnut Hill
Boggs, Vivian	Kell
Boles, Hosea	Pulley's Mill
Bonham, Archy Justus	Carbondale
Bonham, Eunice May	Carbondale
Boomer, Helen	Buncombe
Boomer, Nola	Buncombe
Boomer, Simeon E.	Buncombe
Bourland, Thomas	Ullin
Bowyer, Emma	Carbondale
Bowyer, Hattie H.	Carbondale
Boyd, Martha H.	Cairo
Brandon, W. A.	Makanda
Bridges, Albert F.	Carbondale
Brinkerhoff, Roland	Salem
Brooks, James T.	Cobden
Brown, Lewis W.	Balcom

NAME.	RESIDENCE.
Brown, Robert E.	Anna
Brownlee, Elizabeth E.	Carbondale
Brownlee, Robert.	Benton
Brubaker, Loren.	Salem
Burge, Minnie A.	Burgetown
Burnett, Rex C.	Carbondale
Burton, A. H.	Cisne
Byers, Windfield.	Exchange
Calhoon, Nora.	Buncombe
Campbell, Harry E.	Marion
Campbell, James S.	Marion
Carmichael, Alice L.	Murphysboro
Carson, David.	Rice
Casper, George T.	Dongola
Chance, Newton J.	Salem
Chandler, Kate F.	Carbondale
Charlton, Daisy.	Cartter
Clark, Sadie.	El Dorado
Clifton, Ottis S.	Louisville
Coleman, Edgar.	Oakville
Coleman, Roscoe.	Carterville
Cook, Evalyn.	Oconee
Cook, Lillian B.	Cairo
Cook, Nettie F.	Oconee
Coulter, Lena B.	Oakdale
Cox, Lotta.	El Dorado
Cox, Zetta E.	Walnut Hill
Crawshaw, Allen.	Carbondale
Cross, Daisy A.	Shiloh Hill
Cross, Kent Kane.	Shiloh Hill
Crow, Waller.	Carbondale
Cruse, Ethel.	Carbondale
Cruse, Grant.	Carterville
Davis, A. Clare.	Carbondale

NAME.	RESIDENCE.
Davis, Henry L.	Anna
Davis, Lora E.	Raccoon
Davis, Mary J.	Metropolis
Davis, Melinda E.	Anna
Davis, Pearl M.	Waggoner
Davis, Roy.	Carbondale
Demmer, John.	Pinckneyville
Denton, Laurence.	Cartter
Dillinger, Carrie.	Carbondale
Dillinger, James F.	Carbondale
Dixon, Estelle B.	Carbondale
Dollar, Pearl.	Carbondale
Dorsey, Charles A.	Carbondale
Draper, F. M.	Mayberry
Draper, N. W.	Mayberry
Drumm, Mrs. Maggie.	Cave-in-Rock
Dumford, Mame.	Dundas
Duis, Mary C.	Dorsey
Eaton, Ethel.	Sunfield
Ede, Martha R.	Cobden
Edwards, Charles E.	Omaha
Elder, Mary E.	Carbondale
Elliott, Blaine.	Carbondale
Elliston, Anna.	Waltonville
English, Hattie M.	Raccoon
Ernest, Thomas R.	Swanwick
Ervin, Mary E.	Blair
Etherton, Charlie.	Carbondale
Etherton, Harmon.	Carbondale
Etherton, Homer.	Carbondale
Etherton, Julia.	Carbondale
Fakes, Nevada.	Murphysboro
Farthing, Harvey.	Bonnie
Ferrill, E. G.	Jonesboro

NAME.	RESIDENCE.
Fisher, Morris	Irvington
Forsyth, Margaret	Carbondale
Foster, Arthur O	Ashley
Foster, Edith	Salem
Foulks, Mittie	Sidney
Frazier, Lucy	Centralia
Freeland, Herbert L	Hagarstown
Frink, Myrtle M	Centralia
Frink, Nannie E	Centralia
Fryar, Mary E	Carbondale
Gallegly, Fred A	Lick Creek
Gambill, John M	Lake Creek
Gant, Annie	Chester
Garrison, Erma	Centralia
Garrison, Grace	Centralia
Garrison, Gregg	Centralia
Gaston, William T	Cartter
Gilbert, Gertrude	Makanda
Gillespie, Ella	Bridgeport
Godard, George A	Buncombe
Goforth, James G	DuQuoin
Goforth, William A	DuQuoin
Gragg, Josie	Centralia
Grear, Louise	Shawneetown
Greathouse, James W	Johnsonville
Gregg, Roy F	Harrisburg
Gucker, Howard	Red Bud
Gurley, Malcom A	Makanda
Harmon, Lizzie	New Palestine
Harrell, Mabel	Carbondale
Harris, W. T	Carbondale
Hartwell, Andrew D	Marion
Harwerth, John W	St. Libory
Hathaway, M. Agnes	Chester

NAME.	RESIDENCE.
Hawkins, May S	Beechwood
Hawley, Mary A	Levings
Hawthorne, Laura E	Blair
Heininger, Myrtle	Murphysboro
Heller, Peter	Beaucoup
Hester, Edna A	Carbondale
Hewett, Eva T	Irvington
Hewette, Stella	Irvington
Hickman, Ida	Carbondale
Higgins, Ada Mae	Ava
Higgins, Maggie E	Percey
Higgs, Zeb	Tamaroa
Hill, David Stanley	Calhoun
Hill, Mabel L	Calhoun
Hill, Nona E	Cartter
Hiller, Francis M	Cottage Home
Hiller, J. A	Enterprise
Hinderliter, M. L	West Salem
Hinkley, Agnes	DuBois
Hitt, Robert L	Tamaroa
Hobbs, Thos. M	Carbondale
Hodge, Gertrude E	Golconda
Hodge, Mary Gertrude	Carbondale
Hogue, Louis	Lick Creek
Hogue, Wm. Chas	Lick Creek
Holden, Margaret L	Carbondale
Honsaker, Andrew	Cobden
Hood, Josephine I	Vienna
Hooker, Zetta	Carbondale
Hopper, Olive T	Mt. Vernon
House, Oscar S	Murphysboro
Houser, Alpha Burdet	Ashley
Houts, Mabel Grace	Metropolis
Howell, Dennis H	Carbondale

NAME.	RESIDENCE.
Howell, Ernest	Carbondale
Howell, Fleety	Grantsburg
Huff, Dot	Cartter
Iles, I. Victor	Dudley
Jackson, Arta A	Woodlawn
Jaynes, Chas, Alvin	Thebes
Jenkins, Alida C	Elkville
Jenkins, Zenas	Dongola
Jennings, Thos	Walnut Hill
Jobe, W	Metropolis
Johnson, Bessie A	Carbondale
Johnson, Della	Olney
Johnson, Lewis	Summer
Johnson, Mae	Metropolis
Johnson, M. Laura	Carbondale
Johnson, Samuel J	Smithton
Jones, Don Carlos	Marion
Jones, Henry Clay	Unionville
Jones, Melvin	Moscow
Kanady, Stella	Ridgway
Keesee, Leota	Carbondale
Kell, Chas. S	Salem
Kell, Ida Alice	Cartter
Kell, James Davis	Kell
Kelsey, Mary E	DuBois
Kendall, John S	Cobden
Kennedy, Myrta	Murphysboro
Kershaw, Mary A	Harrisburg
Kimbro, James	Carbondale
Kimmel, Raymond	Calhoun
Kingsbury, Howard B	Calhoun
Kirk, Mary E	Carbondale
Kirk, Vida	Carbondale
Krichbaum, James C	Calhoun
Kuykendall, Elvis G	Crossville

NAME.	RESIDENCE.
Layman, Thos. J.	Benton
Lee, Chester A.	Carbondale
Lewis, Emma L. M	Carbondale
Lightfoot, Anna E	Carbondale
Mackey, James F.	Vienna
Marberry, John L.	Reevesville
Marberry, J. Oscar	Reevesville
Marron, Minnie.	Carbondale
Martin, J. W.	Goreville
Martin, Rollo.	Osage
Marvin, Minnie E.	Carbondale
Maxwell, J. H.	Oakdale
Maxwell, T. R.	Oakdale
Maule, Dollie A.	Astoria
McClanahan, Henry F.	Grantsburg
McConaghie, Tillie	Oakdale
McElya, Bertha.	Carbondale
McGregor, Daniel.	Gard's Point
McKelfresh, E. H.	Summer
McKinney, Henry T.	Marion
McKnelly, Jacob.	Hord
McLin, Emma C.	Fairfield
McMurphy, Kate M.	Makanda
Medlin, Thos.	Anna
Mercer, Iva.	Raccoon
Mertz, Bertie.	Carbondale
Meyer, Geo. N. A.	Kell
Michaux, Ida.	Metropolis
Midgett, Dillie D.	Marion
Miller, Effie M.	Carbondale
Miller, Ira.	Carbondale
Miller, John	Nashville
Miller, Maggie G.	Makanda
Miller, Margaret.	Nashville

NAME.	RESIDENCE.
Miller, Sarah Alice	Carbondale
Miles, James M	Marion
Mills, Curtis B	Keenville
Mitchell, Verna	Marion
Montgomery, Joseph T	Passport
Montgomery, Thos. H	Calhoun
Morrow, Minnie	Beechwood
Morton, Lottie	Carbondale
Muckleroy, Renzo	Mt. Vernon
Muller, Emma E	Highland
Nelson, Amy	Red Bud
Nelson, Anna C	Harvey
Nelson, Marion L	Olney
Norfleet, Frank	Sedan
Norris, Claude	Waltonville
North, Edgar	Carbondale
Otey, Chas. R	Carbondale
Ozment, Chas. B	South America
Pearce, John V	Middle Point
Peeler, Maude	Vergennes
Pearce, Amelia	Carbondale
Perce, Clara P	Carbondale
Perry, Grace	Carbondale
Perry, Rose	Carbondale
Phifer, Cora	Murphysboro
Phillips, Grace	Carbondale
Phillips, James R	Portland
Pohlman, Henry	Plum Hill
Pollock, Clara	Carbondale
Pool, W. F	Berryville
Pope, Emma A	Dongola
Pope, Sylvia A	Arcola
Porter, Agnes	Murphysboro
Prather, Sopha	Centralia

NAME.	RESIDENCE.
Presson, Wm	Makanda
Ragsdale, Mollie	Tamaroa
Raynor, May C	Carbondale
Ready, Grace E	Golconda
Reagin, Lulu Maud	DeSoto
Reagin, Madge	DeSoto
Reed, Edna	Pulley's Mill
Reel, Augustus J	Carbondale
Renfro, Chas. Duncan	Carbondale
Rice, Alexander Z	DuBois
Rittenhouse, Hattie M	Peter's Creek
Roach, Frank L	Levings
Roach, Stella	Levings
Roberts, Flora	Carbondale
Robertson, Abbie	Carbondale
Robertson, Essie	Hartsville
Robinson, Charles	Hartford
Robinson, Kempie	Metropolis
Robinson, Lilian	Murphysboro
Robinson, Nellie G	Murphysboro
Rohrer, Frank	Thackery
Ruby, Grace Jennie	Sandoval
Russell, Mary L	Dongola
Rust, Mamie	Carbondale
Scherer, George Edward	Olney
Schamlhausen, Winifred	Olney
Schmidgall, Fannie	DeSoto
Schmitt, Lillie	Osage
Schwartz, Fannie	Elkville
Sheldon, John C	Woodlawn
Shores, Risha J	Grantsburg
Simmons, Nellie	Grantsburg
Simpson, Jeanne	ElDorado
Skaggs, William Walter	Marion

NAME.	RESIDENCE.
Slater, Lucile B	Oconee
Smith, Ada I	Carbondale
Smith, Beulah M	Ashley
Smithe, I. Belle	Irvington
Smith, Inez	Clinton, Ky
Smith, T. B	Carbondale
Snook, Mamie	Chester
Spani, Kate	Benton
Spear, Maud	Carbondale
Spence, Bertha	Carbondale
Spiller, Bertha	Carbondale
Spiller, Mabel	Carbondale
Sprague, Annie	Cutler
Sprague, Jessie	Cutler
Sprague, Will	Cutler
Stahl, Henry T	Dorsey
Stephens, Collie H	Ashley
Stewart, Nora	Carbondale
Stewart, W. E	Carbondale
Stilley, Edwin W	Boulder
Stockton, Gosper	Tamaroa
Stone, C. Blanche	Newman
Storment, Lucien G	Salem
Sumner, Oillie A	Cobden
Summerville, Ira S	Irvington
Swofford, John	Benton
Tanner, Lillian	Menard
Tansey, John	Renault
Tate, Dosia Althea	Smithton
Tate, Mildred A	Smithton
Taylor, Charles Burton	Cottage Home
Taylor, James Arthur	Cottage Home
Taylor, Roscoe A	Carbondale
Teeter, Lillian	Carbondale

NAME.	RESIDENCE.
Templeman, Willis	Ellis Mound
Thomas, J. Ed	Makanda
Thompson, Fred	Opdyke
Thomson, Elizabeth	Parkersburg
Thomson, Lavern	Parkersburg
Thornton, Nellie	Osage
Toler, Sam	Carbondale
Trammell, George C	Lick Creek
Trousdale, Laura A	Merriam
Turner, Ervin G	Roland
Tweedy, Walter R	Makanda
Vaughn, Edward Bebb	Odin
Veach, Almus Green	Vienna
Walker, Bessie	Carterville
Walker, Charles A	Elvira
Walker, Jefferson	Elvira
Walker, Oscar	Pulley's Mill
Waller, Lewis	Carbondale
Walther, J. A. B	Golconda
Wayman, Ray L	Murphysboro
Weisman, Nellie	Effingham
Wells, Orlin N	Elk Prairie
Weston, Bessie M	Carbondale
Whetstone, Thomas H	Bessie
White, Lottie	Carbondale
Whittenberg, Lulu	Vienna
Wilkes, Henry C	Skull Run
Williams, Maude A	Harrisburg
Willis, Francis M	Makanda
Willms, T. B	Vandalia
Wilson, John M	Anna
Willoughby, Rufus	Richview
Winfrey, Guy L	Carbondale
Winston, Lafayette	Metropolis

NAME.	RESIDENCE.
Wise, Gilbert	Buncombe
Woods, Mamie	Murphysboro
Worthern, Carrie	Sand Ridge
Wyatt, Annie M	Carbondale
Zimmerman, Lilly	Altamont

Preparatory.

Aldrige, Thomas F	Aldridge
Alvis, Bertha	Foxville
Anderson, Mae E	Carbondale
Arnold, Frank	Carbondale
Baker, Arthur	Carterville
Baggett, Charles	Shiloh, Tenn
Bankson, Imon	Pulaski
Barnett, Fred A	Keensburg
Barker, George W	Rural Hill
Barton, George A	Irvington
Batson, Pearl	Carbondale
Beasley, Izella	DeSoto
Besse, Nellie K	Carbondale
Boggs, Victor	Kell
Bonham, Welcome	Carbondale
Bonney, Ethel	Carbondale
Boren, James	Carterville
Bourchier, Clarence	Carbondale
Bouscher, Katie P	Grange Hall
Bowyer, Emma L	Carbondale
Branch, Reed Russell	Carbondale
Brewer, Mary Ellen	Carbondale
Brush, Bessie	Carbondale
Burgess, Gervais	Lake Creek
Campbell, John A	Carbondale

NAME.	RESIDENCE.
Christoph, Charlotte	Carbondale
Cletcher, Della	Allen's Spring
Cobb, Mamie L	Metropolis
Coleman, Bertha M	Oakville
Corzine, Charles Ford	Anna
Couch, Mamie	West Salem
Couch, Pola R	Lancaster
Craven, Ada	Dravesville
Craven, Nancy	Dravesville
Crawshaw, Dean E	Carbondale
Crenshaw, Ruth	Carbondale
Crow, Eleanor	Carbondale
Damron, Willis W	Progress
Davis, James H	Murphysboro
Davis, Joseph	DeSoto
Davis, Jennie	Carbondale
Denton, Ora H	Cartter
Dillinger, Harry	Carbondale
Dillow, Guy G	Dongola
Dinzler, Martin	Chalfin Bridge
Duncan, Myrtle	Elco
Elliott, Hattie	Carbondale
Elliston, Anna	Waltonville
Fletcher, Almira	Waltonville
Ford, Erie	Mt. Vernon
Fox, Eldo	Carbondale
Fox, Elbert	Carbondale
Franklin, James A. G	Carbondale
Cain, Omer O	Cartter
Gallegly, Lillie M	Lick Creek
Ganter, Alexander	Floraville
Ghent, Edith	Carbondale
Gore, Don C	Olmstead
Grater, Harry Allen	Carbondale

NAME.	RESIDENCE.
Haefft, Henry	Maeystown
Hagler, Bertha	Carbondale
Halstead, Nora	Makanda
Haney, Thos. J	Murphysboro
Harker, Winifred	Carbondale
Hart, Cora	Percy
Hartman, Fannie M	Makanda
Hawkins, Lizzie A	Beechwood
Hayes, Olie	Carbondale
Hays, Herbert A	Elkville
Henerfouth, John	Chalfin Bridge
Higginson, Chas. N	Keensburg
Hill, Jennie	Carbondale
Hogue, Anna	Lick Creek
House, Lulu G	Murphysboro
House, Walter W	Murphysboro
House, Henry E	DeSoto
Huddleston, Nettie M	Carbondale
Humphreys, Quincy	Osage
Jenkins, Ella	Cave-in Rock
Kimsey, Chas. A	Murphysboro
Kinney, Porter	Crossville
Lacy, Ernest W	Belknap
Lewis, Roscoe	Carbondale
Lightfoot, Ella	Carbondale
Lingle, Jacob A	Cobden
Lipe, Ome	Bosky Dell
Logan, Lucy Jane	Rice
Maeys, Willie G	Maeystown
Mannen, Lela P	Waltonville
Manering, Adrian	Osage
Manering, Miron	Osage
Marberry, Wm. L	Reevesville
Marvin, Fritz	Carbondale
Maxwell, Delphia	Carbondale

NAME.	RESIDENCE.
Maxwell, Ida	Carbondale
McConnell, Margaret G.	Oakdale
McCue, J. Ed	Shawneetown
McKinney, John Robert	Carbondale
McLaughlin, H. H.	Cartter
McMurphy, Carrie O	Makanda
Meisenheimer, Wm.	Jonesboro
Miller, Anna	Carbondale
Miller, Anna Eliza	Nashville
Miller, Stacy	Carbondale
Miller, Myrta E.	Carbondale
Mitchell, Grace E.	Corinth
Mitchell, Edward C.	Carbondale
Moore, Alva	Helena
Moore, Beral F.	Ashmore
Myers, Lizzie	Buncombe
Naumann, Carrie H.	Carbondale
Norris, Guss	Waltonville
Norris, Lora	Waltonville
North, Harry	Carbondale
North, Rosco C.	Carbondale
Norton, M. Belle	Pomona
Patten, Ezra B	Locust Grove
Pensteel, Bell	Carbondale
Perry, Harry C.	Carbondale
Pifer, Lelia O.	Pomona
Piper, Bobt. W.	Oakdale
Presson, Loren	Makanda
Purdue, Harry	Kell
Purdue, Richard	Kell
Pyron, Arthur	Crain
Randle, Lonnie	Wetaug
Ratcliff, Noah	Makanda
Reed, Blanche	Carbondale
Saunders, Robt. C.	Tamaroa

NAME.	RESIDENCE.
Schucker, Harvey E	Lancaster
Schwartz, Chester	Elkville
Seibert, Fred C	DuBois
Shepard, Amos B	Thompsonville
Sivia, Hess	Dongola
Smith, Clyde L	Carbondale
Smith, Minnie	Carbondale
Snow, Edgar	Walnut Hill
Snow, Willard	Walnut Hill
Spear, Laura E	Carbondale
Spurgeon, Louis M	Ellis Grove
Spurgeon, Luther	Ellis Grove
Stafford, Harry E	Progress Hill
Steel, Francis L	New Madrid, Mo.
Steel, Howard	New Madrid, Mo.
Stephsens, Maggie	Carbondale
Stewart, Zella	Carbondale
Stotlar, John Y	Carbondale
Taylor, Clifton L	Carbondale
Taylor, Chas. B	Cottage Home
Temple, Gertrude	Cutler
Temple, H. W	Cutler
Trobaugh, Wm. W	Carbondale
Valentine, Kenyon	Carbondale
Walker, Fred W	Elvira
Weston, Bessie M	Carbondale
Wham, John E	Cartter
White, Nellie	Carbondale
Whittington, Carrol C	Lake Creek
Wiley, Bessie V	Makanda
Wilkenson, Henry L	Winitia, Tex.
Willson, Morris	Carbondale
Wilson, Helen	Carbondale
Wilson, Willie	Elm Branch

NAME.	RESIDENCE.
Woods, Lulu	Carbondale
Woodsome, Mattie E	Sheller
Wray, John J	Grand Tower
Wyatt, Rosco	Carbondale

Grammar.

Allen, Lucy I	Carbondale
Bade, Fred Wm	Chalfin Bridge
Barnfield, Wm	Rockwood
Bowyer, Mabel M	Carbondale
Brahdon, Grace	Makanda
Brush, Alice	Carbondale
Cagle, Albert	Carbondale
Crawshaw, Myrtle	Carbondale
Crawshaw, Rolla	Carbondale
Davis, George E	Carbondale
Dickerman, Charles H	Carbondale
Dickerman, Percy M	Carbondale
Elliott, Leona	Carbondale
Etherton, Lulu M	Carbondale
Etherton, Winona V	Carbondale
Gurley, Lulu	Makanda
Halstead, Bessie M	Makanda
Halstead, Floy E	Makanda
Halstead, Floy E	Makanda
Hartman, Dora B,	Makanda
Hester, Herbert H.	Carbondale
Halladay, Bessie M	Carbondale
Mitchell, John M	Carbondale
Lewis, Mabel	Carbondale
Mitchell, John M	Carbondale
Muse, Ernst	Carbondale

NAME.	RESIDENCE.
Parkinson, Reyond	Carbondale
Prickett, Hattie M	Carbondale
Putman, May Florence	Carbondale
Reeves, Ethel C	Carbondale
Renfro, Daisy D	Carbondale
Robinson, Joseph H	Murphysboro
Snider, Joseph	Carbondale
Storm, Grace E	Carbondale
Taylor, Charles H	Carbondale
Teeter, Robert W	Carbondale
Thomas, Charles	Carbondale
Thompson, Albert	Carbondale
Tygett, Roscoe	Carbondale
Winbush, Cornelius	Beechwood

Intermediate.

Barbour, Geo	Carbondale
Besse, Charlie	"
Branch, Herbert	"
Bullock, Edwin	"
Crawshaw, Daisy	"
Comstock, Carrie	"
Crenshaw, Belle	"
Crenshaw, James	"
Davis, Elizabeth	"
Dickerman, Mildred	"
Easterly, Frank	"
England, Minnie	"
Etherton, Everett	"
Etherton, Irvy	"
Etherton, Minnie	"
Etherton, Ruby	"
Evans, Edward	"

NAME.	RESIDENCE.
Evans, John	Carbondale
Halstead, Ethel	"
Hamilton, Eugene	"
Hamilton, Newton	"
Holder, Arthur	"
Hundley, Lulu	"
Kelley, Stella	"
Lipe, Charley	"
Lipe, May	"
McKinney, Edna	"
McMichael, Kittie	"
Metz, Ina	"
Metz, Lynn	"
Muse, Marie	"
North, Edgar	"
Parkhill, Elliott	"
Putman, Grace	"
Searing, Helen	"
Simons, Maud	"
Smith, Phebe	"
Sneider, Andrew	"
Spear, Harry	"
Thetford, Bertha	"
Thompson, Mabel	"
Thompson, Mary	"
Vineyard, Maude	"
Willson, Edith	"
Woods, Harry	"
Wyatt, Elsie	"

Primary.

NAME.	RESIDENCE.
Barnum, Herbert	Carbondale
Blakeslee, Walter	"
Branch, John	"
Brown, Rayburn	"
Carey ,Chloe	"
Easterly, Charley	"
Etherton, Homer	"
Etherton, Myrtle	"
Farley, Lois	"
Farley, Madge	"
Fitzgerald, Anna	"
Fitzgerald, Ola	"
Gilmore, Harry	"
Greater, Marie	"
Halstead, Fred	"
Hay, Manning	"
Hill, Eva	"
Hooker, Estelle	"
Hudson, Willie	"
Kelley, Nettie	"
Kelley, Winona	"
King, Carrie	"
Lightfoot, Frank	"
McKittrick, Mabel	"
McMichael, Bessie	"
Muse, Clarence	"
Naumann, While	"
North, Frank	"
Ogden, Grover	"
Ogden, Robt	"
Ogden, Zora	"
Oglesby, George	"
Parkinson, Alice	"

NAME.	RESIDENCE.
Pickler, Ada	Carbondale
Pickler, Irl	"
Robertson, Bannie	"
Simons, Edith	"
Simons, Ida	"
Simons, Robt	"
Smith, Helen	"
Smock, Pola	"
Spence, Edith	"
Spiller, Earl	"
Stevenson, James	"
Williams, Eva	"
Williams, Ola	"
Woods, Homer	"

GENERAL SUMMARY.

Post Graduates	9
Seniors	23
Normal	390
Preparatory	167
Grammar	40
Intermediate	46
Primary	47
Total	722
Enrollment in Fall Term	398
Enrollment in Winter Term	436
Enrollment in Spring	530
Total	1,364.
Average of Terms,	454 2-3

ALUMNI.

The Alumni Association now numbers three hundred and thirty-eight. The large majority of these representatives of the institution are progressive and potent factors in educational centers, exerting a very decided influence upon the lives of the youth of our land. They are widely distributed over the Union; and wherever they are, and in whatever work engaged, they retain a most loyal regard for their Alma Mater and the cause of education.

The Carbondale Alumni have been active in preparing an attractive and pleasing program for Alumni Day, one of the special features of "Jubilee week," the Quarter Centennial of the Institution.

For many years the members of the Asociation have been requested to send to the Registrar not later than April 1, their addresses in order that the directory may be as nearly correct as possible. Many have done this, but many have failed to do so. The request is again made and with special emphasis, hoping that those persons who have graduated from the University will aid in keeping a correct address of the entire number.

The welfare of the school is in no small degree in the hands of those who have enjoyed its advantages, and this is especially true of the Alumni.

Below find a list of Officers and Executive Committee followed by an alphabetic list by years of all graduates.

Officers of Alumni Association.

1898–99.

President—DR. J. T. MCANALLY, Carbondale.
Vice-President—MISS SARAH WHITTENBURG, Vienna.
Treasurer—WALTER KIMZEY, Tamaroa.
Recording Secretary—J. E. RAMSEY, Mt. Carroll.
Corresponding Secretary—ELIZABETH PARKS, Carbondale.
Historian—DR. DELIA CALDWELL, Paducah, Ky.

Executive Committee.

J. B. BUNDY, Carbondale.
J. H. ENGLAND, Carbondale.
J. P. GILBERT, McLeansboro
G. D. WHAM, Olney.
MISS MARY WRIGHT, Cobden.

Class of 1876.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
1	Brown, John N.....	6	....	
2	Caldwell, Beverly C....	23	President State Normal,	
			....Natchitoches, La.	
3	Hawthorn, John C. *...		.....	
4	Ross, George C.....	6	Dep't of Int'r, Washington, D. C.	
5	Wright, Mary	2	1-2 ....Cobden	

1877

6	Barnes, Belle D. A.....			
	Mrs. H. H. Green.....		.... Bloomington	
7	Burton, Arista	17	.....Colorado Springs, Colo.	
8	England, James H.....	6	Farmer.....Carbondale	
9	Warder, William H	3	Mem. of Gen. Assem... ....Marion	

1878.

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

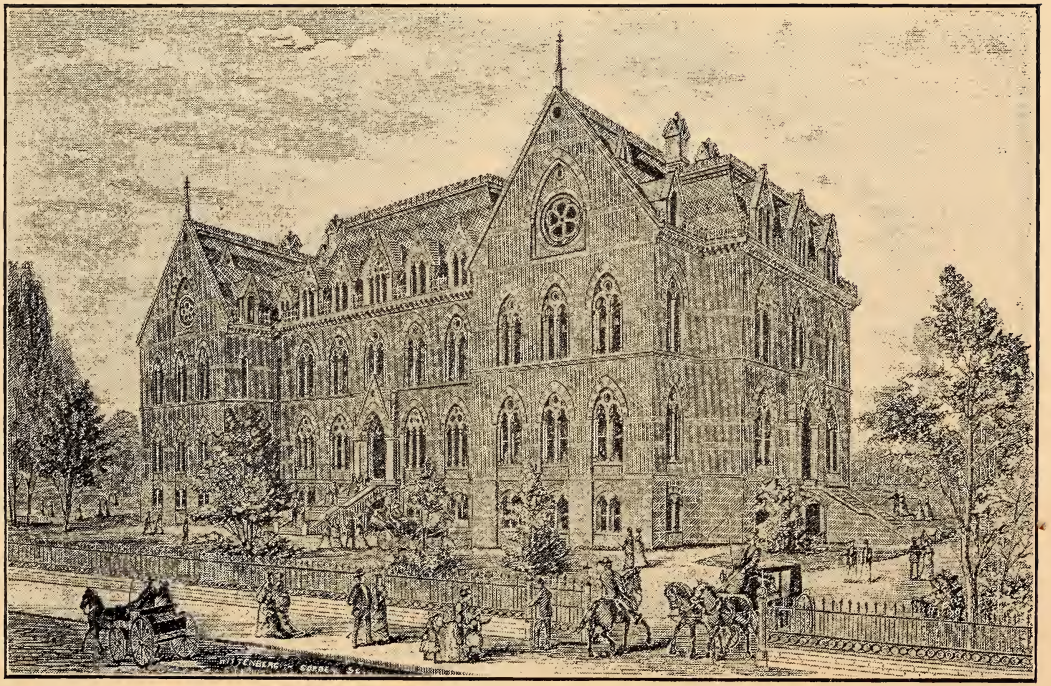
1879.

23	Burnett, Andrew C †....		Lawyer ....Lamar, Mo.	
24	Farmer, George H	14	....Vanndale, Ark.	
25	McCreery, Ida M *.....	3	....	
26	Phillips, Lyman T.....	2	(Paid tuition one year.)	
			Dentist ....Nashville	

1880.

27	Bruck, Lauren L	7	Bookkeeper ....Chicago	
28	Gray, Joseph	14	Prin. High School ..... Elgin	
29	Heitman, Louis	4	Pharmacist ..... Chester	
30	Hull, Charles E		Member State Senate ..... Salem	
31	Kimmell, Henry A.....	6	Farmer .... Calhoun	
32	Mann, Wallace E	4	Editor ....Decatur	
33	Ogle, Albert B †..		Insurance Agent ..... Belleville	

*Deceased.
†Paid tuition.



Destroyed by Fire November 26, 1883.

	NAME	YEARS.	OCCUPATION.	ADDRESS.
34	Rentchler, Frank P.....		.....Los Angeles. Cal.	
35	Sheppard, Lizzie M....	8 1-2	....Greeley, Colo.	
	Mrs. Dr. J. K. Miller...			
36	Warder, Gertrude A....	8	.... Wilmette	
	Mrs. C. J. Michlet.....			
		1881.		
37	Burton, Charles H		Lawyer ..... Edwardsville	
38	Hughes, William F	9	Surveyor ..... Murphysboro	
39	Karraker, Henry W....	13	Farmer ....Dongola	
40	Lorenz, John W	4	Druggist ..... Evansville, Ind.	
41	Marshall, Oscar S		Fruit Grower ..... Salem	
42	Marshall, Thomas S....		Bank Cashier .....Salem	
43	Sowers, Mary A	8	....Carbondale	
	Mrs. J. C. Scott			
44	Ward, Edward I	10	Minister ..... London Mills	
		1882.		
45	Atkins, Wezette	2	....Murphysboro	
	Mrs. C. W. Parkinson..			
46	Deardorf, Lizzie M.....	6	....Ballard, Wash.	
	Mrs. DeMoss			
47	Ennison, Walter J		Lawyer ..... Hartford, Conn.	
48	Goodall, Adella B	3	....Carbondale	
	Mrs. H. C. Mitchell....			
49	Krysher, Alice	4	....Pana	
	Mrs. W. H. Livingston.			
50	Mead, Albert E.....	1	Lawyer ....Blaine, Wash.	
51	Parkinson, Arthur E † ..		Asso. Ed. Nat. Cyclo.-Am. Biog. Agent, ...Chicago	
52	Stewart, Henry A †.....		Physician ....Chicago	
53	Wood, John W..	15	Principal ..... Floresville, Tex.	
		1883.		
54	Alexander, F. M.	2	Minister ....Ottawa, Kans.	
55	Bain, William B † ..		Merchant ..... Vienna	
56	Bryden, Margaret	9	.... Cobden	
	Mrs. J. N. Fitch			
57	Buckley, Alice M.....	2	....Ottawa, Kans.	
	Mrs. F. M. Alexander..			
58	Fager, Daniel B	16	Superintendent ..... Salem	
59	Houts, Lilly M.....	4	Stenographer ..... Chicago	
60	Kimmell, Belle	4	.... Elkville	
61	Martin, John	4	Physician ..... Tolona	
62	Nave, Della A	4	....Jonesboro	
	Mrs. P. E. Hileman ...			
63	Sprecher, Edgar L.....	5	Merchant ..... Guatemala, C. A.	

1884.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
64	Aikman, Fannie A *....			
	Mrs. D. L. Kimmell....		.....	
65	Beesley, Alicia	3	....	Linn
66	Buchanan, Clara			
	Mrs. H. C. Merrymon..	2	....	Elizabethtown
67	Buchanan, G. V.....	15	City Sup't	...Sedalia, Mo.
68	Buchanan, Mary	7	....	....C'dale
69	Burket, Anna L.....	2	....	.....C'dale
70	Cawthorn, Chris C.....	6	....	Crab Orchard
71	Duff, Mary B *.....	1	.....	
72	Gill, Joseph B†..... ...		Ex-Lieut. Governor Illinois,.....	San Bernardino, Cal.
73	Hendee, Lu Bird	7	.....	Fairmount, Neb.
74	Hileman, Philetus E ...		Lawyer	Jonesboro
75	Jenkins, John H	13	Sup't Schools	Cobden
76	Lightfoot, Richard T...	2	Lawyer	Paducah, Ky.
77	Ridenhower, Carrie *...			
	Mrs. J. L. Mount	4	.....	
78	Thomas, Maud *.....		.....	
79	Treat, Charles W.....	13	Prof. Nat. Sci., Lawrence Univ....	.....Appleton, Wis.

1885.

80	Bryden, Helen †.....	3	Principal	Carbondale
81	Buckley, Ida M.....			
	Mrs. G. W. Warner	1	....	.Freeport
82	Dunaway, Ada L †.....			
	Mrs. A. S. Caldwell		....	.....Carbondale
83	Fringer, William R†....	1	Physician	Rockford
84	Hull, Gertrude †.....	4	Latin Teacher, High School,.....	.....Milwaukee, Wis.
85	Lacy, Rurie O	1	Physician	Lake City, Colo.
86	Lancaster, Tilman A...	3	Lawyer	Lexington, Tenn.
87	Miller, John E.....	12	....	East St. Louis
88	Roberts, Mary A			
	Mrs. M. H. Ogden	8	....	Carbondale
89	Thomas, Kate			
	Mrs. D. L. Chapman ...	4	....	Murphysboro

1886.

90	Allen, Sarah			
	Mrs. J. D. Crenshaw ...	1	....	Makanda
91	Barber, Florence M....			
	Mrs. Boyd	2	....	Chicago
92	Brown, Adella A			
	Mrs. J. O. Ashenhurst..	9	(.....	Ohio)
93	Fryar, Minnie J	6	Librarian, S. I. N. U...	Carbondale

*Deceased.
†Paid tuition.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
94	Fulton, Alexander H.	12	Member Board Examination,	Mesa, Ariz.
95	Hord, Kittie E..... Mrs. C. M. Morgan...	10		Portland, Ore.
96	Hundley, Louella*	8		
97	Kennedy, Maggie			
98	Loomis, Carrie I.....	4		Mexico City, Mex.
	Mrs. J. H. Andrews.... Mrs. M. G. McCreery.	1		Thompsonville
99	McAnally, Fannie D .. Mrs. D. B. Fager	1		Salem
100	Nichols, Louella ..... Mrs. J. G. Irwin*.....	8		Edwardsville
101	Storment, Edgar L *..	11		
102	Williams, Cora ..... Mrs. R. W. Wiley	2		Pomona, Cal.

1887.

103	Allen, Robert M†.....		Ry. Pass. Ag't.....	St. Louis, Mo
104	Blair, Carrie*	7		
105	Bryden, Rockwell†....		Postal Clerk	Carbondale
106	Campbell, H. M†		Clerk	Chicago
107	Cleland, Clara B..... Mrs. Strong	1		Wheeling
108	Cleland, May	4	Trained Nurse	Chicago
109	Cowan, David J	8	Lawyer	Vienna
110	Glick, Albin Z.....	2	Agent	Carbondale
111	Goodall, Samuel H ...	2	Lawyer	Marion..
112	Harmon, Mark D	4	.....	Grayville
113	Hawkins, Cicero R . .		State's Atty.....	Pinckneyville
114	Hewett, Emma L ... Mrs. W. H. Baltzer ...	3		Hickman, Ky.
115	Hill, Mary A..... Mrs. E. L. Stormant...	5		Temple, Ariz.
116	Hundley, Nannie	9		Marion
117	Johnston, Lewis E....	1	Lawyer	Keysport
118	Kirkpatrick, Jas. H....	7		Custer, Wash.
119	Lawrence, Bertha	11		Tipton, Iowa
120	McMackin, Edw. G...	2	Dentist ..	Salem
121	Phillips, Louise E	2		Chicago
122	Ripley, Charles H.....		Lawyer	Chicago
123	Scott, Luther T.....	1	Editor	Carbondale
124	Searing, Harry R.....		City Clerk.....	Carbondale
125	Sebastian, Julia A	10	.....	St. Louis, Mo.
126	Smith, Seva A ..... Mrs. G. S. Hoag		.....	Denver, Colo.
127	Snyder, Lydia E	10	.....	North Evanston

*Deceased.
†Paid tuition.

NAME.	YEARS.	OCCUPATION.	ADDRESS.
128 Tait, Minnie A ..... Mrs. C. H. Ripley		....	Chicago
129 Turner, George T	2	County Judge	Vandalia
130 Wham, Steuben D ...	8	R. R. Agent	Cartter
		1888.	
131 Baumberger, Louise .. Mrs S. M. Inglis	7	....	Chicago
132 Briback, Catherine ... Mrs. Hans Johnson ...	8	....	Cairo
133 Hall, William H	5	Bus. Mgr. Lewis Institute.	Chicago
134 Hickman, Ada ..... Mrs. G. W. Wood	4	....	Beechwood
135 Johnston, Callie	1	....	Carbondale
136 Leary, Mary E	11	Deaf and Dumb Institute.....	Iowa
137 Lindsay, David W	9	Student Leland Stanford University	
138 Morgan, Charles M...	1	Bradstr't Agc'y.....	Portland, Ore
139 Reef, William A †.....	1	Merchant	Leadville, Colo.
140 Richards, Kate E*..... Mrs. W. A. Stewart ...	2	....	
141 Street, Jasper N.....	11	Supt. City Schools	Vandalia
142 Trobaugh, Frank E*..	1	....	
143 Wham, Maggie	10	....	Deland
		1889.	
144 Allyn, Lois A..... Mrs. D. L. Mason	4	....	Winchendon, Mass.
145 Bridges, Mary E ..... Mrs. D. L. Malone ...		....	Sikeston, Mo
146 Colyer, Frank H	8	Prof. S. I. N. U.....	Carbondale
147 Kimzy, Walter R.....	9	County Supt.....	Tamaroa
151 Wallis, William	9	Prin. of Schools.....	Keensburg
148 McMeen, John D.....	9	City Supt. Schools...	Edwardsville
149 Parkinson, J. M.....	7	Training Teacher, S. I. N. U., ...	Carbondale
150 Parks, Elizabeth.....			
151 Wallis, William.....	6	Prin. High School.....	Charleston
		1890.	
152 Bain, John Charles ...		Lawyer	Chicago
153 Hackney, Kate G ..... Mrs. F. O. Rogers	3	....	Waggoner
154 Hull, Bertha †.	4	Asst. in Drawing, ...	Ypsilanti, Mich
155 Kellar, Kent E	3	Lawyer...	Av
156 Lansden, Mary G... ..			
157 Ramsey, Joseph Eli ...	9	County Supt.....	Mt. Carmel
158 Sams, Fountain F.....	1	Lawyer..	East St. Loui

*Deceased.
†Paid tuition.

NAME.	YEARS.	OCCUPATION.	ADDRESS.
159 Smith, Mabel*.....		.....	
160 Storment, John C.....	9	Principal.....	Pomona, Cal.
161 Torrance, Ann Eliza ..	7	.....	Salem
162 Van Cleve, Martin T..	8	Supt. Schools.....	Shawneetown
		1891.	
163 Alexander, Anna R....	7	.....	Harvey
164 Beman, George W	1	Clerk.....	Chicago
165 Blanchard, Guy.....	1	Merchant.....	Tamaroa
166 Boyd, Frank L	8	Supt. of Schools...	Boulder, Colo.
167 Burkett, Grace L.....	5	.....	Carbondale
168 Clark, Lulu	7	.....	East St. Louis
169 Freeman, James A ...	8	Supt. of Schools.....	Trenton
170 Hill, Mary E*	3	.....	
171 Holden, Emma ..... Mrs. H. A. Ross	3	.....	St. Louis, Mo.
172 Hord, Addie	6	.....	Cobden
173 Lawrence, J. H.....	6	Prof. Park College, ...	Parksville, Mo.
174 Loomis, Lydia M	4	.....	Belvidere
175 Peebles, Lizzie S.....	7	County Supt.....	Stanford, Mont.
176 Snyder, Arthur J.....	8	Superintendent.....	Belvidere
177 Sprecher, Theo. M....	5	.....	Crittendon, Ariz.
178 Steele, Robert E.....	1	Physician.....	Lehi, Utah
179 Stern, Lewis	8	Supt.....	Fountain City, Wis.
180 Whitney, William†....	2	R. R. Mail Service....	Carbondale
		1892.	
181 Ayer, Philip S	6	Supt	Baxter Springs, Kans.
182 Barr, Jessie Gleim.....	6	.....	Escanaba, Mich.
183 Bliss, Anson Lee	5	Superintendent.....	Anna
184 Buckley, Elizabeth .... Mrs. O. J. Rude	1	.....	Carbondale
185 Bundy, Joseph B.....	6	Mangr. Tel. Ex.....	Carbondale
186 Cochran, William P ..	3	Editor.....	Marble Falls, Tex.
187 Davis, Mary E ..... Mrs. A. J. Snyder	1	.....	Belvidere
188 Emerson, John W	7	Superintendent.....	Albion
189 Galbraith, Chas. M ...		Asst. Surgeon 4th Regt Ill. Vol.	
190 Kimmel, E. Lee	7	.....	Carmi
191 Kimmel, Ruby I	7	.....	East St. Louis
192 Lawrence, Blanche.. ..	6	.....	Chicago
193 Lindley, Jno. Wm.....	2	Lawyer.....	Sullivan, Ind.
194 Lirely, Wm. H	2	Signal Service.....	Indianapolis
195 Morton, Ralph B	2	Lawyer.....	Carterville
196 Nichols, John B.....	6	.....	California

*Deceased.
†Paid tuition.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
197	Patton, Arthur E†		Salesman	Chicago
198	**Peterson, Grant**	4		Carterville
199	Ragsdale, Joseph S	6	Superintendent,	North Judson, Ind
200	Wallis, Mary	2		Olney
201	Wham, Agnes G Mrs. James Reed	5		Deland
202	Wham, Dora A Mrs. John Pyatt	2		Pyatt
			1893.	
203	Brown, Robert	6	Principal	Assumption
204	Clendennen, Geo. E	6	Principal	Illiopolis
205	Curtis, Sarah L	6		Charleston
206	Davis, Charles H	1	Minister	Kampsville
207	Glenn, William T	5		Belleville
208	Henninger, Jennie	5	Student Chicago University.	
209	Hubbard, Mary E Mrs. Frank Watson	5		Greenville
210	Hubbard, Samuel A	2	Lawyer	Mt. Sterling
211	Kell, Omer Adrian		Physician	Salem
212	Lingenfelter, Sarah	1	Supt. Deaconess Home,	Chicago
213	Moore, Jack N	5	Principal	Walnut Ridge, Ark.
214	Renfro, Robert E		Real Estate and Loan Agent,	Carbondale
215	Rude, Otto J	6	Supt.	Carbondale
216	Songer, Mary E	4		Kinmundy
217	Stout, Charles L*	1		
218	Whittenburg, Sarah	6	County Supt.	Vienna
219	Woodson, Myrtle F	5		Austin
			1894.	
220	Applegath, John L	4	Farmer	Carbondale
221	Applegath, May A Mrs. Arthur Wiswell	4		Carbondale
222	Chandler, Larkin C	4	Music Teacher	Litchfield
223	Burge, Lloyd E	3		Centralia
224	Cochran, Maud O		Music Teacher,	Cape Girardeau, Mo.
225	Dougherty, Andrew J		2d Lieut., Regular Army.	
226	Ellis, Jacob T	5	Superintendent	Mt. Vernon
227	Felts, William Troy	5	High Schools	Cairo
228	Hodge, Jennie Mrs. W. T. Felts	2		Cairo
229	Jenkins, Harriet E	4		Elkville
230	Jay, Norman A	4		Steeleville

*Deceased.
†Paid tuition.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
231	Kell, Iva Lucy	3		Foxville
232	Kell, Lincoln S		Farmer	Salem
233	Lakin, Edwin F	3		Rochester
234	Longbons, Edward	5	Superintendent	Metropolis
235	Mohlenbrock, Eric*	1		
236	Ogle, Howard J†		Electrical Engineer.	Belleville
237	Phillips, Myrtle K Mrs. H. Z. Zuck			Tempe, Ariz.
238	Pugh, Charles H	5		Colorado
239	Ramsey, Estelle	2		Oskaloosa
240	Smith, Edgar A§		Medical Student	Chicago
241	Williams, Arthur E	3		Mt. Vernon
		1895.		
242	Anderson, Margaret	4		Carbondale
243	Baker, Rhoda May†	2		Cottage Home
244	Barton, Josie M Mrs. Fred Goodnow	2		Salem
245	Baughman, Ora Mrs. G. H. Bainum			Flora
246	Bennett, Francis W†	3		Cairo
247	Davidson, Mary Mrs. J. T. Taylor			Greenville
248	Ferrill, Minnie	4		Carterville
249	Ferrill, Nora	1		Carterville
250	Haney, Thomas J	3	Principal	Atwood
251	Jones, David Oscar	4		DeSoto
252	Kell, Albert Baker	1		Cartter
253	Lee, Homer Dalton	3	Merchant	Carbondale
254	Nichols, Cora E. Mrs. D. O. Jones	1		DeSoto
255	Patterson, John E	4	High School	Evansville, Ind.
256	Roane, Emma H	3		Mt. Vernon
257	Snider, Fred M		Merchant	Carbondale
258	Sowell, Myrtle I	2		Paducah, Ky.
259	Williams, Chas. J§		Clerk	Carbondale
260	Yourex, Mable Clare	4	Principal	Calumet, Mich.
		1896.		
261	Boomer, Cincinnatus	3		Buncombe
262	Crane, Ezra	2	R. R. Mail Service	Tamaroa
263	Cundiff, Viola V Mrs. J. J. Rendleman	2		Cairo
264	Edman, Mate	3		Charleston
265	Etherton, Guy E		Minister	Nebraska
266	Flint, Minnie Ruth	2		Belleville
267	Gilbert, John Philo	2	Superintendent	McLeansboro
268	Harker, Oliver A§		Student Univ. of Ill.,	Champaign

*Deceased.
†Paid Tuition.
§High School.

NAME.	YEARS.	OCCUPATION.	ADDRESS.
269 Hobbs, Matilda J ..... Mrs. Fred M. Snider ..	2	.....	Carbondale
270 Karraker, Ira O.....	2	Bank Cashier.....	Jonesboro
271 McCormick, George ..		.....	Farmington
272 McGahey, Leah C.....	3	.....	Olney
273 Perrot, Richard H	2	.....	Nokomis
274 Peters, Mabel K	2	.....	Carbondale
275 Roberts, George L§...		.....	Corinth
276 Robinson, Samuel T...	3	Superintendent-elect. . .	Hillsboro
277 Royal, Stella Ethel.....	1	.....	Villa Ridge
278 Spiller, Adelbert L....		.....	Dixon
279 Taylor, Oscar T.....		Traveling Salesman....	St Louis
280 Thompson, Bessie M..		.....	Carbondale
281 Thompson, Ralph§....		Student Univ. Ill.....	Champaign
282 Truscott, Laura M....	2	Prin. High School..	Pinckneyville
283 Wham, George D.....	3	Principal High School....	Olney

1897.

284 Amon, Bertram*	1	.....	.
285 Barter, Rachel Jane ...	1	.....	South America
286 Berkey, Helen Lucile..	2	.....	Murphysboro
287 Boulden, Hattie Anna.	1	.....	Fordice
288 Bridges, Abbie L	2	.....	Cobden
289 Bridges, Ella L	2	.....	Carbondale
290 Bridges, Rolland E....		Bookkeeper.....	Chicago
291 Burkhart, Carl		Merchant.....	Marion
292 Clements, Louis §.....	1	Student N. W. Univ....	Chicago
293 Crawford, Mary §.....	2	.....	Jonesboro
294 Cross, Arthur G.....	1	.....	Shiloh Hill
295 Etherton, William A..	2	.....	Carterville
296 Hayes, May Keeney...		.....	Carbondale
297 Kirk, Jay T	1	Student Eureka College...	Eureka
298 Kissinger, Uriah	2	.....	Elkhart
299 Marberry, William T .	2	Principal.....	Belknap
300 McAnally, Jesse F . . .	2	.....	Mt. Vernon
301 McKown, Jas. Edgar..	2	.....	Paxton
302 Parkinson, Daniel M..		Mngr. Tel. Exch.....	Carbondale
303 Peters, Helen N.....		Student, Washington University, ...	St. Louis
304 Phillips, Lucy Haven .		.....	Tempe, Ariz.
305 Pickrell, Per.	2	.....	El Paso
306 Reef, Edmund W.....		Postal Clerk..	Carbondale
307 Roberts, Arthur	1	Superintendent...	Golconda
308 Roe, Nellie Bell	1	.....	Carbondale
309 Stewart, Ellen	2	.....	Elko
310 Weller, Nellie	2	.....	Murphysboro
311 White, Maud	2	.....	Carbondale
312 Woods, William H....	2	.....	Lockhart, Tex.

*Deceased.
§High School.

1898.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
313	Alvis, Harry J.....	1	Asst. Prof. in S. I. N. U.,	
		1	.....	Hartsburg
314	Barnum, J. A.....		.....	
315	Barrow, James W.....	1	Prin. High School.	McLeansboro
316	Boucher, Andrew S...	1	Prin. High School..	..Metropolis
317	Buchanan, Nina O....	1	.....	Vincennes, Ind.
318	Clements, Robert.....	1	Student N. W. Univ....	Chicago
319	Cowan, John F.....	1	.....	Carterville
320	Crawshaw, Solomon...		.....	Carbondale
321	Fly, William C.....	1	.....	Johnson City
322	Gilbert, Ida M.....		.....	Carbondale
323	Huggins, Margaret....	1	.....	Salmon City, Idaho
324	Hypes, Cornelia A.....	1	.....	Carbondale
325	Jack, Jessie.....	1	.....	Kinmundy
326	Munger, Robert P.....		Clerk..	Carbondale
327	Ozment, Fannie.....	1	.....	Decatur
328	Parkinson, Franklin A.		Asst. Clerk.....	Murphysboro
329	Patten, Lucy H.....	1	.....	Pomona
330	Perry, Mary Helen....	1	.....	Decatur
331	Quackenbush, Chas. A.	1	.....	McClure
332	Rhoads, Miriam E.....	1	.....	Metropolis
333	Shepherd, A. E.....	1	.....	Grand Tower
334	Snider, Kate.....		.....	Carbondale
335	Thornton, Edna.....	1	.....	Osage
336	Thornton, Nina.....	1	High School.....	Benton
337	Toler, William L.....	1	Superintendent.....	Jonesboro
338	Wilson, Margaret.....	1	.....	Carlyle

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1900 - 02

TWENTY-SIXTH

Annual Catalog

OF THE

Southern Illinois

State Normal University

Carbondale.

1899-1900

PUBLISHED BY THE UNIVERSITY

BLOOMINGTON, ILL.
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1900.

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CALENDAR, 1900-1901.

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◆ *Opening day of term.* ● *Closing day of term.*

HISTORY.

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

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

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

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

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

The General Assembly, by an act approved June 27, 1885, appropriated $152,065 to replace the first building, then lying in ruins.

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

AIMS.

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

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

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

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

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

GENERAL INFORMATION.

Location, Etc.

Carbondale is a city of about 4,000 inhabitants, healthful and beautiful, with a refined and cultured people. It is easy of access, and offers inducements for board and social advantages beyond most places. It has, perhaps, fewer temptations to idleness and dissipation, and combines religious and educational privileges in a degree greater than the average of towns and cities. Parents may be assured that their children will be as safe as in any school away from home, and students may come here and be certain that economy and industry will be respected and honored by all. The Illinois Central railroad affords ample facilities for convenient access, three of its branches passing through Carbondale.

University Calendar.

Fall Term begins Tuesday, September 11, and closes Thursday, December 20, 1900.

Winter Term begins Tuesday, January 1, and closes Thursday, March 21, 1901.

Spring Term begins Tuesday, March 26, and closes Thursday, June 13, 1901.

Length of Terms: Fall, 15 weeks; Winter, 12; Spring, 12.

Closing Examinations for 1900 begin June 12; for 1901 June 11.

Commencement for 1900, June 14; for 1901, June 13.

Terms of Admission.

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

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

To be admitted to the Prepartory department the applicant must have completed the work of the eighth grade of the public schools of Illinois or an equivalent. Evidence that he has done this work will be a certificate stating that he has passed the "final" examination provided by the county superintendent, or an examination here. If under sixteen years of age, he will not be required to give a pledge to teach, nor will he receive free tuition.

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

Graduates of high schools accredited by the University of Illinois will receive a credit of one year's work on our course of study, excepting all professional work. This credit of one year's work will include a sufficient number of the following studies: B Arithmetic, B Reading, B Geography,

Penmanship, B History, Physiology, C Algebra, B Grammar, Bookkeeping, B Zoology, B Botany, B Physics, Civil Government, General History, C Geometry, B English Literature, and three terms of Latin.

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

The entrance examinations in the common school branches will cover about the same ground and require about the same accuracy as in county examinations where the standard is high.

Those who fulfil other conditions and have an average grade of eighty-five or more are placed in the Normal department; those whose grades are seventy or above and less than eighty-five, are entered in the preparatory classes; but those who fall below seventy will not be admitted unless their ages would locate them in the Practice school.

Applicants for admission should bring certificates of examination, or diplomas which they may have; or in the absence of these, letters of recommendation as to moral character, etc. It is well for young people to know that some one stands behind them vouching for their conduct.

Expenses.

TUITION.

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

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

The first three grades are admitted without tuition.

BOARDING.

Board can be had in good families in Carbondale at rates varying from $3.00 to $3.50 per week; and by self-boarding, or by boarding in clubs, the cost may be reduced to $2.25 per week. Two clubs are in successful operation. The whole expense of boarding and tuition may be reduced to less than $100.00 per year.

BOOKS.

Books are sold at the book stores of Carbondale at reasonable prices. The institution does not deal in text-books. Students should bring what text-books they have with them. It may save considerable expense.

Physical Training.

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

Spelling.

All preparatory students are required to enter the class in Spelling and remain in the class until their proficiency will

justify their discharge. Any student of the Normal classes who shall misspell five words in any written exercise submitted to a teacher, will also be assigned to this class. The spelling is conducted by dictation, writing, and defining.

English Composition.

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

Instrumental Music.

This department was created a few years since. A superior piano was purchased and the work put in the hands of a special instructor. Tuition for special students in music, two lessons per week for the fall term, $9. For each of the other terms, $7.50. To students taking other work in the school the tuition is one-half of the above rate.

Diplomas.

Diplomas are granted to those who complete one of the prescribed courses of study.

Discipline.

Progress in all government has been toward self-government; this is by self-activity, not by repression from others. Poor teaching requires much discipline. In a Normal school, discipline is at a minimum because the students are there for a purpose they appreciate.

Museum.

The museum is located in the northeast corner of the new building on the second floor in a room 50 by 60 feet, where are cabinets and natural history material for the use of the school. Great care has been given to the selection of this illustrative material, which is of great value to those studying Natural History.

The department of geology contains a collection of minerals representing the different geological ages or periods, and these periods are fairly represented by fossils. Many of the specimens have one face polished. There is a large series of typical minerals, besides the working material for laboratory use; and one case contains representative gold and silver ores from about one hundred and fifty mines in Central Colorado.

The herbarium contains several thousand specimens of mounted plants, both foreign and domestic. A large number of the foreign species are the typical Linnean species.

The insect cabinet contains several thousand species, representing all the orders of insects. In Lepidoptera, beside the regular cabinet series of specimens, there are several hundred butterflies and moths in the new Denton Butterfly Tablets, put up in this way for class use.

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

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

Besides the above, there is a large series of archeological specimens, illustrating the arts of the original inhabitants of this country.

Illustrative Apparatus.

The value of illustrative apparatus can scarcely be overestimated. The institution has recognized this fact from the first. The General Assembly has from time to time made ample appropriations for this purpose. The new building, recently completed, provides for a larger use of apparatus, more especially in the line of individual research. To supply this demand the legislature has again responded in a liberal manner, and the laboratories are fitted up with a full equipment of appliances for doing excellent work in each department. The plan of using the apparatus is largely that of the inductive method. The highest cultural value comes from a wise union of the two.

But the science instruction is not confined to the new building; in the Practice School careful teaching is done in this line, using, however, the material of the museum and laboratories for their study.

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

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

The mathematical department is well equipped with units of measure for teaching denominate numbers, blocks for men-

suration, a surveyor's transit and compass which the classes in trigonometry and surveying are required to use freely.

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

The instruction in geography has been materially aided recently by the purchase of a full set of large relief maps, which added to the former supply of such material, makes the equipment very complete.

The department of history has received its share of facilities for illustration in the line of globes, maps, a case of historical relics, souvenirs of travel, and recently by the purchase of many historic views.

Library and Works of Reference.

The University has several complete sets of books of reference—cyclopedias, biographical and pronouncing dictionaries, gazeteers, atlases, etc., which are placed in the Assembly Hall, and in the several recitation rooms, so that the students may consult them to the best advantage.

The library proper occupies a spacious room 50 by 60; it is well furnished, and is open all of each school day, and from eight to twelve on Saturdays. It is constantly in the care of a skillful librarian. The library contains now nearly 15,000 volumes, including a professional library for teachers rarely equaled in an institution of this kind. The reading room in connection with the library is an invaluable adjunct. Nearly two hundred dollars are expended annually for current literature. The best of this is bound each year at an expense of

nearly one hundred dollars. By the use of Poole's Index the magazine articles are readily found. The general library is cataloged by the "Dewey system."

Literary Societies.

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

Christian Associations.

The Young Men's Christian Association and the Young Women's Christian Association each has a well conducted organization, which meets weekly in a room fitted for their use. Their committees look after new students upon their arrival and those who may be sick while attending school, and in many ways minister to the wants of their fellow students. Several classes in Bible study are organized by these societies. The state college secretaries of each of these pays them a visit twice a year for conference and direction.

DEPARTMENTS AND COURSES OF STUDY.

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

The Normal Department.

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

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

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

In the Normal Department three courses of study are offered as follows: The first and second are each four years in length; the third one year.

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

2. The Latin or German Course. This provides for eleven terms of Latin, or nine terms of German in addition to much that occurs in the English course.

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

The Preparatory Department.

This course is for those who have completed the nine grades in the Practice School or hold a certificate from the

"final examination" by the county superintendent, but who are not sufficiently mature to enter the higher classes. The studies in this course are such as this class of students may require, and will cover about one year's work, more or less, depending upon the strength and age of the pupil.

The Practice School.

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

The courses of study show the practice teaching to come at certain times, but the superintendent of the Practice School has the privilege to call on students to teach whenever they are ready for the work, and the superintendent is satisfied their services should be rendered.

Two Years' Certificate.

Upon the completion of the first two years' work in either course a certificate will be issued stating the fact and naming the studies completed. Students receiving credits on a portion of this work which may be done elsewhere, and completing the remainder will be entitled to the same certificate.

This two years' work in the English course offers a review in the common branches, methods in the common branches, three terms in pedagogy and two terms of teaching in the Practice School. In the Latin or German courses some of these features are wanting, but the two years of Latin compensates for the loss.

This course will fit the student for doing excellent work in the school room. And should the student not be permitted to remain longer than the two years he will have an official statement as to his attendance and attainments.

This provision meets a demand recognized for many years, but not provided for heretofore.

COURSES OF STUDY.

PREPARATORY COURSE.

Fall Term.	*Winter Term.*	*Spring Term.*
2 D Grammar.	2 C Grammar.	2 C Geography.
3 D History.	3 C History.	3 D Drawing.
4 C Physics.	4 C Zoology.	4 C Botany.
5 D Arithmetic.	5 C Arithmetic.	5 C Reading.
6 Physical Training.	6 Writing.	6 Physical Training.
7 Spelling ½.	7 Spelling ½.	7 Spelling ½.

PROFESSIONAL COURSE.

Fall Term.	*Winter Term.*	*Spring Term.*
1 Practice.	1 A History.	2 Practice.
4 { A Grammar. A Drawing.	1. A Arithmetic.	4 A Reading.
	3 Practice.	4 A Psychology.
5 { Eng. Analysis. School Law.	4 B Psychology.	6 A Pedagogy.
	6 B Pedagogy.	7 A Geography.

ENGLISH COURSE.

Fall Term.	*Winter Term.*	*Spring Term.*
	FIRST YEAR.	
1 B Arithmetic.	1 A Arithmetic.	1 C Drawing.
2 Physiology.	4 B Geography.	4 A Reading.
3 B Grammar.	5 D Pedagogy.	5 C Pedagogy.
6 E Pedagogy.	6 B Reading.	6 B History.
7 Phys'l Training.	7 Phys'l Training.	7 Phys'l Training.
	SECOND YEAR.	
1 Vocal Music.	1 A History.	1 B Botany.
2 Practice.	3 Practice.	3 School Law.
3 B Drawing.	4 A Grammar.	4 Civics.
6 Zoology.	6 B Physics.	6 D Algebra.
7 Eng. Authors.	7 Vocal Music.	7 A Geography.
	THIRD YEAR.	
1 Rhetoric.	2 B Algebra.	2 Practice.
2 C Algebra.	4 B Psychology.	3 B Literature.
6 Gen. History.	6 Gen. History.	6 A Drawing.
	ELECTIVES.	
A Physiology.	*Astronomy.*	*Geology.*
Practice.	*History of Art.*	*English History.*
Book-keeping.	*Elocution.*	*A Algebra.*
	FOURTH YEAR.	
3 C Geometry.	3 B Geometry.	2 Eng. Analysis.
4 Phys'l Geography.	4 A Literature.	4 A Psychology.
6 Chemistry.	6 B Pedagogy.	6 A Pedagogy.
	ELECTIVES.	
A Zoology.	*A Chem. & Mineralogy.*	*A Botany.*
Ref'n & Revol'n.	*Sociology.*	*Adv. Literature.*
Trig. & Sur.	*Anal. Geometry.*	*A Geometry.*
		A Latin (for Latin Course.)

LATIN OR GERMAN COURSE.

Fall Term.	*Winter Term.*	*Spring Term.*
	FIRST YEAR.	
1 B Arithmetic.	1 A Arithmetic.	3 B Grammar.
2 Physiology.	3 C Drawing.	4 J Latin or G Ger.
4 L Latin or I Ger.	4 K Latin or H Ger.	5 B Drawing.
6 E Pedagogy.	5 D Pedagogy.	6 B History.
7 Phys'l Training & Eng. Comp.	7 Phys'l Training & Eng. Comp.	7 Phys'l Training & Eng. Comp.
	SECOND YEAR.	
1 Vocal Music.	1 A History.	1 B Botany.
3 I Latin or F Ger.	3 H Latin or E Ger.	3 G Latin or D Ger.
4 { A Grammar. A Drawing.	4 B Geography.	4 A Reading.
6 Zoology.	6 B Physics.	6 D Algebra.
7 Eng. Authors.	7 Vocal Music.	7 A Geography.
	THIRD YEAR.	
2 C Algebra.	2 B Algebra.	3 Practice.
3 Rhetoric.	4 Practice.	5 C Pedagogy.
6 F Latin or C Ger.	6 E Latin or B Ger.	6 D Latin or A Ger.
	FOURTH YEAR.	
2 C Latin.	2 B Latin.	1 Practice.
3 C Geometry.	3 B Geometry.	3 A Literature.
5 { Eng. Anal. School Law.	6 B Pedagogy.	6 A Psychology.

N. B.—The hours for recitation in German are not as above indicated but are shown in program of exercises immediately following.

The electives in this course, six of which must be taken, are as follows:

1. All electives offered in the English Course.

2. Those subjects required in the English Course but not required in the Latin or German Course.

3. A Latin.

PROGRAM

FALL TERM

1			1 Physiol. 1		4 Phy. Geo.	1 B Arith 1	
2		† D Gram.		Sup. Draw.		3 C Alg. 3	C Latin
3		1 B Gram.		2 B Draw.	† D Hist.	4 C Geom. 4	I Latin
4		A Gram ½ 2		A Draw. ½ 2			L Latin
5		E. Anal. ½ 4					
6			2 Zoology			*4 Trig & Sur 4*	F Latin
7			4 *Biology* 4		4 *Ref'n & Rev'n* 4		

WINTER TERM

1			† C Zool.		2 A Hist. 2	1 A Arith 1	
2		† C Gram.	Physiol. *	Sup Draw.		3 B Alg. 3	B Latin
3				C Draw.	† C Hist.	4 B Geom 4	H Latin
4	3 B Psychol	2 A Gram.				3 C Geom *	K Latin
5							
6				*3 H. of Art 3*			E Latin
7			Zoology *			*4 Anl Geom 4*	

SPRING TERM

1			† C Botany	1 C Draw.	3 Phy. Geo.	*4 A Geom.* 4	
2		4 Eng. Anal	Physiol. *	Sup. Draw.	† C Geog.	*3 A Algebra*	
3		B Gram. 1		† D Draw.			G Latin
4	4 A Psyc'l 4		† C Botany		2 Civics	3 B Geom *	J Latin
5				B. Draw. 1			
6			2 B Bot'y 2	3 A Draw.	1 B Hist. 1	2 D Alg. 2	D Latin
7			4 *Biology* 4		2 A Geog. 2		*A Latin*

N. B.—Explanation of symbols: * Irregular Classes; † Preparatory Classe § Ninth Grade; *Italics*, Elective.

SCIENCE BUILDING.

OF EXERCISES.

FALL TERM

t. 3		†CPhysics		2V Music2		C Ger 3	1
				Ins .Music		F Ger. 2	2
		3*A Physics*3	1B His*1	Ins. Music		I Ger. 1	3
			3G'n.H.4	Ins. Music	†Sup.Read	†CArth.*	§Phy Tr.	4
	S'lLw½4		1BGeo*2	Ins. Music		† D Arth.	Phy Tr.*	5
	1 E Ped.	4 Chem.		Ins. Music	† C Read *		†Phy Tr.	6
th.		4 Chem.	†Spell. ½	Ins. Music		3 *Bk-k'g.* 3	1PhyTr1	7

WINTER TERM

			3G'nHis4	Ins. Music		B Ger. 3	1
			1B His*1	Ins. Music		H Ger. 1	2
u. 3				Ins. Music		E Ger. 2	3
it.				Ins. Music	†Sup Read	§Phy Tr.	4
	1 D Ped 1	3 *Astron'y* 3		Ins. Music		†C Arith	Phy Tr *	5
ead	4 B Ped 4	2B Phy'cs2		Ins. Music	† Writing		Phy Tr *	6
it 4	*Sociology*	4 *A Chem* & *Min.* 4	† Spell ½	2V Music2		Bk-k'g *	1 Phy Tr	7

SPRING TERM

	1EPed*1	†C Physics		Ins. Music		A Ger. 3	1
			†C Geog.	Ins. Music	1 B Arth. * 1	G Ger. 1	2
ter	2 S'l Law			Ins. Music		D Ger. 2	3
ad2			3 *En His* 3	Ins. Music	†Sup Read	§Phy Tr.	4
	1 C Ped 3	2B Phy'c*2	† D His. *	Ins. Music	†C Read.	Phy Tr*	5
	4 A Ped.	2B Phy'c*2		Ins. Music		†DArth.*	†Phy Tr.	6
		3 *Geol'y* 3	†Spell. ½	Ins. Music		3 *Bk-k'g.*3	1PhyTr.1	7

xplanation of figures: On the left, number of year in English Course; on the , number of year in Latin or German Course,

SYLLABUSES OF SUBJECTS.

Psychology.

(A.) "Applied Psychology" by McLellan and Dewey is used as a text for this grade of the subject. The relation of psychology to education will receive special emphasis, as the practical teacher is in greater need of a knowledge of the principles that underlie the correct methods of imparting knowledge and securing the most symmetrical and harmonious mental development of the child, than he is in the more remote problems that engage the student of philosophy.

The character of the work bears so closely on the work of the school room that the student cannot fail to recognize the practical value of the matter presented.

"Methods of Interrogation" is discussed at considerable length, furnishing an excellent opportunity to examine the different methods and maxims that have recently come into prominence in pedagogical circles.

"Kindergarten Work and Self Instruction" have not escaped the thought of the author, hence these themes have received due consideration. The presentation of outline methods characterizes the latter part of the term's work. These are based on "explicit psychological principles" and are indeed of immense value to the teacher in his early attempts to tackle the multitude of puzzling questions.

The work in B Psychology is on the above basis and is offered in the winter term of the third year in the English course. It is not offered in the Latin course. Some valuable work is dependent largely on the use of psychological apparatus.

This will be used freely either here or in an earlier grade of the department.

(B.) Davis—The more advanced course in psychology is placed in the twelfth term in each course. The author has chosen a style of presentation somewhat peculiar to himself, but in a manner favorable to this grade of the study. Some of the familiar topics are treated in a modified manner, others are quite original. A reasonable amount of discussion will be given to the relation of physiology to psychology, especially for those who have had none of this phase of the subject in their pedagogy. The following subjects will receive due consideration: Consciousness; its conditions, limits, facts, modes. Immediate knowledge; cognition, presentation, perception, external reality, self-perception, pure intuition, origin of pure truth, mind and matter. Mediate knowledge; representation, mediate perception, suggestion, memory, imagination, thought. Feeling; sensation, emotion, sentiment. Desire; kinds, regulations. Volition; elements, freedom.

The subject matter is enlarged upon by copious references and illustrations from a large number of other authors on the same themes.

Pedagogy and School Law.

JAMES KIRK.

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

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

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

THE SCHOOL.—The school house and grounds; furniture and apparatus. Preparation for beginning the term; organization; program; rules and discipline; school records.

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

(D). Elementary psychology, and school management. Study of activity as sensation, perception, conception, memory, imagination, reason, judgment, feeling, and volition. Ends, conditions and means of school government; will training; school incentives; punishment; right conduct.

(C). Consideration of general hygiene and physical exercises. Development of intellectual activities at different ages. Effect thereon of different branches of study. Particular education of the senses. Culture of memory, imagination, judgment, and reason. General method. Special method. Diversity of character and formation of habit. Culture of sensibility and will as elements of character. Motives.

(B). PHILOSOPHY OF EDUCATION.—The Philosophy of education, by Rosenkranz, is the basis for this work, and the work in (A) Pedagogy. Consideration is given to the general idea of education and to its special elements. The general idea of education includes its nature, its form, and its limits. The culture of body, intellect and will are treated under the special elements of education. Dietetics and gymnastics are studied with respect to their fundamental ideas. The significance of the development of attention, as a voluntary act, is emphasized. The psychological epochs, or the intuitive, the imaginative, and the logical periods of growing mind, claim attention. The development of the subject-matter, and the manner of the demonstration follow, logically, the study of the pupil's development. Consideration of the pupil's capacity, and the elements of the act of learning, in connection with the method of instruction. Under will-training are considered social usages and the virtues, the discipline and the character

which constitute morality. The theoretical and the practical process of religious culture, and the union of both in a historical process, furnishing the ground of a rational faith—a philosophical culture—in the education of the will, and duly considered.

(A). The study of historical systems of education. These are classed as the National, the Theocratic, and the Humanitarian, or the Christian, systems. Passive, active and individual phases of the National system, as exemplified in the education of China, India, Thibet; in that of Persia, Egypt, Phoenecia; in that of Greece and Rome, and among the German tribes. The selfish purpose and the utilitarian character of the first and the second phases. The development of the powers of the being to be educated, is the aim of the third. Theocratic education among the Israelites. Monkish, chivalric and civic phases of Humanitarian education. The elements of the ideals of the national and theocratic systems combined in the Humanitarian system in a higher ideal of spiritual perfection. This ideal, attainable only through spiritual freedom. The final "free education" must provide for the education of all classes of society, by all available instrumentalities, for all the relations of free citizenship.

Sociology in Relation to Education.

I. Claims of sociology; its character and method. Education closely related to sociology, the science of society. Nature of society, and of social progress.

II. Customs as a factor in sociology. Nature of customs. Relation to progress. Forms of customs: social, civic and religious. Relations in the family. The family the school of social relations. Social problems growing out of family relations. Class relations. Manners. Amusements.

Economic, constitutional, judicial and administrative customs.

Two forms of religious customs. Functions performed

by them. Modification, and conservative force of religious customs.

Customs and reforms. Instruments which influence public opinion. Service and evils of the press. Its relation to society.

III. Economics as a factor in sociology. Nature of economics. Two schools. Relation to sociology. Law of rent. Law of Malthus.

Postulates of economics. Nature, function and limitations of competition. Competition as a social law. Social growth in the several forms of production:

(A). Agriculture—Land; tenure and size of holdings. Socialism. A single tax.

(B). Manufacture—Changes in form. Consequent losses and gains in society. Hours of labor.

(C). Increased rapidity of commerce. Growth of cities. Social changes. Social results, and remedies.

Distribution. Ruling principle in it. Rent. Capital. Management, and labor. Amount under contention in distribution. Justice—the public welfare. Wage-system. The labor-movement. Its effects. Cooperation. Profit-sharing. Saving and loan associations. Inequalities in distribution. Social principles involved. Exchange, Protection, Sound currency, Quality, Quantity.

IV. Civics, ethics and religion are factors in sociology and, as such, receive attention. Under civics, prominence is given to Education and means of equality; Moral training; Education and war; etc.

School Law.

The school law of Illinois is the text in this subject, and questions involving knowledge of court decisions on practical cases, are frequent. The attention given to the subject is sufficient to enable the teacher to begin his services without hesitation as to his legal duties and rights.

Practice Teaching.

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

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

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

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

Grammar.

MARTHA BUCK.

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

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

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

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

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

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

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

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

DEPARTMENT OF ELOCUTION, READING, RHETORIC AND ENGLISH LITERATURE.

HENRY W. SHRYOCK.

MINNIE J. FRYAR, Assistant.

Reading.

(C). Text, New Franklin Fifth.

(C). This supplies practice in the difficult art of oral reading. The principles of expression are so set forth as to make all practice intelligent and therefore improving. Especial attention given to orthoepy. The organs of breathing, of voice, and of speech, explained.

Exercises in articulation, and in breathing; the attributes of a good voice; literary analysis of selections; biography of authors, etc.

(B). Selections studied, Marmion and Silas Marner. While the emphasis will be placed upon literary analysis of the two masterpieces studied, the elocutionary drill will not be neglected.

(A). A study of the four methods of teaching beginners, supplemented by a four weeks study of McMurry's Special Method. How to use fiction in the public school will be studied in connection with The House of Seven Gables; how to use the oration will be studied in connection with Webster's Bunker Hill Oration; how to use poetry will be studied in connection with Evangeline.

Rhetoric and Composition.

The entire course in Rhetoric and Composition is based upon a recognition of the following facts: The paragraph is

the briefest unit of discourse permitting a pre-view or outline. The first three forms of prose composition are the forms that the student will make the most use of in after life. The higher qualities of style, such as wit, pathos, sublimity, etc., are incommunicable. In accordance with the ideas above expressed, the work is so arranged that a part of the time may be devoted to paragraph writing in class; the paragraphs being largely narrative, descriptive, or expository; the subjects being chosen from a range of topics found within the student's own experience or thought, so that he may write without feeling that he is "doing an exercise;" and the effort is mainly directed toward the acquisition of a clean, straight-forward English. In order, however, that the student may be brought into sympathetic appreciation of the graces of rhetoric, the regular work is supplemented by the study of a number of masterpieces of English prose style.

COMPOSITION A. TEXT, Outlines of Rhetoric, Genung, This class meets once a week through the entire year.

RHETORIC.—Text, Forms of Discourse, Cairns. The class meets five times a week through the Fall term. In this class special attention is paid to oral discourse.

Literature.

(C). English and American Authors. Texts, Painter's Introduction to English Literature, and Matthew's Introduction to American Literature.

(B). Technique of English Poetry. Text, Corson's Primer of English Poetry, Lanier's Science of English Verse, Sweet's Second Middle English Primer. The work will be supplemented by special studies in Macbeth, first two books of Paradise Lost, and The Princess.

(A). The first six weeks of the term will be devoted to a study of the technique of English Prose. Texts, Minto's Manual of English Prose Style, and Garnet's English Prose from Elizabeth to Victoria. The second half of the term will be devoted to a study of English fiction. The study will be based upon the following works: Ivanhoe, David Copperfield, Vanity Fair, Silas Marner, Last of the Mohicans, and Marble Faun.

Electives Offered by the Department.

(C). Course in elocution, text, Hamill.

(B). Course in Shakespeare, based upon the following plays: As You Like It, Henry V, Julius Caesar, and The Tempest.

(C). A six week's study of English blank verse, followed by a six week's course in English Lyric Poetry.

DEPARTMENT OF BIOLOGY AND PHYSIOLOGY.

G. H. French.

Botany.

Preparatory:—In this Gray's School and Field Book will be the text used. The work will be such as will give the student a knowledge of terms used in speaking of plants, the use of the analytical keys in identifying specimens and some general knowledge of vegetable physiology. This will make a good preparation for higher work in botany, and will be all that is usually required for a teacher's examination. The text-book will be studied to Cryptogamic Botany, page 155.

B Botany:—Structural and Systematical Botany.—Campbell.

This work will begin with the lowest of the Cryptogams and a detailed study will be made from these to the highest or Phaenogams. As supplementary to this work a systematic classification of the groups studied will be given, either from the blackboard or from charts. This will enable the student to see in brief sentences the relation the different groups bear to each other, and upon what structural characters these differences are based.

The plan of recitation will be on Monday of each week a pre-view of the week's work in the form of a lecture. The recitation hours of Tuesday, Wednesday and Thursday will be devoted to laboratory work in which the plants of the text, or such of them as are accessible, will be studied biologically and histologically. Friday the hour will be devoted to a quiz of the week's work, either oral or written.

A Botany or Plant Biology.—No text-book will be used with this but the work will be wholly laboratory work. It will

consist of a systematic study of plants from the lowest up to the highest. For a systematic classification, the blackboard or chart scheme spoken of under B Botany will be used, and at present Dodge's Elementary Biology will be used as a laboratory manual. In addition to the work as given in that, methods of making permanent mounts for the microscope will be given and in the higher plants enough of these will be made to enable the student to make a good comparation study of different groups of plants and of different plants in the same groups.

Boyer's Biology Blanks will be used for notes and drawings. Slides, cover-glasses, labels and slide boxes, etc., will be supplied in the laboratory at a moderate cost, and this will be the only laboratory fee.

In our present course A Botany is made an elective study.

Zoology.

Preparatory.—In this an elementary text-book will be used, but the book has not yet been selected.

B Zoology.—For the past two years no text-book has been used in this study, the classification and definitions being given from charts, and the explanations by lectures. In the lower forms the miroscope will be used to illustrate the subjects and the specimens in the museum the higher forms. In using the charts in this way for classification but little time can be given to laboratory work as the time is needed in copying the charts. The subjects of each day's lesson can be studied for any particular animals from almost any text-book the pupil may have access to, either his own or found in the library.

A Zoology or Animal Biology.—The same course is pursued in this as in A Botany, no text-book being used, but Boyer's Biology Blanks will be used for notes and drawings, and Dodge will be used for a laboratory manual. There will be less his-

tology work here than in the A Botany, but more of coarse dissection will be necessary.

Like the A Botany work, this, is as now arranged in the course, an elective study.

Physiology.

In this, Tracy's Physiology is used as a text-book. The plan of work is on Monday of each week a preview of the week's work will be given, which will consist of explanation of points in the text and of the proposed laboratory work. On Tuesday, Wednesday and Thursday, the class will have laboratory work, and on Friday a quiz. Usually each alternate week the quiz will be oral, and the next week written. The laboratory work will consist of histology of the principal tissues and organs of the body of some animal or bird, and dissection. The histology work will be the preparation of the tissues for the microscope followed by a study of them. As in the A Botany work, materials for the preparation of mounts will be furnished to each student by the laboratory at a moderate cost.

On entering a class each pupil will be assigned a seat at a table and a drawer for his laboratory material. If a pupil is in two or more classes he should have the same seat and drawer for all the classes.

Besides the regular one term in Physiology, a term of laboratory may be taken extra as an elective, consisting of experimental physiology and more work in histology and dissection.

DEPARTMENT OF PHYSICAL SCIENCES.

W. B. Davis.

Physics.

The new physical laboratory is now well equipped with excellent working tables made expressly for the Institution. The water and the gas supply is abundant and very convenient for immediate use. By the addition of tools and materials mentioned below, students are enabled to construct their own apparatus. Some things made and used by students this year were. apparatus for the study of levers, balances, pulleys, specific gravity, sound, heat, light, electricity.

In addition to the regular classes, provision is made for those who wish to take the subject out of its regular place in the curriculum. This will be seen by reference to the starred classes in the printed program.

The happy combination of the laboratory and the recitation methods is adopted, about one-half the time being devoted to the discussion and demonstration of (1) phenomena, (2) principles, and (3) laws.

The Institution, almost from the beginning, has been supplied with a good selection of physical apparatus. This has been supplemented annually by the purchase of new and modern pieces, until the school now possesses quite an extensive equipment of illustrative material.

The following list is a part of additions made during the present year. A lathe, jig-saw, work-bench, an assortment of tools for working wood and metals, tangent galvanometer, Wheatstone bridge, chemical thermometers, apparatus for sound and light, and much material for accurate work in electricity.

C. PHYSICS.—TEXT, *Avery-Sinnott.*

In this class the fundamental principles of Physics are demonstrated by actual experiment. Much of the apparatus is constructed by the students, who are urged to suggest ordinary and every day applications of the principles discussed.

The ends sought are two, viz: 1, Familiarity with the simple principles of Physics; 2, Ability to demonstrate them by home-made apparatus. Students are constantly admonished to prepare for the Observation Work in the State Course of Study for the Common Schools.

Required—one hour per day.

A. PHYSICS.—*Text, Gage.*

A rapid review of fundamental principles, accompanied by more careful demonstration by more accurate apparatus than is used in C Physics. Along with discussions and demonstrations, practical problems are solved. These combine mathematical with experimental Physics, and increase the hold students have upon the subject.

As in the preceding class, students are encouraged to construct apparatus, and in this way are made competent to teach Physics, even if their schools are not fully equipped with instruments for physical measurements and experiments.

Required—two hours per day.

A PHYSICS.—*Text, Avery.*

More review and demonstration of fundamental principles. Closer attention is given to accurate measurements and test, and the mathematical demonstrations are more rigid.

Elective two hours per day, the larger part of the time being given to delicate experimental work in the laboratory and to accurate mathematical calculations.

ASTRONOMY.—*Text, Todd.*

This study is elective. The text adopted is warmly in accord with the modern ideas relative to laboratory work. Many

simple devices are suggested by the author, which aid materially in arousing and fostering the true scientific spirit. Special effort is made that the student may obtain, as soon as possible, a geometrical concept of the celestial sphere.

Less importance is given to memorizing data, than to the exercise of thinking and securing a clear conception of the matchless beauty and grandeur of the solar system, as exhibited in its unity and symmetry and the marvelous precision of motion.

A winter term is given to this science because of the advantages for the study of the heavens during this season.

On account of the limitation of time, the study is confined largely to descriptive astronomy. Enough of the mathematical part is introduced to explain the methods of calculation peculiar to the subject, such as determining dimensions, distances, velosities of orbital movements, etc.

The excellent telescope belonging to the Institution is frequently employed in giving the students a view of the objects they are studying, more particularly of the sun and sunspots, the moon's surface, the phases of Venus, Jupiter and his moons, Saturn and his rings. More or less time is devoted to the study of the principal constellations and the more conspicuous stars of each.

In teaching the branches named in this department, special stress is given to the creation of the true scientific spirit, engendering an intense desire to know, and a correct method of inquiry and research.

CHEMISTRY.—*Text, Williams.*

The new building furnishes the same improved conditions for the work in Chemistry as were named for the work in physics. The subject is introduced by a goodly number of experiments illustrating the conditions favorable to chemical action. The distinction between elementary and compound substances is then dwelt upon. This is followed by the study of a number of elements which are the constituents of some of the

more common substances, such as the air, water, etc., giving special emphasis to their physical and chemical properties, their occurrence, preparation, tests, etc.

A careful study of the laws of chemical combinations is required, also a discussion of the atomic and molecular weights, valency, and specific gravity. This is followed by chemical equations, factors, products, acids, bases, and salts.

Two consecutive hours per day are given to the subject during the fall term, the first to a recitation upon the text assigned, and the second to strictly laboratory work, using Williams' Manual for a guide.

During the winter term, two hours per day are given wholly to laboratory work. This enables the student to do much qualitative analysis, and in this way to master the practical side of Chemistry.

MINERALOGY.—*Text, Foye.*

The latter part of the winter term is given to blow pipe work in connection with wet analysis in Chemistry. In this way, is obtained a working knowledge of the common minerals and rocks, and students are made ready for field work in Geology during the following term.

GEOLOGY.—*Text, LeConte.*

The study of Geology is elective and is presented as follows: first, dynamical; second, structural; third, historical.

The spring term is selected for this subject, because conditions are most favorable for field work. The Institution is admirably situated for the prosecution of field work, as a rapid examination of the State Geological Reports will show.

The material in the museum furnishes excellent specimens of the different varieties of geological formations, typical fossils, and an excellent collection of minerals, and other material necessary for the proper study of the subject.

The student is expected to give special attention to the geological features of his own region, especially to his own county. In this latter phase of the work, the State Geological Reports are freely used.

Because of the relation which the elementary study of Geology bears to the work in the grades of public school instruction, special emphasis is given to its importance from a pedagogical standpoint.

DEPARTMENT OF MATHEMATICS.

SAMUEL E. HARWOOD.
JOEL M. BOWLBY, Assistant.

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

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

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

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

To accomplish these purposes, three divisions of mathematical science are used: Arithmetic, Algebra, and Geometry.

ARITHMETIC.

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

(D). McLellan and Ames.—This class will study as to accuracy in operations and forms for expressing the following:

1. Fundamental processes.
2. Properties of numbers and factoring.
3. Fractions: Common and Decimal.
4. Compound numbers.

(C). This class will continue the work of the preceding using these:

1. Percentage and its applications.
2. Interest: simple, annual and compound.
3. Ratio and proportion.
4. Roots and mensuration.

In the Normal department two classes are organized.

(B). First Term.—Beman and Smith.—A thorough review of the subject will be attempted.

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

A search for the why will be required.

Questions of mind activity and consequent pedagogy will be incidental.

(A). Second Term.—This term is given entirely to method work in number and form, the history of Arithmetic, and the study of current views of number teaching.

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

ALGEBRA.—*Wells.*

(C). Fourth Term.—To simultaneous equations. Outside illustrative and test work. History of Algebra. Its pedagogy.

(B). Fifth Term.—To theory of quadratics. As above in other phases.

(A). Sixth Term (Elective).—Finish, other work as above.

GEOMETRY.—*Wells.*

(C). Senior Year, First Term.—To Book III. History and Pedagogy.

(B). Senior Year, Second Term.—Finish Plane Geometry.

(A). Senior Year, Third Term (Elective).—Solid Geometry.

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

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

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

Higher Mathematics.

In the new courses A Algebra and A Geometry are elective.

In addition to these, Trigonometry, Analytical Geometry, and the History of Mathematics will be offered.

Bookkeeping may be had as demanded.

The department has a handsome transit and other necessary apparatus.

Bookkeeping.

This branch is now an elective in the fall term of the third year of both courses, and will continue throughout the term.

Instruction in Double Entry bookkeeping is given in a practical manner, wherein the day book, journal, ledger, cash book, bill book, receipts, orders, promissory notes, and drafts are used. Also a bank account is kept for which pupils will prepare deposit slips, draw checks and have a bank-book. The use of revenue stamps is fully exemplified. Accuracy and brevity will be required in recording business transactions, journalizing, posting and closing the ledger, preparing trial balance and balance sheets showing a complete analysis of the business.

DEPARTMENT OF LANGUAGES.

C. E. Allen.
J. M. Pierce.

Latin.

This department of Latin provides a course designed to furnish the student with such instruction as will fit him for entrance to the college or university.

As a training course for teachers, special attention is given to the principles underlying the structure of the language; the leading facts and rules are taught from the Latin text, and the student discovering the principle for himself, remembers it, and is able in turn to teach it to others. Many of our graduates from this course are teaching Latin with success in the high schools of the state.

Eleven terms of Latin are required of all pupils completing the Latin course, and an additional term may be taken as an elective for which credit will be given.

The Roman method of pronunciation is used.

First term (L) "First Latin Book," Collar and Daniell. About forty lessons are completed during this term .

Second Term (K) The "First Latin Book" is completed and a thorough review in Morphology and Syntax is given. Special attention is paid to quantity and pronunciation, and in the writing of Latin, pupils are required to mark all long vowels.

Third Term (J) Easy Latin, Roman History Selections, as given in "Junior Latin Book." Prose composition based on the text, and constant use of the grammar (Harkness).

Fourth Term (I) Selections from Viri Romae and Nepos. Junior Latin Book. Prose composition daily.

Fifth Term (H) Selections from Nepos, Junior Latin Book, completed and twenty-nine chapters of Caesar's Gallic War, Book I. Special drill in grammar and daily exercises in prose from Daniell's "New Latin Composition."

Sixth Term (G) Caesar's Gallic War, Book I, completed, and Book II. Prose composition based on the text read.

Seventh Term (F) Orations of Cicero. First three against Catiline with selections from Sallust's Catiline and prose composition.

Eighth Term (E) Cicero. The fourth against Catline with selections from Sallust, the orations for the Manilian Law and the poet Archias. Daniell's Prose Composition.

Ninth Term (D) Ovid. Selections from the Metamorphoses, about 1,500 verses. Greek and Roman Mythology.

Tenth Term (C) Vergil's Aeneid. First three books. Scanning and Mythology. Study and recitation on Sellar's Vergil. Prose composition from Part III, of Daniell's Composition.

Eleventh Term (B) Six books of the Aeneid completed. Sellar's Vergil and prose composition.

Twelfth Term (A) Cicero. Essays on Old Age and Friendship. Writing of Latin. Senior Spring. Elective.

German.

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

It is desired that, with the abundant supply of German classics now to be had in convenient form, there may be a selection of material made to suit the needs of individual classes. Hence the following course may not always be followed, but it will indicate the amount and character of the work done.

First year. Collar's Shorter Eysenbach and Guerber's Maerchen und Erzaehlungen I, are the texts for the first two terms. In the spring term of the first year Storm's Immensee with Hatfield's Composition is used. Light poetry is committed to memory.

Second Year. Baumbach's Im Zwielicht I, Hillern's Höher als die Kirche with Hatfield's Composition, Freytag's Die Journalisten, and Schiller's Wilhelm Tell are read. Harris' German Composition and Thomas' German Grammar are used throughout the year. Several poems are committed to memory.

Third Year. Klenze's Deutsche Gedichte (Lyrics and Ballads), Lessing's Minna von Barnhelm, Heine's Die Harzreise, Goethe's Hermann und Dorothea. German composition and memorizing of several lyrics and ballads.

During the past year the teacher of German has conducted a German class in one of the Sabbath schools of the city, for the benefit of the pupils in this department.

DEPARTMENT OF HISTORY AND GEOGRAPHY.

GEO. W. SMITH.
FRANK H. COLYER, Assistant.

United States History.

(D). PREPARATORY. TEXT, MCMASTER. This class will cover the work from the beginning of the text to page 279. The following general subjects will be considered:—Discoveries and Explorations; Planting English Colonies; The French and Indians; Struggle for Rights as Englishmen; Founding the Government; Struggle for Commercial Independence; Industrial Development.

This brings us to the administration of John Quincy Adams.

(C). PREPARATORY. TEXT, MCMASTER. In this term's work the text is finished. We discuss:—Industrial Development; The Struggle with Slavery; The Indestructible Union; The Economic Struggle.

These two term's work in History will admit to Normal in this study, if the work is well done.

(B). NORMAL. TEXT, CHANNING. The work in this class will begin with the political separation of the American Colonies from Great Britain, and will consider as general topics the following:—Formation of State Governments; The Continental Congress; The Confederation; The Constitutional Convention; Organization of the Government under the Constitution; Rise of Political Parties; Material Development; Struggle over Slavery; Secession; Reconstruction.

(A). NORMAL. TEXT, MACE. It is the purpose of the work in this class to make a brief study of the philosophy of history. To determine the essential elements in historical matter. To arrive at the laws of its organization. To determine the process of historical interpretation. To place an educational value

upon the process of historical interpretation. To find laws governing the co-ordination of historical matter when interpreted. And, finally, to apply these laws and processes in organizing the history of the United States into periods, sub-periods,phases, and events.

The following is a brief outline of the

PHILOSOPHICAL DISCUSSION.

Essential elements of history:

Form and content.
Continuity and differentiation.
Five great institutions—not always co-ordinate.
Organic unity in institutional life.

Processes involved in organizing history:

Nature of organization.
Processes in organization.

Process of interpretation—forms of thought:

Positive and negative causes.
Fundamental and particular.
Purpose and means.
Original and second-hand matter.

Educational value of interpretation:

Integration depends upon common content.
The mechanical and organic whole.
Comparison is the basis of integration.
Value to the historical judgment.
Ethical value of the process or interpretation.

Process of co-ordination:

Relation of the particular to the general.
Need of good judgment in selecting matter.
The principle—matter is valuable according to the nature of its content.

ORGANIZATION OF PERIODS OF UNITED STATES HISTORY.
ELEMENTARY PHASES OF HISTORY TEACHING.

Here we discuss the philosophy and methods of presenting history to the lower grades.

CIVICS.—*Normal*, *Text*, *Hinsdale.*

It is the purpose of this term's work to broaden the students' notion of man's relation to his fellow men in organized society, and to give him a better knowledge of the institution which regulates this relation.

The Declaration of Independence says governments are instituted among men to secure to the people life, liberty, and the pursuit of happiness, and that whenever any form of government becomes destructive of these ends, it is the duty of a people to abolish that form and institute another.

From this we may infer that the forms of government have much to do in enhancing the efficiency of government itself.

It is therefore essential that the would-be citizen familiarize himself with that agency which, by common consent, secures to each,such precious boons as life,liberty,and happiness. These subjects will be considered:—Science of Government; History of the Government in the Thirteen Colonies; Formation of the Union, Continental Congress, Articles of Confederation Constitutional Conventions, Ratifying Conventions; Relation of State and National Governments; Nature and Sources of the Constitution; Analysis of the three Departments of Government in the United States.

General History.

ANCIENT HISTORY. *Basis*, *Myers.*

This term's work will make a brief survey of the ancient oriental nations and a much more extended study of Greek and Roman history.

The aim of the study of the ancient oriental peoples will be to note the origin and development of the elements of civilization, and to show what the ancient oriental peoples contributed to the general current of world history.

In the Greek and Roman history, a much more extended investigation will be attempted; and as far as our present equipment will permit, the students will be expected to investigate certain phases of the work for themselves. The aim of the work here is to acquaint the student with the best authorities on the work in hand, and to make them self-reliant.

Mediaeval and Modern. *Basis, Myers.*

This term's work will have much the same plan and aim as that of the preceding term. The idea is to note the elements that enter into modern history, then trace their development and organization into institutional life. The rise, growth, and decline of the papal power, the revolt of northern Europe against the papacy, forming the religious part of the movement. The rise and growth of political institutions, with special reference to the element of government in the Teutonic peoples, the influence of Roman government, the feudal form of government, development of the "free cities," rise of absolute monarchies, and finally the rise of the masses in governmental affairs, constituting the other phase of modern life.

English History. *Elective.*

This work may be elected in the third term of the third year. The aim will be to trace not only the growth of the English nation, but the development of English institutions. The relation of these to American institutions will be studied.

Reformation and French Revolution.—*Elective.*

The purpose here is to trace more minutely the two great events around which cluster all the most important movements which determine modern religious and political institutions.

Geography.

(C). PREPARATORY. TEXT, FRYE. The text will be followed quite closely as it deals with the physical features of the several continents. The plan of the work being to fix in the mind of the pupil the physical agents at work in modifying the earth's surface, and the physical basis for the climate of any locality. If this work is well done the student is ready to connect therewith the particular activities which are adapted to that region. So far as time will permit the industries of the several regions will be studied, but this feature of the work is not emphasized.

(B). NORMAL. TEXT, THE NATURAL. In this class we study more carefully, man in his relations to his surroundings. The various industrial activities are shown to have a basis in the physical structure and the climate.

(A). NORMAL. TEXT, ——— This work begins with a general discussion upon the following topics:

Subject matter: The organic and the inorganic.
Relation of these two.
Highest form of life.
Means of its development.
Classification of activities.
Spencer's estimate of "science."
Acquisition of adequate concepts.
Dependence of life upon structure and climate.
Relation of the "human" to the "natural" in Geography.

We then take up the Sense Phase of Geography. We discuss briefly the method the child follows in acquiring a large stock of individual images of geographic forms through observation. The relation of Geography to the other studies is emphasized. The disciplinary value of the work of the sense phase is shown.

The Material.
Geographic forms.
Movements.

Meteorology.

Culture agencies.

Industrial agencies.

Next is considered the Representative Phase of Geography. The dependence of this work upon the Sense Phase is shown. The need of close work in the Sense Phase is also pointed out. The accuracy of the image of that beyond the sense grasp depends upon the kind of images we form with the objects before us. The movement in the process of geography work, is shown to be from the individual to the general and then to an individual. The method of transition from the first phase to the second is dwelt upon.

Some time is given to the Rational Phase of Geography. Here we seek for explanation, for reasons. It is shown that this phase depends upon the two preceding stages of the work.

The Geography course in the schools of the land as well as the course for Illinois, as provided by the State Teachers' Association, is examined.

Lesson plans are presented as time permits.

(Physical)—Normal. Text, Davis. The study of the physical features of the earth in their relation to man and his activities has lately been given a prominent place in the course of study in our best schools. The report of the Committee of Ten is largely responsible for this condition.

In the work in this class considerable stress is laid upon the physical agents at work on the earth. In reality the work is that of the Reflective stage of geography study. The text deals with The Earth as a Globe; The Atmosphere; The Ocean; The Lands; etc.

DEPARTMENT OF ART.

Drawing.

MATILDA F SALTER.

(D). Preparatory. Practice will be given in drawing from geometric solids, from simple objects and from nature. A large part of the term will be devoted to blackboard drawing so that students may be able to use the board for purposes of illustration.

(C). Principles of freehand perspective and composition will be studied and application made in the drawing of objects singly and in groups. Practice will also be given in drawing from nature. Some work will be done in construction drawing and in freehand design. Both pencil and ink will be used.

(B). One-third of this term will be devoted to geometrical drawing and constructive work; one-third to water-color work, subjects chosen being from nature and still life; and one-third to a study of some of the more important styles of Historic ornament. Talks will be given on these styles, pictures studied and a certain amount of reading required. Careful drawings will be made of each style studied.

(A). In this term methods will be studied—the value of art education and its place in the public schools, plans will be discussed for primary and grammar grade drawing, and much actual work will be done. The purpose is to enable the student to know what and how to teach and the study is made as practical as possible.

In the English Course a half term will be devoted to freehand drawing from casts and still life in charcoal and ink or water-colors.

(History of Art)—Elective. A study will be made of Architecture, Sculpture and Painting in order that the student may be made familiar with the masterpieces in these subjects. A text-book will be used as the basis of instruction but this will be supplemented by talks, readings and pictures.

Penmanship.

MINNIE J. FRYAR.

During the year, vertical writing has been taught, particular attention being given to movement exercises. The aim has been to give help in acquiring a plain, rapid handwriting. Some attention has been given to business forms, method work has been introduced so far as it seemed practicable.

Music.

MINNIE M. MCNEILL.

VOCAL MUSIC.

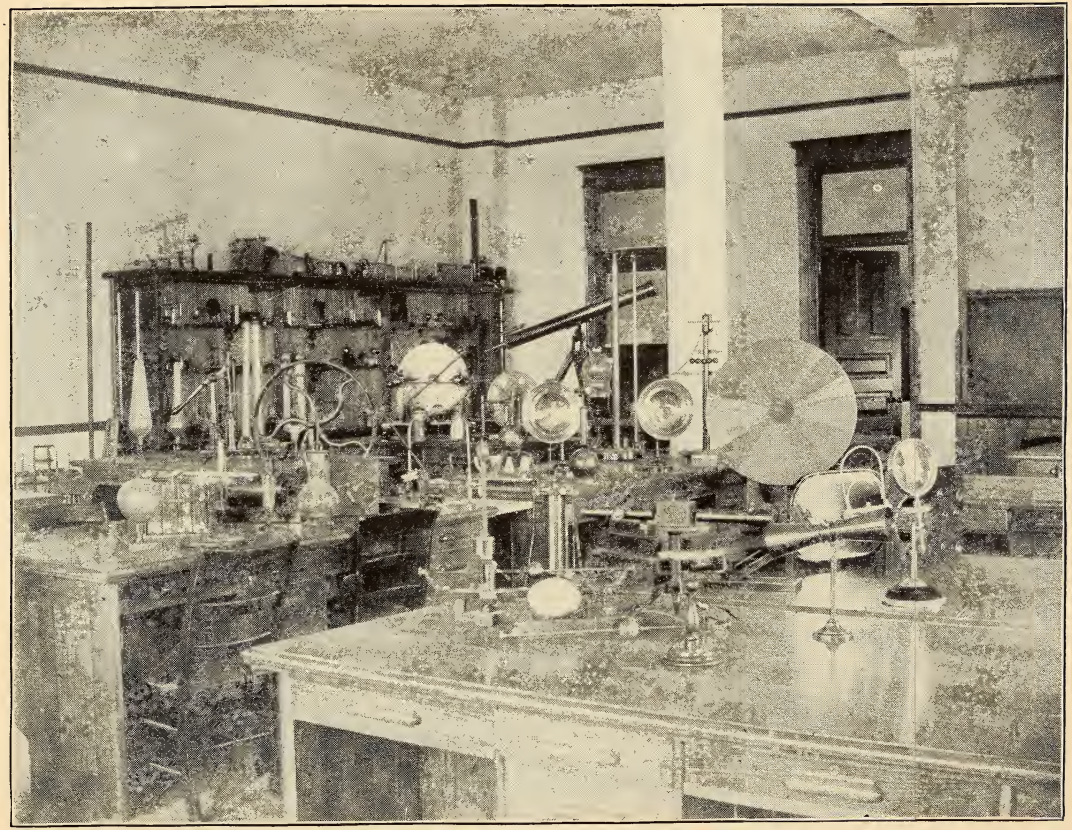
One term of vocal music is required in order to graduation in any Normal course. The Natural Course in Music, by Ripley and Tapper, is used in these chorus classes. The aim is to give as thorough knowledge of theory as is possible to obtain in the limit of time, and also, to give smoothness and strength to the voice. Charts are used for class instruction, but each student in this study must be provided with a music reader.

Instrumental Music.

This department comprises instruction in the following: Piano, theory, history, and aesthetics.

While "methods" does not imply as much as is commonly supposed, being only a means to an end, and while there are noble exponents of all the well-known schools of technique; nevertheless, we have found through long experience that the Gorno system teaches more nearly the position of the hand naturally assumed by the child, gives great facility with the third and fourth fingers, subjugates the awkward thumb and wonderfully strengthens all the fingers.

VIEW IN MUSEUM.



VIEW IN PHYSICAL LABORATORY.

The aim in teaching is to render the pursuit of the art pleasant and joyous, not irksome, especially to children, until the mind shall have matured sufficiently to appreciate its more serious beauty and meaning, so that it will of its own accord enter into deeper research.

The student throughout his term of school is encouraged to cultivate and love music, as a most refining art, and one which cannot fail to raise his mind to loftier purposes and inspire him with a zest for all things pure and holy.

PHYSICAL TRAINING.

J. M. PIERCE.

The course in physical training aims to give the students the physical exercise they need for their personal well-being and to furnish them with a system of school gymnastics and with the principles governing physical education. So far as practicable, these personal and professional aims are reached by the same exercises.

The most immediate aims are the health and recreation of the students in their daily work. A more remote, but still very important end, is the neuro-muscular training which educates the whole body to be an efficient and faithful servant of the mind.

Physical Training is required of students in the Preparatory Department and in the first year Normal, and is optional with other students. A large gymnasium, well-equipped with American light apparatus and with German and Swedish stationary apparatus, offers ample opportunities for indoor exercise and class drills. The spacious campus affords adequate facilities for out door sports. The young men have base ball and foot ball teams, which are subject to the regulations of the department of physical training. Track athletics are engaged in by those who

prefer individual exercise, and a number of tennis courts have recently been laid out.

No pains and expense have been spared to make physical training attractive and all students are encouraged to devote a part of their time to such exercise. Gymnasium games, like basket ball and volley ball, constitute an important part of the regular course.

For class work, all students are required to provide themselves with gymnasium slippers and the young women wear a special costume which affords the necessary freedom of movement and saves their ordinary dresses.

Students who have not completed the requirements, but have been excused from gymnastics on presenting a physician's certificate of disability, or for other special reason, will be required to be present at class exercises one hour a week.

LIBRARY.

BESSIE MILNER THOMPSON, Librarian.

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

The library proper occupies a spacious room on the ground floor of the library and science building and contains at present 15,160 volumes, including a professional library for teachers. This number is yearly increased. Besides the books in cases the library is supplied with about 100 of the best current magazines and papers, both American and English. To these the students have free access. At the close of each year the volumes of magazines are bound, after which they are regularly entered and placed on shelves along with the other books.

Classification and Catalog.

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

The library contains now a complete catalog of authors, titles, and subjects. All readers have unrestricted use of the catalog. The subject cards are particularly helpful, for they index not only the subject-matter of books as a whole, but also important chapters and parts of books. A good library catalog is invaluable. It makes the knowledge contained in books vastly more useful because more accessible.

Rules and Regulations.

The library is open from 8 to 3:30 each school day and from 8 to 12 a. m., on Saturdays.

Pupils reading in the library are expected to enter the room at the beginning of the hour and remain until its close, unless excused.

Two books (other than fiction) or one work if not in more than three volumes, may be taken at a time and then renewed for two weeks, provided there is no special demand for the books. Only one book of fiction may be taken out at a time. A book

that is used as a help for class work may be kept out for one night only.

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

All books must be charged at the librarian's desk before being taken from the room.

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

Conversation and conduct inconsistent with quiet and order are prohibited; this applies to intermissions as well as school hours.

The librarian is glad of the opportunity to help new students to a knowledge of the location of the books and the use of the catalog, indexes and other aids. Students are urged to apply for this help as soon as possible after entering the school.

PRACTICE SCHOOL.

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

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

James Kirk, Superintendent.

Harry J. Alvis, Critic Teacher, seventh and eighth grades.

Adda P. Wertz, Critic Teacher, second three grades.

Elizabeth Parks, Critic Teacher, first three grades.

Mabel K. Peters, Teacher of ninth grade.

Course of Study.

STUDIES.	1st Year			2d Year			3d Year			4th Year			5th Year			6th Year			7th Year			8th Year			9th Year		
Terms	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Reading	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*
Lang. and Lit'r'ture	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	.	.	.	*	*		.	.	.	.	.	.
Grammar	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	*		*	*	
Writing and Draw'g	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	.	.	.	.	.	.
Geography	.	.	.	.	.	.	*	*	*	*	*	*	*	*	*	.	.	.	*	*	*	.	.	.	*	*	
History	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	*	*	.	.	.	*	*	*	.	.	.
Arithmetic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	.	.	.
Spelling	*	*	*	*	*	*	*	*	*	*	*		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Science (general)	*	*	*	*	*	*	*	*	*	*	*		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Physiology	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.	.	.	.	*	.	.	*	.	.
Physics	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.	.	.	.	*	.	.	.	.
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Physical Training	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
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Composition	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.	*	.	*	*
Word Analysis	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*		
Constr'ctive Geom'y	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	½	
Elementary Algebra	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.		½	*

Pupils in the seventh, eighth and ninth years are permitted to study Latin, a beginning class being formed for them every odd-numbered year. Pupils who study Latin are excused from part of the work in Grammar. It may be said, further, that in the seventh and eighth years the work will be conformed, as closely as circumstances will permit, to the State Course of Study.

TUITION.

First three grades, free.

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

SYLLABUS OF WORK.

In the Primary School the studies are more concentrated than they are in the higher grades. No one study excludes the others. Each is largely included in all and all in each.

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

Reading.

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

Second Year.—An Advanced First Reader. Harper's Second Reader. Baldwin's Second Year Reader. Supplementary work.

Third Year.—Harper's Third Reader. Stories of Indian Children. Supplementary work from various sources.

Fourth Year.—Harper's Fourth Reader. Stories of Ulysses, and the Pilgrim's Progress.

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

Seventh Year.—The pupils are introduced to the choicest American literature.

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

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

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

The selections used in the seventh, eighth and ninth years are subject to some change in choice, but the following will be included in the list for the next year: Hawthorne's Wonder Book, Rip Van Winkle, and other selections from the Sketch Book; Sharp Eyes and Other papers, by Burrough's; Autobiography of Franklin; Snow Bound, and other poems by Whittier; Evangeline; Lady of the Lake; Lamb's Tales from Shakespeare; Lays of Ancient Rome.

Language and Literature.

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

The material for this drill is partly furnished by the children as they report daily on the things they see and hear (field observations), and as they retell stories told them. Idioms of our language are taught through object lessons and literature related to nature study. Memory gems suited to the season are a part of the daily work.

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

Third Year.—Language lessons are carried along on two lines, oral and written. Conversation forms the basis of the first, and dictation exercises and short essays, of the second.

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

The literature of the year is taught by outlines suggested in the State Course of Study.

Fourth Year.—Similar work to that of the third, using Tarbel's Elementary Language Lessons, Part I, as a text-book; but supplementing the language work with literature work, as before. Robinson Crusoe we find easily adaptable to this purpose, as is also the Stories of Ulysses.

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

Sixth Grade.—In the sixth grade, the use of Buck's Grammar is continued, and the principles previously learned are applied in the preparation of written work on subjects taught in this grade—i. e., Biography, Literature, and Science.

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

Grammar—*Buck.*

Eighth and Ninth Years.—The aim of the grammar work is to enable the pupil to think readily in the forms of the correct English sentence.

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

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

Composition.

Seventh and Eighth Years.—In the seventh and in the eighth year a term is given to distinctive composition work. The purpose is to aid the pupil in forming the habit of logical, continuous thinking, and of clear, vigorous, complete and easy expression. The subjects are taken from nature and from the studies and reading of the pupils.

Ninth Year.—Here, an elementary book on composition is used, and the general line of procedure, indicated above, is followed. Special attention is given to the paragraph and to the forming of outlines.

Writing.

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

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

Third Year.—The small letters in allied groups. Peculiar joinings and words difficult to write. Capital letters in allied groups. Daily exercises in free movement. A copy book is introduced.

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

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

Sixth Year.—The work as outlined in the State Course of Study is carefully given.

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

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

Drawing.

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

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

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

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

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

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

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

Third, Fourth, Fifth, and Sixth Years.—The work of these grades consists of the first six books of Prang's Elementary Course.

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

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

Simple designs are also colored.

Eighth Year.—Prang's Elementary Course, Nos. 7,8, and 9.

Drawing is studied under three heads:

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

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

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

Geography.

First, Second, and Third Years.—During the first two years many facts taught in language, drawing, and number, constitute the basis of the formal study of Geography, which

is begun in the third year. Some of these facts are impressions of forms from handling and molding solids; ideas of surface; direction; points of compass; location (place), and position; lines, measures.

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

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

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

Fifth Year.—Butler's Elementary Geography, and King's Geographical Reader (Second book) are used as the basis for work in this grade. Modeling with chalk and with sand are here introduced.

Seventh Year.—The pupils use a complete descriptive geography as a basis of study. The work takes up the notions of position, form, direction, distance, etc., as a means of developing concepts with which to work intelligently when the study becomes one of imagination.

Seventh Year.—Much map drawing is required, and modeling with chalk and pulp. Geographical readers, cyclopedias, magazines, etc., are used freely in supplementary reading.

Ninth Year.—Two terms of the year are given to this work. The geography of place is emphasized, and the work becomes very largely one of helpful representation. The aim

is to give the pupil useful knowledge of the world as the home of the various classes of men.

History.

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

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

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

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

Arithmetic.

First Year.—Conversation lessons for a few days to determine the child's knowledge of number. The child learns to observe "how many" in objects, actions, and sounds. He is led to see a two, a three, or a four of objects in and among other objects. Familiar objects in and about the school room

are used. All the fundamental operations in number below eleven are learned the first year. Denominate tables of same unit value as numbers, learned.

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

Counting to 100. Roman notation as found in the First Reader. Signs: (Addition, Subtraction, Multiplication, Division,) and symbols (figures). Words expressing number, as team, pair, couple, etc.

Speer's work is commenced in the second month and is the basis of training work during the first two terms. The pupil gains ideas of color, form, volume, weight, equality, inequality. Ideas of definite form and size relations. Training of the senses. Estimates of values tested by measurements. Practice in separating wholes into parts and in combining parts into wholes. Exercises in cutting, folding and in combining materials.

Second Year.—Work of first year continued to 20; tables of 2's and 3's completed, and other tables formed as far as 20. Mechanical addition, no column exceeding 9; mechanical subtraction, minuend figures all larger than corresponding subtrahend figures. Rapid work and mental work especially emphasized. Counting, writing and reading all numbers to 1,000. Roman notation to 50.

Speer's Primary Arithmetic completed. Much cutting and construction work done to a given measuremnt.

Third Year.—Work of the second year continued to 100. Original problems. Analysis a prominent feature. Fundamental ideas of addition and subtraction. Fractional parts. A primary text-book in the hands of the class. Writing numbers within the limit of 10,000. Addition. The sum not to exceed 10,000. Subtraction. Using numbers within the limit of 1,000. Multiplication—Multiplicand not to exceed three figures—Multiplier not to exceed one figure. Division—Divisor not to exceed 12. Dividend not to exceed three figures. Much

drill given for rapidity in combinations, separations of numbers below 21, and on the multiplication table. Speer's Elementary is used.

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

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

Sixth Year.—Review fractions, using same text-book as used in fifth year. Take up decimal fractions, United States money, the practical side of denominate numbers, and if possible take the subject of percentage to interest.

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

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

The winter term's work begins with decimal fractions.

The fundamental operations as applied to decimals follow the same principles that apply in whole numbers.

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

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

Eighth Year.—Same text-book as in previous year. The arithmetic work of this grade begins by reviewing rapidly the work gone over in the spring term of the seventh grade. This

review occupies two or three weeks. The work properly begins with percentage. The pupils are brought as near as possible to the real subject of thought. Notes, partial payments, the problems of simple interest, stocks, exchange, equation of payments, and analysis are subjects of study.

Constructive Geometry and Elementary Algebra.

Ninth Year.—The fall term and half of the winter term are given to the study of Constructive Geometry. This study tends to lead the pupil to rely on his own resources, to systematize his knowledge so that he may use it effectually, and to gradually induce such a degree of self-reliance as enables him to continue his studies with increased satisfaction. The pupils illustrate their theorems with forms of their own construction.

The second half of the winter term and the spring term are given to work in Elementary Algebra. The aim is to familiarize the pupil with the idea of general quantity, the service of convenient symbols to express it, and the use of the equation with one unknown quantity in the solution of problems.

Spelling.

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

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

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

Science.

The subjects chosen are in connection with growing nature, and are correlated with literature, language, and other

studies, and every sort of science is included. The object of the lesson is a training of observation and a foundation for advanced work.

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

BOTANY.—*Gray's How Plants Grow.*—SPRING TERM.

Seventh Grade.—While a text-book is used in this work, the principal part of the work is with leaves, buds, flowers, stems, seeds, etc. Excursions are made into the woods near by, and many flowers gathered. These are analyzed in a simple way, drawn, and pressed.

PHYSIOLOGY.—*Stowell's A Healthy Body.*

Eighth Grade.—The skeleton, muscles, skin, etc.; digestion, absorption, and assimilation; circulation, respiration, etc., nervous system; special senses, the organs connected with these.

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

Ninth Grade.—In this grade the work will correspond to that of the preparatory class in the Normal Department.

PHYSICS.—*Shaw's Experiments.*

One term is spent in the study of a few phenomena, which may be illustrated by simple experiments. The pupils observe the experiments, and then write out and give in class, explanations of: (1) apparatus; (2) manipulation; (3) manifestation; (4) conclusions.

PHYSICAL TRAINING.

Physical training alternates with science. Work in the gymnasium one each week. Games taught under the supervision of the special teacher.

LITERARY SOCIETIES.

During the first term of the first year of the Institution the Zetetic Literary Society was organized. Later in the year a sister organization was planned for and in due time was thoroughly established and christened the Socratic Literary Society. Not many years since two new societies were organized by the faculty, but it seemed difficult for them to compete with the two older ones, because of their prestige of age and historical advantage, so in the course of a few years they were disbanded. Since then the two remaining organizations have met the demands of the school. These have a large membership and are well attended.

During the early part of the spring term of this year they gave a joint exhibition which netted them each a neat little sum, which has been added to their general funds from which each has appropriated fifty dollars toward the purchase of suitable stage fixtures for the Assembly hall consisting of a beautiful curtain, flies, wings, and an elegant frame structure for supporting these.

The most elaborate exhibition of what these societies are able to do is annually given to the public during Monday and Tuesday evenings of Commencement week.

The varied programs of these literary societies add very materially to the work of the English department in securing additional practice in the delivery of original and other matter, and in the opportunity for becoming acquainted with parliamentary usages, thus fitting the Normal student for more intelligent service in the community where he may labor.

The faculty and Board of Trustees foster with much care the best interests of these valuable adjuncts to the literary work of the institution. Their usual time of meeting is on Friday evening of each week in halls elaborately furnished by the University and the members themselves.

THE SUMMER SESSION.

The Thirteenth Summer Session of the Southern Illinois Normal University will open on June 18, and close July 27, 1900. The plan of doing regular work for which credits are allowed has proved satisfactory in a large measure, and meets the demands of many ambitious students to take advanced standing and to bring up back work; also of those who are unable to attend a training school during the regular sessions of the institution.

To be able to make credits but two studies are allowed, unless by special permission a review may be granted. Since the length of this term is one-half of the regular terms the number of studies allowed is one-half the usual number.

However, the review classes will accommodate those who desire to do irregular work and take a greater number of studies.

Library and Laboratories.

The library and laboratories of the school will be open for the benefit of the students and are most valuable aids in prosecuting the work of the term.

State Certificates.

Special opportunities will be offered those preparing to take the State examination in August next.

Lectures.

The evenings of Tuesday and Thursday of each week will be devoted to a series of twelve lectures on educational topics.

Tuition.

No tuition will be charged. An incidental fee of one dollar will be the only expense connected with the session as far as instruction is concerned.

Boarding.

Good board may be obtained in private families for $3.00 to $4.00; in clubs for $2.50 to $2.75 per week.

Social Privileges.

In addition to the evening lectures a number of receptions or socials will be held for the pleasure of those attending the summer session.

Commencement.

Since the session follows so closely upon the close of the regular school year, those who comtemplate attending the extra term would find it very pleasant to come on the ground as early as June 14 and enjoy the regular commencement exercises. The Annual Address, by some noted speaker on this occasion, will be well worth the extra expense incurred by coming a few days in advance.

Churches.

The several churches of Carbondale extend a most cordial invitation to all students of the session to worship with them during their sojourn in the city.

Independence Day.

The regular work of the session will be discontinued during the Fourth of July. The members are urged to celebrate the nation's independence in an appropriate manner as far as possible. The teachers of our land should be the last to become indifferent regarding the proper recognition of Independence Day.

SYLLABUSES OF DEPARTMENTS.

Psychology.

D. B. PARKINSON.

Following very largely the plan of the regular work of the institution, the work in this department will be offered in two grades, the B and the A.

In the B class the matter will be presented in the manner adopted by McLellan and Dewey in "Applied Psychology," giving special emphasis to the vital relations existing between the psychology and pedagogy. A thorough discussion of the educational maxims will be encouraged.

The class in A will confine its effort to a more elaborate discussion of the generic and specific powers of the mind, following somewhat the order chosen by Davis in his "Elements of Psychology."

Pedagogy and School Law.

JAMES KIRK.

Opportunity will be given to students to do work in pedagogy covering the requirements of the several terms assigned to it in the school course of study.

Briefly, this comprises the function, organization and management of the school; the stages and the principles of mental development; the purpose and the method of the recitation; the significance of habit and the formation of character; the history of education; and the philosophy of education. New students can find more extended description of the work of the several classes in the catalogue of the school. If the conditions of the summer session should seem to require variation from the work of the regular terms, change can be made; and it may be understood that work of value equal to that of any regular term will receive the credit which is given to the work of that term.

The school law of Illinois will be studied. Of the rights and duties even of teachers there is embarrassing ignorance among school workers. The privileges and obligations of teachers, and the requirements of all officers connected with our school system, will be as thoroughly considered as the length of the term will permit.

Elocution, Rhetoric and Literature.

H. W. SHRYOCK.

This department will offer the following courses:

(A) Elocution—Text-book, Hamill.

(B) Rhetoric—Text, Cairn's Forms of Discourse. Each student will be required to prepare six themes.

(C) A course in Technique of English Fiction; illustrative material drawn from Tom Jones, Clarissa Harlow, Robinson Crusoe, Ivanhoe, David Copperfield, Vanity Fair, Silas Marner, Last of the Mohicans, and Marble Faun.

(D) Course in Technique of English Poetry. Texts, Corson's Primer of English Verse, Lanier's Science of English Verse; illustrative material drawn from Sweet's Second Middle English Primer and Syle's Poetry from Milton to Tennyson.

English Grammar.

MARTHA BUCK.

The following classes will be offered in this department:

B. Grammar—In which two weeks will be given to punctuation, and one week each to substantive relations, predicate verbs, phrases, and infinitives and participles. This is the work done in the first term of our Normal courses.

A Grammar—In which will be studied methods of teaching language and grammar through all the grades. This work is not a study of grammar, but of how to teach it.

English Analysis—In which will be studied the idiomatic expressions, abridged clauses, logical connections, and rhetorical variations. In order to enter this class, pupils must have studied rhetoric, as its principles are applied and its terms are used in the daily recitation.

Mathematics

SAMUEL E. HARWOOD.

Arithmetic C—Will be a special class organized for those who do not wish to make credits on the course. The topics emphasized will be percentage, proportion, metric system, and mensuration. Rapid solutions and good forms will be required.

Arithmetic B—Is the regular arithmetic in the Normal courses, and covers the theory of the subject with sufficient problems to illustrate the various principles. This work is for students already pretty well grounded in ordinary arithmetic. Beman and Smith's Higher is the text.

Algebra C—Wells' Essentials is the text. The work covers matter to simultaneous equations. The fundamental processes, parenthesis, laws of signs, principles of factoring, the uses of fractions, and the value of axioms, are the most important phases of the work.

Geometry C—Is the first half of Wells' Essentials, plane geometry. Clear definitions, close reasoning, and skillful constructions will be sought. Original theorems will receive much attention.

Advanced Work—Will be given wherever the demand is sufficient and the time will allow.

Biology and Physiology.

GEORGE H. FRENCH.

Zoology—In this no text-book will be used, but the pupil will need a note book of convenient size in which to copy classifications as given from charts. Explanations of these will be given in lectures; and illustrations may be found in the museum, in books in the library, ordinary text-books, or the lowest form in water by the use of the microscope. In connection with this pupils can have the usual laboratory work in zoology or animal biology.

Botany—Three grades of work will be offered in this study —the work given in Gray's School and Field Book, the more advanced work in which Campbell's Structural and Systematic Botany will be the text, and in connection with this the Laboratory Botany or Plant Biology.

Physiology—A review of the text-book physiology will be offered, together with laboratory work in histology and dissection. Three hours each week will be devoted to the laboratory work. Credits will be given in either of these branches for work completed.

Latin.

CARLOS E. ALLEN.

J Latin—First Latin Book, Collar and Daniell. About forty lessons from this book will be completed. This course is for beginners and for those who wish a review of Latin lessons. Special attention will be paid to quantity and pronunciation.

F Latin—Book I. of Caesar's Gallic War. Prose exercises for oral translation, from Daniell's New Latin Composition, will be taken daily, and written exercises in prose composition, will be assigned about once each week. This course is offered primarily for those who desire a review of Latin grammar and drill in prose composition.

A Latin—Virgil-Aeneid, Books V. and VI., Eclogues. Practice in reading the Latin as poetry will be given.

J German—Collar's Shorter Eysenbach and Guerber's "Maerchen und Erzæhlungen," Vol. I., are the text-books required for this course in beginning German. About fourteen lessons from the Eysenbach will be completed, and several stories from Guerber will be read. More than ordinary attention will be given to German conversation in the class-room work.

Physics.

W. B. Davis.

In the study of this subject during the Summer Session, three ends will be sought. (1) A mastery of the principles of physics. (2) Experimental demonstration of these principles. (3) As much of the mathematics of physics as the limited time will permit.

After the general and special properties of matter have been discussed, the following subjects will be taken up: mechanics, sound, electricity, heat, light.

Students desiring to make a grade on the records of the University will devote four hours each day to this subject, at least three of which must be in the laboratory.

The additions to the working department of the laboratory—lathe, bench, and a complete equipment of valuable tools—make it possible to give attention to the construction of apparatus that can be made by any teacher and can be used in any school.

Constant efforts will be made to have students perceive the common uses and advantages of physical phenomena.

The course is open to all who have a good knowledge of arithmetic.

Geography and History.

G. W. Smith.

This department will offer four regular studies:

B Geography—This work will take up these general topics: (1) Mathematical geography. (2) Agents at work in modifying the earth's surface. (3) Influence of climate and structure upon the life forms. (4) Study of each continent. (5) Man in relation to his geographical surroundings.

A Geography—These general topics will be discussed: (1) Survey of the subject-matter. (2) The sense phase of geography. (3) The representative phase. (4) The rational phase. (5) The course in geography. (6) Lesson outlines.

B History will take up: (1) Declaration of Independence and State governments. (2) Articles of Confederation. (3) The Constitutional Convention and its result. (4) Organization of the government under the Constitution. (5) The two theories of government. (6) Slavery, civil war, and reconstruction.

A History—This work will be given under these general heads: (1) General nature of history. (2) Processes of organization. (3) Application of organization to United States history. (4) The elementary phases of United States history.

Note.—To accommodate those wishing to take the State Examination, classes may be organized in other studies in this department.

PROGRAM OF EXERCISES.

FOR SUMMER SESSION.

TEACHERS..	Parkinson.	Buck.	French.	Smith.	Harwood.	Allen.	Shryock.	Kirk.	Davis.
ROOM	20	11	31	15	8	24	17	10	33
7:45.....	Office.			B Geog	C Algebra	F Latin	Rhetoric	E Pedagogy	
8:45.....	Library	B Gram.	Botany	A Geog.	C Geom.	J Latin	Eng. Lit.	D Pedagogy	A Physics
9:45.....	B Psychol.	A Gram.		B History.	Library	J German	Elocution	C Pedagogy	A Physics
10:45.....	A Psychol.	Eng. Anal.	Physiology	A History	B Arith.	A Latin	Eng. Auth.	Library	B Physics
11:45.....	ASSEMBLY HOUR.								
12:00.....	NOON RECESS.								
2:00..	Office		Biology		C Arith.		Library	School Law	
3:00.....			Biology			Library			

Lecture Course.

During the past two years the Institution has provided a free lecture course for the benefit of the students. The lectures delivered during the past year are as follows:

Fall Term.—"Organized Society" by Prof. Geo. W. Smith of the faculty. 2. "A Visit to Rugby, England," by Supt. N. C. Dougherty, Peoria. 3. "An Evening With Shakespeare," by Major J. B. Merwin, St. Louis.

Winter Term.—1. "Freedom Through the Truth," by Prof. S. E. Harwood of the Faculty. 2. "The Distribution of Africa Among the Nations of Europe," by Prof. W. F. Rocheleau, Chicago. 3. "International Law," by Principal C. R. Vandervort, Peoria.

Spring Term—1. "Modern Education," by Hon. Miles Frederick Gilbert, Cairo. 2. "Alexander Hamilton, the Patriot Lawyer and Statesman," by Judge O. A. Hurker, Carbondale.

The plan of offering a free course of lectures has proved very popular among the students, and faculty, and the citizens of Carbondale. It is expected that the plan will be continued, at least for another year.

The Pledge.

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

The following is the form of pledge required:

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

Standard of Intellectual and Moral Character.

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

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

The requirement that new students shall present testimonials of good reputation and character is not a mere formal request, but a matter vitally connected with the good order and the progress of the school. It is a helpful influence for a young person to know that someone has vouched for his character. He strives to be worthy of such endorsement, and endeavors to sustain the good word of friends.

Accredited High Schools.

For some years the Southern Illinois Normal has used the list of accredited High Schools prepared by the University of Illinois. Since the State University has discontinued the pub-

lication of such a list, this institution is planning to become acquainted with the High Schools of Southern Illinois, so as to be able to give proper credit to those departments of any of these schools where satisfactory work is done.

In order that this may be fairly done, quite a constant care is required as the teachers of these departments and grades change frequently, hence the character of the work varies from year to year. In cases where the entire course in these High Schools is well and favorably known a credit of one year is allowed; and where a student has graduated from a four year's Latin course, even a greater credit is granted, depending upon the strength of the student.

TEXT BOOKS.

American Literature—Hawthorne and Lemmon. Mathews.
Algebra—Wells' Essentials.
Arithmetic—McLellan and Ames; Beman & Smith.
Astronomy—Todd.
Bookkeeping—Williams and Rogers.
Botany—Gray's School Field Book, and Campbell.
Chemistry—Williams.
Civil Government—Hinsdale.
Elocution—Hamill.
English Literature—Painter, Corson, Brooke, Minto.
Geography—Frye and Natural.
Geology—Le Conte.
Geometry—Wells' Essentials of Plane and Solid.
German—Collar's Shorter Eysenbach.
Maerchen und Erzachlungen I, Guerber.
Composition—Harris.

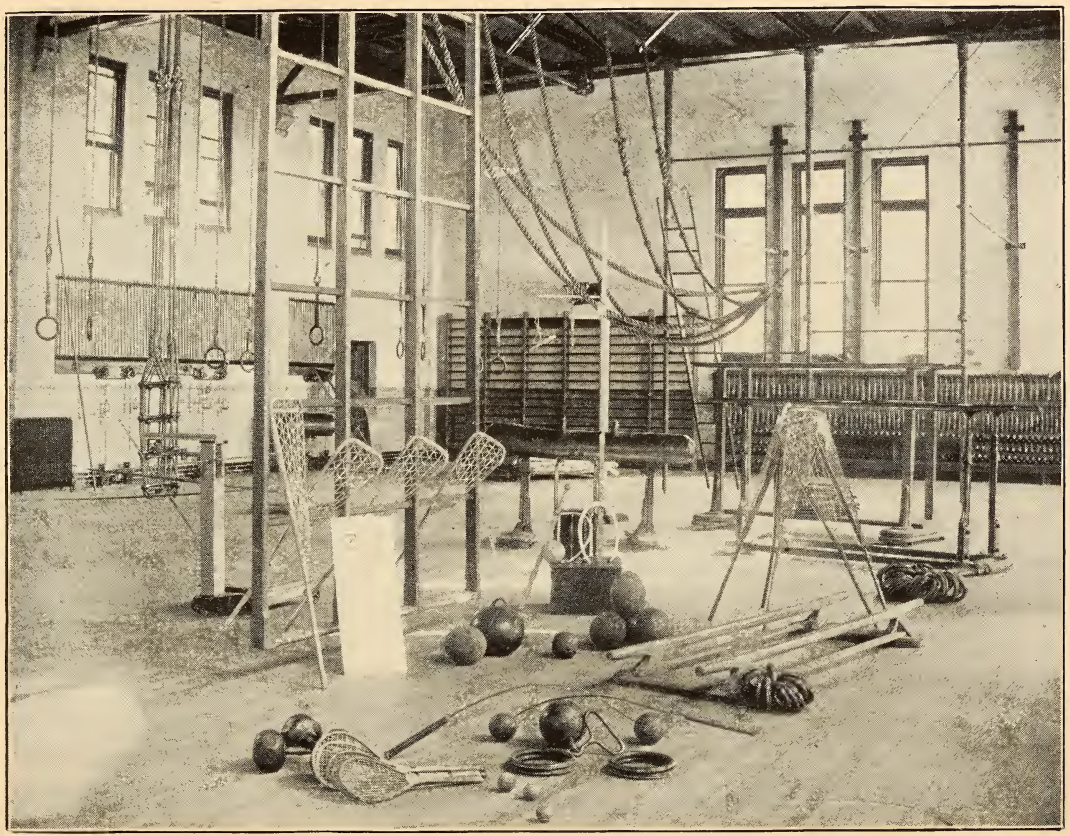
Grammar—Buck's Elements.
Buck's Grammar.
Greek—"The Beginner's Greek Book."—White.
Memorabilia of Socrates.—Robbins.
Iliad—Seymour.
History—American—Channing and McMaster.
English————
General—Myers.
Latin—"First Latin Book"—Collar and Daniell.
A Junior Latin Book—Rolfe and Dennison.
New Latin Composition—Daniell.
Cicero—Allen and Greenough.
Vergil—Greenough and Kittredge.
Latin Grammar—Harkness.
Ovid—Allen and Greenough.
Methods in History—Mace.
Mineralogy—Foye.
Orthography—"National Speller and Word Book."
Pedagogy—Hewitt, and Halleck.
Compayre's Psychology Applied to Education.
Rosenkranz's Philosophy of Education.
White's School Management.
Penmanship—Merrill.
Phonics—De Garmo.
Physical Geography—Davis
Physics—Avery. Gage's First Principles—Avery—Sinnott.
Physiology—Tracey.
Psychology—Ladd, McLellan and Dewey, Davis.
Reading—New Franklin Fifth.
Rhetoric—Genung, Cairus, Keeler.
Trigonometry and Surveying—Wentworth.
Vocal Music—Normal Course—(Tufts & Holt).
Word Analysis—Swinton.
Zoology—Holder (B); Dodge (A).

LIST OF STUDENTS.

PRACTICE TEACHERS.

Allen, Frank (2)
Andrus, Antoinette (2)
Barrow, John (⅜)
Beecher, H. W. (⅓)
Besse, Beula (3)
Blevins, Jessie (1)
Boles, Hosea (1½)
Bowyer, Emma (1)
Brubaker, Loren (1)
Brush, Bessie (1)
Campbell, James (1)
Cook, Evalyn (2)
Cross, Kent K. (1)
Curry, Stella (1)
Daniel, Frank (⅓)
Davis, A. Clare (1)
Demmer, John (1½)
Elder, Mary E. (1)
Etherton, Harmon (2)
Gains, Effie (1)
Gambill, John M. (1)
Garrison, Estella (1)
Gollon, Rose (1)
Groves, C. C. (2)
Gurley, M. A. (1)
Hill, D. S. (1)
Hill, Laura (2)
Hill, Mabel (1)
Hiller, J. A. (1)
Iles, Victor (1)
Jenkins, Alida (1)
Jenkins, Zenas (1)
Kell, Ida (1)
Kirk, Vida G. (3)
Launer, June G. (1)
Launer, Stella (2)
Layman, Thomas (1)
Lee, Ardell (1)
Lee, Arthur (1)
Lightfoot, Anna (1)
Marberry, J. O. (1)
Marvin, Minnie (1)
McGregor, D. M. (1)
McLaughlin, Harry, (⅜)
Mitchell, Jennie (2)
Montgomery, Joseph (1)
Moore, Ida (1)
Morton, Lottie (2)
Ozment, Elvis (1)
Palmer, Lena M. (1)
Parkinson, Clarence (½)
Perce, Clara (3)
Pollock, Clara (2)
Raynor, May (1)
Reef, A. J. (2½)
Robinson, Mattie J. (2)
Schenck, Bertha (2)
Schmalhausen, Winifred (1)
Schwartz, Chester (1)
Smith, Ada (1)
Smith, T. B. F. (2)
Spiller, Bertha Mabel (2)
Sprague, Jessie (2)
Strickland, Amos (2)
Stewart, Nora (1)

VIEW IN CHEMICAL LABORATORY.



VIEW IN GYMNASIUM.

Taggart, Lena (1)
Teeter, Lillian (1)
Temple, H. W. (2)
Thomas, Ed. (1)
Thomson, Lavern (1)
Thornton, Nellie (2)
Whittenberg, Lulu (1)
Wyatt, Myrtle (1)
Wyatt, Roscoe (1)

Post Graduates.

NAME.	RESIDENCE.
Blake, E. L.	Carbondale
Brainard, Pearl	Carbondale
Bryden, Helen	Carbondale
Jenkins, Harriet	Elkville
Jones, David O.	DeSoto
Murphy, Gordon	Carbondale
Roe, Nellie	Carbondale
Thorton, Edna	Osage
Toler, Wm L.	Jonesboro
Jenkins, John	Cobden

Seniors.

Besse, Beula	Carbondale
Boomer, Simeon	Buncombe
Elder, Mary E.	Carbondale
Fryar, Mary	Carbondale
Groves, C. Cooper	Sumner
Hartwell, Andrew Duff	Marion
Kell, Ida	Kell
Kessler, Harvey L.	Smithboro
Marberry, J. Oscar	Reevesville
McConaghie, Tillie	Oakdale
McKnelly, Jacob	Hord
Plater, M. Ethel	Carbondale
Pollock, Clara	Carbondale
Reef, A. J.	Carbondale
Robinson, Mattie J.	Waltonville
Spence, Bertha	Carbondale
Stewart, Nora	Carbondale

Normal.

NAME.	RESIDENCE.
Alexander, Ethel	Sparta
Allen, Frank B	Carbondale
Allen, John H	Ashley
Allen, Susan Catherine	Sheller
Andrus, Antoinette	Mt. Carmel
Armstrong, Paul D	Alton
Baker, Arthur	Carterville
Baker, Roscoe	Anna
Ballard, Sanford E	Pinckneyville
Barrow, John V	Campbell Hill
Barnard, Lynn G	Olney
Barnett, Arthur T	Bridgeport
Beecher, Henry Ward	Makanda
Bellamy, John G	DuQuoin
Bennett, Robert	Carbondale
Birkholz, Charles	Caterville
Black, Fannie	Absher
Blake, Rollie	Osage
Blevins, Jessie A	Murphysboro
Bodley, Bertha	Shattuc
Boggs, Victor	Kell
Bolden, Alice	Pinckneyville
Boles, Hosea	Pulley's Mill
Bonham, Archie J	Carbondale
Bonham, Welcome H	Carbondale
Bopp, Julius V	Miley
Bowers, Samuel P	Bonpas
Bowyer, Emma L	Carbondale
Bowyer, Hattie H	Carbondale
Boyle, Lizzie	Marissa
Brandon, Wm. A	Makanda
Brewster, Hallie	Carbondale
Brown, L. W	Balcom

NAME.	RESIDENCE.
Brown, Robert E.	Anna
Brubaker, Loren E.	Salem
Brubaker, Marvin D.	Iuka
Brush, Bessie	Carbondale
Burton, A. H.	Cisne
Campbell, Chas. L.	Carbondale
Campbell, James S.	Marion
Carr, Bertha L.	Freeburg
Carter, Maggie	Dongola
Carter, Gertrude	Ashley
Case, Sarah E.	Johnsonville
Cauble, Myrtle	Alto Pass
Chapman, Frank R.	DuBois
Chapman, G. P.	Auburn
Charlton, Bessie V.	Cartter
Clark, Elias M.	Rupe
Clark, Emma J.	Carbondale
Clendenin, Ruth E.	Ava
Cletcher, Della L.	Allen Springs
Cockrell, Chas. L.	Kinmundy
Coleman, Roscoe A.	Carterville
Cook, Evalyn	Oconee
Cook, Iris L.	Oconee
Cook, Lillian B.	Cairo
Cox, Henry L.	Ozark
Cox, Loyd F.	Ozark
Craigwell, Bert C.	Carbondale
Crawshaw, Dean E.	Carbondale
Crews, Genora	Elkville
Cross, Kent K.	Shiloh Hill
Crow, Eleanor	Carbondale
Cruse, Grant	Carterville
Currey, Stella	West Salem
Cutter, Kate	Olney

NAME.	RESIDENCE.
Daily, T. H.	Ridgway
Dale, Lulu	Dongola
Daniel, Frank	Mt. Vernon
Davis, Clara	Carbondale
Davis, Ella	Levings
Davis, James H. M.	Murphysboro
Davis, Mae	Murphysboro
Davis, Roy	Carbondale
Demmer, John	Pinckneyville
Dixon, Estella B.	Carbondale
Diarman, May R.	Golconda
Doak, Orville	Carbondale
Dorsey, C. A.	Carbondale
Draper, Belzic	Mayberry
Dueker, Tamar	Red Bud
Duncan, Gladys	Highland
Easley, Eva	Cartter
Eaton, Walter	DuQuoin
Edmiston, Florence H.	Olney
Elliott, Hattie	Carbondale
Elliston, Anna	Waltonville
Elston, Rannie	Olney
Ernest, T. R.	Swanwick
Ervin, Mary E.	Blair
Etherton, Charlie	Carbondale
Etherton, Harmon	Carbondale
Etherton, Homer D	Carbondale
Etherton, William J	Carbondale
Evers, Hester	Belknap
Ferrill, E. G.	Jonesboro
Fitch, Osstella	Wynoose
Fishel, John Wm.	Olney
Foster, Arthur O.	Ashley
Foster, Virlindo C.	Ashley

NAME.	RESIDENCE.
Freeman Benjamin F.	Gards Point
Freeman, John W.	Gards Point
Fulenwider, Amanda	Jonesboro
Gadau, Maria Emma	Olney
Gain, Effie Pearl	Carbondale
Galbraith, Ralph O.	Johnsonville
Gambill, John M.	Lake Creek
Gant, Annie	Chester
Ganter, Alexander	Floraville
Gardner, Ira	Kinmundy
Garrison, Estella	Garrison
Garrison, Gregg	Garrison
Glidewell, Bessie	Carterville
Goe, Portia Theressa	Stone Fort
Gollon, Rose	Chester
Gould, Alice	Sumner
Grandstaff, Nell	Villa Ridge
Grater, Harry A.	Carbondale
Gray, Anna	Vienna
Gray, Daisy	Vienna
Gray, Molly Adeline	Marissa
Green, Eva M.	Hartsville
Gubelman, Lily	Sumner
Gurley, Malcolm A.	Makanda
Hagebusch, Madison C.	Nashville
Hall, Gertrude J.	Wetaug
Hamill, Clara M.	Freeburg
Harker, Winifred	Carbondale
Harmon, Sherman	Bonpas
Harrell, Mabel	Carbondale
Harris, Will T.	Carbondale
Harrison, Ada I.	Christopher
Harrison, Chas. H.	Vick
Hartman, Fannie M.	Makanda

NAME.	RESIDENCE.
Hartwell, Claude	Marion
Hawkins, Anna	Tamaroa
Hawkins, Dwight	Carbondale
Hawkins, Estella P	Carbondale
Hawkins, May S	Beechwood
Hawley, Mary A	Levings
Hayton, Kate W	Carbondale
Heaton, Edmund	New Burnside
Heaton, Georgia	New Brunside
Helm, Emma	Metropolis
Henry, Clinton	Sumner
Hester, Edna A	Carbondale
Hickam, Ida	Carbondale
Hill, David Stanley	Calhoun
Hill, Jennie	Carbondale
Hill, Laura M	Marissa
Hill, Mabel L	Calhoun
Hiller, J. A	Enterprise
Hinderliter, M. L	West Salem
Hine, Chas. M	Shawneetown
Hissong, Cora Bell	Marissa
Hissong, Mae	Coulterville
Hobbs, Tom	Carbondale
Hodge Gertrude E	Golconda
Holland, Alonzo	Cottonwood
Holloman, Pearl	Cobden
Houser, Alpha Burdet	Ashley
Houser, John Elvie	Ashley
Houser, Mertie L	Ashley
Hunsaker, Andrew	Cobden
Hunter, Thos. G	Cairo
Iles, I. Victor	Dudley
Irvin, John	Broughton
Irvin, Tillie	Broughton

NAME.	RESIDENCE.
Jacobs, Bessie	Cape Girardeau
Jenkins, Alida Cecil	Elkville
Jenkins, Maude	Dongola
Jenkins, Zenas	Dongola
Johnson, Amos	Wynoose
Johnson, Alva J.	Sheller
Johnson, Josiah	Tamaroa
Johnson, Samuel J.	Smithton
Johnston, Bertha A.	Carbondale
Jones, Melvin	Moscow
Joyner, Marian E.	Harrisburg
Keesee, Leota	Carbondale
Kell, Alice Marie	Kell
Kell, Sherman L.	Kell
Keller, Willis	San Antonio, Tex.
Kelly, J. R.	Mt. Carmel
Kelsey, Mary E.	DuBois
Kimmel, Jessie	Anna
Kingsbury, H. D.	Calhoun
Kirk, Mary E.	Carbondale
Kirk, Vida G	Carbondale
Knapp, Noah	Arcola
Lacy, Ernest W.	Belknap
Launer, June G.	Olney
Launer, Stella M.	Olney
Layman, Nelson	Tamaroa
Layman, Thos. J.	Benton
Leach, Eustace	Golden Gate
Lee, Ardell A.	Carbondale
Lee, Chester A.	Carbondale
Lewis, Elijah	Carbondale
Lewis, Roscoe	Carbondale
Lewis, Spiller D.	Carbondale
Lightfoot, Anna E.	Carbondale

NAME.	RESIDENCE.
Lightfoot, Ella	Carbondale
Lingle, Fred L	Makanda
Locklar, Henry C	Harrisburg
Lotshaw, Frank W	Johnsonville
Lucas, Effie	Olney
Mackey, J. Frank	Vienna
Mandrell, Jerry	Woodlawn
Mann, S. Albina	Cutler
Mannen, Lela P	Waltonville
Marron, Minnie D	Carbondale
Marsh, Carrie P	DeSoto
Martin, Jas. W	Regent
Martin, Rollo A	Osage
Martin, William H	Norris City
Marvin, Minnie	Carbondale
Maxwell, Ida	Carbondale
Maxwell, J. H	Oakdale
McConaghie, Elizabeth J	Oakdale
McCue, John Edgar	Shawneetown
McCurday, Rollan Henry	Tamaroa
McGregor, Daniel	Gards Point
McKinney, Henry T	Marion
McLaughlin Harry H	Carterville
McMurphy, Kate M	Makanda
McLin, Emma C	Fairfield
Melton, Daniel G	Opdyke
Mertz, Bertie	Carbondale
Miller, Effie M	Carbondale
Miller, John M	Pyatt
Miller, Lawrence M	Nashville
Miller, Stacy	Carbondale
Mitchell, Jennie E	Portland
Montgomery, J. T	Passport
Montroy, Zach. M	Chester

NAME.	RESIDENCE.
Moore, Alva	Helena
Moore, Ida May	Salem
Morton, Lottie	Carbondale
Murken, Fred E	Beaucoup
Naumann, Carrie	Carbondale
Neely, Thomas T	Azotus
Norton, M. Belle	Pomona
Norsworthy, Alfred	Keensburg
Oneal, Fred W	Creal Springs
Owens, Bertha B	Villa Ridge
Owens, Nannie C	Villa Ridge
Ozment, Elvis W	Cawthon
Ozment, Lettie	Cawthon
Ozment, Wm. Lee	Cawthon
Palmer, Lena Maude	Cairo
Parkinson, Clarence C	Highland
Parmely, Indya R	Rock
Parmley, Joseph	Creal Springs
Patton, Braden E	Locust Grove
Penrod, Blanche B	Bosky Dell
Perce, Clara P	Carbondale
Perkins, Lyman A	Vergennes
Phillips, Grace	Carbondale
Poff, Ada B	Olney
Pohlmann, Henry	Plum Hill
Poole, Cassie	Nashville
Porter, Agnes	Murphysboro
Porter, May	Murphysboro
Presson, Loren	Makanda
Presson, William	Carbondale
Ramsey, J. H	St. Francisville
Randolph, Robert R	Golconda
Raynor, May C	Carbondale
Reed, Oliver M	Ware

NAME.	RESIDENCE.
Rees, Rollie Jesse	DeSoto
Reeves, A. H.	Cottonwood
Ridge, Mary F.	Dongola
Rinehart, Roy	Mill Creek
Roberts, Flora	Carbondale
Robertson, Essie	Hartsville
Robertson, James	Elvira
Robinson, Lillian	Murphysboro
Rosson, Maude	Vergennes
Rush, Lelia A.	Metropolis
Schenck, Bertha L.	Paris
Scherer Geo. E.	Olney
Schlich, Adolph	Okawville
Schmalhausen, Ella	Olney
Schmalhausen, Winnie	Olney
Schucker, Harvey E.	Lancaster
Schwartz, Chester	Elkville
Schwartz, Fannie	Elkville
Scott, Lilly A.	Brownfield
Scott, Rolla M.	Anna
Seiber, Samuel J.	Cartter
Simmons, Mary A.	Marion
Simmons, Nora G.	Marion
Skaggs, Wm. W.	Marion
Skinner, Hosea E.	Wolf Creek
Smith, Ada I.	Carbondale
Smith, Ausby L.	Okawville
Smith, Dennette D.	Marion
Smith, Flora	Murphysboro
Smith, Henry W.	Arcola
Smith, Minnie	Carbondale
Smith, T. B. F.	Carbondale
Snook, Mamie	Chester
Spencer, Wm. L.	McLeansboro

NAME.	RESIDENCE.
Spiller, Mabel	Carbondale
Sprague, Jessie	Cutler
Sprague, Will	Cutler
Stephens, Collie Henry	Ashley
Stevenson, Edward L.	Lake Creek
Stewart, Zella	Carbondale
Stilley, Edwin W.	Boulder
Stockton, Gosper	Tamaroa
Stoner, Thos. H.	Grand Tower
Stotlar, John Y.	Carbondale
Strickland, Amos A.	Sheller
Strickland, F. Marion	Sheller
Strickland, Laura	Sheller
Summerville, Ira S.	Irvington
Taggart, Lena E.	Norris City
Tanner, Lillian	Menrad
Tansey, John L.	Renault
Tate, Dosia A.	Smithton
Tate, Hallie M.	Smithton
Taylor, Clifton	Carbondale
Taylor, Roscoe A.	Carbondale
Teeter, Lillian B.	Carbondale
Temple, Gertrude C.	Carbondale
Temple, H. W.	Carbondale
Thomas, J. Ed.	Makanda
Thomson, Elizabeth	Parkersburg
Thompson, Fred	Opdyke
Thomson, Lavern	Parkersburg
Thornton, John W.	Lick Creek
Thornton, Nellie	Osage
Threlkeld, Harry	Opdyke
Toler, Albert C.	Regent
Toler, Sam.	Carbondale
Trampe, Mary C.	Massac

NAME.	RESIDENCE.
Trammell, Geo. C.	Lick Creek
Trobaugh, Wm. W.	Carbondale
Tweedy, Walter R.	Makanda
Valentine, Ira	Carbondale
Walker, Grace	Mulberry Grove
Walker, Nellie	Beechwood
Walker, Pauline	McLeansboro
Walter, Laura D.	Brownfield
Walther, J. A. B.	Golconda
Warnecke, John G.	Carlyle
Watson, Elmer	Osage
Webber, Dick	Galatia
Weiler, Anna C.	Claremont
Wells, Anna E.	Chester
West, Wm. A.	Omaha
Weston, Bessie M.	Carbondale
Wham, Edgar B.	Cartter
Whitlock, Minnie	Dix
Whitlock Walter H.	Dix
Whittenberg, Lulu	Vienna
Wilkins, Roy	Foxville
Williamson, Anna J.	Rice
Wilson, John M.	Anna
Wilson, Wm. P.	Campbell Hill
Winfrey, Guy L.	Carbondale
Winston, Lafayette	Metropolis
Wood, George	Patton Station
Woods, Lulu	Carbondale
Worthen, Carrie	Sand Ridge
Worthen, Hugh O.	Murphysboro
Wyatt, Annie Myrtle	Carbondale
Wyatt, Roscoe	Cartter
Yager, Esther	Parkersburg
Youngkin, James H.	Makanda

PREPARATORY.

NAME.	RESIDENCE.
Abbott, Lucile B.	East St. Louis
Abbott, Luana Ferne	East St. Louis
Alexander, Jessie	Carbondale
Alexander, Lizzie	Carbondale
Allen, Chas. E.	Scheller
Arnold, Frank	Carbondale
Bade, F. W.	Chalfin Bridge
Baggett, Chas.	Carbondale
Barker, Arthur	Cisne
Batson, Pearl	Carbondale
Beckemeyer, Harry J.	Buxton
Black, Roy	Absher
Blevins, Leo A.	Etherton
Bonney, Ethel	Carbondale
Bossle, Lydia	DuQuoin
Boucher, Kate P.	Murphysboro
Bourchier, Clarence	Carbondale
Bourne, Cora	Wynoose
Bowlby, Joel M.	Carbondale
Brainard, Jessie	Carbondale
Brandon, Grace	Makanda
Brines, Fred H.	Lancaster
Brooks, Ernest	Cobden
Burgess, Gervais	Lake Creek
Burgess, Lena	Lake Creek
Campbell, John A.	Carbondale
Campbell, John	Carbondale
Chapman Kate E.	Carbondale
Chappell, Fannie	Francisco, Ind
Christoph, Charlotte	Carbondale
Clodfelter, Ira A.	West Salem
Clyburn, Effie	Makanda
Conlee, Mollie	Waltonville

NAME.	RESIDENCE.
Corr, Ivan	Rice
Craven, Lora E.	Carterville
Crenshaw, Ruth	Carbondale
Cruse, Emma	Carbondale
Cruse, Robert	Carterville
Daniels, Alice	Carbondale
Davis, Amos W.	Belle Prairie
Deniston, Maurice C.	Carbondale
Dickson, Lizzie	Marissa
Dillard, Dolly G.	Stone Fort
Dinzler, Martin	Chalfin Bridge
Draper, Francis M	Mayberry
Eaton, Roger W.	Sunfield
Ervin, Mary	Coulterville
Ervin, Matilda	Swanwick
Eubank, James I.	Russellville
Evans, Leah	Carbondale
Ford, Erie	Mt. Vernon
Fox, Elbert	Carbondale
Gain, Omer O.	Carbondale
Garrison, Arnold	Garrison
Ghent, Edith	Carbondale
Gilbert, Maude	Waltonville
Gilleas, Eleanor J	Carbondale
Gore, Don C.	Olmstead
Greathouse, Elmer G.	Lancaster
Hagler, Bertha	Carbondale
Hagler, Nora	Etherton
Halstead, Nora	Makanda
Harmes, Nettie	Dongola
Harris, Morgan	Lake Creek
Hart, Cora	Percy
Hawkins, Lena	Carbondale
Hayes, Olive	Carbondale

NAME.	RESIDENCE.
Hays, Edith L.	Sedan
Hays, Herbert A.	Elkville
Hays, Herbert L.	Sedan
Hayton, Bertha	Carbondale
Henerfouth, John	Chalfin Bridge
Hight, Iva M.	Carbondale
Hill, Frances	Murphysboro
Hill, Henry M.	Benton
Holmes, Eva	Carbondale
Hunsaker, Chas. A.	Progress
Johnson, Herbert	Olney
Keller, Gertrude	DuQuoin
Lipe, Oma	Bosky Dell
Logan, Lucy	Rice
Long, Myrtle M.	Fredonia
Manering, Adrian	Osage
Manering, Miron	Osage
Manning, Chas. A.	Belle Prairie
Marsh, Nellie A.	DeSoto
Marvin, Fritz	Carbondale
Maxwell, Delpha	Carbondale
McCamish, Samuel	Carbondale
McCarthy, Jona	Carbondale
McGuire, Orley	Makanda
McKinney, John Robert	Carbondale
McKinstry, Sam	Rice
McMinn, Maggie	Tamaroa
McMurphy, Carrie	Makanda
Mendenall, Harry	Woodlawn
Miller, Bessie	Wayne City
Miller, Harry F.	Wayne City
Mitchell, Grace E.	Corinth
Norfleet, Starkey B	Kell
Parker, Jessie	Makanda

NAME.	RESIDENCE.
Peace, Chas. E.	Kell
Perrine, Bert	Herrin
Perrine, Cass	Creal Springs
Perry, Harry C.	Carbondale
Pifer, Lelia O.	Pomona
Power, Emory P.	Nashville
Presson, Minnie L.	Carbondale
Purdue, Richard	Kell
Reed, Edna M.	Pulley's Mill
Rendleman, Chas. H.	Mead
Ridgley, Dow A.	Parkersburg
Rigden, H. D.	Carbondale
Roberts, Maude E.	Carbondale
Roberts, Roy P.	Marion
Russell, Willie	Hallidayboro
Schleuter, J. W.	Ashley
Scurlock, Guss	Carbondale
Simpson, Jeanne	ElDorado
Singleton, Enoch J.	New Hope
Sitter, Charles	Anna
Smith, Clyde Leon	Carbondale
Smith, Gertrude M.	Chester
Smith, Minnie	Carbondale
Spear, Laura E.	Ashley
Spence, Grace	Carbondale
Sperry, Geo.	West Salem
Sprague, Mary	Cutler
Stafford, Harry E.	Progress
Stephens, Maggie	Carbondale
Stokes, James E.	Shattuc
Strickland Spencer	Sheller
Templeman, George	Ellis Mound
Thompson, Myrtle	Carbondale
Thompson, Raymond M.	Carbondale

NAME.	RESIDENCE.
Thornton, Blanche	Osage
Valentine, Kenyon	Carbondale
Veach, Almus G.	Vienna
Walker, Chas. M.	Lake Creek
Walther, Flora	Golconda
Weems, Bertha M.	Johnsonville
Wegener, Edward	Red Bud
Wehking, Rose	Nashville
Wells, Harry	Ryder
White, Willis G	Carbondale
Wiley, Bessie	Makanda
Woods, Melissa	Murphysboro
Young, Clyde	St. Francisville
Young, Maude O.	Makanda

GRAMMAR.

Aldridge, James H.	Aldridge
Allen, Lucy I.	Carbondale
Anderson, Matt	Cottage Home
Anthony, Ananias	Cape Girardeau
Baldride, Samuel G.	Irvington
Besse, Charle	Carbondale
Bowyer, Mabel M.	Carbondale
Branch, Herbert F.	Carbondale
Brush, Alice	Carbondale
Clark, Albert A.	Carbondale
Dickerman, Percey May	Carbondale
Dillinger, Willie	Carbondale
Dixon, Roy	Carbondale
Doak, Ralph L.	Carbondale
Elliott, Ralph E.	Carbondale
Etherton, Irvy Russel	Carbondale
Etherton, Leona	Carbondale
Etherton, Lewis W.	Carbondale

NAME.	RESIDENCE.
Etherton, Lulu M.	Carbondale
Etherton, Mollie	Etherton
Etherton, Ruby J	Carbondale
Etherton, Winona V	Carbondale
Fox, Homer	Carbondale
Gain, W. R.	Carbondale
Gent, Roy	Carbondale
Gurley, Lulu	Makanda
Gentry, Wm. H.	Meads
Hagler, Dirindia	Etherton
Halstead, Bessie M.	Makanda
Halstead, Ethel I.	Makanda
Halstead Floy E.	Makanda
Hershey, Noble J.	Lancaster
Hester, Herbert H.	Carbondale
Holder, Arthur	Carbondale
Johnson, Ben H.	Carbondale
Johnson, Lilla E.	Carbondale
Kinzel, Conrad J.	Caspars
Kirk, Bonnie L.	Carbondale
Kirk, Donald D.	Carbondale
Lauder, Jessie E.	Carbondale
Lewis, Mabel	Carbondale
Lipe, Charlie	Bosky Dell
Lipe, Veary M.	Bosky Dell
Mandrell, William	Ryder
McCourt, Grace	Carbondale
McFarlan, James	Carbondale
McKinney, Edna	Carbondale
Metz, Lynn T.	Carbondale
Mitchell, John M.	Carbondale
McNeely, James	Pulleys Mill
Neber, Earnest	Carbondale
Neely, Kate	Azotus

NAME.	RESIDENCE.
Nobel, Francis M.	Pomona
Parker, Alice	Crabondale
Parker, Earle	Carbondale
Parkinson, Raymond	Carbondale
Pemberton, Grace O.	Carbondale
Prickett, Hattie	Carbondale
Putnam, May Florence	Carbondale
Reardon, Willie D.	Carbondale
Reeves, Ethel C.	Carbondale
Renfro, Daisy D.	Carbondale
Robinson, Joseph H.	Murphysboro
Sanders, Claude	Irvington
Savitz, William H.	Murphysboro
Sitter, Edward	Anna
Slagle, John A.	Carbondale
Slagle, Robert C.	Carbondale
Smith, Harry E.	Alto Pass
Smith, Hazel P.	Carbondale
Smith, Phebe L.	Carbondale
Snyder, Joseph	Carbondale
Storm, Grace E.	Carbondale
Summerville, Roy	Irvington
Taylor, Chas. H.	Carbondale
Teeter, Robert W.	Carbondale
Thomas, Charlie	Carbondale
Thompson, T. Albert	Carbondale
Thompson, Mary E.	Carbondale
This, Louis S.	Murphysboro
Trobaugh, Henry R.	Carbondale
Troy, Wm. P.	Carbondale
Tygett, Roscoe	Carbondale
Vancil, Mollie B.	Carbondale
Vinyard, Maud	Carbondale
Walker, Geo. W.	Carbondale

NAME.	RESIDENCE.
Wegener, Edward	Red Bud
Winbush, Cornelius	Beechwood
Winchester, Denver	Carbondale
Wisely, Minnie B.	Vergennes

INTERMEDIATE.

Boucher, Nellie	Carbondale
Bowers, Mary	Carbondale
Branch, John	Carbondale
Bullock, Edwin	Carbondale
Davis, Elizabeth	Carbondale
Dickerman, Mildred	Carbondale
Easterly, Charley	Carbondale
Easterly, Frank	Carbondale
England, Minnie	Carbondale
Etherton, Everette	Carbondale
Evans, Edward	Carbondale
Evans, John	Carbondale
Fitzgerald, Ola	Carbondale
Hooker, Estelle	Carbondale
Ingraham George	Carbondale
Jones, Clara	Carterville
Kelley, Stella	Carbondale
Kelley, Winona	Carbondale
Lewis, Fern	Carbondale
Lewis, Orman	Carbondale
Lipe, May	Carbondale
McCourt, Lee	Carbondale
Metz, Ina	Carbondale
Muse, Clarence	Carbondale
Muse, Marie	Carbondale
North, Edgar	Carbondale
Parkhill, Elliott	Carbondale
Passmore, William	Carterville

NAME.	RESIDENCE.
Penrod, Guss	Carbondale
Putnam, Grace	Carbondale
Simons, Edith	Carbondale
Smith, Helen	Carbondale
Sponsler, Alvin	Carbondale
Sponsler, Bessie	Carbondale
Thetford, Bertha	Carbondale
Thompson, Mabel	Carbondale
Valentine, Hamar	Carbondale
Willson, Edith	Carbondale
Woods, Harry	Carbondale
Wyatt, Elsie	Carbondale

PRIMARY.

Alvis, Dennis	Carbondale
Barnum, Herbert	Carbondale
Blakeslee, Walter	Carbondale
Bowers, Edna	Carbondale
Bowers, Esther	Carbondale
Branch, William	Carbondale
Costolion, Fred	Carbondale
Etherton, Homer	Carbondale
Evers, Jessie	Carbondale
Fitzgerald, Anna	Carbondale
Ford, James	Carbondale
Grater, Marie	Carbondale
Halstead, Wilda	Carbondale
Hanford, Chester	Carbondale
Hanford, Marguerite	Carbondale
Hill, Eva	Carbondale
Holmes, George	Carbondale
Holmes, Henry	Carbondale
Holmes, Willie	Carbondale
Kelly, Nettie	Carbondale

NAME.	RESIDENCE.
Lewis, Orman	Carbondale
Lightfoot, Frank	Carbondale
McGuire, Joie	Carbondale
Merrymon, Mildred	Carbondale
Muse, Clarence	Carbondale
Naumann, Willie	Carbondale
Neber, Mary	Carbondale
North, Frank	Carbondale
Ogden, Grover	Carbondale
Ogden, Zora	Carbondale
Parkinson, Alice	Carbondale
Penrod, Jesse	Carbondale
Peters, Duce	Carbondale
Pickler, Ada	Carbondale
Pickler, Irl	Carbondale
Porterfield, Robert	Carbondale
Rigden, Bernie	Carbondale
Scott, Gracie	Carbondale
Simons, Robert	Carbondale
Slagle, Floy	Carbondale
Spence, Edith	Carbondale
Spiller, Earl	Carbondale
Stephens, James	Carbondale
Stephens, Newton	Carbondale
Thompson, Theresa	Carbondale
Wickham, Louise	Carbondale
Woods, Homer	Carbondale
Woods, Metta	Carbondale

GENERAL SUMMARY.

Post Graduates	10
Seniors	17
Normal	373
Preparatory	149
Grammar	90
Intermediate	40
Primary	48
TOTAL	727
Enrollment in Fall Term	409
Enrollment in Winter Term	430
Enrollment in Spring Term	500
TOTAL	1,339
Average of Terms	446⅓

ALUMNI.

The Alumni Association now numbers three hundred sixty. The large majority of these representatives of the institution are progressive and potent factors in educational centers, exerting a very decided influence upon the lives of the youth of our land. They are widely distributed over the Union; and wherever they are, and in whatever work engaged, they retain a most loyal regard for their Alma Mater and the cause of education.

For many years the members of the Association have been requested to send to the Registrar not later than April 1, their addresses in order that the directory may be as nearly correct as possible. Many have done this, but many have failed to do so. The request is again made and with special emphasis, hoping that those persons who have graduated from the University will aid in keeping a correct address of the entire number.

The welfare of the school is in no small degree in the hands of those who have enjoyed its advantages, and this is especially true of the Alumni.

Below find a list of Officers and Executive Committee followed by an alphabetic list by years of all graduates.

OFFICERS OF ALUMNI ASSOCIATION.

President, George D. Wham, Olney.
Vice President, Wm. Troy Felts, Cairo.
Treasurer, Otto J. Rude, Carbondale.
Recording Secretary, Miss Minnie J. Fryar.
Corresponding Secretary, Miss Addie Hord.
Historian, John W. Emmerson.

EXECUTIVE COMMITTEE.

H. J. Alvis, Carbondale; J. T. Ellis, Mt. Vernon; F. H. Colger, Carbondale; Mrs. Adella B. Mitchell, Carbondale; Mary Crawford, Jonesboro.

Class of 1876.

NAME.	YEARS.	OCCUPATION.	ADDRESS.
1 Brown, John N.	6	.....	
2 Caldwell, Beverly C.	24	President State Normal,	Natchitoches, La.
3 Hawthorn, John C. *		.....	
4 Ross, George C.	6	Dep't. of Int'r,	Washington, D.C.
5 Wright, Mary	2	1-2	Cobden

1877.

6 Barnes, Belle, D. A. / Mrs. H. H. Green		.....	Bloomington
7 Burton, Arista	17	.....	Colorado Springs, Col.
8 England, James H.	6	Farmer	Carbondale
9 Warder, William H.	3	Mem. of Gen. Assem.	Marion

1878.

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

1879.

23 Burnett, Andrew C †		Lawyer	Lamar, Mo.
24 Farmer, George H.	14	.....	Vandale, Ark.
25 McCreery, Ida M. *	3	.....	
26 Phillips, Lyman T.	2	(Paid tuition one year.) Dentist	Nashville

1880.

27 Bruck, Lauren L.	7	Bookkeeper	Chicago
28 Gray, Joseph	15	Prin. High School	Elgin
29 Heitman, Louis	4	Pharmacist	Chester
30 Hull, Charles E.		Member State Senate	Salem
31 Kimmell, Henry A.	6	Farmer	Calhoun
32 Mann, Wallace E.	4	Editor	Decatur
33 Ogle, Albert B †		Insurance Agent	Belleville

*Deceased.
†Paid tuition.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
34	Rentchler, Frank P...		....	Los Angeles, Cal.
35	Sheppard, Lizzie M . . Mrs. Dr. J. K. Miller. .	8	1-2.....	Greeley, Colo.
36	Warder, Gertrude A... Mrs. C. J. Michlet.....	8	.....	Wilmette
			1881.	
37	Burton, Charles H.....		Lawyer.....	Edwardsville
38	Hughes, William F....	9	Surveyor.....	Murphysboro
39	Karraker, Henry W...	13	Farmer.....	Dongola
40	Lorenz, John W.....	4	Druggist.....	Evansville, Ind.
41	Marshall, Oscar S.....		Fruit Grower	Salem
42	Marshall, Thomas S...		Bank Cashier.....	Salem
43	Sowers, Mary A..... Mrs. J. C. Scott.....	8	....	Carbondale
44	Ward, Edward I.....	11	Minister.....	Aledo
			1882.	
45	Atkins, Wezette..... . Mrs. C. W. Parkinson..	2	... .	Edwardsville
46	Deardorf, Lizzie M.... Mrs. DeMoss..... .	6	.....	Ballard, Wash.
47	Ennison, Walter J.....		Lawyer.....	Hartford, Conn.
48	Goodall, Adella B... .. Mrs. H. C. Mitchell....	3	....	Carbondale
49	Krysher, Alice..... Mrs. W. H. Livingston.	4	.....	Pana
50	Mead, Albert E.....	1	Lawyer.....	Blaine, Wash.
51	Parkinson, Arthur E †.		Asso. Ed. Nat. Cyclo-Am. Biog.	Chicago
52	Stewart, Henry A † ...		Physician.....	Chicago
53	Wood, John W.....	16	Principal.....	Floresville, Tex.
			1883.	
54	Alexander, F. M.....	2	Minister.....	Ottawa, Kans.
55	Bain, William B. †		Merchant.....	Vienna
56	Bryden, Margaret..... Mrs. J. N. Fitch.....	9	.....	Cobden
57	Buckley, Alice M..... Mrs. F. M. Alexander..	2	....	Ottawa, Kas.
58	Fager, Daniel B..... .	16	.....	Mt. Vernon
59	Houts, Lilly M.....	4	Stenographer....	Chicago
60	Kimmell, Belle.....	4	....	Elkville
61	Martin, John.....	4	Physician	Tolona
62	Nave, Della A..... Mrs. P. E. Hileman....	4	.....	Jonesboro
63	Sprecher, Edgar L *...	5	.....	

*Deceased.
†Paid tuition.

1884.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
64	Aikman, Fannie A.*... Mrs. D. L. Kimmell....		....	
65	Beesley, Alicia.....	3	.....	Linn
66	Buchanan, Clara..... Mrs. H. C. Merrymon..	2	.....	Elizabethtown
67	Buchanan, G. V.	16	City Sup't.....	Sedalia, Mo.
68	Buchanan, Mary.....	7	.....	Carbondale
69	Burket, Anna L	2	.....	Carbondale
70	Cawthon, Chris C.....	6	.....	Crab Orchard
71	Duff, Mary B.*	1	....	
72	Gill, Joseph B†.....		....	San Bernardino, Cal.
73	Hendee, Lu Bird.....	7	....	Fairmount, Neb.
74	Hileman, Philetus E...		Lawyer.....	Jonesboro
75	Jenkins, John H.....	14	Sup't Schools.....	Cobden
76	Lightfoot, Richard T..	2	Lawyer.....	Paducah, Ky.
77	Ridenhower, Carrie *.. Mrs. J. L. Mount	4	....	
78	Thomas, Maud *.....		.....	
79	Treat, Charles W... ..	14	Prof. Nat. Sci., Lawrence Univ.	Appleton, Wis.

1885.

80	Bryden, Helen †.....	3	.....	Carbondale
81	Buckley, Ida M..... Mrs. G. W. Warner....	1	.....	Freeport
82	Dunaway, Ada L. †.... Mrs. A. S. Caldwell....		.....	Carbondale
83	Fringer, William R. †..	1	Physician.....	Rockford
84	Hull, Gertrude †.....	5	History Teacher High School...	Milwaukee, Wis.
85	Lacy, Rurie O.....	1	Physician.....	Lake City, Colo.
86	Lancaster, Tilman A..	3	Lawyer..... ..	Lexington, Tenn.
87	Miller, John E.....	13	.....	East St. Louis
88	Roberts, Mary A. .... Mrs. M. H. Ogden	8	.....	Carbondale
89	Thomas, Kate..... Mrs. D. L. Chapman...	4	....	Murphysboro

1886.

90	Allen, Sarah..... Mrs. J. D. Crenshaw...	12	Prin. High School....	Carbondale
91	Barber, Florence M... Mrs. Boyd	2	.....	Chicago
92	Brown, Adella A..... Mrs. J. O. Ashenhurst.	9	....	Ohio
93	Fryar, Minnie J.....	7	Ass't in Literature, S. I. N. U...	Carbondale

*Deceased.
†Paid tuition.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
94	Fulton, Alexander H..	12	Mem. Board Exam...	Mesa, Ariz.
95	Hord, Kittie E... ..... Mrs. C. M. Morgan	10	.....	Portland, Ore.
96	Hundley, Louella *.... Mrs. J. H. Andrews....	8	.....	
97	Kennedy, Maggie.....	4	.....	Mexico City, Mexico
98	Loomis, Carrie I..... Mrs. M. C. McCreery..	1	.....	Thompsonville
99	McAnally, Fannie D... Mrs. D. B. Fager.....	1	... .	Mt. Vernon
100	Nichols, Louella..... Mrs. J. G. Irwin.....	8	.....	Edwardsville
101	Storment, Edgar L.*..	11	.....	
102	Williams, Cora ..... Mrs. R. W. Wiley.....	2	....	Pomona, Cal.

1887.

103	Allen, Robert M. †.....		Ry. Pass. Agt.....	St. Louis Mo.
104	Blair, Carrie *.....		.....	
105	Bryden, Rockwell †....		Postal Clerk.....	Carbondale
106	Campbell, H. M. †.....		Clerk.....	Chicago
107	Cleland, Clara B..... Mrs. Strong.....	1	.....	Wheeling
108	Cleland, May.....	4	Trained Nurse.....	Chicago
109	Cowan, David J	8	Lawyer.....	Vienna
110	Glick, Albion Z	2	Agent.....	Carbondale
111	Goodall, Samuel H.....	2	Lawyer.....	Marion
112	Harmon, Mark D.....	4	.....	Grayville
113	Hawkins, Cicero R .. .		State's Att'y.....	Pinckneyville
114	Hewett, Emma L..... Mrs. W. H. Baltzer....	3	... .	Hickman, Ky.
115	Hill, Mary A..... Mrs. E. L. Storment...	5	.....	Cartter
116	Hundley, Nannie	10	... .	Marion
117	Johnston, Lewis E.....	1	Lawyer.....	Keysport
118	Kirkpatrick, James H.	7	.....	Custer, Wash.
119	Lawrence, Bertha... .	12	....	Tipton, Iowa
120	McMackin, Edward G..	2	Dentist.....	Salem
121	Phillips, Louise E.....	2	.....	Chicago
122	Ripley, Charles H		Lawyer....	Chicago
123	Scott, Luther T.....	1	Editor Free Press....	Carbondale
124	Searing, Harry R		City Treas.—Treasurer S.I.N.U.	Carbondale
125	Sebastian, Julia A.....	11	.....	St. Louis, Mo.
126	Smith, Seva A..... Mrs. G. S. Hoag.....		.....	Denver, Colo.
127	Snyder, Lydia E.....	11	....	North Evanston

*Deceased.
†Paid tuition.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
128	Tait, Minnie A..... Mrs. C. H. Ripley.....		.....	.....Chicago
129	Turner, George T.....	2	County Judge.....	.....Vandalia
130	Wham, Steuben D.....	8	Farmer.....	.....Cartter
			1888.	
131	Baumberger, Louise... Mrs. S. M. Inglis.....	8	Teacher His. East. Ill. Normal..	.....Charleston
132	Briback, Catherine.... Mrs. Hans Johnson	8	.....	..... Cairo
133	Hall, William H.	5	Bus. Mngr. Lewis Inst...	Chicago
134	Hickam, Ada..... Mrs. G. W. Wood.....	4	.....	Beechwood
135	Johnston, Callie..... Mrs. Wm. A. Young...	1	.....	.....Springfield
136	Leary, Mary E.....	12	Deaf and Dumb Inst.....	.Iowa
137	Lindsay, David W.....	9	.....	.....Cal.
138	Morgan, Charles M....	1	Bradstreet Agency,	.....Portland, Ore.
139	Reef, William A †.....	1	Stenographer.....	.Denver, Col.
140	Richards, Kate E*..... Mrs. W. A. Stuart.....	2	.....	.....
141	Street, Jasper N.....	12	Supt. City Schools.....	.Vandalia
142	Trobaugh, Frank E.*..	1	.....	.....
143	Wham, Maggie E.....	11	.....	Deland
			1889.	
144	Allyn, Lois A..... Mrs. D. L. Mason.....	4	.....	.....Winchendon, Mass.
145	Bridges, Mary E..... Mrs. D. L. Malone.....		.....	.....Sikeston, Mo.
146	Colyer, Frank H.....	9	Prof. S. I. N. U.....	.Carbondale
147	Kinzey, Walter R.....	10	County Supt.....	.Tamaroa
148	McMeen, John D.....	10	Principal.....	.....Keensburg
149	Parkinson, J. M.....	9	.....	.....Centralia
150	Parks, Elizabeth	8	Critic Teacher S. I. N. U.....	.....Carbondale
151	Wallis, William.....	7	Prin. High School....	Charleston
			1890.	
152	Bain, John Charles....		Lawyer.....	.....Chicago
153	Hackney, Kage G.... Mrs. F. O. Rogers.....	3	.....	Waggoner
154	Hull, Bertha †.....	4	Asst. in Drawing, Normal School	.....Ypsilanti, Mich
155	Kellar, Kent E.....	3	Lawyer.....	..... Ava
156	Lansden, Mary G.....	10	.....	Chicago
157	Ramsey, Joseph E.....	10	County Supt.	Mt. Carmel
158	Sams, Fountain F.....	1	Lawyer....	.....East St. Louis

*Deceased.
†Paid Tuition.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
159	Smith, Mabel*			
160	Storment, John C	10	Principal	Pomona, Cal.
161	Torrance, Ann Eliza	7		Salem
162	Van Cleve, Martin T	9	Supt. Schools	Shawneetown
			1891.	
163	Alexander, Anna R	8		Harvey
164	Beman, George W	1	Clerk	Chicago
165	Blanchard, Guy	1	Merchant	Tamaroa
166	Boyd, Frank L	9	Supt. of Schools	Boulder, Colo.
167	Burkett, Grace L	5		Carbondale
168	Clark, Lulu	7		East St. Louis
169	Freeman, James A	9	Supt. of Schools	Trenton
170	Hill, Mary E*	3		
171	Holden, Emma Mrs. H. A. Ross	3		St. Louis, Mo.
172	Hord, Addie	7		Cobden
173	Lawrence, J. H	7	Prof. Park College,	Parksville, Mo.
174	Loomis, Lydia M	4		Belvidere
175	Peebles, Lizzie S	8	County Supt	Stanford, Mont.
176	Snyder, Arthur J	9	Superintendent	Belvidere
177	Sprecher, Theo. M	5		Crittendon, Ariz.
178	Steele, Robert E	1	Physician	Lehi, Utah
179	Stern, Lewis	9	Supt	Fountain City, Wis.
180	Whitney, William†	2	R. R. Mail Service	Carbondale
			1892.	
181	Ayer, Philip S	6	Supt	Baxter Springs, Kan.
182	Barr, Jessie Gleim Mrs. Robert Steel	6		Lehi, Utah
183	Bliss, Anson Lee	6	Superintendent	Anna
184	Buckley, Elizabeth Mrs. O. J. Rude	1		Carbondale
185	Bundy, Joseph B	6	Manager Tel. Ex.	Carbondale
186	Cochran, William P	3	Editor	Marble Falls, Tex.
187	Davis, Mary E Mrs. A. J. Snyder	1		Belvidere
188	Emerson, John W	8	Superintendent	Albion
189	Galbraith, Chas. M		Asst. Surgeon 6th Ill. Vol.,	Philippine Islands
190	Kimmel, E. Lee Mrs. Guy Hick	7		Inman
191	Kimmel, Ruby I	8		East St. Louis
192	Lawrence, Blanche	7		Chicago
193	Lindley, Jno. Wm	2	Lawyer	Sullivan, Ind.
194	Lirely, Wm. H	2	Signal Service	Indianapolis
195	Morton, Ralph B	2	Lawyer	Carterville
196	Nichols, John B	7		California

*Deceased.
†Paid tuition.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
197	Patton, Arthur E. †		Salesman	Chicago
198	Peterson, Grant	4		Carterville
199	Ragsdale, Joseph S	7	Superintendent	North Judson, Ind.
200	Wallis, Mary	3	Asst. in High School	Olney
201	Wham, Agnes G. Mrs. James Reed	5		Deland
202	Wham, Dora A. Mrs. John Pyatt	2		Pyatt

1893.

203	Brown, Robert	7	Principal	Assumption
204	Clendennen, Geo. E	7	Principal	Illiopolis
205	Curtis, Sarah L	7		Charleston
206	Davis, Charles H	1	Minister	Kampsville
207	Glenn, William T	6		Belleville
208	Henninger, Jennie	5		Clinton
209	Hubbard, Mary E. Mrs. Frank Watson	5		Greenville
210	Hubbard, Samuel A	2	Lawyer	Mt. Sterling
211	Kell, Omer Adrian	1	Physician	Danvers
212	Lingenfelter, Sarah	1	Supt. Deaconess Home	Chicago
213	Moore, Jack N	5	Principal	Walnut Ridge, Ark
214	Renfro, Robert E		Real Estate and Loan Agt.	Carbondale
215	Rude, Otto J	7	Superintendent	Carbondale
216	Songer, Mary E	5		Kinmundy
217	Stout, Charles L *	1		
218	Whittenburg, Sarah	7	County Supt	Vienna
219	Woodson, Myrtle F	6		Austin

1894.

220	Applegath, John L	4	Farmer	Carbondale
221	Applegath, May A. Mrs. Arthur Wiswell	4		Carbondale
222	Chandler, Larkin C	5	Music Teacher	Litchfield
223	Burge, Lloyd E	3		Centralia
224	Cochran, Maud O		Music Teacher,	Cape Girardeau, Mo.
225	Dougherty, Andrew J		2nd Lieut. Regular Army	
226	Ellis, Jacob T	6	Superintendent	Mt. Vernon
227	Felts, William Troy	6	High Schools	Cairo
228	Hodge, Jennie Mrs. W. T. Felts	2		Cairo
229	Jenkins, Harriet E	4		Elkville
230	Jay Norman A	5		Steeleville

*Deceased.
†Paid tuition.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
231	Kell, Iva Lucy	4		Foxville
232	Kell, Lincoln S		Farmer	Salem
233	Lakin, Edwin F	3		Rochester
234	Longbons, Edward	6	Superintendent	Metropolis
235	Mohlenbrock, Eric*	1		
236	Ogle, Howard J.†		Electrical Engineer	Belleville
237	Phillips, Myrtle K. / Mrs. H. Z. Zuck			Tempe, Ariz.
238	Pugh, Charles H	5	Agent for Werner Co	
339	Ramsey, Estelle	2		Oskaloosa
240	Smith, Edgar A§		Physician	Chicago
241	Williams, Arthur E	4		Mt. Vernon
		1895.		
242	Anderson, Margaret	5		Carbondale
243	Baker, Rhoda May†	2		Cottage Home
244	Barton, Josie M. / Mrs. Fred Goodnow	2		Salem
245	Baughman, Ola / Mrs. G. H. Bainum			Flora
246	Bennett, Francis W†	4		Cairo
247	Davidson, Mary / Mrs. J. T. Taylor			Greenville
248	Ferrill, Minnie	5		Carterville
249	Ferrill, Nora	1		Carterville
250	Haney, Thomas J	4	Principal	Atwood
251	Jones, David Oscar	5		DeSoto
252	Kell, Albert Baker	2		Salem
253	Lee, Homer Dalton	3	Merchant	Carbondale
254	Nichols, Cora E. / Mrs. D. O. Jones	1		DeSoto
255	Patterson, John E	5	High School	Evansville, Ind.
256	Roane, Emma H	4		Mt. Vernon
257	Snider, Fred M		Merchant	Carbondale
258	Sowell, Myrtle I	2		Paducah, Ky.
259	Williams, Charles J.§		R. R. Clerk	Sparta
260	Yourex, Mabel Clare	4	Principal	Calumet, Mich.
		1896.		
261	Boomer, Cincinnatus	4		New Grand Chain
262	Crane, Ezra	2	R. R. Mail Service	Tamaroa
263	Cundiff, Viola V. / Mrs. J. J. Rendleman	2		Cairo
264	Edman, Mate	4		Charleston
265	Etherton, Guy E		Minister	Nebraska
266	Flint, Minnie Ruth	3		Salem
267	Gilbert, John Philo	2	Student Univ. of Ill.,	Champaign
268	Harker, Oliver A.§		Student Univ. of Ill.,	Champaign

*Deceased.
†Paid tuition.
§High School.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
269	Hobbs, Matilda J.... Mrs. Fred M. Snyder...	2	.....	Carbondale
270	Karraker, Ira O.....	2	Bank Cashier	Jonesboro
271	McCormick, George....	4	.....	Danvers
272	McGahey, Leah C.....	4	.....	Olney
273	Perrot, Richard H.....	3	.....	Nokomis
274	Peters, Mabel K	3	Teacher Ninth Grade, ...	S. I. N. U., Carbondale
275	Roberts, George L.§...		.....	Corinth
276	Robinson, Samuel T...	4	Superintendent.....	Hillsboro
277	Royal, Stella Ethel.... Mrs. Frank Moore.....	1	.....	Villa Ridge
278	Spiller, Adelbert L....		Lawyer.....	Dixon
279	Taylor, Oscar T.....		Farmer.....	McClure
280	Thompson, Bessie M...		Librarian S. I. N. U.,	Carbondale
281	Thompson, Ralph§.....		Clerk in Naval Store, ...	Cavite, Philippine Islands
282	Truscott, Laura M.....	3	Principal.....	Pinckneyville
283	Wham, George D.....	4	Principal	Olney
		1897.		
284	Amon, Bertram*.....	1	.....	
285	Barter, Rachel Jane...	1	.....	South America
286	Berkey, Helen Lucile..	3	.....	Murphysboro
287	Boulden, Hattie Anna.	2	.....	Fordice, Ark.
288	Bridges, Abbie L..... Mrs. John Davis.....	2	.....	Chicago
289	Bridges, Ella L.....	3	.....	Dalton
290	Bridges, Rolland E....		Bookkeeper.....	Chicago
291	Burkhart, Carl		Merchant.....	Marion
292	Clements, Louis§.....	1	Student N. W. Univ.,	Chicago
293	Crawford, Mary§.....	3	.....	Jonesboro
294	Cross, Arthur G..	2	.....	Shiloh Hill
295	Etherton, William A..	2	Student Univ. of Ill.,	Champaign
296	Hayes, May Keeney...		Student in Art Institute,	Chicago
297	Kirk, Jay T.....	1	Student Eureka College,	Eureka
298	Kissinger, Uriah.....	3	.....	Elkhart
299	Marberry, William T..	2	.....	Reevesville
300	McAnally, Jesse Frank	3	.....	Mt. Vernon
301	McKown, James Edgar	3	.....	Paxton
302	Parkinson, Daniel M...		Mgr. Tel. Exch.....	Carbondale
303	Peters, Helen N		Student of Music.....	Chicago
304	Phillips, Lucy Haven..	2	Music Teacher.....	Tempe, Ariz.
305	Pickerell, Per.....	3	.....	El Paso
306	Reef, Edmund W.....		Postal Clerk	Carbondale
307	Roberts, Arthur.....	1	Ins. Agent.....	Dubuque, Iowa
308	Roe, Nellie.....	1	.....	Carbondale
309	Stewart, Ellen.....	3	.....	Elko
310	Weller, Nellie..... .	3	.....	Murphysboro
311	White, Maud.....	3	.....	Carbondale
312	Woods, William H.....	2	.....	Lockhart, Texas

*Deceased.
§High School.

1898.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
313	Alvis, Harry J	2	Critic Teacher in S. I. N. U.	
314	Barnum, J. A.	2		Hartsburg
315	Barrow, James W	2	Superintendent	McLeansboro
316	Boucher, Andrew S	1	Prin. High School	Edwardsville
317	Buchanan, Nina O	1		Vincennes, Ind.
318	Clements, Robert	1	Student N. W. Univ	Chicago
319	Cowan, John F	1		Carterville
320	Crawshaw, Solomon			Carbondale
321	Fly, Wm. C	2		Creal Springs
322	Gilbert, Ida M. Mrs. Morris Phillips			Murphysboro
323	Huggins, Margaret	2		Salmon City, Idaho
324	Hypes, Cornelia A	2		Carbondale
325	Jack, Jessie	2		Kinmundy
326	Munger, Robert P		Sten. R. R. Office	Carbondale
327	Ozment, Fannie	1		Decatur
328	Parkinson, Franklin A.		Asst. Clerk	Murphysboro
329	Patten, Lucy H	2		Carbondale
330	Perry, Mary Helen	2		Decatur
331	Quackenbush, Chas. A.	1	Student in Chicago Univ.	
332	Rhoads, Miriam E	2		Laredo, Texas
333	Shepherd, A. E	2		Grand Tower
334	Snider, Kate			Carbondale
335	Thornton, Edna	2		DeSota
336	Thornton, Nina	2	High School	Benton
337	Toler, William L	2	Superintendent	Jonesboro
338	Wilson, Margaret	2		Hillsboro

1899.

339	Blake, Edward L	1		Dongola
340	Brainard, Pearl	1		DeSoto
341	Brainard, Stuart	1		Sato
342	Brewster, Libbie		Student	Kalamazoo, Mich.
343	Cisne, W. G	1		Fairfield
344	Cowan, James P	1		Campbell Hill
345	Crawford, J. E	1		Christopher
346	Etherton, James M		Merchant	Carbondale
347	Grove, Bessie L	1		Gilman, Minn.
348	Haldaman, Margaret			Decatur
349	Harris, W. O	1		Emet, Ind. Ter.
350	Hooker, Lulu T			Carbondale
351	Karraker, Orville M	1	Principal	Harrisburg
352	Marchildon, John W		Student Rush Med. Col.	Chicago
353	McConaghie, Thomas			Ashville
354	McKittrick, F. D	1	Superintendent	Kinmundy
355	Murphey, Gordon	1		DeSoto
356	Palmer, Myrtle Irene	1		Carbondale
357	Pruett, Charles F	1		Kinmundy
358	Roe, Edith	1		Campbell Hill
359	Stewart, Josephine	1		Edwardsville
360	Webkemeyer, Chas. W.			Campbell Hill

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