1878

1878-1879 Fifth Annual Catalog of the Southern Illinois Normal University

Southern Illinois State Normal University

SOUTHERN

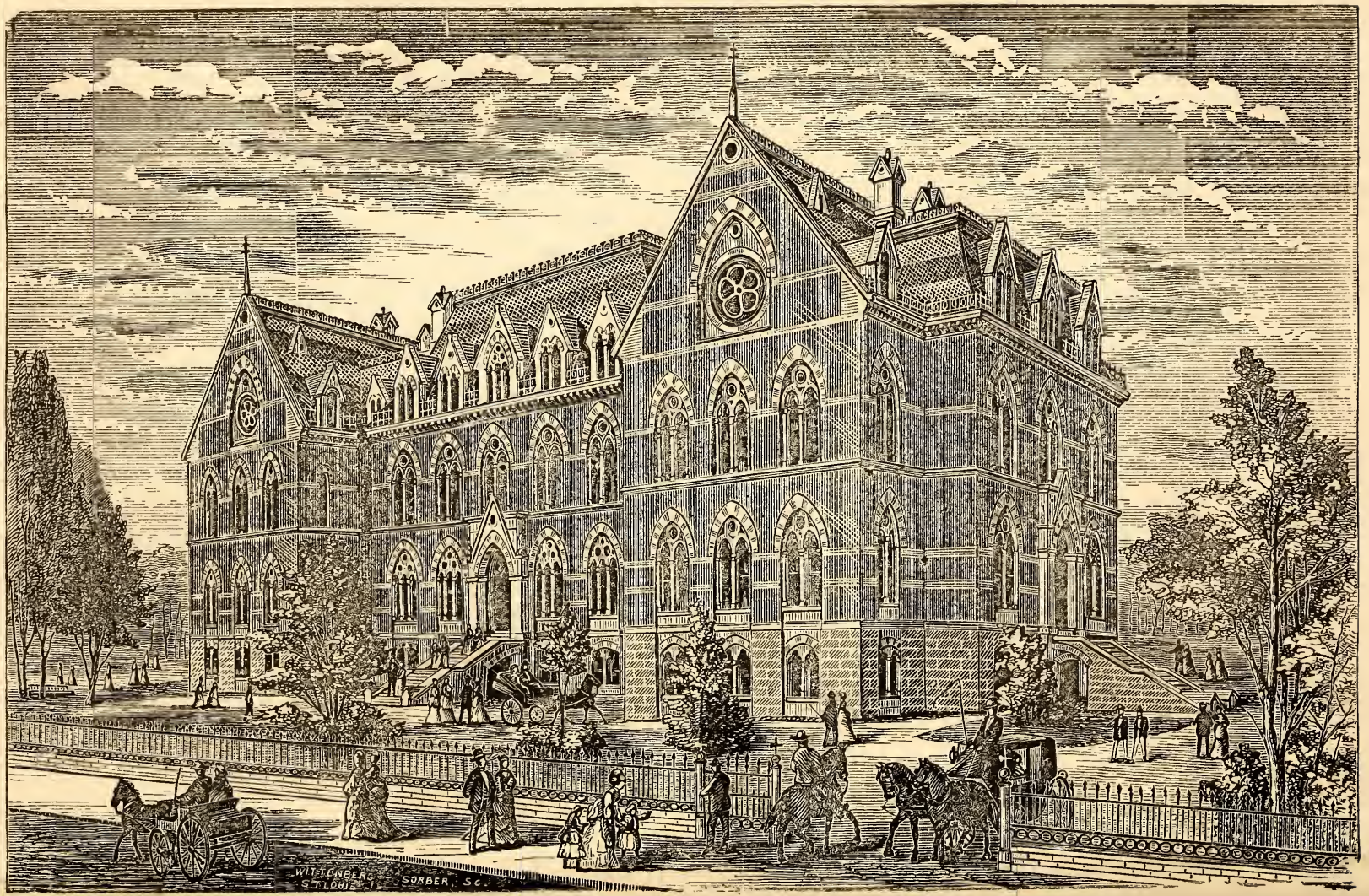
ILLINOIS

NORMAL UNIVERSITY,

CARBONDALE, ILL.

1878-9.

Observer Print,
CARBONDALE, ILL.
1879.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ST LOUIS
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FIFTH

ANNUAL CATALOGUE

—OF THE—

SOUTHERN ILLINOIS

NORMAL UNIVERSITY,

Carbondale, Jackson County, Illinois.

1878-9.

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

CARBONDALE, ILL.
OBSERVER PRINT,
1879.

Charter Trustees.

DANIEL HURD, Cairo.
ELIHU J. PALMER, Carbondale.
ELI BOYER, Olney
THOMAS M. HARRIS, Shelbyville.
SAMUEL E. FLANNIGAN, Benton.

Building Commissioners.

JOHN WOOD, Cairo
ELIHU J. PALMER, Carbondale.
HIRAM WALKER, Jonesboro.
R. H. STURGISS, Vandalia.
NATHAN BISHOP, Marion.
F. M. MALONE, Pana.

Trustees.

HON. T. S. RIDGWAY, Shawneetown.
EDWIN S. RUSSELL, Esq., Mt. Carmel.
JAMES ROBARTS, M. D., Carbondale.
LEWIS M. PHILLIPS, Esq. Nashville.
JACOB W. WILKINS, Esq., Marshall.

Officers of the Board.

HON. THOS. S. RIDGWAY, President.
JAMES ROBARTS, M. D. Carbondale. Secretary.
JOHN S. BRIDGES, Treasurer.
CHARLES W. JEROME, Registrar.

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

FACULTY.

ROBERT ALLYN,

Principal and Teacher of Mental Science, Ethics and Pedagogics.

CYRUS THOMAS—EMERITUS,

Teacher of Natural History.

CHARLES W. JEROME,

Teacher of Languages and Literature.

JOHN HULL,

Teacher of Higher Mathematics and Practical Pedagogics.

DANIEL B. PARKINSON,

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

JAMES H. BROWNLEE,

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

GRANVILLE F. FOSTER,

Teacher of Physiology, History and Geography, and Librarian.

ALDEN C. HILLMAN,

Teacher of Astronomy, Arithmetic and Elementary Methods.

MARTHA BUCK.

Teacher of Grammar, Etymology and Book-Keeping.

HELEN M. NASH,

Teacher of Drawing, Penmanship, French and German.

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

Teacher of Military Instruction and Practice.

GEORGE H. FRENCH,

Teacher of Natural History and Curator.

ESSIE C. FINLEY,

Teacher of Geography and Elements of Language.

PUPIL TEACHERS.

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

GRADUATES.

CLASS OF 1876.

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

1877.

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

1878.

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

1879.

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

STUDENTS---NORMAL DEPARTMENT.

Past Graduates.

DELIA CALDWELL,
CHARLES E. EVANS.

NAMES OF STUDENTS.

Normal Department.

FOURTH YEAR.

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

THIRD YEAR.

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

SECOND YEAR.

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

*Member of the Cadet Corps.

NAME.	RESIDENCE.
Maggie Kennedy,	Carterville.
Dora A. Lipe,	Carbondale.
Harold W. Lowrie,*	Jonesboro.
Della D. Moudy,	Richview.
Della A. Nave,	Carbondale.
William F. Noetling,	Belleville.
Arthur E. Parkinson,	Highland.
John M. Pierce,	Addieville.
William B. Train,*	Carbondale.
Laura B. Walker,	Centralia.
Annie C. Wheeler,	Edwardsville.
FIRST YEAR.	
Elias Allen,	Williamson Co.
James H Beattie,*	Sparta.
Frank L. Boyd,	Carbondale.
Anna Bryden,	Carbondale.
Adella M. Chapin,	GrassLake,Mich.
Robert N. Crawford,	Jonesboro.
Lizzie M. Deardoff,	Cobden.
Isabel C. Dow,	DuBois.
Adella Easley,	Plainview.
Walter J. Ennison,*	Carbondale.
Corinne S. Evans,	Carbondale.
Adella B. Goodall,	Marion.
Joab Goodall,	Marion.
Lizzie K. Harned,	Flora.
John E. Hartman,	Centralia.
George Hayton,*	Carbondale.
Matilda E. Hileman,	Mill Creek.
Jessie S. Kennedy,	Tamaroa.
Benjamin J. Laughlin,	Noble.
John W. Lightfoot,	Carbondale.
John Wm. Lornz,*	Highland.
Oscar S. Marshall,*	Salem.
Thomas S. Marshall,*	Salem.
Thomas H. Miller,	Ramsey.
John K. Miller,	Sparta.
Aaron M. Johnson,	Centralia.
Henry R. Jackson,	Benton.
Josie Philips.	Nashville.
Henry M. Pierce,	Addieville.
Sarah Saul,	Cairo.
Silas Simonds,	Carbondale.

NAME.	RESIDENCE.
William J. Smith,	Vienna.
Edgar L. Sprecher,*	DeSoto.
Charles H. St. Clair,*	Benton.
Henry A. Stewart,*	Albion.
Wm. H. Trobaugh,*	Carbondale.
Eva Tuthill,	DuQuoin.
Minnie E. Walker,	Centralia.
Cora Williams,	Carbondale.
Alfonzo D. Wolfe,	Vienna.
Eva L. Youngblood,	Shawneetown.
UNCLASSIFIED.	
Sarah A. Allen,	Fitzgerrelle.
Anna M. Baxter,	Carbondale.
Belle Baxter,	Carbondale.
William D. Bridges,	Ramsey.
Hezekiah F. Cain,	Stone Fort.
Norval Cameron,	Ashley.
Vinson B. Cawthon,	South America.
James A. Chesney,	Plum Hill.
Ella D. Cheek,	Villa Ridge.
Jackson Cook,	Harrisburg.
Albert Cover,	West Saratoga.
Albert F. Davis,	DeSoto.
Geo A. Easterly,	Grand Tower.
Lucretia Easterly,	Murphysboro.
Isaac N. Elkins,	Vienna.
Jackson K. Elkins,	Vienna.
Reynolds M. Finney,	Vienna.
James L. Fort,	Vienna.
Charles A. Ford,	Nashville.
Frederick Glammeyer,	New Mindon.
George W. Gregory,	Pomona.
William R. Harris.	Nashville.
Samuel Y. Hawkins,	Carbondale.
Cicero R. Hawkins,*	Carbondale.
William Hayton,	Carbondale.
Silvester A. Hiller,	Makanda.
George R. Huggins,*	DuQuoin.
Walter Hunsaker,	Lick Creek.
Henry Jennings,	Cobden.
Melissa J. Johnson,	Makanda.
George C. Jones,	Moscow.
Ella Krysher,	Makanda.

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

Preparatory Department.

FIRST YEAR.

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

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

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

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

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

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

THIRD YEAR.

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

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

STUDENTS OF SPECIAL SESSION.

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

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

Summary of Students.

Post Graduates	2
In the Normal Department, and Special	162
In Preparatory Department	264
Total	428

Last year 408 Increase 20.

Summary by Terms.

Post Graduates	2
Special Students	23
First Term	260
Second Term	294
Third Term	289
Total	868

Last year 776 Increase 92

HISTORY.

An act of the legislature of the State of Illinois, approved April 29, 1869, gave birth to this Normal School. By this act it was provided that five trustees should be appointed by the governor of the State, who should fix a location, erect a building, and employ teachers for the school. The Governor appointed Captain Daniel Hurd, of Cairo; General Eli Boyer, of Olney; Colonel Thomas M. Harris, of Shelbyville; Rev. Elihu J. Palmer, of Belleville, and Samuel Flannigan, Esq., of Benton.

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

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

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

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

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

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

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

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

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

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

GENERAL INFORMATION.

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

The Normal Department is to give thorough instruction in the elementary and higher portions of the school course of study, and, indeed, to fit the student by knowledge and discipline for the practical duty of a teacher. It aims to give instruction and opportunities of observation and trial, to every one passing through the course, so that he shall not be an entire novice in his calling when he enters the school room. With this idea in mind, every branch prescribed to be taught in the common high schools of our State is carefully studied, from the alphabet to the highest range of philosophy. Accuracy and complete thoroughness are points held in mind in every recitation, and drills upon the elements are not shunned as though one gained something by slurring over them. So much of each branch as we pursue we endeavor to impress upon the heart, and incorporate its methods into the whole frame of the character. Great attention is therefore bestowed upon the earlier parts of the course, such as spelling and pronouncing words, reading and defining, writing, drawing and calisthenics. The body needs culture and systematic activity, quite as much as the soul, and we begin with making it the servant of the mind, and habituating it to an unhesitating obedience.

The course of study is planned to give information, to assist in self control and discipline, and to promote culture and refinement. It is arranged in the order which ages have found most profitable and philosophical; and all experience has shown that the first qualifications of a teacher are knowledge and personal discipline. The study of methods or practice will go for little till the scientific education has been obtained. For this purpose we devote much attention to recitations and drills. The earlier studies are elementary and the later ones calculated for stimulating thought when it is growing to maturity and needs discipline in the proper directions. It is most emphatically urged on all students that they make their arrangements to pursue each study in its order, to make thorough work of each, and not to over-burden the mind, and body too, by a larger number of studies than they can carry.

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

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

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

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

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

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

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

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

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

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

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

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

To Our Friends.

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

COURSE OF STUDY.

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

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

Departments.

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

COURSE OF STUDY.

	STUDIES.	PREPARATORY						NORMAL.									
		First Year			Second Year.			First Year.			Second Year.			Third Year.			Fourth Year.		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
I	Rhetoric	..	..	..	..	..	..	..	..	..	...	..	..	†	..	..	..	..	..
	Logic	..	..	..	..	..	..	..	..	..	..	.	..	...	†	..	..		
	Con. of U. S. and School Law	..			..	..	.	..	..	..		..	..			†	..		
	Mental Philosophy	..	..	..	..	..	..	..	..	..	....	.	....	...	...	...	†	...	...
	Eng. Criticism and Ethics	..	..	..	..	..	..	..	..	..	..	..	..	...	.	...	...	†	...
	Theoretical Pedagogics	..	..	..	..	..	..	..	.	..	.	..	..	...	....	....	†	†	†
II	Elementary Botany	..	..	..	..	.	†	..	..	..	....	...	..	..	...	...	..	..	..
	Higher Botany	..		..	..	..	.	..	..	..	...	...	†	...	...	...	.	..	..
	Elementary Zoology	..	..	..	†	..	..	..	..	..	...	...	..	...	...	...	..	..	..
	Higher Zoology	..	..	..	..	..	..	..	..	..	...	†	...	...	.	...	..	..	
	Geology	..	..	..	..	..	..	..	..	.	...	...	..	...	...	...	..	..	†
III	Latin Grammar and Reader	..	.	..	†	†	†	..	.	.	....	...	...	..	..	..	...	....	....
	Caesar and Sallust	..	..	..	..	..	..	†	†	†	...	...	...				.	..	..
	Virgil	..	..	..	..	..	..	.	.	..	†	...	...	..	.	.	..	..	.
	Cicero	..	..	..	..	..	..	.	.	..	..	†	...	..	.	..	..	.	..
	Tacitus	..	..	..	..	..	..	..	.	.	...	...	†	..	...	.	.	.	..
	Greek Beginning	..	..	..	..	..	..	...	..	..	†	†	....	.	.	..	.	..	..
	Anabasis and Grammar	..	..	.	..	..	..	....	...	....	..	.	†	†	....	....	..		..
	Memorabilia of Socrates	..	..	..	..	..	..	...	....	..	..	..	..	....	†	..	..	..	..
	Homer	..	..	..	.	..	..	...	....	....	..	..	..	....	....	†	..	..	..
IV	Elementary Algebra	..	..	..	†	†	..	..	..	..	..	..	..	..	..	..	...	...	....
	Higher Algebra	..	..	..	..	..	..	†	†	†	..	.	..	..	..	..	....	...	...
	Elementary Geometry	..	..	..	..	..	..	.	.	.	†	†	....	..	..	..	...	...	...
	Trigonometry and Surveying	..	..	..			..	..	..	..	..	..	†	‡	..	..	...	...	....
	Gen. Geometry and Calculus	..	..	..	..	..	..	..	..	..	...	...	...	o	o	o	..	....	...
	Practical Pedagogics	..	..	..	..	..	..	†	†	†	....	....	....	...	....	....	....	...	...
V	Ele'y Natural Philosophy	..	..	..	..	†	.	.	..	..	....	....	....	..	....	...	....	..	..
	Higher Natural Philosophy	..	..	..	..	..	..	..	..	.	†	...	...	..	..	..	....	....	....
	Theoretical Chemistry	..	..	..	..	..	..	.		..	..	..	..	..	..	..	...	†	...
	Analytical Chemistry	..	..	..	..	.	..	..	..	..	..	...	..	..	..	..	...	...	†
VI	Reading and Phonics	†	†	†	..	..	..	...	...	..	..	..	..	..	..	..	...	...	...
	Elocution	..	..	..	..	..	..	...	...	†	..	..	..	..	..	..	...	...	...
	English Literature	..	..	..	..	..	..	..	...	.	..	..	..	...	†	†	...	...	...
VII	U. S. History	†	†	..	.	..	..	..	..	..	..	..	.	...	...	...	...	...	....
	General History	..	..	..	..	..	..	..	..	..	..	..	..	†	†	...	...	....	....
	Elementary Physiology	..	..	..	...	...	†	..	..	..	..	..	..	...	....	...	....	...	...
	Higher Physiology		..	..	..	..	..	..	..	..	..	..	..	....	....	....	†	....	...
VIII	Arithmetic	†	†	†	..	..	..	..	..	.	..	..	..	..	.	..	...	...	...
	Astronomy	..	..	...	..	..	..	..	..	..	..	..	..	..	..	..	...	†	...
IX	Grammar	..	..	..	†	†	†		..	..	..	.	..		..	..	...	...	...
	English Analysis	..	..	..	..	..	..	..	.	..	..	:	..	†	...	....	...	...	...
	Book-Keeping			..	..	..	..	..	..	..	..	..	..	....	...	....	†	†	...
X	Penmanship	..	..	..	..	..	..	..	..	..	..	..	..	...	...	...	...	...	...
	Drawing			..	..	..	..	.	..	..	..	..	..	...	...	...	...	...	...
XI	Geography	†	†	..	..	..	..	..	..	..	..	..	..	...	...	...	...	...	...
	Physical Geography	..	..	..	..	..	..	..	..	..	..	..	..	...	...	†	...	...	...
	Elements of English	..	..	†	..	..	..	..	..	:	..	..	..	....	....	....	....	...	...
XII	Vocal Music	..	..	..	..	..	..	...	....	....	..	..	..	...	...	....	...	...	...
	Calisthenics	..		..	..	..	..	...	....	....	..	..	..	...	...	...	....	...	...
XIII	Spelling, word analysis, definition	..	..	..	..	..	..	...	...	....	....	..	..	...	...	...	...	...	....
XIV	Military Instruction and Tactics	..	..	..	..	..	..	...	...	...	..	..	..	...	...	....	....	...	...

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

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

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

N. B. Classes in practical pedagogics, and in methods of teaching Reading, Grammar, Arithmetic, Geography and History are carried on every year. All pupils are expected to enter these classes during their first year in the Normal course.

PROGRAMME OF RECITATIONS.

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

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

Sylabus of Department Work.

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

RHETORIC.

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

MENTAL PHILOSOPHY.

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

THEORETICAL PEDAGOGICS—First Term.

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

LOGIC.

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

ETHICS AND CRITICISM.

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

THEORETICAL PEDAGOGICS—Second Term.

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

CONSTITUTION U. S.

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

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

SCHOOL LAW.

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

THEORETICAL PEDAGOGICS—Third Term.

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

II. *DEPARTMENT OF NATURAL HISTORY.*

ZOOLOGY.

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

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

BOTANY.

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

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

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

GEOLOGY.

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

III. *DEPARTMENT OF LANGUAGES AND LITERATURES.*

LATIN COURSE.

LATIN ELEMENTS.

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

LATIN ELEMENTS—Continued.

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

LATIN READER.

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

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

CAESAR DE BELLO GALLICO.

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

CAESAR DE BELLO GALLICO—Continued.

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

C. SALLUSTII BELLUM CATILINARUM.

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

P. VIRGILII MARONIS AENEIS.

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

CICERO IN CATILINAM.

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

TACITUS DE GERMANIA.

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

GREEK COURSE.

GREEK RUDIMENTS.

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

GREEK RUDIMENTS—Continued.

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

GREEK RUDIMENTS—Continued.

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

XENOPHON'S ANABASIS.

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

MEMORABILIA OF SOCRATES.

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

IV. DEPARTMENT OF HIGHER MATHEMATICS AND PRACTICAL PEDAGOGICS.

ELEMENTARY ALGEBRA.

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

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

HIGHER ALGEBRA.

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

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

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

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

GEOMETRY.

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

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

TRIGONOMETRY.

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

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

SURVEYING.

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

GENERAL GEOMETRY.

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

CALCULUS.

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

INTEGRAL CALCULUS.

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

PRACTICAL PEDAGOGICS.

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

and methods of conducting the recitation; examinations.

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

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

Observation of classes, criticism, practice, theses and discussions

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

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

V. DEPARTMENT OF PHYSICS AND CHEMISTRY.

I. NATURAL PHILOSOPHY.

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

II. CHEMISTRY.

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

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

VI. DEPARTMENT OF ENGLISH LITERATURE, ELOCUTION AND READING.

LITERATURE.

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

American. Text book—Royse's American Literature.

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

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

Essays required as before. Two written examinations.

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

ELOCUTION.

Text book—Cumnoch's Choice Readings.

Review of elements of utterance and system of symbolization.

Breathing exercises with use of spirometer; vocal culture.

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

Cultivation of manner, attitude, facial expression, gesture.

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

READING—FIRST YEAR.

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

READING—SECOND YEAR.

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

VII. DEPARTMENT OF PHYSIOLOGY AND HISTORY.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Ancient History—Thalheimer. Time, fifteen weeks.

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

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

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

Modern History—Thalheimer. Time, eleven weeks.

First month—Crusades. Mohammedan empires. Greek empire of

the east. Usual reviews and lectures.

Second month—Age of revolutions. Reviews.

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

VIII. DEPARTMENT OF ARITHMETIC AND ASTRONOMY.

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

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

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

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

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

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

Arithmetic, Methods Class. Winter and Spring Terms.

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

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

Astronomy. Winter Term.

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

IX. DEPARTMENT OF GRAMMAR, GRAMMATIC ANALYSIS AND BOOK-KEEPING.

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

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

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

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

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

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

X. DEPARTMENT OF PENMANSHIP AND FREE HAND DRAWING.

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

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

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

XI. DEPARTMENT OF GEOGRAPHY AND ELEMENTS OF ENGLISH LANGUAGE.

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

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

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

XII. DEPARTMENT OF PHYSICAL EXERCISES AND VOCAL MUSIC.

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

XIII. DEPARTMENT OF SPELLING, WORD—ANALYSIS AND DEFINITION.

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

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

Class C—Review preceding lessons; words containing silent letters; words pronounced alike but differing in meaning; words pronounced nearly alike; words having different meanings; dipthongs e i and i e; definitions and sentences.

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

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

XIV. MILITARY INSTRUCTION AND PRACTICE.

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

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

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

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

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

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

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

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

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

REMARKS ON THE COURSE OF STUDY.

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

PROFESSIONAL TRAINING COURSE.

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

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

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

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

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

FOR THE FIRST COURSE.

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

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

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

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

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

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

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

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

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

THE SECOND COURSE.

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

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

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

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

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

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

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

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

THE THIRD COURSE.

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

AN EXTENSION OF SCHOOL WORK.

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

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

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

POST GRADUATE YEAR.

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

Facilities for Illustration.

MUSEUM AND CABINET.

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

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

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

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

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

The full name of the donor should not be omitted.

CHEMICAL, PHILOSOPHICAL AND ILLUSTRATIVE APPARATUS.

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

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

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

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

LIBRARY AND WORKS OF REFERENCE.

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

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

BOOK-KEEPING AND DRAWING.

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

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

Conditions of Admission.

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

Suggestions.

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

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

Literary Societies.

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

Lectures on Morals and Virtue.

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

Location, etc.

Carbondale is a city of 2,500 inhabitants, healthful and beautiful, with a refined and cultured people. It is easy of access and offers inducements for board and social advantages beyond most places. It has, perhaps fewer temptations to idleness and dissipations and combines religious and educational privileges, in a degree greater than the average of towns and cities. Parents may be assured that their children will be as safe as in any school away from home; and scholars may come here and be certain that economy and industry will be respected and assisted by all the surroundings of the locality. The Illinois Central, the Carbondale & Grand Tower, and the Carbondale & Shawneetown railroads afford ample facilities for convenient access.

Expenses.

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

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

Calendar for 1879-80.

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

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

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

Winter Term ends march 12, 1880.

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

Examination for the year begins May 24, 1880.

Annual commencement, May 27, 1880.

APPENDIX.

PRINCIPAL'S ADDRESS.

Commencement. May 29. 1879.

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

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

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

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

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

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

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

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

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

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

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

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

1. Are Normal schools in principle right as a part of a system of public education?

2. Are the circumstances of our people and the necessities of our public schools such as to justify the support of them?

3. Are these schools so organized and conducted as to be a useful branch of this system?

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

I.

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

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

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

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

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

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

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

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

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

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

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

II.

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

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

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

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

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

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

I have so far reasoned on the expediency and profitableness of instructing teachers. See now how much it actually costs to the people themselves. Distribute the nearly $47,000 asked for, among the owners of the property of the State. This is nearly $1,000,000,000. The man whose estate, real and personal is assessed at $250 will pay almost exactly 1¼ cents; the man with a tax list of $500, 2½ cents; one thousand dollars 5 cents and more than one fourth of the voters will pay

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

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

III.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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