

1879

1879-1880 Sixth Annual Catalog of the Southern Illinois Normal University

Southern Illinois State Normal University

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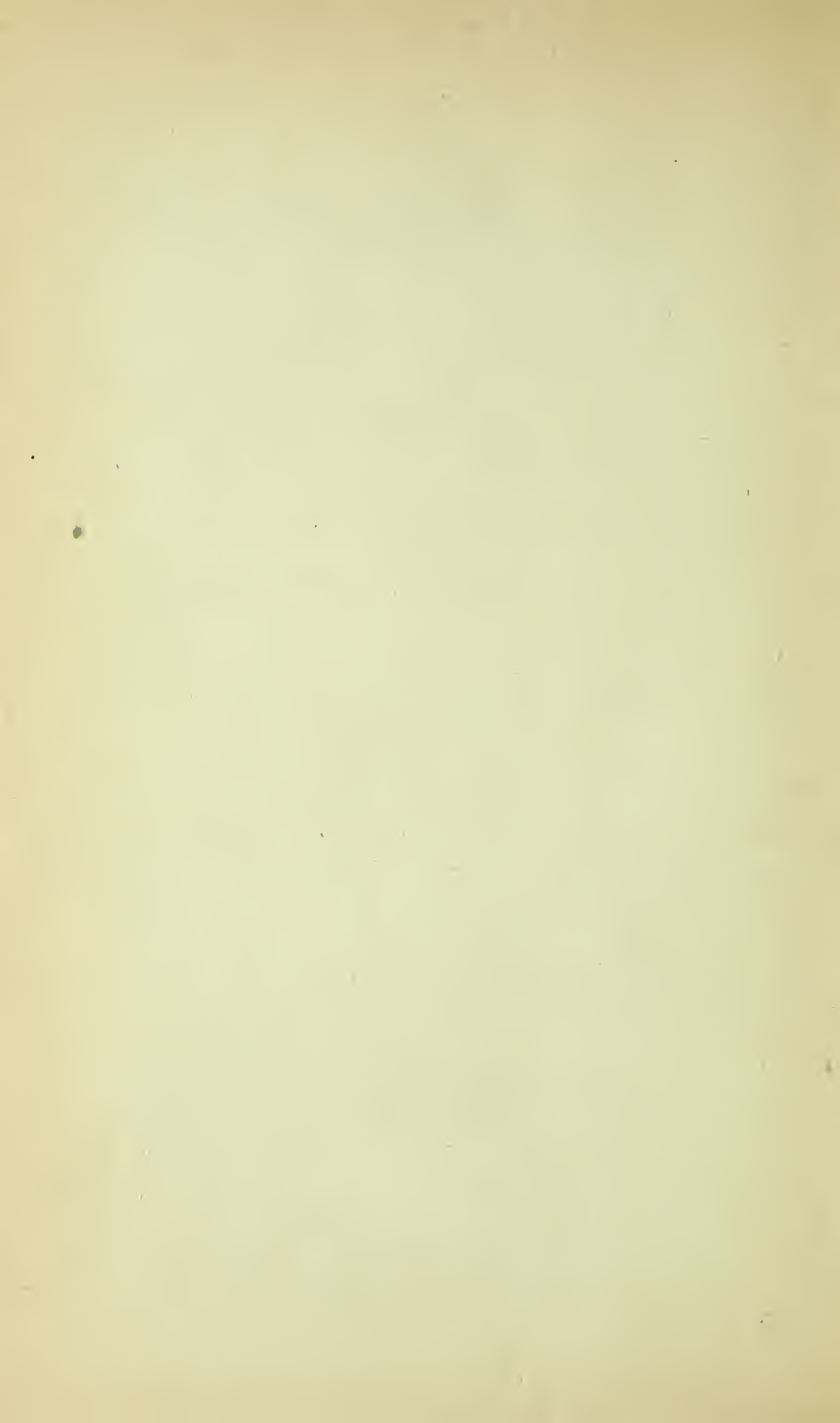
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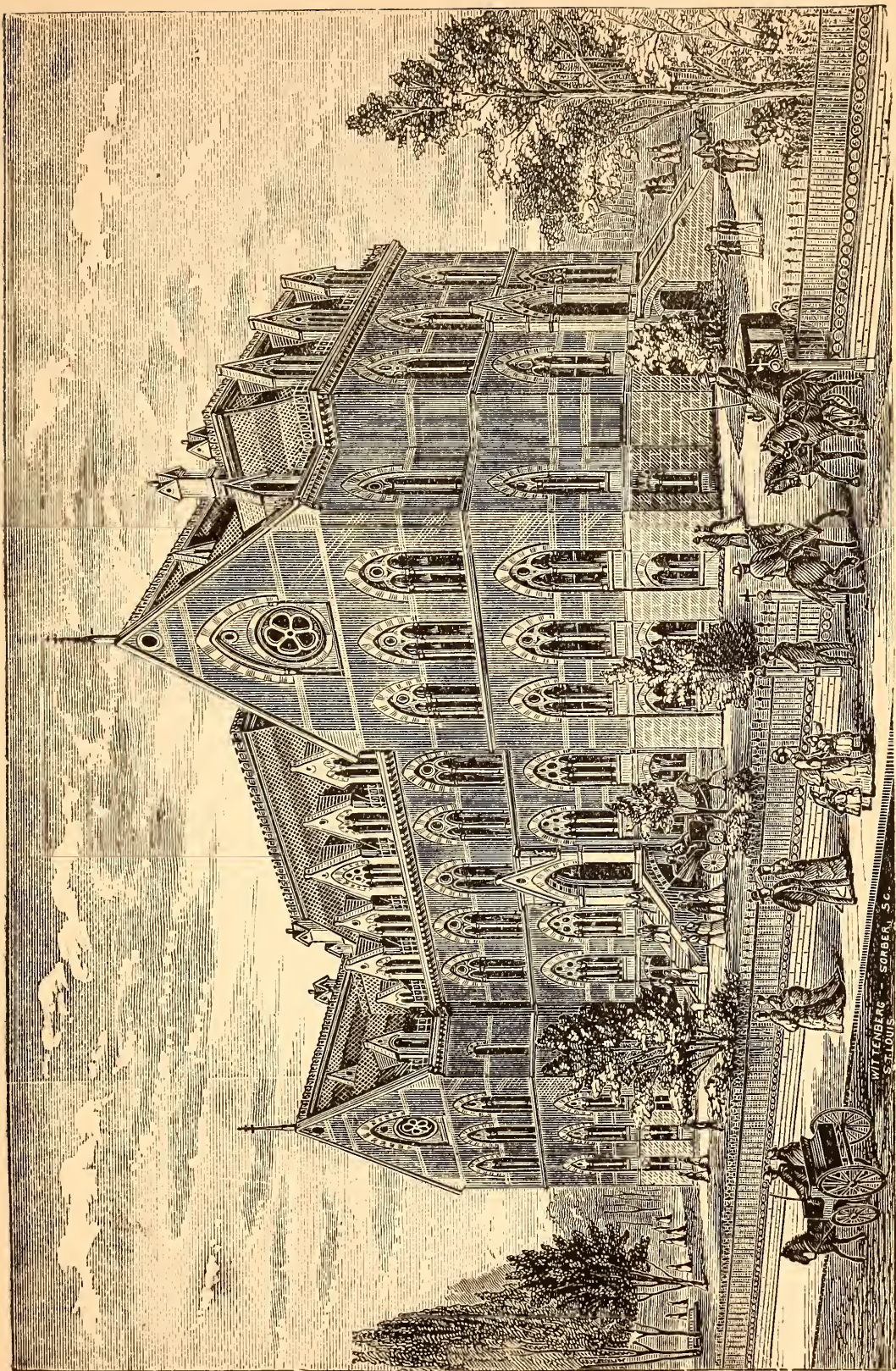
SOUTHERN ILLINOIS

Normal University,

CARBONDALE, ILL.

1879-80.





SIXTH

Annual Catalogue,

OF THE

SOUTHERN ILLINOIS

NORMAL UNIVERSITY,

CARBONDALE, JACKSON COUNTY, ILLINOIS.

1879-80.

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.

ST. LOUIS, MO.

R. P. STUDLEY & CO., PRINTERS AND BINDERS.

1880.

Charter Trustees.

DANIEL HURD, Cairo.

ELI BOYER, Olney.

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Secretary.

JOHN S. BRIDGES,

CHARLES W. JEROME,

Treasurer.

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,

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JAMES H. BROWNLEE,

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

GRANVILLE F. FOSTER,

Teacher of Physiology and History; and Librarian.

ALDEN C. HILLMAN,

Teacher of Astronomy, Arithmetic, and Elementary Methods.

MARTHA BUCK,

Teacher of Grammar, Etymology, and Book-Keeping.

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.

JENNIE CANDEE,

Teacher of Penmanship and Drawing.

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SARA SAUL,
JAMES H. BEATTIE,
HENRY W. KARRAKER,
EDGAR L. SPRECHER,
MARY I. BUCKLEY,
ALBERT B. OGLE,
FRANK P. RENTCHLER,
PHILIP FAGER,

HENRY A. KIMMELL,
LIZZIE M. SHEPPARD,
JOSEPH GRAY,
CHARLES E. HULL,
THOMAS S. MARSHALL,
GERTRUDE A. WARDER,
CHARLES BURTON,
LAUREN L. BRUCK,
MARY C. SOWERS,
LOUIS HEITMAN,
ADELLA EASLEY,
WILLIAM F. HUGHES.

GRADUATES.

Class of 1876.

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

1877.

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

1878.

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

1879.

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

1880.

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

POST GRADUATE.

James H. England.

NAMES OF STUDENTS.

Normal Department.

SENIORS.

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

REGULAR.

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

* Cadet.

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

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

IRREGULAR.

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

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

SPECIAL.

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

Preparatory Department.

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

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

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

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

† Deceased.

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

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

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

Summary of Students.

Normal Department—Seniors,	-	-	-	10	
Regular,	-	-	-	72	
Special,	-	-	-	20	
Irregular,	-	-	-	46	148
Preparatory Department,	-	-	-		240
Separate Students,	-	-	-		388

Summary by Terms.

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

HISTORY.

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

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

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

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

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

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

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

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

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

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

GENERAL INFORMATION.

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

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

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

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

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

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

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

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

It is expected, of course, that they include—

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

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

A FEW WORDS OF SUGGESTION

TO THOSE WHO DESIGN TO ATTEND OUR SCHOOL.

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

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

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

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

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 to attend as have an honest character and fair health, and good abilities to communicate knowledge. Any one who simply wants to teach because of the lighter and more agreeable labor, and better pay, should be discouraged. But when one desires to be worthy, both in knowledge and in character, to discharge the high duties of a teacher, and who needs more science and better discipline, let him come and profit.

COURSE OF STUDY.

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

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

COURSE OF STUDY.

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

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

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

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

PROGRAMME OF RECITATIONS.

FALL TERM.									
I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.
1	.....	.....	Surveying.....	.....	Reading, A....	Physiology, A....	Arithmetic, D.	Eng. Analysis.	Drawing....
2	.....	.....	Algebra C. ....	.....	Nat. Philosophy, B	.....	Anc. History..	Arithmetic, C.	Penmanship
RECESS, FOLLOWED BY SPELLING, EACH DAY OF THE TERM.									
3	Men. Philosophy.	.....	Anabasis.....	.....	Prac. Pedagogics	Experiments	Reading, B ....	.....	Grammar, B....
4	Theo. Pedagogics	Zoology, B.	Caesar.....	.....	Gen. Geometry..	Nat. Philosophy, A	.....	.....	Drawing....
LUNCH HOUR, followed by CALISTHENIC EXERCISES, VOCAL MUSIC, MILITARY DRILL, & LECTURES ON METHODS FOR PUPILS.									
5	.....	.....	Latin Beg..	.....	Geometry, B....	Theo. Chemistry..	Elocution .....	.....	Grammar, B....
6	Rhetoric.....	.....	.....	.....	Algebra, E.....	.....	Vocal Music...	.....	Grammar, C....
1	.....	.....	Greek Beg..	.....	Algebra, E.....	.....	Eng. Literature	Physiology, B.	.....
2	.....	.....	Cicero.....	.....	Algebra, B.....	.....	Experiments	Reading, B ....	.....
RECESS, FOLLOWED BY SPELLING, EACH DAY OF THE TERM.									
3	Ethics.....	.....	Memorabilia	.....	Prac. Pedagogics	.....	Reading, A....	.....	Grammar, C....
4	Theo. Pedagogics	Zoology, A.	Salust.....	.....	Calculus.....	.....	Nat. Philosophy, B	.....	Arithmetic, A.
LUNCH HOUR, followed by CALISTHENIC EXERCISES, VOCAL MUSIC, MILITARY DRILL, & LECTURES ON METHODS FOR PUPILS.									
5	.....	.....	Lat. Reader	.....	Geometry, A....	.....	Elocution .....	.....	Grammar, B....
6	.....	.....	.....	.....	Algebra, D.....	.....	Vocal Music....	.....	Arithmetic, D.
1	.....	.....	Geology.....	.....	Algebra, D.....	.....	Eng. Literature	Physiology, B.	.....
2	.....	.....	Botany, B.	.....	Tacitus.....	Algebra, A.....	.....	Reading, A....	.....
RECESS, FOLLOWED BY SPELLING, EACH DAY OF THE TERM.									
3	.....	.....	Botany, A....	.....	Prac. Pedagogics	.....	Reading, B....	.....	Grammar, B....
4	Theo. Pedagogics	.....	Salust.....	.....	Calculus.....	.....	Nat. Philosophy, A	.....	Arithmetic, D.
LUNCH HOUR, followed by CALISTHENIC EXERCISES, VOCAL MUSIC, MILITARY DRILL, & LECTURES ON METHODS FOR PUPILS.									
5	.....	.....	.....	.....	Trigonometry	.....	Elocution .....	.....	Grammar, A....
6	Con. & Sch. Law	.....	Lat. Reader	.....	.....	.....	Vocal Music....	.....	Arithmetic, A.
SPRING TERM.									
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 Callisthenics, daily drills.	
XIII.	Spelling, Word Analysis, and Definition, daily, till the work is completed.	
XIV.	Military Instruction and Tactics, daily drills.	

SYLLABUS OF DEPARTMENT WORK.

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

RHETORIC.

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

LOGIC.

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

CONSTITUTION OF THE UNITED STATES.

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

MENTAL PHILOSOPHY.

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

ETHICS AND CRITICISM.

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

SCHOOL LAW.

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

THEORETICAL PEDAGOGICS—First Term.

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

THEORETICAL PEDAGOGICS—Second Term.

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

THEORETICAL PEDAGOGICS—Third Term.

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

II. DEPARTMENT OF NATURAL HISTORY.

ZOOLOGY.

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

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

BOTANY.

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

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

III. DEPARTMENT OF LANGUAGES AND LITERATURES. LATIN COURSE.

LATIN ELEMENTS.

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

LATIN ELEMENTS—Continued.

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

LATIN READER.

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

CÆSAR DE BELLO GALLICO.

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

CÆSAR DE BELLO GALLICO—Continued.

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

C. SALLUSTII BELLUM CATILINARUM.

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

P. VIRGILII MARONIS ÆNEIS.

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

CICERO IN CATILINAM.

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

TACITUS DE GERMANIA.

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

GREEK COURSE.

GREEK RUDIMENTS.

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

GREEK RUDIMENTS—Continued.

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

GREEK RUDIMENTS—Continued.

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

XENOPHON'S ANABASIS.

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

MEMORABILIA OF SOCRATES.

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

HOMER'S ILIAD.

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

IV. DEPARTMENT OF HIGHER MATHEMATICS AND PRACTICAL PEDAGOGICS.

ELEMENTARY ALGEBRA.

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

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

HIGHER ALGEBRA.—Ficklin.

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

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

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

GEOMETRY.—Loomis.

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

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

TRIGONOMETRY.—Ray.

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

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

SURVEYING.—Ray.

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

GENERAL GEOMETRY.—Olney.

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

CALCULUS.—Olney.

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

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

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

PRACTICAL PEDAGOGICS.

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

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

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

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

Observation; criticism; theses; discussions.

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

Criticism; practice; theses; discussions.

V. DEPARTMENT OF PHYSICS, CHEMISTRY, AND GEOLOGY.

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

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

Text Book—Steele's New Physics.

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

Text Book—Avery's.

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

Text Book—Youmans.

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

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

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

GEOLOGY.

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

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

ENGLISH LITERATURE.

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

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

ELOCUTION.

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

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

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

READING.

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

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

VOCAL MUSIC.

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

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

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

CALISTHENICS.

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

VII. DEPARTMENT OF PHYSIOLOGY AND HISTORY.

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

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

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

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

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

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

Ancient History.—Thalheimer. Time, fifteen weeks.

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

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

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

Modern History.—Thalheimer. Time, eleven weeks.

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

Second month--Age of revolutions; reviews.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

VIII. DEPARTMENT OF ARITHMETIC AND ASTRONOMY.

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

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

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

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

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

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

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

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

Text book used in all the above classes, Olney.

Astronomy.--Winter Term.

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

IX. DEPARTMENT OF GRAMMAR AND BOOK-KEEPING.**1. GRAMMAR.**

Text book, Greene's English Grammar.

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

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

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

Class (A).--Text books, any in reputable use.

Topics discussed--When should scholars begin the study? how much orthography and prosody teach in a grammar class? why teach grammar in public schools? how teach each topic?

Analysis.--Text book, Greene's.

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

2. BOOK-KEEPING.

Text book, Bryant & Stratton's High School edition.

Class (B).—What constitutes a business transaction; accounts; meaning of business terms; principle of journalization; posting; closing ledger; notes; drafts; bill book; discounting.

Class (A).—Partnership; commission; exchange; making business papers; deed, will, invoice, account sales, balance sheet; administrator's books.

X. DEPARTMENT OF PENMANSHIP AND FREE HAND DRAWING.

1. Elements of letters, with practice; capitals; copy writing; paragraphing. The object is to form a hand-writing at once rapid, legible and compact, and frequent practice is our chief dependence.

2. Free-hand drawing, lines straight, singly, and in combination to make figures; definitions; curves; drawing leaves from nature, objects also; composition by means of elements; work on the black-board; perspective in its elements. Some copying of engraved pictures and heads is allowed, but this is not recommended to be carried to any great extent. The teacher is to be taught this wonderful art mostly to enable him to use the chalk and black-board, not the pencil, to illustrate whatever he may have to present to his class.

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

1. *Geography (A).*—Electric Series, No. 3. Time, fifteen weeks.

First month--1, definitions and how they should be taught; pronunciation of foreign names; map drawing; 2, 3 and 4, North America; 5, reviews and studies in methods of teaching, with illustrations and lectures and examinations.

Second month--1, South America; 2, Europe; 3, Asia; 4 and 5, reviews, methods of teaching, lectures, examinations.

Third month--1, Africa; 2, Australia and Pacific Islands; 3, special study on Illinois; 4 and 5, reviews, lectures examinations.

Class (B), Geography, same work in two terms. *Class (C)* and *(D)*, geography, simple geography without lectures. *Class (C)*, in two terms; and *class (D)*--all young children--in three terms.

2. Geography of the locality ; elementary definitions ; directions and distances ; latitude and longitude ; geography of different countries.

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

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

XII. DEPARTMENT OF PHYSICAL EXERCISES AND VOCAL MUSIC.

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

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

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

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

Class (C).--Review preceding lessons ; words containing silent letters ; words pronounced alike but differering in meaning ; diphthongs *ei* and *ie* ; definitions and sentences.

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

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

XIV. MILITARY INSTRUCTION AND PRACTICE.

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

In connection with the other branches of tuition, this department will aim to qualify graduates for the intelligent discharge of duty in any and all the active arms and administrative corps of the army. To this end, there will be regular stated drills in Infantry, Field Artillery and dismounted Cavalry tactics, and theoretical instruction in mounted service, siege and sea-coast artillery drill, mortar practice, and grand tactics; and lectures on military law and the occasional convening of mock courts-martial will be employed to explain the organization and object of the Bureau of Military Justice.

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

PEDAGOGICAL COURSE, THEORETICAL AND PRACTICAL.

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

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

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

We have already had something of this in our Post Graduate year. We now propose to consolidate and enlarge it, and thus give to the one who desires the most thorough preparation possible for the teacher's calling, both in the elementary and higher studies, in fine, opportunity to go over the whole range of Pedagogical Science. Our Library has been selected for that purpose, and already embrace a greater number of books on Pedagogical Science and Practice than any one in the West. It is for general use, and teachers in this section can avail themselves of its advantages with comparatively little cost.

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

FOR THE FIRST COURSE.

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

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

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

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

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

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

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

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

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

THE SECOND COURSE.

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

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

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

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

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

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

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

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

THE THIRD COURSE

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

AN EXTENSION OF SCHOOL WORK.

The student will, while pursuing his work here, go over rhetoric, logic and mental philosophy, with elocution and English literature and history. He will read Barnard, Wickersham, Payne, Quick, Rosenkranz, and other works on pedagogics. There will also be opportunity for chemical work in the laboratory, and for instruction and practice in taxidermy, and preserving and mounting specimens.

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

POST GRADUATE YEAR.

This will embrace a larger course of history, more of mathematics, political economy, criticism, field work in natural history, analytical chemistry, and dissecting and preserving specimens collected. It will also include 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 zoölogical and botanical cabinets, comprising thousands of specimens from land and sea, an invaluable aid in his studies in natural history.

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

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

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

The full name of the donor should not be omitted.

Already our friends have contributed many and valuable specimens to the Museum, and we embrace this occasion to return to them our sincerest thanks. More than two thousand specimens have been collected and arranged in the Museum, and the additions to the Library comprise nearly fifteen hundred volumes. Old books, pamphlets, maps, etc., curiosities, fossils, plants and fruits, will be gratefully received and carefully preserved.

CHEMICAL, PHILOSOPHICAL AND ILLUSTRATIVE APPARATUS.

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

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

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

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

LIBRARY AND WORKS OF REFERENCE.

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

The Library proper occupies a spacious room in the third story and is well furnished. The library contains about 5,790 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 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 the law of the State requires that there shall be a fee charged for incidentals, at present not exceeding \$3.00 per term of fifteen weeks, and \$2.00 for term of ten weeks. Tuition in Normal Department, \$2.00 and \$6.00; Preparatory Department, \$6.00 and \$4.00.

Board can be had in good families in Carbondale, at rates varying from \$2.50 to \$5.00 per week, and by renting rooms and self-boardings, or by organizing clubs, the cost may be reduced to \$1.50 per week. Books are sold by the bookstores at reasonable rates.

CALENDAR FOR 1880-81.

Fall Term begins Monday, September 6— ends Friday, December 17
—Fifteen weeks—1880.

Holiday recess begins December 18, and ends January 3, 1881.

Winter Term begins Monday, January 3, 1881—Ten weeks.

Winter Term ends March 11, 1881.

Spring Term begins March 14, 1881—Eleven weeks.

Examination for the year begins May 23, 1881.

Annual Commencement, May 26, 1881.

Special Session for Teachers begins August 4th, 1880, and continues
five weeks.



