

1883

# 1883-1884 Tenth Annual Catalog of the Southern Illinois Normal University

Southern Illinois State Normal University

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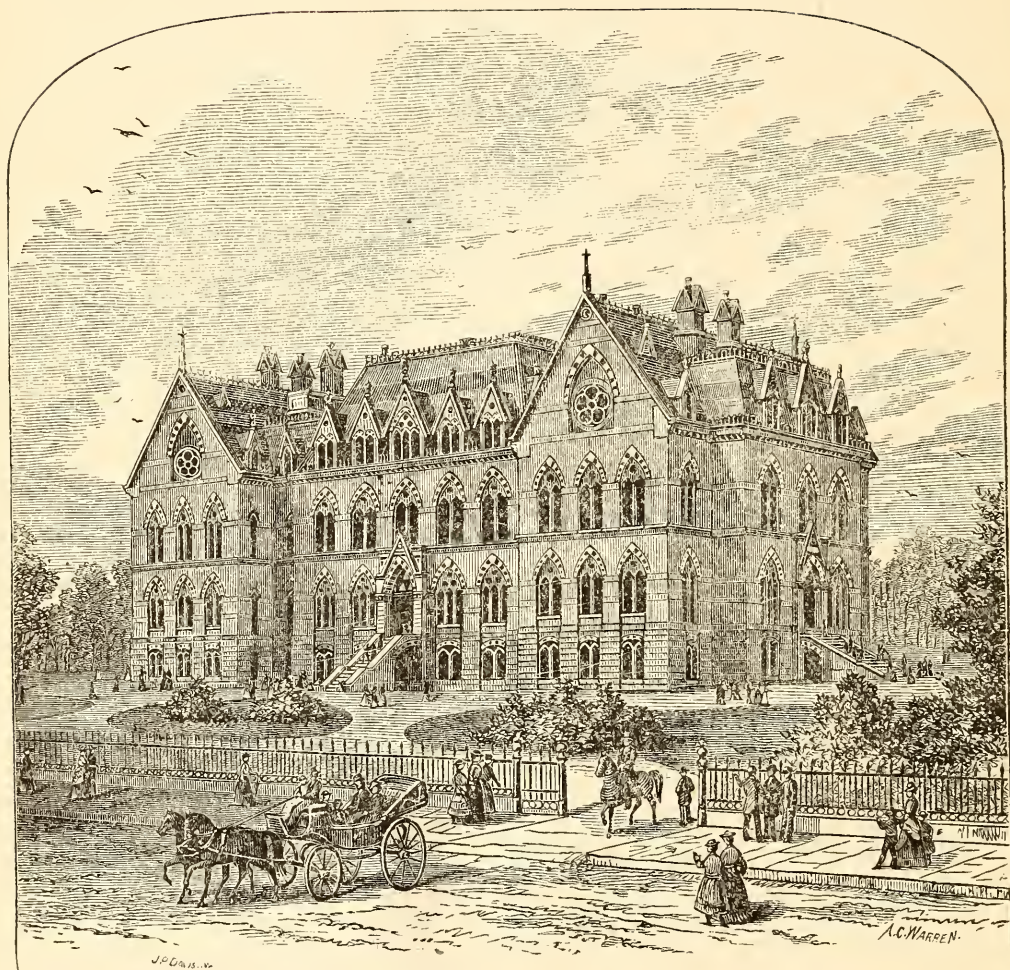
SOUTHERN ILLINOIS NORMAL UNIVERSITY











TENTH  
ANNUAL CATALOGUE  
— OF THE —  
SOUTHERN ILLINOIS  
NORMAL UNIVERSITY  
CARBONDALE, JACKSON CO., ILL.

1883-84.

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

CARBONDALE:  
BARTON'S FREE PRESS.  
1884.

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Cornelius S. Tarbox.  
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Walter W. Parks.....	Du Quoin.
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Lena Bridges.....	Carbondale.
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Laura Buchanan.....	Bellmont.
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John Campbell.....	Carbondale.
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Maud Cochran.....	Carbondale.
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John A. Davis.....	Carbondale.
Susie Davison.....	Carbondale.
Clement L. Downey.....	Carbondale.



NAME.	RESIDENCE.
Lewis S. Downey.....	Carbondale.
Etta French.....	Lawrenceville.
Gussie Hendrickson.....	Marion.
Willis Hendrickson.....	Marion.
Laura Hindman.....	Carbondale.
Gertrude Hollons.....	Carbondale.
Bertha Hull.....	Carbondale.
Carrie O. Jerome.....	Carbondale.
Libbie Krysher.....	Carbondale.
Ella Lake....	Hidalgo.
Lewis Lake.....	Hidalgo.
Edwin Marvin.....	Jackson Co.
Marcus Marvin.....	Jackson Co.
Arthur McGuire.....	Carbondale.
Sylvia McGuire.....	Carbondale.
Dora Mertz.....	Carbondale.
Alice North....	Carbondale.
Julia North....	Carbondale.
Percy North.....	Carbondale.
Guy Prickett.....	Carbondale.
Gertie Prindle.....	Carbondale.
Nellie Perry.....	Jackson Co.
Thomas Perry....	Jackson Co.
Belle Phillips.....	Carbondale.
Charles R. Rapp.....	Carbondale.
Jennie Scott.....	Lebanon.
Fannie C .Scurlock.....	Carbondale.
Edward W. Thomas.....	Carbondale.
Boston Williams .....	Carbondale.
Rosa Williams.....	Carbondale.

## SPECIAL SESSION.

The following persons attended the special session, and at no other time during the year. This session numbered sixty-seven, and the names of the others are in their proper places in the several departments.

NAME.	RESIDENCE.
Mattie O. Alexander.....	Williamson Co.
Annie R. Arnold.....	Carbondale.
Addie Bellamy.....	Carbondale.
Charles Blankenship.....	Shawneetown.
Sophia C. Brownlee.....	Carbondale.
Emma S. Cammack.....	Carbondale.
Aaron Chism.....	Carmi.
Jennie Clay.....	Cobden.
Alice C. Colton.....	Galesburg.
Dulcenia Crandall.....	Farina.
William B. Crews.....	Elkville.
M. Belle Crouther.....	Murphysboro.
Minnie E. Davis.....	De Soto.
Nellie Davis.....	Carbondale.
Lou E. Ellett.....	Marissa.
Corinne S. Evans.....	Pomona.
Daisy F. Gage.....	Carbondale.
Missouri Goyer.....	St. Louis, Mo.
Chrissy R. Haldeman.....	Pomona.
Franklin F. Harris.....	Dongola.
Cicero R. Hawkins.....	Baldwin.
John T. Hickman.....	Grand Tower.
Alexander Lane.....	Carbondale.
Daniel M. McMurray.....	Currier Mills.
Ida E. Nance.....	Mound City.
Samuel Y. Penrod.....	Makanda.
Mattie E. Reeves.....	Carbondale.
William B. Reeves.....	Jackson Co.
Lizzie M. Rumbold.....	Carbondale.
Lou A. Sage.....	Vandalia.
Nannie Swafford.....	De Soto.

NAME.	RESIDENCE.
Ivil N. Taylor.....	Villa Ridge.
Anna C. Teeter.....	Carbondale.
Eva M. Vest.....	Hagerstown.
Jennie M. Wait.....	Green <sup>3</sup> ville.
Mary B. Walker.....	Carbondale.
Alice Watley.....	Murphysboro.

## GENERAL SUMMARY.

Post Graduates.....	9
Special Students.....	4
Regular Normal Students.....	51
Irregular " " .....	96
Preparatory " " .....	278
Training Department.....	65
Special Session.....	37
Total.....	540

## SUMMARY BY TERMS.

Enrolled in Special Session.....	67
" " " Fall Term.....	360
" " " Winter Term.....	329
" " " Spring Term.....	313
Grand Total.....	1069

## HISTORY.

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On the afternoon at 3 o'clock and 15 minutes, of November 26, 1883, the building described below was found to be on fire. The spot where it originated was in the roof directly over the Museum, and higher than the water tanks specially provided for safety in case of such accident. In 15 minutes the fire had so filled the large space over the Lecture Hall with smoke, that it was impossible for any one to get near the fire with buckets of water. Before 5 P. M. the immense building was a mass of smoldering ruins. By the heroic labors, and in some cases, the sacrifices of the teachers and students, aided by the citizens, the magnificent library of books, the most of the furniture of the building, and the apparatus for philosophic and chemical illustrations, were nearly all saved and in good condition.

The zeal and coolness, the energy and endurance of these young ladies and gentlemen in this emergency, cannot be too highly praised. They certainly showed themselves fit to command others and to sacrifice, for the good of others, a good measure of their time and labor, and hence they proved that they can govern themselves and control others.

On the evening of that same day the citizens of Carbondale began plans for building a temporary building or place for the Normal University. And notwithstanding the unpropitious weather, in less than sixty days a building was completed and occupied. It has a Hall for study, capable of seating 275 students; a room for the Training Department capable of accommodating 45 pupils; and 14 other rooms, for recitations. It is a fine model for a convenient and cheap building for any school where land is plenty, and is built in the form of a Greek cross with the study hall in the center lighted from above, and from the four corners. The citizens of Carbondale certainly showed a disposition to accommodate the students and to benefit the State by their liberality, and the completeness of the quarters is a surprise to all. This building will be used till the General Assembly of State shall rebuild the University and make it better than ever, and even more worthy the confi-

dence and patronage of the people of Southern Illinois. The history of the building and the picture of it as it was, are inserted as they have stood in previous catalogues. These will serve to remind us of what has been lost, and perhaps to suggest the necessity of immediate measures to rebuild.

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

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

The corner-stone was laid with the ordinary ceremonies, by the Grand Master of the Masonic fraternity of the State, on the 27th day of May, 1870, and the work was rapidly pushed forward. In the spring of the next year Mr. Campbell was killed on the building, and the work was interrupted. The Legislature then assumed the contract, and appointed commissioners to complete the building, and they finished their work, so that the building was dedicated, a Faculty of instruction was inaugurated and the school begun July 1, 1874.

The building is of brick, in the Norman style of architecture, with trimmings of sandstone in two colors. It is 215 feet in extreme length, and 109 in extreme width. It has a basement story 14 feet in the clear; two stories, one 18 feet, the other 22 feet, and a Mansard story 21 feet. The basement is devoted to the heating apparatus and laboratory and dissecting rooms, exercises in unpleasant weather, residence for the janitor, etc. The Mansard is for Lecture Hall, Library, Museum, Art Gallery, and rooms for Literary Societies. The other two stories are for study and recitation. The total cost was about \$265,000.



The steam-heating apparatus, constructed under an act of the General Assembly in 1878, leaves nothing to be desired for comfortable warmth and proper ventilation.

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

There have been admitted to the University in all departments 2257 students, and a record, kept very carefully, shows that about 1324 of these have taught school since their study with us; and hundreds of letters received by us testify that a large portion of these students have taught excellent schools. It would be strange indeed, if among so many, some of whom were with us for very limited periods, and who, of course, could derive but little benefit from our methods of instruction and discipline, did not fail, or at least, should do no better work than those who have not been in attendance here. Notwithstanding the competition of teachers for places, it is not uncommon for directors to apply to us for teachers whom we have educated, and whom we can recommend, and such teachers find little difficulty in obtaining schools at from five to ten dollars more a month than others.

We have no hesitation in saying that any good and diligent student, who will study faithfully a year in our University, can be assured a school without paying a per cent. brokerage. Many facts are revealing this other fact, that those who attend Normal Schools do stand better chances of obtaining situations as teachers than others, and are esteemed more highly by the intelligent friends of education; and in fact, do teach better schools than they would have taught without our instructions, and not unfrequently much better than those who have not been with us. We shall always be glad to correspond with directors or boards of education who desire live teachers, inspired to do the best work.

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## GENERAL INFORMATION.

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

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

The course of study is planned to give information, to assist in self control and discipline, and to promote culture and refinement. It is arranged in the order which ages have found most profitable and philosophical; and all experience has shown that the first qualifications of a teacher are knowledge and personal self-discipline. The study of methods or practice will go for little till the scientific education has been obtained. The earlier studies are elementary, and the later ones calculated for stimulating thought when it

is growing to maturity and needs discipline in proper directions. It is most emphatically urged on all students that they make their arrangements to pursue each study in its order, to do thorough work in each, and not to overburden the mind and body too, by a larger number of studies than they can carry. Four studies a day should be the extreme limit, and even then one should be a review of a branch quite familiar.

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

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

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

It is expected, of course, that they include:

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

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

A copy of the following paper is handed to each student who wishes to enter the University, and he is expected to give honest answers to each

question, and to sign the pledge marked I below; and in case he desires free tuition he must also sign the one marked II, and it must be held a point of honor with each one to keep these pledges, both while in school and afterward by teaching.

SOUTHERN ILLINOIS NORMAL UNIVERSITY.

Carbondale, Illinois,.....188...

*To all Persons Desiring to Enter the University :*

N. B.—Make up your mind that any deficiencies, or even errors of previous education or habits, can be supplied or corrected by resolution and industry. Settle it with yourself that you will neither lose nor waste a minute of precious time; that you will attempt no more than you can do well; that you will do that thoroughly; and that no allurements or companions shall lead you to break a rule of the Trustees or Faculty, or of politeness or scholarly deportment.

Fill the blanks and answer the following questions legibly, viz.:

1. Write your name and Post-office address.....
2. Give the name of your father (if living) and address.....
3. If not living give the name of your guardian and address... ..
4. Give the occupation of your father.....
5. Give the date and place of your birth.....
6. Where do you board.....
7. What studies have you completed?.....
8. What studies do you intend to pursue?.....
9. What schools have you attended?.....
10. What books have you read?.....
11. In what branches do you wish to be examined for advanced standing?.....
12. Have you taught school, and how many terms?.....
13. Where last, and at what wages.....
14. Is your certificate first or second grade?.....
15. Are you appointed or recommended by a County Superintendent?.....
16. By whom, and of what county?.....
17. Sign one or both, as is proper, of the following, with your name in full.....

I. I hereby pledge myself to a respectful and orderly deportment in all respects, and to promptness, punctuality and diligence in all studies and scholarly duties.

.....

II. I hereby pledge myself, that after completing my studies in this Southern Illinois University, and if a situation can be had with reasonable effort, I will teach in the public schools of this State three years, or at least as long as I have been instructed in it.

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## A FEW WORDS OF SUGGESTION

TO THOSE WHO DESIGN TO ATTEND OUR SCHOOL.

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

2. Do not take the higher studies till you have passed the lower in our classes, or by our examination. Elementary work always pays better in the end than any other. Finish this first; do not be discouraged because your elementary studies have not been thoroughly done; you can remedy all such deficiencies. Quite too many want to begin with the higher studies. Take an examination in the lower ones and find exactly how you stand in them, and then advance as rapidly as you please.

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

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

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## TO OUR FRIENDS.

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



## COURSE OF STUDY.

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

N. B.—Hereafter the senior class, or candidates for diplomas, will be examined on the topics or subjects of the whole course of study. This will be called the Graduating Examination, and will take place about the middle of the Spring Term. A student successfully passing it will be entitled to a recommendation of the Faculty for a diploma to be conferred by the Trustees, and will be assigned a part in the Commencement exercises. The paper containing the questions will embrace ten points on each topic, arranged in pairs, and each answer may be to whichever one of each pair the student prefers. Thirty points will be prepared by the teacher of the department to which the topic belongs, and these will be submitted to the Principal, who shall strike out ten or amend as he may judge best. The remaining twenty will be sent to the State Superintendent of Public Instruction, who will strike out ten more, such as he shall elect. The other ten will be given to the candidates, and they shall have ample time for carefully writing and preparing their papers in answer to the five points they may prefer. These papers, without the names of the writers, shall be given to a committee of county superintendents or teachers, who shall examine them and report on their merit, recommending or not their authors for graduation as they shall deem just. After the papers have been examined they are to be bound in a volume for preservation in the archives of the University.

The above examination for 1883, was conducted by the Faculty, and the papers were graded according to the plan by a Committee of Graduates and County Superintendents, in May, 1883. The Committee were Samuel

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

P. S.—Owing to the destruction of the building, and derangements connected therewith, the smallness of our temporary quarters, etc., etc., it has been thought best to dispense with this examination the present and the coming year.

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## DEPARTMENTS.

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

# ENGLISH COURSE OF STUDY.

	STUDIES.	PREPARATORY.						NORMAL.								
		First Year.			Second Year.			First Year.			Second Year.			Third Year.		
		1	2	3	4	5	6	1	2	3	4	5	6	7	8	9
I....	{ Logic.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.. †	.....	.....	.....	.....	.....
	{ Ethics and Criticism.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	..... †	.....	.....	.....	.....	.....
	{ Mental Philosophy.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	..... †	.....	.....
II....	{ Pedagogy.....	.....	.....	.....	.....	.....	.....	† †	.....	.....	.....	.....	.....	.....	.....	.....
	{ School Law.....	.....	.....	.....	.....	.....	.....	..... †	.....	.....	.....	.....	.....	.....	.....	.....
	{ Practice Teaching.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
III..	{ Zoology.....	.....	.....	.....	†	.....	.....	.....	.....	.....	.. †	.....	.....	.....	.....	.....
	{ Botany.....	.....	.....	.....	..... †	.....	.....	.....	..... †	.....	.....	.....	.....	.....	.....	.....
	{ Physiology.....	.....	.....	.....	..... †	.....	.....	.....	.....	.....	.....	..... †	.....	.....	.....	.....
	{ Natural Philosophy.....	.....	.....	.....	..... †	.....	.....	.....	.....	.....	.....	..... †	.....	.....	.....	.....
	{ Chemistry.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	..... †	..... †	..... o
	{ Geology.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	..... †
	{ Astronomy.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
IV...	{ Arithmetic.....	†	†	†	.....	.....	.....	..... †	..... †	.....	.....	.....	.....	.....	.....	.....
	{ Algebra.....	.....	.....	.....	†	†	.....	..... †	..... †	.....	.....	.....	.....	.....	.....	.....
	{ Geometry.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	..... †	..... †	.....	.....	.....	.....
	{ Trigonometry and Surveying.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	..... †	.....	.....	.....	.....
	{ General Geometry and Calculus.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	..... o	..... o	..... o
	{ Book-Keeping.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	..... †	.....
V....	{ Reading and Phonics.....	.....	.....	..... †	.....	.....	.....	.....	..... †	.....	.....	.....	.....	.....	.....	.....
	{ Elocution.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	..... †
	{ Grammar.....	.....	.....	.....	.....	†	†	.....	.....	..... †	.....	.....	.....	.....	.....	.....
	{ English Analysis.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	{ Word Analysis.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	..... †	.....	.....	.....	.....
	{ Rhetoric.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	{ English Literature.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
VI...	{ Geography.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	{ History.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	{ Constitution of the U. S. and Illinois.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
VII..	{ Penmanship.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	{ Drawing.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
VIII.	{ Vocal Music.....	Daily till excused.														
	{ Calisthenics.....	Daily exercises.														
	{ Military Drill.....	Three times a week.														

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

"†" indicates the time of study; "o" optional study.

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

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

The last eight weeks of the Spring Term will be conducted as a Normal Institute for such as desire to review for school work and examinations.

# CLASSICAL COURSE OF STUDY.

	STUDIES.	PREPARATORY.						NORMAL.											
		First Year.			Second Year.			First Year.			Second Year.			Third Year.			Fourth Year.		
		1 2 3			4 5 6			1 2 3			4 5 6			7 8 9			10 11 12		
I....	{	Logic.....												†					
		Ethics and Criticism .....												†					
		Mental Philosophy.....															†		
II....	{	Pedagogy.....						†	†								†	†	†
		School Law.....						†											
		Practice Teaching..																	
III...	{	Zoology.....			†						†								
		Botany.....			†				†										
		Physiology.....			†						†								
		Natural Philosophy.....			†						†								
		Chemistry.....															†	†	o
		Geology.....															†		†
		Astronomy .....																†	
IV....	{	Arithmetic.....	†	†	†				†										
		Algebra.....			†	†					†	†	†						
		Geometry.....												†	†				
		Trigonometry and Surveying..													†				
		General Geometry and Calculus...															o	o	o
		Book-Keeping.....																†	
V ...	{	Reading and Phonics.....			†				†										
		Elocution .....																†	
		Grammar .....			†	†	†		†										
		English Analysis.....												†					
		Rhetoric.....												†					
		English Literature.....												†	†				
VI....	{	Geography.....		†	†			†										†	
		History .....	†	†				†									†		
		Constitution U. S. and Illinois..														†			
VII..	{	Penmanship.....	†						†										
		Drawing.....		†					†		†								
VIII.	{	Vocal Music.....	Daily till excused.																
		Calisthenics.....	Daily exercises.																
		Military Drill.....	Three times a week. X																
IX...	{	Latin.....				†	†	†		†	†	†							
		Greek.....								†	†	†		†	†	†			
X....	{	German .....	The studies of this Department are optional. They may be taken up at any time.																
		French .....																	

The Roman numerals on the margin refer to Departments, as in the syllabus following.

“†” indicates the time of study; “o” optional.

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

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

The last eight weeks of the Spring Term will be conducted as a Normal Institute for such as desire to review for school work and examinations.



# PROGRAMME OF RECITATIONS.

## FALL TERM.

1	.....	Phys. A*	Greek Read.	.....	Nat. Phil. B*	Reading A*	U. S. Hist. C*	Arith. D.	Eng. Anal.	Drawing	Geog. A.	Ger. T.
2	.....	.....	Lat. Ele. A.	.....	.....	.....	Gen. Hist. ....	Alg. C. ....	Gram. C* ..	Penman.	.....	Ger. C.

### MORNING RECESS.

3	.....	Zool. B.	Anabasis	.....	Prac. Ped. C	Nat. Phil. A.	Reading B*	U. S. Hist. C.	Arith. B*.	Gram. D* ..	Drawing	Geog. C*	Ger. C*
4	.....	.....	Cesar	.....	Theo. Ped. C	.....	Elocution*	.....	.....	.....	Penman.	Geog. C*	.....

### LUNCH RECESS, followed by SPELLING, MILITARY DRILL, AND LECTURES.

5	Ment. Philos.	.....	Virgil.	.....	Geom. B. ....	Chemistry. ....	Rhetoric. ....	U. S. Hist. B*	Arith. C*.	Gram. D. ....	Drawing	Geog. B*	Fr. C. ....
6	.....	.....	Lat. Ele. A*	.....	.....	.....	Vocal Music	U. S. Hist. A.	Arith. D*.	Gram. B* ..	Penman.	Alg. E. ....	.....

## WINTER TERM.

1	.....	Greek Read.	.....	Book-keeping	Eng. Lit. B.	.....	Arith. C.	Gram. C*,	Drawing	Geog. B*	Ger. T.
2	.....	Lat. Read. A.	.....		U. S. Hist. A†	.....	Alg. B...	Gram. B**	Penman.	Geog. C.	Ger. B.

### MORNING RECESS.

3	.....	Zool. A.	Socrates.	.....	Prac. Ped. B	Nat. Phil. B.	Read. B* ..	U. S. Hist. C*	Arith. C*.	Wo d Anal.	.....	Phys. Geog.	Ger. B*
4	.....	.....	Cas. & Sallust	.....	Theo. Ped. B	.....	Elocution*.	U. S. Hist. B.	Arith. D*.	.....	Drawing	Geog. A*	.....

### LUNCH RECESS, followed by SPELLING, MILITARY DRILL, AND LECTURES.

5	Logic.	Phys. A*	Cicero.	.....	Geom. A. ....	Chemist.	Read. A. ....	U. S. Hist. B*	Arith. B*.	Gram. C. ....	Drawing	Alg. E*	Fr. B. ....
6	.....	.....	Lat. Read. A*	.....	.....	A	Vocal Music	U. S. Hist. B*	Arith. A. ....	Gram. D* ..	Penman.	Alg. D. ....	Ger. D.

## SPRING TERM.

1	.....	Botany A	Anabasis.	.....	Book-keeping	Eng. Lit. A	U. S. Hist. C*	Arith. B.	Gram. D* ..	Drawing	Geog. A*	Ger. T.
2	Const. U. S. & Ill.	Zool. A*	Lat. Read. A.	.....	.....	.....	Elocution*.	U. S. Hist. B*	Alg. A. ....	Gram. C* ..	.....	Ger. A.

### MORNING RECESS.

3	.....	Phys. A.	Homer.	.....	Sch. Lit. & P. A	Nat. Phil. A*	Read. A* ..	U. S. Hist. A*	Arith. A*	Gram. B. ....	Drawing	Geog. C*	Ger. A*
4	.....	Botany B.	Sallust.	.....	Theo. Ped. A	.....	Read. B. ....	U. S. Hist. A*	Arith. D*.	.....	Penman.	.....	.....

### LUNCH RECESS, followed by SPELLING, MILITARY DRILL, AND LECTURES.

5	Ethics.....	Tacitus Lat. Read. A*	Astronomy Trigo.& Sur. Geology.....	U. S. Hist B* U. S. Hist C*	Arith. C* Arith. B*	Gram. A... Gram. C*..	Drawing Pennan. Geog. B*	Fr. A... Ger. D
6	.....	.....	.....	Voc'l Music	.....	.....	.....	.....

The Classes marked \* are irregular.



## SYLLABUS OF DEPARTMENT WORK.

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N. B.—This syllabus includes both English and Classical courses. Let it be studied in connection with tables, Course of Study and Programme. The course is arranged so as to fill four years of three terms each—twelve terms in all. Each study is named below in this order.

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### I. Department of Mental and Moral Science.

#### LOGIC.

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

#### ETHICS AND CRITICISM.

*Ninth Term of the Course.*—Ethics with care concerning the motives of conduct and the formation of habits and character. Criticism so far as to suggest the rules of judgment in literature and arts, and to analyze the works of art in their several branches. Wayland, Peabody and Bascom

#### MENTAL PHILOSOPHY.

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

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### II. Department of Pedagogy.

#### PRACTICAL PEDAGOGICS.

(*Wickersham's School Economy, Payne's School Supervision, Swett's Methods of Teaching.*)

*First Term, (C).*—School sites and grounds; schoolhouses, furniture and

apparatus; grading schools; studies for different grades; school records; school organization; incentives to study; the recitation; preparation for and manner of conducting the recitation.

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

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

Observation; criticism; theses; discussions.

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

Criticism; practice; theses; discussions.

#### THEORETICAL PEDAGOGICS.

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

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

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

#### PRACTICAL TEACHING.

There are required three terms of teaching in the Training School, under the supervision of the teachers in charge of the school.

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

#### ZOOLOGY.

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

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

#### BOTANY.

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

*Third Term.—Advanced Botany.*—The leaf, parts, venation, margin, base, apex, simple, compound; inflorescence, forms, aestivation; floral organs; floral envelopes, situation, kinds of perianths; essential organs; stamens, their parts; pistils, their parts; analysis of plants with methods of preparing herbarium specimens, begun and continued through rest of term, fruit, dehiscent and indehiscent pericarps, kinds of fruits; seed, its coats,

contents; germination; growth of phænogamous plants, study of root and stem; cryptogamous plants, their vegetative organs, reproductive organs, vegetable cells; vegetable tissues; structure of woody tissues and leaves; fertilization of phænogams; of cryptogams; plant action, absorption, circulation, transpiration and respiration.

Physiology and anatomy defined, organic and inorganic bodies; cells, divisions of the human body; bones, structure, classification and joints; muscles, tendons, movements; food, its classification, condition necessary for healthy diet; digestion, the digestive organs and fluids, what each fluid acts upon; the alimentary canal compared with that of other animals; absorption, the lymphatics; respiration, the respiratory organs, ventilation; circulation, the heart and its accessories; composition of the blood, illustrated with the microscope and by dissection; temperature of the body, clothing, etc.; secretion; glands; the nervous system, the brain, cerebro-spinal nerves, the sympathetic system, functions of the brain; the senses, taste, smell, touch, vision, hearing, a study of the organs of each; the voice, vocal organs. Illustrations with the skeleton, charts, models and specimens through the whole course.

NATURAL PHILOSOPHY.—*Avery.*

*Fourth Term.*—Definitions, properties and states of matter; dynamics:—force and motion, composition and resolution of forces, falling bodies, pendulum, energy; simple machines, laws of equilibrium, friction; hydrostatics:—liquid equilibrium, capillarity, buoyancy, specific gravity; hydrokinetics:—discharge of liquids through orifices, flow of rivers, water-wheels; pneumatics—atmospheric pressure, Mariotte's laws, barometer, air force and lifting pumps, siphon; acoustics—reflection and refraction of sound, sound waves, musical instruments; heat—temperature, thermometer, liquefaction, vaporization, distillation, latent and specific heat, diffusion of heat, thermodynamics; optics—velocity, reflection and refraction of light, chromatics optical instruments, polarization; electricity—magnets, induction machines, condensers, voltaic battery, thermo-electricity, electric telegraph, telephone, etc.

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

ELEMENTARY NATURAL PHILOSOPHY.—*Steele.*

*Fifth Term.*—The general outline of the work is similar to that of the advanced class, but less extended in details and thoroughness.



CHEMISTRY B.—*Avery.*

*Tenth Term.*—Chemical nomenclature, laws governing chemical combinations. Atomic weights, molecular weights, specific gravity and valency of each element. Stoichiometry; theory of acids, bases and salts; grouping of elements; their discovery, occurrence, preparation, properties and uses.

CHEMISTRY A.—*Craft.*

*Eleventh Term.*—Description of chemical operations, preparation of reagents, deportment of bodies with reagents, and blow-pipe work according to groups. Analysis of ten simple substances, determining bases only; and ten determining both acids and bases; ten complex substances; specimens of soils and waters, applied chemistry, toxicology, etc.

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

GEOLOGY.—*Andrews.*

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

MINERALOGY.—*Foye.*

*Twelfth Term.*—The work in Geology is supplemented by a short course in determinative mineralogy. Description of minerals, scales of hardness and fusibility; specific gravity, solubility, blow-pipe tests, streak, system of crystallization, luster, fracture, groups, etc.



ASTRONOMY.—*Ray.*

*Twelfth Term.*—Ptolemaic and Copernican systems; Kepler's laws; law of gravitation; system of circles:—horizon, equinoctial, ecliptic; solar system:—sun, planets, satellites, asteroids, meteors, comets, zodiacal light; orbits of the planets; the seasons; parallax; time; refraction; eclipses; tides; study of constellations with night observations; use of the telescope. Original essays by the class.

IV. Department of Mathematics.

PREPARATORY DEPARTMENT.

ARITHMETIC.—*White.*

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

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

*Third Term, Class B.*—Powers and roots; square; cube; number of figures in the square of a number, in the cube of a number; square root; cube root; number of figures in the root of a number; square of a number made up of tens and units; cube of a number made up of tens and units; square root formulæ; cube root formulæ; writing cube root from the formulæ; solution of examples; original examples made by the class; metric system; meaning

of terms used; tables; reducing metric to common measure and common measure to metric; review principles of fundamental rules; review fractions, explaining carefully all principles; thorough review of percentage, with its applications; ratio and proportion.

#### NORMAL.

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

#### HIGHER ALGEBRA.—Ficklin.

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

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

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

#### GEOMETRY.—Wentworth.

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

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

TRIGONOMETRY.—*Wentworth.*

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

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

GENERAL GEOMETRY.—*Olney.*

*Tenth Term.*—Descartes' method of co-ordinates; method of polar co-ordinates; transformation of co-ordinates; investigation of properties of plane loci by means of their equations.

CALCULUS.—*Olney.*

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

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

BOOK-KEEPING.

Text-book, Bryant & Stratton's high school edition.

*Eleventh Term.*—What constitutes a business transaction; accounts; meaning of business terms; principle of journalization; posting; closing ledger; notes; drafts; bill book; discounting. Partnership; commission; exchange; making business papers, deed, will, invoice, account sales, balance sheet; administrator's books.

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V. Department of English Language and Literature.

READING.

Text-book, Appleton's Fifth Reader.

*First Class.*—Elements of speech, with phonic spelling; orthoepy, artic-

ulation, syllabication, accent, emphasis, slur, inflection, pause; management of breath; management of person; classes of ideas; organs of breathing; voice and speech; voice building; three written examinations.

*Second Class.*—Orthoepy reviewed; phonic spelling; elements of expression formally considered; cultivation of voice and manner; methods of teaching, word, phonetic and alphabetic, considered and illustrated by teacher and pupils; methods for variety in recitation considered; three written examinations.

#### ELOCUTION.

*Twelfth Term.*—Text-book, Cumnock, one term; review of the elements of speech with vocal culture; expression considered; agencies of delivery, voice and action; attributes of voice, quality, force, stress, pitch, time, etc.; exercise in breathing with use of spirometer; organs of breathing, voice and speech illustrated by casts; action; cultivation of manner; class drills in gesture, attitude and facial expression; sources of power in delivery; style of orators; methods of instruction; three written examinations.

#### GRAMMAR.

#### PREPARATORY DEPARTMENT WORK.

Text-book, Harvey's English Grammar.

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

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

*Third Term—Class B.*—Rules of syntax; analysis of sentences; correction of false syntax by the rules; peculiar construction; punctuation; prosody.

#### NORMAL DEPARTMENT WORK.

*Third Term—Class A.*—Text-books, any in reputable use.

*First Month.*—Parts of speech; properties; methods of teaching these; points of difference in the authors used; parsing.

*Second Month.*—Sentences; elements; forms and kinds of sentences; rules of syntax; false syntax; peculiar constructions; analyzing.

*Third Month.*—Capitalization; punctuation; discussion of questions concerning the time to begin the study of grammar, the benefits to be derived from it, the plans adapted to the different grades.



*Analysis—Seventh Term.*—Text-book, Greene.

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

ETYMOLOGY.

Swinton's "New Word-Analysis."

Sources of the language; Latin prefixes and suffixes; Latin roots; derivatives therefrom; Greek roots and derivatives; Anglo Saxon elements; miscellaneous; synonyms.

SPELLING, WORD-ANALYSIS AND DEFINITION.

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

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

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

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

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

RHETORIC.

*Seventh Term of the Course.*—Invention, style and discourse, including language, composition, figures of speech, purity, strength, harmony, as in D. H. Hill's Science of Rhetoric. This work is supplemented by essays, themes and discussions.

ENGLISH LITERATURE.

Text-book, Shaw's Revised History of English Literature.

*Eighth Term.*—First half given to American literature; recitation of



text; readings by teacher and pupils. Second half devoted to English literature; recitation of text and readings from Chaucer, Mandeville, Spencer, Shakespeare, Bacon, Johnson, Taylor and others; essays on authors and works, and criticisms in style; three written examinations.

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

## VI. Department of Geography and History.

### GEOGRAPHY.

#### 1. *Geography, A.*

*First Term.*—Time, fifteen weeks.

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

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

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

### PREPARATORY DEPARTMENT WORK.

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

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

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

PHYSICAL GEOGRAPHY.—*Guyot.*

*Eleventh Term.*—Time, twelve weeks.

*Part 1.* Earth's position in the universe. Surface measurement, etc. Evidences of internal heat.

*Part 2.* The lands, arrangement, outline, relief. Islands, position, formation.

*Part 3.* Waters, continental and oceanic. Drainage of continents, Oceans. Oceanic movements.

*Part 4.* Atmosphere, physical and astronomical climate. The winds. Vapor in the atmosphere. Laws of rainfall. Glaciers.

*Part 5.* Life upon the earth. Distribution of plants. Distribution of animals.

HISTORY.—*Barnes.*

*History of U. S.*—Review and Method class. The object of this class is to give students a general review of the U. S. history, and at the same time to furnish opportunity to study and discuss as well as to illustrate plans and methods of teaching this particular branch.

*History of U. S.—Classes C and B.*—Two terms. Spanish discoveries; French discoveries; English discoveries; Virginia and Massachusetts in Colonial times; French and Indian wars; revolution; articles of Confederation ratified; articles of the Constitution submitted to the States, and ratified; Washington's, Adams' and Jefferson's Administrations; war of 1812; Monroe's, J. Q. Adams', Jackson's and Van Buren's Administrations; admission of Texas and War with Mexico; Omnibus Bill; Arctic explorations; Kansas and Nebraska Bill; civil war; period since the civil war.

*Ancient and Modern History.*—Swinton's Compend. Fifteen weeks. Dispersion of races; Phœnicia; Syria; Hebrews; Medo-Persian Empire; African States and Colonies; Greece; Empire of Alexander.

Rome; religion; Punic and civil wars; empire; Northern barbarism; dark ages; middle ages; Crusaders; rise of Italian republics; empire and church; mediæval languages and literature.

French in Italy; reformation; Turks; England; rise of Dutch Republic; thirty years' war; United States; India; French Revolution; second French Empire.

CONSTITUTION OF THE UNITED STATES.

*Ninth Term of the Course.*—The Constitution of the United States, in-

cluding the history of its formation and interpretation, with a careful analysis of its provisions, paragraph by paragraph, and a consideration of the duties of the several officers who act under it. Alden.

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## **VII. Department of Penmanship and Free-Hand Drawing.**

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

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

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## **VIII. Department of Physical Exercises and Vocal Music.**

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

### **VOCAL MUSIC.**

Time, one term.

Attitude; management of breath; rote singing; classification of voices; scales and intervals; musical accents and varieties of measure; melody; harmony; musical notation; staff, bars, measures, clefs, musical fraction, etc.; keys and signatures; articulation; phrasing; musical expression; exercises in writing music; three written examinations.

CALISTHENICS.

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

**IX. Department of Ancient Languages and Literatures.**

*LATIN COURSE.*

SECOND YEAR OF THE PREPARATORY.

LATIN ELEMENTS.

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

LATIN ELEMENTS—Continued.

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

LATIN READER.

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



## NORMAL DEPARTMENT.

## CÆSAR DE BELLO GALLICO.

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

## CÆSAR DE BELLO GALLICO — Continued.

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

## C. SALLUSTII BELLUM CATILINARUM.

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

## P. VIRGILII MARONIS ÆNEIS.

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

## CICERO IN CATILINAM.

*Fifth Term.*—Outline of life and character of Cicero; birth and character of Catiline; the Catilinian conspiracy; the allies; origin and cause of conspiracy; fate of Catiline and leaders; both literal and liberal translations; daily reference to analytical and synthetical constructions of sentences; written examinations. The style of Cicero. Harkness' or Harper's Text.



TACITUS DE GERMANIA.

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

GREEK COURSE.

GREEK RUDIMENTS.

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

GREEK RUDIMENTS—Continued.

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

GREEK RUDIMENTS—Continued.

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

XENOPHON'S ANABASIS.

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

## MEMORABILIA OF SOCRATES.

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

## HOMER'S ILIAD.

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

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## X. Department of Modern Languages.

The formal aim which these languages have in common with the ancient languages, we endeavor to reach through the agency of the material aim, viz.: To learn to read, speak and write these languages. A simple, fluent, but consciously correct expression of thought is what we are aiming at. The student should become able to keep up and to understand a conversation on common everyday subjects; to read a popular book or a newspaper, and to read and write with consciousness a letter or any other simple composition. For this purpose the work is divided into the following four terms:

## GERMAN.

*First Term.*—Introduction; affinity between the Germanic languages in general, and between German and English in particular; rules for reading and writing; practice; orthography; declension of words having a perfect inflection; declension of words having an imperfect inflection; three declensions of adjectives; five declensions of nouns; auxiliary verbs of tenses. Application of acquired principles in conversational exercises as much as possible.

*Second Term.*—Regular verbs; auxiliary verbs of mode; numerals; different kinds of pronouns; government of prepositions; passive voice; subjunctive mode; conditional tense; collocation of words in the German

sentence; rules in regard to different uses of words; conjugation of verbs in whole sentences: affirmative, negative, interrogative, and interrogative and negative at the same time; government of adjectives and verbs; reflective verbs. Application of acquired principles in easy compositions and conversations as much as the principles mastered will permit. Numerous translations only from English into German. Separable compound verbs.

*Third Term.*—Strongly inflected verbs; irregular verbs; verbal compounds; indeclinable parts of speech; reading of Schmid's narrations; colloquial exercises. Analysis of every piece read. The conversation between teacher and pupils is as much as possible in German. Numerous translations from English into German.

*Fourth Term.*—General review. The work of this term is chiefly devoted to the finishing in reading, speaking and writing. Students are expected to converse wholly in German; to make free compositions, such as letters, descriptions, etc.; method of teaching German; introduction into the German classics.

#### FRENCH.

The textbook used is Dr. Otto's Conversation Grammar.

*First Term.*—Pronunciation; reading and lesson 1 to 15.

*Second Term.*—Lesson 15 to 30; numerous translations from English into French; easy conversational exercises.

*Third Term.*—Lesson 30 to 47; irregular verbs; reading.

*Fourth Term.*—General review; irregular verbs continued; conversational exercises, letters; free compositions; French classics.

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### PREPARATORY DEPARTMENT WORK.

When pupils desire to enter the University and are not prepared for the proper Normal work, they are placed in classes doing work of a lower grade. Preparatory classes in reading, arithmetic, grammar, geography and history of the United States are formed every term, and students are continued in them till the branches are mastered. These classes do not all appear in our schedule of studies, but they are placed in the daily programme of recitations. Any one can see from that during what term and at what hour they will recite.

There are also elementary classes in the science studies required for a first-grade certificate; as physiology, natural philosophy, botany and natural

history or zoology. The students who pursue the classical course will begin with the Latin in the second year of the Preparatory, and will always commence in the Fall Term. A class in elementary algebra will be commonly formed each Spring Term for the benefit of those who have been teaching during the winter. A class in this study is organized each Fall Term, and continues two terms.

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## MILITARY.

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In accordance with an Act of Congress the Secretary of War has detailed an officer of the regular army, a graduate of West Point, as professor of military science and tactics, and the War Department has deposited at this institution, for the instruction of its cadets, 200 breech-loading cadet rifles, 100 sabres and two pieces of artillery.

The young men of the University, above fifteen, are organized into a battalion of four companies, known as the "Douglas Corps Cadets." All cadets are required to do duty for three-fourths of an hour each Drill day. The military instruction embraces the schools of the soldier, company and battalion, instruction for skirmishers in infantry, manual of the piece in artillery, together with recitations in Upton's tactics, practice in signaling, and court-martial and lectures on the art of war.

Though not required, it is expected that each cadet student will, soon after his arrival, provide himself with the prescribed uniform, which may be worn on all occasions; the color is cadet gray, and the style the same as for the undress uniform for officers of the army. A complete uniform, including cap, may be procured in Carbondale as low as \$12.00.

Cadet officers are selected from those having uniforms according to seniority in class, military aptitude and general deportment. The drill does not interfere with any studies, and while its effect on the health, physical bearing and habits of the student must be beneficial, the knowledge he acquires of military affairs will qualify him to lead in defense of the rights and duties of an American citizen, should ever an emergency occur.



**Battalion Organization of the Douglas Corps of Cadets, 1883-4.****FALL TERM.**

*Co. A.*—Captain, Fringer, W. R.; 1st Lieutenant, Morgan, C. M.; 2d Lieutenant, Tanquary, W. M.; 1st Sergeant, Toothaker, E. C.; Sergeants, Keown, E. M., Koch, L., Allen, R. M., Bryden, J. R.; Corporals, Ogle, G. W.; Beauman, L., Hayden, D. A., Lacy, R. O.

*Co. B.*—Captain, Root, K. D.; 1st Lieutenant, Jennings, M. D.; 2d Lieutenant, Faulk, W. J.; 1st Sergeant, Hagler, W. L.; Sergeants, Harnsburger, J. B., McClane, E. L., Nash, W. A., Goodall, S. H.; Corporals, Jenkins, E. E., Parks, W., Purdy, C. P., Campbell, H. M.

*Co. C.*—Captain, Miller, J. E.; 1st Lieutenant, Trobaugh, E. P., 2d Lieutenant, Creed, M. W.; 1st Sergeant, Webber, T. E.; Sergeants, Brush, J. C., Keller, K. E., Johnson, L. H., Wilson, N. W.; Corporals, Burroughs, C. R., Meng, W. H., Alexander, C. H., Lightfoot, R. T.; Adjutant, Hileman, P. E.; Sergeant-Major, Dunaway, E. T.

**WINTER TERM.**

*Co. A.*—Captain, Fringer, W. R.; Lieutenant, Tanquary, W. M.; 1st Sergeant, Toothaker, E. C.; Sergeants, Keown, E. M., Allen, R. M., Bryden, J. R.; Corporals, Beauman, L., Hayden, D. A.

*Co. B.*—Captain, vacancy; Lieutenant, Faulk, W. J.; 1st Sergeant, Hagler, W. L.; Sergeants, McClane, E. L., Nash, W. A., Goodall, S. H.; Corporals, Jenkins, E. E., Campbell, H. M.

*Co. C.*—Captain, Miller, J. E.; Lieutenant, Creed, M. W.; Sergeants, Brush, J. C., Keller, K. E., Wilson, N. W.; Corporal, Meng, W. H.

**SPRING TERM.**

*Co. A.*—Captain, Fringer, W. R.; 1st Lieutenant, Faulk, W. J.; 2d Lieutenant, Brush, J. C.; 1st Sergeant, Keller, K. E.; Sergeants, Allen, R. M.; Bryden, J. R. and Campbell, H. M.

*Co. B.*—Captain, Miller, J. E.; 1st Lieutenant, Toothaker, E. C.; 2d Lieutenant, McClane, E. L.; 1st Sergeant, Dunaway, E. T.; Sergeants, Nash, W. A., Hayden, D. A.



## PEDAGOGICAL COURSE.

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### THEORETICAL AND PRACTICAL.

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

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

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

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

FOR THE FIRST COURSE.

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

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

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

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

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

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

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

8. United States history should be known as to settlements, the Revolution, the succession of Presidents, the wars, and an account of some of the more important inventions, which have modified industry and commerce.

9. If to this could be added a fair practice of free hand drawing the preparation would be considered complete. But this last can be learned with us.

#### THE SECOND COURSE.

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

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

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

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

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

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

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

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

#### THE THIRD COURSE

Will add to its requirements for admission ability to translate Cicero and Virgil

with clearness and grace, a knowledge of Latin grammar, and trigonometry, surveying and logarithms.

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

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

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## POST GRADUATE YEAR.

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



## FACILITIES FOR ILLUSTRATION.

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### MUSEUM AND CABINETS.

Again we allow what is below to stand because it so well describes what we have had and what we expect to have again so soon as the General Assembly may meet. Since the fire our friends have sent many specimens and we have already a very creditable museum, and one fit to illustrate nearly all points in Natural History.

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

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

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

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

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

The full name of the donor should not be omitted.

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

### CHEMICAL, PHILOSOPHICAL AND ILLUSTRATIVE APPARATUS.

The University possesses the most complete and expensive set of apparatus in the State south of Chicago, with a single exception, which is annually increased by the appropriation of the General Assembly.

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

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

The Mathematical Department has a Surveyor's Transit and a Compass, which the classes in trigonometry and surveying are required to use constantly.

#### LIBRARY AND WORKS OF REFERENCE.

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

The Library proper occupies spacious rooms, and is well furnished. The Library contains about 7,900 carefully selected volumes, including a professional library for teachers.

### 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.

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

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

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## LITERARY SOCIETIES.

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

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## LOCATION, ETC.

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

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## EXPENSES.

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To those who sign the certificate named above, tuition is gratuitous; but the law of the State requires that there shall be a fee charged for incidentals, at present not exceeding \$3 per term of fifteen weeks, and \$2 per term of ten weeks. Tuition in Normal Department, \$9 and \$6; Preparatory Department, \$6 and \$4, and in the Training Department, \$4 and \$3.

Board can be had in good families in Carbondale, at rates varying from \$2.50 to \$3.50 per week, and by renting rooms and self-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 1884-85.

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Fall Term begins Monday, September 8—ends Friday, December 19, 1884.

Holiday Recess begins December 20, and ends January 3, 1885.

Winter Term begins January 5, 1885, and closes March 20, 1885.

Spring Term begins March 23, 1885, and closes June 11, 1885.

Examinations for the year begin June 8, 1885.

Annual Commencement, June 11, 1885.

