

1886

1886-1887 Thirteenth Annual Catalog of the Southern Illinois Normal University

Southern Illinois State Normal University

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Thirteenth Annual Catalogue

—OF THE—

Southern Illinois
Normal University,

Carbondale, Jackson County,

Illinois.

1886-7.

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FREE PRESS BOOK PRINT.
1887.

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Glick, Albin Z.....	Lakewood.
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Hawkins, Cicero R.....	Carbondale.
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Turner, George T.....	Vandalia.
Wham, Steuben D.....	Raccoon.

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Alexander, Mattie O.....	Cobden.
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Barber, Ella R.....	Tamaroa.
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Burnside, Eliza C.....	Carlyle.
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Carter, Artelia E.....	Ashley.
Crandall, Lettie E.....	Carbondale.
Driesbach, Norman.....	Iuka.
Dunaway, Edgar T.....	Carbondale.
Eddy, J. Henry.....	Lakewood.
Goddard, Pauline.....	Marion.
Huey, Charles J.....	Huey.

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Koch, Lewis.....	Highland.
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Loomis, Walter S.....	"
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Root, King D.....	Walnut Hill.
Russell, Emma A.....	Chester.
Simer, Jason R.....	Salem.
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Stevens, Lawrence.....	Greenville.
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Treat, William F.....	Salem.
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Wham, Frank L.....	Salem.
Wham, Maggie E.....	Foxville.
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Dougherty, William A.....	Mound City.
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Kennedy, Anna.	Murphysboro.
Kimmel, Mary E.	Carbondale.
Kimmel, Ruby I.	"

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Parkinson, Josie.....	"
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Pugh, John H.....	Calhoun.

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Roane, Emma.....	Opdyke.
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Whismant, Quincy O.....	Salem.
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Williamson, Frank R.....	Huey.

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Kays, Lucy E.	"
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Linehan, Jennie.....	Carbondale.
Lipe, Henry.....	Jackson Co.
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Maxwell, William A.....	Wilsonburg.
McGuire, William B.....	Carbondale.
McKinney, Augusta B.....	"
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Moore, Ada.....	Carbondale.
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Moore, Merton C.....	"
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Ogden, Marcus H.....	"
Ogle, Oliver L.....	Birkner.
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O'Neil Barnard.....	Carlyle.
Owen, John W.....	South America.
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Parkhill, Don B.....	Shiloh Hill.
Parkinson, Charles A.....	Raccoon.
Penrod, William M.....	Dongola.

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Perry, John L.....	Grubb.
Peters, Mabel K.....	Carbondale.
Petitt, William S.....	Ramsey.
Phenix, Belle.....	Campbell Hill.
Phenix, Bessie A.....	"
Phillips, John H.....	Cairo.
Pitts, Berry H.....	Raccoon.
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Rebman, Lulu M.....	Vienna.
Reid, Zula R.....	Marion.
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Salter, John C., Jr.....	"
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Sims, Charles W.....	Raymond.
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Smith, Myra B.....	Olmsted.
Smith, Seth T.....	Spring Garden.
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Spires, William R.....	"
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Stone, John E.....	Williamson Co.
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Thompson, William R.....	Pleasant Hill.
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Toler, Frank N.....	"
Toney, Adaline.....	"
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Troy Nellie.....	Cobden.
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Waller, Louvisa.....	Murphysboro.
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Watkins, John G.....	Mitchelville.
Watson, Norris L.....	Raccoon.
Wayman, Nettie.....	Jackson Co,

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Wham, Bella.....	Salem.
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Whiteside, Lillian.....	Belleville.
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Williams, John W.....	Atwater.
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Winchester, John W.....	"
Winchester, Russel.....	"
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Worthen, May.....	Murphysboro.
Young, Sylvan.....	De Soto.
Young, Sherman P.....	Lebanon.
Zimmerman, Lily.....	Altamont.

GRAMMAR DEPARTMENT.

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

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

TRAINING DEPARTMENT.

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

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

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

GENERAL SUMMARY.

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

SUMMARY BY TERMS.

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

HISTORY.

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

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

There have been admitted to the University in all departments 2,952 students, and a record, kept very carefully, shows that about 1,973 of these have taught school since their study with us; and hundreds of letters received by us testify that a large portion of these students have taught excellent schools. Notwithstanding the competition of teachers for places, it is not uncommon for directors to apply to us for teachers whom we have educated, and whom we can recommend, and such teachers find little difficulty in obtaining schools at from five to ten dollars more a month than others.

GENERAL INFORMATION.

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

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

The course of study is planned to give information, to assist in self-control and discipline, and to promote culture and refinement. It is arranged in the order which ages have found most profitable and philosophical; and all experience has shown that the first qualifications of a

teacher are knowledge and personal self-discipline. The study of methods or practice will go for little till the scientific education has been obtained. The earlier studies are elementary, and the later ones calculated for stimulating thought when it is growing to maturity and needs discipline in proper directions. It is most emphatically urged on all students that they make their arrangements to pursue each study in its order, to do thorough work in each, and not to overburden the mind and body too by a larger number of studies than they can carry. Four studies a day should be the extreme limit, and even then one should be a review of a branch already quite familiar.

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

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

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

It is expected, of course, that they include:

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

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

A copy of the following paper is handed to each student who wishes

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

SOUTHERN ILLINOIS NORMAL UNIVERSITY,

CARBONDALE, Ill.....188...

TO ALL PERSONS DESIRING TO ENTER THE UNIVERSITY:

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

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

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

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

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

A FEW WORDS OF SUGGESTION,

TO THOSE WHO DESIGN TO ATTEND OUR SCHOOL.

1. Understand how many of our studies you have mastered thoroughly, and come ready to be examined on them. Do not forget that

one who is to teach should be more thorough than one who is intending to be merely a scholar.

2. Do not take the higher studies till you have passed the lower in our classes or by our examination. Elementary work always pays better in the end than any other. Finish this first ; do not be discouraged because your elementary studies have not been thoroughly done ; you can remedy all such deficiencies. Quite too many want to begin with the higher studies. Take an examination of the lower ones and find exactly how you stand in them, and then advance as rapidly as you please. It has been found by our experience of thirteen years that a large number of students come to the school lacking in the arts of reading, spelling, and writing. Let these be taken as your first studies. We will pass you on, as soon as you have proved you are master of the arts fundamental of all the practice of learning and teaching.

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

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

TO THOSE WHO SEND SCHOLARS TO OUR SCHOOL.

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

COURSE OF STUDY.

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

DEPARTMENTS.

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

ENGLISH AND LATIN COURSE.

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

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

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

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

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

ENGLISH COURSE.

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

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

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

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

TIME TABLE.

FALL TERM.

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

MORNING RECESS.

3	Physics.....	Gram. B*	Hist. B*	Eng. Lit.	Geog. B...	Drawing B*
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LUNCH RECESS.

Military Drill and General Exercises.

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

WINTER TERM.

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

MORNING RECESS.

3	Eng. Anal	Hist. A*	Geog. A...	Drawing A*
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LUNCH RECESS.

Military Drill and General Exercises.

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

SPRING TERM.

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

MORNING RECESS.

3	B'k-k'p'g*	Gram. A...	Physiol.....	Read. B*	Geog. A.*.	Penn'ns'p.
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LUNCH RECESS.

Military Drill and General Exercises.

4	Lectures.....
5	Latin A	Pedagogy A....	Physics*	Hist. A	Drawing A*	Alg. A...	Germ. A
6	Con.U.S.&Ill.	School Law...	Physics*	.....	.....	.....	Geog. B*...	Drawing B*	Arith. A*	.....

The Classes marked * are irregular.

SYLLABUS OF DEPARTMENT WORK.

N.B.—This Syllabus includes three Courses—the Short, the English, and the English and Latin. Let it be studied in connection with the Courses of Study and Time Table. The English and Latin Course is arranged so as to fill four years of three terms each—twelve terms in all. Each study is named below in this order.

I. Department of Psychology, Ethics, and Pedagogy.

GENERAL LECTURES ON PEDAGOGY—OBSERVATIONS AND METHODS.

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

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

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

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

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

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

LECTURE VII.—Books, advantages and disadvantages of.

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

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

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

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

PSYCHOLOGY.

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

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

ETHICS AND CRITICISM.

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

PEDAGOGY.

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

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

Ninth Term.—School law of Illinois; summary of school system of the State; the school funds; rights of parties to the school contract; school supervision; examinations; methods for ungraded schools.—*School Law, and Lectures.*

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

Twelfth Term (A).—Some of the most eminent men in the teachers' profession, and a history of their work, and of the movement of thought

that has made it possible for men to obtain command over themselves and all their powers, and to combine and co-operate with their fellows.
—*Quick's Educational Reformers, and Lectures.*

PRACTICAL TEACHING.

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

II. Department of Physical and Biological Science.

PHYSICS.

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

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

ZOOLOGY.—*Tenney's Elements.*

Fifth Term.—What is an animal? general idea of the animal kingdom; basis of classification; the five branches or sub-kingdoms. Vertebrates, classes; mammals, illustrations and analysis in studying the orders, preserving and caring for specimens; birds, groups or orders, illustrations and analyses, taxidermy; reptiles, illustrations and analyses, preservation of specimens; batrachians, illustrations, etc.; fishes,

characters, illustrations, etc.; articulates, classes, insects as a class, the orders, analysis, methods of preservation and care of specimens, injurious and beneficial; arachnida, illustrations; crustaceans, illustrations; worms, orders; mollusca, classes—cephalopoda, gasteropoda, tunicata, brachiopoda, polyzoa, illustrations; radiates, classes—echinodermata, acalephia, polypi, illustrations; protozoans, classes or divisions.

BOTANY.—*Wood's Class-Book.*

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

PHYSIOLOGY.—*Cutter.*

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

CHEMISTRY.—*Avery.*

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

re-agents, deportment of bodies with re-agents, and blowpipe work according to groups. Analysis of ten simple substances, determining bases only; ten determining both acids and bases; ten complex substances; specimens of soils and waters, applied chemistry, toxicology, etc.

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

ASTRONOMY.—*Ray.*

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

GEOLOGY.—*Andrews.*

Twelfth Term.—Physiographic geology—general character of the earth's features; system in the earth's features; lithological geology—constitution of the rocks, kinds of rocks; condition, structure and arrangement of rock masses, stratified, unstratified, and vein form; position of strata, dislocation, order of arrangement. Review of the animal and vegetable kingdoms. Historical geology—Azoic age or time; Paleozoic time—Lower Silurian, Upper Silurian; age of fishes or Devonian age; age of coal plants or Carboniferous age; Mesozoic time, Reptilian age; Cenozoic time:—Mammalian age; age of man. Dynamic geology:—Life, agency of the atmosphere, agency of water, agency of heat. Illustrations of the subject through the term by cabinet specimens and by the study of the geological formation of Jackson county and vicinity.

MINERALOGY.—*Foye.*

The work in geology is supplemented by a short course in determinative mineralogy. Description of minerals, scales of hardness and fusibility; specific gravity, solubility, blowpipe tests, streak, system of crystallization, luster, fracture, groups, etc.

III. Department of Mathematics.

ARITHMETIC.—*Rickoff*.

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

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

BOOK-KEEPING.—*Williams and Rogers*.

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

ALGEBRA.—*Ficklin*.

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

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

Sixth Term (A).—Proportion; permutation and combination; bi-

nominal theorem; identical equations; series; logarithms; compound interest and annuities.

GEOMETRY.—*Loomis.*

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

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

IV. Department of English Language and Literature.

READING.—*Appleton's Fifth Reader.*

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

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

GRAMMAR.—*Any good text-book.*

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

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

RHETORIC.—*D. H. Hill.*

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

ENGLISH ANALYSIS.—*Greene.*

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

ENGLISH LITERATURE.—*Kellogg.*

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

ELOCUTION.—*Griffith.*

Eleventh Term.—Review of the elements of speech, with vocal culture; expression considered; agencies of delivery, voice and action; attributes of voice—quality, force, stress, pitch, time, etc.; exercise in breathing, with use of spirometer; organs of breathing, voice, and speech illustrated by casts; action; cultivation of manner; class drills in gesture, attitude, and facial expression; sources of power in delivery; style of orators; methods of instruction.

SPELLING, WORD ANALYSIS, AND DEFINITION.

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

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

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

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

Class A.—Review of rules for spelling and capitalizing; rules for

punctuation; primitives, derivatives, compounds; with list of words for illustration and analysis; dictionary exercises; making composition.

V. Department of Geography and History.

GEOGRAPHY.—*Barnes.*

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

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

PHYSICAL GEOGRAPHY.—*Guyot.*

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

HISTORY.

Second and Third Terms.—*History of U. S. (B and A).*—Spanish discoveries; French discoveries; English discoveries; Virginia and Massachusetts in Colonial times; French and Indian wars; revolution; articles of Confederation ratified; articles of the Constitution submitted to the States, and ratified; Washington's, Adams's and Jefferson's Administrations; war of 1812; Monroe's, J. Q. Adams's, Jackson's and Van Buren's Administrations; admission of Texas and war with Mexico; Omnibus Bill; Arctic explorations; Kansas and Nebraska Bill; civil war; period since the civil war. Why study history; methods of beginning, and successive steps; oral and text-book work for young pupils; methods

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

Ancient and Modern History.---Dispersion of races; Phœnicia; Syria; Hebrews; Medo-Persian Empire; African States and Colonies; Greece; Empire of Alexander; Rome; religion; Punic and civil wars; Empire; Northern Barbarism; Dark Ages; Middle Ages; Crusaders; rise of Italian Republics; empire and church; mediæval languages and literature; French in Italy; reformation; Turks; England; rise of Dutch Republic; Thirty Years' War; United States; India; French Revolution; Second French Empire.---*Swinton*.

VI. Department of Penmanship and Free-Hand Drawing.

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

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

VII. Department of Physical Exercises and Vocal Music.

VOCAL MUSIC.

Time, one term.

Attitude, management of breath, rote singing, classification of voices, scales and intervals, musical accents and varieties of measure, melody, harmony, musical notation, staff, bars, measures, clefs, musical fraction, etc., keys and signatures, articulation, phrasing, musical expression, exercises in writing music. Vocal music is practiced and taught so as to give the student a good knowledge of the art

and practice of singing, so that he can conduct the music of a school and inspire the scholar to cultivate and love this refining and ennobling duty of the sweet voice.

CALISTHENICS.

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

VIII. Department of Latin and Greek.

LATIN COURSE.

LATIN ELEMENTS.

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

LATIN ELEMENTS—Continued.

Second Term (H).—Conjugation of Latin verbs; voices; modes—finite and infinite; tenses, characteristics of conjugations; reviews—oral and written; fundamental rules; daily translations from Latin into English and from English into Latin; parsing and analyzing, giving rules for construction.—*Harkness*.

LATIN READER.

Third Term (G).—Review of all verbs; syntax of sentences; parsing; etymology of words; daily translation of fables and anecdotes; early Roman history; Italian and Roman kings; Rome founded; war of the

Sabines; Roman struggles and conquests; consuls; Punic wars; Roman triumphs; civil dissensions. Daily use of grammar with reader.—*Harkness' Grammar and Reader.*

CÆSAR DE BELLO GALLICO.

Fourth Term (F).—Life and character of Cæsar; general description of Gaul; war with the Helvetii; conspiracy and fate of Orgetorix; Cæsar's speech to the Helvetian legate; war with Ariovistus, the leader of the Germans. Constant use of grammar and parsing.—*Harkness' and Harpers' Text.*

CÆSAR DE BELLO GALLICO—Continued.

Fifth Term (E).—War with the Germans, accounts of early nations; German mode of warfare; final result; war with the Belgæ; bridge over the Rhine and crossing into Germany; review of the grammar with regard to the rules for construction. The style of Cæsar.—*Harkness' and Harpers' Text.*

C. SALLUSTII BELLUM CATILINARUM.

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

P. VIRGILII MARONIS ÆNEIS.

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

CICERO IN CATILINAM.

Eighth Term (B).—Outline of life and character of Cicero; birth and character of Catiline; the Catilinian conspiracy; the allies; origin and cause of conspiracy; fate of Catiline and leaders; both literal and liberal translations; daily reference to analytical and synthetical constructions of sentences; the style of Cicero.—*Allen and Greenough, or Bullion.*

TICITUS DE GERMANIA.

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

GREEK COURSE.

GREEK RUDIMENTS.

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

GREEK RUDIMENTS—Continued.

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

GREEK RUDIMENTS—Continued.

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

XENOPHON'S ANABASIS.

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

MEMORABILIA OF SOCRATES.

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

thefts upon the rusticity of conduct; remedy for the loss of appetite; dissertation upon the manner of eating and mode of life, etc.; reference daily to the analysis and synthesis of sentences, in accordance with the rules of grammar; written examinations.—*Robbins*.

HOMER'S ILIAD.

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

IX. Department of Modern Languages.

GERMAN.

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

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

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

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

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

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

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

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

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

FRENCH.

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

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

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

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

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

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

PREPARATORY DEPARTMENT.

GRAMMAR GRADE.

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

There are also elementary classes in the science studies required for a first-grade certificate, as physiology, natural philosophy, botany and natural history or zoology.. A class in elementary algebra will be commonly formed each Spring term for the benefit of those who have been teaching in the winter.

TRAINING DEPARTMENT.

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

SENSE TRAINING.

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

READING.

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

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

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

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

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

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

NUMBERS.

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

LANGUAGE.

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

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

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

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

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

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

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

WRITING.

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

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

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

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

Fifth Year.—Work of previous year continued.

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

DRAWING.

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

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

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

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

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

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

MUSIC.

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

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

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

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

GEOGRAPHY.

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

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

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

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

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

NATURAL SCIENCE.

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

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

MILITARY.

Douglas Corps of Cadets.

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

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

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

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

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

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

Formation of Battalion During School Year 1886-7.

FALL TERM.

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

Privates—Aird, J. B.

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

Total..... 112

Privates—Jackson, H. M.

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

SPRING TERM.

Captains—Dunaway, E. T. (Adj.)

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

1st Lieuts—Barton, J. L.

1st Lieuts—North, S. E.

Guthrie, D. M.

2d Lieuts—Jay, N. A.

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

Thomas, W. E.

Sergt Maj—Hodge, E. J.
1st Sergts—Toler, C. G.
Galbraith, J. T.
Dougherty, W. A.
Stock, C. E.

Sergeants—Anderson, G. S.
Brown, R.
Ogle, O. L.
Warren, D. W.
Salter, J. C.
Packard, E. S.
Street, W. H.
Ayre, P. S.
Bryden, W. O.
Hess, U. S. G.
Goodnow, P. P.

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

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

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

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

Members of University Band.

SPRING TERM.

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

— 1st time ?

PEDAGOGICAL COURSE,

THEORETICAL AND PRACTICAL.

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

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

We have already something of this in our Senior and Post Graduate years. We now propose to consolidate and enlarge it, and thus give to the one who desires the most thorough preparation possible for the teacher's calling, both in the elementary and higher studies, in fine,

opportunity to go over the whole range of Pedagogical Science. Our Library has been selected for that purpose, and already embraces a greater number of books on Pedagogical Science and Practice than any other in the West. It is for general use, and teachers in this section can avail themselves of its advantages with comparatively little cost.

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

FOR THE FIRST COURSE.

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

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

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

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

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

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

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

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

9. If to this could be added a fair practice of free-hand drawing

the preparation would be considered complete. But this last can be learned with us.

THE SECOND COURSE.

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

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

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

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

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

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

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

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

THE THIRD COURSE

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

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

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

POST GRADUATE YEAR.

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

FACILITIES FOR ILLUSTRATION.

MUSEUM AND CABINETS.

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

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

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

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

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

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

The full name of the donor should not be omitted.

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

CHEMICAL, PHILOSOPHICAL, AND ILLUSTRATIVE APPARATUS.

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

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

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

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

LIBRARY AND WORKS OF REFERENCE.

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

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

CONDITIONS OF ADMISSION.

To be entitled to admission to the Normal Department, ladies must be sixteen years of age and gentlemen eighteen. They must be of good moral character, and a certificate to that effect will be required. This may be from the County Judge, or Superintendent, or any known clergyman. To enjoy the privilege of free tuition they must sign a certificate promising to teach in the schools of Illinois three years, or at least as long as they have received gratuitous instruction. They are to pass an examination either before the County Superintendent or examiners, or before the faculty of the University, such as would entitle them to a second grade certificate, and they must agree to obey all reasonable requirements as to order, promptness, cleanliness and good behavior.

SUGGESTIONS

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

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

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

LITERARY SOCIETIES.

The students have organized two literary societies for the purpose of mutual improvement. They are the ZETETIC SOCIETY and the SOCRATIC SOCIETY. They meet every Friday evening. These afford one of the best means of culture, discipline, and instruction in the practical conduct of business. They have commenced the foundations of libraries, and deserve the countenance and patronage of all students and their friends. They have elegant rooms admirably fitted and furnished. They represent the energy of the students and show their devotion to the practical preparation for all the public duties of life.

LOCATION, ETC.

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

TO STRANGER STUDENTS.

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

EXPENSES.

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

Board can be had in good families in Carbondale, at rates varying from \$2.50 to \$3.50 per week, and by renting rooms and self-boardings, or by organizing clubs, the cost may be reduced to \$1.50 per week. Books are sold by the book stores at reasonable rates.

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

CALENDAR FOR 1887-1888.

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

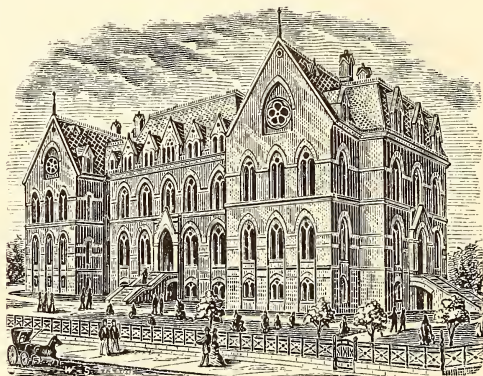
Holiday Recess begins December 23 and ends January 1, 1888.

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

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

Examinations for the year begin June 11, 1888.

Annual Commencement, June 14, 1888.



(Destroyed by fire November 26, 1883.)

ALUMNI.

1876.

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

1877.

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

1878.

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

* Deceased. † Paid Tuition.

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

- 1879.

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

1880.

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

1881.

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

1882.

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

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

1883.

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

1884.

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

1885.

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

1886.

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

