

1888

1888-1889 Fifteenth Annual Catalog of the Southern Illinois Normal University

Southern Illinois State Normal University

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Fifteenth Annual Catalogue

—OF THE—

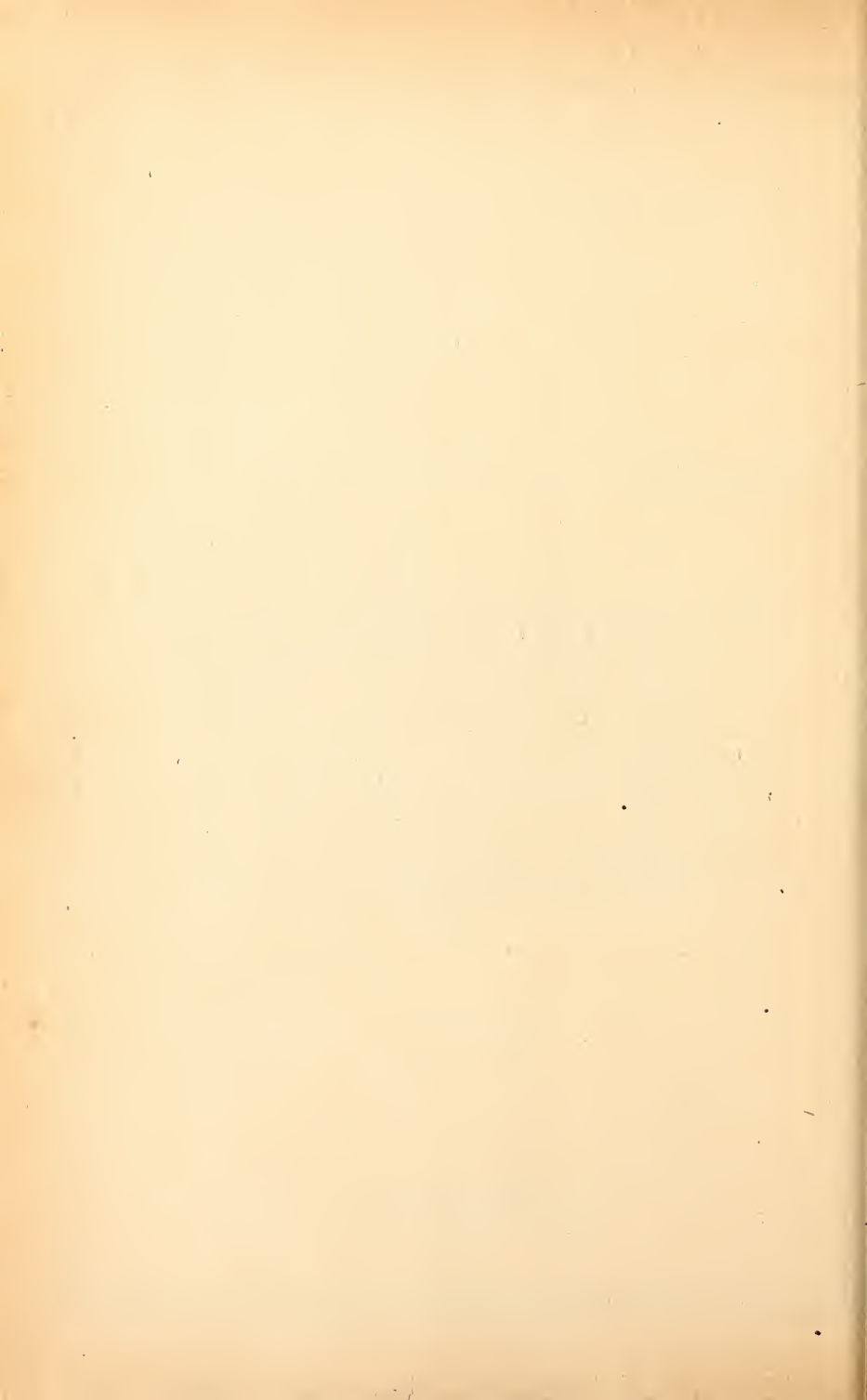
Southern Illinois
Normal University,

Carbondale, Jackson County,

Illinois.

1888-89.

CARBONDALE, ILL. :
FREE PRESS STEAM PRINT.
1889.



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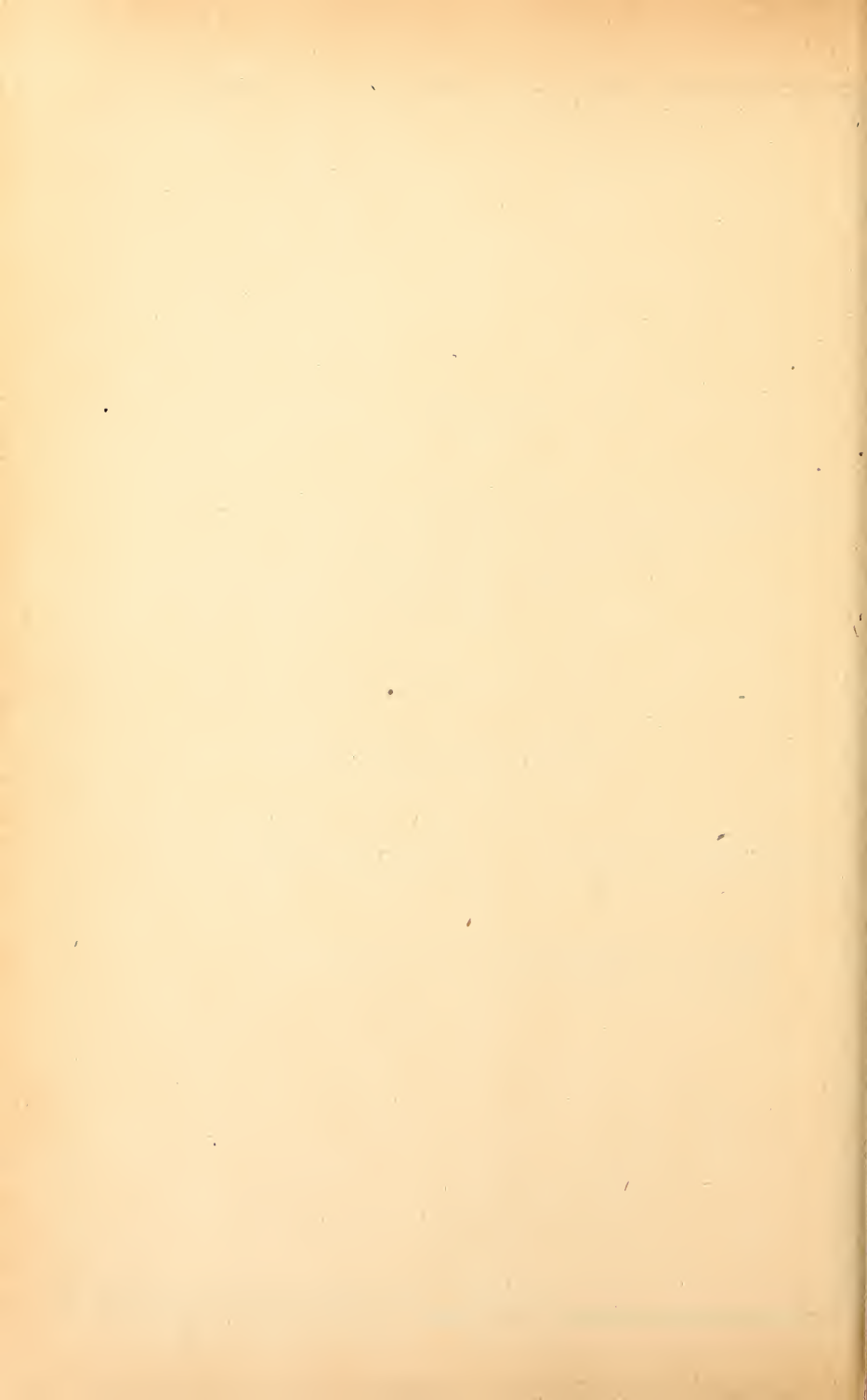
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KIMMEL, RUBY I.,	WILLIAMS, ROSA.

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Parks, Lizzie.....	Du Quoin.
Wallis, William, Jr.....	Carbondale.

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Adams, Roy Ned.....	Ullin.
Agnew, Eunice.....	Samoth.
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Allison, James Elva.....	Waggoner.

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Bartleson, Nannie Laura.....	"
Batka, John Henry.....	Belle Rive.
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Batson, Henry Houston.....	Jackson Co.
Batson, William Albert.....	Makanda.
Bellamy, Addie.....	Carbondale.
Beman, George Woods.....	"
Blackman, Luella Phœbe.....	Richview.
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Bliss, Anson Lee.....	Opdyke.
Boyd, James Walter.....	Cottonwood.
Breeden, John Hamilton.....	Murphysboro.
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Brown, Grace Elizabeth.....	Carbondale.
Brown, Robert.....	"

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Bundy, Joseph Boen.....	West End.
Burge, Lloyd Everett.....	Centralia.
Burket, Grace Lula.....	Carbondale.
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Campbell, Harry Beman.....	Carbondale.
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Clifford, Edna Beatrice.....	“
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Curtis, Frederick George.....	Albion.
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Davis, Ralph Lorenzo.....	Anna.
Davis, Ruth Elnora.....	De Soto.
Davis, William Albert.....	El Dorado.
Deason, Richard Oscar.....	Carbondale.
Dewey, Clyde Russell.....	Elizabethtown.

*Deceased.

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Dollins, Henry William.....	Jackson Co.
Driesbach, Norman Andrew.....	Iuka.
Driskill, Leola.....	Beaucoup.
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Eisenbart, Henry.....	Red Bud.
Elkins, William Andrew.....	Buncombe.
Ellis, Jacob Taylor.....	Mt. Vernon.
Emmerson, John Woods.....	Albion.
Etherton, Guy Everett.....	Jackson Co.
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Felts, Cora Adelaide.....	Carbondale.
Felts, Rosa Amarilis.....	Lake Creek.
Felts, William Troy.....	"
Ferrell, Minnie.....	Carterville.
Ferrell, Nora.....	"
Fike, Granville Elijah.....	Centralia.
Finn, Samuel Norman.....	Foxville.
Fly, William Calvin.....	Wolf Creek.
Foster, Lloyd.....	Ashley.
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Freeman, James Alexander.....	Opdyke.
Freeman, Wynn Dixon.....	"
Friederich, Lewis John.....	New Memphis.
Friedline, Nellie Adell.....	DeSoto.
Gabelman, Sophia.....	Okawville.
Gage, Frances Dana.....	Effingham.
Gage, Lizzie Cornelia.....	Carbondale.
Galbraith, Charles Marion.....	"
Galbraith, John Tyman.....	"

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Goodnow, Pressley Pratt.....	Salem.
Hackney, Kate Grace.....	Atwater.
Hamill, Charles Monroe.....	Freeburg.
Hamill, Commodore Perry.....	"
Hanson, Julia.....	Murphysboro.
Harris, Harvey.....	New Grand Chain.
Helbig, Guido.....	Okawville.
Helms, Herman Lafayette.....	Belleville.
Hendrickson, Jennie Rosalie.....	Chester.
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Hinchcliff, William Henry.....	"
Hinchcliff, William Walter.....	Carbondale.
Hill, Carrie Margaret.....	Foxville.
Hill, John Perry.....	"
Hill, Mamie Elizabeth.....	Centralia.
Hobbs, Lorenzo Dow.....	Ozark.
Hodge, George Edward*.....	Mt. Vernon.
Hodson, David.....	Raymond.
Holden, Emma Laura.....	Carbondale.
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Holden, William Morton.....	"
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Hord, Ruth.....	"
Hord, Thomas Fernando.....	Carbondale.
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Hughes, Edward Chase.....	Jackson Co.
Huff, Joshua Pennington.....	Salem.

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Hull, Bertha.....	Carbondale.
Hundley, Mary.....	Calhoun.
Hunsaker, Minnie May.....	Cobden.
Hunter, Estella Roxana.....	Carbondale.
Hunter, Lloyd Stanley.....	"
Jackson, John Bain.....	Vienna.
Jenkins, Hattie Elizabeth.....	Elkville.
Jones, Ida May.....	West End.
Keesee, Walter Harland.....	Carbondale.
Kell, Anna Violet.....	Salem.
Kell, Lincoln Samuel.....	"
Kell, Omer Adrian.....	"
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Killion, Thomas Alexander.....	El Dorado.
Kimmel, Emma Lee.....	Carbondale.
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Kimmel, Ruby Ida.....	"
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Kincheloe, Henry Lewis.....	Rileyville.
Kincheloe, John Sherman.....	"
Kirk, Elizabeth Jane.....	Farmersville.
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Kniseley, Martin Samuel.....	"
Landenberg, Lillian Viola.....	Edgewood.
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Lawrence, John Hamilton.....	Carbondale.
Lawrence, Lizzie Hattie.....	Ullin.
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Longbons, Edward.....	Albion.
Loomis, Rufus King.....	Makanda.
Malcom, Luvenia.....	Salem.
Martin, George Ellsworth.....	Osage.
Mason, Henry McDaniel.....	Cave-in-Rock.
Mason, William Henry.....	“
McCracken, Ollie.....	Ashley.
McKelvey, William Allen.....	Coulterville.
McKinney, Daisy.....	Carbondale.
McMackin, Frederick Gray.....	Salem.
McMurray, Mattie.....	“
McReynolds, Charles Vernon.....	Normal.
Meneely, John Henry.....	Alma.
Mercer, Hugh Victor.....	Raccoon.
Mercer, Rufus Seth.....	“
Merrick, Charles Henry.....	Okawville.
Mesler, Mary Belle.....	Cobden.
Meyer, Adolph.....	Highland.
Meyer, Fritz William.....	Metropolis.
Miller, Mary Elizabeth.....	Carbondale.
Montgomery, Martha Wilson.....	Villa Ridge.
Moore, Henry Jackson.....	Karber's Ridge.
Morrison, Charles Hugh.....	Odin.
Morton, John Kell.....	Raccoon.
Mount, John Logan.....	Simpson.
North, Alice Mary.....	Carbondale.
Papenberg, William.....	Red Bud.
Parkinson, Franklin Alva.....	Dix.
Patten, Arthur Eustace.....	Carbondale.
Patterson, John E.....	Grand Tower.
Peay, Lulu.....	San Antonio, Tex.
Peebles, Augusta Ernst.....	Cobden.

NAME.	RESIDENCE.
Peebles, Lizzie Smith.....	Cobden.
Peebles, Robert Randolph.....	“
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Procter, Lucy Abbie.....	Carbondale.
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Purdy, Arthur Gilman.....	Carbondale.
Purdy, George Eli.....	Vergennes.
Purdy, Wallace Charles.....	“
Pyatt, George Washington.....	Pyatt.
Pyatt, Mary Cyrene.....	“
Pyatt, Robert Izri.....	“
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Ragsdall, Samuel Crawford.....	Moscow.
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Randolph, Mary Ann.....	Cartersville.
Rapp, John.....	Red Bud.
Renfro, Robert Eagle.....	Elizabethtown.
Riseling, Charles Everett.....	Murphysboro.
Ritter, John.....	Calhoun.
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Roane, Emma.....	“
Roberson, Mary Loretta.....	Pulaski.
Roberts, George Sutton.....	Corinth.
Robinson, Cora Agnes.....	Carbondale.
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Searing, Maggie	"
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Skehan, Kate.....	"
Skehan, Mary Agnes.....	"
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Steele, Robert Erben.....	Percy.
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Stewart, Rhody.....	"
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Towne, Leta Adaline.....	Cobden.
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Tyner, Robert Ellsworth.....	Williamson Co.
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Wham, Dora Abigail.....	“
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Worthen, May.....	Murphysboro.
Young, William Albin.....	Butler.
Youngblood, Louie]Roots.....	Carbondale.
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Total, 337.	

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Anderson, Samuel McNeil.....	Carbondale.
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Baird, Ida Emma.....	Pyatt.
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Ball, William David.....	"
Barr, Bertha Alice.....	Carbondale.
Barter, William Easterbrook.....	Attila.
Barton, Flora Louise.....	Carbondale.
Beaver, Mary Annice.....	Carterville.
Beecher, Alexander Mead.....	Makanda.
Beecher, Hattie Smith.....	"
Beecher, Josie Myra.....	"
Beecher, Lydia Alice.....	"
Bennett, Anna Neal.....	Jackson Co.
Bennett, Jacob Homer.....	"
Blanchard, Maude.....	Tamaroa.
Blackwell, Mary Ann.....	Vienna.
Bostick, Clorie.....	Carbondale.
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Borger, John Breese.....	Carbondale.
Bourchier, Laura Edith.....	Jackson Co.
Bourchier, Thomas.....	"
Brantley, John Holden.....	"

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Bridges, Daniel Young.....	“
Bridges, Ella Lucretia.....	“
Bristow, Samuel Arthur.....	Grand Chain.
Brooks, William Larkin.....	Jackson Co.
Brown, Alonzo Valentine.....	Moscow.
Brown, Charles Edward.....	Crossville.
Brown, Henry Wiswell.....	Jacksonville.
Brown, John Marshall.....	Moscow.
Brown, Wilbur Edward.....	Carbondale.
Brush, George Mortimer.....	“
Brush, Silas Grattan.....	“
Bryden, Eva Hamilton.....	“
Burke, James Frank.....	Jackson Co.
Butcher, William Riley.....	“
Calhoun, Lubeth.....	Buncombe.
Campbell, John Gaines.....	Carbondale.
Carden, James David.....	Anna.
Carter, Minnie Dell.....	Cartersville.
Cavanah, Alonzo.....	Ivy.
Chapman, Harry Clinton.....	Carbondale.
Churcher, Azariah.....	“
Clark, Mary Cordelia.....	Williamson Co.
Cochran, John Horace.....	Carbondale.
Cochran, Lulu May.....	“
Cochran, Maud Ollie.....	“
Corn, Linzey.....	Akin.
Cowan, Walter Lee.....	Cartersville.
Crawshaw, Henry Alonzo.....	Union Co.
Crawshaw, Joseph Russell.....	Jackson Co.
Crabtree, Elmer Jackson.....	Walnut Hill.
Crandall, Etta.....	Jacksonville.
Crowell, Samuel.....	Jackson Co.
Crowther, Ann.....	Williamson Co.

NAME.	RESIDENCE.
Crowther, Sarah.....	Williamson Co.
Custer, William Melvin.....	Frankfort.
Davis, Carrie.....	Carbondale.
Davis, John Albert.....	"
Dawson, Harry Monroe.....	"
Deming, Florence Epineta.....	Makanda.
Deming, Laura Wilmer.....	"
Dewey, James McFarlin.....	Elizabethtown.
Dillinger, Charles Edward.....	Jackson Co.
Dixon, Louella Carrie.....	Carbondale.
Dorris, Leroy.....	Lake Creek.
Dueker, Hudson William.....	Ruma.
Easterly, Elbert Hanson.....	Jackson Co.
Eaton, Maggie.....	Makanda.
Eccles, John Monroe.....	Metropolis.
Eckert, Edward William.....	Venedy.
Eckert, George Charles.....	"
Etherton, Herman.....	Jackson Co.
Evertson, Emma.....	Elizabethtown.
Farley, Laura.....	Carbondale.
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Floyd, Alfred Theodore.....	Jackson Co.
Floyd, Sarah Lucretia.....	"
Foster, Andrew.....	Ashley.
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Fryar, Morris.....	"
Gaston, Jessie Alice.....	Foxville.
Gendron, Perry Jacob.....	Kaskaskia.
Gilbert, Nannie May.....	Carbondale.
Goe, Emma Freece.....	"
Goodall, James Rankin*.....	Marion.
Grammer, Arthur.....	Jackson Co.
Grammer, Carrie.....	Carbondale.

*Deceased.

NAME.	RESIDENCE.
Grammer, Cora.....	Carbondale.
Grammer, Theodore Hezekiah.....	Jackson Co.
Gumbach, John.....	Hecker.
Hagler, Amer.....	Jackson Co.
Hagler, Andrew.....	“
Hagler, George Lewis.....	“
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Hall, Sudie.....	Metropolis.
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Hamilton, Julia.....	Jackson Co.
Hastings, William Jackson.....	Makanda.
Hayden, William Taylor.....	Mound City.
Heiple, Nora Edna.....	De Soto.
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Hinchcliff, Esther May.....	Cartersville.
Hinchcliff, Eugene.....	Jackson Co.
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Hord, Robert Guy.....	“
Hubbard, Samuel Alexander.....	Goreville.
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Ingram, Joseph Alexander.....	Carbondale.
Ingram, Mary Virgin.....	Olmstead.
Isom, Lillie.....	Villa Ridge.
Isom, William Clayborne.....	Degognia.
Jackson, John Sherman.....	Gallatia.
Jenkins, Frank.....	Jackson Co.
Jerome, Carolena Olivia.....	Carbondale.
Johnson, James Richard.....	Corinth.
Jones, Edward Moses.....	Centralia.
Jones, Richard Archie.....	Carbondale.
Karmes, Robert Ernest.....	Gallatia.
Kell, Albert Baker.....	Salem.

NAME.	RESIDENCE.
Kelly, Addie.....	Carbondale.
Kerby, Mark.....	Morehouse, Mo.
Kerby, Pet.....	"
Klein, Henry John.....	Grubb.
Keown, John Van Winkle.....	Jackson County.
Knowles, Mary Ann.....	Carbondale.
Lackey, Clara.....	Pulaski.
Lackey, Oliver Francis.....	"
Lamer, Kate Ray.....	Lindsborg, Kan.
Laney, Webster.....	Jackson County.
Ledbetter, James Whittier.....	Carterville.
Ledbetter, William Robert.....	"
Lee, Thomas Benjamin.....	Smithland, Ky.
Lilley, Minnie.....	Oakville.
Lipe, Henry.....	Jackson Co.
Little, Alvin Hawkins.....	Makanda.
Littleton, Cora Ella.....	Cobden.
Lockwood, Andy.....	Braden.
Manier, Lizzie.....	Gallatia.
Maxey, Kate Louis.....	Lake Creek.
McCracken, Minor.....	Ashley.
McGhee, John William.....	Rural Hill.
McGuire, Arthur Hill.....	Carbondale.
McGuire, Sylva Louisa.....	"
McKean, Albert George.....	"
McKinney, Ella Jane.....	Jackson Co.
McNamee, William Anthony.....	Pulaski.
Mead, Guy Frederick.....	Carbondale.
Mertz, Dora Louisa.....	"
Meyers, Charles.....	Jackson Co.
Miller, Josie Clements.....	Carbondale.
Milligan, Samuel Arthur.....	Pinckneyville.
Montroy, Sylvester.....	Shiloh Hill.
Morris, Elvira Catharine.....	Gallatia.

NAME.	RESIDENCE.
Morrow, Alonzo.....	Grand Tower.
Muse, Emma Calla.....	Carbondale.
Nash, Clara Louise.....	"
Nelson, John James.....	Degonia.
Nelson, Nelia Frances.....	Bainbridge.
Nordmann, George Robert.....	Cairo.
North, George Harvey.....	Williamson Co.
North, John Maxwell.....	Sato.
North, Percy Elliott.....	Carbondale.
Owens, Florence.....	Mound City.
Ozburn, William Wirz.....	Murphysboro.
Parrish, Jessie Ann.....	Carbondale.
Patten, Edward Stuart.....	"
Patterson, Eliza Jane.....	Grand Tower.
Peterson, Eliza.....	Carterville.
Phifer, Elbert.....	Jackson Co.
Phifer, Levi.....	"
Piper, William Edward.....	De Soto.
Porter, Arthur Benjamin.....	Carbondale.
Porter, Walter Augustus.....	"
Price, Clifford Spencer.....	Coalburg, Ala.
Price, David August.....	Carbondale.
Price, Hattie Talitha.....	Coalburg, Ala.
Prickett, Guy Cavett.....	Fulton, Ky.
Ragains, Kittie Maria.....	Vienna.
Rapp, Charles Robert.....	Carbondale.
Ray, Charles Alfred.....	"
Reed, Olive May.....	Jackson Co.
Reiman, William Andrew.....	Murphysboro.
Renfro, Melissa.....	Olmstead.
Rhea, Nellie Georgina.....	Cairo.
Ridgway, Lizzie.....	Makanda.
Robinson, Ida.....	Murphysboro.
Robinson, Lou Ella.....	Metropolis.

NAME.	RESIDENCE.
Rose, Arista Ann.....	Vienna.
Rowan, Claudia Estella.....	Carbondale.
Rowlett, Addie Belle.....	Sparta.
Rucker, Josie.....	Mound City.
Russell, David Abner.....	Carrier Mills.
Russell, Lycurgus McPherson.....	Carterville.
Russell, Viola Ann.....	Carbondale.
Sayles, Lulu Waldo.....	Makanda.
Searing, Martha Mabel.....	Carbondale.
Short, Richard Childs.....	Neoga.
Smith, Edgar Ralph.....	Carbondale.
Snider, Dollie.....	"
Snider, Emmett Lawrence.....	Salem.
Snider, Ephraim.....	Carbondale.
Snider, John Edward.....	"
Sowell, Myrta Irvine.....	"
Spires, William Robert.....	Jackson Co.
Stock, Charles Edward.....	Carbondale.
Stoffel, William.....	Campbell Hill.
Stone, Birdie Sarah.....	Williamson Co.
Stone, Harry Edward.....	Carbondale.
Stout, Louis Anderson.....	Cobden.
Swaar, Sarah Minerva.....	Murphysboro.
Tanner, James Monroe.....	Benton.
Taylor, Oscar Theodore.....	Carbondale.
Teeter, George Howard.....	"
Teeter, Jennie Banks.....	"
Tharp, Lewis Wendall.....	Pulaski.
Thomas, William Walter.....	Makanda.
Thresher, John Roy.....	Carbondale.
Toney, Adaline Columbia.....	"
Vick, Calla.....	Carterville.
Waldbiesser, Daniel.....	Jackson Co.
Waldbiesser, Maggie Ann.....	"

NAME.	RESIDENCE.
Waldbeisser, Rosa.....	Jackson Co.
Waldbeisser, Sophia.....	"
Walker, Alice Catharine.....	Cobden.
Walker, Benjamin Franklin.....	De Soto.
Walker, Fred Elbert.....	Mt. Vernon.
Walker, Harry Alfred.....	Richview.
Wallace, Mabel Jennette.....	Pinckneyville.
Waller, Gilbert.....	Jackson Co.
Wayman, Nettie.....	"
Weaver, John Edward.....	"
Weller, Robert McClellan.....	Carbondale.
Wells, Tola Beuna.....	Reyno, Ark.
Whiffen, Ida Della.....	Macedonia.
White, Helen.....	Du Quoin.
Williams, Eliza.....	Walpole.
Williamson, Lucella.....	Carbondale.
Winchester, Russell.....	Jackson Co.
Wiseman, Isaac.....	"
Woodsley, Alonzo Phillip.....	Carbondale.
Worthen, Carrie.....	Murphysboro.
Youngblood, Laura Allen.....	Carbondale.
Zetzsche, William Lane.....	Okawville.
Total, 257.	

INTERMEDIATE AND PRIMARY SCHOOLS.

Ackerman, Francis Newell.....	Warrenton, Mo.
Alexander, Kittie Annie.....	Carbondale.
Allen, Charles Snider.....	Jackson Co.
Applegath, Frederick Irving.....	Carbondale.
Archambault, Alfred.....	"
Ashley, Charles Horner.....	"
Ashley, Edgar Chapman.....	"
Barton, Dick.....	"

NAME.	RESIDEMCE.
Barton, Josie Meagher.....	Carbondale.
Beman, Ellen.....	"
Beman, Newton Davis.....	"
Bennett, Lavinia True.....	Jackson Co.
Bridges, Abbie Lucretia.....	Carbondale.
Bridges, Albert Franklin.....	"
Bridges, Charles Gauss.....	"
Bridges, Rolland Eugene.....	"
Bridges, Ruth Brush.....	"
Brush, George Leon.....	"
Campbell, Alice.....	"
Campbell, Lansing.....	"
Clements, Louis Cyrus.....	"
Clements, Robert Stanford.....	"
Cochran, Leander Breese.....	"
Davis, Bertha Washington.....	"
Davis, Grace Hindman.....	"
Davis, Jennie May.....	"
Elder, Mary Elizabeth.....	"
Grant, Augustus Blake.....	"
Grant, Ernest Ross.....	"
Harker, George Miflin.....	"
Harker, Oliver Albert.....	"
Hayes, Annie.....	"
Hayes, Flora Belle.....	"
Hayes, Sophronia Susan.....	"
Hobbs, Matilda Jane.....	Elizabethtown.
Hoge, Milo Orville.....	Panora, Iowa.
Johnson, Bessie Agnes.....	Carbondale.
Keesee, Leota Ethel.....	"
Lawrence, Angie Edna.....	"
Lawrence, Carroll Gray.....	"
Leary, John Erbie.....	"
Lightfoot, Ann Evaline.....	"

NAME.	RESIDENCE.
Lightfoot, Harry Owen.....	Carbondale.
Luby, Mary	“
Magness, Roxy.....	“
McAnally, Jesse Frank.....	“
McFarian, Elizabeth Jane.....	Elizabethtown.
McKinney, John William.....	Carbondale.
Mesler, John.....	Cobden.
Mitchell, Edward Clay.....	Cardondale.
Munger, Grace Experience.....	“
Munger, Howard Park.....	“
Munger, Robert Park.....	“
Murphy, William Gordon.....	“
O'Haver, Fred Joseph.....	“
Nash, Henry Raymond.....	“
North, Hugh McAllister.....	“
North, Julia.....	“
Parkinson, Daniel Baldwin, Jr.....	“
Patten, Lucy Mary.....	“
Peters, Helen Newkirk.....	“
Phifer, Cora.....	Jackson Co.
Prickett, Bert.....	Carbondale.
Putnam, Edward Brewer.....	“
Putnam, Harry Richard.....	“
Rapp, George Leslie.....	“
Renfro, Charles Duncan.....	Elizabethtown.
Smith, Harry.....	Carbondale.
Stolfz, Ellen.....	“
Taylor, Otho Breese.....	“
Teeter, Horace Frank.....	“
Teeter, Kate.....	“
Teeter, Lillian.....	“
Thompson, Bessie Wilmer.....	“
Thompson, Lena Maria.....	“
Thompson, Ralph Thomas.....	“

NAME.	RESIDENCE,
Thompson, Raymond Milner.....	Carbondale.
Thompson, Ward Eginton.....	“
Tindall, William Schubert.....	“
Toney, Grace Ella.....	“
Wallis, Edward.....	“
Wallis, Marshall.....	“
Wallis, Robert.....	“
Weller, Nellie.....	“
Weller, Paul Dickson.....	“
Winne, Myrta Alden....	Fulton, Ky.
Wykes, Frank Edgar.....	Carbondale.
Wykes, Fred.....	“
Total, 88.	

By an error of the copyist, the following names were omitted from the list of Normal Students of the Third, Second and First Years:

Chapman, Emma..... Farmersv
 Chapman, Ulysses Grant..... Raymond

GENERAL SUMMARY.

Special Students.....	9
Seniors.....	8
Normal School.....	337
Grammar School.....	257
Intermediate and Primary School.....	88
Total.....	699

SUMMARY BY TERMS.

Enrolled in Fall Term.....	449
Enrolled in Winter Term.....	474
Enrolled in Spring Term.....	478
Total.....	1401

NOTICE TO GRADUATES.

The General Assembly has just enacted with an emergency clause, a Codification of the School Laws of the State, one of the provisions of which, in the words of the State Superintendent of Public Instruction, is: "That every graduate of either of the State Normal Schools shall be entitled to a five year certificate for teaching, within two years after graduation, provided that no such certificate shall be granted except on the recommendation of the faculty and the controlling board in each case."

ADDENDUM.

Since printing the first form of this catalogue, the Governor has appointed in place of H. C. Fairbrother, M. D., and Hon. R. D. Adams, Trustees, whose terms of office expired in March, Emil Schmidt, Esq., of Nashville, and Edward C. Fitch, Esq., of Albion.

HISTORY.

An act of the General Assembly of the State of Illinois, approved April 20, 1869, gave birth to this Normal School. By this act it was provided that five Trustees should be appointed by the Governor of the State, who should fix the location, erect the building, and employ teachers for the school. The Governor, General John M. Palmer, appointed Captain Daniel Hurd, of Cairo; Eli Bowyer, of Olney; Colonel 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 two general departments—a Normal University, with two courses of study, occupying four and three years respectively, and a Preparatory, or Training Department.

There have been admitted to the University in all departments 3,608 students, and a record, kept very carefully, shows that about 2,219 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 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 until 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 a 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 deportment.

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 fifteen 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 a 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 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 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.....																			†
	Geology.....																			†
III.....	Arithmetic.....	†	†	†	†	†														
	Algebra.....																			
	Geometry.....																			
	Book-keeping.....																			†
IV.....	Reading and Phonics.....	†	†																	
	Language.....	†	†	†	†															
	Grammar.....					†	†													
	Rhetoric.....																			
	English Anal. and Composition..																			
	English Literature.....																			†
	Elocution.....																			†
Spelling.....																				
V.....	Geography.....	†	†	†																
	History.....					†	†	†												†
	Constitution U. S. and Illinois.....																			†
VI.....	Penmanship.....																			
	Drawing.....																			†
VII.....	Vocal Music.....																			
	Calisthenics.....																			
	Military Drill.....																			
VIII.....	Latin.....																			
	Greek.....																			

The Roman numerals on the margin refer to departments, as in the Syllabus following. The † indicates the place of the study in the Course.

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.....											†					
V....	English Literature.....															†	
	Elocution.....																†
	Spelling.....																
VI....	Geography.....	†	†	†				†	†					†			
	History.....					†	†			†	†					†	
	Constitution U. S. and Illinois.....															†	
VII..	Penmanship.....										†						
	Drawing.....									†				†		†	
VII..	Vocal Music.....	Daily until excused.															
	Calisthenics.....	Daily exercise.															
	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.

TIME TABLE.

FALL TERM.

1	I Lat.	B Psych.	Chem	A Physiol.*	Rhetoric.	A Geog.*	C Draw.	B Arith.	E Arith.	E Geog.	
2									B Physiol.	E Read.	
3		A Phys.		Gen. Hist.	Eng. Lit.	B Geog.	B Draw*	C Arith.*	E Hist.	II Arith.	
4	F Lat.		C Gram.*						Wr. & Dr.	Wr. & Dr.	
5	Military Drill and General Exercises.										
6	C Lat.	D Ped.	B Geom.	A Hist.*	B Read.	E Alg.*	A Draw.	C Alg.		D Lang.	
7				B Hist.*	A Read.*				A Lang.		

WINTER TERM.

1	H Lat.	A Psych.	Astron.	A Zoology.	Astron.	B Geog.*	A Draw*	A Arith.	D Arith.	D Geog.	
2									B Zoology.	D Read.	
3					Elocution		C Draw*	C Arith*	D Hist.	G Arith.	
4	E Lat.	C Ped.	En. Anal.	B Read.*		A Geog.		Writing	Wr. & Dr.	Wr. & Dr.	
5	Military Drill and General Exercises.										
6	B Lat.	B Ped.	A Geom.	C Gram.	A Read.*		B Draw.	B Alg.	E Gram.	C Lang.	
7					A Hist.*	D Alg.*		B Arith*			

SPRING TERM.

1	G Lat.	Ethics	Geol.	A Physiol.	B Hist.*	A Read.	C Draw*	B Arith.	B'k'k'D'g.*	C Geog.	
2				C Gram.*					C Read.	B Bot.	
3				A Botany		B Read.*	Ph. Geog		Writing*	F Arith.	
4	D Lat.			A Gram.			A Geog.*		B Physics		
5	Military Drill and General Exercises.										
6	A Lat.	A Ped.	A Phys.		A Hist.		A Draw*	A Alg.	D Gram.	B Lang.	
7		Sch. Law.		B Gram.	Civil Gov.	VJ Music	B Geog.*	A Arith*			

The classes marked * are irregular. The Italics indicate Grammar Grade classes.

SYLLABUS OF DEPARTMENT WORK.

NORMAL SCHOOL.

This Syllabus includes two Courses—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.

GENERAL LECTURES ON PEDAGOGY, OBSERVATION, AND METHODS.

The first seven of the Lectures named below, and the tenth, were delivered during the year just closing. The remaining ones will be given in the early part of the coming year, and a Course of ten will be announced for the rest of the year. It will be, chiefly, on The History of Education, including Educational Theories, and Lives and Characters of Men Distinguished in Educational Work in different ages and countries.

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.

LECTURE XI.—What the people and the Directors should do for the School.

LECTURE XII.—How the teacher and the people may assist each other to make the school do all that can be rightfully expected of it. Abstracts, Theses, and Reports are required.

I. Department of Psychology, Ethics, and Pedagogy.

PSYCHOLOGY.

Seventh Term (B).—Chapters I-XII of *Sully's Teacher's Handbook.*

Eighth Term (A).—Chapters XIII-XX of *Sully's Teacher's Handbook.*

ETHICS.

Ninth Term.—A study of action and of the springs that lead to it; the governing principles of action; the right; conscience—its office and its training; the sources of knowledge of the right; rights and obligations; motive, passion, and habit; the cardinal virtues; the different ethical systems.—*Peabody's Moral Philosophy, and Lectures.*

PEDAGOGY.

Fourth Term (D).—Need of education; aim of the school; kinds of schools; the public school; Courses of Study for the common schools, with special study of the work in the primary grades; some general principles of education; observation and criticism of work in the Training school.

Fifth Term (C).—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.*

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).—Educational ideals, the efforts to realize them, and the effect they have had on individuals and nations.—*Painter's History of Education, and Lectures.*

Twelfth 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.*

TEACHING.

Four 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. The teaching will usually be required at the times indicated in the Course of Study.

2. Department of Physical and Biological Science.

PHYSICS.

Fourth Term (A).—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, 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.—*Avery.*

ZOOLOGY.

Fifth Term (A).—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; archnida, illustrations; crustaceans, illustrations; worms, orders; mollusca, classes—cephalopoda, gasteropoda, tunicata, brachiopoda, polyzoa, illustrations; radiates, classes—echinodermata, acalephia, polypi, illustrations; protozoans, classes or divisions.—*Tenney's Elements.*

BOTANY.

Sixth Term (A).—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 coat, contents; germination, growth of phænogamous plants, study of root and stem; cryyngamous 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.—*Wood.*

PHYSIOLOGY.

Sixth Term (A).—Physiology and anatomy defined; organic and inorganic bodies; cells, divisions of the human body; bones; structure, classification, condition necessary for healthy diet; digestion, the digestive organs and fluids, what each fluid acts upon; the almentary 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 skeleton, charts, models and specimens through the whole course.—*Cutter.*

CHEMISTRY.

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.—*Avery*.

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.

Eleventh Term.—The relation of the earth to the heavens; motions of the earth; planetary motions; laws of motion and gravitation; motions and attractions of the moon; eclipses of sun and moon; celestial measurements; refraction and aberration of light; measures of time; formation of calendars; equation of time.

The solar system; sun, planets, asteroids and comets.

The constellations; galaxy; variable and multiple stars; star clusters and nebulae.

Astronomical instruments; spectroscope and polariscope.—*Newcomb and Holden*.

GEOLOGY.

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 on the subject through the term by cabinet specimens and by the study of the geological formation of Jackson county and vicinity.—*Andrews*.

MINERALOGY.

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.—*Foye*.

III. Department of Mathematics.

ARITHMETIC.

— *Term (C)*.—Simple interest, 6 per cent and 60-day methods; present worth; exact interest; common business method; bank discount; promissory note, essentials to its validity; original notes made, compared and discussed by class; partial payments; annual and compound interest; equation of payments; proportion; square root, illustrating each problem by diagram; cube root, illustrating by use of cubical blocks; mensuration; exchange, domestic and foreign; duties and customs; bonds.

First Term (B).—Common fractions; fractional units; 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.—*Rickoff*.

Second 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.—*Rickoff*.

ALGEBRA.

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.—*Ficklin*.

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

Sixth Term (A).—Proportion; permutation and combination; binominal theorem; identical equations; series; logarithms; compound interest and annuities.—*Ficklin*.

GEOMETRY.

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

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

BOOK-KEEPING.

Eleventh 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.—*Eastman's Theory Guide*.

IV. Department of English Language and Literature.

READING.

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.—*Appleton's Fifth Reader*.

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, classification; pronunciation; diacritical work considered; special attention given to biography of authors, and elements of English literature.—*Appleton's Fifth Reader*.

GRAMMAR.

Second Term (C).—Elements of sentence; of what each may consist and what errors likely to occur; complex sentence; abridging complex sentences; compound sentence; parsing and analysis; composition.—*Harvey*.

Third Term (B).—Rules of syntax; false syntax; peculiar use; capitalization; punctuation; figures of syntax; composition.—*Harvey*.

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.—*Any good text-book*.

RHETORIC.

Seventh Term.—Punctuation thoroughly reviewed. Invention, style and discourse, including language, composition, figures of speech, purity, strength, harmony; elements of the beautiful and the sublime in thought. This work is supplemented by essays, themes, and discussions.—*Raub*.

ENGLISH ANALYSIS.

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

ENGLISH LITERATURE.

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

ELOCUTION.

Eleventh Term.—Review of the elements of speech, with vocal culture; expression considered; agencies of delivery, voice and action; forms of voice; attributes of voice—quality, force, stress, pitch, time, etc.;

exercise in breathing; 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.—*Hamill*.

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 capitalization; constant practice in the use of the diacritical marks; drill on the sounds of the letters; provincialisms and common errors in pronunciation noted.

V. Department of Geography and History.

MODERN GEOGRAPHY.

First Term (B).—Definition of geographical terms; mathematical geography, circles of situation, zones, latitude, longitude, etc.; winds, ocean currents, climate, etc.; North America, position, contour, relief, drainage, etc.; map drawing; political North America, map drawing; special study of Illinois; South America with map drawing.—*Eclectic Complete*.

Second Term (A).—Europe and Asia with map drawing; Africa, Australia, and Pacific islands; chief commercial routes of the world. 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 different steps. Different methods in teaching map drawing.—*Eclectic Complete*.

HISTORY OF THE UNITED STATES.

Second Term (B).—Early discoveries—Spanish, English, French,

Dutch. Explorations and attempts at colonization; motives and character of settlers; growth in ideas of popular liberty; religious toleration; inter-colonial wars; revolution; Articles of Confederation and their defects; adoption of the Constitution and principles of our government; study of administrations; admission of States; acquisition of territory and conditions; foreign wars, management of Indians; tariff; bank of the United States, and Sub-treasury Bill; Omnibus Bill.—*Johnston*.

Third Term (A).—Kansas-Nebraska Bill and its effects; political parties of U. S., principles, changes of name and organization; civil war; reconstruction; period since civil war, important legislation, progress. Methods in U. S. History; reasons for studying U. S. History in public schools; oral and text-book work for young pupils; methods of teaching history in higher grades; principles of Constitution of U. S. to be introduced with the study of U. S. History.—*Johnston*.

PHYSICAL GEOGRAPHY.

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; ocean, 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.—*Guyot*.

CIVIL GOVERNMENT.

Ninth Term.—The Constitution of U. S., including the history of its formation and interpretation, with a careful analysis of its provisions, paragraph by paragraph, and a consideration of the duties of the several officers who act under it. Comparison of the Constitution of the State of Illinois with that of the United States; departments of State government and work belonging to each; officers and their duties; rights and duties of citizens.—*Townsend, and Crawford*.

ANCIENT AND MODERN HISTORY.

Tenth Term.—Dispersion of races: Syria; Hebrews; Medo-Persian Empire; African States and colonies; Greece; Empire of Alexander; Rome; religion; foreign and civil wars; Empire; Northern Barbarism; Dark Ages; Middle Ages; crusades; rise of Italian Republics; empire and church, mediæval languages and literature; French in Italy; reformation; Turks; England; rise of Dutch Republic; Thirty Year's war; India; French Revolution; Second French Empire.—*Swinton's Outlines*.

VI. Department of Penmanship and Free-Hand Drawing.

PENMANSHIP.

Second Term.—Position; movement exercises, elements of letters; copy-writing; blackboard practice.

Throughout the term there are talks on the value of writing and suggestions on teaching.

The object is to form a handwriting at once rapid, legible, and compact, and frequent practice is our chief dependence. Muscular movement required.

DRAWING.—*Prang's Books of Art Education.*

Fourth Term (C).—Books 1-6 with Manuals. Free-hand drawing; manner of holding pencil; drawing of straight and curved lines; plane geometric figures and their construction; value of the study of drawing; principles of Construction, Representation, and Decoration, the three divisions of Art Education.

Fifth Term (B).—Books 7-9. Free-hand and instrumental drawing. Practice in Construction drawing with the use of geometric problems; practice in model and object drawing; drawing of leaf and natural forms, conventionalizing and using them in decoration and applied design.

Tenth Term (A).—Light and shade; drawing from models, objects, and casts, and shading with crayon. Blackboard work as useful to the teacher in the illustration of various studies.

Copying of engraved pictures and heads is encouraged after the regular graded work has been taken.

VII. Department of Physical Exercise and Vocal Music.

VOCAL MUSIC.

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 prac-

tice 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 exercise 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 blouse waists, so 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; nouns and declensions; adjectives and adjuncts; 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; voice; modes—finite and infinite; tenses, characteristics of conjugations; reviews—oral and written; fundamental rules; daily translation 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' Texts.*

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; invasion of Britain; review of the grammar with regard to the rules for construction. The style of Cæsar.—*Harkness' and Harpers' Texts.*

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' Texts.*

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 examinations. The excellencies and defects of Virgil's style, etc.—*Frieze's and Harpers' Texts.*

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.*

TACITUS 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.

Class 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.

Class E.—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.

Class 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.

Class 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.

Class B.—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.

Class 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.*

PREPARATORY DEPARTMENT.

The eight grades of the Primary, Intermediate, and Grammar Schools constitute the Preparatory Department of the University; and pupils whose scholarship is not sufficient for admission to the Normal School can find such work as they need in one of these lower schools. The pupils of the Normal School do the required teaching by taking charge of classes in the Preparatory Department, their work in this line having the careful supervision of the Normal or Training teachers. The Preparatory Department is the Training Department of the University.

GRAMMAR SCHOOL.

The work of this school is arranged to fit pupils who have completed the Intermediate School studies for the Normal Department. This 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 department and the order in which they are taken are shown in the Courses of Study, and in the Syllabus below.

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

SEVENTH GRADE.

ARITHMETIC.—*Rickoff*.

Fall Term (H).—Review of fundamental rules; United States money; factors and divisors; addition, subtraction, and multiplication of common fractions. *To page 155.*

Winter Term (G).—Division of common fractions; complex fractions; decimal fractions; bills. *Pages 155-200.*

Spring Term (F).—Measures; simple and compound denominate numbers, longitude and time; practical applications. *Pages 200-248.*

READING.

Fall Term (E).—Vocal exercises; phonic analysis; pronunciation; meaning of words; thought of sentence; study of how to read; correct position; practice reading; memorizing of easy recitations.

Winter Term (D).—Vocal and phonic exercises and study of words continued; pitch, tone, etc.; analysis of lessons with a view of bringing out thoughts of author; transposition of thought into other words; outlines and abstracts of lessons; memorizing of selections; supplementary reading; practice in sight reading.

LANGUAGE.—*Knox-Heath's Part Second.*

Fall Term (D).—The sentence; how used; kinds; the parts of speech; dictation exercises. *Pages 1-96.*

Winter Term (C).—Meanings and kinds; inflection to conjugation; capitalizing; dictation exercises; simple forms of composition; vocabulary lessons. *Pages 96-187.*

Spring Term (B).—Conjugation; verb phrases; participles; how to use the parts of speech; criticism of incorrect sentences; composition; vocabulary lessons; easy paraphrasing. *Pages 187-284.*

GEOGRAPHY.—*Eclectic Complete.*

Fall Term (E).—Position, form, direction, distance, 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.

Winter Term (D).—Political North America, map-drawing of the different divisions; special study of Illinois; South America, physical and political divisions, with map-drawing.

Spring Term (C).—Europe and Asia, with map-drawing; also Africa, Australia and Pacific islands.

BOTANY.—*Gray's How Plants Grow.*

Spring Term (B).—Leaf—parts, character, kinds; illustrations and analyses of leaves; plant—parts, their uses and subdivisions; germination; flowers—kinds, parts, uses; analyses of flowers.

EIGHTH GRADE.

ARITHMETIC.—*Rickoff.*

Fall Term (E).—Practical measurements—lumber, masonry, flooring, plastering, painting, paper-hanging, carpeting, paving, bins, tanks,

cisterns. Percentage; trade discount; insurance, commission and brokerage; stocks; taxes. *Pages 262-301.*

Winter Term (D).—Interest; bank discount; promissory note; partial payments; annual interest; compound interest; equation of payments; proportion—simple and compound.

READING.

Spring Term (C).—Supplementary reading; elementary course in literature.

LANGUAGE.—*Knox-Heath's Part Second.*

Fall Term (A).—How adjectives are used; phrasing; paraphrasing; composition; elements of a sentence; rules for spelling. *Pages 284-396.*

GRAMMAR.—*Harvey.*

Winter Term (E).—Rules for capitals; parts of speech and their properties; parsing; drill in correct use of pronouns; auxiliary verbs. *Pages 1-88.*

Spring Term (D).—Parsing; drill in correct use of verbs; conjugation; principal parts of irregular verbs; simple sentences; elements; phrases; use of synonyms. *Pages 88-165.*

U. S. HISTORY.—*Barnes.*

Fall Term (E).—Discoveries, explorations, and claims to territory in the new world by European nations; colonization, character, and motives of early settlers, their hardships; Indians, their habits and relations with colonists; colonial forms of government, charter, royal, proprietary; slavery in the colonies; religious freedom; education; British oppression; inter-colonial wars. Revolutionary war and its results; Constitution of United States and departments of government.

Winter Term (D).—Early administrations; principles of government; admission of States; increase in area and population; inventions and progress; foreign wars; political parties and principles; Monroe Doctrine; protective tariff; financial panic of 1837; gold in California.

Spring Term (C).—Causes of civil war; events of civil war; credit of the U. S., and National banking system; political and military leaders; return of seceded States; settlement of difficulties with England; France in Mexico; important treaties and recent acts of legislation.

PHYSIOLOGY.—*Cutter's Hygiene, Physiology, Stimulants, etc.*

Fall Term (B).—Health and disease; the framework; deformities, diseases, and injuries of the framework; the skin; the heart and the blood

tubes; the air passages; the larynx; the hoarse; foods; water; the digestive organs; the excreta; brain and nerves; cerebral excitants and cerebral sedatives; the sense organs; the muscles.

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

Winter Term (B).—A general idea of animals; vertebrates; classes; orders of mammals; birds and their orders, illustrated by specimens and analytical work; reptiles and their orders, illustrated; batrachians and their orders, illustrated; fishes and their orders to a limited extent, illustrated; articulates; classes; insects with illustrations; crustaceans; mollusks; a partial study of the higher classes, with illustrations; radiates; a partial study of the classes, with illustrations.

PHYSICS.—*Gage's Introduction.*

Winter Term (B).—Matter, energy, motion, and force; attraction of gravitation, molecular and molar forces. Dynamics of fluids—transmission of pressure, barometer, compressibility and elasticity of gases, buoyancy of fluids, density and specific gravity. General dynamics—momentum, laws of motion, composition and resolution of forces, center of gravity, falling bodies, curvilinear motion, pendulum; work and energy, system of measurements, mechanics and static laws. Heat—sources, temperature, thermometers, effects of heat, latent and specific heat, thermo-dynamics, steam engine. Electricity and magnetism—batteries, currents, electrical units, conductors, galvanometer, dynamics, induction, electric light and electric bells, electro-plating and electro-typing, telegraphy and telephony, electrical machines. Sound—vibrations and waves, velocity of sound, reflection, intensity, re-enforcement and interference, pitch, quality and force, overtones, musical instruments, laws of vibrating cords, phonograph. Light—sources, velocity, photometry, reflection and refraction with laws, prisms, lenses, mirrors, images, color, spectra, optical instruments.

INTERMEDIATE SCHOOL.

READING.

Fourth Year.—Appleton's Third Reader completed; Harper's Third Reader; supplementary reading, *Johonnot's Third Book*, *Neighbors with Wings and Fins*, and *Some Others*; use of the Dictionary begun.

Fifth Year.—Appleton's Fourth Reader; use of books of reference begun; definitions and synonyms required to a limited extent; supple-

mentary reading, *Johonnot's Intermediate Book*, *Some Curious Flyers*, *Creepers*, and *Swimmers*.

Sixth Year.—Appleton's *Fourth Reader*; supplementary reading, *Johonnot's Fourth Book*, *Neighbors with Claws and Hoofs*, and *Their Kin*.

ARITHMETIC.

White's *Elementary Arithmetic* is taken up at the beginning of the *Fourth Year*, (*First Year Intermediate*), and is the basis of instruction in this branch through the three years of this school.

LANGUAGE.

Fourth Year.—Dictation and letter writing continued; form of business letter taught; compositions, not exceeding four paragraphs, based on knowledge gained by reading, with a teacher, *J. McNair Wright's Nature Readers*, *Sea-side and Way-side*, Nos. 1 and 2; selections of poetry memorized.

Fifth Year.—Knox-Heath's *Elementary Lessons in English*, Part First.

Sixth Year.—Review, and application of work of *Fifth Year* to the study of selections from *Irving*, *Longfellow*, *Whittier*, *Hawthorne*, *Holmes*, etc.

WRITING.

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

Fifth Year.—Work of previous year continued.

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

DRAWING.

Fourth Year.—The second six solids: *Ellipsoid*, *ovoid*, *equilateral triangular prism*, *cone*, *pyramid*, and *vase form*. Applied as in the previous year. (*See third year, Primary.*)

Fifth Year.—Text-book of *Art Education No. I*, and half of *No. II*.

Sixth Year.—Complete Text-book of *Art Education No. II*, and *No. III*.

MUSIC.

Note and rote singing throughout the school, following the course laid out in the *Manual of the National Music Course*. Practice from the *New National Chart, First Series*, and the *New First Music Reader*.

GEOGRAPHY AND HISTORY.

The Eclectic Elementary Geography is begun with the Fourth Year, (First Year Intermediate), and continued through the Fifth Year, with supplementary reading.

During the Sixth Year Higginson's Young Folk's History of the United States is studied, with special reference to the manners and habits of the people, the character of individuals, the moral lessons to be gained, and the acquisition of stories for use in Language lessons.

NATURAL SCIENCE.

Fourth and Fifth Years.—During these years natural science is taught in connection with reading, language, and drawing, and includes the study of leaves, plants, flowers, fruits, animals, and the human body.

Sixth Year.—*Hooker's Child's Book of Nature.*

Fall Term.—Part II, Animals.

Winter Term.—Part III, Air, Water, Heat, Light, etc.

Spring Term.—Part I, Plants.

PRIMARY SCHOOL.

The Course of Study for the Primary School covers the first three years of the child's attendance on school. The paragraphs following indicate in general terms the work of this School.

SENSE TRAINING.

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

READING.

First Year.—For six weeks or more words in script, the words learned to be reproduced on slate or blackboard; Appleton's First Reader begun and completed; Harper's First Reader completed; the easier phonic elements of words learned, commencing with the consonant sounds, then taking the short vowel sounds, and ending with the long vowel sounds.

Second Year.—An advanced First Reader; Appleton's Second Reader; phonic elements of all words used in lessons; syllabication and accent of all words learned; supplementary reading, *Johonnot's Natural History Series, First Book, Cats and Dogs.*

Third Year—Harper's Second Reader; first half of Appleton's Third Reader; supplementary reading, *Johonnot's Natural History Series*, Second Book, *Friends in Feathers and Fur*.

NUMBER.

The work in Number is based on Rickoff's *Numbers Illustrated*. Balls, blocks, straws, etc., and Number Charts, are in constant use throughout the three years.

LANGUAGE AND LITERATURE.

First Year.—Oral instruction by means of familiar conversations on animals, plants, and common things, with constant attention to correct expression. Children trained to see and to express their thoughts in stories, also to retell stories; three forms of sentences and two uses of capitals taught by means of dictation exercises; some easy and pleasing selections of poetry memorized.

Second Year.—Stories told from pictures (*Prang's Natural History Series*, *Trades and Occupations*, etc.); descriptions of objects presented; lessons on the human body and on domestic animals; dictation exercises to teach correct forms of paragraphing, punctuation, and use of capitals; written work based on knowledge gained from the reading work of the corresponding grade, in the form of short sentences; some easy and pleasing selections of poetry memorized.

Third Year.—Oral and written reproduction of stories read by the teacher; dictation exercises to teach more fully paragraphing, punctuation, etc.; compositions, not exceeding three paragraphs, based on knowledge gained from the reading of the corresponding grade; some selections of poetry memorized; form of a friendly letter taught.

WRITING.

First Year.—Words copied as wholes on slate or blackboard in connection with the reading and the language lessons; after the first term typical words practiced under the direction of a teacher. Correct pencil holding and position attempted from the first.

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

Third Year.—Use of pen begun; small letters reviewed, and capitals completed and reviewed; short sentences; movement exercises daily.

DRAWING.

First Year.—Outline work beginning with the second term; simple lessons in form and color; tablet and stick laying.

Second Year.—Lessons in form and color; tablet and stick laying, paper cutting and folding; modeling in clay.

Third Year.—The first six solids, sphere, cube, cylinder, hemisphere, square prism, and triangular prism. Deriving ideas of form from seeing and handling geometric solids and familiar objects based on them; ideas of form developed by clay modeling, and stick and tablet laying; ideas of form expressed by drawing on slates and blackboard, by language, and by making objects in paper and clay.

MUSIC.

New First Series of Charts of the National Music Course, and the corresponding part of the New First Reader.

GEOGRAPHY.

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

Third Year.—Oral lessons on school-room and surroundings, home town and neighboring towns, township, county and adjacent counties, and State.

NATURAL SCIENCE.

During the first three years natural science is taught in connection with language, and includes principally the study of domestic animals and familiar plants.

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, three days each week, and in no way interferes with school duties. 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 21 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, three days each week, 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.

The time available for instruction in this Department is necessarily limited, and varies considerably with the weather and circumstances. The courses have been planned to suit these conditions and embody what, for want of a better general distinction, may be termed essential and auxiliary features.

Under the former we include all that knowledge which would best prepare the student to render efficient *practical* service; as a company officer or non-commissioned officer of the State militia; as an organizer of the same in case of necessity, and as a member of—very much the largest and most important component of every great army—the Volunteer Infantry.

The auxiliary features comprise subjects designed to arouse and enhance in the students a desire for military knowledge, and may include anything calculated to stimulate them to further study of military subjects, and increase their interest in and taste for military affairs and service.

For us, under our conditions and limited time, the making of the former a first consideration seems the wisest course to pursue and most likely to result in practical benefit to the country. Hence, when the conditions happen to be unfavorable, only so much time is devoted to the auxiliary kind of instruction as can be spared from that which is considered more important.

COURSE—FALL TERM, 1888-89.

PRACTICAL INSTRUCTION.

INFANTRY TACTICS.—School of the Squad; Manual of Arms; School of the Company; Skirmish Drill; Battalion Drill; Honors, Salutes, etc.; Ceremonies, etc.; Competitive Drills.

ARTILLERY TACTICS.—Manipulation and Service of Piece.

CAVALRY TACTICS.—Sabre exercise.

BLUNT'S RIFLE FIRING.—Aiming Drills, Position Drills, Estimating distances, and Firing on Range.

THEORETICAL INSTRUCTION.

INFANTRY TACTICS.—Recitations and written examinations.

LECTURES.—On regulations, military discipline, customs of service, and target practice.

FORMATION OF BATTALION.

Captains.—Galbraith, J. T.	Sergeants.—Shinn, S. H.
Warren, D. W.	Hamill, C. M.
Dunaway, E. T. (Adjt.)	Curty, L. D.
Hinchcliff, W. W.	Felts, W. T.
Goodnow, P. P.	Lawrence, J. H.
1st Lieuts.—Salter, J. C.	Beman, G. W.
Whitney, W. B.	McMackin, F. G.
Keesee, H. W. (Q. M.)	Corporals.—Lipe, H.
Dewey, C. R.	Patten, A. E.
2d Lieuts.—Young, W. A.	Meyers, F. W.
Campbell, H. B.	Bliss, A. L.
Blanchard, G.	Easterly, E. H.
1st Sergts.—Merrick, C. H.	Hamill, C. P.
Steele, R. E.	Goodall, J. R.
Teeter, G. H.	Whelpley, T. L.
Sergeants.—Stout, L. A.	Curlee, C.
Galbraith, C. M.	Bumpus, W. T.
Anderson, G. T.	Gambach, J.
Stock, C. E.	Hinchcliff, W. H.
Privates.—Allen, H. E.	Privates.—Campbell, J. G.
Allen, L. R.	Crawshaw, J. R.
Anderson, S.	Curtis, F. G.
Anderson, S. McN.	Custer, W. M.
Applegath, J.	Dewey, J. McF.
Ashley, W. H.	Finn, S. N.
Batka, J. H.	Friar, M.
Boyd, J. W.	Gilbert, J.
Brantley, J. H.	Grammer, T. H.
Brewster, T. H.	Hamill, R. E.
Bridges, D. Y.	Hill, W.
Brown, W. H.	Hinchcliff, E. A.
Brummett, D. R.	Hodson, D.
Brush, G. M.	Hord, R.
Brush, S. G.	Hord, T. F.

Privates.—Huff, J. P.	Privates.—Peterson, G.
Jones, A.	Phifer, E.
Jones, E. M.	Phifer, L.
Kell, A. B.	Porter, A. B.
Kell, L. S.	Price, C. S.
Kell, O. A.	Prickett, G.
Kerby, M. M.	Purdy, W. C.
Kimsey, R. D.	Pyatt, R. I.
Klein, H. J.	Rapp, C. R.
Kniseley, M. S.	Renro, R. E.
Ledbetter, W.	Russell, W. A.
Lindley, J. W.	Schwalm, H. W.
Mercer, H. V.	Snider, E. E.
Meyer, A.	Snider, E. L.
McGuire, A. H.	Thresher, C. H.
McKean, A. G.	Thresher, J. R.
Montroy, S.	Towle, R. S.
Nordmann, G. R.	Walker, F. E.
North, G. H.	Weller, R. M.
Patten, E. S.	Weidemann, C. W.
Peebles, R. R.	Wilson, R. E.
	Total, 110.

COURSE—WINTER TERM, 1888-89.

(Open to old cadets only.)

PRACTICAL INSTRUCTION.

BLUNT'S RIFLE FIRING.—Sighting and aiming drills, Position drills, and Gallery practice.

THEORETICAL INSTRUCTION.

INFANTRY TACTICS.—Recitations and examinations.

MILITARY CODE OF ILLINOIS.—Recitations and instructions in use of blank forms pertaining to the Illinois National Guard.

LECTURES.—On Military Subjects.

ESSAYS.—(By students) on Military Subjects.

ENROLLMENT.—BATTALION NOT FORMED.

Captains.—Warren, D. W.	Sergeants.—Stock, C. S.
Hinchcliff, W. W.	Shinn, S. H.
Goodnow, P. P.	Felts, W. T.
Keesee, H. W. (Adjt.)	Lawrence, J. H.
1st Lieuts.—Salter, J. C.	Beman, G. W.
Whitney, W. B.	McMackin, F. G.
Dewey, C. R.	Corporals.—Lipe, H.
2d Lieuts.—Campbell, H. B.	Patten, A. E.
Blanchard, G.	Bliss, A. L.
1st Sergts.—Merrick, C. H.	Easterly, E. H.
Teeter, G. H.	Hamill, C. P.
Galbraith, C. M.	Bumpus, W. T.
Privates.—Adams, R. N.	Privates.—Hinchcliff, E. E.
Allen, H. E.	Holbrook, J. H.
Allen, L. R.	Hord, R.
Anderson, S. M.	Hord, T. F.
Ashley, W. H.	Hughes, E. C.
Baker, J. L.	Johnson, J. R.
Batson, G. W.	Jones, A.
Beecher, A. M.	Jones, E. M.
Borger, B.	Kell, A. B.
Boyd, J. W.	Keown, H. W.
Brewster, T. H.	Kerby, M. M.
Bridges, D. Y.	Klein, H. J.
Bristow, S. A.	Kniseley, M. S.
Brush, S. G.	Ledbetter, W. R.
Bryden, W. O.	Meyer, A.
Campbell, J. B.	McGuire, A. H.
Custer, W. M.	McKean, A. G.
Curtis, F. G.	Nordmann, G. R.
Crawshaw, A. H.	Patten, E. S.
Dewey, J. McF.	Peebles, R. R.
Edwards, J. H.	Porter, A. B.
Galbraith, W. R.	Porter, W. A.
Grammer, T. H.	Prout, J. A.
Hagler, G. L.	Rapp, C. R.
Hamill, R. E.	Renfro, R. E.
Helms, H. L.	Snider, E. E.
Hinchcliff, E. A.	Snider, E. L.

Privates.—Steele, J. R.	Privates.—Walker, F. E.
Stone, H. E.	Waller, E.
Thomas, W. W.	Whitaker, W. F.
Thresher, C. H.	Woosley, A. P.
Thresher, J. R.	Total, 87.

COURSE.—SPRING TERM, 1888-89.

PRACTICAL INSTRUCTION.

INFANTRY TACTICS.—School of the Squad; Manual of Arms; School of the Company; Skirmish Drill; Battalion Drill; Honors, Salutes, etc. Ceremonies, etc.; Firing with blank cartridges; Sham Battles and Competitive Drills for prizes.

ARTILLERY TACTICS.—Manipulation and Service of Piece; Firing with blank cartridges; Salutes and Sham Battles.

CAVALRY TACTICS.—Sabre exercise.

THEORETICAL INSTRUCTION.

INFANTRY TACTICS.—Recitations and examinations.

LECTURES.—On Regulations, Military discipline, and Military customs.

FORMATION OF BATTALION.

Captains.—Hincheliff, W. W.	Sergeants.—Batson, G. W.
Goodnow, P. P.	Bliss, A. L.
Salter, J. C.	Bumpus, W. T.
Dewey, C. R.	Crouch, J. T.
1st Lieuts.—Teeter, G. H.	Renfro, R. E.
Galbraith, C. M.	Peebles, R. R.
Stock, C. E.	Thresher, C. H.
Bryden, W. O. (Adjt.)	Thresher, J. R.
Whitaker, W. F. (Q.M.)	Holbrook, J. H.
2d Lieuts.—Shinn, S. H.	Waller, E.
Lawrence, J. H.	Snider, E. E.
Beman, G. W.	Pitts, B. H.
1st Sergts.—McMackin, F. G.	Corporals.—Walker, F. E.
Patten, A. E.	McKean, A. G.
Merrick, C. H.	Galbraith, W. R.

Corporals.—Kell, O. A.
 Ross, A. L.
 Meyer, A.
 Boyd, J. W.
 Bridges, D. Y.

Corporals.—Brantley, J. H.
 Nordmann, G. R.
 Porter, A. B.
 Hincheliff, E. A.

Privates.—Adams, R. N.
 Allen, W. F.
 Ashley, W. H.
 Baker, J. L.
 Brown, A. V.
 Brush, S. G.
 Campbell, J. G.
 Chew, F.
 Crabtree, E. J.
 Crispin, W. H.
 Davis, R. L.
 Dewey, J. McF.
 Friederich, J. L.
 Fyke, G. E.
 Gill, T. W.
 Harris, H.
 Hayden, W. T.
 Martin, G. E.

Privates.—Meneely, J. H.
 Mount, J. L.
 Nelson, J. J.
 North, J. M.
 Parkinson, F. A.
 Porter, W. A.
 Pugh, C. H.
 Rapp, C. R.
 Ragsdale, S. C.
 Ritter, C. J.
 Russell, W. A.
 Seawell, C. L.
 Sinks, J. H.
 Sivia, M.
 Stich, O. O.
 Whitchurch, J. E.
 Woosley, O. P.

Total, 74.

Total for year by terms, 271.

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 of 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 may 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, op-

portunity 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 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 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 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 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, 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 CABINET.

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 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 sincere 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 attach-

ments; 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 and reading room are open a large part of each school day for students. The Library contains about 8,000 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 seventeen. 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 a patient, systematic thinking.

Every young lady should be provided with an umbrella, a waterproof cloak, and low-heeled walking shoes 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 the public duties of life.

LOCATION, ETC.

Carbondale is a city of 3,000 inhabitants, healthful and beautiful, with a refined and cultured people. It is easy of access, and offers inducements for board and social advantages beyond most places. It has, perhaps, fewer temptations to idleness and 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, Grammar School, \$6 and \$4, and \$4 and \$3, and in the Intermediate and Primary Schools, \$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-boarding, 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.

ALUMNI.

1876.

NAME.	OCCUPATION.	ADDRESS.
Brown, John N.....	Teacher and Farmer.....	Walshville.
Caldwell, Beverly.....	Taught since Graduation.....	Glasgow, Mo.
Hawthorn, John C.*.....	Lawyer
Ross, George C.....	Taught 5 years. Lawyer.....	Benton.
Wright, Mary.....	Taught 2½ years.....	Cobden.

1877.

Barnes, Belle D. †.....	}	Bloomington.
Mrs. Dr. Green.....		
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 3 years.....	Carbondale.
Courtney, Alva C.....	Taught since Graduation.....	Golden City, Col.
Evans, Charles E.*.....	Taught 3 years. Minister.....
Hanna, James A.....	Taught 2 years. Merchant.....	Salttillo, Tenn.
Hillman, Orcelia B.....	} Taught 4 years.....	Sedgwick, Kan.
Mrs. Merrill.....		
Jackson, Sarah E†.....	}	Du Quoin.
Mrs. Kimmel.....		
Kennedy, George R†.....	Taught 1 year. Merchant.....	Murphysboro.
McAnally, John T.....	Taught 4 years. Physician.....	Carbondale.
McAnally, Mary C.....	Taught 10 years.....	Carbondale.
Pierce, Edward R.....	Taught 2 years. Minister.....	Bone Gap.
Plant, Richmond†.....	Lawyer.....	St. Louis, Mo.
Robinson, Edward H.....	Physician.....	Lawrenceville.
Thompson, David G.....	T'ght 3 yrs; Co. Supt. 3 yrs; Lawyer....	Golconda.

1879.

Burnett, Andrew C†.....	Lawyer.....	Lamar, Mo.
Farmer, George H. C.....	Taught since Graduation.....	Okawville.
McCreery, Ida M*.....	Taught 3 years.....
Phillips, Lyman T.....	Taught 2 years. Dentist.....	Nashville.

*Deceased.

†Paid tuition.

1880.

Bruck, Lauren L.....	Taught since Graduation.....	Arrowsmith.
Gray, Joseph.....	Taught since Graduation.....	Anna.
Heitman, Lewis.....	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 7½ years.....	Carbondale.
Warder, Gertrude A.....	} Taught 7 years.....	Chicago.
Mrs. Michelet.....		

1881.

Burton, Charles H.....	Lawyer.....	Mt. Vernon.
Hughes, William F.....	Taught 6 years.....	Murphysboro.
Karraker, Henry W.....	Teacher and Farmer.....	Dongola.
Lorenz, John W.....	Taught 4 years. Druggist.....	Evansville, Ind.
Marshall, Oscar S.....	Telegrapher.....	Willis, Kan.
Marshall, Thomas S.....	Banker.....	Salem.
Sowers, Mary A.....	Taught 5 years.....	Jonesboro.
Ward, Edward I.....	Taught since Graduation. Co. Supt.....	Tamaroa.

1882.

Atkins, Wezette.....	}	Ottawa, Kan.
Mrs. Parkinson.....		
Deardorff, Lizzie M.....	Taught since Graduation.....	Ashland, Kan.
Ennison, Walter J.....	Lawyer.....	Chicago.
Goodall, Adella B†.....	} Taught 3 years.....	Carbondale.
Mrs. Mitchell.....		
Krysher, Alice.....	} Taught 4 years.....	Jackson Co.
Mrs. Livingstone.....		
Mead, Albert E.....	Lawyer.....	Anna.
Parkinson, Arthur E†.....	Lawyer.....	Kansas City, Mo.
Stewart, Henry A†.....	Merchant.....	Albion.
Wood, John W.....	Taught since Graduation.....	Cobden.

1883.

Alexander, Franklin M.....	Taught 2 years. Minister.....	Murphysboro.
Bain, William B†.....	Merchant.....	Vienna.
Bryden, Maggie.....	Taught since Graduation.....	Danville.
Buckley, Alice M.....	} Taught 2 years.....	Murphysboro.
Mrs. Alexander.....		
Fager, Daniel B.....	Taught since Graduation.....	Collinsville.
Houts, M. Lily.....	Taught 3 years.....	Olney.
Kimmel, Belle.....	Taught 3 years.....	Elkville.
Marten, John.....	Taught since Graduation.....	Decatur.
Nave, Della A.....	Taught 4 years.....	Carbondale.
Sprecher, Edgar L.....	Taught 5 years.....	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, Kan.
Duff, May B*.....	Taught 1 year.....	
Gill, Joseph B†.....	Lawyer. Member Gen'l Assembly....	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 4 years.....	
Mrs. Mount.....		
Thomas, Maud*.....	Taught 4 years.....	
Treat, Charles W.....	Taught 2 years. Student.....	Greencastle, Ind.

1885.

Bryden, Helen.....	Taught 4 years.....	Carbondale.
Buckley, Mary I.....	} Taught 1 year.....	Freeport.
Mrs. Warner.....		
Dunaway, Ada L†.....	At Home....	Carbondale.
Fringer, William F.....	Physician.....	Pana.
Hull, Gertrude†.....	At Home.....	Carbondale.
Lacey, Rurie O.....	Taught 2 years. Physician.....	Elizabethtown..
Lancaster, Tilman A.....	Taught 3 years. Lawyer.....	Chat'nooga, Tenu.
Miller, John E.....	Taught since Graduation.....	Collinsville.
Robarts, Mary A.....	Taught 3 years.....	Carbondale.
Thomas, Kate.....	Taught 3 years.....	Carbondale.

1886.

Allen, Sarah A.....	} Taught 1 year.....	Du Quoin.
Mrs. Crenshaw.....		
Barber, Florence M.....	Taught since Graduation.	Minneapolis, Min.
Brown, Adella A.....	Taught since Graduation. Mission'y..	Luxar, Egypt.
Fryar, Minnie J.....	Taught since Graduation.....	Carbondale.
Fulton, Alexander H.....	Taught 2 years.....	Arizona.
Hord, Kittie E.....	Taught since Graduation.....	Charleston.
Hundley, Ella.....	Taught since Graduation.....	Denton, Tex.
Kennedy, Maggie.....	Taught since Graduation.....	San Antonio, Tex.
Loomis, Carrie I.....	} Taught 1 year.....	Thompsonville.
Mrs. McCreery.....		
McAnally, Fanny D.....	} Taught 3 years.....	Collinsville.
Mrs. Fager.....		
Nichols, Louella†.....	Taught 2 years.....	Carlyle
Storment, Edgar L.....	Taught 2 years.....	Arizona.
Williams, Cora.....	} Taught 2 years.....	Pomona, Cal.
Mrs. Wiley.....		

1887.

Allen, Robert M†.....	Lawyer.....	Springfield.
Blair, Carrie.....	Taught since Graduation.....	Olathe, Kan.
Bryden, J. Rockwell†.....	At Home.....	Carbondale.

Campbell, Harmon M†	Merchant	Carbondale.
Cleland, Clara B.	} Taught 1 year	Des Plaines.
Mrs. Strong		
Cleland, May	Taught since Graduation	Des Plaines.
Cowan, David J.	Taught since Graduation	Washington Ter.
Glick, Albin Z.	Merchant	Carbondale.
Goodall, Samuel H.	Taught since Graduation	Marion.
Harmon, Mark D.	Taught since Graduation	Grayville.
Hawkins, Cicero R.	Lawyer	Carbondale.
Hewitt, Emma L.	Teaching	Hickman, Ky.
Hill, Mary A.	Taught since Graduation	Foxville.
Hundley, Nannie	Taught since Graduation	Enfield.
Johnston, Lewis E.	Taught 1 year. Student of Law	Kansas City, Mo.
Kirkpatrick, James H.	Taught since Graduation	Squak, W. T.
Lawrence, Bertha	Taught 1 year	Champaign Co.
McMackin, Edward G.	Taught since Graduation	Patoka.
Phillips, Louise E.	Taught since Graduation	Cairo.
Ripley, Charles H.	Lawyer	Chicago.
Scott, Luther T.	Taught 1 year	Springfield.
Searing, Harry	At Home. Lumberman	Carbondale.
Sebastian, Julia A.	Taught since Graduation	Chester.
Smith, Seva A.	At Home	Carbondale.
Snyder, Lydia E.	Taught since Graduation	Collinsville.
Tait, Minnie A.	At Home	Carbondale.
Turner, George T.	Taught 2 years. Student of Law	Vandalia.
Wham, Steuben D.	Taught since Graduation	Tamaroa.

1888.

Bribach, Catharine J.	Taught since Graduation	Cairo.
Baumberger, Lulu	Taught since Graduation	Greenville.
Hall, William H.	Taught since Graduation	Carbondale.
Hickam, Ada	Taught since Graduation	Mount Carbon.
Johnson, Callie E.	At Home	Carbondale.
Leary, Mary	Taught since Graduation	Makanda.
Lindsay, David W.	Taught since Graduation	Greenville.
Morgan, Charles M.	Student of Law	Ann Arbor, Mich.
Reef, William A.	Taught since Graduation	Harrisburg.
Richards, Kate E.	Taught since Graduation	Delphos, Kan.
Street, Jasper N.	Taught since Graduation	Kinmudy.
Trobaugh, Frank E.	Taught since Graduation	Jackson Co.
Wham, Maggie	At Home	Foxville.

CALENDAR FOR 1889-1890.

Fall term begins Monday, September 9—ends Thursday, December 19, 1889.

Holiday Recess begins December 20, 1889, and ends January 4, 1890.

Winter Term begins January 6, 1890, and closes March 20, 1890.

Spring Term begins March 24, 1890, and closes June 12, 1890.

Examinations for the year begin June 9, 1890.

Annual Commencement, June 12, 1890.

CORRIGENDA.

See Time Table, page 41.

Fall Term.—The A Language should be the 6th Hour.

Winter Term.—The A Arithmetic should be the 2d, the C Pedagogy the 3d, and the B Pedagogy the 6th Hour.

—THE—

Normal ∴ Gazette

—IS A—

MONTHLY EIGHT-PAGE PAPER,

Published at the Southern Illinois Normal University.

Each issue contains educational articles from the pens of the Faculty and Alumni, and other noted educators; University notes; notices of old students, their whereabouts and doings; Alumni items and personals; a brief review of the educational topics of the day, etc.

J. T. GALBRAITH, Editor and Publisher.

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All communications should be addressed to

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