

1893

1893-1894 Twentieth Annual Course Catalog for the Southern Illinois State Normal University

Southern Illinois State Normal University

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Southern Illinois State Normal University.

TWENTIETH ANNUAL CATALOGUE

OF THE

SOUTHERN ILLINOIS

STATE

NORMAL • UNIVERSITY

CARBONDALE

1893-4

PUBLISHED BY THE UNIVERSITY

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CALENDAR 1894=5.

1894.	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	1895.	Sun.	Mon.	Tues.	Wed.	Thurs	Fri.	Sat.	1895.	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.
July	1	2	3	4	5	6	7	Jan.	..	..	1	●	3	4	5	July	..	1	2	3	4	5
	8	9	10	11	12	13	14		6	7	8	9	10	11	12		7	8	9	10	11	12
	15	16	17	18	19	20	21		13	14	15	16	17	18	19		14	15	16	17	18	19
	22	23	24	25	26	27	28		20	21	22	23	24	25	26		21	22	23	24	25	26
	29	30	31	..	..	..	..		27	28	29	30	31	..	..		28	29	30	31	..	..
Aug.	..	..	..	..	..	..	..	Feb.	..	..	..	..	..	..	..	Aug.	..	..	..	..	..	..
	..	..	..	1	2	3	4		..	..	..	..	..	1	2		..	..	..	..	1	2
	5	6	7	8	9	10	11		3	4	5	6	7	8	9		4	5	6	7	8	9
	12	13	14	15	16	17	18		10	11	12	13	14	15	16		11	12	13	14	15	16
	19	20	21	22	23	24	25		17	18	19	20	21	22	23		18	19	20	21	22	23
	26	27	28	29	30	31	..		24	25	26	27	28	..	..		25	26	27	28	29	30
Sept.	..	..	..	..	..	..	..	Mar.	..	..	..	..	..	..	..	Sept.	..	..	..	..	..	..
	..	..	..	..	..	..	1		..	..	..	..	..	1	2		1	2	3	4	5	6
	2	3	4	5	6	7	8		3	4	5	6	7	8	9		8	9	10	11	12	13
	9	10	●	12	13	14	15		10	11	12	13	14	15	16		15	16	17	18	19	20
	16	17	18	19	20	21	22		17	18	19	20	※	22	23		22	23	24	25	26	27
	23	24	25	26	27	28	29		24	25	●	27	28	29	30		29	30	..	..	..	..
	30	..	..	..	..	..	..		31	..	..	..	..	..	..		..	..	..	..	..	..
Oct.	..	1	2	3	4	5	6	April	..	1	2	3	4	5	6	Oct.	..	..	1	2	3	4
	7	8	9	10	11	12	13		7	8	9	10	11	12	13		6	7	8	9	10	11
	14	15	16	17	18	19	20		14	15	16	17	18	19	20		13	14	15	16	17	18
	21	22	23	24	25	26	27		21	22	23	24	25	26	27		20	21	22	23	24	26
	28	29	30	31	..	..	..		28	29	30	..	..	..	..		27	28	29	30	31	..
Nov.	..	..	..	..	..	..	..	May	..	..	..	1	2	3	4	Nov.	..	..	..	..	..	1
	..	..	..	..	1	2	3		5	6	7	8	9	10	11		3	4	5	6	7	8
	4	5	6	7	8	9	10		12	13	14	15	16	17	18		10	11	12	13	14	15
	11	12	13	14	15	16	17		19	20	21	22	23	24	25		17	18	19	20	21	22
	18	19	20	21	22	23	24		26	27	28	29	30	31	..		24	25	26	27	28	29
	25	26	27	28	29	30	..		..	..	..	..	..	..	..		..	..	..	..	..	..
Dec.	..	..	..	..	..	..	1	June	..	..	..	..	..	..	1	Dec.	..	..	..	..	..	..
	2	3	4	5	6	7	8		2	3	4	5	6	7	8		1	2	3	4	5	6
	9	10	11	12	13	14	15		9	10	11	12	※	14	15		8	9	10	11	12	13
	16	17	18	19	※	21	22		16	17	18	19	20	21	22		15	16	17	18	19	20
	23	24	25	26	27	28	29		23	24	25	26	27	28	29		22	23	24	25	26	27
	30	31	..	..	..	..	..		30	..	..	..	..	..	..		29	30	31	..	..	..

● Opening day of term.

※ Closing day of term.

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 trustees located the school in the town of Carbondale, on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central railroad. The corner-stone was laid on the 17th day of May, 1870. The building was finished in time to be dedicated July 1, 1874; the first faculty commenced the work of instruction in the new building July 2, 1874, at which time a Normal Institute of four weeks was opened with fifty-three pupils attending.

On the sixth day of September, 1874, the regular work of the Normal University commenced.

On the afternoon of November 26, 1883, at three o'clock, this beautiful building was discovered to be on fire; and before five o'clock p. m., despite the efforts of faculty, students, and citizens of Carbondale, the entire building was in ruins. By the heroic labors of students, teachers, and citizens, the large library was saved, and most of the furniture; also the philosophical and chemical apparatus.

The citizens kindly offered the use of rooms in some of the business blocks, which the trustees accepted, and the school went on with the regular recitation work, with an actual loss of less than two days. In the meantime a plan was proposed for a temporary school building, and in less than sixty days a building was completed containing fourteen rooms, and the Normal School began its wonted duties in this, its temporary home.

The General Assembly, by an act approved June 27, 1885,

appropriated \$152,065 to replace the first building, then lying in ruins.

The present building is a magnificent structure, in many respects superior to the one destroyed by fire. It was dedicated Thursday, February 24, 1887, and occupied by the school on the following Monday.

AIMS.

Educational institutions may be divided according to their aims into four classes:

First, the public schools, whose aim is the promotion of good citizenship by securing to all the people the intelligence, morality, and patriotism which are essential to the existence and progress of the State. *Second*, colleges and universities whose object is the general and full development implied in complete manhood and in the best preparation for professional life. *Third*, professional and polytechnic schools, in which the student is helped in his preparation for his chosen life work. *Fourth*, such institutions as the Royal Society of Great Britain, the Sorbonne of France, and our own Smithsonian Institute, which have for their object the advancement of science and art. This Normal University belongs to the third class; it aims to give the best mental and professional equipment for teaching.

The State normal school holds an important relation to the system of public schools. It helps to create and sustain a high standard of educational work. It serves as a driving force and a balance wheel, to the whole system. Sanctioned and supported by the State, it can institute those investig-

tions and experiments which result in so much good to all the schools. It brings school facilities within the reach of many who otherwise would be uneducated, and enables them to repay the State by teaching in the public schools. If the State needs a great university which shall be a center of educational forces; if an agricultural college should be sustained on account of the importance of agriculture, much more, and for similar reasons, should the normal university receive the care and the benefactions of the State. Man is more than all things else, and whatever contributes to his development is of the highest use.

If the graduates of this university shall take high rank as superintendents, principals, and teachers in the public schools, they must possess two elements of success: a full development of mental power and a thorough mastery of the sciences involved; and a thorough training in methods of instruction and school management. If we should neglect the former, our graduates would be supplanted by those of other schools; and if we fail in the latter, there could be no good reason for our existence. Hence we aim *first* to insure a broad and thorough culture, and *second* to make all the professional work very prominent.

To promote these ends, besides the three years' English course and the four years' English-Latin course, heretofore offered, a four years' English-Scientific course is also provided; this will double the time given to the natural sciences, will extend the mathematics, and add several new branches. The Model School will be maintained, giving abundant opportunity for Practice Teaching and the application of methods.

GENERAL INFORMATION.

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 dissipation, 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 Chicago & Texas, and the Cairo Short Line railroads afford ample facilities for convenient access.

University Calendar.

Fall Term begins Tuesday, September 11, and closes Thursday, December 20, 1894.

Winter Term begins Wednesday, January 2, and closes Thursday, March 21, 1895.

Spring Term begins Tuesday, March 26, and closes June 13, 1895.

Length of terms; Fall, 15 weeks; Winter 12, and the Spring 12.

Closing examinations for 1894 begin June 4; for 1895, June 10.

Commencement for 1894, June 7; for 1895, June 13.

Conditions of Admission.

To be admitted to the Normal department of the University, students must have completed their sixteenth year, and must be able to pass an examination equivalent to the requirements for a second-grade certificate. Persons sixteen years old and over, unable to pass this examination, may be admitted to the Preparatory department, but in no case for a longer period than six months, except on payment of tuition. Admission without examination is granted to those who present a county certificate, or a diploma from a reputable high school.

Applicants for admission must present evidence of good moral character; and to secure free tuition they must pledge themselves to teach in the public schools of the State for a time not less than that covered by their attendance on the school, the pledge to be void, however, if engagement to teach cannot be secured by reasonable effort.

Reasonable credit will be given for work done in other schools, provided satisfactory evidence is presented.

Graduates of high schools accredited by the University of Illinois will receive a credit of one year's work on our courses of study, excepting all professional work.

The entrance examinations in the common school branches will cover about the same ground, and require about the same accuracy, as in county examinations.

Expenses.

TUITION.

To those who sign the pledge to teach, tuition is gratuitous; but the law of the State requires that there shall be a fee charged for incidentals. At present this fee is \$3.00 per

term of fifteen weeks, and \$2.00 per term of twelve weeks. The rates of tuition in the different schools are as follows:

	Fall Term.	Winter Term.	Spring Term.
Normal Courses.....	\$9 00	\$6 00	\$6 00
Preparatory Course....	6 00	4 00	4 00
Model School.....	4 00	3 00	3 00

The first, second, and third grades, free.

BOARDING.

Board can be had in good families in Carbondale, at rates varying from \$3.00 to \$3.50 per week; and by self-boarding, or by boarding in clubs, the cost may be reduced to \$2.25 per week. Two clubs are in successful operation.

BOOKS.

Books are sold by the book stores of the town at reasonable prices.

Physical Training.

Physical training is compulsory upon all students, unless excused by the certificate of a physician or by the Faculty. Courses are marked out in physical culture and students are expected to follow them as in other branches. Three terms are required, and these terms of physical training must be taken during the student's first year at the University, whether he is in the Preparatory or the Normal department, unless in special cases it shall be otherwise ordered by the Faculty.

Diplomas.

Diplomas are granted to those who complete one of our Courses of Study.

Discipline.

Progress in all government has been toward self-government; this is by self-activity, not by repression from others. Poor teaching requires much discipline.

In a Normal School, discipline is at a minimum because the students are there for a purpose they appreciate.

Facilities for Illustration.

MUSEUM AND CABINETS.

In the first story a large room is set apart as the Museum, and it 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 zoölogical and botanical cabinets, comprising thousands of specimens from land and sea, an invaluable aid in his studies in natural history.

More than four thousand specimens have been collected and arranged in the Museum.

APPARATUS.

The University possesses a very complete set of physical and chemical apparatus which is annually increased by appropriations of the General Assembly.

The equipment includes, among other pieces of value, a Toepler-Holtz electrical machine, one of Ritchie & Son's best air-pumps with the necessary accessory attachments, a compound microscope of high power, a thermo-electric pile and galvanometer, Crooke's and Geissler tubes, an electrical rotator, a Ruhmkoff's induction coil, and a college stereopticon with views of scientific subjects.

The Chemical department has an excellent laboratory supplied with water, gas, a full set of reagents, and apparatus.

The Mathematical department has a surveyor's transit

and compass, which the class in trigonometry and surveying are required to use constantly.

The Astronomical department has purchased one of Clark & Son's superior telescopes. This instrument has a five-inch object glass, and eye-pieces varying in power from 50 to 360 diameters. It has both the declination and equatorial movement.

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, or in the several recitation rooms, so that the students may consult them at any time.

The library proper occupies a spacious room; it is well furnished, and is open all of each school day and from nine to twelve on Saturdays. The Library contains now over 12,000 volumes, and includes a professional library for teachers.

Literary Societies.

There are two literary societies, the *Socratic* and the *Zetetic*. They meet every Friday evening. These afford one of the best means of culture, discipline, and instruction in the conduct of parliamentary business. 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.

Christian Associations.

The Young Men's Christian Association and the Young Women's Christian Association have each a large and well conducted society which meets weekly; their committees look after strangers coming to the school, and students who may be sick while attending school.

DEPARTMENTS AND COURSES OF STUDY.

There are three departments: the Normal, the Preparatory, and the Model School.

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 duties of a teacher. It aims to give, in addition to instruction, opportunities of observation and trial; so that one passing through the course shall not be a 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 made a specialty. 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 physical training. 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 methods of our teaching are distinctively Normal. What the student is required to learn, and the methods of presenting it, are both designed to give him who intends to become a teacher the philosophy of learning and remembering, and the philosophic manner of imparting knowledge and securing discipline.

The *training work* is designed to fit students of this institution to become practical teachers. It comprises (1) a

study of psychology, pedagogy, school law, and practical ethics; (2) attendance of practice-teachers upon weekly meetings held for a study of methods of instruction and management of pupils and classes; (3) actual teaching in the *Model School*, under the constant supervision of the training teachers of the Normal School.

In this department five courses of study are offered, as follows:

1. *The English Course.* The student who is sixteen year of age and has obtained a certificate as teacher in the public schools, or is a graduate from an accredited high school, can complete this course in three years or less. It requires a thorough training in all the branches taught in the common schools, a good course in English language and literature, an extended course in mathematics, and all the professional work--methods of teaching in all the branches, psychology, pedagogy, and practice teaching, under the training teacher. This course is fully given on another page.

2. *The English-Scientific Course* requires four years after entrance. It includes all the studies of the English course, gives double time to the natural sciences, adds two terms to the mathematics, and affords time for several additional studies.

3. *The English-Latin, or German Course* is a four years course and is the same as the English Course with the addition of four years of Latin or German.

4. *The Professional Course.* This course enables the college graduate, or any one equally well qualified, to take all the professional work in one year. This gives an opportunity to review the common school branches, if needful, and includes psychology, pedagogy, practice teaching, drawing and method work in all the common school branches.

5. *The High School Course.* This is a four years' course omitting the professional studies, including most of the English course, four years of Latin, and two years of German.

This course requires no classes not provided for in the other courses. Students in this course pay full tuition, and may pass from the completion of this course to their chosen business in life, or into the college or the university for still higher training. Graduates from this course will be admitted to the best colleges.

The Preparatory Department.

The classes in this department are preparatory to an entrance into the Normal department. Those having completed the eighth grade studies in the Model School but who are not sufficiently mature to enter the Normal, and students who are back in the common branches, need these classes. The studies in this department will give about a year's work and will be such as the needs of the school may require. As soon as the student in these classes is ready he may pass into the Normal department.

The Model School

consists of from seventy-five to a hundred children who are divided into eight grades corresponding to the grades in the public schools. These are in charge of training teachers, and of the superintendent of the practice work. The Model School is a necessary adjunct of the Normal department. It furnishes tests of the methods enjoined, gives opportunities to observe child nature and work, and is the department in which the Normal students are trained in the art of teaching. It is the aim to make this a model school, in the best sense, for the development of model teachers.

COURSES OF STUDY.

ENGLISH COURSE.

FIRST YEAR.

1. E Pedagogy; B Arithmetic; B Reading; B Geography; Penmanship.
2. D Pedagogy; A Arithmetic; C Grammar; B History; C Drawing.
3. C Pedagogy; Physiology; A Reading; A Geography; B Drawing.

SECOND YEAR.

1. Practice; C Algebra; B Grammar; American Literature; Phonics and Bookkeeping.
2. Practice; B Algebra; A Drawing; A History; B Zoology.
3. Practice; A Algebra; A Grammar; B Botany; B Physics.

THIRD YEAR.

1. School Law and Civil Government; B Chemistry; Rhetoric; General History; B Psychology.
2. B Pedagogy; C Geometry; B English Literature and English History; A Physics; Elocution.
3. A Pedagogy; B Geometry; A English Literature and English History; English Analysis; B Physical Geography.

PROFESSIONAL COURSE.

1. B Psychology; C Pedagogy; Practice; School Law; A Drawing.
2. A Psychology; B Pedagogy; Practice; Method in Arithmetic; Method in History.
3. Method in Grammar; A Pedagogy; Practice; Method in Geography; Method in Reading.

ENGLISH-SCIENTIFIC COURSE.

FIRST YEAR.

1. C Drawing; B Reading; B Arithmetic; B Geography; C Grammar.
2. Penmanship; B Grammar; A Arithmetic; B History; Word Analysis.
3. B Drawing; A Reading; Physiology; A Geography; English Composition.

SECOND YEAR.

1. E Pedagogy; B Physics; C Algebra; A Drawing; Phonics and Bookkeeping.
2. D Pedagogy; B Zoology; B Algebra; A History; A Bookkeeping.
3. C Pedagogy; B Botany; A Algebra; A Grammar; B Physical Geography.

THIRD YEAR.

1. Practice; B Chemistry; General History; Rhetoric; Political Economy.
2. Practice; A Physics; C Geometry; B English Literature and English History; A Chemistry.
3. Practice; English Analysis; B Geometry; A English Literature and English History; A Zoology.

FOURTH YEAR.

1. School Law and Civics; B Psychology; A Geometry; American Literature; A Botany.
2. B Pedagogy; A Psychology; Logic; Elocution; Geology.
3. A Pedagogy; Ethics; Astronomy; A Physical Geography; Trigonometry and Surveying.

ENGLISH-LATIN OR GERMAN COURSE.

FIRST YEAR.

1. Penmanship or Drawing; B Reading; B Arithmetic; B Geography; K Latin or I German.
2. Penmanship or C Drawing; C Grammar; A Arithmetic; B History; J Latin or H German.

3. B Drawing; A Reading; Physiology; A Geography; I Latin or G German.

SECOND YEAR.

1. E Pedagogy; B Physics; C Algebra; B Grammar; H Latin or F German.
2. D Pedagogy; B Zoology; B Algebra; A History; G Latin or E German.
3. C Pedagogy; B Botany; A Algebra; A Grammar; F Latin or D German.

THIRD YEAR.

1. Practice; B Chemistry; General History; Rhetoric; E Latin or C German.
2. Practice; A Physics; C Geometry; B English Literature and English History; D Latin or B German.
3. Practice; English Analysis; B Geometry; A English Literature and English History; B Physical Geography; A German.

FOURTH YEAR.

1. School Law and Civics; B Psychology; A Geometry; American Literature; C Latin.
2. B Pedagogy; A Psychology; Logic; Elocution; B Latin.
3. A Pedagogy; Ethics; Astronomy; A Physical Geography; A Drawing.

HIGH SCHOOL COURSE.

FIRST YEAR.

1. K Latin; B Geography; B Reading.
2. J Latin; B History; C Grammar.
3. I Latin; C Arithmetic; Physiology; B Drawing.

SECOND YEAR.

1. H Latin; I German; B Arithmetic; American Literature.
2. G Latin; H German; Bookkeeping or Drawing; B Grammar.
3. F Latin; G German; B Physics; English Composition.

THIRD YEAR.

1. E Latin; F German; C Algebra; Political Economy.
2. D Latin; E German; B Algebra; C Geometry.
3. Physical Geography; D German; A Algebra; B Geometry.

FOURTH YEAR.

1. C Latin; C German or General History; Rhetoric; A Geometry.
 2. B Latin; B German or A Physics; Elocution; B English Literature and English History.
 3. A Latin; A German or B Botany; English Analysis; A English Literature and English History.
- Students desiring to take Greek will be accommodated.

PREPARATORY COURSE.

The following classes will be organized every term, if called for:

D Arithmetic; C Arithmetic; D Grammar; D Grammar; C Geography; D History; C History; Writing; C Reading.

PROGRAM OF RECITATIONS.—FALL TERM.

1	B Psych.	B Gram.	A Bot.	Rhet.	C Geog†	C Draw.	E Arith.	K Latin	C Hist†	B Arith.	A Arth*	C Ger.
2					A Geog*		Draw'g.				C Alg.	
3	P'l Econ	B Ph'cs.	D Gr'm†	Physiol*		Writing.	E Hist'y	C Latin.	C Ped.	D Arith†		I Ger.
4						Ph & Bk	C Phys'l	H Latin.				F Ger.
5	Lectur's					Ph Tr'in			School Law and C. Gov.			Ph Tr'in
6												
7		B Chem	C Gram		C Read†	B Geog.	A Draw	Ph Tr'in	F Gram	E Latin	B Hist*.	A Geom
					Am. Lit			Writi'g†	E Ped.	A Hist*.		Ph Tr in

WINTER TERM.

1		A Chem		Physiol*	C Geog†	B Draw*	D Arith	J Latin.	A Hist.	B Arith*	A Arith	B Ger.
2	A Psych	B Gram			B Geog*	B'k'ep'g			C Hist†		B Alg.	
3			C Gram.	B Zool.	C Read†	A Geog*	Draw...	Writing	D Hist.	B Latin	C Geom	
4	Logic...	A Ph'cs	W'd Anl		B Read*		C Draw.	A B'k'g	C Zool.	G Latin	C Arith†	E Ger.
5	Lectur's							Ph Tr'in	B Ped.			Ph Tr'in
6												
7			D Gr'm†	Elocu.		A Draw.		E Gram	D Latin.	B Hist.		Ph Tr'in
		Geology		Eng. Lit			Writi'g†		J Latin.	D Ped.	Eg. Hist	H Ger.

SPRING TERM.

1		Astr'my	A Gram	Physiol.	C Geog†	C Draw*	C Read.	I Latin.	C Hist†	C Arith.	A Arith*	A Ger.
2	Ethics.		C Gr'm*	A Zool.	A Read		Draw...	A Latin.			A Alg.	
3			B Gr'm*	B Bot.	C Read†	A Ph'g	G Draw...	C Hist.	E Ped*.	C Arith†	B Geom	G Ger.
4			Eg. Anal	B Zool*.		A Geog.	A Draw.	C Ph'cs.	F Latin.			D Ger.
5	Lectur's							English Comp.	A Ped.			Ph Tr'in
6			D Gr'm†			B Ph'g	G B Draw.	Ph Tr'in	D Gram			Ph Tr'in
7		B Ph'cs.		Eng. Lit			Writi'g†		C Ped.	Eg. Hist	Trig. Sur	

Classes marked * are irregular. Classes marked † are strictly preparatory.

SYLLABUS OF WORK.

PSYCHOLOGY AND POLITICAL ECONOMY.

H. W. EVEREST.

Psychology. Two terms are given to this science — the fall and winter terms. The B psychology class will be occupied with the intellectual faculties; with the presentative, the representative, and the elaborative powers of the soul. The object will be not so much the history of philosophical theories and the discussion of problems whose solution is doubtful, as the ascertainment of mental facts and laws, together with the nomenclature of the science.

The A class will investigate the sensibilities and the will, and this work will fill out the winter term.

These studies will be conducted with constant reference to the profession of teaching; for the teacher should be profoundly impressed with the aphorism that "There is nothing great in the world but man; and nothing great in man but mind." He should see that man is a living soul and not a mere association of stomach and brain. He should see that the development of mind must go on, if at all, according to mental law; he must know these laws, and learn to apply them.

Most text-books on this subject have a difficult metaphysical style, are written to defend some peculiar theory, assume too much in regard to the student's advancement, and are too conservative or too progressive, to be serviceable; a text-book limits, somewhat, free investigation. For these and other reasons, the instruction will be given in the form of lectures of which the students will be required to take notes.

Logic. This science is a subordinate part of psychology, but a part worthy of special development. Of course, all

studies give exercise in practical logic, but all of them would be helped by a systematic study of the art of correct reasoning. Logic suffers disparagement just as grammar does; we can talk without grammar, and so we can reason without a knowledge of logical principles. If the teacher is to train mind in the art of reasoning, he must know something about this science.

This study will occupy the second term of the Senior class, and Jevon's Lessons in Logic will be the text-book.

Ethics. This study will be taken up during the third term of the Senior year. Instruction will be given in the form of lectures. This branch properly follows psychology, and if moral law is higher than any other law, then this science is of the highest rank. The teacher is, of necessity, a teacher of morals; and he is poorly qualified to take charge of a school and to answer the many questions that will come up, unless he has paid a good deal of attention to the principles of this science.

Political Economy. This science is assigned to the first term of the third year. The class will use as a text-book "Elements of Political Economy" by J. Lawrence Laughlin.

The library of the University is well supplied with books on all these subjects, giving the means for outside reading and original investigation.

DEPARTMENT OF PHYSICAL SCIENCES.

D. B. PARKINSON.

PHYSICS.—*Avery.*

Two terms are given to the study of physics. The method adopted is inductive in part, but this plan is not rigidly enforced. From a pedagogical point of view it is considered more valuable to the student to happily combine the old and the new methods than to use either exclusively. Since those who

go out to instruct in this branch of science must necessarily be limited in their equipment for laboratory work, it is thought wiser to adopt a method in this school that will have some connection with the one the teachers must of necessity be obliged to use.

With but few exceptions, the various phenomena are exhibited, the principles are developed, and the laws are verified by the use of apparatus in the hands of either the student or the teacher. These principles and laws are more permanently impressed upon the minds of the learner by a judicious use of many well selected problems.

The institution is well provided with a good selection of physical apparatus, which is in almost constant use, aiding the student in his study of the various subjects.

CHEMISTRY.—*Avery.*

The method used is very much the same as that adopted in the study of physics, except that the institution has a well equipped chemical laboratory in which the students in this science are able to do more individual work in experimentation.

The chemical elements are studied by groups, principally, with special reference to the following: first, the symbol; second, the atomic weight; third, the molecular weight; fourth, the quantivalence; fifth, the specific gravity; sixth, the occurrence; seventh, the preparation or liberation; eighth, physical properties; ninth, chemical properties; tenth, its uses; eleventh, its tests; twelfth, its compounds.

The following scheme is used as a guide in note-taking: observe, first, the apparatus—make a drawing of the same; second, the material or chemicals used; third, the manipulation; fourth, the phenomena; fifth, the conclusions.

GEOLOGY.—*LeConte.*

The study of geology is made in the natural divisions: first, dynamical; second, structural; third, historical.

After studying the subject in a more general way the student is expected to give more attention to the local geology of his region, especially to that of his own county. The State "Geological Reports" are used in this work. The library of the institution has complete sets of these reports.

MINERALOGY.—*Foye.*

The study of geology is supplemented by a short course in determinative mineralogy. This is strictly laboratory work. Besides having the use of a choice selection of minerals of a general character, the students have the advantage of complete scales of hardness, fusibility, crystallization, fracture, and cleavage.

ASTRONOMY.—*Young.*

Because of the limitations of time the study of astronomy is largely descriptive; enough of the mathematical part is introduced to explain the methods of calculating dimensions, distances, velocities, orbital movements, etc.

The telescope is freely used and students are expected to make sketches of their observations; particular attention being given to the study of the moon's surface, the phases of Venus, Jupiter and his moons, Saturn and his rings, and the spots on the sun. The study of the principal constellations receives due attention.

Special emphasis is given to the true scientific spirit which all students of the science should possess; also, to a correct conception of the relative positions and movements of the members of the Solar system.

DEPARTMENT OF MATHEMATICS.

SAMUEL E. HARWOOD, Head of Department.

SAMUEL B. WHITTINGTON, Assistant in Arithmetic.

The work of this department is to accomplish three general purposes:

1. To give a mastery of the processes and forms of expression in the several subjects.

2. To present the history and pedagogy of each subject. This is the chief value of any branch in a normal school.

3. To show the value of each subject in its relation to practical or business life.

To accomplish these purposes, five divisions of mathematical science are used: Arithmetic, algebra, geometry, and trigonometry and surveying.

ARITHMETIC.

Two preparatory classes are provided for those who may not be ready to enter upon the review required by the regular Normal class B. *Class D.*—This class will use White's Arithmetic, and study as to accuracy in operations and forms for expressing the following:

1. Fundamental processes.
2. Properties of numbers and factoring.
3. Fractions: Common and decimal.
4. Compound numbers.
5. Metric system.
6. Ratio and proportion.

Class C.—This class will continue the work of the preceding, using these:

1. Percentage and its applications.
 - Profit and loss.
 - Stocks and bonds; premium and discount.
 - Commission and brokerage.
 - Insurance.
 - Revenue and taxes.
 - Interest: Simple, annual, and compound.
 - Partial payments; discounts.
 - Simple exchange.
 - Equation of payments.
2. Partnership.
3. Roots. Alligation (?)
4. Mensuration.

Class B. (First Term.)—A thorough review of the subject will be attempted.

The work will aim to secure a full knowledge of principles, processes, and forms for expressing work.

A search for the *why* will be required.

Questions of mind activity and consequent pedagogy will be incidental.

Class A. (Second Term.)—This term is given entirely to method work in number and form, and the history of arithmetic.

The relation of these topics to other branches, their general method,—the principles of mind and pedagogy that control in the teaching process, the preparation of plans for special lessons, and the actual experiment with these plans in the training school, will be the phases of work attempted.

ALGEBRA.—*Wentworth's Elements.*

Class C. (Fourth Term.)—To simultaneous equations. Outside illustrative and test work. History of algebra. Its pedagogy.

Class B. (Fifth Term.)—To logarithms. As above, in other phases.

Class A. (Sixth Term.)—Finish. Other work as above.

GEOMETRY.—*Wentworth's.*

Class C. (Eighth Term.)—To Book III. History and pedagogy.

Class B. (Ninth Term.)—To Solid.

Class A. (Tenth Term.)—Solid geometry.

TRIGONOMETRY AND SURVEYING.

As the time will allow.

LATIN AND GREEK.

CLARA BARNES WAY, M.A.

LATIN COURSE.

This department of Latin provides a course designed to furnish the student with such instruction as will give him the practical mastery of Cæsar, Sallust, Ovid, Vergil, and Cicero.

As a training course for teachers, special attention is given to the principles underlying the structure of the language; the leading facts and rules are taught from the Latin text, and the student discovering the principle for himself remembers it, and is able in turn to teach it to others.

LATIN ELEMENTS.—*Harkness, and Collar & Daniell.*

FIRST TERM (K).—Division and combination of letters; methods of pronunciation; classification of words; nouns and declensions; adjectives and adjuncts; Latin pronouns and their relation to other words; conjugation of Latin verbs begun; inter-language translations; formation, derivation, and analysis of English words.

LATIN ELEMENTS (*Continued*). PROSE COMPOSITION.—*Collar.*

SECOND TERM (J).—Conjugation of verbs continued; voice; modes—finite and infinite; tenses; characteristics of conjugations; fundamental rules; daily translations from English into Latin, and from Latin into English; parsing, analysis, rules for construction.

CÆSAR DE BELLO GALLICO.—*Harkness's Cæsar, and Grammar.*

THIRD TERM (I).—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; rules of syntax; prose composition continued; sight reading.

CÆSAR DE BELLO GALLICO (*Continued*).—*Harkness, and Harper.*

FOURTH TERM (H).—War with the Alpine tribes; war with the Belgæ; war with the Germans; accounts of early nations; German mode of warfare; bridge over the Rhine, and crossing into Germany; invasion of Britain.

Review of grammar; style of Cæsar; prose composition; sight reading.

SALLUST.—*Harkness, and Harper.*

FIFTH TERM (G).—Life of Sallust; Lucius Catiline—his character, conspiracy, and confederates; time, cause, and circumstances; fate of allies and of Catiline; views of Cato, of Cæsar, and of others; results upon the Roman government; style of Sallust; prose composition; sight reading.

OVID.—*Allen and Greenough.*

SIXTH TERM (F).—Selections from the metamorphoses; mythology; life, style, and writings of Ovid. Latin prosody; scanning; prose composition.

VERGIL: ÆNEID.—*Frieze, and Harper.*

SEVENTH TERM (E).—Life of Vergil; hero of the poem; causes of the Trojan War; overthrow of Troy; mythology; early history of Carthage; accounts of principal characters. Prosody; scanning; prose composition; sight reading.

VERGIL: ÆNEID (*Continued*).—*Frieze, and Harper.*

EIGHTH TERM (D).—Journeyings of Æneas; settlement in Thrace, and in Crete; accounts of Delos, Scylla, Charybdis, Helenus and Andromache; death of Anchises; sojourn in Carthage; departure of Æneas; death of Dido. Essay; scanning; composition; sight reading.

CICERO IN CATILINAM.—*Harkness, and Allen and Greenough.*

NINTH TERM (C).—Outline of life and character of Cicero; birth and character of Catiline; the Catilinian conspiracy; the

lies; origin and cause of the conspiracy; fate of Catiline and readers. Both literal and liberal translations; the style of Cicero; composition.

CICERO: PRO ARCHIA, PRO LEGE MANILLA.—*Allen and Greenough.*

TENTH TERM (B).—Cicero as a defender. Life and character of the poet Archias: Roman laws of citizenship; result of the trial. History of Pompey; Roman laws; history of Rome; selections from other portions of Cicero for sight reading. Review of grammar; Latin composition.

VERGIL: ÆNEID.—*Frieze, and Harper.*

ELEVENTH TERM (A).—Journey of Æneas from Carthage to Sicily; games in honor of Anchises; visit to the sibyl; descent into Hades. Selections from the Eclogues and Georgics. General review. Latin composition.

GREEK COURSE.

Two years is the time assigned for the work of this department. A careful drill in the grammatical forms and structure of the language, with practical work in the derivation and formation of words, aided by translations constantly increasing in difficulty, lays the foundation for subsequent work in the writings of Xenophon and Homer.

GREEK RUDIMENTS.—*Harkness.*

CLASS F.—Greek characters; classification of letters into vowels and consonants; diphthongs; sounds; declension 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.

GREEK RUDIMENTS (*Continued*).—*Greek Primer, Harper.*

CLASS E.—Conjugation of verbs; active, middle, and passive voices, with other properties of words; syllabic and tem-

poral arguments; reduplications; euphonic changes; daily translations from Greek into English, and from English into Greek; frequent reviews; etymology and parsing; written examinations.

GREEK RUDIMENTS (*Continued*).—*Greek Primer, Harper.*

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.

XENOPHON'S ANABASIS.—*Goodwin's Anabasis, and Grammar.*

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 Sicilian Queen; arrival in Babylonia; battle of Cunaxa; death of Cyrus. Thorough review of Greek grammar, and constant attention to parsing; written examinations.

MEMORABILIA OF SOCRATES.—*Robbins or Anthon.*

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.

HOMER'S ILIAD.—*Seymour, and Autenrieth's Homeric Dictionary.*

CLASS A.—Trojan War; fall of Troy; the Greeks; the Troad; captive maids; war 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.

GERMAN.

JOHN M. PIERCE.

FIRST YEAR.

I. READING.—*Joyne's German Reader.*

From the beginning, much practice in reading and speaking German sentences immediately after the teacher, that the pupil's ear and vocal organs be well trained during this first year. Reading aloud the German usually follows, rather than precedes, the translation. Throughout the course, as much time as possible is devoted to translation at sight.

II. GRAMMAR.—*Collar's German Lessons (Eysenbach).*

First half of book; also conjugation of verb and principal parts of irregular verbs.

III. COMPOSITION.

A few English sentences from the *Lessons* are given two or three times a week, for translation; quality, rather than quantity of work, is regarded, since grammatical exactness and the German idiom is sought in this exercise.

IV. CONVERSATION.

Aside from translation, the German language is used as far as practicable. Facility and correctness in speaking are sought, especially through exercises on the model sentences in the *Lessons*; these sentences are first committed to memory.

SECOND YEAR.

I. READING.

Baumbach: Märchen (Bernhardt's Im Zwielficht); Leander: Träumereien; Storm: Immensee; Hoffmann: Historische Erzählungen; poems in Joyne's Reader; Schiller: Wilhelm Tell.

II. GRAMMAR.

Second half of *Collar's Lessons*.

III. COMPOSITION.

Exercises from *Collar's Lessons*, and letter-writing.

IV. CONVERSATION.

Continuation of first year's work.

PEDAGOGY

W. F. ROCHELEAU.

(E.)—The work of this term pertains to the organization and management of ungraded schools, and is discussed under the following heads:

Necessity for the public school; the functions of the school; what the school ought to accomplish.

The Teacher.—The teacher's qualifications; necessary preparation for his work; means of advancement in his profession; his relation to school officers; his relation to patrons and the community.

The School.—The school-house and grounds; furniture and apparatus. Preparation for beginning the term; temporary and permanent organization; program; rules and discipline; school records.

The Recitation.—Objects of the recitation; ends to be attained; preparation by the teacher; preparation by the pupil; methods of conducting recitations.

(D.)—Elementary psychology. Study of activity as sensation, perception, conception, memory, imagination, reason, and judgment.

(C.)—Continuation of the work of the previous term. Study of activity, as feeling and volition. Principles of general method. Observation in training school. Illustrative lessons.

(A) and (B).—History and Philosophy of Education.

The work of these terms is based upon "Philosophy of Education," by Rosenkranz, and follows the outline suggested by the author.

PRACTICE TEACHING.

Three terms of practice in teaching are usually required of all who complete the course of study. This teaching is done under the supervision of experienced training teachers. Each pupil teacher assumes the entire charge of a class, and is responsible for its progress in one subject for the term. He is required to prepare in advance plans of work for the week. These plans are corrected and criticised by the training teacher in charge. All classes are under constant supervision, and friendly criticism and advice is given daily.

Teacher's meetings are held weekly, at which the work of different grades, methods of school management, and the application of pedagogical principles are freely discussed.

On entering upon his work in the training school, each pupil teacher is required to present to the superintendent a recommendation from the instructor in charge of the department under which the subject that he is to teach is classified.

Practice teaching will be required at the time designated by the superintendent of the training school, but this time will usually correspond to the time assigned to this work in the course.

DEPARTMENT OF HISTORY AND CIVIL GOVERNMENT.

ARISTA BURTON.

AMERICAN HISTORY.—*Montgomery.*

The Normal course of study requires two terms of American history. The B work includes discoveries, colonial development, the Revolutionary War, the formation of the national constitution, and down to the beginning of the Civil War.

The A division extends from the beginning of the Civil War to the present time; method work will be considered in the A class.

GENERAL HISTORY.—*Myers.*

One term is given to this study. The first half of this term is given to Grecian history and its connection with Persian and Egyptian history. The remaining half is devoted to Roman history, and the progress of civilization down to modern times.

ENGLISH HISTORY.—*Montgomery.*

Two terms are devoted to English history. The first term covers the period as far as to the house of Stuart; the second term completes the book. The object of two terms is to give ample time for collateral reading in the library. A thorough knowledge of English history is necessary to a complete course in American history.

CIVIL GOVERNMENT.—*Thorpe.*

One term. History and development of the Constitution.

PREPARATORY HISTORY.

One term. This work is designed to fit pupils for the Normal course. It requires narration, biography, and map-drawing. In this department students are encouraged, by the assignment of special topics, to read a good deal in the library. The main object of history teaching is to make good citizens, not historians.

American history, both A and B, comes every term.
Preparatory history every term.

General history, fall term.

English history, winter and spring terms.

GRAMMAR.

MARTHA BUCK.

Three terms in the Normal department have grammar as one of the required branches.

Before entering these classes, pupils pass an examination equivalent to that for a second grade certificate.

The aim is twofold: To obtain a mastery of the topics studied, and clear ideas of how to teach them to others.

One day of each week is free from any assigned lesson. Each class is allowed the time for questions upon any points not understood, or upon how to teach any point.

The first term is given to the simple sentence in all its varieties, with its proper capitalization and punctuation. As the elements are studied, the parts of speech of which they are composed are reviewed, with their properties and inflections. The value of each principle as a guide to correct English is tested as they are applied in answering the questions asked by the class. The composition in this term's work consists in expressing the given thought in a variety of forms, thus gaining a ready command of our language.

The second term's study is given to compound and complex sentences. In this term abridgment is treated and its grammatical changes noted, with the principles which underlie them. Essays are required each month, upon topics assigned.

A term is used in a special study of methods. This work begins with the first language lessons, and takes up grade by grade through grammar to the close of a high school course. What is suitable to each grade, and how to adapt the teaching to the capacity of the pupils, are the central points for consideration. Thus a complete review of both language and grammar is incidentally obtained.

In addition to the work indicated above, a term is used for English analysis. The difficult points in grammar are studied. Entire compositions are analyzed logically, the line of thought discerned, and the logical sequence of paragraphs or sentences

perceived. The principles of rhetoric are applied in a rhetorical analysis, and the principles of grammar in a grammatical analysis of the same composition. In this class, essays and orations are required.

DEPARTMENT OF ENGLISH LITERATURE, RHETORIC, ELOCUTION, AND VOCAL MUSIC.

S. M. INGLIS.

READING—*New Franklin Fifth Reader.*

(C)—This is purely practice reading in connection with the principles and elements of speech.

Orthoëpy, articulation, syllabication and accent will receive due attention.

Definition work: Oral elements, how produced; organs of speech, how used; classification of the oral elements.

Biography: This will be thoroughly studied.

(B)—Elements of speech, with phonic spelling, orthography, 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.

(A)—Methods of teaching beginners; alphabetic, phonic and word methods considered; faults in teaching beginner 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.

Use Appleton Fifth in the A class.

PHONICS, ORTHOGRAPHY, AND WORD ANALYSIS.

Phonics. First third of the term. Sounds of the vowel and consonantal elements; the rules for particular sounds, together with exceptions.

Use DeGarmo's "Dictionary Work," and Webster's National Dictionary.

Orthography. Second third of the term. This work will consist of a study of the rules for spelling, and the various exceptions. Much actual practice in spelling will be required.

Word Analysis, last third of the term.

RHETORIC.—*Raub.*

Punctuation thoroughly taught, using Raub as the textbook. Special attention given to all the various forms of letter-writing. English composition practically taught throughout the term. Invention, style of discourse, including purity and propriety of diction, unity, strength, and harmony; figures of speech; elements of the beautiful and the sublime in thought.

ENGLISH LITERATURE.—*Raub.*

One term is devoted to the study of American literature; recitations of text, and readings by teacher and students from Bryant, Longfellow, Whittier, Holmes, Irving, Emerson, Hawthorne, and others. The different epochs of American political history are studied in regard to their influence upon the formation of the literature.

The term's work is supplemented by criticisms in style, and an essay on American literature.

Two terms are given to the study of English literature; recitation of text, and readings by teacher and students from Chaucer, Spenser, Shakespeare, Milton, Bacon, Dryden, Goldsmith, Johnson, Dickens, and others. English history is studied in connection with English literature, so far as the different epochs of political history influence the literature.

The work during these terms is supplemented by essays on authors and their works, book-reviews of Shakespeare's plays, and criticisms in style.

ELOCUTION.—*Hamill.*

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.

VOCAL MUSIC.

Attitude, management of breath, note 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; methods of transposition; articulation, phrasing, musical expression, exercises in writing music. Vocal music is practiced and taught so as to give the student a good knowledge of the art and practice of singing, and give instructions in the elements of the reading of music, so that he can conduct the music of a school and inspire the scholars to cultivate and love this refining and ennobling art.

NATURAL HISTORY AND PHYSIOLOGY.

GEORGE HAZEN FRENCH.

PHYSIOLOGY.—*Tracy.*

The first few lessons are given from the skeleton, after which the text-book is taken. Compound microscopes are used through the term for histological study, and charts, mod

els, and skeleton are used for illustration. A regular course in dissection is given to more fully illustrate the study than can be done with charts and models.

B BOTANY.—*Gray's School and Field Book.*

The first two weeks of the term are spent in preparation for analytical work by use of the herbarium, with appropriate lessons from the text-book. After this, fresh flowers are used for this part of the work and the text-book is used in regular course from the beginning for study. As supplementary to the text-book, each one is expected to write out the analysis of at least twenty-five flowers in a copy of Keep's Plant Record Book, with drawings of the leaf and flower. Besides this, each one is expected to make a study of a number of buds, seeds, and fruits as well as the young plants just coming up from the seed, making drawings of these in spaces for that purpose in the Record Book.

A BOTANY.—*Dodge's Elementry Practical Biology.*

The A Botany is intended to be one term's work in the Botany division of this work, and follows the A Zoology, as will be seen by reference to the Course of Study. The work here, like the work in A Zoology, is to be laboratory work in which each student is expected to do the work, and for that purpose will be supplied with the necessary apparatus and chemicals, but will be expected to obtain for himself his material to work on when it can be obtained here, and to supply his own apron. Where material is to be obtained, from a distance the school will furnish it. It is expected also that the student will prepare whatever chemicals he needs for his work, the school supplying the materials from which they are to be prepared. The school will also furnish the necessary microscopes, but it is expected that the students will keep these and all other instruments used, clean and in order. Note-books, cards for drawing, and pencils are to be furnished by

the students. In doing his work two note-books will be necessary, one for making condensed notes while at work in the laboratory, and the other in which to write in ink a full and carefully worded account of the observations made.

Besides these, a number of bristol-board cards, cut to the size of a large postal card, will be needed. Drawings of the objects studied are to be made on these. If preferred, a blank book, unruled, may be used instead of the cards.

A good pencil should be used, and Dixon's Stenographer S. M. is good for this purpose, or a good Faber. A good eraser should be added to this list.

Each student, upon entering the class, will be assigned a seat at a table and given a drawer in which he is to keep his materials and implements for work, and he is to be held responsible for the order of this.

B ZOOLOGY.—*Holder.*

Besides the regular text-book, the student will be expected to do some dissecting in the class, and to use analytical keys as far as accessible, for the purpose of studying different groups of animals. While studying any group the specimens in the museum will be used for illustration, and to some extent for study. To those who are adapted to that kind of work, some instruction in taxidermy may be given.

A ZOOLOGY.—*Dodge's Elementary Practical Biology.*

The A Zoology, to follow a study of the B Zoology here or elsewhere, is to be one term's work in the laboratory in the zoology part of the above work. In lieu of this, or in addition to this, the same amount of work may be done by the student in some special group of animals, as for instance, the study of some one order of insects with a view of making that a special study afterwards, but it is preferred that this should be in addition to the regular biology work. In case the group is selected not only the specimens are to be studied and worked

up in a scientific way, but the adolescent stages, if insects, should be studied, and the ability to work in this line should be shown at the conclusion by a thesis on original work done in the group studied.

In the regular biology work, the student will be assigned a seat at a table when entering the class, and given a drawer and set of instruments for use, the good order of all of which he is expected to be responsible for during the term. The school will supply the necessary chemical reagents and microscopes, but the student is expected to prepare the reagent from the material furnished. The student will furnish the material to be worked upon when the same can be had here, but when not to be found here it will be supplied by the school.

The note-books, cards for drawings, pencils, etc., will be the same as those to be used in A Botany, which see.

It is not expected to give the student in A Zoology a complete knowledge of animal biology, but to give him so much of the methods of study in this line now coming into use as will enable him to use it in an elementary way in his teaching in high schools.

GEOGRAPHY.

INEZ ISABEL GREEN.

GEOGRAPHY.—*Eclectic Complete.*

In the Normal course of study two terms are required in geography. In addition to this, one term is given to preparatory work for such pupils as are not able to enter the normal proper.

FIRST TERM (B).—The topics under consideration in this term are those embraced under the head of mathematical geography; such as circles of situation, zones, latitude, longitude, movements of the earth, and effects of these, etc.; the relations and influences of the sun upon the earth; climate,

distribution of heat and moisture, wind, ocean currents, etc.; continents, in respect to their physical features. A concept of the earth, with all the factors of structural geography, organically arranged; being the basis of political geography, this constitutes the fourth step. Most of the work in this division is spent on the western hemisphere.

SECOND TERM (A).—The work of this term is somewhat similar to work in first term, except that special study is given to the countries of the eastern hemisphere. The latter part of the term is more especially devoted to discussion of methods of teaching geography. Attention in both divisions given to map-drawing and map-molding.

PHYSICAL GEOGRAPHY.—*Appleton's.*

FIRST TERM (B).—The various phases of nature, as exhibited on the earth, in the air, or in the water, and their simple or complex relations to one another, are considered from the standpoint of physical geography. The relation of this globe to other heavenly bodies, its shape, its motions, the manner in which light and heat are received from the sun; the effects produced by the disposition of land and water, by relief, by climate, and by abundance of rainfall, upon the distribution of animals and plants, or the results of this distribution upon the welfare of the human race, etc.

SECOND TERM (A).—This includes the advanced work in physical geography.

The topics under consideration are as follows: 1. The celestial sphere; constellations; definitions and explanations. General survey of the Solar system; the physical and chemical constitution of the sun. The moon; its dimensions; orbit; rotation; phases; physical conditions; eclipses. The tides. The motions of the earth; changes in the orbit; measurements of the surface, size and shape of the earth; mass of the earth; determination of latitude and longitude; atmospheric and oceanic movements. Terrestrial magnetism; cosmogony;

secular cooling of the earth; secular changes of climate; geographical biology, etc.

PENMANSHIP AND BOOKKEEPING.

MARY ANN ROBARTS.

PENMANSHIP.

Our aim is to form a hand-writing plain and legible, which shall be written quickly and with ease. To accomplish this, the muscular movement alone is taught, and daily practice upon movement exercises required.

Each letter is studied separately, and particular attention is paid to the manner of connecting one with another.

The small letters are made first with counts. Drill in writing upon the blackboard is a special feature; loose paper is used for practicing upon, and individual copies are set. Methods of teaching children to write are discussed in class, and definite instruction given.

BOOKKEEPING.

In the English-Scientific course, pupils receive instruction in the forms of business papers in common use, and in single entry.

In the English-Latin or German course, and in the high school course, pupils, in addition to the above, do work in double-entry, and give particular attention to shipments. In the working up of sets, the students use the day-book, journal, cash-book, and ledger. Neatness and accuracy in work are insisted upon.

DRAWING.

MATILDA F. SALTER.

TEXT-BOOK—*Prang's Books of Art Education.*

DRAWING (C).—Shorter course, Books I–V.

The first term's work is entirely freehand, and enables the pupil to make working drawings from blocks and from objects,

showing one and two views; gives him a clear idea of drawing simple objects, cylindrical and rectangular in form, and of the arrangement of groups showing two and three objects; helps him to understand the modification of geometric units and their combination in design, also the drawing of leaves from nature, their conventionalization and application in design. Drawings are made on the blackboard, from dictation. Afterward the pupil is required to make these drawings in his book, and also to write dictation exercises.

DRAWING (B).—Complete course, Books VII–X. Geometrical problems are introduced, and the construction work is made largely instrumental.

The subject of historic ornament is studied during this term. The characteristics of the different styles are taught, and illustrations of the different forms shown.

DRAWING (A).—Work in light and shade, drawings made first from blocks and objects, and then from casts. Considerable attention is paid to blackboard work, the drawings being largely illustrative. The object is to enable the pupil to use the blackboard in the school-room with ease and rapidity.

Two weeks' time is devoted to methods, which include the reasons for the study of drawing, a review of the plan of work for the different grades, and suggestions for teaching.

There is a class in C drawing every term; B drawing the winter and spring terms; and A drawing, fall and spring terms.

DEPARTMENT OF PHYSICAL TRAINING.

JOHN MARTIN PIERCE, M. A.

MARY ANN ROBERTS.

PHYSICAL TRAINING FOR YOUNG MEN.

The *aims* of this course are:

First, the personal health and development of the students.

Second, their equipment with a system of school gymnastics.

Both these ends are, to a considerable extent, gained by the same course of training. The students are drilled in simple, graded exercises, which may be used in any school; the system is learned first as free movements, then with light apparatus—dumb-bells, Indian clubs, wands, and poles.

In order to keep up the interest of the students in gymnastics suited to children, the course is passed over in less time and the movements are more vigorous; also, variety is gained and strength and dexterity in certain directions developed by heavy gymnastics, using stationary apparatus, and by athletic sports,—baseball and football.

COURSE IN PHYSICAL TRAINING.

A.—PRACTICE.

I.—*Free Movements.*

- (a) Postures at rest and in motion.
- (b) Forming in rank and file.
- (c) Tactics of marching.
- (d) Elementary positions of hands, arms, and feet.
- (e) Movements of arms, legs, and trunk.
- (f) Combination of these positions and movements.
- (g) Breathing exercises.

II.—*Light Gymnastics.*

- (a) With dumb-bells.
- (b) With Indian clubs.
- (c) With wands.
- (d) With poles.

III.—*Heavy Gymnastics.*

- (a) With school furniture.
- (b) With gymnasium apparatus.

IV.—*Athletics.*

- (a) Walking, running, jumping.
- (b) Baseball.
- (c) Football.

Books used as guides: Betz, System of Physical Culture; Posse, Swedish System of Educational Gymnastics; Puritz, Code book of Gymnastics; Infantry Drill Regulations of the U. S. Army.

B.—THEORY.

I.—The class exercises in Free Movements and Light Gymnastics are frequently interspersed with questions and suggestions as to the anatomy, physiology, and hygiene of the exercises.

II.—A series of lectures, aimed not only to interest the students in the subject of physical education and to give them information necessary especially to teachers, but also to introduce them to the literature on the subject contained in the library of the school. These lectures treat of the following topics:

(1) History of Physical Training and Hygienic Progress.

(2) Necessity of Physical Training in practice and theory; (a) for students; (b) for teachers of children; essentials of a course of gymnastics; importance of free recess and spontaneous play.

(3) The human body as mechanism and organism.

(4) The bones: distortions from bad positions and exercises; unhygienic seats and desks.

(5) The muscles: positions and action of the main masses; effects of exercise on the muscle acting; kind and degree of gymnastics to be avoided.

(6) The nerves: sympathetic and cerebro-spinal systems; hierarchy of nervous centers; elementary principles of physiological psychology; the special senses; care of the eyes; effects on the nervous system of physical training, secondary effects on clear thinking and moral conduct; sex, as related, on the one hand, to the nervous system and on the other, to the will and the intellect.

(7) The digestive, circulatory, respiratory, and excretory systems: ventilation; hygiene of eating, drinking, breathing, bathing, and dressing; headaches and colds; narcotics and stimulants.

(8) Gymnastics and athletics at the colleges and universities; inter-collegiate contests, anthropometry.

The University has a large and well appointed gymnasium. It is kept in good order and much of the apparatus is new and well suited to the demands of such a school.

PHYSICAL TRAINING FOR YOUNG WOMEN.

The object of this work is to provide a recreative and developing exercise which shall be to the pupil a means of attaining symmetry of figure, grace, and suppleness in movement, healthfulness of body, and an ability to keep it in a vigorous

orous condition, as well as to relieve the mental activity and strain of a day of continuous study and recitation.

Since this work is compulsory, each young woman before entering, in order to save time and expense, should see to it that her school dresses be made with plain skirts, loose, not tight-fitting waists. The waist adopted by most of our girls is the blouse, or shirt waist, either with or without the Eton jacket. The exercises for the year consist of:

FALL TERM.—Forming in ranks; military and Swedish dressing; military facing; simple movements of military set-up drill; marching; fancy steps; Swedish free movements; German free movements.

WINTER TERM.—Advanced work in line of fall term; use of wooden dumb-bells; short wands in standing and sitting positions.

SPRING TERM.—General review of exercises of fall and winter terms; long wands; Indian clubs; running.

Pupils having completed the course may, if they choose, continue to use the gymnasium.

The young women desiring to do work on the heavy apparatus must provide themselves with the standard gymnasium costume—material black flannel.

TUITION.

First three grades free.

Fourth, fifth, and sixth grades, fall term, \$4; winter and spring terms, \$3, each.

Seventh and eighth grades, fall term, \$4; winter and spring terms, \$3, each.

SYLLABUS OF WORK.

In the Primary School the studies are more concentrated than they are in the higher grades. No one study includes the others. Each is included in all, and all in each.

Picture making with pencil and water-colors is encouraged throughout all the grades. This is used as a means to express thought. Water-colors have been found to be especially useful in science work.

READING.

FIRST YEAR.—Literature and science work are made the basis for the reading until the first part of the reader is mastered. Then take up Appleton's First Reader. Supplementary work frequently introduced.

SECOND YEAR.—An advanced First Reader. Harper's Second Reader. Todd & Powell's. Supplementary work.

THIRD YEAR.—Harper's Third Reader. Todd & Powell's Third. Supplementary work from various sources.

FOURTH YEAR.—Harper's Fourth Reader. Poems. Literature stories.

FIFTH AND SIXTH YEARS.—Entire selections from standard authors are used as the text for reading. Care is taken to develop a love for the best literature, that by this love the child may be guided in his after reading to select the best books. The books used in these grades are Hiawatha, Ruskin's King of the Golden River, Irving's Sleepy Hollow, Lowell's Al Fresco, King Midas, and others of like grade.

SEVENTH YEAR.—The pupils are introduced to the choicest American literature.

The objects of the instruction are: (1) To secure a free and natural expression of the matter read. (2) To implant in the children a love of good literature. (3) To form the habit of pure and noble thinking.

To connect the reading work with the language work the children are frequently required to reproduce, in whole or in part, a written account of what has been read.

EIGHTH YEAR.—The general aims, and plans for carrying them out, in the reading of the seventh year, are followed in the eighth year. The work partakes more of the nature of literary work than in the previous year. More use is made of the pupil's knowledge of geography, history, and grammatical structure than in the seventh grade.

At present the selections are from the Riverside Literature Series and include the principal American authors.

LANGUAGE AND LITERATURE.

FIRST YEAR.—Language is a training that should result in correct and fluent use of English. The first steps toward this end are teaching correct sentence forms and correcting prevalent errors.

The material for this drill is partly furnished by the children as they report daily on the things they see and hear (field observations); and as they retell stories told them. Stories told the first year are: The Old Woman and her Pig, The Three Bears, The Anxious Leaf, Thanksgiving Story, Christmas Poem, The Animal Band, Life of George Washington, Life of Abraham Lincoln, Jack and the Bean Stalk, Cinderella.

Poems suitable for the first year are: Five Little Rabbits, Pretty Little Cloud, The Secret, Pretty Cow, Days of the week, May.

SECOND YEAR.—The work of the second year is similar to that of the first, except that the children are required to do

more written work. Æsop's Fables, and stories of familiar animals, are used chiefly for the language. Many of these stories are reproduced in writing, but before the children are asked to write, the *forms* of words are made familiar to them, and also such technical points as will be needed to put into correct form the story they are asked to write.

The literature of this year consists of the oral analysis of several poems *recited* by the teacher to the children. Some part of the poem must be remembered and given back to the teacher. Before the end of the year the children are asked to reproduce some of these poems in writing from memory. It is expected that both poems and stories shall be held in memory for repetition. Some of the poems used are: January, The Rain and the Flowers, Five Little Chickens. Stories suitable for the second year are: Dick Whittington and his Cat, Biography of Benjamin Franklin, Æsop's Fables (selected), Sleeping Beauty.

THIRD YEAR.—Language lessons are carried along on two lines, oral and written. Conversation forms the basis of the first, and dictation exercises and short essays, of the second. The facts for conversations and essays are drawn from observation (field work), books, and talks with friends. To cultivate system in writing, the essays are developed from suggested outlines. Very crude results are accepted at first if the work is the child's own, and his best. The dictation exercises are taken usually from the easier of Æsop's Fables. They are used as form studies.

The written part of the science lessons is done as language; the oral part finds place in any recitation to which the facts are applicable.

The literature of the year is taught by means of the following:

The Village Blacksmith, selections from Alice Carey's poems, and Greek hero stories.

FOURTH YEAR.—Similar work to that of the third, using Robinson Crusoe as the basis for a greater part of the work.

FIFTH YEAR.—In the fifth year a text-book is used as a general guide in the study of language. Besides this work, two other lines are carried on: (1) Reproduction of stories taken from Bulfinch's *Age of Fable*, Hawthorne's *Tanglewood Tales*, and other similar sources; (2) the analysis of poems. This is done under the direction of the teacher while *speaking* the stanza of the poems, one by one. The graphic mental picture made while reciting concentrates the thought so that the words are readily recalled. Afterwards the poems are written from memory.

SIXTH YEAR.—In the sixth grade, language as a separate study is dropped and the principles previously learned are applied in the preparation of written work on subjects taught in this grade.

SEVENTH YEAR.—The language work is studied under the following heads: The sentence, kinds; margin, paragraph, punctuation; letter-forms, heading, salutation, body, close; abbreviations, quotation marks, synonyms, parts of speech and their inflections, structure of the simple sentence, essay writing on familiar subjects arranged in logical order. Punctuation and business forms, paraphrasing, figures of speech. Simple, complex, and compound sentences studied.

GRAMMAR.—*Conklin.*

EIGHTH YEAR.—The aim of the grammar work is to enable the pupil to think readily in the forms of the correct English sentence.

As the sentence is the unit of thought, so it should be the unit of work for the pupil. Short, easy sentences are studied and enlarged by addition of word, phrase, and clause elements. When the pupil knows well the structure of simple and complex sentences, some time is spent in the study of the modifications of the parts of speech.

WRITING.

FIRST YEAR.—Writing is at first mere copying of words learned in the reading and other lessons. Exercises for the purpose of giving drill in free movement and practice on letters are added as soon as the class is prepared for such work.

SECOND YEAR.—Special drill on all letters, large and small, in the order of the alphabet. Peculiar joining of letters. Daily drill in free movement exercises.

THIRD YEAR.—The small letters in allied groups. Peculiar joinings and words difficult to write. Capital letters in allied groups. Daily exercises in free movement.

FOURTH YEAR.—Continuation of the work of the third year. Write names of persons and places learned in other studies; language, reading, geography, etc.

FIFTH YEAR.—Review the work of the previous year. Knowledge acquired used in copying choice selections of poetry and prose.

SIXTH YEAR.—Analysis of letters and principles. Special attention given to copying correct forms of bill-heads, notes, receipts, etc.

SEVENTH YEAR.—The aim throughout the year is to have all the work done with the muscular movement. To attain this there is daily practice upon movement exercises, many of which are combinations of letters. Practice in the writing of notes, drafts, checks, orders for goods, social letters, etc.

The third term, all writing is done on unruled paper.

DRAWING.

FIRST YEAR.—Study of form and color. Type forms used are sphere, cube, and cylinder. The tablets and figures derived from them, circle, square, and oblong are also used.

Primary and secondary colors. Modeling in clay.

SECOND YEAR.—Type forms used are hemisphere, square prism, triangular prism, semi-circle, and equilateral and isosoles triangles. Modeling in clay.

THIRD YEAR.—The type forms are ellipsoid, ovoid, cone, and pyramid. Dictation exercises on the blackboard and on paper. Modeling in clay.

FOURTH, FIFTH, AND SIXTH YEARS.—The work of these grades consists of the first six books of Prang's Complete Course.

EIGHTH YEAR.—Prang's Complete Course, Nos. 7, 8, and 9. Drawing is studied under three heads:

Construction.—Drawings made from objects, showing two and three views, also sectional views. Instrumental work—problems applied in working drawings.

Representation.—Drawings from objects. Arrangement of groups, work freehand. The aim is to teach the pupils to see correctly, and then, by practice, to give them the ability to express what they see.

Decoration.—Drawings of leaves and flowers from nature—arrangement of design.

GEOGRAPHY.

FIRST, SECOND, AND THIRD YEARS.—During the *first two years* many facts taught in language, drawing, and number, constitute the basis of the formal study of geography, which is begun in the third year. Some of these facts are impressions of forms from handling and molding solids; ideas of surface; direction; points of compass; location (place), and position; lines, measures.

In the *third year* the formal study of geography, is begun by further developing ideas of color, form, distance, direction, and by reviewing the points of the compass. Distances and lengths are actually measured, and, after much practice with the unit of measure, the children are tested as to their ability to judge of these by the eye alone.

Plans of the school-room and school-yard are drawn, and the idea of drawing to a scale is developed. Maps of the town and immediate vicinity are made from the children's own ob-

ervation. The township, county, and state, are taken up and drawn in regular order. Frye's Brooks and Brook Basins is the foundation for the work in the later half of the year.

FOURTH YEAR.—North America is studied with respect to position, outline, surface, drainage, natural divisions, life, production, exports, imports, commerce, etc. The United States, with some of the representative states in the same manner. South America, with special reference to heat, winds, ocean currents, characteristics, and people. Books of travel and science are placed in the hands of the children.

FIFTH YEAR.—Butler's Elementary Geography and King's Geographical Reader (Second Book) are used as the basis for work in this grade.

SEVENTH YEAR.—The pupils use a complete descriptive geography as a basis of study (Eclectic Complete). The work takes up the notions of position, form, direction, distance, etc., as a means of developing concepts with which to work intelligently when the study becomes one of imagination. Much map drawing is required, and also some supplementary reading from cyclopedias, magazines, etc.

HISTORY.

SIXTH YEAR.—In the sixth year a primary 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. In connection with colonial history Hiawatha and Miles Standish are read. Biographies of noted Americans, such as Washington, Scudder, Franklin, and Lincoln, are studied. Lines of thought suggested in the history are followed out at home by reading books taken from the library of this department.

EIGHTH YEAR.—*Eggleston's United States History*. The objects in the study of history in this grade are: (1) to gain facts; (2) to fix geographical knowledge; (3) to train

the memory; (4) to teach the machinery of a republican form of government; (5) to present moral lessons; (6) to prepare for advanced history and for citizenship.

Only those facts should be learned which lead the pupil to a fuller appreciation of his duty as a citizen. Many pupils never go farther in school-life than the eighth grade. To these should be given a general understanding of the machinery of government. The ideal of right conduct should be kept constantly in mind in studying the lives of our great men.

ARITHMETIC.

FIRST YEAR.—Conversation lessons for a few days to determine the child's knowledge of number. The child learns to observe "how many" in objects, actions, and sounds. He is led to see a two, a three, or a four of objects in and among other objects. Familiar objects in and about the school-room are used. All the fundamental operations in number below eleven are learned the first year. Denominate tables of same unit value as numbers learned.

The halves of 2, 4, 6, 8, and 10; the thirds of 3, 6, 9; the fourths of 4 and 8; and the fifths of 5 and 10 are learned.

Counting to 100. Roman notation as found in the First Reader. Signs: ($+$ $-$ \times \div $=$) and symbols (figures). Words expressing number, as team, pair, couple, etc.

SECOND YEAR.—Work of first year continued to 36. Tables of 2's and 3's completed, and other tables formed as far as 36. Mechanical addition, no column exceeding 9, mechanical subtraction, minuend figures all larger than corresponding subtrahend figures. Rapid work and mental work especially emphasized. Counting, writing, and reading all numbers to 1,000. Roman notation to 50.

THIRD YEAR.—Work of the second year continued to 100. Original problems. Analysis a prominent feature. Fundamental idea of addition and subtraction. Fractional parts.

FOURTH YEAR.—A text-book is used as a basis. Funda-

mental idea of multiplication and division. Drill upon reading and writing of *all* numbers. Roman notation completed. Multiplication and division emphasized. Analysis of problems.

FIFTH YEAR.—A text-book outlines the general work. Fractions, decimal fractions, United States money.

SIXTH YEAR.—The practical side of denominate numbers, percentage, and mensuration as touched upon in the text-book used, is dwelt upon.

SEVENTH YEAR. — *White's New Complete Arithmetic*. Numbers of things and their relations are the subjects of study. All statements and analyses should correspond as nearly as may be with the relations of numbers as the pupil sees these relations, that is, no memorizing for memory's sake.

Fractions are taught from the actual division of objects, and the principles governing the operations in fractions shown to be the same as those governing in integral operations.

The winter term's work begins with decimal fractions. The fundamental operations as applied to decimals follow the same principles that apply in whole numbers.

Denominate numbers are studied from measures and weights, which the pupils use in class room, under the direction of the teacher.

The metric system of weights and measures is studied from actual standards. Measurements are made and practical problems solved. Mensuration of surfaces and solids, the system of land surveys by which Illinois was surveyed, and a general review, occupy the spring term.

EIGHTH YEAR.—Same text-book as previous year. The arithmetic work of this grade begins by reviewing rapidly the work gone over in the spring term of the seventh grade. This review occupies two or three weeks. The work properly begins with percentage. The pupils are brought as near as possible to the real subject of thought. Notes, partial payments, the *problems* of simple interest, stocks, exchange, equation of payments, and analysis, are subjects of study.

SPELLING.

About the fifth week of school, phonic work is begun with the first grade and carried through the year. Ten minutes daily.

About the eighth week, spelling is introduced and carried through the year. The words are chosen from all the other lessons and fifteen minutes each day are devoted to the exercise.

The work is conducted somewhat differently in the upper grades, but the general plan is carried through the first four years. After the fourth year, spelling is taught only in connection with the various lessons.

SCIENCE.

Fifteen minutes daily are devoted to general science work in the four lower grades. The subjects chosen are in connection with the literature, reading, or geography lessons, and every sort of science is included.

The following are a few of the subjects treated the past year:

First Grade: Cow, eagle, horse, all domestic fowls, tea, coffee, tobacco, corn, leaves, and leaf-buds.

Second Grade: Clover, dew, cow, horse, candles, and soap.

Third Grade: Coal, corn, wheat, trees, flowers, and leaves.

Fourth Grade: Sponges, coral, pearls, and diamonds.

Besides this general science the second grade is given a very elementary knowledge of the human body, with hygiene as the principal motive.

The third grade is given elementary work in botany, the main object being to teach the uses of the different parts of a plant (root, stem, leaf, flower, fruit). The uses as food, medicine, shelter, clothing, and for manufacturing purposes are also taught.

The fourth grade takes up elementary zoology in the same way. The object is to teach the use of insects, worms, birds, and so forth, with the view of preventing unnecessary cruelty to these inferior animals.

The sixth grade uses a text-book in the study of elementary physiology, physics, and botany during each of the three terms of the year, as indicated in the course of study.

Seventh Grade: Botany, *Gray's How Plants Grow*. Spring Term (B).—While a text-book is used in this work, the principal part of the work is with leaves, buds, flowers, stems, seeds, etc. Excursions are made into the woods near by and many flowers gathered. These are analyzed in a simple way, drawn, and pressed.

Eighth Grade: Physiology, *Stowell's A Healthy Body*. The skeleton, muscles, skin, etc.; digestion, absorption, and assimilation; circulation, respiration, etc.; nervous system; special senses, the organs connected with these.

During the first few days the skeleton is studied without the book to give a better basis for the study of the organs of the body.

Zoology.—*Tenney's Natural History of Animals*. At first a general idea of the animal kingdom; then mammals, birds and other classes of vertebrates more in detail; articulata, including insects, crustaceans, and worms.

The object is not so much to have the class go through the book as to acquire habits of observation. The classes study animals daily, using the text-book as a guide, and the museum for specimens.

Physics.—*Shaw's Experiments*. One term is spent in the study of a few phenomena which may be illustrated by simple experiments. The pupils observe the experiments and then write out and give in class explanations of (1) apparatus, (2) manipulation, (3) manifestations, (4) conclusions.

PHYSICAL TRAINING.

A quarter of an hour is given each day to physical training, which consists of seat gymnastics; marching; free arm, leg, and foot exercises; use of all the apparatus suitable to the age of the children; which the gymnasium affords.

MUSIC.

A short time each day is given to general instruction in music.

OPENING EXERCISES.

The opening exercises consist of the Lord's prayer, recited or sung, and general talk upon morality, honor, and nobility. These talks are based upon the conduct of the children (either good or bad) noticed each day.

LIBRARY.

The children's library consists of about three hundred volumes of general reading and reference, and about two hundred books, in different sets, for supplementary reading.

Books are taken from the library on Friday and kept two weeks, if desired so long. Reports from the reading are received in any of the recitations in which the facts learned apply.

The librarian watches the development of the children's taste for reading, not forcing to any line of reading, but directing to the best by suggestions and inducements. The books that children read when their taste for literature is forming constitute one of the chief factors in character building.

LIBRARY.

MINNIE J. FRYAR, *Librarian.*

The University has a complete set of books of reference—cyclopedias, biographical dictionaries, gazetteers, atlases, etc. Some of these are placed in the study hall or in the several recitation rooms, so that the students may more conveniently consult them at any time.

The library proper occupies a spacious room on the second floor, and contains at present 12,000 vols., including a professional library for teachers. This number will be yearly in-

creased. Besides the books in cases, the library is supplied with about 70 of the best current magazines and papers, both American and English. To these the students have free access.

CLASSIFICATION AND CATALOG.

The books are classified and arranged on the shelves according to Dewey's decimal system. Each book has a class number ranging somewhere between 0 and 999. Of these numbers there are ten general divisions as follows: General works, 000-099; Philosophy, 100-199; Theology, 200-299; Sociology, 300-399; Philology, 400-499; Natural Science, 500-599; Useful Arts, 600-699; Fine Arts, 700-799; Literature, 800-899; History (including Biography, Geography, and Travels), 900-999. Each book bears a label, upon which is written the class number and the first three letters of the author's name. Books having the same number are grouped together and arranged alphabetically by the letters on the lower side of the label.

A card catalogue of authors and titles of the books, together with subjects of biographies, is complete, and ready for the use of readers. A catalogue of subjects is now being prepared. When finished these subjects cards will index not only the subject-matter of each book as a whole, but also important chapters and parts of books, thus making much that the library contains more useful, because more accessible.

RULES AND REGULATIONS.

The library is opened all of each school day, and from 9 till 12 a m. on Saturdays.

Pupils reading in the library will, upon entering the room, fill out a library blank, and all are expected to remain until the close of the hour unless excused.

The library is not used as a study room, Normal Hall being a more desirable place for that purpose, unless one needs

to consult books found in the library, in preparing for recitations.

Books for general reading may be taken out for one week, and then renewed, provided there is no special demand for them. There are a few volumes, however, that are so constantly used as helps for class work, that they may be kept out for one night only.

Cyclopedias and general reference books, magazines, and other periodicals are not taken by students from the library.

All books taken out must first be charged at the librarian's desk.

Two shelves in the library are reserved for books that are being read in the room, and no student is expected to take a book from these shelves without special permission, save the one to whom the book is charged.

When a book is returned it should be left on the librarian's desk, with a slip of paper bearing the name of the person returning the book, on the inside of the front cover.

Students are expected to exercise proper care in keeping it as quiet as possible in the library at all times, at intermissions as well as during school hours, that the best opportunity may be afforded for reading and study.

The library has been used very freely during the past year. The number of those drawing books has more than doubled the records of the preceding year. This increase has been very gratifying.

We have a collection of books of which we may well feel proud, and we solicit the help of all students in making it even more useful than it has been in the past.

PRACTICE TEACHERS.

Albright, Nora Belle (3)	Holden, Maggie Louise (3)
Aldridge, Robert Roy (3)	Huber, Grace Emma (2)
Anderson, Margaret Gordon (3)	Karraker, Ira Oliver (1)
Applegath, John (3)	Lakin, Edwin Franklin (4)
Applegath, May Augusta (4)	Lee, Homer Dalton (3)
Avis, Clarence Eugene (1)	Listeman, Catherine B. (1)
Barter, Elizabeth E. (1)	Marshall, Carrie Mahlon (2)
Barter, Rachel Jane (3)	McLaughlin, Robert James (1)
Barton, Josie Meagher (4)	Miller, Cora Anna (2)
Bennett, Frances Walters (4)	Mohlenbrock, Eric (3)
Berkey, Helen Lucile (1)	Newsum, Lola Pearl (1)
Boulden, Hattie Anna (1)	Phillips, Lucy Haven (2)
Boulden, Victoria Allen (2)	Ragsdale, Sarah Hood (2)
Bowman, Belle (1)	Ransmeier, Ida Elenore (1)
Brooks, Mrs. Minnie Lilley (1)	Roane, Emma Howard (1)
Burge, Lloyd Everett (3)	Royall, Stella Ethel (1)
Coons, Anna May (1)	Ruby, Jennie Grace (3)
Cordonnier, Simeon X (1)	Russell, Laura Lavina (1)
Crowell, Henry (1)	Schwanitz, Clara Anna (2)
Cundiff, Viola Vosburgh (2)	Silliman, Rhoda (1)
Davidson, Mary Ann (2)	Slimpert, Martha May (1)
Davidson, Nellie L. (1)	Smart, Mary Lee (2)
Dial, Horatio Ransom (1)	Snider, Fred M (3)
Dickson, Samuel James (1)	Spiller, Adelbert Le Roy (1)
Dueker, Tamar (1)	Steiner, Lulu (1)
Edman, Mate (1)	Storm, Beulah Witt (1)
Edwards, Emory (2)	Taylor, Oscar Theodore (1)
Elder, Mary Elizabeth (1)	Thompson, Bessie Milner (2)
Etherton, William Alonzo (2)	Volentine, Bertha (1)
Farmer, Mary Delphia (1)	Weems, George Melvin (1)
Felts, William Troy (3)	Weller, Nellie (1)
Field, Belle Serena (1)	Wham, Olive Josephine (1)
Finley, Florence (2)	White, Maud (3)
Finley, Margaret (1)	Williams, Arthur Eugene (3)
Flint, Minnie R. (3)	Willis, George (1)
Gilbert, Holyace (3)	Wise, Theodore (1)
Hall, Flora May (2)	Wolfe, Edwin Leslie (1)
Hobbs, Matilda Julia (2)	Yourex, Mabel Clare (2)
Total.....76	

The number following the name indicates the number of terms which the teacher has taught in the Preparatory Department up to the close of the year for which this catalogue is issued.

NORMAL SCHOOL.

POSTGRADUATES AND SPECIAL STUDENTS.

NAME.	RESIDENCE.
Barr, Jessie Gleim.....	Carbondale
Dixon, Harry Emerson.....	Carbondale
Hinchcliff, Esther May.....	Carbondale
Lawrence, Bertha.....	Carbondale
Scott, Edward W.....	Spencer, Ind.
Sturgis, S. Cryder.....	Paducah, Ky.
Way, Eunice Hope.....	Carbondale
Total.....	7

SENIOR CLASS.

NAME.	RESIDENCE.
Applegath, John.....	Carbondale
Applegath, May Augusta.....	Carbondale
Burge, Lloyd Everett.....	Centralia
Cochran, Maude Olive.....	Carbondale
Dougherty, Andrew Jackson.....	Mound City
Ellis, Jacob Taylor.....	Mt. Vernon
Felts, William Troy.....	Lake Creek
Hodge, Jennie.....	Carbondale
Jenkins, Harriet Elizabeth.....	Elkville
Jay, Norman Allyn.....	Steeleville
Kell, Iva Lucy.....	Foxville
Kell, Lincoln Samuel.....	Salem
Lakin, Edwin Franklin.....	Rochester
Longbons, Edward.....	Albion
-Mohlenbrock, Eric... ..	Campbell Hill
Ogle, John Howard.....	Belleville
Phillips, Myrtle Kingsley.....	Nashville
Pugh, Charles Harvey.....	Lincoln
Ramsey, Estelle.....	Oskaloosa
Smith, Edgar Allen.....	Carbondale
Williams, Arthur Eugene.....	Mt. Vernon
Total.....	21

NORMAL.

NAME.	RESIDENCE.
Albright, Nora Belle.....	Mt. Vernon
Aldridge, Robert Roy.....	Carbondale
Alexander, John William.....	Carbondale
Allard, Samuel Green.....	Glendale
Allen, Henry Edward.....	Carbondale
Allen, Lewis Richard.....	Carbondale
Anderson, Margaret Gordon.....	Carbondale
Anderson, Nettie Ann.....	Cobden
Atwood, Newton Franklin.....	Marion
Augusta, Louis Sixteenth.....	Carbondale
Austin, Lewis.....	Rock
Avis, Clarence Eugene.....	Benton
Baker, Arthur Cornelius.....	Harrisburg
Baker, Daisy.....	Cottage Home
Baker, James Edward.....	Harrisburg
Barker, Larkin Eldridge.....	Ozark
Barter, Elizabeth Easterbrook.....	Cawthon
Barter, Rachel Jane.....	Cawthon
Barton, Josie Meagher.....	Carbondale
Baughman, Ola.....	Olney
Beattie, James Glen.....	Preston
Bellamy, Addie.....	Carbondale
Beltz, Andy H.....	Equality
Bennett, Frances Walters.....	Cairo
Berkey, Helen Lucile.....	Collinsville
Biggs, Della Abbie.....	Carbondale
Bostick, Maggie Tomella.....	Nashville, Tenn.
Boulden, Hattie Anna.....	Carbondale
Boulden, Victoria Allen.....	Carbondale
Bowman, Belle.....	Vienna
Boucher, Andrew Sherman.....	Murphysboro
Bourchier, Laura Edith.....	Carbondale
Boyd, Sarah Rebecca.....	Oakdale
Brown, Julia.....	Carbondale
Brewer, Solomon.....	Carbondale
Brooks, Minnie Lilley.....	Oakville
Buck, Emma.....	Thackeray
Burge, Minnie Ann.....	Centralia

NAME.	RESIDENCE.
Burkhart, Carl.....	Marion
Calhoon, George Benton.....	Regent
Campbell, Emily.....	Ashley
Chandler, Larkin Craig.....	Gillespie
*Churcher, Azariah.....	Carbondale
Clifford, Blanche E.....	Phillipstown
Cochran, John Horace.....	Carbondale
Coons, Anna May.....	Loami
Copp, William.....	Waterloo
Cordonnier, Simeon X.....	Beaver Creek
Corrie, Frank.....	Sumner
Cowan, Eugene.....	Carterville
Cowan, James Parkinson.....	Carterville
Crawford, Olive Inez.....	Coulterville
Crawshaw, Solomon.....	Carbondale
Cross, George Wilson.....	Ava
Cross, Arthur Goldsby.....	Shiloh Hill
Cross, Ethan Allen.....	Shiloh Hill
Crowell, Henry.....	Carbondale
Cruse, Oscar.....	Carterville
Cundiff, Viola Vosburgh.....	Cairo
Custer, Emily Annetta.....	Carbondale
Custer, Ina.....	Carbondale
Custer, William Melvin.....	Carbondale
Dare, John.....	Mt. Vernon
Davidson, Mary Ann.....	Hagarstown
Davidson, Nellie L.....	Sandoval
Davis, Roy Edgar.....	Carbondale
Davis, Ruth Elnora.....	De Soto
Demmer, John.....	Pinckneyville
Darnall, Commodore Harrison.....	Macedonia
Dial, Horatio Ransom.....	Lake Creek
Dickson, Samuel James.....	Lenzburg
Dillard, Josiah Lee.....	Stone Fort
Dollins, Melvin.....	Carbondale
Doyle, Joseph Henry.....	Greenfield
Dueker, Tamar.....	Ruma
Edman, Mate.....	Charleston
Edwards, Emory.....	Sorento
Edwards, William.....	Sorento

*Deceased.

NAME.	RESIDENCE.
Elder, Mary Elizabeth.....	Carbondale
English, Joseph R.....	Raccoon
Errett, Julia Clyde.....	Carbondale
Etherton, Kate.....	Carbondale
Etherton, Guy Everette.....	Carbondale
Etherton, William Alonzo.....	Carbondale
Farmer, Mary Delphia.....	Carbondale
Felts, Cora May.....	Lake Creek
Ferrell, Nora.....	Carterville
Field, Belle Serena.....	Carbondale
Finley, Florence.....	Bridgeport
Finley, Maggie.....	Bridgeport
Finley, Pierce Butler.....	Bridgeport
Fisher, Louis Walker.....	Macedonia
Fligor, Pleasant Meade.....	Carbondale
Flint, Minnie R.....	Carbondale
Fly, William Calvin.....	Wolf Creek
Fults, Samuel.....	Chalfin Bridge
Gain, Grace Coral.....	Foxville
Gay, Jesse Ora.....	Bellmont
Gilbert, Holyace.....	New Burnsides
Gilbert, John Philo.....	Mt. Vernon
Golightly, Alonzo.....	Massac Creek
Hagler, George Lewis.....	Carbondale
Hall, Flora May.....	Carbondale
Hall, Ludie.....	Metropolis
Haney, Thomas Jefferson.....	Arthur
Hawkins, Randolph Webster.....	Tamaroa
Hayes, James Freemont.....	Bloomington
Hayes, May Keeney.....	Carbondale
Hester, William.....	Carbondale
Higgason, James A.....	Lake Creek
Hill, Metta.....	Carbondale
Hobbs, Matilda Julia.....	Carbondale
Hodge, Millie.....	Carbondale
Holden, Maggie Louise.....	Carbondale
Holly, Jeremiah Charles.....	Carbondale
Hord, Robert Guy.....	Carbondale
Huber, Grace Emma.....	Charleston
Hughes, Lawson Joshua.....	Carbondale
Hussong, Daniel W.....	Alhambra

NAME.	RESIDENCE.
Inman, Murphy.....	Anna
Jackson, Earl Blakemore.....	Marion
Johnson, James Allen.....	Olney
Johnson, James Richart.....	Corinth
Jones, David O.....	Lake Creek
Jones, Thomas Nelson.....	Lake Creek
Karnes, Loudene.....	Galatia
Karraker, Ira Oliver.....	Dongola
Karraker, Thomas Nathan.....	Dongola
Keady, Matthew Norris.....	Oakdale
Keesee, Leota Ethel.....	Carbondale
Kell, Albert Baker.....	Salem
Kell, Annettie May.....	Foxville
Kell, Ida Alice.....	Foxville
Kell, Thomas Scott.....	Coalgate, Ind. Ty.
Keown, Frank.....	Carbondale
Kimmel, Mary Elizabeth.....	Carbondale
King, Alfred Yancey.....	Muncie, Ind.
Lance, Charlie.....	Pulley's Mill
Lee, Ardell Agnew.....	Carbondale
Lee, Homer Dalton.....	Carbondale
Lewis, Emma Lena Maria.....	Carbondale
Listeman, Catherine B.....	Collinsville
Livingston, Herbert Roy.....	Ash Grove, Mo.
Lockett, David Wayne.....	Locust Grove
Loudon, John.....	Carbondale
Lucas, Martin VanBuren.....	New Denison
Malone, Aaron Eugene.....	Paducah, Ky.
Marberry, William T.....	Reevesville
Marshall, Carrie Mahlon.....	Olney
Marvin, Bert Riggs.....	Carbondale
Mathis, John Preston.....	Bloomfield
Mayne, Samuel Arthur.....	Mt. Carmel
Maynor, Era Della.....	Eddyville
McConaghie, James.....	Oakdale
McCormick, Mame E.	Collinsville
McGowan, Maggie.....	Cobden
McLaughlin, Charley.....	Mt. Vernon
McLaughlin, Robert James.....	Salem
Miller, Cora Anna.....	Toledo
Miller, Lawrence Mellville.....	Three Mile

NAME.	RESIDENCE.
Moore, Gibson Hughes.....	New Grand Chain
Moore, Olive Leone.....	New Columbia
Morgan, Hester.....	Makanda
Murphy, Tince.....	Foxville
Neal, Orra Elizabeth.....	Charleston
Neely, Della May.....	Carbondale
Newsom, Lola Pearl.....	Bellmont
Nichols, Cora Evelyn.....	El Dorado
North, Julia.....	Carbondale
Palmer, Myrtle Irene.....	Custer Park
Parrott, Harley Greenwood.....	Thebes
Patrick, William S.....	Makanda
Patterson, Mary J.....	Baldwin
Peace, William Guthrie.....	Foxville
Pearson, William Lewis.....	Hook
Peeler, Oma.....	Belknap
Phelps, John Lewis.....	Carbondale
Phillips, Lucy Haven.....	Carbondale
Pope, Emma.....	Herrins Prairie
Plater, Frank F.....	Carbondale
Porter, Charlie Levi.....	Murphysboro
Potter, John Leonard.....	Crab Orchard
Power, Charles Ora.....	Nashville
Purdy, Wallace C.....	Vergennes
Quick, Hattie Lue.....	Hartford
Quinces, Lillian Edna.....	Vandalia
Ragsdale, Sarah Hood.....	Paducah, Ky.
Ransmeier, Ida Eleonore.....	Murphysboro
Reef, Edmund Walter.....	Carbondale
Reed, Frank Lacey.....	Woodlawn
Reese, Louisa.....	Cobden
Reeve, Ethel May.....	Carbondale
Reid, Charles Clifton.....	Marion
Renner, Nick.....	Murphysboro
Rich, Lizzie L.....	Cobden
Roane, Emma Howard.....	Opdyke
Roane, John Quince.....	Opdyke
Roberts, Arthur.....	Corinth
Roe, Nellie Belle.....	Carbondale
Royall, Stella Ethel.....	Villa Ridge
Ruby, Jennie Grace.....	Sandoval

NAME.	RESIDENCE.
Rudolph, Joseph B.....	Massack, Ky.
Rush, Hallie.....	Metropolis
Russell, Laura Lavina.....	Coulterville
Schwanitz, Clara Anna.....	Hot Springs, Ark.
Silliman, Rhoda.....	Stokes
Sitter, Andrew.....	West Saratoga
Skinner, Hosea Edwin.....	Wolf Creek
Slimpert, Lucy Rosamond.....	New Grand Chain
Slimpert, Martha May.....	New Grand Chain
Smart, Mary Lee.....	Simpson
Smith, Henry Diven.....	Browns
Smith, Iva Clarinda.....	Vandalia
Smith, Lieu Sears.....	Salem
Snider, Fred M.....	Carbondale
Snider, Manning.....	Carbondale
Sowell, Myrtle Irvine.....	Carbondale
Spiller, Adelbert LeRoy.....	Carbondale
Spiller, Bertha Florence.....	Carbondale
Sprague, Athela.....	Blairsville
Steiner, Lulu.....	Sand Ridge
Stelle, James Merwin.....	Dahlgren
Stewart, John Roberts.....	Corinth
Stonecipher, Nellie Pansy.....	Foxville
Storm, Beulah Witt.....	Carbondale
Storm, Martha Jean.....	Carbondale
Sturgis, Samuel Crider.....	Paducah, Ky.
Taylor, Oscar Theodore.....	Carbondale
Taylor, Otho Breese.....	Carbondale
Temple, Stella Aileen.....	Cutler
Thompson, Bessie Milner.....	Carbondale
Thompson, Francis.....	Pinckneyville
Thornton, Nina.....	Osage
Toberman, Albert W.....	Seymour, Tex.
Toberman, Nora.....	Seymour, Tex.
Toler, William Lafayette.....	Regent
Trampe, Henry Frederick.....	Massac Creek
Troy, Nellie C.....	Carbondale
Turner, Minnie Richeson.....	Equality
Upchurch, Edna.....	Galatia
Volentine, Bertha.....	New Douglas
Walker, Annie.....	Ganntown

NAME.	RESIDENCE.
Walker, Ben Allan.....	Carbondale
Walker, Francis Marion.....	Elvira
Walker, LeRoy.....	Carlyle
Weaver, Robert Lincoln.....	Harrisburg
Weedon, George Walter.....	Campbell Hill
Weller, Nellie.....	Carbondale
Weems, George Melvin.....	Johnsonville
Wham, Olive Josephine.....	Foxville
Whitaker, Anna.....	Kinmundy
White, Maud.....	Carbondale
Wilkinson, Robert Branch.....	Carbondale
Williams, Council Everett.....	Friendsville
Williams, Oda Clyde.....	Friendsville
Willis, George.....	Colfax
Wilson, Ida Lillian.....	Cutler
Wilson, Samuel C.....	Elm Branch
Wilson, William M.....	Elm Branch
Wise, Theodore.....	Tamalco
Wolfe, Edwin Leslie.....	Allison
Wood, Mary Leach.....	Cairo
Woodson, Mary Alice.....	Cairo
Wright, Minnie Ella.....	Maud
Yourex, Mabel Clare.....	Detroit, Minn.
Total.....	266

HIGH SCHOOL.

NAME.	RESIDENCE.
Amon, Bertram John.....	Carbondale
Baker, Carl.....	Cottage Home
Baker, Miles David.....	Cottage Home
Baker, Rhoda May.....	Cottage Home
Bailey, Katie.....	Makanda
Bailey, Mary Elizabeth.....	Makanda
Borger, Henry Edwin.....	Carbondale
Brainerd, Ernest.....	Carbondale
Brewster, Libbie Marie.....	Carbondale

NAME.	RESIDENCE.
Bricker, Henrietta Elizabeth.....	Carbondale
Bridges, Abbie Lucretia.....	Carbondale
Bridges, Ella Lucretia.....	Carbondale
Bridges, Rolland Eugene.....	Carbondale
Bryden, Eva Hamilton.....	Carbondale
Campbell, Alice.....	Carbondale
Clements, Louis.....	Carbondale
Clements, Robert.....	Carbondale
Crawford, Mary.....	Jonesboro
Dawson, William.....	Paducah, Ky.
Errett, Harriet B.....	Carbondale
Felts, Benjamin Lorn.....	Lake Creek
Goodnow, Fred C.....	Salem
Grove, Bessie Lillian.....	Carbondale
Groves, Clifton Cooper.....	Carbondale
Hampton, Arla Hosea.....	Carbondale
Harker, George M.....	Carbondale
Harker, Oliver Albert.....	Carbondale
Henley, Anna Belle.....	Anna
Howell, Lelle Mitchell.....	Harrisburg
Johnson, Bessie Agnes.....	Carbondale
Kirkham, Annie Louise.....	Carbondale
Lawrence, Carroll Gray.....	Carbondale
Lawrence, Elizabeth.....	Cobden
Lence, Effie.....	Jonesboro
Marvin, Minnie Emeline.....	Carbondale
McAnally, Jesse Frank.....	Carbondale
McGuire, Sylvia Louise.....	Carbondale
Munger, Robert Parks.....	Carbondale
Murphey, William Gordon.....	Carbondale
North, Hugh McAllister.....	Carbondale
Parkinson, Daniel Mason.....	Carbondale
Patterson, Mamie Estella.....	Makanda
Peters, Helen Newkirk.....	Carbondale
Pierce, William.....	St. Louis, Mo.
Rapp, George Leslie.....	Carbondale
Schwartz, Charles Ernest.....	Elkville
Roberts, George Lafayette.....	Corinth
Scurlock, James Madison.....	Carbondale
Thompson, Ralph Thomas Eginton.....	Carbondale
Thompson, Ward E.....	Carbondale

NAME.	RESIDENCE.
Valentine, Ira.....	Carbondale
Watson, Oscar Joseph.....	Makanda
Webber, Clyde.....	Galatia
Webber, J. Henry.....	Galatia
Williams, Charles James... ..	Carbondale
Total... ..	55

PREPARATORY.

NAME.	RESIDENCE.
Allen, Charles Snyder.....	Carbondale
Anderson, Albert C.	Cobden
Anderson, Charley M.	Cobden
Applegath, Irving.....	Carbondale
Atwood, Mary Josephine.....	Marion
Aukenbrandt, Joseph Robert.....	Bellmont
Bade, John Berthold.....	Chalfin Bridge
Baird, Julia Emma... ..	Friendship, Tenn.
Baker, Stella.....	Cottage Home
Bales, James A.....	Paducah, Ky.
Barker, Olie M.	Ozark
Barnfield, John E.	Rockwood
Barnfield, Philip S.	Rockwood
Barter, Angus J.	Attila
Barton, Fannie Susan.....	DuQuoin
Bates, Minerva Waneta.....	Murphysboro
Batson, Mary Josie.....	Carbondale
Beggs, Minnie May.....	Dongola
Bennett, Jacob Homer.....	Carbondale
Berry, Lou Ella.....	Eldorado
Bickers, Ivy L.	Harrisburg
Black, George Michael.....	Calhoun
Blake, Kyle Hutson.....	Equality
Brainard, Stuart L.	Carbondale
Bramlet, Everett Lee.....	Eldorado
Brewer, Solomon.....	Carbondale
Brooks, Gertrude Irene.....	Carbondale

NAME.	RESIDENCE.
Brown, Lulu E.	Pinckneyville
Browning, Nancy Eugenia	Benton
Brush, George Leon	Carbondale
Burgess, William Washington	Lake Creek
Burlison, Florence E.	Lick Creek
Butler, Maria Louisa	Pellonia
Carnahan, Susie	Eldorado
Carter, Thomas Presly	Thompsonville
Cawthon, Jerome Scott	Cawthon
Chester, Lizzie	Ozark
Copp, William	Waterloo
Couch, Harlan	Lancaster
Cuykendall, Addie	Parkersburg
Damron, Myrtle Alice	Progress
Damron, Willis	Progress
Dare, Eugene Morton	Elk Prairie
Davis, Henry L.	Anna
Dickson, William	Oakville
Dillard, Charles Oliver	Stone Fort
Dillow, Minnie Belle	Progress
Easterly, Sadie Sarah	Grand Tower
Eater, Alva	Tamaroa
Eddleman, George Ernest	Anna
Etherton, Julia L.	Makanda
Etherton, Julia Williams	Carbondale
File, Jacob Francis	Coffeen
Finch, Grace	Carbondale
Fisher, Charlie Theodore	Macedonia
Fisher, Louise	Vienna
Fisher, Morris	Irvington
Forbush, Libbie	Carbondale
Freeman, Charles W.	Gards Point
French, Bascom	Bellmont
Galbraith, Lucy Edith	Johnsonville
Galeener, Claude	Tunnel Hill
Gambill, John Milton	Lake Creek
Gannon, Michael	Burksville
Garrett, Pearl Melville	Murphysboro
Galbreath, Chloe	Rockwood
Glasco, Jesse	Alto Pass
Gordon, Andrew W.	Sparta

NAME.

RESIDENCE.

Gores, Edmond Burke	Olmstead
Green, Sibyl Dollie	Carbondale
Grundon, Sallie	Maud
Hails, Samuel	Richview
Hale, Alonzo	Villa Ridge
Hamilton, Emma	Mayfield, Ky.
Hammonds, William Burrel	Upper Alton
Hanners, Helen Hermoine	Carbondale
Harper, Mary Ida	Olmstead
Harris, Eliza M.	Makanda
Harris, Gifford	Makanda
Harris, Ruth E.	New Denison
Harris, Flora Jane	Makanda
Harris, Thomas Royal	New Haven
Hartman, Etta May	Carbondale
Henley, Anna Belle	Anna
Hickman, Robert Edward	Benton
Higgason, William Claborn	Lake Creek
Hill, Florence	Crainville
Hilliard, Susie Bell	Marion
Hindman, Lucy	Carbondale
Holden, Grace	Carbondale
Holtgrewe, Emma	St. Louis, Mo.
Hood, Fred	Olmstead
Hubbard, Alice H.	Carbondale
Hubbard, Bert	Carbondale
Hubbard, Myrtle	Carbondale
Hussong, Sadie	Alhambra
Ingram, Mary Bertie	Olmstead
Isom, Lewis R.	Degognia
Jack, Jessie	Kirmundy
Janes, Arthur Eugene	Carbondale
Johnson, John	Macedonia
Johnson, Lillie May	Mound City
Jones, Charles	Lake Creek
Jones, Don Carlos	Lake Creek
Kell, Davis	Coalgate, Ind. Ter.
Kimbro, Albert Franklin	Vandalia
King, Alvus	Eddyville
Lawrence, Angie Edna	Carbondale
Layman, Carrie	Benton

NAME.	RESIDENCE.
Leary, John Erbin.....	Carbondale
Lee, Arthur B.....	Carbondale
Lilley, Nora.....	Oakville
Linder, Charles.....	Addieville
Lipe, James.....	Etherton
Lipe, Sampson.....	Etherton
Lockard, Reola.....	Makanda
Luney, Elzie.....	Oakdale
Luney, Golvin M.....	Oakdale
*Lyerla, Maud Alice.....	Murphysboro
Lyerla, Rachel.....	Murphysboro
Mandrel, Jerry.....	Woodlawn
Marberry, James Oscar.....	Reevesville
Mayne, Ben L.....	West Salem
McClure, Chloe.....	Ava
McCurdy, Mary Cynthia.....	Olmstead
McGhee, Joseph.....	Rural Hill
McMahan, Peter.....	Tunnel Hill
McMurphy, Kate May.....	Makanda
Miller, Alice.....	Elkville
Miller, Charley Leonard.....	Murphysboro
Miller, Josie Clements.....	Carbondale
Miller, Nancy Ethel.....	Three Mile
Moss, John Carroll.....	Macedonia
Mulkey, Leander Augustus.....	Moscow
Murray, Grace M.....	Salem
Neill, Lizzie.....	Vienna
Nordling, Amelia D.....	Anna
Osburn, Lura B.....	Eldorado
Owens, Edward.....	Villa Ridge
Perkins, Frank Eliphaz.....	Vergennes
Perry, Arch Benson.....	Grubb
Perry, George Wilburn.....	Macedonia
Phelps, Lafayette Hayes.....	Allen Springs
Pierson, James Franklin.....	Ava
Plott, Harvey Augustus.....	Balcom
Pomeroy, Martha.....	Carbondale
Price, Mary Lizzie.....	Price
Pulcher, Camielle Millie.....	Murphysboro
Pulliam, Fred Clark.....	Christopher

*Deceased.

NAME.	RESIDENCE.
Purdue, Arthur Arnal.....	Foxville
Quick, Eliza.....	Hartford
Quick, Virgel Edgar.....	Hartford
Ragsdale, Onie Lee.....	Paducah, Ky.
Rapp, George William.....	Smithton
Reid, James Franklin.....	Marion
Reid, John Monroe.....	Marion
Reisinger, Lewis Frederick.....	Three Mile Prairie
Riddle, James.....	Ashley
Rigg, Minnie Adaline.....	Maud
Ringwalt, Charlie Levi.....	Claremont
Roberts, Edgar.....	Makanda
Russell, John E.....	Bunker Hill
Sams, Augusta.....	Jonesboro
Schneeman, George Christian.....	Metropolis
Shirley, Charles Thomas.....	Benton
Slack, Mamie.....	Carbondale
Smith, Virgel Lafayette.....	Cobden
Smith, Wallace.....	Ava
Snider, Bessie.....	Carbondale
Sowers, John W.....	Murphysboro
Stacker, Thomas Watson.....	Carbondale
Suter, Frealy.....	Villa Ridge
Suter, George Bantime.....	Carbondale
Thaxton, Benjamin Franklin.....	Cottage Home
Thaxton, Enola Delano.....	Cottage Home
Thompson, Bertha.....	Carbondale
Thompson, William Joseph.....	Burksville
Torrens, Albert.....	Oakdale
Torrens, John Elmer.....	Oakdale
Treece, Charles.....	Oakville
Vick, Calla L.....	Carterville
Walker, Charles.....	Elvira
Walker, George Washington.....	Vandalia
Walker, John Robert.....	Vandalia
Waller, Alice.....	Murphysboro
Waller, William J.....	Rural Hill
Walser, Clay R.....	West Salem
Walser, Emma.....	West Salem
Walton, Anna.....	Makanda
Warnecke, John George.....	Pierron

NAME.	RESIDENCE.
Watson, Flora May	Makanda
Watson, Oscar Joseph	Makanda
Watson, Stella Belle	Makanda
Weaver, John Newton	Metropolis
Weaver, Robert Lincoln	Harrisburg
Weaver, Walter J.	Metropolis
Whiteside, Ado.	Allen Springs
Willetts, Jesse Evers	Vernon
Williams, Bertha	De Soto
Williams, Fred	Carbondale
Wilson, Harry R.	Three Mile Prairie
Winthrop, John Cooper	Tamaroa
Wiswell, Arthur Hugh	Carbondale
Woods, Mamie	Murphysboro
Woodworth, Libbie Ella	Dongola
Wright, William	Murphysboro
Total	206

MODEL SCHOOL.

GRAMMAR.

NAME.	RESIDENCE.
Albright, William Joseph	Tunnel Hill
Allen, Frank Benjamin	Carbondale
Allen, Mary	Carbondale
Beman, Newton Davis	Carbondale
Bourchier, Anna Maria	Carbondale
Bowyer, Hattie Hayes	Carbondale
Bridges, Albert Franklin	Carbondale
Bridges, Ruth Brush	Carbondale
Copeland, Addie	Marion
Dawson, William	Paducah, Ky.
Easterly, Sarah	Grand Tower
Forbush, Lulu	Carbondale
Goodbread, Minnie	Grand Tower
Grater, Mabel Elizabeth	

NAME.	RESIDENCE.
Hemphill, Walter Simeon.....	Carbondale
Hiller, Francis Marion.....	Cottage Home
Hinchcliff, Allen.....	Carbondale
Holly, Lucretia Kate.....	Carbondale
Hubbard, Bessie Lee.....	Carbondale
Jones, Christopher.....	Murphysboro
Krysher, Frank Chester.....	Carbondale
Lamar, Grace Bulis.....	Salina, Kan.
Luby, Margaret Teresa.....	Carbondale
Luby, Mary Gertrude.....	Carbondale
Marvin, Minnie Emaline.....	Carbondale
Parsons, Nellie Crandall.....	Helena, Mont.
Perry, Grace.....	Carbondale
Perry, Rosa.....	Carbondale
Prickett, Jessie Belle.....	Carbondale
Reef, Augustus Joseph.....	Carbondale
Renfro, Charles Duncan Miller.....	Carbondale
Robinson, Oliver Prescott.....	Pomona
Snider, Harry George.....	Carbondale
Swofford, Grace Eugenia.....	Carbondale
Teeter, Kate M.....	Carbondale
Troy, Harry.....	Carbondale
Weller, Paul Dickson.....	Carbondale
Worthen, Charles Edward.....	Murphysboro
Wykes, Fred.....	Carbondale
Total.....	39

INTERMEDIATE.

NAME.	RESIDENCE.
Ashley, Charles Horner.....	Carbondale
Baker, Ada.....	Carbondale
Barbour, George Clayton.....	Carbondale
Beman, Ellen.....	Carbondale
Bennett, Priscilla.....	Carbondale
Bennett, William Thomas.....	Carbondale
Bourchier, George.....	Carbondale
Bowyer, Emma Louise.....	Carbondale
Branch, Russell Robert.....	Carbondale
Brandon, John Paddock.....	Carbondale
Brush, Bessie.....	Carbondale
Brush, Elizabeth.....	Carbondale

NAME.	RESIDENCE.
Campbell, John Alphas.....	Carbondale
Campbell, Lansing.....	Carbondale
Cochran, George DePew.....	Carbondale
Cochran, Leander Breese.....	Carbondale
Davis, Jennie Winne.....	Carbondale
Dowell, Linnie.....	Carbondale
Elliott, Harriet Wiseman.....	Carbondale
Elliott, James Blaine.....	Carbondale
Etherton, Winnie Estelle.....	Carbondale
Grater, Harry Allen.....	
Hall, Edith S.....	Carbondale
Hall, Eugene Charles.....	Carbondale
Harker, Winnifred.....	Carbondale
Hayes, Olive.....	Carbondale
Hobbs, Thomas M.....	Carbondale
Hodge, Mary Gertrude.....	Carbondale
Holly, Lucretia Kate.....	Carbondale
Hubbard, Charles William.....	Carbondale
Lee, Chester Arthur.....	Carbondale
Markle, Mary.....	Carbondale
Mitchell, Edward C.....	Carbondale
North, Annie Richter.....	Carbondale
Perry, Harry Chester.....	Carbondale
Pricket, Olive Rose.....	Carbondale
Robinson, Lena.....	Carbondale
Rocheleau, George A.....	Carbondale
Smith, Clyde Leon.....	Carbondale
Smith, Dean Sidney.....	Carbondale
Stotlar, John Yost.....	Carbondale
Swofford, John C.....	Carbondale
Taylor, Clifton E.....	Carbondale
Taylor, Harold C.....	Carbondale
Teeter, Lillian Belle.....	Carbondale
Thompson, Albert Theodore.....	Carbondale
Thompson, Raymond M.....	Carbondale
Throgmorton, Edgar Lee.....	Carbondale
Turner, Eugene A.....	Equality
Watson, Rolla.....	Carbondale
Way, Jessie K.....	Carbondale
Wilson, Helen.....	Carbondale
Total.....	52

PRIMARY.

NAME.	RESIDENCE.
Allen, Lucy	Carbondale
Beman, Harry Nathan	Carbondale
Boulden, Lee Edward	Carbondale
Boulden, Lewis Nathan	Carbondale
Bowyer, Mabel M	Carbondale
Bowyer, Ona P	Carbondale
Boyd, Emma E	Carbondale
Branch, Eugene	Carbondale
Branch, Herbert	Carbondale
Brush, Alice	Carbondale
Brush, Mary Logan	Carbondale
Cochran, Willie Alonzo	Carbondale
Crawshaw, Maud Lee	Carbondale
Davis, George Edward	Carbondale
Entsminger, Addie May	Carbondale
Entsminger, Edith D	Carbondale
Etherton, Mont Clara	Carbondale
Grater, Annie Potter	Carbondale
Hall, Mildred L	Carbondale
Hayes, Jay Francis	Carbondale
Hemphill, Simeon Roscoe	Carbondale
Johnson, Lilla Ethel	Carbondale
Lauder, Jessie	New Bedford, Penn.
Livingston, George Robert	Carbondale
McFaddin, Minnie Araminta	Carterville
McFarlen, James Abe	Carbondale
Merrymon, William Walter	Carbondale
Metz, Lynn	Carbondale
Moore, Amelia	Carbondale
Morell, Amelia	Carbondale
Naumann, Frank Edward	Carbondale
O'Haver, Bert E. F	Carbondale
Prickett, Hattie May	Carbondale
Renfro, Daisy Dean	Carbondale
Robinson, Lloyd Walter	Carbondale
Robinson, Myrtle	Carbondale
Snider, Joseph Ephraim	Carbondale
Storm, Grace	Carbondale
Teeter, Robert Waldon	Carbondale
Thompson, Mary Elizabeth	Carbondale
Watt, Robert F	Carbondale
Total, 41.	Total in Model School, 132.

MEMBERS OF THE MAY INSTITUTE.

NAME.	RESIDENCE.
Anderson, Nettie A.....	Cobden
Bennett, Jacob Homer.....	Carbondale
Brown, Robert.....	Carbondale
Carey, Lizzie.....	Sumner
Clifford, Blanche E.....	Phillip-town
Cullens, Ora Mabel.....	Edwardsville
Edie, Esther.....	Sunfield
Errett, Julia Clyde	Carbondale
Eshelman, Irene	Bridgeport
Fryar, Mary Emilv.....	Carbondale
Gilbert, Ida Mae.....	Carbondale
Gilbreath, Chloe	Rockwood
Harris, William T.....	Fitzgerrell
Kershaw, Camillia May	Grayville
Kirk, Daisy Estella.....	Donnellson
Mann, Sadie C.....	Rockwood
McDavid, Albert Cook.....	Coffeen
Mengal, Harry S.....	Loami
Miller, Mary E.....	Carbondale
Patterson, John E	Carbondale
Randolph, John Franklin	Allens Spring
Renfrow, B. L.....	Albion
Rolens, Thomas.....	Oraville
Smith, George Walter.....	Albion
Taylor, Minnie.....	DuQuoin
Wever, Ernest S.....	Sheller
Wheatley, Jessie B.....	DuQuoin
Whittenberg, William Claten	Tunnel Hill
Williams, Ada.....	Grayville
Wiseman, Ammon L.....	Carbondale
Members of Institute	30
Regular Students in Institute Class.	24
Total.....	54

GENERAL SUMMARY.

SUMMARY BY INDIVIDUAL STUDENTS.

Postgraduate and Special	-	-	-	-	7
Graduates	-	-	-	-	21
Normal	-	-	-	-	265
High School Course	-	-	-	-	55
Preparatory	-	-	-	-	206
Model School	-	-	-	-	132
					<hr/> 686
Members of May Institute	-	-	-	-	30
Total	-	-	-	-	<hr/> 716

SUMMARY BY TERMS.

Enrolled in Fall term	-	-	-	-	411
Enrolled in Winter term	-	-	-	-	425
Enrolled in Spring term	-	-	-	-	497
Total	-	-	-	-	<hr/> 1,333
Average by terms	-	-	-	-	444 $\frac{1}{3}$

ALUMNI.

The number of years named indicates the time engaged in teaching or superintending since graduation. Data not definitely determined are placed in brackets.

(Alumni receiving a copy of this catalogue will please send to the Registrar their latest address.)

1876.

NAME.	TIME.	OCCUPATION.	ADDRESS.
1. Brown, John N.....	6 years.	.....	.....
2. Caldwell, Beverly C..	18 years.	Principal of High School...	Moline
3. Hawthorn, John C.*.....	.....	.....	.....
4. Ross, George C.....	5 years.	Dep't of Int'r...	Washington, D. C.
5. Wright, Mary	2½ years.	.....	Cobden

1877.

6. Barnes, Belle D. A. ½ }			
Mrs. Dr. Green }			Bloomington
7. Burton, Arista.....	14 years.	T'ch'r History S.I.N.U.	Carbondale
8. England, James H...	6 years.	Farming.....	Carbondale
9. Warder, William H...	3 years.	Lawyer.....	Marion

1878.

10. Caldwell, Delia.....	7 years.	Student, Medical College...	Chicago
11. Courtney, Alva C....	16 years.	.....	Denver, Colo.
12. Evans, Charles E.*.....	.....	.....	.....
13. Hanna, James A.....	6 years.	Merchant....	Sulpher Springs, Ga.
14. Hillman, Orcelia B. }			
Mrs. Merrill }	5 years.	.....	Salina, Kas.
15. Jackson, Sarah E. ½ }			
Mrs. Kimmel }	.....	.....	Duquoin
16. Kennedy, George R....	1 year.	Merchant.....	Murphysboro
17. McAnally, John T....	3 years.	Physician.....	Carbondale

*Deceased.

§Paid Tuition.

NAME.	TIME.	OCCUPATION.	ADDRESS.
18. McAnally, Mary.....	} 10 years.		Mt. Vernon
Mrs. Moss.....			
19. Pierce, Rueben E.....	1 year.	Minister.....	Grayville
20. Plant, Richmond §.....			St. Louis, Mo.
21. Robinson, Edward H.....		Physician.....	Chicago
22. Thompson, David G....	6 years.	Lawyer.....	Golconda

1879.

23. Burnett, Andrew C. §.....		Bank Cashier.....	Lamar, Mo.
24. Farmer, George H....	14 years.		[Vanndale, Ark.]
25. McCreery, Ida M.*....	3 years.		
26. Phillips, Lyman T....	2 years.	(P'd tuition 1 yr.)	Dentist, Nashville

1880.

27. Bruck, Lauren L.....	7 years.	Bookkeeper.....	Chicago
28. Gray, Joseph.....	10 years.	County Sup't of Schools.....	Anna
29. Heitman, Louis.....	4 years.	Pharmacist.....	Chester
30. Hull, Charles E.....		Merchant.....	Salem
31. Kimmel, Henry A....	6 years.	Farmer.....	Calhoun
32. Mann, Wallace E....	4 years.	Editor.....	Decatur
33. Ogle, Albert B. §.....			Belleville.
34. Rentchler, Frank P.....			California
35. Sheppard, Lizzie M. }	} 8½ yrs.		Denver, Colo.
Mrs. Miller }			
36. Warder, Gertrude A. }	} .8 yrs.		Wilmette
Mrs. Michelet }			

1881.

37. Burton, Charles H.....		Lawyer.....	Edwardsville
38. Hughes, William F...9 years.		Merchant.....	Murphysboro
39. Karraker, Henry W...13 years.		Bank Cashier.....	Jonesboro
40. Lorenz, John W.....4 years.		Druggist.....	Evansville, Ind.
41. Marshall, Oscar S.....		Farmer.....	Salem
42. Marshall, Thomas S.....		Bank Cashier....	Salem
43. Sowers, Mary A.....8 years.			Jonesboro
44. Ward, Edward I.....10 years.			Pinckneyville

*Deceased.

§Paid Tuition.

1882.

NAME.	TIME.	OCCUPATION.	ADDRESS.
45. Atkins, Wezette.....	} 2 years.	.....	Vandalia
Mrs. Parkinson.			
46. Deardorf, Lizzie M.	} 6 years.	.....	Ashland, Kan.
Mrs. DeMoss..			
47. Ennison, Walter J.....		Lawyer.....	Chicago
48. Goodall, Adella B....	} 3 years.	.....	Carbondale
Mrs. Mitchell...			
49. Krysher, Alice.....	} 4 years.	.....	Carbondale
Mrs. Livingston.			
50. Mead, Albert E....	1 year.	Lawyer.....	Blaine, Wash.
51. Parkinson, Arthur E. §.....		Lawyer.....	Kansas City, Mo.
52. Stewart, Henry A.....		Physiciān.....	Chicago
53. Wood, John W.....	12 years.	Principal.....	Floresville, Tex.

1883.

54. Alexander, Franklin M..	2 yrs.	Minister...	Murphysboro
55. Bain, William B. §.....		Merchant.....	Vienna
56. Bryden, Margaret...	} 9 years.	.....	Cobden
Mrs. Fitch.....			
57. Buckley, Alice M....	} 2 years.	.....	Murphysboro
Mrs. Alexander.			
58. Fager, Daniel B.....	11 years	Superintendent.....	Collinsville
59. Houts, Lilly M.....	4 years.	.....	Englewood
60. Kimmel, Belle....	4 years.	.....	Elkville
61. Marten, John.....		Ass't State Ent'm'lst...	Champaign
62. Nave, Della A.	} 4 years.	.....	Jonesboro
Mrs. Hileman...			
63. Sprecher, Edgar L....	5 years.	Merchant...	Guatemala, Cent. Am.

1884.

64. Aikman, Fannie A. *	} .....	.....	.....
Mrs. Kimmel			
65. Beesley, Alicia E.....	2 years.	.....	Linn
66. Buchanan, Clara J.	} 2 years.	.....	Carbondale
Mrs. Merrymon			
67. Buchanan, George V.	10 years.	City Superintendent,	Sedalia, Mo.
68. Buchanan, Mary.....	7 years.	.....	Carbondale

*Deceased.
§Paid Tuition.

NAME.	TIME.	OCCUPATION.	ADDRESS.
69. Burket, Anna L.....	2 years.	.....	Chicago
70. Cawthon, Christopher C.	5 yrs.	.....	Cawthon
71. Duff, May B.*.....	1 year.	.....	.....
72. Gill, Joseph B. §.....	.....	Lieut. Governor, Ill..	Murphysboro
73. Hendee, Lu Bird.....	6 years.	.....	Fairmont, Neb.
74. Hileman, Philetus E.....	.....	Lawyer.....	Jonesboro
75. Jenkins, John H....	.9 years.	.....	Elizabethtown
76. Lightfoot, Richard T.	2 years.	Lawyer.....	Murphysboro
77. Ridenhower, Carrie L. } Mrs. Mount* }	4 yrs.	.....	.....
78. Thomas, Maud*.....	4 years.	.....	.....
79. Treat, Charles W.....	8 years.	Prof. Sci. Napa College,	Napa, Cal.

1885.

80. Bryden, Helen §.....	9 years.	.....	Carbondale
81. Buckley, Ida M.... } Mrs. Warner.... }	1 year.	.....	Freeport
82. Dunaway, Ada L. §.... } Mrs. Caldwell.... }	.....	.....	Carbondale
83. Fringer, William R.....	.....	Physician.....	Rockford
84. Hull, Gertrude §.....	.....	Stu. Univ. Mich. Ann Arbor,	Mich.
85. Lacey, Rurie O.....	1 year.	Physician.....	Lake City, Colo.
86. Lancaster, Tilman A....	3 yrs.	Lawyer.....	Lexington, Tenn.
87. Miller, John E.....	8 years.	.....	Collinsville
88. Roberts, Mary A....	8 years.	Teacher in S.I.N.U.....	Carbondale
89. Thomas, Kate..... } Mrs. Chapman.. }	3 years.	.....	Vienna

1886.

90. Allen, Sarah..... } Mrs. Crenshaw.... }	1 year.	.....	Marion
91. Barber, Florence M. } Mrs. Boyd..... }	.....	.....	.....
92. Brown, Adella A... } Mrs. Ashenhurst }	.....	Missionary.....	Cairo, Egypt
93. Fryar, Minnie J.....	6 years.	Librarian S.I.N.U.....	Carbondale
94. Fulton, Alexander H.	7 years.	.....	Tempe, Ariz.

*Deceased.

§Paid Tuition.

NAME.	TIME.	OCCUPATION.	ADDRESS.
95. Hord, Kittie E.....	7 years.	.....	Carbondale
96. Hundley, Luella....	7 years.	.....	Harvard
97. Kennedy, Maggie....	4 years.	.....	Mexico City, Mexico
98. Loomis, Carrie I... }	1 year.	.....	Thompsonville
Mrs. McCreery..			
99. McAnally, Fannie D. }	1 year.	.....	Collinsville
Mrs. Fager.....			
100. Nichols, Louella?	7 years.	.....	Carlyle
101. Storment, Edgar L...	7 years.	Prin. Normal Sch....	Tempe, Ariz.
102. Williams, Cora..... }	2 years.	.....	Pomona, Cal.
Mrs. Wiley.....			

1887.

103. Allen, Robert M.?	.....	Railway Pass. Agt..	St. Louis, Mo.
104. Blair, Carrie.....	6 years.	Asst. Prin. High Sch'l..	Charleston
105. Bryden, J. Rockwell?	.....	Mining Engineer.	Carbondale
106. Campbell, Harmon M.?	.....	Clerk.....	Chicago
107. Cleland, Clara B.... }	1 year.	.....	Wheeling
Mrs. Strong.....			
108. Cleland, May.....	4 years	.....	Evanston
109. Cowan, David J.	6 years.	.....	Rumsey, Cal.
110. Glick, Albin Z.....	2 years.	Agent.....	Carbondale
111. Goodall, Sam'l H....	2 years.	{ Member 38th Gen'l Assembly Lawyer.....	Marion
112. Harmon, Mark D....	3 years.		
113. Hawkins, Cicero R....	.....	Farmer.....	Grayville
114. Hewett, Emma L... }	3 years.	Lawyer	Pinckneyville
Mrs. Baltzer....			
115. Hill, Mary A..... }	5 years.	.....	Tempe, Ariz.
Mrs. Storment..			
116. Hundley, Nannie.....	7 years.	.....	[Shawneetown]
117. Johnston, Lewis E....	1 year.	Lawyer.....	Kansas City, Kan.
118. Kirkpatrick, Jas H..	4 years.	.....	Custer, Wash.
119. Lawrence, Bertha....	6 years.	.....	Menominee, Mich.
120. McMackin, Edward G.	2 years.	Dentist.....	Salem
121. Phillips, Louise E....	2 years.	.....	.....
122. Ripley, Charles H.....	.....	Lawyer	Chicago
123. Scott, Luther T.....	1 year.	Farmer.....	Carbondale

§Paid Tuition.

NAME.	TIME.	OCCUPATION.	ADDRESS.
124. Searing, Harry.....		Lumberman.....	Carbondale
125. Sebastian, Julia A....	7 years.	.....	Edwardsville
126. Smith, Seva A.....	} .....	.....	Denver, Colo.
Mrs. Hoag.....			
127. Snyder, Lydia E.....	6 years.	.....	North Evanston
128. Tait, Minnie A. ....	} .....	.....	Chicago
Mrs. Ripley.....			
129. Turner, George T....	2 years.	Lawyer.....	Vandalia
130. Wham, Steuben D....	7 years.	.....	Foxville

1888.

131. Baumberger, Louise..	6 years.	Prin. High School.....	Charleston
132. Briback, Catherine J..	6 years.	.....	Cairo
133. Hall, William H.....	5 years.	Chicago Inter-Ocean.....	Chicago
134. Hickman, Ada.....	} 4 years.	.....	Carbondale
Mrs. Wood.....			
135. Johnson, Callie.....	1 year.	.....	Carbondale
136. Leary, Mary E.....	6 years.	.....	Jacksonville
137. Lindsay, David W....	6 years.	Sup't of Schools.....	Greenville
138. Morgan, Charles M....	1 year.	.....	Woodlawn, Oregon
139. Reef, William A. §....	1 year.	Stenographer.....	Leadville, Colo.
140. Richards, Kate E.*. }	} 2 years.	.....	.....
Mrs. Stewart....			
141. Street, Jasper N.....	6 years.	Sup't City Schools..	Vandalia
142. Trobaugh, Frank E....	1 year.	Physician.....	Murphysboro
143. Wham, Maggie.....	6 years.	.....	Monticello

1889.

144. Allyn, Lois A. }	} .. 4 years.	.....	Winchendon, Mass.
Mrs. Mason..			
145. Bridges, Mary E.... }	} ... ..	.....	Sikeston, Mo.
Mrs. Malone....			
146. Colyer, Frank H.....	4 years.	Stu. Univ. of Ind..	Bloom'gt'n, Ind.
147. Kimzey, Walter R....	4 years.	Principal of Schools.....	Marion
148. McMeen, John D....	4 years.	.....	Mt. Vernon
149. Parkinson, John M....	4 years.	Sup't City Schools....	Edwardsville
150. Parks, Lizzie.....	4 years.	.....	Duquoin
151. Wallis, William.....	1 year.	Student in Ohio Wesleyan	University.....
			Delaware, Ohio

*Deceased.

§Paid Tuition.

1890.

NAME.	TIME.	OCCUPATION.	ADDRESS
152. Bain, John Charles.....		Stu. in Union Col. of Law..	Chicago
153. Hackney, Kate G... Mrs. Rogers.....	} 3 years.	.....	Pomona, Cal.
154. Hull, Bertha [‡]		Student in Cooper Institute	New York, N. Y.
155. Keller, Kent E.....	1 year.	.....	Ava
156. Lansden, Mary G.....	4 years.	.....	Hyde Park, Chicago
157. Ramsey, Joseph Eli...	4 years.	Co. Sup't Schools.....	Mt. Carmel
158. Sams, Fountain F.....	1 year.	In War Dep't...	Washington, D. C.
159. Smith, Mabel*.....		.....	.....
160. Stormont, John C.....	3 years.	.....	Lordsburg, Cal.
161. Torrance, Anna Eliza.	4 years.	.....	Chicago
162. Van Cleve, Martin T.....		Co. Sup't Schools.....	Vienna

1891.

163. Alexander, Anna R...	3 years.	.....	Flora
164. Beman, George W.....	1 year.	R. R. service	Carbondale
165. Blanchard, Guy.....	1 year.	Merchant.....	Tamaroa
166. Boyd, Frank L.....	3 years.	Prin. of Schools.....	Carbondale
167. Burket, Grace L.....	3 years.	.....	Carbondale
168. Clark, Lulu.....	3 years.	High School.....	Centralia
169. Freeman, James A....	3 years.	.....	Gillespie
170. Hill, Mary E.....	3 years.	.....	Equality
171. Holden, Emma L... Mrs. Ross.....	} 3 years.	.....	Carbondale
172. Hord, Addie.....		.....	Monee
173. Lawrence, John H....	1 year.	Student, Park Col.,	Parksville, Mo.
174. Loomis, Lydia Maude.	1 year.	.....	Makanda
175. Peebles, Lizzie S.....	3 years.	.....	Olney
176. Snyder, Arthur John.....		Principal Schools.	North Evanston
177. Sprecher, Theo. Maude.	3 yrs.	.....	Vogales, Ariz.
178. Steele, Robert E.....		Student Medical Col.....	Chicago
179. Stern, Lewis.....	3 years.	Principal of Schools....	St. Jacob
180. Whitney, William B. [‡]	2 years.	R. R. Mail Service....	Carbondale

1892.

181. Ayer, Phillip.....	2 years.	.....	Winfield, Kan.
182. Barr, Jessie Gleim.....	1 year.	.....	Carbondale

*Deceased.

‡Paid Tuition.

NAME.	TIME.	OCCUPATION.	ADDRESS.
183. Bliss, Anson Lee.....	2 years.	.....	Carterville
184. Buckley, Elizabeth F. }	1 yr.	.....	Golconda
Mrs. Rude.....			
185. Bundy, Joseph B.	2 years.	Sup't of Schools.....	Nashville
186. Cochran, Wm. Phares	2 years.	High School.....	Metropolis
187. Davis, Mary E.....	}	.....	North Evanston
Mrs. Snyder....			
188. Emerson, John W....	2 years.	High School.....	Mt. Vernon
189. Galbraith, Charles M.....		.....	Carbondale
190. Kimmel, Emma Lee..	2 years.	.....	Carmi
191. Kimmel, Ruby Ida....	2 years.	.....	Carbondale
192. Lawrence, A. Blanche.	1 year.	.....	Centralia
193. Lindley, John Wm...	2 years.	.....	Robinson
194. Lirely, Wm. Henry...	2 years.	.....	Jonesboro
195. Morton, Ralph B	1 year.	.....	Raccoon
196. Nichols, John B.....	2 years.	Sup't of Schools.....	Mt. Vernon
197. Patten, Arthur E		Clerk.....	St. Louis, Mo.
198. Peterson, Grant.....	1 year.	.....	Carterville
199. Ragsdale, Joseph S...	2 years.	High School.....	Murphysboro
200. Wallis, Mary.....	1 year.	Student in Ohio Wesleyan University.....	Delaware, Ohio.
201. Wham, Agnes C.....	2 years.	.....	DeLand
202. Wham, Dora A.....	} 2 years.	.....	Pyatt
Mrs. Pyatt.....			

1893.

203. Brown, Robert.....	1 year.	.....	Nashville
204. Clendenen, George E..	1 year.	Principal	Cobden
205. Curtis, Sarah L.	1 year.	.....	Mt. Vernon
206. Davis, Charles H.....	1 year.	.....	Butler
207. Glenn, William T.....	1 year.	.....	Belleville
208. Henninger, Jennie.....	1 year.	.....	Edwardsville
209. Hubbard, Mary Evelyn.	1 year.	.....	Mt. Vernon
210. Hubbard, Samuel A... ,	1 year.	.....	Sandoval
211. Kell, Omer Adrian	1 year.	.....	Salem
212. Lingenfelter, Sarah Ada.	1 yr.	.....	Clay City
213. Moore, Jack Napoleon...	1 yr.	Principal.. .	Walnut Ridge, Ark.
214. Renfro, Robert E....		Loan Agent.....	Carbondale

NAME.	TIME.	OCCUPATION.	ADDRESS.
215. Rude, Otto J.....	1 year.	Principal.....	Golconda
216. Songer, Mary E.....	1 year.	.....	Hanford, Cal.
217. Stout, Charles L.*.....	1 year.	High School.....	Nashville
218. Whittenburg, Sarah J.	1 year.	High School.....	Duquoin
219. Woodson, Myrtle F....	1 year.	High School	Chester

*Deceased.

