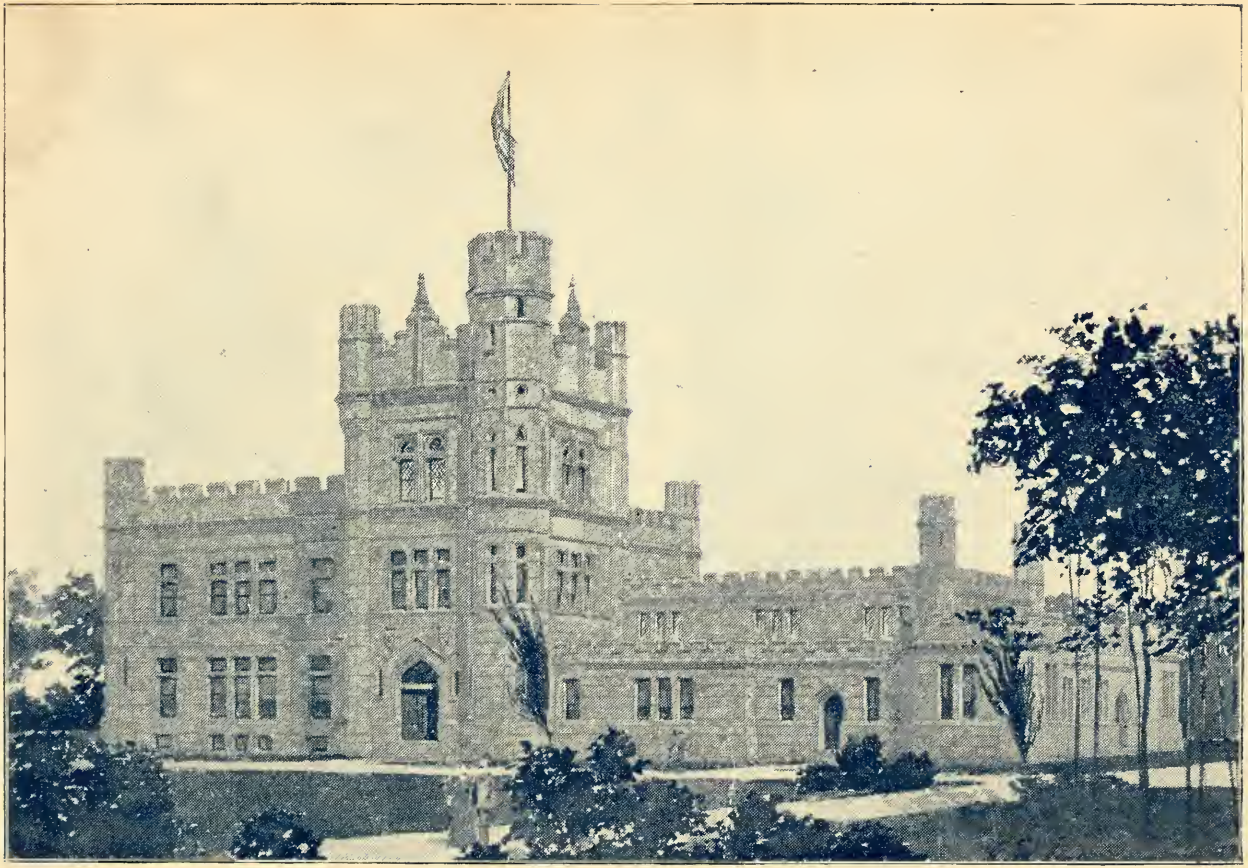
1897

1897-1898 Twenty-Fourth Annual Catalog of the Southern Illinois State Normal University

Southern Illinois State Normal University

MAIN BUILDING.



SCIENCE BUILDING

Twenty-fourth

Annual Catalogue

OF THE

Southern Illinois

State Normal University

CARBONDALE

1897-98

Published by the University

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Augusta McKinney,
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1898	Sun.	Mon.	Tue.	Wed.	Thur	Fri.	Sat.
July	..	..	..	..	..	1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31	..	..	..	..	..	..
Aug.	..	1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	..	..	..
Sept.	..	..	..	..	1	2	3
	4	5	6	7	8	9	10
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	18	19	20	21	22	23	24
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Oct.	..	..	..	..	..	..	1
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Nov.	..	..	1	2	3	4	5
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Dec.	..	..	..	..	1	2	3
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1899	Sun.	Mon.	Tue.	Wed.	Thur	Fri.	Sat.
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	19	20	21	22	23	24	25
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Apr.	..	..	..	..	..	..	1
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June	..	..	..	..	1	2	3
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1899	Sun.	Mon.	Tue.	Wed.	Thur	Fri.	Sat.
July.	..	..	..	..	..	..	1
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Sept.	..	..	..	..	..	1	2
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	10	11	12	13	14	15	16
	17	18	17	20	21	22	23
	24	25	26	27	28	29	30
Oct.	1	2	3	4	5	6	7
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	22	23	24	25	26	27	28
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Nov.	..	..	..	1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
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Dec.	..	..	..	..	..	1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	✲	23
	24	25	26	27	28	29	30
	31	..	..	..	..	..	..

O 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 6th day of September, 1874, the regular work of the Normal University commenced.

On the afternoon of November 26, 1883, at 3 o'clock, this beautiful building was discovered to be on fire; and before 5 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 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, 1886, 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 special 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 cre-

ıte and sustain a high standard of educational work. [t serves as a driving force and a balance wheel to the whole system. Sanctioned and supported by the State, it can institute those investigations and experiments which result in so much good to all the schools. [t 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. [f the State needs a great university which shall be ı 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 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 would be no good reason for our existence. Hence we aim, *First*, to insure a broad and thorough culture; and, *Second*, to give special prominence to the professional work peculiar to a normal school.

GENERAL INFORMATION.

Location, Etc.

Carbondale is a city of about 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 students may come here and be certain that economy and industry will be respected and honored by all. The Illinois Central railroad affords ample facilities for convenient access, three of its branches passing through Carbondale.

University Calendar.

Fall Term begins Tuesday, September 13, and closes Thursday, December 22, 1898.

Winter Term begins Tuesday, January 3, and closes Thursday, March 23, 1899.

Spring Term begins Tuesday, March 28, and closes Thursday, June 15, 1899.

Length of Terms: Fall, 15 weeks: Winter, 12; Spring, 12.

Closing Examinations for 1898, begin June 13; for 1899, June 12.

Commencement for 1898, June 16; for 1899, June 15.

Terms of Admission.

All 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.

To be admitted to the *Normal department* proper 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, in counties where the standard is high. It is quite probable that after this year the requirement will be equal to that of the first-grade certificate. The evidence of ability to pass such examination will be a diploma from a reputable high school, a certificate to teach, an examination and appointment by a county superintendent, the result of an entrance examination, or the completion of our preparatory course. 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 two terms except on payment of tuition.

To be admitted to the *Preparatory department*, the applicant must have completed the work of the eighth grade of the public schools of Illinois or an equivalent. Evidence that he has done this work will be a county or township certificate to this effect, or an examination here. If under sixteen years of age, he will notbe required to give a pledge to teach, nor will he receive free tuition.

The *Model school* receives children of suitable age and health who live with their parents, or are provided with good home care. Tuition is free for the first three grades.

Graduates of high schools accredited by the University of Illinois will receive a credit of one year's work on our course of study, excepting all professional work. This credit of one year's work will include a sufficient number of the following studies: B Arithmetic, B Reading, B Geography, Penmanship, B History, Physiology, C Algebra, B Grammar, Bookkeeping, B Zoology, B Botany, B Physics, Civil Government, General History, C Geometry, B English Literature, and three terms of Latin.

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

The *entrance examinations* in the common school branches will cover about the same ground and require about the same accuracy as in county examinations where the standard is high.

Those who fulfill other conditions and have an average grade of 85 or more are placed in the Normal department; those whose grades are 70 or above and less than 85, are entered in the preparatory classes; but those who fall below 70 will not be admitted unless their ages would locate them in the Model school.

Applicants for admission should bring letters of recommendation as to moral character, and whatever certificates of examination, or diplomas, they may have.

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 three grades, no fee.

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. The whole expense of boarding and tuition may be reduced to $100.00 per year.

BOOKS.

Books are sold at the book stores of the town at reasonable prices. The institution does not deal in text-books.

Physical Training.

It is desired that all students take the physical training, both as a matter of culture and as a means of health. Students in the Preparatory department are required to take (must make one passing grade in) physical training: and in order to graduation in any of the Normal courses of study, three passing grades are required in addition to that in the preparatory course. No student will be excused from these requirements except on a certificate of a regular physician or by the President, and on account of physical disability. Physical training is a part of every course of study and is to be taken at the time designated in each course. If the student is

irregular, he must, in this case as in others, take the earlier work first.

Spelling.

All preparatory students are required to enter the class in Spelling and remain in the class until their proficiency will justify their discharge. Any student of the Normal classes who shall misspell five words in any written exercise submitted to a professor, will also be assigned to this class. The spelling is conducted by dictation, writing, and defining.

English Composition.

All first-year Normal students are required to take English composition once a week through the school year. Physical training will be omitted on Wednesday of each week and English composition will take its place on that day.

Vocal Music.

A class in Vocal Music will be organized every term; and, in order to graduation, the student must make one passing grade in this class, unless he shall be excused by the President.

Instrumental Music.

This department was created one year ago. A superior piano was purchased and the work put in the hands of a special instructor. Tuition for special students in music, two lessons per week for the fall term, $18. For each of the other terms, $15 each. To students taking other work in the school the tuition one-half of the above rate.

Diplomas.

Diplomas are granted to those who complete one of the prescribed 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.

Museum.

The museum is now to be found in the northeast corner of the new building on the second floor in a room 50 by 60 feet, where are cabinets and natural history material for the use of the school.

The department of geology contains a collection of minerals representing the different geological ages or periods, and these periods are fairly represented by fossils. Many of the specimens have one face polished. There is a large series of typical minerals, besides the working material for laboratory use; and one case contains representative gold and silver ores from about one hundred and fifty mines in Central Colorado.

The herbarium contains several thousand specimens of mounted plants, both foreign and domestic. A large number of the foreign species are the typical Linnean species.

The insect cabinet contains several thousand species, representing all the orders of insects. In Lepidoptera, beside the regular cabinet series of specimens, there are several hundred butterflies and moths in the new Denton Butterfly Tablets, put up in this way for class use.

The vertebrates are represented by a large collection of mounted birds and mammals, and some reptiles and fishes. Most of the fishes, reptiles, and batrachians are in alcohol.

The cabinet of shells contains more than eight hundred species, represented by several thousand specimens.

Besides the above, there is a large series of archeological specimens, illustrating the arts of the original inhabitants of this country.

Apparatus.

The value of illustrative apparatus can scarcely be over-estimated. The institution has recognized this fact from the first. The General Assembly has from time to time made ample appropriations for this purpose. The new building, recently completed, provides for a larger use of apparatus, more especially in the line of individual research. To supply this demand the legislature again responded in a liberal manner, and the laboratories are fitted up with a full equipment of appliances for doing excellent work in each department.

But the science instruction is not confined to the new building; in the model school careful teaching is done in this line, using, however, the material of the museum and laboratories for their study.

The facilities for teaching physics include, among other pieces of value, electrical machines, electrical dynamo, air pumps with necessary accessory attachments, microscopes, thermo-electric pile, a good selection of Crooke's and Geisler's tubes, electrical rotator, a large Ruhmkorff's induction coil, a McIntosh college stereopticon with vertical attachment and a large selection of scientific views, a heliostat, solar

microscope, parabolic mirrors, wheatstone bridge, and resistance box.

The institution has an excellent chemical laboratory which is well supplied with water, gas, and Bunsen burners for heating purposes; eight large, double working-tables for experimentation and analytical work, each supplied with a full set of reagents, and an ample set of chemical apparatus for all experimental work.

The mathematical department is well equipped with units of measure for teaching denominate numbers, blocks for mensuration, a surveyor's transit and compass which the classes in trigonometry and surveying are required to use freely.

The University has also an excellent telescope from the factory of the noted firm of Clark & Sons, Boston. The instrument has a five-inch object glass, and eye pieces, varying in powers from 50 to 360. This instrument is used frequently in observing the moon, sun spots, the planets and their satellites, nebulae, etc.

The instruction in geography has been materially aided recently by the purchase of a full set of large relief maps, which, added to the former supply of maps, makes the equipment very complete.

The department of history has received its share of facilities for illustration in the line of globes, maps, a case of historical relics, souvenirs of travel, and recently by the purchase of many historic views.

Library and Works of Reference.

The University has several complete sets of books of reference — cyclopedias, biographical and pronouncing dictionaries, gazeteers, atlases, etc., which

are placed in the study hall, and 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 1,400 volumes, including a professional library for teachers rarely equaled in an institution of this kind.

Literary Societies.

There are three literary societies. 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. These represent the energy of 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 each have a well conducted organization, which meets weekly; their committees look after new students upon their arrival and those who may be sick while attending school, and in many ways minister to the wants of their fellow students.

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 teacher 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 three courses of study are offered, as follows:

1. The English Course. The student who is sixteen years of age and has obtained a certificate of good rank as a 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 of mathematics, and all the professional work—methods of teaching in all of its branches, psychology, pedagogy, and practice teaching under the training teacher; this course is fully given on another page.

2. The English-Latin or German Course is a four years' course and is the same as the English, with the addition of four years of Latin or German, geology, and astronomy. A geometry and bookkeeping.

3. 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 necessary, and includes psychology, pedagogy, practice teaching, drawing, and method work in all the common school branches.

The Preparatory Department.

This course is for those who have completed the eight grades in the Model School or in the common schools, but who are not sufficiently mature to enter the higher classes. The studies in this course are such as this class of students may require, and will cover about one year's work.

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 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 Preparatory.

Fall Term.	*Winter Term.*	*Spring Term.*
HOUR. STUDY.	HOUR. STUDY.	HOUR. STUDY.
3 B Botany.	3 B Zoology.	3 B Geography.
4 D Algebra.	4 D Arithmetic.	4 C Arithmetic.
5 C Grammar.	5 C History.	6 B Physics.
6 C Geography.	6 C Reading.	7 B Reading.

Latin or German Preparatory.

1 J Latin.	1 I Latin.	1 H Latin.
4 D Algebra.	4 D Arithmetic.	3 B Geography.
5 C Grammar.	5 C History.	4 C Arithmetic.
6 C Geography.	6 C Reading.	7 B Reading.

Professional Course.

1 A Geography.	2 A History.	2 A Grammar.
3 C Pedagogy.	3 B Psychology.	3 A Psychology.
4 Practice.	4 B Drawing.	4 A Drawing.
5 A Arithmetic.	5 Practice.	5 Practice.
7 A Reading.	7 B Pedagogy.	7 A Pedagogy.

English Course.

NORMAL.

FIRST YEAR.

1 B Arithmetic.	1 B History.	1 English Authors.
3 B Grammar.	3 A Arithmetic.	2 A Grammar.
4 Physiology.	4 B Drawing.	4 A Drawing.
6 E Pedagogy.	6 D Pedagogy.	5 C Pedagogy.
7 C Drawing.	7 A Reading.	6 A Geography.

SECOND YEAR.

Fall Term.	*Winter Term.*	*Spring Term.*
1 C Algebra.	1 B Algebra.	1 A Algebra.
2 Civics & Sch. Law.	2 A History.	3 Elocution.
4 Practice.	4 Practice.	4 Practice.
6 & 7 Chemistry.	6 & 7 Zoology.	6 & 7 Botany.

THIRD YEAR.

1 Rhetoric.	2 B Geometry.	1 English Analysis.
2 C Geometry.	3 B Psychology.	3 A Psychology.
5 General History.	4 Eng. Hist. & Lit.	4 Eng. Hist. & Lit.
6 & 7 A Physics.	7 B Pedagogy.	7 A Pedagogy.

NOTE.

1. German--May be substituted for the Latin in the Latin Course.

2. Physical Training--Required during Preparatory Year and First Year Normal in both courses.

3. English Composition--In the place of Physical Training on Wednesday of each week and for the same terms.

4. Bookkeeping--Fall and Winter terms when a sufficient demand occurs.

5. Phonics and Word Analysis--Winter term.

6. Vocal Music--Every term.

7. Spelling and Writing--In Preparatory Course till excused.

8. Greek and Advanced Latin—upon sufficient demand.

Latin or German Course.

NORMAL.

FIRST YEAR.

Fall Term.	*Winter Term.*	*Spring Term.*
HOUR. STUDY.	HOUR. STUDY.	HOUR. STUDY.
1 B Arithmetic.	1 B History.	1 English Authors.
2 G Latin.	2 F Latin.	2 A Grammar.
3 B Grammar.	3 A Arithmetic.	3 E Latin.
6 E Pedagogy.	4 B Drawing.	4 A Drawing.
7 C Drawing.	6 D Pedagogy.	6 A Geography.

SECOND YEAR.

1 C Algebra.	1 B Algebra.	1 A Algebra.
2 Civics & Sch. Law.	2 A History.	3 Elocution.
3 D Latin.	3 C Latin.	4 B Latin.
4 Physiology.	7 A Reading.	5 C Pedagogy.

THIRD YEAR.

1 Rhetoric.	3 B Psychology.	3 A Psychology.
4 Practice.	4 Eng. Hist. & Lit.	4 Eng. Hist. & Lit.
5 A Latin.	5 Practice.	5 Practice.
6 & 7 Chemistry.	6 & 7 Zoology.	6 & 7 Botany.

FOURTH YEAR.

2 C Geometry.	1 Geology.	1 English Analysis.
4 Eng. Literature.	2 B Geometry.	2 A Geometry.
5 General History.	6 Physical Geography.	5 Astronomy.
6 & 7 A Physics.	7 B Pedagogy.	7 A Pedagogy.

PROGRAM OF RECITATIONS—FALL TERM.

1						2C Alg.	J Latin†	3 Rhetoric			1B Arith.	
2					2 Civics.	3C Geom.	G Latin1	†BEn.Com	2Sch. Law	†C Read.*		†BPhy.Tr.
3		1B Gram.	†B Botany	1B Draw.*			D Latin2		1C Ped.2*	2Elocut'n*		
4			1Physiol.2		1B Hist.*	†D Alg	G Germ'n1	Eng. Lit.4		1B Read.*		P.S. C Phys.Tr.
5		†C Gram.					A Latin3	1A Eng. Com.			3Gen. Hist.4.	1A Phys. Tr.
6	3A Phys.4				†B Geog.*		D Germ'n2	2Chem.3.	1E Ped.		†C Geog.	
7	A Physics			1C Draw			J German†	Chemistry		Music.		

WINTER TERM.

1					1B Hist.	2B Alg.	I Latin†	Geology4			1B Arith.*	
2		1B Gram.*			2A Hist.	2B Geom.	F Latin1	†B Eng. Com.		Phon.& 2 W'rd Anal		†B Phys. Tr.
3	3B Psy.		†B Zool.			1A Arith.	C Latin 2					
4				1B Draw.	3Eng.Hist.		C Germ'n2	3Eng. Lit.			†D Arith.	P.S. C Phys.Tr.
5				1A Draw.*			A Germ'n3	1A Eng. Com.			†C Hist.	1A Phys. Tr.
6		†C Gram.*	2A Zool.3.		Phys. 4 Geog.		F Germ'n1		1D Ped.	†C Read.		
7			A Zool.				I German†		3B Ped.4.	1A Read.2.		

SPRING TERM.

1		3Eng. Anal.4	†Botany*.			2A Alg.	H Latin†	1Eng. Auth.	1E Ped.*		1B Arith.*	
2		1A Gram.	1Physiol 2*			2A Geom.	B Germ'n2	†BEn.Com				†B Phys. Tr.
3	3A Psy.	1B Gram.*		1B Draw.*	†B Geog.	1A Arith.*	E Latin1			2Elocut'on	1B Hist.*	
4				1A Draw.	3Eng. Hist		B Latin2	3Eng Lit.			†C Arith.	P.S. C Phys.Tr.
5	Astron.4.						E Germ'n1	1A Eng. Com.	1C Ped.2.			1A Phys. Tr.
6			2A Bot.3.		1A Geog.			†B Physics		Music.		
7			A Botany.				H Germ'n†		3A Ped.4.	1B Read.		

Explanation of symbols { *Irregular classes. †Preparatory classes.

Numbers { On the left only, No. of year in both courses. On the right only, No. of year in Latin course.

SYLLABUS OF WORK.

Psychology.

D. B. PARKINSON.

(*B*) MCLELLAN AND DEWEY. —Nine weeks of the eighth term are occupied in the use of McLellan's Applied Psychology; the latter fourth in the use of the first three chapters of Dewey's Psychology.

Special emphasis will be given to the discussion ot the relation of Psychology to education. Without doubt, the practical teacher is more in need of a knowledge of the principles that underlie the correct methods of imparting knowledge than he is in the more remote problems that concern the student of philosophy.

While the work of the term may be regarded as somewhat introductory to that which follows, it is of such a character that it will call forth the most diligent effort on the part of the student. He will at once recognize the practical value of the instruction received.

The chapters on "Method of Interrogation" are prepared to exhibit the relation of the science to the most approved method of education.

The importance of "Kindergarten Work and Self-Instruction" are too valuable to escape the attention of so thoughtful an author; hence these receive their share of consideration.

A due amount of stress is given to the presentation of outline methods on some of the more important subjects taught in the public schools. These are based

on "explicit psychological principles" and are indeed of immense value to the teacher in his early attempts to secure a thorough preparation for his work.

The views of the author are so thoroughly in sympathy with the author of the text used for the advanced class, that it is easy to pass to the study of Dewey's Psychology for the last fourth of the term, taking the first three chapters.

The institution is supplied with some valuable apparatus recently purchased for the laboratory work and tests. These add to the interest and efficiency of the introductory work and aid in making the study highly practical.

(*A*) DEWEY.—The ninth term is given to all but the first three chapters; these having been considered in the latter part of the previous term.

With the preparation thus made, the student is now capable of giving the subject more philosophic study. The author has studiously endeavored to confine his discussions to the more modern views, and has purposely eliminated much that specifically belongs to Metaphysics. He has made a diligent effort to aid the teacher in understanding the vital relation of the science of mind and the important work of instruction.

Pedagogy and School Law.

JAMES KIRK.

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

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

THE TEACHER.—The teacher's qualifications; necessary preparation for his work; means of advance-

ment 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; method of conducting recitations.

(*D*)—Elementary psychology, and school management. Study of activity as sensation, perception, conception, memory, imagination, reason, judgment, feeling, and volition. Ends, conditions, and means of school government; will training, school incentives; punishment; right conduct.

(*C*)—Consideration of general hygiene and physical exercises. Development of intellectual activities at different ages. Effect thereon of different branches of study. Particular education of the senses. Culture of memory, imagination, judgment, and reason. General method. Special method. Diversity of character and formation of habit. Culture of sensibility and will as elements of character. Motives.

(*B*)—PHILOSOPHY OF EDUCATION.—The Philosophy of Education, by Rosenkranz, is the basis for this work, and the work in A Pedagogy. Consideration is given to the general idea of education and to its special elements. The general idea of education includes its nature, its form, and its limits. The culture of body, intellect and will are treated under the special elements of education. Dietetics and gymnastics are studied with respect to their fundamental ideas. The significance of the development of attention, as a voluntary act, is emphasized. The psychological epochs, or the intuitive, the imaginative, and the logical periods of growing mind, claim attention.

The development of the subject-matter, and the manner of the demonstration follow, logically, the study of the pupil's development. Consideration of the pupil's capacity, and the elements of the act of learning, in connection with the method of instruction. Under will-training are considered social usages and the virtues, the discipline and the character which constitute morality. The theoretical and the practical process of religious culture, and the union of both in a historical process, furnishing the ground of a rational faith—a philosophical culture—in the education of the will, are duly considered.

(*A*)—The study of historical systems of education. These are classed as the National, the Theocratic, and the Humanitarian, or the Christian, systems. Passive, active and individual phases of the National system, as exemplified in the education of China, India, Thibet; in that of Persia, Egypt, Phoenecia; in that of Greece and Rome, and among the German tribes. The selfish purpose and the utilitarian character of the first and the second phases. The development of the powers of the being to be educated, is the aim of the third. Theocratic education among the Israelites. Monkish, chivalric and civic phases of Humanitarian education. The elements of the ideals of the National and the Theocratic systems combined in the Humanitarian system in a higher ideal of spiritual perfection. This ideal, attainable only through spiritual freedom. The final "free education" must provide for the education of all classes of society, by all available instrumentalities, for all the relations of free citizenship.

School Law.

The school law of Illinois is the text in this subject, and questions involving knowledge of court

decisions on practical questions, are frequent. The attention given to the subject is sufficient to enable the teacher to begin his services without hesitation as to his legal duties and rights.

Practice Teaching.

Three terms of practice in teaching are required, usually, 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.

Teachers' 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 correspond, usually, to the time assigned to this work in the course.

Grammar.

MARTHA BUCK.

Two 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 two-fold: 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 it is 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.

The remainder of the 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 anaylsis. The difficult points in grammar are studied. Entire compositions are ana-

lyzed 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.

Department of Reading, Elocution, and Phonics.

JAS. H. BROWNLEE.

READING—*Columbian Fifth Reader.*

(*C*)--This supplies practice in the difficult art of oral reading. The principles of expression are so set forth as to make all practice intelligent and therefore improving. Especial attention given to orthoepy. The organs of breathing, of voice, and of speech, explained and illustrated by casts. Exercises in articulation, and in breathing; the attributes of a good voice; literary analysis of selections; biography of authors, etc.

(*B*)--Elements of speech, with articulative exercises; orthoepy; slur and emphasis; slides and waves; pause; impersonation; melody and cadence. Exercises in breathing; practice in attitude, vocal culture, and gesture. Literary and elocutionary analysis of selections.

(*A*)--Books used: *English and American Classics.*

Importance of reading in modern education; kinds of reading, silent and oral; general divisions, primary, intermediate, and advanced; the four methods of teaching beginners; general principles involved in primary work; methods for variety in intermediate grades; relation of comprehension to expression.

Outline for pupils in advanced reading; literary and elocutionary analysis; classes of ideas; application of elocutionary principles to reading.

ELOCUTION—*Hamill*—What it is not; what it is. Analogies between elocution and the other fine arts. Expression and its agencies; voice and action. Exercises in breathing and in attitude; kinds, actions, and forms of breathing; voice and its attributes; quality, pitch, force, stress, and time, with voice culture; facial expression, hues, features; sorts of gestures, with class exercises; elocutionary analysis and practice; sources of power in delivery.

Phonics.

Speech and its origin; number of elements in speech; number in English speech; their classification; vowels and consonants; tonics, subtonics, and atonics. Subdivisions of vowels; table of diphthongs, with analysis; subdivisions of consonants, soft and hard checks; labials, dentals, linguals, etc; table of correlatives; complete table of elements; diacritic marks. Phonic spelling; special drill upon difficult vowels and combinations of consonants. Reasons for the study of phonics in the schools. Word analysis during last month of the term.

Vocal Music.

This department comprises instruction in the following: piano, voice, harmony, history, analysis, and aesthetics.

One term of vocal music is required in order to graduation in any Normal course. The Natural Course in Music, by Ripley and Tapper, is used in these chorus classes. The aim is to give as thorough knowledge of theory as is possible to obtain in the limit of time, and also, to give smoothness and

strength to the voice. Charts are used for class instruction, but each student in this study must be provided with a music reader.

The student throughout his term of school is encouraged to cultivate and love this refining art, which cannot fail to raise his mind to loftier purposes, and inspire him with a love for all things pure and holy.

Department of English Literature and Rhetoric.

H. W. SHRYOCK.

RHETORIC AND COMPOSITION.

The entire course in Rhetoric and Composition is based upon a recognition of the following facts: The paragraph is the briefest unit of discourse permitting a pre-view or outline. The first three forms of prose composition are the forms that the student will make the most use of in after life. The greatest obstacle to spontaneity is self-consciousness. The higher qualities of style, such as wit, pathos, sublimity, etc., are incommunicable. In accordance with the ideas above expressed, the work is so arranged that one-third of the time may be devoted to paragraph writing in class; the paragraphs being largely narrative, descriptive, or expository; the subjects being chosen from a range of topics found within the student's own experience or thought, so that he may write without feeling that he is "doing an exercise;" and the effort is mainly directed toward the acquisition of a clean, straight-forward, English. In order, however, that the student may be brought into sympathetic appreciation of the graces of rhetoric, the regular work is supplemented by the, study of a number of masterpieces of English prose style.

COMP. B. Text, Studies in English Composition, Keeler. This class meets once a week through the entire year.

COMP. A. Text, Outlines of Rhetoric, Genung. This class meets once a week through the entire year.

RHETORIC.—Text, Forms of Discourse, Cairns. This class meets five times a week through the Fall term. For supplementary work, Genung's Hand Book of Rhetorical Analysis is used.

LITERATURE.—ENGLISH AUTHORS. Text, Introduction to English Literature, Painter. This study runs through the Spring term. In addition to the work given in Painter, a special study is made of English fiction.

FALL TERM.—ENGLISH LITERATURE. Texts, Primer of English Verse, Corson; Primer of English Literature, Brooke. Selections studied, Prologue to Canterbury Tales, Macbeth, two books of Paradise Lost, Princess, and Silas Marner.

WINTER TERM.—Text, Manual of English Prose, Minto; English Prose from Elizabeth to Victoria, Garnett. A part of this term is devoted to a special course of English fiction.

AMERICAN LITERATURE.—Text, Introduction to American Literature, Matthews. Works studied, Last of the Mohicans, Marble Faun, Autocrat at the Breakfast Table, Essay on Compensation, Keramos, Snow Bound, and Vision of Sir Launfal.

Latin and German.

C. E. ALLEN.

LATIN.

This department of Latin provides a course designed to furnish the student with such instruction as will fit him for the work of teaching the language in the

high schools of the State, or for entrance to the college and university.

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.

Ten terms of Latin are required of all pupils completing the English-Latin course, and two additional terms are offered to those who are preparing to teach Latin or desire further drill in the subject.

The *Roman* method of pronunciation is used.

First Term (K) "First Latin Book," Collar and Daniell. About forty lessons are completed during this term.

Second Term (J) The "First Latin Book" is completed and a thorough review in Etymology and Syntax is given.

Third Term (I) Selections from Eutropius as given in "First Latin Readings." Prose composition based on the text. Constant use of the grammar (Harkness).

Fourth Term (H) Nepos and Cæsar, from "First Latin Readings." Prose composition daily.

Fifth Term (G) Cæsar's Gallic War, Book I. Special drill in grammar and daily exercises in prose composition.

Sixth Term (F)—Vergil, Greenough and Kittredge. Scanning and Mythology.

Seventh Term (E)—Continuation of course F.

Eighth Term (D)—Six books of the Aeneid, completed. Vergil's Eclogues. Papers on special topics assigned to pupils.

Ninth Term (C)—Cicero, Allen and Greenough. First three orations against Catiline with prose composition based on the text.

Tenth Term (B)—Cicero. The fourth against Catiline, the orations for the Manilian Law and the poet Archias.

Eleventh Term (Optional)—Ovid. Selections from the Metamorphoses; 1,500-2,000 verses. Greek and Roman Mythology.

Twelfth Term (Optional)—Reading of some more advanced text. Review of grammar. Discussion of text-books and methods of teaching.

Greek.

Greek is not required in any course, but classes will be formed as heretofore whenever there is a sufficient call for them.

German

The English German course has ten terms of German. Pupils who have had no previous training in the language may enter this course at the fall term. Graduates will have acquired a fair knowledge of German; they will be enabled to use it to advantage in ordinary conversation; they will appreciate the beauty of the language by a goodly acquaintance with its poetry and best prose writings of its foremost thinkers and poets.

Collar's Shorter Eysenbach is the text-book for the first year of this course.

Supplementary reading is taken up from Super's Elementary German Reader, from Baumbach's "Im Zwielicht" I, and from Storm's "Immensee," during the first year.

Composition work is resorted to frequently, thus enabling the pupil to make use of the acquired vocabulary. Light poetry is committed to memory.

During the second year the scope of the work is considerably enlarged. Baumbach's "Im Zwielicht" II, Freytag's "Die Journalisten," "Novelletten Biblio-

thek" II. and Harris' German Composition, together with Thomas' Grammar, are used, and with the pupil's advanced knowledge of grammar and words, the compositions become more difficult. Part of the lessons are conducted wholly in German.

The third year the pupil studies literature, especially the great masters. Klemm's Literaturgeschichte serves as a good guide, but the best writings of Lessing, Schiller, Gœthe, Heine, Rueckert, etc., will be read and studied.

It is intended that this course shall fit the students for entering the best universities of this country. Graduates will also be enabled to teach the language in preparatory or high schools.

Department of Mathematics.

SAMUEL E. HARWOOD.

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

1. To give a mastery of the process 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, three divisions of mathematical science are used: Arithmetic, Algebra, and Geometry.

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.

(*D*)—*McLellan and Ames.*—This class will 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.

(*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.
4. Mensuration.

(*B*)—*First Term—Beman and Smith.*—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.

(*A*)—*Second Term.*—This term is given entirely to method work in number and form, the history of Arithmetic, and the study of current views of number teaching.

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, are the phases of work attempted.

ALGEBRA.—*Wentworth.*

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

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

(A)—Sixth Term.—Finish, other work as above.

GEOMETRY—*Wentworth.*

(C)—Senior Year, First Term.—To Book III. History and Pedagogy.

(B)—Senior Year, Second Term.—Finish Plane Geometry.

(A)—Senior Year, Third Term—Solid Geometry.

In algebra, in addition to ordinary processes and relations, the pupils are led to see its value in training for generalizing.

One term will be taught in the prepartory course. The work will cover algebraic notation, fundamental processes, the equation, and the application of axioms. Familiarity with these elementary forms will be the aim.

In geometry, the process of reasoning is emphasized. The demonstration is made not so much for the "Q. E. D." as for discipline in analysis and formal statement of steps by which the conclusions are reached.

Many texts are used for reference, so that additional forms of presentation may be secured and compared.

Higher Mathematics.

Classes in higher mathematics will be formed as demanded.

The department has a handsome transit and other surveyor's instruments.

Analytical geometry and calculus can be had, if a sufficient number desire them.

Department of Biology and Physiology.

G. H. French.

B. Botany—Structural and Systematic Botany, Campbell.

In our present course of study the program of recitation provides for two consecutive hours' work in botany in the Spring term. The first of these two hours is to be given to the text-book, and this is the *B* Botany. The second of the two hours is to be devoted to the laboratory work, and this constitutes the A Botany, or Plant Biology.

The text-book begins with the Cryptogams, a considerable portion of the book being given to this interesting but difficult branch of plants. As each group is taken up the pupil will make a study of one or more plants in that group so far as obtainable. Some of the marine forms may be examined without making a biological study of them. To make this study the pupil will use the microscope and such other apparatus as will be necessary, and will make drawings and notes of the plants studied. Suitable books of reference will be at hand so that the pupil may identify his specimens, as knowing what is studied will form an essential part of the work.

Pupils who have Gray's School and Field Book are requested to bring it, as it is expected to use this in a

review of the use of the key in analyzing a few flowers when phanerogamic botany is reached. Each pupil will be assigned a drawer in one of the laboratory tables, and the book can be kept there with his tablets of notes and drawings.

A BOTANY.—No text-book will be required in this, but Dodge's Elementary Practical Biology will be used as a laboratory manual, to be furnished by the school. Each pupil will furnish for his own use a set of Boyer's Laboratory Blanks, consisting of a block of drawing paper, a block of ruled paper for notes, and a set of covers for holding the drawings and notes after they are made. This work will be wholly laboratory work, of such a nature as to give the pupil some knowledge of the methods of investigation now in use in the best schools of the country, and fit him to teach biology in the high schools.

The drawings and notes made in the study of the subjects in the text-book, and forming part of the recitation work of the *B* Botany, will be supplementary to the work with Laboratory Manual. So much of histology will be put into this work as will enable the pupil to make dry, glycine, and balsam mounts, and the preparation of specimens for sectioning and staining.

All drawings and notes are to be made in the class as the work is done, and are to be left in the drawers assigned to the pupil, at the close of the recitation hour.

MATRICULATION.—At the beginning of each term, as each pupil is assigned a drawer and seat at a table in the laboratory, he will be furnished with a slide box, slides and cover glasses, gummed labels, a hand lens, forceps, and a dissecting needle, for which he will pay the current list price as found in a Bauch and Lomb catalogue. At the close of the term he will receive pay for whatever of these he returns, at the same rate. If

the same pupil is working in Zoology or Physiology during the same term, he will have the same drawer and seat assigned him, and the above material may be used in these studies as far as it goes. If more material is needed before the close of the term, it will be furnished at the same rates. Other apparatus or material will be furnished by the school.

B ZOOLOGY.—*Holder.*—A course similar to the one pursued in *B* Botany will be in use here. As far as possible the animals representing each group will be studied as illustrative of the group. The first branch, Protozoa, will be studied at more length than is given by the text-book, by blackboard outlines and the animals to be found here in our ponds. In the lower groups, notes and drawings will be made of the animals studied, and these will be supplementary to this work in the *A* Zoology or Biology. In the higher groups the museum will furnish the materials for illustration.

A ZOOLOGY.—The second hour of the two consecutive hours devoted to recitation in Zoology in the winter term is given to this part of the study or animal biology. The same book is used for a laboratory manual as in *A* Botany, and the Boyer's blanks are used for the notes and drawings. As in the *A* Botany, each pupil upon entering the class will be assigned a seat and drawer at one of the laboratory tables. The notes and drawings are to be made in the room from the object studied and not from some book, and are to be left in the drawer assigned, at the close of the work, the same as in the botany work.

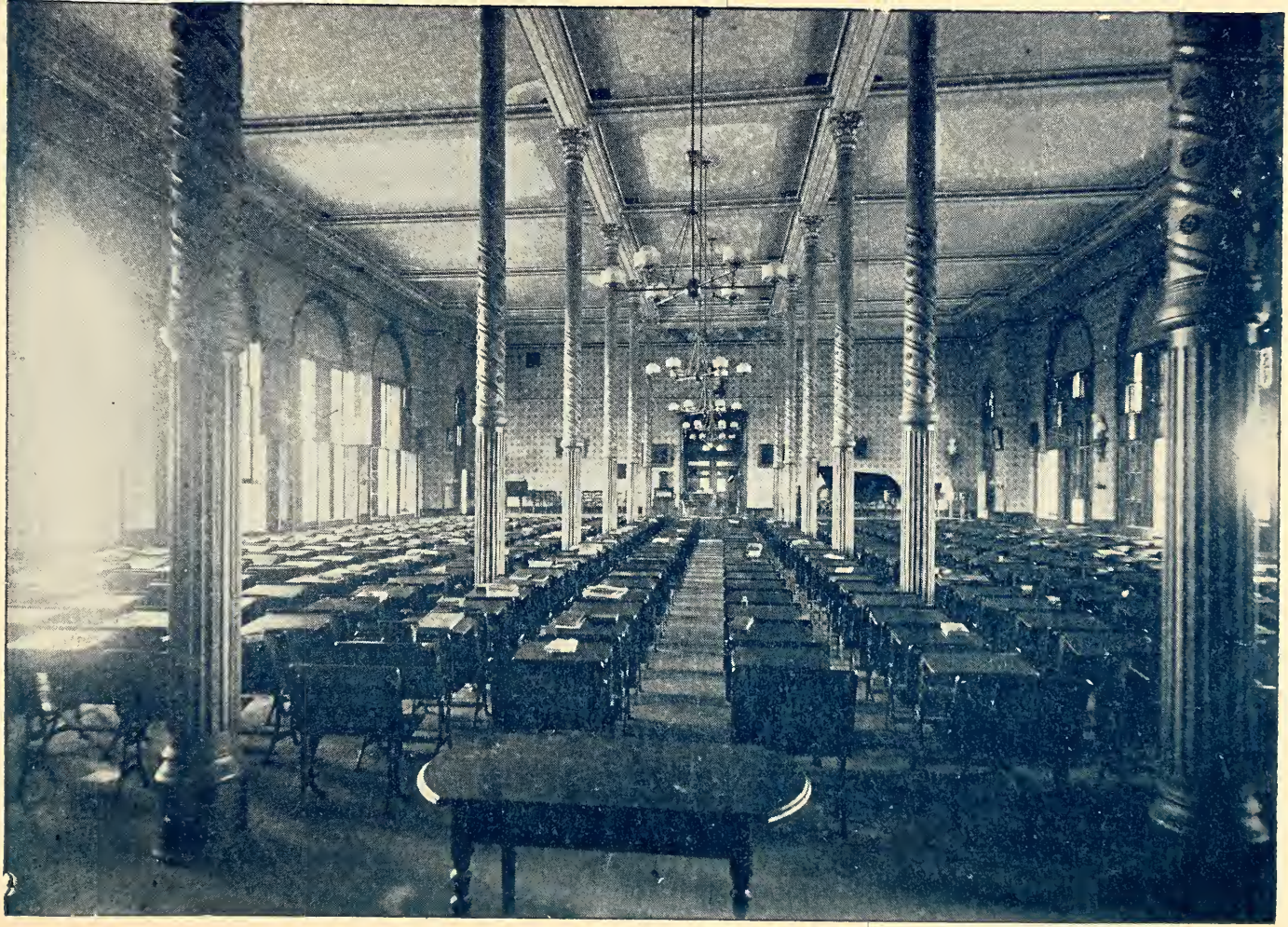
As in Botany, some histology will be introduced into this term's work. It is expected to make the pupil sufficiently familiar with histological methods that he can readily make his own permanent mounts for illustrative work in either Zoology or Physiology, as

well as to preserve for future study, microscopic plants or animals when he finds them.

MATRICULATION.—For this see this topic under *A* Botany.

PHYSIOLOGY, *Tracy.*—The book study will be what is outlined in the text-book. In addition to the usual illustrations by the use of the skeleton and charts, about half of the recitation hours will be devoted to laboratory work consisting of dissection and histology, using the new laboratory Manual of Dissection and Histology, by the teacher of this department. At first the pupil will be instructed in preparing by hardening or decalcifying and hardening his material for sectioning, and then section, staining and mounting it. About the middle of the term, dissection is begun, making the dissection a review of the subjects after they have been studied in the text-book. After an organ or a set of organs has been studied by dissection, the mounts are taken and parts of the same organ are studied histologically.

MATRICULATION.—Upon entering the class, each pupil will be assigned a seat and drawer at one of the laboratory tables. He will be furnished a slide box, slides and cover glasses, and gummed labels, and some other material if he desires it, for which he will pay the current list price as found in a Bausch & Lomb catalogue. If he returns any of this material at the close of the term he will receive pay for material returned at the same rate. He will supply himself with a set of of Boyer's Biology blanks in which to make his notes and drawings.



NORMAL HALL.

GYMNASIUM.

Department of Physical Science.

D. B. PARKINSON.
H. W. SHRYOCK.

PHYSICS.—*Avery.*

Two consecutive hours per day for the entire term of fifteen weeks are given to this science, coming the seventh term in the English course, and the tenth in the Latin course.

The happy combination of the laboratory and the recitation methods is adopted, about one-half the time to each; usually the first hour to the discussion of (1) phenomena, (2) principles, and (3) laws, and the latter half of the time to individual research and proper note taking.

The new physical laboratory is now well equipped with excellent working tables made expressly for the institution. The water and the gas supply is abundant and very convenient for immediate use.

In addition to the regular class placed in the seventh term of the regular Normal course, provision is made for those who have not studied the subject to take it as a part of the preparatory work, and also for those teachers who may have studied the science without access to physical apparatus, and desire to review the subject. This class is provided for during the spring term.

The institution almost from the very beginning has been supplied with a good selection of physical apparatus. This has been supplemented annually by the purchase of new and modern pieces until the school now possesses quite an extensive equipment of illustrative material.

ASTRONOMY—*Todd.*

This study is required only in the Latin course during the twelfth term, but may be optional in the English. The text adopted is warmly in accord with the modern ideas relative to laboratory work. Many simple devices are suggested by the author which aid materially in arousing and fostering the true scientific spirit. Special effort is made that the student obtains as soon as possible a geometrical concept of the celestial sphere.

Less importance will be given to the memorizing of data than to the exercise of thinking, and securing a clear conception of the matchless beauty and grandeur of the solar system as exhibited in its unity and symmetry, and the marvelous precision of motions.

But one term is given to this science. On account of the limitation of time the study is confined largely to descriptive astronomy; enough of the mathematical part is introduced to explain the methods of calculation peculiar to the subject, such as determining dimensions, distances, velocities of orbital movements, etc.

The excellent telescope belonging to the institution is frequently employed in giving the students a view of the object they are studying, more particularly of the sun and sun spots, the moon's surface, the phases of Venus, Jupiter and his moons, Saturn and his rings. More or less time is devoted to the study of the principal constellations and the more conspicuous stars of each.

It is claimed that there is no subject in the entire range of the course of study that presents as favorable conditions for strengthening the imagination, and developing at least a partial conception of the magnitude and grandeur of the universe as does astronomy.

In teaching the branches named in this department, special stress is given to the creation of the true scientific spirit, engendering an intense desire to know, and a correct method of inquiry and research.

Chemistry—*Williams.*

The new building furnishes the same improved conditions for the work in Chemistry as named for the work in Physics. The subject is introduced by a goodly number of experiments illustrating the conditions favorable to chemical action. The distinction between elementary and compound substances is then dwelt upon. This is followed by the study of a number of elements which are the constituents of some of the more common substances such as the air, water, etc., giving special emphasis to their physical and chemical properties, their occurrence, preparation, tests, etc.

A careful study of the laws of chemical combinations is required, also a discussion of the atomic and molecular weights, valency, and specific gravity. This is followed by chemical equations, factors, products, acids, bases, and salts.

By this time the student is prepared to appreciate the study of the elements by groups, such as the chlorine group, the sulphur group, the carbon group, and others, in the most favorable order.

Students in this branch are allowed two consecutive hours per day for fifteen weeks; the first to a recitation upon the text assigned, and the second to strictly laboratory work, using Williams's Manual for a guide.

Geology—*LeConte.*

The study of Geology is presented as follows: first, dynamical; second, structural; third, historical.

The material in the museum furnishes excellent specimens of the different varieties of geological forma-

tions, typical fossils, an excellent collection of minerals, and other material necessary for the proper study of the subject

The student is expected to give special attention to the geological features of his own region, especially to his own county. In this latter phase of the work the state "Geological Reports" are freely used.

Because of the relation which the elementary study of Geology bears to the work in the grades of the public school instruction, special emphasis is given to its importance from a pedagogical standpoint.

MINERALOGY—*Foye.*

Although the time given to the study is very short, in view of the importance of the subject, it has been thought wise to afford the student an opportunity to become familiar with the processes of Determinative Mineralogy. This is wholly laboratory work. To aid in this the student has access to complete scales of hardness, fusibility, fracture, and cleavage. About three weeks of the term are devoted to this subject.

Department of History and Geography.

GEO. W. SMITH.
FRANK H. COLYER, *Assistant.*

HISTORY OF THE UNITED STATES. TEXT, CHANNING.

(*C*)—This class is expected to begin with the opening of the text, and complete the work to the organization of the government under the constitution. The work falls under three heads—

FIRST. THE INTRODUCTION. 1492–1606.

A brief consideration of the physical features of the United States as a basis for the home of various institutions soon to be planted in the New World.

General slope of the land to the Atlantic Ocean.
Mean annual temperature.
Rainfall.
Character of soil.
Natural products.
Adaptation to commerce, and to various other occupations.

A somewhat careful study of the extent and basis of European claims to territory in the New World.

Early geographical ideas of Western Europe.
Voyages and discoveries of representatives of Spain, England, Holland, and France.

Second. Period of Growth of Local Institutions. 1606–1760.

Because our institutions have grown out of English ideas, some stress is laid upon institutional life in England, especially at the time of the founding of permanent settlements in America.

A more careful study of the planting of institutional life in the New World, as exemplified in the various forms of governments; churches; schools; homes, or society; and industries.

A study of the diffusion of rights and privileges, with Massachusetts as a typical colony, along the five lines of institutional life.

Liberal spirit of the charter of the Massachusetts Bay Colony.
Extension of suffrage.
Enlargement of the General Court.
The privileges in the town meeting.
Body of Liberties.
Growth toward religious toleration.
Sovereignty of the local church congregation.
Free public schools.
Early founding of Harvard.
Printing press.
Freedom of the New England home from aristocracy.
Legislation affecting the English law of primogeniture.
Freedom in choosing occupations in New England.
Variety in occupations.
Resulting diffusion of wealth.

A study of the centralization of rights and privileges in institutional life, with Virginia as a typical colony.

Slaveholders only held public office.

The suffrage was restricted.

No democratic meetings in towns, as in Massachusetts.

The English Church dominant. The vestrymen were always from the wealthier families.

Great gap between the families of the rich and the poor.

No free public schools. Education was limited to the children of aristocratic families.

All great social functions belonged to the one class.

The contrast of the two kinds of homes.

The idle whites.

The indentured servants.

The negro slaves.

Impossibility of the poor white's improving his condition.

Thus wealth centralized.

Third. The Period of the Growth of Union. 1760–1789.

Union against England on the basis of the rights of the colonists as Englishmen.

The colonists readily united against Indians, French, and Spanish, because they were all of English descent.

The navigation laws tended to unify the colonists as well as to alienate them from England.

Restrictions in manufacture in America had a similar tendency.

Otis's great argument against the Writs of Assistance was on the ground that the colonists were Englishmen, and had rights as such.

The Stamp Act was resisted on the ground of rights as Englishmen. To maintain these rights, organizations sprang into existence. Some of these were: Sons and Daughters of Liberty, Committees of Correspondence, Non-Importation Societies, Massachusetts Circular Letter, Declaration of Rights by Massachusetts, 1661; Declaration of Rights by Stamp Act Congress, 1765; Declaration of Rights by Continental Congress, 1774.

Union against England on the basis of rights of the colonists as men.

The final petition of the Congress of 1775 to the king, on the basis of rights as Englishmen.

The Declaration of Independence is a proclamation of the rights of man.

Prosecution of the revolutionary war, on the basis of the rights of man to political freedom.

Union of the States on the basis of State Sovereignty as shown in the history of the times from 1776 to 1789.

Delay in Congress of one year in recommending the Articles of Confederation to the several states for ratification. The articles recognized the allegiance of the people to the state. The states sent representatives to the congress. All of the troubles which grew up relative to the subjects of domestic trade, commerce, and meeting the public debt, had their origin in the sovereignty of the state.

Union of the States on the basis of the Sovereignty of the Nation.

The claim to western land released, indicating movement toward national union.

Ordinance of 1787.

Financial stress.

Shay's Rebellion hurries consideration of a stronger government.

Alexandria convention.

The Annapolis convention.

The Constitutional convention, 1787.

The ratification by the people of the states.

Elections preceding the transfer of the old government to the new.

NOTE—The above grade of work falls in the preparatory course.

(B)—This class completes the text begun by the foregoing class. The work will fall under the following general head:

Fourth. The Development of Nationality, 1789–1898.

A struggle between nationality and democracy as shown by an analysis of events from Washington's inauguration to that of Jefferson. This struggle is shown in the discussion and settlement of the following questions:

Unconscious movement toward Nationalism as shown in the national elections of electors, representatives, and senators.

Conflict between the strict and loose constructionists.

The first tariff law, Assumption and Funding acts.

The excise law, the bank of the United States, and the mint.

The neutrality proclamation and its effect.

Jay's treaty.

Alien and Sedition laws.

Naturalization laws.

Kentucky and Virginia resolutions.

Causes of Federalist defeat and Democratic success.

Democracy approaches nationality, as shown in the settlement of all great questions from the inauguration of Jefferson to that of Jackson.

The solution of great national and international problems necessitated the use of national machinery.

Strict construction set aside in the Louisiana purchase.

Growth of the national spirit in the region west of the Alleghanies.

Non-importation and Embargo acts.

The national spirit as exhibited in the War of 1812.

Increase in tariffs and internal improvements.

Rechartering of the United States bank.

Decisions of the Supreme Court.

Fusion of Nationality and Democracy in the election of Jackson and his immediate successors.

Spontaneity of Jackson's three years' campaign.

To the victor (the people) belong the spoils.

The fight against the United States Bank.

Jackson's second nomination was by a great national convention.

Distribution of the surplus.

Independent treasury scheme.

The great campaign of 1840.

Conflict between nationality and slavery. To see the contest in its true light, we must go back and trace the movement to 1865.

Slavery in the Constitutional convention.
The first Fugitive law.
The early petitions to congress to restrict slavery.
The plan of admitting states, up to 1820.
The Missouri compromise.
Nullification in South Carolina.
The Mexican war sectionalizes the country.
Compromise of 1850.
The Kansas-Nebraska bill.
Dred Scott decision.
Secession nationalizes the North.
Emancipation and amendments to constitution.
Triumph of nationality.

The enumeration of the preceding topics should not be interpreted to mean that only the political phase of the life of our people is studied. Care is taken to have the pupil see the relation of the home, the church, the school, and the industries to every phase of political life.

Methods. Text, Mace.

(*A*)—It is the purpose of the work in this class to make a brief study of the philosophy of history. To determine the essential elements in historical matter. To arrive at the laws of its organization. To determine the process of historical interpretation. To place an educational value upon the process of historical interpretation. To find laws governing the co-ordination of historical matter when interpreted. And, finally, to apply these laws and processes in organizing the history of the United States into periods, sub-periods, phases, and events.

The following is a brief outline of the philosophical discussions.

Essential elements of history:
Form and content.
Continuity and differentiation.
Five great institutions—not always co-ordinate.
Organic unity in institutional life.

Processes involved in organizing history.
Nature of organization.
Organizing principle.
Processes in organization.

Process of interpretation—forms of thought:
Positive and negative causes.
Fundamental and particular.
Purpose and means.
Original and second-hand matter.

Educational value of interpretation:
Integration depends upon common content.
The mechanical and organic whole.
Comparison is the basis of integration.
Value to the historical judgment.
Ethical value of the process of interpretation.

Process of co-ordination:
Relation of the particular to the general.
Need of good judgment in selecting matter.
The principle—matter is valuable according to the value of its content.

Periods of United States History.

Under this subject we apply the principles and processes worked out, to our own history, and arrive at a division found in the C and B work.

Elementary Phases of History Teaching.

Here we discuss the philosophy and methods of presenting history to the lower grades.

General History. Text, Myers.

The first two weeks of the term will be devoted to the study of the early civilizations that arose in the Nile and Tigro-Euphrates Valleys. Special emphasis will be placed upon their religious ideas, their politi-

cal institutions, and the progress made in the arts and sciences.

The purpose of this work is to show the contributions of each nation to the general current of world history and to impress upon the mind of the learner that these are great store-houses from which Greece and Rome drew their ideals in government, art, literature, philosophy, and science.

Four weeks will be devoted to Greek history. Special study will be required along the following lines:

Relation of the geography of Greece to its history.

Tracing the growth of political institutions in the rise and growth of Sparta and Athens; during the Persian wars; during the period of Athenian, Spartan, Theban, and Macedonian supremacy.

Special attention will also be given to their artistic taste and sense of beauty as shown in their masterpieces of architecture.

Stress will also be placed upon the trend of Greek mind toward philosophical and scientific subjects.

Attention will also be given to the social life of the Greeks.

From three to four weeks will be given to Roman history. Special emphasis will be given to the following features:

The political or constitutional development of Rome.

The advent and growth of the Christian religion, and its influence upon civilization.

The influence of Roman civilization upon the Germanic race.

Tracing this influence into modern civilizations.

Attention to the manners, customs, and social life of the Romans.

The remainder of the term will be devoted to a study of Mediæval and Modern history, with special emphasis upon the following points:

Transition of the work of civilization from the Roman to the Celtic and the Germanic people, including the conversion of barbarians, the beginning of nations and institutions.

Rise of Mohammedanism and its struggle with Christianity.

The rise, growth, and decline of the Papal power.

The Protestant Reformation.

The growth of political institutions as found under Charlemagne, under the Feudal system, during the rise of Free Cities, during the growth of Nationality and Absolutism.

The reaction, and growth of democratic ideas, especially since the treaty of Westphalia.

English History. Text, Montgomery.

This study runs through two terms, reciting each alternate day, the other half of the time being given to English Literature.

The work begins with a brief sketch of the island of Britain at the coming of the Romans in 55 B.C.; the first period reaching from the Roman invasion to the coming of the Saxons in 449 A.D. In this period the study centers around "A civilization that did not civilize." Some of the principal topics are:

Conquest of the Druids.
Introduction of Christianity.
Improvements in agriculture.
Building of cities, roads, forts, and walls.
Relation of the Romans to the natives.
Influence of Roman occupancy.

The next period is the coming of the Saxons, and includes the time from 449 A.D. to 1066. The central thought is "Britain becomes England."

Condition of the Britons on the withdrawal of the Romans
Settlement of Jutes, Angles, and Saxons.
Introduction of Catholicism.
Work of monks.
Egbert, King of the English.
King Alfred's great work.
Beginnings of government.
Manners and customs.

The "Coming of the Normans" names the next period and covers the history from 1066 to 1154. The text for this section is "The King versus the Baron."

William the Conqueror. Conditions of land tenure. Doomsday Book. The first great council. Contest with the Barons. Norman architecture.

The fourth period reaches from 1154 to 1399, and introduces the rule of the Plantagenets. The spirit of the times seems to have changed somewhat, and the thought now is "The Barons versus the Crown."

Henry II.'s conflict with Becket.
Origin of trial by jury.
Effect of the Crusades on England.
Magna Charta.
First House of Commons.
Conquest of Wales and Scotland.
Beginning of the Hundred Years' War.
Wycliffe and his doctrines.
Progress in education.

The fifth period deals with the downfall of Feudalism. It reaches from 1399 to 1485. The central thought is "Baron versus Baron."

Conspiracies, revolts, and persecutions. War with France. War of the Roses. Power of Parliament over the Crown. Disfranchisement. Printing.

The sixth division treats of the rise of Nationality, the Reformation, and Education. It covers the reign of the House of Tudor, from 1485 to 1603. The watchword is "Crown or Pope?"

Court of Star-Chamber. Discovery of America. The New Learning. Henry VIII.'s contest with the Pope. The English Church. Bloody Mary. Act of Supremacy. The Thirty-nine Articles. The spirit of adventure. Armada.

NOTE.—This is the end of the first term's work.

The second term opens with a consideration of the Divine Right of Kings, and ends with a theory of the Divine Right of the People. The term's work is studied under two general periods.

The first begins with the accession of the House of Stuart. This period deals with the wonderful advance of the people toward political, religious, educational,

social, and industrial freedom. The leading thought is "King or Parliament?"

Danger of the Puritan doctrine to the Stuart theory.
American colonies.
Parliament reasserts its power.
The petition of right.
Work of the Star-Chamber Court, and the High Commisson Court.
The Covenanters.
Civil war.
Execution of Charles I.
Cromwell as military dictator.
Uprisings in Ireland and Scotland.
The Rump Parliament.
Cromwell as protector.
Return of Charles II.
Religious reaction.
The London plague and fire.
Whigs and Tories.
Accession of James II.
Court of Assizes.
Efforts to reestablish Romanism.
Revolution in 1688.
Bill of Rights and Act of Settlement.
Bank of England.
War of the Spanish Succession.
Union of England and Scotland.

The second period of this term covers the ground from the accession of the House of Hanover, to the present time, with a review of the constitutional history of England, 1714 to 1898.

The central thought is "Government by the People."

The origin of cabinet government.
Vaccination.
War of the Austrian Succession.
The English in India.
French war in America.
Struggle of George III. with the Whigs.
Causes of the American revolution.
Loss of the American colonies.

Liberty of the press.
Prison reform.
Abolition of the slave trade.
Nelson's victory.
Waterloo.
War with the United States.
Parliamentary union of England and Ireland.
Application of steam.
Corporation act.
Test act.
Catholic emancipation.
The Reform bill.
Abolition of slavery.
Rise of the Chartists.
Corn laws.
Second reform bill.
Crimean war.
Jews in parliament.
Disestablishment act.
Irish land acts.
Recent progress.
General review.

Geography. Text, Frye.

(*C*)—The work in Geography follows very closely the thought embodied in the famous Reports of the Committees of Ten and Fifteen. The end in view should regulate the means to that end. The end in view is: To get a clear conception of the relation of the earth to the sun; to discover the effects of this relation in the production of heat belts, rain belts, vegetable and animal life. To get a clear picture of the earth as a whole—its great land masses with their long, gentle slopes and their short, abrupt ones; the grouping of the land masses, the oceans in their relations of position to the land masses,—and then to build in a perfect picture of the physical structure of each continent, showing how this continental structure, together with position, regulates the whole subject of life and progress.

Students of this grade have usually a fair notion of these several aspects and relations, sufficient to proceed quite rapidly with a more detailed examination of continental study. The order of procedure is as follows:

A brief review of the size, form, and position of the earth. A study of the World Ridge and connected continents; Rock waste with means of transportation, and places of deposit; Winds, rainfall, and ice as agents in this work; River systems—their formation, their extent, and limit. Young and old land, flood plains, delta plains, and coastal plains.

Now follows a careful study of the relation of the earth's axis, together with its rotation and revolution, to the plain of its orbit. This subject when mastered makes clear the ideal climatic conditions of the earth's surface.

North America is now studied under three general heads: the Western Highland, the Eastern Highland, and the Great Central Plain. Each physical unit in these three divisions is studied in detail, care being taken to show the relation of this unit to the general continental structure.

In this way we get not only the general notion of place geography, but a correct picture of the physical condition, with causes for variations in physical climate and consequent variations in productions and occupations.

As we proceed in this way we give incidental attention to productions, occupations, etc., in these various units in the United States, but in other portions of North America the study of productions, etc., is more careful, the reason being that a careful study is afterwards made of the United States.

South America is studied in the same general way that North America is, attention being called to the relation of the two continents in the exchange of material and manufactured products.

The term's work closes with a detailed study of the United States and Illinois under the general heads:

Temperature, winds, rainfall, wheat. cotton, corn, oats, tobacco, fruits, horses, cattle, sheep, fisheries, coal, iron, petroleum, gold, silver, copper, building stone, lumbering, manufacturing, commerce.

In all this work it is the aim to show that the physical structure modifies climate; that climate and structure govern vegetable productions; that structure and climate and productions regulate occupations; and that these determine the modes of the thoughts, feelings, and purposes of a people; and finally that these last three determine the scale of civilization of a people.

(B)—This term's work takes up Asia, Europe, Africa, Australia, and the islands of the South Pacific.

The same general plans and purposes run through the study of these continents as determined the work in the preceding term. It is therefore not necessary to give the plans in detail.

These two terms of Geography belong in the Preparatory Course, and persons wishing to pass this work by examination should make a careful study of the work as outlined above, with Frye's advanced book as a text.

GEOGRAPHY. TEXT, ———.

(A)—This work begins with a general discussion upon the following topics:

Subject matter: The organic and the inorganic.
Relation of these two.
Highest form of life.
Means of its development.
Classification of activities.
Spencer's estimate of "science."
Acquisition of adequate concepts.
Dependence of life upon structure and climate.
Relation of the "human" to the "natural" in Geography.

Then follows a discussion of the educational value of Geography.

Geography is primarily an observational study.
The study of physical forms.
The study of movements.
The study of institutions.
Geography trains the imagination.
Resulting power of the constructive imagination.
Need of adequate concepts.
Order of mind-movement.
Value of Geography in the training of the reasoning powers.
Value of observation in reasoning.

The value of the study of Geography in presenting an opportunity for the exercise of the powers of expression.

This is the representative stage of the study.
The means of representation may be oral, or written, or by molding.
The reaction of this representative work upon the pupil's powers.

The ethical value of the study.

The study of nature is a moral study.
The purpose of God as revealed in the "Earth as the Home of Man."
Inter-dependence of all the agencies in human development.

The practical value of Geography.

The practical enables one to meet his obligations, to guard against misfortune.
Geography calls attention to location of soils, metals, timbers, and other necessaries of life.

The relation of Geography to the other studies of the course. The need of a greater unity in the relation of the several branches of the school course is discussed.

Its relation to Arithmetic.
Geographical knowledge lies in the mind in the form of concepts of areas, lengths, breadths, and thickness.

The whole process of comparison involves arithmetical call culations.

Its relation to writing and composition work.

Written reviews give excellent opportunity to show this relation.

Reading and Geography are closely related.

A poor reader cannot have definite pictures of places at a distance.

History and geography are organically related.

History furnishes the actors; geography the stage and settings.

Good Geography work can not be divorcedfrom drawing.

Science and Geography can not well be studied apart.

Vegetable and animal life are intimately connected with structure and climate.

The subject of Geography may be studied under three heads:

Observational Geography.

Representative Geography.

Descriptive Geography.

The term's work closes with an investigation of the Course of Study. The work is divided into three divisions:

The oral work, running through the third, and probably the fourth year.

The intermediate work, in which an elementary text is used covering the fourth and fifth, or the fifth and sixth years.

The advanced work, completed in the seventh year. However, not less than a full year's work should be put upon the advanced work.

Physical Geography. Text, Appleton.

In general the plan of the text is followed, except that the amount of time devoted to the study will not permit us to attempt to complete all the work laid down in the text-book. The following are some of the general topics which are mastered in the course of the term's work.

Applications from Astronomy and Physics, with a brief study of the geological ages.

Measurements, motions, magnetism.
Physiography.
Continental forms.
Laws governing structure.
Island formations.
Phenomena of earthquakes and volcanoes.
Relation of drainage to continental structure.
Ocean waters, currents, and tides.
The atmosphere, climate, storms, laws of rainfall.
Glaciers and icebergs.
Adaptation of earth as the home of man.

Civics. Text, Fiske.

It is the purpose of this term's work to broaden the student's notion of man's relation to his fellowmen in organized society, and to give him a better knowledge of the institution which regulates this relation.

The Declaration of Independence says governments are instituted among men to secure to the people life, liberty, and the pursuit of happiness, and that whenever any *form* of government becomes destructive of these ends, it is the duty of a people to abolish that form and institute another.

From this we may infer that the forms of government have much to do in enhancing the efficiency of government itself.

It is therefore essential that the would-be citizen familiarize himself with that agency which, by common consent, secures to each, such precious boons as life, liberty, and happiness.

The plan of the text is to follow largely the historical development of government in general, but especially in the United States. The following general topics indicate the order of procedure:

The government and the power of taxation.
The origin and practical workings of the township.
The county as composed of townships in New England, and the county as a unit of civil government in the southern states.

Sketch of some English cities and boroughs, and some typical American cities.

The state traced through the colonial forms of government, with especial attention to the transition of the three forms of colonial government to the typical American state.

Written constitutions traced through mediaeval charters; the Great Charter; bill of rights, fundamental orders, roya charters.

This historical sketch brings us up to the throwing off of the British yoke and the assumption of sovereignty by the American people. The Federal Union is now traced through the following historical events:

New England Confederacy.
Albany Congress.
Stamp Act Congress.
Committees of Correspondence.
Continental Congresses.
Congress under the Articles of Confederation.

We are now ready to see how the present constitution and government under it came into being. Careful attention is given to the genesis of the constitutional convention. Then the transfer of sovereignty from the people, the states, and the government under the Articles of Confederation, to the new Federal Union. Then follows a brief analysis of the three departments of government under the Constitution.

Drawing Department.

MATILDA F. SALTER.

As drawing is now more generally studied, a certain amount of knowledge will be required before taking up the regular Normal work. The course has been planned on the supposition that the student is able to represent simple forms, spherical and cylindrical, and that he understands something of conventionalization and arrangement.

(*C*) *First Term*—The first term's work will be in pencil, and will give practice in drawing simple objects, singly and in groups. Working drawings, freehand and instrumental, will also be made from models, and some work in decoration will be required.

Part of the term will be given to blackboard drawing, the drawings being largely illustrative. The object is to enable the pupil to use the blackboard with ease and rapidity. Practice outside of the class will also be required.

(*B*) *Second Term*—This term continues the work of representation from models and casts, but charcoal and pen and ink will be used as well as pencil.

The subject of historic ornament will be studied, and in this connection the library will be used, and photographs illustrative of the different styles will be shown.

(*A*) *Third Term*—Six weeks of the term will be given to drawing from objects and from nature, using as a medium either charcoal or water-color.

The remaining six weeks will be 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.

Bookkeeping.

One term in bookkeeping is required of all who desire a diploma from the institution. Classes are organized during the first and third terms, each term of the school year.

Instruction is given first in double entry, care being taken to secure accuracy in journalizing, posting, making out trial balances, and balance sheets. Each student is required to solve at least one problem wholly

by his own effort, and although it is not expected that all shall become expert in all forms of keeping books, yet it is expected that each shall be competent to open a set of double-entry books, either in single proprietorship or in partnership business; transfer each amount to its proper place; close all accounts, and make an accurate statement of the condition of the business at any time.

The various forms of business paper are fully discussed, and instruction is given in the practical management of everything that is used as money, or as a substitute for money.

Penmanship.

During the year, vertical writing has been taught, particular attention being given to movement exercises. The aim has been to give help in acquiring a plain, rapid handwriting. For freehand practice, a good deal of work has been done on the blackboard.

Department of Physical Training.

SAMUEL B. WHITTINGTON.

THE AIM OF THE WORK.

The attention which physical training is now receiving in this country makes instruction in this branch necessary in the training of teachers. Educational gymnastics takes precedence of athletics and sports. Pupils of the Normal School become acquainted with a method and system of culture which they can employ in the performance of their duties as teachers of the young. This system of gymnastics is wisely devised, and does not ask too much of any one capable of sustaining the physical demands of the profession of

teaching, while at the same time those entering these classes derive great benefit in building up their own physical forces. Most young men and women coming to this school are greatly in need of this physical improvement. Many teachers have utterly failed in their professional work from a lack of physical strength, or, rather, because they have not been taught to care judiciously, through bodily exercise, for their health and strength. With proper training pupils should leave school in a better physical condition than when entering.

They should take with them not only a store of knowledge and enthusiasm for the profession, but also be physically able to carry out the work for which they have prepared themselves. They should carry with them into every town and neighborhood not only the noble thoughts of modern education, but they should also incite the youth in their schools to a healthful physical activity. This school is fully alive to the peremptory demand which modern educators are making ing for physical training. It has provided a special instructor for this branch of instruction, and is now equipping in the most elaborate manner the gymnasium, so that all may be benefited by a most thorough training, and in their turn may be able to make similar provision for the schools they may have in charge.

We once more draw special attention to the fact that only educational gymnastics for the *common schools* is taught; such exercises as girls from six to sixteen are capable of executing. Hence, almost without an exception, those who enter the Normal department are capable of taking the exercises.

COURSE OF STUDY.

The course of study consists of practical and theoretical work; the first term will be given to practical work in the gymnasium; during the second term, in-

struction in hygiene, physiology of exercise, school sanitation, and history of gymnastics will be given in addition to the practical work of the gymnasium. In the third term, ample opportunity will be given for the students to instruct classes of the Normal department and children of the Model School. Only those who have finished three terms in a satisfactory manner will be granted a passing grade.

MODEL SCHOOL.

This department consists of eight grades, corresponding to the eight grades of the average public school.

In these grades the students of the Normal department do most of the teaching. This teaching is done under the immediate supervision of the training teachers, namely:

JAMES KIRK, Superintendent.

WASHINGTON B. DAVIS, Training Teacher, seventh and eighth grades.

ADDA P. WERTZ, Training Teacher, first six grades.

ELIZABETH PARKS, Assistant Training Teacher.

COURSE OF STUDY.

STUDIES.	1st Year.			2d Year.			3d Year.			4th Year.			5th Year.			6th Year.			7th Year.			8th Year.		
TERM.	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Reading	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	.	.	.	*
Lang. and Literature	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	.	.	.	*	*	*	.	.	.
Grammar	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*
Writing and Drawing	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	.	.	.	.	.	.
Writing	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	*	*	.	.	.
Drawing	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*
Geography	.	.	.	.	.	.	*	*	*	*	*	*	*	*	*	.	.	.	*	*	*	.	.	.
History	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	*	*	.	.	.	*	*	*
Arithmetic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	.
Spelling	*	*	*	*	*	*	*	*	*	*	*	*	.	.	.	.	.	.	.	.	.	.	.	.
Science (general)	*	*	*	*	*	*	*	*	*	*	*	*	.	.	.	.	.	.	.	.	.	.	.	.
Physiology	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.	.	.	.	*	.	.
Physics	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	*
Botany	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.	*	.	.	.
Zoology	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.
Physical Training	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Music	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Pupils in the seventh and eighth years are permitted to study Latin, a beginning class being formed for them every odd-numbered year. The work done by the class this year, under Prof. Allen, is very encouraging. It may be said, further, that in the seventh and eighth years the work will be conformed, as closely as circumstances will permit, to the State Course of Study.

Tuition.

First three grades, free.

All other 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 excludes 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 of expressing 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 a primer is taken. Supplementary work frequently introduced.

Second Year.—An Advanced First Reader. Harper's Second Reader. Baldwin's Second Year. Supplementary work.

Third Year.—Harper's Third Reader. Stories of Indian Children. Supplementary work from various sources.

Fourth Year—Harper's Fourth Reader. Stories of Ulysses, and the Pilgrim's Progress.

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, Tanglewood Tales, Irving's Sleepy Hollow, Lowell's Al Fresco, Francilon's Gods and Heroes, 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 the 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.

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 re-tell stories told them. Idioms of our language are taught

through object lessons and literature related to nature study. Memory gems suited to the season are a part of the daily work.

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.

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

The literature of the year is taught by outlines suggested in the State Course of Study.

Fourth Year.—Similar work to that of the third, using Tarbel's Elementary Language Lessons, Part I, as a text-book; but supplementing the language work with literature work, as before. Robinson Crusoe we find easily adaptable to this purpose, as is also the Stories of Ulysses.

Fifth Year.—Buck's Elements of English Grammar is used as a text-book. 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 stanzas 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 selections are reproduced from outlines prepared by the teacher.

Sixth Grade.—In the sixth grade, the use of Buck's Grammar is continued, and the principles previously learned are applied in the preparation of written work on subjects taught in this grade—*i. e.*, Biography, Literature, and Science.

Seventh Year.—The language work is studied under the following heads: The sentence, kinds; margin, paragraph, punctuation; letter-forms, abbreviations, quotation marks, synonyms, parts of speech and their inflections, structure of the simple sentence, business forms, paraphrasing, and easy writing on familiar subjects, arranged in logical order.

Grammar—*Buck.*

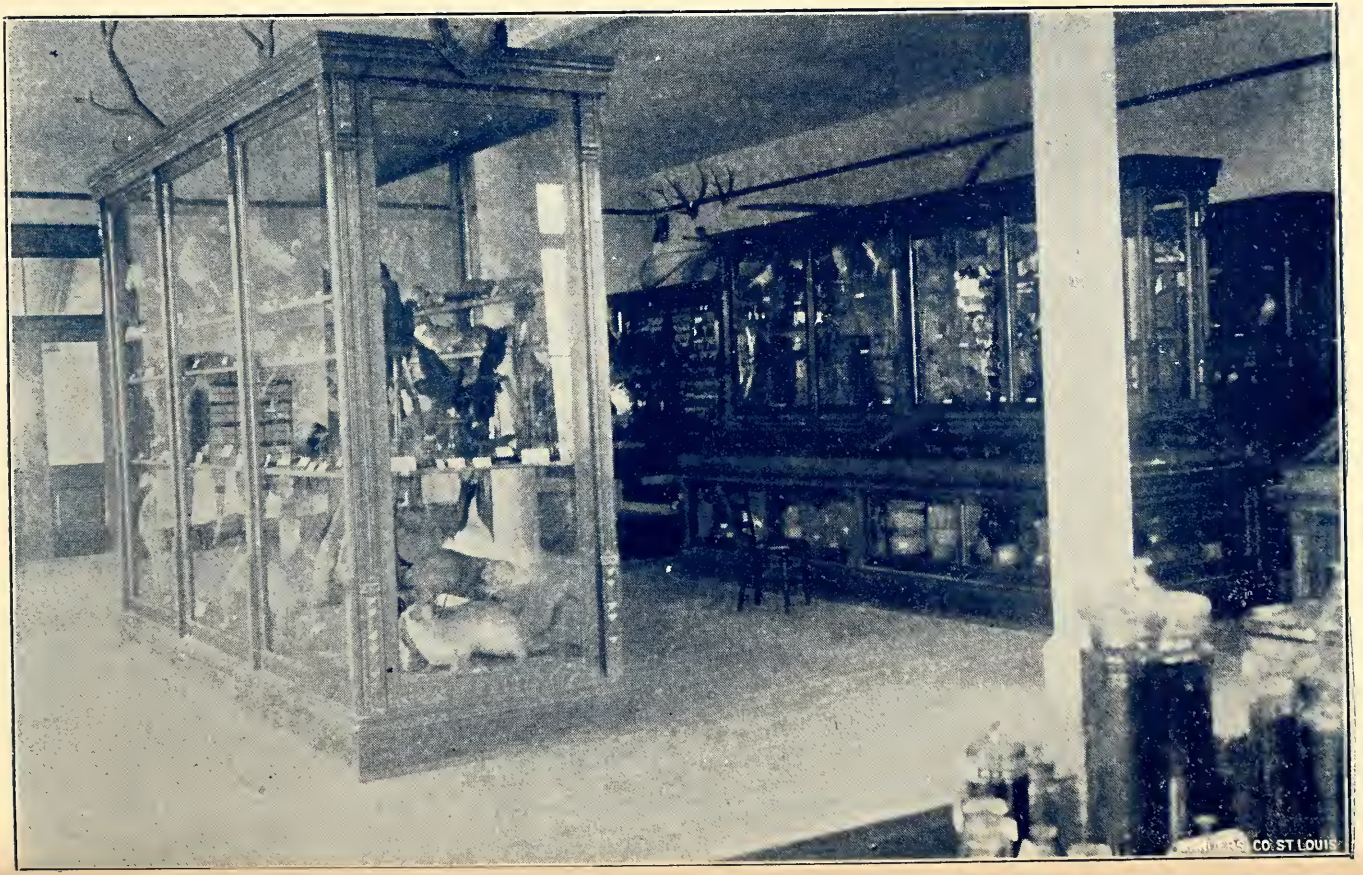
Eighth Year.—The aim of the grammar work is to enable the pupil to think readily in the forms of the correct English sentence.

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.

All those principles of grammar that affect the use of our language are thoroughly sudied, and much practice in correct use is required. This includes the structure of simple and complex sentences, and the study of the modifications and relations of the parts of speech. Frequent exercises are given in composition work.

Writing.

First Year.—At first the children are given drill in free-arm movements at the blackboard by a series of graded exercises; these are followed by mere copying of words learned in the reading and other lessons,


CO. ST LOUIS


SANDERS-CO. ST. LOUIS

while practice upon letters is 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. A copy book is introduced.

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

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

Sixth Year.—The work as outlined in the State Course of Study is carefully given.

Seventh Year.—The aim throughout the year is to have all the work done with the muscular movement, to have the pupils acquire the style of writing which shall be theirs when they are grown, and to be able to arrange in good form the usual papers written in social and business life.

To attain this, there is daily practice upon movement exercises, many of which are combinations of the letters.

Drawing.

First Year.—Study of form and color. Type forms used are: sphere, cube, cylinder, hemisphere, square prism, right-angled triangular prism, and the tablets derived from them; the circle, square, oblong, semicircle, and triangle. These types, with the forms based on them, are modeled in clay.

The child is guided in a study of nature and his observations are represented by drawings.

He is also led to express his ideas through the medium of color. The six colors: yellow, red, blue, green, orange, and violet, are taught, and simple forms as the apple and orange, flowers, and leaves, are painted.

Simple stories are recited and the child's imagination is brought into play as he reproduces the story in picture form.

The aim of this work is to train the child's perceptive faculties and to give him a means of expressing his ideas. It is to be a help to him in all his studies, and is taught with this in view.

Second Year.—The work of this year follows the same plan as that of the first year, and the same objects are held in view.

The type forms are the equilateral, triangular prism, the ellipsoid, ovoid, cone, and pyramid, with the tablets derived from them, ellipse, oval, and triangle.

Third, Fourth, Fifth, and Sixth Years.—The work of these grades consists of the first six books of Prang's Complete Course.

The classes do some clay modeling of fruits, vegetables, nuts, leaves, and flowers.

Regular work in color is done, and among the objects painted are lemons, apples, bananas, radishes, buttercups, tulips, Japan quince, pansies, and butterflies.

Simple designs are also colored.

Eighth Year.—Prang's Complete Course, Nos. 7, 8 and 9.

Drawing is studied under three heads:

Construction.—Drawings made from objects, showing two, then 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.—Drawing 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 observation. 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 latter half of the year.

Fourth Year.—Frye's Primary Geography is the text used, while 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. Modeling with chalk and with sand are here introduced.

Seventh Year.—The pupils use a complete descriptive geography as a basis of study. 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, 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. The text-books used are: Eggleston's First Book in American History, Fiske's War for Independence (abridged), and Scudder's Life of Washington. Topics are selected as suggested in the State Course of Study.

Eighth Year.—The objects in the study of history in this grade are: (1) to gain facts; (2) to fix geogrphical 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 further in school life than the eighth grade. To these should be given a general understanding of the machinery of government.

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: (Addition, Subtraction, Multiplication, Division,) and symbols (figures). Words expressing number, as team, pair, couple, etc.

Speer's work is commenced in the second month and is the basis of training work during the first two terms; after that it is continued in connection with the ordinary number work.

Second Year.—Work of first year continued to 20; tables of 2's and 3's completed, and other tables formed as far as 20. 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.

Speer's Primary Arithmetic completed.

Third Year.—Work of the second year continued to 100. Original problems. Analysis a prominent feature. Fundamental idea of addition and subtraction. Fractional parts. A primary text-book in the hands of the class.

Fourth Year.—Fundamental 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 daily work, covering, during the year, factors, H. C F., L. C. M., and fractions.

Sixth Year.—Review fractions, using same text-book as used in fifth year. Take up decimal fractions, United States money, the practical side of denominate numbers, and if possible take the subject of percentage to interest.

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 the 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 in 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.

The subjects chosen are in connection with growing nature, and are correlated with literature, language, and other studies, and every sort of science is included. The object of the lessons is a training of observation and a foundation for advanced work.

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

Botany.—*Gray's How Plants Grow.*—Spring Term.

Seventh Grade.—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.

PHYSIOLOGY—*Stowell's A Healthy Body.*

Eighth Grade.—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. The pupil's skill in drawing is utilized.

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) manifestation; (4) conclusions.

PHYSICAL TRAINING.

Physical training alternates with science. Work in the gymnasium once each week. Games taught under the supervision of the special teacher.

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 a short scripture exercise.

Library.

The children's library consists of about three hundred volumes of general reading and reference books, 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 assembly 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 ground floor of the new building and contains at present 14,163 volumes, including a professional library for

teachers. This number is yearly increased. Besides the books in cases the library is supplied with about 100 of the best current magazines and papers, both American and English. To these the students have free access. At the close of each year the volumes of magazines are bound, after which they are regularly entered and placed on shelves along with the other books.

Classification and Catalog.

The books are classified and arranged on the shelves according to the Dewey 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.

The library contains now a complete catalog of authors, titles, and subjects. All readers have unrestricted use of the catalog. The subject cards are particularly helpful, for they index not only the subject-matter of books as a whole, but also important chapters and parts of books. A good library catalog is invaluable. It makes the knowledge contained in books vastly more useful because more accessible.

Rules and Regulations.

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

Pupils reading in the library are expected to enter the room at the beginning of the hour and remain until its close, 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.

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 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. Our collection has been increased by the addition of 501 new volumes during the year just closing. The new library quarters give a much better reading room, and the crowded condition of the books

has been relieved. The accommodations are now ample for the present needs.

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.

ADDITIONAL PARAGRAPHS.

The Pledge.

Those who receive free tuition are required to give a pledge to teach in Illinois as many terms as they are students in the University, provided an engagement to teach can be obtained with reasonable effort. This is a serious pledge, and should not be lightly taken. Students are required to report to the President of the University every year until this pledge is fulfilled; and, also, in case they enter permanently any other profession, to refund the tuition so received. Graduates, especially, are required to make an annual report of their work and place of residence.

The following is the form of pledge required:

"In consideration of gratuitous instruction received in the Southern Illinois State Normal University, I pledge myself to teach in the public schools of this state for a time not less than that covered by my attendance on the school; however, this pledge shall be void, provided engagements to teach cannot be secured by reasonable effort. And I hereby agree to report annually to the President of the University, stating the number of months taught, until this pledge is fulfilled. In case I engage in some other occupation, and do not teach the required number of months, I promise to pay tuition for the remaining time."

Standard of Intellectual and Moral Character.

When it is evident that one who has taken the pledge to teach can not for any reason become a good teacher, it becomes a duty to sever him from the school or require the payment of tuition.

It should also be understood that we do not receive, nor retain, students whose immoralities render them unfit associates for the young people who attend this school.

The requirement that new students shall present testimonials of good reputation and character is not a mere formal request, but a matter vitally connected with the good order and the progress of the school.

Literary Societies.

It is desired to have literary societies enough to afford all Normal students an opportunity to do society work. There are now three societies: The Socratic, the Zetetic, and the Platonian.

Besides the regular work, an annual exhibition is given at the close of the winter term. The exhibition of last winter term was a great source of improvement to the participants, and a means of creating public interest in the University.

It is our purpose to foster and promote a more thorough mastery of our own language, and to insure that this better study of the "Queen's English" shall be carried into the public schools.

The New Building.

The new Science and Library building now stands completed. It is a beautiful edifice and well adapted to the uses for which it was built. It was dedicated, with appropriate exercises, December 21, 1896. The larger space for the library and the museum, the two large laboratories, the new biological rooms, and the

large gymnasium are great additions to our facilities. This building is now well furnished with the best seating, cases, and apparatus, and but few Normal schools are better equipped for work.

Summer Session.

The Institution will provide a summer session to accommodate those who desire to review and to take advanced standing in the several courses of study. By the vote of the trustees, those who do acceptable work will receive credit for the same on the records of the Institution.

This session opens June 21, and closes July 29.

Courses in English, History, Geography, Mathematics, Science, Latin, Pedagogy, Elocution, and Physical Training.

Tuition for this session, $6.00 for the entire term of six weeks, or $1.25 per week for less than the whole time. Students will be allowed choice of work, with slight restrictions.

Those who desire credits must concentrate on not more than three studies; those who wish review work, on any five. The full equipment of the Institution will be freely used.

The Twenty-fifth Anniversary.

The Institution was opened on July 1, 1874. The next year closes its first quarter of a century. The Alumni Association, Faculty, and Board of Trustees are now planning to properly celebrate this event during the Commencement week exercises of '99.

All friends of the school are hereby cordially invited to be present on that occasion.

LIST OF HIGH SCHOOLS

ACCREDITED BY THE UNIVERSITY OF ILLINOIS.*

Aledo
Alton.
Amboy
Arcola
Atlanta
Augusta
Aurora (East)
Aurora (West)
Austin
Batavia (East)
Batavia (West)
Beardstown
Belleville
Belvidere (North)
Belvidere (South)
Bement
Bloomington
Blue Island (Township High School)
Burlington, Ia.
Cairo
Camp Point
Canton
Carlinville
Carrollton
Carthage
Centralia
Champaign
Charleston
Chicago—
Calumet
Englewood
English High and Manual Training
Hyde Park
Jefferson
Lake
Lake View
Marshall
Medill
North Division
Northwest Division
South Division
South Chicago
West Division
Chicago Manual Training
Chrisman
Clinton
Clinton, Ia.
Cobden
Danville
Davenport, Ia.
Decatur
Delavan
Dixon (North)
Dixon (South)
Dubuque, Ia.
Dundee
DuQuoin
Dwight
East St. Louis
Edwardsville
Effingham
Elgin
Elmwood
El Paso (West)
Evanston (Township High School)
Evansville, Ind.
Farmer City
Farmington
Flora

Freeport
Fulton
Galena
Galesburg
Galva
Geneseo
Gibson City
Grand Prairie Seminary (Onarga)
Greenfield
Griggsville
Harvard
Harvey
Henry
Hillsboro
Hinsdale
Hoopeston
Jacksonville
Jerseyville
Joliet
Kankakee
Keokuk, Ia.
Kewanee
Lacon
La Grange (Township High School)
Lenark
Le Roy
Lewiston
Lexington
Lincoln
Litchfield (North) (Township High School)
Lockport
Macomb
Marengo
Mason City
Mattoon
Maywood
Mendota (East)
Mendota (West)
Moline
Monmouth
Morrison
Mound City
Mt. Carmel
Mt. Carroll
Murphysboro
Nashville
Newton
Normal
Oak Park
Oregon
Ottawa (Township High School)
Paris
Paxton
Pekin
Peoria
Pittsfield
Polo
Pontiac (Township High School)
Princeton (Township High School)
Quincy
Ridge Farm
Rochelle
Rockford
Rock Island
Roodhouse
Rossville
Rushville
Salem
Sandwich
Savanna
Shelbyville
Southern Collegiate Institute (Albion)
Sparta
Springfield
Sterling (3d district)
Sterling (Wallace)
Streator (Township High School)
Sullivan

Taylorville (Township High School)
Terre Haute, Ind.
Tuscola
Urbana
Vienna
Virden
Virginia
Warren
Washington
Waukegan
Western Military Academy (Upper Alton)
Wheaton
Wilmington
Winchester
Woodstock
Wyoming
Yorkville

*Students entering this Normal University with a purpose to graduate will be credited with one year's work on any course, except the Professional Course, if they are graduates of any of the above accredited high schools; additional credits will be given if the student has completed a four years' Latin course in one of these schools.

TEXT-BOOKS.

American Literature—Hawthorne and Lemmon. Mathews.
Algebra—Wentworth's Elements.
Arithmetic—McLellan and Ames; Beman & Smith.
Astronomy—Todd.
Bookkeeping—Williams and Rogers.
Botany—Gray's School and Field Book and Campbell.
Chemistry—Williams.
Civil Government—Fiske.
Drawing—Prang's Shorter Course, I-V (C Draw).
" Complete Course, VII-X (B Draw).
Elocution.
English Literature—Painter, Corson, Brooke, Minto.
Geography—Frye.
Geology—Le Conte.
Geometry—Wentworth's Plane and Solid.
German—Collar's Shorter Eysenbach.
Composition—Harris.
Klemm's Literaturgeschichte.
Grammar—Buck's Elements.
Buck's Grammar.
Greek—"The Beginner's Greek Book."—White.
Memorabilia of Socrates.—Robbins.
Iliad—Seymour.
History—American—Channing.
English—Montgomery.
General—Myers.
Latin—"First Latin Book"—Collar and Daniell.
First Latin Reading—Arrow, Smith & Whicher.
Cicero—Allen and Greenough.
Virgil—Greenough and Kittredge.
"Practical Latin Composition"—Collar.

Latin Grammar—Harkness.
Ovid—Allen and Greenough.
Methods in History—Mace.
Mineralogy—Foye.
Orthography—"National Speller and Word Book."
Pedagogy—Hewitt, and Halleck.
Compayre's Psychology Applied to Education.
Rosenkranz's Philosophy of Education.
White's School Management.
Penmanship.
Phonics—De Garmo.
Physical Geography—Appleton.
Physics—Avery.
Physiology—Tracey.
Psychology—Ladd, McLellan, Dewey.
Reading—Columbian Fifth Reader.
Rhetoric—Genung, Cairus, Keeler.
Trigonometry and Surveying—Wentworth.
Vocal Music—Normal Course—(Tufts & Holt).
Word Analysis—Swinton.
Zoology—Holder (B); Dodge (A).

LIST OF STUDENTS.

Practice Teachers.

Allen, Frank (1)
Baker, Fred (2½)
Barnum, J. A. (1)
Barrow, James (1)
Barrow, John (2)
Batson, Josie (1)
Blevins, Jessie (2)
Birkholtz, Charles (1)
Boomer, Helen (2)
Boomer, Simeon (1)
Bowyer, Hattie (1)
Brainard, Stuart (1)
Brandon, William (1)
Buchanan, Nina (1)
Cisne, W. G. (1)
Cook, Sallie (½)
Cowan, John F. (1)
Crawford, J. E. (1)
Crawford, T. O. (1)
Crawshaw, Solomon (1)
Crews, Roscoe (1)
Cross, K. K. (1)
Daniel, J. F. (1)
Daniels, Grace (1)
Demmer, John (1)
Dillinger, Carrie (2)
Dixon, Stella (1)
Etherton, James M. (1)
Gambill, John (1)
Gilbert, Ida (1)
Grammar, Maud (1)
Grater, Maud (1)
Gray, Dora (1)
Green, Ethel (1)
Grove, Bessie (1)
Groves, C. C. (1)
Harris, Eliza (1)
Harris, W. O. (1)
Hartwell, A. D. (2)
Haynie, Mamie (3)
Hickam, Ida (1)
Hill, Margaret (½)
Hodge, Mary (½)
Huggins, Gertrude (1)
Jenkins, Alida (1)
Karraker, O. M. (1)
Kell, Lotta (3)
Kelsey, Mary (1)
Kendall, Emma (1)
Kinkade, Nellie (1)
Lawrence, Nellie (1)
Layman, Grace (1)
Layman, Thomas (1)
Marron, Minnie (2)
Marshildon, John (2)
McConaghie, Thomas (2)
McConaghie, Tillie (1)
McCroskey, Elizabeth (2)
McMurphy, Kate (2)
Mertz, Bertie (1)
Mojonnier, Lydia (3)
Nash, Clara (2)
Nusbaum, Ethel (1)
Oglesby, Mrs. Etta (1)
Ozment, Fannie (1)
Palmer, Myrtle I. (1)
Patten, Lucy (1)
Perry, Rose (1)
Pollock, Clara (1)
Pruett, Charles (3)
Roe, Edith (2)
Saunders, Grace (1½)

Shepherd, A. E. (1)
Smith, Pearl (2)
Spence, Bertha (1)
Stahl, H. T. (2)
Stewart, Josephine (1)
Swofford, Grace (1)
Tanner, Lillian (1)
Thompson, Bertha (1)
Towns, Olive (1)
Venable, John (1)
Walker, Mary (1)
Webkemeyer, C. W. (2)
Wilson, Harry (1)
Wilson, Margaret (1)
Youngblood, Cora ($\frac{1}{2}$)
Total number, 87.

The number following the name indicates the number of terms which the teacher has taught in the Training Department during the year for which this catalogue is issued.

Post Graduates.

NAME.	RESIDENCE.
Applegath, John L	Carbondale
Bliss, Anson L.	Cobden
Clements, Louis	Carbondale
Gilbert, John P.	McLeansboro
Jenkins, John H	Ramsey
Stewart, Ellen	Carbondale
Thompson, Bessie M	Carbondale
Truscott, Laura M	Mt. Erie

Seniors.

Alvis, Harry J	Nashville
Barrow, James W	Campbell Hill
Boucher, Andrew S	Murphysboro
Buchanan, Nina O	Pinkstaff
Clements, Robert	Carbondale
Cowan, James P	Carterville
Cowan, John F	Carterville
Crawshaw, Solomon	Carbondale
Fly, William C	Carterville
Gilbert, Ida M	Carbondale
Hooker, Lula	Carbondale
Huggins, Margaret	Swanwick
Hypes, Cornelia A	Carbondale
Jack, Jessie	Kinmundy

NAME.	RESIDENCE.
Kell, Ida A	Cartter
Morgan, Hester	Carbondale
Munger, Robert P	Carbondale
Ozment, Fannie	South America
Parkinson, Franklin A	Makanda
Patten, Lucy M	Carbondale
Perry, Mary Helen	Carbondale
Quackenbush, Charles A	Oconee
Rhoads, Miriam E	Metropolis
Shepherd, A. E	Benton
Snider, Kate	Carbondale
Thornton, Edna	Osage
Thornton, Nina	Osage
Toler, William L	Regent
Wilson, Margaret	Cairo

Total, 29.

Normal.

Adcox, Anna	Metropolis
Akins, Ruth K	Nashville
Allen, Ada E	Ashley
Allen, Frank B	Carbondale
Allen, Lewis R	Carbondale
Allen, Thomas E	Ashley
Ammons, Edythe	Huey
Angell, John E	Cobden
Arensman, Henry	Metropolis
Baird, Luther E	Carbondale
Baker, Carl	Mead
Baker, Fred L	Mead
Baker, Marcus W	Cottage Home
Ballard, Sanford E	Pinckneyville
Barnfield, J. E	Rockwood
Barnfield, P. S	Rockwood
Barnum, J. A	Hartsburg
Barrow, John V	Campbell Hill
Bartleson, Harry H	New Grand Chain
Batson, Josie	Carbondale
Beecher, Kate M	Makanda
Bell, Daisy	Azotus

NAME.	RESIDENCE.
Birkholz, Albert	Carterville
Birkholz, Charles	Carterville
Black, Fannie D	Absher
Black, James T	Absher
Blake, Edward L	Equality
Blevins, Jessie	Carbondale
Bodley, Bertha	Shattuc
Boeschenstein, Elenora	Highland
Boggs, Chesley	Walnut Hill
Boggs, Vivian	Kell
Boles, Hosea	Pulley's Mill
Bonham, Archy	Carbondale
Bonham, Ernest	Carbondale
Bonham, Eunice	Carbondale
Boomer, Helen	Buncombe
Boomer, Nola	Buncombe
Boomer, Simeon	Buncombe
Bourland, Thomas	Ullin
Bowyer, Hattie H	Carbondale
Brainard, Pearl	Carbondale
Brainard, Stewart	Carbondale
Brandon, William A	Makanda
Brantley, Mary Etta	Carbondale
Brewster, Libbie M	Carbondale
Bridges, Albert F	Carbondale
Brinkerhoff, Roland C	Salem
Brown, Mary J	Mound City
Brown, Mrs. D. C	Carbondale
Brown, Watson	Balcom
Bucknell, Martha E	Alhambra
Bunch, Herman	McClure
Bunch, Rodney J	McClure
Burge, James M	Centralia
Burge, Minnie A	Centralia
Burlison, Albert D	Creal Springs
Burpo, Ada	Carbondale
Campbell, Harry E	Marion
Campbell, John A	Carbondale
Card, Hamilton H	Fillmore
Carmichael, Alice	Murphysboro
Carmichael, Hattie	Murphysboro
Carr, Ruth R	Freeburg

NAME.	RESIDENCE.
Carter, Dora	Nashville
Chandler, Kate F	Carbondale
Chapman, Ora V	Richview
Charlton, Daisy	Cartter
Childers, Barney	Du Quoin
Cisne, Maurice	Cisne
Cisne, W. G	Cisne
Clark, Elias M	Rupe
Coleman, Cloyd	Carterville
Coleman, Edgar	Oakville
Coleman, Jeff	Oakville
Coleman, Mamie	Carterville
Coleman, Roscoe	Carterville
Colvin, Clinton	Olney
Cook, Evalyn	Oconee
Cook, Sallie	Oconee
Corrie, George H	Ruark
Council, Stella	Carterville
Cox, Isaac N	Pulley's Mill
Crandell, Harry	Boskey Dell
Crawford, J. E	Christopher
Crawford, T. O	Christopher
Crawshaw, Allen	Carbondale
Crews, Emma	Elkville
Crews, Genora	Elkville
Crews, Roscoe	Elkville
Cross, Kent Kane	Shiloh Hill
Crow, Waller	Carbondale
Cruse, Ethel	Carbondale
Cruse, Grant	Carbondale
Damron, Elbert L	Progress
Daniel, Grace	Waltonville
Daniel, J. Frank	Mount Vernon
Davis, Amos H	Grange Hall
Davis, Clara	Carbondale
Davis, Lynn	Carbondale
Davis, Roy	Carbondale
Deans, Elmer	Lincoln Green
Deck, Wm. Allen	Makanda
Delzell, Minnie L	Murphysboro
Demmer, John	Pinckneyville
Deset, Myrtle	Carbondale

NAME.	RESIDENCE.
Dillinger, Carrie	Carbondale
Dillinger, James F	Carbondale
Dillow, Clara	Dongola
Dillow, Lula	Mill Creek
Dillow, Samuel	Dongola
Dixon, Estella B	Carbondale
Doan, Harry	Olney
Donaly, Kate	Carterville
Doty, John M	New Grand Chain
Dunn, Arminta	Olive Branch
Earnhart, William	Dongola
Easterly, Sadie S	Grand Tower
Edwards, Charles L	Richview
Elder, Mary E	Carbondale
Elliott, Blaine	Carbondale
Ernest, Thomas R	Swanwick
Errett, Hattie	Carbondale
Etherton, Charley	Carbondale
Etherton, Homer	Carbondale
Etherton, James M	Carbondale
Etherton, Joseph B	Makanda
Etherton, Jaseph E	Carbondale
Etherton, Thomas	Etherton
Etherton, Wm. J	Carbondale
Fairweather, W. C	
Fakes, Mrs. N	Murphysboro
Farmer, Harrietta	Carbondale
Ferrill, E. G	Anna
Fisher, Gene	Irvington
Fisher, Morris	Irvington
Fisher, Pearl	Irvington
Foulks, Mittie	Sidney
Fox, Ottis	Carbondale
Frazier, Clo	Rockwood
Frazier, Gertrude	Centralia
Funk, Luther	Waverly
Gain, Effie P	Cartter
Gallegly, Fred A	Lick Creek
Gambill, John M	Lake Creek
Garrison, Erma	Centralia
Garrison, Grace	Centralia
Gillespie, Ella	Bridgeport

NAME.	RESIDENCE.
Glotfelty, Phil R.	Elkville
Gott, Silas E.	Walpole
Gott, William A.	Walpole
Grammar, Maud	Carbondale
Grater, Mabel	Carbondale
Gray, Dora	Etna
Green, Ethel M.	Norris City
Grove, Bessie	Carbondale
Groves, Clifton C.	Edwardsville
Guill, R. C.	McLeansboro
Hagler, James A.	Etherton
Haldaman, Margaret F.	Decatur
Hale, Alonzo	Pulaski
Hamill, Clara M.	Freeburg
Hampton, Althea	Carbondale
Harbert, Elmer	Morrisonville
Harris, Eliza M.	Makanda
Harris, L. N.	Fitzgerrell
Harris, Wm. O.	New Haven
Harris, W. T.	Fitzgerrell
Harrolle, Emma	Claremont
Hartline, Willis A.	Anna
Hartwell, Andrew D.	Marion
Haughawout, John	Vandalia
Hawley, Mary A.	Levings
Haynie, Mamie	Salem
Head, Ado F.	Dongola
Henry, Cyril V	Noble
Hermann, Lenora L	Freeburg
Herring, Mary E	Chester
Hester, Edna A	Carbondale
Heston, Mittie	Huey
Hickam, Ida	Carbondale
Hill, Florence	Carterville
Hill, Mabel	Calhoun
Hill, Margaret	Murphysboro
Hill, May	Carbondale
Hiller, Francis M	Cottage Home
Hiller, John	Cottage Home
Hiller, J. A	Enterprise
Hissong, Katherine R	Coulterville
Hitt, Robert L	Tamaroa

NAME.	RESIDENCE.
Hodge, Mary G	Carbondale
Hogue, Wm. C	Lick Creek
Honey, May	Sandusky
Hooker, Olive M	Carbondale
Hooker, Zetta	Carbondale
Hope, Lillian	Carterville
Houser, Alpha B	Ashley
Howe, Carrie E	Centralia
Hubbard, Mrs. Fred	Carbondale
Hubbard, Myrtle	Carbondale
Hudson, Mrs. Ella M	Carbondale
Huggins, Gertrude	Swanwick
Hutchinson, Ethel	Olney
Iles, I. Victor	Dudley
Jackson, Artie A	Woodlawn
Jakle, Nelle	Du Quoin
James, Ora Augustus	Salem
Janes, Minnie W	Carbondale
Jaynes, Charles A	Thebes
Jenkins, Alida C	Elkville
Jenkins, Zenas	Dongola
Jennings, Thos	Walnut Hill
Jenny, Elise	Jamestown
Jenny, Ida L	Jamestown
Jensen, Anna	Shattuc
Jobe, William	Metropolis
Johnson, Alva J	Sheller
Johnson, Bessie	Carbondale
Johnson, Carl	De Kalb
Jones, Christopher	Murphysboro
Jones, John G	Goreville
Jones, Melvin	Moscow
Karraker, Orville M	Dongola
Keesee, Leota	Carbondale
Kell, Charles S	Salem
Kell, Clara E	Coalgate, Ind. T.
Kell, Esther	Coalgate, Ind. T.
Kell, James D	Kell
Kell, Lotta	Salem
Kelsey, Mary E	Du Bois
Kendall, Emma	Makanda
Keown, Hettie	Carbondale

NAME.	RESIDENCE.
Kershaw, Mary A.	Harrisburg
Kimbrel, James T.	Keensburg
Kimmell, Raymond	Calhoun
King, Emery	Charleston
Kinkade, Nannie B.	Olney
Kirk, Mary E.	Carbondale
Krichbaum, James C.	Calhoun
Krysher, Frank	Carbondale
Kurtz, Lillie C.	Olney
Landreth, Albert	Alto Pass
Lane, James H.	Simpson
Lawrence, Nellie	Raum
Layman, Grace M.	Tamaroa
Layman, Thomas J.	Benton
Leary, John E.	Carbondale
Lee, Ardell A.	Carbondale
Lewis, Emma	Carbondale
Lockard, Reola	Carbondale
Loudon, John R.	Carbondale
Lynn, Charles	Dongola
Maeys, George	Maeystown
Mann, Lulu M.	Du Quoin
Mannen, Sunie	Waltonville
Marberry, John L.	Reevesville
Marchildon, John W.	Thebes
Marron, Minnie D.	Carbondale
Martin, Frank W.	Canaville
Martin, Kate	Ashley
Martin, Rans	Eldorado
Martin, Rollo	Osage
Marvin, Minnie	Carbondale
Mason, George	Fairman
Maxwell, Nellie	Chester
Maxwell, T. R.	Oakdale
McCollum, Milo	Louisville
McConaghie, Thomas	Oakdale
McConaghie, Tillie	Oakdale
McConnell, James	Oakdale
McCroskey, Elizabeth	Lawrenceville
McIntyre, Archie	Corinth
McKinney, Henry T.	Marion
McKinney, James W.	Marion

NAME.	RESIDENCE.
McKittrick, F. D	Fairfield
McKnelly, Jake	Hord
McMurphy, Kate	Makanda
Mercer, Iva	Raccoon
Mertz, Bertie B	Carbondale
Meyer, George	Kell
Miller, Charles A	Makanda
Miller, Ira J	Carbondale
Miller, Maggie G	Makanda
Miller, Sarah Alice	Carbondale
Mojonnier, Lydia	Highland
Montgomery, J. F	Passport
Montgomery, Thomas H	Calhoun
Morgan, LeRoy	Carbondale
Morton, Lottie	Carbondale
Muench, Lena E	Shattuc
Murphy, Gordon	Carbondale
Nash, Clara L	Jerseyville
Neely, Elizabeth	Azotus
Newman, Ida A	Thompsonville
Norfleet, Frank	Sedan
North, Richard	Carterville
Nusbaum, Ethel	Jonesboro
Oglesby, Etta L	Chicago
Owens, Edward W	Villa Ridge
Ozment, Elvis	South America
Ozment, Vileta	South America
Palmer, Myrtle I	Custer Park
Patten, Braden	Corinth
Peace, Daniel E	Foxville
Perry, Bertha	Carterville
Perry, Grace	Carbondale
Perry, Rose	Carbondale
Peterson, Albert E	Stubblefield
Phemister, Dallas	Carbondale
Phifer, Cora	Murphysboro
Plater, M. Ethel	Carbondale
Poland, Winona	Olney
Pollock, Clara	Carbondale
Pollock, Fred	Carbondale
Pope, Ella M	Carbondale
Porter, Ada	Makanda

NAME.	RESIDENCE.
Porter, Agnes	Murphysboro
Powell, Margaretta	Collinsville
Presson, William T	Makanda
Prickett, Jessie	Carbondale
Pruett, Charles F	Kinmundy
Pugh, Montfred	Tamaroa
Pyatt, Frank A	Pyatt
Pyatt, Jennie B	Pyatt
Quick, Bertha	Huey
Ramsey, Cary W	Mount Carmel
Ray, Melissa	Carbondale
Raynor, DeWitt	Carbondale
Raynor, May C	Carbondale
Reagin, Lulu M	De Soto
Reef, Augustus	Carbondale
Rees, Rollie	De Soto
Reeve, Carrie	Pomona
Reisinger, Lewis	Rice
Rendleman, Norman	Makanda
Renfro, Chas. D	Carbondale
Robertson, Abbie	Carbondale
Roberts, Flora	Carbondale
Robinson, Ida	Murphysboro
Robinson, Lillian	Murphysboro
Robinson, Nellie G	Carbondale
Roe, Edith A	Carbondale
Rust, Mamie	Carbondale
Sager, C. D	Claremont
Saul, A. E	Red Bud
Saunders, Grace	Collinsville
Schmidgall, Fanny	De Soto
Schmitt, Lillie	Osage
Schwartz, Fanny	Elkville
Schwartz, Henry W	Carbondale
Sexton, Etta B	Joppa
Skinner, Francis L	Wolf Creek
Slade, Chas. R	Woodlawn
Slimpert, Nina	Pinckneyville
Smith, Ada I	Carbondale
Smith, I. Belle	Irvington
Smith, Flora	Sand Ridge
Smith, Joshua J	Pomona

NAME.	RESIDENCE.
Smith, Myra	De Soto
Smith, Pearl	Greenville
Smith, Samuel	Sheller
Smith, Thos. B	Carbondale
Smock, May L	Carbondale
Spear, Maud	Carbondale
Spence, Bertha	Carbondale
Spencer, Wm. L	McLeansboro
Spiller, Bertha T	Carbondale
Spiller, Mabel	Carbondale
Springer, Edward S	Makanda
Stahl, Henry T	Dorsey
Stevenson, Grace	Salem
Stewart, Josephine	Carbondale
Stewart, Nora	Carbondale
Stewart, Rhoby	Carbondale
Stewart, W. E	Carbondale
Stokes, Lillie	Ramsey
Stoner, Chas	Wetaug
Stotlar, Nora	Herrin
Summerville, Edna	Irvington
Summerville, Ira	Irvington
Swofford, Grace E	Benton
Swofford, John	Benton
Tanner, Lillian	Menard
Taylor, Charles H	Carbondale
Teeter, Kate	Carbondale
Templeman, Willis	Wayne City
Theron, Ethel	Carbondala
Thomas, J. Ed	Makanda
Thompson, Bertha	Carbondale
Thompson, Fred	Opdyke
Thompson, Wm	Carbondale
Thornton, Nellie	Osage
Toler, Sam M.	Carbondale
Towns, Olive May	Cisne
Troy, Harry	Carbondale
Troy, Nellie	Carbondale
Valentine, Ira	Carbondale
Venable, John	Pulley's Mill
Valentine, Maurice O	New Douglas
Volmer, Louise	Carlyle

NAME.	RESIDENCE.
Wagoner, Bertie	Carterville
Walker, Chas.	Elvira
Walker, Francis M.	Carbondale
Walker, Mary B.	Waltonville
Walker, Oscar	Pulley's Mill
Waller, Lewis	Carbondale
Ward, Robert R.	Benton
Webkemeyer, Chas	Campbell Hill
Wehrheim, Edward	Red Bud
Wellstead, Walter	Carbondale
Whipkey, Frank	DeSoto
White, Annie M.	Richview
White, Bliss C.	Effingham
White, Lottie	Carbondale
Wilburn, John R	Grand Tower
Wilkins, Roy	Foxville
Williams, Altie F.	Carbondale
Williams, Roger	Tamaroa
Willis, Francis M.	Makanda
Wilson, Helen	Carbondale
Wilson, S. J. Harry	Pinckneyville
Winfrey, Constance	Carbondale
Winston, Lafayette	Metropolis
Winters, Gertrude	DeSoto
Wise, Gilbert	Buncombe
Wood, Ira Fletcher	Patton
Woods, Mamie	Murphysboro
Wyatt, Annie M.	Cartter
Yelch, Laura	Olney
Youngblood, Cora E.	Prosperity
Youngblood, Laura	Carbondale

Preparatory.

Allen, John Charles	Tamaroa
Allen, John H.	Ashley
Baird, Cecile	Carbondale
Baird, Jessie	Carbondale
Baker, Roscoe	Mead
Bandy, Grace	Carterville
Barton, Bertha	Irvington
Barton, George	Irvington

NAME.	RERIDENCE.
Beecher, Henry Ward	Makanda
Beggs, Luetta	Dongola
Boggs, Victor	Kell
Bonham, Welcome H.	Carbondale
Bouscher, Hattie	Grange Hall
Bowlby, Chas. H.	De Soto
Bowyer, Emma L	Carbondale
Bradley, Alvin J.	Denmark
Brush, Elizabeth	Carbondale
Burlison, Geo. W.	Creal Springs
Coleman, Bertha M.	Oakville
Crank, Luella	Fitzgerald
Crouse, Emma	Metropolis
Crow, Magnolia	Vergennes
Davis, Bertha W.	Carbondale
Davis, Cyrus H.	Home
Davis, Jennie	Carbondale
Deason, Francis E.	Murphysboro
Dever, Charles	Metropolis
Dillinger, Harry	Carbondale
Doak, Orville Earl	Carbondale
Elliston, Anna	Waltonville
Etherton, Hannah	Carbondale
Etherton, Harmon	Carbondale
Etherton, Kate	Carbondale
Etherton, W. H.	Carbondale
Gain, Omer O.	Cartter
Gallegly, Lillie M.	Lick Creek
Gallegly, Willie M.	Lick Creek
Grant, Elsie	Carbondale
Gurley, Malcolm A.	Makanda
Hampton, John	McLeansboro
Haney, T. J.	Murphysboro
Harker, Winifred	Carbondale
Hawkins, Dwight	Carbondale
Hawkins, Pearl	Carbondale
Hester, Edna	Carbondale
Hill, Jennie	Carbondale
Hobbs, Thos. M	Carbondale
Hollenbeck, Worthy	Alto Pass
Hubbard, Bessie	Carbondale
Huddleston, Nettie	Carbondale

NAME.	RESIDENCE.
Hudson, Henry	Friendship
Keith, Harry	Alto Pass
Kennedy, Mathew W.	Du Quoin
Kirk, Vida G.	Carbondale
Lark, Everard T.	Ruma
Lee, Chester A.	Carbondale
Lightfoot, Anna E	Carbondale
Lightfoot, Ella	Carbondale
Loudon, Oliver P.	Carbondale
Maeys, Willie G	Maeystown
Mead, Oscar D	Pinckneyville
McMurray, Callie	Carmi
Miller, Effie M	Carbondale
Mitchell, Edward C	Carbondale
Naumann, Carrie H	Carbondale
North, Roscoe C	Carbondale
Pensteel, Bell	Carbondale
Perkins, Lyman A	Vergennes
Perry, Harry	Carbondale
Phillips, Grace	Carbondale
Pike, William E	Marion
Piper, William E	De Soto
Pope, Sylvia A	Carbondale
Porter, Nellie	Metropolis
Prim, Sylvania	Carbondale
Putnam, Harry R	Carbondale
Rendleman, Newton	Makanda
Rendleman, Theodore	Makanda
Rentfro, Joe L	Ganntown
Rickman, Emma	Carmi
Robinson, Kempie	Metropolis
Schwartz, Chester	Elkville
Smith, Gertrude	Sand Ridge
Smith, Minnie E	Carbondale
Steel, Francis	La Forge, Mo.
Steel, Howard	La Forge, Mo.
Stotlar, John Y	Carbondale
Taylor, Clifton L	Carbondale
Taylor, John A	Cottage Home
Taylor, Roscoe A	Carbondale
Teeter, Lillian B	Carbondale
Thompson, Raymond M	Carbondale

NAME.	RESIDENCE.
Thornton, Francis	Lick Creek
Walker, Fred W	Elvira
Weston, Bessie M	Carbondale
Whitson, Otis	Ava
Wiggins, Clarence	Lick Creek
Wilbourn, Walter	Olive Branch
Wilkes, Henry C	Skull Run, W. Va.
Williams, Nora	Carbondale
Wilson, Wm. J	Rice
Winfrey, Guy	Carbondale
Wiswell, Wilbur	Carbondale
Woods, Melissa	Murphysboro

Grammar.

Applegate, Sherman	Carbondale
Arnold, Frank	Carbondale
Besse, Nellie	Carbondale
Bourchier, Clarence	Carbondale
Bowyer, Mabel M	Carbondale
Branch, Reed Russell	Carbondale
Brewer, Jefferson	Carbondale
Brush, Alice	Carbondale
Bush, Elbert	Progress
Bush, Elijah Troy	Progress
Clark, Albert A	Carbondale
Crawshaw, Rolla	Carbondale
Crow, Eleanor	Carbondale
Dickerman, Harry	Carbondale
Elliott, Andy	Blairsville
Elliott, Hattie	Carbondale
Elliott, Ralph	Carbondale
Etherton, Lulu M	Carbondale
Fox, Elbert	Carbondale
Fox, Eldo	Carbondale
Gist, Paul M	Carbondale
Hartman, Fannie	Makanda
Hayes, Olive	Carbondale
Hays, Herbert A	Elkville
House, Lulu G	Murphysboro
James, Willie S	Carbondale
Jones, Edward	Murphysboro

NAME.	RESIDENCE.
Kennedy, Lee O	St. Johns
Kirk, Bonnie L	Carbondale
Kirk, Donald	Carbondale
Kirkham, Robert	Carbondale
Lewis, Mabel	Carrier Mills
Lewis, Roscoe	Carrier Mills
McKinney, John R	Carbondale
Mowery, Maude	Wetaug
Norton, Mary B	Pomona
Painter, Charley	Carbondale
Parkinson, Raymond	Carbondale
Prickett, Hattie M	Carbondale
Putnam, May F	Carbondale
Rendleman, Lee Edd	Makanda
Rhine, Ralph	Rice
Roberts, Ollie	Etherton
Shepard, A. B	Thompsonville
Smith, Clyde	Carbondale
Spear, Laura E	Carbondale
Taylor, Charles H	Carbondale
Teeter, Robert W	Carbondale
Thomas, Charles C	Carbondale
Thompson, T. Albert	Carbondale
Troy, Willie	Carbondale
Turner, Riley Lee	Carbondale
Valentine, Kenyon	Carbondale
Willis, Edward A	Makanda
Willson, Morris	Carbondale
Wood, Orion L	Carterville

Intermediate.

Allen, Lucy	Carbondale
Besse, Charle	"
Branch, Herbert	"
Brown, Calvin	Ina
Brandon, Grace	Carbondale
Bush, Ernest	"
Davis, Elizabeth	"
Davis, George	"
Dickerman, Mildred	"

NAME.	RESIDENCE.
Dickerman, Percey	Carbondale
Doak, Ralph	"
Edmonds, Rolla	"
Etherton, Everett	"
Etherton, Irvy	"
Etherton, Leona	"
Etherton, Minnie	"
Etherton, Ruby	"
Etherton, Winona	"
Elliott, Alma	"
Evans, Edward	"
Evans, John	"
Gentry, John	Mead
Gentry, Herman	Mead
Hamilton, Newton	Carbondale
Hampton, Ivanhoe	"
Hester, Herbert	"
Hopkins, David	Makanda
McKinney, Edna	Carbondale
McMichaels, Kittie	"
Metz, Lynn	"
Mitchell, John	"
Neber, Ernest	Makanda
North, Edgar	Carbondale
Parkhill, Elliott	"
Plater, Everett	"
Putnam, Grace	"
Reeves, Ethel	"
Renfro, Daisy	"
Searing, Helen	"
Smith, Dean	"
Snider, Joe	"
Spear, Harry	"
Storm, Grace	"
Thetford, Bertha	"
Thompson, Mabel	"
Thompson, Mary	"
Tygett, Roscoe	"
Willson, Edith	"

Primary.

NAME.	RESIDENCE.
Anderson, Nicholas	Carbondale
Branch, John	"
Comstock, Carrie	"
Comstock, Freddie	"
Etherton, Myrtle	"
Farley, Lois	"
Fitzgerald, Ola	"
Gilmore, Harry	"
Grater, Marie	"
Hamilton, Eugene	"
Hampton, David	"
Hartman, Lucian	"
Hay, Manning	"
Hooker, Estelle	"
Hudson, Willie	"
Kelley, Pearlie	"
Kimmel, James	"
Lewis, Fern	"
Lewis, Orman	"
McRoy, Mamie	"
Merrymon, Mildred	"
Metz, Ina	"
Miller, Connie	"
Miller, Minnie	"
Miller, Neva	"
Muse, Clarence	"
Naumann, Willie	"
North, Frank	"
Ogden, Robt	"
Oglesby, George	"
Parkinson, Alice	"
Rendleman, Myrtle	"
Simons, Edith	"
Simons, Robert	"
Sizemore, Lyle	"
Smith, Helen	"
Smock, Napoleon	"
Spear, Bessie	"
Williams, Grace	"
Winchester, Dalice	"
Woods, Harry	"
Woods, Homer	"

GENERAL SUMMARY.

Post Graduates	8
Graduates	29
Undergraduates	433
Preparatory	104
Grammar	56
Intermediate	48
Primary	42
Total	720
Enrollment in Fall Term	433
Enrollment in Winter Term	487
Enrollment in Spring Term	498
Total	1418
Average by Terms	$472\frac{2}{3}$

ALUMNI.

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

The Alumni Association is making special preparation for a general reunion of all graduates of the school in June of 1899, the twenty-fifth anniversary of the institution. All Alumni are most earnestly urged to plan to be present on that occasion. The Board of Trustees and Faculty are arranging to make the Commencement week of '99 the most noted one in the history of the Southern Illinois Normal University; and all graduates are hereby cordially invited to be present and enjoy the renewal of former friendships, and visit their Alma Mater.

[All graduates of the University are requested to send, annually, their address to the Registrar. This should be done as early as April 1.]

Officers of Alumni Association.

1897-98.

President.—J. M. PARKINSON, Edwardsville.
Vice President.—MARY CRAWFORD, Jonesboro.
Recording Secretary.—MINNIE J. FRYAR, Carbondale.
Corresponding Secretary.—A. L. BLISS, Cobden.
Treasurer.—D. M. PARKINSON, Carbondale.
Historian.—DELIA CALDWELL, Carbondale.

Executive Committee.

Mrs. ADA D. CALDWELL, Carbondale.
CHARLES H. BURTON, Edwardsville.
MISS HELEN BRYDEN, Carbondale.
Mrs. MARY OGDEN, Carbondale.
EDWARD LONGBONS, Metropolis.

Class of 1876.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
1	Brown, John N.....	6	.....	.....
2	Caldwell, Beverly C.	22	President State Normal,	..... Natchitoches, La.
3	Hawthorn, John C.*		.....	.....
4	Ross, George C.....	6	Dep't of Int'r,	Washington. D.C.
5	Wright, Mary.....	2½	.....	Cobden

1877.

6	Barnes, Belle D. A... / Mrs. H. H. Green....		.....	Bloomington
7	Burton, Arista.....	17	.....	Colorado Springs. Colo.
8	England, James H ..	6	Farmer.....	Carbondale
9	Warder, William H..	3	Lawyer.....	Marion

1878.

10	Caldwell, Delia.....	7	Physician.....	Carbondale
11	Courtney, Alva C....	20	Principal.....	Denver, Colo.
12	Evans, Charles E.†*..		....	.....
13	Hanna, James A.....	6	Merchant,	Sulphur Springs, Ga.
14	Hillman, Orcelia B.. / Mrs. Merrill	5	.....	Salina, Kans.
15	Jackson, Sarah E.... / Mrs. H. H. Kimmel†..		.....	DuQuoin
16	Kennedy, George R..	1	Merchant.....	Murphysboro
17	McAnally, John T....	3	Physician.....	Carbondale
18	McAnally, Mary..... / Mrs. N. H. Moss.....	10	.....	Mount Vernon
19	Pierce, Reuben E ...	1	Minister.....	Epworth
20	Plant. Richmond,†...		....	..St. Louis,Mo.
21	Robinson, Edward H.		Physician	Chicago
22	Thompson, David G..	6	Lawyer.....	Golconda

1879.

23	Burnett, Andrew C†..		Lawyer.....	Lamar, Mo.
24	Farmer, George H...	14	.....	Vanndale, Ark.
25	McCreery, Ida M.*...	3	.....	.....
26	Phillips, Lyman T...	2	(P'd tuition one year.) Dentist.....	Nashville

1880.

27	Bruck, Lauren L.....	7	Bookkeeper.....	Chicago
28	Gray, Joseph.....	14	Prin. High School.....	DeKalb
29	Heitman, Louis.....	4	Pharmacist	Chester
30	Hull, Charles E.....		Member State Senate.....	Salem
31	Kimmell, Henry A...	6	Farmer.....	Calhoun
32	Mann, Wallace E....	4	Editor.....	Decatur
33	Ogle, Albert B.†.....		Insurance Ag't..	Belleville

*Deceased.
†Paid tuition.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
34	Rentchler, Frank P..		.....	Los Angeles, Cal.
35	Sheppard, Lizzie M... / Mrs. Dr. J. K. Miller..	8½	....	Greeley, Colo.
36	Warder, Gertrude A.. / Mrs. C. J. Mitchlet..	8	.....	Wilmette
		1881.		
37	Burton, Charles H...		Lawyer.....	Edwardsville
38	Hughes, William F..	9	Surveyor.....	Murphysboro
39	Karraker, Henry W..	13	Farmer.....	Dongola
40	Lorenz, John W	4	Druggist.....	Evansville, Ind.
41	Marshall, Oscar S...		Fruit Grower.....	Salem
42	Marshall, Thomas S.		Bank Cashier.....	Salem
43	Sowers, Mary A..... / Mrs. J. C. Scott.....	8	....	Carbondale
44	Ward, Edward I.....	10	Minister.....	London Mills
		1882.		
45	Atkins, Wezette..... / Mrs. C. W. Parkinson	2	.....	Murphysboro
46	Deardorf, Lizzie M.. / Mrs. DeMess.....	6	.....	Ashland, Kans.
47	Ennison, Walter J...		Lawyer.....	Boston, Mass.
48	Goodall, Adella B.... / Mrs. Dr. H. C. Mitchell	3	.....	Carbondale
49	Krysher, Alice. ..... / Mrs. W. H. Livingston	4	....	Pana
50	Mead, Albert E.....	1	Lawyer.....	Blaine, Wash.
51	Parkinson, Arthur E†		Press Reporter.....	Lebanon
52	Stewart, Henry A.†..		Physician...	Chicago
53	Wood, John W.....	15	Principal....	Florenceville, Tex.
		1883.		
54	Alexander, F. M.....	2	Minister.	Ottawa, Kans.
55	Bain, William B†...		Merchant.....	Vienna
56	Bryden, Margaret.... / Mrs. J. N. Fitch.....	9	.....	Cobden
57	Buckley, Alice M.. . / Mrs. F. M. Alexander	2	.....	Ottawa, Kans.
58	Fager, Daniel B.....	15	Superintendent.....	Salem
59	Houts, Lilly M.....	4	Stenographer.....	Chicago
60	Kimmell, Belle.....	4	....	Elkville
61	Martin, John.... .. .	4	Physician.....	Chicago
62	Nave, Della A..... / Mrs. P. E. Hileman..	4	.....	Jonesboro
63	Sprecher, Edgar L..	5	Merchant.....	Guatemala, C.A.
		1884.		
64	Aikman, Fannie A*.. / Mrs. D. L. Kimmel...		.....	
65	Beesley, Alicia.....	3	....	Linn

*Deceased.
†Paid tuition.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
66	Buchanan, Clara.... Mrs. H. C. Merrymon	2	.....	...Carbondale
67	Buchanan, G. V.....	14	City Supt.....	.Sedalia, Mo.
68	Buchanan, Mary. ...	7	.....	.Sedalia, Mo.
69	Burket, Anna L.....	2	Commercial Ag't.	Chicago
70	Cawthorn, Chris. C..	6	....	Crab Orchard
71	Duff, May B.*.....	1	....	
72	Gill, Joseph B.†.....		Ex. Lieut. Gov. Ill ,	San Bernardino, Cal.
73	Hendee, Lu Bird.....	7	.....	.Fairmount, Neb.
74	Hileman, Philetus E.		Lawyer.....	.Jonesboro
75	Jenkins, John H.....	12	Principal Schools.....	.Ramsey
76	Lightfoot, Richard T	2	Lawyer.....	.Paducah, Ky.
77	Ridenhower, Carrie*. Mrs. J. L. Mount.....	4	.....	
78	Thomas, Maud*.....		.....	
79	Treat, Charles W....	12	Prof. Nat. Sci., Lawrence Univ.	.....Appleton, Wis.

1885.

80	Bryden, He'en†	12	.....	.Carbondale
81	Buckley. Ida M..... Mrs. G. W. Warner..	1	....	Freeport
82	Dunaway, Ada L.†... Mrs. A. S. Caldwell..		.....	.Carbondale
83	Fringer, William R†.	1	Physician.....	.Rockford
84	Hull, Gertrude†.....	4	Latin Teacher, High School,	.... Milwaukee, Wis.
85	Lacy, Rurie O..	1	Physician.....	.Lake City, Colo.
86	Lancester, Tilman A.	3	Lawyer.....	.Lexington, Tex.
87	Miller, John E.....	12	....	East St. Louis
88	Roberts. Mary A..... Mrs. M. H. Ogden....	8	.....	..Carbondale
89	Thomas Kate ..... Mrs. D. L. Chapman.	4	.....	Vienna

1886.

90	Allen, Sarah..... Mrs. J. D. Crenshaw.	1	.....	Makanda
91	Barber, Florence M.. Mrs. Boyd.....	2	.....	Chicago
92	Brown, Adella A..... Mrs. J. O. Ashenhurst	9	(.....)	
93	Fryar, Minnie J.....	6	Librarian, S.I.N.U...	Carbondale
94	Fulton, Alexander H.	11	Member Board Examination,	.....Mesa, Ariz.
95	Hord, Kittie E..... Mrs. C. M. Morgan...	10	.....	.Portland, Oregon
97	Hundley, Louella.... Mrs. J. H. Andrews..	8	.....	.Prescott, Ariz.

*Deceased.
†Paid tuition.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
97	Kennedy, Maggie....	4	....	Mexico City, Mex.
98	Loomis, Carrie I..... Mrs. M. G. McCreery.	1	.....	Thompsonville
99	McAnally, Fannie D. Mrs. D. B. Fager.....	1	.....	Salem
100	Nichols, Louella. ... Mrs. J. G. Irvin† ...	8	....	Edwardsville
101	Storment, Edgar L..	10	Prin. High School.....	Streator
102	Williams, Cora..... Mrs. R. W. Wiley....	2	.....	Pomona, Cal.
		1887.		
103	Allen, Robert M.†...		Ry. Pass. Agt. ...	St. Louis, Mo.
104	Blair, Carrie*.	7	....	
105	Bryden, Rockwell†...		Postal Clerk..... . .	Carbondale
106	Campbell, H. M.†....		Clerk.....	Chicago
107	Cleland, Clara B..... Mrs. Strong.	1	... .	Wheeling
108	Cleland, May	4	Trained Nurse.....	Chicago
109	Cowan, David J.....	8	Lawyer.....	Vienna
110	Glick, Albin Z.	2	Agent.....	Carbondale
111	Goodall, Samuel H...	2	Lawyer..... ...	Marion
112	Harmon, Mark D . .	4	....	Grayville
113	Hawkins, Cicero R...		States Atty.....	Pinckneyville
114	Hewett, Emma L ... Mrs. W. H. Baltzer..	3	....	Hickman, Ky.
115	Hill, Mary A. ..... Mrs. E. L. Stormant.	5	.....	Streator
116	Hundley, Nannie.....	9	....	Marion
117	Johnston, Lewis E...	1	Lawyer.....	Keysport
118	Kirkpatrick, Jas. H.	7	.....	Custer. Wash.
119	Lawrence, Bertha...	10	....	Tipton, Iowa
120	McMackin, Edw. G. .	2	Dentist.....	Salem
121	Phillips, Louise E....	2	.....	Chicago
122	Ripley, Charles H...		Lawyer.....	Chicago
123	Scott, Luther T.....	1	Editor.....	Carbondale
124	Searing, Harry R....		Merchant.....	Carbondale
125	Sebastian, Julia A...	9	... .	St. Louis, Mo.
126	Smith, Seva A..... Mrs. G. S. Hoag.....		.....	Denver, Colo.
127	Snyder, Lydia E	9	....	North Evanston
128	Tait, Minnie A..... Mrs. C. H. Ripley....		.....	Chicago
129	Turner, George T....	2	County Judge	Vandalia
130	Wham, Steuben D...	8	R.R. Agent	Carter
		1888.		
131	Baumberger, Louise. Mrs S. M. Inglis.....	7	.....	Springfield
132	Briback, Catherine.. Mrs. Hans Johnson..	8	.....	Cairo

*Deceased.
†Paid tuition.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
133	Hall, William H.....	5	Bus. Mngr. Lewis Institute,	Chicago
134	Hickam, Ada..... Mrs. G. W. Wood....	4		Beechwood
135	Johnston, Callie.....	1		Carbondale
136	Leary, Mary E.....	10	Deaf and Dumb Institute,	Jacksonville
137	Lindsay, David W. .	9	Student Leland Stanford Univ.	
138	Morgan, Charles M..	1	Bradstr't Ag'cy..	Portland, Ore.
139	Reef, William A.†...	1	Merchant.....	Leadville, Colo.
140	Richards, Kate E.*.. Mrs. W. A. Stewart..	2		
141	Street, Jasper N.....	10	Supt. City Schools.....	Vandalia
142	Trobaugh, Frank E.*	1		
143	Wham, Maggie.....	10		Deland
		1889.		
144	Allyn, Lois A ..... Mrs. D. L. Mason....	4		Winchendon, Mass.
145	Bridges, Mary E..... Mrs. D. L. Malone...			Sikeston, Mo.
146	Colyer, Frank H.....	7	Prof. S.I.N.U.....	Carbondale
147	Kimzy, Walter R....	8	County Supt.....	Tamaroa
148	McMeen, John D.....	8	Prin. of Schools.....	Jonesboro
149	Parkinson, J. M.	8	City Supt. Schools..	Edwardsville
150	Parks, Elizabeth	6	Training Teacher, S.I.N.U.,	Carbondale
151	Wallis, William	5	Prin. High School....	Charleston
		1890.		
152	Bain, John Charles..		Lawyer.....	Chicago
153	Hackney, Kate G ... Mrs. F. O. Rogers....	3		Waggoner
154	Hull, Bertha†.....	3	Asst. in Drawing,	Ypsilanti, Mich.
155	Kellar, Kent E.....	3	Lawyer.....	Ava
156	Lansden, Mary G....	8		Hyde Park, Chicago
157	Ramsey, Joseph Eli..	8	County Supt	Mt. Carmel
158	Sams, Fountain F....	1	Lawyer	Jonesboro
159	Smith, Mabel*.....			
160	Storment, John C....	8	Principal.....	Pomona, Cal.
161	Torrance, Ann Eliza.	7		Salem
162	Van Cleve, Martin T.	7	Supt. Schools.....	Shawneetown
		1891.		
163	Alexander, Anna R..	7		Harvey
164	Beman, George W...	1		Chicago
165	Blanchard, Guy.....	1	Merchant.....	Tamaroa
166	Boyd, Frank L.....	7	Supt. of Schools...	Boulder, Colo.
167	Burkett, Grace L....	5		Carbondale
168	Clark, Lulu.....	6		East St. Louis

*Deceased.
†Paid tuition.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
169	Freeman, James A...	7	Supt. of Schools	Trenton
170	Hill, Mary E.*.	3	.....	
171	Holden, Emma..... / Mrs. H. A. Ross.	3	.....	Carlinville
172	Hoid, Addie.....	5	.....	Cobden
173	Lawrence, J. H.	4	Prof. Park College,	Parksville, Mo.
174	Loomis, Lydia M.....	3	.....	Cobden
175	Peebles, Lizzie S....	6	.....	Stanford, Mont.
176	Snyder, Arthur J....	7	Superintendent.....	Belvidere
177	Sprecher, Theo. M...	5	.....	Crittendon, Ariz.
178	Steele, Robert E.....	1	Physician.....	Lehi, Utah
179	Stern, Lewis.	7	Supt.....	Fountain City, Wis.
180	Whitney, William†..	2	R.R. Mail Service....	Carbondale
		1892.		
181	Ayer, Phillip S.....	6	Supt.....	Baxter Springs, Kans.
182	Barr, Jessie Gleim...	5	.....	Escanaba, Mich.
183	Bliss, Anson Lee.....	5	Superintendent.....	Cobden
184	Buckley, Elizabeth.. / Mrs. O. J. Rude	1	.....	Ava
185	Bundy, Joseph B.....	6	Superintendent	Nashville
186	Cochran. William P..	3	Editor.....	Marble Falls, Tex.
187	Davis, Mary E..... / Mrs. A. J. Snyder....	1	....	Belvidere
188	Emerson, John W ...	6	Superintendent.....	Albion
189	Galbraith, Chas. M..		Asst. Surgeon 4th Regt. Ill. Vol.	
190	Kimmel, E. Lee.....	6	.....	.Carmi
191	Kimmel, Ruby I	6	.....	East St. Louis
192	Lawrence Blanche .	5	.....	Carbondale
193	Lindley, Jno. Wm ...	2	Lawyer.....	Sullivan, Ind.
194	Lirely, Wm. H.....	2	Signal Service.....	Indianapolis
195	Morton, Ralph B....	2	Lawyer.....	Carterville
196	Nichols, John B.....	5	Superintendent.....	[Lexington]
197	Patton, Arthur E.†..		Salesman.....	Chicago
198	Peterson, Grant.....	4	.....	Carterville
199	Ragsdale, Joseph S..	5	Superintendent,	North Judson, Ind.
200	Wallis, Mary	1	Hayworth College.....	Fairfield
201	Wham, Agnes G..... / Mrs. James Reed	5	.....	Deland
202	Wham, Dora A..... / Mrs. John Pyatt.....	2	.....	Pyatt
203	Brown. Robert.....	5	Principal.....	Assumption
204	Clendennen, Geo. E..	5	Principal.....	Illiopolis
205	Curtis, Sarah L.....	5	.....	Charleston
206	Davis, Charles H.....	1	Minister.....	Kampsville
207	Glenn, William T....	4	.....	Belleville
208	Henninger, Jennie...	5	.....	Kankakee
209	Hubbard, Mary E....	5	.....	Greenville

*Deceased.
†Paid tuition.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
210	Hubbard, Samuel A..	2	Lawyer.....	Mount Sterling
211	Kell, Omer Adrian...		Physician.....	Salem
212	Lingenfelter, Sarah.	1	Supt. Deaconess Home, ...	Chicago
213	Moore, Jack N.....	4	Principal....	Walnut Ridge, Ark.
214	Renfro, Robert E....		Real Estate and Loan Agent.	Carbondale
215	Rude, Otto J.....	5	Principal.....	Ava
216	Songer, Mary E.....	4	.....	Kinumndy
217	Stout, Charles L.*...	1	....	
218	Whittenburg, Sarah.	5	County Supt.....	Vienna
219	Woodson, Myrtle F..	4	.....	Cairo
			1894.	
220	Applegath, John L...	4	Principal.....	Dongola
221	Applegath, May A...	4	....	Carbondale
222	Chandler Larkin C..	4	Music Teacher.....	Litchfield
223	Burge, Lloyd E.....	3	....	Centralia
224	Cochran, Maud O....		Music Teacher....	Chicago
225	Dougherty, Andrew J.		.....	Regular Army
226	Ellis, Jacob T.....	4	Superintendent. ...	Greenville
227	Felts, William Troy.	4	Principal High Schools, ...	Mount Vernon
228	Hodge, Jennie..... Mrs. W. T. Fe ts.....	2	.....	Mount Vernon
229	Jenkins, Harriet E...	3	.....	Elkville
230	Jay, Norman A.	4	Principal..... ...	Sandoval
231	Kell, Iva Lucy.....	3	.....	Foxville
232	Kell, Lincoln S.....		Farmer.....	Salem
233	Lakin, Edwin F.....		.. ..	Rochester
234	Longbons, Edward...	4	Superintendent	Metropolis
235	Mohlenbrock. Eric*..	1	.....	
236	Ogle, Howard J.†....		.....	Cornell University
237	Phillips, Myrtle K.... Mrs. H. Z. Zuck.....		.....	Tempe, Ariz.
238	Pugh, Charles H.....	4	.....	Colorado
239	Ramsey, Estelle.....	2	.....	Oskaloosa
240	Smith, Edgar A§. ...		Medical Student.....	Chicago
241	Williams, Arthur E..	3	.....	Mt. Vernon
			1895.	
242	Anderson, Margaret.	3	.....	Flora
243	Baker, Rhoda May†.	2	....	Cottage Home
244	Barton, Josie M.....	2	....	Carbondale
245	Baughman, Ola..... Mrs. G. H. Bainum...		.....	Flora
246	Bennett, Francis W†	2	....	Cairo
247	Davidson, Mary..... Mrs. J. T. Taylor....		... .	Greenville
248	Ferrill, Minnie	3	....	Carterville

*Deceased.
†Paid tuition.
§High School.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
249	Ferrill, Nora	1		Carterville
250	Haney, Thomas J	2	Principal	Atwood
251	Jones, David Oscar	3		De Soto
252	Kell, Albert Baker	1		Carter
253	Lee, Homer Dalton	3	Principal	Carbondale
254	Nichols, Cora E. Mrs. D. O. Jones.	1		Makanda
255	Patterson, John E	3		Edwardsville
256	Roane, Emma H	3		Geneseo
257	Snider, Fred M.		Merchant	Carbondale
258	Sowell, Myrtle I	2		Paducah, Ky.
259	Williams, Chas J§		Clerk	Carbondale
260	Yourex, Mabel Clare	3	Principal	Calumet, Mich.

1896.

261	Boomer, Cincinnatus	2		Buncombe
262	Crane, Ezra	2		New Burnsides
263	Cundiff, Viola V	2		Cairo
264	Edman, Mate	2		Charleston
265	Etherton, Guy E		Minister	Nebraska
266	Flint, Minnie Ruth	1		Belleville
267	Gilbert, John Philo	1	Superintendent	McLeansboro
268	Harker, Oliver A.§		Student Univ. of Ill.,	Champaign
269	Hobbs, Matilda J. Mrs. Fred M. Snider.	2		Carbondale
270	Karraker, Ira O	2	Superintendent	Marion
271	McCormick, George			Farmington
272	McGahey, Leah C	2		Arthur
273	Perrot, Richard H	1	Editor	Nashville
274	Peters, Mabel K	2		Escanaba, Mich.
275	Roberts, George L§			Corinth
276	Robinson, Samuel T	2	Superintendent	Benton
277	Royal, Stella Ethel	1		Villa Ridge
278	Spiller, Adelbert L			Carbondale
279	Taylor, Oscar T		Traveling Salesman	St. Louis
280	Thompson, Bessie M.			Carbondale
281	Thompson, Ralph§		Student Univ. Ill.	Champaign
282	Truscott, Laura M	1	Post Graduate Student, S.I.N.U.	
283	Wham, George D	2	Principal High School	Olney

1897.

284	Amon, Bertram	1		Craneville
285	Barter, Rachel Jane	1		South America
286	Berkey, Helen Lucile	1		Murphysboro
287	Boulden, Hattie Anna	1		Rison, Ark.
288	Bridges, Abbie L	1		Carbondale
289	Bridges, Ella L	1		Carbondale
290	Bridges, Rolland E		Bookkeeper	Chicago
291	Burkhart, Carl		Merchant	Marion
292	Clements, Louis§	1		Carbondale

§High School.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
293	Crawford, Mary §....	1	.....	.....Jonesboro
294	Cross, Arthur G.....	1	.....	.....Metropolis
295	Etherton, William A.	1	.....	. Carterville
296	Hayes, May Keeney.		.....	....Carbondale
297	Kirk, Jay T.....	1	....	.....Eureka
298	Kissinger, Uriah.....	1	....	.....Elkhart
299	Marberry, William T.	1	Principal.....	.....Belknap
300	McAnally, Jesse F§..	1	Student O. W. U.....	.Delaware, O.
301	McKown, Jas. Edgar..	1	.....	..Paxton
302	Parkinson, David M..		Mngr. Tel. Exch....	Carbondale
303	Peters, Helen N.....		Student, Washington University, ...	.St. Louis
304	Phillips, Lucy Haven		....	.....Tempe, Ariz.
305	Pickrell, Per.	1	....	.....El Paso
306	Reef, Edmund W....		.....	.....Carbondale
307	Roberts, Arthur.....	1	Superintendent.....	.....Golconda
308	Roe, Nellie Bell. . .	1	.....	.....Damon
309	Stewart, Ellen.....	1	....	.....Elko
310	Weller, Nellie.....	1	....	.....Murphysboro
311	White, Maud.....	1	.....	.....Carbondale
312	Woods, William H...		.....	.....Carbondale

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