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## Illinois State Normal University Course Catalog, June 26, 1873

Illinois State University

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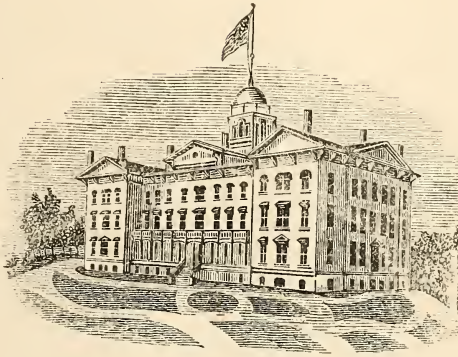
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STATE

Normal University,



NORMAL, ILLINOIS.

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BLOOMINGTON, ILL. :

PANTAGRAPH BOOK AND JOB ROOMS.

1873.



# FACTS

CONCERNING THE.

## STATE NORMAL UNIVERSITY,

CAREFULLY COLLECTED FROM AUTHENTIC SOURCES.

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NUMBER OF STUDENTS IN THE NORMAL DEPARTMENT, FOR THE YEARS NAMED :

	MALES.	FEMALES.	PER CENT. MALES.	PER CENT. FEMALES.	TOTAL.
1869-70.	160.	269.	37½.	62½.	429.
1870-71.	208.	256.	44 24-29.	55 5-29.	464.
1871-72.	220.	240.	47 19-23.	52 4-23.	460.

All these are pledged to teach. The students in the Model School, who are not pledged to teach, are not counted in this enumeration. Their number for 1871-72, 371—or about 40 per per cent. of the whole.

### NUMBER TEACHING.

It is very difficult at any one time to ascertain the actual number of the past pupils who are teaching. They are scattered over the State, in city and country, and it is impossible to ascertain the post-office addresses of anything more than a fraction of them. Any estimate, therefore, based upon present inquiry must fall far below the actual fact. The County Superintendents cannot be effectively appealed to, for they are not required by law to keep any account of the Normal students teaching in their counties, and consequently, but few of them will be able to give the correct figures. Some are prepared for such a report, but I am very sure that the number is small, and in any estimate, many names will be likely to be omitted, and injustice will be done to the Institution.

In April, 1871, a circular was addressed to every past pupil of the State Normal University whose post-office could be ascertained (including students of both the Normal and Model Department), with the purpose of finding how much teaching had been done by them. In response to the inquiries 682 letters were received. Of these respondents just 600 have reported, each for himself, over his own sign manual, the number of months he has taught since leaving the University, together with the time when and the place where the work was performed. Eighty-two report that they have not taught during the specified time. But of these, thirty-six belong to the Model Department, where they paid for their tuition, and are consequently under no obligation to teach. This leaves 46 out of 682, very nearly six and three fourths per cent., who have failed to keep their engagements. And many of these give excellent and satisfactory reasons for their failures.

The aggregate of the teaching done by those reporting is found to have been up to April, 1871, 1,255 years and five months. On looking over the letters, many of the writers are at once recognized as persons known to be now teaching, and to have been teaching since April, 1871. This additional work amounts to 356 years, so that we have an aggregate of teaching absolutely known to have been done, of sixteen hundred and eleven years and five months—one complete millennium and more than half of another.

But the above can only be a small fraction of the teaching actually accomplished by the students of the Normal University. In the first place the reports only come down to April, 1871. To what is reported has been added, as above stated, a certain amount known to have been done since. But this added amount is only that which happened to be remembered, as the letters were looked over, and for which it was known that the writers of these letters should have credit. This summing ignores all that has been done by the many students who have left the Institution since April, 1871.

In the second place, the number of persons reporting as above is only about one-seventh of all who have gone out from the Institution. Admitting for a moment that we have, above, all the teaching ever done by these persons, and it is really less than they have accomplished, as we have shown, there still remains to be considered the work of the other six-sevenths. And I know of no reason for supposing that the ratio of teaching among

them is any less than among the one-seventh reported. Assuming, then, the whole amount of teaching actually done as seven times the aggregate given above, we find the grand total to be eleven thousand two hundred and eighty years and five months, allowing ten months to the year.

From the same correspondence, we find that the amount of teaching done out of the State, reckoned in months and years, is six and four fifths per cent. of the whole amount of teaching. Also, that the length of time taught averages two and four-tenths years for every pupil, Normal and Model, that has ever gone out from the Institution and reported. This is a very high average. In some State Normal Schools, the Normal pupils are only required to teach two years. But the average teaching for our Normal pupils was two and six-tenths years in 1871, and it has been increasing ever since. If the facts as they now exist could be secured, they would make a much more favorable showing than these here presented.

#### MCLEAN COUNTY.

It is sometimes stated that McLean County receives undue advantage from the location of the Institution. The facts are as follows: By the last catalogue, for 1871-2, the number put down for McLean County is 82. But of these, 19 are only temporary residents of the county, and will leave it as soon as they finish their education. This leaves 63 in school last year actually belonging in the county, or a little more than thirteen per cent. of the whole number in school. But of these, only 15 are teaching in the county, while 8 are teaching in other counties.

It is a rule in the examination of candidates for admission, that all applicants from McLean County are required to make a standing sixteen and two thirds per cent. higher than those from other counties. With no students from McLean County, we should have a school larger than any other Normal School in the country, according to the Minnesota Report hereafter quoted, but it would hardly seem wise to refuse these applicants, so long as we can receive them.

#### RELATIVE RANK OF THE INSTITUTION.

The following table is copied from the Ninth Annual Report of the Minnesota State Normal School Board. It shows the relative rank of thirty different Normal Schools in the country, in respect to numbers of pupils en-

rolled, total expenses for the school year 1871-72, and cost per pupil for the same time.

LOCALITY.	ENROLLMENT, 1872.	APPROPRIATION 1872.	PER CAPITA, AMOUNT.
Fredonia, N. Y.,	141	\$24,000	\$170
Toronto, Ontario,	172	23,645	137
Buffalo, N. Y.,	164	18,000	110
Farmingham, Mass.,	100	10,296	102
Oshkosh, Wis.,	158	15,910	100
Platteville, Wis.,	125	12,240	98
New Britain, Conn.,	133	12,000	90
Westfield, Mass.,	140	12,548	89
Peru, Neb.,	90	7,500	83
Englewood, Ills.,	147	12,000	82
Bridgewater, Mass.,	150	12,091	80
Ypsilanti, Mich.,	250	20,000	80
Whitewater, Wis.,	186	13,695	74
Providence, R. I.,	140	10,000	71
Oswego, N. Y.,	260	18,000	69
Salem, Mass.,	160	10,894	68
Brockport, N. Y.,	unknown	18,000	—
Normal, Ills.,	460	31,369	68

Here follow twelve others, with varying figures, the highest enrollment among them all, however, being about 100 less than that of the Normal University.

In this table it will be seen that we rank the eighteenth in the annual expense per pupil, while we are first in the number of students enrolled. In respect to the matter of expense per capita however, this report ranks us too high, for it divides the total expense of the Institution, Model School and all, by the number of students in the Normal only, which is 460, instead of the number in both departments, which is 777—Dividing by this last number, it will be seen that the average cost per capita, is \$40.37.

#### EXPENSES FROM THE BEGINNING.

All the money ever received from the State up to July, 1870, was


\$279,740.63. This includes every dime of money ever paid from the State Treasury to this Institution up to that time. But the property now belonging to it, and owned by the State, is worth \$312,000. That is, the State of Illinois has by this enterprise secured for nothing all the instruction imparted here, and made \$32,259.37 besides. And indeed, the gains have been much greater than this, for the value of the Museum, now the property of the State, is not here counted.

Taking what has been paid out for current expenses since 1857, including receipts from Model School, we find the amount to be \$203,591.32. Dividing this by 4444, the total number of pupils up to 1870, we have \$45.81 as the average cost per pupil. Assuming the average attendance of pupils to be  $4\frac{1}{2}$  terms each, as it was found to be from an examination of 434 cases taken at random, and we have as the expense for instructing each pupil here, including cost of fuel, janitor's salary and expenses, books and stationery, occasional repairs, expenses of members of the Board, etc., \$10.18 per term.

The Institution has been mainly supported by the interest of the College and Seminary Fund. This has usually been spoken of as a State appropriation. It is included in the above enumeration. *But it ought to be known that this money does not come as a gift from the State. It is the interest on a fund donated by Congress in 1818 for the maintenance of a State institution of learning. The State is only a trustee of the fund.* For a clear statement of the origin of this fund, see a letter of Hon. W. H. GREEN, Sixth Report of State Sup't., Appendix, pages 226-227. Also, concerning the right of the State to dispose of this fund, see *Life and Times of Gov. Edwards*, pages 232-241.

RICHARD EDWARDS,  
President.





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Fifteenth Annual  
CATALOGUE

—OF THE—

ILLINOIS

State Normal University,

NORMAL, ILLINOIS,

—FOR THE—

*Academic Year, Ending June 26th,*

1873.

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BLOOMINGTON, ILL.:  
PANTAGRAPH BOOK PRINT.  
1873.





BOARD OF EDUCATION  
*OF THE*  
STATE OF ILLINOIS.

HON. SAMUEL W. MOULTON, Shelbyville, President.

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# Faculty.

---

RICHARD EDWARDS, LL. D., PRESIDENT,  
Professor of Mental Science and Didactics.

EDWIN C. HEWETT, A. M.,  
Professor of History.

JOSEPH A. SEWALL, M. D.,  
Professor of Natural Science.

THOMAS METCALF, A. M.,  
Professor of Mathematics.

ALBERT STETSON, A. M.,  
Professor of Language.

JOHN W. COOK,  
Professor of Reading and Elocution.

HENRY McCORMICK,  
Professor of Geography.

MISS MYRA A. OSBAND,  
Preceptress, and Instructress in Grammar and Drawing.

STEPHEN A. FORBES,  
Professor of Geology, and Curator of Museum.

E. W. COY, A. M.,  
Principal of High School.

Mrs. MARTHA D. L. HAYNIE,  
Assistant in High School.

B. W. BAKER,  
Principal of Grammar School.

MISS GERTRUDE K. CASE,  
Principal of Intermediate and Primary School.

# Pupil Teachers.\*

## FIRST CLASS.

Miss ELLEN S. EDWARDS.  
" IDA L. FOSS.  
" AMELIA H. KELLOGG.  
" AUGUSTA A. LYFORD.  
" L. EFFIE PETER.  
" ANNA V. SUTHERLAND.  
" MARY I. THOMAS.  
" GEORGIA VALENTINE.

Mr. PUTNAM L. BRIGHAM.  
" ERNEIS E. R. KIMBROUGH.  
" DEWITT C. ROBERTS.  
" JOHN B. STOUTEMYER.  
" J. LAWSON WRIGHT.

## SECOND CLASS.

Miss LURA M. BULLOCK.  
" MARY M. COX.  
" EMMA C. GLADDING.  
" MARY A. HAWLEY.  
" LOUISA C. LARRICK.  
" SARAH M. LITTLEFIELD.  
" REBECCA MAY.  
Mrs. CATHERINE B. ORCUTT.  
Miss EMMA V. STEWART.  
" EMMA W. WARNE.  
" EUGENIA A. WERTZ.  
" EMMA E. WILLIAMSON.  
" MARGARET L. WOODRUFF.

Mr. ALBERT D. BECKHART.  
" CHARLES DeGARMO.  
" JUDD M. FISK.  
" JASPER F. HAYS  
" EDMUND J. JAMES.  
" WALTER C. LOCKWOOD.  
" WILLIAM P. McMURRY.  
" WILLIAM S. MILLS.  
" VIRGIL A. PINKLEY.  
" ELINZER M. PRINDLE.  
" EDWARD SHANNON.  
" ARTHUR SHORES.  
" HARRY A. SMITH.  
" FELIX B. TAIT.  
" JASPER N. WILKINSON.

\*The First Class of Pupil Teachers is composed of those who have taught three terms in the Model School; the Second Class, of such as have taught two terms; and the Third, one term.

## THIRD CLASS.

Miss	LIDA A. BROWN.	Mr.	DAVID AYERS.
"	FRANCES E. BRIDGES.	"	ALFRED W. BREWERTON.
"	ADALINE J. COX.	"	WILLIAM H. CHAMBERLIN.
"	HELEN A. DEWEY.	"	FRANCIS W. CONRAD.
"	JULIA H. FRANK.	"	DAVID C. COWAN.
"	EMMA C. HURD.	"	ISAAC J. DAVIS.
"	IOLA JONES.	"	LEWIS C. DOUGHERTY.
"	HESTER J. KELLY.	"	DAVID S. ELLIOTT.
"	MARGARITA E. McCULLOUGH.	"	JAMES ELLIS.
"	MARY E. McWILLIAMS.	"	GEORGE L. GUY.
"	ASENATH J. MAXFIELD.	"	JUSTIN L. HARTWELL.
"	HELEN F. MOORE.	"	JOSIAH P. HODGE.
Mrs.	MARY NOBLE.	"	GEORGE W. LECRONE.
Miss	FANNIE B. PACE.	"	JACOB W. LOWDERMILK.
"	ELIZABETH W. PEERS.	"	JACKSON G. LUCAS.
"	MARGARET E. PHILBRICK.	"	DELACY R. MICHENER.
"	BETTIE PRATHER.	"	JERRY T. MUIR.
"	MARY F. STONE.	"	CARLTON H. REW.
"	IRENE STRICKLER.	"	SONON L. ROYAL.
"	LUCIA M. VAUGHN.	"	FRANK SANDERS.
"	MARY A. WAKTINS.	"	WILLIAM SIMPSON.
"	MARY E. WOODS.	"	JEREMIAH W. SMITH.
		"	POLLOK E. TAYLOR.
		"	JAMES E. WILLIS.

FIRST CLASS	-	-	-	-	-	-	-	-	13
SECOND CLASS	-	-	-	-	-	-	-	-	28
THIRD CLASS	-	-	-	-	-	-	-	-	46
									—
TOTAL	-	-	-	-	-	-	-	-	87



# Students.

## SENIOR CLASS:

NAMES.	RESIDENCES.
Bullock, Lura M.	<i>Tonica, La Salle</i>
Cox, Mary M.	<i>Oneida, Knox</i>
Edwards, Ellen S.	<i>Normal, McLean</i>
Foss, Ida L.	<i>Danville, Vermilion</i>
Hawley, Mary A.	<i>Normal, McLean</i>
Kellogg, Amelia H.	<i>Chicago, Cook</i>
Peter, L. Effie	<i>Rushville, Schuyler</i>
Sutherland, Anna V.	<i>Benjaminville, McLean</i>
Thomas, Mary I.	<i>Atlanta, Logan</i>
Warne, Emma W.	<i>Blackberry, Kane</i>
Brigham, Putnam L.	<i>Arcola, Douglas</i>
DeGarmo, Charles	<i>Assumption, Shelby</i>
Hays, Jasper F.	<i>Morrison, Whiteside</i>
Kimbrough, Erneis E. R.	<i>Georgetown, Vermilion</i>
Lecrone, George W.	<i>Effingham, Effingham</i>
Lockwood, Walter C.	<i>Utica, La Salle</i>
Roberts, DeWitt C.	<i>Pagetown, Ohio</i>
Shores, Arthur	<i>Atlanta, Logan</i>
Stoutemyer, John B.	<i>Bloomington, McLean</i>
Tait, Felix B.	<i>Decatur, Macon</i>
Wright, J. Lawson	<i>Freeport, Stephenson</i>
SENIORS,	21

CLASSIFICATION—The Senior Class includes those who are graduated this year. The Middle Class includes undergraduates who have finished more than one year's study. Section A have accomplished more than two years' work; Section B, just two years'; and Section C, less than two. The Junior Class includes students who have done one year's work or less; Section A have done just one year's work; Section B, the work of two terms; and Section C, a less amount.

N. B.—The name of no student appears in the Catalogue unless he has been in school at least four weeks in the current year.



## MIDDLE CLASS:

### SECTION A.

NAMES.	RESIDENCES.
Crow, William T.	<i>Cotton Hill, Sangamon</i>
Elliott, David S.	<i>Berlin, Sangamon</i>
McMurry, William P.	<i>Normal, McLean</i>
Prindle, Elinzer M.	<i>Greenfield, Greene</i>
Smith, Harry A.	<i>Morrison, Whiteside</i>
Wilkinson, Jasper N.	<i>Newburg, Macon</i>

### SECTION B.

Brown, Lida A.	<i>Sublette, Lee</i>
Judd, S. Alice	<i>Chicago, Cook</i>
Larrick, Louisa C.	<i>Bloomington, McLean</i>
Littlefield, Sarah M.	<i>Beardstown, Cass</i>
Lyford, Augusta A.	<i>Rockford, Winnebago</i>
McWilliams, Mary E.	<i>Oak Grove, McLean</i>
Strickler, Irene	<i>Iroquois, Iroquois</i>
Wright, Rose C.	<i>Freeport, Stephenson</i>
Brown, I. Eddy	<i>Sublette, Lee</i>
Carter, James M. G.	<i>Locust G'Ve, Williamson</i>
Conrad, Francis W.	<i>Normal, McLean</i>
Lowdermilk, Jacob W.	<i>Auburn, Sangamon</i>
Rew, Carlton H.	<i>Chesterfield, Macoupin</i>
Shearer, John L.	<i>Lewistown, Penn.</i>
Willis, James E.	<i>Enfield, White</i>

### SECTION C.

Baird, Dora J.	<i>Granville, Putnam</i>
Beyer, Amelia C.	<i>Watska, Iroquois</i>
Corwine, Eunice	<i>Lincoln, Logan</i>
Cox, Adaline J.	<i>Bethalto, Madison</i>
Dewey, Helen A.	<i>Aurora, Kane</i>

Fisher, Alice K.	<i>Normal, McLean</i>
Flemming, Mima S.	<i>Bloom, Cook</i>
Gray, Mary E.	<i>Petersburg, Menard</i>
Hawley, Kate	<i>Normal, McLean</i>
Hubbs, Galena J.	<i>Round Grove, Whiteside</i>
Loer, Arabella T.	<i>Normal, McLean</i>
Martin, Anna B.	<i>Lemont, Cook</i>
May, Rebecca	<i>Edinburg, Christian</i>
Moore, Caroline E.	<i>Ottawa, La Salle</i>
Moore, Matilda M.	“ “
Mosier, Belle	<i>Essex, Kankakee</i>
Orcutt, Catherine B.	<i>Wenona, Marshall</i>
Peers, Elizabeth W.	<i>Collinsville, Madison</i>
Prather, Bettie	<i>Decatur, Macon</i>
Pusey, Amanda M.	<i>Mahomet, Champaign</i>
Ray, Isadore C.	<i>Portland, Whiteside</i>
Richards, Juletta	<i>Georgetown, Vermilion</i>
Spackman, Philena	<i>Normal, McLean</i>
Stewart, Emma V.	<i>Kendall, Kendall</i>
Stewart, Mary M.	<i>Eagle Point, Ogle</i>
Stocking, Ella L.	<i>Collinsville, Madison</i>
Valentine, Georgia	<i>Richmond, Indiana</i>
Wertz, Eugenia A.	<i>Oregon, Ogle</i>
Williamson, Emma E.	<i>Pittsfield, Pike</i>
Woodruff, Margaret L.	<i>Savanna, Carroll</i>
Ayers, David	<i>Tallula, Menard</i>
Barton, Robert L.	<i>Cerro Gordo, Piatt</i>
Beckhart, Albert D.	<i>Monticello, Piatt</i>
Brewerton, Alfred W.	<i>Edwardsville, Madison</i>
Chamberfin, William H.	<i>Danville, Vermilion</i>
Church, Charles F.	<i>Normal, McLean</i>
Colton, Charles	“ “
Davis, Isaac J.	<i>Mt. Zion, Macon</i>
Dougherty, Lewis C.	<i>Berwick, Warren</i>
Driver, Ira E.	<i>Elizabeth Town, Hardin</i>
Ellis, James	<i>LeRoy, Boone</i>
Evans, Edward J.	<i>Tremont, Tazewell</i>
Fisk, Judd M.	<i>McHenry, McHenry</i>
Grant, John	<i>Athens, Menard</i>
Hartwell, Justin L.	<i>Medora, Macoupin</i>
Hodge, Josiah P.	<i>Golconda, Pope</i>
Hulme, Francis W.	<i>Virden, Macoupin</i>
Johnston, John T.	<i>Normal, McLean</i>
Jones, Norman C.	“ “

McHugh, U. Clay . . . . .	<i>Lexington, McLean</i>
Michener, De Lacy R. . . . .	<i>Mt. Palatine, Putnam</i>
Miller, John A. . . . .	<i>Pontiac, Livingston</i>
Mills, William S. . . . .	<i>Foliet, Will</i>
Mosher, James N. . . . .	<i>Broughton, Livingston</i>
Pinkley, Virgil A. . . . .	<i>Girard, Macoupin</i>
Rush, Addison . . . . .	<i>Normal, McLean</i>
Shannon, Edward . . . . .	<i>New Phil'a, McDonough</i>
Simpson, William . . . . .	<i>Decatur, Macon</i>
Smith, Jeremiah W. . . . .	<i>Paxton, Ford</i>
Smith, Sylvester . . . . .	<i>Neponset, Bureau</i>
*Stewart, Hiram A. . . . .	<i>Eagle Point, Ogle</i>
Taylor, Pollok E. . . . .	<i>Almont, Michigan</i>
Wilson, John C. . . . .	<i>Enfield, White</i>

MIDDLE CLASS,

84



\* Deceased.

## JUNIOR CLASS:

### SECTION A.

NAMES.	RESIDENCES.
Allbaugh, Alwilda	<i>La Harpe, Hancock</i>
Boller, M. Celestia	<i>Lexington, McLean</i>
Crum, Alevia	" "
Cushman, Abbie E.	<i>Mattoon, Coles</i>
Galloway, Mary E.	<i>Wilmington, Will</i>
Gladding, Emma A.	<i>Normal, McLean</i>
Hurd, Emma C.	<i>Ferseyville, Fersey</i>
Hursey, Sarah	<i>Normal, McLean</i>
Kelly, Hester J.	<i>Pontiac, Livingston</i>
McCullough, Margaret E.	<i>Gilman, Iroquois</i>
Maxfield, Asenath J.	<i>Knoxville, Knox</i>
Messinger, Celestial D.	<i>Belleville, St. Clair</i>
Moore, Helen F.	<i>Decatur, Macon</i>
Pace, Fannie B.	<i>Macomb, McDonough</i>
Philbrick, Margaret E.	<i>Belvidere, Boone</i>
Ray, Bell	<i>Wilmington, Will</i>
Richards, Martha	<i>Georgetown, Vermilion</i>
Stone, Mary F.	<i>Albany, Whiteside</i>
Walkerly, Minerva	<i>Crete, Will</i>
Ward, Jennette R.	<i>Henry, Marshall</i>
Watkins, Henrietta A.	<i>Lexington, McLean</i>
Watkins, Mary A.	" "
Webster, Elma J.	<i>Warsaw, Indiana</i>
Woods, Mary E.	<i>Secor, Woodford</i>
Bryan, Lewis O.	<i>Salem, Marion</i>
Cowan, David C.	<i>Boone, Boone</i>
Crawford, Asbury M.	<i>Ottawa, La Salle</i>
Cushman, Isaac N.	<i>Mattoon, Coles</i>
Elder, Andrew W.	<i>Lancaster, Cass</i>
Fry, James H.	<i>Mt. Sterling, Brown</i>
Grant, Robert	<i>Athens, Menard</i>
Hobart, Francke	<i>Normal, McLean</i>
Leonard, George K.	<i>Panola, Woodford</i>
Long, George F.	<i>Alton, Madison</i>
Lynn, Alfred L.	<i>Mt. Sterling, Brown</i>
Moore, James R.	<i>Fairbury, Livingston</i>
Muir, Jerry T.	<i>Mt. Zion, Macon</i>

Royal, Solon L.	<i>Belvidere, Boone</i>
Sanders, Frank	<i>Ottawa, La Salle</i>
Stanhope, Abel H.	<i>Godfrey, Madison</i>
Stow, Benjamin F.	<i>Quincy, Adams</i>
Taylor, Jonathan F.	<i>Golconda, Pope</i>
Walker, Franklin P.	<i>Casey, Clark</i>
Wise, Newton O.	<i>Auburn, Sangamon</i>

## SECTION B.

Austin, Melissa C.	<i>Sublette, Lee</i>
Ball, Agnes E.	<i>Virden, Macoupin</i>
Barnes, Sarah E.	<i>Decatur, Macon</i>
Boller, Anna A.	<i>Lexington, McLean</i>
Bridges, Frances E.	<i>Ferseyville, Jersey</i>
Conable, Emma J.	<i>Sharon, Wisconsin</i>
DeGarmo, Lillian E.	<i>Lebanon, St. Clair</i>
Dixon, Mary A.	<i>Crete, Will</i>
Doolittle, Kittie	<i>Belvidere, Boone</i>
Duffy, M. Ellen	<i>Chicago, Cook</i>
Dunafon, Mary C.	<i>Shelbyville, Shelby</i>
Edwards, Mary C.	<i>Normal, McLean</i>
Ewers, Jennie H.	<i>Mason City, Mason</i>
Faulkner, Eugenia	<i>Wataga, Knox</i>
Frank, Julia H.	<i>Carrollton, Greene</i>
Gaither, Sarah V.	<i>Groveland, Tazewell.</i>
Garman, Jennie L.	<i>Normal, McLean</i>
Gray, Mary	<i>Mattoon, Coles</i>
Holcomb, Ida E.	<i>Tonica, La Salle</i>
Houghton, Catherine N.	<i>Petersburg, Menard</i>
Hughes, Anna	<i>Amboy, Lee</i>
Jones, Ellen E.	<i>Pontiac, Livingston</i>
Jones, Harriett S.	<i>Normal, McLean</i>
Jones, Jane	“ “
Jordan, Melissa A.	<i>Elkhart, Logan</i>
Lowe, Harriett E.	<i>Taylorville, Christian</i>
McCulloch, Sarah	<i>Weston, Livingston</i>
McGinnis, Ellen	<i>Normal, McLean</i>
McGuire, Clara L.	<i>Decatur, Macon</i>
McWilliams, Ann E.	<i>Oak Grove, McLean</i>
Maloney, Margaret R.	<i>Washburn, Woodford</i>
Martin, Anna L.	<i>Minonk, Woodford</i>
Moore, Anna	<i>Normal, McLean</i>
Myers, Tarsy S.	<i>Assumption, Christian</i>

Nance, Sarah B.	<i>Kewanee, Henry</i>
Peterson, Helen M.	<i>Lebanon, St. Clair</i>
Rannells, Ann E.	<i>Murraysville, Morgan</i>
Reynolds, Louisa R.	<i>Tennessee, McDonough</i>
Schnebly, Louisa A.	<i>Peoria, Peoria</i>
Scott, Elizabeth	<i>Sublette, Lee</i>
Stephenson, Leila C.	<i>Carthage, Missouri</i>
Vaughn, Lucia M.	<i>Shipman, Macoupin</i>
White, Emma V.	<i>Princeton, Bureau</i>
White, Polly C.	<i>Buffalo Prairie, Rock Is.</i>
Wing, Ruth E.	<i>Onarga, Iroquois</i>
Witbeck, Ida	<i>Belvidere, Boone</i>
Abernathy, Orcenith H.	<i>Centralia, Marion</i>
Allen, Samuel G.	<i>Metropolis, Massac</i>
Alspaugh, Wilson M.	<i>Normal, McLean</i>
Bainum, Osci J.	<i>Bunker Hill, Macoupin</i>
Bates, Benjamin A.	<i>Boone, Boone</i>
Buterbaugh, Daniel	<i>Normal, McLean</i>
Byrns, Winfield S.	<i>Mt. Sterling, Brown</i>
Chase, Lawrence P.	<i>Dwight, Livingston</i>
Conklin, James H.	<i>Ellison, Warren</i>
Davison, George M.	<i>Fort Recovery, Mercer</i>
Etzler, Wilson W.	<i>Orangeville, Stephenson</i>
Gaffner, Theophilus	<i>Highland, Madison</i>
Guy, George L.	<i>Uhrichsville, Ohio</i>
Hanna, Finlay Y.	<i>Golconda, Pope</i>
Hanna, John C.	<i>Normal, McLean</i>
Harcourt, Frank B.	<i>Chester, Logan</i>
Hemphill, Neander S.	<i>Golconda, Pope</i>
Hollis, Josephus C.	<i>Troy, Madison</i>
Hursey, Robert O.	<i>Normal, McLean</i>
Hursey, William E.	“ “
Hutton, Isaac Y.	<i>Hutton, Coles.</i>
Justus, Alonzo H.	<i>Odell, Livingston</i>
Kinyon, Claudius B.	<i>Sharon, Wisconsin</i>
Kruse, C. Laban	<i>Galun, Perry</i>
Lemmon, Albert	<i>Normal, McLean</i>
Lucas, Jackson G.	<i>Flora, Boone</i>
Lyon, Joseph F.	<i>Turkey Creek, Kansas</i>
McPherson, Orlando M.	<i>Mt. Sterling, Brown</i>
Mosher Truman B.	<i>Broughton, Livingston</i>
Myer, John F.	<i>Manlius, La Salle</i>
Perry, Eugene B.	<i>Normal, McLean</i>
Rearick, Henry F.	<i>Beardstown, Cass</i>

Rench, Thomas J.	<i>Pleasant Mound, Bond</i>
Riason, John A.	<i>Carlinville, Macoupin</i>
Robertson, William O.	<i>Pana, Christian</i>
Robinson, Andrew	<i>Broughton, Livingston</i>
Rogers, Henry H.	<i>Fairbury, Livingston</i>
Rosebrugh, Theron A.	<i>Amboy, Lee</i>
Scanland, Gideon J.	<i>Collinsville, Madison</i>
Scanland, Richard N.	“ “
Snelling, Frank M.	<i>Kinmundy, Marion</i>
Snelling, George	<i>Freedom, La Salle</i>
Stocks, Benjamin F.	<i>Dalton City, Moultrie</i>
Stone, Chester A.	<i>Hebron, McHenry</i>
Stroud, Charles M.	<i>Belvidere, Boone</i>
Stults, Allen S.	<i>Monticello, Piatt</i>
Swartz, Henry	<i>Orangeville, Stephenson</i>
Vaughan, Benjamin A.	<i>Elmwood, Peoria</i>
Williams, Jesse A.	<i>Kinmundy, Marion</i>
Winters, Henry H.	<i>Broughton, Livingston</i>
Yoder, Isaac H.	<i>Bloomington, McLean</i>

## SECTION C.

Allison, Maria E.	<i>Milledgeville, Carroll</i>
Aldred, Florence S.	<i>Arcola, Douglas</i>
Austin, Jane S.	<i>Sublette, Lee</i>
Bailey, Sarah L.	<i>Lebanon, St. Clair</i>
Barber, Margaret	<i>Milmine, Piatt</i>
Barr, Charlotte I.	<i>Benton, Franklin</i>
Belden, Laura G.	<i>Galesburg, Knox</i>
Bowdle, Emma J.	<i>Milmine, Piatt</i>
Bowling, Stella	<i>Taylorville, Christian</i>
Briggs, Susan E.	<i>Lincoln, Logan</i>
Brown, Eliza A.	<i>Hillsboro', Montgomery</i>
Brown, Ida E.	<i>Amboy, Lee</i>
Butler, Belle	<i>Bloomington, McLean</i>
Byrns, Adriana	<i>Mt. Sterling, Brown</i>
Clarke, Amelia R.	<i>Lynn Centre, Henry</i>
Colton, Mary J.	<i>Normal, McLean</i>
DeGarmo, Caroline M.	<i>Assumption, Shelby</i>
Dickinson, Mary F.	<i>Utica, La Salle</i>
Drake, Elizabeth E.	<i>Elkhart, Logan</i>
Drewry, Mary B.	<i>Mason, Effingham</i>
Evans, Ellen	<i>Garfield, La Salle</i>

Fay, Luella . . . . .	<i>Virginia, Cass</i>
Fenton, Dora . . . . .	<i>Watseka, Iroquois</i>
Fleming, Emily J. . . . .	<i>Lincoln, Logan</i>
Fowler, Celina E. . . . .	<i>Heaton, Lee</i>
Fraser, Frances . . . . .	<i>Low Point, Woodford</i>
Frisby, Emma B. . . . .	<i>Clinton, DeWitt</i>
Gall, Ada M. . . . .	<i>Central City, Marion</i>
Gorldey, Isabella . . . . .	<i>Virginia, Cass</i>
Green, Anna M. . . . .	<i>Majority Pt., Cumberland</i>
Grimpe, Rebecca H. . . . .	<i>Elwood, Will</i>
Hanna, Adella M. O. . . . .	<i>Normal, McLean</i>
Higgins, Lizzie . . . . .	<i>Sublette, Lee</i>
Hill, Ella L. . . . .	<i>Beardstown, Cass</i>
Hodges, Bessie A. . . . .	<i>Sublette, Lee</i>
Hogan, Nellie . . . . .	<i>Macon, Macon</i>
Hollingsworth, Lucy . . . . .	<i>Newburg, Indiana</i>
Hopkins, Louisa . . . . .	<i>Oquawka, Henderson</i>
Houseman, Martha M. . . . .	<i>Clement, Clinton</i>
Hubbard, Helen J. . . . .	<i>Algonquin, McHenry</i>
Irwin, Delilah . . . . .	<i>Homer, Champaign</i>
Irwin, Mary F. . . . .	“ “
Jones, Ida A. . . . .	<i>Normal, McLean</i>
Kellar, Susan H. . . . .	<i>Livingston, Moultrie</i>
Knapp, Eunice . . . . .	<i>Woodstock, McHenry</i>
Leaf, Ellen M. . . . .	<i>Havana, Mason</i>
Leith, Emma . . . . .	<i>Mason, Effingham</i>
Lucas, Maggie . . . . .	<i>Spring, Boone</i>
McCormick, Margaret . . . . .	<i>Farmington, Fulton</i>
McCoy, Sarah E. . . . .	<i>Butler, Montgomery</i>
McCullough, Sarah J. . . . .	<i>Gilman, Iroquois</i>
McFadden, Cordelia . . . . .	<i>Bement, Piatt</i>
McFadden, Mary A. . . . .	“ “
McGavack, Mary P. . . . .	<i>Hudson, McLean</i>
McKinstry, Frances S. . . . .	<i>Beaver, Iroquois</i>
McPherson, Ella . . . . .	<i>Mt. Sterling, Brown</i>
Martin, Isabella . . . . .	<i>Washburn, Woodford</i>
Martin, Martha E. . . . .	<i>Minonk, “</i>
Martin, Mary J. . . . .	“ “
Miller, Mary I. . . . .	<i>Secor, “</i>
Mitchell, Catherine D. . . . .	<i>Woodstock, McHenry</i>
Noble, Mary . . . . .	<i>Decatur, Macon</i>
Odell, Mary I. . . . .	<i>Berrien Springs, Mich.</i>
Oliver, Emily E. . . . .	<i>Shelbyville, Shelby</i>
Peile, Maria M. . . . .	<i>Heaton, Lee</i>
Phillips, Mary E. . . . .	<i>Ottawa, La Salle</i>



Poyer, Mary . . . . .	<i>Magnolia, Putnam</i>
Price, Alice M. . . . .	“ “
Reed, Mary J. . . . .	<i>Coon Creek, Jersey</i>
*Reynolds, Martha E. . . . .	<i>Orion, Henry</i>
Robb, Ann E. . . . .	<i>Waynesville, De Witt</i>
Robinson, Mary A. . . . .	<i>Berwick, Warren</i>
Roper, Matilda J. . . . .	<i>Camargo, Douglas,</i>
Sharp, Tempie . . . . .	<i>Carlyle, Clinton</i>
Shaw, Harriett E. . . . .	<i>Annawan, Henry</i>
Sillman, Sarah O. . . . .	<i>Toulon, Stark</i>
Silvers, Clara B. . . . .	<i>Mattoon, Coles</i>
Sisson, Ada B. . . . .	<i>Mason, Effingham</i>
Smith, Mary L. . . . .	<i>Mantens, Kankakee</i>
Sommerville, Linn . . . . .	<i>Bloomfield, Edgar</i>
Spackman, Ellen . . . . .	<i>Normal, McLean</i>
Stillman, Margaret C. . . . .	<i>Heyworth, McLean</i>
Summer, Frank E. . . . .	<i>Freeport, Stephenson</i>
Taylor, Mary A. . . . .	<i>Pertone, Will</i>
Thompson, Calista L. . . . .	<i>Towanda, McLean</i>
Thompson, Clara I. . . . .	<i>Brighton, Macoupin</i>
Tibbott, Anna . . . . .	<i>Arcola, Douglas</i>
Torrence, Mary . . . . .	<i>Bunker Hill, Macoupin</i>
Van, Petten Lydia M. . . . .	<i>Potose, McLean</i>
Vasey, Jane A. . . . .	<i>Normal, McLean</i>
Wade, Alice E. . . . .	<i>Shelbyville, Shelby</i>
Walker, Alice M. . . . .	<i>Normal, McLean</i>
Walter, Benedicta . . . . .	<i>Greenwood, Madison</i>
Weed, Ellen E. . . . .	<i>Nepsonset, Bureau</i>
Wheatley, Emma . . . . .	<i>Du Quoin, Perry</i>
White, Alpha J. . . . .	<i>Mahomet, Champaign</i>
White, Matilda H. . . . .	<i>Drury, Rock Island</i>
Whittaker, Miriam S. . . . .	<i>Eureka, Woodford</i>
Wilkinson, Addie . . . . .	<i>Harwood, McHenry</i>
Williams, Mary E. . . . .	<i>Lebanon, St Clair</i>
Woods, Myra J. . . . .	<i>Gardner, Grundy</i>
Allen, Zephaniah H. . . . .	<i>Oak Grove, Woodford</i>
Bowles, John F. . . . .	<i>Atlanta, Morgan</i>
Bowersox, George W. . . . .	<i>Girard, Macoupin</i>
Boyer, Emanuel R. . . . .	<i>Ipava, Fulton</i>
Briggs, James O. . . . .	<i>Buckhorn, Brown</i>
Buck, Edgar . . . . .	<i>Beardstown, Cass</i>
Cannady, Elijah . . . . .	<i>Bridgeport, Washington</i>
Cazalet, Leon . . . . .	<i>Assumption, Christian</i>

\* Deceased.

Clark, Emer B.	<i>LaCrosse, Hancock</i>
Clinebell, Kosciusko	<i>Danvers, McLean</i>
Devinney, David R.	<i>Dione, Cumberland</i>
Downey, John W.	<i>Stanford, McLean</i>
East, Ulric C.	<i>Milmine, Piatt</i>
England, James H.	<i>Franklin, Kane</i>
Etzler, Howard	<i>Orangeville, Stephenson</i>
Failing, John K.	<i>Kansas, Edgar</i>
Faulkner, Edwin R.	<i>Wataga, Knox</i>
Fisher, John V.	<i>Illioopolis, Sangamon</i>
Fitch, Elemander	<i>Joliet, Will</i>
Fox, Peter F.	<i>Manito, Mason</i>
Fricker, Samuel	<i>Highland, Madison</i>
Goehring, John A.	<i>Lincoln Logan</i>
Gray, Alexander D.	<i>Charleston, Coles</i>
Hackney, Matthew	<i>Zanesville, Montgomery</i>
Harper, James M.	<i>Assumption, Shelby</i>
Haven, Charles J.	<i>Shelbyville, "</i>
Haverfield, Isaac T.	<i>Moatwequa, "</i>
Hobart, Freedom E.	<i>Rural Retreat, Coles</i>
Hollinshead, French.	<i>Auxable, Grundy</i>
Holt, John F.	<i>Oconee, Shelby</i>
Hoy, Charles E.	<i>Mattoon, Coles</i>
Hughes, Philip E.	<i>Bloomington, McLean</i>
Hunter, George H.	<i>Pana, Christian</i>
Hurie, John S.	<i>Newmanville, Cass</i>
Johnson, William P.	<i>Sumner, Lawrence</i>
Jones, Lucian W.	<i>Newton, Jasper</i>
Joyner, William M.	<i>Stone Fort, Saline</i>
Judd, Edwin T.	<i>Chicago, Cook</i>
Law, John W.	<i>Hersman, Brown</i>
Leaf, Amos G.	<i>Havana, Mason</i>
Leonard, John T.	<i>Oconee, Shelby</i>
McCool, Charles J.	<i>Denver, Colorado</i>
McGill, John S.	<i>Wheaton, Du Page</i>
Mann, Docter R.	<i>Potosi, McLean</i>
Marxer, Joseph	<i>Millstadt, St. Clair</i>
Matthew, Charles S.	<i>Newmanville, Cass</i>
Montgomery, John F.	<i>Oakland, Coles</i>
Moore, Thomas S.	<i>Greenup, Cumberland</i>
Murphy, William A.	<i>Rantoul, Champaign</i>
Myers, Meredith M.	<i>Assumption, Christian</i>
Needham, Nathan B.	<i>Oxbow, Putnam</i>
Noble, Ulysses A.	<i>Windsor, Moultrie</i>
Prater, Samuel A.	<i>Ramsey, Fayette</i>

Ramey, William S.	<i>Barclay, Sangamon</i>
Ramsey, William C.	<i>Granville, Putnam</i>
Raymond, Charles S.	<i>Leroy, Boone</i>
Reed, James W.	<i>Fieldon, Jersey</i>
Rollins, Herbert M.	<i>Henry, Marshall</i>
Ross, George C.	<i>Fitts Hill, Franklin</i>
Sass, Henry F.	<i>Long Point, Livingston</i>
Sawyer, Harrison	<i>Dorchester, Macoupin</i>
Scott, Lewis	<i>Glasford, Peoria</i>
Shreve, George W.	<i>Elkhart, Logan</i>
Simmerman, Wadsworth W.	<i>Anna, Union</i>
Smith, George W.	<i>Marion, Williamson</i>
Smith, William J.	<i>Blue Mound, Macon</i>
Snapp, George N.	<i>Mattoon, Coles</i>
Snodgrass, Charles W.	<i>Mt. Sterling, Brown</i>
Snyder, Kimble P.	<i>Claremont, Richland</i>
Soper, Duane W.	<i>Alden, McHenry</i>
Soper, Henry M.	“ “
Spainhour, Joseph F.	<i>Golconda, Pope</i>
Spear, Stephen L.	<i>Carrollton, Green</i>
Stephenson, Christopher W.	<i>Sparta, Randolph</i>
Struble, James	<i>Newmanville, Cass</i>
Taylor, Harry	<i>Normal, McLean</i>
Thompson, Milford J.	<i>Sparland, Marshall</i>
Thompson, Owen	<i>Bethel, Morgan</i>
Thompson, Perry C.	“ “
Thompson, Thomas N.	<i>Greenville, Bond</i>
Tipton, James M.	<i>Kentland, Indiana</i>
Travis, William F.	<i>Moarwequa, Shelby</i>
Tussey, Harry C.	<i>Bloomington, McLean</i>
Tyler, DeWitt C.	<i>Sycamore, De Kalb</i>
Wilcox, Ralph T.	<i>Belvidere, Boone</i>
Williams, Thomas S.	<i>Ramsey, Fayette</i>
Wood, Millard F.	<i>Aviston, Clinton</i>
Wright, Edgar M.	<i>Normal, McLean</i>
Wright, Franklin C.	<i>Canton, Fulton</i>
Zimmer, Thomas H.	<i>Lincoln, Logan</i>



## SUMMARY.

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	LADIES.	GENTLEMEN.	TOTAL.
SENIOR CLASS,	10	11	21
MIDDLE “	51	33	84
JUNIOR “	171	161	332
TOTAL IN NORMAL DEPARTMENT,			437



# HIGH SCHOOL

## GRADUATES.

NAMES.	RESIDENCES
Abraham, M. Louisa	<i>Gilman</i>
James, Edmund J.	<i>Normal</i>
Templeton, J. Dickey	"

## UNDER GRADUATES.

Abbott, Kate	<i>Bloomington</i>
Anderson, Louisa	<i>Murrayville</i>
Armstrong, Julia	<i>Deer Park</i>
Bailey, Lizzie,	<i>Georgetown</i>
Brevoort, Alice	<i>Rutland</i>
Burnett, Martha A.	<i>Jordan Grove</i>
Burton, Elizabeth	<i>Litchfield</i>
Conaway, Jane	<i>Monticello</i>
Cook, Adele	<i>Normal</i>
Elliott, Lucy	<i>Berlin</i>
Fell, Rachel	<i>Normal</i>
Galloway, Mary E.	<i>Wilmington</i>
Griffith, Belle	<i>Magnolia</i>
Harding, Flora	<i>Charleston</i>
James, Ella	<i>Normal</i>
King, Emma	<i>Kane</i>
Kingsley, Nettie	<i>Normal</i>
Lester, Helen	<i>Normal</i>
Lightfoot, Ella	<i>Murrayville</i>
Moore, Marion	<i>Ottawa</i>
Ohr, Florence	<i>Normal</i>
Parker, Lutie	<i>Kane</i>
Reaugh, Lizzie	<i>Murrayville</i>
Rowell, Lois	<i>Bloomington</i>
Shelton, Delia	<i>Normal</i>
Stone, Helen M.	<i>Oak Park</i>
Sudduth, Laura	<i>Normal</i>
Templeton, Maggie	<i>Normal</i>
Vance, Lizzie M.	<i>Highland Co., Ohio</i>
White, Samantha	<i>Springfield</i>
Williams, Addie	<i>Normal</i>

Bailey, Everett E.	<i>Georgetown</i>
Barry, Armistead M.	<i>Normal</i>
Bates, Homer	"
Benton, H. Irving	<i>Sublette</i>
Bunn, Samuel R.	<i>Decatur</i>
Burton, Albert P.	<i>Litchfield</i>
Buterbangh, Daniel	<i>Normal</i>
Cofleen, William	"
Dillon, Melvin	"
Eaton, William	<i>Hagley</i>
Edwards, Nicholas	<i>Normal</i>
Etzler, Howard	<i>Orangeville</i>
Gowdy, Charles	<i>Bloomington</i>
Gove, Frank	<i>Farina</i>
Haworth, Tillman	<i>Georgetown</i>
Hewitt, Emrick B.	<i>Forreston</i>
Hewitt, Harry M.	<i>Franklin Grove</i>
Hitch, Marcus	<i>Barry</i>
Hoffman, George	<i>Lanark</i>
Hoffman, Adam	"
Hughes, Philip	<i>Bloomington</i>
Hurie, John S.	<i>Newmanville</i>
Jones, Thomas	<i>Fairbury</i>
Leeper, Charles S.	<i>Atlanta</i>
Long, Alfred	<i>Sublette</i>
McGaffigan, A. J.	<i>Carlyle</i>
McGill, John S.	<i>Wheaton</i>
McMinn, P. K.	<i>Onarga</i>
McMurry, Charles	<i>Normal</i>
Metcalf, Herbert	"
Myers, Douglas	<i>Barry</i>
Phillips, Charles	<i>Normal</i>
Price, Charles M.	<i>Magnolia</i>
Soper, Henry M.	<i>Alden</i>
Spear, Charles	<i>Carrollton</i>
Spear, Walter	"
Spencer, Frank	<i>Mound City</i>
Staup, Lorenzo L.	<i>Amboy</i>
Stevenson, Thomas	<i>Sparta</i>
Sudduth, William	<i>Normal</i>
Thompson, Arthur	<i>Hudson, Ohio</i>
Wike, Dallas	<i>Barry</i>

## GRAMMAR SCHOOL

NAMES.	RESIDENCES.
Addison, Helen M.	<i>Sparta</i>
Aldred, Florence	<i>Arcola</i>
Allen, Frances A.	<i>Grayville</i>
Barr, Charlotte	<i>Benton</i>
Bassett, Annis	<i>New Rutland</i>
Brancher, Carrie	<i>Lincoln</i>
Brown, Lula	<i>Grayville</i>
Bullock, Linnie	<i>Vermilionville</i>
Chamberlain, Alice	<i>Remington Ind</i>
Coolidge, Sarah L.	<i>Bloomington</i>
Crawford, Mary	<i>Sparta</i>
Dick, Ruth J.	<i>Waynesville</i>
Drake, Lizzie	<i>Elkhart</i>
Dryer, Rebecca	<i>Normal</i>
Eginton, Mabel	“
Faulkner, Eugenia	<i>Wataga</i>
Fell, Fannie	<i>Normal</i>
Fraser, Fannie	<i>Low Point</i>
Fuller, Emma	<i>Tremont</i>
Fuller, Flora	“
Funk, Nellie	<i>Normal</i>
Green, Sidnie	“
Hewitt, Grace	<i>Forreston</i>
Ingham, Deborah,	<i>Waynesville</i>
Johnson, Sarah	<i>Normal</i>
Jones, Annie	“
Kellar, Susan	<i>Lovington</i>
Leaf, Adelia	<i>Havana</i>
Libby Josephine	<i>Ottawa</i>
Lieth, Alice	<i>Mason</i>
Lieth, Emma	“
McCulloch, Hattie	<i>Weston</i>
McTucker, Jessie	<i>Barry</i>
McWilliams, Anne E.	<i>Oak Grove</i>
Martin, Belle	<i>Washburn</i>
Merritt, Millie	<i>Bloomington</i>
Philips, Mary	<i>Ottawa</i>

Price, Alice	<i>Magnolia</i>
Raney, Alethia	<i>Wataga</i>
Rogers, Millie	<i>La Rose</i>
Ross, Emma	<i>Mazon</i>
Robb, Mirriba	<i>Waynesville</i>
Scanland, Adda	<i>Collinsville</i>
Schafer, Jennie	<i>El Paso</i>
Shimp, Hattie	<i>Watseka</i>
Sprague, Frances M	<i>Normal</i>
Stage, Lizzie	<i>Bloomfield</i>
Sudduth, Annie	<i>Normal</i>
Sudduth, Mary	"
Swanson, Ella	<i>Knoxville</i>
Taylor, Lucy	<i>Normal</i>
Thompson, Jennie	<i>Bloomington</i>
Walling, Nellie	<i>Taylorville</i>
Walter, Benedicta	<i>Alton</i>
White, Mattie	<i>Drewry Landing</i>
Williams, Ella	<i>Lebanon</i>
Adams, J. William	<i>Hutton</i>
Allbaugh, Theophilus	<i>Normal</i>
Anderson, Miltord	<i>Murrayville</i>
Angle, Newton	<i>Cedarville</i>
Baker, Joshua E.	<i>Normal</i>
Barry, William T.	"
Bean, Charles	<i>Macon</i>
Bohrer, George	<i>Bloomington</i>
Boner, Marshall	<i>Panola</i>
Boulware, Walker	<i>Covel</i>
Briggs, Henry	<i>Buckhorn</i>
Brinkerhoff, Willis	<i>Grandview</i>
Brown, Allen	<i>Normal</i>
Brown, Robert	<i>Covel</i>
Buterbaugh, Frank	<i>Normal</i>
Capen, Jerome	<i>Bloomington</i>
Casalett, Leon	<i>Assumption</i>
Clark, Rolland B.	<i>Collinsville</i>
Dawson, Thomas	<i>Lexington</i>
Dillon, Alpheus	<i>Normal</i>
Dillon, Leo	"
Dryer, Jr., D. A.	"
Dryer, John	"
Edwards, George	"
Eginton, William	"



Ellis, Frank . . . . .	<i>Normal</i>
Ellis, Joseph . . . . .	<i>Fuller's Point</i>
Fell, Carroll . . . . .	<i>Bloomington</i>
Freed, John . . . . .	<i>Covel</i>
French, Herbert . . . . .	<i>Panola</i>
Fricker, Samuel . . . . .	<i>Highland</i>
Gehlbach, Jacob . . . . .	<i>Lincoln</i>
Green, Duff . . . . .	<i>Cairo</i>
Hammond, William . . . . .	<i>Savanna</i>
Harper, James . . . . .	<i>Assumption</i>
Hayton, William . . . . .	<i>Carbondale</i>
Hedrick, Leonard . . . . .	<i>Buckhorn</i>
Henry, Charles . . . . .	<i>Lisbon</i>
Horseley, Simeon . . . . .	<i>Mattoon</i>
Howe, Albert . . . . .	<i>Anboy</i>
Hoy, Charles E. . . . .	<i>Mattoon</i>
Hubbs, Alonzo . . . . .	<i>Round Grove</i>
James, Benjamin B. . . . .	<i>Normal</i>
Jones, Henry . . . . .	"
Jones, Hezekiah . . . . .	"
Jones, Mac . . . . .	<i>McLean</i>
Kadgihn, Henry . . . . .	<i>Bloomington</i>
Kays, Emery . . . . .	<i>Oxbow</i>
King, Orlando . . . . .	<i>Saybrook</i>
Lackey, Kieth . . . . .	<i>Normal</i>
Lakin, Samuel . . . . .	<i>Lincoln</i>
Larsh, James M. . . . .	<i>Centralia</i>
Lee, William . . . . .	<i>Bath</i>
Liston, James . . . . .	<i>Tower Hill</i>
Lowell, Harry . . . . .	<i>Bloomington</i>
Lowman, James . . . . .	<i>Hilton</i>
McCart, Robert . . . . .	<i>Bloomington</i>
McCool, Charles . . . . .	<i>Denver</i>
McDowell, Elzie . . . . .	<i>Belvidere</i>
McHugh, James . . . . .	<i>Lexington</i>
Mann, Docter . . . . .	<i>Potosi</i>
Mills, William . . . . .	<i>Covel</i>
Mayers, Francis M. . . . .	<i>Golconda</i>
Montgomery, James . . . . .	<i>Bethalto</i>
Murphy, William A. . . . .	<i>Champaign</i>
Postlewaite, B. W. . . . .	<i>Alexis</i>
Postlewaite, J. A. . . . .	<i>Norwood</i>
Ramsey, William C. . . . .	<i>Granville</i>
Rayburn, Duff . . . . .	<i>Towanda</i>
Rayburn, Gibson . . . . .	"

Riason, John A. . . . .	<i>Carlinville</i>
Rimmerman, Frank . . . . .	<i>Lincoln</i>
Rosebraugh, Theron . . . . .	<i>Amboy</i>
Robinson, Theodore T. . . . .	<i>Hudson</i>
Runcie, William . . . . .	<i>Albion</i>
Ryburn, Calvin G. . . . .	<i>Bloomington</i>
Scanland, Wilber . . . . .	<i>Collinsville</i>
Sharrock, John W. . . . .	<i>Tower Hill</i>
Shelton, Joseph . . . . .	<i>Normal</i>
Shepard, Daniel . . . . .	<i>Granville</i>
Smith, George W. . . . .	<i>Marion</i>
Snapp, George . . . . .	<i>Mattoon</i>
Snyder, Kimble P. . . . .	<i>Claremont</i>
Soper, Duane . . . . .	<i>Alden</i>
Spear, John . . . . .	<i>Normal</i>
Stewart, Charles . . . . .	<i>Hamel</i>
Thatcher, Joseph . . . . .	<i>Piper City</i>
Thompson, John . . . . .	<i>Bloomington</i>
Thompson, Henry . . . . .	<i>Kane</i>
Vigus, Titus . . . . .	<i>Normal</i>
Walter, John . . . . .	<i>Robinson</i>
Ward, Lemuel . . . . .	<i>Panola</i>
Weigel, Daniel S. . . . .	<i>Decatur</i>
Weldon, Lincoln . . . . .	<i>Bloomington</i>
Williams, Lewis . . . . .	<i>Hornsby</i>
Williams, Thomas . . . . .	<i>Bloomington</i>
Wright, James A. . . . .	<i>Normal</i>

TOTAL IN GRAMMAR SCHOOL, - - - -

153.



# PRIMARY

AND

## INTERMEDIATE SCHOOL.

NAMES.	RESIDENCES.
Barry, Katie . . . . .	<i>Normal</i>
Bishop, Bell . . . . .	<i>Omaha, Neb.</i>
Bush, Rachel . . . . .	<i>Normal</i>
Clark, Katie . . . . .	"
Coy, Alice . . . . .	"
Coy, Louise . . . . .	"
Doyle, Minnie . . . . .	<i>Englewood</i>
Dillon, Carrie . . . . .	<i>Normal</i>
Fields, Rena . . . . .	"
Gurnsey, Ida . . . . .	"
Harwood, Gracie . . . . .	<i>Bloomington</i>
Huber, Eva . . . . .	<i>Chicago</i>
Ketelson, Lena . . . . .	<i>Normal</i>
Ketelson, Mary . . . . .	"
McLure, Flora . . . . .	"
McLure, Mary . . . . .	"
Miller, Cora . . . . .	"
Parr, Nora . . . . .	"
Pearson, Maggie . . . . .	"
Pillsbury, Lillian . . . . .	"
Quirk, Katie . . . . .	"
Reeves, Lutie . . . . .	"
Samuels, Delia . . . . .	"
Sewall, Carrie . . . . .	"
Shurtleff, Alice . . . . .	"
Shurtleff, Ruthie . . . . .	"
Smith, Addie . . . . .	"
Talley, Emma . . . . .	<i>Memphis, Tenn.</i>
Talley, Ida . . . . .	" "
Wilson, Sallie . . . . .	<i>Normal</i>
Wright, Georgia . . . . .	<i>Bloomington</i>
Wright, Sarah . . . . .	"
Baird, Willie . . . . .	"

Burns, Watson . . . . .	<i>Normal</i>
Davis, Bertie . . . . .	"
Dryer, Albert . . . . .	"
Duff, Anderson . . . . .	"
Edwards, Walter . . . . .	"
Ellis, George . . . . .	"
Ellis, Thomas . . . . .	"
Fell, Harry . . . . .	"
Finger, John . . . . .	<i>Bloomington</i>
Gray, James . . . . .	<i>Normal</i>
Gray, Rollin . . . . .	"
Gurnsey, Charlie . . . . .	"
Hartley, Fred . . . . .	"
Hayes, George . . . . .	"
Johnston, Albert . . . . .	"
Lackey, Eddie . . . . .	"
Lee, Henry . . . . .	<i>Chicago</i>
Lufkin, Charlie . . . . .	<i>Normal</i>
Parr, Harry . . . . .	"
Reeves Lincoln . . . . .	"
Reeves, Willie . . . . .	"
Salzenstein, Myer . . . . .	"
Sudduth, Thomas . . . . .	<i>Normal</i>
Taylor, James . . . . .	"
Taylor, Willie . . . . .	"
Thompson, George . . . . .	"
Washburn, Georgie . . . . .	"
Wetherbee, Charlie . . . . .	"
Wetherbee, George . . . . .	"
Williams, Robert . . . . .	<i>Bloomington</i>
Wright, Samuel . . . . .	"

TOTAL IN PRIMARY AND INTERMEDIATE SCHOOL, . . . . . 64.





## Summary.

SENIOR CLASS, . . . . .	21
MIDDLE CLASS, . . . . .	84
JUNIOR CLASS, . . . . .	332
<hr style="width: 10%; margin-left: auto;"/>	
TOTAL IN NORMAL DEPARTMENT, . . . . .	437
HIGH SCHOOL, . . . . .	76
GRAMMAR SCHOOL, . . . . .	153
INTERMEDIATE AND PRIMARY SCHOOL, . . . . .	64
<hr style="width: 10%; margin-left: auto;"/>	
TOTAL IN MODEL SCHOOL, . . . . .	293
<hr style="width: 10%; margin-left: auto;"/>	
GRAND TOTAL IN UNIVERSITY, . . . . .	730



# COURSE OF STUDY

—IN THE—

# NORMAL SCHOOL.

## TABULAR VIEW.

STUDIES.	1st Year.			2d Year.			3d Year			No. of Weeks given each subj <sup>t</sup>	Division of subjects.
	1	2	3	4	5	6	7	8	9		
	14 Weeks.	13 do.	12 do.	14 do.	13 do.	12 do.	14 do.	13 do.	12 do.		
Metaphysics.....				†						14	
History and Methods of Educa'n			†				†			26	
Constitutions of U. S. and Ill...								†		13	I
School Laws of Illinois.....									†	6	
Teaching.....										53	
Reading.....	†	†								27	
Spelling.....	†	†	†							39	
Grammar.....		†	†							25	II
Rhetoric.....					†					13	
Criticism.....						†				12	
English Literature.....								†		13	
Arithmetic.....	†	†								27	
Algebra.....				†						14	
Geometry.....					†					13	
Trigonometry.....						†				12	
Natural Philosophy.....							†			14	III
Astronomy.....								†		13	
Book Keeping.....									†	6	
Drawing.....				†					†	26	
Writing.....											
Geography.....	†	†				†				29	IV
History.....			†	†						26	
Chemistry.....					†					13	
Botany.....						†				12	V
Physiology.....							†			14	
Vocal Music.....											VI
Latin.....											
Greek.....											
Algebra.....											
Trigonometry.....											
Analytical Geometry.....											
Calculus.....											
Zoology.....											Optional Studies.

The † shows that the study is pursued at the time indicated.

## COURSE OF STUDY.

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The Divisions, I, II, III, etc., in the foregoing table, are made with reference rather to the studies in charge of different teachers than to the strictly logical grouping of subjects. The annexed SYLLABUS is intended as a Key to the Table.

### DIVISION I.

**THEORY AND ART OF TEACHING.** *Third Term.* (1.) Organization of Schools, and the Principles involved in it. Objects of School, and Nature of Education. Classification: On what basis should it be made? How large should classes be? Programme of Daily Exercises: How should it be adjusted? Should every study have the same time for recitation with every other? Why? Usefulness of such a programme. (2.) Objects to be aimed at in Recitation: How may the teacher promote the habit of Industry in his pupils? correct habits of Study? a correct use of Language? Honesty? Kindness and Good Manners? The kind of Questions that should be employed in Recitation. (3.) The Order, in Time, of the Development of the Mental Faculties, and the Exercises best adapted to promote such development. (4.) Education of the Senses: Possibility of such culture. The use to be made of Colors, Forms, Vocal Analysis, Reading, Music, in educating the Senses. The School Studies best adapted to the Training of the Senses. (5.) Education of the Memory: Law of its Culture. Closeness of Attention. Association. Reviews. Practical use of Remembered Facts. Accuracy of statement. Studies best adapted to this Culture. (6.) Education of the Reasoning Power: How to use the ordinary School Studies in developing this power—History, Reading, Grammar, Arithmetic, the Natural Sciences. (7.) Education of the Imagination: Importance of such Culture—Æsthetically, Intellectually, Morally. Means of this culture—Study of Nature, Study of the Classic Models in Literature, Study of Works of Art. (8.) Education of the will: Directions in which it should be strengthened. The Training required for a person of Feeble Will. How to use the circumstances of a pupil in school in such a way as to strengthen his persistency in carrying out Right Purposes. (9.) Necessity of making Education Universal: The Value of Mind. The Good of society demands that all should be Educated. Influence of Education upon Crime. Social Benefits resulting from Education.

**METAPHYSICS.** *Fourth Term.* Mental Philosophy is made the basis of instruction in the Theory and Art of Teaching. It comprises—(1.) An Explication of Terms. (2.) A general inquiry into the Nature of Mind: What is it? What are its Facts, Laws and Results? The Facts and laws

of Knowledge, Feeling and Exertion? (3.) A more particular study of Consciousness, Perception, Memory, Imagination, and the Reflective and Regulative Powers. (4.) The Feelings. Theory of Pleasure and Pain.

**HISTORY OF EDUCATION.** *Seventh Term.* A History of the Culture of different Nations from the earliest times down to the present; also, the Biography of Eminent Educators in all countries and times.

**PHILOSOPHY OF EDUCATION, AND OBJECT LESSONS.** *Seventh Term.* Oral Discussions, and Themes.

**PRACTICAL TEACHING IN THE MODEL SCHOOL** is required for four Terms, under the Supervision of the Faculty.

**THE CONSTITUTION OF THE UNITED STATES**,—a thorough study of its History and Meaning.

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## DIVISION II.

**READING.** *First and Second Terms.* Analysis of words according to their Elementary Sounds. Articulation and Pronunciation. Compass and Flexibility of Voice. Analysis of Words according to their Derivation and Formation. Practice in Elocution. Analysis of the Thought.

**GRAMMAR.** *Second Term.* Etymology during the first half of the term: Aim to teach the office of each part of speech in the Construction of Sentences. Critical Parsing. During the last half of the term, Construct, Analyze and Parse, sentences of various kinds. Daily exercises throughout the term in the correction of False Syntax.

*Third Term.* Analysis and Construction of Sentences continued. Rules of Syntax. Capitalization. Consideration of Abridged Propositions and Idiomatic Forms and Constructions. Daily exercise in the Correction of False Syntax.

**RHETORIC.** *Fifth Term.* Formation of the English Language. Literary Taste. Figurative Language. Style, and its varieties. Punctuation. Composition. Analysis and Amplification of subjects.

**LITERARY CRITICISM.** *Sixth Term.* Examine the style of the best English Authors, of different periods. Study particularly the style of Milton, Addison, Goldsmith, etc. Compositions during the term.

*Eighth Term.* History of English Literature. Rise and Development, in England and America of Poetry, History, Romance, the Essay, Oratory, and Metaphysics. Principal Authors in each department. Newspapers, Reviews, and Magazines. English Literature compared with that of other Nations. Orations and Essays written weekly, and delivered or read in the presence of all the students. Compositions once a week through the entire course.

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## DIVISION III.

**ARITHMETIC.** *First Term.* The Decimal System, including Decimal Fractions, so called. Factoring, and its application to common Multiples and Divisors. Fractions. Compound Numbers.



*Second Term.* Ratio and Proportion, Percentage, with its Application to Loss and Gain, Commission, Insurance, etc. Percentage with Time, including Interest, Discount, Partnership, and Equation of Payments. Exchange [Inland and Foreign]. Extraction of Second and Third Roots of Numbers. Arabic method of Notation, using bases other than 10; applied particularly to Duodecimals.

ALGEBRA. *Third Term.* Algebraic Notation. Factoring, with application to Divisors and Multiples. Fractions. Equations of First Degree. Extraction of the Roots of Algebraic Quantities. Rules deduced for the extraction of the Roots of Numbers. Radicals.

*Fourth Term.* [Optional]. Equations of Second Degree. Ratio and Proportion. Series: including the Progressions, Binomial Expansion, Permutation, Undetermined Coefficients, Methods of Interpolations and the Methods of Summing Special Forms; Piling of Balls and Shells. Logarithms, with Methods of Computing the Tables. Exponential Equations, with Position. Interest and Annuities.

GEOMETRY. *Fifth Term.* Straight Lines and Surfaces bounded by Straight Lines. The Circle. Extra Theorems and problems given for demonstration and solution.

*Sixth Term.* Solids bounded by Planes. The Cylinder. The Cone. Surface and Solidity of Sphere. Plane Trigonometry, with its application to Land Surveying. Leveling. Variation of Magnetic Needle.

*Eighth and Ninth Terms.* [Optional.] Equation of Point, Right Lines and Circle. Equation of Point, Right Lines and Plane in Sphere. Equations of Cylinder and Cone. General Equation of Conic Section referred to its own Plane. General Equation of Second Degree between two variables. Loci. Surface of Revolution. Differential Calculus. Integral Calculus.

PHYSICS. *Seventh Term.* Laws of Motion and Mechanics. Hydrostatics and Hydraulics. Pneumatics. Optics. Electricity and Magnetism.

#### DIVISION IV.

GEOGRAPHY. *First Term.*—(1.) General Principles of Geography. Execution of Maps and Outlines of South America, 15 lessons; Andes Mountains and countries containing them, 13 lessons; Remaining countries of South America, 5 lessons; Cities of South America, 5 lessons; Review, 5 lessons. Total for South America, 43 lessons. (2.) Outline and Map of North America, 5 lessons; Russian and British America, 5 lessons; New England and New York, 12 lessons. Astronomical Geography, Latitude and Longitude, Day and Night, the Seasons, etc., 5 lessons. Review, 5 lessons.

*Second Term.* (1.) Remaining States and Territories of the United States, 22 lessons; Mexico, Central America, etc., 5 lessons; Review, 3 lessons. Total for North America, 52 lessons. (2.) Outline and Map of Europe, 5 lessons; Mountains and Rivers of the Continent, 5 lessons; Rapid

Glance at the Countries of the Continent, 10 lessons; More thorough study of Britain, as a Model, 10 lessons; Review, 5 lessons. Total for Europe, 35 lessons.

*Sixth Term.* (1.) Outline and Map of Asia, 5 lessons; Mountains and Rivers of Asia, 5 lessons; Countries and Cities, 10 lessons. Total for Asia, 20 lessons (2.) PHYSICAL GEOGRAPHY. Review of the Earth's Form, with a sketch of the Theory of its Origin, 10 lessons; Physical life of the Earth, Temperature, Atmospheric and Marine Currents, Rains and the Effects of Climatic Conditions on Vegetable and Animal Life, 12 lessons. Historical View of the Earth; the Relations of its Forms and Physical Life to the Development of the Human Race, 8 lessons; Review, 10 lessons. Total for Physical Geography, 40 lessons.

UNITED STATES HISTORY. *Third Term.* Voyages, Discoveries and Indian Tribes, 10 lessons; Colonial History, 15 lessons; French War and Revolution, 20 lessons; Subsequent History, with a special study of Illinois, 15 lessons; Review, 15 lessons.

ANCIENT HISTORY. *Fourth Term* 65 Lessons. Early Asiatic Nations, 8 lessons; Grecian History, 12 lessons; Roman History, 15 lessons; Most prominent Events of the Middle Ages, 10 lessons; Britons, 5 lessons; Review, 15 lessons.

ASTRONOMY *Eighth Term.* Definitions, with Oral Lessons and exercises, 5 lessons; Constellations, with Maps of the Heavens, 15 lessons; Refraction, Parallax, Time, the Seasons, Motions, Distances and Orbits of Planets, 15 lessons; General Description of the Solar System, 15 lessons; Eclipses and Tides, 5 lessons; Review, 10 lessons. Total, 65 lessons.

## DIVISION V.

CHEMISTRY. *Fifth Term.* Names and Properties of Elements; Symbols; Formulæ; Chemical Affinity, etc. Laws of Definite Proportions. Behavior of Chemical Bodies toward each other. Changes of Form, Color, Properties. Air, Water, Light—their relations to Organic Life. Organic Chemistry. Food of Plants. Outline of Chemical Analysis, qualitative and quantitative. Philosophy of Chemistry. [Provision is now made for an abundant supply of materials in this department.]

BOTANY. *Sixth Term.* Structure of Plants, Mode of Growth, etc. Their relations to each other. Classification. Systems of Analysis, Natural and Linnæan. Written Analysis of at least seventy-five species of native plants by the Natural System.

ANATOMY AND PHYSIOLOGY. *Seventh Term.* General View of the Structure and Functions of the human Body. Food and the Digestive Process The Blood—its Chemical Composition and Vital Properties. Respiration and Nutrition. The Nervous System. The Laws of Hygiene.

ZOOLOGY. *Ninth Term.* [Optional.] The Sphere of Fundamental Principles of Zoology. General Properties of Organized Bodies. Functions

and Organs of Animal Life. Intelligence and Instinct Metamorphoses of Animals. Geographical Distribution of Animals.

The large and splendid Museum of Natural History is now well provided for. The contents are nearly all catalogued in a manner most convenient for reference. Professor S. A. Forbes, the Curator, is also making constant additions to the specimens.

Attention is respectfully solicited to the following extract from a circular recently issued by Professor Forbes:

“The recent introduction of the natural sciences into our common-school course of study has developed a general demand for specimens in Natural History, which I am trying to supply. It is designed to furnish, in time, to every school in the State which will use and properly care for it, a small collection so selected as to illustrate in the best possible manner, the branches required to be taught. The time and resources at my command are quite insufficient for this; and, as it is a work undertaken solely for the benefit of the public schools, I make this call upon their officers and members for aid.

“The schools will encounter great difficulties in attempting to form good cabinets unaided, each for itself. Among others will be that of getting specimens correctly named, and that of securing in a single circumscribed locality, a sufficient variety to fully cover the whole field of study. It will be an easy matter, however, for the teachers and pupils of the State to collect and send to this Museum, in one or two seasons, a sufficient number and variety of specimens liberally to supply all our schools; and these I will undertake to name, select, arrange and re-distribute in such a manner as to give to each school participating in the work, the benefit of a judicious selection from the whole number sent by all.

“Good specimens in all branches of Natural History will be acceptable, and directions for preparing and shipping them will be sent upon application.”



## Admission.

This Institution is intended for the training of young persons of both sexes for teachers in the Schools of Illinois.

Students seeking admission to the University should make application to the School Superintendent of the county in which they reside. They are required—

(1.) To be, if males, not less than 17, and if females, not less than 16, years of age.

(2.) To produce a certificate of good moral character, signed by some responsible person.

(3.) To sign a declaration of their intention to devote themselves to School teaching in this State, in form as follows :

“I hereby declare my intention to become a teacher in the schools of this State ; and agree that, for three years after leaving the University, I will report in writing to the President thereof, in June and December of each year, where I have been, and in what employment.”

[4.] To pass a satisfactory examination, before the proper officer (County School Superintendent,) in Reading, Spelling Writing, Arithmetic, Geography, and the Elements of English Grammar.

### Extract from the Normal University Act.

SEC. 7. Each County within the State shall be entitled to gratuitous instruction for one pupil in said Normal University, and each Representative District shall be entitled to gratuitous instruction for a number of pupils equal to the number of representatives in said district, to be chosen in the following manner: The School Superintendent in such county shall receive and register the names of all applicants for admission to said Normal University, and shall present the same to the County Court, or, in counties acting under township organizations, to the Board of Supervisors ; which said County Court or Board of Supervisors, as the case may be, shall, together with the School Superintendent, examine the applicants so presented, in such manner as the Board of Education may direct, and from the number of such as shall be found to possess the requisite qualifications, such pupils shall be selected by lot ; and in representative districts composed of more than one county the School Superintendent and County Judge, or the School Superintendent and Chairman of the Board of Supervisors in counties acting under township organization, as the case may be, of the several counties composing such representative district, shall meet at the Clerk's office of the County Court of the oldest county, and from the applicants so presented to the County Court or Board of Supervisors of the several counties represented, and found to possess the requisite qualifications, shall select by lot the number of pupils to which said district is entitled. The Board of Education shall have discretionary power, if any candidate does not sign and file with the Secretary of the Board a declaration that he or she will teach in

the public schools within this State, in case that engagement can be secured by reasonable efforts, to require such candidate to provide for the payment of such fees for tuition as the Board may prescribe.

[AMENDED, FEBRUARY, 1861

SEC. 4. Each County in this State shall, hereafter, be entitled to gratuitous instruction for two pupils in said University, to be selected as provided in Section Seven of the Act to which this is an amendment.

If any County or Representative District neglects to make appointments, the President of the University is, by a resolution adopted by the Board of Education, authorized to fill the vacancy by appointing any person of proper age and qualification. Every such person must pass, before the President, an examination similar to that required before the County Superintendent in other cases.

#### Suggested Form of Certificate.

I hereby certify that I am well acquainted with....., and know him [or her] to be a person of good moral character.

In case the School Superintendent is not able to make the above certificate himself, something like the following endorsement should be appended by the School Superintendent :

I am well acquainted with....., who signs the above certificate, and believe him to be an entirely reliable man ; and, so far as I know and believe, the above named applicant is a person of good moral character.



## Model School Department.

THE MODEL DEPARTMENT was established in order that there might be a school exhibiting the best methods of teaching, discipline, and classification, which the Normal Students should visit, and in which they should take part as instructors. Every effort will be put forth to make this, as far as may be, a perfect school, conducted upon the best methods, and showing the most wholesome results.

It is intended that the course of study in its several Grades shall embrace all that belongs to a thorough education, from the elements up to a preparation either for College or Business. For the lower classes, a system of Object Lessons has been prepared with the greatest care. The design of this is to awaken the perceptive faculties, and to form a habit of accurate observation. Children thus trained not only make more thorough scholars, but also more practical men and women.

This Department is divided into three Grades—the High, Grammar, and Intermediate and Primary Schools. Each of these is under the direct charge of an accomplished and efficient Principal, who is assisted in part by permanent teachers, and in part by the pupil-teachers from the Normal School. The work of the latter is subjected to the most rigorous supervision, and suggestions are constantly made for their guidance and improvement.

The Classical Course is very thorough, and is much more extended than that of some Colleges. Our young men enter Harvard and Yale without conditions.

The accompanying plans of study will give a general idea of the subjects to be pursued in the several Grades, and the time allotted to each. It will be observed that two distinct courses are arranged for the High School: one to prepare students for College, and the other for general Business. The two, however, are made to blend whenever practicable.

The only requisites for admission are a good character, and a tuition fee of thirty dollars per year in the High School, twenty-five in the Grammar School, and twelve in the Intermediate and Primary School. Pupils, on being examined, are classed according to their attainments.

Boys and girls from abroad may be confidently intrusted to the care of the Principals, and besides the monthly report of scholarship and deportment at school, which is to be sent to all parents, will be included, if desired, a careful statement of each pupil's general deportment, and of the manner of spending leisure hours.

COURSE OF STUDY

FOR

Illinois State Model School.--High School Grade.

	FIRST TERM.		SECOND TERM.		THIRD TERM.	
	GENERAL COURSE.	CLASSICAL COURSE.	GENERAL COURSE.	CLASSICAL COURSE.	GENERAL COURSE.	CLASSICAL COURSE.
FIRST YEAR.	Arithmetic, English Grammar, Latin or French.	Arithmetic, English Grammar, Latin.	Algebra, English Grammar, Latin or French.	Algebra, English Grammar, Latin.	Algebra, Rhetoric, Latin or French.	Algebra, Rhetoric, Latin.
SECOND YEAR.	Geometry, Physiology, Latin or French.	Geometry, Greek, Latin.	Geometry & Trigon'y, Physical Geography, Latin or French.	Geometry & Trigon'y, Greek, Latin.	Botany, Ancient History, Latin or French.	Greek History, Greek, Latin.
THIRD YEAR.	Natural Philosophy, History, Latin or German.	Roman History, Greek, Latin.	Astronomy, English Literature, Latin or German.	English Literature, Greek, Latin.	Book-Keeping, Criticism, Latin or German.	Criticism, Greek, Latin.
FOURTH YEAR.	Mental Philosophy, History of Civilization, Latin or German.	Physiology, Greek, Latin.	Const'n of U. S. & Ill. Chemistry, Latin or German.	Chemistry, Greek, Latin.	Reviews, Latin or German.	Reviews, Greek, Latin.

# COURSE OF STUDY

IN THE

## GRAMMAR SCHOOL.

<b>FIRST YEAR.</b>	<b>SECOND YEAR.</b>
<b>FIRST TERM.</b>	<b>FIRST TERM.</b>
Reading and Phonics—5th Reader. Spelling—Oral and Written. Writing. Geography of the New England and the Middle States. Introductory Grammar, (Etymology). Written Arithmetic, to Fractions.	Reading, and Analysis of the selec- tions Read. Spelling. Writing. Geography of S. A. & British Isles. Arithmetic, (Interest). Grammar, (Etymology).
<b>SECOND TERM.</b>	<b>SECOND TERM.</b>
Reading and Phonics—5th Reader. Spelling. Writing. Geography of the S. & W. States. Written Arithmetic, (Fractions). Introductory Grammar, (Syntax).	Arithmetic, finished. Spelling. Geography of Europe. U. S. History, through the Revol'n. Grammar, (Syntax.) Elementary Algebra.
<b>THIRD TERM.</b>	<b>THIRD TERM.</b>
Declamation and Composition. Spelling. Arithmetic, (Dec. & Comp. Numb.). Geography of Territories & of N.A. Common School Grammar.	Geography of Asia and Africa Spelling. U. S. History since the Revolution. Elementary Algebra. Book-Keeping. Declamation and Composition.

On entering this Grade from other Schools than the Intermediate, pupils will be examined and will have work assigned them, in the First or Second year of the Course, according to their previous attainments. And after such assignment they will be promoted to classes farther on in the course, if their success shows that promotion is deserved.

During the Second Year such pupils as can do so, are allowed to take any of the languages in the High School.



**COURSE OF STUDY**

IN THE

**PRIMARY AND INTERMEDIATE SCHOOL.****C CLASS, 1st TERM, 14 WEEKS.**

LANGUAGE.—*Reading* from Charts, and from the First Reader to page 42. Tones.—Special attention given to distinctness of utterance and naturalness of expression.

*Printing* of words found in the reading lesson—the word being considered as a whole.

NUMBER.—Counting, reading and writing numbers to 100; addition and subtraction of numbers under 5, by means of objects. Roman numerals to XXVI in connection with the reading lesson.

**General Lessons.**

*Human Body*.—Names and uses of the organs. The five senses. Examination of properties of familiar objects.

*Animals*.—Study of parts, actions and habits of familiar animals.

*Color*.—Naming and distinguishing principal colors.

*Form*.—Naming and distinguishing plane faces.

*Size*.—Relative proportion of objects.

*Place*.—Relative position of different objects.

*Drawing* straight lines in different positions.

**C CLASS, 2d TERM, 13 WEEKS.**

LANGUAGE.—*Reading*.—Finish the First Reader. Use of the punctuation points and capital letters as found in the Reader. Distinction between an assertion and a question, and the inflections required for each.

*Spelling* of all the words found in the reading lessons, and phonic spelling of monosyllabic words without silent letters.

*Printing* of any words found in the reading lessons.

NUMBER.—Reading and writing numbers to 1000; addition and subtraction of numbers under 10 by objects. Roman numerals to XI, in connection with the reading lesson.

**General Lessons.**

*Human Body.*—Adaptation of the organs to use.

*Animals.*—Characteristic parts of familiar animals.

*Color.*—Naming and distinguishing tints and shades.

*Form.*—Angles formed by straight lines.

*Place.*—Points of compass.

*Inventive Drawing.*—Planes and simple forms.

**C CLASS, 3d TERM, 12 WEEKS.**

LANGUAGE.—Second Reader to page 84. Constant drill in the use of punctuation marks, capital letters, tones and inflections.

*Spelling* orally, and by printing the words in the reading lesson, and phonic spelling of any words of one syllable.

*Writing* of the parts of letters on slates, and drill upon easy combinations. Each child learns to write his own name.

NUMBER.—Reading and writing numbers to 10,000. Addition and subtraction of numbers, the sum of minuend not exceeding 15. Multiplication, the product not exceeding 12. Division, the dividend not exceeding 12. Daily exercises in rapid combination of numbers.

**General Lessons.**

*Size.*—Necessity of a standard unit of measure.

*Place.*—Drawing the school-room according to a scale. Measuring done by the children under direction of the teacher.

*Color.*—Patterning.

*Objects.*—Named, arranged, &c.

*Plants.*—Pointing out and naming their parts.

*Drawing.*—Combinations of planes.

**B CLASS, 1st TERM, 14 WEEKS.**

LANGUAGE.—Completion of the Second Reader. Same care in all particulars as before.

*Spelling* from the Reader as before, Punctuation, &c.

*Original Composition* in simple sentences, with practical use of capitals and punctuation marks.

WRITING, on slates, of easy words and sentences.

NUMBER.—Reading and writing numbers to 100,000. Addition and subtraction of numbers, the sum or minuend under 20. Multiplication, the multiplicand not exceeding 25. Division, the dividend not exceeding 25. Roman numerals to C.

DRAWING.—Curves and simple leaves.

### General Lessons.

*Place.*—Drawing the school yard according to a scale.

*Color.*—Shades, tints and hues formed.

*Plants.*—Their habits.

*Birds.*—Names and parts. The three kingdoms of nature.

*Weight.*—Necessity of adopting standard measures. Practice in judging the weight of various objects.

*Sounds.*—Distinguished and compared.

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### B CLASS, 2d TERM, 13 WEEKS.

LANGUAGE.—Third Reader to page 72.

*Spelling* from the Reader, phonically and by letter.

*Original Composition* as before.

NUMBER.—Reading and writing numbers expressed in two periods. Practice in adding and subtracting rapidly. Multiplication, the product not exceeding 50. Division, the dividend not exceeding 50. Roman numerals to M. Primary Arithmetic.

WRITING in Book No. I with pencil,

DRAWING of simple plane figures in perspective.

### General Lessons.

*Color.*—Tints, shades and hues continued.

*Form.*—Triangles, parallel lines, four sided figures.

*Insects.*—Parts named and described from specimens.

*Birds.*—Habits ascertained from the form of organs.

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### B CLASS, 3d TERM, 12 WEEKS.

LANGUAGE.—Third Reader to page 145.

*Spelling.*—Analytical Speller through Lesson 35, with original sentences illustrating the use of the words. Work to be written.

NUMBER.—Tables learned from objects; Mental exercises in Addition, Subtraction, Multiplication and Division. Primary Arithmetic.

WRITING.—Use of copy-book, pen and ink.

DRAWING of leaves and simple figures in perspective.

### General Lessons.

*Place.*—Drawing of the school yard to a scale, with surrounding streets, walks, trees, &c.

*Objects.*—Essential and distinctive qualities of objects.

*Form.*—Polygons—Circle, named and drawn.

*Sounds.*—Distinguished as to time and tune.

*Birds.*—Mode of life, habitation and food.

### A CLASS, 1st TERM, 14 WEEKS.

LANGUAGE.—Third Reader to page 217.

*Spelling.*—Analytical Speller, through Lesson 68, to be studied as before.

NUMBER.—Development, to three places, of the principle of the decimal notation. Addition and subtraction of numbers occupying not more than three places.

GEOGRAPHY.—Elementary geography to Section III.

WRITING.—Book No. 2.

DRAWING.—Simple combinations in perspective, from cards.

#### General Lessons.

*Animals.*—A more systematic examination with a view to classification. Children to judge of their structure from their mode of life.

*Plants.*—Their nature, uses of different parts, different kinds of roots and stems.

*Objects.*—Thorough examination of objects, parts, qualities, uses; adaptation of qualities to uses.

*Form.*—Solids, Prisms.

*Color.*—Production of secondary colors from primaries.

### A CLASS, 2d TERM, 13 WEEKS.

LANGUAGE.—Completion of the Third Reader

*Spelling.*—Analytical Speller, through Lesson 90. Written work.

NUMBER.—Development of the principle of the Decimal Notation, to six places. Addition and Subtraction of numbers occupying not more than six places. Multiplication of numbers occupying not more than five places, by numbers occupying one place. Division, the dividend occupying not more than six places, divisor one place.

GEOGRAPHY.—Elementary Geography through page 66.

WRITING in the copy-book with ink.

DRAWING.—Outlines of simple objects and easy shading.

#### General Lessons.

*Animals.*—Domestic dogs.

*Plants.*—Buds, leaves, circulation of the sap.

*Objects.*—Comparison of the qualities of different objects.

*Form.*—Cylinders, Cones, &c.

*Color.*—Secondary colors continued.

### A CLASS, 3d TERM, 12 WEEKS.

LANGUAGE.—Fourth Reader—"Phonic Analysis," with "Directions and Explanations," and reading to page 47.

*Spelling.*—Analytical Speller through lesson 115.

*Original Composition* read to the school once a week.

NUMBER.—Complete development of the principle of decimal notation in both directions. Multiplication of numbers occupying not more than six places, by numbers occupying not more than two places. Division, the dividend occupying not more than six places, divisor occupying two places.

GEOGRAPHY.—Completion of the Elementary.

WRITING in the copy-book.

DRAWING.—Sketching of simple objects.

#### General Lessons.

*Animals*.—Miscellaneous lessons.

*Plants*.—Flowers and Fruit.

*Objects*.—Material and Structure.

*Form*.—The Pyramid and Sphere.

*Color*.—Harmony.

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### INTERMEDIATE, 1st TERM, 14 WEEKS.

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LANGUAGE.—Fourth Reader to page 191.

*Spelling*.—Analytical Speller through Lesson 144. *Written Exercises* on the subject given.

NUMBER.—Rudimentary Written Arithmetic to Multiplication.

GEOGRAPHY.—Study of Illinois. Map-drawing.

WRITING in the copy-book.

DRAWING from Cards.

#### General Lessons.

*Birds*.—Classification.

*Plants*.—Organs of vegetation and of reproduction.

*Form*.—To Chap. 10 of "Hill's First Lessons in Geometry."

Written abstracts on general lessons.

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### INTERMEDIATE, 2d TERM, 13 WEEKS.

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LANGUAGE.—Fourth Reader to page 119.

*Spelling*.—Analytical Speller through Lesson 165.

ORIGINAL COMPOSITION continued.

NUMBER.—Rudimentary Written Arithmetic, through Division.

GEOGRAPHY.—North America, Intermediate Geography.

WRITING in the copy-book.

DRAWING.—From Cards.

#### General Lessons.

Same subjects as before more fully developed.

**INTERMEDIATE, 3d TERM, 12 WEEKS.**

LANGUAGE.—Completion of the Fourth Reader.

*Spelling.*—Analytical Speller through Lessons 195.

NUMBER —Rudimentary Written Arithmetic through Fractions.

GEOGRAPHY.—South America, Intermediate Geography.

WRITING in the copy-book.

DRAWING.—Sketching.

**General Lessons.**

*Animals.*—Fourth Step.

*Inventive Drawing.*—Fourth Step.

*Minerals.*—Distinguished and named from specimens.

In all the reading, distinctness of utterance and naturalness of expression are carefully taught and insisted upon.

Questions upon the meaning of the lesson are asked, from the first lesson in the First Reader to the last in the Fourth.

Many of the lessons in the Fourth Reader are accompanied by samples of such questions. The teacher is specially requested to observe these, and to imitate, or improve upon them, to the best of his ability.

Throughout the entire course in Spelling, let original sentences be composed and written by the pupil, and accurately capitalized and punctuated. In short, this should be made an exercise in thinking and accurate writing.

Attention is given to Morals and Manners, as occasion may suggest or necessity require.

Daily exercises in Singing—both by reading and by rote, and in Gymnastics.



## Additional Information.

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Thorough DISCIPLINE will be enforced in every department of the University.

Experience has shown it to be very necessary that a perfect understanding should exist between the President and those with whom the students board, in respect to the habits and conduct of students in their rooms. This will, accordingly, be carefully attended to.

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BOARD can be obtained in good families for about \$4.00 a week, exclusive of fuel, lights and washing; when these are furnished, except washing, the charge is a little more.

The expense of board is reduced about one-half by boarding in clubs, and by self-boarding. Rooms can be secured, at reasonable rent in the village.

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The following may be considered a near approximation to the necessary EXPENSES for one year, exclusive of pocket-money, apparel, traveling, and board in vacation :

Board, 39 weeks . . . . .	from	\$78 00	to	\$156 00
Washing, - . . . .	“	15 00	“	30 00
Books and Stationery . . . . .	“	5 00	“	15 00
Total . . . . .		\$98 00		\$201 00

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TUITION IS FREE in the Normal Department.

Students are advised to bring with them such books as they may have, but not to purchase others until they arrive at the University.

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The APPARATUS is excellent in quality, and sufficiently ample for the ordinary purposes of illustration.

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THE UNIVERSITY LIBRARY is excellent in character, and contains 1000 volumes of valuable standard books. Additions are made to it from time to time.

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The DIPLOMA of the University is conferred upon all those who creditably complete its full course of study and practice.

A CERTIFICATE is granted for the successful completion of one year's work ; and another for that of two years.

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There are two LITERARY SOCIETIES, the Philadelphian and Wrightonian, each of which has a well-selected library.

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The MUSEUM and LIBRARY formerly belonging to the Illinois Natural History Society are in the University building, and to these the students of the University will have access, under suitable restrictions.

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AN ADDITIONAL COURSE HAS BEEN ARRANGED TO MEET THE DEMANDS OF "THE NEW SCHOOL LAW." ALL THE STUDENTS HAVE AN OPPORTUNITY TO TAKE THIS COURSE.







## Calendar for 1873-74.



The SCHOLASTIC Year of Thirty-nine Weeks is divided into Three Terms.

The FIRST TERM begins on Monday, September 8th, and closes on Thursday, December 11th, 1873. Semi-annual Meeting of the Board of Education, on Wednesday, December 3d. Examination at the close of the Term.

### Vacation of Two Weeks.

The SECOND TERM begins on Tuesday, December 30th, and closes Thursday, March 26th, 1874.

### Vacation of One Week.

The THIRD TERM begins on Monday, April 6th, and closes Thursday, June 25th. Examination during the last week of the Term. Annual Meeting of the Board of Education, Wednesday, June 24th. Commencement Exercises, Thursday, June 25th.

Meeting of Alumni, Wednesday, June 24th.

### Vacation of Eleven Weeks.

