

1882

Sixth Annual Catalogue of Iowa State Normal School, 1881-82

Iowa State Normal School

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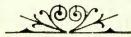
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IOWA



STATE NORMAL SCHOOL,

1881-82.

SIXTH YEAR.

Sixth Annual Catalogue

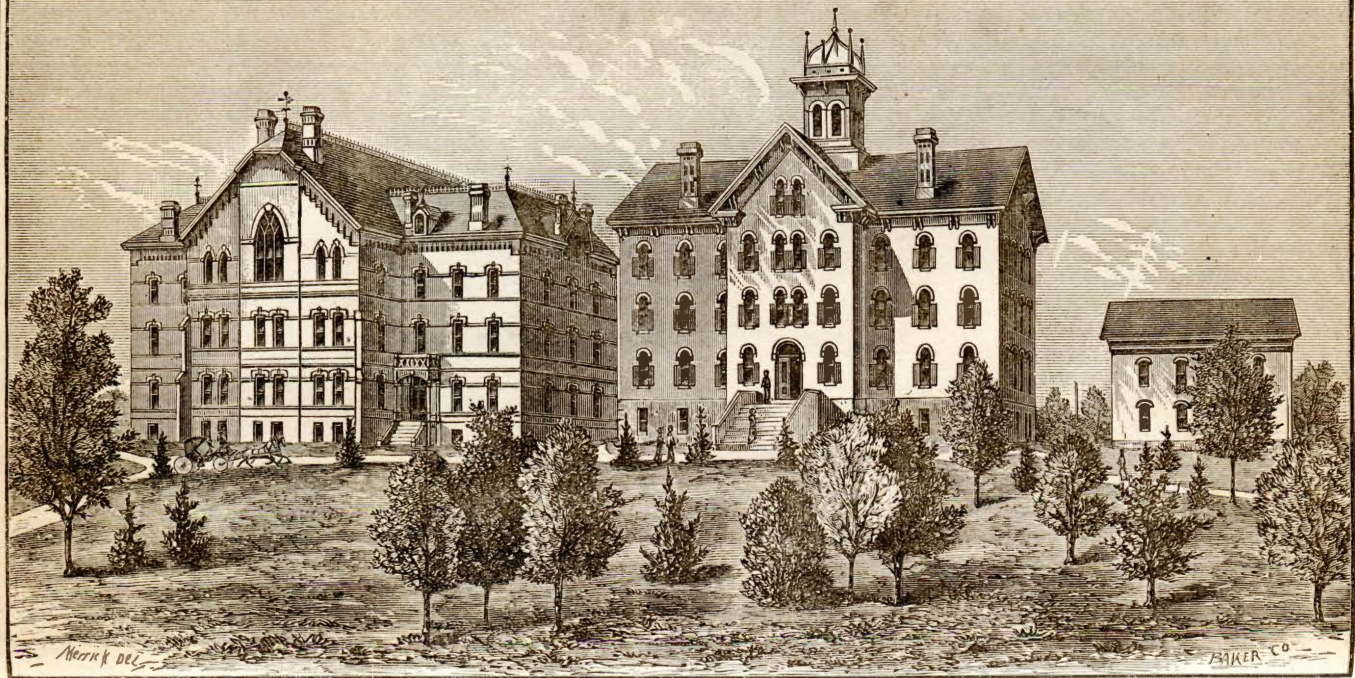
OF

Iowa State Normal School

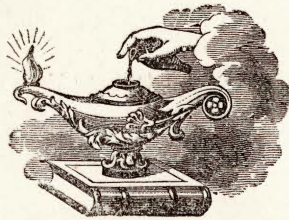
CEDAR FALLS, BLACK HAWK COUNTY.

Academical Year 1881-2.

CEDAR FALLS, IOWA :
GAZETTE STEAM BOOK AND JOB PRINTING HOUSE.
1882.



F. M. ELLIS, Architect, Marshalltown, Iowa.



Iowa State Normal School.

BOARD OF DIRECTORS.

J. J. TOLERTON,	CEDAR FALLS,	}	Term Expires 1882.
G. S. ROBINSON,	STORM LAKE,		
L. D. LEWELLING,	MITCHELLVILLE,	}	Term Expires 1884.
N. W. BOYES,	DUBUQUE,		
E. H. THAYER,	CLINTON,	}	Term Expires 1886.
C. C. CORY,	PELLA,		
WM. M. FIELDS,	CEDAR FALLS,	}	Term Expires 1888.
H. J. McDAID,	SAC CITY,		

OFFICERS OF THE BOARD.

HON. E. H. THAYER,	CLINTON,	PRESIDENT.
E. TOWNSEND, Esq.,	CEDAR FALLS,	TREASURER.
MAJ. W. C. BRYANT,	CEDAR FALLS,	SECRETARY.

STEWARD.

COL. WM. PATTEE,.....CLARKSVILLE.

Faculty.

J. C. GILCHRIST, A. M.,

PRINCIPAL.

Professor of Mental Philosophy, Moral Philosophy, and Didactics.

M. W. BARTLETT, A. M.,

Professor of English Language and Literature.

D. S. WRIGHT, A. M.,

Professor of Mathematics.

W. N. HULL,

Professor of Drawing and Accounts.

MISS S. LAURA ENSIGN, A. M.,

Teacher of History and Natural Science.

MISS IDA B. McLAGAN,

Teacher of Vocal and Instrumental Music.

MISS ANNA E. McGOVERN, B. D.,

Teacher of Geography, and General Assistant.

MISS ADA ARMSTRONG,

Librarian.

Catalogue of Students

FOR THE YEAR 1881-82.

Senior Didactic Class.

THIRD YEAR.

NAME.	POST-OFFICE.	COUNTY.
Anders, Horace Frank	Minburn,	Dallas.
Newton, George	Waterloo,	Black Hawk.
Cook, Clara C.	Tripoli,	Bremer.
Williams, Carrie M.	Northwood,	Worth.
Williams, Ella D.	Waterloo,	Black Hawk.

Senior Elementary Class.

SECOND YEAR.

Alcock, Jerome R.	Masonville,	Delaware.
Bartlett, Elmer Ellsworth	Cedar Falls,	Black Hawk.
Bartlett, Will Abbott	Cedar Falls,	Black Hawk.
Bedell, Edgar T.	New Providence,	Hardin.
Chassell, Edward D.	Iowa Falls,	Hardin.
Dixon, John Galen	Fairfield,	Grundy.
Priscoll, John Henry	Ackley,	Hardin.
Griffin, Edward H.	Mt. Vernon,	Black Hawk.
Grundy, John G.	Morrisonville,	Christian, Ill.
Hull, Herbert Ray	Cedar Falls,	Black Hawk.
Kenefick, Michael J.	Ackley,	Hardin.
Nichols, Ernest Reuben	Luana,	Clayton,
Winter, George E.	Sheffield,	Cerro Gordo.

NAME.	POST-OFFICE.	COUNTY.
Barnes, Carrie A.	Charles City,	Floyd.
Davis, Ella	Evergreen,	Tama,
Davis, Nettie M.	Sac City,	Sac.
Dewell, Seba	River Sioux,	Harrison.
Goodspeed, Edith M.	Dennison,	Crawford.
Hyde, Ella Lane	Mitchell,	Mitchell.
Mullarky, Ella	Butler Center,	Butler.
Packard, Elsie Cornelia	Ellis,	Hardin.
Pierce, Lizzie	Maquoketa,	Jackson.
Prescott, Nellie O.	Magnolia,	Harrison.
Rich, Ella	Janesville,	Bremer.
Riggs, Sara May	Waverly,	Bremer.
Roberts, Flora Addie	Morrison,	Grundy.
Roberts, Jennie Lucy	Morrison,	Grundy.
Robinson, Eliza	Milton,	Monroe, Wis.
Shaffner, Emma	Waterloo,	Black Hawk.
Sibley, Evangeline C.	Le Mars,	Plymouth.
Swearingen, Myrtis I.	Albion,	Marshall.
Williams, Jessie	Cedar Falls,	Black Hawk.

Middle Didactic Class.

SECOND YEAR.

Best, Elmer E.	Evergreen,	Tama.
Cobb, Stephen Edward	Belle Plaine,	Benton.
Thompson, George A.	Lincoln,	Black Hawk.
Burbeck, Alice Flora	Sac City,	Sac.
Ensign, Clarissa A.	New Hartford,	Butler.
Hearst, Mamie Frances	Cedar Falls,	Black Hawk.
Hieber, Mary	Fairfield,	Grundy.
Marble, Jennie	Denver,	Arapahoe, Col.
McCarty, Dora Luella	Menlo,	Guthrie.
Morrison, Alma E.	Cedar Falls,	Black Hawk.
Rae, Marguerite	Cherokee,	Cherokee.
Rodgers, Lottie E.	Blakeville,	Black Hawk.
Stevens, Sarah Puah	Almoral,	Delaware.
Walraven, Florence F.	Wheatland,	Clinton.

IRREGULARS.

NAME.	POST-OFFICE.	COUNTY.
Campbell, Will D.	Elba,	Carroll.
Cobb, John P.	Belle Plaine,	Benton.
Jones, Arthur F.	Frederic,	Monroe.
Mathes, George	Fairfield,	Grundy.
Murdock, Lyman	Cedar Falls,	Black Hawk.
Walker, David	Waterloo,	Black Hawk.
Weiler, John D.	Cedar Falls,	Black Hawk.
Vaughan, James R.	Lincoln,	Black Hawk.
Armstrong, Ada	Marion,	Linn.
Carpenter, Helen B.	Cedar Falls,	Black Hawk.
Glanville, Sarah Maria,	Cedar Falls,	Black Hawk.
Hearst, Jennie	Cedar Falls,	Black Hawk.
Hovey, Julia	Swanton,	Butler.
Maxwell, Hattie	New Hartford,	Butler.
Reynolds, Armindia	Pella,	Marion.
Schleiter, Phenie	Boone,	Boone.

Junior Didactic Class.

FIRST YEAR.

Bailey, Leslie H.	Tipton,	Cedar.
Baines, Rexford	Tripoli,	Bremer.
Bishop, John William	Cedar Falls,	Black Hawk.
Boynton, Fred Lee	West Side,	Crawford.
Bozarth, Granville	Union,	Black Hawk.
Bozarth, John L.	Union,	Black Hawk.
Bozarth, Wilfred	Union,	Black Hawk.
Branson, Charles C.	West Side	Crawford.
Bryant, Walter	Cedar Falls,	Black Hawk.
Butler, Frank P.	New Hartford,	Butler.
Cherrie, Martin B.	Knoxville,	Marion.
Collins, Michael	Manson,	Webster.
Corning, Ernest Banks	Hampton,	Franklin.
Craft, Clemet L. V.	Ottumwa,	Wapello.

NAME.	POST-OFFICE.	COUNTY.
Cramer, Austin Kirk	Hopkinton,	Delaware.
Donahoe, John J.	Manson,	Calhoun.
Early, Walter F.	Sac City,	Sac.
Felmley, Albert E.	Cedar Falls,	Black Hawk.
Fields, Albert Milnes	Cedar Falls,	Black Hawk.
Fields, John Cass	Cedar Falls,	Black Hawk.
Fields, Willie Milnes,	Cedar Falls,	Black Hawk.
Finch, Ira	Fairbanks,	Buchanan.
French, Jesse R.	Cedar Falls,	Black Hawk.
Fritz, Charles	Tripoli,	Bremer.
Fountain, Charles B.	Peterson,	Clay.
Gilchrist, Charles Willard	Normal,	Black Hawk.
Gilchrist, Fred C.	Normal,	Black Hawk.
Gilles, Elbert W.	Stacyville,	Mitchell.
Givan, William J.	Pleasant Hill,	Cedar.
Harroun, Frank S.	Cedar Falls,	Black Hawk.
Higby, Jesse	Fairfield,	Grundy.
Hughey, Charles A.	Marysville,	Wapello.
Ives, Frank	Tipton,	Cedar.
Jewell, Levi F.	Cedar Falls,	Black Hawk.
Lanning, Joseph D.	Lafayette,	Linn.
Lawrence, Ezra C.	Mt. Vernon,	Black Hawk.
Mason, Joseph B.	Cedar Falls,	Black Hawk.
McCarty, Orlando Eugene	Newton,	Jasper.
McCurdy, Thomas M.	Belle Plaine,	Benton.
McKee, John R.	Crawfordsville,	Washington.
Mijdell, Hans	Olive,	Clinton.
Moran, Thomas	Ackley,	Hardin.
Overfield, Moses S.	Deerfield,	Chickasaw.
Palmer, Edward L.	Parkersburg,	Butler.
Penney, Frank Alonzo	Stacyville,	Mitchell.
Rice, Elijah	Waterloo,	Black Hawk.
Rossiter, Charles Edward	St. Ansgar,	Mitchell.
Sage, Ernest E.	Waterloo,	Black Hawk.
Sage, Fred C.	Waterloo,	Black Hawk.
Santee, John Henry	Griffinsville.	Appanoose.
Scott, John C.	Sleswig,	Germany.
Sellen, Charles W.	Cedar Falls,	Black Hawk.
Shafer, Charles H.	Cedar Falls,	Black Hawk.
Sherman, Charles Carter	Chester Centre,	Poweshiek.
Smith, Charles F.	Burlington,	Des Moines.

NAME.	POST-OFFICE.	COUNTY.
Snook, Arthur Leonidas	Cedar Falls,	Black Hawk.
Sommers, Christian N.	Weston,	McLean, Ill.
Stone, Almeron James	Centreville,	Appanoose.
Stuckenbruck, George	Tipton,	Cedar.
Taylor, Lorin A.	West Liberty,	Muscatine.
Taylor, Wilbur	New Hartford,	Butler.
Thomas, Daniel M.	Grant,	Grundy.
*Turner, Ovid H.	Murray,	Clark.
Tuttle, Melvin O.	Riceville,	Mitchell.
Van Wey, George H.	Frankville,	Winneshiek.
Vinton, Adelbert J.	Nugent's Grove,	Linn.
Vosburgh, Edward G.	Iconium,	Appanoose.
Wheelock, Willis Hiram	Chester Center,	Poweshiek.
Wilson, Edwin H.	Cedar Falls,	Black Hawk.
Wilson, Ellis E.	Waterloo,	Black Hawk.
Wilson, Elmer E.	Waterloo,	Black Hawk.
Wilson, Frank M.	Waterloo,	Black Hawk.
Winegarden, Martin L.	Stanton,	Montgomery.
Abbott, May C.	Spirit Lake,	Dickinson.
Adkins, Mae	Prairie City,	Jasper.
Alline, Annie L.	Remsen,	Plymouth.
Aunger, Hattie M.	Cedar Falls,	Black Hawk.
Aunger, Mary Ellen	Cedar Falls,	Black Hawk.
Aurner, Ella M.	Hudson,	Black Hawk.
Baldwin, Nellie E.	Cedar Falls,	Black Hawk.
Ballentine, Mary Jane	Finchford,	Black Hawk.
Barlow, Alice J.	Allison,	Butler.
Bascom, Lottie L.	Boone,	Boone.
Bates, Mary Frances	Steamboat Rock,	Hardin.
Beach, Mary Ardealia	Glidden,	Carroll.
Bean, Mattie	Lake Mills,	Winnebago.
Beecham, Carrie M. V.	Le Mars,	Plymouth.
Benham, Bertha B.	Cedar Falls,	Black Hawk.
Benham, Mary E.	Cedar Falls,	Black Hawk.
Bickley, Mamie Belle	Waterloo,	Black Hawk.
Blair, Allie	Prairie City,	Jasper.
Blake, Alice	Ackley,	Hardin.
Blumer, Rose E.	Sioux City,	Woodbury.
Bly, Aura C.	Grundy Centre,	Grundy.
Brannan, Elizabeth	Mansfield,	Richland, O.
Braucht, Jessie F.	Indianola,	Warren.

*Left without permission.

NAME.	POST-OFFICE.	COUNTY.
Brauer, Carrie	Merrill,	Plymouth.
Brownlee, Elida O.	Chariton,	Lucas,
Bull, Beatrice	Charles City,	Floyd,
Bumps, Jessie Samuella	Charles City,	Floyd.
Burgess, Effie	New Hartford,	Butler.
Burtis, Cornelia	Paris,	Linn.
Butler, Florence McHenry	New Hartford,	Butler.
Cameron, Kittie	Lawler,	Chickasaw.
Carpenter, Esther A.	Waterloo,	Black Hawk.
Carraher, Mary	Sioux City,	Woodbury.
Carrick, Maggie	Janesville,	Bremer.
Carter, Jennie Catherine	Dubuque,	Dubuque.
Chambers, Mary Effie	Sidney,	Fremont.
Chase, Cora E.	Long Prairie,	Wayne, Ill.
Chase, Lura Emma	Cedar Falls,	Black Hawk.
Christmas, Georgia Anna	Manson,	Calhoun.
Clarke, Lillian Belle	Alden,	Hardin.
Cline, Martha Jane	Bristow,	Butler.
Conklin, May Eliza	Masonville,	Delaware.
Cole, Georgiana	Mt. Vernon,	Black Hawk.
Conlan, Mary E.	Ackley,	Hardin.
Craven, Mattie	Victor,	Iowa.
Crockett, Cynthia Maria	Nashua,	Chickasaw.
Crosley, Lillian Louisa	Webster City,	Hamilton.
Cummings, Eunice,	Traer,	Tama.
Cummings, Kate	Traer,	Tama.
Cunningham, Annie	Cedar Falls,	Black Hawk.
Cunningham, Bridgie E.	Cedar Falls,	Black Hawk.
Cunningham, Emma Lillian	Grundy Center	Grundy.
Dahlin, Emma Malvina	Otho,	Webster.
Dake, Mary Eveline	Morning Sun,	Louisa.
Davis Ada	Council Bluffs,	Pottawattamie.
Dayton, Delia A.	Cedar Falls,	Black Hawk.
Dayton, Lora M.	Cedar Falls,	Black Hawk.
Denniston, Artaxa,	Waterloo,	Black Hawk.
Deyoe, Lillian	Cedar Falls,	Black Hawk.
Dobson, Amanda E.	Garwin,	Tama.
Dobson, Jessie	Le Grand,	Marshall.
Drake, Eliza G.	Cedar Rapids	Linn.
Duggan, Lizzie Cecelia	Centralia,	Dubuque.
Elliott, Ella	Parkersburg,	Butler.
Emmick, Carrie	Salix,	Woodbury.

NAME.	POST-OFFICE.	COUNTY.
Emmick, Martha	Sioux City,	Woodbury.
Espe, Emma Adella	Alta,	Buena Vista.
Evans, May	Parkersburg,	Butler.
Farnsworth, Nettie	Blakeville,	Black Hawk.
Ferris, May Felica	Waterloo,	Black Hawk.
Ferguson, Sarah Jane	Ames,	Story.
Fogg, Mary	Marshalltown,	Marshall.
Foster, Anna Elvira	Riceville,	Mitchell.
Fox, Edith May	Portage,	Columbia, Wis.
Gibson, Tillie E.	New Hartford.	Butler.
Glanville, Mary Ellen	Cedar Falls,	Black Hawk.
Godfrey, Jennie Aurelia	Janesville,	Bremer.
Gaffin, Olive A.	Waterloo,	Black Hawk.
Goodale, Aurora	Tipton,	Cedar.
Goodspeed, Edna Almira	Corydon,	Wayne.
Graham, Anna Walcuth	Keokuk,	Lee.
Greene, Kate	Blairstown,	Benton.
Green, Sarah J.	Grundy Centre,	Grundy.
Grettenberg, Altha	Mitchell,	Mitchell.
Grundy, Elma Louise	Morrisonville,	Christian, Ill.
Guthrie, Frank,	New Hartford,	Butler.
Harvey, Mary Missouri	Moravia,	Appanoose.
Hackett, Emma	Spencer,	Clay.
Hazen, Sarah Adaline	La Porte,	Black Hawk.
Hazen, Winifred E. E.	Luana,	Clayton.
Harper, Eva A.	Osage,	Mitchell.
Harper, Florence E.	Osage,	Mitchell.
Heaton, Nellie Fern	Charles City,	Floyd.
Herbert, Stella Francis	Beaman,	Grundy.
Hieber, Amelia	Fairfield,	Grundy.
Hoagland, Merta	Cedar Falls,	Black Hawk.
Hockett, Vina	West Side,	Crawford.
Holmes, Emma	St. Ansgar,	Mitchell
Hoese, Clara	Merrill,	Plymouth.
Howe, Carrie E.	Janesville,	Bremer.
Huffman, Kittie,	Cedar Falls,	Black Hawk.
Jackson, Carrie B.	Newton,	Jasper.
Kalb, Emma	Dennison,	Crawford.
Kelley, Annte	Manson,	Calhoun.
Kemp, Ethel S.	Reinbeck,	Grundy.
Kilts, Anna L.	Clarksville,	Butler.
King, Eldora A.	Waterloo,	Black Hawk.

NAME.	POST-OFFICE.	COUNTY.
Kraiger, Sara Elizabeth	Solon,	Johnson.
Lawrence, Emma L.	Waterloo,	Black Hawk.
Little, Laura Belle	Tipton,	Cedar.
Lochhead, Ella	Keokuk,	Lee.
Lyday, Mary Blanche	Kellogg,	Jasper.
Martland, Nellie	Le Mars,	Plymouth.
Marshall, Georgiana	Conrad,	Grundy.
McArthur, Ella	Colo,	Story.
McClow, May Florence	Aplington,	Butler.
McCurdy, Rachel S.	Belle Plaine,	Benton.
McGaffin, Belle	Waterloo,	Black Hawk.
McMullen, Frank J.	Cedar Falls,	Black Hawk.
Meeker, Ida Alice	Cherokee,	Cherokee.
Merrill, Eva May	Winthrop,	Buchanan.
Millard, Lulu E.	Jefferson,	Greene.
Mitchell, May	Charles City,	Floyd.
Modeland, Emma	Glidden,	Carroll.
Moore, Fannie E.	Danville,	Des Moines.
Morehouse, Bertha	Janesville,	Bremer.
Morehouse, Hattie	Janesville,	Bremer.
Morgan, Flora Estella	West Liberty,	Muscatine.
Morgan, Mary	Cedar Falls,	Black Hawk.
Morris, Ella	Cedar Falls,	Black Hawk.
Moses, Hattie Almira	Manson,	Calhoun.
Muldowney, Anna Sarah	West Union,	Fayette.
Murphy, Annie C.	New Hampton,	Chickasaw.
Murphy, Mary Ann	Lawler,	Chickasaw.
Murray, Effie Cornelia	Cedar Falls,	Black Hawk.
Norton, May Elsie	Delmar,	Clinton.
Norton, Mary Minerva	Marengo,	McHenry, Ill.
Overfield, Aurilla	Deerfield,	Chickasaw.
Patton, Anna Laura	Woodbine,	Harrison.
Patton, Maggie Ellen	Woodbine,	Harrison.
Peck, Ada May	Independence,	Buchanan.
Peck, Edna Eldora	Hudson,	Black Hawk.
Penney, Hattie E.	Stacyville,	Mitchell.
Penney, Helen Irene	Stacyville,	Mitchell.
Pfantz, Lois	State Center,	Marshall.
Pfantz, Mary	State Center,	Marshall.
Phillips, Maggie	Nugent's Grove,	Linn,
Pierce, Edith Eudora	Hudson,	Black Hawk.
Pitcher, Jennie Lucinda	Riceville,	Mitchell.

NAME.	POST-OFFICE.	COUNTY.
Pollock, Addie C.	Ida Grove,	Ida.
Pollock, Jennie	Fort Dodge,	Webster.
Pomeroy, Millie	Cedar Falls,	Black Hawk.
Raab, Pauline	Cedar Falls,	Black Hawk.
Reilly, Florence	Shell Rock,	Butler.
Reynolds, Florence Alice	Mitchell,	Mitchell.
Ridenour, Ida	Rochester,	Cedar.
Robertson, Agnes Jane	Cherokee,	Cherokee.
Robbins, Ida L.	Cedar Falls,	Black Hawk.
Robinson, Mattie J.	Sheldon,	O'Brien.
Rockwell, Hattie A.	Steamboat Rock,	Hardin.
Rodges, Sarah Melissa	Tipton,	Cedar.
Romans, Eva M.	Missouri Valley,	Harrison.
Rundles, Ida Marilla	Janesville,	Bremer.
Sanders, Lucia P.	Newell,	Beuna Vista.
Sanford, Jennie M.	Janesville,	Bremer.
Sanford, Nellie E.	Janesville,	Bremer.
Scott, Amanda B.	Pleasant Hill,	Cedar.
Sellen, Stella Maria	Cedar Falls,	Black Hawk.
Severin, Louisa A.	Cedar Falls,	Black Hawk
Shaw, Sadie Lovenia	Independence,	Buchanan.
Sheehan, Rose	Eagle Centre,	Black Hawk.
Sheridan, Kittie	LaCrosse,	LaCrosse, Wis.
Showers, Sarah Lucinda	Cedar Falls,	Black Hawk.
Smalley, Kate Elizabeth	Morrisonville,	Christian, Ill.
Smith, Elsie E.	Union,	Black Hawk.
Smith, Ida May	Parkersburg,	Butler.
Snook, Ella Angeline	Cedar Falls,	Black Hawk.
Stanley, Della	Waterloo,	Black Hawk.
Stears, Nettie	Janesville,	Bremer.
Stewart, Belle	Bristow,	Butler.
Streeter, Anna Laura	Cedar Falls,	Black Hawk.
Streeter, L. Clara	Cedar Falls,	Black Hawk.
Taylor, Anna Myra	Stacyville,	Mitchell.
Thompson, Ethel Emily	Reinbeck,	Grundy.
Thompson, Emma	Spencer,	Clay.
Thompson, Lora H.	Waterloo,	Black Hawk.
Thompson, Hattie Tressa	Mt. Vernon,	Black Hawk.
Timson, Nellie Abigail	Whitten,	Hardin.
Van Anda, Belle M.	Epworth,	Dubuque.
Vinton, Abbie	Nugent's Grove,	Linn.
Warner, Ida Delight	Nashua,	Chickasaw.

NAME.	POST-OFFICE.	COUNTY.
Watkins, Nannie	Rockford,	Floyd.
Weber, Grace Elizabeth	Vinton,	Benton.
Webber, Violet	Marshalltown,	Marshall.
Wellington, Ida B.	Webster City,	Hamilton.
Westlake, Lottie	Manson,	Calhoun.
Whealen, Anna Eliza	La Moille,	Marshall.
Whitaker, Annie	Clarksville,	Butler.
Whitcomb, Emma Loretta	Mt. Auburn	Benton.
White, Mary Eva	Ellis,	Hardin.
Williams, Ethelyn Alice	Northwood,	Worth.
Williams, Kittie Belle	Cedar Falls,	Black Hawk.
Williams, Sarah	Clarksville,	Butler.
Wilson, Carrie	Reinbeck,	Grundy.
Wilson, Emma	Waterloo,	Black Hawk.
Wilson, Grace G.	Reinbeck,	Grundy.
Winterink, Jennie S.	Charles City,	Floyd.
Wolfe, Johanna	Lost Nation,	Clinton.
Wray, Jennie	Bristow,	Butler.
Wright, Minnie	Eagle Grove,	Wright.
Young, Belle B.	Independence,	Buchanan.

Summary.

SENIOR DIDACTIC YEAR,.....	Gentlemen, 2;	Ladies, 3— 5
SENIOR ELEMENTARY YEAR,.....	Gentlemen, 13;	Ladies, 19— 32
MIDDLE DIDACTIC YEAR,.....	Gentlemen, 11;	Ladies, 19— 30
JUNIOR DIDACTIC YEAR,.....	Gentlemen, 73;	Ladies, 212—285
	—	—
Total,.....	Gentlemen, 99;	Ladies, 253—352

The following are the counties represented :

Appanoose,	Clinton,	Iowa,	Plymouth,
Arapahoe, Col.	Columbia, Wis.	Jackson,	Pottawattamie,
Benton,	Crawford,	Jasper,	Powesheik,
Black Hawk,	Dallas,	Johnson,	Richland, O.
Boone,	Delaware,	La Crosse, Wis.	Sac,
Bremer,	Des Moines,	Lee,	Sleswig, Ger.
Buchanan,	Dickinson,	Linn,	Story,
Buena Vista,	Dubuque,	Louisa,	Tama,
Butler,	Fayette,	Lucas,	Wapello,
Calhoun,	Floyd,	Marion,	Warren,
Carroll,	Franklin,	Marshall,	Washington,
Cedar,	Fremont,	McLean, Ill.	Wayne,
Cerro Gordo,	Greene,	McHenry, Ill.	Wayne, Ill.
Cherokee,	Grundy.	Mitchell,	Webster,
Chickasaw,	Guthrie.	Monroe,	Winnebago,
Christian, Ill.	Hamilton,	Monroe, Wis.	Winnishiek,
Clark,	Hardin,	Montgomery,	Woodbury,
Clay,	Harrison,	Muscatine,	Worth,
Clayton,	Ida,	O'Brien,	Wright.
			Total—76.

Calendar for 1882-3.

THE SCHOLASTIC YEAR of Forty Weeks is divided into Three Terms.

THE FIRST TERM of Sixteen Weeks begins Thursday, September 7th, 1882, and closes December 21st, 1882. Semi-Annual meeting of the Board of Directors, Wednesday, December 20. Examination at close of the term.

VACATION OF TWO WEEKS.

THE SECOND TERM of Twelve Weeks begins Tuesday, January 2d, 1883, and closes Friday, March 23d, 1883.

VACATION OF ONE WEEK.

THE THIRD TERM of Twelve Weeks begins on Monday, April 2d, 1883, and closes Thursday, June 21st, 1883. Examinations of Graduating Class by State Committee, Thursday and Friday, June 7th and 8th. Examinations during the last week of the term. Annual Meeting of the Board of Directors, Wednesday, June 20th. Commencement Exercises Thursday, June 21st, 1883.

VACATION OF TEN WEEKS.

Synopsis of the Course of Instruction.

Science of Education.

EXPLANATION.

Formal instruction in the science of Education commences at the beginning of the First Year of the general course, and continues throughout the four years required by that course. At least one hour each day of every term, and in some terms two hours, is devoted to this subject. The instruction during the first year is given, exclusively, by lectures, and all students admitted to the school enter at once upon this work. Outlines of the lectures are either copied from the blackboard, by the students, or are distributed among them in hektographed copies. These outlines are copied by the student in suitable books under the supervision of a teacher; and occasional written examinations are held touching the several divisions of the subject, the results of which being properly recorded. During the other years of the course, text books and lectures are the means of instruction. The outlines of the lectures are, in many instances, independent of the text books.

In addition to this formal and direct instruction in the general science of education, and its two branches, viz. Pedagogics and Didactics, indirect instruction in methods of teaching the sciences in their advanced phases is given, in every recitation of those subjects. The student is taught by methods that are supposed to be correct, and these he is to adopt for similar phases of instruction when he shall have a school of his own. Frequently direct instruction in Modes of Teaching is given by each professor in those subjects constituting his department. These modes also form a considerable part in the formal instruction in the Professional Department. It is thus seen that the mind of the student is kept directed, at all times, to his professional preparation.

It has been deemed best that the student should, at the outset, be given some theory on the general subject of Education, before the systems and modes of teaching are laid down. Our students are generally ready to appreciate this theory, and, with its light, they can the more readily catch the true spirit and basis of education.

FIRST YEAR.

EDUCATIONAL PHILOSOPHY.

FIRST TERM.

- I. THE SUBJECT OF EDUCATION, THE CHILD. 1. Educational Susceptibility: (1) Of the body; (2) Of the mind. 2. The Attractions and Incentives of external nature supplementing the susceptibility. 3. The Relations in life for which the child must be prepared: (1) To the State; (2) To Society; (3) To Family and Home; (4) To God.
- II. DISCUSSION OF THE GENERAL MEANING OF EDUCATION. 1. Its Nature as indicated by the etymology of the word. 2. Its Results: (1) Growth, giving strength; (2) Development; (3) Discipline; (4) Knowledge; (5) Habit, giving skill. 3. Its Processes: (1) Teaching and learning; (2) Training and obeying. 4. Its Special Departments: (1) Physical education; (2) Intellectual education; (3) Moral education. 5. Its Limitations: (1) As to the intellect; (2) As to the conscience; (3) As to habits of body; (4) As to manners and customs. 6. Its Fundamental Principles: (1) Education is based on the constitutional nature of the child; (2) It pertains to the whole organism; (3) The subject is not a passive recipient of external influences, for the root of the work is in the pupil and not in the teacher; (4) The great law—Activity and restraint, or doing or not doing; (5) The law of pleasure and pain; (6) The power of example and of unconscious tuition, &c., &c. (The above is not a full list.) 7. Metaphors and Illustrations employed: (1) The False: *a.* Chiseling marble into a statue; *b.* Impression of a seal on wax; *c.* Writing on blank paper or pouring water into an empty vessel; (2) The True; *a.* Setting a machine in motion; *b.* Lighting a lamp by another; *c.* The growth and development of a bud into fruit. 8. The Divisions of the Educational Period of life: (1) The Primary period: *a.* Its boundaries; *b.* Its characteristics; (2) The Intermediate period: *a.* Its boundaries; *b.* Its characteristics; (3) The Maturing or Advanced period: *a.* Its boundaries; *b.* Its characteristics. 9. Definitions of Education: (1) Plato's; (2) Locke's; (3) Rosseau's; (4) Roger's; (5) Hamilton's, (6) Mills's; (7) Huxley's; (8) Spencer's; (9) Hill's; (10) Rosenkrantz's. 10. Discussion.
- III. EDUCATIONAL INSTRUMENTALITIES OR FORCES. 1. What the Child must do for itself. 2. The other Instrumentalities that do for it: (1) The Indirect: *a.* Nationality; *b.* Climate and Scenery; *c.* Occupation; *d.* Civilization; (2) The Direct: *a.* Home; *b.* Society; *c.* Church; *d.* School; *e.* The Products of the Human Mind: (*a.*) Science; (*b.*) Literature; *c.* Art; (4) A Tabular view of the Instrumentalities adapted to the Physical, Intellectual and Moral wants of each Period.

IV. FAMILIAR LECTURES ON THE HUMAN MIND. These lectures are not technical, but intended to make the student conversant with the more manifest activities of the mind, especially those manifest in the school room.

About eight weeks of the first term are required for the above work.

The Science and the Art of Teaching.

SYSTEMS AND MODES.

READING.

PRIMARY PERIOD.

- I. CONDITIONS OF THE MIND OF THE CHILD WHEN COMMENCING READING.
- II. SYSTEMS AND MODES. 1. Their names and characteristics: (1) Alphabetic; (2) Phonic; (3) Word; (4) Sentence; (5) Object Word.
- A. FIRST STEPS. 1. Discussion of the Object Word Mode. 2. Description of Lessons. The system and modes are given in a series of lectures, showing what to do in the 1st Lesson, 2d Lesson, 3d Lesson and so on. Blackboard work and printed outlines with actual class illustrations are used in the lectures. The student is inducted into the entire process by which the child will be made ready for the next grade.
- B. FIRST READER WORK. 1. Aim First: To know words readily at sight. 2. Mode: (1) Print words at head of lesson; (2) Print part of each lesson before recitation; (3) Pronounce words at head of lesson rapidly forward, backward, across, by skips, alternately by teacher and pupil, by one pupil with class, &c. 3. Aim Second: To know what the words and sentences mean. 4. Mode: (1) Direct the pupils to tell what the lesson says; (2) Give a short account of places and things mentioned in the lesson; (3) Converse about the pictures, &c. 5. Aim Third: To read in the style and tone of good conversation. 6. Mode. Remark. It is not deemed necessary to enumerate farther.
- C. SECOND READER WORK. 1. Aim Fourth: The utterance of the elementary sounds of the language or "phonic drill." 2. Mode. 3. Aim Fifth: To train the voice in the elements of Expression; emphasis; inflection; modulation by pitch, force, rate and quality. 4. Mode. 5. Aim Sixth: To train in sentence making. 7. Mode. Remark. The script form of letter should be introduced for the Second Reader work.

INTERMEDIATE PERIOD.

- D. THIRD READER WORK. 1. Aim Seventh: To correct faults to which there is a common tendency: (1) Hesitation over familiar words and miscalling them; (2) Mispronunciation of recognized words; (3) Faulty enunciation; (4) Harsh and unnatural tones; (5) Vague conception of the meaning. 2. Mode for each of these. 3. Aim Eighth: To learn the value of diacritical marks and the use of a Dictionary. 4. Mode. 5. Aim Ninth: To classify and tabulate the Elementary Sounds. 6. Mode. 7. Aim Tenth: To cultivate a love for good literature. 8. Mode. Remark. All details of this work are outlined and exemplified.
- E. FOURTH READER WORK. Remark. It is not deemed necessary to sketch this work here. The aims of the previous Readers are developed more completely by the same modes, more rigidly applied. The drills are more exacting and the execution more effective.

ADVANCED PERIOD.

- F. FIFTH READER WORK AND ELOCUTION. The Aims and Modes are those used in the Normal school classes. See page 36.

 NUMBERS.

SECOND TERM.

- I. DISCUSSION OF THE CHILD'S MENTAL POWER OVER NUMBERS.
- II. SYSTEMS AND MODES, THEIR NAMES AND CHARACTERISTICS. 1. The Inductive; 2. The Synthetic; 3. Grube's; 5. Doty's; 5. The Eclectic.
- III. PRIMARY PERIOD.—First Steps. 1. The Eclectic Mode explained. 2. Its division into three series of lessons; (1) First Series: *a*. Development objectively of each of the first ten numbers and the notation of them by words and figures; (*a*) Mode; *b*. Addition within the limit of ten; (*b*) Mode; *c*. Subtraction; (*c*) Mode; *d*. Multiplication; (*d*) Mode; *e*. Division; (*e*) Mode; (2) Second Series: *a*. Development objectively of each of the numbers up to thirty; (*a*) Mode; *b*. Addition within the limit of thirty; (*b*) Mode, and so on for Subtraction, Multiplication and Division. (3) Third Series: *a*. Development by counting up to one hundred; (*a*) Mode; *b*. The nature of the Arabic notation; (*b*) Mode; *c*. Reading and writing numbers within one hundred; (*c*) Then Addition, Subtraction, Multiplication and Division within the new limit. The instruction in mode of teaching numbers is intended to leave no point unnoticed. The child's mind will be led to perceive numbers concretely, to conceive number abstractly, and to acquire skill in the four fundamental operations. The relatively few combinations in Addition, for example, are gradually secured and all

built into a tabular view. Drills to produce the power of rapid work are described. How to introduce practical problems for mental and written solution is taught, so that the child shall see the bearing of numbers upon his wants. Some suitable text book for aid to the teacher may be employed, but in no case to supplant oral instruction.

- IV. INTERMEDIATE PERIOD. The student is shown the proper change in mode to suit the growth in mental strength. Details cannot be given here. The notation is advanced to one thousand. Fractions are taught objectively, and the child by sense-perception apprehends the several processes of the reduction of fractions and the fundamental operations therein. The discreet use of a rudimentary Arithmetic is recommended.
- V. ADVANCED PERIOD. The systems and modes are those used in the Normal classes.

OBJECTIVE INSTRUCTION.

- I. DISCUSSION. 1. The place that Objective Instruction holds in the acquisition of knowledge: (1) Objects the first source of knowledge; (2) Their great variety and extent. 2. Faculties developed and disciplined: (1) Attention; (2) The Perceptive Faculties; (3) Language, spoken and written; (4) Reasoning faculties; (1) Discrimination; (2) Comparison: *a.* Classification: *b.* Generalization; 5. Memory. 3. Teacher's Preparation of lessons and objects: (1) Form a system of aims; (2) Select suitable objects; (3) Prepare sketch on each lesson. 4. Principles for conducting the lesson: (1) Obtain all the information you can from the pupils; (2) Give opportunity for finding some unknown property; (3) Give the term for the idea; (4) Make experiments, give illustrations, and produce from your own experience. 5. Fundamental Errors: (1) Words without ideas; (2) Matter beyond the comprehension of the child; (3) Much telling and little teaching; (4) Remaining too long on the concrete when the abstract may be given.

PRIMARY PERIOD.

- A. LESSONS ON COMMON OBJECTS. 1. Lessons on parts of objects: (1) List of objects suitable: (1) Mode. 2. Qualities of objects: (1) List of qualities to be developed and suitable objects; (2) Mode. 3. Uses and adaptation: (1) Mode. 4. Facts concerning some special objects: (1) Examples and illustrations. 4. Classification of many objects of the same general kind, as books: (1) Mode. 5. Principles for conducting such work. 6. How to make a sketch for a lesson.
- B. LESSONS ON FORMS. 1. On lines: (1) Straight; (2) Crooked; (3) Curved; (4) Waved; (5) Spiral; (6) Parallel; (7) Horizontal; (8) Vertical; (9) Oblique. 2. On Angles; 3. On Triangles; 4. On Quadrilaterals;

5. On Polygons; 6. On Solids. Each of the above divisions forms a series of lessons: lines, first series; angles, second series, etc. Modes are carefully given. In these lessons the notion of classification is carefully exemplified.
- C. LESSONS ON COLOR. 1. On the Primary Colors: (1) Resemblances and differences; (2) Naming Colors; (3) Idea of Standard Color. 2. On Secondary Colors. 3. On Harmony of Colors. 4. On Tertiary Colors. 5. On Hues, Shades and Tints. The same remark can be made here as under Form.
- D. LESSONS ON SIZE AND QUANTITY. 1. Lineal Measurement; 2. Capacity Measurement; 3. Weight Measurement. Objective work is calculated for this series, measuring and weighing. Tables may be taught here, but only as they are actually developed. The Metric System should be the only one introduced.
- E. LESSONS ON THE ELEMENTS OF SOME SCIENCES.
- I. PLANTS. 1. Leaves: (1) Form; (2) Structure; (3) Names; (4) Margin; (5) Venation, etc. 2. Stems; 3. Roots; 4. Branches; 5. Garden Vegetables: (1) Names; (2) Uses; (3) How Cultivated. 6. The Seeds of Plants. 7. The Grains: Wheat, Rye, Corn, etc. 8. Buds. 9. Flowers. Classification must be presented.
- II. ANIMALS. Space will not be taken to exhibit the system of these lessons. We think these two classible sciences are sufficient for the Primary Period.
- III. MISCELLANEOUS TOPICS, Suitable for the Primary and Intermediate Periods. The mere enumeration will be given here. Ancient Cities, Great Battles, Great Political Events, Great Artists, Great Orators, Great Musicians, Great Inventors, The Ocean, The Clouds, Volcanoes, Easy Experiments in Physics and Chemistry, the Human Body, How some things are made. Hints are given on the modes of treating these subjects and rendering them entertaining and profitable.
- F. KINDERGARTENING. The work in this subject is in the form of instruction as to the nature of it rather than the training in its practice. The gifts are all exhibited and the spirit of Kindergartening inculcated. Some parts of the work, the student will be prepared to do intelligently.

ELEMENTARY LANGUAGE LESSONS.

DISCUSSION RESPECTING LANGUAGE AND THE PAST MODES OF TEACHING IT. The true principle is Development of the Facts of Language and the Classification of those facts by the pupil. Principles must be discovered before memorized, etc.

INTERMEDIATE PERIOD. System and Mode. The lectures and practice present about fifty Language Lessons, each one having a special aim followed by a mode. As an example, one lesson is presented.

LESSON XIX. Aim:—To develop the the orthographical changes in nouns denoting more than one. Mode:—

FIRST STEP. Use the B. B. and slates. Direct the pupils to write a column of names, each denoting but one thing. Develop the meaning of the word *singular*. Cause the word to be written over the column. Ask "Why is this word placed at the head of the column?" The answer will be the basis of a definition for a singular noun. Fix the definition in the understanding and memory.

SECOND STEP. Cause another column of the same words, but each to denote more than one thing, to be written at the right of this first column. Develop the meaning of the word *Plural*. Cause the word to be written over the column and proceed as before.

THIRD STEP. Institute a comparison of the first word in the singular with the corresponding word in the plural. The letter *s*, for example, will be found to be the difference in the spelling. "What is the use of the *s*?" "To make the word denote more than one," is the answer. Mark all other words having *s*. Develop the rule:—"The letter *s* is added to some words to cause them to denote more than one thing." The development of *es* and *ies* is done in a similar way and the results reduced to a formal statement.

ADVANCED PERIOD. The system and modes in the Normal classes are the guides of the student for life work when he becomes a teacher.

GEOGRAPHY.

THIRD TERM.

I. GENERAL DISCUSSION OF SYSTEMS AND MODES. 1. The Analytic System; (1) A general survey of the globe as a whole; (2) Sub-division of land and water; (3) Sub-division of the land; (4) Of the water; (5) General consideration of each continent, form, contour, &c. (6) General consideration of any particular part. 2. The Synthetic system: (1) A small and easily comprehended space at the outset; (2) A gradual extension and increasing variety; (3) All thus learned to be true elements of geographical instruction. 3. The Combination System: (1) Commence with the synthetic as introductory; (2) Produce geographical concepts and finally more and more complicated relations; (3) Then the Analytic mode is introduced, commencing with the earth as a whole. 4. Constructive system: (1) Employ the

creative activity of the pupils; (2) Advance from general fundamental forms to more correct contours, and finally fill out with details of surface. 5. Map drawing. This is presented in several forms, planispheric, projection, geometric figures, model maps, skeleton maps, model drawing, mode by latitude and longitude.

PRIMARY PERIOD. By the same plan employed in subjects already presented, the modes of teaching Geography are explained. Each phase of the work is taken up, outlines are given and exemplifications produced. Lessons on position and place; mapping the school grounds; the cardinal points of the compass; the township; geographical concepts of island, cape, bay, river, &c.; imaginary journeys; animal, mineral and vegetable productions; information about leading industries; the location on the globe of the great land masses, and a few surface features of each; of the sea, and a few great indentations; of a few great cities. By the end of the Primary Period the whole field is brought into view as to its prominent features. These lectures require several weeks.

INTERMEDIATE PERIOD. The modes presented are in the line of: 1. Map Drawing; 2. Mathematical Geography; 3. Manipulation of the Tellurian and Planetarium to illustrate the phenomena of day and night, the moon's phases, the seasons and climate. Some appropriate text book should aid the teacher, but not supplant the oral instruction.

ADVANCED PERIOD. The modes by the Normal classes are to be used by the student in his own teaching.

LECTURES ON SCHOOL ADMINISTRATION.

- I. SCHOOL ORGANIZATION.** 1. Preparation: (1) Provide the necessary equipments for teaching; (2) Study well your system and plan; (3) Go a day or two in advance and remove obstacles, &c. 2. Provisions relating to order: (1) The first day's work: *a.* Calling to order; *b.* Entrance register; *c.* Trial examination; *d.* Remarks. 3. The seating. 4. Privileges. 5. Organization of classes. 6. The programme. 7. The management with regard to attendance and tardiness.
- I. SCHOOL GOVERNMENT.** 1. Objects of School Government. 2 School Regulations: 1. Principles concerning them; (2) Kinds of Regulations; *a.* Morals and manners; *b.* Conventional regulations of the school; (*a*) General regulations; (*b*) Special regulations. 3. The adoption of the regulations.
- III. INSTRUCTION IN MORALS.** 1. Remarks: (1) Moral Education paramount to all others; (2) Educational susceptibility of the Moral Power; (3) Deficiencies in home instruction; (4) Teacher must do

what he can. 2. System and Mode; (1) A general plan based on the Decalogue. Each commandment is taken up, its requirements inculcated and things forbidden pointed out. The plan is well elaborated and all the virtues and vices come up for discussion. Anecdotes and illustrations are recommended. Consequences of either class enforced on the attention. (2) A general plan based on selected virtues with their cognate vices: *a.* Truth; *b.* Purity of speech. *c.* Love; *d.* Good nature. *e.* Industry. *f.* Temperance; *g.* Politeness; *h.* Honesty; *i.* Integrity; *j.* Preferring one another; *k.* Courage; *l.* Heroism; *m.* Sympathy; *n.* Kindness to animals. *o.* Reverence for the Deity.

- IV. MEANS OF PREVENTING OFFENCES. 1. Secure good accommodations. 2. Strive to be a good teacher; (1) In scholarship; (2) In character; (3) In devotion to your school. 3. Good management. Principles underlying it. (Eleven are laid down). 4. Governing Forces. (1) Intellectual force; (2) Executive force: *a.* System and order; *b.* Energy; *c.* Vigilance; (3) Moral force; (4) Social force: *a.* Culture, no affectation; *b.* Companionship; *c.* Understanding of human nature. 5. Will force: *a.* Firmness; *b.* Self control; *c.* Self confidence. 6. Physical force.
- V. PUNISHMENTS. 1. The objects of Punishment; 2. The principles regulating the infliction of punishments. 3. The list of punishments; *a.* The improper; *b.* The proper or suitable; 4. The choice of a punishment. 5. Discussion of corporal punishment. 6. The remission of punishment.

LECTURES ON HOW TO STUDY.

- I. NARRATIVE AND DIDACTIC SUBJECTS. 1. Read carefully, get the idea; 2. Select the leading or central idea; 3. Make a synopsis of the lesson; 4. Obtain a vivid mental conception of the author's idea.
- II. SCIENTIFIC SUBJECTS. Proceed according to the 1, 2, 3 and 4 just given; 5. Fix the attention on the grammatical subject and predicate of the definitions and then detect the modifiers; 6. Get the pivotal words, the limitations and the extensions; 7. See the bearing of all experiments and illustrations; 8. Get possession of the thread of the generalizations and classifications; 9. Memorize the definitions.
- III. MATHEMATICAL SUBJECTS. 1. A careful reading; 2. A location of terms; 3. Seek for the relation between terms; 4. Discern the the deductive reasoning; 5. Collect in one view the entire argument.
- IV. GENERAL REMARKS AND COUNCIL. The design is to render these lectures as practical as possible, not only to aid the student in his study, but to aid him in guiding the study of his pupils.

REVIEWS.—The First Year's work is closed by reviews at the last of the Third Term.

The Science and Art of Teaching.

SECOND YEAR.

SCHOOL ADMINISTRATION.

FIRST TERM.

- I. PREPARATION FOR THE SCHOOL. 1. School Sites. 2. School Grounds. 3. School Houses. 4. School Furniture. 5. School Apparatus. 6. School Records.
- II. ORGANIZATION OF THE SCHOOL. 1. The Temporary Organization; (1) Its character; (2) Its features: *a.* Examination of pupils; *b.* Formation of classes; *c.* Construction of program. 2. The Permanent Organization: (1) Its character; (2) Its Features: *a.* School tactics and evolutions; *b.* Plan of school records; *c.* Granting of Privileges; *d.* Transaction of general business.
- III. GOVERNMENT OF THE SCHOOL. 1. The Elements of governing power. 2. School Regulations: (1) Principles concerning; (2) Kinds of; (3) Adoption of; (4) Enforcement of. 3. School Ethics: (1) The duties of pupils; (2) The offences of pupils. 4. School Retributions: (1) Rewards; *a.* Natural; *b.* Conferred; (2) Punishments: *a.* Principles concerning; (*a*) Objects of; (*b*) Their degree; (*c*) Bentham's principles; *b.* Kinds of punishments; (*a*) Judicious—enumerated; (*b*) Injudicious—enumerated; *c.* Corporal Punishment discussed; (*a*) Advocates; (*b*) Opponents; *d.* Spirit and Manner of Teacher in the infliction; *e.* Treatment after punishment; *f.* Detection of offenders. 5. Pardon; (1) Objects of; (2) Principles regulating. 7. Means of preventing offences; (1) Accommodations and management; (2) Moral education; (See lectures in First Year course); *a.* Moral knowing; *b.* Moral willing; *c.* Moral doing. 7. What constitutes an orderly school? (1) Correct views; (2) Incorrect views; (3) A true advance of public opinion. 8. Rights: (1) Of Parents; (2) Of School Officers; (3) Of Teachers; (4) Of Pupils. 9. Duties. (1) Of Parents: *a.* To their children; *b.* To teachers; *c.* To School Boards; (2) Of School Boards to each of the other parties; (3) Of Teachers; *a.* To themselves; *b.* To school property; *c.* To parents; *d.* To pupils.

SCIENCE OF TEACHING.

SECOND TERM.

- I. MENTAL PHILOSOPHY OR PSYCHOLOGY. A few introductory lectures. (See Third Year.)

- II. EDUCATION. 1. The several phases of definition; (1) Subjective; *a.* Physical; (*a*) Health; (*b*) Strength; (*c*) Beauty; *b.* Intellectual; (*a*) Knowledge; (*b*) Discipline; *c.* Moral, involving the Feelings and the Will; *d.* Aesthetic; (2) Objective—to meet the demands of existence. 2. General Principles of Education (Ten given.)
- III. CULTIVATION OF THE MENTAL POWERS. 1. Modes: (1) For the Presentative; (2) For the Reproductive or Memory; (3) For the Representative; (4) For the Elaborative; (5) Methods of the Elaborative power; *a.* Analysis; *b.* Synthesis; *c.* Deduction; *d.* Induction; *e.* Abstraction; *f.* Generalization. 2. Principles: (1) Derived from the nature of the mind; (2) From the nature of knowledge; (3) From the nature of intellectual activity. (Ten under each.)
- IV. COURSE OF STUDY. 1. Classification of the sciences. 2. Principles determining a course of study reaching through the University: (1) The General Principles relating to the demands of Childhood, Youth and Manhood. 3. The educational purpose and value; (1) Of a Mathematical course; (2) Of a Natural Science course; (3) Of a Language course; (4) Of a History course; (5) Of an Æsthetic course; (6) Of an Ethics course. 4. A discussion treating of the School, the College and the University.
- V. THE EMPLOYMENTS OF THE SCHOOL. 1. Study: (1) Objects of; (2) Condition for; (3) The art of securing attention: *a.* Considered in relation to memory; *b.* Rules for securing and cultivating attention; *c.* How weakened; *d.* Incentives of doubtful propriety; *e.* Proper incentives. 2. Recitation: (1) The objects of; (2) Requisites for. 3. Plans for conducting the Recitation: (1) Lectures; (2) Topics; (3) Catechization. 4. The Art of questioning; (1) The teacher in relation thereto; (2) General principles; (3) Kinds of questions: *a.* Suitable questions and their characteristics; *b.* Unsuitable questions.
- VI. GRADED SCHOOLS 1. Definition. 2. The number of grades. 3. The course of study for each grade. 4. The names of the grades. 5. The Principles regulating the grading. 6. Promotions. 7. Records and reports. 8. The study of a few typical city systems. 9. The duties of a city superintendent.

ART OF TEACHING.

THIRD TERM.

- I. SYSTEMATIC MODES. Remarks.—The nature of each science is considered, and the modes studied in the First Year reviewed and developed more critically. Especial attention is given to Modes for the sciences in their advanced stages. The principles of Psychology are intricately studied and applied.

SCHOOL LAWS.

- I. The School Laws of Iowa.
 II. General School Laws and Court Decisions.

THIRD YEAR.

PSYCHOLOGY.

FIRST TERM.

- I. INTRODUCTORY DISCUSSION. 1. The general nature of Philosophy. 2. Nominal and real definitions. 3. Classifications of the Philosophical sciences.
- II. PHENOMENAL PSYCHOLOGY. 1. Definition. 2. Terms employed.
- III. CONSCIOUSNESS. 1. Its general nature. 2. Its special conditions. 3. Its evidence and authority. 4. Classification of its phenomena.
- IV. THE PRESENTATIVE FACULTY. 1. External perception: (1) Distinction between sensation and perception; (2) Distinction between qualities of matter. 2. Self consciousness.
- V. THE CONSERVATIVE FACULTY. 1. Its relations to the other faculties. 2. The fact of retention. 3. Theories of acquired habits and dexterities, 4. Explanation of retention.
- VI. THE REPRODUCTIVE FACULTY. 1. Primary laws of reproduction: (1) The general: *a*. Laws of Possible reproduction; *b*. Of actual reproduction: (*a*) Repetition; (*b*) Redintegration; (2) The special: *a*. Of similars. *b*. Of contrast. *c*. Of coadjacency. 2. Secondary laws of reproduction. 3. Distinction between suggestion and reminiscence.
- VII. THE REPRESENTATIVE FACULTY. Imagination.
- VIII. THE ELABORATIVE FACULTY. 1. Primary acts of comparison. 2. Classification: (1) Collective notions; (2) Abstractions; (3) Generalization. 3. Judgment. 4. Reasoning: (1) Deductive reasoning: *a*. In comprehension; *b*. In extension; (2) Inductive reasoning: *a*. In comprehension; *b*. In extension.
- IX. THE REGULATIVE FACULTY. 1. The source of *a priori* cognitions. 2. The laws of non-contradiction. 3. Relativity. 4. The relations of Knowledge. 5. The relations of Existence.
- X. THE FEELINGS. 1. Definition of Pleasure and Pain; 3. The Feelings as causes; 3. The Feelings as effects.
- XI. THE CONATIONS. 1. Desires as blind and fatal tendencies to action. 2. Volitions, free tendencies to action. 3. The regulation of the will.
- XII. EXISTENCE IN GENERAL. 1. Axiom,—we have no knowledge of existence itself, but merely of its phenomena. 2. The two derived axioms.
- XIII THE EXISTENCE OF GOD. 1. Is the universe the creation of a free original Intelligence? 2. Is the universe governed by not merely physical laws but by moral laws? 3. Consequences from referring everything to the mechanism of nature.

PHILOSOPHY OF TEACHING.

SECOND TERM.

- I. DISCUSSION OF EDUCATION FROM THE STANDPOINT OF PHILOSOPHY.** It considers 1. Teaching: (1) Teaching defined; 2. The comparison of the equivalent word in Greek, in Latin, and in Anglo Saxon. 2. Training: (1) Defined; (2) Its relation to teaching.
- II. METHOD.** 1. Discussion. 2. It involves Systems, Methods of mental activity and Manner.
- III. SYSTEM.** 1. Definition; 2. Considers: (1) Forms of existence; (2) Forms of knowledge; (3) Contents of knowledge.
- IV. KNOWLEDGE.** 1. Definition; 2. Cause or source of knowledge; 3. Product or end: (1) Truth and science; (2) Discipline; 4. Truth defined; 5. Science defined: 6. Discipline; 7. Acquisition; 8. The Psychology of knowing: (1) The act of knowing; (2) Things to be known; (3) Thought. 9. Mental powers employed: (1) Discrimination; (2) Detecting identity; (3) Retention:—in general the activity of the cognitive faculties.
- V. METHODS OF MENTAL ACTIVITY.** 1. Induction: (2) Definition; (3) Kinds of induction: *a.* Complete; *b.* Incomplete; (3) Principle on which it is founded; 4. Discriminated from explanation, mathematical interpretation and repetition. 2. Views of several philosophers. (Deduction, Analysis and Synthesis are as fully treated.)
- VI. TERMS DEFINED AND DISCUSSED.** Thought, Judgment, Understanding, Intuition, Reason, Conception, Perception, Habit, Apprehension, Comprehension, A Principle, A Rule, Syllogism, etc.
- VII. THOROUGHNESS** 1. The phase of intension. 2. The phase of extension. 3. The converse term, Superficiality.

THIRD TERM.

- VIII. MEMORY.** Permanance of; 2. Limited in its growth; 2. Retains best from contrast; 4. Memory and "Cram;" 5. "Good Cram" and "Bad Cram" defined; 6. Examinations are tests; 7. Jevon's theories: (1) Intense cramming is real education; (2) Slow teaching compared with rapid; (3) Not desirable to remember things taught in school; (4) Business of education is to cram.
- IX. OBJECT TEACHING:** 1. Analysis of; 2. When valuable; 3. When possible; 4. Natural Science can be taught in this way; 5. Mathematics cannot; 6. Must be succeeded by thought; 7. Objects must be put aside in thought.
- X. ILLUSTRATIVE TEACHING:** 1. Based on Laws of Association; 2. Conception of, misunderstood; 3. Definition; 4. Differs from Analogy and Example; 4. Skill in the use of, very valuable.
- XI. METHOD, MODE AND MANNER:** Illustrations showing the nature of

each; 2. Method is Nature's law, hence there is only one method for teaching a subject; 3. Modes may differ, Manner generally does. 5. Singular misuse of these terms. 5. What is Nature's method?

XII. DISCOVERY OF METHODS IN A GIVEN SUBJECT. 1. The importance of a correct method; 2. Systems too prolix, diffuse or narrow; 3. Inquiries in discovering a method: (1) Nature of the subject matter to be taught; (2) Nature of the faculties arranged; (3) To what degree of power are they grown? (4) Determining in what quality and order the points shall be set before the faculties, i. e. System; (5) Invention of the Mode.

FOURTH YEAR.

SCIENCE OF EDUCATION.

FIRST TERM.

I. BEARINGS OF PHYSIOLOGY. II. BEARINGS OF PSYCHOLOGY. 1. Discrimination; 2. Retentive Faculty; 3. Similarity or Agreement; 4. Constructiveness; 5. Alternation and Remission of Activity; 6. Culture of Emotions; 7. Play of Motives from the Senses; 8. Play of Motives from the Emotions: (1) Emotion of Terror; (2) Social Emotion; (3) Anti-Social; (4) Emotion of Power; (5) Emotion of Self; (6) Emotions of Intellect; (7) Of Activity; (8) Of Fine Arts; (9) Ethical Emotions; (10) The Feelings Appealed to in Discipline; (11) Punishment; (12) The Discipline of Consequences; (13) The Emotion of Emulation. III. Principles relating to Authority. (Ten are given. IV. Education Values, the several sciences considered. V. The Value of the Classics. VI. Value of the Mother Tongue. VII. The New Curriculum. VIII. Moral Education. IX. Art Education. X. Educational Proportion. XI. The True Order of Studies: 1. The Heirarchy of the Sciences; 2. A Curriculum.

HISTORY OF EDUCATION.

SECOND TERM.

I. THE EDUCATION OF THE ANCIENT ASIATIC NATIONS, Egypt, Judea, Persia, Babylon, China, and Japan.
 II. THE EDUCATION OF THE GREEKS: 1. The Homeric period; 2. The period of the Law-givers; The period of the Schools of Philosophy, Socrates, Plato and Aristotle.
 III. THE EDUCATION OF THE ROMANS.
 IV. THE EDUCATION OF THE ARABS AND SARACENS. Influence of Mahommed.
 V. EDUCATION UNDER CHRISTIANITY: 1. Period of Constantine; 2. Period of Charlemagne. IV. Medieval Education: 1. The Universities of Italy; 2. The Universities of Spain; 3. The Influence of Chivalry. VII. The Progressive Movement of Education: 1. Asiatic

systems aimed at the subjection of the individual. 2. Greek and Roman systems aimed at the preparation of the individual for the State. 3. Christianity aimed at the elevation of humanity.

VIII. WRITERS ON EDUCATION: 1. Bacon; 2. Milton; 3. Locke; 4. Rousseau.

IX. PRACTICAL TEACHERS: 1. Ascham; 2. Montaigne; 3. Ratich; 4. Jacotot; 5. Comenius; 6. Basedow; 7. Pestalozzi; 8. Frœbel; 9. Dr. Arnold. 10. Horace Mann.

X EDUCATIONAL MOVEMENT OF THE PRESENT TIME: 1. Our great Schools; 2. The utterances of living teachers.

GENERAL STUDY AND REVIEWS.

THIRD TERM.

EXPLANATION. This term is chiefly devoted to general reading of Educational Literature, and the discussion in class of topics of the day; such as, Compulsory Education, Industrial Education, Effects of Illiteracy, Higher Education of Women, The Teacher's Status. Written reviews of one or more books on Education are required of each student. Of these may be mentioned: Pedagogics as a System, Rosenkrantz; Education, Herbert Spencer; American Institutions, DeTocqueville; School Management, Gill; Common School Education, Currie; The Philosophy of Education, Tate.

The Course closes with a Professional Thesis.

English Language and Literature.

FIRST YEAR.

ETYMOLOGY.

ONE-HALF OF FIRST TERM.

WORD ANALYSIS. 1. Sources of the language: (1) Latin prefixes and suffixes; (2) Latin roots and derivations therefrom; (3) Greek roots and derivatives; (4) Other elements. 2. Rules for spelling. 3. Synonyms. 4. All monthly examinations graded on spelling. Textbook, Swinton's Word Analysis.

GRAMMAR.

FIRST TERM.

- I. LETTERS. 1. Classification of letters of the alphabet. 2. Uses of capitals, and rules.
- II. PUNCTUATION. 1. Theory and rules for the uses of the different marks of punctuation. 2. Practice, special and in connection with nearly all language work.

III. ANALYSIS OF SENTENCES. 1. Elements of the sentence: (1) As to form; (2) As to office. 2. Classes of Sentences; (1) As to form; (2) As to use. 3. Classification and tabulation. 4. Relations of all the parts of the sentence given orally, as well as shown to the eye by diagrams. Text book, Reed and Kellogg's Higher Lessons.

SECOND TERM.

IV. PARTS OF SPEECH. 1. The several parts of speech have been gradually introduced during the previous term, but are now fully defined and classified. 2. Modifications: (1) Declension of nouns and pronouns; (2) Rules for forming plurals and possessives; (3) Conjugation of verbs; (4) Comparison of adjectives and adverbs. 3. Connectives. 4. Constructions of parts of speech discussed and classified, due attention being given to participles and infinitives; 5. False Syntax. Text book, Reed and Kellogg's Higher Lessons in English.

COMPOSITION.

THIRD TERM.

I. ESSAYS. 1. Principles of language. 2. The sentence, (1) Expanded; (2) Contracted; (3) Recast. 3. The paragraph. 4. Forming skeletons for essays. 5. Writing essays from skeletons. 6. Criticisms by pupils and teacher of skeletons and essays. 7. Elementary work with figures of speech. 8. Compositions at stated times each term, throughout the course.

II. LETTER WRITING. 1. Due attention by theory and practice, to form and style of different classes of epistolary composition. Text books, Reed and Kellogg's Higher Lessons in English, and Westlake's How to Write Letters.

SECOND YEAR.

LITERATURE.

FIRST TERM.

I. ENGLISH LITERATURE. 1. Origin and growth of the language. 2. Lives and literary labors of prominent English authors from the earliest time; (1) Special attention given to literary habits and methods of work; (2) Select portions read for oral and written criticism from the writings of standard authors, as Chaucer, Spencer, Shakespeare, Bacon, Milton, Dryden, Pope, Addison, Scott, Tennyson, &c.

SECOND TERM.

II. AMERICAN LITERATURE. 1. Prominent American authors discussed and treated as were English authors the previous term. 2. Considerable time devoted especially to syntactical analysis and

tracing words to their origin in the different tongues. Text books, Shaw's History of English Literature and Chambers' Cyclopaedia of English Literature.

THIRD YEAR.

RHETORIC.

FIRST TERM.

1. Invention: (1) Preparation of a frame-work; (2) Analysis of subjects; (3) Preparation of themes. 2. Qualities of style: (1) Perspicuity; (2) Energy; (3) Wit and Pathos; (4) Elegance. 3. Study of Authors and Composition. 4. Prosody: (1) Scansion; (2) Rhyme; (3) Classification of poetic writings. Text book, Reed and Kellogg's Rhetoric.

Mathematics.

FIRST YEAR.

ARITHMETIC.

FIRST TERM.

I. MENTAL ARITHMETIC.

II. WRITTEN ARITHMETIC. 1. Fundamental Principles: (1) Numeration: *a.* French method; *b.* English method. (2) Notation: *a.* Arabic; *b.* Roman; (3) Addition; (4) Subtraction; (5) Multiplication; (6) Division; (7) Expedients for explaining processes of carrying, borrowing, multiplying by partial products and long division; (8) Contractions in multiplication and division. 2. Properties of numbers: (1) Numbers divisible by 2, 3, 4, 5, 6, 7, 8, and 9: (2) Divisors: *a.* Common divisor; *b.* Greatest common divisor; (3) Multiples; *a.* Common multiple; *b.* Least common multiple. 3. Fractions—common fractions: (1) General principles of fractions; (2) Reduction of fractions; *a.* To higher terms; *b.* To lower terms; *c.* Mixed numbers to improper fractions; *d.* Improper fractions to mixed numbers; *e.* To a common denominator; (3) Addition, subtraction, multiplication and division of fractions; (4) Reduction of complex fractional expressions to their simplest form. 4. Decimals: (1) Enumeration and notation of decimals; (2) Reduction of decimals to common fractions; (3) Reduction of common to decimal fractions; (4) Addition, subtraction, multiplication and division of decimals; (5) Circulating decimals. 5. Denominate numbers; (1) Measures of extension: *a.* Linear,—uses—table; *b.* Square,—uses—table; *c.* Cubic,—uses—table; (2) Measures of capacity: *a.* Liquid, uses

—table; *b.* Dry, —uses—table; (3) Measures of weight: *a.* Troy,—uses—table; *b.* Apothecaries,—uses—table; *c.* Avoirdupois,—uses—table; (4) Measures of time—table; (5) Circular measure—table; (6) Measures of value—tables; (7) Miscellaneous measures—tables; (8) Reduction of denominate numbers: *a.* Reduction ascending; *b.* Reduction descending; (9) Denominate fractions; (10) Addition, subtraction, multiplication and division of denominate numbers; (11) Longitude and time; (12) Duodecimals. 6. Measurements; (1) Rectangular surfaces; (2) Government lands; (3) Rectangular solids; (4) Masonry; (5) Boards and timber; (6) Capacity of bins and cisterns. 7. Percentage: (1) Formulæ for percentage; (2) Applications of percentage: *a.* Profit and Loss; *b.* Commission; *c.* Simple interest; *d.* Annual interest; *e.* Compound interest; *f.* Discount; *g.* Bank discount; *h.* Savings bank account.

SECOND TERM.

ARITHMETIC—*Continued.* Applications of percentage continued: (1) Stocks; (2) Insurance; (3) Taxes; (4) Exchange: *a.* Domestic exchange; *b.* Foreign exchange; *c.* Arbitrators of exchange; (5) Custom House business; (6) Equations of payments and averaging accounts. 8. Ratio. 9. Proportion: (1) Simple Proportion; (2) Compound proportion. 10. Partnership. 11. Alligation: (1) Alligation alternate; (2) Alligation medial. 12. Involution,—analytic method of forming squares and cubes. 13. Evolution,—Geometrical explanation of square root and cube root. 14. Progressions: (1) Arithmetical progression; (2) Geometrical progression; (3) Annuities. 15. Mensuration. 16. Metric system of weights and measures

SECOND YEAR.

ALGEBRA.

FIRST TERM.

ALGEBRA. 1. Introductory work: (1) Algebraic signs and symbols; (2) Preliminary definitions, axioms and postulates; (3) Algebraic notation; (4) Addition, subtraction, multiplication and division of algebraic quantities; (5) Demonstration of theorems; (6) Factoring; (7) G. C. D. (8) L. C. M. 2. Algebraic fractions: (1) Reduction, addition, subtraction, multiplication and division of fractions; (2) Symbols for zero, infinity and indetermination; (3) Vanishing fractions. 3. Simple equations: (1) Equations containing only one unknown quantity,—problems; (2) Equations containing two or more unknown quantities; 4. Methods of elimination; *b.* Problems; (3) Indeterminate equations; (*a.*) Identical equations; (5) Problem of the couriers. 4. Powers and Roots: (1) Involution; (2) Evolution; (3) Radicals: *a.* Reduction, ad-

dition, subtraction, multiplication, division, involution and evolution of radical quantities; *b.* Fractional exponents; *c.* Imaginary quantities.

SECOND TERM.

ALGEBRA—Continued. 1. Inequations; 2. Equations of the second degree; (2) Incomplete quadratic equations; (2) Complete quadratic equations; (3) Recurring equations; (4) Binomial equations; (5) Problem of the lights; (6) Quadratic equations containing two or more unknown quantities. 3. Ratio. 4. Proportion. 5. Variation. 6. Progressions: (1) Arithmetical progression: *a.* Deducing formulæ; *b.* Problems; (2) Geometrical progression; *a.* Deducing formulæ; *b.* Problems; (3) Harmonical progression.

THIRD TERM.

ALGEBRA—Continued. 1. Permutations and combinations. 2. Indeterminate coefficients: (1) Expansion of fractions into series; (2) Decomposition of rational fractions. 3. The binomial theorem. 4. Differential method of series: (1) Finding first term of any order of differences; (2) Finding any term of the series; (3) Finding the sum of *n* termes. 5. Logarithms: (1) General properties of logarithms; (2) Principles of logarithms; (3) Logarithmic series; (4) Construction of Napierian logarithms; (5) Change from Napierian to Briggs' logarithms. 6. Theory of equations: (1) General discussion of equations; (2) Roots; (3) Equal roots; (4) Transformation of equations: (4) Sturmis theorem; (6) Horner's method of approximation; (7) Cubic equations; (8) Bi-quadratic equations.

THIRD YEAR.

GEOMETRY.

FIRST TERM.

GEOMETRY. 1. Recitation figures: (1) Definitions, axioms, postulates and symbols; (2) Perpendicular and oblique lines; (3) Parallel lines; (4) Triangles; (5) Quadrilaterals; (6) Polygons in general. 2. Circles: (1) Straight lines and circles; (2) Theory of limits; (3) Constructions. 3. Proportional lines and similar polygons: (1) Theory of proportion; (2) Proportional lines; (3) Similar polygons; (4) Constructions. 4. Surfaces: (1) Comparison and measurement of polygons; (2) Constructions.

SECOND TERM.

GEOMETRY—Continued. 1. Polygons and circles: (1) Regular polygons; (2) Passing from the regular polygon to the circle; (3) Constructions. 2. Planes and solid angles; (1) Lines and planes; (2) Dihedral angles. (3) Polyhedral angles. 3. Solids: (1) Prisms; (2)

Pyramids; (3) Polyhedrons; (4) Cylinders; (5) Cones. 4. The Sphere: (1) Sections and tangents; (2) Distances on the surface of the sphere; (3) Spherical angles; (4) Spherical polygons and pyramids: (5) Spherical surfaces; (6) Volume of the sphere.

THIRD TERM.

TRIGONOMETRY. 1. Logarithms: (1) Properties of logarithms; (2) Multiplication, division, involution, evolution and proportion by logarithms. 2. Plane Trigonometry: (1) Functions of arcs; (2) Trigonometrical tables; (3) Right triangles; (4) Oblique triangles; (5) Geometrical construction of triangles; (6) Trigonometrical formulæ; (7) Computation of trigonometrical tables. 3. Surveying: (1) Instruments for measuring angles, heights and distances; (2) Practical work in measuring heights and distances; (3) Practical field work in surveying; (4) Plotting a survey; (5) Computing areas; (6) Leveling.

FOURTH YEAR.

NAVIGATION AND SPHERICAL TRIGONOMETRY.

FIRST TERM.

- I. NAVIGATION. 1. Plane sailing; 2. Traverse sailing; 3. Parallel sailing; 4. Middle latitude sailing; 5. Mercator's sailing.
- II. SPHERICAL TRIGONOMETRY. 1. Right spherical triangles; 2. Napier's circular parts; 3. Oblique spherical triangles; 4. Trigonometrical formulæ; 5. Sailing on an arc of a great circle.

SECOND TERM.

ANALYTICAL GEOMETRY. 1. Application of Algebra to Geometry; 2. Construction of equations. 3. The point and the straight line. 4. The Circle. 5. The Parabola. 6. The Ellipse. 7. The Hyperbola. 8. Algebraic curves. 9. Transcendental curves.

BOOK-KEEPING.

- I. DOUBLE ENTRY. 1. Theory: (1) Day Book, with methods of writing it up; (2) Journal, with four rules for journalizing; (3) Ledger, posting and closing; (4) Checking off; (5) Trial Balance; (6) Balance Sheet; (7) Individual and Partnership business; (8) Discounts; (9) Notes; (10) Drafts; (11) Shipments; (12) Consignments; (13) Merchandise Companies; (14) Journal-Day Book and Day-Book Journal; (15) Auxiliary books. 2. Art: (1) Working four memoranda from Bryant & Stratton's, and four from "The National Accountant," the last set in Six Column Journal; (2) Writing up the principal auxiliary books; Writing business papers.

II. SINGLE ENTRY. Work one set.

III. CHANGING SINGLE TO DOUBLE ENTRY.

No text book in theory is used, the matter is learned from dictations.

Art.

READING.

- I. PRONUNCIATION. 1. Definition. 2. Divisions: (1) Articulation; (2) Accent; (3) Sounds; (4) Letters; (5) Diacritical marks; (6) Syllables; (7) Words; (8) Digraphs; (9) Trigraphs; (10) Diphthongs; (11) Double consonants; (12) Combinations; (13) Exercises to secure precise, forcible expression.
- II. ACCENT. 1. Definition. 2. Kinds: (1) Primary; (2) Secondary.
- III. EMPHASIS. 1. Definition based on derivation of the word. 2. Kinds: (1) Absolute; (2) Antithetic; (3) Cumulative. 3. Methods of Application, eight.
- IV. INFLECTION. 1. Kinds: (1) Rising; (2) Falling; (3) Circumflex. 2. One rule. 3. Uses. 4. Vary the pitch.
- V. PITCH. 1. Monotone. 2. Varied: (1) Medium; (2) High; (3) Low. 3. Melody. 4. Transitions.
- VI. RATE. 1. Kinds. (1) Medium; (2) Rapid; (3) Slow.
- VII. FORCE. 1. Kinds: (1) Medium; (2) Energetic; (3) Suppressed. 2. Applications: (1) Sustained; (2) Medium to Energetic; (3) Energetic to Medium; (3) Medium to Energetic and to Medium again; (5) Energetic to Medium and to Energetic again; (6) Explosive; (7) Wave.
- VIII. QUALITY OF VOICE. 1. Kinds: (1) Pure; (2) Orotund; (3) Guttural; (4) Pectoral; (3) Aspirate; (6) Nasal; (7) Tremor; *a*. Plaintive; *b*. Joyous; (8) Falsetto; (9) Stammering.
- IX. STYLES OF READING. 1. Conversational. 2. Descriptive. 3. Didactic. 4. Oratoric. 5. Poetic. 6. Dramatic. 7. Pathetic. 8. Heroic. 9. Humorous. 10. Affected. 11. Natural.
- X. VOCAL GYMNASTICS. 1. Exercises in position. 2. Personation. 3. Exercises in respiration. 4. Exercises in methods of Articulation and Pronunciation. 5. Exercises in inflection, pitch, rate, force, and qualities of voice.
- XI. ANALYSIS. 1. Words by sound: (1) Vocals; (2) Subvocals; (3) Aspirates; (4) In combination. 2. Words by syllables. 3. Words and sentences backwards. 4. Of selections, meaning of authors, reader not to create but interpret thought.

XII. GESTURES. 1. Curves: (1) Right hand, first, second, third; (2) Left hand, first, second, third; (3) Both hands, first, second, third. 2. Movements of body, feet, head, eyes. 3. Passions. 4. Attitudes. 5. Grace and strength.

XIII. METHOD OF CONDUCTING CLASS. 1. Preparation to come out. 2. Rise and stand in aisles. 3. March to recitation seats and stand, books aside. 4. Drill: (1) Position; (2) Breathing; (3) Sounds; (4) Pronunciation; (5) Dictate a selection. 5. Sit. 6. Promiscuous individual reading: (1) As a mental act; (2) Expressed orally. 7. Blackboard exercise. 8. Criticisms of the blackboard exercise. 9. Assign next lesson. 10. Dismiss.

Randall's and Cathcart's text books are used.

PENMANSHIP.

I. THEORY: Position; of body, feet, arms, fingers, books. Movements; whole arm, half arm, fingers, combined. Slant; main 52° , connective 30° . Elements; straight line, right curve, left curve, double curve. Principles; (Spencerian System.) Letters; principles, height, shade, spacing, make.

II. ART. 1. Writing two columns each day; skip middle columns first time through, to be filled after the side columns are written; the contrast shows improvement, which the teacher per cents and records. The whole class writes together the same book, the same column, the same line; teacher names the line by counting. 2. Writing on blackboard alternate days, or one-half the class in books, the other on blackboard daily at the same time. This requires an assistant.

III. CLASS DRILL. Speak the word *position* and pupils sit back with arms folded; quiet, rest. Distribution of books and pens. Teacher counts *one*, and pupils take position of body; *two*, position of feet; *three*, open books and take position of arms; *four*, take pens. Here the teacher explains and illustrates the copy upon blackboard; pupils study both book and board, and fix definite conceptions of what is to be made. *Five*, pupils take ink; *six*, they write. Teacher then names the lines to be written in order.

To close the class count *one*, pupils wipe pens; *two*, place pens and close ink wells; *three*, close books; *four*, position, arms folded as at beginning. The pens are collected in boxes by monitors. The books are passed from desk to desk, commencing at one side and coming in piles to the other side of the room. The rear pupil rises, takes the pile upon his desk and steps forward, the other pupils lay their piles upon his *crosswise*, and they are brought to the teacher's desk and locked away. To-morrow they are distributed in reverse order.

DRAWING.

I. INTRODUCTION; 1. Definition. 2. Advantages: (1) Educational; (2) Industrial; (3) Practical.

II. MATERIALS.

III. MODES: 1. Slate work; 2. Blackboard work; 3. Paper work.

IV. SUBJECTS AND METHODS. 1. One Hundred Dictation Exercises in lines, geometric figures, and simple objects; free hand; pupils with slates and pencils, teacher at blackboard with crayon. Inventions; the best may be transferred to paper.

2. Graceful curves, a book of Fifty Pictures, one hundred efforts on the part of pupils; first lead pencil work; semi-free hand; flat copies of attractive objects.

3. The Ellipse, a book of Fifty Pictures, development of pleasing objects on this geometric figure; semi-free hand; sketch, strengthen erase, restore; first ideas of light and shade; objects from nature and art. 4. Model and object drawing. 5. Projection and Mechanical Drawing. 6. Perspective, linear and shaded, terms, kinds, rules, &c. 7. Crayon work, particularly heads and faces. 8. Sketching. 9. India ink work with pen and brush.

Every student at blackboard daily. Each lesson repeated on blackboard. Students become skillful and rapid in work and illustration.

Books used, Hull's and Smith's.

Geography.

FIRST YEAR.

DESCRIPTIVE.

FIRST TERM.

I. MAIN DIVISIONS OF GEOGRAPHY. Mathematical. (1) The Earth: *a*. Position; *b*. Form: (*a*) Proofs of rotundity and exact shape; *c*. Size; *d*. Motions: (*a*) Proof of rotation; (2) The seasons; (3) Zones; (4) Surface Measurements. 2. Physical; (1) Land: *a*. Contour-forms: (*a*) Definitions and illustrations: *b*. Relief-forms; (2) Water: *a*. Sub-divisions of ocean; *b*. Inland; (3) Climate: *a*. General law and modifications in distribution of heat; (4) Life: *a*. Kinds; *b*. Conditions; *c*. Zones. 3. Political: (1) Races: *a*. Characteristics; *b*. Types; *c*. Comparative numbers; (2) States of society; (3) Nations; (4) Religions; (5) Government: (6) Political divisions.

II. STUDY OF THE CONTINENTS. I. Each of the Continents is studied by a common outline, indicated under North America, and mapped in

the order developed. Begin with South America. 2. North America as a whole: (1) Mathematical Geography: *a.* Position: (*a*) In hemisphere; (*b*) Boundaries; (*c*) Latitude and longitude; *b.* Outline: (*a*) Mathematical figure; (*b*) Indentations; *c.* Extent: (*a*) Relative; (*b*) Area; (*c*) Dimensions; (2) Physical Geography: *a.* Coast-line; (*a*) Peninsulas; (*b*) Isthmuses; (*c*) Capes; (*d*) Islands; (*e*) Seas; (*f*) Gulfs or Bays; (*g*) Straits; *b.* Relief: (*a*) Axes of Continent; (*b*) Central depression; *c.* Inland waters: (*a*) Lakes; (*b*) River systems; (3) Political Geography: *a.* Countries; *b.* Races; *c.* Religions; *d.* Forms of government; *e.* Capital cities, etc. 3. Each country is studied in a similar way, beginning with the United States. 4. Outlines and maps of the States and territories. 5. A thorough study of Iowa indicated by the following heads: (1) Position; (2) Surface; (3) Soil; (4) Rivers; 5 Minerals; (6) Industries; (7) Railroads; (8) Cities; (9) Counties; (10) Schools; (11) Charitable and penal institutions, etc. 6. Maps of each of the Continents and Iowa are required to be drawn upon suitable paper, two of which shall be large enough for use in the school-room. These in whole or part, together with the States and Territories are frequently placed upon the blackboard from memory. Construction lines are used only in the Continents and Iowa.

PHYSICAL.

FIRST TERM.

- I. THE EARTH AS A WHOLE. 1. Position: (1) In Universe; (2) In Solar System. 2. A farther discussion of form, motions, etc. 3. Terrestrial magnetism. 4. Internal heat: (1) Thermal springs: *a.* Geysers; (2) Artesian wells; (3) Mines; (4) Volcanoes; (5) Earthquakes.
- II. THE LAND. 1. Continents: (1) Horizontal forms: *a.* General figure; *b.* Outlines; (2) Vertical forms: *a.* Elevations in mass: (*a*) Plains; (*b*) Plateaus; *b.* Linear elevations; (*a*) Mountains; (*b*) Valleys; (3) Structure of each Continent: *a.* Axes; *b.* Central depression; (4) Laws of relief; 2. Islands: (1) Continental: *a.* Size; *b.* Character of soil and rocks; (2) Oceanic: *a.* Volcanic; *b.* Coral.
- III. THE WATERS. 1. Continental: (1) Rivers: *a.* Sources: (*a*) Springs; *b.* Glaciers; *b.* Erosion, transportation and deposit; *c.* Deltas; *d.* Rapids and cataracts; (2) Lakes; (3) Drainage of each Continent: *a.* Main water-shed: (*a*) Hydrographical centers; *b.* River-systems: (*a*) Basin; (*b*) Tributaries. 2. The Sea: (1) Composition of water; (2) Life; (3) Oceans: *a.* Basins and beds; *b.* Movements: (*a*) Waves; *b.* Tides; (*c*) Currents.

SECOND TERM. (ONE-HALF.)

- IV. THE ATMOSPHERE. 1. Relation to other elements. 2. Weight and density. 3. Height. 4. Relation to organic life. 5. Climate: (1) Astronomical; (2) Physical. 6. The winds: (1) Causes; (2) General classes of currents; (3) Wind belts: *a.* Modifications in: (*a.*) Monsoons; (*b.*) Land and sea breezes; (*c.*) Northeasters, etc.; (*d.*) Oscillations of; (4) Revolving storms. 7. Distribution of vapor in the atmosphere; (1) Humidity of air: *a.* Possible; *b.* Absolute; *c.* Relative; (2) Clouds: *a.* Kinds; *b.* Formation, etc.; (3) Condensation: *a.* Rain in different latitudes; *b.* Rain-fall of each Continent; *c.* Snow; *d.* Glaciers.
- V. LIFE UPON THE EARTH. 1. The influences of physical agencies upon vegetable and animal life, and upon the history of Nations. 2. In all of the work, maps, topical outlines and illustrations are required daily.

History.

FIRST YEAR.

UNITED STATES.

SECOND TERM.

- I. ABORIGINES. 1. Mound-builders and Indians.
- II. DISCOVERIES, EXPLORATIONS AND SETTLEMENTS. Tables and Map.
- III. COLONIAL PERIOD. 1. The settlement of each colony is outlined under Time, Colonists, Government and Events, and the most important events are sketched according to a common form. 2. Relations with England: (1) Forms of colonial government; (2) Infringements on commerce; (3) European wars which affected the colonies. 4. Trace the growth of American institutions, &c., &c.
- IV. THE REVOLUTIONARY PERIOD. 1. Causes of the war: (1) Real: *a.* Origin and character of the Colonists; *b.* Right of arbitrary government claimed by England: (*a.*) Proved from colonial history; (2) Immediate; *a.* Taxation and other obnoxious measures without representation. 2. Campaigns and events studied by years and places located on maps. 3. Results of war. 4. Articles of Confederation. 5. Origin and adoption of the Constitution.
- V. PERIOD OF NATIONALITY. 1. Short sketches of the presidents and most prominent men. 2. Organization of the government under the constitution. 3. Political parties. 4. National banks. 5. Trouble with France. 6. Slavery: (1) Prohibition of the foreign trade; (2) Missouri Compromise; (3) Omnibus bill; (4) Kansas-Nebraska bill;

(5) Underground Railroad; (6) John Brown raid; (7) Dred Scott Decision, &c. 8. Acquisition of Territory. 9. Public Lands. 10. War of 1812. 11. Protective Tariff. 12. Mexican War. 13. Inventions, &c., &c.

THIRD TERM.

VI. PERIOD OF NATIONALITY—*Continued.* 1. War of the Rebellion: (1) Secession of States; (2) Fall of Sumter; (3) Attitude of foreign nations: *a.* England; *b.* France; *c.* Russia; (4) Principal campaigns of each year; (5) Introduction of Greenbacks; (6) Emancipation Proclamation; (7) Draft riot in New York, &c. 2. Reconstruction Policies: (1) Of President; (2) Of Congress. 3. Alabama claims. 4. Pacific Railroad, &c.

VII. CONSTITUTION OF THE UNITED STATES.

VIII. CONSTITUTION AND LAWS OF IOWA.

SECOND YEAR.

ANCIENT AND MEDIÆVAL.

SECOND TERM (ONE-HALF.)

I. ANCIENT. 1. A general view of history: (1) Definition; (2) Kinds: (3) Aids; (4) Divisions. 2. Ancient Geography. 3. Egypt: (1) Historical Outline: *a.* Antiquity; *b.* Race; *c.* Geography; *d.* Sources of information; *e.* Chronologic Periods; (2) Civilization; *a.* Population; *b.* Government; *c.* Religion; *d.* Caste; *e.* Arts; *f.* Cities; *g.* Monuments. 4. Assyria. 5. Phenicia. 6. The Hebrews. 7. The Hindoos. 8. The Persians. (The outline following Egypt applies to the succeeding topics). 9. Ancient Commerce. 10. Grecian History: (1) Legendary: *a.* Principal Heroes; (*a*) Hercules; (*b.*) Theseus; (*c*) Achilles, &c.; *b.* Main Legends; *x*) Theban Cycle; (*b*) Argonautic Expedition; (*c*) Siege of Troy; (2) Authentic: *a.* Rise of Sparta; *b.* Rise of Athens; *c.* Persian Wars; *d.* Age of Pericles; *e.* Macedonian Supremacy; *f.* Government; *g.* Literature; *h.* Social Customs, &c.

THIRD TERM.

II. ANCIENT AND MEDIÆVAL. 1. Roman History. (Time and treatment similar to that of Grecian History.) 2. The Byzantine Empire. 3. Charlemagne. 4. England, France, Italy and Germany through the Middle Ages. 5. The Feudal system. 6. The Crusades. 7. Chivalry. 8. The Church. 9. The Saracens. 10. The intellectual History of Europe during the dark ages and period of revival.

THIRD YEAR.

MODERN.

SECOND TERM.

- I. MARATIME DISCOVERIES. 1. Extent. 2. Effect on Europe.
- II. SPAIN. 1. Charles I. 2. Phillip II.
- III. ENGLAND. 1. Henry VII. 2. Age of Elizabeth. 3. The Commonwealth. 4. Revolution of 1688. 5. Period of the Georges. 6. England under Queen Victoria. 7. Scotland and Ireland. 8. Colonial Empire.
- IV. THE RISE OF THE DUTCH REPUBLIC AND THE THIRTY YEARS' WAR.
- V. FRANCE. 1. Civil and Religious War. 2. Age of Louis XIV. 3. The Revolution, Consulate and Empire. 4. The Franco-Prussian War.
- VI. THE BEGINNINGS OF PRUSSIA AND RUSSIA.

Science.

FIRST YEAR.

PHYSIOLOGY.

THIRD TERM.

- I. ORGANISMS: Animal, vegetable; differences, resemblances, etc.
- II. THE CELL: Kinds, form, structure, office, methods of multiplying.
- III. TISSUES: Kind, how formed, where found, characteristics, etc.
- IV. MEMBRANES: Kinds, structure, location, uses, names, etc.
- V. THE SKELETON—BONES AND JOINTS: Origin of bone, histology, number, shape, names, uses, breaking and healing.
- VI. DIGESTION: Organs, object, processes—chemical and mechanical, food and cooking, hygiene.
- VII. ABSORPTION: The skin, lacteals, lymphatics, venous capillaries.
- VIII. RESPIRATION: Organs—their function and how accomplished, oxygen, carbonic acid, nitrogen, hydrogen, change in the blood.
- IX. CIRCULATION: Blood, the heart, arteries, capillaries, veins, etc.
- X. ASSIMILATION AND BODILY HEAT: Building up tissue, tearing down tissue, oxygen, carbonic acid, etc.
- XI. NERVOUS SYSTEM: Kinds of matter and functions of each, cerebrum, cerebellum and connections, medulla oblongata, divisions and extension, nerves, sympathetic system, etc.
- XII. SPECIAL SENSES: Minute structure, functions, health, etc., with black-board drawings in colored crayons.

Students learn to draw the human body, organs in place and separately, and illustrate all instruction.

The subject is also studied from a skeleton, and by dissections and vivisections. The books used are Duglison's and Cutter's.

SECOND YEAR.

BOTANY.

THIRD TERM.

- I. STUDY OF THE ROOT: 1. Kinds; *a.* Primary, *b.* Secondary. II Study of the Stem: 1. Kinds; *a.* Above Ground; *b.* Under Ground III. Study of the Leaves: 1. Kinds: *a.* Simple; *b.* Compound. IV. Venation. V. Phyllotaxis. VI. Vernation. VII. Inflorescence: 1. Forms. VIII. Aestivation: 1. Forms. IX. Floral Organs. X. Floral Envelopes. XI. Essential Organs: 1. Stamens; 2. Pistils. Fruit: 1. Kinds: *a.* Simple; *b.* Aggregate; *c.* Multiple. XIII. Seed. XIV. Growth of Exogens. XV. Growth of Endogens. XVI. Vegetable Cells. XVII. Vegetable Tissue. XVIII. Fertilization: 1. Of Phænogams; 2. Of Cryptogams. XIX. Plant Action: 1. Absorption; 2. Circulation; 3. Respiration. XX. Analysis of ten or fifteen Plants in class. XXI. Written description of twenty Plants. Herbarium collected the last few weeks of the term.

THIRD YEAR.

PHYSICS.

FIRST TERM (LAST HALF).

- I. MATTER. 1. Properties, Universal and Specific. 2. The states of matter. 3. Phenomena connected with adhesion.
- II. MECHANICS OF SOLIDS. 1. Newton's Laws of Motion. 2. Work and Energy. 3. Composition and Resolution of Forces. 4. Gravity and Equilibrium. 5. Falling Bodies. 6. The Pendulum. 7. Machines.
- III. MECHANICS OF FLUIDS. 1. Pascall's Laws of Pressure. 2. Equilibrium of Liquids 3. Buoyancy of Liquids. 4. Specific Gravity. 5. Theorem of Torricelli. 6. Water Power. 7. Pneumatics. 8. Torricelli's experiment. 9. The Barometer.
- IV. SOUND. 1. Theory of Undulations. 2. Origin of Sound. 3. Propagation of Sound. 4. Quantity, quality and intensity of sound. 5. Velocity of sound. 6. Resonance. 7. Musical Instruments. 8. The principles of Harmonics.

SECOND TERM.

- V. HEAT. 1. Theory of Heat. 2. Effects of Heat; (1) Expansion; (2) Measurement of Temperature; (3) Change of state; *a.* Tension; *b.* Vaporization; *c.* Solidification; *d.* Condensation. 3. Relations between Heat and Work. 4. Distribution of Heat: (1) Conduction; (2) Convection; (3) Radiation and Absorption.
- VI. LIGHT. 1. The Wave Theory. 2. Bodies classified in their relation to sight. 3. Radiation. 4. Reflection. 5. Refraction. 6. Disper-

sion. 7. Diffraction. 8. Lenses and Optical Instruments. 9. Mirrors. 10. Color. (1) Theory of Color; (2) Colors produced: *a.* By Absorption; *b.* By interference; *c.* By Polarization; (3) Phosphorescence; (4) Conversion of radiant energy into sound.

VII. ELECTRICITY. 1. Frictional Electricity in all its branches. 2. Magnetism. 3. Voltaic electricity: (1) Ampere's Law; (2) Theory of Quantity and Intensity. 4. Electro-Magnetic Induction. 5. Telegraphy. 6. Magneto-Electricity. 7. Transmission of Power. 8. Electro-Thermal Action. 9. Radiant Matter. Remark: A very respectable apparatus for Physics has been collected, and illustrative experiments are given throughout the course.

CHEMISTRY.

THIRD TERM.

- I. DOMAIN OF CHEMISTRY. 1. Definitions. 2. Organic and Inorganic Bodies. 3. Discussion of the seven forces. 4. Chemism. 5. Characteristics of Chemical and Physical changes.
- II. THE ATOMIC THEORY. The crith and microcrith.
- III. MOLECULES. 1. Their weight. 2. Their magnitude. 3. Their motion. 4. Laws of chemical combination.
- IV. THE NOMENCLATURE OF CHEMISTRY.
- V. THE ELEMENTARY SUBSTANCES. 1. Their symbols. 2. Atomic weights. 3. Atomicity. 4. Quantivalence.
- VI. CHEMICAL REACTIONS. 1. Theory of. 2. Experiments. It is sufficient to say that the experiments are many, and suited to Elementary Chemistry. The reactions are found, and the chemical equation always required. Problems for solution are given embodying the principles of molecular weight and quantivalence.
- VII. THE THEORY OF COMBUSTION. 1. Ordinary Combustion. 2. Spontaneous Combustion. 3. Explosives: (1) Gunpowder; (2) Nitro-Glycerine 3 Gun Cotton.
- VIII. THE THEORY OF FERMENTATION. 1. Alcoholic Fermentation. 2. Acetic Fermentation. 3. Lactic Fermentation. 4. Bread Raising. 5. Putrefaction.
- IX. COOKING. 1. Objects of. 2. Cooking the starch food. 3. Cooking the Albuminoids. 4. Bread baking.
- X. SAPONIFICATION AND WASHING.
- XI. VEGETABLE GROWTH. 1. Relations of the Animal and Vegetable kingdoms. 2. Fertilizers of Soil.
- XII. ELECTRO-CHEMICAL THEORY.
- XIII. ISOMERISM.

FOURTH YEAR.

ZOOLOGY.

FIRST TERM.

- I. GENERAL VIEW OF ANIMAL KINGDOM. 1. Distinctions between animals and Plants. 2. Principles of classification.
- II. BRANCHES OF SUB-KINGDOMS. 1. These are studied in the order of their development, beginning with Protozoans. 2. Classes of each sub-kingdom considered as to their morphology, physiology, neurology, embryology and distribution. 3. Notice taken of Chalk and Oolitic limestone formations, Sponges of commerce, Structure of a Coral polyp, &c. 4. Insects preserved and mounted. 5. Vertebrates: (1) Common structure; (2) Fishes, Batrachians and Reptiles; (3) Classification of Birds. (4) Study of a few of the common species of mammals; (5) The development of the different organs and powers traced through the eight sub-kingdoms; (6) Illustrations used and specimens examined with the aid of the microscope.

ASTRONOMY.

THIRD TERM.

- I. THE HEAVENLY BODIES. 1. Apparent Motions. 2. Ptolemaic and Copernican Systems. 3. General View of the Solar System.
- II. THE SUN. 1. Its Distance, Volume and Mass. 2. Telescopic Appearance. 3. Heat of. 4. Elements in. 5. Influences of.
- III. THE EARTH. 1. Figure and Size, Proof of. 2. Latitude and Longitude. 3. Problems on Globe. 4. The Ecliptic and Precession. 5. Day and night. 6. Time: (1) Solar and Sidereal day; (2) Equation of Time.
- IV. THE MOON. 1. Its Distance, Volume and Mass. 2. Rotation. 3. Atmosphere. 4. Selenography.
- V. THE PLANETS. 1. The Inferior Planets. 2. The Superior Planets. 3. Mutual Attractions of the Planets.
- VI. ECLIPSES. 1. Solar and Lunar; 2. Number of; 3. Phenomena.
- VII. COMETS.
- VIII. THE STARS. 1. Parallax and Distance; 2. Constellations; 3. Problems for Celestial Globe; 4. Spectrum Analysis.
- IX. NEBULÆ. Nebular Hypothesis; 2. Structure of the Universe.

MORAL SCIENCE.

FIRST TERM.

- I. THEORETICAL ETHICS. 1. Moral Action: (1) Defined: (2) Requisites; (3) Quality resides where. 2. Conscience: (1) Authority of; (2) Cultivation of; (3) Imperfection and insufficiency of. 3. Virtue. 4. Hap-

- piness. 5. Natural Religion: (1) Effects of; (2) Relation to revelation. 6. Revelation; (1) Object; (2) Necessity.
- II. PRACTICAL ETHICS. 1. Piety; (1) Importance; (2) Duties involved; virtue, worship, service. 2. Morality: (1) Rights; *a.* Personal liberty—physical, intellectual, and religious; *b.* Property; *c.* Reputation; (2) Duties: *a.* Truth; *b.* Purity; *c.* Aid to society, social and civil; *d.* Benevolence: (*a.*) To the unfortunate, (*b.*) To the injurious, (*c.*) To brutes.

LOGIC.

THIRD TERM.

GENERAL LOGIC. 1. Intuitions: (1) Classes; (2) Conditions; (3) Thoughts. 2. Fundamental laws of thought. 3. Concepts: (1) Classes; (2) Extension and comprehension; (3) Notation of extensive concepts. 4. Judgments: (1) Classes; (2) Principles of expression; (3) Opposition; (4) Conversion. 5. Arguments: (*a.*) Immediate Arguments; (*b.*) Mediate Arguments: (1) Syllogisms; (2) Laws warranting the conclusions; (3) Formal fallacies; (4) Figure; (5) Mood; (6) Reduction: (*a.*) Direct reduction; (*b.*) Indirect reduction; (7) Classes of Syllogisms: (*a.*) Dictum of Aristotle; (*b.*) Hypothetical syllogisms; (*c.*) Disjunctive syllogisms; (*d.*) Dilemmatic syllogisms; (*e.*) Enthymemes; (*f.*) Prosyllogisms and episyllogisms; (*g.*) Sorites; (*h.*) The epichirema; (*i.*) The unfigured syllogism; (8) The *reductio ad absurdum*; (9) The exhaustive method; (10) Induction: (*a.*) Logical Induction; (*b.*) Mathematical induction. 6. Doctrine of method: (1) Definition; (2) Division; (3) Analysis; (4) Argumentation. 7. Modified logic: (1) Truth and error; (2) Investigation; (3) Observation and experiment; (4) Hypothesis; (5) Real induction; (6) Analogy. 8. Fallacies: (1) Assumptions; (2) Sophisms; (3) Abberancies.

FOURTH YEAR.

POLITICAL ECONOMY.

SECOND TERM.

- I. PRODUCTION: 1. Form of; 2. Division of Labor: (1) Advantages; (2) Limitations of; (3) Disadvantages. 3. Capital and Labor.
- II. EXCHANGE. 1. Principle of Trade; 2. Obstructions to Trade; 3. Balance of Trade; 4. Barter and Forms of Currency; 5. Money; 6. Discussion concerning Credit, Currency and Mixed Currency; 7. Mercantile Currency; 8. Evidences of debt.
- III. DISTRIBUTION. 1. Wages, Laws of; 2. Labor Combinations; 3. Profits; 4. Interest; 5. Rent; 6. Principles of Taxation; 7. On the Laws of Inheritance and Bequest.

- IV. CONSUMPTION. 1. Consumption the use of Wealth; 2. Luxurious Consumption; 3. Charity and Poor Laws; 4. Economy of Public Education; 5. Population; 6. Immigration—Chinese Immigration; 7. Right and Wrong use of Wealth.

Music.

THE PIANO FORTE.

FIRST YEAR.

FIRST TERM.

Exercises in Reading Notes. Finger Exercises and Scales, Czerny's First Lessons for the Piano, Two Books, Op. 803.

SECOND TERM.

Plaidy's Technical Studies, Sections I, II, III. Kohler's First Studies for the Piano, Book I. Burgmuller's Studies, Easy and Progressive. Book I.

THIRD TERM.

Plaidy's Technical Studies. Sections III, IV and V. Kohler's Studies, for the Piano, Book II. Burgmuller's Studies, Easy and Progressive, Book II.

SECOND YEAR.

FIRST TERM.

Plaidy's Technical Studies, Sections III, IV, and V. Duvernoy's School of Mechanism, Books I and II. Miscellaneous selections.

SECOND TERM.

Plaidy's Technical Studies, Sections I and VII, inclusive. Duvernoy's School of Mechanism, Book III. Selections.

THIRD TERM.

Plaidy's Technical Studies, Sections I and X, inclusive. Czerny's Studies in Velocity, Books I and II. Selections.

THIRD YEAR.

FIRST TERM.

Czerny's Studies in Velocity, Books III and IV. Selections.

SECOND TERM.

Czerny's Studies in Velocity. Books V and VI. Major and Minor Scales. Selections.

THIRD TERM.

Major and Minor Scales. Heller's Progressive Studies. Selections.

ADVANCED COURSE.

Czerny's Finishing Studies, Books I, II, III, IV, V, and VI. Moschele's Studies, Books I and II. Cramer's Studies, Books I and II. Henselt's Studies, Op. 70 and 75.

THE ORGAN.

Root's Organ Method, Rink's Method, Preludes and Voluntaries.

VOCAL MUSIC.

FIRST YEAR.

FIRST TERM.

Exercises in Note Reading. Exercises in Note Valuation. Practice of Intervals. Simple Vocalization.

THIRD TERM.

Practice in Transposition. Reading and Singing of Chromatics. Definition of Musical Terms. Part Singing. Solfeggio Practice. Light Chorus Singing.

SECOND YEAR.

SECOND TERM.

Solfeggio Practice. Advanced Chorus Drill.

Text Books.

The following is the list of Text Books. *One Book* on the subject pursued will answer, but it is well to have others for reference or comparison. Students should bring all their text books.

ENGLISH LITERATURE.—English Grammar, Reed & Kellogg; Word Analysis and Spelling, Swinton; Composition, Swinton; Letter Writing, Westlake; English Literature, Shaw; Rhetoric, Reed & Kellogg.

MATHEMATICS.—Arithmetic, Fish; Algebra, Schuyler, Ficklin; Geometry, Wentworth; Trigonometry and Surveying, Loomis; Analytical Geometry, Loomis; Book-Keeping, Bryant and Stratton.

SCIENCES.—Geography, Swinton; Physical Geography, Guyot; Physiology, Cutter, Dunglison; Natural Philosophy, Avery; Chemistry, Hooker; Botany, Wood and Youman; Zoology, Morse; Geology, Dana; Astronomy, Kiddle.

HISTORY.—History of United States, Barnes; History of England, Thalheimer; General History, Swinton; History of Civilization, Guizot; Constitution of United States, Townsend.

PHILOSOPHY.—Psychology, Hamilton's Outlines; Moral Science, Wayland; Political Science, Walker; Logic, Schuyler.

ART.—Penmanship, Spencer; Drawing, Hull, Smith; Elocution, Randall, Cathcart; Vocal Culture, Monroe; Vocal Music, Encore.

PROFESSIONAL SCIENCE.—School Economy, Wickersham; Philosophy of Education, Tate; Lives of Great Educators, Rosenkrans; True Order of Studies, Hill; Primary Methods, Calkins; Object Lessons, Sheldon; Kindergarten, Douai; Education as a Science, Bain; Philosophy of Methods, Hoose; Normal Methods, Brooks; School Management, Baldwin.

GENERAL READING.—Theory and Practice, Page; Science and Art of Education, Ogden; Universal Education, Mayhew; In the School-Room, Hart; Education, Spencer; School Laws of Iowa; Child's Book of Nature, Hooker; Life of Pestalozzi, Krusi; Normal Methods, Holbrook; Teacher's Hand Books, Phelps; Education, Northrop; How to Teach, Kiddle; Graded Schools, Payne.

BOOKS OF REFERENCE. Webster's and Worcester's Dictionary, Academic or Quarto.

Expenses.

TUITION.

NORMAL DEPARTMENT.—The entire Course is offered to Teachers, *free*.

INSTRUMENTAL MUSIC.—Piano and Organ, twelve dollars (\$12.00) for twenty lessons, including repair of instruments.

VOCAL MUSIC.—General Instruction to the school, *free*.

BOARDING.

Besides rooms for educational purposes, the building can accommodate about one hundred boarders. The price of boarding for the next year will be as follows: Board, per week, \$2.35; Rooms, Heat and Light, for the Spring and Fall Terms, per week, \$0.40; Winter Term, per week, \$0.65; Total cost per week, Spring and Fall Terms, \$2.75; total cost per week, Winter Term, \$3.00.

INCIDENTALS.

For Heating and care of School Rooms, per week, 25 cents. Washing, according to the pieces, averaging about 60 cents per dozen.

There must be an allowance for books, washing and pocket money. These items will vary according to inclinations and tastes of the students; some not exceeding \$25 for the year.

Good boarding, in private families, can be obtained. Club-Boarding and Self-Boarding have been adopted by a few, but the expediency and cheapness, as well as the convenience of boarding in the institution take away most of the inducements for other plans of boarding. Some of the teachers, and other officers, board in the institution. Students, therefore, have proper supervision and profitable associations.

Each student boarding in the building, must bring one pillow, two cases, two sheets, and *half* enough quilts, comforts or blankets for a bed, towels and napkins. *Bring no tick.* Bedsteads, wash-stands, tables, chairs, mirrors, and toilet sets are provided. Straw will be furnished to those requiring it for beds. All other articles will be supplied by Steward, at cost, by special arrangement with him.

Students who have engaged rooms must pay for full term, however late they may come.

Persons who have engaged rooms, and changed their minds or cannot come, are earnestly requested to inform us of the fact at once.

Non-boarding students must pay in advance for the whole term, at 25 cents per week.

Music, including use of instrument, 60 cents per lesson.

Carriages from the school will meet all trains two days before, and three days after commencing day, for the conveyance of students and their baggage, free of charge. The same service will be given for two days after closing. No other free transportation is provided.

Summary of Information.

I. ADMISSION. Students seeking admission to this school are required:

1. To be, if males, at least seventeen, and if females, at least sixteen years of age.
2. To sign a statement of their intention in good faith to follow the business of teaching in the public schools of the State.

IT IS THE DESIRE of the Board of Directors that all parts of the State shall enjoy equally the benefits of the school. That this may be secured as fully as possible, the Principal, by direction of the Board, will supply each County Superintendent in the State with blanks, to be returned by August 1st, 1882, showing the number of persons in each county wishing to become students in the school during the year 1881-2. Two hundred and fifty students being the limit of the capacity of the school, until the new building is completed, that number of those applying, will, soon after August 1st, be supplied with matriculation blanks, the number in each county being in proportion to its population. If, however, any applicant shall not return his matriculation blank before August 20th, his application shall be considered withdrawn, and his place may be given to another.

NEW STUDENTS MUST BE PRESENT, for examination, on the first day of the term; otherwise they may not be accepted, as the first two days, and those only, can be devoted to determining the status of students coming for the first time. The boarding bills of students arriving on the Saturday preceding the opening will not begin until the Monday following; and those coming after Monday will be charged from that day. Encouraging students to enter at any time, and to stay for any time, long or short, is injurious to the students themselves, and very detrimental to the school. Sickness or other grave reason will make exception.

COME FOR THE FULL YEAR.—Come for one or two terms if it is the best you can do. But, if *possible*, come for the full year. In a year you can accomplish much.

FINISH A COURSE.—The three and four year courses are arranged for the benefit of students. You will find it greatly to your advantage to complete one of these courses.

NEW STUDENTS will find at once in teachers, officers and old students, not strangers but friends. In a few days they will be happy amid the associations of the school.

EVERY CARE is given to those who may be sick. It is the duty of the matron to care for them, and students and teachers bestow every attention. The school, however, is healthy beyond expectation, and no cases of serious illness have occurred.

STUDENTS ARE ASSIGNED TO CLASSES AFTER AN ENTRANCE EXAMINATION.—Each is assigned to the class which his attainments entitle him

to enter. By special permission, the student may pursue a select course.

BOOKS, &c.—Nearly all school supplies are furnished in the institution at the lowest rates. Students should bring with them all their text books, as they will be needed for reference.

CAREFUL and permanent records are kept of the standing of students. The conditions of department, attendance, all examinations and recitations, are recorded in books manufactured for the purpose, which will become books of reference in the future.

BY ACT OF THE BOARD OF DIRECTORS, the Faculty are instructed to reject any student, who, after an attendance of one term or more, does not give reasonable promise of usefulness to the State as a teacher, considering his mental, moral and social status, and his gifts and graces for the teacher's office.

STUDENTS, after examination, must be deemed by the Faculty, qualified to complete Grammar and Arithmetic in two terms, and Geography in one term. Preparatory classes, however, may be maintained.

WE DO NOT ENCOURAGE students to enter classes for which they are not fully prepared, nor excite the hope of "making up" in any department. Our course is full, and requires all the time assigned to it.

COURSES OF STUDY have been constructed with special reference to fitting teachers for their work, and in accordance with the advanced opinions of the best educators. Thorough scholarship and professional training are the cardinal features. The Didactic Course requires three years of study, and the Scientific Course, four. The Didactic Course qualifies teachers for High Schools and Schools of subordinate grade, and the Scientific Course for Superintendencies, Principalships in High Schools, Academies and Normal Schools.

APPLICATIONS for teachers are frequently made by school officers. Such requests are carefully answered, but pupils will not be encouraged to leave before the close of the term to accept situations as teachers. Pupils receiving Normal School training are with justice regarded as better teachers, other things being equal; but it must not be supposed that *none* fail or that *all* who attend three or six months can be made good teachers. During the past two years, students have been called to teach classes for a term or more in the institution, and thus far there has been no difficulty in getting this work well done.

MORAL INFLUENCES and good associations surround the school. Daily morning prayers are conducted, and religious services are held every Sunday afternoon in the Assembly Room. Thanks are due to the clergymen of the several denominations of Cedar Falls and vicinity for their able sermons. The students maintain, voluntarily, a prayer meeting for three quarters of an hour every Sunday and Wednesday evening, and a Sunday School every Sunday afternoon.

DEPARTMENT.—On entering, a student shall receive a copy of the Rules and Regulations instructing him in the modes and customs of the institution, and by his attendance and enrollment he accepts them as his rule of conduct. They pertain to hours of study, of meals, of retiring and rising, of putting the rooms in order; attendance on roll-call, public worship Sabbath afternoon, Sunday school, permission for leaving the building and grounds, the branches of study that may be taken, record of scholarship, literary societies, general meetings, seats at the tables, and such like. These rules are conventional, and are laid down in order to promote system and order. All are held to be under the moral obligations of human and Divine law, and this is the law of the school. From the list the following are selected:

“The object of this school is to prepare young men and women for successful teachers. Self-government is essential to success in teaching. Obedience to reason and conscience is self-government. Remember the only improvement is self-improvement. Students must not expect certificates and diplomas based on scholarship alone; they are liable to rejection on the score of character. Students are put on their honor to obey the regulations of this school.”

“It is expected that the ladies and gentlemen of this institution will treat each other with politeness and courteous civilities; but whenever they transcend the proprieties of refined society, they are liable to dismissal. Private walks and rides at any time are forbidden.”

THE LIBRARY is now a very competent auxiliary of the school. Several hundred volumes have recently been added. Standard authorities in nearly all subjects of human knowledge are at the command of the student. Our Library, though small, is rich in cyclopedias and special dictionaries of the Arts and Sciences.

Valuable additions have been made of late to the philosophical apparatus. These agencies will be further increased very soon, so that there will be no sensible want in the way of illustration.

LITERARY SOCIETIES.—There are two Literary Societies connected with the school—the “Alpha” and the “Philomathean.” These Societies are subject to the supervision of the Faculty, but the general management is left to its members. They are live and efficient organizations, doing good service for the intellectual advancement of their members.

IT IS UNDERSTOOD that each student of the Second, the Third, and the Fourth Year is to give one division per day, if so much time is deemed necessary, to visiting and teaching classes under the direction of the regular instructors, and classes are to accept these persons as *bona fide* teachers. All students are subject to appointment as teachers of practice classes. Proper time for this work must be allowed.

THE BUILDINGS are excellent. The main one, now in use, four stories

high, fronts east 90 feet, and extends west 100 feet. At 55 feet from the front, the width changes from 90 to 45 feet. Another building is a parallelogram, 50x30, and is two stories high. In all there are 75 rooms, including dormitories, school-rooms, offices, &c., affording accommodations for one hundred students as boarders. For a building fund of \$30,000, thanks are due to the Nineteenth General Assembly, and especially to those members of each House, through whose untiring energy the Normal work in Iowa is thus placed on a firm basis. The name of the Architect employed, F. M. Ellis, of Marshalltown, who makes school, church, and other public buildings a specialty, is in itself a guarantee that the money will be wisely expended, and a most convenient and serviceable edifice erected. Some idea of the additional accommodation thus to be afforded sometime next year, may be obtained from the cut in this catalogue, made from plans already accepted, and from a brief description. The building is to have an extreme frontage of 112 ft., and an extreme depth of 80 ft. This includes two wings, each 32x46 ft. It will contain a Chapel, 78x45 ft., a Model School room, 32x45 ft., eight or more recitation rooms including three for Model School, and rooms for Library, Apparatus, Music, Drawing and Art, Laboratory, Society Rooms, Principal's Office, &c. Less than one-fourth is devoted to dormitories. The buildings are heated by steam throughout; water is brought to every floor, and conveniences for comfort and safety are well provided. The buildings are situated near the center of a campus of forty acres, which is suitably laid out in drives and walks; but a portion is kept under cultivation. The retired situation, being about a mile and a half from the central part of the city, is very favorable for student life.

AS TO THE FOUR MAIN POINTS determining the choice of a school, namely: Health, Comfort, Cheapness, and Educational Benefits.—Iowa State Normal School presents the most favorable conditions: Remarkable health has prevailed during the past three years. Visits of a physician to sick students are scarcely known, although the household has included on an average, perhaps, one hundred and twenty persons all that time. Not a few students of rather a delicate constitution have improved in strength and health. The remarkably pure air, the excellent water, the beautiful prospects of country in all directions, the cheerful society, the Christian, home-like life, together with nutritious and abundant food and earnest industry—all contribute to promote good health.

LOCATION.—Cedar Falls, the seat of the school, is a city of 3,500 inhabitants, and in all those respects which effect the school, is a desirable location. Railroad communications are main lines and are good for all parts of the State. The Iowa Division of the Illinois Central R. R. gives connections with the East and West, and the Burlington Cedar Rapids & Northern with the North and South. The Cedar Falls & Minnesota connects Cedar Falls and Minnesota.

Alumni.

SCIENTIFIC COURSE.

William I. Benham, 1881,	Teacher,	Alden.
David K. Bond, 1881.	Farmer,	Monticello.
Loren E. Churchill, 1881,	Co. Supt.,	Waterloo.
Edward T. Moyer, 1881,	Teacher,	Orchard.
Eva Cooke, 1881,	Teacher,	Lorelia.
Maude Gilchrist, 1880,	Student,	Wellesley, Mass.
anna E. McGovern, 1880,	Teacher,	I. S. N. S.

DIDACTIC COURSE.

Rome O. Benton, 1878,	Deceased,	Mason City.
Lou P. Barrett, 1881,	Teacher,	Garner.
Anna Fitch, 1879,	Teacher,	Delmar.
Kate E. (Mullarky) Sartori, 1879,		Le Mars.
Jessie Overman, 1881,	Teacher,	Los Angeles, Cal.
Eliza (Rawstern) Wright, 1880,		Cedar Falls.

ELEMENTARY COURSE

Edgar Anderson, 1879,	Student,	Iowa City.
Frank C. Bingham, 1881,	Teacher,	Colo.
George Chandler, 1879,	Teacher,	Charlotte.
Wilbur Davis, 1881,	Teacher,	Winthrop.
Warren Dean, 1881,	Teacher.	Gladbrook.
Martin M. Deitz, 1880,	Teacher,	Oto.
Daniel Eiler, 1879,	Lawyer,	Ackley.
Frank R. Gardner, 1880,	Teacher,	Ogden.
Cleland Gilchrist, 1879,	Farmer,	Monticello.
David B. Greigg, 1881,	Student,	Crawfordsv., Ind.
Alfred Grundy, 1879,	Teacher,	Dyersville.
Will H. Harwood, 1879,	Land Agent,	Lake Mills.
Seward Higby, 1881,	Teacher,	Ackley.
Warren H. Houston, 1881,	Teacher,	Clermont.
Charles W. Johnston, 1879,	Lawyer,	Des Moines
Charles L. Johnson, 1871,	Farmer,	Nashua.
Daniel Jennings, 1881,	Teacher,	St. Anthony.
Mahlon P. Lichty, 1878,	Teacher,	Illinois.
Joel E. McCarty, 1880,	Farmer,	Menlo.
Charles E. Moore, 1880,	Teacher,	Marshall Co.
George Newton, 1881,	Student,	I. S. N. S.
Elon Albert Pierce, 1881,	Teacher,	California.
George B. Phelps, 1878,	Teacher,	Delmar.
Samuel B. Reed, 1889,	Student,	Iowa City.
Lemuel B. Stanton, 1881,	Teacher,	Edenville.
Malcolm Stewart, 1881,	Teacher.	Cascade.
Frank R. Willis, 1880,	Lawyer,	Aurelia.
John S. White, 1878,	Land Agent,	Kimball.

Ella M. Alden, 1881,	Teacher,	Alden.
Mary D. Ballentyne, 1880,	Teacher,	Brooklyn.
Grace Bixby, 1881,	Teacher.	Independence.
Jennie L. (Buchanan), Gray, 1880,		Cherokee.
Jennie M. Buchanan, 1880,	Teacher,	Le Mars.
Hannah Buchanan, 1881,	Teacher,	Albion.
Joey M. (Byers) Householder, 1879,	Teacher,	
Mary H. (Cascaden) Robinson, 1878,		Shell Rock.
Mary D. Carr, 1881,	Teacher,	Ft. Dodge.
Idella Chapman, 1880,	Teacher,	Parkersburg.
Mary L. Chapman, 1878,	Teacher,	Cedar Falls,
Ada B. Coates, 1877,	Teacher,	Black Hawk, Col
Clara Cooke, 1880,	Student,	I. S. N. S.
Carrie Cox, 1881,	Teacher,	Butte City, Mon.
Kate Cunningham, 1881,	Teacher,	Cedar Falls.
Anna Davis, 1881,	Teacher,	Mason City.
May Davis, 1879,	Teacher,	Mason City.
Emma DeGroff, 1878,	Teacher,	Vinton.
Eva N. (Donahue) Hollister, 1877,		Clear Lake,
Alice Felmley, 1880,		Cedar Falls.
Mary (Flagler) Scott, 1877,		Tipton.
Hannah J. Gallagher, 1880.	Teacher,	Le Mars.
Addie Gillespie, 1880,	Teacher,	Grinnell.
Emily Gosden, 1881,	Teacher,	Cascade.
Emma Jaquith, 1878,	Teacher,	Ft. Dodge.
Laura Jaquith, 1878,	Teacher,	Ft. Dodge.
Louise (Jennings) Rich, 1879.	Teacher,	Decorah.
Eleanor F. Kraiger, 1881,	Teacher,	West Branch.
Carrie J. Lang, 1880,	Teacher,	Marshalltown.
Florence Long, 1881,	Teacher,	Janesville.
Jennie (Macy) Harwood, 1879,		Lake Mills.
Ada McClelland, 1876,	Teacher,	Nevada.
Alice McManus, 1879,	Teacher,	Hudson.
Kate Neville, 1880,	Teacher,	Clarence.
Louise Olbrich, 1880,	Teacher,	Minneapolis.
Matilda Palmer, 1878,	Teacher,	Grinnell.
Sarah (Pierce) Vaughn, 1878,		Riceville.
Elizabeth A. Perkins, 1880,	Teacher,	Sioux City.
Cora E. (Pierce) Langstaff, 1880,		Belmond.
Estella Reuillard, 1878,	Teacher,	Cedar Falls.
Mary Rourke, 1881,	Teacher,	Marshall Co.
Lucy J. Rowen, 1881,	Teacher,	LaPorte.
Sue M. Sawyer, 1880,	Teacher,	Le Mars.
Ella M. Shaffner, 1880,	Teacher,	Hudson.
Rose E. Southard, 1879,	Student,	Iowa City.
Emma C. E. Sutton, 1880,	Teacher,	Hampton.
Kate Taubman, 1878,	Teacher,	Cedar Falls.
Kate M. Wetherell, 1881,	Teacher,	Clear Lake.
Clara E. White, 1881,	Teacher,	Ellis.
Emma F. White, 1881,	Teacher,	Humboldt.
Clara Willey, 1880,	Teacher,	Waterloo.
Carrie M. Williams, 1880,	Student,	I. S. N. S.
Ella D. Williams, 1880,	Student,	I. S. N. S.
Grace Winne, 1881,	Teacher,	Waverly.

TABLE SHOWING COURSES OF STUDY IN YEARS AND TERMS.

SCHOLASTIC STUDIES.	First Year.			Second Year.			Third Year.			Fourth Year.		
	1st Term.	2d Term.	3d Term.	1st Term.	2d Term.	3d Term.	1st Term.	2d Term.	3d Term.	1st Term.	2d Term.	3d Term.
<i>English Literature.</i>												
English Grammar.....	1	1										
Spelling.....	1/2											
Word Analysis.....	1/2											
Letter Writing and Composit'n.....			1									
English Literature.....				1	1							
Rhetoric.....							1					
English Classics.....										1/2		
Historical Elements Eng. Lang.....										1/2		
<i>Mathematics.</i>												
Arithmetic.....	1	1										
Algebra.....				1	1	1						
Geometry.....							1	1				
Book-Keeping.....			1									
Plane Trigonom'y & Surveying.....									1			
Navig'n & Spherical Trigonom.....										1		
Analytical Geometry.....											1	
<i>Science.</i>												
Geography.....	1											
Physical Geography.....				1	1/2							
Physiology.....			1									
Physics.....							1/2	1				
Chemistry.....									1			
Botany.....						1						
Psychology.....							1					
Zoology.....										1		
Geology.....											1	
Astronomy.....												1
Moral Science.....										1		
Science of Wealth.....											1	
Logic.....												1
<i>History.</i>												
History of United States.....		1										
Constitution U. S.....			1									
Ancient History.....					1/2							
Mediæval History.....						1						
Modern History.....								1				
<i>Art.</i>												
Penmanship and Drawing.....	=	=	=	=	=	=	=	=	=	=	=	=
Reading and Music.....	=	=	=	=	=	=	=	=	=	=	=	=

PROFESSIONAL STUDIES.

Practice—Teaching Classes.....	=	=	=	=	=	=	=	=	=	=	=	=
The Theory of Education.....	L											
School Management.....		L										
Methods of Instruction.....			L									
School Economy.....				1								
Graded Schools.....					1							
School Laws of Iowa, } General Laws and Decisions, } Classification of Knowledge, } True Order of Studies.....						1						
Normal Methods.....						1						
Philosophy of Methods.....								1	1	1		
Lives of Great Educators.....											1	
Education as a Science.....												1
Pedagogics as a System.....												1

EXPLANATION.—The "1" represents Recitations; the "=", Drills and Practice. "L" stands for Lectures.

THE ELEMENTARY COURSE consists of the First and Second Years.

THE DIDACTIC COURSE consists of the First, Second and Third Years.

THE SCIENTIFIC COURSE consists of the full Four Years.

