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Bulletin 13 - A Catalogue for the Sixth Year (1904-1905)

Eastern Illinois University

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EASTERN ILLINOIS
STATE NORMAL SCHOOL
CHARLESTON

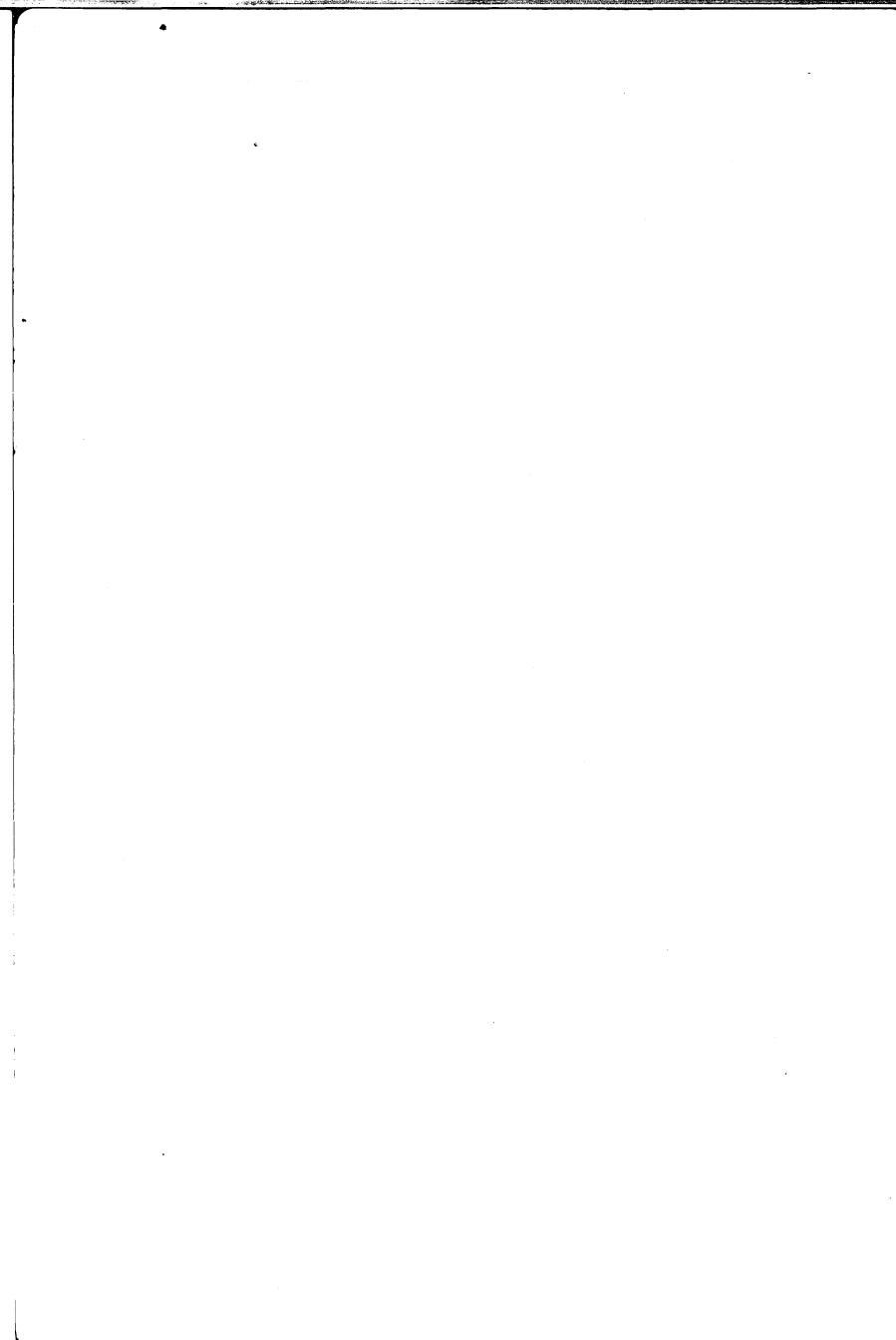
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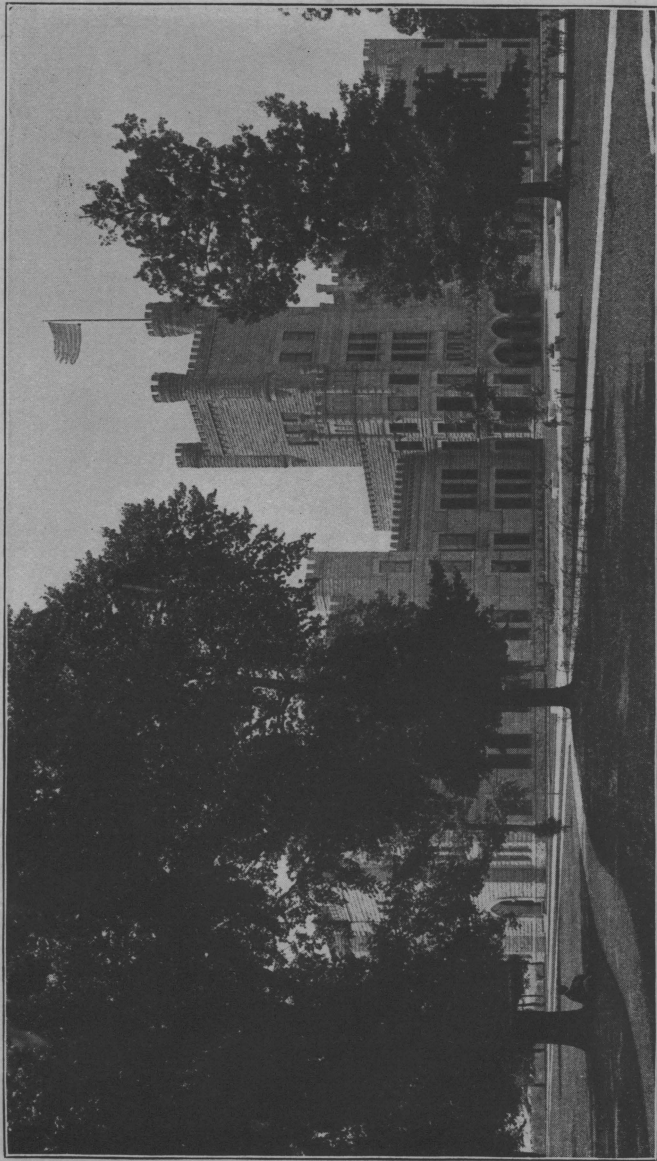


10105









The Eastern Illinois State Normal School.

EASTERN ILLINOIS
STATE NORMAL SCHOOL
CHARLESTON

A CATALOGUE FOR THE
SIXTH YEAR,

WITH ANNOUNCEMENTS FOR
1905-1906

ATKINSON, MENTZER & GROVER
Printers and Publishers, Chicago

Normal School Bulletin No. 13, published quarterly by the Eastern Illinois State Normal School, Charleston, Ill. Entered March 5, 1902, as second-class matter at the post office at Charleston, Ill. Act of Congress July 16, 1894.

The School Calendar

Fall Term

Fifteen Weeks

1905

September 12, Tuesday *Entrance examinations and classification. Class work assigned at 9 A. M.*

December 22, Friday *Fall Term ends*

Winter Term

Twelve Weeks

1906

January 2, Tuesday *Entrance examinations and classification. Class work assigned at 9 A. M.*

March 23, Friday *Winter Term ends*

Spring Term

Eleven Weeks

1906

April 3, Tuesday *Class work assigned at 9 A. M.*

June 15, Friday *Spring Term ends*

Summer Term

Six Weeks

1906

June 18, Monday *Classification. Class work assigned at 2 P. M.*

July 27, Friday *Summer Term ends*

The Board of Trustees

<i>W. L. Kester, President</i>	<i>Kansas</i>
<i>J. H. Marshall, Secretary</i>	<i>Charleston</i>
<i>Hon. Alfred Bayliss, Superintendent of</i> <i>Public Instruction (trustee ex officio)</i>	<i>Springfield</i>
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<i>Clarence H. Oxman</i>	<i>Grayville</i>
<i>Geo. H. Jeffries, Treasurer</i>	<i>Charleston</i>

The Faculty

LIVINGSTON C. LORD, LL.D., PRESIDENT

Psychology and School Management

<i>W. M. Evans, B.S., Litt.D.,*</i>	<i>English Grammar</i>
<i>Henry Johnson, A.M.,§</i>	<i>History</i>
<i>Otis W. Caldwell, B.S., Ph.D.,</i>	<i>Biological Sciences</i>
<i>E. H. Taylor, B.S.,†</i>	<i>Mathematics</i>
<i>Anna Piper,</i>	<i>Drawing</i>
<i>Francis G. Blair, B.S.,</i>	<i>Supervisor of Training Department</i>
<i>Friederich Koch,</i>	<i>Music</i>
<i>Ellen A. Ford, A.M.,</i>	<i>Latin</i>
<i>Thomas H. Briggs, Jr., A.B.,</i>	<i>Rhetoric and Literature</i>
<i>Eva M. Russell, A.B.,‡</i>	<i>Assistant in Mathematics</i>
<i>Thomas L. Hankinson, B. S.,</i>	<i>Assistant in Biology</i>
<i>Caroline A. Forbes,</i>	<i>Manual Training</i>
<i>Annie L. Weller, B.S.,</i>	<i>Geography</i>
<i>Beatrice Pickett, A.B.,</i>	<i>German and History</i>
<i>Albert B. Crowe, A.M.,</i>	<i>Physics and Chemistry</i>
<i>J. C. Brown, B.S.,</i>	<i>Mathematics</i>
<i>Edith C. Bailey,</i>	<i>Reading and Physical Culture</i>
<i>Elnora J. Richardson, A.M.,</i>	<i>Assistant in Mathematics</i>
<i>Nettie B. Dickson,</i>	<i>Critic Teacher in Grammar School</i>
<i>Isabel McKinney, A.M.,</i>	<i>Critic Teacher in Grammar School</i>
<i>Lorena C. Sidey,</i>	<i>Critic Teacher in Grammar School</i>
<i>Clara M. Snell,</i>	<i>Critic Teacher in Primary School</i>
<i>Charlotte M. Slocum,</i>	<i>Critic Teacher in Primary School</i>
<i>Mary J. Booth, A.B., B.L.S.,</i>	<i>Librarian</i>
<i>Inez Pierce, B.L.S.,</i>	<i>Assistant Librarian</i>
<i>Mamie H. O'Neal,</i>	<i>Registrar</i>
<i>Walter Nehrling,</i>	<i>Gardener</i>

The names of teachers, with the exception of the critics, are printed in the order of their engagement.

* Died November 27, 1904.

§ Leave of Absence, November to July.

† Leave of Absence, September to May.

‡ Resigned, January, 1905.

The Requisite

IN education, various books and implements are not the great requisites, but a high order of teachers. In truth, a few books do better than many. The object of education is not so much to give a certain amount of knowledge, as to awaken the faculties, and give the pupil the use of his own mind; and one book taught by a man who knows how to accomplish these ends, is worth more than libraries as usually read. It is not necessary that much should be taught in youth, but that a little should be taught philosophically, profoundly, livingly. :: :: ::

WILLIAM ELLERY CHANNING



EASTERN ILLINOIS STATE NORMAL SCHOOL

The Purpose and Plan of the School

THE function of the State in education extends of necessity to the training of teachers. A rational system of public education implies provision for securing efficiency in the teaching office. Public Normal Schools are the natural outgrowth of a policy of public education. The State is the only agency competent to meet the demands for qualified teachers imposed by its own attitude toward the instruction of its people. The object of a State Normal School is not to expand the earning power of one class of persons at the public charge. It is to give a culture and learning dedicated in a special way to the general welfare. It exists primarily not for the benefit of its students, but for the benefit of the whole people. Such a conception is fundamental and determines questions of organization, courses of study, and methods of instruction in State Normal Schools.

Sections from an Act to Establish and Maintain the Eastern Illinois State Normal School

Section 1. Be it enacted by the People of the State of Illinois, Represented in the General Assembly: *That a body politic and corporate is hereby created, by the name of the Eastern Illinois State Normal School, to have perpetual succession with power to contract and be contracted with, to sue and be sued, to plead and be impleaded, to receive, by any legal mode or transfer or conveyance, property of any description, and to have and hold and enjoy the same; also to make and use a corporate seal with power to break or change the same, and adopt by-laws, rules and regulations for the government of its members, official agents and employes. Provided, such by-laws shall not conflict with the Constitution of the United States or of this State.*

Sec. 2. *The object of the said Eastern Illinois State Normal School shall be to qualify teachers for the common schools of this State by imparting instruction in the art of teaching in all branches of study which pertain to a common school education; in the elements of the natural and physical sciences; in the fundamental laws of the United States and of the State of Illinois, in regard to the rights and duties of citizens.*

Railroad Facilities

CHARLESTON can be reached from any station in the district in six hours. From all stations along the Big Four or Clover Leaf it can be reached in two hours or less. Trains on the Illinois Central make close connection at Mattoon; trains from the southeast make close connection at Lerna; trains from the north and the south make close connection at Paris. There are twenty passenger trains arriving daily in Charles-

ton—ten on the Clover Leaf and ten on the Big Four. Students from Mattoon or Mattoon connections can, if they so desire, use the interurban electric line. Charleston is in almost the exact center of a great network of roads, two north and south roads crossing the district east of Charleston—one at Paris and one at Kansas; two crossing the district west of it—one at Mattoon and one at Windsor; one running close along the eastern border of the district; and one, the main line of the Illinois Central, running along the western border. An equal or greater number of roads cross the district from east to west, some of them north and some of them south of Charleston, several being trunk lines with numerous trains.

Pupils from Vermilion, Edgar, Clark, Crawford, and Lawrence counties, and the eastern part of Cumberland and Jasper, reach Charleston from the east, connecting with the Big Four either at Paris or Kansas, or from the northeast over the Clover Leaf; those from Clay, Marion, Fayette, Effingham, Richland, and the western part of Cumberland and Jasper, and the southern part of Shelby, reach Charleston from the southwest over the Clover Leaf; those from Champaign, Moultrie, Macon, Christian, the northern half of Shelby, and the western half of Douglas, reach Charleston from the west over the Big Four.

Expenses

TUITION is free to those who are to teach in the public schools of Illinois. An incidental fee of \$2.00 a term is required of every student.

Text-books are owned by the school and rented to

students at a uniform price of \$1.00 a term. Students wishing to own their books can buy them at the lowest wholesale prices.

Board and room can be obtained in private families for from \$2.50 to \$3.50 a week. Students renting rooms and keeping house can materially reduce the above amounts. There are flourishing students' boarding clubs at which excellent table board is furnished at the lowest possible cost. Rooms without board can be obtained for from 75 cents to \$1.50 a week. In all cases students will consult the president of the school in the choice of a boarding place.

Saturday Session

THE school holds regular sessions on Saturday, taking Monday as its weekly holiday. This plan gives teachers who have no school on Saturday opportunity of pursuing some regular work in the Normal School, and consequently promotes closer relations between the school and the teachers of the district.

Summer Session

THE demand on the part of teachers and students for an opportunity to study during a part of the summer vacation justifies the State Normal Schools in offering a short term's work during this time. The large attendance and enthusiastic work done in this school fully warrant the continuance of these summer sessions:

The subjects offered are designed to meet the wants of:

1. Inexperienced teachers and students of Normal

Schools who wish to do work that will receive credit in the Normal Schools of Illinois in courses leading to a diploma. The programme is so arranged that the student may recite twice each day in many subjects, thus completing the work of a term of twelve weeks in six weeks.

2. Experienced teachers who are employed during the school year. Review courses, courses in general method, and lectures, together with observation of work in the Model School, are offered.

The fee for book rent and incidentals for the term of six weeks is \$2.00. Board can be obtained in clubs for about \$2.00 a week; rooms for 75 cents to \$1.50 a week; board and room in private family from \$2.75 to \$3.50 a week.

Entertainments

DURING the past year three excellent entertainments have been given to which the pupils and friends of the school have been invited. The first, a concert by the Haskell Indian Band, was given by the faculty; the second, a concert by the Spiering Quartette, by the students; the third, a concert by Roney's Boys, by the Board of Trustees.

Student Recitals

STUDENT recitals are given frequently throughout the year. These recitals are recitations, dramatic reading, story-telling, delivery of orations, and reading of essays. The material used in the programmes is se-

lected from the best literature, and adapted to the taste, talent, ability, or need of the pupil.

The value of such drill and effort in giving to the student confidence, a strong presence, an assured bearing, as well as added ease and facility in expression, is readily acknowledged. Incidentally, his acquaintance with literature is broadened and his taste in reading improved.

During the year 1904-05, the subjects of the programmes were as follows: "Group of Stories, with Apologies to 'The Wayside Inn'"; "Selected Poems from Longfellow"; "Stories and Poems from the Works of Rudyard Kipling"; "'Sonny,' and Other Stories of Children"; "Scenes from Schiller, Shakespeare, and the Bible." At the end of each year, a play is presented with the accessories of appropriate costume and scenery. Shakespeare's "A Midsummer-Night's Dream" was given in 1902; Sheridan's "The Rivals," in 1903; Goldsmith's "She Stoops to Conquer," in 1904; and Sheridan's "The School for Scandal," in 1905.

The Students' Loan Fund

THE Students' Loan Fund of the Eastern Illinois State Normal School makes it possible for a deserving student in the second half of the course to borrow at a low rate of interest, on a personal note, a sum of money that will help him to remain in school and complete the course. This plan has already been tried in other schools, and students have found such temporary assistance of great advantage. The foundation of this fund has been secured from admission fees to the senior play given during commencement week.

Attendance at Church

EACH student is expected to attend regularly the church of his choice or that which meets the approval of his parents. The pastors and members of the different churches have made the students of the school at home in the churches and Sunday schools. The teachers of the Normal School encourage the pupils to form and sustain intimate relations with the churches.

The Courses of Study

THE following courses of study are offered:

1. A one-year course for graduates of reputable colleges.

2. A two-year course for graduates of approved high schools.

3. A three-year course for graduates of high schools with short courses, and for undergraduates of high schools.

4. A four-year course for teachers holding second grade certificates, and for pupils who have completed a grammar school course and are of sufficient maturity and attainments to do the work required.

The One-Year Course

For College Graduates

THIS course is offered to all graduates of reputable colleges who, having mastered more or less thoroughly the subject-matter of their chosen lines of work, desire a deeper insight into its educational bearings. The course is planned also to give an opportunity for a more

intensive study of those subjects that the candidate is preparing to teach.

Arrangements can be made whereby Normal School graduates with strong educational interests and successful teaching experience, who desire a larger view of the matter and method of education, may enter this course.

The lines of work offered are as follows:

General psychology.

The development of the child.

The psychologic foundations of educational method.

Theory of school management.

American history.

Sociology.

Ecology.

Physiography.

Commercial geography.

Work in the training department.

Subjects elected from other courses.

The Two-Year Course

For Graduates of High Schools

First Year—2B

Fall Term	Winter Term	Spring Term
<i>Psychology [4]*</i>	<i>Psychology [4]</i>	<i>Psychology [4]</i>
<i>Arithmetic [4]</i>	<i>Arithmetic [4]</i>	<i>Biology [6]</i>
<i>Geography [4]</i>	<i>Geography [4]</i>	<i>History [4]</i>
<i>Reading [4]</i>	<i>Reading [4]</i>	<i>Grammar [4]</i>
<i>Drawing [4]</i>	<i>Drawing [4]</i>	<i>Elective [5]</i>
<i>Elective [5]†</i>	<i>Elective [5]</i>	

*Number of class periods a week. † Add laboratory periods for elective sciences.

Second Year—2A

Fall Term	Winter Term	Spring Term
<i>Biology</i> [6] <i>Sociology</i> [4] <i>Grammar</i> [4] <i>Elective</i> [10]	<i>School Management</i> [4] <i>History of Education</i> [4] <i>History</i> [4] <i>Music</i> [2] <i>Elective</i> [10]	<i>Philosophy of Education</i> [4] <i>Teaching</i> [5]* <i>Music</i> [2] <i>Elective</i> [10]

* See page 18.

These graduates are divided into two groups.

I. Those taking a general course *and intending to prepare for grade positions or principalships. The larger number of students take this course, and it is recommended to all who do not show marked ability for special work.*

II. Those taking a special course. *Although it is better that the high school teacher be a college graduate, many high schools will employ graduates of advanced courses in Normal Schools. For those graduates of high schools who possess marked scholarly attainments and ability, and who wish to prepare to teach in high schools, the Eastern Illinois State Normal School offers a strong course.*

Electives, 2B, 2A.

Students arrange their elective courses so as to secure three credits in the first year and six credits in the second

year. Following is the list of electives with the maximum number of credits allowed for each:

<i>Latin</i> [6]	<i>Botany</i> [3]	<i>Reading</i> [1]
<i>German</i> [6]	<i>Zoölogy and</i>	<i>Music</i> [1]
<i>History</i> [6]	<i>Physiology</i> [3]	<i>Drawing</i> [1]
<i>English</i>	<i>Physics</i> [3]	<i>Manual</i>
<i>Literature</i> [3]	<i>Chemistry</i> [3]	<i>Training</i> [1]
<i>Mathematics</i> [6]	<i>Geography</i> [3]	<i>Library</i>
<i>Government</i> [1]		<i>Science</i> [1]
<i>Economics</i> [1]		

A credit in a subject represents five periods a week for a term, or its equivalent. Subjects in which a single credit is allowed represent two periods a week for a year. The numerals show the number of credits allowed in each subject. For example, Latin [6] means six terms' or two years' work in Latin.

The choice of electives is subject to the limitations imposed by the printed programme.

Teaching, 2 B, 2 A

Three terms of teaching are required. In the spring term of the second year, subjects may be selected from the whole curriculum of the practice school. The other two terms are provided for as follows: All two-term subjects are open for teaching during the second term in which they are offered. Each student is assigned to teach the subject in which he has shown special proficiency during the term preceding. He is thereupon relieved of

further class work in that subject. The teaching is, however, carried on under a double supervision, which secures responsibility both to the critic teachers and to the department in charge of the subject. When the work is satisfactory, a double credit is allowed—one for teaching and one for subject-matter. By this arrangement a close relation is established between the practice school and other departments.

Where no special proficiency is shown in any two-term subject during the first term, the second term's class work is in all cases required. The teaching must then be shifted to the terms immediately following the two-term subjects.

The Three-Year Course

STUDENTS taking this course will shorten the four-year course one year by receiving credit for the high school work in which they are most proficient.

The high schools accredited by the State University and the other State Normal Schools of Illinois are accredited at the Eastern Illinois State Normal School.

The Four-Year Course

Entrance

THE applicant shall have finished a grammar school course and shall be reasonably proficient in arithmetic, English grammar, geography, United States history, physiology and hygiene, drawing, civil government, music, nature study, reading, penmanship, spelling, and English.

First Year—D

Fall Term	Winter Term	Spring Term
<i>Arithmetic</i> [5]*	<i>Arithmetic</i> [5]	<i>Algebra</i> [7]
<i>Botany</i> [7]	<i>Botany</i> [7]	<i>Physiography</i> [5]
<i>Reading</i> [3]	<i>Reading</i> [3]	<i>Reading</i> [3]
<i>Music and Drawing</i> [4]	<i>Music and Drawing</i> [4]	<i>Music and Drawing</i> [4]
<i>Grammar or Latin</i> [5]	<i>Grammar or Latin</i> [5]	<i>English or Latin</i> [5]

*Number of class periods a week.

Second Year—C

<i>Algebra</i> [6]	<i>Geometry</i> [5]	<i>Geometry</i> [5]
<i>Rhetoric</i> [4]	<i>Rhetoric</i> [4]	<i>Shakespeare</i> [4]
<i>Meteorology</i> [4]	<i>Geography</i> [4]	<i>Physiology</i> [5]
<i>History</i> [4]	<i>History</i> [4]	<i>Government</i> [4]
<i>Zoölogy</i> [7] or <i>Latin</i> [5]	<i>Zoölogy</i> [7] or <i>Latin</i> [5]	<i>Geography</i> or <i>Latin</i> [5]

Third Year—4B

<i>Psychology</i> [4]	<i>Psychology</i> [4]	<i>Psychology</i> [4]
<i>History</i> [2]	<i>Geography</i> [2]	<i>Nature Study</i>
<i>Physics</i> [7]	<i>Physics</i> [7]	[2]
<i>Elective</i> [10]*	<i>Elective</i> [10]	<i>Physics</i> [7]
		<i>Elective</i> [10]

* Add laboratory periods for elective sciences.

Fourth Year—4A

<i>Special Method</i> [4]	<i>History of Edu- cation</i> [4]	<i>Philosophy of Education</i> [4]
<i>Sociology</i> [4]	<i>School Manage- ment</i> [4]	<i>Teaching</i> [5]
<i>Teaching</i> [5]	<i>Teaching</i> [5]	<i>Manual Train- ing</i> [2]
<i>Elective</i> [10]	<i>Manual Train- ing</i> [1]	<i>Elective</i> [10]
	<i>Elective</i> [10]	

Electives, 4B, 4A

Students arrange their elective courses during the third and fourth years so as to secure six credits in each year. Following is the list of electives with the maximum number of credits allowed for each:

<i>Latin</i> [6]	<i>Botany</i> [3]	<i>Manual Training</i> [1]
<i>German</i> [6]	<i>Chemistry</i> [3]	<i>Library Science</i>
<i>History</i> [6]	<i>Geography</i> [3]	[1]
<i>English Literature</i> [3]	<i>Reading</i> [1]	
<i>Mathematics</i> [6]	<i>Music</i> [1]	
<i>Government</i> [1]	<i>Drawing</i> [1]	
<i>Economics</i> [1]		

The numerals show the number of credits allowed in each subject. For example, Latin [6] means six terms' or two years' work in Latin.

A credit in a subject represents five periods a week for a term, or its equivalent. Subjects in which a single credit is allowed represent two periods a week for a year.

The choice of electives is subject to the limitations imposed by the printed programme.

Special Schedule, 1905-6

The revision of the four-year course necessitates a special schedule for students entered under the old course who expect to graduate in 1906. Their studies will be:

Fourth Year—4A

Fall Term	Winter Term	Spring Term
<i>Psychology</i> [4]	<i>Psychology</i> [4]	<i>Psychology</i> [4]
<i>Special Method</i> [4]	<i>School Management</i> [4]	<i>Philosophy of Education</i> [4]
<i>Teaching</i> [5]	<i>Teaching</i> [5]	<i>Teaching</i> [5]
<i>Elective</i> [10]	<i>Elective</i> [10]	<i>Elective</i> [10]

Fall Term Programme

8:15-9:00	9:25-10:15	10:15-11:05	11:35-12:25	2:00-2:50	2:50-3:40
<i>Grammar</i> 2 A-1, 2, 3, 4. <i>Arithmetic</i> 2 B-2, 3, 5, 6. <i>Drawing</i> 2 B-1, 4. <i>History</i> 4 B-1. <i>Physics</i> 4 B-2, 4, 6.	<i>Sociology</i> A-2, 4, 5, 6. <i>Psychology</i> B-2, 3, 4, 6. <i>Reading</i> 2 B-1, 5.	<i>Biology</i> 2 A-2, 4. <i>Methods</i> 4 A-1, 2, 3, 4. <i>Geography</i> 2 B-1, 2, 4, 5. <i>Reading</i> 2 B-3, 6. Cicero 4 B.	Economics A, B-3, 5. Government A, B-2, 4. Botany A, B-1, 3, 5. Physics 2 A, 2 B-1, 3, 5. Zoology 2 A, 2 B-1, 3, 5. Vergil 4 A. History C 1-2, 3, 5, 6. Meteorology C 2-2, 4, 5, 6.	Trigonometry A. History A, B. Literature A, B. Advanced Latin 2 A, 2 B. German B.	German A. Reading 2 A-3, 5. Drawing 2 A-1, 3. Music 2 A-2, 4. History A, B. Literature A, B. Chemistry A, B-2, 4, 6. Library Science A, B-2, 4. Manual Training A, B-3, 6. Geography 2 A, 2 B. Advanced Algebra B.
Caesar C. Latin C. Zoology C-2, 4, 6. Latin D 1.	<i>Algebra</i> C 1. <i>Rhetoric</i> C 2-2, 3, 5, 6. <i>Botany</i> D 1-2, 4, 6. <i>Drawing</i> D 1-3, 5. Latin D 2.	<i>Rhetoric</i> C 1-2, 4, 5, 6. History C 2-2, 4, 5, 6. <i>Music</i> D 1-3, 6. <i>Reading</i> D 1-2, 4, 5. Arithmetic D 2.	Arithmetic D 1. <i>Music</i> D 2-3, 5. <i>Reading</i> D 2-2, 4, 6. Arithmetic D 3. Grammar D 4.	<i>Meteorology</i> C 1-2, 3, 5, 6. Algebra C 2. <i>Drawing</i> D 2-3, 5.	
<i>Botany</i> D 2-2, 4, 6. <i>Drawing</i> D 3-3, 5. <i>Music</i> D 3-4, 6. <i>Reading</i> D 4-2, 4, 6.	<i>Reading</i> D 3-2, 4, 6. Arithmetic D 4.	<i>Botany</i> D 3-2, 4, 6. <i>Drawing</i> D 4-3, 5. <i>Music</i> D 4-2, 4.	Grammar D 3.	Drawing D 2-3, 5.	Grammar D 3. <i>Botany</i> D 4-2, 4, 6.

Laboratory Work

7:30-9:00	9:25-11:05	11:05-12:45	2:00-3:40	2:50-4:30
<i>Botany</i> D 2-3, 5. Zoology C-3, 5. Physics 4 B-3, 5.	<i>Botany</i> 2 A-1, 3. <i>Botany</i> D 3-3, 5.	Botany A, B-2, 4. Zoology 2 A, 2 B-2, 4. Physics 2 A, 2 B-2, 4.	<i>Botany</i> D 1-3, 5. <i>Botany</i> D 4-3, 5.	Chemistry A, B-3, 5.

NOTE:—Numbers following letters indicate the section of the class; numbers following the dash indicate the days of the week, beginning with Monday.

The subjects in italics are required; those in roman are elective.

Winter Term Programme

8:15-9:00	9:25-10:15	10:15-11:05	11:35-12:25	2:00-2:50	2:50-3:40
<i>History</i> 2 A-1, 2, 4, 5. <i>Music</i> 2 A-3, 6. <i>Arithmetic</i> 2 B-2, 3, 5, 6. <i>Drawing</i> 2 B-1, 4. <i>Geography</i> 4 B-1. <i>Physics</i> 4 B-2, 4, 6.	<i>History of Education</i> A-2, 3, 5, 6. <i>Psychology</i> B-2, 3, 4, 6. <i>Reading</i> 2 B-1, 5.	<i>School Management</i> A-2, 3, 5, 6. <i>Geography</i> 2 B-1, 2, 4, 5. <i>Reading</i> 2 B-3, 6. <i>Cicero</i> 4 B. <i>Manual Training</i> 4 A-4.	Economics A, B-3, 5. Government A, B-2, 4. Botany A, B-1, 3, 5. Zoölogy 2 A, 2 B-1, 3, 5. Physics 2 A, 2 B-1, 3, 5. Vergil 4 A. <i>History</i> C 1-2, 3, 5, 6. <i>Geography</i> C 2-2, 4, 5, 6.	Analytics A. History A, B. Literature A, B. Advanced Latin 2 A, 2 B. German B. <i>Geography</i> C 1-2, 3, 5, 6. Geometry C 2.	German A. Reading 2 A-3, 5. Drawing 2 A-1, 3. Music 2 A-2, 4. History A, B. Literature A, B. Chemistry A, B-2, 4, 6. Library Science A, B-2, 4. Manual Training A, B-3, 6. Geography 2 A, 2 B. Advanced Algebra B.
Caesar C. Latin C. Zoölogy C-2, 4, 6. Latin D 1.	Geometry C 1. Rhetoric C 2-2, 3, 5, 6.	Rhetoric C 1-2, 4, 5, 6. History C 2-2, 4, 5, 6.	Arithmetic D 1.	Drawing D 2-2, 4.	Grammar D 3.
Botany D 2-2, 4, 6. Drawing D 3-3, 5. Music D 3-2, 4. Reading D 4-2, 4, 6.	Botany D 1-2, 4, 6. Drawing D 1-3, 5. Latin D 2. Reading D 3-2, 4, 6. Arithmetic D 4.	Music D 1-3, 6. Reading D 1-2, 4, 5. Arithmetic D 2. Botany D 3-2, 4, 6. Drawing D 4-3, 5. Music D 4-2, 4.	Music D 2-3, 5. Reading D 2-2, 4, 6. Arithmetic D 3. Grammar D 4.	Drawing D 2-2, 4.	Botany D 4-2, 4, 6.

Laboratory Work

7:30-9:00 <i>Botany</i> D 2-3, 5. <i>Zoölogy</i> C-3, 5. <i>Physics</i> 4 B-3, 5.	9:25-11:05. <i>Botany</i> D 3-3, 5.	11:05-12:45 Botany A, B-2, 4. Zoölogy 2 A, 2 B-2, 4. Physics 2 A, 2 B-2, 4.	2:00-3:40 <i>Botany</i> D 1-3, 5. <i>Botany</i> D 4-3, 5.	2:50-4:30 Chemistry A, B-3, 5.
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NOTE:—Numbers following letters indicate the section of the class; numbers following the dash indicate the days of the week, beginning with Monday.

The subjects in italics are required; those in roman are elective.

Spring Term Programme

8:15-9:00	9:25-10:15	10:15-11:05	11:35-12:25	2:00-2:50	2:50-3:40
<i>Biology</i> 2 B-2, 4. <i>Physics</i> 4 B-2, 4, 6. Caesar C. Latin C. Geography C. Latin D 1. English D 1. <i>Algebra</i> D 2. <i>Music</i> D 3-3, 5. <i>Drawing</i> D 3-2, 4. <i>Reading</i> D 4-2, 4, 6. <i>Drawing</i> D 4-3, 5.	<i>Psychology</i> B-2, 3, 4, 5. <i>History</i> 2 B-1, 6. <i>Nature Study</i> 4 B-1. <i>Geometry</i> C 1. <i>Shakespeare</i> C 2-2, 3, 5, 6. <i>Music</i> D 1-3, 5. <i>Reading</i> D 1-2, 4, 6. Latin D 2. English D 2. <i>Botany</i> D 3-2, 4, 6. <i>Physiography</i> D 4.	<i>Philosophy of Education</i> A-2, 3, 4, 5. <i>Music</i> 2 A-1, 4. <i>Grammar</i> 2 B-1, 2, 4, 6. <i>History</i> 2 B-3, 5. <i>Manual Training</i> 4 A-1, 6. Vergil 4 B. <i>Government</i> C 1-2, 3, 5, 6. <i>Physiology</i> C 2-2, 3, 5, 6. <i>Physiography</i> D 1. <i>Music</i> D 2-3, 6. <i>Reading</i> D 2-2, 4, 5. Arithmetic D 3. Arithmetic D 4.	Economics A, B-3, 5. Government A, B-2, 4. Botany A, B-1, 3, 5. Physics 2 A, 2 B-1, 3, 5. Physiology 2 A, 2 B-1, 2, 4, 5. Adv. Latin 4 A. <i>Shakespeare</i> C 1-2, 4, 5, 6. Government C 2-2, 4, 5, 6. <i>Algebra</i> D 1. <i>Physiography</i> D 2. Reading D 3-2, 4, 6. Grammar D 4.	Astronomy A. History A, B. Literature A, B. Adv. Latin 2 A, 2 B. German B. <i>Physiology</i> C 1-3, 4, 5, 6. Geometry C 2. <i>Drawing</i> D 1-3, 5. Drawing D 2-2, 4. Grammar D 3. Music D 4-3, 5.	German A. Reading 2 A-3, 5. Drawing 2 A-1, 3. Music 2 A-2, 4. History A, B. Literature A, B. Chemistry A, B-2, 4, 6. Ecology A, B-2, 4, 6. Library Science A, B-2, 4. Manual Training A, B-3, 6. Geography 2 A, 2 B. Solid Geometry B.

Laboratory Work

7:30-9:00 <i>Biology</i> 2 B-1, 3. <i>Physics</i> 4 B-3, 5.		11:05-12:45 Botany A, B-2, 4. Physiology 2 A, 2 B-3. Physics 2 A, 2 B-2, 4.	2:00-3:40 <i>Physiology</i> C 1-2.	2:50-4:30 <i>Ecology</i> A, B-1, 3. <i>Physiology</i> C 2-4. Chemistry A, B-3, 5. <i>Botany</i> D 3-3, 5.
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NOTE.—Numbers following letters indicate the section of the class; numbers following the dash indicate the days of the week, beginning with Monday.
 The subjects in italics are required; those in roman are elective.

A Descriptive Outline Psychology

THE first aim in psychology is to see that the student possesses a body of properly classified psychological knowledge, and to give him a proper method of acquiring such knowledge. His attention is directed to the working of his own mind in such a manner as to make introspection fairly accurate. He is also directed to study the process of mental action in others as manifested in conduct. The student is introduced to the works of trained observers of the human mind that he may see through their eyes and thus correct his own somewhat crude observations.

Finally, a careful application of the principles discovered and acquired is made to the problem of teaching. It is impressed upon the student that a scientific statement of a psychological principle is a much easier thing than its ready application to the learning mind.

Department of Education and Training

THE chief objects of the department of education and training are:

I. To give the student a clear insight into the educational bearing and value of the various subjects of the common school curriculum.

II. To furnish the conditions for the student to demonstrate by observation and practice his fitness or unfitness for the teaching act—this fitness or unfitness to be measured by the following standards:

1. *Natural gifts and personality.*

2. *Knowledge of the subjects to be taught.*
3. *Knowledge of the child.*
4. *Knowledge of the means and methods by which the child and the truth are to be brought into the most economical and fruitful relation to each other.*

The working out of these two large purposes of the department is accomplished by the following means:

I. *Educational insight.*

[a] By *method* work in the various subjects that find a place in the curricula of the common and secondary schools. The method of the subject is given in connection with the teaching of the subject itself and by the regular teacher of that subject. Method is the form that the teacher gives to the truth to make it accomplish its educational end in the most economical way. It is the form and not the substance. It is best taught in connection with the teaching of the subject.

[b] By a study of those subjects that form the foundation of educational theory and practice:

1. *The history of education.*
2. *Sociology.*
3. *Psychology.*
4. *Philosophy of education.*
5. *General method.*

II. *Training.*

A term of training is made up of the following work:

1. *Observation of lessons taught by critic teachers.*
2. *Observation of "illustrative lessons."*
3. *Written or oral criticisms of these lessons.*
4. *Planning lessons to be taught.*
5. *Complete control of a class for three terms.*
6. *One hour a week in general method.*

General Plan of Training Work

EVERYTHING done in a Normal School, whether it be the teaching of subject-matter or of the general method and theory of education, or the so-called practice work in the Model School, should promote, more or less directly, the *teaching efficiency of its graduates*. It is customary, however, to speak of the actual training work in teaching as beginning with the student's control and instruction of a class in the Model School. The plan herein set forth has to do with the "practice teaching" and attempts to give somewhat in detail the arrangements adopted in this school to make such teaching as helpful as possible to the student.

The value of training work depends largely upon the conditions under which it is done. The purpose of the practice-model school of the Eastern Illinois State Normal School is to furnish the most favorable conditions for such training. It consists of nine grades of from twenty to twenty-five pupils each, in charge of five critic-teachers and a supervisor, and is under the complete control of the Normal School authorities. And, although it offers what is believed to be the best in the way of illustrative and model work, it aims to be little more than a type of a good common school. The children are admitted from the city schools and from the adjoining country districts upon the payment of a small incidental fee. Transfers are made from the Model School to the city schools and *vice versa* whenever circumstances demand. The course of study for these grades is being made out by the heads of departments in the Normal School, who

use the Model School freely for illustrating and applying the principles and special methods of their work.

Model-Practice School

An attempt is made to unite the best elements of a *model* school with the best elements of a *practice* school. The five critic-teachers teach regular classes throughout the year. This teaching not only furnishes model lessons for students to observe, but also keeps the children and their work from suffering, as often results where all the teaching is done by pupil-teachers.

After six years of trial, it appears that this combination of model teaching and practice teaching, of model school and practice school, is not only possible but very desirable.

The Year of Teaching

EACH student must spend one full year, one hour a day, in teaching. Two terms of this work are done in the senior year.

First Term

The difficulties involved in controlling and instructing a class should be so arranged and graduated that the pupil-teacher shall meet in his first term's work only such of these difficulties as he is prepared to meet successfully. To plunge him directly into the full sea of teaching problems is to overwhelm him. So far as conditions will permit, the first term's work is begun and pursued under the following conditions:

1. The candidate is allowed to choose the subject and the grade he feels best prepared to teach, provided

that he has done strong work in this subject in the Normal School.

2. He is given a class in a recitation room, so that his main problem will be that of instruction, rather than that of discipline.

3. He observes the critic-teacher teach the class for a week or so and then takes charge of the class.

4. More attention is given to him by critic-teacher and supervisor, both in the planning and the teaching, than in any subsequent term's work.

5. The pupil-teacher observes his critic-teacher teach some other subject to his grade throughout the term. (See *Observations.*)

6. He attends an illustrative lesson once each week and listens to and takes part in the discussion of it.

7. During the first term the pupil-teacher hears a course of talks on teaching which have to do with the elements of the recitation.

8. A critic-teacher's meeting brings the pupil-teacher and all other pupil-teachers working with his classes in other subjects, together once a week to talk over problems relating to their work.

Second Term

1. The pupil-teacher changes either subject or grade, as determined by the critic-teacher and supervisor.

2. If there is evidence of sufficient strength, he is then asked to conduct his recitation in the presence of another class at study, although he may not be made wholly responsible for the second class.

3. His observations are then taken with the purpose of giving him a more general view of all the work

done in the various subjects in that grade. (See special note on *Observations*.)

4. He gives one hour a week to the study of general method. (See *General Method*.)

5. He continues his attendance upon the illustrative lessons and critic-teachers' meetings.

Third Term

1. He is assigned to the grade and the subject as determined by his fitness and by the work he expects to do after graduation.

2. He then assumes complete control of a room during his recitation, and is thrown more and more upon his own responsibility.

3. His observations are taken throughout the nine grades in order to give him a general view of the system. (See special note on *Observations*.)

4. By an arrangement with the city school authorities the third-term-teacher is allowed to do substitute work in the public school on Monday, that being the regular weekly holiday of the Normal School.

5. General method, illustrative lessons, and meetings with the critic-teacher continue as in previous terms.

Observations

Time and Amount

SHOULD the practice-teacher observe a term before beginning to teach, or should these observations be made while he is doing his work? The plan here is to have the pupil-teacher observe the critic-teacher teach the class for one or two weeks and then take the class him-

self, but continue to observe the critic-teacher teach some other subject to the same grade throughout the term. To allow the beginning-teacher to spend a whole term in observing before doing any teaching himself is open to two serious objections: To observe intelligently, one must come with problems in mind. These problems arise from actual *experience*. As the pupil-teacher teaches, problems of instruction and problems of discipline are forced upon him, and he goes to his observation of a recitation with these questions fresh in mind, and the lesson he observes has significance and meaning to him.

Again, points gained from an observation may be clearly apprehended at the time, but unless the observer has an early opportunity to apply these points, they tend to fade out, whereas an attempt to apply these points immediately in one's own teaching tends to fix them and make them a part of the teacher's working habits. We need to turn constantly from our work to the model and from the model back to our work.

Observation of Critic-Teacher's Work

Whose teaching shall the pupil-teacher observe? The work of the critic-teacher and not the work of some other pupil-teacher. To have one pupil-teacher observe another is like learning good English by studying "false syntax." It is the blind leading the blind. To have the pupil-teacher make his observations upon the critic-teacher's work has these advantages:

1. It allows the pupil to see the work of a first-class teacher.

2. It gives the critic-teacher the very best means of criticising in a positive way the faults of the pupil-

teacher. Instead of saying, "Don't do this or that," the critic can say, "Look for this thing in my lesson today and see if it suggests a way out of your difficulty."

3. These written observations give the critic-teacher and supervisor a good opportunity for determining the pupil-teacher's power to see the vital things in a recitation and to state them clearly. They often reveal the fact that the pupil-teacher has failed utterly to comprehend a suggestion received and assented to, but not understood.

4. It is good for the critic-teacher. When the pupil-teacher turns critic and expresses opinions on work the critic-teacher is doing, it keeps the critic-teacher alive to the relationship that should be maintained. It creates and maintains the real bond of sympathy.

Method of Observing

If the pupil-teacher goes into a recitation and drops down in a dreamy, listless fashion to let the recitation flow over him in a general way, he will get nothing out of it; but if he goes into the recitation alert and keen to note one point in particular, to find an answer to some definite question in his mind and recent experience, that lesson means something and is of definite practical value. It has been found useful to require the observer to take some particular point for observation, to state the conditions under which the observation was taken, the conclusion arrived at, and to give in detail the evidence upon which this conclusion is based.

To assist the pupil-teacher the following outline of points for observation is placed in his hand:

Points for Observation

(a) *Physical Conditions*—1. Of room (temperature, light, etc.) 2. Of pupils.

(b) *Subject-Matter*—3. Is it true? 4. Is it valuable? 5. Is it interesting? 6. Is it suited to the child? 7. Is it related to other subjects?

(c) *Pupils*—8. Bright, dull, lazy, energetic. 9. Interest, attention, and order. 10. Thought-work. 11. Drill work (speed and accuracy). 12. Written work (form and accuracy). 13. Answers in general. 14. Attitude toward teacher.

(d) *Teacher*—15. Knowledge of subject. 16. Knowledge of pupils. 17. Interest and spirit. 18. Power of control. 19. Language (quality and quantity). 20. Teaching power (plan, devices, questions, etc.) 21. Assignment. 22. Strongest work; weakest.

(e) *Principles of Teaching Involved*—23. Interest. 24. Self-activity. 25. Known to unknown. 26. Simple to complex. 27. Concrete to abstract. 28. Correlation. 29. Formal steps. 30. Imitation.

Every criticism offered must be supported by evidence.

Observation of the Illustrative Lesson

An illustrative lesson is given each week by a critic-teacher and observed by all the pupil-teachers, the critic-teachers and supervisor, and by such heads of departments as are interested in that day's lesson. Certain points for observation are arranged before the lesson is given. After the recitation is over these points are discussed. The purposes are:

1. To illustrate certain points in the teaching process.

2. To train the pupil-teacher to see the important points in a lesson and to state his opinion in a clear and definite manner.

3. These illustrative lessons involve work with all the grades each term, so that a pupil-teacher doing his work in, say, the eighth grade, can see work with all the lower grades each term. It gives a broader outlook.

Observation by Special Method Classes

Another form of observation very helpful in preparing the student for his teaching work is the illustrative work done before the special method classes. A special method class in history has attempted to cover with some care the subject-matter outlined for the grades with a special view of the methods of presenting it. Certain typical phases of the subject-matter, as well as special methods for teaching them, were illustrated with classes from the Model School taught by the head of that department, critic-teachers, and pupil-teachers, and observed by the entire special method class and followed by a discussion under the direction of the head of the department. The other departments will follow this plan.

Other Features

General Method and Principles of Teaching

THE work under the head of the general method and principles of teaching is given to the student at the time he is teaching and continues throughout his teaching work. It is believed that much of the formal work in pedagogy given to students before they have any teaching experience falls upon stony ground. The work in gen-

eral method and general principles that has the best chance of growing into teaching practice and habit is done concurrently with the pupil's teaching work. The separation of a subject from its related branches is often necessary for the sake of clearness, but much time is wasted in teaching things apart from each other when the meaning and value of the one depend on the presence of the other.

This work is given largely in the lecture form one hour a week. It consists of the following topics:

First Term: The Principles of the Recitation.

Second Term: The Teaching of Individual Notions as Determined by the Form of Presentation.

Third Term: Acquisition of Individual Notions as Determined by the Child's Power of Attention, Observation, and Apperception.

Heads of Departments and the Model School

The various courses of study for the Model School are being worked out by the heads of departments. This brings most of the teachers in the departments into a helpful relationship to the Model School. They hold consultations with supervisor and critic-teachers, decide what pupil-teachers are competent to teach their subjects, help plan and criticise the work of their pupil-teachers, and use the Model School classes to illustrate certain phases of the work before their classes in special method.

Mothers' Club and Parents' Meeting

The relationship between the home and the school is becoming more intelligent and more helpful every year,

with mutual benefits to home and school. The Mothers' Club and the Parents' Meeting are helpful in developing and maintaining these relations. In the preparation of a teacher the Normal School should offer some opportunity for its students to observe and become familiar with the workings of such a club—its purpose, how formed, how made most profitable, and like questions. A Mothers' Club and a Parents' Meeting, under the control and direction of the critic-teachers in the primary grades, afford good models for our students to study with these questions in mind. The programmes of the meetings consist of papers and discussions by members of the clubs, with an occasional talk by a clergyman, a teacher, a physician, or a dentist.

English Grammar

I

SENTENCE study is begun by considering the essential parts of sentences taken from standard literature. Next, the office of each part of speech is studied. First, the usual and regular constructions are studied; later, the irregular and idiomatic. Under the head of inflection, there is much drill upon declension, comparison, and conjugation. In considering the properties of the parts of speech, considerable attention is given to the relative importance of the properties. Prefixes and suffixes are studied, and the structure of derivative and compound words is shown by tracing each from the primitive to the form in which the word is found. Much care is given to the laws for the formation of verb-phrases. Constructions are further studied in sentences written by the pupil.

Among the several purposes for the study of English grammar from the reflective point of view, the following are made prominent:

1. To put the language work of the grades upon a scientific basis by giving the pupil a knowledge of language structure and agreement.
2. To show the relations existing between grammar and literature.
3. To prepare the pupil to study other languages.
4. To give the pupil greater effectiveness of speech.
5. To give the pupil discipline.

Assigned reading is done by the pupil from day to day, and reports are made upon the selections read. Efforts are made to give incentive to an appreciative reading of books.

II

In considering etymology during the first term's work, not a few of the leading rules and principles of syntax are stated and illustrated; during the second term, syntax is taken up in a more connected way.

Sentence study is continued by giving special attention to the following points:

1. Impersonal, collective, and compound subjects.
2. Predicate nouns and adjectives; also adverbial predicates.
3. Objects of verbs; objective predicates.
4. Attributive and appositive adjectives and nouns.
5. Adverbial objectives and the nominative absolute.
6. Possessive case and possessives.
7. Prepositional phrases.
8. Relations and constructions of clauses.

9. Infinitives and participles.

10. Idioms.

A fair amount of assigned reading is done this term. Throughout the entire time given to grammar, part of each term is devoted to the selection, arrangement, and presentation of the language work and grammar of the grades.

III

Syntax is continued by studying the structure of a few pieces of literature, instead of the short, isolated sentences of the text-books.

The pupil is given much drill in writing the elementary forms of compositions, such as letters, invitations, replies, business transactions, announcements, and advertisements. In these written exercises, the pupil is held somewhat rigidly to accuracy in capitalization, punctuation, and other matters of form. Attention is also given to the selection and arrangement of material for composition work.

Among the other things to which considerable attention is given are:

1. Choice of words.
2. The study of the sentence as a unit.
3. Variety in sentences.
4. Expansion and contraction of the elements of the sentence.
5. Means of securing effectiveness.
6. The paragraph.

The pupil is required to do assigned reading, and an effort is made to increase his interest in books.

IV

In addition to the consideration of methods of presentation in connection with the subject-matter set forth in the foregoing outlines, each pupil is required to spend a part or all of a term in a method class. The following are some of the subjects discussed:

1. English in the grades.
2. The relation of language work to technical grammar.
3. Sentence as a means of teaching grammar.
4. The relative importance of grammatical features.
5. Derivatives.
6. Infinitives and participles.
7. Verb-phrases.
8. Effectiveness in English.

Rhetoric

THIS is a practical course in English composition. The various forms of prose discourse are discussed in class and illustrative themes are required. These themes are read and criticised in class before being revised and rewritten. Herrick and Damon's *Composition and Rhetoric* and *The Mother Tongue, III.*, are used merely as reference books and sources of further material for discussion, the chief insistence being on original composition by the members of the class. A cursory course in the novel is given through the year and much outside reading required. Indirectly, too, by the consideration

of the various forms of writing, the work should prove helpful to the future study of literature. (*Required. Fall and winter terms.*)

Literature

THE sources and development of the English drama will be studied briefly in preparation for the five plays of Shakespeare, each one of which is used to illustrate, so far as possible, the chief elements of the drama. The aim of the course is not only to present adequately the plays undertaken in class, but also to provide the students with equipment sufficient for carrying on successfully future independent study. (*Required. Spring term.*)

2. Typical Masterpieces: An endeavor is made in this course to furnish the pupil with sufficient critical apparatus for attacking independently any non-dramatic form of literature. Some insistence will be laid on literary history, but the course centers around the various types of literature. The longer masterpieces of both American and English letters are used, and much parallel reading is required. (*Elective. Fall term.*)

3. Typical Masterpieces, continued. (*Elective. Winter term.*)

4. Modern Poets: This course deals principally with the writings of two men—this year, Tennyson and Browning. The technique of poetry and the spirit of the age receive special attention. Two rather ambitious essays are required on subjects approved by the instructor. (*Elective. Spring term.*)

Reading

THE aim of the work done in this subject is to make the pupil a free and independent sight-reader. This is accomplished through freeing the voice, body, and organs of articulation; by study in thought conception; and by constant effort to express the thought gained. From the first the student interprets literature.

In addition to the class work, which consists of the study of selections from the best authors, selections adapted to the needs of the pupil or class, occasional class recitals are given. The authors used for such recital work are: Riley, Dunbar, Dickens, Lowell, Tennyson, Browning, Lincoln, Webster, and Beecher. In such work the pupil shows his growth in ability to interpret and express the thought of the authors studied.

Physical Culture

THE exercises given are those known as the "Emerson System," with the addition of marching and running exercises, and adapted movements from the Ling system of gymnastics.

The aim of the Emerson system is to give poise, strength, grace, and beauty to the body and all of its movements. In a comparatively short time results are apparent, so that the student, after even a short course in this work, feels that he has something definite to take away with him.

For this work no especial gymnasium costume is needed; the exercises may be taken in any comfortable dress.

History, Government, and Economics

I. Prescribed

1. *American History and Government*, one year. Four-year Course, second year.
2. *Methods in History*, two terms. High School Graduates' Course, first and second years.
3. *Methods in History*, one term. Four-year Course, third year.

II. Elective

1. *Ancient and Mediaeval History*, one year.
2. *Modern European History*, one year.*
3. *Special Periods of American History*, one year.*
4. *American Government*, two periods a week, one year.
5. *Economics*, two periods a week, one year.

The instruction in history aims to lay the foundation for a serious study of the subject. This implies (1) habits of accuracy in dealing with historical facts; (2) acquaintance with representative historical literature; (3) some familiarity with the methods and spirit of historical research; (4) some insight into the nature of historical truth. Entertainment, ideals of life and conduct, inspiration, are to be sought, but not too exclusively. An attempt is made to develop a conception of history from the works of modern historians, and to show the relation of such a conception to history in the curriculum of the common school. This does not mean that purely edu-

* Courses "2" and "3" will alternate. During the year 1905-1906 course "2" will be offered.

cational considerations are to be ignored, or that the teacher's point of view is to be lost. But it is believed that materials for school history can be selected with due regard to a conviction that history has rights as well as pedagogy. Current methods of teaching history in the grades and up through the secondary school are studied and illustrated, together with the special literature of the subject. A critical examination of historical text-books is attempted and the characteristics of a good text noted. The various special aids and appliances useful to historical workers are exhibited.

The Latin Language

L ATIN is elective throughout all courses. First-year Latin may be taken either in the first or in the second year of the four-year course; Cæsar in the second or third; Cicero in the third or fourth; and Vergil in the fourth.

Latin composition is studied in connection with Cæsar and Cicero. In the second year, some special attention is given to Roman antiquities; in the third, to constructions not found in Cæsar, to figures of speech, the reckoning of time, the memorizing of selected passages, and the study of the Roman Constitution.

The work in Vergil includes a study of Greek and Roman mythology, of poetical constructions, figures, and scansion, as well as the consideration of Vergil's debt to Homer, and the memorizing of selected lines and passages. Sight translation and the study of the relation of Latin to English are a part of the work of every year. The work of the last term includes a course in Latin composition and a general review of the work of the four years.

Advanced Latin is elective for such students in the high school graduate courses as have successfully completed four years' work in preparatory Latin. The courses will be alternated in successive years, so that a student may get two years of Latin in advance of his high school work. In the school year of 1905-6, Latin composition and Nepos, will be offered in the fall term; Horace's Epodes, Satires and Epistles, in the winter; Cicero's *De Amicitia* in the spring.

German

GERMAN is elective in the third and fourth years of the four-year course and in both years of the two-year course. The aim is to give students such a thorough knowledge of the principles of German grammar and such practice in speaking and hearing the language that they may use it efficiently as a tool for advanced work in other departments or as a convenience in travel abroad. It is expected, moreover, that such an insight into German life and thought will be gained by the students that they may be able, in a true sense, to appreciate the works of the masters of German literature.

Elementary German

The work of the first two terms consists of written and oral drill in grammar, sight translation, memorizing of German poems, and the translation of *Glück Auf*, *Immensee*, and *Geschichten vom Rhein*. The recitation is conducted entirely in German. A part of each class period is devoted to conversation in German, upon matters of general interest, or a story is related by the instructor or by some member of the class.

The work of the spring term is based upon *Geschichten vom Rhein* and *Der Bibliothekar*. Joynes-Meissner's grammar is used throughout the year. Students are required to make class room reports upon topics of interest in the daily newspapers and the leading periodicals.

Advanced German

In the second year the class studies *Das Wesentliche der Deutschen Grammatik*, *Wilhelm Tell*, *Minna von Barnhelm*, *Maria Stuart*, and *Bilder aus der Deutschen Litteratur*, or equivalents. In addition to the translation, the relating of the story in German, and the necessary grammatical work, the study of each drama includes a discussion of its structure and composition and of its place in German literature. Attention is called to the development of the drama from the time of the Greek dramatists to that of Schiller. In connection with *Bilder aus der Deutschen Litteratur*, a brief history of German literature is given, special emphasis being laid upon Lessing, Goethe, Schiller, and Heine.

Mathematics

1. *Arithmetic.* Mathematics is purely an abstract science in its principles and processes, and as such affords an excellent means for mental discipline. The logical faculties are trained by the development of principles, of clear-cut definitions and logical forms of analysis, and by the constant effort to secure clear, accurate expression in solutions and explanations. But it has practical as well as disciplinary value. Pupils must know how to perform mathematical calculations accurately and rapidly. Much

of this training must come from arithmetic. Skill and power must both be developed here. To do this the subject must be viewed both as an art and as a science. The work in arithmetic in this school makes both of these prominent. In all the work in arithmetic attention is given to methods of presentation in the grades.

The work of this course includes notation, numeration, the fundamental operations with integers and common and decimal fractions, factors and multiples, the English and metric systems of weights and measures, and some elementary problems in the measurement of surfaces and solids. (*Required in the four-year course. Offered every term.*)

2. *Arithmetic.* The principal topics are ratio and proportion and their application to some simple problems of physics and geometry, involution, evolution, mensuration, and percentage and its applications. (*Required in the four-year course. Offered winter, spring, and summer terms.*)

3. *Arithmetic.* The subject-matter of this course and of course 4 is essentially that of courses 1 and 2, but the work is more advanced and assumes a knowledge of elementary algebra and geometry. More attention is given to methods of instruction. (*Required in the two-year course. Fall term.*)

4. *Arithmetic.* (*Required in the two-year course. Winter term.*)

5. *Methods in Arithmetic.* An effort is made to have the students become familiar with the best literature of the subject and with recent tendencies in the teaching of mathematics, and to have them discover the rational basis for the organization of a course of study for arithmetic in

the grades. (*Required in the four-year course. Offered fall and summer terms.*)

6. *Algebra.* This course covers algebraic notation, the fundamental operations, factoring, involution and evolution, highest common factor, lowest common multiple, fractions and simple equations. (*Required in the four-year course. Spring and summer terms.*)

7. *Algebra.* The topics studied are simultaneous equations of the first degree, theory of exponents, radicals, complex numbers, and quadratic equations. (*Required in the four-year course. Fall and summer terms.*)

8. *Plane Geometry.* Books I. and II. (*Required in the four-year course. Winter and summer terms.*)

9. *Plane Geometry.* Books III., IV., and V. (*Required in the four-year course. Spring and summer terms.*)

10. *Algebra.* The subject-matter includes the theory of quadratic equations, simultaneous equations of the second degree, ratio, proportion, logarithms, some elementary properties of series, undetermined coefficients, and the binomial theorem. (*Elective in both courses. Fall term.*)

11. *Algebra.* A study is made of permutations and combinations, determinants and their application to sets of linear equations, series, and so much of the theory of equations as to include the elementary transformations, location of roots, graphical representation of functions, Sturm's theorem, Horner's method of approximation, binomial equations, and the solution of the general cubic and biquadratic. (*Elective in both courses. Winter term.*)

12. *Solid Geometry.* Books VI., VII., and VIII. (*Elective in both courses. Spring term.*)

13. *Plane Trigonometry.* This course embraces the definitions and properties of the trigonometric functions, the deduction of important trigonometric formulæ, the use of tables of logarithms, the solutions of plane triangles, and various practical applications. (*Elective in both courses. Fall term.*)

14. *Plane Analytic Geometry.* This is an elementary course in the analytic geometry of the plane and deals in particular with the properties of the conic sections, including a discussion of the general equation of the second degree. (*Elective in both courses. Winter term.*)

15. *Astronomy.* This course is chiefly a study of the solar system. The problems of practical astronomy are investigated as thoroughly as the mathematical acquirements of the class permit. Attention is directed to recent astronomical research. (*Elective in both courses. Spring term.*)

Geography

THE object of the work in geography is to give the pupils a knowledge of the earth's surface as the home of man, to show how physical conditions of the earth's surface have influenced life conditions, such as the distribution of peoples and industries, and to show how man has been able to become master of natural conditions, such for example as aridity of climate.

An attempt is made to have the pupil learn to picture for himself as clearly as possible those parts of the world that he has not seen, and for this the department is well equipped with maps, globes, relief models, pictures and lantern slides, as well as books and pamphlets. There is

also a good collection of industrial materials for illustrating the commercial side of geography.

1. *Physiography.* A study is made of land forms and the processes by which they are developed. Laboratory work with topographic maps is an important part of the study and excursions are made by members of the class, both individually and with the teacher, in order that practical illustration may accompany the more theoretical work of the class room. (*Required in the four-year course. Elective in two-year course. Spring term.*)

2. *Meteorology.* The course is introduced by a short study of mathematical geography. The earth as a part of the solar system, its attitude toward its neighbors, especially the sun, its motions of rotation and revolution, are treated as fully as is necessary to give a basis for the study of climate. A careful study is made of the general atmospheric circulation and the cyclonic storm. Weather observations are made and charted and the daily weather map, issued by the government, is studied with a view to learning methods of forecasting. (*Required in four-year course. Elective in two-year course. Fall term.*)

3. *The Geography of the North American Continent.* Courses 1 and 2 are made the basis for this term's work. During the term each student will learn to draw the map of North America with its highlands, lowlands, principal drainage systems, and islands, and the map of the United States showing the position and boundary of each state. (*Required of four-year students. Winter term.*)

4. *The Geography of Europe.* Much of the work of this course will be topical, the topics to be worked up by individual students from library material. The course is designed to give the student a good working knowledge

of the sources of geographical material. (*Elective in four-year course. Spring term.*)

5. *Methods in Geography.* Most of the time will be given to chalk modeling, which is one of the best methods of presenting land forms to children in the class room. Instructions will be given as to methods of procuring and using illustrative materials for the grades. (*Required in the four-year course. Winter term.*)

6. *Home Geography and the Geography of the North American Continent.* The home geography will be in part a review of physiographic principles. The later part of the work will be an application of these principles to the study of a continent. (*Required in the two-year course. Fall term.*)

7. *The Geography of Eurasia.* Like course 4, this term's work will be largely topical. (*Required in the two-year course. Winter term.*)

8, 9, 10. The subjects studied will be determined largely by the desires of those electing the courses after due consultation with the instructor. Among the subjects offered are commercial geography, elementary geology, and the geography of Asia, Africa, South America and Australia. (*Elective throughout the two-year course.*)

Physical Sciences

Physics

ONE year's work in physics is offered. This subject is required throughout the third year of the four-year course, and may be elected in either year of the two-year course. Students electing it must have completed elementary algebra and plane geometry.

Two double periods a week are devoted to laboratory work. About sixty problems, nearly all of which are quantitative in character, are worked out in the laboratory. Especial emphasis is given to accurate measurements of extension and mass, determinations of densities, verifications of the laws and principles of mechanics, and heat problems involving expansion and calorimetry. A few problems in sound and light, and a number in electricity are introduced, but it is believed that the work in measurements, mechanics, and heat is best adapted to a one-year course in the laboratory and of such fundamental value in the study of physics as to deserve especial attention and most of the time available.

The laboratory is well equipped with apparatus, most of which is in duplicate, so that a whole section of students can work on the same problem at the same time. Three single periods are given to recitations upon text-book and laboratory work, to the demonstration of principles by the teacher, with simple qualitative experiments, and to the application of these principles in numerous problems. Though the value of formulæ as brief and concise statements of laws is emphasized, students are required to give a logical analysis of each problem and no mere substitution of values in a formula is accepted. It is believed that such a process is mechanical and not conducive to mental activity or power.

Chemistry

One year's work in general inorganic chemistry is offered as an elective in both the four-year and two-year courses. The work consists of two laboratory periods of double length, and three recitations each week throughout the year.

The greater part of the time is given to the study of the non-metals because of their peculiar value in the development of chemical theory.

About two months is given to the study of the metals, and some attention is given to the matter of solubilities of salts. It is intended that students completing the year's work shall have some skill in manipulation and be ready for the intelligent study of qualitative analysis and other branches of applied chemistry.

In the laboratory the preparation and properties of a number of common elements and compounds are studied, and a number of quantitative experiments, illustrative of chemical laws, performed. The laboratory is well equipped.

Many problems in chemical arithmetic are introduced during the year.

Biology

THE general purposes of the courses in biology are:

(1) To direct and cultivate in the students the ability to observe accurately and completely and to make clear and logical conclusions from these observations; (2) to obtain some knowledge of the structures and functions of living things and the laws that determine their growth and behavior; (3) to consider the subject-matter and presentation of material for elementary science work.

The department is well equipped with laboratories and with a liberal supply of the most modern laboratory apparatus, consisting of fifty compound microscopes, a human skeleton, models, preserved specimens of plants and animals, etc. The projection lantern is used as a means of illustration in connection with the courses in biology. A

four-room greenhouse furnishes material not found out of doors, and serves as a place where physiological experiments may be made.

The courses offered in the department are as follows:

General Biology

During the spring term of the first year and fall term of the second year of the two-year course, the biological work consists of a study of those topics in botany and zoölogy that are directly related to grade work. Consideration of subject-matter, illustrative materials, and presentation constitute the work. This is a two-term course required of students in the two-year course.

General Botany

In this course a general survey of the plant kingdom is made. The work is introduced by means of a consideration of the structures and functions of a seed plant. Following this, a study is made of plant groups from lowest to highest.

An attempt is made to show some of the relationships existing between the various groups. Throughout this course the points of view are those of morphology and physiology and sufficient attention will be given to taxonomy and natural history to afford acquaintance with a number of plants, which may be looked upon as representatives of the entire plant kingdom.

This is a two-term course required of D students and elective to high school students who wish to take a general course in botany.

Second-Year Botany

This course consists of a year of advanced work de-

signed primarily for those students who wish to fit themselves to teach the subject in high schools, or who after graduation expect to continue their work in college. It is made up of a study of plant groups as shown by their morphological, physiological, and ecological characteristics. Text and library work is upon assigned topics related to the laboratory work. The course is elective to students in the two-year course, and to four-year students in the last two years of their work.

Ecology

Ecology has to do with the relations existing between plants and their environment, and with the effects that have been and are being produced upon plants through these relations. The physiology of plants concerns itself with the inner life processes; ecology has to do with the external life relations. It is impossible completely to separate physiology and ecology, since the external relations make possible the performance of inner processes. External adaptations are outward expressions of the inner needs of plants. Consequently throughout this course attention is given to the work the plant must do, the various regions and conditions in which plants work, and the adaptations to work that plants have made in these various environments. It may be said to be a study of the "sociology of plants," in which there is a recognition of the facts that (1) there are various factors—prominent among which are water, temperature, soil, and light—that determine the growth and behavior of plants; (2) plants are not rigidly fixed structures, but are constantly being affected by the factors of their environment; (3) through the influence of these factors in varying combinations upon

plastic plants, adaptations in structure and habit are being developed constantly by each plant in its attempt to do its work in the best way; (4) through a study of the evolution of the plants of a given region, considerable may be learned of the evolution of the plant kingdom as a whole.

This course in ecology involves class and laboratory work, experiments in the laboratory and greenhouse, and work in the field. A number of excursions are made in order that plants may be observed in their normal growing places. The region surrounding the school is, through its diversity, fairly well adapted to such work.

The course is elective to four-year students in the spring term of their last year.

Zoölogy

The general plan of the course in zoölogy is similar to that of the course in general botany. In addition to work upon type forms, some classification is done, and an effort is made to acquaint the student with the life-histories, habits, and economic importance of some of the more common representatives of our local fauna. When possible, living animals in their natural haunts are studied. This is a two-term course and is elective to students in the two-year course, and to four-year students in their second year's work.

Physiology

The third term of the year of zoölogy consists of a study of animal physiology with special reference to the physiology of the human body. There are good opportunities for laboratory experiments and demonstrations upon the

mechanism of the organs of locomotion, the eye, ear, heart, and lungs, and some of the chemical reactions occurring within the body, and considerable such work is done.

Public Hygiene

The work of the past few years has made most important contributions to the knowledge of those things that have to do with public health. It is obvious that the duties of teachers make it peculiarly imperative that they be actively intelligent in helping to give the schools the most healthful conditions. It is often true that diseases and consequent deaths may be traced to the unsanitary conditions and practices of the school.

The course is elective and consists of lectures, library and laboratory work, and visits to school buildings and grounds in order to consider their adaptation to the work of the school. The following are among the topics considered:

1. Theories as to the causes of disease.
2. Life habits of disease-producing bacteria.
3. Distribution of disease-producing bacteria.
4. Conditions favoring the production of infectious diseases.
5. Prevention of infectious diseases.
6. Immunity against disease: how produced and how retained.
7. The water supply of the school.
8. The schoolhouse: its form, lighting, heating, ventilation, seating, decoration, etc.
9. The school grounds: drainage, planting, playgrounds, etc.

Drawing

THE work in drawing stands for certain well-defined ends in the preparation of the teacher.

With our present educational system, the part of the subject which will be of greatest value to the teacher is not that which he may teach again in his own school, but that which will enable him to draw quickly and correctly from sight, memory, or imagination, anything that will add interest or force to his school work; and that which makes for his own esthetic culture. At the same time the student teacher must be able to teach a rational system of drawing in the school in which he works.

With these ends in view the instruction has been arranged in two parts.

Illustrative Art

For the first, a thorough course in free-hand perspective, including:

1. Study of type from solid and natural forms.
2. Practice in application of principles by [a] drawing at sight from the objects; [b] drawing from memory on paper and the blackboard.
3. Problems in perspective or drawing from imagination [a] on paper, time unlimited; [b] on the blackboard, time sketches.
4. Elements of light and shade.

The second part of the course is not less important than the first, and its practical value to the teacher is no less real, though less easily perceived.

Decorative Art

The culture that comes from the study of beautiful

forms of art must be experienced to be appreciated, and its value is not, therefore, so evident as that of illustrative art. Nevertheless, the development of this line of education has an extremely practical application to the lives and industries of the people, and when it becomes general in our schools, so that its influence is widely felt, we may expect America to take equal rank with the old world in the beauty and value of its manufactured products. In the meantime our teachers, at least, must not be wholly ignorant of the laws of beauty and the progress of the world in art.

The Course of Study

The first two terms are taken up with work in black and white, proceeding from a simple outline drawing to a more finished one in light and shade.

Work is done from objects, flowers, fruit and vegetables, type forms, composition, outdoor sketching, pose, and casts. The last term is devoted to color work, water colors being the medium, and the idea of drawing in color is given. Pottery, flowers, fruit and vegetables, still life, and outdoor sketching are the line of work.

The drawing room is well filled with tables, casts, and objects for work.

Music

THE instruction in music aims to cultivate a good quality of voice, a sound taste for good music, and ability to read vocal music at sight.

The educational value of music in cultivating the whole mind as well as the emotions is clearly recognized. Some-

thing is done to give students some knowledge of great composers and their distinguishing characteristics.

Library Science

THE legislature of the State of Illinois has made provision for school libraries by allowing directors the privilege of purchasing books from school funds remaining after all necessary expenses are paid. There should be the assurance that those in charge of the schools shall know the value of these libraries and understand their use and administration. In accordance with the need of special preparation for this work, an effort has been made to outline a practical course of instruction in the use, selection, and care of books.

The Course of Study

1. Selection and ordering of books.
2. Accession record.
3. Classification.
4. Book numbers.
5. Cataloguing.
6. Shelf department.
7. Mechanical preparation of books for the shelves.
8. Charging system.
9. Reference.
10. Binding.
11. Repairing.
12. Miscellaneous subjects.
 - [a] Supplies or library tools.
 - [b] Handwriting.
 - [c] Scrap-books.

- [*d*] Agencies.
- [*e*] Traveling libraries.
- [*f*] Children's reading.
- [*g*] Provisions made by the State for creating and maintaining school libraries and the relations of libraries to schools.
- [*h*] General rules governing the use of the library.
- [*i*] Care and use of pictures.

The Library and Reading Room

THE library occupies two spacious, well-lighted rooms in the southwest corner of the ground floor of the building. The reading room contains the reference books, and is supplied with a large number of periodicals in which is found the best current thought in science, geography, history, sociology, general and educational literature. Books in circulation are kept in a stack room, which is furnished with tables and chairs for the use of students, all of whom are allowed access to the shelves. The library has a dictionary card catalogue, and the books are classified according to the Dewey decimal system. Two trained librarians are in charge, giving necessary aid and instruction to students in the use of books.

A List of the Periodicals

American Geographical Society—Bulletin.
American Geologist.
American Historical Review.
American Journal of Physiology.
American Journal of Science.

American Journal of Sociology.
American Mathematical Monthly.
American Naturalist.
American School Board Journal.
Annals of Botany.
Arboriculture.
Art Interchange.
Atlantic Monthly.
Bird Lore.
Birds and Nature.
Blackwood's (*American reprint*).
Booklover's Magazine.
Bookman.
Botanical Gazette.
Bulletin of Bibliography.
Catholic World.
Century Magazine.
Chicago Board of Education—Bulletin.
Collier's.
Cosmopolitan.
Country Life in America.
Craftsman.
Critic.
Cumulative Book Index.
Cumulative Book Review Digest.
Dial.
Edinburgh Review (*American edition.*)
Education.
Educational Review.
Educator-Journal.
Elementary School Teacher.
English Historical Review.
Etude.

Forestry and Irrigation.
Forestry Quarterly.
Forum.
Garden Magazine.
Gardener's Chronicle.
Geographical Journal (*British*).
Harper's Monthly Magazine.
Harper's Weekly.
Harvard Museum—Bulletin.
House Beautiful.
Independent.
Intelligence.
International Quarterly.
International Studio.
Journal of Comparative Neurology and Psychology.
Journal of Education (*London*).
Journal of Education (*New England*).
Journal of Experimental Zoölogy.
Journal of Geography.
Journal of Geology (*University of Chicago*).
Journal of Infectious Diseases.
Journal of Pedagogy.
Journal of the New York Botanical Garden.
Ladies' Home Journal.
Library Index.
Library Journal.
Littell's Living Age.
Little Folks.
McClure's Magazine.
Manual Training Magazine.
Masters in Art.
Nation.

National Geographic Magazine.
Nature.
Nature Study Review.
New England Magazine.
North American Review.
Outing.
Outlook.
Photographic Times.
Plant World.
Poet Lore.
Political Science Quarterly.
Popular Astronomy.
Popular Science Monthly.
Primary Education.
Public Libraries.
Public Opinion.
Publishers' Weekly.
Reader's Guide to Periodical Literature.
Review of Reviews.
St. Nicholas.
School and Home Education.
School Bulletin.
School Mathematics.
School News.
School Review.
School Science and Mathematics.
Science.
Science Progress.
Scientific American.
Scientific American Supplement.
Scottish Geographical Magazine.
Scribner's Magazine.

Sewanee Review.
Teachers' College Record.
United States—Experiment Station Record.
Westminster Review (*American edition*).
World To-day.
World's Work.
Youth's Companion.

Newspapers

Charleston Daily Courier.
Charleston Daily News.
Charleston Daily Plaindealer-Herald.
Chicago Chronicle, Daily and Sunday.
Chicago Inter-Ocean, Daily and Sunday.
Chicago Tribune, Daily and Sunday.
New York Times, Daily and Sunday.
St. Louis Globe-Democrat, Daily and Sunday.
St. Louis Republic, Daily and Sunday.

Manual Training

MANUAL training is both required and elective in the fourth year of the four-year course, and elective in the second year of the two-year course. The woodwork is required and the weaving and basket-making or the woodwork is elective.

The woodwork follows the Sloyd method and includes bench work and whittling. The manual training room is

thoroughly equipped with the best quality of benches and tools; work also is given to show what may be done with a small outlay in expense for tools and materials.

The weaving includes work in raffia, yarns, and rattan. This leads up to the shaping and sewing of baskets and the working out of designs in color.

Not only is practical instruction given in these particular branches of hand work, but theoretical instruction as to materials and tools used, and the nature and application of the different exercises. Attention is given to excellence in design that the judgment may be trained to appreciate beauty in form and proportion, and the suitability of the article to the end in view.

All materials are furnished by the school, and the articles made, when not for service in the school room, become the property of the students at the end of the school year.

Classes for observation are conducted through all the grades of the practice school.

The Normal School Bulletin

THE Normal School Bulletin, a sixteen-page monograph devoted to educational topics, is issued quarterly and distributed in the immediate territory of the school free of charge. The numbers issued this year are:

1. The Relation of Home and School, by *Charlotte May Slocum*.

2. Bird Study in the Rural School, by *Thomas L. Hankinson, B. S.*

3. Bird Study in the Rural School (second edition), by *Thomas L. Hankinson, B. S.*

The School Garden and Greenhouse

A SCHOOL garden has been constructed in which children of the Model School and some Normal School students grow plants of various kinds under the direction of a trained gardener. It is the purpose of the school to interest its students in the cultivation of both flowers and edible plants, and to encourage them to beautify the grounds of the schools in which they are to teach.

A commodious greenhouse has been built. This affords the classes in botany abundant material at all times of the year and incidentally furnishes plants for beautifying the school rooms and grounds.

Student Organizations

The Christian Associations

BOTH the Young Men's and Young Women's Christian Associations have organizations in the school and are in a flourishing condition. Committees from these associations meet new students at trains and assist them in finding boarding places. Social gatherings under the auspices of the associations are held during the year.

The Glee Club

THE Young Men's and Young Women's Glee Clubs meet once a week for instruction in sight singing, voice training, and practice in singing standard music. This work is in charge of the teacher of music in the school.

The Parliamentary Practice Club

A WEEKLY meeting of the students of the school is held, a member of the faculty presiding, for the purpose of mastering the principles of parliamentary law.

The Athletic Association

THERE is in the school a very vigorous Athletic Association, which has the hearty and sympathetic support of the faculty and students. The school is fortunate in having on its faculty an unusually large proportion of men who have distinguished themselves in athletics.

Students

Saturday Students

Bowers, William W.	<i>Charleston</i>
Cottingham, W. E.	<i>Charleston</i>
Gobin, Hetty	<i>Charleston</i>

Second Year of the Two-Year Course

Anderson, Mabel C.	<i>Charleston</i>
Bishop, Daisy A.	<i>Charleston</i>
Bradley, Irma M.	<i>Charleston</i>
Cavins, H. Olive	<i>Mattoon</i>
Compton, Nelle	<i>Charleston</i>
Cottingham, Carrie E.	<i>Charleston</i>
Edman, Minnie	<i>Charleston</i>
Ferrish, Lewis	<i>Charleston</i>
Gannaway, Ethel	<i>Charleston</i>
Hobbs, Anna G.	<i>Charleston</i>
Honn, Edward F.	<i>Charleston</i>
Hope, Arta	<i>Robinson</i>
Huron, Bertha	<i>Charleston</i>
Kyger, Roy J.	<i>Grape Creek</i>
Lee, Jessie E.	<i>Pesotum</i>
Littler, Nelle M.	<i>Danville</i>
Maxham, Ula V.	<i>Charleston</i>
Shoot, Gertrude T.	<i>Charleston</i>
Stark, Cecil E.	<i>Hume</i>
Tooke, Elizabeth	<i>Charleston</i>
Warman, Hettie M.	<i>Charleston</i>

First Year of the Two-Year Course

Barringer, Edna	<i>Hillsboro</i>
Case, Maude	<i>Charleston</i>

Cash, Ella H.	<i>Tower Hill</i>
Clodfelter, Lurana	<i>West Salem</i>
Crews, Robert A.	<i>Charleston</i>
Crispin, George	<i>Charleston</i>
Dappert, Nora E.	<i>Taylorville</i>
Dunbar, Christina	<i>Sterling</i>
Dwyer, Ellen F.	<i>Charleston</i>
Earnhart, William H.	<i>Flat Rock</i>
Glassco, Alta L.	<i>Charleston</i>
Hersberger, Bayard K.	<i>Charleston</i>
Hill, Robert C.	<i>Charleston</i>
Lane, Alpha	<i>Medora</i>
Long, Florence E.	<i>Charleston</i>
Maris, Florence	<i>Tuscola</i>
Maris, Julia C.	<i>Tuscola</i>
Peters, Adolph	<i>Stewardson</i>
Rush, Alice G.	<i>Watseka</i>
Stewart, Bessie H.	<i>Metropolis</i>
Story, Izora	<i>Charleston</i>
VanSellar, Martha	<i>Paris</i>
Williams, Lucia Q.	<i>Mattoon</i>
Wooll, Jessie	<i>Charleston</i>

Third Year of the Three-Year Course

Card, Hamilton H.	<i>Fillmore</i>
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Second Year of the Three-Year Course

Birdzell, William	<i>Neoga</i>
Cossairt, Laura	<i>Potomac</i>
DeWolfe, Donald J.	<i>Pana</i>
Fender, Charles W.	<i>Ashmore</i>

First Year of the Three-Year Course

Hassig, Lillian	<i>Atwood</i>
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Fourth Year of the Four-Year Course

Balch, Eva	<i>Lerna</i>
Balch, Flora	<i>Lerna</i>
Brewer, Mary	<i>Charleston</i>
Chumley, Eugene	<i>Owaneco</i>
Henderson, Frank	<i>Isabel</i>
Honn, Josephine W.	<i>Ashmore</i>
McDonald, Elmer M.	<i>Lerna</i>
Overholser, Nora G.	<i>Charleston</i>
Phipps, Charles R.	<i>Charleston</i>
Randolph, Edgar D.	<i>Gays</i>
Sargent, Paul T. ✓	<i>Charleston</i>
Stanberry, Oscar	<i>Greenup</i>
Tohill, Florence	<i>Flat Rock</i>
Wentz, Roy	<i>Hindsboro</i>

Third Year of the Four-Year Course

Archer, Susie E.	<i>Charleston</i>
Ault, Vena E.	<i>Hillsboro</i>
Ault, Verna	<i>Hillsboro</i>
Austin, Jesse H.	<i>Charleston</i>
Bainbridge, Albert O.	<i>Shelbyville</i>
Baker, Willie W.	<i>Charleston</i>
Baker, William E.	<i>Bushton</i>
Barkley, Rupert R.	<i>Charleston</i>
Bradford, Ernest C.	<i>Hindsboro</i>
Curry, Arthur B.	<i>Charleston</i>
Evans, Minnie L.	<i>Charleston</i>
Faris, Mildred	<i>Lerna</i>
Freeman, F. Faye	<i>Charleston</i>
Geddes, Grace	<i>Newton</i>
Gish, Orpha E.	<i>Charleston</i>
Hackley, Gertrude	<i>Mattoon</i>

Hagan, Warren L.	<i>Windsor</i>
Hamill, Lena	<i>Charleston</i>
Harry, Bertha	<i>Humboldt</i>
Hashbarger, Clara B.	<i>Arcola</i>
Hashbarger, Edna	<i>Arcola</i>
Hilton, Mervin B.	<i>Charleston</i>
Hooppaw, Bessie	<i>Charleston</i>
Jones, Leonard	<i>Charleston</i>
Marshall, Thomas L.	<i>Charleston</i>
McNutt, Wade	<i>Oconee</i>
Sargent, St. John	<i>Charleston</i>
Stanfield, Adrian C.	<i>Winamac</i>
Wright, Florence	<i>Charleston</i>

Second Year of the Four-Year Course

Black, Paul	<i>Greenup</i>
Brown, Victor I.	<i>Oblong</i>
Coakley, W. B.	<i>Charleston</i>
Curry, Joseph J.	<i>Charleston</i>
Cutler, Lois P.	<i>Charleston</i>
Davis, Leonard E.	<i>Charleston</i>
Epperson, M. Clarice	<i>Montrose</i>
Ewing, Roy	<i>Charleston</i>
Finney, Calvin J.	<i>Greenup</i>
Freeman, Agnes M.	<i>Charleston</i>
Funkhouser, Flora L.	<i>Mattoon</i>
Gannaway, Edna	<i>Charleston</i>
Gannaway, Lelia M.	<i>Mattoon</i>
Givens, Harry	<i>Paris</i>
Gore, Olin H.	<i>Hazel Dell</i>
Gray, Helen	<i>Charleston</i>
Hamill, Alma	<i>Charleston</i>
Harris, Fred M.	<i>Charleston</i>

Harry, Roscoe	<i>Arcola</i>
Harwood, Otto	<i>Janesville</i>
Heil, Sopha E.	<i>Arcola</i>
Heinlein, James	<i>Hindsboro</i>
Hodgen, Anna	<i>Lyndon, Kan.</i>
Holsen, Hester	<i>Allendale</i>
Housel, Elmer	<i>Charleston</i>
Huber, Harry L.	<i>Charleston</i>
Jones, Clement	<i>Charleston</i>
Leeds, Delia	<i>Allendale</i>
Leeds, Stella	<i>Allendale</i>
Mabee, Elsie	<i>Charleston</i>
McDonald, Jessie B.	<i>Lerna</i>
Payne, Oletha M.	<i>Charleston</i>
Scott, Neva A.	<i>Charleston</i>
Stewart, Bertha B.	<i>Charleston</i>
Summers, Mrs. Alice	<i>Charleston</i>
Vaughn, Clem	<i>Bellair</i>
Vigles, Maude E.	<i>Lake City</i>
Young, Grace	<i>Mattoon</i>

First Year of the Four-Year Course

Adams, Frank	<i>Chrisman</i>
Adkins, Berthal	<i>Newton</i>
Alexander, Charles J.	<i>Charleston</i>
Apple, Lura M.	<i>Robinson</i>
Ashbaugh, Edwin	<i>Sumner</i>
Ashworth, Inez	<i>Mattoon</i>
Austin, Clarence	<i>Charleston</i>
Babbs, Gladys	<i>Charleston</i>
Bagott, Clark	<i>Kinmundy</i>
Baker, Fred R.	<i>Windsor</i>
Bales, Lula E.	<i>Hindsboro</i>

Barrick, Grace M.	<i>Tuscola</i>
Batty, Gretta M.	<i>Findlay</i>
Batty, John R.	<i>Findlay</i>
Bertolet, Sara	<i>Charleston</i>
Bidle, George A.	<i>Charleston</i>
Bingaman, Florence	<i>Lerna</i>
Boorom, Harvey	<i>Olney</i>
Bradley, Hazel	<i>Charleston</i>
Briggs, Margaret	<i>Charleston</i>
Brooks, Mae L.	<i>Charleston</i>
Browning, William L.	<i>Pierson</i>
Bryan, Norve C.	<i>Ingraham</i>
Burkett, Hugh	<i>Flat Rock</i>
Burton, William H.	<i>Louisville</i>
Cannon, Laura	<i>Robinson</i>
Carney, Lydia Z.	<i>Charleston</i>
Carrel, Harvey	<i>Charleston</i>
Clark, Laura	<i>Charleston</i>
Colvin, Howard	<i>Olney</i>
Corley, Etelka B.	<i>Tuscola</i>
Cottingham, Albert	<i>Charleston</i>
Cottingham, Frank	<i>Greenup</i>
Cottingham, R. Neal	<i>Charleston</i>
Cowman, William	<i>Claremont</i>
Creviston, Grace	<i>Hindsboro</i>
Crum, Myrl	<i>Claremont</i>
Cummins, Edna	<i>Rose Hill</i>
Cuppy, Ethel	<i>Kemp</i>
Dehl, Landis L.	<i>Casey</i>
Diver, Joseph E.	<i>Sumner</i>
Doty, T. Wallace	<i>Charleston</i>
Downey, John P.	<i>Loxa</i>
Duncan, Elma L.	<i>Flat Rock</i>

Duncan, Lou	<i>Flat Rock</i>
Dunn, Carl	<i>Greenup</i>
Dwyer, Katherine	<i>Charleston</i>
Echard, Lloyd R.	<i>Ashmore</i>
Ehrhart, Belle	<i>Arcola</i>
Ernst, Jesse	<i>Charleston</i>
Espy, Earl	<i>Palestine</i>
Faris, Susie	<i>Lerna</i>
Farnsworth, Dexter	<i>Charleston</i>
Finley, Sarah	<i>Pana</i>
Fleming, David E.	<i>Charleston</i>
Foreman, Lulu B.	<i>Charleston</i>
Fouty, Samuel J.	<i>Advance</i>
Frazier, Laura F.	<i>Mattoon</i>
Freeland, Minnie C.	<i>Bellaïr</i>
Fuller, Henry	<i>Westfield</i>
Funkhouser, Fern	<i>Mattoon</i>
Gabel, Goldie	<i>Greenup</i>
Gammill, Dora A.	<i>Lerna</i>
Garrett, Flora E.	<i>Gays</i>
Garver, Letha	<i>Arcola</i>
George, Ethel E.	<i>Kinmundy</i>
Greene, Helen I.	<i>Charleston</i>
Grimes, Etta B.	<i>Charleston</i>
Hall, Mattie	<i>Murdock</i>
Harlan, Lucinda C.	<i>Greenville</i>
Hawkins, Harry	<i>Paris</i>
Heil, Mary	<i>Arcola</i>
Hope, Esther S.	<i>Robinson</i>
Houchen, Pet	<i>Mattoon</i>
Housel, M. Delfa	<i>Charleston</i>
Huffman, Frank E.	<i>Casey</i>
Hume, Chester	<i>Danville</i>

Hunt, Lela	<i>Rose Hill</i>
Ivy, Torney	<i>Fillmore</i>
Jackson, Genevieve	<i>Charleston</i>
Johnston, Howell	<i>Charleston</i>
Jones, Ora E.	<i>Greenup</i>
Kolter, Henry	<i>Robinson</i>
LaRue, Ella H.	<i>Etna</i>
Leeds, Carlyle	<i>Allendale</i>
Leitch, Harry E.	<i>Charleston</i>
Lindsay, Bertha M.	<i>Flat Rock</i>
Lippincott, Mary E.	<i>Charleston</i>
Mabee, Mirtie	<i>Charleston</i>
Malcolm, Grace	<i>Arlington</i>
Margason, Elmer	<i>Oakland</i>
Margason, Thurman	<i>Oakland</i>
Martine, Mrs. Cora S.	<i>Mattoon</i>
Mathes, Georgia	<i>Charleston</i>
McCabe, C. A.	<i>Willow Hill</i>
McCabe, Claude L.	<i>Willow Hill</i>
McCrary, Esther	<i>Charleston</i>
McDonald, Mary M.	<i>Charleston</i>
McKelvie, William R.	<i>Mattoon</i>
McKittrick, Bessie E.	<i>Tower Hill</i>
McQuown, May	<i>Mattoon</i>
Meeker, W. Raymond	<i>Hazel Dell</i>
Metheny, Mary	<i>Yale</i>
Miles, Sophia O.	<i>Charleston</i>
Miller, Fred G.	<i>Trilla</i>
Miller, Jasper B.	<i>Palestine</i>
Miller, Lura M.	<i>Toledo</i>
Mills, Bosworth	<i>Robinson</i>
Mock, Robert E.	<i>Winterrowd</i>
Moler, Mayme P.	<i>Ashmore</i>

Montgomery, George	<i>Charleston</i>
Moore, George A.	<i>Humboldt</i>
Moore, Gertrude	<i>Humboldt</i>
Moore, Grace	<i>Mattoon</i>
Morgan, Dora	<i>Robinson</i>
Morris, Nora B.	<i>Magnet</i>
Mortimer, Matilda	<i>Virden</i>
Mouser, Oren	<i>Oblong</i>
Murphy, Bessie	<i>Charleston</i>
Myers, Clara	<i>Hindsboro</i>
Norfolk, Harold W.	<i>Charleston</i>
O'Dell, Robert	<i>Bridgeport</i>
Parkison, Grace	<i>Charleston</i>
Pendergast, Mary H.	<i>Charleston</i>
Pennington, Benj. H.	<i>Toledo</i>
Pennington, Emmet F.	<i>Toledo</i>
Phipps, Alpha	<i>Janesville</i>
Putnam, Lester D.	<i>Browns</i>
Rardin, Bruce	<i>Charleston</i>
Reed, Jennie	<i>Janesville</i>
Reeds, Ellen E.	<i>Hindsboro</i>
Reeds, Ida B.	<i>Hindsboro</i>
Rennels, Lucile	<i>Charleston</i>
Riley, Ruth	<i>Lerna</i>
Rohour, Bess	<i>Charleston</i>
Rugan, Laura E.	<i>Vandalia</i>
Scarcliff, Iva M.	<i>Mapleton</i>
Shaver, Millie	<i>Charleston</i>
Shepard, Grace	<i>Kinmundy</i>
Shick, Ira W.	<i>Sumner</i>
Shick, Ralph O.	<i>Sumner</i>
Shumaker, Clara	<i>Bible Grove</i>
Shumaker, Mary M.	<i>Bible Grove</i>

Smith, Charles H.	<i>Brazil, Ind.</i>
Smith, Ethel	<i>Loxa</i>
Smith, Fred	<i>Yale</i>
Smith, Nora	<i>Charleston</i>
Speck, Blanche	<i>Charleston</i>
Spencer, Frank W.	<i>Vandalia</i>
Stanberry, Fred I.	<i>Greenup</i>
Starr, Norman S.	<i>Charleston</i>
Stevens, Shelah S.	<i>Charleston</i>
Still, Legrand W.	<i>Bement</i>
Stoddert, Ruth	<i>Charleston</i>
Tarble, Alice	<i>Cleone</i>
Tarble, Charles	<i>Cleone</i>
Tarble, George E.	<i>Cleone</i>
Teepell, Erle R.	<i>Loxa</i>
Tremble, Marguerite	<i>Charleston</i>
Tumelson, Nelle E.	<i>Yale</i>
Turner, Carrie	<i>Sullivan</i>
Waite, Frank E.	<i>Kansas</i>
Walden, Allie F.	<i>Windsor</i>
Wallace, Fannie	<i>Charleston</i>
Watt, Bernice	<i>Newton</i>
Watt, Charles W.	<i>Hunt</i>
Webb, Mamie E.	<i>Charleston</i>
Whitacre, Ora	<i>Lerna</i>
Wiman, Clara	<i>Yale</i>
Wiman, Nelle	<i>Yale</i>
Wood, Maude A.	<i>Arcola</i>
Wooters, Letha G.	<i>Edinburg</i>
Wyeth, Arthur	<i>Charleston</i>

Summer Term, 1904

Anderson, Ethel	<i>Charleston</i>
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Archer, John J.	<i>Charleston</i>
Ash, Adele M.	<i>E. St. Louis</i>
Atherton, Inez	<i>Lovington</i>
Ault, Vena E.	<i>Hillsboro</i>
Baker, Willie W.	<i>Charleston</i>
Balter, Gertrude	<i>Charleston</i>
Balter, Ida C.	<i>Charleston</i>
Barber, Kate S.	<i>Onarga</i>
Barkley, Rupert	<i>Charleston</i>
Barnes, Callie I.	<i>Charleston</i>
Birdzell, William	<i>Neoga</i>
Bohannon, Guy W.	<i>Weatherford, Okla.</i>
Bohannon, Mrs. G. W.	<i>Weatherford, Okla.</i>
Boneham, Mary E.	<i>Argenta</i>
Bost, Roy	<i>Fillmore</i>
Bowers, Ethel	<i>Hidalgo</i>
Bowers, William W.	<i>Charleston</i>
Bowman, Maude	<i>Annapolis</i>
Bowman, Mertie	<i>Annapolis</i>
Bozarth, William F.	<i>Taylorville</i>
Bruno, Cora C.	<i>Allerton</i>
Bubeck, Charles M.	<i>Marshall</i>
Bugh, Kathleen	<i>Mattoon</i>
Burgener, Amy M.	<i>Moweaqua</i>
Byers, Bessie B.	<i>Charleston</i>
Campbell, Joanna	<i>Centralia</i>
Carroll, Katie	<i>Oakland</i>
Carson, David C.	<i>Charleston</i>
Carson, Mrs. Eunice	<i>Charleston</i>
Case, Jennie	<i>Charleston</i>
Case, Maude	<i>Charleston</i>
Chamberlin, C. E.	<i>Gays</i>
Christner, Dora C.	<i>Rosemond</i>

Chumley, Eugene	<i>Owaneco</i>
Clear, Julia A.	<i>Clarksdale</i>
Cloyd, Nina R.	<i>Morrisonville</i>
Coakley, W. B.	<i>Charleston</i>
Cochonour, Lillian A.	<i>Casey</i>
Collier, Lura C.	<i>Donaldson</i>
Colvin, Louella A.	<i>Schoolfield</i>
Compton, Nelle	<i>Charleston</i>
Cook, Ethel C.	<i>Mattoon</i>
Cook, Ralph E.	<i>Martinsville</i>
Coon, Olive E.	<i>Janesville</i>
Corley, Etelka B.	<i>Tuscola</i>
Cottingham, William E.	<i>Charleston</i>
Cooke, Catheryne	<i>Mt. Sterling, Iowa</i>
Cox, Merle M.	<i>Robinson</i>
Craig, Harry F.	<i>Kinmundy</i>
Cronin, Ella	<i>Assumption</i>
Crum, Edna B.	<i>Charleston</i>
Currie, Minnie A.	<i>Oblong</i>
Cutler, Vera L.	<i>Pana</i>
Daggett, Arthur	<i>Xenia</i>
Davis, Sylva B.	<i>Trilla</i>
DeMoulin, Laura E.	<i>Highland</i>
Dewhirst, David M.	<i>Olney</i>
DeWolfe, John C.	<i>Pana</i>
Diamond, Daniel	<i>Woburn</i>
Dickerson, Jeanette M.	<i>Curran</i>
Dietz, Flora	<i>Marshall</i>
Dwyer, Ellen F.	<i>Charleston</i>
Eck, Edna V.	<i>Charleston</i>
Edson, Mrs. Mary D.	<i>Hartford City, Ind.</i>
Evans, George	<i>Greenville</i>
Evans, Minnie L.	<i>Charleston</i>

Eve, Gertrude L.	<i>Danville</i>
Emmons, Irene	<i>Robinson</i>
Fellers, Jennie	<i>Ridgefarm</i>
Ficklin, Emily C.	<i>Charleston</i>
Flaherty, William P.	<i>Oakland</i>
Foote, Luada	<i>Charleston</i>
Freeland, Minnie C.	<i>Bellair</i>
Freeman, Ernest N.	<i>Charleston</i>
Gannaway, Lelia M.	<i>Mattoon</i>
Gerard, Ethel L.	<i>Charleston</i>
Gilbert, Eunice L.	<i>Marshall</i>
Goodart, Nora	<i>Olney</i>
Graham, William H.	<i>Dolson</i>
Gramesly, Marie S.	<i>Charleston</i>
Gray, Helen	<i>Charleston</i>
Gray, Mrs. Maud	<i>Milford</i>
Green, Ethel E.	<i>Paris</i>
Green, Wilder	<i>Toledo</i>
Hackley, Gertrude	<i>Mattoon</i>
Hagan, Warren	<i>Windsor</i>
Hagemeyer, Bartlett	<i>Butler, Ky.</i>
Hamel, Dora E.	<i>Taylorville</i>
Hansen, Mary D.	<i>Allerton</i>
Harding, Gertrude	<i>Charleston</i>
Harding, Myrtle	<i>Charleston</i>
Harris, Grace	<i>Moweaqua</i>
Hatton, Mabelle	<i>Arcola</i>
Havard, Gertrude	<i>Homer</i>
Hayes, Cecilia M.	<i>Mattoon</i>
Hazen, Sylvester	<i>Martinsville</i>
Hazlett, Ruby V.	<i>Milford</i>
Hedges, Sarah G.	<i>Martinsville</i>
Heddins, Nancy	<i>Charleston</i>

Hendrickson, Bettie	<i>Casey</i>
Hersberger, Bayard K.	<i>Charleston</i>
Hilton, Mervin B.	<i>Lerna</i>
Hockett, Ethel	<i>Watseka</i>
Honn, Edward F.	<i>Charleston</i>
Hope, Arta	<i>Robinson</i>
Huffman, Eva E.	<i>Charleston</i>
Huron, Bertha	<i>Charleston</i>
Hutchison, Lizzie	<i>Marshall</i>
Isler, Blanche	<i>Danville</i>
James, Ida M.	<i>Oakland</i>
Jayne, Marie	<i>Ingraham</i>
Jenkins, S. Camilla	<i>Butler</i>
Jett, Pearl L.	<i>Donnellson</i>
Johnson, Ira B.	<i>Robinson</i>
Kellogg, Bertha	<i>Wheeler</i>
Keeper, Edgar R.	<i>Morrisonville</i>
Keller, Carrie	<i>Marshall</i>
Kirk, Ethel C.	<i>Taylorville</i>
Kirk, Lizzie O.	<i>Robinson</i>
Kirkhart, Bertha	<i>Potomac</i>
Kitchen, Sybil M.	<i>Bone Gap</i>
Knapp, Anna	<i>Hindsboro</i>
Knight, Ivy M.	<i>Warrenton</i>
Kyger, Roy J.	<i>Grape Creek</i>
Laitem, Rose F.	<i>Hartford City, Ind.</i>
Lane, Josiah B.	<i>Ashmore</i>
Lowry, Charles W.	<i>Casey</i>
Lee, Flossie	<i>Casey</i>
Leppard, Anna M.	<i>Greenville</i>
Lewis, Emma L.	<i>Charleston</i>
Lippincott, Ruth L.	<i>Charleston</i>
Lollar, Myron E.	<i>Ingraham</i>

Long, Eva	<i>Owaneco</i>
Long, Maude M.	<i>Vermillion</i>
Lovell, Rose J.	<i>Kinmundy</i>
Lumbrick, Arthur	<i>Charleston</i>
McCabe, Edward L.	<i>Martinsville</i>
McClain, Burnie J.	<i>Horace</i>
McLean, William H.	<i>Kansas</i>
McDonald, Alice B.	<i>Charleston</i>
McDonald, Henrietta	<i>Lerna</i>
McKittrick, Augusta	<i>Mattoon</i>
McVay, Jennie	<i>Mattoon</i>
Madding, May	<i>Olney</i>
Margason, Oscar	<i>Oakland</i>
Markwell, Lewis	<i>Greenup</i>
Martin, Lulu	<i>Palestine</i>
Martin, T. Edwin	<i>Bruce</i>
Martinson, Kathleen	<i>Oakwood</i>
Mattox, M. Florence	<i>Neoga</i>
Means, Anna	<i>Paris</i>
Michael, Allen	<i>Metcalfe</i>
Milholland, Arthur L.	<i>Charleston</i>
Milholland, J. Edgar	<i>Charleston</i>
Milholland, Grace E.	<i>Charleston</i>
Miller, Grace L.	<i>Fillmore</i>
Miller, Eva	<i>Fillmore</i>
Miner, Daisy C.	<i>Charleston</i>
Miner, William	<i>Pana</i>
Miner, Ella M.	<i>Charleston</i>
Mouts, Grace	<i>Pana</i>
Moore, Grace	<i>Charleston</i>
Morgenstern, Carolyn	<i>Mattoon</i>
Monts, Robert L.	<i>Charleston</i>
Moss, Lyda	<i>Chrisman</i>

Mulford, Anna F.	<i>Greenville</i>
Mumford, Arthur	<i>Toledo</i>
Murphy, Jeannette	<i>Springfield</i>
Oakes, Marcella	<i>Danville</i>
Ogden, John W.	<i>Danville</i>
Ogden, Mrs. Mary	<i>Danville</i>
Orebaugh, Bertha M.	<i>Watseka</i>
Orr, Esther	<i>Sidell</i>
Overholser, Nora G.	<i>Charleston</i>
Ozee, Bertha	<i>Mattoon</i>
Paden, Delta M.	<i>Clay City</i>
Patrick, Shelby	<i>Casey</i>
Payne, Clara	<i>Arcola</i>
Payne, Claudia	<i>Newton</i>
Pendergast, Mary H.	<i>Charleston</i>
Pennell, George	<i>Humboldt</i>
Phillips, Alonzo B.	<i>Charleston</i>
Phipps, Charles	<i>Charleston</i>
Phipps, Eva O.	<i>Janesville</i>
Pifer, Robert	<i>Xenia</i>
Pope, Mellie	<i>Arcola</i>
Porter, Edward A.	<i>Momence</i>
Purtill, Florence	<i>Charleston</i>
Quinn, Ed J.	<i>Stonington</i>
Ramey, Frank M.	<i>Hillsboro</i>
Randolph, E. D.	<i>Gays</i>
Ransom, Ida	<i>Palestine</i>
Rapp, Martha B.	<i>Mattoon</i>
Rasar, Charles C.	<i>Mt. Auburn</i>
Rauch, Arlie B.	<i>Charleston</i>
Reeder, John C.	<i>Humboldt</i>
Rigg, Carrie A.	<i>Edinburg</i>
Roberts, William H.	<i>Edinburg</i>

Robertson, Stella	<i>Charleston</i>
Rose, Webster B.	<i>Gays</i>
Salzmann, Oscar R.	<i>Grantfork</i>
Satterfield, Ida M.	<i>Clay City</i>
Schenck, Lucy L.	<i>Paris</i>
Sellars, Lola M.	<i>Charleston</i>
Shoot, Bonnie S.	<i>Charleston</i>
Shoot, Gertrude T.	<i>Charleston</i>
Shortall, Elizabeth J.	<i>Brothers</i>
Sims, Dollie	<i>Charleston</i>
Smith, Edwin	<i>Charleston</i>
Smith, J. N.	<i>Dudley</i>
Snapp, Frank J.	<i>Paw Paw</i>
Snider, Ferdinand P.	<i>Charleston</i>
Soughers, Virginia	<i>Scotland</i>
Soughers, Effa	<i>Scotland</i>
Spencer, Frank W.	<i>Vandalia</i>
Spry, Emma	<i>Georgetown</i>
Spry, Mabel	<i>Sidell</i>
Staley, Ettie	<i>Hume</i>
Stateler, Dora	<i>Martinsville</i>
Steuber, Fredereka	<i>Kinmundy</i>
Stevens, Julia A.	<i>Taylorville</i>
Stewart, E. E.	<i>Bellmont</i>
Stone, Della D.	<i>Charleston</i>
Storer, Mary E.	<i>Olney</i>
Story, Savannah	<i>Charleston</i>
Tanner, James E.	<i>Paris</i>
Tex, Nicholas F.	<i>Owaneco</i>
Tighe, Nellie E.	<i>Homer</i>
Tohill, Florence	<i>Flat Rock</i>
Toole, Martha	<i>Mattoon</i>
Tyler, James H.	<i>Charleston</i>

Vanatta, Maud	<i>Hidalgo</i>
Van Ausdall, Charles	<i>Taylorville</i>
Vaughan, Lora	<i>Arcola</i>
Vice, Stella	<i>Scotland</i>
Vigles, Maude E.	<i>Lake City</i>
Wade, Mrs. Carrie B.	<i>Paris</i>
Wade, William E.	<i>Redmon</i>
Walker, Ione H.	<i>Charleston</i>
Wamsley, Gertrude H.	<i>Charleston</i>
Weatherly, Carrie	<i>Paris</i>
Weaver, Etta F.	<i>Brocton</i>
Weiler, Clotilda	<i>Claremont</i>
Welker, Harry L.	<i>Charleston</i>
Welch, Vyrna V.	<i>Arcola</i>
Wells, Hala	<i>Pierson Sta.</i>
Wheeler, William	<i>Nevins</i>
White, Alice	<i>Oblong</i>
White, Alma	<i>Kansas</i>
White, Monica	<i>Vermillion</i>
Williams, Alice L.	<i>Edinburg</i>
Williams, Amy E.	<i>Hume</i>
Williams, Lucia Q.	<i>Mattoon</i>
Wilson, Adda	<i>Robinson</i>
Winkleblack, John M.	<i>Charleston</i>
Wood, Marguerite	<i>Isabel</i>
Woodson, Elsie	<i>Charleston</i>
Wooters, Letha	<i>Breckenridge</i>
Wright, Effa	<i>Charleston</i>
Wright, Ethel	<i>Arthur</i>
Wright, L. Florence	<i>Charleston</i>
Yant, Bessie S.	<i>Allerton</i>
Young, Neva E.	<i>Greenville</i>

Pupils in Model School

Ninth Grade

Adkins, Charles	McNutt, Harry
Brooks, Richard	McNutt, Jesse
Davies, Mary	Menke, Earl
Fryer, Margaret	Meyer, Rush
Fuller, Esther	Milholland, Herbert
Gannaway, Elsie	Newman, Grace
Hamill, Fern	Parkison, May
Hammack, Mayme	Phipps, Anna
Heeb, Evalena	Rankin, Gladys
Highland, Logan	Roberts, Harry
Jones, Carlton	Tarble, Newton
Kenny, Helen	Tucker, True
Marrs, Cleo	Tyler, James
Martin, Idella	Woodson, Amy
McNutt, Ethel	Wiley, Ernest

Eighth Grade

Adair, Bessie	Gray, Ruth
Adkins, Frances	Green, Donald
Alvey, Helen	Hallack, Wilmetta
Anderson, Palmer	Harvey, Grace
Bails, Nellie	Housel, Olive
Bell, Clifford	Lake, Gladys
Bennett, Stella	Lashbrook, Jesse
Bridges, Bertha	Pierce, Carrie
Carman, Ruth	Popham, Ruth
Chenoweth, Marie	Rardin, Loyal
Duensing, Dessie	Record, William
Elsperman, Charles	Ritchey, Henry

Snider, John	Talbott, Thomas
Sullivan, Margaret	Wilson, Monroe

Seventh Grade

Bertolet, Kate	Lashbrook, Cecil
Bidle, Mary	Linder, Lewis
Brightbill, Madge	Livingston, Toby
Butler, Lee	Long, Charles
Crews, Ruth	Newman, Margaret
Dwyer, Anna	Peters, Marie
Fitzpatrick, Harry	Phipps, Harold
Freeman, Madge	Ruckle, Freda
Galbreath, May	Sarchet, Iris
Hamill, Fayette	Troxel, Pearl
Hays, Mattie	Tucker, Forrest
Hooppaw, Cadle	Vail, John
Jenkins, William	

Sixth Grade

Bell, Gladys	Martin, Irna
Byers, Veva	McGurty, Frank
Campbell, Gertrude	Milholland, Paul
Chapman, Bertha	Ramsey, Josephine
Davis, Fannie	Rosebraugh, Esther
Doty, Ethel	Rosebraugh, Gertrude
Galbreath, Willis	Smith, Minnie
Giffin, Earl	Walker, Oren
Harris, Harry	Waters, Reba
Haselton, Walter	Wilson, Mary
Marshall, Henrietta	

Fifth Grade

Bails, Earl	Butler, Grove
Brockhouse, Lloyd	Cooper, Willie

Cowger, May	Livingston, John
Crim, Harry	Long, William
Crowe, Elizabeth	McVey, Charles
Digby, Paul	Ritchey, Forrest
Dunn, Andrew	Ricketts, Ethel
Duvall, Kittie	Schenck, Gladys
Flenner, Wilbur	Shoemaker, James
Headley, Jay	Tolly, Ruth
Housel, Mamie	Walker, Vivian
Hudson, Louise	Whipp, Marguerite
Kilgore, Edna	Wilson, Sumner
Koch, Elsa	

Fourth Grade

Anderson, Paul	Johnston, Donald
Bails, Ernest	Kenny, Marguerite
Briggs, Robert	Kilgore, Helen
Brooks, Frances	Lashbrook, Carlus
Buckler, Ivan	McCroory, Margaret
Chenoweth, Frances	Monfort, Helen
Cooper, Effert	Norfolk, Polly
Davis, Velma	Ricketts, Dorothy
Dunn, Fred	Ruckle, Raymon
Dwyer, Mary	Shortess, Lois
Galbreath, Ruth	Vail, Florence
Green, Dalton	Veneman, Josephine
Green, Hortaine	Wyeth, Clara
Hardin, Louis	Wyeth, Harold
Jenkins, Hubert	

Third Grade

Anderson, Julian	Berry, Marie
Bails, Lena	Brown, Helen

Burnett, William	Linck, Edith
Chapman, Myrtle	Linder, Mary
Cook, Gordon	Record, Lula
Dunn, Ruth	Smith, Clifford
Fouser, Earl	Snider, Howard
Freeman, Emma	Troxell, Walter
Green, Esther	Turner, Virgil
Hall, Lucy	Watson, Nellie
Hudson, Katharine	

Second Grade

Adair, Charles	Giffin, Palmer
Alexander, Maurine	Goodin, Harry
Bails, Fred	Graham, DeWitt
Baird, Lynn	Green, Natalla
Baker, Glenn	Griffith, Charles
Blankenbaker, Zeta	Johnston, Sara
Briggs, Manning	Kenny, Corinne
Bush, Lois	Patton, Rush
Chenoweth, Burt	Perisha, Roy
Crawford, Glenn	Reasor, Marguirite
Crim, Charles	Reynolds, Howard
Crowe, Stanley	Scott, Olive
Dunn, Bessie	Shortess, Pauline
Edmund, Eleanor	Smith, Bena
Gaiser, Elsa	Watson, Verna

First Grade

Bails, Clifford	Cone, William
Baker, L. Glenn	Corbin, Grace
Blanford, Charles	Denman, Loraine
Byers, Josephine	Edmund, Neal

Freeman, Charles	Shanks, Paul
Giffin, Russell	Shaw, Geraldine
Graham, George	Smith, Nida
Grant, Inez	Snider, Homer
Harris, Neal	Summers, Clarence
Lashbrook, Abbie	Tolly, Etta
McGurty, Edward	Watson, Wayne
McVey, Robert	Wiley, Virginia
Pierce, Cleta	Wilson, Paul
Rosebraugh, Linder	Wyeth, Mary

Summary

Normal Department	308
Summer School	264
	<hr/>
	572
<i>Counted twice</i>	37
	<hr/>
	535
Model Schools	240
	<hr/>
<i>Total</i>	775

Counties Represented

Bond	Coles	Effingham
Bureau	Crawford	Fayette
Champaign	Cumberland	Iroquois
Christian	Douglas	Jasper
Clark	Edgar	Kankakee
Clay	Edwards	Lawrence

Lee	Montgomery	Sangamon
Macon	Moultrie	Shelby
Macoupin	Osage	St. Clair
Madison	Peoria	Vermilion
Marion	Piatt	Wabash
Massac	Richland	Whiteside

A total of 36.

Other States Represented.

Indiana	Kansas	Kentucky
Iowa		Oklahoma

Graduates

1900

Beeman, Marion Nelson	<i>Robinson</i>
Goble, Lloyd	<i>Westfield</i>
Koons, Guy Jink	<i>Oakland</i>
Volentine, Bertha	<i>New Douglas</i>

1901

Caldwell, William A.	<i>Neoga</i>
Davis, Martha Wiley	<i>Charleston</i>
Doyle, Edna	<i>Lerna</i>
Haley, Nelle	<i>Arcola</i>
Iles, I. Victor	<i>Dudley</i>
Neal, Gertrude	<i>Charleston</i>
Scheytt, Clara Johannah	<i>Charleston</i>
Shoemaker, Theodora	<i>Charleston</i>
Slemons, Antoinette Lydia	<i>Paris</i>
Vail, Frances De Celta	<i>Charleston</i>
White, Millie Esther	<i>Charleston</i>

1902

Carothers, Ida E.	<i>Mattoon</i>
Edman, Frances	<i>Charleston</i>
Fiock, Edward J.	<i>Olney</i>
Foster, Sylvia S.	<i>Girard</i>
Gaiser, Katherine	<i>Charleston</i>
Harding, Gertrude	<i>Charleston</i>
Moore, Florence	<i>Charleston</i>
Parks, Laura A.	<i>Dexter</i>
Riggins, John A.	<i>Hutton</i>
Shy, Nelle	<i>Kansas</i>
Ward, Jennie	<i>St. Mary's, Ind.</i>
White, Mahala	<i>Charleston</i>
Woodson, Elsie	<i>Charleston</i>

1903

Balter, Gertrude A.	<i>Charleston</i>
Dougherty, Philip	<i>Charleston</i>
Doyle, Eliza	<i>Lerna</i>
Ellison, Grace	<i>Mattoon</i>
Farrar, Roscoe	<i>Doran</i>
Ficklin, Mary	<i>Charleston</i>
Freeman, Ernest	<i>Charleston</i>
Gordon, Charles	<i>Lawrenceville</i>
Harker, Josephine	<i>Peoria</i>
Harrah, Hattie A.	<i>Charleston</i>
Harris, William	<i>Moweaqua</i>
Huston, Myrtle	<i>Charleston</i>
Jenkins, Katherine	<i>Charleston</i>
Littler, Sherman	<i>Potomac</i>
Lumbrick, Arthur	<i>Charleston</i>
McDonald, Alice B.	<i>Charleston</i>
Persons, Zula	<i>Danville</i>
Reeder, John C.	<i>Humboldt</i>

Shannon, Mary	<i>Mattoon</i>
Shoot, Bonnie	<i>Charleston</i>
Stewart, Charles	<i>Charleston</i>
Wade, William E.	<i>Redmon</i>
Wallace, Charles	<i>Charleston</i>
Wright, Mabel	<i>Charleston</i>
Young, Eva N.	<i>Effingham</i>

1904

Anderson, Ethel	<i>Charleston</i>
Bubeck, Charles M.	<i>Marshall</i>
Bullock, Florence W.	<i>El Paso</i>
Byers, Bessie B.	<i>Charleston</i>
Coon, Mary W.	<i>Charleston</i>
Dewhirst, David M.	<i>Olney</i>
DeWolfe, John C.	<i>Pana</i>
DeWolfe, Lucy L.	<i>Pana</i>
Dorris, Sylvanus A.	<i>Isabel</i>
Ferguson, Jessie L.	<i>Charleston</i>
Hagemeyer, Bartlett	<i>Butler, Ky.</i>
Hayes, Cecilia M.	<i>Mattoon</i>
LaRue, Ruth A.	<i>Etna</i>
Little, Carrie	<i>Potomac</i>
Lycan, Lydia B.	<i>Kansas</i>
McDonald, Louis L.	<i>Charleston</i>
Rapp, Martha B.	<i>Mattoon</i>
Rauch, Arlie B.	<i>Charleston</i>
Record, Loue	<i>Charleston</i>
Sims, Nelle	<i>Charleston</i>
Thissell, Bessie Inez	<i>Charleston</i>
Walker, Emma	<i>Casey</i>
Waggoner, Alvin	<i>Gays</i>
Weatherly, Carrie	<i>Paris</i>
Webb, Anna	<i>Charleston</i>
Wilson, Ethel V.	<i>Chrisman</i>

Former Members of the Board of Trustees

	<i>Date of Appointments</i>
A. J. Barr, <i>Bloomington</i>	June 5, 1895
M. P. Rice, <i>Lewiston</i>	June 5, 1895
F. M. Youngblood, <i>Carbondale</i>	June 5, 1895
M. J. Walsh, <i>East St. Louis</i>	June 5, 1895
Calvin L. Pleasants, <i>El Paso</i>	June 5, 1895
H. A. Neal, <i>Charleston</i>	April 14, 1897
L. P. Wolf, <i>Peoria</i>	April 14, 1897
A. H. Jones, <i>Robinson</i>	April 14, 1897
W. H. Hainline, <i>Macomb</i>	April 14, 1897
F. M. Youngblood, <i>Carbondale</i>	April 14, 1897
H. A. Neal, <i>Charleston</i>	April 14, 1899
L. P. Wolf, <i>Peoria</i>	April 14, 1899
W. H. Hainline, <i>Macomb</i>	July 25, 1900
Charles H. Austin, <i>Elizabethtown</i>	July 25, 1900

Former Members of the Faculty

S. M. Inglis, <i>President</i>	1898
W. M. Evans, <i>English</i>	1899-1904
J. Paul Goode, <i>Physics and Geography</i>	1899-1901
Mrs. Louise B. Inglis, <i>History</i>	1899-1900
Louis H. Galbreath, <i>Supervisor of Training</i> <i>Department</i>	1899
G. W. Smith, <i>School Law and Geography</i>	1899
James H. Brownlee, <i>Reading</i>	1899-1900
Luther E. Baird, <i>Assistant in English</i>	1899-1900
Bertha Hamlin, <i>Critic in Grammar School</i>	1899-1900
Edna T. Cook, <i>Critic in Grammar School</i>	1899-1904
Alice B. Cunningham, <i>Critic in Primary School</i>	1899-1901
Frances E. Wetmore, <i>Registrar</i>	1899-1903
Ella F. Corwin, <i>Librarian</i>	1899-1900
Grace W. Knudsen, <i>Geography</i>	1900-1901
Alice L. Pratt, <i>Critic Teacher in Grammar</i> <i>School</i>	1900-1904
Edith P. Bennett, <i>Critic Teacher in Grammar</i> <i>School</i>	1900-1901
Florence M. Beck, <i>Librarian</i>	1900-1904
Katherine Gill, <i>Reading and Physical Culture</i>	1901-1904
Roswell C. McCrea, <i>History and Civics</i>	1901-1902
James A. Dewey, <i>Physics</i>	1901-1902
George D. Hubbard, <i>Geography</i>	1901-1903
Eva M. Russell, <i>Assistant in Mathematics</i>	1901-1905
Charlotte Kluge, <i>Critic Teacher in Grammar</i> <i>School</i>	1901-1904
Elizabeth Branch, <i>Assistant Librarian</i>	1901-1904
Elmer I. Shepard, <i>Assistant in Mathematics</i>	1902-1903
Thornton Smallwood, <i>Physics and Chemistry</i>	1902-1903
Sadie Harmon, <i>Critic Teacher in Grammar</i> <i>School</i>	1904

