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Bulletin 16 - A Catalogue for the Seventh Year (1905-1906)

Eastern Illinois University

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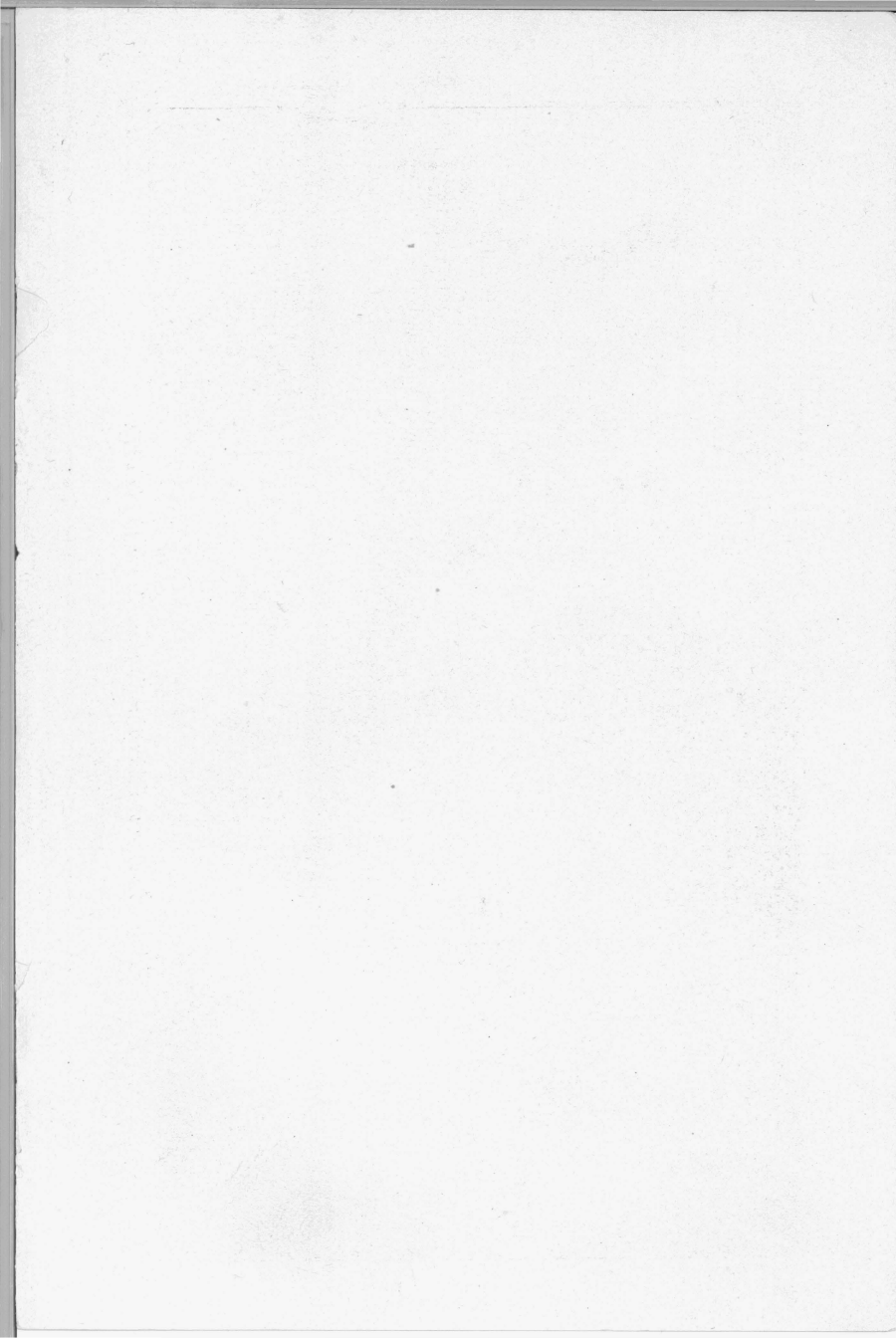
BULLETIN
EASTERN ILLINOIS
STATE NORMAL SCHOOL
CHARLESTON

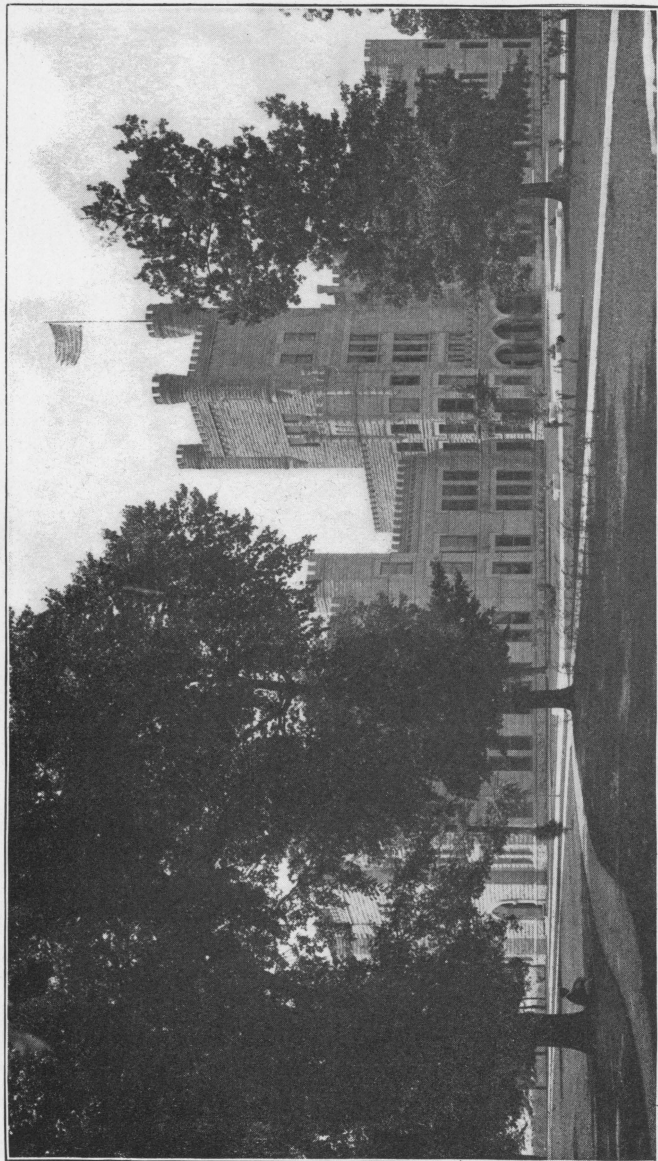


Annual Catalogue Number

66
1905-1906







The Eastern Illinois State Normal School.

**EASTERN ILLINOIS
STATE NORMAL SCHOOL
CHARLESTON**

**A CATALOGUE FOR THE
SEVENTH YEAR**

**WITH ANNOUNCEMENTS FOR
1906-1907**

*Normal School Bulletin No. 16, 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, 1904.*

The School Calendar

Fall Term

Fifteen Weeks

1906

September 11, Tuesday *Entrance examinations and classification. Class work assigned at 9 A. M.*

December 21, Friday *Fall Term ends*

Winter Term

Twelve Weeks

1907

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

March 22, Friday *Winter Term ends*

Spring Term

Eleven Weeks

1907

April 2, Tuesday *Class work assigned at 9 A. M.*

June 14, Friday *Spring Term ends*

Summer Term

Six Weeks

1907

June 17, Monday *Classification. Class work assigned at 2 P. M.*

July 26, 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 Public Instruction (trustee ex officio)</i>	<i>Springfield</i>
<i>J. S. Culp</i>	<i>Bethalto</i>
<i>H. G. Van Sandt</i>	<i>Montrose</i>
<i>Clarence H. Orman</i>	<i>Grayville</i>
<i>George H. Jeffries, Treasurer</i>	<i>Charleston</i>

**Died December 19, 1905.*

The Faculty

LIVINGSTON C. LORD, LL. D., PRESIDENT

Psychology and School Management

Henry Johnson, A. M.,	History
Otis W. Caldwell, B. S., Ph. D.,	Biological Sciences
E. H. Taylor, A. M.,*	Mathematics
Anna Piper,	Drawing
Francis G. Blair, B. S., Supervisor of Training Department	
Friederich Koch	Music
Ellen A. Ford, A. M.,	Latin
Thomas H. Briggs, Jr., A. B.,	Grammar and Literature
Thomas L. Hankinson, B. S.,**	Assistant in Biology
Caroline A. Forbes,	Manual Training
Annie L. Weller, B. S.,	Geography
Beatrice Pickett, A. B., †	German and History
Albert B. Croue, A. M.,	Physics and Chemistry
J. C. Brown, B. S.,	Mathematics
Edith C. Bailey, ‡	Reading and Physical Culture
Elnora J. Richardson, A. M.,	Assistant in Mathematics
Florence V. Skeffington, B. A.,	Grammar and Rhetoric
Margerethe Urdahl, Ph. D.,	German and History
L. Lance Burlingame, Ph. B.,	Assistant in Biology
Florence Harrison,	Reading
Nettie R. Dickson,	Critic Teacher in Grammar School
Isabel McKinney, A. M.,	Critic Teacher in Grammar School
Lorena C. Sidey,	Critic Teacher in Grammar School
Clara M. Snell,	Critic Teacher in Primary School
Anna H. Morse,	Critic Teacher in Primary School
Mary J. Booth, A. B., B. L. S.,	Librarian
Inez Pierce, B. L. S.,§	Assistant Librarian
Grace D. Phillips, B. L. S., 	Assistant Librarian
Josie Batcheller Houchens, A. B., B. L. S.,	Assistant Librarian
Mamie H. O'Neal 	Registrar
Grace Ewalt,	Registrar
Walter Nehrling,	Gardener

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

*Leave of Absence, September to May.

**Leave of Absence, March to September.

†Leave of Absence, September to August.

‡Resigned, March 1906.

§Resigned, December 1906.

||Resigned, March 1906.

¶Resigned, March 1906.

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.

Section 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 Charleston—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 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 song recital by David Bispham, was given by the faculty; the second, a song recital by Mrs. Ruby Shotwell-Piper, by the Board of Trustees; the third, a recital by Mr. Leland Powers, by the students.

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 selected 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.

Among the subjects of the programmes that have been given, are—"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"; "Parsifal"; "Tannhauser." 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," Sheridan's "The Rivals," Goldsmith's "She Stoops to Conquer," and Sheridan's "The School for Scandal," have been given in the past.

The Students' Loan Fund

The Students' Loan Fund of the Eastern Illinois State Normal School makes it possible for a de-

serving 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 under graduates of high schools.
4. A four-year course for teachers holding second grade certificates, and for pupils who have com-

pleted 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</i> [4]*	<i>Psychology</i> [4]	<i>Psychology</i> [4]
<i>Arithmetic</i> [4]	<i>Arithmetic</i> [4]	<i>Biology</i> [6]
<i>Geography</i> [4]	<i>Geography</i> [4]	<i>History</i> [4]
<i>Reading</i> [4]	<i>Reading</i> [4]	<i>Grammar</i> [4]
<i>Drawing</i> [4]	<i>Drawing</i> [4]	<i>Elective</i> [4]
<i>Elective</i> [4]†	<i>Elective</i> [4]	

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

Second Year—2 A

Fall Term	Winter Term	Spring Term
<i>Biology</i> [6]	<i>School Management</i> [4]	<i>Philosophy of Education</i> [4]
<i>Sociology</i> [4]	<i>History of Education</i> [4]	<i>Teaching</i> [5]*
<i>Grammar</i> [4]	<i>History</i> [4]	<i>Music</i> [2]
<i>Elective</i> [8]	<i>Music</i> [2]	<i>Elective</i> [8]
	<i>Elective</i> [8]	

* 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>Zoology 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> [6]	<i>Chemistry</i> [3]	<i>Training</i> [1]
<i>Mathematics</i> [6]	<i>Geography</i> [3]	<i>Library</i>
<i>Government</i> [1]	<i>Ecology</i> [1]	<i>Science</i> [1]
<i>Economics</i> [1]		

A credit in a subject represents four 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 outside preparation required being proportionately less than in the four period subjects. 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.

When 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</i>	<i>Music and</i>	<i>Music and</i>
<i>Drawing</i> [4]	<i>Drawing</i> [4]	<i>Drawing</i> [4]
<i>Grammar or</i>	<i>Grammar or</i>	<i>English or</i>
<i>Latin</i> [5]	<i>Latin</i> [5]	<i>Latin</i> [5]

*Number of class periods a week.

Second Year—C

<i>Algebra</i> [5]	<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>Zoology</i> [7] or	<i>Zoology</i> [7] or	<i>Geography or</i>
<i>Latin</i> [5]	<i>Latin</i> [5]	<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> [8]*	<i>Elective</i> [8]	<i>Physics</i> [7]
		<i>Elective</i> [8]

*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> [8]	<i>Manual Train- ing</i> [1]	<i>Elective</i> [8]
	<i>Elective</i> [8]	

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 a list of electives with the maximum number of credits allowed for each:

<i>Latin</i> [6]	<i>Botany</i> [3]	<i>Manual Train- ing</i> [1]
<i>German</i> [6]	<i>Ecology</i> [1]	<i>Library Science</i>
<i>History</i> [6]	<i>Chemistry</i> [3]	[1]
<i>English Litera- ture</i> [3]	<i>Geography</i> [3]	
<i>Mathematics</i> [6]	<i>Reading</i> [1]	
<i>Government</i> [1]	<i>Music</i> [1]	
<i>Economics</i> [1]	<i>Drawing</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.

Fall Term Programme

7:30-8:15	8:15-9:00	9:30-10:20	10:20-11:10	11:40-12:30	2:00-2:50	2:50-3:40
<i>Reading</i> 2 B— 2, 3, 5, 6. <i>Drawing</i> 2 B— 4.	<i>Grammar</i> 2 A— 2, 3, 4, 6. <i>Sociology</i> A—5. <i>Arithmetic</i> 2 B— 2, 3, 4, 6. <i>Drawing</i> 2 B— 5. <i>Physics</i> 4 B—2. 4, 6. Cæsar C. Latin C. <i>Zoology</i> C—2, 4, 6. <i>Botany</i> D 1. <i>Botany</i> D 2—2, 4, 6. <i>Drawing</i> D 3— 2, 4. <i>Music</i> D 3—3, 5. <i>Reading</i> D 4— 2, 4, 6.	<i>Sociology</i> A—2, 4, 6. D <i>Psychology</i> B— 2, 3, 4, 5. <i>Drawing</i> 2 B— 6. <i>History</i> 4 B—6 <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>Reading</i> D 3— 2, 4, 6. <i>Arithmetic</i> D 4.	<i>Biology</i> 2 A—2, 4. <i>Methods</i> 4 A—2, 3, 5, 6. <i>Geography</i> 2 B—2, 4, 5, 6. <i>Drawing</i> 2 B—3. Cicero 4 B—2, 4, 5, 6. <i>History</i> 4 B—3. <i>Rhetoric</i> C. 1—2, 4, 5, 6. <i>History</i> C 2—2, 4, 5, 6. <i>Music</i> D 1—3, 6. <i>Reading</i> D 1—2, 4, 5. <i>Arithmetic</i> D 2. <i>Botany</i> D 3—2, 4, 6. <i>Drawing</i> D 4—4, 6. <i>Music</i> D 4—2, 5.	Economics A, B— 3, 5. Government A, B—2, 4. Botany A, B—3, 5. <i>Physics</i> 2 A, 2 B— 3, 5. <i>Zoology</i> 2 A, 2 B— 3, 5. Vergil 4 A—2, 3, 5, 6. <i>History</i> C 1—2, 3, 5, 6. <i>Meteorology</i> C 2— 2, 4, 5, 6. <i>Arithmetic</i> D 1. <i>Music</i> D 2—3, 5. <i>Reading</i> D 2—2, 4, 6. <i>Arithmetic</i> D 3. Grammar D 4.	Analytics A—2, 3, 4, 5. <i>History</i> A, B—2, 3, 4, 5. <i>Literature</i> A, B— 2, 3, 4, 5. Advanced Latin 2 A, 2 B—2, 3, 4, 5. German B—2, 3, 4, 5. <i>Meteorology</i> C 1— 2, 3, 5, 6. <i>Algebra</i> C 2. <i>Drawing</i> D 2—3, 5. Grammar D 3. <i>Botany</i> D 4—2, 4, 6.	German A—2, 3, 4, 5. <i>Reading</i> A, B—3, 5. <i>Drawing</i> A, B—2, 4. Music A, B—3, 6. <i>History</i> A, B—2, 3, 4, 5. <i>Literature</i> A, B— 2, 3, 4, 5. Chemistry A, B— 4, 6. Library Science A, B—2, 4. Manual Training A, B—3, 6. <i>Geography</i> 2 A, 2 B—2, 3, 4, 5. Solid Geometry B —2, 3, 4, 5

Laboratory Work

7:30-9:00 <i>Botany</i> D 2—3, 5. <i>Zoology</i> C—3, 5. <i>Physics</i> 4 B—3, 5.	9:30-11:10 <i>Biology</i> 2 A— 3, 5. <i>Botany</i> D 3—3, 5.	11:10-12:50 <i>Botany</i> A, B—2, 4. <i>Zoology</i> 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 <i>Chemistry</i> 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.

Winter Term Programme

7:30-8:15	8:15-9:00	9:30-10:20	10:20-11:10	11:40-12:30	2:00-2:50	2:50-3:40
<i>Reading</i> 2 B— 2, 3, 5, 6. <i>Drawing</i> 2 B— 4.	<i>History</i> 2 A—2, 4, 5, 6. <i>Music</i> 2 A—3. <i>Arithmetic</i> 2 B —2, 3, 4, 6. <i>Drawing</i> 2 B—5 <i>Physics</i> 4 B—2, 4, 6. Cæsar C. Latin C. <i>Zoology</i> C—2,4, 6. Latin D 1. <i>Botany</i> D 2—2, 4, 6. <i>Drawing</i> D 3— 3, 6. <i>Music</i> D 3—2,4, <i>Reading</i> D 4— 2, 4, 6.	<i>History of Education</i> A—2, 3, 4, 5. <i>Music</i> 2 A—6. <i>Psychology</i> B— 2, 3, 4, 5. <i>Drawing</i> 2 B— 6. <i>Geography</i> 4 B —6. <i>Geometry</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>Reading</i> D 3— 2, 4, 6. <i>Arithmetic</i> D 4.	<i>School Management</i> A —2, 3, 5, 6. <i>Geography</i> 2 B—2, 4, 5, 6. <i>Drawing</i> 2 B—3. <i>Cicero</i> 4 B—2, 4, 5, 6. <i>Manual Training</i> 4 A—4. <i>Geography</i> 4 B—3. <i>Rhetoric</i> C 1—2, 4, 5, 6. <i>History</i> C 2—2, 4, 5, 6. <i>Music</i> D 1—3, 6. <i>Reading</i> D 1—2, 4, 5. <i>Arithmetic</i> D 2. <i>Botany</i> D 3—2, 4, 6. <i>Drawing</i> D 4—4, 6. <i>Music</i> D 4—2, 5.	Economics A, B— 3, 5. Government A, B —2, 4. <i>Botany</i> A, B—3, 5. <i>Zoology</i> 2 A, 2 B— 3, 5. <i>Physics</i> 2 A, 2 B— 3, 5. <i>Vergil</i> 4 A—2, 3, 5, 6. <i>History</i> C 1—2, 3, 5, 6. <i>Geography</i> C 2—2, 4, 5, 6. <i>Arithmetic</i> D 1. <i>Music</i> D 2—3, 5. <i>Reading</i> D 2—2, 4, 6. <i>Arithmetic</i> D 3. Grammar D 4.	Trigonometry A— 2, 3, 4, 5. <i>History</i> A, B—2, 3, 4, 5. <i>Literature</i> A, B— 2, 3, 4, 5. <i>Adv. Latin</i> 2 A, 2 B —2, 3, 4, 5. <i>German</i> B—2, 3, 4, 5. <i>Geometry</i> C 1—2, 3, 5, 6. <i>Geometry</i> C 2. <i>Drawing</i> D 2—2, 4. Grammar D 3. <i>Botany</i> D 4—2, 4, 6.	<i>German</i> A—2, 3, 4, 5. <i>Reading</i> A, B—3, 5. <i>Drawing</i> A, B—2, 4. <i>Music</i> A, B—3, 6. <i>History</i> A, B—2, 3, 4, 5. <i>Literature</i> A, B— 2, 3, 4, 5. <i>Chemistry</i> A, B— 4, 6. <i>Library Science</i> A, B—2, 4. <i>Manual Training</i> A, B—3, 6. <i>Geography</i> 2, A, 2 B—2, 3, 4, 5. <i>Adv. Algebra</i> B— 2, 3, 4, 5.

Laboratory Work

	7:30-9:00 <i>Botany</i> D 2-3, 5. <i>Zoology</i> C—3, 5. <i>Physics</i> 4 B—3, 5.	9:30-11:10 <i>Botany</i> D 3-3, 5.	11:10-12:50 <i>Botany</i> A, B—2, 4. <i>Zoology</i> 2 A, 2 B— 2, 4. <i>Physics</i> 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 <i>Chemistry</i> 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.

	7:30-8:15	8:15-9:00	9:30-10:20	10:20-11:10	11:40-12:30	2:00-2:50	2:50-3:40
	<i>History</i> 2 B—4.	<i>Biology</i> 2 B—2, 4. <i>Physics</i> 4 B—2, 4, 6. <i>History</i> 2 B—6.	<i>Music</i> 2 A—2, 4. <i>Manual Training</i> 4 A—2, 4. <i>Psychology</i> B—2, 4, 5, 6. <i>History</i> 2 B—3. <i>Nature Study</i> 4 B—3.	<i>Phil. of Educ.</i> A—2, 4, 5, 6. <i>Grammar</i> 2 B—3, 4, 5, 6. <i>History</i> 2 B—2. <i>Vergil</i> 4 B—2, 3, 4, 6. <i>Nature Study</i> 4 B—5.	Economics A, B—3, 5. Government A, B—2, 4. Botany A, B—3, 5. Physics 2 A, 2 B—3, 5. Physiology 2 A, 2 B—2, 4, 5. Advanced Latin 4 A.	Astronomy A—2, 3, 4, 5. History A, B—2, 3, 4, 5. Literature A, B—2, 3, 4, 5. Advanced Latin 2 A, 2 B—2, 3, 4, 5. German B—2, 3, 4, 5.	German A—2, 3, 4, 5. Reading A, B—3, 5. Drawing A, B—2, 4. Music A, B—3, 5. History A, B—2, 3, 4, 5. Literature A, B—2, 3, 4, 5. Chemistry A, B—2, 4. Ecology A, B—2, 4. Library Science A, B—2, 4. Manual Training A, B—3, 5. Geography 2 A, 2 B—2, 3, 4, 5. Advanced Algebra B—2, 3, 4, 5.
<i>Shakespeare</i> C—2, 3, 4, 5.	Cæsar C. Geography C. English D. <i>Algebra</i> D 2—2. Latin D. <i>Botany</i> D 3—2, 4, 6. <i>Physiography</i> D 4. <i>Reading</i> D 4—2, 4, 6. <i>Drawing</i> D 4—3, 5.	<i>Geometry</i> C 1. Latin C. <i>Music</i> D 1—3, 5. <i>Reading</i> D 1—2, 4, 6. Latin D. <i>Botany</i> D 3—2, 4, 6. <i>Physiography</i> D 4.	<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. <i>Arithmetic</i> D 3. <i>Arithmetic</i> D 4.	<i>Government</i> C 2—2, 4, 5, 6. <i>Algebra</i> D 1—3, 5, 6. <i>Physiography</i> D 2. <i>Reading</i> D 3—2, 4, 6. Grammar D 4.	<i>Physiology</i> C 1—3, 4, 5, 6. <i>Geometry</i> C 2. <i>Drawing</i> D 1—3, 5. <i>Drawing</i> D 2—2, 4. Grammar D 3. <i>Music</i> D 4—3, 5.		

Laboratory Work

	7:30-9:00	11:10-12:50	2:00-3:40	2:50-4:30
	<i>Biology</i> 2 B—3, 5. <i>Physics</i> 4 B—3, 5. <i>Algebra</i> D 2—3, 5.	Botany A, B—2, 4. Physiology 2 A, 2 B—3. Physics 2 A, 2 B—2, 4.	<i>Physiology</i> C 1—2. <i>Algebra</i> D 1—2, 4.	Ecology A, B—3, 5. <i>Physiology</i> C 2—4. Chemistry A, B—3, 5. Botany D 3—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 elective; those in roman are elective.

A credit in a subject represents four 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 outside preparation required being proportionately less than in the four period subjects.

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

Psychology

A Descriptive Outline

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:

1. *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 element 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 seven 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-teacher's 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 himself, 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 de-

termining 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 through-

out 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 general 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.

Grammar

1. The first term of grammar is given almost entirely to a study of the sentence. Beginning with the essential elements, the class learns their uses and then such modifications as result in the most complex sentence forms. *Prescribed for all four-year students who do not elect Latin. Every term.*

2. The work of the second term, which is based on that of the first, considers more difficult constructions and gives considerable time to parts of speech and inflection. In all courses emphasis is laid on accuracy of terminology and on thought

rather than form. *Prescribed for all four-year students who do not elect Latin. Winter, Spring, and Summer terms.*

3. After completing two terms of grammar, students are given a cursory course in novel reading, elementary literature, and library work, especially that they may understand the organization of a modern library and know how to use its various books of reference. *Prescribed for all four-year students who do not elect Latin. Spring term.*

4. Work similar to that in Course 1, though more advanced, will be offered. *Prescribed for all students of the two-year course. Spring term.*

5. Parts of speech, inflection, and more difficult constructions in syntax are studied. *Prescribed for all students of the two-year course. Fall term.*

6. This is a course in methods in grammar. The basis of grammatical study, nomenclature, the literature of grammar, more important constructions, and the principles of its teaching are discussed. *Prescribed for all four-year students. Four weeks in the fall term.*

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 written. Newcomer & Seward's *Rhetoric in Practice* 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 for all four-year students. Fall and winter terms.*)

Literature

1. 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 in the four-year course. 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. Masterpieces of both American and English letters are used, and much parallel reading is required. (*Elective in all courses. Fall term.*)

3. Typical Masterpieces, continued. (*Elective in all courses. 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 in all courses. Spring term.*)

5. Nineteenth Century Prose Literature: While emphasis is laid on the literary movements of the nineteenth century in England, this course deals especially with prose. The aim of the course is primarily to introduce the student to some of the best English novels and essays; secondarily, to interest him in the forms and development of these two types of prose literature. (*Elective. Fall term.*)

6. Nineteenth Century Prose Literature, continued. (*Elective. Winter term.*)

7. Nineteenth Century Prose Literature, continued. (*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 educational 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.

* Courses "2" and "3" will alternate. During the year 1906-1907 course "3" will be offered.

Latin

Latin 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 1906-7 Livy's History of Rome, Book I, Horace's Odes and Cicero's De Senectute will be offered. One day each week will be given to Latin composition.

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 the student such knowledge of the principles of German Grammar and such practice in reading and translating as will enable him to understand and enjoy the masterpieces of German literature. Special emphasis is laid upon idiomatic English in translating.

Elementary German

The work of the first two terms consists of written and oral drill in grammar, memorizing, of German poems, and the translation of *Gluck Auf, Imensee, or Geschichten vom Rhein*.

During the spring term the class translates *Geschichten vom Rhein* and *Der Bibliothekar*, or equivalents. Joynes-Meissner's grammar is used throughout the year

Advanced German

In the second year the class reads *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

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.

1. *Arithmetic.* 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, involution and evolution, 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 sim-

ple problems of physics and geometry, measurement, 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, and fractions. (*Required in the four-year course. Spring and summer terms.*)

7. *Algebra.* The topics studied are simple equations 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. Spring 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. Fall 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. Winter 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. Fall 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 the four-year course. Elective in the 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.* Some 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 latter 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 fifty 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 two 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 seventy-five compound microscopes, a human skeleton, models, preserved specimens of plants and animals, museum specimens, 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 zoology 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.

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 designed 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. Chief attention is given to morphology. The autumn term's work is given to the Thallophytes and part of the Bryophytes; the spring term's work will complete the Bryophytes and Pteridophytes; the spring term's work will be upon the Angiosperms.

During the spring term of 1906 a group of advanced students has been working upon the flora of Coles County, with the purpose of gradually accumulating specimens representing the flora of the county classified both ecologically and systematically. Some further attention will be given this work during 1906 and 1907.

The second year of botany 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.

Zoology

The general plan of the course in zoology 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 zoology 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 Hygiène

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

It is the aim of the instruction in music to cultivate the voice, to instill a taste for good music, and to give some facility in reading vocal music at sight. A view is taken of the educational value of the subject which recognizes the intellectual and moral, as well as the æsthetic possibilities of music. Something is done toward introducing pupils to well known composers, classical and popular. Recitals are given at intervals during the year at which both vocal and instrumental works are interpreted by the instructor.

The subjects for the year 1905-1906 were:

1. German Folk Songs.
2. Schubert Recital.

3. Elliland, by Alexander von Fielitz.
4. Carl Bohm, Recital.
5. Franz Abt, Recital.
6. Arias from various Operas and Oratorios.
7. Chopin, Grieg, and Schumann, Recital.
8. Ballads by Famous Composers.

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. [shelves.]
7. Mechanical preparation of books for the
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, to which all students are allowed access. 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 Historical Review.

American Homes and Gardens.
American Journal of Science.
American Journal of Sociology.
American Mathematical Monthly.
American Mathematical Society-Bulletin.
American Naturalist.
American School Board Journal.
Annals of Botany.
Arboriculture.
Atlantic Monthly.
Biological Bulletin.
Bird Lore.
Birds and Nature.
Blackwood's (*American reprint*).
Book Review Digest.
Bookman.
Botanical Gazette.
Bulletin of Bibliography.
By the Wayside.
Catholic World.
Century Magazine.
Classical Journal.
Collier's.
Cosmopolitan.
Country Life in America.
Craftsman.
Critic.
Cuba Review and Bulletin.
Cumulative Book Index.
Dial.
Economic Geology.
Edinburgh Review (*American edition*).
Education.

Educational Review.
Educator-Journal.
Elementary School Teacher.
English Historical Review.
Etude.
Everybody's Magazine.
Forestry and Irrigation.
Forestry Quarterly.
Forum.
Garden Magazine.
Gardener's Chronicle.
Geographical Journal.
Government Publications.
Harper's Monthly Magazine.
Harper's Weekly.
House Beautiful.
Independent.
International Quarterly.
International Studio.
Journal of Biological Chemistry.
Journal of Comparative^{ly} Neurology and Psychol-
ogy.
Journal of Education (*London*).
Journal of Education (*New England*).
Journal of Experimental Zoology.
Journal of Geography.
Journal of Geology.
Journal of Infectious Diseases.
Journal of Pedagogy.
Journal of Political Economy.
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.
Modern Philology.
Nation.
National Geographic Magazine.
Nature.
Nature Study Review.
New England Magazine.
North American Review.
Outing.
Outlook.
Photographic Times.
Physical Review.
Plant World.
Poet Lore.
Political Science Quarterly.
Popular Astronomy.
Popular Science Monthly.
Primary Education.
Public Libraries.
Public Opinion.
Reader's Guide to Periodical Literature.
Review of Reviews.
St. Nicholas.
School and Home Education.
School Bulletin.
School News.
School Review.
School Science and Mathematics.

Science.

Scientific American.

Scientific American Supplement.

Scottish Geographical Magazine.

Scribner's Magazine.

Sewanee Review.

South Atlantic Quarterly.

Suburban Life.

Teachers' College Record.

U. S. Experiment Stations, 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 Record-Herald, 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 includes whittling and bench-work. The technical use of tools is shown in the making of objects which are carefully graded in the order of their difficulty; but considerable choice is given the student as to the article he wishes to make.

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 model 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 are:

1. A Suggestion for Teaching Shakespeare's Dramas, *by Thomas H. Briggs, Jr., A. B.*
2. Method in Teaching, *by Francis G. Blair, B. S.*
3. The Causal Idea in History, *by Roswell C. McCrea, Ph. D.*

4. Some of the Objects of Studying English Grammar, *by W. M. Evans, Litt. D.*
5. The School Garden, *by Otis W. Caldwell, Ph. D.*
6. Manual Training, *by Caroline A. Forbes.*
7. The School Library, *by Florence M. Beck, B. L. S.*
8. Graphic Arithmetic, *by E. H. Taylor, B. S.*
9. Reading in the Grades, *by Katherine Gill.*
10. The Relation of Home and School, *by Charlotte May Slocum.*
11. Bird Study in the Rural School, *by Thomas L. Hankinson, B. S.*
12. Bird Study in the Rural School (second edition), *by Thomas L. Hankinson, B. S.*
13. Physics in the High School, *by Albert B. Crowe, A. M.*
14. Some Suggestions for the Teaching of Geography in the Grades, *by Annie L. Weller, B. S.*
15. Fourth Year Geography in the Illinois Course of Study—Topic: The Work of Water, *by Clara M. Snell.*

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.

Athletics

All athletic contests in which the school participates are under the control of an athletic association, of which the majority of the men of the school, both students and teachers, are active members.

Students to be eligible to take part in contests with other schools must carry at least twelve periods of work each week and make an average grade of at least seventy per cent.

Students

Saturday Students

Cottingham, William E. Charleston

One-Year Course

Reat, Ruth Charleston

Second Year of the Two-Year Course

Barringer, Edna	Hillsboro
Bishop, Daisy A.	Charleston
Dunbar, Christina	Sterling
Dwyer, Ellen F.	Charleston
Gannaway, Edna	Charleston
Glassco, Alta L.	Charleston
Hill, Robert C.	Charleston
Jenkins, Sarah C.	Butler
Kyger, Roy	Danville
Long, Florence E.	Charleston
Maris, Florence E.	Tuscola
Maris, J. Claire	Tuscola
Stewart, Bessie H.	Metropolis
Williams, Lucia Q.	Mattoon
Wooll, Jessie	Charleston
Zink, Bertram	Kansas

First Year of the Two-Year Course

Arterburn, Jessie	Kansas
Barrett, Agnes	Mattoon

Bauman, Margarita	Charleston
Bidle, Jessie	Casey
Bond, George T.	Charleston
Briggs, Mary	Charleston
Bruner, Mabel	Mattoon
Burch, Ayla E.	Ashmore
Bussard, Robert I.	Palestine
Casey, Elizabeth	Pana
Clark, Nellie N.	Mattoon
Cottingham, Harry A.	Charleston
Covey, Jessie B.	Sullivan
Crews, Robert A.	Charleston
Cruzan, Myrtle	Mattoon
Dappert, Nora E.	Taylorville
Davis, Lois M.	Charleston
Dwyer, John C.	Charleston
Earnhart, William H.	Flat Rock
Edman, Eulalie	Charleston
Evans, Jessie	Edinburg
Freeman, Jennie M.	Kansas
Gramesly, Marie S.	Charleston
Hall, Emma	Hillsboro
Holaday, Marguerite	Mattoon
Hostetler, Lida	Charleston
Hotchkiss, Clara B.	Palestine
Huston, Cecile B.	Charleston
Laughlin, Laura E.	Charleston
Leonard, Alice	Nora
Martin, Jessie C.	Arthur
McCrary, Bertha E.	Charleston
McGinnis, Marguerite	Alton
McNutt, Mary I.	Charleston
O'Connor, Rena	Pana

Pumphrey, Hazel A.	Oak Park
Richardson, Elizabeth	Farina
Ross, Mellie E.	Philo
Slife, Alta	Milford
Travis, Edna C.	Greenville
Vanderhoof, Clara E.	Newton
Wait, Bernice	Greenville
Wallar, Beulah H.	Oak Park
Warman, Nora E.	Charleston
Wenz, Mabel	Paris
Wiley, Neva B.	Charleston
Wright, Helen A.	Charleston

Third Year of the Three-Year Course

Cossairt, Laura	Potomac
DeWolfe, Donald J.	Pana
Fender, Charles W.	Ashmore
Odenweller, Claude B.	Charleston

First Year of the Three-Year Course

Sperry, May	Nokomis
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Fourth Year of the Four-Year Course

Austin, Jesse H.	Charleston
Bainbridge, Albert O.	Shelbyville
Baker, Willie W.	Charleston
Bradford, Ernest C.	Hindsboro
Evans, Minnie L.	Charleston
Faris, Mildred	Lerna
Foote, Luanda	Charleston
Freeman, Frances F.	Charleston
Geddes, Grace	Newton
Hackley, Gertrude	Mattoon

Hagan, Warren	Windsor
Hamill, Lena	West Union
Harry, Bertha	Humboldt
Hashbarger, Clara B.	Arcola
Jones, Leonard	Charleston
Marshall, Thomas L.	Charleston
McDonald, Henrietta	Lerna
McNutt, Wade	Oconee
Sargent, Paul T.	Charleston
Sargent, St. John	Charleston

Third Year of the Four-Year Course

Archer, S. Ethelyn	Charleston
Ault, Verna	Hillsboro
Baker, William E.	Bushton
Balch, Mabel	Lerna
Barkley, Rupert	Charleston
Black, Paul	Greenup
Brown, Victor I.	Oblong
Dwyer, Katherine	Charleston
Echard, Lola F.	Ashmore
Finney, Calvin J.	Greenup
Freeman, Agnes M.	Charleston
Gannaway, Lelia M.	Mattoon
Gore, Olin H.	Hazel Dell
Hackley, Zora	Mattoon
Harris, Fred M.	Charleston
Harwood, Otto	Janesville
Hashbarger, Elsie A.	Mattoon
Heil, Sopha E.	Arcola
Jones, Clement	Charleston
Mabee, Elsie	Charleston
McDonald, Jessie B.	Lerna

McGrath, Katherine	Moweaqua
McGrath, Margaret	Moweaqua
Milholland, Arthur L.	Charleston
Miller, Harold W.	Casey
Payne, Oletha M.	Charleston
Stewart, Bertha B.	Charleston
Vaughn, C. H.	Oblong
Wright, Florence	Charleston

Second Year of the Four-Year Course

Adams, Frank	Chrisman
Ashworth, Inez	Mattoon
Austin, Clarence	Charleston
Batty, Gretta M.	Findlay
Batty, John R.	Findlay
Bolan, Minnie E.	Gays
Briggs, Margaret	Charleston
Carney, Lydia Z.	Charleston
Carrel, Harvey	Charleston
Cottingham, Neal	Charleston
Cummins, Edna	Rose Hill
Curry, Joseph J.	Charleston
Davis, Leonard	Charleston
Dehl, Landis	Casey
Doty, T. Wallace	Charleston
Dunn, Carl	Charleston
Eck, Lulu	Charleston
Epperson, Clarice	Montrose
Ernst, Jesse	Charleston
Ewing, Roy B.	Charleston
Faris, Susie	Lerna
Foreman, Lulu B.	Charleston
Freeland, Minnie C.	Bellair

Funkhouser, Fern	Mattoon
Funkhouser, Flora L.	Mattoon
Gabel, Goldie	Greenup
Givens, Harry	Paris
Green, Helen I.	Charleston
Grimes, Etta B.	Charleston
Heil, Mary E.	Arcola
Heinlein, James	Charleston
Holsen, Hester	Allendale
Homann, Ferdinand	Mattoon
Houchen, Pet	Mattoon
Housel, Delfa	Charleston
Housel, Elmer E.	Charleston
Jackson, Genevieve	Charleston
LaRue, Ella H.	Etna
Mabee, Mirtie	Charleston
Margason, Oscar	Oakland
Mathes, Georgia	Charleston
McCroxy, Esther	Charleston
McDonald, Mary M.	Charleston
McKelfresh, Emmet	Sunmer
McKittrick, Augusta	Tower Hill
McKittrick, Bessie E.	Tower Hill
Meeker, Ray	Hazel Dell
Miles, Sophia O.	Charleston
Moler, Mayme P.	Ashmore
Montgomery John G., Jr.	Charleston
Moore, Gertrude	Humbolt
Murphy, Bess	Charleston
Norfolk, Harold W.	Charleston
Prendergast, Mary H.	Charleston
Perisho, Charles	Kansas
Phipps, Alpha	Janesville

Phipps, Ethel	Chestnut
Rardin, Bruce	Charleston
Rennels, Martha L.	Charleston
Riley, Ruth	Lerna
Scarcliffe, Iva M.	Mapleton
Scott, Neva A.	Charleston
Shaw, Thos. F.	Stewardson
Smith, Fred	Yale
Smith, J. N.	Redmon
Stevens, Shelah S.	Charleston
Summers, Mrs. Alice	Charleston
Tarble, Alice	Cleone
Tarble, Charles	Cleone
Tarble, George	Cleone
Teepell, Erle R.	Loxa
Wiman, Clara	Yale
Wiman, Nelle	Yale

First Year of the Four-Year Course

Adkins, Berthal	Newton
Ahlers, Ella O.	Staunton
Ames, Inez E.	Mattoon
Anderson, Carrie M.	Charleston
Armstrong, Gladys	Charleston
Barker, Olta O.	Middlesworth
Beebe, Minnie B.	Vandalia
Bidle, Logan	Charleston
Brashear, John	Pinkstaff
Brooks, Richard R.	Charleston
Brown, Mrs. Gladys I.	Mattoon
Buckle, Robert I.	Martinsville
Bugh, Ida K.	Mattoon
Carney, Valentine D.	Charleston

Carrell, Palmer	Greenup
Case, Earl C.	Sumner
Chamberlin, Frank	Gays
Chapman, Lawrence	Moonshine
Christie, Susan	Chenoa
Clancy, Sylvia	Charleston
Cochonour, Jennie	Casey
Cochran, Orvil M.	Lawrenceville
Connell, Ethel	Charleston
Connelly, Rae	Westfield
Cook, Ralph	Casey
Corzine, Harland W.	Charleston
Corzine, May I.	Charleston
Cottingham, Albert	Charleston
Crawford, Bess	Frankfort
Crum, Myrl	Claremont
Curtis, Mary E.	Charleston
Davis, Clifford	Charleston
Davis, Henry W.	Rossville
Davis, Myrtle A.	Charleston
Decker, Orwin J.	Claremont
DeWolfe, William R.	Pana
Donhost, William	Mattoon
Duckworth, Lillian E.	Charleston
Echard, Pearl V.	Charleston
Evans, Harry A.	West York
Fling, Bertha	Windsor
Fryer, Margeret L.	Charleston
Fuller, Esther E.	Charleston
Funkhouser, Taylor	Charleston
Galbreath, Walter E.	Ashmore
Gannaway, Elsie G.	Charleston
Gannaway, Morton	Mattoon

Gaston, Homer B.	Jeffersonville
Grant, Elizabeth	Charleston
Grant, Frances	Charleston
Greer, Lulu	Lerna
Hall, Bessie C.	Albion
Hamill, Fern C.	West Union
Heeb, Evalena	Charleston
Henderson, Ethel S.	Isabel
Hicks, Elvis L.	Coffeen
Holman, Iva J.	Beecher City
Homann, Fred	Mattoon
Homann, Rose	Mattoon
Honn, Jessie M.	Ashmore
Horton, Mae O.	Charleston
Howe, Verna	Robinson
Hoxsey, Edna M.	Worden
Huber, Leslie A.	Charleston
Hume, Chester	Danville
Hutchinson, Florence	Assumption
Ivy, Torney P.	Fillmore
James, Blanche	Sibley
Jourdan, Josiah	Newton
Kagy, Toney G.	Salem
Kell, Bertha J.	Salem
Kell, Faye M.	Salem
Kelley, Elizabeth	Charleston
Kelsheimer, Robert	Edgar
King, Ivan W.	Charleston
Kratzer, Eva	Charleston
Lambird, Cora	Newton
Langbein, Clara	Nokomis
Lape, Lawrence C.	Brownstown
Lathrop, Orson	Sumner

Leeds, Carlyle	Allendale
Lippincott, Mary E.	Charleston
Livingston, Cora P.	New Douglas
Margason, Thurman	Oakland
May, George S.	Windsor
McKee, H. Ethel	Charleston
McKittrick, Elsie M.	Tower Hill
McKnight, James B.	Oblong
McNary, Maud	Buford, N. D.
McNutt, Ethel	Charleston
Miller, Grace	Trilla
Miner, Daisy C.	Charleston
Mitchell, Clifford E.	Olney
Mock, Robert E.	Bogota
Moore, George A.	Charleston
Moore, Grace	Mattoon
Moore, Otto W.	Humboldt
Morgan, Lee I.	Etna
Morgan, Nettie F.	Rardin
Morrison, Lena	Lerna
Mundy, Homer F.	Mt. Carmel
Newman, Grace	Charleston
Niemeyer, Carl	Mattoon
Norwell, Mae	Barnett
Paradee, Bertha	Vandalia
Parkhill, Grace V.	Irving
Patton, Velma O.	Charleston
Peters, Robert	Louisville
Petty, Talmage	Sumner
Phillips, Oda O.	Sullivan
Phillips, John B.	Sullivan
Phipps, Anna E.	Charleston
Piper, Clark	Sumner

Randolph, Lillie	Toledo
Rankin, Cora E.	Foosland
Reat, Ralph W.	Charleston
Rhoads, Merle	Isabel
Rohour, Bess	Charleston
Sanders, Nonnie	Witt
Showers, Fannie E.	Bethany
Simons, Emma	Flat Rock
Simons, Harry	Flat Rock
Sims, Dollie	Charleston
Smith, Verna	Charleston
Speck, Blanche	Charleston
Stanberry, Fred	Greenup
Stewart, Alma	Ashmore
Stein, Perna	Sumner
Sumner, Louise G.	Sumner
Tarble, Newton	Cleone
Taylor, Lillie	Bushton
Teepell, Neva G.	Loxa
Thomas, Excell W.	Casey
Thompson, Ida F.	Armstrong
Tohill, Erma E.	Flat Rock
Tohill, Louis A.	Flat Rock
Tyrrell, Claudia L.	Ashmore
Wagner, Mildred	Charleston
Welch, Ola	Bruce
Whipple, Roxana	Tower Hill
Wickman, Ersä	Charleston
Wicoff, Philip	Wheeler
Winkler, Walter E.	Bushton
Wood, Nelson C.	Ingraham
Woodson, Amy L.	Charleston
Wooters, D. Clinton	Salem
Wright, Mary	Rardin

Summer Term, 1905.

Adkins, Lewis R.	Toledo
Albers, Lena	Atwood
Albers, Susie	Atwood
Angleton, Amy	Sharpsburg
Apple, Lilly	Greenville
Archer, John J.	Charleston
Archer, Susie E.	Charleston
Armstrong, Mrs. Dora	Glenarm
Ashworth, Berta	Mattoon
Ault, Verna	Hillsboro
Bainbridge, Albert O.	Shelbyville
Baird, Cora	Marshall
Baker, Carrie	Paris
Baker, Willie W.	Charleston
Balter, Ida C.	Charleston
Balue, Eva M.	Oblong
Banes, Myra E.	Hillsboro
Beabout, Mable	Martinsville
Beatty, Edwin M.	Taylorville
Beckert, Minnie	Reno
Begg, Mary	Duncanville
Behner, Carrie	Kansas
Bell, Elsie	Mattoon
Bell, Viola M.	Mattoon
Bidle, Carolyn	Casey
Biermann, Mary R.	Taylorville
Birdzell, William	Neoga
Bond, Cora F.	Irving
Borden, Emma W.	Hume
Bost, Cora	Morrisonville
Bowman, J. H.	Bolivia
Bowser, Ethyl	Arenzville

Bradley, Corinne	Charleston
Brenneman, J. Henry	Robinson
Brewer, C. L.	Dalton City
Brewer, J. Morton	Lebanon
Brown, McLin	Woburn
Browning, W. L.	Pierson Sta.
Brubeck, Linda	Edinburg
Bruner, Mabel R.	Mattoon
Buckner, Margaret F.	West York
Buckner, Mary E.	West York
Burtner, Edna	Chrisman
Byers, Bessie	Charleston
Call, Josie	Hagarstown
Cannon, Laura	Robinson
Card, Hamilton H.	Fillmore
Carneal, Thomas	Xenia
Carroll, Sadie E.	Vera
Carson, David C.	Greenup
Carter, Sarah A.	Hammond
Cary, Ethel	Greenville
Case, E. Maude	Charleston
Casey, Elizabeth	Pana
Cassady, Minnie E.	Dudley
Castelo, John	Toledo
Cavins, H. Olive	Mattoon
Chapman, Frances M.	Nokomis
Christensen, Minnie	Auburn
Chumley, Eugene	Morrisonville
Church, Cora E.	Martinsville
Clodfelter, Lurana	West Salem
Coady, Lizzie R.	Morrisonville
Coakley, W. B.	Pierson
Cochonour, Lillian A.	Casey

Collins, Minnie	Collinsville
Compton, Daisy L.	Keensburg
Compton, Nelle	Charleston
Cook, Ethel C.	Mattoon
Coon, Olive	Janesville
Corneil, Marie	Oconee
Coulthard, Ida L.	Jerseyville
Craigmile, Mary	Gifford
Crawford, Maud	Paris
Cross, Mary	Neoga
Crossett, Florence E.	Salem
Crowl, Emery A.	Gays
Crowley, Margaret	Edinburg
Crum, Edna B.	Charleston
Cruzan, Myrtle A.	Mattoon
Cummins, Edna	Rose Hill
Davidson, Clara	Sullivan
Davis, Gertrude	Kansas
Davis, Luella A.	Donnellson
Davis, Pearl M.	Waggoner
Davis, Sylva B.	Trilla
Dayton, LaRue	Paris
Demsey, Goldie	Taylorville
Dever, James	New Douglas
Deweese, Margaret	Morris City
Dill, Edith M.	Raymond
Dixon, Cora	Scott Land
Dixon, Oma	Scott Land
Donner, Bessie	Edinburg
Douthit, May	Shelbyville
Dragoo, Alva W.	Murdock
Duvall, Minor M.	Lerna
Dwyer, Ellen F.	Charleston

Earnhart, William H.	Flat Rock
Eaton, Florence M.	Allerton
Echard, Lola F.	Ashmore
Eck, Edna V.	Charleston
Eck, Lulu	Charleston
Edman, Eulalie	Charleston
Eikenberry, Bright	Cerro Gordo
Ellegood, Grace	Greenville
Ellis, Mary B.	Windsor
Ellis, Nannie I.	Windsor
Elsberry, Clarence M.	Paris
Emerson, Wayne	Stonington
Epperson, M. Clarice	Montrose
Ethridge, James R.	Taylorville
Evans, Besse B.	Taylorville
Evans, Minnie L.	Charleston
Everhart, Susie	Toledo
Ewing, Jessie M.	Paris
Fender, Chas. W.	Ashmore
Finley, Chas. W.	Cook's Mills
Finley, Ella	Pana
Finley, Sarah	Pana
Flaherty, W. P.	Ashmore
Folck, Leota	Robinson
Folck, Nora	Robinson
Foreman, Lulu B.	Charleston
Foster, Harriet	Onarga
Fout, Phoebe	Camargo
Fouts, Nettie M.	Chrisman
Fowler, Gwendoline	Paris
Frantz, Ellen B.	Arcola
Fulton, Clara A.	Camargo
Fulton, Lena A.	Camargo

Funk, Ray	Millersville
Gannaway, Edna	Charleston
Gannaway, Lelia M.	Mattoon
Garrett, Flora	Gays
Garrett, Maude	Weldon
Garreston, Augusta	Pana
Gilbert, Pearl	Armstrong
Gillespie, Mary	Casey
Gillespie, Myrtle	Pocahontas
Givens, Ethel	Vermilion
Glassco, Alta L.	Charleston
Gore, Olin H.	Hazel Dell
Gracey, Della M.	Sorento
Grant, Edith G.	Greenup
Gray, Helen	Charleston
Green, Jennie	Paris
Grissom, Grayce B.	Ramsey
Hackley, Gertrude	Mattoon
Hackley, Zora	Mattoon
Hall, Emma	Hillsboro
Hall, Mattie	Arcola
Hamel, Dora E.	Taylorville
Hammer, Lena	Taylor ville
Hand, Augusta	Nokomis
Harlan, Lucinda	Greenville
Harmon, Rose	Sigel
Harris, Charles F.	Mattoon
Harwood, Clarence H.	Janesville
Harwood, Otto	Janesville
Hassig, Lillian	Atwood
Hayes, Rose A.	Mattoon
Hedden, Oran R.	Newman
Hedges, Sarah G.	Martinsville

Hemphill, Ethel	Westfield
Henderson, V. L.	Taylorville
Henry, Everette	Oakland
Hightower, Clark M.	Watson
Hildreth, Charles	Mattoon
Hill, Lillian	Oakwood
Hillmer, Meta G.	Taylorville
Hinckle, Lucy M.	Pana
Holben, Venus A.	Stonington
Honefenger, Birdie	Millersville
Hoover, Edna	Taylorville
Hope, Arta	Robinson
Hopkins, Gertrude	Harrisburg
Hord, Rose B.	Taylorville
Horsley, Nell	Camargo
Houchen, Doshia B.	Olney
Houghlin, Jessie	Jerseyville
Huff, M. Ethel	Flora
Huffman, Eva E.	Charleston
Huffman, Jessie	Charleston
Huffman, Katherine	Charleston
Hughes, James F., Jr.	Mattoon
Hughey, Nellie M.	Greenville
Hull, Anna	Martinsville
Hull, Walker F.	Martinsville
James, Ida M.	Charleston
James, Vivian	Lis
Johnson, Bessie	Grayville
Johnson, Elmer I.	Reno
Jones, Ollie A.	Fisher
Jordan, Olive E.	Fisher
Jordan, Lewis D.	Litchfield
Keithley, Nina B.	Hillsboro

Kerr, Charlie	Tuscola
Kincaid, John T.	Ashmore
Kirby, Eva M.	Jerseyville
Kirk, Ethel C.	Taylorville
Kline, George E.	Sorento
Knight, Ivy M.	Warrenton
Knokler, Della	Kansas
Koonce, Hattie	Greenville
Lamb, Luella	Palestine
Lawson, Ada	Ramsey
Leathers, John	Springfield
Lee, Flossie	Casey
Leitch, Ira	Bethany
Leitch, Sarah S.	Charleston
Leppard, Anna M.	Greenville
Long, Florence E.	Charleston
Long, Maud	Edgar
Lynam, Emma	Pana
Mabee, Elsie	Charleston
Maples, Charles	Newton
Margason, Oscar	Oakland
Margason, Thurman	Oakland
Maris, Claire	Tuscola
Maris, Florence	Tuscola
Marshall, Thomas L.	Charleston
Martin, Lulu	Palestine
Martin, Mabel M.	Robinson
Martin, T. Edwin	Bruce
Matteson, Myrtle	York
Mattox, E. Della	Neoga
Maxey, Orval	Oblong
Maxwell, Mrs. Minnie	Mt. Carmel
McBride, Nettie P.	Kidley

McCabe, E. L.	Martinsville
McCord, M. Louise	Vandalia
McGavack, Cornelia	Woodland
McLean, William H.	Kansas
McNutt, Jesse	Charleston
McNutt, Wade	Oconee
McWilliams, Myrtle	Olney
Means, Anna M.	Paris
Mechtoldt, Clara M.	Decatur
Meeker, Bessie E.	Hazell Dell
Mery, Albert M.	Baden Baden
Mery, Lora O.	Baden Baden
Miles, Delsie	Pana
Miles, Lois C.	Greenville
Milholland, Arthur L.	Charleston
Milholland, Grace E.	Charleston
Miller, Ethel L.	Kansas
Miller, Isabelle	Fillmore
Miller, Philemon H.	Brownstown
Miller, Stella A.	Casey
Mingee, Wilbert D.	Georgetown
Mock, Robert E.	Charleston
Moody, Lelia M.	Fillmore
Mooney, Susan A.	Pana
Moore, Florence	Charleston
Moore, Halene F.	Ashmore
Morgenstern, Carolyn	Mattoon
Morris, Margaret	Allerton
Mouts, Grace D.	Pana
Muncie, Fred W.	Paris
Murphy, Jeannette	Charleston
Murray, Estella M.	Paris
Murray, Mortella	Paris

Nees, Bessie	Sidell
Newkirk, Ethel E.	Mt. Carmel
Newlin, Golden M.	Robinson
Newport, Edith	Morrisonville
Niccum, Katherine	Toledo
Norvell, Nina M.	Mattoon
Orr, Esther	Sidell
Oswald, Lillie N.	Pocahontas
Overholser, Nora G.	Charleston
Park, Retta A.	Tower Hill
Parker, Flora E.	Rardin
Partlow, Bertha C.	Pana
Patrick, Shelby	Casey
Patton, Hettie P.	Divernon
Payne, Oletha M.	Charleston
Perisho, Nancy	Kansas
Phipps, Charles R.	Charleston
Phipps, O. A.	Janesville
Pifer, Robert	Camargo
Pittman, Janet O.	Oakland
Plunkett, O. L.	Palestine
Poland, Ina	Vera
Porter, John E.	Breckenridge
Purcell, Chloe U.	Hindsboro
Purtill, Florence	Charleston
Pyle, Edna I.	Nokomis
Raef, Lena L.	Newton
Ragel, Ruth	St. Elmo
Ramsey, Margaret	Auburn
Ramsey, Noble E.	Mt. Carmel
Rardin, Bruce	Charleston
Redenbo, John W.	Pleasant Mound
Redman, Glen F.	Charleston

Reed, Frances E.	Taylorville
Rehling, Kathryn	Arcola
Reimer, Pearl	Blue Mound
Remington, Edna G.	Brookfield, Mo.
Revelle, Grace T.	Edwardsville
Rhodes, Amy I.	Taylorville
Ricketts, Marguerite	Pana
Riggin, Martha F.	Sorento
Riggs, Bertie	Cisne
Rittmann, Mayme E.	Newton
Roberts, Hortie D.	Camargo
Roberts, Lucy E.	Hillsboro
Robertson, Myrtle L.	Greenup
Robinson, Ora L.	Taylorville
Romans, Anne	Charleston
Row, Ella	Pana
Runkel, Homer	Greenup
Rugan, Laura E.	Vandalia
Sager, Frank	Isabel
Salladay, Mildred M.	Homer
Sanderson, Pearl	Greenville
Schumaker, Katie	Marshall
Scott, Carroll F.	Blue Mound
Seiler, Nellie V.	Mt. Carmel
Seymour, Lulu	West York
Shallue, Catharine M.	Carrollton
Shaw, Mary C.	Sullivan
Shaw, Olga C.	Sullivan
Shaw, Thomas F.	Strasburg
Shepard, Edith	Marine
Shoemaker, Dora	El Paso
Shortall, Elizabeth J.	Catlin
Shrader, Justin W.	Mattoon

Sims, Dollie	Charleston
Skaggs, Allen O.	Waggoner
Skidmore, Albert	Hindsboro
Slater, Nora	Isabel
Smith, Fred	Yale
Smith, J. N.	Isabel
Sneed, Lissa	Martinsville
Snider, Cora	Camargo
Snow, Laura C.	Assumption
Soughers, Virgia M.	Scott Land
Southard, William W.	Chrisman
Sparks, Emma	Holland
Spencer, Anna E.	Jerseyville
Stallard, Fannie E.	Pocahontas
Stapp, Belle D.	Lawrenceburg, Ind.
Stateler, Dora E.	Martinsville
Stueber, Fredereka	Kinmundy
Stevenson, Jessie B.	Greenville
Storm, Otis	Neoga
Streuber, Emma	Greenville
Studebaker, Claud	Woburn
Sumerlin, Bertha L.	Mattoon
Tankersley, Iona	Sorento
Tanquary, Della	Mt. Carmel
Tate, Fred R.	Vandalia
Taylor, Lewis D.	Oakland
Taylor, Minnie L.	Charleston
Tex, Mamie	Owaneco
Thompson, H. Grace	Dudley
Thompson, Minnie	Camargo
Thornton, Elma	Rochester
Tibbs, Leona E.	Greenville
Tighe, Nellie E.	Homer

True, Barbara	Mattoon
Tucker, Esther M.	Irving
Vance, Mahlon S.	Sullivan
Vaughan, Lora	Arcola
Vigles, Maude E.	Lake City
Waddell, Lida B.	Taylorville
Waggoner, Leroy	Granite City
Wallace, Charles	Charleston
Wallace, Lew	Janesville
Ward, Edward L.	Roby
Watkins, Maude	Brocton
Watkins, Nelle	Pana
Watt, Bernice	Newton
Webb, William R.	New Douglas
Weisiger, Geo. B.	Catlin
Welch, Estelle	Ramsey
Welker, H. L.	Charleston
West, H. Belle	Sorento
Wicoff, Philip	Wheeler
Wiggins, Susie F.	Waggoner
Wild, Olivia T. C.	Nokomis
Williams, Lucia	Mattoon
Wilson, Pearl N.	Allerton
Wiman, Clara	Yale
Wiman, Nelle	Yale
Winkleblack, John M.	Charleston
Winslow, Gertrude	Greenup
Winters, Earl E.	Stonington
Wise, Anna M.	Milford
Wiseman, Irene L.	Smithboro
Wood, Alice E.	Milford
Wooters, Letha	Breckenridge
Workman, Maude	Beecher City

Wright, Albert W.	West Union
Wright, Effa	Charleston
Wright, Rosa	Isabel
Wright, Thomas N.	Casey
Wright, Zula Z.	Paris
Yelton, Grace A.	Greenup
Yoder, Lola	Taylorville
Young, Mary M.	Dudley
Zimmerman, Robert L.	Easton
Zimmerman, Walter B.	Paris

Pupils in Model School

Ninth Grade

Adair, Bessie	Lake, Gladys
Adkins, Frances	McDougle, Earl
Alvey, Helen	McNutt, Ray
Bails, Nellie	Moore, Jerine
Bennett, Stella	Pennington, Erma
Brown, Louisa	Popham, Ruth
Byers, Helen	Rankin, George
Carman, Ruth	Reat, Ivan
Chenoweth, Marie	Record, William
Comer, Carmen	Rhodes, Fred
Conley, Earl	Ritchey, Henry
Duensing, Dessie	Stanberry, Hewitt
Ellis, Nelta	Stewart, Chester
Gray, Ruth	Sullivan, Margaret
Hallock, Wilmetta	Tyler, James
Highland, Logan	Walker, Lula
Holman, Ada	Wilson, Monroe
Homann, Rose	Wilson, Winifred
Housel, Olive	Wood, Maud
Huber, Leonard	

Eighth Grade

Adair, Fern	Jenkins, William
Adams, Joseph	Lashbrook, Cecil
Bell, Clifford	Lashbrook, Jesse
Bidle, Edith	Linder, Lewis
Bridges, Bertha	Long, Charles
Butler, Lee	Newman, Margaret
Connell, Harry	Norris, Oka
Davis, William	Rardin, Loyal
Dawson, Helene	Rennels, Willard
Duty, Roy	Sarchet, Iris
Feagan, Gladys	Schriner, Opal
Fitzpatrick, Harry	Snider, John
Freeman, Madge	Stephens, Cleveland
Hamill, Fayette	Vail, John
Higginbotham, Earl	Wuersch, Florence
Holland, Grace	

Seventh Grade

Anderson, Palmer	Livingston, Toby
Bell, Gladys	Low, Harley
Bidle, Harold	Martin, Irna
Bidle, Mary	McClatchey, Louise
Byers, Veva	McGurty, Frank
Chapman, Bertha	Milholland, Paul
Crews, Ruth	Morgason, Bessie
Curtis, Adolphus	Phipps, Harold
Doty, Ethel	Ramsey, Josephine
Galbreath, May	Rosebraugh, Esther
Giffen, Earl	Rosebraugh, Gertrude
Harris, Harry	Troxel, Pearl
Haselton, Walter	Waters, Reba
King, Robert	Wickam, Ersa
Kinnaman, Ada	Wilson, Mary

Sixth Grade

Bails, Earl	Hudson, Louise
Brockhouse, Lloyd	Kilgore, Edna
Butler, Grove	Livingston, John
Cowger, May	Long, William
Crim, Harry	McVey, Charles
Crowe, Elizabeth	Ricketts, Dorothy
Davis, Loxa	Shoemaker, James
Dunn, Andrew	Teepell, Harry
Duvall, Kitty	Tolly, Ruth
Flenner, Wilbur	Whipp, Marguerite
Grant, Sophia	Wilson, Sumner

Fifth Grade

Briggs, Robert	Kilgore, Helen
Brooks, Frances	King, Raymond
Buckler, Ivan	Koch, Elsa
Chenoweth, Frances	Level, Nellie
Dunn, Fred	Monfort, Helen
Duty, Claude	Norfolk, Polly
Fitzpatrick, Chester	Ricketts, Dorothy
Galbreath, Ruth	Shortess, Lois
Green, Dalton	Vail, Florence
Green, Hortain	Wickham, Roy
Hardin, Louis	Wyeth, Clara
Johnston, Donald	Wyeth, Harold
Kenny, Marguerite	

Fourth Grade

Anderson, Julian	Jenkins, Hubert
Bails, Ernest	Lashbrook, Carlus
Bails, Lena	Lee, Randal
Brown, Helen	Linck, Edith

Cadle, Chester	Linder, Mary
Chapman, Myrtle	Livingston, Frank
Cook, Gordon	McCroory, Margaret
Dunn, Ruth	Moore, John
Fouser, Earl	Record, Lula
Freeman, Emma	Smoch, Jessie
Green, Esther	Snider, Howard
Hall, Lucy	Stanberry, Leatha
Hampton, Maurice	Terry, Nellie
Hodges, Harlen	Veneman, Josephine
Hudson, Katharine	Watson, Nellie
Jeffries, Sybil	Wickham, Gertrude

Third Grade

Alexander, Maurine	Johnston, Sara
Baird, Lynn	Kenny, Corinne
Baker, Glen	Pierce, Ethel
Berry, Marie	Reasor, Marguerite
Blankenbaker, Zeta	Reynolds, Bertha
Bush, Lois	Root, Paul
Byers, Vere	Shortess Pauline
Crawford, Glenn	Smith, Clifford
Crim, Charles	Storm, Beatrice
Crowe, Stanley	Troxell, Walter
Dunn, Bessie	Welker, Aleen
Gaiser, Elsa	Wiley, Opal
Goodin, Harry	Wilson, Gladys
Graham, DeWitt	Wuersch, Gertrude
Griffith, Charles	

Second Grade

Adair, Charles	Kincade, Ercel
Adams, John	Lee, Edna

Bails, Fred	Livingston, Ernest
Baker, Glen	Long, Grace
Briggs, Manning	Moore, Sargent
Chenoweth, Bert	Patten, Rush
Denman, Loraine	Perisho, Roy
Freeman, Charles	Reynolds, Howard
Giffin, Palmer	Scott, Olive
Giffin, Russel	Snider, Homer
Graham, George	Summers, Clarence
Greene, Natalla	Watson, Verna
Gregory, Marie	Wiley, Virginia
Hampton, Roscoe	Wilson, Paul
Harris, Neal	Wyeth, Mary

First Grade

Bails, Clifford	Livingston, Willie
Barnett, Almerin	McGurty, Edward
Blanford, Charles	McVey, Robert
Brown, Helen	Rosebraugh, Linder
Byers, Josephine	Shanks, Paul
Cone, William	Spannigel, Mildred
Cook, Leslie	Stanberry, Malora
Craig, Chloteele	Storm, Howard
Crowe, Mary	Tolly, Etta
Graham, Frankie	Watson, Wayne
Lashbrook, Abbie	Wickham, Carrel
Level, Charlie	Wilson, Fern
Level, Harlie	Wilson, Floyd
	Worst, Harold

Summary

Normal Department	339
Summer School	405
	<u>744</u>
Counted twice	44
	<u>700</u>
Model Schools	265
	<u>965</u>
Total	965

Counties Represented

Bond	Fayette	Massac
Cass	Ford	Montgomery
Champaign	Franklin	Moultrie
Christian	Greene	Peoria
Clark	Iroquois	Piatt
Clay	Jasper	Richland
Coles	Jersey	Saline
Cook	Jo Daviess	Sangamon
Crawford	Lawrence	Shelby
Cumberland	Logan	St. Clair
DeWitt	Macon	Vermilion
Douglas	Macoupin	Wabash
Edgar	Madison	Wayne
Edwards	Marion	White
Effingham	Mason	Whiteside

Other States Represented

Indiana

Missouri

North Dakota

Graduates

1900

Beeman, Marion Nelson	Robinson
Globe, Lloyd	Westfield
Koons, Guy Jink	Oakland
Volentine, Bertha	New Douglas

1901

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

1902

Carothers, Ida E.	Mattoon
Edman, Frances	Charleston
Fiock, Edward J.	Olney
Foster, Sylvia S.	Girard
Gaiser, Katherine	Charleston
Harding, Gertude	Charleston
Moore, Florence	Charleston

Parks, Laura A.	Dexter
Riggins, John A.	Hutton
Shy, Nelle	Kansas
Ward, Jennie	St. Mary's, Ind.
White, Mahala	Charleston
Woodson, Elsie	Charleston

1903

Balter, Gertrude A.	Charleston
Dougherty, Philip	Charleston
Doyle, Eliza	Lerna
Ellison, Grace	Mattoon
Farrar, Roscoe	Doran
Ficklin, Mary	Charleston
Freeman, Ernest	Charleston
Gordon, Charles	Lawrenceville
Harker, Josphine	Peoria
Harrah, Hattie A.	Charleston
Harris, William	Moweaqua
Huston, Myrtle	Charleston
Jenkins, Katherine	Charleston
Littler, Sherman	Potomac
Lumbrick, Arthur	Charleston
McDonald, Alice B.	Charleston
Persons, Zula	Danville
Reeder, John C.	Humboldt
Shannon, Mary	Mattoon
Shoot, Bonnie	Charleston
Stewart, Charles	Charleston
Wade, William E.	Redmon
Wallace, Charles	Charleston
Wright, Mabel	Charleston
Young, Eva N.	Effingham

1904

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

1905

Anderson, Mabel	Charleston
Balch, Eva	Lerna
Balch, Flora	Lerna
Bradley, Irma M.	Charleston

Brewer, Mary	Charleston
Cavins, Henrietta O.	Mattoon
Chumley, Eugene	Owaneco
Cottingham, Carrie E.	Charleston
Edman, Minnie	Charleston
Ferrish, Lewis	Charleston
Gannaway, Ethel	Charleston
Henderson, Frank	Isabel
Hobbs, Anna C.	Charleston
Honn, Edward F.	Charleston
Honn, Josephine W.	Ashmore
Huron, Helen B.	Charleston
Lee, Jessie E.	Pesotum
Little, Nelle M.	Danville
Maxham, Ula	Charleston
McDonald, Elmer M.	Lerna
Overholser, Nora G.	Charleston
Phipps, Charles	Charleston
Randolph, Edgar D.	Gays
Shoot, Gertrude T.	Charleston
Stanberry, Jesse O.	Greenup
Stark, Cecil	Hume
Tobill, Flossie	Flat Rock
Tooke, Helen E.	Charleston
Warman, Hettie M.	Charleston
Wentz, Roy A.	Hindsboro

Former Members of the Board of Trustees

	Date of Appointments
A. J. Barr, Bloomington	June 5, 1895
M. P. Rice, Lewiston	June 5, 1895
F. M. Youngblood, Carbondale	June 5, 1895
M. J. Walsh, East St. Louis	June 5, 1895
Calvin L. Pleasants, El Paso	June 5, 1895
H. A. Neal, Charleston	April 14, 1897
L. P. Wolf, Peoria	April 14, 1897
A. H. Jones, Robinson	April 14, 1897
W. H. Hainline, Macomb	April 14, 1897
F. M. Youngblood, Carbondale	April 14, 1897
H. A. Neal, Charleston	April 14, 1899
L. P. Wolf, Peoria	April 14, 1899
W. L. Kester, Kansas	November 6, 1899
W. H. Hainline, Macomb	July 25, 1900
Charles H. Austin, Elizabethtown	July 25, 1900

Former Members of the Faculty

S. M. Inglis, President	1898
W. M. Evans, English	1899-1904
J. Paul Goode, Physics and Geography	1899-1901
Mrs. Louise B. Inglis, History	1899-1900
Louis H. Galbreath, Supervisor of Train- ing Department	1899
G. W. Smith, School Law and Geography	1899
James H. Brownlee, Reading	1899-1900
Luther E. Baird, Assistant in English	1899-1900
Bertha Hamlin, Critic in Grammar School	1899-1900

Edna T. Cook, Critic in Grammar School	1899-1904
Alice B. Cunningham, Critic in Primary School	1899-1901
Frances E. Wetmore, Registrar . . .	1899-1903
Ella F. Corwin, Librarian	1899-1900
Grace W. Knudsen, Geography . . .	1900-1901
Alice L. Pratt, Critic Teacher in Grammar School	1900-1904
Edith P. Bennett, Critic Teacher in Grammar School	1900-1901
Florence M. Beck, Librarian	1900-1904
Katherine Gill, Reading and Physical Culture	1901-1904
Roswell C. McCrea, History and Civics	1901-1902
James A. Dewey, Physics	1901-1902
George D. Hubbard, Geography . . .	1901-1903
Eva M. Russell, Assistant in Mathematics	1901-1905
Charlotte Kluge, Critic Teacher in Grammar School	1901-1904
Elizabeth Branch, Assistant Librarian	1901-1904
Elmer I. Shepard, Assistant in Mathematics	1902-1903
Thornton Smallwood, Physics and Chemistry	1902-1903
Sadie Harmon, Critic Teacher in Grammar School	1904
Charlotte M. Slocum, Critic Teacher in Primary School	1899-1905

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