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## Bulletin 19 - A Catalogue for the Eighth Year (1906-1907)

Eastern Illinois University

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**BULLETIN**  
**EASTERN ILLINOIS**  
**STATE NORMAL SCHOOL**  
**CHARLESTON**

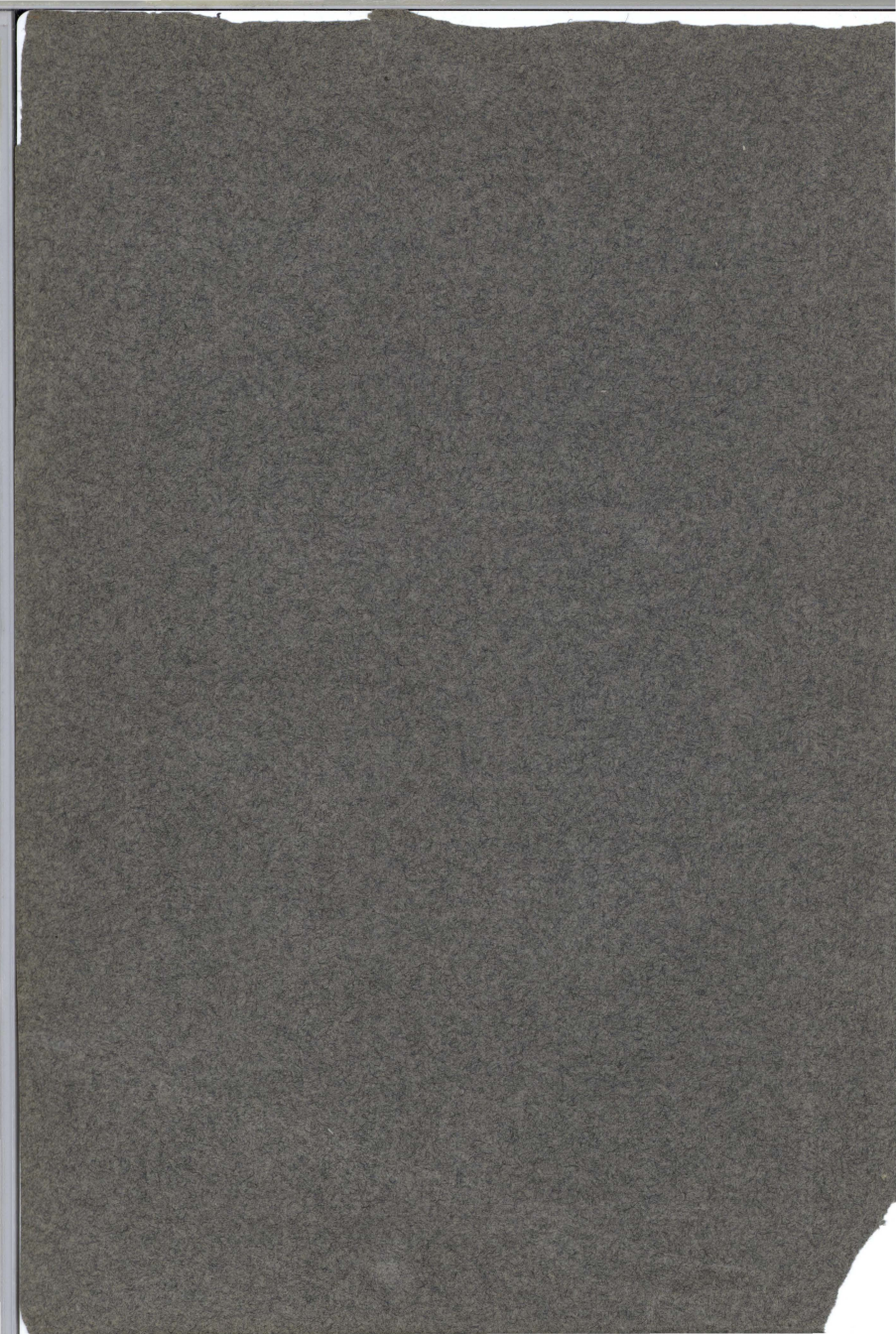


**Annual Catalogue Number**

**1906-1907**

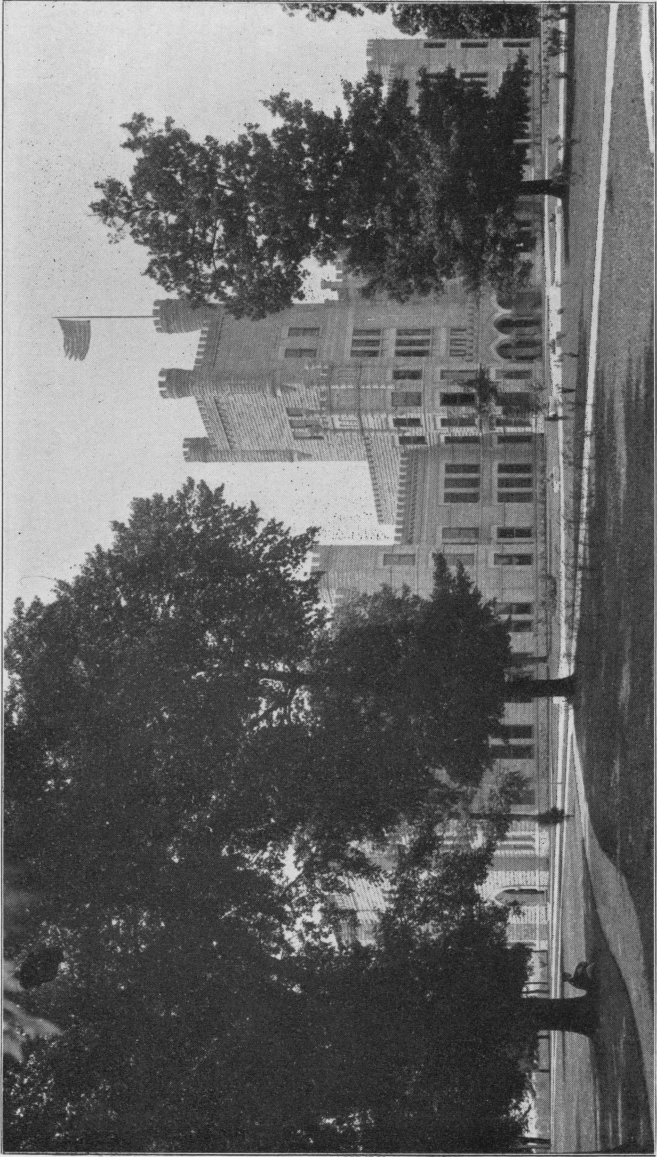
19











THE EASTERN ILLINOIS STATE NORMAL SCHOOL.

**EASTERN ILLINOIS  
STATE NORMAL SCHOOL  
CHARLESTON**

**A CATALOGUE FOR THE  
EIGHTH YEAR**

**WITH ANNOUNCEMENTS FOR  
1907-1908**

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*Normal School Bulletin No. 19, 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.*

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# The School Calendar

## Fall Term

*Fifteen Weeks*

1907

*September 10, Tuesday*      *Entrance examinations and  
classification. Class work  
assigned at 9 A. M.*

*December 20, Friday*                      *Fall Term ends*

## Winter Term

*Twelve Weeks*

1907-1908

*December 31, Tuesday*      *Entrance examinations and  
classification. Class work  
assigned at 9 A. M.*

*March 20, Friday*                      *Winter Term ends*

## Spring Term

*Eleven Weeks*

1908

*March 31, Tuesday*      *Class work assigned at 9  
A. M.*

*June 12, Friday*                      *Spring Term ends*

## Summer Term

*Six Weeks*

1908

*June 15, Monday*                      *Classification. Class work  
assigned at 2 P. M.*

*July 24, Friday*                      *Summer Term ends*

# The Faculty

LIVINGSTON C. LORD, LL. D., *University of Illinois*,  
PRESIDENT  
Psychology and School Management.

\*OTIS W. CALDWELL, B. S., *Franklin College*, PH. D., *University of Chicago*,  
Biological Sciences.

E. H. TAYLOR, A. M., *Harvard University*,  
Mathematics.

ANNA PIPER,  
Drawing.

†FRANCIS G. BLAIR, B. S., *Swarthmore College*,  
Supervisor of Training Department.

FRIEDERICH KOCH,  
Music.

ELLEN A. FORD, A. M., *Syracuse University*,  
Latin.

THOMAS H. BRIGGS, A. B., *Wake Forest College*,  
Grammar and Literature.

THOMAS L. HANKINSON, B. S., *Michigan State Agricultural College*, *Cornell University*,  
Biological Sciences.

CAROLINE A. FORBES,  
Manual Training.

ANNIE L. WELLER, B. S., *University of Chicago*,  
Geography.

BEATRICE PICKETT, A. B., *Smith College*,  
German and History.

ALBERT B. CROWE, A. M., *Hanover College*,  
Physics and Chemistry.

J. C. BROWN, A. M., *Hanover College*,  
Mathematics.

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\*Leave of Absence, September to May.  
†Resigned December, 1906.

FLORENCE V. SKEFFINGTON, A. B., *University of Chicago*,  
Rhetoric and Literature.

FLORENCE HARRISON,  
Reading.

S. E. THOMAS, A. M., *University of Iowa*,  
History.

IDA E. CAROTHERS, M. S., *University of Chicago*,  
Botany.

NETTIE B. DICKSON,  
Critic Teacher in Grammar School.

ISABEL MCKINNEY, A. M., *Columbia University*,  
Critic Teacher in Grammar School.

EVA SOUTHWORTH,  
Critic Teacher in Grammar School.

MELLIE E. BISHOP, B. L., *Swarthmore College*,  
Critic Teacher in Primary School.

ANNA H. MORSE,  
Critic Teacher in Primary School.

MARY J. BOOTH, A. B., *Beloit College*; B. L. S., *University  
of Illinois*,  
Librarian.

CHARLOTTE M. JACKSON, B. L. S., *University of Illinois*,  
Assistant Librarian.

GRACE EWALT,  
Registrar.

WALTER NEHRLING,  
Gardener.

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



# The Board of Trustees

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## 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 ELLEBY CHANNING.







# EASTERN ILLINOIS

## STATE NORMAL SCHOOL

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### 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 State Illinois 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 employees. 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.*

Sections from an Act to Provide Scholarships in State Normal Schools for Graduates of the Eighth Grade.

*Section 1.* Be it enacted by the People of the State of Illinois, represented in the General Assembly: *That in order to equalize the advantages of the State Normal Schools, there shall be awarded annually, to each school township, or fractional township, a scholarship which shall entitle the holder thereof to gratuitous instruction in any State Normal School for a period of four years. Provided, that any township having a population exceeding one hundred thousand inhabitants, shall be entitled to five scholarships.*

*Section 2.* *The county superintendent shall receive and register the names of all applicants for such scholarships, and shall hold an examination, or cause an examination to be held, in each township, for the benefit of graduates of the eighth grade. Provided, that where a township is divided by county*

lines, the county superintendent in whose county the sixteenth section is situate shall have charge of the examination in such township.

*Section 3. All examinations shall be held on the second Saturday of May in each year, according to rules and regulations prescribed by the Superintendent of Public Instruction, and the pupil found to possess the highest qualifications shall be entitled to such scholarship. Provided, however, that such pupil shall be a resident of the township in which such examination is held. And, provided, further, that where no application is received from any township, the county superintendent shall assign the pupil found to possess the next highest qualifications to that township.*

*Section 4. The county superintendent shall certify the names and addresses of all successful applicants, with the number of the township to which each pupil is accredited, to the Superintendent of Public Instruction, who shall issue to each pupil a certificate of scholarship which shall be accepted by the authorities of any State Normal School in lieu of any entrance examination, and shall exempt the holder thereof from the payment of tuition, or any term matriculation, or incidental fee whatsoever.*

## 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.

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. 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.

## 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 about 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 recital by the Cycle Quartette, was given by the faculty; the second, a recital by the Steindel Trio, and Mr. William Beard, Baritone, by the students; the third, a recital by Mr. Leland Powers, by the Board of Trustees.

## Student Recitals

Student recitals are given frequently throughout the year. These recitals are recitations, dramatic readings, 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. Incident-

ally, 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"; "Scenes from Dickens"; "Scenes from 'Katharine and Petruchio' (arranged from Shakespeare's 'The Taming of the Shrew')"; "Short Stories and Scenes from Kipling and Barrie." 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. The class of 1907 will present Shakespeare's "As You Like It."

## The Students' Loan Fund

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

mission fees to the senior play given during commencement week.

## Attendance at Church

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

## The Courses of Study

The following courses of study are offered:

1. A one-year course for graduates of reputable colleges.
2. A two-year course for graduates of approved high schools.
3. A three-year course for graduates of high schools with short courses, and for undergraduates of high schools.
4. A four-year course for teachers holding second grade certificates, and for pupils who have completed a grammar school course and are of sufficient maturity and attainments to do the work required.

## The One-Year Course

### FOR COLLEGE GRADUATES

This course is offered to all graduates of reputable colleges who, having mastered more or less



thoroughly the subject-matter of their chosen lines of work, desire a deeper insight into its educational bearings. The course is planned also to give an opportunity for a more intensive study of those subjects that the candidate is preparing to teach.

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

The lines of work offered are as follows:

*General psychology.*

*The development of the child.*

*The psychological 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]*<br><i>Arithmetic</i> [4]<br><i>Geography</i> [4]<br><i>Reading</i> [4]<br><i>Drawing</i> [4]<br><i>Elective</i> [4]† | <i>Psychology</i> [4]<br><i>Arithmetic</i> [4]<br><i>Geography</i> [4]<br><i>Reading</i> [4]<br><i>Drawing</i> [4]<br><i>Elective</i> [4] | <i>Psychology</i> [4]<br><i>Biology</i> [6]<br><i>History</i> [4]<br><i>Grammar</i> [4]<br><i>Elective</i> [4] |

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

## Second Year—2A

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

\*See page 20.

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 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> [2]  | <i>Library</i>      |
| <i>Government</i> [1]  | <i>Geology</i> [1]    | <i>Science</i> [1]  |
| <i>Economics</i> [2]   | <i>Ecology</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.

Graduates of high schools offering a three years' course and undergraduates of accredited high

schools are admitted to the three-year course. In their first year, they follow the course outlined for the first year of the four-year course; but upon the satisfactory completion of the work of that year, they may receive credit for their high school work and thus complete the Normal School course in two more years.

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]<br><i>Rhetoric</i> [4]<br><i>Meteorology</i> [4]<br><i>History</i> [4]<br><i>Zoology</i> [7] or<br><i>Latin</i> [5] | <i>Geometry</i> [5]<br><i>Rhetoric</i> [4]<br><i>Geography</i> [4]<br><i>History</i> [4]<br><i>Zoology</i> [7] or<br><i>Latin</i> [5] | <i>Geometry</i> [5]<br><i>Shakespeare</i> [4]<br><i>Physiology</i> [5]<br><i>Government</i> [4]<br><i>Geography</i> or<br><i>Latin</i> [5] |
|--|---|--|

## Third Year—4B

|   |  |   |
|---|--|---|
| <i>Psychology</i> [4]<br><i>History</i> [2]<br><i>Physics</i> [7]<br><i>Elective</i> [8]* | <i>Psychology</i> [4]<br><i>Geography</i> [2]<br><i>Physics</i> [7]<br><i>Elective</i> [8] | <i>Psychology</i> [4]<br><i>Natural History</i><br>[2]<br><i>Physics</i> [7]<br><i>Elective</i> [8] |
|---|--|---|

\*Add laboratory periods for elective sciences.

## Fourth Year—4A

|  |   |  |
|--|---|--|
| <i>Special Method</i><br>[4]<br><i>Sociology</i> [4]<br><i>Teaching</i> [5]<br><i>Elective</i> [8] | <i>History of Edu-<br/>cation</i> [4]<br><i>School Manage-<br/>ment</i> [4]<br><i>Teaching</i> [5]<br><i>Manual Train-<br/>ing</i> [1]<br><i>Elective</i> [8] | <i>Philosophy of<br/>Education</i> [4]<br><i>Teaching</i> [5]<br><i>Manual Train-<br/>ing</i> [2]<br><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 Training</i> [1] |
| <i>German</i> [6]             | <i>Ecology</i> [1]   | <i>Library Science</i> [1] |
| <i>History</i> [6]            | <i>Chemistry</i> [3] |                            |
| <i>English Literature</i> [3] | <i>Geography</i> [2] |                            |
|                               | <i>Geology</i> [1]   |                            |
| <i>Mathematics</i> [6]        | <i>Reading</i> [1]   |                            |
| <i>Government</i> [1]         | <i>Music</i> [1]     |                            |
| <i>Economics</i> [2]          | <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.

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

## 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—<br>2, 3, 5, 6.<br><i>Drawing</i> 2 B—<br>4.<br><i>History</i> 4 B—6. | <i>Grammar</i> 2 A—<br>2, 3, 4, 6.<br><i>Sociology</i> A—5.<br><i>Arithmetic</i> 2 B—<br>2, 3, 4, 6.<br><i>Drawing</i> 2 B—<br>5.<br><br><i>Physics</i> 4 B—2,<br>4, 6.<br><i>History</i> C 2—2,<br>4, 5, 6.<br><br>Latin C.<br><i>Zoology</i> C—2,<br>4, 6.<br>Latin D 1.<br><i>Botany</i> D 2—2,<br>4, 6.<br><i>Drawing</i> D 3—<br>2, 4.<br><i>Music</i> D 3—3, 5.<br><i>Reading</i> D 4—<br>2, 4, 6. | <i>Sociology</i> A—2,<br>4, 6.<br><i>Psychology</i> B—<br>2, 3, 5, 6.<br><br><i>Drawing</i> 2 B—<br>6.<br><br><i>History</i> 4 B—4.<br><br><i>Algebra</i> C 1.<br><br><i>Rhetoric</i> C 2—<br>2, 3, 5, 6.<br><i>Botany</i> D 1—2,<br>4, 6.<br><i>Drawing</i> D 1—<br>3, 5.<br>Latin D 2.<br><i>Reading</i> D 3—<br>2, 4, 6.<br><i>Arithmetic</i> D 4. | <i>Biology</i> 2 A—2, 4.<br><i>Methods</i> 4 A—2, 3,<br>5, 6.<br><i>Geography</i> 2 B—2,<br>4, 5, 6.<br><i>Drawing</i> 2 B—3.<br><br>Caesar 4 B, C.<br><br><i>Rhetoric</i> C 1—2, 4,<br>5, 6.<br><br><i>Music</i> D 1—3, 6.<br><i>Reading</i> D 1—2, 4,<br>5.<br><i>Arithmetic</i> D 2.<br><i>Botany</i> D 3—2, 4, 6.<br><i>Drawing</i> D 4—4, 6.<br><i>Music</i> D 4—2, 5. | Government A, B—<br>2, 3, 4, 5.<br><i>Botany</i> A, B—3, 5.<br><i>Physics</i> 2 A, 2 B—<br>3, 5, 6.<br><i>Zoology</i> 2 A, 2 B—<br>3, 5.<br><i>Cicero</i> 4 A, 4 B—2,<br>4, 5, 6.<br><br><i>History</i> C 1—2, 3,<br>5, 6.<br><i>Meteorology</i> C 2—2,<br>4, 5, 6.<br><br><i>Arithmetic</i> D 1.<br><br><i>Music</i> D 2—3, 5.<br><i>Reading</i> D 2—2, 4, 6.<br><i>Arithmetic</i> D 3.<br><i>Grammar</i> D 4. | Analytics A—2, 3,<br>4, 5.<br><i>History</i> A, B—2, 3,<br>4, 5.<br><i>Literature</i> A, B—<br>2, 3, 4, 5.<br><i>Advanced Latin</i><br>2 A, 2 B—2, 3, 4,<br>5.<br><i>German</i> B—2, 3, 4,<br>5.<br><br><i>Meteorology</i> C 1—<br>2, 3, 5, 6.<br><i>Algebra</i> C 2.<br><br><i>Drawing</i> D 2—3, 5.<br><br><i>Grammar</i> D 3.<br><i>Botany</i> D 4—2, 4, 6. | <i>German</i> A—2, 3, 4,<br>5.<br><i>Reading</i> A, B—3,<br>5.<br><i>Drawing</i> A, B—2,<br>4.<br><i>Music</i> A, B—3, 6.<br><i>History</i> A, B—2, 3,<br>4, 5.<br><i>Literature</i> A, B—<br>2, 3, 4, 5.<br><i>Chemistry</i> A, B—<br>4, 6.<br><i>Library Science</i><br>A, B—2, 4.<br><i>Manual Training</i><br>A, B—3, 6.<br><i>Geography</i> A, B—<br>2, 3, 4, 5.<br><i>Solid Geometry</i> B<br>—2, 3, 4, 5. |

## Laboratory Work

| 7:30-9:00   | 9:30-11:10   | 11:10-12:50  | 2:00-3:40  | 2:50-4:30                       |
|---|--|--|--|---------------------------------|
| <i>Botany</i> D 2—3,<br>5.<br><i>Zoology</i> C—3,<br>5.<br><i>Physics</i> 4 B—3<br>5. | <i>Biology</i> 2 A—<br>3, 5.<br><i>Botany</i> D 3—3,<br>5. | <i>Botany</i> A, B—2, 4.<br><i>Zoology</i> 2 A, 2 B—<br>2, 4.<br><br><i>Physics</i> 2 A, 2 B—<br>2, 4. | <i>Botany</i> D 1—3, 5.<br><i>Botany</i> D 4—3, 5. | <i>Chemistry</i> A, B—<br>3, 5. |

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

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



## Winter Term Programme

| 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—<br>2, 3, 5, 6.<br><i>Drawing</i> 2 B—<br>4.<br><i>Geography</i> 4 B—<br>4. | <i>History</i> 2 A—2,<br>4, 5, 6.<br><i>Music</i> 2 A—3.<br><i>Arithmetic</i> 2 B—<br>2, 3, 4, 6.<br><i>Drawing</i> 2 B—5<br><i>Physics</i> 4 B—2,<br>4, 6.<br><br><i>History</i> C 2—2,<br>4, 5, 6.<br><i>Latin</i> C.<br><i>Zoology</i> C—2,4,<br>6.<br><br><i>Latin</i> D 1.<br><i>Botany</i> D 2—2,<br>4, 6.<br><br><i>Drawing</i> D 3—<br>3, 6.<br><i>Music</i> D 3—2, 4.<br><i>Reading</i> D 4—<br>2, 4, 6. | <i>History of Ed-<br/>ucation</i> A—2, 3,<br>4, 5.<br><i>Music</i> 2 A—6.<br><i>Psychology</i> B—<br>2, 3, 4, 5.<br><i>Drawing</i> 2 B—<br>6.<br><i>Geography</i> 4 B—<br>6.<br><br><i>Geometry</i> C 1.<br><br><i>Rhetoric</i> C 2—2,<br>3, 5, 6.<br><i>Botany</i> D 1—2,<br>4, 6.<br><i>Drawing</i> D 1—<br>3, 5.<br><i>Latin</i> D 2.<br><br><i>Reading</i> D 3—<br>2, 4, 6.<br><i>Arithmetic</i> D 4. | <i>School Manage-<br/>ment</i> A—2, 3, 5, 6.<br><br><i>Geography</i> 2 B—2,<br>4, 5, 6.<br><i>Drawing</i> 2 B—3.<br><br><i>Manual Training</i><br>4 A—4.<br><br><i>Rhetoric</i> C 1—2, 4,<br>5, 6.<br><i>History</i> C 2—2, 4,<br>5, 6.<br><i>Caesar</i> 4 B, C.<br><i>Music</i> D 1—3, 6.<br><br><i>Reading</i> D 1—2, 4,<br>5.<br><i>Arithmetic</i> D 2.<br><br><i>Botany</i> D 3—2, 4, 6.<br><br><i>Drawing</i> D 4—4, 6,<br><i>Music</i> D 4—2, 5. | <i>Economics</i> A, B—<br>2, 3, 4, 5.<br><br><i>Botany</i> A, B—3, 5.<br><i>Zoology</i> 2 A, 2 B—<br>3, 5.<br><i>Physics</i> 2A, 2 B—<br>3, 5, 6.<br><i>Cicero</i> 4 A, 4 B—2,<br>4, 5, 6.<br><i>History</i> C 1—2, 3,<br>5, 6.<br><i>Geography</i> C 2—2,<br>4, 5, 6.<br><i>Arithmetic</i> D 1.<br><i>Music</i> D 2—3, 5.<br><br><i>Reading</i> D 2—2, 4,<br>6.<br><i>Arithmetic</i> D 3.<br><i>Grammar</i> D 4. | <i>Trigonometry</i> B—<br>2, 3, 4, 5.<br><br><i>History</i> A, B—2, 3,<br>4, 5.<br><i>Literature</i> A, B—<br>2, 3, 4, 5.<br><i>Adv. Latin</i> 2A, 2B—<br>2, 3, 4, 5.<br><i>German</i> B—2, 3, 4,<br>5.<br><i>Geography</i> C 1—2,<br>3, 5, 6.<br><br><i>Geometry</i> C 2.<br><br><i>Drawing</i> D 2—2, 4.<br><br><i>Grammar</i> D 3.<br><br><i>Botany</i> D 4—2, 4, 6. | <i>German</i> A—2, 3, 4,<br>5.<br><br><i>Reading</i> A, B—3,<br>5.<br><i>Drawing</i> A, B—2,<br>4.<br><i>Music</i> A, B—3, 6.<br><br><i>History</i> A, B—2, 3,<br>4, 5.<br><i>Literature</i> A, B—<br>2, 3, 4, 5.<br><i>Chemistry</i> A, B—<br>4, 6.<br><i>Library Science</i> A,<br>B—2, 4.<br><i>Manual Training</i><br>A, B—3, 6.<br><i>Geography</i> A, B—<br>2, 3, 4, 5.<br><i>Adv. Algebra</i> A—<br>2, 3, 4, 5. |

### Laboratory Work

|   |  |   |   |  |
|---|--|---|---|--|
| 7:30-9:00<br><i>Botany</i> D 2—3,<br>5.<br><i>Zoology</i> C—3,<br>5.<br><i>Physics</i> 4 B—3,<br>5. | 9:30-11:10<br><i>Botany</i> D 3—3,<br>5. | 11:10-12:50<br><i>Botany</i> A, B—2, 4.<br><br><i>Zoology</i> 2 A, 2 B—<br>2, 4.<br><i>Physics</i> 2 A, 2 B—<br>2, 4. | 2:00-3:40<br><i>Botany</i> D 1—3, 5.<br><i>Botany</i> D 4—3, 5. | 2:50-4:30<br><i>Chemistry</i> A, B—<br>3, 5. |
|---|--|---|---|--|

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

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

## 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.<br><i>Natural History</i> 4 B-4.<br><br><br><br><br><br><i>Shakespeare</i> C<br>-2, 3, 4, 5. | <i>Biology</i> 2 B-2, 4.<br><i>Physics</i> 4 B-2, 4, 6.<br><i>History</i> 2 B-6.<br><br><br>Geography C.<br><i>Government</i> C 1<br>2, 3, 5, 6.<br>Latin C, D 1.<br><i>Algebra</i> D 2-2, 4, 6.<br><i>Music</i> D 3-3, 5.<br><i>Drawing</i> D 3-2, 4.<br><i>Reading</i> D 4-2, 4, 6.<br><i>Drawing</i> D 4-3, 5. | <i>Music</i> 2 A-2, 4.<br><i>Manua Training</i> 4 A-2, 4.<br><i>Psychology</i> B-2, 4, 5, 6.<br><i>History</i> 2 B-3.<br><br><br><i>Natural History</i> 4 B-3.<br><br><br>Geometry C 1.<br><i>Music</i> D 1-3, 5.<br><i>Reading</i> D 1-2, 4, 6.<br>English D 2.<br><i>Botany</i> D 3-2, 4, 6.<br><i>Physiography</i> D 4. | <i>Phil. of Educ.</i> A-2, 4, 5, 6.<br><i>Grammar</i> 2 B-3, 4, 5, 6.<br><i>History</i> 2 B-2.<br><br><br>Caesar 4 B, C.<br><br><br><br>Physiology C 2-2, 3, 5, 6.<br><i>Physiography</i> D 1.<br><i>Music</i> D 2-3, 6.<br><i>Reading</i> D 2-2, 4, 5.<br>Arithmetic D 3.<br>Arithmetic D 4. | Economics A, B-2, 3, 4, 5.<br><br><br>Botany A, B-3 5.<br>Physics 2 A, 2 B-3, 5, 6.<br>Physiology 2 A, 2 B-2, 4, 5.<br><br>Cicero 4 A, 4 B-2, 4, 5, 6.<br><i>Government</i> C 2-2, 4, 5, 6.<br>Algebra D 1.<br><i>Physiography</i> D 2.<br><i>Reading</i> D 3-2, 4, 6.<br>Grammar D 4. | Astronomy A-2, 3, 4, 5.<br>History A, B-2, 3, 4, 5.<br>Literature A, B-2 3, 4, 5.<br>Advanced Latin 2A, 2 B-2, 3, 4, 5.<br>German B-2, 3, 4, 5.<br><br>Physiology C 1-3, 4, 5, 6.<br>Geometry C 2.<br><i>Drawing</i> D 1-3, 5.<br><i>Drawing</i> D 2-2, 4.<br>Grammar D 3.<br><i>Music</i> D 4-3, 5. | German A-2, 3, 4, 5.<br>Reading A, B-3 5.<br>Drawing A, B-2, 4.<br>Music A, B-3, 5.<br>History A, B-2, 3, 4, 5.<br>Literature A, B-2, 3, 4, 5.<br>Chemistry A, B-2, 4.<br>Ecology A, B-3, 6.<br>Library Science A, B-2, 4.<br>Manual Training A, B-3, 5.<br>Geology A, B-2, 3, 4, 5.<br>Advanced Algebra B-2, 3, 4, 5. |

### Laboratory Work

|                       |  |   |                          |  |                       |
|-----------------------|--|---|--------------------------|--|-----------------------|
| 7:30-8:15             | 7:30-9:00  | 11:10-12:50   | 2:00-3:40                | 2:50-4:30  | 2:50-3:40             |
| <i>Algebra</i> D 1-6. | <i>Biology</i> 2 B-3, 5.<br><i>Physics</i> 4 B-3, 5.<br><i>Algebra</i> D 2-3, 5. | Botany A, B-2, 4.<br>Physiology 2 A, 2 B-3.<br>Physics 2 A, 2 B-2, 4. | <i>Physiology</i> C 1-2. | Ecology A, B-2, 4.<br>Physiology C 2-4.<br>Chemistry A, B-3 5.<br>Botany D 3-3, 5. | <i>Algebra</i> D 1-2. |

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through their eyes and thus correct his own somewhat crude observations.

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

## Department of Education and Training

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

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

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

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

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

- I. *Educational insight.*

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

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

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

## II. *Training.*

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

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

# General Plan of Training Work

Everything done in a Normal School, whether it be the teaching of subject-matter or of the general method and theory of education, or the so-

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

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

*Model-Practice School.*

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

After eight 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.

*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 schools 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 to-day and see if it suggests a way out of your difficulty."

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

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

#### *Method of Observing*

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

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

*Points for Observation*

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

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

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

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

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

*Every criticism offered must be supported by evidence.*

*Observation of the Illustrative Lesson*

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

1. To illustrate certain points in the teaching process.

2. To train the pupil teacher to see the important points in lessons 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, for example, in 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.

## 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, is 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 dis-

cussed. *Prescribed for all four-year students. Four weeks in the fall term.*

## Rhetoric

This is a practical course in English composition, the aim of which is to enable students to express their own thoughts with some degree of effectiveness. The principal forms of prose discourse are discussed by the instructor, the theory being put into practice by the class in daily and fortnightly themes. Throughout the course parallel reading in nineteenth century literature is required. *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 poetry. 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. The English Novel. In this course five or six typical novels of the nineteenth century are studied in detail. The aim is, primarily, to furnish students with proper standards for judging novels; secondarily, to introduce them to some of the masters of prose fiction. *Elective. Fall term.*

6. The English Novel, continued. The work for the first few weeks is the same as in course 5. The rest of the term is given to a technical study of the principles of literary criticism as applied to the novel. *Elective. Winter term.*

7. The English Novel, continued. The work of this term is the study of the history of the novel from Malory to Meredith. *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, 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 Mediæval History*, one year.
2. *Modern European History*, one year.\*
3. *Special Periods of American History*, one year.\*
4. *American Government*, one term.
5. *Economics*, two terms.

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

\*Courses "2" and "3" will alternate. During the year 1907-1908 course "2" will be offered.

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.

## 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 1907-8, Pliny's Letters, Horace's Satires and Epistles, Cicero's De Amicitia, and Latin composition will be offered.

## 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 Glück 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. The department is supplied with geometrical models and English and metric weights and measures, also with lantern slides for use in illustrated lectures on the history of mathematics.

1. *Arithmetic.* The work of this course includes notation, numeration, the fundamental operations with integers and with common and deci-

mal 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 simple problems of physics and geometry, mensuration, percentage and its applications, and graphic arithmetic. *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. The library contains a good collection of books on the teaching of elementary mathematics. *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, arithmetical, geometrical, and harmonical progressions, logarithms, permutations and combinations, and probability. *Elective in both courses. Spring term.*

11. *Algebra*. A study is made of determinants and their application to sets of linear equations, some of the elementary properties of series, the binomial theorem, 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 of special importance to teachers of geography. It 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. The department is equipped with a four-inch equatorial telescope and with a large number of lantern slides. *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 the 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 in the four-year course 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 the 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. *Geography of South America.* Like course 4, this work will be largely topical. *The prerequisite for this course is course 6. Required in the two-year course. Winter term.*

8. *Commercial Geography.* *Elective in both courses. Fall term.*

9. *Geography of Eurasia.* *Elective in both courses. Winter term.*

10. *Elementary Geology.* *Elective in both courses. Spring term.*

# 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-books 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 in organic 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, skeletons of vertebrates, including a human one, models, charts, 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.

*Natural History*

The work in natural history is given to students of the four-year course and comes during the spring term of their third year. Its aim is to present the general problems concerning science work in the grades and to familiarize the student with important plants and animals and with such exercises with them as can be brought before children in nature study classes. The work will involve discussions, assignments, field work, and some laboratory work.

*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 in the first year of the four-year course and elective in the two-year course.

*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 con-

tinue 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 fall term's work is given to the thallophytes and part of the bryophytes; the winter term's work completes the bryophytes and pteridophytes; the spring term's work is upon the angiosperms.

During the spring term of 1906 a group of advanced students worked 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.

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.

### *Plant Ecology*

Plant 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 adapta-

tions 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.

This subject is elective in both courses in the spring term.

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

## 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 æsthetic 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.

## Manual Training

Manual training is required for two terms in the fourth year of the four-year course; it is also elective for three terms in all courses. The woodwork is required and the weaving and basket-making or the woodwork is elective.

The woodwork includes whittling and benchwork. 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.

## 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 of the recitals for the year 1906-1907 were:

1. Beethoven
2. Liszt
3. Schubert
4. Schumann
5. Grieg and Chopin
6. Arias and Ballads by Famous Composers
7. German Folk Songs
8. Elliland by Alexander Von Fielitz

# 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; 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 reference books and bound magazines, 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. There is a large collection of classified pictures for use in all departments. 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 Library Association—Book List.  
American Mathematical Monthly.  
American Mathematical Society—Bulletin.

American Naturalist.  
American Political Science Review.  
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.  
British Weekly.  
Bulletin of Bibliography.  
By the Wayside.  
Catholic World.  
Century Magazine.  
Classical Journal.  
Collier's.  
Cosmopolitan.  
Country Life in America.  
Craftsman.  
Cuba Review and Bulletin.  
Cumulative Book Index.  
Dial.  
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 Studio.  
Journal of Biological Chemistry.  
Journal of Comparative Neurology and Psychology.  
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.  
Literary Digest.  
Littell's Living Age.  
Little Folks.  
McClure's Magazine.  
Manual Training Magazine.  
Masters in Art.



Modern Philology.  
Nation (*London*).  
Nation (*New York*).  
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.  
Reader's Guide to Periodical Literature.  
Review of Reviews.  
Rhodora.  
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. [Record.]

U. S. Experiment Stations, Experiment Station

Westminster Review (*American edition*).

World To-day.

World's Work.

Youth's Companion.

#### *Newspapers*

Charleston Daily Courier.

Charleston Daily News.

Charleston Daily Plaindealer.

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.

## 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 Carotine 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.*
16. English Composition in Secondary Schools—Topic: Correct English, *by Florence V. Skeffington, A. B.*
17. The Study of Literature in the Upper Grades, *by Isabel McKinney, A. M.*

## 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 affords the classes in botany abundant material at all times of the year and incidentally furnishes plants for beautifying the school rooms and grounds.

### **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.

### **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

## Graduate Students

|                 |            |
|-----------------|------------|
| Coon, Mary W.   | Charleston |
| Earnhart, W. H. | Flat Rock  |

## Saturday Students

|                      |            |
|----------------------|------------|
| Milholland, Grace E. | Charleston |
|----------------------|------------|

### *Second Year of the Two-Year Course*

|                      |             |
|----------------------|-------------|
| Barrett, Agnes       | Mattoon     |
| Bruner, Mabel R.     | Mattoon     |
| Clark, Nellie N.     | Mattoon     |
| Covey, Jessie B.     | Sullivan    |
| Cruzan, Myrtle A.    | Mattoon     |
| Dappert, Nora E.     | Taylorville |
| Davis, Lois M.       | Charleston  |
| Dwyer, John C.       | Charleston  |
| Edman, Eulalie       | Charleston  |
| Glassco, Alta        | Charleston  |
| Holaday, Marguerite  | Mattoon     |
| Martin, Jessie C.    | Arthur      |
| McCroy, Bertha E.    | Charleston  |
| McGinnis, Marguerite | Alton       |
| McNutt, Mary I.      | Springfield |
| Pumphrey, Hazel A.   | Oak Park    |
| Stewart, Bessie H.   | Metropolis  |
| Travis, Edna         | Greenville  |
| Wait, Bernice        | Greenville  |
| Wallar, Beulah H.    | Oak Park    |
| Wiley, Neva B.       | Charleston  |
| Wright, Helen A.     | Charleston  |

### *First Year of the Two-Year Course*

|                      |            |
|----------------------|------------|
| Bottenfield, Ezra O. | Oblong     |
| Briggs, Mary         | Charleston |
| Cutler, Vera L.      | Pana       |
| Ewing, Mary E.       | Paris      |
| Feagan, Effie L.     | Charleston |

|                          |            |
|--------------------------|------------|
| Glassco, Melville        | Charleston |
| Hall, Edith L.           | Tuscola    |
| Hersey, Hazel C.         | Charleston |
| Hosford, Jean            | Danville   |
| Hostetler, Lida          | Charleston |
| Hostetler, Ruth          | Charleston |
| Johns, Janet C.          | Danville   |
| Johnston, Nina E.        | Assumption |
| Knecht, Leah             | Danville   |
| Krick, Louise F.         | Mattoon    |
| Laughlin, Laura E.       | Charleston |
| Lucas, Douglas P.        | Bath       |
| McClelland, Viola        | Charleston |
| Munson, Kezia E.         | Arcola     |
| Orcutt, Emily R.         | Charleston |
| Price, Edna E.           | Mt. Vernon |
| Richardson, Elizabeth A. | Farina     |
| Rittmann, Mary E.        | Newton     |
| Weatherly, Mary E.       | Marshall   |
| White, Oshia             | Charleston |
| Williams, Ellen L.       | Mattoon    |
| Wise, Althea             | Newton     |

*Second Year of the Three-Year Course*

|                |          |
|----------------|----------|
| Ivy, Torney P. | Fillmore |
|----------------|----------|

*Fourth Year of the Four-Year Course*

|                     |            |
|---------------------|------------|
| Archer, Ethelyn     | Charleston |
| Baker, William E.   | Bushton    |
| Black, Paul         | Greenup    |
| Bradford, Ernest C. | Hindsboro  |
| Davis, Leonard E.   | Charleston |
| Freeman, Agnes M.   | Charleston |
| Hagan, Warren       | Windsor    |
| Hamill, Lena        | West Union |
| Harwood, Otto       | Janesville |
| Heil, Sopha E.      | Arcola     |
| Jones, Leonard      | Charleston |
| Mabee, Elsie        | Charleston |

|                    |            |
|--------------------|------------|
| Stewart, Bertha B. | Charleston |
| Wright, Florence   | Charleston |

*Third Year of the Four-Year Course*

|                     |                  |
|---------------------|------------------|
| Briggs, Margaret    | Charleston       |
| Brown, Victor I.    | Oblong           |
| Carney, Lydia Z.    | Charleston       |
| Crum, Edna B.       | Charleston       |
| Cummins, Edna       | Rose Hill        |
| Doty, Wallace       | Charleston       |
| Eck, Edna V.        | Charleston       |
| Finley, Charles W.  | Cook's Mills     |
| Foreman, Lulu B.    | Charleston       |
| Gabel, Goldie       | Greenup          |
| Harris, Fred M.     | Charleston       |
| Harry, J. Roscoe    | Humboldt         |
| Heil, Mary E.       | Arcola           |
| Holsen, Hester I.   | Allendale        |
| Jones, Clement      | Charleston       |
| La Rue, Ella H.     | Etna             |
| Leeds, Delia B.     | St. Francisville |
| Mabee, Mirtie       | Charleston       |
| McDonald, Mary M.   | Charleston       |
| McKittrick, Augusta | Tower Hill       |
| Meeker, W. Ray      | Hazel Dell       |
| Murphy, Bess        | Charleston       |
| Perisho, Charles M. | Kansas           |
| Riley, Ruth         | Lerna            |
| Summers, Mrs. Alice | Charleston       |
| Tohill, Louis A.    | Flat Rock        |
| Vaughn, Clem        | Bellair          |

*Second Year of the Four-Year Course*

|                       |                |
|-----------------------|----------------|
| Austin, Clarence      | Charleston     |
| Beebe, Blanche        | Vandalia       |
| Brooks, Richard       | Charleston     |
| Brown, Mrs. Gladys I. | Charleston     |
| Carothers, Charles G. | St. Louis, Mo. |
| Carrel, Harvey E.     | Charleston     |

|                        |            |
|------------------------|------------|
| Carrell, Palmer        | Greenup    |
| Chamberlin, Frank      | Gays       |
| Connell, Ethel         | Charleston |
| Davis, Myrtle A.       | Charleston |
| Dickerson, Jeanette M. | Curran     |
| Dixon, Frances M.      | Herrick    |
| Dwyer, Katherine       | Charleston |
| Ernst, Jesse           | Charleston |
| Ewing, Roy B.          | Charleston |
| Fasig, Lois M.         | Lerna      |
| Freeland, Minnie C.    | Bellair    |
| Fryer, Margaret L.     | Charleston |
| Fuller, Esther E.      | Charleston |
| Funkhouser, Flora L.   | Mattoon    |
| Funkhouser, Taylor     | Mattoon    |
| Garrett, Flora         | Gays       |
| Grimes, Etta B.        | Charleston |
| Hamill, Fern C.        | West Union |
| Heeb, Evalena          | Charleston |
| Homann, Ferd.          | Mattoon    |
| Honn, Jessie M.        | Ashmore    |
| Howe, Verna            | Robinson   |
| Huber, Harry L.        | Mattoon    |
| King, Ivan W.          | Charleston |
| McCrorry, Esther       | Charleston |
| McKittrick, Elsie M.   | Tower Hill |
| McNutt, Ethel          | Charleston |
| Miles, Sophia O.       | Charleston |
| Morgan, Lee I.         | Etna       |
| Morrison, Lena         | Neoga      |
| Newman, Grace          | Charleston |
| Paradee, Bertha J.     | Vandalia   |
| Phillips, John B.      | Sullivan   |
| Phillips, Oda          | Sullivan   |
| Phipps, Alpha          | Charleston |
| Phipps, Anna           | Charleston |
| Rardin, Bruce          | Charleston |
| Rankin, Cora E.        | Foosland   |
| Rennels, Lucile        | Charleston |



|                     |            |
|---------------------|------------|
| Rohour, Bess        | Charleston |
| Rugan, Laura E.     | Vandalia   |
| Scott, Neva A.      | Charleston |
| Sims, Dollie        | Charleston |
| Smith, J. N.        | Hammond    |
| Speck, Blanche      | Charleston |
| Stewart, Alma       | Ashmore    |
| Tarble, George E.   | Cleone     |
| Tarble, Newton      | Cleone     |
| Tohill, Mrs. Ethel  | Flat Rock  |
| Tyrrell, Claudia L. | Ashmore    |
| Wiman, Nelle        | Yale       |
| Woodson, Amy L.     | Charleston |
| Zimmerman, R. L.    | Mineral    |

*First year of the Four-Year Course*

|                       |                  |
|-----------------------|------------------|
| Adair, Bessie         | Charleston       |
| Adkins, Frances       | Charleston       |
| Ames, Inez E.         | Mattoon          |
| Anderson, Claudia     | Lerna            |
| Anderson, Josie       | Ramsey           |
| Anderson, Mabel       | Ramsey           |
| Applegate, M. Ellen   | Redmon           |
| Armantrout, Myrtie F. | Gays             |
| Armstrong, Margaret   | Charleston       |
| Babbitt, Bertha I.    | Greenville       |
| Barrick, Wanda I.     | Tuscola          |
| Behrndt, Emma         | Farina           |
| Bennett, Herbert      | Martinsville     |
| Bennett, Jessie       | Martinsville     |
| Bigler, Harry         | Sigel            |
| Bingaman, Florence M. | Lerna            |
| Birch, Effie          | Charleston       |
| Blackwood, Dessie G.  | Dalton City      |
| Blair, Georgia        | Savonburg, Kans. |
| Blair, Mittie         | Arthur           |
| Brashear, John H.     | Pinkstaff        |
| Brewer, Ilah          | Findlay          |
| Briggs, Stella        | Charleston       |

|                         |                  |
|-------------------------|------------------|
| Brown, Ethel M.         | Piqua, Ohio      |
| Brown, Irma C.          | Ashmore          |
| Brown, Louisa E.        | New Douglas      |
| Burke, Coral            | Cloverdale, Ind. |
| Byers, Helen            | Charleston       |
| Carman, Ruth            | Charleston       |
| Carney, Valentine D.    | Charleston       |
| Carroll, Jessie N.      | Keyesport        |
| Carroll, Mattie         | Keyesport        |
| Carson, Elsie C.        | Lerna            |
| Chapman, Lester Ulla    | Mt. Carmel       |
| Chesnut, Elzie          | Bogota           |
| Cochonour, Jennie D.    | Casey            |
| Collison, Clyde         | Russellville     |
| Comerford, Ida M.       | Pana             |
| Connelly, Rae           | Westfield        |
| Coombe, Perley W.       | Mt. Zion         |
| Corzine, Harland W.     | Charleston       |
| Corzine, May            | Charleston       |
| Coslet, Clyde E.        | Tuscola          |
| Curtis, Mary E.         | Charleston       |
| DeWolfe, William R.     | Assumption       |
| Dolson, Rush S.         | West Union       |
| Dowler, Emery R.        | Tower Hill       |
| Dowler, Grace A.        | Tower Hill       |
| Edwards, Anna           | Tuscola          |
| Emhuff, Cora L.         | Arcola           |
| Emrich, Benjamin H.     | Casey            |
| Emrich, Marion          | Casey            |
| Fears, Amanda O.        | Humboldt         |
| Fehrenbacher, Harvey D. | Bogota           |
| Fleming, Gay R.         | Allenville       |
| Fleming, Nellie M.      | Arcola           |
| Fling, Bertha           | Windsor          |
| Fuson, Clarence C.      | Wakefield        |
| Galbreath, Annie        | Ashmore          |
| Gaston, Homer B.        | Carmi            |
| Gerrard, Martha L.      | Charleston       |
| Gifford, Pearl          | Yale             |

|                         |             |
|-------------------------|-------------|
| Gilman, Evelyn          | Lerna       |
| Gray, Ruth              | Charleston  |
| Hallock, Willmetta      | Charleston  |
| Handshy, Ruby E.        | Worden      |
| Hanna, Hugh, Jr.        | Dudley      |
| Hanon, Ethel            | Clay City   |
| Hanon, S. Mae           | Clay City   |
| Heinlein, C. M.         | Hindsboro   |
| Heminger, Grace E.      | Tuscola     |
| Hickman, Archie S.      | Dudley      |
| Howard, Stella          | Charleston  |
| Huff, Katherine M.      | Charleston  |
| Hume, Chester           | Danville    |
| Hutchison, Gertrude     | Charleston  |
| Jones, Vernie A.        | Willow Hill |
| Keefer, Grace M.        | Paris       |
| Kelley, S. Elizabeth    | Charleston  |
| Kelly, Agnes            | Monticello  |
| Kern, Vern              | Gays        |
| Kimmel, Levett          | Chauncey    |
| Kisner, Talmage E.      | Brownsville |
| Kisner, Warren A.       | Bellair     |
| Klein, Aloys            | Loxa        |
| Klein, Katie C.         | Loxa        |
| Kramer, Lillie M.       | Moccasin    |
| Larrabee, Edna          | Oblong      |
| Laws, Minnie I.         | Keyesport   |
| Leeds, Elsie            | Allendale   |
| Linder, Katie E.        | East Alton  |
| Logan, Janie A.         | Arcola      |
| Logan, Leah A.          | Arcola      |
| Long, Everett E.        | Camargo     |
| Long, Ruth              | Charleston  |
| Lowry, Edith            | Westfield   |
| Maples, Charles E.      | Newton      |
| Margason, Oscar         | Oakland     |
| Martin, Josephine       | Arcola      |
| May, George S.          | Charleston  |
| McCallister, Celesta A. | Arcola      |

|                         |                    |
|-------------------------|--------------------|
| McCallister, Robert A.  | Arcola             |
| McDanel, Paul           | Oakland            |
| McKee, Helen E.         | Charleston         |
| McKnight, James B.      | Oblong             |
| Meeker, L. Grace        | Hazel Dell         |
| Milam, Edith            | West Union         |
| Milholland, Herbert R.  | Charleston         |
| Minear, Harry           | Casey              |
| Moore, Gertrude         | Mattoon            |
| Moore, Nina O.          | Gays               |
| Mouser, Nora            | Oblong             |
| Mullins, Ernest         | Robinson           |
| Mullins, Helen G.       | Charleston         |
| Mundy, Eunice A.        | Mt. Zion           |
| Ney, Mary E.            | Assumption         |
| Orr, Mabel              | Sidell             |
| Painter, Lillie         | Charleston         |
| Pearson, Elvia O.       | Moweaqua           |
| Peck, Edna M.           | Advance            |
| Pennington, Benjamin H. | Toledo             |
| Pinkstaff, George F.    | Flat Rock          |
| Pinkstaff, Ralph W.     | Lawrenceville      |
| Popham, Ruth            | Charleston         |
| Potts, Winnie C.        | Smithboro          |
| Proctor, Arland         | Charleston         |
| Randolph, Lillie        | Charleston         |
| Rankin, George          | Charleston         |
| Rankin, Gladys E.       | Charleston         |
| Reavis, Effie M.        | Smithboro          |
| Reavis, Sylvia I.       | Smithboro          |
| Reeder, Maude           | Humboldt           |
| Riché, Mildred A.       | Nora Springs, Iowa |
| Rodecker, Waverly       | Vandalia           |
| Roderick, Melvin F.     | Camargo            |
| Russell, Everett        | Newton             |
| Saunders, Anna L.       | Sumner             |
| Schoonover, Mabelle     | Charleston         |
| Scroggins, Katherine    | Windsor            |
| Scroggins, Kit          | Windsor            |

|                              |                  |
|------------------------------|------------------|
| Serviss, A. Blanche          | Charleston       |
| Serviss, Gladys              | Charleston       |
| Shew, Daisy                  | Vermilion        |
| Sidwell, Roscoe              | Casey            |
| Snapp, Carl F.               | Findlay          |
| Snapp, Roscoe R.             | Findlay          |
| Stanberry, Hewett            | Charleston       |
| Staples, Zella               | Kansas           |
| Stephenson, Thomas B.        | Mattoon          |
| Stewardson, Harry C.         | Findlay          |
| Stoltz, Edna P.              | St. Francisville |
| Storm, Verne                 | Gays             |
| Sullivan, Margaret E.        | Charleston       |
| Swick, Earl                  | Galton           |
| Taylor, Blanche              | Arthur           |
| Taylor, Lillie               | Bushton          |
| Teepell, Neva                | Charleston       |
| Toland, Polly                | Bushton          |
| Tucker, Nila                 | Paris            |
| Walk, Hugo A.                | Sigel            |
| Wampler, Hazel               | Humboldt         |
| Weisguth, Anna               | Charleston       |
| Welsh, Grover F.             | Paris            |
| Westerlin, Mrs. Elizabeth K. | Sidell           |
| Wheeler, Blanche             | Chrisman         |
| Whipple, Roxana              | Tower Hill       |
| White, Florence              | Watson           |
| Wiemers, Oscar W.            | Edwardsville     |
| Wiemers, Rosina E.           | Dorsey           |
| Willis, Alva C.              | Goldengate       |
| Wilson, Ethel                | Etna             |
| Wilson, Jennie G.            | Raymond          |
| Wiman, Anna M.               | Yale             |
| Wiman, Clara                 | Oblong           |
| Wise, Edith E.               | Newton           |
| Young, Etta B.               | Mattoon          |
| Zimmerman, Leah              | Effingham        |
| Zimmerman, Percy             | Charleston       |

*Summer Term, 1906*

|                       |              |
|-----------------------|--------------|
| Adamson, Chlora       | Claremont    |
| Alexander, Gertrude   | Kansas       |
| Anders, Mary          | Sidney       |
| Andrews, Georgie C.   | Flora        |
| Archer, John J.       | Charleston   |
| Archer, Ethelyn       | Charleston   |
| Ash, Adele M.         | E. St. Louis |
| Bainbridge, Albert O. | Shelbyville  |
| Baird, Celeste        | Dalton City  |
| Baker, W. W.          | Charleston   |
| Balch, Flora          | Lerna        |
| Barbre, Ethel         | Edinburg     |
| Barr, Lola G.         | Paris        |
| Barrett, Agnes        | Mattoon      |
| Barringer, Edna       | Hillsboro    |
| Beaman, Virgie R.     | Sidell       |
| Beckman, Golda J.     | Arthur       |
| Beebe, Blanche        | Vandalia     |
| Beebe, Florence       | Vandalia     |
| Begg, Mary            | Duncanville  |
| Bell, Rosa A.         | Hoopeston    |
| Berry, Lora A.        | Olney        |
| Bickel, Blanche       | Dieterich    |
| Bingaman, Addie B.    | Vandalia     |
| Bingham, Cornelia B.  | Vandalia     |
| Birch, M. Fausta      | Neoga        |
| Birdzell, Bert C.     | Neoga        |
| Birdzell, William     | Mattoon      |
| Black, Paul           | Greenup      |
| Blair, Ola B.         | Kansas       |
| Bonham, Edythe M.     | Watseka      |
| Bonham, Mina          | Watseka      |
| Bowers, William W.    | Charleston   |
| Bowser, Ethyl         | Charleston   |
| Bowyer, Earl W.       | Bement       |
| Bradley, Corinne      | Charleston   |
| Brashear, John H.     | Pinkstaff    |
| Briscoe, Lillian      | Westfield    |

|                       |              |
|-----------------------|--------------|
| Brown, Dessie E.      | Stewardson   |
| Brown, Maude          | Ashmore      |
| Brown, Victor I.      | Oblong       |
| Brubeck, Linda        | Edinburg     |
| Bruner, Mabel R.      | Mattoon      |
| Buckle, Robert I.     | Martinsville |
| Buckler, Della        | Metcalf      |
| Buckner, Edna         | West York    |
| Burns, Lettie         | Jerseyville  |
| Businger, Ethel A.    | Mattoon      |
| Businger, Pearl       | Mattoon      |
| Byers, Bessie         | Charleston   |
| Carrel, Harvey        | Charleston   |
| Case, Jennie          | Charleston   |
| Casey, Elizabeth      | Pana         |
| Cash, Eva M.          | Oakland      |
| Cash, Mabel H.        | Tower Hill   |
| Cassady, Minnie E.    | Dudley       |
| Christman, Maggie M.  | Edinburg     |
| Clark, Claudia B.     | Hume         |
| Clark, Nellie N.      | Mattoon      |
| Clark, Susan G.       | Assumption   |
| Clayton, Lu           | Humboldt     |
| Clem, Rosa E.         | Assumption   |
| Cone, Maude R.        | Charleston   |
| Connelly, Sarah A.    | Hume         |
| Cooper, Edna L.       | Loxa         |
| Corzine, Harland W.   | Charleston   |
| Corzine, Jesse M.     | Stonington   |
| Coulthard, Ida L.     | Jerseyville  |
| Cox, Alma S.          | Hoopeston    |
| Cox, Clarence         | Mattoon      |
| Cox, Merle M.         | Robinson     |
| Crimmins, Helen H.    | Hildreth     |
| Crimmins, Jennie M.   | Hildreth     |
| Crone, Anna M.        | Jerseyville  |
| Cronin, Agnes E.      | Assumption   |
| Crossett, Florence E. | Salem        |
| Crouch, Arra A.       | Vandalia     |

|                      |               |
|----------------------|---------------|
| Crum, Edna B.        | Charleston    |
| Crutchley, Silas W.  | Smithboro     |
| Cruzan, Myrtle A.    | Mattoon       |
| Curtin, Frank        | Morrisonville |
| Dalton, Mary E.      | Hoopeston     |
| Dappert, Ruby E.     | Taylorville   |
| Davis, Henry         | Rossville     |
| Davis, Sylva B.      | Charleston    |
| Davis, W. Rollin     | Shelbyville   |
| Dickerson, Besse     | Flora         |
| Dickson, Kate C.     | Geneseo       |
| Doner, Nina A.       | Bethany       |
| Dragoo, Alva W.      | Murdock       |
| Duvall, Minor        | Lerna         |
| Duzan, Dora A.       | Villa Grove   |
| Dwyer, John C.       | Charleston    |
| Dwyer, Josie V.      | Momence       |
| Dwyer, Katherine     | Charleston    |
| Dwyer, Nellie        | Momence       |
| Earnhart, William H. | Flat Rock     |
| Eaton, Florence M.   | Allerton      |
| Eck, Edna V.         | Charleston    |
| Eck, Lulu            | Charleston    |
| Edman, Eulalie       | Charleston    |
| Emhuff, Cora L.      | Arcola        |
| Ernst, Jesse         | Charleston    |
| Evans, Jessie L.     | Edinburg      |
| Ewing, Roy           | Charleston    |
| Faris, Mildred       | Lerna         |
| Farmer, Luella       | Springerton   |
| Fearheiley, Elma A.  | Mt. Carmel    |
| Fellows, Mary        | Neoga         |
| Ficklin, Mary C.     | Charleston    |
| Flickner, Berchie M. | Paris         |
| Folck, Nora          | Robinson      |
| Forbes, Beulah J.    | Stonington    |
| Ford, Blanche        | Ashmore       |
| Franklin, Gertrude   | Charleston    |
| Frantz, Ellen B.     | Arcola        |



|                     |              |
|---------------------|--------------|
| Free, Edith T.      | Brownsburg   |
| Freeman, Agnes M.   | Charleston   |
| Freeman, Bessie     | Newton       |
| Funk, Nelle         | Millersville |
| Garrett, Everett E. | Neoga        |
| Gaylord, Flora      | Sandoval     |
| Geppert, William H. | Urbana       |
| Gibbs, Carrie       | Mattoon      |
| Gillespie, Guy      | Keyesport    |
| Goddard, Raymond C. | Windsor      |
| Goebel, Albert E.   | Montrose     |
| Gossett, Lucy       | Casey        |
| Gould, Mildred      | Flora        |
| Graham, Etna E.     | Milford      |
| Grantham, Grace L.  | Trilla       |
| Green, Jennie       | Paris        |
| Green, Lola R.      | Sidell       |
| Greenawalt, Minnie  | Dieterich    |
| Griffith, Margaret  | Annapolis    |
| Hamill, Lena        | West Union   |
| Hampton, Hazel      | Charleston   |
| Hancock, Faye       | Neoga        |
| Hand, Augusta I.    | Nokomis      |
| Hand, Mabel         | Champaign    |
| Hanon, Jessie       | Flora        |
| Hare, Roy           | Mt. Carmel   |
| Harper, Anne        | Robinson     |
| Hart, Mrs. Rhoda    | Charleston   |
| Harvey, Lela        | Coffeen      |
| Harwood, Otto       | Janesville   |
| Hassel, Albert      | Grayville    |
| Hassig, Lillian     | Atwood       |
| Hazlet, Ruby V.     | Milford      |
| Hedden, Myrtle      | Oakland      |
| Heeb, Evalena       | Charleston   |
| Heikes, Mabel       | Watseka      |
| Henderson, Frank    | Isabel       |
| Henninger, Floy     | Pawnee       |
| Henry, Everette     | Oakland      |

|                       |                    |
|-----------------------|--------------------|
| Henry, Sylvester F.   | Watson             |
| Hershey, Blanche      | Boody              |
| Hessey, Clara B.      | Danville           |
| Hicks, Elvis L.       | Coffeen            |
| Hightower, Clark M.   | Watson             |
| Hightower, G. F.      | Pinckneyville      |
| Hill, Gertrude O.     | Sullivan           |
| Hill, Jessie L.       | Fairmount          |
| Hines, Mike M.        | Nokomis            |
| Holaday, Charles H.   | Flora              |
| Holben, Venus A.      | Stonington         |
| Holsen, Hester I.     | Allendale          |
| Holton, Frankie       | Sidell             |
| Homann, Fred          | Mattoon            |
| Hopewell, Florence A. | Oakland            |
| Hord, Harley T.       | Keyesport          |
| Hord, Rose B.         | Taylorville        |
| Horsely, Maude A.     | Camargo            |
| Horsely, Nell L.      | Camargo            |
| Houghtlin, Jessie     | Jerseyville        |
| Howell, C. W.         | Brownstown         |
| Howerton, Ernest T.   | Hume               |
| Huber, Maude          | Murdock            |
| Huffman, Jessie       | Charleston         |
| Hume, Chester         | Danville           |
| Hume, Wallace         | Danville           |
| Hundley, Grace E.     | Flora              |
| Huston, Myrtle M.     | Charleston         |
| Inglis, Anna D.       | Lawrenceburg, Ind. |
| Isley, William E.     | Newton             |
| Ivy, Charles          | Calhoun            |
| Jackson, Genevieve    | Charleston         |
| Jakeway, Mabel        | Sidney             |
| James, Ida M.         | Charleston         |
| James, Olivia         | E. St. Louis       |
| Johnson, Emma         | Mt. Carmel         |
| Jones, Almetta        | Arcola             |
| Jones, Clark A.       | Trilla             |
| Jones, Lena, Jr.      | Trilla             |

|                       |                    |
|-----------------------|--------------------|
| Jones, Lena Belle     | Trilla             |
| Jones, O. R.          | Paris              |
| Jordan, Cora          | Enfield            |
| Kauerauf, Maude       | Edinburg           |
| Keith, Everett        | Martinsville       |
| King, Mabel A.        | Mt. Carmel         |
| Kingsbury, Grace      | Greenville         |
| Kirby, E. May         | Jerseyville        |
| Kitchen, Sybil M.     | Bone Gap           |
| Knight, Ivy M.        | Warrenton          |
| Koch, Emma K.         | Lawrenceburg, Ind. |
| Kosht, Belva E.       | Westfield          |
| LaMar, Bercha L.      | Georgetown         |
| LaMar, Effie          | Georgetown         |
| Lape, Lawrence C.     | Brownstown         |
| Large, Mary Brown     | Grayville          |
| La Rue, Ella H.       | Charleston         |
| Latimer, Ruby A.      | Nokomis            |
| Lawrence, Arthie M.   | Toledo             |
| Laws, Mary            | Coffeen            |
| Leeds, Delia B.       | St. Francisville   |
| Leighty, Florence J.  | Tower Hill         |
| Leitch, Mrs. Sarah A. | Charleston         |
| Lill, Amy O.          | Mascoutah          |
| Logan, Eugenie        | Arcola             |
| Long, Ruth            | Charleston         |
| Lord, Anna B.         | Albion             |
| Lunger, Mollie        | Chrisman           |
| Lynch, Ella G.        | Ramsey             |
| Mabee, Elsie          | Charleston         |
| Mack, Albert R.       | Hillsboro          |
| Magill, Leslie P.     | Flat Rock          |
| Magill, Mrs. Myrtle   | Flat Rock          |
| Magill, Nellie I.     | Sidney             |
| Maples, Charles E.    | Newton             |
| Maris, Claire         | Tuscola            |
| Marshall, Olive       | Paris              |
| Martin, Lulu          | Palestine          |
| Massie, Mrs. Ella     | Kansas             |

|                       |                    |
|-----------------------|--------------------|
| Mathes, Georgia       | Charleston         |
| Matthews, Clara       | Oakland            |
| Maxwell, Ada L.       | Arcola             |
| McBride, Nettie       | Kidley             |
| McClory, Joseph       | Trowbridge         |
| McCoy, Oral           | Palestine          |
| McCrary, Bertha A.    | Charleston         |
| McDonald, Alice B.    | Charleston         |
| McEndree, Edith Y.    | Flora              |
| McGavack, Cornelia    | Woodland           |
| McGinnis, Marguerite  | Alton              |
| McGuire, Lelia        | Oakland            |
| McKelfresh, Emmet H.  | Sumner             |
| McKim, Abbie          | Lawrenceburg, Ind. |
| McKittrick, Augusta   | Tower Hill         |
| Melcher, Bertha       | Findlay            |
| Menke, Leta M.        | Mattoon            |
| Merry, Dona I.        | Greenville         |
| Metheny, Mary         | Oblong             |
| Michael, Allen        | Metcalf            |
| Middleton, Harriet    | Assumption         |
| Milholland, Arthur L. | Charleston         |
| Milholland, Grace E.  | Charleston         |
| Miller, Ethel L.      | Kansas             |
| Miller, Josiah A.     | Mattoon            |
| Miller, Stella A.     | Casey              |
| Mills, George S.      | Vandalia           |
| Miner, Daisy C.       | Charleston         |
| Miner, Ella M.        | Charleston         |
| Mingee, Wilbert D.    | Georgetown         |
| Minniear, Rena        | Mt. Carmel         |
| Mize, Margaret M.     | Bunker Hill        |
| Mock, Robert E.       | Charleston         |
| Moore, Grace          | Mattoon            |
| Morgan, Lee I.        | Etna               |
| Morton, A. Ethel      | Assumption         |
| Mull, Samuel E.       | Smithboro          |
| Mullins, Raleigh      | Robinson           |
| Murphy, Bess          | Charleston         |

|                          |               |
|--------------------------|---------------|
| Myers, Clara             | Hindsboro     |
| Myers, Ethel N.          | Kansas        |
| Nees, Bessie             | Hildreth      |
| Neuhaus, Mamie           | Fosterburg    |
| Newton, Jeanette M.      | Pana          |
| Newton, Lucile           | Pana          |
| Nott, Lenora T.          | Jerseyville   |
| O'Bryan, Mina            | Pesotum       |
| Orr, Esther              | Sidell        |
| Ozee, Bertha I.          | Mattoon       |
| Patton, Mae              | Arthur        |
| Payne, James R.          | Hindsboro     |
| Pear, Lelia              | Paris         |
| Pennepacker, Meda        | Nokomis       |
| Perrine, Nellie I.       | Morrisonville |
| Phillips, Mayme          | Danville      |
| Phillips, Ora M.         | Danville      |
| Phipps, Charles          | Charleston    |
| Pickering, Ola           | Brocton       |
| Pittman, Janet           | Oakland       |
| Pittman, Lolo            | Brocton       |
| Porter, John E.          | Grove City    |
| Price, Blaine R.         | Mt. Carmel    |
| Price, Golda             | Oblong        |
| Price, Harvey S.         | Friendsville  |
| Price, Inez              | Coffeen       |
| Purcell, Bessie F.       | Taylorville   |
| Purcell, Chloe U.        | Hindsboro     |
| Ransom, Ida              | Palestine     |
| Rape, Leola G.           | Taylorville   |
| Ratliff, Hubert E.       | Mattoon       |
| Reat, Hugh L.            | Charleston    |
| Reat, Ruth               | Charleston    |
| Reed, Etelka             | Taylorville   |
| Rees, Carrie L.          | Carmi         |
| Rees, Perry O.           | Georgetown    |
| Reid, Ella               | Neoga         |
| Richardson, Donna M.     | Blue Mound    |
| Richardson, Elizabeth A. | Farina        |

|                      |                  |
|----------------------|------------------|
| Rigg, Bertha         | Mt. Carmel       |
| Roberts, Clara B.    | Farina           |
| Roberts, Jessie A.   | Edinburg         |
| Robertson, Stella    | Charleston       |
| Rogers, Fred V.      | Mattoon          |
| Rohour, Bess         | Charleston       |
| Roper, Margaret W.   | Champaign        |
| Rudy, Ethel          | Beecher City     |
| Rugan, Laura E.      | Vandalia         |
| Rutger, Della        | Cisne            |
| Ryan, Nellie         | Paris            |
| Sager, Frank         | Isabel           |
| Salzman, Minnie B.   | Grantfork        |
| Sargent, Paul T.     | Charleston       |
| Sawyer, Bessie J. E. | E. St. Louis     |
| Schooley, Roy        | Effingham        |
| Scott, Carroll F.    | Blue Mound       |
| Scott, Georgia N.    | Vandalia         |
| Scoville, Elizabeth  | Villa Grove      |
| Sellers, Cornelia C. | Marysville, Ohio |
| Shanks, Rosa         | Yale             |
| Sharp, Mae           | Greenville       |
| Shaw, Thomas F.      | Stewardson       |
| Shelton, Ella        | Hume             |
| Showers, Fannie E.   | Bethany          |
| Shrader, Justin W.   | Mattoon          |
| Shy, Nelle           | Kansas           |
| Sibbitt, Jessie      | Hoopeston        |
| Sims, Dollie         | Charleston       |
| Slater, Nora         | Isabel           |
| Slife, May           | Milford          |
| Sloan, Nancy E.      | Tuscola          |
| Smith, Bertha B.     | Smithboro        |
| Smith, Charles E.    | Murdock          |
| Smith, Estella E.    | Hume             |
| Smith, Georgia       | Newman           |
| Smith, J. N.         | Isabel           |
| Smith, Marrietta     | Hume             |
| Smith, Mary E.       | Broadlands       |

|                          |             |
|--------------------------|-------------|
| Smith, Minnie            | Dalton City |
| Snow, Laura C.           | Assumption  |
| Soughers, Virginia       | Scottland   |
| Southard, William W.     | Chrisman    |
| Sperry, May              | Nokomis     |
| Springer, Clara D.       | Robinson    |
| Springstun, Mrs. Mary P. | Pana        |
| Spry, Emma A.            | Georgetown  |
| Stanfield, A. C.         | Charleston  |
| Stanley, Elma            | Albion      |
| Stanton, Harry           | Pana        |
| Staples, Zella           | Kansas      |
| Starr, Grace E.          | Charleston  |
| Stearns, Bernice W.      | Taylorville |
| Stephen, Elizabeth       | Roseville   |
| Sterling, Pearl M.       | Carmi       |
| Steward, Lottie E.       | Edinburg    |
| Stites, Clara M.         | Hoopeston   |
| Story, Savannah          | Charleston  |
| Straagaard, Jacob        | Sidney      |
| Stretcher, Naoma         | Hunt        |
| Stretcher, Orpha         | Hunt        |
| Summers, Mrs. A.         | Charleston  |
| Sutton, Nelle J.         | Mt. Carmel  |
| Swan, Harold O.          | Mattoon     |
| Tanquary, Della          | Mt. Carmel  |
| Tate, Elizabeth          | Vandalia    |
| Tate, Hallie M.          | Pawnee      |
| Taylor, Jennie G.        | Noble       |
| Thompson, Mecca          | Bethalto    |
| Thrasher, Charles W.     | Effingham   |
| Timm, Katherine E.       | Arthur      |
| Tohill, Mrs. Ethel       | Flat Rock   |
| Tohill, Louis A.         | Flat Rock   |
| Toole, Anna              | Owaneco     |
| Traylor, Jessie C.       | Coffeen     |
| True, Barbara            | Mattoon     |
| Van Sellar, Martha       | Paris       |
| Vaughan, Ivanora R.      | Sullivan    |

|                       |              |
|-----------------------|--------------|
| Veneman, Irene        | Charleston   |
| Vigles, Maude E.      | Lake City    |
| Vilmure, Marie A.     | Assumption   |
| Virden, Fay           | Taylorville  |
| Votaw, Lilah          | Neoga        |
| Waggoner, Leroy       | Granite City |
| Waldo, Florence J.    | Charleston   |
| Walker, Samuel T.     | Watson       |
| Wamsley, Ruth R.      | Charleston   |
| Waters, Daisy F.      | Oakland      |
| Watson, Lydia A.      | Woburn       |
| Watt, Bernice         | Newton       |
| Watts, Amy            | Taylorville  |
| Webb, Anna V.         | Charleston   |
| Webb, William R.      | New Douglas  |
| Weisguth, Anna        | Charleston   |
| Welch, Vyrna          | Arcola       |
| Welliver, Leland I.   | Murdock      |
| Wheeler, Blanche      | Chrisman     |
| White, Harlan         | Oakland      |
| Whitmer, Nora         | Brocton      |
| Whittenberg, Sarah J. | Vienna       |
| Whittenburg, Clem     | Kinmundy     |
| Wiley, Neva B.        | Charleston   |
| Williams, Amy E.      | Hume         |
| Williams, Daisy D.    | Carmi        |
| Williams, Nettie      | Charleston   |
| Williamson, J. D. D.  | Watson       |
| Williamson, May P.    | Tuscola      |
| Williford, Myrtle E.  | Taylorville  |
| Wilson, Gertrude      | Neoga        |
| Wilson, William M.    | Charleston   |
| Wiman, Nelle          | Yale         |
| Wise, Bessie          | Greenville   |
| Woodson, Amy L.       | Charleston   |
| Wright, Willis G.     | Greenup      |
| Young, Grace          | Mattoon      |
| Young, Kelker         | Dexter       |
| Young, Mary M.        | Dudley       |
| Young, May E.         | E. St. Louis |



# Pupils in Model School

## *Ninth Grade*

|                     |                     |
|---------------------|---------------------|
| Anderson, Claudia   | Long, Charles       |
| Bennett, Stella     | McCallister, Audrie |
| Bridges, Bertha     | McCallister, Lesta  |
| Butler, Lee         | McNutt, George      |
| Duensing, Dessa     | McNutt, Ray         |
| Duty, Roy           | Mitchell, Kate      |
| Emhuff, Cora        | Newman, Margaret    |
| Feagan, Gladys      | Peters, Marie       |
| Freeman, Madge      | Record, William     |
| Hair, Gertrude      | Rennels, Earl       |
| Hamill, Fayette     | Rennels, Ursa       |
| Homann, Rose        | Sarchet, Iris       |
| Humrichouse, Walter | Schoonover, Mabel   |
| Jenkins, William    | Schriner, Opal      |
| Jones, Sarah        | Serviss, Ray        |
| Jones, Vernie       | Shoot, Lois         |
| Kimball, Lula       | Storm, Verne        |
| Lake, Gladys        | Tinkey, Otto        |
| Lashbrook, Cecil    | Wilson, Monroe      |
| Linder, Lewis       |                     |

## *Eighth Grade*

|                     |                    |
|---------------------|--------------------|
| Adair, Fern         | Martin, Irna       |
| Bell, Clifford      | May, Howard        |
| Bell, Gladys        | Merkle, Leslie     |
| Bidle, Mary         | Merritt, Mamie     |
| Brown, Orville      | Milholland, Paul   |
| Byers, Veva         | Phipps, Harold     |
| Chapman, Bertha     | Rardin, Loyal      |
| Crews, Ruth         | Rosebraugh, Esther |
| Dawson, Helene      | Rosebraugh, Lela   |
| Galbreath, May      | Schriner, Dimple   |
| Giffin, Earl        | Shields, Paul      |
| Harris, Harry       | Waters, Reba       |
| Hutchison, Florence | Wilson, Mary       |
| Jenkins, Edward     | Wuersch, Flossie   |
| King, Robert        |                    |

*Seventh Grade*

|                   |                    |
|-------------------|--------------------|
| Arnold, Audrey    | Gerrard, Irene     |
| Bails, Earl       | Gray, Mabel        |
| Brockhouse, Lloyd | Hudson, Louise     |
| Butler, Grove     | Kilgore, Edna      |
| Corzine, Bruce    | Laughead, Clarence |
| Cowger, May       | Long, William      |
| Crim, Harry       | Love, Frank        |
| Crowe, Elizabeth  | McVey, Charles     |
| Curtis, Adolphus  | Randolph, Clifford |
| Davis, Loxa       | Ricketts, Ethel    |
| Dawson, Ada       | Shoemaker, James   |
| Dunn, Andrew      | Stone, Ethel       |
| Duval, Kittie     | Tolly, Ruth        |
| Emhuff, Ray       | Whipp, Marguerite  |
| Flenner, Wilbur   | Wilson, Sumner     |
| Gates, Gladys     |                    |

*Sixth Grade*

|                    |                   |
|--------------------|-------------------|
| Briggs, Robert     | Level, Nellie     |
| Brooks, Frances    | Monfort, Helen    |
| Buckler, Ivan      | Norfolk, Polly    |
| Chenoweth, Frances | Ricketts, Dorothy |
| Duty, Claude       | Shortess, Lois    |
| Hardin, Louis      | Shields, Harold   |
| Johnston, Donald   | Shields, Lewis    |
| Kenny, Marguerite  | Teepell, Harry    |
| King, Raymond      | Whipp, Harry      |
| Koch, Elsa         | Wickham, Roy      |

*Fifth Grade*

|                      |                   |
|----------------------|-------------------|
| Anderson, Julian     | Jenkins, Hubert   |
| Bails, Ernest        | Kilgore, Helen    |
| Cadle, Chester       | Linch, Edith      |
| Chapman, Myrtle      | Linder, Mary      |
| Cook, Gordon         | May, Eda          |
| Corzine, Bernice     | McCrary, Margaret |
| Dunn, Ruth           | Smock, Jessie     |
| Fitzpatrick, Chester | Snider, Howard    |

|                   |                     |
|-------------------|---------------------|
| Freeman, Emma     | Stranberry, Leatha  |
| Galbreath, Ruth   | Sublette, Josephine |
| Green, Esther     | Turner, Virgil      |
| Hall, Lucy        | Watson, Nellie      |
| Hampton, Maurice  | Wickham, Gertrude   |
| Hudson, Katherine |                     |

*Fourth Grade*

|                     |                    |
|---------------------|--------------------|
| Alexander, Maurine  | Johnston, Sara     |
| Baird, Lynn         | Kenny, Corinne     |
| Berry, Marie        | Lee, Randall       |
| Blankenbaker, Zeta  | McNutt, Elizabeth  |
| Brown, Helen        | Reasor, Marguerite |
| Burgner, Orr        | Record, Lulu       |
| Cochran, Edgar      | Reynolds, Bertha   |
| Crim, Charles       | Root, Paul         |
| Crowe, Stanley      | Sarchet, Mary      |
| Dawson, Ralph       | Shortess, Pauline  |
| De Bra, Lawrence    | Smith, Clifford    |
| Duignan, Margaret   | Talbott, Ruth      |
| Emhuff, Joyce       | Troxell, Walter    |
| Fouser, Earl        | Welker, Aleen      |
| Gaiser, Elsie       | Wiley, Opal        |
| Hutchinson, Minerva | Wilson, Gladys     |
| Jeffries, Sybil     | Wuersch, Gertrude  |

*Third Grade*

|                 |                   |
|-----------------|-------------------|
| Adair, Charles  | Griffith, Charles |
| Baker, Glen     | Harris, Neal      |
| Briggs, Manning | Hampton, Roscoe   |
| Burgner, Victor | Lee, Edna         |
| Byers, Vere     | Lee, Frank        |
| Chenoweth, Burt | Long, Grace       |
| Davis, Charles  | Moore, Sargent    |
| Denman, Loraine | Scott, Olive      |
| Dunn, Grace     | Serviss, Robert   |
| Edman, Glen     | Shields, Dorothy  |
| Emhuff, Bessie  | Summers, Clarence |
| Emhuff, Rhoda   | Watson, Verna     |

Freeman, Charles  
 Giffin, Palmer  
 Giffin, Russell

Wiley, Virginia  
 Wilson, Paul  
 Wyeth, Mary

*Second Grade*

Adams, John  
 Bails, Clifford  
 Brown, Helen  
 Byers, Josephine  
 Cook, Leslie  
 Cone, William  
 Corbin, Grace  
 Craig, Chloteele  
 Crowe, Mary  
 Hersey, Philip  
 King, Irene  
 Lashbrook, Abbie

Level, Harlie  
 McGurty, Edward  
 Rosebraugh, Linder  
 Shanks, Paul  
 Snider, Homer  
 Stanberry, Malora  
 Wickham, Carrel  
 Wilson, Fern  
 Wilson, Floyd  
 Worst, Harold  
 Wright, Ethel

*First Grade*

Adair, Harry  
 Barton, Harold  
 Berry, Josephine  
 Blackford, Robert  
 Blair, Cayton  
 Blanford, Charles  
 Davis, Gertrude  
 Diemer, Alma  
 Edman, Virginia  
 Foreman, Harriett  
 Galbreath, Blanche  
 Gerrard, Elsie  
 Johns, Purl  
 Level, Charlie

Long, Dorothy  
 Nehrling, Lucile  
 Rardin, Ruth  
 Sanford, Kate  
 Sanford, Ruth  
 Serviss, Trevor  
 Shanks, Muriel  
 Smith, Myrtle  
 Tearney, Anna  
 Tremble, Ronald  
 Turner, Stephen  
 Watson, Wayne  
 Williams, Robert Joel

## Summary

|                             |       |
|-----------------------------|-------|
| Normal Department . . . . . | 332   |
| Summer School . . . . .     | 429   |
|                             | <hr/> |
|                             | 761   |
| Model Schools . . . . .     | 260   |
|                             | <hr/> |
|                             | 1021  |
| Counted twice . . . . .     | 58    |
|                             | <hr/> |
| Total . . . . .             | 963   |

## Counties Represented

|            |           |            |
|------------|-----------|------------|
| Bond       | Fayette   | Montgomery |
| Bureau     | Henry     | Moultrie   |
| Champaign  | Iroquois  | Perry      |
| Christian  | Jasper    | Piatt      |
| Clark      | Jefferson | Richland   |
| Clay       | Jersey    | Saline     |
| Clinton    | Johnson   | Sangamon   |
| Coles      | Kankakee  | Shelby     |
| Cook       | Lawrence  | St. Clair  |
| Crawford   | Macon     | Vermilion  |
| Cumberland | Macoupin  | Wabash     |
| Douglas    | Madison   | Wayne      |
| Edgar      | Marion    | White      |
| Edwards    | Mason     |            |
| Effingham  | Massac    |            |

## Other States Represented

|          |          |        |
|----------|----------|--------|
| Indiana  | Iowa     | Kansas |
| Kentucky | Missouri | Ohio   |

## Graduates

1900

|                   |             |
|-------------------|-------------|
| Beeman, Marion N. | Robinson    |
| Goble, Lloyd      | Westfield   |
| Koons, Guy J.     | Oakland     |
| Volentine, Bertha | New Douglas |

1901

|                        |            |
|------------------------|------------|
| Caldwell, William A.   | Neoga      |
| Davis, Martha W.       | Charleston |
| Doyle, Edna            | Lerna      |
| Haley, Nelle           | Arcola     |
| Iles, I. Victor        | Dudley     |
| Neal, Gertrude         | Charleston |
| Scheytt, Clara J.      | Charleston |
| Shoemaker, Theodora    | Charleston |
| Slemons, Antoinette L. | Paris      |
| Vail, Frances De C.    | Charleston |
| White, Millie E.       | Charleston |

1902

|                   |                  |
|-------------------|------------------|
| Carothers, Ida E. | Mattoon          |
| Edman, Frances    | Charleston       |
| Fiock, Edward J.  | Olney            |
| Foster, Sylvia S. | Girard           |
| Gaiser, Katherine | Charleston       |
| Harding, Gertrude | 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, Josephine   | 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, Zulu       | 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        |
| Little, 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 I. | 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       |
| Tohill, Flossie     | Flat Rock  |
| Tooke, Helen E.     | Charleston |
| Warman, Hettie M.   | Charleston |
| Wentz, Roy A.       | Hindsboro  |

1906

|                       |             |
|-----------------------|-------------|
| Bainbridge, Albert O. | Shelbyville |
| Baker, W. W.          | Charleston  |
| Bishop, Daisy         | Charleston  |
| DeWolfe, Donald J.    | Pana        |
| Dunbar, Christina     | Sterling    |
| Dwyer, Ellen F.       | Charleston  |
| Earnhart, William H.  | Flat Rock   |
| Evans, Minnie L.      | Charleston  |
| Faris, Mildred        | Lerna       |
| Fender, Charles W.    | Ashmore     |
| Foote, Luauda         | Charleston  |
| Freeman, Frances F.   | Charleston  |
| Geddes, Grace         | Newton      |
| Hackley, Gertrude     | Mattoon     |
| Harry, Bertha         | Humboldt    |
| Hashbarger, Clara B.  | Arcola      |
| Kyger, Roy J.         | Danville    |
| Long, Florence E.     | Charleston  |
| McNutt, Wade          | Oconee      |
| Reat, Ruth            | Charleston  |
| Sargent, Paul T.      | Charleston  |
| Sargent, St. John     | Charleston  |
| Williams, Lucia Q.    | Mattoon     |
| Wooll, Jessie         | Charleston  |

## Former Members of the Board of Trustees

|                                    | Date of Appointment |
|------------------------------------|---------------------|
| S. M. Inglis, Springfield.....     | ex officio          |
| Joseph H. Freeman, Springfield...  | ex officio          |
| 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      |
| Alfred Bayliss, Springfield.. ..   | ex officio          |
| H. A. Neal, Charleston,.....       | April 14, 1899      |
| L. P. Wolf, Peoria.....            | April 14, 1899      |
| W. L. Kester, Kansas.....          | Nov. 6, 1899        |
| W. H. Hainline, Macomb..... ..     | July 25, 1900       |
| Charles H. Austin, Elizabethtown.. | July 25, 1900       |
| H. G. Van Sandt, Montrose.....     | June 4, 1901        |

## Former Members of the Faculty

|   |           |
|---|-----------|
| S. M. Inglis, President .....                                 | 1898      |
| W. M. Evans, English.....                                     | 1899-1904 |
| J. Paul Goode, Physics and Geog-<br>raphy.....                | 1899-1901 |
| Mrs. Louise B. Inglis, History....                            | 1899-1900 |
| Louis H. Galbreath, Supervisor of<br>Training 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 |
| Charlotte M. Slocum, Critic Teacher in Primary School..... | 1899 1905 |
| Henry Johnson, History.....                                | 1899-1906 |
| 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 |
| Clara M. Snell, Critic Teacher in Primary School.. . . . . | 1901-1906 |
| Elmer I. Shepard, Assistant in Mathematics .....           | 1902-1903 |
| Thornton Smallwood, Physics and Chemistry .....            | 1902-1903 |
| Sadie Harmon, Critic Teacher in Grammar School.....        | 1904      |
| Inez Pierce, Assistant Librarian                           | 1904-1905 |
| Edith C. Bailey, Reading... ..                             | 1904-1906 |
| Mamie H. O'Neal, Registrar... ..                           | 1904-1906 |
| Lorena C. Sidey, Critic Teacher in Grammar School .....    | 1904-1906 |
| Elnora J. Richardson, Assistant in Mathematics.....        | 1905-1906 |
| Margerethe Urdahl, German and History.....                 | 1905-1906 |
| Grace D. Phillips, Assistant Librarian.....                | 1906      |
| L. Lance Burlingame, Assistant in Biology .....            | 1906      |
| Josie Batcheller Houchens, Assistant Librarian.....        | 1906      |

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