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Bulletin 22 - A Catalogue for the Ninth Year (1907-1908)

Eastern Illinois University

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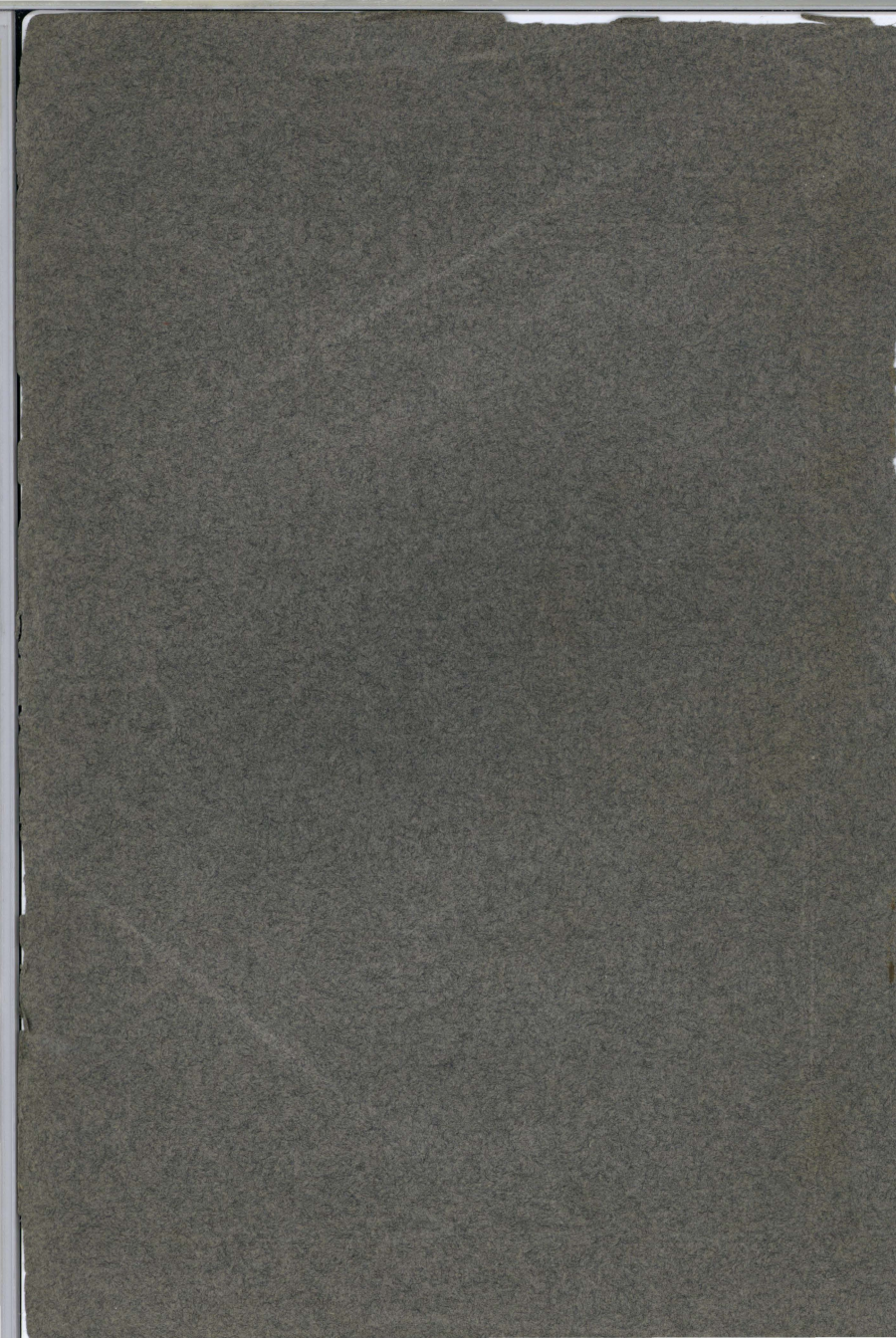
BULLETIN
EASTERN ILLINOIS
STATE NORMAL SCHOOL
CHARLESTON

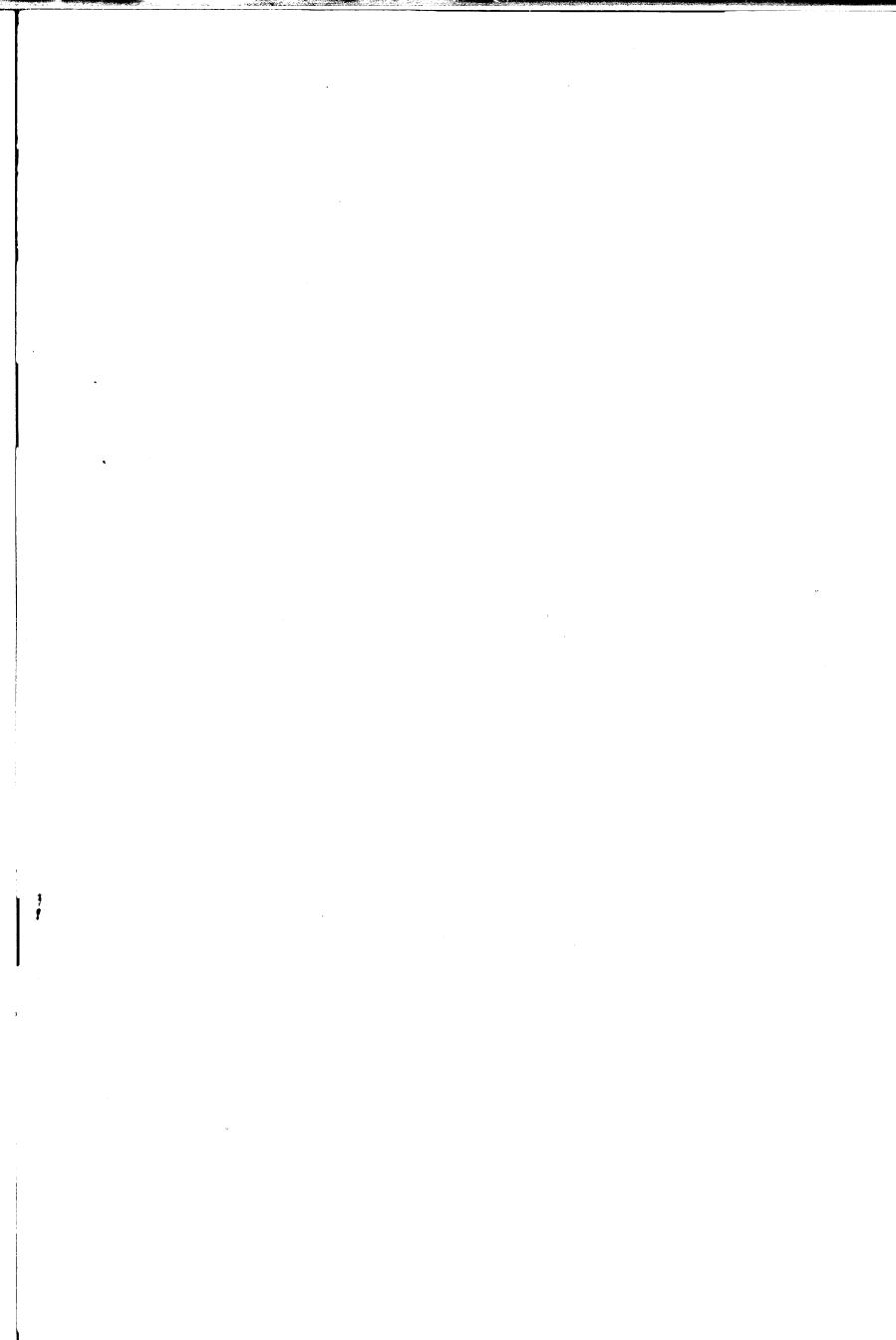


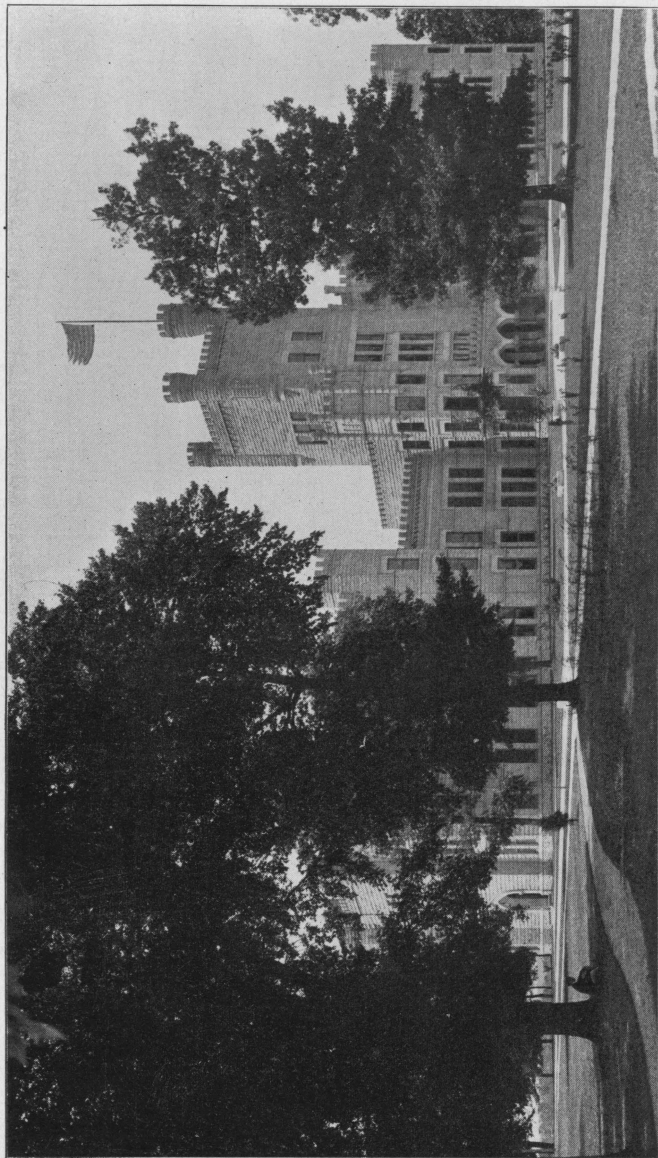
Annual Catalogue Number

1907-1908

22







THE EASTERN ILLINOIS STATE NORMAL SCHOOL.

**EASTERN ILLINOIS
STATE NORMAL SCHOOL
CHARLESTON**

**A CATALOGUE FOR THE
NINTH YEAR**

**WITH ANNOUNCEMENTS FOR
1908-1909**

***Normal School Bulletin No. 22, published quarterly by
the Eastern Illinois State Normal School, Charleston, Ill.
Entered March 5, 1902, as second-class matter at the post-
office at Charleston, Ill. Act of Congress, July 16, 1904.***

The School Calendar

Fall Term

Fifteen Weeks

1908

September 15, Tuesday *Entrance examinations and
classification. Class work
assigned at 9 A. M.*

December 23, Wednesday *Fall Term ends*

Winter Term

Twelve Weeks

1908-1909

January 5, Tuesday *Entrance examinations and
classification. Class work
assigned at 9 A. M.*

March 26, Friday *Winter Term ends*

Spring Term

Eleven Weeks

1909

April 6, Tuesday *Class work assigned at 9
A. M.*

June 18, Friday *Spring Term ends*

Summer Term

Six Weeks

1909

June 21, Monday *Classification begins at 9
A. M.*

July 30, Friday *Summer Term ends*

The Faculty

LIVINGSTON C. LORD, LL. D., *University of Illinois,*

PRESIDENT

Psychology and School Management.

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

Mathematics.

ANNA PIPER,

Drawing.

FRIEDERICH KOCH,

Music.

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

Latin.

THOMAS H. BRIGGS, A. B., *Wake Forest College and University of Chicago,*

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.

ALBERT B. CROWE, A. M., *Hanover College,*

Physics and Chemistry.

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

Mathematics.

FLORENCE V. SKEFFINGTON, A. B., *University of Chicago,*

Rhetoric and Literature.

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

LOTUS D. COFFMAN, A. B., *Indiana University*,
Supervisor of Training Department.

ANABEL JOHNSON, A. M., *Columbia University*,
German and History.

EDGAR N. TRANSEAU, A. B., *Franklin and Marshall
College; Ph. D., University of Michigan*,
Biological Sciences.

FORREST SUMNER LUNT, A. B., *Tufts College*.
Reading.

AMELIA HARRINGTON,
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.

CHARLOTTE AMY ROGERS, B. S., *Columbia
University*,
History in the Grades.

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 ELLERY CHANNING.



EASTERN ILLINOIS

STATE NORMAL SCHOOL

The Purpose and Plan of the School

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

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

Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: That a body politic and corporate is hereby created, by the name of the Eastern Illinois State Normal School, to have perpetual succession with power to contract and be contracted with, to sue and be sued, to plead and be impleaded, to receive, by any legal mode or transfer or conveyance, property of any description, and to have and hold and enjoy the same; also to make and use a corporate seal with power to break or change the same, and adopt by-laws, rules, and regulations for the government of its members, official agents, and 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 two 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 \$3.00 to \$3.75 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.

Entertainments

During the past year two excellent entertainments have been given to which the pupils and friends of the school have been invited. The first, a concert by the Hungarian Orchestra, was given by the faculty; the second, a concert by the Stein-del Quartette, by the students.

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. Incidentally, his acquaintance with literature is broadened and his taste in reading improved.

Among the subjects of the programmes that have been given, are—"Group of Stories, with Apologies to 'The Wayside Inn' "; "Selected Poems from Longfellow"; "Stories and Poems from the Works of Rudyard Kipling"; " 'Sonny', and Other Stories of Children"; "Scenes from Schiller, Shakespeare, and the Bible"; "Parsifal";

"Tannhauser"; "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," Sheridan's "The School for Scandal," Shakespeare's "As You Like It," and "Twelfth Night," have been given.

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 admission fees to the senior play and to the Model School entertainment 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.

Physiography.

Commercial geography.

Work in the training department.

Subjects elected from other courses.

The Two-Year Course

FOR GRADUATES OF HIGH SCHOOLS

First Year—2B

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

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

Second Year—2A

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

*See page 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]		

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

Third Year—4B

<i>Psychology</i> [4]	<i>Psychology</i> [4]	<i>Psychology</i> [4]
<i>History</i> [2]	<i>Geography</i> [2]	<i>Nature Study</i> [2]
<i>Physics</i> [7]	<i>Physics</i> [7]	<i>Physics</i> [7]
<i>Elective</i> [8]*	<i>Elective</i> [8]	<i>Elective</i> [8]

*Add laboratory periods for elective sciences.

Fourth Year—4A

<i>Special Method</i> [4]	<i>History of Edu- cation</i> [4]	<i>Philosophy of Education</i> [4]
<i>Sociology</i> [4]	<i>School Manage- ment</i> [4]	<i>Teaching</i> [5]
<i>Teaching</i> [5]	<i>Teaching</i> [5]	<i>Manual Train- ing</i> [2]
<i>Elective</i> [8]	<i>Manual Train- ing</i> [1]	<i>Elective</i> [8]
	<i>Elective</i> [8]	

Electives, 4B, 4A

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

<i>Latin</i> [6]	<i>Botany</i> [3]	<i>Manual Training</i> [1]
<i>German</i> [6]	<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 subject.

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

Fall Term Programme

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

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

Winter Term Programme

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

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

Spring Term Programme

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

Laboratory Work

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

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

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

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

Department of Education and Training

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

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

II. To furnish the conditions for the student to demonstrate by observation and practice his fitness or unfitness for teaching—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 gen-

eral 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 six 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. Children are admitted to the training school from the city and from the adjoining country districts upon the payment of a small incidental fee. This means that the school is very democratic and that the pupil teachers must meet conditions here very similar to those they will meet later in their own schools.

Many more students annually seek admission to the training school than our facilities will accom-

moderate. In order to maintain a high standard of work, it is necessary to refuse to admit to any room more students than the room can comfortably seat. The seating capacity is limited not merely by the size of the rooms, but also to classes of such size as to insure the most efficient results. That we may prevent any misunderstanding with parents seeking admission for their children, these rules will be strictly followed.

1. Only students who are registered with us will be admitted.

2. All registrations must be made in writing by the parent or guardian and filed with the Supervisor of the Model Schools.

3. Registrations shall receive consideration in the order in which they are made.

4. Pupils enrolled during the regular year shall have precedence over all others.

5. Enrollment during the summer term does not necessarily imply that the student will be admitted during the regular terms. The enrollment of all summer school pupils in the year classes will be governed by the time of registration.

6. Only in exceptional cases will summer work be used to advance a student a grade. The rule is that it can be used only for review or intensive work, or the removal of a condition. Conditions placed upon students regularly enrolled in the Model Schools may be removed in the summer school, if an arrangement is made with the teacher under whom the condition occurred and the supervisor.

7. In case any registered student fails to appear on the opening day, his name will be dropped from the list unless there is some extraordinary reason of which the supervisor is informed, and if he wishes to enter later he must proceed as before.

8. In case any student of the regular year fails to appear on the first day, unless the circumstances are very extenuating and the supervisor is aware of them, his seat will be declared vacant and given to the pupil next in order of registration.

9. This form will be acceptable for registration:

Charleston, Illinois.

Date.....

To the Supervisor of Model School:

Please register.....

for entrance into the Model Schools for the year
beginning.....in.....grade.

Parent

.....or

Guardian

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 critic teachers and the special teachers of music, drawing, manual training, and history 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.

The model-practice school is the pedagogical laboratory of the Normal School. This does not mean that it is purely an experimental school. Such conservative experimentation as does not defeat the ends of the school is permitted at opportune times. The model school is the place where the course of study is exemplified, where the theory previously received is put into successful practice, and where the broad knowledge of the specialist and the practical experience and professional insight of the training teacher meet on a common ground. These fortunate relationships keep alive a healthy interest, stimulate work along special lines, and encourage investigation in school management and methods in instruction.

One of the first duties of the model-practice school is to show the subjects of the curriculum in organic unity. The various subjects must be so articulated that they may become a part of the alphabet of one's efficiency. Things should not be placed in the course of study which are going to be dropped and never used hereafter. The efficiency of any subject depends upon its being carried on and on throughout life. The entire course, therefore, is organized with reference to the children who are being educated rather than with reference to the student teachers who are being trained.

The Year of Teaching

Each student is expected to spend one full year, one period a day, in teaching. At least two terms of this work must be done during the senior year. While it is expected that each student will be required to teach a year, ability and attainment shall be the criteria for judging him rather than the length of time he spends in teaching.

First Term

The work of this term involves careful preparation and planning of lessons, complete control of a class in discipline, and teaching under the supervision of the critic teachers and supervisor. The critic teachers have a triple function; viz., administration, teaching, and supervising. Every effort is made to develop self-reliance, independence, and initiative in the student teachers with reference to the first two of these functions. In doing this the teaching is arranged so as to familiarize the student with the work of all departments and so graduated as to suit his needs and abilities. Students who want to fit themselves for a special grade or for supervisory work may be allowed special privileges in teaching and instruction. Ordinarily a student is expected to follow the plan of work prescribed for the year. While the plan necessarily varies in nature as the classes vary in size, in general it is pursued subject to the following conditions:

1. The pupil teacher observes some critic teacher teach, meets with her first for the dis-

cussion of the lesson, and later for the criticism of plans on lessons similar to the one observed.

2. Every lesson plan involves an organization of the material to be presented, a knowledge of the basis the child has for mastering the new material, the means for arousing the need in the child for the mastery of the new material, and the ways of acquiring and applying it. After having familiarized himself thoroughly with these essentials, every student teacher is expected to plan every lesson he teaches in harmony with them.

3. All lesson plans for the entire week are due from the student teacher on Tuesday of the week the lessons are to be taught. Before the lessons are taught, the student teacher must meet the critic teacher for criticisms and suggestions upon the plans.

4. During the first term the pupil teachers are divided into as many groups as there are critic teachers, and, if the Normal School programme permits it, special teachers. These groups rotate among the critic teachers so that each pupil teacher teaches under the supervision of each of them.

5. A different subject is taught each term. In certain cases the pupil teacher may be allowed to choose the subject and grade he feels best prepared to teach, provided he has done strong work in this subject in the Normal School.

6. The first teaching is done in a recitation room so that the main problem is instruction rather than discipline.

7. The pupil teachers are required to attend class two days in the week. (For further explanation see Observation.)

8. Each critic teacher holds one regular weekly meeting with her groups of student teachers to talk over the problems pertaining to the work of her grades. In addition to this group meeting, each critic teacher meets the pupil teachers individually for criticism in their plans and teaching.

SECOND TERM

1. It is presumed that the pupil teacher now has enough strength to teach a class in the presence of another class at study, although he may not be wholly responsible for the second class.

2. The class work of the previous term is continued. (See Observation).

3. Attendance at the critic teacher's meetings is still required.

4. Except for some very good reason, both subject and grade are changed for teaching.

THIRD TERM

1. The pupil teacher is now thrown almost entirely upon his own resources. He assumes complete control of a room during recitation or study periods.

2. If some pupil teacher desires to become especially proficient in some grade or in teaching some special branch, the opportunity may be given this term.

3. Continued attendance at such meetings as the critic teachers and supervisors deem advisable is still required.

4. Class work will be continued.

Observation

Time and Amount

Should the practice teacher observe a term before beginning to teach, or 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 observation may be clearly apprehended at the time, but unless the observer has an early opportunity to apply these points, they tend to fade, whereas an attempt to apply these points immediately in his own teaching tends to fix them and make them a part of the teacher's working habits. We need to turn con-

stantly 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 observe the critic teacher's work has these advantages:

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

2. It gives the critic teacher the very best means of criticising in a positive way the faults of the pupil teacher. Instead of saying, "Don't do this or that," the critic can say, "Look for this thing in my lesson today and see if it suggests a way out of your difficulty."

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

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

METHOD OF OBSERVATION

The pupil teachers may be required by the critic teachers to do such special observing as seems necessary to assist them in their teaching. In addition to this, all pupil teachers are required to do general observation under the direction of the supervisor. This work continues once a week throughout the year and is regarded as a part of the class work. In this weekly meeting, problems faced in teaching, the educational value of the elementary branches, and the special methods and devices involved in instruction, receive consideration. The critic teachers and normal school teachers meet the class occasionally to discuss the scope and nature of the special branches. The study of these branches is followed through the grades with the supervisor. The lessons taught by the critic teachers for this observation are regarded as illustrative lessons. Certain points are arranged for observation beforehand. On the day following, the merits of the lesson observed are discussed in class. Emphasis is placed upon positive criticism.

Not all of the general observation work is intended to acquaint the student teacher with the curriculum. At times it is focussed upon other equally essential points. That the student teacher may have the advantage of a full educational round in his observation work, suggestive syllabi have been prepared for his use. After the facts of one of the syllabi have been developed in class, the student teacher is sent to the class room to observe some one point in the syllabus, which he reports in writing to the supervisor who criticises

and returns it. Each syllabus is printed on a folder which has three blank pages for the student's report. One report a week is required. The syllabi are generally preserved by the student teachers, as they constitute a valuable collection of material dealing with the practical problems of the schoolroom.

OBSERVATION SYLLABUS NO. 1.

Conditions for Work

I. Physical conditions

1. Seats: Adaptation to individual pupils. Kinds of seats. Defects caused by poor seats.
2. Temperature: Range. Uniformity of it. How vary with reference to different subjects?
3. Ventilation: System in use. Its effectiveness. Management of different ways of ventilation. Effect of good and bad ventilation upon work. Frequency with which the air should be changed in the room as determined by the size of the room and the number of people in it.
4. Light: Amount of lighting space. Its relation to floor space. Arrangement, size, and height of windows. Glass in windows. Kind and arrangement of blinds. Side from which the light comes. Note individual pupils to determine effect of shadows.
5. Cleanliness and neatness in general as shown by: Blackboards, floor, walls, curtains, closets. Presence of unnecessary materials. Blackboard ledges. Adornment of room. Care of desks.

II. Management

1. Classification of pupils: On what basis? Seating.
2. Attendance: Regular. Punctual. Absence. Tardiness.
3. System of reports, registers, etc., for preserving records and statistical information in regard to students and the school.
4. Programme: Balance. Amount of time given to subjects in relation to their importance. Time of

subjects during the day. Adherence to programme by the teacher.

5. Employment of exercises engaging entire student body, as, music, marching, physical culture, opening exercises, etc.
6. Attention given to personal appearance of children.
7. Miscellaneous details:—
 - a. Assignments: When and of whom to get them?
 - b. Materials for work, sharpening of pencils, etc.: When attend to?
 - c. Monitorial system for tablets, books, other materials.
 - d. Communication permitted: When allowed? Why?
 - e. Leaving room: Freedom allowed.
 - f. Use of dictionary, maps, library, etc.: Subject to what restrictions?

III. Discipline

1. Rules: Number. Kind. Grow out of what?
2. Purposes of punishment: Retributive. Preventive. Reformative. Formative.
3. Kinds of punishment: Humiliation. Loss of privilege. Imposition of tasks. Corporal. Suspension. Expulsion. Substitution. Discuss appropriateness and effectiveness of each.
4. Offenses: Note intent. Number disturbed. Inhibitory ability of others. Attitude of other pupils toward offender. Cause of offense.
5. Control of play and periods of recreation: Amount of control exercised. Treatment of offenders.
6. Remarks: Kinds. Proper uses.

OBSERVATION SYLLABUS NO. 2.

The Children

I. Individuals

1. Physical condition

a. In general

- (1) Study of arrests shown in anæmia, St. Vitus's dance, adenoids, etc. Symptoms.

b. The senses

- (1) Defects of eyes: Appearance of eyes. Position of book while reading. Position of head. Expression when reading from blackboard.
- (2) Defects of hearing: Must questions be repeated? Do some appear stupid and inattentive or turn the head during oral work? If so, do they always use the same eye? Do they ever get cues for action from the general movements of the class?

c. Personal habits

- (1) Personal habits of pupils as shown in attention given to hair, hands, ears, clothing, shoes, etc.
- (2) Habits of posture: Relation to health. Key to mental life. Posture in sitting, reading and in conversation.
- (3) Habits of movement.

2. Language

- a. Articulation. Enunciation. Stammering. Stuttering. Pronunciation. How improve?
- b. Errors in idiom or in grammar.

3. Ability: Chief strength. Chief weakness. How determined?

II. The class

1. At study

- a. Materials for work: Books, paper, pens, pads, maps, globes, rulers, supplementary reading material.
- b. Attention: Devices used to aid in study. Attention of pupils to work. Kind of attention employed? How detected? Lapses. How known? Degree of attention.

2. In recitation

a. Spirit of class

Prompt, obedient, punctual, industrious. Movements executed in order and in harmony. To what extent do the children imitate? To what extent exercise initiative? Note

sustained effort, self-control, deliberation, hesitancy, determination, etc.

b. Reciting class

Number attending. Concentration. Kind of attention. Objective aids. Distractions.

c. Self-activity

Evidences. Strength. Aids. Degree.

d. Accomplishment

(1) Written work

(a) At seat: Form of letters, spacing, size of rulers. Position of body, of feet, of paper, of pen. Kind of pen, of paper. Accuracy and rapidity. Freedom of movement. Degree of uniformity and variety.

(b) At blackboard: Neatness, size, spacing, lining, etc.

(2) Memory work: Manner of mastery. Time required. Aids to memory.

(3) Thought work: How stimulated? Degree of originality and independency displayed. Speed of it.

e. Motives: What motivization does the pupil have for his study or recitation? What mental powers does he employ? What apperceptive knowledge does he recall? What conclusions are reached?

OBSERVATION SYLLABUS NO. 3.

The Lesson

I. Purpose. General and special.

II. Plan

1. Drill lesson. The aim. How drill was conducted? What was accomplished? Did subject-matter lend itself to drill?
2. Review. When appropriate? Is it a new statement or old material in new relations? Who contributes most, teacher or pupil? What applications are made? Any new problems suggested? How do pupils know when work is done?

3. Examination. When appropriate? Its nature. What does it seek to accomplish?
 4. Inductive lesson. See McMurry's Method of Recitation.
 5. Deductive lesson. Does the subject lend itself to a deductive treatment? In what grade is it taught? What steps are employed in it? Are any general notions used without sufficient knowledge of their content? Give examples of valid reasoning by the pupils. Of fallacies. Are the children encouraged to reason and to discover their own errors? With what spirit do they leave the lesson?
 6. Study lesson. When used? Plan of procedure. Value of it. Aids in study.
 7. Recitation lesson. See methods.
- III. Materials and devices. Determine their appropriateness in light of the special purpose. Emphasis through vividness, repetition, illustration, isolation, comparison, relation, or organization.
- IV. Methods.
1. Lecture. Strength and weakness. Virtue in connection with the lesson taught.
 2. Topical. General. Special. When use? How use? Advantage. Disadvantage.
 3. Text-book. Meaning. How employ, etc?
 4. Question and answer. Used for what purpose? Kinds used, whether direct, indirect, elliptical, alternative, leading, etc. Appropriateness of each.
- V. Assignment.
- When made. Amount of time spent on it. Describe method of it. Relation to subsequent study.

OBSERVATION SYLLABUS NO. 4.

The teacher

I. Management of school.

Attention to physical conditions of room, to passing of classes and school, to seating, attendance, pupils at study, to programme.

II. Grasp and presentation of subject-matter.

Preparation as shown in questions, the sequence of topics, emphasis of topics, result achieved.

III. Personality.

What in the teacher's manner helps the pupils to learn? Does she encourage the children to work independently, to coöperation, and mutual helpfulness?

Spirit of teacher as shown in reproof.

Method of reproof—by word, glance, dismissal from class, stopping of work, etc. Necessity for the kind of reproof and the effectiveness of it.

Manner of reproof: by courtesy, kindness, charity, temper, unguarded or unjust expressions, petulance, gloom, frowns, sneers, sarcasm, ridicule, joy, cheerfulness, brightness, satisfaction, disappointment, etc.

IV. Attitude toward habits of child.

General.

What habits is she seeking to cultivate in her class?

What habits is she trying to break up?

What means does she employ?

What motives or incentives are appealed to and which are discouraged?

Does she rely upon obedience, imitation, or the child's power to reason as a basis for right habits?

Is she attentive to the signs of fatigue? How is it shown?

Special.

Habits of body, mind, study, conduct.

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 discussed. *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 ex-

press 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. Winter and spring 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 for all four-year students. Fall 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 purpose of the courses in this department is to develop good oral readers. In the first year of the four-year course emphasis is placed upon thought conception, imagery, enunciation, articulation, emotion, and the relation of the physique to reading. This course is largely preparatory, dealing with the fundamentals. Each pupil is required to commit to memory at least one selection each term and present it before the class. No attention is given to what is commonly called "Elocution."

In the course for high school graduates the

work is more advanced. The fall term work tries to establish standards for the criticism of reading, in addition to a study of those elementary principles which the classes may seem to need. During the winter term attention is directed towards the method of presenting mental pictures, thought conception, emotion, the central idea, subordination, time values, etc., in the grades.

An elective course is open to those who have completed one of the regular courses in reading and is designed to meet the special needs of individuals in the class. This course will not be given unless six or more elect it.

Several public rehearsals are held by all classes in reading during the year to which the pupils of the school and their friends are invited.

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 Medieval History*, one year.
2. *Modern European History*, one year.*
3. *Special Periods of American History*, one year.*

*Courses "2" and "3" will alternate. During the year 1908-1909 course "3" will be offered.

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 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 1908-9, Livy's History of Rome, Book I., Horace's Odes, and Cicero's De Senectute will be offered. Latin composition is continued throughout the course.

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 this course includes a thorough study of the grammar, with both written and oral exercises, translation of standard German authors, practice in sight reading, and memorizing of German poems. In the first year Glück Auf, Immensee, Höher als die Kirche, or equivalents are read.

Advanced German

In the second year the class reads Wilhelm Tell, Die Harzreise, Maria Stuart, Minna von Barnhelm, or equivalents. The study of each drama, includes a study of the author, the structure and composition of the drama, and its place in German literature. The Joynes-Meissner Grammar is used throughout the course.

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 decimal fractions, factors, and multiples, the English and metric systems of weights and measures, involution and evolution, and some elementary problems in the measurement of surfaces and solids. *Required in the four-year course. Offered every term.*

2. *Arithmetic.* The principal topics are ratio and proportion and their application to some 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. Winter 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. Spring 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. Fall term.*

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

15. *Astronomy.* This course is 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. *Commercial Geography.* *Elective in both courses. Spring term.*

5. *Methods in Geography.* A study of materials to be presented in the different grades, with reasons for their selection and methods of presentation. Illustrative lessons will be given before the class, from time to time, by critic teachers in the model school. *Required in the four-year course. Winter term.*

6. *Geographic Principles.* A course in physiography with special emphasis placed upon its application in general geography. *Required in the two-year course. Fall term.*

7. *The Geography of North America and South America.* A study of physiographic regions. Requirement—Course 6. Required in the two-year course. Winter term.

8. *Elementary Geology.* Elective in both courses. Fall term.

9. *Geography of Eurasia.* Elective in both courses. Winter 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 inorganic chemistry is offered as an elective in both the four-year and two-year courses. The work consists of two laboratory periods of double length, and two recitations each week throughout the year.

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

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

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

Many problems in chemical arithmetic are introduced during the year.

Biological Sciences

It is by means of these courses that students are brought into contact with organic nature, and obtain an insight into the structures, processes and environmental relations of living beings. Biological study gives opportunity for accurate and complete observation; for correct interpretation of objects and for the derivation of inferences and generalizations. In addition to these methods of thought, the facts and observations are in themselves interesting and important. They aid in establishing a relationship between the student and his organic environment. They form the scientific basis for the understanding of agriculture, sanitation, hygiene, and other economic phases of biology.

The department has an adequate modern equipment for the presentation of these subjects. Microscopes, microscopic slides, physiological apparatus, and collections of plants and animals make individual laboratory study possible. The school garden and greenhouse afford exotic vegetation forms and the best possible conditions for physiological experimentation.

1. *Botany.* This course presents an introduction to plant life. It deals with the organs and physiological processes of the higher plants. Stress is laid upon the relation between the plant and its environment. Recitations, field and laboratory work. *Required in the first year of the four-year course, and elective in the two-year course. Fall and winter terms.*

2. *Botany.* This course is a continuation of Course 1. The structure and life histories of the algæ, fungi, mosses, ferns, and seed plants are considered. Emphasis is laid upon the alternation of generations and the genetic development of the several groups. *Required in the first year of the four-year course, and elective in the two-year course. Winter and spring terms.*

3. *Zoology.* This deals chiefly with life-histories, habits, and environments of forms of animal life of particular importance to man, such as birds, insects, and fishes. The work consists principally of laboratory work, field work, and recitations. *Elective in the second year of the four-year course and in the two-year course. Fall and spring terms.*

4. *Zoology.* This is chiefly for the purpose of acquainting pupils with the animal kingdom as a whole. The main groups are taken up in order, beginning with the simplest forms and proceeding to the most complex ones. A typical species of each group is considered from a structural, physiological, and ecological standpoint; and the information so obtained is used as a basis for a less detailed study of other represent-

atives of the group. The exercises are in the nature of laboratory work and recitations. *Elective in the second year of the four-year course and in the two-year course. Winter term.*

5. *Biology.* This course forms the first part of the biological work required of high school graduates. Such topics in the morphology and physiology of the higher plants as will lead to a better understanding of plant life, and be helpful in the teaching of nature study are considered. *Required in the first year of the two-year course. Spring term.*

6. *Biology.* Continuation of Course 5. Certain animal types are studied for the purpose of illustrating some general principles of animal behavior, development, and evolution. *Required in the second year of the two-year course. Fall term.*

7. *Human physiology.* The tissues and organs of the human body are studied as to their structure, function, and hygiene, along with a consideration of the important life processes. Comparisons are made between the human body and those of lower animals, thus relating the subject to zoology. The work is in the nature of recitations with some laboratory exercises. *Required in the second year of the four-year course and elective in the two-year course. Spring term.*

8. *Methods in nature study.* The aim of this course is to present the general problems concerning science work in the grades and to familiarize students with important plants and animals and with such exercises with them as can be brought before children in nature study classes. The work involves reports by students, lectures, field work,

and bibliography making. *Required in the third year of the four-year course. Spring term.*

9. *Botany.* An advanced course on the morphology of the algae and fungi will be offered during the fall term of 1908. Courses 1 and 2, or their equivalent, are prerequisite. Lectures, laboratory and field work. *Elective in all courses. Fall term.*

10. *Botany.* An ecological study of the principal tissues of the higher plants. The various tissue systems are taken up in the light of their functions and origin. The modification of tissues through the agency of external factors such as light, heat, moisture, etc. will be studied by means of preparations and experimentation. Prerequisite: Courses 1 and 2. *Elective in all courses. Winter term.*

11. *Botany.* During the spring of 1909 a special course on the flora of Charleston and vicinity will be given. The methods of identifying plants, the preparation of herbaria and plant collections for laboratories and school museums, and the classification of the plants by habitat groups, form the principal topics. Prerequisite: Courses 1 and 2. *Elective in all courses. Spring term.*

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 on 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 gen-

eral 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 aesthetic possibilities of music. Something is done toward introducing pupils to well known composers, classical and popular. Recitals are given at which both vocal and instrumental works are interpreted by the instructor. The following programmes have been given:

Beethoven

Liszt

Schubert

Schumann

Grieg and Chopin

Arias and Ballads by Famous Composers

German Folk Songs

Elliland by Alexander Von Fielitz

During commencement week the children of the Model Schools give an operetta under the direction of the teacher of music. "The Fairy Grotto", by G. M. Stratton, and "Hans and Gretel", by Humperdinck and Bohm, have been given.

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 rooms in the southwest corner of the first floor of the building. It was opened in September, 1899, and since that time has grown steadily until it now contains over 12,000 volumes.

The reference books, bound periodicals, and reserve books are shelved in the reading room. Here are also found the current numbers of over one hundred periodicals, including, in addition to those of general interest, many devoted to special subjects. The books for general circulation are kept in the stack room, to which all students of the Normal School and pupils of the seventh, eighth, and ninth grades are admitted. For grades lower than the seventh school-room libraries are

provided. 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 Psychology.
American Journal of Science.
American Journal of Sociology.
American Library Association—Book List.
American Library Association—Bulletin.
American Magazine.
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.
Blackwood's (*American reprint*).
Book Review Digest.
Bookman.
Botanical Gazette.
Botanisches Centralblatt.
Bulletin of Bibliography.

By the Wayside.
 Catholic World.
 Century Magazine.
 Charities.
 Classical Journal.
 Classical Philology.
 Collier's.
 Cosmopolitan.
 Country Life in America.
 Craftsman.
 Cumulative Book Index.
 Dial.
 Edinburg 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 American History.

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. [Methods.
Journal of Philosophy, Psychology and Scientific
Journal of Political Economy.
Journal of the New York Botanical Garden.
Ladies' Home Journal.
Library Journal.
Life.
Literary Digest.
Littell's Living Age.
Little Folks.
McClure's Magazine.
Manual Training Magazine.
Masters in Art.
Modern Philology.
Monist.
Musical Courier.
Nation. (*London*).
Nation. (*New York*).
National Geographic Magazine.
Nature.
Nature Study Review.
New England Magazine.
North American Review.
Open Court.
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.
 Saturday Evening Post.
 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.
 Torrey Botanical Club—Bulletin.
 Tropical America. [Record.
 U. S. Experiment Stations, Experiment Station
 Westminster Review (*American Edition*).

World To-day.
World's Work.
Youth's Companion.
Zoologische Anzeiger.

Newspapers

Charleston Daily Courier.
Charleston Daily News.
Charleston Daily Plaindealer.
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 Caroline A. Forbes.*

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

The School Garden and Greenhouse

An opportunity is given for seeing the work done by pupils of the Model School in the way of elementary agriculture. Small plots of ground are planted and cared for by students, under the direction of the gardener and the teachers. Con-

nected with the students' garden is a model vegetable garden, a rose garden, and a garden for experimentation and exhibition purposes. All of these divisions are used for demonstrating the proper care of plants, the methods of propagation, crop rotation, and some of the principles of plant breeding.

An excellent four-room greenhouse contains many plants of unusual interest and serves, moreover, as an important adjunct to the botanical laboratories.

Additional facilities for field observations and for obtaining laboratory materials are offered by a small lake, a lily pond, and a forestry of six thousand trees, all of which are within five minutes walk of the biological laboratories.

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.

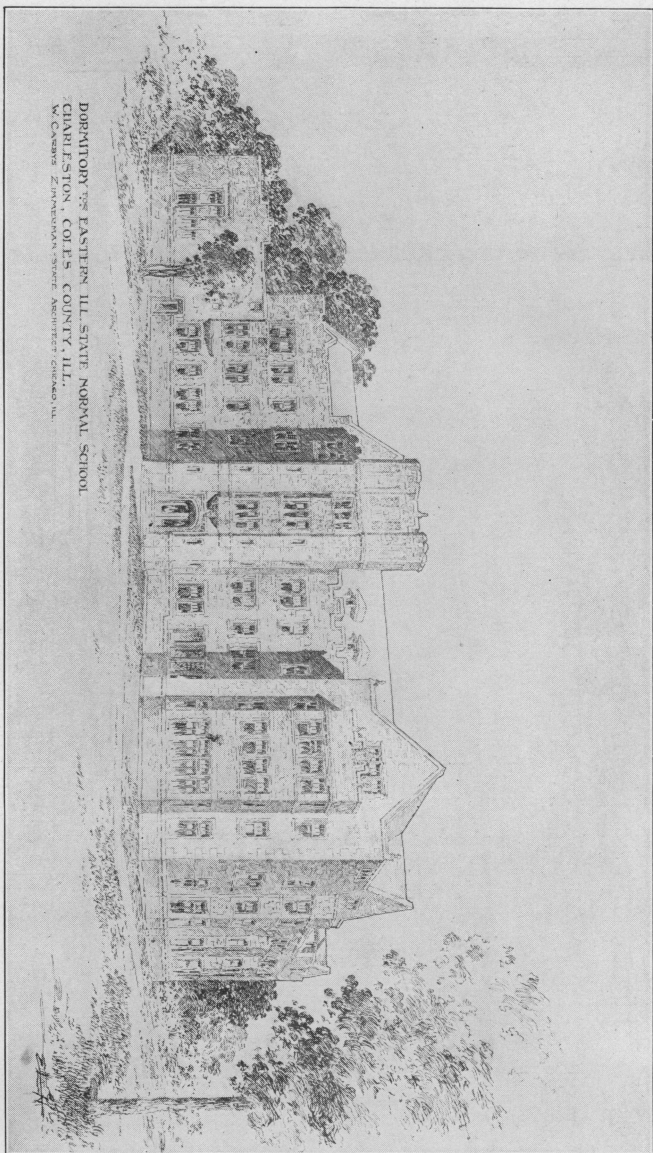
Students to be eligible to take part in contests with other schools must carry at least twelve periods of work each week and make an average grade of at least seventy per cent.

Woman's Building

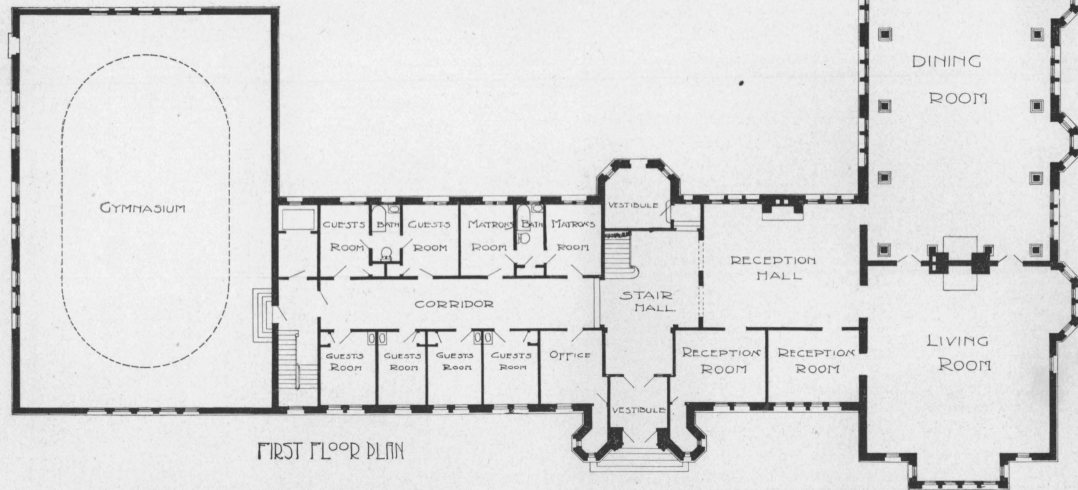
The legislature of 1907 appropriated one hundred thousand dollars for a woman's building and gymnasium—the first appropriation for such a purpose ever made in the state of Illinois. A fine stone structure which will furnish room and board for one hundred young women and board for about twenty-five young men, is in process of erection. The building will be ready for occupancy at the beginning of the winter term, January 5th, 1908.

A good number of rooms have already been engaged and the remaining rooms will be reserved in order of application. The building faces east and the accompanying cuts, including floor plans, give a good idea of the desirability of the rooms. A woman of education and culture has been engaged as preceptress. There will be no difficulty in getting room and board for the fall term. A bulletin giving detailed information will be issued in October. It may be said now, however, that the price charged will be very low considering the accommodations offered.

DORMITORY FOR EASTERN ILL. STATE NORMAL SCHOOL
CHARLESTON, COLE'S COUNTY, ILL.
W. CANNON ZIMMERMAN, STREET ARCHITECT, CHICAGO, ILL.

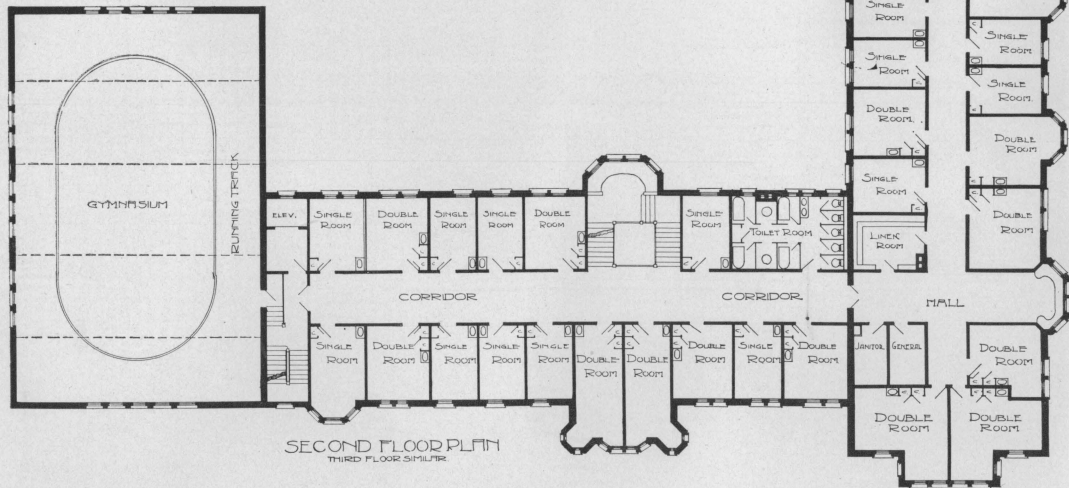


DORMITORY BUILDING
FOR THE
EASTERN ILL. STATE-NORMAL-SCHOOL
AT CHARLESTON-ILLINOIS
W. CARBY'S ZIMMERMAN
STATE ARCHITECT
CHICAGO



FIRST FLOOR PLAN

DORMITORY BUILDING
FOR THE
EASTERN ILL. STATE NORMAL SCHOOL.
AT CHARLESTON, ILLINOIS.
W. CARBY'S ZIMMERMAN
STATE ARCHITECT
CHICAGO.





Students.

Graduate Students

Wright, Helen Charleston

One-Year Course

Drayer, Julia A. Hartford City, Ind.

Second Year of the Two-Year Course

Barringer, Edna	Hillsboro
Bottenfield, Ezra O.	Oblong
Dwyer, John C.	Charleston
Glassco, Melville	Charleston
Hosford, Jean	Danville
Hostetler, Ruth	Charleston
Lucas, Douglas P.	Bath
Maris, Florence	Tuscola
Maris, J. Claire	Tuscola
McCrory, Bertha E.	Charleston
Orcutt, Emily R.	Charleston
Price, Edna E.	Mt. Vernon

First Year of the Two-Year Course

Avey, Blanche	LeRoy
Belting, C. Henry	Mattoon
Belting, Paul	Mattoon
Boyd, Hazel M.	Paris
Bruner, Mary V.	Mattoon
Buckmaster, Pluma N.	Mansfield, Ohio
Coffey, Opal E.	Oakland
Coffman, L. Beryl	Salem, Ind.
Degenhardt, Irene V.	Alton
Feagan, Effie L.	Charleston
Gearhart, Merle	Coles
Girhard, Richard M.	Newton
Hanselman, Anna M.	Piqua, Ohio
Hostetler, Lida	Charleston

Hostetler, Oliver C.	Charleston
Hotchkiss, Clara B.	Palestine
McCabe, Edward L.	Charleston
McNutt, Mrs. Lillie	Elgin
Robinson, Maud A.	Casey
Rose, Helen F.	Paris
Schmaelzle, Carl J.	Charleston
Shea, J. Josephine	Paris
Sutton, Fairy E.	Charleston
Tate, Ethel	Mattoon
Traverso, Carlos L.	Lima, Peru
Turnley, Alabama	Mt. Vernon
Wamsley, Ruth R.	Charleston
White, Oshia	Charleston
Williams, Ethel T.	Mattoon
Williams, Jean	Rantoul

Second Year of the Three-Year Course

Brown, Ethel M.	Piqua, Ohio
Homann, Ferdinand	Mattoon

Fourth Year of the Four-Year Course

Brown, Victor I.	Oblong
Carney, Lydia Z.	Charleston
Crum, Edna B.	Charleston
Cummins, Edna	Rose Hill
Davis, Leonard E.	Charleston
Eck, Edna V.	Charleston
Finley, Charles W.	Charleston
Gabel, Goldie	Greenup
Harris, Fred M.	Charleston
La Rue, Ella H.	Etna
Mabee, Mirtie	Charleston
McKittrick, Augusta	Tower Hill
Meeker, Raymond	Hazel Dell
Milholland, Arthur L.	Charleston
Murphy, Bess	Charleston
Riley, Ruth	Lerna
Summers, Mrs. Alice	Charleston

Tohill, Louis A.	Charleston
Vaughn, Clement	Bellair
Wiman, Nelle	Oblong

Third Year of the Four-Year Course

Brewer, John L.	Charleston
Briggs, Margaret	Charleston
Chamberlin, Frank	Gays
Cochonour, Jennie	Casey
Corzine, Harland W.	Charleston
Corzine, May I.	Charleston
Davis, Myrtle A.	Charleston
Dickerson, Jeanette M.	Curran
Dixon, Frances M.	Herrick
Dwyer, Katherine	Charleston
Ernst, Jesse	Charleston
Foreman, Lulu B.	Charleston
Fryer, Margaret L.	Charleston
Funkhouser, Fern	Mattoon
Funkhouser, Flora L.	Mattoon
Funkhouser, Taylor	Mattoon
Gannaway, Lelia	Etna
Harry, J. Roscoe	Humboldt
Heil, Mary E.	Arcola
Honn, Jessie M.	Ashmore
Howe, Verna	Robinson
Huber, Harry L.	Mattoon
Hume, Chester	Danville
Jones, Clement	Charleston
King, Ivan	Charleston
McDonald, Mary	Charleston
Milholland, Grace E.	Charleston
Phillips, John B.	Sullivan
Phillips, Oda	Sullivan
Phipps, Anna E.	Charleston
Rankin, Cora E.	Gibson City
Rardin, Bruce	Rardin
Riche, Arthur L.	Nora Springs, Iowa
Smith, Fred	Yale

Stewart, Alma	Ashmore
Tarble, Charles	Martinsville
Tarble, George	Martinsville
Tarble, Newton	Martinsville
Tohill, Mrs. Ethel	Charleston
Vigles, Maude E.	Lake City
Woodson, Amy L.	Charleston
Zimmerman, Robert L.	Mineral

Second Year of the Four-Year Course

Adair, Bessie	Charleston
Adkins, Frances	Charleston
Ames, Inez	Mattoon
Anderson, Mabel	Ramsey
Armantrout, Myrtie	Mattoon
Bigler, Harry	Sigel
Bingaman, Florence M.	Charleston
Brewer, Ilah	Findlay
Brown, Louisa E.	New Douglas
Burke, Coral	Cloverdale, Ind.
Byers, Helen	Charleston
Carman, Ruth	Charleston
Chapman, Lawrence	Martinsville
Connell, Ethel	Charleston
Connelly, Rae	Westfield
Davis, Sylva B.	Charleston
Dolson, Rush S.	West Union
Eck, Emma L.	Charleston
Emrich, Benjamin H.	Casey
Emrich, Marion P.	Casey
Fears, Amanda O.	Humboldt
Fellows, Mary	Neoga
Fleming, Gay	Allenville
Fuller, Esther	Charleston
Galbreath, Annie	Ashmore
Gilman, A. Evelyn	Lerna
Givens, Harry	Paris
Gray, Ruth	Charleston
Grubbs, Franklin	Casey

Hallock, Willmetta	Charelston
Handshy, Ruby E.	Worden
Hanon, Mae	Charleston
Heeb, Evalena	Charleston
Hunt, Lela	Rose Hill
Hutchison, Gertrude	Charleston
Kelley, Elizabeth	Charleston
Kelly, Agnes M.	Monticello
Kern, Vern	Gays
Kimmel, Levett	Chauncey
Kisner, Talmage E.	Brownsville
Larrabee, Edna	Oblong
Linder, Kate E.	East Alton
Long, Ruth	Charleston
Lowry, Edith	Westfield
May, George S.	Charleston
McCrory, Esther	Charleston
McDanel, Paul	Oakland
McKee, H. Ethel	Charleston
McNutt, Ethel M.	Charleston
Miles, Sophia O.	Charleston
Montgomery, George J.	Charleston
Moore, Nina O.	Gays
Morgan, Lee I.	Etna
Mouser, Nora	Oblong
Mullins, Helen G.	Charleston
Mundy, Eunice A.	Mt. Zion
Newman, Grace	Charleston
Orr, Esther	Sidell
Pearson, Elvia	Moweaqua
Pinkstaff, Ralph W.	Lawrenceville
Popham, Ruth E.	Charleston
Reeder, Maude	Humboldt
Riche, Mildred A.	Nora Springs, Iowa
Rodecker, Waverly	Vandalia
Rohour, Bess	Charleston
Scroggins, Katherine	Windsor
Scroggins, Kit	Windsor
Serviss, Gladys	Charleston

Sidwell, Roscoe	Casey
Sims, Dollie	Charleston
Snapp, Carl F.	Findlay
Snapp, Roscoe R.	Findlay
Stanberry, Hewett R.	Charleston
Sullivan, Margaret	Charleston
Taylor, Blanche	Arthur
Toland, Polly	Bushton
Walk, Hugo A.	Sigel
Welsh, Grover F.	Paris
Wiemers, Rose E.	Dorsey
Willis, Alva C.	Goldengate
Wilson, Ethel	Etna
Wiman, Anna	Oblong
Wiman, Clara	Oblong
Zimmerman, Percy	Charleston

First Year of the Four-Year Course

Anderson, William E.	Barnett
Apgar, Ella A.	Hutsonville
Armstrong, Margaret	Charleston
Babbs, Jesse	Charleston
Baird, Claire E.	Moweaqua
Balding, Grant	West Salem
Bartley, Ethel	Charleston
Bartley, Iva L.	Charleston
Beasley, Bessie	Hindsboro
Beasley, John K.	Hindsboro
Behrndt, Emma	Farina
Bennett, Jessie	Martinsville
Bottenfield, Alva O.	Oblong
Bottenfield, Glen	Oblong
Bradley, Corinne	Charleston
Brines, Orman	West Salem
Brooks, Laura D.	Beecher City
Brown, Alice D.	Loxa
Brown, Joseph F.	Bluford
Brubeck, Linda C.	Edinburg
Buchanan, Bernice	Herrick

Buckner, Clayton	Martinsville
Bunting, Blanche	Albion
Butler, Lee A.	Charleston
Carney, Valentine D.	Charleston
Carson, Elsie C.	Charleston
Carson, Sadie E.	Charleston
Cashin, Mary R.	Ramsey
Claypool, Norvel	Meadow Cr'k, W. Va.
Clodfelder, Noah	Jewett
Cochran, Edna	Lawrenceville
Cook, Ida M.	Hanson
Cooper, Harison C.	Charleston
Cox, Eunice M.	Hutsonville
Craig, Orlan	Fair Grange
Cramer, Elsie	Yale
Dehl, Jesse	Casey
de Werff, Ida	Farina
Dice, Myrtle	Charleston
Digby, William T.	Oakland
Doty, Agnes	Sumner
Duensing, Dessie	Charleston
Edwards, Ruth	Tuscola
Evans, Alta	West York
Faris, Margaret	Lerna
Fehrenbacher, August	Ingraham
Fitch, Fred	Greenup
Fleming, Denna F.	Paris
Frazier, G. Otis	Paris
Freeman, Madge M.	Charleston
Furste, Alma E.	Humboldt
Garman, Emma M.	Bethany
Garman, Mary A.	Bethany
Gilkison, Susie A.	Mt. Carmel
Gordon, Carl	Toledo
Gubbins, George Jr.	Albion
Hall, Shirely R.	Wakefield
Hanon, Ethel	Charleston
Harding, Herschel	West Liberty
Hart, Margaret E.	Neoga

Hathaway, Myrtle	Danville
Headley, Mott	Oblong
Highland, Alma	Etna
Hill, Charles	Toledo
Hoffman, Margery	Vandalia
Homann, Fred G.	Mattoon
Hoots, Leonard S.	Humboldt
Houchen, Bertha	Mattoon
Housel, Olive	Hindsboro
Houston, Ethel	Chrisman
Hoxsey, Edna M.	Alhambra
Hoxsey, Jennie S.	Worden
Huff, Katharine	Charleston
Hutchinson, Bernice	Mulberry Grove
Isler, Blanche	Danville
Jackson, Ira	Ramsey
James, Foy C.	Bushton
Jenkins, William F.	Charleston
Jones, Ruth G.	Pinkstaff
Jones, Vernie A.	Willow Hill
Keefer, Grace	Paris
Keys, William H.	Paris
Kibler, Carl M.	Newton
Kimball, Lula	Westfield
Kisner, Lynn	Bellair
Kisner, Roy M.	Bellair
Kisner, Warren	Bellair
Klein, Katie C.	Loxa
Lake, Gladys M.	Charleston
Langston, Mamie	Arthur
Layton, Edythe	Hutsonville
Leamon, Nellie V.	Advance
Linder, Lewis	Charleston
Lippincott, George H.	Greenup
Lloyd, Charles A.	Charleston
Long, Charles E.	Charleston
Lott, Esther F.	Calhoun
Love, Juneta G.	Wheeler
Loveless, Oriel	Hornsby

Maddox, Alice M.	Hutsonville
Maris, Mayme	Tuscola
Martin, Claude E.	Arcola
Martin, Josephine	Arcola
Martin, Reese S.	Oakland
McCarty, Irene	Lawrenceville
McCarty, Zenettie	Flat Rock
McDougle, Elizabeth	Charleston
McDougle, May	Charleston
McKean, Elsie M	Mulberry Grove
McKean, Hazel I.	Mulberry Grove
McMorris, Osa	Casey
Milholland, Herbert	Charleston
Mitchell, Kate	Charleston
Morris, Lera E.	Annapolis
Mouser, Oren	Oblong
Murphy, Edna	Charleston
Murphy, Mabel	Calhoun
Murray, Estella	Brocton
Neal, Don	Lerna
Newman, Margaret	Charleston
Ney, Mary	Assumption
Noller, Fannie A.	Centralia
Norris, Logan	Paris
Nunamaker, Everett	Greenup
Oliver, Clifford C.	Charleston
Orr, Jesse	Hindsboro
Parisoe, Marie	Danville
Parker, Julia H.	Mattoon
Payne, Virgil	Yale
Peck, Edna	Charleston
Pelstring, Bernard	Sigel
Perisho, Mary D.	Kansas
Prall, Alice	Charleston
Prather, Ona	Ashmore
Quicksall, Charles M.	Stewardson
Randolph, Dennis	Yale
Rankin, Gladys	Charleston
Rawlings, Oneta E.	Findlay

Reavis, Nelle G.	Greenville
Reed, Harry E.	Dalton City
Rennels, Ursa	Charleston
Rennels, William E.	Charleston
Rominger, Maurice F.	Wheeler
Rich, Bessie L.	Birds
Rich, Ciney	Birds
Richards, L. Florence	Strasburg
Richart, Joseph	Robinson
Riggs, Jessie	Holliday
Righter, Rhoda G.	Arcola
Roberts, Leona	Arcola
Sampson, Ella	Mattoon
Sampson, Grace N.	Mattoon
Sampson, Myrtie	Wheeler
Sampson, Rosa M.	Wheeler
Sarchet, Iris R.	Charleston
Schniederjohn, Joseph	Sigel
Schriner, Opal	Westfield
Scotton, John L.	Charleston
Seaman, Charley R.	Toledo
Seaman, May	Toledo
Seitzinger, Lora	Birds
Seitzinger, Roy	Birds
Serviss, Ray E.	Charleston
Sharpe, Mylbra A.	Tower Hill
Shoemaker, Marshall A.	Yale
Shoot, Lois	Charleston
Simons, Harry	Flat Rock
Smith, Ethel	Indianola
Snodsmith, Cora A.	Bluford
Spellmann, Cleo, M.	Gays
Spicer, Alta	Findlay
Stanberry, Lawrence L.	Janesville
Stephenson, Thomas B.	Mattoon
Stevenson, Jessie B.	Greenville
Stewardson, Harry C.	Findlay
Stillwell, Ada T.	Martinsville
Stitt, Gladys L.	Toledo

Stitt, William O.	Toledo
Tate, Colmore	Newton
Taylor, Hal	Charleston
Taylor, Lillie	Bushton
Taylor, Ruthe	Arthur
Taylor, Victor E.	Charleston
Tyler, James H.	Charleston
Vaughn, Guy	Bellair
Wallis, Charles H.	Barnett
Walters, Levi R.	Oblong
Waters, Goldie M.	Tower Hill
Webb, Ora	Charleston
Weber, Frances	Westfield
Wehmhoff, Merrill	Dalton City
White, David E.	Bogota
Whiton, Fannie L.	Champaign
Wieland, John A.	Marshall
Wiemers, Oscar W.	Edwardsville
Williams, Laura	Humboldt
Wilson, W. Monroe	Charleston
Wiman, Lester	Bellair
Wiman, Raymond V.	Yale
Wohlford, Iris	Altamont
Wooten, Hazel O.	Tuscola
Wright, Ivy	Watseka
Young, Ethel L.	Gays
Young, Lucy B.	Eaton
Zimmerman, Henry H.	Effingham

Summer Term, 1907.

Adair, Bessie	Charleston
Adkins, Berthal	Newton
Albers, Lena	Atwood
Allen, Wesley	Allerton
Allen, Maud	Tolono
Andrews, Coilla	Rose Hill
Andrews, Georgie C.	Flora
Archer, John J.	Charleston
Armstrong, Frances A.	Hoopeston

Armstrong, Ruby E.	Fairland
Arterburn, Leatha	Kansas
Ashbaugh, Edwin	Sumner
Athon, Tryphean R.	Paris
Bails, Walter V.	Stewardson
Baird, Cora	Marshall
Baker, Elsie	Paris
Baldwin, Izora	Mulberry Grove
Baldwin, Odus O.	Smithboro
Baldwin, Vernie C.	Smithboro
Bales, Lula E.	Hindsboro
Banes, Myra E.	Hillsboro
Barrett, Agnes	Mattoon
Barrick, Cleo	Tuscola
Barrick, Grace M.	Tuscola
Beck, Walter H.	Herrick
Beebe, M. Blanche	Vandalia
Behner, Carrie E.	Kansas
Berry, Glenn	Robinson
Bevard, Louie	Sandoval
Bingaman, Florence	Lerna
Blair, Mittie	Arthur
Bond, Luella	Champaign
Bowles, Mrs. Hattie M.	Taylorville
Bowman, Maud R.	Tuscola
Boyd, Velda	Trimble
Brashear, John H.	Pinkstaff
Brehm, Bertha	Findlay
Breneman, Anna	Paris
Brewer, Leora D.	Newman
Bridge, Mae E.	Nokomis
Brooks, Nell E.	Atwood
Brown, Mrs. Gladys I.	Charleston
Brown, Jesse	Woburn
Brown, Victor I.	Oblong
Bryan, Helen G.	Champaign
Buckler, Della	Metcalf
Burtle, Maud	Pawnee
Businger, Ethel	Mattoon

Businger, Pearl	Frankfort, Indiana
Butcher, Mayme E.	Edgar
Butcher, W. A.	Edgar
Cameron, Elizabeth	Pana
Carpenter, D'Ella	Mt. Vernon
Carrol, Cecilia	Oakland
Carter, Sarah	Hammond
Casey, Elizabeth	Pana
Casey, Isabel	Pana
Cash, Eva M.	Oakland
Cash, Mabel H.	Tower Hill
Caudill, Heber	Wheeler
Caywood, Charles	Oblong
Charles, Alice	Grayville
Clark, Belle	Wheeler
Clark, Claudia	Hume
Clark, Henrietta	Assumption
Clark, Susan	Assumption
Clay, Nellie G.	Negoa
Clodfelter, Laurana	West Salem
Clotfelter, Mollie	Hillsboro
Clower, Elsie V.	Pawnee
Cloyd, Nina R.	Morrisonville
Cochonour, Jennie	Casey
Cochran, Edna M.	Lawrenceville
Cohoon, Ethyl	Willow Hill
Cohoon, Lena	Willow Hill
Cole, Martha E.	Fillmore
Collenberger, Mrs. Bertha	Stonington
Connett, Ruth	Robinson
Cooper, Edna L.	East Alton
Coppel, Mary E.	Mt. Carmel
Cornwell, Florence E.	Negoa
Corzine, Edna	Charleston
Corzine, Jesse M.	Stonington
Coughlin, Elizabeth	Tolono
Cowling, Lola	Albion
Crawford, Cecil C.	St. Elmo
Crawford, Frank E.	St. Elmo

Crawford, Grover C.	Brownstown
Crawford, Iva L.	Champaign
Crawford, Mary	Grayville
Creamer, Lida E.	Tolono
Crum, Edna B.	Charleston
Crutchly, Pearl	Mulberry Grove
Curtin, Frank	Morrisonville
Cutler, Vera L.	Pana
Dale, Jasper N.	Greenville
Dalton, Edna V.	Neoga
Dappert, Ruby	Taylorville
Davis, Corda	Redmon
Davis, Emery E.	Marshall
Dickerson, Besse	Flora
Dickerson, Jeanette M.	Curran
Dodds, Belva	Negoa
Driver, Blanche A.	Sidney
Dubre, Vanna	Dudley
Duisdieker, Clara	Sullivan
Durkee, Elizabeth	Tower Hill
Durkee, Laura E.	Tower Hill
Durkee, Mary B.	Tower Hill
Dwyer, Katherine	Charleston
Eagleton, Mabel	Flat Rock
Earnheart, W. H.	Flat Rock
Eck, Edna V.	Charleston
Edman, Eulalie	Charleston
Elliott, Pearle	Sandoval
Emerson, Edith	Norris City
Emerson, Stella B.	Norris City
Engelbrecht, Sarah A. L.	Kinmundy
Ernst, Jesse	Charleston
Ernst, Mary	Hoopeston
Estes, Nora E.	Mt. Vernon
Ewbank, Leora	Farmer City
Ewing, Roy B.	Charleston
Faith, Mary	Murdock
Faris, Susie	Lerna
Fearheiley, Elma	Mt. Carmel

Finley, Charles W.	Charleston
Finley, Ella	Herrick
Flaherty, William P.	Charleston
Flickner, Berchie M.	Paris
Folk, Leota	Robinson
Forbes, J. Beulah	Morrisonville
Foreman, Mrs. Mollie K.	Paris
Foster, Nellie	Donovan
Fox, Ethel E.	Hoopeston
Freeland, Minnie C.	Bellair
Freeman, Bessie	Newton
Freeman, Frances F.	Charleston
Freeman, Jennie M.	Kansas
Friend, William H.	Bellmont
Funkhouser, Flora	Mattoon
Garrett, Everett E.	Neoga
Gaylord, Flora	Sandoval
Genter, James H.	Newton
Ghormley, Laila M.	Charleston
Gilkison, Susie A.	Mt. Olive
Gillespie, Myrtle	Pocahontas
Glass, Nettie	Edgar
Glenn, Eleanor M.	Champaign
Goeglein, Carrie J.	East St. Louis
Goodman, Minnie V.	Mulberry Grove
Gould, Mildred	Flora
Graham, Etna E.	Milford
Graham, Florence	Carmi
Grant, Frances	Charleston
Green, Lola R.	Sidell
Greeson, Ray	Lerna
Greider, Sophronia	St. Elmo
Grissom, Mrs. Eulalia F.	Kansas
Grissom, I. V.	Kansas
Gross, Lena	Atwood
Gurtner, Edith	Brownstown
Gust, Rose E.	Sidney
Hall, Benjamin F.	Murdock
Hall, Mrs. Ollie M.	Murdock

Halloran, Mary H.	Paris
Hamilton, Dessie	Bogota
Hancock, Elna F.	Newman
Hand, Mabel M.	Champaign
Hanna, Hugh Jr.	Dudley
Hanon, Ethel	Charleston
Hanon, Mae	Charleston
Harris, Fred M.	Charleston
Harris, Grace	Moweaqua
Harshbarger, Mattie	Murdock
Hassell, Albert	Grayville
Hastings, Nellie	Urbana
Haynes, Margaret A.	Vandalia
Head, Gertrude W.	Neoga
Heinlein, Crayton M.	Charleston
Henderson, William T.	Georgetown
Heness, Clara L.	Cherry Point
Hickman, Archie	Dudley
Hightower, Clark M.	Watson
Hill, Gertrude O.	Sullivan
Hill, Pluma E.	Riola
Hoelzle, Katharine	Grayville
Hoover, Florence	Taylorville
Hopewell, Florence E.	Oakland
Hopper, William B.	Cowden
Hostetler, Ruth	Charleston
Houghtlin, Jessie	East St. Louis
Hoult, Agnes	Chrisman
Howes, Carrie	Edinburg
Huber, Harry L.	Charleston
Huff, Katharine	Charleston
Hughey, Nelle M.	Greenville
Isley, Lucy E.	Wheeler
James, Amy	Lis
James, Vivian	Lis
Jinkins, Ralphord M.	Fairmount
Jones, Charles E.	Paris
Jones, May	Lerna
Jordan, Olive E.	Fisher

Kammler, Bertha	East St. Louis
Keech, Nellie	Champaign
Keen, Calla	La Clede
Kelley, Anna	Tolono
Kennard, Ephraim H.	Keensburg
Kennedy, L. Pearl	East St. Louis
Kenney, Elizabeth	Paris
Keran, Lizzie	Kansas
Keys, Miriam	Sidell
Kile, Sara	Carlyle
King, Mabel	Mt. Carmel
Kirkham, Zerilda I.	Wheeler
Knight, Ivy M.	Kansas
Knight, Nell	Danville
Kokendifer, Grace	Tower Hill
Konkler, Della	Kansas
Kosht, Belva E.	Dalton City
Krebs, Margie E.	Mt. Carmel
LaMar, Bercha L.	Georgetown
Lambird, Lillie	Wheeler
Lambird, Myrtie	Wheeler
Lane, Chlora	West Liberty
Large, Mary B.	McLeansboro
Lauher, Lillie	Westfield
Lawrence, Arthie M.	Toledo
Lawrence, Charles M.	Toledo
Lawson, Amanda E.	Vandalia
Leeds, Elsie	Mt. Carmel
Leeds, Estelle	Allendale
Letsinger, Ada A.	Newton
Ligon, Georgia	Benton
Lincoln, Emma M.	Oblong
Linder, Kate	East Alton
Lindley, Maye A.	Neoga
Lippincott, Stella R.	St. Elmo
Litherland, Flora A.	Mt. Carmel
Little, Edna	Sullivan
Livengood, Fern	Harvel
Logue, Annie	Brownstown

Long, Charles E.	Charleston
Long, Ruth	Charleston
Longworth, Marie	Owaneco
Loveless, Oriel	Hornsby
Lovett, Elizabeth R.	St. Elmo
Lucas, Douglas P.	Bath
Lynes, Mamie C.	Toledo
Madden, Mary	Georgetown
Mahan, Nellie	Vincennes, Indiana
Manley, Elizabeth	Paris
Manley, Katherine	Paris
Maple, Nellie	Paris
Maples, Charles	Newton
Margason, Thurman	Oakland
Marshall, Olive	Paris
Martin, Josephine	Arcola
Martin, Stella	Robinson
Mathes, Georgia	Charleston
Mathis, Olive M.	Champaign
McCoy, Alta	Bayle
McCoy, Grace	Sidney
McCoy, Oral	Palestine
McCrory, Esther	Charleston
McDavid, Ethel	Sullivan
McDonald, Mary	Charleston
McGavack, Cornelia	Woodland
McGuire, Leila	Oakland
McKean, Ethel	Newton
McKee, Ethel	Charleston
McKittrick, Augusta	Tower Hil
McNutt, Mary I.	Springfield
McTaggart, Maude	Hunt City
McWard, Elmer	Morrisonville
Meeker, Grace	Jamestown, N. D.
Meeker, Hallie A.	Charleston
Meeker, Maude	Hazel Dell
Merrell, Cecile	Arcola
Metzger, Lena B.	Shobonier
Miles, Delsie	Rosemond

Miller, Bertie E.	Westfield
Miner, Lillie I.	Ashmore
Mingee, Wilbert D.	Georgetown
Minix, Omer	Palmer
Montague, Nora	Wheeler
Moore, Gertrude E.	Humboldt
Morton, Blanche R.	Paris
Mount, Orville B.	Hutsonville
Mundy, E. Guy	Mt. Carmel
Munson, Maude A.	Tower Hill
Murray, Mortella E.	Brocton
Myers, Clara	Hindsboro
Neal, James E.	Ashmore
Neal, Nettie	Oakland
Neblick, Mabel	Ridgefarm
Neely, Maud	Flora
Nees, Bessie	Sidell
Newell, Agnes E.	White Heath
Nichelson, Bertha	Tower Hill
Nichols, Geneva U.	Westfield
Norvell, Bessie M.	Barnett
O'Brien, Marguerite H.	Champaign
O'Connor, Rena	Pana
Orcutt, Emily R.	Charleston
Ozee, Bertha I.	Mattoon
Parks, William F.	Charleston
Patton, Bessie	Arthur
Patton, Mae	Arthur
Pear, Lelia	Paris
Peat, Mary	Palmer
Perisho, Nancy E.	Kansas
Perry, Maude M.	Mattoon
Phalen, Mayme	Allerton
Pierce, Daisy	Wheeler
Pinkstaff, Ralph W.	Lawrenceville
Plog, Lizzie	Greenville
Poland, Ina E.	Vera
Preher, Anna	Carmi
Prentice, Mary J.	Pana

Price, Edna E.	Mt. Vernon
Pryse, Golda	Oblong
Putnam, Lester D.	Browns
Quick, Ruby	Atwood
Rape, L. Gladys	Taylorville
Reeds, Ida B.	Hindsboro
Reid, Ella	Neoga
Richeson, Charlotte	Advance
Righter, Rhoda G.	Arcola
Riley, India	Greenville
Riley, Ruth	Lerna
Roberts, Cloa M.	Arcola
Roberts, Mercie	Farina
Roney, Mabelle	Dalton City
Roper, Amelia	Champaign
Roper, Margaret	Champaign
Rugan, Laura E.	Vandalia
Rush, Alice	Watseka
Russell, Della	Staunton
Sabin, Thusa	Hoopeston
Sampson, Homer C.	Wheeler
Schmalhausen, Emma	Robinson
Schneider, Ula	West Liberty
Scott, Maude	Scotland
Scott, Ray C.	Blue Mound
Sears, Mrs. Nellie B.	Urbana
Seitzinger, Lora	Birds
Serviss, Blanche	Charleston
Serviss, Gladys	Charleston
Serviss, Ray E.	Charleston
Sharp, Bertha L.	Taylorville
Sherman, Jean	Sandoval
Shortridge, Nettie	Sheldon
Shumaker, Edith	Oblong
Sidener, Florence R.	Vandalia
Sims, Dollie	Charleston
Slack, Effie	Dudley
Smith, Bertha G.	Fillmore
Smith, Estella E.	Hume

Smith, Georgia A.	Newman
Smith, Lydia	St. Elmo
Smith, Minnie	Tower Hill
Smith, Walter C.	Isabel
Smith, William	Charleston
Smithdeal, Ruby M.	Coffeen
Sneed, Lissa	Martinsville
Southard, William W.	Chrisman
Sparks, Emma	Rosemond
Spelman, Bessie	Arcola
Stamm, Kathrina	Hunt
Stanfield, Grace	Winamac, Indiana
Stearns, Berniece W.	Taylorville
Stewart, E. E.	Toledo
Stewart, Faye	Vandalia
Stewart, James W.	Toledo
Stiefel, Elsie	Litchfield
Stine, Perna	Sumner
Stokes, Opal H.	Raven
Story, Izora	Charleston
Story, Savannah	Charleston
Stratton, Geneva	Chrisman
Sullins, Thomas B.	Effingham
Sullivan, Mamie	Charleston
Sullivan, Margaret	Charleston
Summers, Mrs. Alice	Charleston
Swango, Mary C.	Paris
Syfert, Blanche	Findlay
Tanquary, Della	Mt. Carmel
Tarble, Charles	Martinsville
Taylor, Lillie	Bushton
Taylor, Rowland	Indianola
Tevebaugh, Mary B.	Mt. Carmel
Thomas, Elsie	Newton
Thomas, Lulu	Newton
Thompson, Haidee G.	Dudley
Tichenor, Eva	Sullivan
Tohill, Mrs. Ethel	Charleston
Tohill, Louis	Charleston

Toland, Polly	Bushton
Travis, Edna C.	Greenville
Traylor, Marion A.	Coffeen
Trimble, Ellen	Robinson
Tucker, Nila	Paris
Tyler, James H.	Charleston
Vice, Stella	Chrisman
Vice, Virda	Chrisman
Vincent, Mrs. Eliza	Rantoul
Voss, Wilhelmina C.	Champaign
Voyles, Robert F.	New Douglas
Wade, Charles W.	Tower Hill
Wagoner, Blanche	Oakland
Walker, Allen E.	Grayville
Walker, Margaret M.	Tolono
Walker, Martha P.	Alma
Walker, Samuel T.	Watson
Ward, Mary C.	Owaneco
Waters, Daisey F.	Oakland
Watt, Bernice	Newton
Watts, Anna L.	Fairland
Weatherford, Dessie	Morrisonville
Weatherly, Carrie	Charleston
Webb, Anna V.	Charleston
Welliver, Leland I.	Murdock
Wells, Cora P.	Mt. Vernon
Wempen, Emma E.	Raymond
Wenz, Mable	Paris
Westerlin, Mrs. Elizabeth	Sidell
Wharton, Eleanor A.	Colorado Springs, Colorado
Wheeler, Blanche	Chrisman
Wicoff, Phillip	Oreana
Wilkens, Alma	Newton
Willeford, Myrtle	Pocahontas
Williams, Clyde	Ridgefarm
Williams, Ellen L.	Mattoon
Williams, Ethel T.	Mattoon
Williams, Jessie	Ashmore

Williams, Vernon L.	Stewardson
Williford, Myrtle	Taylorville
Willis, Alva C.	Goldengate
Wilson, Harry R.	Olney
Wiman, Nelle	Yale
Woodall, Jennie	Clarksdale
Woodard, George W.	Wheeler
Woods, Helen M.	Centralia
Woodson, Amy L.	Charleston
Wright, Florence	Charleston
Wright, Zulu Z	Paris
Yelvington, Milo D.	Newton
Young, Joseph K.	Dexter
Young, Mary M.	Dudley
Zimmerman, Percy	Charleston

Pupils in Model School

Ninth Grade

Adair, Fern
Ames, Blanche
Ball, Marion
Bell, Gladys
Blackburn, Nema
Bridges, Bertha
Byers, Veva
Carney, Mary
Chapman, Bertha
Connell, Harry
Crews, Ruth
Daugherty, Gladys
Farrar, Anna
Feagan, Gladys
Hand, Bertha
Hunt, Minnie
Jones, Sarah

King, Robert
Lashbrook, Cecil
Lindsey, Flora
Luther, Villa
May, Howard
McCallister, Audrie
McCallister, Lesta
McGurty, Frank
Milholland, Paul
Orcutt, Guy
Prather, Lillie
Rosebraugh, Esther
Rosebraugh, Lela
Schriner, Dimple
Stewart, Della
Walters, Reba
Willingham, Gladys

Eighth Grade

Bails, Earl
Butler, Grove
Campbell, Gertrude
Carney, Bertha
Chenoweth, Lela
Corzine, Bruce
Crim, Harry
Crowe, Elizabeth
Davis, Loxa
Dunn, Andrew
Galbreath, May
Giffin, Earl
Hudson, Louise

Hutton, Nina
Kilgore, Edna
Long, William
McCabe, Selma
Merkle, Leslie
Merritt, Mayme
Miller, Fred
Phipps, Harold
Schenk, Gladys
Shoemaker, James
Tolly, Ruth
Wilson, Mary
Wilson, Sumner

Seventh Grade

Bottenfield, Bertha
Briggs, Robert

Koch, Elsa
Levell, Nellie

Brockhouse, Lloyd	Martin, Uhdline
Brooks, Frances	McVey, Charles
Buckler, Ivan	Monfort, Helen
Chenoweth, Frances	Mouser, Edna
Chenoweth, Lola	Norfolk, Pollie
Cox, Leland	Ricketts, Dorothy
Doty, Flolla	Shortess, Lois
Duty, Claude	Taylor, Max
Duvall, Kittie	Watson, Wanda
Gilbert, Mollie	Whipp, Harry
Hardin, Louis	Whipp, Marguerite
Johnston, Donald	Wickham, Roy
King, Raymond	

Sixth Grade

Anderson, Julian	Hudson, Katharine
Bails, Earnest	Jenkins, Hubert
Cadle, Chester	Kilgore, Helen
Cook, Gordon	Linck, Edith
Corzine, Bernice	Linder, Mary
Dunn, Ruth	May, Eda
Fitzpatrick, Chester	Snyder, Howard
Freeman, Emma	Sublette, Josephine
Galbreath, Ruth	Turner, Virgil
Green, Esther	Watson, Nellie
Hampton, Maurice	Wickham, Gertrude

Fifth Grade

Baird, Lynn	Hodges, Harlan
Berry, Marie	Jeffries, Sybil
Blankenbaker, Zeta	Johnston, Sara
Boulware, Maryon	Kenny, Corinne
Brown, Helen	McCrary, Margaret
Chapman, Myrtle	Record, Lula
Crim, Charles	Root, Paul
Crowe, Stanley	Shortess, Pauline
Duignan, Margaret	Stanberry, Leatha
Fouser, Earl	Wiley, Opal
Hall, Lucy	Wilson, Gladys

Fourth Grade

Adair, Charles	Lee, Frank
Alexander, Maurine	Lee, Randal
Baker, Glen	Long, Grace
Boulware, Olive	McNutt, Elizabeth
Briggs, Manning	Reasor, Marguerite
Byers, Vere	Reynolds, Bertha
Chenoweth, Burt	Sarchet, Mary
Cochran, Edgar	Scott, Olive
Davis, Charles	Serviss, Robert
Denman, Loraine	Shields, Dorothy
Edman, Glen	Smith, Clifford
Freeman, Charles	Summers, Clarence
Gaiser, Elsie	Talbott, Ruth
Giffin, Palmer	Watson, Verna
Giffin, Russell	Welker, Aleen
Griffith, Charles	Wilson, Paul
Hampton, Roscoe	

Third Grade

Bails, Clifford	McGurty, Edward
Byers, Josephine	Rosebraugh Linder
Cone, William	Shanks, Paul
Cook Leslie	Snider, Homer
Craig, Chloteel	Stanberry, Malora
Crowe, Mary	Wickham, Carrel
King, Irene	Wilson, Floyd
Lashbrook, Abbie	Worst, Harold
Lee, Edna	Wright, Ethel
Level, Harlie	

Second Grade

Adair, Harry	Level, Charlie
Berry, Josephine	Long, Dorothy
Blackford, Robert	McCarthy, Josephine
Blanford, Charles	McNutt, Donald
Carman, Gage	Nehrling, Lucile
Crowe, Edith	Overstreet, Charles
Dick, Lillian	Serviss, Trevor

Diemer, Alma	Tremble, Ronald
Edman, Virginia	Turner, Stephe
Elwell, Lottie	Watson, Wayne
Foreman, Harriett	Wilson, Fern
Galbreath, Blanche	

First Grade

Adair, Mary Ellen	Millar, Julian
Byers, Maurine	Rosebraugh, Earl
Cochran, Omar	Shanks, Muriel
Coffman, Catharine F.	Smith, Myrtle
Cone, Mary Elizabeth	Sublette, Scott
Cox, Clifford	Taylor, Vernon
Davis, Gertrude	Thomas, Ruth
Forcum, Lois	Wickham, Edith
Huff, Mark	Williams, Joel
Lashbrook, Leah Lucile	Wright, Esther
May, Truman	

Summary

	1906-7	1907-8
Normal Department	332	397
Summer School	429	452
	<hr/>	<hr/>
Model Schools	761	849
	260	229
	<hr/>	<hr/>
Counted twice	1021	1078
	58	50
	<hr/>	<hr/>
Total	963	1028

Counties Represented

Bond	Fayette	Montgomery
Bureau	Franklin	Moultrie
Champaign	Hamilton	Piatt
Christian	Iroquois	Richland
Clark	Jasper	St. Clair
Clay	Jefferson	Sangamon
Clinton	Kane	Shelby
Coles	Lawrence	Vermilion
Crawford	Macon	Wabash
Cumberland	Macoupin	Wayne
DeWitt	Madison	White
Douglas	Marion	
Edgar	Mason	
Edwards	McLean	
Effingham		

Other States Represented

Colorado	Iowa	Ohio
Indiana	North Dakota	West Virginia
	Peru	

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, Jesse L.	Charleston

Hagemeyer, Bartlett	Butler, Ky.
Hays, 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, Nellie	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, Jesse 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

1907

Barrett, Agnes	Mattoon
Black, Paul	Greenup

Bradford, Earnest C.	Hindsboro
Bruner, Mabel R.	Mattoon
Clark, Nellie N.	Mattoon
Covey, Jessie B.	Sullivan
Cruzan, Myrtle A.	Mattoon
Dappert, Nora E.	Taylorville
Davis, Lois M.	Charleston
Edman, Eulalie	Charleston
Freeman, Agnes M.	Charleston
Hagan, Warren L.	Windsor
Hamill, Lena	West Union
Harwood, Otto	Janesville
Heil, Sopha E.	Arcola
Holaday, Marguerite	Mattoon
Mabee, Elsie	Charleston
Martin, Jessie C.	Arthur
McGinnis, Marguerite	Alton
McNutt, Mary I.	Springfield
Pumphrey, Hazel A.	Oak Park
Stewart, Bertha B.	Charleston
Stewart, Bessie H.	Metropolis
Travis, Edna C.	Greenville
Wait, Bernice	Greenville
Wallar, Beulah H.	Oak Park
Wright, Helen A.	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
Louis H. Galbreath, Supervisor of Training Department.....	1899
G.W. Smith, School law and Geog- raphy.....	1899
Luther E. Baird, Assistant in Eng- lish.....	1899-1900

James H. Brownlee, Reading.....	1899-1900
Ella F. Corwin, Librarian.....	1899-1900
Bertha Hamlin, Critic in Grammar School.....	1899-1900
Mrs. Louise B. Inglis, History.....	1899-1900
J. Paul Goode, Physics and Geog- raphy.....	1899-1901
Alice B. Cunningham, Critic in Pri- mary School.....	1899-1901
Frances E. Wetmore, Registrar...	1899-1903
W. M. Evans, English.....	1899-1904
Edna T. Cook, Critic in Grammar School.....	1899-1904
Charlotte M. Slocum, Critic Teach- er in Primary School.....	1899-1905
Henry Johnson, History.....	1899-1906
Francis G. Blair, Supervisor of Training Department.....	1899-1906
Otis W. Caldwell, Biological Sci- ences.....	1899-1907
Edith P. Bennett, Critic Teacher in Grammar School.....	1900-1901
Grace W. Knudsen, Geography....	1900-1901
Florence M. Beck, Librarian.....	1900-1904
Alice L. Pratt, Critic Teacher in Grammar School.....	1900-1904
James A. Dewey, Physics.....	1901-1902
Roswell C. McCrea, History and Civics.....	1901-1902
George D. Hubbard, Geography...	1901-1903
Elizabeth Branch, Assistant Libra- rian.....	1901-1904

Katherine Gill, Reading and Physical Culture.....	1901-1904
Charlotte Kluge, Critic Teacher in Grammar School.....	1901-1904
Eva M. Russell, Assistant in Mathematics.....	1901-1905
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
Beatrice Pickett, German and History.....	1903-1907
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
Nettie B. Dickson, Critic Teacher in Grammar School.....	1904-1907
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, Assist- ant Librarian.....	1906
Florence Harrison, Reading.....	1906-1907
Ida E. Carothers, Botany.....	1906-1907

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