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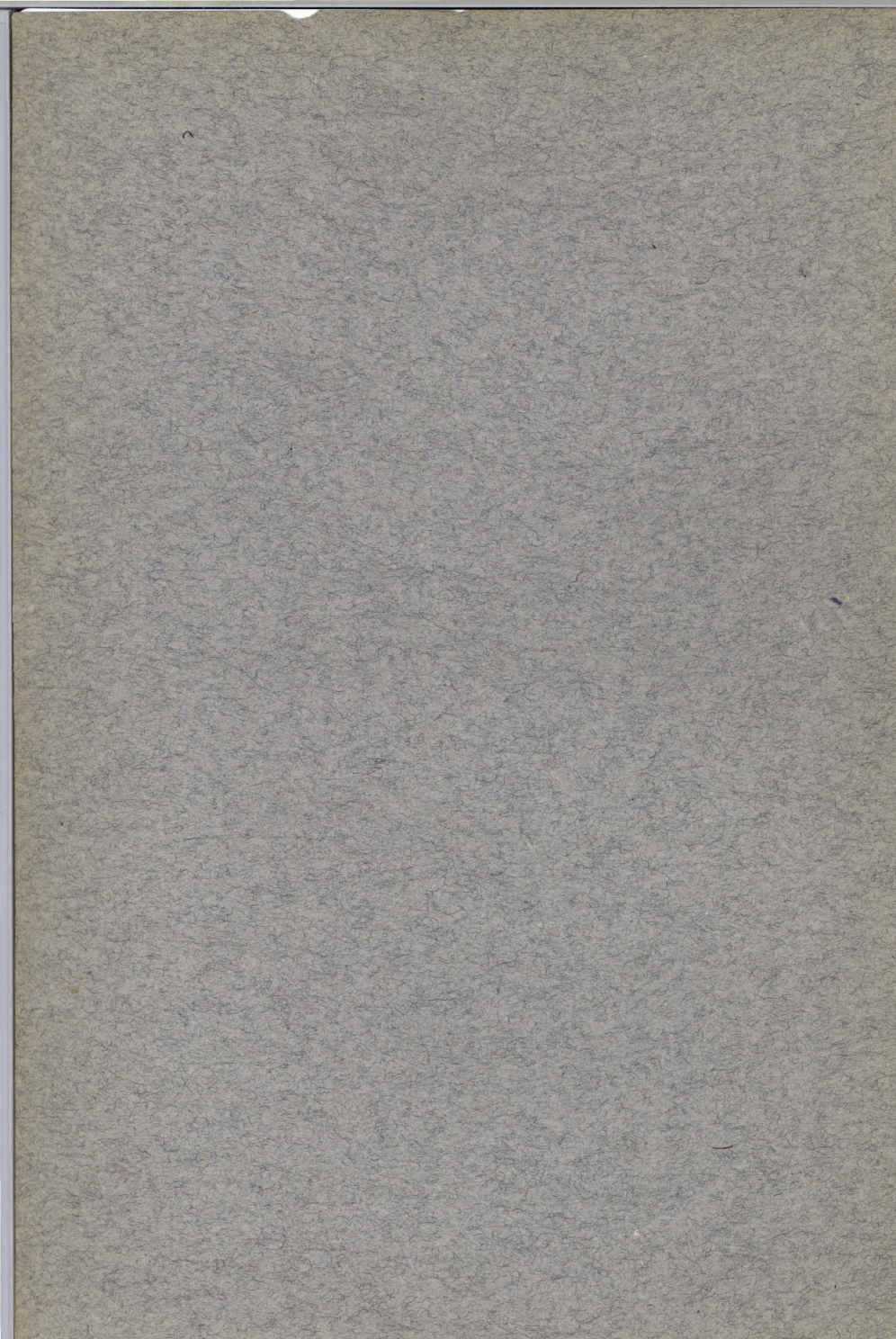
The Normal School Bulletin

April First, Nineteen Hundred Nine

ANNOUNCEMENT
of The Eastern Illinois
State Normal School

Summer
Session
1 9 0 9

CHARLESTON, ILLINOIS



W.D.W.
12/10/91

NORMAL SCHOOL BULLETIN

PUBLISHED BY THE EASTERN ILLINOIS STATE NORMAL SCHOOL

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Act of Congress, July 16, 1894.

CHARLESTON, ILLINOIS, APRIL 1, 1909. No. 24

The School Calendar

1909

S U M M E R T E R M

June 21, Monday Classification Begins at 9 A. M.
June 22, Tuesday Class Work Begins
July 30, Friday Summer Term Ends

THE FACULTY

LIVINGSTON C. LORD, LL. D., PRESIDENT,
LECTURES ON SCHOOL MANAGEMENT

THOMAS M. BALLIET, PH. D.
DEAN OF SCHOOL OF PEDAGOGY, NEW YORK UNIVERSITY.
LECTURES ON EDUCATION

HENRY JOHNSON, A. M.,
HISTORY

E. H. TAYLOR, A. M.,
MATHEMATICS

FRIEDERICH KOCH,
MUSIC

ELLEN A. FORD, A. M.,
LATIN

THOMAS H. BRIGGS, A. B.,
ENGLISH

THOMAS L. HANKINSON, B. S.,
BIOLOGICAL SCIENCES

ANNIE L. WELLER, B. S.,
GEOGRAPHY

ALBERT B. CROWE, A. M.,
PHYSICS AND CHEMISTRY

J. C. BROWN, A. M.,
MATHEMATICS

FLORENCE SKEFFINGTON, A. B.,
ENGLISH

ISABEL McKINNEY, A. M.,
ENGLISH

SIMEON E. THOMAS, A. M.,
HISTORY

LOTUS D. COFFMAN, A. B.,
SUPERVISOR OF TRAINING DEPARTMENT

EDGAR N. TRANSEAU, PH. D.,
BIOLOGICAL SCIENCES

EVA SOUTHWORTH,
MATHEMATICS

JAMES F. ROYSTER, PH. D.,
ENGLISH

.....
READING

HAROLD DIEMER,
MANUAL TRAINING

HELEN BALCH,
DRAWING

.....
DRAWING

ARTHUR MILHOILLAND,
ASSISTANT IN PHYSICS AND CHEMISTRY

MELLIE E. BISHOP, B. L.,
CRITIC TEACHER IN PRIMARY SCHOOL

CLARA SNELL-WOLFE,
CRITIC TEACHER IN PRIMARY SCHOOL

ELIZABETH CLARKE,
CRITIC TEACHER IN PRIMARY SCHOOL

EDNA M. RAPE,
CRITIC TEACHER IN PRIMARY SCHOOL

MARY J. BOOTH, B. L. S.,
LIBRARIAN

CHARLOTTE M. JACKSON, B. L. S.,
ASSISTANT LIBRARIAN

GRACE EWALT,
REGISTRAR

WALTER NEHRLING,
GARDENER

ANNOUNCEMENT

The summer courses at the Eastern Illinois State Normal School will open June 21 and close July 30. Provision has been made to meet the needs of three classes of students:

1. Those who have had experience in teaching and who wish to enlarge their professional or academic knowledge.

2. Those who are preparing to teach in schools that follow the Illinois Course of Study.

3. Those who wish to take regular work with a view to graduation from the Normal School.

ADVANCED COURSES

To teachers of experience, advanced work is offered in various studies and special opportunities are provided for observation in the grades.

THE ILLINOIS COURSE OF STUDY

The subject-matter and method suggested by the Illinois Course of Study will be presented. Classes will be formed in reading, grammar, arithmetic, geography, history, and physiology, the purpose in each being to equip the student with materials which he can actually use in his teaching. Opportunity will also be afforded pupils to attend lectures on school government and to observe illustrative lessons in the Model School.

CREDITS ALLOWED

In those subjects of the regular curriculum for which two recitations a day are provided credit is given for a full twelve weeks' term of work. In those subjects for which one recita-

tion a day is provided credit is given for half a term's work only, unless otherwise stated. No credit for graduation will be given for courses numbered 1, 2, 3, 7, 8, 11, 15, 16, 25, 34, 41, and 52.

RAILROAD FACILITIES.

Charleston can be reached from the most remote town in the district in six hours. From all stations along the Big Four or the 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 south make close connection at Paris. There are ordinarily sixteen passenger trains arriving daily in Charleston—six on the Clover Leaf and ten on the Big Four. Students from Mattoon or Mattoon connections can, if they so desire, use the interurban electric line. Charleston is in almost the exact center of a great network of roads, two north and south 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 of them being trunk lines with numerous trains.

Pupils from Vermilion, Edgar, Crawford, and Lawrence counties, and the eastern part of Cumberland and Jasper, reach Charleston from the east, connecting with the Big Four at either 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, Montgomery, the northern half of Shelby,

and the western half of Douglas, reach Charleston from the west over the Big Four.

FACILITIES

The location of the school is well adapted to summer work. Charleston is a beautiful and peculiarly healthful town; and the school building is cool and thoroughly ventilated by rotary fans. The library, new and well selected, has now grown to be fully adequate to current needs of the school.

During the past few years extensive changes and improvements have been made in the several laboratories. Occupying the whole west end of the third floor, the enlarged botanical and zoological laboratories offer splendid opportunities for experimental work and verification of established facts of life.

The laboratories of physics and chemistry, which are directly under those of biology, are of equal size. Besides the best of apparatus, which is essential to higher work, there are many cheap and practical devices which with a little trouble can be reproduced in the grade or country school.

The school is equipped with a four-inch equatorial telescope. During the summer school, students will be given an opportunity to observe some interesting astronomical objects. This should be of special interest to teachers of geography.

EXPENSES

No tuition is charged for the summer session to those who are to teach in Illinois. An incidental fee of one dollar, which is half that charged during the terms of the regular school year, covers all expenses in the zoological, botanical, physical, and chemical laboratories, in manual training, in the library, and in other departments of the school.

Board and room in private family costs from three dollars up to four dollars a week. Committees from the Young Men's and Young Women's Christian Associations will assist stu-

dents in selecting boarding places and rooms. It is advisable to arrange in advance for room and board.

WOMAN'S BUILDING

The accompanying cut and floor plans are of the new woman's building finished and occupied January, 1909. Room and board can be secured in this building by one hundred teachers at four dollars a week, and board by about twenty-five more at three dollars a week. Applications for rooms will be filed in the order in which they are received. Those desiring rooms should write as early as possible, as the demand will be in excess of the number that can be accommodated.

TEXT-BOOKS

All necessary text-books are rented to students of the summer school for one dollar. Students may, if they so desire, purchase their books at cost price.

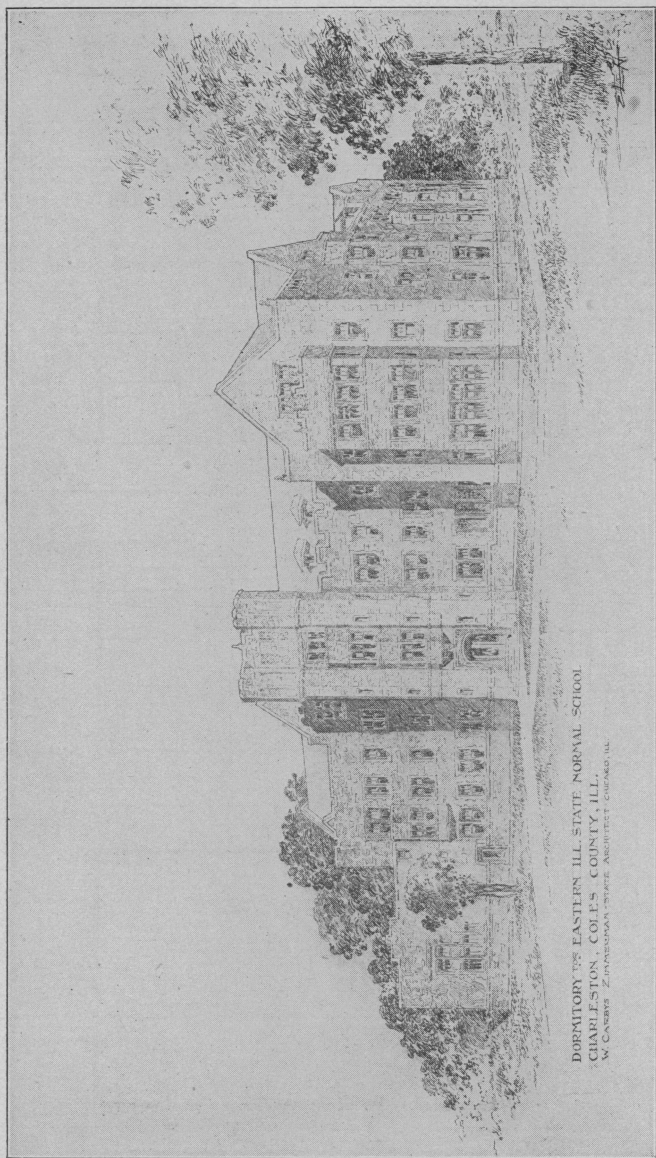
ESTIMATED EXPENSES

Incidental fee	\$1.00
Book rent	1.00
Board for six weeks	18.00
Room for six weeks, two in a room, each.....	6.00
Laundry	3.00
	— — —
Total	\$29.00

ADMISSION

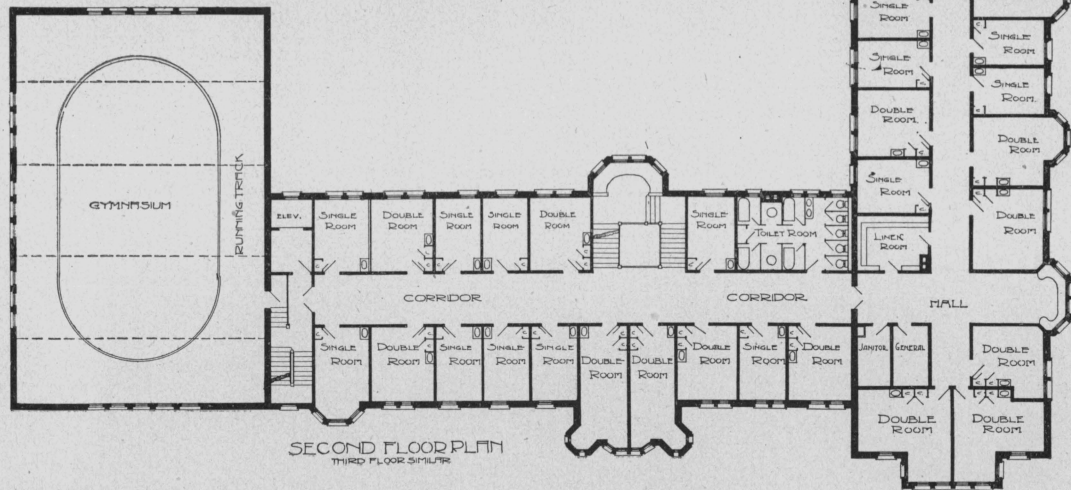
All teachers and persons expecting to teach next year are admitted without examination. Students who expect to continue in the Normal School are admitted in the usual way.

Enrollment of students will begin at nine o'clock Monday morning, June 21. Class work in the subjects offered will begin Tuesday morning, June 22.



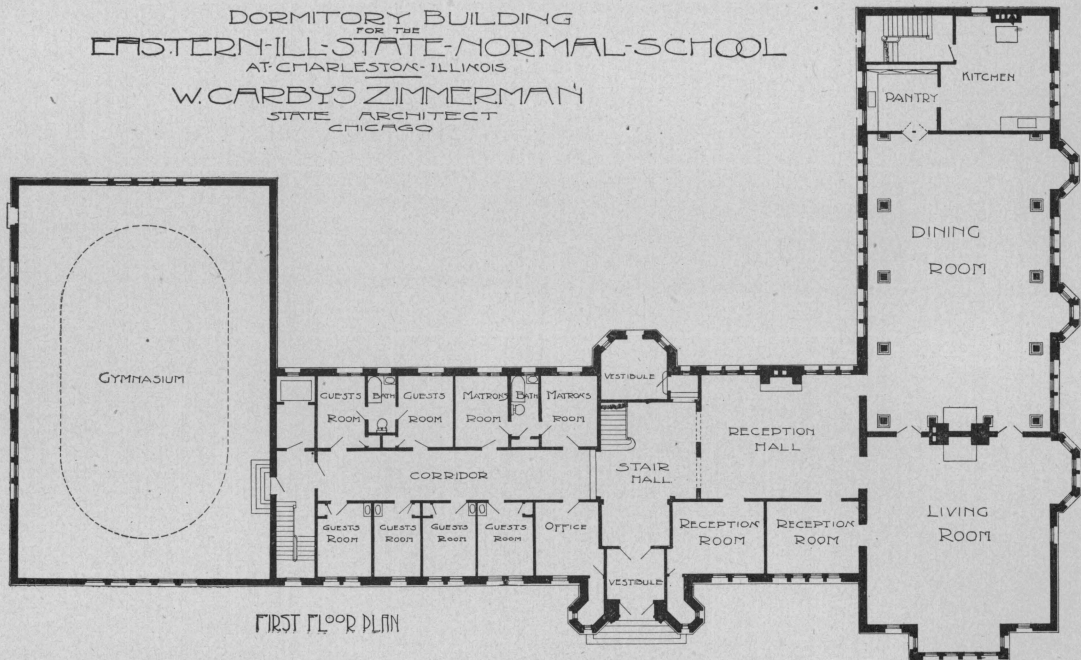
DORMITORY OF THE EASTERN ILL. STATE NORMAL SCHOOL,
CHARLESTON, COLES COUNTY, ILL.
BY CARROLL ZIMMERMAN, ARCHT. CHICAGO, ILL.

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



DORMITORY BUILDING
FOR THE
EASTERN-ILL-STATE-NORMAL-SCHOOL
AT CHARLESTON, ILLINOIS

W. CARBY'S ZIMMERMAN
STATE ARCHITECT
CHICAGO



PROG

7:30-8:20	8:20-9:10	9:10-9:40	9:40-10:30	10:30-11:20	
Methods (15) R. 40	Methods (16) R. 40	Chapel Exercises Lectures on Education by Mr. Lord and Mr. Balliet	School Management (1) R. 11	Observation (2)	
History (4) R. 30	History (5) R. 30		<i>History</i> (8) R. 16		
<i>Grammar</i> (11a) R. 16	Grammar (10) R. 39		Silas Marner (14) R. 27		
Grammar (9) R. 24			Shakespeare (13) R. 24		
Cicero (20) R. 38	Latin (17) R. 38		Caesar (19) R. 38		Virgil (21) R. 38
Reading (22) R. 29	Reading (23) R. 29				<i>Reading</i> (25) R. 29
	Music (26) 3rd floor east		Music (27) 3rd floor east		
Drawing (29a) 3rd floor east	Drawing (30a) 3rd floor east		Drawing (29b) 3rd floor east		Drawing (30b) 3rd floor east
Arithmetic (33) R. 26	<i>Arithmetic</i> (34) R. 16		Arithmetic (32) R. 23		
Algebra (35) R. 23	Algebra (36) R. 26		Geometry (37) R. 26		Geometry (38) R. 26
Physiography (39) R. 25			Geography (40) R. 25		
Physics (43) R. 36	Physics (42) R. 35		Physics (44) R. 35		Physics (45) R. 35
			Botany (47) 3rd floor west		Botany (47)
Zoology (49) 3rd floor west	Zoology (49)		Physiology (51) 3rd floor west		Physiology (51)
	Weaving (52a) R. 17				

Courses in italics are those following the Illinois Course of Study.

The number of the room is indicated in the lower left hand corner of each space.

The number in parentheses indicates the course as outlined in the body of the circular.

AMME

12:20-12:10	2:00-2:50	2:50-3:40	3:50-4:40	
Observation (2)	Special Method (3) R. 11			
	History (4) R. 30	History (7) R. 16	Government (6) R. 30	
	Grammar (9) R. 24	Grammar (10) R. 39		
	Rhetoric (12) R. 39	<i>Grammar</i> (11b) R. 27		
		Latin (18) R. 38		
	Reading (24) R. 29			
		Music (26) 3rd floor east	Music (28) 3rd floor east	
	Painting (31a) 3rd floor east	Painting (31b) 3rd floor east		
	Arithmetic (33) R. 23		Arithmetic (32) R. 23	
	Algebra (35) R. 23	Algebra (36) R. 26		
	Physiography (39) R. 25		<i>Geography</i> (41) R. 16	
	Chemistry (46) R. 37	Chemistry (46)		
	Plant Life (48) 3rd floor west	Plant Life (48)		
			Animal Life (50) 3rd floor west	
		Weaving (52b) R. 17	Woodwork (53) 3rd floor central	

MANUAL TRAINING

The teacher of manual training will conduct classes for observation in the Model School. There will also be classes for teachers. The manual training room is well equipped with excellent benches and tools, from which those contemplating furnishing their own schools can get helpful suggestions.

THE SCHOOL GARDEN

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 pupils, under the direction of the gardener and the teachers. Connected 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.

COURSES OF STUDY

LECTURES ON EDUCATIONAL PSYCHOLOGY

MR. LORD AND MR. BALLEET

GENERAL METHOD

COURSE 1.—SCHOOL MANAGEMENT. Mr. Coffman. Lectures will be given on the function of the school, the end of education, the acquisition of experience, the functioning of experience, its organization and recall, the transmission of experience, and the technique of teaching. One hour daily.

COURSE 2.—OBSERVATION. Classes in the first four grades will be in session during the summer term. Students may observe all the subjects of the primary grades taught by competent critic teachers. All phases of primary and intermediate work will be illustrated and discussed.

COURSE 3.—SPECIAL METHOD. This course will consist of a discussion of the problems of instruction and discipline pertaining to the primary and intermediate grades. Story-telling, dramatizing, nature study, music, constructive work, and the like, as applied to these grades, will be discussed with considerable thoroughness. The course will include talks on teaching by Mr. Coffman, and talks by the critic teachers on primary and intermediate methods and seat work.

HISTORY AND GOVERNMENT

MR. THOMAS AND MR. JOHNSON

COURSES 4, 5, and 6 in history and government are somewhat elastic. Students may at their option arrange for a full term's

credit or a half term's credit, the difference being in the amount of written work and collateral reading required.

COURSE 4.—SPECIAL PERIODS IN AMERICAN HISTORY. Mr. Johnson. The topics to be treated will be determined after consultation with the class. The work is designed for advanced students. Two hours daily.

COURSE 5.—THE HISTORY OF EUROPE SINCE 1815. Mr. Thomas. One hour daily.

COURSE 6.—AMERICAN GOVERNMENT. Mr. Thomas. There will be a general survey of the subject with special reference to the meaning and tests of popular government. One hour daily.

COURSE 7.—THE HISTORY OF ILLINOIS. Mr. Thomas. The needs of teachers preparing for county examinations will be kept in mind in this course. One hour daily.

COURSE 8.—HISTORY IN THE ILLINOIS COURSE OF STUDY. Mr. Johnson. The subject-matter and methods suggested by the Illinois Course of Study are presented with a view to actual use in schools that follow this course. One hour daily.

ENGLISH

MR. BRIGGS, MISS SKEFFINGTON, MISS MCKINNEY, AND
MR. ROYSTER

COURSE 9.—GRAMMAR. Miss Skeffington. The elements of English Grammar, including a study of the parts of speech and the simpler applications of syntax. Two hours daily.

COURSE 10.—GRAMMAR. Mr. Royster. The leading principles of syntax and some of their more difficult applications, together with parts of speech and inflection. Two hours daily.

COURSE 11.—GRAMMAR IN THE ILLINOIS COURSE OF STUDY. Mr. Briggs. The subject-matter of language work and grammar, as determined by the Illinois Course of Study, will be

gone over in this class. This course will be given in two sections. One hour daily.

COURSE 12.—RHETORIC. Mr. Royster. The work in rhetoric will be adapted to the needs of those electing the course, credit being given at the end of the term according to individual efficiency. One hour daily.

COURSE 13.—SHAKESPEARE. Miss Skeffington. *Macbeth* and *As You Like It* will be studied as thoroughly as time will permit. It will be possible for students to secure a full credit for this course by undertaking considerable independent reading, upon which they will report to the instructor. One hour daily.

COURSE 14.—SILAS MARNER. Mr. Briggs. *Silas Marner* will be studied for itself and also for the method of reading and teaching novels. Credit will be given to those who make three written reports on other novels to be assigned. One hour daily.

COURSE 15.—Miss McKinney. Methods of teaching composition in the upper grades. Suggestions for training in oral and written composition. Lectures, class work, and discussions. One hour daily.

COURSE 16.—Miss McKinney. Methods of teaching reading and literature in the upper grades. Study of some masterpieces adapted for use with the older children, including poems from the Illinois Course of Study. Certain phases of oral reading and dramatic work. One hour daily.

LATIN

MISS FORD

COURSE 17.—BEGINNING LATIN, INFLECTION. An effort will be made to cover the first twenty-three chapters of Bennett's *Foundations of Latin*. One hour daily.

COURSE 18.—LATIN SYNTAX. Bennett's *Foundations of Latin*, Part III. One hour daily.

COURSE 19.—CÆSAR. One hour daily.

COURSE 20.—CICERO. One hour daily.

COURSE 21.—VIRGIL. One hour daily.

A term's work may be done in each of the courses in Latin.

READING

Four courses will be offered in this subject. The material to be used will be decided on after the classes organize, in order that the needs of the greatest number may be more fully met. At the close of the term the classes usually have a public rehearsal which represents the work done during the six weeks. Only those who wish to do so need take part in this programme.

For each course, one full credit is given.

COURSE 22.—ELEMENTARY READING. One hour daily.

COURSE 23.—INTERMEDIATE READING. One hour daily.

COURSE 24.—ADVANCED READING. One hour daily.

COURSE 25.—Special work on the matter and method of reading as laid down by the Illinois Course of Study for next year. One hour daily.

MUSIC

MR. KOCH

During the regular school terms, the classes in music meet only twice a week; consequently, for the courses that meet one hour a day during the summer term, a full credit is given; for the course that meets two hours a day, credit is given for two terms.

COURSE 26.—MUSIC. The first course is confined to theory and simple chart exercises in sight reading. Two hours daily.

COURSE 27.—MUSIC. Here sight reading is confined largely to scales, and two and three part chart exercises are introduced. One hour daily.

COURSE 28. MUSIC. In the third course, harmonic, melodic minor scales, chromatic exercises, and sight singing in four parts are studied. Song singing is also attempted. Some opportunity for observing and for teaching the work of the course, as it is exemplified in the grades, is given the students. One hour daily.

RECITALS.—Song and piano recitals will be given during the term.

DRAWING

MISS BALCH AND

COURSE 29.—DRAWING. The elementary course will include work from simple outline of still-life to the more finished form in light and shade. Landscape will be studied first from pictures, later from the window and out of doors. Special attention is given throughout the course to composition. One hour daily.

COURSE 30.—DRAWING. The features of the first course are here taken up in more advanced stages, together with cast drawings. One hour daily.

COURSE 31.—PAINTING. Water colors will be used in the third course in the more elementary way before attempt is made on flowers and landscape. One hour daily.

In the courses in drawing the Prang Text-books of Art Education will be used to show the plan for the work in the first seven grades of school.

MATHEMATICS

MR. TAYLOR, MR. BROWN, AND MISS SOUTHWORTH

COURSE 32.—ARITHMETIC. Miss Southworth. The work of this course includes notation, numeration, the fundamental operations with integers and common and decimal fractions,

factors and multiples, the English and Metric systems of weights and measures, involution and evolution, and some elementary problems in the measurement of surfaces and solids. Two hours daily.

COURSE 33.—ARITHMETIC. Mr. Brown. The principal topics discussed are ratio and proportion and their application to some simple problems of physics and geometry, mensuration, and percentage and its application to practical business problems. Two hours daily.

COURSE 34.—METHODS IN ARITHMETIC. Mr. Taylor. The work of this course will be mainly the discussion of the work in arithmetic outlined in the Illinois Course of Study. One hour daily.

COURSE 35.—ALGEBRA. Miss Southworth. This course covers algebraic notation, the fundamental operations, factoring, involution and evolution, highest common factor, lowest common multiple, and fractions. Two hours daily.

COURSE 36.—ALGEBRA. Mr. Brown. The topics studied are simple equations, simultaneous linear equations, theory of exponents, radicals, complex numbers, and quadratic equations. Two hours daily.

COURSE 37.—GEOMETRY. Mr. Taylor. Beginning Course in Plane Geometry. One hour daily.

COURSE 38.—GEOMETRY. Mr. Taylor. This course begins with Book III. As much as possible of the three remaining books of plane geometry will be completed. One hour daily.

GEOGRAPHY

MISS W^{ELLER}.

COURSE 39.—PHYSIOGRAPHY.

Topics to be studied:

Relief features.

Work of the atmosphere.

Ground water.

Work of running water.

Work of snow and ice.

Lakes and shores.

Vulcanism.

Movements of the earth's crust.

Work with topographic maps will be emphasized and field work will be done. Two hours daily.

COURSE 40.—BLACKBOARD SKETCHING AND CHALK MODELING.

Type land forms will be modeled with chalk and the course will offer some work in drawing diagrams usable in geography teaching.

Students taking this course should have had a course in physiography. Students should apply for this course to the instructor as the class will be limited to ten members. One hour daily.

COURSE 41.—ILLINOIS COURSE OF STUDY. A discussion of the work in Geography outlined in the Illinois Course of Study. One hour daily.

PHYSICAL SCIENCES

MR. CROWE

COURSE 42.—PHYSICS. Mechanics of Solids and Fluids. Lectures and recitations. Open only to those who have had plane geometry and algebra. One hour daily.

COURSE 43.—PHYSICS. Mechanics of Solids and Fluids. Laboratory work. One hour daily.

Students who successfully carry Courses 42 and 43 will be given credit for the fall term's work in the regular school year.

COURSE 44.—PHYSICS. Heat. Lectures and recitations. Algebra and plane geometry, prerequisites. One hour daily.

COURSE 45.—PHYSICS. Sound and Light. Lectures and recitations. One hour daily.

Students who successfully carry Courses 44 and 45 will be given credit for the winter term's work in the regular school year.

COURSE 46.—CHEMISTRY. A brief study of the non-metals and their simpler compounds, with especial reference to the development of the fundamental laws and theories of chemistry. Laboratory and classroom work. Two hours daily.

BIOLOGICAL SCIENCES

MR. TRANSEAU AND MR. HANKINSON

COURSE 47.—GENERAL BOTANY. Mr. Transeau. This course presents a general elementary introduction to botany, including the structure and life-histories of the algae, fungi, mosses, ferns, and seed plants. The lectures and laboratory work develop these topics from the standpoint of the evolution of the plant kingdom. Emphasis is laid upon the alternation of generations and the manner in which these different groups are related to their natural environment. Lectures, recitations, and laboratory work. Two hours daily.

COURSE 48.—PLANT LIFE. Mr. Transeau. Plants will be considered in this course from the standpoint of their activities and their occurrence in nature. Some of the topics to be considered are the relation of the plant to light, moisture, soil, air, and gravity; the effects of these environmental factors on the structure of leaves, stems, and roots; the interrelations of plants, especially their mutual dependence and competition in nature. The wealth of material for illustrating this course to be found in the forest plantation, the ponds, the greenhouse, and the school gardens, affords unusual opportunities for the presentation of this most important phase of botany. This course will appeal especially to those who desire scientific preparation for the teaching of the natural history of plants

and elementary agriculture in the secondary schools. Recitations, laboratory and field work. Two hours daily.

COURSE 49.—GENERAL ZOOLOGY. Mr. Hankinson. This course is designed to meet the needs of students who wish to take a general survey of the important branches of the animal kingdom. The work will be based upon a laboratory and field study of type forms, and will include lectures and recitations. Two hours daily.

COURSE 50.—ANIMAL LIFE. Mr. Hankinson. The purpose of this course will be to acquaint the student, so far as possible, with the important forms of animal life of the state, which will enable him to conduct field work with classes and to collect and prepare material for use in exercises in nature study. A general survey of the fauna of the region about Charleston will be made, and then some particular group of animals like birds, insects, fishes, or amphibians will be especially considered by the entire class or by portions of it, the group or groups studied being determined by the needs of the students who take the course. One hour daily.

COURSE 51.—HUMAN PHYSIOLOGY. Mr. Hankinson. In this course a general review will be made of the subject by means of recitations, lectures, and laboratory work. Two hours daily.

MANUAL TRAINING

MR. DIEMER

COURSE 52.—WEAVING. This course is planned to help those teachers who wish to introduce the simpler forms of handiwork into their schools. Small articles will be made out of yarns, raffia, rattan, paper, and cardboard. There will also be some work in basketry showing the different uses of suitable materials. Suggestions for carrying on the work in the class room and the selection and buying of materials will be given.

COURSE 53.—WOODWORK. The woodwork follows the Sloyd

method, and will include whittling, and, so far as possible, the making of simple articles for use in the school room, showing what may be done with a small outlay in expense for tools and materials. In this course credit is given equal to that for the required work in the winter and spring terms of the regular school year. One hour daily.

All materials will be furnished by the school, the product becoming the student's property, to be taken away by him at the end of the term.

PRESS OF THE COURIER,
CHARLESTON, ILL.



