

8-1-1909

Bulletin 25 - A Catalogue for the Tenth Year (1908-1909)

Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/eiu_bulletin

Recommended Citation

Eastern Illinois University, "Bulletin 25 - A Catalogue for the Tenth Year (1908-1909)" (1909). *Eastern Illinois University Bulletin*. 127.
http://thekeep.eiu.edu/eiu_bulletin/127

This Article is brought to you for free and open access by the University Publications at The Keep. It has been accepted for inclusion in Eastern Illinois University Bulletin by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

BULLETIN
EASTERN ILLINOIS
STATE NORMAL SCHOOL
CHARLESTON



Annual Catalogue Number

1908-1909

ILLINOIS STATE LIBRARY

No.

Alcove No.

Division

Shelf No.

BOOKS may be taken from the State Library by the members of the General Assembly and its officers during the session of the Legislature, and at any time by the Governor, and the officers of the Executive Department of this State who are required to keep their offices at the seat of government, and the Justices of the Supreme and Appellate Courts.

No person shall be allowed to take any book or property from the Library without executing a receipt therefor, nor to take or detain from the Library more than two volumes of miscellaneous works at any one time.

No miscellaneous works shall be detained more than two weeks. All Laws, Journals, etc., taken by members of the Legislature shall be returned at the close of the session.

If any person injures, or fails to return any book taken from the Library within the time above mentioned, HE SHALL FORFEIT AND PAY TO THE LIBRARIAN, for the benefit of the Library, THREE TIMES THE VALUE THEREOF, or of the set to which it belongs.

Any person, not above mentioned, who takes books or other articles from the State Library without the consent of the Librarian will be prosecuted for larceny.

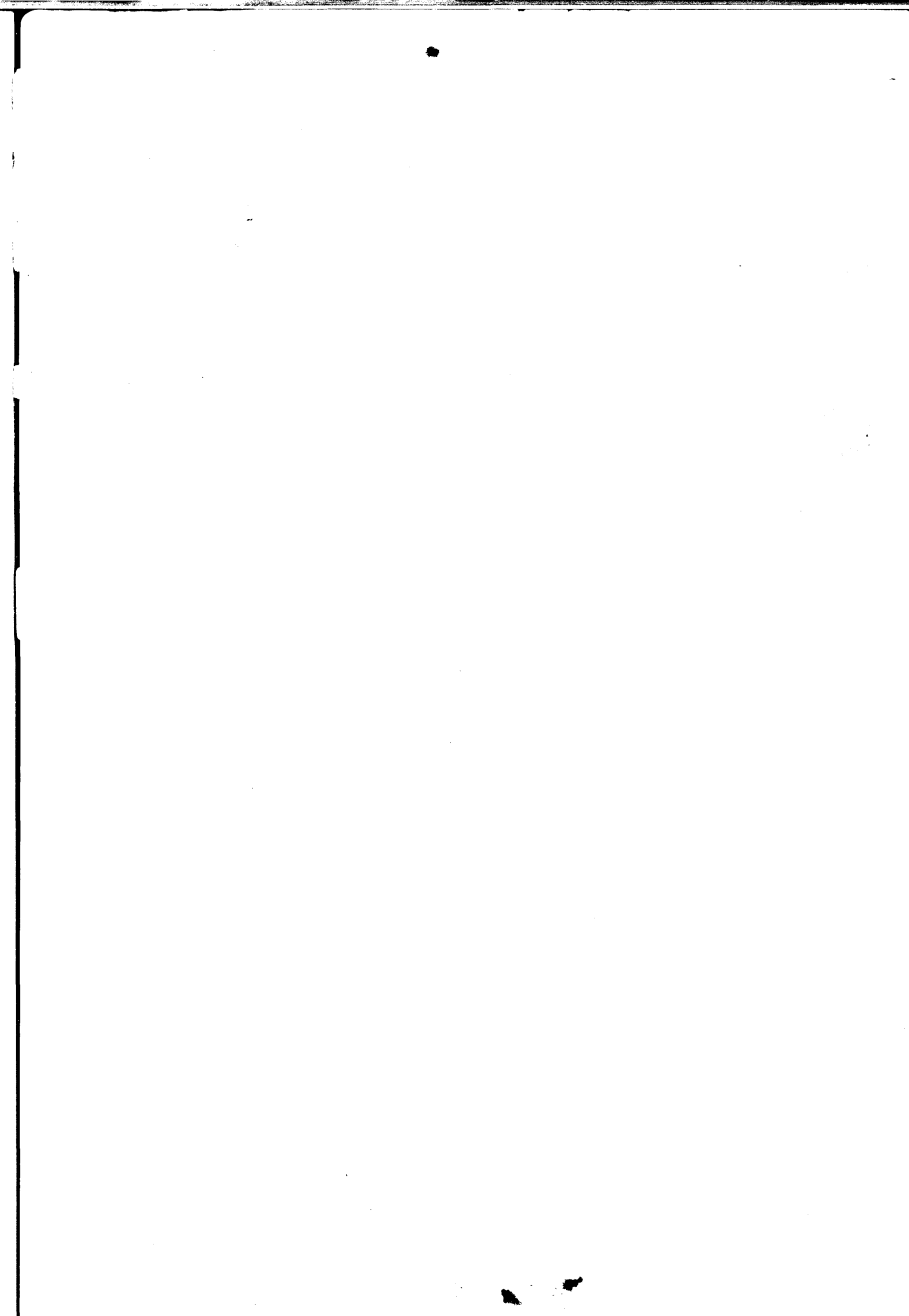
Any person taking books from the State Library without reporting the same to the Librarian or assistant, and causing the same to be properly charged upon the Register, will be prosecuted to the full extent of the law.

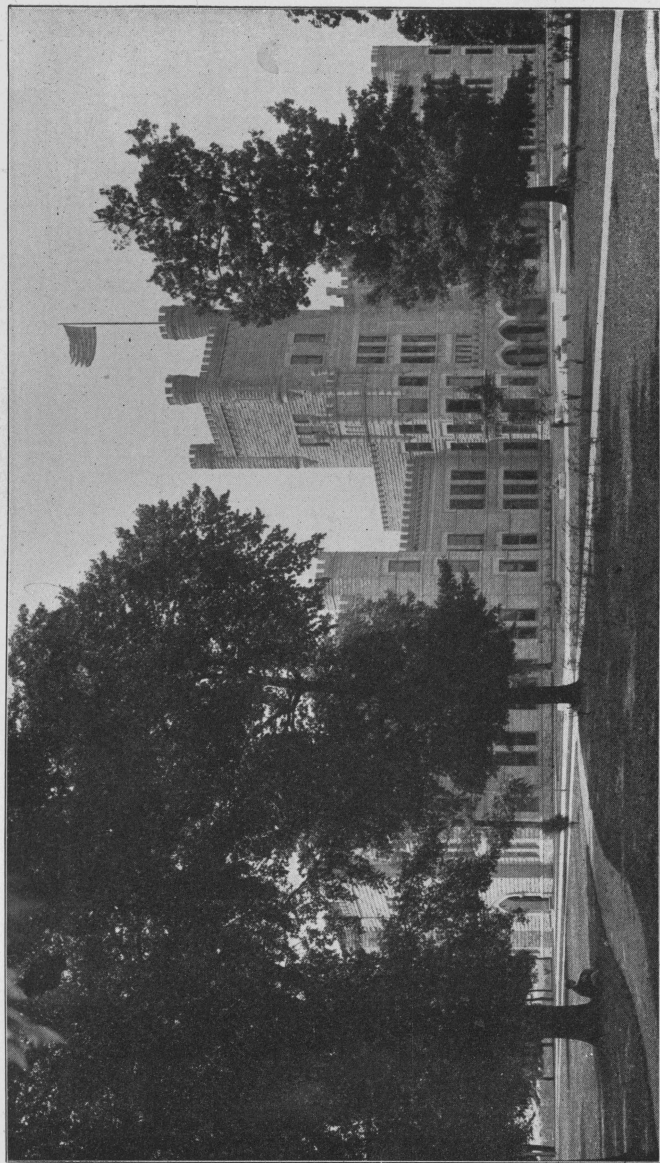
No entry of charge or return of books will be permitted to be made, except by the Librarian or assistant.

Persons using books of the Library will return the same to the Librarian or assistant.

JAMES A. ROSE.

Secretary of State and ex-officio State Librarian.





THE EASTERN ILLINOIS STATE NORMAL SCHOOL

**EASTERN ILLINOIS
STATE NORMAL SCHOOL
CHARLESTON**

**A CATALOGUE FOR THE
TENTH YEAR**

**WITH ANNOUNCEMENTS FOR
1909-1910**

*Normal School Bulletin No. 25, 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.*

137073
Chas. E. C.

The School Calendar

Fall Term

Fifteen Weeks

1909

September 14, Tuesday *Entrance examinations and
classification. Class work
assigned at 9 A. M.*

December 23, Thursday *Fall Term ends*

Winter Term

Twelve Weeks

1910

January 4, Tuesday *Entrance examinations and
classification. Class work
assigned at 9 A. M.*

March 25, Friday *Winter Term ends*

Spring Term

Eleven Weeks

1910

April 5, Tuesday *Class work assigned at
9 A. M.*

June 17, Friday *Spring Term ends*

Summer Term

Six Weeks

1910

June 20, Monday *Classification begins at
9 A. M.*

July 29, Friday *Summer Term ends*

The Board of Trustees

<i>J. S. Culp, President</i>	<i>Bethalto</i>
<i>J. H. Marshall, Secretary</i>	<i>Charleston</i>
<i>Hon. Francis G. Blair, Superintendent of</i> <i>Public Instruction (trustee ex officio)</i>	<i>Springfield</i>
<i>Clarence H. Oxman</i>	<i>Grayville</i>
<i>Scott Burgett</i>	<i>Newman</i>
<i>B. H. Pinnell</i>	<i>Kansas</i>
<i>George H. Jeffries, Treasurer</i>	<i>Charleston</i>

The Faculty

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

E. H. TAYLOR, A. M., Ph.D., *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 Uni-
versity of Chicago*,
English.

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*,
English.

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.

LILLIAN E. RAVENSCROFT,
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.

KATHARINE PFEIFFER, B. L., *Swarthmore College*,
Head of Pemberton Hall.

WALTER NEHRLING,
Gardener.

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

*Resigned, January, 1909.

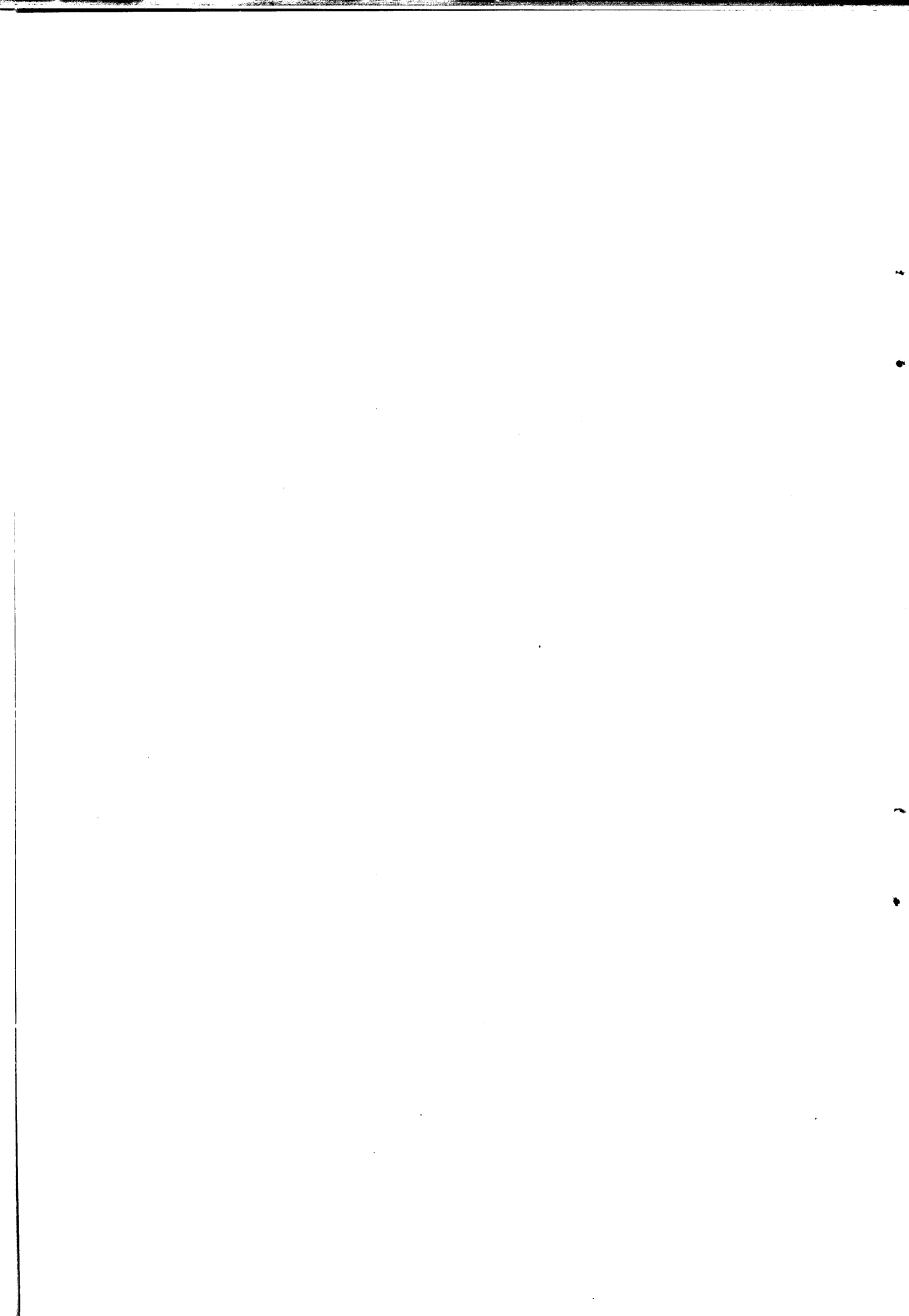
†Died, December, 1908.

The Requisite

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

WILLIAM ELLERY CHANNING.





EASTERN ILLINOIS STATE NORMAL SCHOOL

The Purpose and Plan of the School

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

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

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

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

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 \$4.00 a week. Students

renting rooms and keeping house can materially reduce the above amounts. Rooms without board can be obtained for from \$1.00 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 three excellent entertainments have been given to which the pupils and friends of the school have been invited. The first, a concert by The Chicago Oratorio and Festival Quartette, was given by the students; the second and third, readings of Shakespeare's "King Lear" and "As You Like It" by Mr. George Riddle, were given by the faculty.

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"; "A Lincoln Day Programme," consisting of selections from Lincoln's writings and extracts from poems and orations on Lincoln. At the end of each year a play is presented with the accessories of appropriate costume and scenery. Sheridan's "The Rivals" and "The School for Scandal," Goldsmith's "She Stoops to Conquer," Shakespeare's "A Midsummer-Night's Dream," "As You Like It," and "Twelfth Night," and Tennyson's "The Princess," 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 been tried and students have found such temporary assistance of great advantage. The foundation of this fund was 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>Latin</i> [5]	<i>Zoology</i> [7] or <i>Latin</i> [5]	<i>Geography</i> or <i>Latin</i> [5]

Third Year—4B

<i>Psychology</i> [4]	<i>Psychology</i> [4]	<i>Psychology</i> [4]
<i>History</i> [2]	<i>Geography</i> [2]	<i>Nature Study</i> [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> [6]	<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

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

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. Latin C. <i>Zoology</i> C—2, 4, 6. Latin D 1. <i>Botany</i> D 2—2, 4, 6. <i>Drawing</i> D 3— 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. Latin D 2. <i>Reading</i> D 3— 2, 4, 6. <i>Arithmetic</i> D 4.	<i>Biology</i> 2 A—2, 4. <i>Methods</i> 4 A—2, 3, 5, 6. <i>Geography</i> 2 B—2, 4, 5, 6. <i>Drawing</i> 2 B—3. 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. Cicero 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. Grammar 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. Advanced Latin 2 A, 2 B—2, 3, 4, 5. German B—2, 3, 4, 5. <i>Meteorology</i> C 1— 2, 3, 5, 6. <i>Algebra</i> C 2. <i>Drawing</i> D 2—3, 5. Grammar D 3. <i>Botany</i> D 4—2, 4, 6.	German A—2, 3, 4, 5. <i>Reading</i> A, B—3, 5. <i>Drawing</i> A, B—2, 4. <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— 2, 4. Library Science A, B—2, 4. Manual Training A, B—3, 6. <i>Geology</i> A, B—2, 3, 4, 5. Solid Geometry 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.

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

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

Winter Term Programme

7:30-8:15	8:15-9:00	9:30-10:20	10:20-11:10	11:40-12:30	2:00-2:50	2:50-3:40
<i>Reading</i> 2 B— 2, 3, 5, 6. <i>Drawing</i> 2 B— 4. <i>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>Cicero</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— 2, 4. <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> 2A, 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.

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

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

Spring Term Programme

95

A Catalogue of the Eastern

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 Training</i> 4 A-2, 4. <i>Psychology</i> B-2, 4, 5, 6. <i>History</i> 2 B-3. <i>Nature Study</i> 4 B-3.	<i>Phil. of Educ.</i> A-2, 4, 5, 6. <i>Grammar</i> 2 B-3, 4, 5, 6. <i>History</i> 2 B-2. Caesar 4 B, C.	Economics A, B-2, 3, 4, 5. Botany A, B-3, 5. Physics 2 A, 2 B-3, 5, 6. Zoology 2 A, 2 B, C-3, 5. Cicero 4 A, 4 B-2, 4, 5, 6. <i>Government</i> C2-2, 4, 5, 6. <i>Algebra</i> D 1. <i>Physiography</i> D 2. <i>Reading</i> D 3-2, 4, 6. Grammar D 4.	Astronomy A, B-2, 3, 4, 5. History A, B-2, 3, 4, 5. Literature A, B-2, 3, 4, 5. Advanced Latin 2 A, 2 B-2, 3, 4, 5. German B-2, 3, 4, 5. Physiology 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. Grammar D 3. <i>Music</i> D 4-3, 5.	German A-2, 3, 4, 5. Reading A, B-3, 5. Drawing A, B-2, 4. Music A, B-3, 5. History A, B-2, 3, 4, 5. Literature A, B-2, 3, 4, 5. Chemistry A, B-2, 4. Library Science A, B-2, 4. Manual Training A, B-3, 5. Geography A, B, C-2, 3, 4. Advanced Algebra A, B-2, 3, 4, 5.
Geography A, B, C-6. <i>Rhetoric</i> C 1-2, 3, 4, 5.	<i>Government</i> C 1-2, 3, 5, 6. Latin C, D 1. <i>Algebra</i> D 2-2, 4, 6. <i>Music</i> D 3-3, 5. <i>Drawing</i> D 3-2, 4. <i>Reading</i> D 4-2, 4, 6. <i>Drawing</i> D 4-3, 5.	<i>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. Latin D 2. English D 2. <i>Botany</i> D 3-2, 4, 6. <i>Physiography</i> D 4.	<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.			

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.	Botany A, B-2, 4. Zoology 2 A, 2 B-2, 4. Physics 2 A, 2 B-2, 4.	Chemistry 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.

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

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 general method and theory of education, or the so-called practice work in the Model School, should promote, more or less directly, the *teaching effi-*

ciency 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 the facilities will accommodate. 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 School.

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 pupil 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 for the removal of a condition. Conditions placed upon students regularly enrolled in the Model School 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 pupil 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 pupil 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—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 discussion 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 plan.

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 group 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 especial branch, the opportunity may be given this term.

3. Continued attendance at such meetings as the critic teachers and supervisor 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 constantly from our work to the model and from the model back to our work.

Observation of Critic Teacher's Work.

Whose teaching shall the pupil teacher observe? The work of the critic teacher and not the work of some other pupil teacher. To have one pupil teacher observe another is like learning good English by studying "false syntax." It is the blind

leading the blind. To have the pupil teacher 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 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 independent work, 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 stu-*

dents 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 express their own thoughts with some degree of effectiveness. The principal forms of prose discourse are discussed by the instructor, the theory being put into practice by the class in daily and fortnightly themes. Throughout the course parallel reading in nineteenth century literature is required. *Required for all four-year students. 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 writings of one of two men, Tennyson or Browning. The technique of poetry and the spirit of the age receive special attention. *Elective in all courses. Spring term.*

5. Classical Drama. This course will be a study of the drama from the time of Aeschylus to the fall of the Roman theater. *Elective in all courses. Fall term.*

6. Renaissance Drama. This course will be

outlined with especial reference to English drama. *Elective in all courses. Winter term.*

7. Modern Drama. The purpose of this course will be to familiarize the student with what is best in modern drama. *Elective in all courses. Spring term.*

8. 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 in all courses. Fall term.*

9. 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 in all courses. Winter term.*

10. The English Novel, continued. The work of this term is the study of the history of the novel from Malory to Meredith. *Elective in all courses. Spring term.*

The courses in the drama and novel alternate. During the year 1909-1910, the course in the novel will be offered.

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, deal-

ing 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 Mediaeval 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 1909-1910, course "2" 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 and Virgil in the third or 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 Virgil includes a study of Greek and Roman mythology, of poetical constructions, figures, and scansion, as well as the consideration of Virgil'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 1909-1910, Pliny's Letters, Horace's Satires and Epistles, and Cicero's De Amicitia 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 with free reproduction of the material read, practice in sight reading, and memorizing of German poems. In the first year Glück Auf, Immensee, Hoher 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 solution 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 sim-

ple 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 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.*

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. Requisite: 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 elec-

tricity 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 spring 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 term.*

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 representatives 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 in the four-year course. Spring term.*

9. *Botany.* A course in ecological botany, involving a study of the plant societies in the vicinity of Charleston, will be given during the fall term of 1909. 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 1910 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 ex-

tremely practical application to the lives and industries of the people, and when it becomes general in our schools, so that its influence is widely felt, we may expect America to take equal rank with the old world in the beauty and value of its manufactured products. In the meantime our teachers, at least, must not be wholly ignorant of the laws of beauty and the progress of the world in art.

The Course of Study.

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

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

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

Manual Training

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

The woodwork includes whittling and benchwork. The technical use of tools is shown in the making of objects which are carefully graded in

the order of their difficulty; but considerable choice is given the student as to the article he wishes to make.

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

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

The Queen of the Sea by Hummel.

During commencement week the children of the Model School 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 13,500 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.
Classical Journal.
Classical Philology.
Classical Weekly.
Collier's.
Conservation.
Cornell University—Home Nature Study Course.
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 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 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. [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. (*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 Hygiene.
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.
Speaker.
Suburban Life.
Survey.
Teachers College Record.
Torrey Botanical Club—Bulletin.

- U. S. Bureau of Labor—Bulletin.
- U. S. Bureau of Manufacturers—Monthly Consular and Trade Reports.
- U. S. Bureau of Statistics—Monthly Summary of Commerce and Finance.
- U. S. Experiment Stations—Experiment Station Record.
- U. S. Superintendent of Documents—Monthly Catalogue.
- U. S. Weather Bureau—Monthly Weather Review.
- 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 of 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 the 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.*

23. Some Problems in Education, *by John M. Coulter, 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. 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.

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. Com-

mittees 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.

The Athletic and Oratorical Meet

The First Annual Athletic and Oratorical Meet under the auspices of the Eastern Illinois State Normal School Athletic Association was held in Charleston on May 8, 1909. The track and field events were held in the new athletic field of the Normal School and the oratorical contest in the Assembly Hall.

There were one hundred and forty-two representatives in athletics from twenty-four different high schools, and twenty-six in oratory from nineteen high schools.

The only thing that marred the complete success of the meet was an exceedingly inclement afternoon, which made it impossible for all of the field events to be run off. In the track events, Tuscola captured the largest number of points.

Prizes were awarded to the winners of each of the athletic events, a copper cup for first place, a silver medal for second place, and a bronze medal for third place. To the winner of first place in oratory was given a copper cup and to the winner of second place a silver medal. '

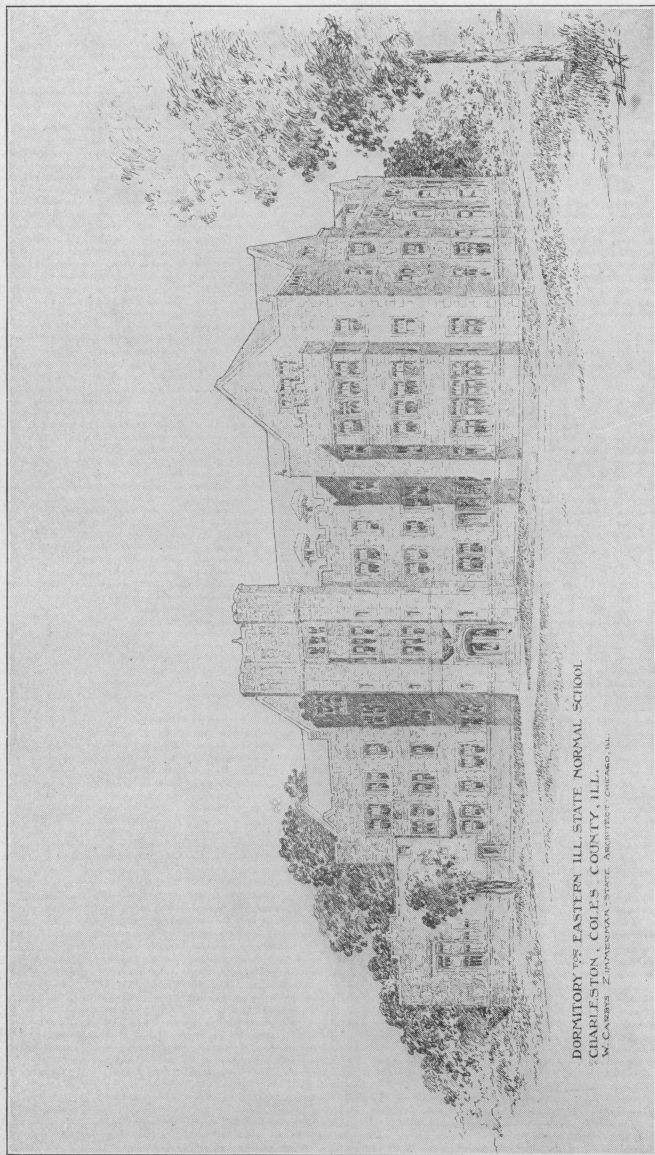
In the girls' oratorical contest Miss Eliza May Honnold of Kansas was awarded first place and Miss Hazel Eddy of Shelbyville, second place. William C. Troutman of Charleston took first in the boys' division and William Alonzo Reynolds of Paris took second.

This meet was conducted primarily for the furtherance of clean athletics, clean sport in the high schools of Eastern Illinois, and the proceeds of the meet will be used for that purpose.

Physical Education

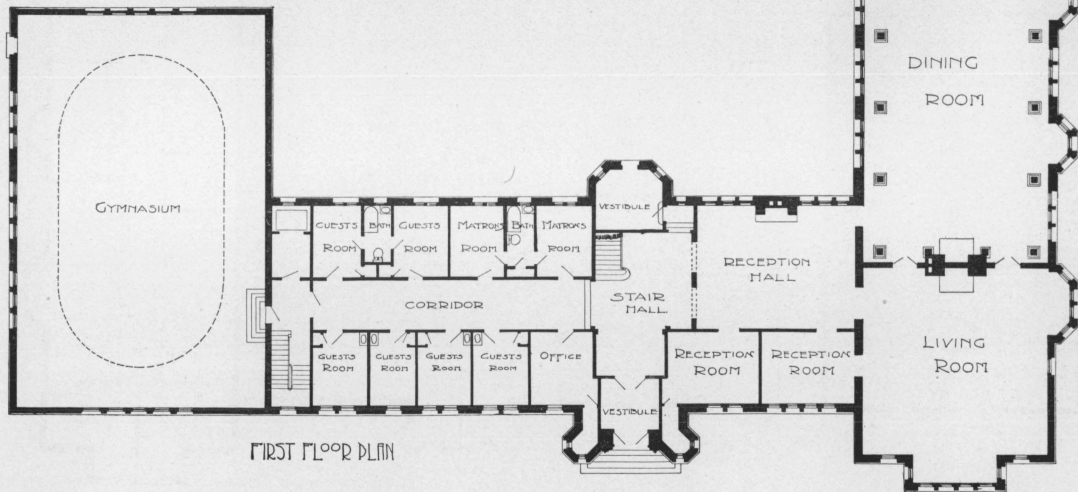
A new and stronger emphasis is being put upon the care and training of the body. This school has made generous and ample provision for the physical education of the young men and young women who attend it.

Miss Alice M. Christiansen, a graduate of the Boston Normal School of Gymnastics, of high character and standing, with ample experience and knowledge, will be in charge of the physical education of the young women during the coming year, giving instruction in gymnastics, anatomy, and kine-siology. She knows much of the health of the body and the training and instruction to be given will prevent the loss of many a day by illness.

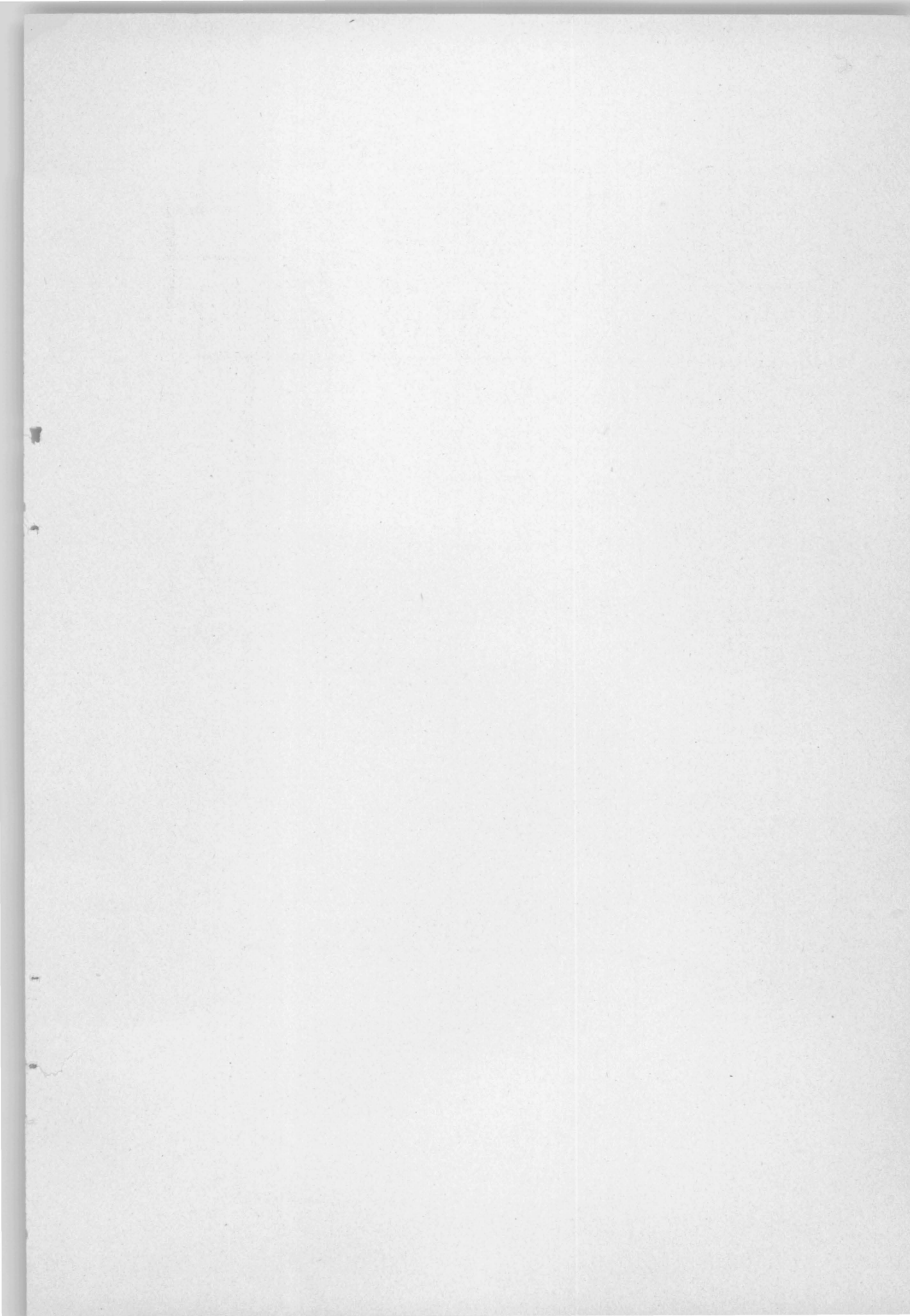


DORMITORY OF THE EASTERN ILL. STATE NORMAL SCHOOL,
CHARLESTON, COLE'S COUNTY, ILL.
W. CARNS ZINNEMAN, ARCHT. CHICAGO, ILL.

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



FIRST FLOOR PLAN



It is hoped that a man equally competent may be secured to direct the physical education of the young men of the school.

Woman's Building

The legislature of 1907 appropriated one hundred thousand dollars for the woman's building and gymnasium—the first appropriation for such a purpose ever made in the State of Illinois. A fine stone structure was finished and occupied January fourth, 1909. Nearly all the rooms in the building were taken from the first and the demand for rooms has already exceeded its capacity. The building has met the fondest hopes of its most ardent advocates, and its value as a social center in the school and in setting good standards of living is already established.

Room, including heat and light, with table board and privileges of a laundry, is furnished for four dollars a week. Students are not required to furnish anything.

Students.

Graduate Students

Carney, Lydia	Charleston
Mabee, Mirtie	Charleston

Second Year of the Two-Year Course

Avey, Blanche	Le Roy
Belting, Paul E.	Charleston
Bruner, Mary V.	Mattoon
Buckmaster, Pluma N.	Charleston
Coffman, L. Beryl	Salem, Indiana
Degenhardt, Irene	Alton
Feagan, Effie L.	Charleston
Hanselman, Anna M.	Piqua, Ohio
Hostetler, A. Lida	Charleston
Hostetler, Oliver C.	Charleston
McCabe, Edward L.	Charleston
Schmaelzle, Carl J.	Charleston
Tate, Ethel	Mattoon
Wamsley, Ruth R.	Charleston
White, Oshia	Charleston
Williams, Ethel T.	Mattoon

First Year of the Two-Year Course

Belting, C. Henry	Charleston
Blankenbaker, Margaret P.	Charleston
Boyers, Josephine	Kansas
Boyer, Helen	Charleston
Clopper, John H.	Rantoul
Cottingham, Maude	Charleston
Cunningham, Anna	Vincennes, Indiana
DeWolfe, M. Estella	Assumption
Draper, R. Caroline	Upper Alton
Driscoll, Irene	Charleston
Duhamel, Nora N.	Effingham
Ely, M. Edith	Danville

Flint, Alice I.	Lawrenceville
Gallagher, Margaret E.	Alton
Glassco, Alia N.	Charleston
Hoggard, Goldie D.	Arthur
Kelly, Marguerite A.	Danville
Lawlis, Rosa C.	Assumption
Martin, Patti C.	Arthur
Maxwell, Florence L.	Arcola
McKinney, Alice	DeLand, Florida
McNutt, Mrs. Lillian	Elgin
Morehart, Velda L.	Assumption
Nay, Mabel	Kansas
Nichols, Guy H.	Charleston
Norris, Herbert C.	Charleston
O'Bannon, Ethel E.	Charleston
Patton, June	Arthur
Patton, Mae	Arthur
Pendergast, Mary C.	Charleston
Powell, Zella F.	Mattoon
Riche, Arthur L.	Nora Springs, Iowa
Rogers, Ruby R.	Sidney
Smith, Mary E.	Charleston
Stevenson, Hannah H.	Evansville, Indiana
Tiffany, Burton E.	Lawrenceville
Umfleet, Willis	Grayville
Voris, S. Katherine	Neoga

Third Year of the Three-Year Course

Brown, M. Ethel	Piqua, Ohio
Card, Hamilton H.	Fillmore
Cossairt, Laura G.	Potomac
Homann, Ferdinand	Mattoon
Ivy, Torney P.	Fillmore
Orr, Esther	Sidell
Zimmerman, Robert L.	Mineral

Second Year of the Three-Year Course

Jenkins, S. Camilla	Butler
Zimmerman, Henry H.	Effingham

Fourth Year of the Four-Year Course

Briggs, Margaret	Charleston
Chamberlin, Frank	Gays
Corzine, Harland W.	Charleston
Corzine, May I.	Charleston
Davis, Myrtle A.	Charleston
Dickerson, Jeanette M.	Curran
Dixon, Frances M.	Herrick
Ernst, Jesse	Charleston
Foreman, Lulu B.	Charleston
Funkhouser, Fern	Mattoon
Funkhouser, Taylor	Mattoon
Harry, J. Roscoe	Humbolt
Heil, Mary E.	Arcola
Honn, Jessie M.	Ashmore
Howe, Verna	Robinson
Huber, Harry L.	Mattoon
Hume, Chester	Danville
McDonald, Mary M.	Charleston
Phillips, John B.	Sullivan
Phillips, Oda	Sullivan
Smith, Fred	Yale

Third Year of the Four-Year Course

Adair, Elizabeth	Charleston
Adkins, Frances	Charleston
Ames, Inez	Mattoon
Bigler, Harry	Sigel
Brewer, Ilah	Findlay
Burke, Coral	Cloverdale, Indiana
Byers, Helen	Charleston
Carman, Ruth	Charleston
Cochonour, Jennie	Casey
Connelly, Rae	Westfield
Davis, Sylva B.	Charleston
Dwyer, Katherine	Charleston
Eck, E. Lulu	Charleston
Faris, Susie	Lerna
Fears, Amanda O.	Humbolt

Fellows, Mary	Neoga
Fleming, Gay R.	Allenville
Fryer, Margaret L.	Charleston
Galbreath, Annie	Ashmore
Givens, Harry	Paris
Gray, Ruth	Charleston
Grimes, Etta B.	Charleston
Hallock, Willmetta	Charleston
Heeb, Evalena	Charleston
Kern, Vern	Gays
King, Ivan	Charleston
Larrabee, Edna E.	Oblong
Long, Ruth	Charlestoe
Lowry, Edith	Westfield
Mathes, Georg	Charleston
May, George S.	Charleston
McCrary, Esther	Charleston
McGrath, Margaret	Moweaqua
McKee, Helen	Charleston
McNutt, Ethel M.	Charleston
Miles, Sophia O.	Charleston
Morgan, Lee I.	Etna
Mullins, Helen G.	Charleston
Phipps, Anna E.	Charleston
Popham, Ruth E.	Charleston
Rankin, Cora E.	Rankin City
Rardin, Bruce	Rardin
Riche, Mildred A.	Nora Springs, Iowa
Serviss, Gladys H.	Charleston
Sims, Dollie	Charleston
Snapp, Carl F.	Findlay
Snapp, Roscoe C.	Findlay
Stanberry, Hewett R.	Charleston
Sullivan, Margaret E.	Charleston
Tarble, Charles	Martinsville
Tarble, George	Martinsville
Tarble, Newton	Martinsville
Welsh, Grover F.	Paris
Wiman, Anna M.	Yale

Woodson, Amy	Charleston
Zimmerman, Percy	Charleston

Second Year of the Four-Year Course

Austin, Clarence	Charleston
Baird, E. Claire	Moweagua
Brooks, Laura D.	Charleston
Buchanan, Bernice	Herrick
Butler, Lee A.	Charleston
Carney, Valentine D.	Charleston
Carson, Sadie E.	Charleston
Chapman, Lawrence	Martinsville
Connell, Ethel	Charleston
deWerff, Ida	Farina
Dice, Myrtle Z.	Charleston
Emrich, Marion	Casey
Faris, Margaret	Lerna
Fleming, Denna F.	Paris
Freeman, M. Madge	Charleston
Furste, Alma E.	Humbolt
Garman, Mary A.	Bethany
Highland, Alma	Etna
Hill, Charles	Toledo
Homann, Fred G.	Mattoon
Houchen, Bertha	Mattoon
Housel, Olive	Hindsboro
Hutchison, Gertrude	Dudley
Isler, Blanche	Danville
James, Foy C.	Charleston
Jones, Vernie A.	Willow Hill
Keefer, Grace	Paris
Kelly, Agnes M.	Monticello
Kibler, Carl M.	Wheeler
Kimball, Lula	Westfield
Kimmel, Levett	Chauncey
Kisner, E. Lynn	Bellair
Kisner, Roy M.	Bellair
Klein, Katie	Mattoon
Linder, Lewis S.	Charleston
Lippincott, George H.	Greenup

Long, Charles E.	Charleston
McDougle, Elizabeth	Charleston
McDougle, May	Charleston
McKittrick, Cynthia A.	Tower Hill
Milholland, Herbert R.	Charleston
Mitchell, Kate	Charleston
Newman, Margaret J.	Charleston
Parker, Julia H.	Mattoon
Peck, Edna	Charleston
Prather, Ona A.	Ashmore
Rennels, Ursa	Charleston
Rich, Ciney	Birds
Rodecker, Waverly	Mulberry Grove
Sampson, Homer C.	Wheeler
Sampson, Myrtie B.	Wheeler
Sanborn, Lillian	Spring Grove
Sarchet, Iris R.	Charleston
Schriner, E. Opal	Charleston
Scotton, John L.	Charleston
Seaman, Charley R.	Toledo
Seaman, May	Toledo
Seitzinger, Roy	Birds
Serviss, Ray E.	Charleston
Shoot, Lois M.	Charleston
Sidwell, E. Roscoe	Casey
Stanberry, Lawrence L.	Janesville
Stitt, Gladys L.	Toledo
Tarble, Alice	Martinsville
Taylor, Hal	Charleston
Taylor, Ruthe	Arthur
Taylor, Victor E.	Charleston
Tyler, James H.	Charleston
Tyrrell, Claudia L.	Ashmore
Vaughn, Guy	Bellair
Whipple, Roxana	Tower Hill
Wieland, John A.	Marshall
Wiemers, Oscar W.	Edwardsville
Wilson, W. Monroe	Charleston
Wiman, Lester	Oblong

Wiman, Raymond V.	Oblong
Wooten, Hazel O.	Tuscola

First Year of the Four-Year Course

Adair, E. Fern	Charleston
Adams, D. Ruth	Allendale
Akeman, Velma P.	Eaton
Allison, Worth A.	Lerna
Ames, N. Blanche	Mattoon
Anderson, William E.	Barnett
Armstrong, Clarence M.	Mt. Carmel
Ashby, Merle	Charleston
Baehr, Henry P.	New Baden
Bainbridge, Thomas M.	Shelbyville
Baird, Helen R.	Moweaqua
Barker, Olta	Middlesworth
Barkley, Minnie B.	Nokomis
Bell, Gladys	Charleston
Belting, John T.	Charleston
Bennett, Orris R.	Gays
Bidle, Clara G.	Westfield
Blackburn, Nema E.	Paris
Blood, Eva B.	Brocton
Blume, Anna	Humbolt
Bolt, Walter A.	Ramsey
Bolt, William L. C.	Ramsey
Bowling, Lena	Charleston
Boyd, Bethel F.	Robinson
Boyer, Mamie	Newman
Bradley, Corinne	Charleston
Bridges, Bertha E.	Charleston
Buckner, Clayton	Martinsville
Byers, Veva M.	Charleston
Calverley, James E.	Mt. Carmel
Carney, Mary J.	Charleston
Case, Clarence G.	Fillmore
Cassell, Harold L.	Charleston
Chandler, G. Waive	Vandalia
Chapman, Bertha M.	Charleston
Clarke, Georgia	Oconee

Clarke, Lida	Ocone
Climer, Roscoe F.	Palestine
Connell, Harry O.	Charleston
Connolly, Zella	Assumption
Conrad, Charles W.	Charleston
Cook, Ida M.	Hanson
Coventry, M. Alice	Findlay
Cox, Earle L.	Kansas
Craig, Orlan R.	Fair Grange
Crews, Ruth A.	Charleston
Crist, Ruby	Arcola
Crouse, Stella M.	Louisville
Crowe, Elizabeth D.	Charleston
Cruit, Beulah R.	Findlay
Davis, Jesse W.	Martinsville
Denham, Roy O.	Vermilion
de Werff, Emil	Farina
Digby, William T.	Oakland
Dollahan, John W.	Lawrenceville
Dollahan, Martin L.	Lawrenceville
Dorsey, Bessie F.	Moro
Doty, J. Kathleen	Charleston
Dulin, Nina	Charleston
Elder, George I.	Arthur
Elliman, Oliver C.	Butler
Ewald, Paul G.	Mt. Carmel
Eyler, Vernna M.	Parkersburg
Farrar, Ana J.	Mattoon
Feagan, Gladys E.	Charleston
Ferrel, Mabel	Newton
Flaherty, Cecil P.	Lerna
Fletcher, Ruth	Sorento
Foltz, Earl E.	Wheeler
Francy, Anna C.	Livingston
Frazier, G. Otis	Paris
French, Guy C.	Bellmont
Furry, Roscoe D.	Janesville
Gaines, Florence E.	Loxa
Galbreath, Conrad V.	Ashmore

Garman, Grace E.	Bethany
Goble, Almer	Casey
Gossett, William E.	Casey
Graham, Ruby	Humbolt
Greene, Oliver M.	Kinmundy
Gubbins, Bert	Albion
Gubbins, George Jr.	Albion
Hall, Fred	Oakland
Harris, Daisy	Moweaqua
Harris, Ruby M.	Coffeen
Harwood, Ross	Janesville
Hawkins, Felix	Ashmore
Hawkins, William	Ashmore
Heady, Earl E.	Newton
Hempen, Fred	Carlyle
Henderson, Arthur	Dexter
Highland, Logan	Charleston
Hines, Mary M.	West Liberty
Hoffman, Grace	Moweaqua
Hoffman, Mary M.	Vandalia
Hoots, Leonard S.	Humbolt
Hopper, Orley C.	Janesville
Houchin, Lillie E.	Arcola
Huckaba, Mary	Hindsboro
Johnson, Nelle	Stewardson
Jones, Lida F.	Newman
Jones, Sarah L.	Charleston
Jordon, Carrie M.	Charleston
Jordan, Russel	Lerna
Keefer, Iva M.	Paris
Kern, Violet E.	Walnut Hill
Kime, David O.	Dudley
King, Robert F.	Charleston
Kruse, Marie	Tuscola
Lacy, Pearl	Trilla
Lambird, Rex	Louisville
Lanman, Ruth A.	Ashmore
Lashbrook Cecil E.	Charleston
Linder, Ruth	East Alton

Livergood, Alice E.	Stonington
Logan, Leah A.	Arcola
Lovett, Elizabeth R.	St. Elmo
Mahaffey, Harry O.	Wheeler
Marshall, Henrietta E.	Charleston
Marshall, Stella M.	Albion
Maxey, Rosettie	Oblong
Maxwell, Amy	Duncanville
May, J. Howard	Charleston
McCallister, Gladys C.	Arcola
McDonald, Georgia H.	Lerna
McDoughle Grace A.	Humbolt
MacGilligan, Stanley	Shelbyville
McGurty, Frank J.	Charleston
McKnight, Robert B.	Oblong
McNutt, John R.	Charleston
Milholland, Paul A.	Charleston
Moore, Gertie M.	Cowden
Moore, Lewis A.	Humbolt
Morse, Ora	Findlay
Mulliken, Paul M.	Humbolt
Murphy, Albert	Louisville
Murphy, Edna	Charleston
Neiger, Cecyl L.	Grant City, Missouri
Nelson, Roy E.	Palestine
Newlin, Muriel H.	Charleston
Norman, Claude S.	Carlyle
Olmstead, Jessie M.	Alton
Orcutt, Guy R.	Charleston
Parkhill, Roy C.	Irving
Parrill, James L.	Kinmundy
Peters, Nelle	Louisville
Phillips, Minnie A.	Sullivan
Pinkstaff, Orra F.	Lawrenceville
Pittman, Linn	Brocton
Platt, Richard O.	St. Peter
Prather, Lillie	Ashmore
Rains, Chauncey M.	Hutsonville
Rankin, William M.	Charleston

Read, Walter	Newton
Reed, Robert B.	Humbolt
Reid, Emily C.	Lancaster
Rennels, William E.	Charleston
Riggs, Charles E.	Paris
Righter, Evalyn	Arcola
Robbins, Florence L.	Vandalia
Robinson, Runie T.	La Clede
Rominger, Maurice F.	Charleston
Rooney, Cecil	Brocton
Rosebraugh, Esther M.	Charleston
Rosebraugh, Lela	Charleston
Russell, Mary E.	Lerna
Schriner, Bessie D.	Westfield
Schrodt, Clara J.	Mt. Carmel
Scott, Lelah A.	Dalton City
Seiler, Jacob O.	Mt. Carmel
Sexson, Portia W.	Charleston
Sharp, Mildred	Tuscola
Sheckell, Christopher	Charleston
Simpson, Harry L.	Charleston
Six, Flora C.	Mattoon
Skidmore, Susan E.	Newman
Smith, Harry	Pawnee
Somers, Anna E.	Pinkstaff
Stanford, Frank J.	Clay City
Steinmetz, Ferdinand H.	Edwardsville
Stephenson, Cleo M.	Robinson
Stevens, Benny F.	Charleston
Stevens, Bertha C.	Coffeen
Stiefel, Elsie	Litchfield
Stitt, Eva W.	Toledo
Taylor, Lynn	Dalton City
Thomas, Excell	Casey
Tiffany, Charles H.	Lawrenceville
Townley, Ernest	Coles
Trogon, Doran S.	Mattoon
Truman, Fern	Urbana
Vogel, Christian	Altamont

Voyles, Robert F.	New Douglas
Wagoner, Ersel	Paris
Wallis, Charles H.	Barnett
Walsh, Marguerite C.	Ashkum
Wampler, Palmer	Birds
Watkins, Wilma J.	Humbolt
Whalen, Mary M. F.	Charleston
Wheeler, Blanche	Chrisman
White, John S.	Charleston
Willber, Alice H.	Russellville
Williams, Laura	Humbolt
Wilson, Nellie M.	Charleston
Wooten, Estelle M.	Tuscola
Wooton, Glenna F.	Clinton
Wright, Fern G.	Charleston
Yeargain, Harry W.	Augusta

Summer Term, 1908

Abel, Carrie F.	Rochester
Abston, Lana	Warrensburg
Albers, Susan	Atwood
Anderson, Lela M.	Hutsonville
Anderson, Mabel	Ramsey
Angleton, Amy D.	Sharpsburg
Angleton, James H.	Sharpsburg
Applegate, Margaret	Thomasboro
Archer, John J.	Charleston
Archibald, Mary K.	Nokomis
Ashbaugh, Edward	Sumner
Austin, Howard B.	Blue Mound
Bagott, Pauline J.	Kinmundy
Bail, Isabelle L.	St. Elmo
Bail, Lula A.	St. Elmo
Bailey, Connie	Albion
Baird, Celeste	Dalton City
Baker, Lulu M.	Robinson
Balding, Grant	West Salem
Ballard, Grace	Bellmont
Bamberger, Alvena	Homer
Barbre, Clarence	Taylorville

Barr, Edie	Beecher City
Barraclough, Pearl M.	Sorento
Batey, Nelle G.	Palestine
Baxter, Oliver L.	Hindsboro
Bayer, Jo	Butler
Beardsley, Frank A.	Charleston
Beebe, Blanche	Vandalia
Bickner, George N.	Hillsboro
Bishopp, Martha W.	Sheldon
Blair, Mittie	Arthur
Bouillion, Lula K.	Pocahontas
Bowyer, Mabel	Carbondale
Boyd, Velda	Trimble
Boyer, Mamie	Newman
Braden, Edna V.	Dudley
Bray, Nellie	Waggoner
Briggs, Margaret	Charleston
Briggs, Stella	Charleston
Britt, Blanche	Rantoul
Brooks, Laura D.	Charleston
Brooks, Odetta G.	Edgar
Brown, Mrs. Ella M.	Charleston
Brown, M. Ethel	Piqua, Ohio
Brown, Mrs. Gladys	Mattoon
Brown, Ida	Lovington
Brown, Victor I.	Oblong
Buckler, Della	Metcalf
Buckmaster, Pluma N.	Charleston
Bunting, Blanche	Albion
Burke, Coral	Cloverdale, Indiana
Burroughs, Emma	Fairmount
Burroughs, Ethel	Fairmount
Burson, Nellie M.	Windsor
Burtle, Maude	Pawnee
Burtner, Edna	Chrisman
Bush, Alma K.	Urbana
Butler, Lee A.	Charleston
Byers, Bessie B.	Charleston
Byers, Helen	Charleston

Cadwallader, Wynnie	Broadlands
Cameron, Elizabeth	Pana
Campbell, Harold L.	Edinburg
Carey, Leola	Grayville
Carrico, Mamie L.	Ashmore
Carson, Anne	Urbana
Carson, Elsie C.	Charleston
Cash, Eva M.	Oakland
Caudill, Heber	Wheeler
Clark, Olive	Sullivan
Clark, Susan G.	Assumption
Clarke, Lela	Mattoon
Clodfelder, Noah	Jewett
Cochonour, Jennie	Casey
Cochonour, Lillian A.	Casey
Cochran, Edna	Lawrenceville
Coffey, Opal	Oakland
Comer, Carmen	Charleston
Compton, Ivy M.	Cherry Point
Conn, Bessie	Onarga
Cook, Ida M.	Hanson
Cooke, Bessie M.	Mattoon
Corzine, Edna	Charleston
Corzine, Grace A.	Stonington
Corzine, Harland	Charleston
Corzine, May I.	Charleston
Cossairt, Laura G.	Potomac
Coughlan, Margaret	Owaneco
Cowger, Gertrude B.	Mt. Vernon
Cox, Eunice M.	Hutsonville
Cox, Flossie M.	Hutsonville
Crain, Mrs. Mary M.	Urbana
Crawford, Mary L.	Grayville
Crews, Ruth A.	Charleston
Crimmins, Helen	Hildreth
Crimmins, Jennie M.	Hildreth
Cross, Edyth	Argenta
Croughan, Lena	Flora
Crowder, Clio	Bethany

Cruzan, Laura	Tuscola
Cruzan, Myrtle A.	Mattoon
Cummings, Elsie	Danville
Cunningham, Georgia E.	Annapolis
Cunningham, Lydia	Vandalia
Curtis, Fay R.	Oakland
Davidson, Grace	Sullivan
Davis, Corda L.	Redmon
Davis, Ruby	Gays
Davis, Sylva B.	Charleston
DeBarr, Albert L.	Taylorville
DeWerff, Minnette	Moro
Dickerson, Jeanette M.	Curran
Dickinson, Garnett	Sidell
Dietz, Flora M.	Marshall
Dilbeck, Mabel	Bingham
Dilbeck, Nettie	Bingham
Dill, Estelle J.	Paris
Dingerson, Laura G.	Bethalto
Dixon, Nettie F.	Scotland
Doss, Florence M.	Philo
Douglas, Mary E.	Mt. Carmel
Douthit, May	Shelbyville
Dowler, Emery R.	Tower Hill
Durkee, Elizabeth	Tower Hill
Dwyer, Katherine	Charleston
Earnhart, W. H.	Flat Rock
Eck, E. Lulu	Charleston
Edison, Mabel	Martinton
Ellis, Elsie E.	Moro
Emrich, Benjamin H.	Casey
Erfft, Myrle	Palestine
Ewald, Clarence U.	Mt. Carmel
Ewert, Ethel J.	Mattoon
Fairchild, Ruby	Danville
Farris, Claude O.	Murdock
Fasig, Lois	Lerna
Fearheiley, Elma	Mt. Carmel
Fears, Amanda O.	Humbolt

Fellows, Mary E.	Neoga
Fender, Abba E.	Farina
Ferrill, Frances F.	Farina
Filer, Dessa R.	Vandalia
Filer, Nola E.	Vandalia
Fisher, Etta M.	Assumption
Flaherty, Cecil P.	Lerna
Flaherty, Mrs. Maude	Lerna
Flaherty, William P.	Lerna
Fleming, Denna F.	Paris
Fletcher, Belle	Dalton City
Fletcher, Ethel	Dalton City
Flewelling, Mrs. Ada	Urbana
Fortney, Bonnie	Casey
Fortney, Grace L.	Casey
Foster, Daisy L.	Nokomis
Francisco, L. C.	Bethany
Freeland, Olive G.	Hillsboro
Fryer, Margaret	Charleston
Fulwider, Artha	Tuscola
Galbreath, Annie	Ashmore
Gannaway, Lelia	Etna
Garrett, Everett E.	Neoga
Garrett, Flora E.	Gays
Garvin, Jennie	Paris
Gaskill, Henry A.	Arthur
Gerkin, Katharine L.	Greenville
Gilkison, Susie	Mt. Carmel
Gill, Mary G.	Paris
Glass, Nettie M.	Edgar
Goodman, Minnie V.	Mulberry Grove
Grant, Frances	Charleston
Gray, Helen	Mattoon
Green, Marie	Morrisonville
Green, Rhoda M.	Shobonier
Greene, Morton	Kinmundy
Grissom, Ira V.	Kansas
Gurney, Pearle H.	Pana
Hagan, Warren L.	Charleston

Hallock, Willmetta	Charleston
Hancock, Faye	Newman
Hand, Augusta	Nokomis
Hand, Bertha	Paris
Hanks, Mina E.	Martinsville
Hanna, Hugh Jr.	Dudley
Hanselman, Anna M.	Piqua, Ohio
Hardwick, Orville	Murdock
Harper, Mary I.	Robinson
Harris, Frances	Moweaqua
Harris, Fred M.	Charleston
Harrison, Ira M.	Vera
Harriss, Marjorie M.	Sullivan
Harshbarger, Mattie	Murdock
Hart, Margaret	Neoga
Harvey, Beulah	Mt. Carmel
Haskett, Mrs. Mary F.	Palestine
Hatley, Myrtle M.	Mt. Vernon
Hauck, Adina	Bethalto
Hawkins, Claude A.	Newman
Hayes, Margaret	Paris
Haynes, Margaret A.	Vandalia
Haynes, Woods M.	Mattoon
Hayse, Lillian	Mt. Vernon
Hedden, Myrtle	Charleston
Heeb, Evalena	Charleston
Heinlein, Crayton M.	Charleston
Henaughan, Mary E.	El Paso
Henaughan, Nora L.	El Paso
Henderson, Ethel	Isabel
Henton, John E.	Mattoon
Hicks, Earl F.	Bingham
Hightower, Clark M.	Watson
Hildebrand, Arbie G.	Brownstown
Hockgeiger, Frank M.	Mt. Carmel
Hodgson, Mrs. Florence	Charleston
Hoffman, Grace	Moweaqua
Holliday, John R.	Edinburg
Honderich, Eva	Marshall

Hoover, Blanche L.	Arthur
Hord, Rose B.	Taylorville
Hostetler, Ruth	Charleston
Houchen, Dosha B.	Olney
Houser, Eulalia	Newton
Howes, Anna L.	Edinburg
Howes, Carrie	Edinburg
Hume, Chester	Danville
Isley, Lucy E.	Wheeler
James, Amy S.	Newton
James, Ida	Oakland
Jaycox, Noble	Watson
Jenkins, S. Camilla	Butler
Jenne, Orpha	Sullivan
Jennings, Alma I.	Carmi
Jestes, Irma E.	Sorento
Johnson, Bessie	Grayville
Johnson, Ilda G.	Edgar
Johnson, Maude P.	Owaneco
Jolly, Samuel T.	Mt. Vernon
Jones, Carrie E.	Raleigh
Jones, May	Charleston
Jones, Pet	Arthur
Kearns, Amy	Camargo
Keithley, Nina B.	Hillsboro
Kerns, Dora N.	Taylorville
Kibler, Anna	Lis
Kibler, Carl M.	Wheeler
Kiefer, Joseph	New Baden
Kime, David O.	Dudley
Kimmel, Levett	Chauncey
King, Ivan	Charleston
King, Justian H.	Trimble
Kinney, Leo	Trimble
Kinney, Orville	Trimble
Klamm, Ida B.	Taylorville
Klein, Katie C.	Mattoon
Knight, Edith L.	Lerna
Krohn, Roy	Mason

Landis, Mary G.	Hoopeston
Lane, Clara	West Liberty
Lane, Cliffie L.	West Liberty
Larrabee, Edna	Oblong
Laughlin, Ruby H.	Tuscola
Layzell, Florence M.	Taylorville
Lee, Flossie	Casey
Leeds, Elsie	Mt. Carmel
Letsinger, Ada A.	Newton
Lilly, Harry	Beecher City
Litherland, Flora A.	Mt. Carmel
Livengood, Fern	Harvel
Livingston, Margaret A.	Livingston
Livingston, Rebecca E.	Livingston
Logue, Annie	Brownstown
Long, Annie	Urbana
Lovett, Elizabeth R.	St. Elmo
Lowry, Edith	Westfield
Lucas, D. P.	Bath
Magee, Lula E.	Pana
Maine, Gladys L.	Manchester
Major, Elsie F.	Warrensburg
Marshall, Judson	Ingraham
Martin, Lulu	Palestine
Martin, Minnie	Vera
Matthews, Zealie E.	Oakland
Mattox, E. Della	Sigel
Mattox, M. Florence	Sigel
Maxey, Lilly P.	Mt. Vernon
Maxey, Rosettie	Oblong
Maxwell, Ada L.	Arcola
Maxwell, Florence L.	Arcola
May, Erie O.	Newton
May, George S.	Charleston
McCabe, Edward L.	Charleston
McCommons, Frances	Flora
McCormick, William G.	Tuscola
McCrory, Bertha E.	Charleston
McDougle, Earl	Charleston

McGahan, Mrs. Jennie	Taylorville
McGinnis, Marguerite	Alton
McKinney, Alice	De Land, Florida
McLaughlin, Mary C.	Paris
McNece, Etta	Robinson
McNutt, Mrs. Lillian	Elgin
Merrell, Cecile	Arcola
Merz, Martha	Effingham
Meseke, Sylvia	Vernon
Metzger, Lena B.	Shobonier
Michael, Ann I.	Assumption
Milholland, Grace E.	Charleston
Miller, Ethel L.	Kansas
Miller, Grace L.	Tuscola
Miller, Hortense	Argenta
Miller, J. E.	Beecher City
Miller, Rosa M.	Carmi
Millerd, Ora M.	Hillsboro
Mills, Besse	Ridgefarm
Mills, Volo G.	Palestine
Miner, Daisy C.	Charleston
Mingee, Wilbert D.	Georgetown
Mitchell, E. F.	Altamont
Mitchell, Mary B.	Hoopeston
Montague, Nora	Wheeler
Moore, Gertrude E.	Humbolt
Morehart, Velda L.	Assumption
Morris, Nannie E.	Dudley
Morris, Nelle	Allerton
Morrison, Lena	Neoga
Morton, Ethel	Assumption
Moyer, Christine F.	Mt. Carmel
Mullins, Helen G.	Charleston
Mundy, Eunice A.	Mt. Zion
Murphey, Edith M.	Champaign
Murray, Lela	Taylorville
Musgrave, Gladys	Hutsonville
Nagle, Elizabeth	Gibson City
Neal, James E.	Camargo

Neblick, Mabel	Danville
Neel, R. Grace	Owaneco
Neeley, Maud	Flora
Nelson, John A.	Taylorville
Norton, Clara	Evansville, Indiana
O'Bryan, Mina	Pesotum
Ocheltree, Mabel	Homer
O'Connor, Kathryn	Mattoon
O'Connor, Rena	Pana
O'Dea, James	Mattoon
Orr, Esther	Sidell
Oswald, Lillie N.	Pocahontas
Patton, Bessie	Arthur
Paull, Edna	Palestine
Pendergast, Mary C.	Charleston
Pendergast, Nelle	Charleston
Pennepacker, Meda	Nokomis
Perisho, Nancy	Kansas
Phillips, John B.	Sullivan
Phillips, Oda	Sullivan
Prather, Ona	Ashmore
Provines, Hattie	Sumner
Provines, Mary	Sumner
Quatman, Clara	Altamout
Quatman, Mary	Altamont
Rachow, Tipmer	Reno
Ramsey, Leota M.	Mt. Carmel
Randolph, Lillie	Charleston
Rankin, Cora	Gibson City
Reavis, Effie M.	Smithboro
Record, Allie	Shelbyville
Reed, Harry	Dalton City
Reeds, Ida B.	Hindsboro
Rees, Carrie L.	Grayville
Rhodes, Mae	Trilla
Rhodes, Robert	Trilla
Richards, Edna R.	Palestine
Richards, Minnie H.	Champaign
Rinker, Ethyl N.	Taylorville

Ritchey, Mary L.
 Roberts, Lucy E.
 Robinson, Fred M.
 Robinson, Mildred
 Roderick, Melvin
 Roeder, Alma
 Rogers, Fred
 Roney, Mabelle F.
 Rose, Carrie B.
 Rossiter, Ralph W.
 Row, Ella
 Row, Nellie
 Rush, Alice
 Russell, Johanna
 Sage, Mary E.
 Sampson, Ella
 Sanders, Cora E.
 Scales, Emma
 Scherer, Carl
 Scott, Grace
 Scott, Owen
 Sharp, Rose
 Shea, Josephine
 Shirar, Leona
 Short, Mabel A.
 Shroll, Emma L.
 Sibbitt, Jessie S.
 Sibley, Ruth
 Sims, Dollie
 Sleeter, Edlyn L. A.
 Sloan, Nancy E.
 Smith, Amy L.
 Smith, Elmer
 Smith, Harold L.
 Smith, Harry
 Smith, Isabelle
 Smith, Minnie
 Smith, Pearlina M.
 Snodsmith, Cora

Charleston
 Hillsboro
 Decatur
 Taylorville
 Camargo
 Mt. Vernon
 Mattoon
 Dalton City
 Mt. Carmel
 Mattoon
 Pana
 Windsor
 Watseka
 Assumption
 Macon
 Mattoon
 Ashkum
 Nokomis
 Charleston
 Newton
 Watson
 Sharpsburg
 Paris
 Paris
 Hillsboro
 Moweaqua
 Hoopeston
 Pana
 Charleston
 Decatur
 Tuscola
 Marshall
 Charleston
 Mechanicsburg
 Pawnee
 Flora
 Mechanicsburg
 Pawnee
 Bluford

Sommer, Sylvan	Mattoon
Southard, William W.	Chrisman
Spang, Ethel P.	Georgetown
Sparks, Edna B.	Ashmore
Sparks, Emma	Rosemond
Sparks, Fern	Rosemond
Stanberry, J. O.	Fairmount
Starkey, Albert L.	Pesotum
Stephens, Elmer	Taylorville
Sterling, Pearl M.	Carmi
Stewart, Alma	Ashmore
Stewart, James W.	Toledo
Stickles, Grover C.	Murdock
Stigler, Grace	Paris
Stivers, Ora L.	Sullivan
Stockton, Laura S.	Martinton
Stokes, Opal H.	Raven
Stultz, Iva M.	Paris
Sullivan, Mary	Coles
Summers, Mrs. Mary	Homer
Sutton, Fairy E.	Martinsville
Swiney, Jennie V.	Windsor
Syfert, Blanche	Findlay
Taylor, Hal	Charleston
Taylor, Victor I.	Charleston
Teaney, Julia G.	Millersville
Teasley, Muriel	Palmer
Thompson, Eva M.	Broadlands
Thompson, Haidee G.	Paris
Tibbals, Lella M.	Arcola
Tichenor, Eva	Sullivan
Tiffany, Burton E.	Lawrenceville
Tinkler, Mary L.	Taylorville
Todd, Lora J.	Lovington
Tohill, Louis A.	Flat Rock
Toliver, Arthur	Taylorville
Traverso, Carlos L.	Lima, Peru
Travis, Fleta	Bethany
Truitt, Elmer	Irving

Truitt, Lester	Irving
Truxell, Archie C.	Mt. Auburn
Turner, Orval T.	Boody
Tyler, James H.	Charleston
Uphaus, Hazel I.	Macon
Valbert, Bernice L.	Flora
Valbert, Nella	Flora
Vanderveer, Jennie M.	Urbana
Vaughan, Ivanora	Sullivan
Votaw, Reta	Mattoon
Waddell, Genevieve	Taylorville
Walcher, Lola	Millersville
Walker, Albert	Windsor
Walker, Ruth	Charleston
Walsh, Mary E.	Grayville
Wamsley, Ruth R.	Charleston
Ward, Jennie M.	St. Mary's, Indiana
Warters, Grace L.	Jamaico
Watt, Bernice	Newton
Weatherly, Mary E.	Marshall
Weaver, M. Vernon	Dalton City
Weber, William E.	Litchfield
Wehmhoff, Merrill	Dalton City
Weiler, Anna C.	Claremont
Weiler, Katherine	Claremont
Welch, Jeannie	Ramsey
Welch, Maggie E.	Ramsey
Wempen, Emma E.	Raymond
Whalen, Mary E.	Staunton
White, David E.	Bogota
White, Oshia	Charleston
Wiggins, Elbert	Taylorville
Williams, Ethel T.	Mattoon
Wilson, Grace	Nilwood
Wilson, Hattie T.	Milford
Wilson, Ida M.	Georgetown
Wiman, Nelle	Oblong
Winter, Emily C.	Charleston
Wise, Althea	Newton

Wise, Edith E.	Newton
Wood, Addie	Sullivan
Woodson, Amy	Charleston
Wooten, Hazel	Tuscola
Wright, Ivy	Watseka
Wright, Mary E.	Charleston
Wright, May	Assumption
Young, Alice	Rantoul
Young, Alice J.	Urbana
Young, Anna	Farina
Young, Ethel	Gays
Young, Joseph K.	Dexter
Young, Lucy	Eaton
Zimmerman, Percy	Charleston

Pupils in Model School

Ninth Grade

Bails, Earl	Luther, Villa
Butler, Grove	MacBroom, Ruth
Carney, Bertha	McCabe, Selma
Chenoweth, Lela	Merkle, Leslie
Corzine, Bruce	Merritt, Mayme
Crim, Harry	Osborn, Hazel
Davis, Loxa	Phipps, Harold
Galbreath, May	Shoemaker, James
Giffin, Earl	Tolly, Ruth
Hudson, Louise	Waters, Reba
Hunt, Minnie	Wilson, Mary
Hutton, Nina	Wilson, Sumner
Kilgore, Edna	Wiser, Clem
Lindsey, Flora	Wuersch, Flossie
Long, William	

Eighth Grade

Anderson, Irene	Linder, Lucile
Briggs, Robert	McVey, Charles
Brokaw, Mary	Milburn, Harry
Chenoweth, Frances	Monfort, Helen
Chenoweth, Lola	Norfolk, Polly
Cox, Leland	Randolph, Glenn
Doty, Flolla	Ricketts, Dorothy
Downey, Mary	Shortess, Lois
Duvall, Kittie	Stewart, Arthur
Hardin, Louis	Taylor, Max
Johnston, Donald	Watson, Wanda
Jones, Evert	Whipp, Marguerite
King, Raymond	Wickham, Roy
Koch, Elsa	Williams, Stella
Levell, Nellie	

Seventh Grade

Anderson, Julian	Kilgore, Helen
Bails, Ernest	Linck, Edith

Buckler, Ivan	Linder, Mary
Cadle, Chester	May, Eda
Cook, Gordon	Newlin, Frank
Corzine, Bruce	Rauch, James
Cox, Mary	Sexson, Nellie
Doty, Flossie	Snider, Howard
Dunn, Ruth	Stewart, Nora
Fitzpatrick, Chester	Tarble, Van
Freeman, Emma	Turner, Virgil
Galbreath, Ruth	Watson, Nellie
Green, Esther	Whipp, Harry
Hampton, Maurice	Wickham, Gertrude
Hudson, Katharine	Wright, Glen
Jenkins, Hubert	

Sixth Grade

Baird, Lynn	Kenny, Corinne
Berry, Marie	McCrary, Margaret
Blankenbaker, Zeta	Record, Lula
Boulware, Maryon	Root, Paul
Brown, Helen	Ryder, Bernice
Crim, Charles	Shortess, Pauline
Crowe, Stanley	Stanberry, Leatha
Duignan, Margaret	Stone, Ruth
Fowser, Earl	Watson, Lois
Hall, Lucy	Wiley, Opal
Jeffries, Sybil	Wilson, Gladys
Johnston, Sara	

Fifth Grade

Adair, Charles	Lee, Frank
Alexander, Maurine	Lee, Randal
Baker, Glenn	Long, Grace
Boulware, Olive	McNutt, Elizabeth
Briggs, Manning	Reasor, Marguerite
Chenoweth, Burt	Reynolds, Bertha
Cockran, Edgar	Sarchet, Mary
Cox, Eva	Scott, Olive
Freeman, Charles	Serviss, Robert

Gaiser, Elsie
Giffin, Russell
Griffith, Charles

Smith, Clifford
Talbott, Carlos
Watson, Verna
Wilson, Paul

Fourth Grade

Bails, Clifford
Byers, Josephine
Byers, Vere
Cone, William
Cook, Leslie
Craig, Chloteel
Crowe, Mary
Davis, Charles
Edman, Glen
Giffin, Palmer
Hampton, Roscoe
King, Irene

Lashbrook, Abie
Lee, Edna
Level, Harlie
McCabe, Merrell
McGurty, Edward
Rosebraugh, Linder
Shanks, Paul
Shoot, Tilford
Snider, Homer
Stanberry, Malora
Wilson, Floyd
Worst, Harold

Third Grade

Berry, Josephiene
Blackford, Robrt
Blanford, Charles
Carmen, Gage
Crowe, Edith
Long, Dorothy
McCarthy, Josephine
McNutt, Donald
Nehrling, Lucile
Overstreet, Charles
Serviss, Trevor

Diemer, Alma
Edman, Virginia
Elwell, Lottie
Foreman, Harriet
Root, Merle
Tremble, Ronald
Turner, Stephen
Watson, Wayne
Wickam, Carrel
Wilson, Fern

Second Grade

Adair, Mary Ellen
Byers, Maurine
Cochran, Omar
Coffman, Catharine F.
Cone, Mary Elizabeth
Cook, Raymond

Lashbrook, Lucile
Level, Charlie
Martin, Ruth
May, Truman
McCarthy, Marian
Millar, Julian

Cox, Clifford	Randolph, Blanche
Davis, Gertrude	Shanks, Muriel
Forcum, Lois	Smith, Myrtle
Giffin, Veva	Wickham, Edith
Huff, Mark	Williams, Robert Joel

First Grade

Anderson, Gray	King, Thelma
Barnes, Vernon	Miles, Barbara
Bell, Cyril	Mitchell, Reba
Cash, Watson	Nehrling, Dorothy
Chenoweth, Beulah	Shanks, Rocha
Coon, Paul	Stewart, Kate
Craig, Gladys	Taylor, John Tinnon
Davis, Brite	Taylor, Vernon
Fortner, Lucien	Thomas, Ruth
Hampton, Marguerite	Toops, Jessie
Hart, Paul	Watson, Helen
Kerans, Josiah	Wilson, Goldie

Summary

	1906-7	1907-8	1908-9
Normal Department	332	397	427
Summer School . . .	429	452	504
	<hr/>	<hr/>	<hr/>
	761	849	931
Model School . . .	260	229	228
	<hr/>	<hr/>	<hr/>
	1021	1078	1159
Counted twice . . .	58	50	61
	<hr/>	<hr/>	<hr/>
Total . . .	963	1028	1098

Counties Represented

Bond	Fayette	McHenry
Bureau	Ford	McLean
Champaign	Hancock	Montgomery
Christian	Iroquois	Moultrie
Clark	Jackson	Piatt
Clay	Jasper	Richland
Clinton	Jefferson	Saline
Coles	Kane	Sangamon
Crawford	Lawrence	Scott
Cumberland	Macon	Shelby
Douglas	Macoupin	Vermilion
Edgar	Madison	Wabash
Edwards	Marion	White
Effingham	Mason	Woodford

Other States Represented

Florida	Iowa	Ohio
Indiana	Missouri	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	Dorans
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.	Humbolt
Shannon, Mary	Mattoon
Shoot, Bonnie	Charleston
Stewart, Charles	Charleston
Wade, William E.	Redmon
Wallace, Charles	Charleston
Wright, Mabel	Charleston
Young, Eva N.	Effingham

1904

Anderson, Ethel	Charleston
Bubeck, Charles M.	Marshall
Bullock, Florence W.	El Paso
Byers, Bessie B.	Charleston
Coon, Mary W.	Charleston
Dewhirst, David M.	Olney
DeWolfe, John C.	Pana
DeWolfe, Lucy L.	Pana
Dorris, Sylvanus A.	Isabel
Ferguson, Jessie L.	Charleston
Hagemeyer, Bartlett	Butler, Ky.
Hays, Cecilia M.	Mattoon
LaRue, Ruth A.	Etna

Littler, Carrie	Potomac
Lycan, Lydia B.	Kansas
McDonald, Louis L.	Charleston
Rapp, Martha B.	Mattoon
Rauch, Arlie B.	Charleston
Record, Loue	Charleston
Sims, 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, Jessie E.	Pesotum
Littler, 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, Jessie 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, Luanda	Charleston
Freeman, Frances F.	Charleston
Geddes, Grace	Newton
Hackley, Gertrude	Mattoon
Harry, Bertha	Humbolt
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, Ernest 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

1908

Barringer, Edna	Hillsboro
Bottenfield, Ezra O.	Oblong
Brown, Victor I.	Oblong
Carney, Lydia Z.	Charleston
Crum, Edna B.	Charleston
Cummins, Edna	Rose Hill
Davis, Leonard E.	Charleston
Drayer, Julia A.	Hartford City, Ind.
Finley, Charles W.	Charleston
Gabel, Goldie	Greenup
Glassco, Melville	Charleston
Hosford, Jean	Danville
Hostetler, Ruth	Charleston
LaRue, Ella	Etna
Lucas, Douglas P.	Bath
Mabee, Mirtie	Charleston

Maris, Florence	Tuscola
Maris, J. Claire	Tuscola
McCrorry, Bertha E.	Charleston
McKittrick, M. Augusta	Tower Hill
Meeker, William R.	Hazel Dell
Milholland, Arthur L.	Charleston
Murphy, Bessie	Charleston
Orcutt, Emily R.	Charleston
Price, Edna E.	Mt. Vernon
Riley, Ruth	Lerna
Summers, Mrs. Alice	Charleston
Tohill, Louis A.	Flat Rock
Wiman, Nelle	Oblong

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.....	1900-1907
James A. Dewey, Physics.....	1901-1902
Roswell C. McCrea, History and Civics.....	1901-1902

George D. Hubbard, Geography...	1901-1903
Elizabeth Branch, Assistant Librarian.....	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, Assistant Librarian.....	1906
Florence Harrison, Reading.....	1906-1907
Ida E. Carothers, Botany.....	1906-1907

Charlotte Amy Rogers, History in the Grades.....	1907-1908
Amelia Harrington, Critic Teacher in Grammar School.....	1907-1909

Illinois
State
Reformatory
Print

