

3-1-1911

Bulletin 31 - Summer Session 1911

Eastern Illinois University

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Eastern Illinois University, "Bulletin 31 - Summer Session 1911" (1911). *Eastern Illinois University Bulletin*. 133.
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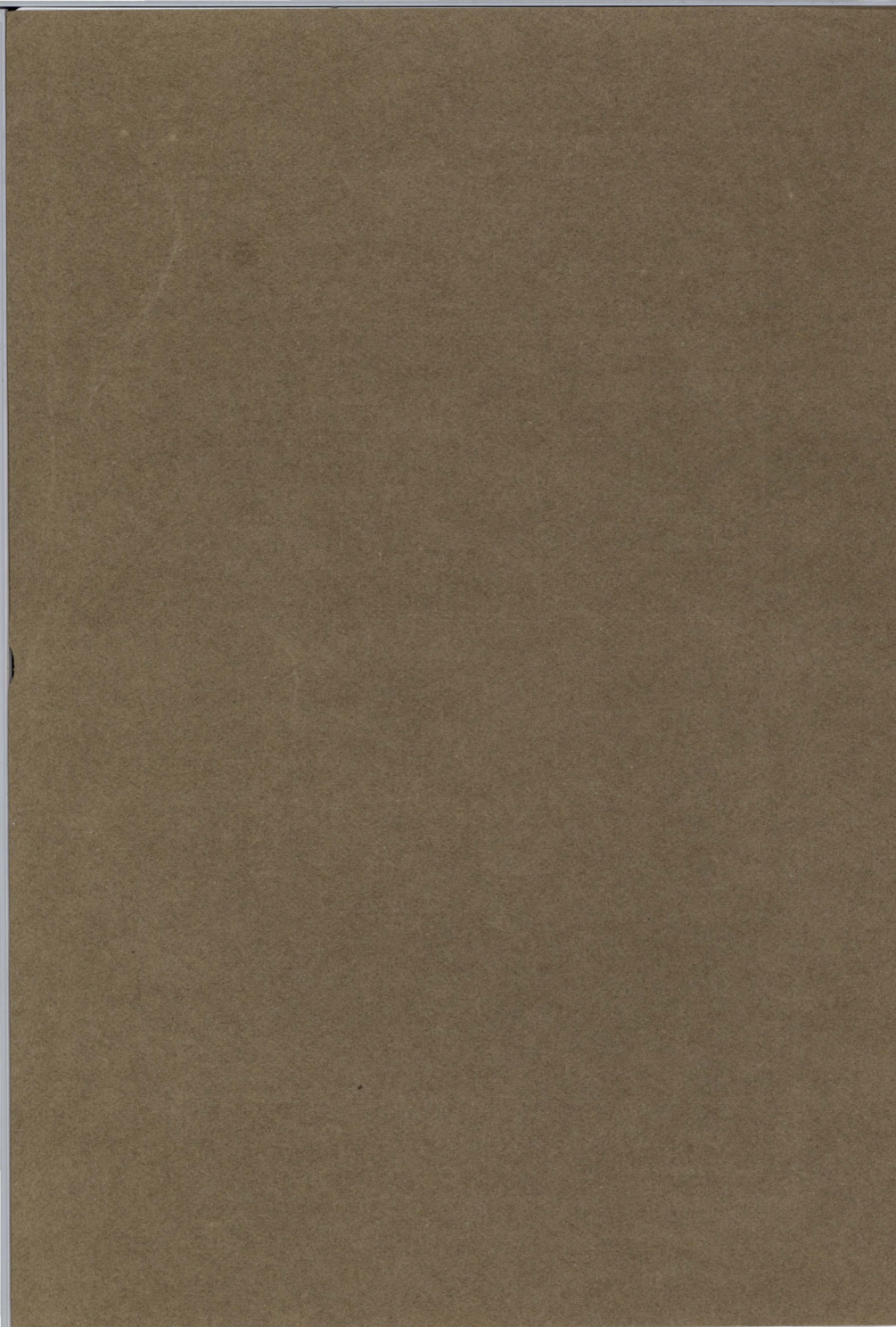
The Normal School Bulletin

March First, Nineteen Hundred Eleven

ANNOUNCEMENT
of The Eastern Illinois
State Normal School

Summer
Session
1 9 1 1

CHARLESTON, ILLINOIS



NORMAL SCHOOL BULLETIN

PUBLISHED BY THE EASTERN ILLINOIS STATE NORMAL SCHOOL

Entered March 5, 1902, as second-class matter at the post office at Charleston, Illinois,
Act of Congress, July 16, 1894

CHARLESTON, ILLINOIS, MARCH 1, 1911.

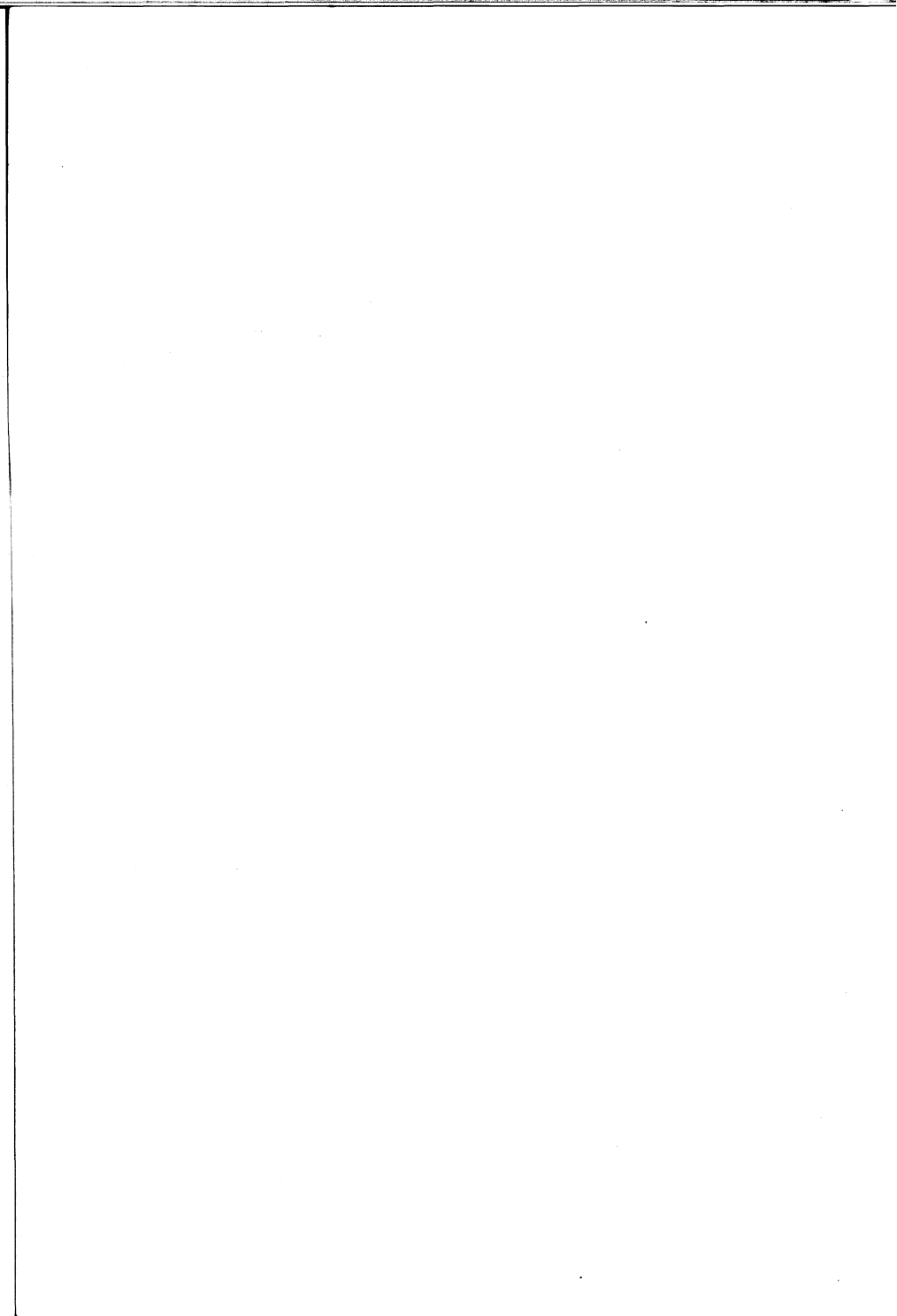
No. 31

The School Calendar

—————1911—————

S U M M E R T E R M

June 19, Monday Classification Begins at 9 A. M.
June 20, Tuesday Class Work Begins
July 28, Friday Summer Term Ends



THE FACULTY

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

E. H. TAYLOR, PH. D.
MATHEMATICS

ANNA PIPER
DRAWING

FRIEDERICH KOCH
MUSIC

ELLEN A. FORD, A. M.
LATIN AND GERMAN

THOMAS H. BRIGGS, A. B.
ENGLISH

THOMAS L. HANKINSON, B. S.
BIOLOGICAL SCIENCES

ANNIE L. WELLER, B. S.
GEOGRAPHY

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

J. C. BROWN, A. M.
MATHEMATICS

ISABEL MCKINNEY, A. M.
ENGLISH

FLORENCE V. SKEFFINGTON, A. B.
ENGLISH

SIMEON E. THOMAS, A. M.
HISTORY

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

EDGAR N. TRANSEAU, PH. D.
BIOLOGICAL SCIENCES

FORREST SUMNER LUNT, A. B.
READING

ALICE M. CHRISTIANSEN
PHYSICAL EDUCATION

EVA SOUTHWORTH
MATHEMATICS

SUMMER SESSION ANNOUNCEMENT

HAROLD DIEMER
MANUAL TRAINING

HISTORY

ASSISTANT IN PHYSICS AND CHEMISTRY

ROSCOE FARRAR
AGRICULTURE

GENEVIEVE FISHER
CRITIC TEACHER IN PRIMARY

FLORENCE E. GARDII
CRITIC TEACHER IN PRIMARY

ANNA H. MORSE
CRITIC TEACHER IN PRIMARY SCHOOL

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

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

GRACE EWALT
REGISTRAR

MARY E. HAWKINS
HEAD OF PEMBERTON HALL

WALTER NEHRLING
GARDENER

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

ANNOUNCEMENT

The summer courses at the Eastern Illinois State Normal School will open June 19 and close July 28. Provision has been made to meet the needs of three classes of students:

1. Those who have had experience in teaching and who wish to enlarge their professional or academic knowledge.
2. Those who are preparing to teach in schools that follow the Illinois Course of Study.
3. Those who wish to take regular work with a view to graduation from the Normal School.

ADVANCED COURSES

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

THE ILLINOIS COURSE OF STUDY

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

CREDITS ALLOWED

In those subjects of the regular curriculum for which two recitations a day are provided, credit is given for a full twelve weeks' term of work. In those subjects for which one recitation a day is provided, credit is given for half a term's work only, unless otherwise stated. No credit for graduation will be given for courses numbered 3, 7, 8, 11, 25, 34, 42, 53, 55, 56, 57, except by special permission of the instructor.

RAILROAD FACILITIES

Charleston can be reached from the most remote town in the district in six hours. From all stations along the Big Four or the Clover Leaf it can be reached in two hours or less. Trains

on the Illinois Central make close connection at Mattoon; trains from the southeast make close connection at Lerna; trains from the north and south make close connection at Paris. There are ordinarily sixteen passenger trains arriving daily in Charleston—six on the Clover Leaf and ten on the Big Four. Students from Mattoon or Mattoon connections can, if they so desire, use the interurban electric line. Charleston is in almost the exact center of a great network of roads, two north and south crossing the district east of Charleston—one at Paris and one at Kansas; two crossing the district west of it—one at Mattoon and one at Windsor; one running close along the eastern border of the district; and one, the main line of the Illinois Central, running along the western border. An equal or greater number of roads cross the district from east to west, some of them north and some of them south of Charleston, several of them being trunk lines with numerous trains.

Pupils from Vermilion, Edgar, Crawford, and Lawrence counties, and the eastern part of Cumberland and Jasper, reach Charleston from the east, connecting with the Big Four at either Paris or Kansas, or from the northeast over the Clover Leaf; those from Clay, Marion, Fayette, Effingham, Richland, and the western part of Cumberland and Jasper, and the southern part of Shelby, reach Charleston from the southwest over the Clover Leaf; those from Champaign, Moultrie, Macon, Christian, Montgomery, the northern half of Shelby, and the western half of Douglas, reach Charleston from the west over the Big Four.

An electric car line now connects the Big Four and Clover Leaf railroad stations with the Normal School and crosses the interurban electric line at the public square.

FACILITIES

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

During the past few years extensive changes and improvements have been made in the several laboratories. Occupying the whole west end of the third floor, the enlarged botanical and

zoological laboratories offer splendid opportunities for experimental work and verification of established facts of life.

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

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

THE LIBRARY

The library, containing over 15,000 volumes, is open to all summer school students. Exhibits of books on different subjects will be made. During the summer school of 1910 books on the following subjects were exhibited:

Books on physical education and games,

One hundred books for a teacher's professional library,

Books for grades 1 and 2,

Books of geography recommended in the Illinois Course of Study,

Fifty books for a country school library.

There was also a permanent exhibit of readers and primers for grades 1 to 4. A list of the books in the schoolroom libraries of the first six grades of the model school will be given to those who ask for a copy. For those who wish to obtain titles of books suitable to buy for school libraries, lists selected by those familiar with children's books are provided.

A short course in the use of the library will be given if enough students enroll.

MANUAL TRAINING

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

WOMAN'S BUILDING

The accompanying cut and floor plans are of the woman's

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

GYMNASIUM

Adjoining the Woman's Building is the gymnasium, well equipped with Swedish apparatus, having stall-bars, climbing ropes and ladders, horizontal and vertical window ladders, jumping standards, vaulting box and horse, and two new Swedish booms, special 1910 model. It is well lighted and ventilated. Besides the best of apparatus, there are separate dressing rooms with private lockers and numerous shower baths. For outdoor work there is a large athletic field with a quarter mile cirder track and a baseball diamond, field hockey and basketball grounds, and several tennis courts. The equipment of the gymnasium and playground will interest prospective teachers of physical education and public school teachers who are seeking knowledge on this subject.

AGRICULTURE

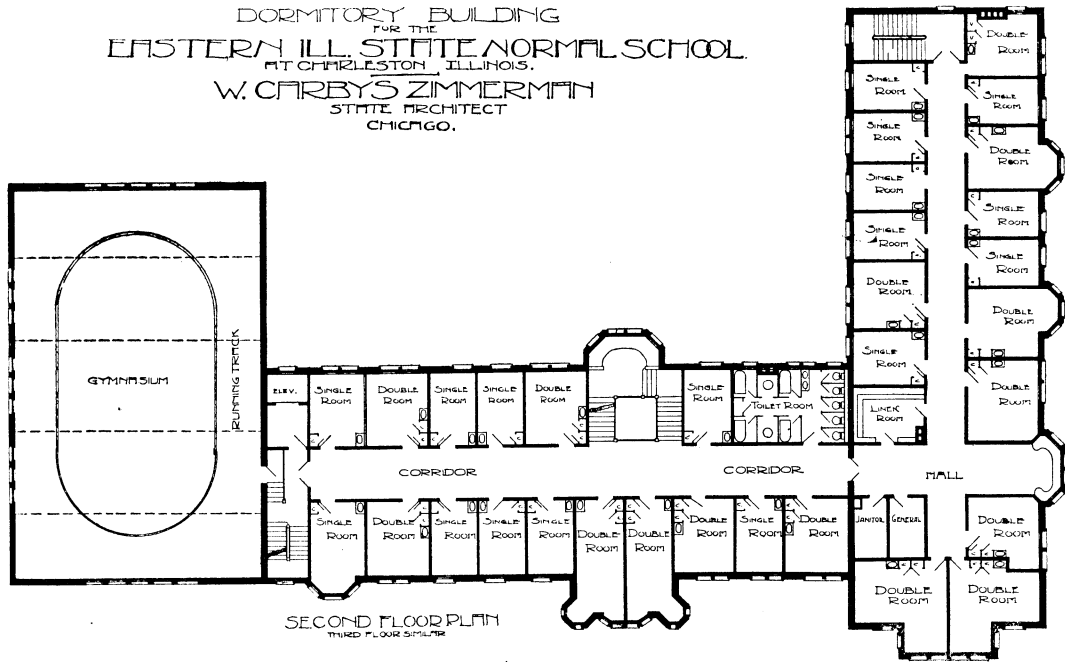
Attention is called to a course in elementary agriculture which is offered this summer for the first time. This work is described in detail under Biological Sciences, Course 49.

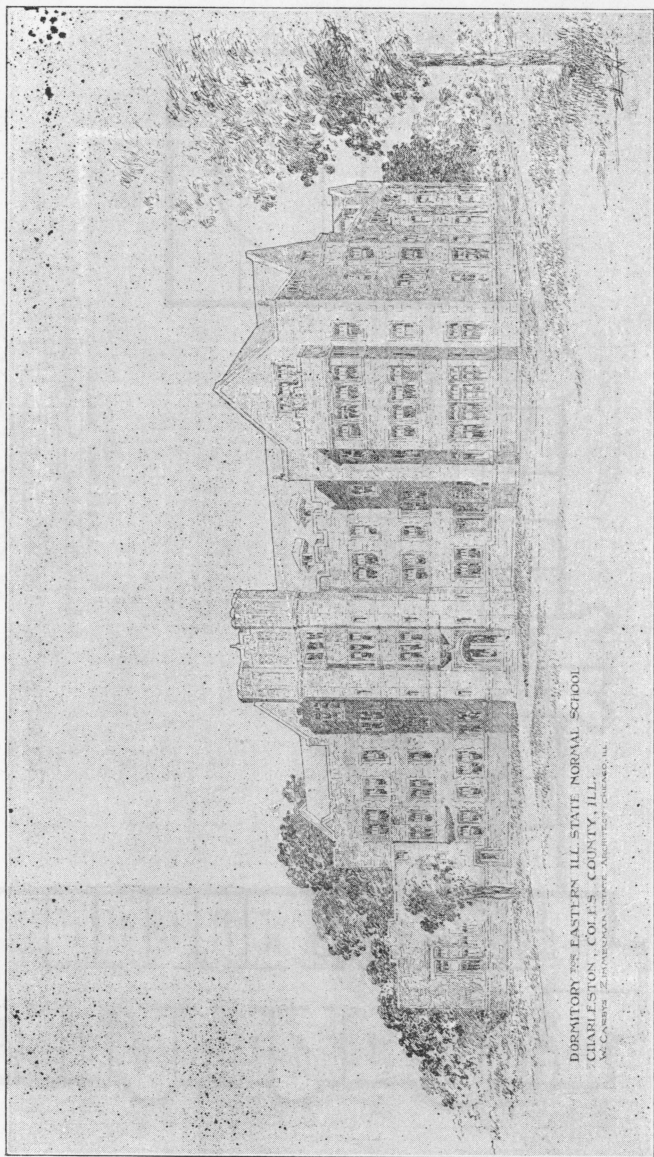
THE SCHOOL GARDEN

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

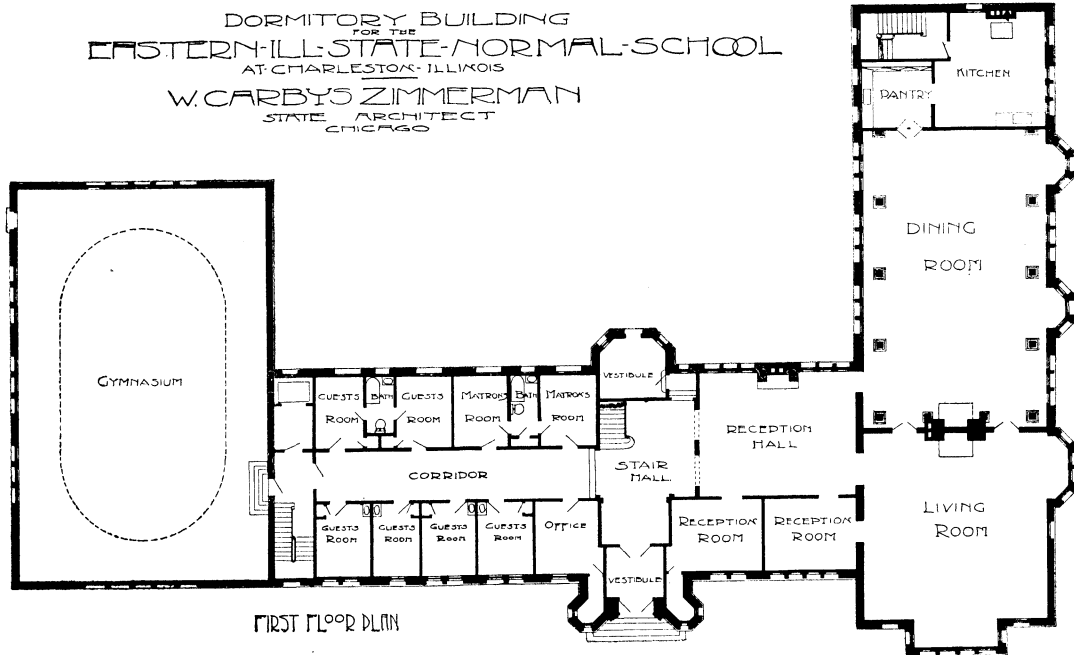
DORMITORY BUILDING
FOR THE
EASTERN ILL. STATE NORMAL SCHOOL
MT CHARLESTON, ILLINOIS.
W. CARBY'S ZIMMERMAN
STATE ARCHITECT
CHICAGO.





DORMITORY OF EASTLES ILL. STATE NORMAL SCHOOL
CHARLESTON, COLLES COUNTY, ILL.
W. C. CARVER, ARCHITECT, CHICAGO, ILL.

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



FIRST FLOOR PLAN

PROG

7:30-8:20	8:20-9:10	9:10-9:40	9:40-10:30	10:30-11:15
	Theory and Practice of Teaching R. 11 (2)	Chapel Exercises	Psychology (1) R. 39	Observation
History (7) R. 30	Government (6) R. 30	Lectures on Education	History (4) R. 33	History (5) R. 33
<i>Grammar</i> (11 a) R. 27	Grammar (9) R. 27			
	Rhetoric (12) R. 40		<i>Grammar</i> (11 c) R. 40	Grammar (10) R. 40
Rhetoric (13) R. 24	<i>Grammar</i> (11 b) R. 24			Literature (15) R. 24
Latin (18) R. 38	German (21) R. 38			Latin (20) R. 38
	Reading (22) R. 29		Reading (24) R. 29	<i>Reading</i> (25) R. 29
Music (26 a) 3rd floor east	Music (27) 3rd floor east			
	Drawing (29) 3rd floor east		Drawing (30) 3rd floor east	
Arithmetic (32) R. 23	Algebra (36) R. 23			Geometry (38) R. 23
Geometry (39) R. 35	Arithmetic (33) R. 35		Algebra (35) R. 35	
	<i>Arithmetic</i> (34 a) R. 26		<i>Arithmetic</i> (34 b) R. 26	Geometry (37) R. 26
Geography (40) R. 25			Geography (41) R. 25	
Physics (44) R. 36	Physics (43) R. 37		Physics (45) R. 37	
Plant Ecology (48) 3rd floor west	Plant Ecology (48) 3rd floor west		Plant Morphology (47) 3rd floor west	Plant Morphology (47) 3rd floor west
Zoology (50) 3rd floor west	Zoology (50) 3rd floor west		Physiology (52) 3rd floor west	Physiology (52) 3rd floor west
	Weaving (53 a) R. 17			
Physical Education (55) Gymnasium				

Courses in Italics are those following the Illinois Course of Study.
The number of the room is indicated in the lower left hand corner of each space.
The number in parentheses indicates the course as outlined in the body of the

AMME

11:20-12:10	2:00-2:50	2:50-3:40	3:40-4:30	4:30-5:20
Observation		Special Method R. 11 ⁽³⁾	Psychology R. 39 ⁽¹⁾	
	<i>History</i> (8) R. 16		History R. 33 ⁽⁴⁾	
		Grammar R. 27 ⁽⁹⁾	Literature R. 27 ⁽¹⁷⁾	
	Literature R. 40 ⁽¹⁴⁾			
		Literature R. 24 ⁽¹⁶⁾		
		Latin R. 38 ⁽¹⁹⁾		
		Reading R. 29 ⁽²³⁾		
	Music (26 b) 3rd floor east	Music (28) 3rd floor east		
	Painting (31) 3rd floor east			
	Arithmetic (32) R. 23	Algebra (36) R. 23		
		Arithmetic (33) R. 35	Algebra (35) R. 35	
	<i>Arithmetic</i> (34 c) R. 26			
			<i>Geography</i> (42) R. 16	
	Chemistry (46) R. 37	Chemistry (46) R. 37		
	Agriculture (49) 3rd floor west	Agriculture (49) 3rd floor west		
			Animal Life (51) 3rd floor west	
		Weaving (53 b) R. 17	Woodwork (54) 3rd floor central	
			Physical Educat'n (56) Gymnasium	Physical Educat'n (57) Gymnasium

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.

EXPENSES

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

Board and room in the Woman's Building costs four dollars a week. In private families the cost is about the same. Committees from the Young Men's and Young Women's Christian Associations will assist students in selecting boarding places and rooms.

TEXT-BOOKS

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

ESTIMATED EXPENSES

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

ADMISSION

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

Enrollment of students will begin at nine o'clock Monday morning, June 19. Class work in the subjects offered will begin Tuesday morning, June 20.

COURSES OF STUDY

LECTURES ON EDUCATION

THOMAS M. BALLIET, Ph. D., New York University.

WILLIAM CHANDLER BAGLEY, Ph. D., University of Illinois.

PSYCHOLOGY

MR. LORD

COURSE 1.—PSYCHOLOGY. The purpose of this course is to know what psychology is and what it does and something of its method. Some study will be made of sensation, feeling, attention, perception, the association of ideas, memory and imagination, the simpler forms of action, thought, and perhaps the complex forms of action.

An attempt will be made to make this course of some value to the teacher in his work, and also to make it available in the culture of his own mind. Two hours daily.

GENERAL METHOD

MR. COFFMAN

COURSE 2.—THEORY AND PRACTICE OF TEACHING. This is a course treating the meaning of education, administrative and teaching method, types of instruction, and criticism and teaching in their mutual relation. The practical work will consist in the observation and criticism of lessons taught by competent critics teachers in the first four grades. One hour daily.

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

HISTORY AND GOVERNMENT

MR. THOMAS AND _____

COURSES 4, 5, and 6 in history and government are somewhat elastic. Students may at their option arrange for a full term's credit or a half term's credit, the difference being in the amount of written work and collateral reading required.

COURSE 4.—SPECIAL PERIODS IN AMERICAN HISTORY.....
.....The work is designed for advanced students. Two hours daily.

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

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

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

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

ENGLISH

MR. BRIGGS, MISS SKEFFINGTON, AND MISS MCKINNEY

COURSE 9.—GRAMMAR. Mr. Briggs. The elements of English grammar, including a study of the parts of speech and the simpler applications of syntax. The class will attempt to complete the first nine chapters in Gowdy's English Grammar, revised edition. Two hours daily.

COURSE 10.—GRAMMAR. Miss McKinney. Adjective, adverb, and noun clauses. The various constructions involved in clauses usually cause students of grammar most difficulty. All students passing this course and Course 11 will receive credit for the usual "second term grammar." One hour daily.

COURSE 11.—GRAMMAR IN THE ILLINOIS COURSE OF STUDY. Three sections: Mr. Briggs, Miss Skeffington, Miss McKinney. Grammar as determined by the Illinois Course of Study will be

gone over in these sections. As eighth year work is prescribed for 1911-1912, the classes will begin with Part II. of Gowdy's English Grammar, revised edition. One hour daily.

COURSE 12.—ELEMENTARY COMPOSITION. METHODS AND PRACTICE. Miss McKinney. This course will include theme-writing, mostly narration and description, and also methods of teaching composition in the upper grades. Students attaining the requisite proficiency will be given credit for first term rhetoric. One hour daily.

COURSE 13.—RHETORIC. Miss Skeffington. This will be a course in exposition. Credit in second term rhetoric in the regular course will be given according to the grade of work done. One hour daily.

COURSE 14.—ELEMENTARY LITERATURE. STUDY AND METHODS. Miss McKinney. The poems prescribed for the eighth year in the Illinois Course of Study will be discussed, together with other poems suitable for the upper grades. Instruction will be given in methods of teaching such literature. One hour daily.

COURSE 15.—SHAKESPEARE. Miss Skeffington. Macbeth and As You Like It will be studied. Under certain conditions a student may secure a full credit for this course. One hour daily.

COURSE 16.—PROSE FICTION. Miss Skeffington. This will be an introductory course in English prose fiction. The work will be based on the novels included in the college entrance requirements. One hour daily.

COURSE 17.—NINETEENTH CENTURY POETRY. Mr. Briggs. This course is open only to students who have had some training in literature or to those who have read considerably. The exact field to be covered will be determined after consultation with the class. One hour daily.

LATIN AND GERMAN

MISS FORD

COURSE 18.—BEGINNING LATIN. The class will study pronunciation and inflection as treated in the first twenty-three chapters of Bennett's Foundations of Latin. One hour daily.

COURSE 19.—CAESAR OR CICERO OR VIRGIL. One hour daily.

COURSE 20.—METHODS IN LATIN. The instructor will pre-

sent with reference to Latin in the high school course the topics of pronunciation, inflection, syntax, vocabulary, prose composition, sight reading, the art of translating, the first six weeks in Caesar, Latin and English, Mythology as related to the study of the Aeneid, the dactylic hexameter, illustrative material, the classical library. One hour daily.

COURSE 21.—BEGINNING GERMAN. The class will study the first thirty lessons in Bacon's German Grammar. One hour daily.

READING

MR. LUNT

The four courses in reading are planned for the benefit of two groups of students—the public school teacher and the undergraduate student. Course 22 is the elementary course. All students who contemplate taking reading but have had no previous training are advised to elect this course. Courses 23 and 24 are planned primarily for the grade teacher and the advanced student. During the term the instructor will give four public readings.

COURSE 22.—ELEMENTARY READING. The principles of silent and oral reading, grouping, speed, eye movements, imagery, articulation, enunciation. One hour daily.

COURSE 23.—METHODS. An intensive study of selections read by pupils in the grades. Suggestions for the home study of the reading lesson, seat work for reading, dramatizing of stories, reading for speed, devices. One hour daily.

COURSE 24.—POETRY. Advanced Reading. Poetry read as poetry. Appreciation of poetry. Rhythm, melody, sound, etc. Such poems as "The Vision of Sir Launfal," "Snowbound," "The Idylls of the King" will be read. One hour daily.

COURSE 25.—ILLINOIS COURSE OF STUDY. Special work on the material found in the Illinois Course of Study with practice in oral reading. The Course of Study Publication will be used in this class. One hour daily.

MUSIC

MR. KOCH

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

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

COURSE 27.—MUSIC. Here sight reading is confined largely to scales, and two and three part chart exercises are introduced. Harmonic, melodic minor scales, chromatic exercises, and sight singing in four parts are studied. Song singing is also attempted. Some opportunity for observing and for teaching the work of the course, as it is exemplified in the grades, is given the students. One hour daily.

COURSE 28.—CHORUS WORK AND STUDY OF CHILDREN'S SONGS. Open to those who read elementary music. One hour daily.

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

DRAWING

MISS PIPER

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

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

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

MATHEMATICS

MR. TAYLOR, MR. BROWN, AND MISS SOUTHWORTH.

COURSE 32.—ARITHMETIC. Miss Southworth. The work of this course includes notation, numeration, the fundamental operations with integers and 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. Two hours daily.

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

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

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

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

COURSE 37.—PLANE GEOMETRY. Mr. Taylor. This is a first course in plane geometry. If Books I. and II. are completed, credit will be given for a term's work. One hour daily.

COURSE 38.—PLANE GEOMETRY. Miss Southworth. This course begins with Book III. and completes as much of Books III., IV., and V. as the class is able to do. One hour daily.

COURSE 39.—SOLID GEOMETRY. Mr. Brown. The work will be adapted to the needs of the class. One hour daily.

GEOGRAPHY

MISS WELLER

COURSE 40.—MATHEMATICAL GEOGRAPHY AND CLIMATOLOGY. A study of the distribution of winds, temperature, and rainfall on the earth and the factors influencing this distribution. One hour daily.

COURSE 41.—GEOGRAPHY OF NORTH AMERICA. Students taking this course must have had previously a course covering the work in course 40. A full credit will be given if sufficient library work is done. One hour daily.

COURSE 42.—ILLINOIS COURSE OF STUDY. A discussion of the work in geography outlined in the Illinois Course of Study. One hour daily. Students who have had or are taking geography courses in this school will consult the instructor as to credit in methods for this course.

PHYSICAL SCIENCES

MR. CROWE

COURSE 43.—PHYSICS. Mechanics of Solids and Fluids. Lectures and recitations. Open only to those who have had plane geometry and algebra. One hour daily.

COURSE 44.—PHYSICS. Mechanics of Solids and Fluids. Laboratory work. One hour daily.

Students who complete Courses 43 and 44 will be given credit for the fall term's work in the regular school year.

COURSE 45.—PHYSICS. Heat. Lectures and recitations. Algebra and plane geometry, prerequisites. One hour daily.

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

BIOLOGICAL SCIENCES

MR. TRANSEAU, MR. HANKINSON, AND MR. FARRAR.

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

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

AGRICULTURE

MR. FARRAR

COURSE 49.—Two hours daily.

First week: Corn judging and a study of the history and type of each of the varieties most important to Central Illinois.

Second week: Treatment of grains for various diseases. Shrinkage of grain in storage. Percentage of waste in the different varieties of corn and oats. Seed testing and identification.

Third week: A study of the life histories of noxious and beneficial insects; also methods of eradication and prevention.

Fourth week: Animal nutrition. A study of the fundamental principles underlying animal metabolism as presented by the Pennsylvania Experiment Station. Reports from Illinois feeding experiments and a careful study of Dietrich's theory of "Nitrogen Equilibrium."

Fifth week: Soils. Soil formation as presented by Hilgard, Merrill, and Hopkins. A study of the great soil areas of the state. A study of the various types of soils of the Wisconsin Glaciation.

Sixth week: A careful study of the results of Illinois soil investigations. Various systems of permanent agriculture. A careful review of the controversy between the University of Illinois and the U. S. Department of Agriculture.

COURSE 50.—GENERAL ZOOLOGY. Mr. Hankinson. This course is designed to meet the needs of students who wish to take a general survey of the important branches of the animal kingdom. The work will be based upon a laboratory and field study of type forms, and other representatives of the groups and will include lectures and recitations. Two hours daily.

COURSE 51.—ANIMAL LIFE. Mr. Hankinson. The purpose of this course will be to acquaint the students, so far as possible, with the important forms of animal life of the state, which will enable him to conduct field work with classes and to collect and prepare material for use in exercises in nature study. A general survey of the fauna of the region about Charleston will be made and then some particular animal habitat will be especially considered. One hour daily.

COURSE 52.—HUMAN PHYSIOLOGY. Mr. Hankinson. In this course a general review will be made of the subject by means of recitations, lectures, and laboratory work. Two hours daily.

MANUAL TRAINING

MR. DIEMER

COURSE 53.—WEAVING. This course is planned to help those teachers who wish to introduce the simpler forms of handiwork into their schools. Small articles will be made out of yarns, raffia, rattan, paper, and cardboard. There will also be some work in basketry showing the different uses of suitable materials. Suggestions for carrying on the work in the class room and the

selection and buying of materials will be given. One hour daily.

COURSE 54.—WOODWORK. The woodwork follows the Sloyd method, and will include whittling, and so far as possible, the making of simple articles for use in the school room, showing what may be done with a small outlay in expense for tools and materials. In this course credit is given equal to that for the required work in the winter and spring terms of the regular school year. One hour daily.

PHYSICAL EDUCATION

MISS CHRISTIANSEN

COURSE 55.—FOLK PLAYS AND AESTHETIC GYMNASICS. This course will include an intensive study of various types of national folk-plays of the Northern European countries and the value of these plays as a means of exercise. The lessons have been arranged for use in a large assembly hall or corridor, although many of the movements may be executed in the school room, and are graded and adapted to the various stages of growth in the development of the child. One hour daily.

COURSE 56.—GAMES AND PLAYGROUND ORGANIZATION. An effort will be made to give the public school teacher practical information on how to apply various methods of physical training and recreation to boys and girls in out-door gymnasiums, play grounds, and school yards. This course will treat of play ground organization, construction and equipment, together with the study of games and exercises for children. One hour daily.

COURSE 57.—SCHOOL ROOM GYMNASICS. This course will consist of the discussion of the elementary principles pertaining to the teaching of school room gymnastics, the work being based upon the Ling or Swedish System. Story plays and rhythmic exercises for the primary grades will be studied, also various outlines for teaching formal gymnastics in the upper grammar grades. There will be opportunity for students to observe the teaching of school room gymnastics in the Model School. One hour daily.

All women teachers expecting to take any of the courses in physical training should provide themselves in advance with a pair of gymnasium shoes, black bloomers, and a white middie-sailor blouse. The cost of the entire costume, including shoes, should not exceed three dollars.



Plaindealer Press
Charleston, Illinois