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BULLETIN

EASTERN ILLINOIS STATE NORMAL SCHOOL

CHARLESTON

ANNUAL CATALOGUE NUMBER

1911-1912

EASTERN ILLINOIS STATE NORMAL SCHOOL CHARLESTON

A CATALOGUE FOR THE
THIRTEENTH YEAR

WITH ANNOUNCEMENTS FOR
1912-1913

NORMAL SCHOOL BULLETIN, No. 36, published quarterly by the Eastern Illinois State Normal School, Charleston, Illinois. ¶ Entered March 5th, 1912, as second-class matter at the postoffice at Charleston, Illinois. ¶ Act of Congress, July 16th, 1912.

THE SCHOOL CALENDAR

FALL TERM

Fifteen Weeks

1912

September 10, *Tuesday*	*Entrance examinations and classification. Class work assigned at* 9 *A. M.*
December 20, *Friday*	*Fall Term ends*

WINTER TERM

Twelve Weeks

1913

December 31, *Tuesday*	*Entrance examinations and Classification. Class work assigned at* 9 *A. M.*
March 21, *Friday*	*Winter Term ends*

SPRING TERM

Eleven Weeks

1913

April 1, *Tuesday*	*Class work assigned at* 9 *A. M.*
June 13, *Friday*	*Spring Term ends*

SUMMER TERM

Six Weeks

1913

June 16, *Monday*	*Classification begins at* 9 *A. M.*
July 25, *Friday*	*Summer Term ends*

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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.

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* Leave of Absence, January to August.

† Leave of Absence, September to August.

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 extend 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 the 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 natural and physical sciences; in the fundamental laws of the United States and 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 the 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 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 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 the 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.

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 programme 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"; "Tanhauser"; "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 Mid-summers Night's Dream", "As you Like It", "Twelfth Night", and "The Tempest", Tennyson's "The Princess", "The Lady Sheriff", and Clyde Fitche's "The Climbers", 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 attainment to do the work required.

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 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 work is as follows:

General psychology
The development of the child
The psychological foundations of educational method
Theory of school management
American history
Economics
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
Philosophy [4]*	*Psychology* [4]	*Psychology* [4]
Arithmetic [4]	*Arithmetic* [4]	*Biology* [6]
Geography [4]	*Geography* [4]	*History* [4]
Reading [4]	*Reading* [4]	*Grammar* [4]
Drawing [4]	*Drawing* [4]	*Elective* [4]
Elective [4]†	*Elective* [4]	

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

Second Year—2A

Biology [6]	*School management* [4]	*Philosophy of Education* [4]
Economics [4]	*History of Education* [4]	*Teaching* [5]*
Grammar [4]	*History* [4]	*Music* [2]
Elective [8]	*Music* [2]	*Elective* [8]
	Elective [8]	

**See page 30*

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:

Latin [6]
German [6]
History [6]
English Literature [6]
Mathematics [6]
Government [1]
Economics [1]
Botany [3]
Zoology and Physiology [3]
Physics [3]
Chemistry [3]
Geography [2]
Geology [1]
Reading [1]
Music [1]
Drawing [1]
Manual Training [1]
Library Science [1]

A credit in a subject represents four periods a week for a term, or its equivalent. Subjects in which a single credit is allowed represent two periods a week for a year, the outside preparation required being proportionately less than in the four-period subjects. The numerals show the number of credits allowed in each subject. For example, Latin [6] means six terms' or two years' work in Latin.

The choice of electives is subject to the limitations imposed by the printed programme.

TEACHING, 2B, 2A

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, howevev, 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
Arithmetic [5] *	*Arithmetic [5]*	*Algebra [7]*
Botany [6]	*Botany [6]*	*Hygiene [6]*
Reading [3]	*Reading [3]*	*Reading [3]*
Music and Drawing [4]	*Music and Drawing [4]*	*Music and Drawing [4]*
Grammar or Latin [5]	*Grammar or Latin [5]*	*English or Latin [5]*

*Number of class periods a week.

Second Year—C

Algebra [5]	*Geometry [5]*	*Geometry [5]*
Rhetoric [4]	*Shakespeare [4]*	*Rhetoric [4]*
*Elective**	*Elective*	*Elective*
Physiography [4]	*Physiography [4]*	*Physiology [5]*
History [4]	*History [4]*	*Government [4]*
Zoology [6]	*Zoology [6]*	*Geography [4]*
Latin [5]	*Latin [5]*	*Latin [5]*

*Choose two electives.

Third Year—4B

Psychology [4]	*Psychology [4]*	*Psychology [4]*
History [2]	*Geography [2]*	*Nat. Study [2]*
Physics [7]	*Physics [7]*	*Physics [7]*
*Elective [8]**	*Elective [8]*	*Elective [8]*

*Add laboratory periods for elective science.

Fourth Year—4A

Special Method [4]	*History of Education [4]*	*Philosophy of Education [4]*
Economics [4]	*School Management [4]*	*Teaching [5]*
Teaching [5]	*Teaching [5]*	*Manual Training [2]*
Elective [8]	*Manual Training [1]*	*Elective [8]*
	Elective [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:

Latin [6]
German [6]
History [6]
English Literature [6]
Mathematics [6]
Government [1]
Economics]1]
Botany [3]
Manual Training [1]
Library Science [1]
Chemistry [3]
Geography [3]
Geology [1]
Reading [1]
Music [1]
Drawing [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 represents 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.

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 object 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:

1. *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. *Psychology*
3. *Philosophy of Education*
4. *General Method*

II. *Training*

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

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

GENERAL PLAN OF TRAINING WORK

Everything done in a Normal School, whether it be the teaching of subject-matter or of the general method and theory of education, or the so-called practice work in the Model School, should promote, more or less directly, the *teaching efficiency of its graduates.* It is customary, however, to speak of the actual training work in teaching as begining 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 East-

FALL TERM PROGRAMME

-815	8:15-9:00	9:30-10:20	10:20-11:10	11:10-12:30	11:20-12:10	1:30-2:20	2:20-3:10	2:20-4:00	4:00-4:50
netry A, . 4, 5 2 B—2, 3, 2 B—4 B—4, 6 B—3, 5 C 1—3, 5, 6 D 2—2, 4, 6 D 5—2, 4, 5 D 6—5	*Grammar* 2 A—2, 3, 4, 6 *Economics* A 1—5 *Arithmetic* 2 B—2, 3, 4, 6 *Drawing* 2 B—5 *Physics* 4 B *Rhetoric* C 2—2, 3, 5, 6 Zoology C 1—3, 5, 6 History C 3—2, 3, 4, 6 Latin C Latin D 1 *Botany* D 2—2, 4, 6 *Music* D 2—3, 5 Grammar D 3 *Drawing* D 4—3, 6 *Reading* D 4—2, 4, 5 *Botany* D 5—2, 4, 5 *Reading* D 5—3, 6 *Botany* D 6—5	*Economics* A 1—2, 4, 6 *Biology* 2 A—3, 5 *Psychology* B 1—2, 3, 4, 5 *Drawing* 2 B—6 *Algebra* C 1 History C 2—2, 4, 5, 6 Latin C 3 *Arithmetic* D 1 *Botany* D 3—3, 5, 6 *Reading* D 3—2, 4 Grammar D 4 *Arithmetic* D 5	*Biology* 2 A—2, 3, 5, 6 *Methods* 4 A—2, 3, 5, 6 *Observation* A—4 *Geography* 2 B—2, 4, 5, 6 *Drawing* 2 B—3 *Caesar* 4 B, C 2 German 4 B—2, 3, 4, 5 *Rhetoric* C 1—2, 4, 5, 6 *Algebra* C 3 *Reading* D 1—3, 5, 6 *Drawing* D 2, 5—4, 6 *Botany* D 3—3, 5, 6 *Music* D 3—2, 4 *Arithmetic* D 4 *Reading* D 5—2	Botany A, B—2, 4, 5 Physics 2 A, 2 B—2, 4	*Economics* A 2—2, 4, 5, 6 German A 1—2, 4, 5, 6 Virgil 4 A, 4 B—2, 4, 5, 6 Botany A, B—2, 4, 5 Physics 2 A, 2, B *Psychology* B 2—2, 3, 4, 5 History C 1—2, 3, 5, 6 Physiography C 2—2, 3, 4, 5 *Algebra* C 3 *Drawing* D 1—3, 5, *Music* D 1—4, 6 *Reading* D 2—2, 3, 5 *Arithmetic* D 3 Grammar D 5	Chemistry A, B German 2 B—2, 3, 4, 5 History A, B—2, 3, 4, 5 Literature A, B—2, 3, 4, 5 Physiography C 1—3, 4, 5 *Algebra* C 2 *Rhetoric* C 3—2, 3, 4, 5 *Botany* D 1—3, 5, 6 *Arithmetic* D 2 *Drawing* D 3—3, 6 *Reading* D 3—5 *Botany* D 4—2, 4, 6 *Music* D 4, 5—3, 5	Drawing A, B—2, 4 Geology A, B—2, 3, 4, 5 German A 2—2, 3, 4, 5 History A, B—2, 3, 4, 5 Library Science A, B—2, 4 Literature A, B—2, 3, 4, 5 Music A, B—3, 6 Reading A, B—3, 5 Solid Geometry A, B—2, 3, 4, 5 *Botany* D 1—3, 5, 6 *Botany* D 4—2, 4, 6 *Botany* D 6—2, 4	Manual Training A, B—5 *Botany* D 6—2, 4	Manual Training A, B—5

Physical Education

		Girls			Boys				
		1:30-2:30	2:20-3:30	3:30-4:30	1:20-2:20	3:30-4:30			
		D 1, 3—2, 4	A—6 C—2, 4 D 2, 4, 5—3, 5	B—2, 4 A—3	—1, 3, 5	—5			

E—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 re required; those in roman are elective.

WINTER TERM PROGRAMME

-8:15	8:15-9:00	9:30-10:20	10:20-11:10	11:10-12:30	11:20-12:10	1:30-2:20	2:20-3:10
s A, B—2, 2 B—2, 3, 2 B—4 y 4 B—4 4 B—3, 5 C 1—3, 5 6	*Manual Training* 4 A2—2 *History* 2 A—2, 4, 5, 6 *History of Education* A1—3, 4, 5, 6 *Music* 2 A—3 *Arithmetic* 2 B—2, 3, 4, 6 *Drawing* 2 B—5 *Physics* 4 B Latin C Zoology C 1—3, 5, 6 *Shakspeare* C 2—2, 3, 4, 6 History C 3—2, 3, 4, 6 Latin D 1 *Music* D 2, 4—2, 4 *Drawing* D 3, 4—3, 6 *Reading* D 3—2, 4, 5 *Drawing* D 5, 6—2, 4 *Music* D 5, 6—5, 6 *Reading* D 5—6 *Reading* D 6—3	*History of Education* A 2—3, 4, 5, 6 *Music* 2 A—2 *Psychology* B 1—2, 3, 4, 5 *Drawing* 2 B—6 *Geography* 4 B—6 *Geometry* C 1 History C 2—2, 4, 5, 6 Latin C 3 *Botany* D 1—3, 6 *Drawing* D 1—2, 5 Latin D 2 *Botany* D 3—2, 4, 5 *Arithmetic* D 4 *Botany* D 5—2, 4, 6 Grammar D 6	*School Management* A 2—2, 3, 5, 6 *Manual Training* 4 A 1—4 *Drawing* 2 B—3 *Geography* 2 B—2, 4, 5, 6 Caesar 4 B, C 2 German 4 B—2, 3, 4, 5 *Shakspeare* C 1—2, 4, 5, 6 *Botany* D 1—3, 6 *Music* D 1—2, 4 *Arithmetic* D 2 *Botany* D 3—2, 4, 5 *Music* D 3—3, 6 *Reading* D 4—2, 4, 6 *Arithmetic* D 6 *Botany* D 5—2, 4, 6 *Reading* D5—3, 5	Botany A, B—2, 4, 5 Physics 2 A, 2 B—2, 4	Botany A, B—2, 4, 5 Virgil 4 A, 4 B—2, 4, 5, 6 Economics A, B—2, 4, 5, 6 German A 1—2, 4, 5, 6 Physics 2 A, 2 B *Psychology* B 2—2, 3, 4, 5 History C 1—2, 3, 5, 6 Physiography C 2—2, 3, 4, 5 *Geometry* C 3 *Arithmetic* D 1 *Drawing* D 2—4, 5 *Reading* D 2—2, 3, 6 *Arithmetic* D 3 Grammar D 4 Grammar D 5 *Reading* D 6—4, 5	Chemistry A, B German 2 B—2, 3, 4, 5 History A, B—2, 3, 4, 5 Literature A, B—2, 3, 4, 5 *Observation* A—6 Physiography C 1—2, 3, 4, 5 *Geometry* C 2 *Shakespeare* C 3—2, 3, 4, 5 *Botany* D 1—4 *Reading* D 1—2, 3, 5 Gotany D 2—2, 3, 5, Brammar D 3 *Botany* D 4—2, 3, 5 *Botany* D 6—2, 4, 6	Advanced Algebra A, B—2, 3, 4, 5 Drawing A, B—2, 4 Geography A, B—2, 3, 4, 5 German A 2—2, 3, 4, 5 History A, B—2, 3, 4, 5 Library Science A, B—2, 4 Literature A, B—2, 3, 4, 5 Manual Training A, B —6 (2:20-4:00) Music A, B—3, 6 Reading A, B—3, 5 *Botany* D 1—4 *Botany* D 4—2, 3, 5 *Botany* D 6—2, 4, 6

Physical Education

	Girls			Boys			
	1:20-2:30	2:20-3:30	3:20-4:30	8:00-9:00	11:10-12:10	1:20-2:20	2:30-3:30
	D 5, 6—3, 5 D 2, 4—4, 6	C—2, 4 D 1, 3—3, 5	A—3, 5 B—2, 4	D 2, D 4, C, 4 A—5	D 6, C, A, B—3 D5, 6, A, B, C—6	D 3, 4 and others —1 D 1 and others —2	D 1, 2, 3, and others —6

E.—Numbers following letters indicate the section of the class; numbers following the dash indicate the days of the week, beginning with Monday. The subjects are required; those in roman are elective.

SPRING TERM PROGRAMME

-8:15	8:15-9:00	9:30-10:20	10:20-11:10	11:10-12:30	11:20-12:10	1:30-2:20	2:20-3:10
raining 4A 2—5. raining A, ıy A, B—2, B—3, 5, 6. *udy* 4B—2, B—3, 5.)2. D3—2. D4—2, 4, 6. 5—3, 4, 6.	*Manual Training* 4 A1—3, 4A2—5. Weaving A—2, 4. *Biology* 2B—3, 5, 6. *History* 2B—2, 4. *Physics* 4B. *Geometry* C1. Latin C. *Rhetoric* C2—2, 3, 4, 5 History C3—2, 3, 4, 6 Latin D1. *Algebra* D2—3, 5. *Reading* D2—2, 4, 6 *Hygiene* D3—2. *Drawing* D3—3, 5. *Music* D3—4, 6. *Arithmetic* D4. *Botany* D5—3, 4, 6. *Music* D5—2, 5.	*Music* 2A—2, 4. *Psychology* B1—2, 3, 4, 5. *History* 2B—6. Latin C. Government C2—2, 3, 5, 6. Geography C1—2, 3, 4, 5. *Hygiene* D1—2, 4, 6. *Drawing* D1—3, 5. English D2. *Algebra* D3. *Botany* D4—2, 3, 5. *Drawing* D4—4, 6. *Reading* D5—2, 4, 5.	*Philosophy of Education* A—2, 4, 5, 6. *Observation* A—3. Cæsar 4B, C2. German 4B —2, 3, 4, 5. *Grammar* 2B—2, 4, 5, 6. *History* 2B—3. *Rhetoric* C1—2, 3, 4, 5. Physiology C2. *Algebra* D1—3, 5 *Hygiene* D1—2, 4, 6. *Drawing* D2—2, 4. *Music* D2—3, 5 *Algebra* D3—3, 6. *Reading* D3—2, 4, 5. *Botany* D4—2, 3, 5. *Music* D4—4, 6. *Drawing* D5—3, 6.	Botany A, B—2, 4, 5. Physics 2A, 2B—2, 4. Zoology A, B, C—2, 4, 5, 6.	Botany A, B—2, 4, 5. Physics 2A, 2B Government A, B—2, 4, 5, 6. Virgil 4A, 4B—2, 4, 5, 6. Zoology A, B, C—2, 4, 5, 6. *Psychology* B2—2, 3, 4, 5. Government C1—2, 3, 5, 6. Geography C2—2, 3, 4, 5. *Geometry* C3. *Algebra* D1. English D3. Grammar D4. *Arithmetic* D5.	Chemistry A, B. German 2B—2, 3, 4, 5. History A, B—2, 3, 4, 5. Literature A, B—2, 3, 4, 5. Physiology A, B, C1. *Geometry* C3. *Rhetoric* C3—2, 3, 4, 5. *Music* D1—3, 6. *Reading* D1—2, 4, 5. *Hygiene* D2—2, 4, 6. *Hygiene* D3—3, 5. Grammar D5	Advanced Algebra A, B—2, 3, 4, 5. Drawing A, B—2, 4. Geography A, B—2, 3, 4, 5. German A2—2, 3, 4, 5. History A, B—2, 3, 4, 5. Library Science A, B—2, 4. Literature A, B—2, 3, 4, 5. Music A, B—3, 5. Reading A, B—2, 4. *Hygiene* D2—2, 4, 6. *Hygiene* D3—3, 5.

Physical Education

	Girls		Boys		
	1:20-2:30	D2, 4—3, 5. C—3, 5.	1:20-2:20	—1, 6.	
	2:20-3:30	D1, 3, 5—2, 4. A—3, 5.	2:20-3:20	—2, 3, 4, 5.	
	3:20-4:30	B—2, 4.			

E.—Numbers following letters indicate the section of the class; numbers following the dash indicate the days of the week, beginning with Monday. The subjects are required; those in roman are elective.

ern 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 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 good common school. Children are admitted to the training school from the city and 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 admit-

ted 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 the Model School:

Please register.....

for entrance into the Model School 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 criticism 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 special branch, the opportunity may be given this term.

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

4. Class work is 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 them 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.

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

Condition 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 and other materials.
   d. Communication permitted: When allowed? Why?
   e. Leaving room: Freedom allowed.
   f. Use of dictionary, map, library, etc.: Subject to what restriction.

III. Discipline
1. Rules: Number. Kind. Grow out of what?
2. Purpose 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 anaemia, 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.
      (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 independence displayed. Speed of it.
e. Motives: What motivation 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 is conducted? What is accomplished? Does 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 purposes? Kinds used, whether direct, indirect, eliptical, 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, co-operation, and mutual helpfulness? Spirit of teacher as shown in reproof.

Method of reproof— by word, glance, dismis-

sal 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 the teacher seeking to cultivate in the class?

What habits is the teacher trying to break up?

What means does the teacher employ?

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

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

Is the teacher attentive to the signs of fatigue?

How is it shown?

Special

Habits of body, mind, study, conduct.

GRAMMAR

1. The first term of grammar is given almost entirely to a study of the sentence. Beginning with the essential elements, the class learns their uses and then such modifications as result in the most complex sentence forms. *Prescribed for all four-year students who do not elect Latin. Every term.*

2. The work of the second term, which is based on that of the first, considers more difficult constructions and gives considerable time to parts of speech and inflection. In all courses emphasis is laid on accuracy of terminology and on thought rather than form. *Prescribed for all four-year students who do not elect Latin. Winter, spring, and summer terms.*

3. After completing two terms of grammar, students are drilled in the application of grammar

to composition. Some elementary work in literature is connected with the theme-writing required. *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 for 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 is required. *Required for all four-year students. Fall and spring terms.*

LITERATURE

1. The four plays of Shakespeare, studied in class, are used to illustrate as 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. Winter 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 insistance is laid on literary history, but the course centers around the various types of literature. *Elective in all courses. Fall term.*

3. Typical Masterpieces, continued. *Elective in all courses. Winter term.*

4. Modern poets. The technique of poetry and the spirit of the age receives special attention. *Elective in all courses. Spring term.*

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

6. Elizabethan Drama. This course is outlined with special reference to the important contemporaries of Shakespeare. *Elective in all courses. Winter term.*

7. Modern Drama. The purpose of this course is 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 1912-1913 the course in the drama will be offered.

READING

In the first year of the four-year course the emphasis is placed upon oral reading. The classes work upon one phase of the subject at a time, as emotion, imagery, dialogue, enunciation, articulation, melody. During this year the classes try to establish the standards by which oral reading is judged.

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 principles which the classes may seem to need. During the winter term attention is directed to the reading of poetry. The methods of teaching reading in the public schools receive attention during both terms.

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.

HISTORY, GOVERNMENT, AND ECONOMICS

PRESCRIBED

1. *Methods in History,* two terms. High school graduates' course, first and second years.

2. *Methods in History,* one term. Four year course, third year.

3. *Economics, one term.* Two-year course, second year; four-year course, fourth year.

II. ELECTIVE

1. *American History and Government,* one year. Four-year course, second year.
2. *Ancient and Mediaeval History,* one year.
3. *Modern European History,* one year.
4. *Special Periods of American History,* one year. *Courses* 3 *and* 4 *alternate. During the year* 1912-1913, *course* 4 *will be offered.*
5. *American Government,* one term.
6. *Economics,* one term.

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 method 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 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 on the subject. A critical examination of historical textbooks 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; Caesar in the second or third; Cicero and Virgil in the third or fourth.

Latin composition is studied in connection with Caesar and Cicero. In the second year some special attention is given to Roman antiquities; in the third, to constructions not found in Caesar, 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 prosody, 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.

The course in advanced Latin for high school graduates will not be offered in the year 1912-1913.

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 Bacon's Grammar and Im Vaterland are used. Exercise in conversation is given based on selections from Im Vaterland.

Advanced German

In the second year the class reads Höher als die Kirche, 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. Written exercises are continued throughout the second year..

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 system of weights and measures, involution and evolution, and some elementary problems in the measurement of surfaces and solids. *Required in the four-year course. Offered every term.*

2. *Arithmetic.* The principal topics are ratio and proportion and their application to some simple problems of physics and geometry, mensuration, percentage and its application, and graphic arithmetic. *Required in the four-year course. Offered winter, spring and summer terms.*

3. *Arithmetic.* The subject-matter of these courses 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.* Courses 3 and 4 are for high school graduates.

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, highest common factor, lowest common multiple, fractions, graphs and simple equations in one and two unknowns. Both in this course and in Course 7, applications are made to simple problems in physics, mechanics, and geometry. *Required in the four-year course. Spring and summer terms.*

7. Algebra. The topics studied are involution and evolution, simultaneous equations of the first and second 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. In all the courses in geometry special attention is paid to the solution of original exercises. Applications are made to simple problems in physics

and mechanics. *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, arithemetical, 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 applications 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 the land forms, the processes by which they are developed, and their influence upon man.

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. A requisite for Course 4 in the

four-year course. *Elective in the four-year course. Fall term.*

2. *Physiography.* A continuation of Course 1. A study of the distribution of winds, temperature, and rainfall on the earth, and the factors influencing this distribution. The principles deduced will be applied in the latter half of the term to some one or more geographic units showing the influence of climate upon the distribution of people and industries. This course may be elected without electing later courses, but is a requisite for Courses 4, 7, 8, and 9 for four-year students. *Elective in the four-year course. Winter term.*

3. *Physiography.* A study of the land forms, the processes of their formation, and of climate with a view to an application in general geography. *Required in the two-year course. Fall term.*

4. *The Geography of the North American Continent.* A study of the physiographic regions of North America, with a detailed study of some of the more important regions of the United States. Students taking this course must have had either Course 3 or Courses 1 and 2. *Elective in the four-year course. Spring term. Required in the two-year course. Winter term.*

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

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

7. *Geography of Europe.* Requisites: Courses 1 and 2 or 3 and 4. *Elective in both courses. Winter term.*

8. *Commercial Geography.* Requisites: Courses 1 and 2 or 3 and 4. *Elective in both courses. Spring term.*

9. *Geography of Asia and Australia.* Courses 8 and 9 alternate. Course 9 will be offered in 1913. *Elective. Spring term.*

PHYSICAL SCIENCES

Physics

One year's work in physics is offered. This subject is required throughout the third year of the four-year course, and may be elected in either year of the two-year course. Students electing it must have completed elementary algebra and plane geometry.

Two double periods a week are devoted to laboratory work. About forty problems, nearly all of which are quantitative in character, are worked out in the laboratory. Especial emphasis is given to accurate measurements of extension and mass, determinations of densities, verifications of the laws and principles of mechanics, and heat problems involving expansion and calorimetry. A few problems in sound and light and a number in electricity are introduced, but it is believed that the work in measurements, mechanics, and heat, is best adapted to a one-year course in the laboratory and of such fundamental value in the study of physics as to deserve especial attention and most of the time available.

The laboratory is well equipped with apparatus, most of which is in duplicate, so that a whole section of students can work on the same problem at the same time.

Three periods a week are given to recitations based upon the laboratory work and the text book, to the demonstration by the teacher with simple experiments of physical principles, and to the ap-

plications 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 of two recitations each week throughout the year.

The greater part of the time is given to the study of 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 law, 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, projection 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. *Hygiene.* Biological aspects of hygiene

and sanitation. Bacteria, algæ, and certain insects will be discussed with reference to personal habits, home and school management, and municipal affairs. Prerequisite: Courses 1 and 2. *Required in the first year of the four-year course and elective in the two-year course. Spring term.*

4. *Zoölogy.* 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.*

5. *Zoölogy.* This is chiefly for the purpose of acquainting the pupils with the animal kingdom as a whole. The main groups are taken 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 consist of laboratory work and recitations. *Elective in the second year of the four-year course and in the two-year course. Winter Term.*

6. *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.*

7. *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.*

8. *Human Physiology.* The tissues and organs of the human body are studied as to their structure, function, hygiene, along with 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 consists of recitations with some laboratory exercises. *Elective in all courses. Spring term.*

9. *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 the children in nature study classes. The work involves reports by students, lectures, field work, and bibliography making. *Required in the third year of the four-year course. Spring term.*

10. *Botany.* A course in ecological botany, involving a study of the plant associations in the vicinity of Charleston, will be given during the fall term of 1912. Courses 1 and 2, or their equivalent, are prerequisite. Lectures, laboratory, and field work. *Elective in all courses Fall term.*

11. *Botany.* An ecological study of the principal tissues of 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, Course 10. *Elective in all courses. Winter term.*

12. *Botany.* During the spring of 1913 a special course on the algæ of Charleston and vicinity will be given. Attention will be paid to the methods of collecting, preserving, and identifying algæ. The life histories and ecological relations of selected species will be studied in detail. Individual field work will be required. *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 the 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 objects; (b) drawing from memory on paper and on the blackboard

3. Problems in perspective or drawing from imagination (a) on paper, time unlimited; (b) on the blackboard, time sketches

4. Elements of light and shade

The second part of the course is not less important than the first, and its practical value to the teacher is no less real, though less easily perceived

Decorative Art

The culture that comes from the study of beautiful forms of art must be experienced to be appreciated and its value is not, therefore, so evident as that of illustrative art. Nevertheless, the development of this line of education has an extremely practical application to the lives and industries of the people, and when it becomes genaral 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 the 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 wood-

work is required and the weaving and basket-making or the woodwork is elective.

The woodwork includes whittling and bench-work. 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 articles he wishes to make.

Not only is practical instruction given in these particular branches of handwork, 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 grades of the Model School.

MUSIC

It is the aim of the instruction in music to cultivate the voice, to instill a taste for good music, and to give some facility in reading vocal music at sight. A view is taken of the educational value of the subject which recognizes the intellectual and moral, as well as the æsthetic possibilities of music. Something is done toward introducing the 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
German Folk Songs

Elliland by Alexander Von Fielitz
The Queen of the Sea by Hummel
Schiller's Lay of the Bell by Romberg.

During commencement week the children of Model School give an operetta under the direction of the teacher in music. "The Fairy Grotto" by G. M. Stratton, "Hans and Gretel" by Humperdinck and Bohm, "Cinderella" by E. Cuthbert Nunn, "Snow White and the Seven Dwarfs" by George F. Root, and "Princess Chrysanthemum" by C. King Proctor 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
   Mechanical preparation of the books for the shelves
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) Provision made by the State for creating and maintaining school libraries; the relation 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 has grown steadily until it now contains about 16,000 volumes.

The reference books, bound periodicals, and reserve books are shelved in the reading room. Here are also found the current numbers of over one hundred twenty-five 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 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 Naturalist
American Political Science Review
American School Board Journal
Astrophysical Journal
Atlantic Monthly
Biological Bulletin
Bird Lore
Blackwood's (*American reprint*)
Book Review Digest
Bookman
Botanical Gazette
Botanisches Centralblatt
Bulletin of Bibliography
Catholic World
Century Magazine
Chicago—Department of Health—Bulletin
Classical Journal
Classical Philology
Classical Weekly
Collier's
Country Life in America
Craftsman
Cumulative Book Index
Dial
Drama

Edinburg Review (*American edition*)
Education
Educational Foundations
Educational Review
Educator-Journal
Elementary School Teacher
English Historical Review
Etude
Everybody's Magazine
Forestry Quarterly
Forum
Garden Magazine
Geographical Journal
Government Publications
Guide to Nature
Harper's Monthly Magazine
Harper's Weekly
House Beautiful
Illinois State Historical Library—Journal
Independent
Index to Dates
International Studio
Journal of American History
Journal of Animal Behavior
Journal of Economic Entomology
Journal of Education (*London*)
Journal of Education (*New England*)
Journal of Educational Psychology
Journal of Experimental Zoology
Journal of Geography
Journal of Geology
Journal of Philosophy, Psychology, and Scientific Methods
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
Mathematics Teacher
Mind and Body
Modern Philology
Monist
Monthly Evening Sky Map
Nation (*New York*)
National Geographical Magazine
Nature
Nature Study Review
New England Magazine
New Music Review
New Phytologist
North American Review
Open Court
Outing
Outlook
Pan-American Union—Bulletin
Pedagogical Seminary
Photographic Times
Physical Review
Plant World
Poet Lore
Political Science Quarterly
Popular Astronomy
Popular Science Monthly
Public Libraries
Reader's Guide to Periodical Literature
Review of Reviews
Rhodora
St. Nicholas
Saturday Evening Post
School and Home Education
School Bulletin

School Century
School News
School Review
School Science and Mathematics
Science
Scientific American
Scientific American Supplement
Scottish Geographical Magazine
Scribner's Magazine
Speaker
Suburban Life
Survey
Teachers College Record
Torrey Botanical Club—Bulletin
U. S. Bureau of Labor—Bulletin
U. S. Bureau of Statistics—Monthly Summary of Commerce and Finance
U. S. Experiment Stations—Experiment Station Record
U. S. Library of Congress—List of State Publications
U. S. Superintendent of Documents—Monthly Catalogue
U. S. Weather Bureau—Monthly Weather Review
Westminster Review *(American Edition)*
Wisconsin Library Commission—Bulletin
World To-day
World's Work
Youth's Companion

Newspapers

Charleston Daily Courier
Charleston Daily News
Charleston Daily Plaindealer
Chicago Record Herald, Daily and Sunday
Chicago Tribune, Daily and Sunday
New York Globe
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 Grades, *by Katharine 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), *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.*

26. Education and Utility, *by W. C. Bagley, Ph. D.*

29. Eastern Illinois Teachers' Association— Thirteenth Annual Meeting.

30. Reading in the Grades (Second Edition) *by Katharine Gill.*

32. The Annual Invitation Athletic and Oratorical Meet held at the Eastern Illinois State Normal School.

34. Schoolroom Gymnastics and Graded Games, *by Alice M. Christiansen.*

THE SCHOOL GARDEN AND GREENHOUSE

An opportunity is given for seeing the work done by pupils of the Model School in elementary agriculture. Small plots of ground are planted and cared for by the 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 method of propagation, crop rotation, and some of the principles of plant breeding.

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

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

THE CHRISTIAN ASSOCIATIONS

Both the Young Men's and Young Women's Christian Associations have organizations in the school and are in a flourishing condition. Committees from these associations meet new students at trains and assist them in finding boarding places. Social gatherings under the auspices of the associations are held during the year.

ATHLETICS

All athletic contests in which the school participates are under the control of an athletic association, of which the majority of the men of the school, both students and teachers, are active members.

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

THE ATHLETIC AND ORATORICAL MEET

The Fourth Annual Athletic and Oratorical Meet under the auspices of the Eastern Illinois State Normal School Athletic Association was held at Charleston on May 11, 1912. The track and field events were held in the athletic field of the Normal School and the oratorical contest in the Assembly Hall.

Prizes were awarded to the winners of each of the athletic events, a gold medal for the first place, a silver medal for the second, and a bronze medal for the third place. In each division of the oratorical contest the winner of first place received a

gold medal; of second place, a silver medal; of third place a bronze medal.

The athletic meet was won by Sullivan with a total of 23 points. Sullivan won the relay race, which did not count for points. Mr Cooper, of Hillsboro, Mr. Pogue, of Sullivan, and Mr. St. of Paris, won 10 points each and tied for the prize for the highest individual score.

In the girls' oratorical contest Miss Ila Monohon, of Greenup, won first place; Miss Mary H. Cory, of Hoopeston, won second place; and Miss Olive Rogers ,of Charleston, third place. In the boys' oratorical contest Mr. Benjamin B. Knell, of Hoopeston, won first place; Mr. Edward J. Shurtz, Decatur, second place; and Mr. Donald Glover, of Urbana, third place.

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

PHYSICAL EDUCATION FOR WOMEN

The department of Physical Education provides instruction and means for the improvement and preservation of health and the harmonious development of the body. It prepares graduates to introduce practical free gymnastics into their schools, and to exercise intelligent oversight of the physical needs and conditions of school children.

The work requires regular class exercises in the gymnasium during the fall and winter and on the field in the spring. A limited amount of optional work, outside of regular exercise, is permitted under the supervision of the physical instructor.

The physical welfare of the student is made the prime object of attention. It is the purpose of

the department to make a careful physical examination of every student at the beginning of each fall term, at the close of the school year, and at such intervals as seem necessary. This forms the basis of comparison of the student's condition and needs, and determines the character and amount of exercise necessary to overcome marked deficiencies and irregular development. In accordance with this examination, personal advice and suggestions regarding habits of life, recreation, study and exercise best suited to individual development are given by the special teachers in charge.

Violent exercise will be discouraged, but students will be required to take rational exercise for the proper development of the body and correcting improper postures in standing, sitting, and walking.

Every student in the school, unless excused for special reasons by a physician, will be required to take the work of this department. Each pupil will be expected to have a regular gymnasium suit, which should be obtained at the school in order that suits be uniform both in color and pattern. The cost, including shoes, is about $5.50.

That the student may obtain a practical knowledge of the theory and practice of teaching gymnastics in its broadest acceptation, for use in his profession, special lecture courses are given covering the history, systems, methods, and educational value of gymnastics and its relation to other branches. Practice teaching in the gymnasium under the direction of the physical instructor is required during the fourth year, that the student may be better enabled to introduce physical training when he enters the general profession of teaching.

COURSE ONE

(a) *Practice*

Regular exercise in the gymnasium. Free developing exercises; Swedish free exercises, facings and marchings; elementary heavy gymnastics, as work on Swedish boom, climbing ropes and stall bars, and vaulting over rope and horse; elementary balance steps; gymnastic games, captain, volley and basket ball, and tennis.

(b) *Theory*

Instruction in hygiene. Careful consideration is given to the various conditions of life, such as air, diet, exercise, sleep, bathing, and occupations that affect the human organism and tend to adapt it to its environment.

COURSE TWO

(a) *Practice*

Free developing exercises; Swedish gymnastics; heavy gymnastics on boom, stall bars, ropes, window ladders, and vaulting on box and horse; gymnastic games, plays, and field sports; balance steps.

(b) *Theory*

Lectures in kinesiology. A knowledge is acquired of the simple anatomical movements of the body and a general analysis is made of the articular and muscular mechanism of gymnastic exercise.

COURSE THREE

(a) *Practice*

Swedish gymnastics; light gymnastics including drills in Indian club swinging; heavy gymnastics on ropes, ladders, vaulting horse, and box, gymnastic games, plays and field sports, including field hockey.

(b) *Theory*

Lectures in gymnastic theory. This is a con-

tinuation of the work in Course Two. Principles governing the making out of gymnastic lessons are studied and the gymnastic day's order is analyzed. The subject of schoolroom gymnastics, together with story-plays and games, is considered; also the grading of gymnastic exercise.

COURSE FOUR

(a) *Practice*

Advanced Swedish gymnastics; advanced drill in Indian club swinging; instruction in advanced heavy apparatus work; athletics for women; including running, jumping, and throwing the basket ball, field sports and out-of-door games; aesthetic gymnastics.

(b) *Theory*

Lectures on the subject of the history and literature of Physical Education. It is the purpose of this course to give the student a general idea of the origin of physical education, its rise and development as a science, and to acquaint him with the characteristics of the various forms of physical exercise during the ancient, mediaeval, and modern historic periods.

Practice teaching is conducted in the gymnasium, each student in turn teaching a section of the class, general criticisms being made by the physical instructor and pupil critics. Students are expected to present written criticisms of each gymnastic lesson taught by a fellow student, these being read and discussed later in the class for the benefit of fellow members.

MODEL SCHOOL

Physical education in its broadest sense includes, not only the cultivation of certain muscular exercises and technical dexterities, but the conservation of all those agencies influencing

every mental and nervous faculty the harmonious action of which we call health.

It is the development, by use, of the motor powers of the body for the sake of health and serves as the basis for the cultivation of higher mental and moral faculties. The aim is health and education, strength of body, strength of mind, strength of soul, the perfect harmony of mind and body.

With the knowledge that it is the function of education to train the growing individual for usefulness in life and that the capacity for usefulness is largely determined by physical health, the value of gymnastics as taught in public schools today is easily understood.

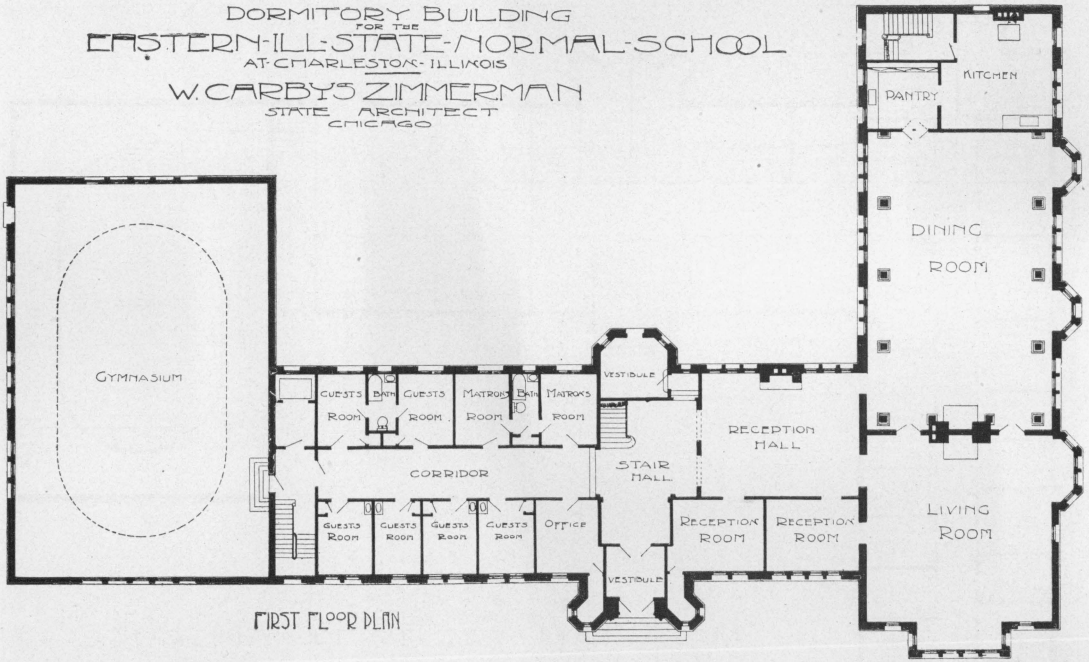
The work in the Model School provides instruction in gymnastics in the school room and gymnasium by the physical instructor once a week, the critic teachers conducting outlined lessons in the school room two or three days during the week, time depending on the grade.

In the lower grades formal gymnastic work is used but little, muscular activity being gained through educational play. To the child play is the real world and in early childhood cannot be overdone. Free play exercises muscles, improves circulation, stimulates digestion and glandular activity, and is necessary for the growth of the child. Stories adaptable to surroundings are repeated to the children, the themes and actions being executed by the pupils. The child is unconscious of the energy expended, but is developing mental and physical powers in a pleasing manner.

In the grammar grades the work is more formal, Swedish free exercises being used in conbination with games and plays. In the latter, we develop imagination, imitation, observation, har-

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

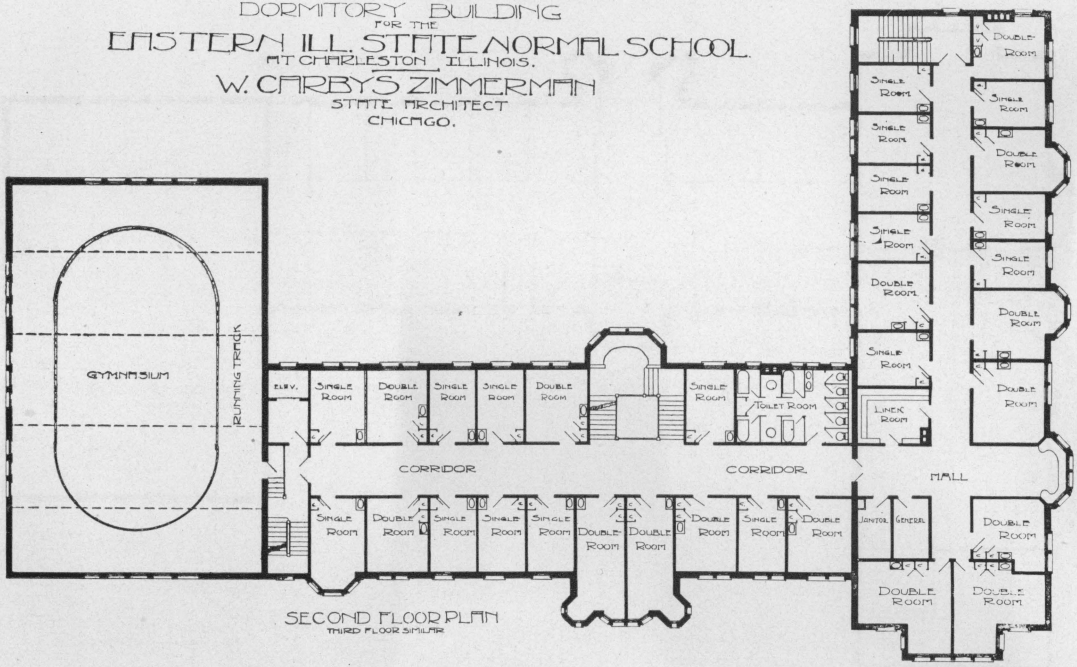
W. CARBYS ZIMMERMAN
STATE ARCHITECT
CHICAGO



FIRST FLOOR PLAN

DORMITORY BUILDING
FOR THE
EASTERN ILL. STATE NORMAL SCHOOL.
MT CHARLESTON ILLINOIS.

W. CARBYS ZIMMERMAN
STATE ARCHITECT
CHICAGO.



SECOND FLOOR PLAN
THIRD FLOOR SIMILAR

mony, unselfishness, honor, and self control, all of which can be guided so as to become a powerful factor in education, moral, physical, and mental. Marching drills and reigens are also used, as well as balance steps for the training of the power of co-ordination, also for the development of grace and poise. In the spring the work is conducted out-of-doors, boys of the upper grammar grades receiving instruction in track athletics, the girls playing basket ball and field games.

PHYSICAL EDUCATION FOR MEN

COURSE ONE

Regular exercises in the gymnasium. Free developing exercises, marching, apparatus work, and games.

COURSE TWO

Regular exercises in the gymnasium. Advanced work on the horse and parallel bars, advanced steps, and games.

COURSE THREE

Regular exercises in the gymnasium. Advanced work and practice in teaching.

During the spring term the work will be out of doors and will include games and track work.

During the year lectures will be given on hygiene and kinesiology.

WOMAN'S BUILDING

The legislation of 1907 appropriated one hundred thousand dollars for the women'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 laundry, is furnished for four dollars a week. Students are not required to furnish anything.

STUDENTS

Graduate Students

Burke, Martha Coral.....Cloverdale, Indiana
Howe, Verna Emiline.....Robinson
Long, Ruth.....Charleston
Stanberry, Hewett.....Charleston

Saturday Students

Chaffee, Lura Josephine.....Shelbyville
Clark, Ivy.....Mattoon
Jenkins, Sarah Camilla.....Charleston
McDougle, Jesse S.....Charleston
Rogers, Fred Virgil.....Mattoon

One-Year Course

Huchison, Jessie Florence.....Paris

Second Year of the Two-Year Course

Arterburn, Pauline.....Kansas
Ash, Adele M.....East St. Louis
Beall, Ruth Aurelia.....Paris
Briggs, Stella Ruth.....Charleston
Burghart, Verna May.....Covington, Indiana
Doscoska, Anna .....Charleston
Endsley, Antha Euphemia.....Charleston
Gaiser, Lois Margaret.....Charleston
Gossett, Vera Ople.....Casey
Haley, Nellie Catherine.....Arcola
Hedrick, Edna May.....LeRoy
Jenkins, Alice.....Charleston
Lindhorst, Frank Atkinson.....Charleston
Loggins, Edna Kathryn.....Greenville

Maxwell, Florence Lelia.....Arcola
Neblick, Mary Edith.....Ridgefarm
Newell, Emma.....Oak Park
Patton, Lola.....Arthur
Robinson, Ruth Love.....Edwardsville
Root, Gretchen Lane.....Newman
Rose, Ethel Maye.....Bement
Smith, Jessie Euphemia.....Mattoon
Timm, Katherine Elizabeth.....Arthur
Troutman, Mary Elizabeth.....Charleston
Troutman, William Chilton.....Charleston
Waters, Eunice.....Denver, Colorado
Webster, Essie.....Nokomis
Willson, Hazel Elizabeth.....Charleston

First Year of the Two-Year Course

Anderson, Benjamin Franklin.....Charleston
Anderson, Florence Lorraine.....Mattoon
Buhrmester, Genevieve.....Nashville
Childress, Mary Ethelle.....Postville, Iowa
Clarke, Avagail .....Mattoon
Comer, Helen Louise.....Charleston
Durbin, Clara Faye.....Charleston
Dwyer, Anna Margaret.....Charleston
Ewing, Portia Stone.....Neoga
Foster, Gertrude Elizabeth.....Oak Park
Franklin, Eleanor May.....Casey
Girhard, Harrell Raymond.....Newton
Harvey, Manetta Wright.....Arcola
Henninger, Ellen Louise.....Gays
Hidy, Florence Virginia.....Charleston
Hill, James Edward.....Mattoon
Hiskey, Dorothy Eva.....Danville
Hogan, Mary Elizabeth.....Assumption
Hutchason, Lois Virginia.....Charleston
Killion, Mabel Grace.....Mattoon
Kinzel, Zadah Zimmerman.....Oakland
Lauher, Lillie May.....Charleston

Malhoit, Irene Emma.....Assumption
McCarty, William John.....Charleston
Miller, Edith Marguerite.....Charleston
Mitchell, Daniel Palmer.....Loxa
Parrish, Elsie Jane.....Danville
Patton, Bessie.....Arthur
Pendergast, Nelle Marie.....Charleston
Pew, Blanche Agnes.....Litchfield
Popham, Jessie.....Charleston
Richardson, Clella Lee.....Newton
Riggs, Layah Lucille.....Decatur
Rogers, Alberta Inez.....Waverly
Shreeve, Elizabeth Hortense.....Charleston
Smith, Esther Gladys.....Noble
Spandau, Ruth May.....Danville
Spencer, Nora Virginia.....Homer
Springer, Mary Virginia.....Edwardsville
Story, Savanah.....Charleston
Strawbridge, Lois Mary.....Danville
Terry, Edna Fern.....Charleston
Turnbaugh, Linnie Eveis.....Madison
Wannamaugher, Elva Lucille.....Greenville
West, Linnie Minnie.....Watseka
White, Rena.....Charleston
Willson, Frances Isabel.....Neoga
Wilson, Amy Rose.....Belle Rive

Second Year of the Three-Year Course

Flaherty, Cecil Park.....Lerna
Pearson, Debbie Lena.....Allerton
Stock, Hilda Eliza.....Mascoutah

Fourth Year of the Four-Year Course

Adams, Della Ruth.....Allendale
Ames, Nellie Blanche.....Charleston
Anderson, Clara Alice.....Charleston
Baird, Claire Emma.....Moweaqua
Blackburn, Nema Eleanor.....Paris
Connell, Harry Oliver.....Charleston

Crowe, Elizabeth Drayer.....Charleston
Dollahan, Martin Leland.....Lawrenceville
Fleming, Denna Franklin.....Paris
Furste, Anna Elizabeth.....Humboldt
Gossett, William Ernest.....Charleston
Handshy, Ruby Ellen.....Worden
Hardy, Edith May.....Waterloo
Harris, Ruby Mildred.....Coffeen
Jordan, Carrie Mae.....Charleston
Keefer, Iva Maud.....Paris
Kime, David Orion.....Dudley
King, Robert F.....Charleston
Kisner, Edgar Lynn.....Bell Air
Logan, Leah Adelaide.....Arcola
Lovett, Elizabeth Rosett.....St. James
Maxey, Rosettie.....Oblong
McDonald, Georgia Helen.....Lerna
McDougle, May.....Charleston
Mitchell, Kate.....Charleston
Newlin, Muriel Hazel.....Charleston
Phillips, Minnie Alice.....Sullivan
Pinkstaff, Orra Ford.....Lawrenceville
Pinkstaff, Ralph Waldo .....Lawrenceville
Randolph, Lillie.....Charleston
Rankin, William Merle.....Charleston
Rich, Ciney.....Birds
Robinson, Runie T.....Charleston
Rosebraugh, Esther May.....Charleston
Sampson, Homer C.....Wheeler
Schriner, Dimple Bessie.....Westfield
Sharp, Mildred.....Mattoon
Shoot, Lois Mary.....Charleston
Stitt, Eva Winifred.....Toledo
Whalen, Mary Mandaina.....Charleston
Wieland, John Adam.....Charleston
Wright, Fern Guy.....Charleston

Third Year of the Four-Year Course

Allison, Worth Arthur.....Charleston
Barger, Joseph Louis.....Charleston
Boyer, Brent.....Ashmore
Boyer, Mamie Ann.....Newman
Butler, James Grove.....Charleston
Carney, Mary Josephine.....Keosauqua, Iowa
Chapman, Bertha Mae.....Charleston
Chenoweth, Lela Marian.....Charleston
Cherry, George W.....Charleston
Corzine, Bruce Herbert.....Charleston
Crews, Ruth Ann.....Charleston
Davis, Loxa Edna.....Charleston
Dorsey, Bessie Ferris.....Moro
Dowler, Emery Ross.....Tower Hill
Ewald, Paul George.....Mt. Carmel
Farrar, Anna Josephine.....Mattoon
Feagan, Gladys Evelyn.....Charleston
Frakes, Reba Lenore.....West Union
Frazier, Arthur Owen.....Paris
Freeman, Marina Madge.....Charleston
Fuller, Esther Emelene.....Charleston
Furness, Mabel Mary.....Sullivan
Giffin, William Earl.....Charleston
Goldsmith, Alonzo Fremont.....Jewett
Hill, Ross.....Toledo
Hudson, Louise Dorothy.....Charleston
Hutton, Nina Hazel.....Charleston
Johnson, Loren L.....Charleston
Keith, Elden Franklin.....West York
Kern, Vernon H.....Gays
Kilgore, Edna Charlotte.....Charleston
Kimball, Lula.....Westfield
Lanman, Ruth Alice.....Ashmore
Linder, Kate Ethel.....North Alton
McCandlish, Fred Raymond.....Toledo
McDougle, Grace Almira.....Humboldt
Meeker, Iva Pearl.....Hazel Dell

Morse, Ora.....Findlay
Phipps, Harold Samuel.....Charleston
Pierce, Harriet Fern.....Sullivan
Prather, Ona Alice.....Ashmore
Rankin, George Barrington.....Charleston
Reeder, Maude.....Humboldt
Reid, Emily Cleda.....Lancaster
Rodgers, Eugene .....Janesville
Schlobohm, Anna Kathrina.....Findlay
Serviss, Ray Elbert.....Charleston
Shoemaker, James Wright.....Charleston
Shrader, Dora.....Humboldt
Steinmetz, Ferdinand Henry.....Edwardsville
Stevens, Benny Frank.....Charleston
Tolly, Ruth.....Charleston
Twigg, Helen Rose.....Brocton
Wilson, Summer Garland.....Charleston
Wiman, Raymond Victor.....Oblong
Wooten, Hazel Odelle.....Tuscola

Second Year of the Fourth-Year Course

Allen, Zella Osburga.....Edgewood
Bond, Gertrude Lu.....Mattoon
Bridges, Maude Edith.....Arcola
Briggs, Robert Finley.....Charleston
Brines, Orman Nelson.....Lancaster
Brokaw, Mary Ruth.....Charleston
Buchanan, Vera.....Lawrenceville
Buckner, Dorothy Oral.....Martinsville
Carter, Thomas Harvey.....Bruce
Chenoweth, Lola Mitchell.....Charleston
Clabaugh, Irene.....Gays
Conrad, John Walter.....Charleston
Cooper, Herman Lloyd.....Martinsville
Cottingham, Neal.....Charleston
Cox, James Leland.....Charleston
Craft, Myrtle Lou.....Charleston
Craver, Bernice Creola.....Mason

Deming, Edith Blanche.....Atwater
Doty, Flolla Annis.....Charleston
Duvall, Judith.....Lerna
Duvall, Kittie.....Charleston
French, Guy Clifford.....Golden Gate
Funk, Nina Mae.....Moriah
Furness, Edna May.....Sullivan
Gardner, Marie Agnes.....Charleston
Gillespie, Helen.....Humboldt
Gilman, Mabel Ellen.....Mattoon
Ginther, Richard Roberts.....Charleston
Golladay, Alma Ann.....Ashmore
Golladay, Grace Marie.....Ashmore
Gordon, Homer King.....Charleston
Gossett, Homer Arthur.....Charleston
Gray, Howard William.....Charleston
Gubbins, Bert.....Charleston
Hall, Hazel.....Charleston
Harrison, Harvey Raymond.....West Salem
Hart, Frances Elaine.....Charleston
Hawkins, John Henry.....Sullivan
Heidelberg, Elsa Emilie.....Hecker
Helm, Jenness Rebecca.....Charleston
Hill, Stella Irene.....Charleston
Hollingsworth, Pearl.....Paris
Hortenstine, Nathan Cohn.....Gays
Hubbard, Harlow.....Jewett
Huber, Iva Clara.....Charleston
Huber, Ruth Ann.....Charleston
Hutton, Eugene Harold.....Charleston
Jenkins, Minnie Irene.....Charleston
Jenkins, William Franklin.....Charleston
Johnston, Donald Compton.....Charleston
Kaufman, Philomena Agnes.....Newton
Kibler, Virgil C.....Newton
King, Raymond A.....Charleston
Lackey, Dorothy Elizabeth.....Robinson
Law, James Grover.....Ashmore

Lewis, Bertha Estella.....Waggoner
Linder, Lucile Mary.....Charleston
Linder, Naomi Hope.....North Alton
Love, Juneta, Grace.....Charleston
McAlister, Zella Irene.....Rardin
McDougle, Della.....Charleston
McDougle, Nelle.....Humboldt
McIntyre, Horace Shinn.....Charleston
Michael, William Allen.....Hume
Moffett, Helen Irene.....Ashmore
Monfort, Warren Henry.....Charleston
Mundy, Eunice Arminda.....Mt. Zion
Osborn, Hazel Pearl.....Hindsboro
Parker, Edwin Lester.....Mattoon
Patrick, Grace.....Hazel Dell
Pinkstaff, Harry Martin.....Pinkstaff
Randolph, Glenn Lake.....Charleston
Reed, Lorena Marie.....Charleston
Ricketts, Dorothy Maud.....Charleston
Robinson, Mary Virginia.....Charleston
Rodgers, Faye Rhiesta.....Charleston
Rodgers, Orval Carson.....Charleston
Rominger, Maurice Franklin.....Charleston
Schernekau, William John.....West Salem
Schrodt, Clara Josephine.....Mt. Carmel
Shaw, Jane Lois.....West Union
Shortess, Lois F.....Charleston
Shupe, Vera Grace.....Mazon
Smith, Myrtle Venis.....Farina
Streevey, Virena Alberta.....Litchfield
Thompson, Thomas Alexander.....Arcola
Tiffany, Lewis Hanford.....Lawrenceville
Votaw, Rita.....Mattoon
Wampler, John Palmer.....Birds
Ward, Amy Lillian.....Butler
Whalin, Edwin Ansil.....Rose Hill
Whalin, Oren Leslie.....Rose Hill
White, Bertha Flo.....Mattoon

White, Forest Ileene.....Charleston
White, GladysInez.....Charleston
Wilkinson, Cecil Herbert.....Mt. Carmel
Wilson, Mary Matilda.....Charleston
Winkleblack, Ralph Carlis.....Rardin
Witters, Clara Etta.....Sullivan
Yost, Merle Dorse.....Dundas

First Year of the Four-Year Course

Albright, Dorothy Mabel.....Olmsted
Alexander, Virgie Helen.....Charleston
Alfred, Okel Ruth.....Mattoon
Allen, Tobitha Katherine.....Carmi
Allison, Irma Marie.....Alvin
Allison, John Clifton.....Charleston
Anderson, Irene Marie.....Charleston
Anderson, Julian Piper.....Charleston
Andres, Minnie May.....Humboldt
Ashworth, Saidie Belva.....Mattoon
Ashworth, William Harry.....Mattoon
Austin, Sylvester.....Norris City
Babbs, Vivian Cleora.....Charleston
Bails, Ernest Roscoe.....Charleston
Baker, Charles William.....Charleston
Balch, Nellie Allison.....Lerna
Bartels, Herbert G.....Dieterich
Bates, Ethel.....Camargo
Beal, Oscar Elmer.....Mt. Carmel
Beckett, Treasie Myrtle.....Assumption
Behrndt, Lena Caroline.....St. Peter
Bennett, Ocie Grace.....Charleston
Bennett, Ollin Virgil.....Marshall
Berry, Lottie Corteen.....Olney
Black, Margaret Anne.....St. Francisville
Blevins, Minnie Ethel.....Sorento
Bowlby, Gertrude Lillian.....Olney
Braden, Edna V.....Dudley
Brashear, John Herbart.....Pinkstaff

Brian, Leslie Elsworth.....Pinkstaff
Brockmeier, George Henry.....Okawville
Brown, Helen Alice.....Ashmore
Bundy, Bertha.....Kinmundy
Bunn, Arley Earl.....Olney
Burghart, Lona Margaret.....Covington
Burris, George Washington.....Waggoner
Cantwell, Lee Roy.....West Salem
Chiddix, John Cecil.....Palestine
Childress, Belva Forrest.....Mattoon
Clem, Edna.....Paris
Clem, Ethel.....Paris
Cline, Herschel Herman.....Walnut Prairie
Coale, Cecil Elsworth.....Bellmont
Cockelreas, Mary C.....Irving
Cook, Gordon August.....Charleston
Corzine, Bernice Martha.....Charleston
Coulter, Della Maud.....Flat Rock
Coulter, Grace Edna.....Flat Rock
Cox, Forest.....Mt. Carmel
Cramer, Floyd Glen.....Yale
Cunningham, Lyle Emil.....Annapolis
Daily, Leslie Loren.....Humboldt
Dewhirst, Arleigh Numan.....Browns
Dewhirst, Ione.....Charleston
Dewhirst, Lawrence Hamilton.....Noble
Dickerson, Roy.....West Union
Dillman, Genevart Lenore.....Yale
Dinkins, Mona Blanche.....Mattoon
Dodd, Orla Evert.....Willow Hill
Doty, Flossie Irma.....Charleston
Doty, Stanley King.....Charleston
Doty, Tannie Gertrude.....Charleston
Dougherty, Florence Lillie.....Fairmount
Drake, Hallie Mae.....Oblong
Dunn, Ruth Bryant.....Charleston
Durning, Nina Mae.....Mt. Zion
Elledge, Ray.....Paris

Evans, Myra Minerva.....West York
Eversole, Selma Anna.....Hindsboro
Faris, Thomas Carroll.....Lerna
Farmer, Sadie Beatrice.....Noble
Fasig, Mabel Chloe.....Charleston
Ford, Robert Clarence.....Birds
Forsythe, Ethel Laufman.....Oliver
Fortner, Bertha Cora.....Windsor
Frazier, Lura Elizabeth.....Paris
Freeman, Emma Irene.....Charleston
French Herschel.....Golden Gate
Gannaway, Mabel Rhoda.....Gays
Garman, Arthur Lee.....Litchfield
Geffs, George Stricklett.....Casey
Geffs, Ida.....Oblong
Geffs, Ora.....Oblong
Goodson, Beulah Vera.....Garrett
Goodson, Redith.....Garrett
Goodwin, Chester Allen.....Trilla
Gray, Orley E.....Noble
Grissom, Estella Harriet.....Toledo
Grooms, LeRoy Franklin.....Humboldt
Grossman, Eugene Charles.....Belleville
Hagerman, Zepha Estrella.....Stewardson
Hampton, Maurice.....Charleston
Handy, Lucile.....Oliver
Hardin, Nannie Winnaford.....Louisville
Harding, Lloyd.....West Liberty
Hart, Vern.....Hornsby
Harvey, Willard Roy.....Oakland
Hawkins, William.....Charleston
Helm, Harry Gray.....Grayville
Helm, Malcolm Boord.....Grayville
Hildreth, Helen Marygold.....Mattoon
Hill, Willie Earl.....Toledo
Homann, William Henry.....Edwardsville
Huber, Edgar John.....Charleston
Huckaba, Helen Lula.....Charleston

Hudson, Katharine.....Charleston
Hutson, Ethel.....Marshall
Ingram, Okel.....Charleston
Jones, Ida Mae.....Willow Hill
Jones, Lara Etta.....East Alton
Jones, Ralph.....Metcalf
Kaufman, Anna Elenora.....Newton
Kenney, Nelle Eulalia.....Paris
Kilber, David Franklin.....Montrose
Kidd, Verner James.....Waggoner
Kilgore, Helen.....Charleston
Kitchell, Verna Alice.....Morrisonville
Lackey, Ollie Lee.....Robinson
Lauher, Sylvester Albert.....Charleston
Leach, Harvey Dean.....Charleston
Lee, Mary Rachel.....Walnut Prairie
Lee, Ruby Fern.....Pesotum
Linder, Mary Sefton.....Charleston
Littlejohn, Vernon.....Hardinville
Lloyd, Velma Rae.....Farmersville
Loving, Russell Lowell.....Charleston
Marshall, Frank Joseph.....Bloomington
Martin, John Stewart.....Allenville
Martin, Russell Morgan.....Charleston
Matheny, Osa Allen.....Newton
Mattingly, George Francis.....Newton
May, Eda Marie.....Charleston
McCallister, Ersie Opal.....Arcola
McClory, Regis Edmund.....Trowbridge
McDonald, Coe Delos.....Golden Gate
McGahey, Margaret.....Rardin
McKeown, Jennie.....Lawrenceville
McLain, Zela Pearl.....Ashmore
McNamee, Martha Elta.....Glenwillard, Penn.
McPherson, Stacy.....Donnellson
Merritt, Sadie Pearl.....Charleston
Miller, Bertie Ethel.....Westfield
Miller, Herman Otis.....Lawrenceville

Mills, Janie Ve.....Bone Gap
Mitchell, Ethel Grace.....Shobonier
Mitchell, Zelphia Rae.....Shobonier
Molt, Pearl Gertrude.....Cisne
Montgomery, Walter Abener.....Birds
Moore, Nellie Angeline.....Humboldt
Morgan, Beatrice Bernice.....Tower Hill
Moxley, Ralph Fred.....Rosemond
Mumford, Elmer Alfred.....Casey
Myers, Carrie Leora.....West Salem
Neisler, Ella Ruth.....Irving
Neisler, Stella Mabel.....Irving
Newlin, Hattie C.....Allenville
Nott, Cecil Harriet.....Enterprise, Oklahoma
Nott, Helen Beatrice.....Enterprise, Oklahoma
Peadro, Eva Mae.....Gays
Perisho, Alma Isabelle.....Paris
Perkins, Lillian Edith.....Omaha, Nebraska
Pray, Gladys.....Pana
Pray, Hardin.....Pana
Randolph, Chester.....Lerna
Rennels, Mary.....Charleston
Richards, Alta Lee.....Martinsville
Ring, Eli Franklin.....Noble
Risley, Oliver.....Mt. Carmel
Russell, Ruby Camilla.....Alton
Schahrer, Gertie Alfreda.....Assumption
Seaton, Verne Arthur.....Casey
Shelby, Faye Connie.....West Salem
Shroyer, David Mirven.....Urbana
Simes, Tracy.....Hindsboro
Skidmore, Ena Marie.....Newman
Smith, Ernest Clinton.....Neoga
Smock, Jessie Maudeline.....Charleston
Sprague, Bertha Matilda.....Penfield
Stelzriede, Esther Sophia.....Hoyleton
Stewart, Viola.....Neoga
Storckman, Glenn Leroy.....Lancaster

Stratton, Leonard Thomas.....Casey
Taubeneck, Earl Robert.....Marshall
Taylor, Nellie.....Noble
Traylor, Ruth Pauline.....Coffeen
Turner, Mary Kay.....Metcalf
Turner, Pauline E.....Blythedale
Waggoner, Edna Leila.....Gays
Wampler, Hallie.....Humboldt
Wampler, Hazel.....Humboldt
Watt, Nolan Russell.....Hunt
Weise, Edward.....Lancaster
Werth, Anna Wilhelmina.....Sigel
Whalen, George William.....Charleston
Whalen, Thomas Paul.....Charleston
Whisennand, William.....Hardinville
White, Wreatha.....Janesville
Whitesel, George Joseph.....Charleston
Williamson, Wynter Wayne.....Atwater
Willingham, Bernice.....Arcola
Wood, Raymond Arthur.....Dieterich
Wright, Glen Weir.....Charleston
Young, Mary Faye.....Gays

Summer Term, 1911

Abel, Carrie Frances.....Rochester
Abshier, Lucy Jane.....Maunie
Abston, Fay.....Warrensburg
Adair, Elizabeth.....Charleston
Adams, Della Ruth.....Allendale
Adams, Ella May.....Blackwell
Akeman, Velma Pauline.....Eaton
Albers, Lena.....Arthur
Alexander, Gertrude.....Kansas
Alexander, Nan Stephanie.....Charleston
Alexander, Winnie Louise.....Greenville
Allen, Jonathan Driscoll.....Barnett
Anderson, Clara Alice.....Charleston
Anderson, Opal Emma.....Allerton

Anderson, William Earl.....Barnett
Apple, Florence Rachel.....Robinson
Apple, Viola Frances.....Arcola
Applegate, Ellen.....Redmon
Arbuckle, Hazel.....Oakland
Arnold, Jessie Lucille.....Villa Grove
Ashbaugh, Edwin.....Sumner
Baber, Helen Marie.....Paris
Bainum, Harriet Owen.....Olney
Baird, Helen.....Indianola
Baker, Lola Fay.....Ridgefarm
Baker, Nelle Beatrice.....Greenville
Baker, Nellie Esther.....Martinsville
Bamberger, Frieda Lydia.....Homer
Bannin, Marjorie Henrica.....Danville
Barger, Joseph Louis.....Charleston
Barnes, Callie Irene.....Charleston
Barr, Lola Grace.....Paris
Barth, Carrie Frances.....Chrisman
Batson, Rosa.....Marshall
Bayer, Josephine.....Edwardsville
Beals, Myra Stella.....Toledo
Beatty, Elsie Emily.....Paris
Beck, Velma Oneida.....Windsor
Behner, Carrie Etta.....Marshall
Bell, Etta.....Paris
Bell, Maude Elizabeth.....Camargo
Bell, Verna Diana.....Oakland
Bennett, Etta Laura.....Barnett
Bennett, Jesse George.....Barnett
Berry, Hazel Naomi.....Altamont
Bess, Stanley John.....Rosamond
Betts, Mary Ethel.....Arthur
Betts, Rilda.....Arthur
Bidle, Clara Genevieve.....Westfield
Bingham, Grace Estella.....Greenville
Birdzell, Mamie Pearl.....Neoga
Black, Bertha Mae.....St. Francisville

Black, Margaret Anne.....St. Francisville
Blizzard, Florence Irene.....Greenville
Boley, Hattie Ann.....Olney
Boley, Mattie Robenia.....Olney
Boone, Pearl Gladys.....Donnellson
Boyer, Mamie Ann.....Newman
Breezely, Tilman.....Danville
Briggs, Robert Finley.....Charleston
Briggs, Stella Ruth.....Charleston
Brown, Maggie Catherine.....Charleston
Brubaker, John L.....Riverton
Brumfield, Loren.....Bellmont
Bruner, Margaret Elma.....Mattoon
Buckler, Bruce Joseph.....Metcalf
Bullock, Edith Ray.....El Paso
Buntain, Edna Mae.....Scottland
Burghart, Verna May.....Covington, Indiana
Burnside, Ira Andrew.....Newton
Burtner, Ethel.....Allerton
Burton, Clara Belle.....Nokomis
Butcher, Lourissia.....Tuscola
Butler, James Grove.....Charleston
Buxton, Raymond Stewart.....West Salem
Cadle, Chester Junius.....Charleston
Calet, Blanche Rachel.....Pana
Cameron, Crissy.....Moweaqua
Campbell, Maggie.....McLeansboro
Cannon, Lester Cloyd.....Tower Hill
Capps, Beulah Alberta.....Neoga
Carney, Anna Maude.....Pana
Carney, Mary Josephine.....Keosauqua, Iowa
Cary, Katherine Lee.....Greenville
Chamberlin, Frank.....Gays
Chapman, Lawrence.....Martinsville
Chase, Ruth Noami.....Charleston
Cheney, Celia Imo.....Sidell
Cheney, Treva.....Sidell
Cherry, George W.....Charleston

Chisholm, Ruth Marie.....Butler
Chronic, George Earl.....Charleston
Cisney, Anna Ethel.....Pana
Clark, Nancy Annis.....Dalton City
Clem, Rose Etta.....Assumption
Clements, Mary Pearl.....Muncie
Clodfelter, Clara Edith.....West Salem
Colson, Etta May.....Fairland
Conrad, Laura Amelia.....Altamont
Cook, Ruth Ella.....Georgetown
Cossell, Susan.....Charleston
Cox, Mary Lena.....Trowbridge
Craig, Nellie Hayle.....Oakwood
Craver, Bernice Creola.....Mason
Cross, Iva Odessa.....Boody
Crowe, Elizabeth Drayer.....Charleston
Crowley, Bertha Mary.....Newton
Crowley, Clara Anne.....Newton
Crunelle, Irene Ruth.....Pana
Cunningham, Irma.....Mattoon
Curran, Mayme.....Raymond
Curry, Benjamin Rush.....Greenville
Curtin, Frank.....Taylorville
Curtis, Bernice Maye.....Gays
Dale, Una Ariel.....Danville
Davis, John Martin.....Beecher City
Dawson, Mary Blanche.....Cooks Mills
Dearing, Elsie Nellie.....Oakwood
Dermody, Edna Clare.....Flora
Dewhirst, Lucile.....Noble
Dick, Lillie Mae.....Paris
Diel, James Emmanuell.....Noble
Dodd, Opal Sarah.....Martinsville
Donovan, Margaret.....Assumption
Doscoska, Anna.....Charleston
Doty, Ethel May.....Charleston
Doty, Hazel Dell.....Charleston
Dougherty, Florence Lillie.....Fairmount

Dougherty, Stella Blanche.....Fairmount
Douglas, Mary Ellen.....Mt. Carmel
Dowler, Emery Ross.....Tower Hill
Downard, Clay.....Bement
Downey, Anna Beatrice.....Martinsville
Draper, Florence Cassina.....Chrisman
Driskell, Jess.....Paris
Driskell, Lola May.....Mattoon
Driver, Blanche A.....Sidney
Drury, Lillian Lucille.....Newton
Ducommun, Glen Gertrude.....Oblong
Dunkel, Luella Alice.....Pana
Durbin, Leona Ethel.....Taylorville
Durfee, Eleanor Frances.....Waterloo
Durning, Nina Mae.....Mt. Zion
Dush, Charlotte Lucretia.....Cowden
Dwyer, Katherine.....Charleston
Eagan, Fannie Killie.....Kinmundy
Eagler, Benjamin Harrison.....Hume
Earnhart, William Henry.....Flat Rock
Eckersley, Sadie J.....Wellington
Eckhoff, Amelia Caroline.....Barnett
Edwards, Ruth Pearle.....Tuscola
Elliott, Evelene.....Olney
Elliott, Grace Verba.....Farmersville
Emrich, Marion Pearl.....Casey
Eubank, Rachel Bessie.....Robinson
Ewing, Jessie May.....Paris
Ewing, Mary Elizabeth.....Paris
Faris, Susie.....Lerna
Farmer, Alta Maye.....Findlay
Farris, Mabel May.....Metcalf
Feltman, Irene May.....Robinson
Ferguson, Lotty Valera.....Etna
Ferril, Frances Ferne.....Farina
Ferris, Marion Raymond.....Danville
Fisher, Mary Esther.....Nokomis
Foley, William Franklin.....Paris

Foltz, Earl E.....Wheeler
Forcum, Ethel Mae.....Allerton
Fortney, Bonnie Pearl.....Casey
Frazier, Bessie Edith.....Montrose
Freeland, Olive Grace.....Hillsboro
Freeman, Marina Madge.....Charleston
Freese, William Jacob.....Ogden
Frost, Maragaret Leota.....Charleston
Frost, Sallie Ethel.....Noble
Fulwider, Artha.....Tuscola
Funk, Haven Ray.....Millersville
Gallatin, Lela Nora.....Martinsivlle
Gambill, Artie Belle.....Tamalco
Gamper, Cleda Ferne.....West Salem
Garrett, Everett Ernest.....Neoga
Garvin, Mary Ann.....Paris
Gates, Alma Marie.....Shelbyville
Gibson, Annie Laurie.....McLeansboro
Gibson, Ethel Lynch.....Newman
Gibson, Harriet Davis.....Ferris
Gilbert, Gladys Grace.....Oakland
Gilbert, Pearl.....Armstrong
Gilchrist, Edith Lanna....Morganfield, Kentucky
Gilkison, Jessie Caroline.....Mt. Carmel
Gilmore, Hervorte Leonidas.....Hindsboro
Girhard, Harrell Raymond.....Newton
Goldsmith, Alonzo Fremont.....Jewett
Golladay, Alma Ann.....Ashmore
Golladay, Grace Marie.....Ashmore
Goode, Minnie.....Windsor
Goodwin, Viva May.....Decatur
Graham, Charles Warren.....Marshall
Graham, Ruby.....Etna
Grant, Frances C.....Charleston
Grant, Sophia Agnes.....Charleston
Gray, Zetta Pearl.....Neoga
Greathouse, Thurman Allen.....West Salem
Green, Edith Myrtle.....Newman

Green, Helen Margaret.....Paris
Grindol, Leila Alice.....Outten
Grissom, Ilo.....Arthur
Grotefendt, Kathryn.....Marine
Grotts, Fred.....Raymond
Grubbs, Franklin Austin.....Charleston
Gunn, Julia Pauline.....Raymond
Gurtner, Flora Beatrice.....Brownstown
Hall, Nannie Margaret.....Ridgway
Hallock, Willmetta.....Charleston
Hamm, B. Homer.....Scottland
Hanks, Mina Elizabeth.....Martinsville
Hannon, John Joseph.....Farmersville
Hansen, Mary Dorothea.....Allerton
Harbert, Hattie Luvonia.....Olney
Hardin, Samuel Louis.....Charleston
Harrington, Julia A.....Humboldt
Harrington, Norah Frances.....Arcola
Hartman, Lilias Fay.....Casey
Haskins, Mittie Quinn.....Grape Creek
Hathaway, Sara Avesta.....Ridgefarm
Haycroft, Bessie Ellen.....Plainview
Hayes, Dollie May.....Hidalgo
Haynes, Woods Mitchell.....Mattoon
Henderson, Flossa Fern.....Chrisman
Hicks, Raymond Leslie.....Newton
Highsmith, George William.....Mt. Vernon
Hight, Mary Delle.....Casey
Hill, Gertrude Mabel.....Oakland
Hills, Lily.....Martinsville
Hinckley, Henry Benjamin.....Mt. Vernon
Hines, Margaret Cecelia.....Moweaqua
Hobbs, Esther Ellen.....Clinton
Hodges, Goldia Gertrude.....Ridgefarm
Hoffman, Mary Margery.....Hagarstown
Horton, Zola.....Albion
Housh, Jessie Varde.....Moweaqua
Huber, Ruth Ann.....Charleston

Hull, Ada Ethel.....Casey
Hull, Myrta Vivian.....Casey
Hunt, Bertha.....Rose Hill
Hunter, Christie Luella.....Pesotum
Hurst, Ethel Rebecca.....Marshall
Husted, Ruth Claudine.....Martinsville
Ingling, Mary Inez.....Iola
Ireland, Deniese Angeline.....Vandalia
Isenburg, Samuel L.....Newton
James, Della Vivian.....Newton
Jenkins, Charles Burnap.....Charleston
Jenkins, Hubert Johnston.....Charleston
Jenkins, Mabel Elizabeth.....Willow Hill
Jenkins, William Franklin.....Charleston
Jennings, Maude Boggess.....Catlin
Johnson, Fairy Oma.....Marshall
Johnson, Ida Cody.....Charleston
Johnson, Mary Elsie.....Horace
Johnson, Maude Loudusky.....Trimble
Jones, Carrie Elizabeth.....East Alton
Jones, Edith Bains.....Arcola
Jones, Leona Mae.....Danville
Jones, Lida Frances.....Newman
Jones, Madge Surrell.....Newman
Jordan, Blanche Frances.....Harvel
Kane, Nellie Jane.....Champaign
Kasserman, Frederic Doty.....Newton
Kaufmann, Gertrude Mary.....Newton
Kaufmann, Julia Mary.....Newton
Keefer, Grace.....Paris
Keepper, Mertie Mae.....Hillsboro
Keifer, Lydia Katherine.....Marshall
Keith, Sylvia.....Martinsville
Keller, Frances Josephine.....Mattoon
Kelly, Edith Mae.....Nokomis
Kelly, Ruth.....Martinsville
Kenney, Anna Marie.....Paris
Kenney, Nelle.....Paris

Kibler, Ima Blanche.....Wheeler
Kilgore, Edna Charlotte.....Charleston
Killie, Evelyn Hope.....Kinmundy
Kimmel, Levett.....Chauncey
Kinison, Charles Richard.....Mt. Vernon
Kirkham, Otis Emery.....Newton
Kizer, Alma Gertrude.....Niantic
Klamm, Ida.....Taylorville
Klamm, Louise.....Taylorville
Knapp, Bertha Jean.....Hindsboro
Knight, Freda Fae.....Kansas
Koelmel, Louise Isabelle.....Blue Mound
Koontz, Jennie Elizabeth.....Stewardson
Kruse, Marie.....Tuscola
Lackey, Dorothy Elizabeth.....Robinson
Lacy, Edith Pearl.....West York
Lahey, Anna Rose.....Mattoon
Lambird, Fanny Margaret.....Newton
Landes, Ruth Kathryn.....Oakland
Landis, Mary Gertrude.....Hoopeston
Lane, Herbert Lester.....Ashmore
Latimer, Mary Mildred.....Neoga
Law, Mignon Maude.....Vandalia
Lawrence, Bessie.....Pawnee
Leamon, Nellie V.....Advance
Lease, Alpha Wesney.....Garrett
Lee, Charles Franklin.....Mt. Vernon
Lee, Flossie Elaine.....Casey
Legru, Flora Joan.....Pana
Lehman, Katherine Lorena.....Sulivan
Leigh, Bessie Octavia.....Taylorville
Leitch, Sarah A.....Charleston
Lester, Frances.....Oblong
Lilly, Harry.....Beeched City
Little, Edna Belle.....Sullivan
Littlejohn, Vernon.....Hardinville
Littler, Carrie Amanda.....Potomac
Lloyd, Velma Rae.....Farmersville

Logan, Byrdie Alethea.....Oakland
Logan, Leah Adelaide.....Arcola
Long, Charles Ellsworth.....Charleston
Long, Goldie Mae.....Atwood
Lyman, Gertrude.....Danville
Lynes, Mamie Caryl.....Toledo
MacGilligan, Stanley.....Shelbyville
Madison, Martha Chryste.....Clifton
Malcolm, Sophia Greer.....Westfield
Manley, Katherine Cecilia.....Paris
Maples, Ira Franklin.....Newton
Markman, Alice.....Oblong
Martin, Nellie Rebecca.....Green Valley
Martin, Zella Gertrude.....Outten
Matthews, Blanche.....Smithboro
Mattingly, Bert.....Newton
Mattingly, Loretta Mae.....Champaign
Mattox, Laura Edythe.....Sullivan
Maxey, Rosettie.....Oblong
Maxham, Helen Jeanette.....Charleston
Mayhew, Elizabeth Myrtle.....Lerna
Mayhew, George Constantine.....Bingham
McBean, Jean.....Oblong
McCallister, Celesta Austus.....Arcola
McCallister, Gladys Cleo.....Arcola
McCartan, Pearl Kathleen.....Alma
McClain, Beulah M.....Horace
McCord, Maude Martha.....Enfield
McCrory, Bertha Elizabeth.....Charleston
McDaniels, Fae.....Oakland
McDougle, May.....Charleston
McElfresh, Winnie Belle.....Barnett
McEvoy, Bertha Olive.....Hume
McFadden, Della May.....Greenup
McFall, Dumas Miller.....Mattoon
McIlvaine, Myrtle Avanelle.....Clay City
McKean, Ethel.....Newton
McKibben, Bessie.....Bone Gap

McKinley, Lura.....Newton
McKittrick, Augusta.....Tower Hill
McKnight, Robert B.....Oblong
McLaughlin, Mary Cecilia.....Paris
McMackin, Anna Margaret.....Salem
McMorris, Bertie Franklin.....Metcalf
McNary, Roy.....Marshall
McNeff, Rose Elizabeth.....Girard
McVey, Dora Blanche.....Sorento
Menke, Marie Lydia.....Mattoon
Metheny, Fred.....Bellair
Miner, Daisy Clyde.....Charleston
Mitchell, Daniel Palmer.....Effingham
Mitchell, Kate.....Charleston
Molloy, Mabel Elizabeth.....Sorento
Moloney, Adella.....Mattoon
Money, Shirley.....Newton
Montague, Nora.....Wheeler
Montgomery, Sallie Ann.....Noble
Moore, Charles Erwin.....Maunie
Moore, Gertie May.....Cowden
Moore, Winifred Ethel.....Olney
Morris, Sarah Carter.....Hammond
Morrow, Mary Bernice.....Danville
Morse, Ora.....Findlay
Mundy, Ezra Guy.....Mt. Carmel
Murphy, Lena Pearl.....Casey
Murray, Lena Faye.....Taylorville
Nagle, Mayne Margaret.....Taylorville
Nalley, Ethel Amanda.....Yale
Naumer, Lora Irene.....Altamont
Neal, Claribel.....Noble
Neisler, Stella Mabel.....Irving
Newlin, Muriel Hazel.....Charleston
Newport, Mary Neva.....Barnett
Noble, Cedric.....Mattoon
Norton, Attaway.....Evansville, Indiana
Norvell, Muriel Belle.....Butler

O'Connor, Rena L.....Pana
O'Day, Geneva Marie.....Trilla
O'Neil, Elizabeth Helen.....Girard
Orr, Esther.....Sidell
Orr, Mabel.....Sidell
Parcel, Flossie Ruth.....Yale
Parker, Cena.....Westfield
Parker, Cleta.....Westfield
Parker, Gussie Virginia.....Bement
Parker, Ruth.....Bement
Payne, Edith Esther.....Mt. Vernon
Payne, Lesie Daily.....Taylorville
Payton, Lois Amelia.....Taylorville
Pearson, Debbie Lena.....Allerton
Pence, Helen Meyer.....Nashville
Pendergast, Mary H.....Charleston
Pendleton, Myrtie Irene.....West York
Perkins, Iva Mae.....Paris
Peters, Grace Mabel.....Effingham
Peters, Nelle Mary.....West Salem
Phillips, Margarette Blanche.....Hillsdale
Phillips, Mary.....Danville
Phillips, Nellie.....Pana
Phipps, Anna Emma.....Charleston
Phipps, Harold Samuel.....Charleston
Pierce, Alta M.....Pana
Polk, Helen Lucile.....Westfield
Popham, Helen Emma.....Charleston
Portee, Ora Louise.....Charleston
Potts, Nelle Olive.....Lovington
Pray, Gladys.....Pana
Price, Sadie Irene.....Findlay
Prust, Cora.....Walnut Prairie
Ragan, Lucia Faris.....Neoga
Randolph, Lillie.....Charleston
Rankin, George Barrington.....Charleston
Rankin, William Merle.....Charleston
Real, Gertrude Cleone.....Noble

Redmon, Nora Belle.....Oakland
Reedy, Ola May.....Sullivan
Rennels, Dessie Golden.....Charleston
Rhodes, Dorothy.....Taylorville
Richardson, Clella Lee.....Newton
Richardson, Linnie Kathryn.....Wayne City
Rider, Goldie Ethel.....Pana
Riley, Louella Alice.....Wheeler
Ritchey, Hallie.....Vandalia
Robards, Ruth Oleva.....Noble
Robb, Myrtle Arvel.....Windsor
Roberts, Nellie Pearl.....Arcola
Robinson, Mary Virginia.....Charleston
Robinson, Runie T.....Charleston
Rodgers, Orval Carson.....Charleston
Rodman, Vivian Ruth.....Villa Grove
Rogers, Fred Virgil.....Mattoon
Ross, Leyla Beatrice.....Charleston
Row, Nellie Jane.....Windsor
Rule, Ethel Clara.....Pocahontas
Russell, Julia Irma.....Altamont
Russell, Kate E.....Villa Grove
Ryan, Archie John.....Hammond
St. John, Allie Minnie.....Toledo
Satterfield, Ida May.....Clay City
Saxe, Mary.....Albion
Schaeffer, Maree.....Olney
Schoeck, Ella Elizabeth.....St. Jacob
Schroeder, Eunice Louise.....Nashville
Scott, Ella Grace.....Newton
Scott, Fae Delight.....Blue Mound
Sears, Alta Vista.....Arthur
See, Irene.....Kinmundy
Selders, Edythe Wray.....Dudley
Sexson, Portia Winona.....Charleston
Sharpe, Mylbra Adolyne.....Tower Hill
Shipman, Alice.....Paris
Shumacher, Eula.....Oakland

Shumacher, Harvilla.....Oakland
Shumaker, Clara Elizabeth.....Bible Grove
Silkey, Abner.....Ogden
Simpson, Jennie Pearl.....Pana
Simpson, Mildred Doty.....Mattoon
Sims, Delbert Edward.....Newton
Sisson, Esther Isabel.....Ridgefarm
Slack, Effie Waunette.....Dudley
Slack, Lena Gwendalen.....Dudley
Smith, Anna Louise.....Taylorville
Smith Clem.....Eaton
Smith, Esther Gladys.....Noble
Smith, Evelyn Irene.....Assumption
Smith, Lawrence A.....Moweaqua
Snider, Hazel Mae.....Charleston
Snively, Gertrude Jennie.....Robinson
South, Augustus William.....Hammond
Spang, Ethel Philips.....Georgetown
Sparks, Gale.....Rosemond
Sparks, John Woodruf.....Rosemond
Sperry, Myrtle Lee.....Greenup
Spicer, Alta W.....Findlay
Stanberry, Letha Verlee.....Charleston
Stauder, Helena Josephine.....Nokomis
Stauder, Lula.....Nokomis
Steele, Melvin Arnold.....Beecher City
Steger, Rose.....Montrose
Stephen, Ben Harrison.....Martinsville
Stephens, Bessie Marie.....Taylorville
Stephenson, Lee Ernest.....Tucola
Stevens, Bertha Clo.....Donnellson
Stewart, Zelma Frances.....Olney
Stillwell, Ada Tennessee.....Martinsville
Stone, Lena.....Metcalf
Storm, Foster Burl.....Neoga
Story, Savannah.....Charleston
Stroud, Frank Dewhurst.....Altamont
Sturgeon, Enoch Earl.....Irving

Sullivan, Mayme.....Charleston
Swain, Bernice Olive.....Kansas
Swift, Mary Elizabeth.....Kinmundy
Tate, Ethel.....Mattoon
Taylor, George Rowland.....Indianola
Taylor, Maria Julia.....West Salem
Taylor, Ruthe.....Arthur
Taylor, Signa Elizabeth.....West Salem
Tenison, Eda Marie.....Donnellson
Thomas, Cora Edna.....East St. Louis
Thomas, Cordia Melvina.....Assumption
Thompson, Charles D.....Ridgefarm
Thompson, Enola Grace.....Flat Rock
Thompson, Ocie M.....Ridgefarm
Tiffin, Lucile C.....Hillsboro
Tinker, Charlie Elam.....Vandalia
Totten, Edith.....Mattoon
Tucker, Grace.....Martinsville
Turner, Mary Kay.....Metcalf
Turner, Norma Grace.....Hillsboro
Twigg, Esther Ruth.....Brocton
Tyrrell, Claudia Lenor.....Ashmore
Uhl, Marie.....Pana
Vaughan, Agnes Lucille.....Taylorville
Vaughn, Belva B.....Sidell
Vaughn, Frances.....Donnellson
Waddle, Velma.....Taylorville
Walker, Mary Ethel.....Mattoon
Walker, Roy.....Broadlands
Wallace, Helen Marjorie.....Mt. Carmel
Wallace, Imogene .....Decatur
Wallace, Mary Logan.....Altamont
Wallis, Elsie Coria.....Honey Bend
Ward, Jessie Ellen.....Gilman
Warren, Daffodil Besse.....Farina
Warren, Roxa Anna.....Arthur
Watson, Florence Elinor.....Farina
Weakly, Lois Rebecca.....Decatur

Wempen, Emma Elizabeth.....Raymond
West, Irma Claire.....Oakland
Whalen, Mary Mandaina.....Charleston
Wharton, Maize Ella.....Atwood
White, Anna Cecilia.....Ivesdale
White, Callie.....Oakland
White, Ida Florence.....Pawnee
White, Plesant McClellan.....Vermilion
White, Ruth Olive.....Pawnee
Whittenburg, Clem Lucile.....Kinmundy
Widdows, Nellie Lucille.....Newman
Wieland, John Adam.....Marshall
Wilkins, Edna Florence.....Noble
Wilkinson, Cecil Herbert.....Mt. Carmel
Williams, Albert Adison.....Maunie
Williams, Alta Agnes.....Eaton
Williams, Clyde.....Ridgefarm
Williams, Evelyn Lucile.....Hume
Williams, Mary Alpha.....Bogota
Williams, Mary Dearborn.....Mattoon
Willson, Hazel Elizabeth.....Charleston
Wilson, Besse Elizabeth.....Neoga
Wilson, Sylvia Jane.....Altamont
Winters, Orval C.....Hutsonville
Wise, Althea Mary.....Newton
Wood, Mabel Maria.....Paris
Woodson, Amy.....Charleston
Woodyard, James B.....Ashmore
Wooten, Hazel Odelle.....Tuscola
Wright, Fern Guy.....Charleston
Wright, Glen Weir.....Charleston
York, Horace Martin.....Lerna
Young, Fern Abigail.....Neoga
Young, Flossye Margaret.....Girard
Young, Icy Charlotte.....Arcola
Young, Minnie Luella.....Neoga
Zeisz, Charles.....Newman
Zimmerman, Wilmer Raymond.....Paris

PUPILS IN MODEL SCHOOL

Ninth Grade

Baird, Lynn
Black, Elsa
Blankenbaker, Zeta
Boulware, Maryon
Brown, Helen
Coyle, Dale
Crowe, Stanley M.
Dewhirst, Idelle
Emery, Howard
Fowser, Earl
Goble, Ivan
Greene, Harold
Hall, Lucy
Harris, Neal
Huckaba, Helen
Jeffris, Sybil
Johnston, Sara
Kenny, Corinne
McCrory, Margaret
Newlin, Blanche
Root, Paul
Ryder, Bernice
Ryder, Hal
Shortess, Pauline
Stanberry, Letha
Stewart, Nora
Stone, Ruth
Watson, Nellie
Wieland, Carl
Wiley, Opal
Wilson, Gladys
Winkleblack, Mary

Eighth Grade

Boardman, Lucius
Boulware, Olive
Carothers, Anna
Cherry, Elmer
Cherry, Ola
Cochran, Edgar
Cox, Eva
Cox, Mary
Crim, Charles
Doty, Esther
Feagan, Gertrude
Feagan, Margaret
Freeman, Charles
Gaiser, Elsie L.
Giffin, Russell
Long, Grace
Lynch, Alberta
McKenzie, Mabel
McNutt, Elizabeth
Milburn, Elmer
Milburn, Helen
Robinson, Clara
Scarhet, Mary
Scott, Olive
Serviss, Robert
Stewart, Donald
Watson, Verna

Seventh Grade

Adair, Charles
Bailey, Ruth
Bails, Clifford
Baker, Glenn
Cone, William
Cook, Leslie
Craig, Chloteele
Crowe, Mary
Davis, Charles
Edman, Glen
Giffin, Palmer
Gordon, Eugene
Gray, Mildred
Hampton, Roscoe
Hanley, Flora
Huber, Martha
King, Agnes
King, Irene
Lee, Edna L.
Lee, Randal E.
Lee, Ruby
List, Floyd
Rosebraugh, Linder
Stanberry, Malora
Walker, Helen
Wilson, Floyd
Wilson, Paul
Worst, Harold

Sixth Grade

Berry, Josephine
Blackford, Robert
Byers, Vere
Carman, Gage
Crowe, Edith
Diemer, Alma
Edman, Virginia
Foreman, Harriette
Lashbrook, Abbie
Livingston, William
Long, Dorothy
Love, Mildred
McCarthy, Josephine
McGurty, Edward
Nehrling, Lucile
Root, Merle
Serviss, Trevor
Shanks, Paul
Shoot, Lorraine
Shoot, Tilford
Talbott, Carlos
Tremble, Donald
Turner, Stephen

Fifth Grade

Adair, Mary Ellen
Blanford, Charles
Byers, Maurine
Cochran, Omar
Coffman, Cath. Farrell
Cone, Mary Elizabeth
Cook, Raymond
Cox, Clifford
Livingston, Rachel
Love, Louis
May, Truman
McCarthy, Marian
Millar, Julian
Randolph, Blanche
Rutan, Dorothy
Shanks, Muriel

Davis, Gertrude
Fawley, Richard
Giffin, Veva
Lashbrook, Lucile
Stewart, Mary
Talbott, Lenore
Watson, Wayne
Wilson, Fern

Fourth Grade

Anderson, Gray
Barnes, Vernon
Bell, Cyril
Carman, Max
Chenoweth, Beulah
Cherry, Clestie
Hackett, Olive
Hampton, Marguerite
Kerans, Josiah
Lashbrook, Maggie
Lynch, James
Lynch, Lee
Miles, Barbara
Mitchell, Reba
Nehrling, Dorothy
Shanks, Rocha
Stewart, Kate
Tate, Harriet
Thomas, Ruth
Tremble, Florence

Third Grade

Anderson, Audley
Anderson, Sumner
Bagley, Madeline
Bottrell, Zella
Briggs, Frances
Briggs, Katherine
Coffman, William
Coon, Paul
Grant, Fern
Griffith, Marian
King, Thelma
Lang, Luther
Lashbrook, Irene
Livingston, Roy
Love, Marjorie
Marshall, Donald
Popham, Ross
Shafer, Myrle
Toops, Jessie
Tremble, Shirley
Wilson, Elmer
Wilson, Goldie

Second Grade

Bailey, Robert
Carothers, Lorin
Cossell, Bradford
Crim, Clarence
Crowe, Albert
Davis, Bright
Gray, Kathryn
Jordan, Lucile
Lang, Lillie
Lynch, Margaret
McCarthy, Katherine
Mitchell, Pauline
Prather, Rhoda
Prewitt, Opal

Heistand, Emily
Huber, Bennie
Iknayan, Alfred
Stewart, Clara
Thomas, Lester
Toops, Claude
Walker, Herman

First Grade

Adair, James
Bailey, Ralph
Barnes, Vera
Bell, Geneva
Blackford, Harold
Cherry, John
Cone, Russell
Craig, Carlos
Dodds, Wayne
Fasig, Bernice
Fawley, Ruth
Feagan, Ruth
Goble, Denzil
Grove, Harlod
Hackett, Dorothy
List, Miriam
Livingston, Alfred
Love, Edwin
Marshall, Robert
Mitchell, Anne
Shafer, Helen
Stewart, Clara

SUMMARY

	'06-7	'07-8	'08-9	'09-10	'10-11	'11-12
Normal Department	332	397	427	449	484	490
Summer School - -	429	452	504	452	460	584
	761	849	931	901	944	1074
Model School - - -	260	229	228	222	223	219
	1021	1078	1159	1123	1167	1293
Counted Twice - -	58	50	61	55	57	54
Total - - -	963	1028	1098	1068	1110	1239

Bond	Gallatin	Morgan
Champaign	Grundy	Moultrie
Christian	Hamilton	Piatt
Clark	Hancock	Pulaski
Clay	Iroquois	Richland
Coles	Jasper	St. Clair
Cook	Jefferson	Sangamon
Crawford	Lawrence	Shelby
Cumberland	Macon	Tazewell
Douglas	Macoupin	Vermilion
Edgar	Madison	Wabash
Edwards	Marion	Washington
Effingham	McLean	Wayne
Fayette	Monroe	White
	Montgomery	Woodford

OTHER STATES REPRESENTED

Colorado	Kentucky	Oklahoma
Indiana	Missouri	Pennsylvania
Iowa	Nebraska	

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
Slemmons, 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 Indiana
White, Mahala.....Charleston
Woodson, Elsie.....Charleston

1903

Balter, Gertrude A. ..... Charleston
Dougherty, Phillip ..... 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 ..... Humboldt
Shannon, Mary ..... Mattoon
Shoot, Bonnie ..... Charleston
Stewart, Charles ..... Charleston
Wade, William E ..... Redmon
Wallace, Charles ..... Charleston
Wright, Mabel ..... Charleston
Young, Eva N ..... Effingham

1904

Anderson, Ethel ..... Charleston
Bubeck, Charles M ..... Marshall
Bullock, Florence W ..... El Paso
Byers, Bessie B ..... Charleston
Coon, Mary W ..... Charleston
Dewhirst, David M ..... Olney
DeWolfe, John C ..... Pana
DeWolfe, Lucy L ..... Pana
Dorris, Sylvanus A ..... Isabel
Ferguson, Jessie L ..... Charleston

Hagemeyer, Bartlett.....Butler, Kentucky
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, Jesse O.....Greenup
Stark, Cecil.....Hume
Tohill, Flossie.....Flat Rock
Tooke, Helen E.....Charleston
Warman, Hettie M.....Charleston
Wentz, Roy A.....Hindsboro

1906

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

1907

Barrett, Agnes.....Mattoon

Black, Paul.....Greenup
Bradford, 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, Indiana
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
McCrory, 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

1909

Belting, Paul E.....Charleston
Briggs, Margaret.....Charleston
Brown, M. Ethel.....Piqua, Ohio
Bruner, Mary V.....Mattoon
Buckmaster, Pluma N.....Charleston
Chamberlain, Frank.....Gays
Coffman, Beryl L.....Salem, Indiana
Corzine, Harland W.....Charleston
Corzine, May I.....Charleston
Cossairt, Laura G.....Potomac
Davis, Myrtle A.....Charleston
Degenhardt, Irene.....Alton
Dickerson, Jeanette M.....Curran
Dixon, Frances M.....Herrick
Feagan, Effie L.....Charleston
Foreman, Lulu B.....Charleston
Funkhouser, Fern.....Mattoon

Funkhouser, Fern.....Mattoon
Gannaway, Lelia.....Mattoon
Hanselman, Anna M.....Piqua, Ohio
Harry, J. Roscoe.....Humboldt
Heil, Mary E.....Arcola
Homann, Ferdinand.....Mattoon
Honn, Jessie M.....Ashmore
Hostetler, Lida A.....Charleston
Hostetler, Oliver C.....Charleston
Howe, Verna.....Robinson
Huber, Harry L.....Mattoon
Hume, Chester.....Danville
Ivy, Torney P.....Fillmore
McCabe, Edward L.....Charleston
Orr, Esther.....Sidell
Phillips, John B.....Sullivan
Phillips, Oda O.....Sullivan
Smith, Fred.....Yale
Tate, Ethel.....Mattoon
Wamsley, Ruth R.....Charleston
White, Oshia.....Charleston
Williams, Ethel.....Mattoon

1910

Avey, Blanche.....Le Roy
Bigler, Harry.....Sigel
Birdzell, William.....Charleston
Burke, Coral.....Cloverdale, Indiana
Carman, Ruth.....Charleston
Connelly, Rae.....Westfield
Cottingham, Maude.....Charleston
Davis, Sylva B.....Charleston
DeWolfe, Mary Estelle.....Assumption
Driscoll, Irene.....Charleston
Dwyer, Katherine.....Charleston
Eck, Lulu E.....Charleston
Ernst, Jesse E.....Charleston
Fears, Amanda O.....Humboldt

Fellows, Mary E.....Neoga
Freeland, Minnie C.....Bellair
Givens, Harry.....Paris
Glassco, Alia N.....Charleston
Hallock, Willmetta.....Charleston
Heeb, Evalena.....Charleston
Hoggard, Goldie D.....Arthur
Huffman, Jessie T.....Charleston
King, Ivan W.....Charleston
Long, Ruth.....Charleston
Lowry, Edith.....Westfield
Martin, Patti C.....Arthur
Mathes, Georgia.....Charleston
McCrory, Esther.....Charleston
McDonald, Mary M.....Charleston
McNutt, Mrs. Lillian.....Elgin
Miles, Sophia O.....Charleston
Milholland, Grace E.....Charleston
Mullins, Helen G.....Charleston
Munson, Kezia.....Arcola
Nay, Mabel.....Kansas
Patton, Mae.....Arthur
Pendergast, Mary C.....Charleston
Powell, Zella F.....Mattoon
Rankin, Cora E.....Gibson City
Rardin, Bruce.....Rardin
Riche, Mildred A.....Nora Springs, Iowa
Schmaelzle, Carl.....Charleston
Serviss, Gladys.....Charleston
Snapp, Carl F.....Findlay
Sullivan, Margaret E.....Charleston
Tarble, Charles.....Martinsville
Voris, Katherine.....Neoga
Watt, Bernice.....Newton
Welsh, Grover F.....Paris
Wiman, Anna M.....Yale
Woodson, Amy L.....Charleston

Zimmerman, Henry H.....Effingham
Zimmerman, Percy.....Charleston
Zimmerman, Robert L.....Mineral

1911

Archer, Susie Ethelyn.....Charleston
Ashmore, Lula Belle.....Charleston
Brayton, Virgul Lucille.....Charleston
Byers, Helen.....Charleston
Coffey, Anna Elizabeth.....Kansas
Faris, Susie.....Lerna
Galbreath, Annie.....Ashmore
Gallagher, Margaret Elizabeth.....Alton
Gilchrist, Edith Lanna.....Shawneetown
Glassco, Hazel Gertrude.....Charleston
Gray, Ruth.....Charleston
Henry, Flossie Ethel.....Kansas
Hill, Charles.....Charleston
Hill, Stanley.....Mattoon
Homann, Fred George.....Mattoon
Jennings, Alma Irene.....St. Elmo
Jennings, Walter Wilson.....St. Elmo
Jones, Vernie Allen.....Willow Hill
Kelly, Marguerite Agnes.....Danville
Kibler, Carl M.....Wheeler
Linder, Lewis S.....Charleston
Long, Charles Ellsworth.....Charleston
Maxham, Helen Jeanette.....Charleston
McKittrick, Cynthia Ann.....Tower Hill
Newman, Grace.....Charleston
Parkison, Cora Alice.....Charleston
Patrick, Ada.....Decatur
Rennels, Ursa.....Charleston
Rodecker, Waverly.....Mulberry Grove
Schlobohm, Lucy Syvilia.....Findlay
Schriner, Elizabeth Opal.....Charleston
Sidwell, Eli Roscoe.....Casey
Stanberry, Hewett Raymond.....Charleston
Stewart, Alma.....Ashmore
Taylor, Kathryn Blanche.....Arthur
Taylor, Ruthe.....Arthur
Tiffany, Burton Ellsworth.....Lawrenceville

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
Clarence H. Oxman, Grayville	July 25, 1904

FORMER MEMBERS OF THE FACULTY

S. M. Inglis, President	1898
Louis H. Galbreath, Supervisor of Training Department	1899
G. W. Smith, School Law and Geography	1899
Luther E. Baird, Assistant in English	1899-1900
James H. Brownlee, Reading	1899-1900
Ella F. Corwin, Librarian	1899-1900
Bertha Hamlin, Critic Teacher in Grammar School	1899-1900
Mrs. Louise B. Inglis, History	1899-1900
J. Paul Goode, Physics and Geography	1899-1901

Alice B. Cunningham, Critic Teacher in Primary School..... 1899-1901
Frances E. Wetmore, Registrar.....1890-1903
W. M. Evans, English..... 1899-1904
Edna T. Cook, Critic Teacher in Grammar School..... 1899-1904
Charlotte M. Slocum, Critic Teacher in Primary School..... 1899-1905
Henry Johnson, History..... 1899-1906
Francis G. Blair, Supervisor of Training Department..... 1899-1906
Otis W. Caldwell, Biological Sciences. 1899-1907
Edith P. Bennett, Critic Teacher in Grammar School..... 1900-1901
Grace W. Knudsen, Geography..... 1900-1901
Florence M. Beck, Librarian..... 1900-1904
Alice L. Pratt, Critic Teacher in Grammar School..... 1900-1904
James A. Dewey, Physics..... 1901-1902
Roswell C. McCrea, History and Civics. 1901-1902
George D. Hubbard, Geography..... 1901-1903
Elizabeth Branch, Assistant Librarian. 1901-1904
Katharine 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
Thomas H. Briggs, English..... 1901-1911
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
J. C. Brown, Mathematics..... 1904-1911
Elnora J. Richardson, Assistant in Mathematics..... 1905-1906
Margarethe 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
Katharine Pfeiffer, Head of Pemberton Hall..... 1908-1909
Lillian E. Ravenscroft, Critic Teacher in Grammar School..... 1909
Estelle Gross, Head of Pemberton Hall. 1909-1910
Grace Williams, Critic Teacher in Grammar School..... 1909-1910
Margaret B. Pumphrey, Critic Teacher in Primary School..... 1910
M. W. Deputy, Supervisor of Training Department..... 1909-1910
Elsie Woodson, History in the Grades. 1909-1911
Genevieve Fisher, Critic Teacher in Grammar School..... 1910-1911
Leonard E. Davis, English and Mathematics..... 1911
Clara Miller, Mathematics..... 1911

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