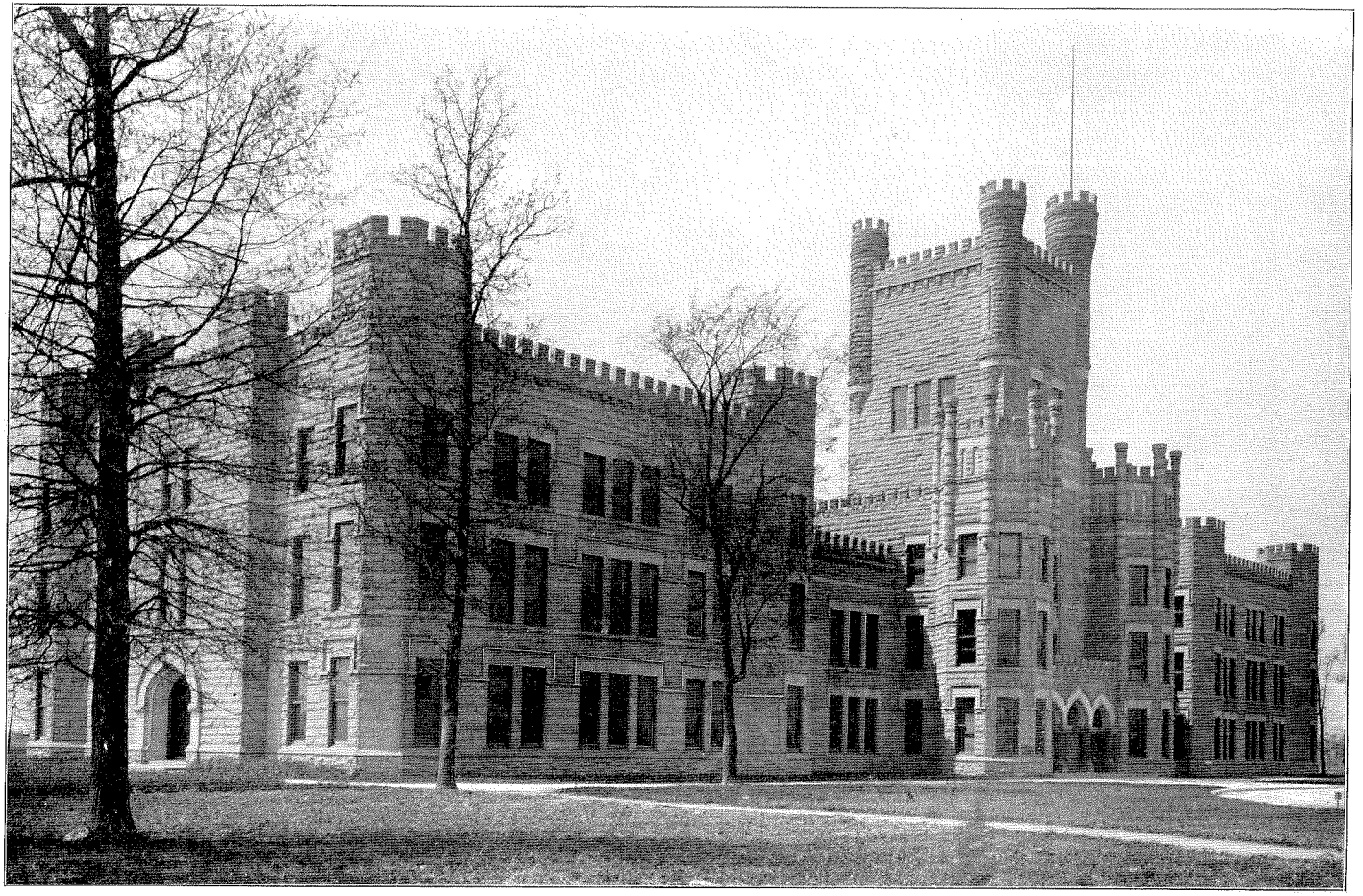
Eastern Illinois State Normal School

Charleston, Illinois

FIRST YEAR

Catalogue for 1899-1900
and
Announcements for 1900-1901



ANNUAL CATALOGUE

OF

THE EASTERN ILLINOIS STATE NORMAL SCHOOL

AT CHARLESTON

FOR 1899-1900

WITH ANNOUNCEMENTS FOR 1900-1901

FIRST YEAR


THE·HENRY·
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CHICAGO

CALENDAR FOR 1900-1901

FALL TERM

SEPTEMBER 11, TUESDAY . .	Entrance Examinations and Classification
SEPTEMBER 12, WEDNESDAY	Class Work begins
DECEMBER 21, FRIDAY	Fall Term ends

WINTER TERM

JANUARY 2, WEDNESDAY . .	Entrance Examinations and Classification
JANUARY 3, THURSDAY	Class Work begins
MARCH 29, FRIDAY	Winter Term ends

SPRING TERM

APRIL 9, TUESDAY	Class Work begins
JUNE 21, FRIDAY	Spring Terms ends

BOARD OF TRUSTEES

Appointed by the Governor of the State

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JAMES HENRY BROWNLEE, A.M.	Reading
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FRANCIS G. BLAIR, B.S.	Supervisor of Training Department
FRIEDERICH KOCH	Music
ELLEN A. FORD, A.M.	Latin and German
BERTHA L. HAMLIN	Critic Teacher in Grammar School
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ALICE B. CUNNINGHAM	Critic Teacher in Primary School
CHARLOTTE MAY SLOCUM	Critic Teacher in Primary School
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The names of teachers, with the exception of the critics, are printed in the order of their engagement.

THE SCHOOL.

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

SECTIONS FROM AN ACT TO ESTABLISH AND MAINTAIN THE EASTERN ILLINOIS STATE NORMAL SCHOOL.

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

§ 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 instructions in the art of teaching in all branches of study which pertain to a common school education; in the elements of the natural and physical sciences; in the fundamental laws of the United States and of the State of Illinois, in regard to the rights and duties of citizens.

§ 13. All the counties of the State shall be entitled to gratuitous instruction for two pupils for each county in said Normal School, and each representative district shall be entitled to gratuitous instruction for a number of pupils equal to the number of representatives in said district; to be chosen in the following manner: The Superintendent of Schools in each county shall receive and register the names of all applicants for admission in said Normal School, and shall present the same to the County Court, or in counties acting under township organization, to the Board of Supervisors, as the case may be, who shall, together with the Superintendent of Schools, examine all applicants so presented, in such manner as the Board of Trustees may direct; and from the number of such as shall be found to possess the requisite qualifications, such pupils shall be selected by lot; and in representative districts composed of more than one county, the Superintendent of Schools and County Judge, or the Superintendent of Schools and the Chairman of the Board of Supervisors in counties acting under township organization, as the case may be, of the several counties composing such representative district, shall meet at the Clerk's office of the County Court of the oldest county, and from the applicants so presented to the County Court or the Board of Supervisors of the several counties represented, and found to possess the requisite qualifications, shall select by lot the pupils to which said district is entitled. The Board of Trustees shall have discretionary power if any candidate does not sign and file with the Secretary of the Board a declaration that he or she will teach within the public schools within the State not less than three years, in case that engagements can be secured by reasonable efforts, to require the candidate to provide for the payment of such fees for tuition as the Board may prescribe.

RAILROAD FACILITIES

Charleston can be reached from any station within the district within six hours. From all stations along the Big Four or Clover Leaf it can be reached in two hours or less. The trains on the Illinois Central and the P. D. & E. make close connection at Mattoon; trains from southeast make close connection at Lerna; trains from north and south make close connection at Paris. There are eight passenger trains per day, arriving in Charleston on Big Four and four per day on Clover Leaf. While Charleston has but two roads, yet it is in fact in almost the exact center of the great network of roads crossing the district, two north and south roads crossing the district east of Charleston, one at Paris and one at Kansas; and two crossing the district west of it, one at Mattoon and one at Windsor; and one road 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, part of them

north and part of them south of Charleston, several of them trunk lines with numerous trains, so from an examination of the time-tables it will be seen that from any station in the district Charleston can be reached in six hours or less, and within from forty-five minutes to an hour after reaching any of our connections, east and west.

Pupils from Vermilion, Edgar, Clark, Crawford and Lawrence and the east part of Cumberland and Jasper would reach Charleston from the east, connecting with the Big Four either at Paris or Kansas, or from the northeast over the Clover Leaf. From Clay, Marion, Fayette, Effingham and Richland, and west part of Cumberland and Jasper, and the south part of Shelby, would reach Charleston from southwest via the Clover Leaf. From Champaign, Moultrie, Macon, Christian, north half of Shelby and west half of Douglas would reach Charleston from the west over the Big Four.

SATURDAY SESSIONS

The Eastern Illinois State Normal School holds regular sessions on Saturday, taking Monday as its weekly holiday.

The distinctive advantages of this plan are as follows:

1. Such sessions on Saturday give teachers, who have their holidays on this day instead of Monday, an opportunity to pursue some regular work in some department of the Normal School. This plan promotes closer relations between the Normal School and both urban and rural teachers in the surrounding community.

2. It is possible for the same teachers, even though not able to register for work in course, to visit, in a somewhat regular and systematic way, the training school and Normal school classes on a day when they are not required in their own schools.

Special lectures by members of the faculty or by distinguished visitors can be arranged for this day, and these visiting days, if wisely and adequately planned for, can be made highly valuable. The educational importance of school visitations amply justifies school directors, superintendents and Boards of Education in suggesting it to their teachers and in making it a significant feature of their system.

3. It is easier for the teachers of the Normal School to visit schools, both rural and urban. This obligation of teachers in training schools to study the work of the public schools is too much neglected. The efficiency of the Normal School may be

greatly increased by the visits of its teachers to other schools, thus securing a more correct and adequate conception of actual school conditions and practices.

4. Closely allied to this consideration is the fact that the way will be more open for members of the faculty to take part in the work of educational extension, and it may be true that Monday is a better time than Saturday for such work.

5. Having Monday for a holiday will make field work more easily planned for. This very valuable work is generally neglected, owing in part to the fact of the practical inconvenience of such work. The soundness of the demand for this kind of study is hardly questionable. Students need the training that will fit them to study the actual conditions of public schools, and it should be regarded a proper function of a Normal School to make the rural and city schools of the vicinity, in which it is located, places for this kind of work.

6. It is also a proper function of the Normal School to aid in bringing about a union of effort among school officials and teachers, and a Saturday programme can be advantageously shaped to assist in this. School methods and devices, appliances, architecture may be put forth as well as the purposes and merits of educational movements and practices. In addition to this it is important that Normal Schools put themselves in an attitude of receiving the criticisms and suggestions which society may be ready to offer through its representatives, the school officers. Therefore it may be found desirable on Saturday to have occasional lectures and conferences in the Normal School, to which members of Boards of Education and school directors of the surrounding districts, villages and cities may be invited.

7. The foregoing advantages will aid a Normal School in becoming what it ought to aspire to become, a center of educational progress.

RURAL SCHOOLS

The problem of the Rural School is beginning to receive from the teachers of the country something of the attention it has long deserved.

The Eastern Illinois State Normal School is fortunately located for the study of this problem, and some special solutions of it will be attempted.

THE LIBRARY AND READING ROOM

The very carefully selected library is catalogued according to the most approved method, and an expert librarian is in charge, giving necessary aid and instruction to students in the use of books. The library abundantly supplements the work of the classroom in the various subjects studied.

The reading room is supplied with a large number of periodicals in which is found the best current thought in science, geography, history, sociology, general and educational literature.

TUITION

A tuition fee of $7.00 per term is charged to those who, under the law, are not entitled to free tuition. An incidental fee of $2.00 per term is required of every student.

TEXT-BOOKS

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.

BOARDING

Board can be obtained in private families for from $2.50 per week to $3.50 per week.

Students renting rooms and keeping house can materially reduce the above amounts.

In all cases students will consult the president of the school in the choice of a boarding place.

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 expressed their willingness and their desire to make the students of the school at home in the churches and Sunday Schools. The teachers of the Normal School will in every way possible encourage the pupils to form and sustain intimate relations with the churches.

CORRESPONDENCE

Persons desiring other information respecting the Eastern Illinois State Normal School than that contained in this catalogue are invited to address the President,

LIVINGSTON C. LORD,
Charleston, Illinois.

THE COURSES OF STUDY

The following courses of study are offered: 1. A one year's course for graduates of reputable colleges. 2. A two years' course for graduates of approved high schools. 3. A three years' course for graduates of high schools with short courses. 4. A four years' course.

ONE YEAR'S COURSE FOR COLLEGE GRADUATES

This course is offered to all graduates of reputable colleges who, having mastered more or less thoroughly the subject-matter of their chosen lines of work, desire a deeper insight into its educational bearings. The course is planned also to give an opportunity for a more intensive study of those subjects which the candidate is preparing to teach.

Arrangements can be made whereby Normal School graduates with strong educational interests and successful teaching experiences, who desire a larger view of the matter and method of education, may enter this course.

The lines of work offered are as follows:

General psychology.
The development of the child.
The psychologic foundations of educational method.
Theory of school management.
American history.
Sociology.
Ecology.
Physiography.
Commercial geography.
Work in the training department.
Subjects elected from other courses.

TWO YEARS' COURSE FOR GRADUATES OF HIGH SCHOOLS

FIRST YEAR

Fall Term.	Winter Term.	Spring Term.
Prescribed:	Prescribed:	Prescribed:
Psychology	Psychology	Psychology
Arithmetic	History	Teaching
Music, 2	Music, 2	Ecology
Drawing, 2	Drawing, 2	
Reading, 3	Reading, 3	
Elective:	Elective:	Elective:
Latin	Latin	Latin
German	German	German
Botany	Botany	History
History	Chemistry	Physiography
Chemistry	History	English
English	English	Civics

SECOND YEAR

Fall Term.	Winter Term.	Spring Term.
Prescribed:	Prescribed:	Prescribed:
Teaching	Teaching	Philosophy of Education
Grammar	Geography	History of Education
Elective:	Elective:	Elective:
Latin	Latin	Latin
German	German	German
Physiography	History	History
History	Physics	Physics
Physics	Zoölogy	Physiology
Zoölogy		Economics
Sociology		

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.* While it is better that the high school teacher be a college graduate, many high schools will 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.

THREE YEARS' COURSE

Students taking this course will shorten the four years' course one year by receiving credit for such work done in the high school as they are most proficient in.

The same high schools accredited by the State University and the other State Normal Schools of this State are accredited at the Eastern Illinois State Normal School.

FOUR YEARS' COURSE—Entrance

The applicant shall have finished a grammar-school course embracing the following subjects, in which he is reasonably proficient: Arithmetic, English grammar, geography, United States history, physiology and hygiene, drawing, civil government, music, nature study, reading, penmanship, spelling and English.

FIRST YEAR

Fall Term.	Winter Term.	Spring Term.
Prescribed:	Prescribed:	Prescribed:
Botany	Botany	Rhetoric
Arithmetic	Arithmetic	Algebra
Grammar	Grammar	Geography
Reading, 3	Reading, 3	Reading, 3
Music, 2	Music, 2	Music, 2
Drawing, 2	Drawing, 2	Drawing, 2

The numerals, 2 and 3, indicate number of exercises per week.

SECOND YEAR

Fall Term.	Winter Term.	Spring Term.
Prescribed:	Prescribed:	Prescribed:
Algebra	Geometry	Geometry
Geography	Geography	English
English	English	Physiology
Elective:	Elective:	Elective:
Latin	Latin	Latin
Zoölogy	Zoölogy	Geography
History	History	History

THIRD YEAR

Fall Term.	Winter Term.	Spring Term.
Prescribed:	Prescribed:	Prescribed:
Physics	Physics	Physics
History	History	Civil Government
Methods	Methods	Teaching
or Elective	or Elective	or Elective
Elective:	Elective:	Elective:
Latin	Latin	Latin
German	German	German
English	English	English
Algebra	Solid Geometry	Astronomy

FOURTH YEAR

Fall Term.	Winter Term.	Spring Term.
Prescribed:	Prescribed:	Prescribed:
Psychology	Psychology	Psychology
Teaching	Teaching	Phil. of Education
Elective:	Elective:	Elective:
Latin	Latin	Latin
German	German	German
History	History	History
Sociology	Hist. of Education	Economics
Chemistry	Chemistry	Ecology
		Teaching

DESCRIPTIVE OUTLINE

PSYCHOLOGY

The first aim in this subject 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 the psychological principle is a much easier thing than its ready application to the learning mind.

THE DEPARTMENT OF EDUCATION AND TRAINING

The chief objects of this department 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 the teaching act — 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 economic and fruitful relation to each other.

The working out of these two large purposes of the department is accomplished by the following means:

I. EDUCATIONAL INSIGHT.

(a) By *method* work in the various subjects which 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 which the teacher gives to the truth to make it accomplish its educational end in the most economic 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 which form the foundation of educational theory and practice:

1. The history of education.
2. Sociology.
3. Psychology.
4. Philosophy of education.

II. Training — Observation and Practice.

A model practice school consisting of eight grades, with four critic teachers and a supervisor in charge, affords an opportunity for the student to

1. Observe daily recitations given by the critic teachers. At least one term of such observation will be required of the candidate before he is allowed to teach.

2. Practice Teaching. One year of actual teaching under as favorable conditions as can be supplied will be required of every student. This teaching will be under the close observation and direction of the critic teachers and supervisor.

THE PRACTICE SCHOOL

Its Plan and Purpose

The value of this observation and teaching will depend upon the conditions under which they are done. It is the purpose of the practice school to furnish favorable conditions. The school, consisting of eight grades of twenty pupils each, resembles in its essential features the common graded school.

While it stands for what is believed to be best in the way of illustrative and model work, yet it aims to be little more than a type of a well-graded school.

Model Work. The critic teachers in charge of the various grades teach classes during the morning sessions. It is this teaching which the students are required to observe. One of the most prolific causes of disaster is a failure on the part of the worker to know what good work is. It is believed that this observation will give the student teachers standards of excellence by which they

may test the success of their own work. "Learning to teach by teaching" is more or less of a blind process without these standards.

PRACTICE TEACHING. This practice teaching involves a careful preparation and planning of the subject matter, the complete control of the class in discipline and instruction under supervision, and consultation with the critic teacher and supervisor. It is not presumed that two or three terms of this practice work will make the experienced, efficient teacher, but it is believed that it affords the student teacher a fair opportunity to test his powers and reveal his fitness.

SEMINAR. The practice school to do its work well must be an organic part of the normal school. This vital relationship is not possible unless the normal school teachers understand the aims and plans of the practice school, believe in it and live close to it. It must represent to them the public schools of the State in which the normal school students are being prepared to teach. It is a laboratory in which the various theories are to be tested. To bring about this helpful and necessary connection a weekly meeting of the entire corps of teachers is held. In this "Seminar" the aims, the matter and the method of the various subjects of the practice school curriculum are discussed. Lessons are taught and observed and discussed.

OUTLINE OF WORK IN ENGLISH GRAMMAR

I

1. The relation of language work to technical grammar.
   (a) Acquiring reasons for the work done without reasons during the language period.
   (b) Preparation for the study of literature.
   (c) Preparation for the study of other languages.
2. The study of the sentence.
   (a) As to meaning.
   (b) As to structure.
3. The separation of the sentence into its clause and phrase elements.
4. The separation of the sentence into its word elements, or parts of speech.

5. Particular attention to the relative importance of the properties of the parts of speech.

6. Drill in application.

7. Discussion of selection, arrangement and presentation of language work.

II

1. History and structure of the language.

2. The manner in which the construction of the sentence fulfils the end of language.

3. Verb-phrases.

4. Infinitives and participles.

5. English idioms, their growth from natural expressions and their value in sentences.

6. Study of a literary selection from the standpoint of grammar.

7. Essay on some grammatical subject.

8. Discussion of method in language work in the intermediate and grammar grades.

OUTLINE OF WORK IN RHETORIC

1. Contraction of clauses and phrases and the substitution of word elements.

2. Expansion of word and phrase elements and the substitution of clauses.

3. The nature and structure of the paragraph.

4. The relation of the paragraph to the theme.

5. The choice of a subject and the analysis and development of themes.

6. Rhetorical characteristics of the kinds of discourse, descriptive, narrative and argumentative.

7. Under the qualities of style, especial attention is given to the following points: Choice of words, the relation of literature to rhetoric, clearness, unity and elegance.

8. Writing, discussion and criticism of themes.

LITERATURE

Much has been said concerning the importance of studying literature, instead of studying about literature; we are in sympathy with this view. It is believed, however, that an acquaintance with the makers of literature, their environments, their intellectual development, the spirit of the time, the questions they were called upon to settle, and the personality of the writers, all are necessary to the fullest understanding and highest appreciation of literary art.

A few pieces of choice literature are selected for special study. These illustrate the writings of the different periods and some of the prominent literary forms. Much attention is given to right interpretation, and special mention is made of other pieces of literature that illustrate the sentiments set forth in the selections studied, thus stimulating to wider reading.

Minor poetic forms, the narrative poem, the drama, the epic, the essay, the novel, and the argumentative discourse receive attention in the discussions of selections assigned to be read out of class.

OUTLINE OF WORK IN LITERATURE

I

1. History of English Literature: Painter.
2. Chaucer: The Prologue, The Knightes Tale.
3. Milton: Paradise Lost, Books I and II, Lycidas.
4. Discussion of selections assigned to be read out of class.

II

1. History of American Literature: Pattee.
2. Tennyson: The Princess.
3. Arnold: Sohrab and Rustum.
4. Lowell: Selected Poems.
5. Discussion of matter assigned to be read out of class.

III

1. The drama: The Merchant of Venice, Macbeth, King Lear.

2. Discussion of other dramas assigned to be read out of class.

READING

The student of expression does not deal with articulation, voice culture and physical culture alone, although their importance must be emphasized in order that the working of the mind through the body may not be limited by idiosyncrasies of voice and manner.

Reading and reciting are not, as too often it is supposed they are, the repetition of words for showy effect — but they are for the direct purpose of training the mind to see the meaning of the words and to grasp the idea quickly, and then to present it for the enjoyment of others.

The natural order in the study of expression is to have the channel free, the body able to express, and then the thought aroused, something to express.

The object in expression is that the student should have a clear, definite and ever-deepening impression. If the channel for his expression is free, other things being equal, he will express in the ratio that his thoughts and feelings are stirred.

The first and all important step in the development of expression is life. The interest in the idea to be presented must be aroused so that the pupil responds to the idea as though it were his own and he becomes eager to give it to others. As the desire to impart increases with the pupil, he will endeavor to make himself distinctly understood, thereby enunciating his words clearly. A habit of good articulation may be easily secured at this point in his growth.

The life, which he at first put into the thought, gradually takes the form of beauty. His ideas, presented now, attract. As he progresses they begin to group themselves in his mind and form pictures from which comes the desire to reveal.

The pupil's mind has dealt with things from the first, and it now becomes his definite purpose to reveal those things, and all that they may contain, to his audience.

Modern education is largely a matter of learning to read. In its intellectual sense, reading indeed is the key to all learning. Therefore the work of an ability to read can scarcely be overrated. In our schools the work done in other branches is often unsatisfactory precisely because the pupils can not really read well. It follows that better work in this study will surely lead to better work in all other studies.

LATIN

Bennett's The Foundations of Latin.

Rolfe and Dennison's The Junior Latin Book. This includes about one hundred and fifty pages of fables, Roman history and selections from Viri Romæ, Nepos and Cæsar, together with selections for Latin Composition, based on the text.

Latin Grammar.

Daniell's New Latin Composition, based on Cæsar and Cicero.

Cicero, six orations.

Skeat's Etymological Dictionary, Student's Edition.

Smith's Student's Classical Dictionary of Biography and Mythology.

In connection with the work in Cicero, the study of Latin composition and grammar and of the Latin element in English is continued, special attention being given to constructions not found in Cæsar, to figures of speech, the reckoning of time and the memorizing of selected passages. Some study is also given to the Roman Constitution.

Virgil's Aeneid, six books.

The work in Virgil includes a study of Greek and Roman Mythology and a consideration of Virgil's debt to Homer: poetical constructions, figures, scansion, the memorizing of selected lines and passages. An attempt is made to study appreciatively the Aeneid as literature. Sight translation and the relation of Latin to English are a part of the work of every year.

The library contains a few good reference books, which will be added to from time to time.

A year's special work in Latin will be given for the benefit of those who expect to teach this subject. It will include the study of Horace's Odes; Livy, Book I or XXI; Cicero's De Senectute or De Amicitia; Latin composition and methods of teaching preparatory Latin.

GERMAN

Joynes-Meissner's German Grammar.
Joynes' German Reader.
Hauff's Das Kalte Herz.
Schiller's Wilhelm Tell.
Goethe's Hermann und Dorothea.
Wenckebach's Die Schönsten Deutschen Lieder.
Harris' German Composition.
For Sight Reading —
Hillern's Höher als die Kirche.
Storm's Immensee.
Heyse's L'Arrabbiata,
And other easy texts.

The second year's work will vary from year to year as to the texts used for translation. German conversation, German composition and sight reading will be continued throughout the course.

ARITHMETIC

Mathematics has for its subject matter quantitive relations. It is purely an abstract science in its principles and processes and as such affords the best means for mental discipline. But to make this the whole aim is to rob it of much of its practical value. Pupils must know how to perform mathematical calculations accurately and rapidly. This training must come from arithmetic. Skill and power are here the ultimate ends. To accomplish these, the subject must be viewed as an art and as a science. The work in arithmetic in this institution makes both of these prominent. The value of accuracy, rapidity and neatness is continually emphasized. The development of principles, of clear-cut definitions and brief, logical forms of analysis and the constant effort to secure clear, accurate expression in oral and written solutions and in explanations, make the work a valuable means of logical training. Pure quantitative reasoning begins and ends with equations. Therefore it is insisted from the first that all work except that which is purely drill shall be in equational form.

Two terms are given to arithmetic. Cook and Cropsey's New Advanced Arithmetic is the text.

ARITHMETIC

FIRST TERM. Notation and numeration, laws of decimal system and Roman notation. Fundamental operations; definitions developed and all processes tested by the definitions; short methods. Tests for divisibility demonstrated. Cancellation, factoring, greatest common divisor and least common multiple.

Fractions. Definitions and principles. Processes developed concretely. Operations with integers and fractions compared.

Decimals. Steps in reading and writing; demonstration of principles and processes.

Denominate numbers. History of units and scales. Tables in common use and their applications in various measurements mastered. Longitude and time, history of calendar and international date line. Metric system. Much drill in measuring volumes and plane surfaces.

SECOND TERM. Percentage and its applications. Profit and loss, trade discount, commission, stocks and bonds, taxes, United States revenue and insurance. Interest, true, and bank discount, exchange and equation of payments. Careful attention given to business forms and customs.

Ratio and proportion. Number and its properties discussed in connection with ratio.

Involution and evolution. Algebraic method for extraction of cube and square root. Mensuration.

ALGEBRA

This course extends through three terms. The first two are required and the third elective.

FIRST TERM. Algebraic notation, positive and negative numbers, addition, subtraction, multiplication and division. Processes derived from definitions and the laws of number. Short rules for multiplication and division developed from problems. Factoring. Careful study of type forms. Rapid drill in classifying problems as to their type forms and in reading results. Much work done outside the text. Highest common factor, lowest common multiple and fractions. Simple equations. Authority for the transformations. Much attention given to careful statement, form of solution and exact, concise, logical method of explanation. Drill in separating problems into their conditions.

SECOND TERM. Simultaneous equations; methods of elimination. Involution, evolution, theory of exponents, radicals, imaginary numbers, quadratic equations, binomial theorem and logarithms.

THIRD TERM. Theory of quadratic equations, ratio and proportion, the binomial theorem for positive and negative, fractional and integral exponents. Some elementary properties of series, undetermined coefficients, logarithms, continued fractions and theory of equations. The work of this term is especially for those who contemplate taking a college course.

GEOMETRY

Two terms are given to this course, which includes plane and solid geometry. Analysis of a demonstration, showing steps and their logical connection. Demonstrations compared to this type form until the order of proof is thoroughly mastered. Much time given to original exercises. Careful statement of definitions and principles. The chief aims are to cultivate logical habits of thought and the power of brief, connected argument. Wells' Essentials of Plane and Solid Geometry is the text.

DEPARTMENT OF GEOGRAPHY

Perhaps no study in the school curriculum demands a wider acquaintance with the practical world than geography. The intelligent reading of our magazines and daily papers and the preparation for good work in history, sociology and ecology, requires a knowledge of the contending forces at the surface of the earth and a sympathetic insight into the reactions between living things and their environment wider than is commonly offered in our schools.

No study except English deserves a higher rank in the common schools than geography. No study is so strongly reacted upon and enriched by special study in wider fields; none is so closely related to so wide a range of sciences.

To be an intelligent general reader one needs to "carry his atlas in his head." Realizing this, much stress is laid on the reading and drawing of maps. The blackboard is in constant use for sketches, sections, diagrams and maps. The pupil is trained to see

maps and to read them properly, and the proof of good seeing is in good memory drawing. This rapid memory work and command of the chalk gives the young teacher a power that can not be overestimated, not only in the use of the chalk in illustrative work before the class, but in making him master of location, and hence a much more competent general reader.

There has been such a revolution in the method of treatment of geography in the last few years that even the most successful texts for the grades can not be properly taught without more and better preparation than is usually possible in normal schools. To meet this need the work is planned to run through five consecutive terms, beginning in the spring term of the first year of the Four Years' Course. The first three terms are required, and last two are optional.

Physiography

The first term is devoted to Physiography, being a careful treatment of land sculpture and the evolution of land forms. The point of view is that of the Geographic Cycle. The life history of the Continent and the typical River, the erosive work of winds and waves is put before the student in a way to give him early the data for intelligent study of man's environment. The text used is Davis, and wide reading in the literature of the subject is required. Frequent excursions are made by class and teacher, and the earth forms and forces are studied in the field.

Meteorology

In the second term the subject of mathematical geography is taken up briefly. The earth as a member of the solar system, its attitude toward its neighbors, especially the sun, and its common motions are treated as fully as is necessary to make manifest the fundamental conditions of our climate. The major part of the term is devoted to Meteorology. A careful study is made of the general atmospheric circulation and the cyclonic storm. Waldo's Elementary Meteorology is the text used. Weather observations are made and charted and the daily weather map issued by the Department of Agriculture is studied constantly. Weather elements of special storms are supplied the student, and these are charted on a blank map to give exercise in forecasting.

In the three succeeding terms the subject of general geography is taken up, the point of view being anthropic, with a special interest in Historical, Political and Commercial Geography, but all on the natural basis of Physiography. The text used is Mill's International Geography, supplemented by Longman's School Atlas, and much topical work on library references.

The department has made a creditable start in equipment. There is a good supply of wall maps and globes of fine quality, and a Howell's relief model of the United States, a collection of the United States Geological Survey folios and maps is begun, and also of the charts of the United States Coast and Geodetic Survey. The room is equipped with an electric projection lantern, and a library of illustrative slides is begun.

The general library has a good working collection of the usual special works and periodicals relating to geography. There is already a rich supply of the government publications so valuable in this work, and the collection is growing, through the courtesy of our Senators and Representatives in Congress.

DEPARTMENT OF PHYSICAL SCIENCE

I. Physics

Physics is a required study throughout the third year of the Four Years' Course. Plane and solid geometry and algebra are prerequisites. Five recitations per week and two laboratory periods are devoted to the subject. Gage's Principles is the text used in connection with a laboratory manual.

Many experiments are performed before the class, illustrating or demonstrating the main principles and laws of the science. To fix these principles in the student's mind many problems are given, the special aim being to train the student to use the laws in thinking.

In the laboratory the student performs the experiments and solves the problems himself, the work so far as possible being quantitative. In a laboratory book the student keeps a record of the measurements, the solutions of the problems and discussions of the work.

A fair start is made in the way of apparatus, some of the better pieces being an electric lantern for projections, a fine imported short beam balance, a spectroscope, a Wimshurst electrical machine, photographic cameras, including an outfit for doing the McDonald color photography. In connection with the laboratory is a well-equipped shop, with tools and lathes for working in wood and metal, making possible the construction of much of the necessary apparatus.

II. Chemistry

The subject of chemistry is offered as an option in the first and second terms of the fourth year of the Four Years' Course. The work of the first term follows the elementary text of Freer. In the second term a brief treatment of the principal metals and an ampler treatment of the leading carbon compounds is given. The work so far as possible is laboratory work, the recitation and the discussion of theories following the investigation of the facts. Chemicals and apparatus are furnished free of cost to the pupils.

THE DEPARTMENT OF BIOLOGY

The general purposes of the courses in Biology are: (1) to direct and cultivate in the students the ability to observe accurately and completely and to make clear and logical conclusions from these observations; (2) to obtain some knowledge of living forms as to their structures and functions, and the laws which determine their growth and behavior; (3) to consider the subject matter and presentation of material to be used in elementary science work.

The courses will be arranged as follows:

General Botany

In this course a general survey of the plant kingdom will be made, beginning with the lowest plants and considering representative forms through all the great groups. An attempt will be made to show some of the relationships existing between the various groups. Throughout this course the points of view will be

those of morphology and physiology, while sufficient attention will be given to taxonomy to give acquaintance with quite a number of plants, which may be looked upon as representatives of the entire plant kingdom.

Ecology

This field of Botany has to do with the relations existing between plants and their environment, and with the effects which have been and are being produced upon plants through these relations. While the physiology of plants concerns itself with the inner life processes, Ecology has to do with the external life relations. It is impossible completely to separate Physiology and Ecology, since the external relations make possible the performance of inner processes. External adaptations are outward expressions of the inner needs of plants. Consequently throughout this course attention is given to the work the plant must do, the various regions and conditions in which plants work and the adaptations to work which plants have made in these various environments. It may be said to be a study of the "sociology of plants," in which study there is a recognition of (1) the fact that there are various factors which determine the growth and behavior of plants. Prominent among these factors are water, temperature, soil and light. (2) It is recognized that plants are not rigidly fixed structures but are constantly being affected by the factors of their environment. (3) Through the influence of these factors in varying combinations upon the plastic plants, adaptations in structure and habit are being constantly developed by each plant in its attempt to do its work in the best way.

This course in Ecology demands considerable work in the field, and a number of excursions will be made in order that plants may be observed in their normal growing places.

Zoology

The course in Zoölogy will be similar to the course in general botany. In addition to the general points of view of Morphology and Physiology, considerable attention will be given to the natural history aspect of animals.

Physiology

The third term of the year of Zoölogy will consist of a study of animal Physiology with special reference to the physiology of the human body. There are good opportunities for laboratory experiments and demonstrations upon the mechanism of the organs of locomotion, the eye, ear, heart and lungs, and some of the chemical reactions occurring within the body, and considerable such work will be done.

The department is well equipped with laboratory space and appliances. Twenty-five good microscopes are used by the students when the work requires such instruments. A human skeleton, a few models and some preserved specimens of both plant and animal bodies are in the laboratory. The projection lantern is used as a means of illustration in connection with all the courses in Biology.

HISTORY

Prescribed

1. American History and Government, one year. Offered in the third year of the Four Years' Course.

2. Methods in History, one term. Offered in the second year of the High School Graduates' Course.

Elective

1. Ancient and Mediæval History, one year. Offered in the first year of the High School Graduates' Course and in the second year of the Four Years' Course.

2. Methods in History, four weeks. Offered in the third year of the Four Years' Course.

3. Modern European History, one year. Offered in the first or second year of the High School Graduates' Course and in the fourth year of the Four Years' Course.

4. American History and Government, one year. Offered in the second year of the High School Graduates' Course.

The instruction in History will aim to lay the foundation for a serious study of the subject. This implies (1) habits of accu-

racy in dealing with historical facts; (2) acquaintance with representative historical literature; (3) some familiarity with the methods and spirit of historical research; (4) some insight into the nature of historical truth. Entertainment, ideals of life and conduct, inspiration are to be sought, but not too exclusively. An attempt will be made to develop a conception of History from the works of the great historians, and to show the relation of such a conception to History in the curriculum of the common school. This does not mean that purely educational considerations are to be ignored or that the teacher's point of view is to be lost. But it is believed that materials for School History can be selected with due regard to a conviction that History has rights as well as Pedagogy. Current methods of teaching History in the grades and up through the secondary school will be studied and illustrated, together with the special literature of the subject. A critical examination of historical text-books will be attempted and the characteristics of a good text noted. The various special aids and appliances useful to historical workers will be exhibited.

DRAWING

The work in drawing will stand for certain well-defined ends in the fitting of teachers.

It is thought that with our present educational system, the part of the subject which will be of greatest value to the teacher is not that which he may teach again in his own school, but, first, 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 second, that which makes for his own esthetic culture.

With these ends in view the instruction has been arranged in two parts.

Illustrative Art

For the first, a thorough course in free-hand perspective, including:

1. Study of type from solid and natural forms.
2. Practice in application of principles by (a) drawing at sight from the objects; (b) drawing from memory on paper and 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 our 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 which 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 general in our schools, so that its influence is widely felt, we may expect America to take equal rank with the old world in the beauty and value of its manufactured products. In the meantime our teachers, at least, must not be wholly ignorant of the laws of beauty and the progress of the world along these lines.

Course of Study

1. Drawing of historic ornament from the cast and the flats.
2. Drawing and conventionalizing of natural forms.
3. Elementary principles of design and their application in simple original patterns.
4. Harmony of colors applied to original designs.
5. Talks on Historic Art illustrated by sketches and photographs.

MUSIC

The instruction in music aims to cultivate a good quality of voice, a sound taste for good music and ability to read vocal music at sight.

The educational value of music in cultivating the whole mind as well as the emotions is clearly recognized. Something is done to give students some knowledge of great composers and their distinguishing characteristics.

CATALOGUE OF STUDENTS

GRADUATES

Beeman, Marion Nelson	Robinson
Goble, Lloyd	Westfield
Koons, Guy Jink	Oakland
Volentine, Bertha	New Douglas

One Year Course for College Graduates

Goble, Lloyd	Westfield

Special Student

Love, Justin Jay	Charleston

Fourth Year of Four Years' Course

Beeman, Marion Nelson	Robinson
Iles, I. Victor	Dudley
Koons, Guy Jink	Oakland
Volentine, Bertha	New Douglas

First Year of Two Years' Course

Alexander, Mrs. Elsie Knight	Charleston
Alexander, Isadore T.	Charleston
Alexander, Orian Otto	Charleston
Anthony, Iva	Rantoul
Burgess, Fred Henry	Monticello
Burgess, Ralph R.	Monticello
Carothers, Ida Eleanor	Mattoon
Cavins, Lester B.	Mattoon
Clark, Harry C.	Charleston
Cooper, Everett	Oakland
Crawford, Maude Burr	Oakland
Doyle, Edna	Lerna
Elder, Marguerete Hillegas	Harrisburg
Graham, Emma Gage	Charleston
Gray, Blanche	Mattoon
Haley, Nelle	Arcola
Harding, Gertrude	Charleston
Hedden, Myrtle	Mattoon
Kane, Grace G.	Paris
Kitchen, Sybil Morey	Bone Gap

Koontz, Laura	Stewardson
Logan, Carrie Leah	Arcola
McConnell, Minnie	Charleston
Mitchell, Richard R.	Charleston
Overholser, Minnie	Charleston
Record, Frank Garfield	Charleston
Record, Myrtle	Charleston
Ricketts, Antoinette M.	Charleston
Ritter, Mrs. Kate B.	Charleston
Sarchet, Catharine	Charleston
Sargent, Coral	Hutton
Scheytt, Clara Johannah	Charleston
Shoemaker, Theodora	Charleston
Shoot, Gertrude Tilforde	Charleston
Siemons, Antoinette	Paris
Smith, Nelle Cynthia	Charleston
Tooke, Estelle Carter	Charleston
Troutman, Mary Elizabeth	Charleston
Vail, Frances de Celta	Charleston
Wafer, Edith Maurine	Greenville
Wallace, John	Oakland
Warren, Mary F.	Charleston
White, Millie Esther	Charleston
Williams, Harry Clyde	Charleston
Wilson, Hattie Dell	Charleston

First Year of Three Years' Course

Barrick, Cleo Mary	Filson
Clayton, Emma Mildred	Humbolt
DeWolfe, Lucy L.	Assumption
Galbreath, Hattie Maud	Ashmore
Gard, Len	Gard's Point
Hopkins, Georgia	Metcalfe
Leitch, Ira A.	Charleston
Linebarger, Ethel May	Hume
Monfort, Charles K.	Charleston
Orr, Esther	Sidell
Riggins, John Alfred	Hutton
Robertson, Claude	Greenup
Shoemaker, Eva May	Charleston
Skidmore, Elizabeth Lucile	Charleston

Second Year of Four Years' Course

Ashbrook, Mrs. S. W.	Charleston
Dorris, S. A.	Isabel
Parks, Laura Anna	Dexter
Phillips, Alonzo B.	Hazeldelle
Stanberry, Charles B.	Charleston

First Year of Four Years' Course

Alexander, Earl Ernest	Charleston
Alexander, Flora May	Charleston
Ames, Gertrude	Mattoon
Ashworth, Jessie Louella	Cooks Mill
Austin, Charles Oliver	Ashmore
Baker, James G.	Janesville
Bates, Ella	Charleston
Behner, Melvin Luther	Grand View
Benepe, Ariel Winneford	Assumption
Benepe, Edythe Ardis	Assumption
Bolan, Minnie E.	Gays
Brewer, John Lewis	Charleston
Brewer, Ora	Charleston
Brinkerhoff, Arthur	Redmon
Cannon, Pernel	Canaan
Carnes, Datie	Ashmore
Chism, Jessie Elizabeth	Loxa
Clancy, Effie	Lerna
Cole, Jessie Beatrice	Camargo
Conlin, Mollie	Bethany
Corzine, Edna Leota	Isabel
Couch, Maurice D.	West Salem
Cougill, Jessie	Diona
Crouse, Adam M.	Bogota
Davis, Pearl M.	Waggoner
Denman, Lola	Greenup
Denman, Nina	Greenup
Doty, Goldia Ozetta	Charleston
Ferris, George Isaac	New Douglas
Finley, Charles William	Cooks Mills
Fitzgerald, Nellie	Arcola
Foreman, Minnie	Fair Grange
Freeman, Ernest Nelson	Charleston
Fulton, Clara Alma	Camargo
Galbreath, Joe	Ashmore
Garver, James Edward	Fair Grange
Gobin, Hetty Amelia	Charleston
Goggin, Florence	Arcola
Grant, Maggie	Charleston
Gregory, Hugh Monroe	Oakland
Grove, Charlie Theodore	Charleston
Hanley, Clara	Charleston
Harrah, Hattie Alice	Diona
Hashbarger, Clara Bell	Arcola
Hashbarger, Edna	Arcola
Hastings, Mabel	Arthur
Henderson, Charley	Isabel

Henderson, Frank	Isabel
Hickman, Wilber H.	Grand View
Higginbotham, James Monroe	Assumption
Higginbotham, Florence L.	Assumption
Holsapple, Ernest C.	Toledo
Holsapple, Guy Garfield	Toledo
Huddleston, Herbert J.	
Jenkins, Orvis Emery	Charleston
Kibler, Lawrence Stanley	Gila
King, Iva Grace	Charleston
Koontz, Jacob	Stewardson
Leitch, Etta	Lerna
Logan, Robert Newby	Ashmore
Lord, John Henry	Oconee
Lord, William J.	Oconee
Lumbrick, Arthur	Charleston
Madden, Josephine	Lodge
Mason, Carrie	Lerna
Mayhew, Alberta Pearl	Loxa
McDonald, Birdie Alice	Lerna
McDonald, Elmer Massey	Lerna
McDonald, Hettie	Lerna
McDonald, Louis Love	Charleston
McGinley, Ebner	Moweaqua
McKittrick, Margaret Augusta	Tower Hill
McMichael, George Alexander	Lerna
McNutt, Clifford	Fair Grange
McNutt, Clyta	Fair Grange
McVey, Mariem	Charleston
Milburn, Fred C.	Charleston
Miller, Ethel	Lerna
Miner, Daisy C.	Charleston
Mitchell, Rhoda Esther	Charleston
Montgomery, C. E.	Mattoon
Moon, May	Hayes
Moore, Beral F.	Ashmore
Moore, Della	Ashmore
Moore, Grace Edith	Charleston
Moore, Halene F.	Ashmore
Moore, Pearl C.	Ashmore
Morgan, Frank A.	Charleston
Morris, Ora	Paris
Neal, James E.	Oakland
Newby, Bertha Burgner	Loxa
Payne, Claudia Laura	Boos
Payne, Estella May	Boos
Pearcy, Myrtle Mae	Charleston
Perry, Bertha	Mattoon
Pettibone, Don	Bingham
Pforr, Nora	Charleston

Pinson, Mae Ethel	Vermilion
Pope, Sylvia Alyce	Arcola
Popham, Zorada Alice	Loxa
Randolph, Edgar Dunnington	Gays
Reed, Thomas Riley	Charleston
Rennels, Ivory Franklin	Charleston
Rhodes, Alburn L.	Neal
Rice, Sarah Kathryn	Mattoon
Robison, Eva B.	Tuscola
Rodgers, Carrie Alice	Lerna
Rodgers, George Alva	Lerna
Rodgers, Ralph B.	Charleston
Sargent, St. John	Hutton
Scroggins, Nellie Margaret	Windsor
Shafer, Walter	McPherson
Sheplor, Zella	Toledo
Shick, William George	Sumner
Shoptaugh, Win	Grand View
Shy, Nelle	Kansas
Smiley, Bert	West Ridge
Smiley, Maude	West Ridge
Smith, Claude	Flora
Smith, Walter C.	Isabel
Stallings, Eura	Charleston
Stewart, Charles Sumner	Charleston
Teepell, Elizabeth Ann	Loxa
Teepell, Mary Emma	Loxa
Thissell, Florence Edna	Charleston
Trimble, Martha	Fuller
Troxell, Allie	Charleston
Turner, Imogene	Charleston
Tym, Charles Franklin	Todd's Point
Vannatta, Elijah Herbert	Lerna
Wade, William Edwin	Redmon
Waggoner, Alvin, Jr.	Coles
Walden, Delia B.	Charleston
Wallace, Charles	Charleston
Waltrip, Mikie	Charleston
Ward, Jennie	St. Mary's Ind.
Watson, Mrs. Maude	Rantoul
Weatherly, Carrie	Paris
Weaver, Everett	Harrisburg
Williams, Minnie Ellen	Charleston
Williams, Minnie May	Rardin
Williams, Nettie C.	Lerna
Wright, Essa Mabel	Paris
Young, Mary Gertrude	Sidell
Young, Eunice Russell	Hillsboro
Young, Frederica Muenscher	Hillsboro

PREPARATORY CLASS

Albright, Christel	Charleston
Best, Bertha Opal	Janesville
Brown, Berton Caesar	Charleston
Coon, Mary Willis	Charleston
Echard, Grace Elizabeth	Charleston
Gordon, Lawrence	Lerna
Heddins, Ruby	Charleston
Highland, Florence	Charleston
Jenkins, Bessie Eliza	Charleston
McVey, Bessa	Charleston
Merritt, Myrtle E.	Charleston
Mitchell, Bessie Anna	Charleston
Monts, Robert Lee	Charleston
Overholser, Nora	Charleston
Pfeifer, Charles	Arcola
Rodgers, Edyth Christina	Janesville
Rosebraugh, Myrtle	Charleston
Smith, Pearle	Charleston
Spitler, George Melvin	Hutton
Stallings, Oren	Charleston
Wall, Mamie Margaret	Humboldt
Wiley, Bessie	Charleston
Wiley, Grace	Charleston
Yunt, Cora	Charleston

PUPILS IN MODEL SCHOOLS

Eighth Grade

Albright, Christel
Bidle, George
Brown, Berton
Dornblaser, Mayme
Edman, Cecil
Grey, Helen
Hill, Robert
Jenkins, Goldie
Leitch, Marion
McCrory, Bertha
Mitchell, Samuel
Phipps, Charles
Pinnell, George
Rennels, Finley
Sayer, Roscoe
Smith, Pearle
Spilman, Lila
Talbott, Chambers
Thompson, Mary

Seventh Grade

Bidle, Paul
Bishop, Edwin
Carnes, Edith
Clark, Elmer
Clark, May
Curd, Lucile
Etnire, Jessie
Finch, Ervin
Frasier, Grace
Garrison, Grace
Marshall, Thomas
McClelland, Viola
Merritt, Ella
Meyer, Christopher
Owings, Nellie
Parkison, Grace
Replogle, Clara
Scott, Fred
Smith, Lulu
Spurgeon, Mary
Stallings, Edith
Stoddert, Ruth
White, Effie

Sixth Grade

Anderson, Coral
Bates, Franklin
Birk, Ethel
Brooks, Mae
Brown, Oliver
Burgner, Maud
Eastin, Ralph
Gordon, Edward
Hanley, Ida
Hanley, Omer
King, Elmer
Liston, Howard
McCrory, Esther
Neal, Harry
Nees, Thomas
Post, Finley
Reat, Ralph
Rhodes, Carl
Sells, Flora
Smith, Elizabeth
Troxell, Sadie

Fifth Grade

Adkin, Charles
Bates, Grace
Baysinger, Daisy
Birch, Catherine
Bishop, Jasper
Bond, Augusta
Brooks, Richard
Brown, Lulu
Fuller, Esther
Hughes, John
Maxwell, Herbert
McClelland, James
McDonald, Mary
Miles, Sophia
Moore, Bertha
Reat, Ivan
Rennels, Elma
Rennels, Lucile
Reynolds, Lewis
Stallings, John
Smith, Ethel
Wiley, Earnest

Fourth Grade

Barker, William
Clark, Ethel
Gannaway, Elsie
Garrison, Grover
Griffith, William
Liston, Louise
Nees, Ethel
Owings, Samuel
Phipps, Anna
Prendergast, Mary
Prendergast, May
Ricketts, Stella
Talbott, Thomas
Thompson, John
Thompson, Martha
Tooke, Roscoe
Vail, Isaac
Walker, Oren
Wright, Mounty

Third Grade

Alvey, Helen
Bates, Roy
Eastin, Wallace
Fitzpatrick, Harry
Griffith, Alexander
Kenny, Helena
King, Nellie
Popham, Helen
Record, William
Reed, Gerald
Stallings, Joy
Sullivan, Margaret
Talbott, Newton
Winter, Emily

Second Grade

Bidle, Mary
Birch, Harry
Brightbill, Madge
Crews, Ruth
Jenkins, William
Marshall, Henrietta
Phipps, Harold
Prendergast, Nellie
Rennels, Thomas
Stanberry, Hewett
Vail, John
Wiley, Fannie

First Grade

Ashbrook, Margerite
Bails, Earl
Baysinger, Myrtle
Bishop, Hannah
Black, Guy
Briggs, Robert
Eastin, Edward
Fitzpatrick, Chester
Gelespie, Mary
Ginther, Richard
Hayes, Harold
Hissong, Jonas
King, Roy
Koch, Elsa
Linder, Lewis
Martin, Irna
McConnell, Helen
McGurty, Frank
Monfort, Warren
Owens, Charles
Prendergast, Josephine
Ramsey, Josephine
Reed, Lloyd
Rosebraugh, Esther
Shoemaker, James
Stanberry, Leatha
Talbott, Bell
Vail, Florence
Watson, Zelda

SUMMARY

Normal Department	216
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COUNTIES REPRESENTED—24

Bond	Douglas	Montgomery
Champaign	Edgar	Moultrie
Christian	Edwards	Piatt
Clark	Effingham	Saline
Clay	Fayette	Shelby
Coles	Jasper	Vermilion
Crawford	Lawrence	Vigo, Ind.
Cumberland	Madison	Wabash