

PROCEEDINGS

OF THE

BOARD OF EDUCATION

OF THE

STATE OF ILLINOIS

AT A

REGULAR MEETING HELD AT NORMAL, DECEMBER 6, 1899.

SPRINGFIELD, ILL.:
PHILLIPS BROS., STATE PRINTERS,
1899.

BOARD OF EDUCATION OF THE STATE OF ILLINOIS.

OFFICERS AND MEMBERS.

Hon. William H. Green, Cairo.....	President.....
Hon. Alfred Bayliss.....	Ex-officio Member and Secretary..
F. D. Marquis, Bloomington.....	Treasurer.....
Enoch A. Gastman.....	Decatur.....
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William R. Sandham.....	Wyoming.....
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Mrs. Ella F. Young.....	Chicago.....
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Forrest F. Cook.....	Galesburg.....
M. W. Shanahan.....	Chicago.....
James H. Norton.....	Ravenswood.....
Jacob L. Baily.....	Macomb.....
George B. Harrington.....	Princeton.....

STANDING COMMITTEES.

Auditing and Finance.....	Baily, Shanahan, Capen.....
Buildings and Grounds.....	Capen, Kimbrough, Bayliss.....
Text Books and Course of Instruction.....	Norton, Young, Sandham.....
Teachers and Salaries.....	Walker, Capen, Young.....
Training School.....	Gastman, Sandham, Bayliss.....
Museum of Natural History and Library.....	Young, Brady, Harrington.....

ORDER OF BUSINESS.

1. Reading, amending and adopting minutes.
 2. Election of officers.
 3. Report of the President of the Normal University.
 4. Treasurer's report.
 5. Reports of Special Committees.
 6. Reports of Standing Committees, in order.
 7. Communications.
 8. Motions and resolutions.
 9. Unfinished business.
 10. General business.
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Next regular meeting of the Board will be held June 20, 1900.

Adjourned meeting, June 19, 1 o'clock p. m.

Meeting of all committees, June 19, at 9 o'clock a. m.

**PROCEEDINGS OF THE BOARD OF EDUCATION OF THE
STATE OF ILLINOIS.**

NORMAL, ILL., December 6, 1899.

The Board of Education met in the office of the President of the University, at 9 o'clock a. m., Hon. William H. Green, President, in the chair.

Present: Messrs. Bayliss, Capen, Gastman, Green, Harrington, Norton, Plain, Walker, and Mrs. Young.

The following corrections to the printed proceedings of June 21, 1899, were ordered:

In line 11, page 5, change the word "year" to "two years."

In line 14, page 5, change the word "year" to "two years."

In line 26, page 16, change the name of "Mrs. Ida L. Gool" to "Mrs. Ida L. Gove."

The reading of the proceedings of June 21, 1899, was dispensed with, and the record as printed and amended was ordered to stand approved.

The President of the University then presented the following report:

To the Honorable Board of Education of the State of Illinois:

MR. PRESIDENT AND MEMBERS OF THE BOARD:—The attendance for the present term is as follows:

NORMAL DEPARTMENT.		
Ladies.....		356
Gentlemen.....		134
Total.....		490
MODEL DEPARTMENT.		
HIGH SCHOOL.		
Girls.....		22
Boys.....		4
Total.....		26
GRAMMAR GRADES.		
Girls.....		24
Boys.....		26
Total.....		50

INTERMEDIATE GRADES.		
Girls.....		28
Boys.....		34
Total.....		62
PRIMARY GRADES.		
Girls.....		49
Boys.....		24
Total.....		73
Grand total.....		701

The following table exhibits the number and kinds of entering students:

	Men.	Women.	Total.	Fall 1898. Total.
Number of applicants.....	60	211	271	405
Rejected on examination.....	5	22	27	31
Admitted:—.....	55	189	244	374
By H. S. Diploma—1st class.....	4	36	40	209
By H. S. Diploma—2d class.....	15	49	64	
By 1st Grade Certificate.....	2	7	9	11
By Appointment of County Superintendent..	20	58	78	32
By Promotion from Preparatory.....	1	8	9	14
By Examination.....	13	31	44	58

The Distribution of the School Terms—The Faculty recommend that, as soon as the necessary appropriation can be made, the school hold four sessions a year of twelve weeks each; and that until such appropriation can be secured, that the school year be divided into three terms of twelve weeks each and a summer term of six weeks, with a tuition of six dollars to meet the added expense incidental to the lengthening of the school year from thirty-nine to forty-three weeks. It is further recommended that the Faculty be authorized to hold a six weeks' session next summer, charging a fee of six dollars to defray the expenses as far as possible. The Faculty will donate their services so far as necessary.

Buildings and Grounds—Such a campus can scarcely be found anywhere else, and we should not fail to make the most of it. With a little more attention and some expense it can be greatly improved. The cinder roads running between the buildings are being removed to give place to grass and flowers, and to stop public driving amidst the children on their play grounds. Some of the paths which disfigure the lawns are being closed up to be reclaimed by the grass. Some attempt at flower beds is being made; Mrs. John W. Cook has planted English ivy around the Gymnasium and Practice School buildings, for which she should have our gratitude and kind remembrance. Some shrubbery should be put out; and also some variety of trees should be added to those already on the campus. With some increase in our contingent fund, much improvement as the occasion may offer may be made with slight expense. But there should be secured in the next legislative appropriation a specific sum to be devoted to the improvement of the campus. There should be some attempt at art in our halls and school rooms. Money should be devoted to this end as soon as practicable. More toilet conveniences should be added. Those now provided have never been adequate; part of them are now abandoned because of imperfect construction, and the sanitary qualities of the others is questionable. Our buildings should be connected with the city water system, or a better system of our own installed. The heating plant needs overhauling as soon as practicable. There is much waste of steam and heat from some cause or other. Important improvements were made on the buildings last summer, as provided by the appropriation secured for that purpose. It is useless to mention it, but our work is greatly hampered by the fact of the separation of our buildings. Our work is so closely unified that

unity of appliances is essential. I believe it is fair to say that our library is used only half as much as it would be if the buildings were in touch with the main building. In a university where students recite but once or twice a day and spend the rest of the time in a library building, the inconvenience of a separate building is not so noticeable; but with our people they must snatch at the books quickly and frequently in order to do the kind of work required of them. Of necessity there is constant thronging of students and teachers back and forth from the main building to the Practice School. I mention this, not that there is any remedy for it, but that you may realize the inconvenience under which we labor.

The Kindergarten—The Kindergarten the appointment of the Board authorized, was not made, because finances were found to be short before selection could be made. While a kindergarten is an essential part of our equipment, it is better to strengthen departments already in progress than to add to departments. I suspect that it will not be advisable to add such a department another year. There is greater need for help in the Science Department, a part of which I hope to meet in the selection of Mr. Black, but this only temporary. But if finances prove to be in a flourishing condition at the close of the present year, a kindergarten should be selected for the coming year.

The Art Department—An appropriation of \$200 was made at the last meeting of the Board to the Art Department, but this has not been drawn because of shortage of money. There is great opportunity here and now to do something in this line of art education. I hope that the \$200 may be increased to \$500 and paid the department as soon as possible. It will not only aid the department in the regular course of instruction, but it will exert a refining influence on the school as a whole.

Departments of Reading and Gymnastics.—So far as I can learn, Miss Lucas and Mr. Edwards are coordinate in the departments of reading and gymnastics. This arrangement does not locate responsibility nor make the proper appeal to departmental pride so as to secure the most efficient service. At least it is an embarrassing relation to both parties. I therefore recommend that Miss Lucas be made head of department of reading and Mr. Edwards head of department of Gymnastics, each to assist the other in the respective departments.

Music.—We consider the work in music quite an essential part of the course. The proposed course of study extends the time of music from twenty lessons to sixty; thus making one of the required credits in the course. This department is not only of great service to teachers who may have to teach music but its toning and elevating influence on the school as a whole is indispensable. Choruses and glee clubs are already organized and rendering excellent service in our general school work. We need more music and art and beauty to pervade our school life.

The Science Department.—Five hundred dollars were appropriated by the board to this department, which has not been drawn for the same reason as that of the foregoing. This department is not as well equipped as many which may be found in an average high school; and no department of this school has a greater work to do; if so great, as the science department. We should, as soon as possible, give to the department an adequate equipment which I have no doubt would cost double the \$500 and also add another teacher to the department. The board at its June meeting should do whatever it can in the direction indicated above.

The Library—The librarian hands me the following report, which reveals the actual condition of the library work. Let it be noted that no new books worthy of mention have been purchased this year; and none can be purchased although departments are continually needing them.

“During the summer vacation of 1899 the librarian worked for four weeks at cataloguing with the help of two other persons, a typewriter and a general assistant. The progress made renders the card catalogue quite useful although it is still unfinished. This year we have more time to devote to this work than ever before, and hope that by next June we shall have completed

the general catalogue of the principal part of the library and shall have made good progress with the pamphlets and government publications. There will always be need of additional cataloguing and of making special lists.

The change in the library force is proving satisfactory. The former apprentice system was very helpful to a few, but now the students as a whole have better help, and we are also able to spend part of our time on the cataloguing and other similar work that has accumulated.

The enclosed list contains all the books that have been added to the library by purchase since July 1st. The subscriptions for periodicals have been kept up and a great deal of binding was done last summer.

There is a serious need of new books in almost every department. Old books are wearing out and need to be replaced. New works are needed to keep the library up to date. Some departments have never been sufficiently complete, and there is a painful lack of general reading.

We are seriously inconvenienced by the want of lights. We can never use the room in the evenings and are now obliged to close at 4 in the evening.

We need some little chairs for the children's corner, and a few library supplies such as pamphlet cases. The binding ought to be kept up to date. A book truck would be a great convenience, and the librarian is still without a good desk. Much time is wasted by getting along without various conveniences that would cost a little money.

The circulation from the beginning of the summer vacation until now has been 6,251 volumes. During the summer vacation it was lighter than usual because we held books back for cataloguing. During the fall term we might have done more if we had had the books to meet the demand.

Ours might be an example of a first-rate normal school library and it has been the aim of the librarian to make it so. Such an one would be open a great part of the time. It would not be large but be carefully selected, containing the best books for the purpose on each subject taught in the school, a collection of the best literature, a few volumes of good illustrations, and good, interesting reading for all ages connected with the institution. It would be thoroughly catalogued and so well arranged and cared for as to make it easy to use. Students would have free access to the shelves, would be taught how to help themselves so that they could use any library to good advantage, and would have instruction on the formation and use of small school libraries. Some of these things have already been established, and the improved assistance is another long step in this direction. But we can not be nearly where we ought to be until the library shelves have been well replenished, various library conveniences have been supplied, and we have a regular income of sufficient amount to enable us to keep up the standard.

Books added to the library by purchase since July 1, 1899.

Biographical Record of McLean County, Ill.

National Cyclopædia of American Biography, vol. 9.

Social Elements. Henderson.

Who's Who in America. Leonard."

Special Appropriations by the Board.—I feel that it would be best to consider any money appropriated by the Board for a specific purpose not available for any other purpose, unless any portion of it remains unused for that purpose. Only in this way can any department or other officer know just what to count on and make the best provision for the expenditure of money.

The McLean County Fees. I recommend that in the matter of fees and entrance to the school no distinction between students from McLean county and those from other counties be made. Whatever may have been the ground for such distinction it certainly does not exist since the establishment of the other State Normals. I do not recommend this as a bid for more students, for we have already as many as we desire of the grade this step would bring us. It should be done as a simple matter of justice. We care not whence our pupils come; we ask them only to serve to State as teachers wherever duty may call them.

The Form of the Pledge.—If a pledge is to be used the form of ours should be modified to read as follows:

PLEDGE TO TEACH.

Student's No.....

In consideration of gratuitous instruction received in the Illinois State Normal University, I pledge myself to teach in the public schools of this State for a time not less than that covered by my attendance on the school; however, this pledge shall be void provided engagement to teach can not be secured by reasonable effort. And I hereby agree to report annually to the President of the University, stating the number of months taught until this pledge is fulfilled. In case I engage in other occupation, and do not teach the required number of months I promise to pay tuition for the remaining time. *The regular rates of tuition (now \$36 per year).*

Normal Ill. (Name in full.).....

It contains, as you will notice, a specific promise to pay tuition should the student not teach.

Perhaps the whole matter should be reconsidered. This pledge was originally intended to protect the school against the attendance of those who did not intend to teach; but there is a far better protection in the character of the course of study offered. Can you imagine a student who does not intend to teach, desiring to take the course offered here? When normal schools were chiefly academic in their work some external form of protection might well be sought. I am inclined to recommend, rather than the foregoing, if the charter permit, that the pledge be removed altogether and seek protection in a course of strictly professional work having little or no attraction for any but those intending to teach. Another reason is that the pledge is a troublesome thing to follow up. I doubt if it is worth the trouble it takes to follow it up. More fundamentally it is a mechanical remedy for what may be prevented by proper organic adjustment. And moreover it would not be very wide of the mark should the State give full professional training to those who are to become heads of families and citizens of the State. Thus would they be well fitted for their civic and social duties.

The Contingent Fund.—I have been embarrassed for lack of money to pay contingent expenses. Many things we have really needed have not been bought and bills to the amount of about \$200 are lying on the table unpaid. I recommend that the \$700 usually set apart for contingent expenses be for the present increased by the amount of \$200 to pay bills now on the table. I would like to start even on the next six months with the \$700 ahead. I will strive to make the amount last for the six months and if it will not, the contingent money should be increased. It is neither comfortable nor convenient to ask creditors to wait for payment of bills.

The reports on Contingent and Library Funds, and also the fees received from students are ready for the appropriate committees.

The Office Force.—The great point in the managing of an organized force is to keep each person working at his highest point of service and skill. To this end a messenger boy has been added to the office force as a trial for this term. He has proved such a time saver, not only in the office but to members of the faculty, that he already seems a necessary part of our organization. He has so released the clerk from minor duties that she is now free to serve members of the faculty in their writing which is incidental to their position as members of the faculty. Members of the faculty must seek in every way possible to economize their time and save their strength for the one thing they are called to do. For instance, a teacher in this institution should not write a letter of recommendation with his own hand.

I mention this not so much for the sake of this particular fact in the administration of the work of the office as to illustrate the principle to guide us in keeping our work efficiently organized; and to prepare the way for several important recommendations which are to follow.

I consider it my specific function to direct the thought movement of the school as a whole,—to control the Normal School process as indicated in the "Logical View of the Course of Study." Therefore the mere external detail of administration must claim as little of my attention as is consistent with the thought movement of the school as a whole. To this end I have delegated the bookkeeping to Mr. Cavins, whom I think it would be proper to designate as bookkeeper for the school. This added office help, with the clerk and messenger boy, and with the committees and individual aid for various sorts of work, leaves me quite free to focus my energy on the central problem of the school. I wish to express here my appreciation of the readiness of all the members of the faculty to aid in the general work of the school in every possible way, and for their kindness and sympathy in facilitating my entrance into the work and making it as pleasant as possible. This has daily impressed itself upon me and I feel that I should take note of it here.

THE ORGANIZATION OF THE FACULTY.

The Committee of your Board on Course of Instruction will probably report a course of instruction which will show the necessity of the following organization of the Faculty:

I. The organic parts.

1. The Theoretical. 2. The Practical.

Not a Normal School Faculty and a Practice School Faculty, but a Normal School Faculty with its two functions of Theory and Practice. Hence there must be constant coöperation, and direct back-and-forth relation, that the theories expounded may be adequately embodied in practice, thus making a model school.

II. The Faculty in Theory.

1. Department of Philosophy of Education.

2. Department of General Method—the Logical and Psychological movements of thought.

3. Department of Special Methods, with a department for each leading subject. These departments to be in direct organic relation to the foregoing. The Philosophy of Education and the laws of the General Method must be made to appear in each subject.

4. Department of Science and Art of Instruction.

The purpose of this department being to reduce the foregoing to the concrete act of instruction, this department must be kept in closest touch with the preceding, while it faces immediately and directly to the Practice School. This is the transition from theory to practice.

III. The Faculty in Practice.

1. As a Model School Faculty, from Kindergarten through High School, to exemplify for observation and study the theories previously promulgated. To this end there must be direct back-and-forth connection between this faculty and the preceding, especially with the departments of special method. The professors in the latter must shape, in general, the course in their respective lines throughout the Practice School. The Department of Art of Instruction must find here models of art to illustrate his principles.

2. As a Faculty of Criticism, who, under the leadership of the Principal of the Practice School directs the practice work of the pupil teachers. In this function this faculty is freed from the control of the other faculty as specified above. In this the Practice School has a new meaning, in that pupils practice to gain skill; while in the other practice was to exhibit theory,—to make the ideal appear in the real.

The Practice School.—The Practice School needs increase of teaching force and definiteness of organization. The model aspect of the Practice School is almost wholly wanting. Students have almost no chance of observing expert

work, that higher ideals of teaching may be revealed to them. At the very outset of the student's course he should have definite preparation for observing and interpreting good teaching. This we hope to have provided for in the new course of study. Pupils should spend much time in this definite and scientific observation and interpretation of teaching. This requires that there should be a master teacher in each room having regular school room work, in order that the pupils may study not only the art of recitation but also the art of managing a room while the recitation is in progress; and also the general condition of the school room which makes successful reciting and study possible. This plan is further seen to be necessary when it is considered that the Practice School must exhibit, in the actual working, the theories of teaching expounded by the heads of departments in the Normal School proper. The heads of these departments in direct coöperation with the model teachers are to show an ideal school in actual process. This does not mean that these model teachers do all the work in the school room; for they will have the largest freedom through the assistance of pupil teachers who are practicing. These are used to the fullest extent to which their ability and skill will permit. While those in the lower part of the course are observing and interpreting, those in the upper part of the course are practicing. This would require the practicing teachers to practice under similar conditions to those under which they will teach after their training here. After entering the regular service those practicing at present will never teach under such conditions again; far from it.

To secure the proper conditions for such work as described above, I would recommend, if finances would permit, the addition of four model teachers to be added to those already employed in the Practice School. But under the circumstances I would recommend the addition of three such teachers to take the place of the four room teachers now employed, and at a salary not to exceed \$60 per month for the first year of service. The room teachers altogether receive \$100 per month. Hence the change would add but \$80 to our present outlay. This change can not be made till the close of our present year, because of our financial condition, coupled with present obligation to the room teachers, yet I wish it could be done at once.

I have in the outline of the Organization of the Faculty, indicated the double aspect of the Practice School. The teachers in this school have, added to their function as model teachers, that of critic teachers to the pupils practicing. In this very definite and specific function they are organized into a critique faculty under the direction of the Supervisor of Practice, who, with this force, takes charge of all pupils practicing.

I should speak in this connection, of the work of the Supervisor of Practice. I have already called attention to the necessity of so adjusting a teacher's work that he may expend his energy at the most advantageous point. The multitude of relations in which the Supervisor of Practice is brought by the necessity of the case, will dissipate his energy if he is not well protected. He is the head of the critic force and expert critic of practice work. This is his specific function; and it is delicate, important, and laborious. I therefore recommend that this function be freed fully from the ordinary details of school supervision, such as the administrative details of the principal of ward or of a high school. Why should we have to look after such matters as order in the halls or on the play ground, or tardiness, or cases of discipline or even classification and promotion of students? All such matters can be more cheaply provided for. This kind of supervision is a function in itself. I therefore recommend that some one be designated as Principal of the Practice School in the usual sense of the ward principal, who shall have the full administrative oversight of that school, controlling its general organization and work. He shall have charge of all such matters as tuition, attendance, order in the halls and on playground, assignment of studies, classification and promotion, etc. This plan will also relieve the assistant critics, that they may devote more fully their attention to the special work which they have in charge. I recommend that Mr. Bogardus's present title as Principal of the Grammar School be changed to Principal of Practice School, and interpreted so as to cover the foregoing duties.

The Practice High School.—The Normal School must exhibit work, and offer an opportunity for practice, throughout the public school system of the State. To this end it is thought best to more fully develop the high school feature of the practice school. Many of our students expect to teach in high schools, and there is no school in the State outside of the Normal Schools for giving the necessary training for that purpose. A glance at the course of study as stated under the head of departments will show how we expect to give the necessary preparation for high school teaching. There are now only the two first years of the high school course represented in the school; the first year having 14 students, and the second 9. These classes were already in the school, and a four year course already mapped out, as you will see by reference to the catalogue. Hence I am not speaking of a new organization, but of more fully developing the old one. If such an organization is to be maintained it must be the best possible. It must be strengthened or abolished.

It must never be forgotten that this is a regular part of the practice school, and not a high school having merely an administrative connection with the normal school. It must not be advertised as a school designed to prepare for college. This must necessarily be done if it serve its purpose well; but such preparation must be purely incidental. I hope it may serve also incidentally, another important end; namely, that of giving preparatory instruction to those of our entering students not quite ready to begin their normal school work, and whom we not think best to reject altogether. It is a delicate matter to reject applicants who have clearly purposed to teach. Our lowest class in the normal school, including the preparatory class, are not the lowest in promise of service to the State; they are lowest only in the sense of the time it will take to prepare them for their work. Yet, of course there is a limit to which the State may go in giving academic preparation to prospective teachers. The normal school administration has a narrow way in all this matter; and I think the model high school will make the way easier. There is no reason, so far as I can see, why the present preparatory class might not be well provided for in high school classes now in progress; and better, perhaps, than is now being done; for we seek to make their preparation too immediately and directly. What they most need is culture and maturity. Being in the normal school they would, by observation and absorption, get all the pedagogy they need for the time being. I am in favor of raising the standard of admission to the normal school by this process. I think that whatever academic work now being done in the normal school can be done in the model high school should be done there. Just how much of this can be most safely done there must be determined by experience as our work proceeds, and in each case must be left with the head of the department concerned. This matter has been discussed by the faculty; and I am sure that the departments will do what is wise and safe in the matter.

Need of Definite Preparation for Practice.—Our students are in need through discussion and observation, of much more definite preparation for practice. Mere miscellaneous observation will not make this preparation. It must be done by regular class work which controls systematically a course of scientific observation of work in the practice school. Pupil teachers must know what to look for and to interpret what they find. Such preparation will be provided for, it is hoped, in the new course of study, provided for not only in the special department of "The Science and Art of Instruction" but in the observation work provided for in departments of special methods. The work coming under the head of "The Psychology of the Teaching Process" including the science and the art of the recitation, is intended to make the direct preparation for the practice work. It is absolutely essential to make this close connection between the theoretical and the practical part of our work. There will be from four to six classes in this subject; and these both because of numbers and distinctness of work, should be put in charge of a special department, which I have called under the "Organization of the Faculty," "Department of the Science and Art of Instruction." I recommend for this department W. W. Black, of Champaign, Ill. I hope, if it is proper, that action may be taken in this matter at this meeting; although his service, owing to the condition of finances, could not begin until the opening of the next

school year. I ask this now for several reasons: First, that I may know how to plan for the future; second, Mr. Black is a rare man for such work, and I fear he will be fastened somewhere else, as I know that he has refused offers of positions with larger salaries than we can pay, but less, to him, congenial work; third, he can give the best of assistance in three other departments that are frequently in need of help; fourth, he is a very popular institute worker, and would make us a drawing field man; fifth, he is a good man in general to have in the faculty and a fine character to associate with and to inspire students to higher life.

The work of the foregoing department would connect immediately with that of the Supervisor of Practice. Each would be assistant to the other. In fact, I think it would be well, if time would permit, for the Supervisor of Practice to conduct a class now and then in the foregoing work; thus maintaining the closest organic touch between the theory of the art of instruction and the actual practice of that art.

Department of Special Methods.—The Department of Special Methods, as stated in "The Organization of the Faculty," is already provided for in the regular heads of departments. No change is needed here, except a shift of emphasis. It is thought, after full and prolonged discussion with the Faculty assembled, and with different members of it, during which time there was never a difference of opinion, that each department in charge of a subject of study, as arithemetic, grammar, etc., is really a department in special method. It is necessary, however, to extend the usual meaning of the term special method, to include the method by which the subject is constituted, as well as merely the supplying and ordering of the materials of the subject in the process of instruction. The term, Professor of Pedagogy, as used in the Normal School to distinguish the teacher who deals with the more general matters of education from those who teach special subjects, is an illogical use of the term. A professor of mathematics in a normal school has for his special problem the development of the child through that subject, and, therefore, is as much of a professor of pedagogy as any other. I think it is quite helpful, if not even essential, to consider all the departments of instruction pedagogical departments. Thus only can we conceive the organic and pedagogic unity of our school; and such grasp of it is absolutely essential to its steady and firm progress.

General Method.—Rising from the thought of actual practice to the principles which immediately control, as presented in "The Science and Art of Instruction" and, more generally still, to the Special Method in subjects through which the pupil is educated we are brought to the conception of method and educational value common to all subjects; which includes the two aspects of logical conception and psychological unfolding of subjects,—method irrespective of particular subject matter. No one is precisely designated to fill this function. Professor Holmes' work comes nearest it. I recommend that his title be changed to that of Professor of General Method. My own province, in so far as I am a teacher, is that of Philosophy of Education; dealing with universal method, which by steady process is to realize itself fully in practice work under the direction of the Supervisor of Practice.

Thus I have tried to convey to you what I mean by the "Normal School Process." The changes suggested in the foregoing will organize the Faculty with special reference to that process, and will give each teacher a definite and special function, and a distinct professional opportunity.

The Course of Study.—Immediately after my election last summer I was asked by the Chairman of the Committee on Course of Study to give my attention to the revision of the course. I went to work immediately and had the earnest coöperation of various members of the Faculty. From that day to this, in season and out of season, in private conferences, and in Faculty meetings, the Course of Study has been our chief concern. If the conclusions reached as reported by your Committee are not satisfactory it has not been for lack of attention, either on their part or ours. I assure you that it is the very best our combined effort could do.

The course has not been made by following tradition and patching together courses of study from normal schools. It is the result of an attempt to construct originally from the central idea of a normal school working under the environment in which our school is placed. We are quite sure that we have constructed under the guidance of the correct principle, but we are not so sure that we have made the best adjustment of the actual conditions under which we labor. Therefore, and because also that our environment is constantly changing, the course of study must be kept in constant revision. No organization in and through which human life is working can be final. The school must not simply shift to suit its environment, but must elevate its environments to suit its own ideals. Therefore, it must never keep quite in touch with its environment. A course of study reduced exactly to the level of the professional demands of the State, as made by those whose patronage we seek, would never elevate the profession of teaching in the State.

The main effort in revising the course was to secure a high degree of organic unity from a strictly professional standpoint. You will notice that there is but one course and one standard for all students to attain. There are specialized courses, but they are in complete unity with the general courses. This fundamental idea on which the course is constructed precludes courses on different academic bases as a Latin course, and English, etc. It also precludes courses on bases of difference of time, as a one-year course, a two-year course, etc. It does require difference of time to complete the course, arising from the difference in ability of entering students. But this is an adjustment to be made in the classification and instruction of students, and not a difference in kind and quality of work done. They are not really longer and shorter courses in the ordinary and true sense of the term. Weak students are simply longer than strong ones in getting the work done.

The course, it might be said in conclusion, is not exactly what any one would like it. For instance, some wish that a greater reduction were made in the number of studies; and some consider that six terms is too short for even the highest grade of students to complete the course. But such as it is, it is hopefully submitted by

Yours truly,

ARNOLD TOMPKINS.

The report being received, Mr. Walker moved that the Board proceed to consider it.

The motion prevailed.

Whereupon Mr. Walker moved that the paragraph relating to "The Distribution of School Terms" be adopted.

The motion prevailed.

Mrs. Young moved that the paragraph relating to "Buildings and Grounds" be referred to the Committee on Buildings and Grounds, with instructions to inquire into the sanitary conditions referred to, and take such action as may appear to be necessary.

The motion prevailed.

Mr. Norton moved that the Committee on Buildings and Grounds request the State Architect to inspect the heating and ventilating appliances and advise the committee as to the necessary changes.

The motion prevailed.

Mrs. Young moved that the Committee on Buildings and Grounds be instructed to procure estimates of the expense of covered ways to connect the three buildings, and to report the same to the Board at the next meeting.

The motion prevailed.

Mr. Walker moved that the matter of the appointment of Mr. Black to the "Department of Science and Art of Instruction" be referred to the Committee on Teachers and Salaries.

The motion prevailed.

Mr. Norton moved that the paragraph relating to "The Art Department" be approved.

The motion prevailed.

Mr. Walker moved that Mr. B. C. Edwards be designated "Teacher of Gymnastics" and that Miss Amelia F. Lucas be designated "Teacher of Reading."

The motion prevailed.

Mr. Walker moved that the paragraph relating to "The Science Department" be adopted.

The motion prevailed.

Mrs. Young moved the adoption of the paragraph relating to "Libraries."

The motion prevailed.

Mrs. Young moved the adoption of the paragraph relating to "Special Appropriations by the Board."

The motion prevailed.

Mr. Gastman moved to defer consideration of the paragraphs relating to "The McLean County Fees" and "The Form of the Pledge" to the regular meeting in June, 1900.

It was so ordered.

Mr. Bayliss introduced the following resolution:

Resolved, That the President of the University be added to the Committee on Text Books and Course of Instruction; that the said committee be instructed to report to the Board, at the next regular meeting, a revised course of study; and that, in the meantime, the President, by and with the advice of the said committee, be authorized to modify the present course of study to the extent necessary to secure the greatest efficiency in the University, and to facilitate the transition to the new course when approved.

The resolution was agreed to without dissent.

Mr. Norton moved to recommend to the Committee on Text-Books and Course of Study that, in the revision provided for by the foregoing resolution, that sixteen (16) hours per week in the class room be the standard, and twenty (20) hours be the maximum number of hours per week permitted, except in special cases to be governed by the President and Faculty of the University; and that twenty-four (24) credits be required for graduation.

The motion prevailed without dissent.

Mrs. Young moved that Mr. Frank Smith Bogardus be designated as "Principal of the Practice School."

The motion prevailed.

It was ordered that the report of the Secretary, as to standing orders of the Board (see resolution of Mr. Sandham, page 18, proceedings of June 21, 1899,) be postponed until the next regular meeting.

The Treasurer of the Board presented the following report, which was referred to the Committee on Auditing and Finance:

To the Honorable Board of Education of the State of Illinois:

MR. PRESIDENT AND MEMBERS OF THE BOARD—My last report as your Treasurer included June 19, 1899, and showed a balance on hand of \$1,858.77. The receipts have since amounted to \$27,504.77 from the following sources, viz.:

Sale of old furniture.....	\$8 55
Rent of land.....	298 15
Tuition.....	2,063 29
State Treasurer.....	25,136 78
Total.....	\$27,504 77

The disbursement has amounted to \$29,503.48 as shown by 60 vouchers, which are returned herewith, together with a statement of account in detail. The balance at this time is \$139.94 in my favor.

All of which is respectfully submitted,

F. D. MARQUIS,

Treasurer.

The following is the account of the Treasurer with the Board in detail:

F. D. Marquis, Treasurer, in account with the Board of Education of the State of Illinois.

1899.		Dr.		
June	19	To balance		\$1,858 77
	21	tuition	\$150 00	
July	8	land rent, Phoenix	106 00	
	18	State Treasurer.....	9,873 39	
	22	tuition	25 39	
August	15	State Treasurer.....	5,390 00	
September	18	tuition	400 00	
	23	"	210 00	
	28	"	185 50	
October	18	"	200 00	
	20	State Treasurer.....	9,873 39	
	28	tuition	212 00	
November	6	"	226 15	
	11	land rent, Augustine & Co.....	190 15	
	25	tuition	400 00	
	29	"	54 25	
	29	furniture	8 55	
		Balance.....		\$27,504 77
				139 94
				\$29,503 48

Treasurer's Report—Concluded.

Voucher.	Cr.	
	By vouchers:	
25 25	Cook, John W	\$150 00
26	Bailey, J. L	14 00
27	Sandham, W. R	13 00
28	Cook, Forrest F	11 00
29	Brady, Matthew P	14 75
30	Young, Mrs. Ella F	9 75
31	Walker, P. R	35 00
32	Gastman, E. A	12 00
33	Shanahan, M. W	18 00
34	Norton, James H	15 00
35	Bayliss, Alfred	9 50
36	Green, Wm. H	24 00
37	Cook, John W	3,186 76
38	Melville, A. H	166 67
39	Potter, Mary R	166 67
40	McMurray, C. A	416 67
41	Cook, John W	666 67
42	Morrison, F	231 19
43	Sylvester, T	37 75
44	Town of Normal	372 92
45	Pantagraph Printing Co	187 45
46	Hunt, S	22 65
47	Shadle, C	15 45
48	Johnson Temperature Co	13 92
49	Alexander, G. J	18 30
50	Loudon, R	12 27
51	Public School Publishing Co	100 00
52	Capen, Chas. L	100 00
53	Videtti, The	50 00
54	Cole Bros	51 25
55	Keiser, H	23 40
56	Stillhamer, H. W	64 58
57	McLean Co. Coal Co	1,511 65
58	Cook, John W	100 00
59	"	100 00
60	Burke, J. E.	177 35
61	Colton, B. F	150 00
62	Cook, John W	2,248 27
63	Root, Maude	25 00
64	Cook, John W	100 00
65	Metcalf & Malcom	700 00
66	Cook, John W	2,228 33
67	Tompkins, Arnold	100 00
68	"	300 00
69	Capen, Chas. L., chairman, for Fagerburg painting	889 60
70	Tompkins, Arnold	78 00
71	"	200 00
72	"	3,198 67
73	Capen, Chas. L., for Metcalf & Malcom	1,338 16
74	Cunningham & Kofoid	591 92
75	Tompkins, Arnold	1,302 16
76	Capen, Chas. L., boiler inspection	50 00
77	Tompkins, Arnold	200 00
78	Capen, C. L., advertising	7 75
79	Tompkins, Arnold	37 15
80	Capen, Chas. L., for C. D. McNeil	16 60
81	Tompkins, Arnold	3,200 47
82	"	127 36
83	"	3,139 47
84	Capen, Chas. L., for W. A. Stansbury	1,095 00
		\$29,503 48
		\$29,503 48
December 4	By overdraft	\$139 94

President Tompkins presented the following joint report of receipts and expenditures of the Contingent Fund, which was referred to the Committee on Auditing and Finance:

Presidents Cook and Tompkins in account with the Contingent Fund.

1899.		RECEIPTS.		
June	21	Balance.....	\$18 88	
July	3	Order on Treasurer.....	100 00	
August	8	100 00	
September	18	300 00	
October	16	200 00	
				\$718 88

Vouchers.	EXPENDITURES.		
1	C. Riebsame.....	\$3 50	
2	Warner & Richardson.....	4 50	
3	Omitted.....		
4	H. W. Goff.....	3 35	
5	G. W. Heller.....	2 00	
6	F. Schenfeldt.....	1 50	
7	C. S. Neeld.....	21 97	
8	Central Union Tele. Company.....	6 00	
9	Home Telephone Company.....	2 50	
10	Washburn & Son.....	2 85	
11	J. Blackburn.....	6 61	
12	G. G. Johnson.....	9 05	
13	Cole Brothers.....	7 60	
14	N. E. L. & P. Co.....	15 42	
15	Charles Jepson.....	4 00	
16	John W. Cook.....	5 23	
17	Charles Jepson.....	12 00	
18	C. S. Neeld, P. M.....	10 79	
19	The Pantagraph.....	12 30	
20	The Bulletin.....	7 50	
21	A. H. Andrews Co.....	11 05	
22	S. Hunt.....	40 00	
23	Home Telephone Co.....	2 50	
24	Morning Call.....	5 00	
25	C. S. Neeld, P. M.....	17 11	
26	James H. Williams.....	10 00	
27	Cole Brothers.....	9 00	
28	Central Union Tele. Co.....	70	
29	P. A. Coen & Son.....	1 50	
30	N. E. L. & P. Co.....	8 33	
31	Corn Belt P. S. Co.....	15 50	
32	G. G. Johnson.....	1 00	
33	A. B. Dick Co.....	21 90	
34	J. Wren.....	12 00	
35	Clarissa E. Ela.....	10 05	
36	Clark E. Stewart.....	11 00	
37	Alba Jones.....	7 50	
38	C. S. Neeld.....	13 50	
39	G. G. Johnson.....	4 10	
40	Henry Clements.....	13 50	
41	American Express Co.....	85	
42	Edmunds Brothers.....	4 00	
43	McKnight & McKnight.....	3 65	
44	Warner & Richardson.....	2 10	
45	N. E. L. & P. Co.....	8 22	
46	Fred W. Gethro.....	3 00	
47	Silver Burdett & Co.....	16 67	
48	P. A. Coen & Son.....	2 60	
49	Home Telephone Co.....	6 50	
50	George Champion.....	14 32	
51	George Champion.....	79 71	
52	P. P. & S. Co.....	21 40	
53	Mrs. Lida B. McMurry.....	1 49	
54	P. A. Coen & Son.....	5 20	
55	Prang Educational Co.....	4 60	
56	Edmunds Brothers.....	3 00	

Presidents' Report—Concluded.

57	Morning Call.....	1 25	
58	P. P. & S. Co.....	40 75	
59	George Champion.....	6 25	
60	Cole Brothers.....	35 35	
61	Robert Loudon.....	31 50	
62	The Prang Educational Co.....	8 75	
63	Z. T. Miller & Son.....	1 40	
64	N. E. L. & P. Co.....	33 01	
65	Alba Jones.....	10 00	
66	Ben W. Smock.....	24 80	
	Balance on hand Dec. 5, 1899.....		\$718 19 69
	Contingent money required for next six months— \$900.....		\$718 88

ARNOLD TOMPKINS.

President Tompkins presented the following joint report of receipts and expenditures of the Library Fund, which was referred to the Committee on Auditing and Finance:

Presidents Cook and Tompkins in account with the Library Fund.

1899.		RECEIPTS.	
June	21	Balance.....	\$16 05
July	5	Order on Treasurer.....	100 00
September	18	" ".....	100 00
September	26	" ".....	200 00
			\$416 05

Vouchers.	EXPENDITURES.	
1	P. P. & S. Co.....	\$7 00
2		3 00
3	Chester D. Marquis.....	1 40
4	The Vidette.....	3 00
5	Pantagraph.....	2 50
6	Henry Holt & Co.....	1 35
7	P. A. Coen & Son.....	10 60
8	A. N. Marquis.....	2 75
9	Helman Taylor Co.....	5 00
10	Chester D. Marquis.....	40 00
11	Ange V. Milner.....	1 50
12	D. Appleton & Co.....	6 00
13	P. A. Coen.....	8 37
14	A. S. Parsons.....	15 00
15	Chester D. Marquis.....	20 00
16	Flora P. Dodge.....	20 00
17	R. R. Bowker.....	3 00
18	P. P. & S. Co.....	148 50
19	Catholic World.....	6 00
20	P. P. & S. Co.....	4 70
21	A. V. Milner.....	1 50
22	P. A. Coen & Son.....	85 05
	Balance on hand Dec. 5, 1899.....	19 83
		\$416 05

Two hundred dollars will be needed to meet expenses for the next six months.

A. TOMPKINS.

President Tompkins submitted the following report from Professor Colton of receipts and expenditures of the Natural Science Fund, which was referred to the Committee on Auditing and Finance:

Arnold Tompkins, President Illinois State Normal University:

SIR:—I herewith present statement of the Natural Science Fund:

The Science Department will need \$300.00 for the next six months.

RECEIPTS.			
Balance on hand June, 1899.....		\$0 19	
Received order on Treasurer July, 1899.....		150 00	
			\$150 91
EXPENDITURES.			
Voucher 1. Geo. Champion.....		\$3 00	
" 2. McKnight & McKnight.....		1 10	
" 3. C. E. Ford.....		19 40	
" 4. Gun Bore Treatment Co.....		11 00	
" 5. G. O. Shields.....		1 00	
" 6. Forest and Stream Pub. Co.....		2 75	
" 7. Popular Science News.....		2 00	
" 8. Forest and Stream Pub. Co.....		1 00	
" 9. Richards & Co.....		11 34	
" 10. F. D. Barber.....		2 48	
" 11. L. N. Warner.....		1 75	
" 12. Chas. Hofmann.....		3 00	
" 13. F. E. Lyon.....		2 00	
" 14. G. F. Moon.....		2 56	
" 15. Peoria Gun Co.....		9 50	
" 16. D. Appleton & Co.....		5 00	
" 17. The Fair.....		5 00	
" 18. Cora Losch.....		2 00	
" 19. Pantagraph P. & S. Co.....		6 20	
" 20. F. D. Barber.....		7 47	
" 21. B. P. Colton.....		36 19	
Balance on hand.....		15 23	
			\$150 91

Respectfully submitted,

B. P. COLTON.

UNPAID BILLS.

The following unpaid bills were referred to the Auditing and Finance Committee:

Voucher 1. J. L. Beath & Co.....	\$13 75
" 2. Henry Keiser.....	14 75
" 3. The Public School Publishing Co.....	50 00
" 4. Arthur L. Pillsbury.....	138 50
" 5. Mrs. Sherman Hunt.....	12 45
" 6. Charles Shadle.....	5 95
" 7. Harper Brothers Company.....	30 00
" 8. McLean County Coal Company.....	35 70
" 9. Frank Morrison.....	499 99
" 10. Thomas Sylvester.....	85 25
	\$886 34

Mr. Bayliss moved that when the Board adjourn it adjourn to meet at 1 o'clock on the Tuesday next preceding the regular meeting in June, 1900.

The motion prevailed.

Mr. Walker moved that section 4 of article 111 of the by-laws of the Board of Education be amended by striking out lines 1 and 2 and the first word in line 3, and inserting in lieu thereof the words "all committees."

The motion prevailed, and the section was declared by the Chair to be amended accordingly.

Mr. Walker moved that the Auditing and Finance Committee be instructed to report, at the next and succeeding regular meetings of the Board, the exact financial condition of the Board, including all liabilities, if any, and estimates of expenses for the ensuing half year and the income available to meet the same.

The motion prevailed.

Mr. Walker moved that the paragraph of the President's report referring to "The Practice School" be referred to the Committee on Teachers and Salaries, with instructions to report thereon at the next regular meeting of the Board.

The motion prevailed.

At the hour of 1 o'clock p. m. the President retired, having called Mr. Gastman to the chair.

The Chair appointed Mr. Norton a member of the Auditing and Finance Committee for the time being.

REPORTS OF THE AUDITING COMMITTEE.

FIRST REPORT.

To the Board of Education of the State of Illinois:

Your Committee on Auditing and Finance, to whom was referred the statement of Presidents Cook and Tompkins relative to the Library Fund, with the accompanying 22 vouchers, and showing a balance on hand of \$19.83, would respectfully report that it has examined the same and find it correct, and recommend that it be approved. We recommend an appropriation of \$200 for the ensuing six months for this fund, as asked for.

Respectfully submitted,

CHARLES L. CAPEN,
JAMES H. NORTON,

Committee.

The question being upon the adoption of the foregoing report, the roll was called, with the following result: Yeas, 5; nays, 0, and the report was adopted.

Those voting in the affirmative were: Messrs. Capen, Gastman, Norton, Walker and Bayliss.

SECOND REPORT.

To the Board of Education of the State of Illinois:

Your Committee on Auditing and Finance would respectfully report they have examined the unpaid bills, aggregating \$886.34, find they are just and should be paid. We recommend that orders be drawn for the same.

JAMES H. NORTON,
CHARLES L. CAPEN,

Committee.

The question being upon the adoption of the foregoing report, the roll was called, with the following result: Yeas, 5; nays, 0; and the report was adopted.

Those voting in the affirmative were: Messrs. Capen, Gastman, Norton, Walker and Bayliss.

THIRD REPORT.

To the Board of Education of the State of Illinois:

Your Committee on Auditing and Finance, to whom was referred the statement of Presidents Cook and Tompkins relative to the contingent fund with the accompanying 66 vouchers, and showing a balance on hand of 69 cents, would respectfully report that it has examined the same and find it correct and recommend that it be approved. We recommend an appropriation of \$900.00 for the ensuing six months for this fund, as asked for.

Respectfully submitted,

CHARLES H. CAPEN,
JAMES H. NORTON,

Committee.

The question being upon the adoption of the foregoing report, the roll was called, with the following result: Yeas, 5; nays, 0; and the report was adopted.

Those voting in the affirmative were: Messrs. Capen, Gastman, Norton, Walker and Bayliss.

FOURTH REPORT.

To the Board of Education of the State of Illinois:

Your Committee on Auditing and Finance, to whom was referred the statement of B. P. Colton, relative to the natural science fund, with the accompanying 21 vouchers, and showing a balance on hand of \$15.23, would respectfully report that it has examined the same and find it correct and recommend that it be approved. We recommend an appropriation of \$300.00 for the ensuing six months for this fund, as asked for.

Respectfully submitted,

CHARLES L. CAPEN,
JAMES H. NORTON,

Committee.

The question being upon the adoption of the foregoing report, the roll was called, with the following result: Yeas, 5; nays, 0; and the report was adopted.

Those voting in the affirmative were: Messrs. Capen, Gastman, Norton, Walker and Bayliss.

FIFTH REPORT.

To the Board of Education of the State of Illinois:

Your Committee on Auditing and Finance would respectfully report that they have examined the report of the treasurer, with the accompanying 60 vouchers, showing due him the sum of \$139.94, and find the same correct. They recommend it be approved.

CHARLES L. CAPEN,
JAMES H. NORTON.

Committee.

Mr. Walker moved that the foregoing report be approved, and it was so ordered.

Mr. Bayliss moved that Mr. Fred D. Barber be designated as "Teacher of Physical Science." The motion prevailed, and it was so ordered.

Mr. Norton, of the special committee appointed June 21, 1899, to report a revised list of standing committees, reported progress and asked for further time. The committee was continued and the request granted.

At the hour of 2:15 p. m., Mr. Capen moved that the Board do now adjourn.

The motion prevailed,

And the Board adjourned.

ALFRED BAYLISS,

Secretary.

ENOCH A. GASTMAN,

President, pro tempore.