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BULLETIN No. 53

BUREAU OF EDUCATIONAL RESEARCH
COLLEGE OF EDUCATION

A Project in Fourth-Year English Composition

A Description of the University High School

PRICE 30 CENTS

PUBLISHED BY THE UNIVERSITY OF ILLINOIS, URBANA
1930
The Bureau of Educational Research was established by act of the Board of Trustees June 1, 1918. It is the purpose of the Bureau to conduct original investigations in the field of education, to summarize and bring to the attention of school people the results of research elsewhere, and to be of service to the schools of the state in other ways.

The results of original investigations carried on by the Bureau of Educational Research are published in the form of bulletins. A list of available publications is given on the back cover of this bulletin. At the present time five or six original investigations are reported each year. The accounts of research conducted elsewhere and other communications to the school men of the state are published in the form of educational research circulars. From ten to fifteen of these are issued each year.

The Bureau is a department of the College of Education. Its immediate direction is vested in a Director, who is also an instructor in the College of Education. Under his supervision research is carried on by other members of the Bureau staff and also by graduates who are working on theses. From this point of view the Bureau of Educational Research is a research laboratory for the College of Education.

Bureau of Educational Research
College of Education
University of Illinois, Urbana
BULLETIN NO. 53

BUREAU OF EDUCATIONAL RESEARCH
COLLEGE OF EDUCATION

A Project in Fourth-Year English Composition
A Description of the University High School

Prepared by
THE MEMBERS OF THE SENIOR CLASS

Under the Direction of
H. G. PAUL
Professor of English

LIESETTE McHARRY, Teacher
DORLES STUTZMAN, Teacher

PUBLISHED BY THE UNIVERSITY OF ILLINOIS, URBANA
1930
PREFACE

To ascertain new and better methods of work and to disseminate the knowledge thus gained are two of the important functions of the University of Illinois High School. The following project, organized and carried out by the fourth year students of that school, is here presented as an example of cooperative planning and well motivated writing in an English class.

The Bureau of Educational Research is glad to publish this report of an informal piece of research. The persons named on the title page are entitled to credit for initiating the project and for carrying it out.

June 27, 1930

WALTER S. MONROE, Director
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History and Purpose of University High

University High School is a division of the great University of Illinois. It is a part of the College of Education and was opened in the fall of nineteen hundred and twenty-one. The College of Education of the University was organized to give training to those who wished to enter the teaching profession. No one is really trained for teaching unless he has tried some of the work under intelligent guidance. Our high school also offers the College of Education the opportunity to try out new ideas in education. Mr. Lewis W. Williams was appointed the first principal of the school and has been an efficient and likable director for nine years.

Practice Teachers

What is a practice teacher? Surely these people who give us unlimited individual attention and offer assistance which contributes to the superior scholastic records of the University High School should be eulogized. The name suggests much but does not define. To the staff instructors in our school it suggests assistance—assistance in everything. To some students the name yields the picture of a co-ed or a young man taking a course in education under the obviously assumed name of "teacher." To all of us the term brings to mind friendships with university seniors who do much in preparing us for the University.

Practice teachers are seniors in the College of Education taking practice teaching as a regular, credited course. They enter our classrooms as students, preparing lessons and reciting as we high school students do. They observe the methods of the staff teacher, who is at the same time observing their abilities. Through training gained from observations, from aid given to individual students, and from conferences with the staff teacher, each practice senior, in turn, wins the privilege of directing the activities of the class, at first for only a part of an hour, but later for the entire period. If the practice senior proves himself capable in this experience, he comes, in time, to the teaching of a week's unit of work. All of his teaching is under the supervision of the staff teacher who is only occasionally absent from the class room. It is true that practice teaching necessitates adjustments on the part of all; but once these are made, life in University High class rooms is happy and profitable.
A Tour of University High School

Oh! see that beautiful stone building! It really looks like a castle with the green ivy covering the gray walls. Why, it's the University High school.

As we enter the south door of this attractive building, we see a long, friendly hall. The room to the left is the office. The big clock welcomes us and shows that we have plenty of time to make a thorough and interesting tour of the building. The room to the left of the main office belongs to the principal. To the right we catch a glimpse of the room where the instructors hold their conferences.

Now let us step into the cooking room. It is a well lighted place, and the white equipment gleams with cleanliness. In fact, the place is so immaculate that even the floors look clean enough for a table. The sewing room across the hall is humming with the sound of machines. The room is large, well lighted, and cheerful.

As we pass the girls' locker room, we notice a small office, filled with files, odd pieces of furniture, and two desks. This is the office of Mr. Braucher and Mr. Gregg. We are proud of having two such men on our faculty. On the opposite side of the hall is the main shop. As we enter, we are greeted with the familiar and pleasant odor of red cedar. One of the students is making a cedar chest; another is completing a small, walnut table. These pieces of craftsmanship are almost masterpieces. Since each student is allowed to use all the tools and other equipment of the shop, he is afforded a wider range of work. The shop contains the most up to date equipment. The unit-drive electrical machines are provided with safety devices which insure a maximum amount of safety. There has never been a serious accident in the shop since the time the school was organized.

Across the hall are the drawing room and the print shop. In mechanical drawing the student is supplied with all necessities, such as drawing sets, triangles, and T-squares. These are supplied the pupil without obligation in any way, except their proper care. The courses offered here are so complete that in a number of instances pupils have left school to enter the drafting offices of some large manufacturing company.

The print shop is a unit in itself. The equipment contains all the essentials of a modern shop and holds some advantages over most of such shops. So complete is the plant that for almost a year the school paper, The Tiny Illini, was published here. The supplies come from the University print shop, where it is possible to obtain almost any material desired. The school programs, tickets, and posters are printed
here by members of the different classes. Our school has a manual
training, printing, and drawing course of which we feel entitled to be
proud.

As we ascend the gray marble steps to the second floor, we cannot
but notice the large windows on the first landing. At the head of the
stairs and to the right we see two small, sunny rooms. Each is the
office of a teacher. Here pupils may hold conferences with their in-
structor. The large room on the left side of the corridor is the music
room, which we notice is well equipped with piano, victrola, and
shelves of music and records. In this room the orchestra, glee clubs,
and music classes meet. On the bulletin board are numerous pictures
of people famous in the world of music.

The room on the right contains many maps; you guess correctly
when you judge it is used for history, civics, and economics. The
English room adjoining possesses a bulletin board covered with many
pictures. Across the hall is another English room where the fresh-
men learn their parts of speech. The teachers’ rest room and the girls’
room are each pleasantly equipped with table, chairs, and a davenport.
In neighboring rooms we see the equipment for shorthand and book-
keeping and the large space for typewriters and desks. In the south
end of the hall we notice the study hall where pupils are allowed to
go if they want a quiet place for work.

Across the hall is the library. As we enter the door, the studious
atmosphere is obvious. The walls are covered with books and interest-
ing pictures that make the place look as though it were decorated for
a holiday occasion, so gay are the colors.

Ascending to the third floor, we first enter the class rooms for
biology and general science. Here we see all the bugs, insects, pre-
cision instruments and equipment for making experiments necessary
for the work.

Across the hall we can see the drawings on the board in the mathe-
matics room. In this room we learn almost all of the mathematics
taught in our school. Next door, the art quarters have boards on
which to place working materials. It is a large, light room, and the
gay smocks worn by the students in the art classes give an attrac-
tive atmosphere.

Across the hall we notice the physics laboratory. See, the students
are repairing an electric motor. The instruments and other equipment
are the best that can be found in the state. Both the chemistry and
the physics laboratories are very complete. Now as we walk through
the class room, we observe the instructor giving an illustrated lecture
with the cinematograph. We can see how intensely interested the students are. The lecture is presented in very complete form, and holds the attention of all the class.

Passing on through the chemistry laboratory, we see a number of boys and girls experimenting with various chemicals. The practice teachers are helping the students with their experiments.

Leaving the chemistry laboratory, we step across the hall to the French room. Here are nineteen arm chairs placed in a semi-circle, all facing the instructor's desk. As we glance around our attention is caught by two large white sheets of paper on the bulletin board. These are to rank the pupils as to the amount of outside reading done in French. Blackboards extend the full width of the room, both in the back and the front. A case contains many interesting and attractive French books; and our eyes are also drawn to the beautiful picture of Little Boy Blue.

Now we go down the hall and enter the large, airy Latin room. Here, also, the chairs are arranged in a semi-circle. In the window and on Miss Boysen's desk stand lovely potted plants. The bulletin board is organized very attractively, and the front board is partly covered with drawings and pictures. Our tour is over; and as it is growing late, shall we descend to the first floor?

Our Library

What? You're going without seeing the library? Why, the library is the very heart of the school. Step in, and I'll show you around. Isn't it a pleasant place?

You may be interested in knowing that we have a model collection of thirty-five hundred books, one of the finest of any high school in the United States. It is a part of the university library and can be extended to meet almost any requirements.

In those three sets of encyclopedias that you see at the far end of the room may be found articles on almost every subject under the sun. The books are in constant use, so you see they are not here just to fill up space.

Here on the magazine rack you will find an assortment of selected magazines. Since the school subscribes to thirty-five, there's always plenty of up-to-date reading material. The Literary Digest and Outlook are bound. With the aid of the Readers' Guide, articles dating back to the "dark ages" may be located in either of these magazines.

That man you see talking to Mr. Williams is from a high school down state, and he is here to get a list of our collection of books. We are proud to be able to assist.
Pictures? There are hundreds of them in the vertical file. Would you like to have our librarian show them to you?

Mrs. Sullivan, I want you to know Miss Roberts, who has enrolled and will be in school in the fall. I was going to have you show her the pictures, but classes are over, and there is a mad rush to the library, which will keep you busy for a time.

I am sure, Miss Roberts, you will appreciate Mrs. Sullivan's assistance when you are seeking a reference, or looking for an appropriate picture or an interesting story. She certainly is a friend of the students, and there usually are a number of them clamoring for her assistance.

There are Mary, Florence, Jack, and Bill at the file. I happen to be in their class, and I know what they are looking for.

These students, seated at the tables, are preparing tomorrow's lessons. The library makes an excellent study hall, because there are reference books and dictionaries at hand.

Every year the librarian conducts a course in library training. If you join this class next fall, I'm sure you will find it immensely interesting and helpful.

The Attic

Streamers are floating in the air; noises are coming from some queer mechanisms. Some of these mechanisms are instruments which are supposed to produce music. The other mechanisms consist of pupils of Uni. High—their noises are utterances of joy.
Are you wondering what this is all about? I'll tell you. The senior class is giving the high school a dance. This dance is being held in the Attic. Yes, certainly, the Attic. You have no idea what the Attic means to the students of Uni. High—I'll explain: Attic means many, many happy days, for it is here that we hold our weekly assemblies, which are given chiefly by the different classes, the plays produced by the dramatic club, the junior and senior class plays, class dances, and the matinee hops which are sponsored each year by the junior class.

You see, we have many lovely memories of the Attic. These we shall cherish the rest of our lives. We know that you will also carry away such cherished memories as we have.

The New Gymnasium

Everyone knows that a good gymnasium is a desirable factor in the development of good athletic teams. Our new gymnasium is being erected by the University of Illinois from plans prepared by Professor White, the superintendent of the University buildings.

This new gymnasium, costing twenty-five thousand dollars, will be very adequate for our school. It is a fire-proof building and all steel structure. The main entrance is at the north west corner. Well equipped girls' locker rooms are in the south west side, and the boys' locker rooms are in the northwest side. The bleachers will seat approximately three hundred people. The lights and windows are protected by steel netting. The floor, one of the newest kinds, is a composition of rubber and fabrics. This building is not only for basketball but will also be used for the boys' and girls' gymnasium classes. There will be ample apparatus.

The new University High School gymnasium is a very modern one, meeting all requirements. We are looking forward to very happy times there next year.
The Faculty

Nothing contributes more to the success of a school than an excellent faculty, and of our teachers we are all justly very proud. Quite rightly they regard it as an honor to be asked to come to University High; all of them have made excellent records before joining our faculty. The very nature of their work requires that they should be instructors outstanding in scholarship, teaching ability, interest in young people, and sympathy with them. You will certainly be glad to be taught by such a fine group as our faculty.

Lewis Ward Williams, A.M., Principal
Herbert Hill Braucher, B.S., Industrial Education
Marie Jeannette Boysen, A.B., Latin
Jacob Roy Byerley, M.S., Science
Charles Elliott Fouser, B.Mus., Music
Russell Taffee Gregg, A.M., Industrial Education
William Habberton, A.M., History and Civics
Mrs. Mabel Hagan, B.S., Commercial
Wilbur E. Harnish, A.M., Chemistry and Physics
J. Mahlon Harvey, A.M., French
Gertrude Hendrix, A.B., Mathematics
Alice Jacoby, A.B., English
Velma Irene Kitchell, B.S., B.Mus., Music
Liesette Jane McHarry, A.M., English
Mrs. Florence Reuss, A.B., Art
Anna Belle Robinson, A.M., Home Economics
Dorles Camille Stutzman, A.B., English and Public Speaking
Mrs. Evaline K. Sullivan, B.S., B.S. (Lib.), Librarian
Sarah Helen Taylor, A.M., Mathematics
Mrs. Frances Douglass Wilson, A.M., History

Mr. Williams: A quiet smile and a friendly voice greet you. You may choose any subject you wish, and he will be glad to talk the matter over. If you are in distress and need help, he will be more than glad to aid you in every possible way. Because he himself is an athlete, he is anxious to promote good sportsmanship and loyalty to the school. He has been our principal for nine years; and we, the student body, hope that he will stay, and stay, and stay.

Mr. Braucher and Mr. Gregg are in charge of the industrial arts. If you want to learn how to build anything from a birdhouse to a double garage, they will direct you. It certainly is a joy to work with such well equipped instructors in such well equipped shops.

That pleasant lady is the Latin teacher. Although Miss Boysen has been here only one year, she has already made Latin a very popular subject.
Teaching general science is Mr. Byerley’s strong point; his weakness is field trips, which you may guess are delightful to take in the spring time. His section of the hall is always covered with fascinating posters—such as health cards and menu cards. In this way he carries his subject outside his classes.

Mr. Fouser has charge of the orchestra and the boys’ glee club. Combined with his ability as a teacher he has a fine sense of humor. I hear that he can play practically any instrument. Let’s go over and ask him about that long-suffering saxophone of yours.

Mr. Habberton is our history teacher. He has the most marvelous vocabulary. The first few weeks in his classes I learned from one to three new words a day. Now don’t let this frighten you, for he is as human as anyone can be—and a very good tennis player besides.

Mrs. Hagan told me the other day that she had taught mathematics and languages but prefers her commercial work. You know what these instructors can do with their pet subject. There are two words which sum up the regard of the school for Mrs. Hagan; they are Love and Respect.

For most excellent instruction in physics and chemistry permit me to direct you to Mr. Harnish. Then, too, we admire the way in which he is always prompt and ready to help in anything for the betterment of the school.

Mr. Harvey has lived abroad and knows French as it is spoken in France. He indulges in such activities as tennis, but his great hobby is photography.

Miss Hendrix, one of our mathematics teachers, is the peppiest person imaginable. When you see a small, sprightly figure go bobbing down the hall, guess once, and you’ll hit it—Miss Hendrix.

Step into this English room and notice the attractive bulletin board. Miss Jacoby is very resourceful in making literature live. Over there is a miniature coffee house of the days of Queen Anne, and drawn up before it stands an eighteenth century coach.

Miss Kitchell has charge of musical appreciation and the girls’ glee club. She is such a good sport that we have lots of fun working with her. She is particularly fond of leading the singing in our assemblies and puts lots of pep into them.

We think so much of Miss McHarry that we hesitate to make you jealous of us. With directness and dignity she conducts her work, and she is indeed very busy. Everyone desiring advice or assistance runs to her. Gee, but we do love Miss McHarry.
Don't you wish you were as clever as Mrs. Reuss, our art teacher, in handling pencil and brush. Don't think you haven't any ability to draw, for Mrs. Reuss will soon make you change your mind.

It is a pity that more students do not have an opportunity of being in Miss Robinson's class, for she is one of our best teachers and her influence is marvelous.

Meet Miss Stutzman, our dramatic coach and English teacher. Yes, doesn't she look young, but that's one of the things we like about her. She certainly works as hard as any teacher, for we give many plays here. Be sure to try out, as I know you'll enjoy working with Miss Stutzman.

Mrs. Sullivan has charge of our library. Take your troubles to her when you are looking for some book or magazine which you think is impossible to find. She locates it with a smile and is always willing to help.

Miss Taylor not only knows her mathematics and how to teach her subject, but she has always been liked as the instructor who has time to help, whether it be in mathematics or in some school activity.

That brown eyed lady is Mrs. Wilson. She knows history and is an understanding and successful teacher. She makes her subject so interesting that almost any hour of the day one may find students in the library doing work for her.
Admission Requirements

Requirements for admission to University High School are as follows:

First, graduation from the eighth grade, or evidence through examination or other means, that the pupil can do a satisfactory type of high school work. Graduation from the eighth grade is interpreted to mean graduation from the eighth grade of the Urbana or Champaign schools, or schools of equal standing, or completion, to the satisfaction of a county superintendent, of the course as prescribed by the State.

Second, residence in the State of Illinois.

Third, age not to exceed 21 years.

Pupils transferring from other high schools will be admitted upon evidence of honorable release. They will be given full credit for all work done which is the equivalent of that done in this school. Successful continuation of the same studies or of work which naturally follows may be the test. Since the enrollment will be limited, applications for admission will be honored in the order in which they are received, providing, of course, applicants can meet entrance requirements.

A tuition of $25 per semester is charged. This is payable at the beginning of the semester to the University Bursar, Administration Building. Pupils should present receipts for tuition to the principal not later than the close of the second week of school.

The low tuition asked by the University High School is one of its attractive features for pupils coming from non-high-school territory. Ordinarily our Illinois high schools charge about one hundred and twenty-five dollars a year tuition. The University High School charges but fifty. To save the district in which your parents are taxpayers seventy-five dollars a year, and at the same time to be a pupil in one of the finest schools in the state,—these offer a fine opportunity.
Department of Instruction

Studies Offered

English
I
II
III
IV

Public Speaking

Social Sciences
Elementary
Community Civics
Ancient & Medieval History
Modern History
American History
Advanced Civics
Economics

Languages
Latin-Elementary,
  Caesar
  Cicero
  Virgil
French
  I
  II

Home Economics
Clothing
Foods
Home Economics for Boys

Industrial Education
I
II

Music
Appreciation and History of Music
Theory and Harmony
Instrumental Music Work
Vocal Music Work

Art and Design

Mathematics
Algebra, First Year
Algebra, Second Year
Plane Demonstrative Geometry, Second Year
Solid Geometry, Third Year
Trigonometry, Third or Fourth Year

Science
General Science
Biology
Chemistry
Physics

Commercial Work
Typewriting
Shorthand
Bookkeeping

Art and Design

University High School offers a very complete course in art and design. The classes are quite small; so each student receives much individual attention. Upon entering the class room one observes many desks that are easily regulated to seat the largest or the smallest student. To the right is a large cabinet filled with statuettes and busts of famous people and with various pieces of pottery. Yonder is a large
filing cabinet containing landscape drawings, house plans, advertisements, and different types of lettering.

Throughout the year the pupils are taught perspective drawing, lettering, sculpturing, landscape drawing, and many other interesting things. The pupils also draw the illustrations for the year book and design posters for the various dramatic productions.

Two years of art are accepted as high school credits. Art and design is one of the most popular as well as one of the most interesting courses in the University High School.

Commercial

The large room filled with oak desks shows signs of industry. Fingers are flying to the tune of a gay march played on the victrola. I asked the teacher to explain the course to me.

One year of typing is taught. The typewriters are the very best and are of standard make. There are different machines, and much experience is gained by typing on a variety of them. Year before last, the typing class won first place in the county, though they competed against larger schools. Within the year, business letters, solid materials, and telegrams are concentrated upon. There are many speed tests, and the typewriter companies give beautiful pins as prizes.

The shorthand course is taught in such a manner that the student will get a firm foundation for future work when he wishes to take notes either in a lecture or as a stenographer. The year of bookkeeping is interesting as well as profitable. Credit is given for all these courses.

Our school has a commercial course of which we feel proud, and it is with due respect to other schools that we say it is one of the very best.

English and Public Speaking

It is a real treat to the freshmen of the University High School to read classics, for in this way they have a rest from the study of grammar, of which so many young people tire during the grades of the elementary school. The classics used in the first semester are the Vision of Sir Launfal, the Ancient Mariner, the Merchant of Venice, the Odyssey, and the Atlantic Prose and Poetry, a very interesting collection of short stories and poems.

The freshmen prepare scrap books, which contain pictures of characters and scenes illustrating the different classics used. You will certainly enjoy the posters they make to illustrate book reports. Last
semester they gave a unique puppet show on a miniature stage. They had music, and the dolls for characters were moved about on the stage by means of strings. They read the lines while the dolls acted out the parts of the *Merchant of Venice*.

Then came the story of that famous old classic, the *Odyssey*. The students held a “Meeting of the Gods.” They dressed to suit the characters, read lines, and acted as perfect gods and goddesses.

I am sure you would enjoy the Club Meetings which are held every week by the English I classes during the second semester. The president of the class acts as the chairman of the first meeting and selects his own secretary. The second week the secretary becomes chairman and chooses another secretary. By using this method each student has the chance to be president and secretary, and no partiality is shown.

The main purpose in our English II class is the mastery of English grammar, but along with the grammar, we have a fascinating variety of other work. We read interesting short stories which hardly seem like school work. You will enjoy learning about the gay and hearty old Sir Roger in the study of the *Sir Roger de Coverley* papers. We learn to know him as a personal friend. It is such fun to dramatize Julius Caesar in class after reading it through once. Shouldn’t you like to be a character in *Julius Caesar*? We made a picture book illustrating George Eliot’s story, *Silas Marner*. You can see our classes are never monotonous, because the assignments are real fun.

English III is mainly a study of types of English literature. It furnishes an excellent literary background and foundation for the work in literature you will have in college.

We, the class of ’30, have had a thrilling year. We have devoted most of our time to written composition work preparatory for Rhetoric I in the University. The first semester’s work consisted of the studying of Tanner’s *Composition and Rhetoric* and completing a theme project. This project proved to be most interesting on account of the different topics that were chosen. Each student selected a big topic and on it wrote a series of themes. The material covered practically everything from airplanes to music. During this time poems, short stories, and essays written by famous authors were studied. Besides our study of *Story, Essay, and Verse*, our instructor read to us some interesting selections from other sources.

During the second semester we took up exposition, business letters, and literary criticism. We devoted much of our time to the study of essays, one of the highest types of literature.

Public speaking under Miss Stutzman’s supervision is one of the liveliest, best attended, and most interesting classes at University High.
Last semester we learned many things about good speech, breathing, voice, posture, and all the points of technic necessary for one who wishes to stand before a group and present his ideas in an acceptable and effective manner. And what fun we had with pantomimes and characterization. One day Bob was a Jewish broker pleading for more margin, while Margaret was opening a box of "posies" from an unwelcome suitor. On Entertainment Day we all brought humorous selections for our interpretation, and the class derived real merriment from these. Another day was devoted to Sales Talks and you should have heard Margaret trying to sell Preston a new set of equipment for his New York office.

This semester we have been absorbed in the study of all phases of dramatics—stage action, stage speech, stage technic. We even dramatized a short story and presented it for the class.

At present, we're enjoying a collection of One Act Plays and are anticipating the presentation of one of these in an assembly in May.

We're sorry you couldn't be here this year to enjoy public speaking with us, but we can promise you that next year is holding in store for you all the pleasures which have meant so much to us.

Foreign Languages

Here at University High School we offer Latin and French in the department of foreign languages.

The instructing of Latin is full of various devices for maintaining the student's interests. There are spelling matches and games involving Latin. Daily assignments are made, and a great deal of translation and drill work is done. On the various holidays parties are given, where refreshments are served and Latin games are played.

There are two classes of French. In the first year class, the average student covers from fifty to one hundred pages of outside reading, in addition to the story taken up in class. During the second year the student masters from three hundred to one thousand pages of outside reading.

The French classes have access to a phonograph which enables the pupil to hear the native French pronunciation and music. Parts of stories are often dramatized, and assemblies are given by the French students. Several times during the school year the more advanced students produce plays before the French Club of the University.

Home Economics

The cooking room is one of the best in the state. It is all in white,
The Cooking Room

with refrigerators, tables, dishes, and stoves. The art of serving meals attractively is brought out in the cooking course. The students learn to be attentive, charming hostesses by giving teas, where they serve candy and cakes made in their cooking room. If you have an earnest desire to take cooking, and feel that you are intensely interested in this subject, come to University High and learn to cook under a splendid instructor, and with the best equipment available.

Another course that is good for high school girls is sewing. Haven’t all of you girls experienced a time when Mother wasn’t home, and a dress required mending? It is in cases like this that sewing proves its value. There are many good machines to make your sewing easier and more pleasant. Embroidering, mending and other phases of sewing are taken up within the year. Credit is also given for sewing.

Industrial Education

One of our most interesting departments is that of industrial education. Two yearly courses are offered which give a good basis for advanced work in industrial arts.

The work is divided between the shop and drawing room. The student is first required to draw the project that he is going to make in the shop. The second year follows closely the plan of the first, except that more difficult problems are taken up and more time is spent in the shop and on the application of the principles learned in the first year. Some attention is devoted to the study of architecture and
to period furniture—its construction and history. In both of these courses much individual attention is given to each student.

Mathematics

Do you know how to find the unknown? You will after taking algebra I at University High School. It is the foundation of all practical mathematics, and, after completing it, you may study plane geometry, learning to make many kinds of figures—triangles, squares, and polygons. Perhaps you don’t know what a polygon is, but you will after finishing the course. The more artistic side of geometry is emphasized in plane geometry, which is required for engineering and sciences in the University. Trigonometry is offered in the fourth year. The University of Illinois will accept our students of trigonometry because of the completeness of the course. We are one of the few schools of the state from which the University will accept this credit. The interesting thing about the study of mathematics is that the further one advances, the more fascinating it becomes.

Music

If you are interested in music, come to University High School, because here the curriculum embraces practically every phase of music usually taught in high school.

If you have a minute to spare, let’s visit the music appreciation class. As we step into the room from the side door, we see a class of about fourteen. The orthophonic victrola is playing Mozart’s first German opera. Miss Kitchell is conducting the class. To-day they are studying “Music and Composers of the Eighteenth Century.” Now we have had just a glimpse of the class, let us slip out before we disturb too many people. This class is taught the true worth of the fine types of music.

The Girls’ Glee Club, an organization of unusual merit, is conducted by Miss Kitchell. The girls are taught the rudiments of voice culture and sight reading; they are given experience in singing in classics, and also such other music as is thought proper to broaden their education. The Girls’ Glee Club is an organized club of thirty-six members, and it functions as a social organization as well as musical.

Mr. Fouser has charge of the Boys’ Glee Club, which has a membership of sixteen. The training, although not intensive, is beneficial.
The Chemistry Laboratory

Science

The course in chemistry is a one year elective course. Classes in chemistry are held three days of the week. In these classes we have besides the regular classwork very interesting group experiments, talks, and illustrated lectures. The chemistry laboratory periods come in two days of the week with each period extending over a time of two hours of attractive experiments.

Physics is fully as valuable as chemistry, if not more so. The course in physics offered at the University High School is also a one year elective. It affords a complete study of elementary physics with the general allied subjects. The classes in the physics course are arranged in the same manner as in the course of chemistry. The laboratory periods are of the same length and contain as many fascinating experiments.

Social Science

University High School offers three history courses: Ancient and Medieval, Modern, and United States. All of these are elective one-year courses.

In general, Ancient and Medieval History is a survey of ancient times and medieval Europe, taking approximately to the end of the seventeenth century. It deals with the ancient empire of Egypt and Babylonia. In more detail the history of Greece and Rome is studied.
Modern History covers a period of two hundred years of European changes. The French Revolution, Industrial Revolution, growth of democracy and imperialism, origin of the World War, and post-war Europe are emphasized. The instructors attempt to give a more comprehensive view than is afforded by one text by offering very interesting and attractive books to the students for outside reading.

In the first semester of American History the student studies the political developments of the United States up to the Civil War. The second semester begins with the Civil War and covers various historic events including the World War and problems of today. The student has the privilege of devoting a great deal of time to current news.

We juniors and seniors have the privilege of studying civics. This is taught the first semester, giving place to economics the second semester. We study the national, state, and municipal government, and the judicial system.

We juniors and seniors also have the opportunity of studying economics. Here we study the history of economic development, the law of supply and demand, production and distribution, money and banking with the federal reserve system, and marketing and tariff policies.
Student Activities

The Student Body

When there is an air of refinement and culture about a school, people cannot help but be affected by it. Such is the case with University High. The students are happy and contented. They greet you with a gay "Good morning," and with the same joyful voice bid you "Farewell" in the evening. The day's work does not dampen their spirits in any way, for they are all eager to obtain all they can from their opportunity. The sense of responsibility and loyalty has been so highly developed that when students are asked to meet after school hours, they are all present and on time. A splendid code of sportsmanship has also been developed, for when the school suffers defeat at games and contests, the crowd disperses and smiles amid words of congratulation. Altogether, students, atmosphere, and instruction make our University High a very happy, normal school.

Class Organization

The classes in University High are so organized as to create the interest of every student in class administration. There is a class meeting at three o'clock; let us visit it and see how the plans are progressing.

The president calls the class to order and asks the secretary to read the minutes of the last meeting. The treasurer reports that he has only twenty dollars in the treasury and announces that the class dues are to be paid this week. Suggestions are given for a party that is to be given in two weeks. An orchestra will be engaged, and ice cream and wafers will be served.

All of the class meetings are carried on in this same manner. At the first meeting of the year the freshman and sophomore classes elect a president, a vice-president, a treasurer, a secretary and two advisers from the faculty. These classes are not "left out" socially, but have the privilege of giving one all-school party.

The juniors, who are now upper classmen, entertain the other students with their matinee hops, candy sales, the junior party, and the junior play. They crown their glory in the early part of the first semester when they receive the emblem of University High. This is selected by each particular class.
The seniors are the ideals of all the under classmen. They are the honored guests of the juniors in their entertainments. They entertain with the senior party and the senior play.

Girl Reserves

The Girl Reserves are active, very active in fact. Anyone can see this after being here for a short time, by noticing the frequent announcements on the bulletin board concerning extra business meetings, social events, and other activities of this nature. The Girl Reserves do not hesitate to take up any business that might help this community such as giving baskets to poor families at Thanksgiving and cheering up the old ladies at the Garwood Home at Christmas. This year we are holding flower and rummage sales to earn enough money to send our next year’s president to Camp Gray, the national club camp in Michigan. Perhaps you don’t know that the Girl Reserves Club belongs to an international organization. Well, it does and is sponsored by the Y. W. C. A., which sends over student members from the University to advise us in our social and business activities. This Girl Reserve work has started among the younger group of girls in order that they might make better Y. W. C. A. members. No girl coming to our school wants to miss the opportunities of becoming a Girl Reserve, for she will gain much pleasure which she would otherwise lose.

Hi-Y

In University High the Hi-Y is the one, largest, “boy’s only” organization of the school. The Hi-Y club is a national inter-denominational Christian Club for boys. The purpose of this organization is to create, maintain, and extend throughout the school and community high standards of Christian character. The four planks upon which the club is based are clean speech, clean sports, clean scholarship, and clean living.

This evening the fellows are holding their weekly meeting. As last week’s meeting was the business session, this week’s brings ice cream and cake—first work, then play. I can truthfully say that the boys who are in these Hi-Y meetings are the fellows who have helped make University High School a place of fine standards.

Thimble Theater Guild

Did you notice the bulletin board announcement? The first try-outs for the membership in the Thimble Theater Guild will be held at four o’clock tomorrow afternoon.
Our Thimble Theater Guild is the most active club in University High School. From the beginning of the year we start making our plans for the Dramatic Evening which is given during the first semester. Last year we presented three short plays—"Rosalie," "The Valiant," and "The Far-Away Princess." They were quite successful, and we all gained experience in dramatics, either as actors or as stage hands.

At our meetings, which are held every third Tuesday, we have many interesting programs, social hours, and delicious refreshments.

We know you would enjoy The Thimble Theater Guild as much as any outside activity.

The Operetta

It is April, and the Glee Clubs are planning their annual operetta. When the excitement over who shall have the leads has calmed down, the rehearsing begins. Although this involves extra work, it has many pleasures and advantages which the participants do not fail to realize. It is no wonder then, that at the finale on the night of the performance, every one on the stage experiences secret satisfaction. It is needless to say the operettas are always successful.

Assemblies

A notice on the bulletin board! Many students are surveying it with beaming faces. I walk over to see what is the cause of the many smiling countenances. Ah! there is to be an assembly. A noted speaker is to give a talk on health. I join a group of students, and we walk up to the assembly room. Many students are already seated throughout the room. The music teacher motions for silence; then she leads in some of the familiar class songs.

The speaker is now introduced. She is a University graduate and a trained nurse. She tells of her various experiences as a nurse during the World War. When she has finished, the assembly is dismissed and the students resume their class duties.

Most of the assemblies, however, are the work of the students themselves. One assembly was given by the class in public speaking; in this each member of the class took part. It was very colorful as well as humorous, and everybody enjoyed it immensely. The mathematics assembly was one of the most outstanding assemblies of the year. Each pupil had a geometric name, such as "Cutie Angle," "Cone," and many others. Some of the girls also gave a dance.
Each department of the school has charge of at least one assembly during the year; therefore the different classes all strive to make each assembly better than the preceding one.

Class Parties

It has been the custom every year for each class to give a party for the rest of the school. If you should visit any one of these social events, you would find the whole school in the best of spirits. The attic is transformed by crepe paper, streamers, or, should it be the Halloween party, corn stalks and jack-o-lanterns. The students, and teachers as well, are gliding and hopping to the rhythm of a popular campus orchestra. The refreshments, served at half past ten, are welcomed by the happy dancers.

Athletics

For a number of years the University High School has participated in athletics. It is a member of the Illinois State High School Athletic Association, and a member of the Champaign County Athletic Association. The basket-ball games have been scheduled with high schools in various parts of the state, and the track team competes in interscholastic, and invitational track meets each spring. Golf and tennis are two sports that are rapidly becoming popular in the school.

The University High School can boast of having as adequate equipment as any high school in the state. It has the use of all recreational and athletic equipment at the University of Illinois, which includes the golf course, gymnasium, swimming pool, and tennis courts.

The athletic teams are made up of not only good players, but also good students. Each and every member of the school may participate in any of the sports.

A new gymnasium has recently been completed. This furthers the facilities for more athletics at Uni High. It is constructed of sound proof tile and concrete. The floor is covered with a rubber composition, which is the latest development for basketball courts. There are many other modern improvements which make it an outstanding building of recreation. Athletics in all its forms is rapidly coming to the front at Uni High.

Best of all, perhaps, the new gymnasium will help greatly in providing means for individual development. Each student will be encouraged to take such exercise as will develop the body properly and make it serve as a vital part of a better personality.
Scholarship

One of the aims of the University High School is to graduate students so thoroughly versed in their subjects that they can go on into higher institutions and carry on the work they may find there easily and well. The surprising number of pupils who do go into universities and colleges from this high school makes it a most important consideration. It is best to let figures speak for themselves.

Approximately seventy-eight per cent of Uni High graduates have attended the University of Illinois. The Registrar's office at the University of Illinois has compiled statistics showing the scholarship records of the university freshmen for the year 1928-29. The report groups the students according to their high-schools. The statistics are not given for schools with less than ten university entrants for the year 1928-29. We are proud to say that University High School ranks first among all the high-schools in Illinois in this respect, fifty-six and a fourth per cent of our graduates making A or B averages during their first year in the University of Illinois.

The following table is a compilation of scholarship statistics taken from the Honors' Day Programs from 1925 through 1929:

**UNIVERSITY HIGH SCHOOL STUDENTS WHO HAVE EXCELLED IN SCHOLARSHIP IN THE UNIVERSITY OF ILLINOIS**

*Definition of Classifications*

(As found in the Registrar's office)

High Scholarship—Upper ten per cent of each class.

Superior Scholarship—Upper three per cent of sophomore, junior, and senior classes.

Highest Scholarship—Sustained excellence in scholarship during junior and senior years.

*Year, 1925*

High Scholarship ................................................................. 2
Catherine Barr, Genevieve Gere

Superior Scholarship .......................................................... 1
Lora Deere
Year, 1926

High Scholarship .......................... 9
Dorothy Filbey, Genevieve Gere, Agnes Johnston, Betty Ketchum, Marian Martin, Herbert Mumford, Jr., Elizabeth Stiven, Dorothy Vose, Norman Watson.

Superior Scholarship .......................... 2
Lora Deere, Josephine Eden

Year, 1927

High Scholarship .......................... 6
Winifred Cameron, Margaret Carnahan, Ruth Catherwood, Margaret Guild, Agnes Johnston, Sylvia Paine.

Superior Scholarship .......................... 4
Lora Deere, Marian Martin, Elizabeth Stiven, Norman Watson.

Highest Scholarship .......................... 1
Lora Deere.

Year, 1928

High Scholarship .......................... 7
Dorothy Bash, Dorothy Filbey, Margaret Guild, Betty Ketchum, Julian Knipp, Herbert Mumford, Jr., George Pickels.

Superior Scholarship .......................... 3
Marian Martin, Elizabeth Stiven, Norman Watson.

Year, 1929

High Scholarship .......................... 15
David Baldwin, Louise Cameron, Ruth Catherwood, Bertha Enger, Linda FitzGerald, Dorothy Filbey, Elizabeth Gore, Elizabeth Huff, Betty Ketchum, Forrest Parker, George Pickels, Elizabeth Rusk, Dorothy Vose, James Whisenand, Elizabeth Windsor.

Superior Scholarship .......................... 4
Julian Knipp, Marian Martin, Elizabeth Stiven, Norman Watson.

Highest Scholarship .......................... 2
Marian Martin, Norman Watson.

Totals

High Scholarship .......................... 39
Superior Scholarship .......................... 14
Highest Scholarship .......................... 3
University records show that many of our students have been granted membership in honorary fraternities.

Phi Beta Kappa membership has been extended to Lora Deere, Genevieve Gere, Marian Martin, and Norman Watson.

Members of Alpha Lambda Delta, freshmen women’s honorary fraternity, are: Dorothy Filbey, Agnes Johnston, Marian Martin, Margaret Carnahan, Ruth Catherwood, Margaret Guild, Sylvia Paine, Mary Louise Cameron, Linda FitzGerald, Elizabeth Gore, Elizabeth Rusk, and Terlan Paul.

Members of Phi Eta Sigma, freshmen men’s honorary fraternity, are: Norman Watson, Julian Knipp, George Pickels, David Baldwin, Merton Rapp, and James Whisenand.
Appreciation of University High

By attending University High School I have had many privileges and benefits that I would not have received elsewhere.

The high school is located near the campus. This is a privilege for those pupils that are close to the school, although there are many students from Champaign and Urbana attending University High. The teachers that are employed here are the very best to be found in the state. There are practice teachers that are very helpful to the student in every class. Most students at University High expect to attend the University after graduation. The difficult gap between the high school and the university, that out of town high schools and even other town high schools have to deal with, is not so great here. As this is in connection with the University of Illinois, we have the very best of equipment in our laboratories and the most up to date educational methods. We, who have the opportunity of attending University High School will always be debtors to it, as it has meant so much to us.

HELEN CATHERWOOD

I wish to take this opportunity to express the appreciation that I feel towards this school of all schools.

A student from out of town, I dreaded the thought of being lonesome and friendless.

However, the friendly and kind attitude of this school soon made me a lifelong friend of University High School. Immediately I felt that I belonged to this school.

My appreciation is directed towards the principal, faculty, and students, who made me feel one of their number without hesitation.

MARY KATHERINE HANSEN