

6-1-1900

## Bulletin - Annual Catalogue of the Second Year (1900-1901)

Eastern Illinois University

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A Catalogue of  
The Eastern  
Illinois State  
Normal School

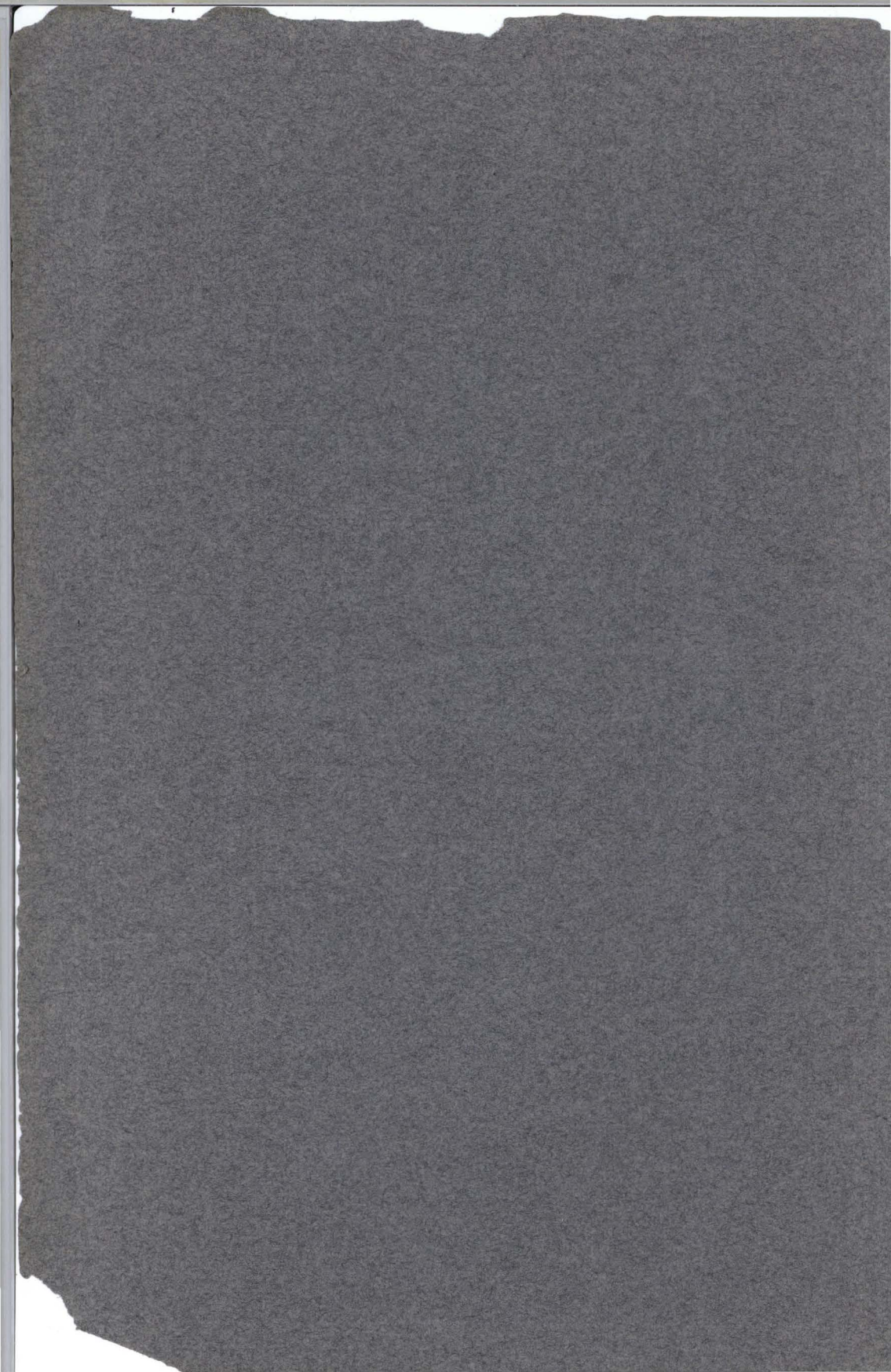
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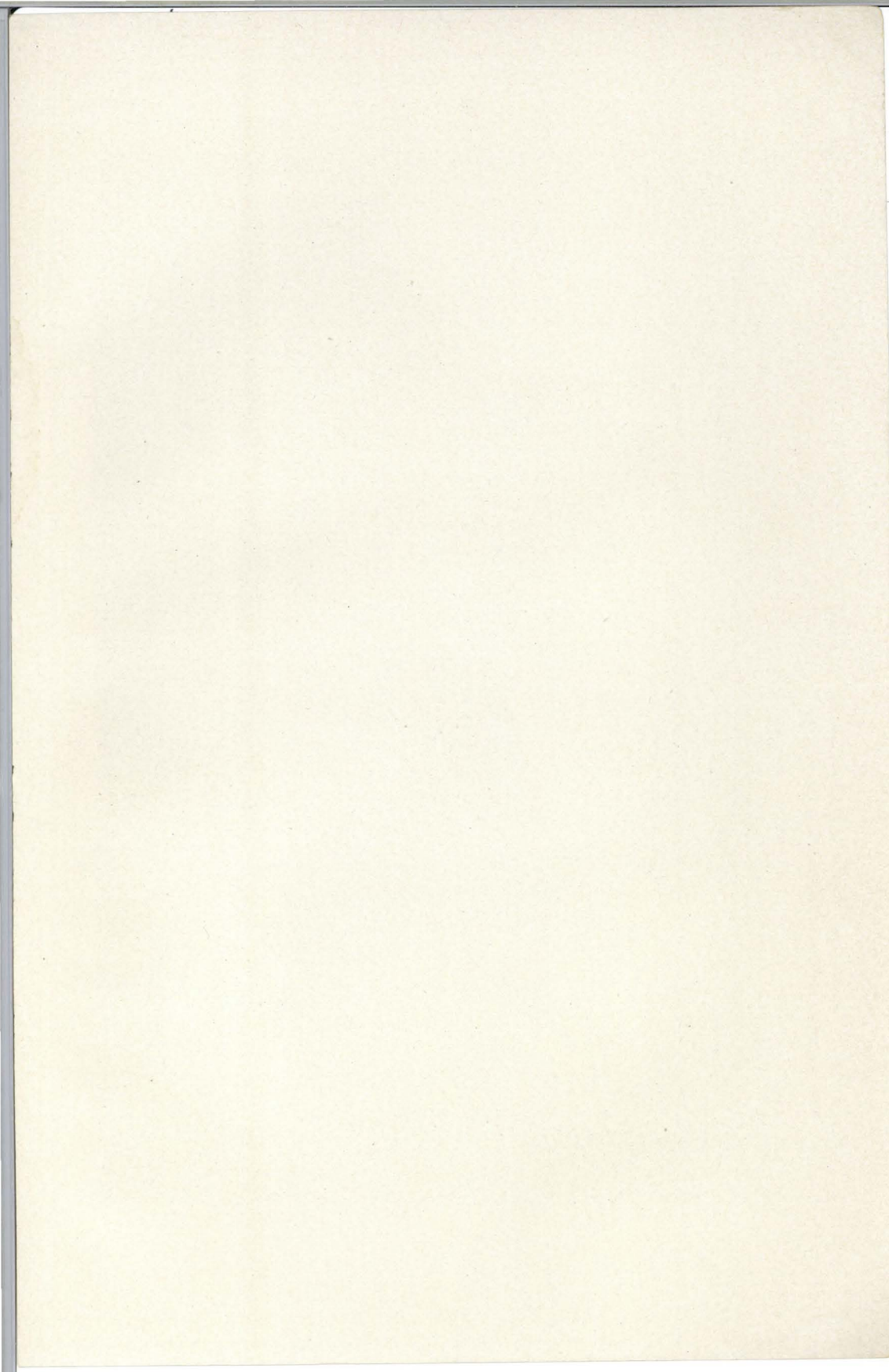
Charleston, Illinois

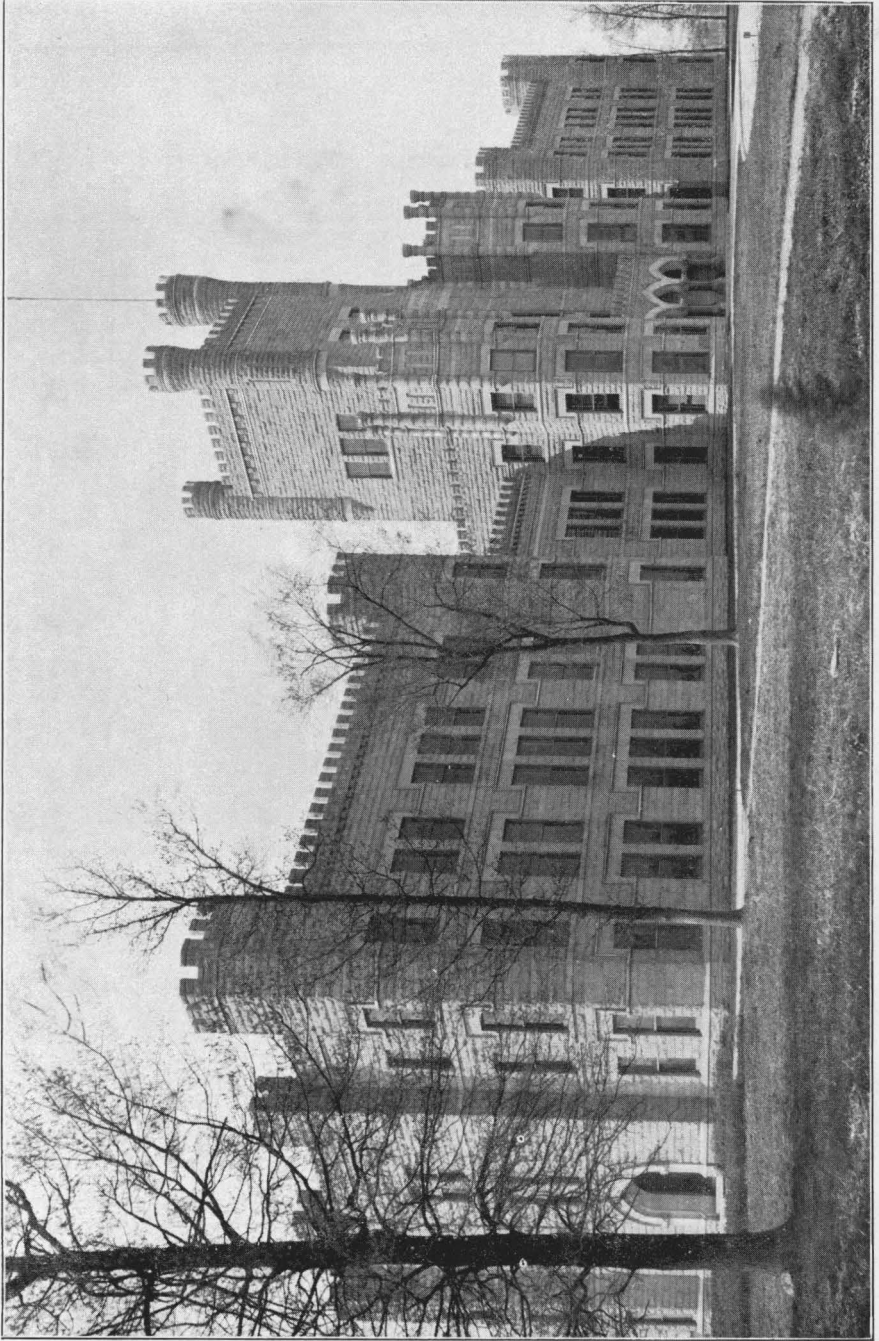
*SECOND YEAR*

1900      1901

Announcements for  
1901                      1902







*Eastern Illinois State Normal School.*

**The Rand-McNally Press,**  
Chicago.

# The School Calendar

1901

## FALL TERM

<i>September 17, Tuesday</i>	<i>Entrance Examinations and Classification</i>
<i>September 18, Wednesday</i>	<i>Class Work begins</i>
<i>December 20, Friday</i>	<i>Fall Term ends</i>

## WINTER TERM

1902

<i>January 1, Wednesday</i>	<i>Entrance Examinations and Classification</i>
<i>January 2, Thursday</i>	<i>Class Work begins</i>
<i>March 21, Friday</i>	<i>Winter Term ends</i>

## SPRING TERM

<i>April 1, Tuesday</i>	<i>Class Work begins</i>
<i>June 20, Friday</i>	<i>Spring Term ends</i>

# The Board of Trustees

¶ *Appointed by the Governor of the State*

<i>W. L. Kester, President</i>	<i>Kansas</i>
<i>J. H. Marshall, Secretary</i>	<i>Charleston</i>
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<i>H. G. Van Sandt</i>	<i>Montrose</i>

Treasurer

<i>Geo. H. Jeffries</i>	<i>Charleston</i>
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# The Faculty

*Livingston C. Lord, D. P., President*  
*Psychology and School Management*

*W. M. Evans, B.S., Litt.D.*  
*English*

*John Paul Goode, B.S., Ph.D.*  
*Physics and Geography*

*Henry Johnson, B.L.*  
*History*

*Otis W. Caldwell, B.S., Ph.D.*  
*Biological Sciences*

*E. H. Taylor, B.S.*  
*Mathematics*

*Anna Piper*  
*Drawing*

‡ *James Henry Brownlec, A.M.*  
*Reading*

*Francis G. Blair, B.S.*  
*Supervisor of Training Department*

*Friederich Koch*  
*Music*

*Ellen A. Ford, A.M.*  
*Latin and German*

*Grace W. Knudsen*  
*Geography*

*Alice L. Pratt*  
*Critic Teacher in Grammar School*

*Edna T. Cook*  
*Critic Teacher in Grammar School*

*Alice B. Cunningham*  
*Critic Teacher in Primary School*

*Charlotte May Slocum*  
*Critic Teacher in Primary School*

*Edith P. Bennett*  
*Critic Teacher in Grammar School*

*Florence M. Beck*  
*Librarian*

*Frances E. Wetmore*  
*Registrar*

¶ *The names of teachers, with the exception of the critics, are printed in the order of their engagement.*

‡ *Resigned at the end of the Fall Term.*



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# A Catalogue of the Eastern

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## *Railroad Facilities*

CHARLESTON can be reached from any station within the district within six hours. From all stations along the Big Four or Clover Leaf it can be reached in two hours or less. The trains on the Illinois Central and the P. D. & E. make close connection at Mattoon; trains from southeast make close connection at Lerna; trains from north and south make close connection at Paris. There are eight passenger trains per day, arriving in Charleston on Big Four, and four per day on Clover Leaf. While Charleston has but two roads, yet it is in fact in almost the exact center of the great network of roads crossing the district, two north and south roads crossing the district east of Charleston, one at Paris and one at Kansas; and two crossing the district west of it, one at Mattoon and one at Windsor; and one road running close along the eastern border of the district; and one, the main line of the Illinois Central, running along the western border. An equal or greater number of roads cross the district from east to west, part of them north and part of them south of Charleston, several of them trunk lines with numerous trains, so from an examination of the time-tables it will be seen that from any station in the district Charleston can be reached in six hours or less, and within from forty-five minutes to an hour after reaching any of our connections, east and west.

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

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## THE PURPOSE AND PLAN OF THE SCHOOL

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

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

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

*§ 2.* *The object of the said Eastern Illinois State Normal School shall be to qualify teachers for the common schools of this State by imparting instruction in the art of teaching in all branches of study which pertain to a common school education; in the elements of the natural and physical sciences; in the fundamental laws of the United States and of the State of Illinois, in regard to the rights and duties of citizens.*

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# Illinois State Normal School

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Moultrie, Macon, Christian, north half of Shelby and west half of Douglas, would reach Charleston from the west over the Big Four.

## *Saturday Sessions*

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

The distinctive advantages of this plan are as follows:

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

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

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

§ 3. It is easier for the teachers of the Normal School to visit schools, both rural and urban. This obligation of teachers in training schools to study the work of the public schools is too much neglected. The efficiency of the Normal School may be greatly increased by the visits of its teachers to other schools, thus securing a more correct and

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## A Catalogue of the Eastern

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adequate conception of actual school conditions and practices.

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

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

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

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

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# Illinois State Normal School

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## *Rural Schools*

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

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

## *Tuition*

TUITION is free to those who are to teach in the public schools of Illinois. An incidental fee of \$2.00 per term is required of every student.

## *Text-Books*

TEXT-books are owned by the school and rented to students at a uniform price of \$1.00 a term. Students wishing to own their books can buy them at the lowest wholesale prices.

## *Boarding*

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

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

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

## *Attendance at Church*

EACH student is expected to attend regularly the church of his choice or that which meets the approval of his parents. The pastors and members of the different churches have expressed their willingness and their desire to make the students of the school at home in the churches and Sunday Schools. The teachers

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of the Normal School will in every way possible encourage the pupils to form and sustain intimate relations with the churches.

## *Correspondence*

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

LIVINGSTON C. LORD,  
*Charleston, Illinois.*

## *The Courses of Study*

THE following courses of study are offered:

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

## ONE YEAR'S COURSE

### *For College Graduates*

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

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

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¶ The lines of work offered are as follows:

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

## TWO YEARS' COURSE

*For Graduates of High Schools*

### FIRST YEAR

<i>FALL TERM</i>	<i>WINTER TERM</i>	<i>SPRING TERM</i>
<p><i>PRESCRIBED:</i></p> <p><i>Psychology</i>  <i>Arithmetic</i>  <i>Music [2]*</i>  <i>Drawing [2]</i>  <i>Reading [3]</i></p> <p><i>ELECTIVE:</i></p> <p><i>Latin</i>  <i>German</i>  <i>Botany</i>  <i>History</i>  <i>Chemistry</i>  <i>English</i></p>	<p><i>PRESCRIBED:</i></p> <p><i>Psychology</i>  <i>History</i>  <i>Music [2]</i>  <i>Drawing [2]</i>  <i>Reading [3]</i></p> <p><i>ELECTIVE:</i></p> <p><i>Latin</i>  <i>German</i>  <i>Botany</i>  <i>Chemistry</i>  <i>History</i>  <i>English</i></p>	<p><i>PRESCRIBED:</i></p> <p><i>Psychology</i>  <i>Teaching</i>  <i>Ecology</i></p> <p><i>ELECTIVE:</i></p> <p><i>Latin</i>  <i>German</i>  <i>History</i>  <i>Physiography</i>  <i>English</i>  <i>Civics</i></p>

\* The numerals 2 and 3 indicate the number of exercises a week.

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## SECOND YEAR

FALL TERM	WINTER TERM	SPRING TERM
<p><i>PRESCRIBED:</i> Teaching Grammar</p> <p><i>ELECTIVE:</i> Latin German Physiography History Physics Zoölogy Sociology</p>	<p><i>PRESCRIBED:</i> Teaching Geography</p> <p><i>ELECTIVE:</i> Latin German History Physics Zoölogy</p>	<p><i>PRESCRIBED:</i> Philosophy of Education History of Education</p> <p><i>ELECTIVE:</i> Latin German History Physics Physiology Economics</p>

These graduates are divided into two groups.

§ I. Those taking a general course and intending to prepare for grade positions or principalships. The larger number of students take this course, and it is recommended to all who do not show marked ability for special work.

§ II. Those taking a special course. While it is better that the high school teacher be a college graduate, many high schools will employ graduates of advanced courses in Normal Schools. For those graduates of high schools who possess marked scholarly attainments and ability and who wish to prepare to teach in high schools, the Eastern Illinois State Normal School offers a strong course.

## THREE YEARS' COURSE

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

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



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## FOUR YEARS' COURSE

### Entrance

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

### FIRST YEAR

FALL TERM	WINTER TERM	SPRING TERM
<p><i>PRESCRIBED:</i>  <i>Botany</i>  <i>Arithmetic</i>  <i>Reading</i> [3]  <i>Music</i> [2]  <i>Drawing</i> [2]</p> <p><i>ELECTIVE:</i>  <i>Grammar</i>  <i>Latin</i>*</p>	<p><i>PRESCRIBED:</i>  <i>Botany</i>  <i>Arithmetic</i>  <i>Reading</i> [3]  <i>Music</i> [2]  <i>Drawing</i> [2]</p> <p><i>ELECTIVE:</i>  <i>Grammar</i>  <i>Latin</i></p>	<p><i>PRESCRIBED:</i>  <i>Algebra</i>  <i>Geography</i>  <i>Reading</i> [3]  <i>Music</i> [2]  <i>Drawing</i> [2]</p> <p><i>ELECTIVE:</i>  <i>Rhetoric</i>  <i>Latin</i></p>

### SECOND YEAR

FALL TERM	WINTER TERM	SPRING TERM
<p><i>PRESCRIBED:</i>  <i>Algebra</i>  <i>Geography</i>  <i>English</i></p> <p><i>ELECTIVE:</i>  <i>Latin</i>  <i>Zoology</i>  <i>History</i></p>	<p><i>PRESCRIBED:</i>  <i>Geometry</i>  <i>Geography</i>  <i>English</i></p> <p><i>ELECTIVE:</i>  <i>Latin</i>  <i>Zoology</i>  <i>History</i></p>	<p><i>PRESCRIBED:</i>  <i>Geometry</i>  <i>English</i>  <i>Physiology</i></p> <p><i>ELECTIVE:</i>  <i>Latin</i>  <i>Geography</i>  <i>History</i></p>

\* Students electing Latin in the first year are required to take *Methods in Grammar* for one term before graduation.

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## THIRD YEAR

FALL TERM	WINTER TERM	SPRING TERM
<p><i>PRESCRIBED:</i>  <i>Physics</i>  <i>History</i>  <i>Methods</i>  <i>or Elective</i></p> <p><i>ELECTIVE:</i>  <i>Latin</i>  <i>German</i>  <i>English</i>  <i>Algebra</i></p>	<p><i>PRESCRIBED:</i>  <i>Physics</i>  <i>History</i>  <i>Methods</i>  <i>or Elective</i></p> <p><i>ELECTIVE:</i>  <i>Latin</i>  <i>German</i>  <i>English</i>  <i>Solid Geometry</i></p>	<p><i>PRESCRIBED:</i>  <i>Physics</i>  <i>Civil Government</i>  <i>Teaching</i>  <i>or Elective</i></p> <p><i>ELECTIVE:</i>  <i>Latin</i>  <i>German</i>  <i>English</i>  <i>Astronomy</i></p>

## FOURTH YEAR

FALL TERM	WINTER TERM	SPRING TERM
<p><i>PRESCRIBED:</i>  <i>Psychology</i>  <i>Teaching</i></p> <p><i>ELECTIVE:</i>  <i>Latin</i>  <i>German</i>  <i>History</i>  <i>Sociology</i>  <i>Chemistry</i></p>	<p><i>PRESCRIBED:</i>  <i>Psychology</i>  <i>Teaching</i></p> <p><i>ELECTIVE:</i>  <i>Latin</i>  <i>German</i>  <i>History</i>  <i>History of</i>  <i>Education</i>  <i>Chemistry</i></p>	<p><i>PRESCRIBED:</i>  <i>Psychology</i>  <i>Phil. of Education</i></p> <p><i>ELECTIVE:</i>  <i>Latin</i>  <i>German</i>  <i>History</i>  <i>Economics</i>  <i>Ecology</i>  <i>Teaching</i></p>

## DESCRIPTIVE OUTLINE

### *Psychology*

THE first aim in this subject is to see that the student possesses a body of properly classified psychological knowledge, and to give him a proper method of acquiring such knowledge. His attention is directed to the working of his own mind in such a manner as to make

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introspection fairly accurate. He is also directed to study the process of mental action in others as manifested in conduct. The student is introduced to the works of trained observers of the human mind that he may see through their eyes and thus correct his own somewhat crude observations.

Finally a careful application of the principles discovered and acquired is made to the problem of teaching. It is impressed upon the student that a scientific statement of the psychological principle is a much easier thing than its ready application to the learning mind.

## *The Department of Education and Training*

THE chief objects of this department are:

§ I. To give the student a clear insight into the educational bearing and value of the various subjects of the common school curriculum.

§ II. To furnish the conditions for the student to demonstrate by observation and practice his fitness or unfitness for the teaching act—this fitness or unfitness to be measured by the following standards:

1. *Natural gifts and personality.*
2. *Knowledge of the subjects to be taught.*
3. *Knowledge of the child.*
4. *Knowledge of the means and methods by which the child and the truth are to be brought into the most economic and fruitful relation to each other.*

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

### § I. *EDUCATIONAL INSIGHT.*

[a] By *method* work in the various subjects which find a place in the curricula of the common and secondary schools. The method of the subject is given in connection with the teaching of the subject itself and by the regular teacher of that subject. Method is the form which the

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teacher gives to the truth to make it accomplish its educational end in the most economic way. It is the form and not the substance. It is best taught in connection with the teaching of the subject.

[b] By a study of those subjects which form the foundation of educational theory and practice:

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

## § II. TRAINING.

1. *OBSERVATION.* A model practice school consisting of eight grades, with four critic teachers and a supervisor in charge, affords an opportunity for the student to observe daily recitations given by the critic teachers. At least one term of such observation will be required of the candidate before he is allowed to teach.

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

### *The Practice School*

#### *ITS PLAN AND PURPOSE*

THE value of this observation and teaching will depend upon the conditions under which they are done.

It is the purpose of the practice school to furnish favorable conditions. The school, consisting of eight grades of twenty pupils each, resembles in its essential features the common graded school.

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

*MODEL WORK.* The critic teachers in charge of the various grades teach classes during the morning sessions. It is this teaching which the students are required to observe. One of the most prolific causes of disaster is a failure on the part of the worker to know what good work is. It is believed that this observation will give the student teachers standards of excellence by which they may test the success of their own work. "Learning to teach by teaching" is more or less of a blind process without these standards.

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

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

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## *English Grammar*

### § I

1. The relation of language work to technical grammar.
  - [a] Acquiring reasons for the work done without reasons during the language period.
  - [b] Preparation for the study of literature.
  - [c] Preparation for the study of other languages.
2. The study of the sentence.
  - [a] As to meaning.
  - [b] As to structure.
3. The separation of the sentence into its clause and phrase elements.
4. The separation of the sentence into its word elements, or parts of speech.
5. Particular attention to the relative importance of the properties of the parts of speech.
6. Drill in application.
7. Discussion of selection, arrangement and presentation of language work.

### § II

1. History and structure of the language.
2. The manner in which the construction of the sentence fulfils the end of language.
3. Verb-phrases.
4. Infinitives and participles.
5. English idioms, their growth from natural expressions and their value in sentences.
6. Study of a literary selection from the standpoint of grammar.
7. Essay on some grammatical subject.
8. Discussion of method in language work in the intermediate and grammar grades.

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## *Rhetoric*

1. Contraction of clauses and phrases and the substitution of word elements.
2. Expansion of word and phrase elements and the substitution of clauses.
3. The nature and structure of the paragraph.
4. The relation of the paragraph to the theme.
5. The choice of a subject and the analysis and development of themes.
6. Rhetorical characteristics of the kinds of discourse, descriptive, narrative and argumentative.
7. Under the qualities of style, especial attention is given to the following points: Choice of words, the relation of literature to rhetoric, clearness, unity and elegance.
8. Writing, discussion and criticism of themes.

## *Literature*

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

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

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

## § I

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

## § II

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

## § III

1. The drama: The Merchant of Venice, Macbeth, King Lear.
2. Discussion of the other dramas assigned to be read out of class.

### *Reading*

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

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



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

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

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

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

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

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

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# A Catalogue of the Eastern

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## *Latin*

**B**ENNETT'S The Foundations of Latin.  
Greenough, Dodge, and Daniell's Second Year  
Latin Book.

Latin Grammar.

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

Cicero, six orations.

Skeat's Etymological Dictionary, Student's Edition.

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

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

Virgil's *Æneid*, six books.

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

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

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

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# Illinois State Normal School

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## *German*

**J**OYNES - Meissner's German Grammar.  
Joynes' German Reader.  
Hauff's Das Kalte Herz.

Schiller's Wilhelm Tell.

Goethe's Hermann und Dorothea.

Wenckebach's Die Schönsten Deutschen Lieder.

Harris' German Composition.

For Sight Reading—

Hillern's Höher als die Kirche.

Storm's Immensee.

Heyse's L'Arrabbiata.

And other easy texts.

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

## *Arithmetic*

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

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training. Pure quantitative reasoning begins and ends with equations. Therefore it is insisted from the first that all work, except that which is purely drill, shall be in equational form.

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

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

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

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

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

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

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

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

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## *Algebra*

**T**HIS course extends through three terms. The first two are required and the third elective.

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

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

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

## *Geometry*

**T**HREE terms are given to this course, which includes plane and solid geometry. Analysis of a demonstration, showing steps and their logical connection. Demonstrations compared to this type form until the order of proof is thoroughly mastered. Much time given to original exercises. Careful statement of definitions and principles. The chief aims are to cultivate logical habits

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of thought and the power of brief, connected argument. Wells' Essentials of Plane and Solid Geometry is the text.

### *Geography*

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

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

To be an intelligent general reader one needs to "carry his atlas in his head." Realizing this, much stress is laid on the reading and drawing of maps. The blackboard is in constant use for sketches, sections, diagrams, and maps. The pupil is trained to see maps and to read them properly, and the proof of good seeing is in good memory drawing. This rapid memory work and command of the chalk gives the young teacher a power that can not be overestimated, not only in the use of the chalk in illustrative work before the class, but in making him master of location, and hence a much more competent general reader.

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

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# Illinois State Normal School

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## § I. *PHYSIOGRAPHY*

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

## § II. *METEOROLOGY*

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

## § III. *GENERAL GEOGRAPHY*

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

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

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

## *Physical Science*

### § I. PHYSICS

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

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

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

A fair start is made in the way of apparatus, some of the better pieces being an electric lantern for projections, a fine imported short beam balance, a spectroscope, a Wims-



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hurst electrical machine, photographic cameras, including an outfit for doing the McDonald color photography. In connection with the laboratory is a well-equipped shop, with tools and lathes for working in wood and metal, making possible the construction of much of the necessary apparatus.

## § II. CHEMISTRY

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

## *Biology*

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

The courses will be arranged as follows:

### § I. GENERAL BOTANY

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

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

## § II. *ECOLOGY*

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

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

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## § III. ZOOLOGY

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

## § IV. PHYSIOLOGY

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

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

## *History*

### § I. PRESCRIBED

1. **A** MERICAN History and Government, one year. Offered in the third year of the Four Years' Course.
2. Methods in History, one term. Offered in the second year of the High School Graduates' Course.

### § II. ELECTIVE

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

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

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

The instruction in History will aim to lay the foundation for a serious study of the subject. This implies (1) habits of accuracy in dealing with historical facts; (2) acquaintance with representative historical literature; (3) some familiarity with the methods and spirit of historical research; (4) some insight into the nature of historical truth. Entertainment, ideals of life and conduct, inspiration are to be sought, but not too exclusively. An attempt will be made to develop a conception of History from the works of the great historians, and to show the relation of such a conception to History in the curriculum of the common school. This does not mean that purely educational considerations are to be ignored, or that the teacher's point of view is to be lost. But it is believed that materials for School History can be selected with due regard to a conviction that History has rights as well as Pedagogy. Current methods of teaching History in the grades and up through the secondary school will be studied and illustrated, together with the special literature of the subject. A critical examination of historical text-books will be attempted and the characteristics of a good text noted. The various special aids and appliances useful to historical workers will be exhibited.

### *Drawing*

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

It is thought that with our present educational system, the part of the subject which will be of greatest value to the teacher is not that which he may teach again

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# Illinois State Normal School

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in his own school, but, first, that which will enable him to draw quickly and correctly from sight, memory, or imagination, anything that will add interest or force to his school work; and second, that which makes for his own esthetic culture.

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

## § I. ILLUSTRATIVE ART

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

1. Study of type from solid and natural forms.
2. Practice in application of principles by [a] drawing at sight from the objects; [b] drawing from memory on paper and the blackboard.
3. Problems in perspective or drawing from imagination (a) on paper, time unlimited; (b) on the blackboard, time sketches.
4. Elements of light and shade.

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

## § II. DECORATIVE ART

The culture which comes from the study of beautiful forms of art must be experienced to be appreciated, and its value is not, therefore, so evident as that of illustrative art. Nevertheless, the development of this line of education has an extremely practical application to the lives and industries of the people, and when it becomes general in our schools, so that its influence is widely felt, we may expect America to take equal rank with the old world in the beauty and value of its manufactured products. In the meantime our teachers, at least, must not be wholly ignorant of the laws of beauty and the progress of the world along these lines.

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## § III. COURSE OF STUDY

The first two terms will be taken up with work in black and white. From a simple outline drawing, to a more finished one in light and shade.

Work will be done from objects, flowers, fruit and vegetables, type forms, composition, outdoor sketching, pose, and casts. The last term will be devoted to color work, water colors being the medium, and the idea of drawing in color will be given. Pottery, flowers, fruit and vegetables, still life, and outdoor sketching will be the line of work.

The drawing room is well filled with tables, casts, and objects for work.

### *Music*

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

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

### *The Library and Reading Room*

THE library occupies two spacious, well-lighted rooms in the southwest corner of the ground floor of the building.

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

Books in circulation are kept in a stack room which is furnished with tables and chairs for the use of students, all of whom are allowed access to the shelves.

The library has a dictionary card catalogue and the books are classified according to the Dewey decimal system.

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Two trained librarians are in charge giving necessary aid and instruction to students in the use of books.

## *Library Science*

THE legislature of the State of Illinois has made provision for school libraries by allowing directors the privilege of such a purchase from school funds remaining after all necessary expenses are paid.

There should be the assurance that those in charge of the schools shall know the value of these libraries and understand their use and administration.

Realizing the need of special preparation for this work an effort has been made to outline a practical course of instruction in the use, selection, and care of books.

### § I. COURSE OF STUDY

1. Selection and ordering of books.
2. Accession record.
3. Classification.
4. Book numbers.
5. Cataloguing.
6. Shelf department.
7. Mechanical preparation of books for the shelves.
8. Charging system.
9. Reference.
10. Binding.
11. Repairing.
12. Miscellaneous subjects.
  - [a] Supplies or library tools.
  - [b] Handwriting.
  - [c] Scrap books.
  - [d] Agencies.
  - [e] Traveling libraries.
  - [f] Children's reading.
  - [g] Provisions made by the State for creating and maintaining school libraries and the relations of libraries to schools.
  - [h] General rules governing the use of the library.

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## *Christian Associations*

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



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# Illinois State Normal School

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## Students

### GRADUATES

Caldwell, William A.	<i>Neoga</i>
Davis, Martha Wiley	<i>Charleston</i>
Doyle, Edna	<i>Lerna</i>
Haley, Nelle	<i>Arcola</i>
Iles, I. Victor	<i>Dudley</i>
Neal, Gertrude	<i>Charleston</i>
Scheytt, Clara Johannah	<i>Charleston</i>
Shoemaker, Theodora	<i>Charleston</i>
Slemons, Antoinette Lydia	<i>Paris</i>
Vail, Frances De Celta	<i>Charleston</i>
White, Millie Esther	<i>Charleston</i>

### ONE YEAR COURSE FOR COLLEGE GRADUATES

Caldwell, William A.	<i>Neoga</i>
Davis, Martha Wiley	<i>Charleston</i>
Neal, Gertrude	<i>Charleston</i>

### SPECIAL STUDENTS

Cofer, Mrs. H. P.	<i>Charleston</i>
Dunlavy, Mrs. E. Amanda	<i>Mitchell, Ind.</i>
Dunlavy, George W.	<i>Mitchell, Ind.</i>
Whiting, Theodosia U.	<i>Aurora</i>

### NORMAL SCHOOL GRADUATE

Little, Rose M.	<i>Cartersburg, Ind.</i>
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### SATURDAY STUDENTS

Honn, Edward Franklin	<i>Charleston</i>
Neal, Orra	<i>Charleston</i>
Guiney, Ella M.	<i>Charleston</i>

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## *FOURTH YEAR OF FOUR YEARS' COURSE*

Iles, I. Victor	<i>Dudley</i>
Askin, Harry	<i>Kansas</i>

## *SECOND YEAR OF TWO YEARS' COURSE*

Doyle, Edna	<i>Lerna</i>
Haley, Nelle	<i>Arcola</i>
Scheytt, Clara Johannah	<i>Charleston</i>
Shoemaker, Theodora	<i>Charleston</i>
Slemons, Antoinette Lydia	<i>Paris</i>
Vail, Frances De Celta	<i>Charleston</i>
Wallace, John	<i>Oakland</i>
White, Millie Esther	<i>Charleston</i>

## *FIRST YEAR OF TWO YEARS' COURSE*

Allison, Vinnie May	<i>Mattoon</i>
Bails, Nora	<i>Charleston</i>
Balter, Gertrude Annette	<i>Charleston</i>
Balter, Ida Christina	<i>Charleston</i>
Barnes, Callie Irene	<i>Charleston</i>
Burke, Jessie Alice	<i>Geneva, Ind.</i>
Butler, Florence Elton	<i>Charleston</i>
Clark, Helen M.	<i>Sullivan</i>
Dougherty, Philip	<i>Charleston</i>
Doyle, Eliza	<i>Lerna</i>
Edman, Frances	<i>Charleston</i>
Foster, Sylvia Steidley	<i>Girard</i>
Gaiser, Katherine	<i>Charleston</i>
Gordon, Charles C.	<i>Lawrenceville</i>
Harding, Gertrude	<i>Charleston</i>
Harker, Martha Josephine	<i>Peoria</i>
Harris, William	<i>Moweaqua</i>
Heilig, Mabel Pearl	<i>Paris</i>
Hughey, Leta	<i>Decatur</i>
James, William Edwin	<i>Oakland</i>
Jones, Estella	<i>Mattoon</i>
Lycan, Lydia Belle	<i>Dudley</i>

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# Illinois State Normal School

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Maxey, Elsie Cushman	<i>Charleston</i>
Miles, William Harmon	<i>Charleston</i>
Montgomery, Emily	<i>Charleston</i>
Moore, Margaret Florence	<i>Charleston</i>
Murphy, Jeannette	<i>Charleston</i>
Myers, Susan	<i>Charleston</i>
Parker, Mrs. Dollie Frisbie	<i>Charleston</i>
Pickering, Osee	<i>Mattoon</i>
Potts, Florence Henrietta	<i>Le Roy</i>
Rice, Mary L.	<i>Mattoon</i>
Shannon, Mary	<i>Mattoon</i>
Shea, Joanna Josephine	<i>Paris</i>
Sims, Nelle	<i>Charleston</i>
Story, Savannah	<i>Sullivan</i>
Whisnand, Mary Agnes	<i>Charleston</i>
White, Mahala	<i>Charleston</i>
Woodson, Elsie	<i>Charleston</i>
Zink, Bertram	<i>Kansas</i>

## *SECOND YEAR OF THREE YEARS' COURSE*

De Wolfe, Lucy Leonora	<i>Assumption</i>
Galbreath, Hattie Maud	<i>Ashmore</i>
Hopkins, Georgia	<i>Metcalfe</i>
Leitch, Ira A.	<i>Charleston</i>
Linebarger, Ethel May	<i>Hume</i>
Parks, Laura Anna	<i>Dexter</i>
Riggins, John Alfred	<i>Hutton</i>
Shoemaker, Eva May	<i>Charleston</i>
Shy, Nelle	<i>Kansas</i>
Ward, Jennie	<i>St. Mary's, Ind.</i>

## *FIRST YEAR OF THREE YEARS' COURSE*

Bubeck, Charles M.	<i>Marshall</i>
Fiock, Edward Jacob	<i>Olney</i>
Fishback, William M.	<i>Marshall</i>
Fitch, Thomas	<i>Neadmore</i>
Harrah, Edith Augusta	<i>Charleston</i>
Milholland, Arthur	<i>Charleston</i>

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## SECOND YEAR OF FOUR YEARS' COURSE

Alexander, Earl Ernest	<i>Charleston</i>
Anderson, James Lewis	<i>Virginia</i>
Ashworth, Jessie Luella	<i>Mattoon</i>
Baker, James G.	<i>Janesville</i>
Benepe, Ariel Winneford	<i>Assumption</i>
Benepe, Edythe Ardis	<i>Assumption</i>
Brewer, John Lewis	<i>Charleston</i>
Clancy, Effie	<i>Lerna</i>
Dorris, Sylvanus Alpheus	<i>Isabel</i>
Doty, Goldia Ozeta	<i>Lerna</i>
Freeman, Ernest Nelson	<i>Charleston</i>
Goggin, Florence Isabel	<i>Arcola</i>
Harrah, Hattie A.	<i>Charleston</i>
Hashbarger, Clara Belle	<i>Arcola</i>
Henderson, Frank	<i>Isabel</i>
Holsapple, Ernest Claude	<i>Toledo</i>
Holsapple, Guy Garfield	<i>Toledo</i>
Jenkins, Orvis	<i>Charleston</i>
Leitch, Etta	<i>Lerna</i>
Lord, William James	<i>Oconee</i>
Lumbrick, Arthur	<i>Charleston</i>
Mason, Carrie B.	<i>Lerna</i>
McDonald, Birdie Alice	<i>Charleston</i>
McDonald, Elmer	<i>Lerna</i>
McDonald, Hettie	<i>Lerna</i>
McDonald, Louis Love	<i>Charleston</i>
McGinley, Ebner	<i>Moweagua</i>
McKittrick, Margaret Augusta	<i>Tower Hill</i>
McMichael, George Alexander	<i>Lerna</i>
McNutt, Wade	<i>Oconee</i>
McVey, Mariem	<i>Charleston</i>
Miller, Ethel	<i>Lerna</i>
Miner, Daisy	<i>Charleston</i>
Montgomery, C. E.	<i>Mattoon</i>
Moon, May	<i>Hayes</i>
Moore, Grace Edith	<i>Charleston</i>
Payne, Claudia Laura	<i>Boos</i>

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Pfarr, Nora	<i>Charleston</i>
Phillips, Alonzo B.	<i>Hazeldelle</i>
Poole, Anna Belle	<i>Charleston</i>
Reed, Thomas Riley	<i>Charleston</i>
Reeder, John Corwin	<i>Humboldt</i>
Rodgers, Ralph Burney	<i>Janesville</i>
Sargent, St. John	<i>Hutton</i>
Stallings, Eura	<i>Charleston</i>
Stewart, Charles Sumner	<i>Charleston</i>
Teepell, Elizabeth Ann	<i>Loxa</i>
Teepell, Mary Emma	<i>Loxa</i>
Wade, William Edwin	<i>Redmon</i>
Wallace, Charles	<i>Charleston</i>
Waltrip, Michael	<i>Charleston</i>
Weaver, Everett	<i>Harrisburg</i>
Williams, Minnie May	<i>Rardin</i>
Williams, Nettie C.	<i>Charleston</i>
Wright, Effa	<i>Paris</i>
Wright, Essa Mabel	<i>Paris</i>

## *FIRST YEAR OF FOUR YEARS' COURSE*

Adams, Stella	<i>Kidley</i>
Adkins, Curtis	<i>Charleston</i>
Alexander, Charles	<i>Oakland</i>
Alexander, Flora May	<i>Charleston</i>
Allen, Orris Thomas	<i>Brocton</i>
Archer, John J.	<i>Charleston</i>
Armstrong, John William	<i>Bethany</i>
Ashby, Grace	<i>Charleston</i>
Ashmore, Etha Belle	<i>Ashmore</i>
Ashworth, Flora	<i>Mattoon</i>
Baird, Bina R.	<i>Etna</i>
Balch, Ellen Mabel	<i>Lerna</i>
Bates, Luella	<i>Charleston</i>
Beasley, Lillie Evaline	<i>Hindsboro</i>
Bennett, Lizzie Belle	<i>Oilfield</i>
Best, Bertha Opal	<i>Janesville</i>
Bond, Cora Frances	<i>Irving</i>

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## A Catalogue of the Eastern

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Bowers, William	<i>Chapin</i>
Bronson, George Cattlet	<i>Indianola</i>
Butler, Odessa Blanche	<i>Diona</i>
Butler, Owen C.	<i>Diona</i>
Carnes, Datie	<i>Ashmore</i>
Carpenter, Mary Rebecca	<i>Prairie Home</i>
Chapman, Frances Mabel	<i>Nokomis</i>
Chism, Jessie Elizabeth	<i>Charleston</i>
Christeson, Claude Guy	<i>Lerna</i>
Clayton, Lu	<i>Humboldt</i>
Coffey, Ellis	<i>Warrenton</i>
Connelly, Grace May	<i>Ashmore</i>
Coon, Mary Willis	<i>Charleston</i>
Cuppy, Bessie	<i>Kemp</i>
Deckard, Edna May	<i>Etna</i>
De Wolf, John C.	<i>Assumption</i>
Dillon, Edna Ethel	<i>Scotland</i>
Douglas, Nellie	<i>Midway</i>
Duvall, Izora	<i>Lerna</i>
Echard, Grace Elizabeth	<i>Charleston</i>
Elledge, Omer	<i>Charleston</i>
Elrod, Clara Belle	<i>Trilla</i>
Finley, Charles William	<i>Cook's Mills</i>
Fitch, Thomas	<i>Neadmore</i>
Fulton, Clara Alma	<i>Camargo</i>
Funkhouser, Flora Lousetta	<i>Lerna</i>
Funkhouser, James Lee	<i>Lerna</i>
Gaiser, Joseph Edmund	<i>Charleston</i>
Galbreath, Joe	<i>Ashmore</i>
Gammill, May Elizabeth	<i>Trilla</i>
Gannaway, Lelia Maude	<i>Mattoon</i>
Gerard, Vergil Himelton	<i>Charleston</i>
Gerard, William Rush	<i>Charleston</i>
Gerhart, Fred Cleveland	<i>Birds</i>
Gideon, Clyde Ambrose	<i>Lerna</i>
Gillis, Alice Delle	<i>Brocton</i>
Gillogly, Elda May	<i>Brocton</i>
Goble, Dora Alma	<i>Union Center</i>

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# Illinois State Normal School

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Goodwin, Georgia	<i>West Union</i>
Graham, Margaret	<i>Fillmore</i>
Grant, Maggie	<i>Charleston</i>
Griffith, Ferne Louise	<i>Charleston</i>
Hackley, Gertrude	<i>Lerna</i>
Hackley, Zora	<i>Lerna</i>
Hagemeyer, Bartlett	<i>Butler, Ky.</i>
Harris, Charles Eugene	<i>Alhambra</i>
Harwood, Clarence Hugh	<i>Campbell</i>
Hashbarger, Edna	<i>Arcola</i>
Heddins, Ruby	<i>Charleston</i>
Henderson, Charley Wilson	<i>Isabel</i>
Hickman, Wilber Henry	<i>Grand View</i>
Highland, Florence	<i>Charleston</i>
Hill, Joseph E.	<i>Fair Grange</i>
Hilligoss, George L.	<i>Charleston</i>
Hogue, Emma	<i>Oakland</i>
Howard, Walter A.	<i>Henton</i>
Huber, Maud Alda	<i>Charleston</i>
Hunter, Nettie Eldena	<i>Ramsey</i>
Jeffris, Stella	<i>Lerna</i>
Jolley, Harvey A.	<i>Lake City</i>
Knapp, Anna	<i>Tuscola</i>
Lacy, Lulu May	<i>Neoga</i>
La Rue, Ruth Ann	<i>Etna</i>
Lippincott, Ruth L.	<i>Charleston</i>
McAdams, Henry	<i>Warrenton</i>
McDanel, Claud	<i>Oakland</i>
McGuire, Maud Isabel	<i>Maroa</i>
McKelvie, Mary Jane	<i>Mattoon</i>
McVey, Bessa V.	<i>Charleston</i>
Merritt, Myrtle E.	<i>Charleston</i>
Michael, Melissa Pearl	<i>Mattoon</i>
Milburn, Fred C.	<i>Charleston</i>
Milholland, Grace E.	<i>Lerna</i>
Milholland, J. Edgar	<i>Charleston</i>
Mitchell, Bessie Anna	<i>Charleston</i>
Monts, Robert Lee	<i>Charleston</i>

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## A Catalogue of the Eastern

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Moore, Celestia Pearl	<i>Ashmore</i>
Moore, Della	<i>Ashmore</i>
Moore, Halene Florence	<i>Ashmore</i>
Mose, Samuel Jesse	<i>Beulah</i>
Neblic, A. Mabel	<i>Indianola</i>
Nickles, Theodore E.	<i>Charleston</i>
Odell, Elizabeth	<i>Lerna</i>
Odell, Margaret	<i>Lerna</i>
Oliver, Grover	<i>Charleston</i>
Overholser, Nora	<i>Charleston</i>
Parkison, William Maurice	<i>Charleston</i>
Pear, Lelia	<i>Paris</i>
Pennington, John	<i>Bradbury</i>
Piatt, Agnes	<i>Humboldt</i>
Reeder, Sylvia Anna	<i>Humboldt</i>
Reeds, Ida Belle	<i>Hindsboro</i>
Rennels, Ivory Franklin	<i>Charleston</i>
Roberts, Herbert Devol	<i>Ashmore</i>
Robinson, Florence Orpha	<i>Prairie Home</i>
Rodgers, Edna Alice	<i>Neoga</i>
Rodgers, Edyth Christina	<i>Janesville</i>
Rosebraugh, Jessie Ethel	<i>Charleston</i>
Rosebraugh, Robert	<i>Charleston</i>
Russell, Katie M.	<i>Assumption</i>
Sager, Frank	<i>Isabel</i>
Sargent, Paul T.	<i>Hutton</i>
Scheytt, George S.	<i>Charleston</i>
Shumaker, Alonzo Emery	<i>Birds</i>
Smith, Arthur	<i>Loxa</i>
Stallings, Oren E.	<i>Charleston</i>
Stanberry, Jesse Oscar	<i>Diona</i>
Stanfield, Adrian C.	<i>Scotland</i>
Stephenson, Jesse Joel	<i>Charleston</i>
St. John, Luther	<i>Charleston</i>
Stratton, Geneva	<i>Logan</i>
Stratton, Lida	<i>Logan</i>
Swango, Fred Harrison	<i>Charleston</i>
Talbott, Hannah Monroe	<i>Loxa</i>



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## Illinois State Normal School

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Tate, Benjamin W.	<i>Bogota</i>
Thissell, Bessie Inez	<i>Charleston</i>
Troup, Bernard L.	<i>Paris</i>
Turner, Imogene	<i>Charleston</i>
Tweedy, Bertha Mae	<i>Paris</i>
Vigles, Maude Elizabeth	<i>Lake City</i>
Wall, Mayme Margaret	<i>Humboldt</i>
Wallace, Minnie Elvira	<i>Charleston</i>
Watson, Grace L.	<i>Ridgefarm</i>
Webb, Fred	<i>Cook's Mills</i>
Weber, Carrie E.	<i>Charleston</i>
Weis, Joseph Stanley	<i>Coles</i>
Wiley, Bessie	<i>Charleston</i>
Wilson, Ethel E.	<i>Neoga</i>
Young, Eva N.	<i>Effingham</i>

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# A Catalogue of the Eastern

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## Pupils in Model Schools

### *NINTH GRADE*

Black, Paul	Evans, Minnie	Phipps, Charles
Bidle, George	Gordon, Pearl	Pinnell, George
Claybaugh, Janette	Gray, Helen	Riggins, John
Cooper, Belle	Hamill, Alma	Snider, Jessie
Curd, Lucile	Jenkins, Bessie	Spilman, Lila
Dorn Blazer, Mary	Jenkins, Goldie	Talbott, Chambers
Echard, Lola	Jones, Leonard	Winkleblack, John

### *EIGHTH GRADE*

Carnes, Edith	Garrison, Grace	Stites, Myrtle
Clark, Elmer	Merritt, Ella	Smith, Lulu
Cottingham, Harry	Milholland, Howard	Turner, Clifford
Etnire, Jessie	Richards, Lucy	White, Effie
Fasig, Ethel	Snider, Helen	Woodson, Alvin
Fasig, Lois	Snider, Catherine	
Finch, Ervin	Stallings, Edith	

### *SEVENTH GRADE*

Anderson, Coral	Gladson, Nellie	Richards, Albert
Bidle, Paul	Johns, Lenora	Scot, Neva
Birch, Ethel	Jones, Clara	Smith, Elizabeth
Brooks, Mae	Liston, Howard	Smith, Ethel
Brown, Oliver	Meyers, Benjamin	Talbott, Chambers
Eastin, Ralph	Reat, Ralph	Thompson, Mary

### *SIXTH GRADE*

Bates, Grace	Fuller, Esther	Moore, Bertha
Birch, Catherine	Hanley, Ida	Moore, Clarence
Birch, Marguerite	Hanley, Omer	Rennels, Elma
Bond, Harry	Ingram, Arthur	Rennels, Lucile
Burgner, Maud	James, Hazel	Sells, Flora
Brooks, Richard	Meyer, Rush	Stallings, John
Clark, May	McDonald, Mary	Tremble, Marguerite
Curd, Emily	Miles, Sophia	

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# Illinois State Normal School

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## *FIFTH GRADE*

Adkins, Fannie	Glassco, Hazel	Ricketts, Stella
Bush, Edith	Liston, Louise	Talbott, James
Carnes, Frances	Maxwell, Herbert	Thompson, Martha
Clark, Ada	Milholland, Herbert	Tyler, James
Clark, Ethel	Nees, Ethel	White, Pearl
Daves, Mary	Prendergast, Mary	Wiley, Ernest
Gannaway, Elsie	Phipps, Anna	Woodson, Amy
Glassco, Alice	Reat, Ivan	Vail, Isaac

## *FOURTH GRADE*

Alvey, Helen	Johnson, Howard	Rennels, Willard
Ashby, Joseph	Kenny, Helena	Stallings, Joy
Barker, William	King, Nellie	Sullivan, Margaret
Bates, Roy	McConnell, Mabel	Talbott, Newton
Butler, Lee	Miles, Le Roy	Thompson, John
Carman, Ruth	Myers, Jennie	Tooke, Roscoe
Eastin, Jack	Nieman, Walter	Walker, Lulu
Fern, Cecil	Owings, Samuel	Walker, Oren
Fitzpatrick, Harry	Record, William	Wilson, William
Galbreath, Willis	Reed, Gerald	Winter, Emily

## *THIRD GRADE*

Bennett, Laurel	Burgner, Joseph	Marshall, Henrietta
Berthold, Otis	Clark, Mildred	Phipps, Harold
Bertolet, Katie	Crews, Ruth	Prendergast, Nellie
Bidle, Ethel	Davies, Earl	Rennels, Thomas
Bidle, Mary	Galbreath, May	Wiley, Fannie
Birch, Harry	Ingram, Gertrude	Vail, John
Brightbill, Madge	Jenkins, William	

## *SECOND GRADE*

Black, Guy	Hayes, Harold	Ramsey, Josephine
Butler, Grove	King, Roy	Reed, Lloyd
Chapman, Bertha	Linder, Lewis	Rosebraugh, Esther
Duvall, Kitty	Martin, Irna	Walker, Lawrence
Ginther, Richard	McGurty, Frank	Waters, Reba
Hagemeyer, Mabel	Milholland, Paul	Wilson, Mary
Haselton, Walter	Owens, Charles	

# Illinois State Normal School

## *FIRST GRADE*

Bails, Earl	Dunn, Andrew	Record, Lula
Brown, Helen	Eastin, Edward	Ricketts, Ethel
Bruster, Mabel	Fitzpatrick, Chester	Shoemaker, James
Burgner, Orr	Fitzpatrick, Osa	Smith, Dean
Byers, Helen	Galbreath, Ruth	Stewart, Arthur
Cadle, Chester	Johnson, Merle	Talbott, Bell
Crim, Harry	Kenney, Margarite	Turner, Virgil
Davis, William	Koch, Elsa	Vail, Florence
Defenbaugh, John	Prendergast, Margarite	Wilson, Sumner

## *Summary*

Normal Department . . . . .	279
Model Schools . . . . .	<u>202</u>
	481
<i>Counted Twice</i> . . . . .	<u>2</u>
	479

## *Counties Represented, 28*

Adams, <i>Ind.</i>	Hendricks, <i>Ind.</i>	Moultrie
Cass	Jasper	Pendleton, <i>Ky.</i>
Christian	Lawrence	Peoria
Clark	Lawrence, <i>Ind.</i>	Richland
Coles	Macon	Saline
Cumberland	Macoupin	Shelby
Douglas	Madison	Vermilion
Edgar	McLean	Vigo, <i>Ind.</i>
Effingham	Montgomery	
Fayette	Morgan	

