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Bulletin - Annual Catalogue of the Third Year (1901-1902)

Eastern Illinois University

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A Catalogue of
The Eastern
Illinois State
Normal School

Charleston, Illinois.

Third Year

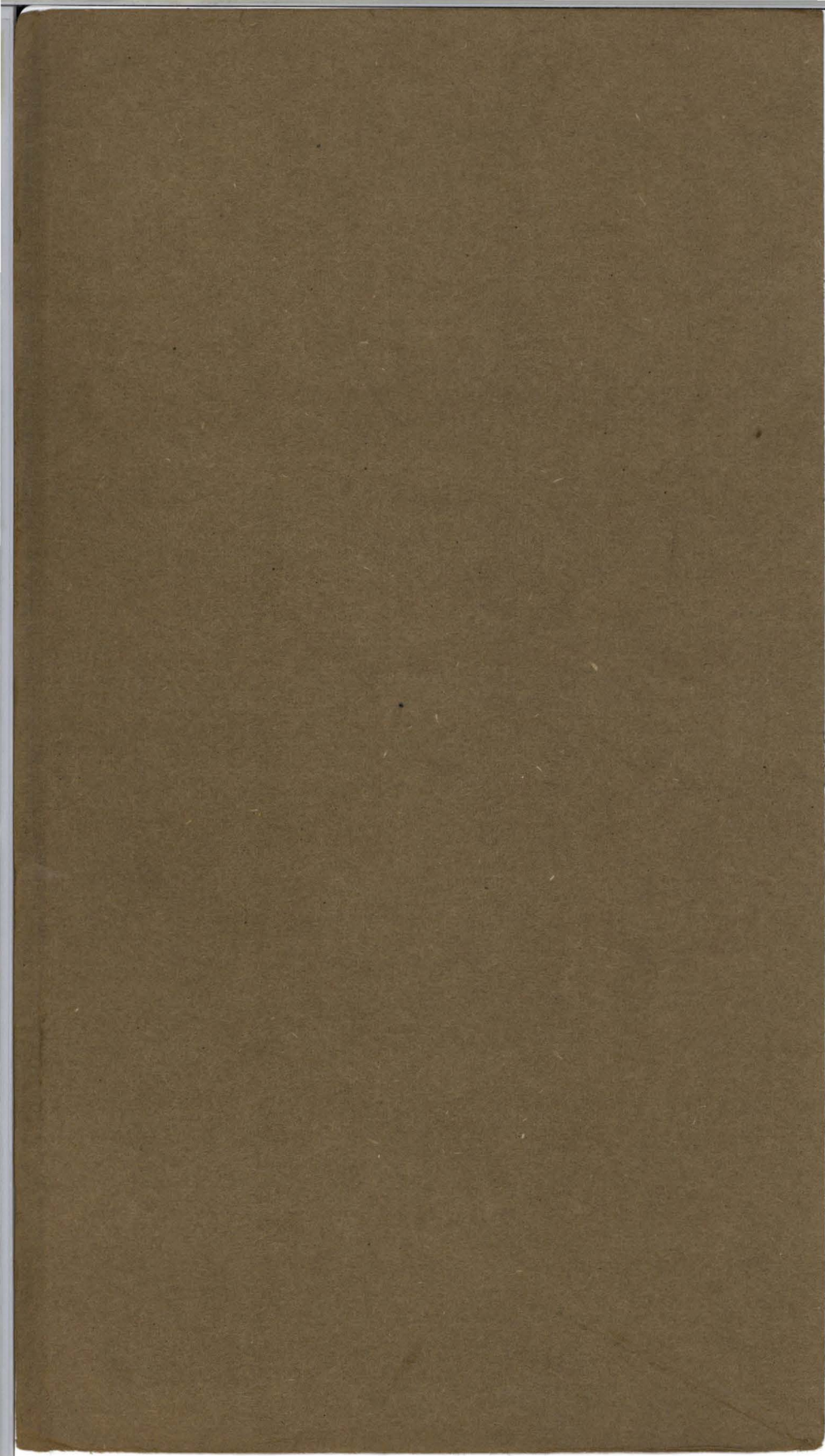
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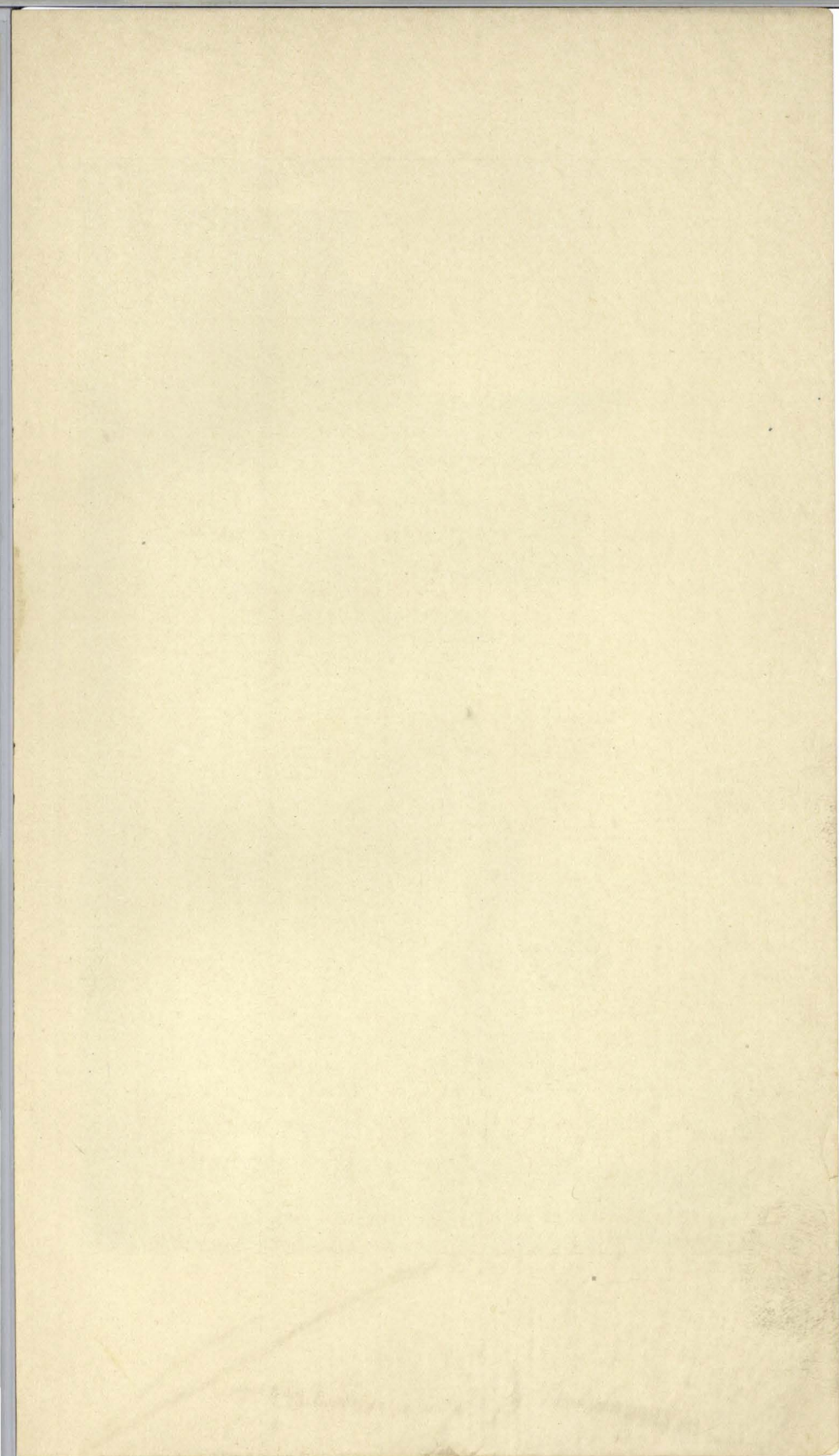
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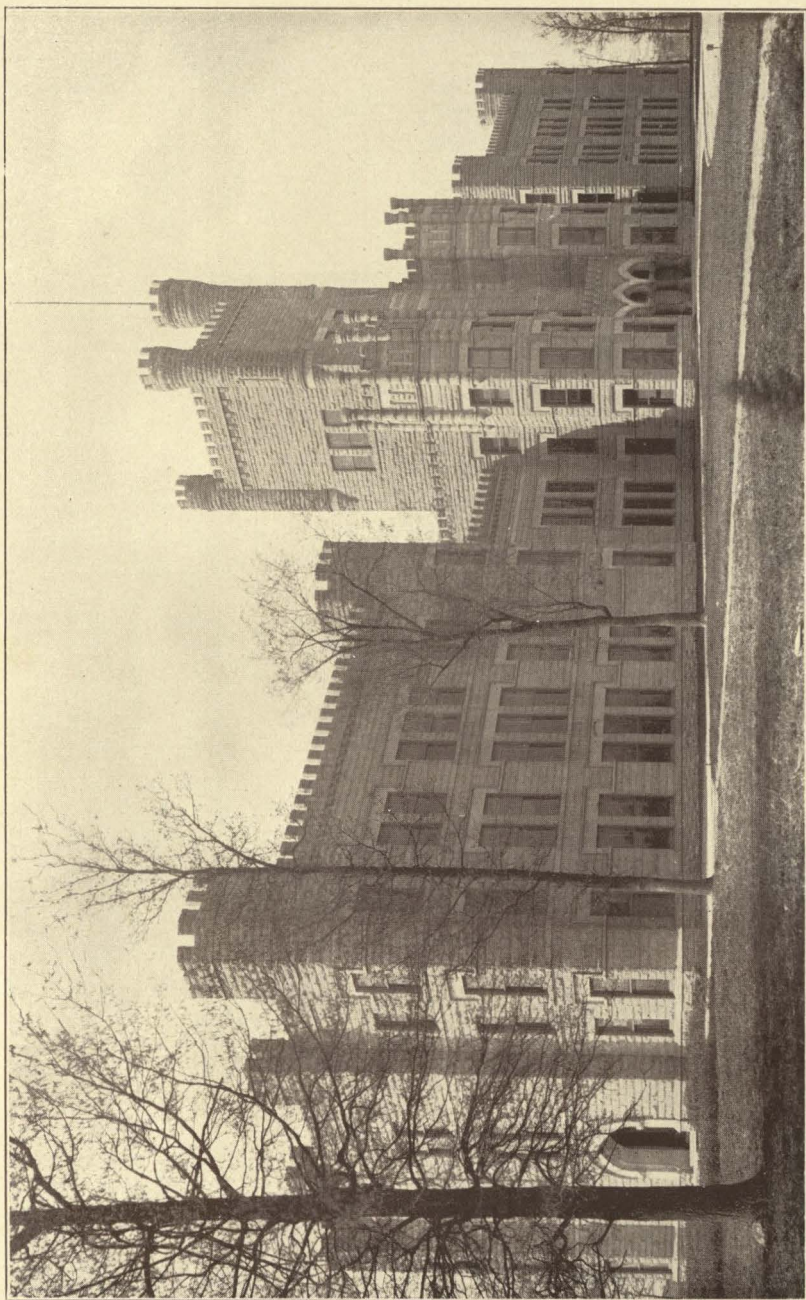
Announcements for

1902

1903







Eastern Illinois State Normal School, Charleston, Ill.

A Catalogue of
**The Eastern Illinois
State Normal School**

at
Charleston

Illinois

THIRD YEAR

1901

1902

Announcements for

1902

1903

The Rand-McNally Press
Chicago

The School Calendar

FALL TERM

1902

September 16, Tuesday	Entrance Examinations and Classification
September 17, Wednesday	Class Work begins
December 19, Friday	Fall Term ends

WINTER TERM

1903

January 6, Tuesday	Entrance Examinations and Classification
January 7, Wednesday	Class Work begins
March 24, Tuesday	Winter Term ends

SPRING TERM

March 31, Tuesday	Class Work begins
June 19, Friday	Spring Term ends

SUMMER TERM

1903

June 22, Monday	Classification
June 23, Tuesday	Class Work begins
July 31, Friday	Summer Term ends

The Board of Trustees

W. L. Kester, President	Kansas
J. H. Marshall, Secretary	Charleston
Hon. Alfred Bayliss, Superintendent of Public Instruction, <i>ex officio</i>	Springfield
C. H. Austin	Elizabethtown
J. S. Culp	Bethalto
H. G. Van Sandt	Montrose

Treasurer

Geo. H. Jeffries	Charleston
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The Faculty

LIVINGSTON C. LORD, D.P.,

President. Psychology and School Management

<i>W. M. Evans, B.S., Litt.D.,</i>	<i>English Grammar</i>
<i>Henry Johnson, A.M.,</i>	<i>History</i>
<i>Otis W. Caldwell, B.S., Ph.D.,</i>	<i>Biological Sciences</i>
<i>E. H. Taylor, B.S.,</i>	<i>Mathematics</i>
<i>Anna Piper,</i>	<i>Drawing</i>
<i>Francis G. Blair, B.S.,</i>	<i>Supervisor of Training Department</i>
<i>Friedrich Koch,</i>	<i>Music</i>
<i>Ellen A. Ford, A.M.,</i>	<i>Latin and German</i>
<i>Katharine Gill,</i>	<i>Reading and Physical Culture</i>
<i>Roswell C. McCrea, A.M., Ph.D.,</i>	<i>History and Civics</i>
<i>James A. Dewey, M.S.,</i>	<i>Physics</i>
<i>George D. Hubbard, A.M.,</i>	<i>Geography</i>
<i>Thomas H. Briggs, Jr., A.B.,</i>	<i>Rhetoric and Literature</i>
<i>Eva M. Russell, A.B.,</i>	<i>Assistant in Mathematics</i>
<i>Alice L. Pratt,</i>	<i>Critic Teacher in Grammar School</i>
<i>Charlotte Kluge,</i>	<i>Critic Teacher in Grammar School</i>
<i>Edna T. Cook,</i>	<i>Critic Teacher in Grammar School</i>
<i>Clara M. Snell,</i>	<i>Critic Teacher in Primary School</i>
<i>Charlotte May Slocum,</i>	<i>Critic Teacher in Primary School</i>
<i>Florence M. Beck, B.L.S.,</i>	<i>Librarian</i>
<i>Elizabeth Branch, B.L.S.,</i>	<i>Assistant Librarian</i>
<i>Frances E. Wetmore,</i>	<i>Registrar</i>

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

The Purpose and Plan of the School

THE function of the State in education extends of necessity to the training of teachers. A rational system of public education implies provision for securing efficiency in the teaching office. Public Normal Schools are the natural outgrowth of a policy of public education. The State is the only agency competent to meet the demands for qualified teachers imposed by its own attitude toward the instruction of its people. The object of a State Normal School is not to 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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Railroad Facilities

CHARLESTON can be reached from any station in the district in six hours. From all stations along the Big Four or Clover Leaf it can be reached in two hours or less. Trains on the Illinois Central make close connection at Mattoon; trains from the southeast make close connection at Lerna; trains from the north and the south make close connection at Paris. There are twelve passenger trains arriving daily in Charleston—four on the Clover Leaf and eight on the Big Four. Charleston is in almost the exact center of a great network of roads, two north and south roads crossing the district east of Charleston—one at Paris and one at Kansas; two crossing the district west of it—one at Mattoon and one at Windsor; one running close along the eastern border of the district; and one, the main line of the Illinois Central, running along the western border. An equal or greater number of roads cross the district from east to west, some of them north and some of them south of Charleston, several being trunk lines with numerous trains.

Pupils from Vermilion, Edgar, Clark, Crawford, and Lawrence counties, and the eastern part of Cumberland and Jasper, reach Charleston from the east, connecting with the Big Four either at Paris or Kansas, or from the northeast over the Clover Leaf; those from Clay, Marion, Fayette, Effingham, Richland, and the western part of Cumberland and Jasper, and the southern part of Shelby, reach Charleston from the southwest over the Clover Leaf; from Champaign, Moultrie, Macon, Christian, the northern half of Shelby, and the western half of Douglas, reach Charleston from the west over the Big Four.

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Expenses

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

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

Board and room can be obtained in private families for from \$2.50 to \$3.50 a week. Students renting rooms and keeping house can materially reduce the above amounts. There are flourishing students' boarding clubs at which excellent table board is furnished at the lowest possible cost. Rooms without board can be obtained for from 75 cents to \$1.50 a week. In all cases students will consult the president of the school in the choice of a boarding place.

Saturday Session

THE school holds regular sessions on Saturday, taking Monday as its weekly holiday. This plan gives teachers who have no school on Saturday opportunity of pursuing some regular work in the Normal School, and consequently promotes closer relations between the school and the teachers of the district.

Summer Session

THE demand on the part of teachers and students for an opportunity to study during a part of the summer vacation justifies the State Normal Schools in offering a short term's work during this time. The large attendance and enthusiastic work done in this school during the summer of 1901 fully warrant the continuance of these summer sessions.

The subjects offered are designed to meet the wants of:

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1. Inexperienced teachers and students of Normal Schools who wish to do work that will receive credit in the Normal Schools of Illinois in courses leading to a diploma. The program is so arranged that the student may recite twice each day in a subject, thus completing the work of a term of twelve weeks in six weeks.

2. Experienced teachers who are employed during the school year. Review courses, courses in general method, and lectures, together with observation of work in model schools are offered.

Tuition for the term of six weeks is \$6.00. Board can be obtained in clubs for about \$2.00 a week; rooms for 75 cents to \$1.50 a week; board and room in private family from \$2.75 a week to \$3.50 a week. All text-books are furnished to students of the summer school free of charge.

Entertainments

DURING the past year three excellent entertainments have been given to the pupils and the friends of the school. The first, a concert by the Imperial Male Quartette, of Chicago, and Miss Helena Stone, harpist, of Grand Rapids, Mich., was furnished by the pupils themselves. The second, a dramatic reading of David Garrick by Mr. Leland T. Powers, was given by the Board of Trustees. And the third, a concert by Mme. Ragna Linne, soprano, Mrs. Clara Murray, harpist, Mr. Jan VanOordt, violinist, and Mr. Friederich Koch at the piano, was furnished by the teachers.

Student Recitals

STUDENTS' Recitals are given fortnightly throughout the year. These recitals are recitations, dramatic reading, story-telling, delivery of orations, and reading of essays. The material used in the programmes is

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selected from the best literature, and adapted to the taste, talent, ability, or need of the pupil.

The value of such drill and effort in giving to the student confidence, a strong presence, an assured bearing, as well as added ease and facility in expression, is readily acknowledged. Incidentally, his acquaintance with literature is broadened, and his taste in reading improved. During the year 1902-03, evenings will be given from Shakespeare, George Eliot, Dickens, Victor Hugo, Tennyson, The Short Story, and The Late Novel. The beauty and interest of the programmes are heightened by appropriate music.

The Students' Loan Fund

THE Students' Loan Fund of the Eastern Illinois State Normal School makes it possible for a deserving student in the second half of the course to borrow at a low rate of interest, on a personal note, a sum of money that will assist him to remain in school and complete the course. This plan has already been tried in other schools, and students have found such temporary assistance of great advantage. The foundation of this fund has been secured from admission fees to the senior recital given during commencement week.

Attendance at Church

EACH student is expected to attend regularly the church of his choice or that which meets the approval of his parents. The pastors and members of the different churches have made the students of the school at home in the churches and Sunday-schools. The teachers of the Normal School encourage the pupils to form and sustain intimate relations with the churches.

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The Courses of Study

THE following courses of study are offered:

1. A one-year course for graduates of reputable colleges.
2. A two-year course for graduates of approved high schools.
3. A three-year course for graduates of high schools with short courses, and for undergraduates of high schools.
4. A four-year course for teachers holding second-grade certificates, and for pupils who have completed a grammar school course and are of sufficient maturity and attainments to do the work required.

The One-Year Course

FOR COLLEGE GRADUATES

THIS course is offered to all graduates of reputable colleges who, having mastered more or less thoroughly the subject-matter of their chosen 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 that the candidate is preparing to teach.

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

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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.

The Two-Year Course

FOR GRADUATES OF HIGH SCHOOLS

FIRST YEAR

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

*All classes meet five times a week unless otherwise indicated.

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SECOND YEAR

FALL TERM	WINTER TERM	SPRING TERM
Teaching Grammar	Teaching Geography [Methods]	Philosophy of Education History of Education
TWO ELECTIVES:	TWO ELECTIVES:	TWO ELECTIVES:
Latin German History Physics Zoölogy Sociology Commercial Geography	Latin German History Physics Zoölogy	Latin German History Physics Physiology Economics

These graduates are divided into two groups.

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

II. Those taking a special course. *Although it is better that the high school teacher be a college graduate, many high schools 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.*

The Three-Year Course

STUDENTS taking this course will shorten the Four-year Course one year by receiving credit for the high school work in which they are most proficient.

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

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The Four-Year Course

ENTRANCE

THE applicant shall have finished a grammar-school course and shall be reasonably proficient in arithmetic, English grammar, geography, United States history, physiology and hygiene, drawing, civil government, music, nature study, reading, penmanship, spelling, and English.

FIRST YEAR

FALL TERM	WINTER TERM	SPRING TERM
<i>Botany</i> <i>Arithmetic</i> <i>Reading</i> [3] † <i>Music</i> [2] <i>Drawing</i> [2]	<i>Botany</i> <i>Arithmetic</i> <i>Reading</i> [3] <i>Music</i> [2] <i>Drawing</i> [2]	<i>Algebra</i> <i>Physiography</i> <i>Reading</i> [3] <i>Music</i> [2] <i>Drawing</i> [2]
ONE ELECTIVE:	ONE ELECTIVE:	ONE ELECTIVE:
<i>Grammar</i> <i>Latin</i> *	<i>Grammar</i> <i>Latin</i>	<i>Library Science</i> <i>Latin</i>

† All classes meet five times a week, unless otherwise indicated.

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

SECOND YEAR

FALL TERM	WINTER TERM	SPRING TERM
<i>Algebra</i> <i>Rhetoric</i> <i>Meteorology</i>	<i>Geometry</i> <i>Rhetoric</i> <i>General Geography</i>	<i>Geometry</i> <i>Rhetoric</i> <i>Physiology</i>
ONE ELECTIVE:	ONE ELECTIVE:	ONE ELECTIVE:
<i>Latin</i> <i>History</i> <i>Zoölogy</i>	<i>Latin</i> <i>History</i> <i>Zoölogy</i>	<i>Latin</i> <i>History</i> <i>General Geography</i>

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THIRD YEAR

FALL TERM	WINTER TERM	SPRING TERM
<i>Physics</i> <i>History</i>	<i>Physics</i> <i>History</i>	<i>Physics</i> <i>Civil Government</i>
TWO ELECTIVES:	TWO ELECTIVES:	TWO ELECTIVES:
<i>Methods</i> <i>Latin</i> <i>German</i> <i>English Literature</i> <i>Algebra</i>	<i>Methods</i> <i>Latin</i> <i>German</i> <i>English Literature</i> <i>Solid Geometry</i>	<i>Teaching</i> <i>Latin</i> <i>German</i> <i>English Literature</i> <i>Astronomy</i>

FOURTH YEAR

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

DESCRIPTIVE OUTLINE

Psychology

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

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

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

The Department of Education and Training

THE chief objects of the department of education and training are :

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

II. To furnish the conditions for the student to demonstrate by observation and practice his fitness or unfitness of 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 that find a place in the curricula of the common and secondary schools. The method of the subject is given in connection with the teaching of the subject itself and by the regular

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teacher of that subject. Method is the form that the teacher gives to the truth to make it accomplish its educational end in the most 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 that form the foundation of educational theory and practice :

1. *The history of education.*
2. *Sociology.*
3. *Psychology.*
4. *Philosophy of Education.*
5. *General Method.*

II. *Training.*

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

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

The Practice School

Its Plan and Purpose

THE value of 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 nine grades, in charge of five critic teachers and a supervisor, resembles in its essential features the common graded school, and although 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 regular classes. It is this teaching

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that 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. Without these standards, "Learning to teach by teaching" is more or less a blind process.

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

RELATION OF HEADS OF DEPARTMENTS TO THE PRACTICE SCHOOL. To do its work well, the practice school 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 various theories are to be tested. This helpful and necessary relationship is promoted in two ways:

1. By the seminar, a regular meeting of the entire corps of teachers to present and discuss the aims, the matter, and the method of the various subjects entering into the programme of the practice school.
2. The head of each department offers a course of study for the grades, advises with the supervisor and critic teachers concerning the manner of its presentation, and, as far as possible, observes and criticises the actual work.

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English Grammar

I

SENTENCE study is taken up by considering the complete subject and the complete predicate, the bare subject and the bare predicate of sentences taken from standard literature. Next, the office of each part of speech is studied. First, the usual and regular constructions are considered; later, the irregular and idiomatic. Under the head of inflection, there is much drill upon declension, comparison, and conjugation. In considering the properties of the parts of speech, considerable attention is given to the relative importance of the properties. Prefixes and suffixes are studied, and the structure of derivative and compound words is shown by tracing each from the primitive to the form in which the word is found. Much care is given to the laws for the formation of verb-phrases.

All the constructions found in the examples taken from literature are further studied in sentences constructed by the student. This constitutes a large part of the written work of the term. The student is thus held responsible for capitalization, punctuation, margin, indentation, and other features of form.

Among the several purposes for the study of English grammar from the reflective point of view, the following are made prominent:

1. To put the language work of the grades upon a scientific basis by giving the teacher a knowledge of language structure and agreement.
2. To see the relations existing between grammar and literature.
3. To prepare to study other languages.
4. To acquire greater effectiveness of speech.
5. To secure mental discipline.

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II

In considering etymology during the first term's work, not a few of the leading rules and principles of syntax are stated and illustrated; during the second term, syntax is taken up in a more connected way.

Sentence study is continued by giving special attention to the following points:

1. Impersonal, collective, and compound subjects.
2. Predicate nouns and adjectives; also adverbial predicates.
3. Objects of verbs; objective predicates.
4. Attributive and appositive adjectives and nouns.
5. Adverbial objectives and the nominative absolute.
6. Possessive case and possessives.
7. Prepositional phrases.
8. Relations and constructions of clauses.
9. Infinitives and participles.
10. Idioms.

A good amount of assigned reading is done from day to day. Throughout the entire time given to this subject, a part of each term is given to the selection, arrangement, and presentation of the language work and grammar of the grades.

III

In addition to the consideration of methods of presentation in connection with subject-matter set forth in the foregoing outline, each student is required to spend a part or all of a term in a method class. The following are some of the methods discussed:

1. English in the grades.
2. The relation of language work to technical grammar.
3. Sentence construction as means of teaching grammar.
4. The relative importance of grammatical features.
5. Derivatives.
6. Infinitives and participles.
7. Verb-phrases.
8. Effectiveness in English.

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Rhetoric

Daily through three terms.

THIS is a practical course in English composition. The various forms of prose discourse are discussed in class and illustrative themes are required. These themes are read and criticised in class before being revised and rewritten. Herrick and Damon's Composition and Rhetoric and Scott and Denney's Paragraph Writing are used merely as reference books and sources of further material for discussion, the chief insistence being on original composition by the members of the class. A cursory course in the novel is given through the year and much outside reading required. Indirectly, too, by the consideration of the various forms of writing, the work should prove helpful to the future study of literature.

Literature

1. Shakespeare: Five plays are studied, each one to illustrate, so far as possible, the chief elements of the drama. The aim of the course is to present plays typical of the different periods of Shakespeare's growth, to widen the scope of the pupil's knowledge, to afford firmer and more varied criteria of taste, and to secure in him an autonomous and practical growth of mind. (Not to be given in 1902-3.)

2. Typical Masterpieces: An endeavor is made in this course to furnish the pupil with sufficient critical apparatus for attacking independently any non-dramatic form of literature. Some insistence will be laid on literary history, but the course centers around the various types of literature. The longer masterpieces of both American and English letters are used, and much parallel reading is required. (Elective. Fall term.)

3. Typical Masterpieces continued. (Elective. Winter term.)

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4. Modern Poets: This course deals almost exclusively with the writings of two men,—this year, Tennyson and Browning. The technique of poetry and the spirit of the age receive special attention. Two rather ambitious essays are required on subjects approved by the instructor. (Elective. Spring term.)

Reading

THE aim of the work done in this subject is to make the pupil a free and independent sight-reader. This is accomplished through freeing voice, body, and organs of articulation by study in thought conception; and by constant effort to express the thought gained. From the first, the student interprets literature.

In addition to the class work, which consists of the study of selections from the best authors, selections adapted to the needs of the pupil or class, occasional class recitals are given. The authors used for such recital work are: the first term, Field, Riley, Dunbar, Dickens; the second term, Lowell, Holmes, Longfellow, Dickens; the third term, Tennyson, Wordsworth, Browning. In such work the pupil shows his growth in ability to interpret and express the thought of the authors studied.

Physical Culture

THE exercises given are those known as the "Emerson System," with the addition of marching and running exercises, and adapted movements from the Ling system of gymnastics.

The aim of the Emerson system is to give poise, strength, grace, and beauty to the body and all of its movements. In a comparatively short time results will be apparent, so that the student, after even a short course in this work,

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will feel that he has something definite to take away with him.

For this work no especial gymnasium costume is needed; the exercises may be taken in any comfortable dress.

History

I. Prescribed

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

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

II. Elective

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

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

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

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

The instruction in History aims to lay the foundation for a more 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 is made to develop a conception of History from the works of modern historians, and to show the relation of such a conception to History in the curriculum of the common school. This does not mean that purely educational con-

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siderations 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 are studied and illustrated, together with the special literature of the subject. A critical examination of historical text-books is attempted and the characteristics of a good text noted. The various special aids and appliances useful to historical workers are exhibited.

Latin

LATIN is elective throughout all courses. First-year Latin may be taken in either the first or second year of the Four-year Course; Cæsar in the second or third; Cicero in the third or fourth, and Vergil in the fourth. Latin composition and Roman antiquities are studied in connection with Cæsar.

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

The work in Vergil includes a study of Greek and Roman Mythology, and a consideration of Vergil's debt to Homer; poetical constructions, figures, scansion, the memorizing 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.

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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German

GERMAN is elective in the third and fourth years of the Four-year Course, and in both years of the Two-year Course. The work is based on the following texts:

Joynes-Meissner's German Grammar.
Joynes' German Reader.
Joynes-Meissner's German Conversation.
Hauff's *Das Kalte Herz*.
Schiller's *Wilhelm Tell*, *Maria Stuart*, *Der Taucher*.
Goethe's *Hermann und Dorothea*.
Heine's *Harzreise*.
Lessing's *Minna von Barnhelm*.
Harris' German Composition.

For Sight Reading—

Storm's *Immensee*.
Heyse's *L'Arrabbiata*.
Jensen's *Die Braune Erica*.

The second year's work varies from year to year as to the texts used for translation. German conversation, German composition, sight reading, and memorizing of German poems are continued throughout the course.

Arithmetic

MATHEMATICS has for its subject-matter quantitative relations. It is purely an abstract science in its principles and processes, and as such affords an excellent 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. Much of this training must come from arithmetic. Skill and power must both be developed here. To do this, the subject must be viewed as an art and as a science. The work in arithmetic in this

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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 logical forms of analysis, and the constant effort to secure clear, accurate expression in solutions and explanations, make the work a valuable means of logical training. Pure quantitative reasoning begins and ends with equations. Therefore it is insisted from the first that all work, except that which is purely drill, shall be in equational form. In all the work in arithmetic attention is given to methods of presentation in the grades and to the history of the subject.

FIRST TERM. This term's work includes notation, numeration, the fundamental operations with integers and common and decimal fractions, denominate numbers, and some elementary problems in the measurement of surfaces and solids.

SECOND TERM. This term's work includes percentage and its applications, ratio, proportion, involution, evolution, and mensuration. The development of the number idea is studied in connection with ratio. Careful attention is given to practical business problems in the work of percentage.

METHODS IN ARITHMETIC. An effort is made to acquaint the students with the best literature of the subject and to have them discover the rational basis for the organization of a course of study for arithmetic in the grades.

Algebra

FIRST TERM. The work done includes algebraic notation, the fundamental operations, factoring, highest common factor, lowest common multiple, fractions, and simple equations.

SECOND TERM. The work done includes simultaneous equations, involution, evolution, theory of exponents, radicals, imaginary numbers, and quadratic equations.

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THIRD TERM. The subjects discussed here are the theory of quadratic equations, ratio, proportion, the binomial theorem for any exponent, series, undetermined coefficients, and the theory of equations. The work of this term is especially for those who contemplate taking a college course. Wells' Essentials of Algebra is the text in the first and second terms, and Wells' College Algebra in the third.

Geometry

THREE terms are given to plane and solid geometry. A typical demonstration is analyzed, showing the steps and their dependence and connection. Demonstrations are compared to this type form until the method of proof is thoroughly mastered. Much emphasis is placed on the solution of original exercises. The chief aims are to cultivate logical habits of thought, the power of brief, connected argument, and to make the student familiar with the method of development in a purely deductive science. Wells' Essentials of Plane and Solid Geometry is the text.

FIRST TERM. Books I and II.

SECOND TERM. Books III, IV, and V.

THIRD TERM. Books VI, VII, VIII, and IX.

Astronomy

THIS course is chiefly a study of the Solar System. The problems of practical astronomy are investigated as thoroughly as the mathematical acquirements of the class permit. Attention is directed to recent astronomical research. Spring term. Todd's New Astronomy is the text.

Geography

THE first three terms of Geography are required, and the last two are elective. The courses are as follows:

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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 such a way as 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

The second term's course is introduced by some work in mathematical geography. The earth as a part 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. 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 two succeeding terms the subject of general geography is taken up, the point of view being anthropic, with a special interest in Historical and Political Geography, but 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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IV. Commercial Geography

The fifth term is devoted to a discussion of the commercial and industrial phases of geography. Study is made of the conditions, both physical and human, affecting commerce, including the geographic distribution of commodities and the great transportation systems. By this means the industrial relations of physical and political provinces are discovered. Adams' Commercial Geography, together with other books, atlases, and charts form the basis of the work.

The department is equipped with wall maps, both physical and political, with plain and relief globes, and with Howell's relief models of the United States and of Southern New England. The collection of Government publications contains a score of the folios, the United States Geologic Survey Reports, over 200 topographic maps, illustrating many typical physiographic regions, and many charts of the Coast and Geodetic Survey. There is an electric projection lantern and a growing collection of slides. The library possesses many general and special works on geography, besides both American and English periodicals.

Physical Science

I. Physics

PHYSICS is required throughout the third year of the Four-year Course. Plane and solid geometry and algebra are prerequisites. Five recitations a 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.

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

II. Chemistry

Chemistry is elective in the first and second terms of the fourth year of the Four-year 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.

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The courses are as follows:

I. General Botany

In this course a general survey of the plant kingdom is made, beginning with the lowest plants and considering representative forms through all the great groups. An attempt is made to show some of the relationships existing between the various groups, thus giving an idea of the evolution of the plant kingdom. Throughout this course the points of view will be those of morphology and physiology, and sufficient attention will be given to taxonomy to afford acquaintance with a number of plants, which may be looked upon as representatives of the entire plant kingdom.

II. Ecology

Ecology has to do with the relations existing between plants and their environment, and with the effects that have been and are being produced upon plants through these relations. 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 that plants have made in these various environments. It may be said to be a study of the "sociology of plants," in which there is a recognition of the facts that (1) there are various factors—prominent among which are water, temperature, soil, and light—that determine the growth and behavior of plants; (2) plants are not rigidly fixed structures, but are constantly being affected by the factors of their environment; (3) through

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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; (4) through a study of the evolution of the plants of a given region, considerable may be learned of the evolution of the plant kingdom as a whole.

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. The region surrounding the school is, through its diversity, fairly well adapted to such work.

III. Zoology

The course in Zoölogy is similar in plan to the course in general botany. In addition to the 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 consists 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. 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.

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V. Public Hygiene

The work of the past few years has made most important contributions to the knowledge of those things that have to do with public health. It is obvious that the duties of teachers make it peculiarly imperative that they be actively intelligent in helping to give the schools the most healthful conditions. It is often true that diseases and consequent deaths may be traced to the unsanitary conditions and practices of the school.

The course consists of lectures, library work, some laboratory demonstration work, and visits to some school buildings and grounds in order to consider their adaptation to the work of the school. The following are among the topics considered:

1. Theories as to the causes of disease.
2. Life habits of disease-producing bacteria.
3. Distribution of disease-producing bacteria.
4. Conditions favoring the production of infectious diseases.
5. Prevention of infectious diseases.
6. Immunity against disease: how produced and how retained.
7. The water supply of the school.
8. The schoolhouse: its form, lighting, heating, ventilation, seating, decoration, etc.
9. The school grounds: drainage, planting, playgrounds, etc.

The course is elective.

Drawing

THE work in drawing stands for certain well-defined ends in the preparation of the teacher.

With our present educational system, the part of the subject which will be of greatest value to the teacher is not that which he may teach again in his own school, but

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that which will enable him to draw quickly and correctly from sight, memory, or imagination, anything that will add interest or force to his school work; and that which makes for his own esthetic culture. At the same time the student teacher must be able to teach a rational system of drawing in the school in which he works.

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

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

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meantime our teachers, at least, must not be wholly ignorant of the laws of beauty and the progress of the world in art.

III. Course of Study

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

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

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

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.

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. In accordance with the need of special preparation for this work, an effort has

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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.

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

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

List of Periodicals

American Anthropologist.
American Geologist. N. H. Winchell, Minneapolis.
American Historical Review.
American Journal of Sociology.
American Naturalist.
Annals of Botany.
Art Education.
Art Interchange.
Atlantic Monthly.
Babyland.
Bird Lore.
Birds and All Nature.
Blackwood's (American reprint).
Bookman.
Botanical Gazette.
Bulletin, American Geographical Society.
Bulletin, Harvard Museum of Comparative Zoölogy,
Geographical and Geologic Series (Cambridge, Mass.)
Bulletin of American Bureau of Geography.
Catholic Review.
Century Magazine.
Chicago Chronicle, Daily and Sunday.
Chicago Tribune, Daily and Sunday.
Child Study Monthly, now Review of Education.
Cosmopolitan.
Critic.
Cumulative Index of the Contents of Periodicals.
Current History.

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Current Literature.
Dial.
Edinburgh Review (American Edition).
Educational Review.
English Historical Review.
Forum.
Gardener's Chronicle.
Geographical Journal (British).
Globe-Democrat (St. Louis), Daily and Sunday.
Harper's Monthly.
Harper's Weekly.
Independent (New York).
Indiana School Journal, now Inland Educator.
Intelligence.
Journal of Applied Microscopy.
Journal of Education.
Journal of Geology (University of Chicago).
Journal of Pedagogy.
Journal of School Geography.
Juvenile Monthly.
Ladies' Home Journal.
Library Journal.
Literary News.
Littell's Living Age.
Little Folks.
Little Men and Women.
London Journal of Education.
Masters in Art.
McClure's Magazine.
Modern Language Notes.
National Geographic Magazine.
New England Magazine.
New York Times.
North American Review.
Outing.
Outlook.

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Photographic Times.
Plant World.
Poet Lore.
Political Science Quarterly.
Popular Astronomy.
Popular Science Monthly (Appleton's).
Public Libraries.
Public Opinion.
Public School Journal, now School and Home Education.
Review of Reviews.
School Science (138 Washington St., Chicago).
Science.
Scribner's Magazine.
Science Progress.
Scientific American.
Scottish Geographical Magazine (Edinburgh).
St. Nicholas.
Teachers' College Record.
The Etude. Music paper. Theo. Prosser, Philadelphia.
Westminster Review (American edition).
World's Work.
Youth's Companion.

The Normal School Bulletin

THE Normal School Bulletin, a sixteen-page monograph devoted to educational topics, is issued quarterly and distributed in the immediate territory of the school free of charge. The first three numbers have been :

1. A suggestion for teaching Shakespeare's Dramas, by Thomas H. Briggs, Jr., A.B.
2. Method in Teaching, by Francis G. Blair, B.S.
3. The Causal Idea in History, Roswell C. McCrea, Ph.D.

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The School Garden and Greenhouse

A SCHOOL garden is being arranged for and is to be constructed on the plan of the school gardens of France and Germany. It is the purpose of the school to interest its students in the culture of both flowers and vegetables, and to encourage them to beautify the grounds of the schools in which they are to teach.

Before the close of the fall term of 1902 a commodious greenhouse will be built. This will afford the classes in botany abundant material at all times of the year and incidentally furnish plants for beautifying the school rooms and grounds.

The Mothers' Club

THE Mothers' Club, to which the mothers of the children in the model schools are eligible, has been of great advantage in promoting mutually helpful relations between parents and teachers. To the teachers it has brought a better understanding of the individual peculiarities of the children; and to the parents it has opened up the experience of teachers in dealing with hundreds of children. The programmes of the meetings consist of papers and discussions by members of the club, with an occasional talk by a clergyman, teacher, physician, or dentist. Social meetings are also held. The State Congress of Mothers held its annual meeting last year with the Mothers' Club of this school and brought to us that up-lift, enthusiasm, and broader outlook which numbers and wider experience bring.

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STUDENT ORGANIZATIONS

Christian Associations

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

Glee Club

THE young men of the school are organized into a Glee Club which meets once a week for instruction in sight singing, voice training, and practice in singing standard music. This work is in charge of the teacher of music in the school.

Parliamentary Practice Club

A WEEKLY meeting of the male students of the school is held, a member of the faculty presiding, for the purpose of mastering the principles of parliamentary law.

Athletic Association

THERE is in the school a very vigorous Athletic Association, which has the hearty and sympathetic support of the faculty and students. The school is fortunate in having on its faculty an unusually large proportion of men who have distinguished themselves in athletics.

The History Club

THE History Club, under the direction of the department, is open to members of the classes in history and government. The meetings are held once a week. During the summer term, the club will consider the Sources of History relating to Roger Williams, the work being designed to serve as an illustration in historical criticism.

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Students

Post Graduate Student

White, Millie E.	Charleston
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Special Student

Love, Justin Jay	Gays
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Saturday Students

Bails, Ella	Charleston
Balter, Clara	Charleston
Balter, Ida C.	Charleston
Clark, Lola	Charleston
Cottingham, William E.	Charleston
Daniels, Margaret	Charleston
Elledge, Omer	Charleston
Foreman, John W.	Charleston
Guiney, Ella M.	Charleston
Henderson, Charles Wilson	Isabel
Honn, Edward	Charleston
Huffman, Eva E.	Charleston
Jenkins, Owen C.	Charleston
Leitch, Mrs. Sarah A.	Charleston
Marquis, Chester Du Bois	Charleston
Miles, Ella	Charleston
Monfort, James G.	Charleston
Montgomery, Sarah Emily	Charleston
Neal, Orra E.	Charleston
Patton, H. May	Charleston
Phipps, Thomas E.	Janesville
Reat, Mary Alice	Charleston
Record, Myrtle	Charleston
Reed, Thomas Riley	Charleston
Ritchey, Mary Louise	Charleston
Robinson, Phoebe	Charleston
Romans, Anne	Charleston

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Scheytt, Ida M.	<i>Charleston</i>
Shaw, Bessie N.	<i>Charleston</i>
Sims, Nelle	<i>Charleston</i>
Skidmore, Albert	<i>Fair Grange</i>
Vail, Frances De Celta	<i>Charleston</i>
Welker, Harry L.	<i>Bushton</i>

Second Year of the Two-Year Course

Balter, Gertrude Annette	<i>Charleston</i>
Carothers, Ida Eleanor	<i>Charleston</i>
Edman, Frances Hughes	<i>Charleston</i>
Foster, Sylvia Steidley	<i>Girard</i>
Gaiser, Katherine	<i>Charleston</i>
Harding, Gertrude	<i>Charleston</i>
Moore, Margaret Florence	<i>Charleston</i>
Wells, Mary Bessie	<i>Paris</i>
Whisnand, Mary Agnes	<i>Charleston</i>
White, Mahala	<i>Charleston</i>
Woodson, Elsie	<i>Charleston</i>

First Year of the Two-Year Course

Bond, Bertha Julia	<i>Charleston</i>
Bond, Lyda	<i>Charleston</i>
Breeden, Roscoe D.	<i>Charleston</i>
Businger, Helen	<i>Mattoon</i>
Carman, Fannie A. L.	<i>Havana</i>
Chittum, Stella Clementine Mae	<i>Oakland</i>
Clark, Mary	<i>Charleston</i>
De Lany, Gertrude	<i>Peru</i>
Dougherty, Philip	<i>Charleston</i>
Ellison, Grace	<i>Mattoon</i>
Farrar, Roscoe	<i>Doran</i>
Ferrish, Lewis	<i>Charleston</i>
Ficklin, Mary C.	<i>Charleston</i>
Gannaway, John William	<i>Charleston</i>
Gannon, May N.	<i>Hillsboro</i>
Glassco, Daisy B.	<i>Charleston</i>

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Glassco, Ray John	<i>Charleston</i>
Glassco, Roy Thomas	<i>Charleston</i>
Gordon, Charles C.	<i>Lawrenceville</i>
Hayes, Cecilia Marie	<i>Mattoon</i>
Huston, Myrtle Mae	<i>Charleston</i>
Jenkins, Katherine	<i>Charleston</i>
McMahon, Nellie	<i>Charleston</i>
Miles, William H.	<i>Charleston</i>
Myers, Susan	<i>Charleston</i>
Persons, Zula Z.	<i>Danville</i>
Phillips, Mary	<i>Danville</i>
Rapp, Martha Bernardine	<i>Mattoon</i>
Shoot, Bonnie Seabolt	<i>Charleston</i>
Taylor, Eugenia	<i>Robinson</i>
Todd, Mabel Eleanor	<i>Arcola</i>
Wiley, Adin G.	<i>Kansas</i>
Wilson, Hattie D.	<i>Charleston</i>
Zink, Bertram	<i>Paris</i>

Third Year of the Three-Year Course

Fiock, Edward J.	<i>Olney</i>
Leitch, Ira A.	<i>Charleston</i>
Parks, Laura Anna	<i>Dexter</i>
Riggins, John Alfred	<i>Hutton</i>
Shy, Nelle	<i>Kansas</i>
Ward, Jennie M.	<i>St. Mary's, Ind.</i>

Second Year of the Three-Year Course

Card, Hamilton Hye	<i>Fillmore</i>
De Wolfe, Lucy Leonora	<i>Assumption</i>
Harrah, Edith Augusta	<i>Charleston</i>
Harris, William	<i>Moweaqua</i>
Miller, Ira Otis	<i>Neal</i>
Slater, Ernest W.	<i>Orcana</i>
Shoemaker, Eva May	<i>Charleston</i>

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First Year of the Three-Year Course

Bubeck, Charles M.	<i>Marshall</i>
Catterton, Nathan O.	<i>Pinkstaff</i>
Griffith, Thomas Leo	<i>Windsor</i>
Littler, Sherman	<i>Potomac</i>
McGavack, Cornelia	<i>Woodland</i>
McGown, John S.	<i>Raymond</i>
Patton, Hattie	<i>Palestine</i>

Third Year of the Four-Year Course

Baker, James	<i>Janesville</i>
Brewer, John Lewis	<i>Charleston</i>
Chumley, Eugene	<i>Vanderville</i>
Dorris, S. A.	<i>Isabel</i>
Freeman, Ernest Nelson	<i>Charleston</i>
Harrah, Hattie A.	<i>Charleston</i>
Hashbarger, Clara Belle	<i>Arcola</i>
Holsapple, Guy G.	<i>Toledo</i>
Lumbrick, Arthur	<i>Charleston</i>
Mason, Carrie B.	<i>Lerna</i>
McDonald, Birdie A.	<i>Charleston</i>
McDonald, Henrietta	<i>Lerna</i>
McDonald, Louis Love	<i>Charleston</i>
McVey, Mariem	<i>Charleston</i>
Miller, Cora Anne	<i>Neal</i>
Pear, Lelia	<i>Paris</i>
Pforr, Nora	<i>Charleston</i>
Reeder, John C.	<i>Humbolt</i>
Rodgers, Ralph Burney	<i>Janesville</i>
Sargent, St. John	<i>Hutton</i>
Stewart, Charles Sumner	<i>Charleston</i>
Teepell, Elizabeth Ann	<i>Loxa</i>
Teepell, Mary Emma	<i>Loxa</i>
Wallace, Charles	<i>Charleston</i>
Williams, Nettie C.	<i>Charleston</i>
Wright, Mabel	<i>Paris</i>

Illinois State Normal School

Second Year of the Four-Year Course

Alexander, Earl Ernest	<i>Charleston</i>
Ashworth, Flora	<i>Mattoon</i>
Balch, Mabel Ellen	<i>Lerna</i>
Bennett, Lizzie Belle	<i>Oilfield</i>
Bond, Cora Frances	<i>Irving</i>
Christeson, Claude Guy	<i>Lerna</i>
Coffey, Ellis	<i>Kansas</i>
Connelly, Grace May	<i>Ashmore</i>
Coon, Mary Willis	<i>Charleston</i>
De Wolf, John C.	<i>Assumption</i>
Doty, Goldia Ozetta	<i>Lerna</i>
Duvall, Izora	<i>Lerna</i>
Goodwin, Georgia Enid	<i>West Union</i>
Graham, Margaret	<i>Fillmore</i>
Griffith, Fern	<i>Charleston</i>
Hackley, Gertrude	<i>Lerna</i>
Hackley, Zora	<i>Lerna</i>
Hagemeyer, Bartlett	<i>Butler, Ky.</i>
Harris, Charles E.	<i>Alhambra</i>
Harwood, Clarence Hugh	<i>Campbell</i>
Hashbarger, Edna	<i>Arcola</i>
Heddins, Ruby	<i>Charleston</i>
Henderson, Frank	<i>Isabel</i>
Jenkins, Orvis Emery	<i>Charleston</i>
La Rue, Ruth Ann	<i>Etna</i>
Lord, William James	<i>Oconee</i>
McAdams, Charles Henry	<i>Kansas</i>
McGahey, Osmond Paul	<i>Rardin</i>
Merritt, Myrtle Eliza	<i>Charleston</i>
Mitchell, Elizabeth A.	<i>Charleston</i>
Monts, Robert Lee	<i>Charleston</i>
Moore, Grace Edith	<i>Charleston</i>
Overholser, Nora Grace	<i>Charleston</i>
Parkison, William Maurice	<i>Charleston</i>
Payne, Claudia	<i>Boos Station</i>
Phillips, Alonzo B.	<i>Hazel Dell</i>

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Reeder, Sylvia A.	<i>Humbolt</i>
Rodgers, Edyth C.	<i>Janesville</i>
Sager, Frank	<i>Isabel</i>
Sargent, Paul T.	<i>Hutton</i>
Smith, Arthur	<i>Loxa</i>
Stallings, Eura	<i>Charleston</i>
Stanberry, Jesse Oscar	<i>Diona</i>
Stanfield, Adrian C.	<i>Chrisman</i>
Stratton, Geneva	<i>Logan</i>
Thissell, Inez	<i>Charleston</i>
Turner, Imogene	<i>Charleston</i>
Tym, Charles Franklin	<i>Todd's Point</i>
Wade, W. E.	<i>Redmon</i>
Waggoner, Alvin	<i>Gays</i>
Weatherly, Carrie	<i>Paris</i>
Wiley, Bessie	<i>Charleston</i>
Wilson, Ethel E.	<i>Neoga</i>
Wright, Effa	<i>Paris</i>
Young, Eva N.	<i>Effingham</i>

First Year of the Four-Year Course

Adams, John Clinton	<i>Diona</i>
Andrew, Lulu Mabel	<i>Pana</i>
Apple, Emery Otto	<i>Paris</i>
Ashmore, Etha B.	<i>Ashmore</i>
Balch, Flora	<i>Lerna</i>
Bear, Elva Florence	<i>Ioetta</i>
Bell, Carrie B.	<i>Redmon</i>
Bercaw, Grover C.	<i>Paris</i>
Bidle, George	<i>Charleston</i>
Bower, Arthur A.	<i>Falmouth</i>
Bradley, Arthur	<i>Charleston</i>
Brewer, Mary	<i>Charleston</i>
Brown, Pearl	<i>Ashmore</i>
Brown, William A.	<i>Charleston</i>
Buel, Blanche	<i>Ashmore</i>
Caseley, Cyrus Warren	<i>Charleston</i>

Illinois State Normal School

Casstevens, Edna Maria
Catterton, Mrs. Winnie
Chapman, Allie P.
Chism, Jessie Elizabeth
Coakley, William B.
Cochonour, Lillian Aves
Conlin, John F.
Conner, Jessie
Conrad, Blanch
Cook, Iris L.
Cook, Nettie F.
Cooter, Alfred O.
Crum, Hildreth Faye
Curd, Lucile
Curry, Arthur B.
Davis, Clarence M.
Dickson, Olive
Dikob, Helen Marie
Dikob, Irene
Dornblaser, Mary H.
Downey, Samuel
Drake, Jesse Jameson
Dryden, Eleanor Bell
Dryden, Minnie
Dunn, Anna
Echard, Lola F.
Ernst, Robert B.
Evans, Minnie Lucile
Faris, Mildred
Foote, Luauda
Ford, Blanche
Funkhouser, Horace Earl
Fuson, Alonzo A.
Gaiser, Joseph E.
Geddes, Emma Grace
Gerhardt, Fred C.
Gobin, Forrest
Gobin, Hetty A.

Fancher
Pinkstaff
Hunt
Loxa
Pierson
Casey
Cook's Mills
Charleston
Charleston
Oconee
Oconee
Trilla
Cook's Mills
Charleston
Sexson
Westfield
Dalton City
Charleston
Charleston
Charleston
Fair Grange
Westfield
Neoga
Andrew, La.
Mount Zion
Ashmore
Humbolt
Charleston
Lerna
Charleston
Ashmore
Mattoon
Bogota
Charleston
Newton
Birds
Charleston
Charleston

A Catalogue of the Eastern

Gould, Alice	<i>Argenta</i>
Gould, Mrs. Carolyn E.	<i>Windsor</i>
Gray, Helen	<i>Janesville</i>
Greathouse, George Clinton	<i>Lancaster</i>
Hagan, Warren L.	<i>Windsor</i>
Hamill, Alma	<i>West Union</i>
Hammond, Carrie	<i>Charleston</i>
Harry, Bertha	<i>Humbolt</i>
Hashbarger, Roy B.	<i>Arcola</i>
Hickman, Oscar D.	<i>Grand View</i>
Hickman, Wilber Henry	<i>Grand View</i>
Hill, Joseph E.	<i>Fair Grange</i>
Hilton, Mervin B.	<i>Orwell, N. Y.</i>
Holsen, Hester	<i>Allendale</i>
Honn, Josephine Wilsie	<i>Ashmore</i>
Hooppaw, Bessie	<i>Charleston</i>
Houchen, Dosia Belle	<i>Olney</i>
Hunt, Maggie Maud	<i>Fuller</i>
Jeffris, Stella	<i>Lerna</i>
Jenkins, Mattie Goldie	<i>Charleston</i>
Jones, Alva A.	<i>Kirksville</i>
Jones, Leonard	<i>Charleston</i>
Kimmel, Estella	<i>Westport</i>
Knight, Edward R.	<i>Muncie</i>
Lane, Samuel Carl	<i>Ashmore</i>
Leeds, Delia	<i>Allendale</i>
Leeds, Stella	<i>Allendale</i>
Lincoln, Homer	<i>Oakland</i>
Litherland, Ogle S.	<i>Allendale</i>
Lyerla, Abbye Isabel	<i>Irving</i>
Malcolm, Grace	<i>Ashmore</i>
Malcolm, Herbert	<i>Ashmore</i>
McCallister, Clyde	<i>Emma</i>
Merriman, Roy R.	<i>Moweaqua</i>
Michael, Melissa Pearl	<i>Mattoon</i>
Miller, Vangie Enola	<i>Dexter</i>
Milholland, Lenora	<i>Ridgefarm</i>
Miner, Daisy Clyde	<i>Charleston</i>

Illinois State Normal School

Miner, Ella May	<i>Charleston</i>
Mitchell, Nelle B.	<i>Charleston</i>
Moore, Alva	<i>Helena</i>
Morgan, Nettie	<i>Charleston</i>
Morris, B. Ray	<i>Lovington</i>
Nickles, Theodore E.	<i>Charleston</i>
O'Brien, Mabel E.	<i>Charleston</i>
Oliver, Grover	<i>Charleston</i>
Pennell, George E.	<i>Humbolt</i>
Pennington, John E.	<i>Toledo</i>
Perisho, Charles M.	<i>Kansas</i>
Phipps, Charles	<i>Charleston</i>
Pinnell, George Andrew	<i>Charleston</i>
Rethorn, Sara Wilhelmina	<i>Chandlerville</i>
Richeson, Charlotta	<i>Hazel Dell</i>
Richeson, Frances	<i>Hazel Dell</i>
Richeson, Grant E.	<i>Hazel Dell</i>
Richeson, Mildred	<i>Hazel Dell</i>
Rigney, William Reed	<i>Pierson</i>
Ritchie, Bertha	<i>Warrensburg</i>
Robinson, Florence O.	<i>Prairie Home</i>
Root, Mary Blanche	<i>Donnellson</i>
Rosebraugh, Robert	<i>Charleston</i>
Shaw, Ola C.	<i>Sullivan</i>
Shields, John Elburt	<i>Oakland</i>
Showers, Fannie Evalena	<i>Bethany</i>
Showers, Margaret Edith	<i>Bethany</i>
Simpson, Fritts Thomas	<i>Tower Hill</i>
Six, Ira E.	<i>Williamsburg</i>
Slater, Ernest W.	<i>Oreana</i>
Snider, Jessie	<i>Charleston</i>
Stallings, Oren E.	<i>Diona</i>
Stephenson, Jesse J.	<i>Charleston</i>
Stephenson, Minnie Florence	<i>Charleston</i>
Taylor, Will H.	<i>Horace</i>
Tohill, Louis A.	<i>Flat Rock</i>
Toland, Nellie M.	<i>Humbolt</i>
Trimble, Blanche	<i>Marshall</i>

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Tym, William Bradford	<i>Todd's Point</i>
Venable, Nellie Blanche	<i>Belle Prairie</i>
Villars, May	<i>Fairmount</i>
Walden, Jesse E.	<i>Charleston</i>
Wall, Jesse Lemuel	<i>New Douglas</i>
Wail, Mary Margaret	<i>Humbolt</i>
Warren, Goldie	<i>Fair Grange</i>
Warren, Minnie L.	<i>Fair Grange</i>
Weisiger, Nellie	<i>Jamaica</i>
Welker, Nora M.	<i>Hume</i>
Welsh, Margaret Theresa	<i>Dalton City</i>
Wentz, Roy A.	<i>Hindsboro</i>
Williams, Cornelia A.	<i>Woodland</i>
Wimsett, Carrie M.	<i>Edgar</i>
Winkleblack, John M.	<i>Charleston</i>

Summer Term, 1901

Alexander, Gertrude	<i>Kansas</i>
Andrews, Gertrude	<i>Bement</i>
Archer, John J.	<i>Charleston</i>
Balter, Margaret K.	<i>Charleston</i>
Balter, Mayme	<i>Charleston</i>
Beckett, John A.	<i>Pana</i>
Binning, S. R.	<i>Clark Centre</i>
Boston, Adda	<i>Chrisman</i>
Brewer, Clarence L.	<i>Lake City</i>
Brown, Albert A.	<i>Lovington</i>
Burtner, Edna	<i>Chrisman</i>
Caldwell, William A.	<i>Neoga</i>
Case, Jennie	<i>Charleston</i>
Clark, Helen M.	<i>Sullivan</i>
Clark, Mellie B.	<i>Horace</i>
Compton, Nelle	<i>Charleston</i>
Conklin, Nellie	<i>Charleston</i>
Conlin, Mollie	<i>Bethany</i>
Conlin, Lizzie	<i>Dalton City</i>
Corzine, Edna	<i>Isabel</i>
Davis, Martha Wiley	<i>Charleston</i>

Illinois State Normal School

Davis, Pearl M.	<i>Waggoner</i>
Dawson, Dixie B.	<i>Scott Land</i>
Dickenson, Lulu Emma	<i>Paris</i>
Dora, Lucile	<i>Charleston</i>
Durbin, Matthias E.	<i>Clarksdale</i>
Dye, Grace	<i>Paris</i>
Edman, Mate	<i>Charleston</i>
Ellsberry, Bessie	<i>Cherry Point</i>
Ellsberry, Elmer	<i>Cherry Point</i>
Estes, Mrs. Adah	<i>Kansas</i>
Evens, J. W.	<i>Oakland</i>
Fahrnkopf, Charles	<i>Hume</i>
Foreman, Lena	<i>Charleston</i>
Fuller, Mrs. R. R.	<i>Charleston</i>
Fuson, Charles M.	<i>Redmon</i>
Gaskill, H. A.	<i>Arthur</i>
Gehret, Minnie M.	<i>Lovington</i>
Gillis, Celesta Ferne	<i>Brocton</i>
Glass, Reppa	<i>Oakland</i>
Good, John R.	<i>Neoga</i>
Graham, John W.	<i>Paris</i>
Green, Nellie	<i>Paris</i>
Grove, Minnie May	<i>Charleston</i>
Hall, Roy W.	<i>Westfield</i>
Hall, Suma	<i>Toledo</i>
Handschy, Martha Elizabeth	<i>Nokomis</i>
Hause, Harry E.	<i>Lovington</i>
Hedden, Myrtle	<i>Charleston</i>
Henderson, Lillian Leonora	<i>Paris</i>
Hennes, Clara	<i>Cherry Point</i>
Hutchison, Etta	<i>Darwin</i>
Jones, Ossian Rice	<i>Paris</i>
King, Charles W. F.	<i>Ashmore</i>
Knapp, Anna	<i>Tuscola</i>
Lane, Josiah B.	<i>Ashmore</i>
Lansaw, Estella	<i>Paris</i>
Leitch, Jessie B.	<i>Charleston</i>
Leitch, Marian	<i>Charleston</i>

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Lomelino, Alice F.	<i>Springfield</i>
Lycan, Chester	<i>Paris</i>
Marshall, Thomas A.	<i>Charleston</i>
Martin, Etta	<i>Bruce</i>
Mattox, M. Florence	<i>Gays</i>
McCrory, Clara	<i>Charleston</i>
McCrory, James	<i>Charleston</i>
McGuire, Maud Isabel	<i>Maroa</i>
McManus, John W.	<i>Marshall</i>
Milholland, Arthur Lee	<i>Charleston</i>
Milholland, Loura E.	<i>Charleston</i>
Monfort, Lewis E.	<i>Charleston</i>
Monroe, Charles Walter	<i>Humbolt</i>
Montgomery, Mack Girard	<i>Charleston</i>
Moore, Clyde	<i>Westfield</i>
Murphy, Jeannette	<i>Charleston</i>
Neal, Gertrude	<i>Charleston</i>
Newby, Katharine	<i>Indianapolis, Ind.</i>
Newcomb, Margaret	<i>Vermillion</i>
Newlan, Sophia	<i>Lovington</i>
Nicoson, Arlenia	<i>Paris</i>
Nugent, Oscar Benton	<i>Ashmore</i>
Pennington, Edith Rae	<i>Mattoon</i>
Perkins, Anna	<i>Kansas</i>
Popham, Jessie	<i>Charleston</i>
Potts, Bertha E.	<i>Lovington</i>
Potts, Nelle O.	<i>Lovington</i>
Randolph, Edgar D.	<i>Gays</i>
Reat, Ruth	<i>Charleston</i>
Rhodes, Alburn L.	<i>Trilla</i>
Rhodes, Omer	<i>Trilla</i>
Rice, Mary Lucy	<i>Mattoon</i>
Rinesmith, Ella	<i>Paris</i>
Rodgers, Edna Alice	<i>Neoga</i>
Rodgers, Kate Winfred	<i>Mattoon</i>
Roth, Edith	<i>Hume</i>
Routledge, Thomas E.	<i>Newman</i>
Shaw, Mrs. Delia	<i>West Union</i>

Illinois State Normal School

Slemons, Antoinette L.	<i>Paris</i>
Southard, Charles	<i>Scott Land</i>
Stanton, Harry	<i>Pana</i>
Story, Emma F.	<i>Ferrell</i>
Sutton, Mattie	<i>Martinsville</i>
Tanner, James Edward, Jr.	<i>Paris</i>
Taylor, Joseph Hursh	<i>Pana</i>
Taylor, William F.	<i>Marshall</i>
Timmons, Anna	<i>Oakland</i>
Tomlinson, Ella	<i>Toledo</i>
Uppendahl, Vida E.	<i>Dalton City</i>
Vandever, Pearl D.	<i>Iola</i>
Wakefield, Frances E.	<i>Newton</i>
Walker, Marinda	<i>Bruce</i>
Warren, Mrs. Elizabeth W.	<i>Mattoon</i>
Watson, Grace L.	<i>Ridgefarm</i>
White, Ivy M.	<i>Isabel</i>
Wilkin, Coral E.	<i>Paris</i>
Williams, Amy Edith	<i>Hume</i>
Wilson, J. W.	<i>Janesville</i>
Wingate, Bertha Thomas	<i>Lovington</i>
Withers, Lillian	<i>Pierson</i>
Yakey, Jacob	<i>Stewardson</i>

A Catalogue of the Eastern

Pupils in Model Schools

Ninth Grade

Allison, Kate	Gordon, Pearl	O'Hair, Elvessie
Butler, Gertrude	Hashbarger, Edith	Pennington, Doak
Connell, Ethel	Hashbarger, Mamie	Richards, Lucy
Cooper, Belle	Jones, Ora	Snider, Catherine
Dudley, Myrtle	Kimball, Ina	Wall, Nellie
Etnire, Jessie	Merritt, Ella	Walden, Bessie
Fasig, Lois	Milholland, Howard	White, Harlan

Eighth Grade

Anderson, Coral	Gladson, Nellie	Neal, Pearl
Bertolet, Sarah	Harris, Fred	Stewart, Bertha
Eastin, Ralph	Jones, Clement	Stewart, Anna
Fasig, Ethel	Liston, Howard	Templeton, Ethel

Seventh Grade

Adkin, Charles	Long, Ruth	Phipps, Anna
Bates, Grace	McDonald, Mary	Rennels, Lucile
Brewer, Benjamin	Meyer, Benjamin	Richards, Albert
Cottingham, Neal	Meyer, Rush	Sanders, John
Fuller, Esther	Miles, Sophia	Snider, Mabel
Hanley, Omar	Moore, Bertha	Templeton, Fae
Hoots, Bertha	Nees, Ethel	Tremble, Marguerite
Jones, Clara	Parkison, Grace	Wamsley, Ruth

Sixth Grade

Adkin, Fannie	Milholland, Herbert	Talbot, Tom
Clark, Ethel	O'Brien, Gregory	Thompson, Martha
Davies, Mary	Parkinson, May	Vail, Isaac
Gannaway, Elsie	Prendergast, Mary	White, Pearl
Glassco, Alia	Reat, Ivan	Wiley, Ernest
Kenny, Helen	Ricketts, Stella	Woodson, Amy
Liston, Louise	Stewart, Chester	
Maxwell, Carlos	Stiers, Harry	

Illinois State Normal School

Fifth Grade

Alvey, Helen	Hoots, Louis	Ritchey, Henry
Ashby, Joseph	Jenkins, William	Sarchet, Iris
Bennet, Stella	Johnson, Jessie	Snider, John
Butler, Lee	Laser, Glen	Sullivan, Margaret
Carman, Ruth	Massie, Harry	Talbott, Newton
Galbreath, Willis	Miles, Roy	Walker, Oren
Gasaway, Edwin	Parkinson, Cora	Wilson, William
Harris, Orlan	Record, William	Winter, Emily

Fourth Grade

Bertolet, Kate	Eastin, Jack	Owings, Sam
Bidle, Ethel	Fitzpatrick, Harry	Petersen, Rodney
Bidle, Mary	Galbreath, May	Phipps, Harold
Brightbill, Madge	Johnson, Howard	Prendergast, Nellie
Chapman, Earl	Long, Charles	Vail, John
Clarke, Mildred	Marshall, Henrietta	
Crews, Ruth	Neal, Herschel	

Third Grade

Bennett, Laurel	Harris, Harry	Owings, Charles
Berthold, Otis	Linder, Lewis	Ramsey, Josephine
Butler, Grove	Mack, Grace	Rennels, Thomas
Chapman, Bertha	Martin, Irna	Rosebraugh, Esther
Davies, Earl	McGurty, Frank	Schenck, Gladys
Duvall, Kittie	Milholland, Paul	Whipp, Marguerite
Hayes, Harold	Morris, Florence	Wilson, Mary

Second Grade

Bails, Earl	Fitzpatrick, Chester	Ricketts, Ethel
Bracken, David	Galbreath, Ruth	Shoemaker, James
Brown, Edgar	Gasaway, Dean	Stewart, Arthur
Buckler, Ivan	Hudson, Louise	Talbot, Bell
Carnahan, Bernice	Johnson, Charles	Turner, Virgil
Crim, Harry	Koch, Elsa	Wilson, Sumner
Digby, Paul	Long, William	
Dunn, Andrew	Peterson, Claudine	

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Advanced First Grade

Berry, Marie	Fitzpatrick, Osa	Record, Lula
Brown, Helen	Kenny, Marguerite	Reilly, Margaret
Cadle, Chester	Morgan, Gwendoline	Slater, Harold
Defenbaugh, John	Prendergast, Mar-	Snider, Howard
Eastin, Eddie	guerite	Vail, Florence

Beginners

Bails, Earnest	Dunn, Fred	Jenkins, Hubert
Bidle, Erskine	Galbreath, Homer	Johnston, Donald
Briggs, Robert	Graham, Dewitt	Montgomery, Devona
Brown, Jessie	Griffith, Charles	Nees, Guy
Chapman, Eva	Hall, Lucy	Ricketts, Dorothy
Chapman, Myrtle	Harden, Lewis	Whip, Harry

Summary

Normal Department	326
Summer School	172
	<hr/>
	498
<i>Counted Twice</i>	52
	<hr/>
	446
Model Schools	201
	<hr/>
<i>Total</i>	647

Counties Represented, 30

Cass	Hancock	Moultrie
Christian	Iroquois	Oswego, N. Y.
Clark	Jasper	Pendleton, Ky.
Coles	La Salle	Piatt
Crawford	Lawrence	Richland
Cumberland	Macon	Shelby
Douglas	Macoupin	Vermillion
Edgar	Madison	Vigo, Ind.
Effingham	Mason	Wabash
Hamilton	Montgomery	White

Illinois State Normal School

Graduates

1900

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

1901

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>

