

6-1-1902

Bulletin - Annual Catalogue of the Fourth Year (1902-1903)

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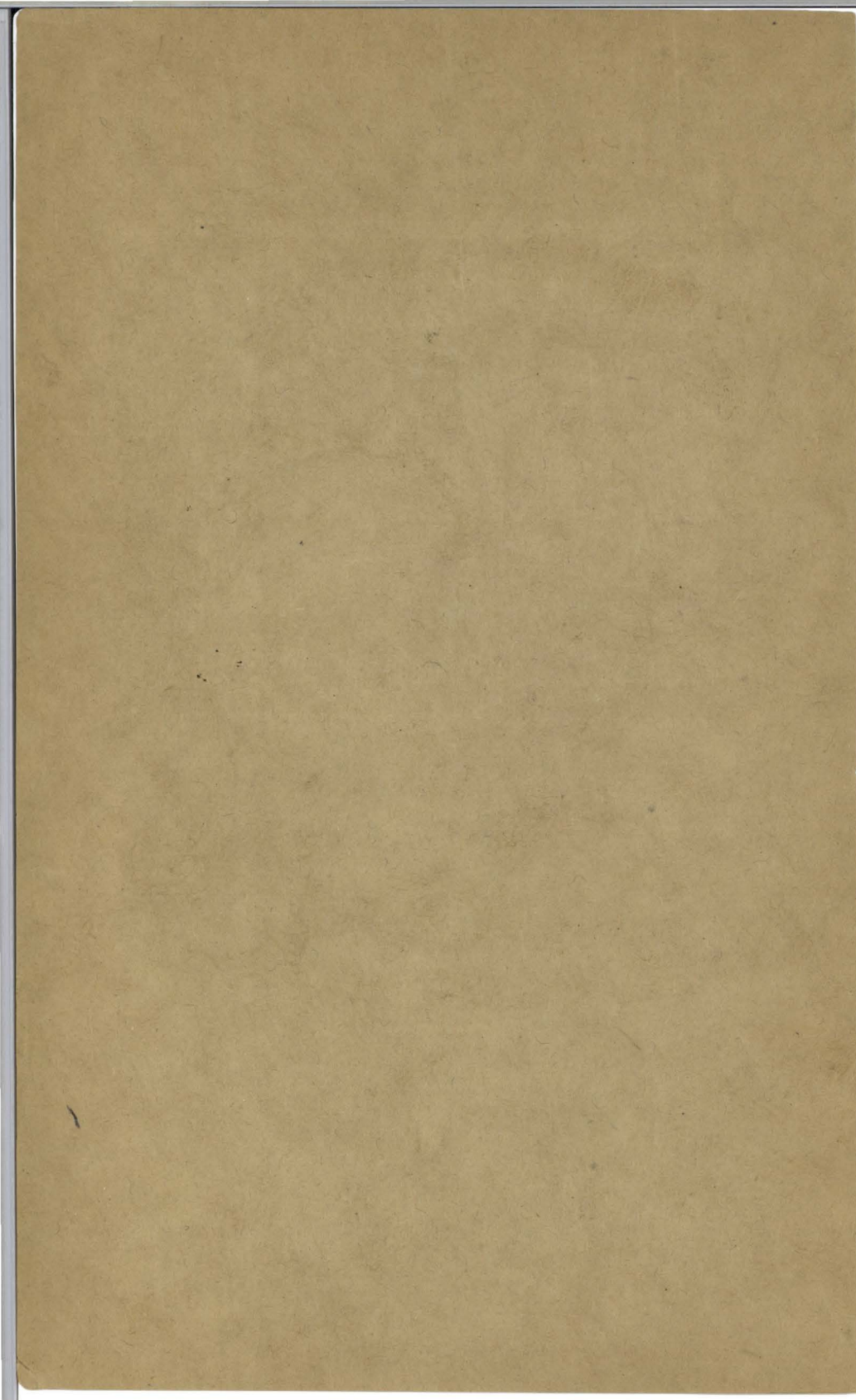
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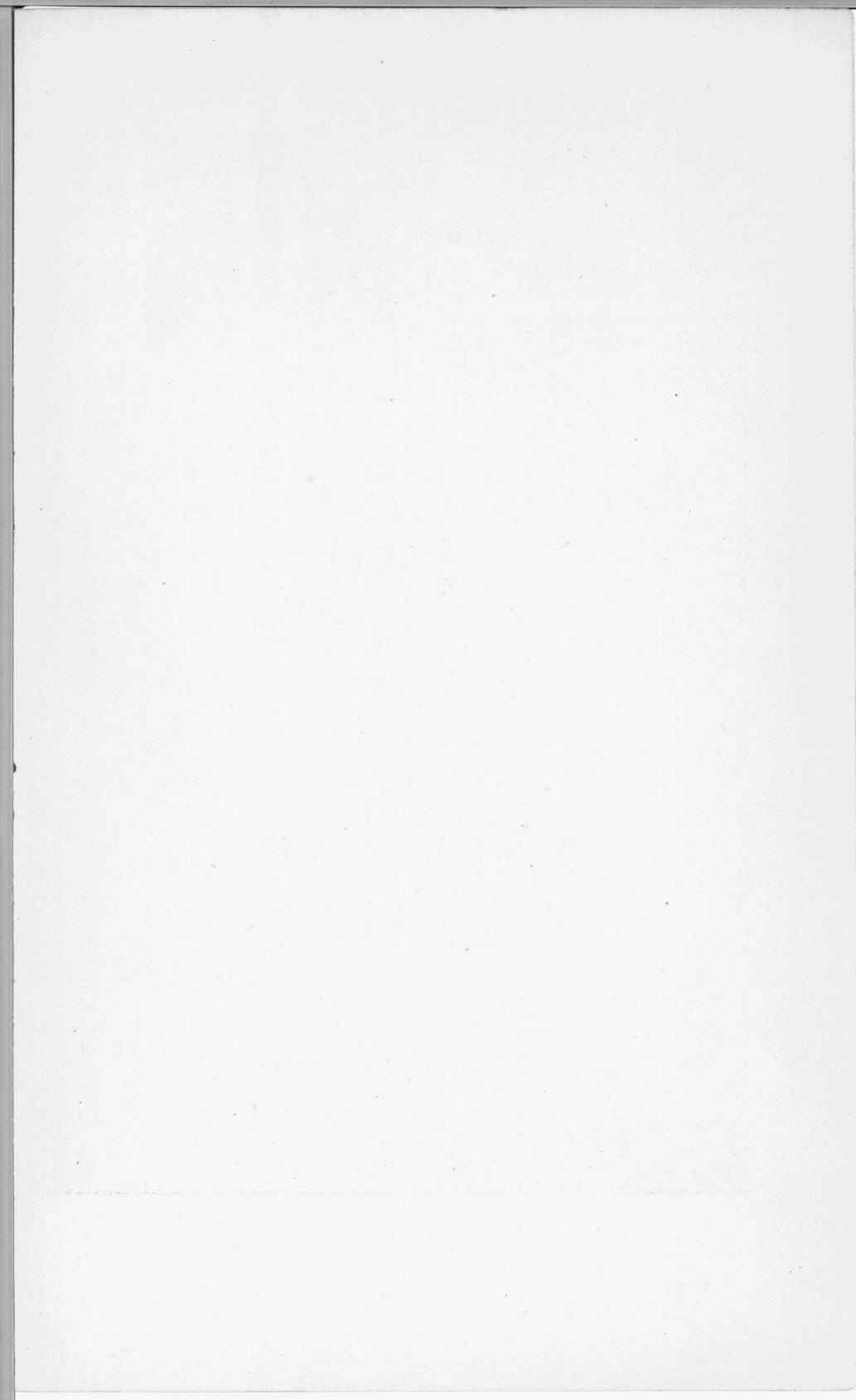
Eastern Illinois University, "Bulletin - Annual Catalogue of the Fourth Year (1902-1903)" (1902). *Eastern Illinois University Bulletin*. 230.

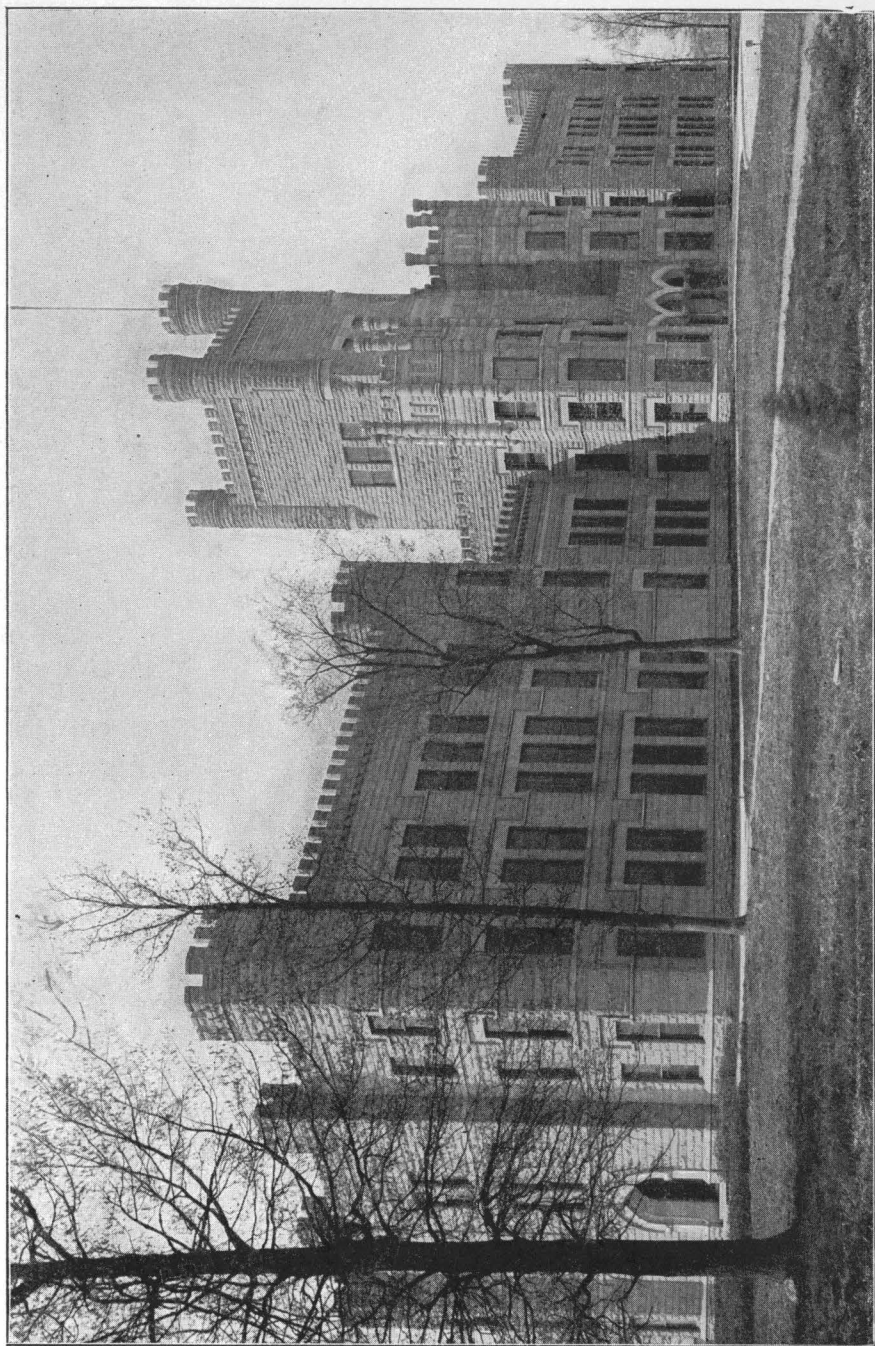
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**The Eastern
Illinois State
Normal School
Charleston Ill
Fourth Year 1902-3**







The Eastern Illinois State Normal School

At Charleston, Illinois

A Catalogue for the Fourth Year
1902-1903

Announcements for
1903-1904

The Rand-McNally Press
Chicago

The School Calendar

FALL TERM

1903

<i>September 15, Tuesday</i>	<i>Entrance Examinations and Classification</i>
<i>September 16, Wednesday</i>	<i>Class Work begins</i>
<i>December 18, Friday</i>	<i>Fall Term ends</i>

WINTER TERM

1904

<i>January 5, Tuesday</i>	<i>Entrance Examinations and Classification</i>
<i>January 6, Wednesday</i>	<i>Class Work begins</i>
<i>March 22, Tuesday</i>	<i>Winter Term ends</i>

SPRING TERM

<i>March 29, Tuesday</i>	<i>Class Work begins</i>
<i>June 17, Friday</i>	<i>Spring Term ends</i>

SUMMER TERM

1904

<i>June 20, Monday</i>	<i>Classification</i>
<i>June 21, Tuesday</i>	<i>Class Work begins</i>
<i>July 29, Friday</i>	<i>Summer Term ends</i>

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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>Friederich 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>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>Elmer I. Shepard, A.B.,</i>	<i>Assistant in Mathematics</i>
<i>Thornton Smallwood, B.S.,</i>	<i>Physics and Chemistry</i>
<i>Thomas L. Hankinson, B.S.,</i>	<i>Assistant in Biology</i>
<i>Caroline A. Forbes,</i>	<i>Manual Training</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 friends of the school. The first, a dramatic reading of "David Copperfield" by Mr. Leland T. Powers, was given by the students; the second, a course of six lectures on "Scotch Literature" by Dr. William A. Colledge, by the faculty; and the third, two piano lecture recitals, subjects, Liszt and Wagner, by Mr. Waugh Lauder, by the Board of Trustees.

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

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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 were given from Shakespeare, George Eliot, Dickens, Victor Hugo, Tennyson, The Short Story, and The Late Novel. At the end of each year a play will be presented with the accessories of appropriate costume and scenery. Shakespeare's "Midsummer Night's Dream" was given in 1902, and Sheridan's "The Rivals" in 1903.

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
<i>Teaching Grammar</i>	<i>Teaching Geography [Methods]</i>	<i>Philosophy of Education History of Education</i>
TWO ELECTIVES:	TWO ELECTIVES:	TWO ELECTIVES:
<i>Latin German History Physics Zoölogy Sociology Commercial Geography</i>	<i>Latin German History Physics Zoölogy</i>	<i>Latin German History Physics Physiology Economics</i>

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 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 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. *Written or oral criticisms 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 essential parts 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 pupil. This constitutes a large part of the written work of the term. The pupil 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 pupil a knowledge of language structure and agreement.
2. To show the relations existing between grammar and literature.
3. To prepare the pupil to study other languages.
4. To give the pupil greater effectiveness of speech.
5. To give the pupil 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 pupil is required to spend a part or all of a term in a method class. The following are some of the subjects 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 *The Mother Tongue*, III. 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. (Required. Fall and Winter terms.)

Literature

1. The sources and development of the English drama will be studied briefly in preparation for the five plays of Shakespeare, each one of which is used to illustrate, so far as possible, the chief elements of the drama. The aim of the course is not only to present adequately the plays undertaken in class, but also to provide the students with equipment sufficient for carrying on successfully future independent study. (Required. Spring term.)

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 principally 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 the 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; 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.

The Latin Language

LATIN is elective throughout all courses. First-year Latin may be taken either in the first or in the 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 is studied in connection with Cæsar and Cicero. In the second year, some special attention is given to Roman antiquities; in the third, to constructions not found in Cæsar, to figures of speech, the reckoning of time, the memorizing of selected passages, and the study of the Roman Constitution.

The work in Vergil includes a study of Greek and Roman Mythology, of poetical constructions, figures, and scansion as well as the consideration of Vergil's debt to Homer, and the memorizing of selected lines and passages. Sight translation and the study of the relation of Latin to English are a part of the work of every year.

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German

GERMAN is elective in the Two-year Course and in the third and fourth years of the Four-year Course. The work is based on 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*, and Harris' German Composition. For Sight Reading, Storm's *Immensee*, Heyse's *L'Arrabbiata*, and Jensen's *Die Braune Erica* are used. German conversation, composition, sight-reading, and the 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. Consequently, 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 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

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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.

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.

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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 department of Geography 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.

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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.

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

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

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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.

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. Adam's Commercial Geography, together with other books, atlases, and charts form the basis of the work.

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.

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

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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.

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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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.

Some work in classification will be done, and an effort will be made to acquaint the student with the life-histories, habits, and economic importance of some of the more common representatives of our local fauna. When possible, living animals in their natural haunts will be studied.

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.

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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 and laboratory work, and visits to 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, proceeding 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 purchasing books 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.
 - [i] Care and use of pictures.

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.
American Historical Review.
American Journal of Sociology.
American Naturalist.
American Quarterly
Annals of Botany.
Arboriculture.
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.
Bulletin of American Bureau of Geography.
Bulletin of Bibliography.
Catholic Review.
Century Magazine.
Chicago Chronicle, Daily and Sunday.
Chicago Inter Ocean, Daily and Sunday.
Chicago Tribune, Daily and Sunday.
Child Study Monthly, now Review of Education.

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Cosmopolitan.
Country Life in America.
Critic.
Cumulative Book Index.
Cumulative Index of the Contents of Periodicals.
Current History.
Current Literature.
Dial.
Edinburgh Review (American Edition).
Educational Review.
Educator-Journal.
Elementary School Teacher.
English Historical Review.
Etude.
Forestry and Irrigation.
Forestry Quarterly.
Forum.
Gardener's Chronicle.
Geographical Journal (British).
Globe-Democrat (St. Louis), Daily and Sunday.
Harper's Monthly.
Harper's Weekly.
Independent.
Indiana School Journal, now Inland Educator.
Intelligence.
International Quarterly.
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.

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Little Folks.
Little Men and Women.
London Journal of Education.
Manual Training Magazine.
Masters in Art.
McClure's Magazine.
Modern Language Notes.
National Geographic Magazine.
Nature.
New England Magazine.
New York Times.
North American Review.
Outing.
Outlook.
Photographic Times.
Plant World.
Poet Lore.
Political Science Quarterly.
Popular Astronomy.
Popular Science Monthly.
Primary Education.
Public Libraries.
Public Opinion.
Public School Journal, now School and Home Education.
Reader's Guide to Periodical Literature.
Review of Reviews.
School and Home Education.
School News.
School Review.
School Science.
Science.
Science Progress.
Scientific American.
Scientific American Building Monthly.
Scientific American Supplement.
Scottish Geographical Magazine.

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Scribner's Magazine.

St. Nicholas.

Teachers' College Record.

Westminster Review (American edition).

World's Work.

World To-day.

Youth's Companion.

Manual Training

DURING the year, Manual Training was introduced, with classes for observation conducted through all the grades of the practice school. The course followed includes working in wood, basket-making, cardboard construction, clay modeling, and weaving, the work in every instance being graded progressively.

Not only is practical instruction given in these particular branches of hand work, but theoretical instruction as to material and tools used, and the nature and application of the different exercises. Attention is given to excellence in design, that the judgment may be trained to appreciate beauty in form and proportion, and the suitability of the article to the end in view.

A large well-lighted room has been given over to the wood work. This room has been thoroughly equipped with the best quality of benches and tools, provision being made for classes of twenty pupils. All materials are furnished by the school, and the articles made when not for service in the school room become the property of the pupils at the end of the school year.

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 numbers issued this year have been :

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1. Some of the Objects of Studying English Grammar, by W. M. Evans, Litt. D.
2. The School Garden, by Otis W. Caldwell, Ph. D.
3. Manual Training, by Caroline A. Forbes.

The School Garden and Greenhouse

A SCHOOL garden has been 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.

A commodious greenhouse has been built. This affords the classes in botany abundant material at all times of the year and incidentally furnishes 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 two years ago with the Mothers' Club of this school and brought to it that uplift, enthusiasm, and broader outlook which numbers and wider experience bring.

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STUDENT ORGANIZATIONS

The 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.

The Glee Club

THE Young Men's and the Young Women's Glee Clubs meet 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.

The 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.

The 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.

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Students

Saturday Students

Archer, John J.	<i>Charleston</i>
Balter, Ida C.	<i>Charleston</i>
Cottingham, William E.	<i>Charleston</i>
Fiock, Edward J.	<i>Fair Grange</i>
Honn, Ed.	<i>Charleston</i>
Kummer, Grace	<i>Charleston</i>
McKelvie, Annie E.	<i>Mattoon</i>
Miles, Ella	<i>Charleston</i>
Miner, Daisy C.	<i>Charleston</i>
Neal, Orra E.	<i>Charleston</i>
Payne, Claudia	<i>Bushton</i>
Shoemaker, Eva May	<i>Charleston</i>
Shoemaker, Theodora	<i>Charleston</i>
Sims, Nelle	<i>Charleston</i>
Wilson, Hattie D.	<i>Charleston</i>

Second Year of the Two-Year Course

Balter, Gertrude	<i>Charleston</i>
Dougherty, Philip	<i>Charleston</i>
Doyle, Eliza	<i>Lerna</i>
Ellison, Grace	<i>Mattoon</i>
Farrar, Roscoe	<i>Doran</i>
Ficklin, Mary C.	<i>Charleston</i>
Gordon, Charles C.	<i>Lawrenceville</i>
Harker, M. Josephine	<i>Peoria</i>
Huston, Myrtle	<i>Charleston</i>
Jenkins, Katherine	<i>Charleston</i>
Persons, Zula Z.	<i>Danville</i>
Shannon, Mary	<i>Mattoon</i>
Shoot, Bonnie Seabolt	<i>Charleston</i>
Whisnand, Mary A.	<i>Charleston</i>

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First Year of the Two-Year Course

Alexander, Isadore	<i>Charleston</i>
Anderson, Ethel	<i>Charleston</i>
Bidle, Carolyn	<i>Casey</i>
Byers, Bessie Bradshaw	<i>Charleston</i>
Case, Jennie	<i>Charleston</i>
Cresap, Flora	<i>Champaign</i>
Dewhirst, David McKendree	<i>Olney</i>
Edman, Minnie	<i>Charleston</i>
Ferguson, Jessie L.	<i>Charleston</i>
Ferrish, Lewis	<i>Charleston</i>
Fortney, Lola	<i>Effingham</i>
Fryer, Jack	<i>Charleston</i>
Gannaway, Ethel	<i>Charleston</i>
Glassco, Roy T.	<i>Charleston</i>
Harris, Stella	<i>Charleston</i>
Hill, Ben Chambers	<i>Charleston</i>
Hoyt, Edna	<i>Centralia</i>
Hubbard, Nelle M.	<i>Urbana</i>
Kyger, Roy Jay	<i>Grape Creek</i>
Lafferty, Charlotte	<i>Charleston</i>
Littler, Carrie	<i>Potomac</i>
Littler, Nelle M.	<i>Potomac</i>
McClure, Floretta K.	<i>Sullivan</i>
Rauch, Arlie B.	<i>Charleston</i>
Record, Loue	<i>Charleston</i>
Romans, Anne	<i>Charleston</i>
Shoot, Elizabeth	<i>Charleston</i>
Todd, Mabel E.	<i>Charleston</i>
Turman, Catherine W.	<i>Charleston</i>
Walker, Emma	<i>Casey</i>
Watkins, Mayme E.	<i>Tuscola</i>
Webb, Anna	<i>Charleston</i>
White, Charity	<i>Charleston</i>
Wilson, Ethel V.	<i>Chrisman</i>

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Third Year of the Three-Year Course

Harris, William	<i>Mowcaqua</i>
Littler, Sherman	<i>Potomac</i>

Second Year of the Three-Year Course

Bubeck, Charles M.	<i>Marshall</i>
Card, Hamilton Hye	<i>Fillmore</i>
Dorris, S. A.	<i>Isabel</i>
Harrah, Edith A.	<i>Charleston</i>
Skidmore, A.	<i>Rardin</i>
Stafford, Charles M.	<i>Grafton</i>
Welker, Harry L.	<i>Charleston</i>

First Year of the Three-Year Course

Birdzell, William	<i>Neoga</i>
Catterton, N. O.	<i>Charleston</i>
Cossairt, Laura	<i>Potomac</i>
Hilton, Mervin B.	<i>Lerna</i>
Mills, Chester J.	<i>Palestine</i>

Fourth Year of the Four-Year Course

Freeman, Ernest N.	<i>Charleston</i>
Harrah, Hattie A.	<i>Charleston</i>
Lumbrick, Arthur	<i>Charleston</i>
McDonald, Alice B.	<i>Charleston</i>
Reeder, John C.	<i>Humbolt</i>
Stewart, Charles S.	<i>Charleston</i>
Wade, William E.	<i>Redmon</i>
Wallace, Charles	<i>Charleston</i>
Wright, Mabel	<i>Charleston</i>
Young, Eva N.	<i>Effingham</i>

Third Year of the Four-Year Course

Bond, Cora F.	<i>Irving</i>
Brewer, John Lewis	<i>Charleston</i>
Coffey, Ellis	<i>Kansas</i>

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Coon, Mary W.
DeWolf, John C.
Goodwin, Georgia E.
Hagemeyer, Bartlett
Henderson, Frank
La Rue, Ruth Ann
McAdams, Charles H.
McDonald, Elmer M.
McDonald, Henrietta
McDonald, Louis Love
McVey, Mariem
Mitchell, Elizabeth A.
Monts, Lee
Moore, Grace
Overholser, Nora G.
Rodgers, Ralph B.
Sargent, Paul T.
Stanberry, Jesse O.
Stanfield, Adrian C
Thissell, Inez
Waggoner, Alvin
Weatherly, Carrie
Wright, Effa

Charleston
Pana
West Union
Butler, Ky.
Isabel
Etna
Kansas
Lerna
Lerna
Charleston
Charleston
Charleston
Charleston
Charleston
Janesville
Charleston
Greenuap
Chrisman
Charleston
Gays
Paris
Charleston

Second Year of the Four-Year Course

Anderson, James Lewis
Andrew, Lulu
Baker, Willie W.
Balch, Flora
Bell, Carrie B.
Bennett, Lizzie Belle
Best, Bertha
Brewer, Mary
Clancy, Effie
Corzine, Edna L.
Curry, Arthur B.
Davis, Clarence M.

Virginia
Pana
Westfield
Lerna
Redmon
Martinsville
Charleston
Charleston
Lerna
Isabel
Sexson
Charleston

A Catalogue of the Eastern

Davis, Pearl M.	<i>Waggoner</i>
Dornblaser, Mary H.	<i>Charleston</i>
Doty, Goldia O.	<i>Charleston</i>
Echard, Lola Frances	<i>Ashmore</i>
Evans, Minnie Lucile	<i>Charleston</i>
Faris, Mildred	<i>Lerna</i>
Finley, Charles W.	<i>Cook's Mills</i>
Foote, Luauda	<i>Charleston</i>
Geddes, Grace	<i>Newton</i>
Gray, Helen	<i>Janesville</i>
Hagan, Warren L.	<i>Windsor</i>
Hamill, Alma	<i>West Union</i>
Harry, Bertha	<i>Humbolt</i>
Harwood, Clarence H.	<i>Janesville</i>
Heinlein, Crayton McGee	<i>Hindsboro</i>
Hickman, Wilber H.	<i>Dudley</i>
Higgins, Tracy Wallace	<i>Neoga</i>
Hill, Joseph E.	<i>Fair Grange</i>
Honn, Josephine W.	<i>Ashmore</i>
Hooppaw, Bessie	<i>Charleston</i>
Lane, S. C.	<i>Ashmore</i>
Marlowe, Eltha C.	<i>Kansas</i>
Marshall, Thomas L.	<i>Charleston</i>
McGahey, O. P.	<i>Rardin</i>
McGavack, Cornelia	<i>Woodland</i>
McGuire, Maud I.	<i>Maroa</i>
Milholland, J. Edgar	<i>Charleston</i>
Miller, Vangie E.	<i>Dexter</i>
Nickles, Theodore E.	<i>Charleston</i>
Parkison, William Maurice	<i>Charleston</i>
Pear, Margaret	<i>Paris</i>
Pennell, George E.	<i>Humbolt</i>
Perisho, Charles M.	<i>Kansas</i>
Phillips, Alonzo B.	<i>Charleston</i>
Phipps, Charles	<i>Charleston</i>
Raines, Edward W.	<i>Golconda</i>
Randolph, Edgar D.	<i>Gays</i>
Rigney, W. Reed	<i>Pierson</i>

Illinois State Normal School

Rodgers, Edyth C.
Sager, Frank
Smith, Arthur
Stephenson, Florence
Stephenson, Jesse J.
Turner, Imogene
Wall, Mary M.
Wentz, Roy A.

Lerna
Isabel
Loxa
Lerna
Lerna
Charleston
Charleston
Hindsboro

First Year of the Four-Year Course

Allen, Arthur E.
Archer, Susie E.
Armstrong, Lulu
Arterburn, Luella
Ault, Vena
Ault, Verna
Austin, Jesse
Bails, Carrie A.
Bainbridge, Albert Oliver
Baker, Mary Dee
Baker, William Emery
Barkley, Rupert R.
Bradford, Ernest C.
Bratton, Dolly Faye
Brinkerhoff, Siebert W.
Brown, William A.
Carnes, Ethel D.
Catterton, Mrs. Winnie
Chamberlin, Ernest
Chamberlin, Fannie
Chapman, Allie
Chenoweth, Beatrice
Christy, Edith
Christy, Ethel
Clayton, Clifford E.
Coad, James E.
Cole, Bert R.
Compton, Nora Ellen

Brocton
Charleston
Loxa
Kansas
Hillsboro
Hillsboro
Charleston
Charleston
Todd's Point
Dundee
Bushton
Charleston
Hindsboro
Fair Grange
Redmon
Charleston
Isabel
Charleston
Mattoon
Mattoon
Hunt
Argenta
Charleston
Charleston
Humbolt
Albion
Cook's Mills
Boos Station

A Catalogue of the Eastern

Connelly, Sarah Ann	<i>Hume</i>
Crum, Edna	<i>Charleston</i>
Cunningham, Lee Roy	<i>Paris</i>
Cusick, Hortencia	<i>Chrisman</i>
Cutler, Lois	<i>Charleston</i>
Dalton, Victor	<i>Neoga</i>
Davis, Bertha Florence	<i>Charleston</i>
Davis, Carl	<i>Westfield</i>
Dewhurst, Effie L.	<i>Newton</i>
Dixon, Frances	<i>Herrick</i>
Dryden, Eleanor B.	<i>Neoga</i>
Dryden, Minnie	<i>Andrews, La.</i>
Dunn, Carl	<i>Hidalgo</i>
Durnal, Alma F.	<i>Murdock</i>
Duvall, Minor M.	<i>Lerna</i>
Eck, Edna V.	<i>Charleston</i>
Eck, Lulu E.	<i>Charleston</i>
Ernst, Robert	<i>Humbolt</i>
Etnire, Jessie	<i>Charleston</i>
Fellows, Mary	<i>Neoga</i>
Finley, John W.	<i>Coles</i>
Freeman, Frances Fay	<i>Charleston</i>
Gertsch, William	<i>Olney</i>
Giffin, Gladys M.	<i>Charleston</i>
Gillespie, Bessie	<i>Bridgeport</i>
Gillespie, Hattie	<i>Bridgeport</i>
Gillogly, Elda M.	<i>Brocton</i>
Gish, Orpha E.	<i>Oilfield</i>
Givens, Harry	<i>Paris</i>
Glick, Lula B.	<i>Metcalfe</i>
Goble, Amy	<i>Union Center</i>
Gomel, Maud	<i>Oakland</i>
Gordon, Pearl L.	<i>Charleston</i>
Gore, Olin Hatten	<i>Hazel Dell</i>
Graven, Artie	<i>Kirksville</i>
Hackett, Walter	<i>Charleston</i>
Halsey, Retta	<i>Oakland</i>
Hamill, Lena	<i>West Union</i>

Illinois State Normal School

Hammond, Carrie	<i>Charleston</i>
Hashbarger, Edith A.	<i>Mattoon</i>
Hawkins, Osie M.	<i>Sullivan</i>
Heinlein, James	<i>Hindsboro</i>
Henry, Florence G.	<i>Charleston</i>
Hickman, Oscar D.	<i>Grand View</i>
Holsen, Hester	<i>Allendale</i>
Housel, Elmer	<i>Rardin</i>
Howell, Edna	<i>Mattoon</i>
Hunt, Maggie Maud	<i>Fuller</i>
Jones, Florence	<i>Newman</i>
Jones, Ina	<i>Pinkstaff</i>
Jones, Leonard	<i>Charleston</i>
Kearney, Aaron L.	<i>Arcola</i>
Keeper, Edgar Roy	<i>Morrisonville</i>
Knapp, Anna	<i>Hindsboro</i>
Lathrop, Oscar	<i>Claremont</i>
Little, Blaine	<i>Edgar</i>
Lippincott, John Theodore	<i>Charleston</i>
Malcolm, Herbert F.	<i>Ashmore</i>
Manning, Morton	<i>Logan</i>
Marlow, Fred	<i>Mount Vernon</i>
Marrs, Fred	<i>Conlogue</i>
Maxey, Orval	<i>Pierceburg</i>
Maxwell, M. Ross	<i>Duncanville</i>
McAdams, Charlie	<i>Loxa</i>
McGahey, Claudius G.	<i>Charleston</i>
McGrath, Katharine	<i>Moweaqua</i>
McGrath, Margarite	<i>Moweaqua</i>
McGregor, Hugh	<i>Mount Carmel</i>
McKelvie, Henrietta	<i>Mattoon</i>
McKelvie, William Robb	<i>Mattoon</i>
McKittrick, Cynthia	<i>Tower Hill</i>
Merritt, Cynthia Ellen	<i>Charleston</i>
Michael, Melissa Pearl	<i>Mattoon</i>
Milholland, Howard I.	<i>Charleston</i>
Monson, Carl V.	<i>Coles</i>
Montgomery, John T.	<i>Charleston</i>

A Catalogue of the Eastern

Murphy, Leonard J.	<i>Fairland</i>
Nuttall, Archilous Fillmore	<i>Flat Rock</i>
Perisho, Ruth J.	<i>Kansas</i>
Perry, Emma	<i>Todd's Point</i>
Phillips, Charles Martin	<i>Fuller</i>
Phillips, William J.	<i>Olney</i>
Popham, Edwin S.	<i>Charleston</i>
Purvis, Beatrice	<i>Sullivan</i>
Rawlings, Zena	<i>Yantisville</i>
Rice, Jennie L.	<i>Mattoon</i>
Richards, Lucy M.	<i>Charleston</i>
Rose, Rebecca Ann	<i>Windsor</i>
Rosebraugh, Robert B.	<i>Charleston</i>
Rucker, William H.	<i>San Francisco, Cal.</i>
Runyan, Clarence	<i>Gays</i>
Runyan, Frank	<i>Chrisman</i>
Scherer, Claude O.	<i>Olney</i>
Scherer, Clyde A.	<i>Olney</i>
Shields, John E.	<i>Charleston</i>
Shoemaker, Ethel	<i>Calhoun</i>
Shoemaker, Nora	<i>Calhoun</i>
Showers, Margaret E.	<i>Bethany</i>
Slater, Mrs. Mattie B.	<i>Oreana</i>
Slater, Nora P.	<i>Isabel</i>
Snider, Catherine	<i>Charleston</i>
Sours, Charles Paul	<i>Mattoon</i>
Sours, Harley Ernest	<i>Mattoon</i>
Spillman, Dorothy	<i>Gays</i>
Stanfield, Grace	<i>Chrisman</i>
Summers, Mrs. Alice	<i>Charleston</i>
Thayer, Roby E.	<i>Neoga</i>
Thompson, Haidee G.	<i>Dudley</i>
Tohill, Florence M.	<i>Flat Rock</i>
Tym, William B.	<i>Todd's Point</i>
Vest, Jessie	<i>Humbolt</i>
Voorhees, John D.	<i>Conlogue</i>
Walden, Jesse E.	<i>Charleston</i>
Weger, Louise	<i>Flat Rock</i>

Illinois State Normal School

Weiler, Willie	<i>Kansas</i>
Whidden, Harold	<i>Kansas</i>
Wilcox, Viola	<i>Greenup</i>
Williams, Amy Edith	<i>Hume</i>
Woll, Henry L.	<i>Lovington</i>
Woods, Carrie	<i>Toledo</i>
Woods, Winnie	<i>Toledo</i>
Wright, Clyde W.	<i>Ramsey</i>
Wright, Leona Florence	<i>Charleston</i>
Young, Grace	<i>Mattoon</i>

Summer Term, 1902

Alexander, Gertrude	<i>Kansas</i>
Apple, Emory Otto	<i>Paris</i>
Apple, W. R.	<i>Paris</i>
Atherton, Inis	<i>Lovington</i>
Atherton, Lona	<i>Lovington</i>
Balter, Clara	<i>Charleston</i>
Barnes, Callie I.	<i>Charleston</i>
Barnett, Jane	<i>Sidell</i>
Barnette, Pearle	<i>Indianola</i>
Behner, Carrie	<i>Kansas</i>
Berry, Lora	<i>Olney</i>
Best, Gertrude	<i>Charleston</i>
Blair, Estella	<i>Cadwell</i>
Brasier, Carrie G.	<i>Lerna</i>
Brown, Emma M.	<i>Allerton</i>
Bullock, Florence W.	<i>El Paso</i>
Bunyan, Winona	<i>Hammond</i>
Burson, Nellie	<i>Windsor</i>
Campbell, Mary Gertrude	<i>Arthur</i>
Campbell, William H.	<i>Marissa</i>
Caskey, S. Alice	<i>Chrisman</i>
Casteel, Gertrude E.	<i>Williamsburg</i>
Castelo, John	<i>Toledo</i>
Cavins, Henrietta Olive	<i>Mattoon</i>
Chumley, Eugene	<i>Vanderville</i>
Cochonour, Lillian A.	<i>Casey</i>

A Catalogue of the Eastern

Colyer, J. W.
Cook, Evelyn
Cripe, Della
De Vol, Ida A.
De Wolfe, Bertha E.
De Wolfe, Lucy Leonora
Dickenson, Lulu Emma
Diefenthaler, Minnie K.
Eble, John
Edman, Frances H.
Edwards, Otto D.
Elder, Almira
Elder, Lula
Elledge, Omer
Ellsberry, Bessie M.
Emel, Effie May
Emmons, Blanche
Emrich, Ollie E.
Farrar, Roscoe
Flagg, Ella
Fleming, Mary
Folk, Arthur S.
Foraker, James E.
Foreman, Lena
Fox, May
Freeland, Faye
Fuller, Wilford W.
Fulton, Georgiana
Gaiser, Katherine
Gammill, Finis I.
Gardner, Cornelia
Gerhardt, Fred C.
Gobin, Hetty A.
Grantham, Grace L.
Graven, Neva
Green, Nelle
Grider, Covey Floyd
Griffith, Thomas L.

Garrett
Oconee
Cerro Gordo
St. Louis, Mo.
Assumption
Assumption
Paris
Oconee
Bethany
Charleston
Harrisburg
Toledo
Bethany
Charleston
Cherry Point
Bethany
Robinson
Casey
Doran
Alvin
Olney
Charleston
Vevay Park
Charleston
Witt
Greenup
Charleston
Logan
Charleston
Lerna
Sullivan
Birds
Charleston
Neoga
Kirksville
Paris
Windsor
Windsor

Illinois State Normal School

Grisamore, Sadie
Gross, Sylvester
Gubbins, Henry
Hall, Holton
Hall, Ruth
Hall, Suma
Harwood, Frank D.
Hayes, Ellen
Hearn, Maud G.
Hedden, Myrtle
Henderson, Charley W.
Hicks, Glenn A.
Hill, Jessie
Hill, Norman H.
Hoke, Maude
Hostetler, A. Lida
Hottel, Anna L.
Huffman, Eva E.
James, Guss
James, Ida
Jones, Albert G.
Jordan, Dott E.
Kelley, Lena
Kilgore, Maude L.
Knight, Dora
Knight, Edward R.
Koonce, Hattie
Leachman, Edgar
Leitch, Ira A.
Lewey, Millie
Lippincott, Mary Ethel
Lippincott, Ruth L.
Livett, Edith Mae
Love, Justin Jay
Mabry, A. R.
Maxwell, Mamie
McClelland, Dora Viola
McMahon, Nelle

Toledo
Hume
Grayville
Decatur
Toledo
Toledo
Flora
Danville
Mattoon
Charleston
Isabel
Paris
Fillmore
Indianapolis, Ind.
Sullivan
Charleston
Danville
Charleston
Salem
Charleston
Mount Zion
Harvel
Danville
Vermilion
Muncie
Muncie
Greenville
Garrett
Charleston
Hillsboro
Charleston
Charleston
Hume
Gays
Paris
Boos
Charleston
Charleston

A Catalogue of the Eastern

McNece, Etta
Michael, Estelle
Milholland, Arthur Lee
Milholland, Grace Ellen
Miller, Cora Anne
Miller, Ira Otis
Miller, Isabel
Miller, Verna
Monfort, James Granville
Moore, M. Florence
Morgenstern, Carolyn
Morris, Matthew
Mosbarger, Dora V.
Murphy, Jeannette
Neal, Sara Ellen
O'Day, Maude E.
Orr, Esther
Patton, H. Pearl
Payne, Gertrude
Perkins, Anna
Pforr, Nora
Phillips, Jacob
Phipps, Orvan A.
Poole, Lela Brewster
Ratcliff, Leota
Reynolds, Maynard O.
Rhodes, Maude
Riggins, John A.
Ritchie, Bertha
Rogers, Walter D.
Romans, Teresa F.
Rose, Ivy E.
Rose, Rosella M.
Scheytt, Ida M.
Schrey, Mayme
Shewmaker, Vida N.
Shy, Nelle
Slater, Ernest W.

Robinson
Toledo
Charleston
Charleston
Neal
Neal
Fillmore
Fillmore
Charleston
Charleston
Mattoon
Eldorado
Atwood
Charleston
Charleston
Trilla
Sidell
Auburn
Danville
Kansas
Charleston
Hazel Dell
Janesville
Paris
Westfield
Rardin
Bethany
Hutton
Warrensburg
Oakwood
Charleston
Windsor
Windsor
Charleston
Olney
Maroa
Kansas
Oreana

Illinois State Normal School

Slater, Luther A.
Smith, Edwin
Smith, Mrs. Kate
Spry, Mabel
Sterling, Atta L.
Steward, Mary Mabel
Stone, C. Blanche
Straley, Ben H.
Sweeney, Katherine V.
Thread, Ernest L.
Tichenor, Eva
Tomlinson, Ella
Tull, Eugenia
Tull, Mrs. Lola M.
Tull, Lala Z.
Villars, M. May
Ward, Jennie M.
Warren, H. Ray
Warren, Mary Frances
Weaver, Marion V.
Welge, Leonora
Wells, Hala
Whisennand, S. B.
White, Grace
White, Mahala J.
Wilson, Charles
Wilson, Emmar
Wilson, J. W.
Williams, Grace D.
Williams, Nettie C.
Winslow, Winnie
Wood, Charles
Wood, Homer H.
Wright, Rosa B.
Wyatt, David T.

Isabel
Charleston
Greenup
Sidell
Stokes
Westfield
Newman
Charleston
Danville
Bone Gap
Sullivan
Toledo
Windsor
Findlay
Windsor
Fairmount
St. Mary's, Ind.
Sullivan
Charleston
Dalton City
Hillsboro
Greenup
Yale
Dillsburg
Charleston
Sidell
Westfield
Lerna
Harrisburg
Charleston
Greenup
Sullivan
Sullivan
Isabel
East St. Louis

A Catalogue of the Eastern

Pupils in Model School

Ninth Grade

Anderson, Coral	Fasig, Lois	McComas, Mary
Bertolet, Sarah	Freeman, Agnes	McNeal, Georgia
Brown, Bert	Gish, Ethel	Rodgers, Oscar
Caldwell, Horace	Harris, Fred	Stewart, Bertha
Cottingham, Frank	Heddins, Nancy	Stewart, Anna
Eastin, Ralph	Ingram, Claude	
Ewing, Roy	Jones, Clement	

Eighth Grade

Adkins, Charles	Housel, Delpha	Rardin, Bruce
Brewer, Benjamin	McDonald, Mary	Rennels, Lucile
Briggs, Bella	Miles, Sophia	Richards, Albert
Cottingham, Neal	Montgomery, George	Snider, Mabel
Foreman, Lulu	Moore, Bertha	Tremble, Marguerite
Fuller, Esther	Nees, Ethel	Williams, Alvin
Gee, Arthur	Parkison, Grace	
Hanley, Omar	Phipps, Anna	

Seventh Grade

Adkins, Francis	Kenny, Helen	Stewart, Chester
Best, Owen	Lashbrook, Jesse	Talbot, Thomas
Dunn, Stanley	Maxwell, Carlos	Thompson, Martha
Dunn, Toney	Meyer, Rush	Tyler, James
Gannaway, Elsie	Milholland, Herbert	Vail, Isaac
Jones, Clara	Meyers, Jennie	Wiley, Ernest
Hamill, Fern	Reat, Ivan	Woodson, Amy
Henderson, Bessie	Saine, Florence	

Sixth Grade

Alvey, Helen	Carman, Ruth	Giffin, Arlie
Ashby, Joseph	Chenoweth, Marie	Harris, Orlan
Bennett, Stella	Galbreath, Willis	Hooppaw, Cadle
Butler, Lee	Garrison, Grover	Jenkins, William

Illinois State Normal School

Livingston, Toby	Record, Willie	Sullivan, Margaret
McConnel, Mabel	Ritchey, Henry	Talbott, Newton
Norris, Burr	Sarchet, Iris	Walker, Oren
Petersen, Rodney	Scott, Clarence	Wilson, William
Rardin, Loyal	Snider, John	

Fifth Grade

Bertolet, Kate	Fitzpatrick, Harry	Miller, Gertrude
Bidle, Ethel	Freeman, Madge	McVey, Paul
Bidle, Mary	Galbreath, May	Norris, Oka
Brightbill, Madge	Golladay, Janie	Owings, Sam
Chapman, Earl	Hamill, Fayette	Phipps, Harold
Clark, Mildred	Hays, Mattie	Troxel, Pearl
Crews, Ruth	Lashbrook, Cecil	Vail, John
Dwyer, Anna	Long, Charles	
Eastin, Jack	Marshall, Henrietta	

Fourth Grade

Berthold, Otis	Ginther, Richard	Milholland, Paul
Butler, Grove	Goetzman, Louise	Ramsey, Josephine
Chapman, Bertha	Harris, Harry	Ritchey, Forrest
Cowger, May	Kilgore, Edna	Rosebraugh, Esther
Durnil, Lida	Linder, Lewis	Schenck, Gladys
Duvall, Kittie	Mack, Grace	Wilson, Mary
Flenner, Wilbur	McGurty, Frank	

Third Grade

Ashby, Pearl	Digby, Paul	Long, William
Ashby, Victor	Dunn, Andrew	Owings, Charles
Bails, Earl	Fitzpatrick, Chester	Petersen, Claudine
Buckler, Ivan	Galbreath, Ruth	Ricketts, Ethel
Byers, Helen	Gish, Virgil	Shoemaker, James
Carnahan, Bernice	Hudson, Louise	Turner, Virgil
Crim, Harry	Koch, Elsa	Wilson, Sumner
Davies, Earl		

A Catalogue of the Eastern

Second Grade

Bails, Ernest	Fitzpatrick, Osa	Norfolk, Polly
Berry, Marie	Freeman, Emma	Norris, Ora
Bracken, David	Hardin, Louis	Record, Lula
Briggs, Robert	Jenkins, Hubert	Ricketts, Dorothy
Brown, Edgar	Johnston, Donald	Stotler, Ethel
Brown, Helen	Kenny, Margarite	Shortess, Lois
Brown, Jesse	Kilgore, Helen	Snider, Howard
Cadle, Chester	Lashbrook, Carlos	Stewart, Arthur
Chenoweth, Frances	McGahey, Margaret	Vail, Florence
Dunn, Fred	Montgomery, Devona	Wyeth, Hazel
Eastin, Edwin	Morgan, Gwendoline	

First Grade

Alexander, Maurine	Davis, Roy	Kenny, Corinne
Baird, Lynn	Dunn, Bessie	Linder, Mary
Bidle, Erskine	Dunn, Ruth	McGahey, Emmet
Chapman, Myrtle	Ferris, Daniel	Nees, Guy
Chapman, Eva	Fitzpatrick, Henry	Ritchey, Robert
Cook, Gordon	Graham, Dewitt	Stewart, Nora
Crawford, Glenn	Griffith, Charles	Welker, Aleen
Crim, Charles	Hall, Lucy	

Summary

Normal Department	323
Summer School	227
	<hr/>
	550
<i>Counted twice</i>	<i>52</i>
	<hr/>
	498
Model Schools	212
	<hr/>
<i>Total</i>	<i>710</i>

Illinois State Normal School

Counties Represented, 35

Bond	Effingham	Piatt
Cass	Fayette	Pope
Champaign	Iroquois	Richland
Christian	Jasper	Saline
Clark	Jefferson	Sangamon
Clay	Jersey	Shelby
Coles	Lawrence	St. Clair
Crawford	Macon	Vermilion
Cumberland	Marion	Wabash
Douglas	Montgomery	White
Edgar	Moultrie	Woodford
Edwards	Peoria	

Other States Represented

California	Kentucky	Missouri
Indiana	Mississippi	

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>

1902

Carothers, Ida E.	<i>Mattoon</i>
Edman, Frances	<i>Charleston</i>
Fiock, Edward J.	<i>Olney</i>
Foster, Sylvia S.	<i>Girard</i>
Gaiser, Katherine	<i>Charleston</i>
Harding, Gertrude	<i>Charleston</i>
Moore, Florence	<i>Charleston</i>
Parks, Laura A.	<i>Dexter</i>
Riggins, John A.	<i>Hutton</i>
Shy, Nelle	<i>Kansas</i>
Ward, Jennie	<i>St. Mary's, Ind.</i>
White, Mahala	<i>Charleston</i>
Woodson, Elsie	<i>Charleston</i>

