

BULLETIN

OF THE

First District Normal School

KIRKSVILLE, MISSOURI

Provided for by Act Approved March 19, 1870
Located at Kirksville, Mo., December 29, 1870
Opened as First District Normal School Jan. 1, 1871

Vol. IX

JUNE, 1909

No 1.

Published by the First District Normal School. Issued Quarterly—
June, September, December, March.

Entered June 25, 1902, at Kirksville, Mo., as second-class matter under act of Congress of July, 1894.

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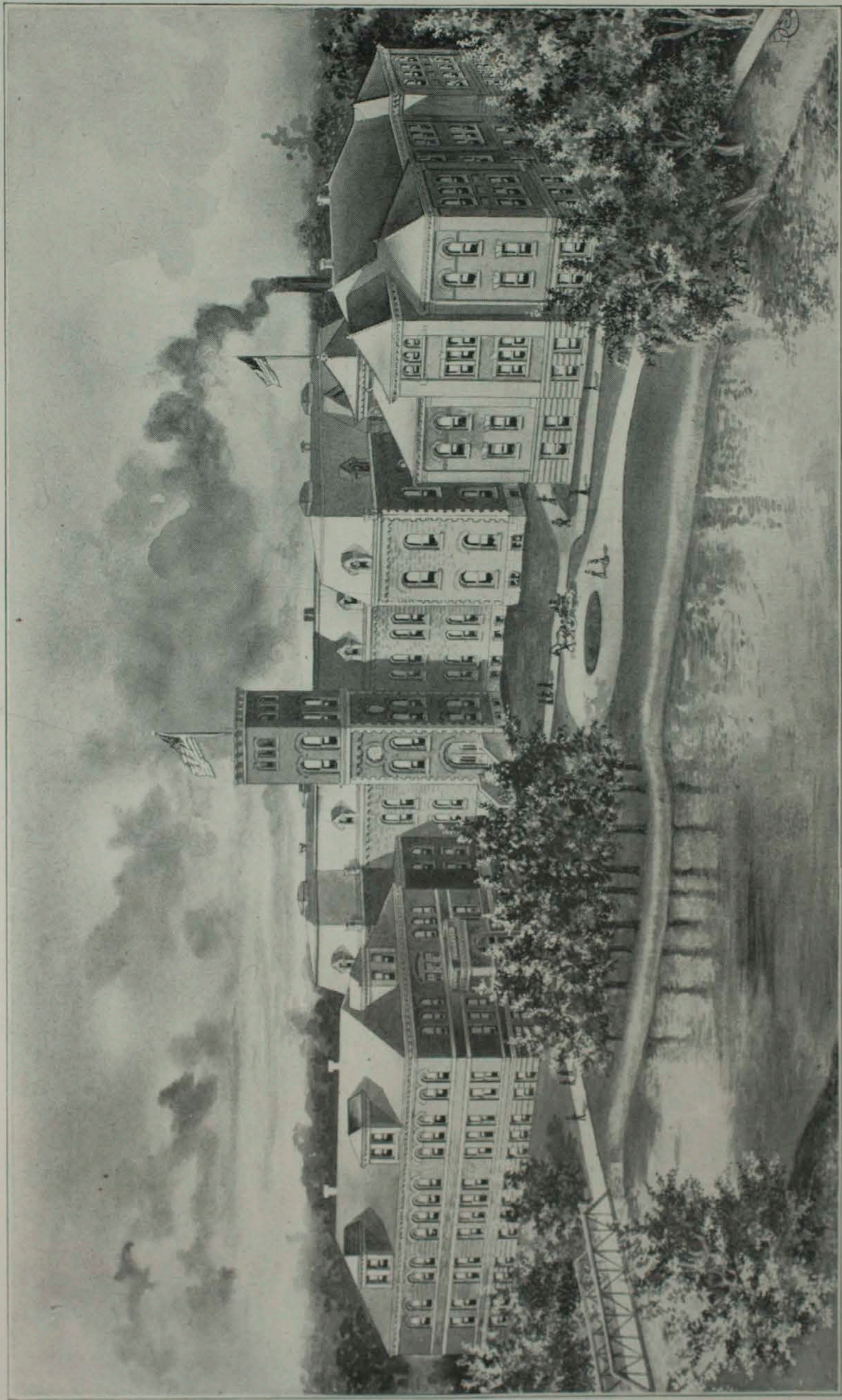
EXECUTIVE McKinley, Hardman, Burckhartt
TEACHERS, TEXT-BOOKS, COURSE OF STUDY, CATALOG AND LIBRARY—
Gass, Mullins, Grim.

FACULTY, 1909-1910.

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| | | |
|---|---|----|
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| A. D. TOWNE | Manual Training | 15 |
| A. OTTERSON | Teacher Common School Branches | |
| MARK BURROWS | Dept. Commerce | 16 |
| J. D. WILSON | Theory of Education | 17 |
| A. B. WARNER | Administration | 18 |
| GERTRUDE LONGENECKER | Supervisor of Elementary School | |
| _____ | Teacher Model Rural School | |
| _____ | Primary School Critic Teacher | |
| HARRIET HOWARD | Kindergarten Director | |
| _____ | Sup'v'r. Eng. in El. Sch. | |
| _____ | Supervisor of History and Geography in El. Sch. | |
| ELsie KIRK | Stenog. & Sec'y to President | |
| MATA CALHOUN | Clerk and Stenographer | |
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* In lieu of T. Jennie Green absent on leave.



BUILDINGS.

ORIGINAL BUILDING, BALDWIN HALL, IN CENTER, COMPLETED IN JANUARY, 1873.

LIBRARY HALL AT LEFT, COMPLETED IN DECEMBER, 1901.

SCIENCE HALL AT RIGHT, COMPLETED IN MAY, 1906

SEE MODEL RURAL SCHOOL ON ANOTHER PAGE.

QUARTERLY BULLETIN.

* * *

HISTORY.

In February, 1867, Professor Joseph Baldwin came from Indiana to Missouri for the purpose of selecting a suitable place for a private normal school. On visiting Kirksville, he chose it as the place for his school and made arrangements to open the same in a building known as Cumberland Academy in the north part of town. He organized the first faculty of the school during the spring and summer of 1867, engaging Professor and Mrs. F. L. Ferris whom he had known in Indiana, Professor W. P. Nason who had been teaching a private school in Kirksville for some years, and professor and Mrs. J. M. Greenwood who were at that time living on a farm near town. He spent the summer in traveling over the north eastern part of Missouri advertising the school by means of circulars and addresses, and soliciting students. In this work he was at times assisted by the men of the faculty.

The school opened on Sept. 2, 1867, under the name of the North Missouri Normal School. During the year 140 students were enrolled, exclusive of those in the "Model."

When Professor Baldwin came to Missouri it was his plan to establish a school which should ultimately be adopted by the state as one of a number of State Normal Schools. At that time the conditions were fairly favorable to such a plan. For a long time the question of State Normal Schools had been agitated. The civil war put a stop to the agitation but after its close the matter was taken up again with increased vigor, and by 1867 sentiment was being rapidly formed in favor of such institutions. The establishment of

a private normal school at Kirksville and the persistent efforts made by Professor Baldwin to get the state to adopt the Normal School system contributed very materially toward further developing this sentiment.

After a number of efforts a bill was finally passed by the legislature and approved on March 19, 1870, which provided on certain conditions for the establishment of two State Normal Schools, one north of the Missouri river and one south of it. Adair and Livingston Counties were very vigorous rivals for the first one. After a good deal of negotiation the Board of Regents finally decided on Dec. 29, 1870, to accept the bid of Adair County. By this action the North Missouri Normal School became the "First District Normal School" of Missouri, and on Jan. 1, 1871, it began its work as such.

In making its final bid for the school, Adair county offered to furnish a site of fifteen acres and a new building thereon of the value of \$50,000, to purchase the grounds and building of the North Missouri Normal School and donate them to the state for the benefit of the school, and to give \$8,000 in Adair county bonds for the beautifying of the new grounds and equipping the new building with libraries and apparatus. The fifteen acres promised in the bid were donated by Messrs. Morris and Richter of Kirksville. Very shortly after the bid was accepted, the county placed \$62,000 of its bonds on the market, from which was realized \$51,400. This amount was turned over to the Board of Regents for the erection of the new building.

Ground was broken for the original building in May, 1871, and the corner stone was laid on September 6th. It was not, however, until January, 1873, that the building was completed. The delay was due to the fact that a misunderstanding had arisen between the Board and the contractors concerning the contract. In order to complete the building it became necessary for the legislature to appro-

priate \$50,000. The building when completed cost a little over \$100,000. Immediately upon its completion, it was occupied by the school.

President Baldwin resigned in July, 1881, to accept the Presidency of the Sam Houston State Normal School of Texas. Professor Nason was acting President for the year following. Since then the Presidents of the school have been J. P. Blanton, W. D. Dobson, and John R. Kirk. President Blanton served from September, 1882, to June, 1891; President Dobson from September, 1891, to June, 1899; and President Kirk from July, 1899, to the present time.

The growth of the school during the forty-two years of its existence has been steady and permanent. The enrollment for the first year was 140; for the year just closed, 1307. The faculty has grown from six to forty in number. The courses of study have been multiplied and strengthened. The equipments of the school in the way of buildings, libraries, and laboratories have been greatly increased. In 1901 the legislature appropriated \$30,000 for the erection of the wing which was built at the northeast corner of the original building and which is now known as Library Hall, and in 1905 it appropriated \$50,000 for the wing erected at the west end of the original building. This is known as Science Hall.

In honor of the first president of the School, the original building was in 1906 named Baldwin Hall.

The Institution enters upon the year 1909-10 in better condition and with better facilities for service to the State than ever before.

Buildings.

The Institution has now in daily use 90 rooms including class rooms, laboratories, libraries, society halls, etc. These are classified as follows:

1. The Baldwin Hall completed in January, 1873, contains: Class rooms for the Normal School proper, 17; Auditorium or Assembly Room, 1; Elementary School and Kindergarten, 2; Laboratories, 2; Toilet Rooms, 4; Literary Society Halls, 4; Y. M. C. A. Rooms, 2; Janitor's Room 1 Carpenter's Room, 1; Storage Rooms and Shops, 4; Total, 38 rooms.

2. The Library Hall completed in December, 1901, and joined to the original building by a corridor on each floor, contains rooms as follows: Library, Stack Room, Classification Room and Exchange Room, 4; Young Women's Christian Association Room, 1; Art Room, 1; Class Rooms for Elementary School, 7; Office of Supervisor of Elementary School, 1; Gymnasium, 1; Bath and Dressing Rooms, 3; Toilet Room, 1; Fan Room, 1; Total, 20 rooms.

3. The Science Hall completed and occupied in May, 1906, and joined to the original building by a corridor on each floor, contains rooms as follows: Domestic Science, 1; Manual Training Shop and Storage Room, 2; Chemistry Class Room, Laboratories and Storage Room, 5; Zoology Class Room, Laboratory and Storage Room, 3; Laboratory and Class Room for Physics and Physiography, 2; Offices of Administration, 3; Fan Room, 1; Class Room and Inspection Room for Director of Athletics, 2; Gymnasium, 1; Toilet Room, 1; Bath Rooms, 4; Total, 25 rooms.

4. The Model Rural School, recently completed, contains rooms as follows: School Room, 1; Toilet Rooms, 2; Manual Training Room, 1; Agriculture Room, 1; Home Economics Room, 1; Total, 6 rooms.

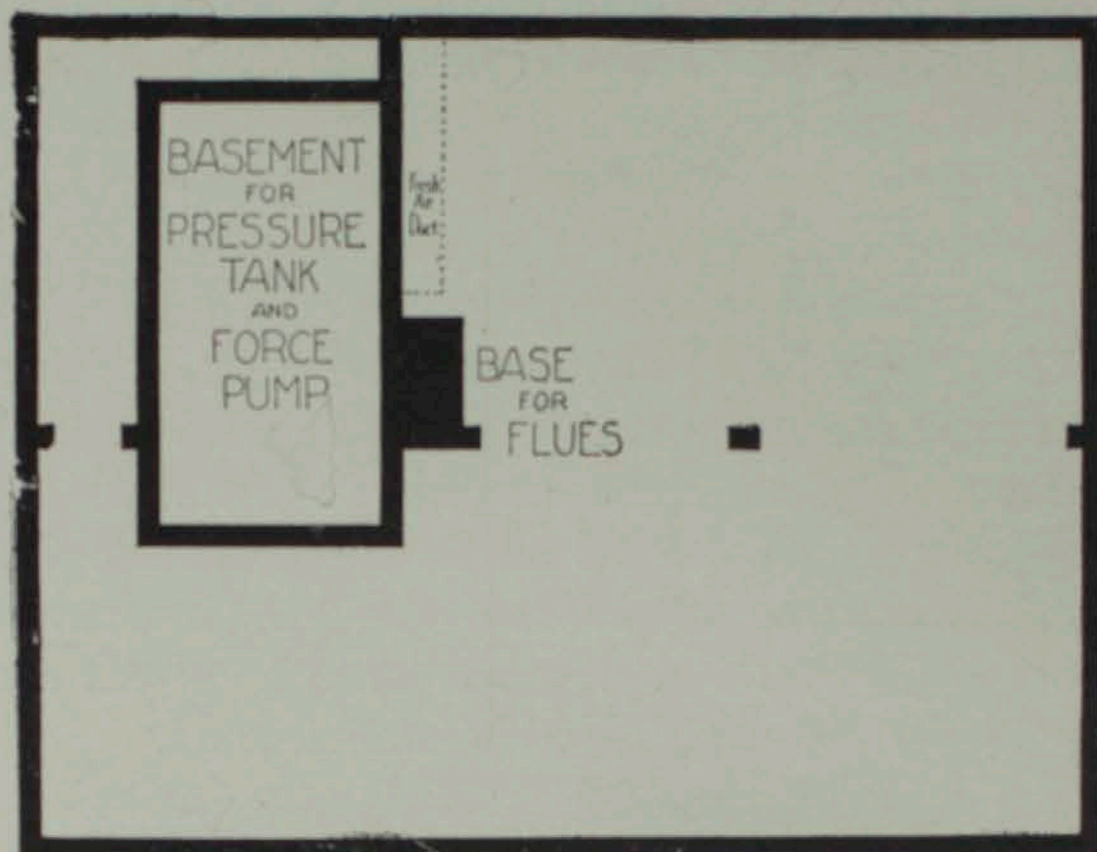
Engine Room and Electric Generator.

In addition to the Science Hall completed in 1906 at a cost of \$50,000, the Institution has been able to erect a new boiler house and to install a new and complete electric generating plant. Both the Library Hall and the

Science Hall have double heating systems, that is, direct radiation, and warm air driven through the rooms by fans. The latter run by electric motors, which we find much more satisfactory than the steam engines formerly used. Great advantages accrue to instruction of various kinds by virtue of having our own electric generator. We are able to furnish all of our own lights and to have the electric current at any hour when needed and in any quantity desired. This enables teachers in some eight or nine departments to use the stereopticons and the reflectoscope much more than heretofore. It also adds materially to the instruction in the scientific laboratories, since the electric current can be used at will for various scientific experiments.

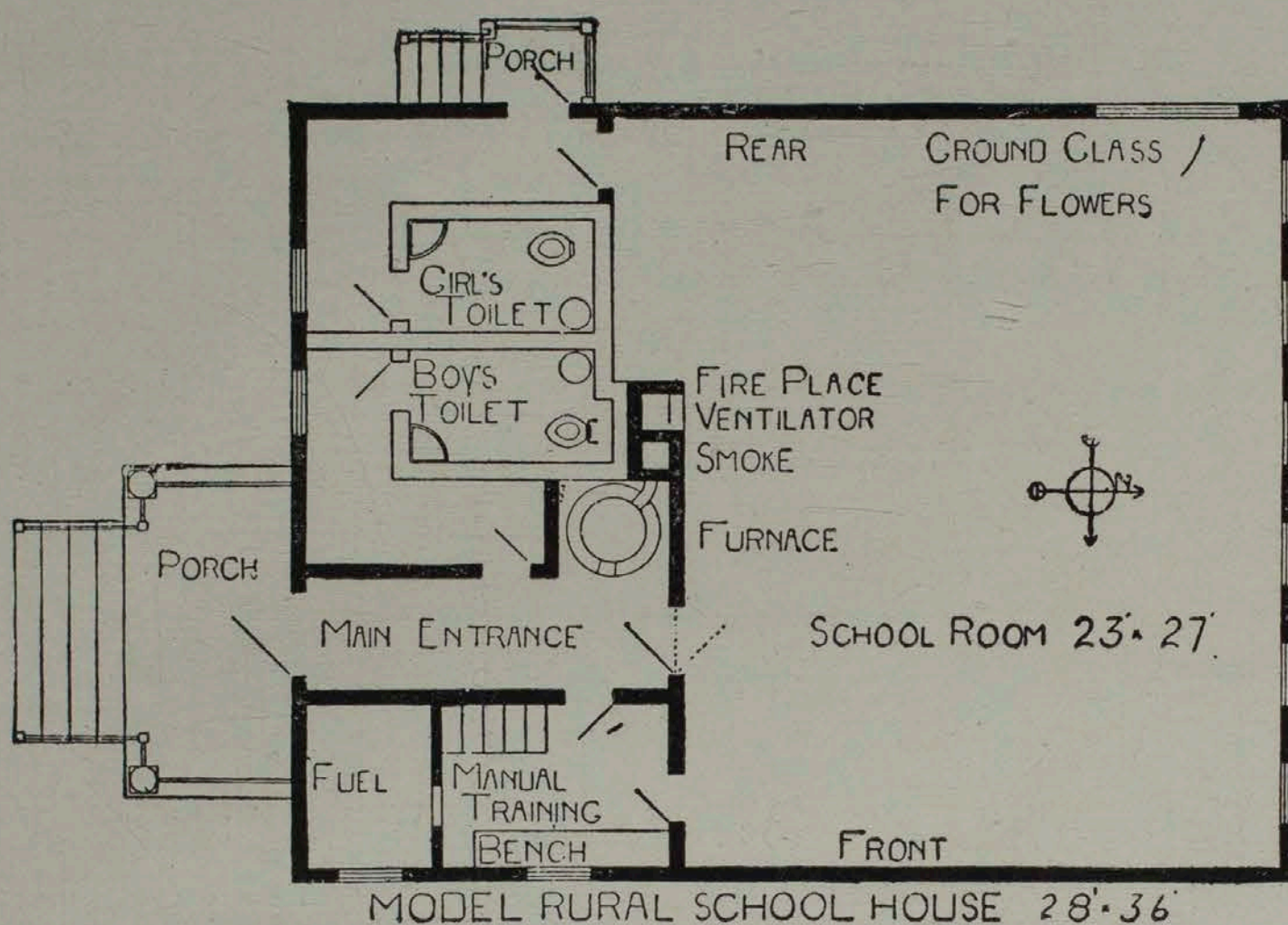
The Rural School on the Campus.

The Model Rural School building has been designed and constructed to show that a rural school anywhere can have all the conveniences and comforts offered in any city school building. The children are transported in covered vehicles to and from the school. No town or city child is admitted to this school. It is a model school so far as it can possibly be made such. It is to exemplify the best things which a school board and a good teacher with up-to-date facilities can do in and for a rural school.



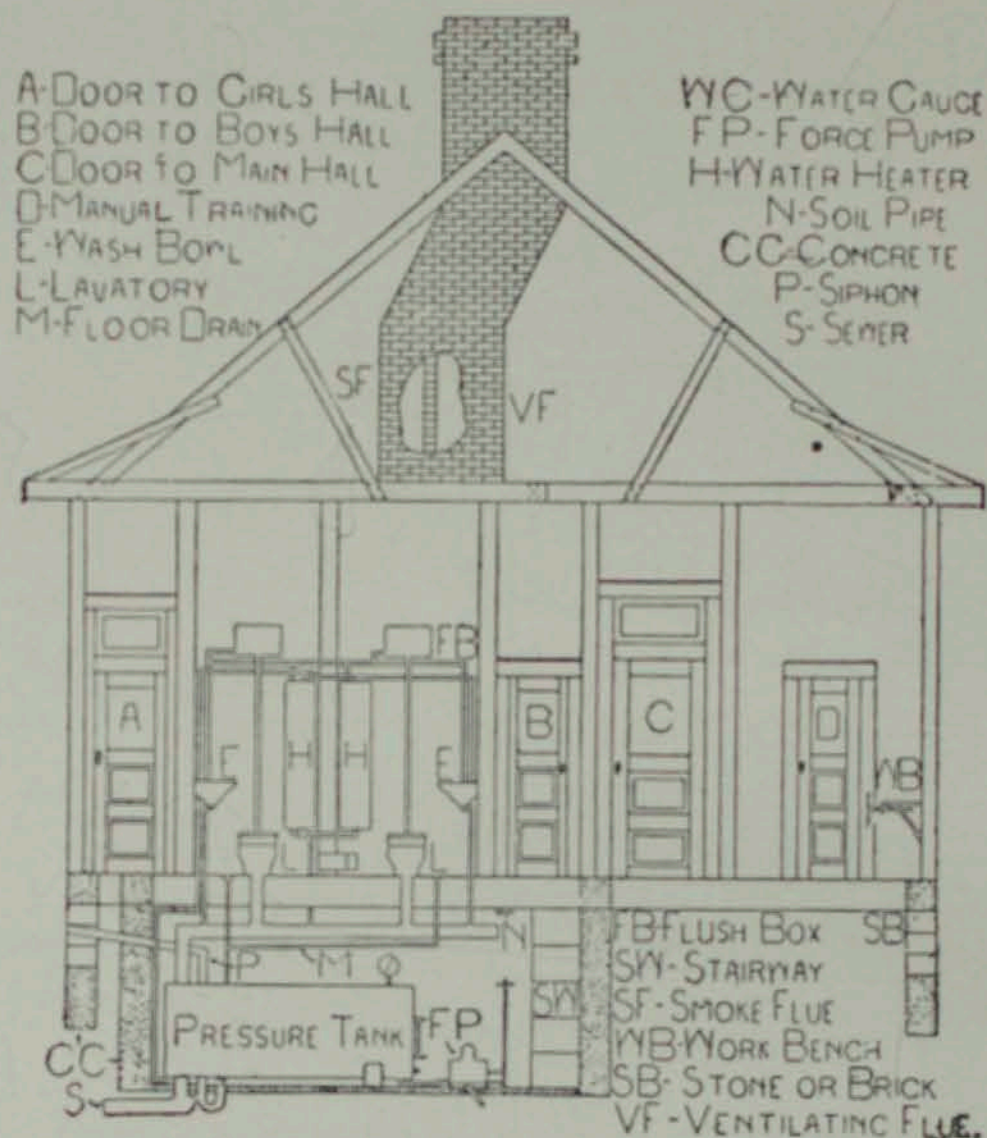
FOUNDATION PLAN

1. The foundation is rectangular in form and 28x36 ft. outside measurement.
2. Outer foundation, of concrete, extends two feet below and two feet above surface of ground.
3. Inner 10-inch concrete wall encloses cellar, 6x14 ft.
4. Cellar can't freeze up.
5. Cellar is ventilated into smoke flue.
6. Cellar has concrete floor, with drain into sewer.
7. Cellar is reached through trap door in boys' hall way.
8. Cellar contains pneumatic pressure tank 3x8 ft., working capacity 300 gallons.
9. Cellar contains force pump connecting tank with well through pipes below frost line.
10. Cellar contains soil pipes, water pipes and drain pipes reaching to and from toilet rooms above.
11. Cellar contains sewer connections. Sewer enters city system.
12. In rural community sewer may enter cess pool, at rear or side of lot; or a tile may conduct sewage into neighboring slough or creek.



Floor Plans.

1. Floor plan, 28x36 ft., same as foundation plan.
2. School room, 27 ft. 2 in. by 21 ft. 6 in.—12 ft. from floor to ceiling.
3. Door at rear on right side leads to girls' toilet room, porch and playground.
4. Furnace in alcove at side of room distributes pure air and equalizes temperature.
5. Pure air enters furnace through asbestos-covered duct under floor.
6. Ventilating flue is 13x21 inches in the clear.
7. Opening into ventilating flue is made into a neat fire place.
8. Smoke flue, 13x13 inches in the clear, helps heat ventilating flue.
9. Bookcase on wall at side of room.
10. Manual training shop is 6x8 ft. in the clear and has abundant light.



SECTION.

11. Fuel room, $4\frac{1}{2} \times 6$ ft. in southeast corner, capacity six tons of coal.
12. Stairway starts in corner of manual training room, runs over fuel room and entrance.
13. School room lighted through six large windows on north side.
14. Children face the east. Light comes from their left.
15. Halls leading to toilet rooms contain hooks for hats, clothing, etc.
16. Schoolroom receives direct sunlight on floor at S. E. and S. W. corners through glass in doors.
17. Ground glass window on west side near northwest corner, for window garden, prevents glaring light, admits chemical rays for flowers and for sanitation.

18. Toilet rooms are ventilated into smoke flue. They have no bad odors.
19. Toilet rooms have hot and cold water, wash bowls, toilet bowls and towel racks.
20. Toilet rooms have glazed cement wainscoting and cement floors.
21. Toilet room floors are drained into cellar, thence into sewer.
22. Toilet rooms enclosed and separated by double walls to deaden sound. Noise of toilet fixtures not heard in school room.
23. Toilet rooms can not freeze up, except by gross negligence long continued.
24. Position and construction of walls, doors and hallways give toilet rooms an air of complete privacy.
25. Each toilet room has direct sunlight at noon through outer window and glass in door.
26. Small plate glass in each toilet room floor admits direct sunlight to basement.
27. Each room of this schoolhouse has direct sunlight, yet the children's eyes are protected. Children study by abundance of mild light from the north.
28. This schoolhouse is built upon the popular rectangular foundation.
29. Undue appearance of width is overcome by form of roof.
30. From the view of the upper windows at the front it may be easily seen that this schoolhouse is practically a story and a half high. In the upper half story are two rooms reached by the stairway starting from Manual Training room. The first room at the south end of the upper story is 11 feet square with abundant light from the south and through windows in the roof. In this room, therefore, we have an excellent place for the **Agricultural**

Laboratory. The upper half story contains another room, 14x21 feet. This room is devoted to various forms of Home Economics for girls. Height of upper rooms from floor to ceiling, 7 feet. They are well heated and ventilated.

31. This schoolhouse is, in all respects, built out of the best available material and in the best possible way. It is therefore thought to be a model in every essential particular. It was not built by contract. The Regents directed the President of the School to purchase material, employ laborers, and build. Cost can therefore be given in detail. With ordinary material and labor such a school house should be built in any rural district of Missouri for \$1600.00. Specifications will be furnished to Missouri School Boards free of cost.



MODEL RURAL SCHOOL CHILDREN STARTING HOME.

Board, Tuition, Etc.

Board. Board (including room, meals, light, fuel, etc.) costs \$3.00 to \$3.50 per week, owing to kind and quality of accommodations and distance from the buildings. A majority of our students pay about \$3.25 per week. Some under the self-boarding or clubbing plan reduce their expenses to \$2.25. A few are said to reduce their expenses to \$2.00 per week. Many students rent rooms and board in clubs, thereby reducing expenses to the minimum. Good homes in private families can always be secured.

While this Institution is based on the co-educational plan, it is the opinion of the Faculty that young ladies should patronize those boarding houses offering rooms **for young ladies only** and that it is better for gentlemen to patronize the boarding houses having rooms **exclusively for young men**. **Those boarding houses** conducted in accordance with this idea will be listed and **recommended** to our students.

Incidental Fee. The incidental fee is \$6.00 for one quarter, or twelve weeks. Before presenting themselves for enrollment and classification, students should first go to the Kirksville Trust Company, northeast corner of square, pay their incidental fee and bring receipt for the same to the President's Office. No programs are made out until receipts for incidental fee are presented at the Office.

In no case are incidental fees refunded.

Gymnasium Fee. The first time a student enrolls during any year the Fee is \$7.00, being \$6.00 for the incidental fee and \$1.00 for the gymnasium fee. The \$1.00 gymnasium fee pays for hot water and other expenses in the bath rooms and admits the student to games on the athletic field for one year.

Manner of Enrolling and Classifying.

Examinations are embarrassing. We avoid them as far as possible. As a basis for classification we receive grades

from all reputable institutions and teachers. We prefer to do this.

Bring Grade Cards. Students should therefore bring with them their grade cards, certificates, diplomas and whatever other written or printed evidences of scholarship they may have. We desire especially to classify students and make up their programs from these credentials. Much time can thus be saved to the student and much inconvenience and worry avoided.

Bring Your Books. Students should bring with them the principal text-books formerly studied. Such books are useful to students at all times.

Official Program. The student's official program is issued by the President, but prior to the issuance of such program the student must present a receipt for the incidental fee of the quarter.

How the Program is Made. When it is certain what subjects the student is prepared to study, the President will take up the Treasurer's receipt for incidental fee and issue at once an official program. When it is uncertain what the student's program should be, the student will be sent to the several heads of departments who will inspect credentials (grade cards, etc.) and recommend, on a "credential card," the subjects deemed suitable for a program. Then the student will return to the President's Office and the official program will be issued.

Come to the President's Office.

The President of the School will be in his office in person or by proxy every day during the first week of September and may be consulted by students and their friends. He will be pleased to render them any assistance within his power.

The Faculty Make Programs.

All members of the Faculty are to be in their rooms or about the President's Office from 8:00 to 12:00 a. m., and from 1:00 to 4:00 p. m., Wednesday, Sept. 8th, to participate in making programs.

It is expected that students will be in Kirksville and have boarding house arrangements completed Tuesday, Sept. 7th.

During the day, Wednesday, students may visit their prospective class rooms and find stated on black boards or bulletin boards the lesson assignments and the lists of needed text-books.

We work to a **specific plan.**

We economize time.

We try to **avoid needless expense.**

We **save the student's time** and our own.

In **one day** we get ready to start all classes.

Beginning of Class Exercises.

Class work will begin at 8:00 a. m., Thursday, Sept. 9.

The regular daily program elsewhere shown in this Bulletin will be followed all day Thursday, Sept. 9th.

This School runs according to the program clock.

Notice particularly: Program making is to be attended to Wednesday and to be completed that day. One day is enough.

Regular class work by the program will begin on **Thursday, Sept. 9th.**

When to Enter.

The time to enter classes is at the beginning of the school year, on Thursday, September 9th. Notice particularly:

Programs are to be **made on Wednesday, September 8th.** The President and members of the Faculty will be in the building all day for the purpose of making programs.

Students should notice particularly the division of the school year into quarters of approximately twelve weeks each.

The **first quarter** begins **Wednesday, September 8th** and ends Wednesday, November 24th.

The **second quarter** begins **Monday, November 29th** and ends Thursday, March 3rd.

For those teachers having **six months Fall and Winter schools** the division of time is especially convenient since new classes will be organized at the beginning of the Spring quarter, Monday, March 7th. The **third quarter**, or Spring quarter, begins **Monday, March 7th** and ends Tuesday, May 24th.

The **fourth quarter**, or **Summer School**, begins Tuesday, May 31st and ends Friday, August 12th. In a majority of subjects new classes are organized at the beginning of each quarter.

Enrolling in the Elementary School.

Parents wishing to have their children enrolled in the Elementary School should see Miss Longenecker in her office on **Wednesday, September 8th**.

Literary Societies, Debating Clubs, Department Clubs.

The Institution encourages those forms of self activity and self government exemplified in Literary Societies, Debating Clubs and special Department Clubs. Among these forms of activity are the following: The Philomathean Literary Society and Senior Literary Society, composed of young men and young women, about seventy members in each; The Elizabeth Barrett Browning Club, composed of about forty young women; The Websterian Debating Club, the oldest club of its kind in the Institution, composed exclusively of men and numbering about thirty members; The Claytonian Debating Club, likewise composed of young

men and having about thirty members; The Ciceronians and Demosthenonians, composed of young men and having about thirty members each; The History Club, composed of men and women, faculty members and students, with an active membership of about twenty-five; The German Club, The Latin Club, The Science Club, and The Shakespeare Club, similarly organized and having about twenty-five to thirty members each.

These organizations meet once a week, some in the day time and some at night. Membership in these societies and clubs is entirely voluntary, yet the work is found to be so practical and valuable that it is thought proper to give credit for the same; and a unit of work may, at the student's election, be made up from work in these organizations, credit being allowed hour for hour as regards preparation and participation in the work carried on.

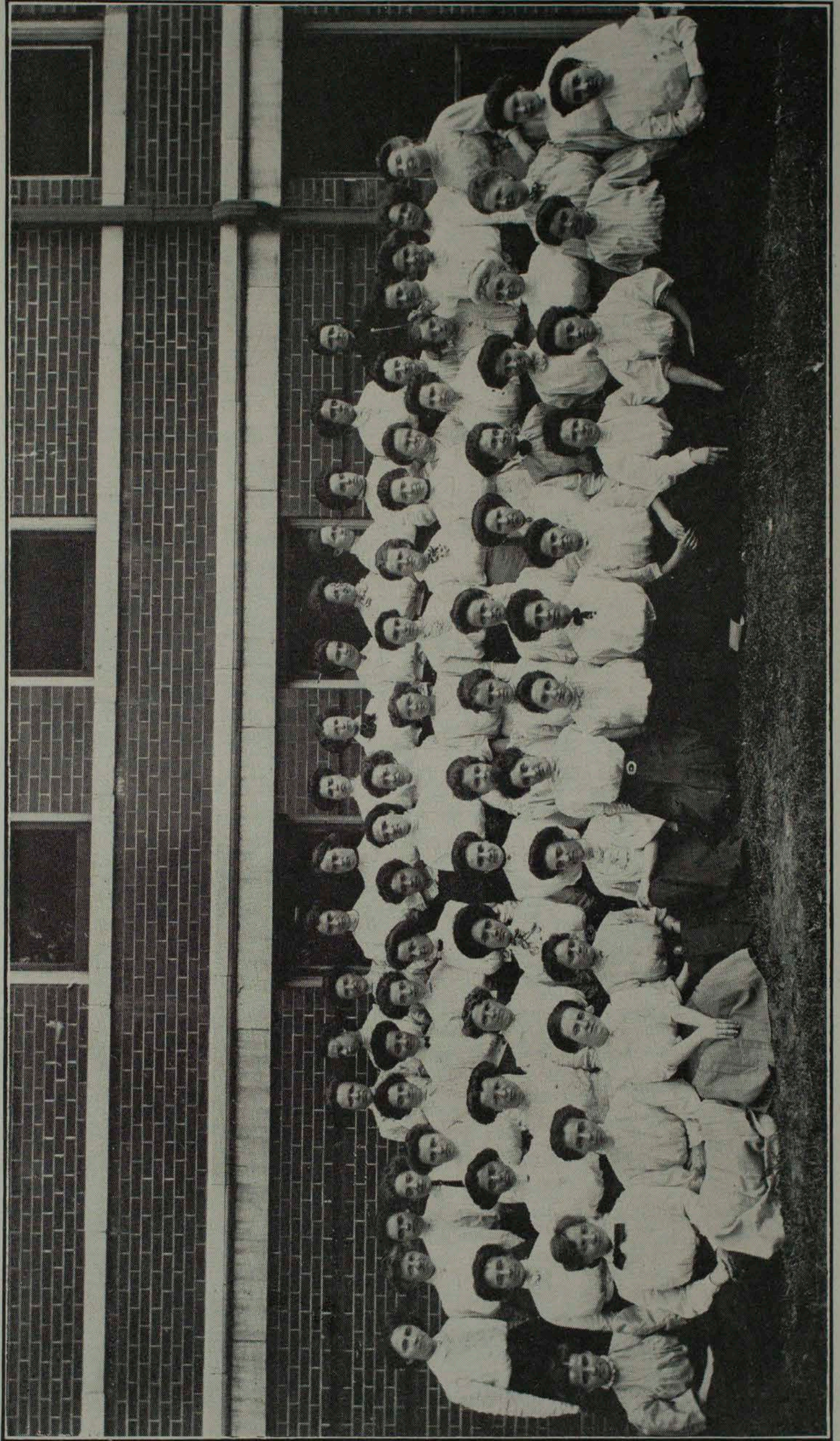
The Athletic Club is an organization of young women led by Miss Dockery of the Department of Physical Education. It has nearly 100 members and will probably become much larger. Its purpose is acquire and exemplify the best ideals for perfecting the health of young women.

THE KIRKSVILLE NORMAL SCHOOL INDEX.

Last March the students of this institution organized a Student Publication Association and arranged for the publication of a weekly student paper. The members of this Association are the various student activities, such as the literary societies, debating clubs, departmental societies and Christian Associations, and the faculty. Representatives chosen by the several members of the Association constitute the executive committee. This committee elects the staff and has general supervision of the paper.

The paper has been named "The Kirksville Normal School Index." It has already proved a valuable agent in the work of the school. It not only contains news items of local interest, but also articles discussing briefly various questions pertaining to education. It started as a four page paper, each page being $10\frac{1}{2} \times 14$ inches, but it was soon enlarged to six pages and it is planned to make eight as soon as possible.

The subscription price is 25 cents per quarter or \$1.00 per year. The new students are recommended to join with the old students in supporting this enterprise.



ATHLETIC CLUB, SPRING QUARTER, '09.

The Young Men's Christian Association.

The Y. M. C. A. of this Institution is an organization including both church members and non-church members. It is carried on for the encouragement of manly conduct and the cultivation of the highest ideals of student life. The Association holds religious meetings each Sunday and conducts various Bible Study classes and other enterprises looking to the personal and ethical progress of its members. The Association has the use of two very attractive and convenient rooms in Baldwin Hall where groups of quiet fellows may be found at nearly all hours of the day. It is the custom of the Association to have a Text Book Committee during the first and last weeks of each quarter with a view to handling second-hand books for the accommodation of students, the books being bought and sold at very small expense to those desiring to sell or purchase their books. At the beginning of each quarter, the Y. M. C. A. reception committee meets both day and night trains. The committee will be glad to show new students the boarding house lists and assist them in getting located. It is the purpose to make new students feel that they are among friends in the Normal School.

The Young Women's Christian Association House.

(216 EAST JEFFERSON STREET.)

The Young Women's Christian Association House is maintained for three purposes: 1. To enable worthy, self supporting young women to secure board at actual cost and enjoy all modern and sanitary conveniences. 2. To provide a home where Association Bible and Mission classes, receptions and other meetings may be held. 3. To provide a home for the local General Secretary of the Association, for traveling state and national secretaries and other guests.

The House is a fourteen room frame dwelling, situated in the center of the city, half way between the public square and the Normal School Campus and within two and three blocks of the churches of the city. It is modern in all respects, having furnace heat, electric lights, hydrant water, toilet and bath rooms, and indeed all conveniences common in modern residences.

There are eleven bed rooms in the House, a kitchen, dining room and sitting room. Each bedroom contains: 1. One double sanitary couch or two single cots. 2. One rocking chair and one straight chair. 3. One dresser or dressing table. 4. One study table. 5. One rug. 6. One closet or wardrobe. 7. Muslin sash curtains.

Each girl must provide for herself: 1. One pair blankets. 2. Two or more sheets. 3. Two pillow cases. 4. One counterpane. 5. Table napkins. 6. Towels. 7. Curtains or small rugs for added comfort.

The Association House has proven a decided success during the larger part of the time the past five years. Many applicants have had to be turned away each quarter. The girls live well, having plain but wholesome and nutritious food. They in turn purchase the food and make out the weekly menu, gaining much valuable experience necessary to a modern education. The girls pay into a general treasury \$1.50 each per week for table board, the usual rates for rent, light, water and fuel, and \$5.00 per week for a cook. The cost of living at the Association House will run to \$2.75 per week during the year 1909-10.

The House is managed by the Advisory Board of the Young Women's Christian Association, they having assumed this duty at the beginning of the Summer Quarter, 1908. Miss Edith V. Sharpe, formerly of Brockport, New York, is General Secretary of the Young Women's Christian Association. Miss Sharpe has entire charge of the work of the Association and lives at the Association House, acting as chaperon

and adviser for the girls in the House. Miss Sharpe is an intelligent and cultivated woman who has for many years acted as adviser of the Association in the State Normal School at Brockport, New York. She understands young women and will have much to do toward making the Association House a real home with such quietude and refinement as one would wish to find in such a house.

The House is a nucleus where the sober, ambitious, self supporting, aspiring young women enjoy a wholesome atmosphere in their student work, beautiful social life and many rare privileges which characterize the work of the Young Women's Christian Association.

Applications for rooms should be made early and, with recommendations from pastors or other reliable persons, sent either to Mrs. J. W. Heyd, Chairman House Committee, or to Miss Elsie Kirk, Treasurer, Kirksville, Missouri.

Physical Education.

The necessity for general Physical Education in schools and colleges grows more evident from year to year. This Institution undertakes to give systematic physical exercise both indoors and out-of-doors for practically all students. It encourages the students to participate in the Gymnasium work and the games, and to make free use of the baths connected with the Gymnasiums.

The new Athletic Field, now about completed, is one of the best in the country. It now has ample room for Base Ball and Foot Ball without overlapping the straight-away or the curved running track at the outer edges of the field. The intention is to have so great a variety of games and plays that all students will take pleasure in the exercises and participate in them on an average about one hour daily.

Considerable expense has lately been entailed in building a simple outdoor Gymnasium with cross-bars and swings and other facilities for varied physical exercises. Through

the directed plays and games of the Elementary Practice School and the Rural School it is intended to exemplify the doctrines of the new Play Ground movement.

The purpose, therefore, as a whole is to make Physical Education contribute to all forms of education, to secure "a sound mind in a sound body."

Military Training.

We desire to call especial attention of young men to our course in Military Tactics. We confidently believe the young men are healthier and stronger in body and more manly in appearance and conduct because of their course in Military Training. The new Gymnasium for men and the improved Athletic field give better facilities for this course than we have heretofore been able to offer. It is to be hoped that the cadet corps of the ensuing year will be large.

Special Suggestions.

1. All books, wraps, hats, caps, overshoes, umbrellas, etc., should be **plainly marked** by the owners thereof so as to be known wherever found.

2. The city residence of every student is required at the office. In case of change report should be made at once.

3. Every case of sickness should be reported promptly at the office. When any student is taken sick he or she is especially requested to send word to the office. The President and Faculty will thus be able to contribute much to the relief of the students.

4. Reasons for absence from school or from any class are to be presented at the office before re-entering the class.

General Regulations.

Students are required to comply with the following and with such other regulations as the Board of Regents, President and Faculty may, from time to time, make known.

1. Unless excused for cause students are expected to be present at all general exercises of the school and must be present at every regular recitation and perform faithfully the duties assigned them.

2. No student shall discontinue a study except for good cause, of which the Department Teacher and the President of the Faculty shall be the judges.

3. At all times the conduct of students must be such as becomes ladies and gentlemen. Attendance at questionable resorts and participation in questionable amusements and practices are strictly prohibited.

4. Students leaving school without being regularly excused by the President will be considered suspended.

5. All special privileges and excuses granted or required by these regulations must be obtained from the President of the Faculty or from such persons as may be designated by him.

Vaccination.

The civilized nations of the world are making great efforts to stamp out or at least prevent smallpox. Careful observation has revealed the fact that vaccination is practically the only security.

It is therefore recommended that all students get vaccinated before setting out to become students in institutions away from home. It is unwise to wait. Get vaccinated at home by your family physician whom you know and in whom you have confidence.

The following are a few plain and simple statements of fact which all should understand:

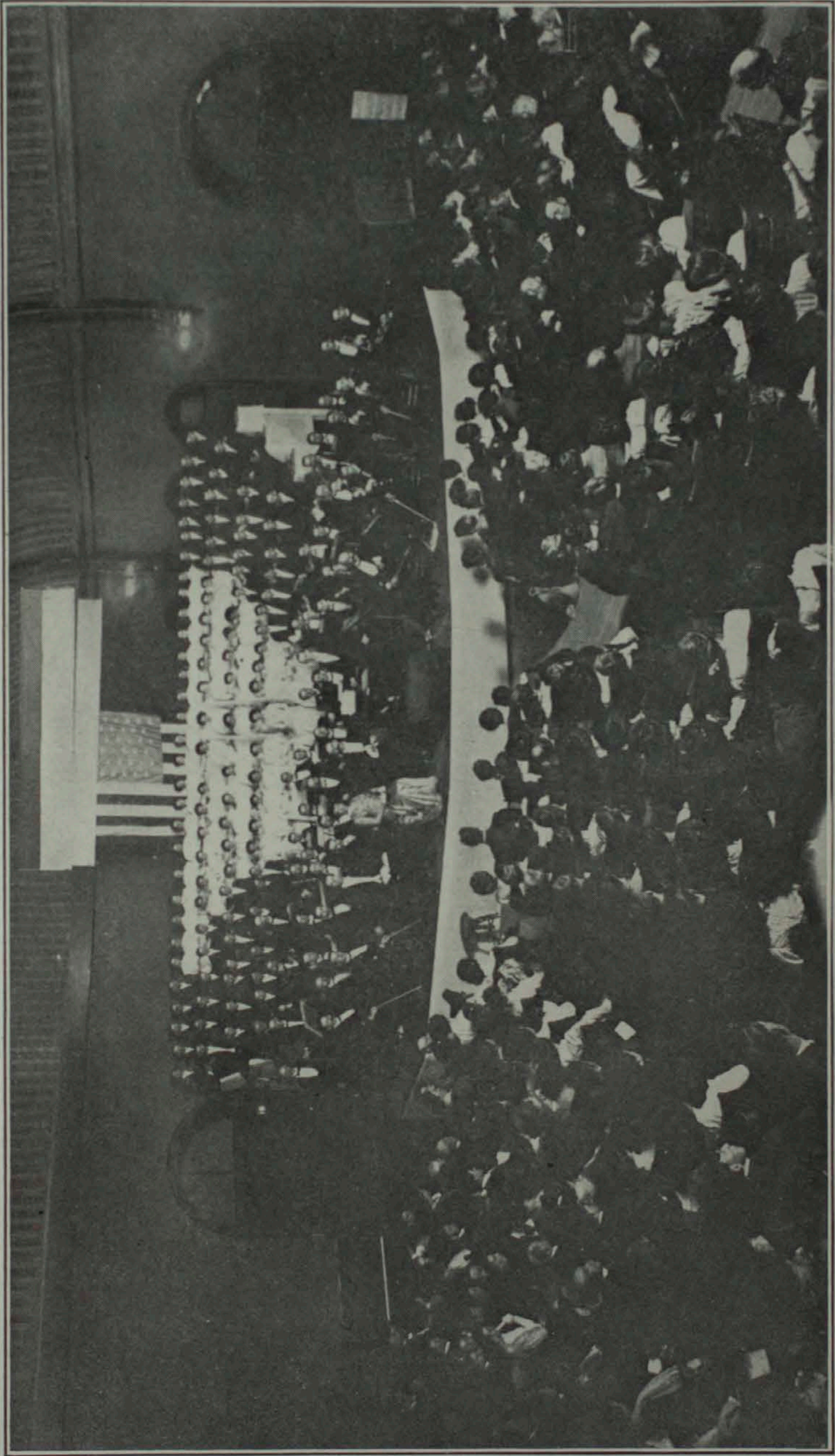
1. Vaccination should always be done by a physician who will take due precaution and make the operation aseptic.

2. The after care is as important as that of injuries or surgical operations.

3. Only sterilized dressings should be used.
4. Vaccination that is not infected by carelessness seldom gives any trouble.

Rules for Grading and Reporting.

1. Seventy-five (75) is to be the passing grade.
2. Three ranks are to be recognized above and including 75:
 - (1) **Passable**, to be marked and reported by the letter P.
 - (2) **Good**, to be marked and reported by the letter G.
 - (3) **Excellent**, to be marked and reported by the letter E.
3. Two ranks are to be recognized below seventy-five:
 - (1) **Conditioned**, to be marked and reported by the letter C.
 - (2) **Failed**, to be marked and reported by the letter F.
4. Grades in the Normal School books and records are to be marked by the above mentioned letters and those only; but any teacher may give numerical grades to his students if he desires to do so.
5. Each teacher establishes his own requirements for the ranks to be attained.
6. A student who is conditioned in any subject which continues from one quarter to another, may continue in that subject, but must satisfy the teacher under whom he is conditioned that he has made up the conditioned work, the time and method of satisfaction to be left to each teacher. If a student fails to make up conditioned work within one year after condition is imposed, he shall be required to do the work again in class.
7. A student who has failed in any subject which continues from one quarter to another, shall do again in the class the work in which he has failed and shall not do advanced work in that subject until a passing grade shall be made in the back work.



THE MINNEAPOLIS SYMPHONY ORCHESTRA (53 PERSONS) AND THE NORMAL SCHOOL CHORUS (103 PERSONS)
SAT., MAY 1, '09.

Music on an Accredited Basis.

A paper by President Kirk, read before the Dept. of Music Education in the National Education Association at Denver, Colorado, July 9, 1909.

The advancement of Music education seems easy enough provided it be given rational treatment. The doctrine of this paper is that Music education in all grades of schools and colleges should be upon a common basis with other school and college studies. **Music** should be recognized as **a study**, a substantial study, not a mere drill to be mastered by repetition. Under proper treatment **Music** should be **accredited** as a **major subject** of equal value with other academic subjects, such as Language, History, Science, Literature and Mathematics.

Music education should **cost no more** and **no less** than education in any other subject. Those persons who are permitted to teach Music should have a sound general academic education, the same as people who teach other school and college subjects. It seems ridiculous that we furnish free, in the public schools, Normal Schools and Universities, the best possible education in Latin, Greek, Agriculture, Domestic Science, etc., while requiring ambitious and talented young people to go aside and pay large fees in order to get, through special conservatories, the education in Music which their natures call for. I use language advisedly. It is ridiculous that Music education should be made to cost more than other education. It is unfair to Music. It is unfair to Music teachers. It is unfair to thousands of good students of Music. It is unfair to the schools at large that we drive Music into isolation. All the schools need the concentrated mass effect, the unparalleled stimulus, of music intelligently taught.

Our existing irrational customs make it possible for those having money at their command to secure education in and through Music and impossible for those without

money at their command to secure the same, while education in all other forms is practically free.

It is a further doctrine of this paper, based on observation, that Music education will lift into high efficiency, just about the same proportion of the community as can be brought into a high degree of efficiency through any other subject.

A few children have defective organs. A few cannot discriminate among colors or among sounds. A few have defective vocal organs. Perhaps a larger number are defective as to mathematical ability. It will therefore be seen that from the standpoint of the capabilities of students, Music should be put on a par with the other studies. But what is our custom as to the accrediting of subjects? Let one brief story illustrate:

I know a high school girl, age eighteen. She is about ready to enter the University. Algebra comes easy to her. She has a rank of Excellence for every month in Algebra. Fifty minutes daily suffice for her to master any Algebra lesson. On presenting herself at the University, she is welcomed and receives credit for Algebra as an entrance requirement; not because she remembers the binomial theorem or quadratics or negative exponents. She is admitted, theoretically at least, because through Algebra she has secured the power of concentration and of analysis and self expression.

But I happen to know a rugged young man of the same age. When of freshman high school rank he could play the piano very well. Instrumental and Vocal Music came to him somewhat naturally. He had a good voice and sang well; but Algebra was a burden to him. He could barely get passing grades. Geometry was very difficult for him. He learned History and Literature without much difficulty. He learned Language readily. For two or three years he worked with great zeal in heavy, dull look-

ing books that treated of Harmony, Counterpoint, History of Music, Orchestration and such subjects. It required nearly two hours daily in actual study and the young man was delighted to work out those hard lessons relating to Music. When of senior high school rank, he could speak extemporaneously and fluently in his literary society or elsewhere on what Music has done for civilization. This young man has the power of mental application and of analysis. He has marked facility in expression. On entering a typical higher institution, however, he will get little or no credit for those attainments which come to him through his hard and fruitful work in Music. That subject is "not on an accredited basis." The Universities, most of them, haven't yet found out about it. Their eyes are on the traditional curriculum. How utterly ridiculous, how illogical! But such is the situation in the year 1909.

The writer of this paper is able to exemplify in a large institution of college rank, the doctrines of the paper. The school in question has forty teachers and nearly six hundred students in daily attendance twelve months in the year. The students are prospective teachers averaging twenty-two years of age. They will teach in schools of all kinds from kindergarten to high school inclusive. This Institution offers five years in Music, taught by people of as good general scholarship as those who teach Literature, History and other subjects in the best schools and colleges. The Institution has five teachers of Music, four of Mathematics, three in foreign languages, four in History, five in Science, two in Art, five in English, two in Athletics and ten or twelve in other subjects. The Institution charges \$25 per year of twelve months for every student that enrolls. No other fee is charged. Should the student pursue four studies, the fee is \$25. Should the student pursue but one subject, the fee is the same. It costs in this Institution precisely the same to get mathematical education as it

does to get Music education. The Institution is supported chiefly by permanent revenues, about \$70,000 per annum. All courses are measurably elective. The student must have a major study in which he shall offer four or more college units. His major may be Music. If so his attainments in Vocal Music are usually preliminary to his series of major units. He must offer four units in such severe studies as Harmony, Counterpoint, Orchestration, History of Music, etc. Grouped around the major study of each student, there must be others that contribute to the effectiveness of the major study. The latter is presumed to constitute the ultimate specialty of the student.

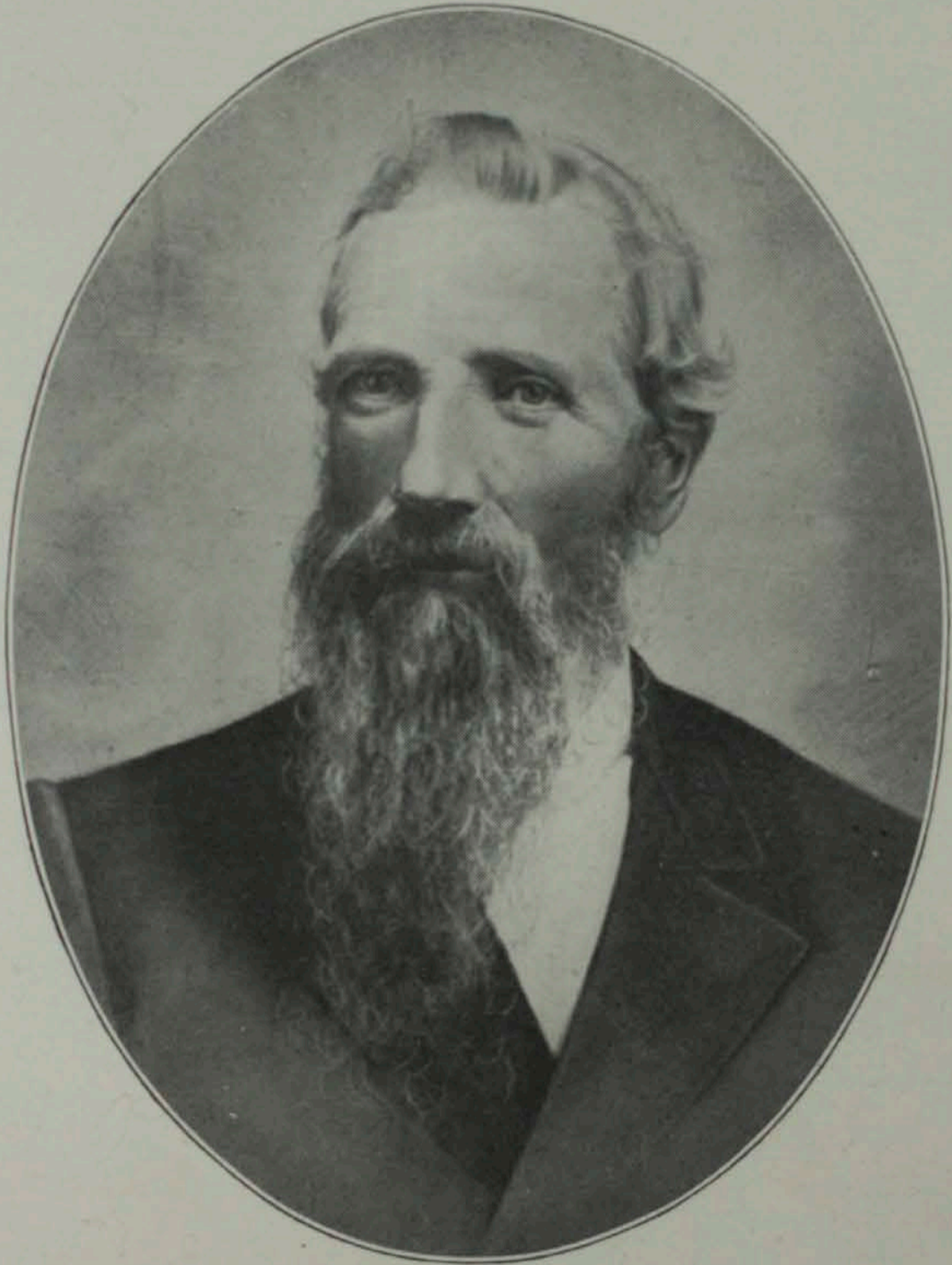
There are absolutely no "snaps" in this school. Most of the students are not looking for easy studies. If any of them are searching for an easy route to graduation, they are soon convinced of the futility of their efforts.

The student having Music for his major must have pretty large resources in Literature, History and Language. He must have knowledge of Physics and some knowledge of human Physiology, for without these he can never be accounted a highly efficient Director of Music.

I should say in passing that this Institution with its large resources puts Art education on a par with Music education and other forms of education which contribute to the efficiency of public school teachers. The Institution uses all practicable means to encourage general interest in Music and enjoyment of musical programs. The entire school, including the Faculty, is accustomed to meet at 10:00 o'clock each forenoon to spend twenty-five minutes in general exercises. Four-fifths of the time is spent in singing. Several series of the best available Music books are always at the command of the school in sufficient numbers so that all students and teachers may have books. We occasionally change from one book to another. The books are furnished by the Institution at no expense to stu-

dents or teachers. It should be mentioned too that a majority of the books appertaining to the study of Music are to be found in the Library of the Institution so that the financial status of any given student has no relation to the choice of his studies. He may secure a reasonably complete Music education without paying a penny in the form of extra fees such as conservatories of Music charge. The Institution is not in any sense out of harmony with existing conservatories of Music. It would gradually take into its teaching faculty those people of highest efficiency in the nearby conservatories of Music. The Institution does not have a conservatory of Music. It has a department of Music on full equality with other departments. Some of its graduates in order to secure the highest attainable specialization go to the great conservatories of Music in the large cities. The Institution usually has a special chorus of a hundred or more voices and gives annually in the spring of the year a Music Festival, joining the chorus of the Institution with some such musical company as the Minneapolis Symphony Orchestra in the production of some such masterpiece as *The Creation*.

Slowly but unwaveringly we propose to create and modify sentiment for Music in Missouri. We are producing more Music Supervisors than any other institution in the state and I believe the field and the opportunities to be encouraging and practically illimitable.



PROFESSOR W. P. NASON.
(As he appeared when about fifty years of age.)

PROFESSOR WILLIAM PINCKNEY NASON

Born May 16th, 1824; Died July 16th, 1909.

Age eighty-five years and two months.

Professor Nason was associated with President Joseph Baldwin in the founding of the North East Missouri Normal School at Kirksville, Missouri, in 1867. He was a member of the faculty January 1, 1871, when the Institution was adopted by the state and became the First District Normal School. From the outset, in 1867, to 1887 he was professor of English, but assisted and taught in several other departments. He was Acting-President for one year, 1881-82. Because of Professor Nason's long connection with the Institution and his remarkably pure life and sterling character, he was at the request of President Kirk in 1902 made Emeritus Professor of Ethics of the Institution, his name thereafter appearing at the head of the list of faculty members to the time of his death.

Professor Nason was one of a group of remarkable men who grew up in the middle west during the first half of the last century. His education was secured with great difficulty and in various ways, through school, college, and contact with people at large. He had an inquisitive, imaginative and incisive mind. He was by nature a student, a teacher and a leader of men. Pioneer conditions never keep such a man from attaining high social and professional efficiency.

He had a very wide knowledge of things worth knowing. He kept himself quite fresh in all good current literature even in the last year of his long and active life. Superintendent Greenwood of Kansas City spoke of him recently in the Educational Review as one of the most capable and skillful teachers he ever knew. President Kirk strongly endorses Superintendent Greenwood's view.

Professor Nason was one of the noblest and best of men. We shall not soon see his like again.

TABULAR VIEW OF COURSES OF INSTRUCTION.

Definitions:—The term "one quarter" means approximately 12 weeks in one subject. The term "one unit" means three quarters or nine months in one subject or in a series of related subjects, five periods per week, periods being approximately one hour in length, sciences having double periods.

The term "one year" means three quarters or nine school months.

"ELEMENTARY COURSE."

Freshman Preparatory Year.

| | | |
|--|---|------|
| 1. Adv. Gram., Comp., & Lit. (after completing 8th grade Gram.) | 1 | unit |
| 2. American History, (after completing the usual 8th grade course) | 1 | " |
| 3. Arithmetic & Algebra, (after completing the usual 8th grade course) | 1 | " |
| 4. Voc. Mus., Drawing, Manual Training, Physical Education | 1 | " |

Sophomore Preparatory Year.

| | | |
|---|---------------|------|
| 1. English & American Literature with Composition | 1 | unit |
| 2. Civics | $\frac{2}{3}$ | " |
| 3. High School Algebra, complete | 1 | " |
| 4. Latin or German or Agriculture | 1 | " |
| 5. Physiology or Zoology | $\frac{1}{3}$ | " |

Freshman Year.

| | | |
|---|---------------|------|
| I. Four units from the following: | | |
| 1. Eng. & Am. Lit. or Rhetoric | 1 | unit |
| 2. Ancient History (Of High School rank) | 1 | " |
| 3. Geometry (Plane & Solid) | 1 | " |
| 4. Latin or German | 1 | " |
| 5. Botany or Agriculture | 1 | " |
| 6. Commercial Subjects | 1 | " |
| 7. Harmony 3 qr., Dr., M. Tr., R. & V. C., Physical Education | 1 | " |
| II. Psychology | $\frac{1}{3}$ | " |

Sophomore Year.

| | | |
|--|---------------|------|
| I. Three units from the following: | | |
| 1. Rhetoric or Literature | 1 | unit |
| 2. Anc. Hist. or M. & M. Hist. (Of High School rank) | 1 | " |
| 3. Geometry or Trigonometry & College Algebra | 1 | " |
| 4. Latin or German | 1 | " |
| 5. Botany or Agriculture or Physics or Zoology | 1 | " |
| 6. Commercial Subjects | 1 | " |
| 7. Counterpoint and Form | 1 | " |
| II. Concrete Pedagogy & Philosophy of Teaching | $\frac{2}{3}$ | " |
| III. Teaching in Elementary School | $\frac{1}{3}$ | " |

SUMMARY.

| | | |
|--------------------|--------------------|--------------------------------|
| 1. Fr. Prep. Yr. | Academic Units 4; | Pedagogic Units 0 |
| 2. Soph. Prep. Yr. | Academic Units 4; | Pedagogic Units 0 |
| 3. Freshman Yr. | Academic Units 4; | Pedagogic Units $\frac{1}{3}$ |
| 4. Sophomore Yr. | Academic Units 3; | Pedagogic Units 1 |
| Total | Academic Units 15; | Pedagogic Units $1\frac{1}{3}$ |

Constants:—3 units of English, 2 of Mathematics, 1 of History; also 2 qrs. of Civics and 1 of Science; also all pedagogic requirements.

On completion of the above stated courses, the candidate receives the "Elementary Certificate" valid in any county of Missouri for two years.

Graduates of accredited high schools, having four years' courses, receive credit for the units of work shown in their high school records. They may receive the "Elementary Certificate" on completion of the following pedagogic requirements:

| | | |
|--|---|------|
| 1. Psychology | 1 | qr. |
| 2. Pedagogy and Philosophy of Teaching | 2 | qrs. |
| 3. Pedagogy of Arithmetic and Algebra | 1 | qr. |
| 4. Pedagogy of Language and Literature | 1 | qr. |
| 5. Voc. Mus., Drawing, or Man. Tr. | 1 | qr. |
| 6. Teaching in Elementary School | 1 | qr. |

The minimum time requirement for High School graduates is two quarters, approximating six school months.

"ADVANCED COURSE."

(All Courses being of College Rank.)

Junior Year.

- I. Three quarters or nine months each in four of the following subjects:
 - 1. American or English Literature
 - 2. Ancient History or Mediaeval & Modern History or Am. Const. Hist
 - 3. Trig. & Col. Alg. or Col. Alg. and Analytics
 - 4. Latin or German or French
 - 5. Agri. or Zool. or Ph. G. or Chem. or Physics or Thremmatology
 - 6. Commercial Subjects
 - 7. Library Economy
 - 8. Form, Instrumentation and Orchestration
- II. General Pedagogy or Teaching, 12 weeks

Senior Year.

- I. Three quarters or nine months each in two of the following subjects:
 - 1. English or American Literature
 - 2. Anc. Hist. or Med. & Mod. Hist. or Am. Const. Hist. or Eng. Hist. or Anc. Life or 18 & 19 Century History
 - 3. Trig. & Col. Alg. or Col. Alg. and Analytics or Analytics & Calculus
 - 4. Latin or German or French
 - 5. Chemistry or Physics or Thremmatology
 - 6. Commercial Subjects
 - 7. Library Economy
 - 8. Hist. Music, Biog. Music, Applied Music
- II. History of Education, 6 months
- III. School Administration, 3 months
- IV. Teaching, Elementary or High Sch. 6 months, or Gen. Ped. 3 months & Teaching 3 months

On meeting the requirements of the "Elementary Course" and of the above stated "Advanced Course," a diploma is conferred which includes a teacher's state certificate valid for life.

SUMMARY OF "ADVANCED COURSE" (Life Cert.)

| | |
|---------------------------|---------------------------------------|
| 1. El. Course | Academic Units 15, Pedagogic Units 1½ |
| 2. Sen.-Jun. Yrs. | Academic Units 6, Pedagogic Units 2 |
| Total | Academic Units 21, Pedagogic Units 3½ |

Constants:—Every Diploma must include (1) The requirements of an "Elementary Certificate;" (2) Plane and Solid Geometry which may be taken in the "Elementary Course" or a subsequent course. (3) One year of College English; (4) One year of College History; (5) One year of College Science; and (6) The pedagogic requirements of the Junior and Senior Years.

Junior Graduate Year.

Three quarters or nine months each in four of the following subjects:

- 1. History of the English Language or Elizabethan Literature
- 2. Med. & Mod. Hist. or Eng. Hist. or Am. C. H. or Anc. Life or 18-19 C. H.
- 3. Col. Alg. & Analytics or Analytics and Calculus or Surveying
- 4. Latin or German or French
- 5. Chemistry or Physics or Biology
- 6. Library Economy
- 7. History and Philosophy of Education

Senior Graduate Year.

Three quarters or nine months each in four of the following subjects:

- 1. 19th Century Literature or Shakespeare, Tennyson & Browning
- 2. Eng. Hist. or Am. Const. Hist. or Anc. Life or 18-19 Cent. Hist.
- 3. Adv. Col. Alg. & Analytics or Analytics & Calculus or Surveying
- 4. Latin or German or French
- 5. Chemistry or Physics or Biology
- 6. Library Economy
- 7. Elective professional work for specialization

The degree Bachelor of Arts is conferred upon those who complete the Junior and Senior Graduate Years.

Explanations of Courses of Study.

Through the preceding two pages containing a tabular view of all Courses of Instruction, it is sought to make each student's course as simple and clear as possible. Everybody doubtless knows about the typical four years' High School Course in the Public Schools. On page 36 the student will notice the words "ELEMENTARY COURSE." Under that heading he will notice in **black letters** the terms: "**Freshman Preparatory Year,**" "**Sophomore Preparatory Year,**" "**Freshman Year**" and "**Sophomore Year.**" These are intended to correspond in substance with the Freshman Year, Sophomore Year, Junior Year and Senior Year of a typical public high school.

The student will notice that in the first year, or "Freshman Preparatory Year," four units of work are required and in the second year, or "Sophomore Preparatory Year", four more units are required. He should notice that in the "Sophomore Preparatory Year" he may elect which he will offer, Latin or German or Agriculture. He may also elect between Physiology and Zoology; but if he enters from the second year or any year of a good high school and has some other substantial study to offer in lieu of the requirements of line 4 under Sophomore Preparatory Year, i. e., such a study as Ancient History, he may offer that.

The student should notice particularly that under "Freshman Year" he may elect four units from among some ten or twelve different subjects. He should notice that in the "Sophomore Year" it is planned to elect three units from among some ten or twelve. He should notice that the Psychology, Pedagogy and Practice Teaching are constant. Then let him count, if he will, and he will discover that the **summary** in small type below the middle of page 36 grows out of the courses preceding it. He should notice that the **fifteen academic units** required in the "Elementary Course" on page 36 correspond to the

fifteen units in a typical four years' high school course. If, therefore, he passes through the high school stage in this Normal School, he need never be at a loss as to his rank in academic subjects when he goes elsewhere. At the bottom of page 36 it is made clear just what good high school graduates must do in order to secure the "Elementary Certificate" which authorizes them to teach in the public schools of the State for a period of two years

Advanced Course. Graduates of the Elementary Course and of first class high schools should notice that all courses on page 37 are of college rank; that in the "Junior Year" the student may elect four academic subjects but he must offer the Pedagogy or twelve weeks of Teaching. He should notice that in the "Senior Year" he may elect two academic subjects; but he must offer the History of Education, School Administration and Practice Teaching as stated in the outline. The explanation in small type on page 37 should make the "Advanced Course" for the diploma very clear. Graduate students may select four subjects from the "Junior Graduate Year" and four subjects from the "Senior Graduate Year" and by offering these may have the degree Bachelor of Arts.

Time Required to Graduate. Life is short and the time element must be considered by every student; but it is also well to remember the old maxim: "Soon ripe, soon rotten." We deem efficiency in education of more importance than the time element. Inspection of page 36 will show that some high school graduates may secure the Elementary Certificate in six months. This is likely to be the case if in the Pedagogy of Arithmetic and Algebra under Mr. Harvey and in the Pedagogy of Language and Literature under Mr. Settle or in some other way they do not show themselves to need reviews in any of the high school subjects. Many high school graduates, however, voluntarily

consume some time in reviewing the high school subjects in which for various reasons they know themselves to lack thoroughness. Many of the high school graduates spend nine months in securing the Elementary Certificate. While doing so they sometimes do some advanced work in the Junior Year, thereby cutting down the time required in the studies of that year. In the subjects scheduled in the Junior and Senior Years there is just work enough to keep a typical student of good habits busy for two school years of nine months each. It is therefore easy to calculate approximately the time that will be required to secure the diploma of this Institution after graduating from a high school.

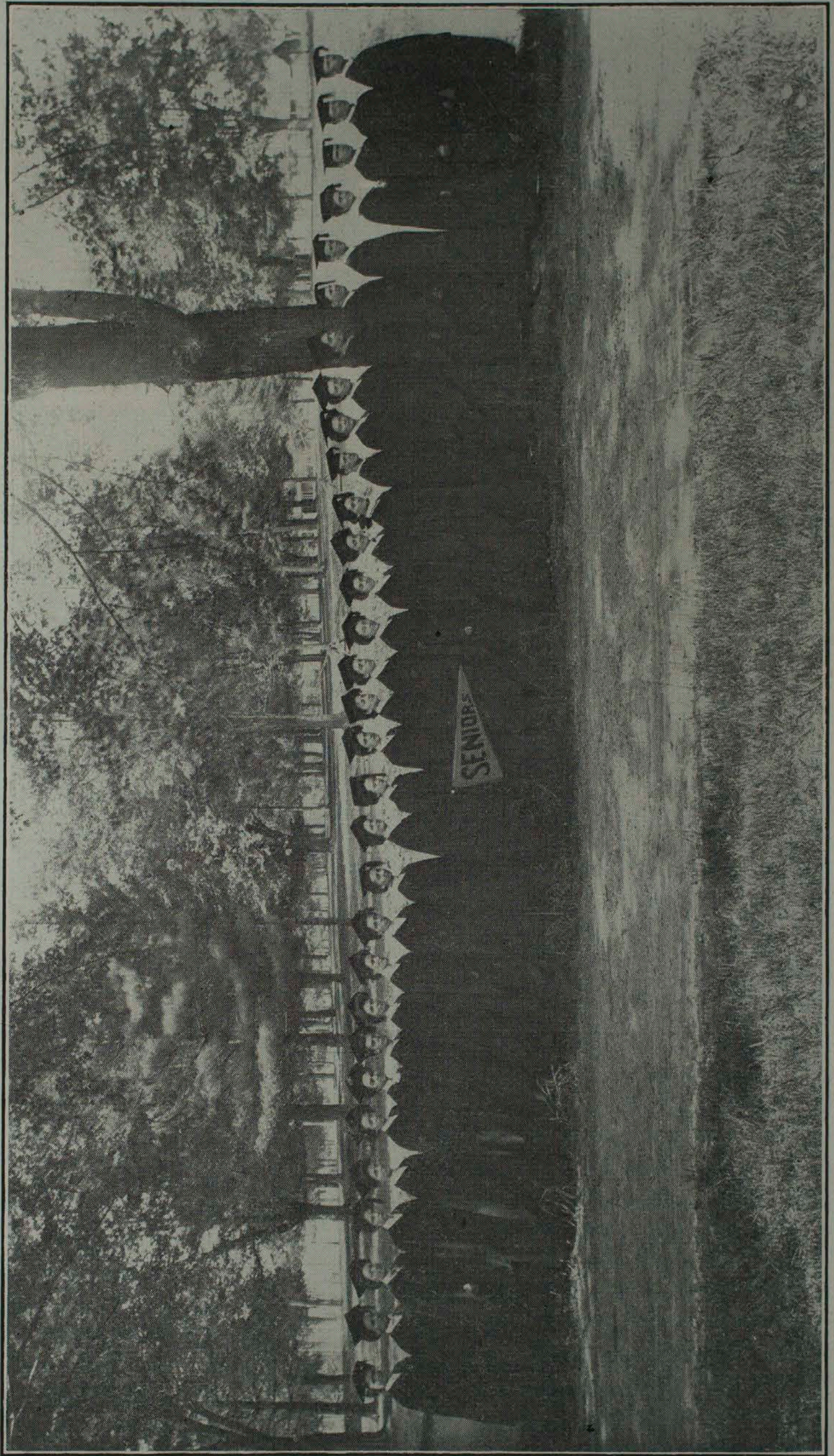
Each Student Put Upon His Individual Merits. It is proper and fair to say, however, that we place each student upon his or her individual merits. The permanent maxim controlling the action of the students and faculty of this School seems to be, **Not how much, but how well;** and so long as the demand for our graduates to fill teaching positions far exceeds the supply, our policy of tolerably severe requirements seems justified.

Advanced Standing. Advanced Standing is the credit allowed in this school for work done in other schools. It may be recorded at any convenient time between matriculation and graduation.

The Major Academic Subject. Each certificate and each diploma receives its name from the **major academic subject** offered by the student, this subject being presumably one for which the student has special taste or adaptability.

Each certificate requires in the major academic subject at least two units above the Sophomore Preparatory Year.

Each diploma requires in the major academic subject at least four units above the Sophomore Preparatory Year.



SENIORS, '09.

Tentative Daily Program, Sept. 8 to Nov. 24, 1909.

| TEACHER | ROOM | First Period 8:00-8:50 | Second Period 8:50-9:45. | Third Period 10:15-11:05. | Fourth Period 11:05-11:55. | Fifth Period 1:10-2:00. | Sixth Period 2:00-3:00. |
|------------------|------|---------------------------|-----------------------------|------------------------------------|-------------------------------|----------------------------|----------------------------|
| B. P. Gentry | 17B | Lat. 2 qr. | Cic. 2 qr. | Cae. 1 qr. | | Cic. 1 qr. | Livy. (19B) |
| Elizabeth Hughes | 19B | | Cae. 2 qr. | Lat. 1 qr. | Lat. 3 qr. | Sallust 1 qr. | Cae. 3 qr. |
| J. W. Heyd | 12A | German 4 yr. | Adv.Conv.&Comp | Ger. 2 qr. | Ger. 1 qr. | G.2 y.3 q.or 3y.1q. | |
| J. T. Vaughn | 21B | | Am. C. H. 2 qr. | Am. H. 1 qr. | | Am. Hist. 2 qr. | Am. C. H. 1 qr. |
| Grover Morgan | | Am. Hist. 3 qr. | | | | Civ. Gov. 1 qr. | |
| Eugene Fair | 20B | O. Hist. | Greek Hist. | | Anc. Hist. (H. S.) | | Pol. Institutions |
| E. M. Violette | 20B | | | M. & M. H. (H.S.) | 18 & 19 C. H. 1 qr | Eng. Hist. 1 qr. | Med. Hist. 1 qr. |
| W. A. Lewis | 9C | Gen. Chem. | | Quant. Anal. | | Qual. Anal. | |
| J. M. Rouse | 7C | | | | | | |
| J. S. Stokes | 4B | Physics 1 qr. | | College Physics 1 qr. | | Phys. Geog. | |
| L. S. Daugherty | 2C | Birds | Col. Zool. | Physiol for Men Physiol. for Wom | | Gen. Zool. | |
| H. H. Laughlin | 15B | Domestic Ani. | Lab. Work | 1 qr. Agri. & Industrial Agri. | | Agri. 3 qr. | |
| H. Clay Harvey | 14B | Analytics | Pl. Geom. 1 qr. | Arith. 3 qr. | Alg. 3 qr. | | |
| W. H. Zeigel | 12B | Alg. 1 qr. | Arith. 1 qr. | Pl. Geom. 2 qr. | | Col. Alg. 1 qr. | Sol. Geom. |
| R. M. Ginnings | 16B | | Alg. 2 qr. | Alg. 1 qr. | Alg. 4 qr. | Trig. 1 qr. | Trig. 2 qr. |
| Mark Burrows | 25B | Typewriting | Business Arith. | Bookkeeping & Bus. Practice | | Geog. of Com. | Shorthand |
| A. P. Settle | 23C | Am. Lit. 3 qr. | 19 Cent. Lit. 1 qr. | | | Ped. of L. & L. | Lit. 2 qr. |
| Minnie Brashear | 27C | Gr. & Comp. 1 qr. | Gr. & Comp. 1 qr. | | Gr. & Comp. 1 qr. | Lit. 3 qr. | Hist.E. Lang.1 qr. |
| E. R. Barrett | | | Rhet. 1 qr. | Eng. Lit. 1. qr. | Rhet. 1 qr. | Gram. 3 qr. (23C) | Gr. & Comp. 2 qr. |
| F. W. Plunkett | 25C | Lit. 1 qr. | Lit. 1 qr. | Lit. 1 qr. | | Rhet. 3 qr. | Rhet. 2 qr. |

| | | | | | | | |
|--------------------|-----|--------------------|------------------|------------------|------------------|---------------------|--------------------|
| D. R. Gebhart | 12C | Hist. of Music. | Counterpoint | | El. Sch. | | Instrumentation |
| Edith V. Sharpe | 14C | | | Voc. Mus. 2 qr. | | | Voc. Mus. 1 qr. |
| Frances T. Crowley | 16C | | Voc. Mus. 1 qr | Voc. Mus. 3 qr. | Voc. Mus. 2 qr. | | |
| Nellie Buzard | | | | Harmony 1 qr. | Harmony 2 qr. | Harmony 3 qr. | |
| A. Otterson | | Arith. 2 qr. (12B) | | | Civ. Gov. 1 qr. | Civ. Gov. 2 qr. 25B | Am. Hist. 1 qr. |
| Leota L. Dockery | 33A | R. & V. C. 1 qr. | R. & V. C. 1 qr. | Phys. Ed. | Phys. Ed. | El. Sch. | Phys. Ed. |
| O. C. Bell | 2A | | | Gym. | Gym. | El. Sch. | Gym. |
| A. D. Towne | 11C | Mech. Dr. | M. Tr. | M. Tr. | M. Tr. | M. Tr. | El. Sch. |
| Cora A. Reid | 30C | Dr. 2 & 3 qr. | Dr. 1 qr. | Dr. 1 qr. | Dr. El. Sch. | Dr. 3 & 4 qr. | |
| Grace Lyle | 30C | | | | Dr. 1 qr. | | Dr. 1 qr. |
| O. A. Parrish | 26C | Lib. | Lib. | Lib. | Lib. Instruction | Lib. | Lib. |
| Della Havenor | 33C | Lib. | Lib. | Lib. | Lib. | Lib. | Lib. |
| Mayme Sears | 33C | Lib. | Lib. | Lib. | Lib. | Lib. | Lib. |
| Ora Rutherford | 33C | Lib. | Lib. | Lib. | Lib. | Lib. | Lib. |
| J. D. Wilson | 27B | El. Psych. | Ph. Teach. 1 qr. | Ph. Teach. 2 qr. | | | |
| Miss Longenecker | 27B | El. Sch. | Con. Ped. 1 qr. | Con. Ped. 2 qr. | El. Sch. | El. Sch. | El. Sch. |
| A. B. Warner | 27B | | | | Gen. Ped. | Hist. Ed. 1 qr. | Ped. of Arith. 28B |
| | | El. Sch. | El. Sch. | El. Sch. | El. Sch. | El. Sch. | El. Sch. |
| | | El. Sch. | El. Sch. | El. Sch. | El. Sch. | El. Sch. | El. Sch. |
| | | El. Sch. | El. Sch. | El. Sch. | El. Sch. | | M. Tr. |
| Harriet Howard | 25A | Kgn. | Kgn. | Kgn. | Kgn. | Theory. | Theory. |

Orchestra Practice 1 p. per wk.

Chorus Rehearsal 1 p. per wk.

Mil. Tac. 2 p. per week



CLASS IN MUSIC FOR MEN ONLY, SUMMER TERM, '09.

AGRICULTURE, BOTANY AND NATURE STUDY.

H. H. LAUGHLIN.

I. Agriculture.

In view of the fact that the Missouri legislature has recently enacted a law making the teaching of Agriculture compulsory in the public schools of the state, the department of Agriculture of this school is now offering such courses as will enable the elementary and rural school teachers to teach this subject effectively and to correlate it appropriately with the other common school studies. It is also offering such courses of a more advanced and specialized nature as will fit teachers for positions as teachers of Agriculture in the High Schools of the state.

Students are led to follow the Agricultural movements of the day through the best books, bulletins, magazines and newspapers. They will become acquainted with the spirit of the new Agriculture. Advantage will be taken of the frequent opportunities offered by farmers' institutes, sales, agricultural exhibits, short courses, and encampments. Visits will be made to near-by farms where high class Agricultural work is being carried on.

Practically one-half of the time allotted to each course will be devoted to the recitation room and one-half to the laboratory, garden and field.

1. **General Descriptive and Experimental Agriculture.** (1st qr., 12 weeks) (A course of second or third year High School rank). The purpose of this course is to acquaint the student with the general field of elementary agriculture. It includes school gardening, description of the different varieties and breeds of domestic plants and animals, plant propagation and culture, elementary animal husbandry and elementary agricultural chemistry and soil fertility. Advantage will be taken of seasonal changes and of special opportunities as they are presented.

2. **General Descriptive and Experimental Agriculture**—(2nd qr., 12 weeks.) (A course of second or third year High School rank). A continuation of course 1.

3. **General Descriptive and Experimental Agriculture**—(3rd qr., 12 weeks.) (A course of third or fourth year High School rank). A continuation of courses 1 and 2 with special reference to the chemical phases of general Agriculture.

4. **Domestic Plants.** (12 weeks.) (A course of first or second year college rank).

The origin and classification of domestic plants, propagation,

culture, tillage, fertility, farm crops, truck gardens, fruits, flowers, forest trees, grain judging.

5. **Domestic Animals.** (12 weeks.) (A course of second year college rank).

The origin and classification of domestic animals, the history and development of each type and breed, stock judging.

6. **Animal Husbandry.** (12 weeks.) (A course of second year college rank). The care and feeding of farm animals. Balancing rations, combating disease. Milk production and the practical testing of a dairy herd.

7. **The Principles of Breeding: Thremmatology.** (12 weeks.) (A course of third or fourth year college rank).

The students of this course study the principles and methods of improving plants and animals: Evolution, heredity, variation, mutation, Weismann's theory, Mendel's law, Galton's law and the theories and systems of breeding. It is proposed to do experimental work in evolution and heredity with plants and with small animals. It requires about 1000 pages of reading.

8. (A Proposed Course in Farm Architecture and Sanitation. Not offered until 1910.)

9. (A Proposed Course in Farm Machinery. Not offered until 1910.)

10. **The Pedagogy of Agriculture.** (12 weeks.) (A course of second year college rank.)

The aims and methods of teaching Agriculture in primary, elementary and secondary schools, landscape gardening, school gardens, the educational possibilities in correlating Agriculture with all of the other common school branches. Concrete examples. Methods of surmounting practical difficulties.

II. Botany.

1. **General Botany.** (12 weeks.) (A course of third year High School rank). Plant forms and structures. Work in histology, physiology and classification. Field trips, herbarium work, artistic and accurate work in figuring plants.

2. **Plant Ecology, Physiology and Evolution.** (12 weeks.) (A course of fourth year High School rank.)

Plant relations, functions and behavior.

Practically a laboratory and field course.

3. **Systematic Botany.** (12 weeks.) (A course of first or second year college rank).

Classification of plants. History of Botany. Plant survey. Card index and collection, mounting and figuring of plants.

III. Nature Study.

1. **Nature Study for Teachers.** (12 weeks.) (A course of first or second year college rank).

This course is designed to make the student a nature lover and to acquaint him with some of the elementary facts of all of the sciences in the phases that appeal to children and to discuss the spirit, aims and methods of Nature Study in the schools.

It includes representative work in elementary Agriculture, Botany, Zoology, Physiology, Physics, Chemistry, Geology, Physiography, Meteorology, Astronomy and Mechanics. Boys' clubs, field trips, camp life and mechanical toy making are discussed.

A nature study course adapted to the common schools is developed by the students as a part of this course.

ART.

MISS CORA A. REID, MISS GRACE LYLE.

FIRST YEAR.

FIRST QUARTER.

- (a) Drawing from botanical specimens, grasses, fruits and flowers.
- (b) Geometrical solids.
- (c) Still life.
- (d) Representation and arrangement of objects, including study of dead game, furniture and other common objects.
- (e) Landscape or outdoor sketching.
- (f) Illustrating.
- (g) Designing.
- (h) Character sketching.

Mediums used: Charcoal, crayon and water colors.

SECOND QUARTER.

- (a) Antique, chiefly charcoal practice from antique fragments in outline and general light and shade.
- (b) Still life. Representation and arrangement of objects, including study of vegetables, dead game, furniture and other common objects.

Mediums used: Charcoal, colored crayons and water colors.

THIRD QUARTER.

- (a) Designing. The object is to educate students to work in practical designs. It embraces the study of historical ornaments, practice in drawing and water colors, the study of the theory of designing and exercises in original designing for wall paper, rugs, book covers, interior decorations, carpets, and decorative work of all kinds.

SECOND YEAR.

All students wishing art as a study requiring preparation must spend seven periods per week in studio.

FALL QUARTER.

- (a) Landscape or outdoor sketching.
- (b) Botanical specimens.

Mediums used: Charcoal, crayon and water colors.

WINTER QUARTER.

- (a) Designing for decorative work of all kinds.

Materials used: Leather, brass, water colors, oil and distemper colors.

SPRING QUARTER.

(a) Still life, representation and arrangement of common objects with dead game, fruits and vegetables.

(b) Illustrating. The subjects taken up in class include the study of historical costumes and character sketching. Technical practice is provided for by daily instruction in the use of pen and ink, pencil, wash, monochrome and other mediums.

SUMMER QUARTER.

- (a) Botanical.
- (b) Outdoor sketching.
- (c) Designing.

THIRD YEAR.

FALL QUARTER.

- (a) Landscape and outdoor sketching.
- (b) Botanical specimens.

Mediums used: Charcoal, crayon and water colors.

WINTER QUARTER.

- (a) Designing for decorative work of all kinds.

Materials used: Leather, brass, water colors, oil and distemper colors.

SPRING QUARTER.

(a) Still life, representation and arrangement of common objects with dead game, fruits and vegetables.

(b) Illustrating and character sketching. Technical practice is provided for by daily instruction in the use of pen and ink, pencil, wash, monochrome and other mediums.

SUMMER QUARTER.

- (a) Botanical.
- (b) Outdoor sketching.
- (c) Designing.

FOURTH YEAR.

The same as third year but more advanced.

TEXT-BOOKS.

SECOND YEAR.

The School Arts Book; Text-Book of Art Education, Books I to IV: Masters in Art.

THIRD YEAR.

The School Arts Book; Text-Book of Art Education, Books VI to VIII; Masters in Art.

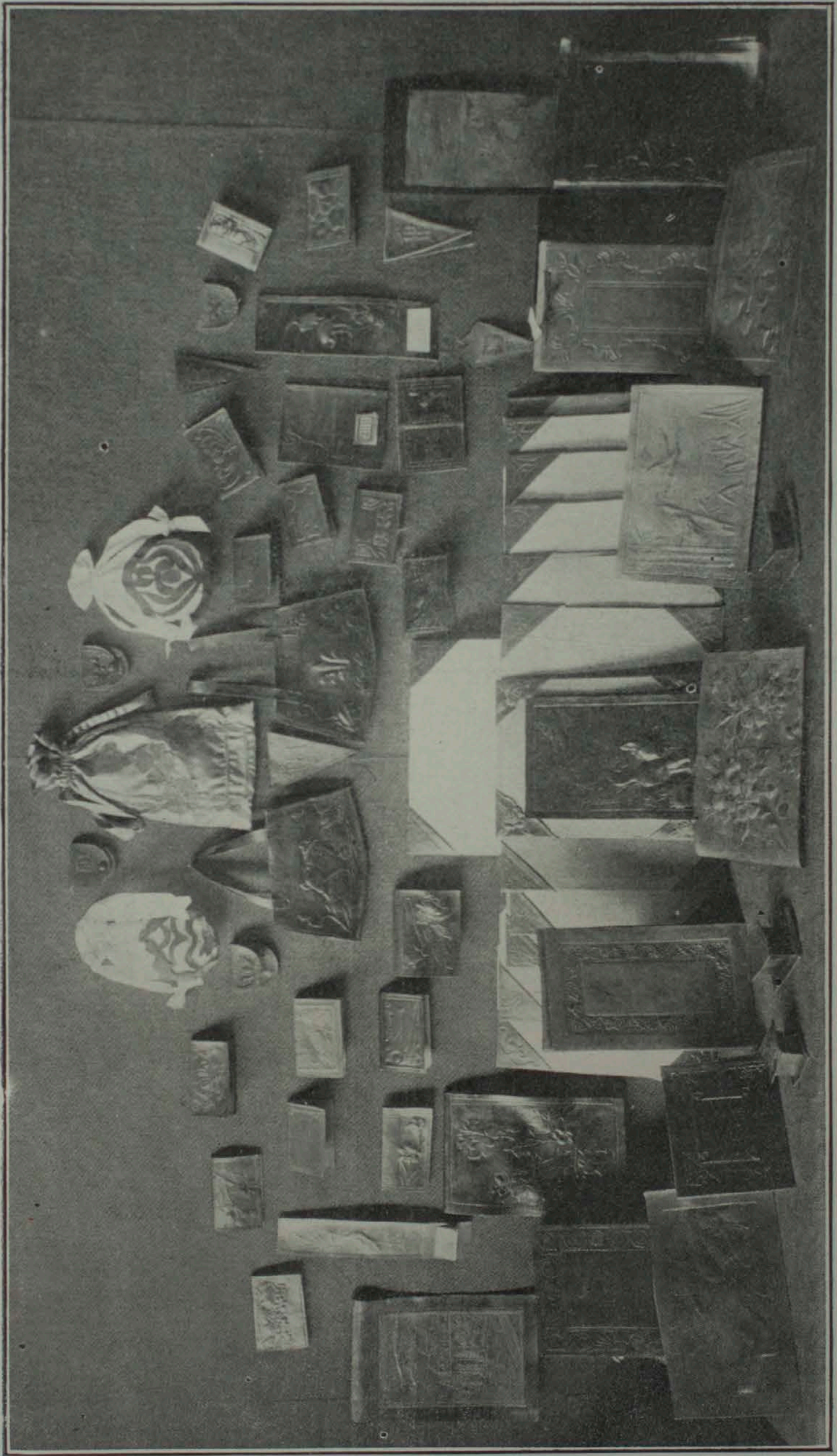
FOURTH YEAR.

Essentials of Perspective—Miller.

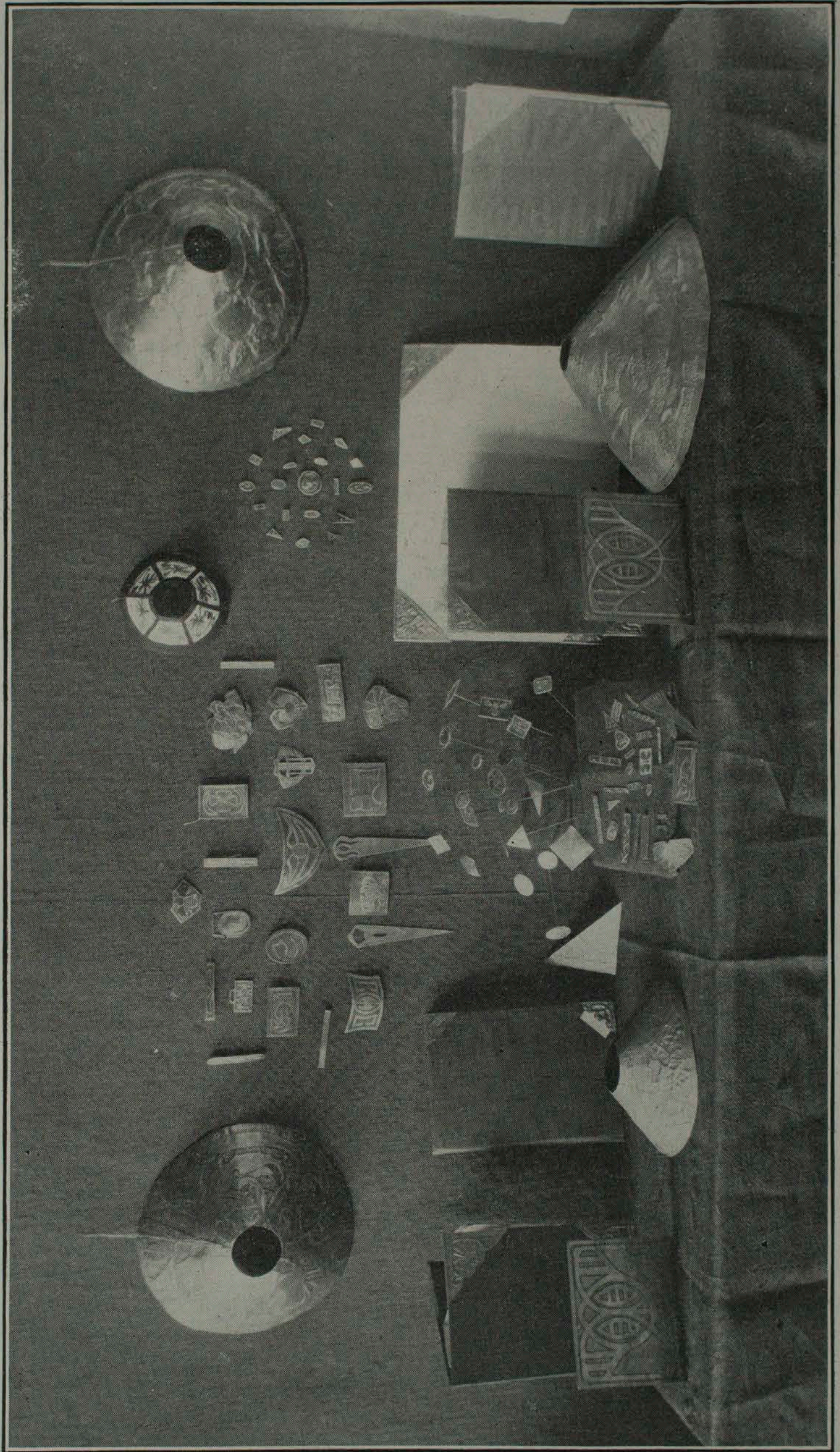
The Hand Book of Greek Sculpture—Gardner.

General Texts:

1. Art Education Munsterberg.
2. Renaissance and Modern Art Goodyear.
3. Story of Art through the Ages Rinach.
4. The Evolution of Art Haddon.
5. Principles of Design Batchelor.
6. Plant Form and Design W. Midgley and A. E. Lilley.
7. The History of American Sculpture Taft.
8. The Masters in Art
9. Greek Sculpture Gardner.
10. Makers of Florence Oliphant.
11. Makers of Venice Oliphant.
12. School Arts Book



WORK IN ART DEPARTMENT.



WORK IN ART DEPARTMENT,

CHEMISTRY.

MR. LEWIS.

MR. ROUSE, Assistant.

COURSE 1.—GENERAL CHEMISTRY.

First Quarter.—Simple experiments illustrating physical and chemical changes, different ways of producing chemical change, the characteristics of chemical phenomena, the "Laws of Definite Proportions." The work leads to the study of our most familiar compound, water. Special experiments to show the exactness of the science of chemistry, work with the laws of Boyle and Charles, development of the methods of determining atomic and molecular weights.

The halogen family, a comparison of chemical activity, oxides and oxygen acids of the halogens. Solutions, ionization, ionic substances and interaction.

Second Quarter.—Bases, Acids, Salts,—Meaning of terms, composition and comparison.

Sulphur.—Oxides and oxygen acids.

The periodic system.

Nitrogen.—Its compounds, ammonia with its use as a refrigerant.

Quantitative experiments with air. Liquid air.

Phosphorus.—Its compounds, sources of supply, uses.

Carbon.—Manufacture of illuminants and the by-products, the Bunsen and the illuminating flame, fractional and destructive distillation, the carbon crystal, carbon compounds.

Third Quarter.—The alkali metals, solution tests made by titration, special work in the Solvay and the LeBlanc process, purification of salt, the alkali earth metals, special tests, commercial value, the manufacture of glass.

The remaining metals are studied in the order of their grouping with special reference given to the commercial value of copper and silver, aluminium, lead and zinc and the manufacture of paints, iron and the Bessemer process. Special work in manganese and chromium as assaying agents.

First quarter's work repeated third quarter.

Second quarter's work repeated fourth and first quarter.

Third quarter's work repeated second quarter.

Course 1 is illustrated and made more practical by the use of lantern slides showing all the phases of modern manufacture and of modern manufacturing plants.

This course in chemistry is strictly college chemistry and high school chemistry will not be accredited for it, but high school chemistry

will be accepted as an academic unit, as explained under the caption "Elementary Course."

The subject requires two consecutive periods per day of each school day during thirty-six weeks. The work in the laboratory and lecture room is so divided that the student is in the actual experimental work of chemistry three-fifths of the time.

Text: Alex. Smith—General Chemistry for Colleges, and Laboratory Outline.

COURSE 2.—QUALITATIVE CHEMICAL ANALYSIS.

The course in qualitative analysis is based on Course 1 and requires the preparation given by this course.

The student masters the methods of testing for the individual ions,—both negative or acid ions and positive or metallic ions. The reasons for grouping are worked out and thorough drill is given in the identification of unknowns.

Course 2 requires two consecutive periods per day of each school day during thirty-six weeks.

Text: Gooch and Browning—Outlines of Qualitative Chemical Analysis.

Supplemented by Fresenius—Qualitative Chemical Analysis, Steadman—Analytical Chemistry.

COURSE 3.—QUANTITATIVE CHEMICAL ANALYSIS.

The course in quantitative analysis requires the preparation given by courses 1 and 2.

The student becomes familiar with the practical phases of the determinations of ore values and acquires a good working knowledge of modern methods used in determining the quality of substances quantitatively.

This course requires two consecutive periods per day of each school day during thirty-six weeks.

Texts: Talbot—Quantitative Chemical Analysis.

Blair—Chemical Analysis of Iron.

Brown—Manual of Assaying.

Plattner—Blowpipe Analysis.

Sutton—Volumetric Analysis.

Supplemented by Fresenius—Quantitative Chemical Analysis, Steadman—Analytical Chemistry. The texts are furnished free.

COURSE 4.—APPLIED CHEMISTRY.

This course requires the preparation given by courses 1 and 2 and requires two periods per day for each school day for thirty-six weeks.

It is intended that the student shall become familiar with just such work as a commercial chemist is called upon to do. He will

have practical experience in analyzing fertilizers, stock foods, fermented juices, distilled and fermented beverages, prepared foods, preservatives, sugars, fruits, dairy products, edible fats and oils, flavoring extracts, coloring matter, drugs, paints, etc.

The student is required to use individually and become accurate and sure in the use of such instruments as nitrometers, Orsat's gas apparatus, Hempel's gas burette, Morehead's gas burette, Elliot's oil tester, Scott's viscosimeter, and the refractometer, polariscope, spectroscopy, calorimeter, microscope, etc.

The department of Agriculture will co-operate with this department to make the course comprehensive and thoroughly practical.

Texts: Wiley—Principles and Practices of Agricultural Analysis.

Landolt—Optical Rotation.

Spencer—Cane Sugar.

Snyder—Dairy Chemistry.

Hempel—Gas Analysis.

Allen—Commercial Organic Chemistry.

Jones—Paint and Color Manufacture.

The texts are furnished the students free of charge.

COURSE 5.—ORGANIC CHEMISTRY.

The course in organic chemistry requires the preparation given by courses 1 and 2.

The student manufactures, in the laboratory, one, often two or three, compounds typical of each organic type. The product thus made is studied as to its character, its fusion point, its boiling point, its color, density, odor, taste, combustibility, solubility, uses and its commercial value.

This course requires two consecutive periods per day of each school day during thirty-six weeks.

The courses in qualitative analysis, quantitative analysis, and in organic chemistry are of college rank and as such are given full credit.

Text: Cohen—Theoretical Organic Chemistry.

COURSE 6.—WATER ANALYSIS.

This course requires the preparation given by course 1, and the time of two periods per day for one quarter.

The student determines the organic matter in water, the free and albuminoid ammonia, and the ordinary salts. The data necessary for determining the fitness of water for daily use in the household. The interpretation of results as to the chemical, microscopical, and bacteriological condition of water. The department is especially well equipped, having a fine microscope and accessories, culture jars, and containers, incubator, sterilizers, etc.

Texts: Wanklyn—Water Analysis.

Mason—Examination of Water.

Abbott—Principles of Bacteriology.

Courses 4 and 6 are given for the purpose of preparing the high school science teacher for such work as he is often called upon to do.

THE DEPARTMENT HAS AN ESPECIALLY FINE WORKING LIBRARY FOR THE FREE USE OF THE STUDENT.

PHOTOGRAPHY.

This work enables the student to acquire the skill necessary to operate cameras and either gas or electrical stereopticons.

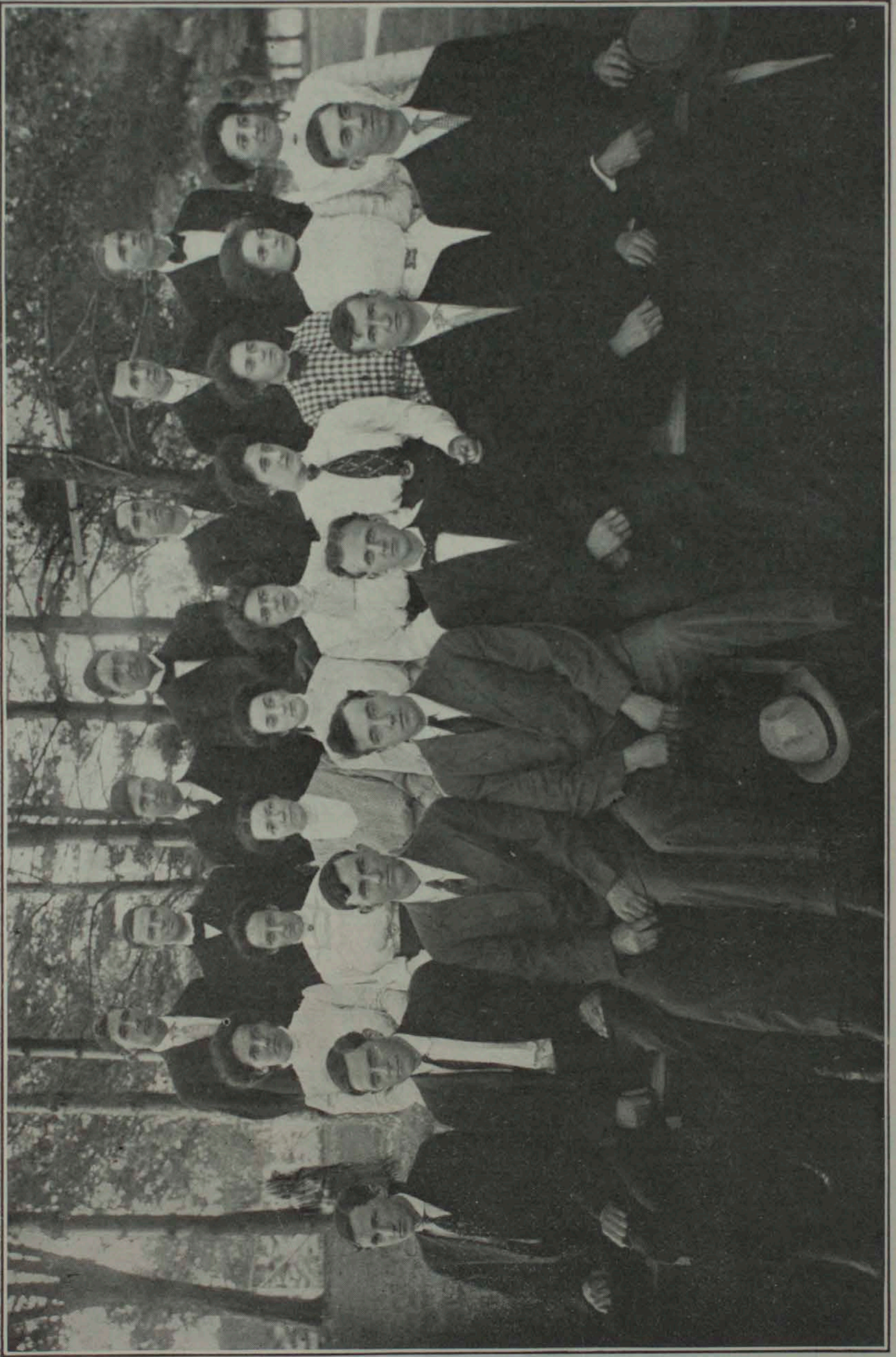
Just enough of the chemistry of photography is given to enable the student to understand and appreciate the value of time, light, color, developer and the care of the sensitized plate.

First Quarter.—Halftones and zinc etchings. The work this quarter begins with the outlining of bleached or imperfect prints, operating the camera and exposing.

The student takes up in their order timing, lighting, size of diaphragm, developers and developing, reducing and intensifying, pasting and blocking.

Second Quarter.—Color values under ruby light, lantern slides, general lantern slide making.

Third Quarter.—Tinting slides, retouching negatives, matting, passe partout, sensitizing and enlarging.



THE SCIENCE CLUB, 1909.

COMMERCE.

MR. BURROWS.

The foremost object of this department is to prepare teachers of commercial subjects for the high schools. There is a gradually increasing demand for such teachers, and for courses of study with more of the practical in their makeup. Nearly all are ready to agree with Dr. Elmer Ellsworth Brown, the United States Commissioner of Education, that "Every man's education should carry him as far up the course of general culture as he can consistently go with his other duties in life; but every man's education should be rounded out with technical training for some definite occupation in life." For fifty years Germany and Belgium have been giving commercial instruction in their schools, and no small part of their lead in the world's trade may be attributed to such instruction. The great increase in such instruction in the United States in the past few years is significant. Below is a scheme of studies in harmony with the recommendations of the Committee of Nine, Department of Business Education, of the National Education Association. It will be seen that neither the practical nor cultural element has been overlooked. It is expected that those who aim to prepare themselves to teach commercial subjects will make up their programs from this list. The course has been so planned that commerce may be made a major subject for graduation; but students should be well advanced in High School studies before undertaking this course.

| SUBJECT. | FIRST YEAR. | SECOND YEAR. | THIRD YEAR. | FOURTH YEAR. |
|--------------------|--|------------------------------|------------------------------|------------------------------|
| English | Lit. & Comp. | Rhet. & Comp. | Am. & Eng Lit | 19th Cen. Lit. |
| Modern Languages | German | German | German, French, or Spanish * | German, French, or Spanish * |
| Mathematics | Business Arith. | Algebra | Pl. & Sol. Geom. | Electives |
| Science | Agriculture | Zoology | Geog. of Com. Pol. Economy | Physics, or Chemistry |
| History | Anc. History | Med. & Mod. H. | Adv. Am. Hist. | Mod. Europ. H. |
| Business Technique | Penmanship Beg. Bookkpg. Drawing | Bookkeeping & Business Prac. | Shorthand and Typewriting | Electives |

* Not offered prior to September, 1910.

Following is a detailed statement of such work as is not given in other parts of this bulletin.

BUSINESS ARITHMETIC.

Many students who can solve the difficult problems of a textbook in arithmetic often fail in the ordinary problems of business. In this course they will learn the uses of arithmetic from the standpoint of business life; how to acquire skill in the handling of numbers; how to check results; how to make problems, and how to solve them. In addition, much may be learned of system and economy in the home and in the office; of business practices and usages; and of the quantitative side of commerce and industry. At every step accuracy, speed, and self-reliance will be emphasized.

First Quarter.—Experience has demonstrated that the first part of the quarter should be given to a review of the fundamental processes, and fractions. This will be followed by practical measurements, bills and accounts, and many problems taken from actual business transactions. By this means the student acquires a knowledge of business, as well as skill in calculation. Much oral work will be given to develop rapidity and accuracy in calculation, as well as close and accurate thinking.

Second Quarter.—The work of this quarter is mainly from percentage and its numerous applications, such as loss and gain, interest and banking, dividends and investments, partitive proportion, partnerships, etc. Numerous business forms are introduced and made the basis of a series of problems. Exercises will be given on graphic methods of representing statistics, on plotting and reading scales, in making calculation tables, schedules, etc. Pictures and diagrams by means of lantern projection will be used where they illustrate principles or problems.

Text: Moore & Miner's Practical Business Arithmetic.

BOOKKEEPING AND BUSINESS PRACTICE.

This course is taught by the laboratory plan, the student spending two hours daily in the class room. The work begins with a simple treatment of the theory of accounts, and by a blending of theory and practice gradually introduces the student to a course of representative business transactions according to the most approved business methods. Students who finish this work satisfactorily are well-trained bookkeepers capable of applying their knowledge either in the office, or in teaching the subject to others. The full course embraces four quarters' work, or as much as could be done in a good high school in two years.

First Quarter.—The object of bookkeeping, and why it has to be

adapted to each business. The correct forms for journal entries and ledger accounts; opening ledger accounts and posting from books of original entry. The object of the trial balance; statement of losses and gains, and resources and liabilities,—how to make them up, and how to close the ledger accounts. After this the student receives incoming vouchers which are counterparts of actual business documents, and the outgoing papers are written by him. Entries to the various books of original entry, just as in business offices.

Second Quarter.—An extended study of bank discount and interest, and drafts, with additional practice in the use of the cash book. The introduction of the bill book and invoice book. The taking in of a partner, and an extension of the business. The work of the quarter closes with the making and closing of a complete set of books including the rulings, such as is required by the United States Civil Service Commission in its examinations in bookkeeping.

Third Quarter.—A commission, shipping, and general merchandise business, illustrating the use of the loose-leaf consignment ledger, special column cash book, account-sales ledger, letter impression book, and other books especially adapted to this line of business. The dry goods business, introducing accounts payable and receivable ledgers, manufacturers' agency accounts, and trading accounts showing detailed statements of losses and gains.

Fourth Quarter.—The use of sales sheets, the abstract sales book, purchase book, the ledgerette and the card ledger system as adapted to the retail grocery system, using both the single and double entry methods of bookkeeping. The change from single to double entry, and the introduction of another partner. In the manufacturing business, the organization and management of corporations, factory costs, and accounts kept by the voucher method. A course in banking in which the student is given practice in filling every position in the bank, including the handling of business papers.

Texts: Neal & Cragin's Modern Illustrative Bookkeeping.

Neal & Moore's Modern Illustrative Banking.

GEOGRAPHY OF COMMERCE.

The geography of commerce is a study of the earth in its relation to man, dealing with the causes of interdependence existing between the different parts of the civilized world; hence it touches on science, industry, economics, and history. The work of the course will consist of recitations, lectures, library work, and an occasional excursion. An excellent collection of reference books, clippings, and illustrative material will be provided, a commercial museum is under way, and an

extensive use will be made of maps, illustrations, and diagrams by means of the lantern. Perhaps there are but few subjects studied in which the general knowledge and reading of the student will more often be called into play.

First Quarter.—The relations of men to their physical surroundings such as soil, climate, the forest; the man element in commerce. The regional geography of the United States; the resources, mineral, vegetable, and animal. The internal commerce of the United States; commercial expansion; tropical colonization and control; the outlying possessions of the United States.

Second Quarter.—In a similar manner a study will be made of the other countries of the western hemisphere, and of the eastern hemisphere. The general principles of world commerce; the factors in the exchange of commodities; inventions, discoveries, and conventions of world significance. Much attention will be given to the suggested questions, topics, and exercises. The text is made the basis of study, but to be enlarged upon by outside readings and class discussions.

Third Quarter.—For the present the student will be given the option of a study of the history of commerce, dealing with the evolution of trade; or of economics, dealing with conditions of industry and trade particularly from the standpoint of men and the organizations of men.

Texts: Trotter's *The Geography of Commerce*,
Webster's *General History of Commerce*.
Ely & Wicker's *Elementary Principles of Economics*.

SHORTHAND AND TYPEWRITING.

The Gregg system of shorthand is used because it is the easiest to learn, and the easiest to read of all the standard systems, and its speed possibilities are equal to any. It is the most popular system in the United States, and more than half of the schools of the country are teaching it. In typewriting the best method of fingering is taught, and speed, neatness, and accuracy are required. In addition to the routine work of shorthand and typewriting, lessons are given in legal forms, and commercial correspondence. Students are instructed in the use of labor saving devices, such as duplicating machines, tabulators, adding machines, copying presses, filing cabinets, card index systems, and various methods of systematizing work. New Remington, Underwood, and Smith Premier typewriters are used.

Eligibility to the work in this subject requires attainments and ability equal to those of a graduate of an accredited high school. As the English language is the stenographer's chief asset, a

parallel year's work in the English department must be taken unless satisfactory evidence is presented to show that this requirement should be waived.

Texts: Gregg's Manual of Shorthand,
Altmaier's Commercial Correspondence,
Barnes' Typewriter Instructor.

ENGLISH.

MR. SETTLE, MISS BRASHEAR, MR. BARRETT,
MR. PLUNKETT

GENERAL EXPLANATIONS.

The requirements for any Elementary Certificate are one year of Grammar (with Classics and Composition), one year of Literature (with Composition), and one year of Rhetoric and Composition.

Every full Advanced Course for the Senior Diploma must have another year of Literature, preferably course 6; but for sufficient reasons, work from course 7, 8, 9, or 10 may be substituted.

For the Senior Diploma in the English Course, five years of English will be required, two in addition to the elementary requirements.

Those wishing to make English their major in an Elective Course may present five or six units.

To secure any Elementary Certificate, some English work must be done in this school.

It is desired and expected that all candidates for Senior graduation will take at least two quarters of English here during their last year in the school; while those coming from other schools must do here at least two quarters of English. All who make English their major must take at least three quarters in this school.

Fragmentary work is not acceptable; that is, work of a few weeks at a time will not be put together to count for a quarter; nor can a quarter's record be given unless all the work is done, and in a connected and consecutive manner.

The work of any course should be taken consecutively through the quarters in which it is given, and without break or skip in time; that is, if any course is given in three quarters, the student should take it for the three successive quarters of that year; nor should he take one or two quarters, then go to another course, expecting to count the mixture for a unit.

REQUIREMENTS FOR THE ELEMENTARY CERTIFICATE.

1. Grammar. (All above eighth grade work).

a. An elementary course for those who have not taken the subject very much, or who feel the necessity of foundation work.

b. A continuation of work begun in a.

Kittredge and Arnold's Grammar, Book II, will be used in a and b.

c. An advanced course for teachers, for those who need a thorough review, and for carrying forward the work by those who seemed to lack strength and ability in a and b. This course is recommended for those who need to make acceptable grades for County Certificates.

Text: Baskervill and Sewell.

In all grammar classes some work in classics and composition will be given.

Grammar grades are required of all candidates for certificates or diplomas, and they must be made here by study or examination, or brought from an accredited high school; grades from rural schools, from county certificates, and from "the grades" of town schools will not be accepted.

a, b, and c will be given each quarter.

2. English and American Literature and Mythology. An elementary course in the interpretation of literature and in oral and written expression. Practice in composition will be emphasized throughout the year.

a. American and English Classics.

b. The same line of work continued.

c. Mythology, supplemented by classics from Greek, Roman, and English Literature.

Text: Guerber's Myths of Greece and Rome.

a, b, and c will be given every quarter.

3. Composition and Rhetoric.

a. Elementary and foundation principles studied, with frequent practice on board and paper; private and class criticism.

b. The work continued through the more difficult applications of principles. Most of the ground of the text-book should be covered this quarter, and library reference books should be freely used for supplement and comparison.

c. An advanced course, with text-books largely for reference. Practical and extensive work in composition and criticism, supplemented by critical study of literary masterpieces.

In each of these quarters, literature will be regularly used as a basis for work.

Texts: Thomas and Howe's "Composition-Rhetoric," and Gardner, Kittredge, and Arnold's "Manual of Composition and Rhetoric," with library reference books.

Classes in a, b, and c will be maintained each quarter.

The above requirements are on the assumption that all the work

is done here. In extent, the ground covered is about equivalent to that gone over in the average high school with a four years' course in English. In intensity, in the critical mastery of principles, and in ability developed in the pupil, it is fully equal to the work of a four year high school. Graduates of accredited high schools having four years' courses may receive the Elementary Certificate on taking the following course in the Pedagogy of Language and Literature.

4. Pedagogy of Language and Literature.

This course is designed for graduates of accredited high schools and for others who have not taken Grammar, Composition, and Elementary Literature here. For these it is a requirement in obtaining our Elementary Certificate or any Senior Diploma.

The purpose of this work is two-fold. It is first to insure to prospective teachers an opportunity to become thoroughly acquainted with some of the difficult parts of English Grammar which are frequently not well taught, and to train them in careful discrimination and accurate habits. It also gives a view or review of such types of Literature, both prose and poetry as are taught in the higher grades and in high schools. In addition, the course offers instruction in the principles of Elementary Composition that should govern in the written work which is such a necessary accompaniment of all good instruction in Grammar and Elementary Literature.

Secondly, methods are emphasized. Such problems are treated as How to plan the Grammar lesson, What part the pupil should do outside the class, What is to be done in the recitation, How secure variety in preparation and recitation, Amount and kind of written work to be given, etc. Likewise in Literature: How to assign work, How to get the worth of a masterpiece of prose or poetry, How to supplement the class work, What selections are profitable to pupils, Character and amount of written work, and what is to be done with it. Studies will be made of typical selections from the various classes of prose and poetry; and the assignments, preparation, and class exercises will be as pedagogical as possible.

The purpose in giving the course is, therefore, to have teachers better qualified in the subject matter of Elementary English and better prepared for its successful teaching.

This work can be taken any quarter.

ADVANCED COURSES.

(ALL BEING OF COLLEGE RANK.)

5. Advanced Composition.

Extensive drill in planning, outlining, and writing papers, and in criticism. Study of the principles of style and diction as applied

to the different forms of discourse; also, a study of typical illustrative literature.

Designed for supplementing the work of the Elementary Course, for high school pupils who have had only eight or nine months of Rhetoric and Composition, and for all students in the Advanced Course who show a weakness in this line of work.

One quarter may be required of any pupil, while two may be elected by those making English a major subject.

Offered each quarter.

Text: Baldwin's College Manual of Rhetoric.

6. English Literature, General View.

a. Chaucer to Shakespeare.

b. Milton to the Rise of Romanticism.

c. From the beginning of the Romantic Movement to the present.

Text: Simonds's English Literature as a guide.

This course is suitable for Juniors, but may be elected by any in higher classes.

7. History of American Literature.

a. The early or formative periods. Special study upon Brown, Franklin, Irving, Bryant, Cooper and Poe.

b. The New England Renaissance, with special stress upon Emerson, Hawthorne, Webster, Whittier, Lowell, Homes, and Longfellow.

c. The remainder of our literary history.

Text: Abernethy's American Literature.

This course may be elected by Juniors, Seniors, or Graduates.

8. History of the English Language.

a. Development of the English Nationality, Language, and Literature to the Age of Chaucer. (Fall Quarter.)

b. Development of the Modern English. Special emphasis will be placed on the forms and elements of the language at different periods. (Winter Quarter.)

This work may be elected by any pupils above the Sophomore year.

9. Shakespeare Period.

a. The characteristics and general literature of the Elizabethan Age,—Prose, Non-Dramatic Poetry, Rise of the Drama; Shakespeare, with a critical study of one or two plays and a reading of some others. (Spring Quarter.)

b. Shakespeare. Two or three plays studied critically; others read, discussed, and reports made upon them. (Summer Quarter.)

Special texts, and reference books from the library. This course

is open only to those who have taken at least one year of advanced work in literature; two years should be expected as a preparation.

10. Nineteenth Century English Literature.

- a. The Poets.
- b. The Critics and Essayists.
- c. The Nineteenth Century Fiction.

Election to this course can be made only by those with a year or two of preparation upon general literature, preferably course 6 or 7.

Special texts and library used.

THE SUMMER QUARTER, 1910.

ELEMENTARY COURSES.

1. Grammar:—First, second, and third quarters, as already explained.

2. Freshman Literature:—All three quarters will be given, as mentioned under 2.

3. Composition and Rhetoric:—Three quarters as outlined in 3.

4. Special Literature for Certificates.

5. The Pedagogy of Language and Literature.

Work in Grammar, Literature and Rhetoric will be accepted for County and State Certificates.

ADVANCED COURSES.

1. Grammar:—First, second, and third quarters, as already explained.

2. Freshman Literature:—All three quarters will be given, as mentioned under 2.

3. Composition and Rhetoric:—Three quarters as outlined in 3.

4. Special Literature for Certificates.

5. The Pedagogy of Language and Literature.

6. General English Literature. See course 6b.

7. American Literature, as given in 7a or 7c.

8. History of the English Language; 8a.

9. Shakespeare; 9b.

10. Tennyson and Browning.

Any advanced course in the summer school will be acceptable for a Literature grade on certificates.

GERMAN. (All Courses of College Rank.)

MR. HEYD.

I. First Year.

a. First Quarter: Special emphasis is placed upon accurate pronunciation, the mastery of practically all inflections, of idioms,

and the simple fundamental grammatical constructions; upon word-formation, and the English-German cognates; and upon the training of the eye and ear by means of dictation exercises.

Texts: Thomas's, Practical German Grammar, revised, and Mueller's Neue Maerchen.

b. and c. Second and third quarters: Continuation of (a). Storm's "Immense" and several other works of similar grade are read; II. Second Year.

a. Conversation and composition course. The material for this course is taken from Hoelzel's "Wandbilder" a series of eight pictures upon which almost every phase of life is represented. Wallenstein's "Konversationsunterricht im Deutschen" is used as a guide. Conducted in German. Free composition forms an important part of this course. Syntax is emphasized. Students, who have taken two years of German in a good High School should take this course before taking the third year's work in this School.

b. and c. In these two quarters, representative German novels and dramas are read and composition is continued. As much of the instruction and recitation as possible is given in German. Meyer's "Das Amulet," Fouque's "Undine," Riehl's "Burg Neideck," Heine's, Poems, and like works are read in the second year classes.

III. Advanced Course. Such work as Keller's "Dietegen," Freytag's "Dr. Luther," Storm's "Schimmelreiter," Sudermann's "Frau Sorge," Schiller's "Der dreissigjaehrige Krieg", Book III., and similar works are read with free composition based upon the reading matter.

IV. Schiller Course. This is a course in Schiller's works and life. His dramas and poems are read, supplemented by lectures by the instructor and papers by students, as much as possible in German.

V. Goethe Course. Goethe's dramas and poems are read. Goethe's position in, and influence upon German literature with special reference to the "Storm and Stress" movement, compared with similar movements in other countries will be treated in lectures by the instructor and papers by the members of the class. Conducted entirely in German. To be offered when asked for by qualified students.

VI. Advanced Composition. It is designed for: (1) Students who have had at least two years of college German, with whom it will count as first quarter, third year; (2) More advanced students and high school teachers of German who desire to more thoroughly master German Syntax, style, idiom, choice of words, etc., in order to improve their own ability in teaching German; (3) Those mature students of



GERMAN CLUB.

German parentage who, having mastered the inflections, read German readily, and yet need to master German from its constructive side in order to teach it or pursue higher courses. This is a one quarter course.

The past three years a student's German Club has been very helpful to students and will be a regular feature in the future. The purpose is to give the students the opportunity of hearing and using the German language. Programs consist of German recitations, papers, compositions, songs, etc. It will be a very helpful supplement to all courses above and including the Conversation Course.

FRENCH.

Requirements—two years' work in German, Latin or other foreign language. Classes will be organized whenever a sufficient number of capable students ask for it.

HISTORY AND GOVERNMENT.

A. American History, **Mr. Vaughn.**

- a. From the discovery of America to the end of the revolution
- b. From the revolution to 1836.
- c. From 1836 to the present time.

Classes will be organized in courses a and b in the fall quarter, b and c the winter quarter, and a and c the spring quarter.

Students taking these courses will be required to supplement the text by readings in the Epoch series, the American History series, etc.

B. Civil Government, **Mr. Otterson.**

a. Will be devoted entirely to State Government, including that of city, town and county.

b. The Constitution of the United States.

a and b will be repeated in the spring and summer quarters.

The government of the colonies will be studied incidentally; references to the library will be made for that purpose.

Text: James and Sanford.

C. Ancient History, **Mr. Fair and Assistants.**

This course will cover the period beginning with earliest times and coming down to about 800 A. D. Very little attention will be given to Oriental History, but most of the time will be spent upon Greek, Roman, and early Medieval history. The course will continue through three quarters.

D. Medieval and Modern History, **Mr. Violette.**

This course covers the period from 800 to the present time. It is so arranged as to give the first quarter to the middle age, 800 to 1500, and the second and third quarters to the modern age, 1500 to the pres-

ent. More attention will be given to English history than to the history of any other one country. The course must be preceded by a course in ancient history of at least high school rank.

In academic scope the above described courses are of high school rank. They are not however mere text book courses. Much work in library reference books is required in each of them.

The courses in American History and Civil Government are required of every student who receives the elementary certificate. The courses in Ancient History and in Medieval and Modern History may be taken advantageously by Freshmen and Sophomores who are preparing for any of the courses in history of college rank, the more advanced courses in English, Latin, and Art, and the course in History of Education. Special attention is called to the fact that the general course in Medieval and Modern History of college rank which has heretofore been given in three quarters or one year's time, has been lengthened out to six quarters or two years' time. Students who do not care to spend more than one year on the Medieval and Modern period will find the above described course in that field available.

Students who have pursued history courses in accredited high schools or academies will receive credit for that work, but such credit will be valid for the elementary certificate only. At least one year of history of college rank is required of all who receive the diploma, no matter how much high school history has been done.

COLLEGE COURSES.

I. Ancient History,

Mr. Fair.

a. The Oriental period from prehistoric times to the rise of the Medo-Persian Empire. The prehistoric period is studied briefly to show its connection with the historic period. This is followed by a consideration of Egypt, Old Babylonia, Assyria and New Babylonia, the Hebrews, Phoenicia, and the early Medo-Persian Empire. In addition to the text many works in the library are used. About one-half of the quarter is spent on the political history of the period; about one-fourth is given to the religious history of the period with Menzies' History of Religion as a guide; and the remaining fourth is taken up with the study of the architecture, sculpture, painting, and social life of the period, in which the work is illustrated by numerous stereopticon slides. Given in the fall and summer quarters, and in the winter and spring quarters if there is sufficient demand.

Text: Fair's Introduction to the Study of Oriental History.

b. The Grecian period, from earliest times in Greece to the fall of Corinth, 146. Most of the time is spent on the study of the political and constitutional history of the Greeks. In this work Oman's History of Greece and Bury's History of Greece are used extensively as supplementary to the text as well as selected parts of other standard works in the library. Some attention is given, however, to the architecture, sculpture, and literature of the Greeks, in which the work is illustrated by well chosen stereopticon slides. Given in the fall, winter, and summer quarters.

Text: Botsford's History of Greece.

c. The Roman period, from earliest times in Italy to the so-called fall of the Rome, 476 A. D. Because of the limitations of time most of the quarter must be given to the political and constitutional phases with Taylor's Roman Constitutional History and Pelham's Outlines of Roman History as the chief supplements to the text; but enough of work is done on the architecture, sculpture, and literature of the Romans to form a good comparison with those of the Oriental and Greek peoples. This work is illustrated with the stereopticon. Given in the winter, spring, and summer quarters.

Text: Botsford's History of Rome.

This course is intended for those who desire to know more of the subject than they can get in the high school course. It is particularly valuable to those who expect to teach the subject in the grades or in the high school. Students will be required to prepare sets of maps illustrating the geographical changes of the different periods in the course.

II. Medieval History,

Mr. Violette.

a. From the rise of the Frankish Kingdom to the close of the 11th century. Given in the fall and summer quarters.

b. From the close of the eleventh century to the middle of the 14th century. Given in the winter and summer quarters.

c. From the middle of the fourteenth century to the close of the 15th century. Given in the spring quarter.

Explanations concerning this course are given in connection with the next.

III. Modern History,

Mr. Violette.

a. From the opening of the Protestant Reformation to the close of the reign of Louis XIV.

b. From the close of the reign of Louis XIV to the fall of Napoleon.

c. From the fall of Napoleon to the present time.

The two preceding courses take the place of the general course in Medieval and Modern History which has heretofore been given in three

quarters. Those who do not care to spend more than one year upon this field will be able to get what they want in the high school course in Medieval and Modern History. The object in providing two years of college work in this field is to enable students to do more detailed work and to prepare themselves for more efficient history teaching, especially in high schools.

The course in Medieval History will be given in 1909-10, but the course in Modern History will not be given until 1910-11. The plan at present is to give both courses each year beginning with 1910-11.

It will be expected that students entering these courses will have had at least Ancient History and Medieval and Modern History of high school rank.

IV. English History,

Mr. Violette.

a. From the Roman occupation of Britain to the Peace of Bretigny 1360. Given in the fall quarter.

b. From the Peace of Bretigny to the opening of Long Parliament, 1640. Given in the winter and summer quarters.

c. From the opening of Long Parliament to the present time.

This course will be a general one in English history, but most emphasis will be put upon the constitutional and economic plans. The text will be Terry's History of England (college edition), but in addition to assignments in the text, Taylor's Origin and Development of the English Constitution and Cheyney's Industrial and Social History of England will be used extensively. There will also be frequent references to other library books, and occasionally some of the original documents bearing upon different topics, especially constitutional topics, will be given special study. Near the close of the course the student will make a brief survey of the English government as it is to-day, using Moran's English Government as a guide. A thesis will be required in the second and third quarters.

It will be expected that students entering this course will have had two years or more of high school history, and it is advised that they should take the college course in Medieval History before undertaking this one.

V. American Constitutional History,

Mr. Vaughn.

a. Period of Discovery, Exploration and Settlement.

Due consideration will be given to Aboriginal America, the different Indian tribes, their location, manner of living, and influence on our history.

Special attention will be given to the charters, their limits, the government and purpose of the settlement of each of the thirteen

colonies. Emphasis will be laid upon the social and economic conditions of the settlers during this period.

b. The American Revolution, and the Constitutional Period to 1824.

The result of the French and Indian war, causes of the Revolution, immediate and remote; cession of the Western lands, failure of Articles of Confederation, and the adoption of the constitution will be studied as carefully and thoroughly as time will permit.

In the administrations of the first five presidents, particular attention will be given to Foreign affairs in which American interests were involved, and Internal affairs which have influenced our commercial interests and the development of our political history.

c. Constitutional Period continued.

Special stress will be laid upon the acquisition of territory; Foreign Relations; the Development of political parties; the Growth of Nationality; the Slavery question; the Civil War; and Reconstruction. Toward the end of the quarter the history of the financial legislation in the U. S. will be reviewed.

d. History of Political Parties.

This course is offered as a substitute for course c. It has been found that many students prefer this kind of work to that outlined in course c, especially is this true of those who attend the summer quarter. The work will necessarily be more extensive, but less intensive. This will enable students to get a wider range of our history than by taking the third quarter's work. No text will be required but the work will be based largely upon Stanwood's History of the Presidency.

Any regular Junior or Senior is eligible to these courses, a, b, c, and d.

VI. History of Europe during the Eighteenth and Nineteenth Centuries, Mr. Violette.

a. From the close of the reign of L. XIV to the outbreak of the French Revolution. Given in the fall quarter.

b. From the outbreak of the French Revolution of the fall of Napoleon. Given in the winter quarter.

c. From the fall of Napoleon to the present time. Given in the spring quarter.

This course is arranged for those who desire a more detailed study of European history in this period than they got in the general course in Medieval and Modern History. Inasmuch as there will be given in 1910-11 and each year thereafter a course in Modern History extending from 1500 to the present time, and probably a course in Modern Political Institutions, this course in Eighteenth and Nineteenth Century History

will be discontinued after 1909-10. The work is done altogether from books in the library.

It will be expected that students entering this course will have had at least the college course in Medieval and Modern History.

VII. Ancient Life,

Mr. Fair.

- a. The Oriental period. Given in the fall quarter.
- b. The Grecian period. Given in the winter quarter.
- c. The Roman period. Given in the spring quarter.

The part of the course given in the summer quarter will depend upon the demands of the students. So far the demand has been for the Roman period.

In this course a study will be made of the customs, manners, dress, social institutions, art, literature and related subjects of the peoples of ancient times. The object will be to see these peoples as they really were in their every day life, private and public. The material used in this course is found in the library in a great variety of books. Numerous stereopticon slides will be used to illustrate the work. This course is intended to serve at least three well defined purposes: first, in itself it can be made to serve as an excellent mental discipline; second, it will form a strong supplement to the course in Ancient History; third, it will be equally valuable to those studying any of the languages of ancient peoples. Only those who have had Ancient History of college rank are eligible for this course.

LATIN.

PROFESSOR GENTRY AND MISS HUGHES.

1. First Year Latin.

- a. First Year Latin (Collar & Daniell) to page 85.
- b. First Year Latin (Collar & Daniell) to page 150.
- c. First Year Latin (Collar & Daniell) completed.

The work of the First Quarter will be offered again in the spring quarter and in the summer quarter. The chief aim in this course is to master the inflections of the language and to secure familiarity with the simpler principles of syntax.

2. Second Year Latin.

- a. Cæsar's War with the Helvetians; Latin Grammar; Composition.
- b. Cæsar's Wars with Ariovistus and with the Belgæ; Grammar; Composition.

c. Third, Fourth and Fifth Books of Cæsar; Grammar; Composition. The work of this course will be begun again in the spring and summer quarters. The objects kept prominently in view are to



THE LATIN CLUB, SPRING TERM, '09.

learn how to get the thought of the Latin by taking the words in the Latin order, correct and forceful translation of Latin into English, to secure through the work in composition extensive knowledge of syntax and oft recurring idioms.

Texts: Cæsar, Kelsey; Grammar, Harkness' Complete, Composition, D'Ooge I.

3. Third Year Latin.

a. Three orations against Catiline; Grammar; Composition.

b. Fourth oration against Catiline, and the oration for Archias; Composition. Ovid; Autobiography, Selections from Heroides and Amores.

c. Ovid, Selections from the Metamorphoses.

Much attention will be given, while reading Cicero, to the Roman Constitution, and, while reading Ovid, to metres and metrical reading.

The First Quarter of this course will be offered again in the summer quarter.

Texts: Cicero, Kelsey; Composition, D'Ooge, II; Ovid, Miller; Grammar, Harkness' Complete.

4. Fourth Year Latin.

a. Sallust's War of Catiline; Composition.

b. Vergil's Aeneid, Books I, II, III.

c. Vergil's Aeneid, Books IV, V, VI.

Chief features of this course are comparisons between Sallust and Cicero as to subject matter and style. Purpose of Aeneid, its religious import, Mythology, Metre.

The work of the first and third quarters of this course will be repeated in the summer quarter.

Texts: Sallust, Scudder; Composition, Barss II; Vergil, Knapp; Grammar, Harkness' Complete.

5. Fifth Year Latin.

a. Book I and part of Book XXI of Livy; Composition.

b. Book XXI of Livy finished; Composition; Selections from Odes of Horace.

c. Selections from Odes, Satires and Epistles, including the *Ars Poetica*.

Points emphasized are Roman History and Legends. Metres of the Odes, committing to memory choice passages from Horace. The work of two divisions of this course, probably a and c, will be repeated in summer quarter.

Texts: Livy, Greenough and Peck; Horace, Greenough and Smith; Composition, Barss II; Grammar, Harkness' Complete.

Electives.—For graduate students and other advanced students

of Latin, courses in Tacitus (Agricola and Germania), Cicero (De Senectute, De Amicitia), Seneca (moral Essays) and Plautus were given during the last two years, and will be offered in these or other authors suitable for advanced students from time to time.

THE LIBRARY.

MISS PARRISH, MISS HAVENOR, MISS SEARS
AND MISS RUTHERFORD.

The Library is open from 7:30 a. m. to 12 m. and from 1 to 5 p. m. Saturday from 9 a. m. to 12 m. and from 1 to 4 p. m. It was organized according to the Dewey Decimal System in 1903.

All teachers should at least learn the elements of library administration and all county superintendents should endeavor to have some uniformity in library methods.

The Normal School, therefore, provides the necessary instruction. The rapid growth of school libraries and the popular demand for the proper use of them forces this problem upon all school superintendents.

To meet the demand in this school, arrangements have been made whereby the opportunity for the student to acquire this much needed instruction is assured. We hope soon to have a seminar room for this purpose. One hour per month for three quarters will be the minimum requirement for the elementary certificate, and two hours per month for three quarters, for the life diploma.

Instruction in the use of a library is given in some elementary schools and in many of the best high schools: this includes the use of dictionaries, indexes, encyclopaedias, ready reference and study reference—the use of the card catalog, with a general knowledge of classification and book numbers (for instance, the initial of the author's name with two figures in case the author's name begins with a consonant and the first two letters of the author's name with one figure in case the name begins with a vowel.)

The above mentioned work will be given and heads of departments will give appraisal of books in their respective subjects. Instruction will be given in the use of the A. L. A. catalog, Dewey's Simplified library school rules, Dewey's Abridged decimal classification and Cutter's Author table—that every student may handle successfully a library of 500 volumes. For larger libraries a custodian should be employed, but this duty generally devolves upon the teacher in the rural school and upon a department teacher in the high school. Already calls are made for department teachers who can organize a high school library, and in rural schools better salaries are offered teachers who



WEBSTERIAN DEBATING CLUB, WINTER QUARTER, 1909.

can handle the library. Three essentials—the study of books, the ability to instruct others in the use of them and practical technical information to facilitate this use—are alike necessary qualifications of the teacher and the librarian; they suggest the realization of Emerson's "professorship of books."

The library people are coming to realize that experience as a teacher, as well as proper technical training, is necessary for the successful school-librarian.

Following is a report of books issued during the past year. The circulation increased from 36,036 in 1907-08 to 62,953 in 1908-09, an increase of 26,917 or 75%. The elementary school library alone issued 10,023 volumes during the winter quarter. Sometimes 600 books were issued in one day and 700 readers were present, during the day, in the library.

FULL LIBRARY COURSE WITH CREDIT—ONE OR TWO UNITS.
FIRST YEAR AND SECOND YEAR COURSES.
MISS PARRISH.

Preparation of daily lessons in Library work requires at least as much time and labor as would be required for History or Latin or Pedagogics.

COURSE OF STUDY.

FIRST YEAR—ONE UNIT.

| FIRST QUARTER. | SECOND QUARTER. | THIRD QUARTER. |
|---------------------------------|------------------------------------|-------------------------|
| Use of A. L. A. catalog | Gov. documents | Bibliography. |
| Alphabeting | Current periodicals | Cataloging, Dictionary |
| Book numbers | Subject-headings | Loan systems |
| Classification, Decimal | Cataloging, Dictionary | Stock-taking |
| Accession-work | Order work | Indexing |
| Cataloging, Dictionary | Book-mending | Lib. administration |
| Shelf-listing | Practice in the library | Current library history |
| Subject-headings | Reference work | Current periodicals |
| Library handwriting | Typewriting | Practice in library |
| Typewriting | Appraisal of American literature | Proof-reading |
| Reference work | Appraisal of children's literature | Supplies and statistics |
| Practice in the library | | Appraisal of fiction |
| Appraisal of English literature | | |

SECOND YEAR AN EXTENSION OF FOREGOING COURSES.

The Library supplies the following books for the use of students: The A. L. A. Catalog, 1904; Dewey's Decimal Classification and Index;

Dewey's Abridged Decimal Classification; Dewey's Simplified Library School Rules; Cutter's Rules for a Dictionary Catalog, 4th ed.; Cutter's Three-figure Alphabetic Order Table, 3rd ed.

In the following table the column 000 stands for general works, 100 for philosophy, 200 religion, 300 sociology, 400 philology, 500 science, 600 useful arts, 700 fine arts, 800 literature and 900 history.

BOOKS ISSUED DURING 1908-1909.

Elementary School Library.

| | |
|-------------------------------|-------|
| Fall qr. 1908..... | 6452 |
| Winter qr. 1908-09..... | 10023 |
| Spring qr. 1909..... | 9820 |
| Grand total for 9 months..... | 26295 |



CLAYTONIAN DEBATING CLUB, SPRING QR., '09.

MANUAL TRAINING.

MR. TOWNE AND _____.

Aim:—To prepare teachers for manual training work in elementary schools and in high schools.

COURSE OF STUDY.

- a. Clay Pottery and modeling.
- b. Bent iron.
- c. Work in wood in grades 5, 6, 7, and 8; high school course, joinery, carving.
- d. Pattern making.
- e. Free hand drawing.
- f. Raffia work and weaving.
- g. Paper cutting and card board construction.
- h. Manual training design.
- i. Mechanical drawing and Descriptive Geometry.
- j. Wood turning.
- k. Forge work.
- l. Practice teaching.

Clay.

Exercises: Tile, bowl, low form of candle stick, high form of candle stick, fern dish, low form of vase and high form of vase. Modeling simple forms from nature. Work in statuary is offered. Placing and firing pottery in the kiln. Glazing, etc.

BENT IRON AND SHEET METAL.

Work is suitable for grades five and six.

Exercises: 1. Tea pot stand; 2. Candle stick; 3. Letter rack; 4. Japanese lantern with bracket and chain; 5. Warren truss bridge; 6. Pratt truss bridge; 7. Howe truss bridge; 8. Free exercise.

Wood.

Work in wood begins in the last half year of the fourth grade or, where only little instruction has been given in card board construction, at the beginning of the fifth grade.

FIFTH GRADE.—1. Name plate; 2. Plant Stick; 3. Ruler; 4. Warp stretcher; 5. Weaving needle; 6. Match scratcher; 7. Pencil sharpener; 8. Paper knife; 9. Kite string winder; 10. Paper file; 11. Blotting pad; 12. Key rack; 13. Tooth brush holder; 14. Bracket shelf; 15 (a). Match box; 15(b). Postal box; 16(a). Octagonal picture frame; 16(b). Photo holder; 17. Letter rack; 18. Bow; 19. Arrow; 20. Tip cat and bat; 21. Easel; 22. Free exercise.

SIXTH GRADE.—1. Sawing exercise; 2. Ring toss; 3. Pen tray; 4.



MANUAL TRAINING.

Bread board; 5. Scouring board; 6. Coat hanger; 7. Bracket shelf (original); 8. Tea pot stand (original); 9. Free exercise.

SEVENTH GRADE.—1. Sleeve board; 2. Book stall; 3. Comb case; 4. Axe handle; 5. Medicine cabinet, (original); 6. Taboret; 7. Foot stool; 8. Whisk broom holder (Gothic design).

EIGHTH GRADE.—1. (a). Pen tray; 1(b). Pen tray (glued-up); 2. Ink stand; 3. Knife and fork box; 4. Whisk broom holder; 5. Towel roller; 6. Picture frame; 7. A variety of original projects such as, plate rack, taboret, tables, umbrella stand, collar and cuff box, cloth loom, book case, chairs.

ADVANCED WOODWORK—HIGH SCHOOL JOINERY.

Purpose: To acquaint the student with the tools and processes involved in the making of joints.

Exercises: 1. Planing exercise; 2. Sawing; 3. Chiseling; 4. Mortising; 5. Splice; 6. Open double mortise and tenon joint; 7. Dove-tail joint; 8. Double mortise and tenon joint with pin; 9. Keyed mortise and tenon joint; 10. Mortise and tenon with relish; 11. Dove-tail box; 12. Lap dove-tail card index drawer; 13. Drawing board; 14. T-square; 15. 45 degrees triangle—30-60 degrees triangle.

Wood Turning. Purpose. To familiarize the student with wood turning tools and lathe operations, the requisite skill being acquired by means of exercises embodying the various methods. The course follows joinery and forms a better foundation for pattern making and forge work.

Exercises: Plain cylinder, concave turning, convex and concave turning, chisel handle polished in lathe, turning tool handle, mallet, gavel, nut bowl, face plate work; rug, making and using chuck; goblet, inside turning. Napkin ring finished on mandrel; box, inside turning and fitting. Free exercises.

Forging. Purpose, to teach by means of a progressive series of models, the fundamental principles of forging, each new model containing a new principle combined with some previously taught.

Exercises: Drawing out stock to smaller round cross section and bending. Ring drawing stock to square cross section and bending. Gate hooks, drawing, tapering, bending and twisting. Fullering upon edge of anvil. Angle iron. Forks, hook, scarf welding, flat ring welding. Bolts, screw cutting, short chain, tongs, etc.

PATTERN MAKING.

Enough work in pattern making can be given to acquaint the student with some of the principles underlying pattern makers' work. Some of the exercises: Wrench, pulley, bolt, etc.



POTTERY AND BENT IRON WORK.

MECHANICAL DRAWING COURSE.

The general aim is to familiarize students with the use of the principal tools used in mechanical drawing; to inculcate ideas of accuracy and neatness; to instill some of the principles of orthographic projection; and to cultivate the "constructive imagination."

Sheets: 1. Horizontal lines; 2. Horizontal and dotted lines; vertical lines; 3. Various kinds of lines at 45 degrees; 4. Concentric circles, full; 5. Conc. circles, dotted; 6. Tangent lines and semi-circles; 7. Tangent lines and arcs less than semi-circles; 8. Tangent circles; 9. Practice with the French curve; 10. Application of curves to the drawing of an ellipse; 11. Prisms and pyramids; 12. Parallel sections; 13. Oblique sections; 14. Development of hexagonal prism; 15. Of square prism and cone; 16. Of truncated hexagonal pyramid; 17. Of truncated cylinder; 18. Of a flaring pan; 19. Of an octagonal shaft fitting over the ridge of a roof; 20. Of a "three piece elbow;" 21. Of a T-joint between two pipes of various diameters; 22. Of a rectangular pipe intersecting a cylinder obliquely; 23. Of an oblique cone; 24. Of a conical flange fitting around a pipe passing through a roof.

PRACTICE TEACHING.

As soon as students have received sufficient training in the class room, they are placed in charge of elementary classes for the purpose of gaining power in teaching the subject. Elementary manual training shops have been equipped for practice teaching in the grades, and high school classes will eventually be secured to furnish practice for more advanced students.

MATHEMATICS.

MESSRS. HARVEY, GINNINGS, ZEIGEL AND OTTERSON.

GENERAL SUGGESTIONS.

The minimum requirements for an Elementary Certificate are three quarters of Arithmetic and four quarters of High School Algebra. The minimum requirements for a Diploma from the Advanced Course include two quarters of Plane Geometry and one quarter of Solid Geometry additional, taken five hours per week.

Five years of mathematics will be required for a diploma in the Mathematics Course, two above Solid Geometry.

Those who make mathematics their major in an elective course may offer five, six or even seven units; but such students must take at least three quarters in this school.

It is strongly recommended that the work in any subject be taken in consecutive quarters as it is offered; for example, second quarter Geometry should immediately follow the first quarter.

1. Arithmetic, Oral and Written.

Courses a and b are varying and variable courses adapted to the needs of all classes of young prospective teachers who have completed the usual eighth grade work.

a will cover the work to page 337.

b will cover pages 337 to close of text.

Text: D. E. Smith's Practical Arithmetic.

Course c. Pedagogy of Arithmetic and Algebra.

Mere academic knowledge of the subject does not equip one to teach arithmetic well. Perhaps in greater degree than in most subjects does the teacher of arithmetic require a knowledge of its special pedagogy in order to be skilled in teaching it.

This course, therefore, aims to view the entire field of arithmetic from the student's as well as from the teacher's standpoint. As full consideration as possible is given the fundamental processes, common and decimal fractions, denominate numbers, practical measurements, longitude and time, percentage and its ordinary applications, proportion, square and cube root, mensuration of planes and solids, together with a large number of practical problems under the above heads.

Frequent opportunity will be given for the consideration of the special difficulties of those having taught Arithmetic.

This course will also give the student knowledge of what would constitute a good mathematics library of the country's best text books, for the elementary school and the high school, and suggest how the teacher can make Arithmetic vital by discarding the abstract and unreal matter of the text and substituting therefor problems that meet the demands of common life in his school environment, be it in city or country.

Students taking this course will be given opportunity to see classes taught by Critic and Department teachers in the Elementary school and in the Model Rural School.

This course is recommended for all who intend teaching Arithmetic, and who have not already made some comprehensive study of its pedagogy regardless of how thorough may be their knowledge of the subject. Offered the third and fourth quarters.

An equally thorough study of the principles underlying the successful teaching of algebra will be made.

Note. Students are asked to bring any modern texts on Arithmetic and Algebra they may have for class use.

This course is a requirement for either the Elementary Certificate or the Diploma.

2. High School Algebra.

- a. Preparation to page 103.
- b. From page 103 to page 212.
- c. From page 212 to page 320.
- d. From page 320 to the close of the book.

a, b, c, d will be given every quarter of the year.

e. A course in General Algebra covering the entire subject of High School Algebra, and especially suited to teachers who can attend only through the summer quarter, will be offered the fourth quarter of each year.

Text: Algebra for Secondary Schools, Wells.

3. Plane and Solid Geometry.

- a. Plane Geometry, Books I and II.
- b. Plane Geometry, Books III, IV and V.
- c. Solid Geometry, Complete. a, b, c will be offered every quarter of the year.

Here, as far as practicable, we shall correlate Arithmetic, Algebra and Geometry. Students will be required to make simple pieces of apparatus used in teaching Geometry.

Text: Phillips and Fisher's Plane and Solid Geometry supplemented by Wentworth, and "Bush and Clarke."

4. Plane and Spherical Trigonometry.

- a, From beginning of book to page 97.
 - b. The remainder of Plane Trigonometry and all of Spherical Trigonometry including their application to surveying.
- a will be given first, third and fourth quarters.
b will be given first, second and fourth quarters.

Text: Crockett's Plane and Spherical Trigonometry.

5. College Algebra.

a will include a comprehensive study of symmetry, the quadratic equation, imaginaries, involution and evolution, binomial surds, theory of exponents, indeterminate forms, inequalities, proportion and variation, progressions, the binomial theorem, logarithms, permutations and combinations.

b will include a comprehensive study of series, determinants, the general theory of equations, plotting curves of higher degree than the second, Horner's method of approximation, Strum's theorem, the general cubic and the general quadratic, etc.

a will be given the first, third and fourth quarters.

b will be given the second and fourth quarters.

Texts: Wentworth's Revised College Algebra and "A Treatise on Algebra" by C. Smith.

6. Analytics.

a will include a thorough study of the straight line, circle, parabola, and ellipse.

b will include the hyperbola, the harmonic pencil and range, a discussion of the general equation of the second degree with extensive use of the graph, reciprocal polars, and projections.

a will be given the first, third and fourth quarters.

b will be given the second and fourth quarters.

Text: Conic Sections, C Smith.

7. Differential and Integral Calculus.

This course includes a combination of Differential and Integral Calculus, as strong a course as may be given of the combined subjects. Given whenever demanded.

Text: Osgood's Revised Differential and Integral Calculus.

Note. Text books named for these courses are to be regarded as guides. The plan of teaching is such as to require a great deal of study and practice on principles and problems supplied by the teachers.

8 Engineering.

This course presupposes a thorough knowledge of Plane Trigonometry.

The course includes different forms of land surveying, laying out of country roads, excavation, cross section work, differential and profile leveling, contour work, drainage areas, etc. The student is required to get a practical knowledge of the transit, compass and level, and the adjustment of these instruments.

No one will be admitted to this course who cannot devote to it three hours each forenoon, and whatever additional time may be required to do the necessary drafting and other indoor work.

This course is given only in the summer quarter and is identical with course (1b) given at the Harvard University Engineering camp.

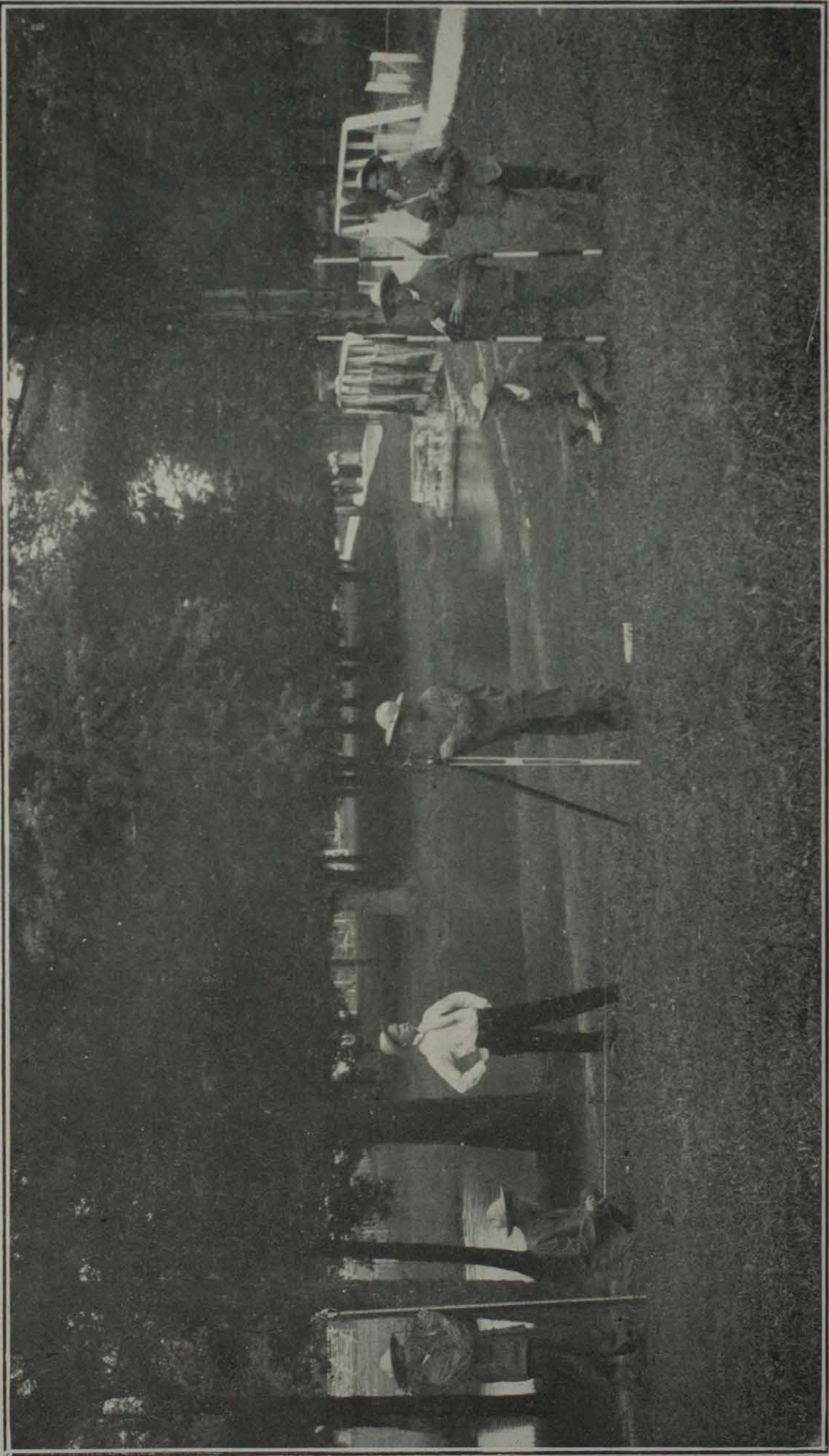
Opportunity is here given for a full unit's credit.

Text: Raymond's Plane Surveying, supplemented by Pence and Ketchum.

Note. In giving this course we understand ourselves. We know what we are doing. We are giving the best kind of a Laboratory Course in Mathematics in order to produce the best kind of teachers of Mathematics for the Public Schools of Missouri.

9. History of Mathematics.

For the student electing mathematics as his major, for the graduate student who is progressive, and who knows mathematics is not a fixed science undeveloping and undevelopable, who seeks to keep pace



SURVEYING CLASS (MATHEMATICS TAUGHT OBJECTIVELY.)

with the demands of the science of engineering, of commerce, of labor and of finance, this professional course is offered.

To intelligently consider any question of reform in the teaching of any subject under the head of mathematics which is now being advocated, and to become a part of that progressive movement, some knowledge of the history of mathematics is indispensable.

Students taking this course will make use of the library where a sufficient supply of the best authors on this subject will be found.

The course will be supplemented by illustrated lectures, the topics to be announced later.

This course will be given the second and fourth quarters. Those who can offer three and two-thirds units are eligible to this course.

MUSIC.

MR. GEBHART, MRS. CROWLEY, MISS SHARPE, MISS BUZARD,
MR. OTTERSON.

Three courses are offered:

I. **Preparatory.** (Not requiring preparation.) For all who wish to learn to read music or expect to teach music.

First Quarter. Vocal development. The beginning of sight-reading.

Second Quarter. Intermediate sight-reading.

Third Quarter. Advanced sight-reading. Classes in every quarter each term.

II. **"Elementary Certificate" Course.** (Requiring preparation.)

FIRST YEAR.—1st. Quarter:—Harmony 1st Qr. 2nd Quarter:—Harmony 2nd Qr. 3rd Quarter:—Counterpoint 1st Qr.

SECOND YEAR.—4th Quarter:—History of Music. 5th Quarter:—Biography of Music. 6th Quarter:—Methods of teaching Music.

Chorus or Orchestra during entire course.

Students in this course are entitled to individual lessons in voice, on the piano or violin, viola, cello or double-bass without extra charge. (See requirements connected with Individual Lessons). The "Preparatory Course" or its equivalent must be completed before entering the "Elementary Course." (See stipulation as to "Chorus and Orchestra" under "Supervisors Course".

III. **"Supervisors Course."** (Requiring preparation.)

FIRST YEAR.—1st Qr.:—Harmony, 1st Qr. (Fall and Spring.)
2nd Qr.:—Harmony, 1st Qr. (Fall and Winter.) 3rd Qr.:—Harmony,
3rd Qr. (Winter and Spring.)

SECOND YEAR.—4th Qr.:—Counterpoint, 1st qr. (Fall and Spring.)
5th Qr.:—Counterpoint, 2nd qr. (Winter.) 6th Qr.:—Form, 1st qr.

THIRD YEAR.—7th Qr.:—Form, 2nd qr. 8th Qr.:—Instrumentation. (Fall.) 9th Qr.:—Orchestration. (Winter.)

FOURTH YEAR.—10th Qr.:—History of Music. (Fall and Spring.) 11th Qr.:—Biography of Music. (Winter.) 12th Qr.:—Methods of Teaching. (Spring.)

(Applied Music.)

Chorus or Orchestra during entire enrollment in the school after music has been elected "major."

It is best to take these in order given, but the following variations may be made: 1st. Qr. Counterpoint may follow 1st. Qr. Harmony. History, Biography, or Methods may be taken in any quarter of the year when offered on program. Instrumentation may follow 2nd Qr. Counterpoint.

Students electing this course will be entitled to individual lessons in voice, on the piano, violin, viola, cello or double-bass without extra charge if all the requirements stated under "Individual Lessons" be met. Chorus or orchestra work required of all students in this course. Failure to attend and participate in either public or private rehearsals or performances of chorus or orchestra forfeits the right of the student to credits in music classes.

No student in either of these courses will sing or play in public without permission from the head of the department. Violation of this rule will forfeit the right to individual lessons. In cases where permission is given to advanced students for regular church choir singing such permission is withdrawn at any time the outside work conflicts with school work or services.

INDIVIDUAL LESSONS.

Requirements—

1. Regular enrollment in the school.
2. Carry at least two and not more than three academic subjects requiring preparation (except in case of Post Graduates.)
3. Maintain a standing of "good" or better in all subjects.
4. Enrollment continuously in a music class above the "Preparatory Course."
5. Regular and prompt attendance and participation in either chorus or orchestra rehearsals or performances whenever these rehearsals or performances are called, announced or set by program.
6. To do solo, duet, trio, quartette or any ensemble work only with permission of the Head of the Dept. or President of the school.
7. To do solo, duet, trio, quartette or other ensemble work whenever selected in any rehearsal or performance given under the auspices

of the school when so instructed by the Head of Dept. or President.

8. Practice daily the length of time designated by teacher.

Failure to comply with any of these regulations or any hereafter set forfeits all rights to individual lessons and to music as a "Major" subject for graduation. In case of change of "Major" to another subject, except upon recommendation of the Head of the Dept. or President of the school all individual lessons taken must be paid for at the rate of \$1.50 per lesson. In case of withdrawal from school or music classes all rights to individual lessons are forfeited and lessons that have been given must be paid for at \$1.50 per lesson.

INDIVIDUAL WORK IN CLASS.

Students will not be passed to a higher class until they have gained the power to do individually any or all of the work coming under the outline of the particular class of which they are members.

For the benefit of students who can show credit from recognized schools covering the "Preparatory Course" either of the following courses may be taken in lieu of Literary Society, Debating Club or like student work receiving credits.

A. CHORUS.

To Study the Standard Works.

For all who can meet the Vocal requirements.

Voices to be tried by the Head of the Department or some one appointed by him.

Ability to read at sight **not** necessary.

Credit One unit for equivalent of three quarters' work, (100 wks.)

Rehearsals at least once per week.

B. ORCHESTRA.

To Study the Standard Works for Orchestra.

For all who play orchestral instruments and can read music for their instrument at sight.

Credit: One unit for equivalent of three quarters' work, (100 wks.)

Rehearsals at least once per week.

A SUGGESTED COURSE FOR MUSIC STUDENTS.

| | | |
|--|---|-----------|
| Psychology, Pedagogy, Practice Teaching..... | 3 | 1-3 units |
| English..... | 3 | " |
| Mathematics..... | 2 | " |
| Science (Physics)..... | 1 | " |
| History..... | 1 | " |
| German..... | 2 | " |
| Latin..... | 2 | " |
| Music (Requiring Preparation)..... | 4 | " |

This would still leave room for four units to be selected at will.

OUTLINE OF STUDIES.

Harmony 1st qr. Analytical study of Major, Minor and Chromatic Scales and Intervals. Key relationship, Signatures, etc. The tone Chain and its development into melody. The Design, Formation of Passages, Formation of Phrases—of Periods. Triads and their inversions.

2nd qr. Chords of the Seventh and Ninth—Diminished seventh—Augmented sixth.

3rd qr. Altered chords—Foreign chords—Modulation. Variety of Structure—unessential notes—Miscellaneous—the Tritone—Harmonizing melodies.

Counterpoint 1st qr. Strict Counterpoint. 2nd, Modern Counterpoint.

Form 1st qr. All Vocal Forms. 2nd qr., All Instrumental Forms. Instrumentation—Stringed Instruments—Wood-winds and Reeds. Brass and Percussions.

Orchestration—Arrangements for Strings—Wood-winds and Reeds and Strings—Full Orchestra.

History of Music—Music of the Ancients to the music of the Present.

Biography—From Palestrina to the composers of the Present.

Methods—Practical application of general musical knowledge to use from Primary Grades through the High School.

PREPARATORY COURSE ("No Preparation.")

OUTLINES OF STUDY.

Elementary Sight Reading Class 1st qr. Harmonic Fifth Reader.—Solfeggios on pages 12, 24, 40, 68, 82, 103, 115, and 122. One and two part songs selected to suit the voices and abilities of the class. Charts A, B, C and D of the Natural Music Course and any charts desired or necessitated for the development of rhythm from the New Educational Music Course. Explanation and formation of the major scale. Simple dictation not requiring rhythm or meter. Key signatures for all major keys. One and two part exercises up to page 129

Intermediate Sight Reading Class 2nd qr. Harmonic Fifth Reader.—Solfeggios as in 1st qr. class. All songs suitable to ability of class. Charts E. and F. of the Natural Music Course. Explanation of Minor Scale. Dictation as indicated up to page 129. All Key signatures. One, two and three part exercises up to page 129.

Advanced Sight Reading Class 3rd qr. Harmonic Fifth Reader from page 129 to 190 inclusive.

TEXT BOOKS REQUIRED.

Harmony—Shepard's Harmony Simplified. Pub. by G. Schirmer, New York.

Counterpoint—Strict and Free. H. A. Clarke. Pub. by Theo. Presser, Philadelphia, Pa.

Form—Musical Forms. Pauer. Pub. by Theo. Presser, Philadelphia, Pa.

Instrumentation and Orchestration—Primer of Instrumentation. E. Prout, Pub. by Theo. Presser, Philadelphia, Pa.

History—History of Music. Fillmore. Pub. by Theo. Presser, Philadelphia, Pa.

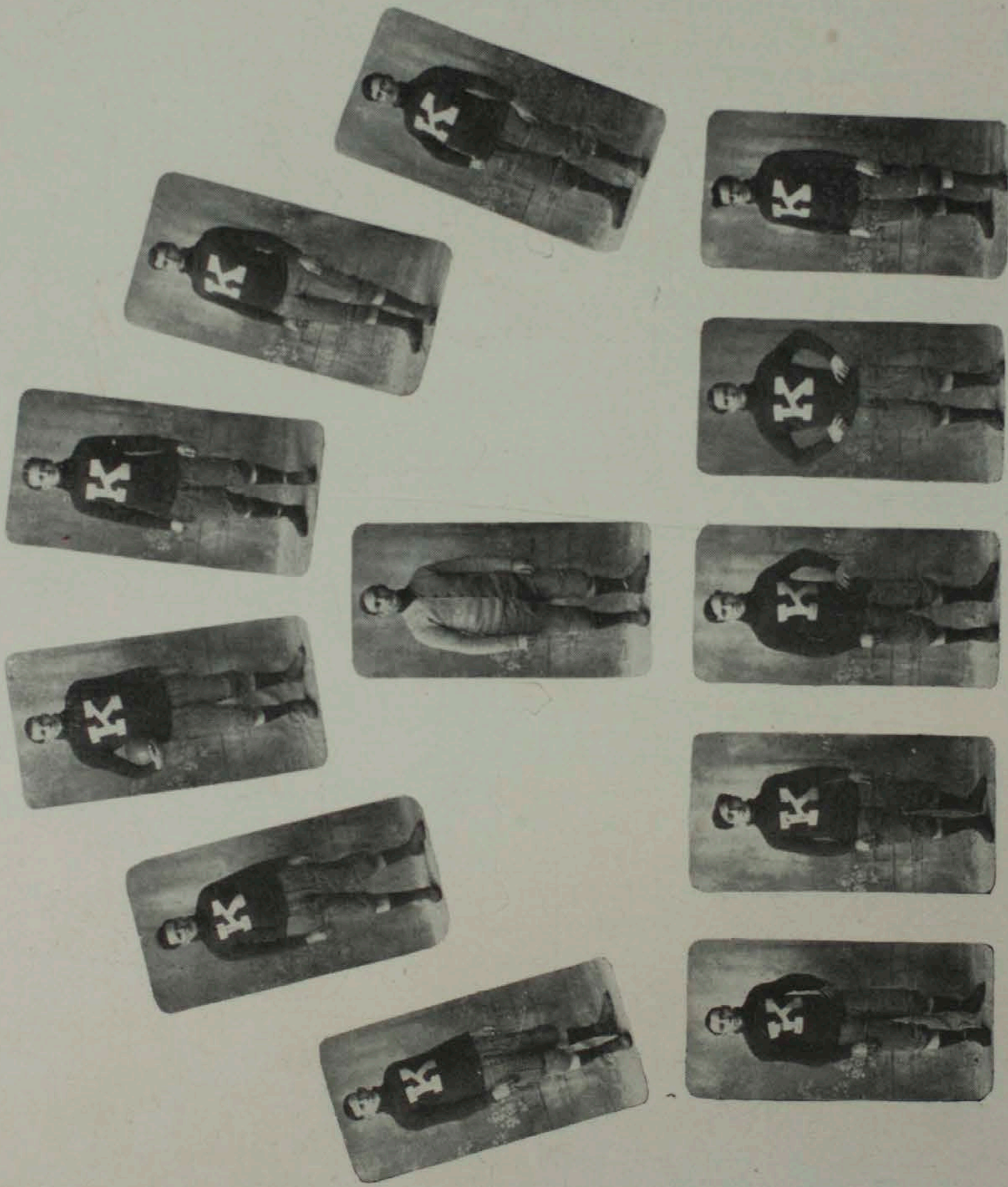
Biography—First Studies in Musical Biography. Tapper, Pub. by Theo. Presser, Philadelphia, Pa.

Methods—Children's Voices. Emile Christina Curtis. Pub. by J. Church Co., Cincinnati, Ohio.

Rudiments of Music. Cummings. Pub. by Theo. Presser, Philadelphia, Pa.

Natural Music Charts (Reduced). Ripley and Tapper. American Book Co.

Preparatory Course. 1st, 2nd and 3rd Quarters.—Harmonic Fifth Reader, Ripley & Tapper. Pub. by American Book Co. Music Note Tablet.



FOOT BALL TEAM, 1908.

GAMES PLAYED, 8. SCORE: KIRKSVILLE, 266; ALL OPPONENTS, 6

PHYSICAL EDUCATION FOR MEN.

MR. BELL.

Two courses are offered, as follows:

I. General Athletics.

This course is open to all students and may be entered at the beginning of any quarter. It comprises massed-class exercises and individual exercises, with and without apparatus.

1. In the gymnasium.—(a) Without apparatus: Setting-up exercises, steps, turnings, marchings, running, jumping, mat exercises. (b) With apparatus: Dumb bells, wands, Indian clubs, chest weights, neck machine, horizontal bar, parallel bars, rings, climbing rope, ladder, vaulting horse, punching bag. (c) Games: Basket ball, hand ball, boxing, wrestling, fencing.

2. Out-of-doors.—Foot ball, base ball, basket ball, tennis, running, jumping, hurdling, pole vaulting, weight throwing.

II. Physical Training for Teachers (Three quarters).

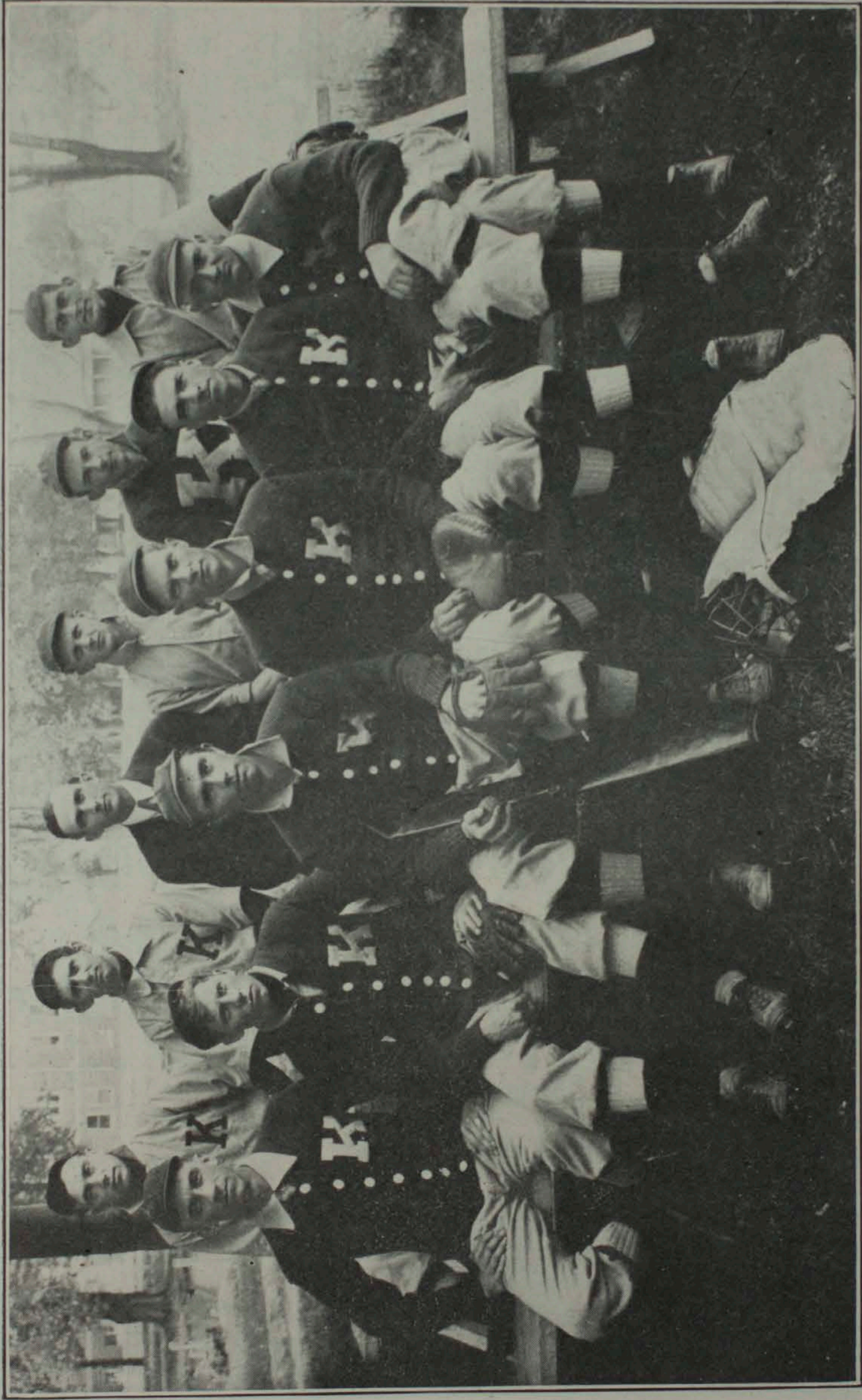
This course is designed especially for those who wish to become acquainted with the principles and methods of physical culture, with a view to its use in their work as teachers. An elementary knowledge of physiology and hygiene is required for entrance.

The course is given as follows:

1. A study of modern systems of physical training.—Military Gymnastics, German Gymnastics, Swedish Gymnastics, methods of the Y. M. C. A.

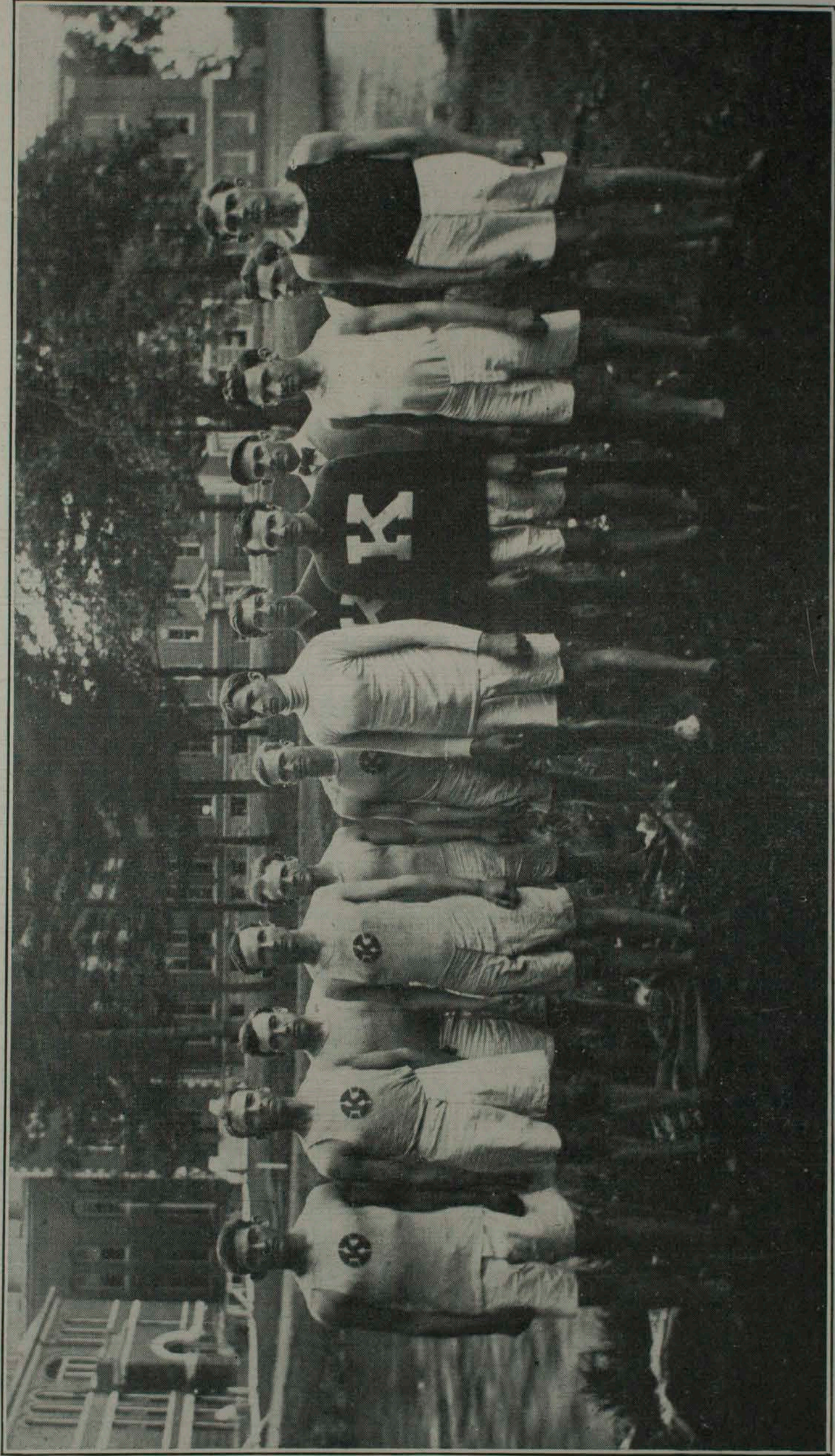
2. Theory and practice (during this part of the course students are required to conduct classes in the gymnasium). (a) Classification of exercises for pupils of primary, grammar, and high school grades. (b) Teaching in gymnasium: Individual exercises, massed-class exercises, use and care of gymnasium apparatus. (c) Field and track athletics: Organization, equipment, and management of athletic teams; conduct of games, athletic rules and regulations, laying out of athletic field, construction of running track, field apparatus.

3. Hygiene and sanitation. (a) Personal and public hygiene: Bathing and bath rooms, drainage, simple laws of health. (b) Care of public rooms: Cleaning, heating, lighting, ventilation.



BASE BALL, 1909.

GAMES PLAYED, 12. GAMES WON, 9; GAMES LOST, 3. TOTAL SCORE, KIRKSVILLE, 70; ALL OPPONENTS 36.



TRACK TEAM, 1909.

SCORES: KIRKSVILLE, 48; CENTRAL COLLEGE, 61. KIRKSVILLE, 68; WESTMINSTER COLLEGE, 41.

PHYSICAL EDUCATION FOR WOMEN.

The vital relationship existing between efficient intellectual work and a well nourished healthy body has been generally recognized.

Wise superintendents and school boards, in the selection of a teacher, rank a well developed body just as important a qualification as thorough mental and pedagogical preparation. Not only because a healthy teacher with sound nerves will govern pupils with more justice and less friction, but because being healthy his or her work will be seasoned more with the delight of doing which is the essential difference between mediocrity and genius. The teacher who has had gymnastic training will be able to give exercises to the pupils which will remove much of the risk to physical welfare arising from sitting too long at desks. Such a teacher will be able to supervise plays. The pedagogical value of supervised play grounds is no longer questioned. We only wonder when teachers will realize the developmental value of play.

The work aims to be so adjusted to individual capacities and needs that it will effectively help in the harmonious development of the entire body. The purpose is **not to create athletes** but to secure an intelligent and enthusiastic interest in exercise that shall outlast the school term during which regular gymnasium work is taken.

The work each quarter is adapted to the general advancement, intended only to be progressive in difficulty of exercise, following the plan marching, tactics, running, free exercise and calisthenics, graded exercises with dumb bells, wands, and Indian clubs, together with various forms of rhythmic gymnastics and games for recreation and development.

Those taking first quarter work will first be measured and tested physically. Lectures will be given once a week on Personal Hygiene in its various phases and on Public Hygiene as related to the individual and the teacher.

Third quarter work will consist more especially of the pedagogical phases of exercises and the adaptation of exercises and methods to different grades. It is desirable that those teaching gymnasium work in the Elementary School take third quarter work as a preparation.

All girls who have had gymnasium work or who are taking it are eligible to membership in the Girls' Athletic Club, thus having the opportunity of exercise and games even though unable to secure regular gymnasium work.

PHYSICAL GEOGRAPHY.

MR. STOKES.

Five one-hundred-ten minute periods per week, for one year are assigned to physical geography for classroom and laboratory work. Longer periods are allowed for field work. Extended trips are taken three or four times a year on Saturday.

The work of the course consists of recitations, discussions, laboratory, library, and field work. The subject is richly illustrated throughout the course with modeled relief maps, color relief maps, topographic atlas sheets, geological folios, river charts, meteorological and physical apparatus, lantern slides, pictures, globes, stereoscopic views, tellurian, telescope, etc.

A reference library of carefully selected books on the various subjects of the course is at hand. The department is also fortunate in having in the main library a wealth of geographical information in many hundred volumes and pamphlets of the publications of the geological survey, the bureau of agriculture, the weather bureau and House and Senate documents. Many of these are profusely illustrated and are proving of great service to the department.

A brief outline of the course by quarters is as follows:

FIRST QUARTER.

Physiographic Features and Processes.

Structure and movements of the earth's crust; rivers and river valleys, plains, plateaus and deserts; mountains, volcanoes, earthquakes, and geysers; glaciers and the glacial period; lakes and swamps; the ocean; shore lines, etc.

Chapters 3 to 11 Tarr's New Physical Geography.

Gilbert and Brigham's Laboratory Manual; Reference library.

Laboratory and field work.

SECOND QUARTER.

(a) **Astronomical Geography.** Jackson's Astronomical Geography; Chapters 1 and 2, and appendixes A and B of Tarr's New Physical Geography; Selected Chapters of Todd's New Astronomy.

(b) **Meteorology.** Composition and properties of the atmosphere, heat and solar radiation, thermometry, air pressure, barometer, isobars, isobaric surfaces, barometric gradient. Winds: classification, direction, velocity. Moisture vapor, adiabatic cooling, clouds, humidity, precipitation, condensation. General circulation of the atmosphere. Secondary circulation. Cyclones, anti-cyclones, tornadoes, thunderstorms, spouts. Weather conditions weather predictions, climate conditions, climate of the United States.

Chapters 12, 13, 14, and appendixes G. and H. of Tarr's New Physical Geography. Waldo's Meteorology; Reference Library.

THIRD QUARTER.

Physiography of the United States.

Drainage Slopes; The Atlantic Plains; The Piedmont Plateaus; The Appalachian Ranges; The Alleghany Plateaus; New England Plateaus; Lake Plateaus; Prairie Plains; The Gulf Plains; The Ozark Mountains; The Stony Mountains; The Pacific Mountains; The Basin Ranges; The Colorado Plateaus; The Columbia Plateaus.

Intensive Study of Type Regions.

1. Southern New England Upland. 2. The Northern Appalachians. 3. The Southern Appalachians. 4. The Arid West. 5. Mt. Shasta, a typical volcano. 6. Niagara Falls and their history. 7. Beaches and Tidal Marshes of the Atlantic Coast.

Chapters 15 and 16 of Tarr's New Physical Geography. National Geographic Monographs; Reference Library.

PHYSICS.

MR. STOKES.

—————, Laboratory Assistant.

1. Elementary Course: In this course an attempt will be made to present a physics that will appeal to a larger body of students than has the average course in recent years. Many students desire some knowledge of physical phenomena, but are deterred from taking the courses as now given on account of the prevailing impression that they are difficult and exacting. The chief difficulty lies in the mathematics involved. Recent discussions in associations of science teachers, in journals of science, and the character of recent texts, both for colleges and high schools show a strong tendency away from mathematical physics in undergraduate courses. As a compensation for this seeming loss in rigor, a survey of the application and use of physical principles in industrial activities is being advocated. Likewise it is argued that a study of the history of the science, of the manner and method of the discovery and development of physical laws, is as stimulating and pregnant of thought-production as any other form of history.

This course is open to all students who have completed a course in algebra through variation and proportion, and who have taken or are taking plane geometry.

FIRST QUARTER. Mechanics of Solids and Fluids.

SECOND QUARTER. Heat, Sound and Light.

THIRD QUARTER. Electricity and Magnetism.

Recitation, Demonstration and Laboratory. Ten hours per Week.

Text: Adams. Credit: One Unit in Elementary Course.

2. College Course: This is a beginning course in General Physics and is intended to be the equivalent of the courses now given in colleges and universities to students who did not take physics in their high school course. In this institution, it is intended for juniors and seniors and graduates of high schools.

The purpose and hope in this course is to prepare the student for more advanced work in physics, in engineering and other technical work, and to fit the student for teaching the subject in the high schools. A knowledge of the elementary principles of Trigonometry will be required. The student can easily acquire a sufficient working knowledge of this subject after taking up the course as some instruction will be given to such students at convenience of instructor. The best college texts, manuals, apparatus, science journals, and an excellent selection of standard and late publications on special topics are now available for use and reference in this course.

FIRST QUARTER: Mechanics of Solids and Fluids.

SECOND QUARTER: Heat, Sound and Light.

THIRD QUARTER: Magnetism and Electricity.

Ten hours per week: Text: Crew's General Physics. (1908.)

Credit: Twelve Hours on College Course.

ADVANCED COURSES.

The following courses will be offered as there is demand and to the extent that equipment permits. The work will be individual rather than by class, and must be arranged for by student in person or by correspondence with the department. Prerequisites: The College Course or its equivalent.

Course 1. Mechanics and Heat. Twelve Weeks.

Manuals: Millikan (Mechanics, Molecular Physics and Heat), Ames and Bliss, Miller, Torrey & Pitcher.

Texts and Reference: Ames, Hastings & Beach, Edser, Kelvin & Tait (Natural Philosophy, Two Vols.) Maxwell, Franklin, Crawford & McNutt) and others.

Course 2. Electricity and Magnetism. Twelve Weeks.

Manuals: Millikan and Mills (Short Course In Electricity). Hibbert (Magnetism and its Elementary Measurement).

Reference: Parr, Norris, Fleming, Carhart & Patterson, Thompson, Kempe, Maxwell (Electricity & Magnetism, Two Vols.).

Course 3. Sound and Light. Twelve Weeks.

Manuals: Millikan & Mills, Drude, Wood.

Reference: Rayleigh (Theory of Sound, Two Vols.), Michelson, Glazebrook, Zahm, Preston, Wright, Watt, Edser, Bally, and others.

Course 4. Reading Course:

Poincare, The new Physics and its Evolution.

Strutt, Becquerel Rays and Radio-active Substances.

Fournier, The Electron Theory.

Lodge, Nature and Properties of Negative Electricity.

Rigi, General Theory of Physical Phenomena.

Noyes, General Principles of Physical Science.

Thompson, Conductivity of electricity through Gases.

Rutherford, Radio-activity.

Barker, Roentgen Rays.

Flemming, Wave Telegraphy.

Williams, Story of 19th Century Science, Etc.

Credit in above courses determined by amount and Character of work done.

READING AND VOICE CULTURE.

The work in Reading is primarily, for more perfect interpretation of selections and the giving of this interpretation to others, without loss or change, by means of the voice. Some technical exercises are therefore necessary to correct certain faults of articulation, enunciation and breathing. But more stress will be laid on thorough interpretation, the voice adapting itself to the varying changes of feeling and thought.

The work will be correlated to the needs of various debating clubs and literary societies and practice in the forms of debate and parliamentary law will be given. Especial emphasis is laid on extemporaneous speaking, but such exercise will only be attempted when the students are well informed upon the subject discussed. The stammering inappropriate use of "Words, words, words!" which often passes as extemporaneous speaking will not be allowed.

The classes will use Clark's Handbook of Best Readings as a general guide, with such supplementary classics as each class may require.



CICERONIAN DEBATING CLUB, SPRING QUARTER, '09.

ZOOLOGY.

MR. DAUGHERTY.

1. General Zoology. Open to Sophomores This is a general course in Zoology extending throughout the year. The Fall quarter is devoted to the study of invertebrates, the winter quarter to the study of vertebrates, and the Spring quarter to the study of the Animal Mind.

The subject is illustrated by museum specimens and lantern slides. This course covers more than twice the amount of work done in ordinary high schools thus fitting the students to teach Zoology in the high school as well as preparing for the the teaching of Nature Study.

2. Zoology of College Grade is offered to students of Junior and Senior Rank who desire a more extended course than Course 1.

3. Ornithology is offered to students desirous of becoming acquainted with Missouri Birds.

4. Physiology of high school rank is offered each quarter.

*THEORY AND PRACTICE OF EDUCATION.

MR. WILSON, MR. WARNER, MISS LONGENECKER, MISS HOWARD,
MISS —————, MISS JONES, MISS BARNES, MISS DOOLITTLE.

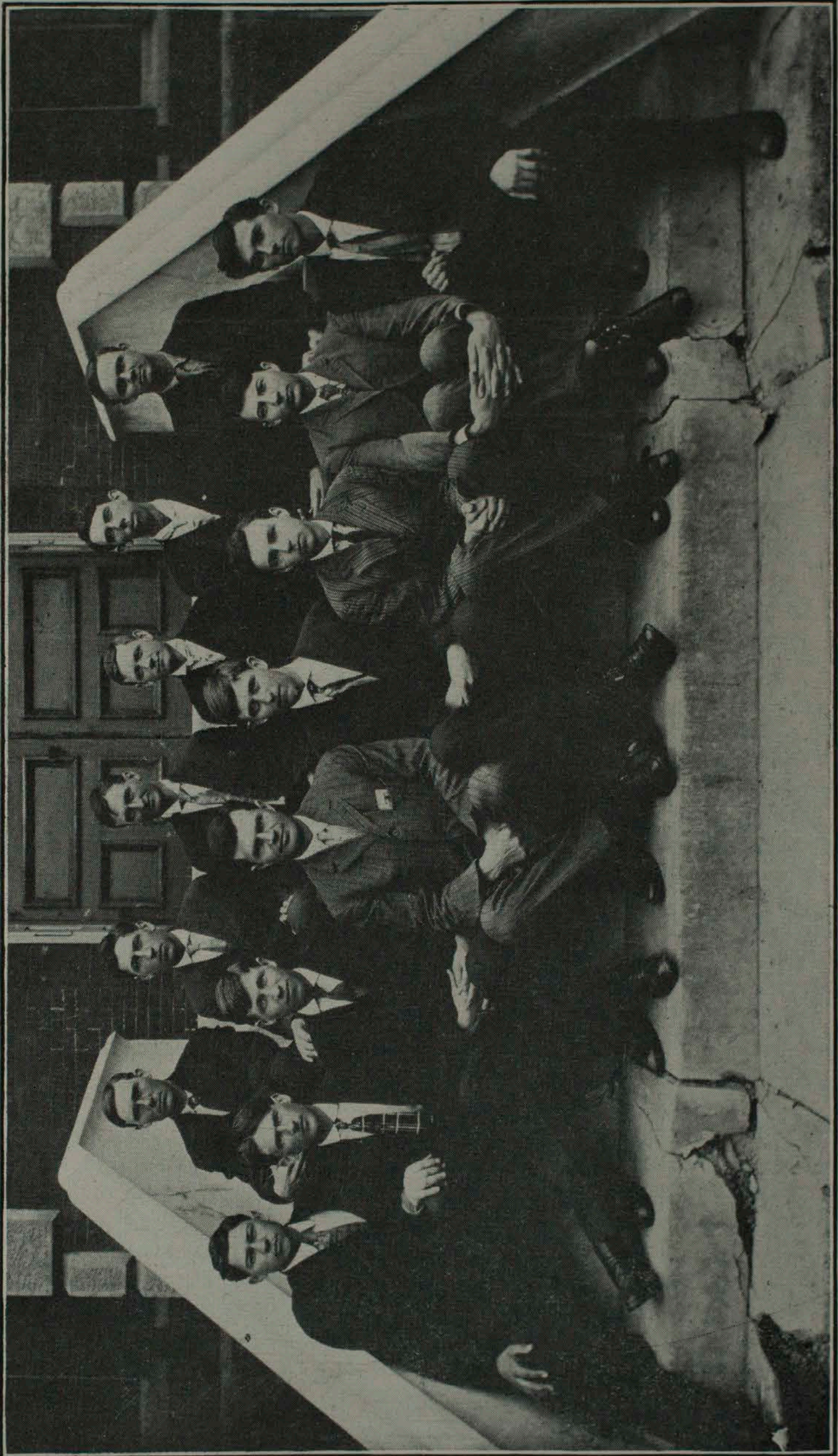
Instruction in the science and art of teaching and school administration will embrace the following courses:

1. Elementary Psychology.
2. Methods in the "Common Branches," or Concrete Pedagogy.
3. Principles of Teaching and Management.
4. General Pedagogy.
5. The Science of Education.
- 6 and 7. History of Education.
8. Administration and School Problems.
9. The High School, its Pedagogy and its Problems.
10. The Rural School and its Problems.
11. Advanced Psychology.
12. Educational Classics.
13. Foreign School Systems.
14. Kindergarten Theory.
15. Seminar in Education.

Course 1, by Mr. Wilson, will occupy one quarter and will be given each quarter.

The work will be a study of the simpler laws of mental activity, and is designed to prepare students for a more appreciative study of General Pedagogics. Text: Thorndike's Elements.

*The student will avoid embarrassment and promote his own best interests by taking these courses as they are scheduled—not allowing them to multiply and accumulate.



MR. HEYD AND HIS W. M. C. A. BIBLE STUDY CLASS.

Courses 2 and 3 are in reality one course extending over one quarter and for five days in the week. The Concrete-Method phase of this course will be given by the critic teachers of the training school during two of the five days of each week.

All sophomores who teach in the practice school must take this course either before their actual teaching or simultaneously with it.

Course 4, by Mr. Warner, will occupy the time of one quarter, and is open to those who have had Courses 1, 2 and 3.

Text: McMurry's Method of the Recitation, McMurry's General Method, the Report of the Committee of Fifteen, and Hanus's Educational Values.

Course 5, by Mr. Wilson, will extend through one quarter, and will embrace at least three following inquiries, viz.: (a) The Fundamental Nature of Education, (b) The Date of Educational Science, (c) other and contributing sciences in their relations to the Science of Education.

Courses 6 and 7, by Mr. Warner, will extend through the first and second quarters continuously and again through the third and fourth quarters as demanded.

The work of these Courses will embrace the systematic study of the Course of Educational Theory and Practice from the earliest times among Oriental Nations down to Modern Education as exemplified in America, England and Continental Europe.

Text: Kemp; Collateral Texts (supplied from the Library), Laurie's "Prechristian Education," Laurie's "Rise and Constitution of Universities," Hailman's Lectures, West's Alcuin, Quick's Educational Reforms," Pestalozzi's "Leonard and Gertrude," Plato's "Republic," Aristotle's "Politics," Hout's "Studies in Modern Education," Reports of U. S. Commissioner of Education, Proceedings of N. E. A., etc.

Course 8, by Mr. Warner, is for one quarter, and will be offered the third quarter, following immediately after the History of Education, being designed for those students who have completed the course in the History of Education. Texts: Chancellor's OUR SCHOOLS, Report of Committee of Fifteen, Gilbert's THE SCHOOL AND ITS LIFE, Dutton and Snedden's "The Administration of Public Schools," School Laws of Missouri, Recent School Reports.

Course 9, by Mr. Wilson, is a one-quarter course, available during the first, second, third or fourth quarter, and is designed for any senior and graduate students especially interested in the High School and its problems.

Course 10, by Miss _____ and Mr. Wilson will cover one quarter, and is meant to so present the Rural School as to give the

student a clear insight into its special problems and a keener and more intelligently helpful sympathy with rural life.

What a real Rural School may do and HOW, is exemplified in the Model Rural School whose pupils are real country children.

This course was given for the first time during the summer quarter of 1909, to a specially selected class of five numbers.

By students who seem to present special fitness for this work it may, upon the approval of the department, be taken in lieu of any course other than courses 1, 2, 3, 7 and 8.

Among texts used are Kern's "Among Country Schools;" Dinsmore's "How to Teach a Country School."

Course 11, by Mr. Wilson, is for one quarter or two quarters, and is open to advanced and graduate students. Baldwin's Mental Development is made the basis of study, with Judd's Genetic Psychology and Collin's Epitome of the Synthetic Philosophy as collateral texts.

Course 12, by Mr. Warner, is for one quarter, taught by subjects through library reference.

It is designed for graduate students and may be open to seniors who have not full work. It will be available during any one or two of the quarters of the year after the first quarter.

The work of this course will consist of the reading and consideration of such educational classics as "The School of Infancy" of Comenius, Ascham's "School Master," Rousseau's "Emile," "Tom Brown's School Day's," Spencer's "Education," and Pestalozzi's "How Gertrude Teaches her Children."

Course 13, by Mr. Wilson, will occupy one quarter in a consideration of the School Systems of Germany, France and England.

Course 14, by Miss Longenecker and Miss Howard, is designed to offer opportunities to those students taking practice work in the kindergarten and primary grades to study educational principles having special bearing on elementary education, and the application of such principles to the kindergarten and primary grades through plays and games, handiwork, "gifts," "occupations" and stories.

Miss Longenecker will present Froebel's "Mother Plays" showing their relation to modern pedagogy, using as a text Froebel's "Mother Plays" edited by Miss Blow, supplemented by "Letters to a Mother" by Miss Blow and "Two Children of the Foot Hills" by Miss Harrison.

Miss Howard will present Froebel's "Education of Men;" Froebel's "Gifts and Occupations," using Froebel's "Pedagogics of the Kindergarten" and Froebel's "Education by Development;" plays and games of the kindergarten; stories appropriate for the kindergarten, their selection and value; and programs of daily, weekly and monthly work.



SOME OF THE MARRIED PEOPLE ATTENDING SUMMER SCHOOL, '09.

Course 15, an open Parliament in Educational discussion and investigation. Under the general oversight of the department but open to all students and teachers. No fixed credits, but credentials may be presented to the Club or Parliament for credit at the discretion of the department.

THE ELEMENTARY SCHOOL.

| | |
|---------------------------------------|---|
| Miss Longenecker—Supervisor | Arithmetic |
| Miss Jones | English |
| Miss Doolittle | History and Geography |
| Miss ————— | Primary Reading, Arithmetic and Hand Work |
| Miss Howard | Kindergarten |

Special Assistants.

| | |
|------------------------|------------------------------|
| Mr. Wilson | Latin |
| Mr. Warner | Arithmetic |
| Mr. Towne | Manual Training |
| Mr. Gebhart | Music |
| Miss Reid | Drawing |
| Mr. Laughlin | Nature Study |
| Miss Parrish | Library Work |
| Miss Dockery | Physical Education for Girls |
| Mr. Bell | Physical Education for Boys |

BOOKS OF REFERENCE FOR TEACHERS.

- The teaching of English, Chubb—Macmillan.
- The teaching of English, Carpenter, Baker, Scott—Longmans.
- How to teach Reading, Clark—Scott, Foresman & Co.
- Reading: How to Teach it, Arnold—Silver, Burdett & Co.
- How to teach reading, Hall—Heath.
- Psychology and Pedagogy of Reading, Huey—Macmillan.
- Lectures on Language, Laurie—Macmillan.
- Teaching the Language Arts, Hinsdale—Appleton.
- Report of Committee of Fifteen, pp. 44-51.
- School and Society, pp. 61-65, Dewey—Univ. Chicago.
- Spelling in the Elementary School, Cornman—Univ. Pa.
- School Hygiene, (chap. on Writing), Shaw—Macmillan.
- Index to Short Stories, Salisbury—Row. Peterson.
- How to tell stories, Bryant—Houghton.
- Telling Bible Stories, Houghton—Scribner.
- Elementary School Curriculum—Horace Mann School.

Reading.—Throughout all the grades the chief emphasis is put upon the interpretation of thought from the printed page and all the

mechanics of reading are subordinated to this. In oral reading the pupil interprets the page to others. Correction of faults in vocal expression is made through the discussion of the ideas to be expressed. Selection of reading material is made on the basis of its own worth, its interest for the teacher and its appeal to the children.

Language.—All school exercises must contribute to the establishment of correct habits of oral and written composition, since experiment has proved that the period given to language and literature is inadequate to establish such habits. The child's English is largely imitative. He acquires it, outside of the school-house, through reading and conversations which he overhears or participates in. Therefore we attempt to continue in the class room the same method of acquirement. Vague and rambling English indicates vague and rambling thought. Incorrect forms are overcome by the continual emphasis of correct forms. Every recitation should demand clearness of expression, use in the working vocabulary of newly acquired words, correct grammatical usage; and later the rules governing correct forms are inductively developed and are dealt with as occasion arises. Oral and written composition is based upon other studies and upon stories, myths, fables, poems, proverbs, special holidays, tales of the child's imagination and experience, and other subjects which may be of interest on occasion.

Grammar.—We are in sympathy with the movement to postpone the teaching of grammar until late in the School Course. The art of correct grammatical usage is emphasized throughout the language course, but the analytical processes fundamental to the science of grammar manifest themselves with adolescence and to call for their use sooner is wasteful and tends to prejudice children against the subject.

Spelling.—“The amount of time devoted to the specific spelling drill bears no discoverable relation to the result, the latter remaining practically constant after the elimination of the spelling drill from the school programs. It is therefore advisable, in view of the economy of time, to rely upon the incidental teaching of spelling to produce a sufficiently high average result.” *Spelling in the Elementary School*, Cornman—Univ. Pa.

Despite this modern trend with regard to spelling we are reluctant to completely eliminate spelling drill at this time and we believe that a somewhat valid motive for word study and imitation of correct forms may be secured through the child's consciousness of his inability to write acceptable English.

Words met with in the daily lessons in all studies are used as the

basis of oral and written spelling lessons. Spelling bears this close relation to other studies in the primary grades, especially. Although no ready-made speller can take the place of the teacher's use of every day experience, in grades above the primary a spelling book may supplement the teacher's list and emphasize the common words of perplexing spelling. No unfamiliar words are introduced through the spelling book. Syllabication of words both in oral and written spelling is used frequently.

Writing.—Even to first grade children writing should be a means of expressing ideas. The teacher writes brief sentences and words upon the board in large script and the children observe both the movements and forms. After the teacher's erasure of her work, the children attempt to make similar movements and forms. Drill on technique is used as the difficulty in writing the word or sentence creates in the children the consciousness of need for drill. The whole arm movements are large and free and the consequent large, crude writing is accepted in the first three grades. Thereafter the children are held to equal ease and freedom of movement but smaller and more accurate forms are required. We strive to minimize finger-cramp and nervous strain through the use of such large materials as should require free, natural arm and hand movements. Children may adopt for themselves such modifications as are natural to different individuals.

The following books are useful to the teacher in selecting material for language work in the Kindergarten and primary grades.

Books of Poems: *Posy Ring*, Wiggin—McClure. *Golden Numbers*, Wiggin—McClure. *Poems Every Child Should Know*, Burt—Doubleday. *Child's Garden of Verse*, Stevenson—Rand McNally & Co. *Little Folk Lyrics*, Sherman—Houghton. *Hiawatha*, Longfellow—Riv. Ed.

Books of Stories: *The Story Hour*, Wiggin—Houghton. *In Story-Land*, Harrison—Sigma Pub Co. *Parables from Nature*, Gatty—Pott. *Stories from Hans Anderson*—Riv. Ed. *Fables, Selected by Scudder*—Riverside Ed. *Just-So-Stories*, Kipling—Doubleday, Page & Co. *Stories from the Jungle Book*, Kipling—Century Co. *Christmas in Other Lands*, a series—Estes. *Norse Stories*, Mabie—Dodd. *Nature Myths*, Cooke—Flanagan. *'Round the Year*, Holbrook—American Bk. Co. *Myths of Greece and Rome*, Guerber Am. Bk. Co. *Among the Meadow People*, Pierson—Dutton. *Among the Pond People*, Pierson—Dutton. *Among the Farm People*, Pierson—Dutton. *Among the Night People*, Pierson—Dutton. *Among the Forest People*—Pierson, Dutton. *Mother Stories*, Lindsay—Milton Bradley. *More Mother Stories*, Lindsay—Bradley. *Child Stories*

from the Masters, Menefee—Rand McNally. For the Children's Hour Bailey and Lewis—Milton Bradley. Stories to Tell to Children, Bryant—Houghton.

LANGUAGE IN THE KINDERGARTEN.

The children take walks, observe things and people, listen to stories and verses concerning these things and then imitate and reproduce them in plays, manual activities, and speech. Stories and poems are selected not only for their interest for the children but also for their literary merit since they assist in establishing standards of good English. The children are led to express their ideas and when this expression takes the form of speech they are encouraged to use clear, definite and correct English.

FIRST GRADE IN ENGLISH.

Reading.—The teacher writes upon the board or prints upon card board simple sentences, given by children and teacher, based upon stories, nature, pictures and other home and school activities and interests. These sentences are interpreted by the children both through action and speech. The children's play instinct should be utilized as a motive in approaching reading. Words are discriminate because of their frequent recurrence in sentences. The children pick out such words and the teacher lists them as factors mastered and usable in new contexts. New words are also taught through their association with activities and objects and by representing them in sentences composed otherwise of familiar words. Analysis of words into sound elements is introduced when the children begin to confuse words having similar beginnings and endings.

The books used, as the following list suggests, appeal to the children through folk-lore, literature, art, motor activities and environmental interests.

Books read by the children during the year:

Folk-Lore Primer, Folk-Lore Reader, book, I, Grover—Atkinson Mentzer and Grover. Sunbonnet Babies Primer, Overall Boys, Grover—Rand, McNally & Co. Art-Literature Primer, Art-Literature Reader, Book I, Grover—Atkinson, Mentzer and Grover. Hiawatha Primer, Holbrook—Rand. Aesop's Fables, Reiter—Worlds Events Pub. Co. First Year Language Reader, Baker & Carpenter—MacMillan. Aldine Reader, book one, Spaulding and Bryce—Newson. Thought Reader, book one, Summers—Ginn.

Language and Literature.—Oral language, dramatization and written language, when used, are modes of expression and are based upon stories, myths, fables, imaginative tales told and retold by teacher and children; upon poems and proverbs read by the teacher

and sometimes learned by the children; upon the children's experiences as revealed in conversations about pets and toys, upon observations of nature, upon special days and seasons and pictures.

The arbitrary signs and forms to be emphasized are:

Capitals at the beginning of sentences and names of persons; and the pronoun I; period and question mark at the close of sentences.

Writing.—The children learn to write in order to express thought, using, at the first attempt, simple brief sentences associated with activities and interests presented through reading and language work. Drill on words, syllables, letters in groups and arm movements is given when the children feel that their lack of technical skill interferes with expression. The children do not copy but are held to imagining the entire unit to be written. The large materials used and large letters forms required demand freedom of movement. For this reason about half of the year is given to blackboard writing and the remainder of the year to the use of marking crayons on large sheets of paper fastened to the blackboard and later laid upon the desks.

SECOND GRADE ENGLISH.

Reading.—The children are held to the grasping of the entire thought unit and the natural expression of it. As aids to these ends they are led to impersonate characters, to dramatize stories and to reproduce orally from memory. During the brief study periods preceding the reading of sentence or paragraph, the children learn new words through their own interpretation of phonetic elements, through the teacher's diacritical marking, through the teacher's pronouncing of the words, and through association with known words in the sentence.

Books read by the children during the year:

Second Year Language Reader, Baker and Carpenter—Macmillan. Art-Literature Reader, Book 2, Grover—Atkinson. Folk-Lore Reader, Book 2, Grover—Atkinson. Folk-Lore Stories and Proverbs, Wiltse—Ginn. Child's Garden of Verse, Stevenson—Rand, McNally. Bow-wow and Mew-Mew, Craik—Maynard, Merrill. Pied Piper and other stories, Banta—Flanagan. Robinson Crusoe—Ed. Pub. Co. Child Life Reader, Book 2, Blaisdell—Macmillan. Heart of Oak Reader, book 2, Norton—Heath. Fables and Folk Stories, part 1, Scudder—Riv. Ed. Jack and the Beanstalk, and Nursery Tales—World's Events Pub. Co. In Mythland, Beckwith—Ed. Pub. Co. Hiawatha (selections)—Riv. Ed.

Language.—Oral composition and dramatization of stories are still the chief modes of expression. Written composition is an occasional means of recording stories reproduced from memory, imagined or dictated.

Added to the arbitrary signs and forms emphasized in first grade are:

Capitals at the beginning of names of places, of the days of the week, and of months; the period after an abbreviation; and the apostrophe in the possessive.

Writing.—In the second grade writing repeats the work of the first grade adding to the mechanical units groups of sentences, proverbs and memory gems; and adding to the materials the soft graphite pencils for use on the unruled paper.

THIRD GRADE ENGLISH.

Reading.—The emphasis here as always is on interpretation of thought. The children learn new words in the same way as in the second grade.

Books read by the children during the year:

Letters from a Cat, Jackson—Little Brown. Art-Literature Reader, book 3, Grover—Atkinson. Third year Language Reader, Baker and Carpenter—Macmillan. Fifty Famous Stories, Baldwin—Am. B. Co. Child's Garden of Verse, Stevenson—Rand, McNally. Adventures of a Brownie, Mulock-Houghton. Book of Legends, Scudder—Riv. Ed. Book of Nature Myths, Holbrook—Houghton. Story of Ulysses, Cook—Pub. Sch. Pub. Co. Alice in Wonderland, Carroll—Ed. Pub. Co. Fables and Folk-Stories, part 2, Scudder—Riv. Ed. Hiawatha's Childhood—Riv. Ed. Lincoln Leaflet, Washington Leaflet—Ed. Pub. Co.

Language.—Letter-writing is added to the material used as a basis for composition noted in the first and second grade outlines. Material is also selected from "Language through Nature, Literature and Art," by Perdue and Griswold—Rand, McNally & Co.

Added to the arbitrary forms and signs to be emphasized are:

Capitals at the beginning of lines of poetry and direct quotations; the apostrophe in contractions; comma after yes and no and with names of persons addressed; quotation marks in undivided quotations; conventional punctuation in letter-writing; abbreviations in names of months, street, avenue, Missouri, Mrs., Mr., Dr. and Rev.; common contractions.

Spelling.—Words used by the children in writing are selected for word study. The teacher calls attention to those phonetically regular and irregular, after which the children record them in alphabetical order in a note-book which serves throughout the year as a speller for drill and a dictionary for spelling reference in Composition work. Spelling games are also introduced.

Writing.—Writing in the third grade repeats the work of the

first two grades adding to the mechanical units short paragraphs; and adding to the materials coarse pens and wide-ruled paper.

FOURTH GRADE ENGLISH.

Reading.—The dictionary is now used by the children to master new words met with during the study period.

Books read by the children:

Pinocchio, Collodi—Ginn. Wonder Book, Hawthorne—Houghton. Anderson's Stories, German Household Tales, Grimm; Tales from Arabian Nights—Riv. Ed. Water Babies, Kingsley—Ginn. Longfellow Leaflet—Ed. Pub. Co. Selections from Longfellow's poems. Through the Looking Glass, Carroll—Ed. Pub. Co. Fourth Year Language Reader, Baker and Carpenter—Macmillan.

Language.—Oral composition still precedes written work. Informal letter-writing is emphasized. In composition writing, good sentence form is taught both by imitation and by analysis, the paragraph is recognized as a thought unit and the topical outline is made by the children. Fables, fairy tales and famous letters are imitated by the children. Exercises are selected from "Language Lessons from Literature," book 1, by Cooley—Houghton.

The arbitrary signs and forms emphasized are:

Review of capitals taught in preceding grades and any others which occasion demands; review of punctuation marks previously given adding the exclamation mark, hyphen, divided quotations and the apostrophe in the plural possessive; the different kinds of sentences are taught and the division of the sentence into subject and predicate.

Spelling.—Words are taken from daily lessons and common words are constantly reviewed. The teacher and children study the word-forms noting peculiarities. Syllabication is frequently used. The children occasionally mark words diacritically. While writing compositions they use their dictionaries freely in case of doubtful words, and record such words in note books, which are later made the basis of spelling drills.

Writing.—Freedom, accuracy and speed are emphasized. The mechanics of writing receive attention in fourth and fifth grades, above which they are not emphasized as isolated factors.

FIFTH GRADE ENGLISH.

Reading.—

Books read by the children:

Nurenburg Stove and Dog of Flanders, Ouida—Houghton. Robinson Crusoe, Ed. by Lambert—Ginn. King of the Golden River, Ruskin—Ginn. Gulliver's Travels, Swift—Ginn. Wonder Clock, Pyle. Old Testament Stories—Riv. Ed. Poems Every Child Should

Know, Burt—Doubleday. Fifth Year Language Reader, Baker and Carpenter—Macmillan.

Language.—Little is added to fourth grade subject matter but the children develop a more critical attitude toward their own work and at times make their own corrections. More written work than heretofore is required both at home and in the class room. Informal, formal and business letters are frequently written and mailed to real persons and sometimes written to imaginary persons. "Language Lessons," book 2, by Cooley (Houghton) is used as a reference book.

Spelling.—Drills on words are continued here in the same way as in the fourth grade.

Writing.—The outline given under the fourth grade covers the work in this grade except that a somewhat finer pen may be used and paper of ordinary ruling.

SIXTH GRADE ENGLISH.

Reading.—

Books read by the children:

Krag and Johnny Bear, Seton—Scribner. Legend of Sleepy Hollow, Rip Van Winkle, Irving,—Heart of Oak Reader, book 6. Robin Hood, Pyle. Heidi, Spyri—Ginn. Great Stone Face, Hawthorne—Ed. Pub. Co. Miles Standish, Longfellow—Riv. Ed. Snow-Bound, Whittier—Riv. Ed. Merchant of Venice, Tempest, Shakespeare—Riv. Ed. Pied Piper, Browning—Riv. Ed. Birds of Killingworth, Skipper Ireson's Ride, Heart of Oak Reader, book 6.

Language.—The children are led to make finer discriminations in the use of English. Narration, description, exposition and argumentation are taught as forms of composition. "Language Lessons," book 2, by Cooley is used as a reference book in the hands of the children. The grammar topics considered are analysis of simple sentences into subject and predicate, and parts of speech functioning in their simplest constructions.

Spelling.—Here as elsewhere incorrect spelling is avoided by reference to the dictionary and drill is still continued.

SEVENTH GRADE ENGLISH.

Reading.—

Books read by the children:

Talisman, Ivanhoe, Scott—Macmillan. Rab and his Friends, Brown—Rand, McNally. Christmas Carol, Dickens—Riverside Ed. Mid-Summer Night's Dream, Julius Cæsar, Shakespeare—Riv. Ed. Norse Stories, Mabie—Rand, McNally. Lay of the Last Minstrel, Riverside Ed. Man without a Country, Hale—Little, Brown. Evangeline—Riv. Ed. Rime of the Ancient Mariner, Coleridge; Herve

Riel, Browning; The Bells, Poe; The Forsaken Merman, Arnold; Modern Gallantry, Lamb;—Heart of Oak, book 6.

Language and Grammar.—The two subjects are taught as associates, one as the art, the other as the science of English language. The work in grammar comprises analysis of simple, compound and complex sentences and recognition of parts of speech functioning in somewhat more difficult constructions. "Grammar and Composition" by Robbins and Row (Row, Peterson) is used as a reference book for exercises only.

EIGHTH GRADE ENGLISH.

Reading.—Enjoyment of the story and the manner of its telling is still the keynote to reading. Acquaintance with a wealth of classic material and authors of recognized worth gives foundation for the later critical study of literature. Reading done in the school-room introduces authors and their works and directed home reading is required.

Books read by the children:

Quentin Durward, Scott—Macmillan. Lady of the Lake, Scott—Riverside Ed. Tales of a Traveller, Irving—Lake Eng. Classics. Tale of Two Cities, Dickens—Riv. Ed. Twice-told Tales, Hawthorne—Riv. Ed. Rose and the Ring, Thackeray—Heath. Treasure Island, Stevenson—Macmillan. Hunting of the Deer, Warner—Riv. Ed. Ulysses Among the Phaeacians, Bryant—Riv. Ed. Beowulf—Riv. Ed. Selections from the Psalms. Sir Launfal, Lowell—Riv. Ed. Birds and Bees, Burroughs—Riv. Ed. Idylls of the King, Tennyson—Riv. Ed. As you Like it, Shakespeare—Riv. Ed.

Grammar.—Analysis begun in the seventh grade is continued more critically and is re-enforced by the introduction of Latin. Memorizing of poetry and prose continue here as elsewhere and composition and word study are emphasized according to the needs of the class. The children use as text-books "School Course in English," book 2 by Allen and Hawkins (Heath) and "Grammar and Composition" by Robbins and Row (Row, Peterson).

ARITHMETIC.

MISS LONGENECKER.

Books of reference for teachers:

Psychology of Number, Dewey—Appletons. Special Method in Arithmetic, McMurry—Macmillan. Teaching of Elementary Mathematics, Smith—Macmillan. Teaching of Mathematics, Young—Longmans. Discussions on Education (Chap. on Arithmetic) Walker—Holt. Talks on Teaching (Chaps. on Arithmetic) Parker—Kellogg.

Handbook to Smith's Arithmetics, Smith—Ginn. Higher Arithmetic, Beman and Smith—Ginn.

Arithmetic is one of the tools for handling experience—a useful instrument in constructive activities. As far as possible the isolation of arithmetic from other subjects should be avoided. Out of daily experience arises the need to know definite processes, and drill is incidental to the development of these processes. The development of the process results from the counting and grouping of objects and the measurement of unknown magnitudes by known units of similar kind; and the drill attempts to make automatic the number facts so developed.

KINDERGARTEN ACTIVITIES LEADING TOWARD ARITHMETIC.

Through counting, grouping and combining a variety of objects, including geometrical forms and objects of nature, the children make comparisons of lengths, surfaces, volumes, forms and weights, and use such terms denoting indefinite relations as long, short, longest, shortest, large, small, heavy, light; and terms denoting definite relations as, straight, curved, circular, square, oblong, triangular, spherical, cubical and cylindrical.

FIRST AND SECOND GRADE ARITHMETIC.

During these two years emphasis is put upon constructive activities in the accomplishing of which arithmetic is of use. Games involving number work in score-keeping, handwork involving measurement and counting using various units of measure, are made the basis of work in arithmetic. The drill work consists in memorizing facts discovered by experiment as, multiplication tables, denominate number tables, the "one-to-one correspondence" between the number of objects, the name and the symbol, and the writing of the number symbols for units and tens and the common symbols of operation.

There is little printed matter suggesting number games and number handwork. "Construction Work" by Worst (Mumford) is somewhat helpful.

THIRD GRADE ARITHMETIC.

The construction activities and experimentation with objects and drills growing out of such exercises, referred to under the first and second grade work, continue throughout the third grade, amplified by the use of the text-book "Primary Arithmetic" by D. E. Smith (Ginn & Co.) completing part one of chapter three during the year.

FOURTH GRADE ARITHMETIC.

While the number games and handwork, the experimentation with objects and measuring with the definite units of measure still have a place in this grade, more emphasis than heretofore is put upon the drill for accuracy and speed in performing the fundamental operations

and the memorizing of the fundamental number facts. "Primary Arithmetic" by Smith is completed during the year. As reference books are used "The Rational Arithmetic," Elementary by Myers and Brooks (Scott), "Southworth—Stone Arithmetic book 1," (Sanborn), and "Arithmetic, book 1," by Young and Jackson (Appleton).

FIFTH GRADE ARITHMETIC.

Demonstration of number facts, new to the children, precedes the symbolic expression of such facts. This applies to work on common and decimal fractions, including factors and multiples. Here as elsewhere the children report number phases of outside experience and make and work out problems based upon them. When the text-book material is isolated from the experience of the children or presents problems unrelated to social conditions such material is omitted. "Intermediate Arithmetic" by Smith (Ginn & Co.) chapter 1, is used as a text-book, and as reference texts "The Rational Arithmetic, Grammar School" by Myers and Brooks (Scott), Southworth and Stone Arithmetic, book 2, (Sanborn) and "Arithmetic," book 2, by Young and Jackson (Appleton).

SIXTH GRADE ARITHMETIC.

The leading features are percentage and its applications to discount, profit and loss, commission and simple interest. As a motive for approach to these subjects the class visits neighborhood stores, enquiring as to their methods of bookkeeping, bill and receipt-making, invoicing and estimating of sales. Ideas so gained are used in playing store in the class-room and in making and working problems based upon home experiences.

"Intermediate Arithmetic" by Smith, chapter 2, is used as a reference text in the children's hands, completing the first half of Chap. 2, and as reference books those referred to under the fifth grade.

SEVENTH GRADE ARITHMETIC.

A general review of arithmetic giving special attention to principles heretofore inductively developed but interesting to children of this age because of their greater power of analysis. Daily oral and written drills for accuracy and speed in performing common operations with integers, fractions and compound numbers. As means of furthering the children's sense of utility of arithmetical principles and practice, business and household accounts are studied, banks in the town are visited, their functions in the business community investigated and their methods studied and as a result of these investigations a bank is established in the class-room and problems worked out in connection with it. As a text-book we use "Advanced Arithmetic" by Smith, completing the first half of chapter one.

EIGHTH GRADE ARITHMETIC.

MR. WARNER.

As heretofore, the experiences of the children are utilized as means of approach to arithmetic. The year's work comprises a review of percentage and proportion, further business applications of principles already studied, and mensuration.

"Advanced Arithmetic" by Smith is used as a text covering material from part 2 of chap. 3 to the end of the book.

GEOGRAPHY.

MISS DOOLITTLE.

Books of reference for teachers:

New Basis of Geography, Redway—Macmillan. Special Method in Geography, McMurry—Macmillan. Aspects of the Earth, Shaler—Scribner. Introduction to Physical Geography, Davis—Ginn. New Physical Geography, Tarr—Macmillan. Story of Our Continent, Shaler—Ginn. Physiography of United States, Nat. Geog. Soc.—Am. Bk. Co. Talks on Teaching, (Chaps. 18 to 22) Parker—Barnes. Missouri, Walter Williams—Herald Printing Co., Columbia, Mo. Elementary School Curriculum—Horace Mann School.

"The child begins with what is nearest to his interests and proceeds gradually to wider geographic interests. It is therefore a mistake to suppose that the first phase of geography presented to the child should be the process of continent formation or physiography.

This predominance of the human feature in a study ostensibly relating to physical nature, your committee considers necessary and entirely justifiable. The industrial and commercial idea is the first central idea in the study of geography in the elementary schools." From Report of the Committee of Fifteen.

Geography and history are coordinated in regard to order of subjects.

KINDERGARTEN, FIRST, SECOND AND THIRD GRADE GEOGRAPHY.

The earth phase of geography is treated as nature study and the man phase as history. Geography as a separate study is introduced in the third grade.

FOURTH GRADE GEOGRAPHY.

Home Geography. The history of the fourth grade makes it desirable that the children be able to read a map and the first lessons are arranged to enable them to do this. A visit is made to the Normal School tower and the surrounding country mapped, locating principal buildings, roads, streets, streams and forests. This map is placed on the floor while being made, objects being located on the north, south,

east and west portions corresponding to their real locations. The map is then hung on the wall, the north being used as the top. A map of the campus is next made to scale; the slopes of the campus are noticed and modeled in sand.

This model is compared with the map and the high and low places and the direction of the slopes located on the map. Maps of the county, state and the United States are then used and the valleys, divides and slopes, as determined by rivers and lakes, are located. This helps the child to image the country represented by the map rather than the map itself.

The work is continued by the study of local commerce and industry with Kirksville as a center: Roads leading into the country; products of the farms brought to town, their value and importance; railroads, freight offices as means of shipping; local factories and their shipments; light and water supply; goods retailed to town and country people. The tracing of these goods to the lands from which they come and estimating the time and labor necessary to bring them to Kirksville teaches world geography in its proper relation to home geography. Material gathered on excursions form the basis for this work.

Missouri in her physical, industrial and commercial features is studied.

The children read: "Geographical Nature Studies" by Payne (Am. Bk. Co.); parts of "Elementary Geography" by Frye (Ginn); parts of "Brooks and Brook-Basins" by Frye (Ginn); "Seven Little Sisters" by Andrews (Ginn); parts of "Uncle Robert's Geography," book 4, Appleton; parts of "Missouri" by Barnard (Macmillan); "Geography of Missouri" by Greenwood (Butler); "The Red Book," Annual Report, from Department of Labor of Missouri. Product Map from same department.

FIFTH GRADE GEOGRAPHY.

"Geography deals with places, nation's terrestrial features and processes; and their names and characters must be learned before one can well discuss their mutual relations. A certain amount of memory work in geography is absolutely necessary." New Basis of Geography by Redway.

Geography of the fifth grade gives a general knowledge of the world using as a text "Home Geography," First Book of Three Book Series of Tarr and McMurry Geography (Macmillan). Continuous map work is done on outline maps made by the children and filled in as a country is studied. A regular series of these maps may

be made showing, by means of colored crayon, the political divisions, areas of productions of certain commodities, races of men and physical features. When United States Geography is studied the Mississippi Valley is taken as a typical agricultural region; and the northern lumber region is studied and comparison made with other lumber regions of the United States.

SIXTH GRADE GEOGRAPHY.

Geography here consists in the study of Europe using as a text Complete Geography of Two Book Series by Tarr and McMurry (Macmillan). The Danube river and its valley is compared to the Mississippi Valley region. The different countries of Europe are studied as to the customs and occupations and trade relations of the people in both city and country and how these are effected by climate and topography. It is hoped the children will gain a knowledge of the general characteristics of the people and countries of the different nations. The latter part of the year will be given to the study of general geography including latitude, longitude, winds, ocean currents.

Reference books. "Europe," by Carpenter (Am. Bk. Co.); "Commercial Geography," by Redway (Scribner); "Commercial Geography," by Adams (Appleton); "Principles of Geography," by Dodge (Rand McNally); "Elementary Geography," by King (Lothrop); "Strange Peoples," by Starr (Heath); "Modern Europe," by Coe (Silver, Burdett); "The Youth's Companion Series," (Ginn).

SEVENTH GRADE GEOGRAPHY.

This year is given to an intensive study of the United States, with emphasis on the leading physical, commercial and industrial features and trade centers studied as types. The text is the same as the one used in the sixth grade.

As reference books are used: "North America" by Carpenter (Am. Bk. Co.); "Geographical Readers," books 2, 3, 4 and 5 by King (Lee and Shepard); "United States" by Baedaker; "Western United States" by Fairbanks (Heath); "Philippines" by MacClintock (Am. Bk. Co.); "Around the World," book 3, by Carroll (Morse) and books listed for the sixth grade which bear on these subjects.

EIGHTH GRADE GEOGRAPHY.

A study is made of South America, Asia, Africa and Australia and then a comparative study of all the continents, using as a text "Complete Geography" by Tarr and McMurry and as reference books "Geographical Readers" by Carpenter and books listed for other grades which bear on these subjects.

HISTORY.

MISS DOOLITTLE.

Books of reference for teachers:

"Teaching of History and Civics," Bourne—Longmans; "Method in History," McMurry—Macmillan; "Method in History," Mace—Ginn & Co.; "Talks on Teaching" (chap. 22) Parker—Barnes; "Elementary School Curriculum"—Horace Mann School; "Studies in American Education," Hart—Longmans; "How to Study and Teach History," Hinsdale—Appleton. When the child enters the first grade he knows something of his immediate surroundings as seen in the social, commercial and industrial life of his home and community. At the close of the eighth grade his study of history should have given him a general understanding of his whole environment, physical, social, industrial, commercial, educational, religious and political. To do this a study of the development race is necessary. This will reveal what men have done under given conditions, and how these actions have changed conditions, and how these conditions, in turn, have determined further action. "Men differ, surroundings change, the human element is variable, but the progress of the race is sure."

KINDERGARTEN HISTORY.

In the kindergarten, history is approached only through literature and biographical stories.

FIRST, SECOND AND THIRD GRADE HISTORY.

The work of the first grade should help the child to a realization of the family as a unit in the life of the community and to show him the interdependence, not only of the members of the family, but of the community; and also to awaken in the mind of the child questions as to the origins of the various phases of life with which he comes in contact. The work consists in the study of the home, the occupation of the father, the work of the mother and what the children contribute. The motive for labor is discussed and it is found that the father works that he may provide food, clothing and shelter for his family, and the mother converts these materials into forms necessary for the family's use. The occupations represented by the parents of the children are studied.

Then follows a study of the more common foods, the sources from which they are obtained and their preparation for use—Cotton, woolen, silk, linen and rubber are studied as materials from which clothing is made, where the materials are obtained and how manufactured. Simple weaving is done and the result compared with the cloth in our own clothing. Next is given the study of the house, the mode of its construction and sources of materials used. If possible

a house in process of construction is visited. The amount of labor and the number of people necessary to secure food, clothing and shelter are emphasized. In questioning as to simplest methods of work we find the answer in the beginning of various kinds of labor in primitive life. "The Tree Dwellers" and "Early Cave Man" by Dopp (Rand, McNally) are used as the basis in the explanation of these conditions. Life in the hunting and fishing stages is studied in the latter part of the first grade and during the second grade. The later hunting stage and pastoral life are studied in the third grade. "The Later Cave Man" by Dopp (Rand, McNally) is read by the children. This work includes the study of weaving, cooking, pottery and other industries.

References for teachers:

"Man before Metals," Joly—Appleton; "Origin of Inventions," Mason—Scott; "Norman's Share in Primitive Culture," Mason—Appleton.

References for children:

"Children of the Cliff," Wiley and Edick—Appleton; "In Field and Pasture," Dutton—American Book Co.; "How we are Fed," "How we are Clothed," "How we are Sheltered" and "How we Travel," Chamberlain—Macmillan.

FOURTH GRADE HISTORY.

In the fourth grade life in the early agricultural stage is studied. "Lolami" by Barnes (Pub. Sch. Pub. Co.) is read. The history of Kirksville is studied, the Indian raids upon the early settlement, the original town site, etc. The material for this study has been selected from a History of Adair Co. and gathered from the oldest inhabitants. This interest in the neighborhood widens until it leads to a study of the explorers of the Mississippi Valley.

Additional references:

"The Pioneers of Mississippi Valley," McMurry, Macmillan; "Stories of Missouri," Musick, (Am. Bk. Co.); "Lodrix," Wiley and Edick—(Appleton).

This completes a study of prehistoric conditions out of which history grows and the study of local history which gives a motive to the individual for historic study.

FIFTH GRADE HISTORY.

The study of the fifth grade is general history with the emphasis upon ancient history, finding in its some of the origins of present conditions with which the child is familiar. "Ten Boys" by Andrews (Ginn) is the text used. An attempt will be made to give American biography that illustrates the same heroic qualities as shown by the heroes of ancient times.

References:

"Story of the Greek People," Tappan (Houghton, Mifflin Co.); "Famous Men of Greece" and "Famous Men of Rome," Haaren and Poland (Amer. Bk. Co.); "History for Graded and District Schools," Kemp (Ginn); "Stories of Old Rome," Pratt (Ed. Pub. Co.).

SIXTH GRADE HISTORY.

The sixth grade work gives a general knowledge of life during the middle ages with emphasis, during the latter part of the year, upon English history to the time of Queen Elizabeth.

"History of Middle Ages by Harding" (Scott) and "The Story of our English Grandfathers by Brown (Public Sch. Pub. Co.) are used as texts.

References:

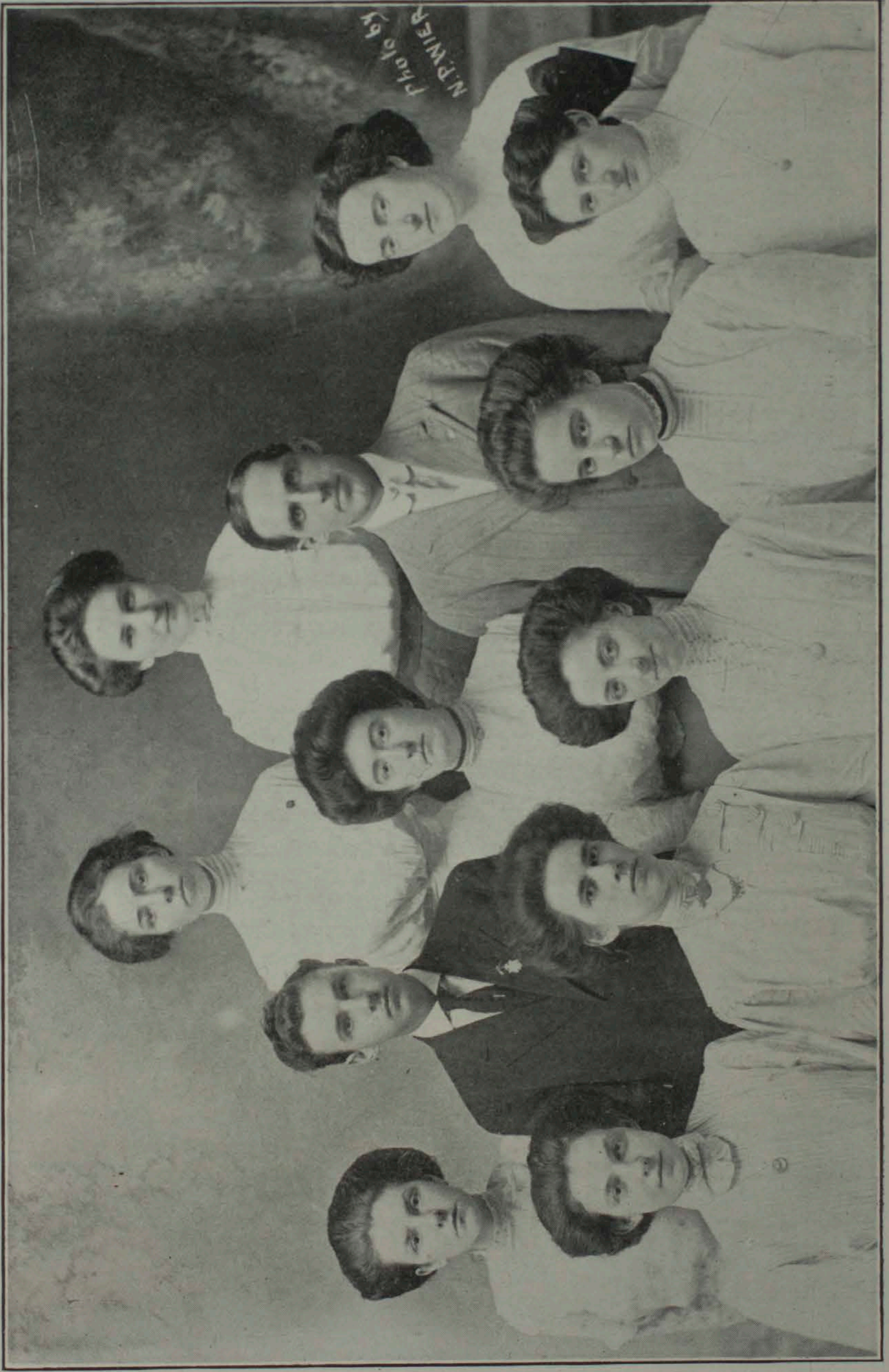
"King Arthur and his Knights" by Radford (Rand, McNally) and in the teacher's hands "Roland," "Seigfried" and "The Cid" by Baldwin (Scribner); "Stories from English History" by Warren (Heath); "Story of the English" by Guerber (Am. Bk. Co.) and "England's Story" by Tappan (Houghton, Mifflin) and (b) a completion of American biography, using as a text "American Leaders and Heroes" by Gordy (Scribner) and "George Washington" by Scudder (Riverside Ed.)

SEVENTH GRADE HISTORY.

The work begins with the study of European expansion and at the end of the middle ages culminates in American colonization. A more intensive study of United States history is now begun and extends through the Revolutionary Period. "United States History" by Gordy (Scribner) is used as a text and as reference, "School History of the United States" by McMaster (Am. Bk. Co.), "History of United States" by Mace (Rand, McNally), "American History and Government" by Woodburn and Moran (Longmans), "History of United States" by Fiske (Houghton), "Students' History of United States" by Channing (Macmillan), "Source Book of American History" by Hart (Macmillan), "Source Readers, books 1 and 2," by Hart (Macmillan), "Young Folks' History of United States" by Higginson (Longmans), "Elementary History of United States" by Thomas (Heath), "American History" by Montgomery (Ginn), "New Era United States History" by Burton (Eaton), "Our Country's Story" by Tappan (Houghton), "Elementary History of United States" by Barnes (Am. Bk. Co.). Throughout the year the children use "Ivanhoe Historical note-book, part 1," (Atkinson, Mentzer and Grover).

EIGHTH GRADE HISTORY.

During the year United States History is studied intensively



AUDRAIN COUNTY IN THE SUMMER SCHOOL, '09.

through the Constitutional Period, using phases of European history necessary to the better understanding of the time. The text used is "United States History," by Gordy (Scribner) and as references, books given for the seventh grade and "Source Readers, books 3 and 4," by Hart (Macmillan), "Industrial History of the United States" by Coman (Macmillan) "Abraham Lincoln" by Schurz (Houghton). The Ivanhoe note-book, begun in seventh grade, is completed with the year of work.

NATURE STUDY.

MR. LAUGHLIN.

Books of reference for teachers:

Nature Study, Holtz—Scribner. Education through Nature Study, Munson—Kellogg. Nature Study and Life, Hodge—Ginn. Nature Study, Payne—Kellogg. Nature Study in Elementary Schools, Wilson—Macmillan. Nature Study and the Child, Scott—Ginn. Training of the Human Plant, Burbank—Century. The Spirit of Nature Study, Bigelow—Barnes. School Gardens, Hemenway—Doubleday. Among Country Schools, Kern—Ginn. Agriculture through laboratory and school-garden, Jackson—Judd. American Boy's Handy Book, Beard—Scribner. American Girl's Handy Book, Beard—Scribner. Scientific Amusements, Tissandier. St. Nicholas Magazine—Century.

The children are brought into contact with nature by means of outdoor and window gardens, aquaria, tame and captured animals, field trips, a museum for temporary exhibits, the making of simple scientific toys, nature stories and discussions. The work is correlated with other elementary school studies. The logical development of scientific themes is not attempted. The course aims to utilize the children's observations and interests and to stimulate constructive imagination and reflection. While pursuing a definite program the course is sufficiently flexible to admit of a sudden temporary departure from its prescribed plan in order to investigate things that opportunity presents. The course in nature study purposes to bring about educational reactions within the children by association with nature, to make the elementary school studies more constructive to the children, to lay the foundation for a later study of science, to promote health and healthful optimism and create a love for nature

KINDERGARTEN NATURE STUDY.

Through walks the children become acquainted with the environment. Conversations and stories are based on things and incidents that appeal to the children, i. e., animals, flowers, trees, movement,

color and form in nature, landscapes, horizon, sky, clouds, sun, wind, rain, frost, and characteristics of the seasons.

FIRST GRADE NATURE STUDY.

FALL QUARTER.

Pet animals, birds, fruit, seeds, autumn foliage, sunsets, frost and characteristics of the season.

WINTER QUARTER.

Domestic animals, animal stories, evergreen trees, house plants snow, ice and characteristics of the season.

SPRING QUARTER.

Wild and cultivated flowers, birds and characteristics of the season studied by means of excursions, garden planning, seed-bed and planting.

SUMMER QUARTER.

Insect life, garden enemies, care of the garden, drouth, plans for next year's garden made in view of this year's successes and failures and characteristics of the season.

SECOND GRADE NATURE STUDY.

FALL QUARTER.

Pond-life, window garden races, Jack-and-the-Bean-Stalk plants, propagation of plants, harvest, nature-myths.

WINTER QUARTER.

Winter birds, game animals, animal stories, window garden, natural forces exemplified by mechanical toys, windmills, soap bubbles. The children read "Geographical Nature Studies" by Payne (Am. Bk. Co.); "Uncle Robert's Geography," book 1 and 2 (Appleton); "Hunting and Fishing," by Mott (Am. Bk. Co.).

SPRING QUARTER.

Birds, birds' lunch-counter, trees, school-yard improvement, garden plans and planting.

SUMMER QUARTER.

Gardening, weeds, roadside life, forest life, visits to the best neighborhood gardens and lawns. The children read "Little Workers" and "Wings and Stings" (World's Events Pub. Co.).

THIRD GRADE NATURE STUDY.

FALL QUARTER.

Nature's pictures, plant babies, bulb forcing, nutting and observation trips, bird migration and care of the soil.

WINTER QUARTER.

House plants, description of strange plants, animals in winter, heat and food products exhibit. The children read "Uncle Robert's Geography" book 3, (Appleton); "Wood-Folks at School," Long (Ginn).

SPRING QUARTER.

Garden plants, cultural directions, wild flowers, plant societies, exhibit of seedlings, birds' nest chart, erosion, land forms, kites. The children read "Nature Study on the Farm" Keffer (Am. Bk. Co.).

SUMMER QUARTER.

Yard improvement, gardening, garden enemies, exhibits of minerals and soils, visits to best gardens, natural history stories.

FOURTH GRADE NATURE STUDY.

FALL QUARTER.

Pond-life, trees, bulb-forcing, plant propagation, plant parts, food products exhibits, simple experiments in physics, as the siphon in connection with manufacturing processes. The children read "Ten Common Trees" Stokes (Am. Bk. Co.).

WINTER QUARTER.

Experiments with cold, making snow shoes, natural history stories. The children read "Secrets of the Woods" Long (Ginn) and "Uncle Robert's Geography" book 4 (Appleton).

SPRING QUARTER.

Birds, gardening, animal arts and crafts, kinds of cattle, common moths and butterflies, box-kites and water-wheels. The children read "Birds and their Nestlings," Walker (Am. Bk. Co.).

SUMMER QUARTER.

Hot weather garden, insect exhibit, trap-making using knots and hitches, stories of animal wits, special senses in animals, strange peoples.

FIFTH GRADE NATURE STUDY.

FALL QUARTER.

Harvest, animal structures, exhibit of woods, stories of deep sea life, natural forces. The children read "Squirrels and other Fur-Bearers" by Burroughs (Houghton).

WINTER QUARTER.

Window gardens, stories of tropical plants and animals, kinds of grasses, traps, experiments in chemistry through food products and soils. The children read "The Magic Forest" by White (Grosset and Dunlap).

SPRING QUARTER.

Exhibit of things showing the awakening of spring, care of trees, garden planning and planting, descriptions of semi-domestic animals. The children read "Plants and their Children" by Dana (Am. Bk. Co.).

SUMMER QUARTER.

Farms, kinds of hogs and sheep, weeds, gardening and foreign gardens.

SIXTH GRADE NATURE STUDY.

FALL QUARTER.

Making and stocking of aquaria, tillage of soil, rotation of crops, legumes. The children read "Kindred of the Wild" by Roberts (Page).

WINTER QUARTER.

Window gardens, plant propagation, stories of training of wild animals, animal products, foreign plants and animals.

SPRING QUARTER.

Garden planning, mapping and planting, grasses, water plants, fun with magnetism and electricity, bird-laws and Audubon movement.

SUMMER QUARTER.

Plants and animals of the frigid zone, natural phenomena as volcanoes, earthquakes, storms, exhibit of trade materials, beasts of burden.

SEVENTH GRADE NATURE STUDY.

FALL QUARTER.

Soil fertility, flowers for winter blooming, exhibit of trade materials, classification of animals, paper-balloon making, properties of the air.

WINTER QUARTER.

Ways of nature, nature's poisons, Natural history stories. The children read "Natural History of Selbourne" by White (Riv. Ed.).

SPRING QUARTER.

Gardening, spraying mixtures, fertilizers, hot-beds, exhibits of trade materials, Natural History Club.

SUMMER QUARTER.

Landscape gardening, forestry, desert plants and animals.

EIGHTH GRADE NATURE STUDY.

FALL QUARTER.

Beauties of nature, landscape gardening, civic improvements, camp life, star gazing, making of Kaleidoscope.

WINTER QUARTER.

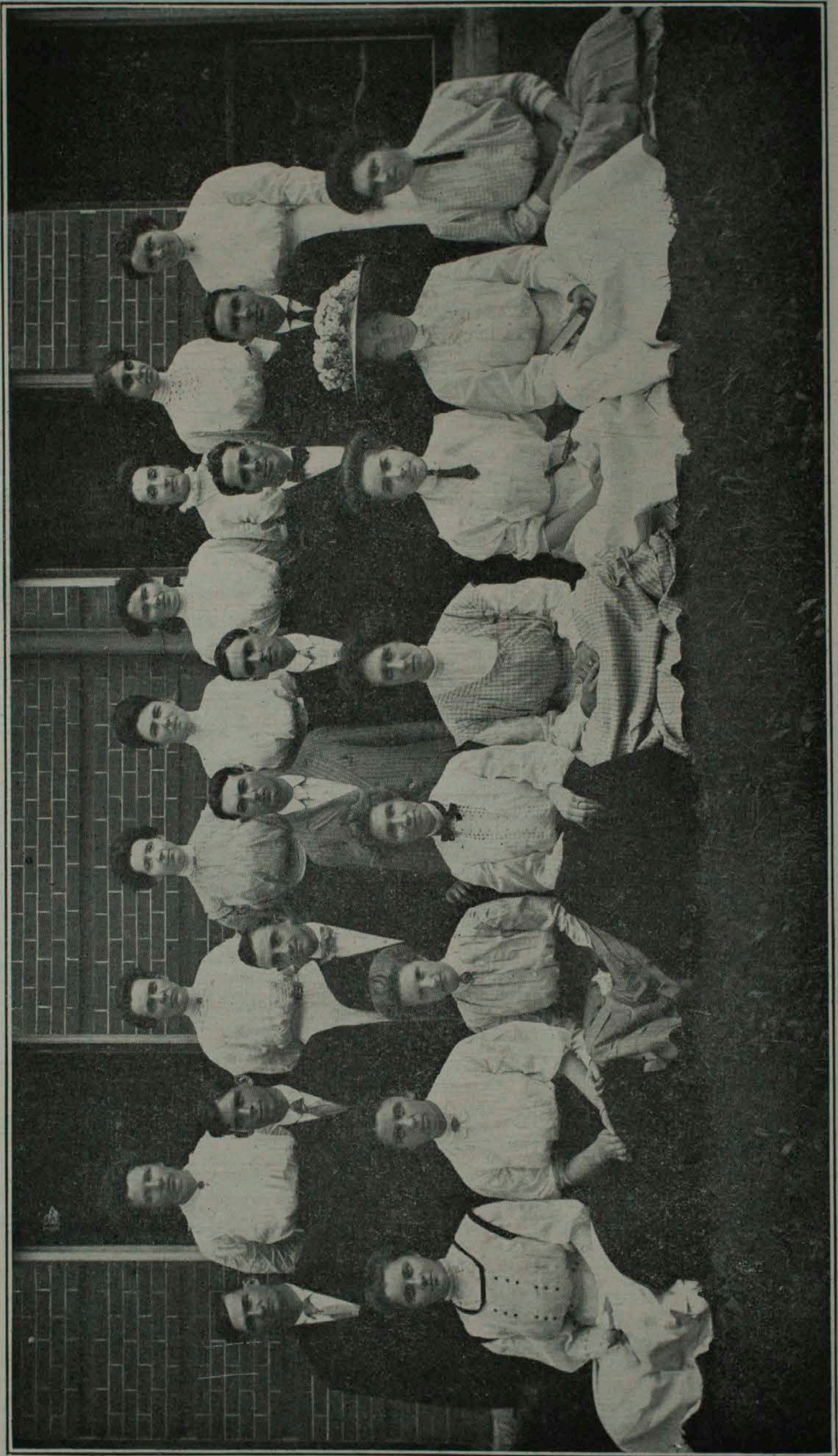
Trade exhibits, adaptations in nature, taxidermy. The children read "The Cruise of the Cachalot" by Bullen (Crowell) and "Wit of the Wild" by Ingersoll (Dodd, Mead).

SPRING QUARTER.

Garden plans, gardening, classification of plants, plant mounting, improving plants and animals, butterfly and moth collections, Natural History Club.

SUMMER QUARTER.

Gardening, stories of travel and exploration as related to nature study, sun-dial and compass making.



CLARK COUNTY IN SUMMER SCHOOL, '09.

MANUAL TRAINING.

MR. TOWNE.

Books of reference for teachers:

Economics of Manual Training, Rouillion. The Sloyd System, Hoffman. Indian Basketry, James. Mind and Hand, Ham. First Years in Handicraft, Kenyon. Place of Industries in Elementary Education, Dopp.

KINDERGARTEN MANUAL TRAINING.

Sand and Clay Modeling: Illustrative; from simple form.
Paper-folding: Forms of utility; beauty forms.
Paper-cutting: On the line; from simple objects; illustrative.
Weaving: Slats for use in sand; paper mats.
Stringing: Beads; straws and papers; seeds.
Cardboard Sewing: Simple designs.
Cardboard Construction: Using boxes and other home materials.
Braiding: Rags for rugs; raffia.

FIRST GRADE MANUAL TRAINING.

Clay Modeling: Illustrative; from memory of objects; from objects; decorative design.
Freehand Paper Cutting: Illustrative; from memory; from objects.
Weaving with Wool and Cord: Doll furnishings; various useful articles in the home.
Weaving and Braiding with Raffia: Baskets and mats, doll hats and hammocks.
Cardboard Sewing: Border designs; all-over designs.
Construction Work with Cover Paper: Seed boxes; bon bon boxes; doll houses and furniture.

SECOND GRADE MANUAL TRAINING.

Clay Modeling:
Raffia Work: Napkin rings, picture frames, baskets, mats, doll hats.
Sewing: Burlap, and other coarse cloth.
Construction work with Cover Paper:

THIRD GRADE MANUAL TRAINING.

Clay Modeling:
Raffia Work: Buttonhole stitch basket, spiral coil baskets, shopping bags, braided hats.
Construction Work with Cover Paper:
Sewing: Burlap and other coarse cloth.



GRUNDY COUNTY IN THE SUMMER SCHOOL, '09.

FOURTH GRADE MANUAL TRAINING.

Sewing: Bean-bags, towels, napkins, doll furnishings.

Basketry: Reed and raffia.

Pottery: Special attention given to form in flower pots, cups and vases.

Woodwork: Whittling of name-plate, pencil sharpener, winder, etc.

FIFTH GRADE MANUAL TRAINING.

Sewing: Hemming; tucking; gathering; sewing on buttons; buttonholes; hooks and eyes; sewing on lace; patching; French seams; mending; darning; facing. Articles to make: Sleeve, work bag, underwear.

Basketry: Reed and raffia. Lace stitch and lazy-Squaw stitch.

Pottery: Special attention given to decorating by incising and inlaying.

SIXTH GRADE MANUAL TRAINING.

Cardboard Modeling

Woodwork: Whittling of key-rack, match box, photo-holder, etc.

Pottery: Special attention to slip painting and glazing.

SEVENTH GRADE MANUAL TRAINING.

Clay Modeling: Set of dishes.

Paper Cutting:

Card Board Construction:

Basketry: Reed.

EIGHTH GRADE MANUAL TRAINING.

Clay Modeling: Tile, candle stick, bowl, fern, dish.

Bent Iron: Tea pot stand, candle stick, letter rack.

Paper Cutting: In sixteenth inch measurements.

Card Board

Basketry: Reed.

SPECIAL ELEMENTARY MANUAL TRAINING.

MISS KLINEFELTER.

The articles made in this class are all calculated to serve as models to give to children in any elementary course whether in rural or town school.

If time can not be had, for Man. Tr. as a regular subject on the program, the articles can be given for seat work and are planned so as to be suitable.

There is a sequence of articles constructed from paper, a course in double strip weaving in paper, weaving with wools such articles as

doll hammocks, doll caps, skirts, mats and rugs. A sewing sequence for children from 1st to 3rd grade.

Baskets, fans, hats, rugs, etc., made from raffia or reed.

Articles made from sewing canvas, tulo matting, and burlap, such as sofa pillows, bags, mats, etc.

DRAWING.

MISS REID.

Pupils must be instructed to sit upright and to work at a distance with full arm movement. Drill exercises may frequently be given preceding the regular lesson of the day. Never drill for the result on paper, but always to develop the activity of the child and to cultivate right motor habits. Work first for size and placing before accuracy of drawing. Work to promote the freedom and individuality of the child.

Mediums: Pencil, water colors, charcoal, crayon and ink.

KINDERGARTEN DRAWING.

Illustrative: Stories, activities of home and the trade world, using chalk and blackboard and Dixon crayons and drawing paper. Simple posters using flat water-color washes.

From Models: Common geometrical forms.

From Nature: Fruits, flowers, etc.

FIRST GRADE DRAWING.

FALL QUARTER.

From Nature: All kinds of seeds, grasses, fall flowers, leaves, fruit, vegetables.

From Models and various other objects, toys, large book (the dictionary), sled, wishbone, figure pose. Train the eye to see form in everything. Find straight edges, curved edges; curved and straight edges on the same model. Teach terms—vertical, horizontal, planes.

Illustrative: Make most of suggestions from the season in all drawing, cutting, building and making. Thanksgiving week draw nuts, turkey, Pilgrim's hat, shoes. Draw from a pose of Priscilla, The Mayflower, the guns carried. Christmas time. Illustrate "Hang up the Baby's Stocking." Draw from Santa Claus pose. Draw from real evergreen tree. Show what you would like for Christmas presents.

Building: Block building, houses, steeples, bridges, etc. Imaginative, literal.

WINTER QUARTER.

From Nature: Twigs, bare trees, winter scenes, potted plants, evergreen trees.

From Models and Other Objects: Draw from a group composed of

a cylinder and hemisphere; seeing lessons from individual hemispheres, seeing lessons from square prism. Cube; develop right tri-prism from large model used in comparison with square prism and cube; draw from Noah's Ark; groups of toys; figure pose.

Illustrative: Story, poem, games, occupation; suggestions from St. Valentine's Day; Washington's Birthday. Make souvenirs.

Building: Building with blocks and spools.

SPRING QUARTER.

From Nature: Spring time; twigs, buds, flowers, trees, birds, sprouting seeds, and landscapes.

From Models and Other Objects: Hemisphere, sphere. Review the six models given; composition of vertical lines and spacing; composing of lines vertical and horizontal in plaid designs; figure pose.

Illustrative: Poem, story, occupations, game; signs of spring.

Building: Block-building.

SUMMER QUARTER.

From Nature: Flowers, trees, birds, landscapes.

From Objects: Fourth-of-July objects.

Illustrative: Poems, stories, games, picnics, Fourth-of-July.

Building: Block-building.

SECOND GRADE DRAWING.

FALL QUARTER.

From Nature: Leaves, grasses, fall flowers. Choose those that are simple. Be careful about the size and placing; simple spray or twig; all kinds of fruits and vegetables; landscapes.

From Models and Other Objects: Faces of solids; draw solids from memory; review edges; draw groups of solids and other objects; draw from a pail in two positions, an umbrella in two positions, a child pose. Draw the type ellipsoid, sketches of animals.

Illustrative: Poems, stories, occupations, seasons, Thanksgiving, Christmas.

Building: Block-building, real and imaginative constructions.

Artist Study: Landseer.

WINTER QUARTER.

From Nature: Winter scenes, trees; potted plants.

From Models and Other Objects: Group of objects. Try to secure effect of distance seeing lesson, from horizontal square prism, three positions. Present pyramid. Compare with the prism.

Illustrative: What did you get for Christmas? Illustrate by drawing or cutting; illustrate stories, poems, winter sports, winter occupations.

Artist Study: Raphael.

SPRING QUARTER.

From Nature: Design calendar for each of the spring months. Composition of landscapes taken from different views of the campus; birds, flowers, sprouting corn, beans, etc.

From Models and Other Objects: Ovoid, cone, pyramid; composition of vertical and horizontal lines; all-over designs for flat surface—wall paper, borders, plaids, etc. Work in ink and color.

Illustrative: Poems; stories; occupations of spring.

Building: Block-building continued.

Artist Study: Reynolds.

SUMMER QUARTER.

From Nature: Design calendar for each of the summer months. Birds, flowers, growing vegetables.

From Objects: Fourth-of-July objects.

Illustrative: Poems, stories, summer occupations.

Building: Block-building.

THIRD GRADE DRAWING.

FALL QUARTER.

From Nature: Make use of all the material that the autumn season presents. Landscapes.

From Models and Other Objects: Groups of solids; groups of fruit; of vegetables. Draw house made from blocks. Landscape with house like the one drawn and one tree with hill in the distance.

Illustrative: Stories, poems, occupations.

Building: Block-building continued—a bridge, a light house, a church steeple.

Artist Study: Millet.

WINTER QUARTER.

From Nature: The winter season; snow scenes showing house and trees in the distance; trees; potted plants.

From Models and Other Objects: Cube with hemisphere placed on top, round face down. Do not shade. Cube with hemisphere on top, plane face down. Draw from group of objects or models to show distance, size, relative proportion. Shade may be simply expressed. Give drill exercises or round and round movement, also for vertical and horizontal lines. Use sketching pencil.

Illustrative: Winter sports; skating, coasting, etc.

Building: Block-building; a train of cars; bridges, houses, churches gates, etc. Draw literal, imaginative.

Artist Study: Rembrandt.

SPRING QUARTER.

From Nature: Design calendar for spring months. Swelling buds and twigs, spring flowers; spray of leaves.

From Models and Other Objects: Vase forms; group of objects or models; review cylinder, cone, pyramid; surface covering composition.

Illustrative: Poems of spring, stories, occupations.

Building: Block building. Use any solids.

Artist Study: Bonheur.

SUMMER QUARTER.

From Nature: Design calendar for summer months. Flowers, birds, frogs, chickens, vegetables.

From Models and Other Objects: Group of objects; review ovoid, square prism. Groups of fire-crackers.

Illustrative: Fourth-of-July incidents, circus, animal shows, home occupations.

FOURTH GRADE DRAWING.

FALL QUARTER.

From Nature: Use all material the season affords. Draw simple leaf in four or five different positions and sprays, and branches of three leaves; weeds, grasses, grains; whole plants, fruits and vegetables. Landscape, distant hill with group of three or four trees.

From Models and Other Objects: Cone, cylinder, cube, sphere, first single then in groups. Figure pose,—boy.

Illustrative: Thanksgiving and Christmas; poems, stories.

Artist Study: Murillo.

WINTER QUARTER.

From Nature: Evergreen trees, holly; Winter landscape. Potted plants.

From Models and Other Objects: The square tower, tri-prism. Sketch cup, basket, flower pots, coffee pots, pails, pitchers, placed below and above the level of the eye. Draw from the book with careful observation of fore shortened top, length and placing of further edge.

Illustrative: Poems, stories.

Artist Study: Van Dyck.

SPRING QUARTER.

From Nature: Design calendar for each month. Make use of all the material the season affords: Flowers: the crocus, tulip, narcissus, daffodil, wild flowers; whole plants, budding twigs, sprouting seeds, vegetables; views of campus and pond.

From Models and Other Objects: Draw from a cube, a big book, a square box with special reference to pencil measurement, converging

lines. Block building with special attention to line shading. Composition of lines for surface designs.

Illustrative: Poems, stories.

Artist Study: Corot.

SUMMER QUARTER.

From Nature: Make use of all the material the season affords.

From Objects: The flag as it floats from the flag-staff.

Illustrative: Circus, animal shows, home pets, gardening.

FIFTH GRADE DRAWING.

FALL QUARTER.

From Nature: Draw from one leaf in several different positions to get all the fore shortened effects. Use all material suggested by the autumn season.

From Models and Other Objects: Groups of models and objects. Give quick reviews of different positions of the cylinder. Draw from different figure poses.

Illustrative: Colonial life. Thanksgiving and Christmas.

Artist Study: Angelo.

WINTER QUARTER.

From Nature: Winter landscapes.

From Models and Other Objects: Units. Draw from pyramid in different positions above and below the eye; groups of objects. Sketch the appearance of a cylinder, square prism, or tri-prism.

Artist Study: Titian.

SPRING QUARTER.

From Nature: Let children bring in studies. Outdoor sketching.

From Models and Other Objects: Figure pose. Groups of objects; a pail, a cup, a spoon; basket with vegetables; a book with cup or glass; vase with book.

Illustrative: Make a character sketch from life; make character sketches from story, poem.

SUMMER QUARTER.

From Nature: Out-of-door sketching, any available nature objects, as follows, vegetables, animals.

From Objects: Garden-tools, fishing apparatus.

Illustrative: Home activities.

SIXTH GRADE DRAWING.

FALL QUARTER.

From Nature: Study in outline and in light and shade simple sprays of two or more leaves. Sketch in to show size, direction and proportion of spray. Show effects of shade simply. Draw in color all the autumn flowers.

From Models and Other Objects: Groups of objects. Insist upon rapid sketches. Draw from figure poses. Draw many positions of the cylinder. Let pupils arrange models for drawing.

Illustrative: Character sketch of the season. Occupations.

Artist Study: Titian.

WINTER QUARTER.

From Nature: Make use of all material the season presents.

From Models and Other Objects: Draw simple groups consisting of box, basket or other rectangular object with an object having curved edges. Draw from round basket placed above the level of the eye. Draw different views of tin bucket, flower pot, vase, etc.

Illustrative: Character sketches from history, from stories, from poems. Special events of the season.

Artist Study: Da Vinci.

SPRING QUARTER.

From Nature: Botanical specimens.

From Models and Other Objects: Draw from rose jar or vase, old stone jar, milk crock, well bucket, large basket. Group vase with book; one tall object and one low one. Study Egyptian or Greek Architecture. Draw the Egyptian ornament or border of conventionalized Lotus Bud and Flower. These two borders illustrate two methods of treatment of the Lotus Bud and Flower by the Egyptians.

Surface Coverings: Composition of lines in ink and all-over surface patterns.

Artist Study: Durer.

SUMMER QUARTER.

From Nature: Nature specimens of all kinds.

From Models: Garden tools, lawn-mower and other home implements.

Illustrative: Character sketches.

SEVENTH GRADE DRAWING.

FALL QUARTER.

From Nature: Work with grasses, oats, timothy, wheat, etc. Use all materials the season presents. Study shadows.

From Models and Other Objects: Quick charcoal sketches from groups of fruit and other objects.

WINTER QUARTER.

From Nature: Winter landscape, evergreen trees.

From Models and Other Objects: Review models.

Building: Doors, windows, corner of room.

Illustrative: Character sketches.

SPRING QUARTER.

From Nature: Landscape from outdoor sketching. Botanical drawings.

From Modes and Other Objects: Surface covering, designs for wall paper, border, etc. Book cover designing.

Illustrative: Character sketches.

SUMMER QUARTER.

From Nature: Landscape from outdoor sketching. Birds, flowers, fruits, vegetables.

From Objects: Designs for wall paper, sofa pillows, book-covers and table covers.

Illustrative: Character sketches.

EIGHTH GRADE DRAWING.

FALL QUARTER.

From Nature: Grasses, weeds, grains, fall insects.

From Objects: Charcoal sketches of fruit, vegetables and trees.

WINTER QUARTER.

From Nature: Winter landscape, trees, pond.

From Objects: Houses and barns at distance.

Illustrative: Character sketches.

SPRING QUARTER.

From Nature: Landscape from sketching. Birds, trees.

From Objects: Designs for wall-paper, oil cloth.

Illustrative: Character sketches.

SUMMER QUARTER.

From Nature: Landscape. Fruits, vegetables.

From Objects: Review of models, house and garden implements.

Illustrative: Character sketches.

MUSIC.

MR. GEBHART.

KINDERGARTEN MUSIC.

Simple rhythm played on the piano and imitated by the children through clapping, marching, skipping, etc.

Work on tones through the imitation of sounds of animals, birds, insects, bells, whistles, and musical instruments.

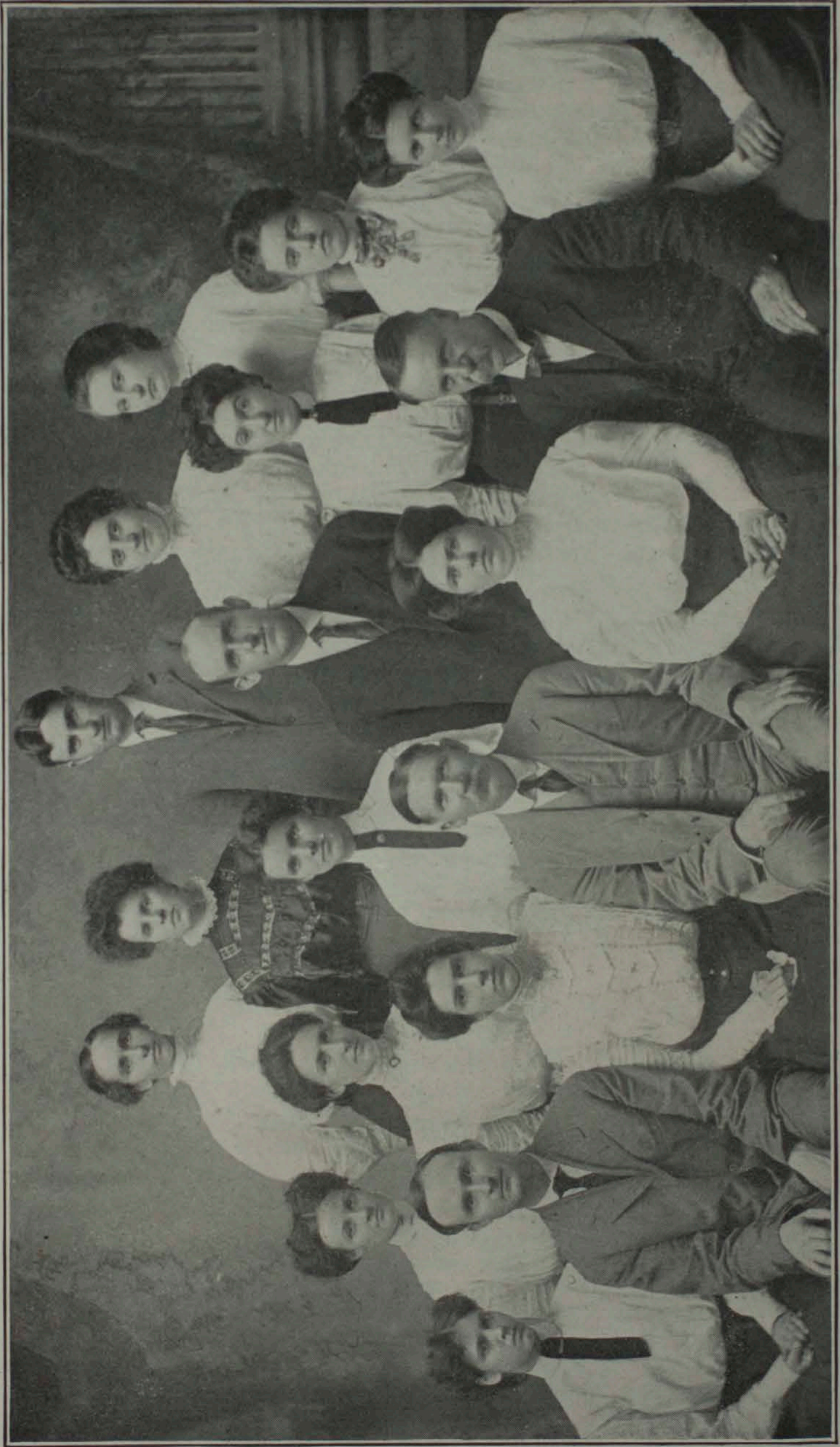
Song-plays for producing successive tones and skips.

Rote-songs.

FIRST GRADE MUSIC.

Exercises to unite and place voices.

Rote singing.



SOME HARRISON COUNTY STUDENTS IN THE SUMMER SCHOOL, '09.

Oral Dictation. Ear training.

Practice on the scale. Hand-signs. Reading by note of all diatonic intervals. Development of sense of rhythm. Chart A, Natural Music Course.

SECOND GRADE MUSIC.

Vocal drills and scale practice; Oral Dictation; Note reading and interval drill from the chart; Rote songs; Chart B, Natural Music Course.

THIRD GRADE MUSIC.

Vocal drills and scale practice; Oral and written dictation; Chart work. Intervals, meter and rhythm; Book work. Intervals, meter and rhythm songs; Rote Songs; Charts A and B Natural Music Course; Harmonic Primer, in hands of children.

FOURTH GRADE MUSIC.

Vocal drills and scale practice; Oral and written dictation; Chart work. Intervals, meter and rhythm; Book work. Intervals, meter and rhythm, songs for one and two voices; Rote Songs; Charts B and C, Natural Music Course; Harmonic Primer, in hands of children.

FIFTH GRADE MUSIC.

Vocal drill and scale practice; Dictation; Chart Work. Intervals, meter and rhythm; Book Work, (1st half 1st Harmonic Reader); Songs, By note for one and two voices; Chart D, Natural Music Course; Harmonic 1st Reader, in hands of children.

SIXTH GRADE MUSIC.

Vocal drill and scale practice; Dictation; chart Work. Intervals, meter and rhythm; Book Work, (entire 1st Harmonic Reader); Chart D, Natural Music Course; Harmonic 1st Reader, in hands of children.

SEVENTH GRADE MUSIC.

Same as Sixth Grade.

Books of use to the teacher in selecting songs:

Nature Songs for Children, Knowlton—Summy. Small Songs for Small Singers, Neidlinger—Shirmer. Songs for Little Children, Bks. 1 and 2, Smith—Bradley. Songs of the Child Work, Bk. 1 and 2, Gaynor—Church. Songs of Life and Nature, Smith, Silver, Burdett & Co.

LIBRARY.

MISS PARRISH.

All the children of the elementary school are given an opportunity to read in the Library. Books have been carefully selected for each grade, many of them in attractive bindings with beautiful illustrations in color. These include picture books, fairy stories, folk stories, myths and legends, fiction, biography, history, historical fiction, science, geography and poetry.



LIVINGSTON COUNTY IN SUMMER SCHOOL, '09.

ENROLLMENT, 1908-1909.

| | Men | Women | Total |
|--|-----|-------|-------|
| Regular Session, Regular Courses, '08-'09..... | 325 | 495 | 820 |
| Regular Session, Agriculture Courses, '08-'09..... | 120 | 7 | 127 |
| | 445 | 502 | 947 |
| Summer Qr., '08..... | 150 | 363 | 513 |
| | 595 | 865 | 1460 |
| Counted more than once..... | 70 | 83 | 153 |
| Total..... | 525 | 782 | 1307 |
| Children in Elementary Schools..... | | | 220 |
| Grand Total..... | | | 1527 |

* * *

EXCLUSIVE OF PRACTICE SCHOOL CHILDREN.

| YEARS. | STUDENTS. | YEARS. | STUDENTS. |
|-----------------------------|-----------|-------------------------------|-----------|
| 1868—First year..... | 140 | 1889—Twenty-second year..... | 505 |
| 1869—Second year..... | 203 | 1890—Twenty-third year..... | 502 |
| 1870—Third year..... | 303 | 1891—Twenty-fourth year..... | 560 |
| 1871—Fourth year..... | 321 | 1892—Twenty-fifth year..... | 596 |
| 1872—Fifth year..... | 434 | 1893—Twenty-sixth year..... | 606 |
| 1873—Sixth year..... | 470 | 1894—Twenty-seventh year..... | 562 |
| 1874—Seventh year..... | 668 | 1895—Twenty-eighth year..... | 620 |
| 1875—Eighth year..... | 709 | 1896—Twenty-ninth year..... | 623 |
| 1876—Ninth year..... | 627 | 1897—Thirtieth year..... | 719 |
| 1877—Tenth year..... | 592 | 1898—Thirty-first year..... | 737 |
| 1878—Eleventh year..... | 534 | 1899—Thirty-second year..... | 739 |
| 1879—Twelfth year..... | 468 | 1900—Thirty-third year..... | 742 |
| 1880—Thirteenth year..... | 513 | 1901—Thirty-fourth year..... | 753 |
| 1881—Fourteenth year..... | 492 | 1902—Thirty-fifth year..... | 757 |
| 1882—Fifteenth year..... | 481 | 1903—Thirty-sixth year..... | 784 |
| 1883—Sixteenth year..... | 446 | 1904—Thirty-seventh year..... | 944 |
| 1884—Seventeenth year..... | 501 | 1905—Thirty-eighth year..... | 982 |
| 1885—Eighteenth year..... | 475 | 1906—Thirty-ninth year..... | 1040 |
| 1886—Nineteenth year..... | 405 | 1907—Fortieth year..... | 1157 |
| 1887—Twentieth year..... | 421 | 1908—Forty-first year..... | 1250 |
| 1888—Twenty-first year..... | 490 | 1909—Forty Second year..... | 1307 |



MONTGOMERY COUNTY STUDENTS, SUMMER SCHOOL, '09

GRADUATES.

DEGREE—BACHELOR OF ARTS.

1907—J. F. Treasure.

1908—Susie Barnes.

DEGREE—MASTER OF ARTS AND OF PHILOSOPHIC DIDACTICS.

1874—*O. P. Davis.

1875—*W. E. Coleman, W. N. Doyle, C. B. Daughters, J. C. Stevens.

DEGREE—MASTER OF ARTS AND PROFESSIONAL TEACHER.

1876—J. U. Barnard, C. W. Bigger, Thomas Cloyd, J. M. White.

DEGREE—MASTER OF ARTS AND DIDACTICS.

1878—J. F. Chandler, Ada Oldham, C. W. Thomas.

1879—Jennie Burton, G. W. Cullison, Ella Carothers (Mrs. Dunegan), W. T. Carrington, N. B. Henry, Maggie Thompson (Mrs. Henry), E. E. Hollipeter, R. S. Iles, A. R. Orr, W. H. Vaughn.

1880—John Barton, Julia Lester (Mrs. Bozworth), Manlove Hall, John R. Kirk, Lova Phelps (Mrs. Murdy), F. P. Primm, Thos. E. Sublette, Serelda Gilstrap (Mrs. Thomas).

1881—J. C. Dooley, *S. D. Ellis, C. L. Ebaugh, H. McGarry, *C. M. Polley, G. A. Smith.

1882—A. B. Carroll, J. A. Guttery, *J. S. McGhee, I. N. Matlick, Flora Northrup (Mrs. Scheurer), S. H. Soper, Duke E. Wright (Mrs. Herron), W. E. Tipton, A. B. Warner.

1883—T. S. Cox, C. E. Foster, W. R. Holloway, Lulu Sharp (Mrs. Corley).

DEGREE—MASTER OF SCIENTIFIC DIDACTICS.

1884—W. B. Anderson, Olivia Baldwin, S. A. Conway, F. W. Guthrie, Charles Riggle, R. R. Steele.

1885—Cora Baldwin, Seldon Sturges.

1888—H. C. Long.

1889—Aven Nelson.

1892—Wm. D. Grove, Mary Trimble Prewitt, F. A. Swanger.

1893—Adaline Bell, Frank Wisdom Hannah, Marguerite Pumphrey (Mrs. Smith), Walter H. Payne, Louise M. Trimble, John A. Whiteford.

1894—R. B. Arnold, C. W. Bowen, Fannie Gentry (Mrs. Lobban).

1896—Minnie Brashear, W. L. Riggs, J. H. Grove, J. A. Koontz.

1897—Fannie K. McCoy, Sophia C. Watson.

1899—Z. Fletcher Wharton.

1900—A. B. Coffee, Geo. M. Laughlin, Anna M. Wood.

1901—Thos. J. Kirk, G. W. Pendergraft, A. P. Vaughn.

1902—Essie Holmes, H. H. Laughlin.

DEGREE—MASTER OF PEDAGOGY.

1903—E. Alta Allen, Mayme Foncanon, Mabel Gibbons, R. Emmett Hamilton.

1904—Ada Greenwood McLaughlin, Alethea Ringo, Frances Miller, Nora B. Phillips, Mabel McHendry.

1905—Susie Barnes, C. S. Brother, R. N. Linville, J. F. Treasure.

1907—Tom Alexander, E. H. Buck, Florence Funk, P. B. Humphrey, I. Allen Keyte, Beth Rutherford, Raymond Shoop, Jas. Tippett.

1908—Lula Brandes.

*Deceased.

DEGREE—BACHELOR OF PHILOSOPHIC DIDACTICS.

1872—*O. P. Davis, W. N. Doyle, W. F. Drake, I. N. Matlick, J. T. Smith, J. C. Stevens, *Vincent Stine, Seldon Sturges.

1873—C. W. Bigger, *W. E. Coleman, C. B. Daughters.



RANDOLPH COUNTY IN SUMMER SCHOOL, 1909.

DEGREE—BACHELOR OF ARTS AND PHILOSOPHIC DIDACTICS.

- 1874—W. H. Baker, J. U. Barnard, G. W. Cullison, Thomas Cloyd, Sue Forsythe (Mrs. Eaton), Helen Haliburton (Mrs. Sam McReynolds), Julia Lester (Mrs. Bozworth), *Emmir Thompson (Mrs. O. E. Hannah), J. M. White.
- 1875—J. R. Bradley, Jennie Burton, B. T. Hardin, R. S. Iles, *A. H. Jamison, *J. S. McGee, J. S. McPhail, A. R. Orr, F. P. Primm, Lizzie Roe (Mrs. Carpenter), C. W. Thomas, Alta Wescott (Mrs. McLaury).
- 1876—John Barton, J. F. Chandler, Sallie C. Callaway (Mrs. Larkins), W. T. Carington, W. C. Ferrell, N. B. Henry, L. E. Harpham, E. O. Larkins, Ada C. Oldham, Iowa Phelps (Mrs. Murdy), H. C. Rutherford, *Minnie Smoot, O. M. Thompson, Maggie Thompson (Mrs. Henry).
- 1877—Ella Carother (Mrs. Dunnegan), Irene Cumberlin, Serelda Gilstrap (Mrs. C. W. Thomas), E. E. Hollipeter, W. D. Oldham, R. V. Seward, W. H. Vaughn, E. H. Walker.
- 1878—Anna Baldwin (Mrs. G. W. Sublette), J. C. Dooley, *S. D. Ellis, Charles L. Ebaugh, *H. A. Fink, Rebecca E. Hubbell, Manlove Hall, John R. Kirk, H. McGary, *C. M. Polley, G. W. Sublette, Thomas E. Sublette.
- 1879—W. B. Baker, Cora B. Baldwin (Mrs. Hastan), A. O. Daman, Anne Dysart, Addie M. Green (Mrs. Britton), Rice Knox, R. E. Oldham, C. P. Perham, G. A. Smith, A. B. Warner, Z. F. Wharton.
- 1880—I. F. Atterbury, Olivia A. Baldwin, A. B. Carroll, C. E. Foster, T. L. Herbert, H. Johnson, Flora Northrup (Mrs. Scheurer), *S. H. Soper, W. E. Tipton, Edmonia D. Wright (Mrs. Herron).
- 1881—W. B. Anderson, T. S. Cox, Ada M. Greenwood (Mrs. McLaughlin), E. H. Hatch, W. R. Holloway, W. F. Link, R. B. Loudon, L. S. Mitchell, R. F. Sallee, D. D. Sayer, Lulu B. Sharp (Mrs. Corley).
- 1882—J. O. Allison, Nellie Bragg (Mrs. Glaize), S. A. Conway, Ida Frankland, F. W. Guthrie, J. L. Holloway, J. W. Jones, C. Riggle, R. R. Steele.
- 1883—J. S. Erwin, Anna Dysart, Aven Nelson, Lura Owen (Mrs. Lon Mitchell), J. N. Pemberton, Mary T. Prewitt, Lottie T. Spencer (Mrs. O'Neil).

DEGREE—BACHELOR OF SCIENTIFIC DIDACTICS.

- 1884—R. W. Barrow, J. D. Brown, B. F. Carroll, S. A. Crookshanks, Miriam Davis (Mrs. Mitchell), Mary Griffith, J. H. Grove, J. E. Holliday, R. E. Johnson, H. C. Long, W. H. Miller, Libbie K. Miller (Mrs. Traverse), Carrie Randall (Mrs. Thwing), H. B. Shain, Minnie Sharp (Mrs. Simpson), F. A. Swanger, Nettie Willard (Mrs. Hovey).
- 1885—R. B. Arnold, R. E. Barnard, A. M. Boyd, C. C. Childress, Silas Dinsmoor, W. W. Griffith, W. D. Grove, Mary Howell (Mrs. Finegan), Allie Link (Mrs. Whitacre), O. M. Mitchell, F. M. Patterson, Fannie Riggs (Mrs. Long), Isom Roberts, J. J. Steele.
- 1886—S. P. Bradley, A. J. Bradsher, J. J. Brummitt, Jennie Edwards, Ella Evans, Kate Funk (Mrs. Simpson), Nannie Garrett, *Fannie Graer (Mrs. J. W. Martin), G. M. Holliday, Etta L. Johnson (Mrs. Kiggins), A. E. Kennedy, C. M. Kiggins, Mary L. Northcutt (Mrs. Locke), L. M. Phipps, Stacy G. Porter (Mrs. Miller), W. T. Porter, A. L. Pratt, J. F. Pratt, *I. A. Price, J. A. Pulliam, Paul Sanford, J. M. Simpson, Minnie Smith (Mrs. Fowler), T. J. Updyke, J. J. Watson, J. D. Wilson.
- 1887—G. Bellamy, Adaline Bell, Charles Cornelius, Mollie Chambliss, W. B. Edwards, Andrew Erickson, G. W. Fisher, Georgie Funk (Mrs. Meyers), Ella Funk, Mattie Hannah (Mrs. Humphreys), U. G. Humphreys, A. L. Holliday, W. L. Holloway, G. E. Jamison, Nannie Key (Mrs. Dufur), Eugene Link, E. D. Luekey, C. K. McCoy, Geo. P. Nason, Marguerite Pumphrey (Mrs.



GRADUATE STUDENTS IN SUMMER SCHOOL, '09. (25 OTHERS ENTERED AFTER THIS PHOTO WAS TAKEN.)

- Smith), Belle Plumb, Walter A. Payne, Ella Rolofson, Laura Seals, *Ida Thompson (Mrs. Price).
- 1888—E. E. Barnett, H. S. Bruce, Mollie Chancellor, E. L. Cooley, Lisse Funk, George R. Funk, Sallie Gex (Mrs. Roberts), H. C. Harvey, Morgan H. McCall, Fannie Mackoy, A. L. McKenzie, Lula Patterson, Marie W. Patterson, D. L. Roberts, Prudie Risdon (Mrs. Tillery), Mollie Reed (Mrs. Cooley), Minnie Reed, S. M. Snodgrass, Alma Smith (Mrs. J. B. Dodson), Pauline C. R. Stone (Mrs. Rozelle), Eva White.
- 1889—Isabel Ellison (Mrs. Vinsonhaler), Wm. Eiring, Fannie Heald, C. W. Haman, Frank Hannah, E. T. Hubbard, Genie Nolan, George H. Owen, Lucy Patterson (Mrs. Motter), W. L. Riggs, Ella Woods, W. W. Walters.
- 1890—J. T. Aldrige, Emma Ammerman, C. W. Bowen, Julia B. Ellison (Mrs. Hill), Charles Eiring, Fannie Gentry (Mrs. Lobban), Sue Greenleaf, George Gex, Nina Heald (Mrs. McClure), Lizzie Harvey, Emma Poe, Adelia Richmond, Louise M. Trimble, John A. Whiteford, Emily Watson.
- 1891—Geo. Finley Burton, E. O. Doyle, C. P. Guthrie, Jennie Green, Mary Gerard, J. C. Hennon, Kate Hammond, Lillian H. Heald (Mrs. Richmond), Blanche Heiny, *W. A. Muir, Rosa Patterson (Mrs. West), J. E. Petree, Allie Ross (Mrs. Suggett), Ida Stafford (Mrs. Geo. F. Burton), C. A. Savage.
- 1892—Catherine Allen, Minnie Brashear, Ruby Dorothy Bowen (Mrs. J. A. Cooley), Jennie E. Cole, Robert Lee Eberts, Nellie Matilda Evans, Thomas Alonzo Hays, Cassandra Emma Hubbard, Evan Richard Jones, Mattie May McCall, Louis Edward Petree, Geo. Arthur Radford, Oliver Stigall, *Caddie Smith, Lundy Byron Smith, Lida Athleen Shultz (Mrs. Risdon), Ellen Eliza Van Horne, Sophia Campbell Watson, Anna Stafford Western.
- 1893—Charles Bagg, Della Baird, L. Alice Bond (Mrs. Christie), Clarence Alva Blocher, *Maggie Crawford, Allie Davis, Mae DeWitt (Mrs. Hamilton), Martha DeWitt, Emeline Fee, Meade Ginnings, Benjamin F. Guthrie, Mamie Harrington (Mrs. Schwartz), Ruth Jeffers, James Alva Koontz, Chas. Murphy, *John R. Musick, John Davis, Camile Nelson (Mrs. Snow), *Henry E. Patterson, Calvin Henry Paul, J. T. Ronald, Alethea Ringo.
- 1894—Geo. Washington Atterberry, Hubbard Blair, Wm. Batchelar, Mary Porter Burk, Alice Elzira Downing, Warren Mitchell Duffie, William Samuel Eller, Lena Edelen, Julia Emma Freeland, Mary Marguerite Fisher, Benjamin Franklin Gordon, Lina Gore, George Mark Laughlin, Francis Marion Motter, Sadie Martin, John Wilfley Oliver, Martha Owen, William Charles Thompson, Lena Minerva Trowbridge (Mrs. Payson), Anna Wood.
- 1895—Fred William Alexander, James Perry Boyd, Thomas Austin Craghead, Enoch Marvin Drinkard, Samuels Rodgers Dillman, Alva E. Dowell, Dorothea Caroline Foncanon (Mrs. E. C. Grim), Ezra Clarence Grim, Jesse Bird Hatcher, Kate Bell Hawkins, Anna C. Hill (Mrs. Wright), Louis Ingold, Lyda McKay, Frances Miller, Joe Shelby Maddox, James Thomas McGee, John Henry Nolen, Maud Owen, Fred Benjamin Owen, Gertrude Phillips, Lena Lucile Storm (Mrs. Emory Green), Ambrose Dudley Veatch, Julia Alberta Wardner.
- 1896—Frank Buckner, Ida Brashear (Mrs. Geo. R. Barker), Manville Carothers, Jeanie Dodson, Maggie Furtney, August Harman, Edward E. Huffman, Homer A. Higgins, J. A. Hook, Arthur Lee, Mabel Mennie, George Byron Novinger, Arthur T. Sweet, S. E. Seaton.
- 1897—W. S. Boyd, John C. Bohne, P. E. Burns, C. C. Blue, E. C. Bohon, Aida Evans (Mrs. Buckmaster), Fred Fair, E. E. Funk, Mayme Foncanon, Harry L. Green, J. L. Gallatin, Myrtle Harlan, Ada Harlan, Frank Heiny, John

- H. Hoefner, Virginia Holderman, Essie Holmes, Eugene Lake, G. W. Murphy, Milton McMurry, H. E. Neese, Martha Petree, Victor Parrish, O. A. Petree, *McDonald Petree, F. H. Potter, Nora Phillips, G. W. Pendergraft, Saida Ragsdale, Carrie Reynolds (Mrs. Conner), A. H. Smith, Lilah Townsend, S. E. Terpening, A. P. Vaughn, W. I. Woodson.
- 1898—Amy Brown, Claude S. Brother, Ardella Dockery (Mrs. Geo. A. Still), Sallie Davis, May Evans, A. D. Foster, A. S. Faulkner, Kate Holdsworth, Hattie Lyon, R. N. Linville, J. D. Luther, *O. H. Lind, Birdie Miller, Julia McBeth, Lilly Northcutt, Anna Pile, Albert Pratt, Ethel Ringo (Mrs. J. E. Weatherly), Mary Sullivan, W. E. Shirley, Ray Seitz, W. B. Thornburg.
- 1899—Cordelia Ashlock (Mrs. Brown), Pansy Bowen (Mrs. H. H. Laughlin), Delos Austin Bragg, Cora C. Buchanan, Gwyn H. Baker, Ellen J. Crockett, Lottie Christine, Lida Corken, Ada Carnahan, John A. DeTienne, Jean Eames, Ida May Finegan, Mabel Gibbons, J. A. Goodwin, Oscar Ingold, Wm. Horace Ivie, Mayme Lorenz, Bess Hannah Link (Mrs. Longpre), Zoa McDowell, G. W. Pauly (Mrs. Lena Pauly), Julia Louise Porter (Mrs. Garth), Jessie Ray, Frank K. Surbeck, E. Claude Smith, John B. Stigall, Nannie Thomas, Britt Payne Taylor, Jas. Hornbuckle Turner.
- 1900—Alice Adams (Mrs. W. J. Shepard), Susan Luella Anderson, Florence Baker, Susie Barnes, A. Grace Omer (Mrs. Bohrer), Genevieve Bovard, J. A. Carmack, Adah Caskey (Mrs. Irvin Cockrell), W. Lemuel Cockrane, Leota Lillian Dockery, Joseph C. Dougherty, Ella Evans, Alice Foncanon, E. H. Gipson, Blanche Hall, Robert Emmett Hamilton, Davella Hendricks, Jacob Wilhelm Heyd, Essie Hill, Vida Jenkins, (Mrs. Harris), Roxana Howard Jones, Harry H. Laughlin, N. June Lemon, Sadie Lemon (Mrs. Dowell), Emma Long, Elsie Mae Martin, N. F. McMurry, Mary Miller, J. C. Moorman, Myra Mills (Mrs. S. W. Arnold), May E. Northcutt (Mrs. Tom Hinkson), Walker S. Pemberton, Lida Powell, Sunie Roberts, Mathilde B. Rombauer (Mrs. Henry), Elea B. Scott, Rose A. Shantz, Rosa May Smith, Stella Stone (Mrs. Sweet), P. O. Sansberry, Mary A. Talbot, James Harrison Turner, Fred W. Urban, William C. Urban, Jessie B. Vaughn, Inez Webber, Sadie Westrope (Mrs. John R. Gibbs), Virginia Louise White (Mrs. Graham), Lena Wilkes.
- 1901—Effa Allen, Edna Baker, Basil Brewer, Artie Keller Cleveland, Anna Margaret Earhart, Cassius V. Eaton, Anna Ely, T. M. Evans, Eugene Fair, Alta Lee Gill, Mary C. Greenwood (Mrs. Miller), *Mabel Gilhousen, Wannee A. Hall, G. L. Hawkins, Vena Hennon (Mrs. G. L. Hawkins), M. Braxie Hull (Mrs. Alsdorf), E. Gertrude Johnston (Mrs. Oliver Stigall), Nelson Kerr, Robt. L. Kirk, Thos. J. Kirk, Alta Lorenz (Mrs. Eugene Fair), Mittie W. Mason, F. L. McGee, Elmer A. McKay, T. M. Mitchell, Pearl Moulton, Susan Nicholas (Mrs. B. L. Dunnington), Lettie Petree (Mrs. Bragg), Nora Elma Petree (Mrs. Traughber), *Mary Porter, Minnie Reed, Erma Reedal, N. Reuben Riggs, Lucy Rudasill, Robert A. Scott, Enoch B. Seitz, B. P. Six, J. A. Taylor, Leonard M. Thompson, Cora L. Walker, Mamie Willard, Bessie S. Wittmer, Jessie M. Wright (Mrs. Robert L. Kirk).
- 1902—Mattie Adams, E. Alta Allen, H. T. Allen, S. W. Arnold, Sara F. Buchanan, George Crockett, M. E. Derfler, C. E. Dickson, Fanny Dulaney, Bert L. Dunnington, *Sadie M. Elwood, Bertha Evans, Marcy Carmen Fisher, Francis J. Gibbons, Ottie M. Greiner, Alice F. Erwin, Clyde Hennon, Frank Heyd, T. W. Imbler, M. Elizabeth Johnston, Maud M. Kennen, Clara Miller, A. R. Morgan, Lillian Neale, N. H. Randall, Ida F. Ray, Audrey D. Risdon, Eva Robbins, Libbie Smith, Isadore Smoot, Martha E. Sparling (Mrs. Hansen), David Stanley, J. M. Stelle, Geo. J. Stringer, Jennie Townsend, June Wack, Gertrude Watson, Eunice Wilkes.

DEGREE—BACHELOR OF PEDAGOGY.

- 1903—Grover C. Allen, Bertha Allison, Kate Ashlock, Loa E. Bailey, Ray Barker, Clara Blackwell, Jessie Brewer, Leona Brown, Clay L. Carter, G. N. Dance, Roy L. Gardner, Ada O. Harmon, Gertrude Heller, Chas. A. Heryford, Russell E. Holloway, Cloe F. Johns, Grace Jones, I. Allen Keyte, Lucy C. Kirby, Eunice Virginia Link (Mrs. P. W. Bonfoey), R. V. Markland, Thos. Marksbury, Mabel McHendry, *Carrie Mills (Mrs. Mott), R. L. Minton, Blanche Moore, L. A. Moorman, S. E. Morlan, N. Mabel Owen, Lelah Popplewell, Tilden Powell, Eugenia Ringo (Mrs. Moorman), L. D. Roberts, Grace Rucker, Susie Salling, Christine Tall, Sarah E. Thomas, Myrtle Traughber, Lillian Louise Weedon, Bessie Wells (Mrs. Grant), Edna Edith Wilson.
- 1904—Charlotte Bain, W. J. Banning, Clara Belle Bassett, Vera Blake, M. A. Boyes, Roma Brashear, Eleanor Brier, Margaret Brewer, Sam C. Brightman, DeEtta Broadbent, Sallie Brown, J. E. Burch, S. E. Calvert, S. A. Coffman, Cora Collier, Daphne Crawford, Cannie Damron, Lucie Davis, Julia Estelle Dockery, C. V. Downing, F. W. Dralle, Hallie Eisiminger, E. J. Ford, Leon Fraizer, Lura Gilbreath, C. T. Goodale, Harry Hall, Eula Hull, Lena Hutcherson, Ida Jewett, Louise Johnson, Rubie Kay, (Mrs. Nicholas,) D. Kittel, Lydia Koenemann, Bessie Leazenby, Anna Lotter, H. A. Lemon, W. M. McClain, J. A. Miller, Lova Miller, Herbert Mitchell, Fred Morgan, Jessie Nicholas, E. J. Powell, Mrs. Tilden Powell, Julia Proctor, C. A. Roberts, William Robertson, W. J. See, Daisy Seaber, Raymond Shoop, Tress Surbeck, May Spivey, Catherine Zimmerman.
- 1905—Coral Adams, Thomas Alexander, Maude Alkire, Zula A. Ballenger, Harriet H. Bartlett, Ida Ione Bradshaw, Ernest H. Buck, Jesse V. Buck, Sarah Bliss Burkeholder, A. E. Coppers, Virgil E. Dickson, Elbert M. Dorsey, C. C. Eisiminger, Jennie Foglesong, Bessie E. Hale, O. E. Heaton, Phoebe John, Dora E. Johnston, Roberta Jones, W. N. King, Maude McClanahan, Margaret Virginia Miller, Bessie Munn, John Patrick Murphy, Minnie E. Murphy, William Charles Murphy, Robert M. Nicholas, Demar Pierson, *Jess W. Rainwater, Ethel Rodgers, Minnie Ruffer, Beth G. Rutherford, S. C. See, Arthur Malcolm Swanson, C. E. Temple James Sterling Tippet, J. F. Treasure, Cyrus G. Truitt, Ethel E. Walkup, Rosabel Wells, W. M. Wells, S. Birchie Woods.
- 1906—Nell Alexander, Grover C. Allen, John Baum, Mary Beatty, C. E. Bonnett, M. O. Brown, T. A. Costolow, Clara N. Crawford, Edna L. Creek, Frank Culler, Ava Finegan, Lena Fuller, Florence H. Funk, Edna Hawkins, I. M. Horn, P. B. Humphrey, Caltha A. Johnston, E. O. Jones, L. Fay Knight, Lura Hope Loomis, Ruth Martin, Bertha Mathews, Irma Mathews, Ella McClain, Leila Bell McReynolds, Edna Middleton, Jessie Murray, F. B. Nance, Bertha Nichols, W. O. Pool, Lena Rule, E. Lillian Scott, Margaret E. Smith, B. A. Stagner, Wm. L. Steiner, C. R. Stone, Julia Storm, Hugh Webber, Charles M. Weyand, Mary Weyand.
- 1907—Wallace Adams, Charles Banks, Mabel A. Bartholomew, Mabel Bates, J. C. Beattie, Allen Berger, Mertie E. Bohon, Florence Brasfield, Corintha Bruce, Mattie Buchanan, E. H. Buck, Alice Burnham, Ethyl Carter, Mary E. Cockrum, Blanche C. Daugherty, Grace Dickson, Vivian Dobyns, Dagmar Doneghy, Nelle Fenn, Mathias Callaway Ferguson, Vera Finegan, Grace Fones, Nellie Fuller, E. A. Funk, E. L. Harrington G. May Harris, Ina Holloway, Ola K. Holloway, Cecil Y. Johnston, Leon S. Johnston, H. J. King, Nina M. Kintner, Belle Lowe, Opal Markey, Edna McKenzie, J. H. McKinney, Essie A. McQuoid, Ralph McReynolds, Mabelle A. Mills, Evelyn

Moore, J. C. Moore, Maude Meyers, Blanche May Nixon, Elizabeth Northcraft, Lettie Northcraft, Grant Oberg, W. C. Ogier, Frances E. Post, Grace Quigley, Macie Randall, Walter G. See, A. P. Shibley, E. M. Sipple, A. E. Sloan, Georgia May Sloan, Leona Stanley, L. L. Sturgeon, Dorothea Thomas, Lillie Throckmorton, Leta Knox Townsend, (Mrs. Bailey), Chester A. Vaughn, Leslie J. Wagner.

*Deceased.

1908—Will Adams, Daisy Alkire, Fern B. Allison, H. S. Beckner, Allen Berger, Maurine Bragg, Louise H. Brandes, Ora Franklin Burris, Clyde Busby, Lucy Grant Carpenter, Ada Cochran, B. L. Cornmesser, Margaret Crecelius, Dimple Cupp (Mrs. Adams), Nora E. Dunham, Effie Pearl Enyeart, John P. Gass, Estelle Gibson, Della Havenor, Lula Hicks, Minnie Holman, Roberta Howell, M. Eugene Humphrey, G. H. Jamison, James L. Jones, Elton Lewis Marshall, Mary Elizabeth McCool, Warner Mills, Jas. R. Nagel, A. J. Newman, Paul E. Phipps, Bessie Gertrude Powell, Nellie Randall, Leta D. Rudasill, Eunice L. Schofield, Mamie Sharp, Ethel Shaw, Frank B. Smith, Minta Sparks, Sara Loree Sprecher, Grover Stukey, Victor Vaughn, Mollie Weber, May Weldon, Frank E. White, Addie Wilcox, Anna Laura Wilson.

SENIOR CLASS, 1908-9.

DEGREE—BACHELOR OF PEDAGOGY.

GRADUATING ON OR BEFORE MAY 25, 1909.

Jas. E. Baltzell, Grace Foncanon, Senta M. Goldberg, Laura Ellen Lewis, Ocie B. McCool, H. L. McWilliams, Hattie M. Moore, Evalina Moser, Genevieve Moses, Bessie M. Renner, Olive Robbins, Mayme Sears, Faye Yeager.

AUGUST SECTION.

To receive Diplomas August 13, 1909, on condition that all required work shall then be completed.

Bertha Autenrieth, Pearle Elizabeth Barker, Emma Benning, S. F. Bonney, Manly D. Boucher, Susan Almira Clymans, Carrie Craig, L. Jennie Deyoe, Grace Guy, Olivia Hill, Mary Jenkins, Viola Magee, Ida Lee Marks, Edith Marston, Bertha E. Mason, S. F. Mauck, Amy McGee, Ola E. Miller, John C. Mills, Roberta Minter, Bertha Noel, W. G. Pence, Ola Pryor, Madge Reese, Ora Rutherford, Clara Sanford, O. G. Sanford, Lena Starrett, Robt. S. Clair, LaClaire Tucker, Florence Weyand.

ELEMENTARY CLASS.

GRADUATING ON OR BEFORE MAY 25, 1909.

Ola C. Ader, Mabel G. Aydelotte, E. L. Black, Adda Bondurant, T. Virgil Buzard, David W. Campbell, Isabelle Carter, G. W. Corporon, Mabel Gray Duty, Grace C. Enyeart, Philip Fowler, E. A. Funkhouser, Frankie Gentry, Ellen Wilhelmina Hedberg, Olivia Hill, Carrie Hoyt, G. B. Israel, Mary Jenkins, Iva Kirtley, Louise W. Koenemann, Mrs. Rose Lisenby, Carlton E. Magee, Ethel Mangus, Muriel McCandless, Ada McKnight, Fred S. Milam, Bessie Miller, Fern Moulton, Mack Mudd, Glea Beryl Munson, Cleta Payne, Anna E. Pearson, Frances Savage, Frederic L. Sloop, Elma D. Smith, Lawrence L. St. Clair, Nettie Swift, Rosa Tenney, Estelle Webb, C. M. Wise, Avis Woodward, Dale Zeller.

AUGUST SECTION.

To receive certificates August 13, 1909, on condition that all required work shall then be completed.

Elsie Ballard, Chas. F. Bare, Byron Beatty, Emma Bohon, Staunton E. Boudreau, Irene Bowman, Cornelia Brown, Sylvia Browne, Ola Burch, J. A. Burnside, Minnie V. Byrne, Pearle Carr, Willard Cater, Pearle Cherry, Loretta Chisholm, O. C. Clough, Robt. Clough, Belle Cockrum, W. E. Costolow, Marie Danford, Bessey L.



SCHUYLER COUNTY, SUMMER TERM, '09.

Daugherty, Glen Davis, Wendell Dearing, Geo. W. Diemer, Lillian Doll, Elva Doyle, Della E. Elston, Golde Evans, Anna Fahrni, Melvin E. Fish, S. T. Frazier, Hazel Funkhouser, Helen M. Gaston, Adah Gates, Helen Gray, Mary Harsbarger, H. E. Heinberg, Lydia Henke, A. A. Hoech, E. L. Horton, Grace Hoyt, Jean Jardine, Jessie Jones, Mary Kemble, Inez Knapp, Anna Larson, Caroline Larson, B. P. Leatherman, D. A. Leslie, Agnes Lindsey, Minnie Leazenby, Anna Martin, Vesta McKinley, Mrs. Mary E. Moore, Mrs. Myrtle M. Murdock, Alletha Norfolk, Esther Panchot, Neilson Pierce, Reba Polson, Grace Rea, Eva Reynolds, Dora Reynolds, Ethel M. Roseberry, Leila Sanders, V. A. Schiefelbusch, L. B. Sipple, Susie Smith, Enoch A. Sparling, J. H. Spurgeon, Frona Stauterman, C. E. Stephens, Louisa Stout, Stella Strawn, Claire Terrill, Archie Threlkeld, Maude Threlkeld, Rosanna Varney, Grace Weatherford, Evan D. White.

ENROLLMENT, 1908-1909.

EXCLUSIVE OF PRACTICE SCHOOL CHILDREN.

| | | | |
|------------------------------|-------------|-----------------------------|-------------|
| Abbott, Maude | Putnam | Baldwin, Mabel | Knox |
| Adams, Nell | Adair | Balfe, Sarah | Ohio |
| Ader, Ola C. | Adair | Ballard, Elsie | Clark |
| Adkisson, Ella | Randolph | Ballard, Jessie | Clark |
| Alkire, Daisy | Holt | Baltzell, J. E. | Lewis |
| Allen, Hugh | Lewis | Baltzell, John E. | Lewis |
| Allen, Martin | St. Charles | Banks, Chas. A. | Adair |
| Allen, Ross C. | Chariton | Bare, Chas. F. | Monroe |
| Allison, Fern | Ralls | Barker, Pearle | Adair |
| Allison, G. S. | Adair | Barker, Ollie | Adair |
| Andrae, May | Randolph | Barker, Virgil | Adair |
| Andrews, Kate | Macon | Barnes, Bertha | Schuyler |
| Andrews, Lula | Adair | Barnes, R. T. | Randolph |
| Archer, Grace | Adair | Barron, Albertine | St. Louis |
| Archer, Nell | Adair | Barron, Henrietta | St. Louis |
| Armstrong, Alpha | Adair | Bartlett, Ralph | Sullivan |
| Armstrong, Carrie | Clark | Barry, Beatrice | Chariton |
| Armstrong, P. D. | Grundy | Baskett, G. V. | Linn |
| Arnold, Grace | Adair | Bastian, Vernon | Monroe |
| Arnold, J. W. | Lewis | Baugher, G. W. | Linn |
| Arnold, L. L. | Texas | Baum, J. L. | Andrew |
| Atchison, Edna | Adair | Beach, Bessie | Randolph |
| Ash, Liza | Monroe | Beach, Mabel | Randolph |
| Ash, May | Monroe | Beard, Ida | St. Charles |
| Autenrieth, Bertha | St. Louis | Beatty, Byron | Adair |
| Aydelotte, Mabel | Oklahoma | Beatty, Isabelle | Sullivan |
| Bagley, A. W. | Mercer | Beggs, Berenice | Randolph |
| Bailey, Clara | Linn | Belcher, Glen | Randolph |
| Bailey, Claire | Adair | Bell, Mae | Adair |
| Bailey, Ola | Lewis | Bell, Maude | Macon |
| Bailey, R. W. | Linn | Bell, Pansy | Adair |
| Bailey, S. L. | Adair | Belshe, Troy L. | Linn |
| Baird, Della | Adair | Bennett, Elsie | Lewis |
| Baker, Alice | Shelby | Bennett, G. F. | Adair |
| Baker, Clarence | Scotland | Benning, Emma | Clark |
| Baker, Mary | Harrison | Benson, Ethel | Adair |

Benson, Wm. B. Adair
 Bentley, Alleta Montgomery
 Bereman, Harry C. Kansas
 Berger, Allen Montgomery
 Berger, Anne Montgomery
 Berger, Elvira Montgomery
 Berger, Eolian Montgomery
 Bernard, Dula Calloway
 Bidleman, Clara B. Oklahoma
 Biggerstaff, Margaret Clinton
 Billington, Arthur Adair
 Black, Chas Montgomery
 Black, E. L. Montgomery
 Blackwell, Clara Adair
 Bland, Rose St. Louis
 Blattner, Clyde Montgomery
 Blattner, Estelle Audrain
 Blattner, Kathryn Audrain
 Bohon, Emma Adair
 Bohon, Lois Adair
 Bohon, Miriam Adair
 Boley, Cornelia Clark
 Boley, Ernest Knox
 Bollman, H. W. Iowa
 Bondurant, Adda Scotland
 Bondurant, Ethel Adair
 Bondurant Paul Adair
 Booth, E. W. Sullivan
 Borron, Earl Macon
 Borron, Grace Shelby
 Borron, John Macon
 Botts, Elmer Knox
 Boucher, Jackson Livingston
 Boucher, M. D. Randolph
 Boucher, Vernon A. Livingston
 Boucher, W. R. Randolph
 Boudreau, S E. Lewis
 Bowles, Una Marion
 Bowling, Virginia Shelby
 Bowman, Irene Adair
 Bowman, Mollie Iowa
 Bowman, Ralph Iowa
 Boyer, Bertha N. Iowa
 Boyes M. A. Adair
 Bozarth, Minnie Adair
 Bradley, Florence Jackson
 Brady, Loraine Marion
 Bradshaw, Maud Chariton
 Bradshaw, Agnes Putnam
 Bradley, Helen Jackson
 Bragg, Maurine Shelby
 Bragg, Minnie Marion
 Bragg, Nora Marion

Brandes, Lulu Montana
 Branscom, Jessie Adair
 Bramhall, Golda Putnam
 Breneman, Annie Montana
 Brian, Mary E. Illinois
 Bridwell F. E. Adair
 Brightwell, A. H. Lewis
 Broman, Harold Mercer
 Brooks, Fred E. Livingston
 Brown, Anna Adair
 Brown, Chas. A. Marion
 Brown, Cornelia Clark
 Brown, C. M. Linn
 Brown, Hallie Grundy
 Brown, Lula Linn
 Bryant, Chas. H. Caldwell
 Bryson, Elizabeth Pike
 Buckley, Gertrude Lewis
 Bunch, Alta Macon
 Burch, E. A. Nodaway
 Burch, Minnie Macon
 Burgess, Merle Adair
 Burnett' Reba B' Lewis
 Burnham, W. E. Howard
 Burnside, J. A. Carroll
 Burrell, Bessie Randolph
 Burrell, W. H. Grundy
 Burris, Ora F. Adair
 Burton, B. A. Audrain
 Burton, W. A. Randolph
 Butler, Cecil Adair
 Buzard, T. V. Adair
 Cable, Guy Macon
 Cain, Hazel Adair
 Cain, J. W. Adair
 Cain, Prudence Adair
 Callaghan, Ralph Knox
 Callaghan, Stella Knox
 Callihan, Blanche Sullivan
 Callison, Avis Adair
 Callison, Onie Callaway
 Callison, V. Glen Adair
 Calvert, Marshall Clark
 Calvert, Stella Clark
 Campbell, David Knox
 Campbell, Elizabeth Clark
 Capp, Inez Linn
 Capps, Arlie Adair
 Carder, Wallace D. Schuyler
 Carmichael, Celeste Shelby
 Carter, Frances Mexico
 Carter, Isabelle Adair
 Carthrae, Addie Montgomery



SULLIVAN COUNTY IN THE SUMMER SCHOOL, '09.

Case, Jennie Sullivan
Case, Susan Sullivan
Casebeer, Amy Livingston
Caskey, Luella Livingston
Casper, Lulu Schuyler
Cassil, Leone Moniteau
Casteel, Marietta Schuyler
Cater, Mabel Macon
Cater, Raymond Linn
Cater, Willard Macon
Cecil, C. A. Lewis
Cherington, Effie Howard
Cherry, Lizzie Macon
Cherry, Pearl Livingston
Cherry, Ruby Macon
Childress, Lela Knox
Chrisman, Emma Macon
Clark, James Adair
Clark, Lester Marion
Clarkson, Edith Scotland
Cleaver, Edna Ralls
Clelland, Maggie Sullivan
Cough, O. C. Clark
Clough, Robert Clark
Cluster, A. B. Montgomery
Clute Myrtle St. Clair
Clymans, Susan Macon
Coburn, Ethel Livingston
Cochran, Ada Adair
Cochran, H. G. Iowa
Cochran, Lois Adair
Cochran, Sina Adair
Cockrell, Adah Caskey Adair
Cockrum, Belle Knox
Coffey, Bessie Schuyler
Coleman, Blanche Knox
Coleman, Grace Knox
Collett, H. L. Adair
Collett, Ruth L. Adair
Collins, Hazel Macon
Compton, Sarah Daviess
Cookson, T. J. Oklahoma
Cooley, W. H. Adair
Coppers, A. E. Knox
Corbin, Opal Adair
Cornmesser, B. L. Adair
Corporen, G. W. Putnam
Coshon, Mina St. Charles
Costolow, Everet Adair
Costolow, T. A. Adair
Cottingham Mattie Randolph
Couch, Ethel Grundy

Cowan, Mabel E. Adair
Cowherd, C. E. Ralls
Cowherd, Vinita Ralls
Cowman, Geo. A. Monroe
Cox, Gladys Grundy
Cox, Tina Grundy
Craig, Carrie M. Texas
Craig, Wade S. Adair
Crandall, Pauline Adair
Crane, Katharine Illinois
Crawford, Etta Adair
Crawford, Nell Adair
Crawford, Russell Putnam
Crawford, W. T. Howard
Crecelius, Lula J. St. Louis
Crecelius, Margaret St. Louis
Crecelius, Willie St. Louis
Crosthwait, Ota Ralls
Crump, Lutie Monroe
Crystal Hallie Macon
Culler, J. F. Shelby
Cummins, Alice Schuyler
Cunningham, Albert Kentucky
Cupp, Dimple Adair
Cupp, Gail Adair
Cupp, Maggie Linn
Current, J. S. Schuyler
Daggs, Jack Scotland
Daily, Roy S. Carroll
Danford, Marie Harrison
Daugherty, Bessey Adair
Daugherty, Blanche Adair
Davenport, Bonnie Shelby
Davis, Allie Wyoming
Davis, Bertie Adair
Davis, Fannie Mercer
Davis, Glen Mercer
Davis, Hallie Adair
Davis, Laura Adair
Davis, Lola Adair
Davis, Lucy Scotland
Davis, Lula Schuyler
Dearing, C. W. Marion
Deaver, Frances Monroe
Dellinger, L. J. Ohio
Deskins, Irl Linn
Deyoe, Jennie L. Putnam
Diemer, G. W. Linn
Diggs, Lillian Montgomery
Diggs, Paul S. Lincoln
Dillard, Perry Adair
Dille, Earl Macon

Divers, Virginia Callaway
 Dockery, Leota Adair
 Dodge, Mellie Chariton
 Doll, Lillian Shelby
 Doneghy, Dagmar Adair
 Dorsey, Clyde A. Sullivan
 Doss, Gladys Adair
 Dowling, Ada Shelby
 Downing, Ola Adair
 Doyle, Elva Shelby
 Drury, Ethel Knox
 Duffie, Grace Adair
 Dugan, Pearl D. Montgomery
 Dull, Ethel Monroe
 Dumenil, Leslie H. Lee
 Dumenil, Lester B. Lee
 Dusendschon, Mildred Monroe
 Duty, Mabel Gray Clark
 Eaves, Bertha D. Jefferson
 Edwards, Clifton Benton
 Edwards, E. D. Monroe
 Eller, Mary Audrain
 Elmore, Opal Adair
 Elmore, Ora Gibbs
 Elsea, Mae Macon
 Elston, Della E. Adair
 Engel, Annie Warren
 Engel, Elizabeth Warren
 Enyeart, Effie Holt
 Enyeart, Grace Andrew
 Epperson, Jno. O Knox
 Epperson, Lester Macon
 Eschmann, Albert Adair
 Eubank, Waverly Macon
 Evans, Eliza Linn
 Evans, Golde Adair
 Evans, Hattie Linn
 Evans, Katie Lewis
 Evans, Namie J. Monroe
 Evans, Perry Jr. Clark
 Evans, Tisha Mercer
 Evrard, Elizabeth Saline
 Ewalt, Alberta Lewis
 Fahrni, Anna St. Louis
 Fair, Alta L Adair
 Falkinburgh, Agnes Clark
 Farley, Mary Knox
 Farley, Teresa Knox
 Farmer Alta A. Macon
 Farmer, Clint T. Putnam
 Farmer, Dixie Montgomery
 Farmer, Julia Montgomery

Farrell, Shelby Shelby
 Farson, D. H. Sullivan
 Fechtling, Ardie Putnam
 Feigenspan, A. A. Lewis
 Fell, W. B. Clark
 Fidler, Thurba Carroll
 Fields, Mabel Putnam
 Fields, W. R. Montgomery
 Fife, Pearl Putnam
 Finegan, Clive Adair
 Finegan, Ina Adair
 Finley Anna Ray
 Fish Clarence M. Adair
 Fish, Elsie Adair
 Fish, Melvin E. Adair
 Fitzgerald, Rose E. Knox
 Fitzpatrick, Lona Shelby
 Fletcher, Avis Harrison
 Fogle, R. P. Schuyler
 Foncannon, Grace Adair
 Fortney, Ola Adair
 Foster, Clara M. Sullivan
 Foster, Myrtle Adair
 Foust, J. W Lewis
 Fowler, Gladys Knox
 Fowler, Philip Adair
 Frakes, Cora Linn
 Frame, Fannie Macon
 Frank, Glen Adair
 Frazier, Arzetta Sullivan
 Frazier, Harry L. Sullivan
 Frazier, S. T. Jackson
 French, Helen Clark
 French, Lucile Clark
 Friday, Carrie Sullivan
 Frobos, Clara Adair
 Frogge, Beatrice Adair
 Frogge, Milton C. Knox
 Frogge, Ruby M. Adair
 Frost, Frances Audrain
 Fugate, Mamie Shelby
 Fugate, W. H. Adair
 Fulkerson, Emma B. St. Charles
 Fuller, Lynn Adair
 Fuller, Wayne Adair
 Funk, E. A. Adair
 Funk, Grace Adair
 Funkhouser, E. A. Macon
 Funkhouser, Hazel Macon
 Gardner, Marion Adair
 Gardner, O. L. Worth



Photo
by
N. R. WIER

OTHER STATES IN THE SUMMER SCHOOL, '09.

Garges, Lou Adair
 Garrison, Virgie Adair
 Gates, Adah Adair
 Gates, Allie Livingston
 Genther, Minnie M. Andrew
 Gentry, Ada Adair
 Gentry, Frankie Boone
 George, Kathryn Scotland
 George, Nellie May Adair
 Gex, Rena Shelby
 Gibbons, Margaret Knox
 Gibbons, Noema Knox
 Gibson, Estella Lincoln
 Gibson, Hazel N. Lincoln
 Gill, Meta Adair
 Gilson, Claude Adair
 Gilson, Don Adair
 Gilson, Gloie Adair
 Gilson, W. C. Adair
 Glascock, Mary Ralls
 Glascock, Sue Ralls
 Graves, Frankie Adair
 Glynn, Julia Adair
 Goldberg, Senta Adair
 Gooch, Eva Linn
 Gonnermann, Pearl Knox
 Gordon, Orville Adair
 Gorrell, Shirley Adair
 Grassle, Harry Adair
 Grassle, Helen Adair
 Gray, Helen Iowa
 Gray, Irma Adair
 Gray, R. D. Adair
 Green, Harry Lewis
 Greene, Etta Marion
 Greenslate, Raye Adair
 Gregory, Julia Adair
 Griffith, Hannah Livingston
 Griffith, Mary E. Livingston
 Grinstead, L. R. Iowa
 Grinstead, Pearl Scotland
 Grizzell, Bessie Randolph
 Groom, Nora Platte
 Gross, Ordell Macon
 Gunnels, Rodah E. Macon
 Gupton, Anna Montgomery
 Guy, Grace Adair
 Hagan, Beulah Audrain
 Hahn, Blanche Holt
 Hale, Boyde Adair
 Hale, Harry Schuyler
 Hale, W. L. Adair

Haller, Bessie Idaho
 Halley, Earl Callaway
 Haley, Fred Holt
 Haley, Mary Holt
 Hamilton, Ernest Linn
 Hamilton, Lula Adair
 Hanks, C. A. Adair
 Hardesty, Lacey Paul Shelby
 Hardin, Anna Randolph
 Hardister, Arlettia Saline
 Hardister, Vena Saline
 Hardy, Thos Knox
 Harlan, Alice Randolph
 Harlow, Nettie Livingston
 Harman, Carrie Knox
 Harrington, A. B. Livingston
 Harris, Mila Adair
 Harrison, Susie Harrison
 Harshbarger, Bettie Boone
 Harshbarger, Mary Boone
 Hart, Carl Shelby
 Hart, Waring Adair
 Haskin, Janette Texas
 Hass, Beulah Worth
 Hauptmann, Watson Clark
 Havenor, Della Adair
 Havenor, Wallace Adair
 Hawkins, Carrie Macon
 Hawkins, Fletie Macon
 Hayse, Mollie Carroll
 Heaberlin, Eunice Adair
 Hedberg, Ellen W. Ralls
 Hedberg, Minnie Ralls
 Heinberg, H. E. Clark
 Heiny, Agnes Adair
 Heiny, Blanche Adair
 Heiserman, Logan Schuyler
 Henderson, Mildred Iowa
 Hendricks, Rowena Jasper
 Henke, Lydia Adair
 Heptonstall, Christie Chariton
 Hewgley, May Monroe
 Hewgley, Ruth Monroe
 Heyd, Carrie Adair
 Hickman, Vernie Grundy
 Hicks, L. H. Adair
 Hicks, Lula Randolph
 Higbee, Zella Adair
 Hill, Ambrose Putnam
 Hill, Eva Davies
 Hill, Marion Putnam
 Hill, Olivia Boone

Hill, Payne Macon
 Hisel, M. C. Linn
 Hoffman, Susie Macon
 Hogan, Ralph M. Schuyler
 Holloway, Ina Adair
 Holloway, W. W. Adair
 Holman, Addie Adair
 Holman, Minnie Adair
 Holmes, Vance Knox
 Holmlund, Esther Linn
 Holt, Jesse Scotland
 Holton, A. S. Adair
 Hoover, Fannie Livingston
 Hopewell, Mary Adair
 Hopper, Emery Holt
 Hopkins, Elmer G. Douglass
 Hopkins, Walter Adair
 Horn, Gertrude Schuyler
 Horton, E. A. Audrain
 Horton, E. L. Audrain
 Horton, Ella Adair
 Hosey, Carrie Macon
 Hosey, Gertrude Macon
 Howard, Frank Putnam
 Howard, Lena Putnam
 Howard, Lenna Putnam
 Howe, J. W. Shelby
 Howell, Anna Monroe
 Howell, Mary Clark
 Howell, Roberta Monroe
 Hoyt Carrie Livingston
 Hoyt, Grace Livingston
 Hoyt, Verna Livingston
 Hubbard, Mabel Adair
 Huebotter, Millie Lewis
 Hulen, G. A. Schuyler
 Hull, Clinton Adair
 Hull, J. Carl Adair
 Hunt, Bessie June Linn
 Hunt, Shirley Knox
 Huntsman, Vesper Macon
 Hurd, Laura Monroe
 Huston, Cora Macon
 Hutcheson, Emma Adair
 Israel, Allie Adair
 Israel, G. B. Adair
 Jackson, Forrest Lewis
 Jackson, Mamie Scotland
 Jackson, Robert Scotland
 Jamison, G. H. Sullivan
 Jardine, Jean Holt

Jeffers, Grace Putnam
 Jeffers, Mayme Putnam
 Jenkins, Mary Lincoln
 Jesse, Lucy Audrain
 Johns, Ora Adair
 Johnson, Gladys Scotland
 Johnson, Harry Adair
 Johnson, Hazel Macon
 Johnson, Josie Adair
 Johnston, Maude Macon
 Jones, Arthur Scotland
 Jones, Bertha Adair
 Jones, Bessie Linn
 Jones, Ben C. Adair
 Jones, Florence Lewis
 Jones, J. L. Adair
 Jones, O. L. Scotland
 Jones, Pansy Montgomery
 Jones, Raymond Knox
 Jones, Roberta Adair
 Jones, R. H. Boone
 Kapfer, Irwin Scotland
 Kaser, Grace Adair
 Kauble, Alice Ralls
 Kausteiner, Louise Marion
 Keller, Minnie Adair
 Kelley, Carrie Caldwell
 Kelly, Edith Clark
 Kemble, Mary Pike
 Kennedy, Minnie Harrison
 Kennedy, Oregon Harrison
 Kerr, James R. Platte
 Killinger, Grace Adair
 Killinger, Homer Adair
 King, H. J. Clark
 Kinney, Caroline Grundy
 Kipper, Ethel Monroe
 Kirk, Mary E. Adair
 Kirk, Pauline Adair
 Kirk, Victor Adair
 Kirtley, Iva J. Livingston
 Knapp, Inez Lincoln
 Koenemann, Louise St. Louis
 Koon, G. A. Grundy
 Kratzer, G. C. Iowa
 Kretzmeier, Holmes Jackson
 Kropf, Eldina Schuyler
 Kurtz, Grace Clark
 Kyes, Guy Chariton
 Ladd, Mabel Knox
 Lamkin, Irene Adair
 Lane, Victor Putnam



SHELBY COUNTY IN THE SUMMER SCHOOL, '09.

Lansdale, Opal Schuyler
 Larson, Anna B. Linn
 Larson, Caroline Linn
 Lay, T. H. Wyoming
 Leatherman, B. P. Oklahoma
 Lear, Mary E. Monroe
 Lee, Ottmer Lincoln
 Lee, R. E. Linn
 Leslie, D. A. Lewis
 Lewis, Nellie St. Louis
 Libbee, Denver C. Lewis
 Lile, Clara Macon
 Lindsey, Agnes Adair
 Linhart, Elphonzo Linn
 Linhart, Walter Linn
 Linton, F. W. Callaway
 Linville, Lorle Knox
 Lisenby, Mrs. Rose Linn
 Lloyd, Elizabeth Macon
 Loftiss, Minnie Livingston
 Loftiss, Nellie Adair
 Logan, Bessie Schuyler
 Long, J. O. Adair
 Long, Margaret Putnam
 Losey, Belle Putnam
 Losey, Virgie Putnam
 Lorenz, Eunice Adair
 Lovegreen, Lucy Knox
 Lowe, Evelyn Schuyler
 Lucas, Bessie Schuyler
 Ludden, Ruth Adair
 Lyda, Maggie Macon
 Madden, Joe B. Iowa
 Magee, Alma Sullivan
 Magee, Carl Sullivan
 Magee, Viola Sullivan
 Magruder, Leslie Lincoln
 Maloney, Generose Knox
 Maloney, Lillian Knox
 Maloney, Madonna Macon
 Mangus, Ethel Randolph
 Mapes, S. L. Audrain
 Margreiter, Helen Linn
 Markey, Opal Knox
 Marks, Ida Lee Lewis
 Marks, Mattie Lewis
 Marshall, E. L. Livingston
 Marston, Agnes Adair
 Marston, Edith Adair
 Marston, Rowland Adair
 Martin, D. O. Iowa
 Martin, Howard Adair

Martz, Delbert Adair
 Mason, Bertha E. Macon
 Mason, Birdie Macon
 Mason, Dena Adair
 Mason, Irene Randolph
 Mason, Jessie Adair
 Mason, Stella Adair
 Matthews, C. B. Putnam
 Mauck, S. F. Indiana
 May, Artie Putnam
 Mayse, Hallie Daviess
 McAnelly, J. R. Putnam
 McCall, L. C. Adair
 McCandlas, Muriel Schuyler
 McClain, Hattie Lewis
 McClain, Orin E. Iowa
 McClean, C. B. Adair
 McCollum, Roy Linn
 McCool, Mary E. Adair
 McCool, Ocie B. Adair
 McCormick, Daisy Ray
 McCully, Mabel Knox
 McFadden, Geo. E. Knox
 McFadden, Vida Knox
 McGee, Amy Ralls
 McGee, Annabelle Audrain
 MaGee, Beulah Monroe
 McGuire, I. A. Adair
 McGuire, Juanita Adair
 McHendry, Mabel Adair
 McKanna, Vera Chariton
 McKee, May Clark
 McKee, R. S. Callaway
 McKenzie, Edna Adair
 McKenzie, Fleta Knox
 McKinley, Vesta Daviess
 McKnight, Ada Adair
 McMichael, Anna Adair
 McNealey, Beulah Sullivan
 McNealey, Edna Sullivan
 McNealey, Virginia Sullivan
 McNeeley, F. E. Daviess
 McReynolds, Carl Knox
 McReynolds, Edna Scotland
 McReynolds, Fannie Macon
 McWilliams, H. L. Knox
 Meader, Lizzie Callaway
 Melvin, Bruce Lee Schuyler
 Milan, Fred S. Montgomery
 Millay, Edna Adair
 Millay, Gladys Sullivan
 Miller, Ada Linn

| | | | |
|----------------------------------|------------|------------------------------|-------------|
| Miller, Agnes | Kansas | Neff, John | Macon |
| Miller, Annie | Linn | Neff, Roy T. | Shelby |
| Miller, Bessie | Scotland | Nelson, M. S. | Clark |
| Miller, Chas. A. | Harrison | Newkirk, Fannie | Knox |
| Miller, Evalin | Knox | Newman, A. J. | Kentucky |
| Miller, Mrs. Golda | Putnam | Newmyer, Berdie | Macon |
| Miller, Grace | Clark | Newmyer, Ethel | Macon |
| Miller, J. A. | Putnam | Nierman, J. L. | St. Charles |
| Miller, Marie F. | Montgomery | Nickerson, Frank | Linn |
| Miller, Mary | Linn | Nickerson, Tempie | Linn |
| Miller, Nona | Knox | Nigh, Agnes | Grundy |
| Miller, Ola E. | Adair | Nigh, A. W. | Grundy |
| Mills, Anna Mary | Adair | Nigh, Estes | Grundy |
| Mills, John C., Jr. | Adair | Noe, La Vinia | Adair |
| Mills, Lee | Adair | Noe, Bertha | Putnam |
| Mills, Mabelle | Adair | Norfolk Allethea | Macon |
| Mills, Warner | Adair | Norman Ruth E. | Macon |
| Millsap, H. E. | Knox | Norwood, Josephine | Harrison |
| Minter, Roberta | Adair | Ochs, David | Adair |
| Minshall, Mary | Mercer | Oliver, Jason | Lewis |
| Mitchell, Carl | Lewis | Oradoff, Bessie | Sullivan |
| Mitchell, G. H. | Schuyler | Osenbaugh, Allene | Adair |
| Mitchell, Mildred | Adair | Otterson, Joseph | Adair |
| Mitchell, Sophia | Macon | Overstreet, Hulda | Linn |
| Mock, Nelle | Sullivan | Owen, Port | Mercer |
| Montgomery, Alice | Chariton | Owens, Winnie | Schuyler |
| Montgomery, Edna | Monroe | Oxer, Nell | Adair |
| Montgomery, Lillian | Adair | Page, Flo | Sullivan |
| Moore, Bessie, (Mrs.) | Adair | Page, Frank J. | Pike |
| Moore, Hattie M. | Jefferson | Page, Mae J. | Sullivan |
| Moore, J. C. | Adair | Parker, Leslie L. | Adair |
| Moore, Mary E., (Mrs.) | Monroe | Parker, T. B. | Adair |
| Moots, Ruth I. | Adair | Parrish, Zella | Scotland |
| Moots, Stanley | Adair | Parsons, Elza | Adair |
| Morgan, Grover | Iowa | Parsons, Everett | Sullivan |
| Morris, O. L. | Caldwell | Paschal, Gussie | Monroe |
| Morrison, Katharine | Marion | Patrick, Fred | Putnam |
| Moser, Evalina | Buchanan | Patterson, Leslie | Schuyler |
| Moses, Genevieve | Jasper | Patterson, W. F. | Livingston |
| Mott, Joseph | Chariton | Patterson, W. L. | Schuyler |
| Moulton, Fern | Harrison | Patton, Alice | Adair |
| Mudd, Lilburn | Lincoln | Patton, Bertha | Grundy |
| Mudd, Mack | Lincoln | Payne, Cleta | Lewis |
| Mudd, Otis | Lincoln | Payne, J. E. | Sullivan |
| Mulford, R. J. | Grundy | Payne, Melvin | Lewis |
| Murdock, John R. | Adair | Payne, Orville | Lewis |
| Murdock, Myrtle | Oklahoma | Pearson, Ann Eliza | Chariton |
| Mustoe, Hubert | Scotland | Pence, W. G. | Adair |
| Myers, Leo Dell | Callaway | Perin, Coral | Schuyler |
| Nagel, J. R. | Linn | Perin, Lois L. | Schuyler |
| Naples, Lester | Clark | Perry, Clarence | Shelby |
| Neet, Edith | Sullivan | Perry, Margaret | Shelby |

Peterson, Pearle Kansas
 Petree, Addie Adair
 Pettit, Clifford Knox
 Pettit, Leah Knox
 Pew, Vina Grundy
 Phillips, Leslie Scotland
 Phipps, Paul E. Macon
 Pickens, Glen Adair
 Pierce, Neilson Adair
 Pierce, Stella Knox
 Pinnell, Adah Iowa
 Planck, Maude Harrison
 Platz, Bennie M. Adair
 Platz, Georgia Adair
 Polley, E. M. California
 Polson, Grover C. Adair
 Polson, H. B. Adair
 Polson, Reba Adair
 Poore, Mabel Adair
 Porter, Dessie Knox
 Porter, Edith Schuyler
 Porter, Ethel Linn
 Porter, Fay Knox
 Porter, Iva Linn
 Porter, Sarah B. Putnam
 Powell, Bess Adair
 Power, Sue Daviess
 Powers, Frances Ralls
 Pratt, Leona I. Grundy
 Probst, Anna Adair
 Prosser, Alonzo L Adair
 Prosser, George Adair
 Pryor, E. L. Gentry
 Pryor, Ola Monroe
 Purdin, Anna Lee Knox
 Purdin, Opal Knox
 Purdy, Edna Shelby
 Putnam, Sallie Putnam
 Quigley, Alice Sullivan
 Quinn, Carmelita Adair
 Rabbitt, Margaret Adair
 Racy, Gene F. Scotland
 Rafter, Mabel Macon
 Ragsdale, Bettie Monroe
 Rambo, Mabel Livingston
 Ramsay, Calvin Montgomery
 Randall, Macie Jackson
 Randall, Nellie Adair
 Rank, Agnes Mercer
 Rank, Minnie Mercer
 Ratliff, Herman Macon
 Reed, Jessie Adair

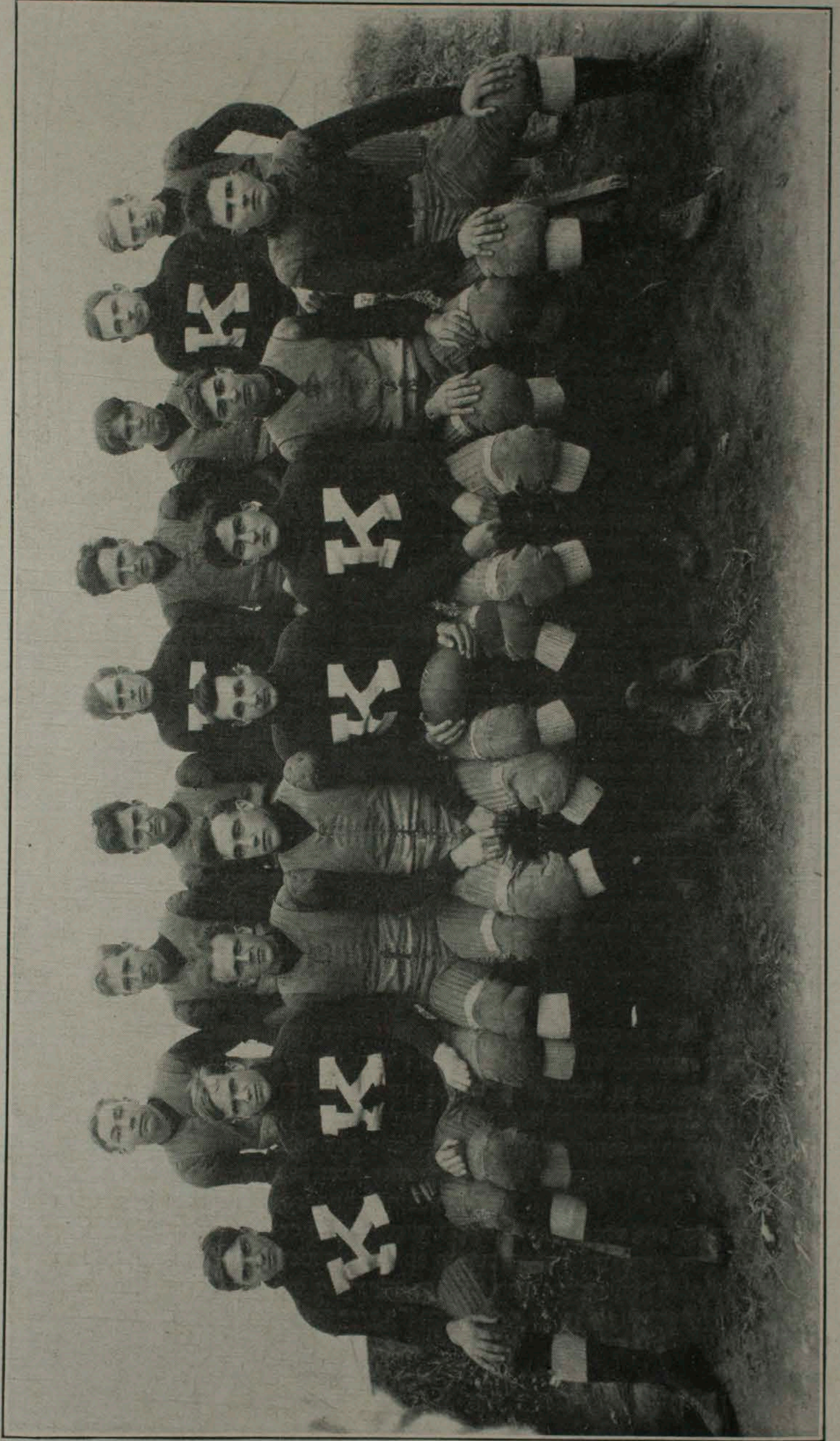
Reed, Nelle Adair
 Reedy, Chas. G. Adair
 Reedy, Goldie Adair
 Regan, Jas. G. Benton
 Reger, Euna Sullivan
 Reese, Madge Linn
 Reese, Roscoe Linn
 Reesman, Jessie Adair
 Renner, Bessie M Montana
 Reynolds, Dora Randolph
 Reynolds, Ella Randolph
 Reynolds, Eva Adair
 Reynolds, Lester Adair
 Rhodes, Ida Clark
 Rice, Anna M. Adair
 Rice, Roy Adair
 Richardson, Etta Randolph
 Richardson, Mabel Macon
 Rieger, Archie Adair
 Riggs, Grace DeKalb
 Rinaman, W. L. Lincoln
 Ringo, Alethea Adair
 Robbins, Olive Linn
 Roberts, Alta Adair
 Roberts, Estella Scotland
 Roberts, Mary Schuyler
 Roberts, M. Easley Arkansas
 Robinson, A. B. Schuyler
 Robinson, Esther Adair
 Rokey, Daisy Mercer
 Rogers, Floyde B. Adair
 Rogers, Lizzie Shelby
 Rolston Alice E. Schuyler
 Rolston, Edna Schuyler
 Rolston, Nellie Schuyler
 Roseberry, Bertha Adair
 Roseberry, Ethel Adair
 Roseberry, Victoria Adair
 Ross, Ruby Macon
 Rouse, J. E. Lewis
 Rudasill, Leta Monroe
 Ruddy, Alice Adair
 Rutherford, A. L. Adair
 Rutherford, Ora Adair
 Salisbury, E. H. Adair
 Salisbury, Lela Knox
 Sampson, D. G. Macon
 Sanders, Leila Scotland
 Sandry, Alta Sullivan
 Sandry, Bertha Adair
 Sands, Lucille Adair
 Sanford, Clara Adair

| | | | |
|--------------------------------|-----------|-------------------------------|------------|
| Sanford, Mattie | Adair | Sloop, Fred L. | Schuyler |
| Sanford, O. G. | Adair | Slover, W. J. | Adair |
| Sangster, Alta | Adair | Slover, Bessie | Adair |
| Saulsbery, Brandon | Sullivan | Smallwood, Arcilda | Knox |
| Savage, Fanny | Daviess | Smith, Bernard | Chariton |
| Schell, Robert | Adair | Smith, Elma D. | Monroe |
| Schnelle, Elizabeth | Sullivan | Smith, Frank B. | Lewis |
| Schnelle, Emma | Sullivan | Smith, Lutie T. | Shelby |
| Schiefelbusch, Theo | Harrison | Smith, Neva S. | Lewis |
| Schiefelbush, V. A. | Harrison | Smith, Madge | Ralls |
| Schloesser, Alma | Adair | Smith, Mont | Daviess |
| Schofield, Eliza | Lewis | Smith, Susie | Shelby |
| Schofield, Eunice | Oklahoma | Smith, Vea | Audrain |
| Scotten, Earl J. | Chariton | Smoot, Hollis | Adair |
| Seaman, G. W. | Clark | Snider, C. E. | Shelby |
| Seaman, Jennie | Adair | Snoddy, Emery | Jackson |
| Sears, Mayme | Adair | Sohlinger, Elsa | Monroe |
| Seffern, Mayme | Adair | Sorrell, Mabel | Sullivan |
| Selby Emma | Adair | Soukup, Libuse | Harrison |
| Selby, Paul | Adair | Sparks, Minta | Shelby |
| Senior Clara | Worth | Sparling, E. A. | Livingston |
| Sewell, Ray | Macon | Sparling, Mary | Adair |
| Shackleford, Clarice | St. Louis | Sparling, Virginia | Adair |
| Shakelton, Ethyl | Harrison | Speece, Nellie | Linn |
| Shacklett, Louise | Adair | Spees, Gail | Knox |
| Shanks, Louise | Adair | Spitzer, Frances | Adair |
| Shanks, Louis | Linn | Spitzer, Irma I. | Adair |
| Shanks, Nellie | Linn | Sprecher, Loree | Adair |
| Sharp, Mamie | Knox | Spurgeon, J. H. | Scotland |
| Shaw, Ethel | Adair | Spurling, E. L. | Boone |
| Shaw, Florence | Iowa | Squires, Guy | Mercer |
| Shaw, Leslie | Iowa | Squires, Lucy | Mercer |
| Shearer, Mary | Randolph | Starrett, Lena M. | Buchanan |
| Shelton, Sam S. | Wyoming | Stauterman, Carl | Randolph |
| Shibley, Agnes | Adair | Stauterman, Eda B. | Randolph |
| Shive, Fred | Carroll | Stauterman, Frona | Randolph |
| Shoop, Raymond | Jasper | Stauterman, Georgia | Randolph |
| Shotwell, Leta | Adair | St. Clair, Ernest | Clark |
| Shulze, Frank | Adair | St. Clair, Fannie | Clark |
| Shoop, Iva | Adair | St. Clair, Kathleen | Sullivan |
| Simpson, R. L. | Harrison | St. Clair, Laurence | Clark |
| Sims, G. W. | Boone | St. Clair, Robert | Clark |
| Simmons, Amy | Shelby | St. Clair, Roy | Sullivan |
| Simpson, W. R. | Linn | Steiner, W. L. | Franklin |
| Sims, Grover | Boone | Stephenson, Myrtle | Linn |
| Sinclair, Basil | Sullivan | Stephenson, Nannie | Linn |
| Sipple, E. M. | Linn | Stewart, Wesley E. | Schuyler |
| Sipple, Mrs. E. M. | Linn | Stewart, Wm. A. | Schuyler |
| Skipper, Dora | Putnam | Stock, Chas. | Sullivan |
| Skipper, Ida | Putnam | Stokes, Georgia | Nebraska |
| Skipper, Ira | Putnam | Stokes, Stanley | Adair |
| Slack, Frank | Adair | Stone, Mabel | Linn |
| Slack, Grace | Adair | | |

Stone, Maggie Lincoln
 Storm, Julia Adair
 Stout, S. Barrett W. Virginia
 Stout, Louisa Grundy
 Stover, Maud Iowa
 Stratton, Joy Adair
 Stuart, Besse Montgomery
 Stuck, Eva Adair
 Stukey, G. C. Adair
 Stukey, Mamie Adair
 Summers, Mae Macon
 Swanson, Rose Schuyler
 Sweeney, Marie Monroe
 Swift, Nettie Worth
 Taylor, A. R. Chariton
 Taylor, Chas Adair
 Templeton, Margaret Adair
 Tenney, Rosa Shelby
 Terrill, Anna Lee Marion
 Terrill, Claire Randolph
 Thatcher, A. A. Iowa
 Thatcher, Lella Iowa
 Thomas, Dorothea Holt
 Thomas, Sallie Virginia
 Thomas, Sula A. Virginia
 Thompson, Cecile L Pike
 Thompson, Frank Adair
 Thompson, W. T. Randolph
 Thrailkill, Ida Randolph
 Thrailkill, Mabel Randolph
 Thrasher, G. W. Ralls
 Thrasher, Ray Adair
 Threlkeld, Archie L. Adair
 Threlkeld, Maude Adair
 Timmons, John Putnam
 Tingley, Golde Putnam
 Tingley, Mauree Putnam
 Titsworth, Frank Adair
 Titsworth, John Adair
 Todd, Champ Montgomery
 Tompkins, Chester Macon
 Torry, A. E Putnam
 Towles, Mollie Randolph
 Treasure, J. F. Oklahoma
 Trimble, Foy Livingston
 Trotter, Pearl Daviess
 Trower, J. H. Lincoln
 Tucker, Alta Pike
 Tucker, La Claire Audrain
 Tucker, Leonard Boone
 Turner, Belle Lewis
 Turner, Bertha Clark

Turner, Ira B. Adair
 Turner, L. H. Shelby
 Turner, Mildred Montgomery
 Turner, M. S. Shelby
 Tydings, W. E. Randolph
 Tye, Charles Iowa
 Uhe, Mary Knox
 Uhe, Elizabeth Knox
 Vail, Julia Adair
 Van Brackle, Isabelle New York
 Vandiver, Lee R. Shelby
 Vandivert, W. Worth Harrison
 Van Horne, Earl Callaway
 Van Horne, Frank Callaway
 Van Norman, Mae Knox
 Van Tiger, Mary Linn
 Van Voast, George Putnam
 Varney, Margaret Monroe
 Varney, Rose Monroe
 Vaughn, J. H. Monroe
 Vaughn, M. B. Monroe
 Vaughn, Meredith Monroe
 Vaughn, Victor Shelby
 Vestal, Ermie Putnam
 Vittetoe, Guy A Schuyler
 Wade, Mabel Adair
 Wade, Orville C. Knox
 Waddill, Alice Adair
 Wagner, Leslie
 Waits, Ethel Livingston
 Walker, Frances New Mexico
 Walker, Nettie Macon
 Wallace, Kate Adair
 Wallace, Zella Shannon
 Walters, Victor Knox
 Waples, Lester Clark
 Waples, Lonbelle Clark
 Ward, Frank Adair
 Warren, C. F. Adair
 Washam, Robert Chariton
 Watson, Ethren Adair
 Watson, Thomas St. Charles
 Wattenberger, Eunice Sullivan
 Wayman, Olave Mercer
 Weatherford, Grace Adair
 Webb, Estelle Sullivan
 Webb, James Sullivan
 Webb, Nelle I. Sullivan
 Weber, Mollie E. St. Louis
 Weisser, Gertrude Moniteau
 Weldon, Clarence Montgomery
 Wells, Clara Putnam

| | | | |
|------------------------------|-----------|------------------------------|------------|
| Wells, Grace | Putnam | Wilson, Edna | Lewis |
| Wells, Ivah E. | Sullivan | Wilson, Lenah | Chariton |
| Wells, Lester I. | Sullivan | Wilson, Lucile | Adair |
| Wells, Mary | Callaway | Wilson, Mabel | Adair |
| Wells, N. E. | Putnam | Wilson, Mabel | Sullivan |
| Wells, Phradie | Macon | Wilson, Nova | Iowa |
| West, Beulah | Scotland | Wilson, Oly | Chariton |
| Western, Bryon | Linn | Wilson, Roma B. | Harrison |
| Western, Clarence | Linn | Windsor, Mayme | Randolph |
| Weyand, Florence | Clark | Wine, Ruth | Macon |
| Wheatcraft, Roy | Linn | Wise, C. M. | Knox |
| Wheatley, Ada | Lincoln | Wishart, Emma | Scotland |
| White, Earl D. | Linn | Wishart, Ethel | Scotland |
| White, Evan D. | Schuyler | Wolcott, Elizabeth | Adair |
| White, F. E. | Linn | Wolfenbarger, Floy | Ralls |
| Whitelock, Jewel | Adair | Wood, Merton | Putnam |
| Whitlow, Blanche | Adair | Woodman, Lois | Knox |
| Whittledge, Chas. B. | Audrain | Woodward, Avis | Harrison |
| Whittom, Anna | Marion | Woodward, Helen | Linn |
| Wilcox, Lillian S. | St. Louis | Woodward, Olive | Harrison |
| Wilcox, Louise | St. Louis | Woodward, Ona | Adair |
| Wilcoxson, Doris | | Wooldridge, Taylor | Audrain |
| Wiley, Sadie | Shelby | Wright, Betha | Adair |
| Wilkerson, Ethel | Knox | Wright, E. A. | Scotland |
| Wilkerson, Edith | Harrison | Wright, Mary | Scotland |
| Wilkinson, Fred H. | Macon | Wright, Mettie | Clark |
| Wilkinson, Mabel | Macon | Wright, Ray | Chariton |
| Willard, Louise | Adair | Wyatt, W. R. | Montana |
| Williams, Anna | Marion | Wynne, Eloise | Daviess |
| Williams, Chloe | Chariton | Yambert, Vesta | Grundy |
| Williams, Gex | Macon | Yeager, Faye | Clark |
| Williams, J. R. | Linn | Yeager, Maye | Clark |
| Williams, Oren O. | Adair | Yeager, Vance | Clark |
| Williamson, J. D. | Adair | Yocum, Violet | Chariton |
| Wilcox, Addie | St. Louis | Young, Mrs. F. P. | California |
| Wilson, Alice | Adair | Young, Lois | Linn |
| Wilson, Anna I. | Lewis | Zeller, Dale | Holt |



THE FULL FIRST TEAM, FALL OF 1908.

A BRIEF OF FACULTY RECORDS AND STANDING.

Until last year the bulletins of this institution had never shown in detail the professional records or academic attainments of its Faculty members, modesty seeming to have been the controlling motive in refraining from such display.

Some other institutions however keep exhibiting such lengthy lists of titles and degrees and alleged accomplishments of their Faculty people that it is deemed advisable as a sort of self-defense to make here in the back of this bulletin, for the perusal of those whom it may concern, a brief statement indicating in some measure the type of men and women that constitute the working force of an ambitious, aggressive modern Normal School.

It is as follows:

- JOHN R. KIRK, LL. D.....PRESIDENT,
 Graduate State Normal School, Kirksville, Mo., 1878; Principal Public Schools, Moulton, Ia., four years; Superintendent Public Schools, Bethany, Mo., eight years; School Commissioner Harrison County, Mo., 1879-81; Admitted to Bar, 1884; Principal Adams School, Kansas City, 1888-9; Teacher Mathematics and History, Central High School, Kansas City, 1889-92; Superintendent Public Schools, Westport (K. C.), 1892-4; Student University Extension Course, University of Kansas, 1891-2; Same, University of Missouri, 1891-3; Special Student Greek with R. A. Minckwitz, 1892-4; Conductor and Lecturer State and County summer schools and institutes, 1886-94; Director Peabody Summer School, Wesson, Mississippi, 1894; State Superintendent Public Schools of Missouri, 1895-9; Chairman Mo. Text Book Commission, 1897-9; President Missouri State Teachers' Association, 1897; State Director National Education Association, 1895-9; Same, 1907-9; Awarded medal for Model Rural School House by Trans-Mississippi and International Exposition, Omaha, Neb., 1898; Inspector of Schools for University of Missouri, 1899; Student Summer School University of Missouri, 1899; Itinerary European Countries, summer 1902; Awarded medal Louisiana Purchase Exposition, St. Louis, 1904; Member of Council National Education Association, 1905—; President Department Normal Schools National Education Association, 1905-6; same, 1906-7; President North Central Council of Normal School Presidents, 1906-7; President Library Department National Education Association, 1907-8; LL. D., Missouri Wesleyan College, 1907; LL. D. Park College, 1907; President State Normal School, 1899—.
- B. P. GENTRY, A. B.....LATIN.
 Student Mount Pleasant College, 1875-6-7-8; Teacher in Hardin College, 1880-2; Student University of Missouri, 1878-80; Student University of Missouri Summer School, 1900, 1901; Student University of Chicago Summer School, 1902; A. B., University of Missouri, 1902; Professor of Latin, State Normal School 1882—.
- T. JENNIE GREEN, Pd. B., A. B., A. M.....ASSISTANT IN LATIN.
 Graduate State Normal School, Kirksville, 1891; Principal High School Excelsior Springs, Mo., 1895-8; A. B., University of Missouri, 1901; Teacher Greek and Sciences, Christian College, Columbia, Mo., 1901-3; A. M., University of Missouri, 1903; Absent on leave, 1909-10; Assistant in Latin, State Normal School, 1903—.

- ELIZABETH HUGHES, A. B. ASSISTANT IN LATIN.
Graduate Tabor College, 1902; Assistant Principal High School, Malvern, Ia., 1902-3; Assistant Principal High School, Randolph, Ia., 1903-5; Student University of Chicago, Summer 1905; Teacher of Latin, State Normal School, Spearfish, South Dakota, 1905-8; European travel, Summer 1907; A. B., University of Michigan, 1909.
- JACOB WILHELM HEYD, Pd. B., A. B., Ph. M. GERMAN AND FRENCH.
Graduate State Normal School, 1900; Student University of Missouri, 1900-3; A. B., University of Missouri, 1903; Principal Dadeville Academy, 1903-4; Student University of Chicago, 1904-5; Ph. M., University of Chicago, 1905; Professor of German and French, State Normal School, 1905—.
- JNO. T. VAUGHN, B. S., M. S., Lit. D. AMERICAN HISTORY AND CIVICS.
B. S., Westminster College, 1880; M. S., Westminster College, 1883; Teacher High School, Paris, Mo., 1883-8; School Commissioner, Monroe Co., Mo., 1886-90; Principal Schools, Monroe City, Mo., 1888-90; Superintendent Schools, Macon, Mo., 1890-2; Superintendent Public Schools, Shelbina, Mo., 1892-9; Superintendent Schools, Neosho, Mo., 1899-1900; Student Summer School University of Chicago, 1901; Student Summer School Harvard University, 1904; Student Summer School University of Chicago, 1907; Lit. D. Westminster College, 1908; Professor of American History and Civics, State Normal School, 1900—.
- GROVER MORGAN HISTORY SCHOLARSHIP.
- EUGENE FAIR, Pd. B., A. B., A. M. ANCIENT HISTORY.
Graduate State Normal School, Kirksville, 1901; Teacher in Approved Summer Schools 1902, 1903; A. B., University of Missouri, 1904; Teacher Murphysboro Tp. High School, Murphysboro, Illinois, 1904-5; Author text book "Introduction to the Study of Oriental History," 1907; Graduate Student University of Missouri, on leave, 1908-9; A. M., University of Missouri, 1909; Professor of Ancient History, State Normal School, 1905—.
- EUGENE MORROW VIOLETTE, A. B., A. M. EUROPEAN HISTORY.
A. B., Central College, 1898; Assistant in History, Central College, 1897-8; A. M., University of Chicago, 1899; Acting Assistant Professor of History, University of Missouri, 1899-1900; Austin Scholar in History, Harvard University, 1902-3; 1906-7; Author "History of First District Normal School," 1905; Professor of European History, State Normal School, 1900—.
- W. ALEXAN LEWIS, B. S., Pd. B. CHEMISTRY.
Student Chillicothe Normal School, 1894-6; B. S., Valparaiso University, 1898; Student Armour Institute of Technology, 1899-1901; Pd. B., State Normal School, Warrensburg, Mo., 1902; Assistant Chemistry and Physics, State Normal School, Warrensburg, 1901-3; Student Kansas City College of Pharmacy, 1905-6; Teacher in Kansas City College of Pharmacy, 1905-6; Teacher Chemistry, Central High School, Kansas City, 1903-6; Professor Chemistry, State Normal School, 1906—.
- J. M. ROUSE SCIENCE SCHOLARSHIP.
- J. S. STOKES, B. S., Pd. B., M. S., A. M. PHYSICS AND PHYSIOGRAPHY.
B. S., Pd. B., University of Missouri, 1887; Instructor St. James Military Academy, Macon, Mo., 1887-9; Superintendent Public Schools, Columbia, Mo., 1889-93; M. S., University of Missouri, 1890; Graduate Student University of Missouri, 1893-4; Graduate Student Harvard University, 1894-6; Instructor in Night High School, Cambridge, Mass., 1895-6; A. M., Harvard University,

1896; Teacher Physics and Mathematics in High School, St. Joseph, Mo., 1897-1905; Member American Physical Society, 1908—; Professor of Physics and Physiography, State Normal School, 1905—.

L. S. DAUGHERTY, B. S., M. S., PH. D. ZOOLOGY.
 Student Illinois State Normal University, 1881-2; B. S., University of Illinois, 1889; M. S., same, 1893; Graduate student University of Chicago, 1894-6; Ph. D., Illinois Wesleyan University, 1901; Special study of marine forms on the Pacific Coast, summer of 1899; At Marine Biological Laboratory, Wood's Holl, Mass., summer of 1904; Member American Association for the Advancement of Science; Student (on leave) German Universities, Fall of 1907; Chair of Natural Science, State Normal School, Kirksville, 1897-1900; Professor Zoology, State Normal School, 1900—.

H. H. LAUGHLIN, Pd. B., Pd. M. AGRICULTURE AND NATURE STUDY.
 Pd. B., State Normal School, Kirksville, 1900; Pd. M., same, 1902; Teacher of History in High School, Kirksville, Mo., 1899-1900; Principal High School, Kirksville, 1900-2; Principal High School, Centerville, Iowa, 1902-5; Student Summer School Columbia University (N. Y.), 1903; Superintendent Public Schools, Kirksville, 1905-7; Student summer session Brooklyn Institute of Arts and Sciences, 1907; Student Iowa State College, (on leave), 1907-8; Present position, 1907—.

H. CLAY HARVEY, Pd. B., B. S., M. S. MATHEMATICS.
 Graduate State Normal School, Kirksville, 1888; Principal High School, and Teacher of Mathematics, Richmond, Mo., 1888-90; Student University of Michigan, 1890-2; Principal High School, Nevada, Mo., 1892-3; Teacher Mathematics, Woodson Institute, Richmond, Mo., 1893-4; Professor Mathematics Pritchett College, Glasgow, Mo., 1894-1900; M. S., Pritchett College, 1895; Student Summer Session University of Chicago, 1896, 1897; Graduate student Harvard University (on leave), 1903-4; Student Chautauqua School of Oratory, 1904; President Missouri Society Teachers of Mathematics and Science, 1905-6; Member American Mathematical Society, 1904—; Studying European Schools, under American Civic Federation (on leave), Sept.-Nov., 1908; Professor of Mathematics, State Normal School, 1900—.

R. M. GINNINGS, B. S. D., A. B., A. M. ASSISTANT IN MATHEMATICS.
 Graduate Kirksville Normal School, 1893; Student University of Missouri, 1893-4; Same, 1896-8; Principal High School, Gallatin, Mo., 1898-1900; Student Summer Session University of Missouri, 1900; Teacher Mathematics, High School, Hannibal, Mo., 1900-3; Student Summer Session University of Missouri, 1903; A. B., University of Missouri, 1904; Graduate Student (on leave), University of Chicago, 1907-8; A. M., University of Chicago, 1908; Assistant Mathematics, State Normal School, 1903—.

Wm. H. ZEIGEL, A. B., A. M. ASSISTANT IN MATHEMATICS.
 A. R. Missouri Valley College, 1900; Assistant in Mathematics, University of Missouri, 1903-4; A. M., University of Missouri, 1904; Principal Dearborn Schools, 1904-7; Assistant in Mathematics, State Normal School, 1907—.

A. P. SETTLE, Ph. B. ENGLISH.
 Ph. B., McGee College, 1886; Assistant Principal Academy, Perry, Mo., 1886-9; Principal School, New London, Mo., 1889-90; School Commissioner, Ralls County, Mo., 1889-90; Superintendent Schools, Huntsville, Mo., 1890-2; Superintendent Schools, Louisiana, Mo., 1892-6; Professor of English and Psychology, Normal School, Springfield, Mo., 1896-7; Superintendent Schools, Mem-

phis, Mo., 1897-1900; Student Summer School, Harvard University, 1902; Graduate student (on leave), Harvard University, 1906-7; Professor of English, State Normal School, 1900—.

MINNIE M. BRASHEAR, Pd. B., Pd. M., A. B. ASSISTANT IN ENGLISH
Graduate State Normal School, 1892; Teacher of English and History, High School, Hannibal, Mo., 1892-3; Student University of Missouri, 1893-4; Teacher English and History, Beaver College, Pa., 1894-7; Post-graduate course, State Normal School, 1896; Student Radcliffe College, Cambridge, Mass., 1897-8; Teacher of English and Latin, High School, Red Lodge, Mont., 1899-1902; Teacher English, High School, Anaconda, Montana, 1902-4; Assistant Missouri Department of Education, Louisiana Purchase Exposition, 1904; A. B., University of Missouri, 1908; Studying European Schools, under American Civic Federation, (on leave), winter 1908-9; Assistant teacher of English, State Normal School, 1904—.

EDWIN R. BARRETT, A. B., A. M. ASSISTANT IN ENGLISH.
A. B., Park College, 1895; Teacher in Lawson College, 1896-8; Newspaper work, Manitowoc, Wisconsin, 1898-1900; Student Summer School, University of Chicago, 1902; Professor of English, Park College, 1901-4; English fellowship, University of Kansas, 1904-5; A. M., University of Kansas, 1905; Studying European Schools, under American Civic Federation (on leave), Sept.-Nov., 1908; Assistant in English, State Normal School, 1905—.

F. W. PLUNKETT, B. S., A. B. ASSISTANT IN ENGLISH.
B. S., Teachers' College, University of Missouri, 1906; A. B., University of Missouri, 1907; Principal High School, Norborne, Mo., 1907-8; Student Summer School, University of Missouri, 1908; Present position, 1908—.

D. R. GEBHART SUPERVISOR OF MUSIC.
Voice under M. Richardson, New Albany, Indiana, 1892-4; Voice, Harmony, etc., under Octavia Hensel (Court singer of Austria), Karl Schmidt, (Accepted composer Royal Opera, Berlin), Louisville, Kentucky, 1895-6; Student College of Music, Cincinnati, Ohio, 1897-8; Concert Tour under direction of Florence Hyde Jenks, Chicago, 1899; Supervisor of Music, New Albany, Indiana, 1900-5; Soloist with Philharmonic Orchestra, Louisville, Kentucky; Soloist St. Paul's Episcopal Church, Louisville, Kentucky; Director New Albany Musical Club, Private School of Voice, 1900-5; Graduate Summer School of Music, Chicago, 1900-2; Coached with Hans Seitz, Leipzig, Germany, summer 1901; Director of Music, State Normal School, 1905—.

FRANCES TINKHAM CROWLEY ASSISTANT IN MUSIC.
Voice under Albert Ruff (Teacher of Eugene Cowles of the "Bostonians"); Violin under Wilford Wollette (First Violinist, Thomas Orchestra); School of Methods, Ginn and Company, Chicago, 1895-9; Supervisor of Music, State Normal School, Cape Girardeau, 1899-1900; Teacher of Music, State Normal School, Kirksville, Mo., 1900-5; Student of Music Department, Columbia University, New York; Pupil of Dessart, New York; Studio Work, 1905-7; Pupil of Maestro Giorgio Sulli (Teacher of Samarco, Manhattan Opera House), New York, 1906; Pupil of Italian Conservatory of Music, New Haven, Conn., 1907-8; Assistant Instructor Music, State Normal School, 1909—.

EDITH V. SHARPE ASSISTANT IN MUSIC.
Voice under Josephine Rand, Boston, 1892; Voice and Chorus under Walter Damrosch, New York, 1893; Graduate of Normal Institute, New England Conservatory of Music, Boston, Summer 1894; Graduate of Training Depart-

ment, Conservatory of Music, Detroit, Summer 1898; Voice under Ellison Van Hoose (Tenor Metropolitan Opera Co., New York), Chautauqua, New York, Summer 1907; Voice under F. S. Dossert, Paris, Summer 1908; Director of Music, State Industrial School, Rochester, N. Y., 1894-1902; Director of Music, State Normal School, Brockport, N. Y., 1902-8; Assistant in Music, State Normal School, 1908—.

ANDREW OTTERSON, PH. B. PROFESSOR OF COMMON SCHOOL BRANCHES AND ASSISTANT IN MUSIC.

Ph. B., Beloit College, 1896; Principal High School, Spring Valley, Wisconsin, 1898-1903; Teacher in High School, Madison, Wisconsin, 1903-7; Graduate student University of Wisconsin, 1903-7; Professor of Common School Branches, State Normal School, 1907—.

NELLIE BUZARD PIANIST.
Music Scholarship, 1909-10.

MARK BURROWS DEPARTMENT OF COMMERCE.

Student and Graduate Chautauqua Institution, 1886-90; Graduate Stanberry Normal School, 1890; Post-graduate same in Commercial Course, 1892; Principal Public Schools, Barnard, Mo., 1893-5; Superintendent Public Schools, Ridgeway, Mo., 1895-1900; Superintendent Public Schools, Albany, Mo., 1900-1; Superintendent Public Schools, Ridgeway, Mo., 1901-7; Student Gregg School of Stenography, Chicago, Ill., 1902; Instructor in Approved Summer Schools at Stanberry, Mo., 1904-7; Superintendent Public Schools, Bethany, Mo., 1907-8; Present position, 1908—.

LEOTA LILLIAN DOCKERY READING AND VOICE CULTURE, AND PHYSICAL EDUCATION.

Graduate State Normal School, Kirksville, 1900; A. B., University of Missouri, 1904; Teacher California, Mo., High School, 1904-5; Teacher Kirksville, Mo., High School, 1905-6; Teacher Maryville, Mo., High School, 1907-8; Present position, Jan., 1909—.

O. C. BELL DIRECTOR OF ATHLETICS.

Graduate Township High School, Biggsville, Ill., 1900; Student University of Illinois, 1900-2; Director of Athletics, Monmouth College, Monmouth, Illinois, 1905-6; Present position, 1907—.

A. D. TOWNE MANUAL TRAINING.

Graduate State Normal School, Whitewater, Wisconsin, 1902; Principal Public Schools, Merton, Wisconsin, 1902-4; Graduate Stout Manual Training School, Menomonie, Wisconsin, 1906; Director Manual Training, State Normal School, Kirksville, 1906—.

CORA A. REID TEACHER OF ART.

Student in numerous studios, New York City, Chicago, St. Louis, 1891-4; Student Minnesota University, 1899; Student New York Art League, 1902; Student Art Institute, 1903; Graduate Summer Normal School, 1903; Supervisor Drawing, Hannibal, Mo., Public Schools, 1894-1904; Teacher of Art, American Institute of Normal Methods, Evanston, Ill., Summers of 1902-9; Teacher of Art, State Normal School, 1904—.

GRACE LYLE ART SCHOLARSHIP.

Graduate Central High School, St. Louis, Mo.; Student Teachers Colleges, St. Louis, Mo.; Student Museum of Fine Arts, St. Louis Mo—.

OPHELIA A. PARRISH LIBRARIAN.

Graduate Christian College, Columbia, Mo., 1869; Principal Schools, Pierce

City, Mo., 1880-1; Student Martha's Vineyard Summer School, 1882; Teacher English and French, High School, Springfield, Mo., 1882-90; Same, 1892-3; Student Berlitz School of Languages, Berlin, Summer 1890; Student Lecture Courses in Sorbonne and College of France, 1890-1; Assistant Superintendent Public Schools, Springfield, Mo., 1893-9; Student Summer Terms Cook County Normal School, 1894-5; Student Summer School University of Chicago, 1901-2; Supervisor Practice School, State Normal School, Kirksville, 1899-1903; Student Library School, Chautauqua, New York, Summers 1903-4; Librarian, State Normal School, Kirksville, Mo., 1903—.

DELLA HAVENOR, Pd. B.....LIBRARY SCHOLARSHIP.
Graduate State Normal School, Kirksville, 1908; Library Scholarship, 1909-10.

MAYME SEARS.....LIBRARY SCHOLARSHIP.
Graduate State Normal School, Kirksville, 1909; Library Scholarship, 1909-10.

ORA RUTHERFORD.....LIBRARY SCHOLARSHIP.
Graduate State Normal School, Kirksville, 1909; Library Scholarship, 1909-10.

J. D. WILSON, Pd. B.....DEAN OF THEORY AND PRACTICE.
Graduate State Normal School, Kirksville, 1886; Superintendent Public Schools, Cameron, Mo., six years; Student University of Michigan, one year; Student University of Missouri, 1893-4; Principal High School, Sedalia, Mo., 1894-1903; Director branch Summer Schools, University of Missouri, 1902, 1903; Dean Theory and Practice, State Normal School, 1903—.

A. B. WARNER, Pd. B., Pd. M.....SCHOOL ADMINISTRATION.
Graduate State Normal School, Kirksville, 1879; Post-graduate, same, 1882; Superintendent Schools, Allerton, Iowa, 1881-5; Superintendent Schools, Harlan, Iowa, 1885-96; Superintendent Schools, Missouri Valley, Iowa, 1896-1902; Superintendent Schools, Tacoma, Washington, 1902-6; Conductor and lecturer summer schools and institutes, 1878-1902; Lecturer summer school, University of Washington, 1905; Professor School Administration, State Normal School, 1906—.

JERE T. MUIR, A. B., A. M., LL. D.....SCHOOL VISITOR.
Graduate Mt. Zion Seminary, Illinois, 1871; Student Illinois Normal University, 1871-3; A. B., La Grange College, 1877; A. M., La Grange College, 1881; Admitted to Bar, 1882; Conductor State and County Summer Schools and Institutes, 1890-5; LL. D., La Grange College, 1896; Director Practice School, and teacher of various subjects, State Normal School, Kirksville, 1887-94; Superintendent Public Schools, Moberly, Mo., 1896; President La Grange College, 1897-1904; Representative in General Assembly of Missouri 1905-6; same, 1907-8; same, 1909-10; School Visitor, State Normal School, 1907-08; same, 1909-10—.

GERTRUDE LONGNECKER.....SUPERVISOR OF ELEMENTARY SCHOOL.
Graduate Hyde Park High School, Chicago, 1893; Graduate Chicago Kindergarten College, 1897; Graduate Normal School Course, Chicago Kindergarten College, 1898; Teacher Department of Pedagogy, Chicago Normal School, 1899-1903; Director Kindergarten and Primary Department, Winona Lake Summer School, 1899-1903; Student University of Chicago, 1903-4; Principal Training School, Saginaw, Michigan, 1904-5; Studying European Schools, under American Civic Federation, (on leave), winter 1908-9; Supervisor Elementary School, State Normal School, 1905—.

SUSIE BARNES, Pd. B., Pd. M., A. B., B. S.TEACHER MODEL RURAL SCHOOL.

Student Tarkio College, 1889-90; Teacher in rural schools, 1891-6; student Tarkio College, 1896-8; Pd. B., State Normal School, Kirksville, 1900; Critic Teacher, Practice Department, State Normal School, Kirksville, 1900-3; Assistant in English and Teacher of Drawing and Physical Education, State Normal School, Kirksville, 1903-5; Pd. M., State Normal School, Kirksville, 1905; Supervisor of English in Elementary School, 1905-7; Diploma for teaching English in Secondary Schools, Teachers College, Columbia University, N. Y., 1908; B. S., Columbia University, N. Y., 1908; A. B., State Normal School, Kirksville, 1908; Assistant in English, and Supervisor of English in the Elementary School, State Normal School, 1908-09; Present position, 1909—.

HARRIET HOWARD.....KINDERGARTEN DIRECTOR.

Record not available at time of going to press.