

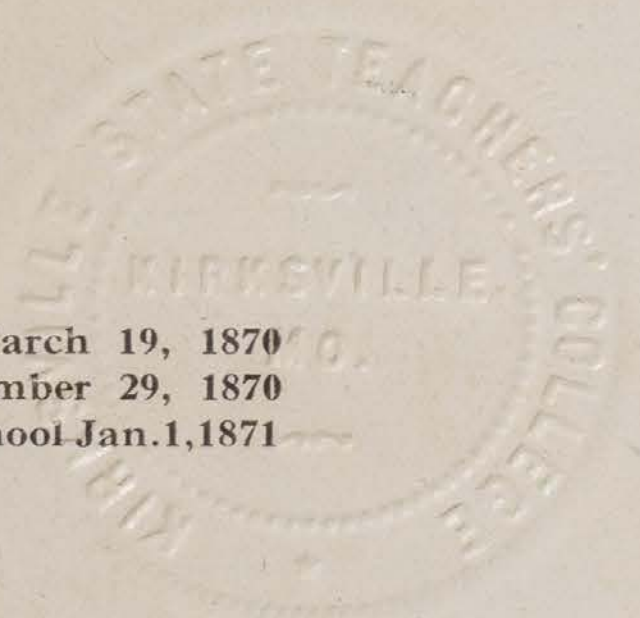
# Bulletin

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



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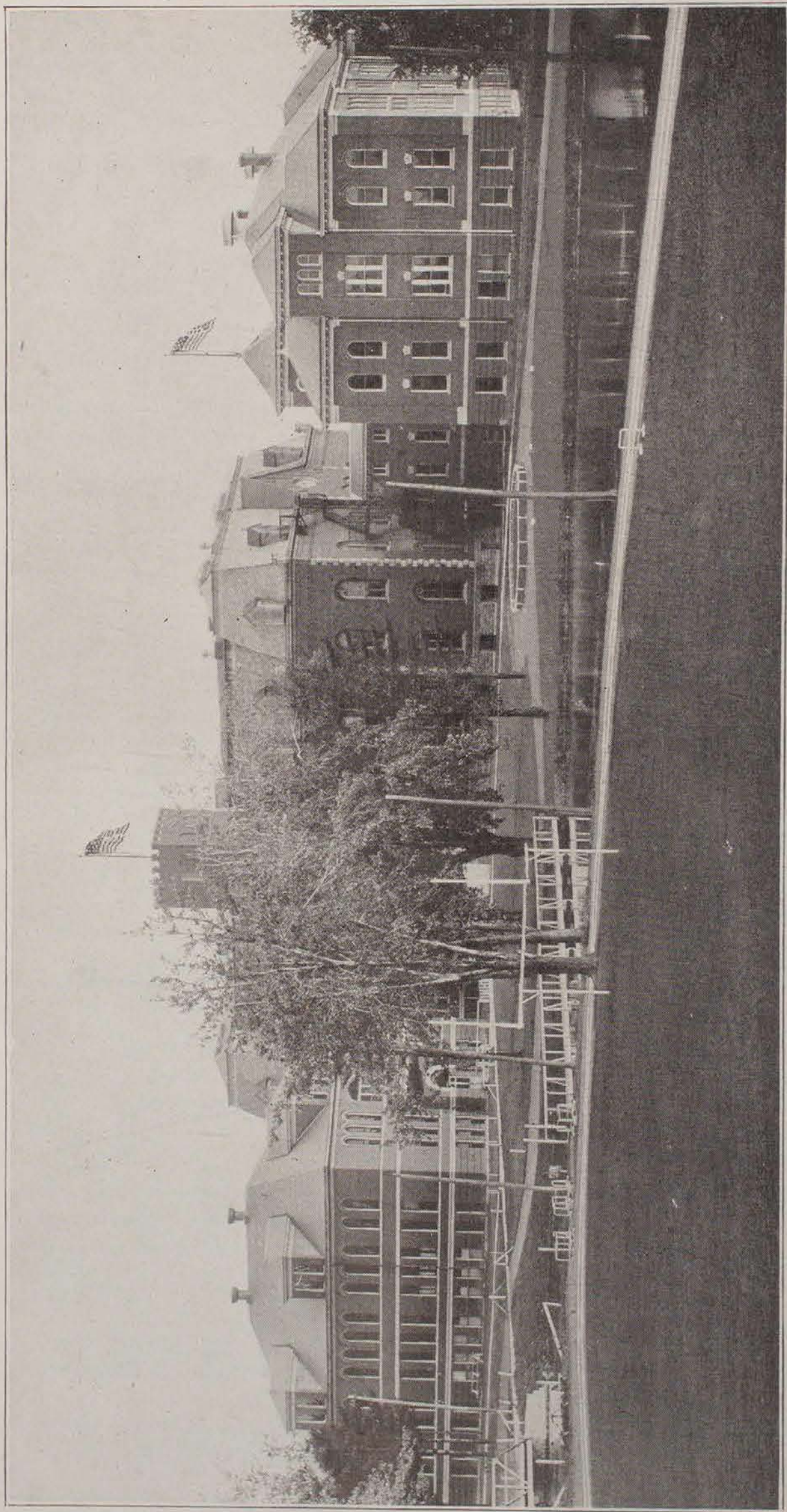
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EUGENE FAIR	Ancient History
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CHARLES BANKS	History Scholarship
W. A. LEWIS	Agriculture
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	Domestic Science
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LULA J. CRECELIUS	Library Scholarship
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J. L. BIGGERSTAFF	Harmony, Orchestra, Piano Tuning
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BERTHA DAKIN SMITH	Assistant in Music, Dean of Women
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IDELLA R. BERRY	Supervisor Primary Grades in Pr. Sch.
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T. J. MCKASSON,	House Carpenter.

NOTE: By custom of this institution the order in which the names of Faculty members are printed has no significance. It is solely a matter of conven



PHOTOGRAPHIC VIEW OF BUILDINGS.

ORIGINAL BUILDING, BALDWIN HALL, IN CENTER, COMPLETED IN JANUARY, 1873.  
LIBRARY HALL, AT LEFT, COMPLETED IN DECEMBER, 1901.  
MODEL RURAL SCHOOL, MANUAL TRAINING HALL AND SCHOOL GARDENS AT THE REAR AND NOT SHOWN IN PICTURE.  
SCIENCE HALL AT RIGHT, COMPLETED IN MAY, 1906.

# Quarterly Bulletin

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## A FOREWORD.

This bulletin is designed to help present and prospective teachers to understand what they may do for themselves in a State Normal School. It is also to show people at large as clearly as possible the contribution which the institution undertakes to make to the cause of educational advancement in the state.

The normal school is a strictly vocational institution. In its various courses for rural teachers and other elementary teachers it reaches out to the graduates of village and rural schools, offering to the ambitious ones the most practical avenues through which they may become competent teachers from the day they first attempt such service. In its advanced courses it covers, for professional and vocational purposes, all the subjects included in the curricula of the best colleges.

The Missouri Normal Schools were organized in the early 70's for the purpose of preparing teachers for all the public schools of the state. In those days no other Missouri institutions were doing such things. For forty years and more the school boards of Missouri have been accustomed to call upon the normal schools for teachers of all sorts, including rural school teachers and other elementary teachers, high school teachers, superintendents and supervisors of all kinds.

It is now seen that the Missouri Normal Schools mapped out their careers in advance of most other institutions and in anticipation of an almost uniform desire now prevailing in normal schools, to have as a minimum requirement four years of academic and pedagogic instruction based upon graduation from good high schools in order to prepare

efficient teachers for all those subjects made necessary in public schools by the increasing complexity of industrial, commercial and social life.

**Makers of History.** In 1867 Joseph Baldwin, aided by W. P. Nason and J. M. Greenwood, opened in Kirksville a private Normal School, which through their agitation became on January 1st, 1871, the First District Normal School. Its avowed purpose, as shown in early bulletins and the law creating it, was to furnish teachers for the public schools of Missouri. There was no misapprehension as to what was meant by the public schools. In the early 70's the original normal school leaders of the state, Dr. William T. Harris, Superintendent of St. Louis City Schools; J. Baldwin and J. M. Greenwood, of Kirksville; F. Louis Soldan, of the St. Louis Normal and High School; E. B. Neely, Superintendent of Schools at St. Joseph; George L. Osborne, Superintendent of Schools at Louisiana, Mo., and a half dozen others began an aggressive, systematic, gradually widening campaign for public high schools in Missouri. The movement did not, as many suppose, originate in the universities and colleges. "Honor to whom honor is due." Honor to the University especially for taking up systematically at a later date the agitation for organized high schools. But the glory and honor should forever be accorded to the veteran group above named who stood out clearly and courageously and combatively for the public high schools, and under the roof of the present Baldwin Hall and at meetings held in St. Louis and elsewhere mapped out and proclaimed the first general scheme for articulated education in Missouri, from the kindergarten to the graduate classes of the University. This was the first comprehensive and connected scheme for a complete educational system ever promulgated in and for the state.

May the deeds of these heroic pioneers never be discredited nor forgotten. Others with commendable zeal have theorized and engaged in agitations both earlier and later, but here lived and labored the prophets who had faith unflinching and who at no time faltered. From this nucleus went out young men and young women ready and able to give reasons for the faith that was in them, able and determined to succeed in spite of all obstacles.

**Democracy in Education.** We hear constantly about the advantages of academic freedom in the universities and the necessity for the college atmosphere in which to grow men and women of strength and culture and the power of initiative. But there is perhaps too little attention given to the "academic cramp" and the "pedagogic routine" which characterize those normal schools confining themselves to the restrictive "training courses" that extend two years above high school graduation and no further. These brief "training courses" confine themselves chiefly to methods, principles, devices, prescriptions, and the drilling of prospective teachers in the forms of pedagogic procedure. But highly efficient teachers seldom arise from such atmosphere, and no normal schools confining themselves to such limited courses have ever seriously influenced education in our country or in any country so far as known. The university and college men have long justly charged such normal schools with superficiality, dogmatism and educational lethargy. It is very clear that the only place in which to produce ingenious, constructive, thoughtful teachers is in an atmosphere of academic and pedagogic freedom, where they may classify themselves by natural differentiation, where those of large energy and diversified talents may obtain the best of scholarship in order to adapt themselves to the restless grammar school grades; where the reflective, cogitative, prospective

specialists may by natural processes classify themselves for ultimate service in high schools and colleges.

It begins to be pretty generally conceded that a teacher for any one grade needs a sound scholarship basis for his professional education, just as well as a teacher for any other grade, and it seems also quite clear that if any teacher needs the equivalent of a college education, along with the best sort of pedagogic preparation, it is the teacher in the elementary school and in the earlier stages of the high school.

The further we proceed in education the clearer it becomes to us that we cannot afford to discriminate against the children in any part of their school education. The scheme that would send one group of talented prospective teachers through a university school of education to prepare them to teach in high schools, while sending another group prematurely and artificially classified through some low grade normal school to prepare them for teaching in the elementary schools, would bring about the withering blight of caste in our country which has warped and distorted school education as well as life at large in the Old World for centuries. For more than forty years this normal school has stood out firmly in opposition to the premature classification of normal school students and also in opposition to any such standardization and stratification of teachers as may be found in European countries and in some states of our own country.

In view of all the facts, this normal school emphasizes its diversified schemes of instruction. It welcomes the well prepared and rugged young folks from the farm and from the village. It exults in seeing them day by day in elbow touch with the mature and scholarly students who by virtue of serious struggle in advanced academic and pedagogic studies, create for themselves and for their institution the best sort of college atmosphere. This Nor-

mal School rejoices in its **academic and professional freedom**. If any institution in Missouri enjoys the exhilaration of a genuine love of learning, we believe that this one does.

**The Rural Student and Teacher.** Elsewhere in this bulletin will be found statements as to special courses for rural teachers; also description of our Model Rural School and what it does for education; also some drawings and specifications as to our Model Rural School building and its equipment.

Special attention is called to the syllabus for the courses in agriculture. Our school gardens and the school farm are the foundations for the very best sort of education for rural teachers. These utilities enable the Normal School to exemplify rather than theorize. They constitute a concrete basis for the best sort of education in rural life. Doubtless it was never so clear before as it is in the summer of 1911 that our agricultural interests are the bases of all prosperity and advancement in the whole Mississippi Valley. What, therefore, could a normal school do that would increase its efficiency more than to use its highest and best energies to build from such a foundation as the garden and the farm?

**A Word to Parents and to New Students.** School life is life under high pressure. It produces the rapid heart beat. It should produce a steady pulse. Many students away from home simply waste their lives. Many of them are tempted to spend in extravagance the hard earnings of their parents. Many of those sent to school by their parents have no definite purpose.

There are temptations on every hand. The blare of noise and the enticements of cheap entertainments, spectacular shows, clownishness and buffoonery all under the guise of diversion and recreation lure the unsuspecting

young people from serious student life. As a rule, the normal school students are characterized by high purpose, but there is an increasing tendency, because of increasing wealth, to drift over into the ways of the idlers and of the lovers of idle ways.

Our steadiest and best students come from rural and village homes. Many of them are tempted to extravagance in dress and in ways of living. They and their parents should be warned in advance. Student life should be sober life. It should exemplify high thinking and plain living. It is the foundation for the highest joys in human life; for the greatest successes and achievements. School life is enjoyable life, rich life, fruitful life, but it is life in anticipation of still higher efficiency, achievement and enjoyment.

Young students away from home for the first time are liable to be swept off their feet and to let go the moorings which have held them to the best things in young life. They should not enter school with the idea of "having a good time." The student is entitled to just such simple pleasures and enjoyments as he was accustomed to about home. But student life is busy life. It requires great effort. It cannot compromise with idleness, frivolity, or loose ways of living. The student away from home will hear much nonsense about "having a good time"; but the world's work is done by those who as students learn to live economically, both as to their time and their money. The world's work is done by such people. The "good time" crowd are compelled to learn later in life the fable of the ant and the grasshopper.

## **ABOUT ENTERING SCHOOL.**

**When to Enter.** The best time to enter the Fall Quarter will be Tuesday, September 12th. Programs are to be made that day. It will be difficult to make programs on the day following because the Faculty members will be busy most of that day planning class-room work with their several classes.

As a general rule it is best to enter any term on the first day of the term.

**The Making of Daily Programs.** Students should inspect the tabular view of courses of instruction. They should compare the elementary course with high school courses. They should understand that all the work done in good high schools is accredited and that each of them may begin studies in this Institution at points where the studies were discontinued in other schools. This, of course, is done at the student's risk. If he cannot carry successfully the new studies, he will be asked to change over into classes of such advancement that the studies can be carried.

**Faculty Members Make Programs.** All members of the Faculty are to be at the President's Office from 8 to 12 a. m. and from 2 to 5 p. m., Tuesday, September 12th, for the purpose of assisting students in making programs. It is recommended that students come to Kirksville and make boarding house arrangements on Monday, September 11th.

**Beginning of Recitations.** Class room exercises will begin according to daily program at 8 a. m. Wednesday, September 13th.

**Bring Grade Cards.** Students should bring with them their grade cards, certificates, diplomas and whatever

other written or printed evidences of school work they may have. We desire to avoid examinations. We desire to classify students and make up their programs from their credentials and from what they can say of themselves. We desire to economize time. But no student will be able to remain many days in any class which has work too difficult for him. Re-classification is a very simple and easy matter.

**Bring Former Text Books.** It is well for students to bring with them the principal text books and reference books formerly used and studied. These books are useful in many ways.

**Official Program.** The student's official program is issued in duplicate over the signature of the President of the Institution. Prior to issuance of such program, the student must present a receipt from the treasurer of the Institution showing that the Incidental Fee has been paid.

**Incidental Fee.** The Incidental Fee is \$6.00 for each term or quarter, i. e., for a period of from eleven to thirteen weeks. Students go to the Citizens' National Bank and pay Incidental Fees to Mr. Ethel Conner, Treasurer of the Board of Regents. No programs are made until receipts for Incidental Fees are presented at the President's Office. In no case are Incidental Fees refunded.

**Gymnasium Fee.** The first time a student enrolls during any twelve months' period, the total fee is \$7.00, being \$6.00 for the general 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.

**Room, Board, etc.** Room rent, meals, light, fuel, etc., cost from \$3.50 to \$4.50 per week, owing to the kind and quality of accommodations and distance from the buildings. A majority of the students probably pay about \$3.75 per week. Some reduce their expenses in various ways. There are a few who get along on from \$2.75 to \$3.25 per week. Some students rent rooms and board in clubs; some do light house keeping. There is a great variety of ways whereby students may economize if they desire to do so.

This Institution is co-educational. But it is recommended that young men and young women have rooms in separate rooming houses. The faculty will not recommend boarding and rooming houses, excepting with the idea that such houses, so far as rooming is concerned, will be exclusively for young men on the one hand or exclusively for young women on the other.

**Enrolling in the Practice Schools.** Parents wishing to have their children enrolled in the Practice Schools or Rural School, should see Miss Susie Barnes, Director of the Practice Schools, or Mrs. H. Clay Harvey, Teacher of the Rural School. This may be done on Monday, September 11th. City and rural children may be enrolled in the general Practice Schools having their headquarters in the Library Building. None but rural children will be enrolled in the Rural School.

## **LITERARY SOCIETIES, DEBATING CLUBS.**

The Institution supports and encourages many forms of student activities. The Philomathean Literary Society and the Senior Literary Society are mixed societies of men and women, with about 70 members each. The Elizabeth Barrett Browning Club is composed of about 40 young women. The Websterian Debating Club, the Claytonian Debating Club, the Ciceronian Debating Club and the Demosthenonian Debating Club are composed of young men and have about 30 to 35 members each. The Current Topics Club comprises about 20 young women. The History Club, composed of men and women, faculty members and students, has an active membership of about 25. There are other similar clubs, the Art Club, the German Club, the Latin Club, the Tennis Club, the Rural Sociology Club, the Science Club and the Shakespeare Society, having about 25 members each.

These societies meet once a week, some in the day time and some at night. Credit is given for work in these clubs and societies, provided the work is faithfully done and a definite record of the same can be shown. The work is credited under the head of Public Speaking and Debating. It is considered very valuable and is placed on a par with other good school work, hour for hour.

The Athletic Club is an organization of young women under the leadership of Miss Dockery, of the Department of Physical Education. It usually has about 100 members. Its purpose is to acquire and exemplify the best ideals for perfecting the health of young women.

## **EMPLOYMENT BUREAU.**

In response to the demands of many earnest students, and to letters of prospective students, the Faculty appointed some time ago a committee to act in conjunction with a committee of the Y. M. C. A. to constitute an Employment Bureau. This Committee will make a canvas of Kirksville to find places for serious, industrious students where such students can earn a part at least, of their expenses while attending school.

The Committee will attempt to put worthy students in touch with such work. Some of our very best students in the past have been enabled to continue in school in this way. A number have been placed during the summer of 1911, but with better organization we hope to do much more in this direction.

Prospective students wishing information should write to Professor J. W. Heyd, Faculty member of the Committee.

## **ENTERTAINMENTS.**

**Y. M. C. A. Lecture Courses.** For about thirteen years the Young Men's Christian Associations of the Normal School and of the American School of Osteopathy have maintained a high grade Lecture Course during the winter season. The object has been to furnish entertainment and instruction and not to make money. The Associations have therefore put into the Course just as much as the patronage would justify. The Course has always consisted of six numbers each year and the season tickets have been \$1.50 for each season.

The Course last year included the following numbers: Calzin-Ohrmand Recital; Senator Bristow; Prof. W. M. R. French, crayon artist; Esther Plumb, contralto; Byron Piatt; Dr. F. N. Gunsaulus.

The Course for 1911-12 will include the following numbers: Temple Cycle Quartette; Benjamin Chapin; Mrs.

Jessie Gaynor and her daughters; Thomas Fletcher; Signor Palmetto; Dr. S. Parkes Cadman. Chapin, Fletcher and Cadman numbers are lectures. The other numbers are musicales.

**The Coburn Players.** An attractive feature of the Summer Term, 1911, was the outdoor dramatic festival, June 28th and 29th, by the Coburn Players, of New York. The twenty-five people of this company are among the best actors of the country. They gave on the Campus two Shakespearean plays, "Romeo and Juliet" and "As You Like It"; also the Greek tragedy, "Electra", by Euripides. Two of the entertainments were given at night and one in the afternoon. They were first class performances, very highly educative, especially instructive to the summer school teachers, most of whom as students of literature, found the programs highly helpful to them.

**The Chautauqua Assembly.** The Kirksville Chautauqua Assembly is held on the Normal School Campus about the first of August each year. The program continues through some seven days and includes the greatest platform orators and the finest musical companies available. During the Chautauqua the classes in the Normal School meet only in the forenoons and have the afternoons and evenings for attending the entertainments. These great entertainments are believed to be highly beneficial. They constitute recreation while yet contributing to the educative efficiency of the Summer Term.

**Entertainment through the Department of Music.** It is a working doctrine of this Institution that Music may be made the most potent instrumentality available in bringing about wholesome discipline, voluntary good conduct and the best possible esprit de corps in the public schools. With a view to carrying into effective operation

this doctrine of the Institution, the Department of Music is encouraged and aided in a variety of highly instructive musical entertainments in which the largest possible numbers of prospective teachers participate.

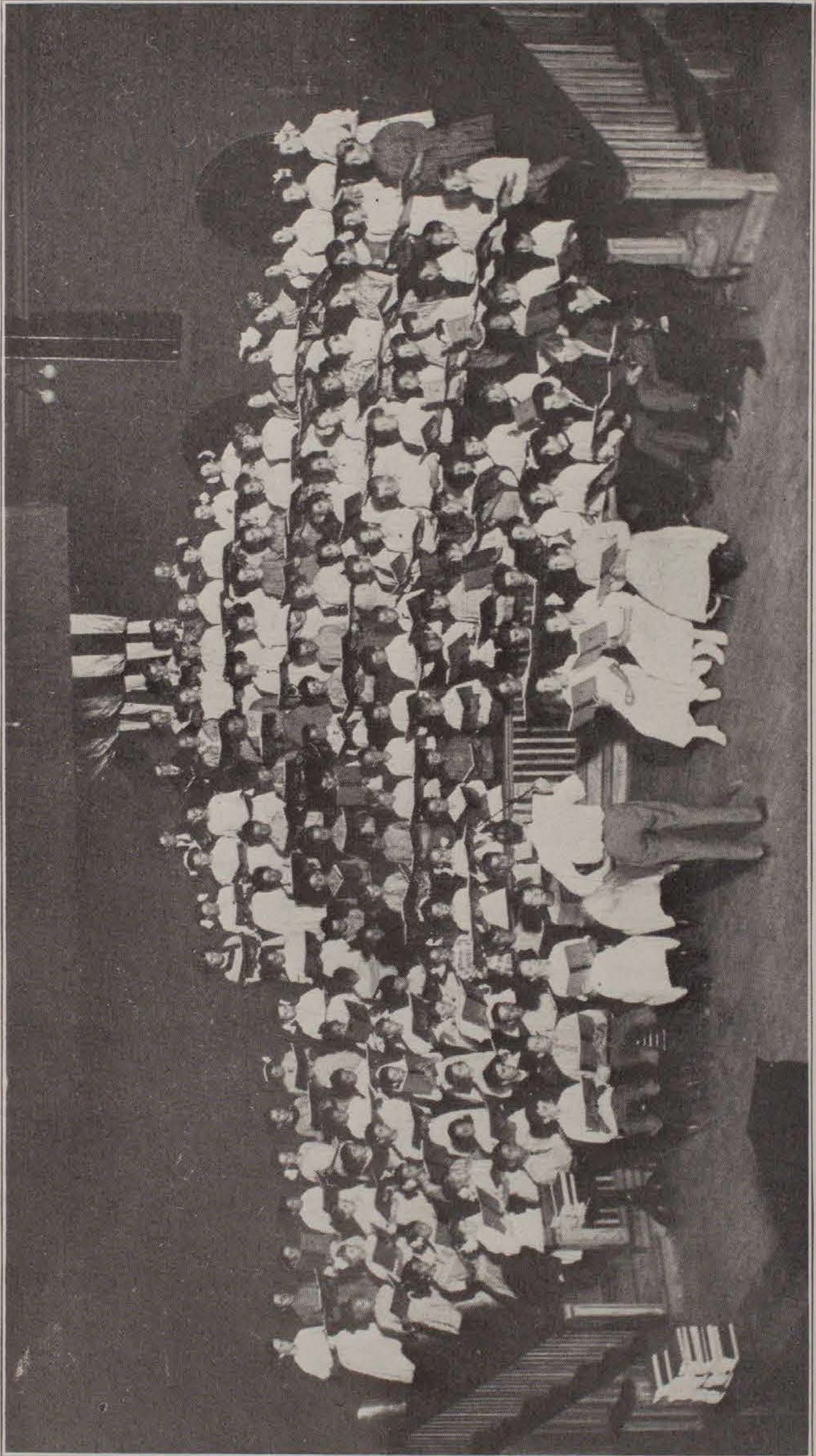
For several years it has been the custom to have annually one or more Festivals of Music on the largest possible scale. The Annual Spring Festival of Music, April 5th and 6th, 1911, is thought to have been, up to the present time, the high water mark of entertainments of this character. It was characterized by a balance of parts and quality of performance heretofore not attainable.

The Festival comprised two afternoon concerts by the Minneapolis Symphony Orchestra numbering some sixty-five musicians, and two evening programs in which the Minneapolis Symphony Orchestra was combined with the Normal School Chorus, the latter numbering one hundred twenty voices, sixty-four men and fifty-six women.

The one great masterpiece, to which the entire evening, May 6th, was devoted, was The "Messiah", on which the Chorus had worked and studied for nearly seven months, meeting usually for a two hours' rehearsal one evening during each week of the period. The shorter number, in which the Orchestra and Chorus were combined on the evening of April 5th, was "The Deluge", by Saint-Saens.

One gratifying feature, attracting special notice during each festival, was the fact that our own director of music, Mr. D. R. Gebhart, directed the joint performances while the great orchestra director, Emil Oberhoffer, sat in the audience applauding and commending the success of the rare and difficult undertaking.

Another gratifying outcrop of the musical education of the Institution was the work of the Sextette, consisting of four young men and two young women, who during the past year gave a number of musical entertainments outside of Kirksville and, among other things, attended the State



PRACTICE SCHOOL CHILDREN IN THE AUDITORIUM OF BALDWIN HALL REHEARSING FOR A SONG TO BE GIVEN BEFORE THE NORMAL SCHOOL AT THE MORNING ASSEMBLY.

Teachers' Association at St. Joseph in November to sing before the Association and various other audiences.

At the time of going to press the Department of Music is preparing a chorus of some sixty people to give "Pinafore" on the Normal School Lake. In the contemplated Pinafore program it is regretted that the chorus has to be reduced to sixty persons. At least a hundred and twenty could easily have been secured to participate in the program, but the building of the ship and the staging on the Lake precluded the participation of more than sixty persons.

Still another encouraging feature marking the increase in musical resources is the fact that the School Orchestra during the past year gave, among other productions, the "Andante to Beethoven's First Symphony" and the "English Dances" by German.

### **THE CHRISTIAN ASSOCIATIONS.**

The Young Men's Christian Association and the Young Women's Christian Association are voluntary organizations which the Institution encourages and aids as much as possible.

The rooms of the Young Women's Christian Association are delightfully cosy, convenient and comfortable. They are easily accessible from the Auditorium, the Library and other chief centers of activity. The quarters of the Young Men's Christian Association are equally accessible, convenient and comfortable.

The Young Women's Christian Association is a branch of a world-wide movement, organized for the purpose of uplifting and strengthening the characters of young students into purposeful and unselfish women. The Association is accustomed to hold special meetings of their own each Sunday afternoon. They also hold an occasional



Y. M. C. A. CABINET.—Top Row, Reading left to right: G. V. Baskett; C. M. Wise. Second Row: Clarence M. Fish; Grover W. Sims; Stephen Blackhurst; Melvin Fish; Rowland Marston. Bottom Row: Earl Van Horne; Prof. J. W. Heyd; Barrett Stout; C. T. Farmer; S. T. Frazier.

series of noon-day prayer meetings and classes organized for the systematic study of the Bible and Missions. For these meetings they are given the use of the most convenient and pleasant room to be had for such purposes in any of the buildings. It is the main reading room of the Library which the janitors put in order each Sunday for the special purposes of the young women's meetings. The Dean of Women has her headquarters in the rooms of the Association and has for one of her principal duties, all such contributions to the comfort and welfare of the girls as may be possible. One specially unique and helpful enterprise in connection with the Association work is the Students' Supply Stand in which a variety of class room necessities may be purchased.

The Young Men's Christian Association has for its fundamental purpose the improvement of the lives and conduct of the young men. It especially emphasizes clean living and pure thinking. The members for the attainment of their purposes welcome to membership every young man in the Institution who cares to belong. They provide weekly devotional meetings of their own, varied by lectures and life-work meetings. They have occasional joint meetings with the Young Women's Christian Association. They maintain classes in the systematic study of the Bible and of Missions. Both the young men and young women give occasional socials and entertainments, sometimes for members alone, sometimes for the entire school.

The Young Men's Christian Association supports, as explained elsewhere, a six number Lecture Course, costing nearly \$1000.00 annually. It sends out a "Gospel Team" of five young men during the Holidays to engage in evangelistic work. It sends annually a delegation of from three to six members to the general student Conference of the Young Men's Christian Associations at Lake Geneva, Wisconsin.

The Young Women's Christian Association sends even larger numbers to the great annual meetings of the National organization.

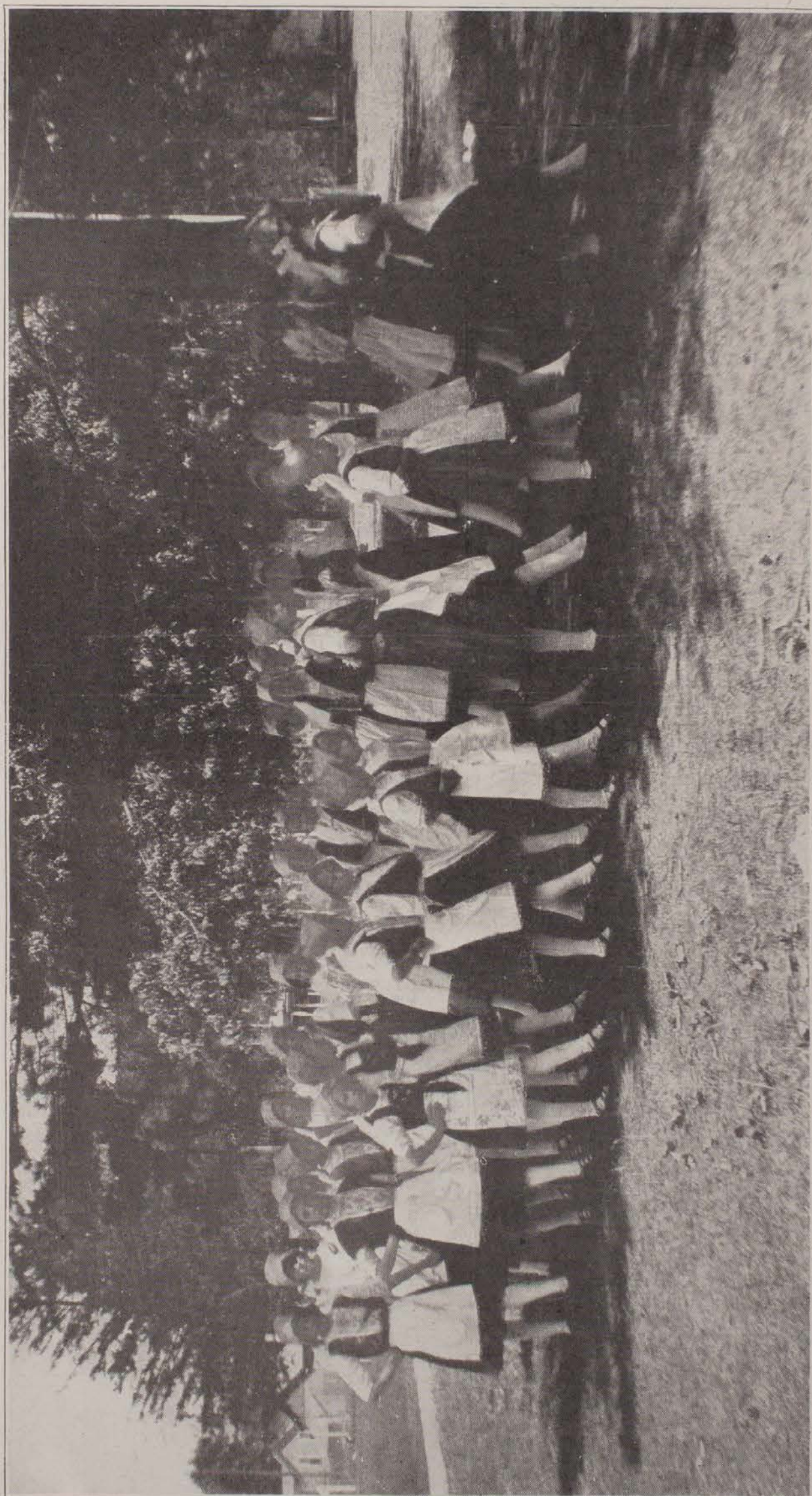
The Y. M. C. A. men offer to students the convenience of their well-equipped reading room, stocked with papers and magazines. They operate a book exchange where students may buy and sell second-hand text books. They have a corps of young men whose duty it is to secure boarding places for prospective students and to meet such persons at trains and conduct them to their boarding places. They have instituted an Employment Bureau which is in part directed by a member of the Faculty. This Bureau is to help students secure positions for those who desire to earn a part or all of their expenses.

The Associations publish a booklet containing a map of Kirksville, information about board and rooms, names of boarding and rooming house keepers and other items of interest. New students desiring an escort from the train, or help in finding a lodging place, may write to Roy S. Neff, Chairman of the New Student Department, Kirksville, Missouri, or to Miss Mae Wells, President of the Young Women's Christian Association, Kirksville, Missouri. Those anxious to work for a part of their expenses should write to Barton S. Morgan, Chairman of the Student Employment Department, Kirksville, Missouri. They may also address Professor J. W. Heyd, Faculty member of the Employment Bureau. Those wishing a free copy of the Y. M. C. A. and Y. W. C. A. Booklet should address G. V. Baskett, Secretary of the Y. M. C. A., Kirksville, Missouri, or Miss Bessey L. Daugherty, Secretary of the Y. W. C. A., Kirksville, Missouri.

## **A NEW TREND IN PHYSICAL EDUCATION.**

The spring and summer of 1911 will probably constitute an epoch making period in the history of this Institution. Prior to this time Physical Education has affected somewhat doubtfully a few dozen young men who learned to play foot ball and base ball and also a few dozen young women who learned to play a few games to which they were adapted. Now it is discovered that it is all well enough for girls to play basket ball in a room by themselves, if they like basket ball. There are some games which the girls can, with propriety, play out of doors. There are many varieties of indoor and outdoor exercises discovered to be beneficial to nearly all of the young women. Likewise it is discovered that there is a large variety of exercises less violent than foot ball and base ball which can be used to the advantage of nearly all the young men.

But the specially attractive features of the current season are the Physical Education exercises by the Practice School children. Hereafter the term "Play in Education" will have a meaning. It is discovered that directed play and organized games are incomparably better for the children than the old plan of undirected play where the bully among the boys and the spitfire, among the girls, could terrorize and hector their playmates and otherwise contribute to disorder. The organized play appeals to the good qualities of the children. It contributes to discipline. It makes orderly conduct desirable to the children; for they thereby discover that disorder interferes with the success and the pleasure of the plays and games. The need of "government" was never so minimized in our Practice Schools as it has been during these weeks of experimenting with Play in Education. The classes in the Practice School have met out of doors much of the time. Heretofore the Practice School in summer time had difficulty in securing enough children to make the School worth while. This



PRACTICE SCHOOL GIRLS—DIRECTED PLAY ON THE CAMPUS.

year the children have come voluntarily in such numbers as to answer all practical purposes. During the latter part of the summer, the Practice School is taking the form of a Vacation School as Vacation Schools are generally being provided for in cities and towns. It is not doubted that we will secure much valuable information regarding these forms of Physical Education from the experiments to be made during the next few months.

### DEPARTMENT OF RURAL SCHOOL EDUCATION.

**Special State Certificate.** Students eighteen years of age who complete in this Institution any two or more years of the Elementary Course will be recommended to the State Superintendent of Schools and receive from him Two Years' State Certificates authorizing them to teach in any rural school in the State; **Provided** the courses pursued by them include the following subjects:

Composition, Grammar and Literature .....	3 terms
American Literature and Composition, with Farm Themes....	3 terms
Farm Accounts and Business Principles.....	1 term
Advanced Practical Arithmetic .....	1 term
Algebra, through Quadratics .....	3 terms
American History .....	3 terms
Government of State and Nation .....	1 term
Physiology and Sanitation .....	1 term
Nature Study and Agriculture .....	3 terms
Commercial, Industrial and Physical Geography (combined)...	1 term
Rural Life Problems .....	1 term
Rural School Organization and Management .....	2 terms
Rural School Methods and Observation in Model Rural School.	1 term
Industrial Arts .....	1 term
Art, Handwork, Physical Education, Reading, Vocal Music ...	5 terms

**Purpose:** The special purpose of this department is to prepare teachers for rural schools and to prepare them in such a way that their ideals of instruction will be based upon the needs of rural life, rather than the customs and traditions of city life that have controlled school education in the past. Space does not permit adequate descriptions

of the several courses given in this department. The September Bulletin will be devoted almost exclusively to this department. It seems necessary, however, to mention briefly in this Bulletin a few of the courses.

**Farm Accounts:** As a form of arithmetic, this subject is made practical and stimulating. Relating to farm activities, it includes such topics as carpentry, blacksmithing, merchandising, scoring corn, measuring lands, laying out fields, draining, ditching, fencing, measuring farm products; also wind-mills, canning factories, gasoline engines, cost of living, dairy records, poultry records, live stock, and other similar topics.

**Nature Study and Agriculture:** See plan of work described elsewhere under head of General Agriculture.

**General Geography:** The Department of Commerce and of Physical Geography combine to make this a stimulating and helpful course through well illustrated laboratory lessons. These include problems in the formation of soils from rocks, the grooving out of creek and river basins, the formation of plains and barren hills, the growth and factors of commerce and the localization of industries. There are visits to the nearby coal mine, the factory, the packing-house, the ice plant and the gas plant. The Departments of Commerce and of Physical Geography have superior facilities for illustrating and illuminating the subject.

**Industrial Arts and Manual Training:** See courses described under the heads of Art and of Manual Training given elsewhere.

**Physiology and Sanitation:** See definite announcements under the head of Department of Zoology and also the Department of Agriculture.



SUMMER SCHOOL STUDENTS IN FARM CROPS AND SOILS, 1911.  
Most of these will teach next year.

**Rural Life and Problems:** This course is based upon the report of the Commission on Country Life and includes a general survey of the status of country life in the state and nation; also a study of those factors which may be expected to foster rural progress in its academic, social, educational and religious aspects. The object is to make country life more satisfactory and inviting and also to induce, if possible, many of the non-prosperous tenants of the towns to exchange their dependent condition for the independence, comfort and happiness of farm life.

**Rural Methods and Observation Work:** It is deemed a proper precaution to allow no teacher to secure the Rural School State Certificate who has not given some time to the study of how to present the various subjects in rural schools. Incidentally, the curriculum of the rural school receives some attention and the working of the daily program is necessarily studied. A twelve weeks' course is devoted to the best ways of presenting specific subject matter and in part to the application of these ways or methods through exercises and observation in the Model Rural School, under Mrs. Harvey, the teacher of that school.

**Rural School Organization and Management:** The course includes such topics as supervisory units; forms of supervision; school maintenance; the rural teacher's preparation, salary, tenure and social rating; school architecture; model school buildings; school grounds and gardens; course of study, daily programs, and many other essential features in the conduct of rural schools.

**Rural Sociology:** This course is in the formative stages. More will be heard of this course a little later.

It is proposed to consider seriously and systematically the various phases of rural schools and rural life to the end that teaching in the rural schools shall become as efficient,

honorable and remunerative as teaching in the villages or cities. The rural teacher is to become the best informed of all teachers in rural school methods, rural sociology, rural school physical education, drawing, manual training, domestic economy, etc., etc. It is proposed that the rural teachers shall come into the possession of that which is theirs by virtue of diligence, good character and advantageous surroundings.

These courses in rural life, rural methods, rural organization, etc., are given by Mrs. Marie Turner Harvey, teacher of the Model Rural School and by Prof. H. W. Foght, originally employed as professor of American History, and now by virtue of long study and profound interest in rural education, gradually taking leadership in working out the various phases of that form of school education.

### **CERTIFICATES AND DIPLOMAS.**

All certificates and diplomas are based upon courses which are more or less elective. There are no "snap" courses. Elective Courses are discovered to be safe for the Institution and safe for education.

**The Major Academic Subject.** As a rule 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 and aptitude. Each diploma requires at least two academic units of college rank in the major academic subject; but most of the students of late offer at least three such units.

**Advanced Standing.** Grades from reputable and well known high schools are accepted and entered in our records in lieu of academic studies in the "Elementary Course." Grades from accredited universities and colleges.

are accepted in lieu of work in the "Advanced Course." College grades may be accepted in lieu of academic work in the Elementary Course, but high school grades are not in any case accepted in lieu of college work.

If a high school graduate, during the four years of high school work, has Psychology, the grade in Psychology is accepted, but the high school graduate having given part of the high school time to a pedagogic subject, is expected while in the Normal School, to make up the time in an academic subject which was lost in the high school by taking Psychology. Thus it is seen that the full four years' high school work is accredited; but the academic content of our Elementary Course, exclusive of pedagogical studies, is exactly equivalent to the full four years' high school course. Hence those high school graduates choosing to have a pedagogical subject in the high school, neither gain nor lose time in the sum total of work required for a Normal School certificate or diploma.

**Definitions.** The course for the special rural school state certificate tendered to normal school students by the State Superintendent of Schools, may parallel any two years in the high school curriculum. It was designed by State Superintendent Gass and others to parallel and include the first two years of high school instruction. This Institution prefers to have the Rural State Certificate stand for somewhat higher attainments and encourages the young prospective teachers to so regard the matter.

The "Elementary Certificate" is a State Certificate valid for two years and issued to those who complete the "Elementary Course." This course includes the equivalent of an accredited four years' high school course in academic subjects, and also the pedagogical work and study described on page 36 and designated as the "Freshman Teachers' College Course." A diploma for the "Advanced

Course" contains a life certificate. The advanced course is based upon the academic content of an accredited four years' high school course or its equivalent and requires approximately three years of academic and pedagogic work and study in addition to the high school course. The best view of these courses is shown on pages 36 and 37.

There is nothing arbitrary about the scheme for certificates and diplomas. This Normal School meets each young prospective teacher at the threshold of the Institution and virtually says: "The School for you and not you for the School. Let us advise you and advise with you. Tell us what you think and what you hope for. We will do our best for you." "Life is not a hotbed; but it is pretty short and we are anxious to bring you at the earliest possible date into the possession of whatever certificate or diploma you may be able to earn." "You will be placed upon your individual merits. You may have a certificate or a diploma whenever you are able to cover the requirements for such certificate or diploma." Some people advance more rapidly than others. The nine months' time allowed an ordinary high school graduate in order to secure the Elementary Certificate and the longer time designated for the diploma, are general requirements which cover a majority of the cases. Some students require a longer time, some students cover the ground in a much shorter time. Each one is placed upon his own merits.

**Easy to "Figure Out."** For the Elementary Certificate, the student should offer the equivalent of a Four Years' High School Course and the Professional Requirements described at the bottom of page 36; or work out the fifteen academic units in the first, second, third and fourth years of the "Elementary Course" described on page 36 and the Pedagogical Requirements described in the lower half of that page. This seems easy to understand.

NOTE: Systematic work in Literary Societies and Debating Clubs may be offered, hour for hour, in lieu of one unit of academic study in the Elementary Course.

For the Diploma, the student should offer the equivalent of the Four Years' High School Course, then the Professional Requirements in the Freshman Teachers College Course described at the bottom of page 36, then six units in Academic Subjects of college rank set forth in the middle of page 37, then the two units of Professional Subjects set forth in the middle of the same page; or, having the Elementary Certificate already, the student should offer six units in Academic Subjects of college rank set forth in the middle of page 37, and two units of Professional Work and Study designated in the middle of the same page.

**Intermixing Studies.** A few students enter the Normal School with the academic studies, needed in the course they desire, already completed. Such students, of course, make up their programs chiefly or wholly from the professional studies and exercises; but so far as possible, it is recommended that studies be so adjusted that about two-thirds of each student's daily program will be devoted to academic subjects and about one-third of the program to pedagogic subjects. This we think produces the best effect upon the mind and ultimately the best results in the teaching career of the student.

**Constants.** Do not overlook the item of constants described just below the middle of page 36, and also in Note 3, at the bottom of page 37.

**Degrees.** Completion of the "Advanced Course" or the Three Years' Teachers College Course secures a diploma including a Teacher's State Certificate valid for life and the degree Bachelor of Pedagogy. Completion of the requirements in IV., page 37, secures the degree Bachelor of Science in Education.



SENIOR LITERARY SOCIETY.—Top Row, reading left to right: Mayme Sears; Frankie Glaves; Mary Fidler; G. V. Baskett; Ada Cochran; Louise Willard; Sylvia Browne; Helen Gray; Myrtle Potter; Carl Magee; Clyde A. Dorsey; Eda Stautermann; Sina Cochran. Second Row: S. M. Boucher; Eldina Kropf; Grover W. Sims; Jessie Bailey; Ruth Sloop; Myra Wright; C. M. Wise; Shirley Gorrell; Barrett Stout; Phradie Wells; E. A. Funkhouser. Third Row: Floyd B. Rogers; Mae Wells; Earl Van Horne; Bertha Hinshaw; Elsie Fish; Gladys Doss; Bruce L. Melvin; Meta Gill; Fred E. Patrick; Maye Yeager; Lois Cochran; Bessey Daugherty. Fourth Row: W. D. Swanson; Georgia Stautermann; Lester F. Reynolds; Ruth Towne; Ethel Newmyer; E. M. Turner; Anna Rice; W. L. Hale; Lena C. Sleeth; Wiley R. Boucher; Juanita McGuire. Bottom Row: Fred E. Brooks; Clarence M. Fish; Stephen Blackhurst; Alonzo L. Prosser; Clive M. Finegan; S. T. Frazier.



STUDENTS IN MARRIED PEOPLE'S CLUB, SUMMER TERM, 1911.—Top Row, reading from left to right: J. S. Shanes, W. L. Patterson, Mrs. W. L. Patterson, W. T. Carr, S. B. Edwards, R. H. Jones, Mrs. A. P. Shibley, A. P. Shibley, Mrs. W. G. Pence, W. G. Pence, Mrs. A. G. Elam, A. G. Elam. Second Row: E. L. Horton, Mrs. E. L. Horton, C. C. Cunningham, S. L. Mapes, O. G. Sanford, Mrs. C. C. Roselle, C. C. Roselle, Mrs. T. G. Nichols, T. G. Nichols, Mrs. M. V. Long, M. V. Long. Third Row: John R. Murdock, Mrs. John R. Murdock, R. C. Anderson, A. A. Hoech, Mrs. A. A. Hoech, P. G. Scott, Mrs. P. G. Scott, Mrs. Belle Bunch, Orville Adams, Mrs. Hermia F. Adams, Mrs. O. F. Revercomb, O. F. Revercomb, Fourth Row: W. L. Hale, Mrs. W. L. Hale, Mrs. F. L. Sloop, F. L. Sloop, Mrs. G. A. Prosser, G. A. Prosser, Mrs. W. E. Pace, W. E. Pace, Mrs. C. C. McClanahan, C. C. McClanahan, Mrs. W. A. Burton, W. A. Burton, Mrs. D. W. Helm, Mrs. E. H. Salisbury, Mrs. M. E. Moore, Mrs. J. B. Bennett, B. L. Cornmesser, Mrs. Ella G. Miller, Bottom Row: Mrs. R. M. Hogan, R. M. Hogan, O. H. Hardester, Mrs. O. H. Hardester, C. E. Hutton, Mrs. C. E. Hutton, Rose L. Lisenby, Mrs. J. A. Miller, J. A. Miller, Mrs. H. E. Millsap, H. E. Millsap, E. H. Salisbury.



GRADUATE STUDENTS, SUMMER TERM, 1911.—Top Row, reading left to right: A. P. Shibley, Mrs. A. P. Shibley, Jas. Tippet, Ada Cochran, Tom Alexander, J. F. Treasure, B. L. Cornmesser. Second Row: Faye Yeager, Guy Pence, Mayne Sears, O. G. Sanford, Edith Marston, Robt. St. Clair, Ora Ruth-erford. Third Row: John R. Murdock, R. C. Allen, Reba Polson, Frank Schulze, Cecil Butler, H. E. Millsap, Adda Bondurant, W. L. Patterson, J. E. Rouse. Fourth Row: Gertrude Hosey, Mary Lear, S. L. Mapes, Anna Larson, Wade S. Craig, Sadie Wiley, J. A. Miller, Elsie Fish, Fred Brooks. Bottom Row: Earl Van Horne, Josephine Norwood, Clive Finegan, Ethel Newmyer, A. L. Threlkeld, W. E. Costolow, Frank Ward, Clyde Dorsey, C. C. Roselle.

## COURSES OF INSTRUCTION.

**Definitions:**—"One quarter" means 12 weeks in one subject. "One unit" means three quarters or nine months in one subject or in a series of related subjects, five periods per week, periods being one hour in length, sciences having extra periods for laboratory work. "One year" means 36 weeks. "One term" means 12 weeks.

### The "Elementary Course."

The "Elementary Course" covers (1) a four years' High School Course and (2) certain professional work and study herein definitely described. Completion of the course entitles the student to a State Certificate, valid to teach in any school of the State for two years. The course is as follows:

**The First or Freshman Preparatory Year:** Composition, Grammar, and Literature, 1 unit; American History, or European History, 1 unit; Arithmetic and Algebra, 1 unit; Music, Drawing, Manual Training, Physical Education, Reading—singly or in combination, the equivalent of 1 unit. Total in first year: 4 units.

**The Second or Sophomore Preparatory Year:** English, 1 unit; European History, or Civics and Sanitation, 1 unit; High School Algebra, 1 unit; Agriculture, or German, or Latin, 1 unit. Total in second year: 4 units.

**The Third or Junior Preparatory Year:** From Rhetoric, Literature, American History, European History, Plane and Solid Geometry, German, Latin, Agriculture, Botany, and Commercial Subjects, the student will (under advice) elect 3 units. From Music, Drawing, Manual Training, Reading, Physical Education, and Home Economics, singly or in combination, the student will elect the equivalent of 1 unit. Total in third year: 4 units.

**The Fourth or Senior Preparatory Year:** From Rhetoric, Literature, European History, Civics and Sanitation, Geometry, German, Latin, Agriculture, Botany, Physics, Zoology, Commercial Studies, and Musical Studies, the student will (under advice) elect 3 units.

**Professional Work and Study:** Students who have taken the first year's studies in this Institution or in any institution having equal facilities and who have noticeably high standing in such studies, also students who after some experience in teaching have reviewed such studies and exhibited thorough knowledge of the same, may receive the "Elementary Certificate" by offering the fifteen units above designated and along with the same the following four quarters of professional work and study: Psychology 1 quarter, Principles of Teaching 1 quarter, School Economy 1 quarter, Practice Teaching 1 quarter. To such students the total requirements, therefore, are: Academic Subjects 15 units; Professional Subjects 1 1-3 units; total 16 1-3 units.

But **any student lacking thoroughness** in the first year's studies may be required to offer any one or all of the three following additional subjects: A Study of the Teaching of Arithmetic and Algebra, 1 quarter; a Study of the Teaching of Language and Literature, 1 quarter; a Study of the Teaching of History and Geography, 1 quarter. The total requirements for students of the latter class are: Academic Subjects 15 units; Professional Subjects 2 1-3 units; total 17 1-3 units.

The **constants** are: English 3 units; Mathematics 2 units; History 1 unit; Civics and Sanitation 1 unit; and the specified Professional requirements.

**NOTE:**—"Civics and Sanitation 1 unit" means Civics 24 weeks and Physiology or Sanitation 12 weeks.

### How High School Graduates Secure the Elementary Certificate.

Graduates from good High Schools receive credit for the work shown in their records. Desiring the "Elementary Certificate", those from Four Years' High School Courses take the **Freshman Teachers College Course**, which is as follows:

1. Psychology ..... 1 qr.
2. Principles of Teaching ..... 1 qr.
3. School Economy ..... 1 qr.
4. A Study of the Teaching of Arithmetic and Algebra ..... 1 qr.
5. A Study of the Teaching of Language and Literature ..... 1 qr.
6. A Study of the Teaching of History and Geography ..... 1 qr.
7. Practice Teaching ..... 1 qr.
8. Vocal Music, Drawing, Manual Training, Physical Education, Home Economics, (students under advice electing) ..... 3 qrs.

**NOTE:**—The minimum attendance required for High School Graduates is six months, but the time usually taken is nine months, because typical High School Graduates ordinarily need reviews in one or more of the lower high school studies.

## The Advanced Course.

"The Advanced Course" is a Three Years' series of Teachers College Courses, based upon the equivalent of a Four Years' High School Course. They are described as follows:

I. **The Freshman Teachers College Course** comprises **one quarter** in each of the following subjects: Psychology, Principles of Teaching, School Economy, the Teaching of Arithmetic and Algebra, The Teaching of Language and Literature, The Teaching of History and Geography, Practice Teaching; total in subjects requiring preparation, seven quarters. But the course includes also at least **three quarters** to be selected from the following subjects: Vocal Music, Drawing, Manual Training, Physical Education and Home Economics.

NOTE 1:—It may be observed that the Freshman Teachers College Course, as part of the "Advanced Course," is identical with the course required of High School Graduates in order to secure the "Elementary Certificate."

NOTE 2:—Students who from the outset desire to complete an "Advanced Course", without the intervening Elementary Certificate, are recommended to distribute the professional studies throughout the entire "Advanced Course" in such a way that about two-thirds of their energies will at all times be devoted to academic subjects and one-third to pedagogic subjects, the sum total of subject matter and of time requirements remaining the same.

II. **The Junior Teachers College Course** comprises **four units** selected from the following studies, all being of college rank: American Literature or English Literature; Ancient History or Medieval History or Modern History or American Constitutional History; Trigonometry and College Algebra or College Algebra and Analytics; Latin or German; Agriculture or Zoology or Physical Geography or Chemistry or Physics; Commercial Studies; Library Economy; Harmony or Form or Instrumentation. From all the foregoing, the student must (under advice) elect and offer **four units**.

III. **The Senior Teachers College Course** comprises **four units** selected from the following studies: English or American Literature; Ancient History or Medieval History or Modern History or American Constitutional History or Economics; Trigonometry and College Algebra or College Algebra and Analytics or Analytics and Calculus; Latin or German; Chemistry or Physics; Commercial Studies; Library Economy; Studies in Music. From all the foregoing, the student must (under advice) elect and offer **two units**. The student must offer **one quarter** in Pedagogics or Advanced Psychology, **two quarters** in the History of Education, **one quarter** in Supervision or School Administration; and **two quarters** in Practice Teaching. Total **four units**.

On completing the "Advanced Course" or Three Years' Teachers College Course, a Diploma is conferred which includes a Teacher's State Certificate valid for life.

IV. The Fourth and Fifth Years in the Teachers College Courses comprise **eight units** chosen from subjects named under the Senior Teachers College Year. But **one** of the eight units may be elective professional work for specialization.

The degree Bachelor of Science in Education is conferred upon those who complete the Fifth Year in Teachers College Courses.

### Explanation.

1. The "Elementary Course" includes invariably the equivalent of fifteen High School units. In addition thereto, it may include four quarters or seven quarters of professional work, or seven quarters of professional work and three of special work, such as Drawing, Vocal Music, etc.

2. The "Advanced Course" includes (1) all requirements of the "Elementary Course", and (2) **six** additional units of academic work of College rank and two professional units. The total requirements in subject matter and time are the same whether the student secures first the "Elementary Certificate" and afterwards the Diploma, or omits the "Elementary Certificate" and works from the outset for the Diploma.

3. **Constants:** Every Diploma must include (1) the requirements of an "Elementary Certificate"; (2) one year of College English; (3) one year of College History; (4) one year of College Science; (5) the professional requirements of the Junior and Senior Teachers College Years.

**Forms of Certificates and Diplomas.** The following forms of Certificates and Diplomas are the ones chiefly used. They are doubtless self-explaining.

#### ELEMENTARY CERTIFICATE.

**This is to Certify That**.....has completed in the First District Normal School at Kirksville, Missouri, the Elementary.....Course comprising the equivalent of an Accredited Four Years' High School Course and three or more Units of Professional Work and Study. In..... record which herein follows, P means passable; G, good; E, excellent; Ac, accredited; OK, satisfactory. (Here follow the individual grades.)

This Certificate authorizes its holder to teach in the Public Schools of any county of Missouri for a period of two years from date unless revoked. (Here follow the date and signatures of the proper officials.)

#### DIPLOMA.

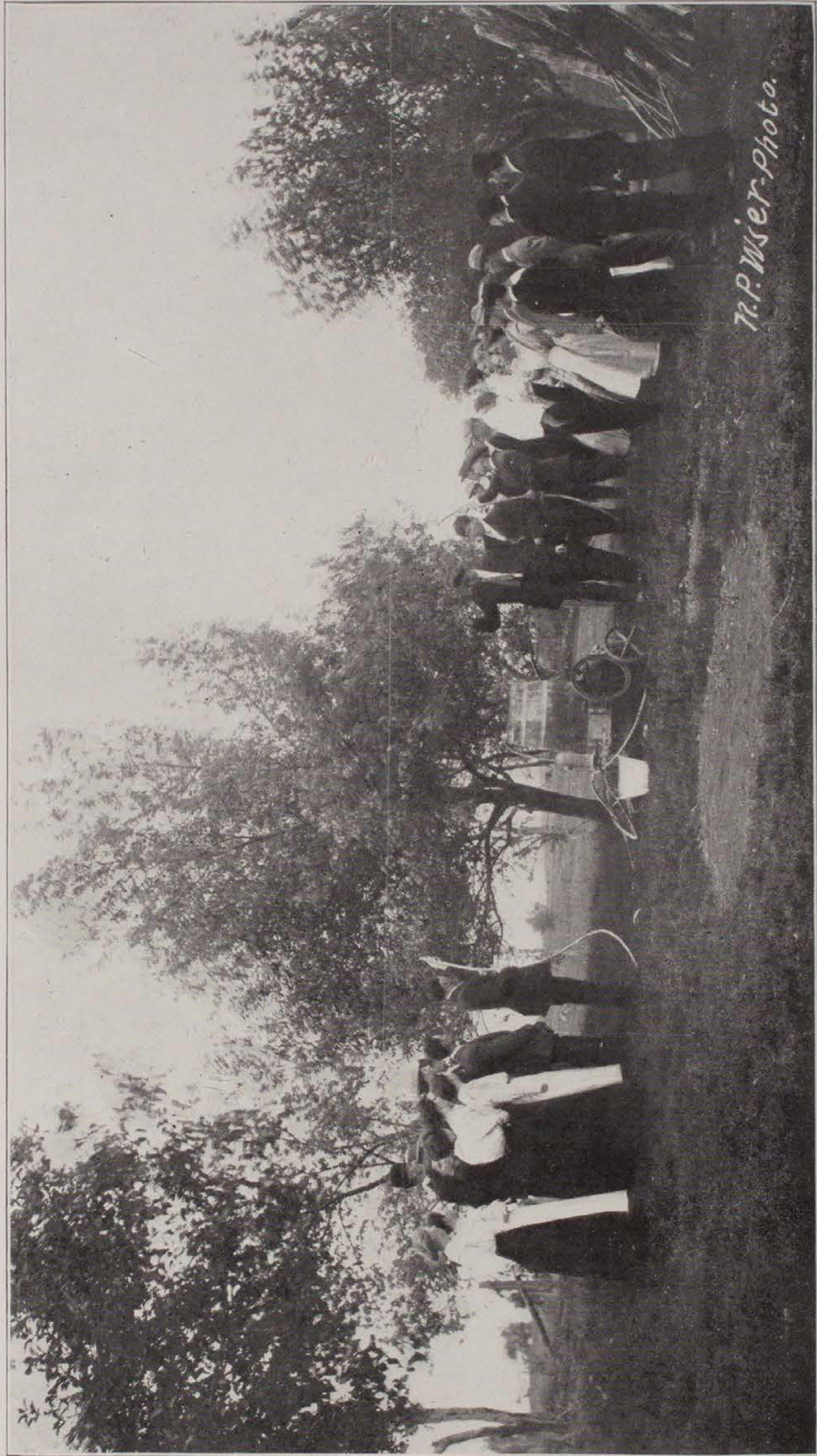
**This Certifies That**.....having in the judgment of the Faculty and Board of Regents completed the Advanced.....Course in this Institution, comprising three years of Academic and Pedagogic Studies in a Teachers College Course, based upon an Accredited Four Years' High School Course, and having given evidence of good moral character and ability to teach, is admitted to the degree **Bachelor of Pedagogy** and granted this **Diploma** authenticated by the seal of the Board of Regents, and by the signatures of its President and Secretary, the State Superintendent of Public Schools, and the President of the Faculty. This Diploma has the full force of a Teacher's State Certificate and authorizes its holder to teach in any county of Missouri until revoked.

(Here follow the date and signatures of the proper officials.)

#### FINAL DIPLOMA.

**This Certifies That**.....having in the year.....completed in this Institution the first three years of academic and pedagogic studies in a Teachers College Course based upon an accredited Four Years' High School Course, and having given evidence of good moral character and ability to teach, was admitted to the degree **Bachelor of Pedagogy** and granted a Diploma and Teacher's State Certificate valid for life; that in view of the subsequent completion of the Fourth and Fifth Years of the Teachers College Course and in conformity with the standards and customs of Teachers Colleges, the degree **Bachelor of Science** (or of Arts) in **Education** is upon.....conferred.

(Here follow the date and signatures of the proper officials.)



*T.P. Wisler-Photo.*

STUDENTS IN AGRICULTURE SPRAYING FRUIT TREES NEAR THE CAMPUS, MAY, 1911.

## AGRICULTURE.

W. A. LEWIS, J. E. ROUSE.

EARL PELTZ, (in charge); EDWARD WRIGHT, EARL KOPFER,  
ROUSE ANDERSON, Farm Assistants.

**I. General Agriculture.** The general trend toward the teaching of agriculture in the public schools of the state and the present requirement of the State Superintendent of Schools make it necessary that the progressive teacher should take a course in agriculture. The courses in agriculture are going through a series of adjustments. We are rapidly approaching a systematic organization of agriculture as we have for the other sciences now taught in the public schools.

The course in general agriculture is divided as follows: First and second quarter—Farm Crops; Third quarter—Soils Management. The student may begin with any quarter.

a. and b. Farm Crops. Text—"The Cereals in America," Hunt.

Manuals—"A Study of Corn," Shoesmith. "Weeds and How to Eradicate Them," Shaw. "Farm Friends and Farm Foes," Weed. Experiment Station Bulletins.

The aim of the department of agriculture in offering this course is to make to the student a logically constructed and organized presentation of Missouri's present cereal and leguminous crops and the possibilities that our climate and fertile soil offers to the intelligent farmer. The course is not in any sense theoretical. We are not attempting to pose as an experiment station. We are trying to be intelligent and discriminating disseminators of the best our State Agriculture College and other colleges and experiment stations discover and produce that can be made of immediate personal advantage to the farmer, student and teacher of agriculture.

A glance at the texts in this course gives one a rather comprehensive understanding of the ground covered. The time for the study of each particular phase is largely controlled by the season of the year.

The school garden is a large item in the present-day teaching of agriculture in our public schools; therefore the school garden is one of our laboratories for the study of the presentation of the subject to our pupils in the grades.

The Normal School is now provided with a farm on which the practical phases of agriculture can be demonstrated. The farm is the

laboratory in which we are now using the best knowledge in crop production. It is to be self-supporting so that all the student sees can be duplicated on any farm in Northeast Missouri. The crop capacity of the school farm will form the practical basis upon which the student will arrive at the determining features of suitable and proper crop rotation. Here the student can see for himself the actual effects of crop rotation; what knowledge he gets will be first hand; and he will possess the working and teaching knowledge which is essential in order to get the co-operation of pupil and patron.

c. Soils Management. Text—"The Principles of Soil Management," Lyon and Fippin.

Manual—"Soil Physics Laboratory Guide," Stevenson and Schaub. Experiment Station Bulletins.

The problem of most importance to the farmer and to the teacher is the intelligent handling of the soil. In the soil must grow our crops and not in the theoretical laboratory. The multiplicity and congestion of our national life has brought to the soil a heavy demand for food and clothing and pleasure and profit. The tiller of the soil is no longer an isolated being to be referred to as a "hay-seed." He is now recognized universally as our most valuable asset in our progressive and successful state and national life.

The student in this course gives some attention to the principles of farm management. He sees the soil in its larger relations. He learns to make many simple and important chemical and physical tests of the soil. The absence or presence of many different kinds of plant foods is a vital problem in soil management and the results of this condition constitute one of the phases of practical farming.

Probably one of the most dangerous present-day fads is that of using commercial fertilizer. For the expert chemist and the highly trained agronomist the use of commercial fertilizers might be permissible; but for the practical man to use them is tantamount to never fertilizing nor rotating. This department is trying to solve the fertilizer problem from the standpoint of home manufacture. Only in extreme cases will pulverized lime stone and barn yard and stack yard manure fail in effectually correcting the soil. The handling of limestone on land is not a hazardous practice. Manuring is a problem that every one has had experience with, and only needs a little progressive intelligence in handling. This department is working on the theory, in the soils management class, that the farm that does not take care of its own fertility is not being man-

aged up to its capabilities. We believe that when the farmer goes with his team off of his farm and hauls upon it a commercial fertilizer he is making an unprofitable investment. The great problem in farm management is "The highest present efficiency with the highest future efficiency always in mind."

In the study of soil management we study the economic relationship of the soil to the season, the winds, the rains, the forests, the plant life; and this means we must study meteorology, geology, physics, chemistry, physiology of life, machinery and mechanics.

Course I requires 7 periods per week for 36 weeks.

The department is equipped with an especially fine working library. The books have all been carefully selected and are up-to-date. These books are for the use of the students in agriculture.

**II. Agricultural Botany.** Text—"Introduction to Botany," Stevens.

The course in botany recognizes the fact that a 12 weeks' course in scientific botany would be a disappointment to the teacher. Therefore all the botany given in this department is in relation to agriculture. The student studies the plant form and structure, relations, functions, and their relation to the farmer and the horticulturist.

Course II requires 7 periods per week for 12 weeks.

**III. The Principles of Breeding, Thremmatology.** Text—"Principles of Breeding," Davenport.

The student studies the principles and methods of improving the plants and animals: evolution, heredity, variation, mutation, Weismann's Theory, Mendel's Law, Galton's Law, and the systems now used in breeding. The department has started work in this interesting study using chickens and plants.

Course III requires 7 periods per week for 12 weeks.

**IV. Animal Husbandry.** The course in animal husbandry is divided into two quarters as follows: The Domestic Animals—First quarter. The Principles of Dairying—Second quarter.

a. The Domestic Animals. Text—"Types and Breeds of Farm Animals," Plumb.

Correlated library work—"The Feeding of Animals," Jordan. "Domesticated Animals and Plants," Davenport. "The Horse," Roberts.

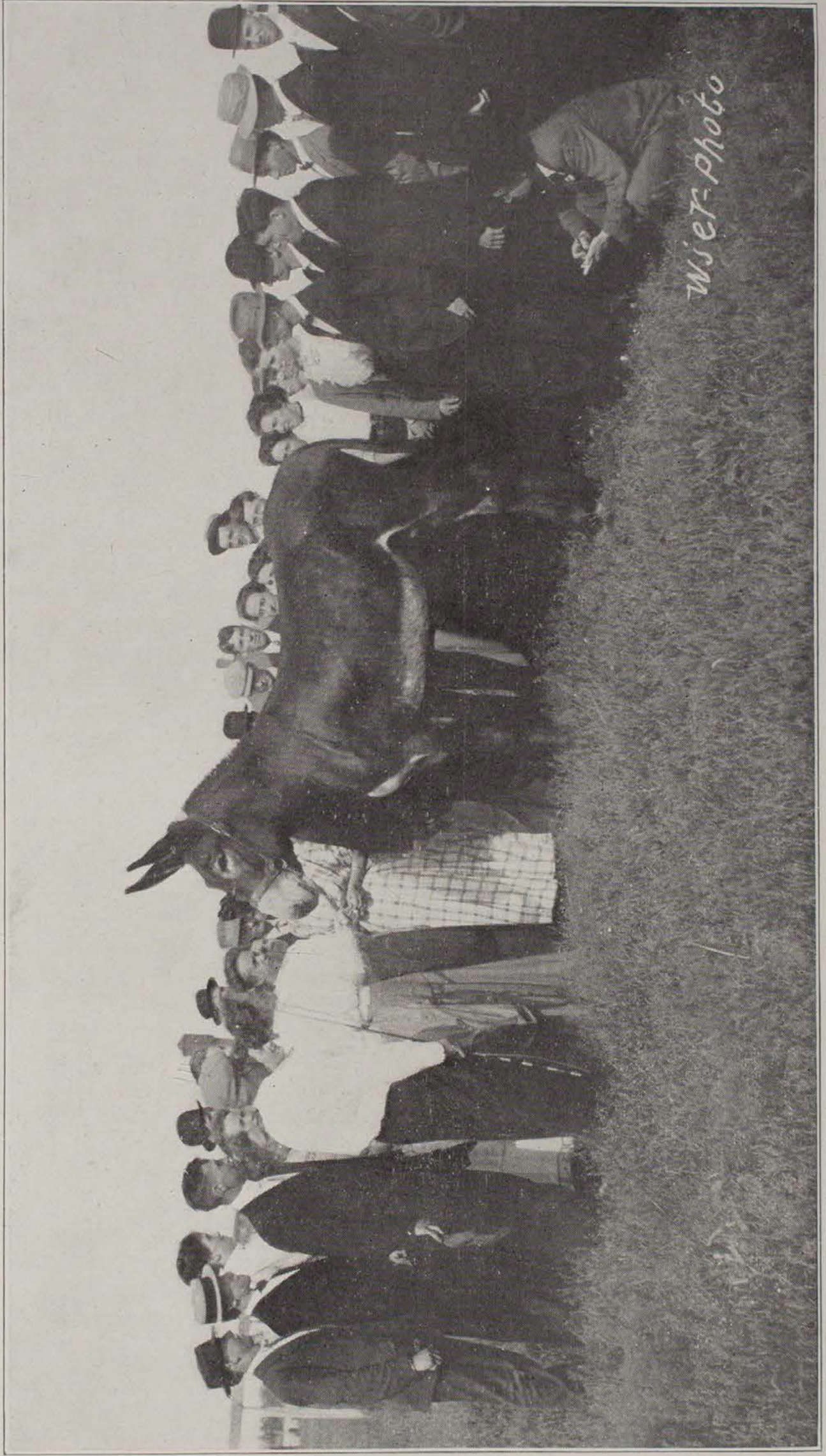


TEACHERS' CLASS IN ANIMAL HUSBANDRY STUDYING THE AMERICAN STANDARD BRED HORSE AT MILLER'S BARN WITH A PRACTICAL HORSEMAN, MARCH, 1911.



*Wiser-Photo.*

ANIMAL HUSBANDRY—SPRING TERM—STUDYING THE FRENCH TYPES OF HORSES AT MILLER'S BARN, KIRKSVILLE,.



*Wjer-photo*

ANIMAL HUSBANDRY—STUDYING THE SELLING POINTS OF THE MISSOURI MULE, MARCH, 1911.

One of the requirements of the present day teacher is that he be familiar with the history and development of our domestic animals. Civilization and the domestic animals have kept pace. A study of the one without a study of the development of the other makes a one-sided historian. The work in this course includes the history of the development of the domestic animals and a study of the qualities of the various types and breeds.

The student studies the points that determine the value in the type, the breed and the strain. The care and feeding of animals is an important item of consideration. Blemishes, diseases, and market values are terms that become very familiar to the student of animal husbandry.

b. The Principles of Dairying. Texts—"Dairy Laboratory Guide," Melick. "Dairy Chemistry," Snyder. "Practical Dairy Bacteriology," Conn.

Since so many people in Northeast Missouri have taken up the business of dairying it is necessary for the teacher of animal husbandry to understand dairying, the dairy cow, and the chemistry and bacteriology of the handling, testing, and care of milk and its products. The student will have the advantage of a new and modern milk laboratory. An important part of the work will be the detecting of bovine tuberculosis. Many dairy herds are unprofitable on account of some particular cow being a "boarder" on the rest of the herd. The student becomes familiar with the methods employed in building up the personnel of the dairy herd.

The students of animal husbandry have the unusual advantages of fine stock and dairy farms located within walking distance of the Normal School.

Course IV requires 7 periods per week for 24 weeks.

**V. Farm Machinery and Architecture.** Teachers and superintendents who understand the principles and practices of the architect in planning the school and the home can be of inestimable value to the school board and to the people in a community. It is a pleasant surprise to any school board to discover that their school is in the hands of a practical teacher who understands heating systems, schemes of proper ventilation, and the problem of the proper disposal of the sewage.

This course develops in the student that fine art of the mechanic that enables him to quickly solve and understand and handle any kind of machinery without a book of directions. The department has steam and gasoline engines for the use of the student who wishes to understand the power plant of a school building.



IMPROVED HARVESTING MACHINERY—STUDENTS ON THE STATE FARM HARVESTING WHEAT, JUNE, 1911.

Each student is required to draw plans and write the specifications for buildings of which the only data at hand are the photographs. Originality is encouraged in the student.

This course requires 7 periods per week for as many quarters as the student wishes to put on the work.

#### VI. Sanitation. Texts—The Library.

The world now recognizes that the vigorous growth of industry and of all commerce has brought about a consequent strenuous effort on the part of the busy worker to provide for himself and family the necessities of life. This strife for survival has driven the unprepared and the weak into the slums and the gutters, and has prevented the illiterate from improving his condition on the farm. Organizations and political bodies have taken up the cry of the helpless and have endeavored to aid them. The world knows that the effort has fallen short because it has not appealed to the ones for whom the work was done. Looking over the modern world we find that where the fight against illiteracy and unpreparedness began in the child's life while he was in the grades, there we have the most efficient and useful citizen in the man. A great man once said, "Give me the child until he is 15 years of age and I will guarantee that he will follow my training." We believe in a large measure that this statement is true and for many other reasons the world is now delegating to the teacher the task of bringing the child up to healthy and wholesome maturity.

One of the most important problems before our grown American men and women is the subject of the conservation of our national resources. The subject before young America of paramount importance is the conservation of our national health.

The course in sanitation takes up the subjects of proper homes, proper ventilation, heating systems, plumbing systems, sewage disposal, the health of the community, and all problems of like nature affecting the busy worker and his family.

The student makes a comparison of the death rate in the various countries of the world, the probable causes for such wide variations, and the effects these facts have on the people of the country.

The students study the bacteria of tuberculosis, typhoid fever, and the causes of these bacteria prevailing so numerously over the country. The simple methods for the prevention and avoidance of the diseases is gone into and the student is led to an intelligent understanding of the causes and prevention of diseases.

Water analysis is an essential part of the course. The department of chemistry will assist in this work and the student upon com-



TEACHERS OBSERVING THE EIGHTH GRADE CHILDREN IN SANITATION CLASS INSPECTING THE GRIM HOSPITAL.

pleting this course can feel that he can make a scientific survey of infected premises, make accurate chemical and bacteriological examinations of water supplies, and arrive at definite and correct conclusions.

The department has a thoroughly modern sanitary laboratory equipment and has just finished new quarters for this work. We believe that the student can do very profitable and accurate work in this course that will be of great service to him.

This course is supplied with the following apparatus: Microscopes for transparent and opaque studies, dry air sterilizer, autoclav, fine copper and plate glass incubators, special apparatus for Nessler's test, and a microphotograph outfit, and many mounted microscopic studies in bacteria.

This course requires 7 periods per week for at least two quarters.

## ART.

CORA A. REID, GRACE LYLE, IDELLA R. BERRY.

**I. Theory and Practice of Art** deals with the fundamental principles in representation and design applied to practical problems in the class room laboratory.

This course must be satisfied before entering any other course in the department.

There is no required reading in this year's course. Equal credit is given with other studies not requiring preparation.

a. The work of this term is planned, in the choice of subjects and method of presentation, to meet the needs of elementary school teachers.

The drawings are from geometrical solids, still life, botanical specimens, and figures; landscape sketching; designing; illustrative drawing.

The mediums are brush and ink, pencil, charcoal, crayon, and water color.

b. The work of the second term gives the student additional practice in applying to more difficult subjects, the principles studied during the first term.

Antique: chiefly charcoal practice from antique fragments in outline and general light and shade.

Still life: Representation and arrangement of objects including study of flowers, fruits, vegetables and various familiar still life forms.

Design: The elementary principles taught in the first term lead to more advanced designing and painting and to a practical application in stencilling.

The mediums used are charcoal, crayon, and water color.

c. Principles of Design: A course in the elements of practical designing with discussions of the principles involved. It presupposes a knowledge of the simple forms of composition as presented during the first and second terms.

Each step is illustrated with photographs, drawings, prints, casts, and textiles.

The mediums used are charcoal, crayon, and water color.

Exercises in original design are applied to brass, leather and textiles.

NOTE.—The second, third, fourth and fifth years of this course require preparation outside of class hours. Two of these four years are given to studio work and two to the study of the History of Art and Architecture and Principles of Historic Ornament.

Four quarters of work are planned in order to make use of the materials available at the different seasons of the year, but any three quarters of work constitute a credit of one unit and receive equal credit with other unit courses requiring preparation.

In cases where students desire additional practice in drawing and painting, consent may be obtained from the head of the department to omit the required readings and home study. The studio work in such cases will then receive equal credit with other subjects not requiring preparation.

#### STUDIO WORK.

The studio work for the second, third, fourth and fifth years does not differ in terminology for the courses of the different years, but the method of presentation, and mode of attack by the students increase in difficulty as the course advances.

FALL QUARTER. Drawing and sketching from nature: botanical specimens, landscape sketching.

Mediums: charcoal, crayon, water color.

WINTER QUARTER. Designing for decorative work of various kinds.

Materials: water color, oil; leather, brass.

Required reading on the principles of design.

SPRING QUARTER. Still life: Representation and arrangement of flowers, fruits, vegetables, and other common objects.

SUMMER QUARTER. Botanical specimens; outdoor sketching.

#### HISTORY OF ART.

The following courses are given in the History of Art and the principles of Historic Ornament.

#### FIRST YEAR.

a. Prehistoric period: Origin of art as illustrated in the Stone Age and in the Metal Age.

The Oriental period of art: Egypt, Babylonia, Assyria.

Prehistoric Greek Art: Old Ægean and Mycenaean; the development into Historic Greek Art.

Historic Greek Art: Greek architecture; general considerations; temples, their plan and orientation; facade; ornament; other illustrations of architecture.

Greek sculpture: general considerations; Archaic period; Transitional period; the Great Age of Greek sculpture; the Hellenistic period. Greek painting. The Minor Arts in Greece.

b. Roman Art. Architecture: its development through combinations with Greek architecture; the evolution of an individual Roman architecture. Roman sculpture. Roman painting. The minor arts.

Christian art in the East and the West as illustrated in the Alhambra and the Mosque of Omar.

Romanesque and Gothic architecture. Romanesque and Gothic sculpture.

c. The architecture of the Renaissance in its relation to modern architecture.

The Renaissance at Siena and Florence.

Venetian painting. Leonardo Da Vinci, Raphael. The Milanese school. The Roman school. Michaelangelo. Correggio.

The Renaissance in France and in Flanders. The Renaissance in Germany. The Italian decadence and the Spanish school.

#### SECOND YEAR.

a. Art in the Netherlands in the sixteenth century. The art of the seventeenth century in France. French art in the eighteenth century. The rise of the English school.

Art in the nineteenth century. Art in the twentieth century.

b. Geometry of Art. Theory of Design.

c. Methods.

No student can enter this course who has not completed the High School requirements in History.

The following text books are used in this course:

#### FIRST YEAR.

a. "History of Greek Art," Tarbell.

b. "History of Greek Architecture," Hamlin.

c. "Apollo," Rheinach.



WORK OF PRACTICE SCHOOL CHILDREN IN MANUAL ARTS.

## SECOND YEAR.

- a. "Apollo," Rheinach.
- b. "The Bases of Design," Crane.
- c. Prang Text Books of Art Education.

**Partial List of Reference Books.** Rheinach's "Apollo" is used to outline the course in the History of Art; "History of Greek and Roman Architecture," Anderson and Spiers; "History of Art," Lubke; "History of Ancient Art," Perrot and Chipiez; "Art of the Italian Renaissance, Wolfflin; "History of Painting," Muther; "Masters in Art," "Landscape Painting," Alfred East; "History of Modern Painting," Muther; "History of American Painting," Taft; "History of American Sculpture," Taft.

## CHEMISTRY.

W. J. BRAY, JOHN HOWE.

**I. General Inorganic Chemistry.** a. A development of the more fundamental laws and theories of chemistry is made upon an experimental basis. The laws which are of less importance are considered after the student has a fair introduction to the subject. The following topics are also considered: hydrogen, oxygen, ozone, water, hydrogen peroxide, the halogens and their compounds, acids, bases, salts, and nitrogen and its compounds.

b. Sulphur, carbon, silicon, boron, phosphorus, arsenic, antimony, and bismuth and their compounds are studied. Some of the more important laws of thermochemistry, and the Periodic Law are considered.

c. A study of the history, chemistry and metallurgy of the metals constitutes the work of this quarter.

a. is repeated the third quarter.

b. is repeated the fourth and first quarters.

c. is repeated the second quarter.

Any quarter's work will be given in any quarter other than the ones mentioned above if a sufficient number of students desire it.

This course is made more practical by the use of lantern slides showing all phases of modern manufacturing and chemical processes. The relation between chemistry and everyday life is constantly pointed out.

This is strictly college chemistry, and high school chemistry will not be credited for it. High school chemistry will, however, be accepted as an academic unit as explained under the caption "Elementary Course."

The subject requires two periods a day each school day for thirty-six weeks. The work in the laboratory and in the recitation room is so divided that the student is in the experimental work of chemistry three-fifths of the total time.

Text: Kahlenberg's "Outlines of Chemistry."

**II. Qualitative Chemical Analysis.** A knowledge of chemistry I is presupposed. Two consecutive periods a day for 36 weeks are required.

a. The characteristic reactions of the metallic ions, and the best methods for their separation and identification are studied. The student is given practice in analyzing solutions whose composition is unknown to him.

b. The student is given practice in analyzing salts, ores, minerals, alloys, etc.

c. A qualitative analysis of a few of the more important organic substances is made. Among these are the poisonous substances met with in everyday life. A study of the physiological action, symptoms, antidotes, etc., of the substances is made. The student administers the poison, prepared by the instructor, to the specimen and notes the effect upon the animal body. Then the student dissects the specimen and notes the condition of the various organs, and the effect of the poison upon them. After this is done the organs are subjected to chemical analysis to determine the nature and distribution of the poison.

Text: Scott's "Qualitative Chemical Analysis." Supplementary texts, such as Fresenius, Treadwell-Hall, Prescott & Johnson and other standard works, are freely used.

**III. Quantitative Chemical Analysis.** A knowledge of chemistry I and II is presupposed. A careful study of the fundamental principles of gravimetric and volumetric analysis is made. The student is given practice in analyzing iron and steel products and materials, ores, slags, fertilizers, etc. Opportunity is given for the student to continue his toxicological studies began in course II after all the required work of the course has been completed satisfactorily. Two periods a day for 36 weeks are required. Texts are furnished free of charge.

**IV. Applied Chemistry.** A knowledge of courses one and two in chemistry is presupposed. Two periods a day for thirty-six weeks are required.

a. The student is given practice in the analysis of all kinds of coal, peat, crude petroleum, wood, etc., the heating value of each being determined by means of a Parr Standard Calorimeter. All kinds of illuminating gas, flue gas, and air from class rooms, etc., are analyzed by means of Hempel's Gas Apparatus, Orsat's Gas Apparatus, and other standard methods.

b. The student is given opportunity to make tests and analyses along the following lines: foods and food products, food preservatives, artificial coloring matter in foods, alcoholic liquors, insecticides and fungicides, bituminous road and street building material, paints, oils, fats, dairy products, drugs, etc.

c. At this point the student takes up the study of the chemistry involved in the problems of water purification, sewage disposal, and general sanitation. This part of the course is conducted in conjunction with the department of agriculture, where the bacteriological phase of the problems is studied. We are very well equipped with incubators, sterilizers, microscopes and all other apparatus necessary to the study of these problems.

Texts: Wiley's "Principles and Practice of Agricultural Analysis." Allen's "Commercial Organic Analysis." Landlot's "Optical Rotation." Spencer's "Cane Sugar." Snyder's "Dairy Chemistry." Jones' "Paint and Color Manufacture." Gill's "Gas and Fuel Analysis." Hempel's "Gas Analysis." Gill's "Oil Analysis." Wanklyn's "Water Analysis." Mason's "Water Analysis." Phillips' "Engineering Chemistry." Prescott and Winslow's "Elements of Water Bacteriology." Chester's "Determinative Bacteriology." Williams' "Bacteriology." Baskerville's "Municipal Chemistry." Report of the Massachusetts State Board of Health. Rideal's "Sewage Disposal."

**V. Organic Chemistry.** A knowledge of course I in Chemistry is presupposed. Two periods a day for 36 weeks are required.

This course includes a study of the members of the aliphatic and the aromatic series and their more important derivatives. This course is of special importance, since it leads to a better understanding of the substances which play a part in life processes.

Texts: Choen's "Theoretical Organic Chemistry," Roscoe and Schorlemmer's "Treatise on Chemistry," Richter's "Organic Chemistry" and other texts are used for reference.

**VI. Chemistry of Life Processes.** The object of this course is to correlate chemistry and biology (including physiology). A knowledge of chemistry I, and elementary physiology is presupposed. The organic chemistry of this course is not equivalent to Course V, and will not be accepted as such. Two periods per day each week for thirty-six weeks are required.

a. Elements of organic chemistry. The most important of the compounds belonging to the paraffin and the benzene series are studied. Other organic compounds which are of importance in plant or animal life are taken up briefly.

b. Organic chemistry is continued in this quarter for about one-third of the total time. The chemistry of the formation, absorption and assimilation of plant food.

c. The chemistry of animal physiology (including human physiology). A study of starches, sugars and allied substances in their relation to animal life. Fats, albuminous substances, the chemistry of digestion, the liver and the products of its activity, blood, urine (normal and abnormal), etc., are studied in such a way as to apply chemistry to the solution of the problems of physiology.

Students who have previously studied Course V in chemistry or its equivalent, may enter the second quarter of this course, and receive two quarters' credit upon the course.

## COMMERCE.

MARK BURROWS.

"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."

The foremost object of this department is to prepare teachers of commercial subjects for the high schools. There is a steadily increasing demand for such teachers, and for courses of study with more of the vocational in their makeup. So far, this department has not been able to supply the demand for well prepared teachers of these subjects. The student of this line of education has the following advantages: (1) He is prepared as a special teacher in a field not overcrowded, and with salaries considerably above the average. (2) He has received a thorough training which will fit him for business, should he conclude not to make teaching his life work. (3) He is prepared

to enter the government service as a teacher of these special subjects in the high schools of the Philippines, where the salaries are good and the positions permanent. (4) He is prepared for work in the Civil Service of the United States,—a promising field for alert, ambitious young men not afraid of work and with a desire for advancement.

Following is a scheme of studies in harmony with the best thought of the time. 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 prepared 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 Cent. Lit.
Modern Languages	German	German	German, French or Spanish	German, French or Spanish
Mathematics	Business Arith.	Algebra	Pl. & Sol. Geom.	Electives
Science	Agriculture	Biology	Geog. of Com.	Physics or Chemistry
History	Am. History	European H.	Am. Con. Hist.	Pol. Economy
Business Technique	Penmanship Beg. Bookkpg. Drawing	Bookkeeping & Business Prac.	Shorthand and Typewriting	Electives

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; of the quantitative side of commerce and industry. At every step accuracy, speed, and self-reliance will be emphasized.

a. Experience has demonstrated that the first part of the quarter should be given to a review of the fundamental processes, and to 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, as well as close and accurate thinking.

b. The work of this quarter is mainly from percentage and its numerous applications, such as commercial discounts, loss and gain, marking goods, commission and brokerage, interest and banking, insurance, dividends and investments. 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. "The class work must touch life and breathe the spirit of business."

c. For those who have finished acceptably the two quarters of business arithmetic a quarter in elementary bookkeeping is offered. This, when completed, will entitle the student to one unit's credit.

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 can be done in a good high school in two years.

a. 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.

b. 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.

c. A commission, shipping, and general merchandise business, illustrated by the use of the loose-leaf consignment ledger, special column cash book, account sales ledger, letter impression book, and other books specially 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.

d. The use of sale 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 to some manufactory or extractive industry. An excellent collection of reference books, clippings, and illustrative material is provided, 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 be more often called into play.

a. The natural environment, such as the ocean, coast lines and harbors, soil, water, atmosphere and climate, organic environment; the man element in commerce; the regional geography of the United States.

b. The relations of man and his adaptation to the natural conditions, flora, fauna, and inorganic materials; nature and antecedents of modern trade, its routes and stations; commercial expansion, and the advancement of civilization.

c. The geography of trade with special reference to the products, manufactories, transportation and commerce of the United States and our foreign possessions. The general principles of world commerce; the factors in the exchange of commodities; inventions, discoveries, and conventions of world significance. The textbook will be the basis of study, but will be enlarged upon by outside readings and class discussions.

Text: Gregory, Keller & Bishop.

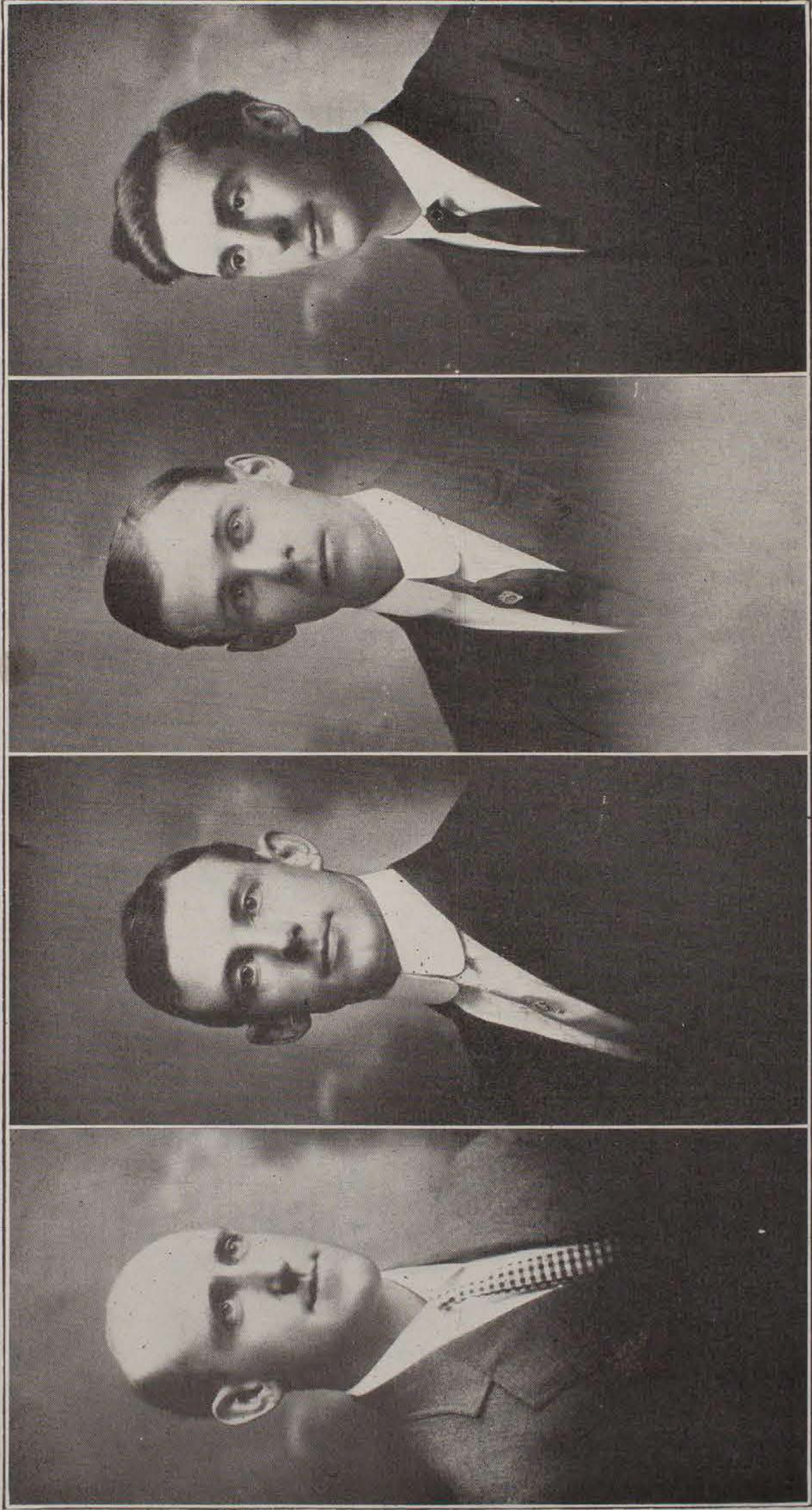
**Stenography and Typewriting.** Eligibility to the work in these subjects requires attainments or ability at least equal to those of a graduate of an accredited high school. The work requires two class periods daily in addition to the time spent in preparation. As the primary purpose in teaching these subjects is to prepare students to teach them, special attention will be paid to the history and pedagogy involved. At the end of three quarters' work the student is expected to have a broad foundation for teaching, and technique well enough developed to do the work of a stenographer in any line of business. If expert, the student need not look long for work. This school so far has been able to supply the demand for well prepared teachers; and in business the demand for well educated stenographers is increasing. The United States government, though offering good salaries in the Civil Service, cannot secure enough men to fill the positions.

In this work one's success depends largely upon his mastery of the English language; hence it is required that a parallel year's work must be done in the department of English, unless satisfactory evidence is presented to show that this requirement should be waived.

a. Right habits of work are essential at the beginning. In stenography much attention will be devoted to form, and the principles of the system, and to the best methods of presenting it. In typewriting the touch system with an absolute mastery of the keyboard is required, and neatness and accuracy emphasized.

b. The shorthand manual will be finished, advanced phrase writing introduced, a set of business letters used in which all the principles are reviewed, and some progress made toward speed. It is expected that the student will spend one hour daily in preparation with machine dictation. The care and mechanism of the various kinds of typewriters should be studied. Practice matter will be used introducing business forms, and copying from rough draft.

c. Dictation from business correspondence in various businesses, and from legal forms, the speed being gradually increased. In type-



CLAYTONIAN DEBATERS, 1911.—Reading left to right: V. A. Schiefelbusch, A. L. Threlkeld, E. M. Turner, John R. Murdock.

writing neatness, accuracy and speed required. Practice work selected from specifications, decimal tabulating with adding and subtracting mechanism for billing, etc. In this quarter students are instructed in the use of office appliances, such as duplicating machines, tabulators, adding machines, copying presses, filing cabinets, card index systems, and various methods of systematizing work.

Texts: Gregg's "Shorthand Manual"; Gregg's "Speed Practice"; "The Rational Typewriter Instructor"; Altmaier's "Commercial Correspondence"; Teller & Brown's "Business Methods."

**Commercial Spanish.** Spanish is the language of about sixty-five millions of people, a large part of whom now have, or will have, active business relations with the United States. With the acquisition of the Philippines and Porto Rico, the freedom of Cuba, the investment of American capital in Mexico, the constructing of the Panama canal, and the consequent closer trade relations with Spanish-America there will be a steadily increasing call from American manufacturers and merchants for Spanish-speaking Americans to represent them abroad, or to act as correspondents, stenographers and assistants in their business houses in America. Opportunities in the Civil Service will necessarily increase. Soon no business education will be considered complete without a speaking knowledge of Spanish. The government is still calling for American teachers in the Philippines and Porto Rico. Those who accept such positions and are conversant with Spanish will have a great advantage for early promotions as principals and supervisors.

Classes will be organized whenever a sufficient number of well prepared students call for it.

The work in Spanish will begin with a thorough training in pronunciation and conversation, followed by the rudiments of grammar with exercises illustrating the various principles, and the use of correct and idiomatic expression. Appropriate stress will be laid on the technical vocabulary of trade, and on Spanish forms of correspondence.

## ENGLISH.

A. P. SETTLE, MINNIE M. BRASHEAR, E. R. BARRETT, GOLDY HAMILTON, WARREN JONES.

## 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 a year of College English, preferably course VI; but for sufficient reasons, work for course V, VII, VIII, IX or X 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 connective and consecutive manner.

The work in any course should be taken consecutively through the quarter 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 consecutive 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.

##### I. **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 for 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 seem to lack strength and ability in a and b. This course is recommended for those who need to make acceptable grades for county certificates. It will follow the work of courses II and III.

Text: Baskerville 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 examinations,

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.

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

a. Short Narrative and descriptive Prose and Poetry. Lyrics. Masterpieces of English and American Literature.

b. Longer Poems and Prose Studies. One Drama. One Novel.

c. Prose: The Essay and Oration. One Drama.

a, b and c will be given every quarter.

### **III. 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, the library reference books should be freely used for supplement and comparison.

c. An advanced course, with textbooks 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.

Text: 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 Teaching of Language and Literature.

**IV. The Teaching of Language and Literature.** This course is designed for graduates of accredited high schools and for others who have taken Grammar, Composition, and Elementary Literature, but not here. For those it is a requirement in obtaining our Elementary Certificate or any Senior Diploma. It will be required of our pupils who have low grades in the branches mentioned.

The purpose in giving the course is 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.)

**V. 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 all high school pupils who have had only 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.

#### **VI. 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.

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

#### **VII. 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, Holmes, and Longfellow.

c. The remainder of our literary history.

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

**VIII. History of the English Language.** Development of the English Nationality, Language, and Literature to the Age of Chaucer. (Winter Quarter.)

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

#### **IX. 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.)

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.

#### **X. 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 VI or VII.

#### **XI. English Romantic Poetry: or Eighteenth Century Prose.** (To be given in the summer of 1912.)

THE SUMMER QUARTER, 1912.

Each quarter of all courses necessary for the Elementary Certificate will be given; also the following advanced courses: V., VI. a, VII. a or b, IX. a or b, X. and XI.

Any advanced Literary course in the Summer School will be acceptable for a Literature grade on certificates.

### **GERMAN.**

J. W. 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; and upon the training of the eye and ear by means of dictation exercises and oral practice.

Texts: Thomas's Practical German Grammar, revised, and Hewett's German Reader.

b and c. Second and third quarters: Continuation of a, poems, Strom's "Immense", "Mueller als Suendenbock", Zechmeister's "Einer Muss Heiraten", or works of similar grade are used.

#### **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.



GERMAN CLUB.—Top Row, reading left to right: Clara Habermeyer, Prof. J. W. Heyd, Prof. A. Otterson, Eldina Kropf. Bottom Row: Anna Fahrni, Helen Koenemann, Prof. D. R. Gebhart, Lula Crecellius, Louise Koenemann.

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. Mosher's "Willkommen in Deutschland", Wildenbruch's "Neid", Roth's "Ein Nordischer Held", Riehl's "Der Fluch der Schoenheit", 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", Hauff's "Lichtenstein", 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. It was given this last year and will be offered whenever 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 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 parentage who, having mastered the inflections, read German readily, and yet need to master German from its constructive side in order to teach it pursue higher courses. This is a one quarter course.

**VII. Correspondence Courses.** A beginning in correspondence courses in second, third, and fourth year German has been made by arrangement with the head of the department. It has resulted very satisfactorily and will be continued in the same way.

The past five years a students' German Club has been very helpful to students and will continue to be a regular feature. The purpose is to give the students an opportunity of hearing and using the German language. Programs consist of German recitations, papers,



HISTORICAL SOCIETY.—Top Row, reading left to right: John R. Murdock, H. D. Voss, E. D. White, Prof. E. M. Violette, Jessie Harding, Saloma Smith, Clara Habermeyer, Prof. A. Otterson. Second Row: Bruce L. Melvin, G. P. Reed, F. E. Patrick, Susan Case, Eva Dawson, Ina Baltzell, Frances Savage, Louise Koenemann, Mrs. J. A. Miller. Bottom Row: Prof. Eugene Fair, G. V. Basket, W. H. Snyder, Helen Bradley, Carl Magee, C. M. Wise, M. E. Fish.

compositions, songs, etc. This year Storm, Heyse, Grimm, Hauff, and Zschokke were studied and reports in German given on the life of each author, and a resume of the works read was given by members of the club. All done in German.

(All the above described courses are of college rank.)

## HISTORY AND GOVERNMENT.

E. M. VIOLETTE, EUGENE FAIR, H. W. FOGHT, J. T. MUIR, JOHN R. MURDOCK, C. E. BANKS.

### HIGH SCHOOL COURSES.

#### I. American History.

a. From the discovery of America to the close of the Revolution. Given in the fall, spring, and summer quarters.

b. From the genesis of the Constitution to 1848. Given in the fall, winter, and summer quarters.

c. From 1848 to the present time. Given in the winter, spring, and summer quarters.

Channing's Student's History of the United States is used as the class text. In addition, all students of this course must devote a liberal amount of time to readings from the Epoch Series, the American History Series, the various Course Books, etc. MR. OTTERSON AND MR. MURDOCK.

#### II. Civil Government.

a. State and Local Government, with particular reference to Missouri. Given every quarter.

b. The Constitution and the Government of the United States. Given every quarter.

The text is James and Sanford, "Government in State and Nation." It is recommended that students finish the course in American History of high school rank before entering upon the study of Civil Government. MR. OTTERSON AND MR. MUIR.

#### III. European History.

a. The Ancient Period, from the earliest times to the fall of the Roman Empire. Given in the spring, fall and summer quarters.

b. The Medieval Period, from the fall of the Roman Empire to the opening period of the French Revolution. Given in the fall, winter and summer quarters.

c. The Modern Period, from the opening of the French Revolution to the present time. Given in the spring and summer quarters. MR. VIOLETTE, MR. FAIR, MR. BANKS.

In academic scope the above named courses are of high school rank. They are not, however, mere text-book courses. Much reading in library reference books is required.

The courses in American History and Civil Government are required of every student who receives the Elementary Certificate. The course in European History, however, may be substituted for that in American History. It may be taken advantageously by students after their courses in American History and Civil Government as a preparation for any of the courses in history of college rank, the more advanced courses in English, Latin, Art, and Music, and the course in the History of Education.

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 a Diploma, no matter how much high school history has been done.

#### COLLEGE COURSES.

#### IV. Ancient History.

a. The Oriental Period from prehistoric times to the rise of the Medo-Persian Empire. Prehistoric peoples are studied briefly to show their connection with historic peoples. This is followed by a consideration of the Egyptians, Babylonians, Assyrians, Hebrews, Phœnicians, Medes and Persians. In addition to the text many works in the library are used. A serious attempt is made to study these peoples as they were from as many points of view as possible. The work will be by no means confined mostly confined to the political history. The work these people did which influence the modern world will be emphasized more than anything else. It is therefore thought desirable to devote more time to the Hebrews than to any other people. Much material illustrative of dress, art, social and economic life will be used. Given in the fall and summer quarters, also in the spring and winter quarters if there is sufficient demand.

b. The Grecian Period, from the earliest times in Greece to the fall of Corinth, 145 B. C. Just as with the Oriental peoples, a serious attempt will be made to study the Greeks as they really were. While the political and constitutional history will receive considerable attention, relatively more time will be spent on the literature, art, philosophy and home life—in a word, on the work of the Greeks which lives in modern civilization. The library has many handbooks on the various phases of Greek civilization. These will be used to guide the student in the actual reading of several masterpieces of Greek literature and philosophy, and in the study of the art history and home

life. Given in the winter and summer quarters, also in the fall and spring quarters if the demand is sufficient.

c. The Roman Period, from the earliest times in Italy to the so-called fall of Rome, 476 A. D. Though considerable attention is devoted to the private life of the Romans and especially their literature, more time relatively will be spent on the political and constitutional history. The so-called epochs of the kingdom and the republic will be gone over rather rapidly, most of the time being devoted to a study of the Roman Empire. As with the Oriental and Greek history, considerable illustrative material will be at the command of the students. Students will be constantly encouraged to read as much of the original source material as possible. Given in the spring and summer quarters, also during the other quarters if the demand is sufficient.

For each period of the Ancient History Course a set of maps will usually be made by each student. The matter these maps are to illustrate will be varied in character and suited to the needs of the students. The school has recently imported a number of models illustrative of Ancient life. The possibility of the extended use of such material will be sufficiently emphasized. MR. FAIR.

#### V. Medieval History.

a. From the rise of the Frankish kingdom to the close of the ninth century. Given in the fall and summer quarters.

b. From the close of the ninth century to the close of the thirteenth century. Given in the winter and summer quarters.

c. From the close of the thirteenth century to the close of the fifteenth century. Given in the spring quarter.

The purpose of this course is to give a thorough understanding of the formative period of the life of modern times. Much attention is therefore given to the study of institutions, political, economic and ecclesiastical. All books needed for the course will be found in numerous duplicate copies in the library.

Students are supposed to have had a course of some sort in Ancient History before entering this course. MR. VIOLETTE.

#### VI. Modern History.

a. From the opening of the Reformation to the beginning of the French Revolution. Given in the fall quarter.

b. From the beginning of the French Revolution to 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 a continuation of the course in Medieval History,

and aims to show how modern life has been evolved out of its beginnings in the medieval period. Students are advised to take the course in Medieval History before entering this one, but this is not an absolute requirement. They are supposed to have had at least the high school course in European History or Ancient History and Medieval and Modern History. A thesis will be required in the second and third quarters. MR. VIOLETTE.

#### **VII. English History.**

a. From the occupation of Britain by the Romans to the opening of the Hundred Years' War. Given in the fall and summer quarters.

b. From the opening of the Hundred Years War to the close of Elizabeth's reign. Given in the winter quarter.

c. From the close of Elizabeth's reign to the present time.

This course is a general one in English History, but most emphasis is placed upon the constitutional and economic phases. The text is Terry's History of England (college edition), but in addition to the assignments in the text, Taylor's Origin and Development of the English Constitution, White's Making of the English Constitution, and Cheyney's Industrial and Social History of England will be extensively used. 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. At the close of the course a brief survey of the present English government will be made with Moran's English Government as a guide. Students are supposed to have had two or more years of high school history before entering this course. A thesis will be required in the second and third quarters. MR. VIOLETTE.

#### **VIII. American Constitutional and Political History.**

a. Period of Discovery, Exploration and Settlement.

Special emphasis will be laid on the relation of American geographic conditions to the trend of our history. Due consideration will then be given to Aboriginal America, the Indian tribes and their influence on our history.

While considerable time will be devoted to the settlement by the various European nations, the greater portion of the time will be devoted to the evolution of those Colonial institutions which have a bearing upon our present Constitution. Given in the fall and summer quarters, and possibly in the spring quarter.

b. The American Revolution, the Critical Period, and the Constitutional Era to 1848.

The work includes a study of the causes and beginnings of the

Revolution, the failure of the Articles of Confederation, and the genesis of the present Constitution.

Particular attention will be given to foreign affairs in which American interests are involved, and internal affairs which have influenced our commercial interests and the development of our political history.

c. The Constitutional Era, from 1848 to 1910.

Special stress will be laid upon the acquisition of territory, foreign relations, the development of political parties, the growth of nationality, the slave question, the Civil War, the reconstruction, and recent events. Given in the winter and summer quarters, and possibly in the fall quarter. MR. FOGHT.

### **IX. History of Constitutional Growth.**

This course is just one quarter's work and is an intensive study of American Constitutional History, tracing the growth of the Constitution from its beginnings in Colonial institutions through the changes brought about by the American Revolution and the subsequent changes through the Constitutional Era. Special stress is laid on the genesis of the Constitution and the building of the nation, the rise of states rights democracy, the rise of nationality, the rise of national democracy, the anti-slavery struggle, the reconstruction, national growth, and the United States as a world power. The course may very well be taken after course VIII. Given in the summer quarter. MR. FOGHT.

### **X. American Colonial Industrial History.**

This course is just one quarter's work and aims to emphasize the industrial basis of American history. It will deal with the economic conditions of the Colonial Period. It will be given occasionally in lieu of the first quarter of course VIII. MR. FOGHT.

### **XI. Political Institutions.**

a. The State. Most of the time in this quarter's work will be given to the origin, nature, functions, and organization of the state. Each student will be required to examine carefully and in detail at least one great document on the state or government, such as Aristotle's Politics and Machiavelli's Prince. Given during the fall quarter.

b. and c. Comparative Government. The second and third quarter's work will be devoted mostly to a careful comparative study of the actual governments of the leading states of Europe. Given during the winter and spring quarters.

Students should have at least one year of college history before entering this course. MR. FAIR.

## **XII. American Government and Politics.**

This is a college course of three quarter's work and should not usually be taken by anyone who has not had at least from three to four years of high school history. In this course an extensive study will be made of the actual government of the United States. Bryce's *American Commonwealth* will be used as a guide. Constant and careful attention will be given to specific cases as illustrated by leading newspapers, magazines, and the city government of Kirksville. No part of this course will be given prior to the summer of 1912.  
MR. FAIR.

## **XIII. Economics.**

This course covers three quarters of work and is open to students who have completed at least two courses of history of college rank. Fall, winter, and spring quarters.

a. The work of the fall quarter comprises an introduction to the general theory of economics, together with its nature and general scope. About one-half of the quarter is devoted to the evolution of economic society and the economic development of the United States.

b. The winter quarter is devoted to a study of the four fundamentals, Production, Distribution, Exchange, and Consumption, and the many concrete problems springing from them.

c. Such phases of Public Finance as Public Expenditures, Public Revenues, Public or Private Ownership, etc., are studied in the spring quarter.

Seligman's *Principles of Economics* is used as class text. In addition, liberal readings from the library and papers covering important practical phases of the subject, are expected of all students.  
MR. FOGHT.

## **XIV. The Teaching of History.**

This course will consist of one quarter's work, and will be given at least twice a year: in the winter quarter by one member of the division and in the summer quarter by some other member. It may be given at other times if there is sufficient demand for it. The work will consist of a study of specific problems arising in the teaching of history in the elementary and secondary schools. The Practice School of this Institution and the Ward Schools and the High School of Kirksville will be used in the observation of actual teaching and into the putting into operation of certain plans arranged in the class discussions of this course.

## **XV. Extension Courses.**

During the regular school year of 1910-1911 extension courses in American Government and Politics were given by Mr. Fair at Lan-

caster and at Macon. So far as the conditions would permit these courses were identical to the course in American Government and Politics given at Kirksville. The course in Political Institutions is offered as extension work for the year 1911-1912. Other regular courses may be given if the demand is sufficient.

For further information concerning these courses, write or see President Kirk or Mr. Fair.

## LATIN.

B. P. GENTRY, T. JENNIE GREEN.

### I. First Year Latin.

a. Collar and Daniell's "First Year Latin" to page 85. Given each quarter of the year.

b. Collar and Daniell's "First Year Latin," pages 85-150. Given each quarter of the year.

c. Collar and Daniell's "First Year Latin," pages 150-200. Given each quarter of the year.

It is the belief of the department that most failures in second year Latin are due, not to inherent difficulties in the second year's work, but to lack of thoroughness in the first year. Hence the aim of this year's work is the mastery of forms and of the elements of syntax.

### II. Second Year Latin.

a. Cæsar's "Bellum Gallicum," Book I to Ch. 30. Given each quarter of the year.

b. Cæsar's "Bellum Gallicum," Book I, Ch. 30 to Book III. Given each quarter of the year.

c. Cæsar's "Bellum Gallicum," Books III, IV, V. Given each quarter of the year.

Systematic work in syntax is given by composition lessons twice a week. Some attention is paid to the military tactics of Cæsar's time, and students are required to give brief outlines of his campaigns. There is constant insistence on the rendering of the Latin thought into good English. The opponents of Latin are saying that the average student reads Cæsar for a year and at the end of that time does not know what he has read about. It is the duty of the Latin teacher to render this charge false.

Texts: Cæsar, Kelsey; Composition, Bennett's "The Writing of Latin; Grammar in this and subsequent years, Harkness' "Complete Latin Grammar."

### III. Third Year Latin.

a. Cicero's Orations "In Catilinam" I, II, III. Given in the fall and summer quarters, and in the spring quarter if there is sufficient demand.

b. Cicero's Orations "In Catilinam" IV and "Pro Archia," and "De Imperio Gnæi Pompei." Given in the winter quarter and at other times when there is sufficient demand.

c. Selections from Ovid's "Amores, Heroides, and Metamorphoses." Given in the spring quarter and at other times when there is sufficient demand.

With the reading of Cicero a study is made of the Roman political conditions of Cicero's time, and composition work is required twice a week. The selections from Ovid give the story of his life and a general survey of his most important writings.

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

### IV. Fourth Year Latin.

a. Sallust's "Bellum Catilinæ." Given in the fall and summer quarters.

b. Vergil's "Æneid," Books I, II, III. Given in the winter quarter, and in the summer quarter when there is sufficient demand.

c. Vergil's "Æneid," Books IV, V, VI. Given in the Spring quarter.

Sallust and Cicero are compared in style and in subject matter. During the study of Sallust composition work is required twice a week. In the study of Vergil attention is paid to metre and mythology, and papers are prepared by students in such subjects as "The Religious Significance of the Æneid," "The Roman House," "Vergil's Descriptions of Nature," etc.

Texts: Sallust, Scudder; Composition, Barrs, Part II; Vergil, Knapp; Grammar, Harkness.

### V. Fifth Year Latin.

a. Livy, Book I and part of Book XXI. Given in the fall and summer quarters.

b. Livy, Book XXI finished, and selections from the Odes of Horace. Given in the winter quarter.

c. Horace's—selections from the Odes, Satires, and Epistles, including the *Ars Poetica*. Given in the spring quarter and at other times when there is sufficient demand.

By the time they reach this course students are expected to be sufficiently familiar with syntax to allow the greater part of the time



OFFICERS SENIOR LITERARY SOCIETY, 1911.—Top Row, reading left to right: Melvin E. Fish, Sina Cochran, E. M. Turner. Bottom Row: Shirley Gorrell, Stephen Blackhurst, Juanita McGuire.

to be given to literary interpretation. The work in composition is continued twice a week during the reading of Livy. Choice passages of Horace are memorized and special attention is paid to metrical reading.

Texts: Livy, Greenough and Peck; Composition, Gildersleeve and Lodge; Horace, Greenough and Smith; Grammar, Harkness.

**VI. The Teaching of Latin.** This course extends through one quarter and is given in the summer quarter and in one other quarter. It is intended for teachers and advanced students of Latin, and is required of all students who offer Latin as their major subject. A resume of the first year of Latin is given, with suggestions on the best methods of meeting the difficulties that arise in teaching Latin; the question of the best textbooks is considered. Members of the class are requested to call for a study of any phase of Latin that gives them trouble. Among the subjects called for and studied during the past summer are: the uses of the subjunctive; the gerund and gerundive; the use of the prepositions; Latin proper names; Latin word order. For two weeks the students took charge of the class and gave talks on the life of Cæsar, the organization of his army, and his Gallic wars. Twice a week the class are given the English rendering of a passage from Cæsar's "Bellum Civile," and required to put it into Latin; then they are given the original Latin as an incentive toward the cultivation of a truly Latin style.

**VII. Electives.** In recent years the following graduate courses have been given: Tacitus' "Agricola" and "Germania"; Plautus' "Captivi, Rudens, Trinummus"; Seneca's "Moral Essays." Such courses are offered from time to time, especially in the summer quarter.

### THE LIBRARY.

OPHELIA A. PARRISH, META GILL, LULA CRECELIUS,  
HELEN GRAY.

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 students to acquire this much needed instruction is assured.

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, encyclopædias, ready reference and study reference—the use of the card catalog, with a general knowledge of classification and book numbers.

The above mentioned work will be given and appraisal of books in special 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 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.

77,860 books were issued during the past year.

#### COURSES 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		Supplies and statistics
Practice in the library	Appraisal of children's literature	Appraisal of fiction
Appraisal of English literature		



DEMOSTHENIAN DEBATING CLUB.—Top Row, reading left to right: Meredith Vaughn, Wayne Fuller, Buford Rogers, Carl Mitchell, Alfred Lederer, J. W. Foust, M. S. Turner, M. B. Platz, Leon Morton, Elmer Kerr. Bottom Row: Tony Neff, Joseph Otterson, Paul Barnett, J. G. Welch, W. E. Costolow, Orville Gordon, Lynne Jones, O. L. Capps, T. W. Kelley, J. D. Oliver, W. J. Rouse.



WEBSTERIAN DEBATING CLUB, 1911.—Top Row, reading left to right: S. T. Frazier, E. H. Salisbury, S. M. Boucher, I. B. Crawford, W. H. Burress. Second Row: W. R. Boucher, Carl Magee, G. W. Corporon, D. E. Neale, Roy Neff. Third Row: B. A. Reynolds, Ralph Callaghan, Monty Lansdale, John Pierce, F. E. Patrick, A. G. Reed, W. D. Swanson. Bottom Row: Fred E. Brooks, L. L. Littlefield Clive Finegan, J. A. Miller, Wilbur Casebeer, S. L. Mapes, Earl Van Horne.



CLAYONIAN DEBATING CLUB, 1911.—Top Row, reading left to right: Watson Hauptmann, M. L. Phillips, E. D. White, E. M. Turner, Fred Bruner, Milton Patterson, H. D. Voss, Chester Purdy, H. L. Collett, Roy Neff. Second Row: Clarence Fish, A. B. Cluster, C. T. Farmer, Geo. Brandt, M. E. Fish, T. G. Nichols, G. V. Baskett, E. Y. Poor, Elmer LaFrenz. Bottom Row: Mark Stanley, C. W. Dearing, A. A. Gentry, Grover Sims, C. M. Wise, S. B. Stout, J. H. Jones W. L. Hale.



CICEROIAN DEBATING CLUB.—Top Row, reading left to right: Emory Gooch, J. C. Williams, Noel Petree, Bruce L. Melvin, Floyd B. Rogers, Ovel St. Clair, J. W. Graves, F. W. Linton. Second Row: J. R. Broyles, Edward Howell, Henry Gardner, W. L. Cohagen, Byron McGee, H. L. Crookshank, A. Wells, Jackson Boucher, A. Reese. Bottom Row: Vernie Bailey, Earl Peltz, Alonzo Prosser, Jos. Davidson, Adolph Dooley, L. V. Crookshank, C. C. Maxwell, C. H. Ramsay.

SECOND YEAR, AN EXTENSION OF THE 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.

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.

MANUAL TRAINING.

A. D. TOWNE, IDELLA R. BERRY.

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

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

II. **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.

III. **Wood.** Work in wood begins in the last half year in the fourth grade or, where only a 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. 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. Ax 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



PHILOMATHEAN LITERARY SOCIETY.—Top Row, reading left to right: Frances Savage, Ina Baltzell, David Neal, Leolin Eubanks, Walter Hopkins. Second Row: Lola Newton, Carroll Sapp, Ada Newton, Ada Miller, Florence Bradley, Harriet Nelson, W. B. Fell, H. D. Voss, F. W. Linton, Eva Dawson, Alfred Lederer. Third Row: H. L. Collett, Jewell Whitelock, Fay Porter, Margaret Lloyd, Cecil Butler, Georgia Stokes, Allethea Norfolk, Nell Boyd, Saloma Smith, Eileen McGinnis, Everett Costolow, J. G. Welch. Fourth Row: Earl Poor, Flora Loftis, Mabel Wilson, C. H. Ramsay, Helen Bradley, Sylvia Stephens, Eunice Adams, Alma Magee, Madeline Pettingill, Frank Ward, Evan White, Orville Gordon. Bottom Row: Joe Davidson, Anna Mary Mills, Miss Sykes, Gladys Still, Bessie Ewing, Prof. H. Clay Harvey, Jessie Harding, Wayne Thrasher, Neva Smith, T. G. Nichols, Mabel Downing, Prof. A. P. Settle.

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.

**IV. 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. Dovetail joint; 8. Double mortise and tenon joint with pin; 9. Keyed mortise and tenon joint; 10. Mortise and tenon with relish; 11. Dovetail box; 12. Lap dovetail card index drawer; 13. Drawing board; 14. T-square; 15. 45 degree triangle—30-60 degrees triangle.

**V. Wood Turning.** Purpose. To familiarize the student with wood turning tools and lathe operations, the requisite skill being required 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 exercise.

**VI. 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 small 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.

**VII. 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.

**VIII. 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 semicircles; 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.

**IX. 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.

**X. Special Elementary Hand Work.** In elementary hand work the educational value is not in producing a series of well constructed models for the purpose of exhibition. It is rather an awakening of the senses through their activity. No course in hand work can be adopted as a general system owing to the variation in environment, interests and allowable time. Hence these series of suggestions under different headings may be adapted to any condition:

a. Paper Construction: Envelopes, wall pockets, pin wheels, picture frames, letter racks, boxes of various shapes, lamp shades, brushes and broom holders, match safes, photograph cases, lanterns, sleds, carts, bird cages, wigwams, canoes, clocks, flowers, Dutch wind mills, book marks, taborets, dolls' houses and outfits.

b. Weaving: Tamoshanters, mittens, rugs, hammocks, bed socks, towels, blankets, dolls' skirts and blouses, designs for sofa pillows.

c. Cord Construction: Knotted bags, hammocks and portieres.

d. Tile Matting: Designs worked for jardiniers, flower holders, boxes and sofa pillows.

e. Book Binding: Scrapbooks, portfolios, sewed books.

f. Raffia and Rattan: Hats, mats, picture frames, baskets of various stitches, umbrellas.

g. Sweet Grass and Splint Construction: Baskets, napkin rings, fans, mats, bags, handkerchief cases, wall pockets, waste baskets.



STUDENTS IN TRIG., COL. ALG., ANALYTICS, CALC., SURVEYING, OR HIST. OF MATH.,—all being of College Rank, Summer 1911.—Top Row, reading left to right: Adda Bondurant, Ernest Horton, Alice Vaughn, P. O. Selby, Alma Vaughn, C. F. Bare, Bessie Miller, Maggie Thomas, Goldie Forrest, J. A. Lowe, V. A. Schiefelbusch. Second Row: J. A. Burnside, W. L. Rinaman, Mrs. A. P. Shibley, Gertrude Hosey, G. V. Baskett, Leonard Shipley, L. B. Sippie, Josephine Swetnam, Edith Marston, Thos. Alexander. Third Row: C. E. Stephens, Julia Netherton, Grace Parker, O. G. Sanford, Flossie Waller, Edna Craven, Georgia Grimes, H. E. Millsap, H. E. Heinberg, Mrs. C. E. Hutton, Jessie Jones, Wade S. Craig. Fourth Row: E. A. Sparling, Iva Kirtley, W. L. Patterson, Blanche Benson, Faye Yeager, Edna Hays, Mary Lear, Ella Black, Prof. A. Otterson, Prof. Byron Cosby, Nell Shanks, C. H. Ramsay, Robt. St. Clair. Fifth Row: Ross C. Allen, W. E. Costolow, A. B. Cluster, Ava Finegan, Annie Donnelly, G. A. Hulen, Lillian Doll, Pearl Cherry, Ola Burch, Myrtle Potter, Bertha Cummins, Mrs. Hermia Adams, Prof. Jere T. Muir. Bottom Row: Frank Shulze, Guy McGee, Clive Finegan, E. H. Buck, Prof. H. Clay Harvey, Frank Ward, R. H. Jones, W. G. Pence, R. M. Hogan, C. C. Roselle, Prof. W. H. Zeigel.

## MATHEMATICS.

H. CLAY HARVEY, W. H. ZEIGEL, BYRON COSBY,  
A. OTTERSON, JERE T. MUIR.

### 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 includes two quarters of Plane Geometry and one quarter of Solid Geometry additional, taken five hours per week.

Six years of mathematics will be required for a Diploma in the Mathematics Course, three 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 the consecutive quarters as it is offered; for example, second quarter Geometry should immediately follow the first quarter.

#### I. Arithmetic.

- a. From beginning to page 151.
- b. From page 151 to 337.
- c. From page 337 to the close of the book.
- d. A course in the Teaching of Arithmetic for advanced students will be offered. This course will be both academic and pedagogic, and students who complete this course with a record of "G" or better will be given full credit for Arithmetic.

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

Text: Smith's "Practical Arithmetic," or Hamilton's "Complete Arithmetic."

#### II. High School Algebra.

- a. From beginning 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 the Teaching of Algebra will be offered for mature students. This course will be both academic and pedagogic, and will cover the entire subject of High School Algebra, and will be especially suited to teachers who can attend only through the summer months.

A record of "G" or better will entitle the student to full credit for the high school algebra, or to a certificate grade in algebra.

Text: Wells' "Algebra for Secondary Schools."

### III. 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 Stone and Millis.

### IV. Plane and Spherical Trigonometry.

- a. From beginning of the 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 second and fourth quarters.

Text: Crockett's "Plane and Spherical Trigonometry."

### V. 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, porportion 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, Sturm'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 C. Smith's "A Treatise on Algebra."

### VI. 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 exten-

sive use of the graph, reciprocal polars, and projections, and a short course in Solid Analytics.

a will be given in the first and third quarters.

b will be given the second and fourth quarters.

Text: C. Smith's "Conic Sections," and Ashton's "Analytic Geometry."

#### VII. Differential and Integral Calculus.

a. Will include all the common forms in Differential Calculus with practical problems together with the easy forms of Integration.

b. Will include a strong course in Integral Calculus with a continuation of the Differential Calculus.

a will be given the first and third quarters.

b will be given the second and fourth quarters.

Text: Osgood's "Revised Differential and Integral Calculus."

#### VIII. Engineering.

This course presupposes a thorough knowledge of Plane Trigonometry.

The course includes different forms of land surveying, laying out of country roads, excavations, cross section work, differential and profile leveling, contour work, drainage areas, laying out railroad curves, computing fills, 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 day, and whatever additional time may be required to do the necessary drafting and other indoor work.

This course will be given only in the summer quarter and is identical with course 1b given at 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 of Mathematics for the Public Schools of Missouri.

**IX. History of Mathematics.** For the student electing mathematics as his major, for the graduate student who is progressive, and who know mathematics is not a fixed science undeveloping and undevelopable, who seeks to keep pace 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.

This 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.

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

## MUSIC.

D. R. GEBHART, J. L. BIGGERSTAFF, CORAL G. SYKES,  
BERTHA DAKIN SMITH.

The course of music comprises 15 terms of 12 weeks each. The first three are elementary in character and require no preparation outside the recitation period. Beginning with the fourth term at least one and one-half hours per day are required for preparation, and no one may enter these classes who has not completed academic subjects equivalent to a high school course.

### DESCRIPTION OF COURSES BY TERMS.

The terms are planned to be taken in order. All terms require as entrance qualifications the work of the preceding terms except as specified.

**First Term.**—The beginning of sight reading in vocal music. No knowledge of music, musical experience, or even vocal ability to carry a tune required for entrance. Voice training is the primary object in this class along with the mastery of the major scale, development of the sense rhythm through the study and drill of rhythmical combinations, introduction of chromatics, familiarity with the minor scale, songs and exercises for one or two voices. (Work of first four grades of a well graded public school.)

**Second Term.**—Voice training, development of rhythm, construction of the major, minor and chromatic scales. (Work of fifth, sixth, seventh and eighth grades of well graded public schools.)



NORMAL SCHOOL CHORUS AND MINNEAPOLIS SYMPHONY ORCHESTRA.—The picture represents the Normal School Chorus (64 men and 56 women) and about two-thirds of the Minneapolis Symphony Orchestra on the afternoon of April 6th rehearsing the "Messiah" by Handel for their joint program on the evening of that day.

**Third Term.**—Voice training, free reading of new music constantly, scale formations and introduction of the fundamental triads. (Approximating what the high schools should do.)

**Fourth Term.**—(Beginning with this term about 90 minutes a day required for preparation.) Harmony: From the beginning through the harmonization of melodies with all the triads and their inversions.

**Fifth Term.**—Harmony: Chords of the seventh and ninth, diminished seventh, augmented sixth.

**Sixth Term.**—Harmony: Altered and foreign chords, modulations, variety of structure, unessential notes, the tritone, harmonizing of melodies.

**Seventh Term.**—Counterpoint: Strict, five species with canon and fugue.

**Eighth Term.**—Counterpoint: Modern, two species with canon and fugue.

**Ninth Term.**—Form: Examination, analysis and construction of all the principal fundamental forms. All forms illustrated by the use of the piano, orchestra or phonograph.

**Tenth Term.**—Form: Examination, analysis and construction of all the vocal forms. Illustrations by members of the faculty or the phonograph.

**Eleventh Term.**—Instrumentation: A study of the different instruments of the orchestra in regard to their construction, mechanism, tone qualities, possibilities, etc.

**Twelfth Term.**—Orchestration: Practical work in arranging compositions of all forms for small and large orchestras. Practical experience gained by directing the works arranged.

**Thirteenth Term.**—History of Music: From the Music of the Ancients to the present.

**Fourteenth Term.**—Biography of Musicians: From Palestrina to the present with programs, vocal and instrumental, in illustration of each composer.

**Fifteenth Term.**—Methods of Teaching Music: Applying to the school room what has been learned. Analysis of several music courses. Planning of work from lowest to highest grades. Actual experience in conducting classes.

#### THE THREE COURSES.

**Preparatory Course.**—To give ability in sight reading. Terms one to three inclusive.

**Elementary Certificate Course.**—For those who must teach music in any grade from the first to the eighth. Terms—fourth, fifth, seventh, thirteenth, fourteenth, and fifteenth. (Preceded by one to three inclusive.) Individual lessons. Constant attendance and participation in either chorus or orchestra or both. (Five to seven may be taken at the same time. Fourteen and thirteen may be reversed.)

**Supervisor's Course.**—For those who are to be supervisors of music. From fourth to fifteenth terms inclusive, preceded by one to three inclusive. Individual lessons. Piano tuning. Constant attendance and participation in either orchestra or chorus or both. Carry at least three and not more than four subjects requiring preparation on daily program, one of which must be some form of music beyond the third term.

(Five and seven may be taken during the same quarter. Seven may precede six. Fourteen may precede thirteen.)

**Individual Lessons.** Voice, Piano, Violin, Viola, Cello, Bass, Clarinet, Oboe, Flute and Brass Instruments.

**Requirements.**—To be entitled to individual instruction the student must sign a declaration of his intention to graduate from the supervisor's course or to take the elementary certificate and to attend and participate in all rehearsals, public appearances and performances of the chorus, orchestra, or both, allowing no other matters to conflict with his attendance except serious illness, death in the immediate family, or (in case of worthy students) occasional business engagements where financial remuneration will be received from which the student is enabled to continue in the school; also to maintain a standing of "GOOD" or "EXCELLENT" in all subjects.

Students making music a major subject or intending to take the elementary certificate with the view of teaching music will not be permitted to appear in public or participate in any musical affairs without permission of the head of the department, or the president of the school. Where permission is given for church choir work, such permission is withdrawn in case of conflict with school work. Unauthorized public appearance or performance will forfeit all rights in the music courses and result in all individual lessons which have been taken being charged for at the rate of \$1.50 per lesson. The foregoing stipulations also apply to students who fail to live up to the regulations specified under this heading of "Individual Lessons," except the specification regarding the standing of "GOOD" or "EXCELLENT." No credit toward graduation will be given for individual lessons, neither is the student required to do the individual work with teachers in this

school; but he must satisfy the head of the department of music that he is vocally proficient, that he understands the training of the child, adolescent and adult voices before he may have music as his major subject placed on his certificate or diploma.

**Piano Tuning.** Students making music their major subject are eligible to take this course when they have completed terms one to nine of the music course and have covered one year of physics.

The object of this course is that the supervisor of music graduating from this school will never have an excuse for using a piano which is out of tune in the school room.

**The Course in Detail.** The first essential in good piano tuning is the ability to set a correct temperament. Among the various methods of teaching this all-important branch of the work, are several that cannot be recommended. The old-fashioned "Long" temperament, comprising nearly two octaves, is slow and needlessly intricate. The practice of employing some mechanical contrivance to sound the correct intervals is still more strongly to be condemned, as any such apparatus is very likely in course of time to get out of tune, thereby becoming untrustworthy, and what is much more serious, the student may become entirely dependent on it, and without the practical knowledge of his work, which can alone insure success.

The modern "Short" temperament, as taught in this department, is founded on scientific principles, is simple, practical, easily learned and thoroughly satisfies every musical and artistic requirement.

**Voicing or Tone Regulating, Action Regulating, Repairing.** The advantages offered by the tuning department in these branches are unsurpassed. The student is not expected to attain practical efficiency from theoretical lectures or from the study of charts and diagrams. Several pianos have been provided by the school for this part of the work and the students are required to spend a certain period of each day under the supervision of the instructor in the accurate voicing of instruments, putting in strings, regulating actions and learning the details of actual repair work.

**Normal School Chorus.** Selected from the whole student body. A good voice and a musical ear the only requirements for entrance. After entrance an unexcused absence invalidates membership.

This is the most important class in the department of music, as it is in this class that the student gains a real knowledge of music through the singing of masterpieces. All students making music their major subject are required to sing in this chorus.

Credit to the amount of one unit for every hundred weeks membership given, this being the equivalent of three quarters of work, five recitations per week, 50 minute periods. This work may be offered in lieu of work in literary societies or debating clubs.

In the past six years the chorus produced with orchestra accompaniment the following works: "Golden Legend" by Dudley Buck, three times; "Maritana" by Wallace, once; "Fair Ellen" by Max Bruch, five times; "Festival Hymne" by Von Weber, twice; "The Creation" by Haydn, once; "Olaf Trygvason" by Grieg, twice; "Melusina" by Hofmann, twice; "Bohemian Girl" by Balfe, once; "Elijah" by Mendelssohn, once; "Phaudrig Crohoore" by Sheridan; "Deluge" by Saint Saens; "Messiah" by Handel. Of these Weber's "Hymne," Grieg's "Olaf Trygvason," Hofmann's "Melusina," Haydn's "Creation," Mendelssohn's "Elijah," Saint Saens' "Deluge," and Handel's "Messiah" were given in the Spring Festivals in connection with the Minneapolis Symphony Orchestra and their soloists.

This year Gounod's "Faust" will be given, and some other short work.

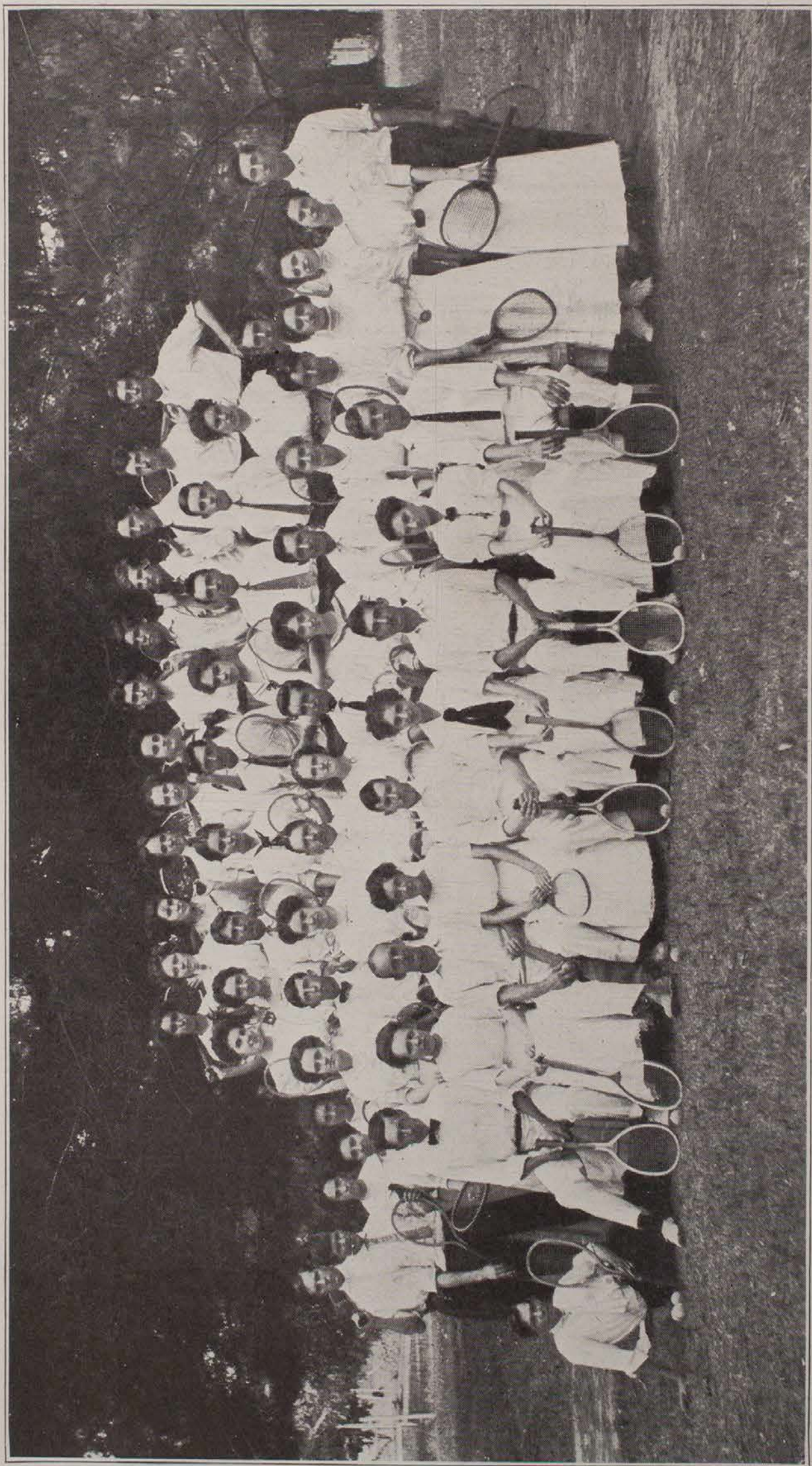
**Normal School Orchestra.** Selected from the regular student body. Requirement: Ability to play an instrument of the orchestra and to read for this instrument at sight such works as the Standard Opera Overtures.

For an amateur orchestra this one has done some remarkably good work not only in purely instrumental numbers, but as an accompanying body to soloists and the chorus. Credit the same as chorus work.

**Normal School Band.** An organization for which a special director, Mr. J. L. Biggerstaff, is engaged. From those who play well the band will be organized immediately. Beginners owning instruments will be given necessary elementary instruction in small groups upon agreeing to play in the regular band when proficiency has been attained.

#### A SUGGESTED COURSE FOR MUSIC STUDENTS.

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



The Tennis Club, Summer 1911

### TEXT BOOKS USED.

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—How to Understand Music. W. S. B. Mathews, Vols. I and II.

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

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

Biography—How to Understand Music. W. S. B. Mathews, Vols. I and II.

Methods—Children's Voices. Emma Christine 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 Classes. Readers of Harmonic Music Course. (American Book Co.), and the N. E. Music Course (Ginn & Co.).

### PHYSICAL EDUCATION.

C. B. SIMMONS, LEOTA L. DICKERY.

**Purposes:** The organization of this department has been planned to attain the following purposes:

1. To give each student such supervision and instruction as will enable him to realize his own health possibilities and to formulate proper health habits.

2. To stimulate organic growth and to develop the vital organs, which are the basis of health and the prerequisite of physical and mental efficiency.

3. To provide incentive and opportunity for daily physical exercise in order to counteract the unhygienic effects caused by the sedentary demands of school life.

4. To secure complete motor training, resulting in the development of neuro-muscular power and co-ordination, bodily control, grace, good posture, and certain valuable traits of character.

5. To preserve the social, psychical and moral values of play, games and athletics, making them of important educational significance.



DEMOSTHENONIAN BASKETBALL TEAM, 1910-11.—Top Row, reading left to right: Frank Ward, J. W. Cain, Rowland Marston, Elmer Kerr. Bottom Row: W. E. Costolow.

6. To create such an interest in some form of physical activity that a life habit of exercise will result to the individual.

7. To prepare teachers to direct play and gymnastics in the public schools of Missouri.

8. To train teachers to be Directors of Physical Training and Supervisors of Play for service in high school, academy and college, gymnasia and playgrounds.

**Equipment:** The Men's Gymnasium is located on the ground floor of the south wing of the Science Building; is 64 feet in length and 39 feet in width. The office of the Physical Director, supply room, locker rooms and bath rooms are on the same floor. The equipment includes parallel bars, horizontal bar, horse, traveling rings, climbing ropes, dumb-bells, Indian clubs and chest weights. Courts for basket ball, volley ball and indoor baseball are provided. On the second floor is a padded running track 36 laps to the mile.

The Women's Gymnasium occupies the east wing of the Library Building. It is 60 feet long and 38 feet wide. On the second floor is a visitor's gallery from which the classes can be observed. The office, locker room and bath rooms adjoin the gymnasium. The equipment is composed of modern pieces of apparatus such as horizontal bar, vaulting bar, horse, giant stride, flying rings, traveling rings, suspended parallels, climbing ropes and poles, a basketball court and piano for the accompaniment of the various exercises. The light gymnastic apparatus includes dumb-bells, Indian clubs and wands.

A large athletic field and one of the best in Missouri, is provided for the use of students in playing football, baseball, field hockey, association football, playground ball and for practice in track and field athletics. All intercollegiate contests and other group games are held here. The equipment includes a one-fifth mile cinder running track with a 120 yard straightway. The enclosure is equipped with iron goal posts and backstop, jumping pits, hurdles for four courses, and large movable grand stands with a seating capacity for 1000 persons. The beautiful campus drives and the country roads stretching towards Ownbey's Lake make ideal courses for cross-country running.

The Playground on the east side of the campus is provided for the play and games of the pupils of the training school and for the teaching of playground supervision. It contains an outdoor gymnasium with turning bars, climbing poles and ropes, flying rings and traveling rings, trapezes, and athletic slide. Modern and approved play-



Practice School Girls—Illustrating Swedish Folk Dances

ground apparatus being constantly added includes swings, teeter boards, teeter ladders, tether poles, flying dutchman and sand boxes. In this part of the campus four tennis courts are constructed for the use of the students and faculty members of the Normal School.

For outdoor winter sport the Normal School Pond located in front of the main group of buildings, is used for skating and coasting when the weather permits.

**Requirements.** One term of physical training will be required of all men in the senior preparatory year, unless excused by the Physical Director after their examination. This class will meet five periods a week during the winter and spring quarters.

Regular classes in the Men's Gymnasium are confined to the winter months. During the fall and spring all activities are conducted out of doors so far as the weather will permit.

All men taking work in the department of physical training shall provide themselves with suitable clothing appropriate to the play activity which they may elect.

The regulation gymnasium uniform for men consists of a sleeveless white shirt, supporter, long gray trousers and rubber soled shoes.

The regulation costume for women consists of black bloomer suits and gymnasium shoes.

**Health and Physical Examinations.** All men in the senior preparatory year and all candidates for the school athletic teams will be given a thorough physical examination, to determine the organic condition, physical development and motor efficiency of each individual. The examination includes the determination of the condition of the vital organs, such measurements as are essential to ascertaining organic power, certain strength tests and the detection of abnormal conditions in form and function.

Each student will be given the kind and amount of exercise best suited to his individual need.

No student will be permitted to take part in vigorous competitive games unless he is physically capable for them as shown by his physical examination.

The health and physical examination will be given to other students of the school upon request of the Physical Director.

**Athletic Contests.** All athletic games, contests and tournaments are subject to the supervision of the Department of Physical Education.

Interclub and other group games and contests are conducted in the various athletic sports. The management of the interclub games



GIRLS' GYMNASIUM CLASSES.—Top Row, reading left to right: Georgia Grimes, Maggie Thomas, Ruth Parsons, Frances Robinson, Minnie Mitchell, Jessie Kisor, Anna Martin, Pearl Diggs, Irene Martin. Second Row: Minnie Fremgen, Myrtle Foster, Estelle LaFrenz, Ethel Boaz, Evodia Gentry, Lena Boaz, Mary Wires, Hazel Furman, Elizabeth Campbell, Sarah Gunnels, Anna Miles, Flora Heartzell. Third Row: Courtney Jackson, Nellie Murphy, Edith Marston, Wardie Burruss, Cora Brennenstuhl, Nora Belle Mairs, Goldie Forrest, Elsie McClellan, Carrie Friday, Hazel Johnson, Mrs. Hermia F. Adams, Lara Cowan. Bottom Row: Edna Montgomery, Mrs. C. C. McClanahan, Grace Galbreath, Lula Hamilton, Mrs. Lena Sleeth, Kate Heathman, Orvyle Adams, Nora Graghead.



BASE BALL TEAM, 1911.—Top Row, reading left to right: Walter Hopkins, W. E. Costolow, C. B. Simmons, H. L. Crookshank, O. L. Capps. Bottom Row: Mark Stanley, S. M. Boucher, D. O'Rourke, Frank Ward, Capt.; Walter Henry, Leo Petree, H. B. Polson.

is in the hands of the Board of Athletic Directors elected by the various club organizations.

The intercollegiate contests are under the government of the Faculty Committee on Athletics, appointed by the President. The Physical Director is chairman of this committee.

**Practice Courses for Men.** FALL TERM: 1. Cross Country Running. 2. Association Football. Field Hockey. Offered in alternate years. 3. Tennis. 4. Football.

WINTER TERM: 1. First Year Gymnastics. 2. Second Year Gymnastics. 3. Advanced Gymnastics, Heavy Apparatus Exercises and Gymnastic Dancing. 4. Advanced Indian Clubs.

SPRING TERM: 1. First Term Gymnastics. 2. Track and Field Athletics. 3. Baseball. 4. Beginning Tennis.

**Professional Courses for Men and Women:** 1. Play in Education. "The Normal Course in Play" will be followed in studying Child Nature and the Nature and Function of Play. The growth and development of the child and the place of play in public schools will be thoroughly treated.

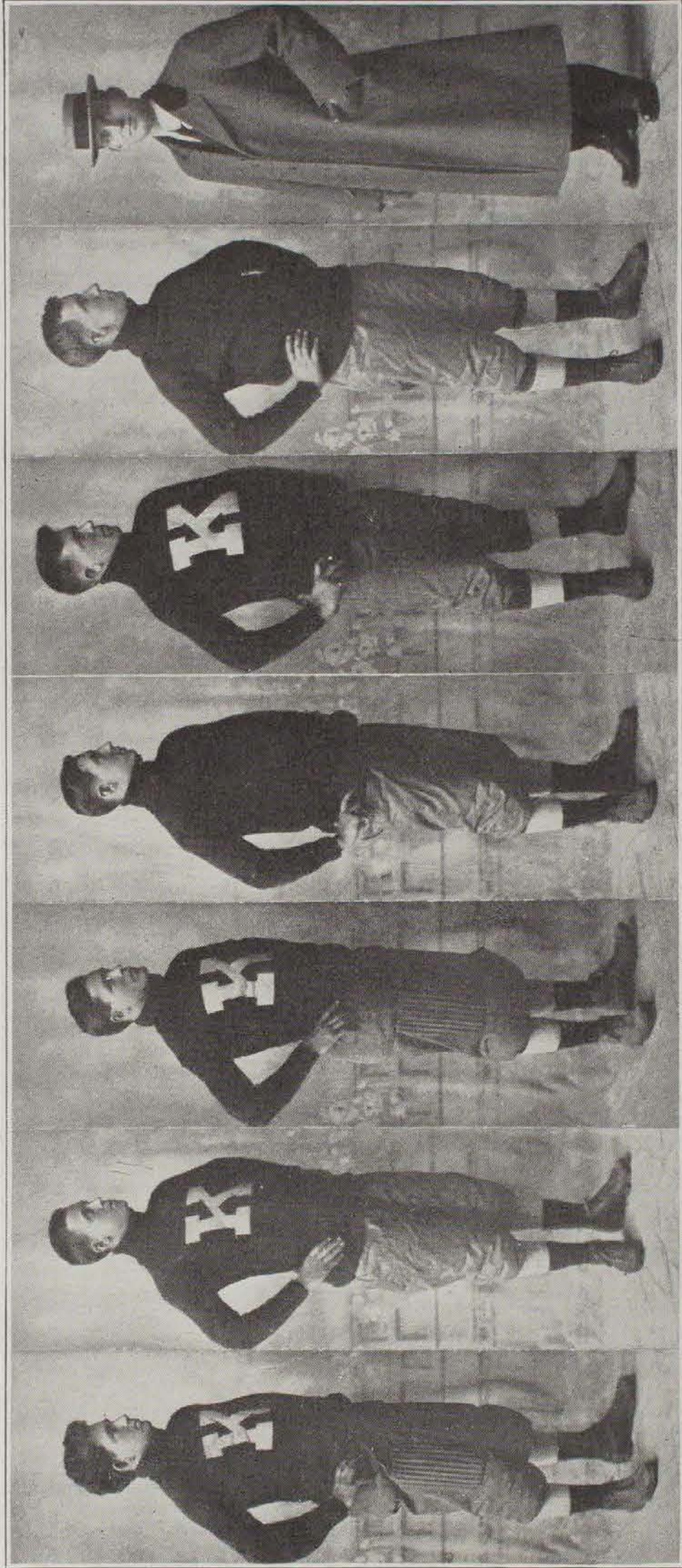
Prerequisite: Psychology.

2. Personal Hygiene and First Aid: All teachers should know how best to care for themselves and also how to care for injured or sick children under their care. The course includes a study of the health habits of the individual which bring about the highest physical efficiency. The treatment and care of cuts, bruises, sprains and fractures, bandaging, dressing and antiseptics will be taught in First Aid to the injured.

3. Physical Education in Rural and Elementary Schools: A general course in theory and practice of gymnastics, games, and play for teachers in these schools who wish to know how to conduct these important activities in their schools.

**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



FOOT BALL MEN, 1910

Long,

Rouse,

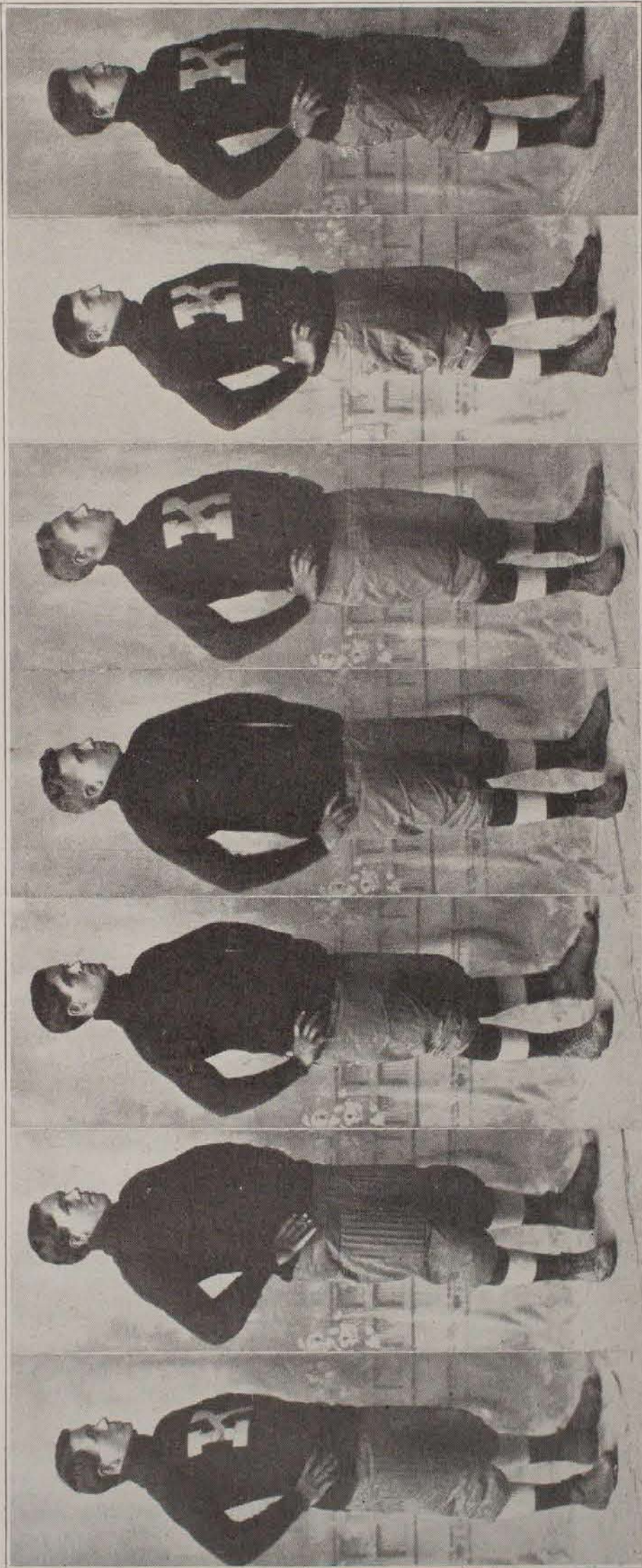
Frazier,

Turner,

Neale,

Broman,

Coach Simmons



FOOT BALL MEN, 1910

Marston,

Littlefield,

Oliver,

Jones,

Miller,

Kerr,

Hopkins



TRACK TEAM, 1911.—Top Row, reading left to right: J. A. Boucher, John Foust, E. A. Wright, I. B. Crawford, J. W. Graves, B. Rogers, C. B. Simmons.  
Bottom Row: Victor Chedester, Frank R. Witty, Grover Sims, Jos. Otterson, F. W. Van Horne, C. A. Jones, H. L. Cohagen.

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 playgrounds is no longer questioned. We only wonder when teachers will realize the developmental value of play.

This 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 of 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.

Especial emphasis will be given each quarter to games and folk dances. Since these form the greater part of Physical Education for public schools and increasing prominence is being given to vigorous recreational exercise by all teachers of gymnastics.

The Women's Gymnasium has recently been fitted out with considerable new and varied apparatus, thus allowing an extension of the gymnasium work along the lines of German Gymnastics.

All young women on first entering a gymnasium are carefully measured and tested physically. All members of gymnasium classes wear the regulation black bloomer suits and gymnasium shoes.

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.

J. S. STOKES.

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, telescopes, 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:

a. Physiographic Features and Processes. Structure and movement 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.

b.—1. 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."

2. 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, climatic 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.

c.—1. 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.

2. Intensive Study of Type Regions. Southern New England Upland; The Northern Appalachians; The Southern Appalachians; The Arid West; Mt. Shasta, a typical volcano; Niagara Falls and their history; Beaches and Tidal Marshes of the Atlantic Coast.

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

## PHYSICS.

J. S. STOKES.

**I. 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 course 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 variations and proportion, and who have taken or are taking plane geometry.

- a. Mechanics of Solids and Fluids.
- b. Heat, Sound and Light.
- c. Electricity and Magnetism.

Recitation, Demonstration and Laboratory.

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

**II. 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 do 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 of 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. A 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 productions on special topics are now available for use and reference in this course.

a. Mechanics of Solids and Fluids.

b. Heat, Sound and Light.

c. Magnetism and Electricity.

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

**III. Advanced Course:** The following work 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.

a. 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.

b. 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 and Magnetism, Two Vols.).

c. Sound and Light. Twelve Weeks.

Manuals: Millikan and Mills, Drude, Wood.

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

#### **IV. 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."

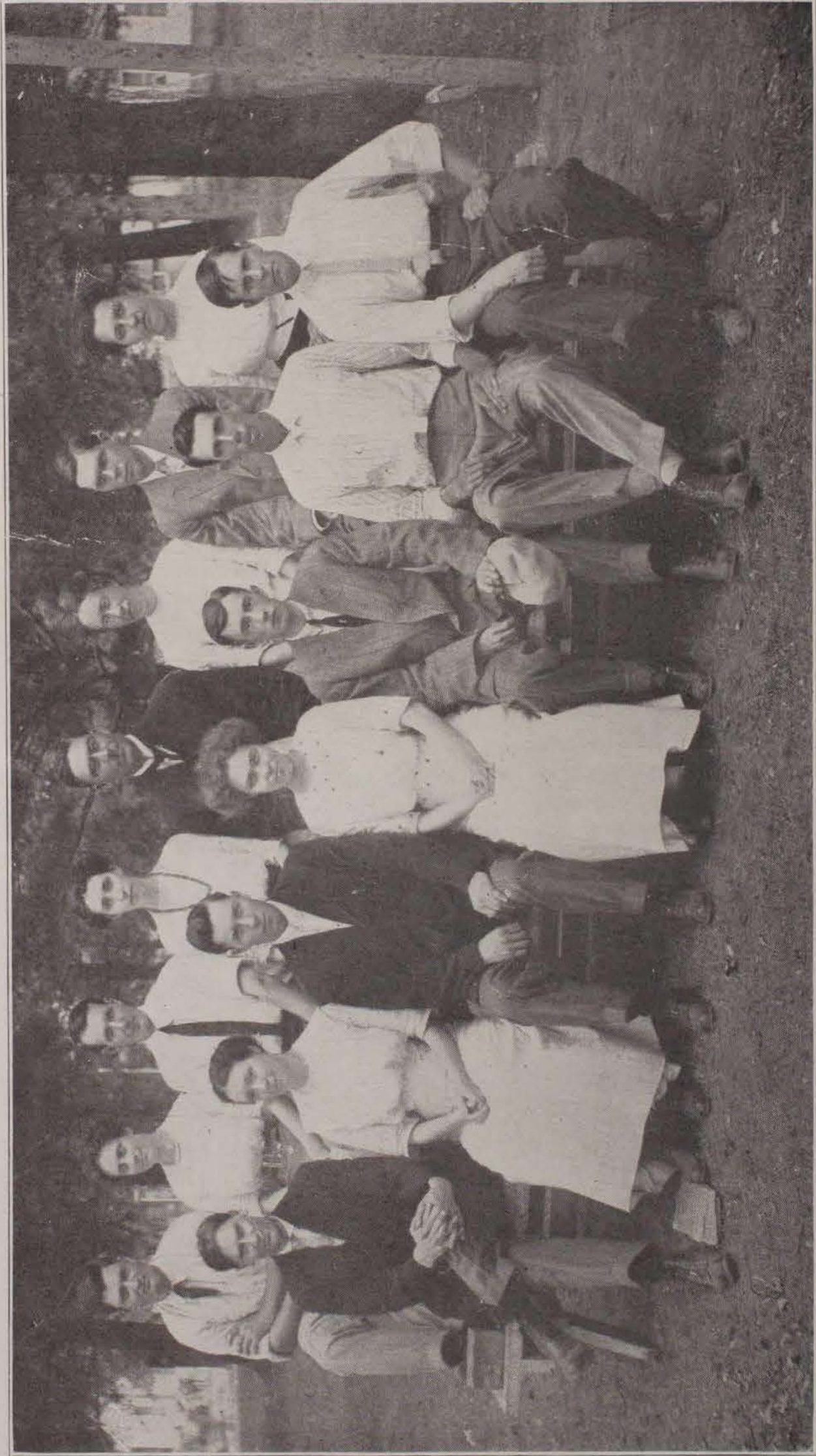
Rutherford, "Radio-activity."

Barker, "Roentgen Rays."

Flemming, "Wave Telegraphy."

Williams, "Story of 19th Century Science, etc."

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



SCIENCE CLUB, 1911.—Top Row, reading left to right: J. E. Rouse, Nell Shanks, Sec.; W. B. Fell, Pres.; Reba Polson, Professor W. A. Lewis, Mabel Rambo, Professor W. J. Bray, Clara Habermeyer. Bottom Row: John Howe, Faye Yeager, R. C. Clough, Iva Kirtley, Carl Magee, Evan White, Clyde Dorsev.

## PHOTOGRAPHY.

W. A. LEWIS.

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.

a. 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.

b. Color values under ruby light, lantern slides, general lantern slide making.

c. Tinting slides, retouching negatives, matting, passe partout, sensitizing and enlarging.

## SPEECH ARTS.

LEOTA L. DOCKERY.

The Speech Arts include a study of thought processes in their relation to utterance, thus representing a combination of the mental and physical. The physical preparation for speech brings benefits so apparent that mention of such advantages is unnecessary. Not quite so tangible is the place and claim of the psychological phase of the subject, the analysis of thought through tone.

During the winter and summer quarters work will be offered in expressional analysis, which will be designed to supplement rhetorical analysis in the study of literature, giving more attention to the motive than the method.

The rewording of ideas is termed literary paraphrasing, the translation of thought into tone is vocal paraphrasing or vocal expression. Expressional paraphrase should include all the elements of literary paraphrase and add such coloring as will seek to reveal the author's purpose in the utterance, the relation of the speaker to the thought, occasion and audience. The process of paraphrasing should largely constitute the mental preparation for expressive utterance.

Vocal Expression, thus pursued, becomes a disciplinary study not second in value to Rhetoric, being superior in that it demands the practical application and ultimately the spontaneous assimilation of rhetorical principles.

This work in Vocal Expression will rank as a study requiring preparation and will stand for a quarter of such work in making up a unit of Debating and Public Speaking. Only those having had at least two quarters in Rhetoric should undertake the work.

The text-book used will be "Principles of Vocal Expression and Literary Interpretation," by Chamberlain and Clarke.

A drill course in Reading will be offered, during the fall, spring and summer quarters, to those who are not prepared for "Vocal Expression and Literary Interpretation." Reading will deal especially with those problems which confront the rural school teacher, and aim to raise the expression standards of those taking Reading.

During the winter and spring quarters a course in Debating and Parliamentary Law will be offered. This class will have practice along general lines of effective speaking in addition to specific drill in the correct forms of Debating and Parliamentary Practice. The need of this course is shown by the fact that an education is not generally considered to be complete which does not include some training in matters of a parliamentary nature.

The textbook in Parliamentary Law is "Handbook of Parliamentary Law" by Gregg. The library supplies a large number of reference books on Argumentation and reference for debate which will supplant individual text-books.

## ZOOLOGY AND PHYSIOLOGY.

L. S. DAUGHERTY.

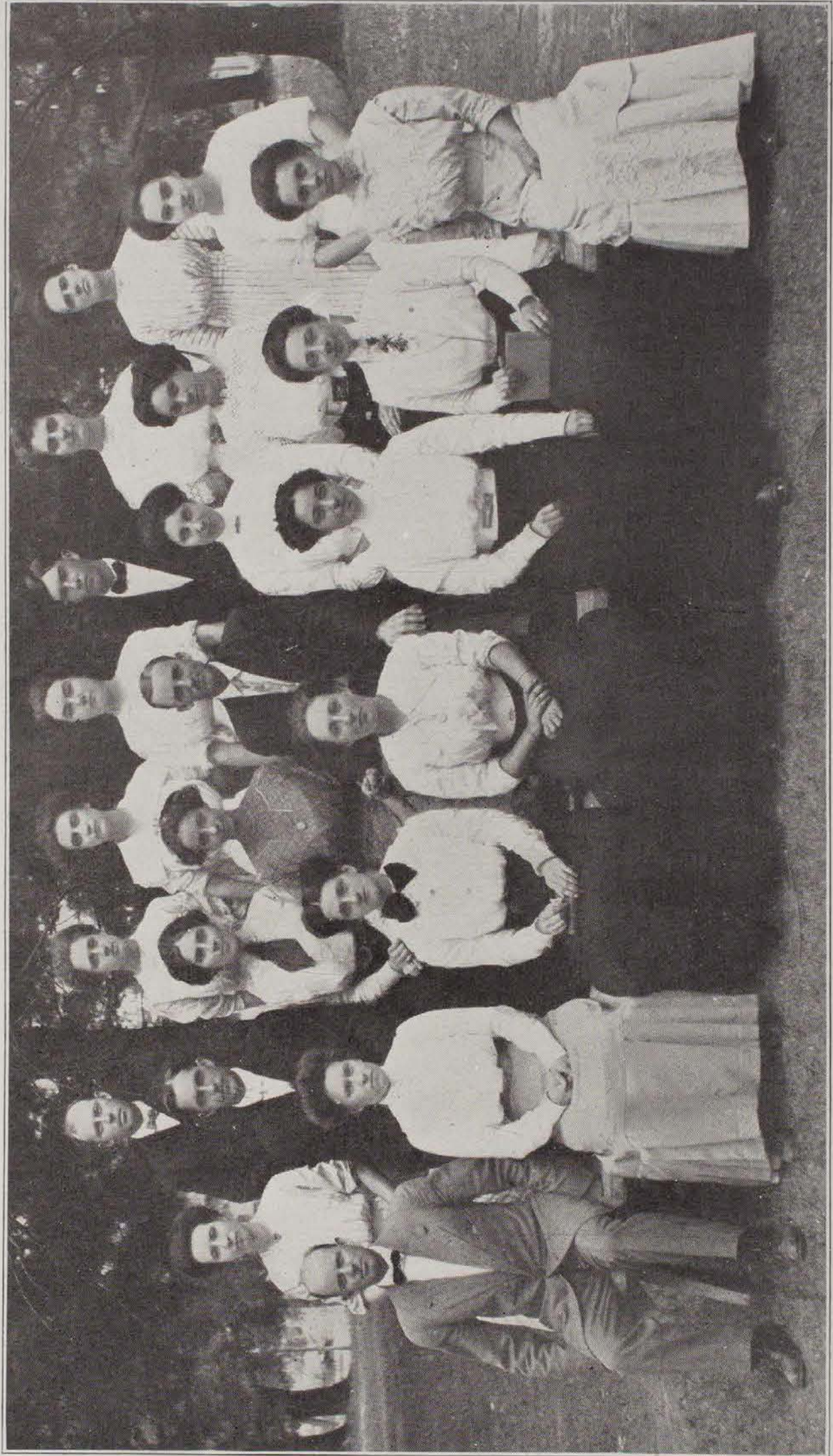
I. **General Zoology** for Senior Preparatory Year is a general course beginning in the fall quarter and extending through the spring quarter.

The fall quarter is given to the study of insects and birds; the winter quarter, to other vertebrates; and the spring quarter, to other branches of the animal kingdom.

II. **College Zoology** (Advanced Course) is, as its name indicates, for students who desire a unit of College Science.

Evolution, Darwinism, Lamarckism, and other theories and principles of vital import to man are studied. The course is a severe one and a higher standard of scholarship is maintained than in elementary courses.

III. **Physiology and Hygiene.** The hygiene of the body, its systems and organs, is especially emphasized. Effects of eye- and ear-strain, overwork, sleep, and body posture are considered.



AUDRAIN COUNTY STUDENTS IN SUMMER TERM, 1911.—Top Row, reading left to right: E. C. Offutt, Nell Proctor, Corinne Lyon, Ada Douglas, Emory Gooch, Della Talbott, Mattie Moorehead. Second Row: Bettie Harshbarger, S. L. Mapes, Pearl Tucker, Bessie Tucker, E. A. Horton, May Hofreighter, Alta Smelser, Pearl Barnett. Third Row: E. L. Horton, Mrs. E. L. Horton, Rachel Winn, Olivia Sickles, Edna Earnst, Sudie Winn, Vea Smith.

Accidents and emergencies, diseases of school children, their cause, means of prevention (ventilation, sanitation, etc.), and the destruction of germ carriers are features of the work.

Pyle's "Personal Hygiene" is made the basis for this course.

## EDUCATIONAL THEORY, HISTORY AND ADMINISTRATION.

J. D. WILSON, A. B. WARNER, SUSIE BARNES.

### I. Elementary Psychology.

This course is designed to be both preparatory and introductory in its relation to the studies in Pedagogy and Education.

Its method will lend itself to the awakening of interest on the part of the student in his own mental processes and those of other people.

The student will be encouraged and trained in forming the habit of studying his own conscious experiences, with a view to determining their character, their relationship to one another and to the body, and their value or meaning in terms of their significance for life.

Texts: Miller, Seashore, Tichener.

MR. WILSON.

### II. Principles of Teaching.

In this course, which is meant to follow immediately the course in Elementary Psychology, the principles that are involved in the teaching process are relatively investigated and concretely illustrated.

Thorndike's "Principles of Teaching" is the main text. Bagley's "Educative Process," O'Shea's "Education as Adjustment," Bryan's "Basis of Practical Teaching" are used. MR. WILSON.

### III. The High School and Its Problems.

This course will investigate the nature, function and value of the subjects available for school instruction and education, with a view to organizing them into an efficient course of study, suited to the nature of the adolescent boy and girl.

The problems of evaluation, correlation, organization and administration of the high school subjects will be considered.

The main texts will be DeGarmo's "Principles of Secondary Education," two volumes. "The Report of the Committee of Ten" is still of value for comparison and confirmation. Ruediger's "Principles of Education" are of value. MR. WILSON.

#### **IV. The Science of Education.**

This course will be determined essentially in both scope and order of development by Bolton's "Principles of Education," which is the main text. Boone's "Science of Education," Horn's "Philosophy of Education" and Ruediger's "Principles of Education" will be freely and frequently referred to.

Education will be viewed in its organic aspect, neither the biologic nor the psychologic point of view being ignored. MR. WILSON.

#### **V. Advanced or Special Psychology.**

For students who have had a course in Elementary Psychology and who are somewhat advanced in their study of Education, a second course in Psychology is offered.

This may be a study of mental development involving imitation, suggestion, righthandedness, etc., as suggested in Baldwin's "Mental Development," or it may be a specially selected piece of experimental work. MR. WILSON.

#### **VI. History of Education.**

The courses in the History of Education extend through two terms, five hours per week. The first course deals with ancient and medieval times; the second, with the modern world from the Renaissance to our own day. Monroe's "Brief History of Education" is followed as a text, but most of the material used will be found in the library in the form of histories, biographies, textbooks, cyclopedias, reports, and educational classics.

In these courses an effort is made to present education as a social institution, to show its relation to other institutions and to the intellectual life of every people and age, and to trace the evolution of modern educational theory and practice. It is a genetic study of education. It follows a golden thread of human endeavor through the ages. It is a comparative study of civilization. It compels consideration of philosophies, religions, arts, industries, literatures, governments. In its pursuit the student travels the long and weary road from primitive conditions to the complex social organisms of the present. He tries at last to understand what the nations of the present are attempting and accomplishing in education, and he turns to the educational problems of today and tomorrow with a strong faith in their ultimate solution. In the study of the history of education a student should get the professional viewpoint, or find himself professionally. It ought to insure him against pessimism and quackery. MR. WARNER.

## VII. School Administration.

This is a compact one-term course, always offered during the spring and summer terms, and at any other time when demanded. Texts: Chancellor's "Our Schools" and Dutton and Snedden's "The Administration of Public Education in the United States." The School Laws of Missouri and of other States, "The School Board Journal," many school reports from cities, states, and societies, and various volumes and chapters upon school supervision and administration will be found in the library.

This course deals with the many special problems, duties, relations, and qualifications of those who administer education and with the machinery of city and state school systems. It is primarily intended for superintendents, supervisors, and principals; but the classroom teacher and the future school board member will find it valuable also. The comparative study of different state and city systems, using our Missouri systems as types, will reveal, it is believed, the common characteristics of our American local option schemes of education. It is hoped that in no case will the details of organization and the working of necessary machinery obscure the spiritual forces upon which the efficiency of every great school system must finally depend. MR. WARNER.

## VIII. School Economy.

This is a one-term course, offered during each term of the year, based upon Colgrove's "The Teacher and the School" as a text. It is an elementary presentation of the many problems of school management and administration with special reference to the rural and the village school. Emphasis is placed upon those phases of teacher-equipment and school-equipment, and pupil-direction that are not apt to receive much attention in other courses.

Like most courses in pedagogy this course in school economy at once takes the student into the realms of sociology and of philosophy. It bids him organize his own experience and his own thought rather than to memorize the answers which others have given as to function and value, as to aim and means, as to matter and method in education. It presents ideals rather than recipes, but it is intensely practical in that it looks to the improvement of the schools which our students know and from which they came. MR. WARNER.

## IX. Curriculum of the Public School.

This course deals mainly with the organization and subject matter of the public school curriculum as related to modern social con-

ditions and social needs. The present rapid transformation and the consequent necessary elimination of certain topics in the traditional studies are considered in relation to present demands. Detailed attention is given to the content of the various subjects of the school course in the light of this modern viewpoint in public education. Along with the discussions of the subject matter and processes of teaching of history, geography, English, mathematics, etc., actual recitations in these subjects are observed and criticized. Practical problems of the kindergarten and the primary school are dealt with, with the object of acquainting students with the common elements of the two fields and suggesting means by which the materials which have been traditionally associated with the one may be advantageously utilized in the other. A part of the time the course deals with the making of programs, standards by which teachers should be judged, general principles of criticism of instruction, and methods of analysis and standards of judgment in the choice of textbooks. The treatment covers the kindergarten, elementary, high school and rural school stages, and while mostly descriptive and analytical, it is also historical so far as history will aid in understanding present conditions.

This course is open only to superintendents and principals of town and village schools, county superintendents, and teachers of experience who are preparing for supervisory work. Others can be admitted only by special arrangement with the president of the school.

The courses of study of some of the best schools of the country are used for reference; likewise the pedagogical works written by the best authors on the teaching of various subjects. Comparative study is made of the reports of committees and associations. Standards of judgment are established for criticizing and formulating courses of study. MISS BARNES.



BOONE COUNTY STUDENTS IN SUMMER TERM, 1911.—Top Row, reading left to right: Esther Evans, W. E. Pace, Lucy N. Carr, Corinne Lyon, Prof. B. P. Gentry, Tillie McHarg, Carroll Sapp, Bettie Divers. Bottom Row: Frankie Gentry, Victor Chedester, Mary Gentry, R. H. Jones, Hannah McHarg, M. V. Long, Frankie McClanahan.

## Practice Schools.

### FACULTY OF THE PRACTICE SCHOOLS.

JOHN R. KIRK.....	President and Supervisor of Practice Schools
SUSIE BARNES.....	Supervising Principal of Practice Schools
LAURIE DOOLITTLE.....	History and Geography
EUDORA HELEN SAVAGE.....	English and Mathematics
IDELLA R. BERRY.....	Primary Grades
HARRIET HOWARD.....	Kindergarten
E. H. SALISBURY.....	Scholarship Assistant
ADA COCHRAN.....	Scholarship Assistant
MARIE T. HARVEY.....	Rural School
H. W. FOGHT.....	Rural Life Problems

### SPECIAL ASSISTANTS.

OPHELIA A. PARRISH.....	Library
D. R. GEBHART.....	Music
H. CLAY HARVEY.....	Mathematics
A. P. SETTLE.....	English
J. W. HEYD.....	German
E. M. VIOLETTE.....	History
EUGENE FAIR.....	History
MARK BURROWS.....	Geography
J. S. STOKES.....	Science
W. A. LEWIS.....	Sanitation
L. S. DAUGHERTY.....	Science
A. D. TOWNE.....	Manual Training
GRACE LYLE.....	Drawing
LEOTA L. DOCKERY.....	Physical Education for Girls
C. B. SIMMONS.....	Physical Education for Boys

## PRACTICE TEACHING.

The Department of Practice has under its control a Kindergarten, an Elementary School consisting of eight grades, a High School, and a Rural School.

All candidates for the Elementary Certificate must have worked three months in the Department of Practice, and candidates for graduation in the Advanced Course must have worked nine months, or completed in all one unit of credit. The first quarter's work cannot be done earlier than the Senior Preparatory Year or Freshman Teachers College Year, and each of the other quarters must be done during the Junior and Senior Teachers College years, preferably one quarter's work in each year. The last quarter must be reserved for the Senior Teachers College Year.

Students who seek to be admitted to do Practice Teaching must furnish satisfactory evidence that they have the necessary academic requirements.

Each student who enrolls for Practice Teaching must report at the office of the Department for definite assignment of work. When the assignment has been definitely made, the student is then directed to report to the member of the faculty by whom the student teaching is to be supervised. Meetings for planning the work and for general criticism are appointed by the supervising teacher. These meetings the student teachers are required to attend.

The supervising teacher in criticising, rating, and reporting the work of the pupil-teachers consider the following points or similar ones in estimating strength and weakness:

1. Health, energy, vitality, temperament.
2. General intelligence, knowledge of the subject matter, initiative, progress.
3. Sincerity, earnestness, genuineness, persistence, promptness, responsiveness to suggestion, attitude toward criticism, punctuality, sense of responsibility, helpful school spirit, animation.
4. English expression, culture, courtesy, neatness, cleanliness, voice, carriage, poise, confidence
5. Ability to manage children, discipline, getting and holding attention, handling disturbing elements, keeping all children profitably engaged.
6. Preparation of lessons, understanding curriculum of subject taught, initiative in planning, securing and using of adequate illustrative materials, care of materials, organizing the subject matter.
7. Modes of conducting recitations, responses required from



CALLAWAY COUNTY STUDENTS IN SUMMER TERM, 1911.—Top Row, reading left to right: Cordia Gilmore, Ira Simpson, Onie Callison, F.W. Linton, Blanche Benson, Logan Finley, Mrs. J. B. Bennett. Second Row: Nettie Jones, Carl Matthews, Mrs. T. G. Nichols, T. G. Nichols, Charlotte King, Earl Van Horne, Julia Glennen, Berdic Bedsworth, Hallie Smart. Third Row: Nettie Dutton, Eva Sampson, Effie Simpson, Zora Smith, Ruth Pooley, Callie Thomas, Myrtle Todd, Iva Atkinson, Agnes Glennen.

children, economizing time, definite purpose in view and end to be attained, correction of children's English, assignment of lessons.

Reports of the work done by the student teacher must be made in writing each week, and left on file in the Office of the Department. These reports are to follow the teaching of the lessons. They must contain the main points covered, illustrative materials used by the teacher and children, names of books, papers, maps, pictures, or pamphlets with page references used by the teacher or children in preparing the work, and a brief description of the general procedure followed in teaching each day's lesson.

The report must contain the name of the student teacher, the subject taught, topic of the lesson, the grade, and date.

Before the reports are ready for filing, they must be read and approved by the supervising teacher under whom the student teacher is working.

### THE VACATION SCHOOL.

The Practice School in the summer term of 1911 continued until June 30th under its regular organization with an enrollment of one hundred seventy six in daily attendance.

On July 5th an experiment was tried for the first time through the organization of a Vacation School. The experiment has so far proved a success. One hundred thirty fine spirited boys and girls are in regular attendance. They come because they want to come. It is not a school for the study of textbooks, but such parts of the regular course are given as children usually select as favorites.

The program consists of story reading and story telling; music; drawing; cooking; organized play; activities in which the manners, costumes, customs, and industries of the past and contemporary peoples are shown; dramatization of literary stories; elementary science including school gardening; manual arts including sewing, knitting, crocheting, and other forms of manual training. All modern teachers feel the need of knowing how to present these subjects. They are becoming essentials in the education of teachers.

An opportunity is given for backward pupils to make up work left unfinished at the close of the school year. A class of zealous, persevering pupils are this summer taking advantage of the opportunity to do the additional work in arithmetic and grammar necessary to gain promotion in the fall quarter.

Formerly, playgrounds and vacation schools were regarded primarily as a means of keeping children off the streets and out of mischief. This is but a small part of the benefit. They are recognized

today by the foremost educators and physicians as essential to the development of the health, the development of social and moral elements, the education of the mind and hand in doing things, and the cultivation of energy, all of which are essential elements in the growth of every child. All forms of education that are essential for children are vitally essential for teachers to know and learn, hence, the importance of the work to Normal School students is evident.

### CURRICULA.

The following course of study represents the combined effort of all those who have the supervision and direction of the work in the Practice Schools. This forecast of next year's work does not signify that limits are put upon the topics as herein outlined either in subject matter, arrangement of materials, or method of presentation as far as suggested; but such eliminations, substitutions, and additions may be made from time to time as the practical working out of the course seems to justify. A uniform method of outlining the different subjects has not been adhered to, because in some cases complete statements seemed necessary, while in others the statements of topics appeared sufficiently clear. Sometimes more work has been suggested than a class can do in a year, so that from the richness of materials an appropriate choice may be made. In other subjects a seeming barrenness is apparent and in such instances the condition of the class and the materials at hand will help, as the subject progresses, to dictate the completion of the work.

In the choice of materials and plan of organization, consideration is given to the native tendencies, interests, and capabilities of the children as related to their experiences. In the selection of subject matter, effort has been made to emphasize those achievements and conditions of environment that are significant in the child's development and future needs.

The students of the Normal School who seek diplomas or certificates are required to do a certain amount of work in teaching and class management in the Practice School; but such work will be under the guidance and direct supervision of some member of the Practice School faculty, and hence the unity and organization of the course of study will be continuously maintained. Much of the actual teaching will be done by members of the faculty because it is necessary for the students who seek efficiency to observe good teaching in order to fix ideals and establish practical standards of merit in teaching. Those students who seek to do work in the Practice School must furnish



CARROLL COUNTY TEACHERS IN SUMMER TERM, 1911.—Reading left to right: Elsie McClellan, J. W. Powell, Goldie Forrest, J. R. Faulkner, Flora Heartsell, J. A. Burnside, Elizabeth Campbell.

satisfactory evidence to the faculty of the School that they have the necessary academic requirements.

Hence, the school in its management and control, holds first in importance the greatest well being of the children in its charge, else the system would be an abnormal one and not capable of serving the Normal School in the capacity for which it exists.

In remaking the course of study, an attempt has been made to consider each part with reference to the whole and thus avoid extreme differentiation of subjects and a consequent dissipation of energies. It is, however, impossible to show in this brief space the interrelation of school activities to any considerable extent and so the work of each grade is presented quantitatively from the teacher's point of view. In this manner an attempt is made to show the unity and correlation of the various subjects in each grade. Concerning some subjects of study and school activities it seems necessary to make additional statements not included in the brief synopsis of the grade plans. These statements may serve to show, in some instances the development of a subject from grade to grade, as well as the viewpoint from which the subject is considered. Statements of the work in Physical Education, Moral Training, and the Library, have been omitted from the grade outlines, on account of the special grouping of the children, and hence are given immediately below.

**Library:** The Children's Library contains about 3,500 volumes of cataloged books. These are for free use by all the children enrolled in the school, but each book must be returned when due or else a fine of one cent per day is incurred. A list of the books will be furnished each child. The advanced grades will be given library instruction one hour a week. Some of the topics to be considered are: Classification and arrangement of books in the library; card catalog and practice in its use; indexes, dictionaries, encyclopedias, and the scope and use of a few other reference books; book talks with a view to interesting the children in the reading of books.

**Physical Education:** The work in Physical Education for Girls is definitely outlined in a "Handbook of Physical Education for Girls of the Elementary School," which was prepared by Leota L. Dockery, the Gymnasium Instructor, and is published by the department of Physical Education. The work is planned so as to afford regular graded exercises in floor drills, games and fancy steps for girls of the entire elementary school. While the work is so planned as to be largely of a recreative nature in order that the pupils may secure the benefits of vigorous and spontaneous physical exercise through



CHARITON COUNTY STUDENTS IN SUMMER TERM, 1911.—Top Row, reading left to right: G. W. Diemer, Ella Wisdom, R. C. Allen, Grace Duffie, Andrew Peterson. Bottom Row: Edith Marston, Emma Crotts, Mary Wires, Mary Lynd Cary, Gertrude Hosey, Mattie Sanford.

games, varied free exercises, and pleasing rhythmic gymnastics, nevertheless, there is a definite corrective purpose back of the planned exercises, which attempts to overcome the ill effects of faulty posture in the school room and at home. The need of correction is shown by the fact that when the girls of the upper five grades were first measured in 1910, 70% had one shoulder or hip lower than the other with a corresponding overdevelopment of the entire side, or a curve in the spine. Especial attention of all teachers is directed towards correction of posture while in the school room. The lung capacity is tested with a view to increasing the breathing power and endurance of the children. All children must be provided with regulation gymnasium shoes for use in the gymnasium work. There is constructed and erected on the campus, apparatus for a modern playground. The activities on this playground are under the supervision of one of the gymnasium directors, or students instructed by them to take charge of the children's play. Precaution is taken to prevent the spread of contagious diseases. Children are required to bring individual drinking cups and individual towels. Paper toweling is provided by the school and used in the kindergarten and primary grades.

**German:** Two years ago German was introduced into the seventh grade. It proved so successful that the past year it was given in both the seventh and eighth grades. Some of the reasons for beginning German in the elementary school are as follows: To give the pupils the oral language before their vocal organs have become fixed by use in speaking one language, thus avoiding the English accent in their German; to give a wider range of vocal exercises, in thus securing a clearer and more accurate pronunciation of their English; to open up for them an otherwise closed field of one of the richest literatures of any age, thus broadening their sympathies and deepening their love for the beautiful; to assist in a better understanding of English grammar, since German and English are analogous languages; to give the children this language while the memory is still at its best for retaining vocabularies and idioms, and their imaginations lend themselves readily to entering the spirit and life of a new language. The work consists of simple conversation at first without reference to grammar; of the reading of simple and interesting stories; of learning German lyrics and singing them. Pictures and stories are used as a basis of conversation. In the latter part of the course German grammar is taken up gradually. Programs in German are given, such as Christmas programs. Every effort is made to make the children think and feel the German stories, conversations, and songs.

**Manual Arts:** The teacher needs this work in some form in order to afford motor expression in teaching almost, if not every subject in the curriculum. "The public demands it because it offers the most obvious means of beginning the training for vocational life." The course of study in consideration of the children's native tendencies, must recognize the instinct of manipulation which is a special aspect of the instinct of general physical activity. The natural tendency of this instinct is to handle objects, move them, tear them apart, and put them together. Concerning the use of stimulating, guiding, and directing this instinct James says: "Clothes, weapons, tools, habitations, and works of art are the result of the discoveries to which the plastic instinct leads, each individual starting where his fore-runners left off and tradition preserving all that once is gained." Thorndike says that this instinct of manipulation is "the original source of sports, industries and arts, and is in childhood the prime ally of intellectual development." Since the interest in the physical activity of the kindergarten period centers in the activity rather than the result, the constructive work comprises such activities as making things in the sand, clay modeling, building with blocks, improvising various objects, with miscellaneous materials; cutting free hand, cutting out pictures, pasting, weaving, and sawing with coarse materials involving the use of large muscles.

Beginning with the sixth or seventh year, there is a transition from interest in activity itself to interest in result. The motor activity is even greater than before, but the child is no longer satisfied with the mere activity of constructing as was largely the case in the previous period; but he now desires to make things for the sake of the end accomplished. For this reason it has been called by some the play utility period. Since the constructive interest is centering upon the thing made, the objects for hand work are such as the child can have and use: toys, play things of various kinds, animal contrivances, objects for gifts, and objects for working out school problems. The results will necessarily be large and crude, but since the interest is shifting from the activity to the thing made, the child finds that his powers of accomplishing are behind his ideals, and so interest in skill begins to develop. There is another instinct, very valuable in the teaching of handwork, which is characteristic of boys and girls under eleven years. It is the instinct of imitation. The immense amount which the child gets through imitation of speech and acts of his elders and playmates, is a witness to the value of this instinct, and James says that "his whole educability, and in fact, the whole history of civilization depends on this trait." Because of the variety

in the play imitation class of objects that may be made, the selection of subjects for work is not a matter of serious importance judged from the standpoint of continuity in development of the subject of hand work, and so it is often subordinated in the lower grades to other studies which for various reasons have a place in the curriculum during the early years of school life. Consequently, motor expression of different kinds is used for the purpose of clarifying, strengthening, and assimilating knowledge in many courses in the school curriculum.

**Mathematics:** During the past decade and a half considerable has been said, and experiments have been tried out in various schools to discover whether the incidental teaching of arithmetic were not sufficient for all necessary use of number in the primary grades. Some have argued, too, that the arithmetic that supplies the strictly utilitarian demands is entirely sufficient for the higher grades of the elementary school. So far as the primary grades are concerned, we believe that educational experiment has been carried far enough to show that not to lay down a definite amount of work to be accomplished and not to assign a time to do it means that it will not be seriously or systematically taught especially in a school of this kind. Moreover, scientific statistics so far as obtained show that children who have been taught arithmetic in this perfunctory manner in the primary grades are much less efficient when systematic work is begun than those who have had definite work from the first grade. One reason for this is that while the intellectual process of the essentials of arithmetic may be easily grasped, the number facts are well retained only through prolonged experience with them. If properly presented, the child takes as much delight in simple number processes as any other work of the school. His need for number in his own play activities and thinking is as great as anything else he learns.

Beginning with the sixth grade, the problems in arithmetic begin to relate more to the industries of the people. Obsolete business topics are excluded. But while the utilitarian phases of arithmetic should be emphasized in this industrial age, concrete problems are not emphasized at the expense of the abstract. Three kinds of accuracy are sought: Accuracy of thought or concept, accuracy of expression, and accuracy of manipulation or handling of figures. Loss of time often results from not having the fundamental processes automatic. To get the process is not enough, but the correct answer must be obtained. Children must be taught methods of checking and know that they know they are right or wrong.

Mathematics should receive emphasis in the elementary school, not only for its practical value in solving numerical problems, but



CLARK COUNTY STUDENTS IN SUMMER TERM, 1911.—Top Row, reading from left to right: Hardy Sherwood, F. L. Sloop, Mrs. F. L. Sloop, Emma Hesse, Sidney Montgomery, Maggie Lynn, Velma Thompson. Second Row: Fred Loudenberg, Lawrence St. Clair, Alice Smith, W. B. Fell, Ida Thraillfeld, R. S. Clough, Blanche Karnes, Ovel St. Clair, Leda Galbraith, Mrs. Thompson. Bottom Row: Rolland Culbertson, Robt. St. Clair, Cornelia Boley, W. A. Reese, Annie Donnelly, Evalena Miller, Lee Smith, Bessie Ewing, Estelle LaFrenz.

also for the discipline it gives in judging with absolute accuracy and in attaining an analytical form of reasoning. "Every one is conscious that he gets something out of study, aside from calculation and business applications, that has made him stronger, and the few really scientific investigations that have been made, as to the effect of mathematical study, bear out this intuitive feeling."

**Music:** The value of musical training is fully realized in this Normal School. The ability to sing well, to criticize musical performances, to be independent in self-expression through power to read music from notation, to have æsthetic appreciation of a music masterpiece, these characteristics are a part of a musical education. This year the school proposes to place emphasis upon the social and institutional value of music through the organization of a children's chorus composed of all the children of the elementary school. The chorus will meet once a week under the instruction of a musical director.

**Moral Instruction:** An education that does not tend toward moral training is unsafe. Hitherto, in this country, the incidental teaching of right conduct has been relied upon mainly for whatever moral instruction the children have received. Now, many schools are introducing a series of definite lessons on morals training. Some of the topics considered are: "Self-control and its subdivisions into cleanliness of person and habit; temperance in eating, drinking, clothing, speech and judgment; patience; perseverance; hopefulness and courage—courage to bear, courage to endure, courage to decide and act; prudence and forethought." They who would be strong, useful, and contented must first learn to be sovereigns of themselves; it is the duty of a great people to exercise self-control in times of danger and crisis. Morality implies mutual duty, exchange of thought and sentiment, reciprocity, consensus of opinions. Truth and truthfulness in behavior, speech, observation, reasoning, reporting; the love of truth; the duty of discovering, respecting, defending truth; of hearing the several sides of a question; of modesty in the remembrance of our susceptibility to error. Kindness, courtesy; consideration at home, at school, abroad, toward youth and age; toward weakness and ignorance; toward animals; kindness as embodied in hospitals, life-boats, institutions for the blind, etc. The beauty and fruitfulness of industry: The grace and dignity of work performed from a sense of honor, and not under a taskmaker's eye. Principle of mutual dependence that links class to class, trade to trade, country to country, friend to friend, the present to the past, our debts to the past,

as to a mother, for so much of our comfort, our learning, our art and literature, our ideas, our liberty, our morality; the social principle of justice, and the due wage and reward and the due punishment. Duty to parents—benefits that flow from parents—supply needs, protect, show example, advise, love us for our own sake. Children may obey; may help; have faith; may respect; may testify gratitude. Toleration or the wickedness of persecution: How does persecution arise from difference of opinion? Difference in things may be pleasing as in art, literature, music. We do not wish others to interfere with our freedom; let us not interfere with theirs. Those who differ from us may discover truths which have escaped us; and they may exhibit bravery by standing with a minority. We are all liable to error, and apt to overlook various sides of a problem. Civic duties, and the glory that surrounds the mind that can take pleasure in art and nature; the ethics of play, and the duties that may go with our amusements.

With the younger children the important thing in character building is that they are made to do the right thing. In other words, the establishment of right habits of conduct is the chief desideratum with children below the adolescent years. With the older children the open discussion of moral principles and the modes of their application to life and conduct may help to alter their conceptions of right and wrong, may help in cultivating their judgments for forming estimates of acts more readily and accurately. With the powers of reasoning thus guided and developed these more accurate judgments may function in the immediate conduct and future life of the child.

Whether moral instruction shall be given through a planned course similar to the above, or whether it shall be emphasized through generalizations in the teaching of all school subjects, or whether it shall be given through an organization of all children into a junior civic league where economic and social observations are made and discussed, has not yet been determined by the elementary school faculty. All these methods may be undertaken in order to give emphasis to moral training.

**History:** Formerly teachers of history have had a very inadequate notion of what the past history of mankind really means to us in the interpretation of our own acts and conditions. To know the great rulers in chronological order and the wars they have waged has been the chief end and aim of history study. Now it is generally thought that to know the human experiences and achievements that serve to explain our own complicated social and industrial life is far more valuable than to know the number and complexion of men who have fallen in battle.

In the course of study for the primary grades, primitive history seems to be the subject to which all other school work is related. This is not the case in the actual teaching of the topics, but the child's social life is made the center of correlation, and history seems so only because of its close relation to present activities in being the record of past activities, and because of its use in interpreting present activities. Beginning in the first grade with home life, the course covers in an elementary way the development of civilization to the present time ending in the eighth grade with general modern history.

**Geography:** This work begins in the primary grades with a study of type regions and is correlated with the work in history based on a study of primitive peoples living in those regions. Throughout the course the topics in history and geography are unified as much as possible and given an economic interpretation. While history relates to the past, geography is a study of contemporary life. To know the present condition in all countries helps the student to unify the world's activities, and find characteristics in other people similar to our own. Such consideration gives a spirit of tolerance and a sympathetic appreciation of differences and peculiarities.

**Sanitation and Science:** The courses given included in this classification present topics of general information for the personal well being of the children and for the interpretation of their relations to the natural and physical world in which they live. Dr. Caldwell says that "In the grades three dominant attitudes of mind toward nature are noticeable. The younger children in grades one and two and sometimes in grade three appear to be interested primarily in finding out what and where things are and what is being done. This is chiefly an orientation attitude, one of development of speaking acquaintance with nature. Consequently during this period a relatively large number of things in the local environment may be studied, but not studied in detail.

In the intermediate grades the attitude of orientation and general acquaintance is not lost but added to it is a larger and more definite interest in knowing how and why things happen; this leads them to a somewhat more intensive study of a smaller number of things, a study of causes, processes, and results, and of the relation of natural objects and processes to the needs of men. In the upper grades, seventh and eighth, and sometimes the sixth, the preceding interests are still present but there is an added interest in the use of nature and nature's forces in the industries and also in what may be called elementary science."



DAVIESS COUNTY STUDENTS IN SUMMER TERM, 1911.—Top Row, reading left to right: Eloise Wynne, Pearl Netherton, Grace Galbreath, Theodora Netherton. Bottom Row: Minnie Fremgen, R. H. Kingdon, Julia Netherton, B. S. Morgan, Grace Parker.

**Study:** Above the third grade there will be short periods of independent work at regular intervals of time during school hours. A certain amount of time will also be regularly required for home study outside of school hours. This period of time will range from one-half hour in the fourth grade to approximately two hours in the eighth grade.

**Parents' Meetings:** Since it is necessary, in order to secure best school work, for the teachers to get the standpoint of the parents, there will be held at somewhat regular intervals during the year, meetings which all parents, members of the elementary school faculty, and student teachers are invited to attend. At these meetings topics will be discussed concerning the management of the school and its curriculum; and particular problems pertaining to the work of each grade. Any suggestions from parents or teachers which promise greater efficiency in the school and a more complete co-operation between the school and the community, will be kindly received and duly considered.

### KINDERGARTEN.

By the time a normal child has reached the age of four years, he has awakened into a conscious human being, full of activities, physical, mental, social, and spiritual. It is the aim of the kindergarten to supply legitimate outlets for these activities and to so organize them that they may become educational, leading the child to a more perfect bodily control, to clearer and more logical thinking, to deeper feeling, and to a recognition of the rights of others.

It seems almost unnecessary to speak here of the value to the children of a year or two spent in the kindergarten, but in order to express faith in its worth and to give motive for its existence, we quote in part, statements from teachers' replies to questions (asked through the National Association for the Promotion of Kindergarten Education) concerning kindergarten children: Because of the time spent in the kindergarten the children are better prepared for the work of the first grade, since having acquired a fund of ideas upon which to base their thoughts, they have more ability in oral expression. A larger majority of kindergarten children are promoted than those directly from home, and in a few instances the more able kindergarten children skip the first grade. Because of their awakened minds and freedom of expression they are more difficult to make conform to the primary school discipline of silence and inactivity. The habits of obedience, promptness, carefulness, kindness, politeness, and con-



GRUNDY COUNTY STUDENTS IN SUMMER TERM, 1911.—Top Row, reading left to right: Lydia Schlotterback, Mabel Doan, Earl H. Husted, Bessie Brown, Esther Yambert. Middle Row: Ethel Couch, Ida Wolfe, Maude Brown, W. H. Burress, Maggie Wolfe, James Williams, Bertha Fremgen. Bottom Row: Vesta Yambert, Stella Axtell, Perry D. Armstrong, Iva Couch, Verla Titcomb, Agnes High.

sideration for the rights of others are ethical benefits to the child more firmly established through kindergarten education.

It is almost universally recognized now, that a curriculum should be adapted to the children who are affected by it rather than made to fit a philosophy. That Froebel has done much for the liberation of the child and for the cause of education at large, is no reason for forcing his antiquated and mystical ideas upon modern life. In the prevailing use of the gifts, social life and social experiences are relegated to a subordinate place. The concrete characteristics of real things in the children's natural and social environment and the function of these real things are of infinitely more value as means to social ends than the geometry of the gifts which represent not a thousandth part of the education that a child should have in these years. It is extremely doubtful whether the child feels at all the sequence of the gifts because it forces abstractions and logical forms of thought at an age when the mental life is developed by means of apperceptive activities. Consequently, the gifts are adapted to the work and not the work planned to use the gifts in their sequence. But Froebel gave to all manual and industrial training and to all forms of constructive work the distinctly educational motives which, in spirit at least, obtain in modern schooling. We must substitute, however, for his metaphysical arguments, the principles of dynamic psychology and modern child study as a basis for our motives. But whatever changes, restatements and completions we recommend in regard to his educational system, it is to Froebel, more perhaps than to any other man, that we owe the present educational tendency. He set the example for all ages when he studied the child of his time. It is our purpose to follow the spirit of his teaching rather than the letter, and study the children in order to plan a curriculum for the kindergarten school today.

In order to show as nearly as may be the organic continuity existing between the kindergarten and the remainder of the school, technical kindergarten terms have been suppressed whenever possible and the same general headings are used in outlining the course that are used for the different grades of the school. The following daily program indicates the general allotment of time to the various kinds of work and the emphasis placed upon each activity. It is so flexible, however, that changes may at any time take place in order to meet immediate requirements.

- 8:50 to 9:00 . . . . . Free play in the room.
- 9:00 to 9:20 . . . . . Morning exercises.
- 9:20 to 9:45 . . . . . Rhythm work and march.



HARRISON COUNTY STUDENTS IN SUMMER TERM, 1911.—Top Row, reading left to right: Josephine Norwood, Louis Browning, Margaret McCaul, V. A. Schiefelbusch, Maude M. Underwood, Prof. Mark Burrows, Avis Woodward, Prof. Eugene Fair. Bottom Row: Lenora Davisson, President John R. Kirk, Mrs. C. E. Hutton, C. E. Hutton, Clara Lesh, J. C. Solomon, U. L. Riley.

9:45 to 10:15.....Recess.  
10:15 to 10:20.....Rest period.  
10:20 to 10:45.....Group work.  
10:45 to 11:15.....Games.  
11:15 to 11:40.....Manual arts.  
11:40 to 11:50.....Closing exercises.

In the above schedule and also in the following discussion of periods and subjects the various activities of the kindergarten appear to be differentiated and distinct, while in actual practice they are so combined and interwoven that it is almost impossible to tell where one leaves off and another begins.

**Free Period:** During this period, the children go about the room as they desire and play in the doll house, look at picture books, draw on the blackboards, or play with the sand, balls or miscellaneous blocks. This aids in socializing the group and furnishes to the student teachers an excellent time for child study.

**Morning Exercises:** The primary object of the morning exercises is to unify the kindergarten and give the keynote for the day's work. During this period the children relate their own personal experiences and listen to those of others. They sing songs, look at pictures and objects, listen to stories and retell them, dramatize and talk freely. Each day there is some topic for discussion which closely follows the one given the day before and leads toward the one for the next day. The purpose of these discussions is to organize the ideas which the children already possess and to give them a presentiment of the relationships into which they are to enter, beginning with the individual, his pastimes, capabilities, etc. From the child as the center, we pass to the ideal family relationships which are presented through the use of ideal families such as the squirrel families, bird families, etc. Gradually the child's horizon widens and he begins to see the relationship of one family to another in the trade world. Only fundamental trades are considered and the dignity of labor is emphasized. The relationship of one community to another in state life is vague and far away for the child to grasp, yet love for country can be increased by arousing a new love for the flag and the supremacy of the laws of the country through respect and admiration for the soldier. The remaining relationship, that of man to God, is presented through the spring work when unconsciously the child feels the unseen power back of all in the world of nature.

**Rhythm Work and March:** This work has three primary aims: the relaxation of the body after sitting during the morning exercises, the absolute, unquestioning obedience to impersonal commands, and the training of the body to respond quickly. The march is discussed more fully under the topic of music in the course below.

**Rest Period:** After the vigorous play of the recess period, a short time is necessary for quiet rest before formal work is begun. Soft music is played, and the children are encouraged to fully relax, with the exception of two or three who care for the animals and plants during this time.

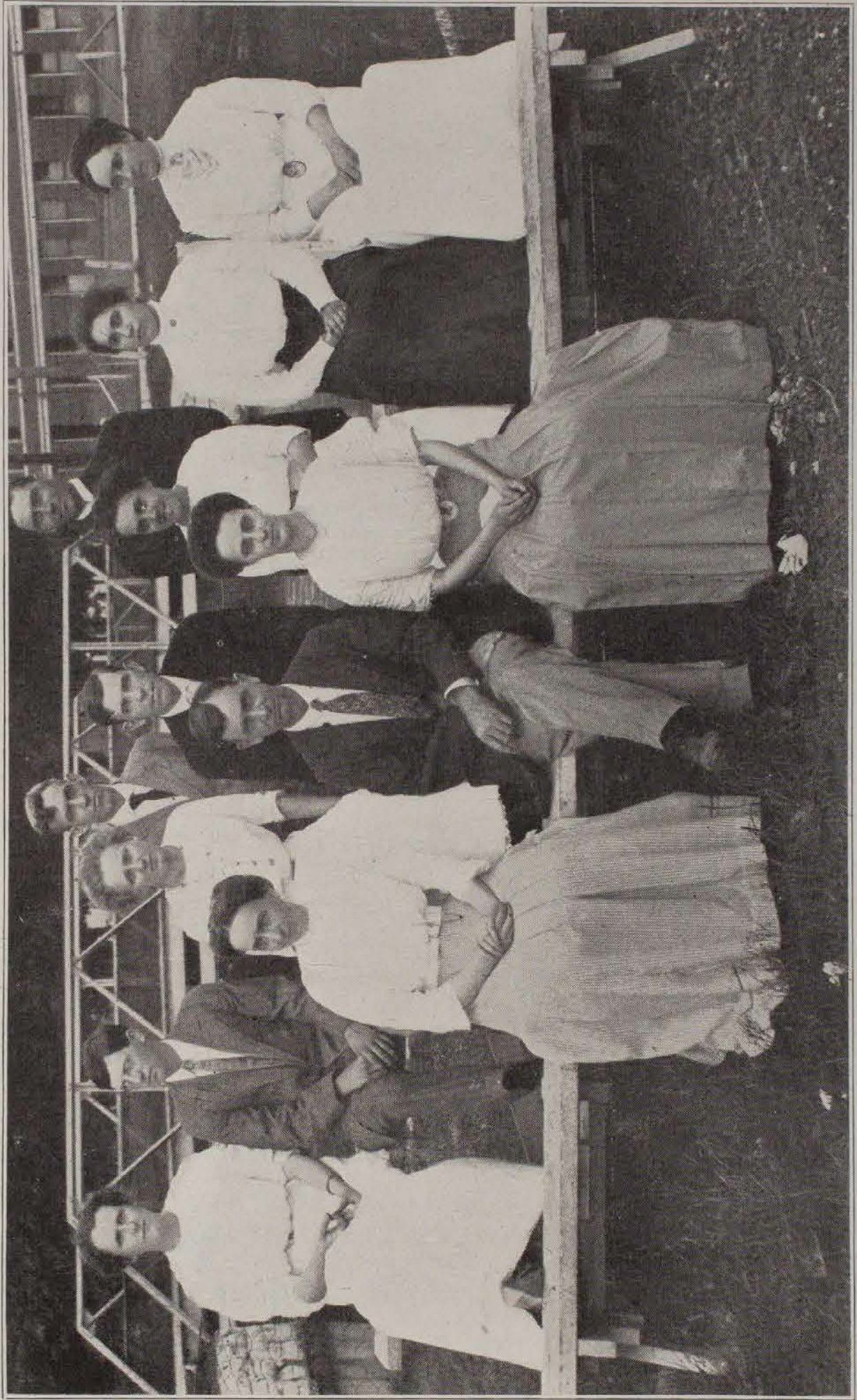
**Group Work:** The purpose of this period of work in the kindergarten is to present the fundamentals of construction, design, color, form, etc., to the children. The gifts are used at times, consisting of balls, blocks, wooden tablets, sticks, rings, seeds, etc. They stimulate natural play and the imagination, furnish means for broad representations, give control of the body, and foster originality and free creativity. The first work with the gifts is always free, when the children test the material. Later, through imitated, dictated or suggested work given by the teacher, the children are shown still greater possibilities in the material, which serve as a stimulus to their own originality in their later play with the gifts.

**Games:** The period for games is a most important part of the day's work. Here the child plays out what he knows, comes into close social contact with others of his own age and ability, learns to adjust himself accordingly, and to recognize the rights of others. Games may be divided into three classes, namely, the purely physical games, such as "skip-tag," ball games, etc., which aid in the perfect development of the body, thus making it a better instrument for expression; the representative or imitative games in which the child plays the role of outside objects or people, as when playing the swing game, and the baker; and the symbolic games in which are embodied truths, such as the bird's nest which symbolizes family life.

**Closing Exercises:** For a few moments at the close of the morning session, the children are brought together again. Their hand work is exhibited and each child receives recognition for his effort however crude the result may be, while all participate in the joy of others. A good-bye song closes the morning session.

#### MANUAL ARTS.

This work is primarily to develop skill with the hands in doing neat, accurate work with the various materials and tools. It also



KANSAS CITY AND VICINITY, SUMMER TERM, 1911.—Top Row, reading left to right: Prof. E. R. Barrett, Prof. W. A. Lewis. Second Row: Florence Bradley, Leon Morton, Lela Harbaugh, J. R. Kerr, Frances Funkhouser, Agnes Waddell, Beulah Gammon. Bottom Row: Miss Green, Prof. J. S. Stokes, Georgia Grimes.

serves to make mental images clearer and more permanent and ultimately leads to invention.

**Sand:** Impressions of forms such as cubes, balls, and toys. Representative work as picturing gardens, farms, and forests with the aid of slats, blocks, sticks, and twigs. Modeling from simple forms such as dishes, boxes, etc.

**Clay:** Modeling simple forms such as marbles, nuts and apples; type forms transformed into articles of utility, for example, a cup made from a cylinder hollowed out in the center with a handle added; representations on individual clay boards, for example, a house with a fence about it and walks leading to a street or mountain with miners going to work; plaques on which are impressions of children's hands, shells, leaves, and flowers.

**Paper folding:** Transformation of surface by means of folds and cuts on the diametrical lines of any shaped surface; for example, soldier's cap, made by folding a circle on the diametrical lines, and cutting on one line to the center; parasol, bell, wheelbarrow, and doll's jacket made in a similar way. Squares or oblongs folded into four, eight or sixteen squares or oblongs cut on the folded lines; for example, table based on sixteen oblongs, basket based on sixteen squares. Patterns used rather than basic principles of construction with folds made on dotted lines. Beauty forms folded by maintaining perfect balance of parts. These forms are usually put to some use as picture frames, flower baskets.

**Paper cutting:** Outline cutting from mimeograph copies of animals, people, vegetables, pictures from magazines; folded forms. Freehand cutting from shadow pictures made by holding an object back of a curtain; for example, ball, top, and pitcher; from simple objects placed before the child, such as fruits and vegetables; from visual images of objects removed just before the child begins to cut; later, those seen at some previous time such as boats, birds, and animals. Illustrative cuttings representing stories, such as "The Old Woman and Her Pig"; songs, such as "Gold and Crimson Tulips"; rhymes, such as "Jack and Jill"; topics discussed in the morning exercises, such as birds in trees, valentines and flags for February.

**Cardboard Construction:** Bradley paper construction for genetic construction based on the intersection of diametrical planes, parts held together by the use of slats rather than paste; for example, beds, buildings, cradles, and cupboards with doors. Bristol board used for making furniture, buildings, etc., by folding and fastening

parts by the use of paste. Checked cardboard used; the child cuts on lines, dictated by teacher, then folds and pastes windmill, lighthouse, castle, etc. Miscellaneous materials such as boxes, milk bottle tops, from which can be made wagons, houses, shops, furniture, etc.

**Weaving:** Miscellaneous materials woven with the fingers used in introducing the principle of weaving, for example, cardboard strips woven in sticks placed in the edge of peg-boards for a fence; strips of cloth woven in the backs of kindergarten chairs, etc. Wooden slats woven in oilcloth mats with the fingers. Paper strips and mats woven with a weaving needle, first according to rule, as, "over two, under two," "over three, under three"; later, original arrangement based on preceding work; designs, either dictated or original. Industrial weaving on loom; mats woven with worsteds or raffia; rugs woven with wool or rags, etc. Winding with raffia, making picture frames, napkin rings, etc.

**Cardboard Sewing:** The principle of sewing is given through the use of cards with large holes through which the children string shoestrings with their fingers. Outline sewing of animals, fruits, and other familiar objects. Directed sewing on cards punched at regular intervals. By combinations of oblique and vertical lines sewed with needle and different colored worsteds, cards are made to resemble rows of flowers, etc. Original designs of children made by folding paper and transferring folded designs to cards of the same size by means of perforations, the designs reproduced made permanent by sewing.

**Stringing:** Beads, large wooden beads strung on shoestrings, at first without definite order; later according to color, form, or color and form, in following some given unit which is to be repeated. Straws and papers of various colors and shapes, for example, circles, squares, flower forms, etc. Stringing seeds, such as redhaws, acorns, pumpkin seeds, beans, and others large enough to be handled easily.

**Drawing:** Drawing in the kindergarten is not given for the results obtained, but rather as an expression of the child's own thinking and to create a readiness on his part to attempt to draw. Crudity in results is disregarded. Rapid drawing is encouraged as it develops quick perceptions and a greater freedom of movement. The mediums used in this work are those which stimulate full arm movements, namely, chalk on the blackboard, chalk and charcoal on gray board, crayon and water color on drawing paper.

Illustrative drawing includes the representation of topics under discussion during the morning exercises; the home activities, such as mother sweeping, rocking baby; the trade world, such as miner going to work, blacksmith shop, milk wagon; the seasonal changes; the birds going south; the Christmas tree; stories and verse, such as "Three Bears," "The rain is raining all around"; games, such as hot ball, bean-bag race; songs, such as "Mr. Duck and Mr. Turkey," "Pretty Little Blue-bird," etc.

Technical control in form is emphasized through drawing geometrical forms, such as sphere, cube and triangle, drawn from models and then modified so as to conform with familiar objects similar to the general type: For example, a cube is drawn, then transformed into a house; a triangle is drawn, then changed into a chicken coop.

Studies from nature—such as fruits, vegetables, flowers, animals, trees, birds, and landscapes.

Miscellaneous objects such as instruments, dishes, simple furniture, toy animals and tops.

Posters, using flat water color washes.

Design confronts the child on every side, whether he is out of doors or in his home, in flowers, trees, wall decorations, floor coverings, tiling, etc. His innate desire for rhythm may be gratified and developed not only in music, but also by the rhythmic repetition of lines and figures as in all kinds of border patterns, and his feelings for balance and proportion may be satisfied by an orderly arrangement of lines and figures in the formation of conventional designs.

Border patterns are developed through the use of gifts, as in arranging pegs in peg-boards in definite order, "one green, two red, one green, two red"; stringing beads by repeating unit; arranging sticks, circles, rings, squares in a definite order to make a border about a table. Through hand work, definite arrangements of units are dictated, suggested, and originated; first with units prepared and given to the children; for example, parquetry circles and squares, paper leaves and flowers, and later with units cut by the children from folded paper, either free hand or from their own outlines of leaves, flowers, etc., traced on paper with pencil, used for borders on table covers, plates, paper napkins, vases, etc. Drawing border patterns with colored crayons—repeating some unit suggested by the teacher or originated by the children. These original borders are put to some use, for example, on curtains for playhouse, on rugs, and table covers. In stenciled border patterns the unit is made by folding paper and clipping out the center, corners, and various parts to make a design, and the



KNOX COUNTY STUDENTS IN SUMMER TERM, 1911.—Top Row, reading left to right: Ethel Drury, H. E. Millsap, Sadie Walters, John Jack, Opal Meeks, O. G. Sanford, Carrie Downing. Bottom Row: Opal Purdin, Willa Hall, G. A. Prosser, Mattie Sanford, Fay Porter, Ina Cole.

pattern is transferred to border by applying either crayon or water-color through the holes, and repeating the unit.

**Balanced Designs:** Children are given free introductory work in design with colored crayons and different shaped papers, such as circles, triangles, and oblongs, which serve as stimuli for varied designs. Flowers are used as a basis for design with gifts such as rings, sticks, tablets and seeds. For example, a design in fourths based on the lilac; in thirds, based on the trillium. Materials prepared by teacher or children are arranged in balanced forms; for example, conventionalized flowers and leaves. Original designs in crayon, always working from the center. Stenciling of original designs on mats, pillow covers, and other things.

#### NATURE STUDY.

No period of the day is devoted to nature study, but it forms a part of each day's work, through out door excursions, objects and animals brought into the room, animals and plants kept in the room permanently and conversation concerning things in the world of nature. The purpose of Nature Study in the kindergarten is not for the detailed information which the children may acquire but for the organization of the knowledge which the children already possess, for the stimulation of their powers of observation to see things about them, and the deepening of their love for things in the natural world. For example, birds are studied in the kindergarten, not primarily that the children may learn the names, coloring, and calls of various birds; but that they may notice birds in general, and feel a deep interest in bird life, in the nesting, in the helplessness of the young, and in the care of the parent birds.

Topics discussed during the morning exercises and elaborated by excursions, object lessons and pictures; weather, sunshiny, rainy, snowy, and cold; preparation of all things for winter, such as harvesting of vegetables, flight of birds, hibernation of animals and insects, the falling of leaves, the death of the flowers with seeds and their promise of new life in the spring. Spring and the return of birds, plants, flowers, insects, with a brief study of each. Study of the elements: earth, its stability, nourishing power, treasures, and houses for animals. Water as a home for animals and plants, its refreshing and cleansing power, its use in running water wheels and steam engines; man's power in overcoming limitations placed upon him by water in building bridges and making boats of various kinds. Wind, its use in turning windmills, in drying clothes, etc. The sun which brings us light and heat.

**Gardens:** One garden for each group of ten children. Children prepare the soil, and then plant such seeds as they desire, preferably lettuce, radishes, nasturtiums, verbenas, and other hardy plants which mature early. Soil is loosened, weeds destroyed from time to time, and plants watered if necessary. Vegetables are used for a kindergarten party on the campus, and flowers for room decoration.

**Experiments:** When talking of the earth and its powers to nourish, questions arise which are answered through experiments. Seeds are placed in unnatural environment for growth, for example, in water without sunshine or earth, in water with sunshine, in earth without water and sunshine, in earth with sunshine and no water. Seeds are placed in natural environments for germination. These seeds are planted in individual clay pots made by the children. Each child is responsible for the care of his own pot which is taken home after the plant grows.

**Plants:** Geraniums, ferns, and other hardy varieties are kept in the room permanently and watered daily by the children.

**Animals Cared for by the Children:** Canary bird, gold fish, and snails which are kept in the room permanently; other animals, such as mud turtles, frogs, toads, tadpoles, rabbits, and caterpillars are kept in the room temporarily. Wild birds are encouraged to come to the windows by the children placing crumbs outside during the cold spring days.

#### ACTIVITIES LEADING TOWARD MATHEMATICS.

The children are encouraged to use whatever knowledge of number, measurement and form they may possess on entering the kindergarten, but drill for the acquisition of such knowledge belongs to a later stage in their development. However, technical terms are learned by them as readily as other names and so they are used constantly in order to make explanations more simple.

Counting, not as a process in itself, but as a means to some other end; for example, the children count themselves, count number of times they bounce the balls and catch them, count the number of children to play certain games.

Grouping objects in definite numbers; for example, giving each child five sticks for use at the table; following directed work with gifts; stringing beads in definite groups; for example, two cubes, one cylinder, four balls.

Comparing different lengths, surfaces, columns, forms, and weights, as finding blocks best suited for building.



LEWIS COUNTY STUDENTS IN SUMMER TERM, 1911.—Top Row, from left to right: John R. Murdock, R. Spencer Caldwell, J. E. Rouse, Lloyd H. Hicks, Middle Row, from left to right: Edith Jordan, Minnie Drawe, Leslie Bailey, Angel Burgess, Nora Drawe; Bottom Row, from left to right: Edna Hess, Anna Wilson, Prof. Jere T. Muir, Loretta Dralle, Ethel Johnston, Vola Porter.

Measuring, using the inch as a unit. The squares on the kindergarten tables first suggest the idea of measurement to the children and aid them in learning the first principles of measurement; for example, they put their blocks three inches from the edge of the table, and also measure papers. Later, they use sticks of known length or rulers and measure objects in the room.

**Mathematical Terms Used:** Terms denoting definite relations, as straight, curved, circular, square, oblong, triangular, spherical, cubical and cylindrical. Terms denoting indefinite relations, as long, short, large, small, heavy, light, narrow and broad, with the comparative and superlative degrees of each.

#### MUSIC.

The musical training which is begun in the kindergarten includes not only vocal music, in which the children learn to control their voices in imitation of tones and simple intervals and gain ability to follow a simple melody, but also, the beginnings of musical interpretation by listening to music and then suiting the action to the rhythm. The children usually sing in concert with the aid of teachers and piano, but they are constantly encouraged to sing in groups or individually with or without the piano. During one week several songs are sung to the children or partially learned by them, but not more than one can be mastered by kindergarten children without forcing them or over-emphasizing this phase of their training.

**Rhythmic Exercises:** Simple rhythms played on the piano. Rhythms imitated by all children through various movements suggested by a leader, such as clapping hands, swinging arms and tramping feet. Children's individual interpretation of rhythms through physical activities, such as running, skipping, galloping and flying like birds. Children listen carefully to music then adapt wand movements to rhythm of the music. Drill based on the original suggestions of the children. Balls are first used to gain physical control, resulting in the ability to bounce or toss and catch a ball with both hands, with right hand, with left hand; with right hands and left alternating rhythmic work with balls as a later development. Children bounce or toss balls to simple march music, bouncing the ball on the accented beat, aided at first by the words, "Bounce, catch, bounce, catch"; to waltz music, bouncing the ball on the first note of each measure; other rhythms with varying tempo. Band: Directed at first by a teacher, later by the children. Sticks tapped upon the floor or a table and blocks clapped together; afterwards, eight mu-

sical instruments, namely, drum, cymbals, two tambourines, and four triangles. At first all instruments are played on each beat, later the music is interpreted by the children, the drums playing the heavy passages, the triangles playing the light rapid notes.

Rhythmic games in which the music calls forth the response from the child, such as "skip tag," "merry-go-round," etc.

Formal march, under the direction of a leader, either teacher or child, during which period all imitate the teacher or follow the leader's commands, which are always impersonal, such as, "Forward march," "Halt," "Single file," "About face." Simple figures in marching are developed, such as coming up in two's and four's, circle dances, and two lines crossing in the center of the room. Rhymes used for march are those interpreted by the children through work described above in rhythmic exercises.

Tone drills are given in concert in groups of three to five children under the direction of a student leader, individually when child seems slow or sings in a monotone. Imitation sounds of animals, birds, bells, whistles, toys and musical instruments. Play songs for production of intervals and skips, such as climbing ladder in singing scale, bouncing ball when singing notes an octave apart. Very simple songs in which occur tones mastered in the work described above, such as, "A Birdie with a Yellow Bill," and "My Fiddle."

**Game Songs:** In concert where no strenuous exercise is required as in "Roll over—come back," and "Little Travelers," etc; in a group while others play a game, as in "Five Little Ponies," and "See-saw"; voluntarily without attempt to have all children sing all the time, as in, "Let your Feet Tramp," and "I went to Visit a Friend."

Rote song with simple melody and good music: Songs which help to interpret subject matter under discussion, for example, "All the Birds have come again," when talking of the return of the birds; "Near the barnyard's open gate," when talking of the farmer and his work; "Sing a Song of Iron," when discussing the trade world. Songs which appeal to child interest, such as, "Dance to Your Daddy," "Mr. Frog Jumped out of the Pond one day," and "Wee Willie Winkie." Songs which express emotion, or tend toward ethical training, such as, "Good morning to you."

#### ENGLISH.

Special emphasis is placed upon the correct use of English during the morning exercises, although during the entire session the children are encouraged and helped to give expression to their ideas, to make complete comprehensive statements, and to use clear and cor-



LINCOLN COUNTY STUDENTS IN SUMMER TERM, 1911.—Top Row, reading left to right: W. L. Rinaman, Pearl M. Diggs, Vina Thurman, Gertrude Mudd, Folsom Dwyer, Grace Upson, Paul S. Diggs. Bottom Row: Pearl Vaughn, Ethel Howing, Vest Sheets, Nettie Vaughn, Alma Howell.

rect English. Below are suggested some of the ways in which work is definitely done toward these results.

**Literature:** Stories told to the children. Humorous stories which are told for pure fun and relaxation, such as "The Gingerbread Boy," "The Little Red Hen," "The Old Woman and the Pig." Incidental stories which have very little literary value but which serve to elucidate the topic under discussion, such as, "How Betty Made Bread Alone," when talking of the process of flour manufacture; "How the Oriole's Nest was Built," when talking of Birds. Classical stories which have real literary merit, and assist in awakening a love for literature, such as, "The Siegfried Stories," "The King Arthur Stories," and "Persephone." Miscellaneous stories, including fairy stories and Bible stories, which embody truths and tend toward unconscious correction of bad habits and the establishment of an ideal of right. Verses and occasional stories read to the children which help to create a love for books. Among those suitable for reading aloud, are "The Little Gray Pony," "Little Black Sambo," "The Night before Christmas," and verses from Stevenson's "Child's Garden of Verse." Stories retold and verses repeated by the children: nearly all humorous and incidental stories are suitable for this purpose, but very few classical or symbolic stories should be retold by the children, as the imperfect retelling destroys the effect produced by the first telling. Stories dramatized by the children, such as, "Chicken Little."

**Conversation:** In every way possible the children are encouraged to express themselves through speech, in answer to questions and in relating personal experiences. Thus new words are added to their vocabularies. Complete sentences are required, and grammatical errors corrected, usually by the repetition of the same phrase or sentence with the correct form used. Timid children are encouraged to talk and talkative ones are unconsciously restrained and helped to see that conversation should never be monopolized by one child. If one topic is being discussed, all irrelevant remarks are disregarded and each child is encouraged to contribute his share, however small, to each conversation.

## THE CONNECTING CLASS.

This class is experimental as yet, and hence has not been permanently organized. It is composed of children who have outgrown most of the kindergarten characteristics and are ready for the more formal school work. In order to make the step from the kindergarten to the first grades less pronounced, the children remain in the kindergarten during a part of the morning doing advanced work in marching, games, and hand work. The remainder of the time they have reading and writing, sometimes in a class by themselves, sometimes reciting with the first grade. They do not return for an afternoon session.

### FIRST 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 clothing. Next is given the study of the house, the mode of its construction and sources of the 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 the simplest methods of work, we find the answer in the beginning of various kinds of labor in primitive life. This work includes the study of weaving, cooking, pottery and other industries. A study and comparison of the child's own life with that of contemporary peoples and primitive peoples should help to give more meaning to his own complicated life.

The principal subjects for discussion are: Home life; occupation of the father; occupation of mother; object of labor to secure food,



LINN COUNTY STUDENTS IN SUMMER TERM, 1911.—Top Row, reading left to right: Helen Margreiter, Herman Crookshank, Bessie Crystal, Orvel Hooker, Anna Woods, Seaman Schrock, Belva Humphreys, Mabel Kraft, Luther Crookshank. Second Row: Emma Head, C. C. Cokerham, Pearl Baker, John Crookshank, Ethel Jerome, Nell Shanks, N. R. Simpson, Jessie Kisor, Ralph McGhee, Minnie Trippeer, Berdie Robbins, Callie Shohoney. Bottom Row: Hazel Howison, Sylvia Nichols, G. W. Diemer, Margaret Olson, O. B. McCoy, Alma Vaughn, Mrs. Rose Lisenby, Louella Sebring, Mrs. Hermia F. Adams, Orvyle Adams

clothing, and shelter; kinds of food and preparation for use; clothing and production of materials; shelter, its construction and materials used. Homes of other peoples: Indians, Eskimos, Japanese.

**Geography:** The children of this grade make a special study during the winter quarter of Eskimo life. It is combined with the history work of this period, which is a study of the Eskimo home: Geographic environment; topography, climate, vegetation, animals. People: Appearance; dress; home; food; arts. Other work in geography during this year is given incidentally in connection with excursions planned in history and nature study.

**Manual Arts:** The Manual work in this grade is based mainly upon history, geography, nature study, story telling, reading, and play. A week later the object may not be of any interest but it served its purpose at the time. The child expressed his ideas and constructed something that was of vital interest to him.

Paper folding and cardboard construction: Things based upon the home life, such as boxes, houses, articles of furniture, stoves, kitchen utensils, baby carriages, kites, pin wheels, May baskets, a doll's house as a type of the children's own home and furnished with objects made. Freehand paper cuttings of twigs in different stages of development. Have children cut different things that they have seen the wind do. Cut stories from Mother Goose rhymes, fairy tales, stories of games, such as playing marbles, flying kites, jumping ropes, and seesaw. To illustrate farm life let the children cut chickens, lambs, horses and cows.

**Weaving:** Mats from raffia or carpet yarn for dolls' houses, using the sides of crayon boxes for looms. Dolls' skirts and sweaters can be made on these looms. Weave baskets, picture frames, and boxes from heavy red and white half-inch strips of cardboard. Weave mats and small baskets from rattan. From the braided raffia make mats, napkin rings and dolls' hats.

**Clay:** Objects, fruits, vegetables, nuts, dishes for doll's house, and many history illustrations are made from clay. Children delight to mold dogs, bears, reindeer, musk oxen, eider ducks, seals, and walrus for an Eskimo village. The igloo and out of door scenery can be covered with a preparation of salt and flour which gives the crystal-like appearance of snow.

**Christmas and New Years:** The entire work for Christmas is based upon the thought of giving and all articles made are suitable gifts for parents and friends. Make a booklet in shape of a bell, writ-

ing "Merry Christmas," etc., inside. Mount small pictures of madonnas on gray cardboard, which can be hung with ribbon. Mount small calendars. Make Christmas trees by twisting green yarn with a small wire. Make candy boxes by folding heavy paper and design sprigs of holly upon them. Make colored lanterns and paper chains. Fold Christmas card, writing verse inside. Cut five-pointed stars from gilt paper, string and hang at window. There are many other devices that can be thought out at this time.

**Washington and Lincoln Birthdays:** Cut free hand the story of the cherry tree. Make Washington's hat and hatchet. Cut from patterns Washington on horse and color with water colors. Make log cabin from clay. Draw and color the flag. Make silhouettes of Washington and Lincoln, mount on cardboard and weave picture frame for them.

**Valentine Day:** Cut hearts from red paper so they are connected, adorn with small pictures, writing a message of love inside. Strips of red and white may be woven into heart shapes.

**Easter:** Trace patterns of chickens and eggs on black paper, cut out and paste yellow or brown or white in the back of the openings, and mount on cardboard. Color eggs and string with colored ribbon.

**Thanksgiving:** Build log houses of clay and sticks and make furniture for them. Make turkey, and primitive dishes from clay. Dress a doll in Pilgrim's costume. Cut from heavy paper a Puritan cradle, canoes, and wigwams, adorn them with colored characteristics. Have free hand cuttings of Pilgrims going to church. Drawing: Illustrative drawings of occupation and sports of peoples studied. Copying of simple outlines of animals, objects, and materials studied in history, geography, reading, and nature study. Plan for doll house and designs for furniture. Drawings recording observations made in experiments and on excursions. Landscape sketching for settings of illustrative work and for seasonal aspects.

**Nature Study:** Animal life; shelter and protection of animals and man for winter; use and care of horse, cow, sheep, fowls; habits of cats, dog, rabbit, squirrel, how they care for themselves in securing food, their sleep, method of cleansing bodies; color, call and habits of common birds, their migration and return; hang nuts, suet, and seeds in trees for winter birds; nesting of song birds; watch ants to discover how they burrow, what they eat, how they carry things; watch insect life in the pond, back-swimmers, water-boatmen, drag-



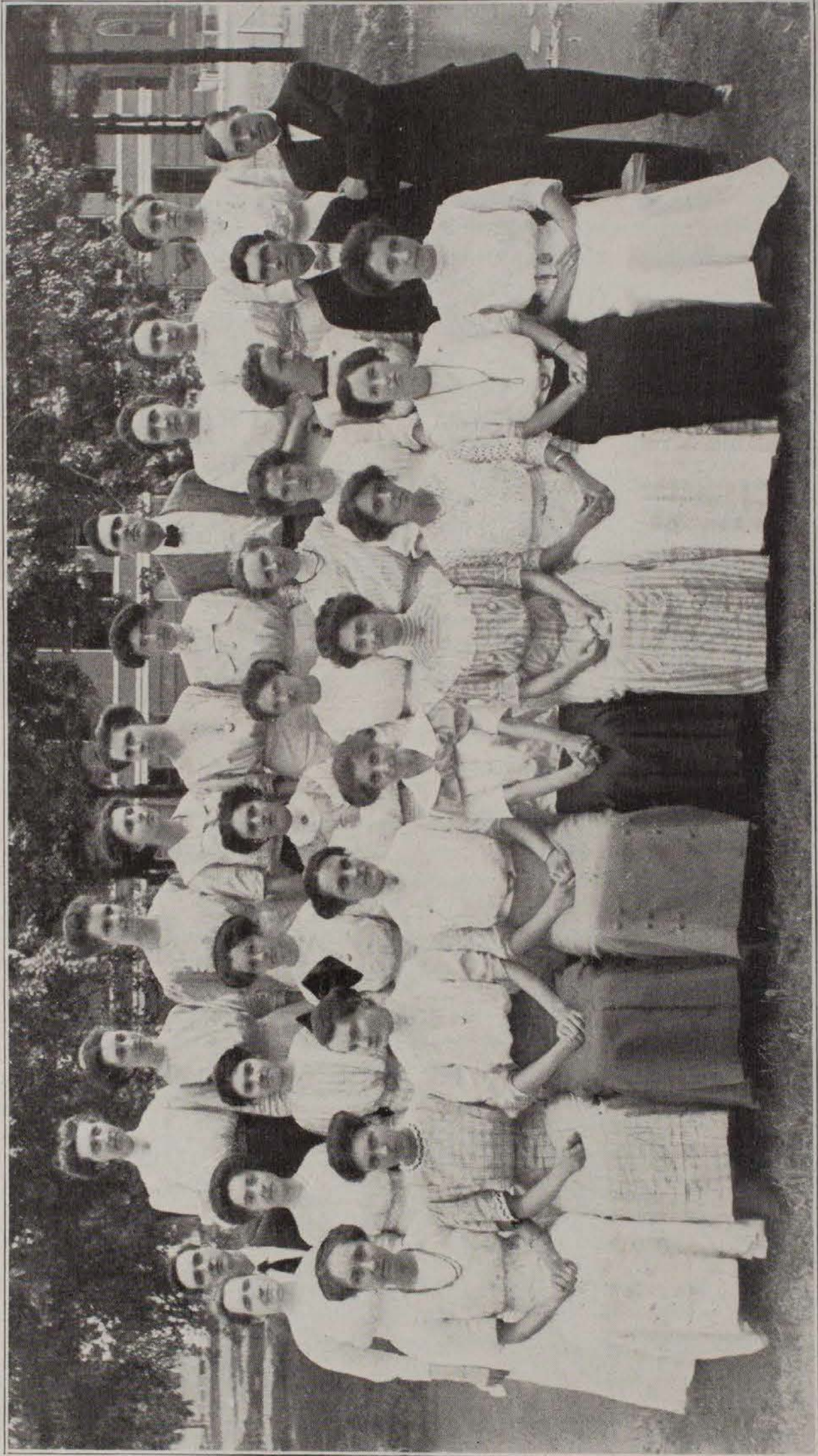
LIVINGSTON COUNTY STUDENTS IN SUMMER TERM, 1911.—Top Row, reading from left to right: Pearl Cherry, Theodocia Griffiths, Lulu Bruce, Ethel Perryman, Verna Hoyt, Kate Hoyt, C. Ella Case. Middle Row, from left to right: Ruth Dougherty, Eva Coburn, Mabel Rambo, Grace Hoyt, Iva Kirtley, Ellen Dockery, Lena Johnson. Bottom Row, from left to right: John A. Lowe, Foy Trimble, Earl Boucher, Fred E. Brooks, Jackson Boucher, J. L. Vincent, E. A. Sparling.

on flies. In connection with the study of the Eskimo and Indian something will be learned of polar bear, seal, deer, buffalo, and fox. Plant life: fruits and vegetables used in the home, their parts, growth, and preparation for use; common flowers, trees, and shrubs. Garden work: out door group gardens containing hardy plants; window boxes with plants cared for by the children. Observations are made of weather, sky and clouds; the wind, its use and effect on things around; kinds, condition, and care of the earth in gardening.

**Cooking:** Care and preparation of products from the children's own gardens; cooking and serving of sandwiches, toast, corn, rice, and other cereals, cocoa, popcorn, cakes, and candy.

**Mathematics:** Read and count numbers to 100; operations as far as twelve in addition and subtraction. Little attention is given to multiplication and to division, save in fractions indicated below. The fraction one-half, one-third, and one-fourth are used in the division of simple objects, in comparison of objects or parts, and in division of groups of objects. Denominate numbers: familiarity with the terms pound, week, minute, mile, and gallon, but not used in table relations; actual measures and tables for inches, feet, yard; cent, five cent piece, dime, dollar; pint and quart. No textbook is in the hands of the children.

**English Literature:** "The Old Woman and the Pig;" "The Pancake Story;" "Musicians of Bremen;" "The Elves and the Shoemaker;" "Crow and the Pitcher;" "Hare and the Tortoise;" "Rhymes from Mother Goose;" poems from Stevenson's "Garden of Verses;" poems from the "Posy Ring;" repetition of rhymes and jingles learned in the kindergarten. Reading: Books read by children during the year: "Folk-lore Primer," "Folk-lore Reader," book I, Atkinson, Mentzer and Grover. "Sunbonnet Babies' Primer," "Overall Boys," "Art Literature Primer," "Art Literature Reader," "Hiawatha Primer," Holbrook; "First Year Language Reader," Baker and Carpenter—McMillan. "Aldine Reader," Book I, Spaulding and Bryce—Newson. "Thought Reader," Book I, Summers—Ginn. The teacher writes or prints upon the backboard or cardboard simple sentences, given by children and teacher based upon the activities of the children, their toys and playthings, and upon the activities and subjects of school work. These sentences are interpreted by the children both through action and speech. The play instinct of the children is utilized as a motive in approaching reading. Words are recognized through association with activities and objects, through the context,



MACON COUNTY STUDENTS IN SUMMER TERM, 1911.—Top Row, reading left to right: M. F. Cross, Lizzie Cherry, Ruby Cherry, Edna Anderson, Mildred Anderson, Pearl Roberts, Sarah Gunnels, Roy Behymer, Ida Wright, Ina Wright, Nellie Murphy. Second Row: Delia Hale, Alice Overby, Lillie Tuttle, Elizabeth Morgan, Lillian Stone, Belle Stone, Fena Hogenson, Nellie Phipps, Mrs. C. C. McClanahan, C. C. McClanahan, E. M. Turner. Third Row: Mabel Neff, Birdie Mason, Essie Long, Pearl Romjue, Ruth Turner, Floy Sprinkle, Allethea Norfolk, Clella Farmer, Olive Arbuckle.

and through repetition. Analysis of words into sound elements is introduced when the children begin to confuse words having similar beginnings and endings, through drill in phonic work largely given in the form of games. Writing: The first written work is given along with the reading. The arbitrary signs and forms emphasized are the pronoun I, and the period and question mark at the close of sentences. No special time is set apart for practice in correct expression, but the children are required in every recitation to express themselves clearly, distinctly, and correctly.

**Music:** Exercises to unite and place voices; rote singing; oral dictation; ear training; practice on the scale; hand signs; reading by note all diatonic intervals; development of sense of rhythm, Chart A, Natural Music Course. Rote Song Book of Natural Music Course in the hands of the teacher.

**Physical Education:** Physical examination; corrective work; recreative exercises; games which develop acuteness and quick response of the senses; mathematical games; games which give drill in correct oral expression; national sports of different peoples studied in other subjects; dramatization of stories; fancy steps for ease and grace of movement.

## SECOND GRADE.

**History:** Fishing and hunting stage: The environment of the hunter; comparison of amount of territory necessary to support a hunter group with that which supports the same number of persons in a present day social group; the nomadic or migratory life of the hunter; occupations of men and women cause of division of labor; work of men, war and the chase, hafting of stone tools and weapons; work of women, preparation of food and clothing, weaving, tanning skins, helping in procuring food, especially fruits of the fields. Progression made in the modes of shelter. Arts: Decoration of baskets, tools, weapons, clothing and pottery. Beginning of picture writing. Social organization: Family, tribe; comparison with present social organization.

**Geography:** Torrid zone as a type region. Brazilian Indian tribe as typical people. Geographic environment: topography, climate, vegetation, animals. Brazilian Indian: appearance, dress, home, food, arts. The children of this grade make a special study of life in the torrid zone. It is combined with the history study of man during the fishing and hunting stage of which the Indian is a

type. Experiences gained in field trips give additional help in interpreting the geographic area of special consideration.

**Manual Arts:** Experiments in making baskets and cradles of materials found in the community, with raffia and reed; houses woven of withes and grasses; modeling in clay, and paper cutting of animals found in the regions studied. Making of primitive utensils in clay. Illustrative work in drawings, paper cuttings and clay of areas studied in geography; activities of peoples; plants and animals of history work; stories from literature. Making of Christmas gifts: candy boxes, brush broom holders, picture frames, blotting pad, calendar, and toys of various kinds in clay, cardboard and raffia, making of calendars. Sketches of objects on excursions; sketches of different stages of nature study experiments. The technique of color, form perspective, composition and design receive attention as the child's inability to express himself becomes evident to him. Some copying is done.

**Nature Study: Animal Life:** Topics of the first grade reviewed as the occasion requires; observe habits, movements, feeding, breathing of butterflies, grasshoppers, and crickets, how they eat, where they stay during winter. Collect some large green worms, place in fruit jars partly filled with earth, notice how they hibernate, the life cycle. Study of water birds: geese, and ducks in the pond. Nesting habits of common birds.

**Plant Life:** Study of crops, use by man and domesticated animals; harvesting orchard, apples, and other fruits; pumpkin in anticipation of Thanksgiving; study of sunflower, daisy and aster. Evergreens: pines, hard and soft, recognized by number of needles, uses of lumber; trees in bloom. Making of gardens; emphasize neatness, shape of beds and walks; care of fall bulbs. Observe how water boils; show evaporation and drying; forms of snowflakes, use of snow, frost, and ice.

**Cooking:** Primitive cooking: roasting, broiling, and boiling natural foods that may be found on excursions; use of primitive utensils; parch corn; acorn bread; broil bacon and beef; roast nuts. Caring for and cooking vegetables and fruits of the garden. Making cakes and Christmas candies.

**Mathematics:** Read and count numbers to 1000; operations usually involve small numbers; counting by two's to 20 and by three's to 30; completion of addition tables through the sum of one-figure numbers; addition and subtraction of two- and three-figure numbers

with short columns in addition; the multiplication table as far as 10 x 5 with ability to give products in any order of arrangement; division treated as the inverse of multiplication; added to the fractions of the first grade are one-eighth, one-sixth, and one-fifth; added to the denominate relations learned in the first grade are ounce and pound; pint, quart, and gallon; quart, peck, and bushel; reading of the clock and current dates.

**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 reproduce orally from memory, to impersonate characters, and to dramatize stories. 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 pronouncing of the words, and through association with known words in the sentence. Books read by children during the year: "Second Year Language Reader," Baker and Carpenter—McMillan. "Art-Literature Reader," Book II; "Folklore Reader," Book II; "Folk-lore Stories and Proverbs," Wiltse—Ginn. "Bow-wow and Mew-Mew," Craik; "Pied Piper and other stories," Banta—Flanagan. "Child Life Reader," Book II, Blaisdell—McMillan. "Heart of Oak Reader," Book II, Norton—Heath. "Fables and Folk Stories," Part I, Scudder; "In Mythland," Beckwith—Ed. Pub. Co.; "Hiawatha" (selections); "Æsop's Fables," Reiter—Worlds Events Pub. Co. Literature: Poems and stories are read to the children and sometimes committed to memory.

**Writing:** The verbal expression used to secure correct form in speaking and writing is not differentiated from other subjects; but special attention is given to securing correct expression in every recitation; written composition is used as a means of recording work done in the various subjects; composing and reproducing stories; letters; invitations. Reviews of technical forms learned in the first grade; added to these are capitals at the beginning of names of places, of the days of the week, and of months; the period after abbreviations; the apostrophe in the possessive. The written work is done on the blackboard and on paper with large graphite pencils. A written vocabulary is compiled by the children and recorded in dictionaries made by them.

**Music:** Vocal drills and scale practice; oral dictation; note reading and interval drill from the chart; rote songs. Chart B, Natural Music Scale. "Harmonic Primer" of the Natural Music Course in the hands of the pupils.



MARION COUNTY STUDENTS IN SUMMER TERM, 1911.—Top Row, reading left to right: Goldie Forrest, L. Benj. Reber, Opal Crane, Clara Habermeyer.  
Bottom Row: Anna Lee Terrill, F. R. Edmunds, Henrietta Smoot, Arthur Jones.

### THIRD GRADE.

**History: Shepherd Life:** The beginning of shepherd life as a result of the domestication of animals; environment necessary to shepherd life; comparison with hunter life; occupations; men mainly engaged in tending the flocks; women, spinning, weaving, cooking, making butter and cheese, gathering vegetable foods, pottery, basketry, making tents, moving; compare occupations of the shepherd with those of the hunter; food; products of the flock and wild vegetation; clothing: skins, textile fabrics; shelter: tents woven and skin tents. Arts: decorations of pottery, textiles, baskets, and weapons; music was developed through its use in calling the flocks; singing and story telling in the evenings. Games: stilt walking contests developed through wading in swamps, and crossing ravines in chasing wild animals; made war on neighboring tribes not for conquest but for the emotional satisfaction; built fire in ditches to give the element of danger. Characteristics of the people: contrast the maturing qualities of the shepherd with the exterminating quality of the hunter; account for these qualities from their occupations and mode of life. Social organization: patriarchal; compare with the hunter and present civilization; religion. Transition from hunter life and shepherd life to agricultural life.

**Geography:** During the spring quarter a special study will be made of life in the desert and steppe region, and in mountainous regions. The Arab is studied as a type in the desert region and the Norwegian as a type in the mountainous region. The occupations of these peoples serve as types of pastoral life studies in the history work of this grade. Features of geography which affect occupations; typical environments; mountain landscapes. Norway: narrow valleys, rapid rivers, falls, lakes; forest-covered, barren, and snow-covered mountains; coasts; bays, harbors, fyords, headlands, islands. Climate; vegetation; animal life of the northern seas. Dress, home, food and arts of the Norwegians. Topography, climate, vegetation of the desert regions. Dress, home, food, and arts of the peoples of desert regions.

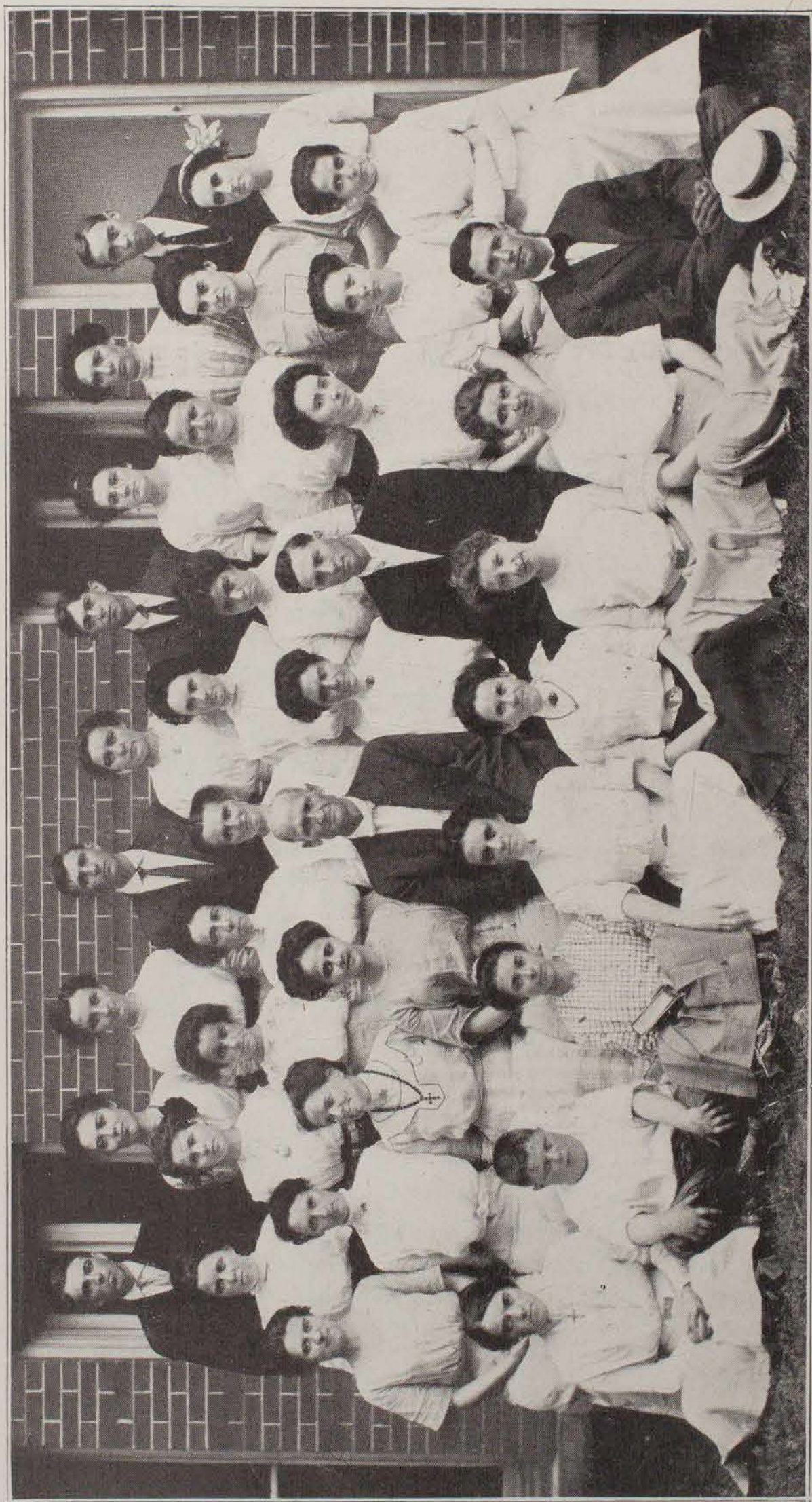
**Manual Arts:** The study of textiles is an important part of the year's work and experiments are made in spinning, weaving, dyeing, and designing. Making of tents. The children make stilts in wood to use in pastoral games; the shepherd's crook; cardboard carts. Models are made in sand and clay representing Arabian and Norwegian life. The work in clay is extended into relief work. Plaster casts are made from the clay illustrating nature study and history.

Animals of shepherd life are modeled in the round pottery. Free hand paper cutting is still used for illustrating. Drawings are made illustrating the occupations, games, and various experiences of peoples studied; records are made in drawings of their own work, and observations made in experiments and on excursions. Paper, cardboard, raffia, reed, clay, and plaster are used in making various Christmas and Easter gifts, and playthings for themselves.

**Nature Study:** Animal life: life cycle of some common animals and insects; the cabbage worm and other garden pests as they occur; prevention of damage from them; special study of animals of pastoral life; wild animals of desert and mountain. Plant life: use terms, sepal, petal, stamen, pollen, pistil, and nectar whenever occasion demands; cross pollination by insects in various ways; collect and mount under special headings as "Seeds dispersed by wind." Fleshy fruits. Observe any insects injuring fruits or trees, especially the codling moth of apple tree. Changes in plants on approach of winter. Recognition of common trees by shape and bark. Study pines, spruces and cedars on campus. Germination: Life history of squash and corn plants. Draw in different stages. Opening of buds, arrangement of leaves in buds. Expansion of bark. Cotton wood; catkins. Study potato, plant and watch growth. Recognition of trees by shape, leaf and bark. Common flowers and plants. Thistle. Weeds in garden. Gardening: Common hardy, quick growing vegetables, such as lettuce, radishes, peas, beets, onions. Draw plan of garden. Experimental work: How does light affect plant growth? Does light affect the direction in which plants grow? Does light affect color? Plants that throw off moisture. Weather record. Condensation: Change of vapor to water; vapor in contact with cold objects, hold a plate over the tea kettle, notice water drops; vapor in contact with cold air, breath from children and animals, vapor from boilers, wash tubs; study fog, mist, clouds, dew, rain, frost, snow, ice-uses.

**Cooking:** Making butter and cheese as products of the shepherd's flocks; determination of amount of fat in milk; density, from study of milk and cream; drying of grapes and other fruits; experiments in evaporation; effect of fruit skins on rate of evaporation; making jelly; tests of food for starch; making cakes, candy, desserts, drinks, preserves, salads, sandwiches; cook vegetables.

**Mathematics:** A textbook is placed in the hands of the children. Written work becomes more important as large numbers are involved in the operations. The forty-five fundamental addition



MONROE COUNTY STUDENTS IN SUMMER TERM, 1911.—Top Row, reading left to right: C. F. Bare, Carrie Bell Wills, Mary Hickey, Sam Wilson, Mary Garnett, Fred Luttrell, Evodia Gentry, Myra Howell, Earl Luttrell. Second Row: Mrs. Mary Moore, Minnie Mitchell, Mary R. Grubbs, Lutie Crump, Vessie Whittaker, Gertrude Sharp, Effie Beals, Anna Lee Woods, Ethel Kipper, Edna Blanton. Third Row: Eunice Boyd, Winnie Hickey, Myrtle Helm, Lillian Delaney, Prof. A. P. Settle, Nell Eubanks, Robert Clough, Ethel Forsyth, Rena Reed, Mary Lear. Fourth Row: Jeanette Barr, T. J. Moore, Virginia Bowling, Bess Baker, Martha Eubanks, Alma Vaughn, Alice Vaughn, Claude Stephens.

facts become automatic; the oral combinations of two- and three-figure numbers where no carrying is involved; counting by 4's, 5's, 6's, 7's, 8's, 9's, and 10's as a basis for the multiplication tables and review of addition combinations; the multiplication tables are learned through the tens; the multiplication and division of three- and four-figure numbers by one-figure numbers; the meaning and form of fractions to tenths; the writing of United States money; time table completed; square inches, square feet, cubic inches, cubic feet; terms, area, dimension, base, altitude, perimeter; formulate table of denominate numbers learned.

**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; "Third Year Language Reader," Baker and Carpenter—Macmillan; "Fifty Famous Stories," Baldwin—Am. Book Co. "Child's Garden of Verse," Stevenson—Rand, McNally. "Adventures of a Brownie," Mulock—Houghton. "Book of Legends," Scudder; "Book of Nature Myths," Holbrook—Houghton. "Fables and Folk Stories," Part 2, Scudder; "Hiawatha's Childhood"; Lincoln Leaflets, Washington Leaflet. Writing: The records made, experiments tried out, and other subject matter of interest to them, including stories and poems, form the subject matter of written work. Added to the arbitrary signs and forms of the first and second grades are the following: Capitals at the beginning of lines of poetry and direct quotations; commas after "yes" and "no," with the names of persons addressed and with quotations; quotation marks in undivided quotations; conventional punctuation in letter writing; some of the more common abbreviations. 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. "Speaking and Writing," Maxwell, Am. Book Co., is used as a reference book in part of the English work.

**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 First Reader" in the hands of the children.

## FOURTH GRADE.

**History: Agricultural Life:** Influence of environment in bringing about agricultural life. Occupations: women tended the soil, prepared food and clothing. Men tended flocks, hunted, defended homes. As agricultural work increased the men helped in raising the crops and ultimately took entire charge. Effects of stability of agricultural life contrasted with the insecurity of the pastoral and hunter life. Food: products of the soil, and of the flocks, game. Clothing: skins, textile fabrics improved through looms of later inventions. Shelter: permanent houses of earth, wood, and stone; furniture. Inventions: copper, bronze, and iron tools; plows; reaping and mowing implements; mill; improved looms; spinning wheel; carts and wagons; methods of irrigation. Art: beginnings of architecture; origin of column and arch; decoration of pottery and textiles. Social organizations: family life. Religion. Pioneer life: Explorations and settlements of the Mississippi Valley; local history; settlement of Kirksville and Adair County; growth of public improvements, illumination, water-supply, paving, government of the town, fire department, police department.

**Geography:** In previous grades the study of geography has been through type regions. Through the history of the farmer and pioneer life the child is brought to his own locality and in this grade, home geography is emphasized. 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 are 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 on the campus are noted and modeled in sand. The children learn through their own maps to interpret other maps. The model in sand is compared with the map 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 farm brought to town, their value and importance; railroads, freight offices as means of shipping; local factories and their shipments; goods retailed to town people and to country people. The tracing of these goods to the lands from



MONTGOMERY COUNTY STUDENTS IN SUMMER TERM, 1911.—Top Row, reading left to right: Ella Black, Bess Bosley, L. C. Stuart, Bessie Davisson, Laura Cowan, Dora Faulhaber. Bottom Row: Charles Maxwell, Jess Jones, Fred S. Milam, Alma Muns, Margaret Weldon, Anne Berger, Calvin Ramsay.

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. The children read topics assigned from the following books: "Geographical Studies," by Payne (Am. Book Co.); "Elementary Geography," by Frye (Ginn); "Seven Little Sisters," by Andrews (Ginn); "Uncle Robert's Geography," Book 4 (Appleton); "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.

**Manual Arts:** At this period in the child's growth a marked interest is developed in technique and so more attention is given now to technical control in all forms of manual work. Sewing: bean-bags, towels, napkins, doll furnishings, darning, patching. Basketry: reed, raffia baskets in knot stitch, raffia coil, and figure eight stitch. Pottery: special attention is given to form in flower pots, cups and vases. Woodwork: whittling of name plate, pencil sharpener, winder, weaving needle, paper knife, paper file, key rack. Drawing: Illustrative drawings of trades, industries and civic institutions; illustrations from pioneer life. Map drawing. Landscape composition showing scenes around Kirksville; representation of nature-study work; designs for pottery.

**Nature-Study:** Animal life: Life history of the mosquito. Classification of insects: biting insects, caterpillar, beetle, ant, wasp; sucking insects, aphid or plant louse, fly, honey bee, butterfly, moth. Observe how insects eat. Draw mouth parts. Study squirrel, chipmunk, red squirrel and grey squirrel. Study turtle, snail, crawfish, muskrat, fish. How do these creatures get their living? How do they protect themselves from their enemies? Birds: Winter residents and their habits. Hang suet, seeds and other food in trees. Plant life: Common observation of one tree in school yard, and keep calendar of year's history. Make drawings of tree showing relation of branches to trunk. Note the following: The color of trunk and branches in January, in February, and in March; when the buds begin to swell; arrangement of buds; does the bud develop into a blossom or leaf? do the leaves or blossoms appear first? The shape and color of blossoms; position of leaves; how are the leaves wrapped in the bud? Draw a leaf just appearing, then when in full leaf; tell age of twig; study fruit, how does it travel? When autumn tints appear make colored drawings of trees. Study the tree from the economic

point of view, the industries connected with it. Notice what becomes of fruit as it falls from the tree. Try to get some idea of number of fruits produced by an individual tree. Germination. Distinguish between monocotyledons and dicotyledons, by veining of leaf, number of parts in flower circle, and character of stem. Draw. Experimental work: Germinate seeds and prove that plants breathe, eat and drink. Gardening: Children make individual plots, plans drawn to a scale; rooting and plotting of geranium slips in the fall; transplanting to garden plot; care of garden and disposition of products; study the best kinds of soils for agricultural regions. This aids in the history and geography work of the period. Sky phenomena: Watch moon and its changes. Give facts concerning the moon. Locate evening and morning stars, telling enough about them to awaken the interest of pupils. Study of clouds, cumulus, cirrus, stratus, nimbus; associate with weather. Earth materials: Study of rocks for glassy quartz, mica, feldspar, and granite. Observe washing of soil. Study corner in school yard for changes made.

**Cooking:** Foods of pioneer life: hominy; corn pone; baked beans; brown bread; apple butter; samp; doughnuts; pumpkin pies; baking powder and soda biscuits; ginger bread. Study the use of germ, hull, and starch in corn; starch, gluten, and bran in wheat; alkali in making hominy; acid and gas in making bread.

**Mathematics:** Counting is continued by 11's to 132, and by 12's to 144. The multiplication and division work includes three-figure multipliers and divisors. The results of addition and subtraction are checked to insure accuracy. The multiplication table is completed through the 12's and becomes automatic. Long division is introduced. Addition, subtraction, and multiplication of fractions is begun. Long and cubic measure and land measure are completed. The subject of decimal fractions is introduced, based on work in U. S. money already given.

**English:** Reading: The dictionary is now used by the children to help in mastering new words met with during the study periods. Books read by the children: "Merry Adventures of Robin Hood," Howard Pyle. "Pinocchio," Collodi—Ginn. "Wonder Book," Hawthorne—Houghton. "Anderson's Stories," "German Household Tales," Grim; "Tales from Arabian Nights"—Riv. Ed. "Water Babies," Kingsley—Ginn. 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. The children are taught to observe the uniformity in size of certain groups of



PUTNAM COUNTY STUDENTS IN SUMMER TERM, 1911.—Top Row, reading left to right: George Davis, Addie Porter, A. S. Hill, Agnes Bradshaw, Pauline Coop, Alma Jones, Earl Kopfer, Leo Rachford, Darwin Magee, Stella Lemen, Jim McKinley. Second Row: Elizabeth Schnelle, Lula Surry, Orda Cooley, Harry Shibley, Maud Abbot, Chas. Stock, Mabel Cowan, Virginia Losey, Mrs. J. A. Miller, Clarence Smith, Ethel Lemley, Ethel Johnson, Emma Schnelle, Maggie King, Ida Skipper, Bertha Fife. Bottom Row: Ersu Sherer, Frank Page, Nathan Wells, Agnes Shibley, John Fields, Mabel Fields, H. U. G. Turn-  
 mire, Mauree Tingley, Phoebe McFarland, Zula Lemley, Earl Abbot, F. O. Dodson.

letters; all downward strokes are straight lines; all downward strokes should be parallel. 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. 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, use of quotation marks on divided quotations, and the apostrophe in the plural possessive; the different kinds of sentences are taught. Spelling: Words are taken from daily lessons and common words are constantly reviewed. The teacher and child 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.

**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 or two voices; "Harmonic First Reader" in the hands of the children.

### FIFTH GRADE.

**History:** In the previous grades a study has been made of civilization during the hunting, pastoral, and agricultural stages, including the present period. This study has been through industrial groups. Now with more definite characteristics of child development, the work is localized and civilization is studied through groups of a definite time and place. Agricultural life begun in the fourth grade finds its culmination in the Nile Valley. A study is made of civilization as found among the ancient Egyptians, Phœnicians, Greeks, and Romans. The beginnings of social customs, industries, and arts are discovered in the lives of these ancient peoples. In the age of Pericles art, architecture, and the organization of government receive special emphasis. The Phœnicians receive special attention in the study of water transportation and commerce. The Romans receive attention through their ability to organize force, and their power in conquest.

**Geography:** A general knowledge of the world with special emphasis upon the study of areas which were the seats of ancient

civilizations. Continuous map work is done on outline maps. A regular series of these maps is made, showing by means of colored crayon the political divisions, areas of production of certain commodities, races of men, and physical features. The text used is "New Geographies, First Book," Tarr and McMurry, Macmillan.

**Manual Arts:** Wood: Blotting pad, tooth brush holder, bracket shelf, match box, postal box, octagonal picture frame, photo holder, letter rack, bow and arrow, tip cat and bat, easel, free exercises and things of utility for school work. Clay: Advanced work in modeling, casting and coloring. Bent iron work: teapot stand, candle stick, pen rack. Drawing: Pictures illustrating ancient life; history of prehistoric art; history of Egyptian, Greek, and Roman art; blackboard drawings and chalk modeling of typical geographic forms and landscapes; seasonal aspects of nature; Oriental designs; study of form and color of garden materials and other subjects of nature-study.

**Nature Study:** Animal Life: Study of bees, ants. Relation of ants to aphids. Stories concerning ant wars, slave making ants, etc. Life history of rabbit. Read animal stories. Contrast toad and frog. Draw. Recognize birds through a key according to color. Note distinctive markings. Birds in relation to man. Attract birds by feeding and watering, and bird houses. Watch and compare English sparrow, robbin, and purple grackle for habits and individuality. Take many bird trips. Encourage the keeping of a note book for comparison and reference. Pupils ought to know at least twenty of our native birds. Plant life: Recognition of plants by families; rose family, bean family, mustard family. Draw parts. Devices in plants for protection against browsing animals, as spines, hairs, thorns; against heat and cold, as twisted leaf; surface growths such as hairs, thick epidermis. Compare all evergreens and analyze by key: (See "Tree Book" by Rogers). Pines, spruces, hemlocks, arbor vitæ, cedar. Recognition of crowfoot family. Draw parts. Life history of pond lily. Recognition of different families. Show life process of plants, the use of roots, stems, leaves, flowers and fruit to the plant. (See Atkinson's "Plant Life"). Common forms of plant life found in ponds: duck weed, watercress. Gardening: Emphasize work with common commercial plants, such as wheat, beans, oats, barley, alfalfa, sugar beets, tomatoes. Experimental work. Effect of heat and moisture upon germination, using clay, sand, and loam. Which soil takes up water rapidly? Which soil retains water? Prove that plants need light. Prove that light modifies direction of growth. Sky phenomena: Different positions of sun and moon in rising and setting from week to week.



RAILS COUNTY STUDENTS IN SUMMER TERM, 1911.—Top Row, reading left to right: Olive Watson, Gertrude Burdick, Lena Boaz, John Abell, Lizzie Utterback, Leta Kraft, Velma Little. Bottom Row: Katherine Cleaver, Floy Wolfenbarger, Stanley Wright, Ethel Boaz, Prof. A. P. Settle, Mrs. A. G. Elam, A. G. Elam, Alice Vaughn.

**Cooking:** Drying, canning, preserving and pickling of fruits and vegetables; making simple doughs and batters.

**Mathematics:** The fundamental operations with integers and fractions reviewed. Decimal fractions more completely given. Percentage introduced.

**English:** Reading: "Robinson Crusoe," edited by Lambert--Ginn. "King of the Golden River," Ruskin--Ginn. "Gulliver's Travels," Swift--Ginn. "Old Testament Stories"--Riv. Ed. "Poems Every Child Should Know," Burt--Doubleday. "The Wonderful Pitcher," Hawthorne. Writing: The children develop a more critical attitude toward their own written 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. Spelling: Drills on words are continued here in the same way as in the fourth grade.

**Music:** Vocal drill and scale practice; dictation; chart work. Intervals, meter and rhythm; book songs, songs by note for one, two, or three voices. Chart E, Natural Music Course. "Harmonic Second Reader" in the hands of the children.

## SIXTH GRADE.

**History:** The Middle Ages: The Roman Empire about 500 A. D., extent, government, occupations, social organizations. The German tribes: their country; characteristics; mode of life; result of the welding of German tribes with the Roman nation. Life and institutions of the middle ages: church; cathedrals; the kingdom of the Franks; Charlemagne. The Northmen; feudalism and chivalry; the feudal estate; life of feudal lords; life of the serfs. Occupations: printing; illuminating; book binding; invention of printing press; the fine arts; artisans; trades; guilds. Mohammedanism; Crusades; struggle between popes and emperors; Protestant revolt; adjustment of relations between England and France; introduction of gun-powder; improved methods of navigation; industries of England to the time of American explorations and discoveries. "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," "Siegfried" and "The Cid," by Baldwin (Scribner); "Stories from English History," by Warren (Heath); "Story of the English," by Guerber (Am. Book Co.) and "England's Story," by Tappan (Houghton, Mifflin).

**Geography:** Geography here consists in the study of Eurasia, using as a text Tarr and McMurry's revised Geography, Book II (Macmillan). The Danube river and its valleys are compared with the Mississippi Valley region. The different countries of Eurasia are studied as to the customs and occupations and trade relations of the people in both city and country and how these are affected by climate and topography. By this study the children gain a knowledge of the general characteristics of the people and the countries of the different nations. Reference books: "Europe," by Carpenter (Am. Book 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, Burdette); "The Youth's Companion Series," (Ginn).

**Manual Arts:** Bench work in wood: sawing exercises; ring toss; pen tray; bread board; scouring board; coat hanger; bracket shelf (original); teapot stand (original); free exercise. Bent iron work; envelope holder; Pratt or Home truss bridge; Original work. Domestic art: square patch on muslin, overseamed patch on gingham. Linen piece, hemming and drawn work. Crash piece for fancy weaving; drawn work doile. Flannel work: eyelets, stitches, scallops. Child's skirt; baby's jacket. Drawing: From Nature: Study in outline and in light and shade, simple sprays of two or more eaves. Sketch in to show size, direction, and proportion of spray. Show effects of shade simply. Draw in color autumn flowers. From models and other subjects. Draw from figure poses. Draw many positions of the cylinder. Let pupils arrange models for drawing. 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. From nature: Botanical specimens. 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 Medieval architecture. Design: Composition of lines in ink and all-over surface patterns. Illustrative: Character sketches from history, from stories, from poems. Special events of the season.

**Hygienic Physiology:** Experiments with pupils as to respiration, heart action, seeing, hearing, and digestion. Dental sanitation; mouth breathing; eye strain; food; cleanliness; personal habits, bathing; spitting; study of ventilation; heating; infection and disease; contagious diseases, distribution of bacteria; water and food supply



RANDOLPH COUNTY STUDENTS IN SUMMER TERM, 1911.—Top Row, reading left to right: Effie Cribbs, Ruth Parsons, May Leedom, S. B. Edwards, Pauline Stautermann, Beulah Carter, Kate Heathman, Frances Robinson. Bottom Row: Anna Miles, S. M. Boucher, Maggie Mae Thomas, Clarence Spelman. Eda Stautermann, Arnold Burton, Frona Stautermann, Courtney Jackson.

with regard to health of the individual and of the community; water system; exercise and recreation; patent medicines; optimism.

**Home Economics:** General care of the house: sweeping, dusting, washing of floors and windows, cleaning of faucets and other metallic substances; care of wood work. Bedroom: care of bed and bedding; airing of room; care of closets. Kitchen: arrangement; care of glass, silver and china; washing dishes; care of lamps; care of cooking utensils, sink, refrigerators. Building of fire and care of stoves, fuels. Dining room: arrangement and care; setting of table; serving; duty of host, hostess, waiter or waitress. Laundry work: washing cotton, linens, silk, and flannel; colored fabrics, removal of spots and stains; starching; ironing. Cooking: making recipes; estimating cost of materials used.

**Mathematics:** Decimal fractions continued; percentage and its application to discount, profit and loss, commission; simple interest with integral rates and time limited to years and months.

**Music:** Vocal drill and scale practice; dictation; chart work. Intervals, meter, rhythm; book work; Chart F, Natural Music Course; "Harmonic Third Reader" in the hands of the children.

**English:** Reading: "Krag and Johnny Bear," Seton—Scribner. "Legend of Sleepy Hollow," "Rip Van Winkle," Irving. Heart of Oak Reader, Book 6. Heidi, Spyri—Ginn. "Great Stone Face and Snow Image," Hawthorne—Ed. Pub. Co. "Pied Piper," Browning, Riv. Ed. "Birds of Killingworth," "Skipper Ireson's Ride," Heart of Oak Reader, Book 6. Composition: The children are led to make finer discriminations in the use of English. Narration, description, exposition and argumentation are taught as forms of composition. The "Mother Tongue," Book I, revised edition, by Kittredge and Arnold (Ginn) is used as a reference book in the hands of the children. Spelling: Here as elsewhere incorrect spelling is avoided; reference to the dictionary and drill is continued.

## SEVENTH GRADE.

**History:** French exploration and settlement; industries, fishing, fur trading. English explorations and settlements. Virginia: causes of colony and history of settlement; geography; topography; plantation; effects of occupation upon social life; government; religion. New England: cause of colony and history of settlement; geography; occupations; effects of occupation upon social life; government; religion. Compare New England and Virginia. Contrast the English and French in America: territory, population, military



SCHUYLER COUNTY STUDENTS IN SUMMER TERM, 1911.—Top Row, reading left to right: W. O. Roberts, Milton Patterson, Marion Hill, Guy Pence, W. L. Hale, Eyan D. White, R. M. Hogan. Second Row: Edna Hays, Lula Casper, May Leedom, Claire Terrill, Reba Polson, Mollie Scurlock, Ola Tolliver, Mina Sawyer, Monna Brower, Ruth E. Sloop, Bessie Barb. Bottom Row: Muriel McCandless, Christine Bunch, Mrs. Belle Bunch, Elva Sidwell, Allie Moore, Mrs. Fred L. Sloop, Fred L. Sloop, Mrs. W. L. Patterson, W. L. Patterson.

strength, relation with the Indians, religion, government. Overthrow of French power in America by the English. Appalachian Barrier: Entrance to the interior; geography; settlement to the great Valley; Scotch-Irish settlements; Daniel Boone and the exploration of Kentucky; the Indians; Lord Dunmore's War; settlement of Kentucky; the Wilderness Road; Revolutionary War: causes, conflict, result.

**Geography:** This year is given to an intensive study of North America with emphasis on the United States. The leading physical, commercial and industrial features, and trade centers are studied as types; the Mississippi Valley is taken as a typical agricultural region; the northern lumber region is studied and comparison made with other lumber regions in the United States.

**Manual Arts:** Bench Work in Wood: Sleeve board; book stall; comb case; axe handle; medicine cabinet (original); taboret; foot-stool; whisk broom holder (Gothic design). Domestic art: Models and articles of use. Models of seams, plackets, bottonholes. Drafter patterns. Designs of garments: child's skirt, underwaist, and other garments. Drawing: From Nature: work with grasses with groups and sprays, oats, wheat, timothy, rye. Use all materials the season presents. Study shadows. Winter landscape, evergreen trees. Birds, flowers; fruits; vegetables. From models and other objects: Quick charcoal sketches from groups of fruit and various objects. Buildings: doors, windows, corner of room. Design: Surface covering, design for wall paper, border, sofa pillow, table cover, book cover. Illustrative: character sketches. Individual work: Boy's hand power auto; electric launch; fishing tackle; coasting sleds; electric engine; railroad; model yacht; water wheel; miniature windmill.

**Elementary Science:** Elementary phenomena connected with solids, fluids, heat, light and electricity.

**Home Economics:** Preparation of a table of weights and measures. Boiling of water; observations of temperature with use of thermometer at different stages; effect of salt, sugar, and sawdust on boiling temperature; observation with thermometer of the temperature of steam, and vapor at the mouth of the teakettle; effect of rapid boiling upon the temperature; effect of dissolved substances; substances in suspension; effect of water dried substances; stewing dried fruits. Solvent power of water shown in making of tea; coffee.

**Mathematics:** Common and decimal fractions, compound denominate numbers; percentage and interest are topics that are given full treatment this year. The metric system is also taught.

**English:** Literature: "Talisman, Ivanhoe," Scott—Maynard. "Rab and his Friends," Brown—Rand McNally. "Christmas Carol," Dickens—Riverside Ed. "Merchant of Venice," Shakespeare—Riverside Ed. "Norse Stories," Mabie—Rand, McNally. "Herve Riel," Browning; "The Bells," Poe; "Modern Gallantry," Lamb—Heart of Oak, Book 6. Composition and Grammar. The two subjects are taught as associates, one as the art, the other as the science of English language. The grammar topics are considered as analyses of simple sentences into subject and predicate, and the parts of speech functioning in their simplest constructions; compound and complex sentences and recognition of parts of speech functioning in somewhat more difficult constructions. "The Mother Tongue," Book II, revised edition, by Kittredge and Arnold, is used as a reference book. Spelling: Study of words continued and spelling drills.

**German:** Beginning work; conversations; based on games, actions, pictures.

**Music:** Continuation of all branches used in the sixth grade. Charts F and G of the Natural Music Course. Harmonic Fourth Reader in the hands of the pupil.

## EIGHTH GRADE.

**History:** The United States in 1781: extent of territory; industries; cities; education; government. Northwest territory; organization and settlement. Adoption of the Constitution. Organization of government; Constitution; Hamilton's debt-paying policy; The United States Bank; domestic affairs; foreign affairs; political parties. Mississippi Valley: trade in the West; difficulties of trade relations and unsympathetic feelings and outgrowth of geographical conditions; relations with Spain and England; Separatist movement; relation of Federalist party to West; Jay's treaty; Pinkney's treaty. Indian Wars and treaty of Greenville in 1795; Louisiana Purchase; steamboats on the Ohio; War of 1812; rush of settlers to the West after the War of 1812; Cumberland Road; Erie Canal; Internal improvements and crisis of 1837; development of the railroad. Social and industrial development. Evolution of the cotton industry. Slavery contention. The Civil War as a political and industrial revolution. The factory system. Organization of capital and labor. Legislation. Rocky Mountain barriers. Pacific Coast: uniting of East and West by the Pacific railroad. Recent expansion. 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 the seventh grade, is completed. During the latter part of the year a study is made of general Modern History.

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

**Manual Arts:** Bench Work in Wood: Pen tray, whisk broom holder; towel roller; picture frame, a variety of original projects such as late rack, taboret, tables, umbrella stand, collar and cuff box, cloth loom, book case, chairs. Choice of pieces from the following: paper balloon; small search light; trap for rabbits, rats, and mice; turbine (very simple); camera; windmill of one or two horse power. Domestic art: knitting; crocheting; sewing; apron, collar; hemstitched handkerchief; use of bought patterns; choice of full-sized undergarments; making over, cleaning, and repairing. Drawing: chalk modeling characteristic landscape features; coloring maps; from nature; from objects; proportion and action of human figures to be used in composition; design; study of some modern works of art through photographs, prints, and lantern slides.

**Home Economics:** Sanitation: Location of house; landscape gardening; water supply; sewage; plumbing; ventilation; lighting; heating; household furnishing and decorations. Application of heat to food materials; meat; different kinds and relative values; soups; cereals; cakes; salads; beverages; frozen mixtures.

**Mathematics:** Mensuration, longitude and time, applications of percentage, constructive geometry, and the uses of literal numbers comprise the chief work of the year.

**English:** Literature: Enjoyment of the story and the manner of its telling is still the key note to reading. Acquaintance with a wealth of classical 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: "Julius Cæsar," Shakespeare—Riv. Ed. "Twice-told Tales," Hawthorne—Riv. Ed. "Treasure Island," Stevenson—Macmillan. "Hunting of the Deer," Warner—Riv. Ed. "Sohrab and Rustum," Arnold. "Ivanhoe," Scott. Beowulf—Riv. Ed. "Selections from the Psalms." "Birds and Bees,"



SCOTLAND COUNTY STUDENTS IN SUMMER TERM, 1911.—Top Row, reading left to right: Wallace Graves, Margaret Funk, E. A. Wright, Ethel Mitzimberg, R. M. Slocum, Mary Funk. Bottom Row: Frank Shulze, Beula West, C. M. Wise, Lelia Mitzimberg, B. C. Slocum.

Burroughs—Riv. Ed. Composition and Grammar: Analysis of sentences begun in the seventh grade is continued more critically. Memorizing poetry and prose continued here as elsewhere and composition and word study are emphasized according to the needs of the class. The children use as reference books, "The Mother Tongue," Book II, revised edition, Kittredge and Arnold, Ginn, and "The New Webster-Cooley Course in English," Second Book, Houghton. Spelling: frequent oral and written practice on words commonly used in written composition.

**German:** Vocabulary revised and enlarged; basis of conversations: stories, poems, pictures, activities of the day, meals, furnishings and rooms of home and school building; stores; and animals. Colloquial terms; lyrics memorized and sung. Activities during the different seasons and festivals are topics for conversation; Christmas entertainments and other programs are given in German. The beginning of formal grammar are introduced. The children read stories from Seligmann's "Altes and Neues."

**Music:** Continuation of all branches used in the sixth grade. Charts F and G of the Natural Music Course. "Harmonic Fourth Reader" in the hands of the pupil.

### THE HIGH SCHOOL—FIRST YEAR.

In planning the course of study for this High School, it has not been the design to follow the traditions of ancestors nor to be hampered by the standardization laws of higher institutions in so far as they prevent growth, and fail to recognize the psychology of the adolescent child and his lack of interest and ability to deal adequately with minute abstractions and highly specialized topics.

It is the desire, however, in organizing a High School to give the child such courses as will appeal to them, and also represent the real tendency of the times. Such a program must not only fulfill the social demands in economic relations, but must also meet the demands of establishing such habits of thought as will function in further study. The following course is an attempt to fulfill such requirements.

**Mathematics:** The course in Mathematics will be based on Myers' "First Year Mathematics for Secondary Schools," published by the University of Chicago Press. It is planned on the modern method of combining Arithmetic, Algebra and Geometry in contrast with the old method of confining the student to the handling of symbols for one year and to the study of form for another. The work will be highly inductive leading the pupil through suggestion and ex-



SHELBY COUNTY STUDENTS IN SUMMER TERM, 1911.—Top Row, reading left to right: Allie Conrad, Rosa Conrad, Lillian Doll, John Howe, Ada Gentry.  
Bottom Row: Lutie Smith, Alva Culler, Frankie Gentry, O. F. Revercomb, Mrs. O. F. Revercomb, Edna Winget.

periment to a realization of mathematical principles. While chief emphasis will, perhaps, be given to algebra; concrete, graphic and practical aspects of elementary geometry will be given. Such material furnishes a better fitting for the mathematical needs of daily life than the traditional courses usually given, and followed a second year with the chief emphasis on geometry, college entrance requirements will be fully met.

**English:** This course will deal with the essentials of grammar; oral and written composition with emphasis on simplicity, accuracy and interest; the elementary principles of rhetoric; and such selections of literature from the college entrance requirements as seem suitable for this year.

**German:** German is entering all the best high school courses. It can be used to meet entrance requirements of all the best colleges and universities. It opens the way at first hand to the thought of some of the leading thinkers and writers in every field of human thought and endeavor. Thus aside from its marvelous literature it ought to have a place in the high school curricula.

This course is to enable those having studied German in the seventh and eighth grades, to continue their German. Others will be admitted after advising with the proper authority. It will be so conducted that those who have not had German may also find a place in the class. Stress will be laid on pronunciation, conversation, grammar forms, with translations of good German literature. Vos' "Essentials of German" is used as the basis for grammar work.

**Latin:** Pupils who so desire may take Latin as the foreign language. The first year will include the declensions of nouns, pronouns, and adjectives; conjugations of regular and irregular verbs; comparison of adjectives; and memorizing of vocabularies.

Constant effort will be made to have the pupils realize the interrelation of languages in grammatical constructions and vocabularies, so that through such realization they may make the knowledge of one a mutual aid in the understanding, appreciation, and use of the other.

Collar and Daniell's "First Year Latin" is used as a text. In addition stories are read from "Fabulæ Faciles."

**History:** The scope of the history study will be general and not limited to any peoples or special epochs, but such problems of history will be studied as will serve to explain social, industrial, religious and political life and make its import more clear. The history of the machine from the first crude implements of stone to the present compli-

cated structures; the development of the home that was formerly industrially independent to the home that is related to the whole world of divided labor; the growth of manufactures from the scant variety of our early ancestors to the numerous products of our modern shops; the processes by which the whole world is made accessible through methods of intercommunication; the history of commerce of the various nations; the development of agriculture, art, and architecture; the story of the making of books;—these and many like topics will receive detailed attention along with the history of religion and politics. This kind of information will certainly aid in the interpretation of our own acts and conditions, will tend toward the relief and betterment of mankind, will inspire with the spirit of progress more than a study of the bellicose pursuits of ancient heroes or the time of service and chronological order of deceased kings.

**Science:** The course in science will be general in nature and cover a rather wide range of topics. No one science in its highly specialized form will be attempted. Those aspects of elementary science which appear in the home and community will receive chief emphasis. Problems in connection with air, fire, earth, food, water, etc., in so far as these are related to the pupil's life; "the phenomena of boiling, refrigeration, distillation, solution, crystallization, water supplies, steam and its applications, heating and heating systems, heat measurements, the atmosphere, chlorophyll work of plants, the most important plants in the world's food supply, the domestication of plants and animals, energy and the machines by means of which work is done."

It is possible that for a part of the year the sexes will be segregated for the science work. In that case the girls will be given instruction in household science, and the boys various phases of industrial science.

**Manual Training, Music, Drawing, Physical Education:** All students entering the high school will be required to take the work offered in Physical Education. One or more of the other courses may be chosen by the students or required of them as the department may determine.



SULLIVAN COUNTY STUDENTS IN SUMMER TERM, 1911.—Top Row, reading left to right: Thomas Head, Myrtle Foster, Belle Jackson, Emma Schnelle, Mark Alspach, Iciss Edwards, Minnie Burruss, Leota Eubanks, Leonard Shipley. Second Row: Arzetta Frazier, Nelle Webb, Belle Nowels, Carrie Friday, Jennie Miller, Ernest Hamilton, Nora Belle Mairs, Minnie Shaw, Carl Todd, Ruth Clabaugh. Third Row: Ray Hunter, Grace Pigg, T. G. Nichols, Hazel Shaw, Walter Henry, Blanche Hoerrmann, O. C. Corbin, Flo Page, William Clabaugh. Bottom Row: Bessie Jones, Nora Adlesperger, Elizabeth Schnelle, J. M. Davidson, Blanche Hamilton, Tina Frazier, Ross C. Burke, Wardie Burruss.



ADAMS, EUNICE

BAILEY, CLAIRE

BARNETT, PAUL

BERGER, AMNE

BORNHOP, ROSETTA

BOUCHER, WILEY R.

CAIN, HAZEL

COLLETT, RUTH



COLLETT, H. L.

CRECELIUS, LULA



DAVIDSON, BESSIE



DOOLEY, ADOLPH

DOUGLAS, ADA



DRAKE, ANNA LOUISE



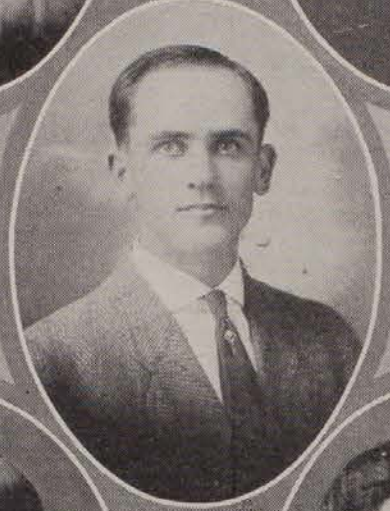
ELSEA, ALBERT

EWING, BESSIE

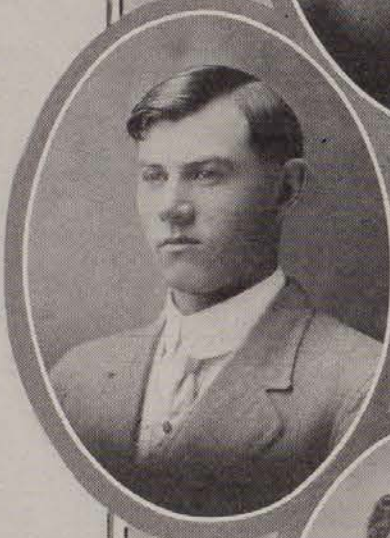


GARDNER, MARION

GLAVES, FRANKIE



GORDON, ORVILLE



HENRY, WALTER R.

HORNBACK, EVALYN



KRIBS, EFFIE



LEDERER, ALFRED

LINDSEY, LENORE



McCALL, MARIE

McCAUL, MARGARET E.

McDANIEL, HULDA JANE

McGUIRE, JUANITA

McKEE, REDICK

MELVIN, BRUCE

MILLS, WAYNE

MONTGOMERY, EDNA



MORGAN, BARTON S.

NEALE, MARY DODD

NELSON, HARRIET

NETHERTON, PEARLE

NEWTON, ADA

NEWTON, LOLA

NICHOLS, THOMAS

OTTERSON, JOSEPH



PATRICK, FRED E.

PHELPS, TULSYE

PLATZ, M. BENNIE

PROSSER, ALONZO

RAMSAY, CALVIN

RANK, ELLA

RANK, MINNIE

SAWYER, MINA



SIMS, GROVER

SMITH, NEVA

STAUTERMANN, GEORGIA

STEPHENS, SYLVIA

STUCK, EVA

SWETNAM, JOSEPHINE

TURNER, E. M.

TURNER, MARTIN



TURNMIRE, H. U. G.

WELLS, PHRADIE



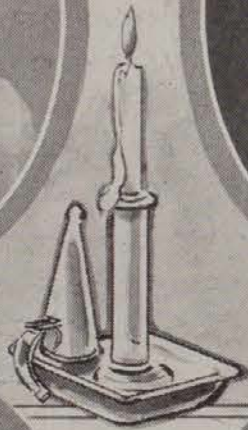
WHITELOCK, JEWELL

WILEY, CARRIE



WOLF, LULU

VAUGHN, MEREDITH



## RURAL SCHOOL.

In planning a course of study for the Rural School it is necessary to remember, first of all, that the boys and girls of rural communities have the same native instincts, interests, and capacities possessed by the average boys and girls of urban communities. In the end, these boys and girls, whether reared in the country or city, whether following pursuits of the farm, the professions, or the trade world, are to be American citizens, and intelligent American citizens if education utilizes the forces of natural tendencies in a manner to attain this desired end. Moreover, a prominent educator has rightly said: "One characteristic of the American school system is apparently fixed. The work of the first six years of the elementary school is fundamental, the same for all regardless of sex or future occupations."

The curriculum, then, of the Model Rural School for the first six years does not differ in aim from that of the best contemporary elementary school of any municipality. The chief modifications and adjustments must necessarily be found in the combinations, alternations, and elimination of certain topics in order to economize the time of the teacher of all grades. The details concerning the combining of subjects and the elimination of topics cannot be given here, but are merely suggested in the outline below. The tentative program printed at the end of the course indicates to some extent the alternations attempted.

Having had a fundamental course of six years that is both cultural and industrial, that retains the educational materials confirmed by long use, while introducing the best of the new, the advanced grades may be given work differentiated to some extent, according to sex and according to their future vocational life. At this stage of growth the children begin to have a desire to be identified with the world's work, and so, an interest in the industries and economics begin to develop. Since agricultural pursuits are nearest at hand and hence best known, the farm industries should receive special emphasis and constitute the point of departure, in order to better understand the complicated life outside the farm, as well as to accomplish the more important task of cultivating faith in agricultural pursuits. In order to have this necessary faith, the rural children must be taught that in living a successful country life there is "a chance to use brains, and to develop talent and to utilize education." To attain greatest success on the farm, one must know the principles of production and farm management, and the economic laws to which agricultural industry is subject.

This kind of a course of study fulfills the desire not only of boys and girls who expect to be farmers or keepers of farm homes, but also seeks to prepare the boy or girl who may hear the call to life work outside the farm, because it is at once cultural and preparatory for differentiated work. In such case the emphasis placed upon farm life is useful in the interpretation of all American life. "No one can have a full appreciation of the social and industrial life of the American people who is ignorant of the agricultural status," because farming is the largest single industrial interest.

For convenience in outlining the course and also in a measure to show the alternation of topics, the subjects are grouped under three heads: the primary group including the first, second and third grades; the intermediate group, usually including the fourth, fifth, and sixth grades, though in some cases there may be two intermediate classes; and the advanced group which may include the remainder of the school. The object is to consider the needs and attainments of the individual children, and then place each child in the group where he can do best work. Sometimes a child must recite with one group in arithmetic, but with a lower group in reading, according to his control of the technique of the subject. In the subjects less formal and symbolic, and containing more inherent content, as agriculture and history, the grouping is less formal.

**English:** Reading and Literature: Children entering school for the first time recite in a class by themselves until they acquire the elementary mechanics of reading. This usually requires a period of two years, that is, children of the second grade generally have not mastered the technique of reading sufficiently well to be placed with an older group. Beyond the second grade, there are three readings and literature groups. The beginning work in reading consists of simple sentences written or printed on the blackboard or on cardboard by the teacher. These sentences are interpreted by the children both through action and through speech. The first sentences are based on the children's play, and later on toys, pictures, stories, and home and school activities. At the end of three or four weeks the children are able to begin reading from a primer. The work in phonics begins early in the course. By the end of the first year the children read a primer and two first readers. In the second grade they read another first reader, two second readers, and selections from a third reader. The lower intermediate group read last year, Baker and Carpenter's "Third Year Language Reader," poems from Stevenson's "A Child's Garden of Verse," and Scudder's "Fables and Folk-Stories." Next year the present second grade class may read

with last year's third grade class, Andersen's "Stories," Grimm's "Household Tales," "Arabian Nights," "Alice in Wonderland," Browning's "Pied Piper of Hamelin." The upper intermediate class and advanced class in literature, read classics and poems, of which there is a sufficient number in the library to make selections for the different years without repeating. Writing and Composition: Practice in writing is combined with the expression of thought. The subject matter for composition is based on all subjects of the course. The mechanics of writing receive special attention throughout the primary and intermediate groups, and in the advanced group whenever the occasion requires. Grammar: Emphasis is placed upon the correct expression whether oral or written during every recitation, but technical grammar is not begun until the children reach the advanced group. Spelling: Word study and spelling drills begun in the primary group continue throughout the course.

**Mathematics:** Arithmetic: Work is begun with the first grade class and continued throughout the course, but alternation is not possible until after the second year, and perhaps later. Myers' Arithmetics are used as texts. Book I is planned for third and fourth grade children and when the arithmetic work of the first and second grades is well done, either part one or part two of the book may be taken as alternation may require. Book II is intended for the fifth and sixth grades, and Book III for the seventh and eighth grades. Problems are also given growing out of school and home activities and related to the interests of the farm and farm home, as carpentry, agricultural experimentation, domestic science, and gardening; actual problems from the children's home accounts are made out and solved.

**Agriculture:** Gardening: There is a plot of ground on the Rural School campus which the children utilize in making individual gardens and group gardens. In addition to this they have access to the Normal School garden and to the farm. Part of the work is carried on at their home farms and in home gardens. Some of the topics considered are: preparation of seed bed; fertilizing; planting; cultivating; harvesting; landscape effects; farm machinery; window gardening. Corn: Growing, judging, testing; seed germination; soil fertility demonstrated by growing plants in chemical soils. Farm animals: Breeds; varieties; uses; feed; care. Dairy products; Babcock test; moisture test; production test; churning. Nature Study: Under this topic are included discussions of elementary phases of the various sciences; the forces of nature as they impress the children, whether in the form of a bird, a stone, a weed, or a rainstorm; the ob-

servation and study of familiar things of the roadside; and on excursions; correspondence with foreign children, or children of diverse environment in our own country, in order to collect an exchange museum of nature objects; study of birds and insects of economic value to the farm; forests: the identification of trees, characteristics of woods and their uses on the farm; noxious weeds and their destruction. As an aid to the study of agriculture, the John R. Kirk Agricultural Laboratory (made and sold by Henry Heil Chemical Co., St. Louis, Mo.), contains apparatus and chemicals for valuable experimental work in laboratory agriculture. A teacher's manual of instruction has been prepared by H. H. Laughlin, which explains the use of each piece of apparatus and each chemical in the trying out of some fifty experiments.

**Home Economics:** Cooking: Bread making; study of flour; study of recipes. A complete bread making outfit is provided for use in the school, containing all utensils and materials necessary for the making of bread. General study of foods; meats; vegetables; cereals; eggs; soups; cakes; salads; beverages. Study and planning of dietaries. Household accounts. Household furnishing. Butter Making: Ripening, churning, coloring, washing, working, salting, packing, and judging. A complete, convenient and sanitary outfit is provided in the school for this work. Laundry: Washing of cotton, flannel, linen, and silk; washing of colored fabrics; washing powders and soaps; removal of spots and stains; rinsing; starching; ironing—a complete modern laundry outfit in basement of Rural School. Our policy is, "Learn to do by doing." Housework: General care of the house: sweeping, dusting, washing floors and windows; care of woodwork and furniture; care of bed and bedding; setting of table; washing dishes; care of lamps; building of fire and care of stove.

**Industrial Arts:** Bench work in wood: Sleeve board; ironing board; bread board; serving table; sewing table; model for gates; plans for chicken coops, farm barns, and farm houses; apparatus for playgrounds. Clay modeling. Cardboard construction. Leather work: mending harness; splicing ropes; mending halters. Photography. Sewing: Darning, patching, and repairing on real articles brought from home. Cutting and fitting of garments. Crocheting. Knitting. Embroidery. Work on the sewing machine. Sewing machine in upper room.

**Hygiene and Sanitation:** Personal Hygiene: Dental sanitation; mouth breathing; eye strain; food; personal habits; bathing; spitting; harmful drugs; contagious diseases. Sanitation: Location

of house; ground plan; water supply; drainage and plumbing; ventilation; lighting; heating. The school has a sanitation and hygiene cabinet containing simple remedies and disinfectants.

**History and Government:** Primary history considers the development of civilization through the primitive stage, the pastoral stage, and into the agricultural stage. The intermediate group continues for one year the study of the agricultural period through pioneer life to the present time; one year is taken up with a study of ancient civilization as found in Egypt, Greece, and Rome; and the third year, a study if made of medieval history. The advanced grades make a special study of American History and government. Some of the topics studied are: agriculture and legislation; agriculture and the tariff; taxation and agriculture; food and dairy laws; government aid to agriculture; local government; reforms in rural communities; movements of the farm population.

**Geography:** Geography is studied along with the history and each is made to emphasize the other as much as possible. In the primary grades geographic regions are studied as types at the same time that the history of the inhabitants of that region is studied. Throughout the years of the intermediate and advanced groups the geography of that region is emphasized which is the home of the people studied in history. By this method of combining, the alternation is simplified.

**Drawing:** Chalk modeling of geographic regions; illustrative work in history and literature; drawing of plans for industrial work; nature study and agricultural subjects; technical control in form, color, perspective, composition, and design.

**Physical Education:** Educative plays and games; corrective work in gymnastics; exercises for recreation; exercises to give ease and grace of movement. Special gymnasium 12 by 24 feet in basement.

**Music:** In keeping with its other equipment, the school has a modern school organ to assist in securing unity, balance, and pure tone qualities in general chorus work. In introducing music into the school, all the children are taught the elementary technique together. Later it was necessary to divide the school into two groups for technical study. Some rote songs were selected which appealed to all the children, and some songs of activities which interested only the younger group. While it is impossible to do all the work in music in the one-room rural school that is planned for the average city school, yet, the ideal to be attained in voice culture, æsthetic appreciation, and technical execution should be identical in the two systems.



BAILEY, JESSIE ELSIE  
Major Subject:  
**Latin.**



BALTZELL, INA  
Major Subject:  
**English.**



BRADLEY, HELEN  
Major Subject:  
**History.**

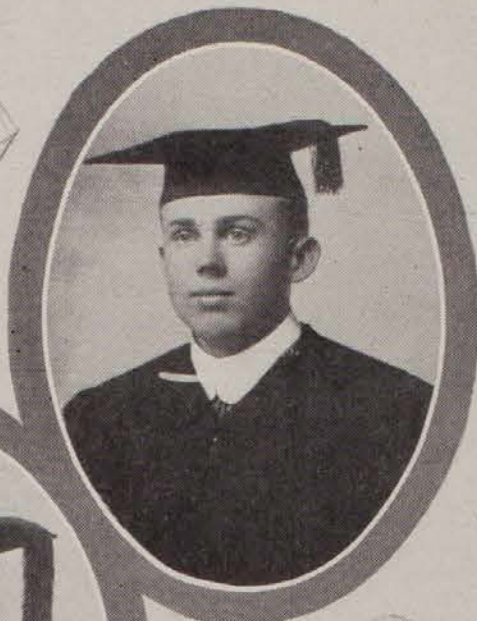
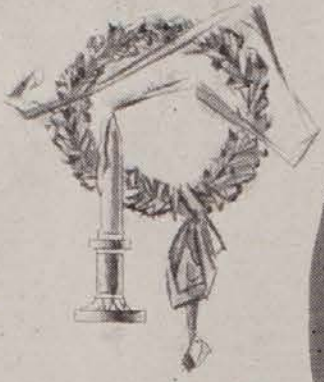


CARTER, ISABELLE  
Major Subject:  
**Latin.**



COCKRUM, BELLE  
Major Subject:  
**Latin.**

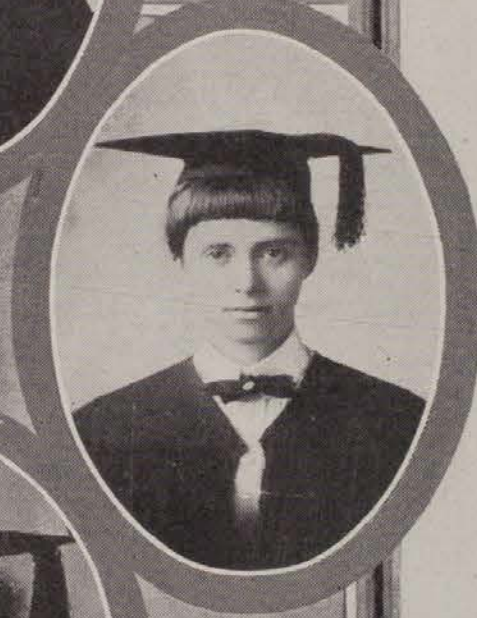




COSTOLOW, W. EVERT  
Major Subject:  
**Mathematics.**



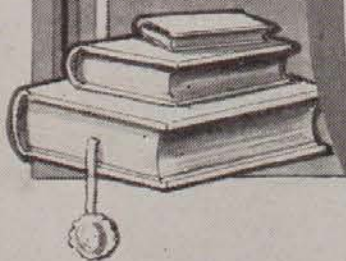
CUMMINS, BERTHA  
Major Subject:  
**English.**





DAUGHERTY, BESSEY  
Major Subject:  
**Mathematics.**





DAVISSON, LENORA  
Major Subject:  
**English.**




DORSEY, CLYDE  
Major Subject:  
**Science.**




DOWNING, S. CARRIE  
Major Subject:  
**General Course.**





FELL, W. BRICE  
Major Subject:  
**History.**



FINEGAN, CLIVE M.  
Major Subject:  
**Latin.**



FISH, CLARENCE M.  
Major Subject:  
**Music.**



FOWLER, PHILIP  
Major Subject:  
**Mathematics.**



FUNKHOUSER, EARL A.  
Major Subject:  
**Mathematics.**



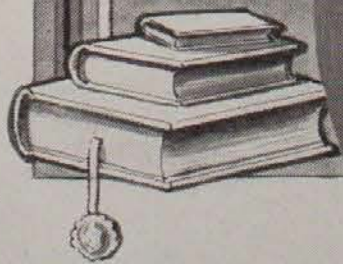
GILL, META  
Major Subject:  
**History.**



GORRELL, SHIRLEY  
Major Subject:  
**General Course.**



GRAY, HELEN  
Major Subject:  
**English.**



HARDING, JESSIE  
Major Subject:  
**History.**



HABERMEYER, CLARA  
Major Subject:  
**German.**



HAYS, EDNA  
Major Subject:  
**Mathematics.**



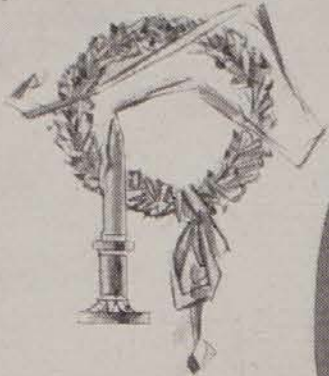
HUTTON, C. E.  
Major Subject:  
**History.**



HUTTON, MRS. C. E.  
Major Subject:  
**History.**



JONES, R. H.  
Major Subject:  
**Mathematics.**



KOENEMANN, LOUISE  
Major Subject:  
**History.**



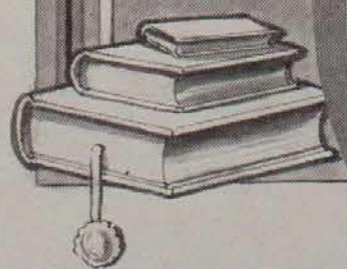
KROPF, ELDINA  
Major Subject:  
**German.**



MAGEE, CARL  
Major Subject:  
**History.**



McCLAIN, HATTIE  
Major Subject:  
**Mathematics.**



MILLER, MRS. J. A.  
Major Subject:  
**History.**



MILLS, ANNA MARY  
Major Subject:  
English.



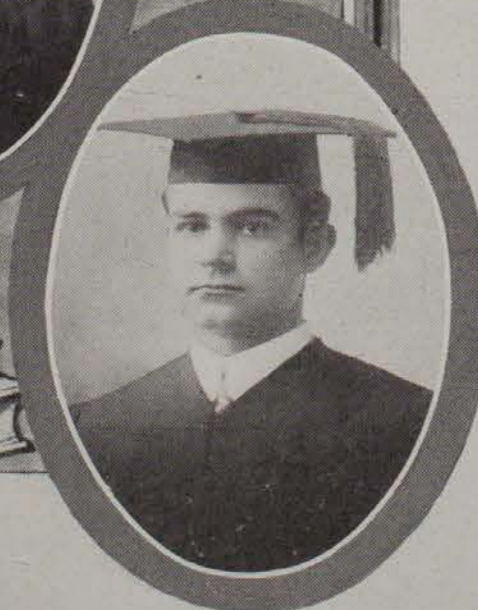
NEWMYER, ETHEL  
Major Subject:  
English.



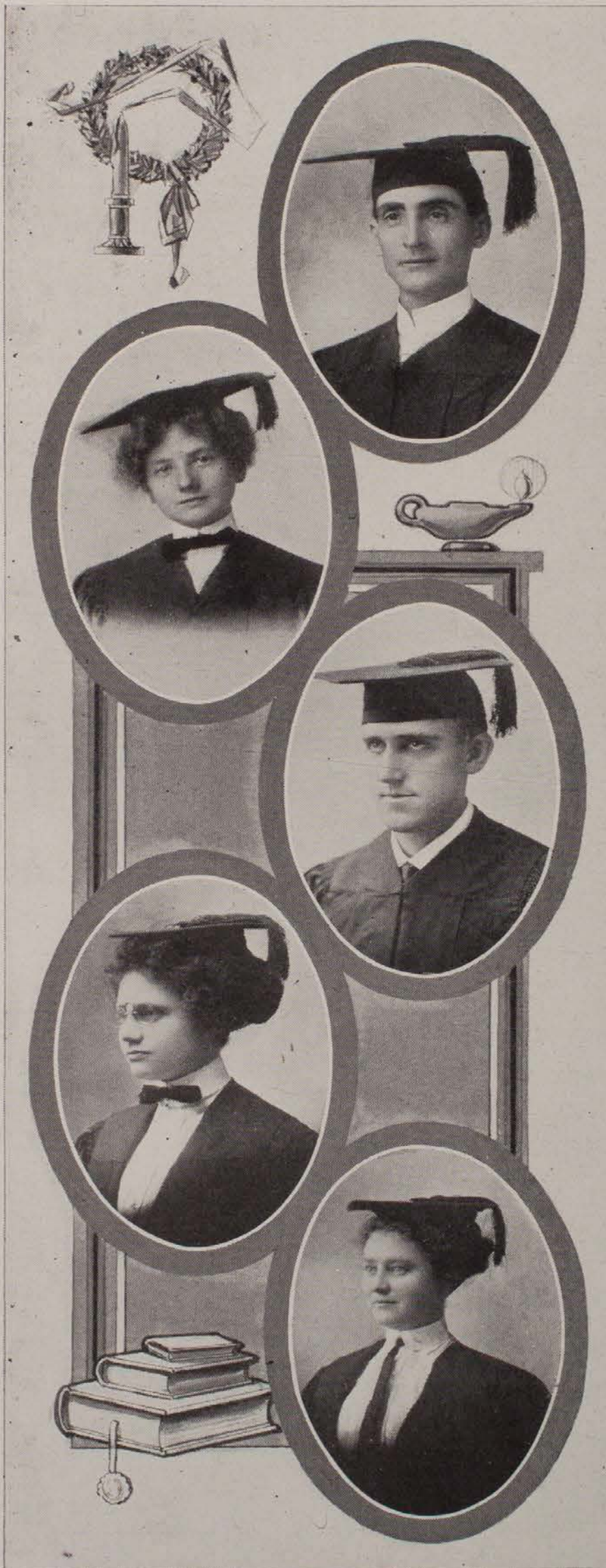
NORFOLK, ALLETHEA  
Major Subject:  
Music.



NORWOOD, JOSEPHINE  
Major Subject:  
English.



RINAMAN, W, L.  
Major Subject:  
Science.



ROSELLE, CHARLES C.  
Major Subject:  
**Science.**

SAVAGE, FRANCES  
Major Subject:  
**History.**

SCHIEFELBUSCH, V. A.  
Major Subject:  
**Mathematics.**

SHANKS, NELLIE  
Major Subject:  
**Latin.**

SMITH, SALOMA  
Major Subject:  
**Mathematics.**



SNYDER, HOWARD  
Major Subject:  
**History.**



STAUTERMANN, EDA  
Major Subject:  
**Latin.**



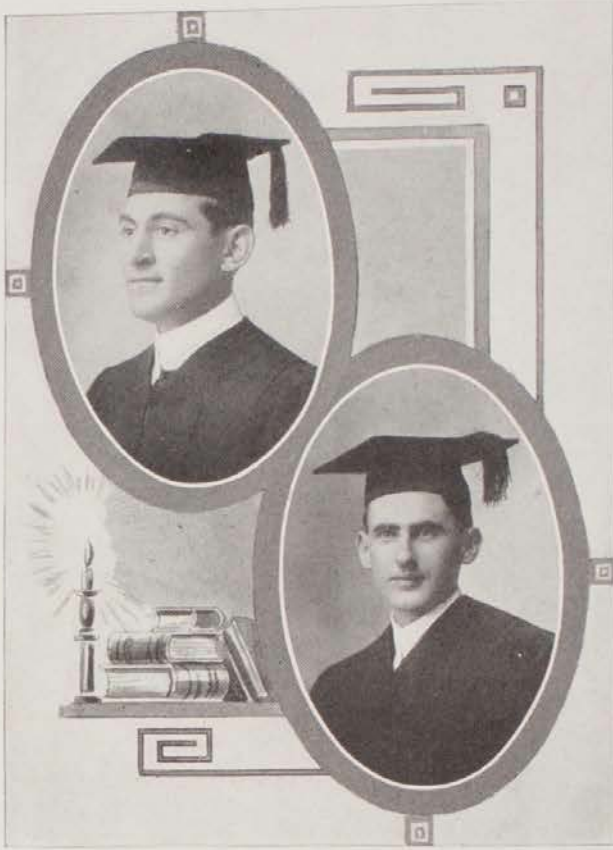
STOKES, GEORGIA  
Major Subject:  
**General Course.**



THRELKELD, A. L.  
Major Subject:  
**History.**



VAN HORNE, EARL  
Major Subject:  
**English.**



WARD, FRANK  
Major Subject:  
**Mathematics.**

WISE, C. M.  
Major Subject:  
**English.**



RURAL SOCIOLOGY CLUB, 1910-1911.—Top Row, reading left to right: Emma Hesse, Fay Porter, Lizzie McReynolds, Lillie Montgomery, E. A. Wright, Ella Wisdom, Blanche M. Hoerrmann, Lenora Clapham, Nora Adlesperger, Rosa Conrad. Second Row: Leo Petree, E. A. Sparling, Bertha Fife, Suddie M. Walters, C. C. Cokerham, Tina Frazier, Sylvia L. Nichols, C. C. McClanahan, Ethel Perryman, Laula May Bruce, Grace Hoyt, Mabel Neff, Darwin Magee, G. W. Davis, Noel H. Petree. Third Row: C. A. Smith, Myrtle Foster, Lucy N. Carr, Corinne Lyon, Nellie Proctor, Opal S. Meeks, Lawrence L. Lafrentz, Marie Turner Harvey, C. L. Gilson, Etta Lowry, Willa Newland, Ola Clapham, Agnes Nye, Beulah Carter, Minnie Fremgen, Nora Cragehead, Ernest Hamilton, M. F. Cross. Fourth Row: Seaman Schrock, Vernie Bailey, Fannie McReynolds, Clella Farmer, Emory Gooch, Grace Temple, Arzetta Frazier, Harold W. Fought, Pearl Netherton, Theodora Netherton, Mina Sawyer, Addie Porter, Allie Conrad, Olga Duncan, Lillie D. Tuttle, H. L. Shepherd. Bottom Row: Lois Bohon, Icis Edwards, Elizabeth Campbell, J. C. Williams, Ruth Pooley, Ovel St. Clair, Callie Thomas, Bessie Jones.



CHILDREN STARTING HOME FROM MODEL RURAL SCHOOL.

(The first in Missouri to transport children to and from school.)

## THE MODEL RURAL SCHOOL.

The Model Rural School exemplifies the simplest and yet the most complete, practical and economical architecture ever devised anywhere for rural or village schools and the most effective facilities for instruction used in schools of corresponding grade anywhere. The children are transported from their farm homes several miles away in a covered wagon. This Model Rural School solves many of the "problems of country life". That is what it is for.

In solving the one-room school problem and the one teacher problem, we have solved the problem of the consolidated rural school and village school, since the equipment described in these pages is easily adaptable to buildings of several rooms.

This Model Rural School has three principal floors: The Basement; The First Floor; and The Attic.

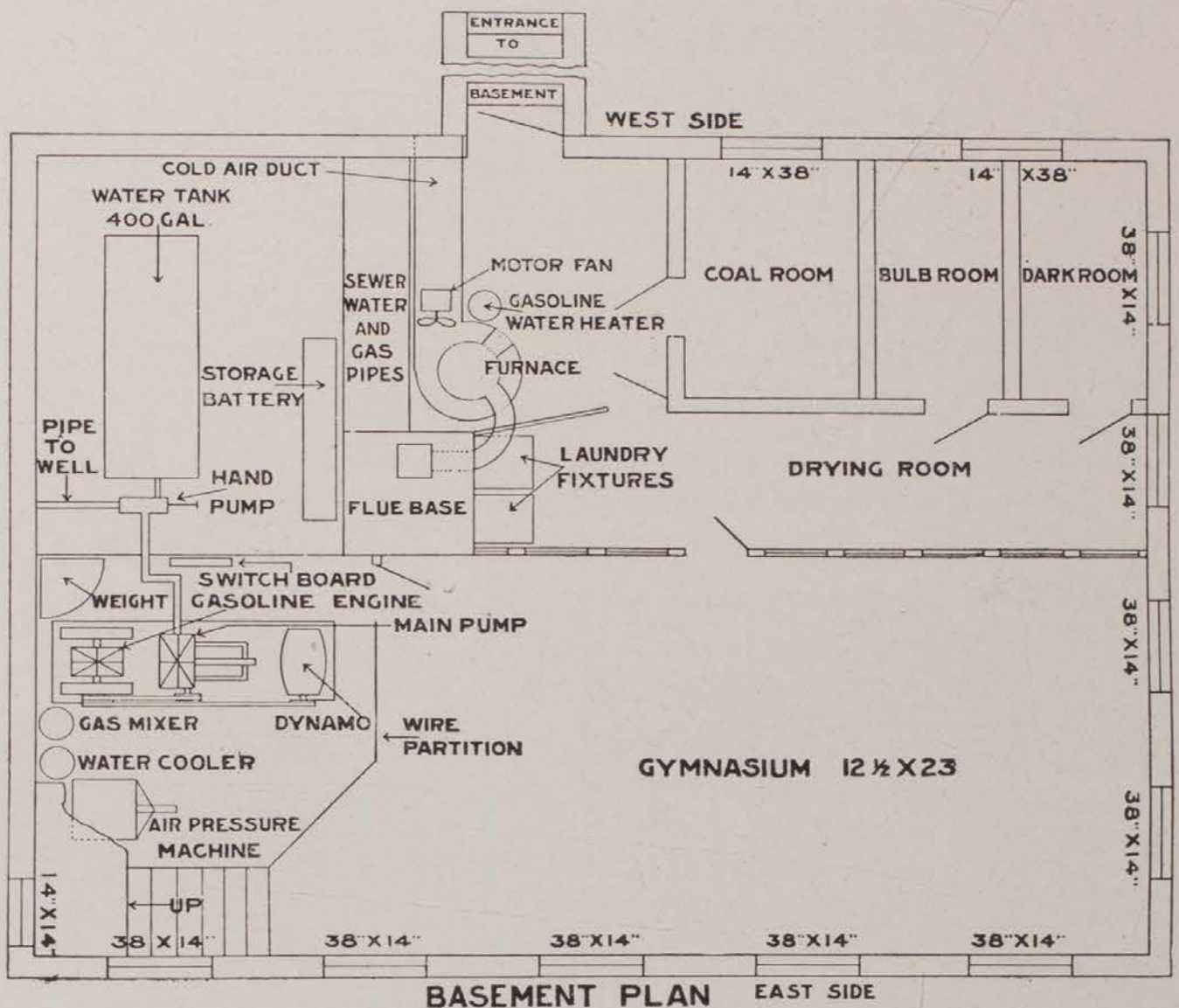
**Description of Basement Plan.** The basement is rectangular. It is 28 x 36 feet outside measurement—8 feet from floor to ceiling. The floor is of concrete underlaid with porous tile and cinders. The tile leads into a sewer.

The walls are of concrete, protected from undue moisture by an outside tile a foot from the walls and averaging 3 to 7 feet beneath the surface of the ground, sloping rapidly into the main sewer. The ditch above the tile is filled with cinders.

The outside entrance to the basement is of concrete with an outside drain through the lower step into the sewer.

The steps of the outside entrance to the basement and all other steps are of uniform height and tread, about 7 inch riser and 11 inch tread.

The basement has eight compartments: 1. Furnace Room, containing furnace enclosed by galvanized iron, also double cold air duct with electric fan, also gas water-



heater; 2. Coal Bin 6 x 8 feet; 3. Bulb or Plant Room 3 x 8 feet for fall, winter and spring storage; 4. Dark Room 4 x 8 feet for children's experiments in Photography; 5. Laundry Room 5 x 21 feet with tubs, drain, and drying apparatus; 6. Play Room 13 x 23 feet; 7. Tank Room, containing a 400 gallon pneumatic pressure tank, storage battery for electricity, hand pump for emergencies, water gauge, sewer pipes, floor drain, etc.; 8. Engine Room, containing gasoline engine, water pump, electrical generator, switch board, water tank for cooling gasoline engine, weight for gas pressure, gas mixer, batteries, pipes, wires, etc.

The pumps lift water from a well into pressure tank through pipes below frost line. Gasoline is admitted through pipes beneath frost line from two 40-gallon tanks

underground, 30 feet from building. Rooms are wired for electricity and plumbed for gas.

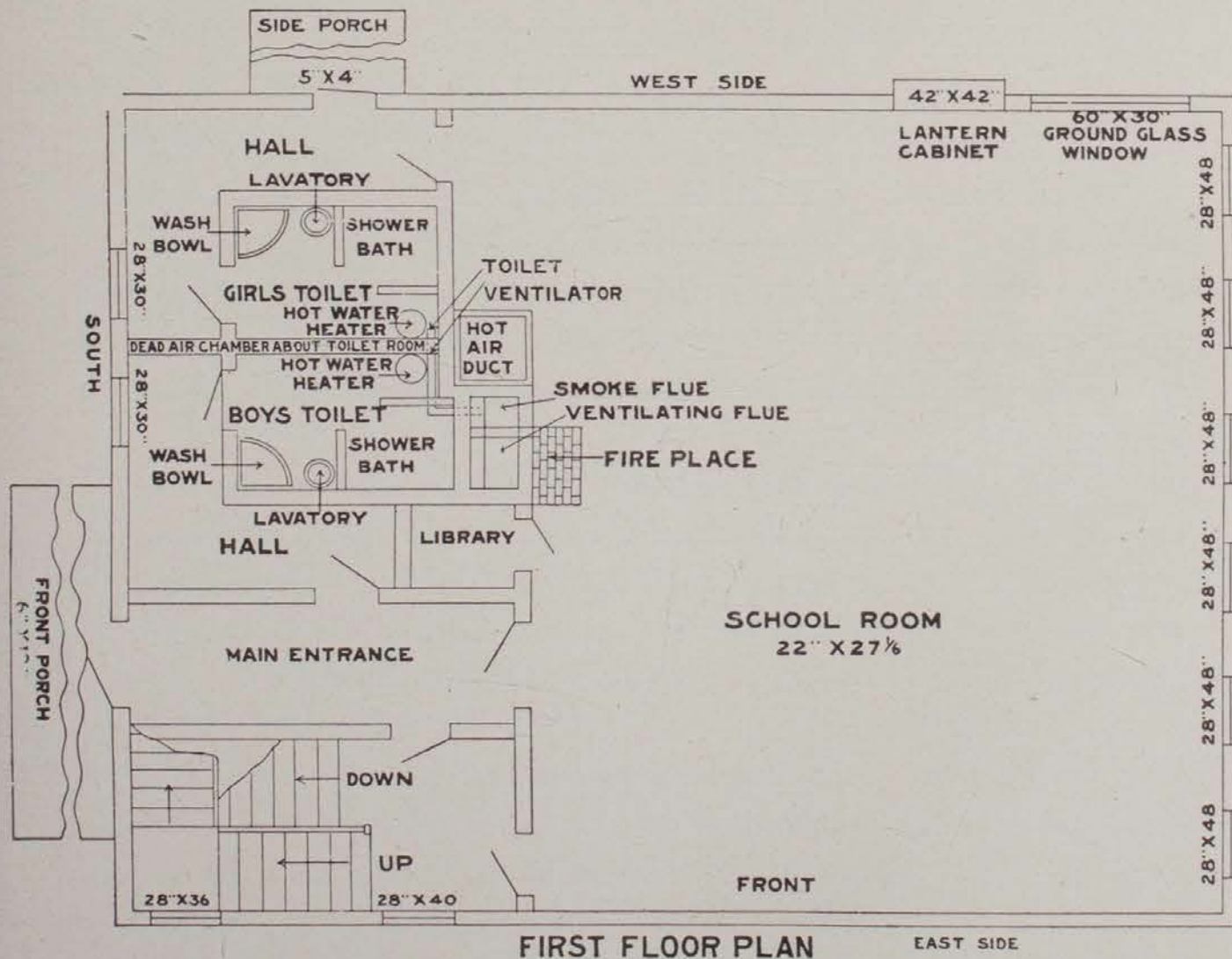
Basement in all parts thoroughly ventilated.

**Description of First Floor Plan.** The drawing on this page shows pretty clearly the school room, toilet rooms, hallways and stairway connections.

The school room is 23 x 27 feet in the clear. The children face the east.

Mild light in abundance is from the north or left side of the children; ground glass window at rear admits sunlight for sanitation.

School room has adjustable seats and desks on separate movable platforms; also telephone and teacher's desk. Stereopticon is hung in wall at rear; screen at the front. Alcove or closet on east side for books, teacher's wraps, etc.



The school has a small organ, ample book cases, shelves and apparatus. Pure air enters above children's heads and passes out at floor into ventilating stack through fireplace.

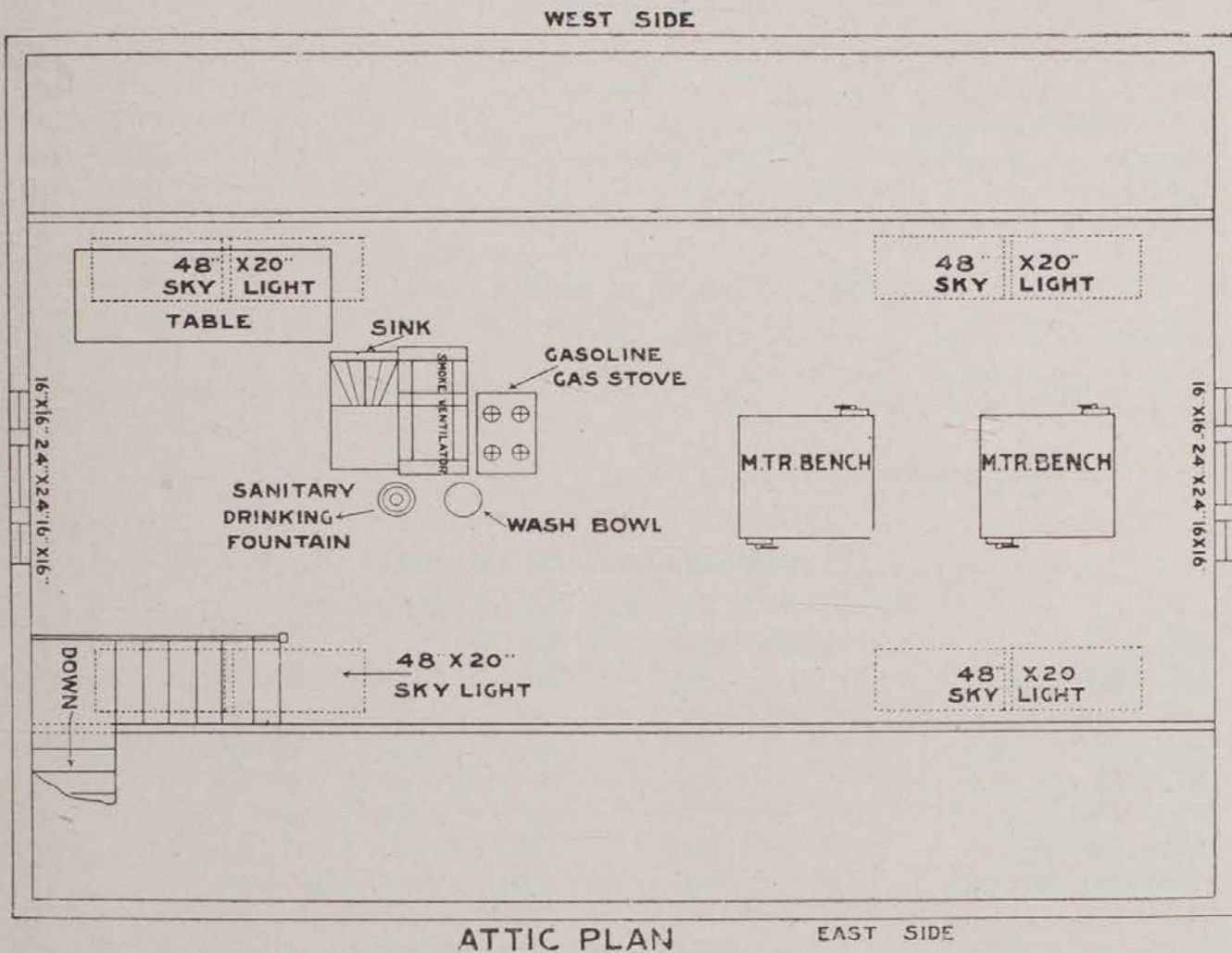
In the drawing observe the toilet rooms: Each one has all ordinary toilet fixtures: Lavatory, wash bowl with hot and cold water, pressure tank for hot water and for heat, shower bath with hot and cold water, ventilating apparatus, looking glass, towel rack, soap box, etc. Each toilet room is reached by a circuitous passageway furnishing room for children's wraps, overshoes, etc. The scheme is for perfect privacy in toilet rooms. All toilet room walls contain air chambers to deaden sound. Toilet rooms are clean, decent and beautiful. They are never disfigured with vile language or other defacement.

The main entrance is through a porch. A small porch is on west side especially for girls. All rooms are wired for electricity and plumbed for gas. Walls are adorned with pictures.

**Description of Attic Plan.** Every rural school house has an attic but this seems to be the only one whose attic was ever discovered. This attic is 35 x 15 feet inside measurement, all in one room as shown by floor plans on following page; distance from floor to ceiling is 7 1-2 feet in middle part.

Attic is abundantly lighted through gable lights and roof lights. It contains modern Manual Training benches for use of eight or ten children at one time. It has a gas range and other apparatus for experimental cooking. It is furnished with both gas light and electric light.

It has a wash bowl with hot and cold water, looking glass, towels, etc. It has a large sink such as a good kitchen usually contains. It has a drinking fountain but no drinking cup either common or uncommon. It has cupboards, boxes and receptacles for various experiments in Home Economics.



It has a disinfecting apparatus and a portable Chemistry-Agriculture Laboratory, and numerous other equipments. Its utilities will grow in number and improve in quality. It is properly heated and ventilated.

It has a disappearing bed which slides out under the lower roof except when in use. The bed is used by the young man who acts as Janitor.

This attic is from all points of view sanitary.

## STATISTICS.

	Men	Women	Total
Individuals Attending Summer Term, 1910 .....	215	438	653
Individuals Attending Fall Term, 1910 .....	259	375	634
Individuals Attending Winter Term, 1910-11 .....	290	364	654
Individuals Attending Spring Term, 1911 .....	220	347	567
Individuals Attending Summer Term, 1911 .....	240	512	752
<hr/>			
Average No. Attending .....	245	407	652
Individuals Enrolled, year ending May, 1911 .....			1370
Individuals Enrolled, year ending Aug., 1911 .....			1405
Children in Practice Schools .....			295
<hr/>			
Total Enrollment .....			1700

## ENROLLMENT BY YEARS.

### Exclusive of Practice School Children.

YEARS.	STUDENTS	YEARS.	STUDENTS.
1868—First year .....	140	1890—Twenty-third year .....	502
1869—Second year .....	203	1891—Twenty-fourth year .....	560
1870—Third year .....	303	1892—Twenty-fifth year .....	596
1871—Fourth year .....	321	1893—Twenty-sixth year .....	606
1872—Fifth year .....	434	1894—Twenty-seventh year .....	562
1873—Sixth year .....	470	1895—Twenty-eighth year .....	620
1874—Seventh year .....	668	1896—Twenty-ninth year .....	623
1875—Eighth year .....	709	1897—Thirtieth year .....	719
1876—Ninth year .....	627	1898—Thirty-first year .....	737
1877—Tenth year .....	592	1899—Thirty-second year .....	739
1878—Eleventh year .....	534	1900—Thirty-third year .....	742
1879—Twelfth year .....	468	1901—Thirty-fourth year .....	753
1880—Thirteenth year .....	513	1902—Thirty-fifth year .....	757
1881—Fourteenth year .....	492	1903—Thirty-sixth year .....	784
1882—Fifteenth year .....	481	1904—Thirty-seventh year .....	944
1883—Sixteenth year .....	446	1905—Thirty-eighth year .....	982
1884—Seventeenth year .....	501	1906—Thirty-ninth year .....	1040
1885—Eighteenth year .....	475	1907—Fortieth year .....	1157
1886—Nineteenth year .....	405	1908—Forty-first year .....	1250
1887—Twentieth year .....	421	1909—Forty-second year .....	1307
1888—Twenty-first year .....	490	1910—Forty-third year .....	1364
1889—Twenty-second year .....	505	1911—Forty-fourth year .....	1370

### GRADUATES, 1910-11.

Receiving degree Bachelor of Science in Education August 12, 1910: Chas. Banks, H. H. Laughlin, J. C. Moore, A. J. Newman.

Receiving degree Bachelor of Arts in Education August 12, 1911: E. A. Funk.

Receiving degree Bachelor of Science in Education August 11, 1911: E. H. Buck, H. J. King, Reba Polson, Jas. S. Tippet.

Receiving degree Master of Pedagogy August 12, 1910: Chas. Banks, B. L. Cornmesser, E. A. Funk, Ella McClain, H. L. McWilliams, J. C. Moore, A. J. Newman, Ora Rutherford.

Receiving degree Master of Pedagogy August 11, 1911: Ada Cochran, H. E. Millsap, John R. Murdock, W. G. Pence, Reba Polson, Robt. St. Clair, A. D. Towne.

### GRADUATES ADVANCED COURSES 1909-10, DEGREE, BACHELOR OF PEDAGOGY.

Nell Vivien Adams, Ross C. Allen, George Francis Bennett, Eolian Berger, Sarah Elvira Berger, Adda Bondurant, T. V. Buzard, Edith Clarkson, Bessie L. Coffey, Wade Stanley Craig, Ora Martha Daniel, Fanny Davis, Olive E. Ellis, Elsie May Fish, Hazel N. Gibson, Zella L. Higbee, Gertrude Hosey, G. A. Hulen, Laura Lute Hurd, Lena Keyte, Anna B. Larson, Caroline Larson, Mary E. Lear, S. L. Mapes, May McKee, Ada Fay McKnight, Anna R. Miller, James Albert Miller, H. E. Millsap, W. K. Moore, James Grover Morgan, Robert J. Mulford, John R. Murdock, J. L. Nierman, Linnie Hazel Nutter, Wm. Leslie Patterson, Egbert M. Polley, Reba Polson, Nellie B. Rockhold, James E. Rouse, Ora Rutherford, Frank Schulze, Ralph B. Smith, M. W. Sparks, Mary Sweeney (Mrs. Newman), Nettie Swift, William Emmet Tydings, Margaret Varney, Eunice Wattenbarger, Olave Wayman, Estelle Webb, Sadie Wiley, Dale Zeller.

### SENIOR CLASS, 1910-11.

#### DEGREE, BACHELOR OF PEDAGOGY.

#### GRADUATING ON OR BEFORE MAY 23, 1911.

Ina G. Baltzell, Fred E. Brooks, Cecil L. B. Butler, Isabelle Carter, Susan Case, G. W. Corporon, W. E. Costolow, Bessey L. Daugherty, Walter N. Dobson, Clyde A. Dorsey, Clive M. Finegan, Philip Fowler, Earl A. Funkhouser, Irma Gray, Louise Koenemann, Eldina Kropf, Boone P. Leatherman, Grace Lyle, Hattie R. McClain, Ethel Newmyer, Josephine Norwood, C. C. Roselle, Saloma Smith, A. L. Threlkeld, Earl Van Horne.

#### AUGUST SECTION.

To receive Diplomas August 11th, 1911, on condition that all required work shall then be completed.

Florence Bailey, Jessie Bailey, Helen Bradley, J. A. Burnside, Belle Cockrum, Bertha Cummins, Lenora Davisson, G. W. Diemer, S. Carrie Downing, Loretta Dralle, A. G. Elam, W. Brice Fell, Clarence M. Fish, S. T. Frazier, Meta Gill, Helen Gray, Clara Habermeyer, Jessie Harding, Edna Hays, H. E. Heinberg, Arthur A. Hoech, R. M. Hogan, C. E. Hutton, Mrs. C. E. Hutton, R. H. Jones, Edith J. Jordan, Iva Kirtley, Carl Magee, Fred S. Milam, Mrs. J. A. Miller, Anna Mary Mills, Allethea Norfolk, W. L. Rinaman, Frances Savage, V. A. Schiefelbusch, P. O. Selby, L. B. Sipple, Rolla Southern, Eda B. Stautermann, Claire Terrill, Louise Wilcox, Edna Wilson, C. M. Wise, L. Avis Woodward.

## ELEMENTARY CLASS.

GRADUATING ON OR BEFORE MAY 23, 1911.

Eunice V. Adams, Ola C. Ader, Claire Bailey, Genevieve Barley, Stephen Blackhurst, Etta Blattner, Mae E. Bliss, Rosetta Bornhop, Wiley R. Boucher, W. H. Burress, Carey P. M. Butler, Ralph Callaghan, A. B. Cluster, H. L. Collett, Artie A. Craig, Lula J. Crecelius, Eva Dawson, Adolph Dooley, Ada Douglas, Louise Drake, Martha Durand, Della E. Elston, Coila E. Etchison, Cora Etchison, Marjorie Etchison, Leolin Eubanks, Frankie Graves, Dena Lucile Gooch, Addie Holman, Gertrude Horn, Lilian Houchens, Faye H. Howard, Allie Israel, Anna Alberta James, Eunice Jolly, T. Wallace Kelly, Mary E. Kirk, Victor Kirk, Helene G. Koenemann, Alfred Lederer, J. Orville Long, Agnes Marston, Rowland Marston, Lillian Matthews, Hulda McDaniel, Juanita McGuire, W. Redick McKee, Bruce Lee Melvin, Mary Dodd Neale, Harriet Nelson, Pearle Netherton, Ada Newton, Lola Newton, Allethea Norfolk, Fred E. Patrick, Tulsye Phelps, J. G. Pierce, Stella Pierce, M. Bennie Platz, Myrtle Potter, Alonzo L. Prosser, Calvin H. Ramsay, Louise Reckard, Lucy Reddish, A. Guy Reed, E. H. Salisbury, Nina L. Shock, Grover W. Sims, Bess Smith, W. H. Snyder, Josephine Swetnam, Ruth Ashmore Tatum, Margaret Tegeler, May Trowbridge, Martin S. Turner, Meredith Vaughn, Lulu Wolf.

## AUGUST SECTION.

To receive Certificates August 11, 1911, on condition that all required work shall then be completed.

Pearl Baker, V. H. Barker, Paul Barnett, Chas. F. Bare, Jeannette Barr, Anne Berger, Cecil Biggerstaff, J. A. Boucher, Eunice Boyd, Ola Burch, Hazel Cain, Beulah Carter, Anna B. Chapman, Nora Craghead, Robt. Clough, Alva Culler, C. C. Cunningham, Bessie Davidson, Lillian Doll, Elva Doyle, S. B. Edwards, Bessie Ewing, Bertha Fife, Julia M. Foght, Frances Funkhouser, Esther Gentry, Orville Gordon, Shirley Gorrell, Helen Grassle, Mrs. D. W. Helm, Walter Henry, E. L. Horton, Grace Hoyt, Jessie Jones, Effie Kribs, Agnes Lindsey, Rose L. Lisenby, Fred M. Lutterell, Anna Martin, Muriel McCandless, Margaret E. McCaul, Vesta McKinley, Ada Miller, Evalena Miller, Edna Montgomery, Mary E. Moore, Barton S. Morgan, Julia Netherton, T. G. Nichols, Jason D. Oliver, Joseph Otterson, Mabel Parsons, Ruth Parsons, Ida May Patterson, Milton Patterson, Leo Rachford, Ella Rank, Minnie Rank, Frances Robinson, Leila Sanders, Mina Sawyer, June Selby, Vest Sheets, Neva Smith, Veal Smith, E. A. Sparling, Frona Stautermann, Georgie Stautermann, Lawrence St. Clair, Claude Stephens, Lee C. Stuart, Eva H. Stuck, Josephine Swetnam, Maude Threlkeld, Minnie Trippeer, E. M. Turner, H. U. G. Turnmire, L. Vardaman Tyler, Alice Vaughn, Alma Vaughn, Georgia Vaughn, Kate Wallace, Phradie Wells, Evan D. White, Jewell Whitelock, Lillian Wilcox, Carrie Wiley, Floy Wolfenbarger, Maye Yeager.

## RURAL SCHOOL EDUCATION.

To receive Rural School State Certificates August 11, 1911, on condition that all work required shall then be completed.

Lois Bohon, Grace Duffie, Iciss Edwards, Clella Farmer, Myrtle Foster, C. L. Gilson, Emory L. Gooch, Ernest Hamilton, Corinne Lyon, Nora Belle Mairs, Leo H. Petree, Fay Porter, Nellie Proctor, Margaret E. Rabbitt, Anna M. Rice, H. L. Shepherd, Claerence Smith, Grace Temple, C. B. Todd, Sadie M. Walters, J. C. Williams, E. A. Wright.

# Enrollment, June, 1910, to June, 1911

## STUDENTS IN SUMMER TERM, 1910.

Acuff, Harry E.....	Shelby	Bowling, Frank.....	Schuyler
Adams, Arthur.....	Ray	Bowman, Ralph.....	Iowa
Adams, Mrs. Hermia.....	Linn	Boyles, Lena M.....	Iowa
Adams, Nell.....	Adair	Bradley, Florence.....	Jackson
Ader, Ola C.....	Adair	Bradley, Helen.....	Jackson
Allen, Lillian.....	Lewis	Branham, Minnie.....	Macon
Allen, Martha Jane.....	St. Charles	Breidenstein, Alma.....	Scotland
Allen, Ross C.....	Chariton	Brennenstuhl, Cora.....	Grundy
Altic, Mattie M.....	Adair	Bridges, Grace.....	Schuyler
Anderson, Vincil.....	Mercer	Brown, Addie M.....	Davies
Andrews, Bertha V.....	Randolph	Brown, Beulah.....	Ralls
Armstrong, Mrs. Georgia.....	Canada	Bruner, Velma.....	Macon
Armstrong, Perry D.....	Grundy	Bumbarger, Lena.....	Scotland
Arni, Bertha E.....	Schuyler	Bunch, Mrs. Belle.....	Schuyler
Arnold, Loyette.....	Monroe	Bunch, Christine E.....	Schuyler
Atkins, Clara.....	Pike	Burch, Ola.....	Jasper
Atteberry, Monye.....	Callaway	Burgess, Doris.....	Adair
Aydelott, C. R.....	Warren	Burnham, Stella.....	Worth
Bailey, Adda.....	Macon	Burns, Beryl I.....	Putnam
Baird, Della.....	Adair	Burnside, J. A.....	Carroll
Baker, Lutia E.....	Knox	Burress, Tina.....	Adair
Baker, Pearl.....	Linn	Burress, Walter.....	Adair
Baltzell, John E.....	Lewis	Burress, W. H.....	Adair
Banks, Chas.....	Adair	Burruss, Minnie.....	Sullivan
Bare, Chas. F.....	Monroe	Burton, A. G.....	Adair
Barber, Nellie.....	Linn	Burton, B. A.....	Adair
Barker, Pearle.....	Adair	Butcher, W. H.....	Sullivan
Barker, V. H.....	Adair	Butler, Carey.....	Adair
Barnes, Clarence L.....	Sullivan	Butler, Cecil.....	Adair
Baskett, G. V.....	Linn	Buzard, T. V.....	Louisiana
Bayley, Florence.....	Knox	Cain, J. W.....	Adair
Beach, Mabel M.....	Randolph	Callison, V. Glenn.....	Adair
Behrens, Helena.....	Lincoln	Campbell, Elizabeth.....	Clark
Belfield, Marye.....	Adair	Caplinger, Vida.....	Monroe
Bell, Maude.....	Macon	Capps, Arlie.....	Adair
Bennett, G. F.....	Adair	Capps, Oletha.....	Adair
Berger, Eolian.....	Montgomery	Carter, Beulah B.....	Randolph
Bier, Mary.....	Sullivan	Carter, Isabelle.....	Adair
Biggerstaff, Cecil.....	Clinton	Carter, S. R.....	Lincoln
Biggerstaff, Margaret.....	Clinton	Casebeer, Amy.....	Livingston
Boarman, Bessie.....	Monroe	Cassady, Bertha.....	Putnam
Bohon, Miriam.....	Adair	Cathey, Arthur.....	Linn
Boley, Cornelia.....	Clark	Chapman, Anna B.....	Shelby
Bolton, Nola M.....	Schuyler	Chevront, Nellie G.....	Shelby
Bondurant, Adda L.....	Scotland	Clabaugh, Wm.....	Sullivan
Bosley, Besse.....	Montgomery	Claggett, Kate.....	Shelby
Boucher, Jackson.....	Livingston	Clare, Lena.....	Montgomery
Boucher, W. R.....	Adair	Clark, Marian.....	Callaway

Clarkson, Edith	Scotland	Douglas, Ada	Boone
Cleaver, Bess	Ralls	Downing, Olah	Adair
Cleaver, Ethel M.	Linn	Downing, S. Carrie	Knox
Clough, O. C.	Clark	Downs, Ethel	Lafayette
Cluster, A. B.	Montgomery	Doyle, Erma	Monroe
Cockrum, Belle	Adair	Dralle, Loretta	Lewis
Coffey, Bessie	Schuyler	Dull, J. Delbert	Macon
Comptom, Mary	Adair	Durand, Martha	Lewis
Conrad, Allie	Shelby	Durham, Julia	Randolph
Conrad, Rosa	Shelby	Dusendschon, Alta	Monroe
Coons, Sadie	Schuyler	Dusendschon, Cara	Monroe
Corbin, Luna	Adair	Dutton, Nettie F.	Callaway
Cornmesser, B. L.	Arkansas	Dwyer, Charles	Putnam
Corporon, G. W.	Putnam	Earnst, Edna	Audrain
Costolow, T. A.	Adair	Eaton, Jno.	Sullivan
Costolow, W. E.	Adair	Eaton, Roxie	Livingston
Cowan, Lura	Montgomery	Edwards, Icis	Sullivan
Cowan, Mabel	Adair	Edwards, S. B.	Randolph
Cowgill, Gladys	Sullivan	Edwards, Mrs. S. B.	Randolph
Cowman, Geo. A.	Monroe	Elam, A. G.	Ralls
Cox, D. Jean	Jasper	Ellington, Bernice	Grundy
Cox, Ruth	Adair	Ellis, Olive	Macon
Cox, Tina Lee	Grundy	Engel, Alger	Warren
Craven, Edna	Worth	Engel, Anna	Warren
Crawford, Etta	Adair	Engel, Elizabeth	Warren
Crawford, Jean	Sullivan	Eubank, Martha	Monroe
Crawford, W. T.	Howard	Eubanks, Leota	Sullivan
Crookshank, H. L.	Adair	Evans, Letitia	Mercer
Crookshank, Jno.	Adair	Evrard, Elizabeth	Saline
Crookshank, L. V.	Adair	Ewing, Bessie	Clark
Crow, Grace	Callaway	Farmer, Clinton T.	Putnam
Crystal, Bessie	Linn	Farrington, Mary	Boone
Cummins, Alice	Adair	Feaster, Inez	Marion
Cummins, Bertha	Adair	Fidler, Flo	Carroll
Dalton, Ruth	St. Louis	Fidler, Mary	Carrill
Daniel, Ora M.	Shelby	Finegan, Ava	Adair
Davidson, Bessie	Montgomery	Finegan, Clive	Adair
Davis, Eunice H.	Montgomery	Fish, Elsie	Adair
Davis, Mrs. Fannie	Callaway	Fisher, E. E.	Sullivan
Davis, Glen D.	Mercer	Fitzpatrick, Ella	Monroe
Davis, Sadie	Putnam	Fleming, Lila	Linn
Delaney, Gertrude	Monroe	Flinchpaugh, Beulah	Adair
Delaney, Lillian	Monroe	Floyd, Mrs. N. B.	Linn
Deveny, Sadie	Knox	Foncannon, Grace	Adair
Diemer, G. W.	Linn	Forrest, Goldie	Marion
Giggs, Pearl	Lincoln	Foster, Clara	Sullivan
Diggs, P. S.	Lincoln	Foulkes, Jennie	Macon
Dille, Earl	Macon	Fowler, Philip	Adair
Dobyns, Nell	Shelby	Frame, Fannie	Macon
Dooley, Adolph	Schuyler	Frame, Marion	Macon
Dorsey, Clyde A.	Sullivan	Fray, C. L.	Shelby
Doss, Gladys	Adair	Freeborn, Nelle	Putnam

Freiburger, Benj.....Callaway  
 Friday, Carrie.....Sullivan  
 Fuller, L. R.....Adair  
 Funk, E. A.....Arkansas  
 Funkhouser, E. A.....Macon  
 Galland, Etta.....Clark  
 Galland, Stella.....Clark  
 Gardner, Marion.....Adair  
 Garnett, Esther.....Lewis  
 Garnett, Mary.....Monroe  
 Gentry, Ada.....Adair  
 Gentry, Esther.....Adair  
 George, Kathryn.....Scotland  
 Gibbons, D. A.....Michigan  
 Gibson, Era.....Linn  
 Gill, Meta.....Adair  
 Gilliland, H. H.....Lafayette  
 Gilmore, Cordia.....Callaway  
 Graves, Fannie A.....Adair  
 Goben, Gussie Lee.....Texas  
 Gooch, Dena.....Illinois  
 Gordon, Orville.....Adair  
 Gorrell, Shirley.....Adair  
 Grassle, Helen.....Adair  
 Graves, Nelle.....Montgomery  
 Gregory, Gracie.....Ralls  
 Grimes, Gladys.....Grundy  
 Gross, Bland.....Macon  
 Guiles, Corinne.....Adair  
 Haines, Maude.....Livingston  
 Hale, W. L.....Adair  
 Hamilton, Blanche.....Sullivan  
 Hamilton, Lulu.....Adair  
 Hamlin, Anna.....Putnam  
 Hardesty, Paul.....Shelby  
 Harding, Jessie.....Andrew  
 Harlow, J. Clair.....Lincoln  
 Harper, Edna.....Monroe  
 Harrington, Vivien.....Clinton  
 Harris, May.....Oklahoma  
 Harris, Mila.....Adair  
 Harshbarger, Bettie.....Boone  
 Hartley, Bessie.....Randolph  
 Hassler, Nona.....Montgomery  
 Hatten, J. A.....Monroe  
 Haver, Lillian A.....Davies  
 Hawks, Cora.....Linn  
 Hays, Elfie.....Sullivan  
 Hays, Edna.....Schuyler  
 Hayse, Mollie.....Carroll  
 Hazen, Allen.....Sullivan  
 Hazen, Mrs. Junia.....Sullivan

Heath, Cassie.....Linn  
 Hedberg, Ellen W.....Ralls  
 Heinberg, H. E.....Clark  
 Henderson, Eliza J.....Gentry  
 Henderson, Ruth.....Ralls  
 Henry, Mary C.....Warren  
 Henry, Walter.....Sullivan  
 Herring, Bertha.....Jasper  
 Hess, Edna.....Lewis  
 Hickman, Essie.....Ralls  
 Hicks, Louise R.....Randolph  
 Higbee, Zella.....Adair  
 Hiler, Mabel.....Lincoln  
 Hilgert, J. V.....St. Louis  
 Hill, Marion.....Schuyler  
 Hoeltcher, Barbara.....Montgomery  
 Hogan, R. M.....Schuyler  
 Hogue, Myrtle.....Gentry  
 Holbert, A. H.....Lewis  
 Holbert, Myrtle.....Lweis  
 Holman, Addie.....Adair  
 Horton, E. A.....Audrain  
 Horton, Minerva.....Andrew  
 Hosey, Carrie.....Macon  
 Hosey, Gertrude.....Macon  
 Houke, Anna E.....Montgomery  
 Howard, Nina.....Adair  
 Howe, J. W.....Shelby  
 Hoyt, Grace.....Livingston  
 Hoyt, Verna.....Livingston  
 Huebsch, Margaret.....Monroe  
 Huff, Ella Rue.....Montgomery  
 Hulen, G. A.....Schuyler  
 Humphrey, Belya.....Linn  
 Hupe, W. F.....Montgomery  
 Hussey, Anna.....Clinton  
 Husted, E. H.....Grundy  
 Hutton, C. E.....Harrison  
 Hutton, Mrs. C. E.....Harrison  
 Hutton, O. A.....Macon  
 Israel, Allie.....Adair  
 Israel, G. B.....Adair  
 Jackson, Courtney.....Randolph  
 Jackson, J. Roy.....Lincoln  
 Jacobs, H. W.....Marion  
 Jamison, G. H.....Sullivan  
 Jenkins, Rena.....Monroe  
 Jones, Doris.....Pennsylvania  
 Jones, Jessie.....Montgomery  
 Jones, Mrs. Lewis K.....Oklahoma  
 Jones, Myrtle.....Adair  
 Jones, Nettie.....Callaway

Jones, R. H.....	Boone	Martz, Delbert.....	Adair
Jordan, Edith J.....	Lewis	Matthews, Anna H.....	Illinois
Karnes, Blanche M.....	Clark	McAlister, Cecile.....	Linn
Karnes, Ruby.....	Clark	McAllister, J. L.....	Chariton
Kauble, Alice.....	Ralls	McAllister, Joe.....	Chariton
Keller, Minnie.....	Putnam	McCall, Luther.....	Oklahoma
King, H. J.....	Clark	McCaul, Margaret.....	Harrison
King, Lottie.....	Callaway	McClain, Ella.....	Lewis
Kirk, Ethel.....	Adair	McClanahan, C. C.....	Macon
Kirk, Mary.....	Adair	McClearey, Virginia.....	Oklahoma
Kirk, Pauline.....	Adair	McCollum, Elsie.....	Carroll
Kirk, Victor.....	Adair	McDannold, W. H.....	Montgomery
Kistler, W. B.....	Henry	McElwain, Anna R.....	Knox
Koenemann, Helene.....	St. Louis	McGee, Anna Belle.....	Audrain
Koenemann, Louise.....	St. Louis	McGee, Guy.....	Sullivan
Konetzko, Stella.....	Gasconade	McKee, May.....	Clark
Kopfer, Earl.....	Adair	McKinley, Vesta L.....	Daviess
Kraft, Mabel.....	Linn	McKnight, Ada.....	Indiana
Kropf, Eldina.....	Schuyler	McManis, Virginia.....	Ralls
Lane, Robert.....	Washington	McWilliams, H. L.....	Adair
Lane, Victor.....	Putnam	Megown, Julia.....	Monroe
Larson, Anna B.....	Linn	Melvin, Bruce Lee.....	Schuyler
Larson, Caroline W.....	Linn	Merrick, Lettie.....	Schuyler
Larson, May.....	Linn	Michaels, Frank.....	Randolph
La Rue, Katheryne.....	Lincoln	Middleton, Georgia.....	Randolph
Lay, T. H.....	Wyoming	Milam, Fred S.....	Montgomery
Leaphart, Helen.....	Linn	Millay, Gladys R.....	Sullivan
Lear, Mary E.....	Monroe	Miller, Ada.....	Linn
Leazenby, Minnie.....	Harrison	Miller, Anna.....	Linn
Leisure, Olive.....	Grundy	Miller, J. A.....	Putnam
Lemley, Estelle.....	Grundy	Miller, Mrs. J. A.....	Putnam
Lessey, Myrtle.....	Putnam	Miller, Rose.....	Knox
Lewis, Lura.....	Lewis	Mills, Anna Mary.....	Adair
Lindsey, Lenore.....	Adair	Mills, Lee.....	Adair
Link, Mrs. Edgar.....	Adair	Mills, Mabelle.....	Adair
Linton, F. W.....	Callaway	Minshall, Mary.....	Mercer
Lionberger, Pearl.....	Scotland	Mock, James.....	Macon
Lipp, Erma.....	Monroe	Montgomery, Edna.....	Monroe
Lisenby, Rose L.....	Linn	Moore, J. C.....	Oregon
Longenecker, Gertrude.....	Illinois	Moore, Lillian.....	Scotland
Lloyd, Mildred.....	Adair	Moore, Mary E.....	Monroe
Loftiss, Flora.....	Adair	Moore, W. K.....	Lewis
Loftiss, Minnie.....	Adair	Moorhead, Martha.....	Audrain
Lomax, Paul.....	Linn	Morgan, Barton S.....	Daviess
Long, M. V.....	Boone	Morgan, Elizabeth.....	Macon
Magruder, W. L.....	Lincoln	Morton, Nellie.....	Schuyler
Maloney, Generose.....	Knox	Mott, Joseph.....	Chariton
Mapes, S. L.....	Adair	Moxley, Fannie.....	Shelby
Marks, Ida Lee.....	Lewis	Mudd, Mack.....	Lincoln
Marston, Agnes.....	Adair	Mulford, R. J.....	Grundy
Marston, Edith.....	Adair	Muns, Alma.....	Montgomery
Martin, Kathryn.....	Clinton	Murdock, John R.....	Adair

Murphy, Ada E. . . . . Adair  
 Myers, Chas. . . . . Mercer  
 Neeley, Bertha. . . . . Linn  
 Netherton, Pearle. . . . . Daviess  
 Newman, A. J. . . . . Kentucky  
 Newman, Mary. . . . . Callaway  
 Nichols, Grace. . . . . Daviess  
 Nichols, T. G. . . . . Callaway  
 Nichols, Mrs. T. G. . . . . Callaway  
 Nickles, Magdalene. . . . . St. Louis  
 Nierman, J. L. . . . . St. Charles  
 Noe, Edna. . . . . Adair  
 Nowels, Belle. . . . . Sullivan  
 Nutter, Linnie. . . . . Caldwell  
 Olsen, Rachel. . . . . Linn  
 Otterson, Joseph. . . . . Adair  
 Ours, Eva. . . . . Callaway  
 Page, J. Frank. . . . . Pike  
 Parker, Grace. . . . . Daviess  
 Parsons, Josephine. . . . . Montgomery  
 Patrick, Fred E. . . . . Putnam  
 Payton, Fannie. . . . . Howard  
 Peery, Marylee. . . . . Montgomery  
 Pence, W. G. . . . . Adair  
 Petree, Addie M. . . . . Andrew  
 Pettit, Lena. . . . . Grundy  
 Pettit, O. T. . . . . Iowa  
 Phelps, Myrtle. . . . . Boone  
 Pierce, Neilson. . . . . Adair  
 Pierce, Stella. . . . . Audrain  
 Pierson, Clara. . . . . Harrison  
 Piner, Pierce. . . . . Lewis  
 Pipes, Mary. . . . . Sullivan  
 Platz, M. Bennie. . . . . Adair  
 Pollard, Nellie. . . . . Monroe  
 Polley, Egbert M. . . . . California  
 Polson, Grover C. . . . . Adair  
 Polson, Reba. . . . . Adair  
 Porter, Geo. T. . . . . Boone  
 Powell, R. W. . . . . Linn  
 Proctor, Nellie E. . . . . Boone  
 Prosser, Alonzo L. . . . . Adair  
 Prosser, G. A. . . . . Adair  
 Pryor, E. L. . . . . Gentry  
 Quigley, Alice. . . . . Sullivan  
 Quinn, Carmelita. . . . . Adair  
 Rachford, Leo. . . . . Putnam  
 Rader, Mrs. G. B. . . . . South Carolina  
 Rafter, Mabel E. . . . . Macon  
 Ragland, Reginald. . . . . Monroe  
 Rank, Minnie. . . . . Mercer  
 Rankin, Daisy. . . . . Linn

Reber, L. Benj. . . . . Marion  
 Reid, Margaret. . . . . Clark  
 Revercomb, Alice. . . . . Shelby  
 Revercomb, O. F. . . . . Shelby  
 Reymer, Elizabeth. . . . . Aufrain  
 Rice, Lura D. . . . . Adair  
 Richardson, Odis. . . . . Macon  
 Rinaman, W. L. . . . . Lincoln  
 Robbins, Birdie. . . . . Linn  
 Robertson, Laura. . . . . Montgomery  
 Robertson, L. E. . . . . Worth  
 Rockhold, Nellie B. . . . . Vernon  
 Rogers, Buford. . . . . Shelby  
 Roseberry, Bertha E. . . . . Adair  
 Roseberry, Ethel M. . . . . Adair  
 Roselle, C. C. . . . . Howard  
 Rouse, J. E. . . . . Lewis  
 Rowland, Mrs. Nina T. . . . . Oklahoma  
 Rowth, J. E. . . . . Grundy  
 Ruddell, Lillian. . . . . Atchison  
 Runnels, J. B. . . . . Adair  
 Rutherford, Frank. . . . . Adair  
 Rutherford, Ora. . . . . Adair  
 Salisbury, E. H. . . . . Adair  
 Sallee, Herbert. . . . . Harrison  
 Sanford, O. G. . . . . Howard  
 Scanland, Fern. . . . . Ralls  
 Schenck, Beulah. . . . . Linn  
 Schiefelbusch, Ada. . . . . Harrison  
 Schiefelbusch, Rose. . . . . Harrison  
 Schiefelbusch, T. L. . . . . Harrison  
 Schiefelbusch, V. A. . . . . Harrison  
 Schlotterback, Lyda. . . . . Grundy  
 Schroeder, Leora. . . . . Pike  
 Scott, Carrie. . . . . Putnam  
 Scott, Effie. . . . . Putnam  
 Scott, Nina E. . . . . Adair  
 Scott, Nona. . . . . Knox  
 Scotten, J. E. . . . . Adair  
 Seaman, Edellee. . . . . Clark  
 Sears, Clara. . . . . Adair  
 Sears, Mayme. . . . . Adair  
 Sebring, Georgia. . . . . Linn  
 Selby, June. . . . . Adair  
 Selby, P. O. . . . . Adair  
 Settles, C. J. . . . . Callaway  
 Severs, Theodocia. . . . . Putnam  
 Shanks, Nellie. . . . . Linn  
 Shaw, Hazel. . . . . Sullivan  
 Sherfey, Christine. . . . . Iowa  
 Shibley, Agnes. . . . . Adair  
 Shibley, Harry. . . . . Putnam

Shoop, W. W.	Adair	Talbott, Della	Audrain
Shultz, John	Putnam	Tanzey, Jessie	Ralls
Shulze, Frank	Adair	Taylor, Jesse W.	Clark
Sidwell, Elva	Schuyler	Tegeler, Margaret	Jackson
Sims, G. W.	Boone	Terrill, Anna Lee	Marion
Sipple, L. B.	Adair	Terrill, Claire	Randolph
Skinner, Alma	Shelby	Thale, Gertrude	Lewis
Skinner, Gerald	Harrison	Thiemann, Anna	Randolph
Slocum, Roy M.	Knox	Thomas, Callie	Mercer
Sloop, Ruth E.	Adair	Thomas, Cassie	Mercer
Smelser, Alta L.	Audrain	Thomas, Dorothea	Holt
Smith, Ethol M.	Adair	Thomas, Maggie Mae	Randolph
Smith, Ica L.	Monroe	Thomas, Sarah	Callaway
Smith, Mrs. Lizzie B.	Randolph	Thorpe, H. H.	Sullivan
Smith, Neva	Lewis	Thrailkill, Mabel	Randolph
Smith, Phil S.	Clark	Threlkeld, A. L.	Adair
Smith, Ralph B.	Adair	Thurmond, W. K.	Chariton
Smith, Ruth	Scotland	Tibbetts, Ruby	Gentry
Smith, Veal	Audrain	Tingley, Mauree	Putnam
Sohlinger, Elsa	Monroe	Todd, Myrtle	Callaway
Soukup, Libuse	Harrison	Traylor, Ethel	Adair
Southern, Rolla	Randolph	Trotter, Pearl	Daviess
Sparks, M. W.	Jackson	Trower, Anna	Lincoln
Sparling, E. A.	Adair	Turner, Bertha	Clark
Spreckelmeyer, Lula	Franklin	Turnmire, H. U. G.	Putnam
Sproul, Robert	Monroe	Tuttle, Lillie	Macon
Spurgin, Ethel	Mercer	Twadell, Mae	Harrison
Standley, Hortense	Carroll	Tydings, W. E.	Randolph
Stautermann, Eda B.	Randolph	Tyer, Isa	Carroll
Stautermann, Georgia	Randolph	Tyler, Vardaman	St. Charles
St. Clair, Ernest	Clark	Uhe, Elizabeth	Knox
St. Clair, Lawrence	Clark	Underwood, Maude M.	Harrison
St. Clair, Robt.	Clark	Utterback, Edith	Ralls
Steele, Bessie	Grundy	Utterback, Lizzie	Ralls
Stephens, Blanche	Randolph	Van Horne, Earl	Callaway
Stephens, C. E.	Randolph	Vansickel, M. E.	Adair
Stephens, Portteus	Randolph	Vaughn, Alice	Monroe
Stevenson, Meda	Linn	Vaughn, Alma	Monroe
Stewart, Corinne	Montgomery	Vaughn, Mabel	Monroe
Stewart, Edith	Marion	Vaughn, M. B.	Ralls
Stock, Chas.	Sullivan	Vaughn, Mrs. M. B.	Ralls
Stone, Belle	Macon	Vogel, Gertrude	Daviess
Stone, Lillian	Macon	Wade, Mabel	Adair
Stout, Irene	Grundy	Wade, Orville	Adair
Stuart, L. G.	St. Francois	Waller, Alice	Shelby
Stuck, Eva	Adair	Waller, Flossie	Shelby
Suffern, Mary E.	Adair	Walters, Sadie	Knox
Sullivan, Abbie	Audrain	Waples, Loubelle	Clark
Swanson, H. G.	Schuyler	Ward, Frank	Adair
Sweeney, Mary	Monroe	Warford, T. L.	Randolph
Swift, Nettie	Worth	Watson, J. Bessie	Ralls
Syler, Laura	Audrain	Wattenbarger, Eunice	Sullivan

Wayman, Olave.....Mercer  
 Webb, Estelle.....Sullivan  
 Webb, Violet.....Carroll  
 Welden, Dawn.....Harrison  
 Weldon, Margaret.....Montgomery  
 Wells, Clara.....Putnam  
 Wells, Nathan E.....Putnam  
 Wells, Nelle.....Putnam  
 Wells, W. M.....Gentry  
 Westfall, Frankie.....Ralls  
 Whitelock, Jewell.....Adair  
 Wild, Opal.....Mercer  
 Wiley, Sadie.....Adair  
 Willard, Louise A.....Adair  
 Willard, Mamie.....Montana  
 Williams, Hattie.....Macon  
 Wilson, Carl.....Pike  
 Wilson, Edna.....Adair  
 Wilson, Mabel.....Adair

Wilson, O. A.....Montgomery  
 Wilson, Viola.....Montgomery  
 Wine, Ruth.....Macon  
 Wingate, Vernie.....Grundy  
 Wirth, Kathryn.....Schuyler  
 Wise, C. M.....Scotland  
 Wood, Winifred.....Ralls  
 Woodward, Avis.....Harrison  
 Worland, Elmer.....Shelby  
 Wright, E. A.....Scotland  
 Wright, Geo.....Adair  
 Wright, Mabel E.....Adair  
 Wright, Mary.....Scotland  
 Wyatt, W. R.....Colorado  
 Yeager, Faye.....Adair  
 Yeager, Maye.....Adair  
 Young, Freda.....Schuyler  
 Young, Mary.....Sullivan

### STUDENTS, SEPTEMBER, 1910, to May, 1911.

Adams, Arthur.....Ray  
 Adams, Eunice.....Adair  
 Ader, Ola C.....Adair  
 Adlesperger, Nora.....Sullivan  
 Aeschliman, I. E.....Sullivan  
 Albertson, Horatio.....Sullivan  
 Alexander, C. Bessie.....Sullivan  
 Allabach, L. B.....Adair  
 Ames, Everett.....Sullivan  
 Ames, Johnny.....Sullivan  
 Anderson, Edna.....Macon  
 Anderson, Isa Dea.....Lewis  
 Anderson, Mildred.....Macon  
 Anderson, Rouse.....Lewis  
 Armstrong, Perry D.....Adair  
 Arnold, Grace.....Adair  
 Arnold, J. W.....Lewis  
 Axtell, Stella.....Gault  
 Bailey, Claire.....Adair  
 Bailey, Jessie E.....Adair  
 Bailey, Vernie.....Adair  
 Baldwin, Ethelyn.....Knox  
 Ball, Bedie.....Clark  
 Baltzell, Ina.....Lewis  
 Bane, Harvey J.....Clark  
 Banks, Chas.....Adair  
 Banning, Doone.....Adair  
 Barker, Ollie.....Adair  
 Barley, Genevieve.....Montgomery  
 Barnett, Paul.....Adair

Barnhart, Cleone.....Adair  
 Barr, Jeannette.....Monroe  
 Baskett, G. V.....Adair  
 Baugher, Dexter L.....Linn  
 Baugher, Joe.....Linn  
 Baugher, Stella.....Linn  
 Bayley, Florence.....Knox  
 Beatty, Byron H.....Adair  
 Beckner, Weda.....Scotland  
 Bedsworth, Berdie.....Callaway  
 Begole, Clare.....Macon  
 Behymer, Roy E.....Macon  
 Bell, Maude.....Macon  
 Benner, Dale.....Adair  
 Bennett, Letha.....Adair  
 Benning, Elizabeth.....Clark  
 Benning, Russel.....Clark  
 Bereman, Harry C.....Adair  
 Berger, Amne.....Montgomery  
 Berger, Mabel.....Montgomery  
 Berger, Robt.....Montgomery  
 Bernard, Dula.....Callaway  
 Berry, Goldie Z.....Illinois  
 Beverlin, Elsie.....Adair  
 Blackhurst, Stephen.....Livingston  
 Blattner, Etta.....Montgomery  
 Bledsoe, Virgie.....Audrain  
 Bliss, Mae E.....Adair  
 Bohon, Lois.....Adair  
 Bondurant, Earl.....Adair

Bornhop, Rosetta	St. Charles	Calvert, Stella	Clark
Botkins, Lillie	Monroe	Calvert, Vergia	Clark
Botkins, Livonia	Monroe	Cameron, Josie	Callaway
Boucher, Earl	Livingston	Campbell, L. B.	Mercer
Boucher, J. A.	Livingston	Capps, O. L.	Adair
Boucher, S. M.	Adair	Capps, Ora	Adair
Boucher, W. R.	Adair	Carroll, Edward	Adair
Boyd, Nell	Callaway	Carroll, Irene	Saline
Bradley, Delma	Adair	Carroll, Owen R.	Adair
Bradley, Florence	Jackson	Carter, Beulah	Randolph
Bradley, Helen	Jackson	Carter, Isabelle	Adair
Brandt, Geo. W.	Montgomery	Case, C. Ella	Livingston
Brashear, Richard	Adair	Case, Susan	Sullivan
Brawford, Neita	Putnam	Casebeer, Wilbur	Livingston
Brennenstuhl, Cora	Grundy	Casper, Walker	Schuyler
Briddle, Florence M.	Adair	Catlette, L. H.	Scotland
Broman, J. H.	Mercer	Chadwick, Warren	Adair
Brooks, Fred E.	Livingston	Chapman, Anna B.	Shelby
Brower, Luther	Schuyler	Chedester, Victor	Boone
Brown, Bird	Shelby	Cheney, Orion	Marion
Brown, Goldie	Monroe	Cherry, Pearl	Livingston
Brown, Jean	Shelby	Chevront, Nellie	Shelby
Brown, Stanley	Monroe	Childers, Mabel	Scotland
Browne, Sylva	Adair	Cissna, Lewis	Lewis
Broyles, J. R.	Mercer	Clark, Emma	Adair
Bruner, Fred	Monroe	Clark, James L.	Adair
Bryson, Mabel	Knox	Clark, Marian	Callaway
Bull, Abbie Mae	Scotland	Close, Allie	Scotland
Bullock, Mrs. Katherine	Oklahoma	Cluster, A. B.	Montgomery
Bundren, Ruth	Macon	Coburn, Eva	Livingston
Burch, John T.	Putnam	Cochran, Ada	Adair
Burns, Norbert	Adair	Cochran, Lois	Adair
Burns, Veronia	Adair	Cochran, Sina	Adair
Burress, Tina	Adair	Cockrum, Belle	Adair
Burress, Walter G.	Adair	Cohagen, H. L.	Montgomery
Burress, W. H.	Adair	Cokerham, C. C.	Linn
Burton, A. G.	Adair	Collett, H. L.	Adair
Burton, B. A.	Adair	Collett, Ruth F.	Adair
Burton, W. A.	Randolph	Collins, Irma	Shelby
Burton, Mrs. W. A.	Randolph	Cone, Ethel	Iowa
Butler, Carey	Adair	Corporon, G. W.	Putnam
Butler, Cecil	Adair	Costolow, W. E.	Adair
Butler, Thos. E.	Adair	Couch, Ethel	Grundy
Cain, Allen	Adair	Cowan, Chester C.	Adair
Cain, Ernest	Knox	Cowan, Lura	Montgomery
Cain, Hazel	Adair	Cowan, Mabel E.	Adair
Cain, J. W.	Adair	Craig, Artie A.	Adair
Cain, Lottie	Adair	Crawford, Frank	Adair
Call, Eva	Grundy	Crawford, I. B.	Howard
Callaghan, Ralph	Knox	Crecelius, Lula J.	St. Louis
Callison, Avis	Adair	Crookshank, H. L.	Adair
Callison, V. Glenn	Adair	Crookshank, Jno	Adair

Crookshank, Luther V.....Adair  
 Cross, M. F.....Macon  
 Culler, Alva.....Shelby  
 Culler, J. F.....Shelby  
 Cummins, Bertha.....Adair  
 Cunningham, C. C.....Adair  
 Current, J. S.....Schuyler  
 Daugherty, Bessey L.....Adair  
 Daugherty, Blanche.....Adair  
 Davidson, Bessie I.....Montgomery  
 Davidson, J. M.....Adair  
 Davis, Bertie.....Adair  
 Davis, Gladys.....Adair  
 Davis, G. W.....Putnam  
 Davis, Lola.....Adair  
 Davisson, Lenora.....Harrison  
 Dawson, Eva.....Monroe  
 Dearing, C. W.....Marion  
 Decker, Pinkie.....Schuyler  
 Delaney, Lillian.....Monroe  
 Deutschmann, Clara.....Schuyler  
 DeWitt, Meryl.....Sullivan  
 Dicks, Thomas.....Kansas  
 Dickson, Nellie.....Adair  
 Diemer, Geo. W.....Linn  
 Dockery, Estelle.....Adair  
 Dodson, Roy.....Adair  
 Doll, Lillian.....Shelby  
 Donaldson, Margaret.....Knox  
 Doneghy, Dagmar.....Adair  
 Dooley, Adolph.....Schuyler  
 Dorsey, Clyde A.....Sullivan  
 Dorsey, Letha.....Sullivan  
 Doss, Gladys.....Adair  
 Douglas, Ada.....Boone  
 Downing, Flora.....Adair  
 Downing, Mabel.....Adair  
 Downing, S. Carrie.....Knox  
 Doyle, Gertrude.....Adair  
 Drake, Louise.....Randolph  
 Drury, Ethel.....Adair  
 Duffie, Grace.....Adair  
 Duffie, W. L.....Adair  
 Duncan, Ruth.....Clark  
 Dunning, Ruth.....Adair  
 Durand, Martha.....Lewis  
 Durham, Julia.....Randolph  
 Durham, Russel.....Randolph  
 Dutton, Nettie F.....Callaway  
 Dwyer, Folsom.....Lincoln  
 Dye, Claude.....Macon

Dyer, Ida.....Schuyler  
 Eaton, Joseph H.....Sullivan  
 Edwards, Icis.....Sullivan  
 Edwards, Mabel.....Adair  
 Ehret, Alvin.....Audrain  
 Ehrhart, Florence.....Clark  
 Eickmeier, Minnie.....Schuyler  
 Ellison, Kathryn.....Adair  
 Elmore, Fay.....Adair  
 Elsea, Albert.....Randolph  
 Elston, Della E.....Adair  
 Emerson, Nora.....Knox  
 Emerson, P. H.....Knox  
 Etchison, Coila.....Daviess  
 Etchison, Cora.....Daviess  
 Etchison, Marjorie T.....Daviess  
 Eubanks, Leolin.....Sullivan  
 Evans, Mildred.....Schuyler  
 Ewing, Bessie.....Clark  
 Fahrni, Anna E.....St. Louis  
 Farmer, Clella.....Macon  
 Farmer, C. T.....Putnam  
 Faulkner, J. R.....Phelps  
 Fechtling, A. F.....Putnam  
 Fell, W. B.....Clark  
 Fidler, Mary.....Carroll  
 Fidler, Thurba.....Carroll  
 Fields, Frances.....Linn  
 Fight, Flavius J.....St. Louis  
 Finegan, Ava.....Adair  
 Finegan, Clive M.....Adair  
 Finegan, Ina.....Adair  
 Finney, A. R.....Linn  
 Fish, Clarence M.....Adair  
 Fish, Elsie.....Adair  
 Fish, Melvin E.....Adair  
 Fisher, Verna.....Adair  
 Flanagan, Ross.....Sullivan  
 Fletcher, Hazel.....Macon  
 Flinchpaugh, Beulah.....Adair  
 Foght, Nora E.....Adair  
 Fortney, Carl B.....Adair  
 Foster, Myrtle.....Adair  
 Foust, J. W.....Lewis  
 Fowler, Fae.....Scotland  
 Fowler, Philip J.....Adair  
 Frazier, Arzetta.....Sullivan  
 Frazier, S. T.....Jackson  
 Frazier, Tina.....Sullivan  
 Frazier, Zelma.....Jackson  
 Friday, Leida.....Sullivan  
 Frogge, Beatrice.....Adair

Frogge, Milton	Adair
Fuller, Garle	Adair
Fuller, Wayne	Adair
Funkhouser, E. A	Schuyler
Gallup, Mable	Clark
Gardner, Henry C	Adair
Gardner, Marion	Adair
Garriott, Rena	Adair
Gebhart, Ethel	Adair
Gentry, Aubrey A	Adair
Gentry, Esther	Adair
Gentry, Frankie	Adair
German, Maude	Illinois
Gilbert, Jasper	Clark
Gill, Meta	Adair
Gilson, Claude L	Randolph
Gilson, W. C	Randolph
Glahn, R. M	Shelby
Glaves, Cecil	Adair
Glaves, Frankie	Adair
Glaves, Virgil	Adair
Gooch, Bessie	Linn
Gooch, Dena	Illinois
Gooch, Emory	Audrain
Gooch, Stella	Linn
Goodding, Josie	Macon
Gordon, Agnes E	Adair
Gordon, Lena	Adair
Gordon, Orville	Adair
Gorrell, Shirley	Adair
Gothard, Jno. I	Adair
Grassle, Helen	Adair
Graves, J. W	Knox
Gray, Helen	Adair
Gray, Irma	Adair
Gregory, Lula	Adair
Gregory, Thelma	Adair
Gross, Ordell	Macon
Grimes, Georgia R	Clinton
Guiles, Corinne	Adair
Gunnels, Sarah	Macon
Habermeyer, Clara	Marion
Hale, W. L	Adair
Haley, John	Colorado
Hamilton, Ernest	Linn
Hamlin, Barbara	Putnam
Hammond, Christine	Adair
Hani, Nellie	Adair
Hanlin, John P	Adair
Hardin, Alberta	Boone
Harding, Jessie	Andrew
Hardister, Lillian	Adair
Hardister, Vena	Adair
Harlow, Nettie	Livingston
Harris, Mila	Adair
Harshbarger, Mary	Boone
Hartley, Bessie	Randolph
Hatfield, Elva	Schuyler
Hatfield, Lula	Schuyler
Hatfield, N. Ray	Adair
Hauptmann, W. A	Clark
Hays, Edna	Schuyler
Head, Emma	Linn
Henderson, Eliza	Gentry
Henry, Walter	Sullivan
Hetrick, Ethel	Schuyler
Hibbard, Hazel M	Adair
Hicks, Bessie	Iowa
Higbee, Zella	Adair
Hilbert, Joe	Adair
Hill, A. S	Putnam
Hill, G. E	Putnam
Hill, Marion	Schuyler
Hinshaw, Bertha	Boone
Hizer, Collier A	Macon
Hoffman, Mary E	Kansas
Hogenson, Tena	Macon
Holman, Addie	Adair
Hook, J. L	Randolph
Hopkins, W. A	Adair
Horn, Gertrude	Schuyler
Horn, Orville	Adair
Hornback, Evalyn	Ralls
Horton, Minerva	Andrew
Hoskins, Bessie	Macon
Houchens, Lillian	Jackson
Houghton, Nealie	Adair
Howard, Faye	Worth
Howard, Frank	Putnam
Howe, J. W	Shelby
Howell, Edward	Adair
Howell, Janet	Adair
Howey, Earl D	Adair
Howk, Ada	Macon
Hubbard, Mabelle	Adair
Hull, John C	Adair
Hull, Paul	Adair
Hunt, Shirley	Knox
Husted, C. M	Sullivan
Husted, Leah	Colorado
Husted, Rita	Sullivan
Hutton, C. E	Harrison
Hutton, Mrs. C. E	Harrison
Israel, Allie	Adair

Jackson, Nannie . . . . . Scotland  
 James, Anna . . . . . Chariton  
 James, Mary . . . . . Adair  
 James, Norma . . . . . Adair  
 James, Robert S. . . . . Adair  
 James, Wm. . . . . Adair  
 Jarman, Esther . . . . . Lewis  
 Jerome, Mary Ethel . . . . . Sullivan  
 Johns, Lillie . . . . . Adair  
 Johns, Ora . . . . . Adair  
 Johns, Verna . . . . . Sullivan  
 Johnson, Verda . . . . . Schuyler  
 Johnston, Cleve . . . . . Scotland  
 Jolly, Eunice . . . . . Gentry  
 Jones, Alice J. . . . . Adair  
 Jones, Ben C. . . . . Adair  
 Jones, Bessie . . . . . Sullivan  
 Jones, Clarence . . . . . Sullivan  
 Jones, J. Harry . . . . . Putnam  
 Jones, Mrs. Lewis K. . . . . Knox  
 Jones, Lynne E. . . . . Adair  
 Jones, R. H. . . . . Boone  
 Jones, Nelle . . . . . Monroe  
 Jones, O. L. . . . . Scotland  
 Jordan, Ray H. . . . . Monroe  
 Justus, Frances . . . . . St. Charles  
 Kelly, Flora . . . . . Schuyler  
 Kelly, T. W. . . . . Randolph  
 Kerr, Elmer . . . . . Iowa  
 Keyte, Lena . . . . . Adair  
 Kiddoo, Lola . . . . . Macon  
 Kincaid, Lucy . . . . . Grundy  
 King, H. J. . . . . Macon  
 King, Lottie . . . . . Callaway  
 Kipper, Ethel . . . . . Monroe  
 Kirk, Ethel . . . . . Adair  
 Kirk, Mary . . . . . Adair  
 Kirk, Pauline . . . . . Adair  
 Kirk, Victor . . . . . Adair  
 Kirtley, Iva . . . . . Livingston  
 Kisor, Jessie . . . . . Linn  
 Koenemann, Helene . . . . . St. Louis  
 Koenemann, Louise W. . . . . St. Louis  
 Kribs, Effie . . . . . Randolph  
 Kraus, Joe M. . . . . Scotland  
 Kraus, Orla V. . . . . Scotland  
 Kropf, Eldina . . . . . Schuyler  
 Kutzner, Mabel . . . . . Scotland  
 Lafrenz, Elmer J. . . . . Clark  
 Lagle, Geo. E. . . . . Macon  
 Laird, Elizabeth . . . . . Adair  
 Laird, Sarah . . . . . Adair

Lane, Dorothy . . . . . New York  
 Lansdale, Monty . . . . . Schuyler  
 Lansdale, Opal . . . . . Schuyler  
 Law, Wilson A. . . . . Macon  
 Leatherman, A. G. . . . . Oklahoma  
 Lederer, Alfred . . . . . Clay  
 Lee, Byron . . . . . Livingston  
 Lee, Lura . . . . . Adair  
 Legg, Harry G. . . . . Adair  
 Lehr, Roma . . . . . Sullivan  
 Lewis, Myrtle . . . . . Adair  
 Lewis, Samuel . . . . . Boone  
 Lindsey, Lenore . . . . . Adair  
 Lingo, Anna Belle . . . . . Macon  
 Lingo, Linnie . . . . . Macon  
 Linhart, Ephonso S. . . . . Linn  
 Linhart, Walter . . . . . Linn  
 Linton, F. W. . . . . Callaway  
 Lipp, Erma . . . . . Monroe  
 Littlefield, L. L. . . . . Oklahoma  
 Lloyd, Cornelia . . . . . Adair  
 Lloyd, Margaret . . . . . Adair  
 Locklin, Marie . . . . . Adair  
 Loftiss, Flora M. . . . . Adair  
 Long, J. O. . . . . Adair  
 Losey, Virginia . . . . . Putnam  
 Lowry, Floy . . . . . Putnam  
 Lowry, Roxie . . . . . Gentry  
 Lucas, Bessie . . . . . Schuyler  
 Luck, Hugh A. . . . . Scotland  
 Lyke, Nellie Madge . . . . . S. Dakota  
 Lyle, Clara . . . . . Linn  
 Lyle, Grace . . . . . Texas  
 Lyon, Corinne . . . . . Boone  
 Lyon, Ethelyn . . . . . Boone  
 Magee, Alma . . . . . Callaway  
 Magee, Carl E. . . . . Callaway  
 Mairs, Nora Belle . . . . . Sullivan  
 Maltby, Beulah . . . . . Adair  
 Mapes, S. L. . . . . Adair  
 Marquess, Leo . . . . . Adair  
 Marston, Agnes . . . . . Adair  
 Marston, Rowland . . . . . Adair  
 Martin, C. H. . . . . Marion  
 Martin, Lycia . . . . . Mercer  
 Maskey, Anna . . . . . Montgomery  
 Mason, Birdie . . . . . Macon  
 Mason, Dena . . . . . Adair  
 Matthews, Lillian . . . . . Illinois  
 Maupin, Willie Ben . . . . . Shelby  
 Maxwell, C. C. . . . . Montgomery  
 McCall, Marie . . . . . Montgomery

McCanne, Lloyd.....	Adair	Morton, Leon.....	Clay
McCaul, Margaret E.....	Harrison	Moss, Carl.....	Mercer
McClain, Hattie R.....	Lewis	Mudd, Gertrude.....	Lincoln
McClellan, C. B.....	Knox	Murdock, John R.....	Adair
McCracken, L. Mabel.....	Grundy	Murdock, Mrs. John R.....	Adair
McDaniel, Hulda.....	Adair	Murfin, Lora.....	Schuyler
McGee, Byron R.....	Sullivan	Murfin, Lydia.....	Schuyler
McGee, Fern F.....	Adair	Murphy, Ada.....	Adair
McGee, Guy.....	Sullivan	Myers, Edith.....	Scotland
McGhee, R. S.....	Linn	Myers, Leo Dell.....	Callaway
McGinnis, Eileen.....	Oklahoma	Myers, Nell.....	Scotland
McGuire, Juanita.....	Adair	Nance, Eva.....	Daviess
McGuire, Kathryn.....	Clark	Neale, David E.....	Audrain
McKee, W. Redick.....	Clinton	Neale, Mary Dodd.....	Ralls
McKenzie, Carl.....	Knox	Neeley, Addie.....	Schuyler
McKinley, Vesta L.....	Daviess	Neet, Earl.....	Sullivan
McMahan, Bernard.....	Adair	Neet, Grace.....	Sullivan
McMichael, Anna.....	Adair	Neete, Claudia.....	Adair
McNealy, M. Edna.....	Sullivan	Neff, C. W.....	Chariton
McReynolds, Fannie.....	Macon	Neff, Mabel.....	Macon
McReynolds, Lizzie.....	Macon	Neff, Roy S.....	Chariton
McWilliams, Stella.....	Clark	Neff, Roy T.....	Adair
Melvin, Bruce Lee.....	Schuyler	Neff, Tony.....	Macon
Melvin, Glen.....	Schuyler	Nelson, Harriet.....	Clark
Merrill, Alta.....	Linn	Netherton, Julia.....	Daviess
Mikel, Cordelia.....	Macon	Netherton, Pearle.....	Daviess
Miller, Ada.....	Linn	Newmyer, Ethel.....	Macon
Miller, Belva.....	Iowa	Newton, Ada.....	Macon
Miller, Edith.....	Adair	Newton, Lola.....	Macon
Miller, J. A.....	Putnam	Newton, Mabel.....	Macon
Miller, Mrs. J. A.....	Putnam	Nichols, Sylvia.....	Sullivan
Miller, Mabel.....	Illinois	Nichols, T. G.....	Callaway
Miller, Oscar.....	Putnam	Nichols, Mrs. T. G.....	Callaway
Mills, Anna Mary.....	Adair	Nickel, Marie B.....	Kansas
Mills, Horace.....	Adair	Niekels, Milton.....	Scotland
Mills, Perry L.....	Adair	Nigh' Agnes.....	Grundy
Mills, Wayne L.....	Putnam	Noe, Lavinia.....	Adair
Millsap, H. E.....	Adair	Noel, Elizabeth.....	Marion
Minter, Roberta.....	Adair	Noel, Lela.....	Marion
Mitchell, Carl.....	Lewis	Norfolk, Allethea.....	Macon
Mitchell, Elillian.....	Adair	Norwood, Josephine.....	Harrison
Mitchell, Minnie.....	Monroe	Norwood, Mabel.....	Harrison
Mitchell, W. A.....	Adair	Novinger, Clifford J.....	Adair
Mitzimberg, Ethel.....	Iowa	Novinger, Erma.....	Adair
Mitzimberg, Lelia.....	Iowa	Nulton, Mabel.....	Sullivan
Montgomery, Edna.....	Monroe	Oliver, Jason.....	Lewis
Moore, Dorothea.....	Adair	Olson, Clara.....	Linn
Moore, Susan.....	Linn	Olson, Margaret.....	Linn
Moots, Arthur.....	Adair	O'Rourke, Donald H.....	Indiana
Morgan, Barton S.....	Daviess	Orr, Hattie M.....	Montgomery
Morlan, Jay.....	Iowa	Otterson, Joseph.....	Adair
Morrow, Harry.....	Adair	Owen, Jesse.....	Mercer

Owen, P. K.....	Mercer	Propst, R. Pearl.....	Adair
Owen, Ralph.....	Mercer	Prosser, Alonzo L.....	Adair
Owen, Ruby.....	Mercer	Prough, Fred.....	Adair
Owens, Winnie.....	Schuyler	Pugh, Silas.....	Adair
Page, Cora.....	Sullivan	Purdy, Chester.....	Shelby
Page, Edna.....	Sullivan	Quinn, Carmelita.....	Adair
Page, Flora.....	Sullivan	Ragland, Harold.....	Monroe
Page, J. Frank.....	Pike	Rainwater, Ray M.....	Adair
Page, Mae.....	Sullivan	Ramsay, C. H.....	Montgomery
Parcels, Lee.....	Sullivan	Ramsey, Grover.....	Linn
Parsons, Everett.....	Sullivan	Rank, Ella.....	Mercer
Parsons, Ruth.....	Randolph	Rank, Minnie.....	Mercer
Pasley, Paul.....	Callaway	Raney, Pryor.....	Lewis
Patrick, Fred E.....	Putnam	Ray, Linnie.....	Macon
Patterson, Ida May.....	Adair	Reckard, Louise.....	Scotland
Patterson, Milton.....	Schuyler	Reddish, Lucy.....	Scotland
Patterson, Nettie.....	Schuyler	Redman, Octavia.....	Monroe
Payne, M. A.....	Boone	Reed, A. G.....	Putnam
Peltz, Earl.....	Greene	Reese, W. A.....	Lewis
Pence, W. G.....	Schuyler	Reger, Harold C.....	Sullivan
Petree, Leo H.....	Adair	Revercomb, O. F.....	Shelby
Petree, Noel.....	Adair	Reyner, Floyd.....	Adair
Pettingill, Madeline.....	Scotland	Reynolds, B. A.....	Adair
Pettit, Esther.....	Knox	Reynolds, Lester F.....	Adair
Pettit, Leah.....	Knox	Reynolds, Lydia.....	Adair
Pevehouse, Eva.....	Adair	Reynolds, Ruth.....	Randolph
Pew, Lena.....	Nodaway	Rice, Anna M.....	Adair
Pfeiffer, Harry S.....	Sullivan	Rice, Catherine.....	Adair
Pfeiffer, Helen.....	Sullivan	Rice, D. Fulton.....	Iowa
Phelps, Tulsye.....	Chariton	Riebel, Fred.....	Scotland
Phillips, Marvin.....	Howard	Rinaman, W. L.....	Lincoln
Phipps, Nellie.....	Macon	Roberts, Alva.....	Audrain
Pickell, C. H.....	Adair	Roberts, Arthur.....	Schuyler
Pierce, J. G.....	Franklin	Roberts, Lottie.....	Schuyler
Pierce, Stella.....	Audrain	Roberts, Mary.....	Schuyler
Pierce, W. J.....	Franklin	Roberts, W. O.....	Schuyler
Platz, Geo. T.....	Adair	Rogers, Buford.....	Shelby
Platz, M. Bennie.....	Adair	Rogers, Floyd B.....	Adair
Polson, H. B.....	Adair	Rogers, Harry.....	Adair
Polson, Reba.....	Adair	Rombauer, Etelka.....	Adair
Poor, Earl Y.....	Adair	Rombauer, Thelma.....	Adair
Porter, Beulah.....	Adair	Rolison, Janie.....	Macon
Porter, Fay.....	Knox	Roseberry, Dalton C.....	Adair
Porter, Ruth.....	Callaway	Roseberry, Faye.....	Adair
Post, Delle.....	Adair	Roselle, C. C.....	Howard
Post, Ava.....	Adair	Rouse, W. J.....	Lewis
Potter, Myrtle.....	Adair	Rowan, Nellie.....	Lewis
Powell, Bess.....	Adair	Rowland, Hannah.....	Randolph
Powell, E. C.....	Linn	Roy, David A.....	Chariton
Powell, Ila O.....	Macon	Rudasill, J. H.....	Monroe
Powell, Pauline.....	Audrain	Salisbury, E. H.....	Adair
Proctor, Nellie.....	Boone	Sallee, Edith.....	Scotland

Sandry, Alta	Sullivan	Spencer, Nellie M.	Adair
Sandry, Bertha	Sullivan	Spurling, E. L.	Boone
Sangster, Alta	New Mexico	Stanley, Mark	Iowa
Sapp, Carroll H.	Boone	Stautermann, Eda	Randolph
Sapp, Floy E.	Boone	Stautermann, Georgia	Randolph
Savage, Frances	Daviess	Stautermann, Pauline	Randolph
Sawyer, Mina	Schuyler	St. Clair, Ernest	Clark
Scheeley, David	Lincoln	St. Clair, Ovel	Clark
Schiefelbusch, V. A.	Harrison	Stephens, Sylvia	Macon
Schirch, Harry	Iowa	Sterling, Guy	Sullivan
Schuster, Odessa	Sullivan	Stewart, Wm. A.	Adair
Scoggin, Ross L.	Lewis	Stickler, Orpha	Sullivan
Scott, Carrie	Knox	Still, Gladys	Adair
Seaman, G. W.	Clark	Stokes, Georgia	Nebraska
Sears, Mayme	Adair	Stokley, Lester C.	Lewis
Seaton, S. E.	Macon	Stone, Trella	Linn
Sebastian, Tommie	Monroe	Stout, S. B.	Putnam
See, Mina	Scotland	Street, Hermia	Linn
Sellers, James	Clark	Stuart, Chloe	Sullivan
Settle, Howard	Adair	Stuck, Eva	Adair
Shanks, Lerah	Scotland	Suffern, Mary E.	Adair
Shanks, Nellie	Linn	Sullivan, Abbie	Audrain
Sharp, Ethel	Sullivan	Swanson, W. D.	Schuyler
Sharp, Florence	Iowa	Swetnam, Josephine	Howard
Shepherd, H. L.	Adair	Swiggey, Cleo	Adair
Shibley, Agnes	Adair	Tallman, Woodson	Adair
Shibley, Arthur	Adair	Tatum, Ruth	Howard
Shibley, Harry	Putnam	Taylor, Bessie	Adair
Shock, Nina L.	Boone	Tegeler, Margaret	Jackson
Shorb, Nellie	Greene	Temple, Grace	Caldwell
Sims, Gover W.	Boone	Temple, Mamie	Caldwell
Singley, Lena	Sullivan	Templeton, Margaret	Adair
Sipple, L. B.	Adair	Terrill, Claire	Schuyler
Sisson, Ray	Clark	Thomas, Letah	Adair
Slack, Frank	Adair	Thompson, Alonzo R.	Adair
Sleeth, Lena C.	Adair	Thompson, Orion	Adair
Slocum, Berley C.	Knox	Thompson, Sam	Adair
Slocum, Roy M.	Knox	Thrasher, Wayne	Sullivan
Sloop, Ruth E.	Adair	Threlkeld, A. L.	Adair
Slover, Bessie	Adair	Tinder, Neva B.	Audrain
Smith, Arthur	Scotland	Todd, C. B.	Sullivan
Smith, Bess	Holt	Tolman, Mrs. Minnie E.	Adair
Smith, Bessey	Shelby	Tooley, Marie	Macon
Smith, Clarence	Putnam	Toombs, Ora	Randolph
Smith, Eli M.	Sullivan	Towne, Ruth L.	Adair
Smith, Grace	Shelby	Trowbridge, May	Montgomery
Smith, Neva Sue	Lewis	Trunnell, Pansy M.	Adair
Smith, Saloma	Holt	Tudor, Mary	Livingston
Snyder, W. H.	Adair	Turner, E. M.	Macon
Sparks, Ada	Knox	Turner, Hazel	Adair
Spelman, Clarence	Randolph	Turner, M. S.	Shelby
		Turnmire, H. U. G.	Putnam

Tydings, W. E.....Adair  
 Tye, Earl J.....Livingston  
 Tye, Maude.....Livingston  
 Unfer, Louis.....Monroe  
 Vail, Mabel Summers.....Macon  
 Vandiver, L. R.....Shelby  
 Van de Sand, A. F.....Wisconsin  
 Van Dyne, Anna.....Putnam  
 Van Horne, Earl.....Callaway  
 Van Horne, Frank.....Callaway  
 Van Houten, Clara.....Shelby  
 Vaughn, Meredith.....Monroe  
 Vice, Lovie.....Adair  
 Vogel, Viola.....Davies  
 Voss, H. D.....Clark  
 Waddill, Ovid E.....Adair  
 Wade, Mabel.....Adair  
 Wade, Orville.....Adair  
 Waffle, Elmer.....Adair  
 Waffle, Ray.....Adair  
 Walker, Alma E.....Macon  
 Walker, Stella.....Clark  
 Wallace, Clifford.....Adair  
 Wallace, Kate.....Adair  
 Walter, Joe.....Linn  
 Walters, Russell.....Marion  
 Ward, Era.....Macon  
 Ward, Frank.....Adair  
 Wayman, Henry.....Adair  
 Weatherman, Winifred.....Lewis  
 Webber, Lola M.....Macon  
 Welch, J. G.....Chariton  
 Wells, Asa.....Putnam  
 Wells, Beulah.....Putnam  
 Wells, Mae.....Putnam  
 Wells, Nathan E.....Putnam  
 Wells, Phradie.....Adair  
 Weyand, Elmer J.....Scotland  
 Whaley, Lillian.....Linn  
 Whisler, Jesse.....Harrison  
 Whitaker, Margaret.....Adair  
 White, Evan D.....Schuyler

White, F. Myrtle.....Audrain  
 Whitelock, Hazel D.....Adair  
 Whitelock, Jewel.....Adair  
 Whitlege, Chas. B.....Audrain  
 Wilder, Lelia.....Scotland  
 Wiley, Carrie.....Adair  
 Willard, Louise A.....Adair  
 Willett, Jeanne.....Gentry  
 Williams, Guy.....Linn  
 Williams, J. C.....Grundy  
 Williams, Zebbie.....Adair  
 Willows, W. H.....Adair  
 Wilson, A. M.....Putnam  
 Wilson, Mabel.....Adair  
 Wilson, Mabel M.....Adair  
 Wilson, Mae.....Adair  
 Wilson, Nova.....Iowa  
 Wilson, Samuel.....Monroe  
 Winget, Edna.....Shelby  
 Winslow, Rachel.....Adair  
 Winters, Ruth.....Grundy  
 Wirth, Kathryn B.....Schuyler  
 Wise, C. M.....Scotland  
 Witty, F. R.....Scotland  
 Wolf, Lulu.....Shelby  
 Wolfe, Ida.....Grundy  
 Wolfenbarger, Floy.....Ralls  
 Wood, Anna.....Sullivan  
 Woods, Elta.....Adair  
 Woods, Irene.....Adair  
 Woodson, Effie A.....Callaway  
 Wright, Cecile.....Adair  
 Wright, C. O.....Schuyler  
 Wright, E. A.....Scotland  
 Wright, Laura.....Adair  
 Wright, Mary.....Adair  
 Wright, Myra.....Macon  
 Yambert, Vesta.....Grundy  
 Yeager, Faye.....Adair  
 Yeager, Maye.....Adair  
 Yeager, Vance.....Adair  
 Young, Paul.....Adair



## A BRIEF OF FACULTY RECORDS AND STANDINGS.

Most of the institutions of our country keep exhibiting such lengthy lists of titles, degrees and alleged accomplishments of their Faculty members that it is deemed advisable in 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 the 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; same, 1911-2; Awarded Medal for Model Rural School House by Trans-Mississippi and International Exposition, Omaha, Neb., 1898; Author Reports Public Schools of Mo., 1895-9; 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; Designer Model Rural School House, 1896-1910; Member Committee of Eleven on Rural Education, N. E. A., 1911-2; President State Normal School, 1899—.

A. P. SETTLE, PH. B. . . . . DEAN OF FACULTY, 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 English and Psychology, Normal School, Springfield, Mo., 1896-7; Superintendent Schools, Memphis, Mo., 1897-1900; Student Summer School, Harvard University, 1902; Graduate Student on leave, Harvard University, 1906-7; Professor of English, State Normal School, 1900—.

EDWIN R. BARRETT, A. B., A. M. . . . . ASSISTANT PROFESSOR 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 Fellow-

- ship, University of Kansas, 1904-5; A. M., University of Kansas, 1905; Studying European Schools, under American Civic Federation on leave, Sept.-Nov., 1908; Assistant Professor in English, State Normal School, 1905—.
- MINNIE M. BRASHEAR, Pd. B., Pd. M., A. B., ASSISTANT PROFESSOR 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 Professor in English, State Normal School, 1904—.
- WARREN JONES, A. B. . . . . ASSISTANT PROFESSOR IN ENGLISH. Graduate Illinois State Normal University, Normal, Ill., 1893; Principal of Schools in towns of Central Illinois, 1893-1900; A. B., University of Illinois, 1902; Head of Department of English, West Side High School, Aurora, Ill., 1902-5; Superintendent of Schools, Elburn, Ill., 1905-8; Principal of Glidden Practice School and Critic Teacher for Eighth Grade, State Normal School, De Kalb, Ill., 1908-11; Assistant in History and Civics, summer sessions of State Normal School, De Kalb, Ill., 1908; Graduate Student, in absentia, University of Illinois, 1910-1; Assistant Professor in English, State Normal School, 1911—.
- GOLDY M. HAMILTON, A. B., A. M. . . . . ASSISTANT PROFESSOR IN ENGLISH. A. B., University of Missouri, 1903; A. M., University of Missouri, 1904; Student Assistant in English, University of Missouri, 1902-4; Scholarship in English, University of Missouri, 1903-4; Teacher of English and Latin, High School, Excelsior Springs, Mo., 1904-7; Principal High School, Dwight, Ill., 1907-8; Teacher of English, High School, Carthage, Mo., 1908-9; Teacher of English, West Plains, Mo., 1909-11; Assistant Professor in English, State Normal School, 1911—.
- B. P. GENTRY, A. B. . . . . LATIN. Student Mount Pleasant College, 1875-8; 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 PROFESSOR 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 in University of Chicago, 1909-10-11; Assistant Professor in Latin, State Normal School, 1903—.
- 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—.

- 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 Mich-  
 igan, 1890-2; Principal High School, Nevada, Mo., 1892-3; Teacher Mathe-  
 matics, 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—.
- WM. H. ZEIGEL, A. B., A. M. . . . . ASSISTANT PROFESSOR IN MATHEMATICS.  
 A. B., Missouri Valley College, 1900; Assistant in Mathematics, University of  
 Missouri, 1903-4; A. M., University of Missouri, 1904; Principal Dearborn  
 Schools, 1904-7; Assistant Professor in Mathematics, State Normal School  
 1907—.
- BYRON COSBY, A. B., B. S., A. M. . . . ASSISTANT PROFESSOR IN MATHEMATICS.  
 A. B., University of Missouri, 1904; Instructor in Mathematics, Normal Acad-  
 emy, Columbia, Missouri, 1902-4; Instructor Science, High School, Mound City,  
 Missouri, 1904-6; B. S., Teachers College, University of Missouri, 1906; Prin-  
 cipal High School, Mound City, Missouri, 1906-8; Student Summer Sessions  
 University of Missouri, 1906 and 1908; Teacher of Mathematics Approved Sum-  
 mer Schools, Columbia, Missouri, 1903, 1906 and 1908; Superintendent Schools,  
 Mound City, Missouri, 1908-10; A. M., University of Missouri, 1910; Assist-  
 ant Professor in Mathematics, State Normal School, 1910—.
- JERE T. MUIR, A. B., A. M., LL. D., CIVICS, ASST. PROFESSOR IN MATHEMATICS.  
 Graduate Mt. Zion Seminary, Illinois, 1871; Student Illinois Normal Univer-  
 sity, 1871-3; A. B., La Grange College, 1877; A. M., La Grange College, 1881;  
 Admitted to the 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, Mo., 1887-94;  
 Superintendent-Public Schools, Moberly, Mo., 1896; President La Grange Col-  
 lege, 1897-1904; Representative in General Assembly of Missouri, 1905-6; same,  
 1907-8; same, 1909-10; School Visitor, State Normal School, 1907-8; same,  
 1909-10; Civics, Assistant Professor in Mathematics, State Normal School,  
 1911—.
- ANDREW OTTERSON, Ph. B., CIVICS, ASSISTANT PROFESSOR IN MATHEMATICS.  
 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, 1907-10; Civics, Assistant Professor in Mathematics,  
 1911—.
- MARK BURROWS. . . . . DEPARTMENT OF COMMERCE.  
 Student and Graduate Chautauqua Institution, 1886-90; Graduate Stanberry  
 Normal School, 1890; Post-graduate same in Commercial Course, 1892; Prin-  
 cipal 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—.

- 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, Uni-  
 versity of Missouri, 1899-1900; Austin Scholar in History, Harvard University,  
 1902-3, 1906-7; Author "History of First District Normal School," 1905;  
 Author "The History of Adair County" 1911; Professor of European History,  
 State Normal School, 1900—.
- 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 of textbook, "Intro-  
 duction 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—.
- H. W. FOGHT, A. B., A. M. . . . . RURAL EDUCATION, AMERICAN HISTORY.  
 Graduate Nebraska High School, 1889; Teacher Public Schools, Nebraska, 1889-  
 -90; Principal Public Schools, Hubbell, Neb., 1890-1; Student University of Ne-  
 braska, 1891-3; Student, in absentia, University of Nebraska, 1893-5; A. B.,  
 Iowa College, Ia., 1895; Professor History and Political Science, Iowa College,  
 1895-9; Professor History and Political Science, Blair College, Neb., 1899-1900;  
 A. M., Augustana College, Rock Island, Ill., 1901; President Ansgar College,  
 Minn., 1901-3; Graduate Student Universities Kiel and Christiana, 1902-4;  
 Principal Academy, Midland College, Atchison, Kansas, 1904-8; Professor His-  
 tory and Political Science, Midland College, 1905-10; Member Kansas State Com-  
 mittee on Uniform College Entrance Requirements, 1905-10; Member City  
 Board of Education, Atchison, Kansas, 1907-10; Author of "The True Signifi-  
 cance of the Norse Discovery of America," 1901; "Syllabus of American History,"  
 1902; "The Trail of the Loup," 1906; "The American Rural School, Its Prob-  
 lems and Its Future," 1910; Professor American History, State Normal School,  
 1910-11; Professor of Rural Education and American History, 1911—.
- JOHN R. MURDOCK, Pd. B. . . . . HISTORY SCHOLARSHIP.  
 Graduate, Teachers College Course, State Normal School, Kirksville, Mo., 1910.
- CHARLES BANKS, Pd. B., B. S. . . . . HISTORY SCHOLARSHIP.  
 Pd. B., State Normal School, Kirksville, Missouri, 1907; Principal High School,  
 Kirksville, Missouri, 1907-10; B. S. in Education, State Normal School, Kirks-  
 ville, Missouri, 1910; Graduate Student, University of Wisconsin, Summer, 1910  
 and Summer 1911; Superintendent Public Schools, Kirksville, Missouri, 1910—;  
 History Scholarship, State Normal School, Kirksville, Missouri, 1911—.
- W. ALEXAN LEWIS, B. S., Pd. B. . . . . AGRICULTURE.  
 Student, Chillicothe Normal School, 1894-6; B. S., Valparaiso University, 1898;  
 Student, Armour Institute of Technology, 1899-1900; Pd. B., State Normal  
 School, Warrensburg, Mo., 1902; Assistant Chemistry and Physics, State Nor-  
 mal School, Warrensburg, 1901-3; Student, Kansas City College of Pharmacy,  
 1905-6; Teacher in Kansas City College of Pharmacy, 1905-6; Teacher Chem-  
 istry, Central High School, Kansas City, 1903-6; Professor Chemistry, State  
 Normal School, 1906-10; Professor Agriculture, State Normal School, 1911—.
- J. E. ROUSE, Pd. B. . . . . ASSISTANT IN AGRICULTURE.  
 Graduate Teachers College Course, State Normal School, Kirksville, Mo., 1910;  
 Assistant in Agriculture, State Normal School, 1911—.

- 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 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 Physics and Physiography, State Normal School, 1905—.
- W. J. BRAY, Pd. B., B. S., A. B., A. M. . . . . CHEMISTRY.  
 Pd. B., State Normal School, Cape Girardeau, Missouri, 1904; Teacher High School, Fredericktown, Missouri, 1905-6; Principal Consolidated Schools, Hickman Mills, Missouri, 1907-8; Assistant Instructor in Chemistry, University of Missouri, 1908-10; A. B., B. S. in Education, University of Missouri, 1909; A. M., University of Missouri, 1910; Superintendent of Schools, West Plains, Missouri, 1910-11; Professor Chemistry, State Normal School, Kirksville, Missouri, 1911—.
- JOHN HOWE . . . . . SCIENCE SCHOLARSHIP.
- 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 of Zoology, State Normal School, 1900—.
- 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 and 1895; Student, Summer Terms, University of Chicago, 1901 and 1902; Supervisor Practice School, State Normal School, Kirksville, 1899-1903; Student, Library School, Chautauqua, New York, Summers 1903 and 1904; Librarian, State Normal School, Kirksville, Mo., 1903—.
- META GILL, Pd. B. . . . . LIBRARY SCHOLARSHIP.  
 Graduate Teachers College Course, State Normal School, Kirksville, Missouri, 1911.
- LULA J. CRECELIUS . . . . . LIBRARY SCHOLARSHIP
- HELEN GRAY, Pd. B. . . . . LIBRARY SCHOLARSHIP.  
 Graduate Teachers College Course, State Normal School, 1911.
- 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 Flor-

ence 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—.

J. L. BIGGERSTAFF.....HARMONY, ORCHESTRA, PIANO.  
Graduate Edina School of Music, 1898; Student Chicago Musical College, Piano, with Hans Von Schiller and Mrs. Metz (Pupil of Moszkowski); Harmony, with Adolph Brune; Clarinet, with Eberhard Ulrici, 1901; Assistant Piano Department, Edina School of Music, 1903; Student of Piano Tuning and Repairing, with Ernest R. Rosen (Head Tuner for Estey), also Director, Edina School of Music, 1904; Student Chicago Musical College, Piano, with Hans VonSchiller; Theory, with H. B. Maryott, 1906; Director Macon Military Band, 1908-9 Present position, June, 1910—.

BERTHA DAKIN SMITH.....ASSISTANT IN MUSIC, DEAN OF WOMEN  
Graduate Columbia School of Music, Chicago, Illinois, 1908; Dean of Women and Head Department Vocal Music, Franklin College, Franklin, Indiana, 1908-10; Present position, 1910—.

CORAL G. SYKES.....ASSISTANT IN MUSIC.  
Graduate High School, Mason City, Iowa; Student State Teachers College, Cedar Falls, Iowa, 1903-4; same, 1905-10; Violin under B. Winfred Merrill; Present position, 1910—.

CORA A. REID.....DRAWING.  
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; Absent on leave, 1910-11; Teacher of Art, State Normal School, 1904—.

GRACE LYLE, Pd. B.....DRAWING AND ART INSTRUCTION.  
Graduate McKinley High School, St. Louis, Mo., 1907; Student Teachers College, St. Louis, Mo., 1907-8; Student Museum of Fine Arts, St. Louis, Mo., 1908-9; Art Scholarship, State Normal School, Kirksville, Missouri, 1909-11; Graduate Teachers College Course, State Normal School, Kirksville, Missouri, 1910; Present position, 1911—.

A. D. TOWNE, Pd. M.....MANUAL TRAINING.  
Graduate State Normal School, Whitewater, Wisconsin, 1902; Principal Public Schools, Merton, Wisconsin, 1902-4; Graduate Stout Manual Training School, Menomonie, Wisconsin, 1906; Pd. M., State Normal School, Kirksville, Missouri, 1911; Director Manual Training, State Normal School, Kirksville, 1906—.

CLAYTON BYRON SIMMONS, A. B.....PHYSICAL EDUCATION.  
Physical Director, Oil City, Pennsylvania, Y. M. C. A., 1899; Assistant in Gymnasium, Colgate University, Hamilton, New York, 1902-4; Teacher Westleigh Collegiate Institute, Staten Island, New York, 1904; A. B., Colgate University, Hamilton, New York, 1904; Director Physical Education and Athletics, High School, Ithaca, New York, 1904-6; Professor Physical Education, Assistant Director of Athletics, State Teachers College, Cedar Falls, Iowa, 1906-10; Professor Physical Education, State Normal School, Kirksville, Missouri, 1910—.

LEOTA LILLIAN DOCKERY, Pd. B., A. B. . . . . SPEECH ARTS, AND PHYSICAL EDUCATION.

Graduate State Normal School, Kirksville, 1900; A. B., University of Missouri, 1904; Teacher High School, California, Missouri, 1904-5; Teacher High School, Kirksville, Missouri, 1905-6; Teacher High School, Maryville, Missouri, 1907-8; Student on leave University of Wisconsin, summer, 1911; Present position, 1909—.

J. D. WILSON, Pd. B. . . . . THEORY OF EDUCATION.

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. 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—.

SUSIE BARNES, Pd. B., Pd. M., A. B., B. S. . . . . DIRECTOR OF PRACTICE SCHOOLS.

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, 1908-9; Teacher Model Rural School, 1909-10; Student University of Chicago, Summer 1910; Supervising Principal Practice Schools, 1910-1; Present position, 1911—.

MARIE T. HARVEY. . . . . TEACHER RURAL SCHOOL AND INSTITUTE LECTURER.

Teacher Rural School, Pontiac, Kansas, 1884-7; Student State Normal School, Emporia, Kansas, 1887; Primary Teacher, Old Orchard (St. Louis), Missouri, 1889-91; Student National Summer School of Methods and Science, Glens Falls, New York, 1892; Chicago, 1893; Dubuque, Iowa, 1898; Superintendent Clayton, Missouri, Public Schools, 1891-1902; Student Harvard University, 1903-4; Critic Teacher, State Normal School, Kirksville, 1907-8; Present position, 1910—.

LAURIE DOOLITTLE. . . . . SUP'R OF HISTORY AND GEOGRAPHY IN PRACTICE SCHOOL.

Graduate Oskaloosa High School, 1887; Teacher rural schools, 1887-9; Primary Teacher, Odebolt and Washington, Iowa, 1889-98; Student Drake University, Summer, 1898; Principal Ward School, Washington, Iowa, 1898-1900; Student under Col. Parker, Chicago Institute, 1900-1; Critic Teacher, Saginaw Training Schools for Teachers, 1901-6; Student University of Chicago, winter 1910; Present position, 1906—.

EUDORA HELEN SAVAGE.....SUPERVISOR OF ENGLISH AND ARITHMETIC IN PRACTICE SCHOOL.

Graduate High School, Litchfield, Mich., 1890; Teacher in Rural School, summer, 1890; Student State Normal College, Ypsilanti, Mich., 1890-1; Teacher in grades, Litchfield, Mich., 1891-4; Student Columbia School of Expression, Chicago, Ill., summer of 1894; Student State Normal College, Ypsilanti, Mich., 1894-5; Teacher in grades, Marinette, Wis., 1895-6; Ward School Principal, Beloit, Wis., 1896-8; Teacher in Grammar grades, Oak Park (Chicago), Ill., 1898-1907; Student of University Extension Work, 1902-7; Supervisor of Grammar Grades, State Normal School, Stevens Point, Wis., 1907-9; Student of University of Chicago, 1909-10; Present position, 1910—.

IDELLA RETTENA BERRY, A. B.....PRIMARY SCHOOL CRITIC TEACHER.

Graduate High School, Dover, N. H., 1890; Graduate Commercial College, Dover, N. H., 1891; Teacher in rural schools, 1891-4; Student Glens Falls, N. Y., Summer School, summers of 1892 and 1893; Student Monroe School of Oratory, summer 1894; A. B., College of Agriculture and Mechanic Arts, Durham, N. H., 1900; Teacher Doyer Public Schools, 1893-1905; Student Plymouth Normal School, N. H., 1902; Institute Work, 1904-5; Supervisor Nature Study, 1905; Student Cornell University, Ithaca, N. Y., 1905-6; Student University of Chicago, 1905-7; Teacher Aspen, Colorado, 1907-8; Student University of Chicago, 1908-9; Present position, 1909—.

HARRIET HOWARD.....KINDERGARTEN DIRECTOR

Graduate High School, Iona, Mich., 1901; Teacher in rural schools, 1902-3; Student University of Michigan, 1903-5; Graduate Chicago Kindergarten College, 1908; Director of Kindergarten, La Grange, Ill., 1907-8; Present position, 1908—.

ADA COCHRAN, Pd. B., Pd. M.....HIGH SCHOOL TEACHING SCHOLARSHIP.

Pd. B., State Normal School, Kirksville, Missouri, 1908; Teacher in High School, Hardin, Mo., 1908-10; Student Teachers College courses, State Normal School, Kirksville, Mo., 1910-1; Pd. M., same, 1911; Present position, 1911—.

E. H. SALISBURY.....HIGH SCHOOL TEACHING SCHOLARSHIP.

ERRATUM: The name of Prof. A. Otterson should appear in the list under "History and Government," p. 71.

## Index,

Advanced Course .....	37
Calendars:	
General Calendar .....	Second Page of Cover
Working Calendar .....	Third Page of Cover
Certificates and Diplomas .....	29-32, 38
Christian Associations .....	19, 22
Courses of Study:	
Agriculture .....	40-50
Art .....	50-54
Chemistry .....	54-57
Commerce .....	57-63
English .....	63-67
German .....	67-71
History and Government .....	71-77
History of Education .....	121
Latin .....	77-80
Library .....	81-86
Manual Training .....	86-89
Mathematics .....	91-94
Music .....	94-101
Pedagogy .....	120-123
Physical Education .....	101-112
Physical Geography .....	112-113
Physics .....	114-115
Photography .....	117
Psychology .....	120
Speech Arts .....	117-118
School Administration .....	122
Zoology and Physiology .....	118-120
Debating Clubs .....	14
Elementary Course .....	36
Employment Bureau .....	15
Enrollment of Students, Manner of .....	11-13
Enrollment of Students by years .....	226
Entertainments .....	15-19
Faculty, List of Members .....	3
Faculty, Records of Members .....	245-252
Foreword .....	5
Graduates, 1910-11 .....	227-228
Introductory Remarks .....	5-10

Library .....	80-86
Literary Societies .....	14
Model Rural School Building .....	221-225
Physical Education .....	23-25
Practice Schools:	
Faculty .....	125
Practice Teaching .....	126-128
Vacation School.....	128-129
Curricula:	
General Statement .....	129-141
Kindergarten .....	141-158
Connecting Class.....	159
First Grade .....	159-166
Second Grade.....	166-168
Third Grade .....	170-173
Fourth Grade.....	174-179
Fifth Grade .....	179-182
Sixth Grade .....	182-185
Seventh Grade .....	185-191
Eighth Grade .....	188-191
High School .....	191-194
Rural School .....	204-208
Regents .....	2
Requirements for Certificates and Diplomas .....	36-37
Rural Education .....	25-29
Statistics .....	226
Students, Names of (1910-11).....	229-243
Y. M. C. A.....	19-22
Y. W. C. A.....	19-22



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