Bulletin

OF THE

First District Normal School

Kirksville, Missouri

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BUILDINGS.

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

LIBRARY HALL AT LEFT, COMPLETED IN DECEMBER, 1901. SCIENCE HALL AT RIGHT, COMPLETED IN MAY, 1906.

SEE MODEL RURAL SCHOOL ON ANOTHER PAGE.

Quarterly Bulletin.

A FOREWORD.

This Bulletin is to show intending students what advantages, opportunities and courses of instruction this progressive and growing institution offers to them. It is to invite the attention of actual and prospective teachers to the best means of personal and professional promotion. It is to show people at large what a group of forty or fifty professional teachers, constituting the Normal School Faculty, can do in their capacity of state employees with up-to-date conceptions of the service which may be rendered by a State Institution.

The Normal School is not a college for general culture. It is a vocational institution of College Rank. Under the law, its students declare their intention to teach in the public schools if discovered to have sufficient qualifications. Its lower or "elementary courses" reach out to the graduates of village and rural schools and offer to promising and ambitious young Missourians the most practicable avenues through which they may become competent teachers in the schools near their homes. Through its advanced courses, laboratories, libraries and other facilities it covers for professional and vocational purposes all subjects included in the curricula of the best colleges of the State.

It does these things for good and sufficient reasons: First, because it got started that way in the early seventies, when no other Missouri institution did such things; second, because the school boards of North Missouri have throughout these forty years and more called upon it for teachers of all sorts, from rural school teachers to high school teach-

ers, superintendents and supervisors, inclusive; and third, because during all its career the Regents, Presidents and Faculties have been ambitious to place the Institution in leadership for the great work of preparing good teachers of all kinds.

So it may be seen that the Institution can justly claim to have mapped out its career in advance of most other institutions and really in anticipation of a widespread sentiment now prevailing among Normal Schools, to have as a minimum requirement four years of academic and pedagogic instruction above High School graduation in order to prepare efficient teachers for all those subjects made necessary in public schools by the increasing complexities of industrial, commercial and social life.

A Historic Struggle. In 1867 Joseph Baldwin by the aid of W. P. Nason and J. M. Greenwood opened in Kirksville a private Normal School which through their agitation became on January 1, 1871, a State Normal School. Its avowed purpose, as shown in early Bulletins and in the law creating it, was to furnish teachers for the public schools of the State. There was no misapprehension as to what was meant by the public schools; for right here in the early seventies, encouraged by Dr. William T. Harris; F. Louis Soldan; E. B. Neely; George L. Osborne and scarcely a half dozen others—right here began the active, open, systematic, gradually widening campaign for public High Schools in Missouri. "Honor to whom honor is due." Honor to the University for taking up systematically at a much later date the agitation for organized secondary education. But the glory and the honor can never be taken away from the veteran group above named who stood out clearly and courageously and under the roof of the present Baldwin Hall made, mapped out and proclaimed the first general scheme for articulated education in Missouri, from the Kindergarten to the graduate classes of the University—the

first comprehensive and connected scheme for a complete educational system ever promulgated in and for the State.

It was a mighty struggle. Let no tardy enthusiast discredit in any way the deeds done by the real pioneers. Others it is true theorized both earlier and later, but here lived and worked the prophets who had faith unfailing and who at no time faltered, and from this circle went out young men ready and able to give reasons for the faith that was in them, though they met many rebuffs. Even in the middle and later seventies, when the writer of this Foreword was struggling with poor promise of success to build a little High School at Bethany, the county seat of Harrison county, the most discouraging and disparaging words that fell upon his ears were from University men who then claimed that the school district of Bethany had no business to use public funds for the advancement of the children beyond the so-called common school branches.

Of late a different sentiment pervades the University atmosphere. Probably all of the University men believe heartily at this time in an articulated public school system, while some of them would monopolize to themselves the entire field of preparing teachers for secondary education and thereby drive the Normal School into the exclusive field of preparing elementary teachers.

The Handicap of Caste. In Europe there is much of caste in education. Even in America there are believed to be myopic devotees of American and European Universities who would so standardize and systematize American education as to reproduce the caste system of the old countries. For more than forty years this Normal School has stood out firmly in opposition to any such standardization or Europeanization of American schools.

Academic and Pedagogic Freedom. We hear much about academic freedom in Universities and the necessary influence of College atmosphere. With equal propriety,

perhaps, we might think a little of the "academic cramp" and "pedagogic routine" which characterize those Normal Schools confining themselves to narrow two year courses above High School graduation, wherein they devote themselves to methods, principles, devices, prescriptions, recipes and the mere training of prospective teachers in the forms of pedagogic procedure. But proficient and efficient teachers do not arise from such atmosphere, and no Normal Schools confining themselves to such limited courses have ever seriously influenced education in our country or any other country so far as known. University men long justly charged such Normal Schools with superficiality and dogmatism and patent specifics and educational lethargy. Truly 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 great energy and diversified talents may obtain the very best of scholarship in order to adapt themselves to the restless grammar school grades; where also the reflective, meditative, prospective specialists may by natural processes classify themselves for ultimate service in High Schools and Colleges. It is pretty clear now that if any teacher needs a College education it is the grammar school teacher.

It is evident that the scheme which would send the highly ambitious and talented prospective teachers through a University to prepare them to teach in High Schools and Colleges, while on the other hand the plodder and the unambitious would gather by themselves in low grade Normal Schools to prepare themselves in routine methods for elementary schools—it is quite evident that such a scheme would bring about the withering blight of caste in our country which has warped and distorted human life in other countries for centuries. It is only after three or four years of work and study above High School graduation

that the prospective teacher begins to know and to show with certainty what he or she can best do.

In view of all these 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 no little 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 subjects, create for themselves and their institution a genuine College atmosphere. This Normal School rejoices in its **academic and professional freedom,** and if any institution in Missouri enjoys the exhilaration of a College atmosphere we believe this one does.

The Rural School. Elsewhere in this Bulletin will be found elaborate statements descriptive of our Model Rural School. Drawings, cuts and specifications as to the building and equipment are given, also the courses of instruction and working program.

The School Gardens. At a school Garden Banquet given recently at the Massachusetts Institute of Technology in honor of Hon. W. M. Hays, First Assistant Secretary of Agriculture, all vegetables used were furnished by school gardens. We had much satisfaction in finding among the supplies for that banquet a large box of fresh vegetables produced in the gardens of this Institution, the same being tended, gathered and boxed chiefly by students of the Summer School.

The School Farm. We propose to go further. The Institution recently secured options on sixty acres of farm land lying within three blocks of the campus. We have privilege of purchasing all this land at agreed prices within from three to ten years. Little can now be stated as to the various uses to be made of this farm land. In a general way, it may be said that there will be erected some inexpensive modern cottages for the use of students who

will engage part of each day in farm work and part of the day in pursuing their school education. There will be innumerable experiments in farming, gardening and stock raising. It will be shown what a surprisingly large income can be produced from small tracts of land scientifically treated. It is believed that a large number of highly efficient and very practical teachers can, through our present gardens, laboratories and the farm, be prepared to carry industrial and vocational education into the public schools.

A WORD TO PARENTS AND PROSPECTIVE STUDENTS.

School and college life is undergoing marked tranformations. The country rapidly increases in riches. There is a pretty general disposition towards extravagance. Nowhere is that disposition more manifest than among students attending school away from home.

Students Going to Waste. Many young, innocent and purposeless people are unconsciously wasting their lives in schools away from home; some of them in schools near their homes. There is a growing spirit of recklessness, not a bad spirit but rather an unconscious drift. No young person can go anywhere without opportunity and temptation to spend money. Means of entertainment are stuck in and around us on all sides everywhere we go. There is much purposeless talk about diversion and recreation. Most of the talk about recreation is by people whose minds are unoccupied, who have not created and are not likely to create anything.

Extravagance at College. It used to be that students away from home at school or college were expected to spend the money necessary for their board, tuition, clothing, traveling expenses, books, stationery and little or nothing more. Hundreds of Normal School students in

Missouri live in just such an economical way at the present time, but it is a hard thing to do. The long distance telephone is a constant temptation. The nickelodeon, the cheap theatre, the card party, the skating rink, the dance hall, the special functions, the organized groupings for social purposes—side show attractions without limit—tempt heedless young students to spend extravagantly their money and waste their very lives.

A Warning Word. Perhaps no school has more serious students than a typical State Normal School. Many believe that this Institution is specially characterized by the sobriety, sturdiness and uniformly purposeful conduct of its students. Nevertheless, a word of warning is dropped to young students and their parents Even here, about ten per cent of all the students live in a very wasteful and extravagant fashion. There are students all the time, or would-be students, to whom time drags along heavily. They are ever alert to pick off new students that seem attractive to them and to get these unwary ones to engage in wasteful social pleasures. There are habitual idlers who are good looking, reasonably well behaved, yet idlers.

During the past year there were graduates of city High Schools who wasted so much of their time as to require twelve months to get certificates, which they ought to have secured in from six to nine months. There was no apparent cause for their slowness, excepting that they gave themselves over to an undue indulgence in shows, dances, card parties, special gatherings—wasteful, purposeless existence—thereby leaving insufficient time for the preparation and digestion of lessons.

A Contrast. There is a striking contrast between the students last mentioned and certain others coming from rural and small village localities. These latter persons, accustomed to uniform industry, genial and social enough, yet accustomed to economizing their time, were

able, many of them, to make headway much more rapidly and to understand their lessons incomparably better than those who had seemingly enjoyed much better opportunities in the large High Schools, but who suffered from the handicap of extravagant and wasteful habits.

First Experience Away From Home. It is but natural that young students away from home, who are picked up and noticed by lovers of extravagance in social life will think that it is a great thing to be noticed and to be run after and to be made much of. Later on they will easily see that the people who sought to lead them into apparently delightful social ways, were often only idlers seeking diversion.

A Good Time. Some young women who had attended large Universities for two or three years, recently sought to cross over into the Normal School in the hope of securing a professional diploma a little sooner. Some of these young women were characterized by idleness, frivolity and mistaken conceptions as to their supposed superiority. No Normal School needs such young women. Some just such young persons enter the large higher institutions with the declared purpose of "having a good time." When such parties correspond with this institution we recommend them to remain where they are. There is much nonsense these days about "having a good time." There is much silly talk against the student away from home who is a "mere grind." But the world's work is done by those who as students learned to live economically, both as to their time and their money. The world's work was always done by such people. It probably always will be. The "good time" crowd should learn the fable of the ant and the grasshopper.

ABOUT ENTERING SCHOOL.

When to Enter. The best time to enter the Fall Quarter will be Monday, September 12th. Programs are to be made that day. It will be difficult to make programs on the following day because the Faculty members will be busy most of that day, i. e., Tuesday, September 13th, planning class room work with their several classes.

As a general principle 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. Monday, 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 Saturday, September 10th.

Beginning of Recitations. Class room exercises will begin according to daily program at 8 a. m. Tuesday, 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 the 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 Kirksville Trust Company and pay Incidental Fees to Mr. B. F. Heiny, 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 for the 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 $4.00 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 Elementary Schools. Parents wishing to have their children enrolled in the Practice School or Rural School, should see Miss Susie Barnes, Supervising Principal of the Practice School, or Mrs. H. Clay Harvey, Teacher of the Rural School. This may be done on Monday, September 12th. City and rural children may be enrolled in the general Practice School having its headquarters in the Library Building. None but rural children will be enrolled in the Rural School.

OUR STUDENTS AND WHO THEY ARE.

A great many people in Missouri and elsewhere ask who the Normal School students are, where they come from and what they do after attending the Normal School. Of late the Institution has about 1,400 students annually. Of the number enrolled during any twelve months, about one half or nearly 700 will be found teaching in rural and small village schools during the succeeding year, and about 200 of the whole number will be found teaching in cities and large towns. Out of the entire 900 who attend during one year and teach the following year, about 125 hold principalships, superintendencies or supervisorships of some

kind. A picture found elsewhere in this Bulletin shows what an array of superintendents and principals can be presented during a single Summer Term, and there must have been some twelve or fifteen principals and superintendents who failed to get into the picture.

LITERARY SOCIETIES, DEBATING CLUBS, ETC.

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 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.

SPECIALIZING STUDENT ACTIVITIES.

This Institution is not a University. It is not a College. It is a vocational school, a general Normal School, a highly vitalized institution with many specialized and intensified activities.

Rural School Machinery. From plans and specifications shown elsewhere in this Bulletin, it will be seen what mighty transformations are contemplated in rural and village schools. Farm boys and girls are obliged to have high grade scientific education. Cheap short course teachers can't give them such education. It takes a hundred years to grow an oak tree and four months to grow a pumpkin. A valuable hog can be gotten ready for the market in about ten months, but a hog isn't distinguished for brains. It hasn't much sense. Farming nowadays takes brains. Farmers must understand mechanical appliances. Village people must do the same. The automobile craze is highly educative. Intelligent farmers master the mechanism of automobiles, threshing machines, headers and twine binders, but they still leave most of those machines exposed to the weather at the close of the harvest. Through our Agricultural Department and Model Rural School it is now proposed to give courses in Rural School Sanitation, Rural School Architecture, Rural School Machinery, and Farm Machinery.

Art and Manual Training. It is for the high grade, intensified Normal School to produce the Art supervisors and Manual Training supervisors for the public schools. At the recent conference of Normal School people in the Boston session of the N. E. A., the most conservative Normal School men declared themselves for a Normal School course of four years above the High School in order to produce absolutely needed supervisors of those special studies for which the people far and wide plead and clamor. Hence,

this Normal School urges talented and energetic and persevering young men and women to take our four years' courses in Manual Training, Art and the allied Rural School and Farm Machinery.

Education for Business. Far and wide people plead for the relegation of dead languages and the substitution of education in existing and immediate realities. Anybody who will visit with Mr. Burrows in his room for a little while and watch the work of full grown women and rugged men in the Geography of Commerce will agree that there is a large mass of tangible and intelligible subject matter relating to mining, agriculture, manufactures and other productive industries—a large mass of highly serviceable subject matter well organized and as easily taught as Latin and Literature. It is already in pedagogical form. It requires as hard study and as much thinking as any of the traditional studies and those who will watch the classes in this subject will not doubt that it produces both culture and power. Along with this study are the history of industries and the mastery of typewriting, stenography, bookkeeping and business forms, a good long three to five years' course resulting in the concentration of student energy on those things that come next in life.

Music Supervisors. The accompanying picture is deemed worthy of the study of any one who believes in education, and also of those who do not believe in education. No other public school activity is more highly cultural or utilitarian than our extended and intensive courses in Music for public schools. We do not mean the mere superficial thrumming and squawking of short cut conservatory courses. Look at this picture of the Normal School Chorus, 118 virile young Missourians combined with about 60 high grade specialists in Orchestra Music. Think of the seven months spent by these prospective Missouri teachers study-

NORMAL SCHOOL CHORUS AND MINNEAPOLIS SYMPHONY ORCHESTRA, OCT. 13, 1910.
AT THE CLOSE OF HOFMAN'S CANTATA "MELUSINA." "ELIJAH" WAS GIVEN ON OCT. 14.

ing the literature of this great master-piece, "Elijah"; practicing an hour and a half once each week for seven months; coming suddenly into combination with a great Orchestra, with about thirty minutes for rehearsal prior to their appearance in a great joint Festival of Music,—instructive, exhilarating and delightful to the whole mass of people who could get to hear the production. But these young prospective teachers can't be brought suddenly into the power exhibited in a great master-piece. They work five or six years under individual lessons and chorus lessons. They read and study hard books on Harmony, Counterpoint, Orchestration and the like. They are not admitted into these difficult courses of Music unless they have adequate preparation in Literature, History and Physical Science. Many are induced to pursue hard college studies and difficult pedagogical studies because they love music and would like to be teachers of Music. They find out that they can't take rank in our classes if they have not sound scholarship as a basis for their musical work and study; but these are the men and women going out to take charge of the large public schools and through the power of music to concentrate the energies of the children and to elevate the lives of the children and to put motive into the school work of the children.

THE COURSES OF STUDY.

On two pages, 26-27, is found the tabular view of our courses of instruction. This condensed representation of what is offered ought to be extremely simple and easy to understand and easy to compare with public school courses and with college courses.

Just Like Public School Courses. Every student should know nowadays that there is a universal curriculum: 1st. Eight years or grades in the Elementary School; 2nd, four years or grades in the Secondary or High School; 3rd, four years or grades in the College course.

Then we have mixed in with and built upon these various courses all the special courses, technical courses, professional courses, etc.

Compare with the High School. Students should notice particularly our so-called "Elementary Course," shown in brief on page 26 of the tabular view. It corresponds fairly well with the four years' High School course. Therefore, any student ought to be able to fit himself into this course if he isn't already a High School graduate, for he may begin in each study at the point where he left off when last in a school of any kind; but if a student be a High School graduate, then his attention should be given to the intermediate Professional Course, which is really a first year, or Freshman, Teachers College Course. There is nothing hide-bound or unreasonable in any of these courses and each student is placed upon his individual merits. There will not at first sight appear to be nine months of work in the Freshman Teachers College Course. Many High School graduates who have taught a year and attended a few teachers associations and read a few books are able to complete fairly well this Freshman Teachers College Course in six months, but the majority of the High School graduates are wisely taking nine months in which to complete this

course and get an Elementary State Certificate valid in all counties of the State for a period of two years.

The Non-Graduate Entering Students. Students who are not graduates of High Schools really still predominate in numbers. All they have to do is to study the first page of the tabular view. They can count. They can tell pretty well whether there is anything left in the Freshman Preparatory year which they should study. They can look into the Sophomore Preparatory year. That seems simple enough; then into the Junior Preparatory year. Let them look through numbers 1 to 7, inclusive, of the Junior Praparatory year, and see whether they have any full unit or part of a unit finished. If not, let them by the aid of some teacher pick out the possible four units of work which they ought to do. In like manner let them examine the Senior Preparatory year. They can locate themselves.

Constants. All students should notice that Psychology, School Economy, Principles of Teaching, and Teaching in the Practice School are constants, and that certain studies of concrete ways of teaching, i. e., ways of teaching Arithmetic, Grammar, Geography, etc., are also constants. Of course, anybody knows what a constant is. It is a thing which is required of all students.

Teachers College Courses. After the above given remarks, it would seem needless to call attention to the utter simplicity of the description of our Teachers College Courses. There they are in black and white. They have been tested. They are not to be considered unchangeable. They may be improved upon. They are abundantly rich in electives, but they contain no "snaps."

CERTIFICATES AND DIPLOMAS.

All Certificates and Diplomas are based largely upon elective courses, but knowing the character of the Faculty it is also known that easy courses are practically out of the question. We have no "snaps." Elective courses are therefore safe for the Institution and safe for education.

The Major Academic Subject. Each Certificate and each Diploma usually receives its name from **the major academic subject** offered by the student, this subject being presumably one for which the student will ultimately show, if he does not already show, special taste and aptitude. The first page of the tabular view shows with sufficient clearness the requirements for the Elementary Certificate. Each Diploma requires at least **two academic units** of college rank in the **major academic subject,** but most 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 subjects in the "Elementary Course." Grades from accredited Universities and Colleges are accepted in lieu of academic 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.

Comparisons. A Certificate for the "Elementary Course" includes approximately the academic content of a four years' High School course and nearly a year of pedagogic work. A Diploma for the "Advanced Course", as shown by a form which follows, includes the academic content of a High School course, and approximately three years of academic and pedagogic work above the equivalent of High School graduation; but we have no static time requirement. Capable young people who have graduated from good High Schools feel the necessity of about three years of time under pretty high pressure in order to develop themselves into reasonably good teachers. But every stu-

dent is placed upon his or her individual merits. If any body can beat the record without injuring personal health, so much the better. Life is not a hot-bed, but it is pretty short after all.

Therefore, we meet every young man and every young woman frankly at the threshold of the Normal School, and we say: "The school for you, 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."

Efficiency versus Large Enrollments. The requirements of this school for graduation may be a little more severe than in most of the other Normal Schools. It might be thought that students would flock to the school offering briefest courses for graduation. May be so, but we doubt it. With our gradually and constantly increasing requirements for professional Certificates and Diplomas, we find this school uniformly increasing its enrollment term after term and year after year. The enrollment is about large enough for our facilities. We welcome new students and make room for them as best we can. If any complain and say, "We can get a Diploma sooner somewhere else," it is the policy of this school to let them go with our best wishes.

No representative graduate of this school has to wait for employment. The majority have contracts for employment some months in advance of receiving their Diplomas. Really we are not sure that severe and honest standards do not have an effect the very opposite of that which they are commonly supposed to have. Young America is quite discriminating and often likes a steep hill to climb **for the sake of the retrospect** and **the view beyond.**

In any event, the President, the Faculty, and the Regents of this Institution are so well satisfied with the endorsement which school boards and people and students give the school in the way of patronage in many forms that they will seek to push the standards even higher as time goes by.

PRACTICE SCHOOL CLASS IN GARDEN, UNDER DIRECTIONS.

TABULAR VIEW OF 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 approximately one hour in length, sciences having double periods.

"One year" means three quarters or nine school months.

"ELEMENTARY COURSE."

Freshman Preparatory Year (of Fr. High Sch. Rank).

1. Adv. Gram., Comp., & Lit. (after completing 8th Grade Gram.).....1 unit
2. Am. Hist. or European Hist. (after completing the usual 8th grade course)..1 "
3. Adv. Arith. & H. Sch. Alg., (after completing the usual 8th grade course)..1 "
4. Voc. Mus., Drawing, Manual Training, Physical Education.....1 "

Sophomore Preparatory Year (of Soph. H. Sch. Rank).

1. English & American Literature with Composition.....1 unit
2. Eur. Hist. or Civics and Sanitation ("Physiol.").....1 "
3. High School Algebra, complete.....1 "
4. Latin or German or Agriculture.....1 "

Junior Preparatory Year (of Jun. H. Sch. Rank).

I. **Four units** from the following:
   1. Eng. & Am. Lit. or Rhetoric.....1 unit
   2. Am. Hist. or Eur. Hist.....1 "
   3. Geometry (Plane & Solid).....1 "
   4. Latin or German.....1 "
   5. Botany or Agriculture.....1 "
   6. Commercial Subjects.....1 "
   7. Harmony 3 qr., Dr., M. Tr., R. & S., Physical Education.....1 "

II. Psychology.....1 qr.

Senior Preparatory Year.

I. **Three units** from the following:
   1. Rhetoric or Literature.....1 unit
   2. Civics and Sanitation or Eur. Hist.....1 "
   3. Geometry.....1 "
   4. Latin or German.....1 "
   5. Botany or Agriculture or Physics or Zoology.....1 "
   6. Commercial Subjects.....1 "
   7. Harmony or Counterpoint, Form.....1 "

II. Principles of Teaching.....1 qr.

III. School Economy.....1 "

IV. Practice Teaching.....1 "

V. The Teaching of A. & A.., of L. & L., and of G. & H., secured in various ways owing to maturity of student.....3 "

SUMMARY.

1. Fr. Prep. Yr.	Academic Units 4;	Pedagigic Units 0
2. Soph. Prep. Yr.	Academic Units 4;	Pedagogic Units 0
3. Jun. Prep. Yr.	Academic Units 4;	Pedagogic Units $\frac{1}{3}$
4. Sen. Prep. Yr.	Academic Units 3;	Pedagogic Units 2
Total	Academic Units 15;	Pedagogic Units $2\frac{1}{3}$

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

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

INTERMEDIATE PROFESSIONAL COURSE.

A First Year or Freshman Teachers College Course.

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

1. Psychology.....1 qr.
2. Principles of Teaching and School Economy.....2 qrs.
3. A Study of the Teaching of Arithmetic and Algebra.....1 qr.
4. A Study of the Teaching of Language and Literature.....1 qr.
5. A Study of the Teaching of Geography and History.....1 qr.
6. Voc. Mus., Drawing, Man. Tr.....from 3 to 6 qrs.
7. Practice Teaching.....1 qr.

The minimum time required for High School graduates is two quarters, or six school months, but the time usually taken is nine months.

"ADVANCED COURSE."

(All Courses being of College Rank.)

Second or Junior Teachers College Year.

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

II. School Economy or Teaching, 12 weeks

Third or Senior Teachers College Year.

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

II. History of Education, 6 months
III. School Administration, 3 months
VI. Teaching, Elementary or High Sch. 6 months, or School Economy, 3 months and Teaching 3 months

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

SUMMARY OF "ADVANCED COURSE" (Life Cert).

1. El. Course	Academic Units 15;	Pedagogic Units $2\frac{1}{8}$
2. Sen.-Jun. Yrs	Academic Units 6;	Pedagogic Units 2
Total	Academic Units 21;	Pedagogic Units $4\frac{1}{8}$

Constants:—Every Diploma must include (1) The requirements of an "Elementary Certificate;" (2) Plane and Solid Geometry which may be taken in the "Elementary Course" or a subsequent course, but cannot in any event count for College credit; (3) One year of College English; (4) One year of College History; (5) One year of College Science, and (6) The pedagogic requirements of the Junior and Senior Years.

Fourth Year of the Teachers College (or A. B. or B. S. in Education) Course.

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

Fifth Year of the Teachers College (or A. B. or B. S. in Education) Course.

Three quarters or **nine months each** in **four** of the following subjects:
1. 19th Century Literature or Shakespaare, Tennyson & Browning
2. Eng. Hist. or Am. Const. Hist. or Anc. Life or 18-19 Cent. Hist
3. Adv. Col. Alg. & Analytics or Analytics & Calculus or Surveying
4. Latin or German or French
5. Chemistry or Physics or Biology
6. Library Economy
7. Elective professional work for specialization

The degree Bachelor of Arts (or Bachelor of Science) in Education is conferred upon those who complete the fifth year of the Teachers College Course.

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

ELEMENTARY CERTIFICATE.

This is to Certify That_____
has completed to the satisfaction of the Faculty and Board of Regents of The First District Normal School at Kirksville, Missouri, the Elementary_____Course of four years or more, including the fifteen units of an accredited Four Years' High School Course and two or more units of Professional work and practice.

In_____record which herein follows, **P** means Passable; **G**, Good; **E**, Excellent; **Ac**, Accredited.

(Here are inserted the records of the individual in the several subjects pursued.)

By diligent application and exemplary conduct_____
has established a reputation for good moral character and fitness to teach the branches named and is therefore deemed worthy of this testimonial. 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 the 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 (the same including academic and professional studies extending three years above an accredited Four Years' High School Course,) and having given evidence of good moral character and ability to teach, is hereby 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 the signatures of 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.

In witness whereof this **Diploma** is signed by the President of the Faculty, by the State Superintendent of Public Schools and the President and Secretary of the Board of Regents, at The First District Normal School, Kirksville, Missouri.

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

Daily Program, Sept. 12 to Nov. 23, 1910.

TEACHER	ROOM	First Period 8:00-8:50	Second period 8:50-9:45	Third Period 10:10-11:05	Fourth Period 11:05-12:00	Fifth Period 1:05-2:00	Sixth Period 2:00-3:00
B. P. Gentry	17B	Lat. 2 qr.	Cic. 2 qr. 14B	Cae. 1 qr.		Cic. 1 qr.	Livy.
Elizabeth Hughes	19B		Cae. 2 qr.	Lat. 1 qr.	Lat. 3 qr.	Sallust 1 qr.	Cae. 3 qr.
J. W. Heyd	12A	German 5 yr. 1 qr.	Conv. & Comp.	Ger. 2 qr.	Ger. 1 qr.	Ger. 3 y. 1 qr.	
H. W. Foght	21B		Pol. Econ.	Am. H. 1 qr.		Am. Hist. 2 qr.	Am. C. H. 1 qr.
John R. Murdock		Am.Hist.3qr. 21B				Civ.Gov. 1 qr.20B	
Eugene Fair	20B	O. Hist.	Greek Hist.		Eur.H.1 qr. (H.S.)		Adv. Am. Gov.
E. M. Violette	20B			Eur.H. 2 qr(H.S.)	Mod.Hist.(Col.)1	Eng.Hist.1 qr.26C	Med. Hist. 1 qr.
A. Otterson		Arith 2 qr. (16B)			Civ.Gov.1qr. 21B	Cov.Gov.2 qr.16B	Am.Hist.1 qr.16B
W. A. Lewis	9C	Gen. Chem. 1 qr.	Gen. Chem. 2 qr.		Photog.	Qual. Anal.	
J. E. Rouse	7C		Chem. Lab.			Lab.	Lab.
J. S. Stokes	4B	High School Physics 1 qr.		College Physics 1 qr.		Phys. Geog.	
J. A. Miller							
H. H. Laughlin	15B	Domestic Animals	Lab. Work	1 qr. Agri. & Industrial Agri.		Agri. 3 qr.	
L. S. Daugherty	2C	Birds	Col. Zool.	physiol for Men	Physiol. for Wom.	Gen. Zool.	
H. Clay Harvey	14B		Pl.Geom. 1 qr.17B	T. of A. & A.	Alg. 3 qr. 12B	Trig. 1 qr.	
W. H. Zeigel	12B	Alg. 1 qr.	Arith. 1 qr.	Pl.Geom.2 qr.14B		Col. Alg. 1 qr.	Sol. Geom.
Byron Cosby	16B	Analytics	Alg. 2 qr.	Alg. 1 qr.	Alg. 4 qr.		Trig. 2 qr. 14B
Mark Burrows	25B	Typewriting	Bus. Arith. 1 qr.	Bookkeeping & Bus. Practice		Geog. of Com.	Shorthand.
A. P. Settle	23C	Am.Lit. 1 qr. 25C	19 Cent. Lit. 1 qr.			T. of L. & L. 27C	Rhet. 2 qr. 27C
Minnie Brashear	27C	Gr. & Comp. 1 qr.	Gr. & Comp. 1 qr		Gr. & Comp. 1 qr	Lit. 3 qr. 12C	Hist. E. L. 1 qr.27
E. R. Barrett	25C		Rhet. 1 qr.	Rhet. 1 qr.	Eng. Lit. 1 qr.	Gram. 3 qr.	Gr. & Comp. 2 qr.
	25C	Lit. 1 qr.	Lit. 1 qr. 2C	Col. Rhet.		Rhet. 3 qr. 23C	Lit. 2 qr.

D. R. Gebhart	4C	Hist. of Music		Form 2 qr.	Pr. Sch.		
Bertha D. Smith	2C			Voc. Mus. 1 qr.		Voc. Mus. 2 qr.	
FrancesT.Crowley	16C		Voc.Mus. 1 qr.12C		Voc.Mus.2 qr.12C		Voc. Mus. 3 qr.
J.L.Biggerstaff	14C			Harmony 1 qr.	Harmony 2 qr.	Harmony 3 qr.	
Leota L.Dockery	33A	Rdg. & Sp.	Rdg. & Sp.	Phys. Ed. 3 qr.	Phys. Ed. 2 qr.	El. Sch.	Phys. Ed. 1 qr.
B. W. Tillman	2A			Gym.	Gym.	El. Sch.	Gym.
A. D. Towne	11C	Mech. Dr.	M. Tr.	M. Tr.	M. Tr.	M. Tr.	El. Sch.
Miss Livingston	30C	Dr. 3 qr.	Dr. 1 qr.	Dr. 1 qr.	Dr. El. Sch.	Dr. 4 & 5 qr.	
Grace Lyle	30C				Dr. 2 qr.		Dr. 2 qr.
O. A. Parrish	26C	Lib.	Lib.	Lib.	Lib. Instruction	Lib.	Lib.
	33C	Lib.	Lib.	Lib.	Lib.	Lib.	Lib.
Mayme Sears	33C	Lib.	Lib.	Lib.	Lib.	Lib.	Lib.
S. L. Mapes	33C	Lib.	Lib.	Lib.	Lib.	Lib.	Lib.
J. D. Wilson	27B	El. Psych.	Prin. Teach.		Science Education		
A. B. Warner	27B			Sch. Economy		Hist. Ed. 1 qr.	
Susie Barnes		Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.
Mrs. Harvey			Ru. Sch.	Ru. Sch.	Ru. Sch.	Ru. Sch.	Ru. Sch.
Miss Savage		El Sch.	El. Sch.	El. Sch.	El. Sch.	El. Sch.	El. Sch.
Laurie Doolittle		El. Sch.	El. Sch.	E. Sch.	El. Sch.	El. Sch.	El. Sch.
Idella R. Berry		El. Sch.	El. Sch.	El. Sch.	El. Sch.		Hand Work.
Harriet Howard	25A	Kgn.	Kgn.	Kgn.	Kgn.	Theory.	Theory.

Orchestra Practice, 1 p. per wk. Chorus Rehearsal 1 p. per wk. Mil Tac. 2 p. per week.

Ger. 2 yr. 2 qr. ————————. LIBRARY HOURS:—School Days, 7:30 to 12 and 1 to 5, Saturdays 9 to 12 and 1 to 4

Missouri Teachers Sharing in Garden Work.

EYE COLOR IN MAN.

IT EXEMPLIFIES THE MENDELIAN LAW.

Last winter the Agriculture classes in Stock Breeding studied among other subjects the famous Mendelian law, and sought to find whether it would work out in relation to eye color in Man.

The colors of eyes in about three hundred families were studied with results as shown in the following chart and paintings:

NATURE OF EYE COLOR IN MAN.

[AFTER DAVENPORT.]

CHOROID COAT — **PIGMENT**

- **I. Absent** — **1. Absent** → **RED** — THE ALBINO EYE. RED BY TRANSMITTED LIGHT AS THE SUNSET IS RED.
- **II. Present**
  - **1. Absent** → **BLUE** — BLUE GRAY. STRUCTURAL COLOR BLUE BY REFLECTED LIGHT AS THE SKY IS BLUE.
  - **2. Present**
    - **1. Lipochrome** (PIGMENT YELLOW) → **GREEN** — ONYX: CAT. YELLOW PIGMENT ON BLUE BACKGROUND.
    - **2. Melanic** (BLACK PIGMENT)
      - → **HAZEL** — GRAY. DILUTE MELANIC PIGMENT ON BLUE BACKGROUND.
      - → **BROWN** — MELANIC PIGMENT VARIOUS SHADES FROM VARIOUS DILUTIONS.
      - → **BLACK** — AN ABUNDANCE OF MELANIC PIGMENT.

TRICHROMATIC PRINTING BY JOURNAL PRINTING CO., KIRKSVILLE, MO.

AGRICULTURE, BOTANY AND NATURE STUDY.

H. H. Laughlin.
Mr. Miller, Assistant.

I. Agriculture.

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

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

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

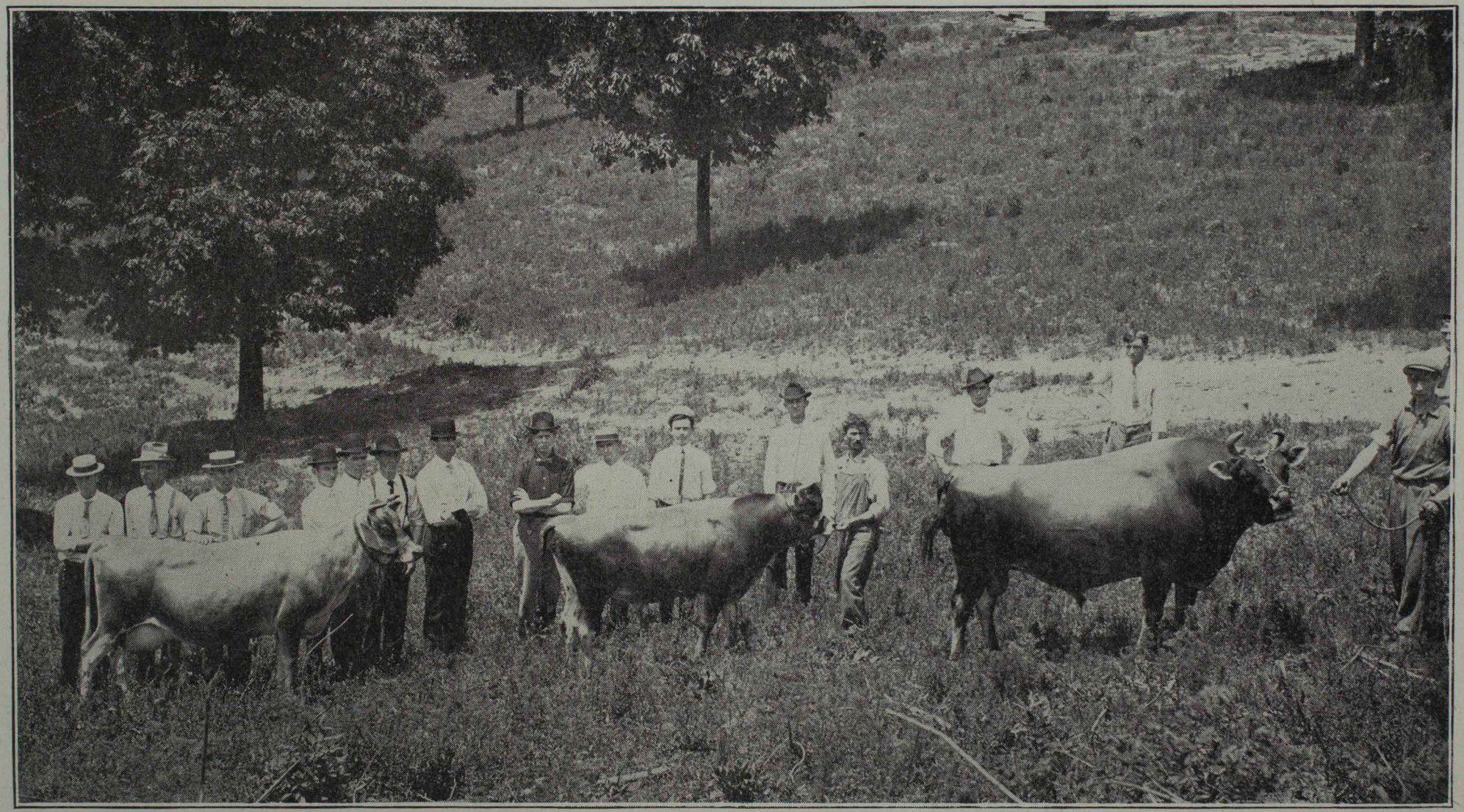
1. **General Descriptive and Experimental Agriculture. (1st qr., 12 weeks.)** (A course of second or third year High School rank.) The purpose of this course is to acquaint the student with the general field of elementary agriculture. It includes school gardening, description of the different varieties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

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

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

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

The origin and classification of domestic plants, propagation,



AGRICULTURE CLASS.

A Study of Best Individuals in Kinloch Farm Herd.

Class in Agriculture Studying the Conformation of the Dairy Cow.

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

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

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

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

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

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

8. (**A Proposed Course in Farm Architecture and Sanitation.**)

9. (**A Proposed Course in Farm Machinery.**)

10. **Studies in the Teaching of Agriculture.** (**12 weeks.**) (A course of second year college rank.)

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

II. **Botany.**

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

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

Plant relations, functions and behavior.

Practically a laboratory and field course.

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

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

A Study of the Jersey Cow.

III. **Nature Study.**

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

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

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

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

ART.

MISS CAROLINE LIVINGSTON, MISS GRACE LYLE.

The work of this department includes courses in the Theory and Practice of Art, the History of Art, Principles of Historic Ornament, Principles of Design, and the Theory and Practice of Teaching Art.

FIRST YEAR.

The work of the first year in the 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.

FIRST TERM OR QUARTER. 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.

SECOND TERM OR QUARTER. 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.

Third Term or Quarter. 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.

Second Year.

The studio work of the second, third, and fourth years is combined with a study of the History of Art and the principles of Historic Ornament. Daily assignments are made of text-book readings and other home work. Three periods a week are given to studio work and two periods a week to the discussion and interpretation of assignments that have been made for home study.

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, and fourth 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 readings on the principles of design.

Spring Quarter. Still life: Representation and arrangement of flowers, fruits, vegetables, and other common objects.

Summer Quarter. Botanical specimens; out-door sketching.

History of Art.

The following courses in the History of Art and the principles of Historic Ornament are given, along with the studio work of the second, third, and fourth years. Three periods a week are given to the laboratory work in the studio and two periods a week to oral and written exercises based on the History and Principles of Art. The studio work given in connection with these courses is outlined above.

In the historical study a general chronological order is followed, but the facts as to dates, authors, and periods are not emphasized. The works of art in painting, sculpture, architecture and design, with their historical development, are studied as an expression of the life of the people.

Second Year in the Course as a Whole.

First Term or Quarter. 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 Mycenæan; relation between Oriental art and Old Ægean and Mycenæan; the development into Historic Greek art.

Second Term or Quarter. 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.

Third Term. Greek sculpture continued. The Hellenistic period of Greek sculpture. Greek painting. The minor arts in Greece.

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 Mosque of Omar.

Third Year.

First Term or Quarter. Romanesque and Gothic architecture. Romanesque and Gothic sculpture.

Second Term or Quarter. The architecture of the Renaissance in its realtion to modern architecture.

The Renaissance at Siena and Florence.

Third Term. Venetian painting. Leonardo Da Vinci. Raphael. The Milanese school. The Roman school. Michael Angelo. Correggio.

Fourth Year.

First Term or Quarter. The Renaisance in France and in Flanders. The Renaissance in Germany. The Italian decadence and the Spanish school.

Second Term or Quarter. 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.

Third Term or Quarter. Art in the nineteenth century. Art in the twentieth century.

Partial List of Reference Books.

Reinach'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 Greek Art, Tarbell.
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.

MR. LEWIS.

MR. ROUSE, Assistant.

COURSE 1.—GENERAL CHEMISTRY.

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

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

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

Sulphur.—Oxides and oxygen acids.

The periodic system.

Nitrogen.—Its compounds, ammonia with its use as a refrigerant. Quantitative experiments with air. Liquid air.

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

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

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

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

First quarter's work repeated third quarter.

Second quarter's work repeated fourth and first quarter.

Third quarter's work repeated second quarter.

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

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

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

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

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

COURSE 2.—QUALITATIVE CHEMICAL ANALYSIS.

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

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

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

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

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

COURSE 3.—QUANTITATIVE CHEMICAL ANALYSIS.

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

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

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

Texts: Talbot—Quantitative Chemical Analysis.

Blair—Chemical Analysis of Iron.

Brown—Manual of Assaying.

Plattner—Blowpipe Analysis.

Sutton—Volumetric Analysis.

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

COURSE 4.—APPLIED CHEMISTRY.

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

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

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

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

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

Texts: Wiley—Principles and Practices of Agricultural Analysis.
Landolt—Optical Rotation.
Spencer—Cane Sugar.
Snyder—Dairy Chemistry.
Hempel—Gas Analysis.
Allen—Commercial Organic Chemistry.
Jones—Paint and Color Manufacture.

The texts are furnished the students free of charge.

COURSE 5.—ORGANIC CHEMISTRY.

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

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

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

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

Text: Cohen—Theoretical Organic Chemistry.

COURSE 6.—WATER ANALYSIS.

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

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

Texts: Wanklyn—Water Analysis.
Mason—Examination of Water.
Abbott—Principles of Bacteriology.

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

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

PHOTOGRAPHY.

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

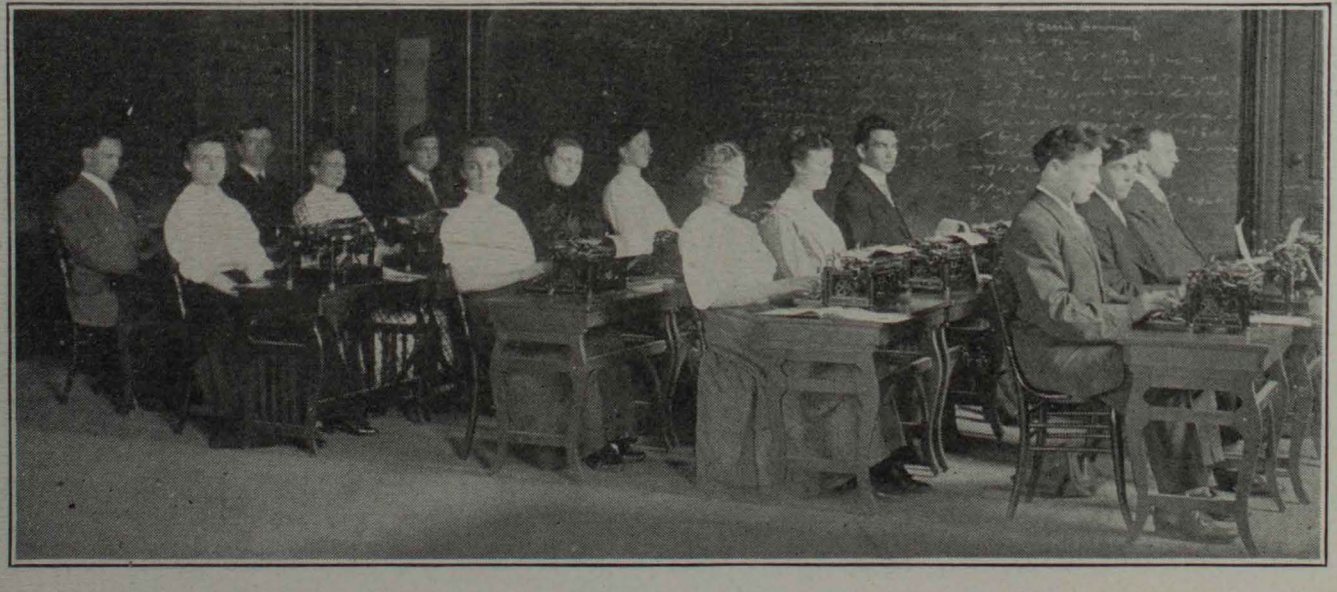
Just enough of the chemistry of photography is given to enable the student to understand and appreciate the value of time, light, color, developer and the care of the sensitized plate.

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

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

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

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



TYPEWRITING CLASS BY AMATEUR PHOTOGRAPHY.

COMMERCE.

MR. 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 positions

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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	Busines Arith.	Algebra	Pl. & Sol. Geom.	Electives
Science	Agriculture	Zoology	Geog. of Com. Pol. Economy	Physics or Chemistry
History	Anc. History	Med. & Mod. H	Adv. Am. Hist.	Mod. Europ. H.
Business Technique	Penmanship Beg. Bookkpg. Drawing	Bookkeeping & Business Prac.	Shorthand and Typewriting	Electives

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.

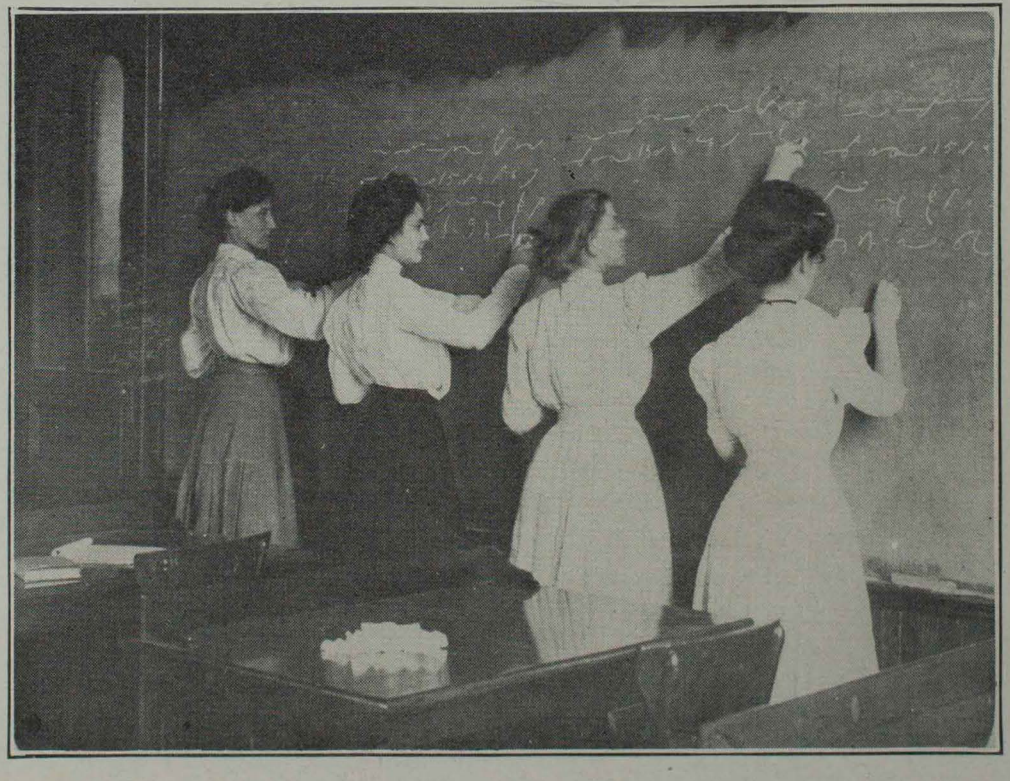
First Quarter.—Experience has demonstrated that the first part of the quarter should be given to a review of the fundamental pro-

cesses, 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.

Second Quarter.—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."

Third Quarter.—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 and Miner's Practical Business Arithmetic.



Shorthand Class at Blackboard. By Amateur Photography.

Bookkeeping and Business Practice.

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

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

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

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

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

which the student is given practice in filling every position in the bank, including the handling of business papers.

Texts: Neal & Cragin's Modern Illustrative Bookkeeping.
Neal & Moore's Modern Illustrative Banking.

Geography of Commerce.

The geography of commerce is a study of the earth in its relation to man, dealing with the causes of interdependence existing betwen the different parts of the civilized world; hence it touches on science, industry, economics, and history. The work of the course will consist of recitations, lectures, library work, and an occasional excursion. An excellent collection of reference books, clippings, and illustrative material will be provided, a commercial museum is under way, and an extensive use will be made of maps, illustrations and diagrams by means of the lantern. Perhaps there are but few subjects studied in which the general knowledge and reading of the student will more often be called into play.

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

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

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

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

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. At the end of three quarters' work the student should be well enough prepared to do the work of a stenographer in any ordinary office. To count towards graduation, the work is expected to occupy not less than two class periods daily for four quarters, in addition to the time spent in preparation. Two units toward graduation will be allowed to all who finish the course creditably. No credit will be allowed for either shorthand or typewriting if taken alone. The expert stenographer need not long look for work. The demand in business for well educated stenographers is increasing, and the United States government, though offering good salaries, 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.

First Quarter.—Right habits of work are very essential at the beginning. In shorthand much attention will be given to form and the principles of the system; in typewriting the touch system is used, and neatness and accuracy required.

Second Quarter.—The shorthand manual should be finished, advanced phrase writing introduced, and a set of business letters used in which all the principles are reviewed, and some progress made toward speed. The care and mechanism of the various kinds of type writers should be studied. Practice matter will be used introducing business forms, and copying from rough draft.

Third Quarter.—Dictation from business correspondence in various businesses and legal forms, the rate of speed being gradually increased. In typewriting neatness, accuracy and speed required. Practice embracing specification work, decimal tabulating, etc. No work will be accepted not done by the touch method. Business spelling and correspondence will be made a part of the work.

Fourth Quarter.—A continuation of the work of the third quarter with greater demands for speed and accuracy. 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 Manual of Shorthand.
Gregg's Speed Practice.
The Rational Typewriter Instructor.
Altmaier's Commercial Correspondence.
Teller and 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.

MR. SETTLE, MISS BRASHEAR, MR. BARRETT.

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 6; but for sufficient reasons, work from course 5, 7, 8, 9, or 10 may be substituted.

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

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

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

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

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

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

Requirements for the Elementary Certificate.

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

a. An elementary course for those who have not taken the subject very much, or who feel the necessity 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 seemed to lack strength and ability in a and b. This course is recommended for those who need to make acceptable grades for County Certificates.

Text: Baskervill and Sewell.

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

Grammar grades are required of all candidates for certificates or diplomas, and they must be made here by study or 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.

2. 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. Narrative and Descriptive Prose. Masterpieces of English and American Literature.

b. Poetry: Its types, methods, and purposes, with a study of typical selections.

c. Prose: The essay and oration.

a, b and c will be given every quarter.

3. Composition and Rhetoric.

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

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

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

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

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.

4. 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.

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

work which is such a necessary accompaniment of all good instruction in Grammar and Elementary Literature.

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

Studies should be made of typical selections from the various classes of prose and poetry; and the assignments, preparation, and class exercises will be as pedagogical as possible.

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

This work can be taken any quarter.

Advanced Courses.

(All Being of College Rank.)

5. Advanced Composition.

Extensive drill in planning, outlining, and writing papers, and in criticism. Study of the principles of style and diction as applied to the different forms of discourse; also, a study of typical illustrative literature.

Designed for supplementing the work of the Elementary Course, for 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.

6. English Literature, General View.

a. Chaucer to Shakespeare.

b. Milton to the Rise of Romanticism.

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

Text: Long's English Literature as a guide.

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

7. History of American Literature.

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

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

c. The remainder of our literary history.

Text: Abernethy's American Literature.

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

8. History of the English Language.

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

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

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

9. Shakespeare Period.

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

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

Special texts, and reference books from the library. This course is open only to those who have taken at least one year of advanced work in literature; two years should be expected as a preparation.

10. Nineteenth Century English Literature.

a. The Poets.

b. The Critics and Essayists.

c. The Nineteenth Century Fiction.

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

Special texts and library used.

The Summer Quarter, 1911.

Elementary Courses.

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

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

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

4. A Study in the Teaching of Language and Literature.

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

ADVANCED COURSES.

5. General English Literature. See course 6c.
6. American Literature, as given in 7b or 7c.
7. Nineteenth Century English Fiction, 10c.
8. Shakespeare, as in 9a or 9b.
9. English Romantic Poetry.

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

GERMAN. (All Courses of College Rank.)

MR. HEYD.

I. First Year.

a. First Quarter: Special emphasis is placed upon accurate pronunciation, the mastery of practically all inflections, of idioms, and the simple fundamental grammatical constructions; 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 Vos' Materials for German conversation.

b and c. Second and third quarters: Continuation of (a). Storm's "Immense" and several other 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. 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," Schiller's "Der dreissigjaehrige Krieg," Book III., and similar works are read with free composition based upon the reading matter.

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

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

VI. Advanced Composition. It is designed for: (1) Students who have had at least two years of college German, with whom it will count as first quarter, third year; (2) More advanced students and high school teachers of German who desire to 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 or pursue higher courses. This is a one quarter course.

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

FRENCH.

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

HISTORY AND GOVERNMENT.

High School Courses.

A. American History, Mr. Foght and Mr. Otterson.

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 in this course must devote a

Y. M. C. A. Cabinet.

Top Row: Frank Shulze, S. F. Frazier, R. C. Allen. Middle Row: Melvin Fish, W. E. Rineman, Prof. J. W. Heyd, Stephen Blackhurst. Bottom Row: Wade S. Craig, W. L. Patterson, J. A. Miller, S. B. Stout, Fred L. Sloop.

CURRENT TOPIC CLUB.

Top Row: Reading Left to Right: Ina Baltzell, Lillian Whaley, Grace Barnes. Middle Row: Jennie Baltzell, Kathleen Lloyd, Lettie Merrick, Mabel Wilson, Lucy Reddish. Bottom Row: Lola Alberson, Blanche Stephens, Jessie Bailey, Stella McWilliams, Ruby Barnes, Margaret Lloyd.

liberal amount of time to readings from the Epoch Series, the American History Series, the various Course Books, etc.

B. Civil Government, Mr. Otterson.

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.

C. European History, Mr. Violette and Mr. Fair.

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

b. The Medieval Period, from the fall of the Roman Empire to the opening of the Thirty Years War. Given in the fall, winter and summer quarters.

c. The Modern Period, from the opening of the Thirty Years' War to the present time. Given in the spring and summer quarters.

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 Eurpoean History, however, may be substituted for that in American History with the consent of the instructors in 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.

I. Ancient History, Mr. Fair.

a. The Oriental Period from pre-historic 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, Phœni-

cians, 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 to the political history. The work these peoples did which influenced 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.

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

b. The Grecian Period, from the earliest times in Greece to the fall of Corinth, 146 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.

Text: Botsford's History of Greece.

c. The Roman Period, from 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.

Text: Botsford's History of Rome.

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.

II. Medieval History, **Mr. Violette.**

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. The students will be required to provide themselves with Munro and Sellery's Medieval Civilization. All other 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.

III. Modern History, **Mr. Violette.**

a. From the opening of the Reformation to the beginning of the reign of Frederick the Great. Given in the fall quarter.

b. From the beginning of the reign of Frederick the Great 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. The work has been so divided as to give the third quarter to the study of the period since 1815. Students are advised to take the course in Medieval History before entering this one, but that 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.

IV. English History, **Mr. Violette.**

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 Eng-

lish 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.

V. American Constitutional and Political History, Mr. Foght.

a. Period of Diccovery, 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 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.

d. History of Constitutional Growth.

This course is offered during the summer quarter only and may be taken as a substitute for course c. It is an intensive study of American constitutional history, tracing this from its beginnings in Colonial institutions, through the changes brought about by the Revolution and subsequent changes during the Constitutiohal 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. Given in the spring and summer quarters, and possibly in the fall quarter.

The above course is open to students who have completed a high school course in American History and European History.

Foght's Syllabus of American Constitutional and political History is used as leading-thread in courses a, b, and c. In all courses much library work is required.

VI. Nineteenth Century History, Mr. Violette.

This course will be arranged so as to enable students to enter more fully into the details of the last century than they can do in the course in Modern History. It will not be given in 1910-11, but will be in 1911-12.

VII. Ancient Life. Mr. Fair.

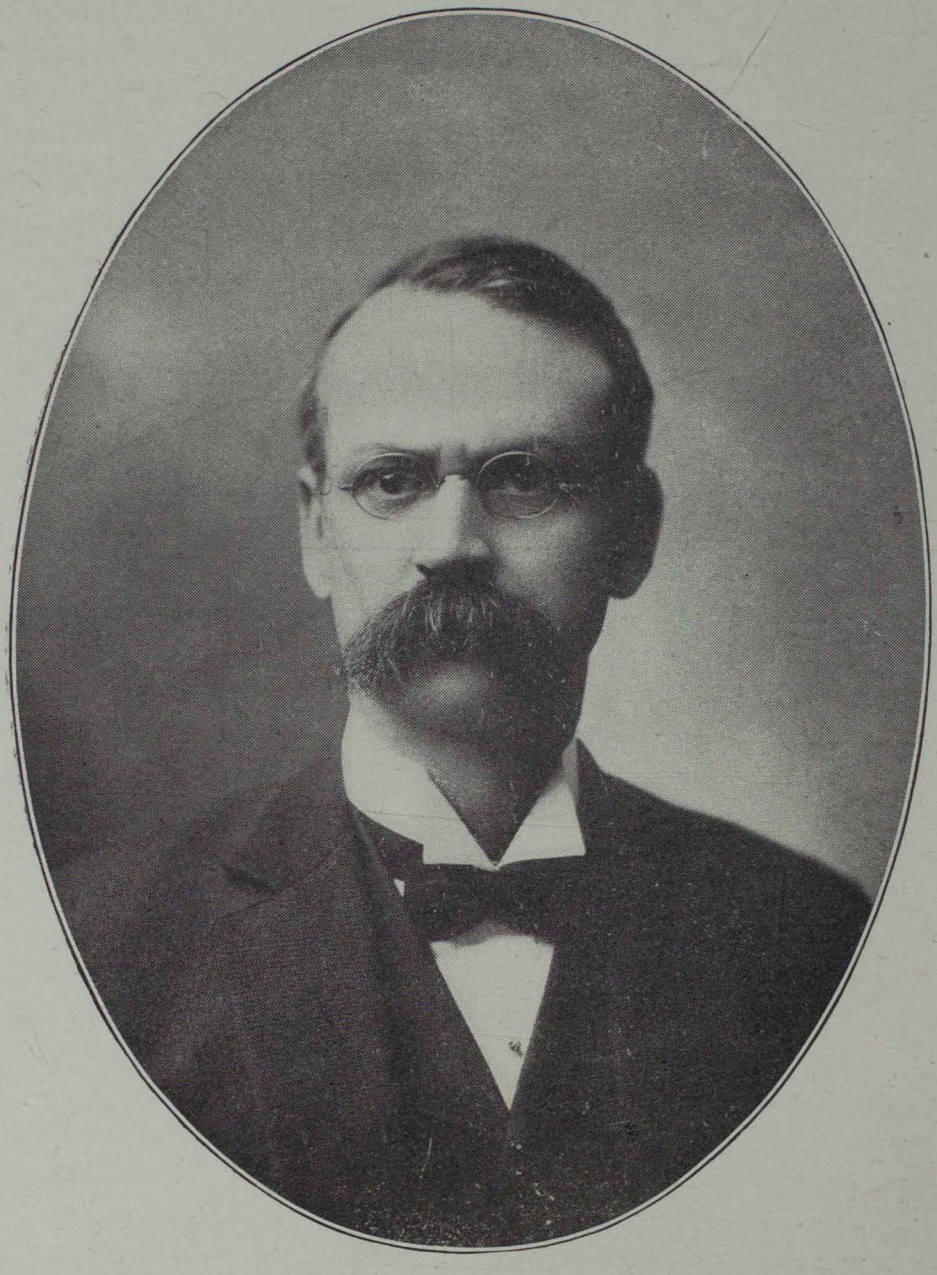
a. The Oriental Period. Given in the fall quarter.
b. The Grecian Period. Given in the winter quarter.
c. The Roman Period. Given in the spring quarter.

The part of this course given in the summer quarter will depend upon the demand of the students.

In this course a study will be made of the customs, manners, dress, social institutions, art, literature, philosophy and related subjects. The material used in this course is found in the library in a great variety of books. Numerous stereopticon views will be used to illustrate the work. The course is intended to serve at least three well defined purposes: first, in itself it can be made to serve as an excellent mental discipline; second, it will form a strong supplement to the course in Ancient History; third, it will be equally valuable to those studying any of the languages of ancient peoples. Only those who have had Ancient History of college rank are eligible for this course. Not given before the summer of 1911.

VIII. Political Institutions, Mr. Fair.

In the first quarter's work most of the time 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. The second and third quarters' work will be devoted mostly to a careful comparative study of the actual governments of the leading states of Europe. Students should have at least one year of college history before entering this course. Not given before the summer of 1911.



Jno. T. Vaughn, Lit. D.,
Professor American History, 1900-09.

JNO. T. VAUGHN, LIT. D.

Nov. 21, 1857—Oct. 14, 1909.

B. S., Westminster College, 1880; M. S., 1883; Lit. D., 1908. Student, University of Chicago, Summer, 1901 and Summer 1907; Student, Harvard University, Summer, 1904.

Teacher, High School, Paris, Mo., 1883-88; School Commissioner, Monroe County, Mo., 1886-90; Principal Schools, Monroe City, Mo., 1888-90; Superintendent Schools, Macon, Mo., 1890-92; Superintendent Schools, Shelbina, Mo., 1892-99; Superintendent Schools, Neosho, Mo., 1899-1900; Professor of American History in this Institution, 1900-09. Died Oct. 14, 1909.

Students will remember that during Chapel exercises, Professor Vaughn almost invariably occupied the same seat near the northeast corner of the platform. Now a bronze tablet on the wall near where he sat bears the following inscription:

JNO. T. VAUGHN, LIT. D.,
PROFESSOR OF AMERICAN HISTORY, 1900-09.
SCHOLAR, TEACHER, FRIEND.
GENTLE, CONSCIENTIOUS, DILIGENT, CAPABLE.
BUOYANT HOPE SAW LIFE'S HIGHEST TIDE
YET A LITTLE FARTHER ON.
NOW IN SWEET MEMORY AND EVER IN OURSELVES
OUR FRIEND STILL LIVES.

IX. American Government, Mr. Fair.

This is a college course 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 intensive 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. Given during the regular school year of 1910-1911.

X. Political Economy, Mr. Foght.

A course in the elements of economics based upon Laughlin's Elements of Political Economy, supplemented by class discussions, assigned readings, and exercises. Three quarters.

This course will be given only if at least ten students require it, who shall have had good high school preparation in history and at least two years of college history.

XI. Studies in the Teaching of History.

This course will consist of one quarter's work and will be required of every candidate who is making history his major. It will be given at least twice a year: in the winter by Mr. Violette and Mr. Fair, and in the summer quarter by Mr. Foght and Mr. Otterson. It will 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 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 in the putting into operation of certain plans arranged in the class discussions in this course.

LATIN.

PROFESSOR GENTRY AND MISS HUGHES.

The work of the department is conducted with the needs of those who are to teach Latin in the high schools of Northeast Missouri always in view. To this end the best attainable methods are sought and applied. Collateral material, suited for this purpose is, as far as possible, employed. Illustrative material is secured and used as time and opportunity permit. The Department library and the general library of the school supply a large number of volumes for reference work in the department.

THE COURSES OFFERED.

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

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

2. Second Year Course.

a. Cæsar's War with the Helvetians; Latin Grammar; Composition.

b. Cæsar's Wars with Ariovistus and with the Belgæ; Grammar; Composition.

c. Third, Fourth and Fifth Books of Cæsar; Grammar; Composition. The work of this course will be begun again in the spring and summer quarters. The objects kept prominently in view are to learn how to get the thought of the Latin by taking the words in the Latin order, correct and forceful translation of Latin into English, to secure through the work in composition extensive knowledge of syntax and oft recurring idioms.

Texts: Cæsar, Kelsey; Grammar, Harkness' Complete; Composition, Bennett.

3. Third Year Course.

a. Three orations against Catiline; Grammar; Composition.

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

c. Ovid, Selections from the Metamorphoses.

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

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

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

4. Fourth Year Course.

a. Sallust's War of Catiline; Composition.

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

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

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

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

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

5. Fifth Year Course.

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

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

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

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

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

Electives.—For graduate advanced students of Latin courses in Tacitus (Agricola and Germania), Cicero (De Sen., De Am.), Seneca (Moral Essays) and Plautus (Captivi, Rudeus, Trinumus) were given, in recent years, and, will in these or other authors suitable for advanced students, be offered from time to time.

LATIN CLUB—Top Row, reading from left to right: W. L. Rinaman, Rolla Southern, Olave Wayman, Eunice Wattenbarger. Marie Miller, Isabelle Carter, Mary Suffern, Bessie Smith, Elizabeth Hughes. Second Row: Grace Smith, Blanche Stephens, Florence Bradley, Mary Roberts, Gertrude Horn, Anna Miller, E. A. Funkhouser. Third Row: Nell Shanks, Ada McKnight, Anna Larson, Prof. B. P. Gentry, Helen Grassle, Nell Adams, Ina Finegan, Belle Nowels, Margaret McCaul. Bottom Row: Earl Dille, E. D. Edwards, Grover Sims, Earl vanHorne.

THE LIBRARY.

MISS PARRISH, MISS SEARS, AND MR. MAPES.

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.

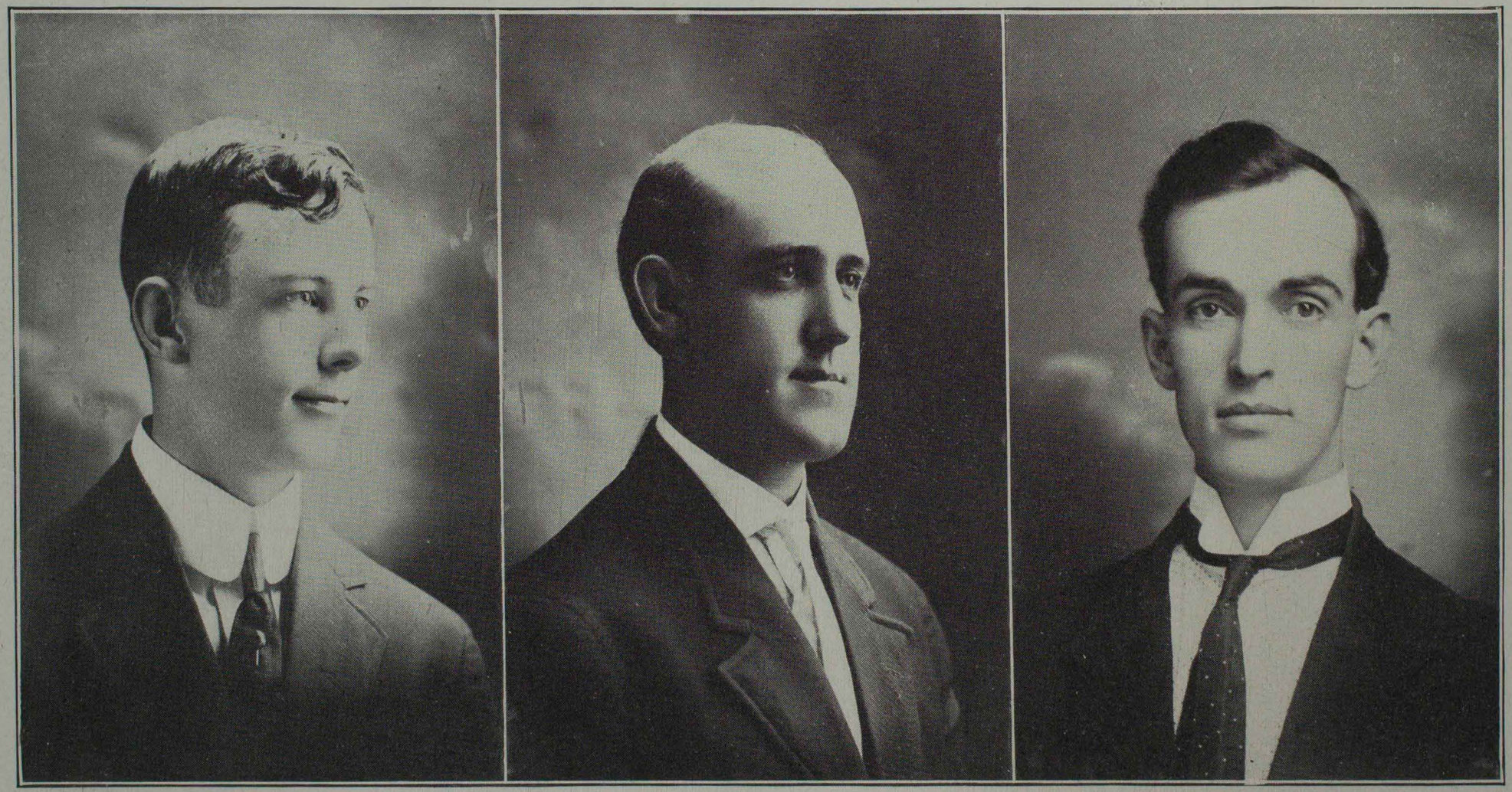
The Normal School, therefore, provides the necessary instruction. The rapid growth of school libraries and the popular demand for the proper use of them forces this problem upon all school superintendents.

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. We hope soon to have a seminar room for this purpose. One hour per month for three quarters will be the minimum requirement for the elementary certificate, and two hours per month for three quarters, for the life diploma.

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

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



A. L. Threlkeld. V. A. Schiefelbusch. W. L. Patterson.

Winners of the Inter-Club Debate for the Claytonians.

teacher, as well as proper technical training, is necessary for the successful school-librarian.

Following is a report of books issued during the past year. The circulation increased from 62,953 in 1908-09 to 73,274 in 1909-10, an increase of 10,321. The elementary school library alone issued 10,000 volumes during the winter quarter. Sometimes 600 books were issued in one day and 700 readers were present, during the day, in the library.

Full Library Course With Credit—One or Two Units.

First Year and Second Year Courses.

Miss Parrish.

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

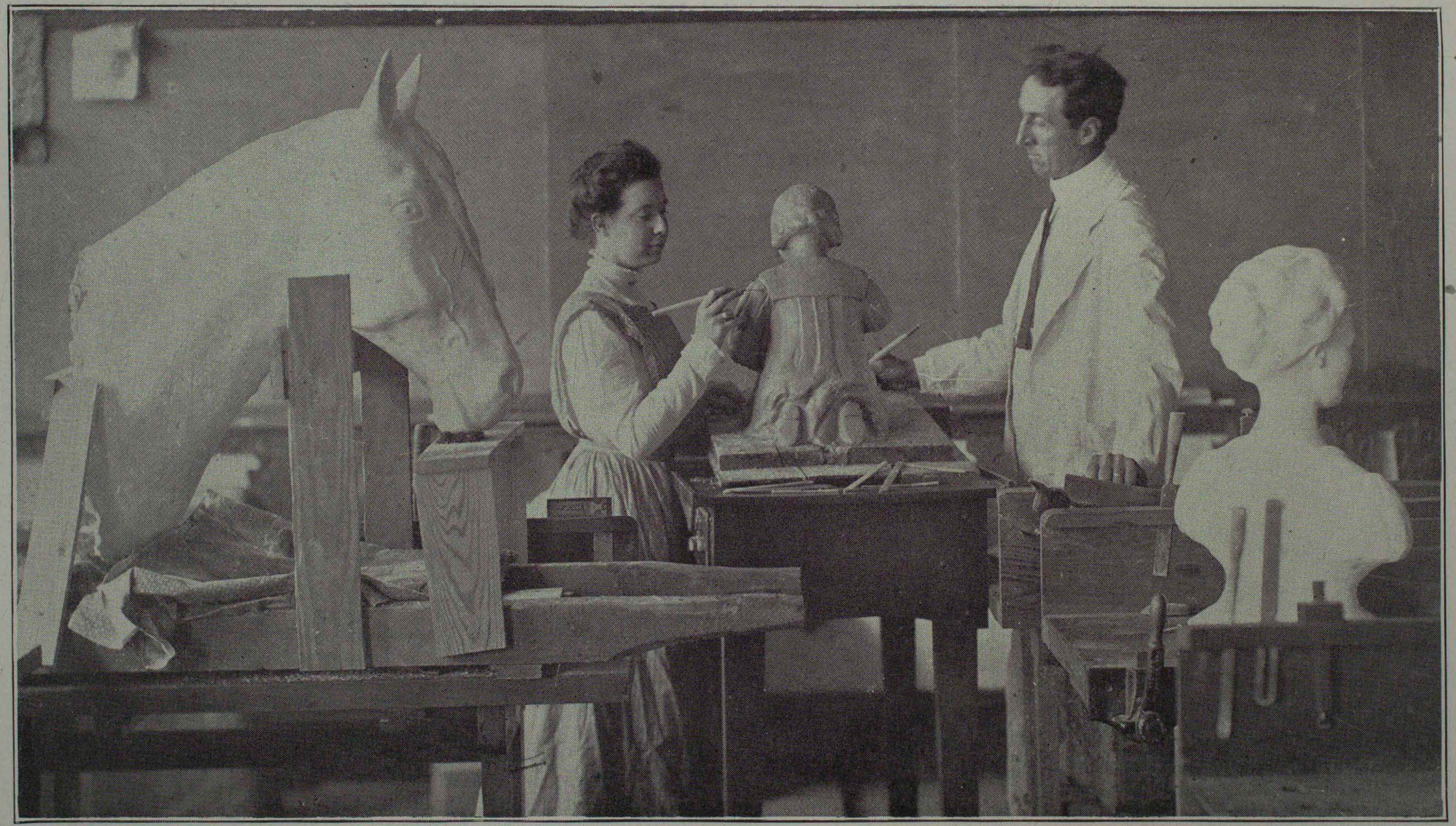
Course of Study.

First Year—One Unit.

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

Second Year an Extension of Foregoing Courses.

The Library supplies the following books for the use of students: The A. L. A. Calalog, 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.



MANUAL TRAINING IN SOME OF ITS HIGHER PHASES.

MANUAL TRAINING.

MR. TOWNE AND ————————.

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

COURSE OF STUDY.

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

Clay.

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

Bent Iron and Sheet Metal.—Work is suitable for grades five and six.

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

Wood.

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

FIFTH GRADE.—I. 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. Axe handle; 5. Medicine cabinet (original); 6. Taboret; 7. Foot stool; 8. Whisk broom holder (Gothic design).

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

Advanced Woodwork—High School Joinery. Purpose: To acquaint the student with the tools and processes involved in the making of joints.

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

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.

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

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

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

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

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

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

MATHEMATICS.

MESSRS. HARVEY, ZEIGEL, COSBY AND OTTERSON.

GENERAL SUGGESTIONS.

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

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.

2. **High School Algebra.**

a. Preparation to page 103.

b. From page 103 to page 212.

c. From page 212 to page 320.

d. From page 320 to the close of the book.

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

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

Text: Algebra for Secondary Schools. Wells.

3. **Plane and Solid Geometry.**

a. Plane Geometry, Books I and II.

b. Plane Geometry, Books III, IV, and V.

c. Solid Geometry, Complete. **a, b, c** will be offered every quarter of the year.

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

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

4. **Plane and Spherical Trigonometry.**

a. From beginning of book to page 97.

b. The remainder of Plane Trigonometry and all of Spherical Trigonometry including their application to surveying.

a will be given first, third and fourth quarters.

b will be given first, second and fourth quarters.

Text: Crockett's Plane and Spherical Trigonometry.

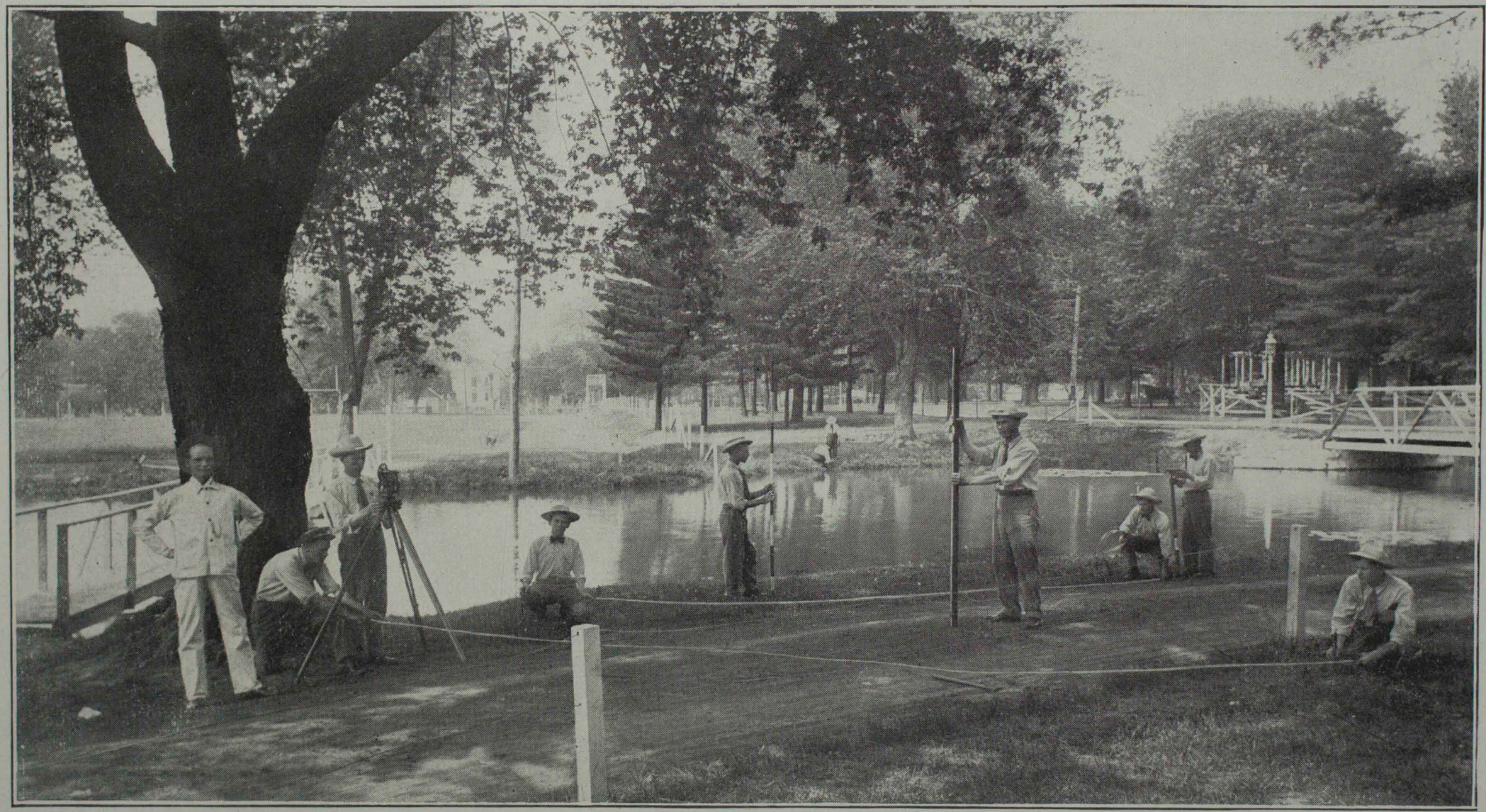
5. **College Algebra.**

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

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



SURVEYING CLASS—LEARNING TO DO BY DOING.

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

6. **Analytics.**

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

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

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

b will be given the second and fourth quarters.

Text: Conic Sections, C. Smith.

7. **Differential and Integral Calculus.**

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

Text: Osgood's Revised Differential and Integral Calculus.

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

8. **Engineering.**

This course presupposes a thorough knowledge of Plane Trigonometry.

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

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

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

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

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

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

9. **History of Mathematics.**

For the student electing mathematics as his major, for the graduate student who is progressive, and who knows mathematics is not

a fixed science undeveloping and undevelopable, who seeks to keep pace with the demands of the science of engineering, of commerce, of labor and of finance, this professional course is offered.

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

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

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

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

10. **Studies in the Teaching of Mathematics, 1 quarter.**

MUSIC.

MR. D. R. GEBHART, MR. J. L. BIGGERSTAFF, MRS. F. T. CROWLEY, MRS. 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 of 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.)

Third Term.—Voice training, free reading of new music constant-

ly, 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 instrumental 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 and 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 supervisors 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 affairs musical 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 satis-

fy 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 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 member ship 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 literary society or debating club work.

In the past five 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. Of these Weber's Hymne, Grieg's Olaf Trygvason, Hofmann's Melusina, Haydn's Creation, and Mendelssohn's Elijah were given in the Spring Festivals in conjunction with the Minneapolis Symphony Orchestra and their soloists.

This year Handel's Messiah will be given, also Phaudrig Crohoore by Sheridan and some other short work.

Normal School Orchestra. Selected from the regular student body. Ability to lay 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. A new organization for which a special director, Mr. J. L. Biggerstaff, has been 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 "

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. Matthews, Vols. I and II.

Instrumentation and Orchestration—Primer of Instrumentation. E. Trout, 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. Matthews, Vols. I and II.

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

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

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

Preparatory Classes. Readers of Harmonic Music Course (American Book Co.), and the N. E. Music Course (Ginn & Co.).

PHYSICAL EDUCATION FOR MEN.

In the confusion incident to a change in Directors, we are unable to give a detailed statement of work to be offered.

The new Director will, it seems pretty certain, be a man who has taken long courses under Dr. Hetherington, and may be expected to present instruction in the most approved way.

PHYSICAL EDUCATION FOR WOMEN.

LEOTA L. DOCKERY.

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

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

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

The work 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.

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.

MR. STOKES.

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

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

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

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

FIRST QUARTER.

Physiographic Features and Processes.

Structure and 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.

SECOND QUARTER.

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

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

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

THIRD QUARTER.

Physiography of the United States.

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

Intensive Study of Type Regions.

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

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

PHYSICS.

MR. STOKES.

————, Laboratory Assistant.

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

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

FIRST QUARTER. Mechanics of Solids and Fluids.

SECOND QUARTER. Heat, Sound and Light.

THIRD QUARTER. Electricity and Magnetism.

Recitation, Demonstration and Laboratory. Ten hours per week.

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

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

The purpose and hope 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. The student can easily acquire a sufficient working knowledge of this subject after taking up the course as some instruction will be given to such students at convenience of instructor. The best college texts, manuals, apparatus, science journals, and an excellent selection of standard and late publications on special topics are now available for use and reference in this course.

First Quarter. Mechanics of Solids and Fluids.

Second Quarter. Heat, Sound and Light.

Third Quarter. Magnetism and Electricity.

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

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

Prerequisites: The College Course or its equivalent.

Course 1. Mechanics and Heat. Twelve Weeks.

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

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

Course 2. Electricity and Magnetism. Twelve Weeks.

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

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

Course 3. 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.

Course 4. Reading Course:

Poincare, The New Physics and its Evolution.

Strutt, Becquerel Rays and Radio-active Substances.

Fournier, The Electron Theory.

Lodge, Nature and Properties of Negative Electricity.

Rigi, General Theory of Physical Phenomena.

Noyes, General Principles of Physical Science.

Thompson, Conductivity of Electricity through Gases.

Rutherford, Radio-activity.

Barker, Rœntgen Rays.

Flemming, Wave Telegraphy.

Williams, Story of 19th Century Science, Etc.

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

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 fall and spring quarters work will be offered in expressional analysis, which will be designed to supplement rhetorical analysis in the study of literature, giving attention more 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 will be offered during the winter quarter to those having had Principles of Vocal Expression as a basis. The work will be extended to include practice in Debate and other forms of Public Speaking, also practice in the application of Parliamentary Law, since it is now conceded that an education is not complete that does not include some training in matters of a parliamentary nature. The text-book in Parliamentary Law is "Hand-book of Parliamentary Law" by Gregg.

The library supplies a large number of reference books on Argumentation and Debate which will supplant individual text-books.

The courses in Speech Arts are particularly recommended to those students specializing in English and those desiring to become public speakers.

ZOOLOGY AND PHYSIOLOGY.

1. The First Year Zoology is a general course in the study of Animals in the field, in the laboratory and from text-books. This course extends through three quarters, beginning with the fall quarter.

2. College Zoology. This course is of college rank and is so recognized and accepted by colleges as such.

3. Advanced Physiology of college rank is offered to students desiring such work.

4. Ornithology or Bird Study is given during the fall, spring, and summer quarters. The work is based on field work, laboratory work in identification of birds, and lectures and recitations. The student learns to know about 100 Missouri birds. Teachers that have taken the course consider it valuable in their Nature Study work and in their language work.

5. Entomology or Insect Study is given during the fall, spring, and summer quarters. $700,000,000 annually is the estimated damage by insects to the crops of the United States. Should teachers not know something of such a scourge and how to combat it? If the 18,000 Missouri teachers would give proper instructions on Insect Life, how much would be saved to Mssouri! Folsom's Entomology is the basis for this course.

6. **Nature Study.** This course on Animal and Plant Life is

offered to prospective teachers desirous of getting subject matter for Nature Study in the grades.

Practical Nature Study by Coulter and Patterson is made the basis for this course. Miss Berry and Miss Barnes of the Practice School, will lend their experience and advice in this course.

7. **Physiology or Sanitation.** This course is one dealing with Sanitation for the individual and the masses, rather than one on Anatomy and Physiology as usually given. Advanced Physiology and Hygiene by Conn and Budington is made the basis of this course.

PHYSICAL GEOGRAPHY IN THE FIELD.

NORMAL SCHOOL INDEX STAFF, SUMMER 1910.

Top Row, reading from left to right: C. E. Stephens, Grover Polson, Paul Selby, Earl VanHorne, W. R. Boucher. Bottom Row: R. I. Mulford, Professor A. P. Settle, Eunice Wattenbarger, John R. Murdock, Professor E. M. Violette.

SOME GRADUATE STUDENTS IN SUMMER TERM, 1910.

Top Row, reading from left to right: J. A. Miller, G. F. Bennett, B. L. Cornmesser, O. G. Sanford, A. J. Newman, T. V. Buzard. Second Row: Chas. Banks, Louise Hicks, Guy Pence, Mrs. Lewis Jones, E. A. Funk, Mayme Sears, Ora Rutherford. Bottom Row: Reba Polson, Robt. St. Clair, Ella McClain, H. J. King, Roberta Jones, Ava Finegan, G. H. Jamison, Edith Marston.

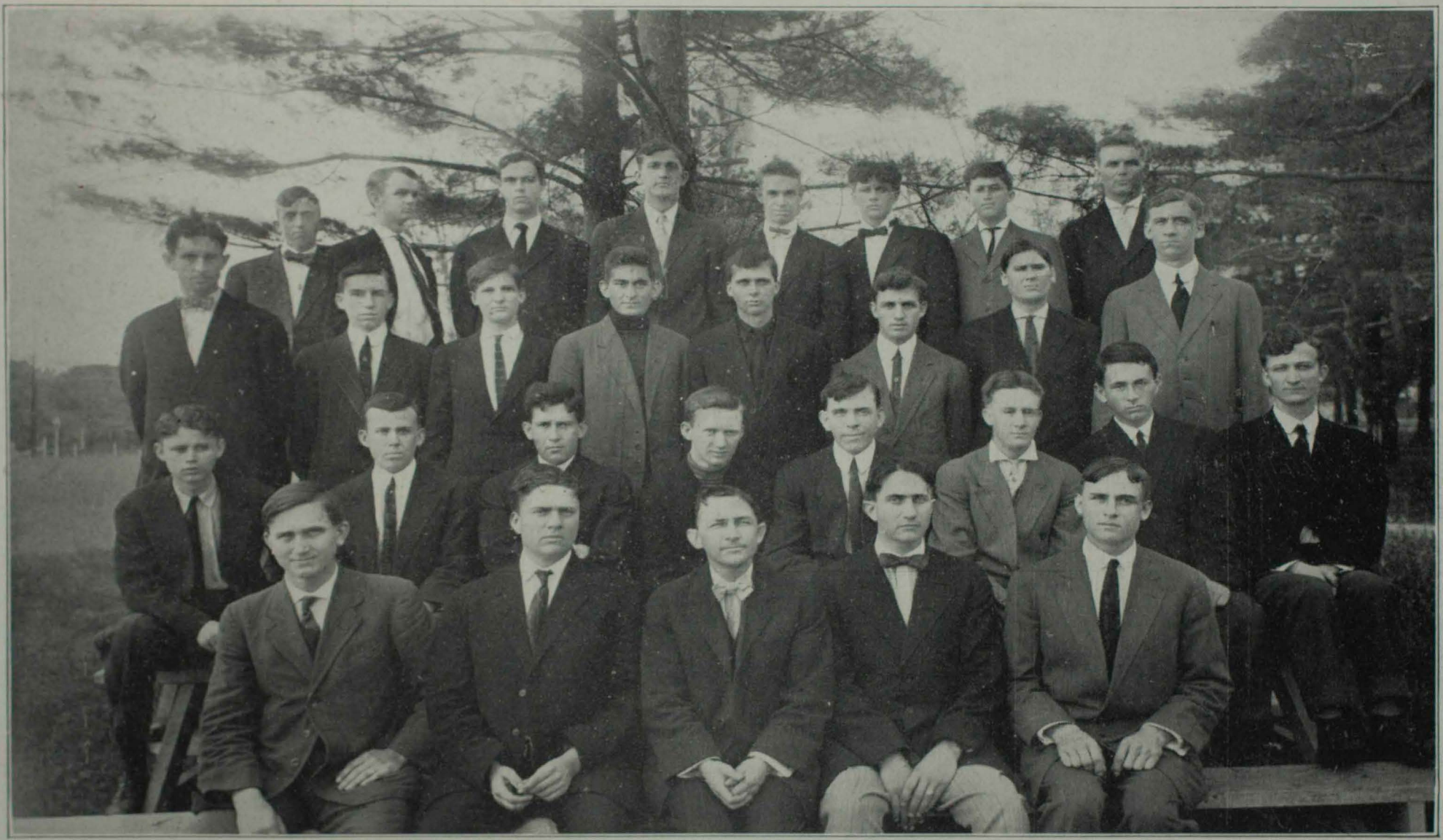
NATURE STUDY CLUB.

Top Row, reading from left to right: Idella R. Berry, Birdie Robbins, Lettie Merrick, Pearle Netherton, Jennie Baltzell. Second Row: Ina Baltzell (Pres.), Bessie Coffey, Allie Israel, Marie F. Miller, Edna Wilson, Ada McKnight, Anna H. Matthews. Bottom Row: Paul Hardesty, W. L. Magruder.

History Club, 1909-10.

Top Row, reading left to right: Fannie Davis, R. J. Mulford, Prof. H. W. Foght, Prof. A. Otterson, Grover Morgan, Fred L. Sloop, Mrs. J. A. Miller. Second Row: Prof. E. M. Violette, Reba Polson, A. W. Bagley, Clara Habermeyer, John R. Murdock, Helen Bradley. Third Row: Robt. Clough, Mary Sweeney, W. L. Patterson, Avis Woodward, Paul Selby, Laura Lute Hurd, W. E. Tydings. Bottom Row: Frank Shulze, Melvin Fish, O. G. Sanford.

SCIENCE CLUB.—Top Row, reading left to right: J. A. Miller, W. E. Tydings, J. W. Howe, C. A. Dorsey. Second Row: Mabel Rambo, Eolian Berger, Reba Polson, Faye Yeager, John E. Baltzell. Third Row: Prof. A. W. Lewis, Cecil Butler, Ann Matthews, G. F. Bennett, J. E. Rouse. Bottom Row: Robt. Clough, S. L. Bailey, J. R. Kerr, E. M. Polley, C. W. Dearing.

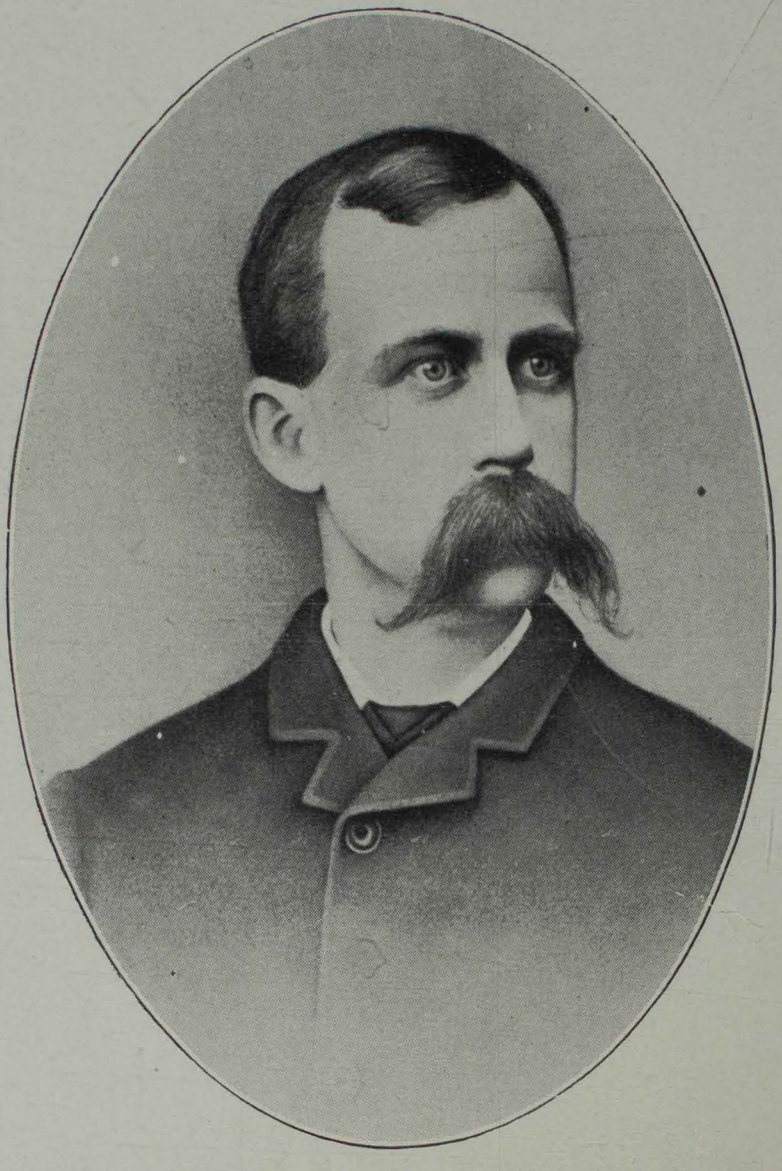


DEMOSTHENONIAN DEBATING CLUB.—Top Row, reading left to right: Roscoe Reese, T. V. Buzard, J. D. Oliver, John Foust, Meryl DeWitt, Jesse Scott, Rouse Anderson, V. H. Barker. Second Row: E. M. Polley, L. P. Hardesty, W. Fuller, Frank Ward, John Cain, J. H. Rudasill, John Howe, John Baltzell. Third Row: Ben Jones, W. E. Costolow, Delbert Martz, Carl Hull, J. R. Kerr, J. W. Arnold, Roland Marston, Arlie Capps. Bottom Row: W. E. Burnham, J. Welch, T. W. Kelley, Lewis Shanks, Leslie Dumenil.

CLAYTONIAN DEBATING CLUB.—Top Row, reading left to right: J. R. Murdock, Burton Benson, A. W. Bagley, V. A. Schiefelbusch, L. L. St. Clair, Prof. A. Otterson, Guy McGee, Prof. H. W. Foght. Second Row: Roy Slocum, R. J. Mulford, C. T. Farmer, G. V. Baskett, W. E. Tydings, T. G. Nichols, Walter Hopkins, F. L. Sloop, B. S. Morgan. Third Row: C. W. Dearing, R. C. Clough, Grover Sims, H. L. Collett, M. E. Fish, S. B. Stout, N. E. Wells, A. L. Threlkeld. Bottom Row: Roy Neff, R. W. Powell, C. C. Cokerham, R. S. Blackhurst, W. L. Hale, Robt. Berger, Arthur Dilley, Wade S. Craig.

WEBSTERIAN DEBATING CLUB.—Top Row, reading from left to right: M. W. Sparks, T. L. Schiefelbusch, E. A. Wright, S. L. Bailey, D. E. Neale, W. H. Burress Second Row: M. E. Wood, F. W. VanHorne, E. H. Salisbury, E. A. Funkhouser, Earl VanHorne, S. T. Frazier, G. A. Hulen. Third Row: R. C. Allen, W. R. Boucher, Perry Armstrong, W. L. Rinaman, G. W. Corporan, J. F. Page, S. M. Boucher, W. D. Swanson. Bottom Row: Clive Finegan, F. E. Brooks, J. A. Miller, G. E. McFadden, C. L. Van Horne, H. E. Millsap.

CICERONIAN DEBATING CLUB.—Top Row: Byron Lee, E. D. Edwards, Byron McGee, Floyd Rogers, Clare McMurry, C. B. Todd, Clifford Harland. Second Row: Herbert Collins, Herman Crookshank, J. E. Scotten, Marion Hill, L. F. Reynolds, Arthur Billington. Third Row: Henry C. Gardner, Earl Carroll, E. G. Kaster, John Crookshank, F. W. Linton, Jesse Taylor, Ralph Bowman. Fourth Row: C. L. Fray, L. V. Crookshank, Bruce Lee Melvin, Adolph Dooley, Monroe Good, J. A. Boucher.



Dr. J. P. Blanton, Deceased.

President 1882–1891.

DR. J. P. BLANTON.

PRESIDENT SEPTEMBER 1882 TO JUNE 1891.

The accompanying picture of Ex-President Blanton represents him as he appeared about twenty-five years ago when President of this Institution.

Dr. Blanton died at his son's home in St. Louis early last winter. He was 63 years of age. He did not look it. He had the appearance of young manhood. He had been tossed about much, but he retained great vivacity and physical and mental energy. He was probably the most brilliant man that ever held a position of any kind in this Normal School. He was not so many sided as our first President, Dr. Baldwin, but he was a man of great energy.

Some three years ago I was piloting him through this Normal School. At every turn he showed himself a man of generous impulses. He praised our Library, our Art Department, our Music Department and our many Laboratories. He rejoiced in things done now which were impossible in his day. But he turned upon me suddenly when we had walked and talked for two hours and said to me with intense feeling: "But John, didn't I, didn't I in my day make things move on this old Campus?" And indeed he did. It was President Blanton of the First District Normal School who went up and down the north half of this state pleading for libraries and for the reading habit. He did this long before we had anything of the so-called supplementary reading. He began building a library. It was poor enough, but it was a beginning.

He it was that first organized in Missouri a rational course in public school Music. It was for the little city of Mexico, when he was Superintendent there at the beginning of the 80's. He it was that revived for and in this Normal School a Practice School Department which has continued growing and expanding to the present time.

On retiring from the Presidency of this Institution in 1891, Dr. Blanton became Professor of Pedagogy for the University of Missouri. This position he held ten years. Afterwards he was for a few years President of the University of Idaho. For the last seven or eight years of his life he was engaged largely in the insurance business, but his mind was still centered on his great life work, and he was never more interesting to me than when I last met him. He should now be alive and just approaching his highest professional efficiency. He should have lived many years to serve Missouri.—J. R. K.

EDUCATIONAL THEORY, HISTORY AND ADMINISTRATION.

MR. WILSON AND MR. WARNER.

1. Elementary Psychology.
2. Principles of Teaching.
3. School Economy.
4. The Science of Education.
5–6. History of Education.
7. Administration and School Problems.
8. The High School, its Pedagogy and its Problems.
9. Advanced Psychology.
10. Educational Classics.
11. Foreign School Systems.
12. Seminar in Education.

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

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

Course 2, by Mr. Wilson, based on Thorndike's Principles of Teaching, including Psychology references and the Collateral readings.

Course 3, by Mr. Warner; Inner organization and Class-room management. Text to be determined.

Course 4, by Mr. Wilson, will extend through one quarter, and will embrace at least three following inquiries, viz.: (a) The Fundamental Nature of Education, (b) The Data of Educational Science, (c) Other and Contributing Sciences in their Relation to the Science of Education.

Courses 5 and 6, by Mr. Warner, will extend through the first and second quarters continuously and again through the third and fourth quarters as demanded.

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

Text: Kemp, also Monroe; Collateral Texts (supplied from the Library), Laurie's "Prechristian Education," Laurie's "Rise and Constitution of Universities," Hailman's "Lectures," West's "Alciun," Quick's "Educational Reforms," Pestalozzi's "Leonard and Gertrude," Plato's "Republic," Aristotle's "Politics," Hoyt's "Studies

in Modern Education," Reports of U. S. Commissioner of Education, Proceedings of N. E. A., etc.

Course 7, by Mr. Warner, is for one quarter, and will be offered the third quarter, following immediately after the History of Education, being designed for those students who have completed the course in the History of Education. Texts: Chancellor's "Our Schools," Report of Committee of Fifteen, Gilbert's "The School and Its Life," Dutton and Snedden's "The Administration of Public Schools," School Laws of Missouri, Recent School Reports.

Course 8, by Mr. Wilson, is a one-quarter course, available during the first, second, third or fourth quarter, and is designed for advanced students especially interested in the High School and its problems.

Course 9, by Mr. Wilson, is for one quarter or two quarters, and is open to advanced course students. Baldwin's Mental Development is made the basis of the study, with Judd's Genetic Psychology and Collin's Epitome of the Synthetic Philosophy as collateral texts.

Course 10, by Mr. Warner, is for one quarter, taught by subjects through library reference.

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

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

Course 11, by Mr. Wilson, will occupy one quarter in a consideration of the School Systems of Germany, France and England.

Course 12, an open Parliament in Educational Discussion and Investigation. Under the general oversight of the department, but open to all students and teachers. No fixed credits, but credentials may be presented to the Club or Parliament for credit at the discretion of the department.

PRACTICE SCHOOLS.

Faculty of the Practice Schools.

John R. Kirk.....Supervisor of Practice Schools
Susie Barnes.....Supervising Principal
Laurie Doolittle.....History and Geography
Eudora Helen Savage.....English and Mathematics
Idella R. Berry.....Primary Grades
Harriet Howard.....Kindergarten
Marie T. Harvey.....Rural School

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, Eugene Fair, H. W. Foght.....History
Mark Burrows.....Geography
W. A. Lewis, H. H. Laughlin, J. S. Stokes, L. S. Daugherty.....Sanitation and Science
A. D. Towne.....Manual Training
Caroline Livingston.....Drawing
Leota L. Dockery.....Physical Education for Girls
————.....Physical Education for Boys

General Elementary School Curriculum.

The following course of study represents the combined effort of all those who have the supervision and direction of the work in the elementary practice school. 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 statement 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 satisfactory evidence to the faculty of the School that they have the necessary academic acquirements.

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 inter-relation 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 view point 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 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 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 an English accent in their German; to give a wider range of vocal exercise, 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 forerunners 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 an 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 of 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 pro-

longed 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 expresion, 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 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 children of the elementary school. This chorus will meet once a week under the supervision or direct 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 moral 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 cour-

age—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, lifeboats, institutions for the blind, etc. The beauty and fruitfulness of industry: The grace and diginty of work performed from a sense of honor, and not as under a taskmaster'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 with primitive history in the first grade, 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 conditions in all countries helps the student to unify the world's activities, and find characteristics in other peoples similar to his 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 find-

ing 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."

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 out-lets 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 children of a year or two spent in the kindergarten, but in order to ex-

press 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 consideration 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 so 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 represents 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 wherever 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.
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 key-note 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 relation of one family to another in the trade world. Only fundamental trades are considered and the dignity of labor is emphasized. The relation of one community to another in state life is too 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 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.

Manual Arts: This work is primarily to develop skill with the hands in doing neat accurate work with various materials and tools. It also serves to make mental images clearer and more permanent and ultimately leads to invention. The work of this period is fully discussed under the topic of Manual Arts, below in the course.

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.

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 made impressions of children's hands, shells, leaves, and flowers.

Paper-Folding: Transformation of surface by means of folds and cuts on the diametral lines of any shaped surface; for example, soldier's cap, made by folding a circle on the diametral 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 ani-

mals. Illustrative cutting 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.

Card Board Construction: Bradley construction paper for genetic construction based on the intersection of diametral planes, parts held together by the use of slits 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, light house, 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, card-board 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 oil-cloth 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 design 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 cranberries, 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 verses, 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 by 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 the 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 outline 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 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 trilium. Materials prepared by teacher or children are arranged in balance 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 brief study of each. Study of the elements: earth, its

stability, nourishing power, treasures, and homes 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.

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 overemphasizing 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. Drills 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 musical 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 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 leader 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. Rhythms 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 teacher, individually when child seems slow or sings in a monotone. Imitation of 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 when 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 Songs 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 emotions, 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 correct English. Below are suggested some of the ways in which work is definitely done towards 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 topics 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 unconcious correction of bad habits and the establishment of an ideal of right. Verses and occasionally 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 desired effect produced by the first telling. Stories dramatized by the children, such as, "Chicken Little."

Conversation: In every possible way 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 oocupation 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 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 principle subjects for discussion are: Home life; occupation of the father; occupation of mother; object of labor to secure food, 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. Other work in geography during this year is given incidentally in connection with excursions planned in history and nature-study.

Eskimo Life: Geographic environment; topography, climate, vegetation, animals. Eskimo: Appearance of; dress; home; food; arts.

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. Free hand 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 see-saw. To illustrate farm life let the children cut chickens, lambs, horses and cows.

Weaving: Mats from raffia or carpet yarn for doll's houses, using the sides of crayon boxes for looms. Doll's 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 walruses 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, writing "Merry Christmas," etc., inside. Mount small pictures of madonnas on grey 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. Plans 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-boatmans, drag-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. Gar-

den 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 12 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 single 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, 5 cent piece, dime, dollar; pint and quart. No text-book is in the hands of the children.

English: Literature: The Old Woman and the Pig; The Pancake Story; Musicians of Bremen; Stories from King Arthur; The Elves and the Shoemaker; Crow and the Pitcher; Hare and the Tortoise; Rhymes from Mother Goose; poems from Stevenson's Child's Garden of Verse; 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, Grover, Atkinson, Mentzer and Grover. Sunbonnet Babies' Primer, Overall Boys, Grover—Rand, McNally & Co. Art Literature Primer, Art Literature Reader, Book I, Grover—Atkinson, Mentzer and Grover. Hiawatha Primer, Holbrook—Rand. First Year Language Reader, Baker and Carpenter—Macmillan. Aldine Reader, Book I, Spaulding and Bryce—Newson. Thought Reader, Book I, Summers—Ginn. The teacher writes or prints upon the blackboard or cardboard simple sentences, given by children and teacher based upon the activities of the children, their toys and play things, 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, 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 the 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 step 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 divisions 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 from no habitation to the Long House of the Iriquois. 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 in 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, recognize 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; slow 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 smaller 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 diacritical marking, through the teacher's pronouncing of the words, and through association with known words in the sentence. Books read by the children during the year: Second Year Language Reader, Baker and Carpenter—Macmillan. Art-Literature Reader, Book II, Grover—Atkinson. Folk-Lore Reader, Book II, Grover—Atkinson. Folk-Lore Stories and Proverbs, Wiltse—Ginn. Bow-wow and Mew-Mew, Craik—Maynard, Merrill. Pied Piper and other stories, Banta—Flanagan. Child Life Reader, Book II, Blaisdell—Macmillan. Heart of Oak Reader, Book II, Norton—Heath. Fables and Folk Stories, Part 1, Scudder—Riv. Ed. In Mythland, Beckwith—Ed. Pub. Co. Hiawatha (selections)—Riv. Ed. Æsop's Fables, Reiter—Worlds Events Pub. Co. Literature: Stories read or told to the children: Cinderella; Beauty and the Beast; Aladdin and the Wonderful Lamp; The Three Billy Goats; The Town Mouse and the Field Mouse; The Fox and the Crow; Siegfried Stories. Poems read to the children and sometimes committed to memory: Pied Piper of Hamlin, Browning; Mountain and the Squirrel, Emerson; Piping Down the Valley, Blake; Poems from the Posy Ring, and from Stevenson's Child's Garden of Verse.

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 unruled 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 Course. Harmonic Primer of the Natural Music Course in the hands of the pupils.

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 quality of the shepherd with the exterminating quality of the hunter; account for these qualities from their occupations and mode of life. Social organization: patriarchial; 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, cilmate, 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 heading as "Seeds dispersed by wind." Fleshy fruits. Observe any insects injuring fruits or trees, especially the coddling 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; cooking vegetables.

Mathematics: A text-book is placed in the hands of the children. Written work becomes more important as larger numbers are involved in the operations. The forty-five fundamental addition 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 com-

pleted; square inches, square feet, cubic inches, cubic feet; terms, area, dimension, base, altitude, perimeter; formulate tables 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, Grover—Atkinson. 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—Riv. Ed. Book of Nature Myths, Holbrook—Houghton. Fables and Folk Stories, Part 2, Scudder—Riv. Ed. Hiawatha's Childhood—Riv. Ed. Lincoln Leaflet, Washington Leaflet—Ed. Pub. Co. **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 improve ments, 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 of 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 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 Green-

wood (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: beanbags, 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 of 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, numbus; 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: Pinocchio, Collodi—Ginn. Wonder Book, Hawthorne—Houghton. Anderson's Stories, German Household Tales, Grim; Tales from Arabian Nights—Riv. Ed. Water Babies, Kingsley—Ginn. Longfellow Leaflet—Ed. Pub. Co. Selections from Longfellow's poems. Fourth Year Language Reader, Baker and Carpenter—Macmillan. 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 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 compsosition 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 and the division of the sentence into subject and predicate. Spelling: Words are taken from daily lessons and common words are constantly reviewed. The teacher and 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 Phœnecians 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 productions 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: Difierent positions of sun and moon in rising and setting from week to week.

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. Fifth Year Language Reader, Baker and Carpenter—Macmilian. 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. The Mother Tongue, Book I, revised edition, by Kittredge and Arnold (Ginn) is used as a guide in formulating principles of oral and written expression.

Music: Vocal drill and scale practice; dictation; chart work. Intervals, meter and rhythm; book work, songs by note for one, two, and 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; gilds. Mohammedanism; Crusades; struggle between the popes and emperors; Protestant revolt; adjustment of relations between England and France; introduction of gunpowder; 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," "Seigfried" 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 valley 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 countries of the different na-

tions. 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, Burdett); "The Youth's Companion Series," (Ginn).

Manual Arts: Bench work in wood: sawing exercise; 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 doilie. 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 leaves. 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.

Nature Study: Animal Life: Life history of a spider. Observe building of web, habits of different species; difference between spiders and insects; spiders two regions of body, eight legs, simple eyes; insects, five regions of body, six legs, compound eyes. Draw eyes, spinneret. Use of silk, snare for prey, enwrap prey, nest for eggs, lining for home, means for locomotion. Study cobwebs, egg sacs, running spiders, jumping spiders, ballooning spiders. Observe grass spider at work in a glass jar containing moist sod. Put twig inside. How is the web made? How many kinds of silk? Draw spiral threads. How does spider pass from one side of web to the other? How does it treat its entangled prey? The study of animals can be carried out by means of naturalists clubs or poultry clubs, in which methods and results may be compared. Plant life: Weeds. When is a plant a weed? (Grow where other plants do not and drive out other plants.)

Recognition of different families of weeds. Study grasses and sedges. Different kinds of stems. Draw. Study mushrooms. Let pupils see how these flowerless plants produce seeds. Plant propagation by cuttings, buddings and grafting. Pupils will root cuttings for home use or exchange. Raise bulbs from seeds. Evergreens: Review, how they shed their leaves. Compare cones. Observe them when they shed their seeds. How many seasons are cones attached to the branch? How do squirrels open cones? How does the cross-bill open them? Recognition of trees by twigs and buds. Size, shape and characteristics of buds, scales and rings of twig. Recognition of families. List of local weeds. Devices for securing cross pollination. Devices for preventing cross pollination. Differences between flowers pollinated by insects and those pollinated by wind. Study of ferns: habitation, identification. Gardening: Carry out work begun in fall: transplanting, potting or setting out in permanent location. Draw plans of farm locating the planting of seeds and why; where should the farm house be located, and why? Earth phenomena: How rocks are made. Recognition of feldspar, granite, shale, lead, etc. Experimental work: Select seeds of any growing plant (bean, corn, wheat, cucumber, squash). Have pupils determine most favorable conditions of soil, moisture, and heat basing their conclusions upon: per cent of germs germinated, rapidity of germination, vigor of seedlings. Sky phenomena: Recognition of planets—Jupiter, Venus, Mars, with reference to sun.

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 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. Robin Hood, Pyle. Heidi, Spyri—Ginn. Great Stone Face and Snow Image, Hawthorne—Ed. Pub. Co. Pied Piper, Browning—Rev. 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 settlements; geography;occupations; effects of occupations upon social life; government; religion. Compare New England and Virginia. Contrast the English and French in America: territory, population, military 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 of 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, buttonholes. 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.

Nature-Study: Animal Life: Katy-dids, crickets placed in cages with moist green sod. Observe habits, feeding, breathing, song, only males sing. Find ears, in elbow of front leg. Draw. Observe different forms of locomotion, swimming, crawling, walking, leaping and flying. Adaptation of parts to each of these forms. Group animal forms known according to their mode of locomotion. Life history of cabbage worm and other garden pests. Plant life: Cross fertilization of flowers. Choose a few of the common flowers and let the pupils study the means by which pollen is carried from flower to flower. Where is the nectary? Relation of the nectary to stigma and anthers. What path must insects follow? Do flowers attract insects by color? by fragrance? What insects do you find visiting the flowers studied? What do they do? How do they carry pollen? How do they reach the nectar? Who are the true pollen carriers? Who are robbers? Study the thistle. Study different oaks during the year, contrasting the form of leaves, acorns, cups, and spring catkins. Trees: Forests: uses, lumber, fuel, shade, wind break. Enemies: fungi, insects, poor pruning, fire. Protection: How we can prevent spread of fungus diseases, destruction of insects. Study of annuals, biennials, perennials. Different kinds of stems: erect, trailing, prostrate, climbing, twining, floating, burrowing, etc. Stems for foods: bulbs, tubers, corms. Devices of leaf for securing the light relation. (Rosetto arrangement; opposite or spiral position; profile position, etc.) Effect of soil and moisture upon form and size of foliage leaf, upon character of the root system. What are the differences between plants growing in dry and wet places? Gardening: Experiments in elementary agriculture with soil, water, plant roots, food, etc. Applications in gardening of facts brought out by crop rotation, green manuring, seed and soil inoculation. Experimental work: How plants use water (wilted plants), plant cells;

firmness of stem and leaves. Why do dandelion stems curl? How do plants give off water? Test from living plants. Is transpiration equal? Can roots take up water faster than leaves? Sky phenomena: Recognition of stars and constellations, their revolution. Relation to sun, moon, planets. Earth material: Study of coal—formation, properties, kinds, mining, transportation, use.

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 considered are 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. Mis-

sissippi 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; Pinckney'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 labor and capital. 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 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 plate 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 feautures; 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.

Nature-Study: Animal Life: Adaptation of animals to their haunts. How each animal is adapted to the situation in which it lives, as birds, fishes. Compare wild and domestic animals. Life history of potato beetle. Scale insects. Study of spraying in connection with garden pests. Plant life: Life history of ferns, fruit dots, spore

cases. How new ferns are formed. Fern prothallium and embryo compared to seeds. Scatter spores in moist sand and note result. Give accounts of habits and locality. Draw. How are fruits formed? Different names applied: pod, berry, drupe, pome, pepo. Contrast wild fruit and cultivated. Forestry: adaptation to climate, soil, etc. Struggle for existence: fungus growth and causes; wind, man, insects; protection of forests, use of forests. Forests to prevent droughts, etc. Study of lichens on trunk, effect on trunk. (See Pinchot's Book on Forestry.) Pruning of trees. Fruit growing. Vegetable gardening, consisting mostly in experiments. Leaves: parts, simple, compound. Ribs, veins, netted veined, parallel veined. Shapes: linear, oblong, oral, lana shaped, heart shaped. Study of corn plant: Observe the root parts, leaf parts, starch material in the dry seed with microscope. Nutritive substances containing nitrogen (proteids, albuminoids). Nutritive substances not containing nitrogen (carbo-hydrates, fats). Mineral substances (lime, phosphorus, sulphur). Study life history, history as it grows in field. Experimental work: Capillary action: gravitation; use experiments. Effect of winds over large areas, as climate, altitude. Drying winds, moist winds; use germinating seeds, leaves, and stems to test for carbon dioxide gas. Show that oxygen is used in respiration. Gravitation between the earth and objects—acts in a vertical line; measure of gravity is weight; motion of body caused by gravity. Story of Sir Isaac Newton. Elementary phenomena connected with solids, fluids, heat, light, and electricity.

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.

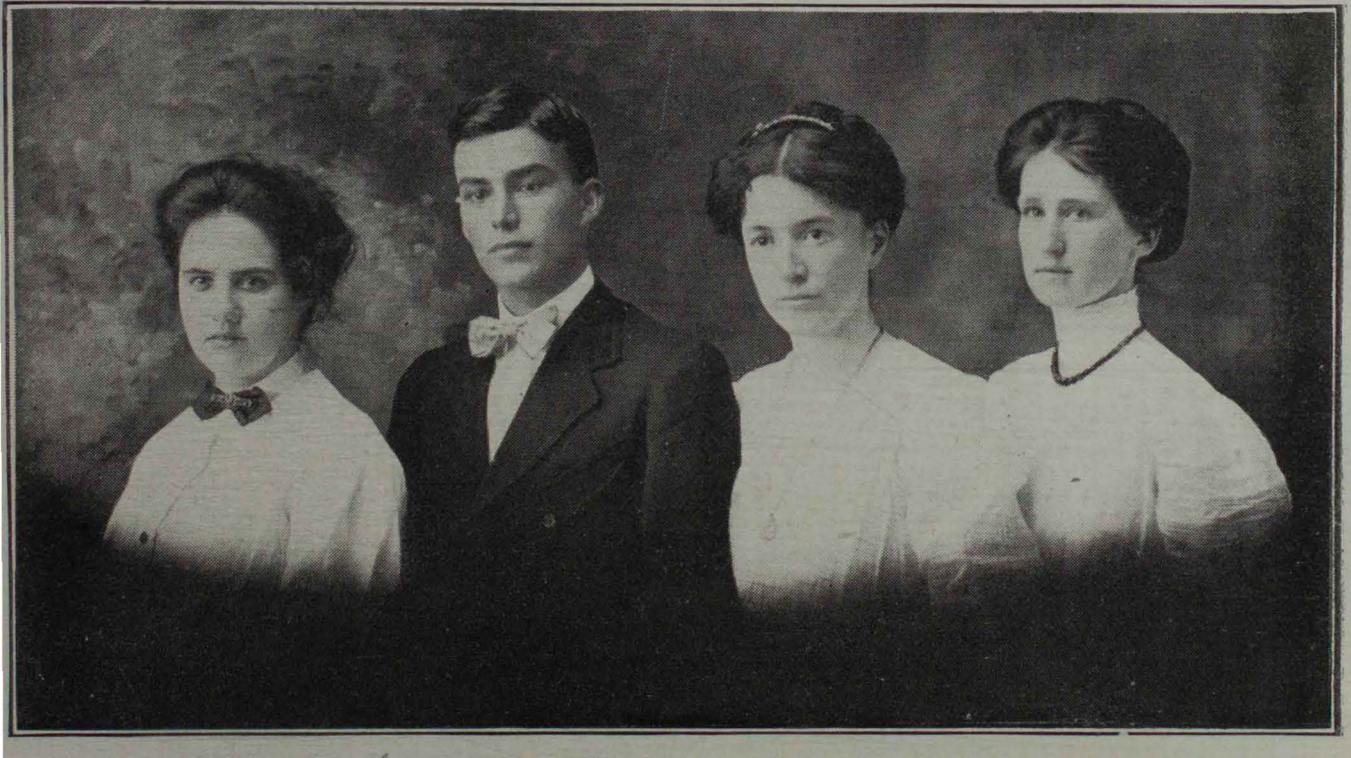
Mathematics: Mensuration, longitude and time, applications of percentage, constructive geometry, and the uses of literal numbers comprise the chief work of the year.

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: Snowbound, Whittier —Riv. Ed. Julius Cæaar, Shakespeare—Riv. Ed. Twice-told Tales, Hawthorne—Riv. Ed. Rose and the Ring, Thackery—Heath. Treasure Island, Stevenson—Macmillan. Hunting of the Deer, Warner—Riv. Ed. Ulysses among the Phoenicians, Bryant—Riv. Ed. Beowulf

—Riv. Ed. Selections from the Psalms. Birds and Bees, Burroughs: —Riv. Ed. Composition and Grammar: Analysis of sentences begun in the seventh grade is continued more critically. Memorizing of poetry and prose continue here as elsewhere and composition and word study are emphasized according to the needs of the class. The children use as 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 beginnings of formal grammar are introduced. The children read stories from Seligmann's "Altes and Neues."

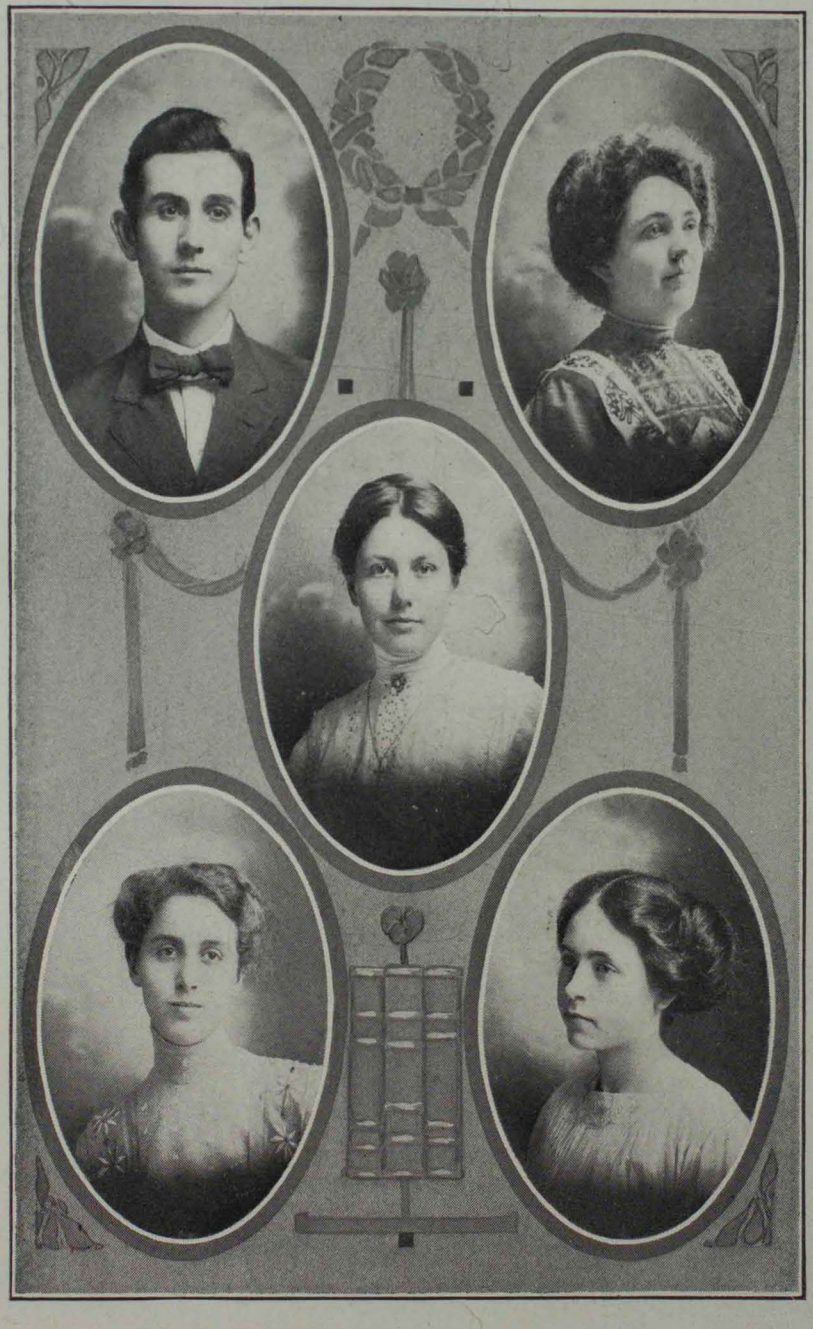
Music: Continuation of all branches used in the sixth grade. Charts F and G of the Natural Music Course. Harmonic Fourth Reader in the hands of the pupil.



A Worth County Group, Summer Term, 1910.
Reading left to right: Edna Craven, L. E. Robertson, Stella Burnham, Nettie Swift.

GRADUATES OF ELEMENTARY COURSE, 1910.

The following fifty-three pictures represent the graduates from the "Elementary Course." There were nearly 100 in the class. It is to be regretted that pictures of all could not be secured. The class was a very strong one.



R. W. Powell.

Anna Lee Terrill.

Elizabeth Uhe.

Louise Willard.

Mabel Wilson.

W. L. Hale.

T. W. Kelly.

Esther Robinson.

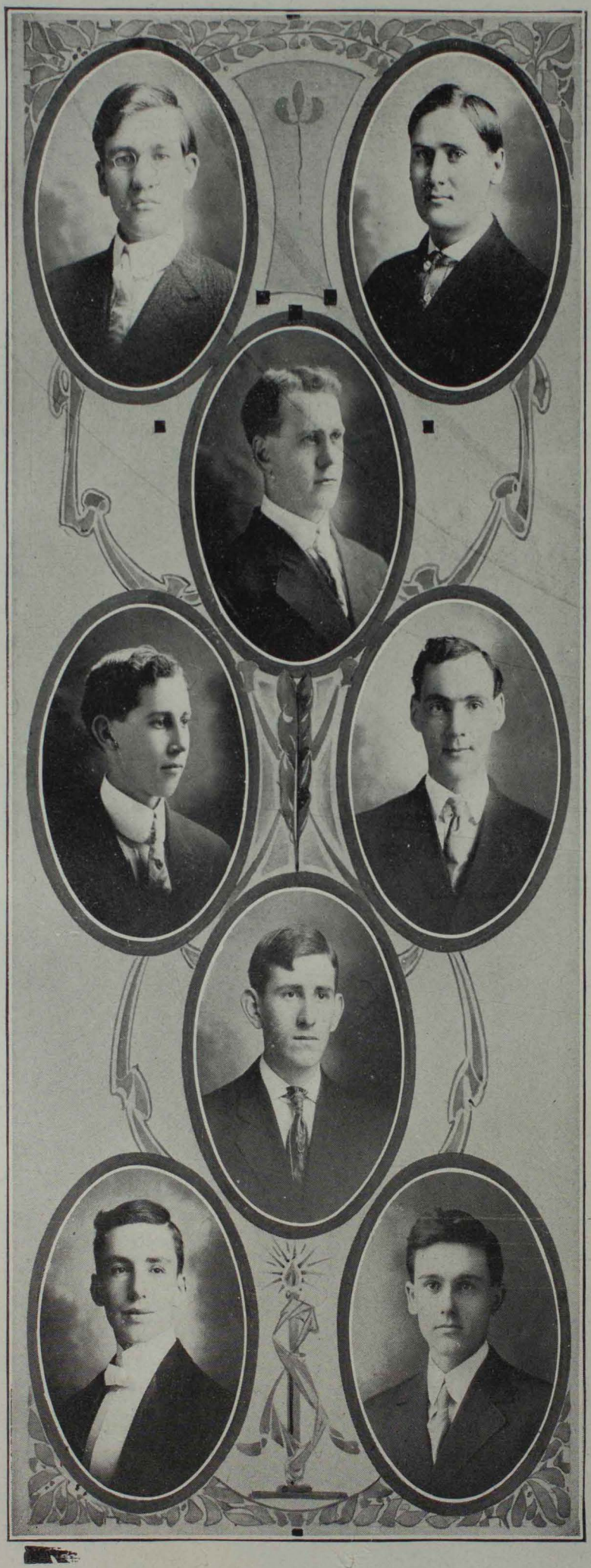
Alice Cummins.

Etta Blattner.

Birdie Robbins

Magdalene Nickles.

Mary Suffern.



EARL SCOTTEN.

JOHN HOWE.

J. A. BOUCHER.

FLOYD ROGERS.

J. FRANK PAGE.

GROVER C. POLSON.

PAUL HARDESTY.

S. B. STOUT.

MABEL RAMBO.

HELEN BRADLEY.

GRACE BARNES.

CAREY BUTLER.

MARY NOLEN.

ARLIE CAPPS.

L. H. DUMENIL.

CLYDE DORSEY.

ETTA CRAWFORD.

GOLDIE FOREST.

SINA COCHRAN.

LENORA DAVISSON.

JENNIE CASE.

E. L. SPURLING.

CLIVE FINEGAN.

STEPHEN BLACKHURST.

Lula Hamilton.

Flo Fidler.

Pauline Kirk.

Nina Shock.

Stella McWilliams.

Ora Johns.

Nell Shanks.

Ruby Barnes.

LELA LYON.

LOLA ALVERSON.

LILLIAN MOORE.

ADA GENTRY.

MIRIAM BOHON.

MRS. J. A. MILLER.

ETHEL BONDURANT.

ANNA MATTHEWS.

A MANY SIDED NORMAL SCHOOL.

A Rural School on the Campus.

There is nothing narrow about a good Normal School. Some ambitious men, ignorant of what Normal Schools are and ought to be, talk much in opposition to the ambitious, up-to-date Normal Schools that will not confine themselves to narrow channels. This Institution seeks to be many sided. It seeks to respond to the needs of all the public schools. It seeks to utilize the impulses of all the good young prospective teachers. It serves in the best possible way the rural and other elementary schools, because it has an **atmosphere of rare and intensive scholarship.** It stimulates and sharpens all the prospective elementary teachers, high school teachers and kindergartners by bringing them into constant **intellectual contact and competition** with one another. It has developed a rational and sensible plan for the preparation of all teachers, working out from the great centers, the library, the laboratory, the shop, the field—utilizing and cultivating sane and healthy mental attitudes towards the teaching profession. It now proposes to show in a visible and tangible rural school building the most perfect and practical school architecture ever devised for a school of any kind and the most effective facilities for instruction used in a school of corresponding grade anywhere.

The Children are transported from the farms in covered wagons. The course of study and the school equipment are not patterned after those of any other school anywhere. In view of years of travel, observation and study, they are planned to fit the particular group of children brought in from nearby farms. First of all, the Rural School Building had to be constructed somewhat as if no rural school had ever been built. Until recently, no one seems to have thought how easily the ordinary one-room school could be so modified as to become a three-room school, and in solving the one-room school problem **we have solved the problem for the consolidated rural and village school,** regardless of the number of rooms.

This Model of ours has three principal floors: The Basement, the Main Floor and the Attic.

The Basement Plan.

The Basement is rectangular in form and 28 by 36 feet outside measurement—8 feet from floor to ceiling.

The floor is of concrete and underlaid with porous tile and cinders, the tile leading into a sewer.

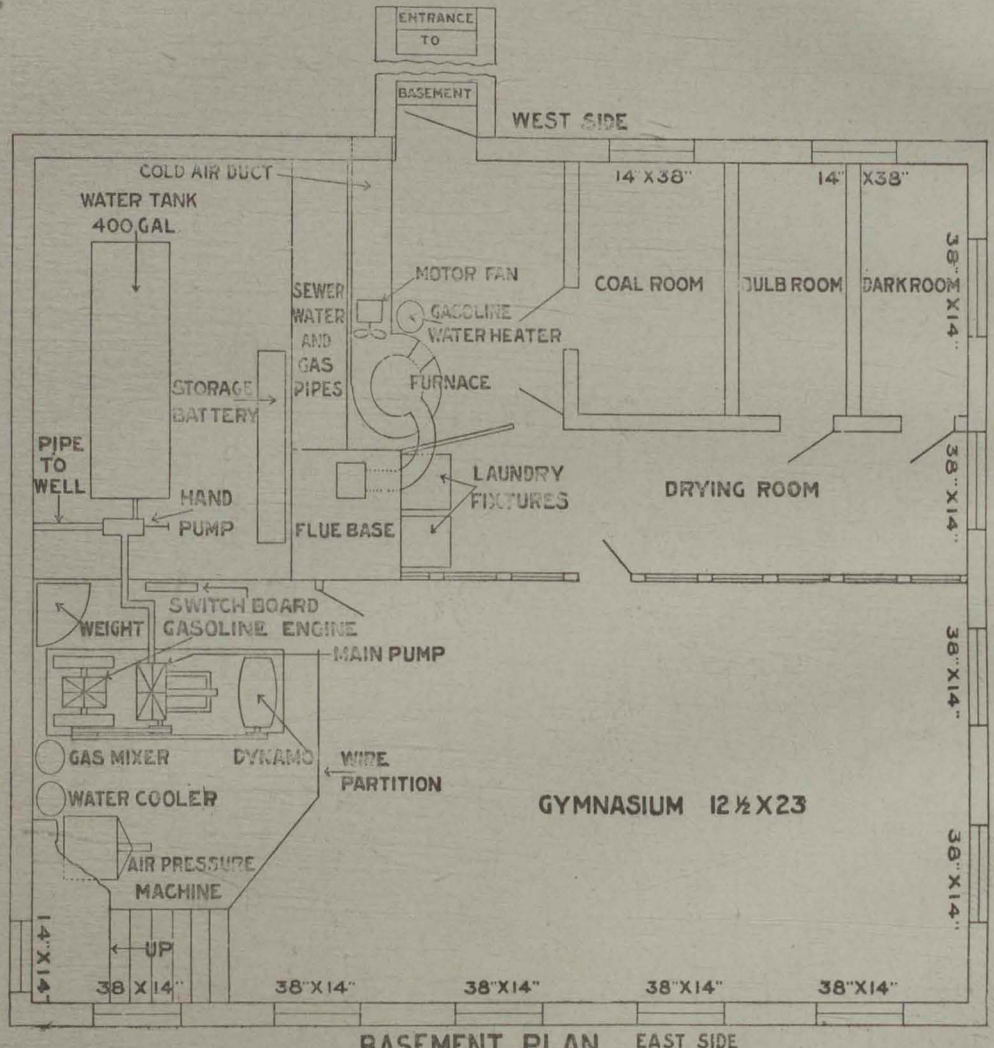
The walls are of comcrete and limestone. They are protected on the outside by a tile about one foot from the walls and averaging 3 to 7 feet beneath the surface of the ground and sloping rapidly into a main sewer, the ditch above the tile being filled with cinders, so as to drain off the surface water and carry it quickly into the tile.

The outside entrance to the basement is of concrete with an outside drain through the lower step into the sewer—this lower step being 3 feet square.

The steps of the outside entrance to the basement, as well as all other steps of the building, are of uniform height and tread, about 7 1-4 inch riser and 11 inch tread.

The Basement contains 8 compartments: 1. A Furnace Room with a large hot air furnace surrounded by galvanized iron casing, also a cold air duct having two partitions and an electric fan to drive in cold air when the furnace is not in use, also a gas water heater for use when the furnace is not running; 2. A Coal Bin 6 by 8 feet; 3. A Bulb Room 3 by 8 feet in which large numbers of bulbs and other garden products can be stored in the fall and winter; 4. A Dark Room 4 by 8 feet for the children's experiments in photography; 5. A Laundry Room 5 by 21 feet with tubs for hot and cold water, a drain, and ventilating apparatus for drying purposes; 6. A Gymnasium 13 by 23 feet; 7. A Tank Room containing a 400 gallon pneumatic pressure tank, storage battery for electricity, hand pumps for use when the gasoline engine may be out of repair, water gauge, sewer pipes, floor drain and other things; 8. The Engine Room containing gasoline engine, water pumps, electrical generator, switch board, water tank for cooling parts of gasoline engine, 1600 pound weight for gas pressure, gas mixer, battery for gasoline engine, pipes, wires, etc.

The pumps lift water from an ordinary well into the pressure tank through pipes laid below the frost line. Gasoline is admitted through pipes (also beneath the frost line) leading out to gas tanks under ground and some thirty feet from the building, one tank for ordinary gasoline to run the engine, another for high pressure gasoline to furnish light and heat. Basement rooms are wired for electricity and plumbed for gas. Basement in all its parts is thoroughly well lighted, having some 11 or 12 windows, most of them of the size 14 by 38 inches.



BASEMENT PLAN EAST SIDE

ENTRANCE

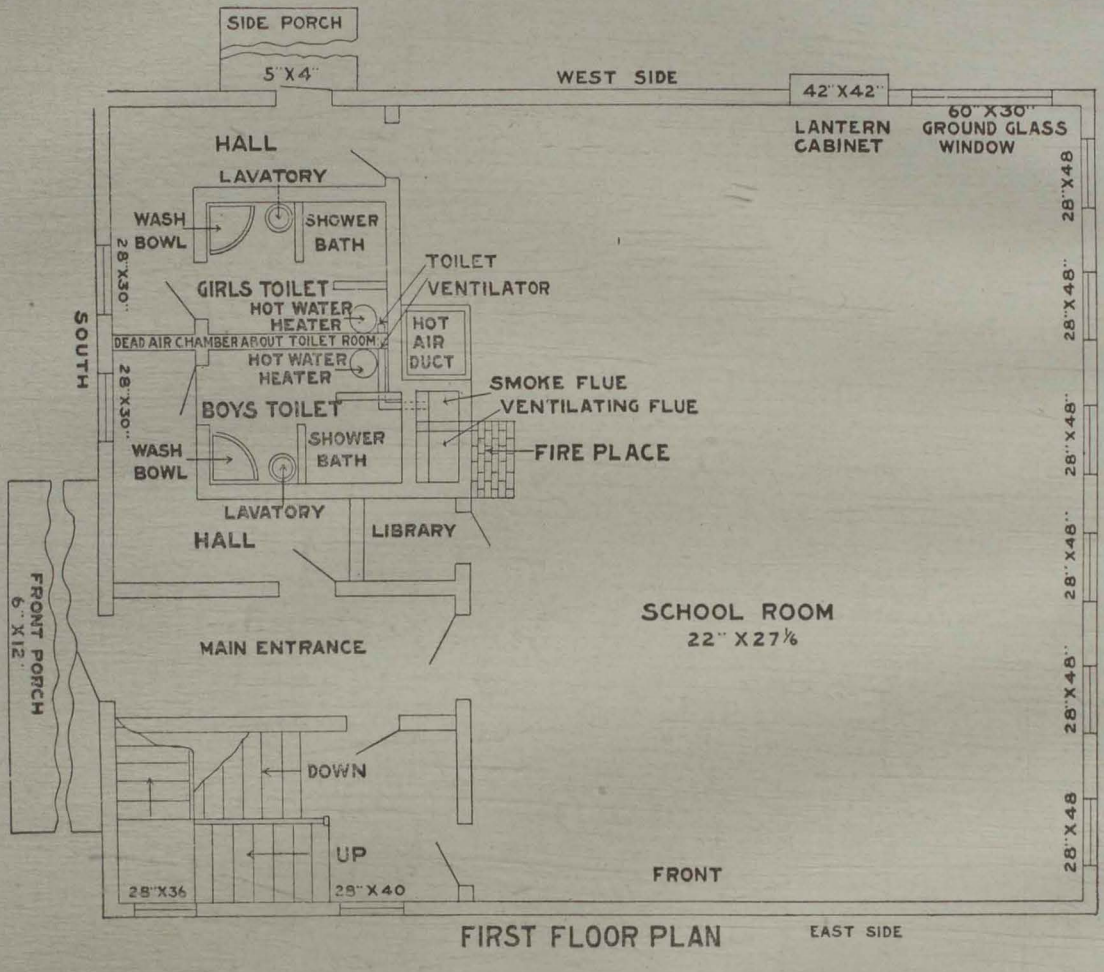
Main Floor Plan.

The Main Floor is also 28 by 36 feet outside measurement, and 12 feet from floor to ceiling. It has three principal compartments and numerous halls and passage-ways. The School Room is 22 by 27 1-6 feet. The children face the east. The school room is lighted from the left side of the children with a great abundanec of mild light reflected from the north. It has a ground glass window at the rear 2 1-2 by 5 feet, admitting afternoon sunlight for sanitary purposes, not for light to work by.

The School Room is furnished with adjustable seats and desks, a telephone on the teacher's desk, a stereopticon hung in the wall at the rear of the room, a screen at the front, an alcove or closet on the east side for books and storage purposes. It has a small organ adapted to school room uses. It has ample book cases, shelves and apparatus. It is ventilated, the pure air entering above the children's heads and passing out at the floor into ventilating stacks some 12 by 26 inches in cross section area, the entrance to the ventilating stack being made into a neat fire place for use and ornamentation.

The Toilet Rooms can best be understood by studying the cut of the floor plans. Each toilet room has all the ordinary toilet fixtures, lavatory, wash bowl with hot and cold water, pressure tank to furnish hot water and to warm the room, shower bath with hot and cold water, ventilating apparatus, looking-glass, towel rack, soap box, etc. **Notice particularly:** Each toilet room is reached by a circuitous passage-way, which serves to obscure the presence and the existence of the toilet room and to furnish ample room for the children's wraps, overshoes, etc. **Notice again:** The walls between and around the toilet rooms contain continuous air chambers to deaden the sound. The toilet rooms are side by side. They give absolute privacy. They are **clean, decent and ornamental.** They are pretty places. They have been used three years and never once disfigured with vile or vulgar language or other defacement.

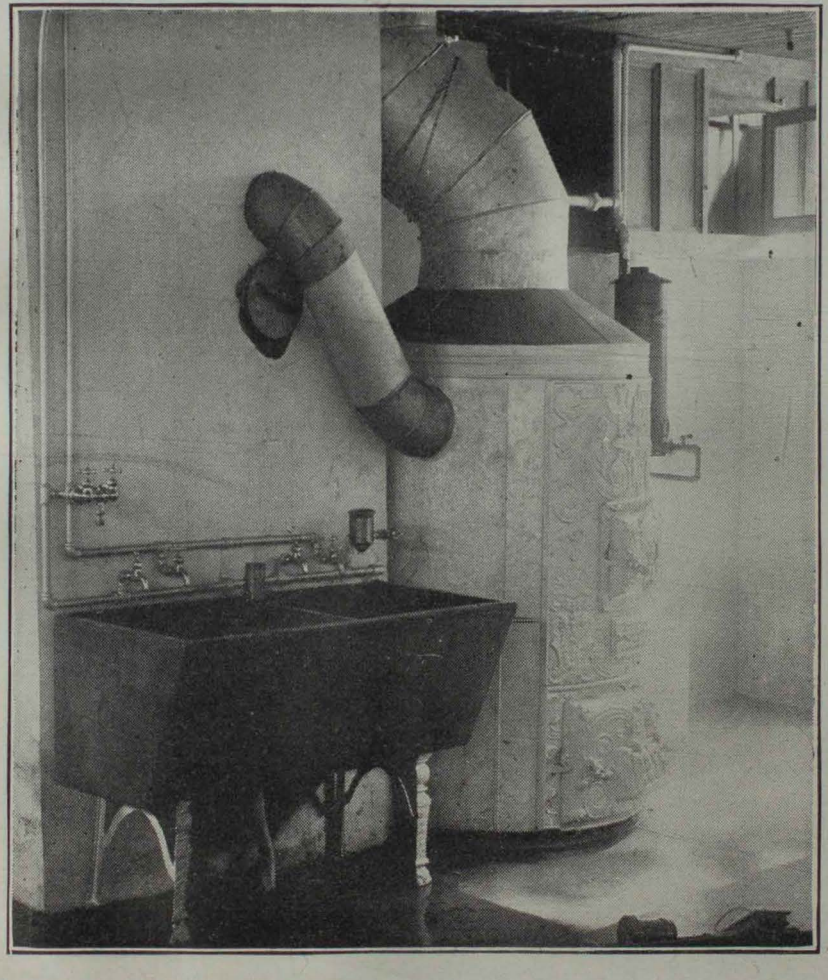
The Main Entrance is 4 by 12 feet, reached through a porch 6 by 10 feet. There is also a small porch on the west side leading out from the girls' hallway. In the southeast corner on the main floor and at the teacher's left there is a hallway from which stairs lead to the basement and the attic. All rooms of the main floor are wired for electricity and plumbed for gas.



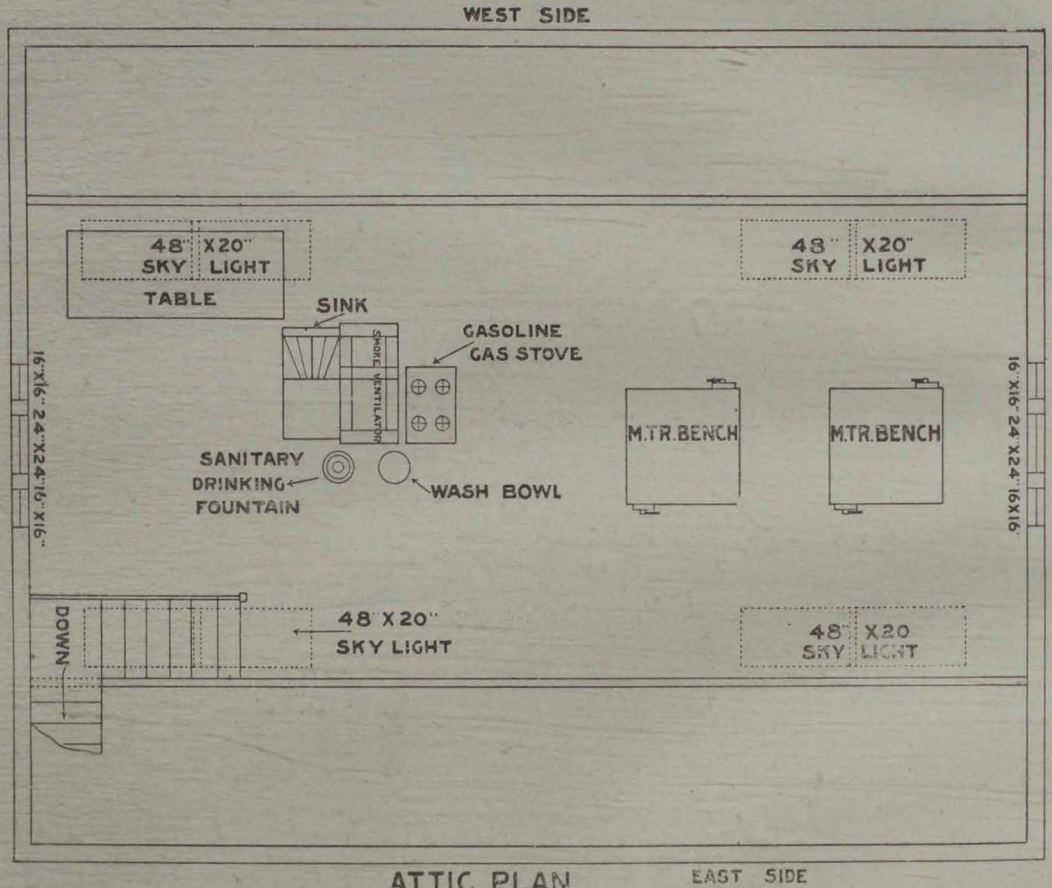
FIRST FLOOR PLAN

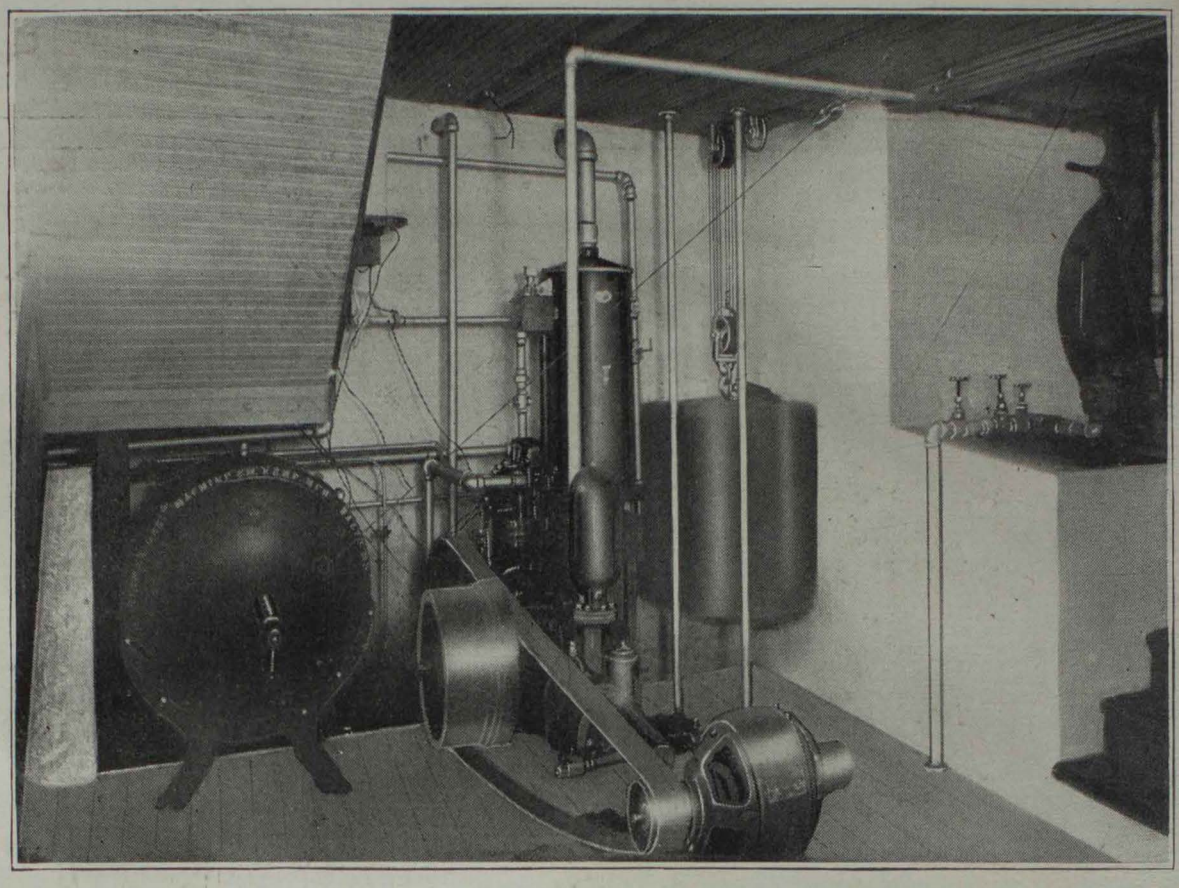
The Attic Floor Plan.

Every rural school has an attic, but this seems to be **the only one whose attic was ever discovered.** This attic is 35 by 15 feet, inside measurement, all in one room as shown in floor plans, 7 feet floor to ceiling. It 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 wash bowl with hot and cold water, looking-glass, towels, combs, etc.; also a large sink such as a good kitchen should have; also 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, a portable Chemistry-Agriculture Laboratory and numerous other equipments. Its utilities will probably grow in number and quality.

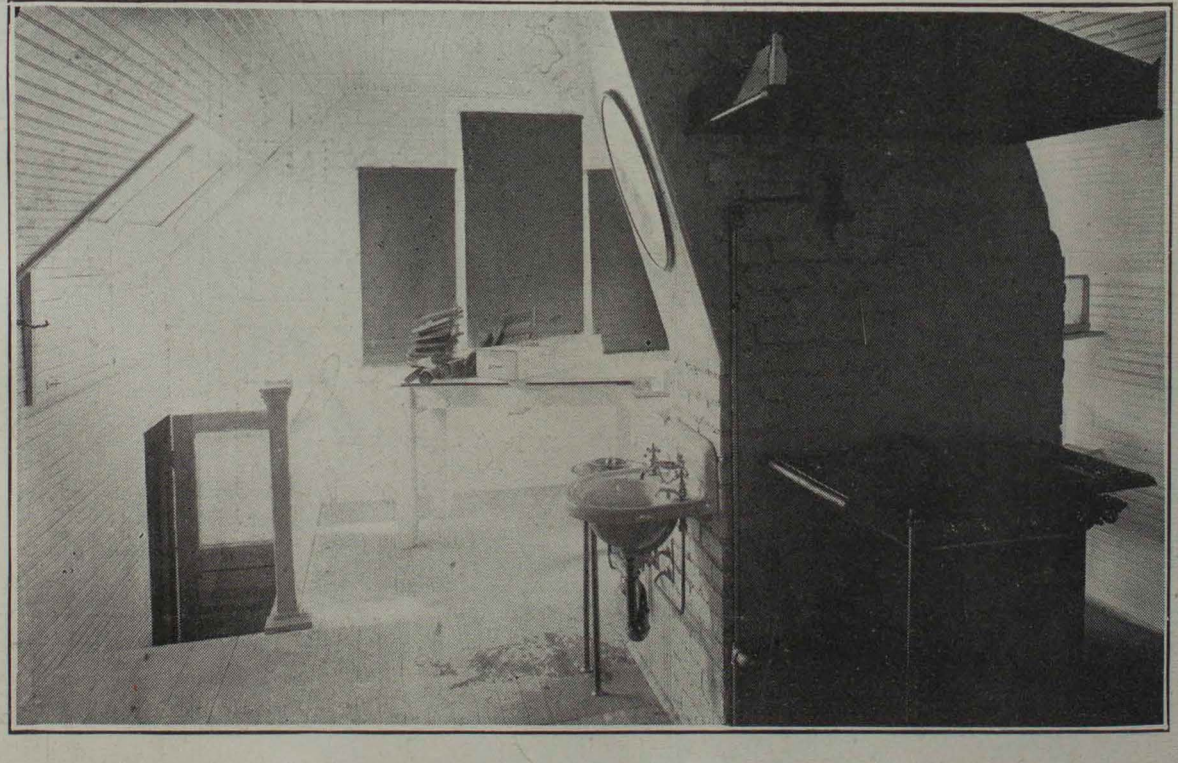


PARTS OF LAUNDRY AND FURNACE ROOMS, NOT YET SEPARATED BY PARTITION.

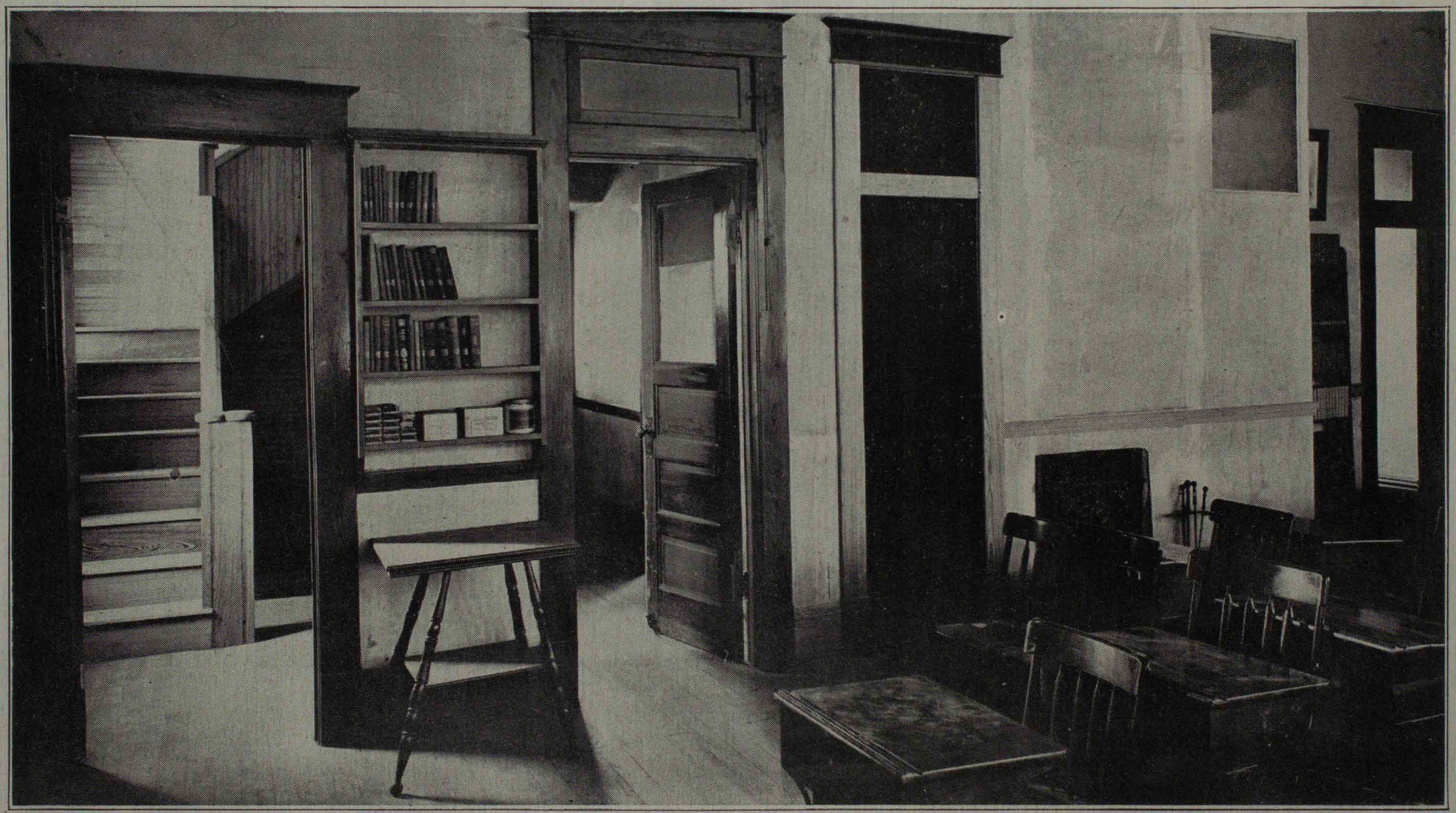

WEST SIDE
48" X20" SKY LIGHT
TABLE
48" X20" SKY LIGHT
SINK
GASOLINE GAS STOVE
SMOKE VENTILATOR
16"X16" 24"X24" 16"X16"
M.T.R. BENCH
M.T.R. BENCH
16"X16" 24"X24" 16X16"
SANITARY DRINKING FOUNTAIN
WASH BOWL
DOWN
48" X20" SKY LIGHT
48" X20 SKY LIGHT
ATTIC PLAN
EAST SIDE



Partial View of Unfinished Engine Room.



Part of Attic.—Gas Range Against Flue at Right.



South Side of School Room: 1. Door Leading to Attic and Basement; 2. Door Leading to Main Entrance; 3. Door to Book Cases and Cloak Room for Teacher; 4. Fire Place; 5. Pure Air Register near Ceiling; 6. Door to Girls' Hall.

THE RURAL SCHOOL PROBLEM.

In Missouri, as elsewhere, the chief topic of consideration in the educational system is the country school. In its organization and development it is not believed to have kept pace with the city school. Relatively, it is thought to be less efficient than forty years ago. The contemporary typical conditions are: the box-car type of building erected without any consideration for the health and comfort of the children; surroundings, a small yard, bleak and bare, with out-buildings that are a menace to the morals of children; unequipped laboratory and library; short terms; ill paid teachers; irregular attendance; antiquated and inefficient curriculum. The result is an exodus to the cities by the best teachers, the ambitious boys and girls, and the best families. 70% of Missouri's youth live in the country; 50% never get beyond a fourth grade; 60% are denied a high school education. Such inequality of opportunity is at once an injustice to the child, and a menace to the state.

This Normal School through its department of rural education, seeks to assist in building up a system of rural schools which will serve country youth acceptably until they have the necessary preparation to enter vocational life, or are old enough to go to college. This in part will be accomplished by stimulating and giving direction to efforts already being made for the improvement of country school conditions. Experiment is being made with the problem of adjusting the rural school to the agricultural and domestic life of the country in a model building with modern equipment elsewhere described, and with children transported from the farms. The school exists for the purpose of answering questions that are of national import, and not to carry out formulated principles and theories; to discover and exemplify ways in which a rural school may be th eeducational and social center of the community; to show how the curriculum may be modernized and adjusted to meet the intellectual, industrial and social needs of the country community; and to exemplify what may be done by one teacher in carrying out a modern course of study.

This school and its work are for observation and practice and should appeal to the interests of the following classes of persons:

1. Seniors and sophomores who, other things being equal, would find the rural work attractive. To these it may now be said that there is a growing demand for well prepared teachers trained to teach agriculture and domestic arts and sciences, and good salaries await such teachers.

2. City superintendents and principals who send their high school products to teach in country schools.

Children Starting Home from Model Rural School.

3. High school teachers who should have a sympathetic understanding of the conditions and pressing problems peculiar to rural communities since large numbers of graduates from town high schools go directly into the rural field to teach.

4. County superintendents who are most important factors in the betterment of rural school conditions, and to whom we may properly look for influence and leadership in gaining reliable data with a view to reorganization of the rural school system to meet modern demands; for help in creating wholesome enlightened public sentiment necessary to all school improvement; for the encouragement of centralization and consolidation whenever practicable; and for co-operation in establishing rural high schools.

5. Teachers expecting to teach in elementary city schools who should know country conditions in order to properly present industrial life from the view point of the rural community.

For each of these, there will be something of interest in the experimentation with this rural school.

In addition to a study of the curriculum and the tentative daily program which follows, opportunity will be given for the consideration, through conferences and open discussions, of such questions as these: The causes for the present status of the average rural school; the country teacher, his qualifications, responsibilities, and remuneration; the library, selection, organization and use; the school a center of community life; school games; rural hygiene; purpose and organization of boys' and girls' agricultural clubs; the consolidation of rural districts, why and how; the relation of the rural school to the rural home; the rural high school..

RURAL SCHOOL CURRICULUM.

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 eliminations 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 begins 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 of 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 must 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 reading 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, and Browning's Pied Piper of Hamlin. 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 compositions 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 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 school course.

Mathematics.

Arithmetic work is begun with the first grade class and continued throughout the school 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 the College 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 children whether in the form of a bird, a stone, a weed, or a rainstorm; the observation 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 experimen-

tal work in laboratory agriculture. A teacher's manual of instructions 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—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 wood-work 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 play grounds. Clay modeling. Cardboard construction. Leather work: mending harness; splicing ropes; manding 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 General 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.

The 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 is 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; agricilture 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.

The geography work 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 were 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, æathetic appreciation, and technical execution should be identical in the two systems.

Tentative Daily Report

Monday, Tuesday and Wednesday

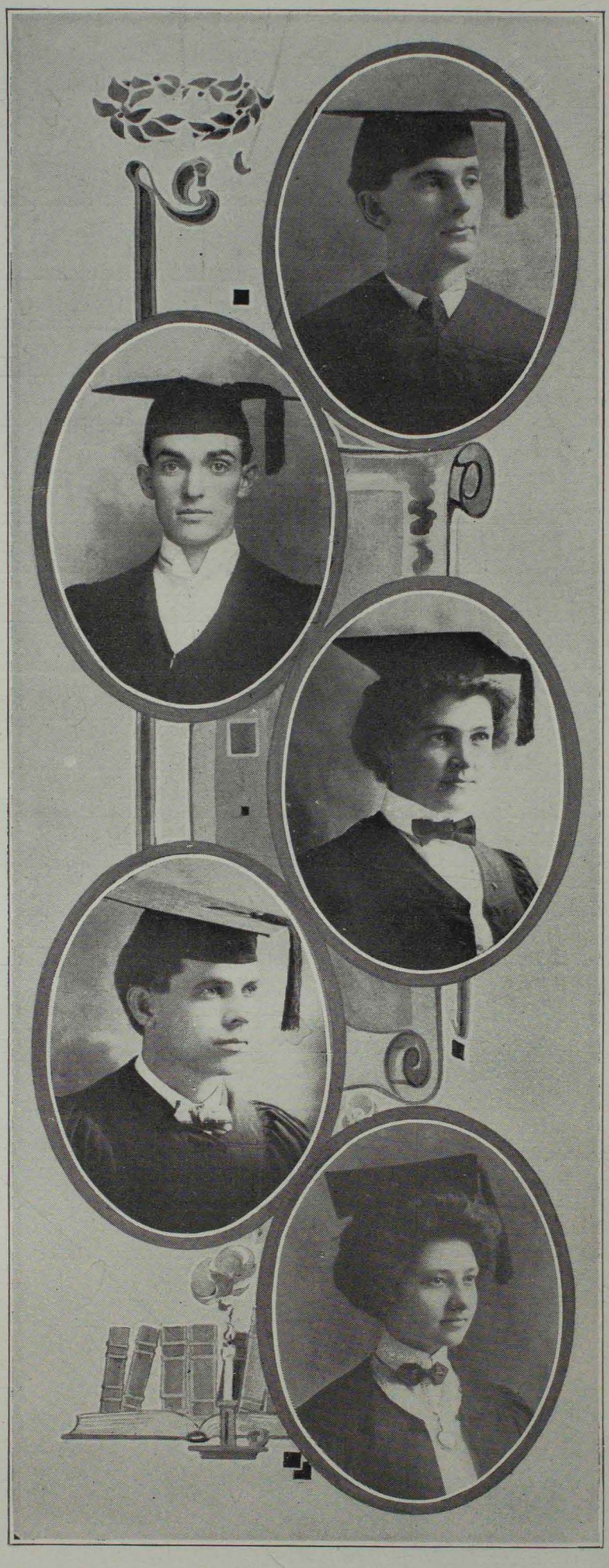
Closing Time	Minutes	1st Gr.	2nd Gr.	3rd Gr.	4th Gr.	5th Gr.	6th Gr	7th Gr.	8th Gr.
9:10	10	Opening Exercises							
9:20	10	English							
9:30	10			English					
10:00	30					Mathematics			
10:30	30							Mathematics	
10:45	15	Educative Plays and Games							
10:55	10	Math.							
11:10	15		Math.						
11:30	20			Mathematics					
12:00	30	Industrial and Science Courses							
1:00	60	Noon							
1:20	20	Music							
1:40	20	Art, Drawing, Picture Study, Household Art							
1:55	15	Reading							
2:10	15		Reading						
2:30	20			Reading					
3:00	30	Industrial courses in wood, metal, clay and textiles							
3:15	15	Miscellaneous work							

Tentative Daily Program

Thursday and Friday

Closing Time	Minutes	1st Gr.	2nd Gr.	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr
9:10	10	Opening Exercises							
9:30	10	Reading							
9:30	10		Reading						
9:50	20			Reading					
10:10	20					Literature			
10:30	20							Literature	
10:55	15	Educative Plays and Games							
10:55	10		History and Geog.						
11:10	15			History and Geog.					
11:30	20					History and Geog.			
12:00	30	Industrial and Science Courses							
1:00	60	Noon							
1:20	20							History and Geog.	
1:30	10	Reading							
1:40	10		Reading						
1:55	15			English					
2:10	15					English			
2:30	20							English	
3:00	30	Industrial courses in wood, metal, clay and textiles							
3:15	15	Miscellaneous work							

SENIOR CLASS, 1910.



MURDOCK, JOHN R.,
Major Subject:
History.

PATTERSON, W. L.,
Major Subject:
History.

WAYMAN, OLAVE,
Major Subject:
Latin.

MULFORD, R. J.,
Major Subject:
History.

FISH, ELSIE,
Major Subject:
Music.

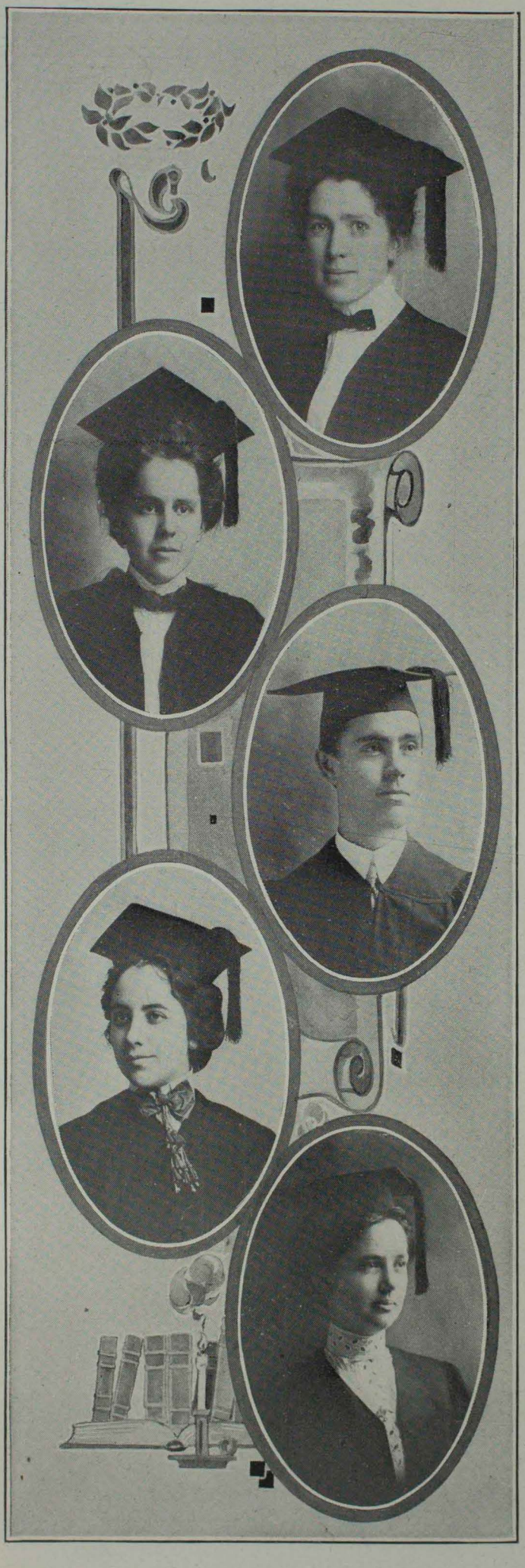
LEAR, MARY,
Major Subject:
Mathematics.

BONDURANT, ADDA,
Major Subject:
Mathematics.

HURD, LAURA,
Major Subject:
Mathematics.

LYLE, GRACE,
Major Subject:
Art.

BAGLEY, A. W.,
Major Subject:
Mathematics.



McKee, May,
Major Subject:
Mathematics.

Gibson, Hazel,
Major Subject:
English.

Morgan, J. G.,
Major Subjects:
Science—History.

Wattenbarger, Eunice,
Major Subject:
Latin.

Davis, Fanny,
Major Subject:
Latin.

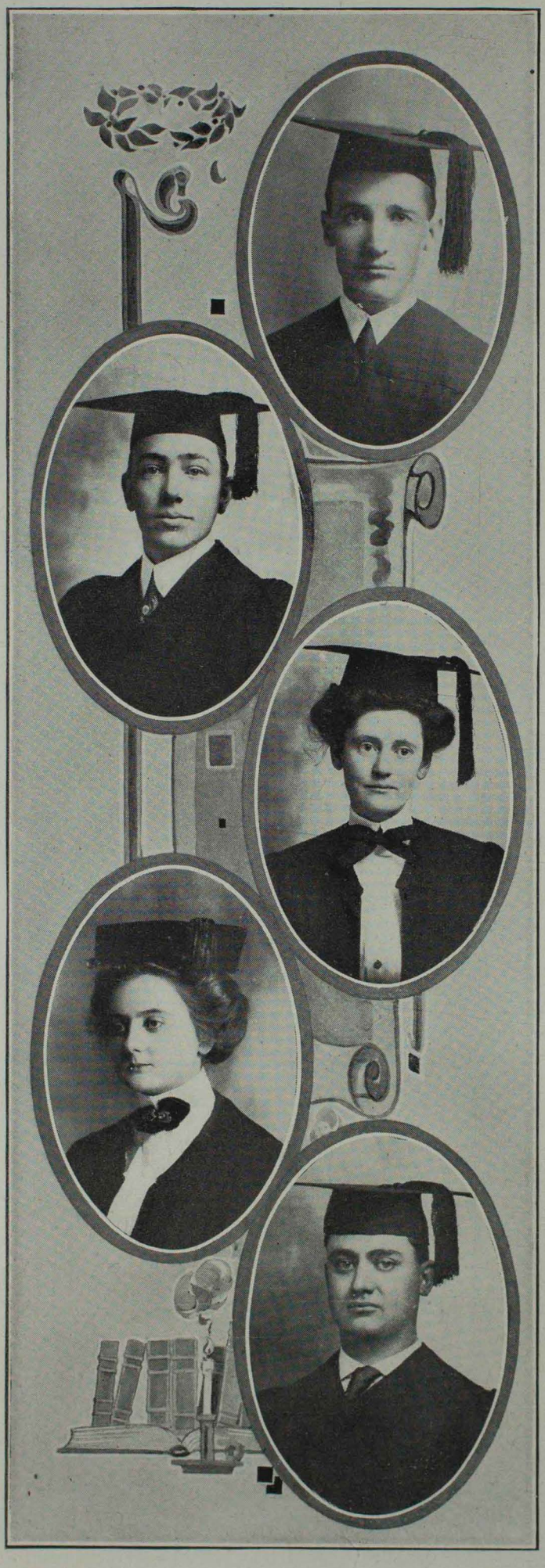
MILLER, J. A.,
Major Subject:
Science.

VARNEY, MARGARET,
Major Subject:
English.

COFFEY, BESSIE,
Major Subject:
Latin.

SWEENEY, MARY,
Major Subject:
History.

ELLIS, OLIVE,
General Course.



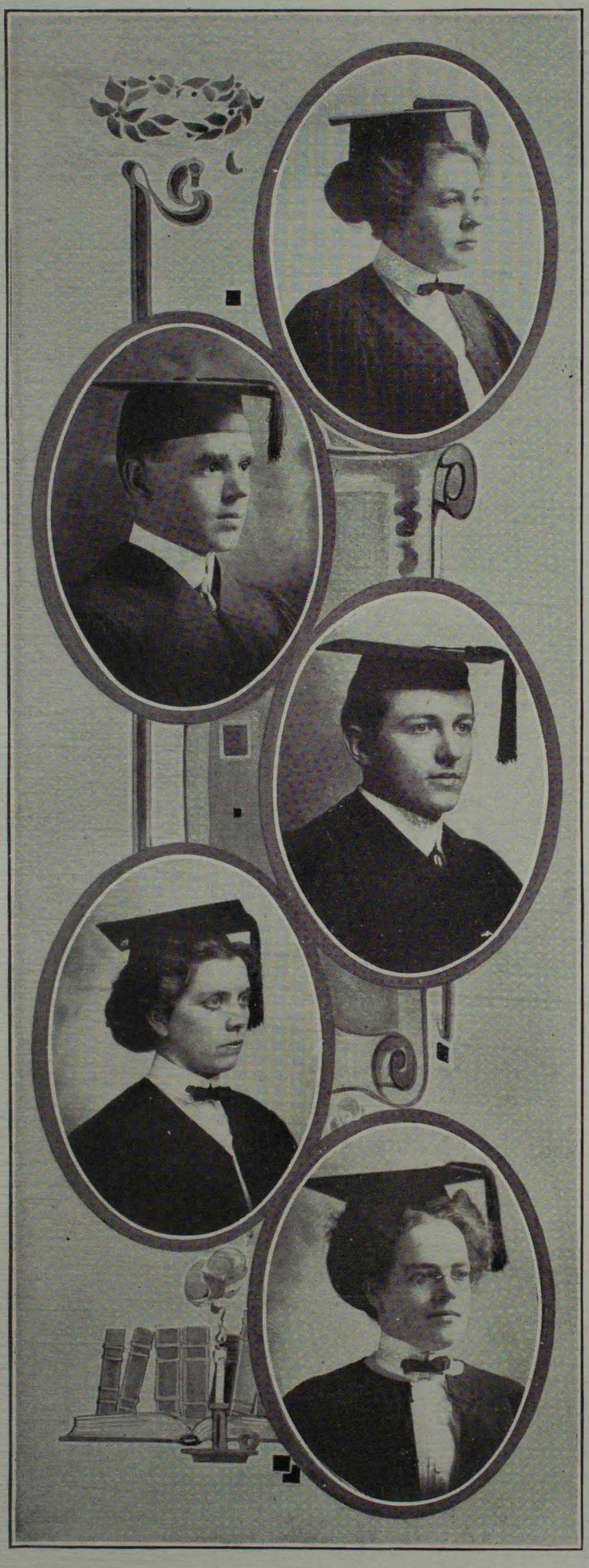
HULEN, G. A.,
Major Subject:
English.

SHULZE, FRANK,
Major Subject:
Mathematics.

WEBB, ESTELLE,
Major Subject:
Art.

TERRIL, CLAIRE,
Major Subject:
Mathematics.

ROUSE, J. E.,
Major Subject:
Science.



SOUTHERN, ROLLA,
Major Subject:
History.

ALLEN, R. C.,
Major Subject:
Mathematics.

CRAIG, W. S.,
Major Subject:
History.

BERGER, EOLIAN,
Major Subject:
Mathematics.

CHEUVRONT, NELLIE,
General Course.

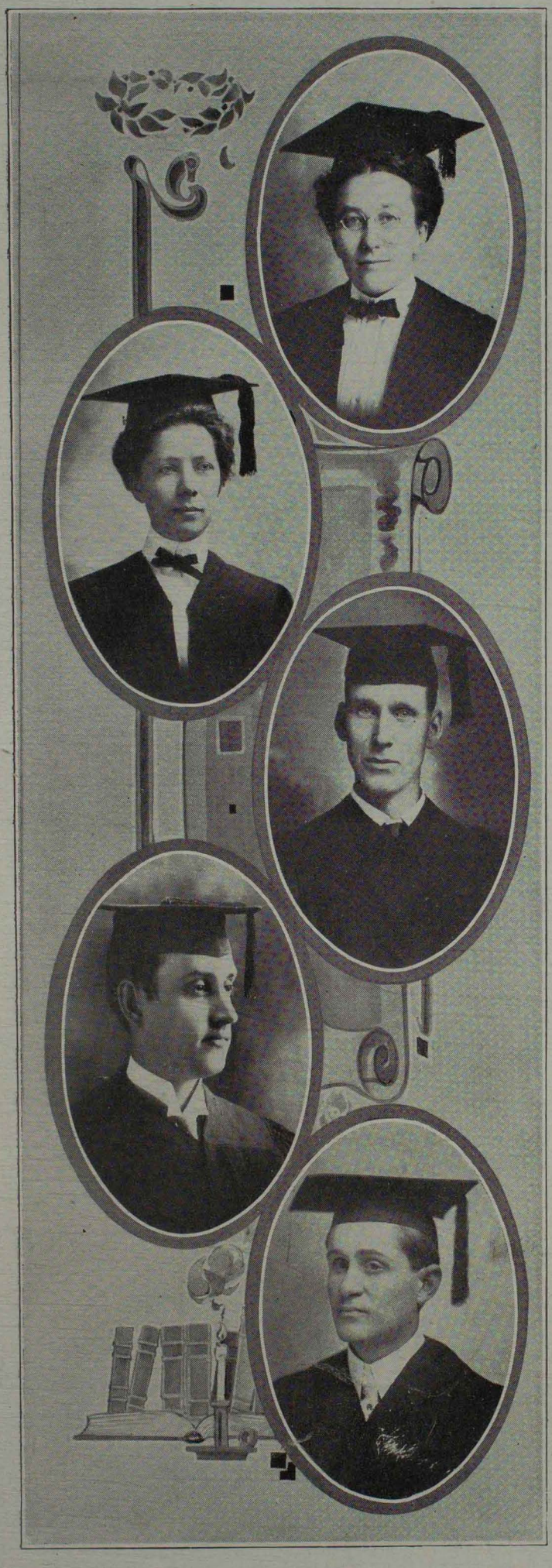
POLSON, REBA,
Major Subjects:
Science—English.

MCKNIGHT, ADA,
Major Subject:
Latin.

MILLER, ANNA R.,
Major Subject:
English.

ADAMS, NELL VIVIAN,
Major Subject:
Latin.

LARSON, ANNA,
Major Subject:
Latin.



ROCKHOLD, NELLIE B.,
Major Subject:
History.

BERGER, ELVIRA,
Major Subject:
Mathematics.

BENNETT, G. F.,
Major Subject:
Science.

TYDINGS, W. E.,
Major Subject:
History.

SMITH, RALPH,
Major Subject:
Science.

BUTLER, CECIL,
Major Subject:
Latin.

BROOKS, FRED E.,
Major Subject:
English.

DANIEL, ORA,
Major Subject:
Mathematics.

BUZARD, T. V.,
Major Subjects:
English-Science.

KEYTE, LENA,
Major Subject:
English.

Wiley, Sadie,

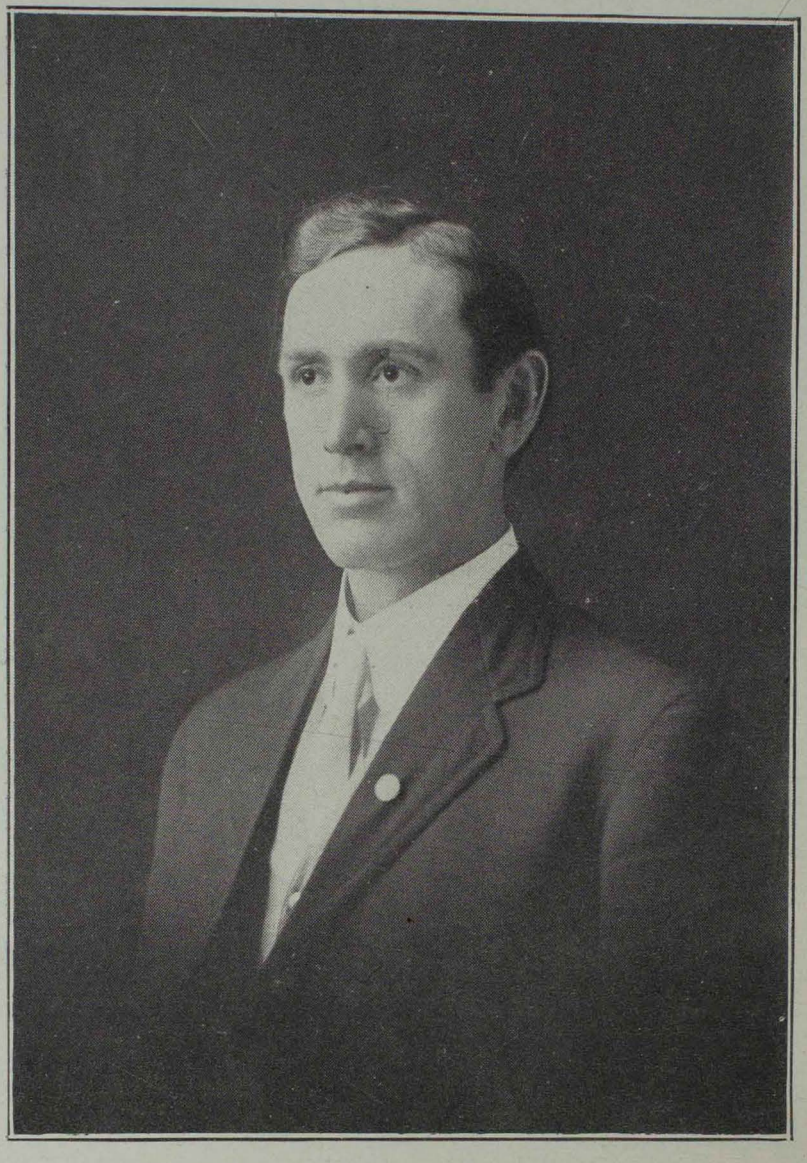
Major Subject:

Latin.

Zeller, Dale,

Major Subjects:

Latin—English.



H. E. Millsap, February Class, 1910.
Member Websterian Debating Team.

ENROLLMENT, 1909-1910.

	Men	Women	Total
Regular Session, Regular Courses, '09-'10	346	556	902
Regular Session, Winter Course in Agriculture, '09-'10	34	5	39
Regular Session, Total	380	561	941
Summer Quarter, '09	199	409	608
	579	970	1549
Counted more than once	60	95	155
Total in Normal School proper, 12 months	519	875	1394
Children in Elementary Schools			227
Grand Total			1621

* * *

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	1394
1889—Twenty-second year	505		

GRADUATES.

DEGREE—BACHELOR OF ARTS.

1907—J. F. Treasure.

1908—Susie Barnes.

DEGREE—MASTER OF ARTS AND OF PHILOSOPHIC DIDACTICS.

1874—*O. P. Davis.

1875—*W. E. Coleman, W. N. Doyle, C. B. Daughters, J. C. Stevens.

DEGREE—MASTER OF ARTS AND PROFESSIONAL TEACHER.

1876—J. U. Barnard, C. W. Bigger, Thomas Cloyd, J. M. White.

DEGREE—MASTER OF ARTS AND DIDACTICS.

1878—J. F. Chandler, Ada Oldham, C. W. Thomas.

1879—Jennie Burton, G. W. Cullison, Ella Carothers (Mrs. Dunegan), W. T. Carrington, N. B. Henry, Maggie Thompson (Mrs. Henry), E. E. Hollipeter, R. S. Iles, A. R. Orr, W. H. Vaughn.

1880—John Barton, Julia Lester (Mrs. Bozworth), Manlove Hall, John R. Kirk Lowa Phelps (Mrs. Murdy), F. P. Primm, Thos. E. Sublette, Serelda Gilstrap. (Mrs. Thomas).

1881—J. C. Dooley, *S. D. Ellis, C. L. Ebaugh, H. McGarry, *C. M. Polley, G. A Smith.

1882—A. B. Carroll, J. A. Guttery, *J. S. McGhee, I. N. Matlick, Flora Northrup (Mrs. Scheurer), S. H. Soper, Duke E. Wright (Mrs. Herron), W. E. Tipton, A. B. Warner.

1883—T. S. Cox, C. E. Foster, W. R. Holloway, Lula Sharp (Mrs. Corley).

DEGREE—MASTER OF SCIENTIFIC DIDACTICS.

1884—W. B. Anderson, Olivia Baldwin, S. A. Conway, F. W. Guthrie, Charles Riggle, R. R. Steele.

1885—Cora Baldwin, Seldon Sturges.

1888—H. C. Long.

1889—Aven Nelson.

1892—Wm. D. Grove, Mary Trimble Prewitt, F. A. Swanger.

1893—Adaline Bell, Frank Wisdom Hannah, Marguerite Pumphrey (Mrs. Smith), Walter H. Payne, Louise M. Trimble, John A. Whiteford.

1894—R. B. Arnold, C. W. Bowen, Fannie Gentry (Mrs. Lobban).

1896—Minnie Brashear, W. L. Riggs, J. H. Grove, J. A. Koontz.

1897—Fannie K. McCoy, Sophia C. Watson.

1899—Z. Fletcher Wharton.

1900—A. B. Coffee, Geo. M. Laughlin, Anna M. Wood.

1901—Thos. J. Kirk, G. W. Pendergraft, A. P. Vaughn.

1902—Essie Holmes, H. H. Laughlin.

DEGREE—MASTER OF PEDAGOGY.

1903—E. Alta Allen, Mayme Foncanon, Mabel Gibbons, R. Emmett Hamilton.

1904—Ada Greenwood McLaughlin, Alethea Ringo, Frances Miller, Nora B. Phillips, Mabel McHendry.

1905—Susie Barnes, C. S. Brother, R. N. Linville, J. F. Treasure.

1907—Tom Alexander, E. H. Buck, Florence Funk, P. B. Humphrey, I. Allen Keyte, Beth Rutherford, Raymond Shoop, Jas. Tippett.

1908—Lula Brandes.

*Deceased.

DEGREE—BACHELOR OF PHILOSOPHIC DIDACTICS.

1872—*O. P. Davis, W. N. Doyle, W. F. Drake, I. N. Matlick, J. T. Smith, J. C. Stevens, *Vincent Stine, Seldon Sturges.

1873—C. W. Bigger, *W. E. Coleman, C. B. Daughters.

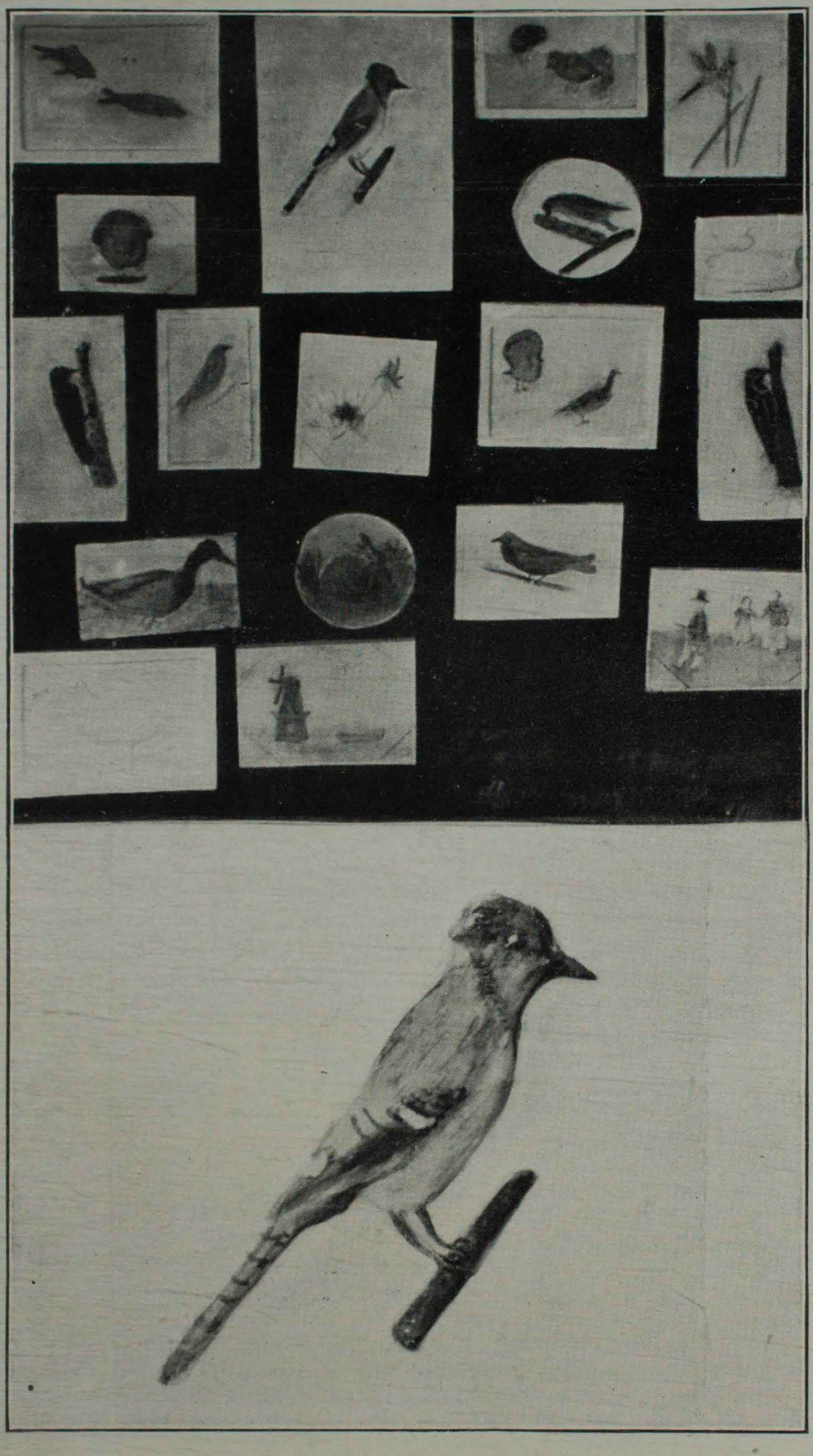


PHOTO OF CLAY MODELING, FIFTH AND SIXTH GRADES.

DEGREE—BACHELOR OF ARTS AND PHILOSOPHIC DIDACTICS.

1874—W. H. Baker, J. U. Barnard, G. W. Cullison, Thomas Cloyd, Sue Forsythe (Mrs. Eaton), Helen Halliburton (Mrs. Sam McReynolds), Julia Lester (Mrs. Bozworth), *Emmir Thompson (Mrs. O. E. Hannah), J. M. White.

1875—J. R. Bradley, Jennie Burton, B. T. Hardin, R. S. Iles, *A. H. Jamison, *J. S. McGee, J. S. McPhail, A. R. Orr, F. P. Primm, Lizzie Roe (Mrs. Carpenter), C. W. Thomas, Alta Wescott (Mrs. McLaury).

1876—John Barton, J. F. Chandler, Sallie C. Callaway (Mrs. Larkins), W. T. Carrington, W. C. Ferrell, N. B. Henry, L. E. Harpham, E. O. Larkins, Ada C. Oldham, Lowa Phelps (Mrs. Murdy), H. C. Rutherford, *Minnie Smoot, O. M. Thompson, Maggie Thompson (Mrs. Henry).

1877—Ella Carothers (Mrs. Dunnegan), Irene Cumberlin, Serelda Gilstrap (Mrs. C. W. Thomas, E. E. Hollipeter, W. D. Oldham, R. V. Seward, W. H. Vaughn, E. H. Walker.

1878—Anna Baldwin (Mrs. G. W. Sublette), J. C. Dooley, *S. D. Ellis, Charles L. Ebaugh, *H. A. Fink, Rebecca E. Hubbell, Manlove Hall, John R. Kirk, H. McGary, *C. M. Polley, G. W. Sublette, Thomas E. Sublette.

1879—W. B. Baker, Cora B. Baldwin (Mrs. Hastan), A. O. Daman, Anne Dysart Addie M. Green (Mrs. Britton), Rice Knox, R. E. Oldham, C. P. Perham, G. A. Smith, A. B. Warner, Z. F. Wharton.

1880—I. F. Atterbury, Olivia A. Baldwin, A. B. Carroll, C. E. Foster, T. L. Herbert, H. Johnson, Flora Northrup (Mrs. Scheurer),*S. H. Soper, W. E. Tipton, Edmonia D. Wright (Mrs. Herron).

1881—W. B. Anderson, T. S. Cox, Ada M. Greenwood (Mrs. McLaughlin), E. H. Hatch, W. R. Holloway, W. F. Link, R. B. Loudon, L. S. Mitchell, R. F. Sallee, D. D. Sayer, Lulu B. Sharp (Mrs. Corley).

1882—J. O. Allison, Nellie Bragg (Mrs. Glaize), S. A. Conway, Ida Frankland, F. W. Guthrie, J. L. Holloway, J. W. Jones, C. Riggle, R. R. Steele.

1883—J. S. Erwin, Anna Dysart, Aven Nelson, Lura Owen (Mrs. Lon Mitchell), J. N. Pemberton, Mary T. Prewitt, Lottie T. Spencer (Mrs. O'Neil).

DEGREE—BACHELOR OF SCIENTIFIC DIDACTICS.

1884—R. W. Barrow, J. D. Brown, B. F. Carroll, S. A. Crookshanks, Miriam Davis, (Mrs. Mitchell,) Mary Griffith, J. H. Grove, J. E. Holliday, R. E. Johnson, H. C. Long, W. H. Miller, Libbie K. Miller (Mrs. Traverse), Carrie Randall (Mrs. Thwing), H. B. Shain, Minnie Sharp (Mrs. Simpson), F. A. Swanger, Nettie Willard (Mrs. Hovey).

1885—R. B. Arnold, R. E. Barnard, A. M. Boyd, C. C. Childress, Silas Dinsmoor, W. W. Griffith, W. D. Grove, Mary Howell (Mrs. Finegan), Allie Link (Mrs. Whitacre,) O. M. Mitchell, F. M. Patterson, Fannie Riggs (Mrs. Long),Isom Roberts, J. J. Steele.

1886—S. P. Bradley, A. J. Brashear, J. J. Brummitt, Jennie Edwards, Ella Evans, Kate Funk (Mrs. Simpson), Nannie Garrett, *Fannie Graer (Mrs. J. W. Martin), G. M. Holliday, Etta L. Johnson (Mrs. Kiggins), A. E. Kennedy, C. M. Kiggins, Mary L. Northcutt (Mrs. Locke), L. M. Phipps, Stacy G. Porter (Mrs. Miller), W. T. Porter, A. L. Pratt, J. F. Pratt, *I. A. Price, J. A. Pulliam, Paul Sanford, J. M. Simpson, Minnie Smith (Mrs. Fowler), T. J. Updyke, J. J. Watson, J.D. Wilson.

1887—G. Bellamy, Adaline Bell, Charles Cornelius, Mollie Chambliss, W. B. Edwards, Andrew Erickson, G. W. Fisher, Georgie Funk (Mrs. Meyers), Ella Funk, Mattie Hannah (Mrs. Humphreys,)U.G. Humphreys, A.L.Holliday,W. L. Holloway, G. E. Jamison, Nannie Key (Mrs. Dufur), Eugene Link, E. D. Luckey,

C. K. McCoy, Geo. P.Nason, Marguerite Pumphrey (Mrs. Smith,) Belle Plumb, Walter A. Payne, Ella Rolofson, Laura Seals, *Ida Thompson (Mrs. Price).

1888—E. E. Barnett, H. S. Bruce, Mollie Chancellor, E.L. Cooley, Lissie Funk, George R. Funk, Sallie Gex (Mrs. Roberts), H. C. Harvey, Morgan H. McCall, Fannie Mackoy, A. L. McKenzie, Lula Patterson, Marie W. Patterson, D. L. Roberts, Prudie Risdon (Mrs. Tillery), Mollie Reed (Mrs. Cooley), Minnie Reed, S. M. Snodgrass, Alma Smith (Mrs. J. B. Dodson), Pauline C. R. Stone (Mrs. Rozelle), Eva White.

1889—Isabel Ellison (Mrs. Vinsonhaler), W. Eiring, Fannie Heald, C. W. Haman, Frank Hannah, E. T. Hubbard, Genie Nolan, George W. Owen, Lucy Patterson (Mrs. Motter), W. L. Riggs, Ella Woods, W. W. Walters.

1890—J. T. Aldridge, Emma Ammerman, C. W. Bowen, Julia B. Ellison (Mrs. Hill), Charles Eiring, Fannie Gentry (Mrs. Lobban), Sue Greenleaf, George Gex, Nina Heald (Mrs. McClure), Lizzie Harvey, Emma Poe, Adelia Richmond, Louise M. Trimble, John A. Whiteford, Emily Watson.

1891—Geo. Finley Burton, E.O. Doyle, C. P. Gutherie, Jennie Green, Mary Gerard, J. C. Hennon, Kate Hammond, Lillian H. Heald (Mrs. Richmond), Blanche Heiny, *W. A. Muir, Rosa Patterson (Mrs. West), J. E. Petree, Allie Ross (Mrs. Suggett), Ida Stafford (Mrs. Geo. F. Burton), C. A. Savage.

1892—Catherine Allen, Minnie Brashear, Ruby Dorothy Bowen (Mrs. J. A. Cooley), Jennie E. Cole, Robert Lee Eberts, Nellie Matilda Evans, Thomas Alonzo Hays, Cassandra Emma Hubbard, Evan Richard Jones, Mattie May McCall, Lewis Edward Petree, Geo. Arthur Radford, Oliver Stigall, *Caddie Smith, Lundy Byron Smith, Lida Athleen Shultz (Mrs. Risdon), Ellen Eliza Van Horne, Sophia Campbell Watson, Anna Stafford Western.

1893—Charles Bagg, Della Baird, L. Alice Bond (Mrs. Christie), Clarence Alva Blocher, *Maggie Crawford, Allie Davis, Mae DeWitt (Mrs. Hamilton), Martha DeWitt, Emeline Fee, Meade Ginnings, Benjamin F. Guthrie, Mamie Harrington (Mrs. Schwartz), Ruth Jeffers, James Alva Koontz, Chas. Murphy, *John R. Musick, John Davis, Camile Nelson (Mrs. Snow), *Henry E. Patterson, Calvin Henry Paul, J. T. Ronald, Alethea Ringo.

1894—Geo. Washington Atterberry, Hubbard Blair, Wm. Batchelar, Mary Porter Burk, Alice Elzira Downing, Warren Mitchell Duffie, William Samuel Eller, Lena Edelen, Julia Emma Freeland, Mary Marguerite Fisher, Benjamin Franklin Gordon, Lina Gore, George Mark Laughlin, Francis Marion Motter, Sadie Martin, John Wilfley Oliver, Martha Owen, William Charles Thompson, Lena Minerva Trowbridge (Mrs. Payson), Anna Wood.

1895—Fred William Alexander, James Perry Boyd, Thomas Auttin Craghead, Enoch Marvin Drinkard, Samuel Rodgers Dillman, Alva E. Dowell, Dorothea Caroline Foncanon (Mrs. E. C. Grim), Ezra Clarence Grim, Jessie Bird Hatcher, Kate Bell Kawkins, Anna C. Hill (Mrs. Wright), Louis Ingold, Lyda McKay, Frances Miller, Joe Shelby Maddox, James Thomas McGee, John Henry Nolan, Maud Owen, Fred Benjamin Owen, Gertrude Phillips, Lena Lucile Storm (Mrs. Emory Green), Ambrose Dudley Veatch, Julia Alberta Wardner.

1896—Frank Buckner, Ida Brashear (Mrs. Geo. R. Barker,) Manville Carothers, Jeanie Dodson, Maggie Furtney, August Harman, Edward E. Huffman, Homer A. Higgins, J. A. Hook, Arthur Lee, Mabel Mennie, George Byron Novinger, Arthur T. Sweet, S. E. Seaton.

1897—W. S. Boyd, John C. Bohne, P. E. Burns, C. C. Blue, E. C. Bohon, Adia Evans (Mrs. Buckmaster), Fred Fair, E. E. Funk, Mayme Foncanon, Harry L. Green, L. L. Gallatin, Myrtle Harlan, Ada Harlan, Frank Heiny, John H. Hoefner, Virginia Holderman, Essie Holmes, Eugene Lake, C. W. Murphy, Milton McMurry, H. E. Neese, Martha Petree, Victor Parrish, O. A. Petree, *Mc-

Donald Petree, F. H. Potter, Nora Phillips, G. W. Penderraft, Saida Ragsdale, Carrie Reyonlds (Mrs.Conner), A. H. Smith, Lilah Townsend, S. E. Terpening, A. P. Vaughn, W. I. Woodson.

1898—Amy Brown, Claude S. Brother, Ardella Dockery (Mrs. Geo. A. Still), Sallie Davis, May Evans, A. D. Foster, A. S. Faulkner, Kate Holdsworth, Hattie Lyon, R. N. Linville, J. D. Luther, *O. H. Lind, Birdie Miller, Julia McBeth, Lily Northcutt, Anna Pile, Albert Pratt, Ethel Ringo (Mrs. J. E. Weatherly), Mary Sullivan, W. E. Shirley, Ray Seitz, W. B. Thornburg.

1899—Cordelia Ashlock (Mrs. Brown), Pansy Bowen (Mrs. H. H. Laughlin), Delos Austin Bragg, Cora C. Buchanan, Gwyn H. Baker, Ellen J. Crockett, Lottie Christine, Lida Corken, Ada Carnahan, John A. DeTienne, Jean Eames, Ida May Finegan, Mabel Gibbons, J. A. Goodwin, Oscar Ingold, Wm. Horace Ivie, Mayme Lorenz, Bess Hannah Link (Mrs. Longpre), Zoa McDowell, G. W. Pauly (Mrs. Lena Pauly), Julia Louise Porter (Mrs. Garth), Jessie Ray, Frank K. Surbeck, E. Claude Smith, John B. Stigall, Nannie Thomas, Britt Payne Taylor, Jas. Hornbuckle Turner.

1900—Alice Adams (Mrs. W. J. Shepard), Susan Luella Anderson, Florence Baker, Susie Barnes, A. Grace Omer (Mrs. Bohrer), Genevieve Bovard, J. A. Carmack, Adah Caskey (Mrs. Irvin Cockrell), W. Lemuel Cockrane, Leota Lillian Dockery, Joseph C. Dougherty, Ella Evans, Alice Foncanon, E. H. Gipson, Blanche Hall, Robert Emmett Hamilton, Davella Hendricks, Jacob Wilhelm Heyd, Essie Hill, Vida Jenkins (Mrs. Harris), Roxana Howard Jones, Harry H. Laughlin, N. June Lemon, Sadie Lemon (Mrs. Dowell), Emma Long, Elsie Mae Martin, N. F. McMurry, Mary Miller, J. C. Moorman, Myra Mills (Mrs. S. W. Arnold), May E. Northcutt (Mrs. Tom Hinkson), Walker S. Pemberton, Lida Powell, Sunie Roberts, Mathilde B. Rombauer (Mrs. Henry), Elea B. Scott, Rose A. Shantz, Rosa May Smith, Stella Stone (Mrs. Sweet), P. O. Sansberry, Mary A. Talbot, James Harrison Turner, Fred W. Urban, William C. Urban, Jessie B. Vaughn, Inez Webber, Sadie Westrope (Mrs. John R. Gibbs), Virginia Louise White (Mrs. Graham), Lena Wilkes.

1901—Effa Allen, Edna Baker, Basil Brewer, Artie Keller Cleveland, Anna Margaret Earhart, Cassius V. Eaton, Anna Ely, T. M. Evans, Eugene Fair, Alta Lee Gill, Mary C. Greenwood (Mrs. Miller), *Mabel Gilhousen, Wannee A. Hall, G. L. Hawkins, Vena Hennon (Mrs. G. L. Hawkins), M. Braxie Hull (Mrs. Alsdorf), E. Gertrude Johnston (Mrs. Oliver Stigall), Nelson Kerr, Robt. L. Kirk, Thos. J. Kirk, Alta Lorenz (Mrs. Eugene Fair), Mittie W. Mason, F. L. McGee, Elmer A. McKay, T. M. Mitchell, Pearl Moulton, Susan Nicholas (Mrs. B. L. Dunnington), Lettie Petree (Mrs. Bragg), Nora Elma Petree (Mrs. Traughber), *Mary Porter, Minnie Reed, Erma Reedal, N. Reuben Riggs, Lucy Rudasill, Robert A. Scott, Enoch B. Seitz, B. P. Six, J. A. Taylor, Leonard M. Thompson, Cora L. Walker, Mamie Willard, Bessie S. Wittmer, Jessie M. Wright (Mrs. Robert L. Kirk.)

1902—Mattie Adams, E. Alta Allen, H. T. Allen, S. W. Arnold, Sara F. Buchanan, George Crockett, M. E. Derfler, C. E. Dickson, Fannie Dulaney, Bert L. Dunnington, *Sadie M. Elwood, Bertha Evans, Marcy Carmen Fisher, Francis J. Gibbons, Ottie M. Greiner, Alice F. Erwin, Clyde Hennon, Frank Heyd, T. W. Imbler, M. Elizabeth Johnston, Maud M. Kennon, Clara Miller, A. R. Morgan, Lillian Neale, N. H. Randall, Ida F. Ray. Audrey D. Risdon, Eva Robbins, Libbie Smith, Isadore Smoot, Martha E. Sparling (Mrs. Hansen), David Stanley, J. M. Steele, Geo. J. Stringer, Jennie Townsend, June Wack, Gertrude Watson, Eunice Wilkes.

DEGREE—BACHELOR OF PEDAGOGY.

1903—Grover C. Allen, Bertha Allison, Kate Ashlock, Loa E. Bailey, Ray Barker, Clara Blackwell, Jessie Brewer, Leona Beown, Clay L. Carter, G. N. Dance, Roy L. Gardner, Ada O. Harmon, Gertrude Heller, Chas. A. Heryford, Russell E. Holloway, Chloe F. Johns, Grace Jones, I. Allen Keyte, Lucy C. Kirby, Eunice Virginia Link (Mrs. P. W. Bonfoey), R. V. Markland, Thos. Marksbury, Mabel McHendry, *Carrie Mills (Mrs. Mott), R. L. Minton, Blanche Moore, L. A. Moorman, S. E. Morlan, N. Mabel Owen, Lela Popplewell, Tilden Powell, Eugenia Ringo (Mrs. Moorman), L. D. Roberts, Grace Rucker, Susie Salling, Christine Tall, Sarah E. Thomas, Myrtle Traughber, Lillian Louise Weedon, Bessie Wells (Mrs. Grant), Edna Edith Wilson.

1904—Charlotte Bain, W. J. Banning, Clara Belle Bassett, Vera Blake, M. A. Boyes, Roma Brashear, Eleanor Brier, Margaret Brewer, Sam C. Brightman, DeEtta Broadbent, Sallie Brown, J. E. Burch, S. E. Calvert, S. A. Coffman, Cora Collier, Daphne Crawford, Cannie Damron, Lucie Davis, Julia Estelle Dockery, C. V. Downing, F. W. Dralle, Hallie Eisiminger, E. J.Ford, Leon Fraizer, Lura Gilbreath, C. T. Goodale, Harry Hall, Eula Hall, Lena Hutcherson, Ida Jewett, Louise Johnson, Rubie Kay (Mrs. Nicholas), D. Kittel, Lydia Koenemann, Bessie Leazenby, Anna Lotter, H. A. Lemon, W. M. McClain, J. A. Miller, Lowa Miller, Herbert Mitchell, Fred Morgan, Jessie Nicholas, E. J. Powell, Mrs. Tilden Powell, Julia Proctor, C. A. Roberts, William Robertson, W. J. See, Daisy Seaber, Raymond Shoop, Tress Surbeck, May Spivey, Catherine Zimmerman.

1905—Coral Adams, Thomas Alexander, Maude Alkire, Zula A. Ballenger, Harriet H. Bartlett, Ida Ione Bradshaw, Ernest H. Buck, Jesse V. Buck, Sarah Bliss Burkeholder, A. E. Coppers, Virgil E. Dickson, Elbert M. Dorsey, C. C. Eisiminger, Jennie Foglesong, Bessie E. Hale, O. E. Heaton, Phoebe John, Dora E. Johnston, Roberta Jones, W. N. King, Maude McClanahan, Margaret Virginia Miller, Bessie Munn, John Patrick Murphy, Minnie E. Murphy, William Charles Murphy, Robert M. Nicholas, Demar Pierson, *Jess W. Rainwater, Ethel Rodgers, Minnie Ruffer, Beth G. Rutherford, S. C. See, Arthur Malcolm Swanson, C. E. Temple, James Sterling Tippett, J. F. Treasure, Cyrus G. Truitt, Ethel E. Walkup, Rosabel Wells, S. Birchie Woods.

1906—Nell Alexander, Grover C. Allen, John Baum, Mary Beatty, C. E. Bonnett, M. O. Brown, T. A. Costolow, Clara N. Crawford, Edna L. Creek, Frank Culler, Ava Finegan, Lena Fuller, Florence H. Funk, Edna Hawkins, I. M. Horn, P. B. Humphrey, Caltha A. Johnston, E. O. Jones, L. Fay Knight, Lura Hope Loomis, Ruth Martin, Bertha Mathews, Irma Mathews, Ella McClain, Leila Bell McReynolds, Edna Middleton, Jessie Murray, F. B. Nance, Bertha Nichols, W. O. Pool, Lena Rule, E. Lillian Scott, Margaret E. Smith, B. A. Stagner, Wm. L. Steiner, C. R. Stone, Julia Storm, Hugh Webber, Charles M. Weyland, Mary Weyand.

1907—Wallace Adams, Charles Banks, Mabel A. Bartholomew, Mabel Bates, J. C. Beattie, Allen Berger, Mertie E. Bohon, Florence Brasfield, Corintha Bruce, Mattie Buchanan, E. H. Buck, Alice Burnham, Ethyl Carter, Mary E. Cockrum, Blanche C. Daugherty, Grace Dickson, Vivian Dobyns, Dagmar Doneghy, Nelle Fenn, Mathias Callaway Ferguson, Vera Finegan, Grace Fones, Nellie Fuller, E. A. Funk, E. L. Harrington, G. May Harris, Ina Holloway, Ola K. Holloway, Cecil Y. Johnston, Leon S. Johnston, H. J. King, Nina M. Kintner, Belle Lowe, Opal Markey, Edna McKenzie, J. H. McKinney, Essie A. McQuoid, Ralph McReynolds, Mabelle A. Mills, Evelyn Moore, J. C. Moore, Maude Meyers, Blanche May Nixon, Elizabeth Northcraft, Lettie Northcraft, Grant Oberg, W. C. Ogier, Frances E. Post, Grace Quigley, Macie Randall,

Walter G. See, A. P. Shibley, E. M. Sipple, A. E. Sloan, Georgia May Sloan, Leona Stanley, L. L. Sturgeon, Dorothea Thomas, Lillie Throckmorton, Leta Knox Townsend (Mrs. Bailey), Chester A. Vaughn, Leslie J. Wagner.

1908—Will Aadams, Daisy Alkire, Fern B. Allison, H. S. Beckner, Allen Berger, Maurine Bragg, Louise H. Brandes, Ora Franklin Burris, Clyde Busby, Lucy Grant Carpenter, Ada Cochran, B. L. Cornmesser, Margaret Crecelius, Dimple Cupp (Mrs. Adams), Nora E. Dunham, Effie Pearl Enyeart, John P. Gass, Estelle Gibson, Della Havenor, Lula Hicks, Minnie Holman, Roberta Howell, M. Eugene Humphrey, G. H. Jamison, James L. Jones, Elton Lewis Marshall, Mary Elizabeth McCool, Warner Mills, Jas. R. Nagel, A. J. Newman, Paul E. Phipps, Bessie Gertrude Powell, Nellie Randall, Leta D. Rudasil, Eunice L. Schofield, Mamie Sharp, Ethel Shaw, Frank B. Smith, Minta Sparks, Sara Loree Sprecher, Grover Stukey, Victor Vaughn, Mollie Weber, May Weldon, Frank E. White, Addie Wilcox, Anna Laura Wilson.

1909—Bertha Autenrieth, Jas. E. Baltzell, Pearle Elizabeth Barker, Emma Benning, S. F. Bonney, Manly D. Boucher, F. E. Bridwell, Susan Almira Clymans, Carrie Craig, L. Jennie Deyoe, Grace Foncanon, Senta M. Goldberg, Grace Guy, Olivia Hill, Mary Jenkins, Laura Ellen Lewis, Viola Magee, Ida Lee Marks, Edith Marston, Bertha E. Mason, S. F. Mauck, Ocie B. McCool, Amy McGee, H. L. McWilliams, Ola E. Miller, John C. Mills, Jr., Roberta Minter, Hattie M. Moore, Evalina Moser, Genevieve Moses, Bertha Noel,W. G. Pence, Ola Pryor, Bessie M. Renner, Madge Reese, Eva Reynolds, Olive Robbins, O. G. Sanford, Mayme Sears, Lena Starrett, Robt. St. Clair, La Claire Tucker, Florence Weyand, Faye Yeager.

*Deceased.

SENIOR TEACHERS COLLEGE, 1909-10.

DEGREES—BACHELOR OF SCIENCE, OR BACHELOR OF ARTS, IN EDUCATION.

To receive Diplomas, August 12, 1910, on condition that all required work shall then be completed.

Chas. Banks, E. A. Funk, J. C. Moore, A. J. Newman.

SENIOR CLASS, 1909-10.

DEGREE—BACHELOR OF PEDAGOGY.

GRADUATING ON OR BEFORE MAY 24, 1910.

Sarah Elvira Berger, T. V. Buzard, Wade Stanley Craig, Fanny Davis, Hazel N. Gibson, Laura Lute Hurd, Lena Keyte, James Albert Miller, H. E. Millsap, James Grover Morgan, Wm. Leslie Patterson, Reba Polson, Ora Rutherford, Margaret Varney, Dale Zeller.

AUGUST SECTION.

To receive Diplomas, August 12, 1910, on condition that all required work shall then be completed.

Nell Vivian Adams, Ross C. Allen, George Francis Bennett, Eolian Berger, Adda Bondurant, Fred E. Brooks, Cecil Letitia Belle Butler, T. V. Buzard, Nellie Gertrude Cheuvront, Edith Clarkson, Bessie L. Coffey, Ora Martha Daniel, Olive E. Ellis, Elsie May Fish, Zella L. Higbee, Gertrude Hosey, G. A. Hulen, Anna B. Larson, Caroline Larson, Mary E. Lear, Abbie Grace Lyle, S. L. Mapes, May McKee, Ada Fay McKnight, Anna R. Miller, W. K. Moore, Robert J. Mulford, John R. Murdock, J. L. Niermann, Linnie Hazel Nutter, Egbert M. Polley, Nellie B. Rockhold, James E.

Rouse, Frank Shulze, Ralph B. Smith, M. W. Sparks, Mary Sweeney, Nettie Swift, Claire Terrill, William Emmet Tydings, Eunice Wattenbarger, Olave Wayman, Estelle Webb, Sadie Wiley.

ELEMENTARY CLASS

GRADUATING ON OR BEFORE MAY 24, 1910.

Lola B. Alverson, Jennie E. Baltzell, Grace Lee Barnes, Ruby B. Barnes, Ella Black, Ira E. Boley, Florence Bradley, Helen Bradley, Cornelia Brown, W. E. Burnham, Arlie G. Capps, Jennie Case, Leone Cassil, Sina Cochran, Lenora Davisson, Clara Deutschmann, Leslie M. Dumenil, Goldie Forrest, Wayne Fuller, Helen Gray, Clara Habermeyer, Lydia Henke, Bertha Hinshaw, E. A. Horton, Ora Johns, Fern Kennedy, James R. Kerr, Agnes Lindsey, Kathleen Lloyd, Emerelda Longmire, Lela Lyon, W. Leslie Magruder, Anna H. Matthews, Guy McGee, Stella McWilliams, Edith Miller, Evalin Miller, Marie F. Miller, Anna Mary Mills, Berdie Newmeyer, Magdalene E. Nickles, Mary Nolen, Josephine Norwood, Mabel Norwood, Elsie Mae Post, R. W. Powell, Mabel Rambo, Lucy Reddish, Grace Ridgeway, W. L. Rinaman, Esther Robinson, Floyd B. Rogers, Fred L. Sloop, Bess Smith, Saloma Smith, Rolla Southern, E. L. Spurling, S. Barrett Stout, Mrs. Anna L. Swartz, Ruth Turner, Earl Van Horne, Frank Ward, Grace Whaley, Lillian Stark Wilcox, Louise Wilcox, Edna Wilson, Mabel M. Wilson.

AUGUST SECTION.

To receive Certificates August 12, 1910, on condition that all required work shall then be completed.

Martha Jane Allen, John E. Baltzell, Florence Bayley, Maude Bell, Margaret Biggerstaff, Miriam Bohon, Ethel Bondurant, Bessie Bosley, Jackson Boucher, Lena Bumbarger, Carey Butler, Luna Corbin, Etta Crawford, Alice Cummins, Bertha Cummins, Nell Dobyns, Clyde A. Dorsey, Olah Downing, Ethel Downs, Loretta Dralle, A. G. Elam, Leota Eubanks, Letitia Evans, Flo Fidler, Clive Finegan, Esther Garnett, Ada Gentry, Kathryn George, Meta Gill, Maude Haines, Lacey Paul Hardesty, Edna Opal Hays, Ellen W. Hedberg, Eliza J. Henderson, Essie Hickman, Ralph M. Hogan, Carrie Hosey, Nina Howard, J. W. Howe, Jr., C. E. Hutton, Mrs. C. E. Hutton, T. Wallace Kelly, Pauline Kirk, Eldina Kropf, Lura Lewis, Mrs. Edgar Link, Kathryn Martin, Anna R. McElwain, Lettie Merrick, Frank Michaels, Lillian Moore, Mach Mudd, J. Frank Page, Josephine Parsons, Addie M. Petree, Grover C. Polson, Leo Rachford, L. Benj. Reber, Birdie Robbins, Theodore L. Schiefelbusch, V. A. Schiefelbusch, J. Earl Scotten, Georgia Sebring, Paul O. Selby, Nellie Shanks, W.W. Shoop, Mrs. Lizzie B. Smith, Ruth Smith, Rolla Southern, Lula Spreckelmeyer, Eda B. Stauterman, Blanche Stephens, Portteus Stephens, Mary E. Suffern, Margaret Tegeler, Bertha Turner, Vardaman L. Tyler, Elizabeth Uhe, Alice Vaughn, Alma Vaughn, T. L. Warford, Nelle Wells, Louise A. Willard, Mabel Wilson, Viola Wilson.

SENIOR LITERARY SOCIETY.—Top Row, reading left to right: Eda Stauterman, V. A. Schiefelbusch, A. W. Bagley, Mrs. Lena Sleeth, Grover Morgan, G. F. Bennett, G. A. Hulen, Lavinia Briggs, W. L. Patterson, Cornelia Brown, Fred L. Sloop, Fred E. Brooks. Second Row: Mrs. J. A. Miller, Anna Lee Terrill, Nina Shock, Ralph B. Smith, Mae Yeager, May McKee, Lavinia Noe, Frankie Glaves, Nellie Rockhold, Clyde A. Dorsey, W. L. Rinaman, Della Havenor, J. A. Miller. Third Row: Shirley Gorrell, Ada McKnight, M. W. Sparks, Elsie Post, Frank Shulze, Virginia Sparling, Jessie Bailey, Blanche Stephens, Olave Wayman, Irma Gray, Estelle Webb, Reba Polson, Bessie Coffey, Georgia Stauterman, Elsie Fish, Anna B. Larson. Fourth Row: Avis Woodward, Alice Cummins, Sina Cochran, S. B. Stout, Pearl Barker, G. W. Corporon, Juanita McGuire, Margaret Long, Sylva Browne, Bessey Daugherty, Mary Lear, Mayme Sears, Mabel Rambo. Fifth Row: Clive Finegan, Clinton Farmer, Grover Polson, Grover Sims, S. T. Frazier, Stephen Blackhurst, T. W. Kelly, Melvin Fish, H. G. Swanson, E. A. Funkhouser. Bottom Row: Rowland Marston, Robt. S. Clough, Virgil Barker.

SOME OF THE SUPERINTENDENTS AND PRINCIPALS IN SUMMER SCHOOL, 1910.—Top Row, reading left to right: O. A. Hutton, A. J. Newman, R. J. Mulford, J. A. Burnside, J. L. Nierman, G. F. Bennett, Chas. Myers, Guy Pence, S. B. Edwards, R. M. Hogan, Luther McCall. Second Row: L. B. Sipple, G. A. Prosser, W. L. Rinaman, J. E. Scotten, V. H. Barker, R. H. Jones, Joseph Mott, L. C. Stuart, L. B. Reber, E. A. Funk, C. E. Stephens. Third Row: G. H. Jamison, J. B. Runnels, Geo. T. Porter, Vincil Anderson, W. E. Tydings, W. K. Moore, A. H. Holbert, J. V. Hilgert, T. L. Warford, S. L. Mapes. Fourth Row: Robt. St. Clair, E. A. Funkhouser, O. C. Clough, A. G. Elam, John E. Baltzell, Chas. Bare, Fred Milam, John R. Murdock, H. U. G. Turnmire, G. W. Diemer, J. C. Harlow, Earl Van Horne. Fifth Row: A. G. Capps, R. C. Allen, Chas. Banks, H. E. Heinberg, C. M. Wise, Avis Woodward, Lawrence St. Clair, Mrs. Hermia Adams, Kate Claggett, Ella Mcclain, Rolla Southern, Gertrude Hosey. Bottom Row: C. E. Hutton, J. A. Miller, H. G. Swanson, O. G. Sanford, Lottie King, O. T. Pettit, Loreta Dralle, Louise Hicks, Estelle Webb, O. A. Wilson, H. J. King.

A South Missouri Group, Summer Term, 1910.—Top Row, reading left to right: Ethel Downs, Bertha Herring, Ola Burch, Margaret Tegeler, D. Jean Cox. Bottom Row: Elizabeth Evrard, H. H. Gilliland, Lula Spreckelmeyer, J. V. Hilgert.

Enrollment, June, 1909, to June, 1910.

Exclusive of Practice School Children.

Abbott, Maud.....Putnam
Acuff, Harry E.....Shelby
Adams, Arthur.....Ray
Adams, Coral.....Adair
Adams, Eunice.....Adair
Adams, Florence.....Linn
Adams, Hermon L.....Linn
Adams, Nell.....Adair
Adams, Pearl.....Linn
Adkison, Iva.....Callaway
Alexander, Alma.....Ralls
Alexander, George.....Scotland
Allen, Lillian.....Lewis
Allen, Ossie.....Cape Girardeau
Allen, Ross C.....Chariton
Altic, Mattie M.....Adair
Alverson, Lola B.....Monroe
Anderso Isa Dea.....Lewis
Anderson, Mattie.....Lewis
Anderson, Rouse.....Lewis
Andrae, May H.....Randolph
Andrews, Kate E.....Macon
Andrews, Lula.....Adair
Archer, Grace.....Adair
Archer, Nell.....Adair
Armstrong, Perry D.....Grundy
Armstrong, W. K.....Putnam
Arnold, Grace.....Adair
Arnold, J. W.....Lewis
Ash, Liza.....Monroe
Atchison, Edna.....Illinois
Atchison, Mae.....Illinois
Atkinson, Harold K.....Grundy
Autenrieth, Bertha.....St. Louis
Auwarter, Frank D.....Carroll
Bagley, Arthur W.....Mercer
Bailey, Alice.....Clark
Bailey, Claire.....Adair
Bailey. Clara.....Linn
Bailey, Jessie E.....Adair
Bailey, S. L.....Adair
Baird, Della.....Adair
Baker, Alice.....Shelby
Baker, Clarence W.....Scotland
Baker, Lutie E.....Knox
Baker, Pearl.....Linn
Balfe, Sarah L.....Ohio
Ball, Bedie.....Clark
Ballard, Elsie.....Adair
Baltzell, Ina G.....Lewis
Baltzell, Jas. E.....Lewis
Baltzell, Jennie E.....Lewis
Baltzell, John E.....Lewis
Banks, Chas.....Adair
Bare, Chas. F.....Monroe
Barker, Emma.....Scotland
Barker, Pearle.....Adair
Barker, Virgil.....Adair
Barnes, Grace L.....Audrain
Barnes, Jennie.....Audrain
Barnes, Ruby B.....Audrain
Barnes, Susie.....Adair
Bartlett, Orpha.....Sullivan
Bartlett, R. L.....Carroll
Baskett, G. V.....Linn
Baugher, G. W.....Linn
Bayley, Florence.....Knox
Bealmer, Verdun.....Macon
Beatty, Byron H.....Adair
Beatty, Mary.....Adair
Beaven, Chas. C.....Callaway
Beckner, H. S.....Scotland
Beckner, Weda.....Scotland
Beeks, Alma.....Harrison
Begole, Clare.....Macon
Belcher, R. Glen.....Randolph
Bennet, G. Frank.....Adair
Benning, Elizabeth.....Clark
Benning Emma.....Clark
Benson, Blanche.....Callaway
Benson, Ethel A.....Adair
Benson, Wm. B.....Adair
Benson, W. R.....Adair
Bereman, Harry C.....Kansas
Berger, Allen.....Montgomery
Berger, Eolian B.....Montgomery
Berger, Mabel.....Montgomery
Berger, Robert T.....Montgomery
Berger, S. Elvira.....Montgomery
Bernard, Dula.....Callaway
Beverlin, Elsie.....Adair
Bick, Mabel.....Monroe
Billington, Arthur.....Adair
Bishop, Ruth.....Montgomery
Black, Ella.....Montgomery
Blackhurst, Stephen.....Livingston

Blackwell, Clara.....Adair
Blattner, Clyde.....Montgomery
Blattner, Etta.....Montgomery
Boarman, Bessie.....Monroe
Boatman, Mrs. Myrtle.....Grundy
Bohon, Emma.....Adair
Bohon, Lois.....Adair
Bohon, Miriam.....Adair
Boley, Cornelia.....Clark
Boley, Ira E.....Clark
Bondurant, Adda.....Scotland
Bondurant, Edith .....Adair
Bondurant, Ethel.....Adair
Bondurant, Paul .....Adair
Bonney, S. F.....Lewis
Boram, Beatrice.....Sullivan
Borron, Grace.....Shelby
Boron, Inna.....Macon
Bosley, Besse.....Montgomery
Bostwick, Elmer.....Adair
Boucher, Earl.....Livingston
Boucher, Jackson.....Livingston
Boucher, Manly D.....Randolph
Boucher, S. M.....Adair
Boucher, W. R.....Adair
Boudreau, S. E.....Lewis
Bourn, Dolly.....Lewis
Bowles, Una.....Lewis
Bowling, Virginia.....Monroe
Bowman, Irene.....Adair
Bowman, Mollie.....Iowa
Bowman, Ralph..... Iowa
Boyd, Nell.....Callaway
Bradley, Creta.....Sullivan
Bradley, Floy.....Shelby
Bradley, Florence.....Jackson
Bradley, Helen.....Jackson
Bradshaw, Agnes.....Putnam
Bragg, Goldie.....Adair
Bragg, Minnie.....Macon
Bragg, Nora.....Macon
Brawner, Bertha.....Adair
Breidenstein, Alma.....Scotland
Brennenstuhl, Cora.....Grundy
Brenz, Della E.....Adair
Brian, Mary E.....Illinois
Bridges, Beatrice.....Harrison
Bridges, Grace.....Schuyler
Bridwell, F. E.....Cooper
Briggs, Lavinia.....Arkansas
Brightwell, F. W.....Lewis
Brockman, Mary.....Boone
Broman, J. Harold.....Mercer
Brooks, Fred E.....Livingston
Brown, Addie M.....Daviess
Brown, Clara.....Daviess
Brown, Cornelia.....Clark
Brown, Hallie.....Grundy
Brown, Lola.....Linn
Brown, Mirl.....Adair
Brown, Ruth.....Grundy
Browne, Sylva.....Adair
Browning, Zelma.....Shelby
Brownlee, Lillie.....Linn
Bruner, Fred.....Shelby
Bruner, Velma.....Macon
Buckley, Gertrude .....Lewis
Burch, Ola.....Jasper
Burdick, Gertrude.....Knox
Burgess, Olive.....Daviess
Burnham, W. E.....Howard
Burns, B. I.....Putnam
Burns, Chester.....Adair
Burns, Leland.....Adair
Burns, Veronica.....Adair
Burnside, J. A.....Carroll
Burress, W. H.....Grundy
Burris, Ora Franklin.....Adair
Burton, A. G.....Adair
Burton, B. A.....Adair
Butler, Carey.....Adair
Butler, Cecil.....Adair
Butler, Edna.....Knox
Buzard, T. V.....Adair
Byers, Alva L.....Wayne
Byrne, Minnie V.....Clinton
Cable, Guy.....Linn
Cain, C. Prudence.....Adair
Cain, Hazel H.....Adair
Cain, J. W.....Adair
Callaghan, Ralph.....Knox
Callaway, F. C.....Macon
Callison, Avis.....Adair
Callison, V. Glen.....Adair
Calvert, Stella.....Clark
Caplinger, Vida.....Monroe
Capps, Arlie G.....Adair
Carr, Pearl.....Lewis
Carroll, Bridgett.....Adair
Carroll, Earl.....Lewis
Carter, Beulah B.....Randolph
Carter, Isabelle.....Adair
Case, Jennie.....Sullivan
Case, Susan.....Sullivan
Casper, Lulu.....Schuyler
Casper, Walker.....Schuyler

Cassil, Leona.....St. Louis
Casteel, Mariette.....Schuyler
Castlin, Madge.....Adair
Cater, Raymond.....Adair
Cattey, Arthur.....Linn
Cecil, C. A.....Lewis
Chadwick, Inez L.....Knox
Chapman, Anna B.....Shelby
Chapman, Hetty.....Sullivan
Cherry, Lizzie.....Macon
Cherry, Pearl.....Livingston
Cherry, Ruby.....Macon
Cheuvront, Nellie.....Shelby
Chisholm, Loretta.....Randolph
Clabaugh, Wm.....Sullivan
Clapperton, Mrs. H. T.....Wisconsin
Clapperton, Katie.....Wisconsin
Clark, Fred W.....Ohio
Clark, Geo. F.....St. Louis
Clark, James L.....Adair
Clarkson, Edith.....Scotland
Cleaveland, Artie K.....Lewis
Cleeton, S. J.....Schuyler
Clement, H. W.....New Hampshire
Clough, Ethel.....Clark
Clough, O. C.....Clark
Clough, Robert.....Clark
Cluster, A. B.....Adair
Clymans, Susan A.....Macon
Coburn, Ethel.....Livingston
Cochran, Ada.....Adair
Cochran, Lois.....Adair
Cochran, Sina Inez.....Adair
Cockrum, Belle.....Knox
Coil, Nora E.....Montgomery
Coffey, Bessie L.....Schuyler
Cokerham, Chas.....Linn
Coleman, Blanche.....Knox
Coleman, Grace.....Knox
Colgate, O. W.....Washington
Collett, H. L.....Adair
Collett, Ruth F.....Adair
Collins, Herbert.....Oklahoma
Collins, Irma.....Shelby
Combs, Evelyn G.....Mercer
Compton, Mary.....Adair
Comstock, R. D.....Adair
Cone, Ethel.....Iowa
Conrad, Allie.....Shelby
Conrad, Rosa.....Shelby
Cooter, Ray.....Lewis
Coppock, Willie.....Putnam
Corbin, Byrle.....Adair
Corbin, Luna.....Adair
Corbin, Opal.....Adair
Cornett, Bracy V.....Linn
Corporan, G. W.....Putnam
Cosby, Horace.....Sullivan
Costolow, T. A.....Adair
Costolow, W. E.....Adair
Cottingham, Mattie.....Randolph
Cousins, Roy.....Mercer
Cowan, Mabel E.....Adair
Cox, D. Jean.....Jasper
Cox, Tina Lee.....Grundy
Cozad, W. J.....Putnam
Craggs, Bessie.....Adair
Craig, Carrie.....Texas
Craig, Floe.....Lewis
Craig, Wade Stanley.....Adair
Cram, Norma.....Adair
Cramer, Jessie E.....Adair
Crane, Sallie.....Audrain
Crawford, Artye.....Adair
Crawford, Etta.....Adair
Crawford, Frank.....Adair
Crawford, Glen.....Adair
Crawford, W. T.....Howard
Crecelius, Lula J.....St. Louis
Crecelius, Willie.....St. Louis
Creigh, Virginia.....Audrain
Crookshank, Herman L.....Adair
Crookshank, Jno.....Adair
Crookshank, L. V.....Adair
Crossman, Madie F.....St. Louis
Crosthwait, Ota.....Ralls
Crotts, Emma J.....Chariton
Crowdis, Lloyd.....Linn
Crystal, Alpha.....Macon
Crystal, Hallie.....Macon
Culbertson, Frances.....Audrain
Culler, J. F.....Shelby
Cummins, Alice.....Adair
Cummins, Bertha.....Adair
Cunningham, C. C.....Adair
Current, J. S.....Schuyler
Dailey, Arthur L.....Carroll
Dailey, Roy S.....Carroll
Dalzell, Ruby.....Sullivan
Dameron, J. G.....Chariton
Danford, Marie.....Harrison
Daniel, Ora Martha.....Shelby
Darnel, Lissia.....Adair
Daugherty, Bessey L.....Adair
Daugherty, Blanche.....Adair
Davault, Katherine.....Montgomery

Davenport, Bonnie.....Ohio
Davidson, Bessie Idell.....Montgomery
Davis, Bertie.....Adair
Davis, Bessie.....Iowa
Davis, Fanny.....Mercer
Davis, Gladys.....Adair
Davis, Glen.....Mercer
Davis, Hazel.....Oklahoma
Davis, J. R.....Pike
Davis, Lola.....Adair
Davis, Ora.....Lewis
Davisson, Lenora.....Harrison
Dawson, Leona.....Pike
Dearing, C. W.....Marion
Dearing, Dixie.....Livingston
Deatherage, G. R.....Howard
Deaver, Frances.....Monroe
Delaney, Gertrude.....Monroe
Delaney, Lillian.....Monroe
Dellinger, L. J.....Crawford
Dent, Mary.....Linn
Deutschmann, Clara.....Schuyler
DeWitt, Meryl.....Sullivan
Deyoe, L. Jennie.....Putnam
Dickson, Dott.....Putnam
Dickson, Edna.....Putnam
Dickson, Nellie.....Adair
Diemer, Geo. W.....Linn
Diggs, Pearl.....Lincoln
Dille, Earl.....Macon
Dilley, Arthur.....Adair
Ditmars, Opal.....Adair
Dixson, Callie E.....Knox
Doan, Mabel.....Grundy
Dobyns, Nell.....Shelby
Dodge, Mary Joe.....Chariton
Dodge, Nellie.....Chariton
Dodson, Lizzie R.....Adair
Doll, Lillian.....Shelby
Doneghy, Dagmar.....Adair
Dooley, Adolph.....Schuyler
Doolittle, Laurie.....Iowa
Dorsey, Clyde A.....Sullivan
Dorsey, Letha.....Sullivan
Doss, Gladys.....Adair
Dougherty, Ruth.....Livingston
Dounelly, Annie.....Clark
Downing Mabel.....Adair
Downing, Olah.....Adair
Downs, Ethel.....Schuyler
Doyle, Elva.....Adair
Doyle, Gertrude.....Adair
Drake, Margaret.....Monroe
Dralle, Loretta.....Lewis
Drury, Ethel.....Knox
Dugan, Pearle D.....Montgomery
Dumenil, Leslie H.....Iowa
Duncan, Olga.....Iowa
Duncan, Ruby.....Iowa
Durand, Martha.....Lewis
Durham, David.....Randolph
Durham, Julia.....Randolph
Dusendschon, Alta.....Monroe
Earhart, Anna.....Adair
Earnst, Edna.....Audrain
Eaves, Bertha.....Jefferson
Edwards, E. D.....Monroe
Edwards, Glenn.....Benton
Edwards, H. M.....Randolph
Edwards, Icis.....Sullivan
Edwards, Mabel.....Adair
Edwards, S. B.....Howard
Ehret, Alvin.....Audrain
Eickmeier, Minnie.....Schuyler
Elam, A. G.....Ralls
Elliott, Ralph.....Linn
Ellis, Olive E.....Macon
Ellison, John.....Sullivan
Ellison, W. I.....Lewis
Elschloeger, Ivan.....Schuyler
Elston, Della E.....Adair
Emerson, Pearl H.....Knox
Engel, Alger.....Warren
Engel, Anna.....Warren
Engel, Elizabeth.....Warren
Engle, Mrs. Nellie.....Adair
Estes, Geo. E.....Shelby
Eubanks, Leota.....Sullivan
Evans, Golde.....Adair
Evans, Letitia.....Mercer
Evans, Nellie.....Harrison
Evans, Perry.....Clark
Everhart, Forest.....Adair
Eversmeyer, Vira.....Lincoln
Ewing, Bessie B.....Clark
Ewing, Lyda.....Clark
Ewing, Sallie.....Clark
Fahrni, Anna.....St. Louis
Fanning, Leonard.....Sullivan
Fanning, Vesta.....Sullivan
Farmer, Alta.....Macon
Farmer, Clella.....Macon
Farmer, Clinton T.....Putnam
Farris, May.....Schuyler
Fechtling, A. F.....Putnam
Feigenspan, A. A.....Lewis

Fidler, Flo.....Carroll
Fields, Frances.....Linn
Fields, Mabel.....Putnam
Fife, Pearl.....Putnam
Finegan, Clive.....Adair
Finegan, Ina.....Adair
Finley, Anna.....Ray
Fish, Elsie May.....Adair
Fish, Melvin E.....Adair
Fisher, Grace.....Macon
Fleming Lila.....Linn
Fletcher, Avis.....Harrison
Flowers, Russel H.....Clark
Flynn, Ethel.....Knox
Fogelsong, C. L.....Carroll
Forrest, Goldie.....Marion
Fortney, Carl B.....Adair
Foster, Clara M.....Sullivan
Foster, Mary.....Grundy
Foster, Rosalie.....Grundy
Foust, J. W.....Lewis
Fowler, Philip.....Adair
Frame, Marion.....Macon
Fray, C. L.....Shelby
Frazier, Arzetta.....Sullivan
Frazier, Harry L.....Sullivan
Frazier, Leon.....Adair
Frazier, S. T.....Jackson
Frazier, Tina.....Sullivan
French, Lucile.....Clark
Friday, Carrie.....Sullivan
Frobes, Clara.....Adair
Frogge, Beatrice.....Adair
Frogge, Milton.....Adair
Frogge, Ruby M.....Adair
Frost, Frances.....Audrain
Fugate, Mamie.....Shelby
Fuller, Lynn R.....Adair
Fuller, Wayne.....Adair
Funk, E. A.....Adair
Funk, Florence.....Adair
Funkhouser, Earl A.....Macon
Funkhouser, Frances.....Clinton
Funkhouser, Hazel.....Macon
Galbreath, Grace.....Daviess
Gardhouse, E. E.....Marion
Gardner, Henry C.....Adair
Gardner, Marion.....Adair
Garges, Lou.....Adair
Garnett, Esther.....Lewis
Gaston, Helen M.....Iowa
Gates, Adah.....Adair
Gentry, Ada.....Adair
Gentry, Esther.....Adair
Gentry, Frankie.....Adair
Gibbon, Noema.....Knox
Gibson, Era.....Linn
Gibson, Hazel N.....Lincoln
Gibson, Herman.....Linn
Gibson, Verna L.....Linn
Gilbert, Jasper H.....Clark
Gill, Meta.....Adair
Gilmore, Cordia.....Callaway
Glahn, R. M.....Shelby
Glaves, Cecil.....Adair
Glaves, Fannie.....Adair
Glaves, Frankie.....Adair
Goldberg, Senta.....Adair
Good, Monroe.....Adair
Goodwin, Lillian.....Knox
Goodwin, Ruby.....Knox
Gordin, Orville.....Adair
Gorrell, Shirley.....Adair
Grassle, Helen.....Adair
Graves, Elgie.....Schuyler
Graves, James E.....Schuyler
Gray, Helen.....Adair
Gray, Irma.....Adair
Green, Harry.....Lewis
Green, H. E.....Macon
Greenslate, Raye.....Adair
Greer, Beulah.....Audrain
Greiner, Ottie M.....Adair
Griffith, Mary E.....Livingston
Griffith, Theodocia.....Livingston
Grinstead, Pearl.....Scotland
Grisamer, Hally.....Sullivan
Guiles, Corinne.....Adair
Gwathmey, Kathryn.....Clinton
Habermeyer, Clara.....Marion
Hagan, Beulah.....Audrain
Hagin, M.....Kentucky
Haines, Maude.....Livingston
Hale, Boyd.....Adair
Hale, W. L.....Adair
Haller, Bessie J.....Idaho
Hamilton, Lula.....Adair
Hamilton, Marguerite.....Audrain
Hamilton, Opal.....Randolph
Hamlin, Anna.....Putnam
Hannan, Lula.....Sullivan
Hardesty, Lacey Paul.....Shelby
Hardin, Anna.....Randolph
Hardin, James.....Randolph
Harland, Clifford.....Shelby
Harlow, Imogene.....Lincoln

Harman, Carrie.....Lewis
Harmon, Vera.....Clark
Harrington, Vivien.....Clinton
Harris, Allie.....Scotland
Harris, Mary.....Scotland
Harris, Mila.....Adair
Harris, Nora.....Lincoln
Harrison, Susie.....Harrison
Harshbarger, Bettie.....Boone
Harshbarger, Mary.....Boone
Hauptmann, Watson.....Clark
Havenor, Della.....Minnesota
Haver, Lillian.....Daviess
Hawks, Cora.....Linn
Hays, Edna Opal.....Schuyler
Hays, Rachel.....Clark
Hazen, Allen.....Sullivan
Hazen, Mrs. Junia.....Sullivan
Heaberlin, Eunice.....Adair
Head, Emma.....Linn
Hedberg, Ellen W.....Ralls
Heinberg, H. E.....Clark
Heiserman, G. L.....Schuyler
Henderson, Bessie.....Ralls
Henke, Lydia.....New Jersey
Herrin, Elva.....Macon
Hess, Edna.....Lewis
Hewgley, Ruth.....Monroe
Hibbard, Hazel M.....Adair
Hicks, L. H.....Adair
Higbee, Zella.....Adair
Hill, Charlotte.....Sullivan
Hill, Marion.....Schuyler
Hill, Olivia.....Boone
Hilt, Eva.....Caldwell
Hinshaw, Bertha.....Callaway
Hizer, Collier A.....Macon
Hoech, A. A.....Warren
Hoerrmann, Blanche.....Sullivan
Hogan, Ralph M.....Schuyler
Holloway, W. W.....Adair
Holman, Addie.....Adair
Holmlund, Esther.....Linn
Holton, A. S.....Adair
Homes, Ruby B.....Adair
Hook, Leroy.....Randolph
Hopkins, Walter A.....Adair
Hopper, Emery O.....Holt
Horn, Gertrude.....Schuyler
Horn, Orville.....Adair
Horton, Ernest A.....Audrain
Horton, E. L.....Andrew
Hosey, Carrie.....Macon
Hosey, Gertrude.....Macon
Hounsom, Niota.....Schuyler
Howard, C. C.....Illinois
Howard, Frank.....Putnam
Howard, Nina.....Adair
Howe, J. W., Jr.....Shelby
Howell, Alma.....Lincoln
Howell, Edward.....Adair
Howell, Janet.....Adair
Howell, Myra.....Monroe
Hoyt, Grace.....Livingston
Hoyt, Verna.....Livingston
Hubbard, Mabelle.....Adair
Hudson, Anna.....Jackson
Huebotter, Bertha.....Lewis
Huebsch, Margaret.....Monroe
Hulen, E. E.....Arkansas
Hulen, G. A.....Arkansas
Hull, Clinton E.....Adair
Hull, John Carl.....Adair
Hull, Paul.....Adair
Hulse, Lola.....Adair
Hulse, O. E.....Ralls
Hume, Roy.....Clark
Humphrey, Daisy.....Audrain
Humphreys, Eugene.....Grundy
Hunt, Bessie June.....Linn
Hunt, Shirley.....Knox
Hurd, Laura Lute.....Monroe
Husted, E. H.....Grundy
Husted, Leah.....Adair
Husted, Sylvia.....Putnam
Huston, Cora.....Macon
Huston, Nettie.....Scotland
Hutton, C. E.....Harrison
Hutton, Mrs. C. E.....Harrison
Hutton, Oscar A.....Macon
Ingraham, Carl.....Adair
Ingraham, E.....Sullivan
Irwin, Anna.....Monroe
Israel, Allie.....Adair
Jackson, Belle.....Sullivan
Jackson, Clifford.....Worth
Jackson, Courtney.....Randolph
Jackson, Nannie.....Scotland
Jackson, O. L.....Nebraska
Jackson, Vera.....Adair
Jacobs, Ola.....Iowa
Jardine, Jean.....Linn
Jaynes, Elva.....Sullivan
Jeffers, Grace.....Putnam
Jenison, Ida.....Montgomery
Jenkins, Mary.....Lincoln

Jerome, Ruth.....Linn
Jobson, Katherine.....Lincoln
Johns, Ora.....Adair
Johnson, Clyde.....Adair
Johnson, Harry.....Adair
Johnson, Hazel.....Macon
Johnson, Josie.....Adair
Johnson, Simon.....Linn
Johnson, Verda O.....Schuyler
Johnston, Leon S.....Adair
Jones, Alma.....Putnam
Jones, Ben. C.....Adair
Jones, Bertha.....Adair
Jones, E. O.....Adair
Jones, Grace.....Sullivan
Jones, Jessie.....Montgomery
Jones, J. Paul.....Linn
Jones, Lynn.....Adair
Jones, Myrtle.....Adair
Jones, Nellie.....Monroe
Jones, R. H.....Boone
Jones, Ross.....Monroe
Jones, Mrs. Susie.....Boone
Jordon, Edith J.....Lewis
Jordan, Nondas.....Shelby
Karnes, Ruby.....Clark
Kaser, Roscoe.....Adair
Kaster, Emert G.....Lewis
Keck, Orville.....Holt
Keith, N. F.....Shelby
Kelly, T. Wallace.....Randolph
Kelsey, Cora.....Atchison
Kemble, Mary C.....Pike
Kennedy, Fern.....Randolph
Kennedy, Minnie.....Harrison
Kennen, Nina.....Audrain
Kerr, Elmer L.....Iowa
Kerr, James R.....Platte
Keyte, Lena.....Adair
Kiefer, Lawrence.....Scotland
Killinger, Grace.....Adair
Killinger, Homer.....Adair
King, H. J.....Clark
King, James.....Monroe
King, Lottie.....Callaway
Kipper, Ethel.....Monroe
Kirk, Ethel.....Schuyler
Kirk, Mary E.....Adair
Kirk, Pauline.....Adair
Kirk, Victor.....Adair
Knapp, Inez.....Lincoln
Knight, L. Fay.....Sullivan
Konetzko, Selma.....Gasconade
Konetzko, Stella.....Gasconade
Koon, G. A.....Grundy
Kopfer, Earl.....Putnam
Kratzer, G. E.....Iowa
Kropf, Eldina.....Schuyler
Kurtz, Grace.....Clark
Kutzner, Mabel.....Scotland
Lafrenz, Elmer.....Clark
Lamkin, Irene.....Adair
Lane, Alice.....Macon
Lane, Victor.....Putnam
Lane, Violet.....Macon
Lansdale, Monty.....Schuyler
Lansdale, Opal.....Schuyler
Larson, Anna B.....Linn
Larson, Caroline.....Linn
Lear, Mary E.....Monroe
Leatherman, Allie.....Oklahoma
Leatherman, B. P.....Oklahoma
Leazenby, Minnie.....Harrison
Lee, Byron.....Livingston
Lee, Nellie.....Adair
Lehr, Roma.....Sullivan
Lemon, Bernice.....Macon
Leonard, Nellie.....Putnam
Leonardo, Marie.....Washington
Leslie, D A.....Lewis
Lindsey, Agnes.....Adair
Lindsey, Lenore.....Adair
Lindstrom, Lillie.....Marion
Linhart, Ephonzo.....Linn
Link, Mrs. Edgar.....Adair
Link, Vergil G.....Adair
Linton, F. W.....Callaway
Lipp, Nannie.....Monroe
Lisenby, Mrs. Rose.....Linn
Little, Eva.....Chariton
Littrell, Vivian.....Randolph
Livezey, H. L.....Putnam
Lloyd, Kathleen.....Adair
Lloyd, Margaret.....Adair
Lloyd, Mildred.....Adair
Loftiss, Flora.....Adair
Logan, Blanche.....Clark
Lomax, Paul S.....Linn
Long, Emma.....Adair
Long, J. O.....Adair
Long, Margaret.....Putnam
Longnecker, Gertrude.....Illinois
Longmire, Emerelda.....Monroe
Lowe, Cessna.....Marion
Lowell, Robert.....Macon
Lowry, Nellie.....St. Charles

Lowry, Roxie.....Gentry
Lucas, Bessie.....Schuyler
Luck, Hugh.....Scotland
Lyle, Grace.....Texas
Lyle, Ora.....Linn
Lyon, Lela.....Adair
Magee, Carl.....Callaway
Magee, Edwin.....Putnam
Magee, O. P.....Putnam
Magee, Viola.....Callaway
Magruder, Wm. L.....Lincoln
Maloney, Generose.....Knox
Maloy, Dolly.....Clark
Mapes, S. L.....Montgomery
Marks, Ida Lee.....Lewis
Marks, Mattie.....Lewis
Marr, W. J.....Macon
Marston, Agnes.....Adair
Marston, Edith.....Adair
Marston, Rowland.....Adair
Martin, Anna.....Clinton
Martin, Howard.....Adair
Martin, Kathryn.....Clinton
Martin, Lee.....Monroe
Martin, Maxie.....Shelby
Martin, Rachel.....Grundy
Martin, Ruth.....Adair
Martz, Delbert.....Adair
Mason, Aldena.....Adair
Mason, Bertha E.....Macon
Mason, Jessie.....Adair
Mathews, Lenore.....Chariton
Matthews, Anna H.....Illinois
Matthews, Lillian E.....Illinois
Mauck, Sam F.....Indiana
Maupin, Ruby.....Shelby
Meeker, Mildred.....Sullivan
Meeks, Opal.....Knox
Megown, Willie G.....Ralls
Melton, Grayson.....Mercer
Melvin, Bruce Lee.....Schuyler
Merrick, Lettie.....Schuyler
Merrill, Alta.....Sullivan
Michaels, Frank.....Randolph
Middleton, Edith.....Audrain
Mikel, Beulah.....Adair
Mikel, Eliza.....Macon
Mikel, Zula.....Adair
Miles, Bula.....Randolph
Millay, Ada.....Adair
Millay, Gladys.....Sullivan
Miller, Anna R.....Linn
Miller, Bessie.....Scotland
Miller, Edith.....Adair
Miller, Evalin.....California
Miller, Mrs. Golda T.....Putnam
Miller, J. Albert.....Putnam
Miller, Jennie.....Sullivan
Miller, Lavinia.....Randolph
Miller, Mabel.....Platte
Miller, Marie F.....Montgomery
Miller, Mona.....Knox
Miller, Nellie.....Howard
Miller, Ola E.....Adair
Miller, Oscar.....Putnam
Mills, Anna Mary.....Adair
Mills, J. C., Jr.....Adair
Mills, Lee.....Adair
Mills, Mabelle.....Adair
Mills, Wayne.....Putnam
Millsap, H. E.....Knox
Milstead, Ralph.....Sullivan
Milstead, Velda.....Sullivan
Minshall, Mary.....Mercer
Minter, Roberta.....Adair
Mitchell, Carl.....Lewis
Mitchell, Minnie.....Monroe
Mitten, Maria Louise.....Marion
Mock, Nellie R.....Sullivan
Montgomery, Alice.....Chariton
Montgomery, Edna.....Monroe
Moore, J. C.....Adair
Moore, Lillian.....Scotland
Moore, Mary E.....Monroe
Moots, Arthur.....Adair
Moots, Stanley.....Adair
Morgan, Barton S.....Daviess
Morgan, James Grover.....Iowa
Morgan, Winnifred.....Macon
Morrison, Mary.....Audrain
Morton, Nellie.....Schuyler
Mossbarger, Flossie.....Macon
Mott, Joseph.....Chariton
Mudd, Lilburn.....Lincoln
Mudd, Louise.....Scotland
Mulford, Robert J.....Grundy
Murdock, John L.....Sullivan
Murdock, John R.....Lewis
Murdock, Mrs. Myrtle.....Lewis
Murphy, Ada E.....Adair
Murphy, Elizabeth.....Audrain
Murry, Leona.....Daviess
Mustoe, Herbert.....Scotland
Myers, Orville A.....Scotland
McAfee, Frankie.....Ralls
McAlister, Cecile.....Linn

McAllister, Joe.....Chariton
McCarty, Flossie.....Linn
McCaul, Margaret.....Harrison
McCauley, Estella.....Colorado
McClain, Ella.....Lewis
McClain, Hattie.....Lewis
McClain, Orin E.....Iowa
McClean, C. B.....Knox
McCollum, Mary L.....Sullivan
McCullough, Ora.....Macon
McCully, Mabel.....Adair
McDowell, Zena.....Adair
McFadden, Geo. E.....Knox
McGee, Amy.....California
McGee, B. R.....Sullivan
McGee, Fern.....Sullivan
McGee, Guy.....Sullivan
McGinniss, Geraldine.....Caldwell
McGuire, Juanita.....Adair
McKee, May.....Clark
McKenzie, Carl T.....Knox
McKinley, Vesta.....Daviess
McKnight, Ada Fay.....Sullivan
McLaughlin, Ada.....Grundy
McMickle, Opal.....Sullivan
McMullin, A. B.....Platte
McMurry, Clare D.....Scotland
McNamar, Raymond.....Iowa
McNealey, Edna.....Sullivan
McNeely, W. C.....Kansas
McPherson, Grace.....Knox
McQueen, Mayme.....Ray
McQuoid, Frost.....Scotland
McReynolds, Carl.....Knox
McWilliam, Ethel.....Scotland
McWilliams, H. L.....Adair
McWilliams, Stella.....Clark
Nance, Eva.....Daviess
Neal, Irene.....Jackson
Neale, David E.....Audrain
Neeley, Addie.....Schuyler
Neet, Grace E.....Sullivan
Neete, Claudia.....Adair
Neff, Herbert.....Kansas
Neff, Roy S.....Chariton
Neff, Roy T.....Adair
Neighbors, C. H.....Sullivan
Nelson, Harriet.....Clark
Netherton, Julia.....Daviess
Netherton, Pearle.....Daviess
Nevins, Mrs. Ella.....Shelby
Newburg, Maude.....Adair
Newkirk, Fannie.....Knox
Newman, A. J.....St. Louis
Newmyer, Berdie.....Macon
Newmyer, Ethel.....Macon
Newson, Beulah.....Oklahoma
Newton, Ada.....Macon
Newton, Lola.....Macon
Newton, Mabel.....Macon
Newton, Mae.....Adair
Nichols, Sylva.....Sullivan
Nichols, T. G.....Callaway
Nichols, Mrs. T. G.....Callaway
Nickerson, Tempie.....Linn
Nickles, Magdalene.....St. Louis
Nierman, J. L.....St. Charles
Nigh, Agnes.....Grundy
Nigh, Estes.....Grundy
Noe, Lavinia.....Adair
Noel, Bertha.....Putnam
Nolen, Mary.....Monroe
Norfolk, Allethea.....Macon
Norwood, Josephine.....Harrison
Norwood, Mabel.....Harrison
Novinger, Clifford.....Adair
Novinger, Erma.....Adair
Nowels, Belle.....Sullivan
Nowels, Julia.....Sullivan
Nutter, Linnie H.....Caldwell
Ogle, Edith.....Marion
Oliver, Jason D.....Lewis
Olney, La Vina.....Iowa
Orndorff, Bessie.....Sullivan
Otterson, Joseph.....Adair
Owen, Porter K.....Mercer
Page, Cora.....Sullivan
Page, Edna L.....Sullivan
Page, Flora.....Sullivan
Page, J. Frank.....Pike
Panchot, Esther.....Jefferson
Pancost, Mierlene.....Linn
Parker, Leslie L.....Lewis
Parsons, Ethel.....Randolph
Parsons, Everett.....Sullivan
Parsons, Josephine.....Montgomery
Parsons, Mabel.....Clay
Patterson, Ida May.....Adair
Patterson, Willis F.....Livingston
Patterson, Wm. Leslie.....Schuyler
Payne, Melvin A.....Lewis
Pence, W. G.....Adair
Perry, Clarence B.....Shelby
Petree, Addie M.....Andrew
Petree, Leo H.....Adair
Petree, Noel H.....Adair

Pettit, Edith M.....Knox
Pettit, Leah.....Knox
Pettit, Lena.....Grundy
Pettit Orin T.....Iowa
Pew, Vina.....Grundy
Pfeiffer, Harry.....Sullivan
Phelps, Myrtle.....Boone
Phelps, Stella.....Livingston
Pickens, Glen.....Adair
Picking, Amelia.....Scotland
Pierce, Stella.....Audrain
Pierson, Clara.....Harrison
Platz, M. Bennie.....Adair
Polley, E. M.....California
Polson, Grover.....Adair
Polson, Herman B.....Adair
Polson, Reba.....Adair
Poor, Earl.....Adair
Poore, Mabel.....Adair
Post, Elsie Mae.....Adair
Powell, R. W.....Linn
Prosser, Alonzo L.....Adair
Pruner, Will A.....Schuyler
Pryor, Edwin L.....Gentry
Pryor, Ola.....Monroe
Purdin, Alex.....Adair
Purdin, Floy.....Adair
Quell, Augusta.....Clinton
Quigley, Raymond.....Sullivan
Quinn, Carmelita.....Adair
Quinn, Goldie.....Audrain
Rabbitt, Margaret.....Adair
Ragsdale, Ray.....Shelby
Rainwater, Ray.....Adair
Rambo, Mabel.....Livingston
Ramsay, C. H.....Montgomery
Randall, Nellie.....Adair
Rank, Agnes.....Mercer
Rank, Minnie.....Mercer
Rankin, Daisy.....Linn
Ray, Linnie M.....Macon
Rea, Grace.....Clinton
Read, Isabelle.....Caldwell
Reber, L. B., Jr.....Marion
Reckard, Louise.....Scotland
Reddish, Lucy.....Scotland
Redic, Noah L.....Adair
Redman, Octavia.....Monroe
Reed, Guy.....Putnam
Reese, Madge.....Linn
Reese, Roscoe.....Linn
Reesman, Jessie.....Adair
Reynolds, Dora.....Randolph
Reynolds, Ella.....Randolph
Reynolds, Eva.....Adair
Reynolds, Harvey.....Randolph
Reynolds, Lester F.....Adair
Rice, Anna M.....Adair
Rice, Catherine.....Adair
Rice, Lura D.....Adair
Richards, Ella M.....Macon
Richardson, Mabel.....M con
Ridgeway, Grace.....Boone
Rieger, Archie.....Adair
Riley, J. A.....Schuyler
Rinaman, W. L.....Lincoln
Rixey, Mary E.....Platte
Roach, Hannah A.....Schuyler
Robbins, Birdie.....Linn
Robbins, Mattie.....Linn
Roberts, Arthur.....Schuyler
Roberts, Lottie.....Schuyler
Roberts, Mary.....Schuyler
Roberts, W. O.....Schuyler
Robinson, Esther.....Adair
Robinson, Florence.....Adair
Rockey, Daisy.....Mercer
Rockhold, Nellie B.....Arkansas
Rockwell, P. A.....North Carolina
Roddy, S. R.....Boone
Rogers, Blanche.....Adair
Rogers, Floyd B.....Adair
Rogers, Grace.....Harrison
Rolston, Nellie.....Schuyler
Rombauer, Etelka.....Adair
Rombauer, Thelma.....Adair
Roseberry, Bertha E.....Adair
Roseberry, Dalton.....Adair
Roseberry, Ethel.....Adair
Roseberry, Victoria.....Adair
Ross, Aubrey.....Macon
Rothschild, Felix.....Adair
Rouse, James E.....Lewis
Rouse, W. J.....Lewis
Rowland, R. F.....Boone
Rowlinson, Ethel.....Knox
Rowoth, J. E.....Grundy
Rudasill, J. H.....Monroe
Runnels, J. B.....Sullivan
Rutherford, A. L.....Adair
Rutherford, F. D.....Adair
Rutherford, Ora.....Adair
Rutledge, Eloise.....Audrain
Salisbury, E. H.....Adair
Sampson, D. G.....Macon
Sanders, Lem.....Adair

Sanders, Leila.....Scotland
Sandry, Alta.....Sullivan
Sandry, Bertha.....Sullivan
Sands, Lucille.....Adair
Sanford, Clara.....Adair
Sanford, O. G.....Adair
Savage, Frances.....Daviess
Scanland, Fern.....Ralls
Scanland, Zelma.....Montgomery
Schenck, Beulah.....Linn
Schiefelbusch, T. L.....Harrison
Schiefelbusch, V. A.....Harrison
Schmid, Katherine.....Schuyler
Schnelle, Elizabeth.....Sullivan
Scobee, Pearl.....Putnam
Scott, Carrie.....Knox
Scott, Jesse.....Putnam
Scott, Nina E.....Adair
Scott, Nona.....Adair
Scotten, J. Earl.....Chariton
Seaman, Edellee.....Clark
Seaman, G. W.....Clark
Sears, Clara.....Adair
Sears, Mayme.....Adair
Sebring, Georgia.....Linn
See, Mina.....Scotland
Selby, P. O.....Adair
Settle, Howard.....Adair
Sewell, Ollie.....Macon
Shackelford, Marjorie.....Howard
Shanks, Lera.....Scotland
Shanks, L. F.....Linn
Shanks, Nellie.....Linn
Sharp, Mamie.....Lewis
Shatto, Mabel.....Sullivan
Shaw, Florence.....Iowa
Shaw, Stanley.....Iowa
Shearer, Mary.....Randolph
Shibley, Agnes.....Putnam
Shibley, Harry.....Putnam
Shiflet, Mabel A.....Livingston
Shock, Nina L.....Boone
Shoop Raymond.....Sullivan
Shoop, Mrs. Susie.....Adair
Shoop, W. W.....Adair
Shulze, Frank.....Adair
Simpson, Carl C.....Lewis
Simpson, Madaline.....Clark
Simpson, R. L.....Harrison
Sims, Grover W.....Boone
Singley, Lena.....Sullivan
Sipple, L. B.....Adair
Sisson, Ray.....Clark
Skipper, Dora.....Putnam
Skipper, Ida.....Putnam
Slack Frank.....Adair
Sleeth, Lena Chadwick.....Adair
Sloan, May.....Clark
Slocum, Roy M.....Knox
Sloop, Fred L.....Adair
Sloop, Ruth E.....Adair
Slover, Bessie.....Adair
Slover, W. J.....Adair
Smallwood, Arcilda.....Knox
Smart, Addie.....Sullivan
Smith, Bess.....Holt
Smith, Bessye.....Shelby
Smith, Clara Grace.....Shelby
Smith, Ethol M.....Adair
Smith, Hazel B.....Adair
Smith, Ica L.....Monroe
Smith, Jessroy.....Linn
Smith, Lutie T.....Shelby
Smith, Mont.....Daviess
Smith, Neva Su.....Lewis
Smith, Phil.....Clark
Smith, Ralph B.....Adair
Smith, Ruth.....Scotland
Smith, Saloma.....Holt
Smith, Susie.....Shelby
Smoot, Hollis.....Adair
Snoddy, Emery.....Jackson
Sohlinger, Elsa.....Monroe
Somerville, Georgia.....Pike
Southern Rolla.....Randolph
Sparks, Maggie.....Shelby
Sparks, M. W.....Jackson
Sparling, Enoch A.....Livingston
Sparling, Virginia.....Adair
Spees, Gayle.....Knox
Spicer, Frank R.....Adair
Sprecker, Loree.....Adair
Spurgeon, J. H.....Scotland
Spurgin, Ethel.....Mercer
Spurling, E. L.....Boone
Squires, Guy.....Mercer
Stairs, Ivah.....Sullivan
Stalcup, Anne.....Shelby
Starrett, Lena M.....Buchanan
Stauterman, Carl.....Randolph
Stauterman, Eda B.....Randolph
Stauterman, Frona.....Randolph
Stauterman, Georgia.....Randolph
St. Clair, Ernest.....Clark
St. Clair, Kathleen.....Sullivan
St. Clair, Lawrence.....Clark

St. Clair, Robert.....Clark
Steiner, Wm. L.....Franklin
Stephens, Blanche.....Randolph
Stephens, C. E.....Randolph
Stephens, Mabel.....Adair
Stephenson, Nannie.....Linn
Stevenson, Meda.....Linn
Stewart, Wm. A.....Schuyler
Stile, Gladys.....Adair
Stokes, Georgia.....Nebraska
Stokes, Stanley.....Adair
Stone, Richard.....Scotland
Stout, Irene.....Grundy
Stout, Louisa.....Grundy
Stout, Opal.....Sullivan
Stout, S. Barrett.....Putnam
Stover, Maud.....Iowa
Strawn, Stella .....Randolph
Stryker, Veda.....Iowa
Stuart, Norah.....Sullivan
Stuck, Eva.....Adair
Suffern, Mary E.....Adair
Sullivan, Margaret.....Ralls
Summers, C. W.....Macon
Summers, Mollie.....Sullivan
Suter, Ralph.....Knox
Swanson, H. G.....Schuyler
Swanson, Rose.....Schuyler
Swanson, W. D.....Schuyler
Swartz, Mrs. Anna.....Knox
Sweeney, Mary.....Monroe
Swift, Nettie.....Worth
Swiggy, Cleo.....Sullivan
Talbott, E. A.....Scotland
Talley, Mattie.....Audrain
Taylor, Elfie.....Sullivan
Taylor, Gertrude.....DeKalb
Taylor, Jesse W.....Clark
Taylor, Mae.....Montgomery
Taylor, Wm. E.....Shelby
Tegeler, Margaret.....Jackson
Temple, E. Viola.....Caldwell
Temple, Grace.....Caldwell
Temple, Harry.....Caldwell
Temple, Mamie.....Caldwell
Templeton, Margaret.....Adair
Terrill, Anna Lee.....Marion
Terrill, Claire.....Randolph
Terry, Ona M.....Daviess
Thomas, Dorothea.....Holt
Thompson, Claire.....Lewis
Thompson, Mabelle.....Clark
Thompson, W. T.....Randolph
Thomson, Edna.....Monroe
Thorpe, H. H.....Sullivan
Thrasher, Ray.....Adair
Threlkeld, Archie.....Adair
Threlkeld, Maude.....Adair
Tibbetts, Ruby.....Gentry
Tietge, Bernice.....Linn
Timmons, Wess.....Putnam
Tingley, Mauree.....Putnam
Titcomb, Verla.....DeKalb
Todd, C. B.....Sullivan
Todd, Champ.....Montgomery
Todd, Myrtle.....Callaway
Todd, Stella.....Lewis
Tomlin, Edwin.....Linn
Toner, Leah.....Livingston
Torreyson, Edith.....Audrain
Towne, Ruth L.....Adair
Townsend, Lester F.....Scotland
Travers, Ione.....Iowa
Treasure, J. F.....Oklahoma
Trippeer, Minnie.....Linn
Trower, J. H.....Lincoln
Tucher, La Claire.....Audrain
Tudor, Mary M.....Livingston
Turner, Jennie.....Macon
Turner, M. S.....Shelby
Turner, Ruth.....Macon
Turnmire, H. U. G.....Putnam
Twadell, Mae.....Harrison
Tydings, W. E.....Randolph
Uhe, Elizabeth.....Knox
Underwood, Maude M.....Harrison
Utterback, Dovie.....Ralls
Utterback, Edith.....Ralls
Utterback, Lizzie.....Ralls
Vandiver, Lee R.....Shelby
VanDyne, Anna.....Putnam
VanHorne, Earl.....Callaway
VanHorne, Frank.....Callaway
VanHorne, Lee.....Callaway
Vanlaningham, Lulu.....Adair
VanNorman, May.....Knox
Vansickel, M. E.....Adair
Vanskike, Alma.....Macon
Varney, Margaret.....Monroe
Varney, Rosanna .....Monroe
Vaughn, M. B.....Ralls
Vaughn, Mrs. M. B.....Ralls
Vaughn, Meredith.....Monroe
Vest, Beulah.....Platte
Waddill, Ovid.....Adair
Wade, Mabel.....Adair

Wade, Orville C.....Adair
Waffle, Ray.....Adair
Walker, Gertrude.....Randolph
Walker, Lola.....Monroe
Walker, Mollie.....Macon
Walker, Stella M.....Clark
Wallace, Kate.....Adair
Waller, Alice.....Shelby
Walton, J. E.....Randolph
Ward, Frank.....Adair
Warren, C. F.....Adair
Wasser, Howard.....Macon
Watson, Clarence.....Macon
Wattenbarger, Eunice.....Sullivan
Wayman, Olave.....Mercer
Webb, Estelle.....Sullivan
Weber, Mollie.....St. Louis
Weedon, Lillian.....Shelby
Weisser, Gertrude.....Moniteau
Welch, J. G.....Chariton
Weldon, Dawn.....Harrison
Wells, Alta.....Putnam
Wells, Beulah.....Putnam
Wells, Irene.....Knox
Wells, Mae.....Putnam
Wells, Nathan E.....Putnam
Wells, Nelle.....Putnam
Wells, Phradie.....Adair
Wells, W. M.....Putnam
Weyand, Mrs. C. M.....Illinois
Weyand, Florence.....Iowa
Weyand, Mary C.....Iowa
Whaley, Grace.....Macon
Whaley, Lillian.....Linn
White, Daisy.....Livingston
White, Earl D.....Linn
White, Evan D.....Schuyler
White, Fannie Myrtle.....Boone
Whitelock, Hazel.....Adair
Whitelock, Jewell.....Adair
Whitledge, Chas. B.....Audrain
Whitlow, Blanche.....Adair
Whittom, Elizabeth.....Adair
Wilcox, Lillian S.....St. Louis
Wilcox, Louise.....St. Louis
Wilder, Lelia P.....Scotland
Wiley, Carrie.....Adair
Wiley, Sadie.....Shelby
Wilkes, Ada Belle.....Callaway
Wilkinson, Edith.....Harrison
Willard, Louise.....Adair
Willett, Anna Lou.....Clark
Williams, Gex.....Macon
Williams, J. C.....Grundy
Williams, J. R.....Linn
Willows, Harris.....Adair
Wilson, Anna L.....Lewis
Wilson, Dolph.....Harrison
Wilson, Edna.....Adair
Wilson, F. B.....Adair
Wilson, Lucile.....Adair
Wilson, Mabel.....Adair
Wilson, Mabel M.....Sullivan
Wilson, Nova.....Iowa
Wilson, Oly L.....Linn
Wilson, Viola.....Montgomery
Winkler, Grace.....Macon
Winslow, Joe.....Adair
Winslow, Rachael.....Adair
Wirth, Kathryn B.....Schuyler
Wittmer, Bessie.....Adair
Witty, Howard.....Scotland
Wood, F. M.....Shelby
Wood, Merton.....Putnam
Woodman, Lois L.....Knox
Woodward, Avis.....Harrison
Woodward, Olive.....Harrison
Workman, Nora D.....Carroll
Wright, Betha.....Adair
Wright, E. A.....Knox
Wright, H. E.....Scotland
Wright, Mary.....Knox
Wright, Nettie.....Adair
Wright, Myra.....Macon
Wybrant, Rolla.....Ralls
Yambert, Vesta.....Grundy
Yeager, Faye.....Adair
Yeager, Maye.....Adair
Yeager, Vance.....Adair
Young, Lois.....Linn
Young, Paul.....Adair
Zeller, Dale.....Holt
Zopf, Adah.....Lewis
Zumwalt, Clemma.....Pulaski

ADDENDA.

Winter Class in Agriculture.

H. Armstrong, James Briddle, A. H. Burns, R. C. Callison, C. Cheffey, Belle Corner, Kenneth Dodson, Geo. Douglas, Burl Elliott, Ruby Fletcher, R. B. Frisbie, J. A Gusy, Bessie Haller, Leland Hanks, P. Hanks, R. Hanks, J. H. Johnston, N. Johnston, Geo. W. Knapp, G. W. Loomis, A. J. Lowe, Guy Miller, P. Miller, John Monroe, Irl Propst, Myron Propst, Grace Slack, F. W. Slack, Lester Slack, L. Percy Slacks, W. S. Slacks, Kestral Smith, E. A. Trimmer, Verdie Walker, Ray Ward, Geo. Watson, Ward Watson, Lloyd Wright.

*Deceased.

ADAIR COUNTY IN SUMMER SCHOOL, 1910.—Top Row, reading left to right: T. V. Buzard, A. L. Threlkeld, Virgil Barker, G. F. Bennett, Harry Shibley, W. L. Hale, M. E. Vansickle, O. C. Wade. Second Row: Ralph B. Smith, Orville Gordon, James Mock, Clyde A. Dorsey, Grover Polson, G. A. Prosser, A. L. Prosser, Cecil Butler, Nell Adams. Third Row: L. B. Sipple, E. H. Salisbury, Professor L. S. Daugherty, B. L. Cornmesser, Ruth Sloop, Flora Loftiss, Beulah Flinchpaugh, Jewel Whitelock, Nina Scott, Carey Butler. Fourth Row: Edna Noe, Ada Murphy, Ava Finegan, Addie Holman, Carrie Scott, Miriam Bohon, Ada Gentry, Elsie Fish, Esther Gentry, Ethel Kirk, Mabel Wade. Fifth Row: Mattie Altic, Helen Grassle, Lura Rice, Ethel Roseberry, Frances Glaves, Bertha Roseberry, Ola Ader, Ruth Cox, Mary Belfield, Ethel Smith, Meta Gill, Gladys Doss. Bottom Row: Myrtle Jones, Etta Crawford, Alethea Capps, Mildred Lloyd, Louise A. Willard, June Selby, Ethel Trailer, Blanche Whitlow, Pearl Barker, Luna Corbin, Opal Corbin, Mary Compton.

AUDRAIN COUNTY STUDENTS, SUMMER TERM, 1910.—Top Row, reading left to right: Edna Earnst, Della Talbott, S. L. Mapes, Alta L. Smelzer, E. A. Horton. Second Row: Elizabeth Reymer, Stella Pierce, Florence Kirkpatrick, Bessie Hartley, A. G. Burton, Laura Syler. Bottom Row: Vea Smith, Anna Belle McGee, B. A. Burton, Nellie Proctor, Ada Douglas, Lottie King, Abbie Sullivan.

CALLAWAY COUNTY STUDENTS, SUMMER, 1910.—Top Row, reading left to right: Monye Atteberry, Marylee Peery, Sarah Thomas, Callie Thomas. Second Row: C. J. Settles, Cordia Gilmore, Floyd Linton, Nettie Dutton, Grace Crow. Third Row: Benj. Freiberger, Myrtle Todd, Earl VanHorne, Mrs. T. G. Nichols, T. G. Nichols, Mrs. Fannie Davis. Bottom Row: Eva Ours, Marian Clark, Mary Newman, Nettie Jones.

CLARK COUNTY STUDENTS, SUMMER TERM, 1910.—Top Row, reading from left to right: Orville C. Clough, May McKee, Elizabeth Campbell, LouBelle Waples, Robt. St. Clair, Bessie Ewing, Margaret Reid, Nola Bolton, Bertha Turner, Cornelia Boley. Bottom Row: Lawrence St. Clair, Henry E. Heinberg, Blanche Karnes, Bertha Galland, Jesse W. Taylor, Ruby Karnes, Etta Galland, Edellee Seaman, Ernest St. Clair.

GRUNDY COUNTY STUDENTS, JULY, 1910.—Top Row, reading from left to right: W. H. Burress, E. H. Husted, Walter Burress, R. J. Mulford. Middle Row: J. E. Rowoth, Estelle Lemley, Olive Leisure, Lena Pettit, Tina Burress, Lyda Schlotterback. Bottom Row: Vernie Wingate, Gladys Grimes, Bernice Ellington, Cora Brennenstuhl, Tina Cox, Irene Stout.

HARRISON COUNTY IN THE SUMMER SCHOOL, 1910.—Top Row, reading left to right: Mrs. C. E. Hutton, Dawn Weldon, Libuse Soukup, Mae Twadell. Second Row: Theodore Schiefelbusch, Prof. Mark Burrows, President John R. Kirk, Gerald Skinner. Third Row: Minnie Leazenby, Maude Underwood, Rose Schiefelbusch, Clara Pierson, Ada Schiefelbusch, Avis Woodward, Margaret McCaul. Bottom Row: V. A. Schiefelbusch, Prof. Eugene Fair, C. E. Hutton.

LINCOLN COUNTY IN THE SUMMER SCHOOL, 1910.—Top Row, reading left to right: W. L. Magruder, S. R. Carter, J. C. Harlow, Leora Schroeder, W. L. Rinaman, Mabel Hiler, Mack Mudd, J. Roy Jackson, Paul S. Diggs. Bottom Row: Ethel Howing, Pearl Diggs, Mary Henry, Clara Atkins, Lena Behrens, Kathryn La Rue, Lulu Trower, Anna Trower.

LINN COUNTY IN THE SUMMER TERM, 1910—Top Row, reading left to right: Cecile McAllister, Birdie Robbins, R. W. Powell, John Crookshank, Rachel Olsen, Meda Stevenson. Second Row: Bessie Crystal, Clara Foster, G. V. Baskett, Caroline Larson, Luther Crookshank, Lila Fleming, Anna Larson. Third Row: J. Paul Lomax, Pearl Baker, Hermia F. Adams, George Diemer, Belva Humphrey, Arthur Cattey, Mabel Kraft. Bottom Row: Nellie Shanks, Nellie Barber, May Larson, Cassie Heath, Era Gibson.

LIVINGSTON AND CARROLL COUNTIES, SUMMER SCHOOL, 1910.—Top Row: Violet Webb, Mary Fidler, J. A. Boucher, Mollie Hayse, Isa Tyer. Second Row: Roxie Eaton, Verna Hoyt, Hortense Standley, Maude Haines, Amy Casebeer, C. A. Blocker. Bottom Row: Flo Fidler, J. A. Burnside, Grace Hoyt, Enoch Sparling, Elsie McCollum.

MACON COUNTY STUDENTS, SUMMER, 1910.—Top Row, reading left to right: Mabel Rafter, Lillie Tuttle, Lillian Stone, Maud Bell, Gertrude Hosey, Carrie Hosey, Ruth Weyand, Velma Bruner, Mrs. Minnie Branham, Fannie Frame, Belle Stone. Second Row: E. A. Funkhouser, H. J. King, G. E. Dille, Bland Gross, C. C. McClanahan, J. Delbert Dull, O. A. Hutton, C. L. Fray, Odis Richardson.

MARION COUNTY IN THE SUMMER SCHOOL, 1910.—Top Row, reading left to right: Edith Stewart, Bessie Lou Boarman, Inez Feaster, Ella Fitzpatrick, Ica Smith. Bottom Row: Goldie Forrest, L. Benj. Reber, Anna Lee Terrill.

MONROE COUNTY SUMMER SCHOOL STUDENTS, 1910.—Top Row, reading left to right: Julia Megown, Elsa Sohlinger, Alice Vaughn, Paul Hardesty, Geo. A. Cowman, Erma Lipp, Alma Vaughn. Second Row: Margaret Huebsch, Mary Lear, Erma Doyle, Essie Hickman, Rena Jenkins, Bessie Boarman, Ella Fitzpatrick, Clara Dusendschon, Alta Dusendschon, Vida Caplinger. Third Row: Mabel Vaughn, Blanche Stephens, Lillian Delaney, Professor A. P. Settle, Martha Eubanks, Loyette Arnold, Edna Montgomery, Mary Garnett, Gertrude Delaney. Bottom Row: Harry Acuff, Claude Stephens, Hugh Sproul, John Hatton, Charles Bare.

MONTGOMERY COUNTY STUDENTS, SUMMER SCHOOL, 1910.—Top Row, reading left to right: Besse Bosley, Alma Muns, Nona Hassler, Nelle Graves, Josephine Parsons, Barbara Hoeltcher, Bessie Davidson, Margaret Weldon, Elvira Berger, Lura Cowan. Second Row: Virginia McClearey, Lena Clare, H. W. McDonald, Jessie Jones, Anna Houke, Corinne Stewart, Eunice Davis, Laura Robertson, Viola Wilson, Ella Rue Huff. Bottom Row: O. A. Wilson, L.C. Stuart, F S. Milam, A. B. Cluster, C. R. Aydelott.

PUTNAM COUNTY STUDENTS, SUMMER, 1910.—Top Row, reading left to right: Sadie Davis, Chas. Dwyer, Nell Freeborn, John Shultz, Victor Lane. Second Row: Theodocia Severs, Earl Kopfer, Myrtle Lessey, Grant Turnmire, G. W. Corporon, Leo Rachford, Walter Wells, Clara Wells, Nathan E. Wells, Bertha Cassady. Bottom Row: Harry Shibley, Effie Scott, Beryl Burns, Mabel Cowan, Fred Patrick, Agnes Shibley, Clinton Farmer, Mrs. J. A. Miller, J. A. Miller,

RALLS COUNTY IN SUMMER SCHOOL, 1910.—Top Row, reading left to right: M. B. Vaughn, A. G. Elam. Middle Row: Alice Kauble, Bessie Watson, Mrs. M. B. Vaughn, Dovie Utterback, Bess Cleaver, Frankie Westfall, Essie Hickman. Bottom Row: Fern Scanland, Virginia McManis, Jessie Tansey, Prof. A. P. Settle, Grace Gregory, Ellen Hedberg, Lizzie Utterback, Beulah Brown.

Randolph County in Summer Term, 1910.—Top Row, reading left to right: Mrs. S. B. Edwards, Julia Durham, Mrs. Lizzie B. Smith, Mabel Thrailkill, Mabel Beach, Anna Thieman, Maggie Mae Thomas, Beulah Carter, Portteus Stephens, Eda B. Stauterman, Claire Terrill, Courtney Jackson, Rolla Southern, Georgia Stauterman. Bottom Row: W. R. Boucher, S. B. Edwards, Frank Michaels, T. L. Warford.

SCHUYLER COUNTY, SUMMER TERM, 1910.—Top Row, reading left to right: Elva Sidwell, H. G. Swanson, Eldina Kropf, Frank Bowling, W. L. Hale, Grace Bridges, Bessie Coffey. Middle Row: Christine E. Bunch, Freda Young, Bertha Arni, County Superintendent Mrs. Belle Bunch, Sadie Coons, Minnie Keller, Marion Hill. Bottom Row: G. A. Hulen, B. L. Melvin, Adolph Dooley, R. M. Hogan.

SHELBY COUNTY STUDENTS, SUMMER TERM, 1910.—Top Row, reading left to right: Mrs. Alice Revercomb, O. F. Revercomb, Anna B. Chapman, Flossie Waller. Second Row: Rosa Conrad, J. E. Worland, Mabel Kraft, Kate Claggett. Bottom Row: Esther Gentry, Allie Conrad, Ica Smith, Butord Rogers, Alma Skinner.

SULLIVAN COUNTY IN SUMMER SCHOOL, 1910.—Top Row, reading left to right: G. H. Jamison, H. H. Thorpe, J. B. Runnels, Guy McGee, Wm. Clabaugh. Middle Row: Blanche Hamilton, Gladys Cowgill, Mary Pipes, Minnie Burruss, Alice M. Quigley, Gladys Millay, Elfie F. Hays. Bottom Row: Martha Bier, Belle Nowels, Isa Smith, Eunice Wattenbarger, Estelle Webb, Hazel Shaw, Leota Eubanks, Carrie Friday.

A BRIEF OF FACULTY RECORDS AND STANDING.

Until year before last the bulletins of this institution had never shown in detail the professional records or academic attainments of its Faculty members, modesty seeming to have been the controlling motive in refraining from such display.

Some other institutions however keep exhibiting such lengthy lists of titles and degrees and alleged accomplishments of their Faculty people that it is deemed advisable as a sort of self-defense to make here in the back of this bulletin, for the perusal of those whom it may concern, a brief statement indicating in some measure the type of men and women that constitute the working force of an ambitious, aggressive modern Normal School.

It is as follows:

JOHN R. KIRK, LL. D.....PRESIDENT,
Graduate State Normal School, Kirksville, Mo., 1878; Principal Public Schools, Moulton, Ia., four years; Superintendent Public Schools, Bethany, Mo., eight years; School Commissioner Harrison County, Mo., 1879-81; Admitted to Bar, 1884; Principal Adams School, Kansas City, 1888-9; Teacher Mathematics and History, Central High School, Kansas City, 1889-92; Superintendent Public Schools, Westport (K. C.), 1892-4; Student University Extension Course, University of Kansas, 1891-2; Same, University of Missouri, 1891-3; Special Student Greek with R. A. Minckwitz, 1892-4; Conductor and Lecturer State and County summer schools and institutes, 1886-94; Director Peabody Summer School, Wesson, Mississippi, 1894; State Superintendent Public Schools of Missouri, 1895-9; Chairman Mo. Text Book Commission, 1897-9; President Missouri State Teachers' Association, 1897; State Director National Education Association, 1895-9; Same, 1907-9; Awarded Medal for Model Rural School House by Trans-Mississippi and International Exposition, Omaha, Neb., 1898; 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; Inventor Model Rural School House, 1896-1910; President State Normal School, 1899—.

B. P. GENTRY, A. B.....LATIN.
Student Mount Pleasant College, 1875-6-7-8; Teacher in Hardin College, 1880-2; Student University of Missouri, 1878-80; Student University of Missouri Summer School, 1900, 1901; Student University of Chicago Summer School, 1902. A. B., University of Missouri, 1902; Professor of Latin, State Normal School, 1882—.

T. JENNIE GREEN, Pd. B., A. B., A. M. ..... Assistant in Latin.
Graduate State Normal School, Kirksville, 1891; Principal High School Excelsior Springs, Mo., 1895-8; A. B., University of Missouri, 1901; Teacher Greek and Sciences, Christian College, Columbia, Mo., 1901-3; A. M., University of Missouri, 1903; Absent on leave in University of Chicago, 1909-10-11; Assistant in Latin, State Normal School, 1903—.

ELIZABETH HUGHES, A. B ..... Assistant in Latin.
Graduate Tabor College, 1902; Assistant Principal High School, Malvern, Ia., 1902-3; Assistant Principal High School, Randolph, Ia., 1903-5; Student University of Chicago, Summer, 1905; Teacher of Latin, State Normal School,Spearfish, South Dakota, 1905-8; European travel, Summer, 1907; A. B. University of Michigan, 1909.

JACOB WILHELM HEYD, Pd. B., A. B., Ph. M ..... German and French.
Graduate State Normal School, 1900; Student University of Missouri, 1900-3; A. B., University of Msssouri, 1903; Principal Dadeville Academy, 1903-4; Student University of Chicago, 1904-5; Ph. M., University of Cicago, 1905; Professor of German and French, State Normal School, 1905—.

JOHN R. MURDOCK, Pd. B. ..... History Scholarship.
Graduate State Normal School, Kirksville, Mo., 1910.

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 Text book, "Introduction to the Study of Oriental History," 1907; Graduate Student University of Missouri, on leave, 1908-9; A. M., University of Missouri, 1909; Professor of Ancient History, State Normal School, 1905—.

EUGENE MORROW VIOLETTE, A. B., A. M ..... European History.
A. B., Central College, 1898; Assistant in History, Central College, 1897-8; A. M., University of Chicago, 1899; Acting Assistant Professor of History, University of Missouri, 1899-1900; Austin Scholar in History, Harvard University, 1902-3; 1906-7; Author "History of First District Normal School," 1905; Professor of European History, State Normal School, 1900—.

H. W. FOGHT, A. B., A. M. ..... American History.
Graduate Nebraska High School, 1889; Teacher Public Schools Nebraska, 1889--90; Principal Public Schools, Hubbell, Neb., 1890-1; Student University of Nebraska, 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 Christiaina, 1903-4; Principal Academy Midland College, Atchison, Kansas, 1904-8; Professor History and Political Science Midland College, 1905-10; Member Kansas State Committee on Uniform College Entrance Requirements, 1905-10; Member City Board of Education, Atchison, Kansas, 1907-10; Author of "The True Significance of the Norse Discovery of America," 1901; "Syllabus of American History," 1902; "The Trail of the Loup," 1906; "The American Rural School, Its Problems and Its Future," 1910; Professor American History State Normal School, 1910—.

W. ALEXAN LEWIS, B. S., Pd. B.....Chemistry.
Student Chillicothe Normal School, 1894-6; B. S., Valparaiso University, 1898; Student Armour Institute of Technology, 1899-1900; Pd. B., State Normal School, Warrensburg, Mo., 1902; Assistant Chemistry and Physics, State Normal School, Warrensburg, 1901-3; Student Kansas City College of Pharmacy, 1905-6; Teacher in Kansas City College of Pharmacy, 1905-6 Teacher Chemistry, Central High School, Kansas City, 1903-6; Professor Chemistry, State Normal School, 1906—.

J. M. ROUSE, Pd. B.....Science Scholarship.
Graduate State Normal School, Kirksville, Mo., 1910.

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—.

J. A. MILLER, Pd. B.....Science Scholarship.
Graduate State Normal School, Kirksville, Mo., 1910.

H. H. LAUGHLIN, Pd. B., Pd. M .....Agriculture and Nature Study,
Pd. B., State Normal School, Kirksville, 1900; Pd. M., same, 1902; Teacher of History in High School, Kirksville, Mo., 1899-1900; Principal High School, Kirksville, 1900-2; Principal High School, Centerville, Iowa, 1902-5; Student Summer School Columbia University (N. Y.), 1903; Superintendent Public Schools, Kirksville, 1905-7; Student summer session Brooklyn Institute of Arts and Sciences, 1907; Student Iowa State College, (on leave), 1907-8; Instructor Cold Spring Harbor, L. I., Summer School, 1910; Present Position, 1907—.

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—.

H. CLAY HARVEY, Pd. B., B. S., M. S .....Mathematics.
Graduate State Normal School, Kirksville, 1888; Principal High School, and Teacher of Mathematics, Richmond, Mo., 1888-90; Student University of Michigan, 1890-2; Principal High School, Nevada, Mo., 1892-3; Teacher Mathematics, Woodson Institute, Richmond, Mo., 1893-4; Professor Mathematics Pritchett College, Glasgow, Mo., 1894-1900; M. S., Pritchett College, 1895; Student Summer Session University of Chicago, 1896, 1897; Graduate student Harvard University (on leave), 1903-4; Student Chautauqua School of Oratory,

1904; President Msssouri 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 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 in Mathematics, State Normal School, 1907—.

BYRON COSBY, A. B., B. S., A. M . . . . . ASSISTANT IN MATHEMATICS.
A. B., University of Missouri, 1904; Instructor in Mathematics, Normal Academy, Columbia, Missouri, 1902-4; Instructor Science, High School Mound City, Missouri, 1904-6; B. S., Teachers College, University of Missouri, 1906; Principal High School, Mound City, Missouri, 1906-8; Student Summer Sessions University of Missouri, 1906 and 1908; Teacher of Mathematics Approved Summer Schools, Columbia, Missouri, 1903, 1906 and 1908; Superintendent Schools Mound City, Missouri, 1908-10; A. M., University of Missouri, 1910; Assistant in Mathematics State Normal School, 1910—.

A. P. SETTLE, PH. B . . . . . ENGLISH.
Ph. B., McGee College, 1886; Assistant Principal Academy, Perry, Mo., 1886-9; Principal School, New London, Mo., 1889-90; School Commissioner, Ralls County, Mo., 1889-90; Superintendent Schools, Huntsville, Mo., 1890-2; Superintendent Schools, Louisiana, Mo., 1892-6; Professor 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—.

MINNIE M. BRASHEAR, PD. B., PD. M., A. B . . . . . ASSISTANT IN ENGLISH.
Graduate State Normal School, 1892; Teacher of English and History, High School, Hannibal, Mo., 1892-3; Student University of Missouri, 1893-4; Teacher English and History, Beaver College, Pa., 1894-7; Post-graduate course, State Normal School, 1896; Student Radcliffe College, Cambridge, Mass., 1897-8; Teacher of English and Latin, High School, Red Lodge, Mont.,1899-1902; Teacher English, High School, Anaconda, Montana, 1902-4; Assistant Missouri Department of Education, Louisiana Purchase Exposition, 1904; A. B., University of Missouri, 1908; Studying European Schools, under American Civic Federation, (on leave), winter 1908-9; Assistant Teacher of English, State Normal School, 1904—.

EDWIN R. BARRETT, A. B., A. M . . . . . ASSISTANT IN ENGLISH.
A. B., Park College, 1895; Teacher in Lawson College, 1896-8; Newspaper work, Manitowoc, Wisconsin, 1898-1900; Student Summer School, University of Chicago, 1902; Professor of English, Park College, 1901-4; English Fellowship, University of Kansas, 1904-5; A. M., University of Kansas, 1905; Studying European Schools, under American Civic Federation (on leave), Sept.-Nov., 1908; Assistant in English, State Normal School, 1905—.

*JULIA ELNORA RICHARDSON, B. S., A. M ..... ASSISTANT IN ENGLISH.

Teacher Rural School, 1888-9; Teacher in Grades, Moorhead, Minnesota, 1889-90; Student State Normal School, Winona, Minnesota, 1890-2; Teacher in Grades, Fergus Falls, Minnesota, 1892-3; Teacher in Grades and High School, Rochester, Minnesota, 1893-5; B. S., Northwestern University, 1899; Teacher La Crosse, Wisconsin, High School, 1899-1900; Critic Teacher, State Normal School, Winona, Minnesota, 1900-2; A. M., Columbia University, New York, 1903; Teacher State Normal School, Charleston, Illinois, 1904-6; Student University of Chicago, 1906-7; Teacher Classical School, Evanston, Illinois, 1907-8; Dean of Women and Professor of English, Upper Iowa University, 1908-9; Student Summer Sessions, University of Chicago, 1908-9-10.

D. R. GEBHART ..... SUPERVISOR OF MUSIC.

Voice under M. Richardson, New Albany, Indiana, 1892-4; Voice, Harmony, etc., under Octavia Hensel (Court Singer of Austria), Karl Schmidt, (Accepted composer Royal Opera, Berlin), Louisville, Kentucky, 1895-6; Student College of Music, Cincinnati, Ohio, 1897-8; Concert Tour under direction of Florence Hyde Jenks, Chicago, 1899; Supervisor of Music, New Albany, Indiana, 1900-5; Soloist with Philharmonic Orchestra, Louisville, Kentucky; Soloist St. Paul's Episcopal Church, Louisville, Kentucky; Director New Albany Musical Club, Private School of Voice, 1900-5; Graduate Summer School of Music, Chicago, 1900-2; Coached with Hans Seitz, Leipzig, Germany, summer, 1901; Director of Music, State Normal School, 1905—.

FRANCES TINKHAM CROWLEY ..... ASSISTANT IN MUSIC.

Voice under Albert Ruff (Teacher of Eugene Cowles of the "Bostonians"); Violin under Wilford Wollette (First Violinist, Thomas Orchestra); School of Methods, Ginn and Company, Chicago, 1895-9; Supervisor of Music, State Normal School, Cape Girardeau, 1899-1900; Teacher of Music, State Normal School, Kirksville, Mo., 1900-5; Student of Music Department, Columbia University, New York; Pupil of Dessart, New York; Studio Work, 1905-7; Pupil of Maestro Giorgio Sulli (Teacher of Samarco, Manhattan Opera House), New York, 1906; Pupil of Italian Conservatory of Music, New Haven, Conn., 1907-8; Assistant Instructor Music, State Normal School, 1909—.

BERTHA DAKIN SMITH..... ASST. MUS., AND DEAN OF WOMEN.

At the time of going to press Mrs. Smith is absent in Europe studying Music. Hence a connected account of her education is not at hand. She comes to us from Franklin College, Indiana, where she has a highly creditable record as Dean of Women.

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 Von Schiller; Theory, with H. B. Maryott, 1906; Director Macon Military Band, 1908-9; Elected to present position, June, 1910.

ANDREW OTTERSON, PH. B .....PROFESSOR OF COMMON SCHOOL BRANCHES.
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—.

MARK BURROWS.....DEPARTMENT OF COMMERCE.
Student and Graduate Chautauqua Institution, 1886-90; Graduate Stanberry Normal School, 1890; Post-graduate same in Commercial Course, 1892; Principal Public Schools, Barnard, Mo., 1893-5; Superintendent Public Schools, Ridgeway, Mo., 1895-1900; Superintendent Public Schools, Albany, Mo., 1900-1; Superintendent Public Schools, Ridgeway, Mo., 1901-7; Student Gregg School of Stenography, Chicago, Ill., 1902; Instructor in Approved Summer Schools at Stanberry, Mo., 1904-7; Superintendent Public Schools, Bethany, Mo.,1907-8; Present position, 1908—.

LEOTA LILLIAN DOCKERY, PD. B., A. B .....SPEECH ARTS, AND PHYSICAL EDUCATION FOR WOMEN.
Graduate State Normal School, Kirksville, 1900; A. B., University of Missouri, 1904; Teacher California, Mo., High School, 1904-5; Teacher Kirksville, Mo., High School, 1905-6; Teacher Maryville, Mo., High School, 1907-8; Present position, Jan., 1909—.

_____.....DIRECTOR ATHLETICS.

A. D. TOWNE.....MANUAL TRAINING.
Graduate State Normal School, Whitewater, Wisconsin, 1902; Principal Public Schools, Merton, Wisconsin, 1902-4; Graduate Stout Manual Training School, Menomonie, Wisconsin, 1906; Director Manual Training, State Normal School, Kirksville, 1906—.

CAROLINE LIVINGSTON.....TEACHER OF ART.
Formerly Teacher of Art in State Normal Schools Cape Girardeau, Mo., and DeKalb, Ill. Connected account of education not available at time of going to press.

CORA A. REID .....TEACHER OF ART.
Student in numerous studios, New York City, Chicago, St. Louis, 1891-4; Student Minnesota University, 1899; Student New York Art League, 1902; Student Art Institute, 1903; Graduate Summer Normal School, 1903; Supervisor Drawing, Hannibal, Mo., Public Schools, 1894-1904; Teacher of Art, American Institute of Normal Methods, Evanston, Ill., Summers of 1902-9; Teacher of Art, State Normal School, 1904—. Absent on leave, 1910-11.

GRACE LYLE .....ART SCHOLARSHIP.
Graduate Central High School, St. Louis, Mo.; Student Teachers College, St. Louis, Mo.,; Student Museum of Fine Arts, St. Louis, Mo—.

OPHELIA A. PARRISH.....LIBRARIAN.
Graduate Christian College, Columbia, Mo., 1869; Principal Schools, Pierce City, Mo., 1880-1; Student Martha's Vineyard Summer School, 1882; Teacher English and French, High School, Springfield, Mo., 1882-90; Same, 1892-3;

Student Berlitz School of Languages, Berlin, Summer, 1890; Student Lecture Courses in Sorbonne and College of France, 1890-1; Assistant Superintendent Public Schools, Springfield, Mo., 1893-9; Student Summer Terms Cook County Normal School, 1894-5; Student Summer School University of Chicago, 1901-2; Supervisor Practice School, State Normal School, Kirksville, 1899-1903; Student Library School, Chautauqua, New York, Summers 1903-4; Librarian, State Normal School, Kirksville, Mo., 1903—.

MAYME SEARS, Pd. B.....Library Scholarship.
Graduate State Normal School, Kirksville, 1909; Library Scholarship, 1909-10.

S. L. MAPES, Pd. B.....Library Scholarship.
Graduate State Normal School, Kirksville, Mo., 1910.

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—.

JERE T. MUIR, A. B., A. M., LL. D.....School Visitor.
Graduate Mt. Zion Seminary, Illinois, 1871; Student Illinois Normal University, 1871-3; A. B., La Grange College, 1877; A. M., La Grange College, 1881; Admitted to Bar, 1882; Conductor State and County Summer Schools and Institutes, 1890-5; LL. D., La Grange College, 1896; Director Practice School, and teacher of various subjects, State Normal School, Kirksville, Mo., 1887-94; Superintendent Public Schools, Moberly, Mo., 1896; President La Grange College, 1897-1904; Representative in General Assembly of Missouri, 1905-6; same 1907-8; same, 1909-10; School Visitor, State Normal School, 1907-8; same, 1909-10—.

SUSIE BARNES, Pd. B., Pd. M., A. B., B. S.....Supervising Principal Practice School.
Student Tarkio College, 1889-90; Teacher in Rural Schools, 1891-6; student Tarkio College, 1896-8; Pd. B., State Normal School, Kirksville, 1900; Critic Teacher, Practice Department, State Normal School, Kirksville, 1900-3; Assistant in English and Teacher of Drawing and Physical Education, State Normal School, Kirksville, 1903-5; Pd. M., State Normal School, Kirksville, 1905; Supervisor of English in Elementary School, 1905-7; Diploma for Teaching English in Secondary Schools, Teachers College, Columbia University, N. Y., 1908; B. S., Columbia University, N. Y., 1908; A. B., State Normal School, Kirksville, 1908; Assistant in English, and Supervisor of English in the Elementary School, State Normal School, 1908-9; Teacher Model Rural School, 1909-10; Student University of Chicago, Summer 1910; Present position, 1910—.

MARIE T. HARVEY.....TR. RU. SCH. 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. 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, Chicage Institute, 1900-1; Critic Teacher, Saginaw Training Schools for Teachers, 1901-6; Student University of Chicago, winter 1910; present position, 1906—.

HARRIET HOWARD .....KINDERGARTEN DIRECTOR.
Graduate High School, Ionia, 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—.

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 Glen 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 Dover Public Schools, 1893-1905; Student Plymouth Normal School, N. H., 1902; Institute Work, 1904-5; Supervisor of 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—.

EUDORA HELEN SAVAGE .....SUPERVISOR ENGLISH AND ARITHMETIC IN PRACTICE SCHOOL.
Miss Savage is spending the year 1909-10 in University of Chicago. She is an experienced and talented teacher. Record not available as we go to press.

*Agreed upon unanimously. Nominated by committee. Official election to be considered at an early meeting of Board.

JOURNAL PRTG. CO.,
Kirksville, Mo.