

1912

# BULLETIN



FIRST DISTRICT  
NORMAL SCHOOL

KIRKSVILLE, MISSOURI.



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# WORKING CALENDAR

1912-1913

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Classification of Students.....	Tues., Sept. 10
Class Work Begins.....	Wed., Sept. 11
Fall Quarter Ends.....	Wed., Nov. 27
Winter Quarter Begins.....	Mon., Dec. 2
Adjournment, Winter Vacation, 3:00 p. m.,..	Fri., Dec. 20
Session Resumes.....	Mon., Jan. 6
Winter Quarter Ends.....	Fri., Feb. 28
Spring Quarter Begins.....	Tues., Mar. 4
Baccalaureate Sermon.....	Sun., May 18
Graduating Exercises.....	Tues., May 20
Summer Quarter, Program Making.....	Tues., May 27
Summer Quarter, Class Work Begins.....	Wed., May 28
Summer Quarter Closes.....	Fri., August 8

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# BULLETIN

OF THE

## First District Normal School

KIRKSVILLE, MISSOURI

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PROVIDED FOR BY ACT APPROVED MARCH 19, 1870

LOCATED AT KIRKSVILLE, MO., DECEMBER 29, 1870

OPENED AS FIRST DISTRICT NORMAL SCHOOL JAN. 1, 1871

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**J U N E 1 9 1 2**

**VOLUME XII      NUMBER 1**

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PUBLISHED BY THE FIRST DISTRICT NORMAL SCHOOL.  
ISSUED QUARTERLY JUNE  
SEPTEMBER, DECEMBER, MARCH

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

# Board of Regents

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Jefferson City.

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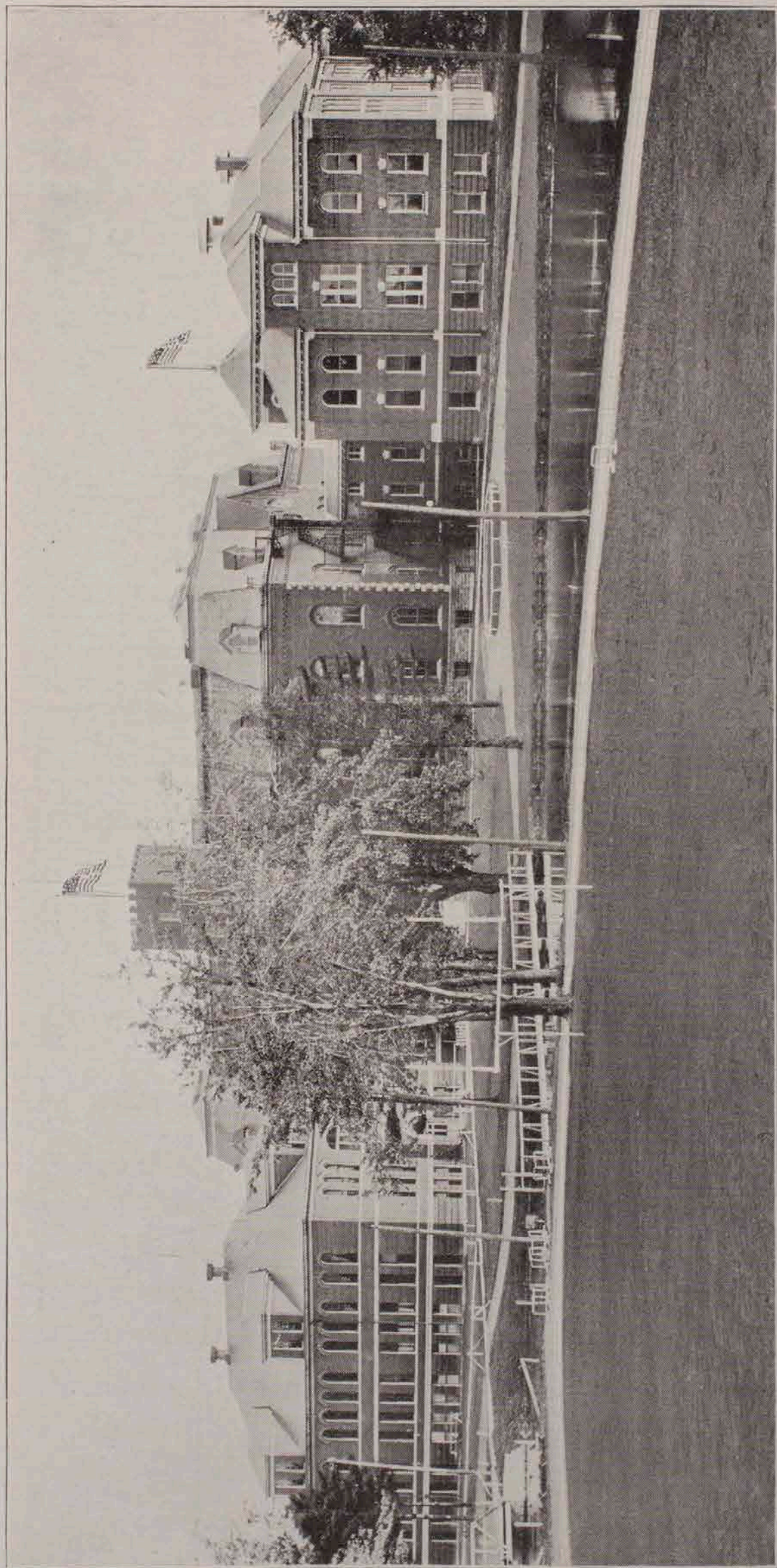
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## Faculty 1912-1913.

JOHN R. KIRK.....	President and Supervisor of Practice Schools
A. P. SETTLE.....	Dean of the Faculty and Professor of English
E. R. BARRETT.....	Associate Professor of English
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J. W. HEYD.....	Professor of German
ELIZABETH UHE.....	Teaching Scholar in German
B. P. GENTRY.....	Professor of Latin
T. JENNIE GREEN.....	Associate Professor of Latin
E. M. MCGREW.....	Professor of Agriculture, Chairman Division of Agriculture
J. E. ROUSE.....	Associate Professor of Agriculture
M. E. PELTZ.....	Laboratory Scholar in Agriculture
W. J. BRAY.....	Professor of Chemistry, Associate Professor of Agriculture
WAYNE FULLER.....	Teaching Scholar in Chemistry and Agriculture
C. H. RAMSAY.....	Teaching Scholar in Chemistry and Agriculture
L. S. DAUGHERTY.....	Professor of Zoology, Associate Professor of Agriculture
MYRTIE C. VAN DEUSEN.....	Professor of Household Economics
J. S. STOKES.....	Professor of Physics and Physical Geography
.....	Teaching Scholar in Physics and Physical Geography
E. M. VIOLETTE.....	Professor European History, Chm. Division of History & Gov't
EUGENE FAIR.....	Professor of American History and Government
A. OTTERSON.....	Professor of Civics and History
J. L. KINGSBURY.....	Professor of Ancient History
W. H. ZEIGEL.....	Professor of Mathematics
BYRON COSBY.....	Associate Professor of Mathematics
R. E. WHITE.....	Associate Professor of Mathematics
G. H. JAMISON.....	Associate Professor of Mathematics
MARK BURROWS.....	Professor of Commerce
VERA FINEGAN.....	Associate in Commerce
A. D. TOWNE.....	Professor of Manual Arts
ELIZABETH V. COLBURN.....	Professor of Art
GRACE LYLE.....	Associate Professor of Art
O. A. PARRISH.....	Librarian
LULA CRECELIUS.....	Library Assistant
META GILL.....	Library Assistant
HELEN GRAY.....	Library Assistant
MRS. W. A. CLARK.....	Dean of Women
C. B. SIMMONS.....	Professor of Physical Education for Men
LEOTA L. DOCKERY.....	Professor of Physical Education for Women
D. R. GEBHART.....	Professor of Music
J. L. BIGGERSTAFF.....	Associate Professor of Music
CORAL G. SYKES.....	Associate Professor of Music
ADA COCHRAN.....	Teaching Scholar
CLARA SANFORD.....	Teaching Scholar
H. G. SWANSON.....	Teaching Scholar
H. W. FOGHT.....	Professor of Rural Education
FLORENCE M. LANE.....	Teacher of Model Rural School
STELLA MCWILLIAMS.....	Substitute in Rural Education
A. B. WARNER.....	Professor of School Administration
W. A. CLARK.....	Professor of Psychology and Education
SUSIE BARNES.....	Director of Practice Schools
EUDORA HELEN SAVAGE.....	Supervisor of English in Practice School
LAURIE DOOLITTLE.....	Supervisor of History and Geography in Practice School
IDELLA R. BERRY.....	Supervisor Primary Grades, Associate Professor Manual Arts
HARRIET HOWARD.....	Supervisor in Kindergarten and Primary Grades
P. O. SELBY.....	Secretary to President
NAOMI MARGREITER.....	Stenographer and Clerk
JOHN GILL, Engineer, H. F. ALLEN, Fireman. R. J. SPARKS, Carpenter. JOHN JACK, Head Janitor. J. R. CROOKSHANK, LEONARD BILLINGTON, M. COFFEL, Janitors. EFFIE HICKMAN, Jaintress.	

NOTE 1:—By custom of this institution the ORDER in which the names of Faculty members are printed has no significance. It is merely a matter of convenience.

Note 2:—For full list and records of Faculty members see the last chapter of this bulletin.



PHOTOGRAPHIC VIEW OF BUILDINGS.

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

# Quarterly Bulletin

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**A Foreword.** This Bulletin is to furnish information to studious persons who wish to become good teachers. It is also to show people at large what contributions the institution is making to educational advancement in the state.

The efficient Normal School is not a college in the ordinary sense, yet it is obliged to parallel in most of its departments the best instruction that the best colleges can give. In some departments it must go far beyond the college and it must offer some courses which no college has. This Normal School offers courses of instruction for all kinds of teachers: rural school teachers; elementary teachers of villages, towns, and cities; high school teachers of all kinds; supervisors, principals, and superintendents.

The Missouri Normal Schools have been somewhat unique in the history of education in our country. For more than forty years, the Boards of Education in Missouri have relied upon the Normal Schools to furnish teachers, principals, and superintendents, for all grades and kinds of public schools. This demand of the people has tended to keep the Missouri Normal Schools in the very forefront of institutions for preparing teachers. In other parts of the country, institutions of the rank and character of the Missouri Normal Schools are commonly designated as Teachers Colleges, or Normal Colleges, or Normal Universities.

The Normal School at Kirksville offers for teachers combined academic and pedagogic courses extending three years, four years, and five years, above the high school curriculum. This is done without any abnormally small classes and without humoring any special ambitions of any over-enthusiastic specialists. The Institution simply meets the necessities of a progressive community. It has no fads. It

allows no "snap" courses. It has no easy avenues to graduation. It courageously undertakes to make its certificates and diplomas rather more difficult to secure than those of any competing institutions. Its management has always in mind the unprotected girls and boys of the public schools, who need efficient instruction.

**Origin of This Normal School.** In 1867, Joseph Baldwin, aided by W. P. Nason and J. M. Greenwood, opened in Kirksville a private Normal School which, through their vigorous agitation, became on January 1, 1871, the First District Normal School of Missouri. Its purpose, as shown in early Bulletins and the law creating it, was to furnish teachers for all the public schools of the state. In the early 70's a small group of men undertook a campaign for public high schools, in order to articulate all the lower schools with the colleges and the universities. These leaders in the long continued agitation for a completely articulated school system, were Dr. William T. Harris, then Superintendent of Schools in St. Louis and later United States Commissioner of Education; Joseph Baldwin, J. M. Greenwood, and W. P. Nason, of this Normal School; F. Louis Soldan, Principal of the St. Louis Normal and High School and later Superintendent of Schools in St. Louis; E. B. Neeley, Superintendent of Schools at St. Joseph; Geo. L. Osborne, Superintendent of Schools at Louisiana, Missouri; J. B. Merwin, Editor of the American Journal of Education, St. Louis, Missouri; and a few others.

No one west of the Mississippi was ever more active or eloquent in pleading for the completely articulated public school system, than Dr. Joseph Baldwin, the first President of this Normal School. It was under the roof of the present Baldwin Hall and at meetings in St. Louis that these men mapped out and proclaimed the first general scheme for articulated education in Missouri, from the kindergarten

through the twelve years of the public school grades to the university and other institutions of higher learning. These men had visions and constructive ideality. They made their unmistakable and everlasting impress upon the civilization of their state.

It was the special pride of the first President and of the early faculty members of this institution that they sent out graduates who, in their general attainments, were able to parallel the best things done by the college graduates and who, in addition thereto, had a philosophy of education, a skill in school management and tact in teaching, which college graduates neither had nor knew of. The traditions and ideals of the faculty have held good to the present day. We still believe ourselves to have a mission. We see transformations being wrought in the public schools through the students and graduates of this Normal School. In music, in art, in the forms of industrial education, in architecture, and in many other fundamental features of education, we not only see the graduates of this Normal School taking leadership, but we expect them to continue so doing.

**A Word to Parents and to New Students.** School life produces the rapid heartbeat. It should produce steadiness and definite purposes. It is life under high pressure and many temptations. A great many students away from home waste their lives through enfeebling dissipations and frivolities. Many of them are tempted to spend extravagantly the hard earnings of their parents. Many of those who are sent to school by their parents have neither taste nor inclination for study.

There are spectacular attractions and side issues on every hand and many cheap amusements. Clownishness and buffoonery under the guise of diversion and recreation

lure the unsuspecting young people from the ways of a life worth living. This is especially true as to students away from home.

Students in a Normal School are usually characterized by higher average purpose than students in other institutions of higher learning. In the Normal School, a large proportion of the students have to struggle for their own support and raise the money by self-effort with which to educate themselves. They seek out the Normal School, because it responds to their needs and furnishes them avenues to a worthy profession. They believe in hard work. They see that the world's opportunities fall to the people who have learned to do the world's work. The characteristic student of the Normal School is never a floater. The weakest students in the Normal School, and those giving themselves and the faculty the most trouble, are the sons and daughters of rich parents. Some of these young people have never learned to do any useful service, and do not desire to learn how the world's work is done. They have no idea that the joy of living comes through service to others. The Normal School does not invite these idlers and floaters to enter its classes. They might just as well go somewhere else.

The steadfast and strong students in the Normal School come chiefly from rural and village homes. Even these worthy, anxious students are tempted at times to extravagance in dress and foolishness in ways of living. They should be on the alert to avoid the wasteful and enfeebling allurements of the superficial life around them. Student life should be and is sober life. It exemplifies high thinking and plain living. It provides for the greatest achievements in life. Earnest, serious, successful school life is enjoyable and fruitful life. It is life in constant anticipation of achievements through efficiency and honest effort.

Young students away from home for the first time are the ones most likely to be swept off their feet. They are most liable to let go the moorings which have held them to the sober things and the real things in life. They are liable to be caught by the cheap talk about "having a good time." The anxious, successful student learns that the highest pleasures are after all the simplest pleasures; that the old home enjoyments are the greatest enjoyments and the ones that are remembered for all time to come.

Student life is busy life. It requires persistent effort. It cannot compromise with idleness, frivolity, or loose ways of thinking and living. The world's work is done by students who, as students, live economically as to their time and energy and their money. The "good time" crowd has to learn ultimately that it is best to "make hay while the sun shines," and the sun always shines for the successful student.



ARIZONA LAMBS SPENDING THEIR FIRST HOUR IN A MISSOURI COWPEA FIELD, SCHOOL FARM, COWPEAS ON OATS STUBBLE, AUGUST 21, 1911.

## ABOUT ENTERING SCHOOL.

**When to Enter.** The best time to enter the Fall Quarter will be Tuesday, September 10th. Programs are to be made that day. It will be difficult to make programs on the day following because the Faculty members will be busy most of that day planning class room work with their several classes.

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

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

**Faculty Members Make Programs.** All members of the Faculty are to be at the President's Office from 8 to 12 a. m. and from 2 to 5 p. m., Tuesday, September 10th, for the purpose of assisting students in making programs. It is recommended that students come to Kirksville and make boarding house arrangements on Monday, September 9th.

**Beginning of Recitations.** Class room exercises will begin according to daily program at 8 a. m. Wednesday, September 11th.

**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 or too easy for him. Re-classification is a very simple and easy matter.

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

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

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

**Gymnasium Fee.** The first time a student enrolls during any twelve months' period, the total fee is \$7.00, being \$6.00 for the general Incidental Fee and \$1.00 for the Gymnasium Fee. The \$1.00 Gymnasium Fee pays for hot water and other expenses in the bath rooms and admits the students to the privilege of all games on the Athletic Field and Campus for one year.

**Room, Board, etc.** Room rent, meals, light, fuel, etc., cost from \$3.50 to \$4.50 per week, owing to the kind

and quality of accommodations and distance from the buildings. A majority of the students probably pay about \$3.75 per week. Some reduce their expenses in various ways. There are a few who get along on from \$2.75 to \$3.25 per week. Some students rent rooms and board in clubs; some do light housekeeping. There is a great variety of ways whereby students may economize if they desire to do so.

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

**Enrolling in the Practice Schools.** Parents wishing to have their children enrolled in the Practice Schools or Rural School, should see Miss Susie Barnes, Director of the Practice Schools, or Miss Florence M. Lane, Teacher of the Rural School. This may be done on Tuesday, September 10th. City and rural children may be enrolled in the general Practice Schools having their headquarters in the Library Building. None but rural children will be enrolled in the Rural School.



AN EXCELLENT IDEA. CO-OPERATION OF THE STOCK MAN WITH THE SCHOOL TEACHER. NORMAL SCHOOL BUILDING IN THE BACKGROUND.

## LITERARY SOCIETIES, DEBATING CLUBS.

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

These societies meet once a week, some in the daytime, 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.

The Political Equality Club is composed of about 75 young women who meet once a week to study and discuss all sorts of sociological questions.



WEBSTERIAN DEBATING CLUB, 1911-12.

Top row, reading left to right: S. L. Bailey, I. B. Crawford, Lloyd Han, B. A. Reynolds, Owen Cousins, Bertis Chipp. Second row: Earl Dille, J. Frank Page, Lewis Cissna, Frank Van Horne, D. E. Neale, G. W. Davis, E. A. Wright, Homer L. Dickerson. Third row: Louis Browning, H. Culler, S. M. Boucher, A. S. Hill, Denver Busby, E. Logan Finley, Monty Lansdale, Wm. Clabaugh. Fourth Row: Floyd Newman, K. P. Matthews, H. B. Polson, J. A. Owen, A. F. Elsea, Wilbur Casebeer, E. H. Salisbury, W. H. Burress, N. D. Houghton. Bottom row: Cleve Johnston, T. L. Schiefelbusch, Fred E. Brooks, C. A. Smith.

## **INTER-SCHOOL DEBATES.**

Last year a Debating League was formed of representatives from the various clubs and societies interested in debating and from the faculty. This league completed arrangements with the Springfield and Cape Girardeau Normal Schools for debates among the three schools. On May 3, teams chosen from this school debated at Springfield with that school and here with representatives from Cape Girardeau. This triangular league of schools will probably be continued indefinitely. The first experience was very satisfactory.

## **EMPLOYMENT BUREAU.**

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

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

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

## ENTERTAINMENTS.

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

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

**The Coburn Players.** An attractive feature of the Summer Terms of 1911 and 1912 was the outdoor Dramatic Festival by the Coburn Players of New York. The twenty-five people of this company are among the best actors of this country. In 1911 they gave on the Campus two Shakespearean plays, "Romeo and Juliet" and "As You Like It;" also, the Greek tragedy "Electra," by Euripides. On July 1 and 2, 1912, they presented three of Shakespeare's great plays, "Merchant of Venice," "Much Ado About Nothing," and "Twelfth Night." Two of the entertainments each summer were given at night and one in the afternoon. Nine hundred people were entertained and instructed by these high class performances. It is expected that the

engagement of this company will be continued, or that something equally desirable will take its place each year.

**The Uplift Through Music.** The past year witnessed marked advancement in the Department of Music. This included much of entertainment, accompanied by better æsthetic taste and artistic appreciation along with higher esprit de corps of the student body and the surrounding community.

The year of music programs began with the production of "Pinafore" on the Lake, near the end of the Summer Term of 1911. The year culminated, of course, in the Spring Festival of Music held on the 15th and 16th of April. According to the custom of several years, the Minneapolis Symphony Orchestra, with Emil Oberhoffer conducting, joined the Normal School Chorus of about 130 voices. Four programs were given, closing with Gounod's "Faust," the most brilliant and entertaining program the Institution has yet given.

There were many calls for musical entertainments in the towns and cities of Northeast Missouri. The student Quartet and Concert Company filled a number of these engagements to the great satisfaction of the Institution and the community visited. The school has furnished soloists for many occasions during the year, especially where high schools were closing the year with musical programs.

Just as this bulletin is going to press a mammoth production of Flotow's grand opera "Stradella" is being given on the Lake. This production has brought united effort from the departments of Art, Physical Education, Music, Physics and Photography, such as the school has not enjoyed before. More than a hundred students and teachers are engaged in producing "Stradella."

There is no doubt of the increasing influence on the public schools of the communities of Northeast Missouri, wrought by the Music Department aided by other departments of the Institution. And it is well that we make steady advancement in so potent an instrumentality for good as music education affords. Perhaps no branch of education is being developed more rapidly in our country than music education. In the great cities having congested foreign populations, each large public school is of late provided with an assembly room where many hundreds can be accommodated at one time. And music and games are utilized in the Americanization of the foreigner. How important, therefore, that we use the same powerful agency to civilize more perfectly a community dominated by native Americans, as Northeast Missouri is! And the Normal School of all schools should be in the forefront of a movement so highly beneficial.

**An Unparalleled Record in Music.** Three years ago last April the Normal School gave its first Oratorio. In September, 1908, a chorus of about ninety students began the study of the Oratorio, "Creation" by Haydn. That chorus worked about seven months in study and practice for the First Spring Festival of Music, and then gave the Festival in conjunction with the Minneapolis Symphony Orchestra. The characteristic numbers since that time have been "Elijah" by Mendelssohn, "The Messiah" by Handel, and "Faust" in concert form, by Gounod; these being accompanied by many lesser numbers. The total list of Oratorios, Masses, Cantatas, and Operas, used in the four years is as follows:

Oratorios: "Creation," Haydn; "Elijah," Mendelssohn; "Messiah," Handel.

Masses: "Stabat Mater," Rossini.

Cantatas: "Golden Legend," Buck, three times; "Fair

Ellen," Bruch, five times; "Festival Hymne," Weber, twice; "Olaf Trygvason," Grieg, twice; "Melusina," Hofman, twice; "Phaudrig Crohoore," Sheridan, once; "Deluge," Saint-Saens, once.

Opera (Grand and Light) in Concert Form: "Faust," Gounod; "Maritana," Wallace; "Bohemian Girl," Balfe.

Operas (Excerpts) with action, scenery, accessories, etc.: "Martha," Flotow; "Golden Legend," Buck; "Chimes of Normandy," Planquette; "Little Duke," LeCocq; "Il Trovatore," Verdi; "Lucia," Donizetti.

Operas in the open air on Normal School Lake: "Pinafore," Sullivan; "Stradella," Flotow.

## **THE CHRISTIAN ASSOCIATIONS.**

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

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

The Young Women's Christian Association is a branch of a world-wide movement, organized for the purpose of uplifting and strengthening the characters of young students into purposeful and unselfish women. The Association is accustomed to hold special meetings of their own each Sunday afternoon. They also hold an occasional series of noonday prayer meetings and classes organized for the systematic study of the Bible and Missions. For these meetings they are given the use of the most conven-



Y. W. C. A. CABINET, 1911-12.

Reading left to right: Mabel Cowan, Bessy Daugherty, Mae Wells, Stella McWilliams, Marie Miller, Mildred Lloyd, Mary Ann Fidler, Grace Smith, Edna McNealey, Virginia Sparling.

ient and pleasant room to be had for such purposes in any of the buildings. It is the main reading room of the Library which the janitors put in order each Sunday for the special purposes of the young women's meetings. The Dean of Women has her headquarters in the rooms of the Association and has for one of her principal duties, all such contributions to the comfort and welfare of the girls as may be possible. One specially unique and helpful enterprise in connection with the Association work is the Student's Supply Stand in which a variety of class room necessities may be purchased.

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

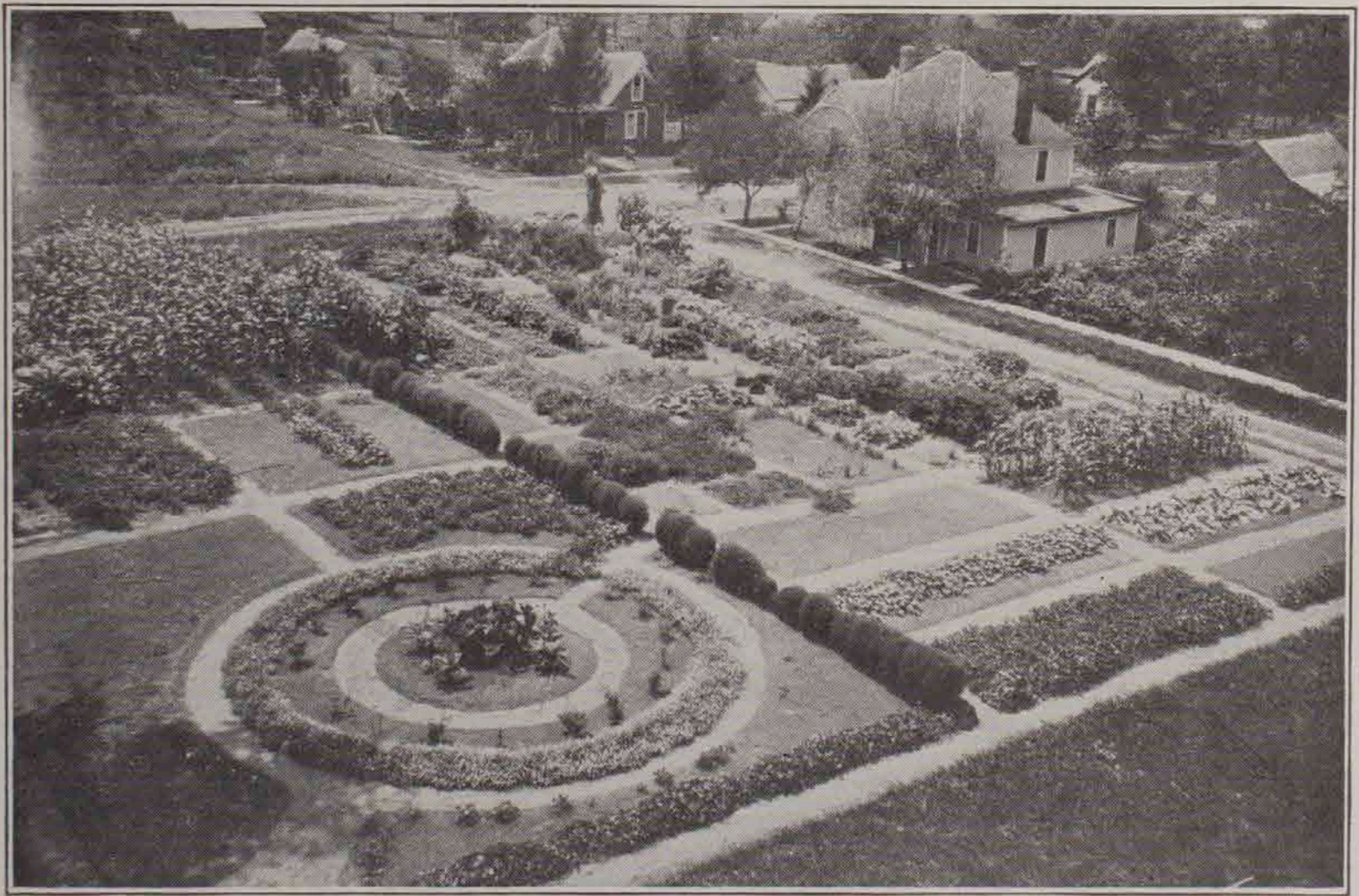
The Young Men's Christian Association supports, as explained elsewhere, a five number Lecture Course, costing over \$1000.00 annually. It sends out a "Gospel Team" of five young men during the Holidays to engage in evangelistic work. It sends annually a delegation of from three to six members to the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

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



Y. M. C. A. SPRING TERM, 1912.

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



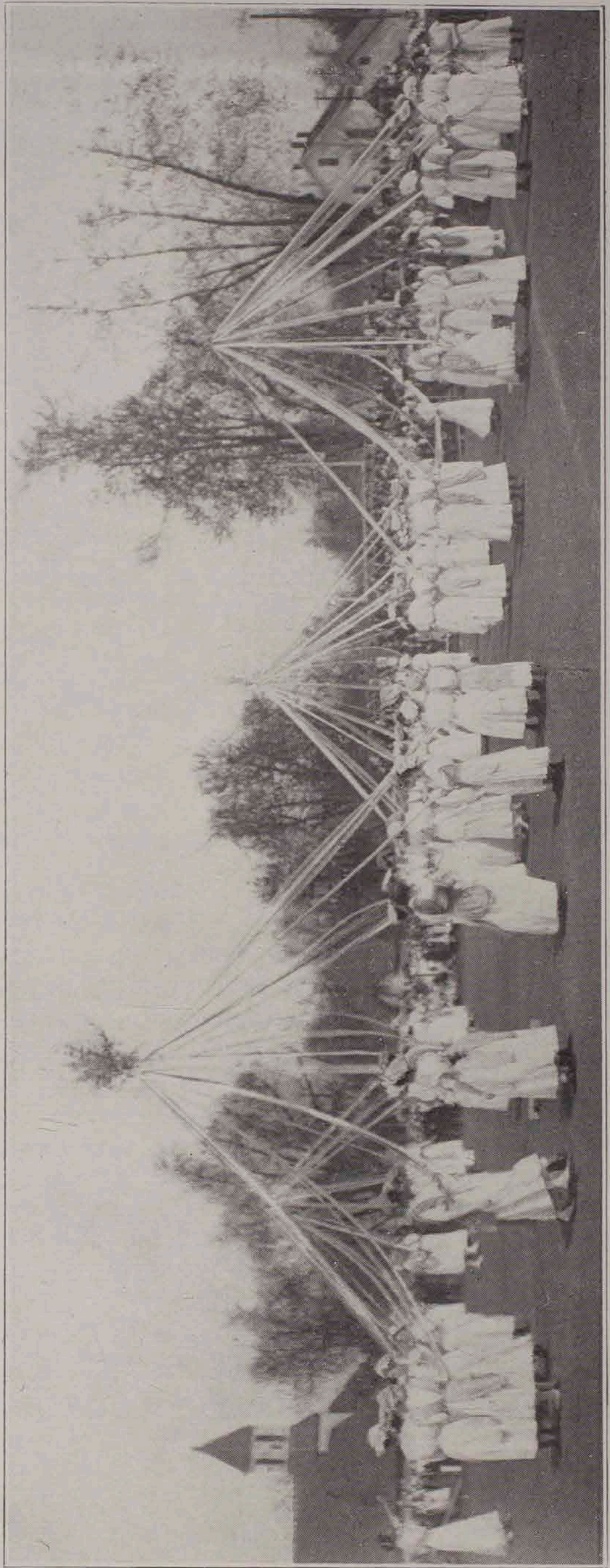
GARDENING DONE BY TEACHERS WHO NOW TEACH IN MISSOURI SCHOOLS.

**The Trend of Physical Education.** The last twelve months have brought some important changes in the trend of physical education in this Institution. It is not likely that the high-salaried coach will be given much consideration in the future. But a far more valuable man will distribute his instruction and skill, heretofore devoted to about a dozen young men, to the whole number of young men. The burly fellow, capable of playing football, needs varied exercises to control and civilize his body. The slim-legged young fellows, without any brawn, need constant direction and exercise to fill themselves out and to give themselves control of their bodies.

“Play in Education” now has definite meaning. It is discovered that the directed play and the organized games are incomparably better for the grown students and for the children than the old way of no play for most of the grown students and undirected play for the children. Organized play appeals to the good qualities of children and of “grown-ups.” It contributes to discipline. It makes orderly conduct desirable. The players discover that disorder interferes with the success and satisfaction of the plays and the games. “Play in Education” minimizes formal government. It obviates much of the old time authoritative discipline. It produces self-discipline and self-control.



PLAY HOUR, IN SUMMER SCHOOL, 1912.



MAY DAY ON THE CAMPUS, NORMAL SCHOOL, 1912.

## CERTIFICATES AND DIPLOMAS.

All certificates and diplomas are based upon definite but somewhat elective courses. It is not intended that any one course shall be more easy or more difficult than any other course. Elective courses are discovered to be safe for the Institution and good for education.

**The Major Academic Subject.** As a rule each certificate and each diploma receives its name from the major academic subject offered by the student, this subject being presumably one in which the student has special aptitude. Each diploma requires at least two academic units of college rank in the major academic subject; but most of the students of late offer at least three such units; but in order to constitute a major for designating a diploma, the subject must also have been a major study in the four years' high school course.

**Advanced Standing.** Grades from reputable high schools and academies are accepted and entered in the records in lieu of the academic studies of the "Elementary Course." Grades from universities and colleges are accepted in lieu of academic studies in the "Advanced Course." If a high school graduate during the four years in the high school has taken psychology, the grade in psychology is accepted, but such high school graduate having given part of the high school time to the pedagogic subject is expected while in the Normal School to make up the time in an academic subject which was lost in the high school by taking psychology. This means that the high school graduate will not ordinarily gain time by pedagogic studies in the high school, though in the long run it may possibly be just as well for him to intermix some pedagogic studies with his high school studies while in the high school, and a little more of academic work with his pedagogic studies in the Normal School.

**Definitions.** The course for the special Rural School State Certificates tendered to Normal School students by the State Superintendent of Schools may parallel any two and two-thirds years in the high school curriculum. It was at first designed to parallel and include the first two years of high school instruction. But this Institution will hereafter require eight terms or two and two-thirds years above eighth grade before recommending any one to the State Superintendent of Schools for the special Rural School State Certificate.

The "Elementary Certificate" is a state certificate valid for two years and is issued to those who complete the "Elementary Course." (See page 28.)

A diploma for the "Advanced Course" contains a state certificate valid for life. The "Advanced Course" comprises the first three years in a Teachers College Course preceded by the Four Years' High School Course. (See page 29.)

NOTE: Systematic work and study in literary societies and debating clubs may be offered hour for hour in lieu of one unit of academic study in the Elementary Course.

**Intermixing Studies.** Some students entering after high school graduation desire first to secure the Elementary Certificate. For such students the Freshman Teachers College Course is seen to be chiefly professional. When such students enter the Normal School with a view of continuing consecutively until they can secure a diploma, it is recommended that they intermix the academic and professional studies, so that they will at all times be devoting about two-thirds of their energy to academic studies and one-third to pedagogic studies.

**Constants.** Do not overlook the item of constants designated in notes on pages 28 and 29.

## COURSES OF INSTRUCTION.

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

### The "Elementary Course."

The "Elementary Course" includes: first, any reputable four years' high school course; second, the academic and professional work and study of the Freshman Teachers College Course designated in the lower part of this page. The 15 units of the high school course, if taken in this institution, may be elected from the following:

#### I. Freshman High School Year.

Composition, Grammar, and Literature.....	1 unit
American History or European History.....	1 unit
Arithmetic and Algebra.....	1 unit
Music, Drawing, Manual Training, Physical Education, Reading, singly or in combination, the equivalent of.....	1 unit

#### II. Sophomore High School Year.

English.....	1 unit
European History or American History or Civics and Sanitation..	1 unit
Algebra.....	1 unit
Agriculture or Domestic Science or German or Latin.....	1 unit

#### III. Junior High School Year.

From Rhetoric, Literature, American History, European History, Geometry, German, Latin, Agriculture, Domestic Science, and Commercial Subjects, elect.....	3 units
From Music, Drawing, Manual Training, Reading, and Physical Education, singly or in combination.....	1 unit

#### IV. Senior High School Year

From Rhetoric, Literature, European History, Civics and Sanitation, Geometry, German, Latin, Agriculture, Household Economics, Physics, Commercial Studies, and Musical Studies, elect.....	3 units
Total of High School subjects.....	15 units

### Freshman Teachers College Course.

1. Psychology.....	1 quarter
2. Principles of Teaching.....	1 quarter
3. School Economy.....	1 quarter
4. A study of the Teaching of Arithmetic and Algebra.....	1 quarter
5. A Study of the Teaching of English.....	1 quarter
6. A study of the Teaching of History and Geography.....	1 quarter
7. One academic study requiring preparation.....	1 quarter
8. Practice Teaching.....	1 quarter
9. Library Economy.....	½ quarter
10. From Vocal Music, Drawing, Manual Training, Physical Education, and Reading, elect.....	4 quarters

Total in Freshman Teachers College Course..... 12½ quarters

Note: A mere "passing grade" in 4, 5, or 6 means the student will have to re-view Arithmetic, or Grammar, or Rhetoric or American History and Geography. The constants are: English 3 units; Mathematics 2 units; History 1 unit; Civics and Sanitation 1 unit; and the specified Professional requirements.

## The "Advanced Course."

The "Advanced Course" comprises a three years' Teachers College Course, preceded by a four years' High School Course. It is as follows:

**I. The First Year** of the Teachers College Course. (This is described in detail in the lower part of the preceding page.)

**II. The Second Year** of the Teachers College Course comprises four of the following studies of college rank, each being pursued for nine months: American Literature or English Literature; Ancient History or Mediaeval History or Modern History or American Constitutional History; Trigonometry and College Algebra or College Algebra and Analytics; Latin or German; Agriculture or Domestic Science or Physical Geography or Chemistry or Physics; Commercial Studies; Library Economy; Harmony or Counterpoint.

**III. The Third Year** of the Teachers College Course comprises:

1. Two of the following academic studies of college rank, each being pursued nine months: English or American Literature; Ancient History or Mediaeval History or Modern History or American Constitutional History or other college history or Economics; Trigonometry and College Algebra or College Algebra and Analytics or Analytics and Calculus; Latin or German; Agriculture or Domestic Science or Physical Geography or Chemistry or Physics; Commercial Studies; Library Economy; Studies in Music.

2. The student must also offer the following in pedagogic studies: The Science of Education or Special Psychology or High School Problems, one quarter; History of Education, two quarters; School Administration, one quarter; Practice Teaching, two quarters.

Note: On completing the Third Year of the Teachers College Course, a diploma is conferred which includes a Teacher's State Certificate valid for life.

**IV. The Fourth Year** of the Teachers College Course may comprise any four studies mentioned in the Second and Third Years of the Teachers College Course, each study being pursued nine months.

Note: At the end of the Fourth Year of the Teachers College Course, a diploma is conferred which includes the degree Bachelor of Pedagogy and a Teacher's State Certificate valid for life.

**V. The Fifth Year** of the Teachers College Course comprises any four studies of college rank named in the list above, each being pursued for nine months, but any college studies described elsewhere in this Bulletin in the various syllabi of the departments, may be offered, and advanced standing from accredited colleges or universities may be accepted in any academic subjects pursued in such institutions.

NOTE 1: On completing the Fifth Year of the Teachers College Course, a diploma is conferred which includes the degree Bachelor of Science in Education or Bachelor of Arts in Education and a Teacher's State Certificate valid for life.

NOTE 2: Every "Advanced Course" includes: (1) All the requirements of an "Elementary Course" and (2) at least six additional units of academic work of college rank and two professional units.

NOTE 3: Constants: Every diploma must include: (1) One year of College English; (2) One year of College History; (3) One year of College Science; (4) The professional requirements of the Second and Third Years of the Teachers College Course.



The Model Rural School on the Campus, after a five mile ride, temperature fifteen below zero.

## DEPARTMENT OF RURAL EDUCATION.

**Purpose.** The purpose of this department is to prepare teachers for efficient service in the rural schools of Missouri. The demand for professionally prepared teachers in rural districts is increasing and may be considered in keeping with the nation-wide movement to improve rural life conditions.

This Normal School was among the first to create public sentiment in favor of modern sanitation and school architecture for rural communities. It has for some time been offering and seeking to popularize nature study, school gardening and practical agriculture. The course of study set forth below is in harmony with this well established policy, to anticipate the needs of the schools, rather than to follow where others have led. Its aim is to meet the needs of modern rural life, both in subject matter and method of presentation.

**Course.** The course covers eight quarters, or two and two-thirds years of school work. It is open to all students who are eligible to enter the school in any of the usual courses. In no case, however, will students be graduated from this course who are under eighteen years of age at the time of graduation.



SOY-BEANS, 3 TONS PER ACRE. FIRST CROP ON THIS LAND. FIELD E.  
SCHOOL FARM

**Special State Certificate.** Students who complete in this Institution all the subjects given below, and who have otherwise fulfilled the requirements of the course, will be recommended to the State Superintendent of Schools and receive from him a Two Years' State Certificate, authorizing them to teach in any rural school in the state:

Grammar and Composition.....	3 quarters
English and American Literature, with Composition..	3 quarters
Farm Accounts and Business Principles (through Book-keeping).....	1 quarter
Advanced Practical Arithmetic.....	2 quarters
Algebra, through Quadratics.....	3 quarters
American History.....	3 quarters
Government of State and Nation.....	2 quarters
Hygiene and Sanitation.....	1 quarter
Nature Study and Agriculture.....	3 quarters
General Geography, with Special Reference to Commercial, Industrial, and Physical Phases.....	2 quarters
Rural Life and Problems.....	1 quarter
Rural School Management and Organization.....	1 quarter
Rural School Methods, and Observation in Model Rural School.....	1 quarter
Rural Sociology.....	1 quarter
Manual Training.....	1 quarter
Farm and Household Economics.....	1 quarter
Drawing, Handwork, Writing, Physical Education, Reading, and Vocal Music.....	3 quarters

**Explanation.** The academic work is taken partly in connection with the regular "Elementary Course" classes, and partly in classes organized specially for the Rural Course. For details see the syllabi of courses of instruction elsewhere in this bulletin. The professional subjects are in charge of Mr. Foght, Miss Lane, and Miss McWilliams. See "Educational Theory, History and Administration."

**Model Rural School.** The Model Rural School on the Campus is an important factor in the preparation of rural teachers. A study and observation of the work done in the school is an absolute requirement to graduation from the Rural Course. For details of the Model School course of Study see "Practice Schools."

**Rural Sociology Club.** Students regularly enrolled in the Department of Rural School Education are eligible to membership in the Rural Sociology Club, which is organized to popularize the study of rural sociology. Meetings are held weekly in the Model Rural School building at which important and interesting phases of rural life are discussed. This organization is already becoming the nucleus for a larger organization reaching out through extension courses to the rural districts themselves. The membership the past year has been more than one hundred.

**Extension Work.** The Rural School Department has made arrangements to include in its activities six rural schools near Kirksville. The work in these schools will be under the supervision of the Department, acting in co-operation with the school boards, teachers and county superintendents. This field of activity will include, also a free lecture course for each of the six communities mentioned. We have here a first experiment in the direction of school improvement actually applied to prevailing conditions.

**Rural Life Conference.** The First Missouri Rural Life Conference was held at Kirksville under the auspices of the State Normal School, September 28, 29 and 30, and October 1, 1911. At eleven sessions, covering four days, rural life experts from many states outlined the needs of our American rural life. This conference brought before its large audiences all the important phases of the complex

problem. The Second Conference, which meets in October of the present year, will lay great stress on the application of many of the principles discussed last year. The plan is to combine the conference with the annual stock show, and to inaugurate countrywide play festivals for school children, etc.

**The K. S. N. S. Rural School Messenger**, a monthly magazine for rural teachers and rural life workers, is published monthly through the Department of Rural Education. Any Missouri teacher may receive the paper free, upon application to the **Editor Messenger**, Kirksville, Mo.

### **THE MODEL RURAL SCHOOL.**

The Model Rural School building exemplifies the simplest and yet the most complete, practical, and economical architecture ever known anywhere for rural or village schools. The building includes or contains as effective facilities for instruction as the best city schools of our country have. The children are transported from their farm homes several miles away in a covered wagon. The **purpose** is to solve at least some of the problems of country life.

The one room school will doubtless be with us always. The tendency towards consolidated schools can not increase too fast. But the one room school being a permanency, its problems are among the gravest. In solving the one room school problem and the one teacher problem, there is little doubt that the problem will be solved for the consolidated rural and village school. The equipment described in these pages is easily adaptable to buildings of two rooms, three rooms and more.

The Model Rural School on the Campus has been conducted for five years. The first teacher was Miss Irma Matthews, a Missouri girl, a graduate of this Normal School,



CHILDREN STARTING HOME FROM MODEL RURAL SCHOOL.  
(The first in Missouri to transport children to and from school.)

now holding an honorable position among educational leaders in the neighboring state of Oklahoma. The second teacher was Miss Lora M. Dexheimer, now a supervisor in the Training School of the State Normal University at Normal, Illinois. The third teacher was Miss Susie Barnes, now Director of Practice Schools in this Institution. The teacher for the past two years was Mrs. Marie T. Harvey, by whose taste and skill we are able to furnish the photographic illustrations of the interior, and the activities of the Model Rural School given in this volume. Miss Florence M. Lane, who takes charge of the Model Rural School for the ensuing year, has devoted perhaps a dozen years to preparing herself for efficient service in rural education and rural sociology.

The Model Rural School building has three principal floors: The basement; the first floor; and the attic.

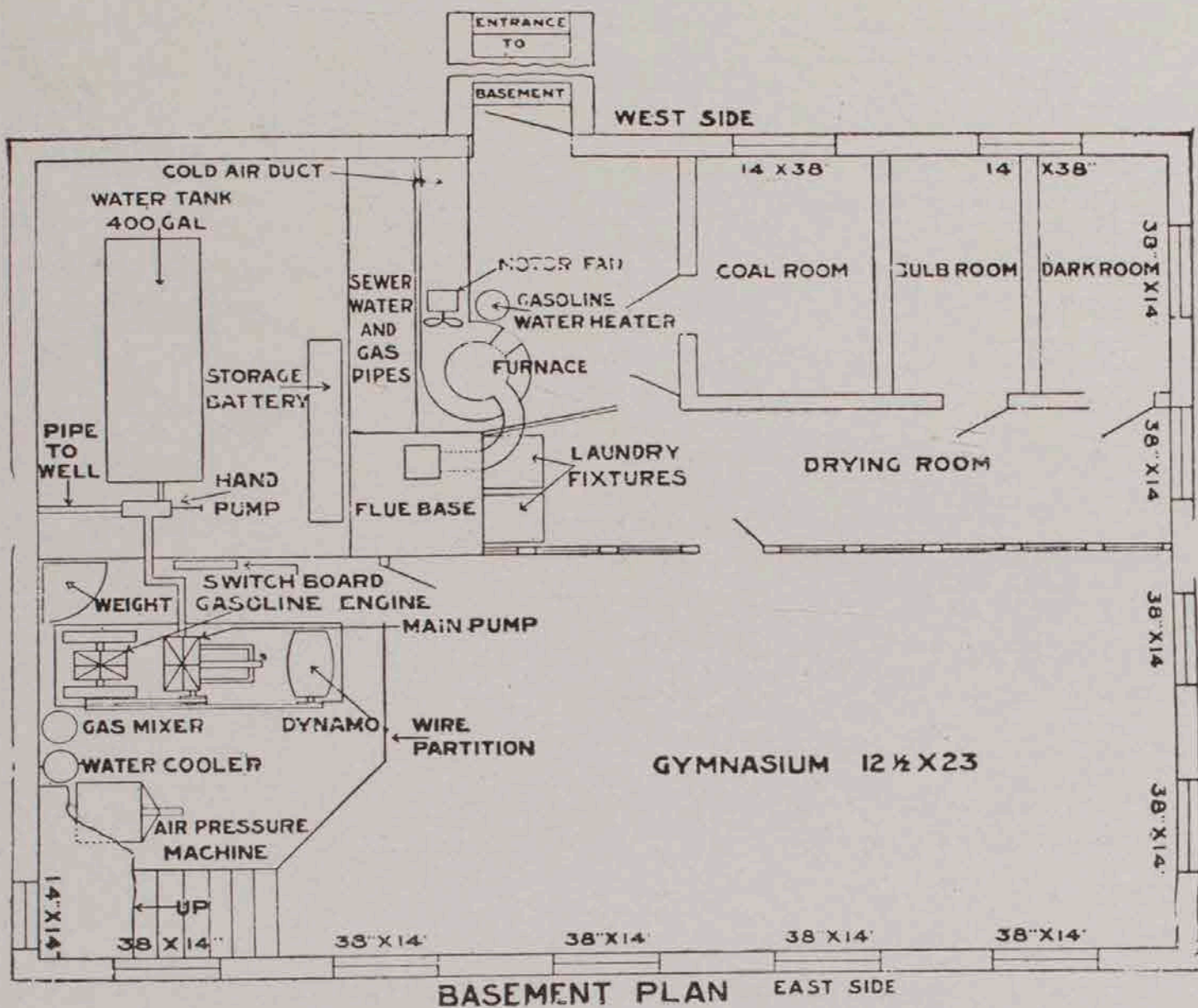
**Description of Basement Plan.** The basement is rectangular. It is 28 x 36 feet outside measurement—8 feet from floor to ceiling. The floor is of concrete underlaid with porous tile and cinders. The tile leads into a sewer.

The walls are of concrete, protected from undue moisture by an outside tile a foot from the walls and averaging 3 to 7 feet beneath the surface of the ground, sloping rapidly into the main sewer. The ditch above the tile is filled with cinders.

The outside entrance to the basement is of concrete with an outside drain through the lower step into the sewer.

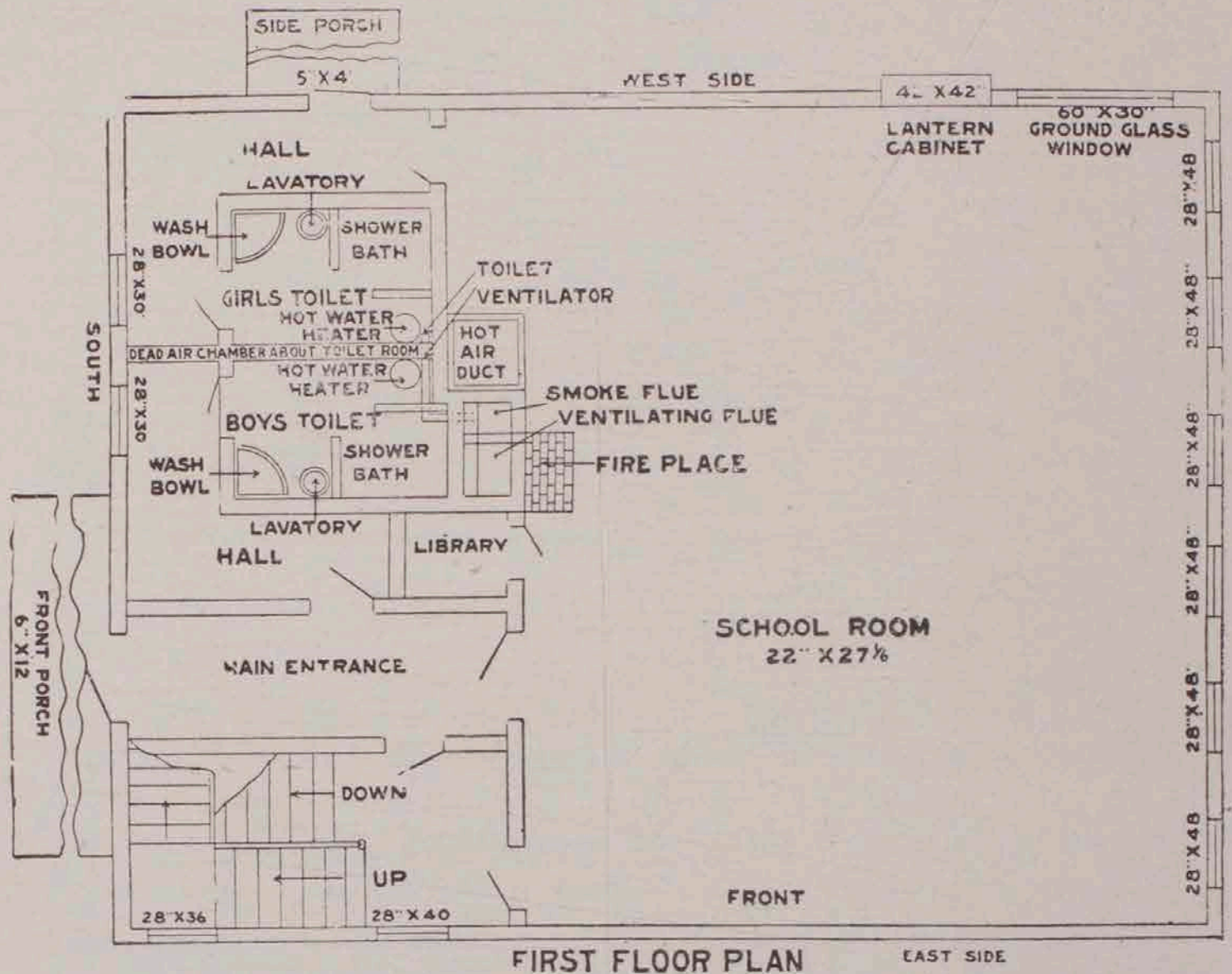
The steps of the outside entrance to the basement and all other steps are of uniform height and tread, about 7 inch riser and 11 inch tread.

The basement has eight compartments: 1 Furnace Room, containing furnace enclosed by brick walls, also cold air duct with electric fan, also gas water-



heater; 2. Coal Bin 6 x 8 feet; 3. Bulb or Plant Room 3 x 8 feet for fall, winter and spring storage; 4. Dark Room 4 x 8 feet for children's experiments in Photography; 5. Laundry Room 5 x 21 feet with tubs, drain, and drying apparatus; 6. Play Room 13 x 23 feet; 7. Tank Room, containing a 400 gallon pneumatic pressure tank, storage battery for electricity, hand pump for emergencies, water gauge, sewer pipes, floor drain, etc.; 8. Engine Room, containing gasoline engine, water pump, electrical generator, switch board, water tank for cooling gasoline engine, weight for gas pressure, gas mixer, batteries, pipes, wires, etc.

The pumps lift water from a well into pressure tank through pipes below frost line. Gasoline is admitted



through pipes beneath frost line from two 40-gallon tanks underground, 30 feet from building. Rooms are wired for electricity and plumbed for gas.

Basement in all parts thoroughly ventilated.

**Description of First Floor Plan.** The drawing on this page shows pretty clearly the school room, toilet rooms, hallways and stairway connections.

The school room is 23 x 27 feet in the clear. The children face the east.

Mild light in abundance is from the north or left side of the children; ground glass window at rear admits sunlight for sanitation.

School room has adjustable seats and desks on separate movable platforms; also telephone and teacher's desk.

Stereopticon is hung in wall at rear; screen at the front. Alcove or closet on east side for books, teacher's wraps, etc.

The school has a small organ, ample book cases, shelves and apparatus. Pure air enters above children's heads and passes out at floor into ventilating stack through fireplace. Warm water wall radiators, contribute to heating—radiation half, warm air half.

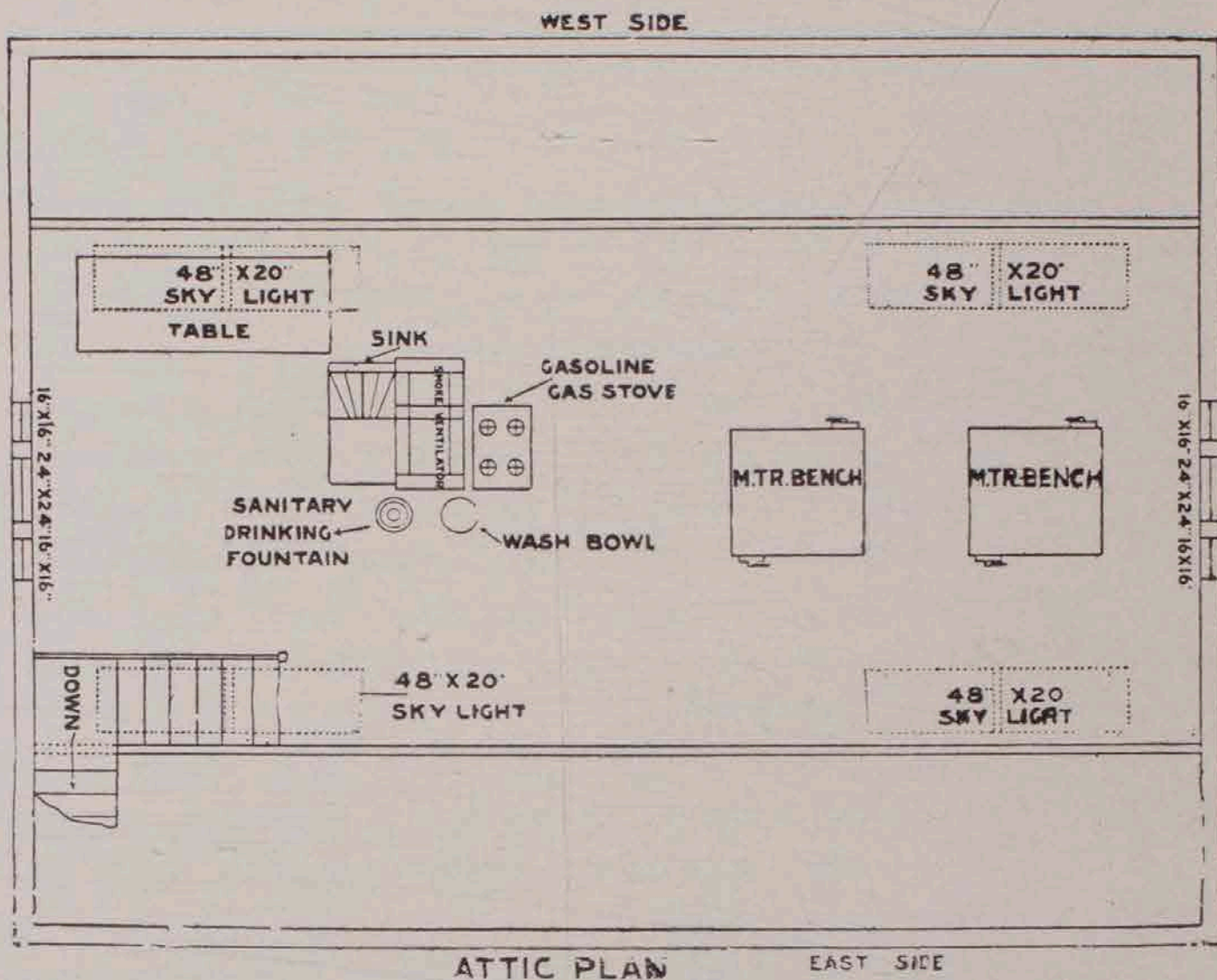
In the drawing observe the toilet rooms: Each one has all ordinary toilet fixtures: Lavatory, wash bowl with hot and cold water, pressure tank for hot water and for heat, shower bath with hot and cold water, ventilating apparatus, looking glass, towel rack, soap box, etc. Each toilet room is reached by a circuitous passageway furnishing room for children's wraps, overshoes, etc. The scheme is for perfect privacy in toilet rooms. All toilet room walls contain air chambers to deaden sound. Toilet rooms are clean, decent and beautiful. They are never disfigured with vile language or other defacement.

The main entrance is through a porch. A small porch is on west side especially for girls. All rooms are wired for electricity and plumbed for gas. Walls are adorned with pictures. Hallway contains drinking fountain.

**Description of Attic Plan.** Every rural school house has an attic but this seems to be the only one whose attic was ever discovered. This attic is 35 x 15 feet inside measurement, all in one room as shown by floor plans on following page; distance from floor to ceiling is 7 1-2 feet in middle part.

Attic is abundantly lighted through gable lights and roof lights. It contains modern Manual Training benches for use of eight or ten children at one time. It has a gas range and other apparatus for experimental cooking. It is furnished with both gas light and electric light.

It has a wash bowl with hot and cold water, looking glass, towels, etc. It has a large sink such as a good kitchen

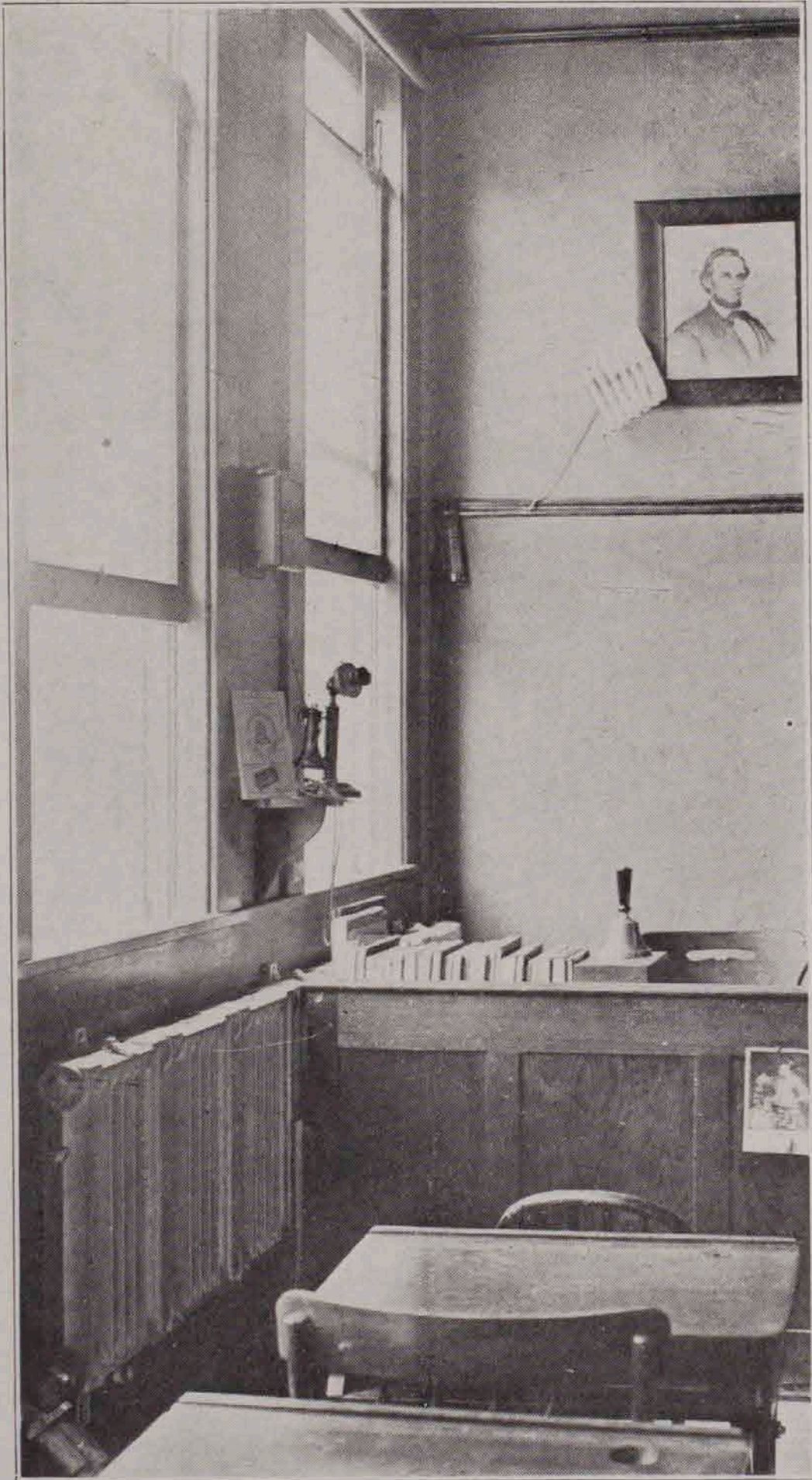


usually contains. It has a drinking fountain but no drinking cup either common or uncommon. It has cupboards, boxes and receptacles for various experiments in Home Economics

It has a disinfecting apparatus and a portable Chemistry-Agriculture Laboratory, and numerous other equipments. Its utilities will grow in number and improve in quality. It is properly heated and ventilated.

It has a disappearing bed which slides out under the lower roof except when in use.

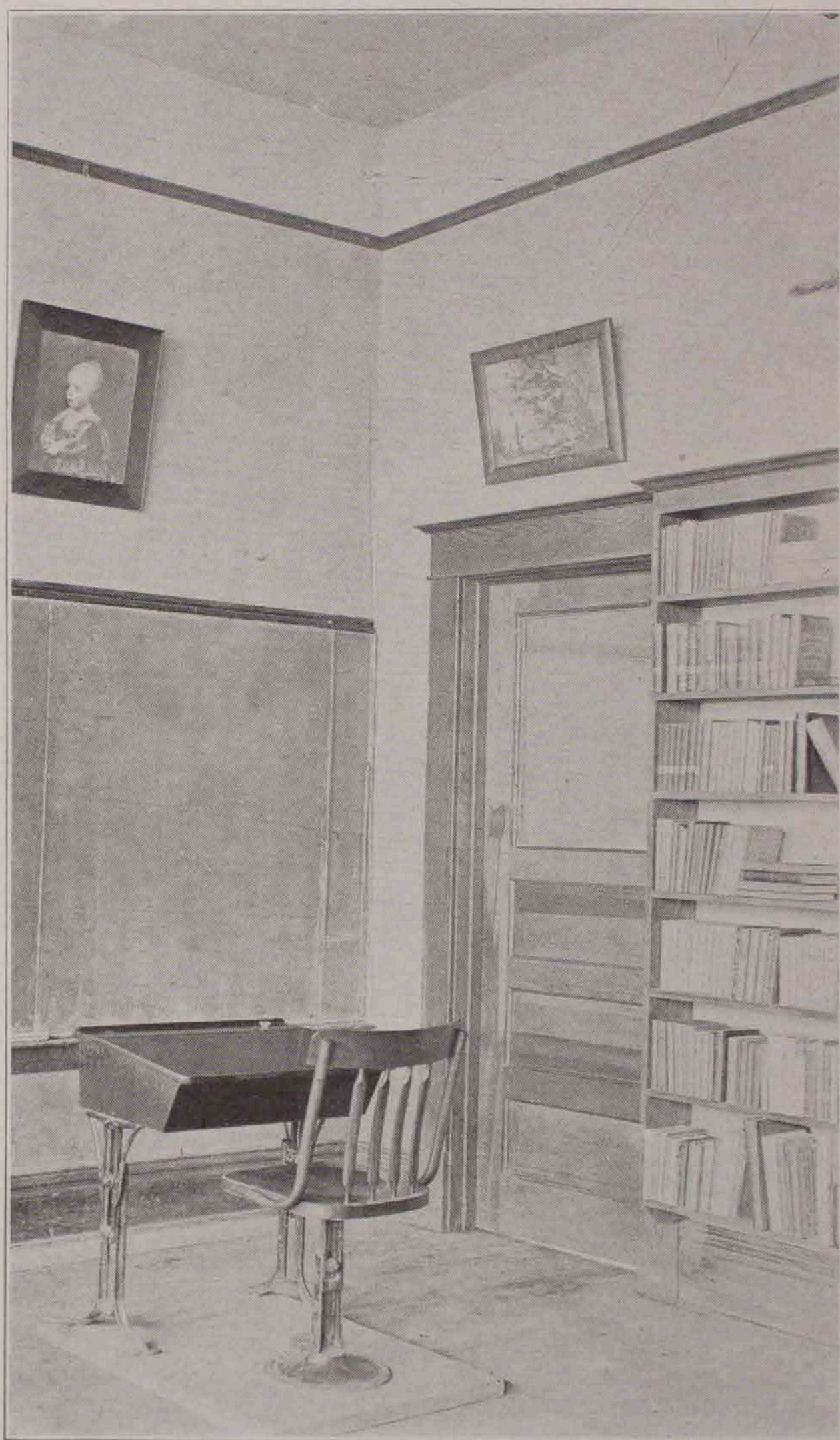
This attic is from all points of view sanitary.



NORTHEAST CORNER of main room, showing on east wall—wall space for decoration, picture molding, slate black board, thermometer.

NORTH SIDE—windows, section of wall radiator, telephone connecting the school and all farm homes patronizing school.

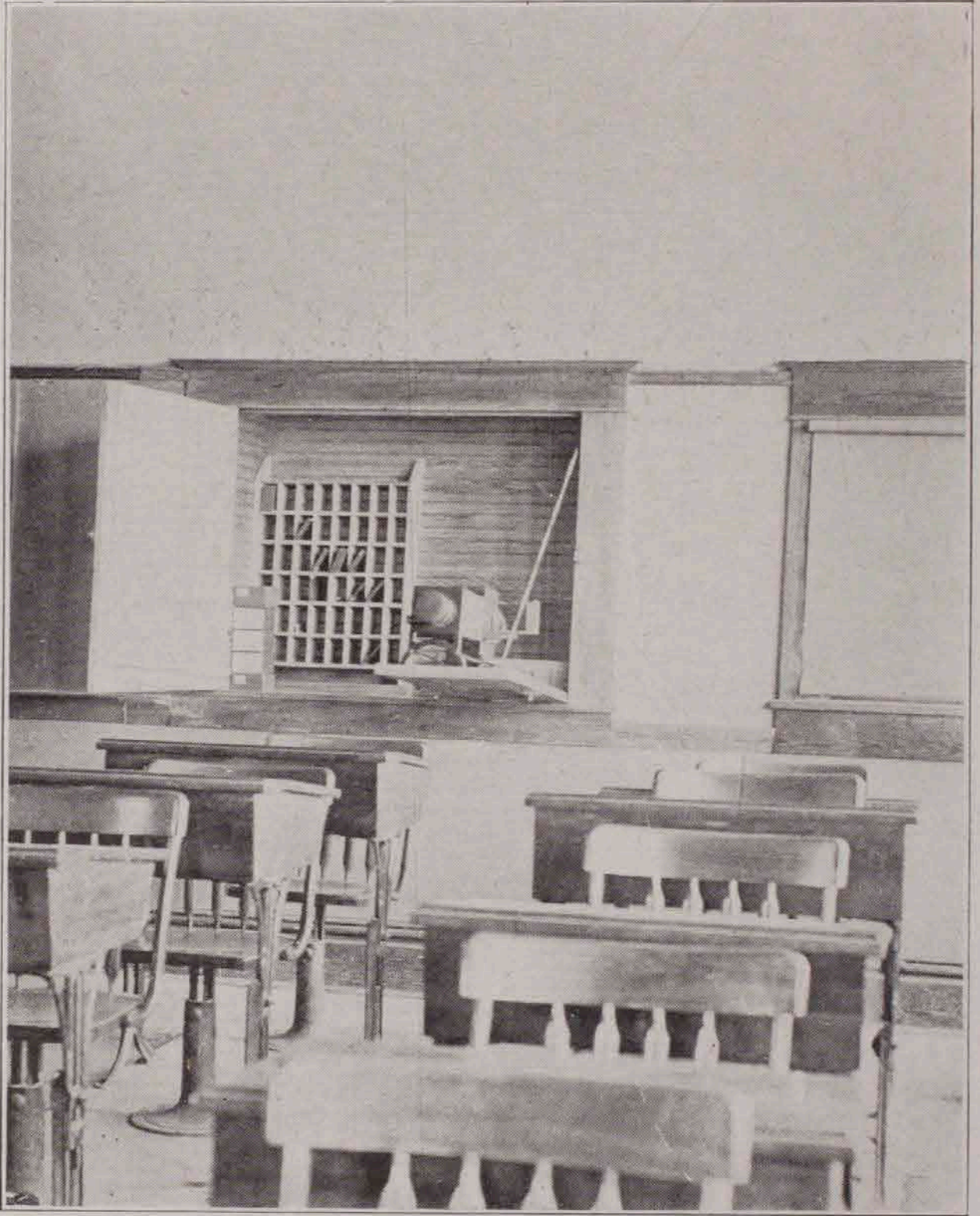
Teacher's desk and children's seats and desks.



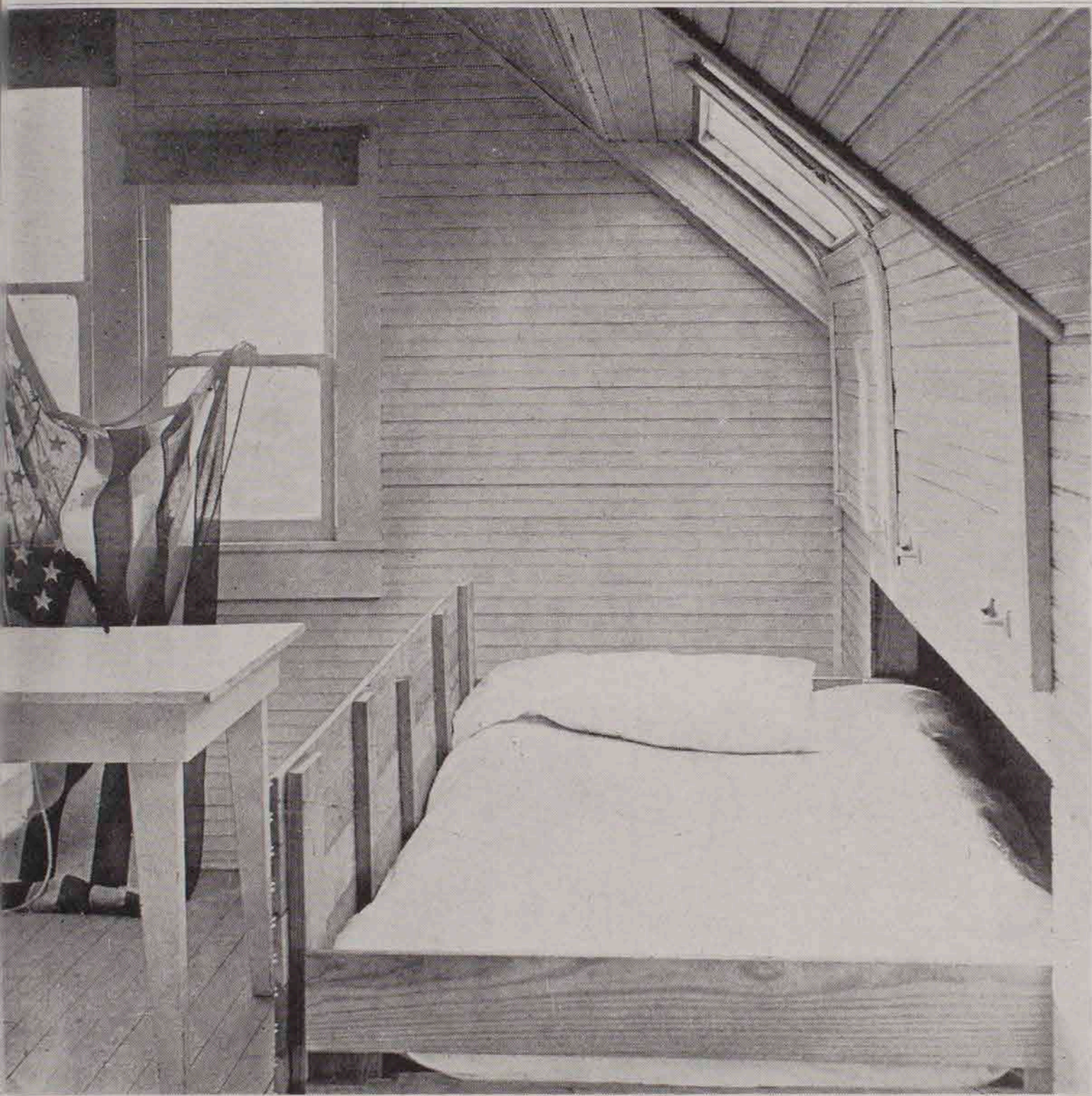
SOUTHEAST CORNER. South door leading to the hall, drinking fountain, attic and basement rooms. Shelves containing reference books and supplementary reading matter convenient for children's use. Adjustable chair and desk on movable platform thus providing floor space easily and quickly for school activities and community gatherings.



SOUTH SIDE OF SCHOOL ROOM. Section of door leading to hall; book-shelves; exit to main entrance or hall; door to library room; grate; hot air flue; arrangement of children's furniture.



WEST WALL. Section of black-board; stereopticon cabinet; lantern slides; stereopticon; ground glass window; chairs and desks.



SOUTHWEST CORNER OF ATTIC ROOM. South windows, roof lights, disappearing bed used by the sick children, dining table, school flag.



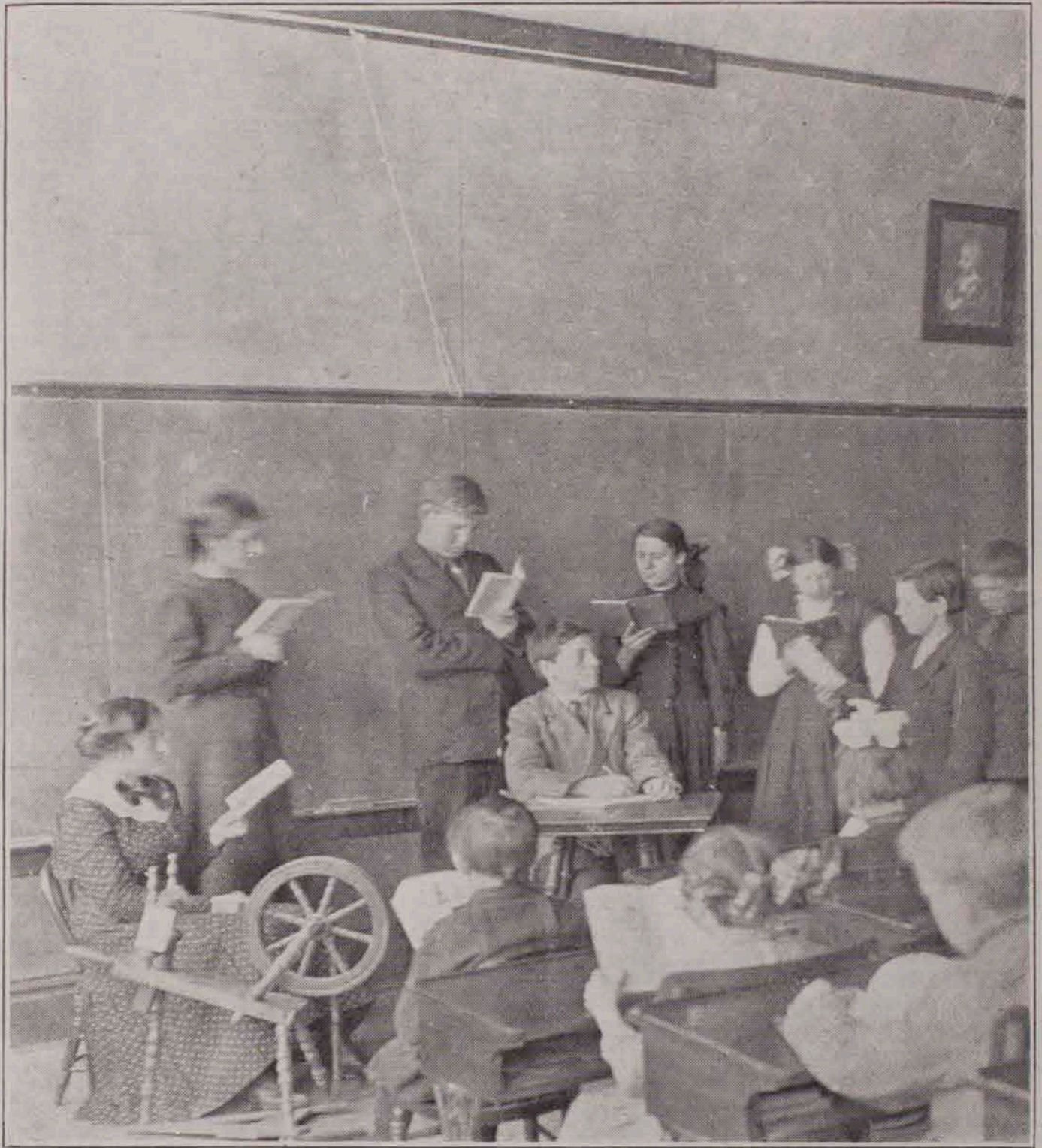
SECTION OF SECOND GROUP; regular spelling exercise; children, each seven years old.



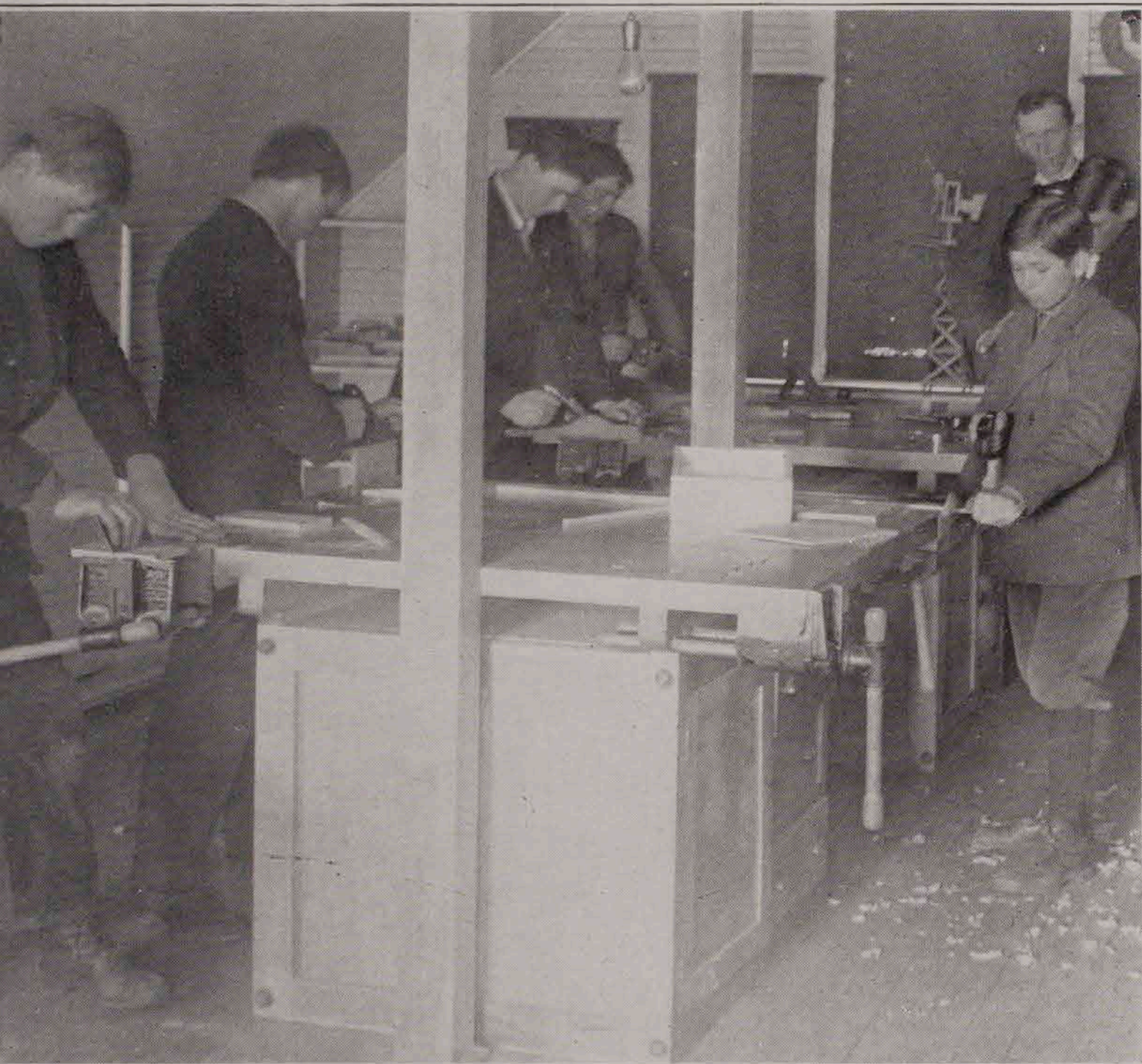
FOURTH GROUP. "John" replying to critical questions from class-mates and trying to show merits of his 1912 model of chicken-house.



SECOND GROUP. Reading lesson.



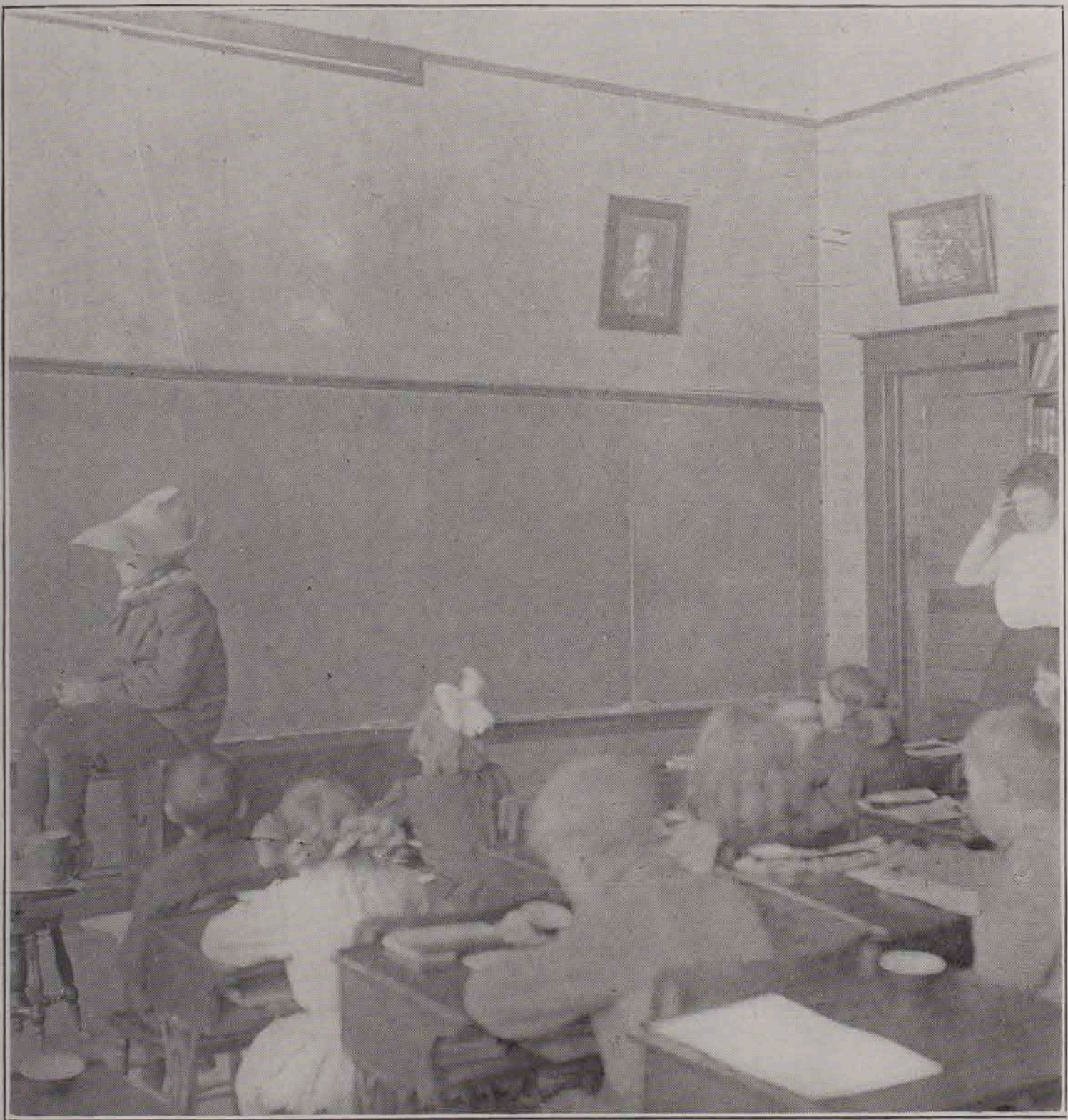
FIFTH GROUP. Reading "Courtship of Miles Standish." Class "trying out" members for leading parts after deciding to dramatize it for entertainment of parents.



SIXTH GROUP. Boys at work on original models of chicken brooders under direction of a student teacher, in Manual Training shop, north end of attic.



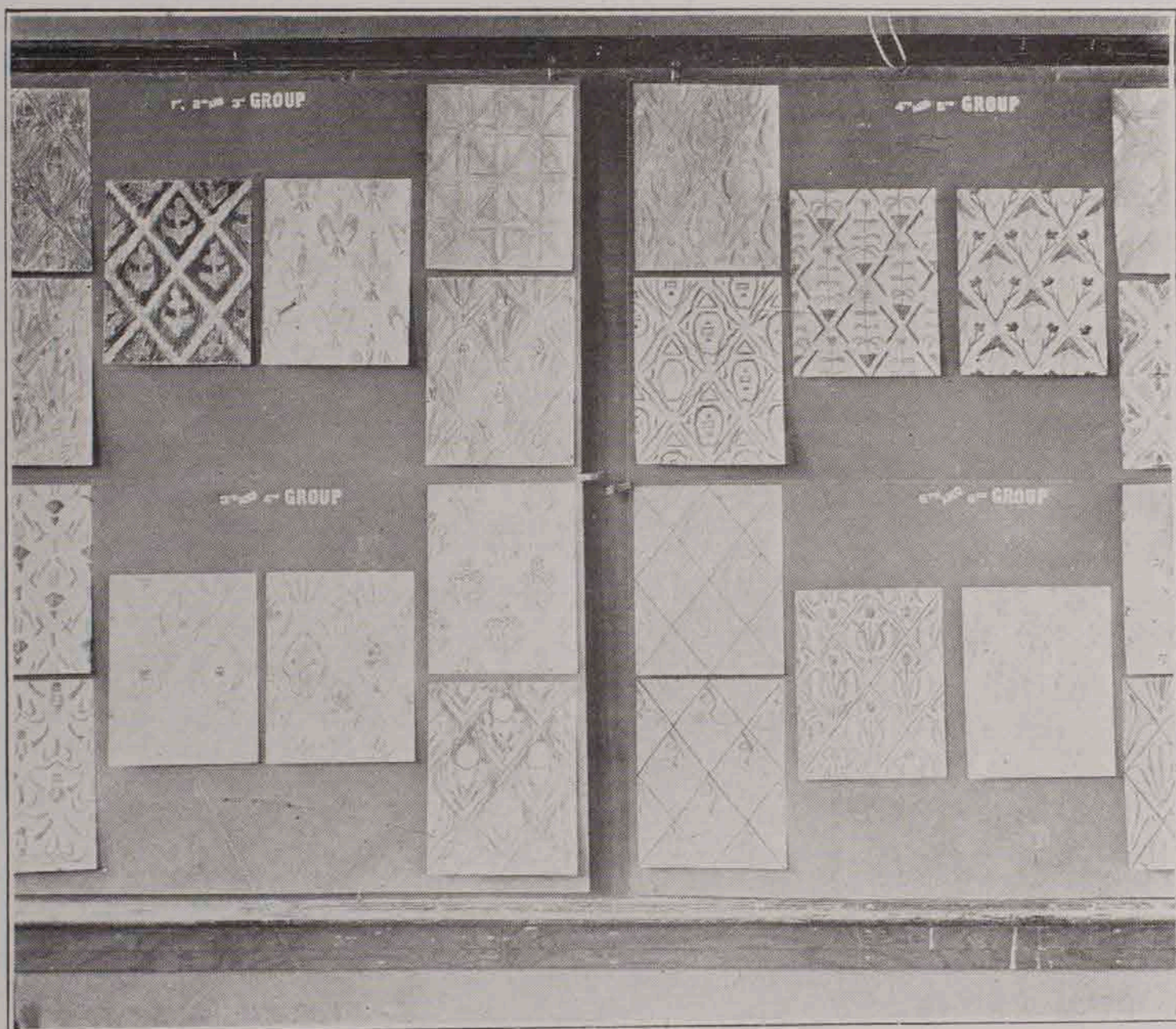
SCHOOL EXERCISE. Music arrangement for two-part singing. School singing under direction of Student teacher.



SCHOOL EXERCISE. Drawing and painting. Section shows model posed on end of school organ and supplied with school pointer and bucket for rod and bait. Student teacher on the right.



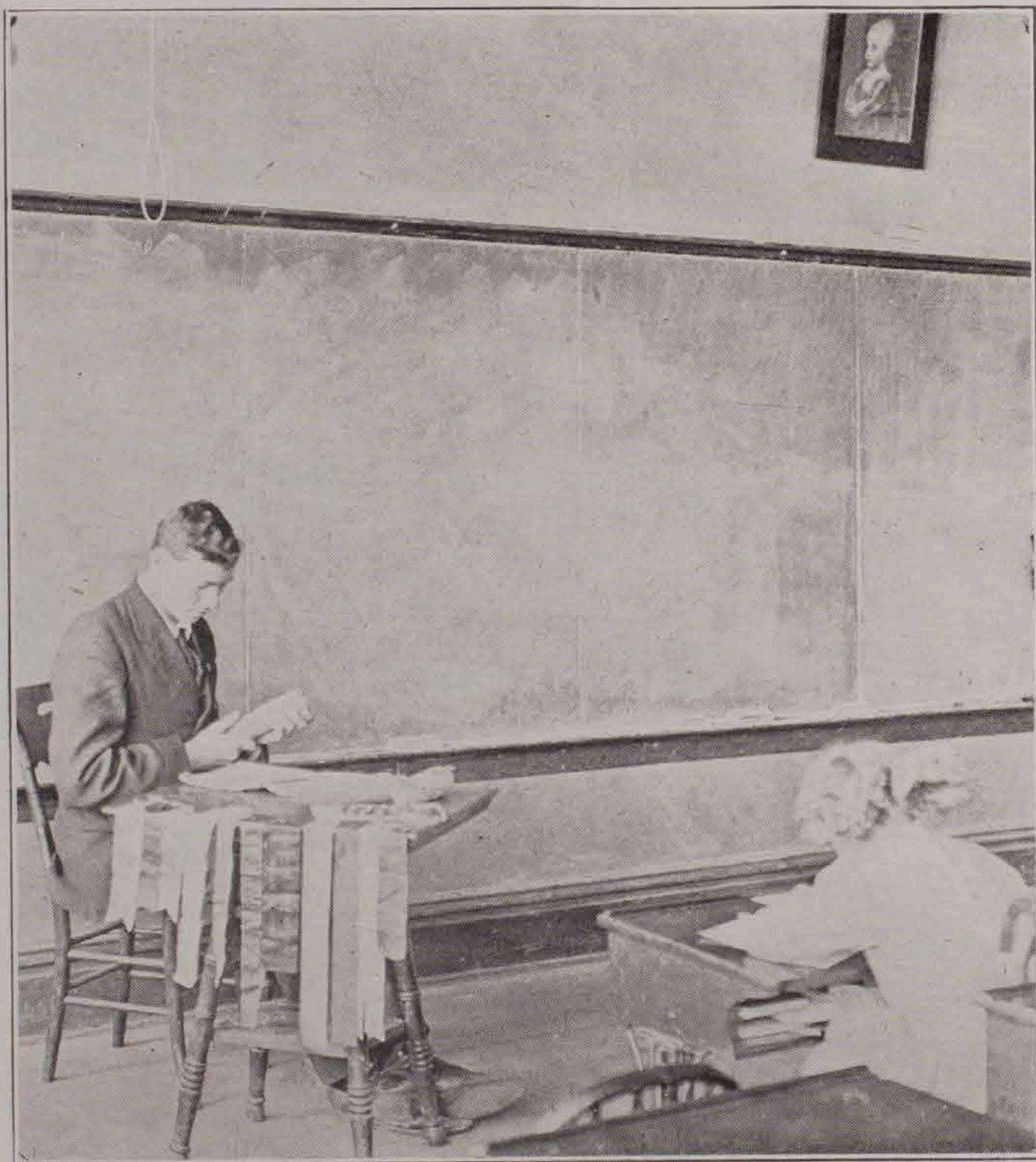
SOME RESULTS of the rural school exercise in painting—"The lone fisherman." Samples taken from all groups, pupils ranging in age from six to sixteen years. Children were asked to paint a suitable background from "imagination."



Other results from the regular school work obtained by a Senior student during one quarter's work of practice teaching in the Rural School. Original designs in wall papers; all groups represented.



Successful corn growers and their trophies. Fifth and Sixth Group boys.



JAMES F. CONNER (fifteen years old) winner of the second prize (\$25.00) offered by the Star-Farmer at Columbia, Mo., to the Missouri boy raising the largest number of bushels of corn per acre, January, 1911.



Sketch Class of the Art Department, Summer Term, 1912

## ART.

GRACE LYLE, IDELLA R. BERRY.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Studio Work.

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

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

Mediums: charcoal, crayon, water color.

WINTER QUARTER. Designing for decorative work of various kinds.

Materials: water color, oil; leather, brass.

Required reading on the principles of design.

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

SUMMER QUARTER. Botanical specimens; outdoor sketching.

### History of Art.

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

#### FIRST YEAR.

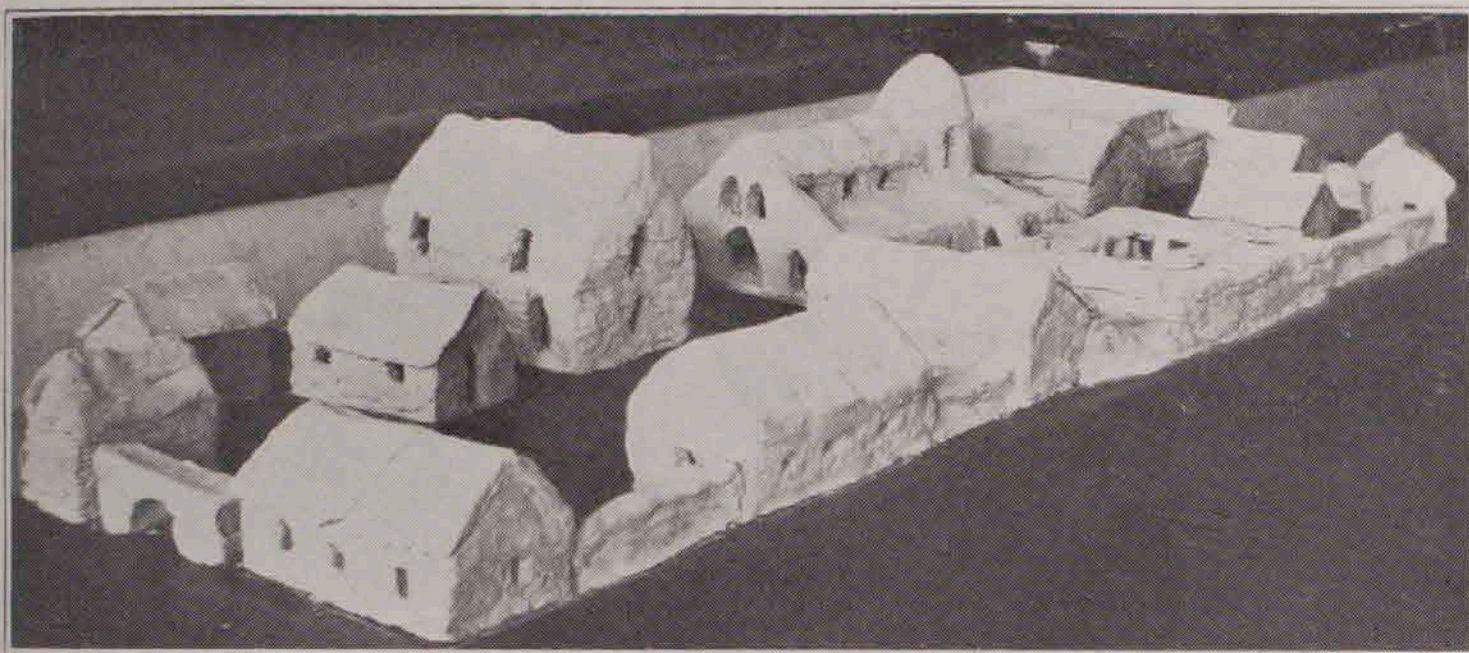
a. Prehistoric period: Origin of art as illustrated in the Stone Age and in the Metal Age.

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

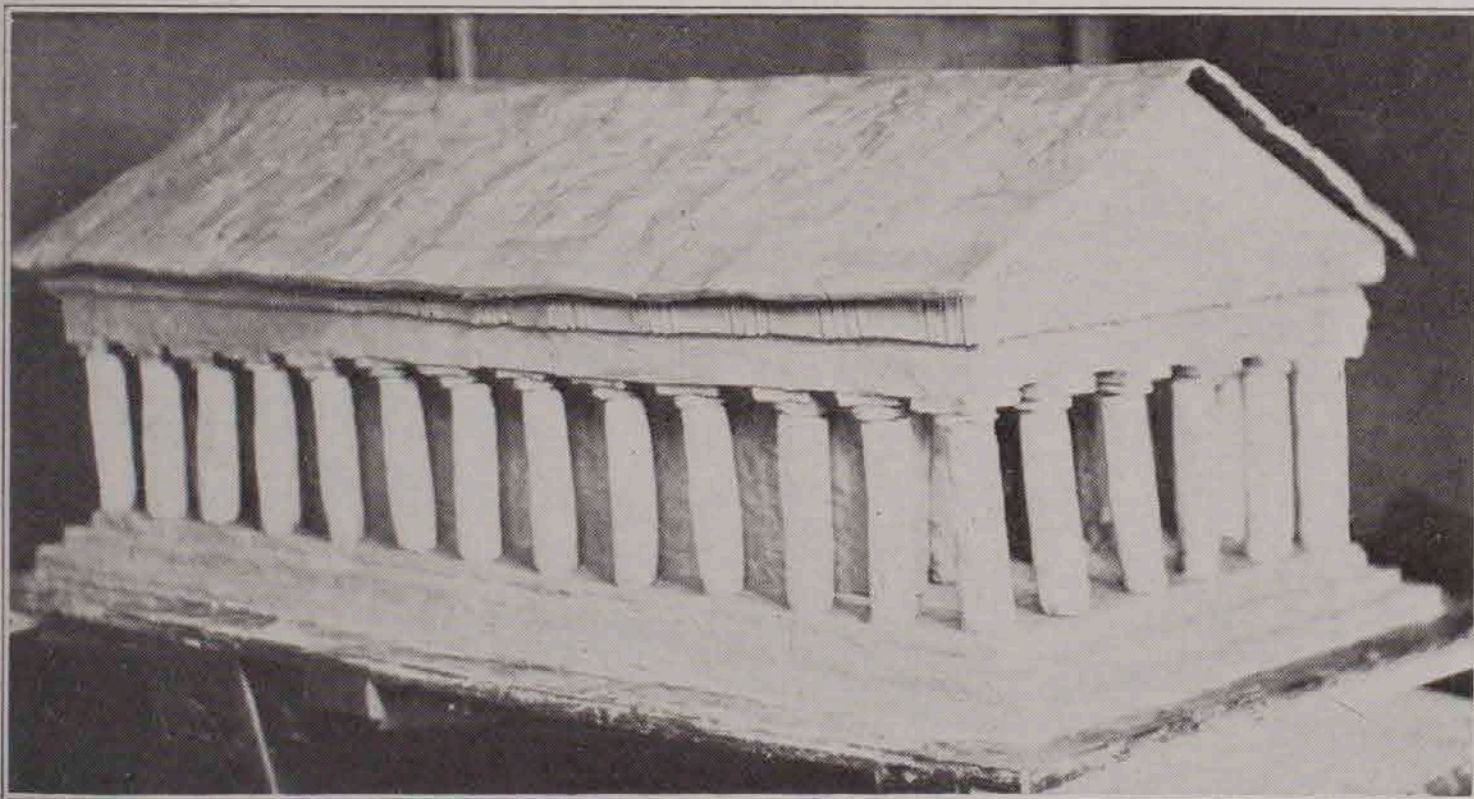
Prehistoric Greek Art: Old Ægean and Mycenean; the development into Historic Greek Art.

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

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



Model of a Mediaeval Monastery, made by pupils of the sixth grade.



Model of Theseum Temple in Clay, made by fifth grade children during a study of Greek History.

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

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

Romanesque and Gothic architecture. Romanesque and Gothic sculpture.

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

The Renaissance at Siena and Florence.

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

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

#### SECOND YEAR.

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

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

b. Geometry of Art. Theory of Design.

c. Methods.

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

The following text books are used in this course:



Furniture, baskets and portfolios made by Handwork Class.

SECOND YEAR.

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

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



Manual Arts in the Vacation School.

## COMMERCE.

MARK BURROWS, VERA FINEGAN.

The foremost object of this department is to prepare teachers of commercial subjects for the high schools. There is a steadily increasing demand for such teachers, and for courses of study with more of the vocational in their makeup. So far, this department has not been able to supply the demand for well prepared teachers of these subjects. The student of this line of education has the following advantages: (1) He is prepared as a special teacher in a field not overcrowded, and with salaries considerably above the average. (2) He has received a thorough training which will fit him for business, should he conclude not to make teaching his life work. (3) He is prepared to enter the government service as a teacher of these special subjects in the high schools of the Philippines, where the salaries are good and the positions permanent. (4) He is prepared for work in the Civil Service of the United States,—a promising field for alert, ambitious young men not afraid of work and with a desire for advancement.

Following is a scheme of studies in harmony with the best thought of the time. It will be seen that neither the practical nor cultural element has been overlooked. It is expected that those who aim to prepare themselves to teach commercial subjects will make up their programs from this list. The course has been so prepared that Commerce may be made a major subject for graduation; but students should be well advanced in high school studies before undertaking this course.

SUBJECT	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
Modern Languages	German	German	German, French or Spanish	German, French or Spanish
Mathematics	Business Arith.	Algebra	Pl. & Sol. Geom	Electives
Science	Agriculture	Biology	Geog. of Com.	Physics or Chemistry
History	Am. History	European H.	Am. Con. Hist.	Pol. Economy
Business Technique	Penmanship Beg. Bookkpg. Drawing	Bookkeeping & Business Prac.	Shorthand and Typewriting	Electives

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

**Business Arithmetic.** Many students who can solve the difficult problems of a text book in arithmetic often fail in the ordinary problems of business. In this course they will learn the uses of arith-

metic from the standpoint of business life; how to acquire skill in the handling of numbers; how to check results; how to make problems, and how to solve them. In addition, much may be learned of system and economy in the home and in the office; of business practices and usages; of the quantitative side of commerce and industry. At every step accuracy, speed, and self-reliance will be emphasized.

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

b. The work of this quarter is mainly from percentage and its numerous applications, such as commercial discounts, loss and gain, marking goods, commission and brokerage, interest and banking, insurance, dividends and investments. Numerous business forms are introduced and made the basis of a series of problems. Exercises will be given on graphic methods of representing statistics, on plotting and reading scales, in making calculation tables, schedules, etc. "The class work must touch life and breathe the spirit of business."

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

a. is offered the first and third quarters; b. the second and fourth quarters; c. is offered every quarter.

Text: Moore & Miner's "Practical Business Arithmetic."

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

a. The object of bookkeeping, and why it has to be adapted to each business. The correct forms for journal entries and ledger accounts; opening ledger accounts and posting from books of original entry. The object of the trial balance; statement of losses and gains,

and resources and liabilities,—how to make them up, and how to close the ledger accounts. After this the student receives incoming vouchers which are counterparts of actual business documents, and the outgoing papers are written by him. Entries to the various books of original entry, just as in business offices.

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

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

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

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

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

a. The natural environment, such as the ocean, coast lines and harbors, soil, water, atmosphere and climate, organic environment; the man element in commerce; the regional geography of the United States. The relations of man and his adaptation to the natural conditions, flora, fauna, and inorganic materials; nature and antecedents of modern trade, its routes and stations; commercial expansion, and the advancement of civilization.

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

a is offered in the first and third quarters; b, the second and fourth quarters.

Text: Robinson.

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

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

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

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

c. Dictation from business correspondence in various businesses, and from legal forms, the speed being gradually increased. In typewriting neatness, accuracy and speed are required. Practice works elected from specifications, decimal tabulating with adding and subtracting mechanism for billing, etc. In this quarter students are instructed in the use of office appliances, such as duplicating machines, tabulators, adding machines, copying presses, filing cabinets, card index systems, and various methods of systematizing work.

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

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

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

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

## ENGLISH.

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

### 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 (with Literature).

Every full Advanced Course for the Senior Diploma must have a year of College English, preferably course VI; but for sufficient reasons, work from course V, VII, VIII, IX or X may be substituted.

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

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

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

All candidates for Senior graduation coming from other schools must do here at least two quarters of English. All who make English their major must take at least three quarters in this school.

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

The work in any course should be taken consecutively through the 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 consecutive quarters of that year; nor should he take one or two quarters, then go to another course, expecting to count the mixture for a unit.

### Requirements for the Elementary Certificate.

#### I. Grammar. (All above eighth grade work.)

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

b. A continuation of work begun in a.

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

c. An advanced course for teachers, for those who need a thorough review, and for carrying forward the work by those who seem

to lack strength and ability in a and b. It will follow the work of courses II and III.

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 school; grades from rural schools, from county certificates, and from "the grades" of town schools will not be accepted.

a, b and c will be given each quarter.

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

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

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

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

a, b and c will be given every quarter.

### **III. Composition and Rhetoric.**

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

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

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

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

Text: Gardner, Kittredge, and Arnold's "Manual of Composition and Rhetoric," with library reference books.

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

The above requirements are on the assumption that all the work is done here. In extent, the ground covered is about equivalent to that gone over in the average high school with a four years' course in English. In intensity, in the critical mastery of principles, and in ability developed in the pupil, it is fully equal to the work of a four year high school. Graduates of accredited high schools having

four years' courses may secure the Elementary Certificate on taking the following course in the Teaching of Elementary English.

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

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

This work can be taken any quarter.

### **Advanced Courses.**

(ALL BEING OF COLLEGE RANK.)

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

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

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

Offered each quarter.

### **VI. English Literature, General View.**

- a. Chaucer to Shakespeare.
- b. Milton to the Rise of Romanticism.
- c. From the beginning of the Romantic Movement to the present.

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

### **VII. History of American Literature.**

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

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

c. The remainder of our literary history.

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

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

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

**IX. Shakespeare Period.**

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

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

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

**X. Nineteenth Century English Literature.**

a. The Poets.

b. The Critics and Essayists.

c. The Nineteenth Century Fiction.

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

**XI. English Romantic Poetry: or Eighteenth Century Prose.** (To be given in the summer of 1913.)

**THE SUMMER QUARTER, 1913.**

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

Ample provision will be made for those who want grades in Grammar, Literature, or Rhetoric for county certificates or state certificates.

**Reading and Speaking**

In this division of the English Department there are two quarters of elementary work and three quarters of that which is more advanced. The general purpose is to help students to more ease and ability in public utterance, whether of the thought of others found in print or of their own given with or without manuscript. To meet the necessities of the school, one quarter in the elementary course and one in the advanced course are planned and credited as drills, while the other

quarters require preparation and will be credited as any other courses in English, and may be used instead of other requirements in estimating the English credits for certificates or diplomas.

### **I. Elementary Courses in Reading and Speaking.**

a. This is a drill or practice course in which all the work is done in the class. It consists of reading from books, newspapers, magazines, and other sources; of the discussion of the principles of oral expression; of proper use of the voice to meet the thought and emotional requirements; of the use of the dictionary to determine pronunciation, syllabication, diacritical markings, etc.; and attention is given to spelling and defining, to synonyms, homonyms, and kindred word studies. The selection of choice passages for reading and memory is emphasized. Methods for public school reading and its teaching are carefully developed.

Given in the fall and spring quarters.

Books and papers and other material are furnished by the department.

b. In this course the work is similar to that outlined in a; but the selections are somewhat longer and more difficult, and assignments require outside daily preparation. Reading is more from English and American Classics and from current Literature. Reports are called for, both orally and in writing. More attention is given to the delivery of memorized matter, both original and from books. Talking from notes and speaking upon topics well thought out beforehand are required. This quarter's work may be taken instead of one quarter of Elementary Literature.

Given in the winter and summer terms.

### **II. Advanced Courses in Reading and Speaking.**

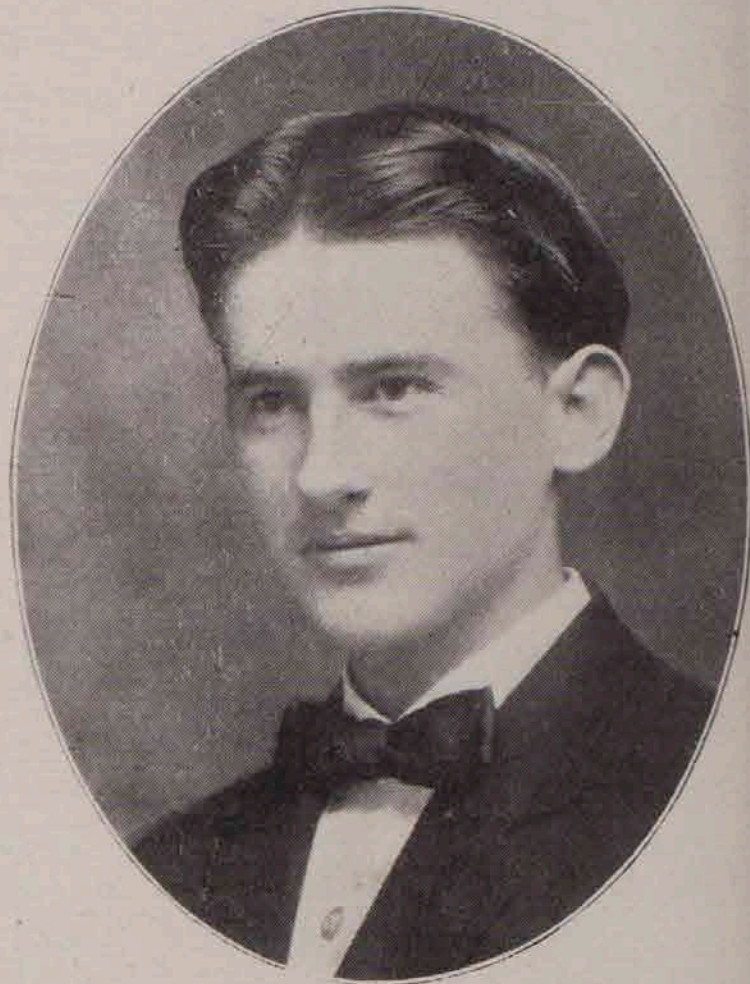
The three quarters are somewhat connected in the general purpose, yet each is such a unity in itself that any one may profitably be taken alone; or any two or all three will give satisfactory results.

a. This is a drill or exercise course for advanced students, and all necessary work is done in the class. Readings from the best prose and poetry are analyzed, practiced upon, paraphrased, condensed, or expanded, as exercises in quick thinking and correct interpretation. Reproductions orally and in writing are frequent. Some dramas are read and discussed, as well as some standard fiction. Faults or errors in reading and speaking are detected, and an improved delivery is secured by much practice. Some extempore work is required.

Given in the fall quarter. Repeated in summer.

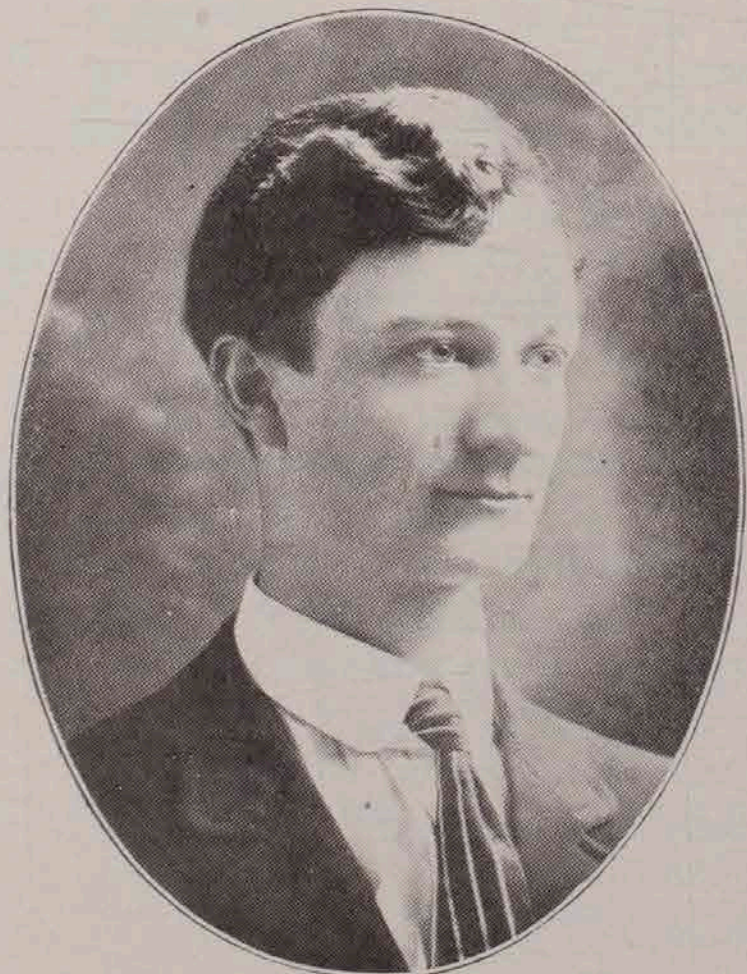


H. D. Voss



C. M. Wise

EDITORS IN CHIEF, NORMAL SCHOOL INDEX



A. G. Capps



A. B. Cluster

BUSINESS MANAGERS, NORMAL SCHOOL INDEX

**b. Argumentation and Debating.**

Students study principles and prepare briefs, outlines, and other argumentative exercises representing practice in analysis and the use of evidence. Frequent practice in debating is required. Some attention is given to the organization and management of debating societies. Inter-club and inter-school debating are considered.

Winter Quarter.

**Studies in Parliamentary Practice** are given in connection with b and c.

c. This quarter's work is on the preparation of varied matter for public delivery, and upon the delivery of that prepared by the student or taken from other sources. Matter and manner are to receive attention. Addresses, occasional speeches, toasts and responses, reports, plans for organizations, expositions, and arguments are prepared and delivered. Printed matter of the various types is studied as models. These studies include some great orations and the governing principles of effective oratory.

Spring Quarter.

**The Normal School Index.** Note: The weekly Normal School Index is edited and managed by a group of ambitious students, some of whose pictures appear on the opposite page. I believe that this paper is the best exponent of the life and activities of our students. It was my intention to give a prominent place in this Bulletin to an adequate description of this most commendable student enterprise. I regret that congestion of business, due partly to lack of physical strength, prevented my doing so.—J. R. K.



PRIMARY PUPILS IN PRACTICE SCHOOL PLAYING "THE LITTLE HUNCHBACK"  
THE DAY BEFORE HALLOWEEN



ELIZABETH BARRETTE BROWNING CLUB, 1911-1912.—Top Row, reading left to right: Gladie Childers, Flora Wright, Mae Wells, Mary Morrison, Ora Johns, Helen Nichols, Bessye Smith, Shirley Hunt, Bernice Lemon, Veda Stryker. Second Row: Ethel Hook, Stella McWilliams, Alva Roberts, Mamie Temple, Dora Reynolds, Ruth Reynolds, Lillian Doll, Muriel Weber. Third Row: Ruth Wright, Ada Blakeslee, Ruth Sloop, Emma Garver, Edna McNealey, Arzetta Frazier, Nellie Childers, Eva Nance. Bottom Row; Nola Crandall, Letha Dorsey, Eileen McGinnis, Bessie Crystal, Mary V. Wright, Elizabeth Benning, Viola Vogel, Thurba Fidler, Edna Montgomery.



SCENES FROM THE DRAMATIZATION OF "SNOW WHITE" BY THE CHILDREN OF THE VACATION SCHOOL.



ILLUSTRATIONS FROM COLONIAL HISTORY BY SEVENTH GRADE CHILDREN.



1. DEPARTURE OF THE MAYFLOWER.



2. INDIAN WATCHING PILGRIMS.



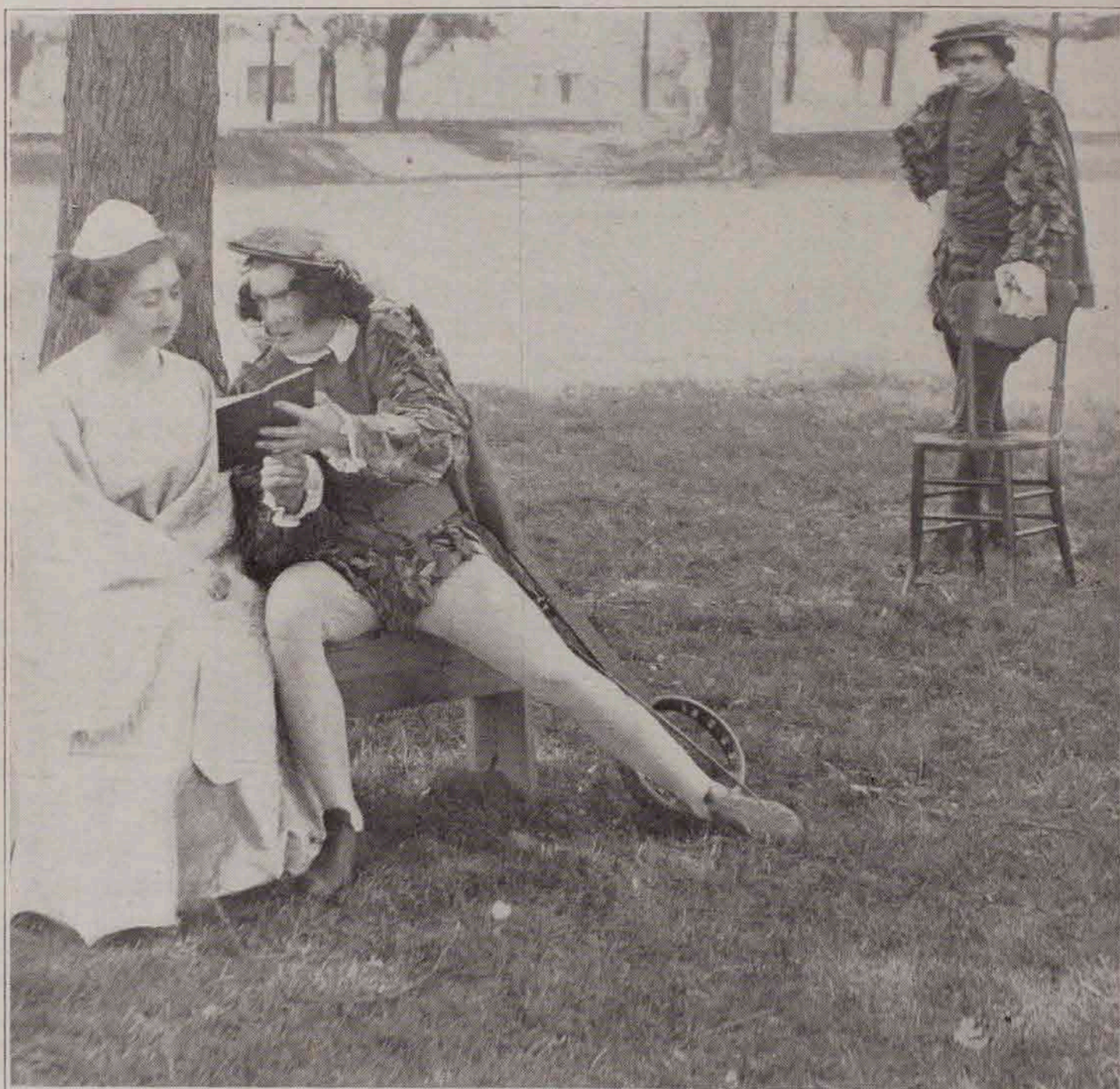
3. MILES STANDISH ANSWERING INDIAN'S CHALLENGE



4. PRISCILLA AND JOHN ALDEN.



5. RETURN OF MILES STANDISH.



"MY LESSONS MAKE NO MUSIC IN THREE PARTS." THE TAMING OF THE SHREW,  
ACT III, SCENE I. PRESENTED BY THE THALIAN GUILD.



"A HEALTH TO ALL WHO SHOT AND MISS'D." THE TAMING OF THE SHREW, ACT V, SCENE II. PRESENTED BY THE THALIAN GUILD.



"HE THAT IS GIDDY THINKS THE WORLD TURNS ROUND." THE TAMING OF THE SHREW, ACT V, SCENE II. PRESENTED BY THE THALIAN GUILD.

## DIVISION OF FARM AND HOUSEHOLD ECONOMICS.

E. M. MCGREW, J. E. ROUSE, Department of Agriculture.  
W. J. BRAY, C. H. RAMSEY, W. R. FULLER, Department of Chemistry.  
L. S. DAUGHERTY, Department of Biology.  
MYRTIE C. VAN DEUSEN, Department of Household Economics.  
M. E. PELTZ, In charge of Normal School Farm.  
Farm Assistants, W. T. REEVES, WILBUR CASEBEER, J. W.  
GRAVES, C. N. DYE.

This school is using modern ideas in its courses of study and also seeking to be in the forefront of service. Therefore, its departments are co-operating so that the students get the greatest benefit; because, by this division of labor, each specialist always works in his own particular field with the student. The professor of chemistry has charge of the classes when the students are in the chemistry of farm and household economics. The professor of biology is the instructor on the days when the work applies to the insect enemies of the farm product. The professor of household economics takes the classes on those days the work deals with the household.

The division of farm and household economics has an especially fine working library. The books are up to date and have been carefully selected. These books are for the students.

### Agriculture.

1. Farm Management. First quarter—Corn; Second quarter—Small Grain; Third quarter—Soil Management or Feeds and Feeding.

a. Corn. Text "The Book of Corn," Myrick.

b. Small Grains. "The Cereals in America," Hunt.

Manuals—"A Study of Corn," Shoesmith. "Corn," Bowman and Crossley. "Weeds and how to eradicate them," Shaw. "Farm Friends and Farm Foes," Weed. Experiment Station Bulletins. a and b constitute two thirds of a unit and may be taken with either Soil Management or Feeds and Feeding to make one unit.

The aim of the department of agriculture in offering this course to the student is to construct a logically organized presentation of Missouri's present cereal and leguminous crops and the possibilities that our climate and fertile soil offers to the intelligent farmer. The course is not in any sense theoretical. We are not attempting to pose as an experiment station. We are trying to be intelligent and discriminating disseminators of the best our State Agricultural College



THALIAN GUILD, A STUDENT ORGANIZATION IN THE DEPARTMENT OF ENGLISH; CAST IN "TAMING OF THE SHREW," GIVEN JUNE 21, 1912.

Top Row, reading left to right; Prof. E. R. Barrett, Robt. S. Clough, Earl Dille, C. M. Wise, C. A. Smith, E. H. Salisbury. Second Row: G. V. Basket, Mabel Wilson, S. Barrett Stout. Bottom Row: Julia Fought, Guy McGee, Earl Y. Poor, Ada F. Blakeslee, John Foust, Anna Pearson, A. B. Cluster.

and other colleges and experiment stations discover and produce that can be made of immediate practical advantage to the farmer, student and teacher of agriculture.

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

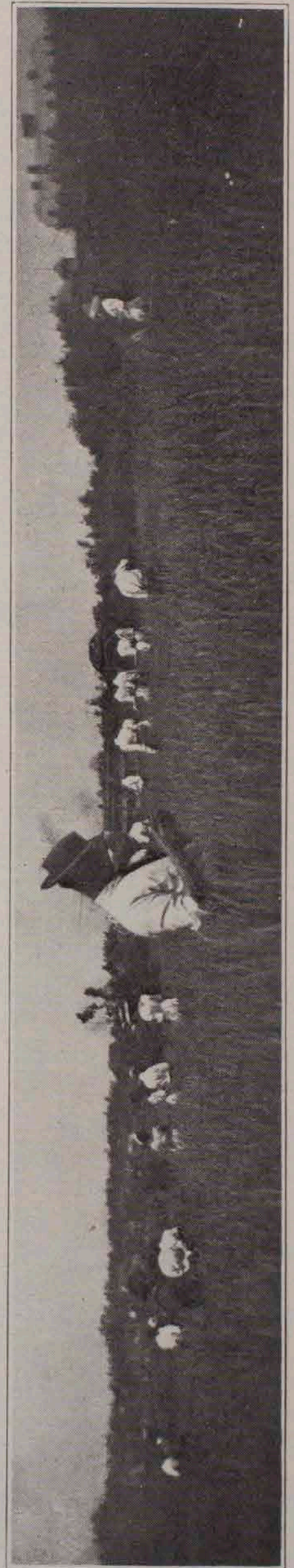
The school garden is a large item in the present-day teaching of agriculture in our public schools; therefore the school garden is one of our laboratories for the study of the presentation of the subject to our pupils in the grades.

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

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

Manual—Laboratory notes to apply to class work. Experiment Station Bulletins.

The problem of most importance to the farmer and to the teacher is the intelligent handling of the soil. In the soil must grow our crops and not in the theoretical laboratory. The multiplicity and congestion of



A GLIMPSE OF THE SCHOOL FARM.

our national life has brought to the soil a heavy demand for food and clothing and pleasure and profit. The tiller of the soil is no longer an isolated being. He is now recognized universally as our most valuable asset in our progressive and successful state and national life.

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

Probably one of the dangerous present-day fads is that of using commercial fertilizer. For the expert chemist and the highly trained agronomist the use of commercial fertilizers might be permissible. The department is trying to solve the fertilizer problem from the standpoint of home manufacture. Only in extreme cases will pulverized limestone and barn yard and stock yard manure fail in effectually correcting the soil. The handling of limestone on the land is not a hazardous practice. Manuring is a problem that every one has had experience with, and only needs a little progressive intelligence in handling. This department is working on the theory, in the Soils Management class, that the farm that does not take care of its own fertility is not being managed up to its capabilities. We believe that when a farmer goes with his team off his farm and hauls upon it commercial fertilizer he is making an unprofitable investment. The great problem in farm management is "The highest present efficiency with the highest future efficiency in mind."

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

d. Feeds and Feeding. Text: "Feeding of Farm Animals," Jordan.

References: "Feeds and Feeding," Henry. Experiment Station Bulletins.

The work begins with the study of various food constituents and their origin in the plant or grains, and their effect on the animal growth. Then a study is made of the kinds of food or rations for the work horse, the fattening steer, the dairy cow, etc. The student will be expected to trace the food through the body and determine the deposit of it as tissue. Stock feeding is a problem of great importance

and no one should longer be unfamiliar with an intelligent understanding of this subject.

The feeding of the family and the kind of food to give each member is now recognized to be of vital importance. We no longer feel that appetite is always a safe guide. A knowledge of the use of foods in the human body leads to the study of its composition and the way in which each constituent satisfies the needs of the body. From this, combination of foods for the best proportions is naturally developed and the principles of human nutrition made clear. These points are studied with reference to age, exercise, and occupation.

Course 1 requires 7 periods per week for 36 weeks. MR. MCGREW, MR. ROUSE, MR. BRAY, MR. DAUGHERTY, MISS VANDEUSEN.

**II. Animal Husbandry.** First quarter—Farm Animals; Second quarter—Dairying; Third quarter—Principles of Breeding or Feeds and Feeding.

a. Farm Animals. Text: "Types and Breeds of Farm Animals," Plumb. Correlated Library Work—"Domesticated Animals and Plants," Davenport. "The Horse," Roberts. "The Arabian Horse," Davenport. "The Diseases of Domestic Animals," Mayo. Special library references on domestic animals. Experiment Station Bulletins.

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

The student studies the points that determine the value in the



CLASS IN DAIRYING SCORING DAIRY COWS ON NORMAL SCHOOL FARM.

type, the breed and the strain. The care of animals is an important item of consideration. Blemishes, diseases, and market values are terms that become very familiar to the student of animal husbandry. MR. ROUSE, MR. DAUGHERTY, MISS VAN DEUSEN.

b. Dairying. Text. "Dairy Cattle and Milk Production," Eckles.

Manuals—"Dairy Chemistry," Snyder. "Practical Dairy Bacteriology," Conn.

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

The students of animal husbandry have the unusual advantage of a fine herd on the school farm and of fine stock and dairy farms located within walking distance of the Normal School. MR. ROUSE, MR. BRAY, MISS VAN DEUSEN.

c. Principles of Breeding. Text: "Principles of Breeding," Davenport.

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

d. Feeds and Feeding. Text: "Feeding of Farm Animals," Jordan.

d can be substituted for c in course II and the work is the same as that given in d under course I.

e. "Principles and Practice of Poultry Culture," Robinson.

The most lucrative avocation at the present time is poultry culture. The student takes up consecutively the history and evolution of poultry raising, poultry houses, systems of keeping poultry, poultry foods, egg production, methods of feeding, marketing, and types, breeds and varieties of fowls.

e can be substituted for c or d in course II. Course II requires 7 periods per week for 36 weeks. MR. ROUSE, MISS VAN DEUSEN.

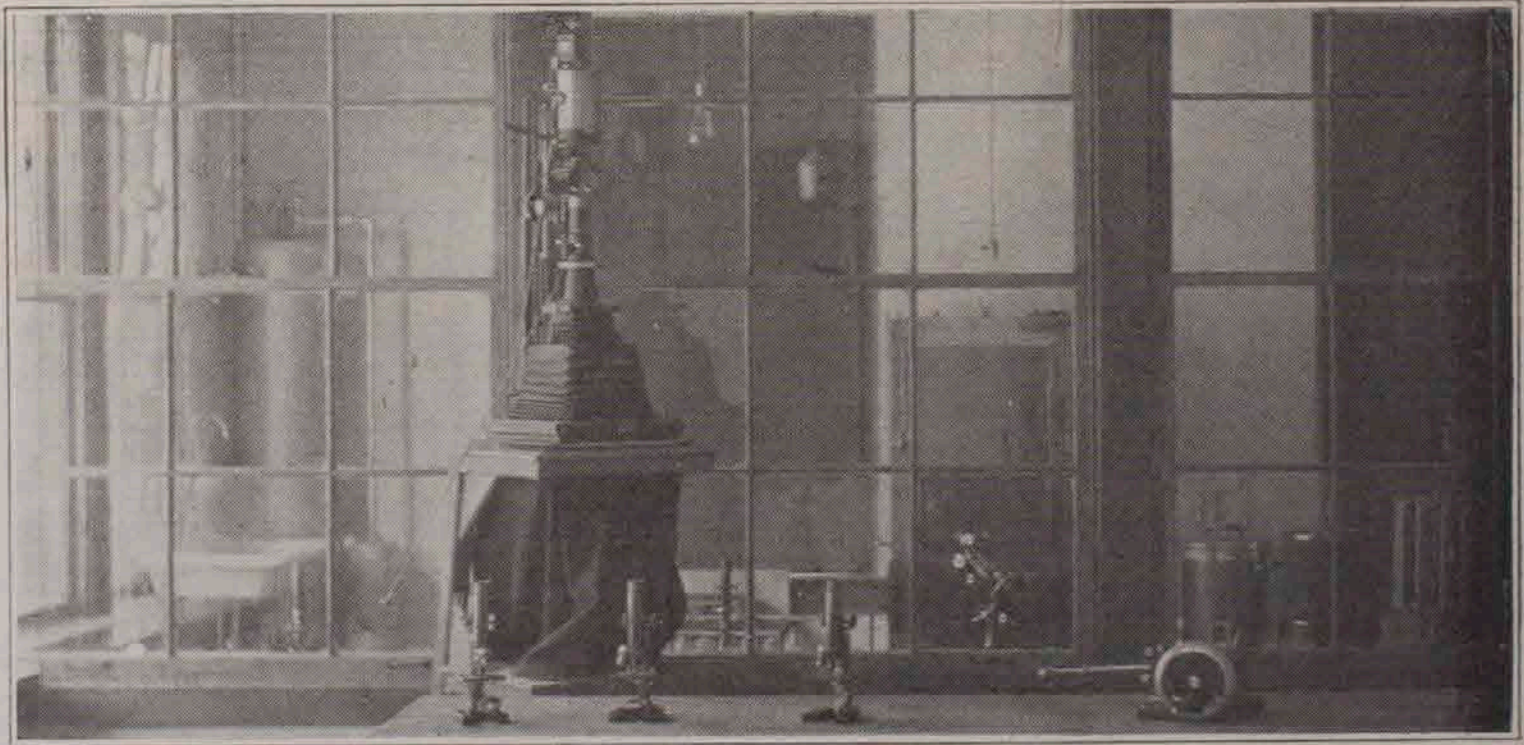
### III. Sanitary Management.

a. Sanitation. Text: "Rural Hygiene," Ogden.

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

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

The course in sanitation takes up subjects of proper homes, proper



VIEW SHOWING THE STERILIZING AND INCUBATING ROOM OF THE DEPARTMENT OF AGRICULTURE, FOR THE CLASSES IN BACTERIOLOGY AND WATER SURVEY.

ventilation, heating systems, plumbing systems, sewage disposal, the health of the community, and all problems of like nature affecting the busy worker and his family.

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

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

The principles of physiology are given in this course and no student is excused from taking the work in the class because he may have had work in physiology.

b. Sanitary Bacteriology. Text: Furnished from library.

The object of this course is to acquaint teachers with the habits, habitat, and economic importance of the most common pathogenic bacteria, such as those of typhoid fever and tuberculosis, and other diseases which the teacher must fight against. Since water is one of the great sources of the spread of disease, the student learns to make a chemical and a bacteriological examination of water, and is qualified to determine the fitness of any water for potable purposes. The house fly and the common drinking cup as means of the spread of disease germs are studied experimentally. The student on completing this course should feel that he is capable of making an accurate and scientific survey of infected premises and of arriving at correct conclusions.

The department has a thoroughly modern sanitation laboratory fitted up in new quarters. The course is supplied with the following apparatus: microscopes for transparent and opaque studies, dry air sterilizers, autoclave, fine copper and plate glass incubators, special apparatus for Nessler's test, a microphotograph outfit, and many mounted microscopic studies in bacteria. MR. BRAY, MR. DAUGHERTY, MISS VAN DEUSEN.

c. Architecture or Dairying may be taken to make the third term's work of this unit. When sanitation is taken because of its requirement in a course it can not be used again as a part of another unit.

#### **IV. Farm Equipment.**

a. Architecture.

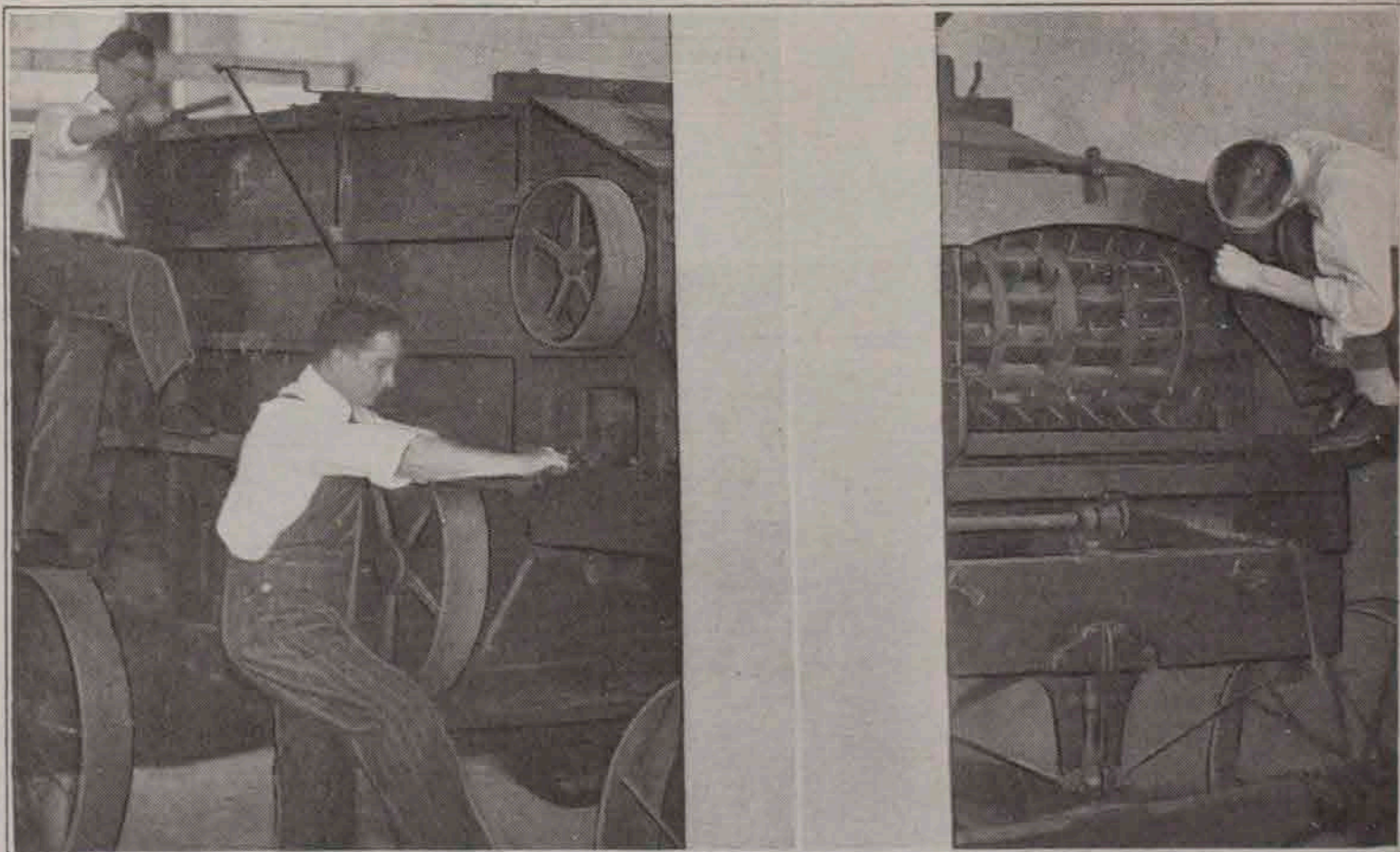
Teachers and superintendents who understand the principles and practices of the architect in planning the school and the home can

be of inestimable value to the school board and to the people in the community. It is a pleasant surprise to any school board to discover that their school is in the hands of a practical teacher who understands heating systems, schemes of proper ventilation, and the proper disposal of sewage. Each student is required to draw plans and write specifications for buildings of which the only data at hand are the photographs. Originality is encouraged in the student. MR. TOWNE, MISS VAN DEUSEN, MR. MCGREW, MR. ROUSE.

b. Farm Machinery and Motors.

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

The student may take two terms work in a and one in b or visa versa.



FROM THE AGRICULTURE CLASS. YOUNG SCHOOL TEACHERS REBUILDING AN ABANDONED THRESHING MACHINE.

## Chemistry.

### I. General Inorganic Chemistry.

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

b. The elements nitrogen, sulphur, and carbon, and their more important compounds constitute the subject matter for the second quarter's work. The Periodic Law, and some of the more important laws of thermochemistry are studied very briefly.

c. Silicon, boron, phosphorus, and the more important metals and their compounds constitute the basis of the third quarter's work.

a. is repeated in the third quarter.

b. is repeated in the fourth and first quarters.

c. is repeated the second quarter.

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

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

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

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

Text: "Outlines of Chemistry," Kahlenberg. MR. BRAY, MR. RAMSEY, MR. FULLER.

**II. Analytical Chemistry.** A knowledge of course I in chemistry or its equivalent is presupposed. Two periods per day for thirty-six weeks are required.

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

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

c. This quarter is devoted to a study of methods of quantitative analysis. The plan of the course is not to train analysts to take up commercial work, but to train teachers of chemistry in the fundamental quantitative analytical processes and methods.

Text: Scott's Qualitative Chemical Analysis. This text is freely supplemented by Fresenius, Treadwell-Hall and other good reference texts from the library. No text is required to be purchased for the third quarter's work, class room notes supplementing the texts in the library being used. MR. BRAY.

**III. Organic Chemistry.** A knowledge of course I in chemistry or its equivalent is presupposed. A minimum of seven periods per week for thirty-six weeks is required.

The fact that there are more than sixty thousand different carbon compounds, many of which enter fundamentally into the composition of living beings or have a vital relation to the same, makes the study of the more important types of such compounds of fundamental importance to those who expect to become teachers of chemistry. Many high school courses in chemistry fall far short of doing for the pupils all that such courses in chemistry should do, largely because the teacher's training in the subject does not permit him to draw the pupils into intimate touch with every day life by introducing rather more of the chemistry of carbon than is usually given in the high school course, even if that necessitates the omission of some matter less closely connected with the very life we live.

Text: "Theoretical Organic Chemistry," Cohen. MR. BRAY.

**IV. Agricultural Chemistry.** No previous training in chemistry is presupposed. The object of the course is not to train specialists in agricultural analysis, or in chemistry, but to enable those who are going out to become the teachers of agriculture in our public schools to have those chemical principles which are necessary to the proper understanding of the subject of agriculture. It is not intended to take the place of course I or to be in any respect equivalent to that course. It is intended merely to give to teachers of agriculture, who may not have an opportunity to take complete courses in chemistry, the benefit of some systematic study of the more important principles of chemistry as they apply to the problems of the farmer.

a. After a series of lessons and experiments dealing with the twelve most important elements, the study of the composition of the corn is

begun. The distribution of starch and of protein in the grain is determined. The inversion of starch; the distribution of potassium, phosphorous, and nitrogen in the body (roots, leaves, stems and seeds); and other kindred topics are studied experimentally.

b. The small grains are studied in this quarter's work very much as corn is in the first quarter. The added experience the student has acquired enables him to work faster and more accurately, and so more is required of him.

c. A study of the composition of the soil, its needs, problems of fertilizing, and the conservation of moisture from the chemical standpoint, are some of the topics taken up in this quarter.

Not less than three periods per week for thirty-six weeks are required. Open only to those who are taking or have taken course I in agriculture. MR. BRAY, MR. FULLER, MR. RAMSEY, MR. PELTZ.

**V. The Chemistry of Dairying.** The composition of dairy products, methods of adulteration and the detection of adulterants and preservatives, etc., are some of the problems taken up in this course.

At least three periods per week for twelve weeks are required. No previous training in chemistry is presupposed. Open only to those who are taking or have taken course II or III in agriculture. MR. BRAY, MR. FULLER.

**VI. The Chemistry of Feeds.** This course has to do with the composition of the more important feed stuffs in relation to the problems of feeding of animals.

At least three periods per week for twelve weeks are required. Courses a and b in agricultural Chemistry are presupposed. Open only to those who are taking or have taken "Feeds and Feeding" in the Department of Agriculture. MR. BRAY, MR. RAMSEY.

## **Biology.**

### **I. Applied Biology.**

Applied biology is a course for students of high school rank. The purpose of this course is to lead the student into an intelligent understanding of the relationship existing between himself and the plants and animals from the smallest to the largest. Except to the specialist there can be no significance in the structural study of the mold, the smut, the insect, or the beef animal when that study is carried to any considerable extent. Relationship and place are the predominating ideas in this course. The student in applied biology gives his time and

attention to practical things. He takes this course because he is a practical individual and has need of serviceable information about the insect forms that help aerate the soil, that destroy crops and orchards, and the smuts and fungus growth that produce such harmful conditions that man is continually fighting to protect himself from financial losses because of their ravages.

7 hours per week for one term. MR. DAUGHERTY, MR. MCGREW, MISS VAN DEUSEN.

## II. College Zoology.

The course in college zoology is for students of college rank. Evolution, heredity, Darwinism, Weismannism, and other theories and principles of vital importance to man are studied. MR. DAUGHERTY.

## Household Economics.

I. **Foods and Cookery.** Text: Library reference books. Government Bulletins. Agriculture College Bulletins.

This course includes: a. A study of the composition of foods and the reaction of the chief agents used in cooking; b. food production and manufacture—the economic selection, purchase and care of food; c. the cooking and serving of foods both in large and small quantities.

7 hours per week throughout 36 weeks. The course is continuous so that no single term may be selected without the other two. MISS VAN DEUSEN, MR. MCGREW, MR. ROUSE, MR. BRAY.

II. **Economics of the Household.** Text: Library reference books. Bulletins.

The historical development of the household and its relation to the industries serve as an interpretation of present conditions. The building of a modern house, its decoration, furnishing and care, together with the organization and management of the various activities within the home and the contributions of outside industries to it compose the subject matter of household economics.

7 hours per week during the winter and spring quarters. MISS VAN DEUSEN, MR. ROUSE, MR. BRAY, MR. TOWNE.



VEGETABLES FROM THE PRACTICE SCHOOL GARDEN.

## GERMAN.

### I. First Year.

Special stress is laid on accurate pronunciation; on the mastery of all the more regular inflections, of idioms, and of simple fundamental principles of syntax. Stress is laid on the training of the ear and vocal organs, by actual use of German in the classroom from the beginning. To this end an outline German Grammar is used, in which all rules, except those relating to phonetics and pronunciation, are given in German, thus familiarizing the student with the German Grammar terms from the beginning. Hewett's German Reader is used as a basis for reading and conversation as well as for free elementary composition, throughout the year.

### 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 conversation and composition are continued. As much of the instruction and recitation as possible is given in German. Mosher's "Wilkommen in Deutschland," "Wildenbruch's der Letzte," Roth's "Ein Nordischer Held," Riehl's "Der Fluch der Schoenheit," Hauff's "Das kalte Herz," and like works are read in the second year classes.

III. **Advanced Course.** Such work as Keller's "Dietegen," Freytag's "Dr. Luther," Storm's "Schimmelreiter," Sudermann's "Frau Sorge," Hauff's "Lichtenstein," and similar works are read with conversation and 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 instruct-

or and papers by the members of the class. Conducted entirely in German. It will be offered whenever asked for by qualified students.

**VI. Advanced Composition.** It is designed for (1) Students who have had at least two years of college German, with whom it will count as first quarter, third year; (2) More advanced students and high school teachers of German who desire to thoroughly master German syntax, style, idiom, choice of words, etc., in order to improve their own ability in teaching German; (3) Those mature students of German parentage who, having mastered the inflections, read German readily, and yet need to master German from its constructive side in order to teach it, or pursue higher courses. This is a one-quarter course.

**VII. The Teaching of German.** This course was first given on request during the summer of 1912. The elements of phonetics and their bearing on modern language teaching were taken up. Then the most important changes in the structure of the language in the light of historical development were studied, in order to make modern idioms and irregularities clearer. Whenever feasible similar changes were traced in the English language. The last part of the course was devoted to a study of the pedagogical trend in modern language teaching, with special reference to the reform movement. It was conducted entirely in German and will again be offered on demand.

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

## HANDWORK.

IDELLA R. BERRY.

At the present day one of the most noted features of the modern school is the demand for an education that gives the pupils assistance toward the industrial life upon which they will enter after leaving school. A feeling exists among business men and manufacturers, who are interested in industrial education, that much of the school work is not directed consciously toward such efficiency. Now the ultimate aim of this course is to prepare teachers, who have a knowledge of grade subjects, to correlate the handwork with the needs of the individual pupils.

No outline of work, which is planned and carried out in one school, is likely to be adopted by another school with valuable results. Hence



BAS-RELIEFS IN PLASTER OF PARIS MADE BY HANDWORK CLASS.  
 Top Row, reading left to right: Gleaners; Farm Yard; Fruit. Bottom Row:  
 Hey-diddle-diddle; Dutch Scene; Fruit; Dutch Scene.



PRIMARY PUPILS IN THE VACATION SCHOOL REPRESENT IN CLAY THE CIRCUS PARADE.

these series of suggestions under different headings may be adapted to any condition:

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

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

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

d. Tilo Matting: Designs worked for jardinieres, flower holders, boxes and sofa pillows.

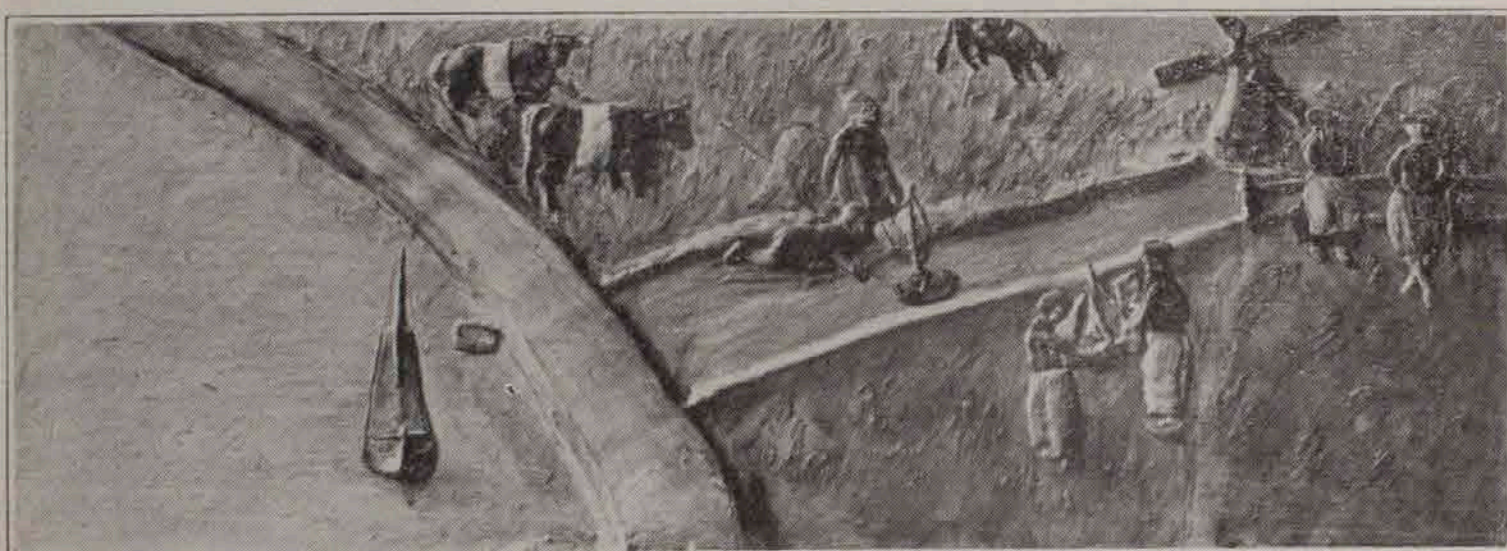
e. Book Binding: Scrapbooks, portfolios, sewed books.

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

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

Special instruction is given to rural school teachers, who have no special handwork equipment and very little appropriations available, to develop practical work out of the material that is thrown into the waste basket. And many beautiful mats, port folios, miniature hammocks, and paper objects can be made from cast away chalk boxes, covers of writing tablets, wrapping twine, and colored wrapping paper.

Clay modeling in bas-relief is a special feature to those teachers who desire this work. From the daily curriculum any phase of nature study, history, geography, and literature may be selected as a study for reproduction such as birds, flowers, fruits, landscape, Eskimo life, Puritan life, farm life, relief maps, story telling, mother goose, etc. These studies are made in clay from which plaster of Paris reliefs are reproduced that serve as ornaments for school and home decorations. Teachers and pupils find that the plastic clay easily yields to the touch in forming the image that is in the mind. This arouses a sense of power that will inculcate a spirit of exactness in doing things, which is the highest type of handwork. And it is evident that bas-relief can fill a unique place in the correlation of subjects.



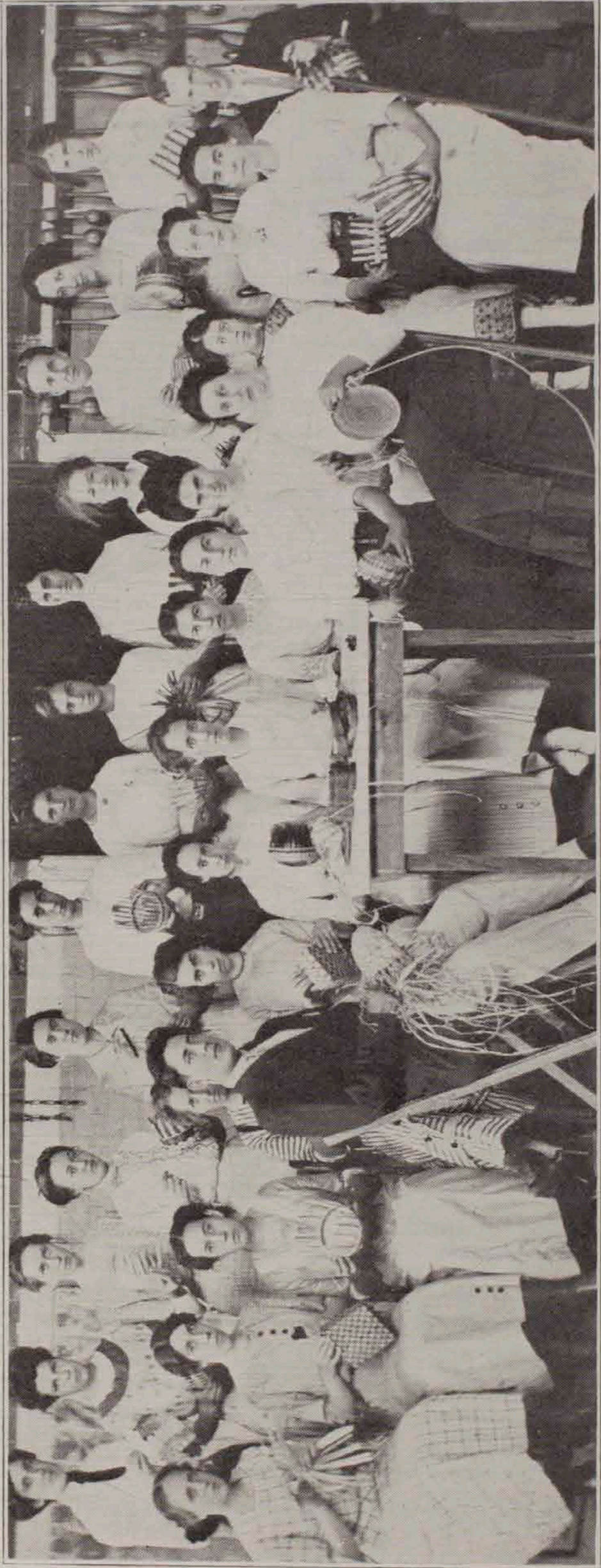
BAS-RELIEFS IN PLASTER OF PARIS REPRESENTING PHASES OF DUTCH LIFE,  
MADE BY THIRD GRADE CHILDREN.]



MADE IN SAND, BY THIRD GRADE CHILDREN TO SHOW PHASES OF DUTCH LIFE.



HANDWORK IN THE VACATION SCHOOL.



CLASS IN HANDWORK IN SUMMER TERM, 1912.

## HISTORY AND GOVERNMENT.

E. M. VIOLETTE, EUGENE FAIR, A. OTTERSON, J. L. KINGSBURY.

The Division of History and Government offers four courses in history of high school rank and nine courses of college rank.

The material equipment of the Division for the presentation of its charts, and wall outline maps; two stereopticons and numerous lantern slides; and a large selection of historical models. The books on history in the library have been carefully selected with reference to effective use in the classes in history and duplicate copies of those that are regularly referred to are purchased in sufficient numbers to supply the needs of the classes.

Candidates for the Rural Life Certificate and the Elementary Certificate must offer one unit of history of high school rank, which may be either American History or European History, and two quarters of Civil Government or one quarter of Advanced Civil Government. Candidates for the Elementary Certificate must also offer the one quarter's course in the Teaching of History and Geography.

Candidates for any Diploma must offer at least one unit in history of college rank. Those who are making History their major are expected to offer at least three units in history of college rank.

Students who have pursued history courses in accredited high schools or academies will receive credit for that work, but such credit will be valid only for the Rural and Elementary Certificates. Students who have pursued history of college rank in other Normal Schools and colleges and Universities will receive credit for the same.

### High School Courses.

#### I. American History.

Chronologically the various quarters of American History are grouped about as follows:

a. From the beginning of the subject to about 1789. Given each quarter.

b. From about 1789 to about 1861. Given each quarter.

c. From about 1861 to the present time. Given each quarter.

So far as a text is needed, Muzzey's American History will be used as a guide. There will be a much stronger attempt than heretofore to emphasize the history since the Civil War. Much greater stress will also be given to the economic, social and home life of the American people. It is the idea of the instructors in this course that American History has not been related closely enough to the American life that

now is. Especially has this been true in the relatively little attention given to such matters as the History of American Agriculture, Manufacturing, Transportation, Inventions, Religious Life, and the Fine Arts. Many difficulties will have to be met because of both the lack of material and the poor arrangement of what exists. But these difficulties must be overcome. The mere political history as dealt out through administrative moulds is not the whole need of the students of this course, it is not even the main need. It will further be kept constantly in mind that most of the students who take this course have taught or are soon to teach in rural schools. Therefore a large representative list of the text books used in these schools will be examined and discussed by the class. Much illustrative material in the form of maps, pictures, and lantern slides will also be used. So far as the political history is concerned the most fundamental thing arrived at will be to get the student to live in and observe the political life of the present. Most, if not all of the students, will be asked to take a daily newspaper. MR. FAIR, MR. OTTERSON, MR. KINGSBURY.

## II. Civil Government.

a. Local and State Government, including the History and Government of Missouri. Given every quarter.

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

The text is Guitteau, "Government and Politics in the United States."

It is recommended that students finish the courses in American History of high school rank before entering upon the study of Civil Government. MR. OTTERSON.

## III. Advanced Civil Government.

This course is intended to meet the needs of those who have already had some high school work in the subject of Civil Government in other schools than this one, and who may be required to do further work in it. No one, however, should attempt this course who is not prepared to do extensive reading from Bryce, Beard, Wilson, Hart, and other authors on American Government, as well as to write somewhat comprehensive theses on such subjects as Rural Local Government in the United States, or City Government in the United States.

Course II is required of every candidate for an Elementary Certificate, but course III may be substituted for course II by those who are properly prepared.

Guitteau's Government and Politics in the United States is used as an outline. Given every quarter. MR. OTTERSON.

#### IV. European History.

a. The Ancient Period, from the earliest times to the fall of the Roman Empire. Given each quarter.

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

c. The Modern Period, from the opening of the French Revolution to the present time. Given in the spring quarter, and probably in the winter quarter.

The text in the Ancient Period will likely be Westermann's forthcoming book on Ancient History. That in the Medieval and Modern Periods will be West's Modern History. The texts will be supplemented by a good deal of reading in books of reference in the library.

This course may be taken as a substitute for that in American History as one of the requirements for the Rural or the Elementary Certificate. It may also be taken advantageously by students after their courses in American history and Civil Government as a preparation for 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. MR. VIOLETTE AND MR. KINGSBURY.

#### College Courses.

##### V. Ancient History.

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

b. The Grecian Period, from the earliest times in Greece to the fall of Corinth, 146 B. C. Just as with the Oriental peoples, a serious attempt will be made to study Greeks as they really were. While the political and constitutional history will receive considerable at-

tion, relatively more time will be spent on the literature, art, philosophy and home life—in a word, on the work of the Greeks which lives in modern civilization. The library has many handbooks on the various phases of Greek civilization. These will be used to guide the student in the actual reading of several masterpieces of Greek literature and philosophy, and in the study of the art history and home life. Given in the winter and summer quarters, also in the fall and spring quarters if the demand is sufficient.

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

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

## VI. Medieval History.

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

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

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

The purpose of this course is to give a thorough understanding of the formative period of the life of modern times. Much attention is therefore given to the study of institutions, political, economic, and ecclesiastical. The Division has recently been equipped with a large collection of the famous Rausch Historical Models which, together with a large number of lantern slides, are used to illustrate a great many phases of life during the Medieval period.

All the books needed for this course will be found in the library.

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

## VII. Modern History.

a. From the opening of the Reformation to the beginning of the French Revolution. Given in the fall quarter, and probably in the summer quarter.

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

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

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

## VIII. English History.

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

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

c. From the close of Elizabeth's reign to the present time. Given in the spring quarter.

This course is a general one in English but most emphasis is placed upon the constitutional and economic phases. In addition to the work in such manuals as Terry, Gardiner, and Cheyney extensive assignments will be made in such works as Taylor's "Origin and Development of the English Constitution," White's "Making of the English Constitution," Moran's "English Government" and Cheyney's "Industrial and Social History of England." There will also be frequent references to library books, and occasionally some of the original documents bearing upon different topics, especially constitutional topics, will be given special study.

Students are supposed to have had at least one or two years of high school history before entering this course, and it is recommended that it be preceded by the course in Medieval History. A thesis will be required in the second and third quarters. MR. VIOLETTE.

## XI. American Constitutional History.

a. During this quarter's work a brief trace will be made of the chief movements toward Union to about 1776, especially in their

relation to England and to local self-government in America. Then more than half of the quarter will be given to the great constitutional developments between 1776 and the assembling of the Constitutional Convention. Given during the fall, spring and summer quarters.

b. This quarter's work will be a logical continuation of the first quarter's work. A considerable time will be spent on the history of the making and the ratification of the constitution. Great emphasis will be laid on the going into effect of the Constitution in 1789. The main threads of constitutional development from 1789 to 1861 will then be followed. Given during the winter and summer quarters.

c. This quarter's work will deal with the constitutional problems of the Civil War, reconstruction, and the great administrative developments since reconstruction times.—Given during the spring quarter, also at other times if demand is sufficient.

NOTE:—This course is by no means intended as a general course in American History. It is assumed that those who take it have had at least High School courses in European and American History. The main object of the course is to give a grasp of the general principles underlying the Constitutional History of the United States. MR. FAIR.

#### **X. Political Institutions.**

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

b and c. Comparative Government. The second and third quarters' work will be devoted mostly to a careful comparative study of the actual governments of the leading states of Europe. No part of this course will be given prior to the summer of 1913.

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

#### **XI. American Government and Politics.**

This is a college course of three quarter's work and should not usually be taken by anyone who has not had at least from three to four years of high school history. In this course an extensive study will be made of the actual government of the United States. Bryce's *American Commonwealth* will be used as a guide. Constant and careful attention will be given to specific cases as illustrated by leading newspapers, magazines, and the city government of Kirksville. Given September to May 1912-13. MR. FAIR.

## XII. The Teaching of History.

This course will consist of one quarter's work and will be given each quarter by some member of the division. The work will not be theoretical—it will consist largely of a study of History teaching. Relatively little attention will be given to the formal pedagogy of the subject. Some members of the class will learn about lantern slides by actually making them, some will learn about the relation of modern newspapers and magazines to history in the making, by actually reading these carefully for several weeks, some will try their hand at the proper collecting of material for the writing of history, others will make constant observation of the teaching in the various schools of the city. In a word this is no "cut and dried" course. The teacher of the class will determine what are the most pressing and necessary wants of its members in their teaching work and will set the work for them accordingly.

## XIII. Extension Courses.

For the past two years extension courses in Government have been offered by Mr. Fair. Last year a course in Political Institutions was given by him at Lancaster and Queen City. So far as the conditions would permit the work in these various courses has been identical to those given at Kirksville. The course given in American Government and Politics is offered as extension work for the year 1912-1913. Other regular courses may be given if the demand is sufficient.

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

## LATIN.

B. P. GENTRY, T. JENNIE GREEN.

### Why Study Latin?

1. More than half of the words in the English dictionary are Latin and we speak more or less Latin every day. A knowledge of Latin, therefore, not only leads to a more exact and effective use of our own language, but it is of vital importance and of great PRACTICAL value to any one preparing for a literary or professional career.

2. The study of Latin throws a flood of light upon the structure of language in general and lays an excellent foundation for grammatical study.

3. In the learned professions, as in law, medicine and engineering, a knowledge of Latin is necessary for successful interpretation of technical and scientific terms.



THE LATIN CLUB IN COSTUME FOR A LATIN PLAY ENTITLED "A ROMAN SCHOOL IN THE YEAR 90 B. C." PLAY GIVEN BY THE CLUB IN FEBRUARY, 1912.

4. Our civilization rests upon that of Greece and Rome and we must look to the past if we would understand the present. No view of past civilization is as good as that which is secured through a knowledge of the language and literature of the peoples who built it up.

5. It has been abundantly proved that there is no more effective means of strengthening the mind than the earnest pursuit of the Latin language and literature.

The following courses are offered.

### **I. In First Year Latin.**

a. D'Ooge's Latin for beginners to page 97. Offered each term of the year.

b. D'Ooge's Latin for Beginners, pages 97-155. Offered each term.

c. D'Ooge's Latin for Beginners, pages 155 to the end. Offered each term.

Most failures in second year Latin are due to lack of thoroughness in the work of the first year. The aim, therefore, of the work of the first year must be the mastery of the forms and the simpler elements of the syntax of the language.

### **II. In Second Year Latin.**

a. Caesar's War with the Helvetians. Book I to Chapter 31. Offered each term of the year.

b. Caesar's Campaign against Ariovistus and the War with the Belgians. Book I, Chapter 31, to end of Book II.

c. Caesar's campaigns recorded in Books III, IV, V. Offered each term.

Composition lessons based on the Latin read are given twice a week. The chief aim of the work in composition is acquaintance with the common idioms and syntax of the language. The military equipments, tactics and organization of the Romans are studied incidentally with the reading of Caesar's campaigns and students make brief outlines of the same. While good translation into English of Caesar's text is the chief aim, effort is made to have students get the thought of the Latin by taking the words in the Latin order. The work in Caesar is conducted in such way as to bring students to have at the end of the year a connected story of what they have read.

Texts: Caesar, Kelsey; Composition, Allen and Phillips; Grammar, Harkness' Complete Latin Grammar or Allen and Greenough's.

### III. In Third Year Latin.

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

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

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

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

Texts: Cicero, D'Ooge; Composition, Allen & Phillips. Part II; Ovid, Miller; Grammar, Harkness, or Allen & Greenough.

### IV. In Fourth Year Latin.

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

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

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

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

Texts: Sallust, Scudder; Composition, to be selected; Vergil, Knapp; Grammar, Harkness, or Allen & Greenough.

### V. In Fifth Year Latin.

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

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

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

By the time they reach this course students are expected to be sufficiently familiar with syntax to allow the greater part of the time to be given to literary interpretation. The work in composition is continued twice a week during the reading of Livy. Choice passages of Horace are memorized and special attention is paid to metrical reading.

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

## VI. The Teaching of Latin.

This course extends through one quarter and is given regularly in the summer quarter and may be given in one other quarter. It is intended for teachers and advanced students of Latin, and is required of all students who offer Latin as their major subject. A resume of the first year of Latin is given, with suggestions on the best methods of meeting the difficulties that arise in teaching Latin; the question of the best textbooks is considered. Members of the class are requested to call for a study of any phase of Latin that gives them trouble. For two weeks the students took charge of the class and gave talks on the life of Caesar, the organization of his army, and his Gallic wars. Twice a week the class are given the English rendering of a passage from Caesar's "*Bellum Civile*," or from Cicero's Letters, and required to put it into Latin; then they are given the original Latin as an incentive toward the cultivation of a truly Latin style.

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

In many educational institutions during recent years in many departments, organizations of students in clubs, societies, guilds, etc., have been formed to foster interest in the several subjects. In the Latin Department of this institution there has existed for about four years a club with a membership of from twenty to forty students. An important feature of the work of the club during the past year was the rendering of a modern Latin play. The play was entitled, "A Roman

School in the Year 90 B. C." The costumes were prepared by members of the club and are kept as a part of the permanent equipment of the Latin Department. The enthusiasm with which actors performed the parts of the magister, Caesar, Cicero, Catiline, etc., proves that Latin is not a "dead" language to one who studies it with a purpose. The effects of the play in increasing the interest of students in Latin were so evident that it is probable that a similar play will be given during the next school year.



A STUDENT OF THE LATIN DEPARTMENT IN THE COSTUME OF A ROMAN BOY.

## THE LIBRARY.

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

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

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

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

To meet the demand in this school, arrangements have been made whereby the opportunity for the students to acquire this much needed instruction is assured.

Instruction in the use of a library is given in some elementary schools and in many of the best high schools; this includes the use of dictionaries, indexes, encyclopædias, ready reference and study reference—the use of the card catalog, with a general knowledge of classification and book numbers.

The above mentioned work will be given and appraisal of books in special subjects. Instruction will be given in the use of the A. L. A. catalog, Dewey's Simplified library school rules, Dewey's Abridged decimal classification and Cutter's Author table—that every student may handle successfully a library of 500 volumes. For larger libraries a custodian should be employed, but this duty generally devolves upon the teacher in the rural school and upon a department teacher in the high school. Already calls are made for department teachers who can organize a high school library, and in rural schools better salaries are offered teachers who can handle the library. Three essentials—the study of books, the ability to instruct others in the use of them and practical technical information to facilitate this use—are alike necessary qualifications of the teacher and the librarian; they suggest the realization of Emerson's "professorship of books."

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

## Course of Study.

### FIRST YEAR—ONE UNIT.

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

### SECOND YEAR, AN EXTENSION OF THE FOREGOING COURSE.

The Library supplies the following books for the use of students: The A. L. A. Catalog, 1904; Dewey's Decimal Classification and Index; Dewey's Abridged Decimal Classification; Dewey's Simplified Library School Rules; Cutter's Rules for a Dictionary Catalog, 4th ed.; Cutter's Three-figure Alphabetic Order Table, 3rd ed.

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

## MANUAL ARTS.

A. D. TOWNE, IDELLA R. BERRY.

Aim. To prepare teachers for Manual Training Work in elementary schools and in high schools.

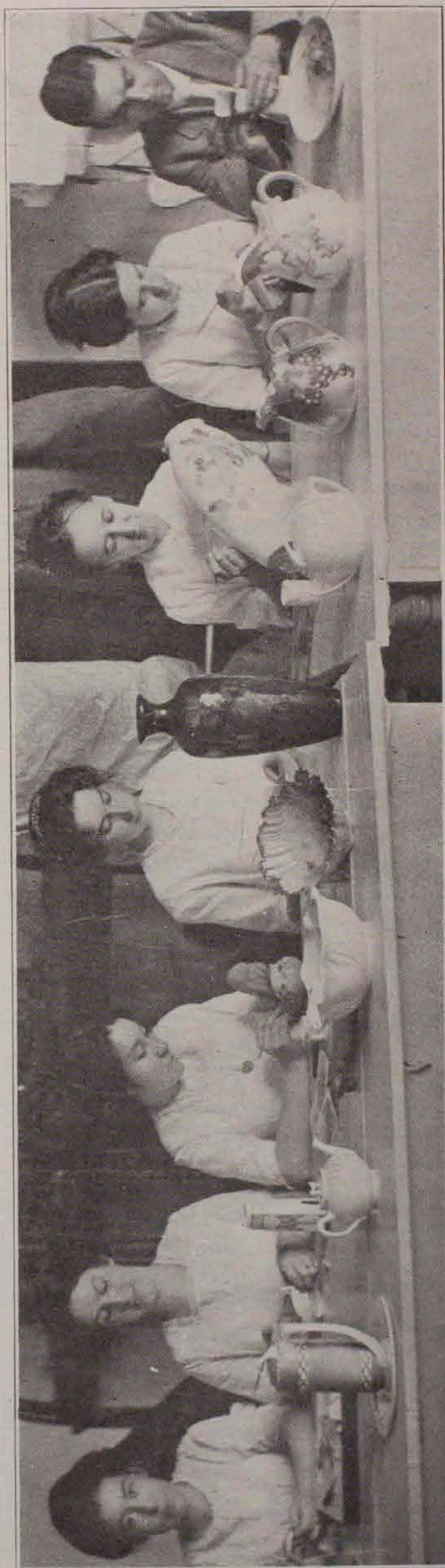
Since the Manual Arts movement is in the direction of the vocational or practical side, this department is extending its work into very practical fields. For instance the wood work has been extended into practical carpentry work. Such work will be undertaken as designing a model country home with septic tank and complete private sanitary sewer system. The sewage passing from this tank being used as harmless water for irrigating purposes. Attention is given to

sanitation, lighting, heating, and finishing. Furniture making will receive increased attention.

The student will have opportunity of seeing models built of the most up-to-date barns, embracing the later methods of construction and giving the most comfort to live stock and especially the greatest convenience to those who care for the dairy.

Concrete being a more permanent form of building material, a course in concrete construction will be offered. Some things to be considered will be concrete as used in basement walls. Its capacity to withstand strains, and crushing forces. The weathering of concrete. How to build concrete walks. How to build concrete posts, troughs, water tanks. The construction of out buildings on the farm such as chicken houses, pig styes, milk houses, etc.

A concrete block machine will be installed and instruction given in the making of concrete blocks for building the walls of houses, barns, garages, retaining walls, etc. It is expected that during the coming year students will participate in the making of concrete blocks which will be used in the walls of a School Hospital Building to be erected on the campus. These



MANUAL ARTS DEPARTMENT—SUMMER SCHOOL STUDENTS AT WORK IN CHINA PAINTING.

blocks will also form the base of a statue now being worked out in the department and when cast in bronze will be placed on the concrete pedestal to beautify a place on the campus.

**I. Clay.** Exercises: Tile, bowl, low form candle stick, high form candle stick, fern dish, and vase. Modeling simple forms from Nature.

Upon completion of this elementary course, the student may elect a course in sculpture work,—building the statue, forming plaster Paris mold, then casting the finished product in plaster Paris, assembling the various parts and finishing.

Pottery made in the elementary course is fired into Biscuit, the Biscuit is then glazed. Simple decoration may be applied to some of the pieces.

**II. China Painting Course.** Considerable skill with the brush should be acquired before undertaking work in this course. A full course of nine months in this work is offered.

Selection of paints and equipment. Discussion about various forms of dishes and methods of applying appropriate designs; painting the design and the background. Firing the work forms a part of the course of instruction. Applying Roman gold as a further means of decoration and burnishing same.

**III. 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, Bracket and Chain; 5. Warren Truss Bridge; 6. Pratt Truss Bridge; 7. Howe Truss Bridge; 8. Free Exercise.

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

**SIXTH GRADE.**—1. Sawing exercise; 2. Ring toss; 3. Pen tray; 4. Bread board; 5. Scouring board; 6. Coat hanger; 7. Bracket shelf (original); 8. Tea pot stand (original); 9. Free exercise.

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

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

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

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

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

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

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

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

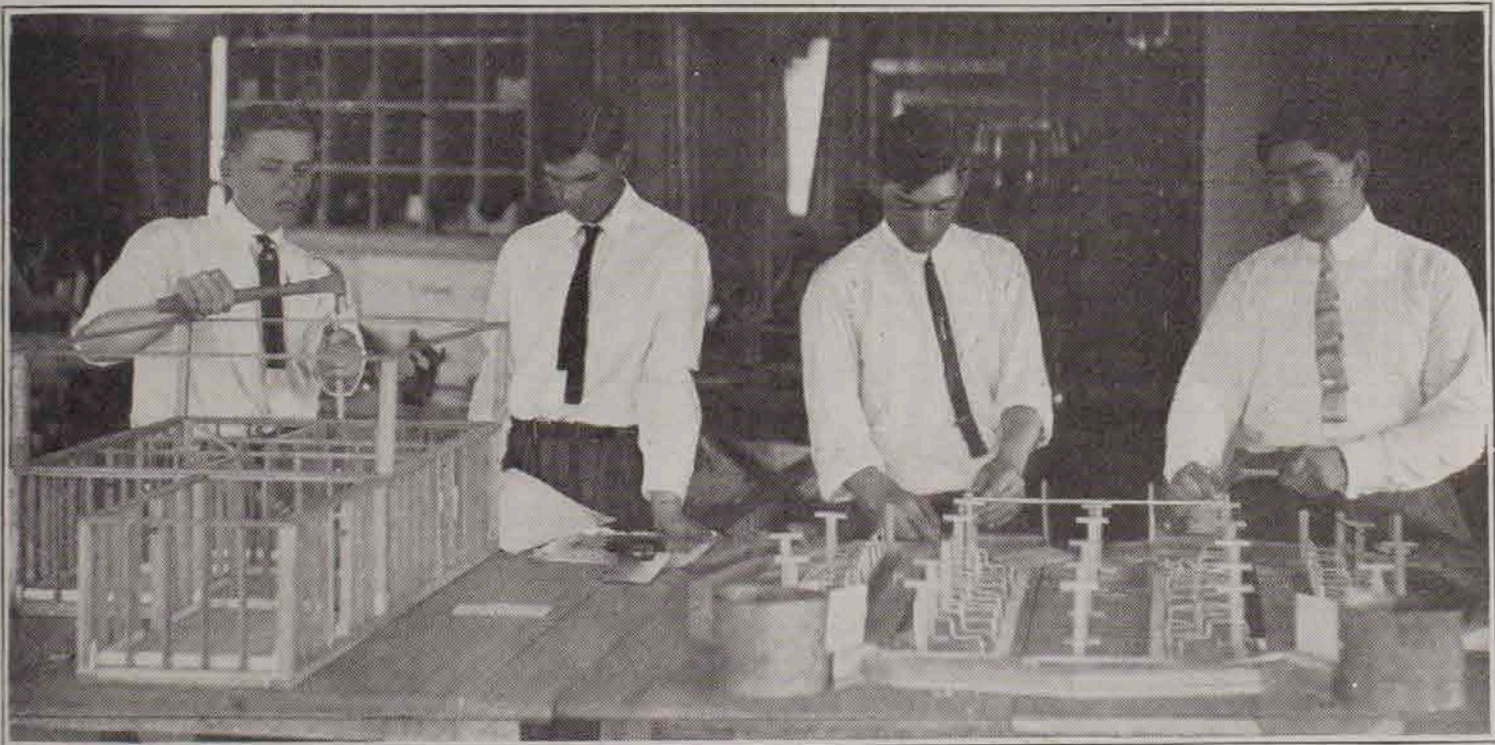
**VII. Pattern Making.** Enough work in pattern making can be given to acquaint the student with some of the principles underlying pattern makers' work. Some of the exercises: Wrench, pulley, bolt, etc.

**VIII. Mechanical Drawing Course.** The general aim is to familiarize students with the use of the instruments used in me-

chanical 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 drawng 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 tuncated cylinder; 18 Of a flaring pan; 19. Of an octagonal shaft fitting over the ridge of a roof; 20. Of a "three piece elbow;" 21. Of a T-joint between two pipes of various diameters; 22. Of a rectangular pipe intersecting a cylinder obliquely; 23. Of an oblique cone; 24. Of a conical flange fitting around a pipe passing through a roof.

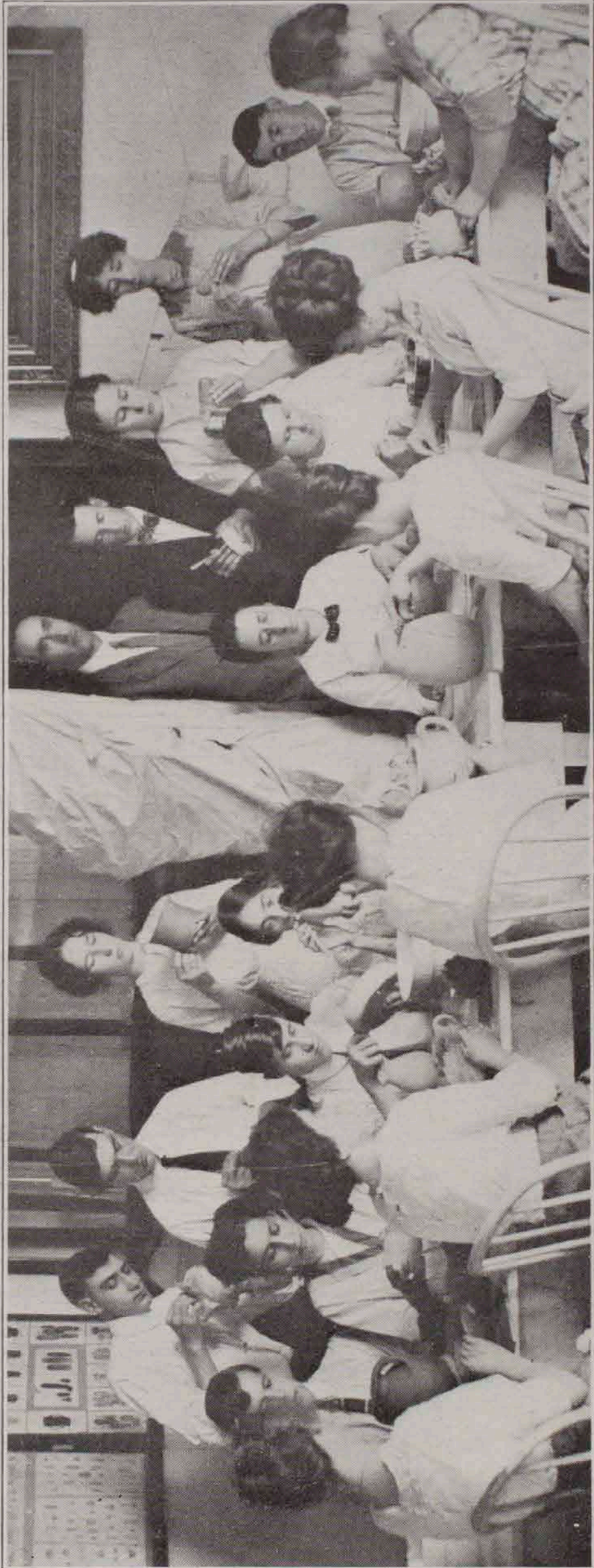
**IX. Practice Teaching.** As soon as students have received sufficient training in the class room, they are placed in charge of elementary classes for the purpose of gaining power in teaching the subject. Elementary manual training shops have been equipped for practice teaching in the grades, and high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



BOYS IN MANUAL ARTS DEPARTMENT CONSTRUCTING FOR THE DEPARTMENT OF AGRICULTURE A FARM HOUSE AND A FARM BARN WITH SILOS.



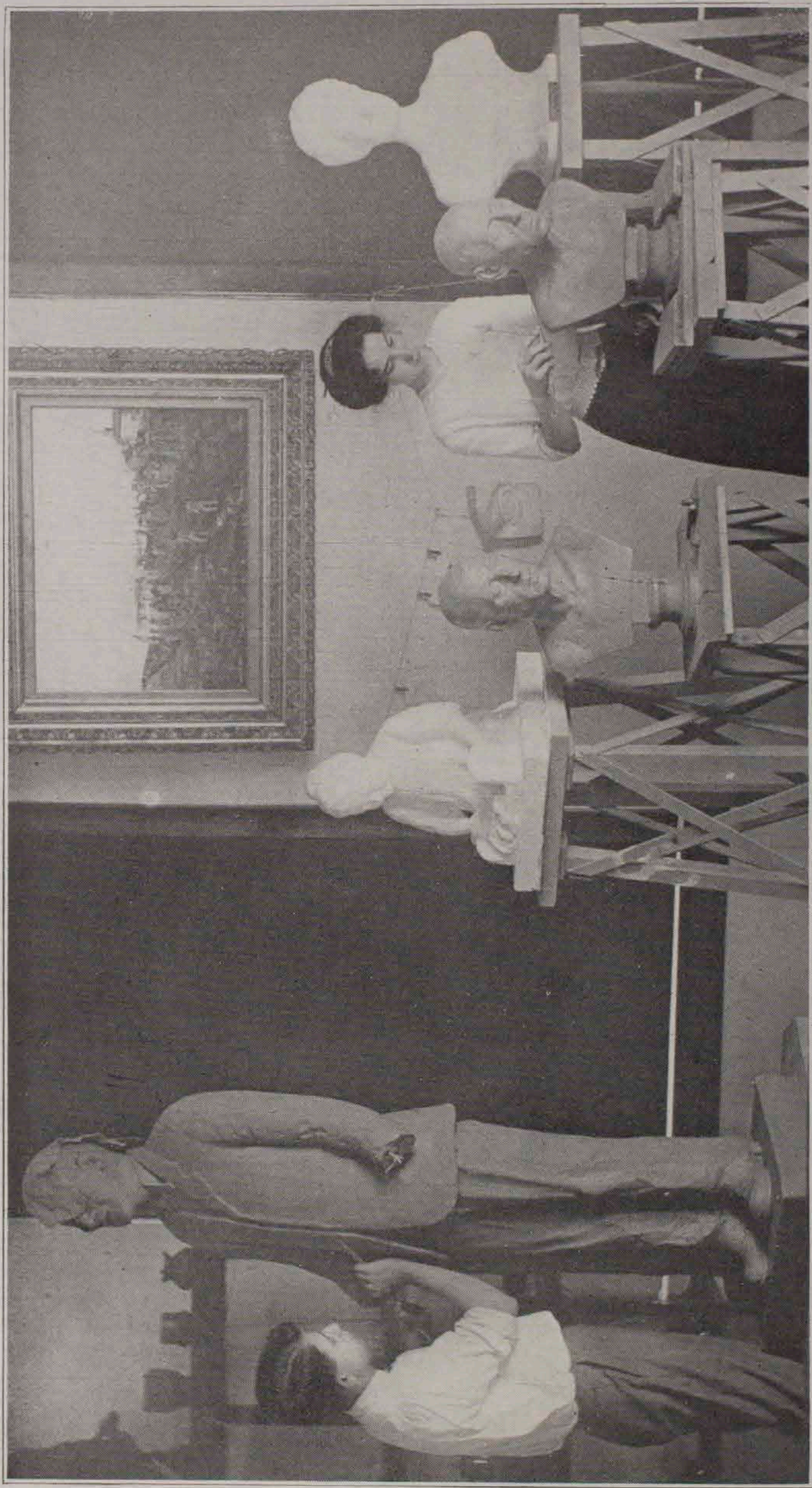
A GLIMPSE OF THE KILN AND A CORNER OF THE CERAMIC LABORATORY—IN DEPARTMENT OF MANUAL ARTS.



MANUAL ARTS CLASS IN CLAY MODELING.



MANUAL ARTS DEPARTMENT—ENTHUSIASTIC STUDENTS WORKING IN BENCH WOOD WORK.



STUDENTS OF MANUAL ARTS DOING SCULPTURE WORK.



MANUAL ARTS DEPARTMENT—YOUNG MEN LEARNING ELEMENTARY FORGE WORK.

## MATHEMATICS.

WM. H. ZEIGEL, BYRON COSBY, R. E. WHITE, G. H. JAMISON.

### 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.

Six years of Mathematics will be required for a Diploma in the Mathematical 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.

The work in any subject should be taken in consecutive quarters; for example, second quarter Geometry should immediately follow the first quarter.

#### I. Arithmetic.

a. From beginning to page 151.

b. From page 151 to 337.

c. From page 337 to the close of the book.

d. A course in the Teaching of Arithmetic for advanced students will be offered. This course will be both academic and pedagogic, and students who complete this course with a record of "G" or better will be given full credit for Arithmetic.

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

Text: Smith's "Practical Arithmetic," or Watson & White's "Complete Arithmetic."

#### II. High School Algebra.

a. From beginning to page 103.

b. From page 103 to page 212.

c. From page 212 to page 321.

d. From page 321 to the close of the book.

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

Text: Wells' "Algebra for Secondary Schools."

#### III. Plane and Solid Geometry.

a. Plane Geometry, Books I and II.

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

c. Solid Geometry, Complete.

a, b, and 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: Wentworth & Smith's "Plane and Solid Geometry," supplemented by Stone-Millis and Slaught-Lennes.

#### IV. Plane and Spherical Trigonometry.

a. From the beginning of the book to page 97.

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

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

b will be given second and fourth quarters.

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

#### V. Surveying.

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

No one will be admitted to this course who cannot devote to it three hours each day, and whatever additional time may be required to do the necessary drafting and other indoor work. This course will be given only in the summer quarter. Prerequisite: Courses III and IV.

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

#### VI. College Algebra.

a. Will include a comprehensive study of symmetry, linear equations, ratio, and proportion, irrational numbers, theory of indices, quadratic equations, graphical representation, simultaneous quadratic equations, mathematical induction, the binomial theorem and the progressions.

b. Will include a study of permutations and combinations, complex numbers, theory of equations, determinants and elimination, partial fractions, inequalities, variation, probability, and infinite series.

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

b will be given the second and fourth quarters.

Texts: Hawkes' "Advanced Algebra" and Fine's "College Algebra."

## VII. Analytic Geometry.

a. Will include a thorough study of the point, straight line, circle, parabola, ellipse, hyperbola, and tangents to any conic.

b. Will include diameters, poles and polars, the general equation of the second degree, and higher plane curves; also the point, plane, straight line, and quadric surfaces as treated in analytic geometry of space.

a will be given in the first and third quarters.

b will be given in the second and fourth quarters. Prerequisite: Course VI.

Texts: Ashton's "Analytic Geometry," and Smith and Gale's "Elements of Analytic Geometry."

## VIII. Differential and Integral Calculus.

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

b. Will include a strong course in Integral Calculus with applications to Mechanics. Prerequisite: Courses VI and VII.

a will be given first and third quarters.

b will be given the second and fourth quarters.

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

## IX. Theory of Equations.

This course will treat of the general properties of polynomials and equations, the relation between the roots and coefficients, and the transformations of equations; the solution of reciprocal and binomial equations, the algebraic solution of the cubic and biquadratic, the properties of derived functions, the functions of the roots, the limits, and the separation of the roots of equations and the solution of numerical equations. The course will conclude with a study of Determinants. Prerequisite: Course VII.

## X. History of Mathematics.

This course is intended to give an historical survey of the elementary parts of science, to cause the student to follow the genesis of mathematical knowledge, to enable him to grasp the essential facts of mathematics and to utilize them in his teaching profession.

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

This course will be given the second quarter. Prerequisite: Courses VI and VII.

## **XI. Teaching of Mathematics.**

A critical review of secondary Mathematics; discussion of current development in methods of teaching, and subject matter taught; a study of current texts; correlation of mathematics with allied subjects; brief historical statements, and laboratory mathematics. Readings will be assigned, books reviewed, problem material presented and general discussions.

This course will be given the fourth quarter. Prerequisite: Courses VI and VII.

## **MUSIC.**

DAVID R. GEBHART, JOHN L. BIGGERSTAFF, CORAL G. SYKES, ADA COCHRAN, CLARA G. SANFORD.

This course is planned for students who intend to be in this school from two to four school years. It is to be accompanied by a regular course of academic and professional subjects all of which are to be credited for graduation on either the Elementary Certificate or Diploma of this school. While the course is the equal of any music course given in any college or conservatory of music, students wishing to study music alone are advised to enter one of the regular colleges or conservatories of music. Our aim is to prepare the best teachers of music for the PUBLIC SCHOOLS. Our support from the State is given with this aim only. Immature students, that is, those who have not completed the course of a four year high school should not think of attempting to enter any class in this course except the first three, the description of which follows. The eligibility of a student to enter a certain class is determined by his advancement in academic, and professional subjects as well as his advancement in music.

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.

### **Outline by Terms.**

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

**First Term.** The beginning of sight reading in vocal music. No knowledge of music, musical experience, or even vocal ability to carry a tune required for entrance. Voice training is the primary object in this class along with the mastery of the major scale, development of the sense rhythm through the study and drill of rhythmical combinations, introduction of chromatics, familiarity with the minor scale, songs and exercises for one or two voices. (The work of the 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 constantly, scale formations and introduction of the fundamental triads. (Approximating what the high schools should do.)

**Special Term.** "Physics of Music" given by Mr. Stokes, (Head of Department of Physics.) No one will be eligible to make music his major subject till this work has been taken.

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

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

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

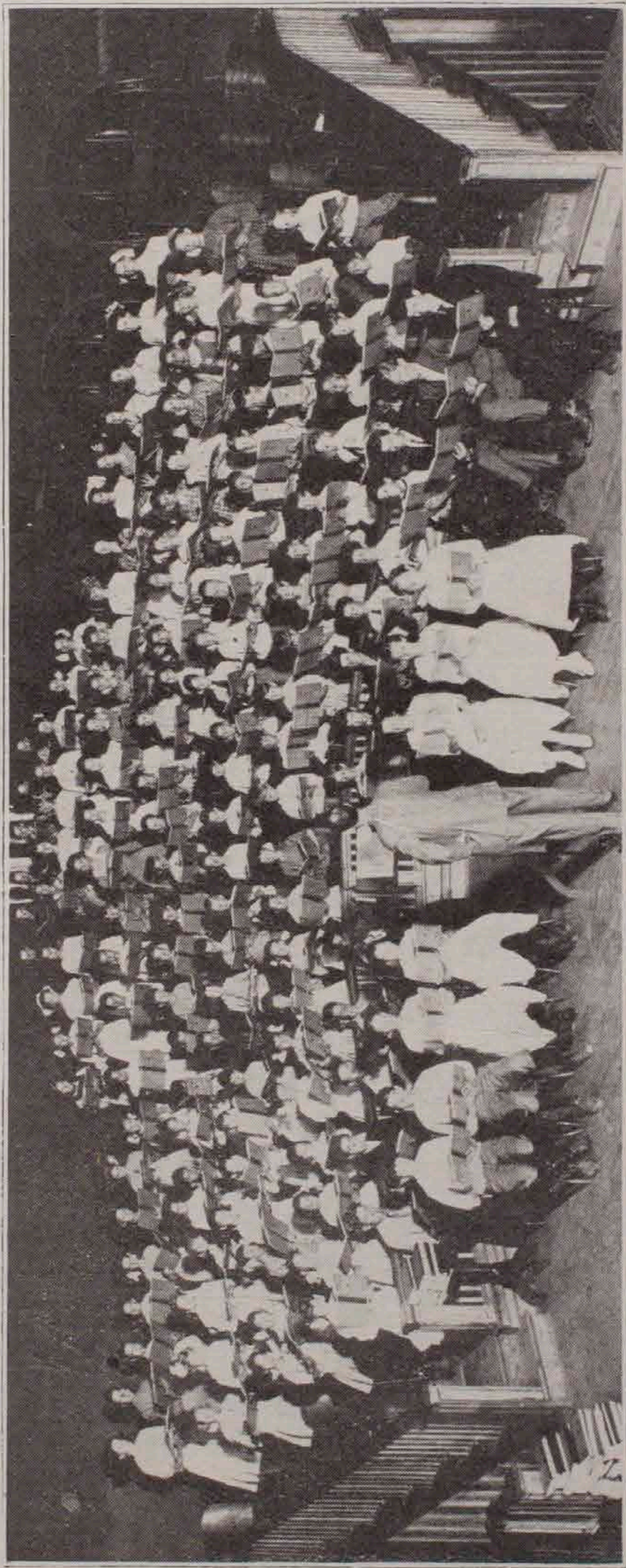
**Seventh Term.** Counterpoint: Strict, five species with canon and fugue.

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

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

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

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



MUSIC LESSON—PART OF PRACTICE SCHOOL

**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.

### Piano.

That there may be no misunderstanding regarding the talent necessary to continue in the MUSIC COURSE the following outline is given of the first year's work for those receiving the INDIVIDUAL LESSONS on the piano. Any one who fails to accomplish the work of any quarter will be asked to drop MUSIC as HIS MAJOR SUBJECT.

1st Quarter: Major and Minor Scales. Similar motion.

2nd Quarter: Major and Minor Triads in Broken Chords and Arpeggios. Scales. Contrary motion.

3rd Quarter: Dominant, Diminished and Secondary Sevenths in Arpeggios. Scales in 3rds, 6ths, and 10ths.

### Voice.

For the same reasons as given in the preceding paragraph the course in INDIVIDUAL VOCAL LESSONS is given:

1st Quarter: Major and Minor Scales and Arpeggios.

2nd Quarter: Major and Minor Scales and Arpeggios. Sustained Tones. Legato 2nds, 3rds, 4ths, 5ths, and 6ths, in diatonic successions. Pronunciation of Vowels and Diphthongs. "Vaccari." "Method of Singing" by Seitz.

2nd Quarter: Major, minor and Chromatic Scales. Portamento, Staccato. "Masterpieces of Vocalization" by Spickard.

3rd Quarter: Scales, Arpeggios in rhythmic combinations. Legato, Portamento, Staccato, etc.

Certain books from the school library will be assigned for each quarter. Students failing to satisfy the Director of their comprehension of these works will be requested to drop out of the course.



CARNIVAL GROUP, ACT I OF STRADELLA

H. U. G. TURNMIRE, LEO H. PETREE, PAUL HARDESTY, C. C. MAXWELL, EARL Y. POORE, HARRY ROGERS, HAROLD WINGER,  
SYLVA BROWNE, LILLIE STOUT, ALMA MUNS, ELVA SIDWELL, MYRTLE MURDOCK, FLO. E. BALLARD, MARY TUDOR, ALLETHEA NORFOLK.

### 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 and special term inclusive.) Individual lessons. Constant attendance and participation in either chorus or orchestra or both. (Five to seven may be taken at the same time. Fourteen and thirteen may be reversed.)

**Supervisor's Course.** For those who are to be supervisors of music. From fourth to fifteenth terms inclusive, preceded by one to three and special term 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. Special term may accompany term 4.)

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

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

Students making music a major subject or intending to take the elementary certificate with the view of teaching music will not be permitted to appear in public or participate in any musical affairs without permission of the head of the department, or the president of the school. Where permission is given for church choir work, such permission is withdrawn in case of conflict with school work. Unauthorized public appearance or performance will forfeit all rights in the music courses and result in all individual lessons which have been

taken being charged for at the rate of \$1.50 per lesson. The foregoing stipulations also apply to students who fail to live up to the regulations specified under this heading of "Individual Lessons," except the specification regarding the standing of "good" or "excellent." No credit toward graduation will be given for individual lessons, neither is the student required to do the individual work with teachers in this school; but he must satisfy the head of the department of music that he is vocally proficient, that he understands the training of the child, adolescent and adult voices before he may have music as his major subject placed on his certificate or diploma.

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

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

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

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

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

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

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

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

In the past seven years the chorus produced with orchestra accompaniment the following works: "Golden Legend" by Dudley Buck, three times; "Maritana" by Wallace, once; "Fair Ellen" by Max Bruch, five times; "Festival Hymne" by Von Weber, twice; "The Creation" by Haydn, once; "Olaf Trygvason" by Grieg, twice; "Melusina" by Hofmann, twice; "Bohemian Girl" by Balfe, once; "Elijah" by Mendelssohn, once; "Phaudrig Crohoore" by Sheridan; "Deluge" by Saint Saens; "Messiah" by Handel. "Pinafore" by Sullivan (Summer Term in operatic form on the Normal School lake); "Faust" by Gounod and "Stabat Mater" by Rossini. Of these Weber's "Hymne," Grieg's "Olaf Trygvason," Hofmann's "Melusina," Haydn's "Creation," Mendelssohn's "Elijah," Saint Saens' "Deluge," and Handel's "Messiah." "Faust" and "Stabat Mater" were given in the Spring Festivals in connection with the Minneapolis Symphony Orchestra and their soloists.

This year Saint Saens' "Sampson and Delilah" and some shorter work will be given. At time of going to press Flotow's Grand Opera "Stradella" is being produced in operatic form on the Normal School lake.



"STRADELLA'S PUPILS." LEO H. PETREE, JOE DAVIDSON, PAUL HARDESTY, MARK STANLEY, JOSEPH OTTERSON, BRUCE MELVIN, FLOYD B. ROGERS.



"TARANTELLA GIRLS" IN STRADELLA.

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

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

#### 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 "

#### Textbooks.

First Term: "Melodia," published by Ditson & Co., Boston, Mass. "Student Song Book," published by Birchard & Co., Boston.

Second Term: "Melodia," (Book II). Student Song Book.

Third Term: "Melodia," (Book IV). Student Song Book.

Special Term:

Fourth Term and Fifth Term: "Harmony Simplified," Shepard, Presser, Philadelphia.

Sixth Term: "Harmony," Foote and Spalding, published by A. P. Schmidt, Boston.

Seventh Term: "How to Understand Music," Matthews, Presser, Philadelphia.

Eighth Term: (Same as Seventh.)

Ninth Term: "Instrumentation," Prout, published by Presser, Philadelphia.

Tenth Term: "Orchestration," Prout, published by Presser, Phila.

Eleventh Term: "History of Music," Filmore, Presser, Phila.

Twelfth Term: "Life Stories of Great Composers," Streatfield, Presser.

Thirteenth Term: Child "Voice in Singing," Howard, Gray & Co., N. Y. School "Music Teaching," Giddings, Congdon, Chicago.

"Harmonic Music Course," Ripley & Tapper, American Book Co.

"Eleanore Smith Music Course," American Book Co., "New Educational Music Course," Ginn & Co.

## VISUAL ILLUSTRATION. (Including Photography)

MARK BURROWS.

The object of this department is to educate prospective teachers in the employment of various means of visual instruction. The work first takes up the use of cameras and other photographic devices. Just enough of the chemistry of photography will be given to enable the student to see a reason for the various processes. Enough of the mathematics will be used to enable the users of cameras and stereopticons to estimate intelligently the capabilities of the instruments employed. The elementary principles of photographic processes will then be applied to the making of lantern slides, and the operation of projection apparatus. Collections of lantern slides, prints, stereoscopic pictures, diagrams, maps, casts, and other forms of illustrative material will be studied. Through the co-operation of the various departments of the school, a classified and indexed collection of negatives will be made. These will be available to teachers and school boards who desire to better equip their schools for effective teaching in literature, history and geography, science, and the arts.

While the best of apparatus will be at the student's command, yet in a part of the course he will be encouraged to improvise workable equipment from simple and inexpensive devices near at hand.

This course is offered each term, and is open to any student in the school.

## PHYSICAL EDUCATION FOR MEN.

C. B. SIMMONS.

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

1. To give each student such supervision and instruction as will enable him to realize his own health possibilities and to formulate proper health habits.
2. To stimulate organic growth and to develop the vital organs, which are the basis of health and the prerequisite of physical and mental efficiency.
3. To provide incentive and opportunity for daily physical exercise in order to counteract the unhygienic effects caused by the sedentary demands of school life.
4. To secure complete motor training, resulting in the develop-



BASEBALL TEAM, 1911-12.

Top Row, reading left to right: S. M. Boucher, Herman Crookshank, Prof. C. B. Simmons, H. B. Polson, Walter A. Hopkins. Bottom Row: Jas. L. Clark, Mark Stanley, Walter Henry, John Crookshank, Leo H. Petree, Roy Neff



BASEBALL AND TRACK MEN, 1912.

Top Row, reading left to right: S. M. Boucher, Frank Ward, Joseph O. Otterson, Herman Crookshank. Bottom Row: Everett Craig, Karl Grassle, Mark Stanley, Leo H. Petree, Roy Neff, J. W. Graves.

ment of neuro-muscular power and co-operation, bodily control, grace, good posture, and certain valuable traits of character.

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

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

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

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

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

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

**Social Recreative Hour.** During the summer quarter, two hours per week are given to the playing of such recreative games, as will promote the social welfare of the school, and teach the students games which may be used to advantage in the schools of Missouri. This hour comes at 6:45 p. m., and does not interfere with the regular program of the school. This hour has been so popular and useful to the students that it will probably be a part of the regular program of the school year.



BASKETBALL TEAM, 1912.

Reading left to right: Walter A. Hopkins, Guy McGee, Fred Bruner, Roy Neff, Earl Y. Poore.

**Practice Courses for Men.** FALL TERM: 1. Cross Country Running. 2. Association Football. Field Hockey. Offered in alternate years. 3. Tennis. 4. Football. 5. First Term Gymnastics.

WINTER TERM: 1. First Term Gymnastics. 2. Second Term Gymnastics. 3. Third Term Gymnastics. 4. Advanced Indian Clubs. 5. Gymnastic Dancing.

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

SUMMER TERM: 1. Track Athletics. 2. Baseball. 3. First Term Gymnastics. 4. Second Term Gymnastics. 5. Tennis (Men and Women). 6. Recreative Games.

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

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

Regular classes in the Men's Gymnasium are conducted each term of the school year. During the fall and spring most of activities are conducted out of doors so far as the weather will permit.

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

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

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

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

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



JANITOR BASEBALL TEAM, 1912.

Top Row, reading left to right: Vergil Lewis, J. T. Angus, John C. Jack, Leonard Billington, Earl Dille. Bottom Row: Everett Craig, J. R. Crookshank, Clarence Howard, M. Coffel.

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

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

Interclub and other intramural group games and contests are conducted in the various athletic sports. The management of the interclub games is under the control of the Board of Athletic Directors elected by the various club organizations, and the physical director.

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

This school is a member of the Missouri Intercollegiate Athletic Association and is actively in sympathy with its purpose to promote clean amateur athletics upon a moral plane in keeping with the high purpose of education.

**Professional Courses for Men and Women.** 1. **PLAY IN EDUCATION.** "The Normal Course in Play" will be followed in studying Child Nature and the Nature and Function of Play. The growth and development of the child and the place of play in public schools will be thoroughly treated. At present given in the summer term only.

Prerequisite: Psychology.

2. **PERSONAL HYGIENE AND FIRST AID.** Teachers should know how best to conserve their own health and how to care for injured or sick children under their care.

— 3. **HIGH SCHOOL ATHLETICS.** A course for superintendents and principals who wish to know the accepted methods of training and teaching athletics to high school boys and girls.

## **PHYSICAL EDUCATION FOR WOMEN.**

LEOTA L. DOCKERY.

The work in the Department of Physical Education for Women has for its object **PHYSICAL EDUCATION** in its fullest sense, better body control and muscular co-ordination, more active functioning of the vital organs, relief of nervous tension, that the women of the school usually work under, thus helping them to do their work with the least possible waste of nervous energy.

It is an aim of this department to instill in its students a desire for a symmetrical and more perfectly developed body. The women are not only taught the basic laws of health, but to appreciate and observe these laws.

That systematic and properly directed and selected exercises does keep the students in better health is shown by the fact that all who have taken gymnastics agree that they have felt better and more active during the quarter they were in Physical Training classes.

The increase in good muscular tissue is a safe index to a well nourished nervous system and active vital organs. From statistics on hand the average gain in weight for each girl, in the department during the fall quarter of 1911, was 7.3 lbs.; in the winter quarter 6.3 lbs.

An individual record is kept of the bodily weight, the condition of the lungs, heart, spine, throat, eyes and any individual weakness. The exercise is carefully directed so as not to OVERSTRAIN and, as far as possible, to correct any deficiency.

The social side of the work in Physical Education is of vast importance, especially to the girl who is away from home for the first time. The friendships formed, during the informal intercourse of the gymnasium hour, are most lasting. "You get to know the girls in the Gymnasium Classes."

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

The dressing room facilities are being constantly improved and modernized and arranged so as to secure a dressing booth for each girl.

In the office of the director are cots for the use of the women in the gymnasium classes, it being one of the doctrines of the department that rest, when needed, is as essential as exercise.

During the Fall, Winter and Spring Quarters three classes will be offered each term. One of these will be an advanced class, two beginning classes. It has not proved practical, owing to the crowded condition of the school program, to draw hard and fast qualifications for those entering the different sections. The same work, however, will never be repeated, so that one may with profit enroll in a beginning class for two or more quarters.

The regular course in each class consists of fundamental work on heavy apparatus, interspersed with dumb-bell, Indian club and wand drills. A course in body building movements, without apparatus, is also given.

Great prominence is placed upon all sorts of games, including basket ball, volley ball, captain ball, dodge ball, tennis, and a large number of the less highly organized games.

All of the work, so far as possible, is taken to musical accompaniment. Especial emphasis is given to folk dances. One of the most pleasing and instructive entertainments of the Winter Quarter was the informal exhibition of folk dances by the gymnasium classes. All of the girls of the department took part in May Day Celebration. It is the plan to make this May Day Fete more beautiful and elaborate each year.

The Social Recreative Hour is offered for Women as well as for Men.

A regular gymnasium costume of black is worn by all members of the gymnasium classes.

## PHYSICAL GEOGRAPHY.

J. S. STOKES. MR. ————— ASSISTANT.

The course in physical geography, as given at present, continues for one year. The scope of the work in this subject in the high school is covered during the first quarter. The ample allowance of time on the program—seven periods per week for the average student—and the maturity of students, together with the very superior facilities of the department for laboratory and library work and for pictorial and diagrammatic illustration permit a more comprehensive and intensive treatment of the subject. Students, having studied the subject in this quarter, find it very profitable to repeat the work of this quarter. No credit is given on this course for any work done in the high school. The course is planned for high school graduates and students of this institution above the freshman year.

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

A reference library of carefully selected books on the various subjects of the course is at hand. The department is also fortunate in having in the main library a wealth of geographical information in many hundred volumes and pamphlets of the publications of the geological survey the bureau of agriculture, the weather bureau and

House and Senate documents. Many of these are profusely illustrated and are proving of great service to the department.

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

a. Physiographic Features and Processes. Structure and movement of the earth's crust; evidences of diastrophic movements; faults; joint planes; larger faults of crust located and described; effect of these on topography; decay of rocks; the three stages of erosion; the erosion cycle; work and movement of underground water; characteristics of plains, plateaus, and deserts; modes of mountain formation and types of mountains; mountain topography; mountain influence; vulcanism; characteristics of a volcano; historic, extinct, dormant, active; volcanic regions; lava flows; lava fields; kinds of lava; origin of earth's heat; pressure versus heat; the zone of fracture; the zone of flowage; secondary volcanic phenomena; earthquakes, definition, characteristics, cause, effects, historical quakes; the work of snow and ice; glaciers, valley, piedmont, continental; moraines, lateral, medial, terminal, ground, morainal topography; characteristics, distribution and depth of the till; the loess defined, origin, distribution; the glacial period; theories as to cause; centers of ice radiation; the successive advances and retreats of the ice sheets; the work of the ice sheets; man and the glacial period; lakes and swamps; the ocean; continental shelf; ocean bottom, depths, movements, influence, shore lines, sand bars, spits, hooks, lagoons, marine platforms, shore-line topography; ocean life.

Texts: No satisfactory text for college work in physical geography has yet appeared. The student is expected to make free use of the library. Salisbury's Physiography serves as an outline of the work. The student is requested to bring with him any texts he may have. Also an "Advanced Geography," containing good reference maps.

b. Meteorology and Astronomical Geography.

The work of the second quarter is given to these subjects. Waldo's Meteorology, and Johnson's Mathematical Geography, are used as texts. The reference library furnishes ample collateral reading. The apparatus of a complete weather station is available for use and illustration. The apparatus and laboratories of the department of physics are also freely used when needed. A brief outline of the work is as follows:

1. Astronomical Geography. The form of the earth; the rotation of the earth; the celestial sphere; the Foucault Experiment; determination of latitude; longitude and time; the time belts; the International Date Line; local and standard time;

the equation of time; total duration of a day; the earth's revolution, proofs of, effects of, the plane of the ecliptic; sun's apparent path among the stars; the zodiac; the analemma; the calendar; equinoxes; solstices; the day's length; twilight; refraction of light; insolation; how the atmosphere is heated; the moon; the tides; map projections; the U. S. land survey; the earth in space; the nebular hypothesis; the planetesimal hypothesis; motion of earth's axis; precession; nutation.

2. Meteorology. Composition and properties of the atmosphere, heat and solar radiation, thermometry, air pressure, barometer, isobars, isobaric surfaces, barometric gradient; winds: classification, direction, velocity; moisture, vapor, adiabatic cooling, clouds, humidity, precipitation, condensation; general circulation of the atmosphere; secondary circulation; cyclones, anti-cyclones, tornadoes, thunderstorms, spouts; weather conditions, weather predictions, climatic conditions, climate of the United States.

c. Physiography of the United States.

This, the work of the third quarter, is a course peculiar to this institution. Many years work, with several hundred of the teachers of this and the surrounding states, discloses the fact that they are unfamiliar with the topography of this country, and even with that of their own state. As a consequence of this deficiency they are unable to vitalize their teaching by leading their pupils into a knowledge of the large topographic features of the land, in their positions and relations to each other. Pupils should be so taught that they will visualize the reality instead of symbols on a map. History will increase in interest and usefulness by being associated with a definite known topography. The following is a brief outline of the course:

1. A physiographic region defined; the great divides; the drainage slopes and drainage systems; The Atlantic Plains; The Piedmont Plateaus; The Great Valley; The Great Wall; The Appalachian Ranges; The Alleghany Plateau; The Cumberland Plateau; The New England Plateau; The Lake Plains; The Prarie Plains; The Gulf Plains; The Ozark Swell; The Great Plains; Rocky Mountain Topography; The Colorado Plateaus; The Great Basin; The Basin Ranges; The Pacific Mountains; The Columbia Plateaus; The Yellowstone Park.

2. Intensive Study of Type Regions. Southern New England; The Northern Appalachians; The Southern Appalachians; Niagara

Falls and their history; Mt. Shasta as a type of a volcano; beaches and tidal marshes of the Atlantic coast.

For this course, the National Geographic Monographs are in the hands of the students. The entire issue of topographic maps and folios are available. The entire publications of the government geological survey, a good reference library, containing such works as Russell's "North America," Suess' "Face of the Earth," Russell's "Lakes, Rivers, and Volcanoes of North America," books of travel, magazines, etc., afford valuable data. Students determine the relief of a tract of land nearby and use this as a unit for visualizing reliefs of other sections, sketch reliefs on outline maps, model in sand, make profiles of rivers, cross section profiles, etc. The course has proved to be very stimulating and satisfactory to those taking it. The results justify the experiment.



Threshing on School Farm with Old Machine Rebuilt by Students.

Elementary Class, 1912

Rank, Agnes  
Beach, M. F



Bledsoe, Annie



Bruner, Effie  
Bruner, Fred



Buford, Malie



Burns, Veronica  
Cochran, Lois





Cowan, Mabel E.  
Crigler, Mary



Davidson, J. M.



Dorsey, Letha



Doss, Gladys



Downing, Maybelle



Edwards, Glenn

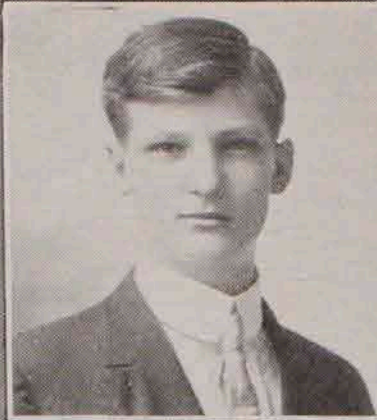


Enyeart, Buel F.



Farmer, Clinton T.  
Field, Mabel

Fuller, Wayne  
Furman, Hazel



Graves, J. W.



Grimes, Georgia R.



Harrison, Esther  
Hill, A. S.



Hunt, Shirley



Jordan, Nondas



Locke, Mary D.  
Kipper, Ruth





Kraft, Mabel  
Lemon, Bernice



Loftis, Flora M.



Maxwell, Chas. C.



McNary, Stella  
McNealey, Edna



Meade, Catherine



Nulton, Mabel



Morelock, Tempa J  
Morrison, Mary

Myers, Nelle  
Neff, Roy



Novinger, Erma



Petree, Leo H.



Phelps, Maude  
Pitts, Harva



Polson, H. B.



Poor, Earl Y.



Reynolds, L. F  
Slocum, Roy M.





Sloop, Ruth E.  
Slavens, Leon E.



Singley, Lena



Thompson, Cecil L.



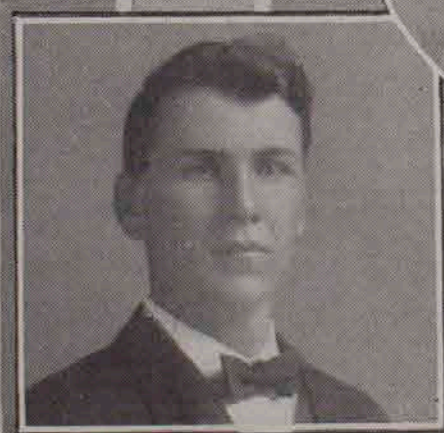
Towne, Ruth  
Van Horne, Frank



Wade, O. C.



Winn, Sudie



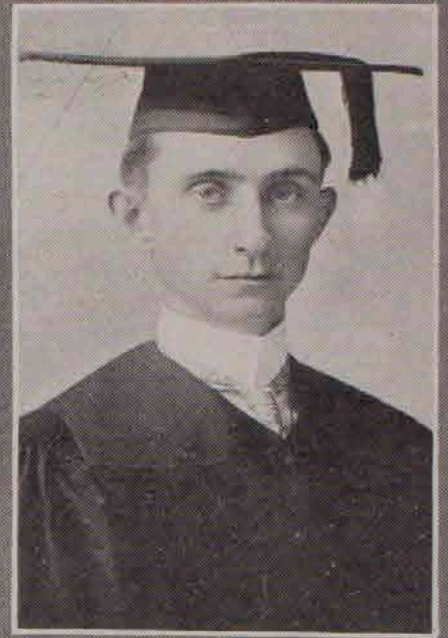
Wright, Edgar A.  
Wright, Flora



# Senior Class, 1912



Bailey, S. Leonard  
Baskett, George V.

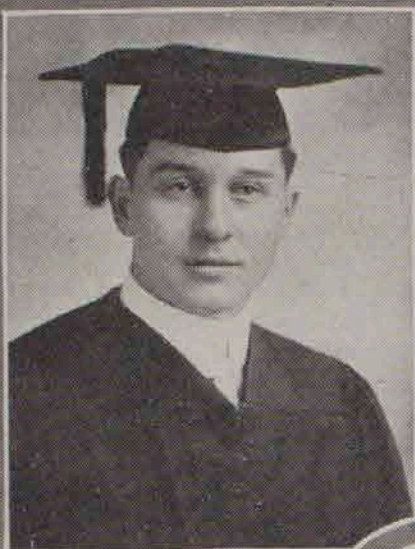


Brennenstuhl, Cora



Browne, Sylvia G.  
Capps, Arlie G.





Clough, Robt. S.  
Cochran, Sina Inez



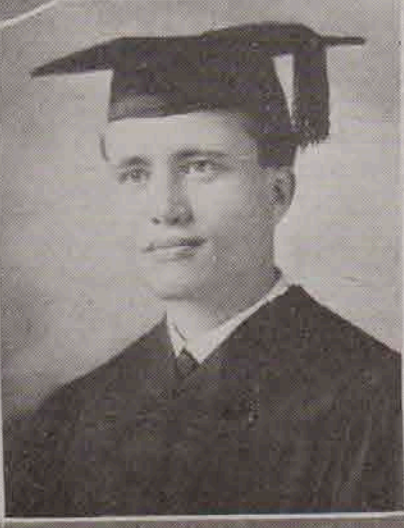
Crystal, Bessie



Doll, Lillian Isabel  
Douglas, Ada Florence



Downing, Olah



Enyeart, Grace C.  
Fish, Melvin E.

Foght, Julia M.  
Gentry, Mary B. V.



Hamilton, Lula E.



Hopkins, Walter A.  
Jackson, Courtney



Kemble, Mary C.



Kirk, Mary E.  
Kirk, Pauline





Kirk, Victor  
Marston, Agnes



McGee, Guy F.



McWilliams, Stella L.  
Murdock, Mrs. Myrtle M.

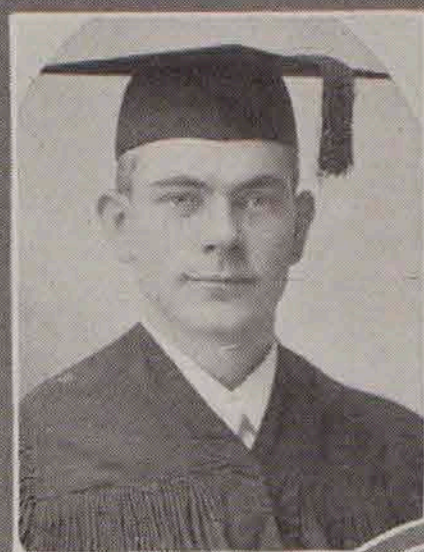


Nance, Eva

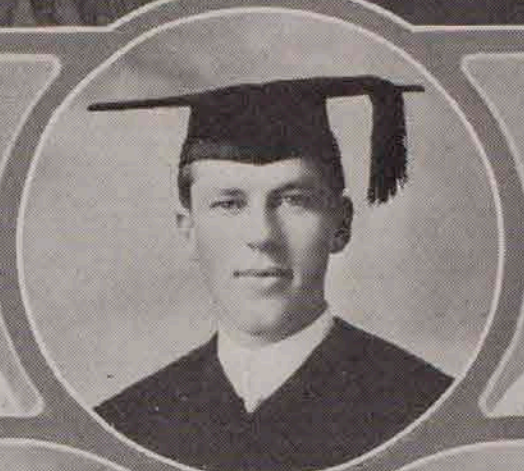


Pearson, Anna E.  
Rogers, Floyd B.

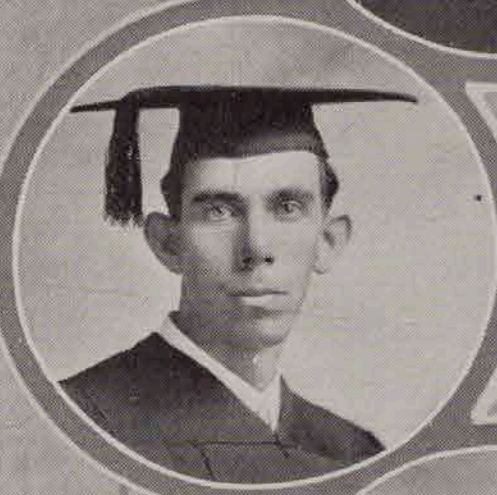
Salisbury, E. H.  
Turner, Ruth



Voss, H. D.



White, Evan D.  
Whitelock, Jewell



Willard, Louise A.



Wilson, Mabel  
Wilson, Mabel M.



## PHYSICS.

J. S. STOKES. MR. ————— ASSISTANT.

**I. College Course.** This is a beginning course in General Physics and is intended to be the equivalent of the courses now given in colleges and universities to students who do not take physics in their high school course. In this Institution it is intended for Juniors and Seniors and graduates of high schools.

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

On account of the constantly increasing content of the subject of physics, a desire for greater thoroughness, and opportunity to consider the teaching and laboratory technique of the subject in the high school, it has been deemed advisable to extend the time over four quarters. The second and fourth quarters work may be taken simultaneously by those desiring the full course in nine months.

Text: Kimball's "College Physics." The work by quarters is as follows:

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

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

- a. Mechanics and Heat. Twelve weeks.

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

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

b. Electricity and Magnetism. Twelve Weeks.

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

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

c. Sound and Light. Twelve Weeks.

Manuals: Millikan and Mills, Drude, Wood.

Reference: Rayleigh "Theory of Sound, Two Vols." Nicholson, Glazebrook, Zahm, Preston, Wright, Watt, Edser, Bally, and others.

### III. Physics of Music.

This is a course in the physical basis of music, given at the request of the department of music, to students selecting music as their major subject. The course covers the time of one quarter. The course is in the making. At present it is given as a non-laboratory course. No suitable text is available. Students consult various texts on physics and acoustics and work out, with the instructor, the principles involved. These are embodied in suitable exercises to give the use and drill necessary to clarify and fix them in the mind of the student. The equipment for demonstration is being made more complete with the hope of making the work concrete and practical. Among the reference books available, mention may be made of Helmholtz' "Sensations of Tone," Rayleigh's "Theory of Sound," Blaserna's "Sound and Music," and various works on acoustics.

An outline of the subject matter is as follows:

Wave motion. Wave length, amplitude, velocity. Surface waves. Compressional waves. Reflection and refraction of waves. Standing waves. Vibration of strings. Segmental vibration.

Origin of sound. Transmission of sound. The medium. The ear. Musical tone. Characteristics of tone. Tone characteristics referred to wave elements. Intensity, pitch, quality. Doppler's Principle.

Simple tone. Compound tone. Overtones or upper partials. The harmonic series. The major triad and major diatonic scale. The minor triad and minor scales. Keys. Scale intervals. The greater step. The lesser step. The diatonic semitone. Relative melodiousness of different intervals.

The chromatic semitones. The komma. Augmented and diminished intervals. Differential tones. Summation tones. Chords. Inversions.

Systems of temperament. Modern chromatic scale. Its deviations from scale of true intonation.

Sources of musical tones. Vibrating strings, air columns, membranes, reeds, bells. Methods of control of overtones in various instruments.

#### IV. Reading Course.

Poincare, "The New Physics and its Evolution."

Strutt, "Becquerel Rays and Radio-active Substances."

Fournier, "The Electron Theory."

Lodge, "Nature and Properties of Negative Electricity."

Rigi, "General Theory of Physical Phenomena."

Noyes, "General Principles of Physical Science."

Thompson, "Conductivity of Electricity through Gases."

Rutherford, "Radio-activity."

Barker, "Roentgen Rays."

Flemming, "Wave Telegraphy."

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

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



A GROUP OF SPEAKERS AND DELEGATES TO FIRST MISSOURI RURAL LIFE CONFERENCE, SEPT. 28-OCT. 1, 1912.

Top Row, reading left to right: Rev. Anton Boisen, New York; Rev. Fred Eastman, New York; State Y. M. C. A. Secretary, Fred Hansen, Iowa. Second Row: Hon. A. C. Monahan, Washington, D. C.; Dr. Warren H. Wilson, New York; Prof. H. W. Foght, Missouri; Prof. H. M. Cutler, Kansas; National Grange Lecturer, N. P. Hull, Michigan; Master State Grange, C. O. Raine, Missouri; Hon. O. B. Martin, Washington, D. C. Bottom Row: Pres. John R. Kirk, Missouri; Rev. Hadwen Williams, Iowa; County Supt., Geo. W. Brown, Illinois; Deputy State Supt., George Melcher, Missouri; Miss Alice Kinney, Missouri; Mrs. Edward M. Shepard, Missouri; Mrs. C. W. Greene, Missouri; Mrs. Marie Turner Harvey, Missouri.

## EDUCATIONAL THEORY, HISTORY AND ADMINISTRATION.

A. B. WARNER, W. A. CLARK, H. W. FOGHT, FLORENCE M. LANE, STELLA McWILLIAMS.

### I. General Psychology.

This course is a comprehensive introduction to modern Psychology, in its subject matter and methods. Clark's "Syllabus of Psychology" is used as a textbook, accompanied by Seashore's "Elementary Experiments in Psychology" as a laboratory manual. By frequent description and explanation of his own concrete personal experiences the student is led to a mastery of the introspective analysis of his mental processes; and the required supplementary library reading acquaint him with the standard English treatises and textbooks, including the writings of Titchener, James, Stout, Dewey, Ladd, Baldwin, Sully, Calkins, Angell, and Royce.

While it is the design of this course to open to the student the whole field of mental sciences—Logic, Aesthetics, Ethics, and especially Pedagogy, it is treated as a distinct science valuable for general culture in its own right. Through an analytic study of the events of his own conscious life the student is led to a constructive synthesis of personal character in the integrity of self-controlled manhood or womanhood; thus the course contributes to the making of a teacher in the making of a man or woman. MR. CLARK.

### II. Special Psychology.

For students who have had the course in General Psychology, or its equivalent, an advanced course in Special Psychology is offered. The work of this course centers in a clinical study of child life in the Model School. While in its general scope it includes the whole field of modern "Child Study," each student selects a special problem in the genetic study of mind, to which he devotes himself throughout the term and upon which he prepares a final thesis. Opportunity is given for experimental work where the nature of the subject demands it. The leading textbooks and monographs are provided in the reference library; and systematic guidance is given in both the reading and observation. MR. CLARK.

### III. Principles of Teaching.

This is a course in the science and the philosophy of education. Two textbooks are used: in the more strictly aspect Clark's "Syllabus of Pedagogy" is followed, and in the philosophical evaluation of education Horne's "Philosophy of Education" is critically read. The design is to aid the student in formulating a rational pedagogical creed, to serve as a foundation for his practical study of the art of teaching in the Model School and as an introduction to his special studies in Ed-

uation Values, School Economics, School Supervision, etc. The method of work comprises free class discussions with constant appeals to the student's own experiences and observations. The rich material of the reference library is employed not so much for authoritative decisions as for stimulating suggestions in discovering principles and formulating laws of the Science of Education.

This course covers in a general way the whole field of technical Pedagogy and lays the foundation for all subsequent study of the aims and processes of education. MR. CLARK.

#### **IV. High School Problems.**

The design of this course is to make a special study of the American High School as a distinct educational organism; its aim, its organization, its teaching force, its curriculum, and its methods of instruction. Special attention is given to the educational values of the various subjects of High School instruction, with a view to discovering in them suitable material for the constructive guidance of the growth of young people in the adolescent period. Each student is expected to make a study of some special problem relating to the intellectual, social, or economic life of the High School and to embody the results of his study in a thesis.

Entrance to this course presupposes the completion of the course in Principals of Teaching. MR. CLARK.

#### **V. Rural School Organization and Management.**

This course covers two quarters work and is required of all candidates for the Rural State Certificate. Some time is devoted to a historical survey of the rural schools, past and present. Much emphasis is laid on proposed school improvements. This involves a study of such topics as the following: School administration and organization, school supervision, school maintenance, preparation of rural teachers, the new school plant, school consolidation, and the re-directed course of study.

Foght's "American Rural School" is used as class text. Frequent library readings are required. MR. FOGHT.

#### **VI. Rural School Methods and Observation.**

The work in this class is offered each quarter of the year. The course deals with the organization of the rural school curriculum and the arrangement of the daily program, and gives much time to the WHAT and HOW of the re-directed course of study for rural schools. Such new subjects as Nature Study, Agriculture, Manual Training,

Household Economics, Physical Education, etc. are discussed. No less emphasis is placed upon the new "leaven" which is being infused into the old convention studies. The theory of presenting the specific subject matter is followed with observation of class room practice in the Model Rural School. MR. FOGHT, MISS LANE, MISS McWILLIAMS.

### **VII. Rural Life and Problems.**

The present course provides for a brief history of American rural life, emphasizing its chief characteristics of growth; its early wholesome social and industrial atmosphere; the causes leading to the ruin of rural hand-crafts; and finally, the modern phenomenon of disintegration of the farm population and the movement to industrial centers. Then follows a study of the factors which may be expected to check the movement from the farm and make agricultural life more satisfactory.

The course is based upon a study of Bailey, Butterfield, Plunket, Wilson, Davenport, Foght and many others. One quarter. MR. FOGHT.

### **VIII. Rural Sociology.**

This course is offered during the Summer Quarter only, and is arranged for advanced students who have completed all the rural school subjects mentioned immediately above, for county superintendents and other rural life workers. The work is based on "Country Life," edited by the American Academy of Political and Social Science. It falls clearly into three divisions: Conditions and Needs of Country Life; Rural Industrial Problems; and Rural Social Problems. Much library work required. MR. FOGHT.

### **IX. School Economy.**

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

Like most courses in pedagogy this course in school economy at once takes the student into the realms of sociology and of philosophy. It bids him organize his own experience and his own thought rather than to memorize the answers which others have given as to function and value, as to aim and means, as to matter and methods in

education. It presents ideals rather than recipes, but it is intensely practical in that it looks to the improvement of the schools which our students know and from which they came. MR. WARNER.

### **X. School Administration.**

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

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

### **XI. History of Education.**

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

In these courses an effort is made to present education as a social institution, to show its relation to other institutions and to the intellectual life of every people and age, and to trace the evolution of modern educational theory and practice. It is a genetic study of education. It follows a golden thread of human endeavor through the ages. It is a comparative study of civilization. It compels consideration of philosophies, religions, arts, industries, literatures, governments. In its pursuit the student travels the long and weary road

from primitive conditions to the complex social organisms of the present. He tries at least to understand what the nations of the present are attempting and accomplishing in education, and he turns to the educational problems of today and tomorrow with a strong faith in their ultimate solution. In the study of the history of education a student should get the professional viewpoint, or find himself professionally. It ought to insure him against pessimism and quackery.

**FIRST QUARTER TOPICS.** Education among primitive peoples; education among the oriental nations of antiquity—the Hindoos, the Chinese, the Egyptians, the Hebrews; Greek education; Roman education; the significance of the teaching of Jesus; the early Christian schools; the Teutonic migration and conquests; the rise of Mohammedanism and the Saracenic civilization; monasticism; the feudal system and chivalry; the influence of the crusades; scholasticism; the rise of universities.

**SECOND QUARTER TOPICS.** The renaissance; the revival of learning; the reformation; the counter reformation; the humanistic education; realism—Comenius, the Jansenists, the Pietists; naturalism—Rousseau; the psychological tendency—Pestalozzi, Herbart; the scientific tendency—Spencer; the sociological tendency; school systems of today in Europe, in South America, in the United States; great modern universities; great educational leaders of the present and of recent years; the education of women; the education of the defective classes. **MR. WARNER.**



Y. M. C. A. CABINET.

Top Row, reading left to right: Earl Y. Poor, L. V. Crookshank, A. S. Hill, Grover Sims, Roy M. Slocum, C. T. Farmer. Bottom Row: Frank Van Horne, Jno. Crookshank, H. D. Voss, M. E. Fish, L. F. Reynolds, Barton S. Morgan.

# Practice Schools

## FACULTY OF THE PRACTICE SCHOOLS.

JOHN R. KIRK . . . . .	President and Supervisor of Practice Schools
SUSIE BARNES . . . . .	Supervising Principal of Practice Schools
LAURIE DOOLITTLE . . . . .	History and Geography
EUDORA HELEN SAVAGE . . . . .	English
IDELLA R. BERRY . . . . .	Primary Grades
HARRIET HOWARD . . . . .	Kindergarten
ADA COCHRAN . . . . .	Scholarship Assistant
CLARA SANFORD . . . . .	Scholarship Assistant
H. G. SWANSON . . . . .	Scholarship Assistant
FLORENCE M. LANE . . . . .	Rural School
H. W. FOGHT . . . . .	Rural Life Problems

## SPECIAL ASSISTANTS.

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

NOTE: The courses of Study for the Practice Schools and the Model Rural School are unavoidably omitted from this volume. They are to be printed in separate volumes. They are both given in the June Bulletin of 1911.

### STATISTICS.

	Men	Women	Total
Individuals Attending Summer Term, 1911 .....	244	512	756
Individuals Attending Fall Term, 1911 .....	240	354	594
Individuals Attending Winter Term, 1911-12 .....	285	362	647
Individuals Attending Spring Term, 1912.....	251	372	623
Individuals Attending Summer Term, 1912 .....	302	598	900
<hr style="width: 10%; margin: 0 auto;"/>			
Average No. Attending. ....	264	440	704
Individuals Enrolled, year ending May, 1912. ....			1450
Children in Practice Schools.....			300
<hr style="width: 10%; margin: 0 auto;"/>			
Total Enrollment, including Practice School.....			1750

### ENROLLMENT BY YEARS.

#### Exclusive of Practice School Children.

YEARS.	STUDENTS.	YEARS.	STUDENTS.
1868—First year.....	140	1891—Twenty-fourth year.....	560
1869—Second year.....	203	1892—Twenty-fifth year.....	596
1870—Third year.....	303	1893—Twenty-sixth year.....	606
1871—Fourth year.....	321	1894—Twenty-seventh year.....	562
1872—Fifth year.....	434	1895—Twenty-eighth year.....	620
1873—Sixth year.....	470	1896—Twenty-ninth year .....	623
1874—Seventh year.....	668	1897—Thirtieth year.....	719
1875—Eighth year.....	709	1898—Thirty-first year.....	737
1876—Ninth year.....	627	1899—Thirty-second year.....	739
1877—Tenth year.....	592	1900—Thirty-third year.....	742
1878—Eleventh year.....	534	1901—Thirty-fourth year .....	753
1879—Twelfth year.....	468	1902—Thirty-fifth year.....	757
1880—Thirteenth year.....	513	1903—Thirty-sixth year.....	784
1881—Fourteenth year.....	492	1904—Thirty-seventh year.....	944
1882—Fifteenth year.....	481	1905—Thirty-eighth year.....	982
1883—Sixteenth year.....	446	1906—Thirty-ninth year.....	1040
1884—Seventeenth year.....	501	1907—Fortieth year.....	1157
1885—Eighteenth year .....	475	1908—Forty-first year.....	1250
1886—Nineteenth year.....	405	1909—Forty-second year .....	1307
1887—Twentieth year.....	421	1910—Forty-third year.....	1364
1888—Twenty-first year.....	490	1911—Forty-fourth year.....	1370
1889—Twenty-second year.....	505	1912—Forty-fifth year.....	1450
1890—Twenty-third year.....	502		

## GRADUATES, 1911-12.

Receiving degree Bachelor of Science in Education May 23, 1911: H. J. King.

Receiving degree Bachelor of Science in Education August 10, 1911: E. H. Buck, B. P. Humphrey, Reba Polson.

Receiving degree Bachelor of Arts in Education August 10, 1911: James S. Tippet.

Receiving diploma for Four Years' Teachers College Course August 10, 1911: Ada Cochran, H. E. Millsap, W. G. Pence, Reba Polson, Robert St. Clair, Allen D. Towne.

Receiving degree Bachelor of Arts in Education August 9, 1912: Grover C. Allen, W. G. Pence, W. H. Trainum.

Receiving diploma for Four Years' Teachers College Course August 9, 1912: W. E. Costolow, Clyde A. Dorsey, Florence H. Funk, Eldina Kropf, Edith Marston, John R. Murdock, George W. Reavis, Robert St. Clair, W. H. Trainum, Frank Ward, Charles M. Weyand, C. M. Wise.

## GRADUATES ADVANCED COURSES 1910-11, DEGREE BACHELOR OF PEDAGOGY.

Jessie E. Bailey, Ina G. Baltzell, Florence Bailey, Helen Bradley, Fred E. Brooks, J. A. Burnside, Cecil L. B. Butler, Isabelle Carter, Susan Case (Mrs. Phipps), Belle Cockrum, G. W. Corporon, W. E. Costolow, Bertha Cummins, Bessey L. Daugherty, Lenora Davisson, Geo. W. Diemer, Walter N. Dobson, Clyde A. Dorsey, Loretta Dralle, Clive M. Finegan, Clarence M. Fish, Philip J. Fowler, S. T. Frazier, E. A. Funkhouser, Meta Gill, Helen Gray, Irma Gray, Clara Habermeyer, Edna O. Hays, H. E. Heinberg, Arthur A. Hoech, Ralph M. Hogan, C. E. Hutton, (Mrs.) Minta Hutton, Myrtle Helm, R. H. Jones, Edith J. Jordan, Iva Kirtley, Louise W. Koenemann, Eldina Kropf, B. P. Leatherman, Grace Lyle, Carl E. Magee, Hattie R. McClain, Fred S. Milam, (Mrs.) Golda T. Miller, Anna Mary Mills, H. E. Millsap, Ethel Newmyer, Allethea Norfolk, Josephine Norwood, W. L. Rinaman, C. C. Roselle, Frances Savage, V. A. Schiefelbusch, P. O. Selby, A. P. Shibley, L. B. Sipple, Saloma Smith, Rolla Southern, Eda B. Stauterman, Claire Terrill, A. L. Threlkeld, Earl Van Horne, Frank Ward, Louise Wilcox, Edna Wilson, C. M. Wise, L. Avis Woodward (Mrs. St. Clair.)

## SENIOR CLASS, 1911-12.

### DEGREE, BACHELOR OF PEDAGOGY.

GRADUATING ON OR BEFORE MAY, 21, 1912.

S. L. Bailey, Cora Brennenstuhl, Sylva G. Browne, Arlie G. Capps, Sina I. Cochran, Lillian I. Doll, Grace C. Enyeart (Mrs. Hill), W. Brice Fell, Melvin E. Fish, Beulah E. Gammon, Walter A. Hopkins, E. L. Horton, G. B. Israel, Guy F. McGee, Bertha E. Sandry, Clara Sanford, Nellie Shanks, Fred L. Sloop, Louise A. Willard, Mabel Wilson, Mabel M. Wilson.

### August Section.

Graduating on Aug. 9, 1912.

Geo. V. Baskett, Maude Bell, Florence Bradley, Robert S. Clough, Bessie Crystal, Ada F. Douglas, Julia M. Foght, Mary B. V. Gentry, J. W. Howe, Pauline Kirk, Victor Kirk, Rose L. Lisenby, Agnes Marston, Stella L. McWilliams, (Mrs.) Myrtle M. Murdock, Eva Nance, Anna E. Pearson, Myrtle V. Potter, Louise Reckard, Cora A. Reid, E. H. Salisbury, Nellie Shanks, Bess Smith, W. Howard Snyder, C. E. Stephens, H. G. Swanson, Ruth Turner, M. B. Vaughn, H. D. Voss, Evan D. White, Jewell Whitelock.

## ELEMENTARY CLASS.

GRADUATING ON OR BEFORE MAY 21, 1912.

M. F. Beach, Dula Bernard, Ella E. Black, Ada F. Blakeslee, Annie Bledsoe, Lillian Marie Bramblett, Rowena Bramblett, Neita Brawford, Effie Lee Bruner, Fred Bruner, Malie Gertrude Buford, Veronicā Burns, W. H. Burress, Avis Callison, Nellie G. Chevront, Ruth F. Collett, A. Maude Cooper, Lura Cowan, Mabel E. Cowan, Emma D. Davis, Flossie Deaver, Gladys Doss, Glenn S. Edwards, Buel F. Enyeart, Mary Fidler, Thurba Fidler, Mabel J. Fields, Goldie Forrest, Marion F. Gardner, Le Nelle Gibson, Sallie Gibson, Logan M. Gilbreath, Will C. Gilson, Nellie S. Grimes, Mary Haley, A. Esther Harrison, A. S. Hill, Maggie Lee Hoffman, Shirley Hunt, Coralie Lake, Bernice E. Lemon, Lenore Lindsey, Mary D. Locke, Bessie Lucas, Merle Lutes, Catherine N. Meade, Marie F. Miller, Wayne L. Mills, Barton S. Morgan, Mary Morrison, Edith Myers, Mabel L. Nulton, Linnie Pearson, Maud M. Phelps, Myrtle Phelps, Clara Pierson, Harva Pitts, H. B. Polson, Earl Y. Poor, Carmelita Quinn, Dora Reynolds, L. F. Reynolds, Alva Roberts, Agnes Shibley, Lena Singley, Leon E. Slavens, C. Grace Smith, Julia Sparks, S. Barrett Stout, Eva H. Stuck, Opal Townsend, L. V. Tyler, Viola Vogel, Sudie Winn, Ruth Wright, Ruth A. Wright.

### August Section.

To receive Elementary Certificates August 9, 1912, on condition that all required work shall then be completed.

Bertha E. Arni, (Mrs.) Flo. E. Ballard, S. Morris Boucher, W. R. Boucher, Ida Brewington, R. S. Caldwell, Geneva Cash, Anna B. Chapman, A. B. Cluster, Lois D. Cochran, Grace Copman, Nola E. Crandall, Nettie Crews, Mary Crigler, Herman L. Crookshank, Jno. A. Crookshank, Luther V. Crookshank, Phyllis Cunningham, Joseph M. Davidson, Letha Dorsey, Ethel Downs, A. G. Elam, Albert F. Elsea, Leota Eubanks, Clinton T. Farmer, Carrie Friday, Frances Funkhouser, Hazel W. Furman, Frankie Gentry, O. E. Gordon, F. Karl Grassle, Georgia R. Grimes, Maude Haines, Mila Harris, Laura Heathman, Edna O. Hess, Hazel Holmes, Ethel Hook, E. A. Horton, Nina Howard, Anna May Howell, Hazel Howison, Carrie Hoyt, Courtney Jackson, Anna James, Fay Elizabeth Jarman, Nondas Jordon, James R. Kerr, Ruth Kipper, Mabel R. Kraft, Herbert W. Kretzmeier, May Leedom, Stella Lee Lemen, Erma Maye Lipp, Margaret Lloyd, Essie Long, Lela Lyon, Rowland Marston, Kathryn Martin, Birdie Mason, C. C. Maxwell, Beulah McClaran, Annabelle McGee, Stella McNary, Cordia E. Mills, (Mrs.) Mary E. Moore, Alma Muns, Nelle C. Myers, Roy T. Neff, Pearle Netherton, Berdie Newmyer, Helen M. Nichols, Mary Belle Nicoson, Mary Nolen, Erma Novinger, Belle Nowels, J. Frank Page, Jene B. Patton, Leo. H. Petree, Elsie M. Post, R. W. Powell, Mabel E. Rafter, Agnes Rank, Daisy Rankin, L. Benj. Reber, Ella M. Richards, Mary Ellen Rixey, Birdie Robbins, Mary Roberts, Jas. Buford Rogers, Pearl Romjue, Ruth E. Sanders, T. L. Schiefelbusch, Georgia Sebring, Luella Sebring, Vest Sheets, Roy M. Slocum, Ruth E. Sloop, Alta L. Smelser, Neva Sue Smith, Veal Smith, E. A. Sparling, Hortense Standley, Blanche Stephens, Kathleen Stone, Eva M. Stout, (Mrs.) Anna L. Swartz, Mamie Tate, Mattie Tate, Ruth Tatum, Margaret Tegler, Jennie Terrill, Anna B. Thiemann, Maggie Mae Thomas, Cecile L. Thompson, Sterling Thompson, Minnie Trippeer, Bessie Tucker, Elizabeth Uhe, Georgia Vaughn, Vera Vesper, Orville C. Wade, Kate Wallace, Sadie M. Walters, Ruth Way, Nelle I. Webb, Mae Wells, Lillian Whaley, Rachel G. Whitaker, Anna Lee Woods, E. A. Wright, Flora A. Wright.

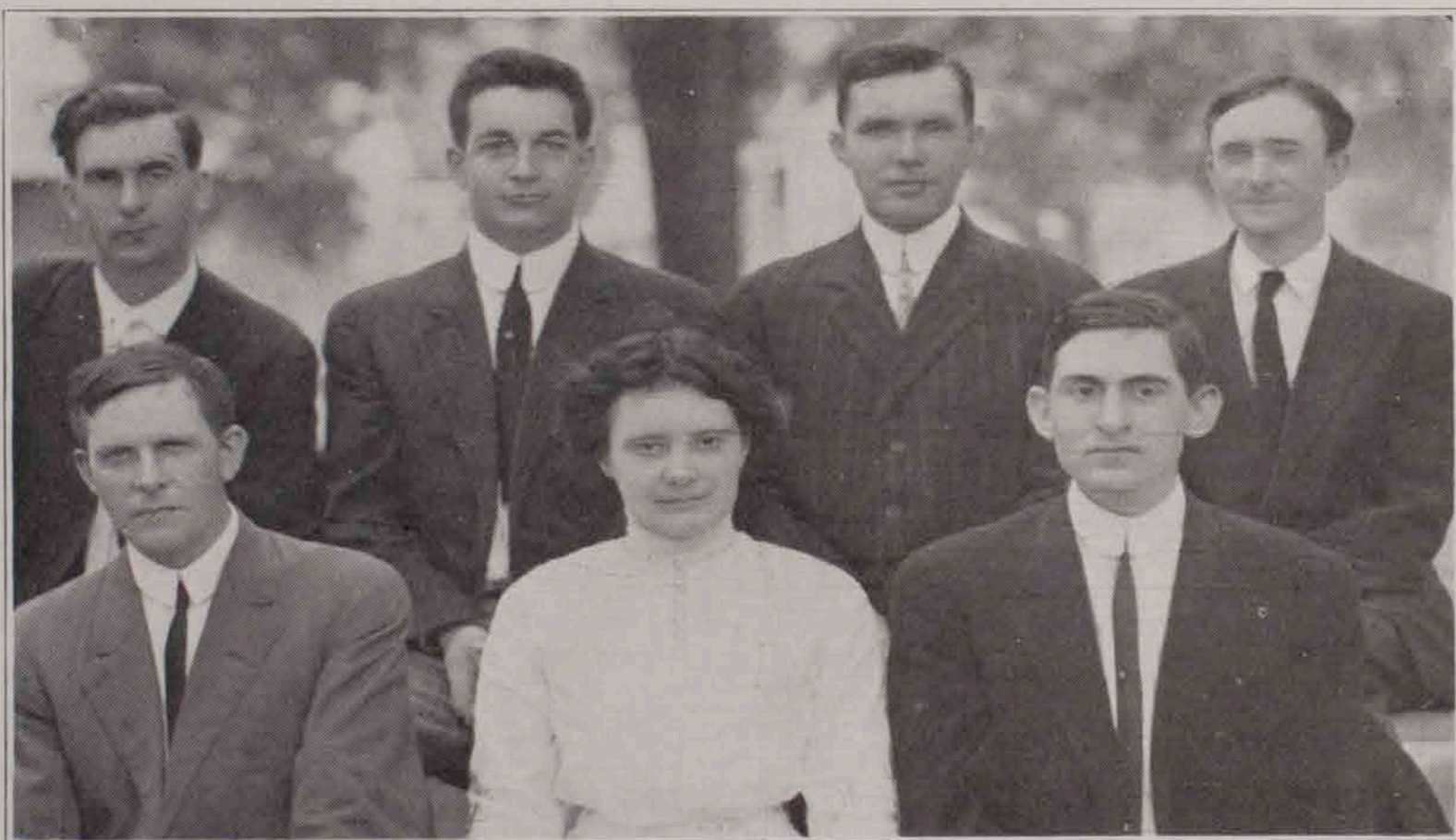
## RURAL SCHOOL EDUCATION.

RECEIVING RURAL SCHOOL CERTIFICATES ON OR BEFORE MAY, 1912.

Elizabeth Benning, Abbie Mae Bull, H. L. Cohagen, Irma Collins, Mary Jeanette Dickerson, Carl B. Fortney, Frankie M. Gentry, Hattie Mae Gulick, Lillian P. Hardister, Bessie Jones, Nora Belle Mairs, Willie Ben Maupin, Dorothea F. Moore, Susan A. Moore, Roy S. Neff, Floyd A. Newman, W. J. Pierce, Dessie Porter, Chester A. Purdy, Ruth R. Reynolds, Bertha E. Roseberry, Hannah Rowland, (Mrs.) Beulah Salisbury, Ethel Sharp, Harry Shibley, Bessye Smith, Bessie Steele, Mamie Temple, Anna W. Wayland, Samuel E. Wilson, Rachael Winslow.

### August Section.

Vernie L. Bailey, Maude Bruner, Leida Friday, Ernest Hamilton, O. H. Hardister, Marion Hill, Grace E. Lillard, L. Enolia Lyon, Roxie McFarland, Byron R. McGee, Ralph S. McGhee, Grace E. Neet, Clifford J. Novinger, Lela Salisbury, Alta M. Sangsetr, Mark Stanley, Mary M. Tudor, Rosie Vestal, Mabel Wade, Elmer, J. Weyand, S. Edna Winaget, \*Rachel Winn



### SOME CANDIDATES FOR THE HIGHER DIPLOMAS.

Top Row, reading left to right: John R. Murdock, '10 W. G. Pence, '09; Robt. St. Clair, '09; Grover C. Allen, '04. Second Row: Clyde Dorsey, '11; Eldina Kropf, '11; Frank Ward, '11.

Allen completes the Five Years' Teachers College Course, with A. B. in education; Pence, with B. S. in education. The others complete the Four Years' Teachers College Course (preceded by the four years' high school course) with B. Pd. Several others are not in the picture.

\*Deceased July 26, 1912.

# Enrollment

JUNE, 1911 TO JUNE, 1912

Abbott, Earl . . . . .	Putnam	Bane, Lola . . . . .	Clark
Abbott, Maude . . . . .	Putnam	Banning, Doone . . . . .	Adair
Abell, John . . . . .	Monroe	Barb, Bessie . . . . .	Schuyler
Adams, Eunice V. . . . .	Adair	Bare, Chas. F. . . . .	Monroe
Adams, Hermia F. . . . .	Linn	Barker, Ollie . . . . .	Adair
Ader, Cecil . . . . .	Adair	Barker, Ray . . . . .	Adair
Ader, Ola C. . . . .	Adair	Barker, V. H. . . . .	Adair
Adkison, Iva . . . . .	Callaway	Barnes, Clarence L. . . . .	Sullivan
Adlesperger, Nora . . . . .	Sullivan	Barnett, Paul . . . . .	Adair
Aeschliman, J. E. . . . .	Schuyler	Barnett, Pearl . . . . .	Audrain
Alexander, C. Bessie . . . . .	Sullivan	Barnhart, C. V. . . . .	Adair
Alexander, Robert L. . . . .	Randolph	Barr, Jeannette . . . . .	Monroe
Alexander, Tom . . . . .	New York	Barrows, Georetta . . . . .	Clark
Allen, Ross C. . . . .	Chariton	Bartlett, Orpha A. . . . .	Sullivan
Alspach, Mark O. . . . .	Sullivan	Baskett, G. V. . . . .	Adair
Altie, Mattie M. . . . .	Adair	Baughner, Waverly . . . . .	Linn
Ames, Everett . . . . .	Sullivan	Beach, Marvin F. . . . .	Howard
Ames, Johnny . . . . .	Adair	Beagles, Mrs. Bessie P. . . . .	Audrain
Anderson, Edna . . . . .	Macon	Beals, Effie . . . . .	Monroe
Anderson, Mildred . . . . .	Macon	Beaty, Olive . . . . .	Adair
Anderson, R. C. . . . .	Mercer	Beatty, Everett . . . . .	Sullivan
Anderson, Rouse . . . . .	Lewis	Beckner, Weda . . . . .	Scotland
Angus, J. T. . . . .	Scotland	Beckner, W. H. . . . .	Scotland
Arbuckle, Olive . . . . .	Linn	Bedsworth, Berdie . . . . .	Callaway
Armstrong, Perry D. . . . .	Grundy	Behymer, Roy E. . . . .	Macon
Arni, Bertha E. . . . .	Schuyler	Belfield, Marye . . . . .	Adair
Arnold, J. W. . . . .	Lewis	Bell, Maude . . . . .	Macon
Arnold, Loyette . . . . .	Monroe	Benner, Dale . . . . .	Adair
Artz, Erma . . . . .	Sullivan	Bennett, Grover T. . . . .	Adair
Axtell, Stella . . . . .	Grundy	Bennett, Mrs. J. B. . . . .	Callaway
Ayers, Gertrude . . . . .	Clark	Bennett, Letha . . . . .	Adair
Bacon, Ruby A. . . . .	Linn	Benning, Elizabeth . . . . .	Clark
Bailey, Alice . . . . .	Clark	Benson, Blanche . . . . .	Callaway
Bailey, Claire . . . . .	Adair	Berger, Amne . . . . .	Montgomery
Bailey, Florence . . . . .	Knox	Berger, Robert T. . . . .	Montgomery
Bailey, Harriet P. . . . .	Knox	Bernard, Dula . . . . .	Callaway
Bailey, Jessie . . . . .	Adair	Beverlin, Elsie . . . . .	Adair
Bailey, Leslie . . . . .	Lewis	Biggerstaff, Cecil . . . . .	Clinton
Bailey, Oscar . . . . .	Macon	Bishop, Nattie . . . . .	Montgomery
Bailey, S. L. . . . .	Adair	Black, Ella E. . . . .	Montgomery
Bailey, Vernie . . . . .	Adair	Blackburn, George S. . . . .	Linn
Baker, Bess . . . . .	Monroe	Blackburn, Lottie . . . . .	Linn
Baker, Pearl . . . . .	Linn	Blackwell, Clara L. . . . .	Oklahoma
Baker, Ruth . . . . .	Lewis	Blair, J. E. . . . .	Adair
Baldwin, Ethelyn . . . . .	Knox	Blakeslee, Ada F. . . . .	Andrew
Ball, M. Bedie . . . . .	Clark	Blanton, Edna . . . . .	Monroe
Ballard, Mrs. Flo. E. . . . .	Macon	Blattner, Bessie . . . . .	Scotland

Bledsoe, Annie ..... Audrain  
 Boarman, Wm. Leo ..... Monroe  
 Boaz, Ethel ..... Ralls  
 Boaz, Lena ..... Ralls  
 Bohon, Lois ..... Adair  
 Boley, Cornelia ..... Clark  
 Bolton, Nolia ..... Schuyler  
 Bond, Frances E. .... Linn  
 Bondurant, Adda L. .... Scotland  
 Bondurant, Earle ..... Adair  
 Bondurant, Edith ..... Adair  
 Borron, Lola ..... Macon  
 Bosley, Besse ..... Montgomery  
 Boucher, Earl ..... Livingston  
 Boucher, J. A. .... Livingston  
 Boucher, S. M. .... Adair  
 Bowling, Virginia ..... Shelby  
 Boyd, Eunice ..... Monroe  
 Boyd, Nell ..... Callaway  
 Bradford, Edna ..... Dallas  
 Bradley, Florence ..... Jackson  
 Bradley, Helen ..... Jackson  
 Bradshaw, Agnes ..... Putnam  
 Bragg, Maudie ..... Macon  
 Bramblett, Marie ..... Pike  
 Bramblett, Rowena ..... Pike  
 Brantner, Georgia ..... Linn  
 Brantner, Lottie ..... Linn  
 Brashear, Richard ..... Adair  
 Brashear, Roma ..... Adair  
 Brawford, Neita ..... Putnam  
 Brennenstuhl, Cora ..... Grundy  
 Brewer, Olive ..... Macon  
 Brewington, Ida ..... Macon  
 Briddle, Florence M. .... Adair  
 Brightwell, Virgie ..... Lewis  
 Brockman, Ruth ..... Boone  
 Brooks, Fred E. .... Livingston  
 Brower, Monna ..... Schuyler  
 Brown, Bessie ..... Grundy  
 Brown, Goldie ..... Monroe  
 Brown, Maude ..... Grundy  
 Brown, Ruth ..... Randolph  
 Browne, Sylva G. .... Adair  
 Browning, Louis ..... Harrison  
 Broyles, J. Roy ..... Mercer  
 Bruce, Lulu ..... Livingston  
 Bruner, Effie Lee ..... Clark  
 Bruner, Fred ..... Shelby  
 Bruner, Maude ..... Clark  
 Bryant, Roberta ..... Knox  
 Bryson, Belle ..... Knox

Bryson, Mable ..... Knox  
 Buek, E. H. .... Adair  
 Buford, Malie G. .... Scotland  
 Bull, Abbie Mae ..... Scotland  
 Bunch, Mrs. Belle ..... Schuyler  
 Bunch, Christine E. .... Schuyler  
 Burch, Ola ..... Jasper  
 Burdick, Gertrude ..... Ralls  
 Burgess, Angel ..... Lewis  
 Burgess, Doris ..... Adair  
 Burgoon, J. A. .... Scotland  
 Burke, Ross C. .... Linn  
 Burns, Nora E. .... Scotland  
 Burns, Norbert ..... Adair  
 Burns, Veronica ..... Adair  
 Burnside, J. A. .... Carroll  
 Burress, Tina ..... Adair  
 Burress, Walter G. .... Adair  
 Burress, W. H. .... Adair  
 Burruss, Minnie ..... Sullivan  
 Burruss, Wardie ..... Sullivan  
 Burton, A. G. .... Adair  
 Burton, Glenn ..... Randolph  
 Burton, W. A. .... Randolph  
 Busby, Denver ..... Grundy  
 Bushong, Eula ..... Sullivan  
 Bushong, Myrtie ..... Sullivan  
 Butler, Carey ..... Nebraska  
 Butler, Cecil ..... Nebraska  
 Cable, Guy W. .... Macon  
 Cain, Allen ..... Adair  
 Cain, Hazel ..... Adair  
 Cain, J. W. .... Adair  
 Cain, Lottie L. .... Adair  
 Caldwell, R. Spencer ..... Lewis  
 Callaghan, Stella ..... Knox  
 Callison, Avis ..... Adair  
 Callison, Onie ..... Callaway  
 Callison, V. Glenn ..... Adair  
 Calvert, Lillian ..... Marion  
 Calvert, Sadie ..... Marion  
 Campbell, Audrey ..... Grundy  
 Campbell, Elizabeth ..... Clark  
 Campbell, Elizabeth J. .... Carroll  
 Capps, Arlie G. .... Adair  
 Capps, Ora L. .... Adair  
 Carder, Myrtle ..... Lewis  
 Carner, Lola ..... Adair  
 Carr, Lucy N. .... Randolph  
 Carr, Pearl ..... Lewis  
 Carr, W. T. .... Randolph  
 Carter, B. H. .... Putnam

Carter, Jennie . . . . .	Adair
Cary, Mary Lynd . . . . .	Chariton
Case, C. Ella . . . . .	Livingston
Casebeer, Wilbur F. . . . .	Livingston
Cash, Geneva . . . . .	Pike
Casper, Lulu . . . . .	Schuyler
Cater, Raymond . . . . .	Adair
Chadwick, Warren . . . . .	Adair
Chapman, Anna B. . . . .	Shelby
Chapman, Zanna F. . . . .	Shelby
Chappell, W. N. . . . .	Knox
Chedester, Victor . . . . .	Boone
Cherry, E. Pearl . . . . .	Livingston
Cherry, Lizzie . . . . .	Macon
Cherry, Ruby . . . . .	Macon
Chevront, Nellie G. . . . .	Shelby
Childers, Gladie . . . . .	Gentry
Childers, Nellie . . . . .	Gentry
Chipp, Bertis . . . . .	Harrison
Churchill, Verna . . . . .	Sullivan
Cissna, Lewis . . . . .	Lewis
Clabaugh, Ruth . . . . .	Sullivan
Clabaugh, Wm. . . . .	Sullivan
Clapham, Lanor . . . . .	Mercer
Clapham, Ola . . . . .	Mercer
Clark, James L. . . . .	Adair
Clark, Louis J. . . . .	Adair
Cleaver, Kathryn . . . . .	Ralls
Clevenger, Lewis . . . . .	Adair
Clithero, Alta . . . . .	Audrain
Clough, Mabel . . . . .	Clark
Clough, Robert S. . . . .	Clark
Cluster, A. B. . . . .	Montgomery
Coburn, Estelle . . . . .	Livingston
Coburn, Eva . . . . .	Livingston
Cochran, Ada . . . . .	Adair
Cochran, Cash . . . . .	Sullivan
Cochran, Glennie R. . . . .	Sullivan
Cochran, Lois Dean . . . . .	Adair
Cochran, Sina Inez . . . . .	Adair
Cockrum, Belle . . . . .	Adair
Coffey, Beulah A. . . . .	Schuyler
Cohagen, H. L. . . . .	Montgomery
Cokerham, Chas. C. . . . .	Linn
Cole, Ina . . . . .	Knox
Coles, J. A., Jr. . . . .	Arkansas
Collett, H. L. . . . .	Adair
Collett, Ruth F. . . . .	Adair
Collins, Irma . . . . .	Shelby
Collins, Sadie . . . . .	Ralls
Compton, Jessie . . . . .	Adair
Compton, Mary . . . . .	Adair
Conrad, Allie . . . . .	Shelby
Conrad, Rosa . . . . .	Shelby
Cooley, Alma . . . . .	Putnam
Cooley, Ordia E. . . . .	Putnam
Coop, Pauline . . . . .	Putnam
Cooper, A. Maude . . . . .	Shelby
Cooper, Donald . . . . .	Grundy
Copman, Grace . . . . .	Audrain
Corbin, C. Beatrice . . . . .	Adair
Corbin, O. C. . . . .	Sullivan
Corbin, Opal . . . . .	Adair
Cornmesser, B. L. . . . .	Arkansas
Cort, Lovie . . . . .	Marion
Costolow, T. A. . . . .	Adair
Costolow, W. E. . . . .	Adair
Couch, Ethel . . . . .	Grundy
Couch, Iva . . . . .	Grundy
Cousins, Owen . . . . .	Mercer
Cowan, Chester . . . . .	Adair
Cowan, Lura . . . . .	Montgomery
Cowan, Mabel E. . . . .	Adair
Cox, Josie . . . . .	Sullivan
Cox, Macie . . . . .	Sullivan
Craghead, Nora . . . . .	Audrain
Craig, Artie . . . . .	Adair
Craig, Everette . . . . .	Lewis
Craig, Wade S. . . . .	Adair
Cramer, Jessie E. . . . .	Pulaski
Cramer, Sadie . . . . .	Pulaski
Crandall, Nola E. . . . .	Scotland
Crane, Opal . . . . .	Marion
Craven, Edna . . . . .	Worth
Crawford, Etta . . . . .	Adair
Crawford, Ira B. . . . .	Howard
Crawford, W.T. . . . .	Howard
Crecelius, Lottie . . . . .	St. Louis
Crecelius, Lula J. . . . .	St. Louis
Crews, Nettie . . . . .	Boone
Crigler, Mary . . . . .	Adair
Crookshank, Herman L. . . . .	Adair
Crookshank, Jno. . . . .	Adair
Crookshank, Luther V. . . . .	Adair
Cross, M. F. . . . .	Macon
Crump, Lutie . . . . .	Monroe
Crystal, Bessie . . . . .	Linn
Culler, Alva . . . . .	Shelby
Culler, Herschel . . . . .	Shelby
Cummins, Bertha . . . . .	Adair
Cunningham, C. C. . . . .	Randolph
Cunningham, Phyllis . . . . .	Macon
Dale, Donald . . . . .	Macon
Dale, Lowell . . . . .	Macon

Darrow, Vivian.....Adair  
 Daugherty, Bessey L.....Adair  
 Daugherty, Blanche.....Adair  
 Davidson, Bessie.....Montgomery  
 Davidson, Claud R.....Macon  
 Davidson, Joseph M.....Adair  
 Davies, Sarah.....Randolph  
 Davis, Emma D.....Monroe  
 Davis, Geo. W.....Putnam  
 Davis, Gladys.....Adair  
 Davis, India.....Scotland  
 Davis, Kathryn.....Linn  
 Davis, Lola.....Adair  
 Davis, Martha.....Scotland  
 Davisson, Lenora.....Harrison  
 Dear, Ora K.....Adair  
 Deaver, Flossie.....Monroe  
 Delaney, Lillian.....Monroe  
 Denniston, Virginia.....Lewis  
 DeWitt, Meryl.....Sullivan  
 Dickerson, Homer L.....Putnam  
 Dickerson, Mary J.....Howard  
 Dickerson, Nettie.....Putnam  
 Diemer, G. W.....Chariton  
 Diggs, Paul S.....Lincoln  
 Diggs, Pearl M.....Lincoln  
 Dill, Foster.....Clark  
 Dille, G. Earl.....Macon  
 Divers, Bettie.....Boone  
 Doan, Mabel.....Grundy  
 Dockery, Ellen.....Livingston  
 Dodson, F. O.....Putnam  
 Doggett, J. C.....Macon  
 Doll, Lillian Isabel.....Shelby  
 Donaldson, Margaret.....Knox  
 Donnelly, Annie.....Clark  
 Doran, O. T.....Christian  
 Dorsey, Clyde A.....Adair  
 Dorsey, Letha.....Adair  
 Doss, Gladys.....Adair  
 Dougherty, Ruth.....Livingston  
 Douglas, Ada F.....Boone  
 Downing, Mabel L.....Adair  
 Downing, Nell.....Adair  
 Downing, Olah.....Adair  
 Downing, S. Carrie.....Knox  
 Doyle, Elva.....Adair  
 Doyle, Gertrude.....Adair  
 Dralle, Loretta.....Lewis  
 Drawe, Minnie.....Lewis  
 Drawe, Nora.....Lewis  
 Drennan, I. L.....Adair

Drennan, Orrin.....Adair  
 Drennan, Phoebe.....Adair  
 Drury, Ethel.....Knox  
 Duffie, Grace.....Adair  
 Duffie, J. H.....Adair  
 Duffie, W. L.....Adair  
 Dugan, G. B.....Montgomery  
 Duncan, Olga.....Iowa  
 Dunn, Verna.....Knox  
 Durham, Russell C.....Randolph  
 Durham, Stanley.....Randolph  
 Dutton, Mattie.....Warren  
 Dutton, Nettie F.....Callaway  
 Dwyer, Folsom.....Lincoln  
 Dye, Claude N.....Macon  
 Dyer, Ida.....Schuyler  
 Earhart, C. L.....Putnam  
 Earnst, Edna.....Audrain  
 Eaton, Edna.....Mercer  
 Eaton, Joseph H.....Sullivan  
 Edgar, Ethel E.....Monroe  
 Edmonson, Naomi.....Iowa  
 Edmunds, F. R.....Monroe  
 Edwards, Glenn.....Benton  
 Edwards, Icis.....Sullivan  
 Edwards, S. B.....Randolph  
 Elam, A.G.....Ralls  
 Ellis, Adda.....Lewis  
 Ellis, Angie.....Lewis  
 Ellison, Kathryn.....Adair  
 Elsea, Albert.....Randolph  
 Emerson, Pearl H.....Knox  
 Enyeart, Buel F.....Linn  
 Enyeart, Grace C.....Linn  
 Epperson, Amma.....Knox  
 Epperson, H. Leonard.....Knox  
 Epperson, Lucy.....Knox  
 Eubank, Martha.....Monroe  
 Eubank, Nell.....Monroe  
 Eubanks, Leota.....Sullivan  
 Evans, Essie.....Boone  
 Evans, Grace.....Randolph  
 Evans, Letitia.....Mercer  
 Evans, Roy.....Randolph  
 Ewing, Ada.....Adair  
 Ewing, Bessie.....Clark  
 Farhni, Anna E.....St. Louis  
 Falkenstein, Mariam.....Knox  
 Fanning, Orpha E.....Lincoln  
 Farmer, Clella.....Macon  
 Farmer, C. T.....Putnam  
 Farmer, Garnett.....Macon

Farmer, John T.....	Putnam	Funkhouser, E. A.....	Macon
Farrington, Mary.....	Boone	Funkhouser, Frances.....	Clinton
Faulhaber, Dora.....	Montgomery	Furman, Bessie I.....	Adair
Faulkner, J. R.....	Phelps	Furman, Hazel W.....	Adair
Fechtling, Pearly.....	Putnam	Galbraith, Grace.....	Daviess
Fell, W. Brice.....	Clark	Galbraith, Leda.....	Scotland
Fidler, Mary.....	Carroll	Gammon, Beula E.....	LaFayette
Fidler, Thurba.....	Carroll	Gardhouse, H. L.....	Marion
Fields, Golden.....	Pike	Gardner, Henry C.....	Adair
Fields, John A.....	Putnam	Gardner, Marion F.....	Adair
Fields, Mabel.....	Putnam	Garnett, Mary Lillian.....	Monroe
Fife, Bertha.....	Putnam	Garrett, Herman.....	Macon
Finegan, Ava.....	Adair	Garriott, Rena.....	Adair
Finegan, Clive M.....	Adair	Gartmen, Stella.....	Montgomery
Finegan, Ina.....	Adair	Gartrell, Winifred.....	Kansas
Finegan, Vera.....	Adair	Garver, Emma.....	Callaway
Finley, E. Logan.....	Callaway	Gentry, Ada.....	Adair
Finney, Albert R.....	Linn	Gentry, Esther.....	Adair
Fish, Clarence M.....	Adair	Gentry, Evodia R.....	Monroe
Fish, Elsie.....	Adair	Gentry, Frankie.....	Boone
Fish, Melvin E.....	Adair	Gentry, Frankie M.....	Adair
Fish, T. G.....	Kentucky	Gentry, Mary B. V.....	Boone
Fisher, Verna.....	Adair	German, Bessie.....	Dent
Flanagan, Ross.....	Sullivan	Gibson, Le Nelle.....	Lincoln
Fletcher, Hazel.....	Macon	Gibson, Sallie.....	Lincoln
Flowers, Olivia.....	Clark	Gilbreath, Everett D.....	Macon
Foght, Julia M.....	Minnesota	Gilbreath, Logan M.....	Macon
Foncannon, Grace.....	California	Gill, Meta.....	Adair
Ford, C. V.....	Pike	Gilmore, Cordia.....	Callaway
Ford, Jewel.....	Audrain	Gilson, C. L.....	Adair
Ford, Nellie.....	Audrain	Gilson, Will C.....	Randolph
Forrest, Goldie.....	Marion	Gingrich, Beulah.....	Adair
Forsyth, Ethel.....	Monroe	Glaves, Cecil.....	Adair
Fortney, Carl B.....	Adair	Glaves, Frankie.....	Adair
Foster, Myrtle.....	Adair	Glaves, Virgil.....	Adair
Foust, J. W.....	Lewis	Glennen, Agnes.....	Callaway
Fowler, Altha M.....	Scotland	Glennen, Julia.....	Callaway
Fowler, Fanny.....	Caldwell	Godman, Lola.....	Lewis
Fox, Gail.....	Knox	Gooch, Bessie L.....	Linn
Frazier, Arzetta.....	Sullivan	Gooch, Emory L.....	Pike
Frazier, S. T.....	Jackson	Goodwin, J. A.....	Adair
Frazier, Tina.....	Sullivan	Gordon, Orville.....	Adair
Francis, Lurley.....	Sullivan	Gorrell, Homer A.....	Clark
Fremgen, Bertha.....	Grundy	Gorrell, Shirley.....	Adair
Fremgen, Minnie.....	Daviess	Gorrell, W.E.....	Clark
Friday, Carrie.....	Sullivan	Gothard, Jno. Quincy.....	Adair
Friday, Leida.....	Sullivan	Gourley, Fannye A.....	Pike
Fugate, Edith F.....	Adair	Grassle, Helen.....	Adair
Fuller, Garle.....	Adair	Grassle, Karl.....	Adair
Fuller, Wayne.....	Adair	Graves, Burton.....	Schuyler
Funk, Margaret.....	Scotland	Graves, J. W.....	Knox
Funk, Mary.....	Scotland	Gray, Helen.....	Adair

Gray, Irma May . . . . . Adair  
 Gray, Katie . . . . . Macon  
 Green, Clement . . . . . Montgomery  
 Green, Norbert . . . . . Montgomery  
 Gregory, Thelma . . . . . Adair  
 Griffith, Gladys . . . . . Adair  
 Griffiths, Theodocia . . . . . Livingston  
 Grimes, Georgia R. . . . . Clinton  
 Grimes, Nellie . . . . . Randolph  
 Gross, Durwood . . . . . Macon  
 Grubbs, Mary R. . . . . Monroe  
 Guiles, Corinne . . . . . Adair  
 Gulick, Hattie May . . . . . Boone  
 Gunnels, Sarah . . . . . Macon  
 Guttery, Roxana . . . . . Rall  
 Habermeyer, Clara . . . . . Marion  
 Haines, E. Ruth . . . . . Lincoln  
 Hale, Delia . . . . . Macon  
 Hale, W. L. . . . . Adair  
 Haley, Mary . . . . . Holt  
 Hall, Port P. . . . . Lewis  
 Hall, Rebecca . . . . . Randolph  
 Hall, Willa . . . . . Knox  
 Ham, Terence . . . . . Callaway  
 Ham, Veva . . . . . Sullivan  
 Hamilton, Blanche . . . . . Linn  
 Hamilton, Ernest . . . . . Linn  
 Hamilton, Lula . . . . . Adair  
 Hamilton, Mrs. Mae D. . . . . Adair  
 Han, Lloyd . . . . . Grundy  
 Hanks, Leland . . . . . Macon  
 Hanks, Paul . . . . . Adair  
 Hanks, Ralf . . . . . Adair  
 Harbaugh, Lela . . . . . Clay  
 Hardesty, Lacey Paul . . . . . Shelby  
 Hardgrove, Cleve . . . . . Macon  
 Hardgrove, Steve . . . . . Macon  
 Hardin, Alberta . . . . . Boone  
 Harding, Jessie . . . . . Andrew  
 Hardister, Iva . . . . . Adair  
 Hardister, J. W. . . . . Adair  
 Hardister, Lillian P. . . . . Adair  
 Hardister, O. H. . . . . Adair  
 Harris, Mila . . . . . Adair  
 Harrison, Esther . . . . . Audrain  
 Harshbarger, Bettie . . . . . Boone  
 Hatfield, Elva . . . . . Schuyler  
 Hatfield, Lula S. . . . . Schuyler  
 Hatfield, N. Ray . . . . . Schuyler  
 Hawes, Alice L. . . . . Linn  
 Hawkins, A. E. . . . . Chariton  
 Hawks, Enna . . . . . Linn

Haynes, Gwen . . . . . Putman  
 Hays, Edna . . . . . Schuyler  
 Head, Emma . . . . . Linn  
 Head, J. T. . . . . Sullivan  
 Heartsell, Flora . . . . . Carroll  
 Heathman, Kate . . . . . Randolph  
 Heathman, Laura . . . . . Randolph  
 Heinberg, H. E. . . . . Clark  
 Helm, Myrtle . . . . . Monroe  
 Henderson, Eliza J. . . . . Gentry  
 Henry, Walter . . . . . Sullivan  
 Hess, Edna O. . . . . Lewis  
 Hess, Irving . . . . . Adair  
 Hess, J. H. . . . . Adair  
 Hesse, Emma . . . . . Clark  
 Hetrick, Ethel . . . . . Schuyler  
 Hickey, Mary R. . . . . Shelby  
 Hickey, Winnie D. . . . . Shelby  
 Hicks, Bessie . . . . . Iowa  
 Hicks, L. H. . . . . Lewis  
 Higgins, Margaret . . . . . Adair  
 Hill, A. S. . . . . Putnam  
 Hill, Charlotte . . . . . Sullivan  
 Hill, Glenn E. . . . . Putnam  
 Hill, Marion . . . . . Schuyler  
 Hill, Octa . . . . . Putnam  
 Hines, Ruby . . . . . Adair  
 Hipsher, Harry P. . . . . Ohio  
 Hoech, Arthur A. . . . . Warren  
 Hoerrmann, Bessie . . . . . Sullivan  
 Hoerrmann, Blanche . . . . . Sullivan  
 Hoffman, Maggie Lee . . . . . Monroe  
 Hofrichter, May . . . . . Audrain  
 Hogan, R. M. . . . . Schuyler  
 Hogenson, Tena . . . . . Macon  
 Holloway, Keith . . . . . Adair  
 Holman, Addie . . . . . Adair  
 Holmes, Hazel . . . . . Macon  
 Hook, Ethel . . . . . Randolph  
 Hook, J. Leroy . . . . . Randolph  
 Hooker, Orvel . . . . . Linn  
 Hopkins, Walter A. . . . . Colorado  
 Horn, Gertrude . . . . . Schuyler  
 Horton, E. A. . . . . Audrain  
 Horton, E. L. . . . . Adair  
 Horton, Mrs. E. L. . . . . Adair  
 Hosey, Gertrude . . . . . Macon  
 Houghton, Nealie . . . . . Adair  
 Howard, Clarence . . . . . Randolph  
 Howard, Frank A. . . . . Putnam  
 Howe, J. W. . . . . Shelby  
 Howell, Alma . . . . . Lincoln

Howell, Edward N.....	Adair	Jones, Jessie G. ....	Montgomery
Howell, Janette.....	Adair	Jones, Lina .....	Harrison
Howell, Myra E.....	Monroe	Jones, Lynne E. ....	Adair
Howerton, Ruth.....	Adair	Jones, Marie.....	Adair
Howing, Ethel.....	Pike	Jones, Nettie.....	Callaway
Howison, Hazel.....	Linn	Jones, R. H.....	Boone
Howk, Ada.....	Macon	Jones, Vera.....	Adair
Hoyt, Grace.....	Livingston	Jordan, Anna.....	Monroe
Hoyt, Kate.....	Livingston	Jordan, Edith J.....	Lewis
Hoyt, Verna.....	Livingston	Jordan, Nondas.....	Shelby
Huffer, Wm. D.....	Illinois	Kaighen, Jessie.....	Macon
Hughes, Josephine.....	Adair	Karnes, Blanche.....	Clark
Hull, Noel.....	Adair	Karnes, Ruby.....	Clark
Null, Paul.....	Adair	Kealey, Monique .....	Macon
Humphrey, Belva.....	Linn	Keiser, Alma .....	St. Charles
Humphrey, P. B.....	Kansas	Keller, Minnie.....	Putnam
Humphreys, Truman.....	Grundy	Kemble, Mary C.....	Pike
Hunt, Shirley.....	Knox	Kent, Raymond.....	Sullivan
Hunter, Ray.....	Sullivan	Kerfoot, T. W.....	Lewis
Husted, E. H.....	Grundy	Kerr, Elmer L.....	Iowa
Husted, Rita.....	Sullivan	Kerr, James R.....	Platte
Hutton, C. E.....	Harrison	Kesterson, Leo.....	Mercer
Hutton, Mrs. C. E.....	Harrison	King, Atha.....	Chariton
Irani, Ardeshir B.....	Persia	King, Lottie.....	Callaway
Irons, Lona.....	Adair	King, Maggie.....	Iowa
Israel, G. B.....	Adair	Kingdon, R. H.....	Daviess
Jackson, Belle.....	Sullivan	Kipper, Ethel.....	Monroe
Jackson, Courtney.....	Randolph	Kipper, Ruth.....	Monroe
James, Goldie.....	Adair	Kirk, Ethel.....	Adair
James, Opal.....	Adair	Kirk, Mary.....	Adair
James, Robert.....	Adair	Kirk, Pauline.....	Adair
James, Wm.....	Adair	Kirk, Todd.....	Adair
Jarman, Esther.....	Lewis	Kirk, Victor.....	Adair
Jerome, Ethel.....	Sullivan	Kirtley, Iva.....	Livingston
Johns, Ora.....	Adair	Kisor, Jessie.....	Linn
Johnson, Esther.....	Putnam	Kopfer, J. E.....	Putnam
Johnson, Hazel.....	Macon	Kraft, Leta.....	Ralls
Johnson, Lena.....	Livingston	Kraft, Mabel.....	Linn
Johnston, Cleve.....	Adair	Kraus, Emma.....	Scotland
Johnston, Ethel.....	Marion	Kraus, Orla V.....	Scotland
Johnston, Grace.....	Iowa	Kretzmeier, Herbert.....	Kansas
Johnston, Leon S.....	Adair	Kribs, Effie.....	Randolph
Jolly, B. H.....	Daviess	Kunkel, H. W.....	Audrain
Jones, Alice J.....	Adair	Kunkel, Julia.....	Holt
Jones, Alma.....	Putnam	Kuntz, Garrett A.....	Boone
Jones, Anna.....	Iowa	Kutzner, Mabel.....	Scotland
Jones, Arthur.....	Marion	Lafrentz, Lawrence L.....	Clark
Jones, Benj. C.....	Adair	La Frenz, Estelle.....	Clark
Jones, Bernice.....	Schuyler	Laird, Elizabeth.....	Adair
Jones, Bessie.....	Sullivan	Laird, Sarah.....	Adair
Jones, Bessie.....	Linn	Lake, Coralie.....	Audrain
Jones, Grace M.....	Sullivan	Lansdale, Monty.....	Schuyler

Lansdale, Opal.....Schuyler  
 Larghead, George.....Putnam  
 Larson, Anna B.....Linn  
 Larson, Caroline.....Linn  
 Law, Wilson A.....Knox  
 Laytham, Vena.....Monroe  
 Lear, Mary E.....Monroe  
 Lee, Annah.....Randolph  
 Lee, Byron B.....Livingston  
 Leedom, May.....Randolph  
 Lehr, Ralph.....Adair  
 Lehr, Roma.....Adair  
 Lemen, Stella Lee.....Putnam  
 Lemley, Ethel.....Putnam  
 Lemley, Zula.....Putnam  
 Lemon, Bernice E.....Macon  
 Lemon, Walter C.....Macon  
 Lesh, Clara.....Harrison  
 Lewellen, Harvey.....Adair  
 Lewis, Julia.....Lewis  
 Lewis, Mrs. W. A.....Adair  
 Lillard, Grace E.....Lewis  
 Lindsey, Agnes.....Adair  
 Lindsey, Lenore.....Adair  
 Linhart, Ephonso S.....Linn  
 Linhart, Walter T.....Linn  
 Linton, F. W.....Callaway  
 Lipp, Erma Maye.....Monroe  
 Lipp, Mary Lee.....Putnam  
 Lisenby, Rose L.....Linn  
 Little, Velma.....Ralls  
 Lloyd, Cornelia.....Adair  
 Lloyd, Maragret.....Adair  
 Lloyd, Mildred.....Adair  
 Locke, Mary Dean.....Chariton  
 Locklin, Marie.....Adair  
 Loftiss, Flora Mae.....Adair  
 Long, Emma.....Adair  
 Long, Essie.....Macon  
 Long, M. V.....Boone  
 Losey, Virginia.....Putnam  
 Love, Hattie O.....Macon  
 Love, Robert.....Adair  
 Lowe, John A.....Livingston  
 Lowry, Etta.....Mercer  
 Lowry, Floy.....Putnam  
 Lowry, Roxie.....Gentry  
 Lucas, Bessie.....Schuyler  
 Lucas, Paul H.....Iowa  
 Lundy, Ona M.....Arkansas  
 Lutes, Merle.....Worth  
 Luttrell, Earl B.....Monroe

Luttrell, Fred M.....Monroe  
 Lyberger, L. M.....Schuyler  
 Lyle, Grace.....Texas  
 Lynn, Maggie.....Clark  
 Lyon, Corinne.....Boone  
 Lyon, Enolia.....Boone  
 Magee, Alma.....Sullivan  
 Magee, Carl E.....Sullivan  
 Magee, Darwin.....Putnam  
 Mairs, Nora Belle.....Sullivan  
 Mairs, Lillian.....Sullivan  
 Major, Anna Mae.....Monroe  
 Malone, Alice.....Jefferson  
 Maltby, Beulah M.....Adair  
 Mann, Lillie.....Chariton  
 Mapes, S. L.....Audrain  
 Marchand, Edna.....Lewis  
 Margreiter, Helen I.....Linn  
 Margreiter, Naomi.....Linn  
 Markland, Leon E.....Howard  
 Marrow, Manda.....Putnam  
 Marshall, Owen D.....Arkansas  
 Marston, Agnes.....Adair  
 Marston, Edith.....Adair  
 Martin, Anna.....Clinton  
 Martin, Irene.....Clinton  
 Martin, Kathryn.....Clinton  
 Martin, Lycia.....Mercer  
 Maskey, Anna.....Montgomery  
 Mason, Birdie.....Macon  
 Mason, Dena J.....Adair  
 Matkins, Mayme.....Sullivan  
 Matthews, K. P.....Callaway  
 Maupin, Willie Ben.....Shelby  
 Maxwell, C. C.....Montgomery  
 Maxwell, Mazie.....Marion  
 Mayers, Edith.....Adair  
 Mayo, Edna L.....Platte  
 McAllister, Claire.....Sullivan  
 McCandless, Muriel.....Schuyler  
 McCaughey, Susan.....Sullivan  
 McCaul, Margaret E.....Harrison  
 McClain, Ella.....Lewis  
 McClanahan, Mrs. Bertha.....Macon  
 McClanahan, C. C.....Macon  
 McClanahan, Frankie.....Boone  
 McClanahan, Minnie.....Macon  
 McClaran, Beulah.....Mercer  
 McClellan, Elsie.....Carroll  
 McClellan, Ruth.....Linn  
 McCoy, O. B.....Linn  
 McCracken, Frances.....Lewis

McCracken, Ruby.....	Lewis	Mills, Anna Mary.....	Adair
McDaniel, Mary E.....	Andrew	Mills, Cordia E.....	Daviess
McDonald, Georgia.....	Daviess	Mills, Horace.....	Adair
McDowell, J. D.....	Adair	Mills, Lem H.....	Adair
McFarland, Phoebe.....	Putnam	Mills, Wayne L.....	Putnam
McFarland, Roxie.....	Putnam	Millsap, H. E.....	Knox
McGee, Annabelle.....	Audrain	Milstead, Velda.....	Sullivan
McGee, Byron R.....	Sullivan	Minshall, Bliss.....	Mercer
McGee, Fern F.....	Adair	Minshall, Etta.....	Mercer
McGee, Guy F.....	Sullivan	Minshall, Mary.....	Mercer
McGhee, Ralph S.....	Linn	Mitchell, L. Carl.....	Lewis
McGinnis, Eileen.....	Oklahoma	Mitchell, Minnie.....	Monroe
McGuire, Juanita.....	Adair	Mitzimberg, Ethel.....	Iowa
McHarg, Hannah.....	Boone	Mitzimberg, Lelia.....	Iowa
McHarg, Tillie.....	Boone	Mock, James.....	Macon
McHargue, Eula.....	Mercer	Montague, Martha.....	Audrain
McHargue, Genevieve.....	Mercer	Montgomery, Edna.....	Adair
McKay, J. Bryson.....	Knox	Montgomery, Lillie.....	Adair
McKee, John W.....	Sullivan	Montgomery, Nelle.....	Adair
McKinley, Jim.....	Putnam	Montgomery, Sidney.....	Clark
McKinley, Vesta L.....	Daviess	Moore, Allie.....	Schuyler
McKinney, Osa.....	Randolph	Moore, Dorothea F.....	Adair
McNary, Stella.....	Linn	Moore, Lillian.....	Scotland
McNealey, M. Edna.....	Sullivan	Moore, Mary E.....	Monroe
McQuoid, Frost.....	Scotland	Moore, Susan A.....	Linn
McReynolds, Fannie.....	Macon	Moore, Willis.....	Linn
McReynolds, Lizzie.....	Macon	Moorhead, Martha.....	Boone
McWilliams, Stella.....	Clark	Morelock, Ora.....	Adair
Meade, Catherine N.....	Virginia	Morelock, Tempa J.....	Sullivan
Meeks, Opal I.....	Knox	Morgan, Barton S.....	Daviess
Michael, Nella.....	Mercer	Morgan, Bert E.....	Daviess
Mikel, Beulah.....	Adair	Morgan, Elizabeth.....	Macon
Mikel, Casper.....	Adair	Morrison, Esther.....	Mercer
Mikel, Cordelia.....	Macon	Morrison, Mary.....	Audrain
Mikel, Eliza.....	Adair	Morse, Lula.....	Macon
Mikel, Zula.....	Adair	Morton, Leon.....	Clay
Milam, Fred S.....	Montgomery	Morton, Nellie.....	Adair
Miles, Anna.....	Randolph	Motter, Eva.....	Adair
Miley, Grace.....	Sullivan	Mudd, Gertrude.....	Lincoln
Millay, Gladys R.....	Sullivan	Mudd, Leona.....	Lincoln
Miller, Ada.....	Linn	Muns, Alma.....	Montgomery
Miller, Alma.....	Sullivan	Murdock, Geo. W., Jr.....	Adair
Miller, Bessie.....	Scotland	Murdock, John R.....	Adair
Miller, Ella G.....	Illinois	Murdock, Mary B.....	Adair
Miller, Evalena.....	Clark	Murdock, Mrs. Myrtle M.....	Adair
Miller, Helen.....	Pike	Murfin, Iona.....	Kansas
Miller, J. A.....	Putnam	Murfin, Lora.....	Schuyler
Miller, Mrs. J. A.....	Putnam	Murphy, Mary.....	Knox
Miller, Jennie.....	Sullivan	Murphy, Nellie.....	Macon
Miller, Marie F.....	Montgomery	Myers, Edith.....	Scotland
Miller, Mary.....	Linn	Myers, Nelle C.....	Scotland
Miller, Nora.....	Mercer	Nance, Eva.....	Daviess

Neate, David E.....	Audrain	Parsons, Elza.....	Adair
Neeley, Gladwin.....	Adair	Parsons, Mabel.....	Clinton
Neet, Earl.....	Sullivan	Parsons, Ruth.....	Randolph
Neet, Grace E.....	Sullivan	Patterson, Ida May.....	Adair
Neete, Claudia.....	Adair	Patterson, Milton.....	Schuyler
Neff, John W.....	Macon	Patterson, W. L.....	Schuyler
Neff, Mabel.....	Macon	Paxton, Iva.....	Macon
Neff, Roy S.....	Chariton	Payton, Amy.....	Adair
Neff, Roy T.....	Shelby	Payton, Naomi.....	Adair
Nelson, Harriet.....	Clark	Pearson, Anna E.....	Chariton
Nelson, Roy.....	Harrison	Pearson, Linnie.....	Chariton
Netherton, Juila.....	Daviess	Peltz, Earl.....	Greene
Netherton, Pearle.....	Daviess	Pence, W. Guy.....	Adair
Netherton, Theodora.....	Daviess	Perryman, Ethel.....	Livingston
Newlin, Bessie.....	Mercer	Peterson, A. D.....	Chariton
Newlin, Willa.....	Mercer	Petree, Leo H.....	Adair
Newman, Floyd A.....	Monroe	Petree, Noel H.....	Adair
Newmyer, Ethel C.....	Macon	Pettit, Esther.....	Knox
Newton, Kenneth.....	Macon	Pettit, Leah.....	Knox
Newton, Mabel.....	Macon	Pettit, Lena.....	Grundy
Nichols, Helen M.....	Clark	Pevehouse, Eva.....	Adair
Nichols, Ilo.....	Chariton	Pfeiffer, Harry S.....	Sullivan
Nichols, Sylvia.....	Sullivan	Pfeiffer, Helen.....	Sullivan
Nichols, T. G.....	Callaway	Phelps, Maud M.....	Livingston
Nicoson, Mary Belle.....	Scotland	Phelps, Myrtle.....	Boone
Nigh, Agnes.....	Grundy	Phelps, Nora.....	Phelps
Noe, Lavinia.....	Adair	Phillips, Lefa Ray.....	Linn
Noe, Mary H.....	Adair	Phipps, Nellie.....	Macon
Nolen, Mary.....	Monroe	Pierce, Amos.....	Sullivan
Norfolk, Allethea.....	Macon	Pierce, J. G.....	Franklin
Normile, Frank L.....	Knox	Pierce, Neilson.....	Adair
Northcraft, Irwin.....	Clark	Pierce, Stella.....	Audrain
Norwood, Josephine.....	Harrison	Pierce, W. J.....	Franklin
Novinger, Clifford.....	Adair	Pierson, Blanche.....	Macon
Novinger, Erma.....	Adair	Pierson, Clara.....	Harrison
Nowels, Belle.....	Sullivan	Pigg, Grace F.....	Sullivan
Nulton, Mabel.....	Sullivan	Piper, Edith N.....	Illinois
Odell, Arthur.....	Schuyler	Pitts, Harva.....	Howard
Offutt, Ed. C.....	Audrain	Polson, Grover C.....	Adair
Oliver, Geo. H.....	Pike	Polson, Herman B.....	Adair
Oliver, Jason D.....	Lewis	Polson, Reba.....	Adair
Olson, Margaret.....	Linn	Pooley, Ruth.....	Callaway
Otterson, Joseph O.....	Adair	Poore, Earl Y.....	Adair
Overby, Alice.....	Macon	Porter, Addie.....	Putnam
Owen, Fleeta.....	Mercer	Porter, Beulah.....	Adair
Owen, Jesse.....	Mercer	Porter, Chloe.....	Putnam
Owens, Lena.....	Mercer	Porter, Dessie.....	Knox
Owens, Winnie.....	Schuyler	Porter, Fay.....	Knox
Pace, W. E.....	Boone	Porter, Vola.....	Knox
Page, Flo.....	Sullivan	Post, Delle.....	Adair
Page, J. Frank.....	Pike	Post, Elsie M.....	Adair
Parker, Grace M.....	Daviess	Potter, Myrtle.....	Adair

Powell, Bess G.	Adair
Powell, Clara	Adair
Powell Ernest I.	Adair
Powell, Jas. W.	Carroll
Powell, Katherine	Adair
Pringle, Sallie	Warren
Proctor, Nellie	Boone
Propst, R. Pearl	Adair
Prosser, Alonzo L.	Knox
Prosser, G. A.	Adair
Prough, Fred	Adair
Pugh, Silas A.	Adair
Purdin, Opal	Knox
Purdy, Chester A.	Shelby
Quinn, Carmelita	Adair
Rabbitt, Margaret	Adair
Rachford, Leo	Putnam
Ragland, Harold P.	Monroe
Rainwater, Ray M.	Adair
Rambo, Mabel	Livingston
Ramsay, Calvin H.	Montgomery
Ramsay, Grover	Linn
Raney, Minnie	Putnam
Rank, Agnes	Mercer
Rank, Ella	Mercer
Rank, Minnie	Mercer
Rathbun, Beulah	Scotland
Reber, L. Benj.	Marion
Reckard, Louise	Scotland
Reed, Frank	Sullivan
Reed, Rena	Monroe
Reese, W. A.	Lewis
Reeves, W. T.	Howard
Reger, H. C.	Sullivan
Reid, Cora A.	Arizona
Reid, Laura	Grundy
Revercomb, Mrs. Alice	Shelby
Revercomb, O. F.	Shelby
Reyner, Floyd	Adair
Reynolds, B. A.	Adair
Reynolds, Dora	Randolph
Reynolds, L. Farrar	Adair
Reynolds, Ruth	Randolph
Reynolds, T. I.	Adair
Rice, Catherine	Adair
Rigg, Laura D.	Ralls
Riley, U. L.	Harrison
Rinaman, W. L.	Lincoln
Roasa, Carl	Scotland
Robbins, Birdie	Linn
Roberts, Alva	Audrain
Roberts, Arthur	Schuyler
Roberts, Nellie	Macon
Roberts, Pearl	Macon
Roberts, W. O.	Schuyler
Robinson, Esther	Adair
Robinson, Frances	Randolph
Robinson, Isabelle	Adair
Robinson, Rosa	Sullivan
Rogers, Edith	Adair
Rogers, Floyd B.	Adair
Rolston, Edna M.	Schuyler
Rombauer, Etelka E.	Adair
Rombauer, Thelma	Adair
Romjue, Pearl	Macon
Roseberry, Bertha E.	Adair
Roselle, C. C.	Audrain
Rothschild, Florence	Adair
Rouse, J. E.	Lewis
Rowland, Hannah	Randolph
Rowland, Joe	Adair
Rudd, Bessie	Lewis
Ruggles, Ed	Schuyler
Salisbury, E. H.	Adair
Salisbury, Mrs. Ernest	Adair
Salisbury, Lela	Knox
Salisbury, Rolla	Scotland
Sampson, Eva	Callaway
Sampson, Jennie	Macon
Sanders, Leila	Scotland
Sanders, Ruth E.	Monroe
Sandry, Bertha E.	Sullivan
Sandusky, Josephine	New Mexico
Sanford, Clara	Saline
Sanford, Martha	Knox
Sanford, O. G.	Howard
Sangster, Alta M.	New Mexico
Sapp, Carroll H.	Boone
Savage, Frances	Daviess
Sawyer, Mina	Schuyler
Schiefelbusch, T. L.	Harrison
Schiefelbusch, V. A.	Harrison
Schlotterbach, Lyda	Grundy
Schnelle, Elizabeth	Sullivan
Schnelle, Emma	Sullivan
Schrock, Seaman	Linn
Schutte, Matilda	Chariton
Schwartz, Stelow	Adair
Schwepe, Edward L.	Sullivan
Scoggin, Ross A.	Lewis
Scott, Charles	Sullivan
Scott, Lawrence	Sullivan
Scott, Percy J.	Randolph
Scurlock, Molly	Schuyler

Seaber, Ivy . . . . . Cole  
 Sebring, Luella . . . . . Linn  
 Seckler, Olivia . . . . . Audrain  
 Selby, June . . . . . Adair  
 Selby, Lois . . . . . Adair  
 Selby, P. O. . . . . Adair  
 Sellers, James M. . . . . Clark  
 Settle, Howard . . . . . Adair  
 Shanes, J. S. . . . . Scotland  
 Shanks, Nellie . . . . . Linn  
 Sharer, G. J. . . . . Knox  
 Sharer, Jessie . . . . . Knox  
 Sharp, Ethel . . . . . Sullivan  
 Sharp, Gertrude . . . . . Monroe  
 Shaw, Florence . . . . . Iowa  
 Shaw, Hazel . . . . . Sullivan  
 Shaw, Minnie . . . . . Sullivan  
 Shaw, Stanley . . . . . Iowa  
 Shearer, Mary . . . . . Randolph  
 Sheets, Vest . . . . . Franklin  
 Shepherd, H. L. . . . . Adair  
 Shepler, Carl . . . . . Sullivan  
 Sherer, Ersal . . . . . Putnam  
 Shibley, Agnes . . . . . Adair  
 Shibley, A. P. . . . . California  
 Shibley, Mrs. A. P. . . . . California  
 Shibley, Harry . . . . . Adair  
 Shields, Jennie J. . . . . Platte  
 Shipley, Leonard T. . . . . Sullivan  
 Shirley, Stella . . . . . Adair  
 Shirley, Mabel . . . . . Schuyler  
 Shockey, Jennie . . . . . Adair  
 Shockey, Lelah . . . . . Adair  
 Shacklee, Viola . . . . . Lincoln  
 Shohoney, Callie . . . . . Linn  
 Shoop, Golda . . . . . Adair  
 Shoop, W. W. . . . . Sullivan  
 Shultz, Ruby . . . . . Lewis  
 Shultze, Frank . . . . . Adair  
 Shumaker, Daniel . . . . . Macon  
 Shumaker, Ollie . . . . . Macon  
 Shumate, Estella . . . . . Adair  
 Sidwell, Elva . . . . . Schuyler  
 Simpson, Carl C. . . . . Lewis  
 Simpson, Effie . . . . . Audrain  
 Simpson, Ira . . . . . Audrain  
 Simpson, N. R. . . . . Linn  
 Sims, Grover W. . . . . Boone  
 Singly, Lena . . . . . Sullivan  
 Sipple, L. B. . . . . Adair  
 Sisson, Ray . . . . . Clark  
 Skipper, Ida . . . . . Putnam

Slavens, Leon E. . . . . Montgomery  
 Sleeth, Mrs. Lena Chadwick . . . . . Adair  
 Slocum, Berley C. . . . . Knox  
 Slocum, Roy M. . . . . Knox  
 Sloop, Fred L. . . . . Adair  
 Sloop, Mrs. Fred L. . . . . Adair  
 Sloop, Ruth E. . . . . Adair  
 Smart, Hallie . . . . . Callaway  
 Smelser, Alta L. . . . . Audrain  
 Smith, Alice . . . . . Clark  
 Smith, Arthur C. . . . . Macon  
 Smith, Bess . . . . . Holt  
 Smith, Bessye . . . . . Shelby  
 Smith, Clarence A. . . . . Putnam  
 Smith, Grace . . . . . Shelby  
 Smith, Lee C. . . . . Clark  
 Smith, Lutie T. . . . . Shelby  
 Smith, Mary . . . . . Adair  
 Smith, Neva . . . . . Lewis  
 Smith, Veal . . . . . Audrain  
 Smith, Woodie . . . . . Gentry  
 Smith, Zora . . . . . Callaway  
 Smoot, Henrietta . . . . . Marion  
 Snyder, Pearl . . . . . Adair  
 Snyder, W. H. . . . . Adair  
 Solomon, J. C. . . . . Harrison  
 Southern, Rolla . . . . . Randolph  
 Sparks, Ada . . . . . Knox  
 Sparks, Julia . . . . . Shelby  
 Sparks, Sam F. . . . . Knox  
 Sparling, E. A. . . . . Livingston  
 Spelman, Clarence . . . . . Randolph  
 Sprecher, Loree . . . . . Adair  
 Sprinkle, Floy . . . . . Macon  
 Sproul, Robert . . . . . Monroe  
 Standley, Hortense . . . . . Carroll  
 Stanforth, Hyla . . . . . Adair  
 Stanley, Mark M. . . . . Iowa  
 Stanturf, J. T. . . . . Mercer  
 Stautermann, Eda B. . . . . Randolph  
 Stautermann, Frona . . . . . Randolph  
 Stautermann, Georgia . . . . . Randolph  
 Stautermann, Pauline . . . . . Randolph  
 St. Clair, Lawrence . . . . . Harrison  
 St. Clair, Mrs. Lawrence . . . . . Harrison  
 St. Clair, Ovel . . . . . Clark  
 St. Clair, Robert . . . . . St. Louis  
 Steele, Bessie . . . . . Grundy  
 Stephens, C. E. . . . . Monroe  
 Stevenson, Bernice . . . . . Harrison  
 Stevenson, Lelia . . . . . Linn  
 Stevenson, Nora . . . . . Sullivan

Stevig, Carrie.....	Iowa	Titcomb, Verla.....	DeKalb
Still, Gladys.....	Adair	Todd, Alice Claire.....	Adair
Stock, Chas.....	Sullivan	Todd, Carl B.....	Sullivan
Stokes, Georgia.....	Nebraska	Todd, Myrtle.....	Callaway
Stokesberry, Georgie.....	Adair	Tolliver, Ola.....	Schuyler
Stokesberry, Milton.....	Adair	Tolman, Mrs. Minnie E.....	Adair
Stone, Belle.....	Macon	Tooley, Marie.....	Macon
Stone, Kathleen.....	Monroe	Toombs, Nora M.....	Randolph
Stone, Lillian.....	Macon	Toombs, Ora .....	Randolph
Stoner, David F.....	Knox	Towne, Ruth L.....	Adair
Stout, Eva M.....	Macon	Townsend, Nellie.....	St. Louis
Stout, Lillie.....	Adair	Townsend, Opal.....	Lewis
Stout, S. Barrett.....	Putnam	Trainum, W. H.....	Adair
Street, Hermia.....	Linn	Traylor, Ethel.....	Adair
Stryker, Veda.....	Iowa	Trimble, Foy.....	Livingston
Stuart, Lee C.....	Montgomery	Trippeer, Minnie.....	Linn
Stuck, Eva H.....	Adair	Trower, J. E.....	Lincoln
Suffern, Marjorie.....	Adair	Trower, Roy.....	Lincoln
Suffern, Mary E.....	Adair	Trunnell, Pansy M.....	Adair
Sumpter, L. R.....	Randolph	Tucker, Bessie.....	Audrain
Surry, Lulu.....	Putnam	Tucker, Pearl.....	Audrain
Swanson, H. G.....	Adair	Turner, Everett M.....	Macon
Swetnam, Josephine.....	Howard	Turner, Hazel.....	Adair
Swiggy, Cleo.....	Sullivan	Turner, Ruth.....	Macon
Talbott, Della.....	Audrain	Turnmire, H. U. G.....	Putnam
Tate, Mattie.....	Boone	Tuttle, Lillie.....	Macon
Taylor, Bessie.....	Adair	Tuttle, Zella.....	Grundy
Taylor, Hardie E.....	Adair	Twadell, Mae.....	Harrison
Temple, Grace.....	Caldwell	Tydings, W. E.....	Adair
Temple, Mamie.....	Caldwell	Tyler, L. Vardaman.....	St. Charles
Templeton, Margaret.....	Kansas	Underwood, Maude M.....	Harrison
Terrill, Anna Lee.....	Marion	Unfer, Louis.....	Lincoln
Terrill, Claire.....	Randolph	Upson, Grace.....	Lincoln
Terrill, Jennie.....	Howard	Utterback, Lizzie.....	Ralls
Terry, Ira.....	Daviess	Vancourt, Letha.....	Boone
Terry, Leanna.....	Sullivan	Vail, Frances.....	Adair
Thomas, Callie.....	Callaway	Van Dusen, Lulu.....	Sullivan
Thomas, Maggie.....	Randolph	Van Horne, Earl.....	Callaway
Thomas, Sarah.....	Callaway	Van Horne, Frank.....	Callaway
Thomas, Susie.....	Scotland	Vanskike, Elmer.....	Macon
Thompson, Alonzo R.....	Adair	Vaughn, Alice.....	Monroe
Thompson, Cecile L.....	Pike	Vaughn, Alma.....	Monroe
Thompson, Cynthia.....	Lewis	Vaughn, Georgia.....	Monroe
Thompson, Orion.....	Adair	Vaughn, M. B.....	Montgomery
Thompson, Sam E.....	Adair	Vaughn, Nettie.....	Lincoln
Thompson, Sterling.....	Lewis	Vaughn, Pearl.....	Lincoln
Thrasher, Wayne.....	Sullivan	Vesper, Vera.....	Lewis
Threlkeld, A. L.....	Adair	Vestal, Rosie.....	Putnam
Threlkeld, Maude.....	Adair	Vincent, John L.....	Livingston
Thurman, Vina.....	Warren	Vogel, Viola.....	Davies
Tingley, Mauree.....	Putnam	Voss, H. D.....	Clark
Tippett, Jas. S.....	Randolph	Waddell, Agnes.....	Platte

Waddell, Mary E.....Adair  
 Waddill, Ovid E.....Adair  
 Wade, Mabel.....Adair  
 Wade, Orville C.....Adair  
 Walker, Perle.....Schuyler  
 Wallace, Kate.....Adair  
 Waller, Alice.....Shelby  
 Waller, K. Flossie.....Monroe  
 Walter, Joe M.....Linn  
 Walters, Russell.....Marion  
 Walters, Sadie M.....Knox  
 Ward, Frank.....Adair  
 Ward, Mildred.....Adair  
 Warren, Clair F.....Adair  
 Waters, Lillian.....St. Louis  
 Watson, Olive.....Ralls  
 Watson, Ward.....Adair  
 Wayland, Anna.....Boone  
 Webb, Nelle I.....Sullivan  
 Webber, Lola Muriel.....Macon  
 Welch, J. G.....Chariton  
 Welch, Rebecca.....Chariton  
 Welden, Margaret.....Montgomery  
 Wells, Beulah.....Putnam  
 Wells, Clara.....Putnam  
 Wells, Grace M.....Putnam  
 Wells, Mae.....Putnam  
 Wells, Nathan E.....Putnam  
 Wells, Nelle.....Putnam  
 Wells, Phradie.....Adair  
 Wells, Ruby.....Adair  
 West, Beulah.....Scotland  
 Weyand, Elmer, J.....Scotland  
 Whitacre, Margaret M.....Adair  
 Whitaker, Rachel G.....Shelby  
 White, Evan D.....Schuyler  
 White, Tessie.....Randolph  
 Whitelock, Hazel D.....Adair  
 Whitelock, Jewell.....Adair  
 Whitledge, Chas. B.....Audrain  
 Whittaker, Vessie.....Monroe  
 Wickhizer, Lois.....Linn  
 Wigal, Claud C.....Knox  
 Wilcox, Julia.....Macon  
 \*Wilcox, Lillian.....St. Louis  
 Wilcox, Louise.....St. Louis  
 Wiley, Carrie.....Adair  
 Wiley, Sadie.....Shelby  
 Wilkinson, W. Walter.....Macon  
 Willard, Louise.....Adair  
 Willett, Jeanne.....Gentry  
 Williams, Guy O.....Linn  
 Williams, J. C.....Grundy  
 Wills, Carrie Belle.....Monroe

Wilson, Drury.....Livingston  
 Wilson, Edna.....Cooper  
 Wilson, Edna.....Montgomery  
 Wilson, Mabel.....Cooper  
 Wilson, Mabel M.....Sullivan  
 Wilson, Mae.....Adair  
 Wilson, Samuel E.....Monroe  
 Winget, Edna.....Shelby  
 Wink, Thomas H.....Macon  
 Winkler, Mae.....Macon  
 \*Winn, Rachael.....Audrain  
 Winn, Sudie.....Audrain  
 Winslow, Rachael.....Adair  
 Winters, Ruth.....Grundy  
 Wires, Mary H.....Chariton  
 Wisdom, Ella.....Linn  
 Wise, C. M.....Adair  
 Wise, Lawson.....Adair  
 Wolfe, Ida.....Grundy  
 Wolfe, Maggie.....Grundy  
 Wolfenbarger, Floy.....Ralls  
 Wood, Anna.....Sullivan  
 Wood, Pearl.....Sullivan  
 Woodard, Dosie.....Knox  
 Woods, Anna Lee.....Monroe  
 Woods, Elta.....Adair  
 Woodson, Jee.....Howard  
 Worland, Roy S.....Montgomery  
 Wright, Anna Laura.....Adair  
 Wright, C. O.....Schuyler  
 Wright, Connie.....Adair  
 Wright, E. A.....Knox  
 Wright, Flora A.....Harrison  
 Wright, Ida.....Macon  
 Wright, Ina.....Macon  
 Wright, Laura.....Adair  
 Wright, Mary J.....Adair  
 Wright, Mary Virginia.....Knox  
 Wright, Myra.....Macon  
 Wright, Ruth.....Harrison  
 Wright, Ruth A.....Adair  
 Wright, S. G.....Ralls  
 Wynne, Eloise.....Davies  
 Yager, Mary.....Randolph  
 Yambert, Esther.....Grundy  
 Yambert, Vesta.....Grundy  
 Yates, Mary E.....Schuyler  
 Yeager, Faye.....Adair  
 Yeager, Maye.....Adair  
 Yeager, Paula.....Iowa  
 Yeager, Vance K.....Adair  
 Young, Mrs. Ethel P.....Adair  
 Young, Merle.....Grundy  
 Young, Paul.....Adair

\*Deceased



CLAYTONIAN DEBATING CLUB.

Top Row, reading left to right: Lawson Wise, Chester Purdy, Mark Stanley, Walter Henry, John R. Murdock, Fred Bruner, C. C. Cokerham, Horace Mills. Second Row: Milton Patterson, Herbert Kretzmeier, M. E. Fish, C. F. Bare, H. D. Voss, Earl Poore, C. T. Farmer, Clarence Spelman, Evan D. White. Third Row: Barton S. Morgan, Roy Neff, T. G. Nichols, F. L. Sloop, L. F. Reynolds, Bert Morgan, Grover Sims, Garrett Kuntz, A. B. Cluster, Vardaman Tyler. Bottom Row: Walter A. Hopkins, G. V. Baskett, Guy McGee, W. Brice Fell, H. L. Collett, S. Barrett Stout, E. M. Turner, A. L. Threlkeld, Robert Clough.



A GROUP OF RURAL EDUCATION GRADUATES.

Top Row, reading left to right: Mabel Wade, Mamie Temple, Orpha Bartlett, Willie Ben Maupin, Maude Bruner, Bessye Smith, Mary Dickerson, Anna W. Wayland, Ethel Mitzenberg. Second Row: Lela Salisbury, Mrs. Ernest Salisbury, Enolia Lyon, Esther Morrison, Ethel Sharp, Ruth Reynolds, Clarence L. Barnes, Elizabeth Benning, Ralph S. McGhee. Third Row: Carl B. Fortney, Hannah Rowland, Edna Winget, Lillian Hardister, Bessie Steele, Elmer J. Weyand, Hattie Mae Gulick, Susan A. Moore, W. J. Pierce, Rachel Winn. Bottom Row: Clifford Novinger, Floyd A. Newman, Chester Purdy, Vernie L. Bailey.



"ELEMENTARY CLASS", completing "Freshman Teachers College Course" preceded by "Four Years' High School Course."



RURAL SOCIOLOGY CLUB, 1912.—Top Row, reading left to right: Eva Edwards, J. W. Rose, Nell Watts, Sarah Thomas, Stella Shultz, Verna Smith, W. A. Reese, Nellie Hayes, Myrtle Long, Alpha Crystal, Hallie Crystal, A. M. Wilson, Nellie Haines, I. M. Horn, Marion Hill, Ruby Dalzell. Second Row: I. M. Chiles, Alberta Hardin, Mabel Wade, Marie Sheffer, Ida Hilton, Vivian Littrell, G. W. Davis, Emma Garver, E. Hamilton, Nellie Brown, Elizabeth O'Brien, Nattie Bishop, F. W. Linton, Osa McKinney, L. R. Sumpter, Daniel Shumaker. Third Row: Walter Burress, Jessie Hilton, Ruth Duncan, Ethel Powell, Fannie St. Clair, Iciss Edwards, Julia Wilcox, Matilda Mahaffy, Gladys Miller, Julia Matthews, Grace Hoyt, O. H. Hardister, Maud Haines, W. A. Burton, T. Ham, C. E. Stephens. Fourth Row: C. C. Cokerham, Arzetta Frazier, Tessie White, Ruby Porter, Julia Foght, Irving Hess, F. L. Normile, Norbert Green, Bessie Alexander, Tina Frazier, C. O. Wright, Flora Page, J. E. Kopfer, Winona Howard, E. J. Weyand, C. L. Barnes, Ethel Mitzenberg. Fifth Row: Rose Miller, Virgie Brightwell, Nora Foght, Roy Worland, Mary Fidler, Gertrude Mudd, Leona Mudd, C. E. Fritts, E. H. Salisbury, Robert Alexander, Hattie May, W. H. Snyder, Stella Phelps, Zella Tuttle, Anna Maskey, Enolia Lyon, Robert S. Clough. Bottom Row: Grace Neet, Lewis Cissna, Lee Funk, Cora Page, E. A. Sparling, Pearl Barnett, Albert Elsea, Nora Adlesperger, Flora Lowry, Lillian Waters, Bertha Meyer, H. W. Foght, Vesta Cain, E. L. Gooch, Alma Miller, J. C. Williams.



STUDENTS PURSUING WORK IN COLLEGE ALGEBRA, ANALYTICAL GEOMETRY, CALCULUS, SURVEYING, OR HISTORY OF MATHEMATICS, SUMMER TERM, 1912—  
 Top Row, reading left to right: E. A. Sparling, Minnie Trippeer, Myrtle Potter, Georgia Grimes, Fred L. Sloop, Mrs. Fred L. Sloop, A. S. Hill, Hortense Standley, Berdie Newmyer, Virgil Barker, Grover Allen, Courtney Jackson, C. H. Ramsay. Second Row: Herbert Kretzmeier, Anne Berger, Jno. Crookshank, Bessie Crystal, H. D. Voss, Mattie Dutton, Prof. Jere T. Muir, Prof. A. Otterson, Gertrude Turner, I. E. Boley, A. B. Cluster, C. C. Maxwell, Adolph Dooley. Third Row: G. V. Baskett, Edith Marston, Julia Netherton, Rosetta Bornhop, Alice Vaughn, Ruth Sanders, G. Frank Shulze, Prof. Wm. H. Zeigel, G. W. Diemer, Alma Vaughn, Frank Ward, Eolian Berger, Roy M. Slocum. Bottom Row: Ida May Patterson, C. E. Stephens, Gladys Doss, Mrs. A. S. Hill, Prof. Byron Cosby, Nina Howard, Georgia Sebring, B. Jolly, Ross C. Allen.



SENIOR LITERARY SOCIETY, 1912.—Top Row, reading left to right: Walter Henry, Lois Cochran, Flora Wright, M. E. Fish, Ada Blakeslee, Barton S. Morgan, Stella McWilliams, Bruce L. Melvin, C. M. Wise, Stella Callaghan, C. T. Farmer. Second Row: F. L. Sloop, Mrs. F. L. Sloop, L. F. Reynolds, Viola Vogel, E. M. Turner, Mary Fidler, Ruth Towne, Clara Wells, Grover Sims, Herman Crookshank, Geo. Oliver. Third Row: E. A. Wright, Gladys Doss, Ruth Wright, Ruth Sloop, Helen Gray, Sylvia Browne, Floyd B. Rogers, Eva Nance, Mae Wells, Barrett Stout, W. J. Pierce, A. L. Prosser, Berley Slocum. Fourth Row: Jno. Crookshank, Erma Lipp, Mary Nolen, Bessey Daugherty, Sina Cochran, Ben Jones, Louise Willard, Robert Clough, Juanita McGuire, Lavinia Noe. Bottom Row: Fred Bruner, G. V. Baskett, Vera Finegan, Ada Douglas, A. S. Hill, J. W. Howe, Ella Black, Ina Finegan, O. C. Corbin.



PHILOMATHEAN LITERARY SOCIETY, SPRING TERM, 1912. Top Row, reading left to right: John W. Neff, Everette Craig, Horace Mills, C. H. Ramsay, Prof. H. Clay Harvey, Prof. A. P. Settle, D. E. Neale, Harriet Nelson, Mrs. A. S. Hill, A. G. Capps. Second Row: Bessie Crystal, Margaret Lloyd, Connie Wright, Julia Focht, Esther Pettit, Virgie Brightwell, Maggie Hoffman, Mary Crigler, Cornelia Lloyd, Anna Laura Wright, Maude Phelps. Third Row: Walter A. Hopkins, Mildred Lloyd, Guy McGee, Maybelle Downing, Eileen McGinnis, Glenn Edwards, Harva Pitts, June Selby, Mary Haley, Eunice Adams, Beulah Coffey. Fourth Row: Virginia Denniston, Nettie Crews, Paul Hardesty, Rena Garriott, Catherine Meade, Flora Loftiss, Joseph Otterson, Thelma Gregory, Roma Lehr, Mabel M. Wilson. Bottom Row: Neita Brawford, Ruth Turner, J. G. Welch, H. L. Collett, Miss Coral G. Sykes, J. M. Davidson, Earl Y. Poore, G. A. Kuntz, T. G. Nichols.



DEMOSTHENONIAN DEBATING CLUB. Top Row, reading left to right: Stelow Schwartz, Leon Slavens, H. P. Hipsher, J. W. Foust, O. C. Wade, Terence Ham, J. G. Welch. Second Row: Arlie Capps, Wayne Fuller, Grover Bennett, Amos Pierce, H. L. Epperson, Norbert Green, C. O. Wright. Bottom Row: George Oliver, Sterling Thompson, Paul Barnett, Paul Hardisty, Joseph Otterson, Grover Ramsey, J. W. Howe.



JUNIOR CLASS. Top Row, reading left to right: Viola Vogel, Grover W. Sims, Ethel Hook, Walter Henry, Ella Black, T. G. Nichols, Dora Reynolds, Joseph Otterson. Second Row: Gertrude Smith, C. A. Smith, Edna Montgomery, Juanita McGuire, Eunice Adams, Paul Barnett, Gladys Millay, Earl Y. Poor, Eva Stueck. Third Row: Nelle Wells, Harriet Nelson, Paul Hardesty, Carrie Wiley, H. L. Collett, Ola Ader, Gertrude Horn, Mae Wells, Mabel Cowan. Bottom Row: Barton S. Morgan, Mary Nolen, Lillian Moore, Roy Slocum, Marie Miller, Ina Finegan, E. H. Salisbury, Everett M. Turner, Wayne Fuller.



ADVANCED STUDENTS AND TEACHERS OF GERMAN, SUMMER TERM, 1912. Top Row, reading left to right: Elizabeth Uhe, Clara Habermeyer, Maye Yeager, Prof. J. W. Heyd, Nora Drawe, Helene Koenemann. Second Row: Shirley Gorrell, Eldina Kropf, S. Barrett Stout, Lela Lyon, Anna Thiemann, Kathleen Lloyd, Maude Bell. Bottom Row: Frankie Gentry, Etta Crawford, Letha Dorsey, Katherine Drescher, Ruth Turner, Mae Wells, Tulsye Phelps.



THE HISTORICAL SOCIETY. Top Row, reading left to right: John R. Murdock, B. S. Morgan, Helen Bradley, Prof. Eugene Fair, Florence Bradley, Prof. E. M. Violette, Georgia Grimes. Second Row: Evan D. White, Bessie Crystal, Prof. A. Otterson, Helen Otterson, Harriet Nelson, A. S. Hill, M. B. Vaughn. Third Row: Catherine Meade, Robert S. Clough, Anna Pearson, Earl Y. Poor, Eva Dawson, Claude E. Stephens, Ruth Sloop, Courtney Jackson. Bottom Row: Wayne R. Fuller, Everett M. Turner, Bruce L. Melvin, Paul Hardesty, Fred L. Sloop, W. H. Snyder.



SCIENCE CLUB, 1912. Top Row, reading left to right: Robert S. Clough, Guy McGee, Clyde A. Dorsey, Prof. E. M. McGrew, T. L. Schiefelbusch, Wayne Fuller, Bruce L. Melvin, C. C. Maxwell. Second Row: A. B. Cluster, Harriet Nelson, W. G. Pénécé, Stella McWilliams, J. A. Crookshank, Mrs. Avis W. St. Clair, Paul Barnett, Rowland Marston. Bottom Row: John R. Murdock, C. H. Ramsay, Frank Ward, W. E. Costolow, Prof. W. J. Bray, W. H. Burress, Grover C. Allen, C. E. Stephens.



PROFESSOR SETTLE'S WINTER QUARTER CLASS IN ADVANCED COMPOSITION AND ARGUMENTATION. It made a perfect record in class attendance. Top Row, reading left to right: Veda Stryker, Mary Haley, J. G. Pierce, A. G. Capps, John R. Murdock. Bottom Row: Mary Morrison, Mary Kirk, Prof. A. P. Settle, E. L. Horton, Walter A. Hopkins, L. T. Shipley.



Y. M. C. A. GOSPEL TEAM, 1912. Top Row, reading left to right: Barton S. Morgan, H. D. Voss, John R. Murdock. Bottom Row: Grover W. Sims, Melvin E. Fish.



SOME OUT-OF-STATE STUDENTS IN SUMMER TERM, 1912. Top Row, reading left to right: Catherine Meade, Virginia; Grace Lyle, Texas; B. L. Cormesser, Arkansas; Edna Kiesel, Kansas; Hazel Furman, Nebraska. Second Row, Alta Sangster, New Mexico; Mattie Dutton, China; Evalena Miller, Illinois; Vivian Barker, Arkansas; Oakley Thomas, Arkansas. Bottom Row: Nora Foght, Kansas; Ma tilda Mahaffy, Oklahoma; Julia Foght, Minnesota; Bessie Furman, Colorado.



MISSOURI TEACHERS AND STUDENTS FROM SOUTH OF THE MISSOURI RIVER. Top Row, reading left to right: Prof. W. H. Zeigel, Myrtle Downs, Robert St. Clair, Anna E. Fahrni, J. V. R. Hilgert. Second Row: Ethel Downs, Clara Gorker, Lillian Waters, Edna Bradford, Lillian Bailey. Bottom Row: C. E. Fritts, Mrs. J. V. R. Hilgert, Master Wm. Zeigel, Mable Beach, Ross C. Allen.



DAVIESS COUNTY STUDENTS IN SUMMER TERM, 1912.

Top Row, reading left to right: Eloise Wynne, Gertrude Vogel, Pearle Netherton, Ella M. Richards, Julia Netherton. Second Row: Lucy Galbreath, Barton S. Morgan, Nellie Dixon, Mont Smith, Ona Terry, Bert Morgan. Bottom Row: Mrs. Stephen Bonney, Elsie Dunn, Stephen Bonney, Cordia Mills, Eva Nance.



PIKE COUNTY STUDENTS IN SUMMER TERM, 1912.

Top Row, reading left to right: Geneva Cash, Marie Bramblett, Cecile Thompson, Frances Funkhouser. Bottom Row: J. Frank Page, Mary Kemble, Geo. Oliver, A. B. Cluster, Rowena Bramblett.



ADAIR COUNTY STUDENTS IN SUMMER TERM, 1912. Top Row, reading left to right: Lela Shockey, Doris Burgess, Mabel Wade, Florence Briddle, Catherine Powell, Josephine Hughes, Olive Cowan, Lewis Clevenger, J. I. Hess, J. H. Hess, Bernice Jones, Rena Garrioni, Nelle Wells, W. W. Shoop, Orville Gordon, Nola Crandall, L. V. Crookshank. Second Row: Alta L. Smelser, Lena Jones, V. E. Bailey, Maude Montgomery, Una Montgomery, Claudia Neete Lee Lipp, Bessie Hoerrmann, Verdie Johnson, Jennie Carter, Elva Burton, B. A. Reynolds, S. Harnette, Lola Barnett, Mabel Downing, Jennie Shockey, Beulah Wells, Delle Post. Third Row: Etta Crawford, Jessie Howerton, Jessie Howerton, Olive Beaty, Eliza Mikel, Edna Montgomery, Beatrice Corbin, Fay Elmore, Mac Wells, Helen Gray, Hazel Turner, Maude Threlkeld, Mitylene Newton, Myrtle Jones, Olah Little, Mattie Altie, Elsie Post, Ava Post. Bottom Row: J. M. Davidson, Orville Wade, Lillie Stout, Nealie Houghton, Daniel Shumaker, Mollie Noe, Lela Mitzimberg, Ruby Wells.



BOONE COUNTY. Top Row, reading left to right: Enolia Lyon, Ethel Powell, Letha VanCourt, Alberta Hardin, M. V. Long, Bettie Divers, R. L. Alexander.  
Bottom Row: Mary Gentry, Nettie Crews, Mattie Tate, Prof. B. P. Gentry, Anna Howell, Frankie Gentry, Mrs. Rose L. Lisenby.



CALLAWAY COUNTY STUDENTS IN SUMMER TERM, 1912. Top Row, reading left to right: Myrtle Zeigler, Julia Glennen, T. G. Nichols, Virginia Benson, Blanche Benson, F. W. Linton, Sara Thomas, Ruth Porter. Second Row: Nettie Jones, Terence Ham, Agnes Glennen, Rubena Beckley, Logan Finley, Ruth Pooley, Ira Simpson, Emma Garver, Effie Simpson, Bottom Row: Nattie Bishop, Berdie Bedsworth, Myrtle Todd, Karl Matthews, Peyton Meng, Grace Scholl, Lucile Nichols, Callie Thomas, Altha Smart.



CHARTION COUNTY STUDENTS AND TEACHERS IN SUMMER TERM, 1912. Top Row, reading left to right: G. W. Diemer, Christie Heptonstall, L. Vivien Walther, Lloyd McAllister, Tulsye Phelps, Grace Hines, Nellie Brown. Second Row: Ruth Turner, Stella Wells, Stella Plyer, Anna E. Pearson, Anna James, T. G. Nichols, Matie Kaye, Gertrude Hosey. Bottom Row: R. C. Allen, Essie Heptonstall, Anna Packer, Fannie Brewer, Nannie Dowell, Gertrude Turner, Ella Welch, Edith Marston.



CLARK COUNTY STUDENTS IN SUMMER TERM, 1912. Top Row, reading left to right: Maude Threlkeld, Jasper Gilbert, Clara Habermeyer, Lawrence St. Clair, Gladys Duncan, Eula Perry, Robert Clough, Ruth Duncan. Second Row: Stanley Shaw, Alice Smith, Lee C. Smith, Grace Yates, H. D. Voss, Harriet Nelson, Ernest St. Clair, Marie Sheffer, Perry Evans. Third Row: Lee Boley, Foster Dill, Isabelle Hennessy, I. E. Boley, Stella McWilliams, Maude Bruner, Mabel Lebew, Lydia Howe, Cora Bruner. Bottom Row: Helen M. Nichols, Hilda Seyb, Merle Carter, Famie St. Clair, Robert St. Clair, Elizabeth Campbell, Evalena Miller, Nellie Haines, Elora Blaettner.



GRUNDY COUNTY STUDENTS IN SUMMER TERM, 1912. Top Row, reading left to right: Walter Burress, W. H. Burress, Earl Husted, Homer Browning. Second Row: Maud Brown, Bessie Brown, Tina Burress, Lucile Kincaid, Velma Titcomb. Bottom Row: Chas. Paramore, Iva Couch, Laura Reid, N. V. Sawyer.



HARRISON COUNTY TEACHERS AND STUDENTS IN SUMMER TERM, 1912. Top Row, reading left to right: Louis Browning, Mabel Norwood, Prof. Mark Burrows, Lawrence St. Clair, Mrs. Avis Woodward St. Clair, Prof. Eugene Fair, Candance Clapham. Second Row: Ocie Mitchell, Bernice Stevenson, John R. Murdock, Maude Underwood, Pres. John R. Kirk, Flora Wright, Mrs. Minnie Richardson, Albert Nelson. Bottom Row: T. L. Schiefelbusch, Emmet Sallee, Lena Stoner, Clara Prather, Lina Jones, Mark M. R. Stanley, Bertis Chipp, Vera Richardson.



HOWARD COUNTY STUDENTS IN SUMMER TERM, 1912. Top Row, reading left to right: R. H. Jones, Ruth Tatum, Marvin Phillips, Sam Edwards, Olive Grigsby, Catherine Burton, Evelyn Terrill. Bottom Row: William Reeves, Frances Sires, Jewell Sires, Ida Hilton, Jennie Terrill, Jessie Hilton.



KNOX COUNTY STUDENTS IN SUMMER TERM, 1912. Top Row, reading left to right: Nelle Delaney, Rose McCauley, Gail Fox, J. W. Graves, May Sinnott, Jessie Sharer, Gladys Miller. Second Row: Catherine O'Rourke, J. T. Angus, Rose Miller, Sadie Walters, Esther Pettit, F. L. Normile, Ruth Frazee.



LEWIS COUNTY STUDENTS IN SUMMER TERM, 1912. Top Row, reading left to right: T. W. Kerfoot, Virgie Brightwell, Connie Wright, Neva Sue Smith, Vera Vesper, Lewis Cissna, Fay Jarman, Sterling Thompson, Angie Ellis, R. S. Caldwell. Second Row: Loretta Dralle, Nora Drawe, Susie Hall, Anna Glisan, Lydia Mackey, Cynthia Thompson, Mrs. S. F. Bonney, Edith McGinley, Frances McCracken, Adda Ellis. Bottom Row: Prof. Jere T. Muir, Everette Craig, Vivian Nelson, W. H. Trainum, Bertha Huebotter, Aura Feigenspan, Grace Lillard, S. F. Bonney, Edna Hess, Virgil Lewis, John R. Murdock.



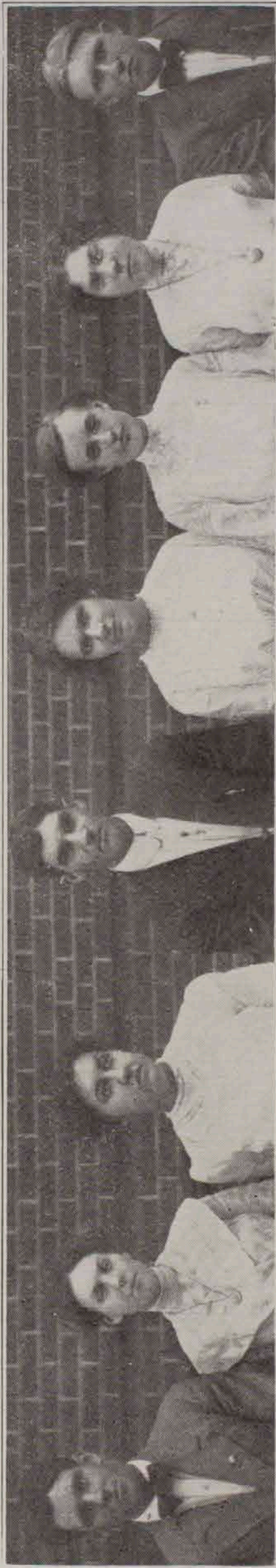
LINCOLN COUNTY STUDENTS IN SUMMER TERM, 1912. Top Row, reading left to right: Vest Sheets, Leona Mudd, Gertrude Mudd, Cecelia Mudd, Leslie Magruder, Ula King, Lou Fielder, Roy Jackson. Second Row: Bessie Elgin, Nettie Vaughn, Mae Elgin, Dora Anderson, Kathryn La Rue, Nellie Watts, Vesta Davis. Bottom Row: Pearl Vaughn, Helena Behrens, Lily Mae Williams, Folsom Dwyer, Grace Upson, Laura La Rue, Mabel Hilier, Pearl Diggs.



LINN COUNTY STUDENTS IN SUMMER TERM, 1912. Top Row, reading left to right: Ralph McGhee, Ada Miller, C. C. Cokerham, Mary Miller, J. A. Crookshank, Cora Monahan, L. V. Crookshank, Effie Pennick. Second Row: Stella McNary, Minnie Trippeer, Susie Betson, O. T. Hooker, Luella Sebring, Grover Ramsey, Lura Storer, Mabel Kraft, Richard Powell. Bottom Row: Cecil Purdin, Iva Harder, Birdie Robbins, Blanche Baker, Frank Tomlin, Ruby Bacon, Esther McCune, Georgia Sebring, G. V. Baskett.



MACON COUNTY STUDENTS IN SUMMER TERM, 1912. Top Row, reading left to right: Lola Brown, Pearl Romjue, Earl Dille, Essie Long, Sadie Ketcham, Verna Burton, L. Benj. Reber, Berdie Newmeyer, Claud N. Dye. Second Row: Minnie Burch, Ada Howk, Julia Wilcox, Mrs. Flo E. Ballard, Hazel Holmes, Logan Gilbreath, Mabel Rafter, Ruth Browitt, Alpha Crystal, Hallie Crystal. Third Row: Mabel Neff, Winnie Clements, Lena Newmeyer, Ophie Self, Clella Farmer, E. M. Turner, Daniel Shumaker, Birdie Mason, Sarah Gunnels. Bottom Row: Nellie Roberts, Iva Paxton, Ida Brewington, Eva Stout, Nellie Phipps, Phyllis Cunningham, John Neff, Alice Newlin.



MARION COUNTY STUDENTS IN SUMMER TERM, 1912. Reading from left to right: Howard, Katherine Drescher, Bonnie Spratt, Aura Feigenspan, Arthur McPike, Mary Smith, Clara Habermeyer, Benj. Reber, Elmira



PUTNAM COUNTY STUDENTS IN SUMMER TERM, 1912. Top Row, reading left to right: S. Barrett Stout, Zelma Howard, H. U. G. Turnmire, Verna Smith, A. S. Hill, Pauline Coop, Ira Harder, Stella Lemen, Earl Abbott, Florence Briddle. Second Row: Manda Marrow, Ruby Dwyer, L. S. Boucker, Stella Shultz, Edwin Magee, Alma Jones, Darwin Magee, Lela Clapper, Nealie Houghton, Maude Abbott. Third Row: Barbara Hamlin, Effie Scott, Minnie Raney, J. E. Kopfer, Olive Cowan, A. M. Wilson, Anna Hamlin, Otis Dodson, Rosa Vestal, Floy Lowry, Lee Lipp. Bottom Row: Roxie McFarland, Alma Wilson, Vesta King, Beryl Burns, Nettie Nalley, Press Sparks, Winona Howard, G. W. Davis, Hattie May.



MERCER COUNTY STUDENTS IN SUMMER TERM, 1912. Top Row, reading left to right: Robert Broyles, Jessie Bailey, Rena Garriott, W. A. Reese, Jesse Owen, Etta Lowry, Owen Cousins. Second Row: Leo Kesterson, Letitia Evans, Zella Tuttle, Audrey Campbell, Lena Pettit, Nora Niller, Dora Jenkins, Bessie Myers. Bottom Row: Roy Broyles, Eva Minshall, Mary Minshall, Opal Wild, Mrs. Anna Hammond, Willa Newlin, Nellie Michael.



MONROE COUNTY STUDENTS AND TEACHERS IN SUMMER TERM, 1912. Top Row, from left to right: James McCreery, Mary Garnett, Anna-Lee Woods, Carson Cowherd, Ailee Vaughn, Bertha Meyer, Willie Lee Hampton, Marguerite Kelly, Mary Grubbs. Second Row: Vena Laytham, Flora Woodson, Alma Vaughn, Paul Hardesty, Alta Dusendschon, R. S. Clough, Marie Dixon, Mrs. Lizzie Moore, Eva Dawson. Third Row: Gertrude Delaney, D.E. Neale, Eunice Boyd, Lillian Delaney, Blanche Stephens, Sue Whitesides, Fred Luttrell, Rena Jenkins, C. E. Stephens, Mary Nolen, Mabel Vaughn, Frances Glascock, Rolla Wybrant. Fourth Row: Edna Blanton, Lucile Humble, Frozy Griffith, Emma Lee Timbrook, Kathleen Stone, Alice Waller, Erma Lipp, Effie Beals, Vivian Clark, Agnes Johnson, T. J. Moore.



MONTGOMERY COUNTY STUDENTS IN SUMMER TERM, 1912. Top Row, from left to right: Norbert Green, Eolian Berger, C. S. Todd, Anne Berger, Roy Worland, C. C. Maxwell, Alma Muns, Guy Dugan. Middle Row: Lena Slavens, C. C. Ray, Pearl Dugan, L. C. Stuart, Virginia Benson, Mrs. M. B. Vaughn, M. B. Vaughn, Martha Burehfield. Bottom Row: Anna Mackey, Nellie Sailor, A. B. Cluster, Ola Ray, A. C. Chiles, Mary White, Floy Williams, C. H. Ramsay.



RALLS COUNTY STUDENTS IN SUMMER TERM, 1912. Top Row, reading left to right: Clay Hopkins, Carrie Wright, Jewell Venable, Lizzie Utterback, A. G. Elam, Bottom Row: S. G. Wright, Bertha Meyer, Ray Wells, Alice Vaughn, George Westfall.



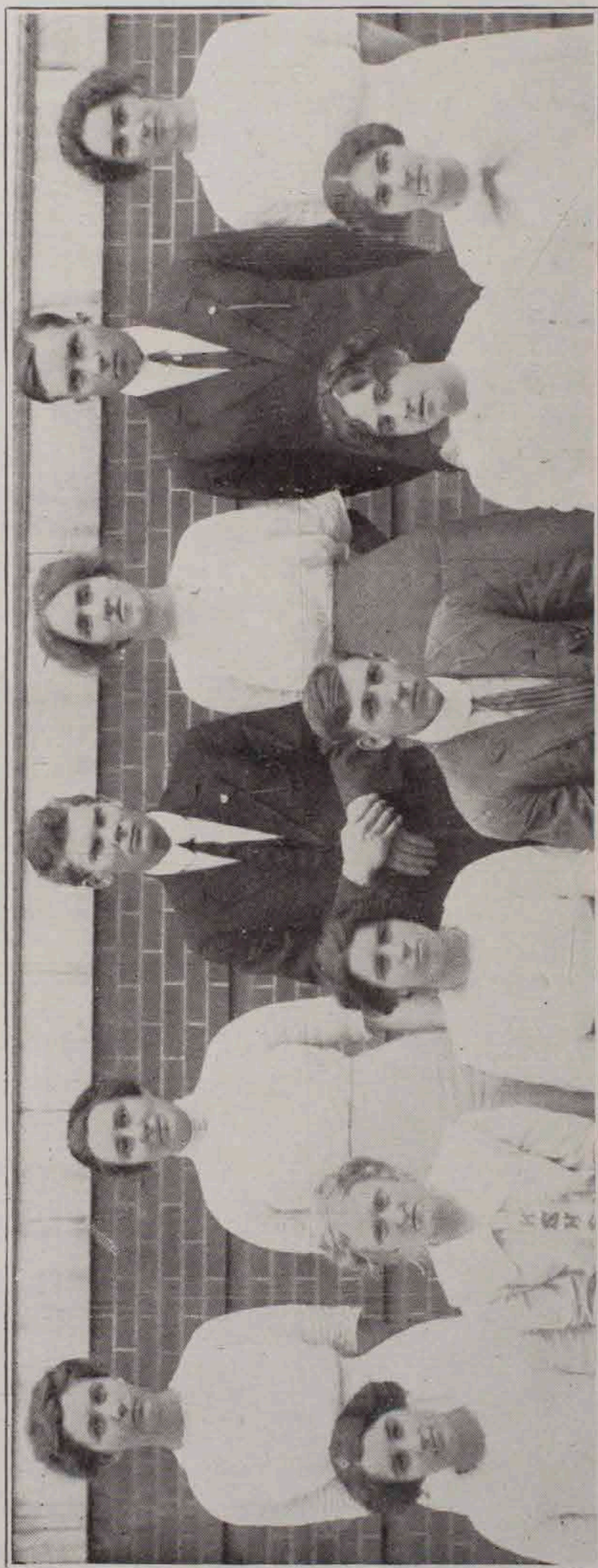
RANDOLPH COUNTY STUDENTS IN SUMMER TERM, 1912. Top Row, reading left to right: E. L. Burton, Annie Swackhamer, L. R. Sumpter, Rosalie Jones, Albert Elsea, Vinnie Swackhamer, Vivian Littrell, W. A. Burton. Bottom Row: Eva Edwards, Elsie Cottingham, Anna Thiemann, C. J. Howard, Myrtle White, Tessie White, Ruth Brown, Osa McKinney.



SCHUYLER COUNTY STUDENTS IN SUMMER TERM, 1912. Top Row, reading left to right: Mollie Seurlock, Evan D. White, Ruth E. Sloop, Una Montgomery, Edna Bradford, Bruce L. Melvin, Mabel Shirley, Edith Perry, Maud Montgomery. Second Row: Marion Hill, Mabel Crump, Sarah Little, Ola Little, Elya Sidwell, May Ralston, Mary Yates, Mary Belle Nicolson, Fred L. Sloop, Mrs. Fred L. Sloop. Bottom Row: C. O. Wright, Bertha Arni, Mabel Shepherd, Edna Maize, Eldina Kropf, Mary Roberts, Adolph Dooley, Lee Funk.



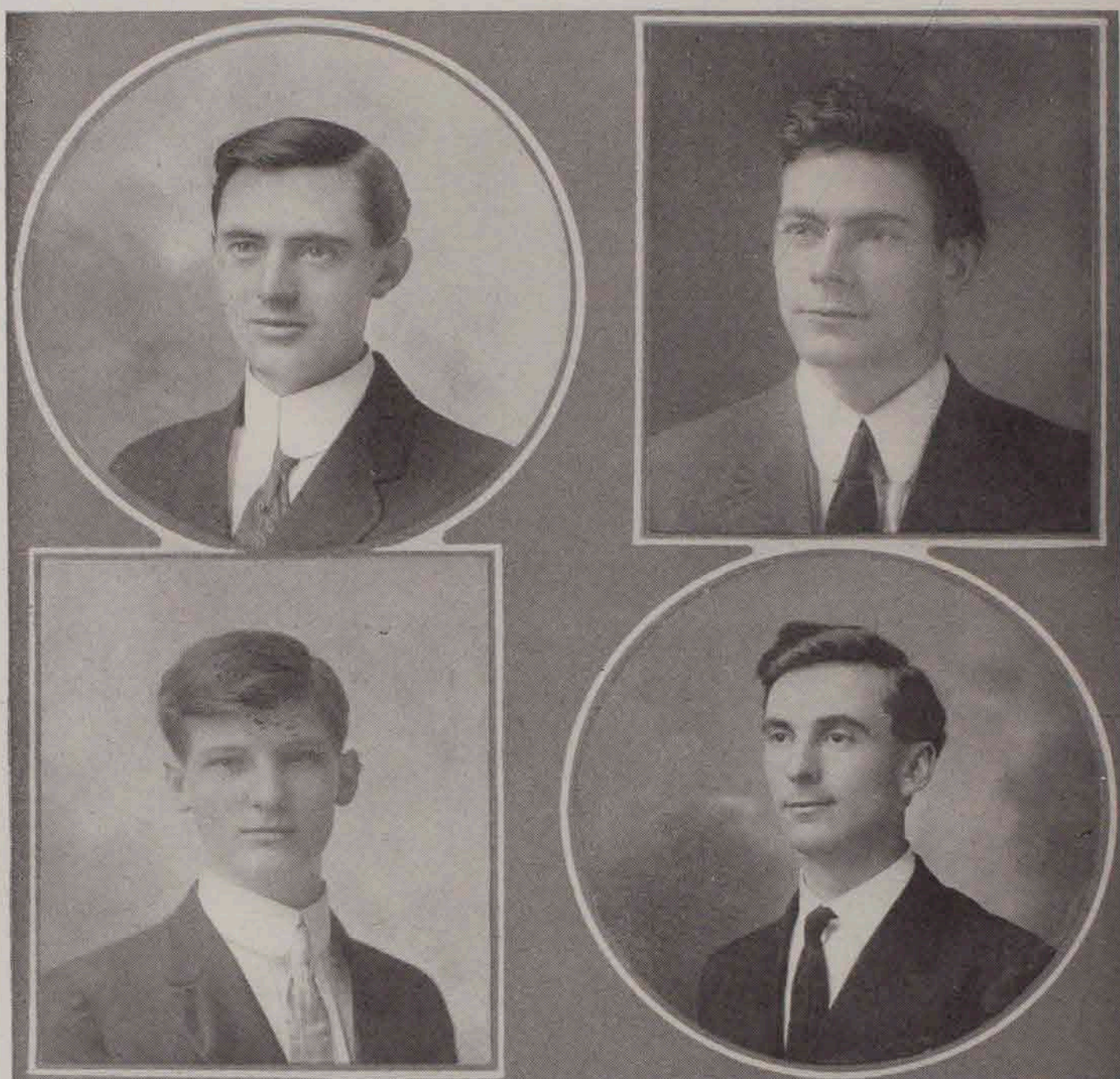
SCOTLAND COUNTY STUDENTS IN SUMMER TERM, 1912. Top Row, reading left to right: Cleve Johnston, Mrs. F. C. Jones, E. A. Wright, Mrs. Pearl Davisson, Arthur Odell, Lela Salisbury, Ethel Mitzimberg, Lelia Sanders, Lawson Wise. Bottom Row: Edd Ruggles, Lelia Mitzimberg, F. C. Jones, Lelia Wilder, J. T. Angus, Nelle Myers, Orville Wade, Elmer J. Weyand.



SHELBY COUNTY STUDENTS IN SUMMER TERM, 1912. Top Row, reading left to right: Emma Byland, Mrs. O. F. Revercomb, O. F. Revercomb, Anna Chapman, James B. Rogers, Ruth Kipper. Bottom Row: Allie Conrad, Maude Rampy, Rosa Conrad, Roy T. Neff, Edna Winget, Mary Jane Bragg.



SULLIVAN COUNTY STUDENTS IN SUMMER TERM, 1912. Top Row, reading left to right: Harold C. Reger, Arzetta Frazier, Orpha A. Bartlett, Elfie Hayes, Ruby Dalzell, Leanna Terry, Fay Morrison, Alma Miller, Fred Hamilton, Second Row: Estelle Webb, Tina Frazier, Charlotte Hill, Blanche Hamilton, Rosa Wilson, Cora Page, Grace Neet, Susan McCaughey, Flora Page. Third Row: Alma Dalzell, Lois Edwards, Maud Walters, Mrs. Augusta Brow, Wm. Clabaugh, Blanche Hoertmann, Nora Adlesperger, Bessie Alexander, Minnie Burruss. Bottom Row: Mable Shatto, Minnie Shaw, Wardie Burruss, Bernice Brown, E. H. Salisbury, Hazel Shaw, Nellie Hayes, Leo. H. Petree.



INTER-NORMAL SCHOOL DEBATERS, MAY 3, 1912.

Top Row: B. S. Morgan and E. H. Salisbury vs Cape Girardeau Normal School, at Kirksville. Bottom Row: Wayne R. Fuller and John R. Murdock vs Springfield Normal School, at Springfield.



AUDRAIN COUNTY STUDENTS IN SUMMER TERM, 1912.

Top Row, reading left to right: Grace Smith, Rachel Winn, Efa Stone, Alta Smelser, E. A. Horton, Eva Stone, Annie Maskey, R. S. Worland, Belle Ehret. Bottom Row: Bessie Tucker, Elizabeth O'Brien, Edna Earnst, Sallie Crane, Ada Douglas, Pearl Barnett, Bula Porter, E. L. Gooch, Grace Copeman, Bula Syler.

## A BRIEF OF FACULTY RECORDS AND STANDINGS.

Most of the institutions of our country keep exhibiting such lengthy lists of titles, degrees and alleged accomplishments of their Faculty members that it is deemed advisable in self-defense to make here in the back of this bulletin, for the perusal of those whom it may concern, a brief statement showing 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 AND SUPERVISOR OF PRACTICE SCHOOLS.

Graduate, State Normal School, Kirksville, Mo., 1878; Principal Public Schools, Moulton, Ia., four years; Superintendent Public Schools, Bethany, Mo., eight years; School Commissioner Harrison County, Mo., 1879-81; Admitted to the Bar 1884; Principal Ward School, Kansas City, 1888-9; Teacher, Mathematics and History, Central High School, Kansas City, 1889-92; Superintendent Public Schools, Westport (K. C.), 1892-4; Student, University Extension Course, University of Kansas, 1891-2; same, University of Missouri, 1891-3; Special Student Greek with R. A. Minckwitz, 1892-4; Conductor and Lecturer, State and County summer schools and institutes, 1886-94; Director, Peabody Summer School, Wesson, Mississippi, 1894; State Superintendent Public Schools of Missouri, 1895-9; Chairman Mo. Text Book Commission, 1897-9; President, Missouri State Teachers' Association, 1897; State Director, National Education Association, 1895-9; same, 1907-9; same, 1911-2; Awarded Medal for Model Rural School House by Trans-Mississippi and International Exposition, Omaha, Neb., 1898; Author, Reports Public Schools of Mo., 1895-9; Inspector of Schools for University of Missouri, 1899; Student, Summer School University of Missouri, 1899; Itinerary European countries, summer 1902; Awarded medal Louisiana Purchase Exposition, St. Louis, 1904; Member of Council National Education Association, 1905—; President, Department Normal Schools National Education Association, 1905-6; same 1906-7; President, North Central Council of Normal School Presidents, 1906-7; President, Library Department National Education Association, 1907-8; LL. D., Missouri Wesleyan College, 1907; LL. D., Park College, 1907; Designer, Model Rural School House, 1896-1911; State Director, Southern Educational Association, 1911-13; Member Committee of Eleven on Rural Education, N. E. A., 1911-13; Present position, 1899—.

### A. P. SETTLE, PH. B. . . . . DEAN OF FACULTY AND PROFESSOR OF 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, 1900-11; Present position, 1911—.

### EDWIN R. BARRETT, A. B., A. M. . . . . ASSOCIATE PROFESSOR OF 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; Graduate Student, University of Chicago, summer 1912. Present position, 1905—.

MINNIE M. BRASHEAR, Pd. B., Pd. M., A. B., ASSOCIATE PROFESSOR OF 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; Present position, 1904—.

GOLDY M. HAMILTON, A. B., A. M. . . . . ASSOCIATE PROFESSOR OF ENGLISH. A. B., University of Missouri, 1903; A. M., University of Missouri, 1904; Student Assistant in English, University of Missouri, 1902-4; Scholarship in English, University of Missouri, 1903-4; Teacher of English and Latin, High School, Excelsior Springs, Mo., 1904-7; Principal High School, Dwight, Ill., 1907-8; Teacher of English, High School, Carthage, Mo., 1908-9; Teacher of English West Plains, Mo., 1909-11; Present position, 1911—.

WARREN JONES, A. B. . . . . ASSOCIATE PROFESSOR OF ENGLISH. Graduate, Illinois State Normal University, Normal, Ill., 1893; Principal of Schools in towns of Central Illinois, 1893-1900; A. B., University of Illinois, 1902; Head of Department of English, West Side High School, Aurora, Ill., 1902-5; Superintendent of Schools, Elburn, Ill., 1905-8; Principal of Glidden Practice School and Critic Teacher for Eighth Grade, State Normal School, De Kalb, Ill., 1908-11; Assistant in History and Civics, summer sessions of State Normal School, De Kalb, Ill., 1908; Graduate Student, in abesentia, University of Illinois, 1910-1; Present position, 1911—.

A. L. PHILLIPS, B. Pd., A. B. . . . . ASSOCIATE PROFESSOR OF ENGLISH. Principal, High School, Bronson, Michigan, 1897-9; Pd. B., Michigan State Normal College, 1901; Sup't. Schools, Bronson, Michigan, 1901-4; A. B., University of Michigan, 1905; Instructor in English, Racine, Wisconsin, High School, 1905-8; Graduate study, University of Chicago, 1908-9; Instructor in English, Indiana State Normal School, spring 1909; Instructor in English, University of Missouri, 1909-12; Present position, 1912—.

JACOB WILHELM HEYD, Pd. B., A. B., Ph. M. . . . . PROFESSOR OF GERMAN. Graduate, State Normal School, 1900; Student, University of Missouri, 1900-3; A. B., University of Missouri, 1903; Principal, Dadeville Academy, 1903-4; Student, University of Chicago, 1904-5; Ph. M., University of Chicago, 1905; Present position, 1905—.

ELIZABETH UHE . . . . . TEACHING SCHOLAR IN GERMAN.

- B. P. GENTRY, A. B. . . . . PROFESSOR OF LATIN.  
 Student, Mount Pleasant College, 1875-8; Student, University of Missouri, 1878-80; Teacher in Hardin College, 1880-2; Student, University of Missouri Summer School, 1900, 1901; Student, University of Chicago Summer School, 1902; A. B., University of Missouri, 1902; Present position, 1882—.
- T. JENNIE GREEN, Pd. B., A. B., A. M. . . . . ASSOCIATE PROFESSOR OF 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; Present position, 1903—.
- E. M. MCGREW, B. S. A. . . . . PROFESSOR OF AGRICULTURE AND CHAIRMAN DIVISION OF AGRICULTURE.  
 Student, Iowa State College 1907-12; Teacher and Lecturer in Agriculture, Clarkfield, Minnesota, (Winter Courses) 1911-12; B. S. A., Iowa State College, 1912; Present position, 1912—.
- J. E. ROUSE, Pd. B. . . . . ASSOCIATE PROFESSOR OF AGRICULTURE.  
 Graduate, Three Years' Teachers College Course, State Normal School, Kirksville, Mo., 1910; Assistant in Agriculture, State Normal School, 1911-12; Student, University of Wisconsin, spring and summer, 1912; Graduate, Four Years' Teachers College Course, Normal School, Kirksville, 1912; Present position, 1912—.
- M. E. PELTZ. . . . . LABORATORY SCHOLAR IN AGRICULTURE.
- W. J. BRAY, Pd. B., B. S., A. B., A. M. . . . PROFESSOR OF CHEMISTRY AND ASSOCIATE PROFESSOR OF AGRICULTURE.  
 Pd. B., State Normal School, Cape Girardeau, Missouri, 1904; Teacher, High School, Fredericktown, Missouri, 1904-6; Principal, Consolidated Schools, Hickman Mills, Missouri, 1907-8; Assistant Instructor in Chemistry, University of Missouri, 1908-10; A. B., B. S. in Education, University of Missouri, 1909; A. M., University of Missouri, 1910; Superintendent of Schools, West Plains, Missouri, 1910-11; Present position, 1911—.
- WAYNE FULLER. . . . . TEACHING SCHOLAR IN CHEMISTRY AND AGRICULTURE.
- C. H. RAMSAY. . . . . TEACHING SCHOLAR IN CHEMISTRY AND AGRICULTURE.
- L. S. DAUGHERTY, B. S., M. S., Ph. D. . . . PROFESSOR OF ZOOLOGY AND ASSOCIATE PROFESSOR OF AGRICULTURE.  
 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—12; Present position, 1912.

MYRTIE C. VANDEUSEN, B. S.,..... PROFESSOR OF HOUSEHOLD ECONOMICS.  
Graduate, Pratt Institute Brooklyn, N. Y., 1908; Teacher, Domestic Science,  
Oregon Agricultural College, 1908-11; B. S., Teachers College, Columbia Uni-  
versity, N. Y., June, 1912; Present position, 1912—.

J. S. STOKES, B. S., Pd. B., M. S., A. M.. PROFESSOR OF PHYSICS AND PHYSICAL  
GEOGRAPHY.

B. S., Pd. B., University of Missouri, 1887; Instructor, St. James Military Acad-  
emy, 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—; Present position, 1905—.

.....TEACHING SCHOLAR IN PHYSICS AND PHYSICAL GEOGRAPHY

EUGENE MORROW VIOLETTE, A. B., A. M.,..... PROFESSOR OF EUROPEAN  
HISTORY AND CHAIRMAN DIVISION OF HISTORY AND GOVERNMENT.

A. B., Central College, 1898; Assistant in History, Central College, 1897-8;  
A. M., University of Chicago, 1899; Acting Assistant Professor of History, Uni-  
versity of Missouri, 1899-1900; Austin Scholar in History, Harvard University  
1902-3, 1906-7; Author, "History of First District Normal School," 1905;  
Author, "The History of Adair County," 1911; Present position, 1900—.

EUGENE FAIR, Pd. B., A. B., A. M... PROFESSOR OF AMERICAN HISTORY AND GOVERN-  
MENT.

Graduate, State Normal School, Kirksville, 1901; Teacher in Approved Summer  
Schools, 1902, 1903; A. B., University of Missouri, 1904; Teacher, Murphysboro  
Tp. High School, Murphysboro, Illinois, 1904-5; Author of textbook, "Intro-  
duction to the Study of Oriental History," 1907; Graduate Student, University  
of Missouri, on leave, 1908-9; A. M., University of Missouri, 1909; Professor of  
Ancient History, State Normal School, 1909-1912; Present position, 1912—.

ANDREW OTTERSON, Ph. B..... PROFESSOR OF CIVICS AND HISTORY.

Ph. B., Beloit College, 1896; Principal High School, Spring Valley, Wisconsin,  
1898-1903; Teacher in High School, Madison, Wisconsin, 1903-7; Graduate Stu-  
dent, University of Wisconsin, 1903-7; Professor of Common School Branches,  
State Normal School, 1907-10; Civics, Assistant Professor in Mathematics, 1911—;  
Present position, 1912—.

JOSEPH LYMAN KINGSBURY, A. B.,..... PROFESSOR OF ANCIENT HISTORY.

A. B., Dartmouth College, 1905; Principal, Canaan (Vt.) High School, 1905-06;  
Teacher of History, North Manchester (Ind.); High School, 1906-07; Graduate  
Student, University of Chicago, 1906; Instructor in History, University of Colo-  
rado, 1907-11; Fellow in History, University of Chicago, 1911-12; Present position,  
1912—.

WM. H. ZEIGEL, A. B., A. M..... PROFESSOR OF 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; Associate Professor of Mathematics, State Normal School 1907—  
12, Present position, 1912—.

- BYRON COSBY, A. B., B. S., A. M.....ASSOCIATE PROFESSOR OF 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; Chairman Mathematics Section Missouri Society of Teachers Mathematics and Science, 1912; Present position, 1912—.
- G. H. JAMISON, B. Pd., A. B., .....ASSOCIATE PROFESSOR OF MATHEMATICS.  
B. Pd., Normal School, Kirksville, 1908; Teacher in High School, Centralia, Mo. 1908-10; Student, University of Chicago, 1910-11; Teacher of Mathematics, Agricultural, and Mechanical College, Stillwater, Oklahoma, 1911-12; A. B., University of Chicago, 1912; Present position, 1912—.
- R. E. WHITE, A. B., B. S., A. M.....ASSOCIATE PROFESSOR OF MATHEMATICS.  
A. B., University of Missouri, 1903; Teacher in rural schools, 1903-5; Principal High School, Pleasant Hill, Missouri, 1905-6; B. S., in Education University of Missouri, 1906; Instructor Science, High School, Mound City, Missouri, 1906-7; Teacher Science, Approved Summer School, 1908; Principal High School, Vandalia, Missouri, 1907-9; A. M., University of Missouri, 1910; Principal University High School, Columbia, Missouri, 1909-12; Student, summer session University of Missouri 1906, 1908, 1910, 1911, 1912; Teacher Mathematics, Summer Session, University of Missouri, 1912; Present position, 1912—.
- MARK BURROWS, A. B.....PROFESSOR 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, Illinois., 1902; Instructor in Approved Summer Schools at Stanberry, Mo., 1904-7; Superintendent, Public Schools, Bethany, Mo., 1907-8; A. B. in Education, Normal School, Kirksville, 1912—. Present position, 1908—.
- VERA FINEGAN, B. Pd.....ASSOCIATE IN COMMERCE.  
B. Pd., Normal School, Kirksville, 1907; Student, Gregg School of Stenography, Chicago, Ill., Summer 1912; Present position, 1912—.
- A. D. TOWNE, Pd. M.....PROFESSOR OF MANUAL ARTS.  
Graduate, State Normal School, Whitewater, Wisconsin, 1902; Principal Public Schools, Merton, Wisconsin, 1902-4; Graduate, Stout Manual Training School, Menomonie, Wisconsin, 1906; Pd. M., Normal School, Kirksville, Missouri, 1911; Present position, 1906—.
- ELIZABETH V. COLBURN, B. S.....PROFESSOR OF ART.  
Graduate, State Normal College, Albany, N. Y., 1902; Graduate, Pratt Institute, 1908; B. S., Teachers College, Columbia University, N. Y., 1912; Present position, 1912.
- GRACE LYLE, Pd. B.....ASSOCIATE PROFESSOR OF ART.  
Graduate, McKinley High School, St. Louis, Mo., 1907; Student, Teachers College, St. Louis, Mo., 1907-8; Student, Museum of Fine Arts, St. Louis, Mo., 1908-9; Art

Scholarship, State Normal School, Kirksville, Missouri, 1909-12; Graduate, Teachers College Course, State Normal School, Kirksville, Missouri, 1910; Present position, 1912—.

OPHELIA A. PARRISH, A. B. . . . . LIBRARIAN.  
Graduate, Christian College, Columbia, Mo., 1869; Principal Schools, Pierce City, Mo., 1880-1; Student, Martha's Vineyard Summer School, 1882; Teacher English and French, High School, Springfield, Mo., 1882-90; same, 1892-3; Student, Berlitz School of Languages, Berlin, Summer, 1890; Student, Lecture Courses in Sorbonne and College of France, 1890-1; Assistant Superintendent Public Schools, Springfield, Mo., 1893-9; Student, Summer Terms Cook County Normal School, 1894 and 1895; Student, Summer Terms, University of Chicago, 1901 and 1902; Supervisor Practice School, State Normal School, Kirksville, 1899-1903; Student, Library School, Chautauqua, New York, Summers 1903 and 1904; A. B., Normal School, Kirksville, 1912; Present position, 1903—.

LULA J. CRECELIUS . . . . . LIBRARY ASSISTANT.

META GILL, Pd. B. . . . . LIBRARY ASSISTANT.  
Pd. B. in Teachers College Course, State Normal School, Kirksville, Missouri, 1911; Present position, 1911—.

HELEN GRAY, Pd. B. . . . . LIBRARY ASSISTANT.  
Pd. B. in Teachers College Course, State Normal School, 1911; Present position, 1911—.

IRENE HOLBROOK CLARK, A. B., A. M. . . . . DEAN OF WOMEN.  
A. B., Normal University, Lebanon, Ohio, 1875; Teacher of Latin and Greek Normal University, 1875-93; Author of "Holbrook's Latin Lessons," 1882; Ohio Professional Life Certificate, 1885; President College Y. W. C. A., Lebanon, Ohio, 1895-1900; Special Student of Education and Philosophy at Cambridge, Massachusetts, 1893-4 and 1898-9; A. M., Normal University, 1882; Teacher of Literature and Latin Western Normal College, Lincoln, Nebraska, 1894-5; Teacher of Latin, Nebraska State Normal School, Peru, 1895-8; Teacher of History of Education and Psychology, Nebraska State Normal School, Kearney, Summer Term 1907, and Latin, Summer Term, 1910. Present position, 1912—.

CLAYTON BYRON SIMMONS, A. B., . . . . . PROFESSOR OF PHYSICAL EDUCATION FOR MEN.

Physical Director, Oil City, Pennsylvania, Y. M. C. A., 1899; Assistant in Gymnasium, Colgate University, Hamilton, New York, 1902-4; Teacher Westleigh Collegiate Institute, Staten Island, New York, 1904; A. B., Colgate University, Hamilton, New York, 1904; Director, Physical Education and Athletics, High School, Ithaca, New York, 1904-6; Professor, Physical Education, Assistant Director of Athletics, State Teachers College, Cedar Falls, Iowa, 1906-10; Present position, 1910—.

LEOTA LILLIAN DOCKERY, Pd. B., A. B., . . . . . PROFESSOR OF PHYSICAL EDUCATION FOR WOMEN.

Graduate, State Normal School, Kirksville, 1900; A. B., University of Missouri, 1904; Teacher, High School, California, Missouri, 1904-5; Teacher, High School, Kirksville, Missouri, 1905-6; Teacher, High School, Maryville, Missouri, 1907-8; Student on leave, University of Wisconsin, summer, 1911; Present position, 1909—.

- D. R. GEBHART, A. B. . . . . PROFESSOR 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; A. B. in Education Normal School, Kirksville, 1912; Present position, 1905—.
- J. L. BIGGERSTAFF. . . . . ASSOCIATE PROFESSOR OF MUSIC.  
 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 Van Schiller; Theory, with H. B. Maryott, 1906; Director, Macon Military Band, 1908-9; Present position, 1910—.
- CORAL G. SYKES. . . . . ASSOCIATE IN MUSIC.  
 Graduate, High School, Mason City, Iowa; Student, State Teachers College, Cedar Falls, Iowa, 1903-4; same, 1905-10; Violin under B. Winfred Merrill; Present position, 1910—.
- ADA COCHRAN, Pd. B., Pd. M., A. B., . . . . . TEACHING SCHOLAR.  
 Pd. B., State Normal School, Kirksville, Missouri, 1908; Teacher in High School, Hardin, Mo., 1908-10; Student, Teachers Colleges courses, State Normal School, Kirksville, Mo., 1910-1; Pd. M., same, 1911; A. B. in Education, Normal School, Kirksville, 1912; Present position, 1911—.
- CLARA SANFORD, B. Pd., . . . . . TEACHING SCHOLAR.  
 B. Pd., Teachers College Course, Normal School, Kirksville, 1911; Present position, 1912.—.
- H. G. SWANSON, B. Pd., . . . . . TEACHING SCHOLAR.  
 B. Pd., Teachers College Course, Normal School, Kirksville, 1912; Present position, 1912—.
- H. W. FOGHT, A. B., A. M., . . . . . PROFESSOR OF RURAL EDUCATION AND SOCIOLOGY.  
 Graduate, Nebraska High School, 1889; Teacher, Public Schools, Nebraska, 1889-90; Principal Public Schools, Hubbell, Nebr., 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, Nebr., 1899-1900; A. M., Augustana College, Rock Island, Ill., 1901; President, Ansgar College, Minn., 1901-3; Graduate Student, Universities Kiel and Christiania, 1902-4; 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 Prob-

lems and Its Future," 1910; Professor American History, State Normal School, 1910-11; Special Collaborator in Rural Education to U. S. Bureau of Education, 1912; Lecturer in Rural Sociology before International Y. M. C. A., Estes Park, Colorado, 1912; Present position, 1911—.

FLORENCE M. LANE, B. S.,.....TEACHER OF MODEL RURAL SCHOOL.  
Graduate, Pratt Institute, 1899; Student, private Kindergarten, 1900; Student Bible Normal College, Springfield, Mass., 1901-2; Student, Hyannis Normal School, 1902; Student, Night Schools, Springfield, Mass., and Albany, N. Y., 1903-4; B. S., Teachers College, Columbia University, 1910; Teacher in Rural Schools, two years; Supervisor Child Study, two years; Teacher in Horace Mann Model School, Columbia University, one year; College Tutor in Psychology, Columbia University, one year; Teacher in Interlaken School for Boys, one year; Social Service Worker, Salisbury, Conn., one year; Present position, 1912—.

STELLA McWILLIAMS, B. Pd.,.....SUBSTITUTE IN RURAL EDUCATION.  
B. Pd., Teachers College Course, Normal School, Kirksville, 1912; Present position, 1912—.

A. B. WARNER, A. B., Pd. M.,.....PROFESSOR OF 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; Present position, 1906—.

W. A. CLARK, A. B., A. M., Ph. D., Pd. D., LL. D. ...PROFESSOR OF EDUCATION AND PSYCHOLOGY.  
Student in Normal School, Lebanon, Ohio, 1871-2; Teacher in Ohio Public Schools, 1872-81; Superintendent Ohio Soldiers' and Sailors' State Orphans Home Schools, 1881-3; A. B., Normal University, 1885; Professor Mathematics, Normal University, 1885-93; Graduate Student in Mathematics and Pedagogy, Harvard University, 1893-4; Honorary Pd. D., Normal University, 1894; Teacher of Education and Philosophy and Dean of the Faculty Western Normal College, Lincoln, Nebraska, 1894-5; Teacher of Mathematics and Education, Nebraska State Normal School at Peru, 1895-8; Graduate Student in Education and Philosophy, Harvard University, 1898-9, A. M., with honor, 1899; Graduate Student and Teaching Fellow in Education and Psychology University of Chicago, 1899-1900, Ph. D. cum laude, 1900; President Nebraska State Normal School at Peru, 1900-5; Lecturer on Psychology, Garden of the Gods Summer School, 1900; Professor of Education and Dean of the Faculty, Nebraska State Normal School at Kearney, 1905-12; Vice-President National Education Association, 1907-8; Honorary LL. D., Hastings College, 1912; Member of American Association for the Advancement of Science, Nebraska Academy of Science, and Active Member of National Education Association; Author of Teachers' Manuals in "Arithmetic," "Physiology," and "Geography," "Suggestion in Education," and "Syllabus of Pedagogy." Present position, 1912—.

SUSIE BARNES, Pd. B., Pd. M., A. B., B. S.,.....DIRECTOR OF 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, Normal School, Kirksville, 1900-3; Assistant

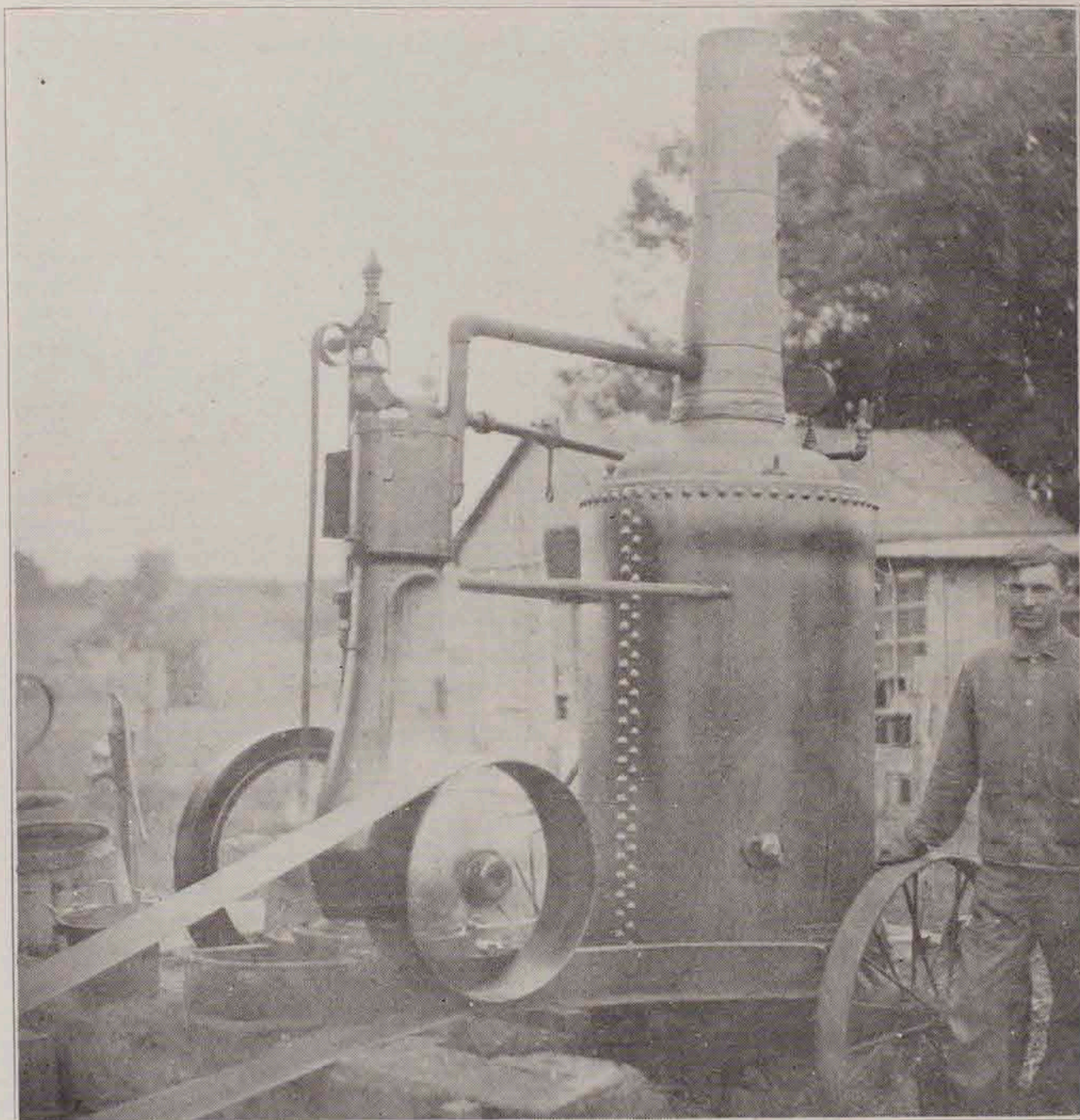
in English and Teacher of Drawing and Physical Education, State Normal School Kirksville, 1903-5; Pd. M., Normal School, Kirksville, 1905; Supervisor of English in Elementary School, 1905-7; Diploma for Teaching English in Secondary Schools, Teachers College, Columbia University, N. Y., 1908; B. S., Columbia University, N. Y., 1908; A. B., Normal School, Kirksville, 1908; Assistant in English, and Supervisor of English in the Elementary School, State Normal School, 1908-9; Teacher, Model Rural School, 1909-10; Student University of Chicago, Summer 1910; Supervising Principal, Practice Schools, 1910-1; Present position, 1911—.

EUDORA HELEN SAVAGE.....SUPERVISOR OF ENGLISH IN PRACTICE SCHOOL. Graduate, High School, Litchfield, Mich., 1890; Teacher in Rural School, summer, 1890; Student, State Normal College, Ypsilanti, Mich., 1890-1; Teacher in grades, Litchfield, Mich., 1891-4; Student, Columbia School of Expression, Chicago, Ill., summer of 1894; Student, State Normal College, Ypsilanti, Mich., 1894-5; Teacher in grades, Marinette, Wis., 1895-6; Ward School Principal, Beloit, Wis., 1896-8; Teacher in Grammar grades, Oak Park (Chicago), Illinois, 1898-1907; Student of University Extension Work, 1902-7; Supervisor of Grammar Grades, State Normal School, Stevens Point, Wis., 1907-9; Student of University of Chicago, 1909-10; Present position, 1910—.

LAURIE DOOLITTLE..SUP'R OF HISTORY AND GEOGRAPHY IN PRACTICE SCHOOL. Graduate, Oskaloosa High School, 1887; Teacher, rural schools, 1887-9; Primary Teacher, Odebolt and Washington, Iowa, 1889-98; Student, Drake University, Summer, 1898; Principal Ward School, Washington, Iowa, 1898-1900; Student under Col. Parker, Chicago Institute, 1900-1; Critic Teacher, Saginaw Training Schools for Teachers, 1901-6; Student, University of Chicago, winter 1910; Present position, 1906—.

IDELLA RETTENA BERRY, A. B.,...SUPERVISOR IN PRIMARY GRADES AND ASSOCIATE IN MANUAL ARTS. Graduate, High School, Dover, N. H., 1890; Graduate, Commercial College, Dover, N. H., 1891; Teacher in rural schools, 1891-4; Student, Glens Falls, N. Y., Summer School, summers of 1892 and 1893 Student, Monroe School of Oratory, summer, 1894; A. B., College of Agriculture and Mechanic Arts, Durham, N. H., 1900; Teacher, Dover Public Schools, 1893-1905; Student, Plymouth Normal School, N. H., 1902; Institute Work, 1904-5; Supervisor Nature Study 1905; Student, Cornell University, Ithaca, N. Y., 1905-6; Student, University of Chicago, 1905-7; Teacher, Aspen, Colorado, 1907-8; Student, University of Chicago, 1908-9; Present position, 1909—.

HARRIET HOWARD.....SUPERVISOR IN KINDERGARTEN AND PRIMARY GRADES. Graduate, High School, Iona, Mich., 1901; Teacher in rural schools, 1902-3; Student, University of Michigan, 1903-5; Graduate, Chicago Kindergarten College, 1908; Director of Kindergarten, La Grange, Ill., 1907-8; Present position, 1908—.



Running Thresher with Old Engine Rebuilt by Students.

# Index

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Calendars:	
General Calendar . . . . .	Third Page of Cover
Working Calendar . . . . .	Second Page of Cover
Certificates and Diplomas . . . . .	26-28, 32
Christian Associations:	
Y. M. C. A. . . . .	19-23
Y. W. C. A. . . . .	19-23
Courses of Instruction: . . . . .	28-30
Advanced Course . . . . .	29
Elementary Course . . . . .	28
Courses of Study: . . . . .	57-151
Art . . . . .	57-61
Commerce . . . . .	62-66
Educational Theory, History and Administration . . . . .	166-171
English . . . . .	67-83
Farm and Household Economics: . . . . .	84-96
Agriculture . . . . .	84-92
Biology . . . . .	95-96
Chemistry . . . . .	93-96
Household Economics . . . . .	96
German . . . . .	97-98
Handwork . . . . .	98-103
History and Government . . . . .	104-110
Latin . . . . .	110-115
Library . . . . .	116-117
Manual Arts . . . . .	117-126
Mathematics . . . . .	127-130
Music . . . . .	130-139
Physical Education . . . . .	24-25, 140-148
Physical Geography . . . . .	148-151
Physics . . . . .	163-166
Visual Illustration (Photography) . . . . .	140
Debating Clubs . . . . .	13-15
Employment Bureau . . . . .	15
Enrollment of Students, Manner of . . . . .	10-13
Enrollment (1911-1912), Names . . . . .	176-189
Enrollment of Students (years, 1868-1912) . . . . .	172
Entertainments . . . . .	15-19

Faculty, List of Members.....	3
Faculty, Records of Members.....	231-232
Foreword.....	5
Graduates, (1911-1912).....	173-175
Introductory Remarks.....	5-10
Library.....	116-117
Literary Societies.....	13-15
Model Rural School.....	34-55
Physical Education.....	24-25, 140-147
Practice Schools.....	12-171
Regents.....	2
Requirements for Certificates and Diplomas.....	28-29
Rural Education.....	31-55
Statistics.....	172





# CALENDAR FOR 1912-1913

1912							1913													
July							January							July						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	1	2	3	4	5	6	..	..	..	1	2	3	4	..	..	1	2	3	4	5
7	8	9	10	11	12	13	5	6	7	8	9	10	11	6	7	8	9	10	11	12
14	15	16	17	18	19	20	12	13	14	15	16	17	18	13	14	15	16	17	18	19
21	22	23	24	25	26	27	19	20	21	22	23	24	25	20	21	22	23	24	25	26
28	29	30	31	..	..	..	26	27	28	29	30	31	..	27	28	29	30	31	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
August							February							August						
..	..	..	..	1	2	3	..	..	..	..	..	..	1	..	..	..	..	..	1	2
4	5	6	7	8	9	10	2	3	4	5	6	7	8	3	4	5	6	7	8	9
11	12	13	14	15	16	17	9	10	11	12	13	14	15	10	11	12	13	14	15	16
18	19	20	21	22	23	24	16	17	18	19	20	21	22	17	18	19	20	21	22	23
25	26	27	28	29	30	31	23	24	25	26	27	28	..	24	25	26	27	28	29	30
..	..	..	..	..	..	..	..	..	..	..	..	..	..	31	..	..	..	..	..	..
September							March							September						
1	2	3	4	5	6	7	..	..	..	..	..	..	1	..	1	2	3	4	5	6
8	9	10	11	12	13	14	2	3	4	5	6	7	8	7	8	9	10	11	12	13
15	16	17	18	19	20	21	9	10	11	12	13	14	15	14	15	16	17	18	19	20
22	23	24	25	26	27	28	16	17	18	19	20	21	22	21	22	23	24	25	26	27
29	30	..	..	..	..	..	23	24	25	26	27	28	29	28	29	30	..	..	..	..
..	..	..	..	..	..	..	30	31	..	..	..	..	..	..	..	..	..	..	..	..
October							April							October						
..	..	1	2	3	4	5	..	..	1	2	3	4	5	..	..	..	1	2	3	4
6	7	8	9	10	11	12	6	7	8	9	10	11	12	5	6	7	8	9	10	11
13	14	15	16	17	18	19	13	14	15	16	17	18	19	12	13	14	15	16	17	18
20	21	22	23	24	25	26	20	21	22	23	24	25	26	19	20	21	22	23	24	25
27	28	29	30	31	..	..	27	28	29	30	..	..	..	26	27	28	29	30	31	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
November							May							November						
..	..	..	..	..	1	2	..	..	..	..	1	2	3	..	..	..	..	..	..	1
3	4	5	6	7	8	9	4	5	6	7	8	9	10	2	3	4	5	6	7	8
10	11	12	13	14	15	16	11	12	13	14	15	16	17	9	10	11	12	13	14	15
17	18	19	20	21	22	23	18	19	20	21	22	23	24	16	17	18	19	20	21	22
24	25	26	27	28	29	30	25	26	27	28	29	30	31	23	24	25	26	27	28	29
..	..	..	..	..	..	..	..	..	..	..	..	..	..	30	..	..	..	..	..	..
December							June							December						
1	2	3	4	5	6	7	1	2	3	4	5	6	7	..	1	2	3	4	5	6
8	9	10	11	12	13	14	8	9	10	11	12	13	14	7	8	9	10	11	12	13
15	16	17	18	19	20	21	15	16	17	18	19	20	21	14	15	16	17	18	19	20
22	23	24	25	26	27	28	22	23	24	25	26	27	28	21	22	23	24	25	26	27
29	30	31	..	..	..	..	29	30	..	..	..	..	..	28	29	30	31	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

