

Bulletin  
First District  
Normal School

Kirksville, Mo.



Illustrated

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*Vol. VI.*

*JUNE, 1906.*

*No. 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.

# CALENDAR

1906.

SEPT.	S	M	T	W	T	F	S	OCT.	S	M	T	W	T	F	S	NOV.	S	M	T	W	T	F	S	DEC.	S	M	T	W	T	F	S
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1907

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BULLETIN

OF THE

# First District Normal School

KIRKSVILLE, MO.

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*Provided for by Act Approved March 19, 1870.*

*Located at Kirksville December 29, 1870.*

*Opened as "First Dist. Nor. Sch." Jan. 1, 1871.*

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VOL. VI.

1906

NO. 1.

# BOARD OF REGENTS.

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## REGENT EX-OFFICIO.

HON. W. T. CARRINGTON.....State Superintendent of Public Schools, Jefferson City

## REGENTS APPOINTED.

SCOTT J. MILLER.....Chillicothe  
J. M. HARDMAN.....Edina  
G. A. GOBEN.....Kirksville  
REUBEN BARNEY.....Chillicothe  
JOHN H. WOOD.....Shelbina  
A. W. MULLINS.....Linneus

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J. M. HARDMAN.....President  
G. A. GOBEN.....Vice-President  
S. M. PICKLER.....Secretary  
R. M. RINGO.....Treasurer

## STANDING COMMITTEES.

EXECUTIVE.....Goben, Barney, Wood  
TEACHERS, TEXT-BOOKS, COURSE OF STUDY, CATALOG AND LIBRARY—Miller, Mullins, Carrington

## FACULTY, 1906-1907.

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JOHN R. KIRK .....	President
W. P. NASON.....	Emeritus Professor of Ethics
J. D. WILSON .....	Dean of Theory and Practice
R. H. EMBERSON .....	Applied Pedagogy
GERTRUDE LONGENECKER.....	Supervisor of Practice School
O. A. PARRISH.....	Librarian and Dean of Women
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J. S. STOKES.....	Physics and Physiography
L. S. DAUGHERTY .....	Zoology
CARRIE RUTH JACKSON .....	Agriculture and Botany
H. CLAY HARVEY .....	Mathematics
*A. P. SETTLE .....	English
A. B. WARNER .....	English
*E. M. VIOLETTE .....	History
EUGENE FAIR .....	History
W. V. POOLEY.....	Assistant in History
J. T. VAUGHN .....	American History and Government
B. P. GENTRY .....	Latin
J. W. HEYD .....	German and French
D. R. GEBHART .....	Music and Military Tactics
.....	Physical Education for Men
.....	Physical Inspection for Men

## FACULTY. 1906-1907.

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MARGARET T. LINTON .....	Reading and Voice Culture, Gymnasium Work for Women
CORA REID .....	Drawing and Art Instruction
A. D. TOWNE .....	Manual Training
R. M. GINNINGS .....	Assistant in Mathematics
E. Y. BURTON .....	Assistant in Mathematics
MINNIE BRASHEAR .....	Assistant in English
E. R. BARRETT .....	Assistant in English
LOA E. BAILEY .....	Assistant in Library
MAUDE McCLANAHAN .....	Assistant in Library
T. JENNIE GREEN .....	Assistant in Latin
M. OLIVE GREER .....	Primary Critic Teacher
FRANCES CATHERINE PORTMAN .....	Kindergarten Director
SUSIE BARNES .....	Grammar School Critic Teacher
BELLE REED .....	Grammar School Critic Teacher
ELSIE KIRK .....	Stenographer to President

\* \* \*

JOHN GILL and two assistants, Engineers.

JOHN JACK, Head Janitor; W. T. ELSTON, WM. PENCE, J. C. GULE, VIOLET FISCUS, Assistants.

G. W. SMITH, House Carpenter.

\*Messrs. Settle and Violette on leave of absence, being students in Harvard University. Mr. Warner will be in charge of English Department; Mr. Fair, in charge of History Department.

# Quarterly Bulletin.

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## HISTORY.

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

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

When Professor Baldwin came to Missouri it was his plan to establish a school which should ultimately be adopted by the state as one of a number of State Normal Schools. At that time the conditions were fairly favorable to such a plan. For a long time the question of State Normal Schools had been agitated. The civil war put a stop to the agitation but after its close the matter was taken up again with increased vigor, and by 1867 sentiment was being rapidly formed in favor of such institutions. The establishment of a private normal school at Kirksville and the persistent efforts made by Professor Baldwin to get the state to adopt the Nor-

mal School system contributed very materially toward further developing this sentiment.

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

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

Ground was broken for the original building in May, 1871, and the corner stone was laid on September 6th. It was not, however, until January, 1873, that the building was completed. The delay was due to the fact that a misunderstanding had arisen between the Board and the contractors concerning the contract. In order to complete the building it became necessary for the legislature to appropriate \$50,000. The building when completed cost a little over \$100,000. Immediately upon its completion, it was occupied by the school.

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

from September, 1891 to June, 1899; and President Kirk from July, 1899, to the present time.

The growth of the school during the thirty-nine years of its existence has been steady and permanent. The enrollment for the first year was 140; for the year just closed, 1040. The faculty has grown from six to thirty-five in number. The courses of study have been multiplied and strengthened. The equipments of the school in the way of buildings, libraries, and laboratories have been greatly increased. In 1901 the legislature appropriated \$30,000 for the erection of the wing which was built at the north east corner of the original building and which is now known as Library Hall, and in 1905 it appropriated \$50,000 for the wing which has just been erected at the western end of the original building and which is known as Science Hall. The school will enter upon the coming year in better condition and with better facilities for service to the state than ever before.

#### **BUILDINGS.**

The Institution has now in daily use 81 rooms including class rooms, laboratories, libraries, society halls, etc. These are classified as follows:

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

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

3. The new Science Hall completed and occupied in May, 1906, and joined to the original building by a corridor on each floor, contains rooms as follows: Domestic Science, 1; Manual

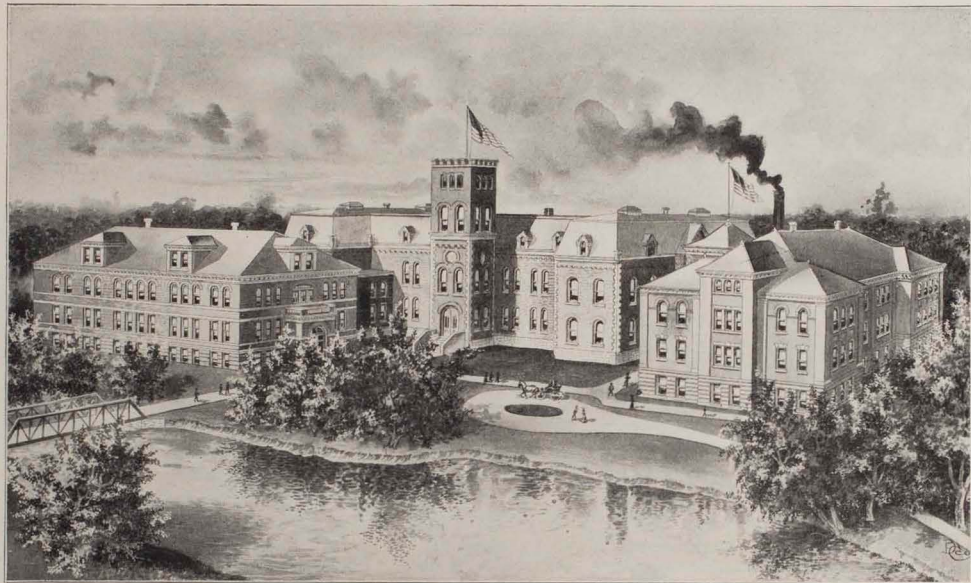
Training Shop and Storage Room, 2; Chemistry Class Room, Laboratory and Storage Room, 3; Zoology Class Room, Laboratory and Storage Room, 3; Laboratory and Class Room for Physics and Physiography, 2; Offices of Administration, 3; Fan Room, 1; Class Room and Inspection Room for Director of Athletics, 2; Gymnasium, 1; Toilet Room, 1; Bath Rooms, 4; Total, 23 rooms.

#### **NEW ENGINE ROOM AND ELECTRIC GENERATOR.**

In addition to the new Science Hall recently completed at a cost of \$50,000, the Institution has been able with appropriations made by the General Assembly in 1905 to erect a new boiler house and to install a new and complete electric generating plant. Both the Library Hall and the new Science Hall have double heating systems, that is, direct radiation, and warm air driven through the rooms by fans. The latter run by electric motors, which we find much more satisfactory than the steam engines formerly used. Great advantages accrue to instruction of various kinds by virtue of having our own electric generator. We are able to furnish all of our own lights and to have the electric current at any hour when needed and in any quantity desired. This enables teachers in several departments to use the stereopticons much more than heretofore. It also adds materially to the instruction in the scientific laboratories since the electric current can be used at will for various scientific experiments.

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

More than a year ago the Board of Regents voted to erect on the campus a model one room rural school house of the most complete type possible. Lack of funds and our inability to give necessary attention to the enterprise delayed the same until the current summer. We now have the site located, the survey for foundation and sewer made, and plans well advanced for construction of the building. Floor plans, elevations, and full description of the



PRESENT BUILDINGS.

ORIGINAL BUILDING IN CENTER, COMPLETED IN JANUARY, 1873.

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

model school will appear in future bulletins. The model is to be in every respect modern. The School will be lighted by an abundance of windows, wholly on the north side. It will have attached a manual training shop and a store room for fuel. It will have separate toilet rooms for boys and girls. Each toilet room will be furnished with the usual toilet fixtures including a wash bowl furnished with hot and cold water. The water will be heated in ordinary pressure tanks such as those used in well equipped kitchens. Pressure will be through a tank just under the ceiling. Water will be lifted from a typical Kirksville well by a windmill. The sewer systems will connect with the general sewer system of the school. This model school will be presided over by a high class teacher who has held various and responsible positions. It will be a MODEL SCHOOL and not a practice school. The intention is to receive from thirty to thirty-five children of varying ages and sizes so as to typify the actual rural school. Of this enterprise we hope to give the public full knowledge through future bulletins.

#### **THE STRUGGLE OF THE NORMAL SCHOOL.**

This Normal School is undertaking to reach the highest attainable standards. We accept unhesitatingly the language of our statutes used in establishing the Normal Schools, which is to the effect that these institutions are "to prepare teachers for the public schools of the State," not that they are to prepare teachers qualified for part of the public schools but for all of the public schools. Immediately after the inauguration of the Normal Schools of our State they took the lead in the advocacy of definite curricula for a full fledged system of public schools extending from the kindergarten to the high school inclusive. No Missourian during the pioneer days or in later times pleaded more eloquently for complete elementary and secondary schools leading into the University than did J. Baldwin, the first President of this Normal School. So we take it that the preparation of teachers qualified for all our public schools is not only the legal function of our Normal Schools but it is their manifest purpose from the nature of the case.

There is, however, a lurking suspicion that Normal Schools in some other states are in a sort

of static condition; that their policy is dictated by the universities and that they are content to share in exemplifying the absurd doctrine that half educated persons will do for teachers of the children up to and including the last day's work in the elementary school while fully educated persons are necessary to teach the children from the day they enter the freshman class of the high school. These non-combative, peace-loving exponents of education seem content to let the Normal School graduate stand for a half educated person and to permit the assumption that the college and university should be sponsors for the fully educated.

Against this clearly pernicious doctrine a few Normal Schools of the Middle West (and this one struggling to be among the leaders) raise an earnest protest. We claim that the Normal School graduate should have sound scholarship which should gradually approach and very soon equal that of the full fledged college graduate. We claim that all public school teachers should as fast as possible be equipped with this sound education regardless of what class of public schools they hope to be employed in. Our idea is, first to educate the prospective teacher and then let differentiation take place in view of natural talent as discovered in the process. For this sound doctrine this Normal School stands. For the exemplification of this doctrine we struggle. We seek to prepare teachers for all forms of public school education, kindergarten, elementary and secondary. We believe that the kindergarten graduate and the prospective elementary teacher should have just as sound, thorough and extensive scholarship as the high school teacher.

We can not believe that a teacher of the seventh or eighth grade is excusable for having taken a short cut to education or for having less of scholarship than a teacher in the sophomore year or the senior year of the high school. We further insist that the colleges and the universities should cease to cripple education by sending into the secondary schools teachers crammed full of academic lore by use of the lecture, the "quiz" and the "exam" but ignorant of rational teaching processes, unmindful of the moods of adolescence and unaware of the avenues of approach to the consciousness of those to be taught.

### THE QUALIFICATIONS OF THE FACULTY.

In view of the position announced in the foregoing paragraph, it becomes necessary to secure as professors and instructors in the Normal Schools, men and women who would be acceptable as professors and instructors in the best colleges. Nay, more. Many of the colleges still permit their professors who act in the role of teachers to proceed chiefly by the dogmatism of the lecture, the deadly cramp of the "quiz" and the poorly digested reproduction of the "exam" while serenely ignoring those modes of procedure which incite reaction in the consciousness of the listening or the drowsy student. The Normal School therefore calls for all those attainments which the college professor usually has and from necessity it demands that its professors and instructors shall be expert in the class room management of students who seek instruction. We are therefore anxious to subject ourselves to the keenest criticism. We invite our college and university friends and all others to visit our class rooms, our laboratories, our libraries and to give us the benefit of their best judgment upon every phase of the great work which the Normal School is destined to do.

### BOARD, TUITION, ETC.

**Board.** Board (including room, meals, light, fuel, etc.,) costs \$2.50 to \$3.25 per week, owing to kind and quality of accommodations and distance from the building. A majority of our students pay about \$2.75 per week. Some under the self-boarding or clubbing plan reduce their expenses to \$2.25. A few are said to reduce their expenses to \$2.00 per week. Many students rent rooms and board in clubs, thereby reducing expenses to the minimum. Good homes in private families can always be secured.

While this Institution is based on the co-educational plan, it is the opinion of the Faculty that young ladies should patronize those boarding houses offering rooms **for young ladies only** and that it is better for gentlemen to patronize the boarding houses having rooms **exclusively** for

**young men.** Those boarding houses conducted in accordance with this idea will be recommended to our students.

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

In no case are incidental fees refunded.

#### **MANNER OF ENROLLING AND CLASSIFYING.**

Examinations are embarrassing. We avoid them as far as possible. As a basis of classification we receive grades from all reputable institutions and teachers. We prefer to do this.

**Bring Grade Cards.** Students should therefore bring with them their grade cards, certificates, diplomas and whatever other written or printed evidences of scholarship they may have. We desire especially to classify students and make up their programs from these credentials. Much time can thus be saved to the student and much inconvenience and worry avoided. Then if the students maintain themselves creditably in the work they undertake to do in this institution, the grades brought from other institutions are approved and expressed in terms appropriate to our purposes and entered in our record.

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

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

**How the Program is Made.** When it is certain what subjects the student is prepared to study, the President will take up the Treasurer's receipt for incidental fee and issue at once an

official program. When it is uncertain what the student's program should be, the student will be sent to the several heads of departments who will inspect credentials (grade cards, etc.) and recommend, on a "credential card," the subjects deemed suitable for a program. Then the student will return to the President's Office and the official program will be issued.

#### **COME TO THE PRESIDENT'S OFFICE.**

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

#### **THE FACULTY ASSIST IN MAKING PROGRAMS.**

All members of the Faculty are to be in their rooms or about the President's Office from 8:00 to 12:00 a. m., and from 1:00 to 4:00 p. m., Monday, Sept. 10th, to participate in **making programs.**

It is expected that a large majority of the students will be in Kirksville and have **boarding house arrangements** completed **Saturday, Sept. 8th.** Therefore a very large majority of students can have their programs completed on Monday and their books purchased ready for work on Tuesday.

Members of the Faculty will be on duty again from 8:00 to 12:00 a. m., Tuesday, Sept. 11th, for the purpose of completing the making of programs.

Beginning at 2:00 p. m., Tuesday, **all classes will be called** in the order of succession shown in the daily program but with periods reduced to 20 minutes each. This is for the purpose of **assigning lessons** so that on Wednesday, Sept. 12th, **class work** may be **carried on** substantially the same as at any other time during the quarter.

We work to a **specific plan.**

We try to **avoid needless expense.**

We economize time.

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

In **a day and a half** we get ready to start all classes.

### BEGINNING OF CLASS EXERCISES.

Classes will **begin meeting** at 2:00 p. m., Tuesday, Sept. 11th; but the periods will be only 20 minutes in length.

This is for the purpose of definitely **assigning lessons**.

**Class work** will begin at 8:20 a. m., Wednesday, Sept. 12th.

The regular daily program elsewhere shown in this Bulletin will be followed all day Wednesday, Sept. 12th.

This School runs according to the program clock.

Notice particularly: Program making is to be attended to Monday and to be completed by Tuesday afternoon.

Notice again: It is human nature to put off things till the last moment. Therefore it will be best to get your program made and your books purchased on Monday.

Some non-resident students will no doubt be coming into Kirksville Monday afternoon and on that account be desirous of making programs Tuesday forenoon.

**Classes meet in the afternoon, Tuesday, Sept. 11th**, for the assignment of lessons.

**Regular class work by the program will be going on Wednesday, Sept. 12th.**

### WHEN TO ENTER.

The best time to enter classes is at the beginning of the school year, on the afternoon of Tuesday, September 11th. Notice particularly:

**Programs** should be **made on Monday, September 10th** or during the forenoon of Tuesday, September 11th. The President and members of the Faculty will be in the building all day Monday and also during the forenoon Tuesday for the purpose of making programs.

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

The **first quarter** begins **Tuesday, September 11th** and ends **Friday, November 30th**.

For those who cannot enter at the beginning of the first quarter, the next best time to enter will be Monday, December 3rd.

The **second quarter** begins **Monday, December 3rd** and ends Friday, March 1st.

For those teachers having **six months Fall and Winter schools** the new division of time is especially convenient since new classes will be organized at the beginning of the Spring quarter, Monday, March 4th. The **third quarter**, or Spring quarter, begins **Monday, March 4th** and ends Wednesday, May 22nd.

The **fourth quarter**, or **Summer School**, begins **Wednesday, May 29th** and ends Thursday, August 15th. In the majority of subjects new classes are organized at the beginning of each quarter.

#### **ENROLLING IN THE PRACTICE SCHOOL.**

Parents wishing to have their children enrolled in the Practice School should see Miss Longenecker in her office on **Monday, September 10th**. Practice School classes will be organized on Wednesday, September 12th. No tuition is charged.

#### **EXPANDING THE PRACTICE SCHOOL.**

By virtue of the new Science Hall recently occupied, we are able to offer **increased facilities for the Practice School**. One choice room is at our command for the beginning of a **freshman high school course**, the need of which we have long felt. Those who finished the Practice School course last year may enjoy the advantages of the freshman high school course this year. A few others can be admitted; the total number should reach about twenty. This group of students is designed to be **partly** for a **Model School**, and **partly** for a **Practice School**. The instruction is to be given in large part by regular teachers in the Normal School Faculty.

### ADVANCED STANDING.

The term **Advanced Standing** should be clearly understood by all students. When students first enter the Normal School we prefer to base their classification upon grade cards brought from other institutions. As soon as the student has demonstrated his ability to do well the advanced work undertaken in this Institution, he is entitled to present his grades to the heads of departments with a view to having those grades carefully inspected and expressed in such form that they may be entered upon our records as credits upon which graduation may be based.

**Advanced Standing** therefore means the grades obtained in other institutions and recognized by heads of departments in this Institution and expressed in such terms that they may be entered permanently in the records of this Institution.

### AMOUNT OF CREDIT IN FORM OF ADVANCED STANDING.

Grades obtained in the University of Missouri, the State Normal Schools of Missouri and members of the College Union are accepted without alteration and transferred to the records of this Institution. Grades from other reputable institutions are likewise transferred to our records with little alteration.

At a conference of the Missouri Normal Schools in 1904 it was agreed that graduates of approved high schools of the first class offering four years of high school instruction should be given credit for ten units in a Normal School course; that graduates of approved high schools of the second class offering three years of high school instruction should be given credit for seven units in a regular Normal School course; that graduates of approved high schools of the third class offering two years of high school instruction should be given credit for four units in the regular Normal School course; that all students who bring teachers' certificates should be admitted to the Sub-normal or Preparatory classes without examination.

This school endeavored for a time to conform to the conference agreement, but gradually found it necessary to admit and **classify each student** chiefly upon **his individual merits**.

This practice is seemingly forced upon us because the high schools differ so much among themselves. Perhaps it is right that they should differ. They do not all cover uniform amounts of subject matter in any one subject, and the same high school does not at all times cover a given subject with the same degree of efficiency.

No two high schools are likely to treat a given subject in the same way as to extent or content. We even find marked differences among the graduates of the same high school and at times among members of the same class. On entering the Normal School, one member of a high school graduating class sometimes shows more than twice the ability to master subjects that another one shows, though from a high school point of view the differences between them were scarcely apparent. Probably the inspection system that now afflicts the country with its approval and affiliation by the block system is responsible for a kind leveling down process in secondary education which is very unreal and quite damaging to all education.

In view of the situation as a whole, we therefore venture to make our **rules of classification** somewhat **flexible**. We purpose recognizing not only the merits of each secondary school, whether approved or unapproved by pseudo inspection, but also the merits of each individual student as our teachers get acquainted with the several students after their entrance into the Normal School.

#### **TIME REQUIRED TO GRADUATE.**

The rush of events impels many students to seek graduation in the shortest possible time. We are in great danger from "hotbed" education. The sturdy students from rural and village communities seem to be less afflicted by the craze for quick returns than those who have already graduated from a school of some kind that has secured a place in some scheme of articulation.

It begins to look as if school inspection, approval and articulation, and the **craze for degrees** were about to affect very seriously the general notion of sound education. This school, therefore, will not attempt to announce in advance the exact time in which any student may receive

a diploma. This school and all good schools of its kind will always welcome those who have gone regularly through the full public school course. We welcome especially the high school graduate, but it seems unwise to agree in advance upon the time in which even the high school graduate shall receive a Normal School diploma.

Several of our best students first graduated with honor from first-class high schools, then attended here two regular sessions of nine months each and one or two summer schools, prior to receiving the diploma. Students of this type are **the ones** who **command** the **choice positions** at graduation; they are the ones who are usually sought out and guaranteed their positions from three to five months before graduation. They are guaranteed their positions **by virtue of the qualities** which their student careers have **made manifest**. Such students secure employment and honorable positions even though they fall a little short of formal graduation.

We have tested the agreement of the Normal Schools mentioned on a preceding page. We have followed our graduates into schools of various kinds and studied their strong and weak points. We know what is expected of a Normal School graduate.

Seriously considering the situation as a whole and earnestly striving to discover just what course will lead to the highest possible success of each and every one of our students and graduates, we venture to recommend and urge that students plan for themselves the following time requirements:

1st. That an especially bright mature graduate of a first-class high school having some teaching experience or equivalent student work after graduation, plan for at least two regular sessions of nine months each or their equivalent in the Normal School prior to receiving its Diploma.

2nd. That the younger graduates of first-class high schools and the specially strong graduates of second-class high schools lay plans for about three regular sessions of nine months each or the equivalent of the same in order to graduate in a full Normal School course.

3d. That graduates of the smaller high schools, say of the third-class, should plan for somewhat more than three regular sessions in order to graduate in the Normal School.

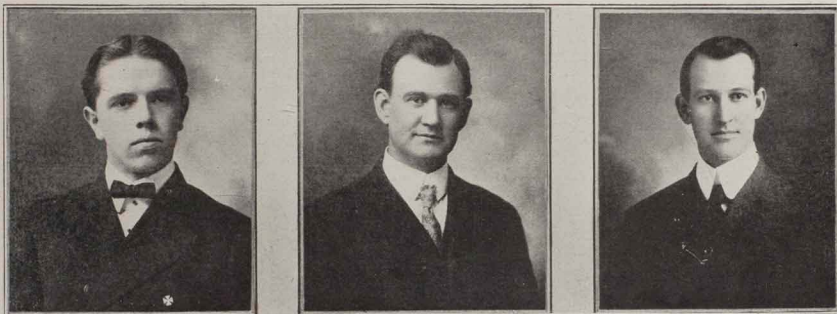
But notice: We are willing to **allow** any high school graduate or any other person **opportunity** to complete a Normal School course in just that period which will enable such graduate or person to meet thoroughly our requirements in subject matter and to show ability to do the work effectively that a Normal School graduate should do, **provided always** that each student must accept a program of studies that can be carried successfully without cramming. We still believe in the old maxim: **"Not how much, but how well."**

#### DEBATING CLUBS AND LITERARY SOCIETIES.

This Institution encourages that form of self activity and self government which is exemplified in literary societies and debating clubs. Among these are the following:

1. Two general literary societies composed of young men and young women and numbering about one hundred members.
2. Three men's debating clubs, likewise having a membership of about one hundred.
3. A young ladies' literary society composed of Sophomore girls and numbering about forty members.
4. The organization of the four classes of the Institution, Freshmen, Sophomores, Juniors and Seniors. The class organizations and the young ladies' society usually meet twice each month; the other organizations, once each week.

Through one or more of these organizations every student has opportunity to learn parliamentary practice and to use his various talents somewhat as he will be required to do outside the School when he is engaged in the general affairs of life. In this connection it is worth while to mention that the business affairs of the Young Men's Christian Association and of the Young Women's Christian Association are helpful to many students; for each of these associations handles a considerable sum of money during the year and in many ways accustoms its active members to the transaction of important business outside the school routine. These various associations and societies are especially useful in wearing off the hesitancy and self consciousness which so

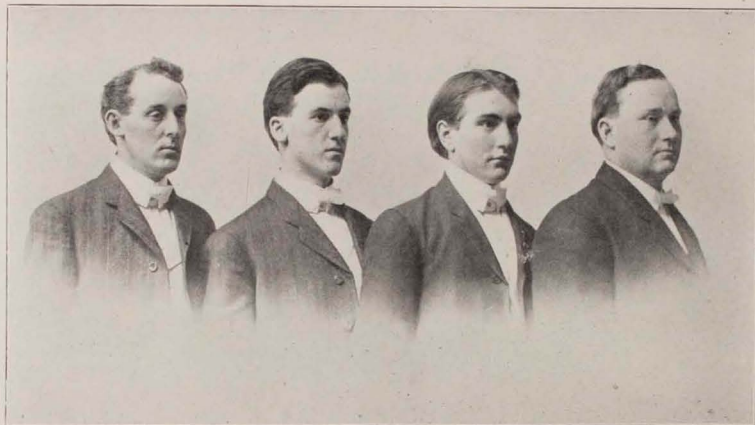


F. C. SHOEMAKER,

W. O. POOL,

J. H. MCKINNEY,

Winners in Missouri-Iowa debate at Kirksville, April 27, 1906.



M. O. BROWN,

SENIOR SOCIETY QUARTETTE.

E. L. HARRINGTON,

C. M. FISH,

H. G. SWANSON.

commonly characterize students. They compel students to lose themselves in the actualities of business. Students are thereby better fitted for leadership in their future careers.

#### **THE YOUNG MEN'S CHRISTIAN ASSOCIATION AND THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION.**

This Institution has great confidence in the independent work of the Y. M. C. A. and the Y. W. C. A. Each Association is furnished one or more pleasant rooms within the Normal School building and is given full control of its own room or rooms. During the past two or three years each Association has usually numbered about 200 members. We encourage these organizations but leave the young people free to act according to their own judgment. Membership is purely voluntary. We do not believe in much oversight or direction of such Associations by the President or the Faculty of the School, but believe it is better to leave the young people to work largely among themselves unhampered by the views, opinions and presence of Faculty members.

The Sunday meetings of the Associations are conducted in the same independent way. Here again it is believed that the spontaneity and self activity of the young people bring about higher and better ethical results than could be secured under any plan of Faculty management. We endorse and favor these young people's associations in school and college life for the following reasons:

**The Young Men's Christian Association** is strictly democratic in operation; it appeals to the interests of all aspiring young men regardless of their wealth, dress, looks, parentage, or previous condition.

It contributes to the practice of good order and quietude.

It tends to tame and tone down the over-flowing animal spirits of boisterous young men.

Because of its own inherent excellence it is self-perpetuating, and therefore never needs coddling or overseeing by the Faculty.



Y. M. C. A. BOYS.

It utilizes many energies which would otherwise be wasted.

It awakens the best sympathies. It cultivates altruism.

It is a great force in the development of sterling manhood.

**The Young Women's Christian Association.** Of all the adjuncts to school or college life the Young Women's Christian Association is the best for young ladies. It is self-governing and self-regulating. It never lends itself to frivolity. It cultivates in the highest degree the rare qualities of modesty, dignity, and devotion to duty.

#### **THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION HOUSE.**

The Young Women's Christian Association House is maintained for three purposes: 1. To enable worthy young women to secure board at actual cost. 2. To provide a home where Association Bible classes, receptions and other meetings may be held. 3. To provide an Association home for traveling state and national secretaries and other guests.

The House is a 14 room frame dwelling, situated in the center of the city, half way between the public square and the Normal School Campus. It is a modern dwelling having furnace heat, electric lights, hydrant water, toilet and bath rooms, and indeed all conveniences known to a modern residence.

The House will accommodate 22 girls, two of whom are enabled to work for their board. They pay \$55.00 per month for rent for the eleven school months in the year, the usual rates for light, water and fuel, and \$5.00 per week for a cook and housekeeper.

During the past two years the girls have reduced their entire living expenses to within \$2.30 per week. This year the cost will run to \$2.50 per-week, rent on the house having been raised.

There are 11 bed rooms in the House, a kitchen, dining room and sitting room. Each bedroom contains: 1. One double sanitary couch. 2. One rocking chair. 3. One straight



YOUNG WOMEN'S CHRISTIAN ASSOCIATION HOUSE.



THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION ROOM.

chair. 4. One dresser or dressing table. 5. One study table. 6. One rug. 7. One closet or wardrobe.

Each girl must provide for herself: 1. One pair blankets. 2. Two sheets. 3. Two pillow slips. 4. One counterpane. 5. Two table napkins. 6. Towels.

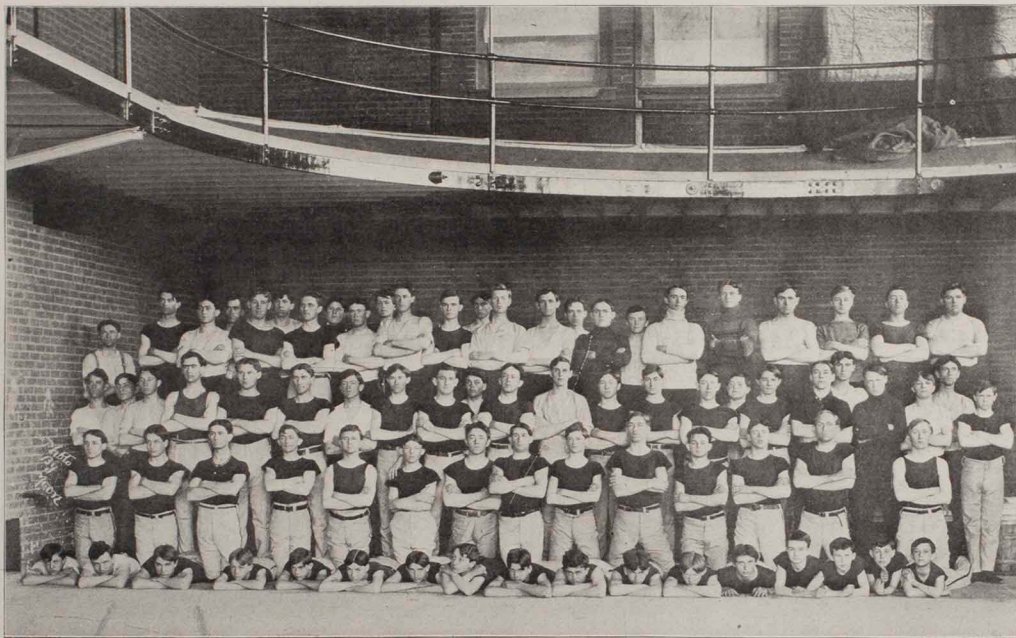
The Association House has proven a decided success during the past two years, many applicants having to be turned away each quarter. The girls live well, having plain but wholesome and nutritious food. They in turn purchase the food and make out the weekly menu, gaining much valuable experience necessary to a modern education.

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

Application for rooms should be made early to Miss Elsie Kirk, Treasurer Y. W. C. A.

#### ATHLETICS.

**General Purpose.** This Institution encourages its students to participate in Athletics, both in the gymnasium and on the Athletic Field. We seek to foster the development of good physical health and strength by systematic gymnasium work and various out-of-door games, and, for the student body at large, by inducing them to spend an hour a day, if possible, in the open air and the sun shine. We expect our students to return home at the close of the year in better health than when they enter the school in September. We do not intend that our young men and young women shall become pale faced or sallow but on the contrary we expect to increase the evidences of physical health and strength through the gymnasium and out-door Athletics. People should expect their sons and daughters to come home at the end of the year with the marks of health on the cheek, with firm and vigorous step, and with freedom from evidences of weariness. Only those who enjoy good physical health can be ideal students. People should attend school not to become exhausted but to grow strong.



GYMNASIUM BOYS.

### **MILITARY TRAINING.**

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

### **SYSTEMATIC GYMNASIUM WORK FOR BOTH MEN AND WOMEN.**

We call special attention to our facilities for systematic physical education. The men's gymnasium of ample size with running track, four large bath and dressing rooms, storage room, and office for Director, gives ample facilities for the daily training of about two hundred young men. The separate gymnasium with balcony, toilet room and three dressing rooms with baths, should afford physical education for at least two hundred young women daily.

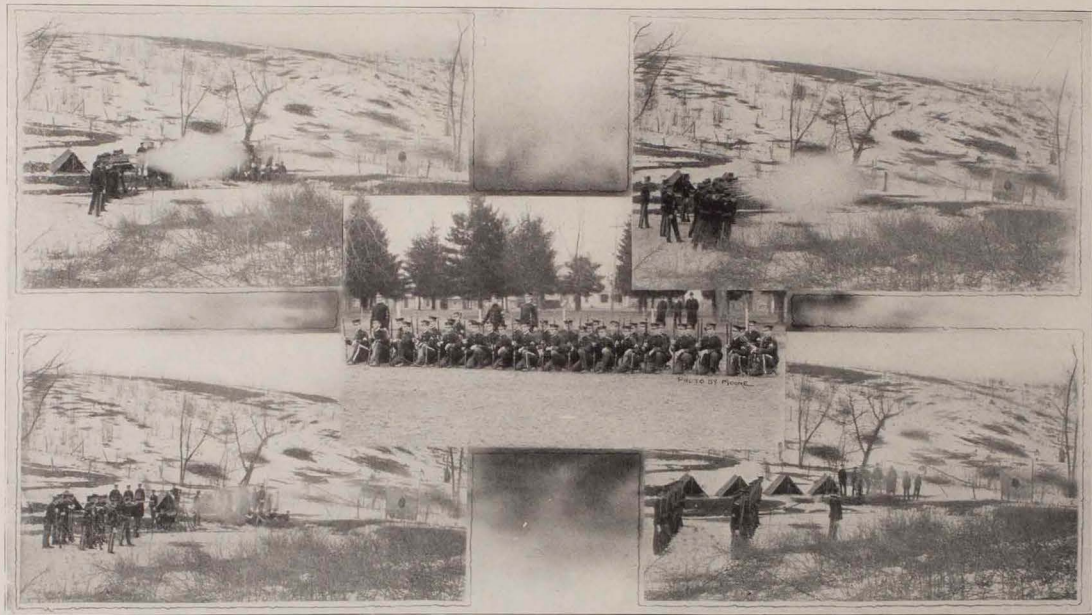
It is also our purpose to give the children of the Practice School some daily work in the gymnasium; all the girls and the smaller boys, in the women's gymnasium under the director of gymnasium work for young women; the larger boys, in the men's gymnasium under the director of gymnasium work for men.

### **SPECIAL SUGGESTIONS.**

1. All books, wraps, hats, caps, overshoes, umbrellas, etc., should be **plainly marked** by the owners thereof so as to be known wherever found.
2. The city residence of every student is required at the office. In case of change report should be made at once.
3. Every case of sickness should be reported promptly at the office. When any student is taken sick he or she is especially requested to send word to the office. The President and Faculty will thus be able to contribute much to the relief of the students.



CADETS DRILLING ON ATHLETIC FIELD.



THE MILITARY COMPANY AT TARGET PRACTICE.

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

#### **GENERAL REGULATIONS.**

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

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

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

3. Students are **prohibited** from **attending billiard rooms, pool rooms** and other similar places of resort.

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

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

#### **VACCINATION.**

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

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

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

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

the operation aseptic as much so as is done in surgical cases.

2. The after care is as important as that of injuries or surgical operations.
3. Only sterilized dressings should be used.
4. Vaccination that is not infected by carelessness seldom gives any trouble.

#### **RULES FOR GRADING AND REPORTING.**

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



GYMNASIUM GIRLS.

# COURSES OF INSTRUCTION.

## Special Course, One Year.

### FOR TEACHERS IN RURAL AND OTHER ELEMENTARY SCHOOLS

We now offer a course of one year especially adapted to the purposes of teachers in rural and other elementary schools. It includes a review of Arithmetic and Grammar with a special view to careful analysis and to methods of teaching these subjects; also United States History with map drawing and supplementary reading, with a view to fitting teachers to teach this subject in all schools where it may be needed; also twelve weeks, or one quarter, in Physiology and Dissection, with a special view to methods of teaching Physiology, Hygiene, etc.; also six months, or two quarters, in Civil Government and Library Work, with a view to a full knowledge of the subject and an acquaintance with the methods and resources of use in teaching the same. Combined with the foregoing we offer three quarters, or one "unit" of work which may be elected from Algebra or Latin or Literature.

No part of this course is eighth grade work or Elementary School work. It is of the rank of severe High School work. It is the very thing that many High School graduates need and take.

It is given for two purposes: 1. As a good foundation for a regular Normal School course 2. As a preparation for those rural and other elementary school teachers who can not for the time being pursue a full Normal School course.

### TABULATION OF PREPARATORY YEAR, OR SPECIAL TEACHERS' COURSE.

Arithmetic and Arithmetical Analysis.....	2	quarters.
Grammar and Analysis, with Composition and Literature.....	2	quarters.
United States History with maps, Supplementary Reading, etc.....	2	quarters.
Physiology with Dissection and Methods, etc.....	1	quarter.
Civil Government with Library Work in same.....	2	quarters.
Algebra or Latin or Literature.....	3	quarters.

### ELECTIVE COURSES.

Many Elective Courses are offered, each requiring a sum total of eighteen and one-third academic and pedagogic units in addition to the requirements above specified for the preparatory or special teachers' course.

A unit consists of thirty six weeks' work in one subject, five days in the week, 50 minute class periods, (ninety five minute periods in Science).

**Constants.** It is agreed that no one shall graduate from any advanced course or four years' course of the Institution who does not offer among the above mentioned eighteen and one third units the following: Three and one-third units in Pedagogy; three, in English; two, in Mathematics; one, in History; and one, in Science.

For working purposes all subjects are separated into three classes:

The following academic subjects requiring preparation constitute **Class One:** English, Latin, Mathematics, Science, History, German, French, Greek, Library Work.

The following subjects constitute **Class Two**: Reading, Physical Culture, Gymnasium Work, Vocal Music, Drawing, Manual Training, Military Drill.

Pedagogy, Psychology, History of Education, Special Methods, Practice School Work, Kindergarten Theory and Practice, and other Professional subjects constitute **Class Three**.

In any **four years' Elective Course** thirteen units in addition to the requirements of the preparatory year shall be offered from Class one; two units may be offered from Class two; three and one-third units shall be offered from Class three.

But notice: In order to graduate from any Elective Course one academic subject must be elected which shall constitute the **major academic subject** or the contemplated specialty of the student. In such **major subject** at least four units shall be offered. No unit will be accepted unless all lower units in the same department are first finished. If German, French, or Greek be offered the last year's work in the subject must be done in this Institution. All subjects must be pursued in natural order and all programs of students are subject to the approval of the interested department teachers and the President.

Notice especially the definition of a unit; also that every stated course and every elective course contains **eighteen and one-third units** and that these are based upon the requirements of the preparatory year.

#### RECAPITULATION.

1. Preparatory units (Notice particularly what constitute these units).....	4
2. Academic units from <b>Class One</b> .....	13
3. Units from <b>Class Two</b> .....	2
4. Pedagogic Units.....	3 1-3
Total.....	22 1-3

**NOTE:** In classes **two** and **three** a unit may be made up from quarters of work in different subjects. The same may be done in the preparatory subjects excepting the unit in Algebra or Latin or English.

**NOTE:** Three quarters in one subject in class **two** may be transferred and become a unit in class **one** whenever it is unmistakably clear that the text-book work and other study in such subject have assumed the character and become the equivalent of a unit of work in class **one**.

## TABULAR VIEW OF THE COURSES OF INSTRUCTION.

### ENGLISH COURSE NO. I.

### ENGLISH COURSE NO. II.

#### FRESHMAN YEAR.

<ul style="list-style-type: none"> <li>*English (Myth. &amp; Am.-Eng. Lit.) 3</li> <li>Agri. or Ph. Geog.....3</li> <li>*Algebra.....3</li> <li>Reading, Drawing, Music, { ...4</li> <li>Gym. Work, Mil. Tac. .... {</li> <li>Elementary Psychology.....1</li> </ul>	<ul style="list-style-type: none"> <li>*English (Myth. &amp; Am.-Eng. Lit.) 3</li> <li>Agri. or Ph. Geog.....3</li> <li>*Algebra.....3</li> <li>Reading, Drawing, Music, { ...4</li> <li>Gym. Work, Mil. Tac. .... {</li> <li>Elementary Psychology.....1</li> </ul>
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#### SOPHOMORE YEAR.

<ul style="list-style-type: none"> <li>*English (Rhetoric).....3</li> <li>Ancient History.....3</li> <li>Zoology or Botany.....3</li> <li>*Plane Geometry.....2</li> <li>Practice Teaching.....1</li> <li>Concrete Pedagogy.....2</li> <li>Music or Manual Training or { 2</li> <li>Gym. Work or Mil. Tac. .... {</li> </ul>	<ul style="list-style-type: none"> <li>*English (Rhetoric).....3</li> <li>Ancient History.....3</li> <li>Zoology or Botany.....3</li> <li>*Geometry.....3</li> <li>Practice Teaching.....1</li> <li>Concrete Pedagogy.....2</li> <li>Music or Manual Training or { 1</li> <li>Gym. Work or Mil. Tac. .... {</li> </ul>
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#### JUNIOR YEAR.

<ul style="list-style-type: none"> <li>Eng. Lit. 1; Am. Lit. 2.....3</li> <li>M. &amp; M. H. or Am. Hist.....3</li> <li>Chemistry.....3</li> <li>Solid Geometry.....1</li> <li>Trigonometry.....2</li> <li>General Pedagogy.....1</li> </ul>	<ul style="list-style-type: none"> <li>Eng. Lit. 1; Am. Lit. 2.....3</li> <li>Medieval &amp; Modern Hist.....3</li> <li>Chemistry.....3</li> <li>Trigonometry.....2</li> <li>College Algebra.....1</li> <li>General Pedagogy.....1</li> </ul>
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#### SENIOR YEAR.

<ul style="list-style-type: none"> <li>English Literature.....3</li> <li>Physics.....3</li> <li>2d yr. German.....3</li> <li>College Algebra.....1</li> <li>Practice Teaching.....2</li> <li>History of Education.....2</li> <li>School Administration.....1</li> </ul>	<ul style="list-style-type: none"> <li>English Literature.....3</li> <li>Physics.....3</li> <li>{ Col. Alg. &amp; Analytics or Eng. } 3</li> <li>{ Const. Hist. or Am. Const. } 3</li> <li>{ Hist. or Europe in 19th Cent. } 3</li> <li>Manual Training.....1</li> <li>Practice Teaching.....2</li> <li>History of Education.....2</li> <li>School Administration.....1</li> </ul>
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**ELECTIVES AND GRADUATE STUDIES.**—Analytical Geometry, Calculus, Advanced College Algebra, Livy, Horace, Argumentative Discourse, Elizabethan English, Nineteenth Century Literature, one or two quarters each; English Constitutional History, Europe in the 19th Century, American Constitutional History, Experimental Organic Chemistry, General Inorganic Chemistry, General Descriptive Physics, Advanced Zoology or Biology, Library Work, History and Philosophy of Education, one year each.

\*One unit of work in Alg. or Eng. being elected and offered in the Preparatory Year, the student as a Freshman is correspondingly advanced into the Sophomore Year. He therefore has  $4\frac{1}{2}$  units left for the regular Sophomore Year.

**NOTE:** The Arabic Numerals show the number of quarters in each subject. A quarter is 12 weeks. A unit is 3 quarters in 1 subject.

**NOTE:** Agri., Agriculture; Myth., Mythology; Am., American; Lit., Literature; Eng., English; M. & M. H., Medieval and Modern History; Const., Constitutional; Ph., Physical.

## TABULAR VIEW OF THE COURSES OF INSTRUCTION.

### LATIN COURSE NO. I.

### LATIN COURSE NO. II.

#### FRESHMAN YEAR.

<ul style="list-style-type: none"> <li>*Lat. (First Book &amp; Nepos) .....3</li> <li>*English (Myth. &amp; Am. &amp; Eng. Lit.) 3</li> <li>*Algebra .....3</li> <li>Reading, Physical Culture, { .....4</li> <li>Drawing, Music, Gym. Work {</li> <li>Elementary Psychology .....1</li> </ul>	<ul style="list-style-type: none"> <li>*Lat. (First Book &amp; Nepos) .....3</li> <li>*Eng. (Myth. &amp; Am. &amp; Eng. Lit.) 3</li> <li>*Algebra .....3</li> <li>Reading, Drawing, Music, { .....4</li> <li>Gym. Work, Mil. Tac. {</li> <li>Elementary Psychology .....1</li> </ul>
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#### SOPHOMORE YEAR

<ul style="list-style-type: none"> <li>*Latin (Caesar) .....3</li> <li>*English (Rhetoric) .....3</li> <li>Zoology or Botany .....3</li> <li>*Plane Geometry .....2</li> <li>Practice Teaching .....1</li> <li>Concrete Pedagogy .....2</li> <li>Music or Manual Train'g or { .....2</li> <li>Dr. or Gym. Work or Mil. Tac. {</li> </ul>	<ul style="list-style-type: none"> <li>*Latin (Caesar) .....3</li> <li>*English (Rhetoric) .....3</li> <li>Ancient History .....3</li> <li>*Geometry, Zool. or Botany .....3</li> <li>Practice Teaching .....1</li> <li>Concrete Pedagogy .....2</li> <li>Dr. or Music or Manual Tr. { .....2</li> <li>or Gym. Work or Mil. Tac. {</li> </ul>
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#### JUNIOR YEAR.

<ul style="list-style-type: none"> <li>Latin (Cicero &amp; Ovid) .....3</li> <li>Ancient History .....3</li> <li>Chemistry .....3</li> <li>Solid Geometry .....1</li> <li>Trigonometry .....2</li> <li>General Pedagogy .....1</li> </ul>	<ul style="list-style-type: none"> <li>Latin (Cicero &amp; Ovid) .....3</li> <li>Medieval &amp; Modern History .....3</li> <li>Chemistry .....3</li> <li>Plane &amp; Solid Geometry or { .....3</li> <li>Trigonometry &amp; Col. Alg. {</li> <li>General Pedagogy .....1</li> </ul>
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#### SENIOR YEAR.

<ul style="list-style-type: none"> <li>Latin (Sallust &amp; Vergil) .....3</li> <li>English Literature .....3</li> <li>Physics .....3</li> <li>College Algebra .....1</li> <li>Practice Teaching .....2</li> <li>History of Education .....2</li> <li>School Administration .....1</li> </ul>	<ul style="list-style-type: none"> <li>Latin (Sallust &amp; Vergil) .....3</li> <li>English Literature .....3</li> <li>Physics or Trig. &amp; Col. Al- } .....3</li> <li>gebra or Eng. Const. Hist. {</li> <li>or Europe in 19th Century, } or Am. Const. History</li> <li>Practice Teaching .....2</li> <li>History of Education .....2</li> <li>School Administration .....1</li> </ul>
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ELECTIVES AND GRADUATE STUDIES.—Analytical Geometry, Calculus, Advanced College Algebra, Livy, Horace, Argumentative Discourse, Elizabethan English, Nineteenth Century Literature, one or two quarters each; English Constitutional History, Europe in the 19th Century, American Constitutional History, Experimental Organic Chemistry, General Inorganic Chemistry, General Descriptive Physics, Advanced Zoology or Biology, Library Work, History and Philosophy of Education, one year each.

\*One unit of work in Alg. or Lat. or Lit. being elected and offered in the Preparatory Year, the student as a Freshman is correspondingly advanced into the Sophomore Year and therefore has  $4\frac{1}{2}$  or  $4\frac{3}{4}$  units of work left for the regular Sophomore Year.

NOTE: The Arabic Numerals show the number of quarters in each subject. A quarter is 12 weeks. A unit is 3 quarters in 1 subject.

NOTE: Agri., Agriculture; Myth., Mythology; Am., American; Lit., Literature; Eng., English; Const., Constitutional; Ph., Physical.

## Daily Program, First Quarter, September 11 to November 30, 1906.

TEACHER.	R'm	FIRST PERIOD. 8:20-9:05	SECOND PERIOD 9:05-9:55.	THIRD PERIOD. 10:20-11:05	FOURTH PERIOD. 11:05-11:55.	FIFTH PERIOD. 1:05-1:50.	SIXTH PERIOD 1:50-2:40.	SEVENTH PERIOD 2:40-3:30.
Mr Gentry		Fr. Lat. 2 qr.	Fr. Lat. 1 qr	Caesar 1 qr.			Sallust 1qr.	Livy
Miss Green			Caesar, 2 qr.	Fr Latin 1 qr.	Fr. Lat. 3 qr.		Cicero 1 qr	
Mr Heyd		Arith.	German 1 qr.	German 3 qr	German 2 yr.	French		
Mr. Vaughn			Am Cons.His.,2qr.	U. S. Hist.	U S Hist.		Am. Hist.	Am. C. Hist. 1 qr.
Mr. Fair			Oriental Hist.	Oriental History	Civ. Gov.	Anc. Life	Civ. Gov.	
Mr. Pooley		Greek History			Rom. Hist		Eng. Hist 1 qr.	M. & M. H. 1 qr.
Mr. ———		Jun. Chem 1 qr.		General Inorganic Chem. 1 qr 2 yr		Jun. Chem. 2 or 3 qr.		
Mr. Stokes				Sen. Physics 1 qr.		Phys Geog.		
Mr Daugherty		Soph. Zool. 1 qr.				Soph. Zool 2 qr.		Physiol.
Miss Jackson		Agriculture 1 qr.		Prac Sch. Sci.		Botany & Agri.		
Mr. Harvey			Pl. Geom. 1 qr.		Alg 3 qr.		Analytics	
Mr. Ginnings		Alg. 1 qr.		Pl. Geom. 2 qr.	Alg. 4 qr.	Col. Alg. 1 qr.		Sol Geom.
Mr. Burton		Arith.	Arith.	Alg. 1 qr.		Trig. 1 qr.	Alg. 2 qr.	
Mr. Warner		Sen. Eng. 1 qr.		Jun. Eng. 1 qr			Fr.Eng.3qr. (Myth	Arg. Discourse
Miss Brashear		Rhet 2 qr.	Adv. Gram.	Gram & Comp.		Gram. & Comp.	Rhet. 3 qr.	
Mr. Barrett		Fr. Lit. 1 qr.	Fr. Lit. 1 qr.		Rhet. 1 qr.	Rhet 1qr.		Adv Grammar

## Daily Program, First Quarter, September 11 to November 30, 1906.

TEACHER.	R'm	FIRST PERIOD. 8:20-9:05.	SECOND PERIOD. 9:05-9:55.	THIRD PERIOD. 10:20-11:05.	FOURTH PERIOD. 11:05-11:55	FIFTH PERIOD. 1:05-1:50.	SIXTH PERIOD. 1:50-2:40.	SEVENTH PERIOD. 2:40-3:30.
Mr. _____				Ph. Ed. for Men	Ph. Ed. for Men	Gym. for Pr. Sch.	Ph Ed. for Men	Ph. Ed. for Men
Miss Linton		R. & V. C. 1 qr.	R. & V. C. 1 qr.	Ph. Ed. for Girls	Ph. Ed. for Girls	Gym. for Pr Sch.	R. & V. C. 2 qr.	Ph. Ed. for Girls
Mr. Gebhart		Hist & Biog.	Vocal Mus. 1qr	Voc. Mus. 1 qr.	Pr. Sch. Mus	Voc Mus. 2 qr.	Voc. Mus. 3 qr.	
Mr. Towue		M. Tr.	M. Tr.	M Tr.	M. Tr.	M. Tr.	M. Tr.	
Miss Reid		Drawing	Drawing	Dr. in Pr. Sch.	Dr. in Pr. Sch.	Drawing	Drawing	
Miss Parrish		Lib.	Lib.	Lib.	Lib. Instruction	Lib.	Lib.	Lib.
Miss Bailey		Lib.	Fr. Lit 2 qr.	Lib.	Lib.	Lib.	Lib.	Lib.
Miss McClanahan		Lib.	Lib.	Lib.	Lib.	Fr. Lit. 1 qr.	Lib.	Lib.
Mr. Wilson		El Psych.	Ph. T.	Ph. T.		Tr Sch. Latin		
Mr. Emberson		Pr. Sch.			Jun. Ped.	Gen. Ped.	Hist. Ed. 1 qr.	
Miss Longenecker		Tr. Sch.	Conc. Ped.	Conc. Ped.	Tr. Sch.	Tr. Sch.	Tr. Sch.	
Miss Barres		Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.	
Mrs Reid		Pr Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr Sch.	
Miss Greer		Pr. Sch.	Pr. Sch.	Pr Sch.	Pr. Sch.	Pr. Sch.	Pr Sch.	
Miss Portman		Kgn.	Kgn.	Kgn	Kgn.	Kgn. Theory		

## CERTIFICATES AND DIPLOMAS.

Candidates for graduation in the Sophomore ("Elementary") Course are required to do at least three months' resident student work. Candidates for graduation in any Senior Course or four years' course are required to do the equivalent of nine months' resident student work. All candidates must be of good moral character and maintain a rank of "G" in at least half of the subjects studied or offered.

Those who complete the Sophomore year in any Regular or Elective Course receive an Elementary Certificate showing the course completed and the holder's standing in the subjects studied. These certificates authorize the holder to teach in any county of Missouri for a period of two years. Those who complete any four years' course receive a diploma specifying the course completed. Each diploma authorizes the holder to teach in any public school of Missouri during life unless the same be revoked for cause.

## DEGREES CONFERRED.

The degree Bachelor of Pedagogy is conferred upon all persons graduating in any Senior Course.

The degree Master of Pedagogy is conferred upon those graduates in any Senior Course who shall have taught satisfactorily after graduation and who in addition thereto shall have done the equivalent of nine months' resident student work in a graduate course of the Institution, one unit in such graduate course being in Professional Studies.

The degree Bachelor of Arts will be conferred upon a graduate in any Senior Course offering eight units of graduate work; but such graduate work shall be in extension of the student's major and allied minor subjects; five of such units shall be selected from the following: Latin, Greek, German, French, Mathematics, History, English, Science; one of such units shall be in Professional Studies.

## SYLLABI OF COURSES OF INSTRUCTION.

### AGRICULTURE AND BOTANY.

MISS JACKSON.

#### I. Agriculture.

The work in Agriculture has been arranged not so much as to the sequence as to the time when the material is most available.

1. The First Quarter, or Fall Quarter. Propagation of plants—budding, rooting soft-wood cuttings, and care of bulbs for forcing and for out-of-door planting; leguminous plants; weeds of economic importance.
2. The Second, or Winter Quarter. Soils; origin, formation, classification, and physical properties of soils; soil moisture and tillage; soils as related to plant growth; rotation of crops; principles of feeding; milk and its care.
3. The Third, or Spring Quarter. Propagation of plants—seed germination, root and stem grafting, and hard-wood cuttings; pruning of plants; ornamentation of home and school grounds.
4. The Fourth, or Summer Quarter. Enemies of plants; plant improvement; propagation of plants; leguminous plants.

The work in Agriculture is accomplished through the laboratory, the school garden and field work supplemented by assigned readings, discussions, and written tests.

Note Books, Experiment Station Bulletins, and Numerous Reference Books are used.

Text: Jackson & Daugherty's Agriculture through the Laboratory and School Garden.

## II. Botany.

1. First, or Fall Quarter. General Botany. Study of representatives of the principal groups of plants to show the orderly development of plant structures. The purpose of this course is to acquaint the student with the general field of botany.

2. The Second, or Winter Quarter. Forest Trees. This work consists of a study of the specific characters of our forest trees in their winter condition; the influence and care of forests and their geographical distribution.

3. The Third, or Spring Quarter. Systematic Botany and Ecology. Each student collects, classifies, and prepares for herbarium specimens at least 25 plants of the local flora. The biological relations of plants are considered and some specific form carefully studied in its natural environment.

4. The Fourth, or Summer Quarter. Fall Quarter Work repeated in Summer Quarter. Texts: Steven's Introduction to Botany. Coulter's Plant Relations.

## ART.

MISS CORA A. REID.

Work arranged according to the time when material is most available.

### FALL QUARTER.

Drawing from the Fall botanical specimens; grasses, fruits, vegetables, and flowers.

(a) Landscape or out-of-doors sketching.

(b) Mediums used.

Charcoal, Water-color, Crayon.

(c) History of Art. Study of Painting, Departments, Modes, Elements.

### WINTER QUARTER.

(a) Antique, chiefly charcoal practice from antique fragments in outline and general light and shade.

(b) Design.

The object is to educate students to work in practical design. It embraces the study of historical ornaments, practice in drawing and water-color, the study of the theory of design, and exercise in original design for wall paper, rugs, book-covers, interior decorations, carpets and decorative work of all kinds.

### SPRING QUARTER.

(a) Still life.

The representation and arrangement of objects including studies of vegetables, dead game, furniture and other common objects to find beauty in common things.

(b) Illustrating.

The class devotes a certain proportion of its time to the study of processes of pictorial reproduction. The subjects taken up in class also include the study of historical costumes, utensils, character sketches, etc. Technical practice is provided for by daily instruction in the use of pen and ink, pencil, wash, monochrome and other mediums.

(c) Spring botanical specimens.

(d) History of Art, Sculpture, Historic Ornaments.

SUMMER QUARTER.

(a) Botanical specimens, grasses, fruits, flowers, etc.

(b) Designs: Using the botanical specimens or Nature as a source of design.

(c) Character sketching.

(d) Landscape or out-of-doors sketching.

(e) Mediums used for the quarter. Charcoal, Water-color, Crayon.

(f) History of Art, Painters and Painting, Pictorial Ideas, Styles and execution.

Students having had one year's work, advanced work will be given during the different quarters in harmony with the above stated plans.

CHEMISTRY.

MR. \_\_\_\_\_

Three courses are given:

COURSE I.—EXPERIMENTAL INORGANIC CHEMISTRY.

First Quarter.—Simple experiments illustrating physical and chemical changes. The difference between compounds and mixtures. The work leads to the study of our most common compound, water. The elements of this compound are carefully studied, weighed and compared. Much emphasis is placed upon the exactness of the science of Chemistry. Special attention is given to the study of the laws of Boyle and Charles. Quantitative experiments with air, the uses and value of liquid air, Nitrogen and its compounds with special reference to refrigerating plants.

Second Quarter.—The halogen group, A comparison of the chemical activity, Value as antiseptic agents, Value as bleaching agents. Bases-acids-salts,—Meaning of terms, composition and comparison.

Carbon—Use.—Fractional and destructive distillation, The manufacture of illuminating gas and the by-products, The diamond. Proof of the "Laws of Definite Proportions."

Sulphur—Its compounds, Sources of supply, The manufacture of sulphuric acid.

Phosphorus—Its compounds, Sources of supply, Uses as a fertilizer.

Third Quarter.—The alkali metals, Solution tests made by titration, Special work in the Le Blanc and Solvay process, Purification of salt. The alkaline earth metals, Special tests, Commercial value, The manufacture of glass.

The remaining metals are studied in the order of their grouping with special reference given to the commercial value of copper and silver, Aluminum and its use in baking powder with the chemistry of bread making, Lead and the manufacture of paints, Iron and the Bessemer process.

First Quarter's work repeated third quarter.

Second Quarter's work repeated fourth and first quarters.

Third Quarter's work repeated second quarter.

This course is designed to meet the demands of the High School teacher and those desiring an elementary knowledge of Chemistry. The student gives two periods per day to Chemistry. The work in the laboratory and lecture room is so divided that the student is in the actual experimental work of Chemistry from two-fifths to three-fifths of the time.

Text: Newell's Descriptive Chemistry.

#### COURSE 2.—ORGANIC CHEMISTRY.

The work in Organic Chemistry presupposes a good working knowledge of Inorganic Chemistry. The student manufactures, in the laboratory, one, often two or three, compounds typical of each group or series. The product thus made is studied as to its character, its fusing point, its boiling point, its color, density, odor, taste, combustibility, solubility, uses, and its commercial value. The Course is divided into three quarters. The division is based on Remsen's Chemistry and Orndorff's Manual.

First Quarter.—Begins with the study of the "Structural Formula," takes up the "Marsh Gas" series and considers the Halogen and oxygen derivatives of this series.

Second Quarter.—The "Marsh Gas" series is taken up with chapter 5 and continued to chapter 11.

Third Quarter.—This quarter's work begins with the Carbohydrates, chapter 11, and finishes the book.

The student is required to devote two periods per day to this work.

Text: Remsen's Organic Chemistry and Orndorff's Manual.

#### COURSE 3.—GENERAL INORGANIC CHEMISTRY.

By consulting Course 1 the student will be able to determine the exact order of the work and the amount covered each quarter. The work in this Course will embrace much of the mathematics of Chemistry. The quantitative as well as the qualitative consideration of the elements and their compounds. Much work in volumetric analysis will be given. The student will investigate for himself the reasons underlying the arrangement or grouping of the elements, and he will be required to build the tables of qualitative and quantitative analysis. This work will be supplemented by frequent references, in the library, to the historical development of Chemistry. Thesis on a given subject will be required of each student each quarter.

Course 3 is for those who want more than a working knowledge of Chemistry and is open to those having had Course 1 or its equivalent.

Text: Newth's Inorganic Chemistry.

#### ENGLISH.

MR. WARNER, MISS BRASHEAR, MR. BARRETT.

##### 1. Grammar.

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

b. An advanced course for teachers, for those who need a thorough review, and for carrying forward work heretofore well done.

a is to be supplemented by the use of Gowdy's Grammar, and b by Longman's and Baskerville and Sewell's,—books in library.

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

Text: Allen and Hawkins.

a and b will be given each quarter.

2. Freshman English and American Literature and Mythology.

a. American and English Classics, from McNeil and Lynch's "Introductory Lessons in English Literature," with composition based on these and from Maxwell and Smith's "Writing in English."

b. A continuation of studies as in a, the two books being completed this quarter.

c. Myths of Greece and Rome. Supplemented by classics from Greek, Roman, and English Literature.

Text: Guerber's "Myths of Greece and Rome."

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

3. Composition and Rhetoric. (Sophomore Year.)

a. Narration, Punctuation and Capitals, Letter Writing, Paragraphs, Sentences, Diction, Correct Usage. Sykes's "Elementary English Composition," Part I., supplemented by Lockwood and Emerson's "Composition and Rhetoric." (Books in the library.)

b. Description, Style, Exposition, Argument, Persuasion, Versification.—Parts II. to VI. of the text mentioned in a, supplemented by Lockwood and Emerson and by Buehler's "Practical Exercises in English." (In library.)

c. An advanced course, using Brooks and Hubbard's "Composition-Rhetoric," and supplemented by the texts mentioned in a and b.

Pupils from town and village schools having only seven or eight months of Rhetoric and Composition will be given credit for a and b only, and for that only when they have taken c satisfactorily.

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

4. English and American Literature. (Junior Year.)

a. English Literature from the Puritan Age to the Rise of Romanticism (1603-1780). Special stress upon Puritanism and Milton and Bunyan; upon types represented by the works of Dryden and Pope; upon Periodic Literature and Essays and Satire,—the work of Addison, Swift, Steele, and Goldsmith; and upon the Rise of the English Novel, and its types up to the 19th century.

a covers the period in English Literature that influenced most the literary form, subjects, and methods in America.

Text: Simonds's English Literature. Special masterpieces.

b. Advanced American Literature. The early or formative periods. The Colonial Period. The Revolutionary Period. The Knickerbocker Writers. Transcendentalism. The Anti-Slavery Movement. Abernethy's American Literature, Chapters I. to V.

Special study upon the following, with critical class work upon their productions: Franklin, Irving, Bryant, Cooper, Emerson, Hawthorne, Webster, Whittier. Poe also should be taken in this quarter.

c. American Literature from about the middle of the 19th century, but reaching back for some authors and movements in their earlier years or stages. The field remaining after b is to be thoroughly covered, not neglecting such topics as "Southern Literature," "Western Literature," "Women in American Literature," "Present Schools and Tendencies in Literature."

Text: Abernethy's American Literature, from Chapter VI.

The library is supplied with supplementary texts and critical works, besides much of the literature needed. The author is to be studied in his works.

b will be repeated the fourth quarter; a and c are not repeated.

5. English Language and Literature. (Senior Year.)

a. Development of the English Nationality, Language, and Literature to the Elizabethan Age.

Texts: Simonds's English Literature; Lounsbury's History of the English Language, Part I.

The library will furnish supplementary texts and criticism and much illustrative literature on these early periods. Chaucer's Prologue, Knight's Tale, and Nun's Priest's Tale are to be studied critically in the light of research already made.

b. Elizabethan Age: Prose, Non-Dramatic Poetry, Rise of the Drama; Shakespeare, with a critical study of one tragedy, one comedy, and one history.

Texts: Simonds, as above; special editions of Fairy Queen, Book I, and Shakespeare's plays.

c. (1) A general and rather hasty view of English Literature in its movements from the close of the Elizabethan Age to the Romantic Movement in English Poetry. (Page 303, Simonds.)

(2) The Romantic Movement in English Poetry, including such authors as Gray, Cowper and Burns. This movement and these authors are to be given closer attention.

d. A fourth quarter or summer course in Nineteenth Century English Literature, with special stress on a few selected authors, representing various types.

None of the work of Course 5 is repeated.

6. Fifth Year Electives.

a. Argumentative Discourse: Principles of Debating. Study of Principles, from Mac Ewan's "Essentials of Argumentation," supplemented by Baker's "Principles of Argument" (In library); Reading of masterpieces of argument; Practice work, oral and written. For first or second quarter; not repeated.

b. Shakespeare: Five to eight plays. This will be given in the summer quarter. Special texts.

c. Victorian Literature (1837 to the present).

These electives may, with certain restrictions, be counted for a part of the regular Junior or Senior requirements.

Remarks:—Mythology, while given in the Freshman year, will not be required of those who, before entering this school, have passed that year with a full three quarters of acceptable Freshman English.

Nine months of Rhetoric and Composition in this school, or its equivalent from an accredited school, will be required from all completing any of the courses for Certificates or Diplomas.

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

Either full Latin Course for the Senior Diploma must have another year of Literature, preferably Course 5; but for sufficient reasons, work from course 4 or 6 may be substituted.

For a Senior Diploma in either English Course, four 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 four or five units.

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

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

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

## GERMAN.

MR. HEYD.

### I. First Year.

a. First quarter: Requirements—same as beginning Latin. Special emphasis is placed upon accurate pronunciation, the mastery of inflections, idioms, and the simple fundamental grammatical constructions; upon word-formation, and English-German cognates; and upon the training of the eye and ear by means of dictation exercise. The comparative method is used. Texts: Joynes-Meissner's "German Grammar" and Joynes' "German Reader."

b. Second quarter: Continuation of (a). Storm's "Immense" is read the last six weeks.

c. Third quarter: Schiller's "Wilhelm Tell" is read and a beginning of composition made.

### II. Second Year.

a. Conversation course. The material for this course is taken from Holzel'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 entirely in German. Free composition forms an important part of this course.

b and c. In these two quarters, representative German novels and dramas are read and composition is continued. As much of the instruction and recitation as possible is given in German. The past year Meyer's "Das Amulet," Otto Ernst's "Flachsmann als Erzieher" and Lessing's "Minna von Barnhelm" were read. Similar works will be read the coming year.

### III. Third Year.

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.

### IV. Fourth Year.

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

The past year a German club has been organized and will be a regular feature in the future. The purpose is to give the students the opportunity of hearing and using the German language. It will be a very helpful supplement to all courses above and including the conversation course.

### FRENCH.

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

### AMERICAN HISTORY AND GOVERNMENT.

MR. VAUGHN AND MR. FAIR.

#### 1. U. S. History.

a. From the discovery of America to the end of the revolution.

b. History of the U. S. under the Constitution.

a and b will be repeated in the spring and summer quarters. Students taking these courses will be required to do considerable supplementary reading, such as The Epoch Series; The American History Series; Fiske's Works on Colonial History, etc.

Text: Fiske.

#### 2. Civil Government.

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

b. The Constitution of the United States. a and b will be repeated in the spring and summer quarters.

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

Text: James and Sanford.

#### 3. American Constitutional History.

a. Period of Discovery, Exploration and Settlement.

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

Special attention will be given to the charters, their limits, the government and purpose of the settlement of each of the thirteen colonies. Emphasis will be laid upon the social and economic conditions of the settlers during this period.

General Readings: Fiske's Discovery of America, Winsor's Columbus, Winsor's Narrative and Critical History, Irving's Columbus, Biographies of Cabot and Magellan, Parkman's Pioneers of France, Bourinot's Story of Canada, Lumis's Spanish Pioneers, Gay's Bryant's Popular History, Fisher's Colonial Era, Doyle's English Colonies in

America, Thwaites's Colonies, Palfrey's New England, Fiske's New France and New England, Lodge's Short History of English Colonies, MacDonald's Select Charters and Documents, Preston's Documents Illustrative of American History, Poore's Constitutions and Charters, Bancroft, Vols. I-IV, and Hildreth, Vols. I-III.

b. The American Revolution, and the constitutional period to 1824.

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

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

General Readings: Parkman's Montcalm and Wolfe, and Conspiracy of Pontiac; Sloan's French War and the American Revolution; Fiske's American Revolution; Lecky's History of England, Vol. III.; Fisher's True History of American Revolution; Van Tyne's American Revolution; Howard's Preliminaries of American Revolution; McLaughlin's Federal Constitution, and the Federalist's System; Channing's Jeffersonian System; Babcock's Rise of American Nationality, McMaster's History of People U. S.; Walker's Making of the Nation; Burgess's Middle Period (six ch's); Winsor's Westward Movement; Hildreth, Vols. III.-VI.; Von Holst, Vol. I; the biographies of the statesmen of that time, and Gordy's Political History U. S.

c. Constitutional Period continued.

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

General Readings: Burgess's Middle Period, Civil War and the Constitution, and Reconstruction; Schouler's History U. S.; Wilson's Division and Reunion; Taussig's Tariff History; Von Holst's Constitutional History; Curtis's Constitutional History; Landon's Constitutional History; MacDonald's Select Statutes U. S.; Fiske's Mississippi Valley During the War; Garner's Reconstruction in Mississippi; Dunning's Civil War and Reconstruction; Biographies of the men of the day; Andrew's U. S. in our own time; Cox's Three Decades of Legislation, etc.

## HISTORY.

MR. FAIR AND MR. POOLEY.

### 1. Ancient History.

a. The Oriental period, from prehistoric times to the rise of the Medo-Persian Empire. The prehistoric period is studied briefly to show its connection with the historic period. This is followed by a consideration of Egypt, Old Babylonia, Assyria and New Babylonia, the Hebrews, Phoenicia, and the early Medo-Persian Empire. In addition to the text, Boughton's History of Ancient Peoples is studied carefully as well as parts of many other works found in the library. About one-half of the quarter is spent on the political history of the period; about one-fourth is given to the religious history of the period with Menzies' History of Religion as a guide; and the remaining fourth is taken up with the study of the architecture, sculpture, painting, and social life of the period, in which the work is illustrated by numerous stereopticon slides. Given each quarter.

Text: Myers' Eastern Nations.

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

Text: Botsford's History of Greece.

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

Text: Botsford's History of Rome.

As this course in Ancient History is the beginning course in this department, frequent attention will be given to the methods of historical study, including the use of reference books in the library. Each student will be required to prepare a set of maps illustrating the geographical changes of the different periods in the course. Only those who have had U. S. History and Civil Government are eligible for this course.

## 2. Mediaeval and Modern History.

a. From the rise of the Frankish Kingdom to the opening of the Crusades. Given in the fall, winter, and summer quarters.

b. From the opening of the Crusades to the Reformation. Given in the winter, spring, and summer quarters.

c. From the Reformation to the present time. Given in the spring and summer quarters.

In this course the object will be to show the growth and development of those institutions out of which have arisen most of those of to-day. In view of that fact the course has been arranged so as to devote two quarters to the Mediaeval period and the greater part of the third quarter to the sixteenth and seventeenth centuries. Students who desire a fuller treatment of the eighteenth and nineteenth centuries will find it in another course mentioned below. Most of the required reading will be found in reference books in the library. Theses will be written by the student in the second and third quarters. Only those who have had Ancient History are eligible for this course.

Texts: Emerton's Introduction to the Middle Ages; Robinson's History of Western Europe.

## 3. English Constitutional History.

a. From the Roman occupation of Britain to the Magna Charta. Given in the fall and summer quarters.

b. From the Magna Charta to the reign of James I. Given in the winter quarter, and possibly in the summer quarter.

c. From the reign of James I. to the present time. Given in the spring quarter.

This course will be devoted chiefly to the study of the origin and development of the political institutions of England.

The text book is used merely to give a brief continuous narrative of the various phases of English history which will serve as a basis for the main work of the course. Taylor's Origin and Development of the English

Constitution will be studied in its entirety, but in addition many other books in the library will be consulted and used from time to time. Many of the original documents bearing upon various topics will be specially studied. Near the close of the course the institutions of the central government of England to-day will be briefly considered with Moran's English Government as a guide. A thesis on some special subject will be required from each student each quarter. Only those who have had Ancient History and Mediaeval and Modern History are eligible for this course.

Texts: Andrews' History of England

4. History of Europe during the Eighteenth and Nineteenth Centuries.

a. From the close of the reign of Louis XIV, 1715, to the Congress of Vienna, 1815. Given in the fall quarter.

b. From the Congress of Vienna to the present time. Given in the winter quarter.

c. The government of Europe at the present time. Given in the spring quarter.

This course is arranged for those who desire a more detailed study of the history of the Continent and of England in the eighteenth and nineteenth centuries than can be had in the general course on Mediaeval and Modern History. Only those who have had Ancient History and Mediaeval and Modern History are eligible for this course. There will be no regular text book as the work will be done altogether from a great variety of books in the library. A thesis on some special subject will be required from each student each quarter.

5. Ancient Life.

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

#### LATIN.

MR. GENTRY AND MISS GREEN.

1. Freshman Latin.

a. First Year Latin (Collar & Daniell) to page 85.

b. First Year Latin (Collar & Daniell) to page 150.

c. First Year Latin (Collar & Daniell) completed.

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

2. Sophomore Latin.

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

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

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

Texts: Cæsar, Kelsey; Grammar, Bennett; Composition, Barss I, Moulton II.

3. Junior Latin.

a. Three orations against Catiline; Grammar; Composition.

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

c. Ovid, Selections from the Metamorphoses.

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

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

Texts: Cicero, Kelsey; Composition, D'Ooge II & III; Ovid, Miller.

4. Senior Latin.

a. Sallust's War of Catiline; Composition.

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

c. Vergil's Aeneid, Books III, IV, and V.

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

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

Texts: Sallust, Scudder; Composition, Barss II; Vergil, Comstock.

5. Elective Latin.

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

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

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

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

Texts: Livy, Greenough and Peck; Horace, Greenough and Smith; Composition, Barss II.

### THE LIBRARY.

MISS PARRISH, MISS BAILEY, MISS MCCLANAHAN.

The Library is open from 8 to 12 a. m. and from 1 to 5 p. m. Saturday from 9 to 12 a. m. and 2 to 5 p. m. It was organized according to the Dewey Decimal System 3 years ago. In the following table the column 000 stands for general works, 100 for philosophy, 200 religion, 300 sociology, 400 philology, 500 science, 600 useful arts, 700 fine arts, 800 literature and 900 history. Much of the reading was done in the library. Many times there were 90 students working in the Library during a period and perhaps an average of 60 each period, while

there was a circulation of 32,000 volumes for home and outside reading. There were 24,257 over night books, 5,380 issued for the day or hour, 2,386 for two weeks and 290 for renewal. Many of the renewal cards were prolonged for thesis work, while there were perhaps a thousand books taken in sets, listed on single cards, and many lists of single books taken for school room use, making easily a total of 34,000 volumes taken for home and outside reading.

**BOOKS ISSUED DURING SUMMER SESSION, '05.**

	000	100	200	300	400	500	600	700	800	900	Total	G. Total
Over night.....	7	63	238	412	95	259	7	96	1124	2806	5107	
Day and Hour.....	3	15	126	112	13	37	3	71	388	656	1424	
Two weeks.....		8	10	62	1	13		14	204	104	416	
Renewal.....		3	1	26		1		2	24	12	69	
	10	89	375	612	109	310	10	183	1740	3578		7016
<b>Books Issued During 1st qr., 1905-06.</b>												
Over night.....	8	21	322	977	133	314	13	161	892	3128	5969	
Day and Hour.....	9	12	55	481	3	83	1	50	257	733	1684	
Two weeks.....	7	1	17	54		17	8	11	198	136	449	
Renewal.....				10					9	13	32	
	24	34	394	1522	136	414	22	222	1356	4010		8134
<b>Books Issued During 2nd qr., 1915-06.</b>												
Over night.....	9	26	54	1127	181	271	11	135	1388	2948	6150	
Day and Hour.....	14	5	6	274	9	58	8	14	242	419	1049	
Two weeks.....		2	4	150	8	35	4	6	285	80	574	
Renewal.....			2	31	1	3		1	7	13	58	
	23	33	66	1582	199	367	23	156	1922	3460		7831
<b>Books Issued During 3rd qr., 1905-06.</b>												
Over night.....	55	11	216	1259	96	284	12	260	1367	3471	7031	
Day and Hour.....	19	2	32	224	25	49	4	27	266	575	1223	
Two weeks.....	7	25	22	230	11	41	2	25	369	215	947	
Renewal.....	3	2	2	66		1		2	14	41	131	
	84	40	272	1779	132	375	18	314	2016	4302		9332
Grand total for 12 months.....												32,313

## COURSES IN LIBRARY WORK.

MISS PARRISH.

The effective co-operation of schools and libraries is the main purpose of the Library Course in the Normal School.

A systematic course of instruction in reference work and the use of a library will be given. The adaptation of this work from the fifth grade through the high school will be emphasized. This knowledge of books and of the technical work following will prepare the prospective teacher to organize and administer a good public school library and make the library a strong support and a valuable extension of the ordinary instruction of the school. The reference work will include a study of indexes, dictionaries, encyclopædias, ready reference and study reference. Preparation of daily lessons in Library work requires at least as much time and labor as would be required for History or Latin or Pedagogics.

### CATALOGING.

The instruction in cataloging will be based on Dewey's Simplified Library School Rules and Cutter's Rules for a Dictionary Catalog, with the use of the new A. L. A. Catalog.

### LIBRARY ECONOMY

Will include: Book ordering, accessioning, classification, shelf-listing, charging systems, stock-taking, book binding, library hand-writing and typewriting.

### BOOK SELECTION.

Instruction will be given in the methods and principles governing selections for different purposes, for special departments, for children, for story hour, etc. Typical books, illustrative of each, will be discussed.

### MANUAL TRAINING.

MR. TOWNE.

Aim, to prepare teachers of manual training for elementary schools and high schools.

#### COURSE OF STUDY.

- a. Work in wood in grades 4, 5, 6, 7, and 8; High school work; Joinery and Wood turning
- b. Bent iron and sheet metal work.
- c. Clay pottery and modeling.
- d. Mechanical drawing.
- e. Free hand drawing.
- f. Pattern making.

- g. Paper cutting and cardboard construction.
- h. Raffia work and weaving.
- i. Manual training design.
- j. Wood carving.
- k. Practice teaching.

#### MODIFICATION OF COURSE.

The outline of the course here given is subject to such modification as experience may show to be desirable. NOTE.—For further information regarding grade work, see Manual Training in the Practice School.

The course in wood contains such work as can be taught in grades 4, 5, 6, 7, and 8, also advanced work which is suitable for freshman classes in high schools, and sophomore classes. Wood turning and pattern making can be included in the course this year, and it is expected that next year additional equipment can be secured for the department so that instruction in iron and other metals may be given.

Wood work begins in the last half of the fourth grade and is taken up when the card board construction is completed.

GRADE V.—Woodwork continued from previous grade. Bent iron. A course is offered in bent iron and sheet metal.

GRADE VI.—Woodwork. In this grade the full course in bench work begins. The rules for surfacing and squaring a piece of stock, names of common tools and manner of using them are taught along with such fundamental processes as will apply in later work.

GRADE VII.—Woodwork. In this grade there is required a more thorough study and application of principles gained in preceding work, more skill and greater appreciation of a high standard of work.

GRADE VIII.—Woodwork. For the first half of this grade the work is similar to that of previous years, but the last half year is given up more to free exercises in which the student can make application of processes already learned.

High School Woodwork this year will be divided into four classes, (a) joinery, (b) wood turning, (c) pattern making, and (d) wood carving. Courses in these subjects will be offered to students who have mastered the more elementary portion of the manual training course.

Mechanical Drawing. The purpose of this course is to familiarize students with mechanical drawing tools, to acquaint them with those geometrical and mechanical matters which can be best learned through the making of mechanical drawings and to develop habits of accuracy and neatness in mechanical construction.

Manual Training Design. By instruction in design, students will be encouraged to keep their work in simple but beautiful line effects, keeping in mind good proportion and harmonious design.

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

Manual Training in Rural School. A model rural school building containing a manual training department will be erected before the fall term begins, and opportunity will then be offered those interested in manual training to see the subject taught in a model rural school.

## MATHEMATICS.

MESSRS. HARVEY, GINNINGS, BURTON.

### 1. Arithmetic, Oral and Written.

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

Courses **a**, **b** and **c** are varying and variable courses adapted to the needs of all classes of young prospective teachers. Course **c** is an attempt to present some of the difficult topics and phases of Arithmetic. It is designed to be of special interest and value to teachers.

**d**. A course in General Arithmetic covering the entire subject, and presented from the standpoint of both method and subject matter, and of especial interest to those who can attend the summer school only, will be offered the fourth quarter of each year as a substitute for course "c."

### 2. High School Algebra.

**a**. Preparatory work to page 103.

**b**. From page 103 to page 212.

**c**. From page 212 to page 320.

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

**a**, **b** and **c** will be given every quarter, and **d** will be given the first, second and third quarters.

**e**. A course in General Algebra covering the entire subject of High School Algebra, and especially suited to those teachers, who can attend only through the summer quarter, will be offered the fourth quarter of each year, and will be accepted as a substitute for course "d."

Text: Algebra for Secondary Schools, Wells.

### 3. Plane and Solid Geometry.

**a**. Plane Geometry, Books I and II.

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

**c**. Solid Geometry, Complete.

**a** will be offered every quarter.

**b** will be offered in second, third and fourth quarters.

**c** will be offered in first, third and fourth quarters.

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

Text: Phillips & Fisher's Plane & Solid Geometry supplemented with Wentworth's.

### 4. Plane & Spherical Trigonometry.

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

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

**a** will be given first and third quarters.

**b** will be given the second and fourth quarters.

Text: Crockett's Plane and Spherical Trigonometry

5. College Algebra.

**a** will include a comprehensive study of the quadratic forms, imaginary quantities, binomial surds, theory of exponents, series, the binomial theorem and logarithms.

**b** will include a discussion of determinants, the general theory of equations, Horner's method and Sturm's Theorem.

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

**b** will be given the second and fourth quarters.

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

6. Analytics.

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

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

**a** will be given the first and third quarters.

**b** will be given the second and fourth quarters.

Text: Conic Sections, C. Smith.

7. Differential and Integral Calculus.

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

Text: Byerly's Differential Calculus.

NOTE.—Text books named for these courses are to be regarded as guides. The plan of teaching is such as to require a great deal of study and practice on principles and problems supplied by the teachers, our purpose being to so teach each subject as to prepare our students to teach the same and teach it well.

8. Surveying.

This course presupposes a thorough knowledge of Plane Trigonometry.

The course includes different forms of land surveying, laying out of county roads, excavation, cross-section work, leveling, contour work, etc. None will be admitted to the Course who cannot devote to it four hours of each forenoon, and whatever additional time may be required to do the necessary drafting and other indoor work. Opportunity is here given for a full unit's credit. This course is offered only in the summer quarter

Text: Raymond's Plane Surveying.

## MUSIC.

MR. GEBHART, MISS MARTIN.

During the year classes in the following subjects will be organized: Sight Reading, History of Music, Musical Biography, Theory of Music, Harmony, Counterpoint, Methods of Teaching Music in Elementary and High Schools. Special Chorus of Mixed-voices. Orchestra, Individual vocal and piano lessons.

These studies to be divided into groups to be known as "Supervisors' Course," "Elementary Teachers' Course" and "Drill Course."

### SUPERVISORS' COURSE.

Intended for those of natural musical ability who expect to make a specialty of teaching Music in the Public Schools and wish to elect Music as their Major Study.

"Drills"—Under this heading come the classes in **Elemental and Intermediate Sight-Reading, Chorus and Orchestra (No preparation)**. "Subjects Requiring Preparation"—Includes **Advanced Sight-reading and Theory, History and Biography, Harmony, Counterpoint Orchestration, Methods of Teaching**.

None of these may be elected if proper time cannot be given to preparation.

\*Hist. and Biog. should accompany one of the quarters of Elementary or Intermediate Sight Reading.

### ELEMENTARY TEACHERS' COURSE.

For any who must teach or intend to teach music in graded or ungraded schools lower than the High School.

No restrictions on account of lack of musical talent.

Classified as to "Drills" or "Subjects requiring preparation" as in Supervisors' Course.

\*History and Biography should accompany one of the quarters in Elementary or Intermediate sight-reading.

### DRILL COURSE.

Individual singing, or effort to sing alone required.

### CHORUS.

To Study the Standard Works.

Three quarters in Elementary and Intermediate Sight-Reading classes.

No individual instruction except in cases of "Monotones," and only for them until fault is corrected.

For all who can meet the vocal requirements. Voices to be tried by the Head of the Department or some one appointed by him.

To be able to read music at sight not necessary.  
Credit. 1 unit for equivalent of 3 qrs. work (100 wks).  
Rehearsals at least once per week.

Three quarters of Elementary and Intermediate Sight-Reading.

One quarter of Advanced Sight-Reading and Theory of Music.

\*One quarter of Musical History and Biography.

Two quarters of Harmony.

One quarter in Counterpoint.

One quarter in Orchestration.

One quarter in Methods of Teaching in Elementary and High Schools.

66 weeks in Chorus or Orchestra—2 quarters credit.

Total, 12 quarters=4 units.

Individual Vocal or Piano lessons.

Three quarters of Elementary and Intermediate Sight-Reading.

One quarter in Advanced Sight-Reading and Theory of Music.

\*One quarter Musical Hist. and Biog.

One quarter in Methods of Teaching Music in Elementary Schools.

Total, 6 quarters=2 units.

Individual Vocal or Piano Lessons.

**ORCHESTRA.**  
To Study the  
Standard Works  
for Orchestra.

For all who play orchestral instruments and  
**can read music** for their instruments **at sight.**  
Credit. 1 unit for equivalent 3 qrs. work (100 wks).  
At least **one rehearsal per week.**

#### INDIVIDUAL INSTRUCTION.

Owing to the necessity for teachers of Music in the Public Schools to understand how to properly care for the voices of the children under them, individual **vocal** lessons will be given those who elect either the Supervisors' or Teachers' Course—**provided** they can devote at least **forty-five minutes per day to practice.**

**Piano lessons** will also be given any in either of the foregoing courses—**provided one and one-half hour per day** may be devoted to practice.

In the "Drill Course" only those who cannot control the voice as to pitch will be given individual instruction, and these, only till they have been corrected or have proven conclusively that they can not be helped.

#### INDIVIDUAL WORK IN CLASS.

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

#### OUTLINES OF STUDY.

**Elemental Sight Reading Class 1st qr.** The Major Scale. All diatonic intervals. Simple rhythms and meters in common use. Chromatics—"sharp four," "flat seven." Songs for one and two voices.

**Intermediate Sight Reading Class 2nd qr.**

Major and Minor Scales. Chromatic intervals. Rhythm. Evenly and unevenly divided beat and combinations of easy figures. Meter, all 2, 3, 4, 5, and 6 part.

Songs for one and two voices.

**Intermediate Sight Reading Class 3rd qr.**

Major, Minor and Chromatic Scales.

Rhythm. More complex combinations.

Meter. All used in modern music.

Songs. One, two and three voices.

**Advanced Sight Reading Class 1st qr., 2nd yr.**

**Theory of Music.**

Analytical study of Major, Minor and Chromatic Scales and Intervals.

Key relationship, Signatures, etc.

The Tone chain and its development into Melody.

The Design, Formation of Passages, Formation of Phrases—of Periods.

Daily work in reading at sight compositions in one, two, three, four and five voiced arrangements.  
**History of Music and Musical Biography.**

From the Music of the Bible to the present time.

Lives of the Great composers and their work.

(This should accompany one of the quarters of first years' work).

**Harmony (Two quarters.)**

1st qr. Triads—their inversions.

Chords of the Seventh and Ninth—Diminished seventh—Augmental sixth.

2nd qr. Altered chords—Foreign chords—Modulation. Variety of Structure—unessential notes—Miscellaneous—the tritone Harmonizing melodies—Analysis and form.

Classes in **Counterpoint and Orchestration** will be organized during the third (Spring) or fourth (Summer) quarter if there is sufficient demand by students who are properly qualified.

Class in **Methods of Teaching Music** in Elementary and High Schools will be organized in either third or fourth quarter.

The plan pursued in this work will be to make the class work (conducted by the students, under the direction of an instructor) conform as nearly as possible to the conditions met with in the school room.

#### TEXT BOOKS.

1st qr. El. Sight Reading Class. Harmonic Primer. Chart Manual (Nat. Mus. Course). Music Note Tablet.

2nd qr. Int. Sight Reading Class. Harmonic 1st Reader. Chart Manual (Nat. Mus. Course). Music Note Tablet.

3rd qr. Int. Sight Reading Class. Harmonic 3rd Reader. Chart Manual (Nat. Mus. Course). Music Note Tablet.

2nd Year, 1st qr. **Ad. S. R. & Theory of Music.** Harmonic 5th Reader. Music Note Tablet.

2nd Year, 2nd qr. Harmony. Harmony Simplified by Shepard. Theo. Presser.

2nd Year, 3rd qr. Harmony. Harmony Simplified. Shepard. Theo. Presser.

**History of Music and Biog.** (Either 1st or 2nd yr.) Filmore's Hist. Mus. Schirmer.

**Class in Methods.** Harmonic Primer. 1st, 2nd, 3rd, 4th, and (Books used consecutively) 5th Readers, Chart Man. Arrangements have been made for the exchange of these books upon completion of each book, except the 5th Reader.

## PHYSICAL EDUCATION FOR MEN.

MR. \_\_\_\_\_

Three courses are offered, as follows:

### I. General Athletics.

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

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

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

### II. Physical Training for Teachers (Three quarters).

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

The course is given as follows:

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

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

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

### III. Military Science and Tactics (Drills and recitations, twice a week).

1. School of the soldier.—(a) Instruction without arms: Setting-up exercises, steps, marchings. (b) Instruction with arms: Manual of arms. (c) Instruction of the skirmisher.

2. School of the squad.—(a) Close order: Marchings, turnings, to stack and take arms, positions kneeling and lying down, inspection of arms, loadings and firings. (b) Extended order.

3. School of the company.—(a) Close order: Movement by platoons, route step, single rank. (b) Extended order. (c) Company inspection.

4. (a) Guard mounting, guard duty. (b) Camping, pitching tents. (c) Rifle firing, 100 to 500 yards.



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Text-books: Infantry Drill Regulations, U. S. A. (Revised, 1903); Manual of Guard Duty, U. S. A.; Manual of Physical Drill, U. S. A.

Note.—Equipments for this course consist of a full complement of United States Army Remington rifles, side arms, ammunition, targets, and a new and well-appointed armory. The regulation army uniform is worn at all drills and recitations.

Note.—It is intended that every student entering this department shall be given a thorough physical examination according to the latest methods of anthropometry, with the object of discovering how he compares, in all parts of his body, with the average healthy man. He will then be given special corrective and developing exercises to meet his special needs.

### PHYSICAL EDUCATION FOR WOMEN.

MISS LINTON.

The department of Physical Education is for both mental culture and physical culture. The object is to improve the nervous system as well as to strengthen and build up the grace and health of the body. It is to teach control and poise of body. It is to contribute as much as possible to general, physical and mental health. Sometimes the sedentary school habits check normal growth and produce unsymmetrical development. It is the aim of Physical Education to counter-act such tendencies, to continually improve health and never permit it in any way to deteriorate. Special exercises from the Swedish, German, English and Jiu Jitsu methods are used. Physical examination and measurements of pupils are made. Where the regular work is not advisable, individual corrective exercises are given. Students receive instruction in the physiology and hygiene of exercise.

Students are required to wear the gymnasium suits adopted by the school. These are easily secured at small expense.

### PHYSICAL GEOGRAPHY.

MR. STOKES.

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

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

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

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

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

Chapters 3 to 11 Tarr's New Physical Geography.

Gilbert and Brigham's Laboratory Manual and reference library.

Laboratory and field work.

**SECOND QUARTER.** (a) **Astronomical Geography.**

Jackson's Astronomical Geography, Chapters 1 and 2, and appendixes A and B of Tarr's New Physical Geography. - Selected Chapters of Todd's New Astronomy.

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

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

**THIRD QUARTER.** Physiography of the United States.

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

(b) **Intensive Study of Type Regions.**

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

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

## PHYSICS.

MR. STOKES.

Two courses are offered in Physics, a beginning and an advanced course.

The beginning course is comprehensive and rigorous and may be taken with profit by a student having completed an ordinary High School course.

This course is open to Juniors and Seniors in this institution and others of like attainments in English and Mathematics. Five ninety-five minute periods per week are spent in classroom and laboratory. Discussions of the principles of the subject by students and instructor are followed, or preceded, as deemed best, by carefully planned experiments in the laboratory, pertinent to the discussions. These are followed by further conferences,

discussions, tests and the solution of practical problems. The order of subjects is that of **Mann and Twiss**, this text being in hands of pupils. Numerous other texts, manuals and reference books are available. Students are given written or oral instructions for laboratory work or are referred to a manual.

The outline of the course by quarters is as follows:

FIRST QUARTER. Mechanics of Solids and Fluids; Heat.

(a) Subject Matter. pp. 15-158 of Text.

(b) Laboratory Work. 1. Metric Measurements. 2. Use of balance. 3. Determination of volumes. 4. Weight of unit volume. 5. Falling bodies. 6. Three forces in a plane. 7. Inclined plane. 8. The lever. 9. Center of mass. 10. Effect of weight of lever. 11. Lifting effect of water. 12. Density of solids. 13. Density of liquids. 14. Boyle's law. 15. Testing a thermometer. 16. Linear expansion. 17. Specific heat.

SECOND QUARTER. Heat, Electricity and Magnetism.

(a) Subject Matter. pp. 158-300 of Text.

(b) Laboratory Work.

18. Heat of fusion of ice. 19. Heat of vaporization. 20. Boiling point and pressure. 21. Phenomena of electrostatics. 22. Magnetism and law of magnets. 23. Magnetic effect of current and galvanometer. 24. Helix and electro-magnet. 25. Electric telegraph and electric bell. 26. Current bearing coil in magnetic field (D'Arsonval, Motor). 27. Induced currents. 28. The dynamo. 29. The induction coil and transformer. 30. The telephone. 31. Resistance by substitution. 32. Fall of potential along a wire. 33. The wheat-stone bridge. 34. The voltaic cell. 35. Two fluid cell. 36. Electrolysis and electroplating.

THIRD QUARTER. Wave Motion, sound and light.

(a) Subject Matter. pp. 300, end of text.

(b) Laboratory Work.

37. Study of waves. 38. Simple harmonic motion. 39. The pendulum. 40. Rate of vibration of tuning fork. 41. Wave of length by resonance. 42. Velocity by Kundt's method. 43. Vibrating plates and membranes. 44. Vibrating column of air. 45. Reflection of light. 46. Refraction of light. 47. Index of refraction. 48. Focus of convex lens. 49. Secondary focus and conjugate foci. 50. The spectrum and the spectroscope.

#### COURSE 2, GENERAL THEORY OF PHYSICS.

The grade of work in this course is that of the course in general physics in colleges and technical schools. It is assumed that the student has had a course in preparatory laboratory physics. The subject matter of the course is substantially that of Ames's "General Physics," and the laboratory work is based upon D. C. Miller's "Laboratory Manual." Other manuals such as "Ames Bliss" and "Nichols" are also used. The course consists of recitations, lectures, discussions, demonstrations, laboratory and library work.

## READING AND VOICE CULTURE.

MISS LINTON.

"For of the soul the body form doth take,  
For soul is form, and doth the body make."

—Edmund Spencer.

Reading is the interpretation of the subtilty, the tenderness, strength and quality of a selection of literature whether prose or poetry. The study of Reading is in itself an education in the foundation of Art, for all Art is based upon one great principle, that of interpretation. We give attention to the mechanical training of the voice but interpretation must come first. Interpretation is true when it is the result of right understanding and clear thinking. To read well one learns to read between the lines. Herein lies the difference between the reader and the mere reciter. The aim is to produce a cultured personality having inherent rather than imitative expressional power. We aim also to develop and improve the speaking voice, to make bad voices good and good voices better. In consequence of the demands of the day, the study of parliamentary usage and experience in extemporaneous speaking become imperative. Hence the course of instruction here presented in outline.

FIRST QUARTER. Voice Culture; Analytical and Sight Reading; Laws governing motion in the human body; Interpretative analysis of poems from Longfellow, Poe and Riley, Prepared and extemporaneous debates; Bible Analysis; Current Topics.

SECOND QUARTER. Analysis of Scenes from the Historical and other dramas of Shakespeare; Bible and hymn analysis; Platform department; Discussions; Debates.

THIRD QUARTER. Class Legislation; Methods; Debates, 3; Prepared Interpretations; History of the Italian, Roman, Grecian, German and French Dramas; Analysis of leading dramas from the Italian, German and French.

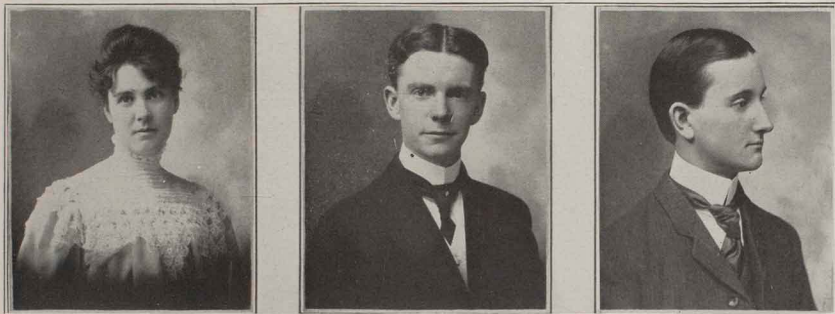
## ZOOLOGY.

MR. DAUGHERTY.

1. Field Work. To study an animal properly one should see it in its natural environment. This our students are given an opportunity to do with the neighboring fauna, in our field work. The habits and habitats of the animals are studied, as well as the adaptations of each animal for its particular habitat. Specimens are collected and preserved for use in the laboratory work which follows.

2. Laboratory Work. This work includes morphology, physiology, ecology, and the systematic and comparative study of animals. Each student is required to dissect typical animals of the different branches of the animal kingdom, and to prepare a mounted skeleton of the animal dissected, when possible. These types may be local forms or strange land or marine forms from any part of the United States.

3. Library Work. The Field and Laboratory work will be supplemented by text-book and reference reading, as is necessary with each form studied.



IRMA MATHEWS,

CLARENCE R. STONE,

C. M. WEYAND.

Affirmative Team in Missouri-Iowa Debate at Cedar Falls, Iowa, April 27, 1906.



STUDENTS TAKING KINDERGARTEN TRAINING.

4. Educational Value. The teaching of Zoology for discipline and for information will be emphasized and the content educationally considered. Facts, principles and laws of animal life will be presented for use in elementary and high school classes; in a word, the correlation of Zoology with other branches of study will be shown.

5. Apparatus and outfits for Zoological work in schools will be discussed.

6. Time required. The course requires two hours a day, five days in a week for one year.

7. An advanced Course. For those who are prepared to take it, a second year of Zoology is offered. The best college texts will be used.

8. A course in Physiology is offered each quarter. The text now in use is Coleman. Special reference is given to the nervous system as a basis for the study of mind in Psychology and in teaching.

Students are requested to bring all their Physiologies and Zoologies.

### THEORY AND PRACTICE OF EDUCATION.

MR. WILSON, MR. EMBERSON, MISS LONGENECKER, MISS PORTMAN, MISS GREER, MISS BARNES, MRS. REED.

The closer organization of the Pedagogics, the Training School and the Kindergarten into a single department of Theory and Practice of Education looks toward the attainment of two results, viz., that the teachers in these several branches may be in the closest, most sympathetic and mutually helpful relationship to one another; and that the work of the student-teachers may be in the highest degree fruitful for themselves and for the children under their instruction.

It is believed that sound theory can lose nothing of its soundness by being brought daily to face itself in the practice growing out of it, and that on the other hand practice is in least danger of losing itself in device and expedient when it is kept closest to sound and wholesome theory, and that above all, whoever would do work that is wholesome and vital in whatever department of school endeavor must keep close to the actual living child.

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

- A. Elementary Psychology.
- B1. Methods in the "Common Branches," or Concrete Pedagogy.
- B2. Philosophy of Teaching and Management.
- C. General Pedagogy.
- D. History of Education.
- E. Administration and School Problems.
- F. The High School, its Pedagogy and its Problems.
- G. Advanced Psychology.
- H. Educational Classics.
- I. Foreign School Systems.
- J. Kindergarten Theory.

Course A, by Mr. Wilson, will occupy one quarter and will be given the 1st quarter and again the 3rd quarter and the 4th.

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

Courses B1 and B2 are in reality one course extending over two quarters and for five days in the week. The Concrete-Method side of this course will be given by Miss Longenecker one-half of the five days in the week, while the Philosophy side of the course will be given by Mr. Wilson at the same hour in the day but on the days not occupied by Miss Longenecker.

All sophomores who teach in the training school must take this course simultaneously with their actual teaching.

Course C, by Mr. Wilson, will occupy the time of one quarter, and is open to those who have had Courses A, B1 and B2.

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

Course D, by Mr. Emberson, will extend through the first and second quarters continuously.

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

Texts: Kemp; Collateral Texts (supplied from the Library), Laurie's "Prechristian Education," Laurie's "Rise and Constitution of Universities," Hailman's Lectures, West's Alcuin, Quick's "Educational Reformers," Pestalozzi's Leonard and Gertrude.

Course E, by Mr. Emberson or Mr. Wilson, is for one quarter, and will be offered the third quarter, following immediately after the History of Education, being designed for those students who have completed the course in the History of Education. Texts: Chancellor's OUR SCHOOLS, Report of Committee of Fifteen.

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

Course G, by Mr. Wilson, is for one quarter, taught by subjects through library reference.

Course H, by Mr. Wilson, is for one quarter or for two quarters. During the 4th quarter of last year fourteen students, mostly seniors and graduates, took this course. Baldwin's MENTAL DEVELOPMENT was made the basis of study, with Judd's GENETIC PSYCHOLOGY and Collins's EPTOME of the SYNTHETIC PHILOSOPHY as collateral texts.

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

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

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

Course J, by Miss Longenecker and Miss Portman, is designed to offer opportunities to those students taking practice work in the kindergarten and primary grades to study educational principles having special

bearing on elementary education, and application of such principles to the kindergarten and primary grades through plays and games, handwork, "gifts," "occupations" and stories.

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

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

### THE PRACTICE SCHOOL.

MISS LONGENECKER, MISS BARNES, MRS. REED, MISS GREER, AND MISS PORTMAN.

#### Special Assistants.

Special Methods	Mr. Emberson
Manual Training	Mr. Towne
Music	Mr. Gebhart
Drawing	Miss Reid
Latin	Mr. Wilson
Nature Study	Miss Jackson
Library Work	Miss Parrish
Gymnasium	Miss Linton

#### I. ENGLISH-TEACHING

Books of reference for teachers:

- The Teaching of English, Chubb—Macmillan. The Teaching of English, Carpenter, Baker, Scott—Longman's. How to Teach Reading, Clark—Scott, Foresman & Co.  
 Reading: How to teach it, Arnold—Silver, Burdett & Co.  
 How to teach reading, Hall—Heath.  
 The teaching of English, Chubb—Macmillan.  
 The teaching of English, Carpenter, Baker, Scott—Longmans.  
 How to teach Reading, Clark—Scott, Foresman & Co.  
 Reading: How to teach it, Arnold—Silver, Burdett & Co.  
 How to teach Reading, Hall—Heath.  
 School Hygiene, (Chap. on Writing), Shaw—Macmillan.  
 Special Method in Language, McMurry—Macmillan.

A. Reading.—Throughout all the grades the chief emphasis is put upon the interpretation of thought from the printed page, all the mechanics of reading being subordinated to this. In oral reading the pupil interprets the page to others. Correction of faults in vocal expression is made through the discussion of the ideas to be expressed. Selection of reading material is made on the basis of its own worth, its interest for the teacher and its appeal to the children.

B. Writing.—Even to first grade children writing should be a means of expressing ideas. The teacher writes brief sentences and words upon the board in large script and the children observe both the movements and forms. After the teacher's erasure of her work, the children attempt to make similar movements and forms. Drill on technique is used as the difficulty in writing the word or sentence creates in the children the consciousness of need of drill. The whole arm movements are large and free and the consequent large, crude writing is accepted in the first three grades. Thereafter the children are held to equal ease and freedom of movement but smaller and more accurate forms are required. No finger movement is permitted during the first six years of writing, after which time any modifications which individual children may adopt for themselves will be accepted.

C. Language.—The use of English as a means of expression is one test of the definiteness of thought. Vague and slovenly English is corrected by clarifying the thought. Incorrect forms are overcome by the continual emphasis of correct forms. The rules governing correct forms are inductively developed and are dealt with as occasion arises. Oral and written composition is based upon other studies and upon stories, myths, fables, poems, proverbs, special holidays and other subjects which may be of interest on occasion.

D. Spelling.—Spelling is a drill upon the forms of words and important as it assists reading and writing. This relation is maintained when words met with in the daily lessons in all studies are used as the basis of oral and written spelling lessons. Spelling bears this close relation to other studies in the primary grades especially. Although no ready-made speller can take the place of the teachers' use of every day experience, in grades above the primary a spelling book may supplement the teachers' list and emphasize the common words of perplexing spelling. Few unfamiliar words are introduced through the spelling book. Syllabication of words both in oral and written spelling is used frequently.

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

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

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

#### LANGUAGE IN THE KINDERGARTEN.

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

#### FIRST GRADE WORK IN ENGLISH.

A. Reading.—Reading begins with action sentences based on home and school interests, written on the board by the teacher and interpreted by the children both through action and speech. New words are taught through their association with activities and objects and by representing them in sentences composed otherwise of familiar words. Analysis of words into sound elements is introduced when the children begin to confuse words having similar beginnings and endings.

Books read by the children during the year:

Beginners Reader, Bass—Heath. Sunbonnet Babies Primer, Grover—Rand McNally & Co. Art-Literature Primer—Atkinson, Mentzer, Grover. Overall Boys—Rand, McNally & Co. Folk-Lore Primer—Atkinson, Mentzer, Grover. Art-Literature Reader, Book I—Atkinson, Mentzer, Grover.

B. Writing.—The first aim is freedom in movement and form which the children get through imitation of the teacher.

The subject matter of writing is:

- 1st. Simple, brief expressional sentences.
- 2nd. Graded movement exercises given as drill.
- 3rd. Letters, syllables, and words given as drill.

The method is large whole arm movement:

1st. At the board with chalk.

2nd. With Dixon crayon on large sheets of paper fastened to the blackboard.

C. Language.—Oral and written language is based on stories, myths and fables told by the teacher and retold by the children, on poems and proverbs read by the teacher and learned by the children; on conversations on toys and pets, on observations of Nature, on special days and seasons, and on pictures.

The arbitrary signs and forms to be emphasized are:

1. Capitals at the beginning of sentences and names of persons, and the pronoun I.
2. Period and question mark at the close of sentences.

D. Spelling.—Spelling is taught through attention to the words in reading and phonetic analysis of them and through practice in writing.

## SECOND GRADE WORK IN ENGLISH.

A. Reading.—The children are held to the grasping of the entire thought unit and natural expression of it. New words are diacritically marked by the teacher as an aid to the children in learning them.

Books read by the children during the year:

The Tree-Dwellers, Dopp—Rand McNally & Co. The Cave-Men, Dopp—Rand McNally & Co. Art-Literature Reader, Book 2—Atkinson, Mentzer and Grover. Uncle Robert's Geography, Books 1 and 2—Appleton. Child's Garden of Verse, Stevenson—Rand, McNally & Co.. In Mythland, Beckwith—Ed. Pub. Co. Selections from Hiawatha, Longfellow—Riv. Ed.

B. Writing.—Writing in the second grade repeats the work in the first grade, adding to the subject-matter, groups of sentences, proverbs and memory gems; and adding to the materials the soft graphite pencils and unruled paper.

C. Language.—Hiawatha is added to the subject-matter used as a basis for oral and written composition already noted in the first grade outline.

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

1. Capitals at the beginning of names of places, of days of the week, and of months.

2. The period after an abbreviation and the apostrophe in the possessive.

3. Special attention to habitually correct use in oral and written composition of irregular verbs and pronoun forms.

D. Spelling.—Words taken from all lessons are written on the board. The teacher calls attention to any peculiarities of forms, after which they are spelled orally and written in wide-ruled spelling books with lead-pencils.

## THIRD GRADE WORK IN ENGLISH.

A. Reading.—The emphasis here as always is on thought-interpretation. The children learn new words through the aid of diacritical marking.

Books read by the children during the year:

Adventures of a Brownie, Mulock—Houghton. Child's Garden of Verse, (selections), Stevenson—Rand, McNally & Co. Robinson Crusoe—Ed. Pub. Co. Fables and Folk Stories, selected by Scudder—Riverside Ed. Uncle Robert's Geography, Book 3—Appleton. Biography of Lincoln—Ed. Pub. Co. Biography of Washington—Ed. Pub. Co. Biography of Longfellow—Ed. Pub. Co. Big People and Little People of Other Lands, Shaw—Am. Bk. Co. Fifty Famous Stories, Baldwin—Am. Bk. Co. German Household Tales, Grimm—Riv. Ed.

B. Writing.—Writing in the third grade repeats the work of the first two grades adding to the subject-matter, short paragraphs; and adding to the materials coarse pens and wide-ruled paper.

C. Language.—"Language through Nature, Literature and Art" by Perdue and Griswold (Rand, McNally & Co.) is added to the material used as a basis for composition noted in the first grade outline. Letter-writing is also begun in the third grade.

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

1. Capitals at the beginning of lines of poetry and direct quotations.
  2. The apostrophe in contractions; comma after yes and no and with names of persons addressed; quotation marks in undivided quotations; conventional punctuation in letter writing.
  3. Abbreviations in names of months, common contractions, street, avenue, Missouri, Mr., Mrs., Dr. and Rev.
  4. Definite lessons on correct forms of irregular verbs and pronouns. (The teacher will find help in this work in "Language for the Grades" by Wisely.)
- D. Spelling.—See the outline for second grade spelling. The words are written with pen and ink instead of pencil in the wide-ruled note book.

#### FOURTH GRADE WORK IN ENGLISH.

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

Books read by the children:

Anderson's Stories—Riverside Ed. Child's Garden of Verse, (selections), Stevenson—Rand, McNally & Co. Tales from Arabian Nights—Riverside Ed. Story of Troy, Church. King Arthur and His Knights, Radford—Rand, McNally & Co. The Golden Touch, Hawthorne—Riv. Ed. Alice in Wonderland, Carroll—Macmillan. Birds and Their Nestlings, Walker—Am. Bk. Co. Uncle Robert's Geography Book 4—Appleton.

B. Writing.—Both freedom and accuracy are emphasized.

The subject-matter is:

- 1st. Paragraphs and short compositions, Memory gems and dictated prose and poetry.
- 2nd. Drill on graded free movement exercises.
- 3rd. Drill on letters, combined letters and words.

The method is large free movements:

- 1st. At blackboard using chalk.
- 2nd. At desks using coarse pen and wide-ruled paper.

C. Language.—"Language Lessons from Literature," Book 1, by Cooley (Houghton, Mifflin & Co.) is used as a text-book in this grade. Informal letter writing is emphasized. In composition writing good sentence form is taught both by imitation and by analysis, the paragraph is recognized as a thought unit and the topical outline is made and used by the children.

The arbitrary signs and forms emphasized are:

1. Review of capitals taught in preceding grades and the teaching of any others which occasion demands.
2. Review of punctuation marks previously given, adding the exclamation mark, the hyphen, divided quotations; and the apostrophe in the plural possessive.
3. Grammar is taught both by incidental usage and by attention called to the generalization of such instances as are brought forward by usage, as, irregular verbs, nominative and objective forms of pronouns, possessives, and relation of subject and predicate.

D. Spelling.—Words are taken from daily lessons, and by the use of Hunt's Speller common words are constantly reviewed. The teacher and children study the word-forms noting peculiarities. Syllabication is frequently used.

#### FIFTH GRADE WORK IN ENGLISH.

##### A. Reading.—

Books read by the children:

Robinson Crusoe, Ed. by Lambert—Ginn & Co. Wonder Book, Hawthorne—Riv. Ed. Bird's Christmas Carol, Wiggin—Houghton. Snow-Bound, Whittier—Riv. Ed. Pied Piper of Hamelin, Browning—Riv. Ed. King of the Golden River, Ruskin—Ginn & Co. Plants and Their Children, Dana—Am. Bk. Co.

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

C. Language.—“Language Lessons,” Book 2, by Cooley is used as text. Informal, formal and business letters are frequently written and mailed. Throughout this grade and the sixth, greater emphasis is put upon grammar generalizations growing out of usage.

D. Spelling.—Supplementing words taken from daily lessons, definite assignments are made from Hunt's Speller, any unfamiliar words being omitted, until such time as they are introduced through other subjects

#### SIXTH GRADE WORK IN ENGLISH.

##### A. Reading.—

Books read by the children:

Miles Standish—Riv. Ed. Great Stone Face, Hawthorne—Ed. Pub. Co. Birds of Killingworth, Heart of Oak Reader, No. 6. Skipper Ireson's Ride, Heart of Oak Reader, No. 6. Rip Van Winkle, Irving, Heart of Oak Reader, No. 6. Legend of Sleepy Hollow, Irving, Heart of Oak Reader, No. 6. Krag and Johnny Bear, Setor—Scribners. Ivanhoe, Scott—Maynard, Merrill & Co. Merchant of Venice, Shakespeare—Riverside Ed.

B. Writing.—See the outlines for fourth and fifth grades.

C. Language.—“Language Lessons”, Book 2, by Cooley, is used as text.

Narration, description, exposition and argumentation are taught as forms of composition.

D. Spelling.—See the outlines for fourth and fifth grades.

#### SEVENTH GRADE WORK IN ENGLISH.

##### A. Reading.—

Books read by the children:

Evangeline—Riverside Ed. Christmas Carol, Dickens—Riverside Ed. Rime of the Ancient Mariner, Coleridge, Heart of Oak, No. 6. Herve Riel, Browning, Heart of Oak, No. 6. The Bells, Poe, Heart of Oak, No. 6. The Forsaken Merman, Arnold, Heart of Oak, No. 6. Modern Gallantry, Lamb, Heart of Oak, No. 6. The Young Citizen, Dole—Heaths. Talisman, Scott—Maynard, Merrill & Co. Julius Cæsar, Shakespeare—Riverside Ed. Birds and Bees, Burroughs—Houghton, Mifflin & Co. Mid-Summer Night's Dream, Shakespeare—Riverside Ed.

B. Writing.—The individuality of the children is here permitted to modify the forms and movements of writing. It is thought that no harm will result from this, if the previous work has been well done.

C. Grammar.—English Grammar by Webster (Houghton, Mifflin & Co.) is used as a text

Letter-writing and Composition is given as occasion arises

D. Spelling.—See the outlines for fourth and fifth grades.

## ARITHMETIC.

Arithmetic.—

Books of reference for teachers:

Teaching of Elementary Mathematics, Smith—Macmillan. Psychology of Number, Dewey and McLellan—Appletons. Discussions on Education (Chap. on Arithmetic) Walker—Holt. Talks on Teaching (Chaps. on Arithmetic) Parker—Kellogg.

Arithmetic is one of the tools for handling experience—a useful instrument in constructive activities.

As far as possible the isolation of arithmetic from other subjects should be avoided. Out of the daily use arises the need to know definite processes, and drill is incidental to the development of these processes. The development of the process depends upon the counting and grouping of objects and the measurement of unknown magnitudes by known units of similar kind; and the drill attempts to make automatic the number facts so developed.

### KINDERGARTEN ACTIVITIES LEADING TOWARD ARITHMETIC.

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

### FIRST AND SECOND GRADE ARITHMETIC.

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

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

### THIRD GRADE ARITHMETIC.

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

#### FOURTH GRADE ARITHMETIC.

While the number games and handwork, the experimentation with objects and measuring with the definite units of measure still have a place in this grade, more emphasis than heretofore is put upon the drill for accuracy and speed in performing the fundamental operations and the memorizing of the fundamental number facts. "Primary Arithmetic" by Smith is completed during the year.

#### FIFTH GRADE ARITHMETIC.

There is less of the concrete number work than heretofore through objects and drawings before they are given symbolic expression. This applies to work on factors and multiples, on reduction of common fractions, and on decimals.

"Practical Arithmetic," by Smith (Ginn & Co.) to page 105, is used as a text-book.

#### SIXTH GRADE ARITHMETIC.

"Practical Arithmetic" by Smith from page 105 to 211 is the text-book material for the year.

#### SEVENTH GRADE ARITHMETIC.

"Practical Arithmetic" by Smith from page 211 to 329, is the text-book material for the year.

#### GEOGRAPHY AND HISTORY.

Books of reference for teachers:

The New Basis of Geography, Redway—Macmillan. Special Method in Geography, McMurry—Macmillan. Method in History, Mace—Ginn & Co. Special Method in History, McMurry—Macmillan. Talks on Teaching (Chaps. 18 to 23) Parker—Kellogg.

The children and their immediate environment are taken as a point of departure and geography and history so related to them that the children's interest in, and relation to, other places and peoples widen into a consciousness of unity with them which reacts upon their own lives.

#### KINDERGARTEN AND FIRST AND SECOND GRADES. GEOGRAPHY AND HISTORY.

In these years, geography takes the form of nature-study, and history the form of literature as found in myths, legends, hero stories, stories of adventure, discovery and primitive life.

### THIRD GRADE GEOGRAPHY AND HISTORY.

Geography still takes the form of nature study but gives more attention to land and water forms found in the environment, changes produced by frost and rain, study of soils, observation and record of weather changes and their causes, and a study of food, clothing and shelter as directly related to the children.

History continues under those aspects of literature named under the outline for the lower grades, with greater emphasis on comparison of primitive life with the present.

### FOURTH GRADE GEOGRAPHY AND HISTORY.

Home Geography here expands with a more systematic study of land and water forms; mapping of vicinity; a study of the city, its industries and government; products of the surrounding region and their transportation; the county and mapping of it; the globe locating the continent, state and county; the chief land and water forms of the continent and peoples inhabiting it; a study of Missouri and its physical, industrial and commercial features.

The children read "Seven Little Sisters," by Andrews (Ginn & Co.) and parts of "Strange Peoples" by Starr (Heath) and parts of Frye's Elementary Geography.

The history of the year is largely a study of the history of the Mississippi Valley based on the reading of "Pioneers of the Mississippi Valley" by McMurry (Macmillan).

### FIFTH GRADE GEOGRAPHY AND HISTORY.

Geography of the year is based on the study of North America using as texts "Home Geography" by Tarr and McMurry (Macmillan) and "North America" by Carpenter (American Bk. Co.).

Associated with it is the study of the history of North America, its discovery and exploration, using "Pioneers on Land and Sea" by McMurry (Macmillan).

### SIXTH GRADE GEOGRAPHY AND HISTORY.

Geography here consists in the study of South America, Asia and Africa using "Home Geography" by McMurry and "South America," "Asia," "Africa" by Carpenter. History is of the United States, the texts "Story of Our Country" by Tappan (Houghton, Mifflin & Co.), and "American Leaders and Heroes" by Gordy (Scribners).

### SEVENTH GRADE GEOGRAPHY AND HISTORY.

This year is given to a comparative study of the geography of the United States and Europe as to physiography, peoples, industries, commerce and governments, using "Complete Geography" by Tarr and McMurry (Macmillan), and "Modern Europe" by Coe (Silver, Burdett & Co.).

History of the United States is continued using "History of the United States" by Gordy (Scribners), "Inventors and Inventions" by Mowry (Silver, Burdett & Co.) and for comparison, "Stories from English History" by Warren (Heath).

## NATURE STUDY.

Books of reference for teachers:

Nature Study and Life, Hodge. Nature Study and the Child, Scott. Agriculture Through the Laboratory and School Garden, Jackson.

The general outline for the first three years in nature study is very much the same but the work is adapted to the capacity of the class. The garden is the chief center of interest through which it is possible for the child to continue his observations and appreciation of nature. Too frequently nature study lessons consist of talking about nature instead of a close association with nature. The work as it is being done through the school garden and laboratory is a real joy to the children. They are forming habits of accurate observation. They are gaining knowledge from truth itself.

The work in the laboratory does not consist in dissecting and pulling to pieces insects and flowers but it is the place where preparation is made for gardening and observations are made in the development of plant and animal life. It is the place where seeds are germinated, plants are rooted and potted, roots are grafted and the effects of different conditions of moisture and atmosphere are carefully observed. Live frogs, tadpoles, toads fish and other specimens are kept under as natural conditions as possible for the children's observation. This work is carefully directed and supervised by the Head of the Agricultural Department. In general the following outline represents the work as it is being done.

### KINDERGARTEN.

Observe the general characteristics of the season.

**Trees.** Names and most striking characteristics of common trees.

**Plants.** Their care and relation to light, air, water and soil.

**Animal Life.** Birds and insects in their natural environment.

**Animal Pets.** Their customs and needs.

**Natural Forces.** Rain, snow, frost, wind and their use.

### FIRST GRADE.

#### FIRST QUARTER.

Observe the general characteristics of the season.

**Plant Life.** Autumn foliage, parts of plant, fruit, seed dispersal. Collecting seeds from school garden.

**Animal Life.** Tadpoles, Birds, Insects.

#### SECOND QUARTER.

Observe general characteristics of the season. Compare with autumn season.

**Plant Life.** Evergreen trees; house plants.

**Animal Life.** The sheep, cat, dog.

**Water Forms.** Snow and ice, crystals.

THIRD QUARTER.

Observe general characteristics of the season.

**Plant Life.** Buds, Spring flowers.

**Gardening.** Plan for garden; preparation for planting seeds; caring for garden.

**Animal Life.** Insects, birds.

**Civic Improvement.** Home yard.

SECOND GRADE.

FIRST QUARTER.

Observe general characteristics of season.

**Plant Life.** Propagation of plants. Bulbs, care of bulbs for forcing and for out-door planting; rooting of soft wood cuttings,—geranium, daisy, collected from the school garden; storing of bulbs in saw dust for spring gardening.

**Animal Life.** The tadpole, insects, birds.

SECOND QUARTER.

Observe general characteristics of the season.

**Plant Life.** Evergreen trees, dormant trees, house plants; hardwood cuttings.

**Animal Life.** Birds, chicken, horse.

**Water Froms.** Snow and ice, frost.

THIRD QUARTER.

General characteristics of the season.

**Plant Life.** Trees, Gardening.

**Animal Life.** Frog and toad. Insects. Birds.

**Civic Improvement.** The yard, front and back yards; the street; the alley.

THIRD GRADE.

FIRST QUARTER.

General characteristics of the season.

**Plant Life.** The garden; collect and store seeds and bulbs; care of the bulbs for forcing and for out-door planting; rooting of soft wood cuttings, collected from the school garden.

**Animal Life.** Slugs, snails, insects, birds.

SECOND QUARTER.

General characteristics of the season.

**Plant Life.** Dormant trees; house plants; grafting; hard wood cuttings.

**Animal Life.** The rabbit. birds.

**Heat.** Its effects; its necessity to life.

THIRD QUARTER.

General characteristics of the season.

**Plant Life.** Gardening the chief work of the quarter; seed germination; trees

**Soils.** Kinds, physical properties, origin and modes of formation.

**Animal Life.** The earth worm, insects, birds.

FOURTH GRADE.

FIRST QUARTER.

**Gardening.** Collecting and storing seeds and bulbs; rooting and potting plants; growing rapidly maturing plants.

**Soils.** Kinds, physical properties, origin and modes of formation.

THIRD QUARTER.

**Gardening.** Work in individual gardens. Friends and enemies of the garden.

FIFTH GRADE.

FIRST QUARTER.

**Gardening.** Collecting materials from individual gardens.

**Insects.** This is the chief subject for the quarter.

SECOND QUARTER—GEOGRAPHY.

THIRD QUARTER.

Elementary Botany.

SIXTH GRADE.

FIRST QUARTER.

Leguminous Plants.

Elementary Botany, continued.

THIRD QUARTER.

Elementary Forestry.

SEVENTH GRADE.

FIRST QUARTER—GEOGRAPHY.

SECOND QUARTER.

**The air.** The class will spend six weeks in the physical laboratory. Study the properties of air.

THIRD QUARTER.

**Landscape Gardening.** Waugh, Art Out of Doors. Parsons, How to Plant the Home Grounds.

## MANUAL TRAINING.

Books of reference for teachers:

Economics of Manual Training, Rouillion. The Sloyd System, Hoffman. Indian Basketry, James.

### KINDERGARTEN.

**Sand and Clay Modeling.** Illustrative; from simple form.

**Paper-folding.** Forms of utility; beauty forms.

**Paper-cutting:** On the line; from simple objects; illustrative.

**Weaving:** Slats for use in sand; paper mats.

**Stringing:** Beads; straws and papers; seeds.

**Cardboard Sewing:** Simple designs.

**Cardboard Construction:** Using boxes and other home materials.

**Braiding:** Rags for rugs; raffia.

### FIRST GRADE.

**Clay Modeling:** Illustrative; from memory of objects; from objects; decorative design.

**Freehand Paper Cutting:** Illustrative; from memory; from objects.

**Weaving with Wool and Cord:** Doll furnishings; various useful articles in the home.

**Weaving and Braiding with Raffia:** Baskets and mats, doll hats and hammocks.

**Cardboard Sewing:** Border designs; all-over designs.

**Construction Work with Cover Paper:** Seed boxes; bon bon boxes; doll houses and furniture.

### SECOND GRADE.

**Clay Modeling:**

**Raffia Work:** Napkin rings, picture frames, baskets, mats, doll hats.

**Sewing:** Burlap, and other coarse cloth.

**Construction work with cover paper:**

### THIRD GRADE.

**Clay Modeling.**

**Raffia work:** Button hole stitch basket, spiral coil baskets, shopping bags, braided hats.

**Construction work with cover paper.**

**Sewing:** Burlap and other coarse cloth.

### FOURTH GRADE.

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

**Basketry:** Reed and raffia.

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

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

#### FIFTH GRADE.

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

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

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

#### SIXTH GRADE.

**Cardboard Modeling.**

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

**Bench wood-work:** Bread-board, coat hanger, etc.

**Pottery:** Special attention given to slip painting and glazing.

#### SEVENTH GRADE.

**Bench wood work:** Broom-holder, sleeve board, medicine chest, etc.

#### DRAWING.

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

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

#### KINDERGARTEN.

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

**From Models:** Common geometrical forms.

**From Nature:** Fruits, flowers, etc.

#### FIRST GRADE.

##### FIRST QUARTER.

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

**From Models** and various other objects, toys, large book (the dictionary), sled, wishbone, figure pose.

Train the eye to see form in everything. Find straight edges, curved edges; curved and straight edges on the same model. Teach terms—vertical, horizontal, planes.

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

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

SECOND QUARTER.

**From Nature:** Twigs, bare trees, winter scenes, potted plants, evergreen trees.

**From models and other objects:** Draw from a group composed of a cylinder and hemisphere; seeing lessons from individual hemispheres, seeing lessons from square prism. Cube; Develop right tri-prism from large model used in comparison with square prism and cube; Draw from Noah's Ark; groups of toys; figure pose.

**Illustrative:** Story, poem, games, occupations; Suggestions from St. Valentine's Day; Washington's Birthday. Make souvenirs.

**Building:** Build with blocks and spoils.

THIRD QUARTER.

**From Nature:** Spring time; twigs, buds, flowers, trees, birds, sprouting seeds, and landscapes.

**From Models and other objects:** Hemisphere, sphere. Review the six models given; composition of vertical lines and spacing; composition of lines vertical and horizontal in plaid designs; figure pose.

**Illustrative:** Poem, story, occupations, game; signs of spring.

**Building:** Block building.

SECOND GRADE.

FIRST QUARTER.

**From Nature:** Leaves, grasses, fall flowers. Choose those that are simple. Be careful about the size and placing; simple spray or twig; all kinds of fruits and vegetables; landscapes.

**From Models and other objects:** Faces of solids; draw solids from memory; review edges; draw groups of solids and other objects; draw from a pail in two positions, an umbrella in two positions, a child pose. Draw the type ellipsoid, sketches of animals.

**Illustrative:** Poems, stories, occupations, seasons Thanksgiving, Christmas.

**Building:** Block building, real and imaginative constructions.

**Artist Study:** Landseer.

SECOND QUARTER.

**From Nature:** Winter scenes, trees; potted plants.

**From Models and other objects:** Group of objects. Try to secure effect of distance seeing lesson, from horizontal square prism, three positions. Present pyramid. Compare with the prism.

**Illustrative:** What did you get for Christmas? Illustrate by drawing or cutting; illustrate stories, poems, winter sports, winter occupations.

**Artist Study:** Raphael.

THIRD QUARTER.

**From Nature:** Design calendar for each of the spring months. Composition of landscapes taken from different views of the campus; birds, flowers, sprouting corn, beans, etc.

**From Models and other objects:** Ovoid, cone, pyramid; composition of vertical and horizontal lines; all over designs for flat surface—wall paper, borders, plaids, etc. Work in ink and color.

**Illustrative:** Poems; stories; occupations of spring.

**Building:** Block building continued.

**Artist Study:** Reynolds.

### THIRD GRADE.

#### FIRST QUARTER.

**From Nature:** Make use of all the material that the autumn season presents. Landscapes.

**From Models and other objects:** Groups of solids; groups of fruit; of vegetables. Draw house made from blocks. Landscape with house like the one drawn and one tree with hill in the distance.

**Illustrative:** Stories, poems, occupations.

**Building:** Block building continued—a bridge, a light house, a church steeple.

**Artist Study:** Millet.

#### SECOND QUARTER.

**From Nature:** The winter season; snow scenes showing house and trees in the distance; trees; potted plants.

**From Models and other objects:** Cube with hemisphere placed on top round face down. Do not shade. Cube with hemisphere on top, plane face down. Draw from group of objects or models to show distance, size, relative proportion. Shade may be simply expressed. Give drill exercises or round and round movement, also for vertical and horizontal lines. Use sketching pencil.

**Illustrative:** Winter sports; skating, coasting, etc.

**Building:** Block building; a train of cars; bridges, houses, churches, gates, etc. Draw literal, imaginative.

**Artist Study:** Rembrandt.

#### THIRD QUARTER.

**From Nature:** Design calendar for spring months. Swelling buds and twigs, spring flowers; spray of leaves.

**From Models and other objects:** Vase forms; group of objects or models; review cylinder, cone, pyramid; surface covering composition.

**Illustrative:** Poems of spring, stories, occupations.

**Building:** Block building. Use any solids.

**Artist Study:** Bonheur.

#### FOURTH GRADE.

#### FIRST QUARTER.

**From Nature:** Use all material the season affords. Draw simple leaf in four or five different positions and sprays and branches of three leaves; weeds, grasses, grains; whole plants, fruits and vegetables. Landscape, distant hill with group of three or four trees.

**From Models and other objects:** Cone, cylinder, cube, sphere, first single then in groups. Figure pose,—boy.

**Illustrative:** Thanksgiving and Christmas; poems, stories.

**Artist Study:** Murillo.

SECOND QUARTER.

**From Nature:** Evergreen trees, holly; Winter landscape. Potted plants.

**From Models and other objects:** The square tower, tri-prism. Sketch cup, pail, basket, flower pots, coffee pots, pails, pitchers, placed below and above the level of the eye. Draw from book with careful observation of fore shortened top, length and placing of further edge.

**Illustrative:** Poems, stories.

**Artist Study:** Van Dyck

THIRD QUARTER.

**From Nature:** Design calendar for each month. Make use of all the material the season affords: Flowers: the crocus, tulip, narcissus, daffodil, wild flowers; whole plants, budding twigs, sprouting seeds, vegetables; views of campus and pond.

**From Models and other objects:** Draw from a cube, a big book, a square box with special reference to pencil measurement, converging lines. Block building with special attention to line shading. Composition of lines for Surface designs.

**Illustrative:** Poems, stories.

**Artist Study:** Corot.

FIFTH GRADE.

FIRST QUARTER.

**From Nature:** Draw from one leaf in several different positions to get all the fore shortened effects. Use all material suggested by the autumn season.

**From Models and other objects:** Groups of models and objects. Give quick reviews of different positions of the cylinder. Draw from different figure poses.

**Illustrative:** Colonial life. Thanksgiving and Christmas.

**Artist Study:** Angelo.

SECOND QUARTER.

**From Nature:** Winter landscapes.

**From Models and other objects:** Units. Draw from pyramid in different positions above and below the eye; groups of objects. Sketch the appearance of a cylinder, square prism, or tri-prism.

**Artist Study:** Titian.

THIRD QUARTER.

**From Nature:** Let children bring in studies. Out door sketching.

**From Models and other objects:** Figure pose. Groups of objects, a pail, a cup, a spoon; basket with vegetables; a book with cup or glass, vase with book.

**Illustrative:** Make a character sketch from life; make character sketches from story, poem.

## SIXTH GRADE.

### FIRST QUARTER.

**From Nature:** Study in outline and in light and shade simple sprays of two or more leaves. Sketch in to show size, direction and proportion of spray. Show effects of shade simply. Draw in color all the autumn flowers.

**From Models and other objects:** Groups of objects. Insist upon rapid sketches. Draw from figure poses. Draw many positions of the cylinder. Let pupils arrange models for drawing.

**Illustrative:** Character sketch of the season. Occupations.

**Artist Study:** Titian.

### SECOND QUARTER.

**From Nature:** Make use of all material the season presents.

**From Models and other objects:** Draw simple groups consisting of box, basket or other rectangular object with an object having curved edges. Draw from round basket placed above the level of the eye. Draw different views of tin bucket, flower pot, vase, etc.

**Illustrative:** Character sketches from history lessons, from stories, from poems. Special events of the season.

**Artist Study:** Da Vinci.

### THIRD QUARTER.

**From Nature:** Botanical specimens.

**From Models and other objects:** Draw from rose jar or vase, old stone jar, milk crock, well bucket, large basket. Group vase with book; one tall object and one low one. Study Egyptian or Greek Architecture. Draw the Egyptian ornament or border of conventionalized Lotus Bud and Flower. These two borders illustrate two methods of treatment of the Lotus Bud and Flower by the Egyptians.

**Surface coverings:** Composition of lines in ink and all-over surface patterns.

**Artist Study:** Durer.

## SEVENTH GRADE.

### FIRST QUARTER.

**From Nature:** Work with grasses, oats, timothy, wheat, etc. Use all materials the season presents. Study shadows.

**From Models and other objects:** Quick charcoal sketches from groups of fruit and other objects.

### SECOND QUARTER.

**From Nature:** Winter landscape, evergreen trees.

**From Models and other objects:** Review models.

**Building:** Doors, windows, corner of room.

**Illustrative:** Character sketches.

### THIRD QUARTER.

**From Nature:** Landscape from out-door sketching. Botanical drawings.

**From Models and other objects:** Surface covering, designs for wall paper, border, etc. Book cover designing.

**Illustrative:** Character sketches.

## MUSIC.

### KINDERGARTEN.

Simple rhythm played on the piano and imitated by the children through clapping, marching, skipping, etc. Work on tones through the imitation of sounds of animals, birds, insects, bells, whistles, and musical instruments.

Song-plays for producing successive tones and skips.

Rote-songs.

### FIRST GRADE.

Exercises to unite and place voices.

Rote singing

Oral Dictation      Ear training.

Practice on the scale. Hand-signs. Reading by note of all diatonic intervals. Development of sense of rhythm. Chart A. Natural Music Course.

### SECOND GRADE.

Vocal drills and scale practice; Oral Dictation; Note reading and interval drill from the chart; Rote songs; Chart B. Natural Music Course.

### THIRD GRADE.

Vocal drills and scale practice; Oral and written dictation; Chart work. Intervals, meter and rhythm; Book work. Intervals, meter and rhythm songs; Rote Songs; Charts A and B Natural Music Course; Harmonic Primer. (In hands of children.)

### FOURTH GRADE.

Vocal drills and scale practice; Oral and written dictation; Chart work. Intervals, meter and rhythm; Book Work. Intervals, meter and rhythm, songs for one and two voices; Rote Songs; Charts B and C Natural Music Course; Harmonic Primer, (In hands of children).

### FIFTH GRADE.

Vocal drill and scale practice; Dictation; Chart Work. Intervals, meter and rhythm; Book Work, (1st half 1st Harmonic Reader); Songs. By note for one and two voices; Chart D Natural Music Course; Harmonic 1st Reader in hands of children.

### SIXTH GRADE.

Vocal drill and scale practice; Dictation; Chart Work. Intervals, meter and rhythm; Book Work, (entire 1st Harmonic Reader); Chart D Natural Music Course; Harmonic 1st Reader in hands of children.

#### SEVENTH GRADE.

Same as Sixth Grade.

Books of use to the teacher in selecting songs;

Nature Songs for Children, Knowlton—Summy. Small Songs for Small Singers, Neidlinger—Shirmer. Songs for Little Children, Bks. 1 and 2, Smith—Bradley. Songs of the Child World, Bk. 1 and 2, Gaynor—Church. Songs of Life and Nature, Smith, Silver, Burdette & Co.

#### GYMNASIUM.

The aim of Medical Gymnastics is to develop the body into a harmonious whole under the perfect control of the will. It is not to produce great bulk of muscle but to cause that already present to respond readily to volition; to improve the functional activity of the body, and to counteract and correct tendencies to abnormal development especially those resulting from the artificial life of civilization. A gymnastic movement has a definite time, velocity, force, and purpose; and it must be executed with full volition in order to produce the utmost effect toward physical development. Movements performed automatically have but little effect in this direction. No teacher should attempt to apply a movement which he does not understand. No exercise should be taken because it looks pretty. From half an hour a day to an hour should be allotted to gymnastics, and it is better to take the whole time for one lesson than to distribute it in ten minute doses over the day unless you are training young children. In all grades ranging from first to seventh great care must be taken in giving correct positions for standing, sitting, lying, and rising. Special attention should be given to the abdominal breathing. Each exercise given should be executed three (or more) times to each side and should appear in at least two consecutive lessons in order to have any effect toward development. We refer all young teachers and especially those not having had any Medical training, to "Baron Nils Posse, M. G., **Handbook of School Gymnastics of the Swedish System,**" Published by Lee & Shepard, 10-Miek St., Boston, Mass.

#### THE LIBRARY.

All the children of the Practice School are given an opportunity to read in the Library. Books have been carefully selected for each grade, many of them in attractive bindings with beautiful illustrations in color. These include picture books, fairy stories, folk stories, myths and legends, fiction, biography, history, historical fiction, science, geography and poetry.

## ENROLLMENT, 1905-1906.

	Men	Women	Total
Summer Session.....	125	271	396
Regular Session (Sept.-May inclusive).....	322	431	753
Total.....	447	702	1149
Counted Twice.....	7	102	109
No. different individuals (in Normal School proper).....	440	600	1040
Children in Practice School.....			180
Grand Total.....			1220

## ENROLLMENT SINCE ORGANIZATION.

### EXCLUSIVE OF TRAINING SCHOOL CHILDREN.

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

NOTE—At time of going to press, August 1, the Summer Quarter of 1906 numbers 497 with average daily attendance for first nine weeks about 440.

## POST-GRADUATES.

### DEGREE—MASTER OF ARTS AND OF PHILOSOPHIC DIDACTICS.

1874—\*O. P. Davis.

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

### DEGREE—MASTER OF ARTS AND PROFESSIONAL TEACHER.

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

### DEGREE—MASTER OF ARTS AND DIDACTICS.

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

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

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

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

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

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

### DEGREE—MASTER OF SCIENTIFIC DIDACTICS.

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

1885—Cora Baldwin, Seldon Sturges.

1888—H. C. Long

1889—Aven Nelson.

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

1893—Adalite Bell, Frank Wisdom Hannah, Marguerite Pumphrey (Mrs. Smith), Walter H. Payne, Louise M. Trimble, John A. White-  
ford.

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

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

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

1899—Z. Fletcher Wharton.

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

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

1902—Essie Holmes, H. H. Laughlin

### DEGREE—MASTER OF PEDAGOGY.

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

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

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

## GRADUATES.

### DEGREE—BACHELOR OF PHILOSOPHIC DIDACTICS.

- 1872—\*O. P. Davis, W. N. Doyle, W. F. Drake, I. N. Matlick, J. T. Smith, J. C. Stevens, \*Vincent Stine, Seldon Sturges.  
1873—C. W. Bigger, \*W. E. Coleman, C. B. Daughters.

### DEGREE—BACHELOR OF ARTS AND PHILOSOPHIC DIDACTICS.

- 1874—W. H. Baker, J. U. Barnard, G. W. Cullison, Thomas Cloyd, Sue Forsythe (Mrs. Eaton), Helen Halliburton (Mrs. Sam McReynolds), Julia Lester (Mrs. Bosworth), \*Emmir Thompson (Mrs. O. E. Hannah), J. M. White.  
1875—J. R. Bradley, Jennie Burton, B. T. Hardin, R. S. Iles, \*A. H. Jamison, \*J. S. McGee, J. S. McPhail, A. R. Orr, F. P. Primm, Lizzie Roe (Mrs. Carpenter), C. W. Thomas, Alta Wescott (Mrs. McLaury).  
1876—John Barton, J. F. Chandler, Sallie C. Callaway (Mrs. Larkins), W. T. Carrington, W. C. Ferrell, N. G. Henry, E. L. Harpham, E. O. Larkins, Ada C. Oldham, Iowa Phelps (Mrs. Murdy), H. C. Rutherford, \*Minnie Smoot, O. M. Thompson, Maggie Thompson (Mrs. Henry).  
1877—Ella Carothers (Mrs. Dunnegan), Irene Cumberlin, Serelda Gilstrap (Mrs. C. W. Thomas), E. E. Hollipeter, W. D. Oldham, R. V. Seward, W. H. Vaughn, E. H. Walker.  
1878—Anna Baldwin (Mrs. G. W. Sublette), J. C. Dooley, \*S. D. Ellis, Charles L. Ebaugh, \*H. A. Fink, Rebecca E. Hubbell, Manlove Hall, John R. Kirk, H. McGary, \*C. M. Polley, G. W. Sublette, Thomas E. Sublette.  
1879—W. B. Baker, Cora B. Baldwin (Mrs. Hastan), A. O. Daman, Anne Dysart, Addie M. Green (Mrs. Britton), Rice Knox, R. E. Oldham, C. P. Perham, G. A. Smith, A. B. Warner, Z. F. Wharton.  
1880—I. F. Atterbury, Olivia A. Baldwin, A. B. Carroll, C. E. Foster, T. L. Herbert, H. Johnson, Flora Northrup (Mrs. Scheurer), \*S. H. Soper, W. E. Tipton, Edmonia D. Wright (Mrs. Herron).  
1881—W. B. Anderson, T. S. Cox, Ada M. Greenwood (Mrs. McLaughlin), E. H. Hatch, W. R. Holloway, W. F. Link, R. B. Loudon, L. S. Mitchell, R. F. Sallee, D. D. Sayer, Lulu B. Sharp (Mrs. Corley).  
1882—J. O. Allison, Nellie Bragg (Mrs. Glaize), S. A. Conway, Ida Frankland, F. W. Guthrie, J. L. Holloway, J. W. Jones, C. Riggle, R. R. Steele.  
1883—J. S. Erwin, Anna Dysart, Aven Nelson, Lura Owen (Mrs. Lon Mitchell), J. N. Pemberton, Mary T. Prewitt, Lottie T. Spencer (Mrs. O'Neil).

### DEGREE—BACHELOR OF SCIENTIFIC DIDACTICS.

- 1884—R. W. Barrow, J. D. Brown, B. F. Carroll, S. A. Crookshanks, Miriam Davis (Mrs. Mitchell), Mary Griffith, J. H. Grove, J. F. Holliday, R. E. Johnson, H. C. Long, W. H. Miller, Libbie K. Miller (Mrs. Traverser), Carrie Randall (Mrs. Thwing), H. B. Shain, Minnie Sharp (Mrs. Simpson), F. A. Swanger, Nettie Willard (Mrs. Hovey).  
1885—R. B. Arnold, R. E. Barnard, A. M. Boyd, C. C. Childress, Silas Dinsmoor, W. W. Griffith, W. D. Grove, Mary Howell (Mrs. Finegan), Allie Link (Mrs. Whitacre), O. M. Mitchell, F. M. Patterson, Fannie Riggs (Mrs. Long), Isom Roberts, J. J. Steele.  
1886—S. P. Bradley, A. J. Bradsher, J. J. Brummitt, Jennie Edwards, Ella Evans, Kate Funk (Mrs. Simpson), Nannie Garrett, \*Fannie Graer (Mrs. J. W. Martin), G. M. Holliday, Etta L. Johnson (Mrs. Kiggins), A. E. Kennedy, C. M. Kiggins, Mary L. Northcutt (Mrs. Locke), L. M. Phipps, Stacy G. Porter (Mrs. Miller), W. T. Porter, A. L. Pratt, J. F. Pratt, \*I. A. Price, J. A. Pulliam, Paul Sanford, J. M. Simpson, Minnie Smith (Mrs. Fowler), T. J. Upsydyke, J. J. Watson, J. D. Wilson.

- 1887—G. Bellamy, Adaline Bell, Charles Cornelius, Mollie Chambliss, W. B. Edwards, Andrew Erickson, G. W. Fisher, Georgia Funk (Mrs. Meyers), Ella Funk, Mattie Hannah (Mrs. Humphreys), U. G. Humphreys, A. L. Holliday, W. L. Holloway, G. E. Jamison, Nannie Key (Mrs. Dufur), Eugene Link, E. D. Luckey, C. K. McCoy, Geo. F. Nason, Marguerite Pumphrey (Mrs. Smith), Belle Plumb, Walter A. Payne, Ella Rolofson, Laura Seals, \*Ida Thompson (Mrs. Price).
- 1888—E. E. Barnett, H. S. Bruce, Mollie Chancellor, E. L. Cooley, Lisse Funk, George R. Funk, Sallie Gex (Mrs. Roberts), H. C. Harvey, Morgan H. McCall, Fannie Mackoy, A. L. McKenzie, Lula Patterson, Marie W. Patterson, D. L. Roberts, Prudie Risdon (Mrs. Tillery), Mollie Reed (Mrs. Cooley), Minnie Reed, S. M. Snodgrass, Alma Smith (Mrs. J. B. Dodson), Pauline C. R. Stone (Mrs. Rozelle), Eva White.
- 1889—Isabel Ellison (Mrs. Vinsonhaler), Wm. Eiring, Fannie Heald, C. W. Haman, Frank Hannah, E. T. Hubbard, Genie Nolan, George H. Owen, Luey Patterson (Mrs. Motter), W. L. Riggs, Ella Woods, W. W. Walters.
- 1890—J. T. Aldridge, Emma Ammerman, C. W. Bowen, Julia B. Ellison (Mrs. Hill), Charles Eiring, Fannie Gentry (Mrs. Lobban), Sue Greenleaf, George Gex, Nina Heald (Mrs. McClure), Lizzie Harvey, Emma Poe, Adelia Richmond, Louise M. Trimble, John A. Whiteford, Emily Watson.
- 1891—Geo. Finley Burton, E. O. Doyle, C. P. Guthrie, Jennie Green, Mary Gerard, J. C. Hennon, Kate Hammond, Lillian H. Heald (Mrs. Richmond), Blanche Heiny, \*W. A. Muir, Rosa Patterson (Mrs. West), J. E. Petree, Allie Ross (Mrs. Suggett), Ida Stafford (Mrs. Geo. F. Burton), C. A. Savage.
- 1892—Catherine Allen, Minnie Brashear, Ruby Dorothy Bowen (Mrs. J. A. Cooley), Jennie E. Cole, Robert Lee Eberts, Nellie Matilda Evans, Thomas Alonzo Hays, Cassandra Emma Hubbard, Evan Richard Jones, Mattie May McCall, Louis Edward Petree, Geo. Arthur Radford, Oliver Stigall, \*Caddie Smith, Lundy Byron Smith, Lida Athleen Shultz (Mrs. Risdon), Ellen Eliza Van Horne, Sophia Campbell Watson, Anna Stafford Western (Mrs. Burton).
- 1893—Charles Bagg, Della Baird, L. Alice Bond (Mrs. Christie), Clarence Alva Blocher, \*Maggie Crawford, Allie Davis, Mae DeWitt (Mrs. Hamilton), Martha DeWitt, Emeline Fee, Meade Ginnings, Benjamin F. Guthrie, Mamie Harrington (Mrs. Schwartz), Ruth Jeffers, James Alva Koontz, Chas. Murphy, \*John R. Musick, John Davis, Camile Nelson (Mrs. Snow), \*Henry E. Patterson, Calvin Henry Paul, J. T. Ronald, Alethea Ringo.
- 1894—Geo. Washington Atterberry, Hubbard Blair, Wm. Batchelar, Mary Porter Burk, Alice Elzira Downing, Warren Mitchell Duffie, William Samuel Eller, Lena Edelen, Julia Emma Freeland, Mary Marguerite Fisher, Benjamin Franklin Gordon, Lina Gore, George Mark Laughlin, Francis Marion Motter, Sadie Martin, John Wilfley Oliver, Martha Owen, William Charles Thompson, Lena Minerva Trowbridge (Mrs. Payson) Anna Wood.
- 1895—Fred William Alexander, James Perry Boyd, Thomas Austin Craghead, Enoch Marvin Drinkard, Samuel Rodgers Dillman, Alva E. Dowell, Dorothea Caroline Foncanon (Mrs. E. C. Grim), Ezra Clarence Grim, Jesse Bird Hatcher, Kate Bell Hawkins, Anna C. Hill (Mrs. Wright), Louis Ingold, Lyda McKay, Frances Miller, Joe Shelby Maddox, James Thomas McGee, John Henry Nolen, Maud Owen, Fred Benjamin Owen, Gertrude Phillips, Lena Lucile Storm (Mrs. Emory Green), Ambrose Dudley Veatch, Julia Alberta Wardner.
- 1896—Frank Buckner, Ida Brashear (Mrs. Geo. R. Barker), Manville Carothers, Jeanie Dodson, Maggie Furtney, August Harman, Edward E. Huffman, Homer A. Higgins, J. A. Hook, Arthur Lee, Mabel Mennie, George Byron Novinger, Louise Rex, Ledrew Esper Ryals, Nell Stone (Mrs. Brace), Zorado Snelling, Arthur T. Sweet, S. E. Seaton.

- 1897—W. S. Boyd, John C. Bohne, P. E. Burns, C. C. Blue, E. C. Bohon, Aida Evans (Mrs. Buckmaster), Fred Fair, E. E. Funk, Mayme Foneanon, Harry L. Green, J. L. Gallatin, Myrtle Harlan, Ada Harlan, Frank Heiny, John H. Hoefner, Virginia Holderman, Essie Holmes, Eugene Lake, C. W. Murphy, Milton McMurry, H. E. Neese, Martha Petree, Victor Parrish, O. A. Petree. \*McDonald Petree, F. H. Potter, Nora Phillips, G. W. Pendergraft, Saida Ragsdale, Carrie Reynolds (Mrs. Conner), A. H. Smith, Lilah Townsend, S. E. Terpening, A. P. Vaughn, W. I. Woodson.
- 1898—Amy Brown, Claude S. Brother, Ardella Dockery (Mrs. Geo. A. Still), Sallie Davis, May Evans, A. D. Foster, A. S. Faulkner, Kate Holdsworth, Hattie Lyon, R. N. Linvile, J. D. Luther, \*O. H. Lind, Birdie Miller, Julia McBeth, Lilly Northcutt, Anna Pile, Albert Pratt, Ethel Ringo (Mrs. J. E. Weatherly), Mary Sullivan, W. E. Shirley, Ray Seitz, W. B. Thornburg.
- 1899—Cordelia Ashlock (Mrs. Brown), Pansy Bowen (Mrs. H. H. Laughlin), Delos Austin Bragg, Cora C. Buchanan, Gwyn H. Baker, Ellen J. Crockett, Lottie Christine, Lida Corken, Ada Carnahan, John A. DeTienne, Jean Eames, Ida May Finegan, Mabel Gibbons, J. A. Goodwin, Oscar Ingold, Wm. Horace Ivie, Mayme Lorenz, Bess Hannah Link, Zoe McDowell, G. W. Pauly, Mrs. Lena Pauly, Julia Louise Porter (Mrs. Garth), Jessie Ray, Frank K. Surbeck, E. Claude Smith, John B. Stigall, Nannie Thomas, Britt Payne Taylor, Jas. Hornbuckle Turner.
- 1900—Alice Adams (Mrs. W. J. Shepard), Susan Luella Anderson, Florence Baker, Susie Barnes, A. Grace Omer (Mrs. Bohrer), Genevieve Bovard, J. A. Carmack, Adah Caskey, W. Lemuel Cochrane, Leota Lillian Dockery, Joseph C. Dougherty, Ella Evans, Alice Foneanon, E. H. Gipson, Blanche Hall, Robert Emmett Hamilton, Davella Hendricks, Jacob Wilhelm Heyd, Essie Hill, Vida Jenkins, Roxana Howard Jones, Harry H. Laughlin, N. June Lemon, Sadie Lemon (Mrs. Dowell), Emma Long, Elsie Mae Martin, N. F. McMurry, Mary Miller, J. C. Moorman, Myra Mills (Mrs. S. W. Arnold), May E. Northcutt (Mrs. Tom Hinkson), Walker S. Pemberton, Lida Powell, Sunie Roberts, Mathilde B. Rombauer (Mrs. Henry), Elea B. Scott, Rose A. Shantz, Rosa May Smith, Stella Stone (Mrs. Sweet), P. O. Sansberry, Mary A. Talbot, James Harrison Turner, Fred W. Urban, William C. Urban, Jessie B. Vaughn, Inez Webber, Sadie Westrope (Mrs. John R. Gibbs), Virginia Louise White (Mrs. Graham), Lena Wilkes.
- 1901—Effa Allen, Edna Baker, Basil Brewer, Artie Keller Cleaveland, Anna Margaret Earhart, Cassius V. Eaton, Anna Ely, T. M. Evans, Eugene Fair, Alta Lee Gill, Mary C. Greenwood (Mrs. Miller), \*Mabel Gilhousen, Wannee A. Hall, G. L. Hawkins, Vena Hennon, M. Braxie Hull (Mrs. Alsford), E. Gertrude Johnston (Mrs. Oliver Stigall), Nelson Kerr, Robt. L. Kirk, Thos. J. Kirk, Alta Lorenz (Mrs. Eugene Fair), Mittie W. Mason, F. L. McGee, Elmer A. McKay, T. M. Mitchell, Pearl Moulton, Susan Nicholas, Lettie Petree (Mrs. Bragg), Nora Elma Petree (Mrs. Traugher), \*Mary Porter, Minnie Reed, Erma Reedal, N. Reuben Riggs, Lucy Rudasill, Robert A. Scott, Enoch B. Seitz, B. P. Six, J. A. Taylor, Leonard M. Thompson, Cora L. Walker, Mamie Willard, Bessie S. Wittmer, Jessie M. Wright (Mrs. Robert L. Kirk).
- 1902—Mattie Adams, E. Alta Allen, H. T. Allen, S. W. Arnold, Sara F. Buchanan, George Crockett, M. E. Derfler, C. E. Dickson, Fanny Dulaney, Bert L. Dunnington, \*Sadie M. Elwood, Bertha Evans, Marcy Carmen Fisher, Francis J. Gibbons, Oattie M. Greiner, Alice F. Erwin, Clyde Hennon, Frank Heyd, T. W. Imbler, M. Elizabeth Johnston, Maud M. Kennen, Clara Miller, A. R. Morgan, Lillian Neale, N. H. Randall, Ida F. Ray, Audrey D. Risdon, Eva Robbins, Libbie Smith, Isadore Smoot, Martha E. Sparling (Mrs. Hansen), David Stanley, J. M. Stelle, Geo. J. Stringer, Jennie Townsend, June Wack, Gertrude Watson, Eunice Wilkes.

DEGREE—BACHELOR OF PEDAGOGY.

- 1903—Grover C. Allen, Bertha Allison, Kate Ashlock, Loa E. Bailey, Ray Barker, Clara Blackwell, Jessie Brewer, Leona Brown, Clay L. Carter, G. N. Dance, Roy L. Gardner, Ada O. Harmon, Gertrude Heller, Chas. A. Heryford, Russell E. Holloway, Cloe F. Johns, Grace Jones, I. Allen Keyte, Lucy C. Kirby, Eunice Virginia Link (Mrs. P. W. Bonfoey), R. V. Markland, Thos. Marksbury, Mabel McHendry, Carrie Mills (Mrs. Mott), R. L. Minton, Blanche Moore, L. A. Moorman, S. E. Morlan, N. Mabel Owen, Lelah Popplewell, Tilden Powell, Eugenia Ringo, L. D. Roberts, Grace Rucker, Susie Salling, Christine Tall, Sarah E. Thomas, Myrtle Traughber, Lillian Louise Weedon, Bessie Wells (Mrs. Grant), Edna Edith Wilson.
- 1904—Charlotte Bain, W. J. Banning, Clara Belle Bassett, Vera Blake, M. A. Boyes, Roma Brashear, Eleanor Breier, Margaret Brewer, Sam C. Brightman, DeEtta Broadbent, Sallie Brown, J. E. Burch, S. E. Calvert, S. A. Coffman, Cora Collier, Daphne Crawford, Cannie Damron, Lucie Davis, Julia Estelle Dockery, C. V. Downing, F. W. Dralle, Hallie Eisiminger, E. J. Ford, Leon Fraizer, Lura Gilbreath, C. T. Goodale, Harry Hall, Eula Hull, Lena Hutcherson, Ida Jewett, Louise Johnson, Rubie Kay, D. Kittel, Lydia Koenemann, Bessie Leazenby, Anna Lotter, H. A. Lemon, W. M. McClain, J. A. Miller, Lowa Miller, Herbert Mitchell, Fred Morgan, Jessie Nicholas, E. J. Powell, Mrs. Tilden Powell, Julia Proctor, C. A. Roberts, William Robertson, W. J. See, Daisy Seaber, Raymond Shoop, Tress Surbeck, May Spivey, Catherine Zimmerman.
- 1905—Coral Adams, Thomas Alexander, Maude Alkire, Zula A. Ballenger, Harriet H. Bartlett, Ida Ione Bradshaw, Ernest H. Buck, Jesse V. Buck, Sarah Bliss Burkeholder, A. E. Coppers, Virgil E. Dickson, Elbert M. Dorsey, C. C. Eisiminger, Jennie Fogle-song, Bessie E. Hale, O. E. Heaton, Phoebe John, Dora E. Johnston, Roberta Jones, W. N. King, Maude McClanahan, Margaret Virginia Miller, Bessie Munn, John Patrick Murphy, Minnie E. Murphy, William Charles Murphy, Robert M. Nicholas, Demar Pierson, Jess W. Rainwater, Ethel Rodgers, Minnie Ruffer, Beth G. Rutherford, S. C. See, Arthur Malcolm Swanson, C. E. Temple, James Sterling Tippet, J. F. Treasure, Cyrus G. Truitt, Ethel E. Walkup, Rosabel Wells, W. M. Wells, S. Bichie Woods.

## SENIOR CLASS, 1906.

DEGREE—BACHELOR OF PEDAGOGY.

GRADUATING MAY, 23.

Nell Alexander, John Baum, Mary Beatty, Meredith O. Brown, Edna Hawkins, I. M. Horn, Ruth Martin, Edna Middleton, Ella McClain, Leila Belle McReynolds, Jessie Murray, F. B. Nance, B. A. Stagner, Julia Storm, Hugh Webber, Charles M. Weyand.

### AUGUST SECTION.

To receive Diploma August 16 on condition that all required work shall then be completed.

Grover C. Allen, C. E. Bonnett, Della E. Brenz, T. A. Costolow, Clara M. Crawford, Edna L. Creek, John F. Culler, Vivian E. Dobyns, Mathias C. Ferguson, Ava Zea Finegan, Lena M. Fuller, Florence H. Funk, Elsa Goldberg, Ola K. Holloway, P. B. Humphrey, Caltha A. Johnston, E. O. Jones, L. Fay Knight, Lura Hope Loomis, Bertha Mathews, Irma E. Mathews, Bertha Nichols, W. O. Pool, Lena Rule, E. Lillian Scott, Margaret E. Smith, Minta Sparks, Wm. L. Steiner, Clarence R. Stone, Henrie W. Tolson, Mary C. Weyand.

## SOPHOMORE CLASS, 1906.

GRADUATING MAY 22.

Jessie Elsie Bailey, Charles Banks, Fred M. Barrett, Elvira Berger, Bertha A. Bigley, C. E. Bonnett, Ada Odessa Cochran, S. Carrie Downing, Nora Dunham, Aura B. Ford, Hyla L. Garwood, Helen M. Gaston, E. L. Harrington, Laura L. Hurd, Cecil Y. Johnston, Iva Kirtley, Iona Lake, Edith O. Lewis, G. E. McFadden, I. C. McGee, J. H. McKinney, Anna Mitchell, J. E. Nebergall, Mattie K. Nicholson, Elizabeth Northcraft, Linnie H. Nutter, W. G. Pence, C. B. Phifer, Olive Robbins, Eda B. Stauterman, Claude E. Stephens, Dora E. Thomas, Bernice Tietge, Georgia B. Vaughn, Minnie V. Wallace, Pauline Faye Yeager.

### AUGUST SECTION.

To receive certificates August 16 on condition that all required work shall then be completed.

H. S. Beckner, Nell M. Brown, Corintha Bruce, Clyde Busby, Susan Case, Susan A. Clymans, Veria E. Correll, Dimple Cupp, Goldie V. Denning, Rubie Eubank, Clarence M. Fish, Frank C. Fleak, Nelle Freeland, Kathryn George, Stanley M. Hall, Grace May Harris, Clara M. Hendriksen, G. H. Jamison, E. T. Lakin, Minnie L. Loftiss, Belle Lowe, Mary C. Lusk, H. L. McWilliams, Sophia L. Mitchell, Mrs. Sadie Morris, Jas. R. Nagel, Blanche May Nixon, M. Agnes Prewitt, Ruby F. Ross, Eunice L. Schofield, Louisa Stout, Mayme Sears, A. P. Shibley, Rosanna M. Varney, Margaret A. Werner, Addie Wilcox, D. Gertrude Willet, Forest B. Wilson, Rowena Young.

\*Deceased

## STUDENTS OF SUMMER SESSION, 1905.

Abernathy, Lottie	St. Francisville	Brewer, Basil	Kirksville	Culler, Frank	Epworth	Fitzpatrick, Ella	Monroe City
Adams, Coral	Kirksville	Bridges, Grace	Schuyler	Cupp, Dimple	Kirksville	Fleak, Frank C.	Hurdland
Adams, Wallace	Kirksville	Broadhurst, Cyrus	Kirksville	Curl, Susie	Greencastle	Flynt, Orrie	Hallsville
Adkisson, Ella	Moberly	Brown, J. Lewis	New Mexico	Danford, Marie	Hatfield	Foglesong, Jennie	Greentop
Allen, E. Alta	Memphis	Brown, M. O.	Marion	Davis, Lucie B.	Maryville	Foncanan, Alice	Kirksville
Allen, Grover C.	Memphis	Buck, Flora	Kirksville	Deckard, Artee Edyth	Eagleville	Foster, W. E.	Palmyra
Alexander, Tom	Kirksville	Burke, Lottie	Skidmore	Deckard, Dollie	Eagleville	Funk, F. H.	Kirksville
Alkire, Maude	Oregon	Burnside, J. A.	Miami	DeTienne, Cornelia	Vandalia	Funk, Opal	Kirksville
Baltzell, Jennie	Deer Ridge	Butler, Nelle	Arbela	DeTienne, M. Louise	Vandalia	Furnish, Mollie	Paris
Ballenger, Zula	Kirksville	Campbell, Ralph R.	Kirksville	Deyoe, L. Jennie	Ravanna	Furnish, Pearl	La Belle
Banks, Chas.	Avalon	Capps, Arlie	Stahl	Divers, Sula	Auxvasse	Garrett, Minnie	Kahoka
Barker, Ray	Kirksville	Carpenter, Lucy	Centralia	Dobyns, Vivian	Shelbina	Garrison, Homer A.	Bethel
Bartholomew, Mabel	Kirksville	Carter, Ethyl	Moberly	Doscher, Chester H.	Lewistown	Gebhart, Mrs. Ethel	Kirksville
Bartlett, Harriet	Latham, Kansas	Carter, Ida	Coffeyburg	Douglass, Russie	Mexico	Gehrke, Emma L.	Kirksville
Barron, Lizzie	Derby, Iowa	Cassidy, Mollie	Kimmswick	Dragoo, Gertrude	Roekport	Geno, Ola	Pattonsburg
*Barron, Virgil	Derby, Iowa	Caton, H. L.	Bucklin	Dulany, Fanny	Hannibal	George, Kathryn	Memphis
Baughman, Rosa	Omaha	Chappellear, Bertha	Oregon	Dunham, Cassie	Kirksville	Gibson, Nettie	Wheeling
Baum, John	Rosendale	Cleaver, Mary	Perry	Dunham, Nora	Kirksville	Gilbert, Ethel M.	Hamilton
Beardsley, C.G.	Kirksville	Clymans, Capitola R.	Bevier	Dyer, May F.	St. Paul	Giles, Cora	McFall
Beattie, J. C.	Whitesville	Clymans, Susan A.	Bevier	Eaves, Bertha	Hillsboro	Gillinger, Ethel	Quitman
Bell, Albert R.	Kirksville	Cochran, Erma	Lathrop	Edwards, Agnes	La Plata	Gilson, Wm	Kirksville
Benning, Emma	Canton	Cochrum, Ethel	Kirksville	Edwards, C. R.	Lincoln	Glennon, Mamie	Kahoka
Benning, Mary N.	Canton	Coe, Erle	Kirksville	Eisiminger, C. C.	Fillmore	Goldberg, Elsa	Kirksville
Berger, Allen	Middlegrove	Coen, Anna	Bucklin	Eisiminger, Hallie	Fillmore	Golden, J. C.	
Berger, Elvira	Middlegrove	Coen, A. J.	Bucklin	Eisiminger, W. R.	Fillmore	Goode, Zetta	Kirksville
Biggs, Sue	Laddonia	Conn, Virginia	New London	Eldridge, Abbie	Clear Lake, Iowa	Gosnell, Mrs. Georgia	Knox
Bigley, Bertha	Kirksville	Coppers, A. E.	Hurdland	Ellwood, Leora	Lathrop	Gottren, Cora	Steffenville
Blackwell, Clara L.	Kirksville	Corlett, Eva	Joplin	Elsa, Grace	Atlanta	Gray, Myrtle	Atlanta
Blackwell, Emma	Kirksville	Cornett, Bracy V.	Linneus	Erwin, Gussie	Houston	Gray, R. D.	Atlanta
Blanset, Ethleen	Higbee	Cornett, Winnie D.	Linneus	Erwin, Gussie	Houston	Greer, M. Olive	Kirksville
Boaz, Lena	Perry	Corner, Bessie	Laddonia	Evans, Mildred	Granger	Greiner, Ottie M.	Kirksville
Bonnett, C. E.	Gallatin	Costolow, T. A.	Kirksville	Fanning, Ola	McFall	Griffiths, Hannah	Dawn
Boucher, M. D.	Atlanta	Cox, Mabel S.	Kirksville	Featou, Camie	Lancaster	Griffiths, Mary E.	Dawn
Boyer, Nettie	Festus	Craig, Carrie	Smithville	Fielden, Dora	Success	Guthrie, Mamie	Tarkio
Bramhall, Jessie	Mendota	Creeelius, Margaret	Mehlville	Finegan, Retta	Kirksville	Hale, Bessie	Kirksville
Brandes, Lulu	Moscow Mills	Crockett, Ellen J.	Hamilton	Fisher, Elsie V.	Pattonsburg	Hall, S. M.	Clarence
Brashear, Eugene	Kirksville	Culler, Alva	Epworth	Fitzpatrick, Agnes	Monroe City	Hamilton, Nellie	Atlanta

Hampton, Myrtis	Triplett	Killebrew, Lena	Durham	McMichael, Hazel	Kirksville	Perin, Coral	Queen City
Hardy, Mary	Booneville, Miss.	King, H. J.	Revere	McWilliams, Nellie	Kahoka	Perry, Myrtle	Shelbyville
Haroff, Sue C.	Lamoni	Kintner, Nina M.	Bethany	Middleton, Edna Mae	Unionville	Pickler, Mrs. Ida	Kirksville
Harris, G. May	Wyaconda	Kirkendall, Guy L.	Lewistown	Miller, Annie	Hybrid	Pierson, Demar	Ridgeway
Havenor, Della	Kirksville	Knight, L. Fay	Milan	Miller, Chas. W.	Baring	Pittman, Mattie	Linneus
Hawkins, Edna	Festus	Krewson, W. C.	Memphis	Miller, C. M.	Memphis	Pool, W. O.	Williamstown
Hayse, Mollie	Tina	Kropp, Eldina	Lancaster	Miller, Fanny	Kirksville	Post, Frances E.	Kirksville
Heckenlively, Kate	Darlington	Kurtz, Roxie	Wyaconda	Miller, J. A.	Lemonville	Powell, Bess	Kirksville
Henderson, Eliza J.	McFall	Lair, O. E.	Green City	Miller, Lucile	Bridger, Montana	Powell, Charity	Kirksville
Hendrikson, Clara	St. Joseph	Lakin, E. T.	Kahoka	Mitchell, Anna	Licking	Powell, Ernest	Kirksville
Henry, Flo. E.	Cole Camp	Lane, Laura	Kirksville	Moats, Lottie	Villisca, Iowa	Quigley, Grace	Gilman
Hinebaugh, Ethel	Madison	Lanning, C. W.	Rosendale	Montgomery, G. A.	Monroe City	Quinn, Clara	Brashear
Hininger, Blanche	Blythedale	Larson, Carolina	Bueklim	Moore, Eula	Kirksville	Randall, Nellie	Kirksville
Holloway, West	Kirksville	Lewis, Lura	Canton	Moore, Evelyn	Festus	Rea, Grace	Lathrop
Holtzapple, Lillie J.	Cameron	Lilly, J. C.	Moberly	Moore, J. C.	Hurdland	Reese, Madge	Bueklim
Horn, I. M.	Wyaconda	Lindley, Raehael	Moberly	Morgan, Edith	Bethany	Redmon, Margaret	Kirksville
Horton, Ernest	Martinsburg	Lindsey, Ethel	Maywood	Morris, Pearl	Whiteside	Reid, Bertie	Foley
Hughes, Ruth	Bevier	Loomis, Lurah	Kirksville	Morris, Ruby	Whiteside	Reinhard, Mary	St. Louis
Hulen, G. Arthur	Lancaster	Lowe, Belle	Chillioeth	Morris, Thos. A.	Tulvania	Reynolds, J. B.	Green City
Hume, C. R.	Kahoka	Lusk, Lu	Kirksville	Moser, Evalina	Saxton	Rhodes, Elva G.	Grant City
Humphrey, P. B.	Downing	Lynn, Maggie	Kirksville	Munn, Bessie	Kirksville	Rice, Lura	Brashear
Hunt, O. R.	McFall	Lyon, Hattie	Kirksville	Murdock, John R.	Lewistown	Richardson, Etta	Cairo
Hupe, J. H.	Truxton	Lyon, Ona	Miama	Murphy, Adah	Kirksville	Riggs, Grace	Fairport
Hupe, W. F.	Montgomery	Maddox, J. S.	Doniphan	Murphy, J. Patriek	Festus	Riley, Alice D.	Brunswick
Hussey, Anna	Lathrop	Maloney, Madonna	Macon	Murphy, Minnie	Kirksville	Rinaman, Walter	Troy
Hutton, C. E.	Blythedale	Manning, F. D.	College Mound	Murphy, W. C.	Festus	Robbins, Olive	New Boston
Hutton, Mrs. C. E.	Blythedale	Manning, Jennie	College Mound	Nance, F. B.	Pattonburg	Roberts, C. A.	Revere
Jamison, G. H.	Green City	Marksbury, T. B.	Moravia, Iowa	Neal, Mamie	Vandalia	Roberts, Mary	Centralia
Johann, Agnes	Canton	Marston, Edith	Kirksville	Nelson, Harriet C.	Revere	Rodgers, Ethel	Milan
Johnson, Lillian	La Plata	Mastin, Elsie	Ravanna	Nelson, O. A.	Revere	Rodgers, Maude	Shawnee, Oklahoma
Johnston, Caltha	Kirksville	Maupin, Nona	Shelbina	Newman, A. J.	Turner, Ky.	Rogers, Lizzie	Lentner
Jones, Bettie	Quitman	McBride, Vena	St. Catherine	Nichols, Bertha	Memphis	Rosser, Cala	Rush Hill
Jones, E. O.	New Boston	McCall, Luther C.	Martinsburg	Nighswonger, T. E.	Jamesport	Rutherford, Frances	Revere
Jones, Irene	New Cambria	McClanahan, Maude	Harris	Noel, Bertha	Unionville	Sandry, Bertha	Green City
Jones, J. P.	Vienna	McClain, Ella	Williamstown	Nolan, Lizzie	St. Catherine	Sandusky, Anna	Greentop
Jones, Maude	Kirksville	McCool, Mary	Pattonburg	Northcraft, Elizabeth	La Belle	Sanford, C. G.	Newark
Jones, Roberta	Kirksville	McCormick, Ila	Chillioeth	O'Briant, Mae	Glenwood	Saunders, Lottie	Leonard
Jordan, Frances	Montgomery	McCormick, J. M.	Chillioeth	Osborne, L. W.	Kirksville	Scott, Susie	Blythedale
Kellar, Eulah	Montgomery	McCrary, Berta	Paris	Paden, Martha D.	Shamrock	Seaman, Clyde W.	Knox City
Kellar, Mayme	Montgomery	McDonald, Grace	Rutledge	Pancost, Blanche	Marceline	Sears, Margaret	Wyaconda
Kelley, Wallace	Moberly	McDonald, Jessie	Rutledge	Parshall, Lulu M.	Quitman	See, Sam	Shelbina
King, W. N.	Thompson	McHargue, Mamie	Galt	Patton, Edna	Macedonia, Iowa	Shafer, Miss Clara	Hannibal
Kirk, Robt. L.	Aberdeen, S. D.	McKee, Helen F.	Wayland	Patton, Josephine	Renick	Shibley, Ethel	Gorin
Kirk, Victor	Kirksville	McKenzie, Edna	Kirksville	Pence, Guy	Pleona	Shoop, Bertha	Green City

Shoop, Raymond	Green City	Steiner, Wm. L.	New Haven	Treasure, J. F.	Cameron	Walton, Myrta	Carrier
Shoop, W. W.	Green City	Stephens, Mary	Kirksville	Trippier, Rose	Linneus	Warren, Estella	Wheeling
Shreekengaust, C. W.	Pattonburg	Stone, C. R.	St. Joseph	Trotter, Pearl	Jameson	Wayman, Olave	Princeton
Sims, Bess	Centralia	Stuart, Edna	Wellsville	Truitt, Bertie	Kirksville	Welsh, Maude	Queen City
Sipple, E. M.	Bucklin	Stukey, Grover	Millard	Truitt, C. G.	Kirksville	Wells, W. M.	Lucerne
Sipple, L. B.	Kirksville	Swanson, A. M.	Greentop	Tye, T. H.	Locksprings	Weyand, Mary C.	Kahoka
Sitton, Kate	Argentville	Sweany, Myrtle	Jameson	Vandike, J. M.	Axtel	Whitton, Emma	Downing
Smith, Mrs. Lizzie	Higbee	Tall, Christine		Van Horne, Earl	Auxvasse	Wieland, W. G.	Memphis
Smith, Florence	Elsberry	Thomas, Dorothea	Oregon	Vansickel, J. G.	Kirksville	Williams, Anna B.	Lewistown
Snidow, Bertha T.	Mexico	Thomas, Iola	Sontag, Va.	Varney, Rose	Goss	Williams, M. R.	Indian Creek
Smith, Margaret	Monticello	Tiller, Delora	Winfield	Varnon, Katherine	Mexico	Wilson, Flora	Luray
Snyder, H.	Kirksville	Thomas, Sula A.	Sontag, Va.	Vaughn, Chester A.	Kirksville	Wirth, Katherine B.	Lancaster
Speer, Fae	Kirksville	Tippett, Iva	Kirksville	Vaughn, M. B.	Monroe City	Wood, Glenn	Holliday
Speer, Ray	Kirksville	Tippett, Jas.	Kirksville	Wagner, Leslie	Middletown	Woods, Birch	St. Louis
Stamper, Mattie	Greentop	Tolle, Frank	Bethel	Walker, Cora L.	Triplett	Wright, Maude	Gower
Starrett, Alice	Stanberry	Tolson, Henrie	Kirksville	Walkup, Ethel	Colorado Springs	Zeigler, C. P.	Zig
St. Clair, Fannie	Wyanconda	Toothaker, Elva	Chula	Waller, Alice	Paris	Zentz, Grace	Pattonburg
St. Clair, Robt	Wyanconda	Toothaker, L. A.	Chula	Walton, Grover	Kirksville		*Deceased.

## STUDENTS OF 1905-06.

SEPTEMBER TO MAY INCLUSIVE.

Abernathy, Luella	St. Francisville	Atkinson, Malcom D.	Kirksville	Barker, V. H.	Kirksville	Berger, Eolian	Middletown
Adams, Fannie	Harris	Aydelotte, Mabel	Kirksville	Barrett, Fred M.	Skidmore	Bier, Mary	Greencastle
Adams, Coral	Kirksville	Bacon, Walter	Kirksville	Bartholomew, Mabel Chandler	Oklahoma	Biggestaff, Margaret	Plattsburg
Adams, Ray	Bucklin	Bagley, Arthur	Saline	Baughner, R. A.	Bucklin	Bigley, Bertha	Kirksville
Adams, Wallace	Kirksville	Bailey, Jessie E.	Kirksville	Baum, J. L.	Rosendale	Birkett, J. L.	Chula
Adams, Will R.	Kirksville	Bailey, Leonard	Kirksville	Baum, John	Rosendale	Blake, Harry	Roanoke
Alexander, Nell	Paris	Bailey, Loa	Kirksville	Bayley, Florence	Knox	Blake, Ethel	Sperry
Alexander, Tom	Kirksville	Bailey, May	Kirksville	Beard, E. J.	Exline, Iowa	Bohon, Mertie	Ewing
Allen, G. B.	Whitesville	Bailey, Nellie	La Plata	Beardsley, Chas. G.	Kirksville	Bondurant, John R.	Kirksville
Allen, Hugh	Steffenville	Baker, Louis	Ethel	Beattie, J. C.	Whitesville	Bonnett, C. E.	Gallatin
Allen, June B.	Kirksville	Ball, Bert O.	Revere	Beatty, Byron H.	Kirksville	Botts, C. Elmer	Novelty
Allison, G. S.	Kirksville	Ball, Calla	Curryville	Beatty, Mary E.	Kirksville	Botts, Jennie	Novelty
Allison, J. C.	Kirksville	Ballew, H. C.	Mill Grove	Beckner, A. F.	Knox	Botts, Mabel	Hurdland
Alverson, Rochelle	Paris	Baltzell, John E.	Deer Ridge	Beckner, H. S.	Rutledge	Botts, Nellie	Novelty
Anderson, Mattie	Ewing	Banks, Chas.	Avalon	Beeks, Aema	Hatfield	Bowles, Fay	Emerson
Anspach, Orland	Touchet, Washington	Banks, J. L.	Maywood	Beeler, Noah	Glenwood	Bowman, Irene	Kirksville
Applegate, Daisy	Frankford	Banks, Tessie L.	Maywood	Bennett, Stella	Chatsworth, Illinois	Boyer, Anna	Festus
Armold, Agnes	Kirksville	Banks, T. L.	Emerson	Benning, Archie	Kirksville	Bradley, Jennie	Goldsberry
Armstrong, Willie Sue	Comanche, Texas	Banning, W. J.	Kirksville	Benning, C. T.	Canton	Braffett, Virgil	Mill Grove
Arnold, Arthur F.	Downing	Barker, Pearle	Kirksville	Berger, Allen	Middletown	Bragg, Florence	Kirksville
Atherton, Blanche	Kahoka	Barker, Roy	Willmathville	Berger, Elvira	Middletown	Bragg, Oda	Kirksville

Bragg, Ora	Kirkville	Cassity, Raleigh	Milan	Cupp, Dimple	Kirkville	Emberson, Lucy R.	Kirkville
Bramhall, Jessie	Mendota	Chadwell, Neita C.	Kirkville	Curl, Ralph B.	Greencastle	Emerson, Carrie	Hurdland
Brand, Hannah	Osborn	Chambers, G. C.	La Plata	Curl, Susie	Greencastle	Emerson, Nora	Hurdland
Brasfield, Florence	Unionville	Chambers, Ida	La Plata	Dabney, Edith	Atlanta	Epperson, Ora Joe	Lacrosse
Brashear, Eugene	Kirkville	Chaney, Carrie	Granger	Daggs, L. V.	Arbela	Eubank, Esther	Kirkville
Brashear, Minnie	Kirkville	Chrisman, Flossie	Lagonda	Daly, W. E.	Browning	Eubank, Waverly	Cox
Brenz, Della	Kirkville	Chrisman, Roy	Lagonda	Daugherty, Bessie L.	Kirkville	Evans, Anna	Kirkville
Brewer, Basil	Kirkville	Clauson, G. E.	Knox	Daugherty, Blanche	Kirkville	Evans, Nellie	Eagleview
Brewer, Fannie	New Cambria	Clough, Orville C.	Wyaconda	Davis, Ben	Ethel	Evans, E. M.	Cairo
Brightwell, J. L.	La Belle	Clough, Robt. S.	Wyaconda	Davis, Earl	Bible Grove	Fahringer, Sadie	Novelty
Bristow, Bessie K.	Monroe	Cochran, Ada	Cainesville	Davis, E. E.	Kirkville	Feather, Katherine	Ogallala, Nebraska
Brookhart, Daisy	Ozen	Cochran, Grace	Wright, Iowa	Davis, Fannie	Princeton	Field, Clara	Kirkville
Brown, M. O.	Ewing	Cochran, H. G.	Wright, Iowa	Davis, Fern	Davis City, Iowa	Fielden, Dora	Success
Brown, Sallie	Kirkville	Cockrell, Varda	Bozeman, Mont.	Davis, Glen	Princeton	Fields, W. L.	Reger
Brown, Sylvia	Kirkville	Cockrum, Ethel	Kirkville	Davis, T. M.	Bucklin	Fife, Bertha	Unionville
Browning, Gladys	Kirkville	Goffman, Edith	Hybrid	Davisson, Olive	Novinger	Finegan, Ava	Kirkville
Bruce, Corinth	Chillioothe	Comer, Lonzo	Hurdland	Day, Flora E.	College Mound	Finegan, Vera	Kirkville
Buchanan, Mattie	Spickard	Cone, Ada	Milton, Iowa	Dean, Charlie	Clarence	Fish, A. V.	Kirkville
Buchanan, S. Finess	Kirkville	Conlee, Olive	Kahoka	Delaney, Nellie	Paris	Fish, Clarence	Kirkville
Buck, E. H.	Kirkville	Conn, Bessie	New London	Dent, Virgil	Emerson	Fish, Elsie	Kirkville
Buck, Lydia L.	La Crosse	Conn, Virginia	New London	De Witt, Eula	Reger	Fish, Melvin	Kirkville
Bucklew, Lillian	Stanberry	Coon, Ira B.	Mill Grove	Deyoe, L. Jennie	Lucerne	Fish, Walter E.	Kirkville
Buhl, Frank	Hurdland	Coppers, A. E.	Knox	Dickerson, Partha	Livonia	Fishback, Hettie Lee	La Belle
Burch, E. A.	Clearmont	Corner, Bessie	Ladonia	Dickson, Grace	Kirkville	Fishback, Nettie	La Belle
Burgess, Merl	Kirkville	Cornett, Bracy V.	Linneus	Dobyns, Vivian	Shelbina	Fisher, Verna	Willmathville
Burnett, Dee	Lewistown	Cornett, Winnie D.	Linneus	Dodson, Bijou	Kirkville	Flagler, Isabel	Frankford
Burris, Ora F.	Kirkville	Corumesser, B. L.	Kirkville	Dodson, Lena B.	Kirkville	Fleak, Frank C.	Hurdland
Burton, W. Arnold	Moberly	Correll, Verna	Cameron	Dodson, M. Aileen	Kirkville	Fleak, Mae	Hurdland
Busby, Clyde	Quitman	Costolow, Evert	Kirkville	Doneghy, Dagmar	Kirkville	Foneanon, Alice	Kirkville
Butler, Cassie	Arbela	Costolow, T. A.	Kirkville	Dougherty, J. M.	Higbee	Foneanon, Grace	Kirkville
Butler, Nellie	Arbela	Cousins, Anna	Mill Grove	Dowell, Goldie	Ethel	Fones, Grace	Joplin
Buzard, Nellie	Kirkville	Craig, Carrie	Smithville	Downing, Ola	Kirkville	Ford, A. B.	Kirkville
Buzard, Virgil	Kirkville	Crawford, Artye	Brashear	Downing, S. Carrie	Newark	Foster, Lea C.	Monterey, Iowa
Byrne, Minnie	Kirkville	Crawford, Clara	Clarksdale	Drace, A. C.	Keytesville	Foster, W. E.	Palmyra
Calvert, O. E.	Revere	Crawford, D. Lyda	Atlanta	Drake, Nettie	Memphis	Fowler, Philip	Kirkville
Campbell, David	Hurdland	Crawford, Marlie	Browning	Dunham, Bertha	Kirkville	Frank, Glen	Kirkville
Campbell, Ella	Hedge City	Crawford, M. E.	Atlanta	Dunham, Nora	Kirkville	Fraze, Stanley	Kirkville
Campbell F. E.	Moulton, Iowa	Crawford, Pearl A.	Atlanta	Dye, Lee	Kirkville	Freeland, Nellie	Shelbina
Carlisle, O. E.	Auxvasse	Crebs, Ella	Kirkville	Edwards, Clayton	Lincoln	Fritz, Jesse	Azen
Carnahan, E. L.	Atlanta	Creek, Edna	Kahoka	Eisiminger, C. C.	Fillmore	Fritz, Lena	Azen
Carothers, Carl	Kirkville	Criger, Agnes	Red Lodge, Montana	Eisiminger, W. R.	Fillmore	Fugate, Leroy	Greentop
Carothers, Edith	Kirkville	Crump, Maud	Greencastle	Elmore, Isabel	Kirkville	Fuller, E. T.	Holliday
Carter, Isabelle	Kirkville	Culler, Frank	Shelbyville	Elliott, Lowell	La Plata	Fuller, Lena	Kirkville
Case, Susan	Humphreys	Cummins, Alice	Greentop	Emberson, Agnes	Kirkville	Fuller, Nelle	Kirkville

Funk, E. A. ....	Kirksville	Harris, Albert .....	Milan	Hull, Carl .....	Kirksville	Lake, Paul .....	New London
Funk, Opal .....	Hurdland	Harris, Grace Mae .....	Wyaconda	Hull, Clinton Earl .....	Kirksville	Lakin, E. T. ....	Kahoka
Furnish, T. J. ....	Paris	Harris, Margaret .....	Wellsville	Humphrey, P. B. ....	Kirksville	Lambert, Fanny .....	Purdin
Galland, Hattie .....	Revere	Harvey, M. T. ....	Kirksville	Hungerford, Barbara .....	Kirksville	Lanning, C. W. ....	Rosendale
Garlock, J. G. ....	Gibbs	Havenor, Della .....	Kirksville	Hungerford, Grace .....	Kirksville	La Rue, Imogene .....	Glenwood
Garwood, Hyla .....	Butte, Montana	Havenor, Wallace .....	Kirksville	Hunt, Olive .....	Kirksville	Layton C. C. ....	Weston
Gaston, Helen M. ....	Keokuk, Iowa	Hawkins, Edna .....	Hematite	Hunt, W. H. ....	Owaco	Lear, Virginia .....	Kirksville
Gebhart, Mrs. D. R. ....	Kirksville	Hay, Geo. ....	Gibbs	Hurd, Laura .....	Perry	Lewis, Edith .....	Dawn
Gentry, A. A. ....	Millard	Hayes, Pearl .....	Shafter	Israel, G. B. ....	Kirksville	Lilly, J. C. ....	Moberly
Gibson, Clara .....	Kirksville	Hays, Ralph .....	St. Catherine	Jackson, Vietor .....	Marceline	Linder, Earl .....	Kirkville
Giffon, Wm. C. ....	Kirksville	Head, Jennie .....	Browning	Jenkins, Bay .....	Willmathville	Lindsay, Roy .....	Gilman
Goff, Pearl .....	Arbela	Heaton, James M. ....	Sorrell	Jobson, Katherine .....	Lingo	Linhart, Walter .....	Browning
Goldberg, Elsa .....	Kirksville	Hendriksen, Clara .....	St. Joseph	Johnson, Albina .....	Kirksville	Link, Anna .....	Kirksville
Goldberg, Senta .....	Kirksville	Hillyer, Basil .....	Kirksville	Johnson, Clara .....	Shibley's Point	Link, Vergil .....	Kirksville
Goode, Dori W. ....	Kirksville	Hinckliffe, Chas. B. ....	Columbus, Wisconsin	Johnson, Clate .....	Monterey, Iowa	Lionberger, Beulah .....	Memphis
Goode, Zetta .....	Kirksville	Hinkson, Harvey .....	LaBelle	Johnson, Fay .....	Monterey, Iowa	Lionberger, Hugh .....	Memphis
Goodwin, James .....	Knox	Hiskett, F. N. ....	Chilliothe	Johnson, Marie .....	Bucklin	Lionberger, Pearl .....	Memphis
Gorrell, Shirley .....	Kirksville	Hoff, J. H. ....	Mt. Hope	Johnson, Ralph A. ....	Ioka, Iowa	Lofte, Carrie .....	Hurdland
Gray, William .....	Britton, Canada	Hofsess, Myrtle .....	Benton City	Johnston, Caltha .....	Kirksville	Loftiss, Minnie .....	Kirkville
Gregory, Shelton .....	Kirksville	Hollerof, W. H. ....	St. Mary, Ohio	Johnston, Cecil .....	Kirksville	Long, John .....	Echo
Green, Mary A. ....	Florida	Holloway, Ina E. ....	Kirksville	Johnston, Leon S. ....	Kirksville	Long, Orville .....	Kirkville
Green, T. Jennie .....	Kirksville	Holloway, Lora .....	Kirksville	Jones, E. O. ....	New Boston	Loomis, Lurah .....	Kirkville
Grimstead, Louie .....	Cantril, Iowa	Holloway, Ola .....	Kirkville	Jones, J. L. ....	Kirkville	Lore, M. F. ....	Kirkville
Gromer, Lucy .....	Pattonburg	Holloway, Keith .....	Brashear	Jones, Nellie .....	Kirkville	Lorenz, Bess .....	Kirkville
Gryder, Minne .....	Kirksville	Holloway, West .....	Kirkville	Kaigheu, Della .....	Kirkville	Louderback, Walter .....	Kirkville
Guffey, Dow .....	Kirkville	Hollowell, Mrs. Lillie .....	Queen City	Kaser, Lula .....	Kirkville	Lovelace Rose .....	La Geger
Gunnels, Sarah .....	Elmer	Holman, Addie .....	Kirkville	Kelley, Carrie E. ....	Breckenridge	Lovell, Nancy .....	Rever
Guthrie, Ethel .....	St. Francisville	Holmes, Opal D. ....	Novelty	Kelley, T. Wallace .....	Moberly	Lowe, Belle .....	Chillicothe
Gutshall, Beulah .....	Gilman	Holton, Scott .....	Kirkville	Kent, C. W. ....	Green City	Lowry, Fay .....	Frankford
Gutshall, Limmie .....	Gilman	Hook, Rolla .....	Kirkville	Keyte, I. Allen .....	Kirkville	Lusk, Lu .....	Kirkville
Gutshall, Wm. ....	Gilman	Hopkins, B. R. ....	Brashear	Kilbourn, O. C. ....	Laredo	Lusk, May .....	Kirkville
Guy, Rilla M. ....	Kirkville	Hopper, Em. O. ....	Forest City	Kimbrough, Lillian .....	Blue Ridge	Lyon, Ola Fay .....	Kirkville
Hagan, Allie .....	Laddonia	Hopson, Blanche .....	Kirkville	King, H. J. ....	Revere	Mahan, Mabel .....	Centralia
Hale, Mabel .....	Thermopolis, Wyoming	Horn, I. M. ....	Wyaconda	Kintner, Nina .....	Bethany	Malone, Mabel .....	Kirkville
Halladay, Vergil .....	Kirksville	Horton, E. L. ....	Benton City	Kirk, Mary .....	Kirkville	Markey, Ila M. ....	Kirkville
Halliburton, Opal .....	Cairo	Horton, Ernest .....	Benton City	Kirk, Pauline .....	Kirkville	Markey, Opal .....	Hurdland
Hamrick, Nelle .....	Butte, Montana	Hosey, Carrie .....	Atlanta	Kirk, Victor .....	Kirkville	Marlette, Ernest .....	Kahoka
Hanks, Cyrus A. ....	La Plata	Howey, Earl W. ....	Kirkville	Kirtley, Iva .....	Utica	Marshall, Elton .....	Avalon
Hardin, W. T. ....	Hallsville	Hoyt, Carrie .....	Dawn	Kirtley, Mae .....	Utica	Marston, Agnes .....	Kirkville
Harle, Iva .....	Kirkville	Hoyt, Grace .....	Dawn	Knight, L. Fay .....	Milan	Martin, Howard .....	Kirkville
Hardman, J. H. ....	Edina	Hudson, Frank .....	Melbourne	Knott, Ethel .....	Kirkville	Martin, Ruth .....	Kirkville
Hardy, Mary .....	Booneville, Mississippi	Huebsch, Margaret .....	Monroe	Kraus, Mabel .....	Gorin	Martz, Del .....	Kirkville
Harrington, E. L. ....	Bucklin	Hughes, J. M. ....	Dawn	Laird, Olive .....	Kirkville	Mason, Bertha .....	Tullvania
Harrington, Vera Layne .....	Kirkville			Lake, Iona .....	New London	Mathews, Bertha .....	Revere

Mathews, Irma	Revere	Mitchell, Sophia	Atlanta	Novinger, Jesse R	Danforth	Reger, Euna G	Reger
Mauk, S. F.	Princeton, Indiana	Moats, Lottie	Willisea, Iowa	Nutter, Linnie	Cowgill	Reiger, Archie	Kirkville
Mayfield, L. P.	Boring	Moek, Myrtle	Plattsburg	Oberg, Grant	Osborn	Reinhard, Mary	St. Louis
Mayhugh, L. P.	Rothville	Modrell, Warren	Bloomfield, Iowa	Ogle, E. C.	Frankford	Reynolds, Ella C.	Cairo
McClain, Ella	Williamstown	Moore, Eula	Kirkville	Omen, E. F.	Bucklin	Rice, Anna	Kirkville
McClay, Irving	Kirkville	Moore, Jennie	Kirkville	Osborne, L. W.	Kirkville	Rice, Cleveland	Huntsville
McCool, Ethel	Pattonburg	Montgomery, Lillie	Kirkville	Owen, R. E.	Mill Grove	Ringo, Eugenia	Kirkville
McCool, Ocie B.	Pattonburg	Morgan, Grover	Monterey, Iowa	Owen, Ruby	Mill Grove	Robbins, Olive	New Boston
McCune, Beulah	Clark	Morgan, Mabel	Atlanta	Owens, Mollie	Novinger	Roseberry, Bertha	Kirkville
McCune, Pearl	Clark	Morrison, Alva	Jamesport	Payne, Cleta	Lewistown	Roseberry, E. F.	Hurdland
McDaniel, Stella	Laddonia	Morrison, Fred	Kirkville	Pease, May	Kirkville	Roseberry, Ethel	Kirkville
McDowell, Zena	Kirkville	Moses, Genevieve	Kirkville	Pemberton, J. M.	Armstrong	Ross, Aubry C.	Atlanta
McFadden, G. E.	Knox	Mudd, Bessie	Silex	Pence, Guy	Kirkville	Ross, Ruby	Atlanta
McGee, I. C.	Kirkville	Muder, Mabel	Kirkville	Petree, Addie	Rosendale	Rouse, J. E.	Deer Ridge
McKee, May	Peakesville	Mumma, Ben	Eagleview	Phifer, C. B.	Kirkville	Rouse, W. J.	Deer Ridge
McKenzie, Edna	Huron, Arizona	Munyon, Roy	Kirkville	Phipps, Paul E.	Ethel	Rutherford, Albert	Knoxville, Iowa
McKinney, J. H.	New Boston	Murphy, Ruby	Knox	Pierce, John G.	Mt. Hope	Rutherford, F. D.	Knoxville, Iowa
McMichael, Hale	Kirkville	Murray, Jessie	Bethany	Pierce, Stella	Hurdland	Ryan, Frances	Kirkville
McRae, Dora	Knox	Musson, Alvin B.	Kirkville	Pollard, Lillie M.	Kirkville	Sandry, Bertha	Greencastle
McReynolds, Bruce	Knox	Myers, Edgar	Kirkville	Pool, W. O.	Williamstown	Sanford, Clara	Knox
McReynolds, Carl	Knox	Myers, Maude	Kirkville	Poore, Mabel	Kirkville	Sanford, O. G.	Newark
McReynolds, Leila	Rutledge	Myers, May	Memphis	Porter, Dessie	Newark	Saturley, Ora	Ethel
McWilliams, Bertha	Downing	Nagel, J. R.	New Boston	Porter, Earl W.	Knox	Schiefelbusch, V. A.	Andover
McWilliams, Hettie	Downing	Nair, C. E.	Kirkville	Porter, Fay	Newark	Schofield, Eunice	Edina
McWilliams, H. L.	Hurdland	Nance, Eva	Pattonburg	Porter, Ira F.	Marceline	Schofield, Everett	Edina
McVay, Bessie	Gibbs	Nance, F. B.	Pattonburg	Porter, Iva	Marceline	Schwalbert, Wm.	Kimmswick
Middletown, Edna Mae	Unionville	Nason, Will P.	New Rochelle, New York	Post, Frances E.	Kirkville	Seifres, Chloe	Plano, Iowa
Miles, C. C.	Huntsville	Nebergall, J. E.	Hale	Powell, Bessie	Kirkville	Seifres, J. B.	Gorin
Millay, Edna	Kirkville	Neet, Edith	Humphreys	Powell, Charity	Kirkville	Scott, J. C.	Lemoenville
Millay, Gladys	Kirkville	Neet, Mamie	Humphreys	Purdin, Opal	Hurdland	Scott, Lillian	Canton
Miller, Ada	Hybrid	Nelson, Harriet A.	Revere	Putnam, Alta	Powersville	Scott, Nina M.	Hurdland
Miller, C. W.	Baring	Netherton, Julia	Jameson	Putnam, Sallie	Powersville	Sears, Mayme	Kirkville
Miller, Evelyn	Kirkville	Newman, A. J.	Turner, Kentucky	Putnam, Willis	Powersville	See, W. G.	Shelbina
Miller, Fanny	Kirkville	Nicholson, Mattie	Lathrop	Quigley, Grace	Gilman	Shanks, Nellie	Purdin
Miller, J. Albert	Lemonville	Nickerson, C. A.	Bucklin	Quigley, Stella	Gilman	Shewalter, Della	Triplett
Miller, Lucile	Bridger, Montana	Niermann, J. L.	Hamburg	Quinn, Clara	Brashear	Shibley, A. P.	Gorin
Miller, M. H.	Kirkville	Nixon, Blanche M.	Maryville	Ralston, Edna Mae	Queen City	Shoemaker, Floyd	Bucklin
Miller, Ola E.	Kirkville	Nooning, M. A.	Brashear	Randall, Macie	Kirkville	Shoop, Ida	Kirkville
Mills, Courtland	Kirkville	Northeraft, Edith	Kirkville	Randall, Nellie	Kirkville	Shous, Hallie	La Plata
Mills, Mabelle	Kirkville	Northeraft, Elizabeth	Kirkville	Rank, Agnes	Alvord	Shubert, Leslie	Kirkville
Mills, Warner	Kirkville	Northeraft, Lettie M.	Kirkville	Rank, Minnie	Alvord	Shuman, Margaret	Kirkville
Millsap, H. E.	Knox	Northeraft, Mary L.	Kirkville	Ransom, Mabel	Kirkville	Sideaner, Loyd	Lentner
Mitchell, Anna	Licking, Texas	Novinger, Grace	Kirkville	Redd, Ella Lou	Chillicothe	Simmons, Zona	Warren
Mitchell, Mildred	Hurdland	Novinger, Grover	Novinger	Redd, Georgia	Chillicothe	Sipple, Jessie M.	Kirkville

Skipper, Ira	Powersville	Taylor, Ray	Summer	Van Horn, Earl	Auxvasse	White, L. S.	Whitesville
Slacks, L. Percy	Kirksville	Terry, Dossa	Parker's Prairie, Minn.	Van Horn, Howard	Auxvasse	Whitesides, Sue	Thompson
Slacks, W. S.	Kirksville	Terry, Ona	Jameson	Van Horn, May	Auxvasse	Whitesides, Viola	Thompson
Sloan, A. E.	Kahoka	Thomas, Dora	Cameron	Van Meter, Kate	Kirksville	Wickizer, Olive	Tulsa, Ind. Ter.
Smith, Earl W.	Cantril, Iowa	Thomas, Dorothea	Oregon	Vansickel, M. E.	Stahl	Wiley, Carrie	Kirksville
Smith, Lottie T.	Enterprise	Thompson, Bertha	Brashear	Varnon, Katherine	Mexico	Wiley, J. W.	Kirksville
Smith, Margaret	Mont'cello	Thompson, Orion	Kirksville	Vaughn, Berthul E.	Kirksville	Willet, Gertrude	Kirksville
Snyder, H.	Kirksville	Thompson, Roy L.	Sue City	Vaughn, Floy	Kirksville	Wilson, Anna L.	La Belle
Spalding, Anna	Monroe	Thrasher, James	Seattle, Washington	Vaughn, Georgia	Monroe	Wilson, Arlie	Cantril, Iowa
Sparks, Minta	Shelb'g	Throckmorton, Lillie	LaBelle	Vaughn, Virgie	Kirksville	Wilson, C. E.	La Belle
Sparling, Mary	Kirksville	Tietge, Bernice	Marceline	Vaughn, Chester A.	Kirksville	Wilson, Don	Cantril, Iowa
Spreeker, Loree	Kirksville	Tinder, Bessie	Clark	Waddill, Alice	Kirksville	Wilson, Edna	Kirksville
Stagner, B. A.	Hale	Tinder, Neva	Clark	Waggener, L. G.	Kahoka	Wilson, Forest	Kirksville
Stanford, Ethel	Rush Hill	Titsworth, John R.	Kirksville	Wagner, Leslie	Middleton	Williams, Anna	Ewing
Starrett, Lena M.	St. Joseph	Tolbert, Alpha	Cora	Walker, Ethel	Cairo	Williams, Milton	Walnut
Stauterman, Eda	Moberly	Toothaker, Elva	Chula	Wall, Ottie	Rea	Williams, Oren O.	Yarrow
Stauterman, Frona	Moberly	Toothaker, L. A.	Chula	Wallace, Mrs. M. V.	Paris	Willis, M. E.	Kirksville
St. Clair, Rob't	Wyaconda	Tolson, Henrie	Kirksville	Ward, Frank	Kirksville	Wirth, Kathryn B.	Lancaster
Steiner, Wm. L.	New Haven	Towles, Jennie	Cairo	Ward, Mrs. Lillie	Coffeyburg	Wisdom, Earl	West Grove, Iowa
Stephens, Blanche	Kirksville	Towles, Mollie	Cairo	Wayman, Olave W.	Princeton	Wiseman, Minnie	West Grove, Iowa
Stephens, Claude E.	Kirksville	Townsend, Leta	Kirksville	Webb, C. Mclellan	Harris	Wood, H. T.	Holliday
Stephens, Jessie	Moberly	Troth, John	Memphis	Webber, Hugh	Memphis	Woods, Grace I.	Kirksville
Stephens, Mary	Kirksville	Troth, Maggie	Lawn Ridge	Weldon, Eva	Gilman	Woods, Mae	Brashear
Stephens, Portteus	Kirksville	Trower, John H.	Olney	Weldon, May	Gamma	Woods, Willie R.	Kirksville
Stewart, W. E.	Greentop	Tudor, Nellie	Dawn	Weldon, Moss	Gilman	Woodward, Ona	Yarrow
Stokes, Stanley	Kirksville	Tudor, Richard	Dawn	Wells, Nell'e	Lucerne	Worsham, Leila	Frankford
Stone, C. R.	St. Joseph	Turner, Bertha	Kahoka	Wells, W. M.	Lucerne	Wright, Betha	Kirksville
Stone, Erma Gene	Milan	Turner, Zola	Kahoka	Wenger, A. O.	Mt. Vernon	Wright, Mettie	Kirksville
Storm, Julia	Kirksville	Twyman, W. G.	Armstrong	Wenger, John	Kirksville	Wright, Myra	Goldsberry
Stufflebean, Myrtle	Kirksville	Tye, Brent	Pleasanton, Iowa	Werner, Margaret	Cameron	Wright, I. R.	Brashear
Stukey, Grover	Millard	Tye, Charles	Pleasanton, Iowa	West, Alice	La Belle	Wurth, Mrs. W. F.	Fairbury, Nebraska
Sturgeon, Lee	Hopkins	Tye, T. H.	Lock Springs	West, Carrie L.	Salisbury	Yeager, Faye	Luray
Sutter, John	Guthrie	Uhe, Elizabeth	Hurdland	West, Lora	Graysville	Young, Rowena	Kirksville
Swanson, H. G.	Greentop	Underhill, Garnett	Kirksville	Weyand, Charles	Kahoka		
Swearingen, R. W.	Wyaconda	Vance, Joy	Indianapolis, Indiana	Weyand, Mary	Kahoka		
Tannyhill, Elizabeth	Red Lodge, Mont.	Van de Sand, G. F.	Kansas City	White, F. E.	Bueklin		



FRESHMAN CLASS, 1905-06, FIRST SECTION.





FRESHMAN CLASS, 1905-6, SECOND SESSION.







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# WORKING CALENDAR.

1906-1907.

Classification of Students.....	Monday, September 10.
Classification Completed, Lessons Assigned.....	Tuesday, September 11.
Class Work Begins.....	Wednesday, September 12.
First Quarter Ends .....	Friday, November 30.
Second Quarter Begins .....	Monday, December 3.
Adjournment for Winter Vacation at 3:30 P. M., .....	Thursday, December 20.
Session Resumes.....	Thursday, January 3.
Second Quarter Ends.....	Friday, March 1.
Third Quarter Begins .....	Monday, March 4.
Field Day .....	Monday, May 13.
Baccalaureate Sermon .....	Sunday, May 19.
Graduating Exercises (Sophomores).....	Tuesday, May 21.
Graduating Exercises (Seniors).....	Wednesday, May 22.
Third Quarter Ends.....	Wednesday, May 22.
Fourth Quarter, "Summer School," Classification of Students .....	Tuesday, May 28.
Fourth Quarter, "Summer School," Class Work Begins.....	Wednesday, May 29.
Fourth Quarter, "Summer School," Closes.....	Thursday, August 15.