

# FIRST DISTRICT NORMAL SCHOOL BULLETIN



KIRKSVILLE, MO.      JUNE 1914

## WORKING CALENDAR

1914-15

Classification of Students .....	Wed., Sept. 9
Class Work Begins .....	Thurs., Sept. 10
Fall Term Ends .....	Wed., Nov. 25
Winter Term Begins .....	Tues., Dec. 1
Adjournment, Winter Vacation, 3:00 p. m. ....	Fri., Dec. 18
Session Resumes .....	Mon., Jan. 4
Winter Term Ends.....	Fri., Feb. 26
Spring Term Begins.....	Tues., Mar. 2
Baccalaureate Sermon.....	Sun., May 16
Year Closes. ....	Tues., May 18
Summer Term, Program Making .....	Wed., May 26
Summer Term, Class Work Begins.....	Thurs., May 27
Summer Term Closes.....	Fri., Aug. 6

## CONSULTATION DAYS

Tuesday, Sept. 8.  
Monday, Nov. 30.

Monday, March 1.  
Tuesday, May 25.

# BULLETIN

*of the*

## First District Normal School

KIRKSVILLE, MISSOURI

---

PROVIDED FOR BY ACT APPROVED MARCH 19, 1870  
LOCATED AT KIRKSVILLE, MO., DECEMBER 29, 1870  
OPENED AS FIRST DISTRICT NORMAL SCHOOL JAN. 1, 1871

---

JUNE 1914

VOLUME XIV

NUMBER 1

---

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

---

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

# BOARD OF REGENTS

## REGENT EX-OFFICIO

HON. WM. P. EVANS.....State Superintendent of Public Schools,  
Jefferson City.

## REGENTS APPOINTED

J. C. MCKINLEY.....Unionville  
E. C. GRIM.....Kirksville  
J. H. WOOD.....Shelbina  
C. W. GREEN.....Brookfield  
J. O. ALLISON.....New London  
BEN FRANKLIN.....Macon

\* \* \*

## OFFICERS OF THE BOARD.

C. W. GREEN.....President  
BEN FRANKLIN.....Vice-President  
E. C. GRIM.....Secretary  
V. J. HOWELL.....Treasurer

\* \* \*

## STANDING COMMITTEES

WOOD, ALLISON, FRANKLIN.....Executiv  
EVANS, GRIM, MCKINLEY.....Teachers

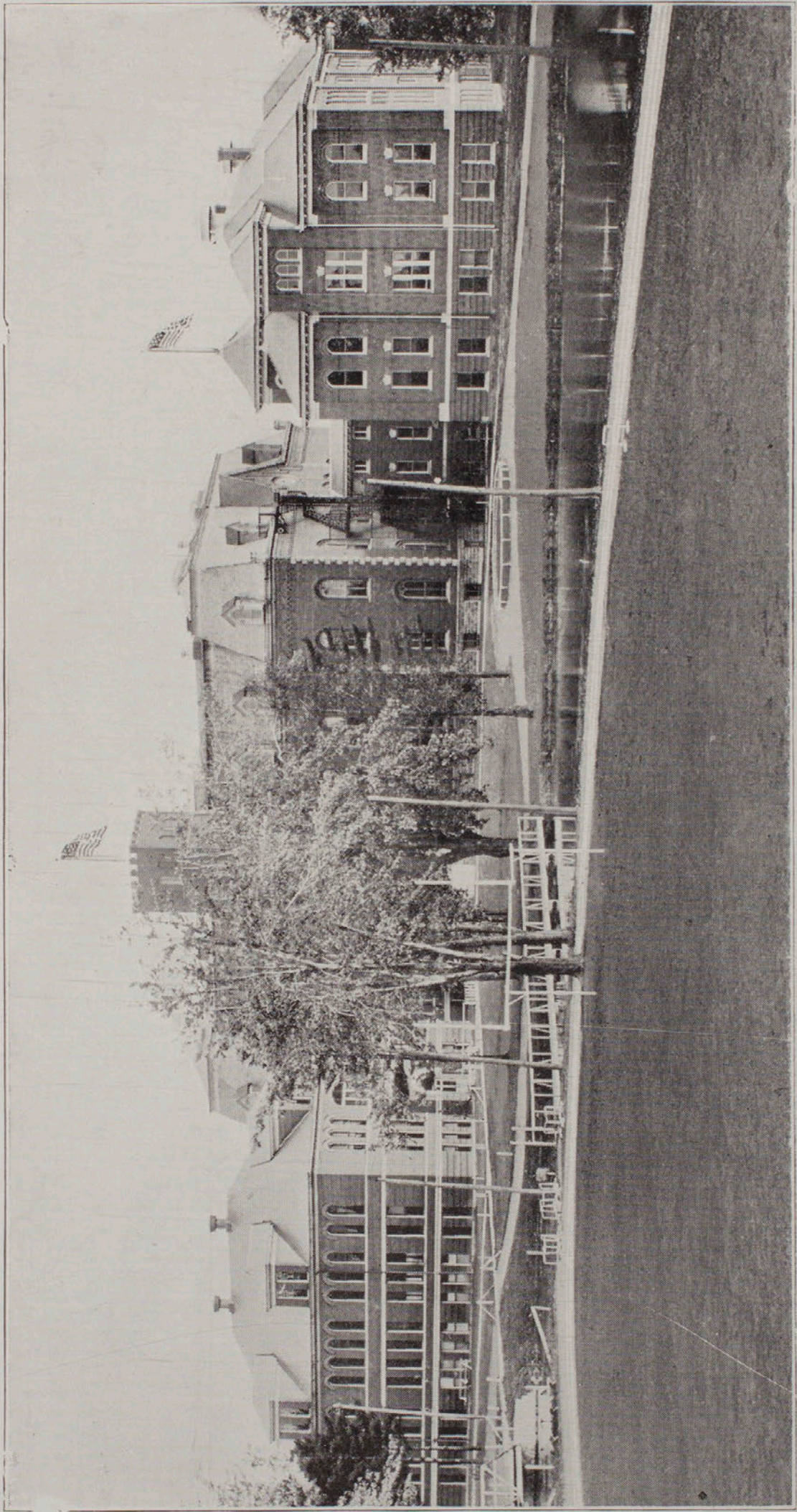
V  
378  
M69b  
1914

## FACULTY, 1914-1915

JOHN R. KIRK.....	President and Supervisor of Practice Schools
A. P. SETTLE.....	Dean of the Faculty and Professor of English
A. L. PHILLIPS.....	Associate Professor of English
WARREN JONES.....	Associate Professor of English
C. M. WISE.....	Associate Professor of English
.....	Associate Professor of English
J. W. HEYD.....	Professor of German
ELSIE NAGEL.....	Teaching Scholar in German
B. P. GENTRY.....	Professor of Latin
T. JENNIE GREEN.....	Associate Professor of Latin
E. M. MCGREW.....	Professor of Agriculture, Chairman Division of Agriculture
J. E. ROUSE.....	Associate Professor of Agriculture
W. T. REEVES.....	Laboratory Scholar in Agriculture
W. J. BRAY.....	Professor of Chemistry, Associate Professor of Agriculture
HERMAN CROOKSHANK.....	Teaching Scholar in Chemistry and Agriculture
EVERETTE CRAIG.....	Teaching Scholar in Chemistry and Agriculture
MYRTIE C. VAN DEUSEN.....	Professor of Home Economics
FLORA SNOWDEN.....	Associate Professor of Home Economics
.....	Teaching Scholar
J. S. STOKES.....	Professor of Physics and Physical Geography
.....	Teaching Scholar in Physics and Physical Geography
E. M. VIOLETTE.....	Professor European History, Chm. Division of History & Gov't
EUGENE FAIR.....	Professor of American History and Government
A. OTTERSON.....	Professor of Civics and History
J. L. KINGSBURY.....	Professor of Ancient History
MARGARET MCCAUL.....	Teaching Scholar
W. H. ZEIGEL.....	Professor of Mathematics
BYRON COSBY.....	Associate Professor of Mathematics
R. E. WHITE.....	Associate Professor of Mathematics
G. H. JAMISON.....	Associate Professor of Mathematics
MARK BURROWS.....	Professor of Commerce
VERA FINEGAN.....	Associate in Commerce
EDNA HAYS.....	Associate in Commerce
.....	Teaching Scholar in Photography
A. D. TOWNE.....	Professor of Manual Arts
GRACE LYLE.....	Professor of Fine Arts
LENA E. PATTERSON.....	Associate Professor of Fine Arts
O. A. PARRISH.....	Librarian
LULA CRECELIOUS.....	Assistant in Library Economics
META GILL.....	Library Assistant
HELEN GRAY.....	Library Assistant
.....	Night Assistant
.....	Night Assistant
.....	Cataloger
MRS. JO. WALKER HUMPHREY.....	Adviser of Women
.....	Trained Nurse
H. L. MCWILLIAMS.....	Professor of Physical Education for Men
LEOTA L. DOCKERY.....	Professor of Physical Education for Women
D. R. GEBHART.....	Professor of Music
J. L. BIGGERSTAFF.....	Associate Professor of Music
C. WIELAND.....	Associate Professor of Music
RENA GARRIOTT.....	Teaching Scholar
.....	Teaching Scholar
MARK BURROWS.....	Professor of Rural Education
L. B. SIPPLE.....	Field Specialist in Rural Education
FLORENCE M. LANE.....	Rural Education Expert
H. W. FOGHT.....	Adviser in Rural Education
THURBA FIDLER.....	Substitute in Rural Education
W. A. CLARK.....	Professor of Psychology and Education
SUSIE BARNES.....	Director of Practice School
EUDORA HELEN SAVAGE.....	Supervisor of English in Practice School
LAURIE DOOLITTLE.....	Supervisor of History and Geography in Practice School
IDELLA R. BERRY.....	Supervisor Primary Grades, Associate Professor Manual Arts
H. G. SWANSON.....	Supervisor in Practice School
.....	Supervisor in Practice School
HARRIET HOWARD.....	Supervisor in Kindergartern and Primary Grades
P. O. SELBY.....	Registrar and Secretary to President
MAE WILSON.....	Stenographer and Clerk
JOHN GILL, Engineer, _____, Fireman. _____, Carpenter. JOHN JACK, Head Janitor. J. L. DOSS, M. COFFEL, Janitors. WM. MCKENZIE, Night Watchman. EFFIE HICKMAN, Janitress.	

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

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



PHOTOGRAPHIC VIEW OF BUILDINGS

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

LIBRARY HALL, AT LEFT, COMPLETED IN DECEMBER, 1901.

SCIENCE HALL, AT RIGHT, COMPLETED IN MAY, 1906.  
MODEL RURAL SCHOOL, MANUAL ARTS HALL, SCHOOL FARM AND SCHOOL GARDENS AT THE REAR AND NOT SHOWN IN PICTURE.

# QUARTERLY BULLETIN

---

## FOREWORD

The Twentieth Century Normal School stands for such preparation of professional teachers as will enable them to enter their profession on a par with the graduates of medical schools, law schools, and other professional and technical institutions whose graduates are recognized in their several professions as persons prepared for professional life. But the Normal School graduate and the medical school graduate and others moved by the spirit of the age will continue their professional studies thruout their lives. They will attend universities and other institutions where from time to time they may add to their professional capabilities and keep on increasing the power whereby they may contribute to the sum total of human progress.

The trend of the current decade is for the Normal School to emphasize rural education rather more than any other form of education, but the high-grade and highly efficient Normal School is bound to be cosmopolitan. It is bound to give opportunity for its students to differentiate naturally into many kinds and classes of teachers. It is likely in most communities to continue for some years admitting some students who are not yet thru a high school course; but it will base its real Normal School or professional courses upon the typical four years' high school course and it will have some classes continuing in studies for one year, some for two years, some for three years, and some for four years. The genuin Normal School student is one who is in a transition stage and does not expect ever to become a finisht product even after permanent recognition as a member of the teaching profession.

It is the purpose of the president and faculty of this Normal School to make frequent excursions during the ensu-

ing year into village and rural schools of Northeast Missouri. One member of the faculty will be engaged in field work practically all the time. Thru these efforts it is proposed to know as well as possible what the conditions of the public schools are in order to meet as well as possible the needs of the several communities to be servd.

## **ENTERING SCHOOL**

**When to Enter.** All students entering for the fall term should, if possible, be present Wednesday, September 9, in order to complete boarding-house arrangements and the making of their several programs of work and study. Students seeking to enter later than that date will, of course, be waited upon, but they may be subject to some delay because the faculty members and office force are likely to be engaged in other business.

It is best to enter each term on the first day of the term.

**Consultation Days.** Tuesday, September 8, is consultation day for the fall term. On that day candidates for graduation in the various courses should appear at the president's office with their various credentials, so that they may at the very outset have definit understandings of their credits and the studies yet to be completed. In view of increasing numbers who seek graduation in various courses, it becomes of very great importance to have these matters adjusted before the opening day of the term when the time of the president, the office force, and the faculty members has to be given over to the hundreds of new students needing advice and assistance. Monday, November 30, is consultation day for the winter term. Monday, March 1, is consultation day for the spring term. Tuesday, May 25, is consultation day for the summer term.

**Credit for Work Done Elsewhere.** Students should understand that work done in other good schools and especially the good high schools is accredited. Each student may begin studies in this institution at points where the studies were discontinued elsewhere. If the student can not pursue successfully the new studies, he will, of course, desire to change over into classes of such advancement that the studies can be carried successfully. The faculty will insist upon such action.

**The Making of Daily Programs.** Students show by their cards from other institutions and by their oral statements the points at which they left off their studies and the points in their contemplated studies at which it is safe to begin their work here.

**Faculty Members to Make Programs.** All members of the faculty are to be in the men's gymnasium from 8 to 12 a. m. and from 2 to 5 p. m. Wednesday, September 9, for the purpose of assisting students in making programs.

**Beginning of Classroom Exercises.** Recitations or classroom exercises begin according to the daily program at 8 a. m. Thursday, September 10. It is very important to be present at that time. Classroom exercises on that day will be of a peculiar character. They enable teachers and students to get acquainted, to plan together, to get a clear understanding of the first real study lesson of the term, and to discover with certainty the text-books and other supplies necessary to be secured during the late afternoon of that day.

**Bring Grade Cards.** Students are specially notified and requested not to forget their former grade cards, certificates, diplomas, or other written or printed evidences of school work done in the schools where they have attended.

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

**The Student's Daily Program.** The student's official daily program is issued in duplicate over the signature of the president of the institution. Prior to issuance of such program, the student must present a receipt from the registrar of the institution, showing that the proper incidental fee has been paid.

**Purchase of New Books.** Students are not to purchase text-books until after their first meeting in the classrooms with their teachers on Thursday, September 10.

**Incidental Fee.** The incidental fee is \$7.00 for the first term and \$6.00 for each succeeding term within twelve months. No program is made until the incidental fee is paid. The registrar at the president's office collects the incidental fees and gives receipts for the same.

**Value of the Daily Program Card.** Students should take good care of the daily program card. It bears evidence of payment of incidental fee. It has to be exhibited to the teacher of each class that the student enters. It must be exhibited at the office when any alteration is needed in the student's program. It must be identical with the duplicate card on file in the president's office.

**Rooming and Boarding Houses.** Rates for rooms, either for men or women, in a house equipt with modern conveniences, vary from \$8 to \$16 a month, for a room arranged for two students. In houses that are not modern, prices range from \$2 to \$6 a month. Hence, room rent is from about 50 cents to \$2 per week per student. Board costs from \$3 to \$4 a week. Board and room rent are payable in advance. If a student changes his room, and does

not find someone to take his place he is usually held responsible for two weeks' rent.

Rooms for light housekeeping range in price from \$5 a month for two girls in one room, to \$13 a month for two girls in two rooms, one furnished as a kitchen and dining room, the other as a bedroom and study.

The three rules governing rooming houses on the approved list are:

1. Rooming houses must be segregated.
2. Osteopathic treatments for women students in rooming houses must be chaperoned.
3. A parlor must be provided in all houses for young women.

Inquiries for rooms either for men or women, should be addressed to Mrs. Jo Walker Humphrey, Adviser of Women.

**Dances and Other Social Parties.** At the time of signing the official daily program and thus completing the process of enrollment, each student agrees not to attend dances or other social parties on Monday, Tuesday, Wednesday, or Thursday afternoons or nights during the school term except by permission of the president or dean of the institution. Some good people may not deem this regulation necessary; if so, they probably do not understand the tremendous pressure on well-to-do young students away from home tending to lead them into the whirl of the sex-dance or into the wastefulness of the ordinary afternoon and evening social parties. The young women are far more subject to these temptations than the young men. The automobile, the motion picture, and the dance are the greatest obstacles that young women away from home at school have to combat, while the telephone is the ever-ready agency whereby young rascals with too much time on their hands entice the girls away from their studies. One illustration is the following:

Last year five or six young high school graduates selected their boarding house and enrolled on Tuesday, Sept. 9. Friday morning they came into their classes red-eyed, listless, and unprepared. They had to the amazement of those in charge of the institution attended a dance until late hours with a group of young men not one of whom they had known for a longer period than two days, some of whom had themselves been in the town of Kirksville not more than three or four days and none of whom were students of the Normal School.

Many other illustrations of young girls losing their heads during the first week of their lives away from home could be given, and almost everywhere the enticements to waste life in social fooleries increase. It therefore becomes necessary to notify the young entering students at the earliest possible moment that they must not lose their heads. Some claim that their parents allow them full freedom while they are in the high school. But if there were no grave dangers threaten through the automobile and the dance, then the necessities of genuine student life require abstinence from the social activities on those afternoons and nights preceding work in school classes.

**Leaving Town.** Students at the time of signing their daily programs further agree that they will not during the term leave Kirksville without release from the president or the dean of the school. This is a very important item of business. With an enrollment of 700 to 1000 students, there are from twenty to forty who wish to leave town for part of the time between the close of school Friday afternoon and the opening on the following Monday. But the telephone and the telegraph and the mail bring daily inquiries as to where students are. It is important for the ordinary purpose of answering inquiries that there be information always avail-

able at the office, so that students may be found. The more important feature, of course, is that all students acquire habits of being where they ought to be.

**Enrolling in the Practice Schools.** Parents wishing to have their children enroll in the Practice Schools or the Rural School should see Miss Susie Barnes, Director of the Practice Schools, or Miss Florence M. Lane, Director of the Model Rural School. This may be done Wednesday, September 9. Both city and rural children may be enroll in the general Practice Schools. Only rural children will be enroll in the Model Rural School.

**Rest Room.** The Girls' Rest Room, which serves also as headquarters for the Young Women's Christian Association and as an office for the Adviser of Women, is a delightfully comfortable room, used alike by the girls of the school and by the faculty women. The trained nurse in the employ of the school has her office here, where she may be consulted by any student in the school during the afternoon hours. She makes periodic visits to the rooming houses, inspecting sanitary conditions. The illness of any student should be promptly reported to her.

**Financial Aid.** The Federation of Women's Clubs of the state of Missouri assists a small number of girls thru high school and college each year. A portion of their fund is sometimes available for a woman student in this school. The Monday Club, an organization of women in Kirksville, helps to pay the expenses of at least one girl thru the Normal School each year. The Y. W. C. A. stands ready to help a girl in an emergency, but does not make large loans. The Senior class of 1912 founded a Students' Relief Fund, a portion of the interest of which is available for either men or women. All of these loans are to be paid without interest when the student gets a position as a teacher.

## LITERARY SOCIETIES, DEBATING CLUBS

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

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

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

The Political Equality Club is composed of about 25 young women who meet once a week to study and discuss all sorts of sociological questions.

## ENTERTAINMENTS

**Y. M. C. A. Lecture Courses.** For about sixteen years the Young Men's Christian Associations of the Normal School and of the American School of Osteopathy have maintained a high grade Lecture Course during the winter season. The object has been to furnish entertainment and instruction and not to make money. The Associations have therefore put into the Course just as much as the patronage would justify. The Course has consisted of five or six numbers each year and the season tickets have been from \$1.50 to \$2.00 for each season.

**The Coburn Players.** An attractive feature of the summer terms for the past four years has been the outdoor Dramatic Festival by the Coburn Players of New York. The twenty-five people of this company are among the best actors in this country. In 1911 they gave two Shakespearean plays and one Greek tragedy. In 1912 they presented three comedies of Shakespeare. In 1913 the repertoire consisted of one tragedy, "Othello"; a comedy, "The Taming of the Shrew" and the history play, "King Henry V." In 1914 MacKaye's "Canterbury Pilgrims", Shakespeare's "Merry Wives of Windsor" and "Hamlet" were presented. One thousand people, more than half being our students, were entertained and instructed by these high class performances. It is expected that the engagement of the company will be continued.

## THE CHRISTIAN ASSOCIATIONS

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

The rooms of the Young Women's Christian Association are delightfully cosy, convenient and comfortable. They

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

The Young Women's Christian Association is a branch of a worldwide movement, organized for the purpose of uplifting and strengthening the characters of young women students. The Association members are accustomed to hold a special meeting once each week. They also hold an occasional series of noonday prayer meetings and classes organized for the systematic study of the Bible and Missions. For these meetings they are given the use of the most convenient and pleasant room to be had for such purposes in any of the buildings. It is the Women's Gymnasium which the janitors put in order for the special purposes of the young women's meetings. The Adviser of Women has her headquarters in the rooms of the Association and has for one of her principal duties, all such contributions to the comfort and welfare of the girls as may be possible. One specially unique and helpful enterprise in connection with the Association work is the Student's Supply Stand in which a variety of class room necessities may be purchased.

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

socials and entertainments, sometimes for members alone, sometimes for the entire school.

The Young Men's Christian Association supports, as explained elsewhere, a five number Lecture Course, costing over \$1000 annually. It sends out a "Gospel Team" of five young men during the Holidays to engage in evangelistic work. It sends annually a delegation of from three to six members to the general student Conference of the Young Men's Christian Association at Lake Geneva, Wisconsin.

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

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

**Directory.** Write for a free booklet containing the following information:—street, church, boarding and rooming house, debating club and literary society directories; train schedules, daily program, school songs and yells, and other valuable material. Address Mr. Horace Mills, 215 N. Mulanix St., Kirksville, Mo.

## THE NORMAL SCHOOL INDEX

At the time of going to press July 17, 1914, the Normal School Index staff are issuing Volume VI, Number 18, of the school paper. This is a weekly publication in the form of a four-column paper of from six to twelve pages. Its character may be in some respects judged from the list of editors and managers for the summer term. Mr. A. G. Reed, of the class of 1914, soon to be superintendent of schools at Armstrong, Missouri, is editor-in-chief. Miss Marion Wattenbarger, of the same class, and Professor A. P. Settle, Dean of the institution, are associate editors. Miss Lois Selby, 1916, is local editor. W. R. Boucher, 1915, is exchange editor. Professor J. W. Heyd, of the faculty, is alumni editor. L. L. St. Clair, '14, is business manager, and L. F. Reynolds, '15, is assistant business manager. Mark Burrows, head of the Department of Commerce, is auditor.

Subscription price is \$1 per year. Advertising rates are \$1 an inch for three months, ten cents an inch for one issue. The paper was entered as second-class mail matter March 20, 1909. It has therefore been running about five and a half years.

It contains a variety of news items of special interest to students and former students. It has also articles on many varieties of subjects deemed of interest to students. It might well be called the clearing-house of the institution. Former students of the institution send to this paper their communications from many other institutions and from many states.

The Normal School Index is an object of great pride to students, faculty and friends of the institution.

## DISCIPLIN OF DEMOCRACY THRU SINGING

Good music is the leveler of all rank. But it levels no one down. It levels all to higher rank. It flourishes in times of peace. It stands for law and order. It suppresses disturbing elements. It comes to us in rhythmic motion and harmony of pitch, having basis in harmonious joint effort of all to do their best and to be at their best.

Thru music we seek the disciplin of interest, co-operation, and sincere fellowship, having foundation in the intelligent selection and the purposeful following of capable leadership. The school chorus is an expression of this democracy where social standing and money and official power never dominate, where individual interpretation and thought and motiv bind all into operativ unity.

We seek to send into the schools of Missouri a grand army of men and women able to lead in up-lifting and soul-absorbing music, men and women possest of discriminating appreciation of the great masterpieces of opera, oratorio, cantata, mass, madrigal, and anthem. Our great annual choruses have definit purposes. They are to bear fruit in the schools, colleges, churches, and homes. Our students study standard works. In the past six years they have spent some months studying and producing each of the following: "The Creation" by Hadyn, "Elijah" by Mendelssohn, "Messiah" by Handel, "Sampson and Delilah" by St. Saens, "Faust" by Gounod, "Figaro" by Mozart, and many smaller sacred works along with several standard light operas.

This year the chief choral work will be Mendelssohn's "St. Paul". Gilbert and Sullivan's "Mikado" is to be produced in the open-air theater on the campus during the summer term. Once each year the school chorus is jointed by the Minneapolis Symphony Orchestra, Emel Oberhoffer, Conductor, in one great masterpiece and in one or more lighter numbers. It is hoped that the same orchestra may

join us in the Seventh Annual Spring Festival of Music to be held about the last of April, 1915.

### **INTER-SCHOOL DEBATES**

The Debating League is formed of representatives from the various clubs and societies interested in debating, and from the faculty. This league has arrangements with the Springfield and Cape Girardeau Normal Schools for annual debates among the three schools.

### **EMPLOYMENT BUREAU**

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

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

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

### **LABORATORIES**

This school has nine laboratories distributed among the following departments: Physics, Physical Geography, Chemistry, Agriculture, Home Economics, and Photography.

The laboratory for Physics is furnished with massive tables, fitted with gas and electric outlets, and steel support rods and accessories. This room also contains a cement

pier, resting on a bed of sand in the earth, for experiments in which apparatus must be guarded from vibration. All apparatus is new, and of the best and most efficient type of domestic and foren manufacture.

The Physical Geography laboratory is provided with maps, charts, and other necessary apparatus. The room is also provided with an optical lantern and an abundance of slides. All sources of supply have been drawn upon to equip this department with apparatus and supplies.

The Chemistry department has two laboratories. The Chemistry laboratory proper is equipt with thirty-two desks, and ninety dust-proof and mouse-proof steel lockers, each being supplied with all necessary apparatus. All other appliances usually found in up-to-date laboratories are provided for the comfort and convenience of the students. The Bacteriological laboratory is used in co-operation with Agriculture and Home Economics courses and is equipt with microscopes, incubators, autoclave, ovens, hot water sterilizers, and other needed apparatus.

The Agriculture classes have access to a dairy laboratory fully equipt with cream testers, separators, and sanitary apparatus in which both steam and hot water are used. Steam is also available for operating separators and turbine testers. All the classes also have the use of the state farm as a laboratory and as a field for demonstration. This farm consists of 30 acres. It is well equipt with farm machinery, including a small threshing machine, an ensilage cutter, a road grader and a traction engine. There is soon to be constructed a model group of farm buildings with modern conveniences, so the farm will be complete as a demonstration. The farm work is done entirely by students.

The department of Home Economics uses a large laboratory well equipt for individual cooking for twenty students at a time, and for serving meals for thirty people. A

small kitchen and a dining room are furnisht to demonstrate the problems of a family of ordinary size. Another room is furnisht with sewing machines and other apparatus for sewing, dressmaking, and the study of textiles.

In Photography a large laboratory is fitted up with cameras, and other apparatus for teaching purposes. A smaller laboratory is for the exclusiv use of members of the faculty.

In addition to these laboratories, sixteen rooms in the buildings are fitted up with stereopticons and slides, and a cinematograph is instald in the auditorium with educational film service. Various departments are well equipt with models, maps, and charts.

### **THE LIBRARY**

The library occupies four rooms of Library Hall. It contains 20,000 volumes catalogd according to the Dewey decimal system, 6,000 government publications, and 100 current periodicals. Most of the books have been carefully selected by those in charge of the various departments with special reference to actual daily use in the classes. The plan has been to purchase from five to twenty-five duplicate copies of such books, according to the size of the classes using them. In a separate room is a large collection of books suitable for use of the Practice School, and adapted to public school use.

### **CERTIFICATES AND DIPLOMAS**

By agreement the five Normal Schools of Missouri have placed themselvs upon the same basis. They recognize that some students of high school grade will be attending the Normal Schools of Missouri for years to come. But they agree that high school studies shall be distinctly designated as high school studies, nothing more, nothing less.

**Basis of Normal School Courses.** It is agreed by the Missouri Normal Schools that the four years' course of a first-class high school shall be the basis preceding all Normal School courses, even tho the high school course be taken in the Normal School.

**Four Grades of Courses.** The four different grades of Normal School courses are as follows:

1. The one-year course covering 30 semester hours in academic and pedagogic studies of college grade for which an "elementary certificate" is issued. This is a state certificate valid for two years.

2. A two-years course covering 60 semester hours in academic and pedagogic studies of college grade for which a diploma is issued bearing a life certificate and designating the ability of the holder to teach in elementary schools.

3. A three-years course covering 90 semester hours for which a diploma is issued bearing a life certificate and designating the ability of the holder to teach in high schools and supervise special studies in high schools and elementary schools.

4. A four-years course covering 120 semester hours for which a diploma is issued bearing a life certificate and the degree Bachelor of Arts in Education or Bachelor of Science in Education. For some years this is likely to be the high-water mark in the advanced courses of Missouri Normal Schools.

**The Major Academic Subject.** In order to indicate certain specialized attainments, any certificate or diploma may be designated by the student's major study. In that event, the diploma will take its name from the major academic study.

**Advanced Standing.** Credits from good high schools and academies are accepted and entered in the records at their

face values. But if a student fail in the more advanced studies here, he will be required to review the needed preliminary studies. Record of work done in universities and colleges is accepted in lieu of studies in the Normal School courses.

**Graduates of "Teacher-Training" Courses.** The matter of the credits to be allowed high school graduates who have taken "teacher-training" courses in the high school is not thoroly well settled in the minds of Normal School men. Any announcement, therefore, should be understood as being for the ensuing year and thereafter subject to change.

The attitude of this Normal School is that any graduate from a first-class high school is a high school graduate. The high school graduate who has taken "teacher-training" courses should receive credit for the work of a high school course. Such person should enter Normal School courses on a par with other high school graduates. He should, for example, receive the elementary certificate after covering thirty semester hours in the Normal School, but the studies from which to make up the thirty semester hours may well differ from the studies of a high school graduate who has not taken "teacher-training" courses in the high school. The evident assumption in this statement is that the intellectuality and sum total of capabilities will be the same in a high school graduate who has taken the "teacher-training" courses as in any other graduate of a first-class high school. As the typical high school graduate may be expected to offer fifteen hours in Education and fifteen hours in other subjects in order to receive an elementary certificate, then it would seem proper for the high school graduate who has had "teacher-training" courses to offer thirty hours for the elementary certificate, but with more than fifteen hours in academic subjects and less than fifteen hours in pedagogic subjects. If this is not sufficiently definit or if it is not the right view of

the case, the faculty of this Normal School will undertake to right the matter at whatever time the facts in the case may be discovered.

## COURSES OF INSTRUCTION

**Definitions.** The institution has continuous sessions. This means four quarters or terms during each calendar year. A quarter or term is from eleven to twelve weeks in length.

Whenever the term "year" or "school year" is mentioned it still means the traditional school year of nine months.

A "term credit" is a credit earned by the successful pursuit of a study for one term. A "unit" is a credit earned by the successful pursuit of a study of high school rank for three terms or one "school year". The term "unit" is used to measure all high school credits and no others.

The term "semester hour" is used to measure all studies of college grade and no others. For example, one semester hour in history or simply one hour in history means one semester hour in history of college grade.

**Semester Hour. What is it?** The term "semester hour" is a convenient conventionality among colleges, universities, and Normal Schools. It approaches nearer universal use than any other term of measurement. We give its meaning rather than its definition.

Typical students in the Normal School carry four studies or subjects. They usually meet five times each week for class exercises in each study. The meaning of credit in semester hours is shown in the following three lines:

1. Carrying 4 studies 3 terms secures 30 hours' credit.
2. Carrying 1 study 3 terms secures  $7\frac{1}{2}$  hours' credit.
3. Carrying 1 study 1 term secures  $2\frac{1}{2}$  hours' credit.

**The Way to Count Certain Credits.** Ordinary class periods are fifty-five minutes in length and five times per week, but Sciences require at least two extra periods per

week. Subjects not requiring preparation, such as Manual Arts, Drawing, Sight Reading, Physical Education, etc., require double periods in order to receive full credit. But the usual treatment of a subject not requiring preparation is to take one period per day for five days in a week and at the end of a term receive half credit as compared with a study. Manual Arts one period a day for one term gives a credit of one and one-fourth semester hours. But Manual Arts pursued two periods per day for one term gives a credit of two and one-half semester hours.

**The High School Course.** Four "units" constitute a typical year's work in high school. Sixteen "units" constitute the first-class (four years) high school course. The sixteen units of the first class high school course as defined by the Department of Education are as follows:

English, 3 units; Mathematics, 2 units; History, 2 units; Science, 2 units; Electives, 7 units; Total, 16 units.

**Tabular View of Courses.** The Elementary Course includes: first, any first-class (four year) high school course; second, the academic and professional work and study of the Freshman Normal School Course. The sixteen units of the high school course if taken in this institution may be made up from the following:

<b>First Year:</b>	From Literature, Composition, Grammar, American History, European History, Advanced Arithmetic, and Algebra.....	3 units
	From Music, Fine Arts, Manual Arts, Physical Education, etc., singly or in combination.....	1 unit
<b>Second Year:</b>	From English, European History, American History, Civics, Algebra, Agriculture, Household Arts, German, and Latin.....	4 units
<b>Third Year:</b>	From Rhetoric, Literature, American History, European History, Geometry, German, Latin, Agriculture, Household Arts, and Commercial Subjects..	3 units
	From Music, Fine Arts, Manual Arts, Physical Education, Reading, singly or in combination.....	1 unit
<b>Fourth Year:</b>	From Rhetoric, Literature, European History, Civics and Sanitation, Geometry, German, Latin, Agriculture, Household Arts, Physics, Commercial Studies, and Music Studies.....	4 units
	Total of high school subjects.....	16 units

## THE 30-HOUR COURSE

### Freshman Normal School Course

(Covering Requirement for Elementary Certificate)

Those desiring the "elementary certificate" must first show credit for the equivalent of the sixteen high school units above mentioned. For the 30 hours of credit in studies of college grade, the following list is suggested as the most valuable for a teacher desiring to secure employment in the public schools of Missouri:

1. From Education, I and VII, one term each	5	semester hours
2. From Education, II and III, elect one . . . .	2½	semester hours
3. From Education, XII, XIV, XV, elect two	5	semester hours
4. From Education at large, elect one study . .	2½	semester hours
	15	
Total in Education.....	15	semester hours
5. Library Economy, one term . . . . .	2½	semester hours
6. From subjects requiring preparation, elect .	5	semester hours
7. Subjects not requiring preparation, elect . .	7½	semester hours
	30	
Total credits required . . . . .	30	semester hours

## THE 60-HOUR COURSE

(Coverd in Two Years or Six Terms and authorizing Diploma with Life Certificate and Designated Ability to teach in Elementary Schools)

1. From Education, I, II, III, VII, VIII, XII, XIV, XV, and XXI.....	22½	semester hours
2. From Education, elect one study.....	2½	semester hours
	25	
Minimum required in Education.....	25	semester hours
3. Library Economy . . . . .	2½	semester hours
4. English.....	7½	semester hours
5. History.....	7½	semester hours
6. Science.....	7½	semester hours
7. Subjects not requiring preparation, elect . . .	7½	semester hours
8. Any subject of college grade, elect.....	2½	semester hours
	60	
Total credits . . . . .	60	semester hours

## THE 90-HOUR COURSE

(Coverd in Three Years or Six Terms and authorizing Diploma with Life Certificate and Designated Ability to teach in High Schools and to Supervise Special Studies in High Schools and Elementary Schools)

1.	From Education, I, VII, VIII, and IX.....	10	semester hours
2.	From Education, II and III, elect one.....	2½	semester hours
3.	From Education, XII, XIII, XIV, XV, elect two.....	5	semester hours
4.	From Education, XXI and XXII.....	5	semester hours
5.	From Education, elect.....	7½	semester hours
	Minimum required in Education.....	30	semester hours
6.	Library Economy.....	2½	semester hours
7.	English.....	7½	semester hours
8.	History.....	7½	semester hours
9.	Science.....	7½	semester hours
10.	Subjects not requiring preparation, elect. . .	7½	semester hours
11.	From any subjects of college grade, elect. .	27½	semester hours
	Total credits . . . . .	90	semester hours

## THE 120-HOUR COURSE

(Coverd in Four Years and Authorizing Diploma with Life Certificate and Degree Bachelor of Arts in Education or Bachelor of Science in Education)

1.	From Education, I, VII, VIII, and IX.....	10	semester hours
2.	From Education, II and III, elect one.....	2½	semester hours
3.	From Education, XII, XIII, XIV, XV, elect two.....	5	semester hours
4.	From Education, XXI and XXII.....	5	semester hours
5.	From Education, elect.....	7½	semester hours
	Minimum required in Education.....	30	semester hours
6.	Library Economy.....	2½	semester hours
7.	English.....	7½	semester hours
8.	History.....	7½	semester hours
9.	Science.....	7½	semester hours
10.	Subjects not requiring preparation, elect. .	7½	semester hours
11.	From any subjects of college grade, elect. .	57½	semester hours
	Total credits.....	120	semester hours

**Electives.** It should be understood that this institution while providing for a large number of elective studies does not subscribe to the doctrine of free election or any other free and easy route to graduation. All studies in any way elective are to be taken in their obvious educational order, so that any study elected at a given time will certainly be elected in view of those preceding studies which prepare the student for the one elected. As a rule students are expected to make their elections in harmony with the advice of teachers of the department from which each study is chosen.

**Constants.** A study of the above given tabular view of courses shows that Psychology is under ordinary circumstances one of the early professional studies recommended to all intending teachers. Practice Teaching is another constant. History of Education for one or more terms is a constant for all courses above the thirty-hour course. Library Economy is intended to be a constant for all intending teachers. It will be noticed also that one year each in History, English and Science of college grade will be required for all diplomas. There will be a large variety of courses to elect from in each of these subjects. Nevertheless, care should be taken to build on safe and sound foundations. For example: In the matter of the first year in History of college grade, it is thought that Ancient History is under all ordinary conditions best and that Medieval History should come next. But there are some students who in view of their anticipated positions in teaching may well elect American Constitutional History as the first among their studies in History of college grade.

## **EXTENSION COURSES AND CORRESPONDENCE STUDY**

It is the ambition of those in charge of this Normal School to be of the largest possible service to its constituency. The faculty would like to take the Normal School and its facilities to many who are unable to come to the school. They would make it easy for young students and actual teachers in Northeast Missouri to begin studies prior to entering the institution and to continue the studies after becoming students in residence. In other words, real student life is continuous, regardless of the time, place, and conditions of one's employment.

Faculty members will meet the demands for extension classes in all places within this Normal School District. They will undertake the direction of study thru correspondence. They will encourage and advise reading circles and high school extension groups. It is the distinct purpose to reach and benefit a constantly increasing student body and therefore materially enhance the functioning of the Normal School in the organized school system of the state. It is hoped to give hundreds of ambitious men and women outside classroom work in residence such encouragement and educative guidance as will aid in fitting them for the best possible service to the state.

**The Plan.** Extension courses are given by the regular faculty members of the institution. The instruction is of equal grade with that given in classes to resident students. Two forms of instruction are provided: group instruction given to classes at points near the homes of those desiring the instruction; and correspondence instruction given to individual students thru the mails.

**For Whom Designd.** This instruction is specially designd for four principal classes of students: (1) ambitious

young men and women preparing themselves for residence study in the Normal School; (2) students who having been in attendance at the Normal School are temporarily unable to continue their studies in residence; (3) graduates of the institution who wish to continue their studies in more advanced academic and professional subjects under stimulating guidance; (4) teachers in general who wish encouragement and systematic direction to better work in their classrooms.

**Registration.** The extension instruction is given to matriculated students only; to register the student fills out enrollment card and pays a fee. Correspondence students and group students reciting in Kirksville enroll directly with the Registrar at the office of the institution. For the convenience of groups in other localities, the registration may be made indirectly thru the instructor at the time of the first lesson. Blanks may be obtained at any time from the Registrar, with information about the method of matriculation.

**Time Limitations.** A student may register for a course at any time and have a school year in which to complete it. For convenience, however, the 20th of September is a preferred time to register, and the work should be completed by the 20th of the following May. It is practically impossible to give extension courses during the summer term.

**Continuous Progress.** A student registered for any course whether for correspondence or group instruction is expected to make systematic and continuous progress in study until its completion, unless interrupted by good cause. Neglect to carry on the work for a long interval forfeits the right to continue the course; but work interrupted by sickness or other equally good cause may have extension of time in which to complete it.

**Expenses.** The matriculation fee for a correspondence course to be taken by students residing in the First Normal School District is \$7 for the course covering one study for one school year or less. In case of much correspondence involving heavy postage, the student may be called upon to assist in paying the postage. But students residing in any other Normal School District of the state and doing extension courses under this institution will be charged the fee which the Normal School of their district would charge for the course sought to be taken.

**Reference Books.** Where needed for study in any course and where the resources of the school will permit it, reference books will be loaned to the students either in groups or in individual correspondence; all regular textbooks, however, are to be provided by the student himself.

**Credits.** Credits in all courses are the same as for the courses in residence at the institution. All credits count toward certification and graduation, but in no case must the amount of extension credit exceed one-half of all the hours required for the certificate or the diploma.

**Use of Reading Circle Books.** Where possible in extension courses in Education the State Reading Circle Books are used as textbooks. The school is also ready to cooperate with the county superintendents in making the general Reading Circle more effective, without reference to credit. To this end the members of the faculty will give suggestive answers to inquiries, prepare brief outlines, and offer occasional lectures.

#### EXTENSION COURSES OFFERED

The leading extension courses for groups by classroom instruction and for individuals thru correspondence are as follows:

**Agriculture.**—For the present, courses are offered in Soil Management as covered by Lyon and Fippin; also Dairying as covered by "Dairy

Cattle and Milk Production" by Eckles. Other courses may be secured on demand.

**Chemistry.**—2d and 3d quarters in General Chemistry as given in "Kahlenberg's Outlines of General Chemistry"; also any quarter in Analytical Chemistry.

**Physical Geography.**—Courses to be secured on demand.

**Physics.**—Various courses to be secured on demand.

**Commercial Subjects.**—1st quarter Shorthand, also Advanced Bookkeeping, by correspondence.

**English.**—Any quarter of American Literature; also 1st and 2d quarters in English Literature; also Advanced Composition.

**German.**—Any course in 2d, 3d or 4th year German may be had in groups or by correspondence.

**History.**—The following courses are offered: One quarter in Ancient History; one quarter in Advanced Civics; the middle quarter of Medieval History; any quarter of Political Institutions. Instruction in groups or thru correspondence.

**Latin.**—Any course in Caesar excepting the finishing course; any High School Latin provided candidate can not secure the instruction in an accessible high school; also any Advanced Latin course for teachers.

**Library Economy.**—One-half of a one-quarter course; also one-half of a one-quarter course in children's literature.

**Mathematics.**—Any but the first and last quarters of Algebra, second half of Plane Geometry, any College Mathematics for teachers by correspondence; also any course for teachers by group instruction.

**Physical Education.**—Any course in Play in Education and in Physiology.

**Professional Courses.**—The first term in History of Education; one term of Principles of Teaching; also School Administration.

# SYLLABI OF ALL COURSES

## COMMERCE

MARK BURROWS, EDNA HAYS, VERA FINEGAN

The foremost object of this department is to prepare teachers for commercial subjects in the high schools. There is a steadily increasing demand for such teachers, and for courses of study with more of the vocational in their make-up. So far, this department has not been able to supply the demand for well prepared teachers in these subjects.

### **I. Bookkeeping.**

This course is taught by the laboratory plan, the student spending two hours daily in the classroom. The work begins with a simple treatment of the theory of accounts, and by a blending of theory and practice gradually introduces the student to a course of representative business transactions according to the most approved business methods. Students who finish this work satisfactorily are well trained bookkeepers capable of applying their knowledge and proficiency either in the office or in teaching the subject to others. Four quarters.  $1\frac{1}{2}$  units. Each quarter of work is given every term. MR. BURROWS and MISS HAYS.

### **II. Farm Accounting.**

This course in bookkeeping and business practice is offered to candidates in the rural state certificate course. The scientific, progressive farmer can not carry on his business to the best advantage without some attention to a systematic way of keeping records and accounts. One quarter,  $\frac{1}{3}$  unit. MISS HAYS.

### **III. Stenography and Typewriting.**

Eligibility to the work in these subjects requires attainments or ability equal to those of a graduate of a first class high school. The work requires two class periods daily in addition to the time spent in preparation. As the primary object in offering these subjects is to prepare students to teach them, special attention will be given to the history and pedagogy involved. In addition students are instructed in the use of office appliances, such as duplicating machines, tabulators, adding machines, copying presses, filing cabinets, card index systems, and various methods of systematizing work. Three quarters. Each quarter of work is given every term. MISS FINEGAN.

### **IV. The Geography of Commerce.**

The geography of commerce is a study of the earth in its relation to man, dealing with the causes of interdependence existing between the

different parts of the civilized world; hence it touches on science, industry, economics, and history. The work of the course will consist of recitations, lectures, library work, and an occasional excursion to some manufactory or extractiv industry. An excellent collection of reference books, clippings, and illustrativ material is provided, and an extensiv use will be made of maps, illustrations, and diagrams by means of the lantern and cinematograph. The course is open to those preparing to teach commercial subjects, and to candidates for the rural state certificate. Three quarters, 1 unit. MR. BURROWS.

## EDUCATION

W. A. CLARK, SUSIE BARNES, MARK BURROWS, FLORENCE M. LANE,  
L. B. SIPPLE, H. W. FOGHT.

### Courses by Groups and Numbers

#### Group One

- I. Psychology
- II. Principles of Teaching
- III. School Economy
- IV. The Curriculum
- V. Rural School Management
- VI. Rural Life Problems

#### Group Two

- VII. Practice Teaching
- VIII. Practice Teaching
- IX. Practice Teaching
- X. Kindergarten and Primary Methods
- XI. Rural School Methods
- XII. The Teaching of Elementary English
- XIII. The Teaching of Advanced English
- XIV. The Teaching of Arithmetic
- XV. The Teaching of History and Geography
- XVI. The Teaching of German
- XVII. The Teaching of Latin
- XVIII. The Teaching of Music
- XIX. The Teaching of Fine Arts
- XX. The Teaching of Household Arts

#### Group Three

- XXI. History of Education, 1st quarter
- XXII. History of Education, 2d quarter
- XXIII. Educational Psychology
- XXIV. High School Problems
- XXV. School Administration
- XXVI. Science of Education
- XXVII. Rural Sociology

The above listed courses in Education constitute a consistent group of studies in the aims, organization, equipment, and processes of public school education. With Psychology as a basis, the courses in Group One offer the beginner practical studies which may be taken in such order as suits his needs and interests. The courses in Group Two are more advanced. They deal concretely with the methods of the classroom, exemplified by practice teaching and demonstration lessons. Those in Group Three are advanced professional studies designed to fit ambitious students for leadership in teaching and supervision. While much freedom of choice is allowed in the courses of this group, as in the preceding groups, those in History of Education are deemed of primary importance.

**I. Psychology.** An introduction to modern psychology. The method comprises a recitation study of the textbook, introspective analysis by the student of his own concrete personal experiences, and definitely assigned library readings in the standard English treatises and textbooks. This course is introductory to all courses in the department of Education, and it should generally be taken first by beginning students. One quarter.  $2\frac{1}{2}$  hours. MR. CLARK.

**II. Principles of Teaching.** An elementary study of the principles upon which good teaching is based, with constant applications in methods of instruction and management. By reference to approved methods of teaching, empirically known to the pupils, they are led in a study of well defined educational theory, with special reference to elementary teaching in rural and graded schools. One quarter.  $2\frac{1}{2}$  hours. MR. CLARK.

**III. School Economy.** An elementary course in school management, designed to prepare for efficient work in rural and village schools. It may be taken by beginners in professional study, and its studies are coordinate with those of the courses in School Curriculum, Principles of Teaching and Rural School Management. It deals in a practical way with the common problems of classification, records, discipline, etc. One quarter.  $2\frac{1}{2}$  hours. MR. BURROWS.

**IV. School Curriculum.** As the name implies, this course deals with the curriculum of the elementary and high school. A preliminary study of the principles underlying the course of study and the history of its development is followed by a detailed investigation of current practice in methods of instruction and of the organization, value, and content of the various subjects of the school course. For the benefit of

superintendents, principals, and instructors of the teacher-training courses in high schools some attention will be given to the problems of supervision of teachers of the various subjects with the object of improving school-room practice. The method of teaching children how to study will receive some attention. The best methods of instruction will be demonstrated by the teaching of children in the presence of the class. The course is given by the Director and Supervisors of the Practice School. Prerequisites, Psychology and Principles of Teaching. One quarter. 2½ hours. MISS BARNES.

**V. Rural School Management.** This course covers three lines of study—first, larger phases of the rural school movement; second, detailed plans for schools, grounds, and equipment; third, outlines for the larger use of the country school plant, for household, manual, and fine arts work, agriculture and nature study, also as a neighborhood center. The students work out lists for simple equipment and plan for adaptations which may bring at least some of these advantages within the reach of any country school. Required for Rural Certificate. One quarter. MISS LANE.

**VI. Rural Life Problems.** This course is designed to give the facts and conditions of rural life a broad sociological bearing. It is planned to make a somewhat comprehensive survey of the improvement in agriculture, in the home life, in marketing, and in sanitation. It suggests to the student concrete problems of his own community, based upon his practical knowledge of its interests and activities. One quarter. 2½ hours. MR. BURROWS.

**VII. Practice Teaching.** One quarter is required of all students seeking the elementary certificate. It consists of observation and teaching one subject or more one period daily for the entire term. This necessitates on the part of the student, careful planning of the lessons taught with the supervisor in charge who will assist in the organization of the subject matter and in the adaptation to the grade taught. The student teacher must stand the test of measurement of his work with the best current methods of presentation and the best practices in class management. 2½ hours.

**VIII. Second Quarter.** This work should be done during the second year of the teachers college course. The practice teacher is advised to teach a different subject each term and a different grade in order to secure help in the greatest variety of work, but opportunity

is given the student to help in selecting the work that will be most beneficial in furthering his plans for the future. 2½ hours.

**IX. Third Quarter.** This work should preferably be done during the third year of the teachers college course. Students who can give satisfactory evidence of good scholarship, successful experience as teachers in the public schools, and the use of the best methods of teaching and class management may be permitted by the faculty of the department of practice to substitute other courses in the department of education for this quarter's work. Application for substitution must be made before the student's last quarter of residence. Teaching for about three weeks without credit will usually be required in order to verify evidence of teaching ability. Students who desire to teach in the high school or the upper grades of the elementary school must have qualifications in the subjects taught satisfactory to the corresponding academic department. 2½ hours.

**X. Kindergarten and Primary Methods.** This course is planned for students who are preparing to teach in the primary grades or kindergarten. It is only a question of time until the school law makes the kindergarten a part of the educational system of Missouri. It is necessary, then, that students begin to prepare themselves for this work. The primary teacher must not only know her own field better, but must also be familiar with kindergarten methods in order to utilize intelligently what the child brings with him and to continue the use of such activities and material as are suited to his further development. This course includes a brief study of kindergarten principles and methods and the organization of its various activities. Special attention is given to the teaching of primary reading, language, nature study, writing, handwork, and play. The course is given by the supervisors of the kindergarten and primary grades. One quarter. 2½ hours. MISS HOWARD and MISS BERRY.

**XI. Rural School Methods.** This course should be a part of the preparation of all who go out to teach school in country schools and should be preceded by courses V and VI. The observation work in the Model Rural School is planned to give some idea of time saving and efficiency methods and of the ways in which the latest educational ideas can be adapted to the needs of the country school. The methods work deals especially with English, geography, history, and mathematics in the rural school curriculum both as to what to teach and the way to present the material to the children. Emphasis is laid

upon methods of teaching reading to beginners. Required for Rural Certificate. One quarter. MISS LANE.

**XII. The Teaching of Elementary English.** This course is designed for graduates of high schools and for others who have studied Grammar, Composition, and Elementary Literature. It is a requirement in obtaining the elementary certificate or any diploma. It is especially for those who will teach in rural schools and in the grades of village and town schools. It gives half the term to a study of methods in Language, Elementary Grammar, and Composition. In the other half, Elementary Literature is used with a view to exemplifying the methods of teaching it; the selection of books and of literary material is emphasized; and the library and its connection with elementary school work is made prominent. One quarter.  $2\frac{1}{2}$  hours.

**XIII. The Teaching of Advanced English.** Like "The Teaching of Elementary English", this course is designed for graduates of high schools and for others who have a good knowledge of elementary English. It may be substituted for that course, if preferred. But the work here done is more critical in method and is recommended to those who will teach in the seventh or eighth grade or the high school. Technical Grammar is brought into view in order to give a better insight into the difficulties involved in presenting the subject. Principles of oral and written composition are stressed, so that the teacher may get the best class results and practical application. Methods in Literature receive about half the attention of the term.—Courses in reading in school, choice of books, methods of teaching various types, and a critical study of some masterpieces. One quarter.  $2\frac{1}{2}$  hours.

**XIV. The Teaching of Arithmetic.** This course deals with the subject matter of arithmetic and the principles involved in the presentation of its topics to the elementary grades. It is intended to give a clear insight into the content of arithmetic, to furnish an adequate comprehension of arithmetic method, and a perspective that will enable the students to attack the problems of teaching, and to judge the comparative values of various subjects and processes in arithmetic. These aims are accomplished by the use of textbooks, by formulating original problems and exercises that will relate arithmetic to the life and experiences of the child, and by bringing the work of the class into close touch with the actual teaching of children of all grades as done in the Practice School. This course seeks ready and logical expression of the facts of arithmetic, adapted to the age and environment of the child. To this

end, members of the class and experienced teachers will present various topics to the children of the Practice School, while the class observes the work with the ultimate aim of entering into the discussion and criticism of the completed recitation. Also pedagogical readings will be assigned that the relation of theory and practice of teaching may be made clear by study and illustration. One quarter.  $2\frac{1}{2}$  hours.

**XV. The Teaching of History and Geography.** The studies in this course are made as concrete as possible. There is an effort to trace the history of history teaching in the United States, to find out the best text-books used in elementary schools and high schools, and for illustrative purposes to give some simple and connected narratives in the classroom; also to find out the best current material on the teaching of history.

The reports of the Committee of Ten, the Committee of Seven, the Committee of Five, and the Committee of Eight are in constant use by the class. Many other books on The Teaching of History are used as necessities seem to require. Some of these are the following: Bourne, The Teaching of History and Civics; Bliss, History in Elementary Schools; Hinsdale, How to Study and Teach History; Keatings, Studies in The Teaching of History; Kemp, Outline of History for the Grades; Robinson, The New History.

Those conducting this course try to make vital connection between the course and work in the practice school. The supervisor of Geography in the practice school gives as a part of this course about a dozen lessons illustrating and making as clear as possible the best modes of procedure in The Teaching of Geography. Observations are made at various times of the work in Geography and History as given in the practice school. Some of the lessons in this course will be conducted by the supervisor of History in the practice school, while the regular teacher of this subject occasionally teaches History classes in the practice school. It should be seen, therefore, that this course is a bona fide effort to give and exemplify in a very clear way the pedagogics of History and Geography. One quarter.  $2\frac{1}{2}$  hours.

**XVI. The Teaching of German.** This is a course in the underlying principles of language teaching. It is made as concrete as possible. The topics and matter emphasized vary and are determined for each class by the particular needs of the members of the class. The following general lines are followed: 1. A brief study of the elements of phonetics, i. e. the physiology of the vocal organs and the physics and mechanics of speech. German and English sounds are analyzed and the

international phonetic symbols for these languages are learned. This is to enable the prospective teacher to place the teaching of German on the basis of sound rather than symbol, to appeal to the ear rather than the eye and thus solve the problem of securing accurate pronunciation and an understanding for the spoken language. 2. The most important changes in the structure of the language in the light of historical development and similar changes in English. 3. A brief treatment of etymology, word formation and derivation. 4. A study of the trend of pedagogical thought in modern language teaching, with special reference to the reform movement. 5. The application of all this to concrete problems in the classroom from the grades to the college. Offered in the summer quarter.  $2\frac{1}{2}$  hours. MR. HEYD.

**XVII. The Teaching of Latin.** This course is offered each summer to those who have had at least three years of Latin. Translation is limited to a few demonstration lessons. The whole of the Gallic War is read in English and a course for the second year is planned, which in amount equals the first four books, but in content is the passages of most interest to boys and girls, and is selected from the seven books. Twice a week students are given an English version of selected passages from Caesar, Cicero, or Tacitus, and required to render in Latin. When the work has been corrected, the original passage is given as an incentive to style.

Among the subjects studied are: the best texts for each year of the high school course; constructions to be taught each year, as worked out by Byrne; the vocabulary of Mr. Lodge; the present standing of Latin; reasons for the study of Latin that will appeal to the Board member, the parent, or the boy, who say: "What's the use?", some of the reasons being in the form of charts that appeal to the eye.

Dramatizations are studied, for the first year, from *Decem Fabulae* for second and third years, from Miss Paxson's plays, and for the more advanced work, Mr. Miller's "Two Dramatizations from Vergil".

Some Latin games are taught that may be used in class, in clubs, or in social gatherings of students. Each student cuts, makes, and drapes a toga, to illustrate his teaching in Latin or History; the use and means of obtaining lantern slides and other illustrative material are considered.

The purpose as a whole is to enable the teacher of Latin to put more life into his work, and to apply modern educational methods to the teaching of an ancient language. One quarter.  $2\frac{1}{2}$  hours. MISS GREEN.

**XVIII. The Teaching of Music.** It is hardly possible to give an outline of the courses in methods of teaching Music. Some of these courses are given every term, but the particular course is determined by the demands of students in attendance. There are courses in methods in Music for teachers in the grades, separate courses for those who teach in the primary grades; also for those who teach in the sixth, seventh, and eighth grades; also general courses in methods in Music.  $2\frac{1}{2}$  hours. MR. GEBHART.

**XIX. The Teaching of Fine Arts.** It is proposed to give some courses in methods of teaching Drawing and various other forms of Fine Arts in the public schools. Recent changes in the Fine Arts teaching faculty make it impossible to describe these courses in this number of the Bulletin.  $2\frac{1}{2}$  hours. MISS LYLE.

**XX. The Teaching of Household Arts.** This course deals with the organization of courses of study and the teaching of the household arts,—cookery, sewing, laundering, etc. Attention is given to the adaptation of material to the different grades and kinds of schools. Typical lessons are outlined and methods of presentation studied. The planning and purchase of equipment necessary for teaching the household arts will also be considered.

Students should have studied both Food Preparation and Sewing before entering this course.  $2\frac{1}{2}$  hours. MISS VAN DEUSEN.

**XXI. History of Education, First Quarter.** A genetic study in educational theory and practice from their simplest forms in primitive tribes thru their development in oriental peoples, in the civilizations of Greece and Rome, and in the seventeen centuries of Christian civilization preceding the dawn of modern education in the child centered pedagogy of Rousseau and Pestalozzi. This course presupposes such a knowledge of educational principles and practices as may be obtained in the courses in Principles of Teaching, School Economy, and School Curriculum; and it prepares for the study of modern education in the second quarter's course. Courses XXI and XXII constitute an analytic descriptive study of educational aims and practices as they parallel the growing world civilization; they are strictly historic studies in education, which are applied concretely at every stage to the forms and methods of our present public schools.  $2\frac{1}{2}$  hours. MR. CLARK.

**XXII. History of Education, Second Quarter.** While this course is a continuation of the study of the first quarter in History of Education, it is more advanced in its aims and methods, dealing criti-

cally with the evolution of pedagogical thought since the days of Rousseau and with the growth of modern school systems, in their aims, organizations and practices. The student should bring to this course a theoretical and practical knowledge of the work of our public schools, and he should seek to formulate in it a rational world view of modern education. It may either precede or follow course XXVI in the Science of Education. 2½ hours. MR. CLARK.

**XXIII. Educational Psychology.** An advanced course in special problems, presupposing course I in general Psychology or its equivalent. Each student devotes himself to a study of some phase of child life in the Practice School upon which he prepares a final thesis. Daily class discussions, conferences, and library readings give general direction and unity to the work of the class. One quarter. 2½ hours. MR. CLARK.

**XXIV. High School Problems.** An advanced course presupposing previous study in the more elementary courses in teaching, organization and management. It deals with the specific problems of the high school with particular reference to the matter and form of the curriculum. Questions relating to the social life of adolescence, the administration of the institutional life of the school, and the vocational significance of school studies are considered concretely in free class discussions. The classroom recitations are supplemented by demonstration lessons in the Practice High School of the Normal School. This course is designed primarily for high school teachers and superintendents and is given regularly in the summer quarter. 2½ hours. MR. CLARK.

**XXV. School Administration.** An advanced course for superintendents and principals, presupposing a theoretical and practical acquaintance with public school teaching. The organization and administration of state, county, and city school systems are critically described and discussed, the textbook study being supplemented by library readings. Special reports, oral and written, are a prominent feature of the method of this course. The school laws, organization, and administration of Missouri public schools are treated as types in a comprehensive general study of education. County superintendents and superintendents and principals of the schools of smaller cities will find this study helpful. 2½ hours. MR. CLARK.

**XXVI. Science of Education.** An advanced course in the science and philosophy of education. It covers in a general way the whole field of technical pedagogy; and the method comprises free class

discussions with frequent appeals to the student's own experiences and observations and library readings. Students enrolling in this course should have such a general knowledge of educational theory and practice as may be obtained in the more elementary courses in psychology and the principles and practice of teaching. A short thesis is required. One quarter. 2½ hours. MR. CLARK.

**XXVII. Rural Sociology.** A study of the life of rural communities, seeking to discover their tendencies and deficiencies, and to indicate plans for betterment. The student is led to consider the part that rural education must take in helping to solve the educational, social and economic questions. This course is of college rank and is intended for county superintendents and other advanced students interested in the problems of country life. Given regularly in the summer quarter, and at such other times as there may be a demand for it. 2½ hours. MR. BURROWS.

## PRACTICE SCHOOLS

### Faculty of the Practice Schools

JOHN R. KIRK . . . . .	President and Supervisor of Practice Schools
SUSIE BARNES . . . . .	Director of Practice Schools
LAURIE DOOLITTLE . . . . .	History and Geography
EUDORA HELEN SAVAGE . . . . .	English
IDELLA R. BERRY . . . . .	Primary Grades
HARRIET HOWARD . . . . .	Kindergarten
H. G. SWANSON . . . . .	Mathematics
FLORENCE M. LANE . . . . .	Rural Education Expert
H. W. FOGHT . . . . .	Rural Education Adviser
THURBA FIDLER . . . . .	Teacher in Model Rural School

### Special Assistants

OPHELIA A. PARRISH . . . . .	Library
D. R. GEBHART . . . . .	Music
W. H. ZEIGEL . . . . .	Mathematics
A. L. PHILLIPS . . . . .	English
J. W. HEYD . . . . .	German
T. JENNIE GREEN . . . . .	Latin
E. M. VIOLETTE . . . . .	History
EUGENE FAIR . . . . .	History
MARK BURROWS . . . . .	Geography
J. S. STOKES . . . . .	Science
E. M. MCGREW . . . . .	Sanitation

MYRTIE C. VAN DEUSEN . . . . .	Household Arts
W. J. BRAY . . . . .	Science
A. D. TOWNE . . . . .	Manual Arts
LENA E. PATTERSON . . . . .	Fine Arts
LEOTA L. DOCKERY . . . . .	Physical Education for Girls
H. L. MCWILLIAMS . . . . .	Physical Education For Boys

NOTE:—It is impossible in the space at our command to give any adequate description of the courses of study pursued in the General Practice School or in the Model Rural School. We hope to be able to publish a separate bulletin in the near future giving these courses somewhat in detail.

## ENGLISH

A. P. SETTLE, WARREN JONES, A. L. PHILLIPS, C. M. WISE,  
RALPH W. NOYER, BLANCHE F. EMERY, IDA A. JEWETT

### General Explanations

The requirements for any elementary certificate are one year of Grammar (with classics and composition), one year of Literature (with composition), one year of Rhetoric and Composition (with Literature), and The Teaching of Elementary English.

Every advanced course for the sixty-hour or the ninety-hour diploma must have a year of college English, and at least one term of The Teaching of English.

For the ninety-hour diploma in the English course, five years of English will be required, two in addition to the "elementary course" requirements.

To secure any elementary certificate some English work must be done in this school, at least a course in The Teaching of English.

All candidates for diplomas coming from other schools must take here some academic study in English.

### High School Courses

**I. Grammar.** The first two quarters form an elementary course for those who have not taken the subject very much, or who feel the necessity for foundation work. The third quarter is an advanced course for teachers, for those who need a thoro review, and for carrying forward the work by those who seem to lack strength and ability in the lower work. It is to be taken after some study of Literature and Rhetoric. Given each quarter.  $\frac{1}{3}$  unit for each quarter.

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

**II. English and American Literature.** An elementary course in the interpretation of literature and in oral and written expression. Studies will be given in short narrative and descriptive prose and poetry lyrics, longer poems and prose, the drama, the novel, the essay, and the oration. Three quarters. 1 unit. Given every quarter.

**III. Composition and Rhetoric.** Work in any quarter can be had in each term. In each quarter, literature will be regularly used as a basis for work. Three quarters. 1 unit.

The above requirements are on the assumption that all the work is done here. Graduates of accredited high schools having four years' courses may secure the elementary certificate on doing creditably one of the courses in *The Teaching of English*.

### Advanced Courses

(ALL BEING OF COLLEGE RANK.)

**V. Advanced Composition.** Extensive drill in planning, outlining, and writing papers, and in criticism. Study of the principles of style and diction as applied to the different forms of discourse; also a study of typical illustrative literature. Designed for supplementing the work of the elementary course, for all high school pupils who have had only nine months of Rhetoric and Composition, and for all students in the advanced course who show a weakness in this line of work. One quarter may be required of any pupil, while two may be elected by those making English a major subject. Two quarters. 5 hours. Given each term.

**VI. History of English Literature.** This course includes the Shakespeare period the first quarter, takes from Milton to the rise of Romanticism the second quarter, and from the beginning of the Romantic Movement to the present for the third quarter. It is suitable for juniors, but may be elected by any in higher classes. Three quarters.  $7\frac{1}{2}$  hours.

**VII. History of American Literature.** The early or formative periods with special study upon Browne, Franklin, Irving, Bryant, Cooper, and Poe, are first emphasized. The New England Renais-

sance, with special stress upon Emerson, Hawthorne, Webster, Whittier, Lowell, Holmes, and Longfellow, comes next. The remainder of our literary history occupies the third quarter. Three quarters.  $7\frac{1}{2}$  hours. The course may be elected by juniors, seniors, or graduates.

**VIII. History of the English Language.** Development of the English nationality, language, and literature to the age of Chaucer. This work may be elected by any pupils above the senior preparatory year. One quarter.  $2\frac{1}{2}$  hours. Given in winter term and summer term.

**IX. Shakespeare Period.** A course covering the characteristics and general literature of the Elizabethan age,—prose, non-dramatic poetry, rise of the drama; Shakespeare, with a critical study of one or two plays and a reading of some others. Spring quarter. It then gives more technical work on Shakespeare. Two or three plays are studied critically; others are read, discust, and reports made upon them. Summer quarter. The course is open only to those who have taken at least one year of advanced work in literature; two years should be expected as a preparation.  $2\frac{1}{2}$  hours.

**X. Nineteenth Century English Literature.** The poets, the critics and essayists, and fiction writers are taken in separate quarters. Election to this course can be made only by those with a year or two of preparation upon general literature. Three quarters. Given each term.  $7\frac{1}{2}$  hours.

**XI. Eighteenth Century English Prose.** One quarter. (Offerd in summer of 1915).

**XII. The Bible as English Literature.** A course for three terms, two in the Old Testament and one in the New Testament. This study is not for doctrins, dogmas, or theology; but it is designd to acquaint pupils with the fine literary expression in much of the Scripture, as well as to give a more ready knowledge of Bible history, narrativs, poetry, drama, and wisdom literature. It is open to all whose preparation in English is sufficient to profit by it. Three quarters. One given each quarter.  $7\frac{1}{2}$  hours.

**XIII. The Teaching of Elementary English.** This course is designd for graduates of high schools and for others who have taken Grammar, Composition, and Elementary Literature. It is a requirement in obtaining our elementary certificate or any diploma. It can be taken any quarter.  $2\frac{1}{2}$  hours.

See Education XII.

**XIV. The Teaching of Advanced English.** Like course XIII, this is designed for graduates of high schools and for others who have a fair knowledge of elementary English work. Given every quarter.  $2\frac{1}{2}$  hours.

See Education XIII.

**The Summer Quarter, 1915.** Each quarter of all courses necessary for the elementary certificate will be given; also the following advanced courses: V, first quarter of VI, first quarter of VII, VIII, second quarter of IX, first quarter of X, XI, XII, XIII, and XIV.

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

**XV. Reading and Speaking.** a. This is a drill or practice course in which nearly all the work is done in the class. It consists of reading from books, newspapers, magazines, and other sources; of the discussion of the principles of oral expression; of proper use of the voice to meet the thought and emotional requirements; of the use of the dictionary to determine pronunciation, syllabication, diacritical markings, etc.; and attention is given to spelling and defining, to synonyms, homonyms, and kindred word studies. Methods for public school reading and its teaching are carefully developed. One quarter.  $1\frac{1}{4}$  hours.

b. Argumentation and Debating. Students study principles and prepare briefs, outlines, and other argumentative exercises representing practice in analysis and the use of evidence. Frequent practice in debating is required. Some attention is given to the organization and management of debating societies. Interclub and interschool debating are considered.

Given in the winter and summer quarters.  $2\frac{1}{2}$  hours.

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

Fall and spring quarters.  $2\frac{1}{2}$  hours.

## DIVISION OF FARM AND HOME ECONOMICS

E. M. MCGREW, J. E. ROUSE, Agriculture.

W. J. BRAY, Chemistry.

MYRTIE C. VAN DEUSEN, FLORA SNOWDEN, Home Economics.

The departments of this Division co-operate to the fullest possible extent in an endeavor to be of assistance to the student. As a result of this united effort the student is given the benefit of a specialist in all the work that he takes. The teacher of chemistry has charge of the work when the work in agriculture or home economics enters that particular field. In a like manner the teacher of home economics has charge of the work when it treats of the household. The aim is to make the different sciences function in one another and so vitalize themselves that the student fully grasps their relationships.

**I. Agronomy.** a. Corn. A study of corn as it feeds on the soil, as it grows, as it is cared for, as it is fed, and as it is judged and tested. Text, *The Book of Corn*, by Myrick. One quarter. 2½ hours. MR. MCGREW.

b. Small Grains. A study of the different small grains as to their culture, means of improvement, and use in crop rotations. Text, *Field Crops*, by Wilson and Warburton. One quarter. 2½ hours. MR. MCGREW.

c. Soils. A study of the origin, formation, and management of soils. Methods of tillage and the uses of fertilizers are fully worked out. Text, *Lyon and Fippin*. One quarter. 2½ hours. MR. MCGREW.

d. Soil Fertility. Study of different soils, their fertility needs, analysis, and a study of soil mapping. Text, *Soil Fertility and Permanent Agriculture*—Hopkins. One quarter. 2½ hours. MR. MCGREW.

**II. Animal Husbandry.** a, b, c, Farm Animals. Horses, Cattle, Sheep and Hogs. Special study of the different types and breeds of farm animals including the care, management, feeding, and improvement of the different breeds. Text, *Types and Breeds of Farm Animals*, by Plumb. One quarter. 2½ hours. MR. ROUSE.

d. Dairying. A study of the origin and development of the different dairy breeds of cattle, their care and management; also the care and handling of milk, and milk testing. Text, *Dairy Cattle and Milk Production*, by Eckles. One quarter. 2½ hours. MR. ROUSE.

e. Poultry Culture. A study of the different types of poultry, the care of poultry, poultry house construction, incubation and care of

chicks. Text, Principles and Practices of Poultry Culture, by Robinson. One quarter.  $2\frac{1}{2}$  hours. MR. ROUSE.

### III. Farm Management. Presupposed: course I or II.

a. Farm Supervision. A study of the types of farming, the handling of crops, care of the soil, care and feeding of animals, and the arrangement of fields and farm buildings. Text, Farm Management, by Warren. One quarter.  $2\frac{1}{2}$  hours. MESSRS. MCGREW and ROUSE.

b. Farm Machinery. A study of the principles of machines, the care and repairing of farm machinery, as well as methods of operation. Text, Farm Machinery and Farm Motors, by Davidson and Chase. One quarter.  $2\frac{1}{2}$  hours. MESSRS. MCGREW and ROUSE.

c. Architecture. A study of farm buildings as to the method of construction, the drawing up of plans and the estimating of cost, and the construction of farm septic tanks. One quarter.  $2\frac{1}{2}$  hours. MESSRS. MCGREW and ROUSE.

### IV. Advanced Agriculture. Presupposed course I or II.

a. Horticulture. A study of the culture and care of large and small fruits, including grafting, pruning, and spraying, as well as the judging of fruit. Text, Fruit Growing, by Bailey. One quarter. MESSRS. MCGREW and ROUSE.

b. Feeds and Feeding. A study of the animal's digestive system, of the different foods, and which food will best answer the animal's needs, balanced rations and nutritive values. Text, Feeds and Feeding, by Henry. One quarter. MESSRS. MCGREW and ROUSE.

c. Principles of Breeding. A study of the laws of Mendel and Galton as they apply to plant and animal life, including methods of improvement and rules to follow. Text, Principles of Breeding, by Davenport. One quarter. MESSRS. MCGREW and ROUSE.

**V. Sanitary Management.** a. Sanitation. A study of the construction, heating, ventilation, plumbing, and sewage disposal of the home as well as that of the school. The principles of physiology are also given in this course. Text, Rural Hygiene, by Ogden. One quarter. MR. BRAY and MISS VAN DEUSEN.

b. Sanitary Bacteriology. A study of pathogenic organisms and means of preventing disease. Also includes chemical analysis of water for contamination. One quarter. MR. BRAY.

c. Dairying, as above given (II b.) One quarter. MR. ROUSE.

All the above named subjects are of college rank and require seven hours per week for a period of twelve weeks, for which a credit of  $2\frac{1}{2}$

hours will be given. The subjects Corn, Small Grain, Soils, Feeds and Feeding, and Dairying, each require four periods per week in class and field work and three hours in the chemistry laboratory; while the work in Poultry Culture, Farm Supervision, Farm Machinery, Horticulture, and Principles of Breeding each require seven hours per week in classroom, field, and stock demonstration work.

**I. General Inorganic Chemistry.** A course in Chemistry of college rank. Text, McPherson and Henderson's General Chemistry. Three quarters.  $7\frac{1}{2}$  hours. MR. BRAY.

**II. Analytical Chemistry.** Qualitativ analysis two quarters; quantitativ analysis one quarter. Chemistry I or its equivalent is presupposed. Three quarters.  $7\frac{1}{2}$  hours. MR. BRAY.

**III. Organic Chemistry.** A course in the chemistry of carbon compounds, based upon Cohen's Theoretical Chemistry. Chemistry I or its equivalent is presupposed. Three quarters.  $7\frac{1}{2}$  hours. MR. BRAY.

**IV. Agricultural Chemistry.** a. This quarter consists of an elementary study of general chemistry. The work is based upon Snyder's Chemistry of Plant and Animal Life. Required of those who are taking Corn. At least three periods per week are spent in classroom discussions and laboratory work for twelv weeks. MR. BRAY AND MR. CROOKSHANK.

b. This quarter's work is a study of the chemical composition and needs of grains. The first quarter of this course is presupposed. Required of those who are taking Small Grains. Three periods per week for twelv weeks are required. Text is the same as in IV a. MR. BRAY AND MR. CRAIG.

c. A study of the composition and needs of the soil. Required of those who are taking Agronomy. MR. BRAY, MR. CRAIG.

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

At least three periods per week for twelv weeks are required. No previous training in chemistry is presupposed. Required of those who are taking Dairying. MR. BRAY AND MR. CROOKSHANK.

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

At least three periods per week for twelv weeks are required. Course a and b in Agricultural Chemistry are presupposed. Required of those

who are taking "Feeds and Feeding" in the department of Agriculture. MR. BRAY.

**VII. The Chemistry of Foods and Cookery.** Required of those who are taking Home Economics II. MR. BRAY.

**VIII. Water Analysis.** This is a one quarter course having as its aim a study of water to determine its sanitary condition, composition, and suitability for drinking purposes and for boilers. It includes a study of the best municipal and rural systems of water supply. Open to those who have had at least five hours' credit in chemistry.  $2\frac{1}{2}$  hours. MR. BRAY.

## HOME ECONOMICS

Students desiring to teach household arts in either elementary or secondary schools should take at least the following courses,—Chemistry  $7\frac{1}{2}$  hours, Physics  $7\frac{1}{2}$  hours, Sanitation  $2\frac{1}{2}$  hours, Sanitary Bacteriology  $2\frac{1}{2}$  hours, Art  $3\frac{3}{4}$  hours, Teaching of Household Arts  $2\frac{1}{2}$  hours, and 30 hours of work in Home Economic courses, including those of the three groups, Textils and Clothing, Foods and Cookery and Household Administration.

**I. Textils and Clothing.** Students are urged to receive some instruction in Fine Arts previous to or during the time that they are studying any of the courses in Textils and Clothing. Costume History and Design should be studied with the course in dressmaking.

a. Sewing. This course includes the use of all fundamental stitches; the making of articles requiring the sewing machine and its attachments; the drafting of patterns used in making garments of white wear, simple embroidery, crocheting; the care and repair of garments.  $\frac{1}{3}$  unit. Open to students of high school rank.

b. Dressmaking. The drafting and making of simple outer garments of cotton and the use of the form in designing and fitting furnish the subject matter of this course.

Sewing is prerequisite to Dressmaking, which is also open to students of high school rank.  $\frac{1}{3}$  unit.

c. Advanced Dressmaking. A college course in advanced dressmaking, including the making of dresses of silk and wool.

Costume History and Design must precede this course. Credit  $2\frac{1}{2}$  semester hours.

d. Textils. The subject is presented from the point of view of the purchaser. A study is made of the principal textil fibers and their manufacture into cloths, and of manufacturing conditions which affect

the hygienic, economic, and esthetic value of materials. Cloths are tested with microscope and chemicals to detect admixtures and adulterations.  $2\frac{1}{2}$  hours.

e. Costume History and Design.  $2\frac{1}{2}$  hours.

See courses in Fine Arts.

**II. Foods and Cookery.** The following courses may be elected by students of college rank. Two and one-half hours in General Inorganic Chemistry must precede the courses in this group.

a, b, c. Food Preparation. This course includes a study of the composition of foods; the reaction of the chief agents used in cooking; food production and manufacture; the economic selection, purchase, and care of food; the cooking and serving of food both in large and small quantities.  $7\frac{1}{2}$  hours.

d. Dietetics. The fundamental principles of human nutrition applied to the feeding of individuals and families comprise the work of this subject. Modern dietary standards are studied and their application made to practical problems. Typical dietaries are considered for families of different incomes, for infants and children, for the sick and aged. Food Preparation prerequisite.  $2\frac{1}{2}$  hours.

e. Special Food Preparation. Food and diet for young children, for the sick and convalescent furnishes the subject matter for this course. Dietetics prerequisite.  $2\frac{1}{2}$  hours.

**III. Household Administration.** The following courses may be elected by students of college rank. It is recommended that courses in Textils and Clothing and in Foods and Cookery precede the courses in this group or be taken with them.

a. House Construction. The Development of shelter, history of the house, principles of planning, and of house construction are studied. Students draw house plans and study plumbing, heating, ventilation and lighting systems for modern houses.  $2\frac{1}{2}$  hours.

b. House Decoration.  $2\frac{1}{2}$  hours.

See courses in Fine Arts.

c. Household Management. Scientific and economic principles are applied to the solution of such problems of the housewife as the division of income; keeping of accounts; choice of dwelling; purchasing of supplies; domestic service; apportionment of time and methods of work.  $2\frac{1}{2}$  hours.

d. Home Nursing. Instruction is given in simple emergencies in first aid and in simple procedures in the home care of the sick.  $2\frac{1}{2}$  hours.

e. Home Problems. This course affords opportunity for the practical application of the knowledge gained in previous courses, especially in Food Preparation, which is prerequisite to it. Students will work in the small kitchen and dining room, planning, marketing, cooking and serving meals for various occasions under definite limitations of time and cost. 2½ hours.

**IV. Household Arts Education.** a. The Teaching of Household Arts. 2½ hours.

See courses in Education.

b. Household Arts for Rural Schools. A course presenting simple problems in cookery, sewing, laundering and cleaning that might be taught in a rural school. The preparation of noon lunches will be part of the work in this course. Methods of teaching these household arts in the country school will be considered as they are studied.

This course is open only to those who expect to teach in rural schools. ½ unit.

## FINE ARTS

GRACE LYLE, LENA E. PATTERSON.

**I. General Art.** The first year course in Fine Arts is the equivalent of a high school course and gives the students sufficient preparation to enable them to teach Drawing or Fine Arts in the elementary schools. This course requires no outside preparation and will receive equal credit with other courses not requiring preparation. Each quarter's work will be divided into five parts in which the following subjects will be studied: Color Theory, Conventional Design, Applied Design, and Perspectiv. The problems undertaken will be fitted to the needs of the child's environment and will be adapted to the principles involved in the choice of clothing, furniture, etc. Three quarters.

Note. The second, third, fourth, and fifth year's courses of this department require preparation outside of class hours. These four years of art study are for the preparation of special teachers and supervisors of art instruction in elementary schools, high schools, and normal schools. The first year course is a prerequisite for entrance in these college classes.

**II. Drawing and Painting (Perspectiv).** The principles of Perspectiv are developed thru experiment and observation. These principles are applied in the sketching of objects, interiors, street scenes, and later in landscape composition and outdoor sketching. The harmony

of color and beauty of composition are studied in this course and the students work for proficiency of technique in the different mediums, pencil, charcoal, crayon, water color and oils. Three quarters.

**III. Design and Art Structure.** Design is studied to give a very general knowledge of composition. The principles are taken up in consecutive lessons beginning with the study of proportion, space division, and harmony of line arrangement. The theory of color and the principles of the uses of varying lines, values, and intensities are studied. The mediums used in this course are the same as those used in the course in Drawing and Painting but the student in Design is now supposed to have learned enough of the technique of the different mediums so that almost the entire time may be given up to the study of design.

In this course the crafts are also presented. Stenciling, wood block printing, leather tooling and metal work will be given as the student is ready for them. Three quarters.

**IV. Theory and Practice of Teaching Art.** See Education XIX.

**V. Art History.** The course in Art History and Art Appreciation aims to "enrich the lives of the students by a study of the greatest art of the past, thereby refining and stimulating creative effort or the expression of the life of the present. It covers the field of Oriental, Greek, Roman, Medieval Art, and Renaissance Art and Architecture. As a rule it should be taken by students while pursuing their third year of art. Close correlation with the work of the history department makes more vital the knowledge that the measure of growth in the appreciation of the beautiful is also a measure of the true and good in man's character. A prerequisite to this college course in Fine Arts is at least a course of European history of high school rank. Three quarters.

**VI.** The fifth year consists of any three terms chosen from the following courses:

1. Advanced Composition and Illustration. Color and form values and harmony are studied first in charcoal tones, then in oil paints, working first from landscape or model, later in original compositions of landscapes and figure to illustrate a given subject.

The principles studied in the second and third years will be carried into problems of greater difficulty. Results of considerable merit are expected in this class. It is desirable that this class shall learn the use of the camera in Art Photography as a means of planning compositions. A term of Art Photography will be accepted as the equivalent of one term in Advanced Composition. Two quarters.

2. China Painting. This course includes the designing of all pieces decorated but most of the course is given up to the technique of china painting and firing. The equipment includes two firing kilns. The course may be carried as a study not requiring preparation, but the terms previous study in Fine Arts are necessary for admission to two course. Two quarters.

3. Costume History and Design. Instruction is given in the principles of design and color harmony as applied to textiles, embroidery, and costumes. The history of costume is studied for the suggestions which it affords designers of present day costumes. Some instruction in Fine Arts must precede this course.

Special attention is given to the designing of costumes suited in line and color to the wearer and use of the costume.

This course is a prerequisite of the second term of the course in sewing and can be used to best advantage if it is carried at the same time as the first term of that course. One quarter.

4. House Decoration. This course is a continuation of the course in House Construction given in the Home Economics department. The study of spacing, harmony of line and color in wall and window decoration, carpets, pictures and furniture is given. The students make color schemes and plans for decoration of rooms and houses and bring samples of materials to be used. The course in Costume and Interior Decoration are planed to give the student as thoro a knowledge as possible of the practical use of the principles previously studied in the Perspectiv and Design courses. Students specializing in Fine Arts will find this one of the most helpful courses. One quarter.

## GERMAN

J. W. HEYD, ELSIE NAGEL

**I. First Year.** This course is taught on a phonetic basis. Special stress is laid upon accurate pronunciation, on the training of the ear and vocal organs by actual use of German in the classroom from the beginning and by singing German songs; upon the mastery of the more regular inflections and of the simple fundamental principles of syntax. Three quarters. 7½ hours. MR. HEYD AND MISS NAGEL.

**II. Conversation and Composition Course.** This consists entirely in practice of German conversation and free composition. Syntax is emphasized. Von Jagemann's German Syntax is used for reference. One quarter. 2½ hours. MR. HEYD, MISS NAGEL.

**III.** In this course representativ German novels and short stories (Novellen) are read as a basis for conversation and composition. There is no translation into German and a minimum of translation into English. German songs are sung. Two quarters. 5 hours. MR. HEYD, MISS NAGEL.

**IV. Advanced Composition Course.** This course is designed for: (1) students who have had at least two years of German; (2) mature students of German parentage, who know their inflections and read German readily, but need to master German from its constructiv side; (3) advanced students and high school teachers of German, who desire more thoroly to master German syntax, style, idiom, choice of words, etc. One quarter. 2½ hours. MR. HEYD.

**V. Advanced Reading Course.** In this course the interpretation is given largely in German orally or in writing. Poetry, novels and dramas are read. Composition deals mostly with character sketches and biography. Two quarters. 5 hours. MR. HEYD.

**VI. Schiller Course.** Schiller's life is studied, his representativ dramas and poems are read, supplemented by lectures by the instructor and papers by members of the class, as much in German as possible. Three quarters. 7½ hours. MR. HEYD.

**VII. Goethe Course.** A course in Goethe's life and works. His most representativ dramas and poems are read. His position and influence on German literature is treated in lectures by the instructor and papers by members of the class. Entirely in German. Three quarters. MR. HEYD.

**VIII. The Teaching of German.** See Education XVI.

## DIVISION OF HISTORY AND GOVERNMENT

E. M. VIOLETTE, Chairman; EUGENE FAIR, A. OTTERSON,  
J. L. KINGSBURY, MARGARET McCAUL

### High School Courses

**I. American History.** This course deals with the history of the United States from its beginning up to the present time. The European background is first emphasized thru the use of such little books as Harding's Story of Europe. Tho the political history is used as the thread of the story, much emphasis is placed on the social and economic phases. Three quarters. 1 unit. Given every quarter. MR. FAIR, MR. OTTERSON, AND MR. KINGSBURY.

**II. Civil Government.** A course devoted first, to the study of state and local government in the United States, and second, to the Federal Government and Constitution. Two quarters.  $\frac{2}{3}$  unit. Given every quarter. MR. OTTERSON.

**III. Advanced Civil Government.** A course for those who have reached a degree of advancement sufficient to enable them to read somewhat broadly and intelligently in relation to the more difficult problems that confront the student of Civics. One quarter.  $\frac{1}{3}$  unit. MR. OTTERSON.

**IV. European History.** This course aims to give the student a general survey of European history from earliest times to the present. The end is accomplished by arranging the work so that comparatively less time is given to the ancient and medieval periods and more time to the modern period, and by judiciously selecting topics in these different periods for consideration. Three quarters. 1 unit. MR. VIOLETTE AND MR. KINGSBURY.

### College Courses

**V. Ancient History.** A course in which special attention will be given to the social and religious life of the ancient peoples, particularly those of the Orient. In the Greek and Roman periods more time relatively will be spent in the political and constitutional phases. Three quarters.  $7\frac{1}{2}$  hours. MR. KINGSBURY.

**VI. Ancient Life.** A study of Greece in the age of Pericles, and of Rome under Augustus. Emphasis is laid on economic conditions, the development of agriculture, transportation, education, religion, literature, etc. Two quarters. 5 hours. MR. KINGSBURY.

**VII. The Roman Empire.** The history of the Roman Empire from Julius Caesar to Justinian. Emphasis will be laid on the organization of the government of the Empire, on the development of Law, and the rise of the Christian church. One quarter.  $2\frac{1}{2}$  hours. MR. KINGSBURY.

**VIII. Medieval History.** A course covering the period from the fourth to the sixteenth century. The purpose is to give the student a thoro understanding of the formative period of life in modern times. Much attention is therefore given to the study of institutions, political, economic, and ecclesiastical. Students are supposed to have had some sort of course in Ancient History before entering this course. Three quarters.  $7\frac{1}{2}$  hours. MR. VIOLETTE.

**IX. Modern History.** This course is a continuation of the one in Medieval History, and aims to show how modern life has been evolved out of that of the medieval period. Special stress will be placed upon present day conditions in Europe and frequent opportunities given for a discussion of current events. Students are expected to have pursued some sort of high school course in European History before entering this course. Three quarters.  $7\frac{1}{2}$  hours. MR. VIOLETTE.

**X. English History.** This course is a general one in English History, but special emphasis is placed upon the constitutional and economic phases. Attention will be given throughout the course to important events in England as they occur, and special effort will be made to develop the history of the institutions of the English government so that the student will acquire a fairly good understanding of how these institutions came to be what they are today. Students are expected to have had high school courses in European and English History, and it is recommended that they take the college course in Medieval History before entering this one. Three quarters.  $7\frac{1}{2}$  hours. MR. VIOLETTE.

**XI. American Constitutional History.** This course is in reality one on the History of American Government and Politics. It has been found that a course devoted almost exclusively to constitutional principles is too much of a lawyer's study. The leading developments worked out, before 1789, are: (1) The European background; (2) Union and local government from 1600 to 1760; (3) The great constitutional period from 1760 to 1789. Political party developments and the activities of the regularly organized governmental institutions are the main matters for consideration from 1789 to the present time.

It is assumed that those who take this course have had at least three years' work in high school history. Three quarters.  $7\frac{1}{2}$  hours. MR. FAIR.

**XII. Political Institutions.** About one third of this course deals with the State in its origin, nature, functions, and organization, and the rest with comparative government in which the actual governments of the leading states of Europe will be considered. Students should have at least one year of college history before entering this course. Not given prior to summer of 1915. Three quarters.  $7\frac{1}{2}$  hours. MR. FAIR.

**XIII. American Government and Politics.** This is not a course in history. It is a study in the present of what the American Constitutional History deals with in the past. Actual workings of the government both through political parties and governmental organization are studied. Newspapers and magazines are used all the time.

It should not usually be taken by any one who has not had at least from three to four years of high school history. Three quarters. 7½ hours. MR. FAIR.

**XIV. The Teaching of History.** See Education XV.

## LATIN

B. P. GENTRY, T. JENNIE GREEN

**I. First Year Latin.** This course covers the work in the learning of the declensions of nouns, adjectives, pronouns, the conjugations of verbs, the comparison of adjectives, the formation of adverbs, and the simpler principles of syntax. Three quarters. 1 unit. Given every term. MR. GENTRY AND MISS GREEN.

**II. Caesar and Prose Composition.** The course as a whole covers four books of Caesar's Commentaries on the Gallic Wars, with lessons in composition twice a week, based on the parts of the Latin that have been read. Special emphasis is put upon securing complete grasp of Latin prose syntax and style, and Latin word order, together with the historical setting of the Latin read. Three quarters. At least two quarters of this course are given every term. 1 unit. MR. GENTRY AND MISS GREEN.

**III. Cicero.** The course includes the reading of Six Orations usually the four against Catiline, the oration for the poet Archias, and the one for the Manilian Law. Prose lessons twice a week, based on the orations read. Outline of the Roman Constitution. Idioms prevalent in Cicero. His style. Two quarters. 5 hours. Given during fall and winter quarters and one other quarter of the year. MR. GENTRY AND MISS GREEN.

**IV. Ovid.** Autobiography. Selections from the Heriodes, and Amores, the Metamorphoses, the Ars Amatoria, and the Remedia Amoris. Mythology, Meters: Elegiac Dystich, Dactylic Hexameter. One quarter. 2½ hours. Once a year. MR. GENTRY.

**V. Sallust's War of Catiline.** Comparisons between Sallust and Cicero as to subject matter and style. Sallust as historian, Cicero as orator. One quarter. Given at least two terms each year. MISS GREEN.

**VI. Vergil's Aeneid.** Six books. Metrical reading emphasized. Religious import of the Aeneid. Vergil a stimulant of the imagination. Two quarters. 5 hours. Given in the winter and spring terms, and repeated when there is demand. MR. GENTRY AND MISS GREEN.

**VII. Livy.** Books I and part of XXI, and part of XXII. Prose composition twice a week. Distinction of legendary and authentic history. Livy as a historian. One quarter. 2½ hours. Given in the fall and summer terms. MISS GREEN.

**VIII. Horace.** Selections from the Odes and Epodes, Satires and Epistles. Lyric Meters. Choice passages committed to memory. Historic setting studied. Two quarters. 5 hours. Given in the winter and spring terms. MR. GENTRY.

**IX. The Teaching of Latin.** Once a year or oftener, a class is organized in The Teaching of Latin. For details see Education XVII.

**X. Electives.** In the summer term a course will be offered in one of the following subjects: Cicero, "De Amicitia" and "De Senectute"; Tacitus, "Agricola" and "Germania"; Seneca, "Moral Essays".

## THE LIBRARY

O. A. PARRISH, LULA J. CRECELIUS, META GILL, HELEN GRAY

The library is open from 7:30 a. m. to 9:00 p. m. except Saturday when the hours are from 7:30 a. m. to noon.

The general library consists of 20,000 volumes cataloged according to the Dewey decimal system, 6,000 government documents, and 100 current publications; the Practice school has 3,500 volumes and the Rural school a carefully chosen collection.

Reference works, including dictionaries, encyclopedias, reference works on history, literature, etc. are on open shelves, accessible to all.

An educational library of reference, school texts and exhibits presenting illustrative material in the field of education is designed for advanced students.

This will include the best texts on elementary and secondary subjects; old text books illustrating the history and development of methods; a collection showing the historical development of books for children; catalogs of universities, colleges and normal schools; bibliographies upon special educational topics; a collection of educational bulletins, reports of various educational organizations, with pictures, maps, charts, lantern slides, and other supplies illustrating the most advanced educational ideas.

## SCHOOL LIBRARY ECONOMICS

O. A. PARRISH AND LULA J. CRECELIUS

The purpose of the work offered by this department is fourfold: to teach the organization and administration of school libraries, to give a course in children's literature, to show the relation of organized library work to the school curriculum, and to emphasize intelligent use of a library as part of a general education.

**I. Elementary Course.** (Technical work and children's literature,  $\frac{1}{2}$  quarter each).

Organization and administration of a small library; children's literature and story telling; instruction in the use of the library (including the use of dictionaries, encyclopedias, ready reference, study reference, and the card catalog); instruction for children in the grades in the use of the library; appraisal of books on special subjects; library legislation. One quarter. Given every quarter.  $2\frac{1}{2}$  hours. MISS PARRISH AND MISS CRECELIUS.

**II. Advanced Course.** Accessioning, classification, cataloging; reference work; book mending; loan systems; current library history; current periodicals; and public documents.

Minimum requirement for entrance is a high school course including a four years' course in English. Six quarters. 15 hours. MISS PARRISH.

## MANUAL ARTS

A. D. TOWNE, IDELLA R. BERRY

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

Since the manual arts movement is in the direction of the vocational or practical side, this department is extending its work into very practical fields. For instance, the wood work has been extended into practical carpentry work. Such work will be undertaken as the designing of a model country home with septic tank and complete private sanitary sewer system. Attention is given to sanitation, lighting, heating, and finishing. Furniture making will receive increased attention.

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

Concrete being a more permanent form of building material, a course in concrete construction will be offered. Some things to be considered will be concrete as used in basement walls. Its capacity to withstand strains and crushing forces. The weathering of concrete. How to build concrete walks. How to build concrete posts, troughs, water tanks. The construction of outbuildings on the farm, the building of forms for casting cement.

**I. Clay.** The modeling of simple forms. Upon completion of this elementary course the student may elect a course in sculpture work,—building the statue, forming plaster of Paris mold, then casting the finished product in plaster of Paris, assembling the various parts and finishing. Pottery made in the elementary course is fired into biscuit. The biscuit is then glazed. Simple decoration may be applied to some of the pieces.

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

**III. Wood.** Work in wood begins in the last half of the fourth grade, or where only a little instruction has been given in cardboard construction, at the beginning of the fifth grade. This work continues through grades 6, 7, and 8.

**IV.** By the time the student has finished the grade work making useful articles he finds himself prepared to begin work on a larger scale. Cabinet making now claims his attention. This form of work takes the place of what was once termed High School Joinery. A certain amount of skill is acquired thru designing and constructing articles of furniture. The student finds himself in a broad field when he enters this line of work. This is recommended for high schools.

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

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

**VII. Pattern Making.** Enough work in pattern making can be given to acquaint the student with some of the principles underlying patternmakers' work.

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

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

### Handwork

IDELLA R. BERRY

The ultimate end of this course is to prepare teachers who have a knowledge of grade subjects to correlate the handwork with the needs of the individual pupils.

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

No outline of work which is planned and carried out in one school is likely to be adopted by another school with valuable results. Hence these series of suggestions under different headings may be adapted to any condition: paper construction, weaving, cord construction, book binding, raffia and rattan, sweet grass and splint construction, braided crepe paper.

The work under the above headings is correlated with the fine arts in obtaining shapes and designs. Students taking this work are advised to take a course in designing.

Clay modeling in bas-relief is a special feature to those teachers who desire the work. From the daily curriculum any phase of nature study, history, geography, and literature may be selected as a study of reproduction.

These studies are made in clay from which plaster of Paris reliefs are reproduced that serve as ornaments for school and home decoration. Teachers and pupils find that the plastic clay yields easily to the touch

in forming the image that is in the mind. This arouses a sense of power that will inculcate a spirit of exactness in doing things, which is the highest type of handwork. It is evident that bas-relief can fill a unique place in the correlation of subjects.

## MATHEMATICS

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

### High School Courses

**I. Arithmetic.** This course deals with the fundamental processes of arithmetic and their applications to the problems of everyday life. It also considers some of the advanced phases of the subject, together with the intricacies of actual business practices. Three quarters. 1 unit. Given every term.

**II. High School Algebra.** This course is a thoro treatment of the topics of high school algebra, with special emphasis on graphical representation, character of roots of quadratic equations, variation, and practical applications to geometry. Four quarters.  $1\frac{1}{2}$  units. Given every term.

**III. Plane and Solid Geometry.** A study of rectilinear figures, circles, similar polygons, mensuration, and geometry of space, with emphasis upon graphical representation and concrete problems depending upon the principles of geometry. Three quarters.  $1\frac{1}{2}$  units. Given every term.

### College Courses

**IV. The Teaching of Arithmetic.** This course is intended to give a clear insight into the content of arithmetical method, and a perspective that will enable the student to judge the comparative values of various subjects and processes in Arithmetic. Credit,  $2\frac{1}{2}$  semester hours.

For details see Education XIV.

**V. Plane and Spherical Trigonometry.** A course which is a study of relations. Functionality is uppermost in every process. Both algebraic and geometric methods are used. It therefore effectively correlates Algebra and Geometry and finds numerous applications in mechanics and engineering. Two quarters. 5 hours.

**VI. Surveying.** The course includes different forms of land surveying, laying out of country roads, excavations, cross section work, differential and profile leveling, contour work, drainage areas, laying out railroad curves, and computing fills. The student is required to get a

practical knowledge of the transit, compass and level, and the adjustment of these instruments.

No one will be admitted to this course who can not devote to it four hours each day. One quarter.  $7\frac{1}{2}$  hours. Given only in the summer term. Prerequisite: Course V.

**VII. College Algebra.** This course includes a comprehensive study of symmetry, ratio, and proportion, irrational numbers, quadratic equations, graphical representation, simultaneous quadratic equations, the binomial theorem, progressions, theory of equations, determinants, partial fractions, inequalities, variation, and infinit series. Two quarters. 5 hours.

**VIII. Analytic Geometry.** A thoro study of the point, straight line, circle, parabola, ellipse, hyperbola, tangents to any conic, diameters, poles and polars, the general equation of the second degree, and higher plane curvs; also the point, plane, straight line, and quadric surfaces as treated in analytic geometry of space. Two quarters. 5 hours. Prerequisite: Course VII.

**IX. Differential and Integral Calculus.** The course will include all the common forms in differential calculus with practical problems; also the usual work in integral calculus with application to Mechanics. Prerequisite: Course VIII. Two quarters. 5 hours.

**X. Theory of Equations.** This course will treat of the properties, transformations and roots of equations, the algebraic solution of the cubic and quartic, the solution of binomial and reciprocal equations, symmetric functions of the roots, elimination, and determinants. One quarter.  $2\frac{1}{2}$  hours. Prerequisite: Course VIII.

**XI. History of Mathematics.** This course gives a historical survey of the science of mathematics. It enables the student to follow the genesis of this science, to grasp the essential facts of mathematics, and to utilize them in his teaching profession. One quarter.  $2\frac{1}{2}$  hours. Given in the winter quarter. Prerequisite: Course IX.

## MILITARY DRILL AND TACTICS

DAVID R. GEBHART

No one is capable of disciplining others until he himself is willing to accept disciplin. There is no disciplin so nearly perfect as that where no disciplin is apparent. To be thoroely disciplind is to be in absolute command of one's self; to be able to act instantly on becoming cogni-

zant of a desire, demand, or command. There is no better manner of gaining this self-command than in systematic military drill. Realizing this, the school has supplied a set of ordnance, consisting of some fifty Springfield rifles, belts and bayonets that the men of the school may have the advantage of this training. While the course is under the direction of a member of the faculty, the company is officered by students who receive regular warrants or commissions issued by the president of the school. The company meets twice a week for drill or recitation in Drill Regulations. While uniforms are not required, cadets are encouraged to procure them for themselves. A uniform of excellent quality may be purchased for about fourteen dollars. No other clothing obtainable at the present time will wear quite so well as the regulation uniform. Men who have not the time for regular daily physical exercise in gymnasium classes or on the track or field will find this drill an excellent substitute to keep them in good physical condition.

## MUSIC

DAVID R. GEBHART, JOHN L. BIGGERSTAFF, C. WIELAND,  
RENA GARRIOTT, -----, -----

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

### Outline by Terms of Quarters

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

**I, II, III.** Sight reading of vocal music. From the most elementary forms of the first grade in the public schools thru the work of the high school. I. Elementary. II. Intermediate. III. Advanced. Three quarters. 1 unit. Mr. GEBHART, MISS GARRIOTT.

**SPECIAL TERM.** Physics of Music given by J. S. Stokes, head of Department of Physics. No one will be eligible to make music his major subject till this work has been taken. 2½ hours.

**IV, V, VI. Harmony.** This is a study. It "requires preparation". Scale formation, triads and their use, harmonization of melodies. MR. BIGGERSTAFF, MR. GEBHART. 7½ hours.

**VII, VIII. Counterpoint.** Strict and modern. 5 hours. MR. BIGGERSTAFF, MR. GEBHART.

**IX, X. Form.** Study and analysis of all instrumental and vocal forms. 5 hours. MR. BIGGERSTAFF, MR. GEBGART.

**XI. Instrumentation.** A study of the different instruments of the orchestra in regard to their construction, mechanism, tone quality possibilities, etc. MR. WIELAND. 2½ hours.

**XII. Orchestration.** Practical work in arranging composition of all forms for small and large orchestras. Practical experience gained by directing the works arranged. 2½ hours. MR. WIELAND.

**XIII. History of Music.** From the music of the ancients to the present. 2½ hours. MR. GEBHART, MR. BIGGERSTAFF.

**XIV. Biography of Musicians.** From Palestrina to the present, with programs, vocal and instrumental, in illustration of each composer. 2½ hours. MR. BIGGERSTAFF.

**XV. The Teaching of Music.** 2½ hours. MR. GEBHART.  
See Education XVIII.

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

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

Credit to the amount of one unit for every hundred weeks' membership in chorus or orchestra is given, this being equivalent to three quarters work, five recitations per week, 55 minute periods. This work may be offered in lieu of work in literary societies or debating clubs.

**Individual Lessons.** Voice, Violin, Viola, Cello, Bass, Clarinet, Oboe, Flute, and Brass Instruments. Requirements: See special music bulletin.

## THEORY OF PHYSICAL EDUCATION

H. L. McWILLIAMS

**I. Play in Education.** A course necessitating Psychology as a prerequisite, and planed for advanced students and teachers of some experience. Special emphasis will be placed upon the correlation of play with school studies, the grading of games and the teaching of games. Laboratory work in practice and practice teaching will be required. One quarter. Given every quarter.

**II. The Teaching of Athletics.** A course for teachers or supervisors of grammar and high school athletics. The whole problem of school athletics will be carefully studied. The technique and practice of baseball, basketball, football, and track and field athletics will constitute a large part of the work. Two hours' laboratory practice on the athletic field and in the gymnasium will be required. One quarter. Fall and summer quarters.

**III. Physiology.** A high school course in physiology with the emphasis made from the viewpoints of physical education and placed upon the efficiency of the individual. One quarter. Given every quarter.

**IV. The Teaching of Physiology.** An advanced course which will include two hours of laboratory work for the preparation of class experiments and illustrativ material. Physiology or its equivalent will be required for entrance to this course. One quarter.

## PHYSICAL EDUCATION FOR MEN

H. L. McWILLIAMS

**I. Athletics.** Those taking physical education for the first will be allowd to choose from the following classes:

Cross Country Running, Association Football, Recreativ Games, Physical Education II. Fall Quarter.

**II. Gymnastics.** A beginning class in calisthenics, hand apparatus, and elementary heavy apparatus. Special emphasis will be placed upon correct posture thru correctiv exercise. Recreativ and athletic games will be interwoven with the formal exercise. Winter quarter.

**III. Athletics.** In this course a student can make his election between Baseball or Track and Field Athletics. Spring quarter. MR. McWILLIAMS AND ASSISTANTS.

**IV. Athletics.** 1. Indoor Baseball. 2. Tennis. 3. Baseball. 4. Games. Summer quarter.

**V. Athletics.** This course begins the second year's work. The student may select any course offered under Physical Education I which he has not taken.

**VI. Gymnastics.** A course in gymnastic and athletic dancing, advanced Indian clubs, and heavy apparatus. Students must have completed Physical Education II. Winter quarter.

**VII. Athletics.** 1. Baseball. 2. Track and Field Athletics. 3. Indoor Baseball. Spring quarter. MR. McWILLIAMS AND ASSISTANTS.

## PHYSICAL EDUCATION FOR WOMEN

LEOTA L. DOCKERY

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

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

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

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

The women's gymnasium occupies the east wing of Library Hall. It is sixty feet long and thirty-eight feet wide. The office, locker room, and bath rooms adjoin the gymnasium. The equipment is composed of modern pieces of apparatus such as horizontal bar, vaulting bar, horse, giant stride, flying rings, traveling rings, suspended parallels, climbing ropes and poles, a basketball court, and piano for the accom-

paniment of the various exercises. The light gymnastic apparatus includes dumb-bells, Indian clubs, and wands.

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

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

**I. Gymnastics, First Quarter.** The purpose of this course is to give the student a working knowledge of the simple gymnastic positions and terminology. Simple folk dances and games are introduced. Instruction is given in certain phases of personal hygiene.

**II. Gymnastics, Second Quarter.** In this class more complicated gymnastic exercises are given. Indian club swinging supplements the free exercises of the first quarter. More difficult folk dances are used. Team games are emphasized.

**III. Gymnastics, Third Quarter.** This work will consist almost entirely of team games. It includes work in theory and practice of gymnastics.

**IV. The Teaching of Physical Education in the Practice School.** One quarter. Prerequisite: three quarters of gymnastic work.

## PHYSICS AND PHYSIOGRAPHY

J. S. STOKES, —————

**I. Physics.** A course for mature students and for those having taken high school Physics. Course embraces the following subjects, named in the order in which they are studied: Mechanics of Solids and Fluids, Wave Motion, Sound, Heat, Light. Plane trigonometry required. Three quarters.  $7\frac{1}{2}$  hours. MR. STOKES AND ASSISTANTS.

**II. Electricity and Magnetism.** A course embracing the fundamental principles of these subjects and many industrial applications of the same. Requirement same as for course I; also first quarter of course I or its equivalent. Two quarters. 5 hours. MR. STOKES.

**III. Elementary Course in Electricity.** A course in practical electricity, for students whose knowledge of mathematics and mechanical physics is not sufficient for course II. The subject will be developpt,

largely thru experimental and constructiv work and a consideration of the practical problems daily encountered, such as the house-bell and program-bell circuits, the electric-light, fan, iron, heating devices, projection lanterns, storage and other batteries, wiring methods, etc. One quarter. Given every quarter.  $\frac{1}{3}$  unit. Open to any one desiring to take it. MR. STOKES AND ASSISTANTS.

**IV. The Physics of Music.** A course for students of the course in music. The course is a modification of the work of the second quarter of course I. The physical basis of music is sytematically developpt by experiment, demonstration, and discussion. One quarter.  $2\frac{1}{2}$  hours. Given in the spring quarter. MR. STOKES.

**V. Physical Geography.** A course comprising first, a study of the physical features of the earth's surface and the physical processes operativ in producing them, and then a study of mathematical geography and meterology, or the physics of the atmosphere.

During the last quarter the student makes a study of the details of the topography of selected portions of the United States, with the objects in view, of observing and localizing numerous illustrations of the processes previously studied, of acquiring knowledge of the relief of his country and of rendering the teaching of geography and history more efficient. Three quarters.  $7\frac{1}{2}$  hours. MR. STOKES AND ASSISTANTS.

## DEPARTMENT OF RURAL EDUCATION

MARK BURROWS, FLORENCE M. LANE, L. B. SIPPLE

**Purpose.** So important is the work of preparing rural teachers that it is deemd advisable to introduce at this place in the Bulletin some distinct statements as to this department of the institution. From many localities we have insistent demands for professionally prepared rural teachers.

The traditional curriculum for city schools will not do for the up to date rural school. The teacher prepared along with those who are to teach in the typical graded school system will not do for the up to date rural school. Hence, the Normal School at great expense has a special department with special courses for rural school teachers.

**Courses.** Each course for a rural teacher must hereafter cover the equivalent of the twelv units containd in a high school course of the second class. The time requirement is three years above eighth grade studies. It is not sufficient to offer merely the typical twelv units of a

high school course. As may be seen in the following paragraphs,—the equivalent of some three or four units in the rural school course must be of a pedagogical character.

**Special Rural Certificate.** Students who complete in this institution all the subjects mentioned below, or who take a sufficient number of the same in another institution and spend at least six months in this institution and who have otherwise fulfilled the requirements of the state superintendent of schools, will receive from him two years' certificates authorizing them to teach in any rural school of the state. The studies are as follows:

Grammar and Composition . . . . .	3 terms, 1 unit
Literature, with Composition . . . . .	3 terms, 1 unit
Farm Accounts, 1 term and Advanced Practical Arithmetic, 2 terms . . . . .	3 terms, 1 unit
Algebra thru Quadratics . . . . .	3 terms, 1 unit
American History . . . . .	3 terms, 1 unit
Civics, 2 terms; Sanitation, 1 term . . . . .	3 terms, 1 unit
Agriculture . . . . .	3 terms, 1 unit
General and Commercial Geography . . . . .	3 terms, 1 unit
Manual Arts, Fine Arts, Household Arts, Reading, Vocal Music, Physical Education, at least one term each (one hour a day) . . . . .	6 terms, 1 unit
Rural School Management, Rural School Methods, Rural Sociology, one term each . . . . .	3 terms, 1 unit
Electives . . . . .	2 units
Total . . . . .	12 units

NOTE: High school graduates who seek the rural state certificate must take three terms in rural school pedagogy and some review courses in Grammar, Composition, Arithmetic, and American History at least. They must also offer six terms (one hour daily) in Fine Arts, Manual Arts, and other drills.

**Model Rural School.** The Model Rural School on the campus is an important factor in the preparation of rural teachers. Some study and observation of the work done in this rural school is a requirement for graduation from a rural school course.

**Rural Sociology Club.** Students regularly enrolled in the department of rural education are eligible to membership in the Rural Sociology Club, which is organized to popularize the study of rural sociology. It also gives students valuable experience in the managing of clubs and other organizations in rural communities. Meetings are held weekly in the Model Rural School building.

**Rural Life Conference.** This institution holds annually about the first of October a Rural Life Conference lasting usually three days. At this convention there is a valuable admixture of the actual and in-

tending teachers with people from rural communities. There is combined with the Rural Life Conference each year a stock show in which the premiums amount to several hundred dollars; also bread shows, corn shows, and provisions for entertaining some 200 to 300 children from the farms of Adair County in tents with accompanying facilities for meals outdoors and for appropriate plays and games.

**The K. S. N. S. Messenger**, a monthly magazine for rural teachers and rural life workers, is published thru the department of rural education. Any Missouri teacher may receive the paper free upon application to the EDITOR MESSENGER, KIRKSVILLE, MO.

**Field Specialist in Rural Education.** The object in placing such a man in the field is to keep this school in closer touch with North-east Missouri to the end that it may serve the state better.

With this in mind, the work of the many departments of the school will be brought direct to any community desiring the services of this department.

The "field specialist", Ex-County Superintendent L. B. Sipple, will, so far as possible, hold his services at the command of county superintendents, school boards, teachers, patrons' organizations, clubs, etc. He will deliver addresses, illustrating the work of this school and of the many phases of education by means of the stereopticon. He will visit any community, and advise with the county superintendent, school board, teacher and patrons regarding any educational work in which this school may render service.

He will be especially interested in aiding the community idea and in the establishing of community centers, granges, clubs, etc., in schools or churches.

As a member of the Department of Rural Education his chief attention will be directed towards rural and village schools and those high schools whose constituency is largely rural. An effort will be made to keep in touch with teachers going out from this department and thru them together with the county superintendent, patrons and other agencies to assist in the revitalization of rural schools. The theory of education from the class rooms of this school and the demonstrations of the Model Rural School on the campus will be taken direct to the school room in the country to assist in making the rural schools more practical and efficient.

The other members of this department will also assist in the field work as occasion may demand.

## THE MODEL RURAL SCHOOL

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

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

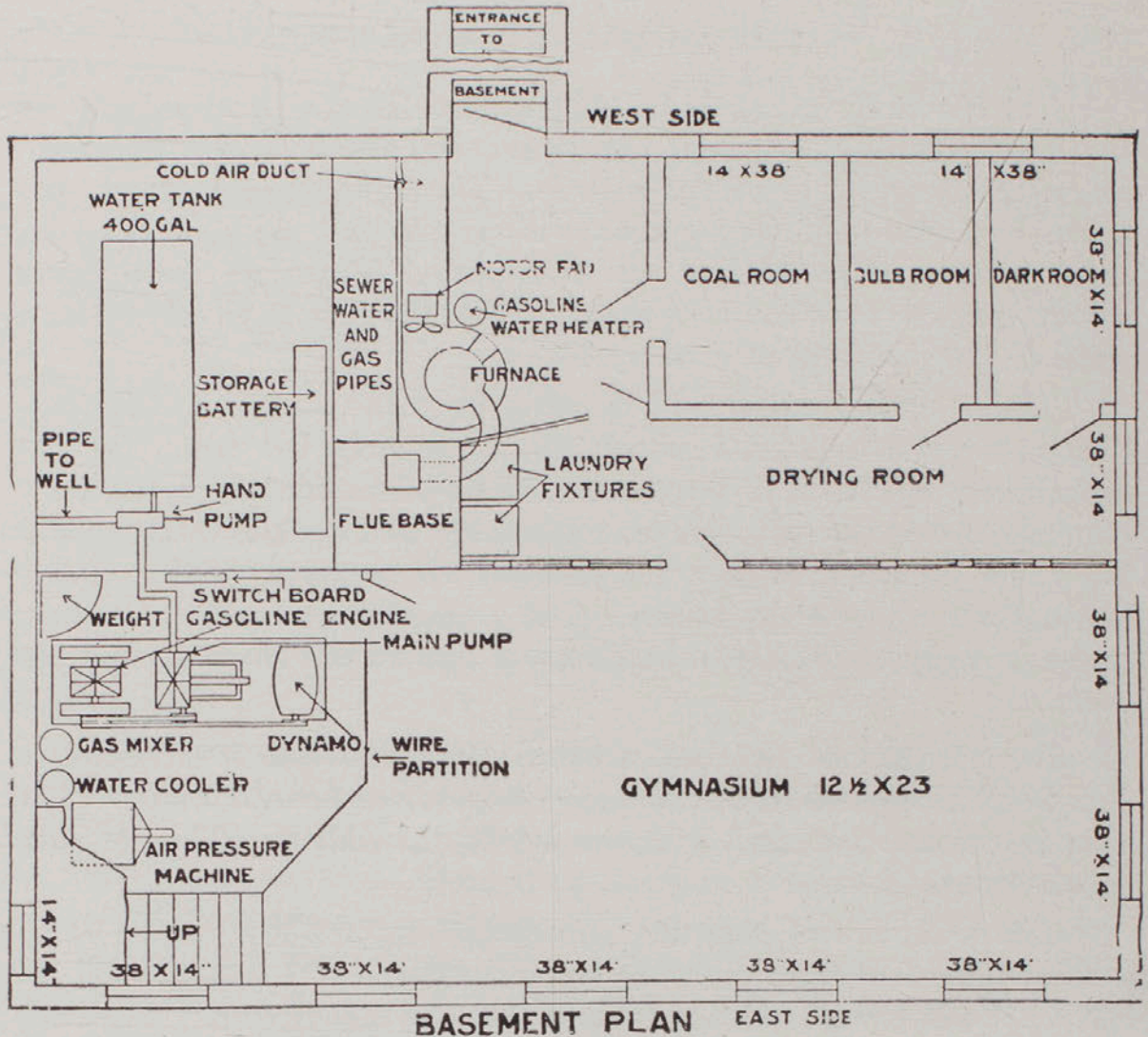
**Description of Basement Plan.** The basement is rectangular. It is 28x36 feet outside measurement—8 feet from floor to ceiling. The floor is concrete underlaid with porous tile and cinders. The tile leads into a sewer.

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

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

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

The basement has eight compartments: (1) Furnace Room, containing furnace enclosed by brick walls, also cold air duct with electric fan, also gas water-heater; (2) Coal Bin 6 x 8 feet; (3) Bulb or Plant Room 3 x 8 feet for fall, winter and spring storage; (4) Dark Room 4 x 8 feet for children's experiments in Photography; (5) Laundry Room 5 x 21 feet with tubs, drain, and drying apparatus; (6) Play Room 13 x 23 feet; (7) Tank Room, containing a 400 gallon pneumatic pressure tank, storage battery for electricity, hand pump for emergencies, water gage, sewer pipes, floor drain, etc.; (8) Engine Room, containing gasoline engine, water pump, electric generator, switch board, water tank for



cooling gasoline engine, weight for gas pressure, gas mixer, batteries, pipes, wires, etc.

The pumps lift water from a well into pressure tank thru pipes below frost line. Gasoline is admitted thru pipes beneath frost line from two 40-gallon tanks underground, 30 feet from building. Rooms are wired for electricity and piped for gas.

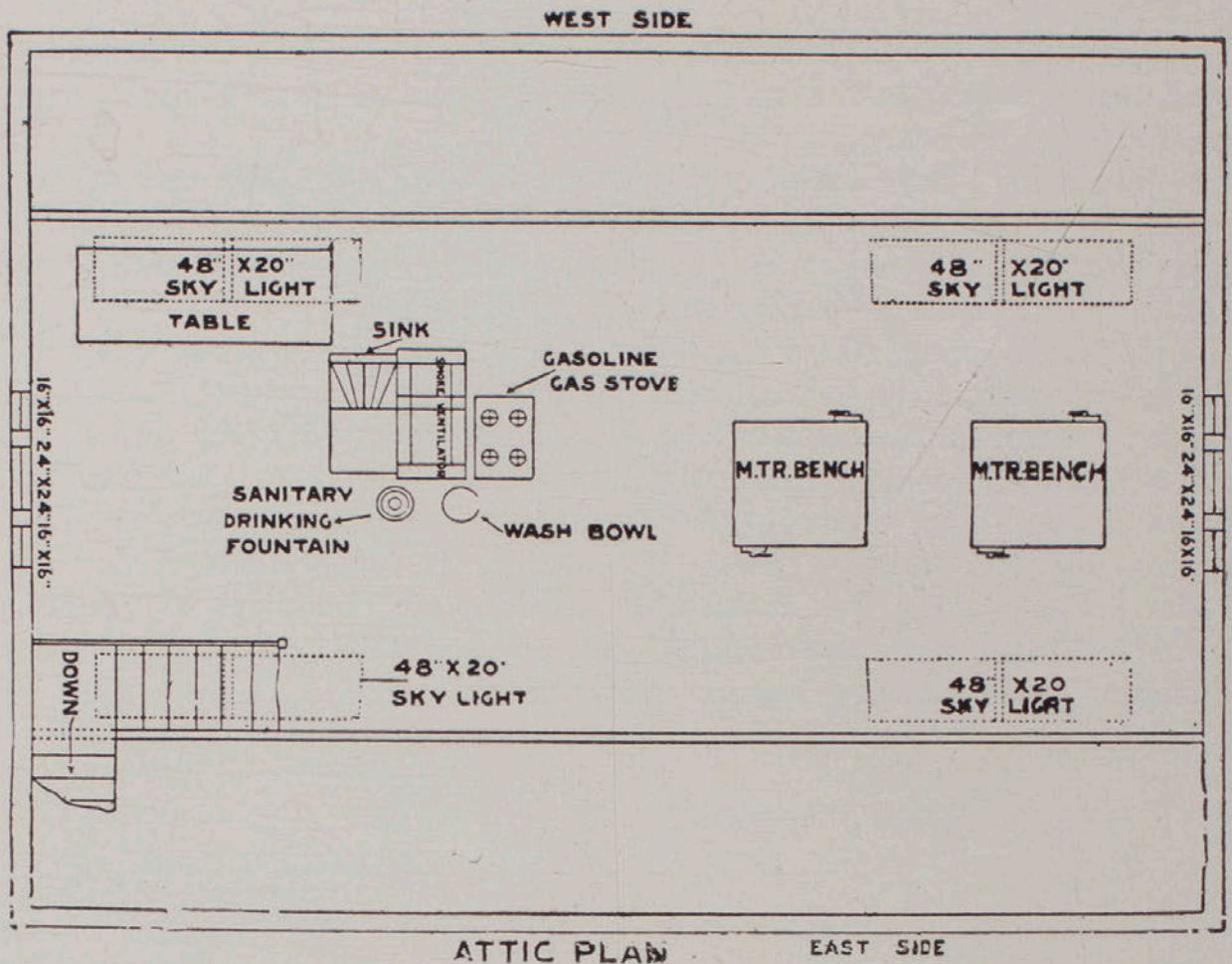
Basement in all parts thoroly ventilated.

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

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

Mild light in abundance is admitted from the north or left side of the children; ground glass window at rear admits sunlight for sanitation. School room has adjustable seats and desks on separate movable





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

**Description of Attic Plan.** Every rural schoolhouse has an attic but this seems to be the only one whose attic was ever discovered. This attic is 35 x 15 feet inside measurement, all in one room as shown by floor plans on following page; distance from floor to ceiling is 7½ feet in middle part.

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

It has a wash bowl with hot and cold water, looking glass, towels, etc. It has a large sink such as a good kitchen usually contains. It has a drinking fountain but no drinking cup either common or uncommon. It has cupboards, boxes and receptacles for various experiments in Home Economics.

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

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

This attic is from all points of view sanitary.

## VISUAL ILLUSTRATION

MARK BURROWS

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

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

This course is open to those about to receive the diploma, the elementary certificate, or the rural state certificate. One quarter. Given every term.



A GROUP FROM THE ELEMENTARY CLASS (1913-14)

## STATISTICS

	Men	Women	Total
Individuals Attending Summer Term, 1913 .....	223	755	978
Individuals Attending Fall Term, 1913.....	255	342	597
Individuals Attending Winter Term, 1913-14 .....	266	390	656
Individuals Attending Spring Term, 1914 .....	241	349	590
<hr/>			
Average No. Attending .....	246	462	708
Individuals Enroll, Year Ending May, 1914 .....			1637
Children in Practice Schools .....			300
<hr/>			
Total Enrollment, Including Practice Schools .....			1937
Individuals Attending Summer Term, 1914 .....	245	759	1004

## ENROLLMENT BY YEARS

### Exclusiv of Practice School Children

Years	Students	Years	Students
1868—First year .....	140	1892—Twenty-fifth year .....	596
1869—Second year .....	203	1893—Twenty-sixth year .....	606
1870—Third year.....	303	1894—Twenty-seventh year.....	562
1871—Fourth year.....	321	1895—Twenty-eighth year .....	620
1872—Fifth year .....	434	1896—Twenty-ninth year.....	623
1873—Sixth year.....	470	1897—Thirtieth year.....	719
1874—Seventh year.....	668	1898—Thirty-first year .....	737
1875—Eighth year.....	709	1899—Thirty-second year .....	739
1876—Ninth year .....	627	1900—Thirty-third year .....	742
1877—Tenth year .....	592	1901—Thirty-fourth year .....	753
1878—Eleventh year .....	534	1902—Thirty-fifth year.....	757
1879—Twelfth year .....	468	1903—Thirty-sixth year .....	784
1880—Thirteenth year .....	513	1904—Thirty-seventh year.....	944
1881—Fourteenth year .....	492	1905—Thirty-eighth year .....	982
1882—Fifteenth year.....	481	1906—Thirty-ninth year.....	1040
1883—Sixteenth year .....	446	1907—Fortieth year .....	1157
1884—Seventeenth year .....	501	1908—Forty-first year.....	1250
1885—Eighteenth year .....	475	1909—Forty-second year .....	1307
1886—Nineteenth year .....	405	1910—Forty-third year.....	1364
1887—Twentieth year.....	421	1911—Forty-fourth year .....	1370
1888—Twenty-first year .....	490	1912—Forty-fifth year .....	1450
1889—Twenty-second year .....	505	1913—Forty-sixth year .....	1601
1890—Twenty-third year .....	502	1914—Forty-seventh year .....	1637
1891—Twenty-fourth year .....	560		



A GROUP FROM THE SENIOR CLASS (1913-14)

## GRADUATES RECEIVING DEGREES, 1913 and 1914.

Receiving degrees for completion of four years in a teachers college course preceded by a four years' high school course:

Eolian Baird Berger, A. B. in Ed.	May 20, 1913.
M. A. Boyes, A. B. in Ed.	Feb. 28, 1913.
Fred Emerson Brooks, A. B. in Ed.	Aug. 8, 1913.
B. L. Cornmesser, B. S. in Ed.	Aug. 8, 1913.
Glen D. Davis, B. S. in Ed.	Aug. 8, 1913.
Melvin E. Fish, A. B. in Ed.	Aug. 8, 1913.
Clive M. Finegan, A. B. in Ed.	Aug. 8, 1913.
Wayne R. Fuller, B. S. in Ed.	Aug. 8, 1913.
Laura Pauline Kirk, A. B. in Ed.	Aug. 8, 1913.
John R. Murdock, B. S. in Ed.	Aug. 8, 1913.
C. H. Ramsay, B. S. in Ed.	Aug. 8, 1913.
Clara Sanford, B. S. in Ed.	Aug. 8, 1913.
O. G. Sanford, B. S. in Ed.	Aug. 8, 1913.
Frank Ward, A. B. in Ed., B. S. in Ed.	Aug. 8, 1913.
C. M. Wise, A. B. in Ed.	Aug. 8, 1913.
Sylva G. Browne, B. S. in Ed.	May 19, 1914.
Vera Finegan, A. B. in Ed.	May 19, 1914.
J. A. Goodwin, B. S. in Ed.	May 19, 1914.
Geo. E. McFadden, A. B. in Ed.	May 19, 1914.
John R. Murdock, A. B. in Ed.	May 19, 1914.
James E. Rouse, B. S. in Ed.	May 19, 1914.
Eunice V. Adams, A. B. in Ed.	Aug. 7, 1914.
A. G. Capps, B. S. in Ed.	Aug. 7, 1914.
Belle M. Cockrum, A. B. in Ed.	Aug. 7, 1914.
J. A. Crookshank, B. S. in Ed.	Aug. 7, 1914.
Ina V. Finegan, A. B. in Ed.	Aug. 7, 1914.
Lula E. Hamilton, B. S. in Ed.	Aug. 7, 1914.
Mary Elizabeth Kirk, A. B. in Ed.	Aug. 7, 1914.
Eldina Kropf, A. B. in Ed.	Aug. 7, 1914.
Edith Marston, A. B. in Ed., B. S. in Ed.	Aug. 7, 1914.
Evalena Miller, A. B. in Ed.	Aug. 7, 1914.
E. J. Powell, B. S. in Ed.	Aug. 7, 1914.
Clyde Harman Wady, A. B. in Ed.	Aug. 7, 1914.
Earl O. Watkins, A. B. in Ed.	Aug. 7, 1914.
Mabel M. Wilson, B. S. in Ed.	Aug. 7, 1914.
Pauline Faye Yeager, A. B. in Ed., B. S. in Ed.	Aug. 7, 1914.

## GRADUATES OF "ADVANCED COURSE" (1912-13).

The same being a three years' teachers college course preceded by a four years' high school course.

Eunice V. Adams, Ola Cleo Ader, V. H. Barker, Paul W. Barnett, Ira Everett Boley, Jackson A. Boucher, W. E. Burnham, Jennie V. Case, A. B. Cluster, Hubert L. Collett, Luna Corbin, Herman Lee Crookshank, J. A. Crookshank, Luther Vincent Crookshank, Adolph Dooley, S. Carrie Downing, Mattie Dutton, A. G. Elam, Anna E. Fahrni, Ina V. Finegan, Wayne R. Fuller, Walter W. Gibbany, Shirley Gorrell, Paul L. Hardesty, Jessie Harding, Eliza J. Henderson, Ambrose S. Hill, Ethel Hook, Gertrude K. Horn, Courtney Jackson, Ora Johns, Mary E. Kirk, Herbert William

Kretzmeier, Leslie Magruder, Chas. C. Maxwell, Juanita McGuire, Catherine Nelson Meade, Gladys Millay, Evalena Miller, Barton S. Morgan, Harriet Nelson, Julia Bernice Netherton, Pearle Netherton, Berdie Newmyer, Lola Newton, Lois Mabel Norwood, Joseph O. Otterson, J. Frank Page, Fred E. Patrick, Ida May Patterson, Jene B. Patton, Harrison Sumner Pfeiffer, J. G. Pierce, Clara Frances Pierson, A. Lee Prosser, Elizabeth Carmelita Quinn, Calvin Henry Ramsay, Dora L. Reynolds, Esther Robinson, Ruth E. Sanders, Georgia Sebring, June Selby, Wm. W. Shoop, Grover W. Sims, C. A. Smith, Neva Sue Smith, Lee C. Stuart, Eva Hester Stuck, Elizabeth K. Uhe, Alice Vaughn, Alma Vaughn, Viola Vogel, Nelle Wells, Carrie E. Wiley.

#### SENIORS (1913-14).

Receiving diploma for three years' teachers college course preceded by a four years' high school course on or before May 19, 1914.

S. Morris Boucher, Lois Dean Cochran, Elva Doyle, S. B. Edwards, Frankie Gentry, Logan M. Gilbreath, Lula E. Hamilton, James R. Kerr, Elsie Lucretia Kirk, T. G. Nichols, A. G. Reed, Jas. Buford Rogers, Edna M. Rolston, Ross A. Scoggin, Ruth E. Sloop, Bennie Stone, Dorothea Thomas, Opal Townsend, Everett M. Turner, Earl O. Watkins, Louise Wilcox, Olive B. Woodward.

#### August Section.

Candidates for diploma August 7, 1914:

Katherine Elizabeth Andrews, Marvin F. Beach, Fred Bruner, E. A. Burch, W. H. Burress, Nellie G. Chevront, Charley C. Cokerham, Nola Crandall, Flossie Deaver, Gladys Doss, Glenn S. Edwards, Leota Eubanks, M. Leolin Eubanks, Mary Ann Fidler, Marion Francis Gardner, Le Nell Gibson, Claudia Marie Gray, Georgia R. Grimes, Benjamin Harrison Jolly, Ada Lenore Miller, Marie F. Miller, F. Lillian Moore, Winifred Owens, H. M. Patterson, Linnie E. Pearson, Beulah Jewel Sires, Lawrence L. St. Clair, Clyde Harman Wady, Nathan E. Wells, Lillian Whaley, Connie Jeanette Wright, Maye S. Yeager.

#### DIPLOMA TO TEACH IN ELEMENTARY SCHOOLS

Candidates to receive diploma containing life certificate with designated ability to teach in elementary schools August 7, 1914:

Mrs. Flo E. Ballard, Amne Berger, Ella E. Black, Walter G. Burress, Geneva Cash, Joseph M. Davidson, Hazel Fletcher, Frances Fay Funkhouser, Grace Hoyt, E. Margaret Little, Edna Montgomery, Mrs. Mary E. Moore, Grace L. Ridgway, Enoch A. Sparling, Wallace Dwight Swanson, Floyd Allen Thompson, Ruth Louise Towne, Mabel Vaughn, Catherine S. Wallace, Sadie M. Walters, Marion Wattenbarger, Jeanne Willett.

#### ELEMENTARY CLASS

GRADUATING ON OR BEFORE MAY 19, 1914.

Fannie Ball, J. C. Bond, Joe H. Botts, Marvin Brockman, Christine E. Bunch, Walter G. Burress, H. Elizabeth Campbell, Anna B. Chapman, Winnie D. Cornett, Lura Cowan, Everette Craig, Joseph M. Davidson, Katherine M. Drescher, Bertha Fife, Nelle Flanders, Altha Foster, Rena Garriott, Cora Garrison, Wallace Havenor, Maggie Lee Hoffman, John Carl Hull, Roy Inbody, Lynne E. Jones, Ralph E. Lehr, Roma Lehr, Julia Lewis, Josephine Lillard, Agnes Lindsey, Margaret Lloyd, Harvey Long, Helen McIntyre, Lettie Merrick, E. Lela Mitchell, Mary Gladys Mitchell, Louise Mudd, Lora

Murfin, Merle Myers, J. H. Pearson, Ethel Perryman, Helen Pfeiffer, Floyd Reyner, Minnie Richardson, Ruth Riddell, Grace Ridgway, Elsie M. Robinson, Delilah Sanders, (Mrs. Watson A. Hauptmann), Luella Sebring, Florence Shaw, Clara Smelser, Lutie T. Smith, Ernest St. Clair, MaBelle Symons, Vera Thomas, Martha B. Thompson, Anna Thraikill, C. H. Threlkeld, Lennye L. Tucker, Beulah E. Wells, Frankie Westfall.

Candidates for the elementary certificate August 7, 1914:

Bertha E. Arni, Blanche Baker, Pearl Baker, Mrs. Flo E. Ballard, D. Verdun Bealmer, Amne Berger, Robert T. Berger, Ella E. Black, Ada Frances Blakeslee, Annie Bledsoe, Lillian Marie Bramblett, Anna E. Brewington, Ida Brewington, Beulah Jap Brown, Cora Bruner, Effie Lee Bruner, Tina Burress, Avis E. Callison, Oletha L. Capps, Amy Casebeer, Daisy Cater, Mabel Childers, Mabel Clough, Elsie Coulson, Mabel E. Cowan, M. Etta Crawford, Mabel Crump, Virginia S. Cullimore, Phyllis Cunningham, Chauncey India Davis, Martha Davis, Mollie Lee Delaney, Bland Downing, Zelma Doyle, O. Boyd Eddins, Buel F. Enyeart, Thurba Fidler, Mabel J. Fields, Goldie Forrest, Leida Friday, Hazel W. Furman, Sallie Garrett, Frankie M. Gentry, Lillian Glazier, F. Karl Grassle, Sallie Joe Grigsby, Nell Grimes, Ertle Gulick, Willie Lee Hampton, Arlie Esther Harrison, Watson A. Hauptmann, Walter R. Henry, Hazel Holmes, Orvel E. Hooker, Nina Howard, Hazel Howison, Belva Humphrey, Mabel Rose Kraft, Margaret M. Kramer, Frances Lail, Mazie Lawrence, May Leedom, Stella Lee Lemen, Lenore Lindsey, Mary Dean Locke, Essie Louise Long, Bessie R. Lucas, F. M. Luttrell, Lela Lyon, Leota Marston, Beulah McClaran, Florence J. McCully, Annabelle McGee, Anna Melvin, Cordia Mills, Anna O. Murphy, Lena Newmyer, Ermine Ophelia Novinger, Hulda Overstreet, Leo H. Petree, Noel H. Petree, Rubey Petty, Tulsye Phelps, Harva Pitts, Zelma Poe, M. B. Platz, Herman B. Polson, Earl Y. Poor, Edith Porter, Elsie M. Post, Mary Winston Price, Agnes Rank, Daisy Rankin, O. F. Revercomb, Alva E. Roberts, Pearl Romjue, Ethel M. Roseberry, Ivy Camille Seaber, Stanley Shaw, Mattie Bess Shearman, Ollie Shumaker, Lanore W. Simmons, Ann Marie Simmons, Leon E. Slavens, Martha W. Smith, Henrietta K. Smoot, Enoch A. Sparling, Virginia Grace Sparling, Hortense O. Standley, Georgia G. Stautermann, Blanche Stephens, Mattie Tate, Jennie Terrill, Anna B. Thiemann, Oakley Thomas, Floyd Allen Thompson, Susie Thorrington, Mae Thurman, Minnie Trippeer, Lucille M. Van Pelt, Georgia B. Vaughn, Marion Wattenbarger, Lola Muril Webber, Elmer J. Weyand, Willie E. Whitson, Samuel E. Wilson, Sudie R. Winn, Anna Lee Woods, Dorothy Marie Woods, Vance K. Yeager.

### RURAL SCHOOL EDUCATION

Receiving Rural School Certificate on or before May 19, 1914:

Robert L. Alexander, Lola Borron, Lottie Brantner, Leota Burton, Randa Carington, Allie Conrad, Jesse M. Davidson, Alpha Flynn, Verna Hoyt, Flossie Jenkins, Grace Lemasters, Chester F. McCarthy, Mary T. McClary, Stanley Moots, Ruby Shults.

#### August Section

William Leo Boarman, Walter W. Botts, Elsie Brown, Helen Crawford, F. A. Dill, Warren L. Duffie, Tina Frazier, Edith Huffman, Mabel Loren, Fern McGee, Maurine McMurry, Mabel Neff, Floyd Alpha Newman, Hattie M. Orr, Flora Page, Belle Parkin, Lefa Ray Phillips, Pearle Snyder, Emma C. Underwood, Lelia P. Wilder, Ethel E. Wolfenbarger, C. O. Wright.

# ENROLLMENT

JUNE, 1913 TO JUNE, 1914

NAME	COUNTY		COUNTY
Abernathey, Elnora	Adair	Baker, Susie	Montgomery
Acton, Lydia	Holt	Ball, Fannie	Lincoln
Adams, Eunice V.	Adair	Ballard, Charles McE.	ILLINOIS
Adams, Nell	Adair	Ballard, Flo E.	Macon
Ader, Ola C.	Adair	Balthrope, Marguerite	ILLINOIS
Aeschliman, J. E.	Schuyler	Banning, Doone	Adair
Ainslie, Margaret	Adair	Banning, Halcyon	Adair
Albee, Katie	Putnam	Barb, Bessie	Schuyler
Alexander, Amara	Schuyler	Barker, Ray	Adair
Alexander, C. Bessie	Sullivan	Barker, V. H.	Linn
Alexander, Geo.	Linn	Barnes, Elsie	Shelby
Alexander, R. L.	Boone	Barnes, Grace L.	Audrain
Alexander, Rowena	Schuyler	Barnes, Joe M.	Audrain
Altic, Mattie M.	Adair	Barnes, Ruby (Mrs. Capps)	Randolph
Ames, Marvel	Sullivan	Barnett, Lola	Adair
Anderson, Carmelita	Lewis	Barnett, Paul	Adair
Anderson, Cleo	Worth	Bartlett, Orpha A.	Sullivan
Anderson, Isa Dea	Lewis	Bash, E. H.	Chariton
Anderson, Jack	Chariton	Bassett, Mrs. Roy	Monroe
Anderson, Rouse W.	Lewis	Baughner, Stella	Linn
Anderson, Roy	Adair	Baughner, Waverly	Linn
Andrews, Della	Chariton	Beach, Mabel	St. Clair
Andrews, Eden	Sullivan	Beach, M. F.	Howard
Andrews, Mrs. Etta	Lewis	Bealmer, Verdun	Macon
Andrews, J. A.	Lewis	Beals, Effie L.	Monroe
Andrews, Kate E.	Macon	Beck, Cassie	Montgomery
Angus, J. T.	Scotland	Beckner, Vernon T.	Grundy
Arni, Bertha	Schuyler	Bedsworth, Berdie	Callaway
Artz, Erma	Sullivan	Beeler, Noah	Schuyler
Ash, Lee D.	Monroe	Begole, Marie	Adair
Atterbury, Mary	Monroe	Behymer, Roy E.	Macon
Atterbury, Newton	Monroe	Belfield, Marye	Adair
Babbitt, Bessie	Adair	Bell, Lillian	Iowa
Bachman, Mabel	Adair	Benner, Dale N.	Adair
Bailey, Alice	Clark	Bennett, Dale	Sullivan
Bailey, Claire	Adair	Bennett, Grover T.	Adair
Bailey, J. A.	Knox	Benning, Eva Hardin	Clark
Bailey, Mary	Linn	Benson, Ethel A.	Adair
Bailey, Maude	Macon	Berger, Amne	Montgomery
Bailey, Oscar	Macon	Berger, Harry S.	Montgomery
Baity, Frank K.	Adair	Berry, Selma	Putnam
Baker, Bess	Monroe	Bick, Mabel	Monroe
Baker, Blanche	Linn	Biggerstaff, Cecil G.	Clinton
Baker, Cordia	Harrison	Billeter, Stella	Chariton
Baker, Ruth	Lewis	Billington, T. G.	Adair
		Bird, Amy	Jackson

Bird, Ruby Lucille.....	Jackson	Brown, Augusta.....	Sullivan
Black, Ella E.....	Montgomery	Brown, Bernice.....	Sullivan
Blackhurst, Stephen.....	Livingston	Brown, Bessie.....	Grundy
Blackwell, Lillian.....	Daviess	Brown, Beulah.....	Ralls
Blakely, Ethel.....	Clark	Brown, Clessie.....	Linn
Blanton, Edna.....	Scott	Brown, Elsie.....	Audrain
Bledsoe, Harvey.....	Sullivan	Brown, Guy.....	Adair
Blosser, Hazel.....	IOWA	Brown, Hazel V.....	IOWA
Boarman, Wm. Leo.....	Monroe	Brown, Lola.....	Linn
Bohon, Lois.....	Schuyler	Brown, Maude.....	Grundy
Boicourt, Reed.....	Montgomery	Brown, Nellie G.....	Chariton
Bolander, Harley.....	Ada	Brown, Nellie M.....	Clark
Bolen, Maude.....	Callaway	Brown, Nettie.....	Ralls
Boley, Ira E.....	Adair	Brown, Paul.....	Sullivan
Bond, J. C.....	Worth	Brown, Paul R.....	Grundy
Bondurant, Earle.....	Adair	Brown, Ruth.....	Grundy
Booth, Grace.....	Sullivan	Brown, Ruth.....	Randolph
Booth, Morea.....	Sullivan	Brown, Zella.....	Audrain
Booth, Retha.....	Harrison	Browne, Lloyd E.....	Adair
Boram, Beatrice.....	Sullivan	Browne, Sylva G.....	Adair
Borron, Elizabeth A.....	Adair	Browning, Homer.....	Grundy
Borron, Lola.....	Macon	Browning, O. P.....	Monroe
Botts, Joe H.....	Knox	Brownlee, Nina.....	Sullivan
Botts, Walter.....	Knox	Broyles, Roy.....	Mercer
Boucher, Earl.....	Livingston	Bruner, Cora.....	Adair
Boucher, Jackson A.....	Livingston	Bruner, Effie.....	Adair
Boucher, S. Morris.....	Adair	Bruner, Fred.....	Shelby
Boucher, W. R.....	Adair	Bruner, Maude.....	Adair
Bowen, Rosemond.....	Randolph	Bryson, Mable.....	Knox
Bradley, D. Clyde.....	IOWA	Buckler, Jennie.....	Knox
Bragg, Goldie.....	Adair	Bull, Alice.....	Macon
Bramblett, Marie.....	Pike	Bunch, Christine E.....	Schuyler
Branam, Donald O.....	Mercer	Bundren, Ruth.....	Macon
Branam, Oscar.....	Mercer	Burchfield, Martha.....	Montgomery
Brantner, Homer.....	Linn	Burnham, W. E.....	Howard
Brantner, Lottie.....	Sullivan	Burns, B. I.....	Putnam
Breidenstein, Alma B.....	Scotland	Burns, Veronica.....	Adair
Brewington, Anna.....	Macon	Burns, Hortense.....	Harrison
Brewington, Ida.....	Macon	Burns, L. E.....	Putnam
Bridges, Grace.....	Schuyler	Burns, Octa M.....	Adair
Bridges, Maude E.....	Schuyler	Burress, Tina.....	Adair
Briggs, Mary.....	ARKANSAS	Burress, Walter G.....	Adair
Brightwell, Elza.....	Lewis	Burress, W. H.....	Adair
Brightwell, Virgie.....	Lewis	Burrows, Gwynne.....	Adair
Britton, Florence.....	Audrain	Burrows, Iphigenia.....	Adair
Brock, Bess.....	Monroe	Burrows, Mark.....	Adair
Brockman, Marvin.....	Randolph	Burton, Edna.....	Adair
Brooks, Fred E.....	Livingston	Burton, E. L.....	Randolph
Brosi, Mary.....	Lewis	Burton, Leota.....	Gentry
Brothers, M. A.....	Shelby	Burton, W. A.....	Randolph
Brown, Alma.....	Audrain	Busby, Denver.....	Grundy

Bushong, Eula.....	Sullivan	Chinn, Anna.....	Shelby
Butler, Floy.....	Montgomery	Chinn, Irene.....	Shelby
Butler, Leslie.....	Adair	Chowning, J. R.....	Monroe
Buxton, Irene L.....	Sullivan	Christy, Charity I.....	Clark
Byers, Augusta.....	Livingston	Christy, Cora.....	Clark
Byland, Emma.....	Shelby	Christy, Zola.....	Clark
Cain, Blanche.....	Harrison	Cissna, Lewis.....	Lewis
Cain, Lottie L.....	Adair	Clabaugh, Ruth.....	Sullivan
Cain, Ruth.....	Harrison	Clapper, Rowena.....	Adair
Call, Hazel.....	Sullivan	Clark, Cecil.....	Adair
Callighan, Effie.....	Marion	Clark, Ena.....	Lewis
Callison, Anna.....	Putnam	Clark, Mary E.....	Ralls
Calvert, Stella.....	Clark	Clark, Thalia.....	TEXAS
Campbell, Elizabeth J.....	Carroll	Clark, Vivion.....	Monroe
Campbell, Elmer.....	Harrison	Clatterbuck, Mae.....	Callaway
Campbell, H. Elizabeth.....	Clark	Cleeton, Glen U.....	Sullivan
Campbell, J. M.....	Adair	Cleeton, Jennie Terry.....	Sullivan
Campbell, Velma.....	Macon	Cleeton, V. E.....	Chariton
Capps, A. G.....	Adair	Clevenger, Lewis.....	Adair
Capps, Ermine.....	Adair	Clough, Alvin L.....	Clark
Capps, Oletha.....	Adair	Clough, Mabel.....	Clark
Capps, Ora L.....	Adair	Clough, Madalin.....	Clark
Carner, Lola.....	Adair	Clough, Robt. S.....	Clark
Carpenter, Edith.....	Polk	Cluster, A. B.....	Montgomery
Carpenter, Frank.....	Monroe	Cluster, Willie.....	Pike
Carr, Lucy N.....	Randolph	Coburn, Jim Estelle.....	Livingston
Carr, Naomi L.....	Montgomery	Cochran, Edward O.....	Sullivan
Carrington, Lena.....	Callaway	Cochran, Glennie R.....	Sullivan
Carrington, Randa.....	Callaway	Cochran, Lois Dean.....	Adair
Carsten, Senora.....	Chariton	Cochran, Netice I.....	Sullivan
Carter, Chelsea.....	Linn	Cochran, Sina I.....	Adair
Carter, Essie.....	Ralls	Cochran, Velda.....	Adair
Carter, Goldie.....	Linn	Cockrell, Lowell E.....	Platte
Carter, Hugh.....	Sullivan	Cockrum, Belle.....	Adair
Carter, Jennie.....	Adair	Coffey, Beulah H.....	Schuyler
Case, Jennie.....	Sullivan	Cokerham, C. C.....	Linn
Casebeer, Amy.....	Livingston	Cole, Stella.....	Knox
Cash, Geneva.....	Pike	Coleman, Grace.....	Knox
Casper, Lulu.....	Schuyler	Coleman, Lillian.....	Macon
Cater, Daisy.....	Adair	Collett, H. L.....	Adair
Chambers, G. W.....	Linn	Collett, Ruth F.....	Adair
Chambers, Rose.....	Linn	Collier, Anga V. R.....	Platte
Chaney, Jennie.....	Knox	Collier, Maud.....	Shelby
Chaney, Lloyd W.....	Knox	Collins, Fern.....	Adair
Chapman, Anna B.....	Shelby	Collins, Geo. Wm.....	Putnam
Cheesman, Ella.....	Adair	Collins, Hazel.....	Macon
Cheesman, Rosa.....	Adair	Collins, Lou.....	Adair
Cherry, Pearl.....	Livingston	Collins, Ora.....	Linn
Childers, Gladie.....	Gentry	Connell, Frankie.....	Marion
Childers, John.....	Gentry	Conrad, Allie.....	Shelby
Childers, Mabel.....	Scotland	Conrad, Rosa.....	Shelby

Cook, Mary . . . . .	Putnam	Darr, Virgil . . . . .	Adair
Cook, Nellie . . . . .	Adair	Davidson, Bessie . . . . .	Montgomery
Cooley, Agnes Shibley . . . . .	Putnam	Davidson, Jesse M . . . . .	Montgomery
Cooley, Aurville . . . . .	Putnam	Davidson, Joseph M . . . . .	Adair
Cooper, Bessie . . . . .	Macon	Davis, Basset . . . . .	Monroe
Cooper, Maude . . . . .	Shelby	Davis, Edna . . . . .	Adair
Cooter, Virgil . . . . .	Lewis	Davis, Eileen . . . . .	Livingston
Corbin, Beatrice . . . . .	Adair	Davis, Gladys . . . . .	Adair
Corbin, Luna . . . . .	Adair	Davis, Glen D . . . . .	Mercer
Corder, Juel . . . . .	Monroe	Davis, Hazel . . . . .	Adair
Cordray, Hazel . . . . .	Linn	Davis, India . . . . .	Adair
Corey, J. T. . . . .	Chariton	Davis, Lula . . . . .	Schuyler
Corey, Mrs. J. T. . . . .	Chariton	Davis, Martha . . . . .	Adair
Cornett, Winnie D. . . . .	Linn	Davis, Opal . . . . .	Adair
Cornmesser, B. L. . . . .	ARKANSAS	Davis, Sadie . . . . .	Putnam
Correll, Mrs. Mabel . . . . .	Howard	Davis, Vesta . . . . .	Lincoln
Cottingham, Elsie . . . . .	Randolph	Day, Mable . . . . .	Macon
Coulson, Elsie . . . . .	Randolph	Dean, Grace . . . . .	Pike
Cowan, Lura . . . . .	Montgomery	Deaver, Flossie . . . . .	Monroe
Cowan, Marguerite . . . . .	Adair	Deckard, Artee E. . . . .	Harrison
Cowan, Olive J. . . . .	Adair	DeLaney, Gertrude . . . . .	Monroe
Cowherd, Marine . . . . .	Audrain	Delaney, Mary . . . . .	Monroe
Crackenberger, Winnie . . . . .	Carroll	Delaney, Mollie Lee . . . . .	Monroe
Craig, Artie . . . . .	Adair	Dennis, Euphemia . . . . .	Sullivan
Craig, Ben . . . . .	Schuyler	Dennis, Irene . . . . .	Sullivan
Craig, Everette . . . . .	Lewis	Denniston, Virginia . . . . .	Lewis
Craig, Myrtle E. . . . .	Adair	Deskin, Anabel . . . . .	Macon
Crandall, Nola . . . . .	Adair	Deskin, Madge . . . . .	Macon
Crane, Opal . . . . .	Marion	Deutschmann, Elsie . . . . .	Schuyler
Crane, Vera . . . . .	Marion	Devier, Ethel M. . . . .	Boone
Crawford, Beulah . . . . .	Audrain	Dickerson, Homer L. . . . .	Putnam
Crawford, Etta . . . . .	Adair	Dickerson, Mary Jeanette . . . . .	Howard
Crawford, Helen . . . . .	Sullivan	Dickerson, Nettie . . . . .	Putnam
Crawford, Ira B. . . . .	Howard	Diehl, Vernie . . . . .	Livingston
Crecelius, Lula J. . . . .	St. Louis	Dienst, Anna . . . . .	Clark
Creigh, John A. . . . .	Audrain	Dill, Foster A. . . . .	Clark
Crews, Nettie . . . . .	Boone	Dille, Earl . . . . .	Macon
Criswell, Ella . . . . .	Audrain	Dillinger, Earle . . . . .	Sullivan
Crookshank, H. L. . . . .	Adair	Dillinger, Glenn . . . . .	Sullivan
Crookshank, J. A. . . . .	Adair	Dillinger, Jimmie . . . . .	Sullivan
Crookshank, L. V. . . . .	Adair	Dinwiddie, L. F. . . . .	Marion
Crowder, Pansy . . . . .	Adair	Dixon, Elizabeth . . . . .	Monroe
Crump, Lutie . . . . .	Monroe	Dodson, Otis . . . . .	Putnam
Crystal, Alpha . . . . .	Macon	Dooley, Adolph . . . . .	Adair
Cull, Earl . . . . .	Clark	Dooley, Arnold . . . . .	Monroe
Culler, H. B. . . . .	Shelby	Dorsey, Letha . . . . .	Adair
Cullum, Edwin . . . . .	Putnam	Doss, Gladys . . . . .	Adair
Cunningham, Fannie . . . . .	Marion	Downing, Bland . . . . .	Lincoln
Cunningham, Phyllis . . . . .	Macon	Downing, Maybelle L. . . . .	Adair
Dalzell, Alma . . . . .	Sullivan	Downs, Gertrude . . . . .	Lewis
Daniels, Gertrude . . . . .	Grundy	Doyle, Elva . . . . .	Adair

Doyle, Gertrude.....	Adair	Estes, George E.....	Monroe
Doyle, Zelma.....	Audrain	Estes, Mrs. Susie .....	Shelby
Drawe, Nora.....	Lewis	Eubanks, Nell.....	Monroe
Drennan, Ollin .....	Adair	Eubanks, Fern.....	Sullivan
Drennan, Orrin L.....	Adair	Eubanks, Leota.....	Sullivan
Drennan, Phoebe.....	Adair	Eubanks, M. Leolin.....	Sullivan
Drescher, Katherine.....	Marion	Evans, Gertrude.....	Marion
Drury, Florence.....	Knox	Evans, Grace.....	Randolph
Dry, Mrs. Arthur.....	Monroe	Evans, Hazel.....	Adair
Dudley, Alpha.....	Macon	Evans, Leta.....	Monroe
Dudley, Marcellus.....	Macon	Evans, Oscar.....	Harrison
Duffie, J. H.....	Adair	Evans, Virginia.....	Monroe
Duffie, W. L.....	Adair	Evins, John.....	Franklin
Dugan, G. B.....	Montgomery	Fair, Eugene.....	Adair
Dunkleberger, C. E.....	Linn	Fahrni, Anna E.....	St. Louis
Dunn, M. A.....	Linn	Farmer, Clella.....	Macon
Durand, Martha.....	Lewis	Farmer, J. G., Jr.....	Lewis
Durham, Stanley.....	Randolph	Farmer, Ruby E.....	Macon
Dutton, Mattie.....	Warren	Farmer, Ruby F.....	Adair
Dutton, Nettie.....	Callaway	Farrington, Mary.....	Boone
Dwyer, Folsom.....	Lincoln	Faulhaber, Dora.....	Montgomery
Dye, C. N.....	Macon	Fechtling, P. F.....	Putnam
Dye, Sedric.....	Macon	Feckley, Clara.....	Knox
Dyer, Idah.....	Adair	Fidler, Mary Ann.....	Carroll
Eaton, Golda.....	Carroll	Fidler, Thurba.....	Carroll
Eaton, Roxie.....	Livingston	Fielder, Lou.....	Lincoln
Eddins, O. B.....	Knox	Fields, Florence.....	Linn
Edwards, Clifton.....	Benton	Fields, Golden.....	Pike
Edwards, Eva.....	Randolph	Fields, Mabel J.....	Putnam
Edwards, Glenn.....	Benton	Fife, Bertha.....	Putnam
Edwards, Icis.....	Sullivan	Finegan, C. M.....	Marion
Edwards, S. B.....	Howard	Finegan, Ina.....	Adair
Edwards, Winnie.....	Macon	Finegan, Vera.....	Adair
Eggert, Daisy.....	Adair	Finley, E. Logan.....	Callaway
Eggert, Ralph.....	Adair	Fish, Elsie May.....	Adair
Eggleston, Ruth.....	Sullivan	Fish, Melvin E.....	Adair
Eitel, Sherman J.....	Adair	Fisher, Lee.....	Macon
Elam, A. G.....	Ralls	Fisher, Verna.....	Adair
Elam, Elma.....	Monroe	Flagg, Etta.....	Grundy
Elder, Margaret.....	Adair	Flagg, Pearle.....	Grundy
Ellett, Alex.....	Sullivan	Flanders, Nelle.....	Monroe
Elliott, Burl D.....	Adair	Fletcher, Hazel.....	Macon
Elliott, Don D.....	Adair	Flinchpaugh, Beulah.....	Adair
Ellis, Lissie.....	Lewis	Flinchpaugh, Raymond.....	Adair
Ellis, Minta.....	Macon	Flinchpaugh, Stark.....	Adair
Elsea, Albert F.....	Randolph	Flynn, Alpha.....	Adair
Elsea, Marguerite.....	Macon	Fogle, Lulu.....	Schuyler
Emrich, Christine.....	Chariton	Foland, Grace.....	Grundy
Enyeart, Buel F.....	Linn	Foley, Mary.....	Lincoln
Epperson, H. L.....	Knox	Foncanon, Alice.....	Adair
Epperson, Ora.....	Macon	Ford, C. V.....	Pike

Ford, Jewell.....	Pike	Gentry, Frankie.....	Boone
Ford, Nellie.....	Audrain	Gentry, Frankie M.....	Adair
Ford, Raymond.....	Sullivan	Germann, Bessie.....	Phelps
Forrest, Goldie.....	Monroe	Gibbs, Naomi.....	Boone
Forrest, Maud C.....	Chariton	Gibson, Le Nelle.....	Lincoln
Foster, Altha.....	Harrison	Gilbert, Jasper.....	Clark
Foster, Myrtle.....	Adair	Gilbreath, Logan M.....	Macon
Fountain, Walter.....	Knox	Gill, Meta.....	Adair
Fowler, Fanny.....	Caldwell	Gipson, Irene.....	Macon
Fowler, Philip J.....	Adair	Gladney, Jessie.....	Lincoln
Fox, Anna.....	Knox	Glaves, C.....	Adair
Fox, Gail.....	Knox	Glaves, John.....	Adair
Francisco, Margaret.....	Daviess	Glaves, Virgil.....	Adair
Frank, Linnie.....	Monroe	Glazier, Lillian.....	MONTANA
Frazier, Arzetta.....	Sullivan	Gooch, E. L.....	Pike
Frazier, Tina.....	Sullivan	Goodwin, J. A.....	Adair
Freeborn, Nelle.....	Putnam	Gordon, Agnes.....	Adair
Freeland, Clive.....	Sullivan	Gordon, O. E.....	Adair
Freeland, Glenn.....	Sullivan	Gorrell, Shirley (Mrs. Wise).....	Adair
Fremgen, Bertha.....	Grundy	Graf, Mrs. Theo.....	Gasconade
Friday, Leida.....	Sullivan	Graham, Grace.....	Harrison
Fritts, C. E.....	Maries	Grassle, Karl.....	Adair
Frobes, Erma.....	Adair	Graves, J. W.....	Knox
Frogge, B. J.....	Adair	Gray, Claudia M.....	Marion
Fuller, Della.....	Monroe	Gray, Helen.....	Adair
Fuller, Garle.....	Adair	Gray, Irma May.....	Adair
Fuller, Wayne.....	Adair	Gray, Katie.....	Macon
Fulton, Rena.....	Linn	Green, Alberta.....	Linn
Funk, Florence H.....	Adair	Green, Alefa.....	Lincoln
Funkhouser, Frances.....	Clinton	Green, Estella B.....	Pike
Furman, Bessie I.....	Adair	Green, Harry.....	Shelby
Furman, Hazel W.....	Adair	Green, Norbert.....	Montgomery
Gaines, W. C.....	Monroe	Greenstreet, Grace.....	Sullivan
Gallup, Mabel.....	Clark	Gregg, Esther.....	Adair
Gardner, Henry C.....	Adair	Gregory, Thelma.....	Adair
Gardner, Marion.....	Adair	Griffith, Frozy.....	Monroe
Garlock, Bertha.....	OKLAHOMA	Grimes, Adah.....	Randolph
Garnett, Lillian.....	Monroe	Grimes, Georgia R.....	Clinton
Garrett, Lora.....	Shelby	Grizzell, Sarah.....	Randolph
Garrett, Lucy.....	ILLINOIS	Gross, Virginia.....	Macon
Garrett, Sallie.....	Audrain	Grubbs, Mary P.....	Monroe
Garriott, Rena.....	Adair	Grubbs, Ruby.....	Monroe
Garrison, Cora.....	Adair	Guffey, Fred.....	Putnam
Gartrell, Winifred.....	KANSAS	Guiles, Corinne.....	Adair
Garver, Emma.....	Callaway	Gulick, Ertle.....	Boone
Gates, Veta.....	Macon	Gulick, Hattie May.....	Boone
Gathman, Ruby.....	Harrison	Gwynn, Hugh.....	Monroe
Gentry, Ada.....	Adair	Habenicht, Lawrence.....	Chariton
Gentry, Esther.....	Adair	Hagan, Beulah.....	Audrain
Gentry, Evelyn.....	Boone	Haines, Brower.....	Lincoln
Gentry, Evodia R.....	Monroe	Haines, Lurah.....	Lincoln

Haines, Maude.....	Livingston	Hayes, Jessie Lee.....	Howard
Hale, W. L. ....	Adair	Hayes, Nadeen .....	Linn
Hall, Cordia .....	Harrison	Hays, Cordonna .....	Clark
Hall, Daisy H. ....	Iowa	Hays, Edna Opal.....	Schuyler
Hall, Ida Ruth.'.....	Monroe	Hayse, Mollie .....	Carroll
Haller, Harry.....	Adair	Heartsell, Flora.....	Carroll
Ham, Terence.....	Callaway	Heathman, Kate.....	Randolph
Hamel, Mollie... ..	Macon	Heininger, Blanche.....	Harrison
Hamilton, Bessie.....	Harrison	Helms, Frances.....	Monroe
Hamilton, Beulah.....	Adair	Henderson, Fannie.....	Carroll
Hamilton, Ernest .....	Linn	Henderson, Lelia.....	Carroll
Hamilton, Fred L.....	Sullivan	Hennessy, Isabelle.....	Clark
Hamilton, Hazel... ..	Linn	Henry, Walter .....	Sullivan
Hamilton, Lillian .....	Sullivan	Heptonstall, Christie.....	Clinton
Hamilton, Lula .....	Adair	Heptonstall, Essie.....	Chariton
Hamilton, Mabel. ....	Sullivan	Herndon, Irene Stout.....	Grundy
Hamilton, Mary.....	Sullivan	Hess, Irving.....	Adair
Hamlin, Joy. ....	Putnam	Hesse, Emma.....	Clark
Hampton, Willie Lee .....	Monroe	Hiatt, Irena .....	Macon
Han, Lloyd.....	Grundy	Hickman, Christopher.....	Grundy
Hanes, Harry.....	Adair	Hickman, Lafayette.....	Monroe
Hanks, Jean.....	Adair	Hicks, Eva M.....	Adair
Hanks, Leland.....	Adair	Hidlebaugh, Winnie.....	Callaway
Hanks, Paul .....	Adair	Higgins, Margaret.....	Adair
Harbaugh, Lela.....	Clay	Hilber, Ora .....	Shelby
Harder, Ira E.....	Putnam	Hilbert, Elvesa.....	Lewis
Hardesty, Paul.....	Monroe	Hilgert, J. V. R.....	St. Louis
Hardin, Alberta.....	Boone	Hill, A. S. ....	Sullivan
Harding, Jessie.....	Andrew	Hill, Grace Enyeart.....	Sullivan
Hardister, Arletta.....	Macon	Hill, Marion.....	Schuyler
Harlan, Nellie.....	Chariton	Hill, Maude.....	Harrison
Harlin, F. G.....	Linn	Hill, Octa.....	Putnam
Harnette, Fred .....	Adair	Hilton, Ida May.....	Chariton
Harpham, Flossie.....	Monroe	Hoag, Marie. ....	Adair
Harpham, Mary .....	Monroe	Hobson, Elsie John.....	Audrain
Harris, Mrs. C. W.. ..	Adair	Hoerrmann, Minnie.....	Sullivan
Hart, Lucille .....	Shelby	Hoff, Henry. ....	Franklin
Hart, Margaret S.....	Boone	Hoff, Robert.....	Franklin
Hart, Mary .....	Livingston	Hoffman, Maggie Lee.....	Monroe
Hatfield, Elva E. ....	Adair	Hook, Ethel.....	Randolph
Hatfield, Lula S. ....	Adair	Hooker, Orvel.....	Linn
Hatfield, Marcus.....	Putnam	Hopkins, F. C.....	Ralls
Hatfield, N. Ray .....	Adair	Hopkins, Pete.....	Ralls
Hatfield, Mrs. N. Ray.....	Knox	Hopner, Nevada.....	Chariton
Hauptmann, Watson A.....	Clark	Houghton, N. D.....	Putnam
Havenor, Wallace .....	Adair	Hougland, Mrs. Laura .....	Audrain
Hawks, Enna. ....	Linn	Houston, Gladys... ..	Putnam
Hayden, Frankye.....	Monroe	Howard, Winona .....	Putnam
Haydon, Roy.....	Lewis	Howard, W. L.....	Putnam
Hayes, Icel.....	Grundy	Howard, Zelma.....	Putnam
Hayes, Iva .....	Grundy	Howe, Lydia .....	Clark

Howell, Alma . . . . .	Lincoln	Johnson, George . . . . .	Adair
Howell, Edward N. . . . .	Adair	Johnson, Glenn . . . . .	Adair
Howell, Janette . . . . .	Adair	Johnson, Ola . . . . .	Macon
Howerton, Paul . . . . .	Adair	Johnson, Stella M. . . . .	Howard
Howerton, Ruth . . . . .	Adair	Johnson, Verda O. . . . .	Schuyler
Howison, Hazel . . . . .	Linn	Johnston, Willa B. . . . .	Marion
Hoyt, Grace . . . . .	Livingston	Jolly, B. H. . . . .	Daviess
Hoyt, Verna . . . . .	Livingston	Jolly, Mrs. B. H. . . . .	Daviess
Huebotter, Mildred . . . . .	Lewis	Jones, Alice J. . . . .	Adair
Huffman, Edith . . . . .	Adair	Jones, Benj. C. . . . .	Adair
Hughes, Bernice . . . . .	Macon	Jones, Bernice . . . . .	Adair
Hughes, Delbert O. . . . .	Macon	Jones, Elsie M. . . . .	Macon
Hughes, Verna . . . . .	Adair	Jones, Flossie . . . . .	Chariton
Hulen, Chas., Jr. . . . .	Schuyler	Jones, Grace M. . . . .	Sullivan
Hulen, E. E. . . . .	ARKANSAS	Jones, Hazell . . . . .	Adair
Hull, Eula M. . . . .	Adair	Jones, Hugh . . . . .	Macon
Hull, John Carl . . . . .	Adair	Jones, Jewel D. . . . .	Macon
Hull, Noel . . . . .	Adair	Jones, Lina . . . . .	Harrison
Hulse, T. W. . . . .	Ralls	Jones, Lynne . . . . .	Adair
Humble, Lucile . . . . .	Monroe	Jones, Marie . . . . .	Adair
Hume, Merle . . . . .	IOWA	Jones, Mary Edna . . . . .	Macon
Humphrey, Jo Walker . . . . .	Adair	Jones, Nelle . . . . .	Monroe
Humphreys, Truman . . . . .	Grundy	Jones, Pansy . . . . .	Montgomery
Hunolt, Gertrude . . . . .	Shelby	Jones, Rosalie . . . . .	Randolph
Hunt, Shirley . . . . .	Adair	Jones, Vera . . . . .	Adair
Hunt, Silas . . . . .	Adair	Jones, Warren . . . . .	Adair
Husted, Beulah . . . . .	Adair	Jones, Winnie D. . . . .	Montgomery
Husted, C. M. . . . .	Sullivan	Jordan, Edith J. . . . .	Lewis
Husted, Rita . . . . .	Adair	Joseph, Florence . . . . .	Chariton
Huston, Nellie . . . . .	Adair	Kaser, John . . . . .	Scotland
Inbody, Roy . . . . .	Adair	Kaye, Josephine C. . . . .	Chariton
Irwin, Anna . . . . .	Monroe	Kearns, Mary . . . . .	Linn
Israel, G. B. . . . .	Adair	Keller, Minnie . . . . .	Adair
Jackson, Courtney . . . . .	Randolph	Keller, Roy . . . . .	Lewis
Jackson, Esther . . . . .	Schuyler	Kelly, Marguerite . . . . .	Monroe
James, Anna . . . . .	Chariton	Kelso, Leslie E. . . . .	Macon
James, Arthur . . . . .	Adair	Kemp, Freda . . . . .	Shelby
James, Glenn . . . . .	Adair	Kempinsky, Norma . . . . .	Montgomery
James, Goldie E. . . . .	Adair	Kent, Ethel . . . . .	Linn
James, Opal . . . . .	Adair	Kepley, Nell . . . . .	Caldwell
Jarman, Fay Elizabeth . . . . .	Putnam	Kerner, Estelle . . . . .	Clark
Jefferson, Mary . . . . .	Lincoln	Kerr, James R. . . . .	Platte
Jeffries, Blandford . . . . .	Randolph	Ketcham, Sadie . . . . .	Macon
Jenkins, Flossie . . . . .	Carroll	Kiddoo, Lola (Mrs. Stanley) . . . . .	Adair
Jennings, Anna . . . . .	Carroll	Kidney, Maude . . . . .	Worth
Jepson, Chloie . . . . .	Sullivan	Kiesel, Edna . . . . .	KANSAS
Jepson, Reuben . . . . .	Sullivan	Kindred, Lilly . . . . .	Chariton
Jerome, Ethel . . . . .	Linn	King, Atha . . . . .	Chariton
Jerome, Hetty . . . . .	Adair	King, Eula . . . . .	Lincoln
Johnson, Clell G. . . . .	Putnam	Kinzie, Anne . . . . .	Holt
Johnson, Edith . . . . .	Grundy	Kipper, Ruth . . . . .	Shelby

Kirk, Elsie	Adair	Little, Sara E.	Schuyler
Kirk, Ethel	Adair	Littrell, Vivian	Randolph
Kirk, Julia M.	Montgomery	Lloyd, Cornelia	Adair
Kirk, Mary E.	Adair	Lloyd, Kathleen	Adair
Kirk, Pauline	Adair	Lloyd, Margaret	Adair
Kirkpatrick, Florence	Audrain	Lloyd, Mildred	Adair
Knecht, Elizabeth	Ralls	Loe, Jessie	Adair
Knight, Beulah	Chariton	Logsdon, Geo. C.	Harrison
Kraft, Mabel	Linn	Long, Essie	Macon
Kretzmeier, Herbert	Adair	Long, Harvey	Randolph
Kretzmeier, Selma E.	Adair	Long, John	Chariton
Kribs, Effie	Cole	Long, Myrtle	Knox
Lagle, Geo. E.	Macon	Loren, Mabel	Boone
Lail, Frances	Callaway	Losey, Josephine	Putnam
Laird, Sarah	Adair	Loughead, Ammel	Putnam
Landis, Annie	Marion	Loughead, George	Putnam
Landis, Mayme	Marion	Loughead, Opal	Putnam
Lane, John	Macon	Love, Robert	Adair
Lane, Lizzie	Sullivan	Lowe, William	Adair
Larson, Anna B.	Linn	Lowry, Fae	Putnam
Lawrence, Mazie	Scotland	Luck, Hugh A.	Scotland
Layson, Myrtle	Grundy	Lutes, Merle	Worth
Layson, Pearl	Grundy	Luttrell, Fred M.	Monroe
Leake, Agnes	Monroe	Lyberger, L. M.	Schuyler
Leard, Susie J.	Montgomery	Lyon, Hattie	Adair
Lee, Nellie	Adair	Mabry, Floy	Montgomery
Leedom, May	Randolph	Madsen, Jens	Adair
Leeper, Leland	Scotland	Madsen, Lanius	Adair
Legg, Pauline	Lewis	Madsen, Nellie	Adair
Lehew, Mabel	Clark	Magruder, Lloyd B.	Lincoln
Lehr, Ralph E.	Adair	Mahaffey, Matilda	OKLAHOMA
Lehr, Roma	Adair	Main, Bertha	Macon
Lemasters, Everett M.	Pike	Main, Gladys	Adair
Lemasters, Grace	Audrain	Mallett, R.	Jasper
Lenhart, Vada	Monroe	Malone, Clare	Jefferson
Leslie, L. T.	Lewis	Maltby, Aven F.	Adair
Lessey, Myrtle	Putnam	Mang, Rudolph	Grundy
Lewis, Julia	Lewis	Markey, Helen	Schuyler
Lewis, Lucille	Knox	Marshall, Olive	IOWA
Lewis, Madison	Lewis	Marshall, Oneita	Shelby
Lewis, Maude	Callaway	Marston, Leota	Adair
Libby, Louis W.	Linn	Martin, Claude	Mercer
Lile, Ora	Linn	Martin, Neal	Putnam
Lillard, Grace E. (Mrs. Howe)	Lewis	Martin, Nettie	Clark
Lillard, Josephine	Lewis	Mason, Bertha	Macon
Lindrose, Nora	Harrison	Mason, Dena J.	Adair
Lindsey, Agnes	Adair	Mason, Irene	Randolph
Lindsey, Lenore	Adair	Massey, Madge	Harrison
Lipper, Genolia	Clark	Mathis, E. R.	Lewis
Little, E. Margaret	Schuyler	Matkins, Wineva	Sullivan
Little, Olah B.	Schuyler	Mauck, Sam F.	INDIANA

Maxwell, C. C. ....	Montgomery	Miller, Gladys .....	Knox
McAlister, Cecile .....	Linn	Miller, Jenn .....	Sullivan
McCandless, Muriel .....	Schuyler	Miller, Kathrene .....	Macon
McCarthy, Chester .....	Livingston	Miller, Marie F. ....	Montgomery
McCaul, Margaret E. ....	Harrison	Miller, Mary .....	Linn
McCauley, Agnes .....	Knox	Mills, Horace A. ....	Adair
McCauley, Estella .....	COLORADO	Mills, Wayne L. ....	Putnam
McClain, Leota .....	Lewis	Milner, Beulah .....	Grundy
McClain, Zeffa R. ....	Adair	Minks, Mabel .....	IOWA
McClaran, Beulah .....	Mercer	Minter, Hazel .....	Knox
McClary, Mary T. ....	Sullivan	Mitchell, Edna .....	Macon
McCollum, Elsie .....	Carroll	Mitchell, E. Lela .....	Adair
McCool, Daisy D. ....	Clinton	Mitchell, Mary Gladys .....	Adair
McCracken, L. Maebel .....	Grundy	Mitchell, Minnie .....	Shelby
McCreary, Lucile .....	Shelby	Mitchell, Ocie .....	Harrison
McCully, Florence .....	Adair	Mitchell, Vanda .....	Macon
McDowell, Zena .....	Adair	Mitchelle, Fern .....	Schuyler
McFadden, Geo. E. ....	Adair	Mitzimberg, Ethel .....	IOWA
McGee, Fern F. ....	Sullivan	Mitzimberg, Lelia .....	IOWA
McGrew, Mildred .....	IOWA	Moffet, Alta .....	Henry
McHargue, Eula .....	Mercer	Moffett, Iva Mae .....	Scotland
McIntyre, Helen .....	Audrain	Monahan, Cora .....	Linn
McKee, Carl R. ....	Sullivan	Montgomery, Edna .....	Adair
McKee, Olin J. ....	Sullivan	Montgomery, Lillie .....	Adair
McKenzie, Carl T. ....	Knox	Montgomery, Vinnie .....	Adair
McKim, Powell .....	Callaway	Moore, Dollie D. ....	Linn
McLain, Pearl .....	IOWA	Moore, Effie .....	Scotland
McMichael, Opal .....	Sullivan	Moore, Fay .....	Marion
McMurry, Maurine .....	Setland	Moore, J. C. ....	Adair
McNealey, M. Edna .....	Adair	Moore, Joe .....	Linn
McPike, Arthur .....	Marion	Moore, Lillian .....	Scotland
McReynolds, Fannie .....	Macon	Moore, Mary E. ....	Monroe
McReynolds, Ora .....	Knox	Moore, Willis .....	Linn
Mead, B. F. ....	Marion	Moots, Arthur .....	Sullivan
Meade, Catherine .....	VIRGINIA	Moots, Florence .....	Adair
Meade, Helen .....	MISSISSIPPI	Moots, Stanley .....	Adair
Means, Bessie C. ....	Clark	Morgan, Barton S. ....	Daviess
Meng, Everett W. ....	Callaway	Morgan, Bert E. ....	Daviess
Meng, Peyton .....	Callaway	Morgan, Lida .....	ILLINOIS
Merrick, Lettie .....	Schuyler	Morgan, Sadie .....	IOWA
Mesmer, Ora .....	Knox	Morris, Bertha .....	Sullivan
Mikel, Beulah .....	Adair	Morris, Eular .....	Adair
Mikel, Myrtle .....	Schuyler	Morse, W. P. ....	Macon
Miles, Anna .....	Randolph	Morton, John, Jr. ....	Clay
Miles, C. C. ....	Randolph	Mossbarger, Ethelyn .....	Macon
Millay, Gladys .....	Sullivan	Mossbarger, Flossie .....	Macon
Millay, Harold .....	Adair	Moxley, Fannie .....	Shelby
Miller, Ada .....	Linn	Mudd, Louise .....	Scotland
Miller, Beulah .....	IOWA	Mudd, Nellie .....	Scotland
Miller, Evalena .....	Adair	Muhrer, Lenora .....	Clark
Miller, Garnet .....	Sullivan	Mulanix, A. B. ....	Putnam

Murdock, Geo. W.	Adair	Norris, Rita	Adair
Murdock, Mary B.	Adair	Nowels, Belle	Sullivan
Murfin, Lora	Schuyler	Nuhn, Jennie	Macon
Murphy, Anna	Adair	Nulton, Mabel	Sullivan
Murphy, Nellie	Clark	O'Brien, Agnes	Iowa
Music, Clyde	Adair	Ogan, Dessie	Callaway
Myers, Alice	Callaway	Oliver, Edna	Schuyler
Myers, Fern	Callaway	Orndorff, Orville	Mercer
Myers, Leo D.	Callaway	Orr, Edith	Montgomery
Myers, Merle	Clinton	Orr, Hattie M.	Montgomery
Myers, Nelle C.	Scotland	Otterson, Joseph O.	Adair
Myers, Ruby	Macon	Otterson, Margaret	Adair
Nagel, Elsie	Audrain	Overstreet, Hulda	Linn
Nash, Guy	Macon	Owen, Elizabeth	Callaway
Neal, Waive	Harrison	Owen, Fleeta	Mercer
Neale, D. E.	Audrain	Owen, Harry	Mercer
Neale, Mary D.	Ralls	Owen, Orvell E.	Mercer
Neet, Grace	Sullivan	Owens, Winifred	Schuyler
Neet, Leemon	Sullivan	Owings, Frances	Sullivan
Neff, Anna	Chariton	Paine, S. M.	Adair
Neff, John W.	Macon	Page, J. Frank	Pike
Neff, Mabel	Macon	Palmer, Ruby	Randolph
Neff, Roy T.	Shelby	Paramore, C. C.	Grundy
Neff, Tony O.	Macon	Parker, Leslie L.	Lewis
Neighbors, C. H.	Sullivan	Parker, T. B.	Lewis
Neighbors, Chester	Sullivan	Parkin, Belle	Adair
Neighbors, Sabiel	Chariton	Parsons, Mrs. Cora	Adair
Nelson, L. F.	Marion	Parsons, Ruth	Randolph
Nelson, Vivian M.	Lewis	Patrick, F. E.	Putnam
Netherton, Carl	Daviess	Patrick, Mrs. Fred E.	Putnam
Netherton, Irmadell	Harrison	Patterson, H. M.	Schuyler
Netherton, Julia	Harrison	Patterson, Ida May	Adair
Netherton, Pearle	Harrison	Patterson, Nettie	Schuyler
Newlin, Alice	Macon	Patton, Harry	Grundy
Newman, Floyd A.	Monroe	Patton, Jene B.	Ray
Newmyer, Berdie	Macon	Payton, Amy (Mrs. Elliott)	Adair
Newmyer, Lena	Macon	Payton, Elizabeth	Callaway
Newton, Kenneth	Macon	Payton, Naomi	Adair
Newton, Lola	Macon	Rearson, J. H.	Chariton
Nichols, T. G.	Callaway	Pearson, Linnie	Chariton
Nicoson, Mary Belle (Mrs. Ward)	Adair	Peery, Beulah	Audrain
Nicoson, Weaver	Adair	Peirce, Irma	Randolph
Nicoson, Willie Mc.	Adair	Peltz, M. E.	Adair
Nigh, Hobart	Mercer	Pence, W. G.	Iowa
Nigh, Minnie	Mercer	Pendon, Gladys	Clark
Nixson, Elvin	Harrison	Perin, Hazel	Schuyler
Noel, Edith	Monroe	Perin, Lola L.	Schuyler
Noel, Winnie	Monroe	Perley, Deane	Randolph
Norris, Dorothy	Audrain	Perley, Inez	Randolph
Norris, Evalee	Adair	Perry, Edith	Schuyler
Norris, Jewell	Adair	Perry, Oliver C.	Livingston

Perryman, Ethel	Livingston	Prosser, Goldie	Adair
Person, Nellie	Adair	Pulliam, Nelson	Lewis
Peters, Pauline	Callaway	Purdin, Alice	Sullivan
Peterson, A. D.	Chariton	Purdin, Cecil	Linn
Petree, D. C.	Caldwell	Purdin, Opal	Knox
Petree, Leo H.	Buchanan	Purkeypille, Minerva	Putnam
Petree, Myrtle	Buchanan	Putnam, Della	Putnam
Petree, Noel H.	Buchanan	Quinn, Carmelita	Adair
Pettingill, Madeline	Scotland	Quinn, Goldie	Audrain
Pettit, Esther	Knox	Quintal, Jeanne	Adair
Petty, Rubey	Macon	Quintal, Lee	Adair
Pfeiffer, Helen	Sullivan	Rabidou, Helen	Iowa
Phelps, Tulsye	Chariton	Rainwater, Ray M.	Adair
Phillips, Lefa Ray	Linn	Ralls, Ruth	Sullivan
Phillips, Marvin	Howard	Rampy, Maude	Marion
Phipps, Paul E.	Sullivan	Ramsay, C. H.	Montgomery
Pierce, Amos	Adair	Ramsey, Grover	Linn
Pierce, Stella	Audrain	Rank, Ella	Mercer
Pierce, W. J.	Franklin	Rank, Minnie	Mercer
Platz, Geo. T.	Adair	Ratliff, Harriet	Macon
Platz, M. B.	Macon	Ray, Bessie	Sullivan
Platz, Norma	Macon	Rector, Mrs. Scott	Adair
Pleyer, Stella	Chariton	Redmon, Esther	Adair
Plunkett, Anna M.	Ralls	Redmon, Maude	Adair
Poe, Ogile	Macon	Reed, A. G.	Adair
Poe, Zelma	Macon	Reed, Mrs. A. G.	Adair
Pollard, Sallie	Monroe	Reed, Ethel	Monroe
Polson, Bernice	Randolph	Reed, Rena	Monroe
Polson, H. B.	Adair	Reedy, Goldye	Macon
Poor, Earl Y.	Sullivan	Reeves, W. T.	Howard
Post, Delle	Adair	Reigelsberger, Katie	Chariton
Post, Elsie M.	Adair	Reigelsberger, Rose	Chariton
Post, Mabel	Adair	Revercomb, O. F.	Shelby
Potter, Alice	Adair	Revercomb, Mrs. O. F.	Shelby
Potter, Eddie	Adair	Reyner, Floyd	Adair
Potter, Louis	Livingston	Reynolds, Dora	Randolph
Powell, Bessie G.	Adair	Reynolds, L. Farrar	Adair
Powell, Ethel	Boone	Rice, Alpha	Macon
Powell, Evangel	Marion	Rice, Carrie L.	Ralls
Powell, Jennie	Sullivan	Rice, Catherine	Adair
Powell, Lenore	Harrison	Richardson, Etta	Randolph
Powell, Minta	Linn	Richardson, Minnie	Adair
Powell, R. W.	Knox	Richardson, Roy	Randolph
Powell, W. J.	Linn	Richardson, Vera	Adair
Price, Ival	Adair	Richardson, Wayne	Adair
Price, Juanita	Adair	Ricketts, Bertha	Grundy
Price, Mary W.	Boone	Riddell, Ruth	Chariton
Pritchett, Arley	Montgomery	Ridgway, Grace	Boone
Pritchett, S. C.	Pike	Ridgway, Mary E.	Randolph
Propst, Cecil M.	Adair	Riley, E. B.	Monroe
Prosser, A. Lee	Adair	Riley, Ruth	Adair

Rivers, Lena	Adair	Scholten, Hugo H.	Montgomery
Roach, Hannah	Adair	Schwartz, Stelow	Adair
Roberts, Arthur	Schuyler	Scoggin, Ross A.	Lewis
Roberts, Fannie	Macon	Scott, Elsie	Lincoln
Roberts, Hazel	Chariton	Scott, Fannie	Daviess
Roberts, Hollis	Putnam	Scott, Percy J.	Randolph
Roberts, Reuel	Adair	Seaber, Ivy	Cole
Roberts, W. O.	Adair	Seaman, Jennie	Adair
Robertson, Gladys	Worth	Sears, Clara E.	Adair
Robertson, W. R.	Randolph	Sears, Ogle	Linn
Robinson, Elsie M.	Jackson	Sebring, Georgia	Linn
Robinson, Esther	Macon	Sebring, Luella	Linn
Robinson, Frances	Randolph	Seidel, Ida	Livingston
Robinson, Isabel	Macon	Selby, June	Adair
Rodgers, W. C.	Sullivan	Selby, Lois	Adair
Rogers, Floyd B.	Adair	Settle, Pearl	Monroe
Rogers, James Buford	Shelby	Settles, Mable	Carroll
Rogers, J. B.	Monroe	Sever, Eller	Macon
Rogers, Mrs. J. B.	Monroe	Sever, Ova	Macon
Rogers, Lennie	Macon	Shadwell, E. H.	Monroe
Roland, Anna	Monroe	Shanes, J. S.	Schuyler
Rolston, Edna M.	Schuyler	Shanks, Nellie	Linn
Rolston, Ida D.	Schuyler	Sharer, Jessie E.	Adair
Romjue, Pearl	Macon	Sharp, Alta	Adair
Roseberry, Bertha E.	Adair	Sharp, Ethel	Sullivan
Roseberry, Ethel M.	Adair	Shaw, Amy	Iowa
Roseberry, Victoria	Adair	Shaw, Cora	Adair
Ross, Irene Kathryn	Marion	Shaw, Ercel	Putnam
Rothschild, Florence	Adair	Shaw, Everett	Iowa
Rouse, Gill	Ralls	Shaw, Florence	Iowa
Rouse, James E.	Lewis	Shaw, M. Hazel	Sullivan
Rowe, Mable	Adair	Shaw, Minnie M.	Sullivan
Rucker, Dingle	Randolph	Shaw, Stanley	Iowa
Rucker, Harvey	Adair	Shaw, Velma	Iowa
Ruddell, Mittie	Atchison	Shearer, Mary	Randolph
Ryle, Frances	Randolph	Shearman, Mattie Bess	Monroe
Ryle, Walter H.	Randolph	Sheehan, Agnes	Iowa
Ryther, Ina	Adair	Sheffer, Marie	Clark
Sagaser, Treva	Macon	Shepherd, Vernon	Harrison
Salome, Lillie	Adair	Shibley, Ralph E.	Sullivan
Samuel, Eldorado	Sullivan	Shiflet, Mabel A. T.	Linn
Sanders, C. H.	Adair	Shirley, Stella E.	Adair
Sanders, Delilah (Mrs. Hauptmann)	Callaway	Shock, Nina L.	Boone
Sanders, Leila	Scotland	Shockey, Jennie F.	Adair
Sanders, Ruth E.	Monroe	Shockey, Lelah	Adair
Sanford, O. G.	Knox	Shouse, Elizabeth	Linn
Sawyer, N. V.	Grundy	Shults, Ruby	Marion
Scearcy, Clarence	Adair	Shultz, Grace	Putnam
Schmid, Katherine	Schuyler	Shumaker, Ethel	Macon
Schnelle, Emma	Sullivan	Shumaker, Ollie	Macon
		Sidwell, Elva	Schuyler

Simmons, Lanore.....	Adair
Simmons, Marie.....	Boone
Simpson, Madge.....	Clark
Sims, Letha L.....	Boone
Singley, C. E.....	Sullivan
Sipple, L. B.....	Adair
Sires, Frances.....	Howard
Sires, Jewel.....	Howard
Slavens, Leon E.....	Montgomery
Sloan, Audrey.....	Adair
Slocum, Roy M.....	Knox
Slocum, Mrs. Roy M.....	Lincoln
Sloop, Fred L.....	Schuyler
Sloop, Mrs. Fred L.....	Schuyler
Sloop, Ruth E.....	Schuyler
Smelser, Alta L.....	Adair
Smelser, Clara.....	Adair
Smiley, Dola.....	Schuyler
Smith, C. A.....	Putnam
Smith, Elbert W.....	Shelby
Smith, Fannye.....	Adair
Smith, Goldie.....	Adair
Smith, Hubert.....	Chariton
Smith, Ira.....	WASHINGTON
Smith, Lutie T.....	Shelby
Smith, Martha W.....	Montgomery
Smith, Mary.....	Marion
Smith, Neva.....	Lewis
Smith, Notley C.....	Adair
Smith, Pearle.....	Mercer
Smoot, Henrietta K.....	Marion
Smythe, Adah.....	OKLAHOMA
Snyder, Pearle.....	Adair
Snyder, Ruth.....	Clark
Solel, Velda.....	Harrison
Sparks, Julia.....	Shelby
Sparks, Pearl.....	Putnam
Sparks, Press L.....	Putnam
Sparks, Sam F.....	Knox
Sparling, Enoch A.....	Livingston
Sparling, Eugene.....	Adair
Sparling, Virignia.....	Adair
Spelman, Cloe.....	Audrain
Spelman, Lyda Gay.....	Audrain
Spicknall, Elsie.....	Lewis
Spicknall, Geneva.....	Lewis
Spidle, Edith E.....	Lewis
Sprecher, Loree.....	Adair
Sprecher, Martha.....	Adair
Squires, D. A.....	Boone
Stanley, Roll.....	IOWA
Stanturf, J. T.....	Mercer
Stark, Lura.....	Putnam
Stautermann, Esther.....	Randolph
Stautermann, Georgia.....	Randolph
St. Clair, Ernest.....	Clark
St. Clair, L. L.....	Harrison
St. Clair, Mrs. L. L.....	Harrison
Steele, Inez.....	Linn
Stephens, Roy.....	Callaway
Stephenson, Ida Lee.....	Linn
Stevens, Margaret.....	Carroll
Stevenson, Bernice.....	Harrison
Stewart, Edith.....	Marion
Stewart, Lena E.....	COLORADO
Stillwell, Lillie.....	Marion
Stone, Bennie.....	Monroe
Stone, Geraldine.....	Sullivan
Stopper, Myrtle.....	Clark
Stout, Barrett.....	Adair
Stout, Lillie (Mrs. Brown).....	Adair
Stout, Louisa.....	Adair
Stout, Mae Wells.....	Adair
Street, Susa.....	Linn
Strike, Pearl.....	Adair
Stuart, L. C.....	Scotland
Stuart, Mrs. L. C.....	Scotland
Stuck, Eva.....	Adair
Stukey, Henry.....	Adair
Stutler, William P.....	Sullivan
Stuver, Thomas.....	Linn
Sullivan, Abbie.....	Audrain
Sullivan, Maude.....	Ralls
Summers, Mollie.....	Sullivan
Sunderland, Anna.....	Macon
Swackhamer, Anna V.....	Randolph
Swanson, H. G.....	Schuyler
Swanson, W. D.....	Schuyler
Swartz, Anna L.....	Knox
Swartz, Morrell.....	Adair
Syler, Bulah.....	Audrain
Syler, Laura.....	Audrain
Symons, MaBelle.....	Linn
Tallman, Maurine.....	Adair
Tarr, Goldie.....	Adair
Tate, Mattie.....	Boone
Taylor, Merle.....	Lewis
Taylor, Remus.....	Sullivan
Tegeler, Margaret.....	Jackson
Temple, Grace.....	Caldwell
Tennyson, Osa.....	Callaway
Terry, Leanna.....	Sullivan

Testerman, Estelle.....	Marion	Turner, Ruth.....	Macon
Thiemann, Anna B.....	Randolph	Turnmire, H. U. G.....	Putnam
Thomas, Maggie.....	Randolph	Twadell, Mae.....	Harrison
Thomas, Oakley.....	ARKANSAS	Twyman, Guy.....	Randolph
Thomas, Sallie K.....	VIRGINIA	Uhe, Elizabeth.....	Knox
Thomas, Sarah.....	Callaway	Umstattd, James.....	Monroe
Thomas, Vera.....	Adair	Umstattd, Ruby.....	Monroe
Thompson, Cecile L.....	Pike	Underwood, Emma.....	Callaway
Thompson, Clare.....	Knox	Unfer, Louis.....	Lincoln
Thompson, Cynthia.....	Lewis	Utterback, Lizzie.....	Ralls
Thompson, Ermine.....	Adair	Vail, Hugh.....	Adair
Thompson, Floyd A.....	Livingston	Vail, Julia.....	Adair
Thompson, H. R.....	Harrison	Vail, M. Florence.....	Clinton
Thompson, Martha B.....	St. Louis	Valentine, R. E.....	Putnam
Thompson, Maud.....	Livingston	Van Court, Letha.....	Boone
Thompson, Maybelle.....	Clark	VanDeusen, Myrtie C. MASSACHUSETTS	
Thompson, Sam E.....	Adair	Van Horne, F. W.....	Callaway
Thompson, Sarah.....	Adair	Van Nice, Mary.....	Adair
Thoroughman, Bess L.....	Shelby	Van Pelt, Lucille.....	Randolph
Thorrington, Susie.....	Scotland	Van Tiger, Cora E.....	Linn
Thraikill, Anna.....	Lafayette	Vanvacter, Ora.....	Mercer
Thraikill, Mabel.....	Randolph	Vaughan, Ruby.....	Randolph
Thraikill, M. W.....	Randolph	Vaughn, Alice.....	Monroe
Threlkeld, C. H.....	Adair	Vaughn, Alma.....	Monroe
Threlkeld, Maude.....	Adair	Vaughn, Mabel.....	Monroe
Throckmorton, Katie Sue.....	Lewis	Vaughn, M. S.....	Monroe
Thurman, Mae.....	Howard	Vaughn, Nettie.....	Lincoln
Tietsort, J. O.....	Putnam	Vaughn, Pearl.....	Lincoln
Titcomb, Verla.....	De Kalb	Vittetoe, Emmaline.....	Adair
Toalson, Frank.....	Audrain	Vogel, Viola.....	Daviess
Todd, Myrtle.....	Callaway	Voss, H. D.....	Clark
Toombs, Nora.....	Randolph	Waddill, Mary E.....	Adair
Toombs, Ora.....	Randolph	Waddill, Virgil.....	Adair
Towles, Mollie.....	Randolph	Wade, Esther.....	Callaway
Towles, Myrtle.....	Knox	Wade, Mabel.....	Adair
Towne, Ruth.....	Adair	Wady, Clyde H.....	Putnam
Townsend, Etna S.....	Clinton	Wady, Mrs. C. H.....	Putnam
Townsend, Opal.....	St. Louis	Wagner, Stanley.....	Sullivan
Tracy, Venice.....	Grundy	Wailles, Sallye.....	Monroe
Trainer, Iris.....	Mercer	Walker, Grace.....	Monroe
Treasure, Edna M.....	Adair	Walker, Joyselee.....	Audrain
Treasure, J. F.....	Adair	Walker, Perle.....	Schuyler
Trimble, Herbert.....	Livingston	Wallace, Kate.....	Adair
Trower, Victoria.....	Pike	Waller, Alice.....	Monroe
Trower, W. E.....	Lincoln	Waller, Jodie Allen.....	Monroe
Trunnell, Pansy M.....	Adair	Walters, Maude.....	Sullivan
Tucker, Lennye L.....	Randolph	Walters, Russell.....	Marion
Turner, Bessie.....	Lewis	Ward, Frank.....	Adair
Turner, E. M.....	Macon	Waters, Lillian M.....	St. Louis
Turner, Jennie.....	Macon	Watkins, E. O.....	Adair
Turner, Pauline.....	Harrison	Watkins, Mrs. E. O.....	Adair

Watkins, Lula..... Adair  
 Wattenbarger, Marion. . . . . Sullivan  
 Way, Ruth..... Livingston  
 Wayland, Anna . . . . . Howard  
 Weakley, Susie E..... Ray  
 Webb, James J. . . . . Sullivan  
 Webber, Gail . . . . . Macon  
 Webber, Grace E..... Adair  
 Webber, Lola Muril. . . . . Macon  
 Webber, Zeulah P. . . . . Adair  
 Wehrli, Mabel . . . . . Holt  
 Welch, Nellie . . . . . Boone  
 Weldon, Margaret..... Montgomery  
 Wellman, Elba . . . . . Adair  
 Wells, Beulah A..... Chariton  
 Wells, Beulah E..... Adair  
 Wells, Nathan E..... Putnam  
 Wells, Nelle . . . . . Adair  
 Wells, Phradie . . . . . Adair  
 Wells, Ruby..... Adair  
 Wells, Stella..... Chariton  
 Wells, Zelma . . . . . Adair  
 West, Grace A. . . . . Adair  
 Westfall, Frankie..... Ralls  
 Westfall, Geo..... Ralls  
 Weyand, Elmer J. . . . . Scotland  
 Whaley, Lillian..... Linn  
 Wheatcraft, Juna..... Linn  
 Whitacre, Earl . . . . . Putnam  
 Whitacre, Margaret M..... Adair  
 Whitaker, Elliott..... Monroe  
 Whitaker, Wesley..... Monroe  
 White, Cannie . . . . . Montgomery  
 White, Katherine..... Montgomery  
 White, Mary . . . . . Montgomery  
 White, Oleva . . . . . Randolph  
 White, Wm. H. . . . . Chariton  
 Whitelock, Hazel D..... Adair  
 Whitelock, Jewell . . . . . Adair  
 Whitledge, Chas. B. . . . . Audrain  
 Whitson, Willie . . . . . Audrain  
 Wickizer, Doris . . . . . Linn  
 Wickizer, Lois..... Linn  
 Wilcox, Louise..... St. Louis  
 Wild, Opal . . . . . Grundy  
 Wilder, Lelia P. . . . . Scotland  
 Wiley, Carrie E. . . . . Adair  
 Wilkinson, Mabel . . . . . Macon  
 Willett, Jeanne . . . . . Gentry  
 Williams, Floy..... Montgomery  
 Williams, J. C. . . . . Grundy  
 Williams, Merrill..... Chariton

Williams, Morris..... Chariton  
 Williams, Ruth..... Chariton  
 Williams, V. J. . . . . Chariton  
 Willis, Hazel . . . . . Schuyler  
 Wilson, Flora M. . . . . Adair  
 Wilson, J. B. . . . . Platte  
 Wilson, Julia . . . . . Montgomery  
 Wilson, Lula . . . . . Grundy  
 Wilson, Lula M. . . . . Macon  
 Wilson, Mabel M. . . . . Sullivan  
 Wilson, Mae Seaton..... Adair  
 Wilson, Rosa . . . . . Sullivan  
 Wilson, Samuel E. . . . . Monroe  
 Windsor, Ethel..... Montgomery  
 Winger, Harold . . . . . Adair  
 Winget, Edna . . . . . Shelby  
 Winiette, Fern . . . . . Adair  
 Winn, Sudie R. . . . . Boone  
 Winters, Ruth . . . . . Grundy  
 Wise, C. M. . . . . Adair  
 Wise, R. L. . . . . Adair  
 Witten, Genia . . . . . Pike  
 Wolf, Caroline . . . . . Macon  
 Wolfenbarger, Ethel..... Warren  
 Wolfenbarger, Floy..... Ralls  
 Wood, Anna . . . . . Linn  
 Woods, Anna Lee . . . . . Monroe  
 Woods, Grace Irene..... Adair  
 Woods, Iona . . . . . Monroe  
 Woods, Marie . . . . . Harrison  
 Woodward, Olive..... Harrison  
 Worland, R. S. . . . . Montgomery  
 Wray, Catherine . . . . . Adair  
 Wright, Anna Laura . . . . . Adair  
 Wright, C. O. . . . . Schuyler  
 Wright, Connie . . . . . Adair  
 Wright, E. A. . . . . Adair  
 Wright, Mary J. . . . . Adair  
 Wright, Mary Virginia . . . . . Scotland  
 Wright, Ruth A. . . . . Adair  
 Wyatt, Edna . . . . . Sullivan  
 Wybrant, Rolla..... Ralls  
 Yadon, Clara . . . . . Adair  
 Yambert, Esther . . . . . Grundy  
 Yambert, Vesta . . . . . Grundy  
 Yates, Mary E. . . . . Schuyler  
 Yeager, Maye . . . . . Adair  
 Yeager, Paula . . . . . Iowa  
 Yeager, Vance K. . . . . Adair  
 Yocum, Blanche . . . . . Chariton  
 York, Florence (Mrs. Stahl) . . . . . Adair  
 Young, Mayme E. . . . . Marion

## A BRIEF OF FACULTY RECORDS AND STANDINGS

Most of the institutions of our country keep exhibiting such lengthy lists of titles, degrees and accomplishments of their Faculty members that it is deemed advisable in self-defense to make here in the back of this bulletin, for the perusal of those whom it may concern, a brief statement showing in some measure the type of men and women that constitute the working force of a Twentieth Century Normal School.

It is as follows:

JOHN R. KIRK, LL. D. . . . . PRESIDENT AND SUPERVISOR OF PRACTICE SCHOOLS.

Graduate State Normal School, Kirksville, Mo., 1878; Principal Public Schools Moulton, Ia., four years; Superintendent Public Schools Bethany, Mo., eight years; School Commissioner Harrison County, Mo., 1879-81; Admitted to the Bar 1884; Principal Ward School Kansas City, 1888-9; Teacher Mathematics and History, Central High School, Kansas City, 1889-92; Superintendent Public Schools Westport (K. C.), 1892-4; Student University Extension Course, University of Kansas, 1891-2; same, University of Missouri, 1891-3; Special Student Greek with R. A. Minckwitz, 1892-4; Conductor and Lecturer State and County summer schools and institutes, 1886-94; Director Peabody Summer School, Wesson, Mississippi, 1894; State Superintendent Public Schools of Missouri, 1895-9; Chairman Mo. Text Book Commission, 1897-9; President Missouri State Teachers' Association, 1897; State Director National Education Association, 1895-9; same, 1907-9; same, 1911-12; Awarded Medal for Model Rural School House by Trans-Mississippi and International Exposition, Omaha, Neb., 1898; Author Reports Public Schools of Missouri, 1895-9; Inspector of Schools for University of Missouri, 1899; Student Summer School University of Missouri, 1899; Itinerary European countries, summer 1902; Awarded medal Louisiana Purchase Exposition, St. Louis, 1904; Member Council National Education Association, 1905—; President Department Normal Schools National Education Association, 1905-6; same, 1906-7; President North Central Council of Normal School Presidents, 1906-7; President, Library Department National Education Association, 1907-8; LL. D., Missouri Wesleyan College, 1907; LL. D., Park College, 1907; Designer Model Rural School House, 1896-1911; State Director Southern Educational Association, 1911—; Member Committee of Eleven on Rural Education, N. E. A., 1911—; Member Council Southern Educational Association, 1912—; Present position, 1899—.

AMBROSE PORTER SETTLE, PH. B. . . . . DEAN OF FACULTY AND PROFESSOR OF ENGLISH.

Ph. B., McGee College, 1886; Assistant Principal Academy, Perry, Mo., 1886-9; Principal School, New London, Mo., 1889-90; School Commissioner, Ralls County, Mo., 1889-90; Superintendent Schools, Huntsville, Mo., 1890-2; Superintendent Schools, Louisiana, Mo., 1892-6; Professor of English, Normal School, Springfield, Mo., 1896-7; Superintendent Schools, Memphis, Mo., 1897-1900; Student, Summer School, Harvard University, 1902; Graduate Student on leave, Harvard University, 1906-7; Professor of English, State Normal School, 1900-11; Present position, 1911—.

- WARREN JONES, A. B. . . . . ASSOCIATE PROFESSOR OF ENGLISH.  
 Graduate, Illinois State Normal University, Normal, Ill., 1893; Principal of Schools in towns of Central Illinois, 1893-1900; A. B., University of Illinois, 1902; Head of Department of English, West Side High School, Aurora, Ill., 1902-5; Superintendent of Schools, Elburn, Ill., 1905-8; Principal of Glidden Practice School and Critic Teacher for Eighth Grade, State Normal School, De Kalb, Ill., 1908-11; Assistant in History and Civics summer sessions of State Normal School, De Kalb, Ill., 1908; Graduate Student, in absentia, University of Illinois, 1910-11; On leave of absence, student University of Chicago, summer, 1914. Present position, 1911—.
- ADDISON LEROY PHILLIPS, A. B. . . . . ASSOCIATE PROFESSOR OF ENGLISH.  
 Principal, High School, Bronson, Michigan, 1897-9; Graduate Michigan State Normal College, 1901; Supt. Schools, Bronson, Michigan, 1900-4; A. B. University of Michigan, 1905; Instructor of English, Racine, Wisconsin, High School, 1905-8; Graduate study, University of Chicago, 1908-9; Instructor in English, Indiana State Normal School, spring 1909; Instructor in English, University of Missouri, 1909-12; Present position, 1912—.
- CLAUDE MERTON WISE, A. B. . . . . ASSOCIATE PROFESSOR OF ENGLISH.  
 Teacher in Rural School, Knox County, Missouri, 1907-8; Principal High School, Henrietta, Missouri, 1909-10; Graduate State Normal School, Kirksville, Missouri, 1911; Superintendent Schools, Wyaconda, Missouri, 1911-12; A. B. in Education, State Normal School, Kirksville, Missouri, 1913; Principal Tuxedo School, Webster Groves, Missouri, 1913-14; Student, Washington University, 1913-14; Student, University of Chicago, summer, 1914; Present position, 1914—.
- BLANCHE F. EMERY, A. B. . . . . ASSOCIATE PROFESSOR OF ENGLISH.  
 Graduate High School, Wheeling, West Virginia; Graduate, State Normal School, West Virginia; A. B., University of West Virginia, 1913; Graduate student, University of Chicago, summer, 1914; Present position, 1914—.
- IDA JEWETT, A. B. . . . . ASSOCIATE PROFESSOR OF ENGLISH.  
 Graduate, High School, Shelbina, Missouri; Graduate, State Normal School, Kirksville, Missouri, 1904; A. B., University of Missouri, 1913; Teacher in High Schools, Milton, Iowa; Mexico, Missouri; and Hannibal, Missouri; Teacher, State Normal School, Warrensburg, Missouri, summer, 1914; Present position, 1914—.
- RALPH W. NOYER, A. B., A. M. . . . . ASSOCIATE PROFESSOR OF ENGLISH.  
 Graduate, High School Akron, Indiana; Teacher of Latin, History and English, High School, Akron, Indiana, 1903-4; A. B., University of Indiana, 1906; Teacher of Latin and English, High School, Bloomington, Indiana, 1906-11; A. M., University of Indiana, 1910; Graduate Student, University of Indiana, 1911; Graduate Student, Columbia University, 1911; Teacher of Expression, High School, New Albany, Indiana, 1911-14; Present position, 1914—.
- JACOB WILHELM HEYD, A. B., PH. M. . . . . PROFESSOR OF GERMAN.  
 Graduate, State Normal School, Kirksville, Mo., 1900; Student, University of Missouri, 1900-03; A. B. University of Missouri, 1903; Principal, Dadeville, Mo., Academy, 1903-04; Student, University of Chicago, 1904-5; Ph. M., University of Chicago, 1905; Member of Modern Language Association of America; Member of German-American Teachers Association; Member of International Phonetic Association; Present position, 1905—.

- ELSIE NAGEL . . . . . TEACHING SCHOLAR IN GERMAN .
- BENAJAH PITTS GENTRY, A. B. . . . . PROFESSOR OF LATIN.  
 Student, Mount Pleasant College, 1875-8; Student University of Missouri, 1878-80;  
 Teacher in Hardin College, 1880-2; Student, University of Missouri Summer  
 School, 1900, 1901; Student, University of Chicago Summer School, 1902; A. B.,  
 University of Missouri, 1902; Present position, 1882—.
- TALITHA JENNIE GREEN, A. B., A. M. . . . . ASSOCIATE PROFESSOR OF LATIN.  
 Graduate, State Normal School, Kirksville, 1891; Principal, High School, Excel-  
 sior Springs, Mo., 1895-8; A. B., University of Missouri, 1901; Teacher, Greek and  
 Sciences, Christian College, Columbia, Mo., 1901-3; A. M., University of Missouri,  
 1903; Absent on leave in University of Chicago, 1909-11; Fellowship in Univer-  
 sity of Chicago, 1910-11; Present position, 1903—.
- ELLIS MELVIN MCGREW, B. S. A. . . . . PROFESSOR OF AGRICULTURE AND CHAIR-  
 MAN DIVISION OF FARM AND HOME ECONOMICS.  
 Student, Iowa State College 1907-12; Teacher and Lecturer in Agriculture, Clark-  
 field, Minnesota (Winter Courses), 1911-12; B. S. A., Iowa State College, 1912;  
 Present position, 1912—.
- JAMES EDWARD ROUSE, B. S. . . . . ASSOCIATE PROFESSOR OF AGRICULTURE.  
 Scholarship in Chemistry, K. S. N. S. 1909-10; Graduate, Three Years' Teachers  
 College Course, State Normal School, Kirksville, Mo., 1910; Assistant in Agricul-  
 ture, State Normal School, 1911-12; Student, University of Wisconsin, spring and  
 summer, 1912; Graduate, Four Years' Teachers College Course, Normal School,  
 Kirksville, 1912; B. S. in Education, State Normal School, Kirksville, Mo., 1914;  
 Present position, 1912—.
- W. T. REEVES . . . . . LABORATORY SCHOLAR IN AGRICULTURE.
- WILLIS JOSEPH BRAY, B. S., A. B., A. M. . . . . PROFESSOR OF CHEMISTRY AND  
 ASSOCIATE PROFESSOR OF AGRICULTURE.  
 Graduate State Normal School, Cape Girardeau, Missouri, 1904; Teacher, High  
 School, Fredericktown, Missouri, 1904-6; Principal, Consolidated Schools, Hick-  
 man Mills, Missouri, 1907-8; Assistant Instructor in Chemistry, University of Mis-  
 souri, 1908-10; A. B., B. S., in Education, University of Missouri, 1909; A. M.,  
 University of Missouri, 1910; Superintendent of Schools, West Plains, Missouri,  
 1910-11; Present position, 1911—.
- HERMAN LEE CROOKSHANK . . . . . TEACHING SCHOLAR IN CHEMISTRY AND  
 AGRICULTURE.
- MALCOLM EVERETTE CRAIG . . . . . TEACHING SCHOLAR IN CHEMISTRY AND  
 AGRICULTURE.
- MYRTIE CLARK VAN DEUSEN, B. S. . . . . PROFESSOR OF HOME ECONOMICS.  
 Graduate, Pratt Institute, Brooklyn N. Y., 1908; Teacher, Domestic Science,  
 Oregon Agricultural College, 1908-11; B. S., Teachers College, Columbia Uni-  
 versity, N. Y., June, 1912; Present position, 1912—.
- FLORA SNOWDEN, B. S. . . . . ASSOCIATE PROFESSOR OF HOME ECONOMICS.  
 Graduate, Normal School, Dayton, Ohio, 1887; Teacher, Public Schools, Dayton,  
 1888-99; Teacher, Dayton Normal School, 1899-1911; B. S., Teachers College,  
 Columbia University, N. Y., 1913; Present position, 1913—.

JAMES STEPHEN STOKES, B. S., Pd. B., M. S., A. M. . . . . PROFESSOR OF PHYSICS AND PHYSICAL GEOGRAPHY.

B. S., Pd. B., University of Missouri, 1887; Instructor, St. James Military Academy, Macon, Mo., 1887-9; Superintendent, Public Schools, Columbia, Mo., 1889-93; M. S., University of Missouri, 1890; Graduate Student, University of Missouri, 1893-4; Graduate Student, Harvard University, 1894-6; Instructor in Night School, Cambridge, Mass., 1895-6; A. M., Harvard University, 1896; Teacher Physics and Mathematics in High School, St. Joseph, Mo., 1897-1905; Member American Physical Society, 1908—; Member American Association for the Advancement of Science, 1909—; Member National Geographical Society, 1909—; Present position, 1905—.

EUGENE MORROW VIOLETTE, A. B., A. M. . . . . PROFESSOR OF EUROPEAN HISTORY AND CHAIRMAN DIVISION OF HISTORY AND GOVERNMENT.

A. B., Central College, 1898; Assistant in History, Central College, 1897-8; A. M., University of Chicago, 1899; Acting Assistant Professor of History, University of Missouri, 1899-1900; Austin Scholar in History, Harvard University, 1902-3; 1906-7; Author, "History of First District Normal School," 1905; Author, "The History of Adair County", 1911; Author, Some Chapters in Missouri History, 1914; Student University of London, Spring and Summer Term, 1914; Present position, 1900—.

EUGENE FAIR, A. B., A. M. . . . . PROFESSOR OF AMERICAN HISTORY AND GOVERNMENT.

Graduate, State Normal School, Kirksville, Mo., 1901; Teacher in Approved Summer Schools, 1902-1903; A. B. University of Missouri, 1904; Teacher, Murphysboro Tp. High School, Murphysboro, Illinois, 1904-5; Author of textbook, "Introduction to the Study of Oriental History," 1907; Graduate Student and Instructor, University of Missouri, on leave, 1908-9; A. M., University of Missouri, 1909; Professor of Ancient History, State Normal School, 1905-1912; Present position, 1912—.

ANDREW OTTERSON, Ph. B. . . . . PROFESSOR OF CIVICS AND HISTORY.

Ph. B., Beloit College, 1896; Principal High School, Spring Valley, Wisconsin, 1898-1903; Teacher in High School, Madison, Wisconsin, 1903-7; Graduate Student, University of Wisconsin, 1903-7; Professor of Common School Branches, State Normal School, 1907-11; Present position, 1912—.

JOSEPH LYMAN KINGSBURY, A. B. . . . . PROFESSOR OF ANCIENT HISTORY.

A. B., Dartmouth College, 1905; Principal, Canaan (Vt.) High School, 1905-06; Teacher of History, North Manchester (Ind.) High School, 1906-07; Graduate Student, University of Chicago, 1906; Instructor in History, University of Colorado, 1907-11; Fellow in History, University of Chicago, 1911-12; Present position, 1912—.

WILLIAM HENRY ZEIGEL, A. B., A. M. . . . . PROFESSOR OF MATHEMATICS.

A. B., Missouri Valley College, 1900; Assistant in Mathematics, University of Missouri, 1903-4; A. M., University of Missouri, 1904; Principal, Dearborn Schools, 1904-7; Associate Professor of Mathematics, State Normal School, 1907-12; Graduate Student, University of Chicago, Summer Term, 1914; Present position, 1912—.

BYRON COSBY, A. B., B. S., A. M..... ASSOCIATE PROFESSOR OF MATHEMATICS.

A. B., University of Missouri, 1904; Instructor in Mathematics, Normal Academy, Columbia, Missouri, 1902-4; Instructor Science High School, Mound City, Missouri, 1904-6; B. S., Teachers College, University of Missouri, 1906; Principal High School, Mound City, Missouri, 1906-8; Student, Summer Session, University of Missouri, 1906 and 1908; Teacher of Mathematics, Approved Summer Schools, Columbia, Missouri, 1903, 1906, and 1908; Superintendent Schools, Mound City, Missouri, 1908-10; A. M., University of Missouri, 1910; Chairman Mathematics Section Missouri Society of Teachers of Mathematics and Science, 1912; Present position, 1910—.

GEORGE HAROLD JAMISON, B. S. .... ASSOCIATE PROFESSOR OF MATHEMATICS.

Graduate State Normal School, Kirksville, Mo., 1908; Teacher in High School, Centralia, Mo., 1908-10; Student University of Chicago, 1910-11; Teacher of Mathematics, Agricultural and Mechanical College, Stillwater, Oklahoma, 1911-12; B. S. University of Chicago, 1912; Present position, 1912—.

ROBERT ERNEST WHITE, A. B., B. S., A. M..... ASSOCIATE PROFESSOR OF MATHEMATICS.

A. B., University of Missouri, 1903; Teacher in rural schools, 1903-5; Principal High School, Pleasant Hill, Missouri, 1905-6; B. S. in Education, University of Missouri, 1906; Instructor Science, High School, Mound City, Missouri, 1906-7; Teacher Science, Approved Summer School, 1908; Principal High School, Vandalia, Missouri, 1907-9; A. M., University of Missouri, 1910; Principal University High School, Columbia, Missouri, 1909-12; Student, summer session, University of Missouri, 1906, 1908, 1910, 1911, 1912; Teacher Mathematics, Summer Session, University of Missouri, 1912; Present position, 1912—.

VERA FINEGAN, A. B..... ASSOCIATE PROFESSOR IN COMMERCE.

Graduate State Normal School, Kirksville, Mo., 1907; Professional Stenographer, 1908-11; Student in Commerce, State Normal School, Kirksville, Mo., 1912; Student and graduate Gregg Normal School of Stenography, Chicago, 1912; Student in German, 1912-14; A. B. in Education, State Normal School, Kirksville, Mo., 1914; Present position, 1912—.

EDNA HAYS ..... TEACHING SCHOLAR IN COMMERCE.

Graduate Three years' Teachers College Course, State Normal School, Kirksville.

..... TEACHING SCHOLAR IN PHOTOGRAPHY.

ALLEN DODGE TOWNE, B. S. .... PROFESSOR OF MANUAL ARTS.

Graduate, State Normal School, Whitewater, Wisconsin, 1902; Principal Public Schools, Merton, Wisconsin, 1902-4; Graduate, Stout Manual Training School, Menomonie, Wisconsin, 1906; B. S. in Education, Normal School, Kirksville, Missouri, 1914; Present position, 1906—.

OPHELIA A. PARRISH, A. B... LIBRARIAN AND PROFESSOR OF LIBRARY ECONOMICS.

Graduate, Christian College, Columbia, Mo., 1869; Principal Schools, Peirce City, Mo., 1880-1; Student, Martha's Vineyard Summer School, 1882; Teacher English and French, High School, Springfield, Mo., 1882-90; same, 1892-3; Student, Berlitz School of Languages, Berlin, Summer, 1890; Student, Lecture Courses in Sorbonne and College of France, 1890-1; Assistant Superintendent Public

Schools, Springfield, Mo., 1893-9; Student, Summer Terms, Cook County Normal School, 1894 and 1895; Student, Summer Terms, University of Chicago, 1901 and 1902; Supervisor Practice School, State Normal School, Kirksville, 1899-1903; Student, Library School, Chautauqua, New York, Summers 1903 and 1904; A. B., Normal School, Kirksville, 1912; Present position, 1903—.

LULA CRECELIUS.....ASSISTANT IN LIBRARY ECONOMICS.

.....LIBRARY CATALOGER.

META GILL.....LIBRARY ASSISTANT.

Graduate three years' Teachers College Course, State Normal School, Kirksville, Missouri, 1911; Present position, 1911—.

HELEN GRAY.....LIBRARY ASSISTANT.

Graduate Three years' Teachers College Course, State Normal School, 1911; Present position, 1911—.

HARVEY L. McWILLIAMS, LL. B.....PROFESSOR OF PHYSICAL EDUCATION FOR MEN.

Teacher in Kirksville, Mo. High School, 1907-8; Graduate State Normal School, Kirksville, Mo., 1909; Teacher of Science and Athletics, Jefferson City High School, 1909-10; LL. B., University of Missouri, 1914; Student in University of Wisconsin, Summer 1914; Present position, 1914—.

LEOTA LILLIAN DOCKERY, A. B.....PROFESSOR OF PHYSICAL EDUCATION FOR WOMEN.

Graduate, State Normal School, Kirksville, 1900; A. B., University of Missouri, 1904; Teacher, High School, California, Missouri, 1904-5; Teacher, High School, Kirksville, Missouri, 1905-6; Teacher, High School, Maryville, Missouri, 1907-8; Student on leave, University of Wisconsin, summer, 1911; Present position, 1909—.

DAVID RIDGWAY GEBHART, A. B.....PROFESSOR OF MUSIC.

Voice under M. Richardson, New Albany, Indiana, 1892-4; Voice, Harmony, etc. under Octavia Hensel (Court Singer of Austria), Karl Schmidt (Accepted Composer Royal Opera, Berlin), Louisville, Kentucky, 1895-6; Student, College of Music, Cincinnati, Ohio, 1897-8; Concert Tour under direction of Florence Hyde Jenks, Chicago, 1899; Supervisor of Music, New Albany, Indiana, 1900-05; Soloist with Philharmonic Orchestra, Louisville, Kentucky; Soloist, St. Paul's Episcopal Church, Louisville, Kentucky; Director, New Albany Musical Club; Private School of Voice, 1900-5; Graduate, Summer School of Music, Chicago, 1900-2; Coacht with Hans Seitz, Leipsig, Germany, summer, 1901; A. B. in Education, Normal School, Kirksville, 1912; Teacher in New School of Methods, Chicago, Summers, 1913 and 1914; Present position, 1905—.

JOHN LAFON BIGGERSTAFF.....ASSOCIATE PROFESSOR OF MUSIC.

Graduate, Edina School of Music, 1898; Student, Chicago Musical College, Piano with Hans Von Schiller and Mrs. Metz (Pupil of Moszkowski); Harmony, with Adolph Brune, Clarinet, with Eberhard Ulrici, 1901; Assistant, Piano Department, Edina School of Music, 1903; Student of Piano Tuning and Repairing, with Ernest R. Rosen (Head Tuner for Estey) also Director, Edina School of Music 1904; Student, Chicago Musical College, Piano, with Hans Von Schiller, Theory with H. B. Maryott, 1906; Director, Macon Military Band, 1908-9; Present position, 1910—.

C. WIELAND..... ASSOCIATE PROFESSOR OF MUSIC.

Graduate Freienwalde School of Music, Germany, 1874. Student with Prof. A. Miller and Prof. C. Bird, Violin, Cornet (All Orchestra and Band Instruments) Berlin, Germany, 1875-77. Instructor in U. S. Government Schools for Band and Orchestra, 1877 to 1901; Teacher of Violin and Director of Orchestra in State School for Blind, Kansas City, Kansas, 1902-1910; Teacher String and Wind instruments, State Industrial School for Girls, Chillicothe, Mo., 1910-1913; Present position, 1913—.

RENA GARRIOTT.....TEACHING SCHOLAR IN MUSIC.

.....TEACHING SCHOLAR IN MUSIC.

GRACE LYLE, A. B.....PROFESSOR OF FINE ARTS.

Graduate McKinley High School, St. Louis, 1907; Student Teachers College St. Louis, 1907-8; Student Museum of Fine Arts, St. Louis, 1908-9; Art Scholarship, State Normal School, Kirksville, Mo., 1909-11; Graduate Three Years' Teachers College Course, State Normal School, Kirksville, Mo., 1910; Teacher of Fine Arts, Kirksville Normal School, 1911-13; Student in Teachers College, Columbia University, 1913-14; A. B. in Education, State Normal School, 1914; Present position, 1914—.

LENA ESTELLE PATTERSON, A. B., B. S. .... ASSOCIATE PROFESSOR OF ART.

Teacher in rural and graded schools, Athens County, Ohio, 1900-1902; Student in Ohio University, Athens, Ohio, 1903-1909; A. B. Ohio University, Athens, Ohio, 1909; Student, Art Academy, Cincinnati, O., 1909-1910; Teacher of Art, College of Liberal Arts, Ohio University, 1912; Assistant in Art Department, Ohio University, Athens, Ohio, 1913-1914; B. S. in Ed. Ohio University, Normal College, 1914; Supervisor's Diploma in Public School Drawing, Ohio University, Normal College, 1914. Present position, 1914—.

WILLIAM ARTHUR CLARK, A. B., A. M., PH. D., PD. D., LL. D. . . . PROFESSOR OF EDUCATION AND PSYCHOLOGY, CHAIRMAN DIVISION OF EDUCATION.

Student in Normal School, Lebanon, Ohio, 1871-2; Teacher in Ohio Public Schools, 1872-81; Superintendent Ohio Soldiers' and Sailors' State Orphans Home Schools, 1881-3; A. B., Normal University, 1885; Professor Mathematics, Normal University, 1885-93; Graduate Student in Mathematics and Pedagogy, Harvard University, 1893-4; Honorary Pd. D., Normal University, 1894; Teacher of Education and Philosophy and Dean of the Faculty Western Normal College, Lincoln, Nebraska, 1894-5; Teacher of Mathematics and Education, Nebraska State Normal School at Peru, 1895-8; Graduate Student in Education and Philosophy, Harvard University, 1898-9, A. M., with honor, 1899; Graduate, Student and Teaching Fellow in Education and Psychology University of Chicago, 1899-1900, Ph. D. cum laude, 1900; President Nebraska State Normal School at Peru, 1900-5; Lecturer on Psychology, Garden of the Gods Summer School, 1900; Professor of Education and Dean of the Faculty, Nebraska State Normal School at Kearney, 1905-12; Vice-President National Education Association, 1907-8; Honorary LL. D., Hastings College, 1912; Member of American Association for the Advancement of Science, Nebraska Academy of Science, and Active Member of National Education Association; Author of Teachers' Manuals in "Arithmetic", "Physiology," and "Geography"; "Suggestion in Education;" "Syllabus of Pedagogy;" "Syllabus of Psychology." Present position, 1912—.

HAROLD WALDSTEIN FOGHT, A. B., A. M. . . . . ADVISER IN RURAL EDUCATION AND SOCIOLOGY.

Graduate, Nebraska High School, 1889; Teacher, Public Schools, Nebraska, 1889-90; Principal Public Schools, Hubbell, Nebr., 1890-1; Student University of Nebraska 1891-3; Student, in absentia, University of Nebraska, 1893-5; A. B. Iowa College, 1895; Professor, History and Political Science, Iowa College, 1895-9; Professor, History and Political Science, Blair College, Nebr. 1899-1900; A. M., Augustana College, Rock Island, Ill., 1901; President, Ansgar College, Minn., 1901-3; Graduate Student, Universities Kiel and Christiania, 1902-4; Principal Academy Midland College, Atchison, Kansas, 1904-8; Professor, History and Political Science, Midland College, 1905-10; Member, Kansas State Committee on Uniform College Entrance Requirements, 1905-10; Member, City Board of Education, Atchison, Kansas, 1907-10; Author of "The True Significance of the Norse Discovery of America," 1901; "Syllabus of American History," 1902; "The Trail of the Loup", 1906; "The American Rural School, Its Problems and Its Future," 1910; Professor American History, State Normal School, 1910-11; Special Collaborator in Rural Education to U. S. Bureau of Education, 1912; Lecturer in Rural Sociology before International Y. M. C. A., Estes Park, Colorado, 1912; Professor of Rural Education and Sociology, 1911-12; Rural Education Expert for Bureau of Education, Washington, D. C., 1912—; Present position, 1913—.

MARK BURROWS, A. B. . . . . PROFESSOR OF RURAL EDUCATION.

Teacher in rural schools in Missouri, 1885-1900; Student and graduate, Chautauqua Institution, 1886-1900; Graduate Stanberry Normal School, 1900; also student in commercial and scientific courses, 1901-2; Principal, Public Schools, Barnard, Mo., 1893-5; Superintendent Public Schools, Ridgeway, Mo., 1895-1900; Superintendent Public Schools, Albany, Mo., 1900-1; Superintendent Public Schools, Ridgeway, Mo., 1901-7; Student Gregg School of Stenography, Chicago, 1902; Instructor in Approved Summer Schools, Stanberry, Mo., 1904-7; Member Council of Education, Mo. State Teachers Association, 1904-9; Superintendent Public Schools, Bethany, Mo., 1907-8; Professor of Commerce, State Normal School, Kirksville, Mo., 1908-14; Student in Spanish, 1909-12; Student in Chemistry, 1912; A. B., State Normal School, Kirksville, Mo., 1912; Student in German, 1913; Present position, 1914—.

FLORENCE M. LANE, B. S. . . . . RURAL EDUCATION EXPERT.

Graduate, Pratt Institute, 1899; Student, private Kindergarten, 1900; Student Bible Normal College, Springfield, Mass., 1901-2; Student, Hyannis Normal School, 1902; Student, Night Schools, Springfield, Mass. and Albany, N. Y. 1903-4; B. S., Teachers College, Columbia University, 1910; Teacher in Rural Schools, two years; Supervisor Child Study, two years; Teacher in Horace Mann Model School, Columbia University, one year; College Tutor in Psychology, Columbia University, one year; Teacher in Interlaken School for Boys, one year; Social Service Worker, Salisbury, Conn., one year. Instructor in Rural Education, Johns Hopkins University, Summers of 1913, 1914; Present position, 1912—.

THURBA FIDLER . . . . . TEACHER IN MODEL RURAL SCHOOL.

Graduate in 60 Hour Teachers College Course with designated ability to teach in Elementary Schools, State Normal School, Kirksville, Mo., 1914; Present Position, 1914—.

LESLIE B. SIPPLE, B. S. . . . . FIELD SPECIALIST IN RURAL EDUCATION.

Teacher in rural schools of Mo., 1898-1901; Student K. S. N. S., 1901-03; Principal ward school, Kirksville, Mo., 1903-07; Graduate Three Years' Teachers College Course, State Normal School, Kirksville, Mo., 1911; County Superintendent of Schools, Adair County, Mo., 1907-14; Special Student, Kansas State Agricultural College, Spring Term, 1914; B. S. in Education, State Normal School, Kirksville, Mo., 1914; Present position, 1914—.

SUSIE BARNES, A. B., B. S. . . . . DIRECTOR OF PRACTICE SCHOOL.

Student Tarkio College, 1889-90; Teacher in Rural Schools, 1891-6; Student, Tarkio College, 1896-8; Graduate State Normal School, Kirksville, 1900; Critic Teacher, Practice Department, Normal School, Kirksville, 1900-3; Assistant in English and Teacher of Drawing and Physical Education, State Normal School, Kirksville, 1903-5; Supervisor of English in Elementary School, 1905-7; Diploma for Teaching English in Secondary Schools, Teachers College, Columbia University, N. Y., 1908; B. S., Columbia University, N. Y., 1908; A. B., Normal School, Kirksville, Mo., 1908; Assistant in English and Supervisor of English in the Elementary School, State Normal School, 1908-9; Teacher, Model Rural School, 1909-10; Student University of Chicago, Summer 1910; Supervising Principal, Practice Schools, 1910-11; Present position, 1911—.

EUDORA HELEN SAVAGE. . . . . SUPERVISOR OF ENGLISH IN PRACTICE SCHOOL.

Graduate High School, Litchfield, Mich., 1890; Teacher in Rural School, summer, 1890; Student, State Normal College, Ypsilanti, Mich., 1890-1; Teacher in grades, Litchfield, Mich., 1891-4; Student, Columbia School of Expression, Chicago, Ill., summer of 1894; Student, State Normal College, Ypsilanti, Mich., 1894-5; Teacher in grades, Marinette, Wis., 1895-6; Ward School Principal, Beloit, Wis., 1896-8; Teacher in Grammar grades, Oak Park, Illinois, 1898-1907; Student of University Extension Work, 1902-7; Supervisor of Grammar Grades, State Normal School, Stevens Point, Wis., 1907-9; Student of University of Chicago, 1909-10; Present position, 1910—.

LAURIE DOOLITTLE. . . . . SUP'R OF HISTORY AND GEOGRAPHY IN PRACTICE SCHOOL.

Graduate, Oskaloosa High School, 1887; Teacher, rural schools, 1887-9; Primary Teacher, Odebolt and Washington, Iowa, 1889-98; Student, Drake University, Summer, 1898; Principal Ward School, Washington, Iowa, 1898-1900; Student under Col. Parker, Chicago Institute, 1900-1; Critic Teacher, Saginaw Training Schools for Teachers, 1901-6; Student, University of Chicago, winter 1910; Present position, 1906—.

HARVEY GUY SWANSON, A. B. . . . . SUPERVISOR OF MATHEMATICS IN PRACTICE SCHOOL.

Graduate Three Years' Teachers College Course, Normal School, Kirksville, 1912; A. B., Normal School, Kirksville, Mo., 1913; Present position, 1912—.

IDELLA RETTENA BERRY, A. B. . . . . SUPERVISOR IN PRIMARY GRADES AND ASSOCIATE IN MANUAL ARTS.

Graduate, High School, Dover, N. H., 1890; Graduate, Commercial College, Dover, N. H., 1891; Teacher in rural schools, 1891-4; Student, Glens Falls, N. Y., Summer School, summers of 1892 and 1893; Student, Monroe School of Oratory,

summer, 1894; A. B., College of Agriculture and Mechanic Arts, Durham, N. H., 1900; Teacher, Dover Public Schools, 1893-1905; Student, Plymouth Normal School, N. H., 1902; Institute Work, 1904-5; Supervisor Nature Study, 1905; Student, Cornell University, Ithaca, N. Y., 1905-6; Student, University of Chicago, 1905-7; Teacher, Aspen, Colorado, 1907-8; Student, University of Chicago, 1908-9; Present position, 1909—.

HARRIET HOWARD.....SUPERVISOR IN KINDERGARTEN AND PRIMARY GRADES.

Graduate, High School, Ionia, Mich., 1901; Teacher in rural schools, 1902-3; Student, University of Michigan, 1903-5; Graduate, Chicago Kindergarten College, 1908; Director of Kindergarten, La Grange, Ill., 1907-8; Present position, 1908—.

JO WALKER HUMPHREY.....ADVISER OF WOMEN

Graduate St. Joseph High School; student University of Missouri, 1904-5; newspaper work, St. Joseph, Mo. and City of Mexico, Mexico, 1905-07; Student Normal School, Kirksville, 1912-13; Present position, 1913—.



MANUAL ARTS HALL

# INDEX

Advanced Course .....	26	English.....	43
Advanced Course Graduates.....	81	English History .....	57
Advanced Composition .....	44	Enrollment .....	84
Advanced Standing .....	21	Entering School.....	6
Agriculture .....	47	European History .....	56
Agronomy .....	47	Extension Courses .....	28
Algebra .....	63	Faculty, 1914-15 .....	3
American Government and Politics.....	57	Farm Accounting .....	32
American History .....	55, 57	Farm and Home Economics.....	47
Analytic Geometry .....	64	Fee, Incidental .....	8
Ancient History .....	56	Field Specialist Rural Education ...	72
Ancient Life .....	56	Financial Aid to Students .....	11
Animal Husbandry .....	47	Fine Arts .....	52
Arithmetic.....	63	Foods and Cookery .....	51
Art.....	52	Geography of Commerce .....	32
Art History .....	53	Geometry .....	63
Athletics .....	67	German .....	54
Bible as English Literature.....	45	Graduates, Lists of .....	81
Board of Regents .....	2	Grammar.....	43
Bookkeeping .....	32	Handwork .....	62
Caesar .....	58	Harmony .....	65
Calculus.....	64	High School Problems.....	41
Certificates and Diplomas .....	20	History and Government, Courses in .....	55
Chemistry .....	49	History of Education .....	40
Chorus .....	66	History of Mathematics .....	64
Cicero.....	58	History of the English Language ...	45
Civil Government .....	56	Home Economics .....	50
Coburn Players .....	13	Horace .....	59
College Algebra .....	64	Household Administration .....	51
Commerce, Courses in.....	32	Incidental Fee .....	8
Constants .....	27	Index, The Normal School .....	16
Consultation Days.....	6	Individual Lessons.....	66
Correspondence Study .....	28	Laboratories.....	18-20
Courses of Instruction .....	23	Latin .....	58
Dances and Other Social Parties.....	9	Leaving Town .....	10
Debates, Inter-School .....	18	Lecture Courses .....	13
Debating Clubs .....	12	Library .....	20, 59
Design.....	53	Library Economy.....	60
Diplomas .....	20	Literary Societies .....	12
Domestic Science .....	50	Literature, Courses in .....	44-45
Drawing and Painting.....	52	Livy .....	59
Education, Courses in .....	33	Manual Arts .....	60
Electivs.....	27	Mathematics.....	63
Electricity .....	70	Mechanical Drawing .....	62
Elementary Class.....	82	Medieval History.....	56
Elementary Course .....	25	Messenger, The K. S. N. S. ....	72
Employment Bureau .....	18	Military Drill and Tactics.....	64

Model Rural School.....	73	Sallust .....	58
Modern History .....	57	Sanitation.....	48
Music, Courses in .....	65	School Administration.....	41
Orchestra, The .....	66	School Curriculum .....	34
Ovid .....	58	School Economy.....	34
Perspectiv .....	52	Science of Education .....	41
Photography .....	77	Shakespeare Period.....	45
Physical Education.....	67	Statistics.....	79
Physical Geography.....	69	Stenography and Typewriting .....	32
Physics.....	69	Surveying .....	63
Physiology.....	67	Teacher-Training Courses, Grad-	
Political Institutions .....	57	uates of .....	22
Practice Schools, Enrollng in .....	11	Teaching of Arithmetic.....	37
Practice Schools, Faculty .....	42	Teaching of English.....	37
Practice Teaching .....	35	Teaching of Fine Arts .....	40
Principles of Teaching.....	34	Teaching of German.....	38
Psychology .....	34, 41	Teaching of History and Geography	38
Reading and Speaking.....	46	Teaching of Household Arts .....	40
Regents, Board of .....	2	Teaching of Latin .....	39
Rest Room .....	11	Teaching of Music .....	40
Roman Empire, The .....	56	Textils and Clothing .....	50
Rooming and Boarding Houses .....	8	Theory of Equations .....	64
Rural Certificate Course.....	71	Trigonometry .....	63
Rural Education Classes.....	83	Typewriting .....	32
Rural Education, Courses in.....	70	Vergil's Aeneid .....	58
Rural Life Conference.....	71	Visual Illustration.....	77
Rural Life Problems .....	35	Water Analysis.....	50
Rural School Management.....	35	Y. M. C. A. ....	13
Rural School Methods .....	36	Y. M. C. A. Lecture Courses.....	13
Rural Sociology .....	42	Y. W. C. A. ....	13
Rural Sociology Club .....	71		



BASEBALL TEAM, 1914

## CALENDAR FOR 1914

JANUARY							FEBRUARY							MARCH							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
..	..	..	..	1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28	
25	26	27	28	29	30	31	..	..	..	..	..	..	..	29	30	31	..	..	..	..	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
APRIL							MAY							JUNE							
..	..	..	1	2	3	4	..	..	..	..	..	1	2	..	1	2	3	4	5	6	
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	
26	27	28	29	30	..	..	24	25	26	27	28	29	30	28	29	30	..	..	..	..	
..	..	..	..	..	..	..	31	..	..	..	..	..	..	..	..	..	..	..	..	..	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
JULY							AUGUST							SEPTEMBER							
..	..	..	1	2	3	4	..	..	..	..	..	1	2	..	..	1	2	3	4	5	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	
26	27	28	29	30	31	..	23	24	25	26	27	28	29	27	28	29	30	..	..	..	
..	..	..	..	..	..	..	30	31	..	..	..	..	..	..	..	..	..	..	..	..	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
OCTOBER							NOVEMBER							DECEMBER							
..	..	..	1	2	3	4	..	1	2	3	4	5	6	7	..	..	1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	
25	26	27	28	29	30	31	29	30	..	..	..	..	..	27	28	29	30	31	..	..	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	

## CALENDAR FOR 1915

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	..	..	1	2	3	..	1	2	3	4	5	6	..	1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28	..	..	..	..	..	..	28	29	30	31	..	..	..
31	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
APRIL							MAY							JUNE						
..	..	..	1	2	3	4	..	..	..	..	..	1	2	..	..	1	2	3	4	5
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30	..	23	24	25	26	27	28	29	27	28	29	30	..	..	..
..	..	..	..	..	..	..	30	31	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
JULY							AUGUST							SEPTEMBER						
..	..	..	1	2	3	4	1	2	3	4	5	6	7	..	..	1	2	3	4	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11
11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18
18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
25	26	27	28	29	30	31	29	30	31	..	..	..	..	26	27	28	29	30	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
OCTOBER							NOVEMBER							DECEMBER						
..	..	..	1	2	3	4	..	1	2	3	4	5	6	..	..	1	2	3	4	
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30	..	..	..	..	26	27	28	29	30	31	..
31	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..



