

**FIRST DISTRICT
NORMAL SCHOOL
BULLETIN**



KIRKSVILLE MO

JUNE 1913

BULLETIN

OF THE

First District Normal School

KIRKSVILLE, MISSOURI

PROVIDED FOR BY ACT APPROVED MARCH 19, 1870

LOCATED AT KIRKSVILLE, MO., DECEMBER 29, 1870

OPEND AS FIRST DISTRICT NORMAL SCHOOL JAN. 1, 1871

J U N E 1 9 1 3

VOLUME XIII NUMBER 1

PUBLISHT BY THE FIRST DIS-
TRICT NORMAL SCHOOL.
ISSUED QUARTERLY JUNE,
SEPTEMBER, DECEMBER, MARCH

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

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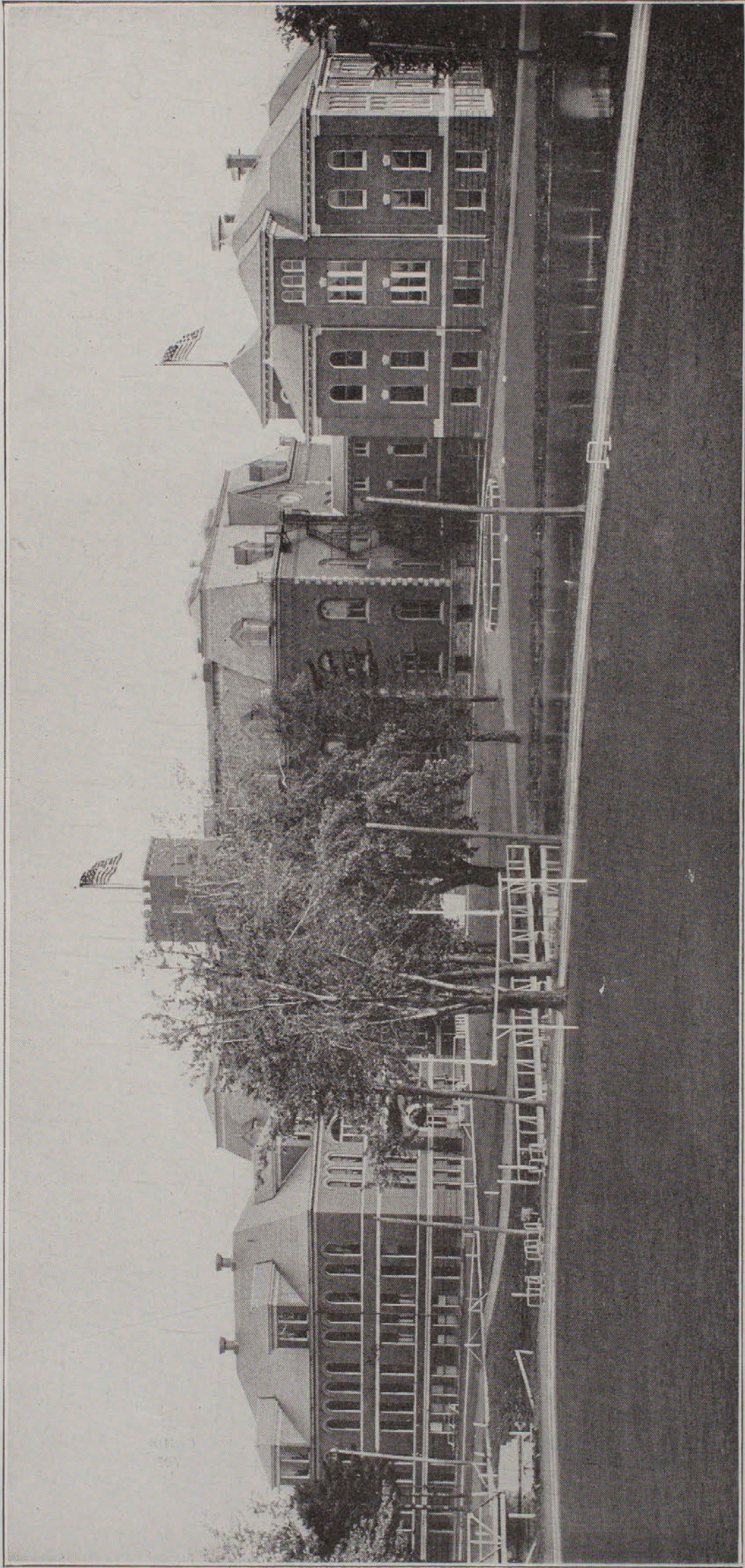
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NOTE 1: By custom of this institution the order in which the names of Faculty members are printed has no significance. It is merely a matter of convenience.

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.

This Normal School stands for such preparation of professional teachers as will constitute complete preparation. There seems to be a somewhat un-American idea cropping out occasionally in some quarters to the effect that Normal Schools should afford only partial preparation of teachers, and that no one should ever be recognized as a professional teacher full-fledged until he or she has been reconstructed, refinisht, relabeld, and furnisht with a degree by some other higher institution. But the Normal Schools are not preparatory schools for any other institutions. They are, or were designd to be, the people's colleges, or the teachers colleges of the people perhaps, instituted by the people for as distinct purposes as the college of medicin or of law or of engineering whose graduates are recognized in their several professions as persons prepared for professional life.

The Normal School graduates are in great demand—a demand which can not as yet be fully met. It is quite clear that a majority of the school boards prefer Normal School graduates above all other people for practically every kind of teaching position. Knowing the popular demand, those in charge of the up-to-date Normal School struggle with their utmost energies to keep themselvs familiar with the needs of all the public schools. Responding to the demand that is made, this Normal School sends a majority of its students and graduates back into their several communities prepared to teach in rural schools;

NOTE: Official publications of this Normal School follow in large part the spellings recommended by the Simplified Spelling Board.

several hundred of them to teach in the grades of villages, towns, and cities; and about two hundred each year to fill positions in high schools, principalships, superintendencies and supervisorships. There is therefore unceasing effort of president and faculty to know the conditions in the entire community and to meet the educational needs from the remotest rural district to the best of the organized city schools. Frequent excursions are made by the president of the institution and by some members of the faculty into the village and rural districts. Knowing the conditions and the needs of the public schools and being anxious to perform that function which the people desire to have performed, those who conduct the Normal School work unceasingly to produce and to send into the public schools full-fledged, scholarly and skilful teachers, professional teachers, as completely prepared to meet the needs of the public schools as may be possible. There is scarcely a day in the year that the office of this institution does not have requests for teachers in larger numbers than the institution can possibly supply. No young person, therefore, in this part of Missouri who has in mind a career as a public school teacher need have any doubt as to the opportunity afforded after reasonable preparation.

Those in charge of this institution at the present time are grateful for the confidence which the people and the school boards continue to have in the students and graduates of this institution. If the power is within us we will yet make the institution far more serviceable than it has been in the past, and even more deserving of the confidence of the people.

ABOUT ENTERING SCHOOL

When to Enter. The best time to enter the fall quarter will be Tuesday, September 9. That is the day to make programs.

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

Credit for Work Done Elsewhere. Students should understand that the work done in good high schools is accredited and that each of them may begin studies in this institution at points where the studies were discontinued in other schools. This is done at the student's risk. If he can not continue successfully the new studies, he will be asked to change over into classes of such advancement that the studies can be carried successfully.

The Making of Daily Program. Students should be able to show by their grade cards from other institutions and by their own oral statements here at what points, they left off their studies in the several branches in other institutions. They should inspect the course of study offered in this bulletin. They should understand that they are jointly responsible with the faculty in the making of their daily programs.

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

Beginning of Recitations. Class room exercises will begin according to the daily program at 8 a. m. Wednesday, September 10.

Bring Grade Cards. Students are specially warned not to forget their former grade cards, certificates, diplomas, and other written or printed evidence of school work that they may have. There is need of economizing time. There is need of such classification that students will not lose time in changing from class to class. But no student will be allowed to remain long in any class which has work too difficult or too easy for him.

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

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

Purchase of New Books. Students should understand, and especially those younger students accompanied by parents, that it is not advisable to purchase books on the day the program is made. Programs are made on the best information available at a given time. Then the students distribute themselves in their several classes. After about one day's contact with instructors the students can be given reasonably certain information as to the books they will need. The rush for the purchase of books, therefore, should be during the latter part of the afternoon of Wednesday, September 10, after at least one meeting between teacher and students.

Incidental Fee. The incidental fee is seven dollars for the first term and six dollars for each succeeding term within a period of twelve months. No program is made until the incidental fee is paid. A representative of the treasurer will be at the Normal School office to receive the incidental fees.

Room, Board, etc. Room rent, meals, light, fuel, etc., cost from \$3.50 to \$4.50 per week, owing to the kind and quality of accommodations and distance from the buildings. A majority of the students probably pay from \$3.75 to \$4.00 per week. Some reduce their expenses in various ways. There are a few who get along on \$2.75 to \$3.25 per week. Some students rent rooms and board in clubs; some do light housekeeping. There is a variety of ways whereby students may economize if they desire to do so.

Segregated Rooming Houses. This institution is coeducational, but it is required that young men and young women have rooms in separate rooming houses. The faculty will not recommend any rooming house excepting on the information that such rooming house will be exclusively for young men or exclusively for young women. The dean of the faculty will have charge of those cases in which families move to Kirksville for the purpose of educating sons and daughters and those in which brothers and sisters move to Kirksville with a view to light housekeeping while students. It is seen, therefore, that in protecting its students the institution will not subject any one to unreasonable hardships.

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

LITERARY SOCIETIES, DEBATING CLUBS.

The Institution supports and encourages many forms of student activities. The Philomathean Literary Society and the Senior Literary Society are 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 to 35 members each. The Current Topics Club comprises about 20 young women. The History Club, composed of men and women, faculty members and students, has an active membership of about 25. There are other similar clubs: the Art Club, the German Club, the Latin Club, the Tennis Club, the Rural Sociology Club, the Science Club, and the Shakespeare Society, having about 25 members each.

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

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

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

ENTERTAINMENTS

Y. M. C. A. Lecture Courses. For about fifteen 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 three 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. June 30 and July 1, 1913, the repertoire consisted of one tragedy, "Othello"; a comedy, "The Taming of the Shrew"; and the history play, "King Henry V." Nearly 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



Y. M. C. A. CABINET, 1913

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 special meetings each Sunday afternoon. They also hold an occasional series of noonday prayer meetings and classes organized for the systematic study of the Bible and Missions. For these meetings they are given the use of the most convenient and pleasant room to be had for such purposes in any of the buildings. It is the main reading room of the Library which the janitors put in order each Sunday for the special purposes of the young women's meetings. The 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 Associations at Lake Geneva, Wisconsin.

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

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

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

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

Prospectiv 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 furnisht with massiv 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 and an ensilage cutter. 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 18,000 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

The Major Academic Subject. As a rule each certificate and each diploma receives its name from the major academic subject offerd by the student, this subject being presumably one in which the student has special aptitude. Each diploma for a three years' course requires at least two academic units of college rank in the major academic subject; each diploma for a four years' course, at least three academic units of college rank in the major

academic subject. In order to constitute a major for designating a diploma, the subject must also have been a major study in the preliminary four years' high school course.

Advanced Standing. Grades from reputable high schools and academies are accepted and entered in the records at their face values. But if a student should fail in the more advanced studies, he may be required to review the needed high school studies. Record of work done in universities and colleges is accepted in lieu of academic studies in the Normal School or Teachers College Courses.

Certificates and Diplomas. The "elementary certificate" is a state certificate valid for two years and is issued to those who complete the "elementary course", which is a one-year teachers college course preceded by a four years' high school course.

A diploma for any advanced course contains a state certificate valid for life. The first "advanced course" comprises the first three years in a teachers college course preceded by a four years' high school course. It includes the work required for the elementary course and two years more. The final "advanced course" comprises a four years' teachers college course preceded by a four years' high school course. The diploma for this course includes a life certificate and the degree A. B. in Education or B. S. in Education.

Intermixing Studies. Some students entering after high school graduation desire to secure as soon as possible an elementary certificate. For such students the freshman teachers college course is seen to be chiefly professional. When high school graduates enter the Normal School with a view of continuing their studies until they can secure a diploma, it is recommended that they intermix the academic

and professional studies so that they may at all times be devoting from one-half to two-thirds of their energies to academic studies and their remaining energies to pedagogic studies.

Systematic work and study in literary societies and debating clubs may be offered hour for hour in lieu of one unit of academic study in the elementary course.

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.

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

All students capable of entering a Normal School should know the three principal divisions of school education: first, the elementary school ending with the eighth grade; second, the high school including four years of work and study above the elementary school; third, higher education which includes all education above the high school.

Four “units” constitute a typical year’s work in a high school. Sixteen “units” constitute the first class (four year) high school course. The sixteen units of the first class high school course as defined by the Department of Education is as follows:

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

What does the Normal School Offer? For some time to come the Normal School will be obliged to perform a double function: first, offer courses of high school rank to prepare rural teachers and also to prepare many students for the advanced studies constituting the courses of the Normal School proper.

What is the Normal School Course? The Normal School course as such is that series of studies given by a Normal School for the preparation of professional teachers. It is preceded by the sixteen units of a first class high school. The terms "Normal School" and "Teachers College" begin to be used interchangeably in our country with a trend toward the ultimately exclusive use of the term "Teachers College". But the Normal School is not a college in the ordinary sense and never can be such. It does not seek to duplicate college work. All its courses are for pedagogic purposes. Few of them are ever duplicated by colleges.

How are Normal School Courses Measured? Normal School courses are measured in "hours" exactly the same way the courses in colleges and universities are measured. The "hour" may be regarded as a conventional term. It is an almost universal term. For carrying satisfactorily a typical program of studies three terms or one "school year", typical students the country over usually have their work designated as 30 hours' credit. The meaning of credit in hours is shown in the following statements:

1. Carrying 4 studies 3 terms secures 30 hours' credit.
2. Carrying 1 study 3 terms secures 7 1-2 hours' credit.
3. Carrying 1 study 1 term secures 2 1-2 hours' credit.

NOTE: By this arrangement students may transfer credits from colleges or universities to the Normal School without any change in terms or measurements. They may likewise transfer their credits from the Normal School to other higher institutions without change of terms or measurements.

NOTE: Class periods are fifty-five minutes in length, five times per week, but sciences require from two to three extra periods per week. Subjects not requiring preparation, such as Manual Arts, Drawing, Sight Reading, Physical Education, etc., require double periods or receive half credit for single periods.

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:

First Year:	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
Second Year:	From English, European History, American History, Civics, Algebra, Agriculture, Home Economics, German, and Latin	4 units
Third Year:	From Rhetoric, Literature, American History, European History, Geometry, German, Latin, Agriculture, Home Economics, and Commercial Subjects	3 units
	From Music, Fine Arts, Manual Arts, Physical Education, Reading, singly or in combination	1 unit
Fourth Year:	From Rhetoric, Literature, European History, Civics and Sanitation, Geometry, German, Latin, Agriculture, Home Economics, Physics, Commercial Studies, and Music Studies	4 units
Total of high school subjects		16 units

Freshman Normal School or Teachers College Year

1. Psychology	1 term,	2 1-2 hours
2. Principles of Teaching	1 "	2 1-2 "
3. School Economy	1 "	2 1-2 "
4. The Pedagogy of Arithmetic and Algebra	1 "	2 1-2 "
5. The Pedagogy of English	1 "	2 1-2 "
6. The Pedagogy of History and Geography	1 "	2 1-2 "
7. Practice Teaching	1 "	2 1-2 "
8. One academic study of college rank	1 "	2 1-2 "
9. Library Economy	1 "	2 1-2 "
10. From Vocal Music, Fine Arts, Manual Arts, Physical Education, etc., (on basis of 1 period per day)	6 terms	7 1-2 "
Total credits		30 hours

NOTE 1: A mere passing grade in 4, 5, or 6 means that the student will have to review the academic subject corresponding to the pedagogic study.

NOTE 2: **Constants:** The constants in the basic high school course are English 3 units, Mathematics 2 units, History 1 unit, Civics and Sanitation 1 unit.

NOTE 3: At completion of the above outlined courses an Elementary Certificate is issued.

Second Normal School or Teachers College Year. The second year of the "advanced course" comprises four of the following studies, each being pursued for three terms: American Literature or English Literature; Ancient History or Medieval History or Modern History or American Constitutional History; Trigonometry and College Algebra or College Algebra and Analytics; Latin or German; Agriculture or Home Economics or Physical Geography or Chemistry or Physics; Commercial Studies; Library Economy; Harmony or Counterpoint; Art History; Painting and Illustration.

Total credits.....30 hours

The Third Normal School or Teachers College Year. 1. The third year of the "advanced course" comprises two of the following studies, each being pursued three terms: English or American Literature; Ancient History or Medieval History or Modern History or American Constitutional History or other college history or Economics; Trigonometry and College Algebra or College Algebra and Analytics or Analytics and Calculus; Latin or German; Agriculture or Home Economics or Physical Geography or Chemistry or Physics; Commercial Studies; Library Economy; Studies in Music, Advanced Art Structure; Costume Design; Interior Decoration.

Credits.....15 hours

2. The student must also offer the following: The Science of Education or Special Psychology or High School Problems, one term; History of Education, two terms; School Administration, one term; Practice Teaching, two terms.

Credits15 hours

Total credits for third year.....30 hours

NOTE: On completing the third year of the Normal School or Teachers College Course a diploma is conferred which includes a teachers state certificate valid for life.

Fourth Normal School or Teachers College Year. The fourth year may comprise any four studies above mentioned in the second and third years of the advanced course, each study being pursued three terms.

Credits for the fourth year.....30 hours

NOTE 1: At the end of the fourth year of the Normal School or Teachers College Course a diploma is conferred which includes a teacher's state certificate valid for life and the degree Bachelor of Arts in Education or Bachelor of Science in Education. If the studies include much of foreign languages and literature, the degree is Bachelor of Arts in Education. If the studies are largely in the direction of the sciences with little foreign languages, the degree is Bachelor of Science in Education.

NOTE 2: **Constants.** Every diploma must include: (1) one year of College English; (2) one year of College History; (3) one year of College Science; (4) at least thirty hours in studies unquestionably pedagogic. Every diploma for a three years' Normal School or Teachers College Course must contain a sum total of ninety hours above the four years' high school course. Every diploma for a four years' Normal School or Teachers College Course must contain a sum total of 120 hours above the four years' high school course.

DEPARTMENT OF RURAL EDUCATION

Purpose. So important is the work of preparing rural teachers that it is deemed advisable to introduce at this place in the BULLETIN some distinct statements as to this department of the institution. From many local ties 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 twelve units contained 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 twelve 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 and Advanced Practical Arithmetic	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	2 terms, 2-3 unit.
Manual Arts, Fine Arts, Writing, 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 1-3 units.
Total	12 units.

NOTE: High school graduates who seek the rural state certificate must take not only the three terms in rural school pedagogy, but they must take some review courses in Grammar, Composition, Arithmetic, and American History at least. They must also offer the 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 enroll 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 intending 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.



THE MODEL RURAL SCHOOL ON THE CAMPUS, AFTER A FIVE MILE RIDE, TEMPERATURE FIFTEEN BELOW ZERO.

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 28 x 36 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.

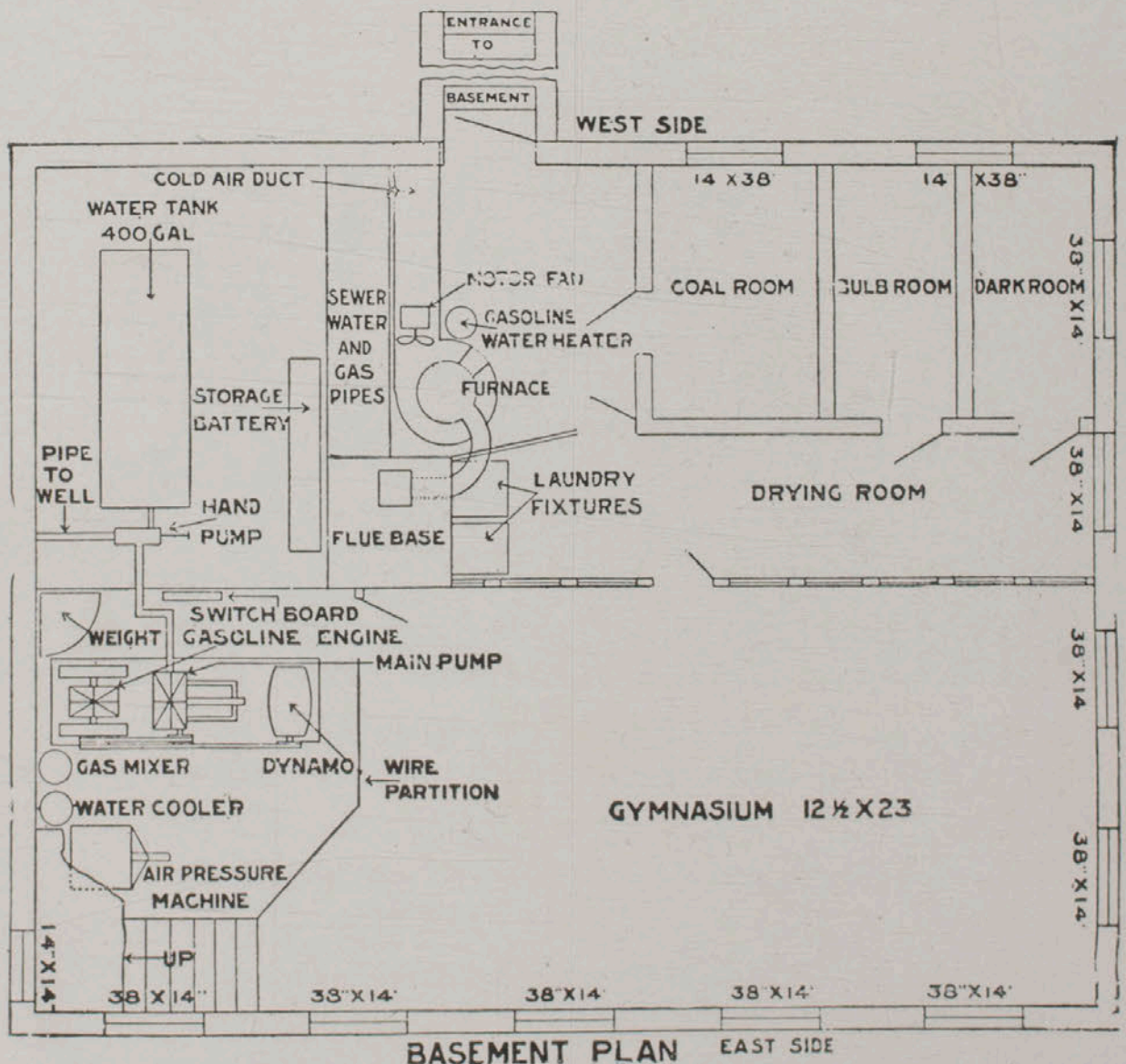
The basement has eight compartments: (1) Furnace Room, containing furnace enclosed by brick walls, also

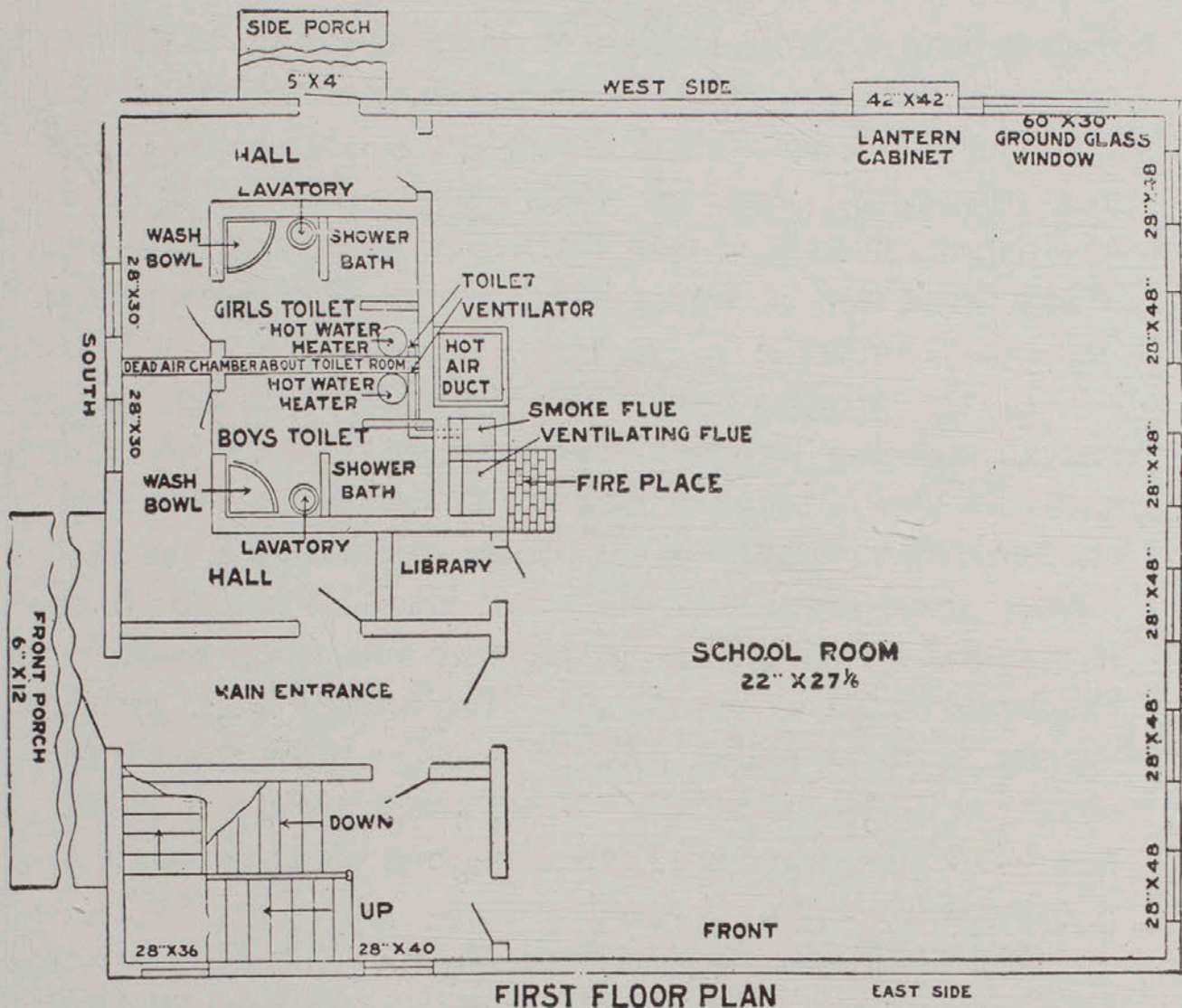


CHILDREN STARTING HOME FROM MODEL RURAL SCHOOL.
(The first in Missouri to transport children to and from school.)

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, electrical generator, switch board, water tank for cooling gasoline engine, weight for gas pressure, gas mixer, batteries, pipes, wires, etc.

The pumps lift water from a well into pressure tank 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 platforms; also telephone and teacher's desk.

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

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

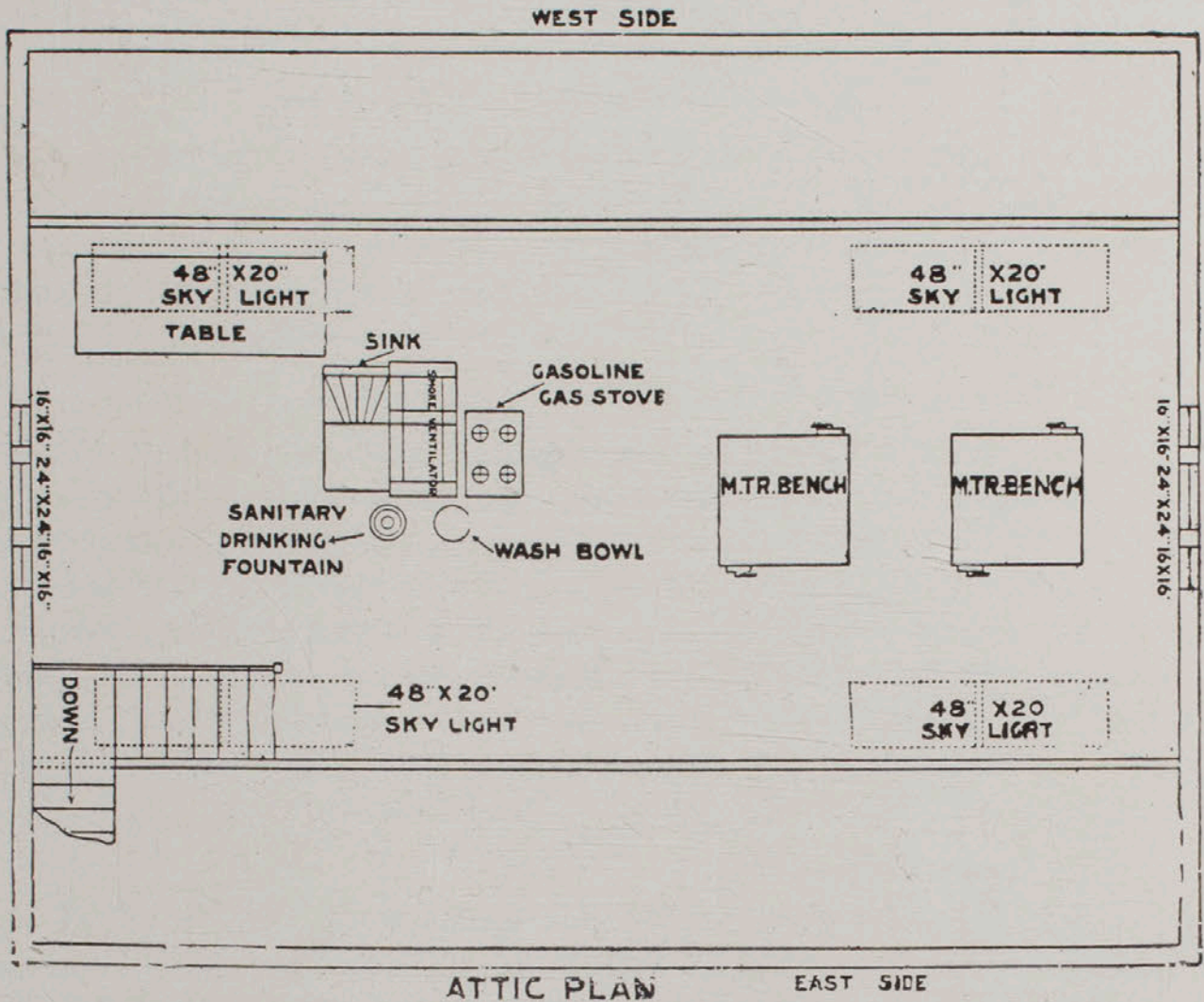
In the drawing observe the toilet rooms: Each one has all ordinary fixtures: Lavatory, wash bowl with hot and cold water, pressure tank for hot water and for heat, shower bath with hot and cold water, ventilating apparatus, looking glass, towel rack, soap box, etc. Each toilet room is reached by a circuitous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

The main entrance is thru a porch. A small porch is on west side especially 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 school house has an attic but this seems to be the only one whose attic was ever discovered. This attic is 35 x 15 feet inside measurement, all in one room as shown by floor plans on following page; distance from floor to ceiling is 7 1-2 feet in middle part.

Attic is abundantly lighted 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.

COMMERCE

MARK BURROWS, 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. Each quarter of work is given every term. MR. BURROWS.

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. Given every term. MR. BURROWS.

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. Two quarters. MR. BURROWS.

V. Commercial Spanish.

The work in Spanish will begin with training in pronunciation and conversation, followd by the rudiments of grammar with exercises illustrating the various principles, and the use of correct and idiomatic expression. Appropriate stress will be laid on the technical vocabulary of trade, and on Spanish forms of correspondence. Classes will be organized whenever a sufficient number of well prepared students call for it. MR. BURROWS.

ENGLISH

A. P. SETTLE, GOLDY HAMILTON, WARREN JONES, A. L. PHILLIPS,
C. R. EDWARDS, —————

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 full advanced course for the senior diploma must have a year of college English.

For the senior diploma in the English course, five years of English will be required, two in addition to the elementary requirements.

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

To secure any elementary certificate, some English work must be done in this school.

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

High School Courses

(REQUIREMENTS FOR THE ELEMENTARY CERTIFICATE.)

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.

Given 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 on short narrative and descriptive prose and poetry, lyrics, longer poems and prose, the drama, the novel, the essay, and the oration.

Three quarters. Given every quarter.

III. Composition and Rhetoric.

This is a course requiring three quarters for completion. Work in any quarter can be had in each term. In each quarter, literature will be regularly used as a basis for work.

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 the following course in *The Teaching of Elementary English*.

IV. The Teaching of Elementary English.

This course is designed for graduates of accredited high schools and for others who have taken Grammar, Composition, and Elementary Literature, but not here. For those it is a requirement in obtaining our elementary certificate or any senior diploma. It will be required of our pupils who have low grades in the branches mentioned. This work can be taken any quarter.

Advanced Courses

(ALL BEING OF COLLEGE RANK.)

V. Advanced Composition.

Extensiv 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 illustrativ literature. Designd 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. 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.

VII. History of American Literature.

The early or formativ periods with special study upon Brown, Franklin, Irving, Bryant, Cooper, and Poe, are first emphasized. The New England Renaissance, 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.

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. Given in winter 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.

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.

XI. Tennyson and Browning. One quarter. (Offerd in summer of 1914.)

The Summer Quarter, 1914

Each quarter of all courses necessary for the elementary certificate will be given; also the following advanced courses: V, third quarter of VI, third quarter of VII, second quarter of IX, third quarter of X, and XI.

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

Reading and Speaking

In this division of the English department there is one quarter of elementary work and two quarters of that which is more advanced. The general purpose is to help students to more ease and ability in public utterance, whether of the thought of others found in print or of their own given with or without manuscript. To meet the necessities of the school, one quarter in the elementary course is planned and credited as a drill, while the other quarters require preparation and will be credited as any other courses in English, and may be used instead of other requirements in estimating the English credits for certificates or diplomas.

I. Elementary Reading and Speaking.

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. Given every quarter.

II. Advanced Courses in Reading and Speaking.

a. 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.

b. **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.

DIVISION OF FARM AND HOME ECONOMICS

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

W. J. BRAY, J. A. CROOKSHANK, Department of Chemistry.

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

M. E. PELTZ, In charge of State Farm.

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.

Agriculture

I. **Agronomy.** Three quarters. MR. MCGREW.

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.

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.

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.

II. Animal Husbandry. Three quarters. MR. ROUSE.

a. Farm Animals. A study of the types and breeds of farm animals, including the care and management, feeding, and improvement of the different breeds. Text, Types and Breeds of Farm Animals, by Plumb.

b. 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.

c. 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.

III. Farm Management. Three quarters. Presupposed: course I or II. MR. MCGREW AND MR. ROUSE.

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.

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.

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.

IV. Advanced Agriculture. Three quarters. Presupposed course I or II. MR. MCGREW AND MR. ROUSE.

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.

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.

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.

V. Sanitary Management. Three quarters. MR. BRAY, MISS VAN DEUSEN, AND MR. ROUSE.

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.

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

c. Dairying, as above given (II b.)

All the of 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 1-2 hours will be given. The subjects Corn, Small Grain, Soils, 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.

Possible combinations to make a year (nine months) in Agriculture: Corn, Small Grains, and Soils or Feeds and Feeding, or Horticulture or Farm Supervision. Farm Animals, Dairying, and Poultry Culture, or Principles of Breeding, or Feeds and Feeding or Sanitation. Farm Supervision, Farm Machinery, and Architecture or Horticulture, or Dairying or Sanitation or Sanitary Bacteriology.

Chemistry

I. General Inorganic Chemistry.

A course in Chemistry of college rank. At least seven hours per week for a period of thirty-six weeks is required for a credit of three quarters. Text, Kahlenberg's Outlines of General Chemistry. MR. BRAY.

II. Analytical Chemistry.

Qualitative analysis two quarters; quantitative analysis one quarter. Chemistry 1 or its equivalent is presupposed. Text, Talbot's Quantitative Analysis. MR. BRAY.

III. Organic Chemistry.

A course in the chemistry of carbon compounds, based upon

Cohen's Theoretical Chemistry. Chemistry 1 or its equivalent is presupposed. Three quarters. 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 twelve weeks.

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 twelve weeks are required. Text is the same as in IV a.

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

V. **The Chemistry of Dairying.**

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

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

VI. **The Chemistry of Feeds.**

This course has to do with the composition of the more important feed stuffs in relation to the problems of feeding of animals.

At least three periods per week for twelve weeks are required. Courses a and b in Agricultural Chemistry are presupposed. Required of those who are taking or have taken "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.

Home Economics

I. **Textils and Clothing.**

The following courses may be elected by young women above first year high school rank. 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.

a, b, c, Sewing. This course includes the making of articles requiring the sewing machine and its attachments; the use of all fundamental stitches; the drafting and use of patterns; knitting, crocheting, simple embroidery; the care and repair of garments.

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.

e. Costume History and Design. Instruction is given in the principles of design and color harmony as applied to textils, 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.

II. Foods and Cookery.

The following courses may be elected by students of college rank. It is recommended that at least the general course in chemistry precede the courses in this group or be taken with them.

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.

d, e, f. Advanced Food Preparation. The work of this course will be a continuation of that of the previous one. It will consist largely in the preservation of food and in special cookery for children and for the sick and convalescent.

g. 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.

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 and Decoration. The development of shelter, history of the house, principles of planning, and of house con-

struction are studied. Students draw house plans, make color schemes, for their decoration and plan their furnishing.

b. House Sanitation. This course deals with the water supply, plumbing, refuse disposal, heating, ventilation, and lighting of the modern house; also with the sanitary care of the house.

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.

d. Home Nursing. Instruction is given in simple emergencies, in first aid and in simple procedures in the home care of the sick.

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.

FINE ARTS

OLLIE E. RAGON, _____

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, Decorative Design, Conventional Design, Applied Design, and Perspective. 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 years' 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. Perspective and Design.

The principles of Perspective 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 work in Perspective is to Fine Arts what Grammar is to Literature. It is a means, not an end.

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. Three quarters.

III. Painting 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. Three quarters.

IV. Advanced Composition and Art Structure.

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. Three quarters.

V. Theory and Practice of Art Teaching and of Art Supervision.

Students taking this course are expected to teach Fine Arts in the practice school or assist in the normal school classes. The values and principles of art education will be studied. Practical problems in drawing, design, and construction work that may be carried out in the schoolroom with simple equipment will be studied. A series of talks on "Fine Arts in the Rural Schools" have been promised by the director of rural education. Practical suggestions for supervisors and special teachers will be a large part of the course. Frequent discussions of essentials and non-essentials in art education will occur. Courses of study will be criticized and formulated by the students. Three quarters.

VI. 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 for 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.

VII Costume Design and Interior Decoration.

This course will be presented in 1914 by the department of Home Economics, but will doubtless become a part of the Fine Arts courses as well. It will be required of all students desiring to graduate with Fine Arts as a major subject.

GERMAN

J. W. HEYD, KATHERINE DRESCHER, ELSIE NAGEL

I. First Year.

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; on the mastery of the more regular inflections and of the simple fundamental principles of syntax. Three quarters. MR. HEYD, MISS DRESCHER, MISS NAGEL.

II. Second Year.

This course consists entirely in practice of German conversation and free composition. Syntax is emphasized. Von Jagemann's German Syntax is used for reference. Representative German novels and dramas are read and conversation and composition are continued. Three quarters. MR. HEYD, MISS DRESCHER, MISS NAGEL.

III. 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 constructive side; (3) advanced students and high school teachers of German, who desire to more thoroughly master German syntax, style, idiom, choice of words, etc. One quarter. MR. HEYD

IV. Advanced Reading Course.

In this course translation is reduced to a minimum and the interpretations are given largely in German orally or in writing. Two quarters. Prerequisite: Course III or its equivalent. MR. HEYD.

V. Schiller Course.

Schiller's life is studied, his representative dramas and poems are read, supplemented by lectures by the instructor and papers by students as much as possible in German. Three quarters. MR. HEYD.

VI. Goethe Course.

A course in Goethe's life and works. His most representative 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.

VII. The Teaching of German.

Here are taken up: (1) the elements of phonetics; (2) the most important changes in the structure of the language in the light of historical development; (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. One quarter. MR. HEYD.

VIII. Correspondence Courses.

A beginning in correspondence courses in second, third, and fourth year German has been made by arrangement with the head of the department. The last quarter, however, must be taken in this school. It has resulted satisfactorily and will be continued in the same way.

HISTORY AND GOVERNMENT

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

High School Courses.

I. American History.

A course covering the history of the United States from the discoveries of Columbus to the present. Special emphasis is put upon the economic and social phases of our country's history, especially since 1861. Three quarters. Given every quarter. MR. FAIR, MR. OTTERSON, AND MR. KINGSBURY.

II. Civil Government.

A course devoted to the study of first, the local and state government of Missouri; and second, the Constitution and government of the United States. Two quarters. Given every term. MR. OTTERSON.

III. **Advanced Civil Government.**

A course for those who have already had some high school work in civil government and who may be required to do further work in the subject. One quarter. Given every term. 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. 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 oriental period. In the Greek and Roman periods more time relatively will be spent in the political and constitutional phases. Three quarters. MR. KINGSBURY.

VI. **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. MR. VIOLETTE.

VII. **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. MR. VIOLETTE.

VIII. **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 thruout 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. MR. VIOLETTE.

IX. American Constitutional History.

This course is devoted to the constitutional phases of American history exclusivly. The chief topic will be the principal movements toward union prior to 1776, especially in their relation to England and local self-government in American colonies, the formation of the constitution, the constitutional problems of the civil war, reconstruction, and great administration problems since 1877.

It is assumed that those who take this course have had at least three years' work in high school history. Three quarters. MR. FAIR.

X. Political Institutions.

About one third of this course deals with the State in its origin, nature, functions, and organization, and the rest with comparativ government in which the actual governments of the leading states of Europe will be considerd. Students should have at least one year of college history before entering this course. Three quarters. MR. FAIR.

XI. American Government and Politics.

A course in which the actual government of the United States will be especially emphasized. It should not usually be taken by any one who has not had at least from three to four years of high school history. Not given prior to the summer of 1914. Three quarters. MR. FAIR.

XII. The Teaching of History.

In this course the problems of the history teacher in all grades of work are considerd. Relatively little attention will be given to the formal pedagogy of the subject. Concreteness will be sought for in type lessons and studies as far as possible. The character of the course will vary according to the most pressing needs of those enrolling from quarter to quarter. Early in each quarter the instructor will ascertain what these needs are and shape the course accordingly. One quarter. Given each quarter by some member of the Division.

LATIN

B. P. GENTRY, T. JENNIE GREEN

The following courses are offered:

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. 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. 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. 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, the Amores, the Metamorphoses, the Ars Amatoria, the Remedia Amoris. Mythology. Meters: Elegiac Dystich, Dactylic Hexameter.

One quarter. 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. MISS GREEN.

VI. **Vergil's Aeneid.**

Six Books. Metrical reading emphasized. Religious import of the Aeneid. Vergil a stimulant of the imagination. Two quarters.

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, or XXI and part of XXII. Prose composition twice a week. Distinction of legendary and authentic history. Livy as a historian. One quarter. 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. Given in the winter and spring terms. MR. GENTRY.

IX. **The Teaching of Latin.**

The course includes a review of the elements of syntax, with a few illustrative lessons in translation; a discussion of textbooks, methods, illustrative materials; a historical study of the whole of Caesar's Gallic Wars and of his military tactics; a consideration of the present standing of Latin in the high schools. One quarter. Given in the summer term. MISS GREEN.

X. **Electives.**

In recent years courses extending thru one quarter have been given in each of the following: Cicero—"De Senectute" and "De Amicitia"; Tacitus—"Agricola" and "Germania"; Seneca—Moral Essays. Given in the summer term. MR. GENTRY.

SCHOOL LIBRARY ECONOMICS

O. A. PARRISH, LULU J. CRECELIUS

The purpose of the work offered to students by this department is threefold: to facilitate their use of the library in the daily preparation of lessons, to teach them to organize and administer school libraries, and to enable them to take School Library Economics as part of a general education.

I. **Elementary Course.**

Organization and administration of a small library; 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; literature for chil-

dren and story telling; appraisal of books on special subjects; library legislation. One quarter. Given every quarter. MISS PARRISH AND MISS CRECELIUS.

II. **Advanced Course.**

Accessioning, classification, cataloging; reference work; book mending; loan systems; current library history; current periodicals; public documents; and practice teaching of library lessons in the grades and high school. Six quarters.

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

MANUAL ARTS

A. D. TOWNE, IDELLA R. BERRY, OLLIE E. RAGON

Advanced Manual Arts.

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 increast 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 offerd. Some things to be considerd 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. A design will be workt out appropriate for the base of a statue now being modeld in the department, and when cast in bronze will be placed on the concrete pedestal to beautify a place on the campus.

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.

IV. Advanced Woodwork.

High School Joinery.

Purpose: to acquaint the student with the tools and processes involved in the making of joints.

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 pur-

pose of gaining power in teaching the subject. Elementary manual training shops have been equipt 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 suggestion 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 serv 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.

China Painting

OLLIE E. RAGON

Principles of design studied. Simple original designs developed. Technique of painting and enameling as applied to conventional decorations, flat tones, gold banding, and lettering.

MATHEMATICS

WM. H. ZEIGEL, 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. Given every term.

II. The Teaching of Arithmetic.

This course is for students who have completed high school algebra. It is both academic and pedagogic, and students who take this course making a record of G or better, will be given full credit for arithmetic. One quarter. Given every term.

III. 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. Given every term.

IV. 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. Given every term.

College Courses

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.

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 knowl-

edge 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. 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, the progressions, theory of equations, determinants, partial fractions, inequalities, variation, and infinite series. Two quarters.

VIII. Analytic Geometry.

A thorough 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 curves; also the point, plane, straight line, and quadric surfaces as treated in analytic geometry of space. Two quarters. 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.

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. Prerequisite: Course VIII.

XI. History of Mathematics.

This course gives an 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. 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 thoroly disciplind is to be in absolute command of one's self; to be able to act instantly on becoming cognizant 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 officerd 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 clothing obtainable at the present time will wear equally 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,[§]
ADA COCHRAN, CLARA F. SANFORD

The courses of music comprises fifteen terms of twelv 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 or Quarters

The terms are pland to be taken in order. All terms require as entrance 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. Ad-

vanced. Three quarters. MR. GEBHART, MISS COCHRAN, MISS SANFORD.

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 had been taken.

IV, V, VI. Harmony.

This is a subject requiring preparation. Scale formation, triads and their use, harmonization of melodies. MR. BIGGERSTAFF, MISS COCHRAN.

VII, VIII. Counterpoint.

Strict and modern. MR. BIGGERSTAFF, MR. GEBHART.

IX, X. Form.

Study and analysis of all instrumental and vocal forms. MR. BIGGERSTAFF, MR. GEBHART.

XI. Instrumentation.

A study of the different instruments of the orchestra in regard to their construction, mechanism, tone qualities, possibilities, etc.

XII. Orchestration.

Practical work in arranging compositions of all forms for small and large orchestras. Practical experience gained by directing the works arranged.

XIII. History of Music.

From the music of the ancients to the present. MR. GEBHART, MR. BIGGERSTAFF.

XIV. Biography of Musicians.

From Palestrina to the present, with programs, vocal and instrumental, in illustration of each composer. MR. BIGGERSTAFF.

XV. Methods of Teaching Music.

Applying to the schoolroom what has been learned. Analysis of several music courses. Planning of work from lowest to highest grades. Actual experience in conducting classes. MR. GEBHART, MISS SANFORD.

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 of work, five recitations per week, 55 minutes 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

C. B. SIMMONS

I. Play in Education.

A course necessitating Psychology as a prerequisite, and pland 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

C. B. SIMMONS

I. Athletics.

Those taking physical education for the first will be allowed 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. SIMMONS 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 offerd 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. SIMMONS 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 activ 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 in its students a desire for a symmetrical and more perfectly developed body. The women are not only taught the basic laws of health, but to appreciate and observe these laws.

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 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 accompaniment 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, interspersed 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 on 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. 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. MR. STOKES.

III. **The Teaching of Physics.**

A course given for those intending to teach Physics. Course consists of a consideration of the more difficult parts of the subject, laboratory technique, laboratory equipment, construction and care of apparatus, and a rapid survey of the history of Physics. One quarter. Given in the summer quarter. MR. STOKES.

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 systematically developed by experiment, demonstration, and discussion. One quarter. 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 operative in producing them, and then a study of mathematical geography and meteorology, 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 a knowledge of the relief of his country and of rendering the teaching of geography and history more efficient. Three quarters. MR. STOKES AND ASSISTANTS.

VISUAL ILLUSTRATION

MARK BURROWS

The object of this department is to educate prospectiv 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 employd. 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 illustrativ material will be studied. Thru the co-operation of the various departments of the school, a classified and indext collection of negativs is being made. These will be available to teachers and school boards who desire to equip their schools for more effectiv 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 improvize workable equipment from simple and inexpensiv 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.

EDUCATION

A. B. WARNER, W. A. CLARK, FLORENCE M. LANE

I. Psychology.

An introduction to modern psychology. The method comprises a recitation study of the textbook, introspectiv analysis by the student of his own concrete personal experiences, and definitely assigned library readings in the standard English treatises and textbooks. One quarter. 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, empir-

ically 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. MR. CLARK.

III. **School Economy.**

This is an elementary course and has in view the common problems of school management and the work of an efficient teacher in a one-room school or in a village school in which the teacher must work with little supervision. Given every quarter. MR. WARNER.

IV. **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. A short thesis is required. One quarter. MR. CLARK.

V. **High School Problems.**

This is an advanced course, offered for the summer term and during at least one other quarter of each year. In it are considered problems of adolescence, problems of administration, and problems of instruction as they are involved in the American high school. Most of the term will be given to the program of studies, the choice of curricula, and the treatment of various branches of study. One quarter. MR. WARNER.

VI. **History of Education.**

This course deals first with ancient and medieval times; second, with the modern world from the time of the Renaissance. This course is for advanced students. Two quarters. Given each term. MR. WARNER.

VII. **School Administration.**

This is a course for advanced students and is specially intended for superintendents and principals. It deals with state, county, and city systems of education. Missouri systems and laws will be taken as types so far as possible. One quarter. MR. WARNER.

VIII. **Educational Values.**

An advanced course dealing critically with the various elementary and secondary school branches of study with reference to their values as education materials. After a preliminary determining of what "educational value" is, each elementary school and high school subject is briefly considered as to its function in the curriculum, with

incidental study of methods. Closely guided library readings are prescribed; and the class exercises consist in numerous special reports with free discussions. One quarter. MR. CLARK.

IX. Ethics.

An introductory study in modern energistic Ethics, open as an advanced elective to students who have had the courses in General Psychology and Science of Education, or their equivalent. The aim is to acquaint the student with the scope and methods of ethical thought and to aid him in establishing rational personal character. One quarter. MR. CLARK.

X. Special Psychology.

An advanced course in special problems, presupposing the course 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. MR. CLARK.

XI. Rural School Organization and 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. One quarter. MISS LANE.

XII. Rural Sociology.

This course deals with some of the educational, social, and economic questions which are confronting our country now, and presents a few practical solutions. The aim is to lead each student to think thru the problems of his community and devise what can be done to conserve and develop its resources. One quarter. MR. CLARK.

XIII. Rural Methods and Observation.

This course should be a part of the preparation of all who go out to teach school in country schools. 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. One quarter. MISS LANE.

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
ADA COCHRAN	Scholarship Assistant
CLARA SANFORD	Scholarship Assistant
H. G. SWANSON	Scholarship Assistant
FLORENCE M. LANE	Rural School
H. W. FOGHT	Rural Education Adviser

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	Home Economics
W. J. BRAY	Science
A. D. TOWNE	Manual Arts
OLLIE E. RAGON	Fine Arts
LEOTA L. DOCKERY	Physical Education for Girls
C. B. SIMMONS	Physical Education for Boys



CAMP FIRE GIRLS IN CEREMONIAL COSTUME

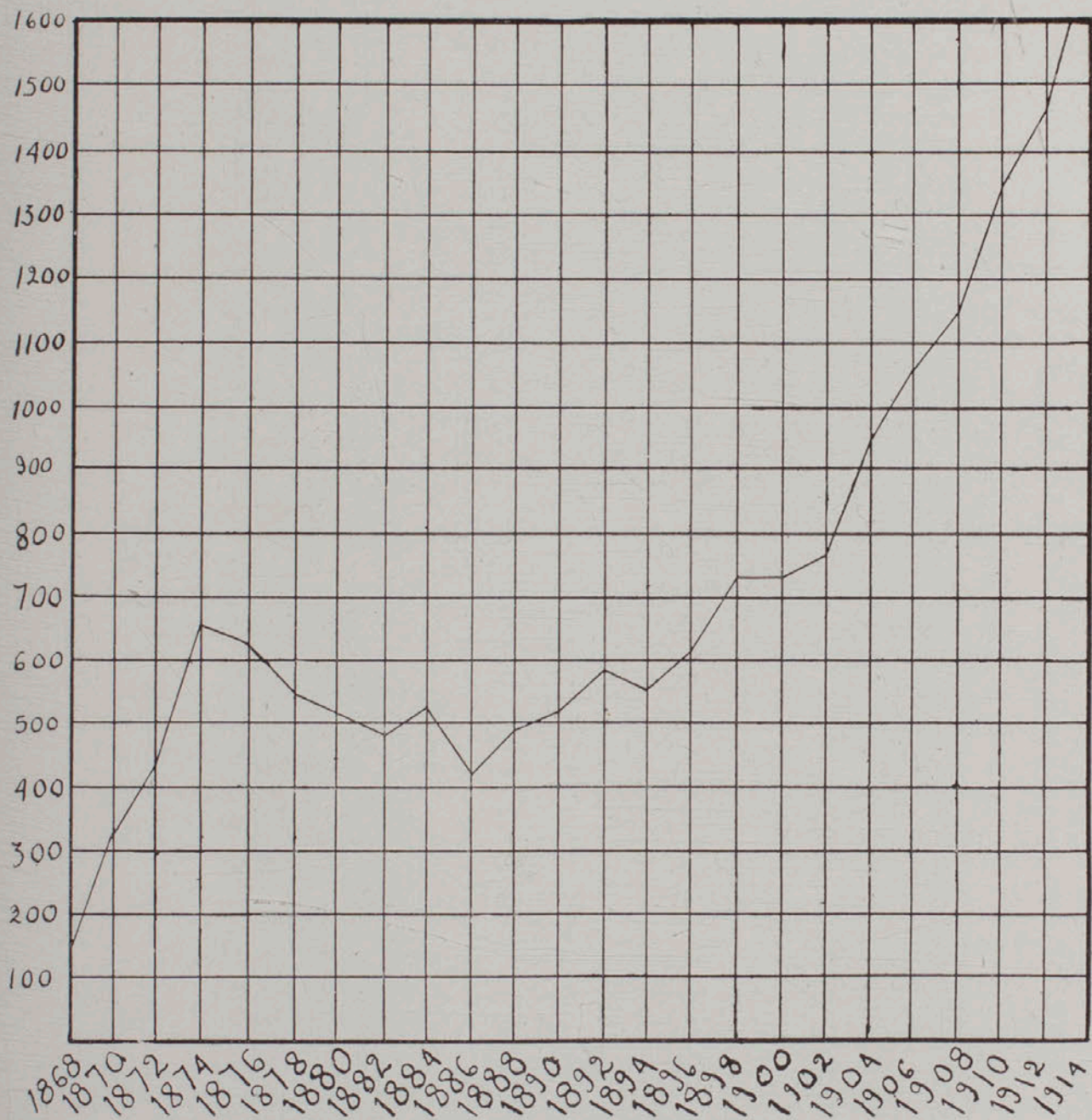
STATISTICS.

	Men	Women	Total
Individuals Attending Summer Term, 1912	302	598	900
Individuals Attending Fall Term, 1912	250	421	671
Individuals Attending Winter Term, 1912-13	277	440	717
Individuals Attending Spring Term, 1913	200	416	616
<hr style="width: 20%; margin: 0 auto;"/>			
Average No. Attending	257	469	726
Individuals Enrolled, Year Ending May, 1913			1601
Children in Practice Schools			300
<hr style="width: 20%; margin: 0 auto;"/>			
Total Enrollment, Including Practice Schools			1901
Individuals Attending Summer Term, 1913	223	755	978

ENROLLMENT BY YEARS

Exclusiv of Practice School Children.

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



GRAPHICAL REPRESENTATION OF 46 YEARS' GROWTH OF K. S. N. S.

GRADUATES, 1912-13.

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

Ada Cochran, A. B. in Ed.....	Aug. 9, 1912.
Ophelia A. Parrish, A. B. in Ed.....	Aug. 9, 1912.
W. Guy Pence, A. B. in Ed.....	Aug. 9, 1912.
Robert St. Clair, A. B. in Ed.....	Aug. 9, 1912.
W. H. Trainum, A. B. in Ed.....	Aug. 9, 1912.
Grover C. Allen, B. S. in Ed.....	Aug. 9, 1912.
W. A. Lewis, B. S. in Ed.....	Aug. 9, 1912.
W. Evert Costolow, Pd. B.....	Aug. 9, 1912.
Clyde A. Dorsey, Pd. B.....	Aug. 9, 1912.
Florence H. Funk, Pd. B.....	Aug. 9, 1912.
Eldina Kropf, Pd. B.....	Aug. 9, 1912.
Edith Marston, Pd. B.....	Aug. 9, 1912.
H. E. Millsap, Pd. B.....	Aug. 9, 1912.
John R. Murdock, Pd. B.....	Aug. 9, 1912.
J. E. Rouse, Pd. B.....	Aug. 9, 1912.
George W. Reavis, Pd. B.....	Aug. 9, 1912.
W. H. Trainum, Pd. B.....	Aug. 9, 1912.
Frank Ward, Pd. B.....	Aug. 9, 1921.
Charles M. Weyand, Pd. B.....	Aug. 9, 1912.
M. A. Boyes, A. B. in Ed.....	Feb. 28, 1913.
Eolian Baird Berger, A. B. in Ed.....	May 20, 1913.
Fred E. Brooks, A. B. 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.
Wayne R. Fuller, B. S. in Ed.....	Aug. 8, 1913.
Laura Pauline Kirk, A. B. in Ed.....	Aug. 8, 1913.
C. H. Ramsay, B. S. in Ed.....	Aug. 8, 1913.
O. G. Sanford, A. B. in Ed.....	Aug. 8, 1913.
Frank Ward, A. B. in Ed.....	Aug. 8, 1913.
C. M. Wise, A. B. in Ed.....	Aug. 8, 1913.
John R. Murdock, B. S. in Ed.....	Aug. 8, 1913.

GRADUATES OF "ADVANCED COURSE" (1911-12).

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

S. Leonard Bailey, Maude Bell, Geo. V. Baskett, Florence Bradley, Cora Brennenstuhl, Sylva Glenn Browne, Arlie G. Capps, Robt. S. Clough, Sina Inez Cochran, Bessie Crystal, Lillian Isabel Doll, Ada Florence Douglas, Grace C. Enyeart (Mrs. Hill), W. Brice Fell, Melvin E. Fish, Julia M. Foght, Beulah E. Gammon, Mary B. V. Gentry, Walter A. Hopkins, E. L. Horton, J. W. Howe, G. B. Israel, Laura Pauline Kirk, Victor Kirk, Rose L. Lisenby, Agnes Marston, Guy F. McGee, Stella L. McWilliams, Mrs. Myrtle M. Murdock, Eva Nance, Anna E. Pearson, Myrtle V. Potter, Louise Reckard (Mrs. Allen), Cora A. Reid, Floyd B. Rogers, E. H. Salisbury, Bertha E. Sandry, Clara Sanford, Nellie Shanks, Fred L. Sloop, Bess Smith, W. Howard Snyder, Claude E. Stephens, H. G. Swanson, Ruth Turner, M. B. Vaughn, H. D. Voss, Evan D. White, Jewell Whitelock, Louise A. Willard, Mabel Wilson, Mabel M. Wilson



A GROUP FROM THE ELEMENTARY CLASS, 1913



SENIOR CLASS, 1913—26 Men, 35 Women. Reading from left to right, top row: C. C. Maxwell, J. Frank Page, Herman L. Crookshank, Luther V. Crookshank, Wayne R. Fuller, Ethel Hook, Viola Vogel, A. S. Hill, Ira E. Boley, John Foust, W. E. Burnham. Second row: W. W. Gibbany, Mattie Dutton, Eliza J. Henderson, Gertrude Horn, Ola C. Ader, J. G. Pierce, Hubert L. Collett, John A. Crookshank, Joseph O. Otterson, Herbert W. Kretzmeier, Third row: Harriet Nelson, Nelle Wells, Esther Robinson, Clara Pierson, Ora Johns, Georgia Sebring, Evalena Miller, Anna E. Fahrni, Berdie Newmyer, Ida May Patterson, Juanita McGuire, Catherine Meade, W. W. Shoop, C. A. Smith. Fourth row: Jennie Case, Dora Reynolds, Luna Corbin, June Selby, Lola Newton, Edna Montgomery, Pearle Netherton, Julia Netherton, Ruth Sanders, Eunice V. Adams, Carmelita Quinn, Gladys Millay, Carrie Wiley, Ina Finegan, Marion Gardner, Eva Stuck, Elizabeth Uhe. Bottom row: Paul Barnett, Paul Hardesty, Jackson A. Boucher, A. Lee Prosser, Fred E. Patrick (president), W. L. Magruder, C. H. Ramsay, Adolph Dooley, Barton S. Morgan.

SENIORS (1912-13)

Receiving diploma for three years' teachers college course preceded by a four years' high school course.

Ola Cleo Ader, Paul W. Barnett, Ira Everett Boley, S. Carrie Downing, Mattie Dutton, Ina V. Finegan, Wayne R. Fuller, Walter W. Gibbany, Shirley Gorrell, Eliza J. Henderson, Gertrude K. Horn, Ora Johns, Leslie Magruder, Juanita McGuire, Harriet Nelson, Berdie Newmyer, Lois Mabel Norwood, Fred E. Patrick, Harrison Sumner Pfeiffer, J. G. Pierce, Clara Frances Pierson, Calvin Henry Ramsay, Dora L. Reynolds, June Selby, Wm. W. Shoop, Grover W. Sims, Elizabeth K. Uhe, Nelle Wells.

August Section.

Candidates for diploma August 8, 1913.

Eunice V. Adams, V. H. Barker, Jackson A. Boucher, W. E. Burnham, Jennie V. Case, A. B. Cluster, Hurbert L. Collett, Luna Corbin, Herman Lee Crookshank, J. A. Crookshank, Luther Vincent Crookshank, Adolph Dooley, A. G. Elam, Anna E. Fahrni, Paul L. Hardesty, Jessie Harding, Ambrose S. Hill, Ethel Hook, Courtney Jackson, Fay Elizabeth Jarman, Herbert William Kretzmeier, Chas. C. Maxwell, Catherine Nelson Meade, Gladys Millay, Evalena Miller, Barton S. Morgan, Julia Bernice Netherton, Pearle Netherton, Lola Newton, Joseph O. Otterson, J. Frank Page, Ida May Patterson, Jene B. Patton, A. Lee Prosser, Elizabeth Carmelita Quinn, Esther Robinson, Ruth E. Sanders, Georgia Sebring, C. A. Smith, Neva Sue Smith, Barrett Stout, Lee C. Stuart, Eva Hester Stuck, Alice Vaughn, Alma Vaughn, Viola Vogel, Carrie E. Wiley.

ELEMENTARY CLASS

GRADUATING ON OR BEFORE MAY 20, 1913.

Kate E. Andrews, Robert T. Berger, Mabel Staver Boyes, Grace Bridges, Kathryn Burton, Ruby Belle Cantlon, Ora L. Capps, Daisy K. Cater, Agatha Copman, Mabel Crump, Bernice Marie Dickson, G. Earl Dille, Zelma Lee Doyle, C. Victor Ford, Grace Galbreath, Stella D. Gartman, Willie George, R. C. Graves, Sallie Joe Grigsby, Ida Ruth Hall, Sallie V. Heathman, Anna Mae Howell, Agnes Johnson, Ruby Johnston, Benj. C. Jones, Margaret M. Kramer, Coralie Lake, Mazie Lawrence, Annah Lee, Lenore Lindsey, E. R. Lyda, Anna B. Mabry, Mary E. Miller, Tempa J. Morelock, Louis Francis Nelson, Mrs. Fred E. Patrick, M. E. Peltz, Edith Porter, Bertha E. Roseberry, Ethel M. Roseberry, Texie Ellen Ryle, Leila Sanders, Ora Ella Sharp, Jewell Sires, Martha W. Smith, Wallace D. Swanson, Ruth L. Towne, Mrs. Edna M. Treasure, Frank W. Van Horne, L. Vivien Walther, Nathan E. Wells, Fleeta Ruth Whisenand, Jeanne Willett, Connie Jeanette Wright, Myra Wright, Olive C. Wright, Leta Yowell.

August Section

To receive Elementary Certificates August 8, 1913, on condition that all required work shall then be completed.

Carmelita Anderson, Claire Bailey, Ruth Baker, Grace L. Barnes, Ruby B. Barnes, Judith Anne Berger, Cecil G. Biggerstaff, Stephen Blackhurst, Ida L. Brewington, W. A. Burton, Eula Bushong, Elizabeth J. Campbell, Senora L. Carsten, Geneva Cash, E. Pearl Cherry, Ena Clark, Chas. C. Cokerham, Agnes Shibley Cooley, A. Maude Cooper, Lura Cowan, Artie A. Craig, Ira B. Crawford, Phyllis Cunningham, Bessie Idell Davidson, Martha E. Davis, Flossie C. Deaver, Mollie Lee Delaney, Elva Doyle, C. E. Dunkleberger, Martha Durand, Claude N. Dye, S. B. Edwards, Minta Ellis, Clella Farmer, Hazel Fletcher, Mary Foley, Arzetta Frazier, Bessie I. Furman, Mary Lillian Garnett, Rena Garriott, Ada Gentry, Esther Gentry, Emory L. Gooch, Lucille Virginia Hart, Kate Heathman, J. V. R. Hilgert, Mrs. Laura Houglan,

Anna A. James, Benjamin Harrison Jolly, Lynne Earle Jones, Effie Lee Kribs, Agnes Lindsey, E. Margaret Little, Sara E. Little, Kathleen Lloyd, Mildred Lloyd, Merle Lutes, Dena J. Mason, Estella McCauley, M. Edna McNealey, Ada Miller, Edna Montgomery, F. Lillian Moore, Mrs. Mary E. Moore, Mary Dodd Neale, Thos. G. Nichols, Belle Nowels, Winifred F. Owens, Deane Perley, Inez Perley, Tulsye L. Phelps, E. Bennie Platz, Delle Post, Grover Ramsey, Ella Rank, Minnie Rank, Catherine E. Rice, Vera I. Richardson, Frances Ryle, Nina L. Shock, Goldie M. Smith, Julia Sparks, Frona Stautermann, Georgia G. Stautermann, L. L. St. Clair, Bennie Stone, Anna B. Thiemann, Maggie Mae Thomas, Cecile Lewis Thompson, Floyd Allen Thompson, Maude Threlkeld, Opal Townsend, H. U. G. Turnmire, Meredith S. Vaughn, Clyde Harman Wady, Alice Waller, Ruth Way, Mabel I. Wehrli, Phradie Wells, Mary E. White, Samuel E. Wilson, Floy Wolfenbarger, Olive B. Woodward, Ruth A. Wright, Mary E. Yates.

RURAL SCHOOL EDUCATION

RECEIVING RURAL SCHOOL CERTIFICATES ON OR BEFORE MAY, 1913.

Tina Burress, Walter G. Burress, Rosa Conrad, Gertrude Downs, O. Boyd Eddins, Grace Evans, E. Logan Finley, Verna Fisher, Margaret Jewell Ford, J. W. Graves, Bessie Hoerrmann, Roy R. Nelson, Clara Olson, Pauline Stautermann, Hermia Street, Claud E. Todd, Pansy M. Trunnell, Ruth Winters.

August Section

Marguerite Balthrope, Orpha A. Bartlett, Lewis J. Cissna, Glennie R. Cochran, G. B. Dugan, Nellie Marie Ford, Bessie Germann, Agnes E. Gordon, Lelia Henderson, Margaret S. Hart, Grace M. Jones, Fannie McReynolds, Ethel M. Mitzimberg, Fleeta Mae Owen, Noel H. Petree, W. T. Reeves, Clara E. Sears, Bernice Stevenson, Pansy M. Trunnell, Lillian M. Waters, Lula Wilson.

Enrollment

JUNE, 1912 TO JUNE, 1913

Abbott, Earl	Putnam	Barb, Bessie	Schuyler
Abbott, Maude	Putnam	Barker, Cecil	Adair
Abernathey, Elnora	Adair	Barker, V. H.	Randolph
Adams, Eunice V.	Adair	Barkley, Wm. S.	Sullivan
Adams, Floyd	Monroe	Barnes, Clarence L.	Sullivan
Ader, Ola C.	Adair	Barnett, Lola	Adair
Adlesperger, Nora	Sullivan	Barnett, Paul	Adair
Aeschliman, J. E.	Schuyler	Barnett, Pearl	Audrain
Ainslie, Margaret	Adair	Barnhart, C. V.	Adair
Alexander, Amara	Schuyler	Baughner, Waverly	Linn
Alexander, C. Bessie	Sullivan	Bartlett, Orpha A.	Sullivan
Alexander, Robert L.	Boone	Baskett, Geo. V.	Linn
Alexander, Rowena	Schuyler	Baughner, Stella	Linn
Allen, Elvan	Macon	Beach, Mabel	St. Clair
Allen, Grover C.	Harrison	Beadles, H. E.	Mercer
Allen, Mrs. Grover C.	Harrison	Beals, Effie L.	Monroe
Allen, Ross C.	Chariton	Beatty, Everett	Sullivan
Allen, Theo	Sullivan	Beaty, Olive	Adair
Altic, Mattie	Adair	Beckley, Rubena	Callaway
Ames, Everett	Sullivan	Beckner, W. H.	Scotland
Anderson, Dora	Lincoln	Bedsworth, Berdie	Callaway
Andrews, Della A.	Chariton	Begole, Marie	Macon
Andrews, Kate E.	Macon	Beeth, Channing	Pike
Angus, J. T.	Scotland	Behrens, Helena	Lincoln
Arni, Bertha E.	Schuyler	Belcher, Willie W.	Randolph
Artz, Erma	Sullivan	Belew, Robert	Franklin
Ashbrook, Jewell	Daviess	Bell, Maude	Macon
Ashbrook, Mabel	Daviess	Bennett, Grover T.	Adair
Axtell, Stella	Grundy	Bennett, Pansy	Adair
Bacon, Ruby A.	Linn	Benning, Eva H.	Clark
Bailey, Claire	Adair	Benning, Russell	Clark
Bailey, Clara	Linn	Benson, Blanche	Callaway
Bailey, Jessie E.	Adair	Benson, Virginia W.	Montgomery
Bailey, Lillian	Jasper	Berger, Amne	Montgomery
Bailey, Mary	Linn	Berger, Eolian Baird	Montgomery
Bailey, Maude	Macon	Berger, Robert T.	Montgomery
Bailey, Oscar	Macon	Berry, Selma	Putnam
Bailey, Vernie L.	Adair	Betson, Susie	Linn
Baker, Blanche	Linn	Bier, Edward	Marion
Baker, Ruth	Lewis	Billeter, Nola	Chariton
Ball, Frank	Audrain	Billington, T. G.	Adair
Ballard, Mrs. Flo E.	Macon	Boarman, Wm. Leo	Monroe
Balthrope, Marguerite	ILLINOIS	Bishop, Nattie	Montgomery
Banning, Doone	Adair	Blaettner, Elora	Clark
Banning, Halcyon	Adair	Blanton, Edna	Monroe

Bohon, Miriam	Adair	Brown, Nellie	Clark
Bohrer, Fern	Adair	Brown, Nellie	Chariton
Bolander, Harley E.	Adair	Brown, Ruth	Randolph
Boley, Ira E.	Clark	Browne, Lloyd E.	Adair
Boley, Lee	Clark	Browne, Sylva G.	Adair
Bondurant, Earle	Adair	Browning, Homer	Grundy
Bondurant, Edith	Adair	Browning, Louis	Harrison
Bonney, S. F.	Lewis	Broyles, J. R.	Mercer
Bonney, Mrs. S. F.	Daviess	Broyles, Roy	Mercer
Boone, Nellie	Callaway	Bruner, Cora	Clark
Booth, Grace	Sullivan	Bruner, Effie Lee	Clark
Booth, Morea	Sullivan	Bruner, Fred	Shelby
Bornhop, Rosetta	St. Charles	Bruner, Maude	Clark
Borron, Elizabeth A.	Adair	Bruns, J. J.	Franklin
Borron, Lola	Macon	Bryson, Belle	Knox
Bottoms, Hattie	Randolph	Bryson, Mable	Knox
Botts, Joe H.	Knox	Bucher, L. S.	Putnam
Botts, Walter	Knox	Bunch, Alta	Macon
Boucher, Earl	Livingston	Burch, Minnie	Macon
Boucher, J. A.	Livingston	Burchfield, Martha	Montgomery
Boucher, S. Morris	Adair	Burgess, Doris	Adair
Boucher, W. R.	Adair	Burke, E. F.	Randolph
Bowles, Floy	Lewis	Burkhart, Pearl	Adair
Boyd, Eunice	Monroe	Burnham, W. E.	Howard
Boyes, M. A.	Adair	Burns, Beryl I.	Putnam
Boyes, Mrs. M.A.	Adair	Burns, Norbert	Adair
Bradford, Edna	Dallas	Burns, Veronica	Adair
Bradley, Florence	Jackson	Burress, Tina	Adair
Bradley, Helen	Jackson	Burress, Walter G.	Adair
Bragg, Mary Jane	Shelby	Burress, Wardie	Sullivan
Brantner, Georgia	Linn	Burress, W. H.	Adair
Brantner, Homer	Linn	Burrows, Iphigenia	Adair
Brantner, Lottie	Linn	Burress, Minnie	Sullivan
Brashear, Richard	Adair	Burton, Edna	Adair
Brashear, Roma	Adair	Burton, E. L.	Randolph
Brawner, Bertha	Adair	Burton, Elva	Adair
Brennenstuhl, Cora	Grundy	Burton, Kathryn	Howard
Brewer, Fannie	Macon	Burton, Leota	Gentry
Brewington, Ida	Macon	Burton, Verna	Macon
Bridle, Florence	Adair	Burton, W. A.	Randolph
Bridges, Grace	Schuyler	Bushong, Eula	Sullivan
Bridges, Maude E.	Schuyler	Bushong, Myrtie	Sullivan
Bridwell, F. E.	Linn	Butler, Leslie	Adair
Brightwell, Cliff	Lewis	Byland, Emma J.	Shelby
Brightwell, Virgie	Lewis	Cain, Allen E.	Adair
Brosi, Mary	Lewis	Cain, Lottie L.	Adair
Browitt, Ruth	Macon	Cain, Vesta	Putnam
Brown, Augusta	Sullivan	Caldwell, Beulah	Sullivan
Brown, Bessie	Grundy	Caldwell, Dola	Adair
Brown, Bernice	Sullivan	Caldwell, R. S.	Lewis
Brown, Beulah	Ralls	Call, Hazel	Sullivan
Brown, Maude	Grundy		

Calvert, Eula	Clark	Cochran, Ada	Adair
Calvert, Vergia B	Clark	Cochran, Cash	Sullivan
Campbell, Audrey	Grundy	Cochran, Edward O.	Sullivan
Campbell, Earl	IOWA	Cochran, Glennie R.	Sullivan
Campbell, Elizabeth	Clark	Cochran, Lois Dean	Adair
Campbell, Elizabeth J.	Carroll	Cochran, Netice I.	Sullivan
Campbell, John M.	Adair	Cochran, Sina Inez.	Adair
Cantlon, Ruby.	Linn	Cochran, Velda	Adair
Capps, Oletha	Adair	Cockrum, Belle	Adair
Capps, Ora L.	Adair	Cokerham, Chas. C.	Linn
Carr, Flo.	Linn	Cole, G. W.	Lewis
Carnagey, Alta	Adair	Cole, Ralph.	Lewis
Carner, Lola	Adair	Cole, Stella	Knox
Carrington, Randa	Callaway	Coleman, Grace	Knox
Carroll, Owen R.	Adair	Collett, H. L.	Adair
Carsten, Senora	Chariton	Collins, Fern	Adair
Carter, Chelsea	Linn	Collins, Lou	Adair
Carter, Jennie	Adair	Collins, Sadie.	Ralls
Carter, Merle M.	Clark	Colombur, Mary	Sullivan
Carthrae, Addie.	Montgomery	Compton, Jessie	Adair
Case, C. Ella	Livingston	Conrad, Allie	Shelby
Case, Jennie	Sullivan	Conrad, Rosa	Shelby
Casebeer, Wilbur F.	Livingston	Cooley, A. B.	Adair
Cash, Geneva	Pike	Coon, Grace.	Sullivan
Cater, Daisy K.	Adair	Coop, Pauline	Putnam
Chadwick, Warren	Adair	Copman, Agatha	Audrain
Chapman, Anna B.	Shelby	Copman, Grace	Audrain
Chedister, Victor	Boone	Corbin, C. Beatrice.	Adair
Cheesman, Rosa	Adair	Corbin, Luna	Adair
Cherry, Ruby	Livingston	Corbin, O. C.	Sullivan
Childers, Gladie	Gentry	Costolow, W. E.	Adair
Childers, John	Gentry	Cottingham, Elsie	Randolph
Childers, Nellie	Gentry	Couch, Ethel	Grundy
Chiles, Ira N.	Warren	Couch, Iva	Grundy
Chipp, Bertis	Harrison	Cousins, Owen.	Mercer
Cissna, Lewis	Lewis	Cowan, Nina.	Buchanan
Clabaugh, Ruth	Sullivan	Cowan, Olive	Putnam
Clabaugh, Wm.	Sullivan	Cowherd, Carson E.	Ralls
Clapham, Candance	Harrison	Craig, Ben	Schuyler
Clapper, Lelah	Putnam	Craig, Everette	Lewis
Clark, Cecil	Adair	Craig, Myrtle E.	Adair
Clark, Ena	Lewis	Crandall, Nola E.	Scotland
Clark, Geo.	St. Louis	Crane, Sallie	Audrain
Clark, James L.	Adair	Crawford, Etta.	Adair
Clark, Vivion	Monroe	Crawford, Frank B.	Adair
Clements, Winnie	Macon	Crawford, Ira B.	Howard
Clevenger, Lewis	Adair	Creath, Clea	IOWA
Clithero, Alta	Audrain	Creath, Neva	IOWA
Clough, Alvin L.	Clark	Crecelius, Lottie.	St. Louis
Clough, Robt. S.	Clark	Crecelius, Lula J.	St. Louis
Cluster, A. B.	Montgomery	Crews, Nettie	Boone
Coburn, Estelle	Livingston	Crigler, Mary	Adair

Crookshank, Herman L.....	Linn	Divers, Bettie.....	Boone
Crookshank, John A.	Linn	Dixson, Nellie	Daviess
Crookshank, Luther V.....	Linn	Doan, Lucy	Grundy
Croson, Geneva.....	Adair	Doan, Mabel.....	Grundy
Crump, Mabel	Schuyler	Dodson, F. O.....	Putnam
Crystal, Alpha	Macon	Dodson, Otis.....	Putnam
Crystal, Bessie.....	Linn	Dodson, Roy B.....	Adair
Crystal, Hallie	Macon	Doggett, I. C.....	Macon
Culler, Alva	Shelby	Doll, Lillian	Shelby
Culler, Herschel	Shelby	Doneghy, Dagmar	Adair
Cunningham, Phyllis.....	Macon	Dooley, Adolph.....	Schuyler
Dale, Donald.....	Macon	Dooley, Joshua.....	Schuyler
Dale, Lowell.....	Macon	Dorsey, Clyde A.....	Adair
Dalzell, Alma	Sullivan	Dorsey, Letha.....	Adair
Dalzell, Ruby	Sullivan	Doss, Gladys.....	Adair
Darr, Virgil	Adair	Dougherty, Ruth.....	Livingston
Daugherty, Bessey.....	Adair	Douglas, Ada	Boone
Davidson, Jesse M.....	Montgomery	Dowell, Nannie.....	Chariton
Davidson, Joseph M.....	Adair	Downing, Maybelle L.....	Adair
Davies, Sarah.....	Randolph	Downing, Olah.....	Adair
Davis, Edna	Scotland	Downing, S. Carrie.....	Knox
Davis, Gladys.....	Adair	Downs, Ethel.....	Lafayette
Davis, G. W.	Putnam	Downs, Gertrude.....	Lewis
Davis, India.....	Scotland	Downs, Myrtle.....	Lafayette
Davis, Lula	Schuyler	Doyle, Elva.....	Adair
Davis, Marie	Scotland	Doyle, Gertrude	Adair
Davis, Opal	Adair	Doyle, Zelma Lee	Audrain
Davis, Vesta.....	Lincoln	Dralle, Loretta	Lewis
Davison, Mrs. Pearl.....	Scotland	Drawe, Nora	Lewis
Davison, Walter	Adair	Drennan, Ollin.....	Adair
Dawson, Eva	Monroe	Drennan, Orrin L.....	Adair
Dawson, Helen	Adair	Drescher, Katherine.....	Marion
Day, Mable	Macon	Dudley, Alpha	Macon
Dear, Ora K.	Adair	Dudley, Marcellus.....	Macon
Deaver, Flossie	Monroe	Duffie, J. H.....	Adair
DeLaney, Gertrude	Monroe	Duffie, W. L.....	Adair
Delaney, Lillian	Monroe	Dugan, G. B.....	Montgomery
Delaney, Mary	Monroe	Dugan, Pearle D.....	Montgomery
Delaney, Mollie Lee	Monroe	Duncan, Gladys	Clark
DeLaney, Nelle.....	Knox	Duncan, Ruth.....	Clark
Dennis, Della	Sullivan	Dunn, Elsie.....	Daviess
Deskin, Madge R.....	Macon	Dunn, Verna	Scotland
Dickerson, Homer L.	Putnam	Durand, Martha	Lewis
Dickerson, Nettie.....	Putnam	Durbin, Ruth	Putnam
Dickson, Bernice.....	IOWA	Durham, Stanley.....	Randolph
Diemer, G. W.....	Chariton	Dusendschon, Alta.....	Monroe
Dienst, Anna	Putnam	Dutton, Mattie	Warren
Diggs, Pearl M.	Lincoln	Dutton, Nettie F.....	Callaway
Dill, Foster.....	Scotland	Dwyer, Folsom.....	Lincoln
Dille, G. Earl	Macon	Dwyer, Ruby	Putnam
Dillinger, Earl	Sullivan	Dye, Claude N.....	Macon
Dillinger, Jimmie	Sullivan	Dyer, Ida	Adair

Earnest, Edna.....	Audrain	Fish, Elsie May.....	Adair
East, Jesse K.....	Lincoln	Fish, Melvin E.....	Adair
Eaton, Roxie.....	Livingston	Fisher, Lee.....	Macon
Eddins, O. B.....	Knox	Fisher, Verna.....	Schuyler
Edwards, Eva.....	Randolph	Fletcher, Hazel.....	Macon
Edwards, Glenn.....	Benton	Flynn, Alpha.....	Adair
Edwards, Icis.....	Sullivan	Foght, Julia M.....	Adair
Edwards, S. B.....	Howard	Foght, Nora.....	Adair
Eggert, Ralph.....	Adair	Foley, Mary.....	Lincoln
Ehret, Belle.....	Audrain	Ford, C. V.....	Pike
Elam, A. G.....	Ralls	Ford, Jewel.....	Pike
Elder, Margaret.....	Adair	Ford, Nellie.....	Pike
Elgin, Bessie.....	Pike	Ford, Raymond.....	Sullivan
Elgin, May.....	Lincoln	Foster, Myrtle.....	Adair
Ellett, Alex.....	Sullivan	Foust, J. W.....	Lewis
Elliott, Burl D.....	Adair	Fox, Anna.....	Knox
Elliott, Don D.....	Adair	Fox, Gail.....	Knox
Elliott, Loren.....	Sullivan	Francis, Lurley.....	Sullivan
Elliott, Ralph.....	Linn	Frazee, Ruth.....	Knox
Ellis, Adda.....	Lewis	Frazier, Arzetta.....	Sullivan
Ellis, Angie.....	Lewis	Frazier, Tina.....	Sullivan
Ellis, Minta.....	Macon	Friday, Carrie.....	Sullivan
Elmore, Fay.....	Adair	Friday, Leida.....	Sullivan
Elsea, Albert F.....	Randolph	Fritts, C. E.....	Maries
Enyeart, Buel F.....	Linn	Frobes, Erma.....	Adair
Epperson, Amma.....	Knox	Frogge, B. J.....	Adair
Epperson, Eunice.....	Macon	Fuller, Garle.....	Adair
Etchison, Coila E.....	Daviess	Fuller, Wayne R.....	Adair
Eubanks, Leota.....	Sullivan	Fulton, Rena.....	Linn
Eubanks, M. Leolin.....	Sullivan	Funk, Florence H.....	Adair
Evans, Grace.....	Randolph	Funk, Lee.....	Schuyler
Evans, Letitia.....	Mercer	Funkhouser, Frances.....	Clinton
Evans, Perry, Jr.....	Clark	Furman, Bessie I.....	Adair
Evins, John.....	Franklin	Furman, Hazel.....	Adair
Ewing, Ada.....	Adair	Galbreath, Grace.....	Daviess
Ewing, Nancy.....	INDIANA	Galbreath, Lucy.....	Daviess
Fahrni, Anna E.....	St. Louis	Gardhouse, Forest A.....	Marion
Fanning, Orpha E.....	Lincoln	Gardhouse, H. L.....	Marion
Farmer, Clella.....	Macon	Gardner, Henry C.....	Adair
Farmer, C. T.....	Putnam	Gardner, Marion F.....	Adair
Farmer, J. G.....	Lewis	Garnett, Mary Lillian.....	Monroe
Farrington, Mary.....	Boone	Garriott, Rena.....	Adair
Feaster, Thomas.....	Marion	Garrison, Fern.....	Shelby
Fechtling, Ardie F.....	Putnam	Gartman, Stella.....	Montgomery
Fechtling, P. F.....	Putnam	Gartrell, Winifred.....	KANSAS
Feigenspan, A. A.....	Lewis	Garver, Emma.....	Callaway
Fielder, Louvilla.....	Lincoln	Gates, Veta.....	Macon
Finegan, Clive M.....	Montgomery	Gentry, Claude.....	Adair
Finegan, Ina.....	Adair	Gentry, Frankie.....	Boone
Finegan, Vera.....	Adair	Gentry, Frankie M.....	Adair
Finley, E. Logan.....	Callaway	Gentry, Mary.....	Boone
Finney, Violet.....	Linn	George, Willie.....	Saline

Gerdine, Louise T.	MASSACHUSETTS	Grimes, Georgia R.	Clinton
German, Maude	ILLINOIS	Gross, Anna	Macon
Germann, Bessie	KANSAS	Gross, Virginia	Macon
Gibbany, Walter W.	Gentry	Grubbs, Mary R.	Monroe
Gibbons, D. A.	Adair	Guiles, Corinne	Adair
Gibbs, Naomi	Boone	Gulick, Ertle	Randolph
Gibson, Le Nelle	Lincoln	Gunnels, Sarah	Macon
Gibson, Sallie	Lincoln	Gusewelle, May	Harrison
Gilbert, Jasper	Clark	Habermeyer, Clara	Marion
Gilbreath, Everett D.	Macon	Haines, Brower	Lincoln
Gilbreath, Logan M.	Macon	Haines, Maude	Livingston
Gill, Meta	Adair	Haines, Nellie	Clark
Gilliland, Alta	Adair	Hale, W. L.	Adair
Gilliland, Pearl	Adair	Hall, Ida Ruth	Monroe
Gillum, Jimmie	Adair	Hall, Susan	Lewis
Glaves, R. Cecil	Adair	Hall, Willa	Knox
Glaves, Virgil	Adair	Ham, Terence	Callaway
Glennen, Agnes	Callaway	Hamilton, Blanche	Linn
Glennen, Julia	Callaway	Hamilton, Ernest	Linn
Glisan, Anna	Lewis	Hamilton, Fred L.	Sullivan
Glisan, Virginia	Lewis	Hamilton, Grace	MONTANA
Gooch, Bessie L.	Linn	Hamilton, Lula	Adair
Gooch, E. L.	Pike	Hamilton, Mae D.	Adair
Gooch, Elizabeth	OKLAHOMA	Hamlett, Agnes	Montgomery
Goodwin, Ralph	Adair	Hamlin, Anna	Putnam
Gordon, Agnes E.	Adair	Hamlin, Barbara	Putnam
Gordon, E. Grace	Adair	Hamlin, Joy	Putnam
Gordon, Orville E.	Adair	Hammond, Anna	Mercer
Gorker, Clara	Saline	Hampton, Willie Lee	Monroe
Gorrell, Homer A.	Clark	Han, Lloyd	Grundy
Gorrell, Raymond	Clark	Hanes, Harry	Adair
Gorrell, Shirley	Adair	Hanks, C. A.	Adair
Gorrell, W. E.	Clark	Hanks, Jean	Adair
Graham, Ella	Dekalb	Hanks, Leland	Adair
Graham, Nancy	Dekalb	Hanks, Paul	Adair
Grassle, F. Karl	Adair	Hanks, Ralf	Adair
Grassle, Helen	Adair	Hansmann, Louise	Linn
Grassle, Ruth	Adair	Harder, Ira E.	Putnam
Gratigny, Helen	Adair	Hardesty, H. J.	Monroe
Graves, J. W.	Knox	Hardesty, Paul	Shelby
Gray, Helen	Adair	Hardin, Alberta	Boone
Gray, Irma May	Adair	Hardister, Iva	Adair
Gray, Katie	Macon	Hardister, O. H.	Adair
Green, Atha	Macon	Hardister, Vena	Adair
Green, Goldie	Linn	Harnette, Fred	Adair
Green, Norbert	Montgomery	Harris, Mary	Scotland
Gregg, Esther	Adair	Harris, May	Adair
Gregory, Lula	Adair	Harris, Mila	Adair
Gregory, Thelma	Adair	Hart, Lucile	Shelby
Griffith, Frozy	Monroe	Hart, Margaret S.	Boone
Grigsby, Olive	Randolph	Harter, Myrtle	Linn
Grigsby, Sallie Joe	Monroe	Hatfield, Elva	Schuyler

Hatfield, Lula S.	Schuyler	Hopper, Edith	Shelby
Hatfield, N. Ray	Schuyler	Horn, Gertrude	Schuyler
Hauptmann, Watson A.	Clark	Horn, I. M.	Scotland
Hawkins, Martha	Lewis	Horton, E. A.	Audrain
Hayes, Elfie F.	Sullivan	Horton, J. M.	Monroe
Hayes, Icel	Grundy	Horton, Mrs. J. M.	Monroe
Hayes, Iva	Grundy	Hosey, Gertrude	Macon
Hayes, Nellie	Sullivan	Houghton, N. D.	Putnam
Hays, Edna	Schuyler	Houston, Martha	Texas
Head, J. T.	Sullivan	Howard, Clarence	Randolph
Heartsell, Flora	Carroll	Howard, Elmira	Marion
Heathman, Kate	Randolph	Howard, Frank	Putnam
Heathman, Laura	Randolph	Howard, Nina	Adair
Heathman, Sallie V.	Monroe	Howard, Winona	Putnam
Hedrick, Valeria	Linn	Howe, John	COLORADO
Henderson, Eliza J.	Gentry	Howe, Lydia	Clark
Hendricks, Rowena	Jasper	Howell, Anna Mae	Boone
Hennessy, Isabelle	Clark	Howell, Edward N.	Adair
Heptonstall, Christie	Chariton	Howell, Janette	Adair
Heptonstall, Essie	Chariton	Howerton, Paul	Adair
Hess, Edna	Lewis	Howerton, Ruth	Adair
Hess, Irving	Adair	Howison, Hazel	Linn
Hess, J. H.	Adair	Howk, Ada	Macon
Hickman, Lillian	Adair	Hoyt, Carrie	Livingston
Higgins, Margaret	Adair	Hoyt, Grace	Livingston
Hilbert, Elvesa	Lewis	Huebotter, Bertha	Lewis
Hiler, Mabel	Lincoln	Huffer, Wm. D.	ILLINOIS
Hilgert, J. V. R.	St. Louis	Hughes, Delbert	Macon
Hill, A. S.	Sullivan	Hughes, Josephine	Adair
Hill, Mrs. A. S.	Sullivan	Hulen, Eva	Schuyler
Hill, Charlotte	Sullivan	Hull, Eula	Adair
Hill, Glenn E.	Putnam	Hull, Noel	Adair
Hill, Margaret	Clark	Humble, Lucile	Monroe
Hill, Marion	Schuyler	Humphrey, Belva	Linn
Hill, Octa	Putnam	Humphrey, Jo Walker	Adair
Hilton, Ida May	Howard	Humphreys, Truman	Grundy
Hilton, Jessie	Howard	Hunt, Shirley	Scotland
Hines, Grace	Chariton	Husted, C. M.	Sullivan
Hininger, Blanche	Harrison	Husted, E. H.	Grundy
Hobson, Elsie John	Audrain	Husted, J. M.	Lewis
Hodges, Jessie	Platte	Husted, Rita	Sullivan
Hoefel, Katherine	St. Louis	Hutchinson, Mae	Sullivan
Hoerrmann, Bessie	Sullivan	Irons, Lona	Adair
Hoerrmann, Minnie	Sullivan	Jackson, Courtney	Randolph
Hoff, Henry	Franklin	Jackson, James Roy	Lincoln
Hoffman, Susie	Macon	Jackson, Miriam R.	Linn
Hogan, R. M.	Audrain	Jackson, Nannie	Scotland
Holmes, Hazel	Macon	James, Anna	Chariton
Hombs, Walter	Schuyler	James, Goldie	Adair
Hook, Ethel	Randolph	James, Opal	Adair
Hooker, Orvel	Linn	James, Robert S.	Adair
Hopkins, F. Clay	Ralls	James, Wm.	Adair

Jamison, Lois	Sullivan	Kimbley, Maude	Knox
Jarman, Fay Elizabeth	Putnam	Kincaid, Clarabel	IOWA
Jenkins, Bay	Adair	Kincaid, Lucille	Grundy
Jenkins, Chas. E.	Carroll	King, Atha	Chariton
Jenkins, Dora	Mercer	King, Eula	Lincoln
Jenkins, Rena	Monroe	King, Relda	Boone
Johns, Ora	Adair	Kipper, Ruth	Shelby
Johnson, Agnes	Monroe	Kirk, Ethel	Adair
Johnson, George	Macon	Kirk, Mary E.	Adair
Johnson, Glenn	Adair	Kirk, Pauline	Adair
Johnson, Marie	Livingston	Kirk, Victor	Adair
Johnson, Ola	Macon	Kisling, Hazel	IOWA
Johnson, Oliver	Putnam	Koenemann, Helene G.	St. Louis
Johnson, Verda	Adair	Kopfer, J. E.	Putnam
Johnston, Cleve	Scotland	Kraft, Mabel Rose	Linn
Johnston, Grace	IOWA	Kramer, Margaret	Pike
Johnston, Rose	Marion	Kraus, Joe M.	Scotland
Johnston, Ruby	Macon	Kretzmeier, Herbert W.	Adair
Jolly, B. H.	Daviness	Kretzmeier-Ehrsam, Maude	OREGON
Jones, Alice J.	Adair	Kropf, Eldina	Schuyler
Jones, Alma	Putnam	Laird, Sarah	Adair
Jones, Anna G.	Adair	Lake, Coralie	Audrain
Jones, Benj. C.	Adair	Lansdale, Monty	Schuyler
Jones, Bernice	Adair	Larrick, Addie	Shelby
Jones, Elsa	Scotland	Larrick, John	Shelby
Jones, F. C.	Scotland	Larrick, Lottie	Shelby
Jones, Frances	Scotland	La Rue, Kathryn	Lincoln
Jones, Grace M.	Sullivan	La Rue, Laura	Lincoln
Jones, Hazell	Adair	Latimer, Oliver	Lewis
Jones, Jessie	Adair	Lawrence, Mazie	Scotland
Jones, Josie	Lewis	Laytham, J. D.	Monroe
Jones, Lina	Harrison	Laytham, Vena	Monroe
Jones, Lynne E.	Adair	Lee, Annah	Randolph
Jones, Myrtle	Adair	Leedom, May	Randolph
Jones, Nellie	Monroe	Lehew, Mabel	Clark
Jones, Nettie	Callaway	Lehr, Ralph	Adair
Jones, Pauline	Scotland	Lehr, Roma	Sullivan
Jones, Rosalie	Randolph	Lemasters, Grace	Audrain
Jones, Vera	Adair	Lemen, Stella Lee	Putnam
Jordan, Nondas	Shelby	Lester, Sergia C.	Carroll
Kaser, Pearl	Adair	Lewellen, Harvey	Adair
Kaye, Matie E.	Chariton	Lewis, Julia	Lewis
Keithley, T. L.	Macon	Lewis, Lucille	Knox
Kelly, Marguerite	Monroe	Lewis, Lucy	Audrain
Kelso, Leslie E.	Macon	Lewis, V. C.	Lewis
Kerfoot, T. W.	Lewis	Lillard, Grace	Lewis
Kerr, James R.	Platte	Lillard, Joe	Lewis
Kesterson, Leo	Mercer	Lind, Troy	Adair
Ketcham, Sadie	Macon	Lindsey, Lenore	Adair
Kiddoo, Lola	Macon	Linhart, Walter	Linn
Kiesel, Edna	KANSAS	Linton, F. W.	Callaway
Killough, Gladys	ILLINOIS	Lipp, Erma	Monroe

Lipp, Frances	Monroe	Marchand, Edna	Lewis
Lipp, Lee	Putnam	Marston, Agnes	Adair
Lisenby, Rose L.	Linn	Marston, Edith	Adair
Little, E. Margaret	Schuyler	Marston, Rowland	Adair
Little, Olah B.	Schuyler	Martin, Carl R.	Knox
Little, Sara E.	Schuyler	Martin, Howard	Adair
Littrell, Vivian	Randolph	Martin, Kathryn	Clinton
Lloyd, Cornelia	Adair	Martin, Lycia	Mercer
Lloyd, Kathleen	Adair	Maskey, Anna	Montgomery
Lloyd, Margaret	Adair	Mason, Birdie	Macon
Lloyd, Mildred	Adair	Mason, Dena J.	Adair
Locklin, Marie	Adair	Matthew, Julia	Livingston
Long, Essie	Macon	Matthews, K. P.	Callaway
Long, M. V.	Boone	Mauck, Sam F.	INDIANA
Long, Myrtle	Knox	Maurer, Siegfried	OREGON
Loren, Mabel	Boone	Maxwell, Chas. C.	Montgomery
Losey, Josephine	Putnam	May, Hattie	Putnam
Loughead, George	Putnam	McAllister, Lloyd	Chariton
Lowe, William	Adair	McCanse, R. A.	Lawrence
Lowen, Harry M.	Grundy	McCarty, Margaret	Shelby
Lowry, Etta	Mercer	McCarthy, Chester	Livingston
Lowry, Fae	Putnam	McCarthy, Lena	Livingston
Lowry, Floy	Putnam	McCaughey, Robt.	Sullivan
Luck, Hugh A.	Scotland	McCaughey, Susan	Sullivan
Luttrell, Fred M.	Monroe	McCaul, Margaret E.	Harrison
Lyberger, L. M.	Schuyler	McCauley, Estella	COLORADO
Lyda, E. R.	Adair	McCauley, Rose	Knox
Lyle, Gerard	TEXAS	McClain, Hattie R.	Adair
Lyle, Grace	TEXAS	McClain, Leota	Lewis
Lyon, Enolia	Boone	McClain, Zeffa R.	Adair
Lyon, Hattie	Adair	McClanahan, Minnie	Macon
Lyon, Lela	Adair	McClaran, Beulah	Mercer
Mabry, Anna	Montgomery	McClary, Mary	Sullivan
MacDougall, Hubert	Adair	McCollum, Elsie	Carroll
Mackey, Lydia	Lewis	McCollum, Gladys	Macon
Madsen, Lanis	Knox	McCracken, Frances	Lewis
Madsen, Nellie	Knox	McCreery, Josie	Monroe
Magee, Darwin	Putnam	McCune, Estley B.	Linn
Magee, Edwin	Putnam	McDaniel, Opal	Scotland
Magee, Grover	IOWA	McDowell, Helen	Davies
Magruder, Lloyd B.	Lincoln	McFadden, Geo. E.	Knox
Magruder, Wm. Leslie	Lincoln	McFarland, Roxie	Putnam
Mahaffey, Matilda	OKLAHOMA	McGee, Annabelle	Audrain
Mahaffy, Marie	Adair	McGee, Byron R.	Sullivan
Main, Bertha	Macon	McGee, Fern F.	Adair
Main, Gladys	Adair	McGee, Lora L.	Sullivan
Main, Neal	Adair	McGhee, Ralph	Linn
Mairs, Nora Belle	Adair	McGinley, Edith	Lewis
Maize, Edna	Schuyler	McGinnis, Eileen	Adair
Maltby, Beulah M.	Adair	McGrew, E. M.	Adair
Mang, Raymond	Grundy	McGuire, Juanita	Adair
Mang, Rudolph	Grundy	McHargue, Eula	Mercer

McKenzie, Carl T.	Knox	Moore, Lillian	Scotland
McKinney, Osa	Randolph	Moore, Mary E.	Monroe
McMahon, Anastasia	Knox	Moore, Willis	Linn
McMurry, Maurine	Scotland	Moorhead, Martha	Boone
McNary, Stella	Linn	Moots, Arthur	Adair
McNealey, M. Edna	Sullivan	Moots, Chessna	Adair
McPike, Arthur	Marion	Moots, Lottie	Adair
McReynolds, Fannie	Macon	Moots, Stanley	Adair
McReynolds, Ora	Knox	Morelock, Tempa J.	Sullivan
McWilliams, Stella L.	Clark	Morgan, Barton S.	Daviess
Meade, Catherine N.	VIRGINIA	Morgan, Bert E.	Daviess
Medlin, Rania	Adair	Morgan, Sadie	Iowa
Melvin, Bruce L.	Schuyler	Morrison, K. Fay	Sullivan
Meng, Peyton	Callaway	Morrow, Manda	Putnam
Mercer, Ruby	Carroll	Motter, Eva	Adair
Meriwether, E. Leajayne	Pike	Motter, Paul Wm.	Adair
Mesmer, Ora	Knox	Moxley, Fannie	Shelby
Meyer, Bertha	Monroe	Mudd, Cecelia	Lincoln
Michael, Nella	Mercer	Mudd, Gertrude	Lincoln
Mikel, Casper	Schuyler	Mudd, Leona	Lincoln
Mikel, Cordelia	Macon	Muns, Alma	Montgomery
Mikel, Eliza	Macon	Murdock, Geo. W.	Adair
Millay, Dewey	Sullivan	Murdock, Mrs. John R.	Adair
Millay, Gladys R.	Sullivan	Murdock, Mary B.	Adair
Millay, Harold	Sullivan	Murfin, Lora	Schuyler
Miller, Ada	Linn	Murphy, Bertha	Clark
Miller, Alma	Sullivan	Murphy, Nellie	Clark
Miller, Billie	ILLINOIS	Myers, Chas	Mercer
Miller, Evalena	Adair	Myers, Leo Dell	Callaway
Miller, Garnett	Sullivan	Myers, Nelle	Scotland
Miller, Gladys M.	Knox	Myres, Mrs. Chas.	Mercer
Miller, Jenne	Sullivan	Nalley, Nettie	Putnam
Miller, Karl	Adair	Nance, Eva	Daviess
Miller, Mabel M.	Platte	Neale, D. E.	Audrain
Miller, Mary	Linn	Neet, Grace E.	Sullivan
Miller, Nora	Mercer	Neete, Claudia	Adair
Miller, Rose	Knox	Neff, John W.	Macon
Mills, Cordia	Lewis	Neff, Mabel	Macon
Mills, Horace A.	Adair	Neff, Roy T.	Shelby
Mills, John C., Jr.	Adair	Neff, Tony O.	Macon
Milner, Beulah	Grundy	Neighbors, C. H.	Sullivan
Minks, Mabel	IOWA	Nelson, Albert	Harrison
Minshall, Eva	Mercer	Nelson, Francis	Marion
Minshall, Mary	Mercer	Nelson, Harriet	Clark
Mitchell, Ocie	Harris	Nelson, Roy R.	Harrison
Mitchell, P. A.	Macon	Nelson, Vivian M.	Lewis
Mitzimberg, Ethel	IOWA	Netherton, Irmadell	Daviess
Mitzimberg, Lelia	IOWA	Netherton, Julia	Daviess
Monahan, Cora	Linn	Netherton, Pearle	Daviess
Montgomery, Edna	Adair	Neville, James	Adair
Montgomery, Maude	Adair	Newberg, Maude	Sullivan
Montgomery, Una	Adair	Newlin, Alice	Macon

Newlin, Willa	Mercer	Parkin, Belle	Adair
Newmyer, Berdie	Macon	Patrick, Fred E.	Putnam
Newmyer, Ethel C.	Macon	Patrick, Mrs. Fred E.	Putnam
Newmyer, Lena.	Macon	Patrick, L.	Scotland
Newton, Kenneth.	Macon	Patterson, Ida May	Adair
Newton, Lola	Macon	Patton, Jene B.	Ray
Newton, Mitylene	Adair	Paxton, Iva	Macon
Nichols, Helen M.	Clark	Payton, Amy	Adair
Nichols, Lucile	Callaway	Pearson, Anna	Chariton
Nichols, T. G.	Chariton	Peltz, M. E.	Greene
Nicholson, H. J.	NEBRASKA	Pence, W. G.	Adair
Nicholson, Wm. H.	NEBRASKA	Pennick, Effie	Linn
Nicoson, Mary Belle	Schuyler	Perley, Deane	Randolph
Noblitt, Ruth	Adair	Perley, Inez	Randolph
Noe, Lavinia	Adair	Perry, Edith	Schuyler
Noe, Mary H.	Adair	Perry, Eula	Clark
Nolen, Mary	Monroe	Perry, Mary E.	Shelby
Norfolk, Allethea B.	Macon	Petree, Leo H.	Adair
Normile, F. L.	Knox	Petree, Noel H.	Adair
Norris, Jewell	Adair	Pettit, Esther	Knox
Norton, Nancy L.	Scotland	Pettit, Leah K.	Knox
Norwood, Mabel	Harrison	Pettit, Lena W.	Mercer
Novinger, Clifford	Adair	Petty, Rubey	Macon
Novinger, Erma	Adair	Pfeiffer, Harry S.	Sullivan
Nowels, Belle	Sullivan	Pfeiffer, Helen	Sullivan
Nowels, Julia	Sullivan	Phelps, Stella	Livingston
O'Brien, Elizabeth	Audrain	Phelps, Tulsye	Chariton
Odell, Arthur	Scotland	Phillips, Lefa Ray	Linn
Oliver, Geo. H.	Pike	Phillips, Marvin	Howard
Olson, Clara	Linn	Phipps, Nellie	Macon
O'Rourk, Catharine	Knox	Pierce, Amos	Sullivan
Orr, Hattie M.	Montgomery	Pierce, J. G.	Franklin
Otterson, Joseph O.	Adair	Pierce, Neilson	Adair
Otterson, Margaret	Adair	Pierce, Stella	Audrain
Owen, Fleeta	Mercer	Pierson, Clara	Harrison
Owen, Harry	Sullivan	Pigg, Grace F.	Sullivan
Owen, Harry M.	Clark	Pitts, Harva	Howard
Owen, Jesse	Mercer	Platz, Norma	Macon
Owen, Orvell E.	Mercer	Pleyer, Stella	Chariton
Owen, Ralph	Mercer	Polson, G. C.	Adair
Owens, Lena	Mercer	Polson, Herman B.	Adair
Owens, Winnie	Schuyler	Polson, Reba	Adair
Packer, Anna E.	Linn	Pooley, Ruth	Callaway
Padgett, Gertrude	Knox	Poor, Earl Y.	Adair
Padgett, Naomi	Knox	Porter, Beulah	Adair
Page, Cora	Sullivan	Porter, Chloe	Putnam
Page, Flora	Sullivan	Porter, Edith	Linn
Page, J. Frank	Pike	Porter, Ruth	Callaway
Paramore, Chas	Grundy	Post, Ava	Adair
Parker, Gladys	Daviess	Post, Delle	Adair
Parker, Marie	Marion	Post, Elsie M.	Adair
Parker, Vivian	ARKANSAS	Potter, Alice	Putnam

Potter, Myrtle.....	Adair	Riley, Ruth.....	Adair
Powell, Bess Gertrude.....	Adair	Rivers, Lena.....	Adair
Powell, Ethel.....	Boone	Rixey, Mary Ellen.....	Platte
Powell, Katherine.....	Adair	Robbins, Birdie.....	Linn
Powell, Lenore.....	Harrison	Roberts, Mary.....	Schuyler
Powell, Pauline.....	Audrain	Roberts, Nellie.....	Macon
Powell, R. W.....	Knox	Roberts, Reuel.....	Adair
Prather, Clara.....	Harrison	Robertson, E. Ruby.....	Pike
Pritchett, S. C.....	Pike	Robinson, Esther.....	Macon
Propst, Cecil M.....	Adair	Robinson, Isabelle.....	Macon
Propst, R. Pearl.....	Adair	Rogers, Earl.....	Adair
Prosser, A. Lee.....	Knox	Rogers, Edith.....	Adair
Prosser, George A.....	Knox	Rogers, Emmit.....	Adair
Prough, Fred.....	Adair	Rogers, Floyd B.....	Adair
Pulliam, Bane.....	Adair	Rogers, Harry.....	Adair
Pulliam, Nelson.....	Lewis	Rogers, Jas. Buford.....	Shelby
Purdin, Cecil.....	Linn	Rolston, Edna M.....	Schuyler
Quinn, Carmelita.....	Adair	Romjue, Pearl.....	Macon
Rafter, Mary E.....	Macon	Rose, Marshall.....	Putnam
Rainwater, Ray M.....	Adair	Roseberry, Bertha E.....	Adair
Rampy, Maude.....	Marion	Roseberry, Ethel M.....	Adair
Ramsay, Calvin H.....	Montgomery	Rowland, Hannah.....	Randolph
Ramsey, Grover.....	Linn	Rowland, Phoebe.....	Randolph
Ramsey, Jessie.....	Linn	Ruggles, Ed.....	Schuyler
Ramsey, May.....	Linn	Ryan, Cashie.....	Montgomery
Raney, Minnie.....	Putnam	Ryle, Frances.....	Randolph
Rank, Agnes.....	Mercer	Ryle, Texie.....	Randolph
Rankin, Daisy.....	Linn	Sailor, Nellie V.....	Montgomery
Ratliff, Harriet.....	Macon	Salisbury, E. H.....	Adair
Ray, Bessie.....	Lewis	Salisbury, Lela.....	Knox
Ray, Champ C.....	Montgomery	Sallee, Emmett.....	Harrison
Ray, Ola D.....	Montgomery	Sampson, Eva.....	Callaway
Reber, L. Benj.....	Marion	Sampson, Jennie.....	Macon
Reckard, Louise.....	Scotland	Samuel, Eldorado.....	Sullivan
Reed, A. G.....	Putnam	Sanders, Delilah.....	Callaway
Reed, Ethel.....	Monroe	Sanders, Leila.....	Scotland
Reese, Harold.....	Lewis	Sanders, Ruth E.....	Monroe
Reese, W. A. (Deceased).....	Lewis	Sanford, Clara.....	Knox
Reeves, W. T.....	Howard	Sangster, Alta M.....	NEW MEXICO
Reger, Harold.....	Sullivan	Sawyer, N. V.....	Grundy
Reid, Laura.....	Grundy	Scharff, Vergielee.....	INDIANA
Revercomb, O. F.....	Shelby	Schiefelbusch, T. L.....	Harrison
Revercomb, Mrs. O. F.....	Shelby	Schnelle, Emma.....	Sullivan
Reyner, Floyd.....	Adair	Scholl, Grace.....	Callaway
Reynolds, L. F.....	Adair	Schreen, Quincy.....	Callaway
Rhoads, Elvis.....	Pike	Schreiber, A. G.....	Franklin
Rice, Catherine.....	Adair	Seoggin, Ross A.....	Lewis
Rice, Frances.....	Adair	Scott, Charles A.....	Sullivan
Richards, Ella M.....	Daviess	Scott, Chloe H.....	Adair
Richards, Minette.....	ILLINOIS	Scott, Effie.....	Putnam
Richardson, Minnie.....	Harrison	Scott, Fannie.....	Daviess
Richardson, Vera.....	Harrison	Scott, Lawrence.....	Sullivan

Scurlock, Mollie.....	Schuyler	Singley, Lena.....	Sullivan
Seaber, Ivy.....	Cole	Sinnott, May.....	Knox
Seaman, Jennie.....	Adair	Sipple, L. B.....	Adair
Sears, Clara.....	Adair	Sires, Frances.....	Howard
Sebring, Georgia.....	Linn	Sires, Jewel.....	Howard
Sebring, Luella.....	Linn	Skipper, Ida.....	Putnam
Seitz, E. B.....	Sullivan	Slacks, L. Percy.....	Adair
Selby, June.....	Adair	Slaughter, Ruth.....	Linn
Selby, Lois.....	Adair	Slavens, Lena.....	Montgomery
Self, Ophie.....	Macon	Slavens, Leon E.....	Montgomery
Sellers, James M.....	Clark	Sloan, Audrey.....	Adair
Sever, Eller.....	Macon	Slocum, Roy M.....	Knox
Sever, Ora.....	Macon	Sloop, Fred L.....	Schuyler
Seyb, Hilda.....	Clark	Sloop, Mrs. Fred L.....	Schuyler
Shacklett, Lee.....	Adair	Sloop, Ruth E.....	Schuyler
Shanks, Leslie.....	Schuyler	Smart, Althea.....	Callaway
Sharer, G. J.....	Knox	Smelser, Alta Lee.....	Adair
Sharer, Jessie E.....	Knox	Smith, Alice.....	Clark
Sharp, Ella.....	Monroe	Smith, Arthur C.....	Macon
Shatto, Mabel.....	Sullivan	Smith, Bess.....	Holt
Shaw, Ercel.....	Putnam	Smith, Bessie.....	Scotland
Shaw, Everett.....	IOWA	Smith, Clarence A.....	Adair
Shaw, Florence.....	IOWA	Smith, Clarence A.....	Putnam
Shaw, Maude.....	IOWA	Smith, Elbert W.....	Shelby
Shaw, M. Hazel.....	Sullivan	Smith, Fannye.....	Adair
Shaw, Minnie M.....	Sullivan	Smith, Gertrude.....	Shelby
Shaw, Stanley.....	IOWA	Smith, Goldie.....	Adair
Shearer, Mary.....	Randolph	Smith, Grace.....	Boone
Sheehan, Agnes.....	IOWA	Smith, Lee C.....	Clark
Sheets, Vest.....	Lincoln	Smith, Martha.....	Montgomery
Sheffer, Marie E.....	Clark	Smith, Mary.....	Adair
Shepherd, Mabel.....	Schuyler	Smith, Mary.....	Marion
Shibley, Harry.....	Putnam	Smith, Mont.....	Daviess
Shibley, Ralph.....	Sullivan	Smith, Neva Sue.....	Lewis
Shirley, Mabel.....	Schuyler	Smith, Notley C.....	Adair
Shirley, Stella E.....	Adair	Smith, Vea.....	Audrain
Shockey, Jennie.....	Adair	Smith, Verna.....	Putnam
Shockey, Lelah.....	Adair	Snyder, Pearle.....	Adair
Shoop, Golda.....	Adair	Snyder, W. Howard.....	Adair
Shoop, W. W.....	Sullivan	Sparks, Ada.....	Knox
Shults, Ruby.....	Lewis	Sparks, Press L.....	Putnam
Shultz, Stella.....	Putnam	Sparks, Rollie.....	Putnam
Shulze, G. Frank.....	Adair	Sparks, Sam F.....	Knox
Shumaker, Daniel.....	Macon	Sparling, Enoch A.....	Livingston
Shumaker, Ina.....	Macon	Spelman, Clarence E.....	Randolph
Sidebottom, Lissa May.....	Linn	Spencer, Nellie M.....	Adair
Sidwell, Elva.....	Schuyler	Spratt, Bonnie.....	Marion
Simpson, Effie.....	Audrain	Squires, D. A.....	Boone
Simpson, Ina.....	Audrain	Stamper, Mattie.....	Adair
Simpson, Madaline B.....	Clark	Standley, Hortense.....	Carroll
Sims, E. H.....	Boone	Stanley, Mark M.....	IOWA
Sims, Grover W.....	Boone	Stautermann, Georgia G.....	Randolph

Stautermann, Pauline,.....	Randolph	Tatum, Ruth.....	Howard
Staver, Helen.....	INDIANA	Taylor, Melba H.....	COLORADO
St. Clair, Alta.....	Sullivan	Tegeler, Margaret.....	Jackson
St. Clair, Avis Woodward...	Harrison	Terrill, Evelyn.....	Howard
St. Clair, Ernest.....	Clark	Terrill, Jennie.....	Howard
St. Clair, Famie.....	Clark	Terry, Leanna.....	Sullivan
St. Clair, Lawrence.....	Clark	Terry, Ona M.....	Daviess
St. Clair, Robt.....	St. Louis	Thiemann, Anna B.....	Randolph
Stephens, Blanche.....	Randolph	Thomas, Callie.....	Callaway
Stephens, C. E.....	Monroe	Thomas, Letha.....	Adair
Stephenson, Anna L.....	Adair	Thomas, Maggie.....	Randolph
Stephenson, Laura.....	Linn	Thomas, Oakley.....	ARKANSAS
Stevenson, Bernice.....	Harrison	Thomas, Sarah.....	Callaway
Stevenson, Nora.....	Sullivan	Thomas, Vera.....	Adair
Stevenson, R. A.....	Linn	Thompson, Cecile L.....	Pike
Stone, Bennie.....	Monroe	Thompson, Cynthia.....	Lewis
Stone, Efa.....	Audrain	Thompson, Floyd Allen...	Livingston
Stone, Eva.....	Audrain	Thompson, Maybelle.....	Clark
Stone, Geraldine.....	Adair	Thompson, Orion (Deceased)..	Adair
Stone, Kathleen.....	Monroe	Thompson, Sam E.....	Adair
Stoner, Lena.....	Harrison	Thompson, Sterling.....	Lewis
Storer, Lura.....	Linn	Thoroughman, Harvey T.....	Knox
Stout, Barrett.....	Putnam	Thorrington, Susie.....	Scotland
Stout, Clifton O.....	Adair	Thrasher, Wayne.....	Sullivan
Stout, Eva.....	Macon	Threlkeld, Maude.....	Adair
Stout, Lillie.....	Adair	Throckmorton, Katie Sue.....	Lewis
Street, Hermia.....	Linn	Thurman, Mae.....	Howard
Stuart, L. C.....	Montgomery	Timbrook, Emma Lee.....	Monroe
Stuck, Eva H.....	Adair	Titcomb, Velma.....	DeKalb
Stukey, Henry.....	Adair	Todd, Claud.....	Pike
Stutler, Olive.....	Sullivan	Todd, Myrtle.....	Callaway
Stutler, William P.....	Sullivan	Toice, J. J.....	Lewis
Stuver, Thomas P.....	Linn	Tomlin, Frank E.....	Linn
Suffern, Marjorie.....	Adair	Toombs, Nora.....	Randolph
Suffern, Mary E.....	Adair	Toombs, Ora.....	Randolph
Sullivan, Josie Belle.....	Lewis	Towne, Ruth L.....	Adair
Sumpter, L. R.....	Randolph	Townsend, Nellie.....	Adair
Swackhamer, Anna.....	Randolph	Townsend, Opal.....	St. Louis
Swackhamer, Vinnie.....	Randolph	Trainum, W. H.....	Adair
Swanson, H. G.....	Schuyler	Travis, Paul.....	Harrison
Swanson, Mrs. H. G.....	Schuyler	Treasure, Edna M.....	Adair
Swanson, Wallace D.....	Schuyler	Treasure, J. F.....	Adair
Swartz, Mrs. Anna.....	Knox	Trimble, Foy.....	Livingston
Swinney, Cesco.....	Mercer	Trippeer, Minnie.....	Linn
Sykes, Coral G.....	CALIFORNIA	Trower, J. E.....	Lincoln
Syler, Bulah.....	Audrain	Trower, Roy.....	Lincoln
Syler, Laura.....	Audrain	Trumbo, Pauline.....	Linn
Talbott, Della.....	Audrain	Trunnell, Pansy M.....	Adair
Tallman, Maurine.....	Adair	Tuggle, Nellie.....	Shelby
Tate, Mae.....	Adair	Tucker, Bessie.....	Audrain
Tate, Mamie.....	Boone	Tucker, Pearl.....	Audrain
Tate, Mattie.....	Boone	Tudor, Mary.....	Livingston

Turner, Bessie M.	Lewis	Ward, Frank	Adair
Turner, E. M.	Macon	Ward, Mildred	Adair
Turner, Gertrude	Chariton	Warner, Mrs. A. B.	Adair
Turner, Hazel	Adair	Warren, Clair F.	Adair
Turner, Henrietta	Clark	Waters, Lillian	St. Louis
Turner, Leland	Harrison	Wattenbarger, Marion	Sullivan
Turner, Ruth	Macon	Watts, Nell	Lincoln
Turnmire, H. U. G.	Putnam	Way, Ruth	Livingston
Tuttle, Goldie	Adair	Webb, Alma	Sullivan
Tuttle, Zella	Mercer	Webb, Howard A.	Sullivan
Tydings, W. E.	Adair	Webb, James J.	Sullivan
Tyer, Isa	Carroll	Webb, Nelle I.	Sullivan
Tyler, L. V.	St. Charles	Webber, Lola Muril	Macon
Uhe, Elizabeth	Knox	Wehrli, Mabel	Holt
Underwood, Emma	Callaway	Welch, Nellie	Boone
Underwood, Maude	Harrison	Weldon, Matie	Daviess
Upson, Grace	Lincoln	Wells, Beulah	Putnam
Utterback, Lizzie	Ralls	Wells, Clara	Putnam
Vail, Frances	Adair	Wells, Mae	Putnam
Vail, Hugh	Adair	Wells, Nathan E.	Putnam
Vancourt, Letha	Boone	Wells, Nelle	Putnam
Van Horne, Frank W.	Callaway	Wells, R. A.	Ralls
Van Pelt, Lucille	Randolph	Wells, Ruby	Putnam
Van Tiger, Cora E.	Linn	Wells, Stella	Chariton
Vanvacter, Ora	Mercer	Wells, Zelma	Adair
Vaughn, Alice	Monroe	Welsh, Ella	Chariton
Vaughn, Alma	Monroe	Western, Byron E.	Linn
Vaughn, Georgia	Monroe	Westfall, Geo.	Ralls
Vaughn, Mabel	Monroe	Weyand, Elmer J.	Scotland
Vaughn, M. B.	Montgomery	Whaley, Lillian	Linn
Vaughn, Nettie	Lincoln	Wheatcraft, Juna	Linn
Vaughn, Pearl	Lincoln	Whisenand, Fleeta	Linn
Venable, J. H.	Ralls	Whitacre, Margaret M.	Adair
Vesper, Vera C.	Lewis	Whitaker, Rachel G.	Shelby
Vestal, Rosie	Adair	White, Clare E.	Linn
Vincent, Ellen E.	Livingston	White, Edna	Randolph
Vincent, J. L.	Livingston	White, Evan D.	Schuyler
Vittletoe, Emmaline	Adair	White, Florence	Adair
Vogel, Gertrude	Daviess	White, F. Myrtle	Boone
Vogel, Viola	Daviess	White, Katherine	Montgomery
Voss, H. D.	Clark	White, Lola	Pike
Wade, Bethel	Adair	White, Mary	Montgomery
Wade, Mabel	Adair	White, Oleva	Randolph
Wade, Orville C.	Adair	White, Tessie	Randolph
Walker, E. E.	Adair	Whitelock, Hazel D.	Adair
Walker, Grace	Monroe	Whitelock, Jewell	Adair
Wallace, Kate	Adair	Whitesides, Sue	Monroe
Waller, Alice	Monroe	Whitledge, Chas. B.	Audrain
Walters, Maude	Sullivan	Whittemore, Mary	TEXAS
Walters, Russell	Marion	Wickizer, Doris	Linn
Walters, Sadie M.	Knox	Wilcox, Julia	Macon
Walther, L. Vivien	Chariton	Wild, Opal	Grundy

Wilder, Lelia	Scotland	Wright, Carrie E.	Ralls
Wiley, Carrie E.	Adair	Wright, C. O.	Schuyler
Willett, Jeanne	Gentry	Wright, Connie	Adair
Williams, Floy	Montgomery	Wright, E. A.	Scotland
Williams, J. C.	Grundy	Wright, Flora	Harrison
Williams, Lily Mae	Lincoln	Wright, Mary J.	Adair
Wilson, Alma	Putnam	Wright, Myra	Macon
Wilson, A. M.	Putnam	Wright, Olive	Adair
Wilson, Drury	Livingston	Wright, Ruth A.	Adair
Wilson, Lula	Grundy	Wright, S. G.	Ralls
Wilson, Mabel M.	Sullivan	Wyatt, Edna	Sullivan
Wilson, Mae	Adair	Wyatt, Nell	Sullivan
Wilson, Rosa	Sullivan	Wybrant, Rolla	Ralls
Wilson, Samuel E.	Monroe	Wynne, Eloise	Daviess
Wine, Ruth	Macon	Yambert, Esther	Grundy
Winger, Harold	Adair	Yambert, Vesta	Grundy
Winget, Edna	Shelby	Yates, Grace	Clark
Winkler, Linn	Adair	Yates, Mary E.	Schuyler
Winn, Rachael (Deceased)	Audrain	Yeager, Faye	Adair
Winters, Ruth	Grundy	Yeager, Maye	Adair
Wise, C. M.	Scotland	Yeager, Paula	IOWA
Wise, Lawson	Scotland	Yeager, Ruth	IOWA
Wood, Pearl	Sullivan	Yeager, Vance K.	Adair
Woods, Anna Lee	Monroe	Yorke, Florence	Adair
Woodson, Flora	Monroe	Young, Ethel P.	Adair
Woodward, Olive B.	Harrison	Young, Merle	Grundy
Worland, Roy S.	Montgomery	Yowell, Leta	Monroe
Wright, Anna Laura	Adair	Zeigler, Myrtle B.	Callaway

A BRIEF OF FACULTY RECORDS AND STANDINGS.

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

It is as follows:

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

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

GOLDY MITCHEL HAMILTON, A. B., A. M.....ASSOCIATE PROFESSOR OF ENGLISH.

A. B., University of Missouri, 1903; A. M., University of Missouri, 1904; Student Assistant in English, University of Missouri, 1902-4; Scholarship in English, University of Missouri, 1903-4; Teacher of English and Latin, High School, Excelsior Springs, Mo., 1904-7; Principal High School, Dwight, Ill., 1907-8; Teacher of English, High School, Carthage, Mo., 1908-9; Teacher of English West Plains, Mo., 1909-11; Present position, 1911—.

WARREN JONES, A. B.....ASSOCIATE PROFESSOR OF ENGLISH.

Graduate, Illinois State Normal University, Normal, Ill., 1893; Principal of Schools in towns of Central Illinois, 1893-1900; A. B., University of Illinois, 1902; Head of Department of English, West Side High School, Aurora, Ill., 1902-5; Superintendent of Schools, Elburn, Ill., 1905-8; Principal of Glidden Practice School and Critic Teacher for Eighth Grade, State Normal School, De Kalb, Ill., 1908-11; Assistant in History and Civics, summer sessions of State Normal School, De Kalb, Ill., 1908; Graduate Student, in absentia, University of Illinois, 1910-1; Present position, 1911—.

ADDISON LEROY PHILLIPS, B. PD., A. B. ... ASSOCIATE PROFESSOR OF ENGLISH.

Principal, High School, Bronson, Michigan, 1897-9; Pd. B., Michigan State Normal College, 1901; Sup't. Schools, Bronson, Michigan, 1901-4; A. B., University of Michigan, 1905; Instructor in English, Racine, Wisconsin, High School, 1905-8; Graduate study, University of Chicago, 1908-9; Instructor in English, Indiana State Normal School, spring 1909; Instructor in English, University of Missouri, 1909-12; Present position, 1912—.

CHARLES RICHARDS EDWARDS, PD. B., B. S. ASSOCIATE PROFESSOR OF ENGLISH.

Graduate, State Normal School, Warrensburg, Mo., 1902; Superintendent, Public Schools, Raymore, Mo., 1902-3; Principal, Ward School, St. Charles, Mo., 1903-5; Student, University of Missouri, 1905-7; Principal, High School, Perry, Oklahoma, 1907-10; Principal, High School, Bartlesville, Oklahoma, 1910-12; Present position, 1912—.

JACOB WILHELM HEYD, PD. B., A. B., PH. M. PROFESSOR OF GERMAN.

Graduate, State Normal School, 1900; Student, University of Missouri, 1900-3; A. B., University of Missouri, 1903; Principal, Dadeville Academy, 1903-4; Student, University of Chicago, 1904-5; Ph. M., University of Chicago, 1905; Present position, 1905—.

KATHERINE DRESCHER.....TEACHING SCHOLAR IN GERMAN.

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, Pd. B., A. B., A. M.....ASSOCIATE PROFESSOR OF LATIN.

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

ELLIS MELVIN MCGREW, B. S. A...PFOESSOR OF AGRICULTURE AND CHAIRMAN DIVISION OF FARM AND HOME ECONOMICS.

Student, Iowa State College 1907-12; Teacher and Lecturer in Agriculture, Clarkfield, Minnesota, (Winter Courses) 1911-12; B. S. A., Iowa State College, 1912; Present position, 1912—.

JAMES EDWARD ROUSE, Pd. B.....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 Agriculture, State Normal School, 1911-12; Student, University of Wisconsin, spring and summer, 1912; Graduate, Four Years' Teachers College Course, Normal School, Kirksville, 1912; Present position, 1912—.

M. E. PELTZ.....LABORATORY SCHOLAR IN AGRICULTURE.

WILLIS JOSEPH BRAY, Pd. B., B. S., A. B., A. M...PROFESSOR OF CHEMISTRY AND ASSOCIATE PROFESSOR OF AGRICULTURE.

Pd. B., State Normal School, Cape Girardeau, Missouri, 1904; Teacher, High School, Fredericktown, Missouri, 1904-6; Principal, Consolidated Schools, Hickman Mills, Missouri, 1907-8; Assistant Instructor in Chemistry, University of Missouri, 1908-10; A. B., B. S., in Education, University of Missouri, 1909; A. M., University of Missouri, 1910; Superintendent of Schools, West Plains, Missouri, 1910-11; Present position, 1911—.

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 University, 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—; 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; Present position, 1900—.

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

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

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

Ph. B., Beloit College, 1896; Principal High School, Spring Valley, Wisconsin, 1898-1903; Teacher in High School, Madison, Wisconsin, 1903-7; Graduate 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; 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, Pd., B. B. S. ASSOCIATE PROFESSOR OF MATHEMATICS.

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

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—.

MARK BURROWS, A. B. PROFESSOR OF COMMERCE.

Student and Graduate, Chautauqua, Institution 1886-90; Graduate, Stanberry Normal School, 1890; Post graduate, same in Commercial Course, 1892; Principal, Public Schools, Barnard, Mo., 1893-5; Superintendent, Public Schools, Ridgeway, Mo., 1895-1900; Superintendent, Public Schools, Albany, Mo., 1900-1; Superintendent Public Schools, Ridgeway, Mo., 1901-7; Student, Gregg School of Stenography, Chicago, Illinois, 1902; Instructor in Approved Summer Schools at Stanberry, Mo., 1904-7; Superintendent, Public Schools, Bethany, Mo., 1907-8; A. B. in Education, Normal School, Kirksville, 1912. Present position, 1908—.

VERA FINEGAN, Pd. B. ASSOCIATE IN COMMERCE.

Pd. B., Normal School, Kirksville, 1907; Student, Gregg School of Stenography, Chicago, Ill., Summer 1912; Present position, 1912—.

ALLEN DODGE TOWNE, Pd. M. PROFESSOR OF MANUAL ARTS

Graduate, State Normal School, Whitewater, Wisconsin, 1902; Principal Public Schools, Merton, Wisconsin, 1902-4; Graduate, Stout Manual Training School, Menomonie, Wisconsin, 1906; Pd. M., Normal School, Kirksville, Missouri, 1911; Present position, 1906—.

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

Graduate, Christian College, Columbia, Mo., 1869; Principal Schools, Pierce City, Mo., 1880-1; Student, Martha's Vineyard Summer School, 1882; Teacher English and French, High School, Springfield, Mo., 1882-90; same, 1892-3; Student, Berlitz School of Languages, Berlin, Summer, 1890; Student, Lecture Courses in Sorbonne and College of France, 1890-1; Assistant Superintendent Public Schools, Springfield, Mo., 1893-9; Student, Summer Terms, Cook County Normal School, 1894 and 1895; Student, Summer Terms, University of Chicago, 1901 and 1902; Supervisor Practice School, State Normal School, Kirksville, 1899-1903; Student, Library School, Chautauqua, New York, Summers 1903 and 1904; A. B., Normal School Kirksville, 1912, Present position, 1903—.

LULA CRECELIUS ASSISTANT IN LIBRARY ECONOMICS.

HELEN STEVENS LIBRARY CATALOGER.

Graduate Library School, Syracuse University, Syracuse, N. Y., 1908; Assistant, New York Public Library, New York City, 1909-10; Library organizer for Library Bureau, New York City, summer of 1910; Assistant, St. Louis Public Library, St. Louis, Mo. 1910-12; Cataloger, State Normal School, 1912—.

META GILL, Pd. B. LIBRARY ASSISTANT.

Pd. B. in Teachers College Course, State Normal School, Kirksville, Missouri, 1911; Present position, 1911—.

- HELEN GRAY, Pd. B. STUDENT ASSISTANT IN LIBRARY.
Pd. B. in Teachers College Course, State Normal School, 1911; Present position, 1911—.
- GEORGE E. McFADDEN, Pd. B. NIGHT ASSISTANT IN LIBRARY
- W. D. SWANSON NIGHT ASSISTANT IN LIBRARY
- CLAYTON BYRON SIMMONS, A. B. PROFESSOR OF PHYSICAL EDUCATION FOR MEN.
Physical Director, Oil City, Pennsylvania, Y. M. C. A., 1899; Assistant in Gymnasium, Colgate University, Hamilton, New York, 1902-4; Teacher Westleigh Collegiate Institute, Staten Island, New York, 1904; A. B., Colgate University, Hamilton, New York, 1904; Director Physical Education and Athletics, High School, Ithaca, New York, 1904-6; Professor, Physical Education, Assistant Director of Athletics, State Teachers College, Cedar Falls, Iowa, 1906-10; Present position, 1910—.
- LEOTA LILLIAN DOCKERY, Pd. B., A. B. PROFESSOR OF PHYSICAL EDUCATION FOR WOMEN.
Graduate, State Normal School, Kirksville, 1900; A. B., University of Missouri, 1904; Teacher, High School, California, Missouri, 1904-5; Teacher, High School, Kirksville, Missouri, 1905-6; Teacher, High School, Maryville, Missouri, 1907-8; Student on leave, University of Wisconsin, summer, 1911; Present position, 1909—.
- DAVID RIDGEWAY 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; Coached with Hans Seitz, Leipsig, Germany, summer, 1901; A. B. in Education, Normal School, Kirksville, 1912; 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—.

ADA COCHRAN, Pd. B., Pd. M., A. B. TEACHING SCHOLAR IN MUSIC.

Pd. B., State Normal School, Kirksville, Missouri, 1908; Teacher in High School, Hardin, Mo., 1908-10; Student, Teachers College Courses, State Normal School, Kirksville, Mo., 1910-1; Pd. M., same, 1911; A. B., in Education, Normal School, Kirksville, 1912; Present position, 1911—.

CLARA FRANCES SANFORD, Pd. B., B. S. TEACHING SCHOLAR IN MUSIC

Pd. B., Teachers College Course, Normal School, Kirksville, 1911; Supervisor of Music in Marshall (Mo.) Public Schools, 1909-11; B. S. in Education, 1913; Present position, 1912—.

OLLIE ELDORA RAGON ASSOCIATE PROFESSOR OF ART.

Student Normal School Macomb, Illinois, 1891-2; Teacher in rural and graded schools McDonough County, Illinois, 1892-1902; Student Oberlin College, 1893-4 and 1902-3; Special Teacher of Geography and Drawing, Portland, Michigan; Pratt Institute 1903-4; Supervisor of Drawing, Meriden, Conn., 1904-1911; Student Teachers College, summer 1911 and 1911-12; Teacher of Drawing and Manual Training, Teachers College, Potor Alegre, Brazil, 1912-13; Present position, 1913—.

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—.

FLORENCE M. LANE, B. S. TEACHER OF MODEL RURAL SCHOOL.

Graduate, Pratt Institute, 1899; Student, private Kindergarten, 1900; Student Bible Normal College, Springfield, Mass., 1901-2; Student, Hyannis Normal School, 1902; Student, Night Schools, Springfield, Mass., and Albany, N. Y., 1903-4; B. S., Teachers College, Columbia University, 1910; Teacher in Rural Schools, two years; Supervisor Child Study, two years; Teacher in Horace Mann

Model School, Columbia University, one year; College Tutor in Psychology, Columbia University, one year; Teacher in Interlaken School for Boys, one year; Social Service Worker, Salisbury, Conn., one year; Present position, 1912—.

ARTHUR BURDETT WARNER, A. B.....PROFESSOR OF SCHOOL ADMINISTRATION.

Graduate, State Normal School Kirksville, 1879; Post Graduate same, 1882; Superintendent Schools, Allerton, Iowa, 1881-5; Superintendent Schools, Harlan, Iowa, 1885-96; Superintendent Schools, Missouri Valley, Iowa, 1896-1902; Superintendent Schools, Tacoma, Washington, 1902-6; Conductor and Lecturer summer schools and institutes, 1878-1902; Lecturer summer school, University of Washington, 1905; Present position, 1906—.

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

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

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

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

EUDORA HELEN SAVAGESUPERVISOR 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, Chi-

cago, Ill., summer of 1894; Student, State Normal College, Ypsilanti, Mich., 1894-5; Teacher in grades, Marinette, Wis., 1895-6; Ward School Principal, Beloit, Wis., 1896-8; Teacher in Grammar grades, Oak Park (Chicago), Illinois, 1898-1907; Student of University Extension Work, 1902-7; Supervisor of Grammar Grades, State Normal School, Stevens Point, Wis., 1907-9; Student of University of Chicago, 1909-10; Present position, 1910—.

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

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

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

Pd. B. Teachers College Course, Normal School, Kirksville, 1912; A. B., 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; Present position, 1913—.

CALENDAR FOR 1913

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	4	..	..	..	..	..	1	..	..	..	..	..	1		
5	6	7	8	9	10	11	2	3	4	5	6	7	8	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21	22
26	27	28	29	30	31	..	23	24	25	26	27	28	..	23	24	25	26	27	28	29
..	..	..	..	..	..	..	..	..	..	..	..	..	30	31	..	..	..	..	..

APRIL							MAY							JUNE						
..	..	1	2	3	4	5	..	..	..	1	2	3	1	2	3	4	5	6	7	
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30	..	..	..	25	26	27	28	29	30	31	29	30	..	..	..	..	..
..	

JULY							AUGUST							SEPTEMBER						
..	..	1	2	3	4	5	..	..	..	1	2	..	1	2	3	4	5	6		
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31	..	..	24	25	26	27	28	29	30	28	29	30	..	..	..	..
..	..	..	..	..	..	..	31	..	..	..	..	..	..	..	..	..	..	..	..

OCTOBER							NOVEMBER							DECEMBER						
..	..	..	1	2	3	4	..	..	..	..	1	..	1	2	3	4	5	6		
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	10	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31	..	23	24	25	26	27	28	29	28	29	30	31	..	..	..
..	..	..	..	..	..	..	30	..	..	..	..	..	..	..	..	..	..	..	..

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	..	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	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	..	..
..	

WORKING CALENDAR

1913-14

Classification of Students	Tues., Sept. 9
Class Work Begins	Wed., Sept. 10
Fall Term Ends	Wed., Nov. 26
Winter Term Begins	Mon., Dec. 1
Adjournment, Winter Vacation, 3:00 p. m.	Tues., Dec. 23
Session Resumes	Mon., Jan. 5
Winter Term Ends	Fri., Feb. 27
Spring Term Begins	Tues., Mar. 3
Baccalaureate Sermon	Sun., May 17
Year Closes	Tues., May 19
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Summer Term, Class Work Begins	Wed., May 27
Summer Term Closes	Fri., Aug. 7

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