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BULLETIN

STATE NORMAL SCHOOL

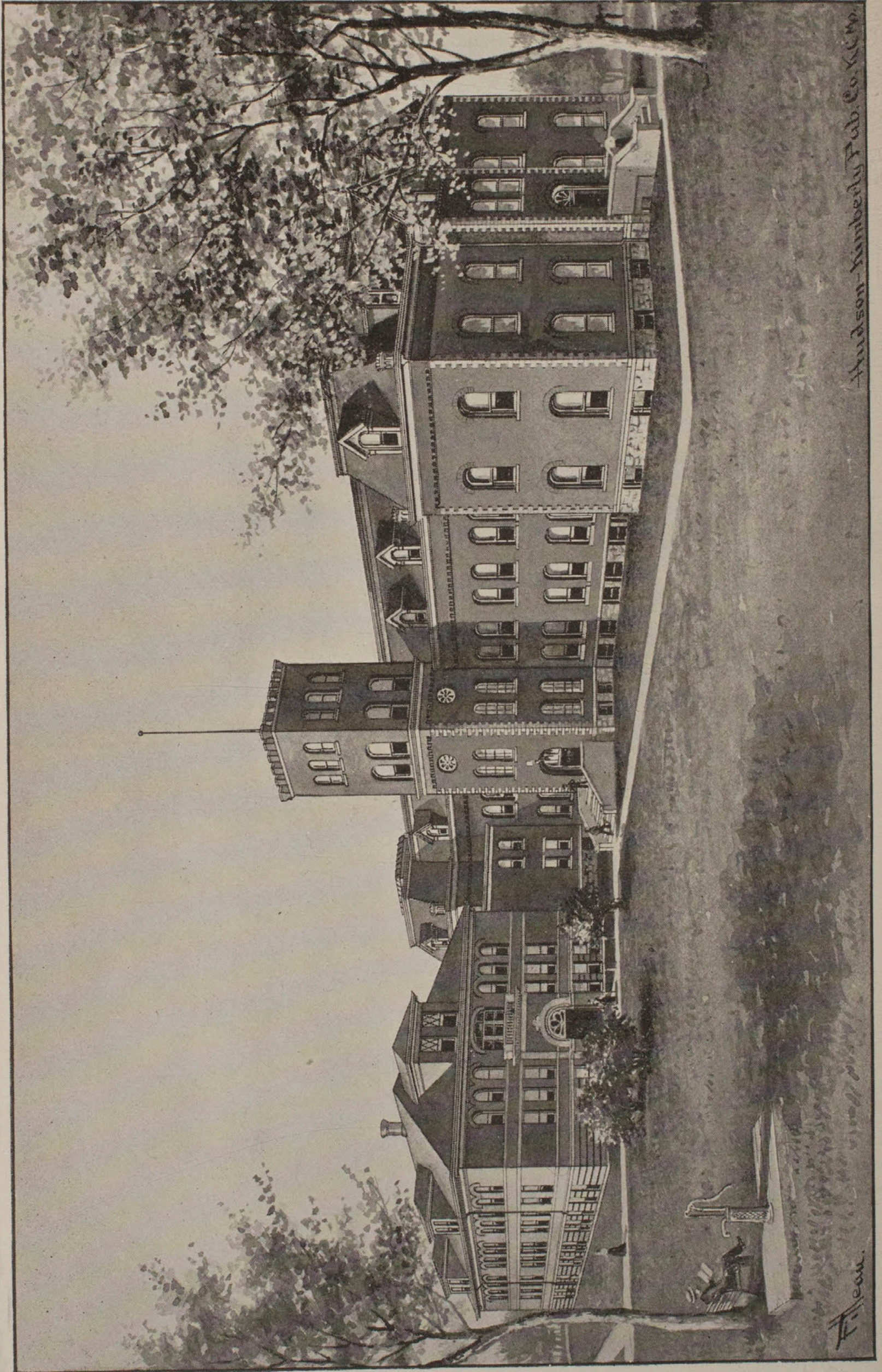
Kirksville, Missouri.



*Announcements for
1903-04*

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F. Dean

BULLETIN

OF THE

First District

State Normal School

Kirksville, Missouri.

1903.

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KIRKSVILLE MISSOURI.

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MARY T. PREWITT.....	Assistant in Mathematics.	
R. M. GINNINGS.....	Assistant in Mathematics.	
—————.....	Orchestra Director.	

*Mr. Harvey is given one year's leave of absence for graduate work in Harvard University. Position to be filled for one year by D. A. Lehman, a graduate of Baldwin University, Berea, Ohio, and of Chicago University.



Quarterly Bulletin.

GROWTH OF THE NORMAL SCHOOL AND CHARACTER OF ITS STUDENTS.

In September, 1903, this Institution will begin its thirty-seventh year as a Normal School, its thirty-third year as a State Normal School. Its first graduating class in June, 1872, contained eight members; the class of 1903, forty-three members. The enrollment for the year ending June, 1872, was 434; for the year ending May 27th, 1903, 784.

The growth of the School has never been phenomenal; its development never sensational. The School, as a whole, has been rather a gradual transformation. Each of the classes down almost to that of 1903 has one or more members distinguished by high achievement. From the outset the character of the students enrolled has been remarkably uniform in most respects. One characteristic of Normal School students is that the majority of them enter the Normal School at a somewhat mature age and of their own accord. A majority of the college students and secondary school students are *sent* to school; a majority of the Normal School students *go* to school. They are therefore characterized by more definite purposes.

The age of the students in this Institution has been noticeably uniform. Taking the average age for the last twenty years it is found to have varied but little. Recent visitors commented on the apparent youthfulness of the students. A comparison, however, shows the average age for the past year to have been within six months of the average age of the school twenty-five years ago. There is apparently a gradual change in the average age of the graduating classes. Some classes in the past averaged as high as 26 years of age. The class of 1903 averages nearly 23. One member of the class is 35; one, 28; three are 27; two, 26; six, 25; three, 24; four, 23; five, 22; two, 21; seven, 20; five, 19 and four a little above 18. The oldest member of the class of 1902 was 36 years of age. That class averaged, however, nearly the same age as the class of 1903.

THE FACULTY.

By reference to the catalogue giving the Faculty and calendar for the year 1871-2 which was the first year of the Institution as a State Normal School, we find the Faculty consisted of seven persons:

J. BALDWIN, PRINCIPAL,
"Science and Art of Teaching and Mental and Moral Science."

W. P. NASON,
"English Language and Literature."

J. M. GREENWOOD,
"Mathematics, Natural Philosophy and Astronomy."

S. M. PICKLER,
"Elocution, Logic, Book Keeping and Mathematics."

AMANDA GREENWOOD,
"Geography, Botany, History and Reading."

MISS ———
"Latin, Vocal Music and History of Art."

MARY NORTON,
"Instrumental Music."

W. F. Drake, C. W. Bigger, O. P. Davis, J. T. Smith, I. N. Matlick, W. E. Coleman, Lewis Falkenstein and Mrs. M. J. Carney are given in the catalogue as assistants. Messrs. Drake, Davis, Smith and Matlick were members of the graduating class of that year. Messrs. Bigger and Coleman graduated in 1873. These assistants, therefore, were probably performing some such duties as candidates for graduation now perform in the role of experimental teachers. They probably received very small salaries or none at all.

Of the first faculty Dr. J. Baldwin, after a distinguished and honorable career in Missouri, Texas and other states, died in January, 1899. The venerable Prof. Nason, our present Emeritus Professor of Ethics, still lives in Kirksville; likewise Hon. S. M. Pickler, who is a member of the Board of Regents and of the Executive Committee of the Board. J. M. Greenwood and Mrs. Greenwood, as perhaps most people know, yet reside in Kansas City, and no city superintendent is more widely or more favorably known than Dr. Greenwood. Of the other two members of that Faculty of seven no information can now be secured.

The faculty of the year 1875-6 numbered eight instructors; the faculty of 1879-80 numbered eleven; the faculty of 1883-4, thirteen; the faculty of 1887-8, eleven; the faculty of 1891-2, twelve; the faculty

of 1895-6, twelve; the faculty of 1899-1900, fourteen; the faculty of the coming year will number twenty-five.

Important changes have been made in the organization of the faculty for the ensuing year. Prof. Gentry remains at the head of the Department of Latin. This Department is strengthened by the addition of Miss T. Jennie Green, a graduate of this School and of the Missouri University, a classical scholar and a successful teacher who has the hearty endorsement of the Latin and Greek professors of the University as well as those of this Institution who have known her as a student and teacher.

After a year's leave of absence doing graduate work in Harvard, Mr. Violette returns to take charge of the classes in Ancient, Mediæval and Modern History. Mr. Violette has already made a mark upon History teaching in Missouri. No one, therefore, will doubt his high value to the Institution as teacher of History for the coming year. Mr. Vaughn will be relieved of Latin and devote his time wholly to Civics and American History—a change gratifying to him and beneficial to his Department, because of the opportunity given for concentration upon fewer subjects.

Mr. Daugherty, as heretofore, will have charge of the Zoology, Physiology and Physical Geography which he has managed so successfully during the past. The organization of Miss Jackson's work will be somewhat modified. She will have one group of students in Botany, and one in Agriculture. She will be permitted also to devote about one-third of her time to the simpler forms of Nature Study with a view to correlating her Department somewhat more closely with the Training School.

The Department of Physical Science under Mr. Weatherly has a new Laboratory of Physics and will be almost doubled in efficiency as compared with former years. A Teaching Fellowship has been established, worth \$150.00, for the purpose of furnishing a Laboratory Assistant for this Department.

The Manual Training, under Miss Bryan's management, has grown so popular that it is made elective in all courses. Nobody need take it excepting those who need it for a specific purpose or take it at their own election.

H. Clay Harvey is re-elected Professor of Mathematics and given one year's leave of absence for graduate work in Harvard University.

Mr. D. A. Lehman, a graduate of Baldwin University of Berea, Ohio, and of Chicago University and now teaching Mathematics in the Michigan Military Academy, will fill Mr. Harvey's place for one

year. Miss Prewitt continues as assistant in Mathematics. Mr. R. M. Ginnings, for some time teacher of Mathematics in the Hannibal High School, is made an additional Assistant in Mathematics. Mr. Ginnings has an excellent record as a mathematical student in the Missouri University and as teacher of Mathematics in the Gallatin and Hannibal High Schools.

A. P. Settle continues as head of the Department of English. Miss Susie Barnes is transferred from the Training School to the Departments of English and Art. She will also devote one hour a day to work with the young ladies in the gymnasium. During the summer Miss Barnes will do gymnasium work and study art in Chicago and at Lake Chautauqua, N. Y.

The difficult and important duty of organizing and directing the new Library is assigned to Miss Parrish. She will spend the summer in the great Library Training Schools of eastern and northern universities preparing to master the intricacies of her new office. She will be prepared to teach classes in French, if for good reason there are demands for such classes.

Miss Owen, teacher of Reading and Physical Culture, will have occasional classes in English, for which she is known to be well qualified. She is spending the summer in Chicago and New York seeking to learn whatever may be new in her Department.

E. M. Goldberg, distinguished for accurate knowledge of many modern languages, will be teacher of German.

Miss Tinkham will have charge of the Vocal Music. She will have three classes of Normal School students and devote the remainder of each day to instruction of children in the Training School partly for their sake and partly for pedagogical purposes. Miss Tinkham will take a special course in Vocal Music during the summer in New York City.

The departments especially strengthened this year are those of Pedagogy and the Training School. Mr. J. D. Wilson, for nine years principal of the Sedalia High School, becomes Professor of Pedagogy. Mr. Wilson is well known for his superior management of the Sedalia High School and for profound knowledge of Pedagogy, Philosophy and Psychology. He is moreover an exceptionally skillful teacher and class tactician. He is a graduate of this school and was for some years a student of the Universities of Michigan and Missouri.

Miss Montana Hastings, the new Training School Supervisor, received her professional training largely in the Kansas Normal School. By virtue of practical experience in the schools of Des Moines, Iowa, as a teacher, and in Joplin, Missouri, as Assistant

Superintendent of Schools, Miss Hastings has developed unusual talent for directing the energies of young teachers. We feel that the Training School of our Institution has never had quite such support as it deserved. Four years ago Miss Parrish took charge of this Department, wholly unaided. Though the Department had at different times other accomplished Supervisors, those Supervisors had been left to work out the science and art of teaching without the aid of skilled assistants. Miss Parrish served one year without any assistance excepting from students. Then the Board permitted her to have the assistance of two of the young ladies, Miss Susie Barnes and Miss Alice Adams, who had recently graduated from this School. These young ladies have rendered invaluable service in the Department. Miss Adams has developed into an accomplished Kindergarten Director; Miss Barnes, into an all round Grammar School Critic and also a superior teacher of English and Art. Next year Miss Hastings will be supported by Miss Sadie Westrope as Grammar School Critic; also by Miss M. Olive Greer as Primary Critic teacher. Miss Westrope graduated from this Institution in 1900. She was already a skillful primary teacher. She has since had three years of successful experience as a high school teacher and principal. Miss Greer, as principal of a ward school in Joplin, has demonstrated rare ability as a primary teacher and critic.

Numerous improvements will be made for the benefit of the Training School. An office will be fitted up for the Supervisor. The large, well lighted room in the south east corner of the old building, on the ground floor, will be refurnished and especially fitted up for Miss Adams who is re-elected to preside over the Kindergarten. Eleven rooms in all will be at the command of the Training School Department. Several hundred dollars will be invested in furniture and other equipment. On the whole we therefore confidently expect our Training School to take rank as one of the most efficient schools of methods in this country.

When the new Library is opened in September all the departmental libraries will be combined into the one general library. But each teacher may retain a small class room library consisting of such books and documents as should be at the immediate command of the teacher and classes in the Department.

The President will have classes in one or more of the departments as necessity may require, but his time will be devoted more largely to administrative duties, to inspection of work, and to consultation with teachers in the various Departments.

COURSES OF INSTRUCTION OFFERED.

Although the Faculty as above shown is greatly strengthened by the addition of seven or eight new members and a better distribution of work than heretofore, the courses of instruction remain the same as during the past year. We shall, however, be able to do much more efficient work than heretofore and to carry into effective operation many things which have heretofore existed only in theory.

An inspection of the tabulated courses of instruction given in another part of this bulletin will indicate the variety of courses possible under the existing organization. When the choice between English Courses and Latin Courses was first offered it was predicted by some that the students under the impulse of a desire for easy things would leave the old time Latin Course and rush in large numbers into the English Courses. It turned out, however, that more than three-fourths of the students chose the Latin Courses. Again it was predicted that the opportunity for purely elective courses outside of Pedagogics would have a deteriorating influence. Alarm on this account has proven groundless. We find no disposition on the part of our students to seek easy courses. This fact raises a doubt as to whether students in any school having good teachers in all of its departments will be found racing and chasing after the "easy electives."

A serious and practical question now arises as to what definite credit State Normal Schools should give for graduation from the first class approved high schools such as those of St. Joseph, Moberly, Hannibal, Bethany, and other places.

For purposes of classification this School accepts the high school work "subject for subject, master piece for master piece, month's work for month's work, problem for problem, experiment for experiment, thesis for thesis and hour's work for hour's work." This plan of articulation is sometimes misunderstood. It is not an unusual thing to receive letters from the parents of high school graduates informing us that these graduates have studied everything taught in the Normal School but Pedagogy. If the same parents would compare the high school curriculum with a standard college curriculum they would often find that their children had studied everything in the college curriculum but Greek and sometimes even that. Wherein then lies the difference between the high school product on the one hand and the Normal School product or college product on the other? First in the age and maturity of the students. As a matter of fact the average age of Normal School seniors is fully four years greater than that of high school seniors.

The Normal School senior has a maturity and habit of mental application which the high school senior has not had time to acquire. The Normal School senior has gone through more severe and longer continued mental strain, has re-acted against more severe problems, has been wrought up to a higher tension, and therefore represents more of personal effort, more reserve force and greater power of initiative as well as resistance. In age, personal appearance and power of mental application the representative senior of this Normal School ranks with seniors in the colleges constituting the College Union of this State.

The Normal School is in no sense a secondary school. It is true the Normal School curriculum as at present constituted overlaps and includes most of the high school curriculum and also includes by far the larger part of the college curriculum. It does this because its function under our statutes is "to prepare teachers for the public schools of the State." It has grown into its present proportions on account of the demands made upon it. All varieties of teachers are produced by the Normal School because the school boards and the people demand them and will keep demanding them. Where the right conception of the Normal School prevails, the high school graduate on entering the Normal School is not at all disappointed to find that there is a depth and intensiveness as well as extensiveness in the instruction given which can not be found in the high school instruction even where the subjects are designated by the same terms in the high school curriculum as in the Normal School curriculum. Come to think of it, the high school gives Ancient History, so does the college, so does the university, so does the Normal School. Ancient History and Physics may be taken as illustrations. Scarcely a high school in Missouri requires half so much time and labor to prepare a lesson in Ancient History as this School requires. Even visitors to the Normal School easily become aware of this fact. Scarcely a high school in the country does more than half of the experimental work, note book work and reading in the subjects of Chemistry and Physics that our classes do.

The Normal School welcomes the high school graduates. They constitute a superior class of students. They are the ones who got started right, the highest and best product of the public school. Those high school graduates who choose teaching for their profession are also found to be among the more mature, thorough and purposeful ones in the high school classes. This makes them still further desirable in the Normal School.

Almost daily letters are received inquiring how many years, semesters or months it will require a given high school graduate to finish the Normal School course. It is nearly impossible to give any answer to this question which can have general application. The high school graduates vary so much in maturity of mind and intensiveness of scholarship. A few mature and rather unusual high school graduates have finished the course here very well in one year and a half. The majority require about two years. Some have required a longer time and it is not unusual to find a graduate of a small high school who has taken three or more years to finish the Normal School course and has been well satisfied with the investment of so much time and labor. We shall for some time continue to follow the rule above stated which is to accept the specific work done in good high schools as a basis of classification. Then if the student can maintain creditable standing in the more advanced subjects in any department, we accept the high school grades presented in the other subjects of that department, enter them in our records, and permit graduation at whatever time the student may be able to finish the course undertaken.

OUR GRADUATE COURSES.

As a great public utility, the Normal School is not so much a creation as a growth. While the four years' courses above referred to entitle persons to graduation and to teachers' life certificates, the Normal School finds itself compelled to give other and higher courses. For the past two years there has been a constant and increasing demand for graduate courses. At this time thirty persons holding diplomas of normal schools and colleges are working in our various graduate classes. Twenty-five of these are graduates of our own four years' courses. Some of them have been teachers, principals and superintendents for a number of years. They claim that the instruction which they can get here is more concrete and better adapted to their purposes than the instruction which they can get elsewhere.

What can the Normal School do? What should it do? Drive these people away from its doors or try to discover what it is in higher instruction which gives them power and serves their purposes? They prefer the laboratory work and the class exercises which the Normal School gives and value these as educative agencies more highly than the lecture, the quiz and the "exam" which confront them elsewhere. We can see nothing better to do than to meet the demands which are made upon us. We shall therefore continue

gradually and prudently increasing our facilities for meeting these demands.

For mere purposes of graduation it does not seem that our established courses should at present be much modified, but where people who have already graduated desire a year or more additional instruction such as the Normal School can give in order to make themselves stronger and better teachers, it seems that we should accommodate them and we shall undertake to do it.

A PECULIAR CHARACTERISTIC OF THE NORMAL SCHOOL.

But the student body of a Normal School contains yet another element of rare quality. In every village and isolated country school district there are lonely large brained girls and boys full of hope and aspirations to whom public school teaching offers the most inviting avenue through which to lift themselves into higher planes of thought and action. As yet these are the people that constitute the predominating element in this Normal School. At first they enter for one year or a half year. Then they teach a term and earn more money that they may re-enter the Normal School to further enlarge their horizon and enrich their lives by assimilating the literary product of the world's best men and mastering the sciences that give command of the world's great forces.

We welcome the young man and the young woman from the farm whenever they, as actual or prospective teachers properly prepared, have the courage and tenacity of purpose to fall in with and move with the busy self directing throng of young Missourians that fill the corridors and class rooms of the Normal School.

After all, the country bred boys and girls, though lacking in the conventionalities of town and city life, have a compensation in strength of body and buoyance of soul that enables them easily to lead in many, if not a majority of the classes. Why not welcome them to the halls of learning? It may seem surprising but they are the very ones who command and hold the choice positions after graduating from the Normal School. Of really strong graduates who have effectively mastered the art of teaching not one has to wait long for a position after graduation; but there are some who secure at graduation the choice positions and for whom superintendents and school boards are always on the look out. These are the young men and young women who teach a little at the age of eighteen or twenty; attend school a year; then teach a again; attend school another year

and perhaps for a third time teach in some difficult village or rural school; then finally re-enter school to cover the junior and senior work in one continuous stretch and graduate at the age of twenty-four or twenty-five years. These are the people that get choice positions. For such as these the President's office in the Normal School has continual inquiries from April to September every year.

An Illustration :—

THE RECORD OF MR. C——, A NORTH MISSOURI BOY.

At 18 teaching a rural school, \$30.00 per month.

At 19 a Normal School Freshman.

At 20 teaching a big district school that had "run out" the preceding teacher, salary \$40.00 per month.

At 21 "finishing Sophomore," with some Junior studies.

At 22 principal of a two room school, \$55.00 per month.

At 26 graduating in the four years' Latin Course and elected to a superintendency at \$100 per month.

And this is not by any means an unusual case.

THE FUNCTION OF THE NORMAL SCHOOL.

The history of the Normal Schools in America covers more than sixty years. Their function ought therefore to be understood and settled. Some, however, would not have it so and in some states the Normal Schools are even now critically in the balance. In most of the states there is apparent equilibrium of educational forces. Missouri, above all, enjoys harmony among her institutions and a frankness in exchange of criticisms scarcely to be found any where else. Deep down, however, there are forces at work which threaten radical changes.

For many years the Normal Schools stood alone in the advocacy of positive and systematic professional training for all teachers, while the great universities and colleges were unreservedly opposed to any adequate pedagogical training or instruction. Gradually and irresistibly the influence of the Normal School has forced a recognition of true conceptions of teaching. Reluctantly the universities are installing departments or chairs for teaching the theory of pedagogics while most of them still repudiate or ignore the fundamental and essential phase of the subject, that of concrete exemplification of good teaching and actual practice under efficient direction and supervision.

Meanwhile a new and potent agency has established itself in the educational field. It is the public high school. All the time and everywhere the Normal Schools were pleading for such organization

of universal popular education as would include secondary education in the form of the public high school. Most of the colleges and universities, especially in Missouri, were slow to recognize the high school. They believed in the private "prep" schools and "fitting" schools; but under the new conditions it is discovered that the universities and colleges must turn to the public high school for the main support of their freshman classes. The universities now seek a means of attracting to themselves the largest possible number of the high school graduates. This is natural. They send agents into the field to visit, inspect and approve the high schools. They keep up an active correspondence with high school teachers and senior classes. They agitate much. All this seems commendable, must be so; but there follows a desire, seemingly a little too strong, to control the appointment of teachers in the high schools. This looks bad. From the university men we hear much of the Minnesota system, which appears to be substantially as follows: The Legislature appropriates a large sum of money for "State Aid to High Schools." An inspector visits the high schools. On his report depends the distribution of the High School Fund. The policy of the inspector is dictated by the University. He is a sort of traveling agent for the university. He seems to act on the theory that all high school teachers should have university diplomas. "State Aid" becomes a means whereby a great monopoly can control the high school teaching force of a state and make each high school a feeder to that one institution.

Then comes a propaganda proclaiming that the high school teachers must be graduates of the university or of colleges affiliated with it, that the Normal Schools must withdraw themselves within the narrow limits of training teachers for elementary schools, and that distinct lines must be drawn classifying and segregating the schools and the teachers. The supreme purpose is to control the public high schools. In the unparalleled growth of the high schools it becomes evident that the control of their teaching corps and the patronage of their graduating classes means ultimately the control of all public education, the power to dictate what each educational instrumentality shall or shall not do.

This vast mechanism is projected by the great northern universities, with Minnesota in the lead. A more insidious scheme for ingrafting European ideals upon American soil would seemingly be difficult to conceive. The high schools of some states even now are immeasurably damaged by being made the practice schools for large numbers of inexperienced and untrained university graduates who

are inexcusably ignorant of school government, discipline, class management and the direction of student work, and who from long isolation in specialized study are innocently unconscious of all practical avenues to the soul of growing pupils.

In our own splendid State there is no open threat of centralized power. The Normal Schools, the University and the Colleges share in friendly co-operation positions of all sorts in the public schools; but to say the least, the enormous monopolies constituting the great northern universities enjoy such power as almost to vitiate the judgment of university men in other states; and just where the unwise encroachments will end it is not easy to predict. It probably depends in large measure upon the Normal Schools themselves and the alertness and good judgment of their friends.

The Normal School men were the Missouri pioneers in advocating organized and articulated high schools. In this great movement our first President, Dr. J. Baldwin, was pre-eminent; and while a majority of the Missouri Normal School graduates teach in elementary schools, as from the needs of education we should expect them to do, they also fill a large percentage of the high school positions and superintendencies of the State.

For thirty years our Normal Schools have sought to fulfill the function for which the State designed and organized them, that of preparing teachers for the public schools of the State. We feel that if by any mis-chance they should be degraded and reduced, as those of Minnesota are understood to be, so as to supply teachers for one class of schools and only one, they would no longer invite to their doors or receive such sturdy, clear headed, ambitious, forceful students as those who for thirty years have filled the class rooms at Kirksville, Warrensburg and Cape Girardeau. Students who enter the Normal Schools have lofty ambitions of many varieties. The prospective kindergartner and the prospective high school teacher are at their best in classes side by side; they are a mutual inspiration to each other; neither one can do so well in isolation from the other. None can tell from the early efforts of the prospective teacher just what grade or kind of teaching he or she is best adapted to do. It is only after some years in the professional atmosphere and in actual training under direction and criticism that the young prospective teacher can differentiate his or her aptitude and talent. The Minnesota regime reduces education to a caste system wherein only university graduates congregate as teachers in one kind or grade of school, Normal School graduates in another kind, and the untrained

common school graduates and non-graduates in some other kind. All this is certainly un-American. Prospective teachers develop best where there is an atmosphere of broad and deep learning, where the professional horizon is large and each teacher's work can be viewed in its relation to all professional work and to all life. In degrading the Normal Schools the transplanted European scheme would, as it is designed to do, drive the plodders and the unambitious into those schools while the ambitious and more restless young people would strike out for higher and larger possibilities. The scheme would produce abnormal and artificial classification because it ignores latent natural aptitudes and the possible development of those aptitudes. By too early differentiation it tends to take from the elementary schools the strongest talent and those of the best perspective and the greatest power of initiative. We need in the elementary schools the light of the best scholarship as well as the best training.

The caste system would turn over and surrender to the untrained, unskilled, high strung, unsympathetic university product our public high school children at the most critical age, i. e., in the period of adolescence when the girls and boys are passing through the most uncertain stage of existence, the period of storm and stress, of exaltation and gloom; when they are neither children nor adults, but prefer to be now the one and now the other; when they need the kindly, directing, watchful care of teachers capable of deep personal interest, with enlarged sympathies, and the utmost sanity in utilizing every agency which may help to guide aright the varied energies of exuberant young life.

The university faculty is a great investigating body. We look to it in profound respect to unlock for us more and more of the unknown and to generalize for us the learning of the world; but we do not look to it as a teaching body. Hardly any one ever goes to a university to see good teaching. He may see it there, and often does, but no one ever goes there to learn directly anything of school management. No one expects to learn from a university professor any directly practical facts about the organization, grading, discipline or class management of a public school. Very few of the university professors themselves would claim to exemplify anything in their teaching which would be worth studying by the students of Pedagogy. It is evident, therefore, that the student who has lived four or five years among the profound scholars and splendid men at the university has not only had his mind far away from practical school management but he has grown accustomed to those forms of teaching that are very ill-adapted to elementary and secondary schools.

The Normal School does not seek to dictate what the function of any other institution shall be. It even refuses to have its own policy dictated by the great universities or any other institutions. It is created as an integral and essential part of every public school system. It responds directly to the demands of the community by which it is created. It is closer to the great common schools, i. e., to the district school, graded school and high school than any other existing institution. Its curriculum is determined and controlled by the demand made upon it for teachers in all the common schools, the demand for teachers who have good scholarship and reasonably well developed skill, who can govern, direct and teach.

But while the Normal School does not meddle with the function of any other institution, it is in duty bound to speak for fair treatment of the children it was created to serve. It lays down this fundamental and unassailable proposition: That no institution can ever justly claim a right to furnish the teachers for schools of any specified kind or grade until such institution has conformed to the following requirements:

1. It must guarantee in the proposed teachers sound academic scholarship adapted to the purposes of the grade of pupils to be taught.

2. It must have brought to the consciousness of the proposed teachers the concrete and actual problems of management, discipline and instruction.

3. It must, in some measure, have familiarized the prospective teachers with the mental content, disposition and capabilities of the child or person to be taught and must have enabled such prospective teachers to learn something of the avenues to the soul of the one to be taught.

4. It must acknowledge its inability to guarantee efficiency in teaching until it has given its out going prospective teachers some opportunity to develop or exhibit that efficiency by actual experimental teaching under efficient direction and supervision.

5. It must so far elevate its own ideals as to refuse to vouch for its own graduates who are untrained and unskilled in teaching and who yet would venture to gain skill by crude undirected experimentation at the expense of the innocent victims on whom they are willing ruthlessly to practice.

THE SUMMER SCHOOL OF 1902.

The summer school at Kirksville in 1902 continued $13\frac{1}{2}$ weeks with a total enrollment of 188. Branch summer schools were conducted by members of the Faculty and others as follows:

At Kahoka, enrollment, 29;

At Monroe City, enrollment, 38;

At Tarkio, enrollment, 87;

At Savannah, enrollment, 42;

Total in branch schools, 196;

Grand total in summer schools, 384.

While these schools were uniformly satisfactory to the students so far as known, yet the policy of branch summer schools is believed to be an unwise one and is therefore discontinued.

THE SUMMER SCHOOL OF 1903.

The summer school of 1903 requires the services of the entire Faculty with one or two exceptions. In cases where members of the Faculty have been released from summer school instruction, others have been substituted in their places with the exception of one department. The enrollment at the time of going to press is 305.

A more definite and settled policy regarding the summer school is now adopted. The short six weeks' courses although practiced by the University and some other Normal Schools, are believed to be unwise. They require a very high tension in the students for a short period of time, compel students to go over a great amount of subject matter hurriedly, lead to habits of cramming and leave the students with superficial views of subjects studied. In other words these short courses permit no time or opportunity for digestion or assimilation of the subjects studied.

This Institution has therefore adopted the policy of a three months' summer term beginning about the last Thursday in May or the first Monday in June and running till about the 25th of August. Each student of this summer school is permitted to pursue three subjects requiring preparation and one other subject, and to do a semester's work in each. But the six weeks' summer school is somewhat popular and does serve a purpose. Of the students enrolled at this time, about fifty desired opportunity to pursue two subjects each for a period of six weeks. We have therefore been obliged to offer six weeks' courses in Literature, Ancient History, Zoology and Algebra. Six weeks' courses are also offered for special pedagogical purposes in U. S. History, Civil Government, Arithmetic and Grammar.

While it may be considered the settled policy of this School to make the summerschool a twelve weeks' course, yet we desire it understood that this Institution will undertake to accommodate the teachers of this Normal School District and we will offer such courses as those actual teachers demand who have not the time or opportunity to pursue the larger number of subjects a longer time.

COMMENCEMENT WEEK.

Commencement Week began with the Baccalaureate Sermon by Rev. Homer W. Starr, of Monroe City. This was followed by an address by Mr. F. H. Burt, State Secretary of the Y. M. C. A., given under the auspices of the Y. M. C. A., and the Y. W. C. A., of the Institution. It is now the purpose of these Associations to make such an address one of the permanent features of Commencement Week. The usual Class Day Exercises by Sophomores and Seniors were varied and highly pleasing.

The address to the Sophomores was delivered by Judge Selden P. Spencer, of St. Louis; the address to the Seniors, by Dr. N. A. Harvey, of the Chicago Normal School. One of the most pleasing features of Commencement Week was the banquet of the Alumni Association which was participated in by a large number of the Alumni and their friends. It is believed that this banquet marks the beginning of a new era in the Alumni Association. Supt. J. A. Whiteford, of Moberly, was elected President of the Association for the ensuing year; Miss Minnie Brashear, Vice-President; Miss Ardella Dockery, Secretary and Treasurer.

NORMAL ARCHIVES.

Mr. E. M. Violette has been re-appointed Curator of the archives of the Institution. It is requested that friends and former students of the Institution, so far as possible, collect old records, newspaper items and other historical data and turn them over to the curator. Any one having numbers of the early catalogues (in the '60's and '70's) and numbers of the Normal Message for the years '94-'97, will greatly assist in this work if he will donate such documents to the curator of the archives. All documents submitted to the curator will be carefully preserved. They will be returned if so desired.

THE LECTURE COURSE.

The Young Men's Christian Associations of the Normal School and of the American School of Osteopathy conduct each year a course

of lectures and entertainments which have thus far proven instructive and highly beneficial to the students of both schools and to the community. The enterprise is also a financial success, there being some net profits to the associations each year.

The entertainments next year, it is believed, will prove more than ordinarily satisfactory. In order to make them so, the Associations have gone to greater expense than ever before. The following will probably be six of the principal numbers:

Gov. Bob Taylor; Boston Ladies' Symphony Club; Mrs. Beecher; Chicago Glee Club; Copeland; and Geo. R. Wendling. Some of these numbers cost as high as \$225 each and the total income of these six entertainments is expected to be not less than \$1000.

Among the rare treats of the past year were the lectures of Dr. Wm. A. Quayle, of Kansas City, in behalf of the Young Women's Christian Association of this school, the net proceeds of which enabled the young ladies to pay for an elegant new piano and to have a net surplus of some \$70.00 which they were pleased to divide with the Y. W. C. A., of the American School of Osteopathy.

YOUNG PEOPLE'S CHRISTIAN ASSOCIATIONS.

The students of this Institution voluntarily maintain strong working organizations of the Young Men's Christian Association and the Young Women's Christian Association. These organizations are helpful to students in many ways. They emphasize high ideals of life. They are self directing agencies. They encourage the student to act on his own responsibility and to maintain personal dignity. They cultivate quietude and genial social habits.

These organizations are of much practical value to the school during the opening days of the school year. They keep lists of the boarding houses and assist incoming students in getting located when requested or permitted to do so. Committees wearing the school colors will, during the opening week of the school, meet incoming trains and conduct students to boarding houses. Members of these committees will be recognized by their badges of purple and white. Any young lady coming alone will be especially looked after if she will take the precaution to notify Miss Myra Withers, Student Secretary of the Y. W. C. A., or even the President of the School, so that the time of her arrival may be known. Any young lady wishing to enter one of the young ladies' boarding clubs should write to the Student Secretary or to the President of the School, stating particulars.

The Y. M. C. A., has two rooms beautifully furnished, one for a reading room and general assembly room, the other for a committee room.

The Y. W. C. A., has one room, a very pleasant one, well furnished with rugs, chairs, rocking chairs, couches, a piano, writing desks, writing materials, daily papers, magazines, etc. The rooms are mainly under the control of the respective organizations and are frequented at all hours of the working day by quiet people who wish to study, read and rest. These privileges are tendered to all students irrespective of membership in the associations. We do not know of any other institution that has reaped so many benefits from the influence of these young people's societies as this one has during the past year.

Each association has devotional meetings every Sunday. One beautiful feature of the Y. W. C. A. is the very brief prayer meeting which is held at 11:55 each day and which usually continues eight or ten minutes. Once a month the Associations meet jointly. Receptions are given occasionally and special care is taken to get students acquainted with one another so that all may feel very much at home. The officers are as follows:

Y. W. C. A.: President, Miss Cora B. Collier; Corresponding Secretary, Miss Ruth Gaston; Student Secretary, Miss Myra Withers.

Y. M. C. A.: President, C. T. Goodale; Corresponding Secretary, Virgil E. Dickson.

STATE MEETING YOUNG MEN'S CHRISTIAN ASSOCIATION.

This Institution, the Kirksville High School and the American School of Osteopathy sent sixty delegates to the State Meeting of the Y. M. C. A., at St. Joseph last November. The next meeting representing all the Y. M. C. A. organizations of the State, will be held at Kirksville in November, 1903. Doubtless 400 to 450 delegates will attend this meeting. The three Kirksville organizations are making extensive preparations for the entertainment of this great meeting.

ATHLETICS.

The General Assembly made moderate appropriations of money for the improvement of our Athletic Field and for gymnasium supplies. By this means we have been able to put a foot ball and base ball field in reasonably good condition and we shall during the year

fit up the gymnasium so as to afford very good means for indoor athletics. Suits and necessary equipment will be secured for the young men and it is thought that the School will have a very good foot ball team during the coming season and a first rate base ball team next Spring.

We have no intention to allow athletics to run to excess as some institutions have done. Indeed, the young men of the Normal School are rather inclined to excessive study and seldom if ever inclined to excesses in athletics.

Miss Barnes will spend the summer in gymnasium work in Chicago University and at Chautauqua and will be prepared to direct daily exercises in gymnasium work for young ladies.

It should be noticed that we purpose giving credit for regulated gymnasium work the same as we would for Physical Culture in any other form.

It is proposed also that the entire School, during the coming year, shall spend a little time on the campus daily or almost daily in a great variety of healthful exercises and sports. Basket ball, lawn tennis, running, jumping and various games will be organized. It is hoped that the entire Faculty and student corps will thus be induced to spend a little time in the sunshine daily and thereby contribute to better general physical health and consequently to better student work.

VACCINATION.

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

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

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

1. Vaccination should always be done by a physician who will take due precaution and make the operation aseptic, as much so as is done in surgical cases.

2. The after care is as important as that of injuries or surgical operations.

3. Only sterilized dressings should be used.

4. Vaccination that is not infected by carelessness seldom gives any trouble.

LITERARY AND DEBATING SOCIETIES.

The students of this Institution maintain voluntarily two general literary societies, the Philomathean and the Senior, whose membership is made up of both ladies and gentlemen.

In addition to these, there are two vigorous, well attended Debating Societies, the Websterian and the Claytonian, composed exclusively of young men. The meetings of these societies are held Friday night or Saturday night of each week in well lighted and well furnished halls. All these societies are on a self governing basis and membership is a question between the individual student and the society which he desires to join. The work of these societies during the past year is believed to have been an improvement on that of former years. There was greater variety in the programs than heretofore and more of originality.

Great interest in these societies was aroused during the latter part of the year on account of the preparations for the Annual Debate with the Normal School at Peru, Nebraska. The team sent to Nebraska consisted of Mr. L. A. Moorman and Miss Gertrude Heller, members of the Senior Class and Mr. J. P. Murphy, a member of the Junior Class. There was great rejoicing among the students when the Kirksville team returned victors in the contest. The School went in a body to meet the returning team and was given a half holiday in honor of the event.

In addition to the societies above mentioned each of the organized classes of the School, Freshman, Sophomore, Junior and Senior, maintains an independent organization. These classes have literary programs of their own which are often of a high order. A majority of the students, therefore, have very good opportunities for participating in exercises of various literary societies.

Next year the Department of English, as may be seen elsewhere, will undertake to emphasize argumentative discourse and thereby no doubt greatly strengthen our students in debate.

GOVERNMENT.

This Institution continues to be conducted on the basis of self government. The students who enter here are as a rule men and women of well settled purpose. Their time is valuable and they may therefore be trusted to take care of themselves. This does not mean that the Faculty will at any time be negligent or that they would tolerate bad behavior, but we have no system of reporting



L. A. MOORMAN.

GERTRUDE HELLER.
THE SUCCESSFUL DEBATERS.

J. P. MURPHY.

conduct, no checks and no deportment marks. We are seldom annoyed by the trifling delinquencies which characterize over disciplined schools. Our students are put upon their honor. This is gratifying to them. It appeals to the best that is in them. They feel free from constraint. They have the same interest in good order that members of the Faculty have. Disorder disturbs them and interferes with their study and their work. They feel responsible for the moral tone of the Institution. They are urged to act in the presence of the Faculty precisely as they would in the absence of the Faculty. This appeals to their manliness and womanliness and relieves the Faculty of a great number of petty duties.

But there is no other school whose student corps compares with that of a Normal School. Even the casual visitor often makes comments to this effect. Students who come here are almost uniformly ambitious people who have long planned important careers for themselves. They expect to control, in large measure, the destiny of the community and the state in which they live.

Every one who works in the Faculty of the Normal School is proud of the student corps of the Institution.

ADMISSION OF STUDENTS.

All persons wishing to enter this Institution should read the following conditions of admission:

1. Young men should be at least sixteen years of age; young women, fifteen years of age.
2. Those seeking admission for the first time should present evidence of good character. Letters from county school commissioners or other persons of known integrity will be sufficient.
3. Those coming from other institutions should present evidence of having been honorably discharged; such as reports, grade cards or letters from teachers.
4. Each one enrolling signs a declaration of intention to engage in teaching in the public schools of Missouri.

ADMISSION TO TRAINING SCHOOL.

The Training School will receive next year about 120 children exclusive of the Kindergarten and will be prepared to accommodate about 50 children in the Kindergarten. There are no fees for admission to the Kindergarten or the Training School.

BOARD.

Board (including room, meals, light, fuel, etc.,) costs from \$2.50 to \$3.25 or \$3.50 per week, owing to kind and quality of accommodations and distance from the building.

A majority of the students pay only \$2.50. A few, under the self boarding or clubbing plan, of course reduce their expenses to \$2.25 and sometimes to \$2.00 per week. Many of the students rent rooms and board in clubs, thereby reducing expenses to the minimum. Good homes in private families can always be secured.

ENTRANCE ON GRADES FROM OTHER SCHOOLS.

Read carefully this paragraph and thereby save much time and correspondence.

The President and members of the faculty are familiar with the standards of all schools of North Missouri and reasonably well acquainted with the standards in all neighboring territory. Grades obtained in high schools and other institutions ordinarily approved by universities, colleges or normal schools will be accepted in the departments of this institution for purposes of classification. Students therefore should bring with them their grade cards, certificates, diplomas and other written statements of student work done by them.

Notice specifically that we are pleased to classify students and make up their programs from these credentials.

Then if the students maintain themselves creditably in the advanced work which they undertake to do in this Institution, the grades brought from other institutions are finally approved and inserted in our records.

These are simple and convenient rules which have worked satisfactorily for several years.

TIME TO ENTER.

The best time to enter is at the beginning of the school year. The next best time is at the middle of the year. It is well to get an even start with others, but we have students entering at almost all seasons and we undertake to adapt ourselves to the necessities of the community which we serve.

In some subjects such as History, Chemistry, etc., it is pretty difficult to get a start satisfactorily unless one enters when a new class is organized.

In the more elementary subjects, one can sometimes enter at the middle of a semester and work quite advantageously, doing some

work by way of review and beginning other work at points where the student left off at a previous time because of some necessity requiring absence from school.

WHAT TO BRING WITH YOU.

Bring your old books, your dictionary, your reference books.

As evidence of former standing bring grade cards, certificates, diplomas, etc.

Avoid examinations by bringing all your written credentials.

Examinations on entering a school are worrisome to the student and add to the labors of the President and Faculty.

WHAT TO DO WHEN YOU REACH KIRKSVILLE.

If unacquainted in Kirksville, go at once to the President's office. He will give you a list of the boarding houses and undertake to assist you in getting located.

Then go to the Baird National Bank at the south east corner of the public square, pay your incidental fee to the Treasurer, \$8.00 for one semester, 18 weeks; or \$5.00 for one quarter, 9 weeks. W. T. Baird, Cashier of the Bank, is Treasurer of the Board of Regents.

Bring your receipts to the President's office to exchange for your official program.

MAKING YOUR PROGRAM.

If it is certain what subjects you are prepared to study the President will at once issue your official program. Otherwise you will be sent to the several members of the Faculty who will inspect your credentials and recommend on your "credential card" the subjects for your program.

TIME OF CLASSIFICATION.

Resident students: The President and some representatives of the Faculty will be at the Normal School building Friday and Saturday, September 4th and 5th, for the purpose of classifying resident students.

Non-resident students: The President and all members of the Faculty will be in their respective rooms or offices at the Normal School building Monday and Tuesday, September 7th and 8th for the purpose of classifying non-resident students.

BEGINNING OF RECITATIONS.

Recitations will begin, according to the program given in other pages of this Bulletin, at 8:35 Wednesday morning, September 9th.

All students should heed this notice.

This school opens and closes by the program.

It has done so for several years.

We mean that there will be actual class work on Wednesday, September 9th. Some will not get this notice and will suppose that we are like some other schools, not starting according to the program.

But we economize our own time and the time of students by starting the whole machinery according to announcement and closing also according to announcement.

The program clock never notices the weather. It designates the time of the beginning and closing of recitations. Students do not even wait for permission to leave class rooms at the close of recitation time. The electric bell rings and students must get up and move to give room for others who will come.

SPECIAL SUGGESTIONS.

1. All books, wraps, hats, caps, overshoes, umbrellas, etc., should be plainly marked by the owners thereof so as to be known wherever found.

2. The city residence of every student is required at the office. In case of change report should be made at once.

3. Every case of sickness should be reported promptly at the office. When any student is taken sick he or she is especially requested to send word to the office. The President and Faculty will thus be able to contribute much to the relief of the students.

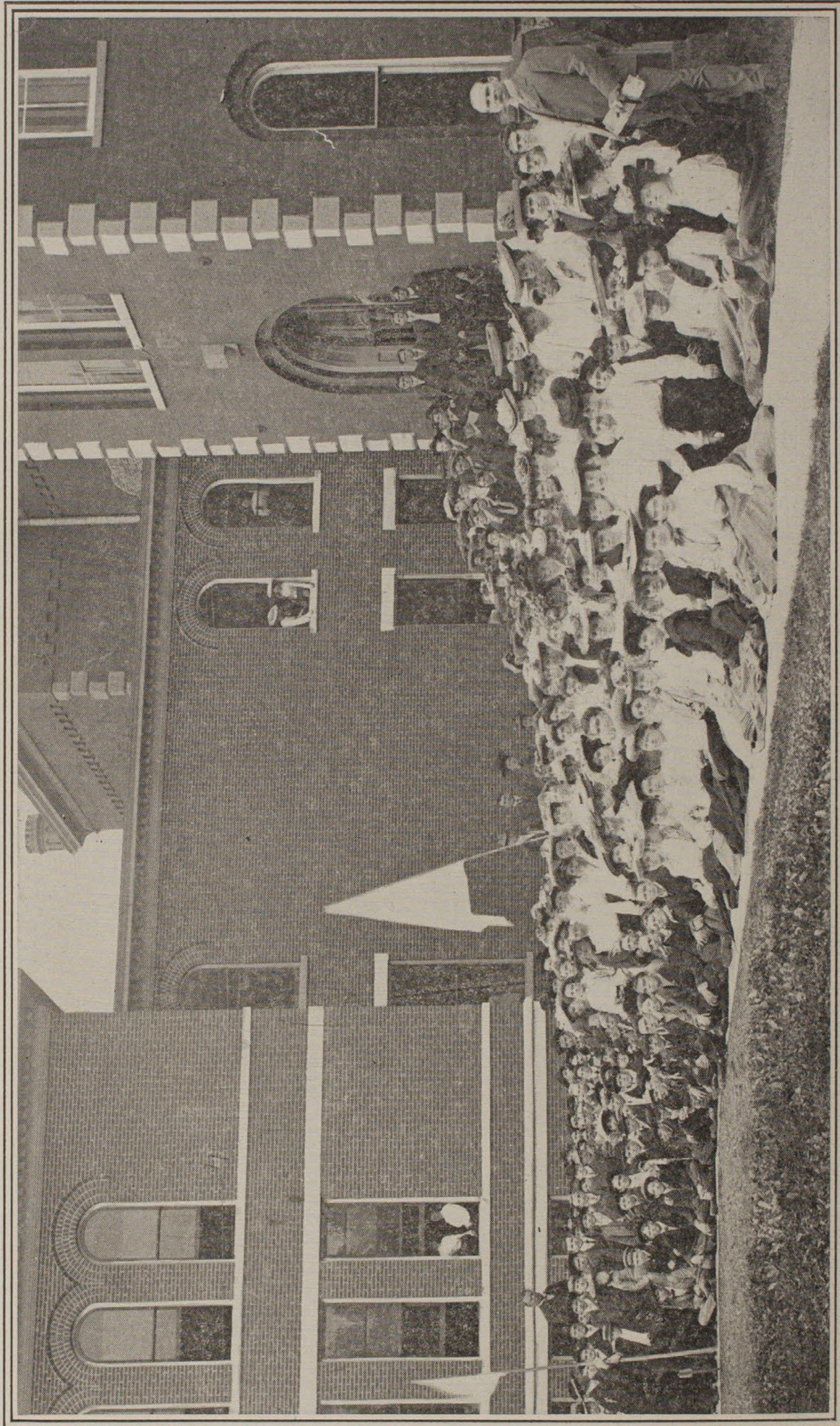
4. Reasons for absence from school or from any class are to be presented at the office before re-entering the class.

GENERAL REGULATIONS.

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

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

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



THE SCHOOL MAY 11, GIVING THE DEBATERS A GOOD START.

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

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

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

RULES FOR GRADING AND REPORTING.

1. Seventy-five (75) is to be the passing grade.

2. Three ranks are to be recognized above and including 75:

1. *Passable*, to be marked and reported by the letter "P."

2. *Good*, to be marked and reported by the letter "G."

3. *Excellent*, to be marked and reported by the letter "E."

3. Two ranks are to be recognized below seventy-five (75):

1. *Conditioned*, to be marked and reported by the letter "C."

2. *Failed*, to be marked and reported by the letter "F."

4. Grades in the Normal School books and records are to be marked by the above mentioned letters and those only; but any teacher may give numerical grades to his students if he desires to do so.

5. Each teacher establishes his own requirements for the ranks to be attained.

6. A student who is conditioned in any subject which continues from one semester to another, may continue in that subject but must satisfy the teacher under whom he is conditioned that he has made up the conditioned work, the time and method of satisfaction to be left to each teacher. If a student fails to make up conditioned work within one year after condition is imposed, he shall be required to do the work over again in class.

7. A student who has failed in any subject which continues from one semester to another, shall do the work in which he has failed over again in the class and shall not do advanced work in that subject until a passing grade shall be made in the back work.

COURSES OF INSTRUCTION.

SUB-NORMAL COURSE. A THOROUGH AND SYSTEMATIC TEACHERS' COURSE IN THE SUBJECTS THAT ALL TEACHERS MUST KNOW.

One class in arithmetic, rigorous, searching, thorough, old fashioned mental and written Arithmetic, by Mr. Ginnings.

One good thorough-going Grammar class, by Mr. Settle.

One class in U. S. History, in relation with its correct Geographical background, and one class in Civil Government—both taught by Mr. Jno. T. Vaughn, a full Professor of the Institution, specially fitted for these subjects by recent work in the Chicago and Harvard Universities, a man full of his subject and fond of it.

Physiology, by Mr. Daugherty, whose Ph. D. degree was earned by work in this and allied subjects.

The above is to be a short, sharp and final course for teachers and those who are soon to teach.

It is not an ordinary course. It is not by ordinary men. It is not eighth grade work. It is sound and severe work such as young teachers want and must have, such as the grades and the High Schools do not give, such mental diet as strong young men and women relish and such as they must have in order to become forceful teachers.

TABULAR VIEW OF THE COURSES OF INSTRUCTION.

LATIN COURSE NO. I.

LATIN COURSE NO. II.

FRESHMAN YEAR.

Lat. (First Book & Nepos.)2 English (Myth. & Am. Lit.).....2 Alg. (Wentw. New Sch.).....2 Rdg. and Ph. Cult.....2 or 1 Drawing, Music.....1 or 2 Pedagogy Com. Sch. Br.....1	}	Lat. (First Book & Nepos).....2 Eng. (Myth. & Am. Lit.).....2 Alg. (Wentw. New Sch.).....2 Rdg. & Ph. Culture.....2 or 1 Drawing, Music.....1 or 2 Pedagogy Com. Sch. Br.....1
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SOPHOMORE YEAR.

Latin (Nepos. & Cae.).....2 English (Rhetoric).....2 Zoology2 Plane Geometry.....1 Practice Teaching.....1 Pedagogy.....1 Music or Manual Train'g or } Gymnasium work..... }1	}	Latin (Nepos. & Cae.).....2 English (Rhetoric)2 Anc. Hist. (O. & G. & Roman)2 Geometry or Zoology.....2 Practice Teaching.....1 Pedagogy1 Dr. or Music or Manual Tr. } or Gymnasium work..... } 1
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JUNIOR YEAR.

Latin (Cicero & Ovid.).....2 Oriental & Greek & } Roman History..... }2 Chemistry.....2 Solid Geometry.....1 Trigonometry.....1 Schools of Mo.....1	}	Latin (Cicero & Ovid).....2 Med. & Modern History.....2 Chemistry.....2 Plane & Solid Geometry or } Trigonometry & Col. Alg... } 2 Schools of Mo.....1
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SENIOR YEAR.

Latin, (Sallust & Vergil).....2 English Literature.....2 Physics.....2 College Algebra.....1 Practice Teaching.....2 or 1 History of Education.....1	}	Latin (Sallust & Vergil).....2 English Literature.....2 Physics or } Trig. & Col. Algebra or } 2 English Const History & } Am. Const. History } Practice Teaching.....2 or 1 History of Education.....1
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ELECTIVES AND GRADUATE STUDIES.—Analytical Geometry, Calculus, Advanced College Algebra, Livy, Horace, Elizabethan English, Nineteenth Century Literature, one semester each; English Constitutional History, American Constitutional History, Experimental Organic Chemistry, General Inorganic Chemistry, General Descriptive Physics, Advanced Zoology or Biology, History and Philosophy of Education, one year each.

NOTE: The Arabic Numerals show the number of semesters in each subject. A semester is 18 weeks.

NOTE: For the Sophomore, or "Elementary," Certificate at least one semester of Reading and Physical Culture is required. Of Reading and Physical Culture, Drawing, Vocal Music, Gymnasium Work and Manual Training at least four semesters are required. It will be seen that some election is allowed.

NOTE: For the Sophomore Certificate one semester in the Training School is required; two in Pedagogy are required.

NOTE: For the Diploma, including Life Certificate, at least two semesters in Training School are required; four semesters in Pedagogy and History of Education are required.

TABULAR VIEW OF THE COURSES OF INSTRUCTION.

ENGLISH COURSE NO. I.

ENGLISH COURSE NO. II.

FRESHMAN YEAR.

English (Myth & Am. Lit).....	2
Agri. (or Ph. Geography).....	2
Algebra (Wentw. New Sch.).....	2
Rdg. and Physical Culture...2 or 1	
Drawing, Music.....	1 or 2
Pedagogy Com. Sch. Branches.....	1

English (Myth & Am. Lit).....	2
Agri. (or Ph. Geography).....	2
Algebra (Wentw. New Sch.).....	2
Rdg. & Ph. Culture.....	2 or 1
Drawing, Music.....	1 or 2
Pedagogy Com. Sch. Br.....	1

SOPHOMORE YEAR.

English (Rhetoric).....	2
Oriental & Greek & Rom. Hist.....	2
Zoology.....	2
Plane Geometry.....	1
Practice Teaching.....	1
Pedagogy.....	1
Music or Manual Training or } Gymnasium Work.....	1

English (Rhetoric).....	2
Anc. Hist. (O. & G. & Rom.).....	2
Zoology.....	2
Geometry.....	2
Practice Teaching.....	1
Pedagogy.....	1
Music or Manual Training or } Gymnasium Work.....	1

JUNIOR YEAR.

English (American Literature)	2
M. & M. H. or Eng. & Am. Hist....	2
Chemistry.....	2
Solid Geometry.....	1
Trigonometry.....	1
Schools of Mo.....	1

English (American Literature).....	2
Med. & Mod. Hist.....	2
Chemistry.....	2
Trigonometry.....	1
College Algebra.....	1
Schools of Mo.....	1

SENIOR YEAR.

English Literature.....	2
Physics.....	2
Man. Tr. or 2d yr. Ger.....	2
College Algebra.....	1
Practice Teaching.....	2 or 1
History of Education.....	1

English Literature.....	2
Physics.....	2
{ Col. Alg. & Analytics or } { Eng. Const. Hist. & } { Am. Const. Hist. }	2
Manual Tr.....	1
Practice Teaching.....	2 or 1
History of Education.....	1

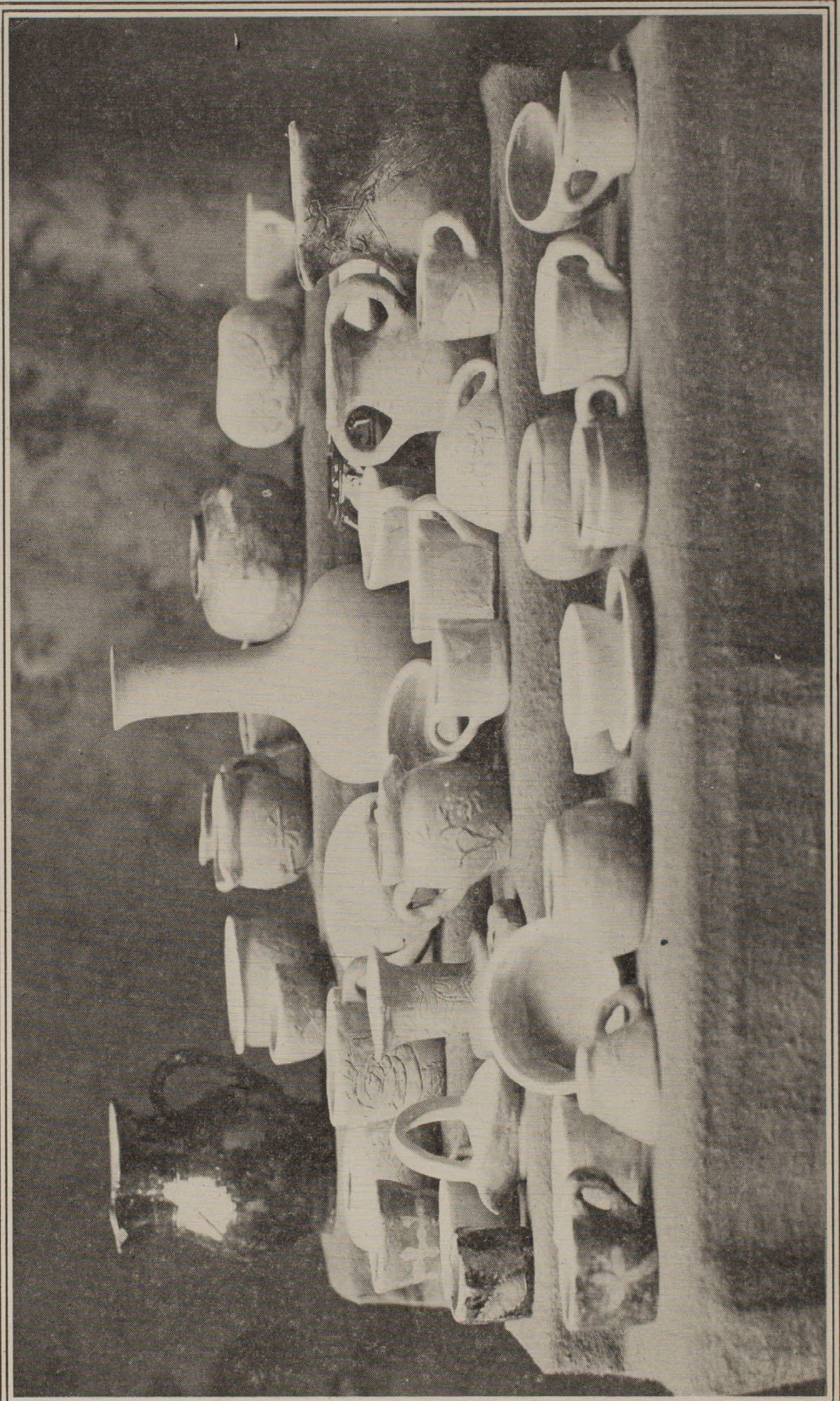
ELECTIVES AND GRADUATE STUDIES.—Analytical Geometry, Calculus, Advanced College Algebra, Livy, Horace, Elizabethan English, Nineteenth Century Literature, one semester each; English Constitutional History, American Constitutional History, Experimental Organic Chemistry, General Inorganic Chemistry, General Descriptive Physics, Advanced Zoology or Biology, History and Philosophy of Education, one year each.

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Note: For the Sophomore, or "Elementary," Certificate at least one semester of Reading and Physical Culture is required. Of Reading and Physical Culture, Drawing, Vocal Music, Gymnasium Work and Manual Training at least four semesters are required. It will be seen that some election is allowed.

Note: For the Sophomore Certificate one semester in the Training School is required; two in Pedagogy are required.

Note: For the Diploma, including Life Certificate, at least two semesters in Training School are required; four semesters in Pedagogy and History of Education are required.



SAMPLES OF CLAY MODELING IN THE TRAINING SCHOOL.



SAMPLES OF BASKET WEAVING IN THE TRAINING SCHOOL.

ELECTIVE COURSES.

The following Four Years' Elective Courses are offered, each requiring a sum total of twenty academic and pedagogic units. A unit is two semesters of work in one subject, i. e., by Normal School standards. Fourteen academic units may be selected from subjects as follows:

Subjects.	No. of units offered by the school.	Minimum to be offered by student, if any in the subject be offered.
English.....	5.....	3
Latin.....	5.....	2
Mathematics.....	5.....	2
Science.....	7.....	2
History.....	4.....	2
German.....	4.....	2

In any four years' elective course fourteen academic units may be selected from the above given list. To these must be added three units in Pedagogics including Training School work; also three units selected from the five following subjects, in each of which the School will give at least one unit; 1. Reading and Physical Culture; 2. Vocal Music; 3. Drawing; 4. Manual Training; 5. Gymnasium Work. But notice: In order to graduate by an Elective Course one subject must be selected which shall constitute the *major subject* or the contemplated specialty of the student. Around this subject others should cluster which constitute related minors. To illustrate: One student is preparing to be a Latin teacher. This student will present five units in Latin, four in English, two in History, two in Mathematics, two in Science. To these fifteen units, three in Pedagogy and three in subjects not requiring preparation will be added. This student has one surplus academic unit which of course is never objectionable.

Notice again: Every elective course must include at least three units in English and two in Mathematics, these five units being recognized as constants.

Exception: By the table above given, no units are accepted in a subject unless two are offered. The following exception is allowed: In the case of a student offering five units in a major subject, such student on account of greater specialization may offer and have accepted for purposes of graduation, a single unit in one other department, provided it be not in English.

No unit will be accepted unless all lower units in the same department are first accepted and in these elective courses no half unit will be accepted.

All subjects must be pursued in natural order and all programs of students are subject to the approval of the interested department teachers and the President.

DAILY PROGRAM FOR FIRST SEMESTER,

Sept. 9, 1903, to Jan. 22, 1904.

TEACHER.	ROOM	FIRST PERIOD. 8:35-9:15	SECOND PERIOD. 9:20-10:00	THIRD PERIOD. 10:30-11:10.	FOURTH PERIOD. 11:15-11:55.	FIFTH PERIOD. 1:05-1:45.	SIXTH PERIOD. 1:50-2:30.	SEVENTH PERIOD. 2:35-3:25.
Bryan	1	Adv. M. Tr.	Begin M. Tr.	Adv. M. Tr.	Begin. M. Tr.	Adv. M. Tr.	Begin. M. Tr.	
Gentry	3		Freshman Latin.	Sophomore Nep. & Cae.	Junior Cicero.		Senior Sallust.	
Green	11	Mid. Fr. Latin	Mid. Soph. Caesar.		Freshman Latin.			*Livy.
Violette	4			Ancient (Rom.) Hist.	Ancient (O. & G.) Hist.	Ancient (O. & G.) Hist.	English History.	Mediæval History.
Vaughn	6			Sub. U. S. H.	Sub. Civ. Gov.	Civ. Gov. for Teachers.	U. S. H. for Teachers.	Am. Const. History.
Daugherty	7	Sophomore Zoology.		Physiology.	Phys. Geog.	Mid. Soph. Zool.		
Jackson	A B		Botany.	Nature Study.		Agriculture.		
Weatherly	9 43	Begin Junior Chemistry.		*Organic Chemistry. Senior Physics.		Mid. Jun. Chem.		
Lehman	2		Pl. Geom.	Mid, Fr. Alg.	Pl. Geom.	Col. Alg.		
Ginnings		Fr. Alg. Room 4.	Fr. Alg. Room 4.		Mid. Fr. Alg. (5)		Arith. for Teachers (8)	
Prewitt	5	Arith.	Gram.	Sol. Geom.		Fr. Alg.	Sol. Geom.	

Settle	44	Senior English.		Junior English.	Sophomore Rhetoric.	Sophomore Rhetoric.	Argumentative Discourse	
Barnes	42	Fr. Eng.		Fr. Eng.	Fr. & Soph. Drawing (8)	Drwg. in Tr. School.	Gym. Work for Girls.	
Parrish	Li	Library.	Mid. Fr. Eng.	Library.	Library.	Library.	Library.	Library.
Owen	12	Begin. R. & Ph. C.	Gram.	Adv. R. & Ph. C.	Begin. R. & Ph. C.	Adv. R. & Ph. C.	Mid. Soph. Rhetoric.	
Goldberg	42						First year German.	Second year German.
Wilson	8	Pedagogy Com. Br.	Soph. Ped.	Soph. Ped.		Jun. Ped. and Psych.		
Tinkham	15	Tr. Sch. Mus.	Voc. Mus.	Voc. Mus.	Tr. Sch. Mus.	Voc. Mus.	Special.	
Hastings		Tr. Sch.	Tr. Sch.	Tr. Sch.	Tr. Sch.	Tr. Sch.	Tr. Sch.	
Westrope		Tr. Sch.	Tr. Sch.	Tr. Sch.	Tr. Sch.	Tr. Sch.	Tr. Sch.	
Greer		Tr. Sch.	Tr. Sch.	Tr. Sch.	Tr. Sch.	Tr. Sch.	Tr. Sch.	
Adams		Kgn.	Kgn.	Kgn.	Kgn.	Consultation.	Consultation.	
Kirk								

*Time of Organic Chemistry will be set to suit convenience of the Instructor, the class and the Laboratory Assistant.

*Time of Livy class may be changed.

This entire program is subject to alteration.

NOTE—Students should select and ask for the subjects they need. We have a large Faculty and will undertake to meet the necessities of all students.

DIPLOMAS AND CERTIFICATES.

Candidates for graduation in the Sophomore or Elementary Course are required to do the equivalent of at least one semester's resident student work. Candidates for graduation in any Senior Course or Four Years' Course are required to do the equivalent of one year's resident student work, a year consisting of two semesters of eighteen weeks each. All candidates must be of good moral character and maintain a rank of "G" in at least half of the subjects studied.

Those who complete the Sophomore Year in a Latin Course, an English Course or the special Kindergarten Course receive an Elementary Certificate showing the course completed and the holder's standing in the subjects studied. This certificate authorizes the holder to teach in any county of Missouri for a period of two years. Those who complete any one of the various four years' courses receive a diploma specifying the course completed. Each diploma authorizes the holder to teach in any public school of Missouri during life unless revoked for cause.

DEGREES CONFERRED.

The degree Bachelor of Pedagogy is conferred on all persons graduating in the Senior Course.

The degree Master of Pedagogy will be conferred on those graduates in any Senior Course or Four Years' Course who shall have taught satisfactorily after graduation and in addition thereto shall have done the equivalent of one year's resident student work in the graduate courses of the Institution.

PROFESSIONAL INSTRUCTION.

A large number of Normal School freshmen, sophomores and irregular students in the more advanced courses teach in rural and village schools. It is therefore essential that these young teachers have a more thorough knowledge of the common school branches than any public school is likely to give and that they so far as possible be enabled to see these subjects in relation to the main body of professional knowledge and theory. We therefore allow Freshmen and some others one semester in the Pedagogy of the Common School Branches. This involves much more than the mere doctrines of teaching these subjects. It includes some review and actual instruction in the salient features of each of the common school subjects. To illustrate: A few days are devoted to practice in solving a few

of the more difficult problems of Mental Arithmetic; a few to the solution and illustration of the problems in Practical Arithmetic; a few more to a discussion of the best means of bringing these various subjects to the consciousness of growing children of various ages. Grammar, U. S. History, and other subjects are treated in a similar manner.

Sophomores are given one semester in general method with Parker's Talks on Pedagogics as a text. This is a somewhat difficult book with a vocabulary which requires even in Normal School Sophomores considerable study of dictionaries and other helps. It involves a study of the mental content of the child, his opportunities, his disposition, his native impulses and acquired habits. It makes evident the limitations of the teacher as to his disposition, his instincts, whims and acquirements. It suggests various means of self improvement and in a variety of ways arouses the student's ambitions and enlarges his conceptions of his own possibilities. It makes clear the great responsibilities which he is about to assume as a young teacher.

Many of our advanced Juniors and perhaps a majority of the Seniors go from the Normal School into village and graded schools to teach. We therefore find it advantageous to give Juniors a semester in the study of the school system of our State. They are first given brief lectures describing the various parts of our school system, its origin and development, then a description of the organization of education at large, through elementary and secondary schools and institutions of higher learning. We then secure several hundred copies of the rules, regulations and courses of study of the various city, village and rural schools of our State. These are studied somewhat extensively so that at the end of a semester a diligent Junior knows pretty well what will be expected of him when he becomes principal of a two room school, or a ten room school, or perchance a teacher in some grade of one of these schools. Toward the end of this semester's work each student is expected to deliver one or more brief resumes of some phases of the school system of our State. This throws each student more largely upon his own responsibility and compels him to get for himself as large and distinct views of our school system as possible. He knows of course that he will be subjected to the criticism of his teacher and classmates. One object in these brief lectures or reviews of work studied is to accustom our students to preparing and delivering professional lectures so that in the various communities where they may afterwards be teaching,

they will not be at a loss when called upon to participate in the various professional meetings of their respective communities, but they will rather feel that the local teachers' associations afford them opportunity whereby they may give expression to their views and state to their associates practical questions which arise in their various teaching experiences.

Seniors in a Normal School should have not only all the foregoing but they are expected to have a general view of the growth of education in the world. They are to know not only the various phases of concrete Pedagogy which can be so well understood by Sophomores, not only this and the nature of the vast machinery of education in our own State, but they are expected to see these less complex subjects in relation to the organized educational agencies of the world in the present and in all past ages. They are therefore given one semester in the History of Education. This occurs during the last half of the Senior year. It is intended to be a somewhat severe course and hereafter will require at least as much preparation as is required in any subject taught in the Institution. The President of the School, who has taught this and the other subjects above mentioned for the past four years, feels that he has hardly done these subjects or himself justice because of the distribution of his energies over too large a number of subjects along with the administrative duties of President.

Next year the Professor of Pedagogy, Mr. Wilson, will be able to devote his entire time to these professional subjects. He has had a large experience and has been a devoted student of the history and philosophy of education, The President will co-operate with Mr. Wilson. We, therefore, expect great improvement in this department. During the past year Kemp's History of Education was used as a text. It is probably as good a book for class room use as any book published, but all such books are disappointing since they necessarily treat the subject in a rather brief and general way. In order to make the subject both interesting and profitable it has been found necessary to draw largely on the History library and on documents obtained from various other sources. No one will be admitted to this class who has not had reasonably good preparation in General History or in some one of its important branches in an institution of college or normal school rank. The History of Education can have little meaning to one who is not pretty well versed in the history of civilization.

PROFESSIONAL INSTRUCTION AND PRACTICE IN THE TRAINING SCHOOL.

Probably the best part of our professional course is given in the Training School. Prior to graduation Sophomores must spend at least one semester of eighteen weeks in observation or actual teaching. Observing is not merely sitting by and looking on. *Observing is thinking.* It is *thinking one's own thoughts about things*, thoughts aroused by external stimuli. In the Training School these stimuli consist of the good and bad behavior of children, their studying, their class work and their general conduct; of the efforts of the student teachers, their successes and failures; of occasional class exercises conducted by expert supervising teachers. To be an observer, therefore, is to react against all these various external stimuli, take notes, criticise, and devise plans for remedying defects and improving upon things done.

Work in the Training School illustrates a variety of mental stages from lower to higher. There is first the recitative mental stage. It is represented by those who are merely impressionable or receptive. Any person lacking in combative tendencies, who listens, looks on and receives things just as they are with no disposition to react against them and little or no ability to deal constructively with them, is in the recitative stage. This person merely receives and retains impressions and reproduces them in response to successive questions. What we may call the re-iterative stage is somewhat higher than the recitative. It represents receptivity similar to that of the recitative stage; but it is accompanied by an ability to re-iterate or reproduce consecutively a large number of impressions, provided the individual is not interrupted while giving them. Higher than the recitative and re-iterative stages of mind is the cogitative in which the student holds in consciousness for a time whatever he learns with a view to looking at its various parts and seeing their relations. Above the cogitative is the inquisitive attitude marked by an impulse to pry into subjects and ascertain whether as a matter of fact they are really as they appear. Above the inquisitive stage is perhaps the analytical stage, wherein the student is impelled to pick various bodies of knowledge to pieces and rearrange the parts according to the way they look to him. Among the higher stages are the combative and discursive attitudes of mind wherein the student is inclined to call in question much that he hears, to require evidence before accepting the truth, and involuntarily to engage in discussions of matters with his teachers and associates.

In the Training School we discover all these mental stages. It is the purpose of the Department to rouse the students out of the merely receptive and re-iterative stages, to stimulate their powers of observation and increase their creative and constructive imagination so that they will be impelled to organize accumulating knowledge in their own way. This gives rise to the *plans* that we hear so much about which are sometimes the product of merely recitative and re-iterative mentality, while they ought in reality to be the outgrowth and product of creative and constructive ingenuity.

Students in the Training School receive detailed instruction in the methods of teaching the subjects taught in the public schools of the State. All are required to take notes more or less and to properly outline the various lessons, showing how they would teach the various subjects necessary to be taught. Comparatively few of the Sophomores can get through this course without acquiring such knowledge and skill as must render them far better teachers than the average of those now teaching in the village and rural schools of the State.

The Training School course for Seniors requires in all at least one year's time and must include during the Senior Year at least one semester's actual practice in teaching in the Training School classes or in some one of the sub-Normal or other classes of the Institution. It is intended that no one shall graduate in the Senior Class who has not by actual trial given evidence of ability to govern a school with reasonable certainty and to teach well those subjects which he or she proposes to offer to teach in public schools.

As stated elsewhere, our facilities for conducting a school of methods will be much better during the coming year than they have ever been before and we shall publish in an early bulletin the full details of the Training School course.

THE KINDERGARTEN.

The Kindergarten as a Department of the Training School was organized in October, 1901. There was little equipment either in the way of furniture or material. It was conducted under these disadvantages as an experiment until March, 1902, when a room capable of accommodating twenty-five children was fitted up and furnished with a piano, tables and chairs.

On the completion of the new building the Kindergarten was moved into one of the most desirable rooms in that building. During the past year the enrollment was thirty-five. Others could not be



MISS PARRISH,
SUPERVISOR OF TRAINING SCHOOL,
FOR FOUR YEARS
NOW LIBRARIAN.



MISS HASTINGS,
SUPERVISOR OF TRAINING SCHOOL.

admitted on account of lack of room. During the coming year a much larger room with plenty of sunlight on three sides will be fitted up for the department. This room will be in every essential way satisfactory and will accommodate about fifty children.

During the past year it has been impossible to meet the demands of all the teachers who desired Kindergarten training, but the larger quarters and a Director devoting her time exclusively to this department will make it possible to meet these demands during the coming year.

Work done in this department has been given equal credit with that done in other departments of the Training School. On satisfactory completion of the Kindergarten Course a Kindergarten Diploma is granted. The first one issued was to Miss Flora Buck who completed the Elementary Kindergarten Course in May, 1903.

The working hypothesis in this Kindergarten has been chiefly good common sense. Much of the elaborate sequence of work has been purposely omitted. It has been one of the main purposes of the Director of this department to make the work practical and helpful and to give a gradual shading from the Kindergarten to the first grade work.

The Kindergarten of the summer term is a success. It is largely patronized by primary teachers and will no doubt be continued in all future summer schools of the Institution.

MANUAL TRAINING.

The department of Manual Training is now three years old. It is, as it has been from the first, crowded although our room and facilities for work have been nearly doubled during the past six months.

There have been enrolled during the past year 237 students. Many others asked for the work.

More variety has been given in the work this year than heretofore. It covers much of Sloyd and what is regularly called "Bench work." This is a foundation for all that follows, i. e., burnt wood with water coloring; flat, chip and relief work carvings, and soft iron work.

The first semester's work is all done from mechanical drawings given by the teacher, copied and followed out by the student.

In the second semester much of the work is original. All the carvings and decorative work is student work. Thus those who have had free hand drawing may apply it profitably to work in this department. Effort is made to correlate manual training with other

departments. It can be correlated with drawing to very good advantage.

During the second semester of this year the Senior Physics students that had taken Manual Training came from their laboratory and applied their skill to the making of apparatus for use in Physics.

We have given some of the elementary Manual Training to the children in the Training School, the student teachers having charge of the work. This work has included simple pieces in sloyd, a little of the soft iron and raffia basket work. We hope next year to give to all the children more of this work.

For the students next year who have had a part of the regular course in Manual Training we expect to give heavier wood carvings and lathe wood turning.

The practicability and the beneficial hand and eye training, as well as the variety of artistic development in this work, recommend it to all studious prospective teachers. Since the department is all the time crowded the work is hereafter to be optional in all courses. But credit will be given for all completed work done in the department.

During the coming year it is proposed to exemplify fully in the Training School, all the elementary phases of the subject, including raffia, clay modeling and sloyd.

LATIN.

The Course in Latin covers five years' work, of which the fifth year is elective. Pupils may carry two subjects in Latin during the third or fourth year of the course, so as to complete the entire course in four years.

In the first year of the course the student takes all of the "First Year Latin," Collar and Daniell (Ginn & Co.) and does some reading in Nepos. The chief aim of the first year's work is to master the inflections and secure familiarity with the simpler principles of syntax.

In the second year reading in Nepos is continued a few weeks, when Cæsar is taken up and continued through the remainder of the year, not including the summer quarter. Latin composition is pursued during the reading in Nepos and Cæsar. The chief objects in view during this year are extensive acquaintance with prose idioms, habit of getting the thought of the Latin author in the Latin order, translation of the Latin into idiomatic English, thorough knowledge of prose constructions.

Text books used are : Nepos, Roberts, (Ginn & Co.); Cæsar, Kelsey, (Allyn & Bacon); Composition, Bennett, (Allyn & Bacon).

The work of the *third year* includes Cicero, (five orations), and Selections from Ovid, (Autobiography, Heroides, Amores, Ars Amatoria, Remedia Amoris, Metamorphoses). Composition throughout the year, two lessons per week while reading Cicero and one lesson per week while reading Ovid. Points emphasized are : Roman constitution, reading Latin as literature, Mythology in Ovid, Latin versification. Texts : Cicero, Kelsey, (Allyn & Bacon); Ovid, Miller, (Am. Book Co.).

In the fourth year ten weeks are given to Sallust's War of Cataline, and the remainder of the year to Vergil. In the reading of Sallust comparisons are instituted between him and Cicero as to literary style and treatment of the conspiracy of Cataline. In Vergil, points emphasized are : Purpose of Æneid, its religious character, Mythology, Metrical reading. Prose Composition is pursued throughout the year. Texts : Sallust, Scudder (Allyn & Bacon); Vergil, Comstock (A. & B.).

The fifth year (elective) includes Livy, two books, I and XXI or XXI and XXII. Prose Composition, two lessons per week; Horace, Selections from Odes, Satires and Epistles. The emphasis in Livy will be on Roman legends and history, in Horace on metrical form and reading, literary analysis and comparisons, excellence in translating. The original and English translations of choice passages in large number will be committed to memory. Texts : Livy, Greenough & Peck, (Ginn & Co.); Horace, Greenough & Smith, (Ginn & Co.).

MATHEMATICS.

ARITHMETIC.—Since Arithmetic is one of the subjects considered as the basis of classification in all ungraded schools, it is our intention to see that every student who graduates from the Elementary Course, shall have a thorough knowledge of the subject and how to teach it.

The work in the Sub-Normal Course consists of a *critical* study of both Written and Mental Arithmetic. Many students on entering the Normal School ask permission to pursue two subjects in Mathematics at the same time. We think it not wise to permit this. We expect students to first complete the Arithmetic and then take up the Algebra.

ALGEBRA.—The object in this, as in all branches of Mathematics, is to develop thought, to grasp principles and to apply them with intelligence. Care in arrangement, clearness of statement and accuracy

of results are at all times emphasized. In the Elementary Course, one year is devoted to Algebra.

In the first semester, we aim to cover the subject as far as radicals, giving especial attention to the fundamental operations, factoring, fractions, the formation and solution of equations and the extraction of roots. In the second semester, we complete the ordinary High School Algebra emphasizing the theory of exponents, radicals, quadrates, progressions and the binomial theorem.

A half year is given to College Algebra in the Advanced Course.

GEOMETRY.—The first four books are completed in the Elementary Course. Successful work in this subject results in the power of continuity both in thought and speech, and the habit of seizing quickly the true relation of things, but it is only through *original demonstrations* that these results are secured in their fullest measure—hence a great deal of original work is required in addition to the exercises contained in the text used.

One semester is devoted to the fifth book in Plane Geometry and to the completion of Solid Geometry.

TRIGONOMETRY.—One semester is given to Plane Trigonometry and Surveying. This course embraces much which is not ordinarily found in short courses in Trigonometry.

SPECIAL.—An additional half year in College Algebra, a half year in Analytics, and a half year in Differential Calculus will be offered to those students having special talent for Mathematics.

In all our work we aim to teach *subjects* rather than text-books.

TEXT-BOOKS:

ELEMENTARY COURSE.

Oral Arithmetic, McNeill.

Written Arithmetic, Moore.

New School Algebra, Wentworth.

Plane and Solid Geometry, Phillips & Fisher.

ADVANCED COURSE.

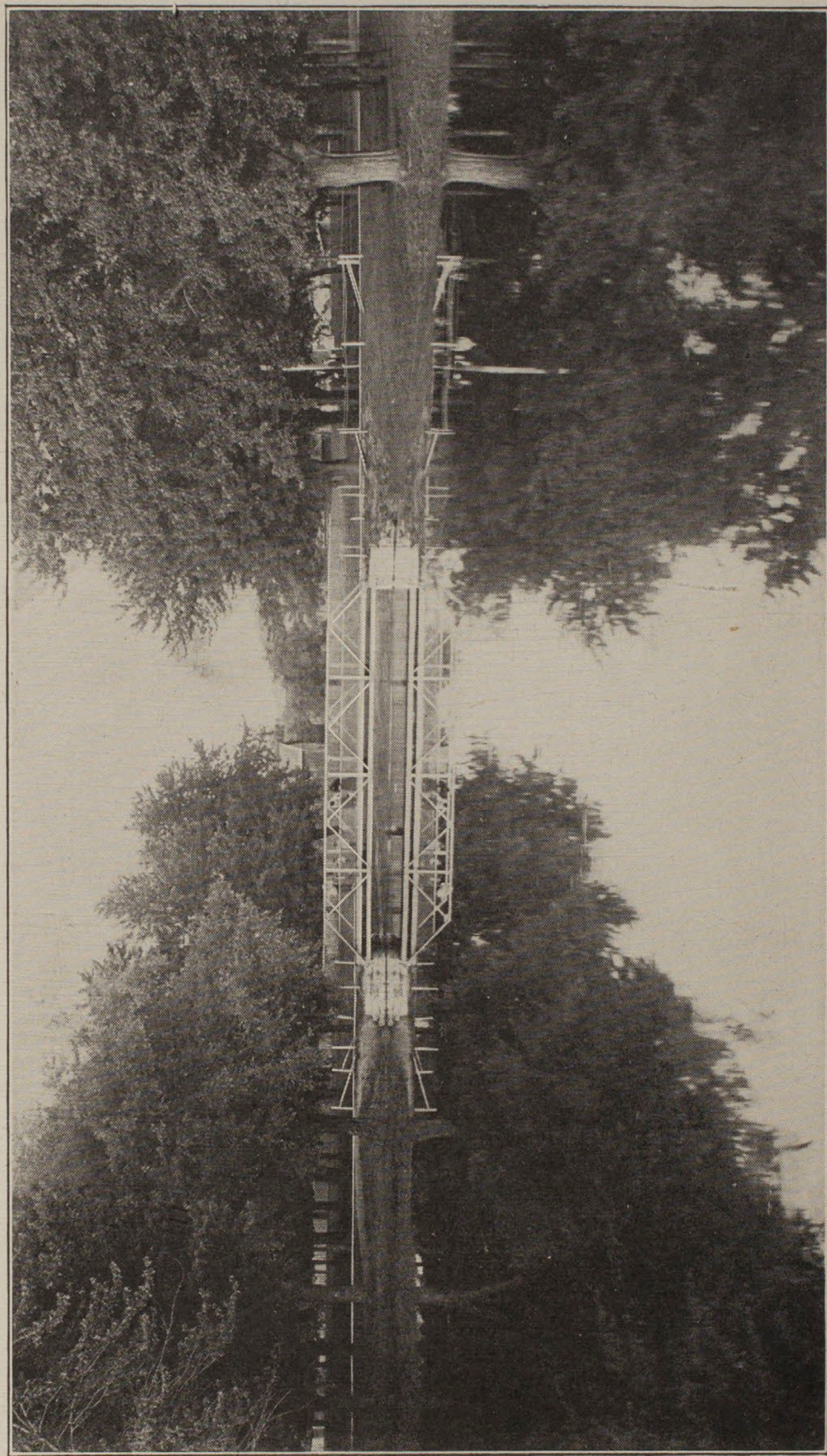
College Algebra, Wentworth.

Plane and Solid Geometry, Phillips & Fisher.

Trigonometry, Crocket.

Conic Sections, Smith.

Differential and Integral Calculus, Osborne.



VIEW OF LAKE FROM WEST SIDE OF CAMPUS.

ENGLISH.

GENERAL STATEMENTS.

Two years above the Sub-Normal are necessary to complete the Elementary Course and receive the Elementary Certificate; that is, one full year of American and English Literature, or Classics, and one of Rhetoric and Composition, with supplementary reading.

In addition to these, one year of English is required for the full Latin Course, and two years in the full English Course.

Students entering the department are expected to take the lowest classes for which they have no record, unless they can satisfactorily establish their proficiency. Position in any class does not excuse a weakness on points of lower requirements.

GRAMMAR, SUB-NORMAL.

Before entering the Freshman classes, knowledge of the principles of Grammar is required, and practice in Composition should be such as to insure reasonable readiness and accuracy in the use of the language. To this end, work is planned in Grammar and Composition for all who are deficient in these subjects. Text book: Kittridge and Arnold.

One course in elementary grammar will be given; and there will be a class in which the work will be more advanced, technical and pedagogical.

FRESHMAN YEAR.

MYTHOLOGY: Classes are organized each semester in Guerber's Myths of Greece and Rome and continue for one half of the year, alternating with Literature.

LITERATURE: Classes in Literature study first the American authors given in Matthew's Introduction to American Literature, selections being read from most of them and their masterpieces critically studied. During the last six or eight weeks, the study is upon Shakespeare, Milton and Tennyson.

SOPHOMORE YEAR.

This is given to Composition and Rhetoric. Students write theses frequently. These are corrected, criticised and returned for re-writing. The criticisms bear directly on the principles being studied at the time, but correctness in general make-up, and grammatical accuracy are required. Frequent drills are given in rapid writing in class room. With work in technical Rhetoric, readings of English and

American Classics are given, and these are critically studied from the point under consideration. Text book: Gardner, Kittridge and Arnold.

JUNIOR YEAR.

FIRST SEMESTER.

Study of the history of the English people, nation and language and the formative elements of each till they unite and develop into England and English. Tracing the elements, influences, and characteristics coming from Celts, Romans and Latin, Anglo-Saxons, Danes, Norman French, and learning what they contribute to our language and literature. Etymological and Philological study is here emphasized. Literature from Beowulf to Shakespeare is examined, the latter half of the semester being given to Chaucer, Spenser, Bacon and Shakespeare, and their times. Text books: Lewis' Introduction to English Literature and Anderson's Study of English Words.

SECOND SEMESTER.

A complete view or review of American Literature. Environments of time, locality, national conditions and influences in their effect upon literature. Authors and their works are classified and variously grouped as, "The Novelists," "Orators and Statesmen," "Lyric Poetry," "Women Writers," etc., etc. Critical studies are made on typical masterpieces. Text books: Pancoast's and Abernethy's American Literatures.

SENIOR YEAR.

After a review of the history of the language and early literature, the Shakespearean Age is carefully studied. After this the different periods of English Literature are considered in consecutive order, stress being placed upon those of most importance. Most of the English College Entrance Requirements are read, and stress is placed upon those marked for critical study.

It is desired and expected that all candidates for Senior graduation will do at least one-half year's Senior English in their last year in school. Text book: Halleck's History of English Literature.

ENGLISH ELECTIVES.

There will be next year two elective courses, which may be offered together by the student as another unit in English in addition to the three required in the Latin Course or the four required in the English Course. Under certain conditions, these elective courses,

or either of them, may be counted for a part of the regular Sophomore, Junior, or Senior requirement.

The first is a half year's work in Argumentative Discourse, studied from the standpoints of both Rhetoric and Literature, and counting for either, after the pupil has taken a part of the work therein.

The second is a half-year in Elizabethan Literature, most of the time being given to the Drama and Shakespeare. This may be counted for a part of the third or fourth year English, when the pupil has already had sufficient literary training.

HISTORY.

1. Oriental and Greek History, from the earliest times to the Conquest of Greece by Rome, 146 B. C. Given in the first semester; repeated in the second. Texts: Ragozin's Earliest Peoples; Myers' Eastern Nations; Myers' Greece.

2. Roman History, from the founding of Rome to the establishment of the Frankish Empire by Charlemagne, 800 A. D. Given in the second semester, probably in the first. Texts: Myers' Rome, Its Rise and Fall; Preston's Private Life of the Romans; Emerton's Introduction to the Middle Ages.

3. Mediæval History, from the time of Charlemagne, 800 A. D., to the opening of the Thirty Years' War, 1618. Given in the first semester; probably repeated in the second. Text: Myers' Mediæval History.

4. Modern History, from the opening of the Thirty Years' War, 1618, to the present time. Given in the second semester. Text: Myers' Modern History.

5. English Constitutional History from earliest times to the present. Given in the first semester. Text: Dale's Constitutional History of England.

It will be seen by consulting the courses of study what courses in history are required and what are elective. Ordinarily Oriental, Greek, and Roman History will come in the Sophomore year. Mediæval and Modern History in the Junior year, and English History in the Senior year. Students beginning the study of advanced history for the first time should have studied Elementary Civil Government and United States History, and must pursue the courses in their chronological order.

In addition to the lessons assigned in the texts, students will be given references to special works in the library. Lectures will occasionally be given on certain phases of the work. Written lessons will occur every two or three weeks.

AMERICAN HISTORY AND CIVICS.

The Sub-Normal Course for teachers in U. S. History will be largely narrative yet it will include the general idea of the development of the nation. It will cover the planting of the colonies, the purpose, and the conflicting claims of the land grants, the struggles with the French and their final expulsion from the continent, the Revolution, the inauguration of a new government, the territorial growth and the history of our country down to the present time. Text: McMaster.

Civil Government will be studied under two different heads:

1. The State, including city, town and county government, as well as many municipal problems such as franchises, ownership, natural monopolies, etc.; also an analysis of the state constitution, the enactment of Legislation, the judiciary, etc.

2. The National Government. In this connection steps leading up to the adoption of the constitution will be traced, the acquisition of territory and the government of our insular possessions. A critical study of the departments will be made; also a brief comparison of the "Committee System" of legislation in America and the "Cabinet System" in Europe.

Text used: "Government in State and Nation" by James and Sanford.

American Constitutional History will include a detailed study of the early land grants, the charters, the colonial governments and the steps leading up to the union; the revolutionary congress, the Articles of Confederation, the Ordinance of 1787 and the adoption of the Constitution; the political development and the expansion of the American people. The contest between nationalism and particularism will be traced from the formation of the constitution to 1861 Text: Channing's Students' History.

PHYSICAL SCIENCE.

CHEMISTRY.

1. Experimental Inorganic Chemistry.
2. Experimental Organic Chemistry.
3. General Inorganic Chemistry.

PHYSICS.

1. Experimental Physics.
2. General Descriptive Physics.

COURSES BY SEMESTERS.

The classes during the first semester of the year, September to Jan., inclusive, will be as follows:

1. Experimental Inorganic Chemistry, first semester work.
2. Experimental Inorganic Chemistry, second semester work.
3. Experimental Physics, first semester work.
4. Experimental Organic Chemistry.

The classes during the second semester will be as follows:

1. Experimental Inorganic Chemistry, beginning class or first semester work.
2. Experimental Inorganic Chemistry, second semester work.
3. Experimental Physics, second semester work.
4. Experimental Organic Chemistry.

It should be understood that a semester's work covers eighteen weeks, five periods per week and that in these subjects periods are eighty-five minutes in length.

“Man may have at his fingers' ends all the accomplished results and all the current opinions of any one or of all the branches of science, and yet remain wholly unscientific in mind; but no one can have carried out even the humblest research without the spirit of science in some measure resting upon him. And that spirit may in part be caught even without entering upon an actual investigation in search of a new truth. The learner may be led to old truths, even the oldest, in more ways than one. He may be brought abruptly to a truth in its finished form, coming straight to it like a thief climbing over the wall; and the hurry and push of modern life tempt many to adopt this quicker way. Or he may be more slowly guided along the path by which the truth was reached by him who first laid hold of it. It is by this latter way of learning the truth, and by this alone that the learner may hope to catch something at least of the spirit of the scientific inquirer.” The above is taken from the Presidential Address of Sir Michael Foster, K. C. B., F. R. S., to the

British Association for the Advancement of Science, Dover, Sept. 13, 1899. It has been the attempt of the teacher to apply this scientific method to the teaching of the physical sciences. Hence, the chief general rule is that the work is, as far as possible, intensive rather than extensive. The greater part of the laboratory work is quantitative. This kind of work is undoubtedly of value in that cultivation of the mind which is expressed by care and neatness in mechanical matters, and in dexterity in manipulations of materials. This training has undoubtedly a broader significance, beyond the operations and objects peculiar to physical science. No work so much as that in quantitative work impresses one with the necessity for distrusting preconceived notions, or furnishes a better preparation for tenaciously employing this principle as one of the best guides in all the actions of life. Quantitative experiments may help to make the laboratory what it should be—a place for thinking as well as seeing.

Experimental Inorganic Chemistry is designed for Juniors and Seniors and others desiring an elementary knowledge of the principles of chemistry. The work consists chiefly of quantitative experiments. The method followed is that of Dr. Torrey of Harvard University.

Experimental Organic Chemistry is designed for Seniors and Graduates and is open to those only who have taken Experimental Inorganic Chemistry.

The course chiefly consists of laboratory work. The experiments performed are those found in Oondorff's Laboratory Manual. Remsen's Organic Chemistry is used as a text.

General Inorganic Chemistry is designed for Seniors and Graduates and is open only to those who have taken Experimental Inorganic Chemistry. This is an advanced course in Inorganic Chemistry devoted chiefly to text book work. It is the plan to use Newth's Inorganic Chemistry as a text.

Experimental Physics is designed for Juniors and Seniors who have finished solid geometry and others having had solid geometry and desiring an elementary knowledge of the principles of physics. The work consists chiefly of quantitative experiments.

General Descriptive Physics is open to those only who have taken Experimental Physics and Trigonometry. This course is primarily for graduates. The course is arranged for students who wish to become acquainted with a wide range of physical phenomena; hence chiefly text book work. It is the plan to use Hastings and Beach as a text.

NOTE: Students having had physics or chemistry elsewhere and desiring credit, should bring their laboratory note books.

NATURAL SCIENCE.

ZOOLOGY consists of one year's work. The subject is taught by the laboratory method. The student begins with the simple, unicellular forms. These he examines with the compound microscope, and records his observations in his note-book.

The work proceeds step by step from the lowest to the highest forms of the entire animal kingdom; typical animals being dissected, and thoroughly studied with regard to their life history, general morphology, physiology, anatomy, ecology, classification, and geographical distribution.

Field Work:—While laboratory work forms the basis of this study much field work is done to afford opportunity for the study of animals in their natural environment; of their struggle for existence; of the distribution of organisms; of the significance of color; of the means of defense, and various kindred topics.

Lectures, and required readings from the best zoological reference books published supplement the laboratory work; also a study of the text "Animal Life" the first semester, and "Animal Forms" the second semester.

Ecological factors are studied with special reference to their bearing on the life and welfare of man.

It is hoped that next year each student may be enabled to work independently, through larger facilities for this department.

ADVANCED ZOOLOGY is offered to graduate students of this school. This work consists of biological work equivalent to that done in the Sophomore year in the best colleges.

PHYSICAL GEOGRAPHY is much in demand, as it is required for first grade certificates. One period daily for one semester is given to this subject.

The "book of nature" forms the basis of this study. Daily field work is an interesting feature. Much attention is given to Meteorology, the students making daily observation of clouds, wind, temperature, etc., and recording the same.

Field Trips to the hills, valleys and streams west of Kirksville afford excellent opportunity for the study of the agencies at work upon the lithosphere.

The influence of the topography of a country upon its inhabitants and upon their civilization is emphasized.

PHYSIOLOGY:—Brinkley's "Physiology by the Laboratory Method" is used as a guide. The human body is studied as a working organism. Hence, the work consists largely of experiments, of the and

dissection of various animals closely related to man in structure and function of their organs. The course is distinctly a course in practical Physiology. The department is supplied with an articulated skeleton, anatomical charts, the Bock-steiger models and compound microscopes.

Through the courtesy of the American School of Osteopathy our classes are enabled to see every organ of the human body in our class visits to their dissecting rooms.

Texts: Zoology—Animal Life, Jordon & Kellogg, first semester.

Zoology—Animal Forms, Jordon & Heath, second semester.

Physical Geography—Dryer's.

Physiology—Brinkley's.

AGRICULTURE.

Agriculture is considered under the following sub-divisions: Agriculture proper, Horticulture, Forestry, Entomology and Landscape Gardening. These sub-divisions are considered in order and given at the time of year when they can be treated in the most practical way.

Agriculture proper is treated under the following heads: Soils, Fertilizers, Rotation of Crops, and Dairying.

Under Soils we consider the origin of soils, the object of tillage in conserving moisture and in improving physical and chemical conditions; the texture of soils and the improvement of land by underground drainage. Some of the experiments are carried on by means of soil tubes.

Under Fertilizers we consider the value of leguminous plants; the three important food elements: Potash, Nitrogen and Phosphorus; also the common fertilizers.

Under Dairying is considered cleanliness of cow, milker and milk vessels; advantage of separator over gravity process; ripening of cream and churning, care of butter and churn.

Horticulture includes the propagation of plants, plant breeding and pruning and spraying.

A short time is given to the subject of Forestry, evils of forest devastation, advantages of forests, etc.

The course in Entomology includes a careful study of the grasshopper and the classification of insects from an economical point of view into two classes: 1. Those with mouth parts formed for biting. 2. Those with mouth parts formed for sucking.

Corresponding to the two groups of insects we make two classes of insecticides: 1. Those that kill by contact such as kerosene

emulsion and whale oil soap. 2. Those that kill by being taken into the body of insects, as the various arsenic compounds.

Only a limited course can be given in Landscape Gardening. It should be understood that the instruction in this Department is based almost altogether on experimental work. It is not a theoretical course. It is experimental, observational and therefore distinctly practical.

READING AND PHYSICAL CULTURE.

FIRST YEAR.

FIRST SEMESTER.

1. Elementary principles of vocal expression; Correct mental action in reading and speaking; Rhythm and melody in speech; fundamental characteristics of naturalness; Eradication of faults in speech and manner.

2. Articulation, Pronunciation.

3. Study of Miscellaneous selections from the simpler forms of Literature.

4. Organic gymnastics; Theory and practice of free and light gymnastics.

SECOND SEMESTER.

1. Principles of expression; Tone, color and harmony; Purposes in expression; Physical and psychic training of the voice.

2. Harmonic gymnastics; Principles; Training of the body as the instrument of expression; Development of plasticity, ease, grace, strength—responsiveness of the whole physical organism.

3. Shorter poems of Burns, Shelley, and Byron and passages from Macaulay's most ornate prose.

It is proposed to put the work of Reading and Physical Culture largely into the Freshman year and to ask the students of Sub-Normal Classes to finish all they may yet have to do in the Common School subjects before undertaking the study of expression and exercise in expression. It is thought that the mental content of the Sub-Normal student needs to be increased and organized before much is attempted in expression. Nature's order seems to be; 1. Impression or acquisition; 2. Assimilation; 3. Reorganization; 4. Expression.

SECOND YEAR.

1. It is proposed to offer an elective second year in Reading and Physical Culture which shall include all the problems in vocal expression; reading of Tennyson's "Princess" and of Shakespeare's "Julius Cæsar;" History of the Art of Expression; the Relation of th

Arts; the Genius of Art; the Spirit of Egyptian Art, Greek Art, the Early Christian Art and Modern Art; a study of the matters of expression; extemporaneous addresses upon the topics of the day; methods of leading orators; relating short stories, original and selected; study of the origin of drama and poems; and finally systematic study and practice in debating.

DRAWING, MUSIC, GYMNASIUM WORK AND GERMAN.

As shown in the list of teachers elsewhere we shall be abundantly able during the coming year to provide for all these important subjects. Detailed accounts of the several courses of instruction in these subjects will be given in a future number of the bulletin.

BOOK KEEPING.

For the past two or three years there has been almost constant demand for instruction in book keeping. It seems that the subject is called for in many of the public schools. Last year we were obliged to organize a class of some twenty or more who were taught by Miss Prewitt, one of the teachers in the Mathematical Department. Next year we shall be prepared to accommodate all who are likely to desire the subject. Mr. L. C. Hull, for a long time a student of this Institution, has, for the past year, made a specialty of the subject and is spending part of the summer still further qualifying himself for teaching it.

Mr. Hull will have charge of our book keeping classes and the young men and the young women who really want book keeping will have a good opportunity for instruction in that subject.

ENROLLMENT—1902-1903.

	MEN	WOMEN	TOTAL
Summer Session (Exclusive of Branch Schools).....	81	107	188
Regular Session (Sept. to May inclusive).....	258	394	652
	<u>339</u>	<u>501</u>	<u>840</u>
Counted twice.....	30	26	56
	<u>309</u>	<u>475</u>	<u>784</u>
In Training School.....	78	101	179
	<u>387</u>	<u>576</u>	<u>963</u>
Total at Kirksville.....			963
In summer school at Kahoka.....			29
“ “ “ “ Monroe City.....			38
“ “ “ “ Savannah.....			42
“ “ “ “ Tarkio.....			87
			<u>1159</u>
Grand Total.....			1159

ENROLLMENT SINCE ORGANIZATION.

(Exclusive of Training School Children.)

YEARS	STUDENTS	YEARS	STUDENTS
1868—First year.....	140	1886—Nineteenth year.....	405
1869—Second year.....	203	1887—Twentieth year.....	421
1870—Third year.....	303	1888—Twenty-first year.....	490
1871—Fourth year.....	321	1889—Twenty-second year....	505
1872—Fifth year.....	434	1890—Twenty-third year.....	520
1873—Sixth year.....	470	1891—Twenty-fourth year....	560
1874—Seventh year.....	668	1892—Twenty-fifth year.....	596
1875—Eighth year.....	709	1893—Twenty-sixth year.....	606
1876—Ninth year.....	627	1894—Twenty-seventh year...	562
1877—Tenth year.....	592	1895—Twenty-eighth year....	620
1878—Eleventh year.....	534	1896—Twenty-ninth year.....	623
1879—Twelfth year.....	468	1897—Thirtieth year	719
1880—Thirteenth year.....	513	1898—Thirty-first year	737
1881—Fourteenth year....	492	1899—Thirty-second year.....	739
1882—Fifteenth year.....	481	1900—Thirty-third year.....	742
1883—Sixteenth year.....	446	1901—Thirty-fourth year.....	753
1884—Seventeenth year.....	501	1902—Thirty-fifth year.....	757
1885—Eighteenth year	475	1903—Thirty-sixth year (at Kirksville)	784

NOTE: The "year" always ends with the annual commencement exercises which have usually been sometime between May 27 and June 20.

ALUMNI.

J. A. WHITEFORD, President Moberly
ARDELLA DOCKERY, Vice-President..... Kirksville
MINNIE BRASHEAR, Secretary and Treasurer..... Anaconda, Montana

POST-GRADUATES.

DEGREE—MASTER OF ARTS AND DIDACTICS.

- 1874—*O. P. Davis.
1875—*W. E. Coleman, W. N. Doyle, C. B. Daughters, J. C. Stevens.
1876—J. U. Barnard, W. H. Baker, C. W. Bigger, Thomas C. Cloyd, J. M. White.
1878—J. E. Chandler, Ada C. Oldham, C. W. Thomas.
1879—Jennie Burton, G. W. Cullison, Ella Carothers, (Mrs. Dunnegan), W. T. Carrington, N. B. Henry, Maggie Thompson, (Mrs. Henry), E. E. Hollipeter, R. S. Iles, A. R. Orr, W. H. Vaughn.
1880—John Barton, Julia Lester, (Mrs. Bosworth), Manlove Hall, John R. Kirk, Lova Phelps, (Mrs. Murdy), F. P. Primm, Thos. E. Sublette, Serelda Gilstrap, (Mrs. Thomas).
1881—J. C. Dooley, *S. D. Ellis, C. L. Ebaugh, H. McGarry, *C. M. Polley, G. A. Smith.
1882—A. B. Carroll, J. A. Guttery, *J. S. McGhee, I. N. Matlick, Flora Northrup, (Mrs. Scheurer), Duke E. Wright, (Mrs. Heron), W. E. Tipton, A. B. Warner.
1883—T. S. Cox, C. F. Foster, W. R. Holloway, Lulu Sharp, (Mrs. Corley).

DEGREE—MASTER OF SCIENTIFIC DIDACTICS.

- 1884—W. B. Anderson, Olivia Baldwin, S. A. Conway, F. W. Guthrie, Charles Riggle, R. R. Steele.
 1885—Cora Baldwin, Seldon Sturges.
 1888—H. C. Long.
 1889—Aven Nelson.
 1892—Wm. D. Grove, Mary Trimble Prewitt, F. A. Swanger.
 1893—Adaline Bell, Frank Wisdom Hannah, Marguerite Pumphrey, (Mrs. Smith), Walter H. Payne, Louise M. Trimble, John A. Whiteford.
 1894—R. B. Arnold, C. W. Bowen, Fannie Gentry, (Mrs. Lobban).
 1896—Minnie Brashear, W. L. Riggs, J. H. Grove, J. H. Koontz.
 1897—Fannie K. McCoy, Sophia C. Watson.
 1899—Z. Fletcher Wharton.
 1900—A. B. Coffee, Geo. M. Laughlin, Anna M. Wood.
 1901—Thos. J. Kirk, G. W. Pendergraft, A. P. Vaughn.
 1902—Essie Holmes, H. H. Laughlin.

DEGREE—MASTER OF PEDAGOGY,

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

GRADUATES.

DEGREE—BACHELOR OF ARTS AND DIDACTICS.

- 1872—W. N. Doyle, *O. P. Davis, W. F. Drake, I. N. Matlick, *Vincent Stine, J. T. Smith, Seldon Sturges, J. C. Stevens.
 1873—C. W. Bigger, *W. E. Coleman, C. B. Daughters.
 1874—W. H. Baker, J. U. Barnard, G. W. Cullison, Thomas C. Cloyd, Sue Forsythe, (Mrs. Eaton,) Helen M. Halliburton, (Mrs. McReynolds,) Julia Lester, (Mrs. Bosworth,) *Emma Thompson, (Mrs. Hannah,) J. M. White
 1875—J. R. Bradley, Jennie Burton, B. T. Hardin, R. S. Iles, *A. H. Jamison, *J. S. McGhee, J. S. McPhail, A. R. Orr, F. P. Primm, Lizzie Roe, (Mrs. Carpenter), C. W. Thomas, Alta R. Wescott, (Mrs. McLaury).
 1876—John Barton, J. F. Chandler, Sallie O. Callaway, (Mrs. Larkins), W. T. Carrington, W. B. Ferrell, N. B. Henry, E. S. Harpham, E. O. Larkins, Ada C. Oldham, Lowa Phelps, (Mrs. Murdy), H. C. Rutherford, *Minnie Smoot, O. M. Thompson, Maggie Thompson, (Mrs. Henry).
 1877—Ella Carothers, (Mrs. Dunnegan), Irene Cumberland, Serelda Gilstrap, (Mrs. C. W. Thomas), E. E. Hollipeter, W. D. Oldham, R. V. Seward, W. H. Vaughn, E. H. Walker.
 1878—Anna Baldwin, (Mrs. G. W. Sublette), J. C. Dooley, *S. D. Ellis, Charles L. Ebaugh, *H. A. Fink, Rebecca E. Hubbell, Manlove Hall, John R. Kirk, H. McGarry, *C. M. Polly, G. W. Sublette, Thomas E. Sublette.
 1879—W. B. Baker, Cora B. Baldwin, (Mrs. Hastan), A. O. Daman, Addie M. Green, (Mrs. Britton), Rice Knox, R. E. Oldham, C. P. Perham, G. A. Smith, A. B. Warner, Z. F. Wharton.
 1880—I. F. Atterbury, Olivia A. Baldwin, A. B. Carroll, C. E. Foster, J. A. Guttery, T. L. Herbert, H. Johnson, Flora Northrup, (Mrs. Scheurer), *S. H. Soper, W. E. Tipton, Edmonia D. Wright, (Mrs. Herron).
 1881—W. B. Anderson, T. S. Cox, Ada M. Greenwood, (Mrs. McLaughlin), E. H. Hatch, W. R. Holloway, W. F. Link, R. B. Loudon, L. S. Mitchell, R. F. Sallee, D. D. Sayer, Lulu B. Sharp, (Mrs. Corley).

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

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

DEGREE—BACHELOR OF SCIENTIFIC DIDACTICS.

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

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

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

1887—G. Bellamy, Adaline Bell, Charles Cornelius, Mollie Chambliss, W. B. Edwards, Andrew Erickson, G. W. Fisher, Georgia Funk (Mrs. Meyers), Ella Funk, Mattie Hannah, (Mrs. Humphreys), U. G. Humphreys, A. L. Holliday, W. L. Holloway, G. E. Jamison, Nannie Key (Mrs. Dufur), Eugene C. Link, E. D. Luckey, C. K. McCoy, Geo. F. Nason, Marguerite Pumphrey (Mrs. Smith), Bell Plumb, Walter A. Payne, Ella Rolofson, Laura Seals, *Ida Thompson (Mrs. Price).

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

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

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

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

1892—Catherine Allen, Minnie Brashear, Ruby Dorothy Bowen, Jennie E. Cole, Robert Lee Eberts, Nellie Matilda Evans, Thomas Alonzo

- Hays, Cassandra Emma Hubbard, Evan Richard Jones, Mattie May McCall, Louis Edward Petree, Geo. Arthur Radford, Oliver Stigall, *Caddie Smith, Lundy Byron Smith, Lida Athleen Shultz, Ellen Eliza Van Horne, Sophia Campbell Watson, Anna Stafford Western.
- 1893—Charles Bagg, Della Baird, L. Alice Bond (Mrs. Christie), Clarence Alva Blocher, *Maggie Crawford, Allie Davis, Mae DeWitt (Mrs. Hamilton), Martha DeWitt, Emeline Fee, Meade Ginnings, Benjamin F. Guthrie, Mamie Harrington (Mrs. Schwartz), Ruth Jeffers, James Alva Koontz, Chas. Murphy, *John R. Musick, John Davis Marr, Camile Nelson, *Henry E. Patterson, Calvin H. Purl, J. T. Ronald Althea Ringo.
- 1894—Geo. Washington Atterberry, Hubbard Blair, Wm. Batchelar, Mary Porter Burk, Alice Elzira Downing, Warren Mitchell Duffe, William Samuel Eller, Lena Edelen, Julia Emma Freeland, Mary Marguerite Fisher, Benjamin Franklin Gordon, Lina Gore, George Mark Laughlin, Francis Marion Mottor, Sadie Martin, John Wilfley Oliver, Martha Owen, William Charles Thompson, Lena Minerva Trowbridge (Mrs. Payson), Anna Woods.
- 1895—Fred William Alexander, James Perry Boyd, Thomas Austin Craighthead, Enoch Marvin Drinkard, Samuei Rodgers Dillman, A. E. Dowell, Dorothea Caroline Foncanon, Ezra Clarence Grim, Jessie Bird Hatcher, Kate Bell Hawkins, Anna C. Hill (Mrs. Wright), Louis Ingold, Lyda McKay, Frances Miller, Joe Shelby Maddox, James Thomas MaGee, John Henry Nolen, Maud Owen, Fred Benjamin Owen, Gertrude Phillips, Lena Lucile Storm, Ambros Dudley Veatch, Julia Alberta Wardner.
- 1896—Frank Buckner, Ida Brashear, Manville Carothers, Jeanie Dodson, Maggie Furtney, August Harman, Edward E. Huffman, Homer A. Higgins, J. A. Hook, Arthur Lee, Mabel Mennie, George Byron Novinger, Louise Rex, Ledrew Esper Ryals, Nell Stone, Zorada Snelling, Arthur T. Sweet, S. E. Seaton.
- 1897—W. S. Boyd, John C. Bohne, P. E. Burns, C. C. Blue, E. C. Bohon, Aida Evans, Fred Fair, E. E. Funk, Mayme Foncanon, Harry L. Green, J. L. Gallatin, Myrtle Harlan, Ada Harlan, Frank Heiny, John H. Hoefner, Virginia Holderman, Essie Holmes, Eugene Lake, C. W. Murphy, Milton McMurry, H. E. Neese, Martha Petree, Victor Parrish, O. A. Petree, *McDonald Petree, F. H. Potter, Nora Phillips, G. W. Pendergraft, Saida Ragsdale, Carrie Reynolds, A. H. Smith, Lilah Townsend, E. S. Terpening, A. P. Vaughn, W. I. Woodson,
- 1898—Amy Brown, Claude S. Brother, Ardella Dockery, Sallie Davis, May Evans, A. D. Foster, A. S. Faulkner, Kate Holdsworth, Hattie Lyon, R. N. Linville, J. D. Luther, *O. H. Lind, Birdie Miller, Julia McBeth, Lilly Northcutt, Anna Pile, Albert Pratt, Ethel Ringo, Mary Sullivan, W. E. Shirley, Ray Seitz, W. B. Thornburg.
- 1899—Cordelia Ashlock, Pansy Bowen, Delos Austin Bragg, Cora C. Buchanan, Gwyn H. Baker, Ellen J. Crockett, Lottie Christie, Lida Corken, Ada Carnahan, John A. DeTienne, Jean Eames, Ida May Finegan, Mabel Gibbons, J. A. Goodwin, Oscar Ingold, Wm. Horace Ivie, Mayme Lorenz, Bess Hannah Link, Zoe McDowell, G. W. Pauly, Mrs. Lena Pauly, Julia Louise Porter (Mrs. Garth), Jessie Ray, Frank K. Surbeck, E. Claude Smith, John B. Stigall, Nannie Thomas, Britt Payne Taylor, Jas. Hornbuckle Turner.

- 1900—Alice Adams, Susan Luella Anderson, Florence Baker, Susie Barnes, E. Grace ~~Bolrer~~, Genevieve Bovard, J. A. Carmack, Adah Blanche Caskey, W. Lemuel Cochrane, Leota Lillian Dockery, Joseph C. Dougherty, Ella Evans, Alice Foncanon, E. H. Gipson, Blanch Hall, Robert Emmett Hamilton, Davella Hendricks, Jacob Wilhelm Heyd, Essie Hill, Vida Jenkins, Roxana Howard Jones, Harry H. Laughlin, N. June Lemon, Sadie Lemon, Emma Long, Elsie Mae Martin, N. F. McMurry, Mary Miller, J. C. Moorman, Myra Mills, May E. Northcutt, Walker S. Pemberton, Lida Powell, Sunie Roberts, Mathilde B. Rombauer, Elea B. Scott, Rose A. Shantz, Rosa May Smith, Stella Stone, P. O. Sansberry, Mary A. Talbot, James Harrison Turner, Fred W. Urban, William C. Urban, Jessie B. Vaughn, Inez Webber, Sadie Westrope, Virginia Louise White (Mrs. Graham), Lena Wilkes.
- 1901—Effa Allen, Edna Baker, Basil Brewer, Artie Keller Cleveland, Anna Margaret Earhart, Cassius V. Eaton, Anna Ely, T. M. Evans, Eugene Fair, Alta Lee Gill, Mary C. Greenwood, Mabel Gilhousen, Wannee A. Hall, G. L. Hawkins, Vena Hennon, M. Braxie Hull, E. Gertrude Johnston, Nelson Kerr, Robt. L. Kirk, Thos. J. Kirk, Alta Lorenz, Mittie W. Mason, F. L. McGee, Elmer A. McKay, T. M. Mitchell, Pearl Moulton, Susan Nicholas, Lettie Petree, Nora Elma Petree, Mary Porter, Minne Reed, Erma Reedal, N. Reuben Riggs, Mary Lucy Rudasill, Robert A. Scott, Enoch B. Seitz, B. P. Six, J. A. Taylor, Leonard M. Thompson, Cora L. Walker, Mamie Willard, Bessie S. Wittmer, Jessie M. Wright.
- 1902—Mattie Adams, E. Alta Allen, H. T. Allen, S. W. Arnold, Sara F. Buchanan, George Crockett, M. E. Derfler, C. E. Dickson, Fanny Dulaney, Bert L. Dunnington, Sadie M. Elwood, Bertha Evans, Marcy Carmen Fisher, Francis J. Gibbons, Oattie M. Greiner, Alice F. Erwin, Clyde Hennon, Frank Heyd, T. W. Imbler, M. Elizabeth Johnston, Maud M. Kennen, Clara Miller, A. R. Morgan, Lillian Neal, N. H. Randall, Ida F. Ray, Audrey D. Risdon, Eva Robbins, Libbie Smith, Isadore Smoot, Martha E. Sparling, David Stanley, J. M. Stelle, Geo. J. Stringer, Jennie Townsend, June Wack, Gertrude Watson, Eunice Wilkes.

*Deceased.

SENIOR CLASS, 1903.

DEGREE—BACHELOR OF PEDAGOGY.

GRADUATING MAY 27.

Allen, Grover C.	Link, Eunice Virginia	Popplewell, Lelah
Allison, Bertha	McHendry, Mabel	Powel, Tilden
Ashlock, Kate	Mills, Carrie	Rucker Grace
Dance, G. N.	Moorman, L. A.	Weedon, Lillian Louise
Johns, Cloe F.		

AUGUST SECTION.

To receive Diplomas Aug. 19 or earlier on condition all required work is completed.

Bailey, Loa E.	Heryford, Chas. A.	Owen, N. Mabel
Barker, Ray	Holloway, Russell E.	Ringo, Eugenia
Blackwell, Clara	Jones, Grace	Roberts, L. D.
Brewer, Jessie	Keyte, I. Allen	Salling, Susie
Brown, Leona	Kirby, Lucy C.	Tall, Christine
Carter, Clay L.	Markland, R. V.	Thomas, Sarah E.
Eisiminger, Hallie	Marksbury, Thos.	Traughber, Myrtle
Gardner, Roy L.	Minton, R. L.	Wells, Bessie
Harman, Ada O.	Morlan, S. E.	Wilson, Edna Edith
Heller, Gertrude	Moore, Blanche	Woods, Birchie

SOPHOMORE CLASS, 1903.

GRADUATING MAY 27.

Adams, Ada	Creelius, Margaret	Moore, Evelyn M.
Alkire, Maude	Daniel, Ora Martha	Murphy, John Patrick
Allison, G. S.	Davis, Geo. Ethyl	Murphy, William Charles
Bohon, Mertie E.	Dorsey, Elbert M.	Nichols, Bertha
Rohon, Olive	Jones, J. L.	Powell, E. J.
Boucher, M. D.	Koeneman, Lydia	Roberts, Mary Augusta
Breier, Eleanor	Leazenby, Bessie	Rockhold, Nellie B.
Buck, Flora	Mastin, Elsie	Smith, Bessie
Buck, Jesse V.	Mathew, Josie V.	Smith, Georgia Mary
Carpenter, Lucy Grant	McReynolds, Leila Belle	Wallace, Minnie V.
Collier, Cora B.	Mills, Mabel H.	Weyand, Charles Miller

AUGUST SECTION.

To receive certificates Aug. 19 or earlier on condition all required work is completed.

Berry, Frances M.	Hewitt, Perle	Ordnung, Rose
Blue, Hattie M.	Humphrey, Bessie Delite	Overstreet, Aldarena
Bohon, Emma Grace	Lowry, Jesse K.	Petty, Lena
Buck, Ernest H.	Marston, Edith	Rutherford, Elizabeth
Buck, Ethel	Maxwell, Jessie Gertrude	Sipple, Leslie B.
Cornmesser, B. L.	Miller, J. A.	Staten, Minnie Belle
Eaton, Maggie W.	Mitchell, William Arthur	Swanson, Arthur M.
Eisiminger, Carl	Moreland, Ollie May	Vincent, Anna
Flynt, Orrie Evelyn	Morrison, Maude L.	Wilson, Estella Lee
Hawkins, Edna	Munn, Bessie	Whittom, James
Horn, I. M.	Nicholas, Robert McCallie	

STUDENTS OF SUMMER SCHOOL (AT KIRKSVILLE), 1902.

Adams, Ada.....	Kirksville	Burks, Ada.....	Paris
Adams, Mattie.....	Kirksville	Calvert, S. E.....	Kirksville
Allen, E. Alta.....	Memphis	Carrico, Mayme.....	Florisant
Allen, Hanora C.....	Weston	Carter, C. L.....	Hallsville
Allison, J. S.....	Kirksville	Chapin, Florence.....	Oronoga
Ammerman, Bessie.....	Kirksville	Chick, Gertie.....	Shelbyville
Andrews, Bessie.....	Novinger	Cook, W. H.....	Sidney
Arnold, S. W.....	Downing	Collett, Minnie.....	Moberly
Atkisson, Ella.....	Moberly	Cornmesser, B. L.....	Kirksville
Bailey, Loa.....	Kirksville	Crockett, Geo.....	Hamilton
Ballenger, Zula.....	Kirksville	Dance, G. N.....	Lewistown
Banning, W. J.....	LaPlata	Davis, A. A.....	Kirksville
Beardsley, Chas. G.....	Kirksville	Davis, Altah.....	Martinsville
Bennett, G. F.....	Kirksville	Day, Rubie V.....	Cairo
Bertels, Elizabeth.....	Martinsburg	Derfler, M. E.....	Gilliam
Bierly, Mary.....	Granville	Dickson C. E.....	Kirksville
Black, Mary.....	Hurdland	Donnelly, Mrs. C. R., Las Cruces, New Mexico	
Blackwell, Emma.....	Kirksville	Donnelly, Mary, Las Cruces, New Mexico	
Blackwell, Clara.....	Kirksville	Douglass, Frank C.....	Venice
Blake, Vera.....	Rockport	Downey, D. S.....	Stewartsville
Boring, Carrie.....	Locust Hill	Downing, C. V.....	Kirksville
Boyer, Mary.....	Festus	Dralle, F. W.....	Knox City
Boyes, M. A.....	Auxvasse	Elwood, Sadie.....	Stanberry
Brewington, W. B.....	Clarence	Erwin, Alice.....	Houston
Brown, M. O.....	Ben Bow	Evans, Florence.....	Huntsville
Browning, J. D.....	Humphreys	Evans, Margaret.....	Kirksville
Browning, J. J.....	Paris	Eubank, Estelle.....	Kirksville
Buck, Arthur.....	Kirksville	Ewing, Rose.....	Excelsior Springs
Buck, Ethel.....	St. John		
Buck, Flora.....	Kirksville		
Buchanan, Sara.....	Kirksville		
Burch, J. E.....	Clearmont		

Farmer, Dixie.....	Middletown	Nickell, L. O.....	Granville
Farmer, Jennie.....	Kirksville	Norman, J. D.....	Newtown
Finch, Jennie.....	Kirksville	Pickett, Katie Lee.....	Woodlawn
Fisher, Carmen.....	Huntsville	Popplewell, Lelah, Binger, Oklahoma	
Foley, Delia.....	Bullion	Powell, E. Jasper.....	Linneus
Ford, Blanche.....	Pattonsburg	Powell, Tilden.....	Purdin
Ford, J. E.....	Galt	Posey, N. E.....	Green City
Frazier, Geo. W.....	Pattonsburg	Quigg, Estelle.....	Axtell
Fraizer, Leon.....	Barnard	Rambo, Happy.....	Festus
Gardner, R. L.....	Dudley, Iowa	Rambo, Maude.....	Glenwood
Gentry, Lula.....	Montgomery	Randall, N. H.....	Meadville
Goodson, Lou B.....	Hopkins	Reed, Minnie.....	Kirksville
Greiner, Ottie M.....	Kirksville	Rhoades, J. F.....	Harris
Groshong, Ella.....	Foristell	Roach, J. M.....	Cookman
Hall, Harry D.....	Woodlawn	Rodenhofer, Carrie.....	O'Fallon
Harrison, Sue C.....	La Monte	Rodgers, Ethel.....	Bairdstown
Harwood, Iola.....	Renssalaer	Roseberry, Bertha.....	Kirksville
Hawkins, Edna.....	Hematite	Roseberry, Ethel.....	Kirksville
Heaton, O. E.....	Sorrell	Rowell, Hettie.....	Excelsior Springs
Heifner, Geo.....	Excello	Ruffer, Minnie.....	Festus
Heller, Gertrude.....	Palmyra	Rule, Lena.....	Nashua
Hennon, Clyde.....	Kirksville	Sansberry, E. H.....	Pollock
Heryford, C. A.....	Hale	Shoop, Raymond.....	Shibley's Point
Hinton, Hugh.....	Jacksonville	Skowr, F. H.....	High Ridge
Hodges, R. B.....	Kahoka	Smiley, Dola.....	Downing
Holloway, R. E.....	Rowena	Smith, A. F.....	Anabel
Horn, I. M.....	Wyaconda	Smith, Agnes.....	Ravanna
Horton, Lee.....	Martinsburg	Smith, Libbie.....	Clarence
Howard, C. J.....	Center	Smoot, Isadore.....	Kirksville
Hounson, Ota.....	Glenwood	Somerville, G. A.....	McCook, Nebr.
Houglan, Flora.....	Elgin	Sparling, J. N.....	Kirksville
Hull, Minnie.....	Sulphur Springs	Sparling, Martha E.....	Kirksville
Jackson, Mrs. Callie.....	Centralia	Sparks, Minta.....	Shelbina
Johns, Cloe.....	Milan	Starrett, Nellie.....	Shelbyville
Johnson, Louise.....	Kirksville	Steiner, Wm. L.....	New Haven
Keller, Minnie.....	Kirksville	Stelle, J. M.....	Moulton, Iowa
Lauman, Laura.....	Wellston	Stringer, Geo. J.....	Humphreys
Ledford, Myrtle.....	Hannibal	Stutler, Lucy O.....	Owasco
Littleton, E. R.....	Cherry Box	Sweeney, E. E.....	Ravenwood
Long, F. B.....	Norborne	Tall, Christine.....	Winchester
Lucas, J. C.....	Bloomfield, Iowa	Templeton, R. B.....	Pinckneyville, Ill
Marksbury, Thos.....	Emerson	Thompson, Leena.....	Kirksville
Mathews, Bertha.....	Revere	Tonnies, J. W.....	Colony
Mathews, Irma.....	Revere	Townsend, Jennie.....	Kirksvills
McClure, W. T.....	Jamesport	Traughber, Myrtle.....	Centralia
McGregor, W. B.....	Brookfield	Trickler, J. E.....	Bloomfield, Iowa
McQuary, H. C.....	Plato, Ky	Tummond, Lela.....	Kirksville
McRae, Willie.....	La Belle	Van Horne, Grace.....	Edina
McReynolds, Leila.....	Colony	Van Sickle, Jessie.....	Shibley's Point
Miller, C. M.....	Gorin	Vaughn, Jennie.....	Green Castle
Miller, J. A.....	Kirksville	Wack, June.....	Ferguson
Miller, Iowa.....	Kirksville	Walters, Leoti.....	Green Castle
Miller, Mildred.....	Sumner	Watson, Gertrude.....	Red Lodge, Mont
Mitchell, Herbert.....	Lancaster	Weedon, Lillian.....	Kirksville
Moore, Clifford.....	Oak	Weedon, Mary.....	Kirksville
Morlan, S. E.....	Pollock	Weldon, May.....	Gamma
Morris, Lena.....	La Plata	Wells, Bessie.....	Hurdland
Morris, Mrs. Sadie, Washington, Kas.		White, Lizzie.....	Centralia
Murphy, J. P.....	Festus	Whittom, James.....	Downing
Murphy, W. C.....	Festus	Wielard, W. G.....	Memphis
Nance, F. B.....	Pattonsburg	Wilkes, Eunice.....	Kirksville
Neal, Lillian.....	Vandalia	Wilson, Gus.....	Wellsville
Newton, Bert.....	Macon	Wilson, J. F.....	Kansas City
Nicely, W. C.....	Lewistown	Yadon, Clara.....	Kirksville
Nichols, Oleta.....	Fulton		

STUDENTS OF 1902-03.

(Sept.-May)

Adams, Ada.....	Kirksville	Bledsoe, Willis B.....	Barnesville
Adams, Alpha.....	Sublette	Blue, Hattie.....	Florida
Adams, Claude.....	Allendale	Blurton, Stella.....	Queen City
Adams, Coral.....	Kirksville	Bodyfield, Richard.....	Kirksville
Adams, Edward.....	Allendale	Bohon, Emma.....	Kirksville
Adams, Myrtle B.....	Laclede	Bohon, Mertie.....	Benbow
Adams, Stephen C.....	Arbela	Bohon, Olive.....	Kirksville
Alderson, Geo.....	Wellsville	Boldridge, Elmer.....	Emerson
Alexander, Amara.....	Queen City	Bondurant, Jas. D.....	Downing
Alexander, Mona B.....	Duncan's Bridge	Bondurant, W. P.....	Downing
Alexander, Naomi.....	Hobart, Okla	Bonorden, Richard.....	Kirksville
Alexander, Thomas.....	Kirksville	Botts, Elmer.....	Locust Hill
Alkire, Maude.....	Oregon	Boucher, Mason.....	Cairo
Allen, E. Alta.....	Memphis	Boucher, M. D.....	Cairo
Allen, Grover.....	Memphis	Bowcock, Hila.....	Kirksville
Allen, Ida.....	LaBelle	Boyd, John W.....	Kirksville
Allen, Martha.....	Flint Hill	Bradley, Harry.....	Holliday
Allison, Bertha.....	Kirksville	Bragg, Florence.....	Kirksville
Allison, Guy.....	Kirksville	Bragg, Frances.....	Kirksville
Andrews, Katie.....	Bloomington	Brandes, Lula.....	Moscow
Arbuckle, Myrtle.....	Lingo	Brantley, Effie.....	Newtown
Arnold, Arthur.....	Energy	Brantley, Maude.....	Newtown
Arnold, F. W.....	Jamesport	Brasfield, Ellen.....	Kirksville
Arnold, Lillian.....	Memphis	Brashear, Roma.....	Kirksville
Ashlock, Kate.....	Kirksville	Breier, Eleanor G.....	Ferguson
Attebery, F. E.....	LaPlata	Brewer, Jessie.....	Kirksville
Atteberry, Ethel.....	Economy	Brewer, Margaret.....	Kirksville
Bailey, Loa.....	Kirksville	Brewington, W. B.....	Clarence
Bain, Charlotte.....	Webster Grove	Bridges, D. G.....	Denver
Baird, Retta.....	Odell	Bridgman, Brit.....	Bigelow
Baker, Cordia.....	Cainsville	Broadus, Mae.....	Darksville
Ballenger, Zula.....	Kirksville	Brooks, Jesse.....	Kirksville
Baltzell, J. E.....	Deer Ridge	Brown, Addie.....	Pattonsburg
Banning W. J.....	Kirksville	Brown, Jas. H.....	Harris
Barbee, Guy.....	Kirksville	Brown, Marcy.....	Kirksville
Barclay, Claudena.....	Hallsville	Brown, Sallie.....	Troy
Barker, Ray.....	Kirksville	Browning, Harold.....	Molino
Barnes, L. A.....	Memphis	Buck, Arthur.....	Kirksville
Barnes, LeVanchie.....	Memphis	Buck, Ernest H.....	Kirksville
Barron, Lizzie.....	Kirksville	Buck, Ethyl.....	St. John
Barron, Virgil.....	Kirksville	Buck, Flora.....	Kirksville
Bartholomew, Mabel.....	Nevada	Buck, Jesse V.....	Kirksville
Beardsley, Chas. G.....	Kirksville	Buckalew, P. L.....	Kirksville
Beatty, Mary.....	Kirksville	Buckley, C. H.....	Kirksville
Beck, Pearl.....	Loeffler	Burch, J. E.....	Clearmont
Beckner, Harry.....	Deer Ridge	Burk, Ellen.....	Edina
Bedford, Edwin.....	Kirksville	Burkeholder, Bliss.....	Trenton
Benning, Emma.....	Canton	Burns, Katie M.....	Gorin
Benton, Bessie.....	Huntsville	Burris, Ora F.....	Kirksville
Berger, Allen.....	Gamma	Calvert, Mrs. Cora.....	Kirksville
Berger, Elvie.....	Gamma	Calvert, Laura.....	Green City
Bergman, Emma.....	Walnut	Calvert, Sidney E.....	Kirksville
Bergman, Jesse.....	Goldsberry	Campbell, A. M.....	Hurdland
Bergman, Lula.....	Goldsberry	Campbell, Laura.....	Kirksville
Bergman, Willis.....	Goldsberry	Campbell, May.....	Kirksville
Berry, Fannie.....	Kirksville	Campbell, Ralph.....	Kirksville
Biggs, Wm.....	Clearmont	Cannon, Meade.....	La Plata
Bishop, Amy.....	Akron	Carnahan, E. L.....	Luxor
Bishop, Walter G.....	Akron	Carothers, Carl.....	Kirksville
Blackledge, Ira.....	Kirksville	Carpenter, Kate.....	Centralia
Blackwell, Clara.....	Kirksville	Carpenter, Lucy.....	Centralia
Bledsoe, Williard.....	Barnesville	Carter, A. S.....	Hallsville

Carter, C. L.....	Hallsville	Evans, C. w.....	Cairo
Cater, Cina .. .	Knox City	Evans, E. M.....	Cairo
Cavanaugh, Homer H. ...	Darksville	Evans, Leona.....	Kirksville
Cobb, Vernon.....	Kirksville	Evans, Margaret.....	Kirksville
Cockrum, Ethel.....	Kirksville	Evans, Mary.....	New Cambria
Coleman, J. E.....	Kirksville	Farrell, Shelby	Madison
Collier, Cora B.....	Trenton	Farmer, Thomas	Powersville
Collier, May.....	Lemonville	Fetters, Casper.....	Greensburg
Combs, Hattie., Oklahoma City, Ok.		Fetters, Cora.....	Greensburg
Combs, Loren.....	Centralia	Findley, John A.....	Denver
Corbin, Beatrice.....	Kirksville	Finegan, Ava.....	Kirksville
Corbin, Byrle	Brashear	Finegan, Vera.....	Kirksville
Cornett, Bracy.....	Kirksville	Fish, A. V.....	Kirksville
Cornmesser, B. L.....	Kirksville	Fish, Walter E.....	Kirksville
Costolow, Albert.....	Kirksville	Fite, Lola....	Bullion
Cousins, W. K.....	Ravanna	Floyd, Minnie.....	Middletown
Crawford, C. E.....	Kirksville	Flynt, Orrie ..	Hallsville
Crawford, Everett.....	Gibbs	Foncanon, Dollie.....	Kirksville
Crawford, Lillian.....	Hurdland	Foncanon, Mayme A.....	Kirksville
Crecelius, Margaret ..	Mehlville	Ford, Aura.....	Kirksville
Crist, Alta.....	Kirksville	Ford, Helen.....	Glenwood
Cupp, Dimple.....	Kirksville	Ford, J. E	Galt
Curry, John.....	Kirksville	Fout, Clara.....	Kirksville
Curry, Pearl E.....	Kirksville	Frost, Catherine.....	Grubville
Dameron, Cannie..	Gamma	Frost W. J.....	Grubville
Dance, G. N.....	Lewistown	Frye, David.....	Kirksville
Dance, Roy.....	Lewistown	Fugate, W. H.....	Greentop
Danforth, Marie.....	Hatfield	Galland, Hattie.....	Revere
Daniel, Ora M.....	Maud	Galland, Marguerite.....	Revere
Darnell, Callie.....	Kirksville	Gardner, Jennie.....	Kirksville
Daugherty, Blanche.....	Kirksville	Gardner, R. L.....	Dudley, Iowa
Davis, Errett	Kirksville	Gaston, Ruth.....	Keokuk, Iowa
Davis, Geo. Ethel.....	Long Branch	Gates, R. E.....	Kirksville
Davis, Lucie	Kirksville	Gay, Sarah.....	Hamilton
Davis, Wilbur	La Plata	Gehrke, Clara	Kirksville
Dawes, Edith B...Garneill, Montana		Gibbons, Mabel	Kirksville
Dickson, C. E	Kirksville	Gibbons, Nannie....	Warren
Dickson, Virgil.....	Kirksville	Gibbs, Lonnie.....	Kirksville
Dixon, M. B.....	Hale	Gilbreath, G. C.....	Love Lake
Dobson, Britton.....	Kirksville	Glaze, Blanche.....	Fairport
Dockery, Estelle.....	Kirksville	Gluck, (Mrs.) Jennie B....	Kirksville
Dodson, Everett	Kirksville	Goldberg, Elsa.....	Kirksville
Dodson, Lena.....	Kirksville	Goldsberry, M. E.....	Downing
Doll, Lillian.....	Shelbyville	Goings, Jessie.....	Durham
Doneghy, Dagmar.....	Kirksville	Goodale, C. T.....	Meadville
Dorsey, E. M.....	Kahoka	Gooden, Albert.....	Kirksville
Dossey, Glenn	Cairo	Gooding, Beulah B.....	Atlanta
Downing, C. V.	Kirksville	Gooding, Chas. J	Kirksville
Downing, S. Carrie.....	Newark	Goodwin, Daisy ..	Sloan
Dralle, Fred W.....	Knox City	Gowey, Grace.....	Kirksville
Draper, L. L	Kirksville	Gray, Blanche.....	Kirksville
Dunbar, Helen.....	Glenwood	Gray, Clyde.....	Stanberry
Dunham, Nellie.....	New Cambria	Gray, Letha.....	St. John
Durham, Harvey.....	Jacksonville	Gray, Blanche... ..	Boynton
Duty, Eloise	Peakville	Grate, Nellie.....	Ardmore
Duty, Grace.....	Bonaparte, Iowa	Green, Alma.....	Mike
Dyer, Rose.....	Troy	Greener, Lillian.....	Chillicothe
Dysart, Lula.....	Parker	Greenley, Anna.,	Hedge City
Earle, Ruth.....	Leavenworth, Kan.	Greenley, Maude.....	Hedge City
Eaton, Maggie.....	Shelbina	Griggs, Holland.....	Hedge City
Edwards, Goldie.....	Lincoln	Grizzell, Sarah.....	Clifton Hill
Eisiminger, Carl.....	Fillmore	Groshong, Ella.....	Wright City
Eisiminger, Hallie.....	Fillmore	Gunnell, J. A.....	Memphis
Eisiminger, Walter.....	Fillmore	Hagans, Ethel.....	Millard
Eller, J. B.....	Kirksville	Haines, Nellie ..	Fairmont
Erwin, Alice.....	La Plata	Haines, Mrs. Virginia.....	Kirksville
Evans, Ann.....	Kirksville		

Hale, Bessie.....	Kirksville	Jones, Grace	Kirksville
Hale, E. S.....	Kirksville	Jones, Guy.....	Bigelow
Hale, Gertrude.....	Tingley, Iowa	Jones, J. L.....	Kirksville
Hall, A. E.....	Middletown	Jones, Maude.....	Kirksville
Hall, S. M.....	Woodlawn	Kaser, Lulu.....	Kirksville
Hamilton, R. E.....	Kirksville	Kay, Rubie.....	Kirkwood
Hanks, Cyrus A....	Wilson	Keith, Clara.....	Kirksville
Hardesty, G. M.....	Chantilly	Keith, Katherine.....	Cherry Box
Hardesty, Riley	Chantilly	Keller, Minnie.....	Fairfield
Hardesty, Willis.....	Chantilly	Kellogg, J. L.....	Linneus
Hardin, Willard	Murry	Kesler, Daniel W.....	Chillicothe
Harmon, Ada.....	Browning	Keyte, I. A.....	Kirksville
Harris, May.....	Liberty	Killebrew, Lena M.....	Durham
Harris, Mila.....	Liberty	King, Henry J.....	Revere
Hart, Vergia.....	Lentner	Kirby, Lucy C.....	Estell
Hatfield, Mary.....	Low Ground	Kirk, Victor.....	Kirksville
Hatfield, Perl.....	Low Ground	Kline, Lydia.....	Kirksville
Hawks, A. C.....	Greensburg	Koenemann, Lydia.....	Jennings
Hayden, Melvin... ..	Florida	Lampton, Lorena	Kirksville
Hayward, Ethel.....	Rutledge	Landes, J. Roy.....	Millard
Hays, Coy.....	Green City	Lane, Laura.....	Kirksville
Heathman, Mae	Granville	Lay, Lutie.....	Ewing
Heimsar, Mary.....	Rutledge	Leazenby, Bessie ..	Mt. Moriah
Heller, Gertrude.....	Palmyra	Lee, Lucy Dell.....	Maryville
Henderson, Mary....	Molino	Lemon, Allen....	Clearmont
Herndon, John.....	Saling	Leslie, D. A.....	Williamstown
Heryford, Chas. A.....	Hale	Lewis, Flossie.....	Knox City
Heryford, Lena.....	Hale	Linder, Lollie.....	Nefy
Heryford, Myrtle....	Hale	Lindsey, Letta.....	LaBelle
Hesse, Mabel.	Kahoka	Linhart, E. W.....	Browning
Hewitt, Ethel.....	Kirksville	Link, Eunice.....	Kirksville
Hewitt, Pearl.....	Kirksville	Lipes, A. Bessie.....	Deer Ridge
Hicks, Eva.....	Gibbs	Littleton, E. R.....
Hill, H. R.....	Novelty	Lockwood, Berenice...Pattonsburg
Hinebaugh, Ethel.....	Ash	Lollar, Henry C.....	Eskin
Hoefner, Laura.....	New Melle	Loomis, Lurah.....	Kirksville
Holder, Cleopatra	Cantril, Iowa	Lowry, J. K.	Ravanna
Holland, Anna B.....	Callao	Lyda, Roscoe.....	Kirksville
Holloway, Ina.....	Kirksville	Lynch, F. K. Jr.....	Noonan
Holloway, R. E.....	Rowena	Magee, R. Bruce	Knox City
Holloway, Ruth.....	Kirksville	Maggart, Alfred.....	Milan
Holman, Minnie.....	Nefy	Markey, Opal.....	Brashear
Hopewell, Cloud.....	Kirksville	Markland, R. V.....	Armstrong
Hopson, Maude....	Canon City, Colo	Marksbury, Thos.....	Emerson
Horn, I. M.....	Wyaconda	Marlette, Ernest.....	Kahoka
Horton, Mildred.....	Kirksville	Marsden, J	Lone Dell
Houghton, David....	Low Ground	Marston, Edith.....	Kirksville
Hughes, John, R.....	Bevier	Martin, Ruth	Kirksville
Hughes, Otis.....	Moulton, Iowa	Mastin, Elsie	Ravanna
Hull, Eula.....	Kirksville	Mathews, Bertha	Revere
Hull, Gilbert E	Kirksville	Matthew, Harvey.....	Pennville
Humphrey, Bessie D	Parnell	Matthew, Josie.....	Lemonville
Humphrey, P. B.....	La Plata	Matthew, Pearl.....	Pennville
Hungerford, Grace....	Lacygne, Kan	Maupin, Olan....	Washington
Hunstead, H. A.....	Arbela	Maxwell, Jessie.....	Rush Hill
Hunt, Lula.. ..	Omaha, Nebraska	May, Edith.....	Westboro
Hutton, Charley.....	Ardmore	Mayhugh, Earle W	Rothville
Jamison, G. H.....	Green City	Mayhugh, Jessie Lee.....	Rothville
Jamison, Myrtle.....	Clarence	Mayhugh, Lida P	Rothville
Jennings, H. P.....	St. Clair	McCarty, Margaret	Clarence
Johns, Cloe.....	Milan	McClain, Ella	Williamstown
Johns, Lillie....	Milan	McClain, H. C	Deer Ridge
Johnson, Bertha.....	Kirksville	McClain, W. M....	Williamstown
Johnson, Ethel M.....	Nefy	McClanahan, Maude.....	Harris
Johnson, Louise.....	Kirksville	McClurg, W. T.....	Jamesport
Johnson, Ursula.....	Novinger	McCollum, B. B.....	Salem
Jones, Bettie.....	Pickering	McColm, Ethella	Lewistown
Jones, (Mrs.) E. O.....	New Boston		

McCrary, Berta	Hawkins	Overstreet, J. W	Newtown
McCune, Nora Lee....	Lemonville	Owen, John.....	Kahoka
McFadden, G. E.	Knox	Owen, Mabel	Oak Dale
McGee, Amy.....	Oakwood	Ownbey, Ben.....	Kirksville
McGee, J. C.....	Kirksville	Ownbey, Mary	Kirksville
McGee, Lora	Osgood		
McGee, W. F.....	Kirksville	Patton, Irvin.....	Millard
McHendry, Mabel.....	Kirksville	Petty, Lena.....	Nevada
McKay, Belle.....	Knox City	Phillips, Roy	Confidence, Iowa
McKenzie, Edna ...	Kirksville	Pickett, Katie Lee....	Woodlawn
McKenzie J Greene.....	Barnesville	Pierson, Pearl	Greentop
McKim, Albert.....	Grant City	Polley, May.....	Kirksville
McManis, J. V.....	Baird	Polley, W. B.....	Kirksville
McMichael, Hazel.....	Kirksville	Pollock Thos	St. John
McQuary, Mollie.....	Economy	Pope, Ruhama.....	Nefy
McReynolds, Bessie	Colony	Popplewell, Lelah B.....	Oklahoma
McReynolds, Elsa	Colony	Porter, Laura.....	Kirksville
McReynolds, Leila.....	Colony	Porter, Mary. . . .	Centerville, Iowa
McReynolds, Ralph.....	Knox City	Post, Della.....	LaBelle
Meador, Elsie	Bachelor	Powell, Dora.....	Gallatin
Meadows, Florence ..	Pattonburg	Powell, Ernest J.....	Kirksville
Meeks, Earl.....	Kirksville	Powell, Eva (Mrs. E. J.)...	Kirksville
Meredith, Pearl	Crab Orchard	Powell, J. A.....	Pronax
Millay, Ada.....	Kirksville	Powell, Lula (Mrs. Tilden) ..	Kirksville
Millay, Fleda	Kirksville	Powell, Mary.....	Energy
Miller, Ethel.....	Luray	Powell, Tilden.....	Kirksville
Miller, Frances	Kirksville	Probasco, Emery....	Palmyra
Miller, Gussie	Kirksville	Pugh, Della....	Fairmont
Miller, J. A.....	Kirksville	Pulliam, Marie	Danforth
Miller, Iowa.....	Kirksville	Purvis, Anna..	Memphis
Miller, Margaret	Luray		
Mills, Carrie.....	Kirksville	Quinlin, W.M ...	LaPlata
Mills, Mabel H ..	Bozeman, Mont.	Rainwater, Jesse.....	Kirksville
Minor Mabel.....	Knox	Rankin, D. D	Loeffler
Minton, Leta.....	Mound City	Ransom, Ethel.....	Kirksville
Minton, Robt. L....	Fortescue	Ray, Deetie.....	Kirksville
Mitchell, Arthur	Kirksville	Ray, Fleeta.....	Kirksville
Mitchell, Herbert.....	Lancaster	Ray, Orva	Kirksville
Montgomery, Laura.....	Memphis	Ray, Robt. C	Kirksville
Moore, Blanche.....	Vandalia	Reavis, Geo. W.....	Hamilton
Moore, Essie.....	Kirksville	Reese, Madge.....	Bucklin
Moore, Eva	Festus	Reid, Bettie.....	Brussels
Moorman, L. A.....	Marceline	Reno, Ella	Pattonburg
Moreland, Ollie.	Ender	Reno, Fannie	Pattonburg
Morelock, Isabelle.....	Kirksville	Reynolds, Eva	Kirksville
Morgan, Grover...West Grove, Iowa		Rhoades, Carrie.....	Harris
Morgan, Lula	La Belle	Rhoades, J. F.....	Harris
Morlan, Ira	Pollock	Rice, Stona.....	Huntsville
Morlan, S. E.....	Pollock	Richardson, Lula.....	Anabel
Morrison, Maude.....	Cairo	Riley, James A.....	Downing
Morse, Nellie.....	Kirksville	Ringo, Eugenia	Kirksville
Munn, Bessie.....	Kirksville	Roach, Stella.....	Browning
Murdock, John R.....	Tolona	Robb, Omar G.....	Barton
Murdock, S. H.....	Milan	Roberts, C. A.....	Revere
Murphy, J. P	Festus	Roberts, L. D	Revere
Murphy, W. C.....	Festus	Roberts, Mary.....	Centralia
		Robinson, Laura	Mexico
Nicholas, Jessie.....	Kirksville	Robley, Winifred....	Centralia, Iowa
Nicholas, R. M	Kirksville	Rockhold, Nellie	Utica
Nichols, Bertha.....	Monroe	Rodenhofer, Carrie ..	O'Fallon
Nickell, B. F....	Winigan	Rogers, Mattie.....	Kirksville
Northcraft, Elizabeth.....	LaBelle	Roppel, George (Jr.)....	Wellsville
Northcraft, Lettie M.....	LaBelle	Roseberry, Bertha.....	Kirksville
Novinger, N. J	Stahl	Roseberry, Ethel.....	Kirksville
Novinger, O. E.....	Danforth	Ross, Aubrey C.....	Redmon
Oberg, Grant	Osborne	Ross, Puby F.....	Redmon
Ordnung, Rosa..Burlington Junction		Rowe, Ida B	Lexington
Osborne, L. W.....	Kirksville	Rucker, Grace.....	Moberly
Overstreet, Alda.....	Newtown	Rudd, Lillian.....	Newark

Ruffer, Minnie.....	Festus	Swanson, James V.....	Greentop
Rutherford, Earl.....	Kirksville	Swearingin, Waldo.....	Fairmont
Rutherford, Lizzie.....	LaPlata	Tall, Christine.....	Winchester
Salling, Susie.....	Perry	Taylor, C. P.....	Bethel
Salsbery, E. H.....	Pollock	Templeman, O. E.....	Vinita
Sandry, Bertha.....	Danforth	Thomas, Arminta.....	Lancaster
Schmidt, Carl.....	Hannibal	Thomas, Sarah.....	Ferguson
Scobee, Cena.....	Kirksville	Thompson, Bertha.....	Bullion
Scobee, Berry.....	Kirksville	Thompson, E. Lena.....	Kirksville
Scobee, Pearl.....	Kirksville	Thompson, Hubbard.....	Excello
Seaber, Daisie.....	Kirksville	Thompson, Lulu.....	Kirksville
Seay, Ethel.....	Kirksville	Tippett, Iva.....	Memphis
See, W. G.....	Centralia	Tonnies, J. W.....	Colony
See, W. J.....	Centralia	Trower, Mary E.....	Olney
Sees, Retta.....	Kirksville	Turner, Essie.....	Hannibal
Sells, Murray.....	Queen City	Van Fossen, D. E.....	Humphreys
Shackleford, Clarice.....	Kirksville	Van Horne, Earl.....	Edina
Shaw, J. L.....	Cairo	Vincent, Anna.....	Lucerne
Sheridan, Blanche.....	Grant City	Vinson, Joll Thomas.....	Newtown
Sheridan, May.....	Hurdland	Vollier, A. E.....	Leonard
Sherman, Leila.....	Peaksville	Vyverberg, Herbert E.....	Spechts Ferry
Shibley, A. P.....	Gorin	Wagoner, Floyd.....	
Shire, Burnis.....	Hale	Walker, Mollie.....	Woodville
Shoop, Raymond.....	Green City	Wallace, Mrs. Minnie.....	Granville
Short, Clarence.....	Lone Dell	Walters, Maude.....	Green Castle
Short, Warren.....	Lone Dell	Watkins, Nettie.....	Arnold, Nebr
Sigler, Vane.....	Kirksville	Weedon, Lillian.....	Kirksville
Simes, Lewis M.....	Kirksville	Weedon, Mary E.....	Kirksville
Sipple, E. M.....	Westville	Wells, Bessie.....	Hurdland
Sipple, L. B.....	Rush Hill	Wells, James T.....	Newton
Skipper, Ora.....	St. John	Wells, W. M.....	Lucerne
Skirvin, Lora.....	Ardmore	Welton, Lurah A.....	Crab Orchard
Sloan, Earl.....	Fairmont	Weyand, Chas. M.....	Hamilton
Sloan, May.....	Fairmont	Weyand, Mary.....	Luray
Smith, Bessie.....	Kirksville	Whan, J. Robt.....	Osgood
Smith, Cleveland.....	Kirksville	Whan, Sadie.....	Osgood
Smith, Evelena.....	Enterprise	Whittom, James.....	Downing
Smith, Frances.....	Enterprise	Wilcox, Addie.....	Webster Grove
Smith, Georgia Mary.....	Kirksville	Wiley, Elsie.....	Kirksville
Smith, Gertrude.....	Knox	Willard, Clyde.....	Kirksville
Smith, J. M.....	Osgood	Williams, Anna B.....	Lewistown
Smith, Ruth.....	Kirksville	Williams, Anna P.....	Nelsonville
Smock, Bessie.....	Maud	Williams, Cecil G.....	Lewistown
Smock, E. L.....	Maud	Williams, Elijah.....	Allendale
Solomon, Mary.....	New Hampton	Williams, Estella.....	Lewistown
Sparling, Alfred.....	Kirksville	Williams, G. C.....	Sumner
Sparling, Jno. N.....	Kirksville	Williams, Pearl.....	Kirksville
Spencer, Lillie M.....	Gorin	Willis, Gertrude.....	Kirksville
Spencer, Myrtle L.....	Gorin	Willis, Nina E.....	Kirksville
Spivey, May.....	Jamesport	Wilson, Anna L.....	LaBelle
Stagner, B. A.....	Asper	Wilson, Claude E.....	Deer Ridge
Stalcup, Georgia.....	Maud	Wilson, D. L.....	Centralia
Stanley, Leona.....	La Plata	Wilson, Edna.....	Kirksville
Starr, Wilda J.....	Eugene, Oregon	Wilson, Gus.....	Wellsville
Staten, Minnie B.....	Hale	Wilson, Stella.....	LaPlata
Steiner, Lottie.....	New Haven	Wingerter, Maggie.....	Kirksville
Steiner, Wm. L.....	New Haven	Wise, Etta.....	Wellsville
Stevenson, R. A.....	Wheeling	Withers, Myra.....	Piedmont
Stroker, Mae Corinne.....	Olney	Withers, Rubey.....	Clarence
Stuckey, Grover.....	Millard	Woods, Birchie.....	Bowling Green
Surbeck, Tress.....	Elmer	Woods, Edna.....	Brashear
Swanson, A. M.....	Greentop	Wright, Opal.....	Kirksville
		Young, Rowena.....	Kirksville

CLARK COUNTY STUDENTS.

Front row, left to right—Mila Harris, Mary Weyand, Margaret Miller, Bertha Mathews, John H. Owen, Christine Tall. Middle row, right to left—May Harris, L. D. Roberts, C. A. Roberts, Leila Sherman, I. M. Horn, S. E. Calvert. Third row, left to right—Ernest Marlette, Mabel Hesse, E. M. Dorsey, Henry J. King, Hattie Galland, Emma Benning



CLARK COUNTY STUDENTS.—(See opposite page.)



Working Calendar.

1903--1904.

Classification of Resident Students.....	Fri. & Sat., Sept. 4 & 5.
Classification of Non-resident Students,..	Mon. & Tues., Sept. 7 & 8.
Class Work Begins	Wednesday, Sept. 9.
Second Quarter Begins.....	Monday, Nov. 9.
Winter Vacation Begins.....	Friday, Dec. 18.
Session Resumes.....	Monday, Jan. 4.
First Semester Ends.....	Friday, Jan. 22.
Second Semester Begins.....	Monday, Jan. 25.
Third Quarter Ends.....	Friday, March 25.
Fourth Quarter Begins.....	Monday, March 28.
Baccalaureate Sermon.....	Sunday, May 22.
Graduating Exercises (Sophomores).....	Tuesday, May 24.
Alumni Association Banquet.....	Tuesday, May 24.
Graduating Exercises (Seniors).....	Wednesday, May 25.
Summer School Classification Begins.....	Monday, May 30.
Summer School Class Work Begins	Tuesday, May 31.

