

**BULLETIN**

**STATE NORMAL SCHOOL**

**Kirksville, Missouri.**

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**Summer School Number**

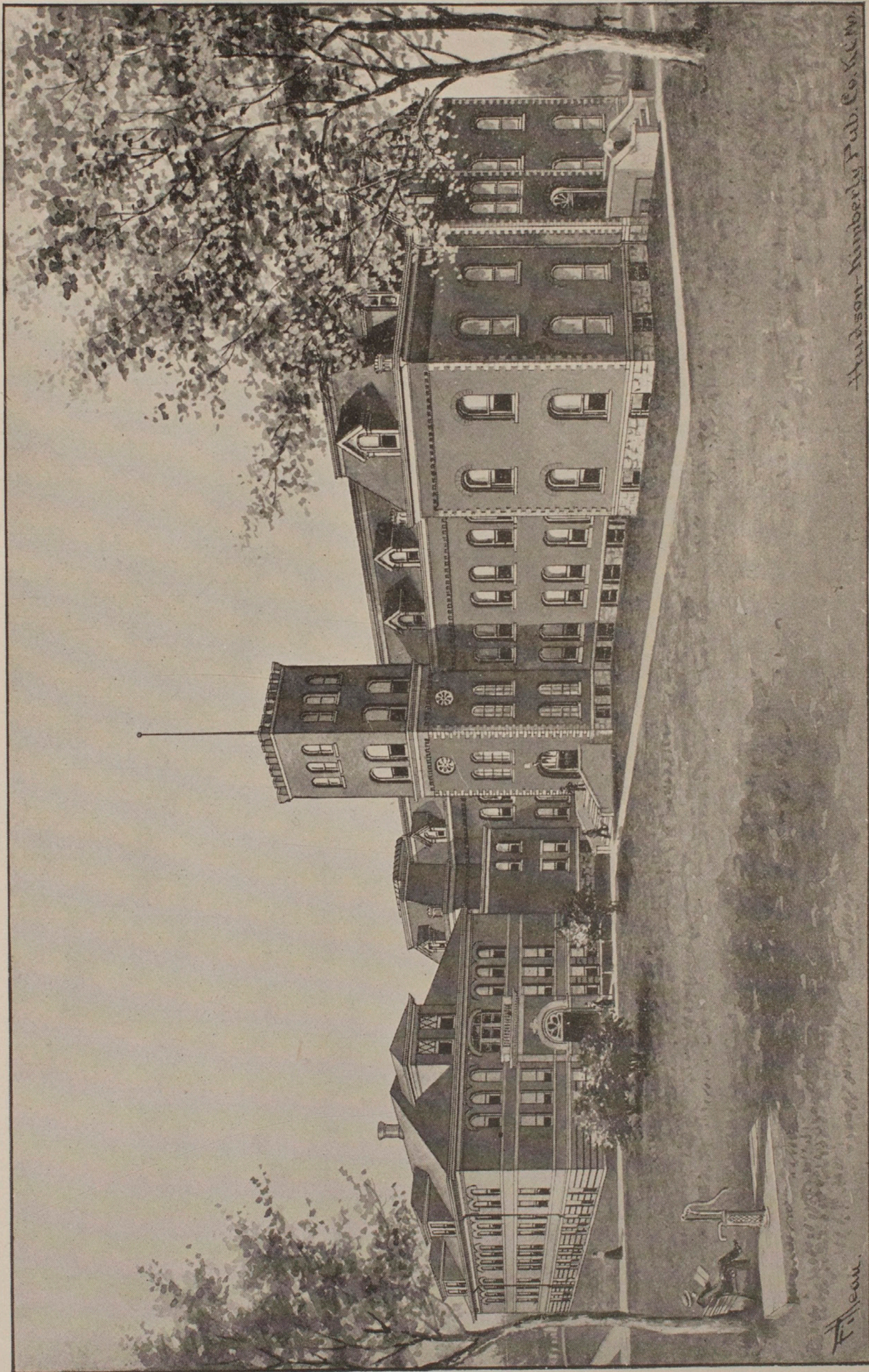
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F. J. Lee.

# BULLETIN

OF THE

First District

State Normal School

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Kirksville, Missouri.

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1903.

SUMMER SCHOOL NUMBER.

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JOURNAL PRINTING COMPANY,  
KIRKSVILLE, MISSOURI.

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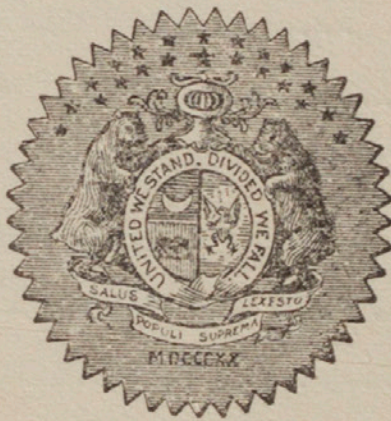
## FACULTY, 1903-1904.

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.....	Orchestra Director.
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\*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.







A GROUP OF SUMMER SCHOOL STUDENTS.

# Quarterly Bulletin.

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## SUMMER SCHOOLS.

Summer schools are now an essential part of organized education in the Middle West. They constitute a demonstrated necessity.

Hitherto nearly all teachers spent the summer months in enforced idleness or employment outside their own profession. The summer school comes to the relief of the industrious and ambitious teacher. The traditional demand for rest during the summer months had gone its way with other mediæval conceptions of life. Come to think of it, the healthiest people have nearly always been those who worked hardest during the summer months and whose rest, if rest they had at all, came in the stormy days of February and March. Experience demonstrates that those who have attended a three months summer school in a healthful locality, under a rational course of study, are as healthy and strong in every respect and in as high spirits and as good condition for entering their professional work in September as they possibly could have been after loitering or resting or attending summer resorts. It is the worker who has health and strength, ambition and enthusiasm.

## THE SUMMER SCHOOL OF 1903.

The summer school of this Institution for the summer of 1903 was a surprise to the management of the School. It opened Thursday May 28th and continued as one session twelve weeks, having an enrollment at the beginning of about 300, a total during the summer of 353, an average daily attendance of more than 300 and a little over 300 actually present on the last day, August 18th.

Prior to 1903 this Institution had conducted three summer schools under direct control of the Regents. Each of these schools had continued 45 working days, allowing a semester's work in each of two subjects. At the close of the summer school of 1902 there was a demand for a continuation of the school and a small faculty undertook to conduct a second term of six weeks and to allow each student to do a semester's work in each of two subjects during that short period of thirty-six working days. Compared with our other summer schools this one proved unsatisfactory.

It is the settled conviction of the President and Faculty of this School that the six weeks summer school course for strictly academic and pedagogic work is not based on sound educational principles. It seems too much like the short cut process which some of the private normal schools practiced during their formative stages and which they, fortunately for themselves and for education, abandoned long ago.

We believe a twelve weeks summer school is pretty nearly the practical solution of the matter. A large majority of those students and teachers who desire summer instruction will, if they have opportunity, enter for three months. We found that six weeks did not give sufficient time to get into good student habits, to digest and to assimilate instruction. Three months, however, give opportunity to take up systematically about three subjects requiring preparation and to pursue those thoughtfully and effectively and to assimilate the instruction given. In addition to three subjects requiring preparation, many students can spend one period daily in some subject not requiring preparation, such as Music, Drawing, Manual Training, etc. With this simple program our students have covered satisfactorily a semester's work in each subject.

### WHAT WE ARE COMPELLED TO DO.

As long as the State University and other well recognized institutions continue giving six weeks summer courses, this Institution will feel compelled to organize just enough six weeks classes to accommodate all those good, earnest teachers and students who can spend only part of the summer in study and who would be compelled to go outside their State or their District in order to get that instruction which they desire.

### AN ADMITTED FACT.

Much as we doubt the soundness of the six weeks courses as part of a settled policy, we are bound to admit that a short course of instruction is helpful, that it is better than no instruction, that it may give great inspiration, that it may give a taste for study and a desire for effort. We therefore raise no outcry against a seeming necessity. This school will be prepared in the summer school of 1904 to accommodate those good, earnest teachers who desire short, sharp, incisive six weeks courses and whose circumstances will not permit them to enter for the regular twelve weeks courses. The dates of opening and closing the shorter courses will not be set until the time





WORK IN RAFFIA—SAMPLES OF BASKET WEAVING IN TRAINING SCHOOL.

of a later bulletin, but we shall undertake to meet the necessities of the students and teachers in the district which this Institution was designed to serve. It may be understood in advance, therefore, that we will give a few short courses in English, in History, in Algebra, in certain ones of the common school branches and indeed in just what will meet the demands made upon us; but we shall all the time encourage and advise all teachers and students to take the longer courses if their time, means and opportunity will permit.

### PROGRAM OF THE SUMMER SCHOOL OF 1903.

The program of the summer school of 1903 included the following:

By Mr. Weatherly, Mr. Roberts and Miss Foncanon: Inorganic Chemistry, Organic Chemistry and Physics.

By Mr. Harvey: High School Algebra, Advanced College Algebra in Theory of Equations, Plane Geometry and Trigonometry.

By Mr. Ginnings: Algebra and Geometry.

By Miss Prewitt: Solid Geometry, Algebra and Arithmetic.

By Mr. Vaughn: U. S. History, Civil Government and American Constitutional History.

By Mr. Shepard: Ancient History, i. e., one class in Oriental and Greek History, one in Roman History; also Mediæval History.

By Mr. Settle: American Literature for Juniors, English Literature for Seniors, General English and Grammar.

By Miss Brown: Freshman American and English Literature with Mythology; also Rhetoric.

By Mr. Gentry: Cicero, Ovid, Sallust and Virgil.

By Miss Popplewell: Beginners' Latin and Cæsar.

By Miss Bryan: Manual Training, four classes.

By Miss Jackson: Agriculture.

By Mr. Howey: Vocal Music.

By Mr. Daugherty: Zoology, Physiology.

By Mr. Kirk: Schools of Missouri, History of Education, Pedagogy.

By Miss Adams: Kindergarten Work.

By Miss Buck: Raffia.

By Miss Greer: Primary Methods.

By Miss Beatty: Drawing.

### EXPENSES.

Expenses during the summer school are somewhat less than during the regular session, especially in the matter of board and lodging.

The incidental fees are slightly lower also, being \$6.00 for the twelve weeks courses and \$3.50 for the six weeks courses.

## PROGRAM OF THE SUMMER SCHOOL OF 1904.

The program of 1904 will duplicate that of 1903 and no doubt include several additional subjects, especially in the Training School Department.

### A PRACTICAL SCHOOL OF METHODS.

The summer school of 1904 will have for one of its essential features a practical school of methods. We give assurance that teachers need not transport themselves to institutions in other states and localities in order to secure the best professional training.

The summer session of 1904 will bring to the very doors of the teachers of North Missouri all the advantages offered by any other professional institution.

The Training School with its improved facilities will be able to give a thorough course of instruction in practical methods, dealing with the concrete and using in every step the means for the right development of the child.

This course will include a careful consideration of each subject taught in the elementary schools and its proper adjustment to the child mind. Classes of children will be used to demonstrate and exemplify the doctrines and methods advocated. Teachers will have access to the latest and best authorities upon each subject. The relative values of subjects and the development afforded through each subject will be carefully considered.

Language, the foundation study, will include a course in observation and conversation lessons, Literature and formal Language work adapted to each grade; when and how to begin written Language work; how to tell a story; use of poems; how to teach them; their illustration; use of pictures in Language work.

The formal Language work in the lower grades becomes a systematic study of Grammar in the upper grades.

Reading, the most important and the most difficult of all the arts to teach; primary reading; earliest methods; relation of reading to thought; why *reading is thinking*; the acquisition of a vocabulary; the courses for each grade; the cause of poor reading and the remedies.

Spelling, oral and written; methods of conducting Spelling lessons.





MANUAL TRAINING IN SUMMER SCHOOL—SLOYD AND OTHER ELEMENTARY WORK.



SHOP WORK DONE IN SUMMER SCHOOL: JOINERY, FREE HAND DRAWING, CARVING, FINISHING.



Arithmetic, that unique mind training which no other subject can give; primary Arithmetic, methods, etc., etc., etc.

Geography, a study of the earth as related to man; primary Geography; home Geography; field lessons, their use and how conducted; uses of maps, globes, books; the course adapted to each grade.

Nature Study: what it is; its value; its scope; how approached; its correlation with Literature. This department of the Training School is now in co-operation with the Department of Agriculture.

Manual Training in the lower grades, including Raffia work, basket weaving, pottery, etc., etc. This work is systematically connected with the shop work, drawing, carving, etc., in the Manual Training shop for students of the Normal School classes.

Music: It is necessary for teachers to be able to teach Music in order to hold many of the best positions in the public schools. Therefore special attention will be given to a course in Music for children.

Our Training School, as a school of methods in 1903, was much handicapped because all the teachers in that department were being promoted or otherwise changed out of the department and an entirely new corps of teachers were coming in. These causes and the serious illness of the new Supervisor were great drawbacks. Nevertheless the Department seemingly gave good satisfaction. The Department is now greatly strengthened by additional teachers and increased facilities. A glance at the page giving the Faculty for 1903-4 will afford some idea of our increased facilities for the exemplification of good educational standards and ideals.

## PEDAGOGY, PSYCHOLOGY, AND HISTORY OF EDUCATION.

This institution is fortunate in having secured Mr. J. D. Wilson, long Principal of the Sedalia High School, to take charge of Pedagogics, Psychology and the History of Education. By virtue of sound scholarship, large experience in public schools and institutes and a disposition as well as talent for pedagogical and philosophical thought and work, Mr. Wilson seems fitted in a high degree to give instruction in these essential subjects of the Normal School curriculum. We may therefore confidently state that the Institution is about one hundred percent better equipped for all professional work and instruction than it has ever been before.

We take pride in the record which this school has made during thirty-three years. But our present facilities should enable the Institution to surpass all its former achievements.

## GRADUATE COURSES IN THE SUMMER SCHOOL.

Attention is called to our numerous elective and graduate subjects in connection with the tabular views on pages 18 and 19. Last summer there were some 25 or more graduates of Normal Schools and colleges who attended the summer school for advanced work. In the summer school of 1904 there will probably be a still larger number of graduates for advanced work in such subjects as Chemistry, Physics, Biology, Latin, History, Mathematics and English. We especially invite the attention of Normal School graduates to these courses. Some of those in attendance last summer had already attended summer schools in universities, colleges and other institutions.

They like our instruction because it comes in more concrete form through the class exercise and less through the lecture, the "quiz" and the "exam."

They like our libraries and laboratories because these instrumentalities are easily accessible and specially adapted to their purposes as public school teachers.

No tuition or other fees are charged those who are eligible to the graduate courses.

## KIRKSVILLE EASILY ACCESSIBLE.

On the next page we insert a railway map of the First Normal School District, comprising the 44 counties north of the Missouri River. We furnished our lithographers or map makers the most recent State map of the Railway Commissioners with the request that the railways leading towards Kirksville be emphasized by heavier lines and all the railway connections shown. We regret exceedingly that a town on the main line of the Burlington so prominently situated as Palmyra should be left off the railway line entirely and that Montgomery City, Maysville and several other conveniently located towns should be omitted entirely. It will be our purpose to get the needed corrections made by the time our next Bulletin goes to press.

This imperfect map, however, will show a majority of the principal railway connections leading from various parts of the District to Kirksville.

It is the sincere desire and the determined purpose of Regents and Faculty to serve especially the District for which this Institution was established. We are not authorized to advertise or search for students outside our District. When requested, we of course send



copies of our bulletins and catalogues in response to inquiries from all parts of the State and from all neighboring states. We welcome students who may for any reason desire to enter this school from other parts of the State or from neighboring states and we have many such students; but we believe it a wise economy of energy to confine our advertising and active canvassing to the territory which the Institution was by statute created to serve. No school can hope to secure or retain the patronage of all the students of its own kind within its own district. Family and social ties and other causes will induce many students to cross established lines, and this is doubtless well; but the management of this Institution would be glad to have the largest possible patronage of actual and prospective teachers residing in this Normal School District. The Institution pledges itself to offer every advantage which can be found in any other Normal School of the Mississippi Valley. The State is divided, by statute, into three Normal School Districts, 44 counties in the first district, 44 in the second district and 27 in the third.

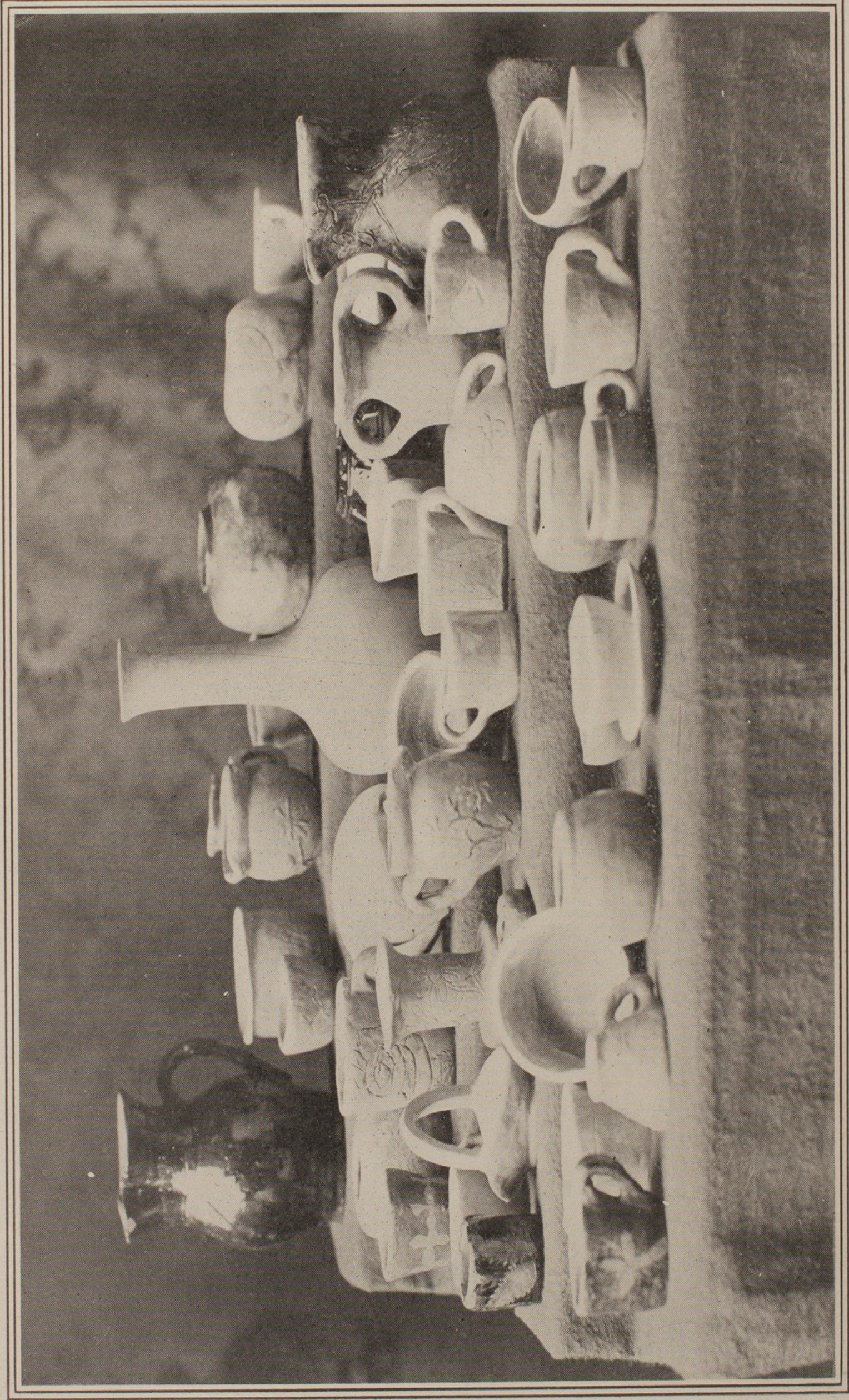
The First District is abundantly supplied with railways. It contains the State University and a majority of the College Union. It has a great number of private academies, two of the best private Normal Schools, and approved high schools well distributed throughout the entire District. It is a rich and prosperous territory.

Not far from the center of this District, as regards railway connections, is the well-built, prosperous city of Kirksville, containing some 8000 inhabitants. It is beautifully situated at the junction of the Wabash and O. K. Railways, the latter being a branch of the great Burlington system. Kirksville can be reached by rail in a few hours from any part of the District. It is the home of the American School of Osteopathy. It is probably the most cosmopolitan city of its size in the middle west. It has good streets, abundant side walks, numerous and beautiful churches and is in many ways an ideal place for student life.

### A GREAT SUMMER SCHOOL EXCURSION.

Plans are maturing for holding one week of the summer school of 1904 at the World's Fair in St. Louis. A very low excursion rate will be secured, a series of preliminary lectures will be given as to the sights to be seen and the things to be learned at the World's Fair. Definite arrangement with regard to board and lodging will be made in advance. Teachers and summer school students will form classes and parties and by systematic pre-arrangement it is believed that a





SAMPLES OF CLAY MODELING IN THE TRAINING SCHOOL.

vastly better use of the World's Fair Exhibits can be made in this way than in any other. The date of the excursion will not be set until shortly after the beginning of the summer school. It will be at a time such as to afford real rest and refreshment. The going trip and returning trip will be made mainly in the day time and yet so as to afford practically five full days and nights at the Fair. It is a short journey from Kirksville to St. Louis, being about six hours by one road and a few minutes more by another. This proposed excursion was announced in the summer school of 1903 and met with seemingly universal approval.

### THE SUMMER SCHOOL IN ITS RELATION TO THE ESTABLISHED COURSES OF STUDY.

Summer School work and summer school grades are given places in the permanent records of the institution. The summer school gives opportunity to do in a period of twelve months almost one and one half times the work formerly done in one regular school year. To illustrate: During one semester of the regular session a good student may have four subjects requiring preparation and one not requiring preparation so that at the end of one regular session consisting of the two regular semesters, a student may have ten grades to his credit or five full units of work. During the summer school it is found that a student can do a semester's work in each of three subjects requiring preparation and also in one subject not requiring preparation, i. e., in the summer school a student can do about three fourths as much work requiring preparation as can be done in one semester of the regular session and do the work just as well.

All classification is based upon the courses of instruction given in this bulletin.

### SUMMER SCHOOL WORK LEADS TO GRADUATION.

Many students who at the close of the regular session lack a few months of graduation, continue to the end of the Summer School and receive diplomas at that time. There is no reason why any ambitious student should not work through the entire course by attending successive Summer Sessions.

## EASE OF CLASSIFICATION IN SUMMER SCHOOL.

Those students of the regular session who remain to attend the summer school know before the beginning of the summer school what their work is to be. Those teachers who come in to attend the summer school after the close of their seven, eight or nine months' sessions of school, have some specific purpose in view, such as securing a higher grade of certificate, in county or state, and know almost exactly what they need. The classification of two or three hundred summer school students, therefore, is completed within less than a day. Indeed the classification almost governs itself.

## REDUCED RAILWAY RATES.

No mistakes will be made as to railway rates. It seems probable that reduced rates on certificate plan will be authorized by all railways. Timely arrangements will be made and abundant notice given.

## COURSES OF INSTRUCTION.

The tabular view of courses of study on pages 18 and 19 is very convenient if inspected in view of foot notes and the following remarks: All these courses are based upon a system of units of work, two semesters or nine months in one subject being considered a unit. This is on the supposition that the student has not to exceed four subjects requiring daily preparation and about one subject not requiring preparation, such as Vocal Music, Drawing, etc.

On inspection it will be seen that both high schools and colleges give a majority of the subjects found in the Normal School courses of instruction and that subjects designated by precisely the same titles are also given by the University. To illustrate: Ancient History in various forms, Mediæval History, Modern History, etc., are given in most of the large high schools. They are found in the Normal School courses. They are also given by the University and by practically all the colleges.

This Normal School treats the academic subjects in its course of instruction as thoroughly, intensively and exhaustively as any college in our part of the United States can do. Wherever our graduates may go we intend that they shall never have to apologize for their scholarship.

## EQUIPMENT EXCEPTIONALLY GOOD.

Our laboratories are not surpassed by those of any college in Missouri. They are of recent design. They exemplify the best conceptions of Science teaching. They are organized with an especial view to the existing needs and purposes of Missouri teachers in Missouri schools. They are used by our students under direction of teachers fresh from the best universities of our country.

Our library, 40 by 60 feet, is of recent construction. It is well lighted. It is heated and ventilated by the Sturdevant Steel Fan and contains a large variety of choice books selected in view of their special adaptation to the needs of our students. An expert from the University of Illinois is assisting the Librarian in re-cataloguing the old stock of books and in accessioning and cataloguing about \$2500 worth of new books. When this work is finished (which will be about December 1st) we shall have not one of the largest nor one of the smallest but one of the best school or college libraries in the Mississippi Valley. We shall especially invite the teachers of North Missouri, when their schools are out next Spring, to come and read and study and use this fundamental and most helpful instrumentality of our ambitious and thriving institution.

## ARTICULATION WITH OTHER SCHOOLS.

It will be our purpose during the coming fall and winter to establish a system of articulation with all the high schools and academies of this Normal School District so that it may be clearly understood by the graduates of each of such schools just what subjects may be taken up by them on entering the Normal School. Meanwhile full credit will be given for the work done in all good high schools, academies, colleges and other institutions, "subject for subject, masterpiece for masterpiece, experiment for experiment, note book for note book, thesis for thesis, hour's work for hour's work," etc. Experience shows that the graduates of the first class accredited high schools on entering here find the majority of their studies in the Junior Year, though some of them reach into our Senior Year in some departments while being obliged to reach back into the Sophomore Year for a subject in some other department.

## “HOW LONG WILL IT TAKE TO GRADUATE?”

Answering this question one way would bring many students. We desire as many students as possible but we are concerned not so much with the number of students as with their quality. Graduates of this Normal School are in demand as teachers. Most of them have assurance of definite positions some few weeks before graduation. They command first-class positions as superintendents, principals, high school teachers and teachers in elementary schools. The Institution has a reputation to maintain. We therefore can not very well designate the exact time in which any one may graduate.

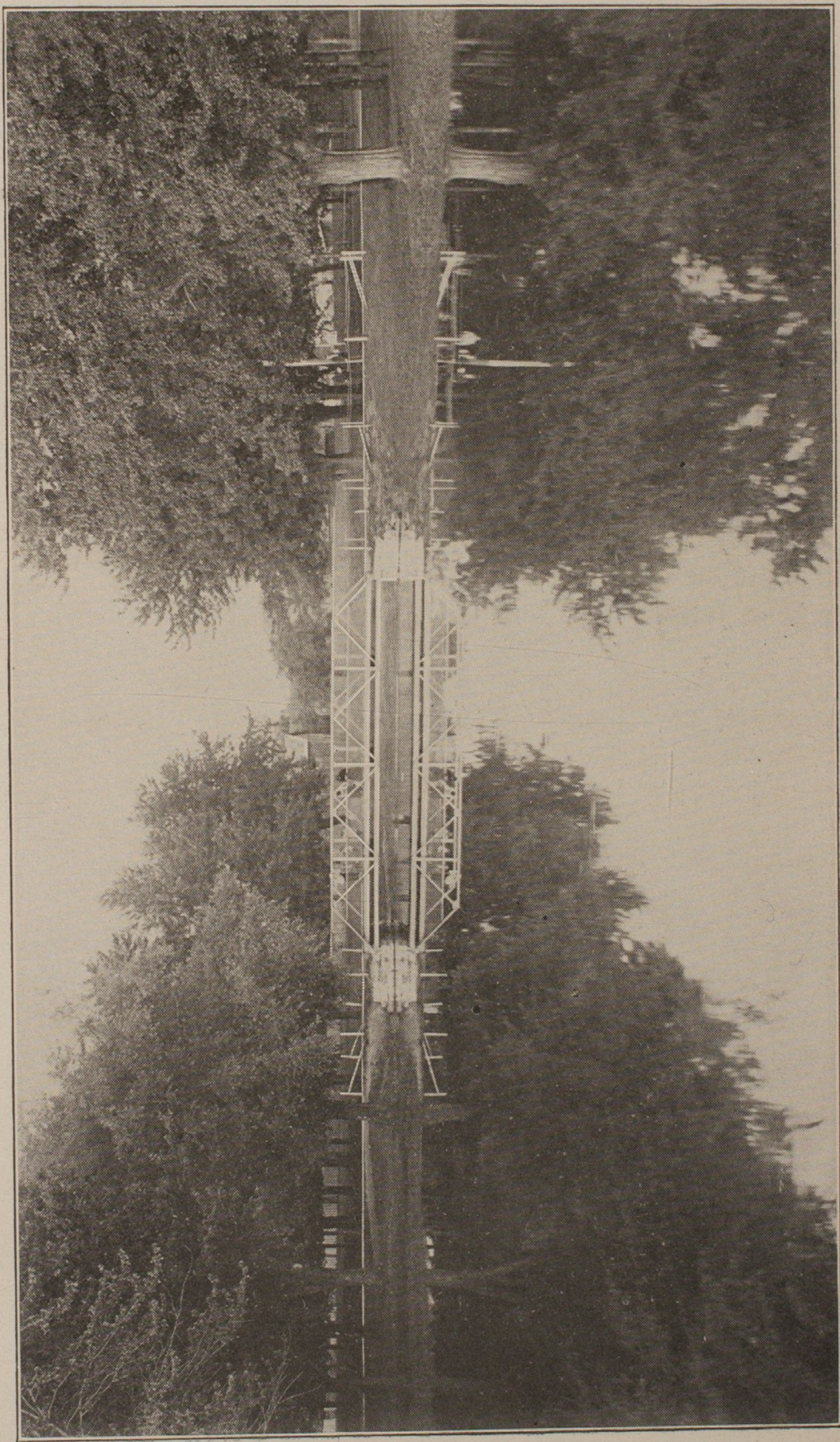
We do what seems to be a better thing: We throw each student on his merits. Talent and ability are exceedingly variable. We try not to thresh over old straw. We prefer that the student begin where he will break new ground each day in each study. We are as desirous of economizing time and energy as the students are. Scarcely any two students, even from the same high school, are adapted to the same courses of instruction. We allow a wide opportunity for election. It is our purpose and to our interest to deal very frankly and fairly with all prospective students. Therefore much correspondence is invited.

## NUMEROUS AND VARIED COURSES.

### MUCH ELECTION ALLOWED AND ENCOURAGED.

Attention is invited to our scheme of Elective Courses following the tabular views. There is a strong tendency now in this School and in many other institutions to graduate by systems of unit courses such as we offer in our Elective Courses here. We are at all times pleased to correspond with prospective students and with all teachers and to explain to them fully what the classification of incoming students would be on entering this School and whatever does not seem clear in the printed bulletin.





VIEW OF LAKE FROM WEST SIDE OF CAMPUS.

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## THE SUB-NORMAL COURSE AND "THE COURSE FOR TEACHERS."

This Institution offers a thorough and somewhat rigid course in the common school branches with a view to such instruction in those subjects as will thoroughly equip teachers for the Elementary Schools. We shall maintain all the time at least one class in Arithmetic, rigorous, searching, thorough, old fashioned Mental and Written Arithmetic under Mr. Ginnings; one good thorough-going Grammar class by Mr. Settle or one of his assistants; one class in United States History and one in Civil Government—both taught by Mr. Jno. T. Vaughn, a full professor of the Institution who has specially fitted himself for teaching such subjects by continued and exhaustive work in the Chicago University, Harvard University and other institutions of higher learning; Physiology by Mr. Daugherty whose Ph. D. degree was earned in this and allied subjects.

This is a short, sharp and final course for teachers and for young men and women who intend soon to teach. It is not an ordinary course. It is not conducted by ordinary teachers. It is not eighth grade work. It is sound and severe work such as young teachers want and must have, such as the public schools, as a rule, can not give, such mental diet as strong young men and bright young women relish and such as they must have in order to become forceful, successful and satisfactory 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

SOPHOMORE YEAR.

Latin (Nepos & Cae.).....2  
 English (Rhetoric).....2  
 Zoology .....2  
 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  
 Pedagogy .....1  
 Dr. or Music or Manual Tr. }  
 or Gymnasium work..... } 1

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  
 Mediæval & Modern History .....2  
 Chemistry.....2  
 Plane & Solid Geometry or }  
 Trigonometry & Col. Alg... } 2  
 Schools of Mo.....1

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

ELECTIVES AND GRADUATE STUDIES.—Analytical Geometry, Calculus, Advanced College Algebra, Livy, Horace, Argumentative Discourse, 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: Of Reading and Physical Culture, Drawing, Vocal Music, Gymnasium Work and Manual Training at least four semesters are required to graduate in the Sophomore or "Elementary" Course. It will be seen that some election is allowed.

NOTE: For the Sophomore or "Elementary" 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.

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

TABULAR VIEW OF THE COURSES OF INSTRUCTION.

ENGLISH COURSE NO. I.

ENGLISH COURSE NO. II.

FRESHMAN YEAR.

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

SOPHOMORE YEAR.

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

JUNIOR YEAR.

Eng. Lit. 1; Am. Lit. 1.....2	Eng. Lit. 1; Am. Lit. 1.....2
M. & M. H. or Eng. & Am. Hist...2	Mediaeval & Modern Hist .....2
Chemistry.....2	Chemistry.....2
Solid Geometry.....1	Trigonometry.....1
Trigonometry.....1	College Algebra.....1
Schools of Mo.....1	Schools of Mo.....1

SENIOR YEAR.

English Literature.....2	English Literature.....2
Physics.....2	Physics.....2
Man. Tr. or 2d yr. German.....2	{ Col. Alg. & Analytics or }
College Algebra.....1	{ Eng. Const. Hist. & } .....2
Practice Teaching.....2 or 1	{ Am. Const. Hist. }
History of Education.....2	Manual Training.....1
	Practice Teaching.....2 or 1
	History of Education.....1

ELECTIVES AND GRADUATE STUDIES.—Analytical Geometry, Calculus, Advanced College Algebra, Livy, Horace, Argumentative Discourse, 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: Of Reading and Physical Culture, Drawing, Vocal Music, Gymnasium Work and Manual Training at least four semesters are required to graduate in the Sophomore or "Elementary" Course. It will be seen that some election is allowed.

NOTE: For the Sophomore or "Elementary" 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.

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

## ELECTIVE COURSES.

The following 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 :

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

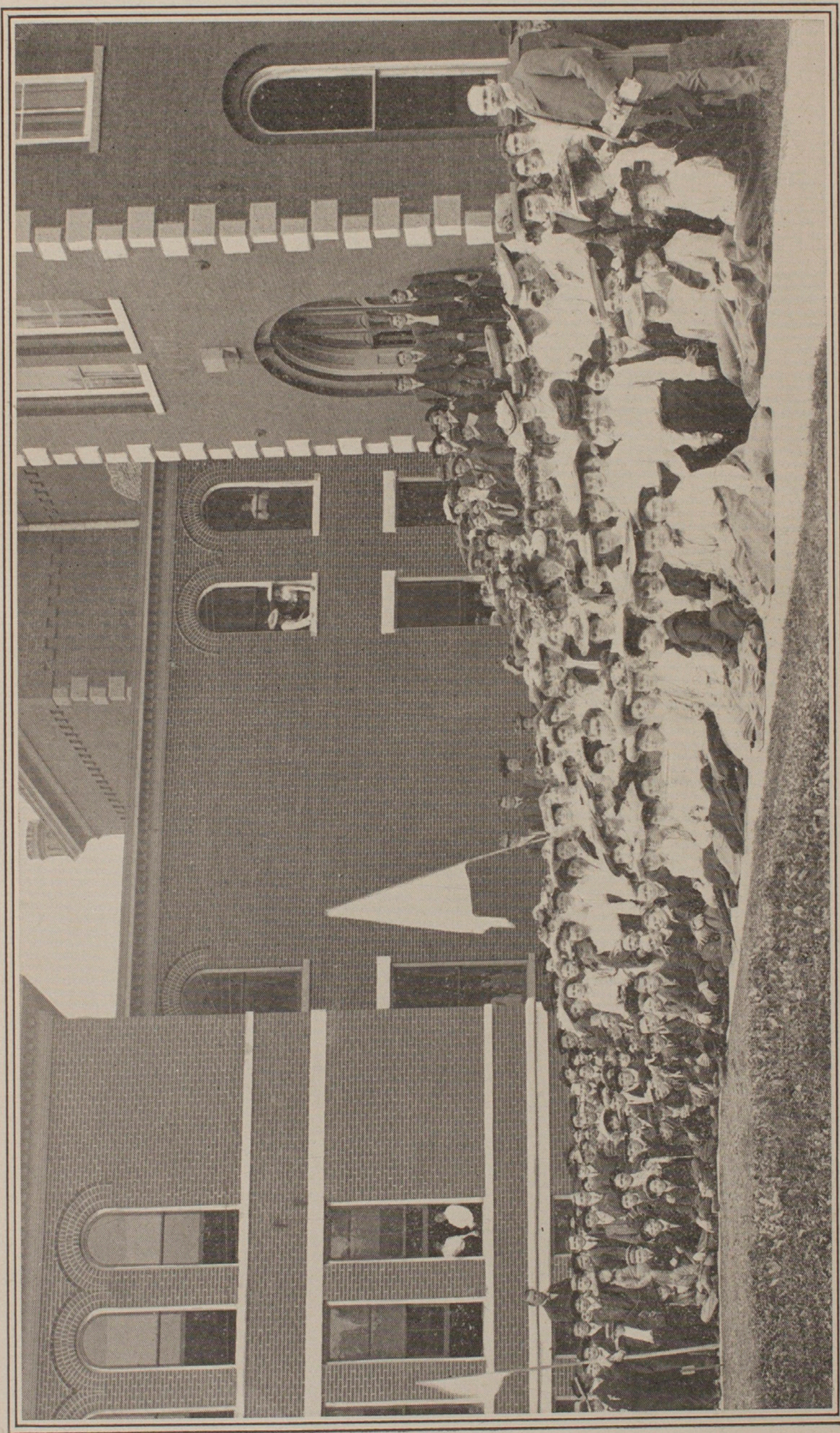
In any four years' elective course fourteen academic units may be selected from the above given list. To these must be added three units in Pedagogics including Training School work; also three units selected from the five following subjects, in each of which the School will give at least one unit: 1. 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 academic subject must be selected which shall constitute the *major subject* or the contemplated specialty of the student. Around this subject others should cluster which will 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.





MAY 11—GIVING THE TEAM A GOOD START TO WIN THE MISSOURI-NEBRASKA DEBATE.

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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.

### 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 any 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.

**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.	Beg. M. Tr.	Adv. M. Tr.	Beg. M. Tr.	Adv. M. Tr.	Beg. M. Tr.	
Gentry	3	Freshman Latin.	Senior Sallust.	Sophomore Nep. & Cae.	Junior Cicero		Senior Sallust	
Green	11	Mid. Fr. Latin	Mid. Soph. Caesar		Freshman Latin		Freshman Latin.	Livy.
Violette	4				Ancient (O. & G.) Hist.	Ancient (O. & G.) Hist.	English Const. Hist.	Mediaeval History.
Vaughn	6			Sub. U. S. H.	Sub. Civ. Gov.	Civ. Gov. for Teachers	U. S. Hist. for Teachers.	Am. Const. History
Daugherty	7	Sophomore Zoology.		Physiology	Phys. Geog.		Soph. & Mid. Soph. Zoology.	
Jackson	A B	Botany.		Nature Study.		Agriculture		
Weatherly	9 43	Begin Junior Chemistry.		*Organic Chemistry. Senior Physics.		*Mid. Jun. Chemistry		
Lehman	2		Plane Geom.	Mid. Fr. Alg.	Plane Geom.	College Alg.		
Ginnings	—	Fr. Algebra Room 4	Fr. Algebra Room 4		Mid. Fr. Algebra (5)		Arith. for Teachers (8)	
Prewitt	5	Arithmetic	Grammar	Solid Geom.		Fr. Algebra	Solid Geom.	

Settle	44	Senior English.	Junior English	Sophomore Rhetoric	Sophomore Rhetoric	Argumentative Discourse	
Barnes	42	Fr. English	Fr. English	Fr. & Soph. Drawing (8)	Drawing in Train. School	Gym. Work for Girls	
Parrish	Li	Library.	Library	Library.	Library	Library	Library
Owen	12	Begin R. & Ph. C.	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.		Jun Ped. and Psych.		
Tinkham	15	Tr. Sch. Music	Vocal Music	Tr. Sch. Mus.	Vocal Music	Special	
Hastings		Tr. School	Tr. School	Tr. School	Tr. School	Tr. School	
Westrope		Tr. School.	Tr. School	Tr. School	Tr. School	Tr. School	
Greer		Tr. School	Tr. School	Tr. School	Tr. School	Tr. School.	
Scott		Kindergarten	Kindergarten	Kindergarten	Consultation	Consultation	
Kirk							

\*Org. Chem. by Miss Foncanon, Laboratory Assistant, Room 19; also Mid. Jun. Chem. Fr. Eng. by C. T. Goodale in 42, third period; Miss Barnes in 4, third period. Trig. by Mr. Ginnings, at 7:45, a. m., in 42. Gram. by J. E. Ford in 44, second period. Bk. Kg. in 22 by L. C. Hull, third period.



# CALENDARS.

## 1903

	S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S	
JAN.					1	2	3	MAY	3	4	5	6	7	8	9	SEPT.	6	7	8	9	10	11	12	
	4	5	6	7	8	9	10		10	11	12	13	14	15	16		13	14	15	16	17	18	19	
	11	12	13	14	15	16	17		17	18	19	20	21	22	23		20	21	22	23	24	25	26	
	18	19	20	21	22	23	24		24	25	26	27	28	29	30		27	28	29	30				
FEB.								JUNE		1	2	3	4	5	6	OCT.						1	2	3
	1	2	3	4	5	6	7		7	8	9	10	11	12	13		4	5	6	7	8	9	10	
	8	9	10	11	12	13	14		14	15	16	17	18	19	20		11	12	13	14	15	16	17	
	15	16	17	18	19	20	21		21	22	23	24	25	26	27		18	19	20	21	22	23	24	
MARCH								JULY					1	2	3	4	NOV.							
	1	2	3	4	5	6	7		5	6	7	8	9	10	11	1		2	3	4	5	6	7	
	8	9	10	11	12	13	14		12	13	14	15	16	17	18	8		9	10	11	12	13	14	
	15	16	17	18	19	20	21		19	20	21	22	23	24	25	15		16	17	18	19	20	21	
APRIL					1	2	3	4	AUG.							1	DEC.							
	5	6	7	8	9	10	11	2		3	4	5	6	7	6	7		8	9	10	11	12		
	12	13	14	15	16	17	18	9		10	11	12	13	14	15	13		14	15	16	17	18	19	
	19	20	21	22	23	24	25	16		17	18	19	20	21	22	20		21	22	23	24	25	26	
								23	24	25	26	27	28	29	30	31	27	28	29	30	31			
								30	31															

## 1904

	S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S	
JAN.						1	2	MAY	1	2	3	4	5	6	7	SEPT.						1	2	3
	3	4	5	6	7	8	9		8	9	10	11	12	13	14		4	5	6	7	8	9	10	
	10	11	12	13	14	15	16		15	16	17	18	19	20	21		11	12	13	14	15	16	17	
	17	18	19	20	21	22	23		22	23	24	25	26	27	28		18	19	20	21	22	23	24	
FEB.								JUNE								OCT.								
		1	2	3	4	5	6		5	6	7	8	9	10	11		2	3	4	5	6	7	8	
	7	8	9	10	11	12	13		12	13	14	15	16	17	18		9	10	11	12	13	14	15	
	14	15	16	17	18	19	20		19	20	21	22	23	24	25		16	17	18	19	20	21	22	
MARCH								JULY								NOV.								
				1	2	3	4		3	4	5	6	7	8	9									
	6	7	8	9	10	11	12		10	11	12	13	14	15	16		6	7	8	9	10	11	12	
	13	14	15	16	17	18	19		17	18	19	20	21	22	23		13	14	15	16	17	18	19	
APRIL						1	2	AUG.								DEC.								
									7	8	9	10	11	12	13		4	5	6	7	8	9	10	
	10	11	12	13	14	15	16		14	15	16	17	18	19	20		11	12	13	14	15	16	17	
	17	18	19	20	21	22	23		21	22	23	24	25	26	27		18	19	20	21	22	23	24	
								28	29	30	31			25	26	27	28	29	30	31				



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# Working Calendar.

1903--1904.

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Classification of Resident Students.....	Fri. & Sat., Sept. 4 & 5.
Classification of Non-resident Students...	Mon. & Tues., Sept. 7 & 8.
Class Work Began.....	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.
Summer School Closes.....	Friday, Aug. 19.

