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JUNE, 1901

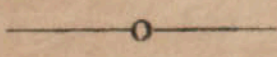
BULLETIN

OF THE

FIRST DISTRICT

STATE NORMAL SCHOOL

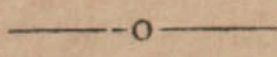
Kirksville, Missouri



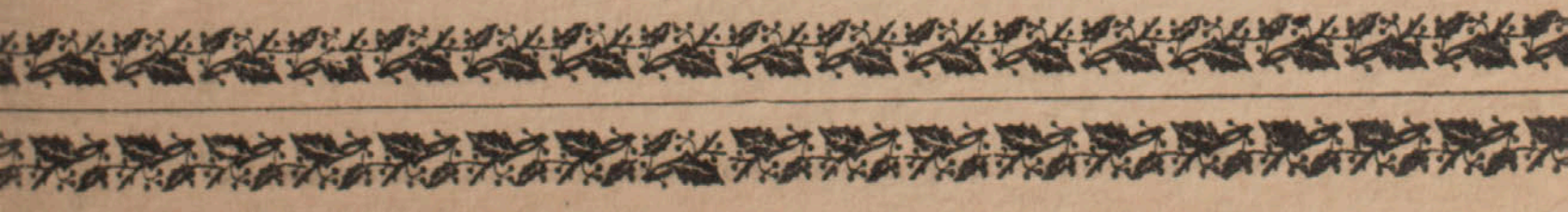
REPORT FOR 1900-1901

—AND—

Announcements for 1901-1902



Published by the First District State Normal School of Missouri. Issued  
Four Times a Year—June, October, January and March.



# CALENDAR FOR 1901-1902

## 1901

JAN.							MAY.							SEPT.							
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# BULLETIN

OF THE

FIRST DISTRICT

# State Normal School

Kirksville, Missouri.

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1901.

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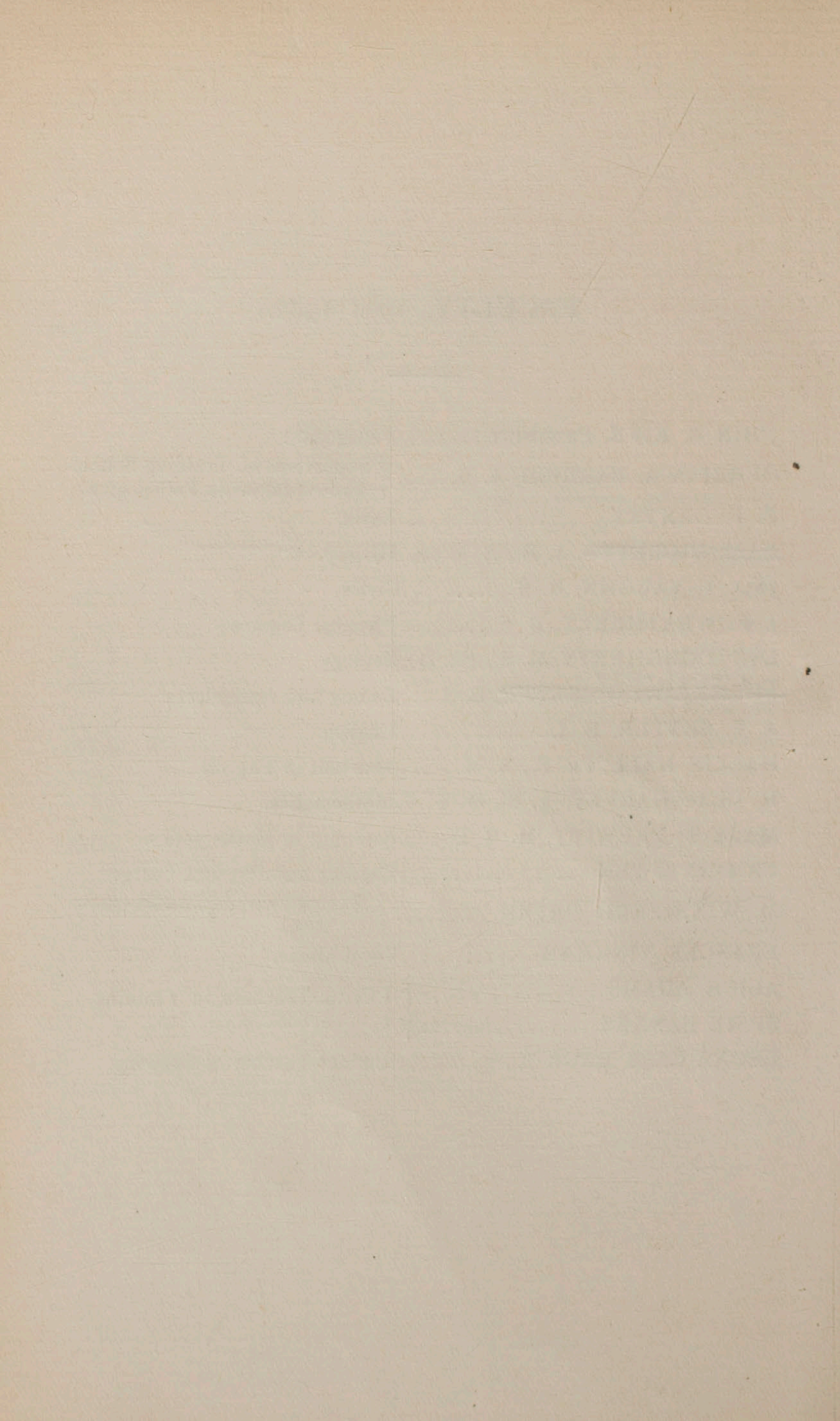
DEMOCRAT PRINTING COMPANY,  
CARROLLTON, MO.



## FACULTY, 1901-1902.

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- JOHN R. KIRK, PRESIDENT.....Pedagogics.
- \* OPHELIA A. PARRISH, A. B..... } Supervisor of Training School  
 and Assistant in Pedagogics.
- B. P. GENTRY.....Latin.
- ~~E. M. VIOLETTE~~, A. B., A. M.....History. *Quinn*
- JNO. T. VAUGHN, B. S.....Civics.
- J. E. WEATHERLY, B. S.....Physical Science.
- L. S. DOUGHERTY, M. S., PH. D..Zoology.
- ~~LUTHER WINCHESTER~~, B. S....Botany and Agriculture.
- A. P. SETTLE, B. L.....English.
- HALLIE HALL, PH. B., A. M.....Assistant in English.
- H. CLAY HARVEY, A. B., M. S....Mathematics.
- MARY T. PREWITT, M. S. D.....Assistant in Mathematics.
- ERMINE OWEN.....Reading and Physical Culture.
- M. WINNIFRED BRYAN..... } Manual Training and Domestic  
 Art.
- FRANCES TINKHAM.....Vocal Music.
- ALICE ADAMS..... } { Critic Teachers in Training  
 SUSIE BARNES..... } { School.
- LEONE CASS BAER.....Student Teacher of Drawing.



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## PEDAGOGICS.

The purpose of attending a Normal School is to acquire the art of teaching and to master its principles. No text book on Pedagogics can be found that meets fully the necessities of the Normal School classes. In the work of the past year one strong Freshman Class used for the greater part of the first semester Hinsdale's "Art of Study." This last volume of the lamented Dr. Hinsdale contains some very interesting and attractive chapters. One of these discriminates clearly between the ordinary lesson hearing on the one hand and the combination of the "study recitation" with the "recitation lesson" on the other. Students readily saw that the purpose of meeting in a class with an instructor is not merely to recite or tell off a few barren and unrelated facts and go away to learn a few more such facts. They discovered that the infinitely more valuable use of the recitation time is the gathering up of the threads of previous lessons, joining them to the present lesson, talking over the interesting features and unraveling the difficulties of the present lesson, and while the students and the teacher are yet together finding out what the future lesson really is and carefully laying plans for its mastery. Again this volume makes very clear to the student the difference between reading and studying, and it contains such suggestions as contribute in a high degree to the proper management of schools and classes; but even for so elementary a class of students as our Freshmen it was found necessary to introduce many things not found in any of the text books of Pedagogy. Several hundred copies of the Courses of Study of Missouri city, town and village schools were drawn upon. From these it was sought to give the young students a comprehensive view of the vast educational system of our State.

During the first semester two large classes of Sophomores made a study of some eight or ten of the most interesting chapters of Parker's "Talks on Pedagogics." The chapters on "Reading," "Modes of Expression," "Unity of Expressive Acts," "Speech and Writing," "School Government and Moral Training" and "Democracy in Education" were dwelt upon at length. The interest aroused at times amounted to enthusiasm. In both the Freshman and Sophomore classes supplementary lessons were given, also lectures by the instructor; and many special essays by students were prepared from volumes found in the pedagogical library.

One of the most profitable series of lessons attempted during the year was given both Sophomores and Freshmen in what we were pleased to call "The Pedagogy of the Common School Branches." In Arithmetic the problems of Simple Interest, Longitude and Time, The

Clock Problem, The Railroad Problem, The Step Problem and numerous other practical problems were concretely illustrated and then analyzed from the standpoint of the students themselves. Much of this work in Arithmetic took the form of Mental Arithmetic and at all times the effort was made to approach the problems not from the teacher's standpoint, but from the view-point of the learner. In a somewhat similar manner Grammar was treated, some of the leading topics being the transitive verb in the passive voice, the relative pronoun, the personal pronoun, the possessive form of nouns. One very valuable exercise which was continued through about three lessons was the illustration of the verbs *sit* and *set*, *lie* and *lay*, the question being frequently asked how boys and girls could learn the proper use of these verbs and how it happens that these and other similar verbs are much misused. From this it will be seen that we were constantly seeking to view grammatical facts and principles from a truly pedagogical standpoint.

One valuable exemplification of good Pedagogy in the "Common Branches" was a series of lessons centering on the Battle of Shiloh. In this series of lessons the geography of the Central Mississippi Valley, including Missouri, Illinois, Kentucky, Tennessee, Mississippi and Arkansas was given. Both teacher and students drew off hand several times the map of these states. Then the students were given time to make preparation on the map, special attention being given to relief systems and their effect. General Grant's course was traced from Galena to Springfield, to Salt River Bridge, to Mexico, to St. Louis, to Jefferson City, to Cairo, to Belmont, to Paducah, to Fort Henry, to Fort Donaldson, to Pittsburg Landing. Many stories were related. Among the sources of information for this part of the series of lessons Fiske's Mississippi Valley in the Civil War and Grant's Memoirs were found very interesting. Then the course of General Albert Sidney Johnston was traced somewhat hurriedly from San Francisco to Los Angeles, to Texas, to Corinth, to Shiloh. The Century Magazine for 1887 was found especially interesting and valuable in tracing this part of the events leading up to the Battle of Shiloh. Then of course the battleground was carefully inspected, drawn and discussed in connection with the battle itself and its results. Near the close of this series of lessons the field notes of the generals engaged in the battle were drawn upon and it seemed that the students saw this great battle as a link in a great chain of events. They saw the facts as viewed from both sides. Best of all they have a plan of work and study whereby they can conduct their own classes intelligently and delightfully through any similar series of connected events. The time consumed on the "Battle of

Shiloh'' must have been about twenty days. But we all felt that the results justified the things done.

The Seniors had a half year in the History of Education. The question as to whether this subject is profitable or unprofitable hinges largely on the preparation of students in General History. The text book chapters on Athenian Education, Spartan Education, Luther, Comenius or Rousseau have small value to the young person who has not spent several months in studying the history of Greece, Germany and France. Those who take the mechanical view of the subject would of course attempt to give first of all a general view of the growth of education from the earliest times to the present time including brief biographies of about one hundred school men and detached sketches of the views of these men. The opposite of this course was taken with the class of 1901. We had about one hundred volumes of tolerably interesting and readable books in the pedagogical library. We worked out only a few interesting subjects. From Bardeen's edition of the "Orbis Pictus" of Comenius we had many of the pictures themselves drawn upon the black board. From these pictures the instructor gave two or three brief lectures. From the book itself a few students prepared theses or reviews. It is not believed that a large number of the class made a very severe study of Comenius, but it is certain that nearly all the class enjoyed the few hours spent with Comenius. Another valuable book used in a somewhat similar way was Prof. Goodwin's translation of the Apology, Phædo and Crito. Another was the Helen Keller Souvenir. Indeed some twenty or more volumes were used in much the same way. Some of the themes were the following: "Hebrew Education," "The School Men of the Middle Ages," "The Educational Influence of Florence in the Middle Ages," "Copernicus, Galileo, Kepler and Harvey,—Their Relations and Influence," "Luther," "The Education of Shakespeare," "Saracenic Learning," "Thomas Jefferson," who made a forecast of education about 75 years in advance of his time, "Horace Mann," "David P. Page," "The Growth of Industrial Education," "The Growth of Art Education." It is well known both to the instructor and the class that our work in the History of Education was somewhat disconnected; but it was always interesting. The class lived in an atmosphere of enthusiasm and interest. If they received little else they left the class with some educational inspiration. They know where to go for delightful chapters in educational history. This is what we did in 1900-1901. From the past judge the future.

## THE TRAINING SCHOOL.

The art of teaching necessitates a study of principles and methods, the observation of good teaching and *practice* under careful supervision. As an "Elementary Certificate" is given to those completing the Sophomore year the student teachers come from both Sophomore and Senior classes. Seniors are expected to spend a period a day for thirty-eight weeks in the Training School and Sophomores twenty weeks. As student teachers are expected to know something of the work in all the grades an 8 o'clock meeting was held, at which all were present, when critique lessons were presented or discussed or instructions were given for writing comprehensive plans. These plans included motive, pedagogical principles, materials, method and detailed account showing adaptation to grade. Each student was required to put on file, at least, three of these comprehensive plans, on as many different subjects, as a test of his work. In addition to this, a specified number of lessons were observed or taught and daily plans presented and the student was thus enabled to know something of the scope of the work in all grades. There were 163 student teachers enrolled during the year with an average attendance of 100 each semester.

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## THE PRACTICE SCHOOL.

### EIGHTH GRADE.

Believing with Ruskin that a knowledge of Athens, Rome, Venice, Florence and London is necessary to an understanding of civilization we emphasized these five cities in eighth grade work. A study of Europe, its physiography and topography with maps and models of its several divisions, was made. Coe's "Modern Europe" was used in connection with this work. The geography, history, and art of Greece and Athens were studied and illustrated by pictures, the mythology was contrasted with Norse mythology and a special study was made of the *Antigone* of Sophocles.

Rome as presented in the seventh grade, was then studied. This was followed by the history and art of Venice—its importance in mediæval times, the Jews as capitalists, the bank of Venice as the clearing house of the world, the architectural splendors, the art of Titian, Tintoretto and Paul Veronese amply illustrated by pictures, the study of Shakespeare's "Merchant of Venice" with supplementary reading of Shakespeare's "Othello," Howell's "Venetian Life," Henty's "The Lion



DRAWING—7TH AND 8TH GRADES.



of St. Mark's," Ruskin's "St. Mark's Rest," Mrs. Oliphant's "Makers of Venice," and Clement's "Queen of the Adriatic." In the study of Florence the architecture, painting and sculpture as represented by Giotto, Michael Angelo, Raphael, and Leonardo da Vinci were emphasized—with the Renaissance, the story of Dante, Savonarola, George Eliot's Romola," Browning's "Luria," and a contrast of the Moorish heroes, Othello and Luria. A special study was then made of the geography and history of England and London; a study of Guerber's "Stories of England," Hamlin's "Pictures of English Literature" with the location of all places mentioned and a final study of Shakespeare's "Henry VIII." The interest in the review of these five cities was further enhanced by a hundred stereoptican views of the same. This study of cities was considered by the class the most enjoyable work of the year.

*Arithmetic*—Speer's Advanced Arithmetic; Werner's and Milne's Arithmetics.

*Laboratory Grammar*—Wisely, Brown and DeGarmo.

*Nature Study.*

*Manual Training.*

*United States History Completed*—McMaster's.

*Music.*

*Drawing.*

#### SEVENTH GRADE.

A preparation was made for the study of "Julius Cæsar" and Latin. Maps and models of the Roman Empire, Italy, and the City of Rome were made. The pupils were led to discover the three important things inherited from the Romans. The art, including something of the architecture of Rome, its masterpieces of sculpture and painting, was illustrated by pictures. A special study was made of Church's "Story of the Aeneid," Shakespeare's "Coriolanus" and "Julius Cæsar," Pratt's "Stories of Rome," and Morris' "Historical Tales" with supplementary reading and adapted stories of Macaulay's "Lays of Ancient Rome," Hawthorne's "Marble Faun," Browning's "The Ring and the Book," Madam de Stael's "Corinne," Hans Andersen's "Improvisatore," Abbott's "Rollo in Rome." The interest engendered by this study of Roman life led to the unanimous request for Latin, which was begun. Simple stories of Roman life were given. In the Manual Training room the stylus, tablet, and amulet were made; the tunic, clasp, sandals, and bracelets were used in a study of home and school life of the Roman children. Simple reading lessons were given. Through their interest in the subject the children were led to ask the usual points to be made and thus the grammatical forms were learned as they occurred in the lesson

and a further application and enforcement of the laboratory grammar were made. The abridged edition of "The Tempest" and "A Midsummer Night's Dream," and Heath's Home and School Classics proved be interesting supplementary reading for this grade.

*Laboratory Grammar*—Wisely, Brown and DeGarmo.

*Geography*—The Continents—supplementary reading—Coe's "Modern Europe," The Rollo Books, Carpenter's "Geographical Readers."

Speer's Arithmetic to Mensuration.

*United States History*—McMaster's—supplementary reading—"Evangeline," "The Last of the Mohicans," and "Miles Standish," all of which were dramatized by the children.

Nature Study, Manual Training, Music, Drawing.

#### FIFTH AND SIXTH GRADES.

A preliminary study of Greece and Athens was made as a preparation for the study of the Odyssey by DeGarmo, and Cook's "The Story of Ulysses."

Pratt's "Stories of Old Germany."

Lamb's "Tales of Shakespeare" completed.

The abridged edition of "The Tempest," Heath's Home and School Classics.

Morris' United States History with supplementary reading—"Miles Standish," "Evangeline," "Rip Van Winkle."

*Geography*—North America, South America and Europe.

*Speer's Arithmetic*—Ratio, Common and Decimal Fractions, Interest and Percentage.

Music, Drawing and Domestic Art.

#### THIRD AND FOURTH GRADES.

Brunhilde and Siegfried—dramatized.

Baldwin's "Fifty Famous Stories Retold."

DeGarmo's Story of the Iliad.

Andrew's "Seven Little Sisters" and "Ten Boys."

Pratt's "United States History Stories."

Three of Lamb's Tales were adapted.

They had the first mentioned books last year and needed more similar reading which could not be given for lack of material.

DeGarmo's Language Book.

Speer's Elementary Arithmetic, Part I.

Home Geography, Missouri and Mississippi Valley.

Nature Study, Music and Drawing.





NY STL.

KINDERGARTEN.

## FIRST GRADE.

Hiawatha, Robinson Crusoe, Aesop's Fables.

Stories of Heroes, Nature Study, Picture Study, Sense Training and Clay Modeling, Paper Cutting and Folding, Drawing, Songs and Games.

## KINDERGARTEN.

Morning Circle—Songs and Games, Picture Study and Mounting, Paper Cutting and Folding, Drawing.

Stories were dramatized in all grades.

## LATIN.

Courses were conducted as follows:

1. *In First Year's Latin*—Three classes of beginners in Latin were organized at the beginning of the session with an aggregate enrollment of about one hundred. Two of these classes were taught by Mr. J. T. Vaughn and remained under his instruction during the entire session, completing the First Latin Book, reading parts of Gradatim and a few chapters in Cæsar. A class of about fifty commenced the study of Latin at the beginning of the second term and completed one hundred and twenty pages of the First Latin Book under the tuition of the head of the Department. A class of those who had studied Latin one term was organized at the beginning of the first term, completed the First Latin Book, and, beginning Cæsar and Composition at the beginning of the second term, read two books of Cæsar, doing the composition based on the Cæsar read.

2. *Second Year*—A class of forty commenced Cæsar at the beginning of the session, read four books, and did the composition based on the same in Daniell's New Latin Composition. This class commenced Cicero at the middle of the second term, read two and a half orations against Catiline and did composition based on the same. Of those who had read Cæsar twenty weeks a class was formed at the beginning of the session which continued in Cæsar ten weeks, finishing four books, and the last half of the first term read two orations of Cicero, doing composition with both Caesar and Cicero.

3. *Third Year*—At the beginning of the session those who had read two orations of Cicero continued ten weeks with him, reading two other orations, after which they commenced Vergil and continued with him the rest of the session reading four books and two hundred lines in the the fifth book. Considerable attention was given to scanning and

reading rythmically and passages were committed and recited metrically. Those who read the first two orations of Cicero against Catiline the second half of the first term continued in that author the first ten weeks of the second term, completing nearly five orations, doing composition meantime. This class commenced Vergil at the beginning of the fourth quarter and read a little more than the first book, giving much attention to scanning.

4. *Fourth Year*—The Senior class devoted sixteen weeks to Sallust's War of Catiline, and took Part III of Daniell's New Latin Composition for "Grammatical Review." This class devoted the remainder of the session to Horace, reading forty-two odes, six satires, the Ars Poetica and two other epistles. The metres of all the odes read were learned and practice done in pronouncing them rythmically. The satires and epistles were also scanned. Many passages of the odes, the satires and epistles were memorized and recited metrically.

The courses in Latin, until changed, will be as follows:

*First Year*—First Latin Book, Nepos, Composition.

*Second Year*—Nepos, Cæsar, Composition.

*Third Year*—Cicero, Composition, Ovid.

*Fourth Year*—Sallust, Composition, Vergil.

The above courses will be offered at the following times:

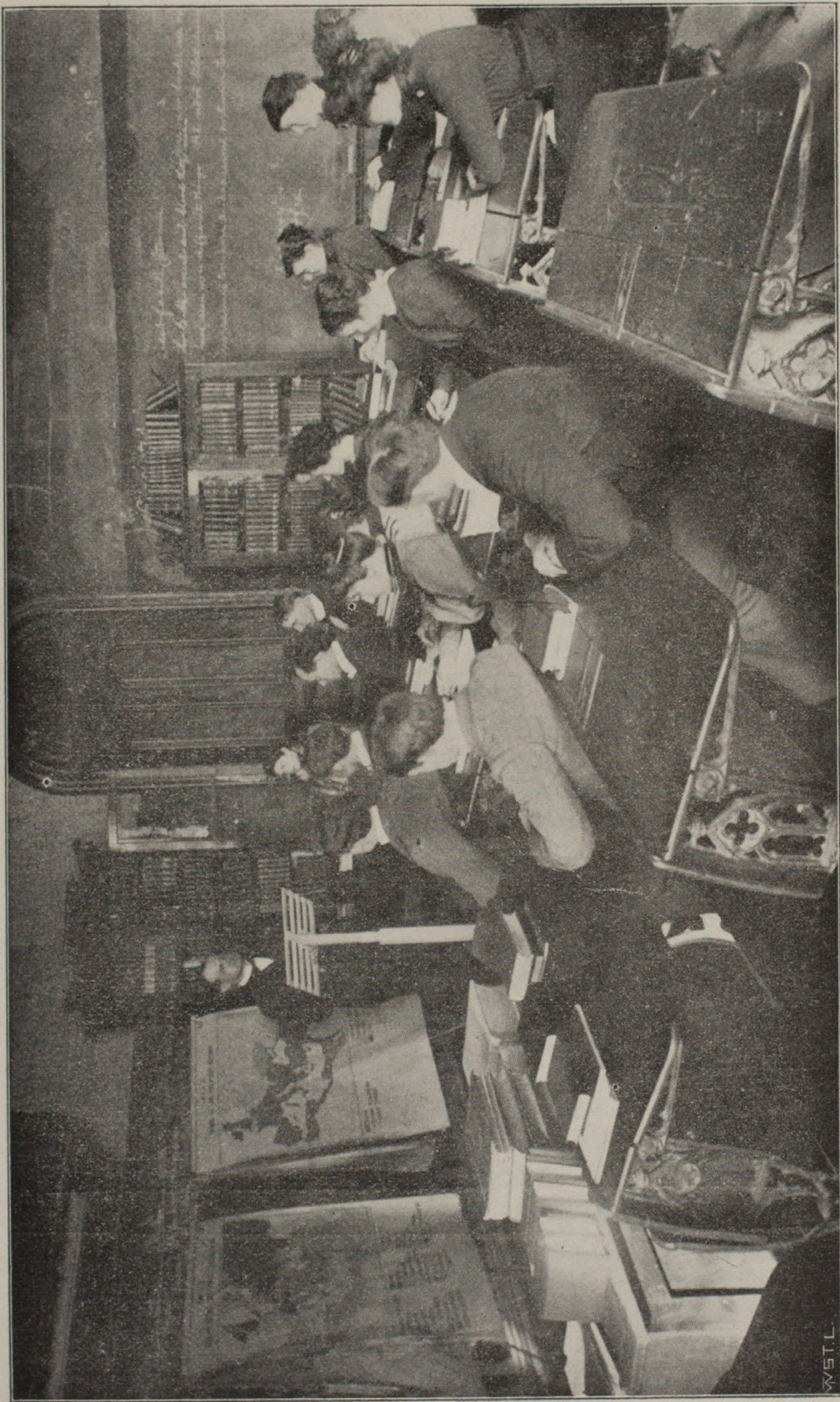
1. The first part of First Latin Book in both semesters.
2. The last part of First Latin Book and first part of Nepos, second semester, and in the Summer School.
3. The last part of Nepos and first part of Cæsar, first semester, and in Summer School.
4. Last part of Cæsar, second semester.
5. Cicero, first semester.
6. Ovid, second semester.
7. Sallust, twelve weeks of first semester.
8. Vergil, last part of first semester and all of second semester.
9. Composition will be done with all prose reading.
10. One or two of the authors read in the last two years of the course will be offered in the Summer School.

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## HISTORY.

### WORK OF THE PAST YEAR.

Courses in Ancient, Mediaeval and Modern, and English History have been given in the year that has just closed. Ancient and English



HISTORY ROOM.

WST.L.



History in the first semester, Ancient and Mediaeval and Modern in the second semester.

The methods employed have been about the same for all courses. Each day an outline of the work of the following day was given. The purpose of the outline was to call the attention of the student to the most important topics and to show how to study them. In addition to the lessons assigned in the texts which were used only as a basis and a guide, references were given in such works as the history library had. About one hundred volumes were added to the history library during the year, and with others to be added soon, the library will begin to meet in a measure some of the requirements of the department. In order that the library may be all the more serviceable several duplicate copies of standard works have been purchased. Everything possible has been done to prevent the student from being a "man of one book." The work has been planned so that he would be under the necessity of reading other works than his text in order to prepare his recitations, and at the same time an attempt was made to present the subject so that a taste and desire for more extended reading and investigation would be naturally created. Wherever possible the student was urged to purchase for himself parallel texts on particular epochs and thus begin the collection of a history library of his own, and several acted on the suggestion.

In addition to the use of the best secondary works in our history library, some use was made of documentary sources of history. These sources were handled in the class room. In this way the student was brought in contact with the past from the standpoint of contemporaries and was enabled to appreciate and judge events of history for himself. Topics were sometimes assigned for special investigation, and individual reports were made to the class and criticised, or written outlines of the results of the investigation were handed in by all the class. Occasionally a series of lectures was given on some special subject, followed by oral quizzes. Frequent written lessons were had for the purpose of review and systematizing what had been studied from day to day. The charts and maps belonging to the department have been in constant use and the student has been accustomed to trace territorial changes and to associate peoples, events and movements with localities.

The effort has been made in the presentation of the subject of history to evoke thought and to develop the reasoning powers of the student. While the collecting of data, such as names, dates and events, has not been overlooked, yet such work was not made the chief end of the courses pursued, but secondary. Special attention has been given to causes and results, relations of events to each other and growth and

development of peoples and their institutions. In this way it has been possible to reveal in some measure the unity and continuity of history. It is only in this way that the study of history contributes to the development of the powers of the student and the making of a useful citizen.

#### COURSES FOR THE COMING YEAR.

The following courses will be offered:

I. Ancient History, from earliest times down to reign of Charlemagne, 800 A. D. Special attention will be given to the origin and characteristics of the early races, the growth and development of religious and political institutions and customs, and the movement of the Barbarians at the fall of the Roman Empire, closing with a study of the early Frankish Empire.

Text: Myers' Ancient History.

II. Mediaeval and Modern History, from the reign of Charlemagne, 800 A. D. to the present time. Special attention will be given to the origin and growth of feudalism, formation of modern states, Crusades, Renaissance, and Reformation, growth of modern political institutions, closing with a more detailed study of the French Revolution and nineteenth century history.

Text: Myers' Mediaeval and Modern History.

III. English History, from earliest times in the history of England to the present time. Inasmuch as the student receives a fairly good narrative outline of English history in the Mediaeval and Modern History course, special attention will be given to the constitutional phase in this course. A study will be made of the early Anglo-Saxon institutions, the effects of the Danish and Norman Conquests upon them, English feudalism, Magna Charta, formation of the House of Commons, Reformation, struggle between royalty and parliament, revolution of 1688, and the development of constitutional monarchy of England and its present organization.

Text: To be announced later.

IV. METHOD OF HISTORY—A class in the method of studying and teaching history will be organized early in the first semester if a sufficient number apply for it to justify its organization. Only those who have had at least one year of history will be allowed to enroll. The class will meet not more than once a week for a period of fifteen or more weeks. Together with the instructor, the members of the class will work out the problems in the studying and teaching of history. No credit will be given on the books of the Normal for this course. It is purely voluntary and is intended only for those who are looking forward

to the teaching of history or the deeper pursuit of the subject. Further announcements will be made early in the opening semester next year.

Text: Man's Method in History.

NOTE: Students will be required to pursue their work in history in logical order. Hence no one will be allowed to take Mediaeval and Modern History until he has completed Ancient History, or English History until he has completed both Ancient and Mediaeval and Modern History.

Students will note the difference between the course of study as followed last year and the proposed new course. In the latter it is intended that the time in history shall be lengthened. It is proposed that the Sophomore year be devoted to Ancient History and the Junior year to Mediaeval and Modern History, leaving English Constitutional History and American Constitutional History as electives in the Senior year. It is intended to follow the new order next year, but students seeking graduation in June or August, 1902, will not be required to spend a longer time in history than the course of 1900-01 offered. Thus it is seen that the operation of an *ex-post facto* law will be avoided.

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## CIVICS.

POLITICAL ECONOMY.—The work in this subject was devoted mainly to the discussion of the topics: Production, Distribution, Exchange and Monetary System of the United States. The plan of work was by recitations, lectures and collateral readings.

ADVANCED AMERICAN HISTORY AND GOVERNMENT.—Geography of the world prior to 1492; pre-Columbian voyages; events in Europe inducing migrations to America; attempts at colonization; customs, manners and government in the colonies; contest between England and France for supremacy in America; treaty of 1763; struggle for the "rights of Englishmen;" struggle for the "rights of man;" treaty of 1783; government under the articles of Federation; Constitutional Convention; theories of the Constitution; events as influenced by theories of the Constitution; treaties and commercial relations down to the present time.

CIVIL GOVERNMENT AND HISTORY OF MISSOURI.—It has been the aim to make the students familiar with the duties of county and state officers including the nature of our judicial system; also the organization of the political parties of the State. The History of the State was studied from two standpoints: 1st—With reference to the relation of its various parts to one another. 2nd—With reference to its relation to the

Nation. The last five weeks of the semester were devoted to the Constitution of the United States

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## PHYSICAL SCIENCE.

CHEMISTRY.—The chemical laboratory contains fifty-six lockers. It is equipped so that each pupil has a set of apparatus. Chemistry is continued throughout the junior year. The time to do successful laboratory work is at least six hours per week. In addition to this about two hours per week will be devoted to recitation work. It is the aim not to handle the subject too gingerly, not to compel the student to peck at it through a small opening, hence about half of the laboratory work is quantitative. Many of the experiments require five or six hours continuous, close, accurate work. One-half of the year will be devoted to chemical theory and one-half to the study of individual elements. No text book will be used in the course in elementary chemical theory. The class will be required to get a text book for the study of individual elements.

First Semester—Elementary Chemical Theory.

Second Semester—Study of Individual Elements. Text: Torrey.

PHYSICS.—This subject is taken up in the senior year, and is continued throughout the year. Physics requires a course in Mathematics through Trigonometry. The time to do successful work in Physics is at least eight hours per week—five to laboratory and three to recitation.

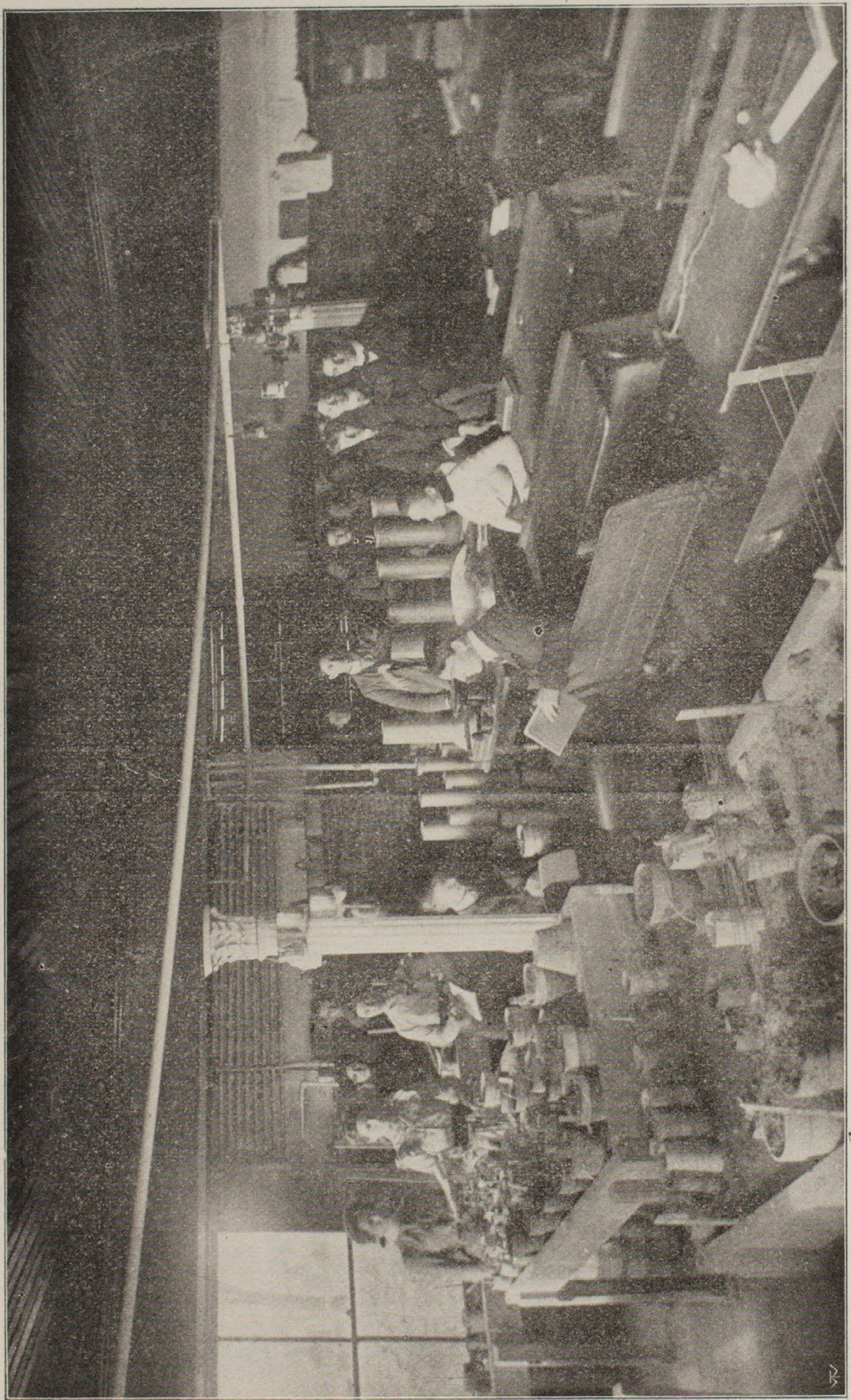
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## BIOLOGY.

The laboratory method is used. The student does the work during the laboratory period, 40 minutes. He is required to leave his note book in the laboratory at the end of the period. This method compels the student to do whatever he is able to do and his note book tells the quality as well as the quantity of his work. During the second semester of the year along with the laboratory work Jordan and Kellogg's "Animal Life" as a text book was placed in the hands of the students. Each student was required to pass a severe oral as well as written test on each chapter. He was also required to apply laws and rules to the living organism about him.

The motto of this department is the "Dictum" of Prof. N. A. Harvey, "Teach the student and not the text book." The head of this department in his annual report to the President makes the following





CORNER OF AGRICULTURAL LABORATORY.

comments: "Biology is a severe study. It is too severe for Freshman students. None but full-fledged Sophomores should be admitted to Biology. The regular recitation period (40 minutes) is too short for a laboratory period. Biology classes should each have two successive 40 minute periods for laboratory work—Section A, Monday, Wednesday and Friday, and Section B, Tuesday and Thursday during one week, while on the following week Section A should have Tuesday and Thursday and Section B Monday, Wednesday and Friday, giving an average of five hours of laboratory work per week." It now seems clear that this recommendation ought to be adopted in the new program.

It is further recommended that Biology be separated into Botany and Zoology and that Botany be united with the Agriculture and taught as a Freshman subject.

Dr. LeFevre of the University strongly urges the two hour periods for laboratory work and the separation of Biology into Botany and Zoology. It is further urged that the Sub-Normal Physiology be dropped from the course so as to enable the teacher of this department to devote his whole time to Zoology. Owing to the demands of the public elementary schools the latter recommendation cannot for the present be followed; but the plans are already completed for the division of Biology, and it is understood that Botany and Agriculture will constitute a year's work for Freshmen in the English Course and that Zoology will be extended through the entire Sophomore year.

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## AGRICULTURE.

The course, as conducted during the past year, consisted of five periods a week of forty minutes each. We separate the subject into the following sub-divisions: Agriculture, Horticulture, Forestry, Entomology and Landscape Gardening. Each of these is considered in the order named, and is given at the time of year when it is most practicable.

AGRICULTURE.—We make a study of Agriculture under the following heads: Soils, Fertilizers, Rotation of Crops and Dairying.

The soil being the foundation of all Agricultural and Horticultural products we regard it as the basis of the work, paying especial attention to: 1. The origin of all soils. 2. The object of tillage in conserving moisture and in improving physical and chemical conditions. 3. Texture of soils. 4. The improvement of land by underground drainage. In considering some of the above topics we carried on a series of experiments by means of a set of soil tubes, 27 in number.

FERTILIZERS.—Under this head we considered: 1. The value of leguminous plants owing to the peculiar power of this family through the agency of bacteria, of changing free nitrogen into nitrates. 2. The three important food elements: Potash, Nitrogen and Phosphorus—hence the advantage to the soil of a good rotation of crops. 3. Commercial fertilizers.

DAIRYING.—Points were emphasized concerning: 1. Cleanliness of cow, milker and milk vessels. 2. The advantage of a separator over the gravity process in separating cream. 3. The ripening of cream. 4. Churning, the care of butter and churn. We did practical work in determining the acidity of milk at different stages of growth; also in determining the percentage of butter fat in different samples of milk, thus enabling the student to know the real value of the cow as well as the amount of cream lost in skim milk and buttermilk by different methods of churning and separation of cream.

HORTICULTURE.—Sub-divided as follows: Propagation of plants, plant breeding, pruning and spraying.

Propagation of plants, including germination of seeds, making cuttings, budding, grafting and layering. For this work we have a small plot of ground on the campus in which we are attempting to grow hard wood cuttings of various sorts of flowering shrubs, grafts and seedlings. The work in grafting was done entirely by students. Cions of the Ben Davis and Gano apples were used; also pear cions were worked on quince roots. Germination of seeds was carried on indoors in cutting tables of sand. For work in budding, willow switches were started in water and used when the bark was in proper condition. The principles of plant breeding, pruning and spraying were discussed in class.

FORESTRY.—A short time was given to the subject of Forestry, the evils resulting from forest devastation and the advantages of Forests as well as a study of the twigs of a number of forest trees while dormant.

ENTOMOLOGY.—We have made a careful study of the grasshopper, becoming familiar with the names and character of its various parts and making it a typical specimen by which we homologize the parts of other insects. We classify insects from an economic point of view into two classes: (1) Those whose mouth parts are formed for biting and (2) Those whose mouth parts are 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 and (2) Those that kill by being taken into the body of the insect as the various arsenic compounds. Owing to limited time work in Landscape Gardening was omitted this year.

NOTE: In the course of study for next year it is proposed to combine Botany with Agriculture and have this department known as the Department of Botany and Agriculture. Additional quarters and equipment will be furnished. Among these it is intended to have early in the year a greenhouse which will be subject to the joint use of this department and the department of Zoology.

## ENGLISH.

### OUTLINE OF THE COURSE OF STUDY.

FIRST SEMESTER.	SUB-NORMAL.	SECOND SEMESTER.
Grammar. Mythology.		Grammar. Mythology.
	(Both repeated.)	
	FRESHMAN YEAR.	
American Classics.		American and English Classics.
	SOPHOMORE YEAR.	
Composition and Rhetoric.		Composition and Rhetoric.
	JUNIOR YEAR.	
History of English Language.		American Literature.
Word Study. Early English Literature.		
	SENIOR YEAR.	
Middle English Literature.		Later English Literature.

### 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 and classics.

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

Grades from *approved* schools are taken, subject for subject, month for month, and masterpiece for masterpiece. Grades from schools not approved are at the option of the teachers of the department, who may require an examination, or text work in classes.

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.

Throughout the course, good English usage is expected in both

oral and written language. Pupils should be required to read in such a way as to show proper interpretation and appreciation of the selection, and nothing less than clear, connected, forcible language should be spoken in class work. Much written work is required in every semester's plan. It is considered of special importance that the writing of pupils should, for several years, come under the eye of a good, strong critic. Much practice under competent supervision and criticism is indispensable.

In all English work, attention is given to Words, Sentences, Paragraphs, Figures of Speech, Forms and Purposes of Selections, Poetic Peculiarities and Technicalities, etc. But the sentiment is considered the matter of prime importance; *understanding* and *appreciation* being very necessary.

The work of any class in any semester may differ slightly from what is here given; but this serves to give a general idea of the ground covered the past year and the methods used.

#### SUB-NORMAL.

GRAMMAR.—Before entering the Normal proper, knowledge of the principles and applications 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, or who wish to review. During the year, new classes were organized each semester, and several persons took the work the entire year.

MYTHOLOGY.—Classes were organized each semester in "Guerber's Myths of Greece and Rome" and completed this in time for four or five weeks on Classics concerning Northern Mythology, chiefly from Longfellow. This Mythology study is considered essential as a foundation of Literature.

#### FRESHMAN YEAR.

Classes beginning in September in American and English Classics continued the entire year. New classes the second semester did the same work as the others did during the first semester. American Literature was given special attention for several months. The authors in Matthews' Introduction to American Literature were studied, selections were read from most of them, and their masterpieces were critically studied. The following are illustrative:—Franklin's Autobiography, Legend of Sleepy Hollow, Thanatopsis, Emerson's Essays on Friendship and Compensation, Mosses from an Old Manse, Snow Image,

Courtship of Miles Standish, Snowbound, The Raven, Chambered Nautilus, Bunker Hill Oration, and others. Pupils also read at least two books outside of class, and made written reviews, or oral reports in class.

During the last three months, English authors received attention, principally Milton, Shakespeare, Macaulay, and Tennyson. The history of the Drama was followed by critical work on King Lear. Some other selections used were L'Allegro and Il Penseroso, Macaulay's Essay on Milton, Enoch Arden, and the two Locksley Halls.

#### SOPHOMORE YEAR.

This is given to Composition and Rhetoric. Students write theses about every two weeks. 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, frequent readings of English and American Classics are given, and these are critically studied from the point under consideration.

Following is the order of study: (1) External Forms of Composition, (2) Choice of Subject, (3) Review of Punctuation and Capitals, (4) Words, (5) Sentences, (6) Paragraphs, (7) Whole Composition, (8) Description, (9) Narration, (10) Exposition, (11) Argument. Some samples of the illustrative readings are: (4) Tennyson's Lyrics and Mosses from an Old Manse, (5) Bunker Hill Oration, (6) Rip Van Winkle, (7) The Ambitious Guest, (8) Deserted Village, (9) Pied Piper, (10) Of King's Treasuries, (11) Conciliation with American Colonies. Generally a prose selection and a poem are used in the study of each division of Rhetoric.

#### JUNIOR YEAR.

FIRST SEMESTER.—Study the history of the English people, nation and language and the formative elements of each till they unite and develop into England and English. Trace the elements, influences, and characteristics coming from Celts, Romans and Latin, Anglo-Saxons, Danes, Norman-French, and learn 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. Critical studies—Prologue to Canterbury Tales, Bacon's Essays, Faerie Queene, As You Like It, and the Drama.

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," "Female Writers," etc., etc. Critical studies are made on typical masterpieces; for instance, American Scholar, Vision of Sir Launfal, Autocrat Series, House of Seven Gables, Longfellow's and Whittier's Longer Poems, and others. The work here is rather critical, philosophical, and intensive.

#### SENIOR YEAR.

In the first semester of the past year, the work was the same as indicated for the first semester for Juniors, but hereafter more time will be given to later English. Chaucer, Spenser, and Shakespeare will receive attention first, then remaining periods, influences, authors, and literary output.

The second semester was given to the Drama and two Shakespearean studies, then to several later writers, such as Milton, Dryden, Addison, Pope, Burns, Goldsmith, Johnson, Gray, Burke, Coleridge. Some of the special studies were Paradise Lost, Book I. and II., Religio Laici, De Coverly Papers, Gray's Elegy, Conciliation with American Colonies, Ancient Mariner, Pope's Poetical Essays and Criticisms.

#### CHANGES FOR NEXT YEAR.

On the recommendation of the English Department, Grammar will be placed in the Training Department under the joint supervision of its teachers and the head of the English Department.

Mythology will be raised to the Freshman year and will be a regular requirement therein. About ten or twelve weeks will be sufficient time for its study.

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#### MATHEMATICS.

The purpose of a Normal School is to prepare teachers to teach; hence every lesson is intended to exemplify right methods of instruction. A brief, but comprehensive course in Arithmetic, will be given to those students in the Sub-Normal work, who are not yet prepared to take up the Algebra. But no student should enter the Normal School, who has not a fair knowledge of Arithmetic. It should be noticed that Arithmetic is one of the elementary subjects which is to receive some special atten-

tion in the department of Pedagogy during the second semester of the Freshman year. Those students who reach the Freshman year without an accurate knowledge of Arithmetic and its uses will be compelled to study it here from both the academic and pedagogical standpoints. It is hoped there will not be many such. 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. Hence, every student graduating from the Elementary course must either take an examination in the subject or study it in this school. 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. One year is devoted to Algebra in the Elementary course, and a half year to College Algebra in the Advanced course. While in all of our work it is our aim to teach subjects rather than text books, we use Milne's High School Algebra as a guide in the first year's work, and finish it as far as radicals the first semester, and aim to complete the work the second semester.

In Geometry, constructional and inventional work, is introduced. The text used for the class room is Phillips and Fisher's Plane and Solid Geometry, and the student is expected to solve all the exercises contained in the book and a great many more. The first four books in Plane Geometry are required in the Elementary course.

The Trigonometry classes use Crockett's Trigonometry as a guide, but the course embraces much which is not found in short courses in Trigonometry.

The Board of Regents, at its June session, 1900, recognizing the importance of Mathematics, and aware of the fact that our Mathematical courses should be more extensive, voted an additional year of Mathematics for the benefit of those students who have some special talent for that subject, but this work will not be required in order to complete the regular course. This additional year's work will embrace Spherical Trigonometry and Analytics. Charles Smith's Analytics will be used.

The head of this department recommends that an additional half year in College Algebra be introduced in the Senior year and that it be elective. This will probably be done.

## READING AND PHYSICAL CULTURE.

The work in Physical Culture for all classes during the past year consisted in both organic and æsthetic gymnastics. The work in organic gymnastics comprises both the "Light" and the "Free" according to the German-American System. The purpose of the organic gymnastics—to develop, strengthen and contribute to the health of the pupil. Each class did a little work in æsthetic gymnastics according to the Delsarte System of "Devitalization" and "Revitalization"—the purpose of these being to secure ease and grace of movement, to reduce the friction of bodily activity and thus secure to the individual good personal bearing and good health.

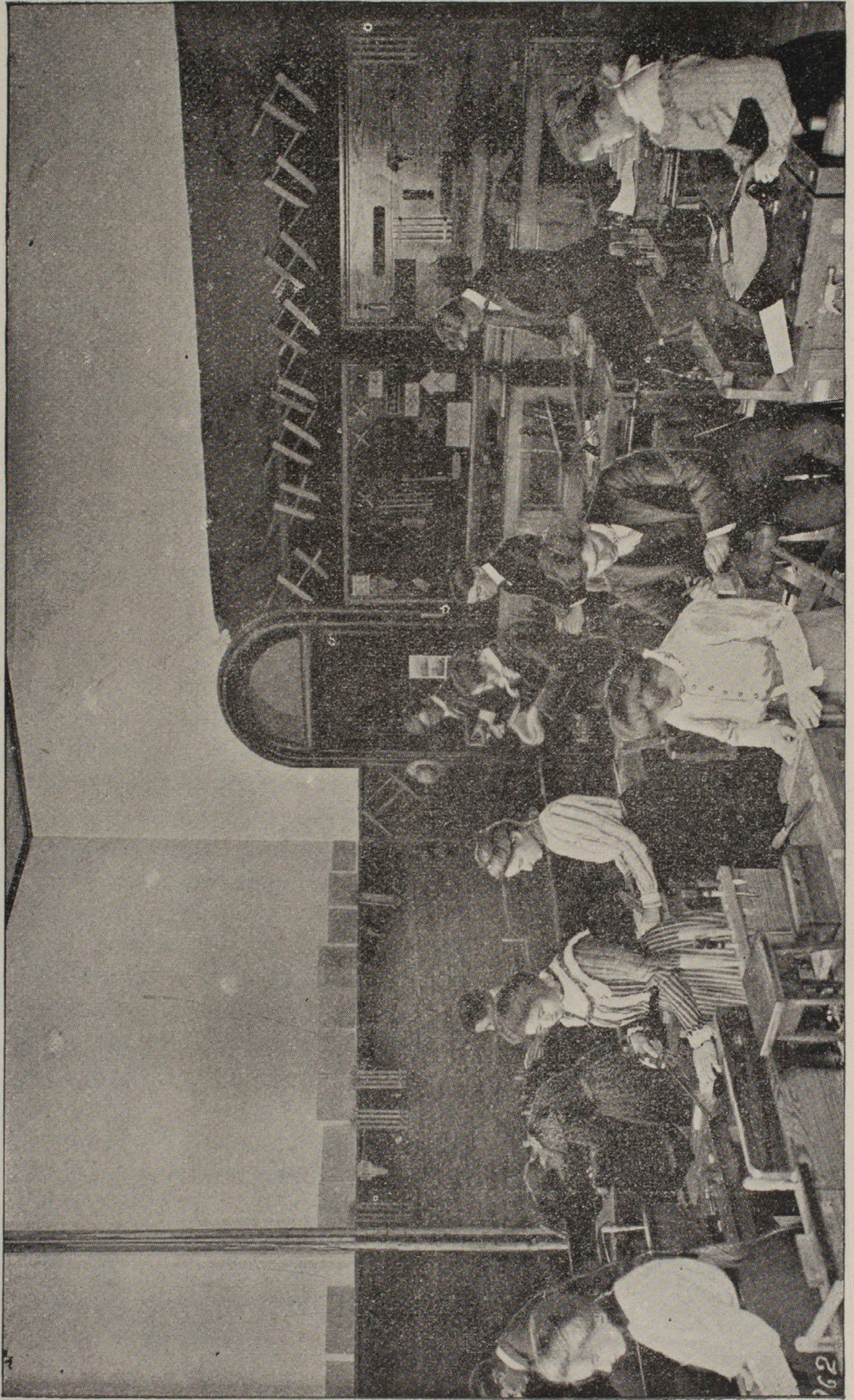
In the Voice Culture and Reading Lessons besides the work of the text book there was considerable outside work which included lives of the following poets and one characteristic poem of each: Shelley, Longfellow, Byron, Wolfe and Burns. In addition to this the teacher took time outside of school hours to listen to each pupil of each class on three different occasions read the entire lesson from the rostrum in the Elocution Hall. During the second semester in the Reading, besides the work in the text book, two of the classes made a special study of a few of the World's Great Orators: Pitt, Burke and Demosthenes. These were studied as men, as orators and as factors in the history of their times. The other classes during the second semester read Shakespeare's historic tragedy of Julius Cæsar and nearly completed it in class. One of the most pleasant and profitable classes conducted by this department was the class of 22 pupils in Mythology. The class completed the text book, Guerber's "Myths of Greece and Rome;" read "Pyramus and Thisbe" by Saxe, and some other minor poems and made a special study of "The Saga of King Olaf" by Longfellow.

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## MANUAL TRAINING.

The Department of Manual Training has been in operation one year, during which time 131 student teachers have enrolled in the classes. About 30 others had to be rejected because there was not room for them. Children in the seventh and eighth grades of the Training School were given instruction in this Department on alternate days.

The more advanced classes have worked out eighteen projects, the last one of these being an original design made from the student's own drawing. The class entering at the beginning of the second semester



LEARNING TO DO BY DOING



have completed twelve of these projects. Besides the bench work and drawings the students learn the use and care of each tool used. The course is mainly sloyd with a few pieces of joinery from the Russian System of Manual Training. Associated with this are the isometrical drawings. The sloyd carries out the idea of utility while the Russian is purely a system of construction. In this Department the young men and young women work side by side. Our motive is not to make mechanics, but to give a training that will develop habits of accuracy, close observation and adaptability and therein this training is deemed valuable for the young women as well as the young men. Again the Institution seeks to send out teachers equipped to meet the demands likely to be made upon them by progressive school boards. The Normal School is the place in which to give prospective teachers this training. The Department in this, its first year of existence, having been crowded beyond its real capacity, (after the rejection of many) it will be our purpose greatly to increase the facilities for this kind of instruction and to be prepared for the reception of about twice as many next year as took the work this year.

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## VOCAL MUSIC.

Thus far the work in Vocal Music has not been wholly satisfactory to the Department of Music or to the President of the School. Many students enter the School without any preliminary training or instruction in Vocal Music and it is often found extremely difficult to get them to assume a friendly attitude towards this Department.

The work laid out by the *Educational Music Course* is readily comprehended by the average student and is arranged to cover about five years' work in the ordinary graded school system. In the Normal School classes we have endeavored to cover the entire work in one year and to include also a small number of class choruses. We can not hope to make all teachers good musicians, but the attempt is made to familiarize practically all seeking graduation with the elementary principles of Music and to enable all to read readily at sight all simple music. The teacher of this department has labored under many disadvantages, being obliged to move from room to room and having no piano or organ for use in connection with the classes. Arrangements have been made so that on the completion of the new building the Vocal Music teacher will have permanent quarters the same as the teacher of any other department, and it is hoped that we shall also be able to supply the teacher with a piano.

## ART INSTRUCTION.

During the past year an effort was made to conduct our drawing classes according to the most approved modern methods in freehand drawing and color work. Our teacher of Drawing spent several weeks in Chicago during the months of March and April and as a result was able greatly to improve the instruction of the Department. An especial feature, which was emphasized with much success, was the representation of relief forms in geographical drawing in the seventh and eighth grades of the Practice Department and in the several classes of Normal School students in the Training School. During the coming year we hope to make still further improvement in this Department and ultimately to place it fully abreast of the other departments of the School.

Mechanical Drawing is, of course, given in connection with the Manual Training and forms an essential part of the work in that Department.

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## THE SUMMER SCHOOL.

The first regular summer school session, organized under authority of the Board of Regents, began June 14th, 1900, continued seven and one-half weeks, six days in the week, and closed August 4th, 1900. The enrollment at \$10.00 each was 108, the income being \$1080.00. Each student was permitted to take not to exceed two subjects. Classes were organized as follows:

In Physics and Geometry, J. E. Weatherly, teacher.

In Latin, three classes, J. S. Maddox, teacher.

In Literature, three classes, Miss O. A. Parrish, teacher.

In History, two classes, Jno. T. Vaughn, teacher.

In Algebra, three classes, C. S. Brother, teacher.

In Biology, one class, Leonard M. Thompson, teacher.

The summer school of 1901, just beginning its second week at time of going to press, has an enrollment of 180. It will continue seven and one-half weeks, six days in the week, and close Saturday, August 3rd. The organization is as follows:

J. E. Weatherly, Director.

One class in Physics and one class in Chemistry, J. E. Weatherly, teacher.

Three classes in Literature, A. P. Settle, teacher.

Four classes in Latin, B. P. Gentry, teacher; assisted by Susan Nicholas.

Two classes in History, E. M. Violette, teacher.

One class in Geometry, one in Trigonometry, one in Analytics, H. Clay Harvey, teacher.

Three classes in Algebra, C. S. Brother, teacher.

One class in Biology, L. S. Dougherty, teacher.

One class in Agriculture, Carrie Ruth Jackson, teacher.

One class in Manual Training, M. Winnifred Bryan, teacher.

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## COURSES OF INSTRUCTION.

### SUB-NORMAL SEMESTER.

It is deemed advisable to give for another year, a short Sub-Normal Course, of not to exceed one semester in Reading, Arithmetic, U. S. History, Civil Government, Grammar, Physiology and Geograph. The Arithmetic classes will first be well grounded in the practical phases of Arithmetic, then familiarized with the elements of Algebra, so as to be able during the Freshman year to complete readily the High School text book in Algebra and do also considerable outside work in that subject. It is proposed to put the Sub-Normal classes into very close relation with the work of the Training School and to put the instruction in these subjects into harmony with that of the Practice School. So far as the nature of the case will permit the Supervisor of the Training School and the heads of the other departments will work together to make the instruction in the Sub-Normal classes of the best possible character.

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## NORMAL SCHOOL COURSES.

Students should pay special attention to the following tabular views of the Normal School Courses.

They should inspect and carefully consider these courses of instruction before leaving home.

They should especially notice the meaning of a year's work and a semester's work and the number of semesters or years devoted to each subject.

*Length of year and semester.*—Notice especially that the school year consists of two semesters of nineteen weeks each.

Students are specially advised to so plan their affairs as to enter at

the beginning of a semester and continue for a period of not less than nineteen consecutive weeks. Of course a longer period is better.

Notice particularly the Latin Course and the English Course as carried into execution during the year 1900-01. While it is desired to slightly modify those courses and to adopt for future use the courses marked "Proposed New Courses," yet students may plan to graduate at the close of the year 1901-02 substantially according to the time requirements of the old courses presented immediately below:

## TABULAR VIEW OF COURSES OF INSTRUCTION.

### COURSES OF 1900-1901.

(Students may graduate by requirements of these courses, May 28, 1902.)

### FRESHMAN YEAR.

#### FIRST SEMESTER.

LATIN COURSE.	ENGLISH COURSE,
Classics, including Mythology.... (5)	Classics, including Mythology..... (5)
Latin (first Latin book)..... (5)	Ph. Geography and Agriculture.. (5)
Algebra..... (5)	Algebra..... (5)
Reading and Physical Culture.... (5)	Reading and Physical Culture.... (5)
Drawing..... (2)	Drawing..... (2)

#### SECOND SEMESTER.

LATIN COURSE.	ENGLISH COURSE.
Eng. and Am. Classics..... (5)	Eng. and Am. Classics..... (5)
Latin (first Latin book)..... (5)	Agriculture and Ph. Geography.. (5)
Algebra..... (5)	Algebra..... (5)
Drawing or Music..... (3)	Drawing or Music..... (3)
Specific Lessons in the so-called "common branches"..... (2)	Specific Lessons in the so-called "common branches"..... (2)

### SOPHOMORE YEAR.

#### FIRST SEMESTER.

LATIN COURSE.	ENGLISH COURSE.
English..... (5)	English..... (5)
Latin..... (5)	Ancient History..... (5)
Biology..... (5)	Biology..... (5)
Plane Geometry..... (5)	Plane Geometry..... (5)
Pedagogy (3) or Practice..... (5)	Pedagogy (3) or Practice..... (5)
Music or Manual Training..... (3)	Music or Manual Training..... (3)

#### SECOND SEMESTER.

LATIN COURSE,	ENGLISH COURSE.
Rhetoric..... (5)	Rhetoric..... (5)
Latin..... (5)	Mediaeval and Modern History... (5)
Biology..... (5)	Biology..... (5)
Practice (5) or Pedagogy..... (3)	Practice (5) or Pedagogy..... (3)
Manual Training..... (2)	Manual Training..... (2)

## JUNIOR YEAR.

## FIRST SEMESTER.

LATIN COURSE.	ENGLISH COURSE.
English History.....(5)	English History.....(5)
Latin.....(5)	English.....(5)
Chemistry.....(5)	Chemistry.....(5)
Solid Geometry.....(4)	Solid Geometry.....(4)

## SECOND SEMESTER.

LATIN COURSE.	ENGLISH COURSE.
American History.....(4)	American History.....(4)
Latin.....(5)	English.....(5)
Chemistry.....(5)	Chemistry.....(5)
Plane Trigonometry.....(4)	Plane Trigonometry.....(4)
Graded Schools of Missouri.....(2)	Graded Schools of Missouri.....(2)

## SENIOR YEAR.

## FIRST SEMESTER.

LATIN COURSE.	ENGLISH COURSE.
English Literature.....(5)	English Literature.....(5)
Latin.....(5)	Pol. Economy (5); or German (5); or Manual Training.....(2)
Physics.....(5)	Physics.....(5)
College Algebra.....(4)	College Algebra.....(4)
Practice (5) or Manual Training..(2)	Practice.....(5)

## SECOND SEMESTER.

LATIN COURSE.	ENGLISH COURSE.
English Literature.....(5)	English Literature.....(5)
Latin.....(5)	German (5) or Manual Training... (2)
Physics.....(5)	Physics.....(5)
History of Education.....(3)	History of Education.....(3)
Practice.....(5)	Practice.....(5)

NOTE—Spherical Trigonometry and Analytical Geometry elective in Senior year.

NOTE—The figures in parentheses indicate the number of recitations per week.

NOTE—For specific requirements in the several subjects see preceding pages.

NOTE—Those completing the Latin Course or the English Course receive a diploma designating the course taken. Those fulfilling the requirements of both the above courses receive a special diploma for the "Complete Advanced Course."

## PROPOSED COURSES OF STUDY FOR 1902-'03.

## FRESHMAN YEAR.

## LATIN COURSE.

Latin (1st Latin book and Nepos).....	(5)
English.....	(5)
Algebra.....	(5)
Reading and Ph. Cult. (½ year)....	(5)
Music or Drawing (½ year).....	(5)
Pedagogy of the "Common Branches" (½ year).....	(5)

## ENGLISH COURSE.

Botany and Agriculture or Ph. Geog. and Agriculture.....	(5)
English.....	(5)
Algebra.....	(5)
Reading and Ph. Cult. (½ year)....	(5)
Music or Drawing (½ year).....	(5)
Pedagogy of the "Common Branches" (½ year).....	(5)

## SOPHOMORE YEAR.

Latin (Nepos and Cæsar).....	(5)
English (Rhetoric).....	(5)
} Geometry or { { Zoology }.....	(5)
Ancient History (full year).....	(5)
} Manual Training or { Drawing or Music (½ year) }....	(5)
} Pedagogy and Training { { School Work (½ year) }.....	(5)

Zoology.....	(5)
English (Rhetoric).....	(5)
Geometry (Pl. and Sol.).....	(5)
Ancient History (full year).....	(5)
} Manual Training or { Drawing or Music (½ year) }....	(5)
} Pedagogy and Training { { School Work (½ year) }.....	(5)

## JUNIOR YEAR.

Latin (Cicero and Ovid).....	(5)
Med. and Mod. Hist. (full year)....	(5)
Chemistry.....	(5)
} Geometry or { { Trigonometry }.....	(5)
The Schools of Mo.....	(5)

English.....	(5)
Med. and Mod. Hist. (full year)....	(5)
Chemistry.....	(5)
Trigonometry.....	(5)
The Schools of Mo.....	(5)

## SENIOR YEAR.

Latin (Sallust and Vergil).....	(5)
{ Physics (1 year) or { Trig. and Col. Alg. (1 year) or { Eng. Const. Hist. (½ year) and { Am. Const. Hist. (½ year) }.....	(5)
English Literature.....	(5)
Training School (1 year).....	(5)
History of Education (½ year)....	(3)

Physics.....	(5)
{ Col. Alg. and Analyt. (1 yr.) or { Eng. Const. Hist. (½ year) and { Am. Const. Hist. (½ year) }.....	(5)
English Literature.....	(5)
Training School (1 year).....	(5)
History of Education (½ year)....	(3)
Manual Training (½ year).....	(5)

NOTE.—It is intended to make the Pedagogical requirements nearly constant in all courses, but to make the academic foundation more and more elective, *i. e.*, within limits.

NOTE.—Counting a year's work a unit it is seen that each of the proposed courses for 1902-03 offers 14 units in academic subjects, requiring preparation, *i. e.*, such subjects as Algebra, History, etc.

In addition to all the afore-mentioned courses, the following elective course is under consideration and may be put into operation so far as regards academic requirements. From this course it is proposed that the student may offer any 14 units as the basis of his professional course. But in no case shall any fractional units be accepted, and where any

units at all are offered in a given subject, the minimum number to be offered is specified.

Subjects.	No. year's work to be offered by the school.	Minimum to be offered by student, if any in the subject be offered.
English.....	4.....	3
Latin.....	4.....	2
Mathematics.....	4.....	2
Science.....	4.....	2
History.....	3.....	2
German.....	3.....	2
Greek.....	3.....	2

WORKING PROGRAM, SHOWING ORGANIZATION OCT. 22, 1900.

Teacher and Room	Kirk Room 20	Parrish Room A	Gentry Room 3	Vaughn Room 8	Violette Room 8	Weathery Room 9-19	Dougherty Room 7	Jackson Room B
8:35 to 9:15		Tr. Sch. 15	Mid. Fr. Latin 15	Sub. Civ. Gov't 29	Soph. Ancient Hist. 33	Junior Chemistry 36	Soph. Biology 34	
9:20 to 10:00		Tr. Sch. 15	Fr. Latin 22	Sub. U. S. Hist. 34	Junior Eng. Hist. 37	Fr. Plane Geom. 34	Soph. Biology 34	Fr. Agri. 23

Chapel Exercises,

10:30 to 11:10	Fr. Sch. Ec. 69	Tr. Sch. 15	Junior Cicero 20	Sub. Civ. Gov't 46	Soph. Ancient Hist. 29	Sen. Physics 30	Soph. Biology 32	
11:15 to 11:55	Junior Psy. 30	Tr. Sch. 10	Soph. Latin Cæsar 43	Fr. Latin 28	Sub. U. S. History 20		Soph. Biology 33	Fr. Agri. 25

One hour and ten minutes for hot lunch.

1:05 to 1:45	Soph. Ped. 45 46	Tr. Sch. 10	Sen. Sallust 27	Pol. Ec. 10				
1:50 to 2:30		Tr. Sch. 10	Mid. Soph. Cæsar 18	Fr. Latin 38	Soph. Ancient Hist. 28	Junior Chemistry 37	Sub. Physiology 33	Fr. Agri. 16

NOTE—The figures show the number in each class on October 22, 1900.

WORKING PROGRAM, SHOWING ORGANIZATION OCT. 22, 1900—CONTINUED.

Teacher and Room	Settle Room 6	Hall Room 11	Prewitt Room 5	Harvey Room 2	Owen Room 12	Tinkham Room 13	Bryan Room 1	Baer Room 20
8:35 to 9:15	Sen. Eng. 29	Fr. Eng. 38	Sub. Arith. 38	Fr. Algebra 32	Sub. R. & Ph. Cult. 23		Soph. Manual Tr. 8	Fr. Drawing 32
9:20 to 10:00	Fr. Eng. 30	Soph. Rhetoric 22	Sub. Algebra 49	College Algebra 24	Fr. R. & Ph. Cult. 27		Soph. Manual Tr. 8	

Chapel Exercises.

10:30 to 11:10	Junior Eng. 27	Sub. Classics 26	Fr. Algebra 25	Fr. Plane Geom. 11	Sub. R. & Ph. Cult. 34		Soph. Manual Tr. 12	
11:15 to 11:55	Sub. Grammar 32	Soph. Rhetoric 14	Fr. Algebra 26	Sub. Algebra 46	Fr. R. & Ph. Cult. 23	Vocal Music 15	Soph. Manual Tr. 5	

One hour and ten minutes for hot lunch,

1:05 to 1:45	Sub. Grammar 38	Sub. Grammar 29	Sub. Classics 29	Junior Solid Geom. 47	Fr. R. & Ph. Cult. 40	Soph. Music 30	In Tr. School	
1:50 to 2:30	Fr. Eng. 44	Soph. Rhet. 27	Sub. Arith. 25	College Algebra 10		Vocal Music 25	Sen. Manual Tr. 11	Fr. Drawing 35
							7 hr. 12	

NOTE—The figures show the number in each class on October 22, 1900.

## TEXT BOOKS.

It is the intention to use in the main the same text books in this Normal School as are used in the public schools of the state, but with this reservation: That new and improved books may be introduced when the same are manifestly better adapted to the needs of the school than the older ones are.

Students should bring with them all their text-books, since many of their old books not needed for class-room purposes will still be useful for reference.

The adopted books are in the list below and printed in italics:

AGRICULTURE—James, Voorhees, *Bailey*.

ALGEBRA—*Milne, Wentworth's College Algebra.*

ANALYTICS—*Smith.*

ARITHMETIC—*Milne, Speer, Moore, Werner, Longan.*

BIOLOGY—*Boyer, Jordan and Kellogg.*

BOTANY—*Bergen, Gray, Youmans, Wood, Bessey.*

CHEMISTRY—*Torrey.*

CIVIL GOVERNMENT—*Hinsdale, Rader.*

DRAWING—*White, Prang.*

ENGLISH HISTORY—Text to be announced later.

GEOGRAPHY—*Rand-McNally, Natural, Frye.*

GEOMETRY—*Wells, Wentworth, Phillips and Fisher.*

GRAMMAR—*Patrick, Southworth and Goddard, Allen.*

HISTORY, ANCIENT—*Myers.*

HISTORY, MEDIÆVAL AND MODERN—*Myers.*

HISTORY AND CIVIL GOVERNMENT OF MISSOURI—*Rader.*

HISTORY OF EDUCATION—*Davidson.*

HISTORY OF THE UNITED STATES—*Montgomery, Fiske, Morris, Guerber.*

LATIN—Grammar—*Bennett, Allen and Greenough.* First Latin Book—*Collar and Daniell*; Nepos—*Roberts*; Cæsar—*Kelsey*; Composition—*Bennett*; Cicero—*Kelsey*; Ovid—*Peck*; Vergil—*Comstock*; Sallust—*Herberman.*

LITERATURE—Hawthorne and Lemon, Painter. *Matthews, Pancoast.*

MUSIC—*Educational Music Course.*

MYTHOLOGY—*Guerber.*

PEDAGOGY—*Many Texts.*

PENMANSHIP—*Natural System.*

PHYSICS—*Hall and Bergen, Ames.*

PHYSICAL GEOGRAPHY—*Tarr.*

PHYSIOLOGY—Carpenter, Martin, Colton, Baldwin, Stowell.

PSYCHOLOGY—Halleck.

READING AND PHYSICAL CULTURE—Owen, *Several Classics*

RHETORIC—Herrick and Damon, *Scott and Denny*, *Lewis' Inductive Rhetoric*.

TRIGONOMETRY—Crockett.

ZOOLOGY—Colton.

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## DIPLOMAS AND CERTIFICATES.

Certificates of advancement signed by the President are given to those who complete the Freshman Year in either the Latin Course or the English Course; also to those who complete the Junior Year.

To those who complete the Sophomore Year in either the Latin Course or the English Course the "Elementary Certificate" is given showing the course completed. This Certificate authorizes the holder to teach in any county of Missouri for a period of two years from date.

To those who complete the Senior Year in the English Course the English Diploma is granted. To those who complete the Senior Year in the Latin Course the Latin Diploma is granted. To those who complete all the requirements of both the English Course and the Latin Course the diploma for the Complete Advanced Course is given. Each of these diplomas authorizes the holder to teach in any public school of Missouri during life, if not revoked for cause.

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## GRADUATE COURSE.

### MASTER OF SCIENTIFIC DIDACTICS.

This diploma will be issued to such graduates as teach successfully for three years after graduation and complete a course of reading such as the one designated below.

Each applicant shall submit satisfactory proof of such course of reading as well as evidence of successful teaching, all of which shall be considered and passed upon by the President and Faculty. Each applicant shall also submit a thesis of from 4,000 to 5,000 words on some educational subject, both subject and thesis being approved by the Faculty. In view of the abundance of new educational literature candidates for

graduation in June, 1902, are recommended to submit reviews of one or more of the recent publications on some pedagogical subject. Candidates for this degree must send to the President of the Faculty their theses or reviews and evidence of the course they have pursued at least four weeks before Commencement. They must be present Commencement Day to receive their diplomas, unavoidable circumstances alone excusing them. The following course of reading is recommended:

1. Buckle's "History of Civilization in England," or Draper's "History of the Intellectual Development of Europe," or Lecky's "European Morals."

2. Klemm's "European Schools," or Davidson's "Education of the Greek People," or Quick's "Educational Reformers."

3. McLellan and Dewey's "Psychology of Number," or Hinsdale's "Teaching the Language Arts," or Froebel's "Education of Man."

4. Greenwood's "Principles of Education Practically Applied," or Sully's "Teachers' Hand Book of Psychology," or Parker's "Talks on Pedagogics."

5. Rosenkranz's "Philosophy of Education," or Spencer's "Education," or James's "Talks on Psychology and Life's Ideals."

6. Halleck's "Education of the Central Nervous System," or Romanes's "Animal Intelligence," or Warner's "Study of Children."

7. Burrage and Bailey's "Sanitation and Decoration," or Kotelmann's "School Hygiene," or McArthur's "Education in its Relation to Manual Industry."

8. Froebel's "Pedagogics of the Kindergarten," or one year's reading of "The Educational Review," or one year's reading of The J. C. Witter Co.'s "Art Education."

9. Baldwin's "School Management and School Methods."

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## LIBRARIES.

Our General Library, consisting of some two thousand standard works of Science, Poetry, Fiction, Art and History, is thrown open from 8:00 a. m. to 3:30 p. m. daily. Students are permitted to enter this Library at will, select such books as they desire to read and use the large Assembly Room or Chapel as a Reading Room, returning the books to the library when done with them. When books are taken out to be carried farther than the Reading Room a record is made of the fact.





T. FULLER

J.A. MILLER

C. DREWELL

E.B. SWITZO

M. MCKENNA

P. PITTS

M. JAMES

C.J. GOODING

F.W. DRALLE

C.B. DOWNING

C. GOSWALE

O.W. RUSTY

R.A. NICHOLS

A. WOODRUFF

L.E. SMILEY

T.M. MITCHELL

N.R. RIGGS

L. HANDELON

G.C. POEHLMAN

R.E. HEDQUIST

D.S. DOWNEY

E.J. POWELL

G.H. MUSSEN

B. BREWER

S.H. MURDOCK

M.E. ASH

G.G. GOVRETT

L.C. RUST, PRES.

A.H. BAUGHEN

W.J. SEE

J.A. TAYLOR

W.M. McCLAIN

**WEBSTERIAN DEBATING SOCIETY, 1900-01.**

PHC BY MOORE

## DEPARTMENTAL LIBRARIES.

By far the best use made of reference books and supplementary volumes in Literature, History, etc., is in the departmental libraries. Already the department of History has three large book cases filled with the best histories extant, use of which is made daily, as described elsewhere in this catalogue. Each of the other academic departments is supplied with one or more cases fairly well filled. The Training School Department has about 400 volumes adapted to its uses; the Pedagogical Department, about 200 adapted to its uses.

## LITERARY AND DEBATING SOCIETIES.

The students maintain voluntarily three general Literary Societies, the Philomathean, the Zetosophian and the Senior whose membership consists of both ladies and gentlemen. In addition to these there are three debating Societies, the Websterian, the Claytonian and the Twentieth Century Debating Club, composed exclusively of young men. The meetings of these societies are held on Friday night or Saturday night of each week in well lighted halls. The societies are on a self-governing basis and membership is a matter between the individual student and the society which he desires to join. The first three societies have been in existence for many years. The Websterian Society was organized during the year 1899-1900. This Society limits its membership to about 30 young men, carefully selected, so that it is difficult for any but the best students to become members. The other two debating societies were organized during the past year. All the debating societies confine themselves largely to extemporaneous debates and speeches. Membership in any one of the above mentioned Societies is desirable and advantageous; but young men are especially recommended to join the debating Societies. The School has for a long time been relatively weak in debating and other extemporaneous speaking and no other means seem to cultivate so well the power of thinking on one's feet as the extemporaneous debating and other speaking as conducted by the young men in these societies.

On the 10th of May three of our best speakers pitted themselves in debate against a team in the Normal School of Peru, Nebraska. While our debaters were highly commended by the judges and the audience they were not able to secure first place in that contest; but we expect to so cultivate the power of logical argument and extemporaneous speaking, as to be able next year to meet successfully the debaters from

any neighboring Normal School. Every possible encouragement will be given the general Literary Societies. Declamations, recitals, papers and essays will be encouraged; but special care will be taken to strengthen our young men in thinking on their feet and in speaking their thoughts.

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## DISCIPLINE.

This School is conducted on the basis of self-government. Our students are men and women of well settled purpose. Their lives are mapped out before them. Every moment of their time is precious to them. Spying upon their conduct or any police surveillance is unnecessary and obnoxious to them. We have no checks or deportment marks, consequently very few of those trifling delinquencies which characterize over-disciplined schools. One young man, not formerly characterized by good conduct, remarked to a fellow student that he had not been guilty of any misconduct in this School, for he found no rules to violate and could have no motive for doing mischief.

Our students are put upon their honor. They are recommended to conduct themselves in the presence of the Faculty and President just as they would do in the absence of such persons. They are made to feel as free from constraint as possible. Wherever they may be they are encouraged to engage in pleasant conversation—excepting of course during recitations or other school exercises. It is thus found that the students have the same interest in good order that the Faculty have. Disorder disturbs them the same as it does the Faculty. They feel responsible for the moral tone of the institution. Here lies the foundation for self-control—the feeling of responsibility. This plan of government is purely democratic. It relieves the Faculty of innumerable petty duties. It appeals to and stimulates manly and womanly pride. It puts students and teachers almost on practical equality, by raising the student to the plane of the teacher, and thus cultivates in the highest degree the qualities of gentility, courtesy and good humor. These students constitute an unusual body of men and women. There is no other school just like a Normal School. The students realize this fact. They believe in their own future. They anticipate important careers. They are to be men and women of large influence. They are to control others. Hence their great pride in self-control.

NOTE.—In a period of twenty months under the above described system of discipline and with a grand total of about 1200 different individuals enrolled, there has been no case of expulsion, no case of perma-

ment suspension, but two cases of temporary suspension, one case of reprimand and no other case of a student being brought before the Faculty under charges of misconduct.

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## GRADING AND CLASS HONORS.

The percentage system of grading has been abandoned. Students doing creditable work in their classes are graded as Passable, Good or Excellent. Below the rank of Passable is that of Conditioned. The student who is conditioned may pursue for a time the more advanced phases of the subject and while doing so may cure the defects in his previous work and pass examination on the same. If successful in such examination he is given the rank of Passable. Below the rank of the conditioned are of course those who fail. They are marked "failed."

The School has no class honors. In lieu of the ordinary graduating exercises Class Day Programs are given. These are under the exclusive control and management of the respective classes. The question might arise as to whether students should be trusted to prepare programs without the censorship of the Faculty; but where students are accustomed to being trusted it is found that they do not abuse privileges granted them. In lieu of the old time orations and essays on Commencement Day each class has an address by some well known orator selected by them.

The class orator for the Sophomores Wednesday, June 12th, was Pres. J. P. Greene, of Wm. Jewell College. The orator for the Seniors, June 13th, was Pres. John W. Cook, of the Northern Illinois State Normal School. The Baccalaureate sermon Sunday, June 9th, was preached by Dr. Wm. H. Black, of Marshall.

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## MEDALS AND AWARDS.

In the study of the principles of Pedagogy the students of each class have by a large majority and on their own independent judgment expressed disapproval of systems of prizes in education. Nevertheless where generous citizens have offered medals for any worthy special exercise it has been the policy of the School to accept such gifts and to leave the matter of competition wholly to the wishes of the student corps without discouraging or specially encouraging participation in the contests for the awards offered. It is not doubted that competition for medals sometimes stimulates good sentiment and wholesome effort.

During the past year there was but one contest for a medal, that of

the Ringo Medal, a \$20.00 gold medal offered by R. M. Ringo, Treasurer of the Board of Regents, for the best, original oration by any student above the Freshman year.

Owing to some complications and differences regarding the amount of originality required in the orations it is not positively known (at the time of going to press) to whom the medal belongs. It will probably go to Mr. Nelson Sears, of Lewis County.

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## YOUNG PEOPLE'S CHRISTIAN ASSOCIATIONS.

### Y. M. C. A. AND Y. W. C. A.

The students maintain voluntarily a strong working organization of the Young Men's Christian Association, and also of the Young Women's Christian Association. These organizations have the endorsement and encouragement of the President and Faculty and have been very helpful in keeping constantly before the students the very highest ideals of life.

These organizations being in co-operation with the President of the Institution keep a list of all the boarding houses. Students wishing to enter the School can secure information as to boarding houses, trains, etc., from the corresponding secretary of either of these organizations, as well as from the President of the School.

Committees wearing the school colors will, during the opening week of the year, meet all in-coming trains for the purpose of conducting students to their boarding houses. Members of these committees will be recognized by their badges of blue and white. Any young lady coming alone will be especially looked after, if she will kindly notify the Corresponding Secretary of the Y. W. C. A., or the President of the School, so that they may know the time of her probable arrival. Any young lady wishing to enter one of the young ladies' boarding clubs should write to the Corresponding Secretary of the Y. W. C. A., stating particulars. It is the desire of the Y. W. C. A. to help place every young lady student in a good christian home or boarding place.

The two Associations have a joint Reading Room in the School in which the best daily papers and other choice current literature will be at all times accessible. During the first week of the School year an information bureau will be conducted in this Reading Room and students wishing any directions will be accommodated.

Each Association holds devotional meetings every Sunday. Once a month the two Associations meet jointly for the study of missions.

Each year Bible classes are organized and any one wishing to take a course of this kind may do so. One of the resident ministers of Kirksville usually has charge of the Bible classes. These Associations seek to promote the social as well as the moral and intellectual culture of the students. Receptions are given each year by the Associations and special efforts are made to enable all students to feel at home. Great care is also taken to encourage the spirit of good fellowship among the students.

The officers are as follows:

Y. W. C. A., President, Rose Wells.

Y. W. C. A., Corresponding Secretary, Jennie Townsend.

Y. M. C. A., President, C. T. Goodale.

Y. M. C. A., Corresponding Secretary, N. H. Randall.

#### Y. M. C. A. LECTURE COURSE.

The Y. M. C. A. of this Institution, together with the neighboring Association of the American School of Osteopathy, conducts an annual lecture course. Its chief purpose is to place within the reach of the entire student body of the two schools and the citizens at large, the leading entertainments and lectures on the platform to-day; and incidentally to make the running expenses of the two Associations, maintain the reading room, and to establish a fund with which to send the delegates to the Annual Lake Geneva Conference. Last year the following numbers were secured at a total cost of \$860: Senator J. P. Dolliver, A. S. O. Glee Club with Prof. Harvey, Luther Manship, Boston Fadettes, Tyrolean Concert Company, Dr. F. W. Gunsaulus, and Schubert Quartette and Symphony Club.

The chairman of the joint committee for the ensuing year is Dr. C. W. Proctor. The members from the Normal School Association are Prof. Violette, Prof. Harvey, C. T. Goodale and Jas. M. Steele. The committee is arranging for next year a better course than any yet presented. Among other numbers under advisement at commencement time are: Bob. Burdette, Gov. Bob. Taylor, Dr. Dixon, Jehu DeWitt Miller, Rev. Dr. Quail, Swiss Bell Ringers, Gen. Gordon, Ottumwa Quartette, Chicago Glee Club and Booker T. Washington. From among these, six of the best will be selected and given for the regular price, \$1.50, for the entire course. Since its first establishment the course has been a marked success, both educationally and financially.

## NEW BUILDINGS AND EQUIPMENTS.

The General Assembly of 1901 appropriated \$30,000 for the erection of a new Science Hall for this Normal School. The building will stand thirty feet from the present building, being connected by covered passage ways. The first floor will contain the office of the Supervisor of the Training School, two recitation rooms, the fan room for the heating and ventilating system, the dressing room for young men, the dressing room for young ladies and the gymnasium. The gymnasium is to be 38 feet in the clear east and west, 60 feet in the clear north and south, having a height of 22 feet from floor to ceiling and a gallery in one end. On the second floor are the President's office and four recitation rooms for the Training School, the gymnasium extending through both the first and second stories. On the third floor are four large recitation rooms for Normal School classes; also the library, 38 by 60 feet.

The new building is to be heated by the most modern system, the Sturdevant System of warm air forced through the building by a large steel fan. Several thousand dollars were also appropriated for new boilers, sewers, closets and repairs, so that our building will soon take the appearance of a new building in all its parts.

## CONDITIONS OF ADMISSION.

1. Male applicants must be at least 16 and females 15 years of age.
2. Those seeking admission for the first time must present satisfactory evidence of good moral character. A letter from the county commissioner or persons of well known integrity will be sufficient.
3. Those coming from other institutions of learning must submit satisfactory evidence of having been honorably discharged.
4. Standing obtained recently in High Schools, Academies and Colleges on the approved list of the University will be accepted by this Institution.
5. Each applicant for enrollment in the School signs a "declaration of intention to follow the profession of teaching in the public schools of the State."

## TIME TO ENTER.

Enter at the beginning of the year.

This is important.

Begin when others begin.

Get an even start with others.

Be a factor in making up the program.

The program is constructed in view of the wants of those who are present at the beginning.

#### WHAT TO BRING WITH YOU.

Bring your old books.

Bring your dictionary.

Bring your reference books.

Bring all your grade cards, certificates and diplomas.

These help much in classification.

Avoid examinations by bringing these credentials.

Bring all your grades from all the schools that you have attended.

Examinations on entering a school are as worrisome to the Faculty and President as they are to the student.

#### WHAT TO DO WHEN YOU GET HERE.

Select your boarding place first.

Then go to the National Bank of Kirksville, northwest corner of square, pay your incidental fee to the Treasurer, Mr. B. F. Heiny, bring your receipt to the President's office. You will then be directed to the rooms of the several members of the Faculty, who will inspect your credentials and assist you in making up your program.

#### COME TO STAY.

Short dips into education help some; but Pope says

“A little learning is a dangerous thing;  
Drink deep or touch not the Pierian Spring;  
There shallow draughts intoxicate the brain  
And drinking largely sobers us again.”

Some of you are obliged to teach part of the year and attend school another part.

It is well to lay your plans far in advance.

Five months in succession produce better results than six months chopped up into several parts.

Come to stay all the year if possible.

Our best students try to lay their plans this way.

#### TWO DAYS FOR CLASSIFICATION.

The President and the Faculty will be at the Normal School building at 8:00 a. m. Monday, September 2nd, and Tuesday, September 3rd, for the purpose of enrolling and classifying students. All resident

students are requested to visit the President's office for the purpose of classification on Monday, September 2nd. Non-resident students will be expected to reach Kirksville some time during the day Monday, September 2nd, and secure their boarding places. They should present themselves for classification on Tuesday, September 3rd. On Wednesday, September 4th, recitations begin and will run on schedule time, 40 to 45 minutes for each recitation.

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## EXPENSES.

Board (including room, meals, light, fuel, etc.,) costs from \$2.00 to \$3.00 per week.

The large majority of students pay \$2.50.

Many good students rent rooms and board themselves for much less.

Good homes in private families can always be secured.

Furnished and unfurnished rooms can be secured at low rates.

Many students rent rooms and board in clubs.

The tuition is free.

There is an incidental fee of \$8.00 for a semester of nineteen weeks or \$5.00 for a half semester.

The Treasurer's receipt for the incidental fee when presented to the President entitles the student to classification.

In no case will the incidental fee be refunded.

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## OPPORTUNITIES OFFERED.

We have about 90 daily recitations.

Students prepared to enter the Normal School readily find classes adapted to their needs.

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## SPECIAL DIRECTIONS.

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 specially requested to send

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word to the office. The President and Faculty will thus be able to contribute much to the relief of students.

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

5. Regular Faculty meetings occur at 3:00 p. m. Mondays during the school session. Students should arrange their business with the Faculty to correspond to this time.

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## GENERAL REGULATIONS.

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

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

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

3. Students are prohibited from attending billiard rooms, pool rooms and other similar places of resort; but during the past year it was not necessary to call attention to this rule and it is not known that the rule was violated.

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.

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## ARTICULATION WITH THE STATE UNIVERSITY.

At the time of going to press it is not certain just where our graduates articulate in the University Course; but it is certain that strong graduates from the Normal School have about a year's credit at the University and can begin somewhere in the Sophomore year of the University.

## ENROLLMENT—1900—1901.

	MALES.	FEMALES.	TOTAL.
Regular session.....	287	368	655
Summer session.....	62	133	195
	349	501	850
Counted twice.....	35	62	97
Different individuals (Normal School proper).....	314	439	753
Training School children.....	47	55	102
Grand total.....	361	494	855

## ENROLLMENT SINCE ORGANIZATION.

(Exclusive of Training School Children.)

YEARS.	STUDENTS.	YEARS.	STUDENTS
1868—First year.....	140	1885—Eighteenth year.....	475
1869—Second year.....	203	1886—Nineteenth year.....	405
1870—Third year.....	303	1887—Twentieth year.....	421
1871—Fourth year.....	321	1888—Twenty-first year.....	490
1872—Fifth year.....	431	1889—Twenty-second year.....	505
1873—Sixth year.....	470	1890—Twenty-third year.....	520
1874—Seventh year.....	668	1891—Twenty-fourth year.....	560
1875—Eighth year.....	709	1892—Twenty-fifth year.....	596
1876—Ninth year.....	627	1893—Twenty-sixth year.....	606
1877—Tenth year.....	592	1894—Twenty-seventh year.....	562
1878—Eleventh year.....	534	1895—Twenty-eighth year.....	620
1879—Twelfth year.....	468	1896—Twenty-ninth year.....	623
1880—Thirteenth year.....	513	1897—Thirtieth year.....	719
1881—Fourteenth year.....	492	1898—Thirty-first year.....	737
1882—Fifteenth year.....	481	1899—Thirty-second year.....	739
1883—Sixteenth year.....	446	1900—Thirty-third year.....	742
1884—Seventeenth year.....	501	1901—Thirty-fourth year.....	753

## ALUMNI.

### OFFICERS OF ALUMNI ASSOCIATION.

H. CLAY HARVEY, President.....	Kirksville
MARY T. PREWITT, Vice-President.....	Kirksville
DOLLIE FONCANNON, Secretary and Treasurer.....	Kirksville

## POST-GRADUATES.

### DEGREE—MASTER OF SCIENTIFIC DIDACTICS.

1874—*O. P. Davis.
1875—*W. E. Coleman, W. N. Doyle, C. B. Daughters, J. C. Stevens.
1776—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 Hali, John R. Kirk, Lowa 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, Flo. Northup, (Mrs. Scheurer), Duke E. Wright (Mrs. Herron), W. E. Tipton, A. B. Warner.
- 1883—T. S. Cox, C. F. Foster, W. R. Holloway, Lulu Sharp (Mrs. Corley).
- 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—Fanny K. McCoy, Sophia C. Watson.
- 1899—Z. Fletcher Wharton.
- 1900—A. B. Coffee, Geo. M. Laughlin, Annie M. Wood.
- 1901—Thos. J. Kirk, G. W. Pendergraft, A. P. Vaughn.

## GRADUATES.

### DEGREE—BACHELOR OF SCIENTIFIC 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. Westcott (Mrs. McLaury).
- 1876—John Barton, J. F. Chandler, Sallie O. Callaway (Mrs. Larkins), W. T. Carrington, W. B. Ferrill, 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 Northup (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. Louden, L. S. Mitchell, R. F. Sallee, D. D. Sayer, Lulu B. Sharp (Mrs. Corley).
- 1882—J. O. Allison, Nellie Bagg (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, Annie Dysart, Aven Nelson, L. I. Owen (Mrs. Mitchell), J. N. Pemberton, Mary T. Prewett, Lottie Spencer (O'Neil).
- 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, Mamie 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. Finnegan), Allie Link (Mrs. Whitacre), O. M. Mitchell, F. M. Patterson, Fannie Riggs (Mrs. Long), Isom Roberts, J. J. Steele.
- 1886—S. P. Bradley, A. J. Bradsher, J. J. 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. Northeutt (Mrs. Locke), L. M. Phipps, Stacey 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. Tremble, 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, \*Margaret 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. Music, John Davis Marr, Camille Nelson, Henry E. Patterson, Calvin H. Paul, J. T. Ronald, Althea Ringo.
- 1894—Geo. Washington Atterbery, Hubbard Blair, Wm. T. Batchelar, Mary Porter Burk, Alice Elzira Downing, Warren Mitchell Duffie, William Samuel Eller, Lena Edelen, Julia Emma Freeland, Mary Marguerite Fisher, Benjamin Franklin Gordon, Lina Gore, George Mark Laughlin, Francis Marion Motter, Sadie Martin, John Wilfley Oliver, Martha Owen, William Charles Thompson, Lena Minerva Trowbridge, Annie Woods.
- 1895—Fred William Alexander, James Perry Boyd, Thomas Austin Craighead, Enoch Marvin Drinkard, Samuel Rodgers Dillman, Alva Erastus Dowell, Dorothea Caroline Foncannon, Ezra Clarence Grim, Jessie Bird Hatcher, Katie Bell Hawkins, Anna C. Hill (Mrs. Wright), Louis Ingold, Lyda McKay, Frances Miller, Joe Shelby Maddox, James Thomas McGee, John Henry Nolen, Maud Owen, Fred Benjamin Owen, Gertrude Phillips, Lena Lucile Storm, Ambrose Dudley Veatch, Julia Alberta Wardner.
- 1896—Frank Buckner, Ida Brashear, Manville Carothers, Jennie 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 Foncannon, Harry Green, J. L. Gallatin, Myrtle Harlan, Ada Harlan, Frank Heiney, Frank Hoefner, Virginia Holderman, Essie Holmes, Eugene Lake, C. W. Murphy, Milton McMurry, H. Nesse, 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. Terpenning, A. P. Vaughn, W. I. Woodson.
- 1898—Amy Bown, Claude S. Brother, Ardelia Dockery, Sallie Davis, Mae Evans, A. D. Foster, A. S. Faulkner, Kate Holsworth, Hattie Lyon, R. N. Linville, J. D. Luther, O. H. Lind, Birdie Miller, Julia McBeth, Lilly North-

cutt, 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 Christine, Lida Corken, Ada Carnahan, John A. DeTienne, Jean Eames, Ida May Finegan, Mabel Gibbons, J. A. Goodwin, Oscar Ingold, Wm. Horace Ivie, Mayme Lorenz, Bess Hannah Link, Zoa McDowell, G. W. Pauly, Mrs. Lena Pauly, Julia Louise Porter, 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 Bohrer, Genevieve Bovard, J. A. Carmack, Adah Blanche Caskey, W. Lemuel Cochrane, Leota Lillian Dockery, Joseph C. Dougherty, Ella Evans, Alice Foucanon, E. H. Gipson, Blanche Hall, Robt. Emmet 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. Northeutt, 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, Lena Wilkes.

\*Deceased.

NOTE.—Thirty classes have graduated from the full course of this Institution. The Alumni number 539. The Alumni meeting held June 12th, 1901, was larger in attendance than any former meeting for many years. A new Constitution was adopted and a decision reached to make a determined effort for a large attendance at the meeting of the Association May 27th, 1902. During the past year an effort was made by the President of the School and the officers of the Alumni Association to recover the addresses of as many members of the Association as possible. Considerable headway has been made and the effort will be continued. In one of the numbers of the catalogue to be issued during the coming year it is hoped we shall be able to give a large majority of the addresses of the Alumni. At present we have about half of those addresses.

### SENIOR CLASS, GRADUATING JUNE 13, 1901.

\*Allen, Effa  
Baker, Edna  
Brewer, Basil  
Cleaveland, Artie Keller  
\*Earhart, Anna Margaret  
Eaton, Cassius V.  
Ely, Anna  
Evans, T. M.  
Fair, Eugene  
\*Gill, Alta Lee  
\*Greenwood, Mary Clark  
Gilhousen, Mabel  
Hall, Wannee A.  
Hawkins, G. L.  
Hennon, Vena

\*Hull, M. Braxie  
\*Johnston, E. Gertrude  
\*Kerr, Nelson  
\*Kirk, Robt. L.  
Kirk, Thos. J.  
Lorenz, Alta  
\*Mason, Mittie W.  
\*McGee, F. L.  
McKay, Elmer Alexander  
\*Mitchell, T. M.  
\*Moulton, Pearl  
\*Nicholas, Susan  
\*Petree, Lettie Elvira  
\*Petree, Nora Eima

\*Porter, Mary  
Reed, Minnie  
\*Reedal, Erma  
\*Riggs, N. Reuben  
\*Rudasill, Mary Lucy  
\*Scott, Robert A.  
Seitz, Enoch Beery  
Six, B. P.  
\*Taylor, J. A.  
\*Thompson, Leonard M.  
\*Walker, Cora L.  
Willard, Mamie  
Wittmer, Bessie Susanne  
\*Wright, Jessie M.

\*Permitted to do a semester's work in one subject or two subjects in summer school and on satisfactory completion of the same to receive diploma August 3, 1901.



SENIOR CLASS.





*At the  
Summer*



SOPHOMORE CLASS.

NOTE.—Some may wonder at the delivery of so many diplomas in August. The reason for this action is the following: For several years we have been increasing the requirements for graduation and in fairness to our students it is deemed right to give them at least the benefit of the summer term in which to meet these requirements.

SOPHOMORE CLASS, 1901.

Allen, Grover C.  
Anderson, Mabel  
Andrews, Bessie  
Barker, Ray  
Buchanan, Sara  
\*Carter, C. L.  
Carter, W. Elmer  
Cole, R. S.  
\*Conrads, Katherine  
\*Coppers, A. F.  
Crockett, Armada  
Crockett, Geo.  
\*Dance, G. N.  
Daniel, Iva  
\*Finch, Jennie  
Gooden, Wm.  
Goodwin, Daisy  
Greiner, Oattie  
Harmon, Ada  
Hawkins, Edna

\*Heller, Gertrude  
\*Hoagland, Flora  
Holloway, Mabel  
\*Horn, I. M.  
Ivie, Emma  
Johns, Cloe  
Jones, Grace  
\*Lamb, Ruby  
Link, Eunice  
\*Keyte, Lena  
\*McCall, Conna  
\*McClain, Wm.  
McHendry, Mabel  
McIntyre, Ida  
Millay, Ada  
Miller, J. A.  
\*Miller, Mary  
Merideth, L. A.  
Moore, Blanche

Nance, F. B.  
\*Powell, E. J.  
Powell, Tilden  
\*Randall, N. H.  
\*Roberts, C. A.  
Roberts, L. D.  
See, S. C.  
\*Snedeker, Chas. W.  
Speer, Olive  
Sprouse, Nathan  
\*Stephens, Dilla M.  
Stone, Clarence R.  
Throckmorton, Lillie  
\*Tummond, Leila  
\*Van Horne, Grace  
Wengler, Katherine  
Wilkes, Eunice  
Williams, W. M.  
\*Wood, Birchie

\*Permitted to do a semester's work in one subject or two subjects in summer school and on satisfactory completion of the same to receive certificate August 3, 1901.

PUPILS OF THE PRACTICE SCHOOL.

EIGHTH GRADE.

BOYS.

Brown, Marcie  
Kitselman, Harry  
Ownby, Ben  
Sackett, Arthur  
Starr, Aura

GIRLS.

Beatty, Mary  
Doneghy, Dagmar  
Dutcher, Marie  
Martin, Ruth  
McIntyre, Mabel  
Proctor, Ruth  
Ransom, Ethel  
Willows, Daisy

SEVENTH GRADE.

BOYS.

Barnett, Robert  
Barnett, Howard  
Carothers, Carl  
Costolow, Albert  
Davis, Errett  
Frye, Dale  
Gooden, Albert  
Kirk, Victor  
Proctor, Heath  
Snyder, Howard  
Speer, Ray  
Underwood, John

GIRLS.

Cupp, Dimple  
Dodson, Bijou  
Harrington, Vera  
McKinney, Dollie  
Noe, Elizabeth  
Parrish, Mary

## FIFTH AND SIXTH GRADES.

## BOYS.

Beatty, Byron  
 Harlan, Allen  
 Henry, Allen  
 Hutchinson, Craig  
 Landis, Orrin

## GIRLS.

Andrews, Lula  
 Bowman, Irene  
 Carothers, Edith  
 Hensley, Gertrude  
 Mason, Lena  
 Powell, Louise  
 Speer, Fay  
 Starr, Evelyn  
 Traverse, Ione

## THIRD AND FOURTH GRADES.

## BOYS.

Bailey, Leland  
 Costolow, Everett  
 Cupp, Gail  
 Martin, Howard  
 McKinney, Lorenzo  
 Sangster, Joie  
 Thompson, Myron  
 West, Earl  
 Willows, Harris

## GIRLS.

Dutcher, Mary  
 Gage, Margaret  
 Kirk, Mary  
 Kirk, Pauline  
 Ransom, Mabel  
 Teverbaugh, Hazel

## FIRST AND SECOND GRADES.

## BOYS.

Biswell, Tremon  
 Bryan, Shaeron  
 Howell, Edward  
 Kidwell, Cleo  
 Martin, Walter  
 Regan, Mark  
 Starr, Kenneth

## GIRLS.

Billeiter, Dorothy  
 Biswell, Era  
 Graves, Evelyn  
 Gregory, Lula  
 Howell, Janet  
 Hughes, Jessie  
 Landes, Helen  
 Petree, Esther

## KINDERGARTEN.

## BOYS.

Billeiter, Joe  
 Gage, Wallace  
 Holme, Paul  
 Jones, Dick  
 Laughlin, Ward  
 Mahaffee, Wille  
 Majors, Merrill  
 Stark, Chester  
 Westfall, Kenneth

## GIRLS.

Bryan, Madge  
 Dowdy, Blanche  
 Gailbreth, Helen  
 Hand, Marie  
 Hyatt, Gracie  
 Keyte, Gladys  
 McKinney, Capitolia  
 McMains, Beatrice  
 McMains, Bernice  
 Murphy, Lena  
 Murphy, Lulu  
 Powell, Frances  
 Purl, Allene  
 Roberts, Gertrude  
 Smith, Pauline  
 Stark, Portia  
 Thrift, Elizabeth  
 Whittacre, Margaret

## LIST OF STUDENTS OF 1900-1901, WITH RE-CLASSIFICATION FOR 1901-1902.

(This re-classification is believed to be very nearly correct. If it contains any errors they will be corrected when students present themselves for re-entrance).

## SENIORS.

\*Adams, Alice.....Kirksville  
 Adams, Mattie.....Kirksville  
 \*Allen, E. Alta.....Memphis  
 Arnold, S. Wat.....Downing  
 Ashlock, Kate.....Kirksville  
 \*Baker, Edna.....Kirksville  
 Barker, Ray.....Kirksville  
 \*Barnes, Susie.....Tarkio  
 Blake, Vera.....Rockport  
 Bondurant, Olney.....Bethany  
 \*Brewer, Basil.....Kirksville  
 Buchanan, Sara.....Kirksville  
 Carpenter, G. W.....Miami  
 \*Cleaveland, Artie.....Monticello  
 Cramb, Levi.....Fairbury, Neb.  
 Crockett, Armada.....Columbia  
 Crockett, Geo.....Hamilton  
 Daniel, W. O.....Maud  
 Dickson, C. E.....Kirksville  
 Downing, C. V.....Kirksville  
 Dulany, Fanny.....Hannibal  
 Dunnington, Bert.....Kirksville  
 Duty, Eloise.....Peakville  
 \*Earhart, Anna.....Kirksville  
 \*Eaton, Cassius V.....Shelbyville  
 Elwood, Sadie.....Oxford  
 \*Ely, Anna H.....Joanna  
 Evans, Bertha.....Kirksville  
 \*Evans, T. M.....Kirksville  
 \*Fair, Eugene.....Blue Ridge  
 Finegan, Retta.....Kirksville  
 Forsythe, Daisy.....Kirksville  
 Gibbons, Francis J.....Kirksville  
 \*Gilhousen, Mabel.....Kahoka  
 \*Gill, Alta.....Kirksville  
 Greiner, Oattie M.....Kirksville  
 \*Greenwood, Mary.....Kirksville  
 Hagar, Horace.....Monroe  
 Hall, Frank.....Edina  
 \*Hall, Wannee.....Trenton  
 Harrison, C. B.....Ridgeway  
 \*Hawkins, G. L.....Hematite  
 Hennon, C. L.....Kirksville  
 \*Hennon, Vena.....Kirksville  
 Heyd, Frank.....Kirksville  
 \*Hull, M. Baxie.....Kirksville  
 Jones, E. S.....Bevier  
 Johnston, Bessie.....Kirksville  
 \*Johnston, Gertrude.....Kirksville  
 Kennon, Maud.....Ladonia  
 \*Kerr, Nelson.....Forest City  
 \*Kirk, Robt. L.....Kirksville  
 \*Kirk, Thos. J.....Sacramento, Cal.  
 Kirk, Todd.....Kirksville

\*Seniors and graduate students of 1900-1901.

## SENIORS.

Lamb, Rubie.....Jacksonville  
 \*Livesay, Bessie Marie.....Paris  
 \*Lorenz, Alta M.....Kirksville  
 \*Mason, Mittie W.....Cairo  
 \*McGee, F. L.....Hollensville  
 \*McKay, E. A.....Knox City  
 Meehan, D. W.....Lewistown  
 \*Mitchell, T. M.....Renick  
 Miller, Clara.....Greentop  
 Moore, Blanche.....Vandalia  
 Moorman, L. A.....Marcelne  
 Morgan, F. B.....Tulip  
 \*Moulton, Pearl.....King City  
 Neal, Lillian.....Vandalia  
 \*Nicholas, Susan.....Kirksville  
 Northcutt, Lilly.....Kirksville  
 Northcutt, Ray.....Knox City  
 \*Petree, Lettie.....Kirksville  
 \*Petree, Nora.....Kirksville  
 Porter, Laura.....Kirksville  
 \*Porter, Mary.....Kirksville  
 Pryor, Fannie A.....Ford City  
 Ray, Ida.....Kirksville  
 \*Reedal, Erma.....Kirksville  
 \*Reed, Minnie.....Mllard  
 \*Riggs, N. R.....Lawson  
 Ringo, Eugenia.....Kirksville  
 Risdon, Audry.....Kirksville  
 Robbins, Eva.....Red Lodge, Mont.  
 Ross, Pearl.....Moberly  
 \*Rudasill, Lucy.....Hollensville  
 Rule, Lena.....Nashua  
 Scott, Lillian.....Monticello  
 \*Scott, Robert A.....Evansville  
 Sears, Nelson.....Deer Ridge  
 \*Seitz, Enoch B.....Cape Girardeau  
 \*Six, Pearl.....Kirksville  
 Smithpeter, Mamie W.....Lebanon  
 Smoot, Isadore.....Kirksville  
 Sparling, Mattie.....Kirksville  
 Stelle, J. M.....Mt. Vernon, Ill.  
 Taylor, Anna.....Kirksville  
 \*Taylor, J. A.....Kirksville  
 \*Thompson, Leonard M.....Osborn  
 Townsend, Jennie.....Kirksville  
 Ullery, Jessie.....Jennings  
 Uhl, Leah H.....Cameron  
 Wack, June.....Ferguson  
 \*Walker, Cora L.....Kirksville  
 Watson, Gertrude.....Red Lodge, Mont.  
 \*White, Virginia.....Kirksville  
 \*Willard, Mamie.....Kirksville  
 \*Wittmer, Bessie.....Kirksville  
 \*Wright, Jessie M.....Shelbina

NOTE.—At the time of going to press 195 are enrolled in the summer school. Since others will yet enroll, the entire summer school list will be omitted until the next issue of the catalogue.

## JUNIORS.

Abplanalp, B. F.....Denver  
 Allen, Grover C.....Memphis  
 Andrews, Bessie.....Kirksville  
 Anderson, Mabel.....Kirksville  
 Autenrieth, Lula.....Clayton  
 Baer, Cass.....Kirksville  
 Ballenger, Zula.....Kirksville  
 Bennett, G. F.....Kirksville  
 Boucher, M. D.....Cairo  
 Boucher, Sopha.....Cairo  
 Braden, Homer.....Jamesport  
 Burks, Ada.....Paris  
 Carter, C. L.....Hallsville  
 Carter, W. Elmer.....Hatfield  
 Chapman, Emma.....Granville  
 Chappell, Orville.....Kirksville  
 Cole, Redmond S.....Kirksville  
 Conner, Anne.....Kirksville  
 Conner, Willia.....Sublette  
 Conrads, Katherine L.....Trenton  
 Crow, M. E.....Kirksville  
 Coppers, A. F.....Kenwood  
 Dance, G. N.....Tolona  
 Daniel, Iva.....Maud  
 Davis, Lucie.....Kirksville  
 Dockery, Estelle.....Kirksville  
 Dodson, Win J.....Kirksville  
 Donnelly, Annie.....Kahoka  
 Dralle, Alice M.....La Belle  
 Dralle, Fred W.....La Belle  
 Dunham, Cassie E.....Kirksville  
 Finch, Jennie.....Kirksville  
 Fisher, Carmen.....Huntsville  
 Fuller, E. T.....Rowena  
 Gooden, Josiah.....Kirksville  
 Gooden, Naomi.....Kirksville  
 Gooden, Wm.....Kirksville  
 Goodwin, Daisy.....Sloan  
 Goodding, Chas. J.....Kirksville  
 Griffin, Nellie.....Kirksville  
 Griggs, R. E.....Hedge City  
 Gross, Maude.....Kirksville  
 Handlon, L. I.....Acasto  
 Harrington, Martha.....Kirksville  
 Harmon, Ada.....Browning  
 Hawkins, Edna.....Hematite  
 Heller, Gertrude.....Palmyra  
 Helley, Olivia.....New Haven  
 Heryford, Chas. A.....Hale  
 Heyd, Carrie.....Kirksville  
 Holland, Anna.....Callao  
 Holloway, Mabel.....Kirksville  
 Hougland, Flora.....Elgin  
 Horn, I. M.....Wyconda  
 Ivie, Emma.....Kirksville  
 Imbler, L. J.....Kirksville  
 Imbler, T. W.....Kirksville  
 Jones, Grace.....Kirksville  
 Johns, Cloe.....Milan  
 Johnson, Elmer A.....Kirksville

## JUNIORS.

Johnson, Louise.....Kirksville  
 Keyte, Lena.....Kirksville  
 Lemon, H. A.....Clearmont  
 Lewellyn, Maud.....Hallsville  
 Link, Eunice.....Kirksville  
 Lorenz, Bess.....Kirksville  
 Markey, Minnie.....Kirksville  
 Mathis, Mary.....Trenton  
 Matthews, Irma.....Revere  
 Maupin, Jessie..Washington Centre  
 Maxwell, Jessie.....Rush Hill  
 McCall, Conna.....Kirksville  
 McClain, W. M.....Williamstown  
 McHendry, Mabel.....Kirksville  
 McIntyre, D. F.....Kirksville  
 McIntyre, Ida.....Kirksville  
 McIntyre, James R.....Kirksville  
 McClure, W. T.....Jamesport  
 Means, R. O.....Clarksdale  
 Meridith, A. L.....Knox City  
 Millay, Ada.....Kirksville  
 Miller, Cora.....Kirksville  
 Miller, J. A.....Kirksville  
 Miller, Mary.....Sumner  
 Millicn, Viola.....Woodlawn  
 Mills, Carrie.....Kirksville  
 Mullins, W. S.....Omaha  
 Nance, F. B.....Civil Bend  
 Newton, Bert W.....Kirksville  
 Nicholas, Jessie.....Kirksville  
 Nisbet, Pollie.....Bullion  
 Omer, Puss.....Kirksville  
 Poehlman, G. C.....Macon  
 Powell, E. J.....Purdin  
 Powell, Tilden.....Purdin  
 Pulliam, Marie E.....Durham  
 Randall, N. H.....Meadville  
 Roberts, C. A.....Revere  
 Roberts, L. D.....Revere  
 Rust, L. C.....Kirksville  
 See, S. C.....Tulip  
 Severe, Evelyn.....Kirksville  
 Smith, Georgia.....Kirksville  
 Speer, Olive.....Gorin  
 Sprouse, Nathan.....Roads  
 Snedeker, Chas.....Kirksville  
 Stephens, Dilla M.....Memphis  
 Stephenson, D. I.....Kirksville  
 Stone, Clarence R.....Easton  
 Throckmorton, Lillie.....La Belle  
 Tummond, Lela.....Kirksville  
 Van Horne, Grace.....Hurdland  
 Wells, Rose.....Lucerne  
 Wengler, Katharine.....Clayton  
 Wilkes, Eunice.....Kirksville  
 Williamson, Jno. R..New Hampton  
 Williams, W. M.....Benbow  
 Woods, Birchie.....Marzolf  
 Young, Myrtle.....Kirksville



JUNIOR CLASS.

ANDERS  
St. Paul  
1910



## SOPHOMORES.

Abbott, Mina.....Louisville, Ky  
 Alexander, Willis.....Queen City  
 Baker, Helen V.....Wellsville  
 Baltzell, Jennie.....Deer Ridge  
 Barker, J. W.....Welch  
 Barnes, E. T.....Newark  
 Bartholomew, Mabel.....Guthrie  
 Bartlett, Hettie.....Ridgeway  
 Beck, Cassie.....Gamma  
 Bedford, Elizabeth.....Kirksville  
 Blackwell, Emma.....Kirksville  
 Bleigh, Fannie.....Palmyra  
 Bierly, Mary.....Granville  
 Brashear, Roma.....Kirksville  
 Brown, W. I.....Kirksville  
 Brown, F. H.....Worcester  
 Brooks, I. L.....Renick  
 Broyles, Galen.....Kirksville  
 Bruce, Corintha.....Chillicothe  
 Buck, Charles L.....Kirksville  
 Burch, J. E.....Clearmont  
 Burgher, Norman.....Moulton, Ia.  
 Burton, W. B.....Firth  
 Campbell, Catherine.....Jonesburg  
 Carpenter, G. W.....Amity  
 Carter, Aura S.....Hallsville  
 Carothers, E. D.....Kirksville  
 Caskey, Nellie.....Kirksville  
 Chase, Carl.....Kirksville  
 Cheney, Minnie.....Kirksville  
 Cole, Eliza.....Kirksville  
 Collins, Bash.....Kirksville  
 Conner, Winnie.....Adair  
 Cramb, A. B.....Fairberry, Neb.  
 Crawford, Nellie.....Browning  
 Crossman, Lillie.....Clayton  
 Daley, G. D.....Kirksville  
 Davis, A. A.....Kirksville  
 Davis, Metta.....Williamson  
 DeWitt, Eunice.....Kirksville  
 DeWitt, Mary.....Reger  
 Doneghy, Robert.....Kirksville  
 Dowell, Charles H.....Pattonsburg  
 Dowell, Ella.....Mexico  
 Dowell, Lena B.....Long Branch  
 Downey, D. S.....Perrin  
 Downey, Nannie.....Perrin  
 Downey, Susie.....Perrin  
 Dorian, Mary C.....Edina  
 Drinkard, Minnie M.....Bloomington  
 Dulany, Mayme.....Fayette  
 Earhart, W. J.....Kirksville  
 Eaton, Maggie W.....Shelbyville  
 Edwards, Jessie.....Kirksville  
 Evans, Margaret.....Kirksville  
 Farnsworth, W. T.....Madisonville  
 Filler, T. F.....Winston  
 Fish, Walter E.....Kirksville  
 Ford, Jessie L.....Coatsville  
 Ford, J. T.....Coatsville  
 Furnish, Mollie.....Granville  
 Galbreath, Maud.....Utica  
 Gardner, Mary.....Kirksville  
 Garnett, Ellis.....Leonard  
 Goodale, C. T.....Meadville  
 Graves, Grace.....Fayette

## SOPHOMORES:

Greenslate, S. V.....Willmathsville  
 Gregory, Della.....Colony  
 Groshong, Ella.....Moscow Mills  
 Gunnell, Sarah.....La Plata  
 Haller, E. J.....Kirksville  
 Halliburton, Zula.....Woodville  
 Hamilton, Elsie.....Kirksville  
 Hand, Mabel.....Weldon, Ill.  
 Harrington, Orin H.....Benson  
 Hayden, Lillie.....Gorin  
 Heaton, O. E.....Sorrell  
 Heiny, Agnes.....Kirksville  
 Henderson, Mary.....Molino  
 Hickman, Lilly.....Kirksville  
 Hill, Harmey B.....Green City  
 Hodges, Roy.....Kahoka  
 Holmes, Jennie.....Gower  
 Hone, Dee.....Knox City  
 Hopewell, Cloud.....Kirksville  
 Horton, Donia.....Mexico  
 Horton, Lee.....Martinsburg  
 Howell, Maude.....Woodlawn  
 Howell, Roberta.....Holliday  
 Hull, E. W.....Sulphur Springs  
 Hull, L. C.....Kirksville  
 Jaynes, Norman.....Osgood  
 Johnson, Minnie L.....Cairo  
 Jones, Roberta.....Kirksville  
 Kerr, Flossie.....Kirksville  
 Langford, John L.....Kirksville  
 Lewis, Louise.....Centerville, Ia.  
 Lile, Chas. H.....Goldsberry  
 Link, Luella.....Kirksville  
 Magee, R. B.....Knox  
 Magee, Viola A.....Green City  
 Malone, Eula.....Kirksville  
 Marshall, Sallie.....Renick  
 Mason, Jennie O.....Callao  
 McClanahan, Maude.....Harris  
 McCohn, Ethella.....Lewistown  
 McCollum, B. B.....North Salem  
 McGee, F. F.....Lucerne  
 McKenzie, I. M.....Kirksville  
 McMillan, W. O.....Pure Air  
 McVey, Ella.....Memphis  
 McReynolds, Leila.....Colony  
 Miller, Clarence M.....Gorin  
 Miller, J. W.....Granger  
 Miller, Lowa.....Kirksville  
 Minton, D. H.....Fortescue  
 Minton, Robt. L.....Fortescue  
 Minton, W. H.....Fortescue  
 Moore, Clifford.....Oak  
 Morelock, Daisy.....Kirksville  
 Morelock, Isabelle.....Kirksville  
 Motter, N. P.....Tegley  
 Murdock, S. H.....Milan  
 Murdy, Newton.....Moulton, Ia.  
 Murphy, Luther.....Craig  
 Murray, Jessie.....Martinsville  
 Musson, G. H.....Utica  
 Nicholas, Robert.....Kirksville  
 Nichols, Cassie L.....Kirksville  
 Nixon, Helon.....Amity  
 Noe, Minnie.....Kirksville  
 Novinger, Blanche.....Danforth

## SOPHOMORES.

Offutt, E. C.....Concord  
 Ownbey, Emma.....Kirkville  
 Pickett, Katie Lee.....Woodlawn  
 Pitts, Fred.....Knox City  
 Powell, Ollie.....Kirkville  
 Puckett, Abbie B.....Mayview  
 Pugh, Della.....Neeper  
 Purdy, Ida.....Colony  
 Rahe, Anna.....Bullion  
 Reger, Maud.....Reger  
 Richter, Golden.....Kirkville  
 Robinson, Frances... ..Huntsville  
 Rockhold, Nellie.....Utica  
 Rosser, J. E.....Rush Hill  
 Rozzelle, C. C.....Armstrong  
 Ruffer, Minnie.....Festus  
 Ryals, Sallie.....Clifton Hill  
 Sanderson, Frances.....Richmond  
 Sandry, W. J.....Danforth  
 Schooling, Ethel.....Moberly  
 Schooling, Mary.....Moberly  
 See, W. J.....Tulip  
 Sees, Retta.....Kirkville  
 Self, E. T.....La Plata  
 Shibley, Arleigh.....Shibley's Point  
 Shoop, R.....Shibley's Point  
 Shoop, Winter.....Shibley's Point  
 Shumaker, Ora.....Linderville  
 Sipple, L. B.....Rush Hill  
 Smiley, Lewis O.....Santa Fe  
 Smith, Agnes.....Ravanna  
 Smith, E. J.....Woodlawn

## SOPHOMORES.

Smith, G. A.....Bevier  
 Smith, Lizzie.....Maysville  
 Smith, M. Maude.....Gorin  
 Smoot, Anna.....Hazelville  
 Sparling, J. N.....Kirkville  
 Sprout, C. A.....Galt  
 Stephens, W. F.....Middle Grove  
 Stillwell, A. E.....Plymouth  
 Stites, Pearl.....Sulphur Springs  
 Stone, A. C.....Clarksdale  
 Stone, Hetta.....Hitt  
 Swanson, Arthur.....Greentop  
 Swanson, Chas.....Greentop  
 Sweeney, Edward.....Ravenwood  
 Switzer, Elder.....Snowdon  
 Thomas, E. L.....Green City  
 Turner, Essie.....Wither's Mill  
 Walker, J. Harvey.....Kirkville  
 Walters, H. L.....Sta h  
 Washburn, Sue.....Marceline  
 Weedon, Lillian.....Kirkville  
 Weldon, May.....Gamma  
 Wells, Walter.....Lucerne  
 Wescott, L. R.....Rutledge  
 Wieland, W. G.....Memphis  
 Wilson, Hettie.....Utica  
 Wolf, Chas. A.....Hamell  
 Wood, Mary C.....Levick's Mill  
 Wright, Bessie Lee.....Gower  
 Young, Bertha.....Kirksvillle  
 Young, Clara M.....Greentop

## FRESHMEN.

Aekland, Geo.....Gorin  
 Adams, Vinnie.....Clarence  
 Albertson, Ella.....Kirkville  
 Allen, Bailey.....Flint Hill  
 Allen, Martha.....Flint Hill  
 Andrews, Alta.....Kirkville  
 Ash, H. E.....Maud  
 Baird, Ethel M.....Defiance  
 Baugher, A. H.....Bucklin  
 Bay, E. W.....Catawissa  
 Beard, Joel.....Revere  
 Beck, F. M.....Gamma  
 Beckner, Harry S.....Deer Ridge  
 Behymer, Nettie.....Cottage  
 Bibee, Bunie.....Kirkville  
 Biggs, Wm.....Clearmont  
 Biedsoe, W. N.....Queen City  
 Blunt, Effie.....Brookfield  
 Blunt, May.....Brookfield  
 Bodle, J. H.....Adair  
 Bohon, S. B.....Kirkville  
 Bohon, Emma.....Kirkville  
 Bohon, Olive.....Kirkville  
 Boldridge Elmer.....Emerson  
 Boldridge, Lenora.....Emerson  
 Boyd, Essie.....Centralia  
 Bradley, Cora.....Bible Grove  
 Bragg, Frankie.....La Plata  
 Brown, Ida.....Shelby  
 Buck, Ernest.....Lacrosse

## FRESHMEN.

Buck, Jessie V.....Lacrosse  
 Buckley, C. H.....Nind  
 Burns, Hallie.....Kirkville  
 Calvert, Audrina.....Peaksville  
 Calvert, Jas. B.....Bosworth  
 Campbell, Eva K.....Winegan  
 Campbell, Nellie V.....Jonesburg  
 Campbell, R. R.....Locust Hill  
 Carter, Callie M.....Ravanna  
 Carter, Minnie.....Jacksonville  
 Carrington, Carrie L.....Loda, Ill.  
 Cason, Boon.....Kirkville  
 Cavett, W. A.....Kirkville  
 Clements, J. C.....Gibbs  
 Coffman, Carl C.....Rutledge  
 Coffman, Mary.....North Salem  
 Coghill, J. A.....Pennville  
 Cole, Minnie.....Bullion  
 Corbin, Perry.....Brashear  
 Cox, Maurice.....Fairfield, Ill.  
 Crossman, Madie.....Clayton  
 Crump, Florence.....Green City  
 Davis, Bernie.....Green City  
 Davis, Elma.....Green City  
 Day, Ina M.....Bullion  
 Delaney, Leta.....Holliday  
 Dent, Susan.....Renick  
 DeWitt, Ellenora.....Linneus  
 Divers, B. C.....Carrington  
 Doneghy, Thomas.....Kirkville



FRESHMAN CLASS.



## FRESHMEN.

Dorian, P. G. .... Edina  
 Durham, Harvey ..... Jacksonville  
 Edwards, Carrie ..... Long Branch  
 Edwards, Myrtle D. .... Windsor  
 Epperson, Calla ..... Cottage  
 Epperson, Elsie ..... Cottage  
 Evans, Ann ..... Kirksville  
 Fielder, Anna L. .... Roads  
 Fish, A. V. .... Kirksville  
 Floyd, Geo. .... Middletown  
 Friday, Calvin ..... Green City  
 Friday, Eva M. .... Green City  
 Frogge, Florence ..... Greensburg  
 Frogge, Zera ..... Fabius  
 Funk, D. P. .... Edina  
 Galland, Ella ..... Keytesville  
 Garkie, Geo. .... Durham  
 Goodding, Ira G. .... Kirksville  
 Gosman, Thos. .... Bute  
 Gottren, Cora ..... Steffenville  
 Gunnell, J. A. .... Pleasant Retreat  
 Gray, Clyde ..... Clearmont  
 Hagans, Arnie ..... Millard  
 Haislip, Abbie ..... Wellsville  
 Hale, Delia ..... Bloomington  
 Hand, Edith ..... Weldon  
 Hash, C. B. .... Gentry  
 Hawes, Cora ..... Pleasant Retreat  
 Helms, Bertha ..... Sellers  
 Henry, Nellie ..... Kirksville  
 Hicks, Pearl ..... Wyaconda  
 Hoefner, Matilda ..... New Melle  
 Horn, Grace ..... Wyconda  
 Hull, Minnie ..... Sulphur Springs  
 Humphreys, J. C. .... Lindley  
 Hunsaker, Omer ..... Green City  
 Hunter, Nellie ..... Locust Hill  
 Johnson, Bertha ..... Kirksville  
 Johnson, J. K. .... Cecil  
 Johnston, Anna ..... Grant City  
 Jones, E. O. .... New Boston  
 Jones, J. A. L. .... La Belle  
 Jones, James L. .... Kirksville  
 Keller, Delphia ..... Graysville  
 Keller, Letta ..... Graysville  
 Kelley, Rosalie ..... Fairmount  
 Kellogg, Martha ..... Kirksville  
 Keyte, W. W. .... Kirksville  
 Killebrew, J. D. .... Durham  
 Killen, T. J. .... Fabius  
 Kinsel, Taylor ..... Kirksville  
 Knapp, Rose ..... Goldsberry  
 Ladd, Cora ..... Memphis  
 Landree, Ernest ..... Economy  
 Lane, Pansy ..... Kirksville  
 Lawrence, Mayme ..... Hugo  
 Leffler, James J. .... Callao  
 Lewis, Flossie ..... Knox  
 Lindsey, Ivy ..... Hester  
 Link, Chas. F. .... Kirksville  
 Lotzenhiser, Jake ..... Ravanna  
 Marksbury, Lila ..... Naomi  
 Martin, Roxie ..... Unionville  
 Martin, Viola ..... Clark  
 Mastin, Elsie ..... Ravanna  
 Matthews, Evett ..... Revere  
 Matthew, Harvey ..... Pennville

## FRESHMEN.

McAfee, Mary A. .... Armada  
 McCabe, Florence ..... Revere  
 McCauley, John E. .... Willow Brook  
 McClure, Harry ..... Jamesport  
 McCune, Susie ..... Clark  
 McGinnis, Harvey ..... Kirksville  
 McKenzie, Lealia ..... Kirksville  
 McKinney, Amanda ..... Bullion  
 McPike, Robt. B. .... Emerson  
 McNally, Miles ..... Lewistown  
 McQuary, Amy ..... Kirksville  
 McQuary, Ellsworth ..... Kirksville  
 McReynolds, C. E. .... Colony  
 McReynolds, Ernest ..... Colony  
 McReynolds, Ralph ..... Kirksville  
 Miller, Phoebe ..... Greentop  
 Moore, E. Beverly ..... Speed  
 Morgan, Della ..... Ethel  
 Morgan, C. G. .... Tulip  
 Morgan, Winnifred ..... Ethel  
 Morse, Mattie ..... Bloomingtok  
 Morton, Oscar ..... Renicn  
 Muir, Vance ..... Kitt  
 Myers, C. C. .... Hedge City  
 Nance, W. .... Civil Bend  
 Nicholas, James ..... Millard  
 Norman, J. D. .... Newtown  
 Osborne, L. W. .... Millard  
 Overfelt, Geo. G. .... Madison  
 Palmer, J. .... Kirksville  
 Passwater, Lena ..... Bullion  
 Pendry, Lula ..... Emerson  
 Pile, Stella ..... Harris  
 Pinkerton, Rosa ..... Kirksville  
 Pinkston, Ollie M. .... Brashear  
 Pope, Ruhama ..... Nefy  
 Posey, N. E. .... Green City  
 Pulliam, Lura ..... Durham  
 Ramsey, Craig ..... St. Catherine  
 Reed, Liza ..... Gibbs  
 Richardson, Addie ..... Kimmswick  
 Robbins, Pearl ..... Kirksville  
 Robuck, Madie ..... Enterprise  
 Romjue, Josie ..... Love Lake  
 Ross, W. F. .... Hedge City  
 Rouse, Robt. .... Deer Ridge  
 Rust, O. J. .... Kirksville  
 Rutherford, Mary A. .... Huntsville  
 Sadler, H. E. .... Linderville  
 Samuels, Emery ..... Greentop  
 Sandry, Bertha ..... Danforth  
 Sands, Grace ..... Kirksville  
 Sappington, Margueryte ..... Anson  
 Self, Ella ..... La Plata  
 Sees, Bert ..... Kirksville  
 Shattuck, A. B. .... Vandalia  
 Sherman, Lenna ..... Peakville  
 Smith, Anna ..... Unionville  
 Smith, Cleveland ..... Kirksville  
 Smith, Gertrude ..... Enterprise  
 Smith, Lavinia ..... O'Fallon  
 Smith, Maud A. .... Kirksville  
 Smoot, Charley ..... Kirksville  
 Snow, Hubert ..... Snow  
 Springmire, Grace ..... Iowa City, Ia.  
 St. Clair, Alta ..... Kahoko  
 Stowers, Ella ..... Mexico

## FRESHMEN.

Stutler, Lucy O.....Owasco  
 Sutton, Blanche.....Green Castle  
 Symmonds, Marline.....Queen City  
 Tanner, Susie.....Green Castle  
 Thompson, C.....Gallatin  
 Thompson, Minnie.....Bullion  
 Throckmorton, Lillie.....La Belle  
 Trunnell, Earl E.....Hurdland  
 Tulley, Olney.....North Salem  
 Turner, Pearl.....Kirksville  
 Vallier, A. E.....Leonard  
 Vanlaningham, Lula.....Castle  
 Van Pelt, Geo.....Love Lake  
 Vaughn, C. E.....Kirksville  
 Walker, Mayme.....Unity  
 Warden, Arthur.....Deer Ridge  
 Webb, Lois.....Granville

## FRESHMEN.

Weedon, Mary E.....Kirksville  
 West, Lora.....Graysville  
 Whittledge, Celsus.....Vandalia  
 Whittom, Jas.....Downing  
 Wilcox, Phena.....Walnut  
 Wilkerson, Aubrey.....Smithville  
 Willoughby, Effie.....Elmer  
 Wilson, Anna L.....La Belle  
 Wilson, Jessie.....Corso  
 Wiseman, Florence.....Hester  
 Wood, A. C.....Enterprise  
 Wolf, Roy M.....Revere  
 Worley, W. H.....Mendota  
 Wright, Nora.....Colony  
 Yadon, Clara.....Sublette  
 Young, Ada.....Lucerne

## STUDENTS OF SUMMER SCHOOL.

JUNE 14-AUGUST 4, 1900.

Allen, Effa.....Memphis  
 Anderson, Luella.....Kirksville  
 Ashworth, W. C.....Downing  
 Bailey, Minnie L.....Lancaster  
 Baker, Florence.....Kirksville  
 Bennett, G. F.....Chatsworth  
 Blackwell, Florence.....Kirksville  
 Boyer, Mary.....Festus  
 Bragg, Minnie.....La Plata  
 Bragg, Nora.....La Plata  
 Brightman, Bessie.....Lancaster  
 Brightman, Sam.....Lancaster  
 Brown, T. A.....Rolyat  
 Cary, D. H.....Carrollton  
 Chase, Daisy.....Kirksville  
 Cheney, Minnie.....Kirksville  
 Coen, Rose.....Hale  
 Cole, R. S.....Kirksville  
 Conner, Ellor.....Kirksville  
 Cramb, Levi.....Kirksville  
 Crank, Beulah.....Damen  
 Crim, Cora.....Warren  
 Crim, Mamie.....Ely Station  
 Crump, Florence.....Green Castle  
 Dawson, Emma.....Welch  
 Dawson, J. D.....St. Joseph  
 Dawson, Nannie.....Welch  
 De Laney, Ruby.....Holliday  
 Downing, Carrie.....Newark  
 Evans, Mildred.....Granger  
 Farr, Harry A.....Nefy  
 Fogleman, Arbella.....Saline  
 Fogleman, Cora.....Saline  
 Foley, Delia.....Bullion  
 Forsythe, Daisy.....Kirksville  
 Francis, May.....Granville  
 Funk, Edna.....Kirksville  
 Furnish, A. M.....Holliday  
 Furnish, Mollie.....Granville  
 Gillilan, Frank.....Jamesport

Gillispie, J. V.....Adair  
 Grampp, Rosie.....Clayton  
 Hawkins, Edna.....Hematite  
 Hawkins, Homer.....Utica  
 Hennon, Vena.....Kirksville  
 Henton, Nettie.....Queen City  
 Heyd, Frank.....Kirksville  
 Hill, Charlie.....Lancaster  
 Hinckley, Eva.....Milan  
 Hoister, Mutie.....DeWitt  
 Hughs, C. M.....Novinger  
 Hull, M. Braxie.....Kirksville  
 Ingram, Marie.....Belton  
 Jacobs, Lola.....Eolia  
 Jenkins, Vida.....Harris  
 Johnston, Gertrude.....Brashear  
 Johnston, Minnie.....Cairo  
 Kerr, Nelson.....Edgerton  
 Kinion, W. P.....Cainsville  
 Kirk, R. L.....Kirksville  
 Knapp, Geo. W.....Dart  
 Knapp, C. L.....Kirksville  
 Kuehls, Joseph.....Higginsville  
 Leatherwood, W. H.....Starlight  
 Linthacum, Anna.....Ridgeway  
 Lips, Anna.....Phelps City  
 Livesay, Bessie.....Paris  
 Llewellyn, Maud.....Tulip  
 Maddox, Jesse.....Maud  
 Manning, J. H.....Wakenda  
 McMillan, W. O.....Pure Air  
 Meals, Oiga.....Madison  
 Meek, Belle.....Weatherby  
 Meridith, A. L.....Knox City  
 Mitchell, Cary.....Carrollton  
 Moorman, J. C.....Maysville  
 Murdy, N. E.....Moulton. Ia.  
 Pew, Emmet.....Marling  
 Powell, Lida.....Mexico  
 Pratt, Clara L.....St. Louis

## STUDENTS OF SUMMER SCHOOL


Putnam, Grace.....Maysville  
 Roach, Hettie.....Parson  
 Rogers, Ethel.....Judson  
 Rogers Warren.....Easton  
 Rowan, Nellie.....Adair  
 Ryan, John.....Kirksvllie  
 Ryan, Maggie.....Kirksville  
 Ryther, Flora.....Macon  
 Scott, Percy.....Evansville  
 Sears, Clara.....Kirksville  
 Sidener, Anna D. . . . .Maud  
 Simms, Nellie.....Milan  
 Stelle, J. M.....Kirksville  
 Stephen, Margaret J. ....Peakeville

## STUDENTS OF SUMMER SCHOOL.

Truitt, C. G.....La Plata  
 Walker, Cora L.....Kirksville  
 Walthy, Leoti .....Green Castle  
 Warfield, W. H.....Macon  
 Wengler, Katherine .....Clayton  
 Whitacre, Ed. S.....Kirksville  
 Wilson, Jessie .....Corso  
 Willard, Mamie .....Kirksville  
 Williams, Alma.....Kirksville  
 Williams, W. M .....Ben Bow  
 Wood, Florence.....Granville  
 Van Nattan, Mattie.....Greentop  
 Zelch, Bertha.....Clayton







## CALENDAR, 1901-1902.

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Classification Begins. . . . .	Monday, Sept. 2, 1901
Class Work Begins. . . . .	Wednesday, Sept. 4, 1901
Second Quarter Begins. . . . .	Monday, Nov. 4, 1901
Winter Vacation Begins. . . . .	Saturday, Dec. 21, 1901
Session Resumes. . . . .	Thursday, Jan. 2, 1902
First Semester Ends. . . . .	Friday, Jan. 17, 1902
Second Semester Begins. . . . .	Monday, Jan. 20, 1902
Third Quarter Ends. . . . .	Friday, March 21, 1902
Fourth Quarter Begins. . . . .	Monday, March 24, 1902
School Year Ends. . . . .	Wednesday, May 28, 1902
Summer School Classification Begins. . . . .	Tuesday, May 27, 1902
Summer School Begins . . . . .	Wednesday, May 28, 1902

