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BULLETIN

State Normal School



Kirksville, Missouri

Illustrated

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CALENDARS.



1903

	JAN.							FEB.							MARCH							APRIL						
	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	4	5	6	7	1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7	5	6	7	8	9	10	11
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P. H. H. H.

Hudson-Kimberly Pub. Co. N.Y.



F. Heav.

Hudson-Kimberly Pub. Co. K.C.M.

What This School Stands For.

This Normal School stands for the most sensible and practical things to be devised and done for public school education. Members of the Faculty are on the alert watching for the best things done in the great universities and for the most rational concrete practices in the public schools of the great cities, the villages and the country at large.

This School stands for sound scholarship and ventures to invite comparison between its academic instruction and the academic instruction of the best colleges. Students who attend this School have no reason to fear scholarship tests wherever they may go.

This School has no pet theories of Pedagogy, no hobbies, no fads. Our teaching is well done. Our twenty-six teachers have twenty-six individual judgments. We neither follow prescriptions nor give them.

Those unacquainted with the work and function of the Normal School are sometimes heard to charge its graduates with having numerous ready made devices by which to attain the ends of education; but if there is any one thing which a genuine Normal School distinctly avoids it is the recipe or prescription business.

The Normal School product is a better teacher than most other people because he has lived in an atmosphere which is friendly to all rational educative effort. He has grown accustomed to search for and sympathize with the student's view point. His highest art consists in his ability to stimulate the student's ingenuity in getting at things. He regards it a real achievement to challenge successfully the student's curiosity and call into play the student's spontaneity. He is habitually methodical, but the method consists in adapting available means to desirable ends.

Summer School of 1904.

The summer school of 1904 will open Tuesday, May 31st, continue twelve weeks, and close Friday, August 19th.

A majority of the classes will be organized May 31st and continue twelve weeks, five days in the week. Recitation periods will be one hour in length; laboratory periods, two hours.

In order to meet as far as possible the needs of all teachers in this Normal School District, we shall have several classes organized to continue only six weeks. These classes as well as the twelve weeks classes will cover a variety of subjects.

A few of the six weeks classes will begin a little later than May 31st, so as to accommodate those who cannot enter at the opening date.

The summer school program will contain approximately the following subjects:

Four classes in Manual Training: Shop Work, Sloyd, Raffia, Pottery, etc.

Eight classes in Latin.

Seven classes in European and American History.

One class in Physical Geography; one, in Drawing; one, in Vocal Music.

Two classes in Zoology; one, in Botany; one, in Agriculture.

Two classes in Chemistry; one or more, in Physics.

Four classes in Algebra, including College Algebra.

Two classes in Geometry; one, in Trigonometry; one, in Analytics.

Six classes in Literature, Composition and Rhetoric; one, in Library Work.

Classes in modern Languages, if called for.

Three classes in Pedagogy and History of Education.

Classes for teachers in Arithmetic, Grammar, Civil Government, United States History and Physiology, with special reference to methods of teaching the same.

Several classes of Training School children for exemplifying principles of Pedagogy taught in the School of Methods.

Free use of Library, Gymnasium, bath rooms, dressing rooms, tennis courts, etc.

Summer School Excursion to World's Fair.

At least one great excursion to the World's Fair has been planned for the summer school. The excursion will leave Kirksville early Monday morning and arrive in St. Louis about two o'clock Monday afternoon. It is our purpose to hold virtually *a week's session of the summer school at the World's Fair.*

Very low excursion rates will be obtained on the railroad and the lowest rates for large parties will be obtained at hotels, boarding houses and lunch counters. In fact, *all advantages which can be secured by large parties will be secured for our summer school.*

Members of the Faculty will be prepared to conduct parties of students through the various departments of the World's Fair for instruction. The party will probably leave St. Louis late Saturday evening and arrive in Kirksville a little after midnight Saturday night. The exact time of the excursion has not yet been settled. It will probably be during the week of the National Educational Association which will be held during the latter part of June or just after the Fourth of July.

A second excursion is being planned for the summer school, to leave Kirksville about August 19th, just at the close of the session. Details of these excursions will be worked out to suit the convenience and purposes of the summer school students and their views and needs will be consulted.

Special Excursion to World's Fair in May.

Plans are being matured to take the entire Normal School to the World's Fair for one week during the early part of May, 1904, but the details of this excursion can not at this time be announced.

The Training School,

A PRACTICAL SCHOOL OF METHODS.

It is one thing to study abstractly and know the general principles of education. It is quite another thing to realize in consciousness the concrete problems which confront practical teachers in actual schools. No one expects the Training School Department in a Normal School to be quite the duplication of an actual public school. From the stand point of the Normal School such duplication is not at all necessary or desirable, for the reason that the Normal School student is not learning to follow patterns. He is rather undertaking to discover himself and his own talent and ability through his efforts to teach children in the Training School under the advice and criticism of expert supervisors.

In city school systems young prospective teachers sometimes learn to teach by acting as substitutes in the absence of other teachers. The Training School practice is much better than the substitute practice. The substitute necessarily follows or attempts to follow the routine of some one else and can hardly be expected to throw his or her full personality into the things to be done. In the Training School it is quite different. There the supervisors encourage each young teacher to devise ways and means and to work out original ways and daily modify processes to suit changing conditions.

The effort of the Training School is to stimulate and cultivate creative and constructive imagination in the young prospective teachers, to encourage such young teachers by commending the things that seem to be well done and to lead each of them to see and avoid false and unprofitable processes,

The Training School

ANTICIPATES PUBLIC SCHOOL MOVEMENTS.

The good Training School looks ahead. Its supervisors anticipate public needs and public movements. Its purpose should be to lead and not to follow.

Anticipating universal change from eight years to seven in the elementary school course our Training School is organized into seven grades above the Kindergarten. So far as we can see there is no reason for consuming more than seven years in mastering all the essentials of the ordinary ward school course.

As a matter of fact, Kansas City under the firm leadership of Supt. J. M. Greenwood, has for a long time done well the full ward school work in seven years. Many and many a time have Kansas City ward school principals sought to get into harmony with the country at large by changing over to the eight year plan; but the good judgment of one clear headed, sensible man held to the seven year course and now many other large cities are planning to shorten their ward school courses. It should be remembered that Dr. Greenwood was one of the three pioneers to make this Normal School, in its early history, one of the strongest in the whole country. The other two were President Baldwin, deceased, and the venerable W. P. Nason, our Emeritus Professor of Ethics.

Our Kindergarten anticipates another change which is bound to come in the Missouri school system. It admits children from four to six years of age. Some day our Constitution will be so amended that the public kindergartens of our cities may admit children of kindergarten age.

Organized Nature Study.

Some good teachers entertain grave doubts regarding the utility of Nature Study. They fear the attempt to open the windows of the soul to nature's varied and beautiful objects may result in irregular mental habits and a waste of time and energy. There is no doubt that persons with unregulated minds and of immethodical habits may create enthusiasm over so called Nature Study without profitable results.

But first of all we seek to systematize Nature Study from the standpoint of good scholarship. We give the subject some attention in all the classes of the Training School. In the first, second and third grades 20 minutes daily are taken for this work. Each grade is in charge of a student teacher under direction of Miss Jackson, a graduate of the Agricultural College of the State University and an enthusiastic and successful teacher.

An attempt is made in this study, as in that of Practical Agriculture, to use the material at the time when it is most available. Nature varies from day to day, So should the study of Nature. Often it becomes necessary in the very midst of a series of experiments to introduce something apparently foreign to the study in hand; for example, a larva making its chrysalis. It does this but once. Therefore this rare opportunity should be improved, even though it causes a temporary suspension of some regular program.

A study of the dissemination of seeds by the various agencies, wind, weather and animals, has been a very interesting and profitable experiment for these grades. The plants were grouped and studied according to the manner of distribution of their seeds. *Figure 1* on the opposite page represents the children engaged in this kind of study.



Fig. 1.—SECOND GRADE COLLECTING SEEDS FOR PURPOSE OF STUDYING SEED DISPERSAL.



Fig. 2.—CHILDREN POTTING PLANTS WHICH THEY THEMSELVES HAVE ROOTED FROM CUTTINGS.

The School Garden,

TO BEAUTIFY SCHOOL PREMISES.

A time is coming when every rural school will have school grounds of not less than two acres in extent. These grounds will represent high ideals of both beauty and utility. There will be grassy lawns, well kept; shade trees, well trimmed; good walks; a clean well protected from surface drainage; flower beds and a school garden. The children will be taught to trim the lawns, make the garden and cultivate the flowers. They will do these things in school time during the spring and fall. They will, at regular intervals during the summer vacation, visit the school premises for the purpose of continuing their work.

Thus Science and Art will combine to beautify the premises, cultivate the children's tastes and habituate them to the ways of industry.

There will be no unsightly out-houses but the school house itself will represent all modern conveniences. The wood, coal and kindlings will be stored in the basement and a good sewerage system at small expense will help make the entire school house and premises contribute to physical health and comfort.

This Normal School undertakes to contribute something to this much desired improvement of school houses and grounds. We have made a very good beginning in the form of a *practical school garden*. On the opposite page (*Figure 2*) we have a picture of the children engaged in potting the plants which they themselves rooted from clippings made by themselves. Each child feels a personal interest and pride in the little plant which he himself has rooted, potted and watched in its growing processes from day to day.

The Nature Study Laboratory.

The greatest waste in real or so-called Nature Study is likely to arise from failure in securing organic relation with other studies in Science. In other words, so called Nature Study given by scraps may lead to very desultory habits and contribute nothing what-ever to real Science studies in future.

The Department of Agriculture, therefore, turns its indoor laboratory as well as its school garden over to the uses of those children who are pursuing Nature Study. This laboratory is serviceable all the year round. It is supplied with numerous cutting tables, soil tubes, pots and vases, an abundance of sand, clay and humus, etc.; spades, hoes, hatchets, pruning knives, etc.; large and small microscopes; herbarium cases, etc.; an abundance of sunlight from three directions; hydrant water, extra steam heat, etc.

Preparatory to the work in the school garden next Spring the children have collected seeds of many of the annual flowers as well as tubers and bulbs such as the gladiolus, cannas, dahlias. etc. These have been carefully labeled and stored for the winter.

A study of autumn leaves has led the children to appreciate more fully the beauty of Nature. It has helped to familiarize them with the common trees and to strengthen considerably their powers of observation. Many varieties of leaves have been studied, pressed and neatly mounted. *Figure 3* on the opposite page shows a group of fourth grade children collecting and examining autumn leaves.



Fig. 3.—FOURTH GRADE COLLECTING AND EXAMINING AUTUMN LEAVES.



Fig. 4.—FIFTH GRADE FINDING DIFFERENT KINDS OF SOIL.

What Follows From Nature Study.

Genuine Nature Study leads systematically and naturally to the study of Geography. Even before Nature Study was designated as a separate subject in the school curriculum, the early lessons in Geography as given by good teachers were simple lessons in observation of nature.

A course in Nature Study cultivates a scientific attitude of the mind. It assists the child to interpret his environment and to know the value or harm of the same. It strengthens his powers of observation and generalization; it deepens his emotional life and increases his social worth. It therefore gives the child a higher appreciation of all Geographical study, because through it all he comes quite naturally to view the earth in its relations to man and the works of man.

The mere acquisition of unrelated facts is not necessarily valuable. Hence our work in Geography is based upon actual experiences and extended through actual experiments in field lessons, in detailed descriptions illustrated by chalk modeling, by maps, globes, pictures and numerous sets of up-to-date geographies. The Department will soon have the use of a first class stereopticon which will assist in illustrating the Geography lessons.

Figure 4 on the opposite page represents a class of fifth grade pupils finding different kinds of soil. Two or three lessons copied from the children's note books are here given to show in what form the data of field lessons are kept:

Field Lesson.

EXERCISE I.

Sept. 22, 1903.

Place, Slope south of Building.

Purpose: To see how many kinds of soil we could find.

1. We went about one fourth of a mile south of the Normal building and took some paper sacks with us.
2. We found as many different kinds of soil as we could and put each kind in a different sack.
3. I used three sacks.

EXERCISE II.

Sept. 24th, 1903.

Purpose: To see how many kinds of soil we had found.

1. We took a little dirt from each sack and put it in a separate pile on a clean piece of paper and examined it carefully.
2. I found.
 - (a) Sand in one of my sacks.
 - (b) Clay in another.
 - (c) Loam in another.
 - (d) A mixture in each of the others.

EXERCISE III.

Purpose: To see which soil is the heaviest.

1. We put a ten gram weight on the left plate of the scales and sand enough to make it balance.
2. We weighed each kind of soil in the same way.
3. We found the bulk of loam was the largest.
4. We weighed each kind of soil in a beaker.
5. We found :
 - (a) Weight of beaker $11\frac{1}{2}$ grams.
 - (b) Weight of beaker and loam $70\frac{1}{2}$ grams.
 - (c) Weight of loam $59\frac{1}{2}$ grams.
 - (d) Weight of beaker and sand 97 grams.
 - (e) Weight of sand 85 7-8 grams.
 - (f) Weight of beaker and clay 75 grams.
 - (g) Weight of clay 63 7-8 grams.

We found the sand the heaviest, the clay next and the loam the lightest.

Through other field lessons the children have gained a real knowledge of the effect of water on the soil, thus forming definite and accurate ideas of the formation of rivers and river systems, lakes, slopes, drainage areas, etc., and laying the foundations for the systematic study of physiographic conditions which, as stated by Dr. McMurray, most often furnish the reasons for the location of human industries, the development of transportation routes, the situation of cities, etc.

Agriculture.

It is neither scientific nor pedagogical to tell a student what he can readily find out for himself; it takes away both the necessity and the incentive for experimental work. So far as it is possible then the subject of Agriculture is taught by practical exercises, experiments and field trips.

The subject matter covered during the first semester is considered under the following heads: propagation of plants (in part only), leguminous plants, economic weeds and grasses, soils, the fertility of the soil, rotation of crops, corn improvement and principles of feeding.

The work is so arranged that each subject is studied when the necessary material is available.

Facilities for Instruction.—The Agricultural laboratories are provided with (1) dissecting microscopes, scales, propagating tables and soil tubes; (2) museum specimens of the common fruits of Missouri, fungous diseased fruits, and standard varieties of corn; (3) new oak herbarium cases in which are mounted specimens of nearly all of the local flora, also, over one hundred specimens of grasses, and one hundred and forty specimens of economic fungi. For the purpose of practical exercises in plant production use is made of the experimental garden.

A few representative exercises of this semester's work are given here:

(1) An exercise in growing soft wood cuttings.—This work is begun at the beginning of the term. Each student is required to grow eighteen plants of at least nine different

varieties. The cuttings are made from mature plants in the garden. These are rooted in the sand in the propagating tables, potted off in thumb pots, and cared for by the student until the Christmas holidays. They are then at the disposal of the student.

(2). An exercise on crop rotation.—(a). Each student is required to prepare an original plan for the course in rotation on a poor soil, and another course on a fertile soil in his own vicinity.

(b) Giving directions and reasons for the preparation of the soil as to fertilizing and tillage.

(c) Giving directions and reasons for the disposition of each of the various crops. Is it to be fed or sold? In what condition green, or dry? If fed, to what animals?

(d) Making an estimate of the probable cost of seed and work, and of the value of the crop if sold, if fed, and calculating the gain.

(e) Reading and discussing each plan with reasons, etc. for it and defending every position taken.

(3) (a) An exercise on principles of feeding.—Each student is required to compute the nutritive ratio of a ration which he is actually feeding or which he knows is being fed to a cow or horse.

(b) Does the condition of the animals justify the continuance of this ration? Why?

(c) How did this nutritive ratio compare with that of the standard?

(d) If this ratio is too wide or too narrow, is it on account of the kinds of food or on account of the proportion of the different foods? Modify this ration so that the nutritive ratio will agree with that of the standard.



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



SAMPLES OF CLAY MODELING IN THE TRAINING SCHOOL.

Pure Athletics.

Of all the great spontaneities universally affecting education and also causing apprehension among people at large, foot ball is probably paramount. Nearly every educational institution from the greatest university to the smallest high school seems to feel the necessity of providing for the game. Every few days some college professor gets serious with himself and presents his essay condemning the game and showing that large numbers of men are ruined by it, but the more the professors condemn the game, the more nearly universal it becomes.

At the College Association in Chicago last spring many letters were read and many evidences furnished to the effect that there was much dishonesty in the great university games and even in those of smaller institutions. It was shown that many stalwart young men were maintained in and about institutions for the sole purpose of playing foot ball.

In view of these conditions many institutions are now seeking to devise means of retaining the benefits of the game while excluding the harmful features. In the struggle for reform the Missouri University is taking the lead. A majority of all other institutions in this State probably sympathize with the movement for pure athletics.

Until recently this Normal School had not been called upon to deal in any manner with the question of athletics; but the issue seems unavoidable and there seems to be no good reason why it should not be taken vigorously in hand and settled once for all. The institution now has an athletic field, numerous basket ball and tennis courts, and a gymnasium with a reasonably good supply of apparatus.

Our young men and young women need that physical virility which comes from athletics in the gymnasium and on the campus. We shall therefore encourage all those forms of athletics (in doors and out of doors) that are commonly practiced in the best Normal Schools, colleges and universities.

The most baneful influence in athletics seems to come through the salaried foot ball coaches. The evidences read before the College Association in Chicago were to the effect that many of the high salaried professional coaches want money at their command, and usually have it, in order to *employ* strong bodied and well trained men to play the game and insure winning teams.

It is understood that most of the great institutions of New England and California have done away with the paid coach and there seems to be a movement looking to the same end in the Mississippi Valley.

This Institution has just passed through its first regular season of foot ball under an amateur unpaid coach. No one was permitted to play on the team who was not a regular student in good standing with a full schedule of studies. Our season was a short one, only seven weeks, and it is thought that no student during the season suffered seriously in his studies. It seems to be universally recognized that a young man can not play foot ball as it is played in typical institutions of high class without falling behind to some extent in his studies.

Then the question arises: Do the benefits of foot ball compensate for the loss in student work? Whatever our answer to this question, the young men have it solved for themselves. They are willing to take the risk and the parents of most of them are also willing. The school and college atmosphere is full of foot ball sentiment. The people at large who are acquainted with the game look on with intense interest.

There seems, on the whole, to be but one thing to do, and that is to *regulate all school and college athletics*, foot ball with the rest.

This Institution, therefore, proposes to have good foot ball in the fall and good base ball in the spring. We shall utilize these games for the purpose of getting large numbers of students out in the open air for a short time each day. We hope soon to have the whole matter so far regulated that during the pleasant days in the spring and fall the entire School will be on the campus in the open air for about one hour each afternoon. We hope to introduce so great a variety of games that practically all students will get some systematic physical exercise daily in the open air.

Our young men during the past season played with Central College, Westminster College and William Jewell College, winning all the games and running up a total score of 56 against a score of 8 on the part of all visiting teams. The games were all played on our own Athletic Field. It was agreed by each of the teams of these good old colleges that our boys played fair, clean, honest foot ball. Two of the visiting teams declared that we played a fairer, cleaner game than any others against whom they had played.

Next year our young men hope to play return games with the colleges confronted this year and also to secure games with the University of Missouri and with Washington University.

After all, there is still a great deal of militancy in the world; for those good people who oppose foot ball nearly all favor declamatory and oratorical contests and political debates, with decisions of judges and prize medals and the accompanying quarrels.

Items of Interest.

At the close of the first number of the Y. M. C. A. Lecture Course of 1903-04 the receipts for tickets were sufficient to meet the expenses of the entire course and somewhat more.

The number of students at Chapel Exercises Dec. 18, the date of adjourning for the holidays, was 451.

The Y. M. C. A. enrollment is 131; the Y. W. C. A., 125.

Mr. E. M. Violette is curator of the Archives. He is writing a history of the Normal School.

The new library will be opened for use of students and teachers Jan. 4, 1904. Of new books recently accessioned and catalogued, various teachers requested orders in amounts approximately as follows: Mr. Weatherly for Physical Science \$250; Mr. Violette for European History \$350; Mr. Vaughn for American History \$350; Mr. Settle for English \$300; Miss Hastings for Training School Purposes \$200; Mr. Lehman for Mathematics \$50. Others are making up lists for orders.

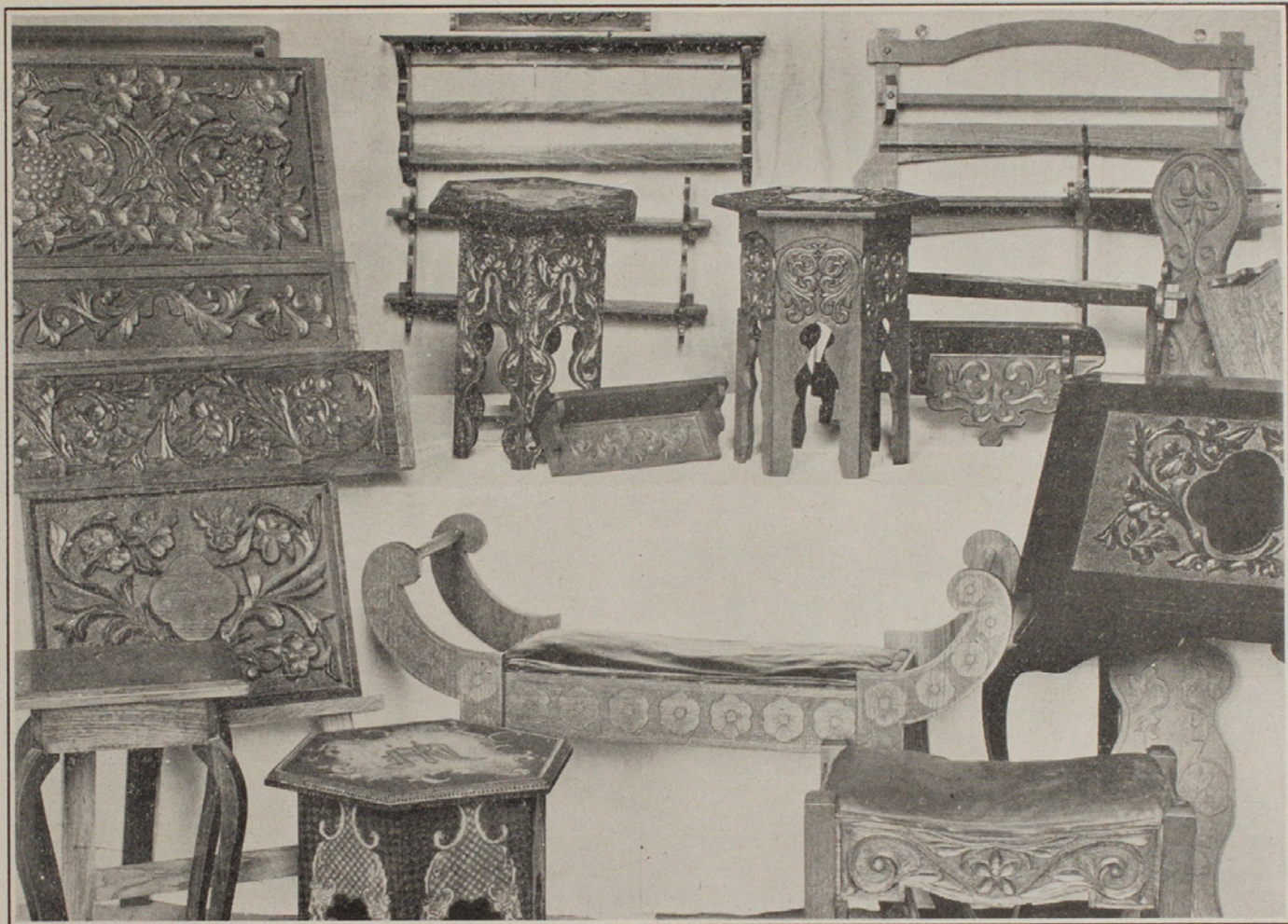
Ours is a Working Library. Every book is for a specific purpose. Therein lie great advantages to the student.

The Faculty will be represented eight times in the State Teachers' Association program at St. Joseph Dec. 29-31.

Several members of the Faculty will spend from one to three weeks each visiting schools in other states during the winter months.



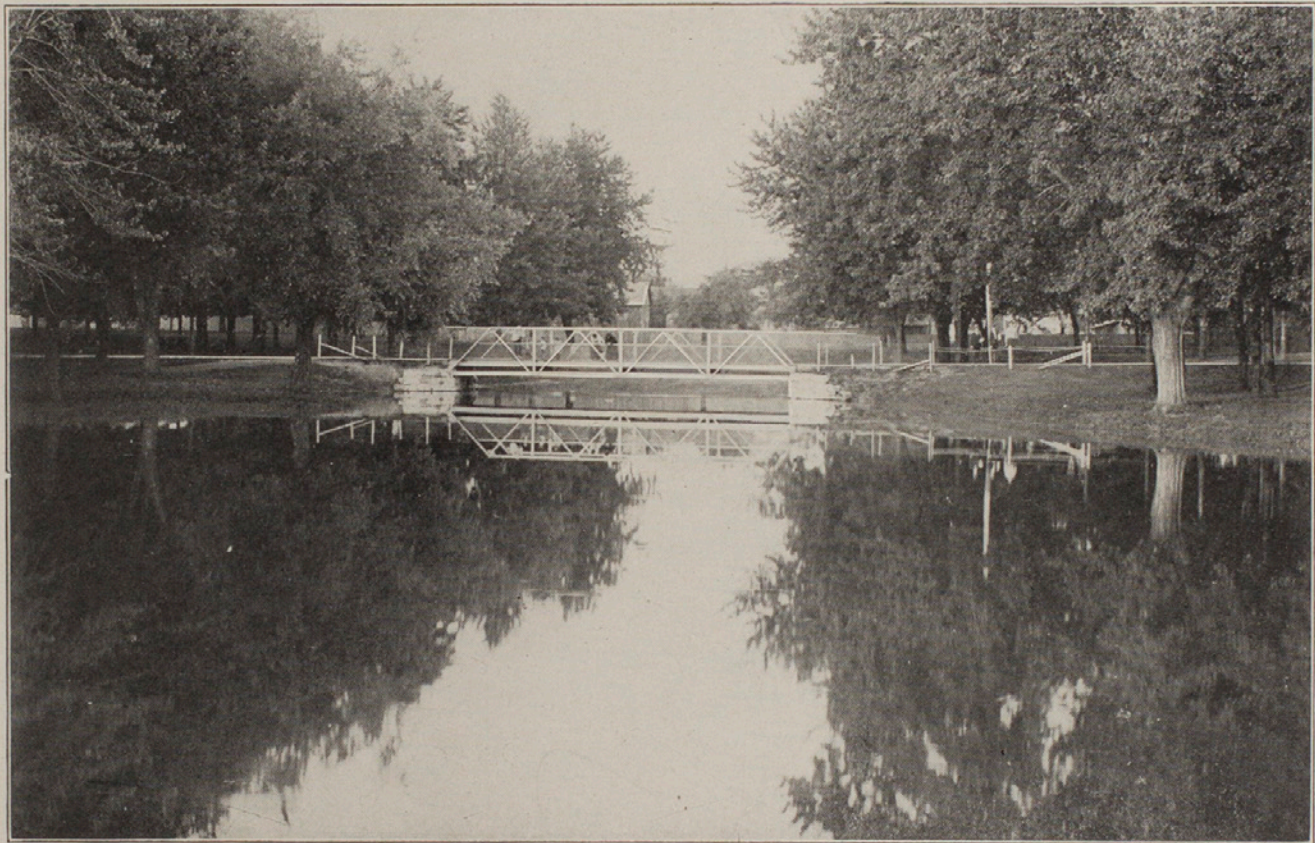
SHOP WORK IN SUMMER SCHOOL—SLOYD AND OTHER ELEMENTARY WORK.



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



A GROUP OF SUMMER SCHOOL STUDENTS.



VIEW OF LAKE FROM WEST SIDE OF CAMPUS.

Of Special Interest to Those Wishing to Become Students.

New students should bring grade cards, certificates, diplomas, letters, anything to show standing in schools formerly attended.

We prefer to avoid examinations.

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

A majority of the students pay only \$2.50. A few, under the self boarding or clubbing plan, reduce their expenses to \$2.25 and sometimes to \$2.00 per week.

The incidental fee, or tuition, is \$8 for one semester, 18 weeks; \$5 for one quarter, 9 weeks.

The Summer School fee will probably be \$6 for 12 weeks and \$3.00 for six weeks.

No fees are charged children in the Training School. No fees are charged for diplomas or certificates.

Courses of Study.

Special attention is called to the Daily Program, pages 20 and 21, and the Courses of Study, pages 22, 23, and 24.

The Teachers' Course in the Common School Branches includes a great many things not to be learned any where outside of a Normal School.

Graduate Courses In Summer School.

Our elective and graduate courses are numerous. See pages 22, 23 and 24.

Last summer 27 graduates of normal schools and colleges were in attendance doing graduate work. We look for larger numbers next summer. Especial attention is invited to these courses. Several of those in attendance last summer had already spent some time in the summer schools of colleges and universities.

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

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

No fees are charged those eligible to graduate courses.

Reduced Railway Rates.

Reduced rates to Summer School, on certificate plan, are expected from all railways. Summer school students should take receipts for all full fare tickets purchased enroute.

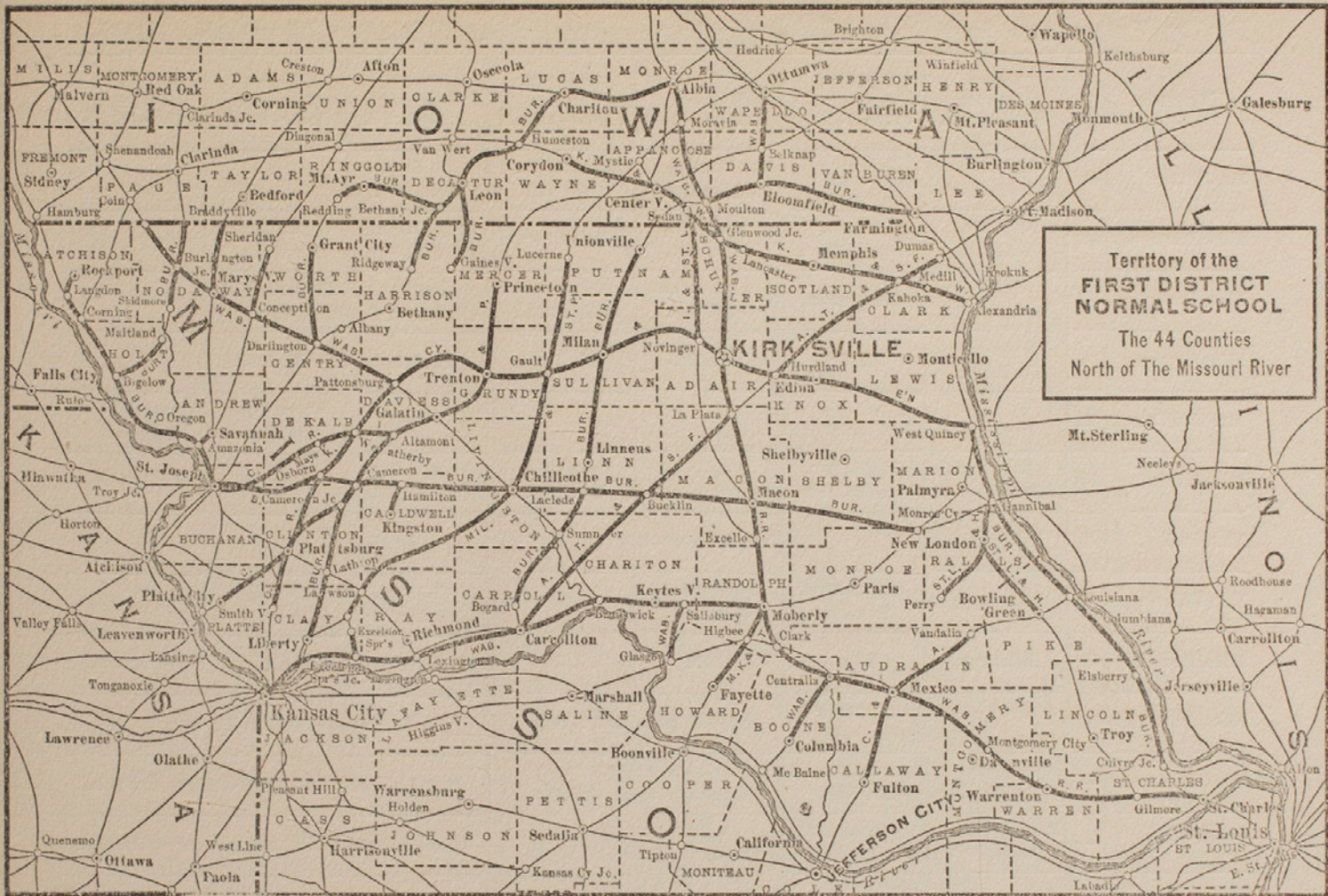
Kirksville Easily Reached by Rail.

A study of the map on page 19 will be helpful to many. All counties of the district are well supplied with railways.

Correspondence is invited. Inquiries will be promptly answered.

Address,

JOHN R. KIRK, President,



**Territory of the
 FIRST DISTRICT
 NORMAL SCHOOL**
 The 44 Counties
 North of The Missouri River

EVERY COUNTY OF THE DISTRICT HAS RAIL ROADS. THE CONNECTIONS ARE GOOD.

Daily Program for Second Semester, Jan. 25, 1904, to May 25, 1904.

TEACHER.	Room	FIRST PERIOD. 8:35-9:15	SECOND PERIOD. 9:20-10:00.	THIRD PERIOD. 10:30-11:10.	FOURTH PERIOD. 11:15-11:55.	FIFTH PERIOD. 1:05-1:45.	SIXTH PERIOD. 1:50-2:30	SEVENTH PERIOD. 2:35-3:25
Mr. Settle	44	Mid. Sen. Eng. Literature.	Fr. Am. Lit. & Mythology (by asst.)	Mid. Jun. Am. Literature.	Mid. Soph. Rhetoric.	Mid. Soph. Rhetoric.		
Miss Barnes	42	Mid. Fr. Am. Lit.	Begin. Soph. Rhet.	Mid. Fr. Am. Lit.	Drawing.	Clay Modeling (Tr. Sch.)	Gym. Work for Girls.	
Miss Owen	12	Begin. R. & Ph. C.	Grammar.	Advanced R. & Ph. C.	Advanced R. & Ph. C.	Begin. R. & Ph. C.	Fr. Am. Lit. & Mythology.	
Miss Bryan	1	Manual Training.	M. Tr.	M. Tr.	M. Tr.	M. Tr.	M. Tr.	
Mr. Goldberg	42						First Year German.	Second Year German
Miss Tinkham	15	Music in Tr. School	Music for Nor. Sch. Stu.	Music for Nor. Sch. Stu.	Music in Tr. Sch.	Music for Nor. Sch. Stu.	Special.	
Mr. Hull	A			Book Keeping				
Mr. Wilson	8		Soph. Ped. Parker.	Fr. Ped. of Com. Br.		Jun. Ped. Schools Mo.	Hist. Ed. Kemp.	
Miss Parrish	LJ	Library	Lib.	Lib.	Lib.	Lib.	Lib.	Lib.
Miss Hastings	31	Supervision & Instruction in Training School.		Sup. & Inst. in Tr. Sch.		Sup. & Inst. in Tr. Sch.		
Miss Westrope	—	Inspection & Instruction in Gram. Grades Tr. Sch.		Insp. & Inst. in Gram. Grades Tr. Sch.		Insp. & Inst. in Gram. Grades Tr. Sch.		
Miss Greer	—	Inspection & Instruction in Primary Grades Tr. Sch.		Insp. & Inst. in Primary Grades Tr. Sch.		Insp. & Inst. in Primary Grades Tr. Sch.		
Miss Scott	Kg	Directing Kindergarten Work.		Directing Kindergarten Work.		Theory and Practice of Kindergartens.		

Daily Program for Second Semester, Jan. 25, 1904, to May 25, 1904.

TEACHER.	ROOM	FIRST PERIOD. 8:35-9:15	SECOND PERIOD. 9:20-10:00	THIRD PERIOD. 10:30-11:10	FOURTH PERIOD. 11:15-11:55	FIFTH PERIOD. 1:05-1:45	SIXTH PERIOD. 1:50-2:30	SEVENTH PERIOD. 2:35-3:25.
Mr. Kirk	32							
Professor Nason		Ethics.						
Mr. Gentry	3	Freshman Latin.	Senior Vergil.	Mid. Soph. Caesar	Mid. Fr. Latin	Horace.		
Miss Green	11	Sophomore Nep. & Cae.		Freshman Latin	Junior Ovid.		Mid. Fr. Latin.	
Mr. Violette	4				Ancient (Rom.) Hist.	Ancient (Rom.) Hist.	Ancient (O.&G.) Hist.	Modern Hist.
Mr. Vaughn	6			U. S. History.	Civil Gov.	U. S. Hist. for Teachers.	Civ. Gov. for Teachers	Am. Const. History
Miss Jackson	A B	Botany.		Nature Study.		Agriculture		
Mr. Daugherty	7	Begin Sophomore Zoology.		Physiology	Physical Geography.	Mid. Soph. Zoology.		
Mr. Weatherly	9 43	Mid. Junior Chemistry.		Organic Chemistry. Senior Physic		Begin Jun. Chemistry		
Miss Foncanon	19	Directing Work in Chem.		Directing Work in Organic Chemistry.				
Mr. Lehman	2		Fr. Algebra	Plane Geom.		College Alg.		
Mr. Ginnings	—	Mid. Fr. Algebra (4)	Mid. Fr. Alg. (4)		Plane Geom. (8)	Trig. 12-12:40.	Arith. (M.)	
Miss Prewitt	5	Fr. Algebra	Grammar.	Solid Geom.	Solid Geom.		Arithmetic	

TABULAR VIEW OF THE COURSES OF INSTRUCTION.

LATIN COURSE NO. I.

LATIN COURSE NO. II.

FRESHMAN YEAR.

Lat. (First Book & Nepos).....2 English (Myth. & Am. Lit.).....2 Alg. (Wentw. New Sch.).....2 Reading & Physical Culture, } Drawing, Music, Gym. Work }3 Pedagogy Com. Sch. Br.....1	Lat. (First Book & Nepos).....2 Eng. (Myth. & Am. Lit.).....2 Alg. (Wentw. New Sch.).....2 Reading & Physical Culture, } Drawing, Music, Gym. Work }3 Pedagogy Com. Sch. Br.....1
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SOPHOMORE YEAR.

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

Latin (Cicero & Ovid.).....2 Oriental & Greek History 1 } Roman History }2 Chemistry.....2 Solid Geometry.....1 Trigonometry.....1 Schools of Mo.....1	Latin (Cicero & Ovid).....2 Mediæval History.....1 } Modern History1 }2 Chemistry.....2 Plane & Solid Geometry or } Trigonometry & Col. Alg... }2 Schools of Mo.....1
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SENIOR YEAR.

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

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

NOTE: Of Reading and Physical Culture, Drawing, Vocal Music, Gymnasium Work and Manual Training at least four semesters are required to graduate as a Sophomore and receive the "Elementary Certificate." Some election is allowed and encouraged.

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

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

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

TABULAR VIEW OF THE COURSES OF INSTRUCTION.

ENGLISH COURSE NO. I.

ENGLISH COURSE NO. II.

FRESHMAN YEAR.

English (Myth. & Am. Lit.)2 Agri. or Botany or Ph. Geog.2 Algebra (Wentw. New Sch.)2 Reading & Physical Culture, { Drawing, Music, Gym. Work } ...3 Pedagogy Com. Sch. Branches....1	}	English (Myth. & Am. Lit.) 2 Agri. or Botany or Ph. Geog.2 Algebra (Wentw. New Sch.)2 Reading & Physical Culture, { Drawing, Music, Gym. Work } ...3 Pedagogy Com. Sch. Br..... 1
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SOPHOMORE YEAR.

English (Rhetoric).....2 Oriental & Greek History 1 { Roman History 1 } ...2 Zoology2 Plane Geometry.....1 Practice Teaching.....1 Pedagogy1 Music or Manual Training or { Gymnasium Work..... } 1	}	English (Rhetoric).....2 Anc. Hist. (O. & G. & Rom.)2 Zoology2 Geometry.....2 Practice Teaching.....1 Pedagogy 1 Music or Manual Training or { Gymnasium Work..... } 1
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JUNIOR YEAR.

Eng. Lit. 1; Am. Lit. 1.....2 M. & M. H. or Eng. or Am.Hist...2 Chemistry.....2 Solid Geometry.....1 Trigonometry.....1 Schools of Mo.....1	}	Eng. Lit. 1; Am. Lit. 1.....2 Mediæval & Modern Hist2 Chemistry.....2 Trigonometry.....1 College Algebra.....1 Schools of Mo.....1
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SENIOR YEAR.

English Literature.....2 Physics.....2 Man. Tr. or 2d yr. German.....2 College Algebra.....1 Practice Teaching.....2 or 1 History of Education.....1	}	English Literature2 Physics.....2 { Col. Alg. & Analytics or } { Eng. Const. Hist. or }2 { Am. Const. Hist. } Manual Training.....1 Practice Teaching.....2 or 1 History of Education.....1
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ELECTIVES AND GRADUATE STUDIES.—Analytical Geometry, Calculus, Advanced College Algebra, Livy, Horace, Argumentative Discourse, Elizabethan English, Nineteenth Century Literature, one semester each; English Constitutional History, American Constitutional History, Experimental Organic Chemistry, General Inorganic Chemistry, General Descriptive Physics, Advanced Zoology or Biology, History and Philosophy of Education, one year each.

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

NOTE: Of Reading and Physical Culture, Drawing, Vocal Music, Gymnasium Work and Manual Training at least four semesters are required to graduate as a Sophomore and receive the "Elementary Certificate." Some election is allowed and encouraged.

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

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

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

Elective Courses.

The following Elective Courses are offered, each requiring a sum total of nineteen academic and pedagogic units. A unit is two semesters of work in one subject, i. e., by Normal School standards :

Subjects	No. of units offered by the school	Minimum to be offered by student, if any in the subject be offered.
English.....	53
Latin.....	52
Mathematics.....	52
Science.....	72
History.....	42
German.....	42
French.....	42


In any four years' elective course fourteen academic units may be selected from the above given list. To these must be added three units in Pedagogics including Training School work; also two units selected from the five following subjects, in each of which the School will give at least one unit: 1. Reading and Physical Culture; 2. Vocal Music; 3. Drawing; 4. Manual Training; 5. Gymnasium Work.

But notice: In order to graduate by an Elective Course one academic subject must be selected which shall constitute the *major academic subject* or the contemplated specialty of the student. Around this subject others should cluster which will constitute related minors.

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

No unit will be accepted unless all lower units in the same department are first accepted. If German or French be offered the last year's work in the subject must be done in this school.

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



Working Calendar.

1903--1904.

Classification of Resident Students.....	Fri. & Sat., Sept. 4 & 5.
Classification of Non-resident Students...	Mon. & Tues., Sept. 7 & 8.
Class Work Began.....	Wednesday, Sept. 9.
Second Quarter Began.....	Monday, Nov. 9.
Winter Vacation Began.....	Friday, Dec. 18.
Session Resumes.....	Monday, Jan. 4.
First Semester Ends.....	Friday, Jan. 22.
Second Semester Begins.....	Monday, Jan. 25.
Third Quarter Ends.....	Friday, March 25.
Fourth Quarter Begins.....	Monday, March 28.
Baccalaureate Sermon.....	Sunday, May 22.
Graduating Exercises (Sophomores).....	Tuesday, May 24.
Alumni Association Banquet.....	Tuesday, May 24.
Graduating Exercises (Seniors).....	Wednesday, May 25.
Summer School Classification Begins.....	Monday, May 30.
Summer School Class Work Begins.....	Tuesday, May 31.
Summer School Closes.....	Friday, Aug. 19.

