

BULLETIN

OF THE

STATE NORMAL SCHOOL,

FIRST DISTRICT,

KIRKSVILLE, MO.

VOL. IV.

NO. 1.

1904.

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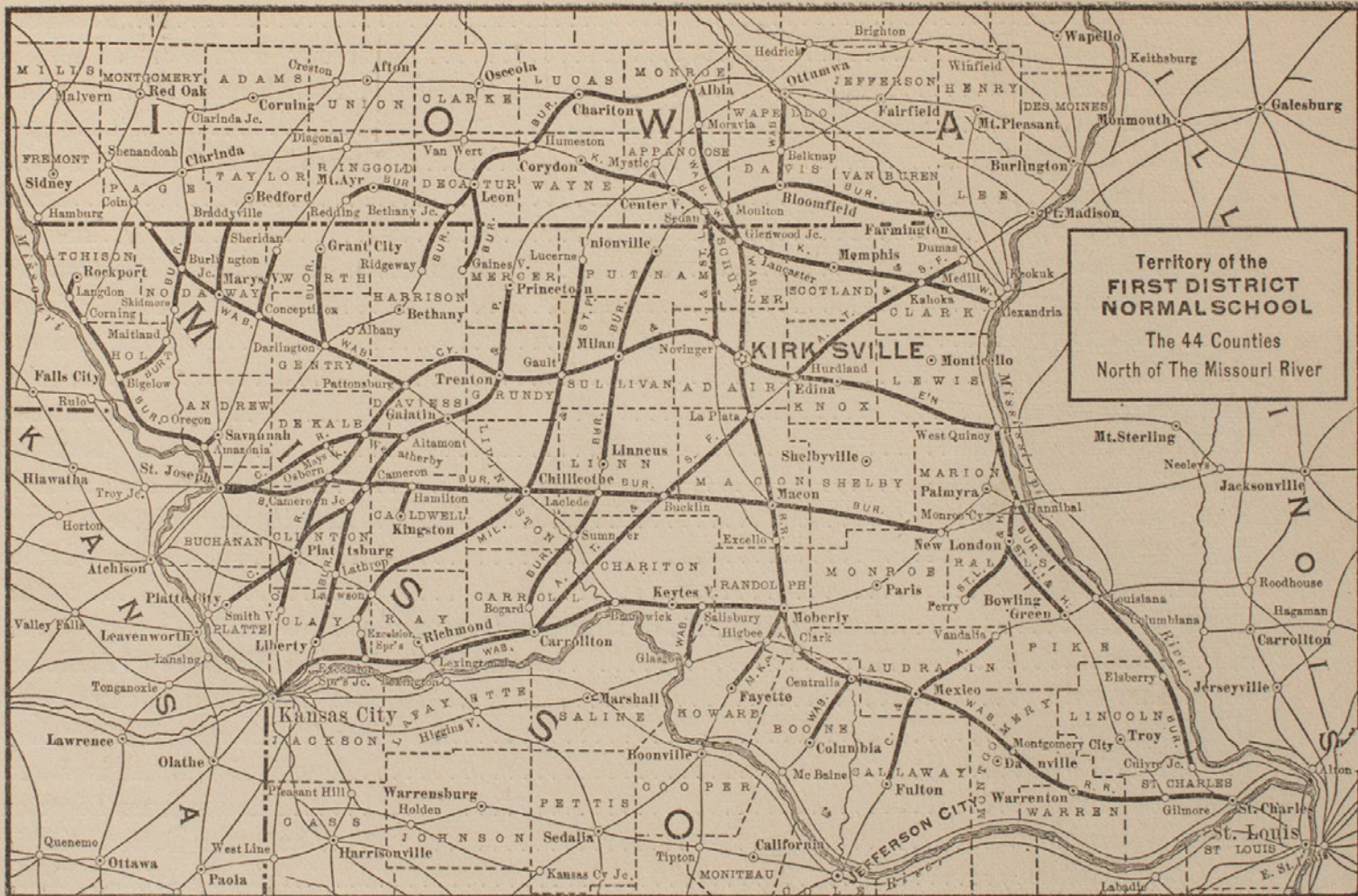
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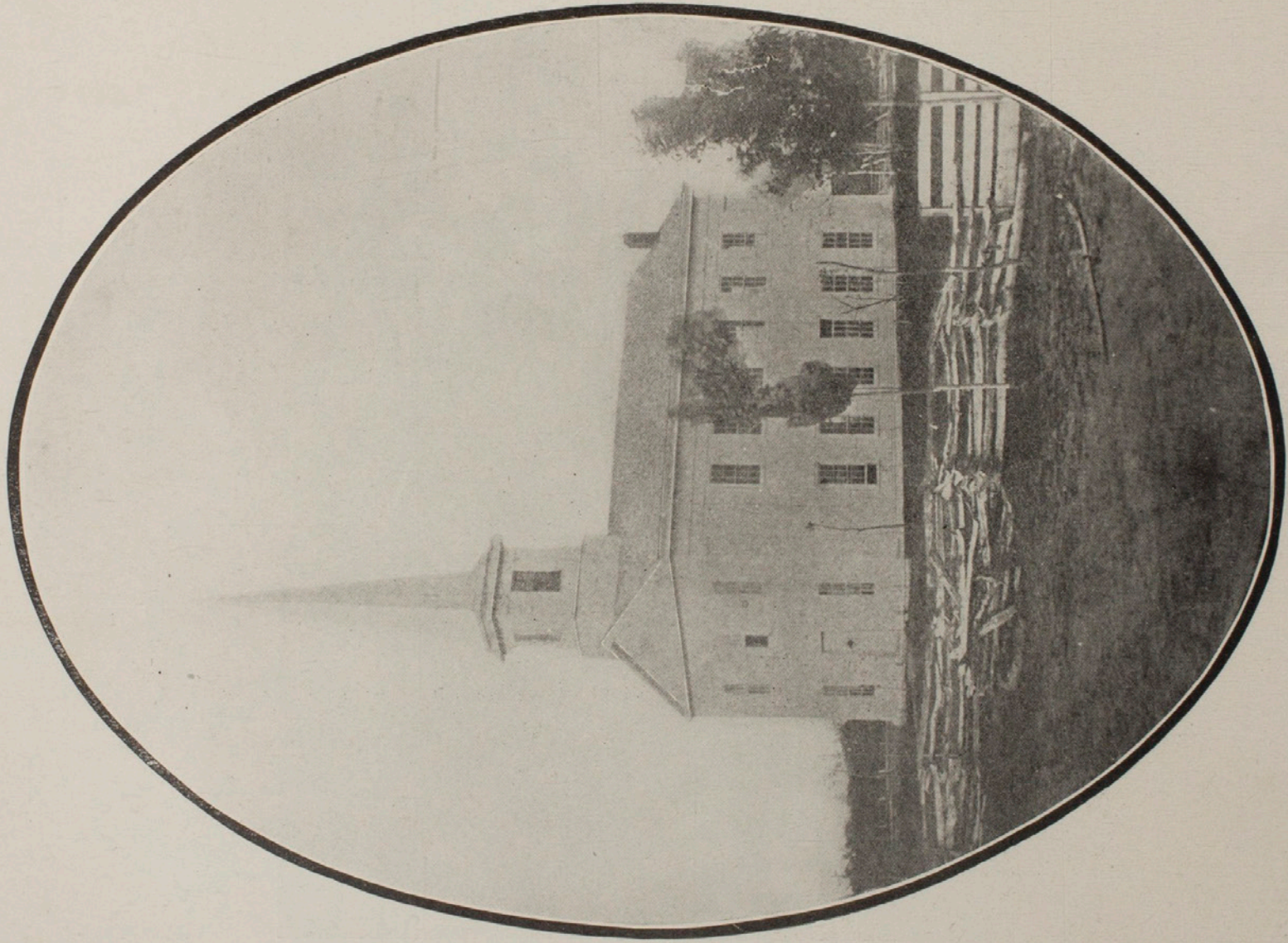
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**Territory of the  
FIRST DISTRICT  
NORMAL SCHOOL**  
The 44 Counties  
North of The Missouri River



PRESIDENT JOHN R. KIRK.



ORIGINAL BUILDING, ERECTED IN 1867.




MAIN BUILDING, COMPLETED IN 1873.



PRESENT BUILDING, ADDITION AT LEFT COMPLETED DEC. 25, 1901.

# Quarterly Bulletin.



## HISTORY.

In February, 1867, Professor Joseph Baldwin came from Indiana to Missouri for the purpose of selecting a suitable place for a private normal school. On visiting Kirksville, he chose it as the place for his school and made arrangements to open the same in a building known as Cumberland Academy which stood on the site of Mr. R. M. Ringo's present residence in the north part of town. He organized the first faculty of the school during the spring and summer of 1867, engaging Prof. F. L. Ferris and wife whom he had known in Indiana, Prof. W. P. Nason, who had been teaching a private school in Kirksville for some years, and J. M. Greenwood and wife who were at that time living on a farm near town. He spent the summer in traveling over the north eastern part of Missouri advertising the school by means of circulars and addresses, and soliciting students. In this work he was somewhat assisted by the men of the faculty.

The school opened on Sept. 2, 1867, under the name of the North Missouri Normal School. During the year 140 students were enrolled exclusive of those in the "Model."

When Prof. Baldwin came to Missouri it was his plan to establish a school which should ultimately be adopted by the state as one of a number of State Normal Schools. At that time the conditions were fairly favorable to such a plan. For a long time the question of State Normal Schools had been agitated. The civil war put a stop to the agitation but after its close the matter was taken up again with increased vigor, and by 1867 sentiment was being rapidly formed in favor of such institutions. The establishment of a private normal school at Kirksville and the persistent efforts made by Prof. Baldwin to get the state to adopt the Normal School system contributed very materially towards further developing this sentiment.

After a number of efforts a bill was finally passed by the legislature and approved on March 19, 1870, which provided on certain conditions for the establishment of two State Normal Schools, one north of the Missouri river and one south of it. Adair and Livingston Counties were very vigorous rivals for the first one. After a good deal of negotiation the Board of Regents finally decided (on Dec. 29, 1870,) to accept the bid of Adair County. By this action the North Missouri Normal School was adopted as the State Normal School for district number one, and on Jan. 1, 1871, it resumed its work as such.

By its bid Adair County offered among other things to furnish a new building of the value of \$50,000 and a site of fifteen acres for the same. Messrs. Morris and Richter of Kirksville donated fifteen acres of land lying south of town for the site and the county very shortly raised \$50,000 in cash and turned it over to the Board which they were to use in erecting the building.

Ground was broken for the new building in May, 1871, and the corner stone was laid on Sept. 6th. It was not however until Jan., 1873, that the building was completed. The delay was due to the fact that a misunderstanding had arisen between the Board and the contractors concerning the contract. In order to complete the building it became necessary for the legislature to appropriate \$50,000. The building when completed cost \$100,000. Immediately upon its completion it was occupied by the school.

Pres. Baldwin resigned in 1881 to accept the Presidency of the Sam Houston State Normal School of Texas. Prof. W. P. Nason was acting President for the year following Pres. Baldwin's resignation. J. P. Blanton was President from 1882 to 1891 and W. D. Dobson from 1891 to 1899. John R. Kirk has been President from June, 1899, to the present time.

During the thirty seven years of the history of the institution, the attendance has increased from 140 to 958 and the faculty has been increased from 6 to 26.

In the spring of 1901, the legislature appropriated \$30,000 for a new building in order to relieve the crowded condition of the school. Dec. 25, 1901, this building was completed and immediately occupied.

### PURPOSE OF THIS BULLETIN.

It is the purpose of this Bulletin to show the great variety of ways in which this Normal School appeals to ambitious young Missourians; to make clear the opportunities it offers young prospective teachers to fit themselves for useful and honorable careers in the teaching profession; to show what the institution has already done, what its resources and facilities for instruction are and who have constituted its large and varied student corps during the past year; and, through a description of its numerous courses of instruction, laboratories, libraries, etc., to indicate what service to the community it has in contemplation for the ensuing year.

Attention is invited to our abundant resources for social, moral, æsthetical and physical culture as well as for scholastic and professional training.

Social, moral and æsthetical culture are provided for in a variety of ways, including numerous successful self-governing organizations among students;—such as the Young Men's Christian Association, the Young Women's Christian Association, the Debating Clubs, the general Literary Societies, the Class Organizations, the Orchestras, Mandolin Clubs, Quartettes and other musical organizations. Attention is also called to our very good facilities for the various forms of physical training and culture. These include General Field Athletics, Military Training, separate work in gymnasium for both men and women, basket ball, lawn tennis, base ball, foot ball, etc.

But the School has and permits no fads. It allows itself to run after no craze of any kind. Even the exciting spring and fall games between institutions are not permitted to interfere with good student work. Our young men are not allowed to go to any excesses in preparing themselves for Athletic Contests. All physical contests are planned so as to contribute as far as possible to good student work and in no sense to detract from the strictly intellectual and professional student work.

Special attention is called to the new arrangement of the Courses of Instruction. Instead of two semesters of eighteen weeks each and a summer school of twelve weeks, the entire

school year is divided into four quarters of twelve weeks each, these four quarters corresponding to the four seasons of the year. The fall months constitute the first quarter; the winter months, the second quarter; the spring months, the third quarter, and the summer months, the fourth quarter. Students should notice distinctly, however, that in subject matter the Courses of Instruction remain substantially as they were last year. In the sum total of academic and professional work necessary for graduation, there is no material alteration. **One year of Library Work** is offered as an elective and made equivalent to a year in History, Literature or any subject requiring daily preparation. One unit of academic work heretofore appearing in the Freshman Year is put into the **Preparatory** or so called **Sub Normal Year** so as to leave but **eighteen units** of work to be done in the regular **four years' Normal School Courses**; but it is left to the election of the student which of these units shall be offered as a sub Normal or Preparatory unit.

In the new arrangement it is not expected that students' programs will differ materially from those of last year.

The amount of work possible to be done in the summer quarter will be the same as that of any other quarter.

#### **WHAT THIS NORMAL SCHOOL STANDS FOR.**

This Normal School stands for and represents the most sensible and practical things to be devised and done in school education. The members of its Faculty are scholarly and alert people watching for the best things done in the great universities and in other normal schools in order to contribute as much as possible to the most rational and sensible practices in the public schools of our State.

This School stands first of all for sound scholarship. It ventures to invite comparison between its own academic instruction and that of the best colleges. It guarantees that its graduates are able to stand scholarship tests wherever they may go.

This School has no pet theories of Pedagogy, no hobbies. Our teaching is well done. Our twenty six members of the Faculty have as many individual judgments. We neither follow prescriptions nor give them. We have no ready made devices by which to attain the ends of education. If there is any one thing which we distinctly avoid it is the recipe or prescription method of instruction. The genuine Normal School product is a better teacher than most other people because he has lived in an atmosphere which is friendly to 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 to call into play the student's spontaneity. He is habitually methodical but the method consists in adapting available means to desirable ends.

#### UTILIZATION OF SPECIALIZED TALENTS.

A successful corporation typifies the most economical organization of human interests and energies. It demands men of widely differing types, those of each type having their several energies highly differentiated and specialized. Then these highly specialized energies are combined and made to co-operate as a unit of force in the community. The Normal School as an agency of the State having definite functions is also a collection of highly specialized energies or talents, each one of which we seek to adapt to a specific purpose and to bring into perfect co-operation with many others so as to form a complete unity, every part of which acts in harmony with all the other parts.

The high grade Normal School faculty is made up of many individuals, each one differing from all the others, each one having his life's energies concentrated upon one principal field of labor, upon one great central subject which of itself is a vital and integral part of the educational system. To illustrate: One man with his associates and assistants has his soul centered upon Literature and its allied minors. He has large knowledge, long and varied

experience. From day to day his available energies are consumed in the effort to comprehend fully his one great subject, first as an academic entity and then as a great utility reaching out into the life of the community through the kindergarten, the elementary school, the high school and all the schools. This man has no time and little taste for extraneous matters. He can give little or no thought to the conduct of affairs outside his chosen field of labor. He necessarily becomes so centered in the subject matter of his department that he can have few correspondents in his political, sectarian, social or other relations. The more efficient he is the fewer social, political, sectarian, commercial or other alliances he is likely to have time or inclination to make. The strong faculty is therefore a composite of dissimilar people. Its greatest strength lies in the fact that its varying types of mind are able to penetrate far into their several specialties and yet to feel that each one is measurably dependent upon all the others. Thus each one is obliged to harmonize himself with all the others in order to effect the greatest possible good by the joint and harmonious action of all.

#### A STRONG FACULTY.

**Cosmopolitan Culture.** Our Faculty represents the training of many great universities and other sources of cosmopolitan culture. These include the Missouri University, Chicago University, Kansas University, Nebraska University, Harvard University, Western Reserve University, Lick Observatory, University of the Pacific, Wesleyan University, Conn., Columbia University, Illinois Wesleyan University, University of Leipzig, University of Wurzburg, many normal schools, colleges and schools of methods, and much travel on both the Eastern and the Western continents.

**Foreignizing American Schools.** But there is an educational craze which seeks to copy things found in foreign countries, a mad race after things to be picked up in remote parts of the world. "'Tis distance lends enchantment to the view." Great efforts are being made by some fastidious schoolmen to **foreignize** or at least to **de-Americanize** our American Public School

System. Effusive foreigners and superficial Americans weary us with their eulogies on European Schools. But the facts in the matter can not longer be disguised. No well informed person now doubts that the schools of America are on the whole considerably better than those of Germany, France or England. Those foreign nations do not put the money into school architecture that we do. They do not invest so much in public school libraries, apparatus and teachers' salaries. The German Gymnasium and other special European schools are much studied and exploited; but we look in vain for anything in any European country which can duplicate or compare favorably with our American Public School System which reaches out to the remotest corners of our country and places the sons of toil on an equality with those who happen to be rocked in the cradle of wealth. The time has come too when the people of Missouri and of the Mississippi Valley should be as proud of the product of their own schools as complacent New England is of hers. There is no reason to doubt that the schools and colleges in the northern half of the Mississippi Valley, including Missouri, are as good as those to be found any where in the world.

Therefore this Normal School specially emphasizes the fact that its Faculty is made up largely of virile Missourians, people well born, well educated, well trained, widely traveled and possessed of all the culture which good health, large ambition and ample opportunity can furnish.

**Public School Experience Emphasized.** We are gratified to be able to announce this further fact, that a majority of our Faculty have had extended experience in the Public Schools of our own State and neighboring states. We have therefore very clear appreciation of the service which we should render the State. We have a sympathy with the public school, its teachers and its students which the **foreignized professor** can not have. Our strength therefore is doubly assured in sound scholarship from the best instruction and in actual contact with the elementary schools and high schools for which we are to supply teachers.

### GRADUATES IN DEMAND.

The efficient up-to-date Normal School has such equipment and offers such instruction as to guarantee sound scholarship and teaching skill in graduates of sufficient variety to supply teachers for all grades of public schools from the kindergarten to the first class high school inclusive. No graduate of any school or college can have thorough and extensive scholarship in more than a few subjects; but the good Normal School gives opportunity for sound general scholarship and for such specialization as will enable students to differentiate according to their natural endowments. In every large class of prospective teachers some will be found who by their nature, disposition and early habits are adapted to the work of the kindergarten or primary instruction. Others by virtue of strong character, good general intelligence and adaptability are predestined to the work of grammar school teaching, while others by virtue of still different dispositions and talents are likely to be ill suited to any form of teaching other than that required in high schools or colleges. We therefore seek to meet the demands for teachers of every kind and grade.

In April and May, 1904, several of our prospective graduates signed contracts to teach during the ensuing year. The following are illustrations: One was elected to teach in a primary school at \$50.00 a month; two or three in primary schools at \$45.00 per month; two or three others in intermediate grades at \$50.00 per month; several young ladies in grammar grades at \$50.00 and \$55.00 per month; one young lady as a teacher of Science in an approved high school at \$50.00 per month; another as a teacher of History and Literature in an approved high school at \$45.00 per month; one young man in a city school superintendency at \$100 per month; another in a village superintendency at \$75.00 per month; another at \$60.00 per month; several others as principals and high school teachers at from \$50.00 to \$80.00 per month.

At the time of going to press several have been tendered positions which they decline. Long before the second Monday in September the members of our Senior Class who can be vouched for as superior disciplinarians and teachers will all have positions if they so desire.

So strong is the demand for Normal School graduates that several members of the Sophomore Class have secured positions of large responsibility. Seven or eight young men from this class have already been employed as principals of town and village schools at salaries ranging from \$50.00 to \$70.00 per month, while thirty or forty have positions in rural and other elementary schools.

**Testimonials.** It is becoming pretty well understood that the President and Faculty of this Normal School do not write recommendations for our students. We constantly invite strong and ambitious people to become students of this institution. The character of our graduates and students is widely known. They partake of the spirit of the institution. They become accustomed to the ways of busy, hard-working people. School boards have found this out. Our reputation is established. It is a strong testimonial to have received passing grades in our classes. It is one of the strongest testimonials possible to carry away one of our diplomas. School boards are annually annoyed by big bundles of testimonials presented by applicants for positions; but the graduates and students of this Institution, being already known for their skill and efficiency as teachers, neither trouble themselves nor annoy the school boards with numerous testimonials. The rule governing the President and Faculty is to wait until the student has some correspondence with the school board; then if members of the school board make inquiry, we respond stating the strong points of the student. Those who deal largely in testimonials are likely to defeat their own purpose because it is becoming pretty well known that only weak schools need to bolster up their students with such documents.

### **BOARD, TUITION, ETC.**

**Board.** Board (including room, meals, light, fuel, etc.,) costs from \$2.50 to \$3.25 per week, owing to kind and quality of accommodations and distance from the building. A majority of our students pay about \$2.75 per week. Some under the self-boarding or clubbing plan reduce their expenses to \$2.25. A few are said to reduce their expenses to \$2.00 per week. Many students

rent rooms and board in clubs, thereby reducing expenses to the minimum. Good homes in private families can always be secured.

While this Institution is based on the co-educational plan, it is the opinion of the Faculty that young ladies should patronize those boarding houses offering rooms for young ladies only and that it is better for gentlemen to patronize the boarding houses having rooms exclusively for young men. Those boarding houses conducted in accordance with this idea will be recommended to our students.

**Incidental Fee.** The incidental fee is \$6.00 for one quarter of twelve weeks. Before presenting themselves for enrollment and classification, students should first go to the Baird National Bank, south east corner of square, pay their incidental fee and bring receipt for the same to the President's Office. No programs are made out until receipts for incidental fee are presented at the Office.

In no case are incidental fees refunded.

#### **MANNER OF ENROLLING AND CLASSIFYING.**

Examinations are embarrassing. We avoid them as far as possible. As a basis of classification we receive grades from all reputable institutions and teachers. We prefer to do this.

**Bring Grade Cards.** Students should therefore bring with them their grade cards, certificates, diplomas and whatever other written or printed evidences of scholarship they may have. We desire especially to classify students and make up their programs from these credentials. Much time can thus be saved to the student and much inconvenience and worry avoided. Then if the students maintain themselves creditably in the work which they undertake to do in this institution, the grades brought from other institutions are approved and expressed in terms appropriate to our purposes and entered in our record.

**Bring Your Books.** Students should bring with them all the text-books formerly studied. Such books are useful to students at all times.

**Official Program.** The student's official program is issued by the President, but prior to the issuance of such program the student must present to the President a receipt for the incidental fee of the quarter.

**How the Program is Made.** If it is certain what subjects the student is prepared to study, the President will take up the Treasurer's receipt for incidental fee and issue at once an official program. If it is uncertain what the student's program should be, the student will be sent to the several heads of departments who will inspect credentials (grade cards, etc.) and recommend, on a "credential card," the subjects deemed suitable for a program. Then the student will return to the President's Office and the official program will be issued.

#### **BEGINNING OF CLASS EXERCISES.**

Class exercises will begin (according to the program given in other pages of this Bulletin) at 8:20, Monday morning, September 12th. All students should heed this notice.

This School runs according to the program clock.

We mean that **classes** will **meet** and **lessons** will be **assigned** on **Monday**, September 12th.

Notice particularly: **Program making** is to be attended to on Thursday, Friday and Saturday, September 8th, 9th and 10th.

Resident students should make their programs not later than Friday, September 9th.

Resident students should not expect to make programs on Saturday.

**Non resident students should arrive** not later than **Friday** so as to have the entire day Saturday, September 10th, for program making.

Classes meet on Monday, September 12th.

### WHEN TO ENTER.

The best time to enter classes is at the beginning of the school year, September 12th. But notice particularly: Programs should be made during the preceding Thursday, Friday or Saturday. The President and several members of the Faculty will be in or about the President's Office, Thursday, Friday and Saturday, September 8-9-10. Non-resident students should make it a point to reach Kirksville not later than Friday, September 9th. They should have programs made and books purchased on Saturday so that classes may be organized and **lessons definitely assigned on Monday, September 12th.**

Students should notice particularly the new division of the school year into **quarters of twelve weeks each**, the first quarter beginning Monday, September 12th and ending Friday, December 2nd. For those who can not enter at the beginning of the first quarter, the next best time to enter will be Monday, December 5th.

The **second quarter** begins **Monday, December 5th** and ends Friday, March 3rd. For those who have six months' fall and winter schools, the new division of time will be especially convenient since new classes will be organized at the beginning of the third quarter, Monday, March 6th.

The **third quarter** begins **Monday, March 6th**, and ends Wednesday, May 24th. The **fourth quarter**, or summer quarter, begins **Tuesday, May 30th**, and ends Thursday, August 17th. In a majority of subjects new classes are organized at the beginning of the third quarter and also at the beginning of the fourth quarter.

### ADVANCED STANDING.

The term **Advanced Standing** should be clearly understood by all students. When students first enter the Normal School we prefer to base their classification upon grade cards brought from other institutions. As soon as the student has demonstrated his ability to do well the advanced work undertaken in this Institution, he is entitled to present his grades to the

heads of departments with a view to having those grades carefully inspected and expressed in such form that they may be entered upon our records as credits upon which graduation may be based.

**Advanced standing** therefore means the grades obtained in other institutions and recognized by heads of departments in this Institution and expressed in such terms that they may be entered permanently in the records of this Institution.

#### **AMOUNT OF CREDIT IN FORM OF ADVANCED STANDING.**

Grades obtained in the University of Missouri, the State Normal Schools of Missouri and members of the College Union are accepted without alteration and transferred to the records of this Institution. Grades from other reputable institutions are likewise transferred to our records with little alteration.

At a recent Conference of the Missouri Normal Schools it was agreed that graduates of approved high schools of the first class offering four years of high school instruction should be given credit for ten units in a Normal School course; that graduates of approved high schools of the second class offering three years of high school instruction should be given credit for seven units in a regular Normal School course; that graduates of approved high schools of the third class offering two years of high school instruction should be given credit for four units in the regular Normal School course; that all students who bring teacher's certificates should be admitted to the Sub-normal or Preparatory classes without examination.

But this Institution, for reasons stated elsewhere, prefers to admit and classify all students on the evidences of scholarship furnished by their grade cards, certificates, diplomas, etc., and without examination; and for purposes of classification we accept high school work "subject for subject, master piece for master piece, month's work for month's work, problem for problem, experiment for experiment, thesis for thesis and year's work for year's work." This practice of ours is a necessity because the high schools do not all cover uniform amounts of

subject matter in any one subject and the same high school does not at all times cover a given subject in the same manner. We therefore seek to make rules of classification so flexible as to recognize fully the merits of each school and each individual student.

### DEBATING CLUBS AND LITERARY SOCIETIES.

This Institution encourages as much as possible that form of self-activity and self-government which is exemplified in the independent organizations of students. Among these are the three debating clubs having a membership of about one hundred young men; also the two general literary societies composed of young men and young women and numbering somewhat more than one hundred. Each of the regular classes of the Institution also constitutes a large and active literary society having a program once or twice each month.

Through one or more of these organizations every student has opportunity to learn parliamentary practice and to make use of his various talents somewhat as he will be required to do outside of school when he is engaged in the general affairs of life.

In this connection we find the business affairs of the Young Men's Christian Association and the Young Women's Christian Association helpful to students, for each of these organizations handles a considerable sum of money during the year and in many ways accustoms its active members to the transaction of business outside the school routine.

These various organizations are especially useful in wearing off the hesitancy and self-consciousness which so commonly characterize young students. They compel the student to lose himself in the realities of the business under consideration. He is thereby better fitted for leadership in his future career.

Much enthusiasm has been created among our literary and debating societies during the past two years on account of our successful debates with the Normal School at Peru, Nebraska. Our young men now have in anticipation a series of debates with some of the colleges of our own State and possibly with the State University. The Faculty will encourage them in these very

commendable efforts to put themselves into comparison with the best students and debaters of neighboring institutions.

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

Among the agencies of this School tending to promote quiet and purposeful living, two organizations surpass all others. They are the Young Men's Christian Association and the Young Women's Christian Association.

It is the well known policy of the Institution to encourage these organizations. Each Association is furnished one or more pleasant rooms within the Normal School building and is given the control and management of its own room or rooms. During the past year each Association numbered nearly two hundred members. Membership is purely voluntary. We encourage these organizations but leave the young people free as to the management of their respective associations.

One of the most pleasing events of the past year was the State Convention of the Y. M. C. A. men held in the Normal School building. Nearly four hundred delegates were in attendance. These represented University, College, Normal School, Railroad and Business Men's Associations of the State. On the evening of the second day banquets were spread and one hundred twenty of the business men in attendance sat down to the banquet in our Library, while three hundred college men were banqueted in the Gymnasium. One effect of the State Convention was to create great interest and enthusiasm in our local Associations and we have no doubt that great benefit accrued to the School at large by virtue of the work and influence of the large number of earnest and talented men who attended the Convention.

The lectures and other entertainments provided by the two organizations are of great benefit to the School.

On another page we show photographs of five Y. M. C. A. Bible Classes. These groups of young men are independent and self governing in their organization.

Even resident ministers and members of the Faculty are not permitted to have charge of these classes. Teachers are selected from among the more serious and scholarly members of the higher classes of the School and it may be said that the instruction is largely self instruction.

We believe that the plan of independent, self-governing associations is far better than that in which there is much of over-sight and direction by the President or the Faculty of the School.

The Sunday meetings of the two Associations are managed in the same manner as the general affairs of the Associations and here again it is thought that the spontaneity and self-activity of the young people bring about far higher and better results than could be secured under any plan of Faculty management. We endorse and favor the young people's associations as adjuncts to school and college life for the following reasons:

**The Young Men's Christian Association** is strictly democratic in operation; it appeals to the interests of all aspiring young men regardless of their wealth, dress, looks, parentage, or previous conditions.

It contributes to the practice of good order and quietude.

It tends to tame and tone down the over-flowing animal spirits of boisterous young men.

Because of its own inherent excellence it is self-perpetuating, and therefore never needs coddling or overseeing by the Faculty.

It utilizes many energies which would otherwise be wasted.

It awakens the best sympathies. It cultivates altruism.

It is a great force in the development of sterling manhood.

**The Young Women's Christian Association.** Of all the adjuncts to school or college life the Young Women's Christian Association is the best for young ladies. It is self-governing and self-regulating. It never lends itself to frivolity. It cultivates in the highest degree the rare qualities of modesty, dignity, and devotion to duty.



YOUNG WOMEN'S CHRISTIAN ASSOCIATION ROOM.



YOUNG WOMEN'S CHRISTIAN ASSOCIATION OFFICERS.

## THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION HOUSE.

The Young Women's Christian Association has long felt the necessity for a house of its own where some of its officers and members might live together, where meetings of various kinds might be held and a genuine home-like atmosphere might prevail. Several attempts have been made to establish such a house but not until this summer have these efforts proven successful. While this is a distinctly new feature and wholly untried in this locality, the Faculty and the interested friends feel that the benefits to be derived from the venture will be many.

A frame house four blocks north of the Normal School campus and very convenient to the public square and the churches has been selected for the Association House. It contains eight rooms: a library, kitchen, and six bed rooms. The entire suite of rooms has been furnished by local members of the Association and interested friends about town.

One **member of the Faculty** and the **Student Secretary** of the Association, Miss Rose Wells, will live in the House that the girls may at all times be duly chaperoned. Accommodations for eight other young women have been provided.

**Distinct Purpose of the Association House.** 1. A home where worthy and ambitious Association members may live and reduce their expenses to a minimum of not to exceed \$2.50 per week. 2. A home in which to receive the State Secretary, Bible Teachers and other Association guests; also a temporary stopping place for new girls upon their arrival in Kirksville. 3. A place where Bible Classes may meet and Association receptions may be given.

**Expenses.** Each girl will pay \$1.00 per month for her room and there must be two girls in each room. Lights, fuel and washing of bed linen and towels must be paid for in addition to rent of room. It is hoped that the entire cost of living may be reduced to \$2.50 per week, or less, for each girl.

**Light House Keeping.** A kitchen has been fitted up and the girls may do their own cooking, laundry work, etc., if they so desire. They may get their meals at near by boarding houses.

All applicants for rooms in the House and those wishing further information, please address Miss Rose Wells, Student Secretary Young Women's Christian Association, Kirksville, Missouri, or Miss Ina Holloway, President of Association, Kirksville, Missouri.

As accommodations for only eight girls are afforded, those wishing to make application will oblige the Association by doing so at an early date. Credentials from ministers, teachers or other well known persons will be required as to moral and social standing of applicants.

### ATHLETICS.

**General Purpose.** This Institution encourages its students to participate in Athletics, both in the gymnasium and on the Athletic Field. We seek to foster the development of good physical health and strength by systematic gymnasium work and various out of door games and, for the student body at large, by inducing them to spend an hour a day, if possible, in the open air and the sun shine. We expect all our students to return home at the close of the year with as good health or better health than when they enter the school in September. We do not intend that our young men and young women shall become pale faced or sallow but on the contrary we expect to increase the evidences of physical health and strength through the gymnasium and out-door Athletics. People should expect their sons and daughters to come home at the end of the year with the marks of health on the cheek, with firm and vigorous step, and with freedom from evidences of weariness. Only those who enjoy good physical health can be ideal students. People should attend school not to become exhausted but to grow strong.

**Games.** The Institution has just passed through its first regular season of foot ball and of base ball wholly under amateur coaches. No one was permitted to play on either team who was not a regular student in good standing with a full schedule of studies.

Our foot ball season was a short one, only seven weeks. The team played in three well contested games, one with Central College, one with Westminster College and one with William Jewell College. It was gratifying to have our young men win all the games and score a total of 56 points

against a total of 8 on the part of contesting teams. The games were played on our own Athletic Field. It was agreed by each of the teams of those good old colleges that our young men played a fair, clean, honest game. We expect to have a stronger team during the fall of 1904. Our young men propose to play purely amateur foot ball and expect opposing teams to do the same. Indeed we will play with no institution which is even suspected of questionable practices. Our base ball season included also three games with institutions outside of Kirksville, two games with the State University and one with Westminster College. The games with the University were both lost by a close margin; the one with Westminster was in our favor by 11 to 0, although it is known that the Westminster team is a very strong one and that it was able to defeat the University. We do not regard the winning of games of itself especially important; but the loss of too many games has a dis-heartening influence on the students and the winning of a reasonable proportion of the games increases the esprit de corps. We shall at all times encourage other games which, to the school-at-large, are probably of greater value than foot ball or base ball. We have during the winter months a great deal of basket ball, hand ball and other similar games both inside and outside the gymnasium. We are fairly well supplied with grounds for tennis and other lighter out of door games and shall continue to encourage these games.

**Military Training.** Mr. S. S. Carroll, long trained in general Athletics and in military tactics at the Missouri University, will have charge of Athletics for young men and among other things will organize a cadet corps. Steps have been taken to secure one hundred stand of arms and our new Athletic Field will give opportunity for out of door drills in addition to those conducted in the gymnasium.

**Two Teachers of Athletics.** We last year made a beginning of gymnasium work for our young women under Miss Barnes who has enjoyed good advantages and who takes pride in directing the gymnasium work. Miss Barnes will have larger classes and better opportunity during the coming year and we expect the gymnasium work to be highly beneficial to our young women.

### NORMAL ARCHIVES.

During the past year a beginning was made towards collecting the archives of the institution and arranging them in some shape for preservation. This work has been done under the direction of the Curator of the Archives, Mr. Violette of the History Department. After some considerable effort a complete file of the Normal catalog and the Normal Message have been collected. A series of Normal scrap books which will contain programs of various events in the school, newspaper clippings, and the like, is now being made. Pictures of former teachers and students and of different organizations are being gathered. Some of the society records have been turned over to the archives.

However, only a small part of what is desired has been acquired. It is feared that many things now wanted have been completely destroyed. Every effort will be put forth to collect as much of the documentary material bearing upon the history of the school as yet exists, and the co-operation of the friends of the institution is earnestly solicited.

Copies of the old Catalog and of the Normal Message are wanted for a duplicate set of each publication. Programs, newspaper clippings, pictures, old records, etc., are also desired. Those who have any of the above matter and are willing to contribute it to the School will confer a great favor by sending it to the Curator. Whatever is sent will be carefully preserved and due recognition will be given for the same.

### SPECIAL SUGGESTIONS.

1. All books, wraps, hats, caps, overshoes, umbrellas, etc., should be **plainly marked** by the owners thereof so as to be known wherever found.
2. The city residence of every student is required at the office. In case of change report should be made at once.
3. Every case of sickness should be reported promptly at the office. When any student is taken sick he or she is especially requested to send word to the office. The President and Fac-

ulty will thus be able to contribute much to the relief of the students.

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

#### GENERAL REGULATIONS.

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

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

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

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

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

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

#### VACCINATION.

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

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

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

1. Vaccination should always be done by a physician who will take due precaution and make the operation aseptic, as much so as is done in surgical cases.
2. The after care is as important as that of injuries or surgical operations.
3. Only sterilized dressings should be used.
4. Vaccination that is not infected by carelessness seldom gives any trouble.

#### **RULES FOR GRADING AND REPORTING.**

1. Seventy-five (75) is to be the passing grade.
2. Three ranks are to be recognized above and including 75.
  1. **Passable**, to be marked and reported by the letter P.
  2. **Good**, to be marked and reported by the letter G.
  3. **Excellent**, to be marked and reported by the letter E.
3. Two ranks are to be recognized below seventy-five (75).
  1. **Conditioned**, to be marked and reported by the letter C.
  2. **Failed**, to be marked and reported by the letter F.
4. Grades in the Normal School books and records are to be marked by the above mentioned letters and those only; but any teacher may give numerical grades to his students if he desires to do so.
5. Each teacher establishes his own requirements for the ranks to be attained.
6. A student who is conditioned in any subject which continues from one quarter to another, may continue in that subject, but must satisfy the teacher under whom he is conditioned that he has made up the conditioned work, the time and method of satisfaction to be left to each teacher. If a student fails to make up conditioned work within one year after condition is imposed, he shall be required to do the work again in class.
7. A student who has failed in any subject which continues from one quarter to another, shall do again in the class the work in which he has failed and shall not do advanced work in that subject until a passing grade shall be made in the back work.

## COURSES OF INSTRUCTION.

### Special Course, One Year.

FOR TEACHERS IN RURAL AND OTHER ELEMENTARY SCHOOLS.

We now offer a course of one year especially adapted to the purposes of teachers in rural and other elementary schools. It includes a review of Arithmetic and Grammar with a special view to thorough analysis and to methods of teaching these subjects; also United States History with map drawing and supplementary reading with a view to fitting teachers well to teach this subject in all schools where it may be needed; also twelve weeks, or one quarter, in Physiology and Dissection with a special view to methods of teaching Physiology, Hygiene, etc.; also six months, or two quarters, in Civil Government and Library Work with a view to a full knowledge of the subject and an acquaintance with the methods and resources of use in teaching the same. Combined with the foregoing we offer three quarters, or one "unit" of work, which may be elected from Algebra or Latin or Literature.

No part of this course is eighth grade work or Elementary School work. It is of the rank of severe High School work. It is the very thing that many High School graduates need and take.

It is given for two purposes: 1. As a special preparation and strong foundation for a regular Normal School course. 2. As a training for those rural and other elementary school teachers who can not for the time being pursue a full Normal School course.

#### TABULATION OF PREPARATORY YEAR, OR SPECIAL TEACHERS' COURSE.

Arithmetic and Arithmetical Analysis.....	2 quarters.
Grammar and Analysis, with Composition.....	2 quarters.
United States History with maps, Supplementary Reading, etc.....	2 quarters.
Physiology with Dissection and Methods, etc.....	1 quarter.
Civil Government with Library Work in same.....	2 quarters.
Algebra or Latin or Literature.....	3 quarters.

## TABULAR VIEW OF THE COURSES OF INSTRUCTION.

### ENGLISH COURSE NO. I.

### ENGLISH COURSE NO. II.

#### FRESHMAN YEAR.

<p>7/2 12 43 5 22</p> <p>*English (Myth. &amp; Am.-Eng. Lit.) 3          Agri. or Ph. Geog. .... 3          *Algebra (Wentw. New Sch.) .... 3          Reading, Physical Culture, { ... 4          Drawing, Music, Gym. Work {          Elementary Psychology ..... 1</p>	<p>*English (Myth. &amp; Am.-Eng. Lit.) 3          Agri. or Ph. Geog. .... 3          *Algebra (Wentw. New Sch.) .... 3          Reading, Physical Culture, { ... 4          Drawing, Music, Gym. Work {          Elementary Psychology ..... 1</p>
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#### SOPHOMORE YEAR.

<p>*English (Rhetoric) ..... 3          Ancient History ..... 3          Zoology or Botany ..... 3          *Plane Geometry ..... 2          Practice Teaching ..... 1          Pedagogy ..... 2          Music or Manual Training or { 2          Gymnasium Work ..... }</p>	<p>*English (Rhetoric) ..... 3          Ancient History ..... 3          Zoology or Botany ..... 3          *Geometry ..... 3          Practice Teaching ..... 1          Pedagogy ..... 2          Music or Manual Training or { 1          Gymnasium Work ..... }</p>
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#### JUNIOR YEAR.

<p>Eng. Lit. 1; Am. Lit. 2 ..... 3          M. &amp; M. H. or Am. Hist. .... 3          Chemistry ..... 3          Solid Geometry ..... 1          Trigonometry ..... 2          Schools of Mo. .... 1</p>	<p>Eng. Lit. 1; Am. Lit. 2 ..... 3          Mediæval &amp; Modern Hist ..... 3          Chemistry ..... 3          Trigonometry ..... 2          College Algebra ..... 1          Schools of Mo. .... 1</p>
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#### SENIOR YEAR.

<p>English Literature ..... 3          Physics ..... 3          2d yr. German ..... 3          College Algebra ..... 1          Practice Teaching ..... 2          History of Education ..... 2</p>	<p>English Literature ..... 3          Physics ..... 3          { Col. Alg. &amp; Analytics or }          { Eng. Const. Hist. or } ..... 3          { Am. Const. Hist. }          Manual Training ..... 1          Practice Teaching ..... 2          History of Education ..... 2</p>
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**ELECTIVES AND GRADUATE STUDIES.**—Analytical Geometry, Calculus, Advanced College Algebra, Livy, Horace, Argumentative Discourse, Elizabethan English, Nineteenth Century Literature, one or two quarters each; English Constitutional History, American Constitutional History, Experimental Organic Chemistry, General Inorganic Chemistry, General Descriptive Physics, Advanced Zoology or Biology, Library Work, History and Philosophy of Education, one year each.

\*One unit of work in Alg. or Eng. being elected and offered in the Preparatory Year, the student as a Freshman is correspondingly advanced into the Sophomore Year. He therefore has  $4\frac{1}{2}$  or  $4\frac{2}{3}$  units left for the regular Sophomore Year.

**NOTE:** The Arabic Numerals show the number of quarters in each subject. A quarter is 12 weeks. A unit is 3 quarters in 1 subject.

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

# TABULAR VIEW OF THE COURSES OF INSTRUCTION.

## LATIN COURSE NO. I.

## LATIN COURSE NO. II.

### FRESHMAN YEAR.

<ul style="list-style-type: none"> <li>*Lat. (First Book &amp; Nepos.) .....3</li> <li>*English (Myth. &amp; Am. Lit.).....3</li> <li>*Alg. (Wentw. New Sch.).....3</li> <li>Reading, Physical Culture, Drawing, Music, Gym. Work } ....4</li> <li>Elementary Psychology.....1</li> </ul>	<ul style="list-style-type: none"> <li>*Lat. (First Book &amp; Nepos).....3</li> <li>*Eng. (Myth. &amp; Am. Lit.).....3</li> <li>*Alg. (Wentw. New Sch.).....3</li> <li>Reading, Physical Culture, Drawing, Music, Gym. Work } ....4</li> <li>Elementary Psychology.....1</li> </ul>
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### SOPHOMORE YEAR.

<ul style="list-style-type: none"> <li>*Latin (Nepos &amp; Cae.).....3</li> <li>*English (Rhetoric).....3</li> <li>Zoology or Botany.....3</li> <li>*Plane Geometry.....2</li> <li>Practice Teaching.....1</li> <li>Pedagogy.....2</li> <li>Music or Manual Train'g or Dr. or Gymnasium work } ....2</li> </ul>	<ul style="list-style-type: none"> <li>*Latin (Nepos &amp; Cae.) .....3</li> <li>*English (Rhetoric) .....3</li> <li>Ancient History.....3</li> <li>*Geometry, Zool. or Botany .....3</li> <li>Practice Teaching.....1</li> <li>Pedagogy.....2</li> <li>Dr. or Music or Manual Tr. } or Gymnasium work..... 2</li> </ul>
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### JUNIOR YEAR.

<ul style="list-style-type: none"> <li>Latin (Cicero &amp; Ovid.).....3</li> <li>Ancient History.....3</li> <li>Chemistry.....3</li> <li>Solid Geometry.....1</li> <li>Trigonometry.....2</li> <li>Schools of Mo.....1</li> </ul>	<ul style="list-style-type: none"> <li>Latin (Cicero &amp; Ovid).....3</li> <li>Mediæval &amp; Modern History.....3</li> <li>Chemistry.....3</li> <li>Plane &amp; Solid Geometry or Trigonometry &amp; Col. Alg... } 3</li> <li>Schools of Mo.....1</li> </ul>
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### SENIOR YEAR.

<ul style="list-style-type: none"> <li>Latin (Sallust &amp; Vergil).....3</li> <li>English Literature.....3</li> <li>Physics.....3</li> <li>College Algebra.....1</li> <li>Practice Teaching.....2</li> <li>History of Education.....2</li> </ul>	<ul style="list-style-type: none"> <li>Latin (Sallust &amp; Vergil).....3</li> <li>English Literature.....3</li> <li>Physics or Trig. &amp; Col. Algebra or English Const. History or Am. Const. History } 3</li> <li>Practice Teaching.....2</li> <li>History of Education.....2</li> </ul>
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ELECTIVES AND GRADUATE STUDIES.—Analytical Geometry, Calculus, Advanced College Algebra, Livy, Horace, Argumentative Discourse, Elizabethan English, Nineteenth Century Literature, one or two quarters each; English Constitutional History, American Constitutional History, Experimental Organic Chemistry, General Inorganic Chemistry, General Descriptive Physics, Advanced Zoology or Biology, Library Work, History and Philosophy of Education, one year each.

\*One unit of work in Alg. or Lat. or Lit. being elected and offered in the Preparatory Year, the student as a Freshman is correspondingly advanced into the Sophomore Year and therefore has  $4\frac{1}{2}$  or  $4\frac{3}{4}$  units of work left for the regular Sophomore Year.

NOTE: The Arabic Numerals show the number of quarters in each subject. A quarter is 12 weeks. A unit is 3 quarters in 1 subject.

NOTE: Agri., Agriculture; Myth., Mythology; Am., American; Lit., Literature; Eng., English; Const., Constitutional; Ph., Physical.

## ELECTIVE COURSES.

The following Elective Courses are offered, each requiring a sum total of eighteen academic and pedagogic units in addition to the requirements heretofore specified for the preparatory or special teachers' course.

A unit consists of thirty six weeks' work, five days in the week, 50 minute class periods. This is substantially the same as heretofore.

**Constants.** It is agreed that no one shall graduate from any advanced course or four years' course of the Institution who does not offer among the above mentioned eighteen units the following ten: Three units in Pedagogy; three, in English; two, in Mathematics; one, in History; and one, in Science.

For working purposes all subjects are separated into three classes:

The following academic subjects requiring preparation constitute **Class One:** English, Latin, Mathematics, Science, History, German, French, Greek, Library Work.

The following subjects constitute **Class Two:** Reading, Physical Culture, Gymnasium Work, Vocal Music, Drawing, Manual Training, Military Drill.

Pedagogy, Psychology, History of Education, Special Methods, Practice School Work, Kindergarten Theory and Practice, and other Professional subjects constitute **Class Three.**

Subjects	No. of units offered by the school	Minimum to be offered by student, if any in the subject be offered.
English .....	.5	.3
Latin .....	.5	.2
Mathematics .....	.5	.2
Science .....	.7	.1
History .....	.4	.1
German .....	.4	.2
French .....	.4	.2
Greek .....	.4	.2
Library Work .....	.1	.1

In any **regular four years' Elective Course** thirteen units in addition to the requirements of the preparatory year shall be offered from Class one; two units may be offered from Class two; three units shall be offered from Class three. In any special course such as the Kindergarten Course not less than nine academic units from Class one will be required and not less than three units from Class three. In such special Elective Course six units may be offered as special elective units and these may be agreed upon by the student, the President and the head of the department interested.

But notice: In order to graduate by any Elective Course one academic subject must be elected which shall constitute the **major academic subject** or the contemplated specialty of the student. In such **major subject** at least four units shall be offered. Around these others are to be clustered which shall constitute related minors. No unit will be accepted unless all lower units in the same department are first finished. If German, French or Greek be offered the last year's work in the subject must be done in this Institution. 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.

Notice especially the definition of **a unit**; also that every **stated course** and **every elective course** contains **eighteen** units and that these are **based upon the requirements of the preparatory year**.

**Notice to former Students:** You will see, by adding the elective unit in the preparatory year, that you have as requirements in the above courses precisely the same number of units as were required last year.

**DAILY PROGRAM, FIRST QUARTER, SEPT, 12 TO DEC. 2, 1904.**

TEACHER.	ROOM	FIRST PERIOD. 8:20-9:05	SECOND PERIOD. 9:05-9:55	THIRD PERIOD. 10:20-11:05	FOURTH PERIOD. 11:05-11:55	FIFTH PERIOD. 1:05-1:50	SIXTH PERIOD. 1:50-2:40	SEVENTH PERIOD. 2:40-3:30.
Miss Bryan	1	M. Tr.	M. Tr.	M. Tr.	M. Tr.	M. Tr.	M. Tr.	
Mr. Gentry	3		Fr. Lat. 1 qr.	Soph. Nep. 1 qr.	Jun. Clc. 1 qr.		Senior Sal- lust, 1 qr.	
Miss Green	11	Fr. Lat. 2 qr.	Soph. Cae. 2 qr.		Fr. Lat. 3 qr.			Livy
Mr. Violette	4			Anc. Hist. 2 or 3 qr.	Anc. Hist. 1 qr.	Anc. Hist. 1 qr.	Eng. Hist. 1 qr.	M. & M. Hist. 1 qr.
Mr. Vaughn	6			U. S. Hist. 1 qr.	Civ. Gov. 1 qr.	U. S. Hist. 2 qr.	Civ. Gov. 2 qr.	Am. Const. Hist. 1 qr.
Mr. Daugherty	7	Soph. Zool. 1 qr. (3 d.)		Physical Geog. 1 qr. (3d.)		Soph. Zool. 2 qr. (3 d.)		Physiol. (5 d.)
Miss Jackson	A	Fr. Agriculture 1 qr. (3 d.)				Soph. Botany 1 qr. (3 d.)		
Mr. Weatherly & Mr.	9 19 43	Junior Chemistry. 1 qr.		Senior Physics, 1 qr. Organic Chem., 1 qr.		Junior Chemistry 2 or 3 qr.		
Mr. Harvey	2		Pl. Geom. 1 qr.	Alg. 3 qr.				
Mr. Lehman		Arith. 1 qr. (6)		Pl. Geom. 2 qr. (5)	Alg. 2 qr. (2)	Col. Alg. (11)	Sol. Geom. (2)	
Mr. Ginnings	5	Arith. 2 qr.	Alg. 1 qr.		Alg. 1 qr.	Trig. 1 qr.	Analytics	

**DAILY PROGRAM, FIRST QUARTER, SEPT. 12 TO DEC. 2, 1904.**

TEACHER.	Room	FIRST PERIOD. 8:20-9:05	SECOND PERIOD. 9:05-9:55.	THIRD PERIOD. 10:20-11:05.	FOURTH PERIOD. 11:05-11:55.	FIFTH PERIOD, 1:05-1:50.	SIXTH PERIOD, 1:50-2:40	SEVENTH PERIOD. 2:40-3:30
Mr. Settle	44	Sen. Eng. Lit. 1 qr.		Jun. Eng. Lit. 1 qr.	Soph. Rhet. 1 qr.	Soph. Rhet. 1 qr.	Arg. Dis.	
Mr. Carroll		Soph. Rhet. 2 qr. (4)	Fr. Lit. 2 qr. (4)	Fr. Lit. 1 qr. (11)	Fr. Lit. 2 qr. (44)	Physical Culture.	Athletics.	
Miss Barnes	42	Fr. Lit. 1 qr.	Gram. & Comp.	Drawing	Gram. & Comp.	Gym. Work.	Gym. Work.	
Miss Linton	12	Reading & V. C.	R. & V. C. Begin	R. & V. C. Adv.	Fr. Lit. 1 qr.	R. & V. C. Begin	Fr. Lit. 1 qr.	
Mr. Goldberg	42						First Year German.	Second Year German.
Mr. Wilson	8		Soph. Ped. 1 qr.	Soph. Ped. 1 qr.	Fr. El. Psychol.	Fr. El. Psychol.		
Miss Tinkham	15	Voc. Music Tr. School	Adv. Voc. Music.	Begin Voc. Music	Voc. Music Tr. Sch.	Begin Voc. Music	Special.	
Miss Parrish	Li	Library	Library	Library	Library	Library	Library	(Lib. Class 4 to 5 p. m.)
Miss Hastings	31	Tr. Sch.	Tr. Sch.	Tr. Sch.	Tr. Sch.	Tr. Sch.	Tr. Sch.	
Miss Westrope		Tr. Sch.	Tr. Sch.	Tr. Sch.	Tr. Sch.	Tr. Sch.	Tr. Sch.	
Miss Greer		Tr. Sch.	Tr. Sch.	Tr. Sch.	Tr. Sch.	Tr. Sch.	Tr. Sch.	
Miss Scott	Kg	Kgn.	Kgn.	Kgn.	Kgn.	Consultation.	Consultation.	

### **CERTIFICATES AND DIPLOMAS.**

Candidates for graduation in the Sophomore ("Elementary") Course are required to do the equivalent of at least three months' resident student work. Candidates for graduation in any Senior Course or four years' course are required to do the equivalent of nine months' resident student work. All candidates must be of good moral character and maintain a rank of "G" in at least half of the subjects studied or offered.

Those who complete the Sophomore year in a Latin Course or English Course or the Special Kindergarten Course receive an Elementary Certificate showing the course completed and the holder's standing in the subjects studied. These certificates authorize the holder to teach in any county of Missouri for a period of two years. Those who complete any four years' course receive a diploma specifying the course completed. Each diploma authorizes the holder to teach in any public school of Missouri during life unless the same be revoked for cause.

### **DEGREES CONFERRED.**

The degree Bachelor of Pedagogy is conferred upon all persons graduating in any Senior Course.

The degree Master of Pedagogy is conferred upon those graduates in any Senior Course who shall have taught satisfactorily after graduation and who in addition thereto shall have done the equivalent of nine months' resident student work in a graduate course of the Institution.

The degree Bachelor of Arts will be conferred upon those graduates in any four years' course who shall have offered eight units of graduate work; but such graduate work shall be in extension of the student's major and allied minor subjects; and five of such units shall be selected from the following: Latin, Greek, German, French, Mathematics, History, English, Science.

## SYLLABI OF COURSES OF INSTRUCTION.

### ART.

MISS BARNES.

Drawing illustrative of literature and history. Nature study drawing and painting. Landscape work in charcoal, colored crayon, ink and water color. Free-hand drawing from life, still-life and casts. Geographic drawing (chalk modeling)—plains, valleys, mountains, volcanoes, glaciers, geysers, canons, lakes, plateaus, rivers, mountain systems, chalk modeled relief maps. History of art, study of architecture, sculpture, painting, historic ornament. Picture study, masterpieces, pictures for children.

### ATHLETICS.

MR. CARROLL.

It is earnestly desired that the aim of this department be clearly understood. Physical culture, aside from its unquestionable importance as a means of rest and recreation, has a recognized practical value as an auxiliary to serious study. Entirely appropriate to those who are by nature robust, it is absolutely essential to the student whose physical health is in any degree impaired.

The purpose of the management, therefore, is to make all athletics, in-door and out-door, not only pleasurable, but profitable. Accordingly, all work in this department will be, in future, so classified and specialized as to render it possible for every student of the School to enjoy its benefits.

The School is supplied with an excellent gymnasium fully equipped with the apparatus necessary to systematic class work. The Athletic Field affords the best of facilities for foot ball, base ball, tennis, track work, and all other forms of out-door sports.

Probably no variety of physical exercise is more suitable to a thoroughly symmetrical development of the body than the infantry drill as prescribed for the regular soldier. Upon this theory it has been decided to organize, as an addition to the Athletic Department, a body of military

to be recruited from the student corps by voluntary enlistment. All students who are not less than five feet one inch in height, and who are in no other way disqualified for military service, are eligible to enrollment.

Equipments will consist of a full complement of Springfield rifles of the latest model, sabres, ammunition, targets, and a convenient armory. The undress or fatigue uniform will be worn at drill.

All exercises will be strictly practical. Thorough instruction will be given in the school of the soldier, company, and battalion; rifle firing at from 100 to 500 yards; duties of the camp, guard mounting, guard duty, dress parade and inspection. At stated intervals, recitations will be had in the U. S. Army Drill Regulations.

For the purpose of encouraging an active interest in general athletics, this department is to be considered as belonging to the regular curriculum, and credits will be allowed for work done toward all degrees conferred by the School.

### ENGLISH.

MR. SETTLE, MR. CARROLL, MISS BARNES.

1. Mythology and Classics.
  - a. Myths of Greece and Rome. Greek and Latin Classics.
  - b. American and English Classics.
  - c. American and English Classics.

**a** will be repeated the 3d quarter; **b** will be repeated the 4th or summer quarter; half of **b** and all of **c** will be given during the 1st and the 2d quarters.

This being a foundation for future work in English, much emphasis will be placed upon the study of literary types, and upon oral and written expression.

Text-books: Guerber's Myths of Greece and Rome, McNeill and Lynch's Introductory Lessons in Literature, Curry's Literary Readings.

NOTE: **a** represents the apportionment for 1st quarter; **b** for 2nd qr.; **c** for 3rd qr.



DEMOSTHENONIAN DEBATING CLUB.



CLAYTONIAN DEBATING CLUB.



WEBSTERIAN DEBATING CLUB IN SESSION.



SENIOR LITERARY SOCIETY ;



PHILOMATHEAN LITERARY SOCIETY.



IN THE CHAPEL MARCH 30, 1904.

2. Rhetoric and Composition.

- a. Paragraphs, Sentences, Words, Punctuation and Capitalization, Figures of Speech.
- b. Description, Narration, Letter Writing, Theme Writing.
- c. Exposition, Argumentation, Poetry.

**a** will be repeated the 3d quarter; **b** will be repeated the 4th quarter; advanced classes will take **b** and **c** the first quarter and continue into the second quarter.

Frequent written work will be required. Literary study and analysis will be combined with the work of the course. The elements of literary criticism will be developed.

Text-books: Lockwood and Emerson's Composition and Rhetoric, Buehler's English Exercises, Cairn's Forms of Discourse.

3. English and American Literature.

- a. English Literature from the Puritan Age to the Rise of Romanticism (1603-1780).
- b. American Literature in its early or formative periods (1607 to about 1850 or 1860).
- c. American Literature from about the middle of the 19th century.

**b** or **c** will be repeated in the 4th quarter.

This course gives a philosophic study of the development of American Literature, the rise of different types, the moving spirit of the times, and the influence of locality.

**a** covers the period in English Literature that influenced most the literary subjects and methods in America.

Text-books: Halleck's History of English Literature, Simonds's History of English Literature, Abernethy's American Literature, Painter's American Literature.

4. English Literature.

a. Development of the English Nationality, Language, and Literature including the Elizabethan Age.

- b. Elizabethan Age. Rise of the Drama. Shakspeare.
- c. From the Age of Romanticism to the present.

b or c will be repeated in the 4th quarter.

It is desired and expected that all candidates for Senior graduation will take at least two quarters of English in their last year in the school.

Text-books: Halleck's History of English Literature, Simonds's History of English Literature, Anderson's Study of English Words, Lewis's Beginnings of English Literature.

5. Fifth Year Electives.

a. Argumentation. Principles of Debating.

b. Shakespeare. Eight Plays.

c. Victorian Literature (1837 to the present).

Under certain conditions, these electives may be counted for a part of the regular Sophomore, Junior or Senior requirement.

Text-books: MacEwan's Essentials of Argumentation, Dowden's Shakespeare, Halleck's History of English Literature, Simonds's History of English Literature.

### AMERICAN HISTORY AND GOVERNMENT.

MR. VAUGHN.

1. U. S. History.

a. From the discovery of America to the end of the Revolution.

b. The history of the United States under the constitution.

a and b will be repeated respectively in the spring and summer quarters. This course will be varied in intensity to meet the demands of the classes.

Text: McMaster.

2. Civil Government.

a will be devoted entirely to State Government, including that of the city, town, and county.

b. The constitution of the United States.

a will be repeated during the spring quarter.  
b will be repeated during the summer quarter. Explanation: This course will also be varied to suit the needs of the students.

Text: James and Sanford, The State and Nation.

3. American Constitutional History.

a. Colonial Period.

b. The Revolutionary Period, and the constitutional period to 1828.

c. From 1828 to 1900.

a will be repeated in the spring, and probably in the summer quarter.

b will be repeated in the spring, and possibly in the summer quarter.

c will possibly be repeated in the summer quarter.

Explanation: This course is intended for Juniors and Seniors, or students wanting a heavy course in American History and Government.

Text: Channing.

## HISTORY.

MR. VIOLETTE.

1. Ancient History.

a. From the beginning of historic times to the close of the Graeco-Persian War, 479 B. C.  
Given during fall quarter.

b. From the close of the Graeco-Persian War to the death of Augustus, 14 A. D. Given winter quarter.

c. From the death of Augustus to the coronation of Charles the Great, 800 A. D. Given spring quarter.

a will be repeated in the spring quarter.

a, b, and probably c will be repeated in the summer quarter.

As this is the beginning course in history, frequent attention will be given to the methods of historical study. This course must be preceded by U. S. History and Civil Government.

Texts: Myers' Eastern Nations, Myers' Greece, Myers' Rome, its Rise and Fall. Emerton's Introduction to the Middle Age.

2. Mediæval and Modern History.

a. From the coronation of Charles the Great to the close of the Crusades, 1270. Given fall quarter.

b. From the close of the Crusades to the Peace of Westphalia, 1648. Given winter quarter.

c. From the Peace of Westphalia to the present time. Given spring quarter.

a and possibly b will be repeated in the summer quarter.

Special consideration will be given to the institutions of government. At least one thesis must be prepared by each student in the course.

Texts: Myers' Middle Ages and Myers' Modern Age.

3. English Constitutional History.

a. From the Roman Conquest of Britain to the Model Parliament, 1295. Fall quarter.

b. From the Model Parliament to the close of the Civil War, 1649. Winter quarter.

c. From the close of the Civil War to the present time. Spring quarter.

Possibly a will be repeated in the summer quarter. This course will be devoted chiefly to the study of the political institutions of England. Two theses must be prepared by each student in the course.

Texts: Andrew's History of England and Moran's English Government.

## LATIN.

MR. GENTRY AND MISS GREEN.

### 1. Freshman Latin.

- a. First Year Latin (Collar & Daniell) to page 85.
- b. First Year Latin (Collar & Daniell) to page 150.
- c. First Year Latin (Collar & Daniell) completed and Biography of Miltiades (Nepos).

The work of the First Quarter will be offered again in the spring quarter and in the summer quarter. The chief aim in this course is to master the inflections of the language and to secure familiarity with the simpler principles of syntax.

### 2. Sophomore Latin.

a. Biographies of Themistocles and Hannibal (Nepos), Cæsar's War with the Helvetians; Latin Grammar; Composition.

b. Cæsar's Wars with Ariovistus and with the Belgæ; Grammar; Composition.

c. Third, Fourth and Fifth Books of Cæsar; Grammar; Composition. The work of this course will be begun again in the spring and summer quarters. The objects kept prominently in view are to learn how to get the thought of the Latin by taking the words in the Latin order, correct and forceful translation of Latin into English, to secure through the work in composition extensive knowledge of syntax and oft recurring idioms.

Texts: Cæsar, Kelsey; Grammar, Bennett; Composition, Bennett.

### 3. Junior Latin.

a. Three orations against Catiline; Grammar; Composition.

b. Fourth oration against Catiline, and the oration for Archias; Composition. Ovid; Autobiography, Selections from the Heroides and Amores.

c. Ovid, Selections from the Metamorphoses.

Much attention will be given, while reading Cicero, to the Roman Constitution, and, while reading Ovid, to metres and metrical reading.

The First Quarter of this course will be offered again in the summer quarter.

Texts: Cicero, Kelsey; Composition, Moulton, Part II; Ovid, Miller.

4. Senior Latin.

a. Sallust's War of Catiline; Composition.

b. Vergil's Aeneid, Books I and II.

c. Vergil's Aeneid, Books III, IV and V.

Chief features of this course are comparisons between Sallust and Cicero as to subject matter and style. Purpose of Aeneid, its religious import, Mythology, Metre.

The work of the first and third quarters of this course will be repeated in the summer quarter.

Texts: Sallust, Scudder; Composition, Bars; Vergil, Comstock.

5. Elective Latin.

a. Book I and part of Book XXI of Livy; Composition.

b. Book XXI of Livy finished; Composition; Selections from Odes of Horace.

c. Selections from Odes, Satires and Epistles, including the Ars Poetica.

Points emphasized are Roman History and Legends, Metres of the Odes, committing to memory choice passages from Horace. The work of two divisions of this course, probably **a** and **c**, will be repeated in summer quarter.

Texts: Livy, Greenough and Peck; Horace, Greenough and Smith; Composition, Bars.

## LIBRARY COURSE, ONE YEAR, 9 MONTHS.

MISS PARRISH.

Accessioning, classification and cataloging according to Dewey decimal system.

Books as regards their making. Care of books.

Book buying, price lists, trade catalogues.

Book handling, stamping, plating, pocketing, labeling.

Loan systems; necessity of simple one for Normal School; book cards, students' cards, professors' cards, special privileges.

Library rooms, location, size, arrangement, etc.

Books essential in a Normal School, reference books especially. Elements of reference work, dictionaries, encyclopedias, periodicals, indexes, bibliographies.

English and American literature, best hand-books, books of method.

Best books on various subjects in average school curriculum; general works for teachers, for children, methods of using them—for reading, lending, reference.

Advantages, character and use of general library; relations of teachers with library; school room collections; teachers' libraries.

Children's department; carefully tested lists of books for children; bulletins; to what extent children may choose a course of reading; story hour; supplementary work.

Actual practice in library management, library economy and children's department to enable teachers to organize and administer public school libraries in an intelligent and economical way.

## MANUAL TRAINING.

MISS BRYAN.

FIRST QUARTER. Work will be largely conventional design—developed from the unit form and done in black and white, drawings saved, applied and carried out later in the course. This class will be given elementary sloyd work—cardboard and whittling—with drawings for same. Work such as teachers in district or graded schools may have need for.

SECOND QUARTER. Something of the kinds of wood-growth, strength and use. The care and repair of tools.

Work in soft woods and some little in soft metal. Each piece in wood will be worked out from a mechanical drawing given the student. The wood work in this quarter will be wholly “bench sloyd.”

THIRD QUARTER. Some few original pieces in joinery, with drawings. Chip carving and relief carving done in hard wood. Drawings made in first quarter to be used as designs.

Much variety will be desired in the decorative carvings. Students will be required to create as well as work out their own designs.

In work as planned for the coming year students will find it to their advantage to take the design work in first quarter before attempting work in other courses.

Last: The joining, staining and polishing of finished pieces.

All the above to be represented in summer quarter.

## MATHEMATICS.

MESSRS. HARVEY, LEHMAN, GINNINGS.

In view of Mr. Harvey's absence in Harvard during the past year and the material strengthening of the Department of Mathematics by the addition of apparatus and other helps, it is not deemed advisable to state specifically the degree of advancement which will be made by classes in Arithmetic and High School Algebra. This much, however, may be said: First of all a more rigid and thorough teachers' course in Arithmetic will be given. This will require from twelve to twenty-four weeks, owing to the nature of the students taking the course. Dividing the time into quarters of twelve weeks each and increasing the teaching force will enable the Department to make better classification and to treat Arithmetic more effectively than before. Texts in Arithmetic: Moore, McNeill.

It is intended to cover the greater part of High School Algebra in three quarters as heretofore. After a few months of trial under the new system specific announcement will be made as to the beginning and ending of each quarter's work in Algebra. Text: Wentworth's New School Algebra.

**Plane Geometry.** The first quarter's work in Plane Geometry is expected to cover books one and two in Phillips and Fisher. The second quarter's work will be devoted to books three, four and five in Phillips and Fisher, the third quarter to Solid and Spherical Geometry. Text: Phillips and Fisher.

**Plane and Spherical Trigonometry.** The course in Plane and Spherical Trigonometry presupposes a thorough knowledge of High School Algebra and Geometry. Two quarters will be devoted to Plane and Spherical Trigonometry including their application to surveying. Text: Crockett's Plane and Spherical Trigonometry.

**College Algebra.** This course will include a more thorough study of the quadratic forms, imaginary quantities, binomial surds, series, binomial theorem, logarithms, determinants and

the general theory of equations. It will probably be given during the first and fourth quarters of the year. Text: Wentworth's College Algebra.

**Analytics.** This subject will include a careful study of the straight line, circle, parabola, ellipse, hyperbola, the harmonic pencil range, etc. It will probably be given during the third and fourth quarters. Text: Charles Smith's Conic Sections.

**Differential and Integral Calculus.** This will include a combination of Differential and Integral Calculus, as strong a course as may be given of the combined subjects in six months, whenever demanded. Text: Byerly's Differential and Integral Calculus.

**NOTE:** Text books mentioned in these courses are to be regarded as guides. The plan of teaching is such as to require a great deal of study and practice on principles and problems added by the teacher, our purpose being to so treat each subject as to prepare our students to teach the same and teach it well.

## MUSIC.

MISS TINKHAM.

**BEGINNING MUSIC**—The work laid out in the first two quarters of music is designed to enable those with very little, or no training to gain a knowledge of the fundamental principles of music. Special attention will also be given to accurate and rapid sight reading.

FIRST QUARTER.

**RHYTHM**—The problems in the simple forms of time, 2-4, 3-4, 4-4, 6-8, 3-8, 4-8.

Grouping and division of pulsation.

**MELODY**—Diatonic scale, scale and syllable names, nine common keys, two and three part harmony, ear drill.

**NOTATION**—Staff, treble clef, note writing.

**MATERIAL**—Modern Music Series, Book I, Manuscript Series, Book I—The Coda.

SECOND QUARTER.

**RHYTHM**—Compound time, (6-8, 9-8, 12-8), syncopation.

**MELODY**—Chromatic and minor scales—Completion of thirteen keys, two and three part harmony, ear drill.

**NOTATION**—Bass clef, note writing.

**MATERIAL**—Modern Music Series, Book III, Manuscript Series, Book II—The Coda.

**Advanced Music.** The work laid out in the advanced music is divided into three parts, namely; methods, how to present music in graded and ungraded schools, theory, special chorus work. Any one entering an advanced music class must have a fair knowledge of the subject and also be able to read the simple forms of music.

FIRST QUARTER.

**METHODS**—Presentation of music in 1st, 2nd, 3rd and 4th grades.

**RHYTHM**—Review of all time problems.

**MELODY**—Chromatic and minor scales—three and four part harmony—ear drill in single and two part melodies, Chorus drill, three and four parts.

**MATERIAL**—Modern Music Series, Book III, Manuscript Series, Book II.

SECOND QUARTER.

**METHODS**—Presentation of music in 5th, 6th, 7th and 8th grades.

**FIRST PRINCIPLES OF HARMONY**—Ear drill in one, two, and three part melodies. Special drill in chorus work from two operas (selected).

Miscellaneous Chorus work.

**MATERIAL**—Manuscript Series, Book III—The Coda—Octavo Editions.

## NATURAL SCIENCE.

MISS JACKSON.

### I. Agriculture.

The work in Agriculture has been arranged not so much as to the sequence as to the time when the material is most available.

1. The First Quarter, or Fall Quarter. Propagation of plants—budding, rooting, soft-wood cuttings, and care of bulbs for forcing and for out-of-door planting; leguminous plants; weeds of economic importance.

2. The Second, or Winter Quarter. Soils, origin, formation, classification, and physical properties of soils; soil moisture and tillage; soils as related to plant growth; rotation of crops; principles of feeding.

3. The Third, or Spring Quarter. Propagation of plants—seed germination, root and stem grafting, and hard-wood cuttings; pruning of plants; ornamentation of home and school grounds.

4. The Fourth, or Summer Quarter. Enemies of plants; plant improvement; propagation of plants; milk and its care.

The work in Agriculture is accomplished through the laboratory, the school garden and field work supplemented by assigned readings, discussions, and written tests. No texts are used. Note Books, Experiment Station Bulletins, and Numerous Reference Books are used. Daugherty and Jackson's "Agriculture through the Laboratory and School Garden." will be used as the text as soon as published.

### II. Botany.

1. First, or Fall Quarter. General Botany. Study of representatives of the principle groups of plants to show the orderly development of plant structures. The purpose of this course is to acquaint the student with the general field of botany.

2. The Second, or Winter Quarter. Forest Trees. This work consists of a study of the

specific characters of our forest trees in their winter condition; the influence and care of forests and their geographical distribution.

3. The Third, or Spring Quarter. Systematic Botany and Ecology. Each student collects, classifies, and prepares for herbarium specimens at least 50 plants of the local flora. The biological relations of plants are considered and some specific form carefully studied in its natural environment.

4. The Fourth, or Summer Quarter. Continuation of work of Spring Quarter with such additional work as may be required. Texts: Steven's Introduction to Botany. Coulter's Plant Relations.

### NATURAL SCIENCE.

MR. DAUGHERTY AND MRS. DAUGHERTY.

I. Physiology each Quarter.

II. Physical Geography.

a. Fall Quarter. The work consists of Field, Laboratory, and text-book work covering main facts of Physical Geography.

b. Winter Quarter. Meteorology and Climatology.

c. Spring Quarter. Geology and Commercial Geography.

Fall Quarter's work will be repeated in spring and summer quarters.

Physical Geography is a severe course requiring two hours daily in the Laboratory and Field: The course is a good foundation for subsequent study of other Natural Sciences.

III. Zoology. a. Fall Quarter. Invertebrate Zoology in Field and Laboratory especially Arthropoda.

b. Winter Quarter. Laboratory Course on Vertebrates.

c. Spring Quarter. Field, Laboratory, and text-book work correlating and summarizing the general facts and principles of the Animal world. Fall Quarter's work will be repeated in Spring and Summer Quarters.

IV. Advanced Zoology for students desiring a second year's work. This is a College course. Each student is given such work as he needs.

Texts: Physiology—Jegi.

Physical Geography—Davis, Chamberlain, Waldo, Ward, Adams and others.

Zoology—Fall Quarter. "Animal Life."

Winter Quarter. Various Laboratory Guides.

Spring Quarter. Daugherty's General Principles.

Notice to Students.—Bring your text-books in Science. They will be helpful to you as much of the work in Science is by topics.

### PHYSICAL SCIENCE.

MR. WEATHERLY AND MR. ———

#### I. Chemistry.

##### 1. Experimental Inorganic Chemistry.

- a. Experiments and discussions.
- b. Experiments and text-book work.
- c. Experiments and text-book work.

a will be repeated in the summer quarter.

Course 1 is designed for juniors and seniors and others desiring an elementary knowledge of the principles of Chemistry.

Text: Newell's Descriptive Chemistry.

##### 2. Experimental Organic Chemistry.

- a. Experiments and text-book work.
- b. Experiments and text-book work.
- c. Experiments and text-book work.

a will be given in the summer quarter.

Course 2 is designed for seniors and graduates and is open to those only who have taken Course 1.

Texts: Remsen's Organic Chemistry, Orndorff's Laboratory Manual.

3. General Inorganic Chemistry.

Omitted in 1904-1905.

I. Physics.

1. Experimental Physics.

a. Experiments and text-book work.

b. Experiments and text-book work.

c. Experiments and text-book work.

a will be repeated in the spring and summer quarters.

b will probably be given in the summer quarter.

Course 1 is designed for juniors and seniors who have finished Solid Geometry and others who have had Solid Geometry and desire an elementary knowledge of the principles of Physics.

Text: Crew's Elements of Physics.

2. General Descriptive Physics.

a. Experiments and text-book work.

b. Experiments and text-book work.

c. Experiments and text-book work.

a will be repeated in the summer quarter.

Course 2 is open to those only who have taken course 1 and Trigonometry.

Text: Hasting and Beach.

## PHYSICAL EDUCATION FOR YOUNG WOMEN.

MISS BARNES.

Apparatus exercises, fundamental movements on apparatus with regard to accuracy, sequence of movements according to severity. Swedish gymnastics, free floor work, some Swedish apparatus work. Light gymnastics, marching, free exercises without apparatus including developmental and co-ordinating exercises, work with dumb-bells, wands, clubs. Artistic gymnastics, Gilbert æsthetic exercises, Swedish folk dances. Games suitable for use in the gymnasium and on the play ground for children in the grades. Out-door sports, basket ball, English field hockey, tennis.

Costume—Ladies are required to wear a suit with divided skirt and heelless shoe.

## PEDAGOGICS.

MR. WILSON, MISS HASTINGS, PRESIDENT KIRK.

Instruction in the Science of Teaching will embrace the following Courses:

- A. Elementary Psychology.
- B. General Pedagogics.
- C. Methods in the "Common Branches."
- D. School Systems and School Administration.
- E. History of Education.
- F. School Problems.
- G. Educational Classics.

Course A, by Mr. Wilson, will occupy one quarter and will be given the 1st quarter and again the 3rd quarter.

The work will be a study of the simpler laws of mental activity, and designed to prepare students for a more appreciative study of General Pedagogics. Text: Halleck's Psychology and Psychic Culture.



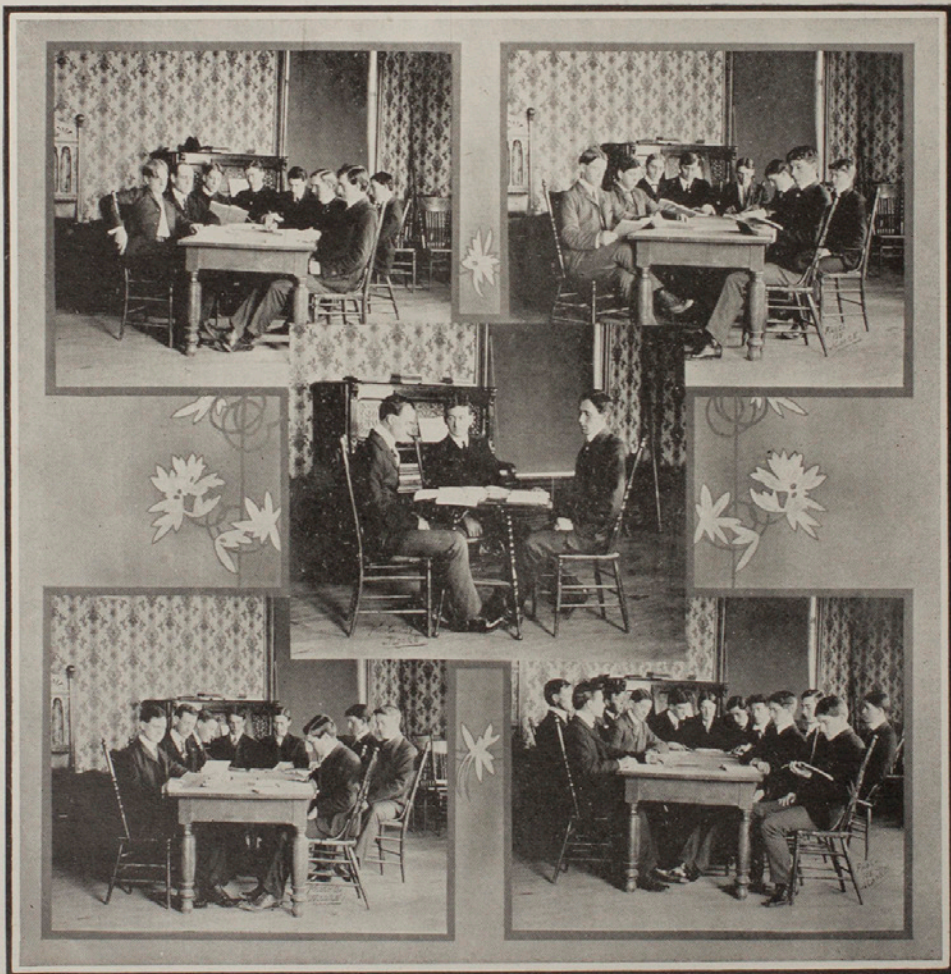
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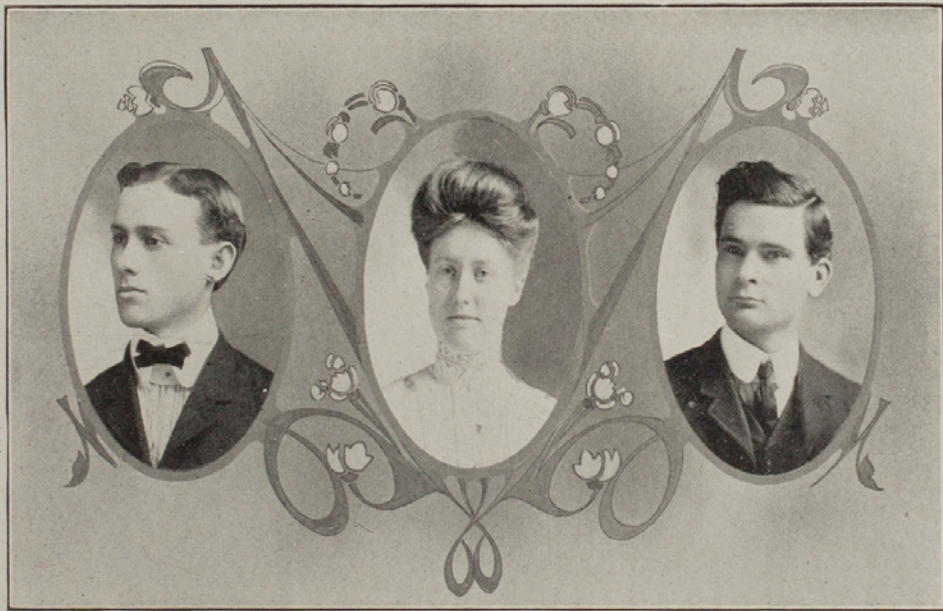
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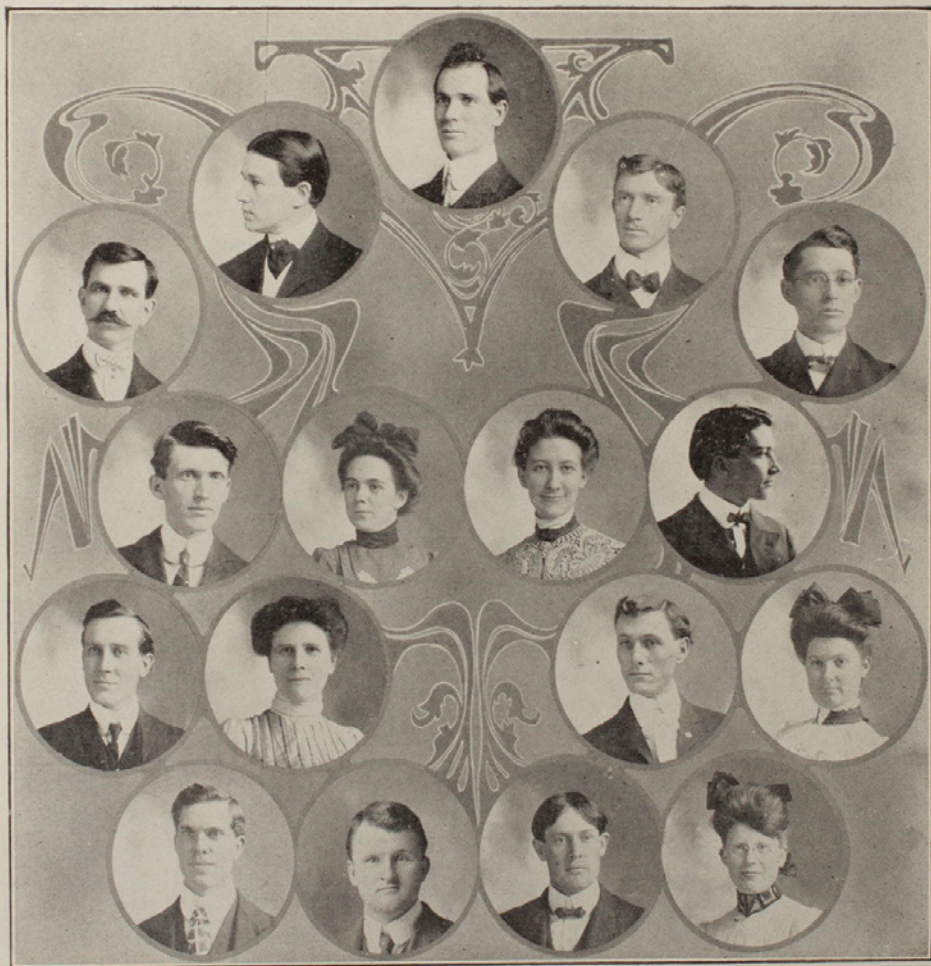
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YOUNG MEN'S BIBLE CLASSES



OUR WINNERS IN THE MISSOURI-NEBRASKA DEBATE, MAY 12, 1904



MARRIED STUDENTS' SOCIETY.

Course **B**, by Mr. Wilson, will occupy the time of two consecutive quarters. It will be given the 1st and 2nd quarters and again the 3rd and 4th quarters.

The work of this Course is a study of the Doctrine of Concentration as presented by Col. Parker. Text: Parker's Pedagogics. This Course is open to those only who have had Course **A** or its equivalent.

Course **C**, by Miss Hastings, will be one quarter in length. It will be given 1st quarter and again 3rd quarter and may be offered the 2nd and 4th quarters.

The work of this Course is indicated with sufficient definiteness by its name. Open to all students who have had Course **A** or **B**.

Course **D**, by Mr. Wilson, is one quarter in duration, and will be given 2nd quarter and 4th quarter.

The work will embrace a careful analysis of the several school funds, including Public Lands as an item of School Funds, an exhaustive study and discussion of the Report of the Committee of Ten and Report of the Committee of Fifteen. An examination of school systems, especially as found in Missouri.

This Course is meant for Juniors and Seniors and is not open to any student who has not had at least two of the above Courses designated A, B, and C, respectively. Texts: Missouri Statutes, Report of Committee of Ten, Report of Committee of Fifteen.

Course **E**, by Mr. Wilson, will occupy two consecutive quarters, and will be given during the 2nd and 3rd quarters. Possibly an abridged course in this subject may be given the 4th quarter.

The work of this Course will embrace the systematic study of the Course of Educational Theory and Practice from the earliest times among Oriental Nations down to Modern Education as exemplified in America, England and Continental Europe.

Text: Kemp. Collateral Texts (supplied from the Library), Laurie's "Prechristian Education", Laurie's "Rise and Constitution of Universities", Hailman's Lectures, Alcuin, Quick's "Educational Reformers."

Course **F**, by President Kirk and Mr. Wilson, will occupy one hour a week for one quarter. It will be offered during the 2nd quarter and also during the 3rd quarter.

This Course is for the informal and earnest consideration of school problems in their immediate and personal bearing.

This work is designated not for those who are seeking credits, but for prospective Principals and Superintendents, and is therefore open to those only of the advanced classes whose personal applications are approved by those in charge of the Course.

Course **G**, by Mr. Wilson, is for one quarter or for two quarters.

It is designed for graduate students and may be open to seniors who have not full work. It will be available during any one or two of the quarters.

The work of this Course will consist of the reading and consideration of such educational classics as "The School of Infancy" of Comenius, Ascham's "School Master", Rousseau's "Emile," "Tom Brown's School Days" and Spencer's "Education."

### THE PRACTICE SCHOOL AND KINDERGARTEN.

MISS HASTINGS, MISS WESTROPE, MISS GREER AND MISS SCOTT.

#### Special Assistants.

Manual Training . . . . .	Miss Bryan.
Music . . . . .	Miss Tinkham.
Drawing . . . . .	Miss Barnes.
Latin . . . . .	Mr. Wilson.
Nature Study . . . . .	Miss Jackson.
Literary Work . . . . .	Miss Parrish.
Physics . . . . .	Mr. Weatherly.

To build a **helpful** course of study involves much insight and labor.

It means that the child shall be taken as the center of interest at every step. The course for the child, not the child to develop the course.

This outline simply presents an organized gleaming from the best material which, if properly used, will assist in the child's education. It is subject to change whenever the occasion demands.

## NATURE STUDY AND GEOGRAPHY.

### FIRST, SECOND AND THIRD YEARS.

The general outline is the same but the work should be adapted to the capacity of the class.

#### FIRST QUARTER.

1. Propagation of Plants: Bulbs, care of bulbs for forcing and for out-door planting; Rooting of soft wood cuttings—geranium, fever few, daisies, collected from the school garden; storing of bulbs in saw dust for spring gardening.
2. Study of seed germination.
3. Observations of Nature's preparation for winter: plants, animals, man.

#### SECOND QUARTER.

1. Compare conditions of winter with autumn—winter buds, birds that remain, their food and protection. Special study of owl, hawk.
2. Observations of the weather: Temperature, sun, ice.
3. Animals: Domestic: dog, cat, cow, horse.
4. Wild: Rabbit, squirrel.

#### THIRD QUARTER.

1. Signs of Spring.
2. Germination of seeds.
3. Study of soils.
4. Gardening.

## FOURTH YEAR.

### FIRST QUARTER.

1. Leguminous Plants: bean, pea, clover.
2. Soils: Kinds, physical properties, origin and modes of formation.

NOTE: Here the work naturally leads into more defined geographic phases.

3. Geography through type forms. Field lessons to observe and study—plain, slope, water partings, basin, valley, hill, stream, lake, maps. Have pupils represent these forms in outline and relief. Teach geographic drawing, rapid outline work and ten minute sketches in chalk modeling.

### SECOND QUARTER.

1. Animals—domestic and wild in the vicinity.
2. Forest trees.
3. Local geography: Campus: size, shape, location, direction, study and map to scale. Kirksville and vicinity.
4. General notions of the earth as a whole, land and water, shape.

### THIRD QUARTER.

1. Forest trees continued.
2. Wild flowers.
3. Local geography: Adair County: surface, soil, productions, industries.

## FIFTH YEAR.

### FIRST QUARTER.

1. Insects.
2. Rivers and River systems. The great river systems of the world, study and compare. What determines locations of cities?  
Mountains and mountain systems of the world. Study and compare climates.

SECOND QUARTER.

1. Animal life: Type form—the hare, other type forms.
  2. Missouri: surface, soil, climate, productions, occupations, history maps—relief—political.
- NOTE; This work will extend into the third quarter.

THIRD QUARTER.

1. Animal life: Type form, the frog.
2. Plant life: Plant societies.
3. Missouri continued.
4. The Mississippi Basin: surface, soil, climate, productions, occupations, history. Maps—relief and political.

SIXTH YEAR.

FIRST QUARTER.

1. Nature Study—Follow outline for Fifth year.
2. North America: surface, soil, climate, productions, occupations, history.
3. South America: study and compare.

SECOND QUARTER.

1. Africa: surface, soil, climate, productions, occupations, history. Compare with the other continents studied.
2. Map.

THIRD QUARTER.

1. Eurasia: surface, soil, climate, productions, occupations, history.
2. Australia: study and compare.
3. Map.
4. Review by comparative geography.

SEVENTH YEAR—FIRST QUARTER.

1. The earth as a whole, form, size, motions, zones, heat within; the continents and oceans.
2. Elementary physics—The air.

SECOND QUARTER.

1. Commercial and Industrial geography, commerce and industry resulting from man's struggle for food, shelter and clothing.

THIRD QUARTER.

AGRICULTURE.

1. Elementary lessons.
2. Journey geography.
3. Review study of continents.

The pupils will use the following books:

- Tarr and McMurry's Geographies.
- Frye's Geographies.
- King's Geographies.
- Redway's Commercial Geographies.
- Adam's Commercial Geographies.

Reference Books for teachers:

- Redway—The New Basis of Geography.
- Tarr and McMurry—Methods of Teaching Geography.
- Hodge—Nature Study and Life.
- Scott—Nature Study and the Child.
- Bailey—The Nature Study Idea.
- Jackson.

MANUAL TRAINING.

FIRST SECOND AND THIRD YEARS.

Sewing; weaving and braiding hats, baskets, etc.; clay modeling.

FOURTH YEAR.

Basketry—reed; cardboard modeling.

#### FIFTH YEAR.

Pottery; card board modeling; whittling.

#### SIXTH YEAR.

Whittling; carving; pottery.

#### SEVENTH YEAR.

Carving; bench work.

#### DRAWING.

Water colors; blackboard sketching; charcoal and colored crayon mass drawing; geographic drawing.

The work will extend through the seven years' course.

#### LANGUAGE AND READING.

##### FIRST YEAR.

##### FIRST QUARTER.

**Literature.** Stories: Mother Goose Melodies; The Three Bears; The Little Red Hen; The Anxious Leaf; Hiawatha; Thanksgiving Stories; The Diamond Dipper; The Line of Light; The Christ Child. Poems: The Lost Doll; The Hayloft; The Rock-a-by-baby; Lady Moon; The Man in the Moon.

**Reading.** Begin with the child's interest in accumulating material for reading lessons. Associate the symbols with the thought they represent. Read thoughts not words. Introduce the written symbol with the vertical script, large, clear and round. Make the transition from script to print the third or fourth week. The use of word cards printed in large type makes the transition less difficult. Introduce the work in phonics the fourth or fifth week. Introduce the reader about the sixth week. Continue written reading lessons on the board throughout the year. Let the children write at the board from the first day. Writing lessons should be supervised by the teacher. Visualize the form, then write. Poor writing should not be left on the board. Books read by class: First half of Striker's Chart; The Beginner's Reader, Florence Bass.

**Formal Language.** Through games and stories give opportunity to use the correct forms of speech. See, saw; run, ran; have, has; hold, held; is, are; was, were; there is, there are; stand, stood. Through good writing on the board give opportunity to see correct forms in writing, spelling, capitalization and punctuation.

SECOND QUARTER.

**Literature.** Stories: The North Wind and the Snow Princess; Agoonac; Which Shall It Be? The Rainbow Queen; Stories of Washington and Lincoln. Poems: Selections from Stevenson's Child Garden of Verses.

**Reading.** Cyr Primer, Finch Primer, Sunbonnet Babies, Primer, Chart completed.

**Formal Language.** Use of throw, threw, thrown; shines, shine, shone; hang, hung; gives, gave; freeze, freezes, froze, frozen; slide, slid, slidden. Capitalization—Names of members of the class; days of the week; first word of sentences. Spelling—Word building with letters, grouping into word families; words visualized, then written.

THIRD QUARTER.

**Literature.** Stories: The Fir Tree; Arachne; Apollo; Diana; Buttercups of Gold; Story of Our Flag. Poems: Selections from Stevenson's Child Garden of Verses; from Eugene Field's Love Songs of Childhood.

**Reading.** Lights to Literature, Book 1; The Hiawatha Primer; Cyr First Reader; Stepping Stones to Literature, Book 1.

**Formal Language.** Use of do, does, does'nt, don't; climb, climbed, climbs; lie, lay, lain, lies, lying; to, too, two; not, none; I am, I'm; I have, I've; this, that; these, those; there is, there are. Spelling—Oral and written; word building and phonics continued.

SECOND YEAR.

FIRST QUARTER.

**Literature.** Stories: Kablu, The Aryan Boy; History of Thanksgiving Day; The Wise. Poems: Field's Wynken, Blynken and Nod; Why Do Bells for Christmas Ring; Parts of Hiawatha;

Helen Hunt Jackson's September; Bjornsen's The Tree; Sherman's Snow Song; The New Moon; The Icicles. Note—At least one poem should be memorized each month.

**Reading.** Literature read by class: Lights to Literature, Book 1 Reviewed; Hiawatha's Childhood; McMurry's Classic Stories for the Little Ones.

**Formal Language.** Use of verbs and other forms of speech as suggested in first year's outline. Dictation—Short sentences; Capitals—Proper names; Beginning of sentences; Titles; Days of week; Names of months, etc. Punctuation—Period; Question mark. Spelling—Oral and written. Phonics continued.

#### SECOND QUARTER.

**Literature.** Stories: Legends concerning the names of the days of the week; The month of the year. Character Stories of Washington; Lincoln; Longfellow. Poems: Longfellow's From My Arm Chair; The Children's Hour; The Old Clock on the Stairs; The Village Blacksmith.

**Reading.** Literature read by class: In Mythland, Beckwith; Bow-wow and Mew-mew, Craik; Lights to Literature, Book 2; Seven Little Sisters, Andrews.

**Formal Language.** Letter writing and written reproduction of short stories. Observe paragraphing, capitalization and punctuation. Records from nature study lesson written in good form. Spelling—Oral and written; phonics.

#### THIRD QUARTER.

**Literature.** Stories: Venus; Mercury; Iris; Phæton; Darius, The Persian Boy. Poems: Lowell's The Oriole; Bjornsen's The Blue Bird; Thaxter, The Water Bloom; Ingelow, Seven Times One.

**Reading.** Literature read by class: Stories of the Red Children, Brooks; Folklore Stories and Proverbs, Wiltse; Lights to Literature, Book 2 completed.

**Formal Language.** Records of out-door work kept in good form. Use of verbs and other words as suggested in outline. Plural forms; possessive forms; Dictation exercises continued. Spelling—Oral and written; phonics.

### THIRD YEAR.

#### FIRST QUARTER.

**Literature.** Stories: Ceres, Saint Guido; Aeolus and Ulysses; Cleon, The Greek Boy; Thanksgiving; Christmas in other Lands; Legend of St. Anthony of Padua; Parts of Ben-Hur. Poems: Whittier's Corn Song; Longfellow's Mandamin; Bryant's Fringed Gentian; Helen Hunt Jackson's Down to Sleep; October's Bright Blue Weather; Brooks' Christmas Everywhere; Deland's While Shepherds Feed Their Flocks.

**Reading.** Literature read by class: Review Lights to Literature, Book 2; The Adventures of a Brownie, Mulock; Child Garden of Verses, Stevenson; Ten Boys, Andrews; DeFoe's Robinson Crusoe, McMurry.

**Formal Language.** Word pictures, sentence making; oral and written reproduction of stories. Spelling—Oral and written. Cooley's Language Lessons from Literature, Book 1, to page 77.

#### SECOND QUARTER.

**Literature.** Stories: King Arthur and Sir Galahad; Rhœcus; Thé Caduceus; Columbus. Poems: Longfellow's The building of the Canœ; Hiawatha; Day Break; Lowell's The Finding of the Lyre; Butes' Wings.

**Reading.** Literature read by the class: Stories of Great Americans for Little Americans, Eggleston; The History of Whittington, Lang; Heroes of Asgard, Keary.

**Formal Language.** Descriptive words; Short descriptions; Correct use of verbs; Records from Nature Study. Spelling—Oral and written; Cooley's Language Lessons from Literature, Book 1, to page 115.

#### THIRD QUARTER.

**Literature.** Stories. Greek Myth's; Selections from Kingsley's Water Babies; Selection from Celia Thaxter's The Spray Sprite. Poems: Hemans' The Voice of Spring; Whittier's In School Days; Bryant's The Fountain; Van Dyke's Two Schools.

**Reading.** Literature read by class: Alice in Wonderland, Carroll; Fifty Famous Stories

Retold, Baldwin; History of the Robins. Poems from Field, Longfellow, Lowell and Whittier.

**Formal Language.** Diacritical marks mastered; Dictionary for pronunciation introduced; Dictation exercises oral and written; Records of Nature Study lessons. Spelling—Oral and written. Cooley's Language Lessons from Literature, Book 1 completed.

#### FOURTH YEAR.

##### FIRST QUARTER.

**Literature.** History: Primitive Man; Origin of Fire, Weapons, Homes, etc.; The Tree Dwellers; The Cave Man; History of Thanksgiving Day and Christmas. Poems: Tennyson's Brook; Trowbridge's Farmer John; Whittier's The Huskers; The Frost Sprite; Shelly's A Cloud.

**Reading.** Literature read by the class: Lobo, Ragylug and Vixen, Seton; The King of the Golden River, Ruskin; Old Greek Stories, Baldwin; The Bird's Christmas Carol, Wiggins.

**Formal Language.** Rules and definitions for punctuation and capitalization. Some technical grammar may be introduced. Children of the fourth grade should know that there are parts of speech and be able to recognize some of them. Study the noun and the pronoun this quarter. Oral and written reproduction of stories. Spelling—Use of dictionary. The Mother Tongue, Book 1, to page 31.

##### SECOND QUARTER.

**Literature.** History: Primitive Man; The Lake Dwellers; Wigwam Dwellers; The origin of implements. Poems: Lowell's First Snow Fall; The Twenty Third Psalm; Paul Revere's Ride; Other patriotic selections.

**Reading.** Literature read by the class: Boy Heroes, Hale; A Little Book of Profitable Tales, Field; Ethical Stories for Home and School, Dewey; The Golden Touch, Hawthorne.

**Formal Language.** The adjective, the verb; Composition continued. Spelling—Oral and written. The Mother Tongue, Book 1, to page 86.

#### THIRD QUARTER.

**Literature.** History: Primitive Man; "Strange People;" The Indian; Origin of inventions continued. Poems: Longfellow's, The Bell of Atri; Rain in Summer; Wordsworth's Daffodils; Other poems of Nature.

**Reading.** Literature read by the class: Birds of Killingworth, Longfellow; Stories of the Trojan War; Water Babies, Kingsley; Strange People, Starr. Poems from Lowell, Longfellow, Whittier, Wordsworth, Tennyson and others.

**Formal Language.** The adverb, the preposition; composition, spelling; The Mother Tongue, Book 1, to page 100.

#### FIFTH YEAR.

##### FIRST QUARTER.

**Literature.** History: Arya and His Seven Sons; What the Hebrews taught the World; How the World came to Have Books. Poems: Helen Hunt Jackson's Legend of St. Christopher; Longfellow's The Challenge of Thor; Bryant's To a Waterfowl; Van Dykes' Ruby Crowned Kinglet.

**Reading.** Literature read by the class: The Snow Image, Hawthorne; Old Stories of the East.

**Formal Language.** Sentence construction, parts of speech, letter writing, composition, spelling; The Mother Tongue, Book 1, to page 138.

##### SECOND QUARTER.

**Literature.** History: Stories of Early Greece, Homer's time; Through the story, biography, pictures, lead pupils to see something of the development of Greece into a land of strength and beauty. Poems: Lowell's The Vision of Sir Launfal; Whittier's Snow Bound; Longfellow's The Building of the Ship; Alice Cary's The Wise Fairy.

**Reading.** Literature read by the class: Ulysses Among the Phœacians (Bryant's translation of the Odyssey); Greek Heroes, Kingsley; George Washington, Scudder; Alice's Adventures Through a Looking Glass, Carroll.

**Formal Language.** Kinds of Sentences, composition, dictation, spelling. Mother Tongue, Book 1, to page 167.

THIRD QUARTER.

**Literature.** History: Stories of Rome leading to the overthrow by the Teutons. The Teuton—while his home was chiefly in the woods. Poems: From Lowell, Wordsworth, Bryant, Shelly, Kipling and others.

**Reading.** Literature read by class: The Wonder Book, Hawthorne; Child Life in Poetry and Prose, Whittier; Geographical Readers, Carpenter.

**Formal Language.** The Mother Tongue, Book 1, to part 2. Review. Spelling.

SIXTH YEAR.

FIRST QUARTER.

**Literature.** History: The Crusades and results leading to westward movement; Trade Routes of the Old World. Poems: Holmes' The Chambered Nautilus, The Old Man Dreams, The Ploughman, and others.

**Reading.** Literature read by class: Tales of King Arthur, Farrington; Heroes of Chivalry, Maitland: The Wonder Book, Hawthorne.

**Formal Language.** Sentence Analysis; pronouns; kinds of adjectives. The Mother Tongue, Book 1, to page 230.

SECOND QUARTER.

**Literature.** History: Conditions in Spain, France, England, Italy; Causes leading to the Discovery of America. Poems: Bryant's The Forest Hymn; Tennyson's The Holy Grail; Favorite Psalms.

**Reading.** Literature read by class: The Poetry of the People; The Sciences, Holden; Ethics of the Dust, Ruskin; Winter neighbors, Burroughs.

**Formal Language.** Verbs, adverbs, composition. The Mother Tongue, Book 1, page 275. Spelling.

THIRD QUARTER

**Literature.** History: Discovery of America; Explorers; History of our nation through biography, "Links in our Country's History;" Barnes' Elementary History used by pupils.

**Reading.** Literature read by class: King Robert of Sicily, Longfellow; Snow Bound, Whittier; The Poetry of the People; The Sciences, Holden; A Child's History of England, Dickens.

**Formal Language.** Complete Mother Tongue, Book 2. Review. Spelling.

SEVENTH YEAR.

FIRST QUARTER.

**Literature.** History: U. S. History; see course of Study which is to be published in September.

**Reading.** Literature read by class: The Great Stone Face, Hawthorne; Legend of Sleepy Hollow, Irving; Autobiography, Franklin.

**Formal Language.** A systematic study of technical grammar; nouns (classes), pronouns, verbs, and verb phrases, sentence analysis; the copula **is**. Kinds of sentences as to their meaning; the vocative; classes of adjectives; classification of adverbs; prepositions, conjunctions, interjections. The Mother Tongue, Book 2, to page 60. Spelling. Beginning Latin.

SECOND QUARTER.

**Literature.** History: U. S. History. Literature read by class: The Blue Poetry Book, Lang; The Man Without a Country, Hale; The Young Citizen, Dole.

**Formal Language.** Phrases, adjective and adverbial phrases; number; case; transitive and intransitive verbs; voice; sentence analysis. The Mother Tongue, Book 2, to page 120. Spelling. Beginning Latin.

THIRD QUARTER.

**Literature.** History: U. S. History. Literature read by class: Julius Cæsar, Merchant of Venice, Shakespeare; Poetry of the People.

**Formal Language.** Relative pronouns, adjective clauses, noun clauses; The same word as

different parts of speech; inflection, gender, case, comparison of adjectives. The Mother Tongue, Book 2, to page 200. Spelling.

Reference Books for the Teacher:

- Percival Chubb, The Teaching of English.
- B. A. Hinsdale, Teaching the Language arts.
- Carpenter, Baker and Scott, The Teaching of English.
- Sarah Arnold, Reading: How to Teach It.
- G. Stanley Hall, How to Teach Reading.
- Francis W. Parker, Pedagogics.
- Reuben Post Halleck, Education of the Central Nervous System.
- Frederick Starr, The First Steps in Human Progress.

#### **LIBRARY.**

It is the purpose in the library to induce a spirit of investigation, to train individual judgment by laboratory methods, not only in supplementary work but in a general course of reading to be determined by children's interests in individual work, story hour, pictures, etc. The foregoing to be carefully worked out in the children's department of the library course.

#### **MUSIC OUTLINE.**

Children learn better through doing or acting than by reason or analysis. Hence self-expression in the composition of words and tones, creates originality and is a comprehensive means of learning expressive use of language and tonal relation.

The idea should precede the representation. The tonal idea depends upon the arrangement of tones, notation is the thought and tone represented by symbols. This may be divided into three stages: Acting, graphic representation, notation.

FIRST GRADE.

RHYTHM. Rhythmical motion songs.

MELODY. Hand signs representing the eight tones of scale, ear drill, rote songs.

Games involving correct use of muscles of body.

SECOND GRADE.

RHYTHM. Pulsations, their grouping, accent, length of tones.

MELODY. Hand sign, ear drill, dictation exercises, rote songs.

Simple devices to produce the correct use of diaphragm and muscles in tone production.

THIRD GRADE.

RHYTHM. Division of pulse into two parts.

Notation. Staff, pitch names, drill on nine common keys, original melodies.

Ear drill, rote songs. Breathing and tone production.

FOURTH GRADE.

RHYTHM. Division of pulse into four parts. Formation of nine common keys, rapidity in writing dictation, two part singing, 1st Reader. Exercises for proper use of vocal chords, breathing.

FIFTH GRADE.

RHYTHM. Division of the four part pulastion into groups.

MELODY. Accidentals, sharp four and flat seven, ear drill, writing dictation, two and three part harmony—2nd Reader. Breathing and tone production.

SIXTH GRADE.

RHYTHM. Syncopation.

MELODY. Comparison of major and minor modes, chromatic scales, two and three part harmony—2nd Reader. Breathing and tone production.

SEVENTH GRADE.

Minor scales, intervals, chords.

Review—Third Reader.



YOUNG WOMEN'S CHRISTIAN ASSOCIATION.—CHAIRMEN OF COMMITTEES.



MANDOLIN CLUB.

MATERIAL.

Nature Songs for Children, Knowlton.  
Song Stories, Hill.  
Children's Songs, Neidlinger.  
Laurel Song Book, The Coda, Modern Music Series.

ARITHMETIC.

FIRST YEAR.

FIRST QUARTER.

Sense training with the aim of forming correct judgments of magnitude, of grouping, of counting.

1. By comparison with objects, solids, surfaces, lines and units of measurement.
2. By grouping objects—visualize from 2 to 4 objects in a group.
3. By counting objects—count to 20; read and write numbers to 6.

SECOND QUARTER.

Sense Training.

1. Definite comparisons with units of measurement—inch, foot, yard; pint, quart; ratios 1, 2; 1-2, 2-2.
2. Grouping objects. 2 to 6 objects.
3. Counting. Count to 50. Read and write numbers to 10.
4. Combinations at sight 1 to 6.

THIRD QUARTER.

Sense training.

1. Definite comparisons; units of measurement—pint, quart, gallon; of ratios 1, 2, 3, 4. Compare numbers 1, 2, 3, 4; 2, 4, 6, 8; 3, 6, 9, 12; 5, 10, 15, 20; 1-2, 2-2, 3-2; 1-3, 2-3, 3-3; 1-4, 2-4, 3-4.
2. Grouping objects, 8 to 10 objects, groups in 2's, 3's, 4's, 5's, visualize.

3. Counting—Count to 100; count by 2's to 20, by 3's to 12, by 4's to 16, by 5's to 20. Read and write numbers to 20.

4. Combinations at sight 1 to 10.

#### SECOND YEAR.

##### FIRST QUARTER.

Review third quarter, first year. Sense training. Exercises that quicken the powers to see and to think should be given throughout the year.

1. Definite comparisons; units of measurement—cent, nickel, dime, quarter, half-dollar; ratios 1, 2, 3, 4, 5; 1-5, 2-5, 3-5, 4-5, 5-5; comparison of numbers 2, 4, 6, 8, 10; 3, 6, 9, 12, 15; 4, 8, 12, 16, 20; 5, 10; 15, 20, 25; 10, 20, 30, 40, 50, etc.

2. Counting—by 2's, by 3's; read and write numbers to 100.

3. Combinations; read and write combinations at sight to 12.

4. Multiplication tables, 2's. Teach  $2 \times 3$  and  $3 \times 2$ ;  $2 \times 4$ ,  $4 \times 2$  etc.

##### SECOND QUARTER.

1. Definite comparisons; units of measure—minute, hour, day, week, month, year; ounce pound. Ratios continued as in first quarter.

2. Counting by 3's, 4's, 5's, 10's. Read and write numbers to 500.

3. Combinations; read and write combinations at sight to 15.

4. Multiplication tables, 3's.

##### THIRD QUARTER.

1. Definite comparisons; units of measurement. Linear measure, liquid and dry measure. Tables evolved and committed. Comparisons and relations of numbers in which the ratio is not greater than 6 nor less than 1-6.

2. Counting by 4's, 5's, 6's, 7's; read and write numbers to 1000.

3. Combinations to 18. Completing the 45 combinations. Combinations, four figures in one column, results not exceeding 20; combinations of two columns, two figures each, neither

column exceeding 9, as 34, 23. Results required at sight.

4. Multiplication tables, 2's, 3's, 4's, 5's.

THIRD YEAR.

FIRST QUARTER.

Work for a keen sense of accuracy and greater skill in performing the simple processes. **Never** permit **dawdling** of time.

1. Combinations. Completely master the 45 combinations at sight. Combine numbers of two columns two figures each in which columns may exceed 9. Combine three columns two figures each. Require answers at sight. Subtract at sight.
2. Multiplication, 4's, 5's, 6's. Multiplication by one figure.
3. Division—Ratios; short division, process, test by examples and require results at sight.
4. Book—Hall's Elementary Arithmetic to page 35. Use book thus far for sight work **only**.

SECOND QUARTER.

1. Skill in writing numbers to include thousands' period.
2. Tables to include 7's.
3. Sight work in addition, subtraction, multiplication and division continued.
4. Hall's Elementary Arithmetic to page 76.

THIRD QUARTER.

1. Tables completed.
2. Short division continued.
3. Multiplication by two figures.
4. Skill in adding and subtracting.
5. Hall's Elementary Arithmetic, to page 145.

FOURTH YEAR.

FIRST QUARTER.

Hall's Elementary Arithmetic. Pages 120 to 160. Pupils held responsible for multiplication.

SECOND QUARTER.

Book. Pages 160 to 200. This class is responsible for long division.

THIRD QUARTER.

Book. Pages 200 to 232. This class is responsible for clear concise definitions of arithmetical terms used in the work thus far.

FIFTH YEAR.

FIRST QUARTER.

Hall's Complete Arithmetic. Pages 1 to 40. Concise statements as to processes, oral and written.

SECOND QUARTER.

Book. Pages 40 to 91.

THIRD QUARTER.

Book. Pages 91 to 150.

SUMMARY. Simple numbers, common fractions, fundamental processes with simple fractions, Decimal fractions—decimal point mastered in addition, subtraction, multiplication and division; Measurement of areas and solids; Ratios, Percentage, Aliquot parts thoroughly fixed.

SIXTH YEAR.

FIRST QUARTER.

Hall's Complete Arithmetic. Pages 150 to 201. Omit the algebra and geometry until 7th year.

SECOND QUARTER.

Pages 201 to 250.

THIRD QUARTER.

Pages 250 to 281.

SUMMARY. Notation and Numeration; Rules and definitions in addition, subtraction, mul-

tiplication and division; Composition and factors of numbers, Divisibility of numbers, Fractions completely mastered, Measurements of areas and solids, Percentage.  
Practical problems and clear concise statements.

SEVENTH YEAR.

FIRST QUARTER.

Hall's Complete Arithmetic. Follow the work given in algebra and geometry to page 291.  
Review percentage to page 280, applications of Percentage to page 291.

SECOND QUARTER.

Pages 291 to 340 including algebra and geometry.

THIRD QUARTER.

Pages 340 to 442. Finish and review.

SUMMARY. Percentage, Discount, Commission, Taxes, Insurance, Interest, Ratio and Proportion, Powers and Roots, Metric System, Algebra and Geometry, Fundamental principles and simple processes.

Reference Books for the Teacher:

David Eugene Smith, The Teaching of Elementary Mathematics.

McClellan and Dewey, Psychology of Numbers.

Belfield and Brooks, The Rational Elementary Arithmetic.

Myers and Brooks, The Rational Grammar School Arithmetic.

William W. Speer, Primary Arithmetic, Manual for Teachers.

Frank J. Hall, Two Series.

G. B. Longan, First Lessons in Arithmetic.

## KINDERGARTEN TRAINING DEPARTMENT.

The aim of this Department is as follows:

To give theoretical and practical training which will fit its graduates to take charge of kindergartens, public or private.

To give such instruction in child training as may be helpful to students expecting to become primary teachers.

To give all Normal school students an idea of the Kindergarten and what it stands for as an educational factor.

To give training to those who have the care of children and wish to be aided by the insight into child nature which a study of the kindergarten system affords.

### GRADUATION.

The following units will be required:

Kindergarten Theory and Practice.....	3
Psychology and History of Education.....	1
English.....	3
Science.....	2
History.....	1
Mathematics.....	2
Vocal Music and Physical Culture.....	2
Drawing.....	1
Elective.....	3

Kindergarten theory and practice will include the following:

Study of the child and child training based upon Froebel's Mutter und Kose Lieder and other works.

Gifts—Theory and practical work supplemented by form work introductory to primary Arithmetic.

Occupations—Hand work suitable for small children and related to the Manual Training which follows the Kindergarten.

Music—Study of children's voices and development of rhythm, tone and pitch. Study of children's songs and method of presenting.

Students should be able to play the songs, also marches and simple rhythms.

Games—Developing the play spirit of students. Study of the meaning of play; the form, words, music and purpose of individual plays and method of conducting.

Stories—Study of stories for children; purpose, form and manner of presenting. Practice in story telling.

Language and Sense Training—Games for developing the special senses and also for gaining power in the use of correct English.

Program Work—Plans for the work of the year, season, week and day will be discussed.

Practical Work—One period each morning with the children and one of class work in the afternoon will be required.

Persons seeking graduation in the Elementary Course may devote to Kindergarten Theory and Practice the time which is ordinarily given to work in the Practice School; and when this and a sufficient amount of additional work shall have been done, their Elementary Certificates may be designated as "Elementary Kindergarten Certificates." But all such persons should be of the rank of High School graduates or practically so.

Those desiring less work than is specified as constituting a complete course, will, if properly qualified, be accommodated and given due credit but no diploma will be given them.

## ENROLLMENT, 1903-04.

	Men	Women	Total
Summer Session 1903.....	120	232	352
Regular Session (Sept.-May inclusive).....	281	398	679
Total.....	401	630	1031
Counted Twice.....			73
No different individuals (in Normal School proper).....			958
Children in Practice School.....			175
Grand Total.....			1133

## ENROLLMENT SINCE ORGANIZATION,

### EXCLUSIVE OF TRAINING SCHOOL CHILDREN.

YEARS.	STUDENTS.	YEARS.	STUDENTS.	YEARS.	STUDENTS.
1868—First year.....	140	1881—Fourteenth year.....	492	1893—Twenty-sixth year.....	606
1869—Second year.....	203	1882—Fifteenth year.....	481	1894—Twenty-seventh year.....	562
1870—Third year.....	303	1883—Sixteenth year.....	446	1895—Twenty-eighth year.....	620
1871—Fourth year.....	321	1884—Seventeenth year.....	501	1896—Twenty-ninth year.....	623
1872—Fifth year.....	434	1885—Eighteenth year.....	475	1897—Thirtieth year.....	719
1873—Sixth year.....	470	1886—Nineteenth year.....	405	1898—Thirty-first year.....	737
1874—Seventh year.....	668	1887—Twentieth year.....	421	1899—Thirty-second year.....	739
1875—Eighth year.....	709	1888—Twenty first year.....	490	1900—Thirty third year.....	742
1876—Ninth year.....	627	1889—Twenty-second year.....	505	1901—Thirty-fourth year.....	753
1877—Tenth year.....	592	1890—Twenty-third year.....	502	1902—Thirty-fifth year.....	757
1878—Eleventh year.....	534	1891—Twenty-fourth year.....	560	1903—Thirty-sixth year.....	784
1879—Twelfth year.....	468	1892—Twenty-fifth year.....	596	1904—Thirty-seventh year.....	958
1880—Thirteenth year.....	513				

NOTE: At time of going to press, July 11, the Summer School of 1904 numbers 390 with average daily attendance for first six weeks about 250.

## ALUMNI ASSOCIATION.

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

## POST-GRADUATES.

### DEGREE—MASTER OF ARTS AND DIDACTICS.

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

### DEGREE—MASTER OF SCIENTIFIC DIDACTICS.

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

### DEGREE—MASTER OF PEDAGOGY.

- 1903—E. Alta Allen, Mayme Foncannon, Mabel Gibbons, R. Emmett Hamilton.  
1904—Ada Greenwood McLaughlin, Alethea Ringo, Frances Miller, Nora B. Phillips.

## GRADUATES.

### DEGREE—BACHELOR OF ARTS AND DIDACTICS.

- 1872—W. N. Dyle, \*O. P. Davis, W. F. Drake, I. N. Matlick, \*Vincen 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. Ferrell, N. B. Henry, E. S. Harpham, E. O. Larkins, Ada C. Oldham, Lova 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. Oldman, C. P. Perham, G. A. Smith, A. B. Warner, Z. F. Wharton.  
1880—I. F. Atterbury, Olivia A. Baldwin, A. B. Carroll, C. E. Foster, J. A. Guttery, T. L. Herbert, H. Johnson, Flora Northrup (Mrs. Scheurer), \*S. H. Soper, W. E. Tipton, Edmonia D. Wright (Mrs. Herron).  
1881—W. B. Anderson, T. S. Cox, Ada M. Greenwood (Mrs. McLaughlin), E. H. Hatch, W. R. Holloway, W. F. Link, R. B. Loudon, L. S. Mitchell, R. F. Sallee, R. D. Sayer, Lulu B. Sharp (Mrs. Corley).  
1882—J. O. Allison, Nellie Bragg (Mrs. Glaize), S. A. Conway, Ida Frankland, W. F. Guthrie, J. L. Holloway, J. W. Jones, C. Riggle, R. R. Steele.  
1883—J. S. Erwin, Anna Dysart, Aven Nelson, L. I. Owen (Mrs. Mitchell), J. N. Pemberton, Mary T. Prewitt, Lottie T. Spencer (Mrs. O. Neil).

### DEGREE—BACHELOR OF SCIENTIFIC DIDACTICS.

- 1884—R. W. Barrow, J. D. Brown, B. F. Carroll, S. A. Crookshanks, Miriam Davis (Mrs. Mitchell), Mary Griffith, J. H. Grove, J. F. Holliday, R. E. Johnson, H. C. Long, W. H. Miller, Libbie K. Miller (Mrs. Traverse), Carrie Randall (Mrs. Thwing), H. B. Shain, Minnie Sharp (Mrs. Simpson), F. A. Swanger, Nettie Willard (Mrs. Hovey).  
1885—R. B. Arnold, R. E. Barnard, N. M. Boyd, C. C. Childress, Silas Dinsmoor, W. W. Griffith, W. D. Grove, Mary Howell (Mrs. Finegan), Allie Link (Mrs. Whitacre), O. M. Mitchell, F. M. Patterson, Fannie Riggs (Mrs. Long), Isom Roberts, J. J. Steele.  
1886—S. P. Bradley, A. J. Brashear, J. J. Brummett, Jennie Edwards, Ella Evans, Kate Funk (Mrs. Simpson), Nannie Garrett, \*Fannie Graer (Mrs. J. W. Martin), G. M. Holliday, Etta L. Johnson (Mrs. Kiggins), A. E. Kennedy, C. M. Kiggins, May L. Northcutt (Mrs. Locke), L. M. Phipps, Stacy G. Porter (Mrs. Miller), W. T. Porter, A. L. Pratt, J. F. Pratt, \*I. A. Price, J. A. Pulliam, Paul Sanford, J. M. Simpson, Minnie Smith (Mrs. Fowler), T. J. Updyke, J. J. Watson, J. D. Wilson.

- 1887—G. Bellamy, Adaline Bell, Charles Cornelius, Mollie Chambliss, W. B. Edwards, Andrew Erickson, G. W. Fisher, Georgia Funk (Mrs. Meyers), Ella Fnuk, Mattie Hannah (Mrs. Humphreys), U. G. Humphreys, A. L. Holliday, W. L. Holloway, G. E. Jamison, Nannie Key (Mrs. Dufur), Eugene C. Link, E. D. Luckey, C. K. McCoy, Geo. F. Nason, Marguerite Pumphrey (Mrs. Smith), Bell Plumb, Walter A. Payne, Ella Rolofson, Laura Seals, \*Ida Thompson (Mrs. Price).
- 1888—E. E. Barnett, H. S. Bruce, Mollie Chancellor, E. L. Cooley, Lisse Funk, George R. Funk, Sallie Gex (Mrs. Roberts), H. C. Harvey, Morgan H. McCall, Fannie Mackoy, A. L. McKenzie, Lulu Patterson, Marie W. Patterson, D. L. Roberts, Prudie Risdon (Mrs. Tillery), Mollie Reed (Mrs. Cooley), Minnie Reed, S. M. Snodgrass, Alma Smith (Mrs. J. B. Dodson), Pauline C. R. Stone (Mrs. Rozelle), Eva White.
- 1889—Isabel Ellison (Mrs. Vinsonhaler), Wm. Eiring, Fannie Heald, C. W. Haman, Frank Hannah, E. T. Hubbard, Genie Nolan, George H. Owen, Lucy Patterson (Mrs. Motter), W. L. Riggs, Ella Woods, W. W. Walters.
- 1890—J. T. Aldridge, Emma Ammerman, C. W. Bowen, Julia B. Ellison (Mrs. Hill), Charles Eiring, Fannie Gentry (Mrs. Lobban), Sue Greenleaf, George Gex, Nina Heald (Mrs. McClure), Lizzie Harvey, Emma Poe, Adelia Richmond, Louise M. Trimble, John A. Whiteford, Emily Watson.
- 1891—Geo. Finley Burton, E. O. Doyle, C. P. Guthrie, Jennie Green, Mary Gerard, J. C. Hennon, Kate Hammond, Lillian H. Heald (Mrs. Richmond), Blanche Heiny, \*W. A. Muir, Rosa Patterson (Mrs. West), J. E. Petree, Allie Ross (Mrs. Suggett), Ida Stafford (Mrs. Geo. F. Burton), C. A. Savage.
- 1892—Catherine Allen, Minnie Brashear, Ruby Dorothy Bowen (Mrs. J. A. Cooley), 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 (Mrs. Risdon), Ellen Eliza Van Horne, Sophia Campbell Watson, Anna Stafford Western.
- 1893—Charles Bagg, Della Baird, L. Alice Bond (Mrs. Christie), Clarence Alva Blocher, \*Maggie Crawford, Allie Davis, Mae DeWitt (Mrs. Hamilton), Martha DeWitt, Emeline Fee, Meade Ginnings, Benjamin F. Guthrie, Mamie Harrington (Mrs. Schwartz), Ruth Jeffers, James Alva Koontz, Chas. Murphy, \*John R. Musick, John Davis Marr, Camile Nelson, \*Henry E. Patterson, Calvin Henry Paul, J. T. Ronald, Alethea Ringo.
- 1894—Geo. Washington Atterberry, Hubbard Blair, Wm. 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 (Mrs. Payson), Anna Woods.
- 1895—Fred William Alexander, James Perry Boyd, Thomas Austin Craghead, Enoch Marvin Drinkard, Samuel Rodgers Dillman, A. E. Dowell, Dorothea Caroline Foncanon (Mrs. E. C. Grim), Ezra Clarence Grim, Jessie Bird Hatcher, Kate Bell Hawkins, Anna C. Hill (Mrs. Wright), Louis Ingold, Lyda McKay, Frances Miller, Joe Shelby Maddox, James Thomas MaGee, John Henry Nolen, Maud Owen, Fred Benjamin Owen, Gertrude Phillips, Lena Lucile Storm (Mrs. Emory Green), Ambros Dudley Veatch, Julia Alberta Wardner.
- 1896—Frank Buckner, Ida Brashear, Manville Carothers, Jeanie Dodson, Maggie Furtney, August Harman, Edward E. Huffman, Homer A. Higgins, J. A. Hook, Arthur Lee, Mabel Mennie, George Byron Novinger, Louise Rex, Ledrew Esper Ryals, Nell Stone (Mrs. Brace), 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 (Mrs. Buckmaster), Fred Fair, E. E. Funk, Mayme Foncanon, Harry L. Green, J. L. Gallatin, Myrtle Harlan, Ada Harlan, Frank Heiny, John H. Hoefner, Virginia Holderman, Essie Holmes, Eugene Lake, C. W. Murphy, Milton McMurry, H. E. Neese, Martha Petree, Victor Parrish, O. A. Petree, \*Mc-

- Donald Petree, F. H. Potter, Nora Phillips, G. W. Pendergraft, Saida Ragsdale, Carrie Reynolds (Mrs. Conner), A. H. Smith, Lillah Townsend, S. E. Terpening, A. P. Vaughn, W. I. Woodson.
- 1898—Amy Brown, Claude S. Brother, Ardella Dockery, Sallie Davis, May Evans, A. D. Foster, A. S. Faulkner, Kate Holdsworth, Hattie Lyon, R. N. Linville, J. D. Luther, \*O. H. Lind, Birdie Miller, Julia McBeth, Lilly Northcutt, Anna Pile, Albert Pratt, Ethel Ringo (Mrs. J. E. Weatherly), Mary Sullivan, W. E. Shirley, Ray Seitz, W. B. Thornburg.
- 1899—Cordelia Ashlock (Mrs. Brown), Pansy Bowen (Mrs. H. H. Laughlin), Delos Austin Bragg, Cora C. Buchanan, Gwyn H. Baker, Ellen J. Crockett, Lottie Christie, Lida Corken, Ada Carnahan, John A. DeTienne, Jean Eames, Ida May Finegan, Mabel Gibbons, J. A. Goodwin, Oscar Ingold, Wm. Horace Ivie, Mayme Lorenz, Bess Hannah Link, Zoe McDowell, G. W. Pauly, Mrs. Lena Pauly, Julia Louise Porter (Mrs. Garth), Jessie Ray, Frank K. Surbeck, E. Claude Smith, John B. Stigall, Nannie Thomas, Britt Payne Taylor, Jas. Hornbuckle Turner.
- 1900—Alice Adams (Mrs. W. J. Shepard), 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 Foncanon, E. H. Gipson, Bianch Hall, Robert Emmett Hamilton, Davella Hendricks, Jacob Wilhelm Heyd, Essie Hill, Vida Jenkins, Roxana Howard Jones, Harry H. Laughlin, N. June Lemon, Sadie Lemon, Emma Long, Elsie Mae Martin, N. F. McMurry, Mary Miller, J. C. Moorman, Myra Mills, May E. Northcutt, Walker S. Pemberton, Lida Powell, Sunie Roberts, Mathilde B. Rombauer (Mrs Henry), Elea B. Scott, Rose A. Shantz, Rosa May Smith, Stella Stone, P. O. Sansberry, Mary A. Talbot, James Harrison Turner, Fred W. Urban, Jessie B. Vaughn, Inez Webber, Sadie Westrope, Virginia Louise White (Mrs. Graham), Lena Wilkes.
- 1901—Efa Allen, Edna Baker, Basil Brewer, Artie Keller Cleveland, Anna Margaret Earhart, Cassius V. Eaton, Anna Ely, T. M. Evans, Eugene Fair, Alta Lee Gill, Mary C. Greenwood, Mabel Gilhousen, Wannee A. Hall, G. L. Hawkins, Vena Hennon, M. Braxie Hull (Mrs Alsdorf), E. Gertrude Johnston (Mrs Oliver Stigall), Nelson Kerr, Robt. L. Kirk, Thos. J. Kirk, Alta Lorenz (Mrs Eugene Fair), Mittie W. Mason, F. L. McGee, Elmer A. McKay, T. M. Mitchell, Pearl Moulton, Susan Nicholas, Lettie Petree, Nora Elma Petree, Mary Porter, Minnie Reed, Erna Reedal, N. Reuben Riggs, Mary Lucy Rudasill, Robert A. Scott, Enoch B. Seitz, B. P. Six, J. A. Taylor, Leonard M. Thompson, Cora L. Walker, Mamie Willard, Bessie S. Wittmer, Jessie M. Wright.
- 1902—Mattie Adams, E. Alta Allen, H. T. Allen, S. W. Arnold, Sara F. Buchanan, George Crockett, M. E. Derfler, C. E. Dickson, Fanny Dulaney, Bert L. Dunnington, \*Sadie M. Elwood, Bertha Evans, Marey Carmen Fisher, Francis J. Gibbons, Oattie M. Greiner, Alice F. Erwin, Clyde Hennon, Frank Heyd, T. W. Imbler, M. Elizabeth Johnston, Maud M. Kennen, Clara Miller, A. R. Morgan, Lillian Neal, N. H. Randall, Ida F. Ray, Audrey D. Risdon, Eva Robbins, Libbie Smith, Isadore Smott, Martha E. Sparling, David Stanly, J. M. Steele, Geo. J. Stringer, Jennie Townsend, June Wack, Gertrude Watson, Eunice Wilkes.

#### DEGREE—BACHELOR OF PEDAGOGY.

- 1903—Grover C. Allen, Bertha Allison, Kate Ashlock, Loa E. Bailey, Ray Barker, Clara Blackwell, Jessie Brewer, Leona Brown, Clay L. Carter, G. N. Dancee, Roy L. Gardner, Ada O. Harmon, Gertrude Heller, Chas. A. Heryford, Russell E. Holloway, Cloe F. Johns, Grace Jones, I. Allen Keyte, Lucy C. Kirby, Eunice Virginia Link (Mrs. P. W. Bonfoey), R. V. Markland, Thos. Marksbury, Mabel McHendry, Carrie Mills, R. L. Minton, Moore Blanche, L. A. Moorman, S. E. Morlan, N. Mabel Owen, Lelah Popplewell, Tilden Powell, Eugenia Ringo, L. D. Roberts, Grace Rucker, Susie Salling, Christine Tall, Sarah E. Thomas, Myrtle Traugher, Lillian Louise Weedon, Bessie Wells (Mrs Grant), Edna Edith Wilson.

\*Deceased.

## SENIOR CLASS.

DEGREE—BACHELOR OF PEDAGOGY.

GRADUATING MAY 25.

Boyes, M. A.  
Brashear, Roma  
Calvert, Sydney E.  
Davis, Lucie  
Dockery, Julia Estelle

Ford, J. Everett  
Gilbreath, Lura  
Johnson, Louise  
Kay, Rubie Wenonah  
Leazenby, Bessie

Lemon, H. A.  
McClain, W. M.  
Miller, J. A.  
Miller, Iowa  
Morgan, Fred B.

Nicholas, Jessie J.  
Robertson, Wm.  
See, W. J.  
Surbeck, Tress

### AUGUST SECTION.

To receive diplomas August 19 or earlier on condition all required work is completed.

Bain, Charlotte  
Banning, W. J.  
Bassett, Clara Belle  
Blake, Vera  
Breier, Eleanor  
Brewer, Margaret  
Brightman, Sam C  
Broadbent, De Etta  
Brown, Sallie

Burch, J. E.  
Coffman, S. A.  
Collier, Cora B.  
Crawford, Daphne  
Damron, Cannie  
Downing, C. V.  
Dralle, Fred W.  
Eisiminger, Hallie

Fraizer, Leon  
Goodale, C. T.  
Hall, Harry D.  
Hull, Eula  
Hutcherson, Lena Clara  
Jewett, Ida  
Kittel, D.  
Koenemann, Lydia  
Lotter, Anna A.

Mitchell, Herbert  
Powell, Mrs. Tilden  
Powell, E. J.  
Proctor, Julia  
Roberts, C. A.  
Seaber, Daisy  
Shoop, Raymond  
Spivey, May  
Zimmerman, Catherine

## SOPHOMORE CLASS, 1904.

GRADUATING MAY 24.

Benning, Emma  
Botts, M. Alice  
Clem, Etha M.  
Coffman, S. A.  
Denning, Goldie V.  
Downing, S. Carrie  
Durham, Harvey  
Duty, Grace L.  
Eubank, Rubie  
Finegan, Ava Zea  
Flanders, Eunice Helen

Fraizer, Leon  
Gardner, Jennie  
Greener, Lillian  
Harris, Grace May  
Heryford, Helena M.  
Heryford, Myrtle  
Holman, Minnie  
Holloway, Ina E.  
Holloway, Mabel  
Hull, Lewis C.

Humphrey, P. B.  
Jamison, G. H.  
Jones, E. O.  
Johns, Lillie  
Keyte, Lena  
Lollar, Henry C.  
McReynolds, Ralph  
Morrow, Lena  
Munn, Bessie  
Murphy, Minnie E.  
Ober, Grant O.

Peret, Myrtle  
Ray, F. O.  
Shoemaker, Floyd C.  
Sloan, Georgia May  
Sparling, Jno. N.  
Sweat, Ruth  
Walkup, Emily  
Weyand, Mary Catherine

### AUGUST SECTION.

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

Arnold, F. W.  
Barnes, E. T.  
Bartholomew, Mabel  
Beattie, J. Claybourn  
Beckner, H. S.  
Berger, Allen

Bergman, Jesse  
Bergman, Willis F.  
Berry, Flora  
Blackledge, Iva  
Bohon, Emma Grace  
Bragg, Frances I.

Bridges, D. G.  
Brown, Nell Margaret  
Burriss, Ora Franklin  
Coppers, A. E.  
Cupp, Dimple  
Crawford, Daphne

Divers, Roy  
Doneghy, Dagmar  
Draper, L. L.  
Fish, Walter E.  
Fugate, Hanna  
Jehrke, Clara S.

Goldberg, Elsa  
 Hinebaugh, Ethel  
 Hall, Hattie  
 Hall, Stanley M.  
 Hardesty, Willis B.  
 Harmon, Mrs. F. J.  
 Harmon, F. J.  
 Heaton, O. E.  
 Holloway, Ola K.  
 Howell, Roberta  
 Jackson, Emma  
 Jadwin, Mrs. W. E.

Jadwin, W. E.  
 Johnston, Caltha  
 Jones, Maude  
 Linder, Lollie  
 Lyda, E. R.  
 Markey, Opal Grove  
 McFadden, G. E.  
 McGee, Amy  
 Moore, Essie  
 Morris, Mrs. Sadie  
 Murdock, John R.  
 Nichols, Oleta

Northcraft, Lettie M.  
 Nunnally, Lou Irene  
 Pickell, W. H.  
 Pollard, Lillie  
 Prewitt, Mary Agnes  
 Ray, Robt. C.  
 Reynolds, Eva  
 Rodgers, Ethel  
 See, Walter G.  
 Shaw, Ethel  
 Sherman, Lenna B.  
 Shibley, A. P.

Short, Warren  
 Sipple, E. M.  
 Stevenson, R. A.  
 Tippet, Iva  
 Truitt, Cyrus G.  
 Turner, Phel  
 Weldon, Sarah May  
 Wells, Walter M.  
 Yadon, Clara  
 Young, Rowena

### STUDENTS OF SUMMER SESSION, 1903.

Abbott, Nelle.....	Clarence..	Booth, Earl.....	Gardner, Illinois	Cousins, W. K. ....	Ravanna	Etchison, Coila . . . . .	Gallatin
Adams, Coral . . . . .	Kirkville	Boyer, Mary . . . . .	Festus	Crapson, Susie . . . . .	QueenCity	Etchison, Forest . . . . .	Gallatin
Alderson, G. H. . . . .	Wellsville	Boyes, M. A. . . . .	Auxvasse	Crawford, Daphne . . . . .	Monroe City	Farrell, Shelby . . . . .	Madison
Allen, E. Alta. . . . .	Memphis	Brandes, Lulu . . . . .	Moscow Mills	Cross, Pearl, . . . . .	Clarence	*Finch, Jennie . . . . .	Kirkville
Allen, Ida. . . . .	La Belle	Brewer, Jessie . . . . .	Kirkville	Crump, Florence . . . . .	Green Castle	Finegan, Retta . . . . .	Kirkville
Allen, Viola. . . . .	La Belle	Brewington, W. B. . . . .	Clarence	Culler, Frank. . . . .	Epworth	Fish, A. V. . . . .	Kirkville
Allison, Bertha. . . . .	Kirkville	Bridges, D. G. . . . .	Denver	Cummins, Bertha. . . . .	Greentop	Fish, W. E. . . . .	Kirkville
Allison, Guy. . . . .	Kirkville	Bridges, Grace. . . . .	Downing	Cunningham, Bess . . . . .	Clarence	Fisher, M. Carmen . . . . .	Huntsville
Atteberry, Ethel. . . . .	Economy	Brightman, Sam C . . . . .	Clinton	Cupp, Dimple . . . . .	Kirkville	Flynt, Orrie . . . . .	Hallsville
Aubuchon, Julia. . . . .	Festus	Briscoe, Florence . . . . .	Kirkville	Damron, Annie . . . . .	Middletown	Foncanon, Mayme . . . . .	Kirkville
Bailey, Loa. . . . .	Kirkville	Brown, Sallie . . . . .	Kirkville	Daniel, Iva . . . . .	Maud	Fogleman, Arbella. . . . .	Cainsville
Bain, Charlotte . . . . .	Webster Groves	Buck, Flora . . . . .	Kirkville	Davis, Lucie . . . . .	Kirkville	Fogleman, Cora . . . . .	Cainsville
Ballenger, Zula. . . . .	Kirkville	Buck, Ethel . . . . .	St. John	Dearing, Callie . . . . .	Hillsboro	Ford, J. E. . . . .	Gault
Banning, W. J. . . . .	Kirkville	Bunch, Mrs. Belle . . . . .	Laneaster	Dickson, C. E. . . . .	Kirkville	Foulks, Margaret. . . . .	Bevier
Barker, Ray. . . . .	Kirkville	Burch, J. E. . . . .	Clearmont	Dowell, Ella . . . . .	Mexico	Fuller, Lena M. . . . .	Kirkville
Barnes, Grace. . . . .	Queen City	Burnes, Katie . . . . .	Arbela	Downey, Susie . . . . .	Stewartsville	Fulton, Della M. . . . .	Lancaster
Barnes, Emma . . . . .	Queen City	Brown, Leona . . . . .	Kirkville	Downey, D. S. . . . .	Stewartsville	Fulton, Mary L. . . . .	Lancaster
Bartholomew, Mabel. . . . .	Kirkville	Cable, Leona . . . . .	New Boston	Downing, C. V. . . . .	Kirkville	Funk, E. E. . . . .	Kirkville
Bays, Rosa. . . . .	Hamilton	Calvert, A. T. . . . .	Lebo, Kan	Downing, Myrtle . . . . .	Fulton	Frazier, Leon . . . . .	Barnard
Beardsley, C. G. . . . .	Kirkville	Calvert, Laura. . . . .	Green City	Dralle, Fred W. . . . .	Knox City	Gardner, Jennie . . . . .	Kirkville
Benefiel, Byrthe . . . . .	Linneus	Calvert, S. E. . . . .	Kahoka	Durham, Harvey . . . . .	Jacksonville	Gardner, R. L. . . . .	Dudley, Iowa
Benning, Emma. . . . .	Canton	Carter, A. S. . . . .	Hallsville	Dyer, Bessie . . . . .	Wentsville	Gay, Sarah A. . . . .	Hamilton
Berger, Elvira. . . . .	Gamma	Carter, C. L. . . . .	Hallsville	Earp, J. J. . . . .	Carrollton	Gehrke, Clara . . . . .	Kirkville
Berry, Fannie . . . . .	Kirkville	Chapin, Florence . . . . .	Oronoga	Easterday, Jerome . . . . .	Carrollton	Gentry, Ella L. . . . .	Monroe City
Bigley, Bertha . . . . .	Kirkville	Chapin, Mary . . . . .	Oronoga	Eaton, Hettie . . . . .	Plattsburg	Gibbons, Mabel . . . . .	Kirkville
Black, E. L. . . . .	Wellsville	Claggett, Matie . . . . .	Bethel	Eaton, Maggie . . . . .	Shelbina	Gibbons, Francis . . . . .	Centerville, Ia
Blackwell, Bessie . . . . .	Kirkville	Clarkson, Ella . . . . .	Moberly	Eisiminger, Carl . . . . .	Fillmore	Gibson, Nellie . . . . .	Eversonville
Blackwell, Clara. . . . .	Kirkville	Coffman, S. A. . . . .	Rush	Eisiminger, Hallie . . . . .	Fillmore	Goodale, C. T. . . . .	Meadville
Blake, Vera . . . . .	Rockport	Corbin, Byrle . . . . .	Brashear	Eller, J. B. . . . .	Newark	Goode, D. W. . . . .	Kirkville
Blue, Hattie . . . . .	Florida	Cornmesser, B. L. . . . .	Kirkville	Ellison, Katherine . . . . .	Brashear	Goodson, Abbie . . . . .	Shelbyville
Bohon, Emma . . . . .	Kirkville	Costolow, T. A. . . . .	Kirkville	Enyeart, Effie . . . . .	Marceline	Gooding, C. J. . . . .	New Mello

Gowey, Grace	Kirksville	Keller, Lettie	Glenwood	Moreland, Ollie	Hunnewell	Reid, Bettie	Brussels
Grate, Nellie	New Hampton	Keller, Minnie	Glenwood	Morelock, Daisy	Green City	Renner, G. S.	Tina
Grizzell, Sarah	Clifton Hill	Kent, Glenn E.	Kirksville	Morgan, Edith	Eagleville	Reynolds, E. R.	Kirksville
Groshong, Ella	Foley	Keyte, I. A.	Kirksville	Morgan, Grover	West Grove, Ia	Richardson, Lula	Anabel
Guthrie, Mammie	Tarkio	Keyte, Lena	Kirksville	Morlan, I. L.	Pollock	Ringo, Eugenia	Kirksville
Hall, Harry D.	Woodiawn	Kirby, Lucy	Moberly	Morlan, S. E.	Pollock	Risdon, Audrey	Kirksville
Halliburton, Hallie	Levick's Mill	Kirk, Robert L.	Aberdeen, S. D	Morrison, Maude	Cairo	Roach, Stella	Browning
Hardesty, W. B.	Chantilly	Kirk, Victor	Kirksville	Murdock, S. H.	Milan	Roberts, C. A.	Revere
Harmon, Ada B.	Browning	Laughlin, H. H.	Centerville, Iowa	Murphy, Maggie A.	Tuckahoe	Roberts, L. D.	Eagleville
Haver, Dora	Pattonburg	Leslie, Laura	Maywood	Murphy, Minnie	Kirksville	Robinson, Laura	Mexico
Hawkins, Edna	Hematite	Lindsey, Iva	Hester	Murphy, J. P.	Festus	Rodenhofer, Carrie	O'Fallon
Hays, Coy.	Green City	Littleton, E. R.	Cherry Box	Murphy, W. C.	Festus	Rodgers, Ethel	Milan
Hearst, Nora H.	Kirksville	Loekyer, Daisy	Hunnewell	Nicholas, R. M.	Kirksville	Rolston, Nellie	Greentop
Heller, Gertrude	Palmyra	Loomis, Lura	Kirksville	Nicholas, Susan	Kirksville	Roppel, Geo.	Wellsville
Hemmings, Jennie	Marceline	Long, Grace	Jamesport	Nickell, B. F.	Winigan	Rowell, Hettie	Excelsior Springs
Heryford, C. A.	Hale	Lowry, J. K.	Ravanna	Nicholson, Mary	Shelbyville, Illinois	Ruffer, Minnie	Festus
Hewitt, Daisy	Shelbyville	Lowry, Maude	Kirksville	Norman, J. D.	Newtown	Rutherford, Beth	Hannibal
Hewitt, Pearl	Kirksville	Madison, May	Festus	Ordnung, Lizzie	Burlington Junction	Rutherford, Ora	LaPlata
Hinton, Hugh		Maggart, A. A.	Milan	Ordnung, Rose	Burlington Junction	Rutherford, Sarah	Huntsville
Holder, Cleopatra	Cantril, Iowa	Markland, R. V.	Armstrong	Overstreet, Alda	Newtown	Ryther, Flora	Macon
Holloway, Epp	Kirksville	Marksbury, Thos	Emerson	Owen, Mabel	Oak Dale	Richardson, Etta	
Holloway, R. E.	Rowena	Marston, Edith	Wagoner, I. T.	Painter, J. T.	Sturgeon	Salling, Susie	Perry
Holmes, Essie	Kirksville	Martin, Susie	Martinsburg	Pendry, Lula	Emerson	Salsbery, E. H.	Pollock
Hopewell, Cloud	Kirksville	Maxwell, Jessie	Kirksville	Perrin, Coral	Queen City	Schmidt, Carl	Caruthersville
Hopson, Maude	Canon City, Colo	May, Edith	Westboro	Perry, Elsie	Leonard	Seaman, R. L.	Browning
Horn, I. M.	Wyaconda	Mayhugh, Jessie	Rothville	Petree, Jessie	Kirksville	See, W. G.	Centralia
Houghton, D. H.	Low Ground	Mayhugh, Lida	Rothville	Petty, Lena	Clinton	See, W. J.	Centralia
Howell, Roberta	Holliday	McClain, Ela	Williamstown	Phifer, Clyde	Kirksville	Selby, Tennie	Kirksville
Hughes, J. R.	Macon	McClanahan, Maude	Harris	Phillips, Nora B.	Kirksville	Sharp, Virginia	Oklahoma City, O. T.
Hughes, Ruth	Bevier	McCollum, S. B.	Ridgeway	Pinkston, Ollie	Brashear	Shepherd, Etta	Meadville
Hultz, Birdie	Venice	McFadden, G. E.	Knox City	Pollard, Lillie	Kirksville	Shibley, A. P.	Gorin
Humphrey, Bessie	Parnell	McHenry, Mabel	Kirksville	Popplewell, Lelah	Binger, O. T.	Shoop, Raymond	Green City
Humphrey, B. P.	LaPlata	McKenzie, Edna	Kirksville	Posey, N. E.	Green City	Short, C. E.	Lone Dell
Hussey, Anna	Lathrop	McKenzie, J. G.	Millard	Powell, Eva	Quitman	Short, Warren	Lone Dell
Hutten, C. E.	Andover	McMunn, Fannie	Memphis	Powell, E. J.	Quitman	Sipple, L. B.	Rush Hill
Ingold, Oscar	Canton	Millay, Ada	Kirksville	Powell, Lulu M.	Bevier	Skipper, Ora	St. John
Jamison, Myrtle	Clarence	Miller, C. M.	Gorin	Powell, Mary	Energy	Smith, A. F.	Anabel
Jennings, H. P.	St. Clair	Miller, J. A.	Kirksville	Powell, Tilden	Bevier	Smith, Edith Ray	Monroe City
Johnston, Bessie	Kirksville	Miller, Lova	Kirksville	Power, Mollie	Mt. Moriah	Snarling, Jno. N.	Kirksville
Johnson, Louise	Kirksville	Mills, Warner	Kirksville	Ralston, Nellie	Greentop	Sparling, Martha	Kirksville
Jones, Bettie	Pickering	Minton, R. L.	Fortescue	Rambo, Happy	Webster Groves	Stanley, Leona	LaPlata
Jones, Grace	Kirksville	Mitchell, Herbert	Lancaster	Ray, Ida	Kirksville	Steiner, W. L.	New Haven
Jones, Maud	Kirksville	Moore, Blanche	Vandalia	Reavis, G. W.	Hamilton	Stephens, Willia E.	Linneus
Jones, Roberta	Kirksville	Moore, Dee	Elgin	Reesman, Cordelia	LaPlata	Stevenson, R. A.	Wheeling
Kay, Rubie	Kirkwood	Moore, Grace	Lancaster	Reger, Maude	Reger	Stringer, Emma	Humphreys

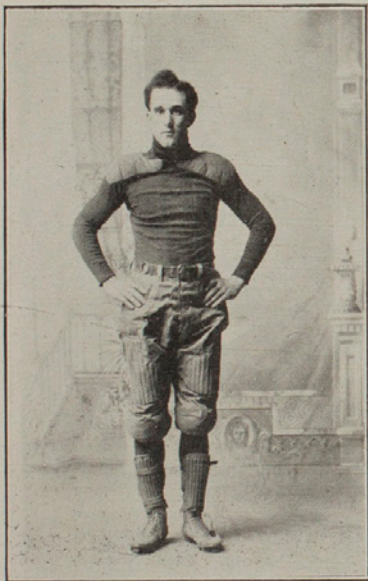
Stringer, Geo. J. ....	Smithville	Traugher, Myrtle .....	Centralia	Watson, G. R. ....		Wirth, Ida .....	Lancaster
Stringer, Mrs. Geo. J. ....	Smithville	Treasure, J. F. ....	Bloomfield	Weldon, Mary E. ....	Shelbyville	Wise, Etta .....	Wellsville
Sutton, Nellie .....	Bethany	Truitt, C. G. ....	Polo	Weldon, May .....	Gamma	Withers, Myra .....	Piedmont
Swanson, A. M. ....	Greentop	Turner, Carrie .....	Linneus	Wells, Bessie .....	Hurdland	Wood, Grace .....	Enterprise
Switzer, E. B. ....	Bucklin	Turner, Laura .....	Linneus	Wells, Rose .....	Lucerne	Woods, Birchie .....	St. Louis
Tall, Christine .....	Winchester	Urban, W. C. ....	Burlington Junction	Whan, J. R. ....	Osgood	Wright, Essie .....	Perrin
Taylor, C. P. ....	Bethel	Van Dyke, Joe. ....	Axtell	Whittom, James .....	Downing	Wiseman, Florence .....	Hester
Templeton, O. E. ....	Vinitia	Vesper, Ada .....	Monticello	Wilcox, Addie .....	Webster Groves	Willard, Mamie .....	Kirksville
Thayer, Herbert .....	Craig	Vincent, Anna .....	Lucerne	Williams, Miss Clyde .....	Sumner	Yadon, Clara .....	Sublette
Thomas, Sarah E. ....	Ferguson	Wack, June .....	Ferguson	Wilson, Edna .....	Moberly	Yetter, Lillie .....	Atlanta
Thompson, Daisy .....	Macon	Wears, Julia .....	Kearney	Wilson, Forest .....	Kirksville	Young, Rowena .....	Kirksville
Tonnies, J. W. ....	Colony	Walker, Emma .....	Plattsburg	Wilson, Gus .....	Wellsville		
Townsend, Jennie .....	Moulton, Iowa	Walker, Mollie .....	Anabel	Wilson, Mary D. ....	Brookfield		

\*Deceased.

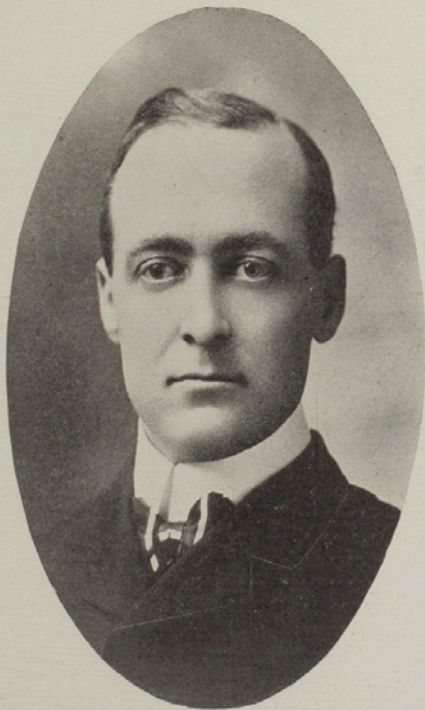
## STUDENTS OF 1903-1904

Sept. to May Inclusive.

Adams, Coral. ....	Kirksville	Barron, Virgil .....	Derby, Iowa	Bledsoe, Earl .....	Kirksville	Burch, J. E. ....	Clearmont
Alderson, Geo. ....	Wellsville	Barton, Fay .....	Clarence	Bodyfield, Richard .....	Kirksville	Burch, Minnie .....	Love Lake
Alexander, Thos. ....	Kirksville	Bassett, Clara Belle .....	Moberly	Bohon, Emma .....	Kirksville	Burkeholder, Bliss .....	Trenton
Allen, Grover .....	Memphis	Baughter, A. H. ....	Bucklin	Bohon, Ethel .....	Kirksville	Burnham, Alice .....	Milan
Allison, Guy .....	Kirksville	Baughner, L. V. ....	Bucklin	Bondurant, J. D. ....	Downing	Burns, Katie .....	Arbela
Ammerman, Bessie .....	Kirksville	Baughman, Rosa L. ....	Omaha	Bondurant, W. P. ....	Downing	Burns, Stella .....	Ethel
Ammerman, Blanche .....	Kirksville	Baum, John .....	Rosedale	Botts, Alice .....	Hurdland	Burns, Sylva .....	Winigan
Arbuckle, Myrtle .....	Bucklin	Bear, James .....	Kirksville	Botts, Mabel .....	Hurdland	Burrell, Charles .....	Gilman
Arnold, Arthur .....	Kirksville	Beardsley, Chas G. ....	Kirksville	Bowen, Martha .....	Hurdland	Burris, Ora .....	Kirksville
Arnold, Frank W. ....	Trenton	Beattie, Mrs. J. C. ....	Whitesville	Boyes, M. A. ....	Auxvasse	Burden, Amy .....	Arbela
Ashby, Ottie .....	Clarence	Beattie, J. C. ....	Whitesville	Bradshaw, Ione .....	Butte, Mont	Butler, W. A. ....	Arbela
Atteberry, Ethel .....	Economy	Beatty, Mary .....	Kirksville	Bragg, Bertha .....	LaPlata	Callison, Onie .....	Bachelor
Bailey, Guy .....	Kirksville	Beckner, A. F. ....	Knox City	Bragg, Florence .....	LaPlata	Calvert, Carl E. ....	Revere
Bailey, Jessie .....	Kirksville	Beckner, H. S. ....	Knox City	Bragg, Frances .....	Kirksville	Calvert, Sidney E. ....	Kirksville
*Bailey, Kate L. ....	Tullvania	Bell, Wm .....	Helena	Brashear, Eugene .....	Kirksville	Campbell, Fred .....	Monterey, Iowa
Bailey, Nellie .....	LaPlata	Bennett, Stella. ....	Chatsworth, Illinois	Brashear, Roma .....	Kirksville	Campbell, Ina .....	Monterey, Iowa
Bailey, J. W. ....	Kirksville	Benning, Emma .....	Canton	Brewer, Margaret .....	Kirksville	Campbell, Laura .....	Kirksville
Ballew, Luetta .....	Bloomfield, Iowa	Benning, Mary N. ....	Canton	Broadbent, De Etta. ....	Joplin	Campbell, May E. ....	Kirksville
Bain, Charlotte .....	Webster Groves	Berger, Allen .....	Gamma	Brobst, Jeanette .....	Meadville	Campbell, Ralph .....	Kirksville
Baker, Cordia .....	Cainsville	Berger, Elvira .....	Gamma	Brown, Charles .....	Stahl	Cannon, Mas. M. ....	LaPlata
Baker, Jessie .....	Hurdland	Bergman, Jesse .....	Goldsberry	Brown, Nelle N. ....	Elsberry	Capps, Arlie .....	Stahl
Banning, W. J. ....	Kirksville	Bergman, Lula .....	Goldsberry	Brown, Sallie .....	Kirksville	Carnahan, Earnest .....	Atlanta
Bardot, E. A. ....	Lusbering	Bergman, Willis .....	Goldsberry	Browning, Gladys .....	Kirksville	Carothers, Carl .....	Kirksville
Bardot, F. C. ....	Luebbering	Berry, Flora .....	Kirksville	Bridges, D. G. ....	Denver	Carothers, Edith .....	Kirksville
Barclay, Ernie .....	Novinger	Berry, George .....	Kirksville	Buck, E. H. ....	Kirksville	Carothers, E. D. ....	Kirksville
Barnes, E. T. ....	Kirksville	Biggs, Katie Sue. ....	Ladonia	Buck, Flora .....	Kirksville	Carr, Jennie .....	Oregon
Barnes, LeVanchie. ....	Memphis	Bigley, Bertha .....	Kirksville	Buck, J. V. ....	Kirksville	Cauthorn, W. E. ....	Molino
Barrett, Fred .....	Kirksville	Blackledge, Iva A. ....	Kirksville	Burch, E. A. ....	Clearmont	Chadwick, Fay D. ....	Kenwood



J. A. MILLER,  
Class of 1904, Captain Foot Ball Team, 1903-4.



C. T. GOODALE,  
Class of 1904, three years President of Y. M. C. A.



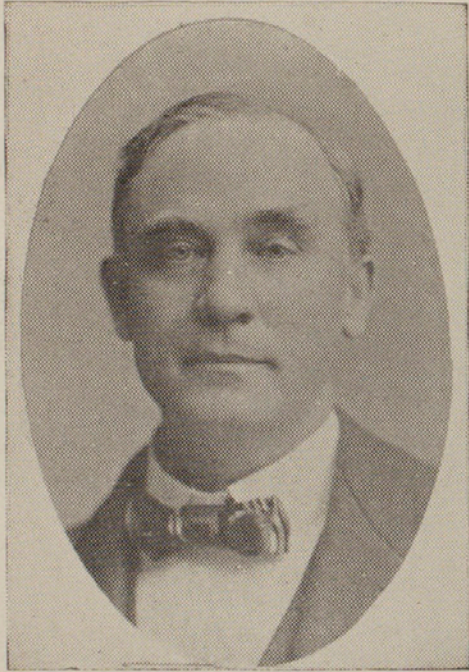
S. C. SEE,  
Class of 1905, Captain Foot Ball Team, 1904-5.



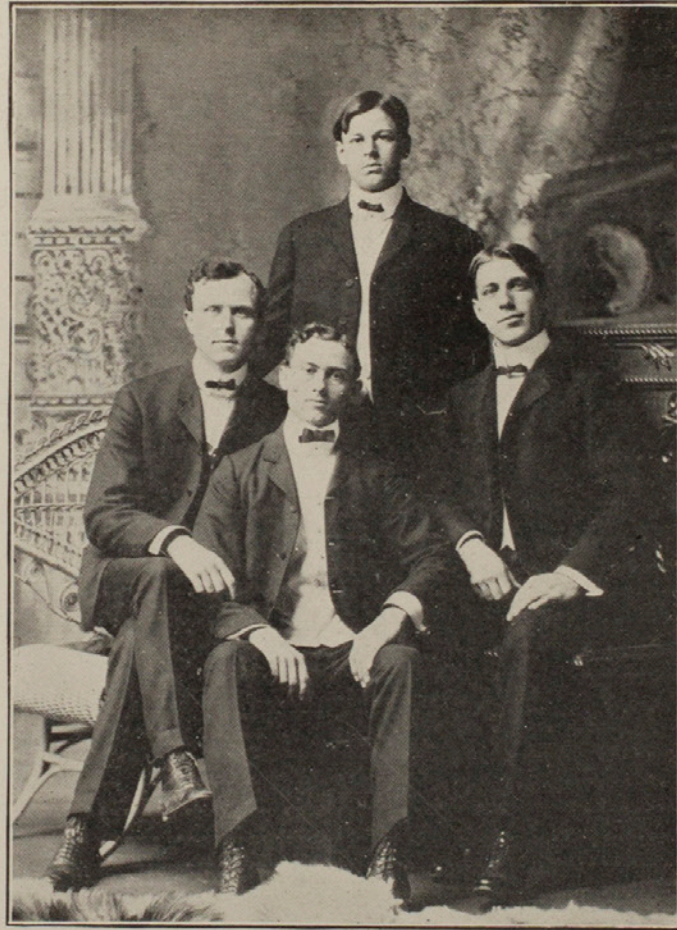
FOOT, BALL TEAM—Sept.-Nov., 1903.



BASE BALL TEAM—APRIL—MAY, 1904.



J. U. BARNARD.  
Class of 1874,  
Prin. Humbolt Sch., Kansas City, Mo.



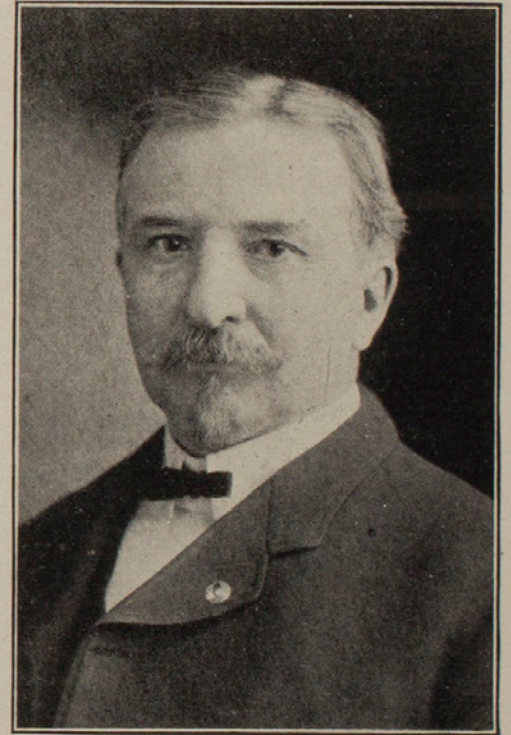
MALE QUARTETTE, 1903-4.

M. A. BOYES,

A. M. SWANSON.

J. R. LANDES,

D. KITTEL,



R. S. ILES.  
Class of 1875,  
Lawyer, Chicago, Ill.

Cheatum, Hosea	LaBelle	Dawes, Wellington	Garnell, Montana	Finegan, Vera	Kirksville	Griggs, H. I.	Novelty
Cheney, Myrtle	Kahoka	Denning, Goldie V.	Bosworth	Fish, W. E.	Kirksville	Groshong, Ella	Wright City
Chipman, Cleo	Benbow	Deputy, Clyde	Eagleville	Fisher, Mayme	Kirksville	Gunnell, J. A.	Memphis
Church, Odell	Brashear	Dewell, Harvey W.	Whitehall, Illinois	Fite, Lola	Bullion	Gunter, Rachel	Browning
Clarke, Ethel	Anabel	Deyoe, Jennie	Ravanna	Flanders, Eunice	Sedalia	Hagans, Lily	Kirksville
Clauson, G. E.	Knox	Dickson, Edna	Newtown	Foglesong, Jennie	Queen City	Hale, Bessie	Kirksville
Cleveland, Artie	Monticello	Dickson, V. E.	Kirksville	Ford, J. E.	Gault	Hall, Alva	Kirksville
Clem, Etha	Reger	Divers, Roy	Auxvasse	Ford, A. B.	Kirksville	Hall, Harry	Woodlawn
Close, Lillian	Amity	Divers, Sula	Auxvasse	Fowler, Anna	Edina	Hall, Stanley M.	Woodlawn
Cochran, Ada	Cainsville	Dixon, M. B.	Hale	Fowler, Phillip	Kirksville	Hamilton, Emmett	Kirksville
Cochran, Ralph	Milan	Dockery, Estelle	Kirksville	Fraizer, Leon	Barnard	Hardesty, J. W.	Chantilly
Cockrell, Harry E.	Troy	Dodson, Bijou	Kirksville	Fugate, Hannah	Shultz	Hardesty, W. B.	Chantilly
Cockrum, Belle	Novelty	Dodson, Lena	Kirksville	Fulkerson, Corrinne	Trenton	Hardin, Willard T.	Murry
Cockrum, Blake	Novelty	Doneghy, Dagmar	Kirksville	Fuller, Lena	Kirksville	Harmon, Fred J.	Houston
Cockrum, Ethel	Novelty	Dorsey, E. M.	Kahoka	Funk, Agnes	Edina	Harmon, Mrs. Fred J.	Houston
Coe, Erle C.	Locust Hill	Doscher, C. H.	Lewistown	Funk, Claude	Hurldand	Harrington, Ertle L.	Bucklin
Coe, Mrs. Nellie Nelson	Kirksville	Douglass, Russie	Mexico	Funk, E. A.	Kirksville	Harrington, Vera Lane	Kirksville
Coffman, S. A.	Rush	Dowell, Lula	New Cambria	Funk, Opal	Kirksville	Harris, G. May	Liberty
Collier, Cora B.	Trenton	Downing, C. V.	Kirksville	Furnish, Ola	Kirksville	Harris, Mila	Liberty
Collins, May	Nickelton	Downing, S. Carrie	Newark	Galland, Hattie	Revere	Hatfield, Myrtle	Low Ground
Conley, M. Ethel	Des Moines, Ia	Dralle, F. W.	Knox	Gardner, Jennie	Kirksville	Hathaway, W. F.	Downing
Cooley, Mrs. Rubey	Kirksville	Draper, L. L.	Kirksville	Gardner, R. L.	Dudley, Iowa	Havenor, Della	Kirksville
Coppers, A. E.	Hurldand	Dulaney, Aggie	Middle Grove	Garrett, Minnie	Antioch	Hayward, Ethel	Rutledge
Corbin, Beatrice	Kirksville	Dumas, Louis E.	Kahoka	Garrison, Virgie	Atlanta	Heaton, J. M.	Sorrell
Corbin, Byrle	Brashear	Dunham, Nora	Kirksville	Gehrke, Clara	Kirksville	Heaton, O. E.	Sorrell
Corbin, Irma	Brashear	Dunlap, C.	Humphreys	Gehrke, Emma	Kirksville	Henry, Florence	Raymond
Cornmesser, B. L.	Kirksville	Durham, Harvey	Jacksonville	Gehrke, E. D.	Kirksville	Henry, Lela	Hurldand
Costolow, Albert	Kirksville	Duty, Grace L.	Bonaparte, Iowa	Gentry, A. A.	Millard	Herndon, John M.	Saling
Cox, Lida	Glasgow	Easley, Jessie	Waco, Texas	Gentry, Mary	Sturgeon	Herring, Belle	Kirksville
Crawford, Daphne	Monroe	Eaves, N. C.	Jarvis	Gibbs, Lonnie F.	Kirksville	Heryford, Lena	Hale
Crawford, Ethel	Gibbs	Edmond, Chester M.	Kirksville	Gibson, Clara	Kirksville	Heryford, Myrtle	Hale
Crawford, Lillian	Hurldand	Edwards, H. M.	Clark	Gilbreath, Lura	Love Lake	Heyd, Ora	Kirksville
Crawford, Marshall	Atlanta	Edwards, R. O.	Lincoln	Goings, Jessie	Durham	Hill, Bessie	Trenton
Crist, Alta	Kirksville	Eisiminger, Carl	Fillmore	Goldberg, Elsa	Kirksville	Hinebaugh, Ethel	Madison
Cupp, Dimple	Kirksville	Eisiminger, Hallie	Fillmore	Goodale, C. T.	Meadville	Hoff, J. H.	St. Clair
Curl, Susie	Green Castle	Eisiminger, W. R.	Fillmore	Goode, Doree W.	Kirksville	Hofsess, Myrtle	Benton City
Crutcher, C. L.	Gazette	Elder, Ethel	Fabius	Gooden, Albert	Kirksville	Holman, Minnie	Nefy
Damron, Cannie	Gamma	Elliott, Seal	Trenton	Graham, Florence	Agency	Holley, G. W.	
Darnell, Alta	Kirksville	Eubank, Rubie	Madison	Green, Edna	Unionville	Holloway, Elmer	Kirksville
Daugherty, Blanche	Kirksville	Evans, Anne	Kirksville	Greener, Charles	Chilliothe	Holloway, Epp	Kirksville
Davis, Bernie	Green City	Evans, Frank	Kirksville	Greener, E. R.	Dawn	Holloway, Ina	Kirksville
Davis, E. E.	Kirksville	Fetters, Bert	Greensburg	Greener, Lillian	Dawn	Holloway, Keith	Brashear
Davis, Homer	Kirksville	Fetters, Casper	Greensburg	Gregory, Gerta	Queen City	Holloway, Keith L.	Arkansas
Davis, Lucie	Kirksville	Fetters, Cora	Greensburg	Gregory, Nelle	LaBelle	Holloway, Lora	Kirksville
Dawes, Laura	Garnell, Montana	Finegan, Ava	Kirksville	Gregory, Nettie	Queen City	Holloway, Mabel B.	Edina

Holloway, Ola	Kirksville	Kahn, Harry	Kirksville	Loomis, Lurah	Kirksville	Miller, Ada	Kirksville
Holloway, Ruth	Arkansas	Kaser, Lulu	Kirksville	Lorenz, Eunice	Kirksville	Miller, Annie	Purdin
Holloway, Stella	New London	Kay, Rubie	Kirkwood	Lorton, Geo.	Kirksville	Miller, Fanny	Kirksville
Hollowell, A. H.	Queen City	Keith, Clara	Kirksville	Lotter, Anna A.	Moberly	Miller, Frances	Luray
Hopkins, Birney	Brashear	Kellogg, Cadda		Loumaster, Bertha	Cottage	Miller, J. A.	Kirksville
Hord, Ida Eva	Kirksville	Kellogg, J. L.		Lowe, Alpha	Kirksville	Miller, Jennie	Cottage
Horton, Fannie	Kirksville	Kelly, Jennie C.	Hatfield	Lumpkin, Mabel	Jamesport	Miller, John	Cawood
Horton, Jess	Kirksville	Kennedy, Sam	Kirksville	Lusk, Lu	Kirksville	Miller, Lowa	Kirksville
Horton, Mildred	Kirksville	Kesler, D. W.	Jamesport	Lusk, May	Kirksville	Miller, Lucile	Kirksville
Horton, Roxie	Lock Springs	Key, Edith	Shelbina	Lyda, E. R.	Kirksville	Miller, Margaret	Luray
Howard, Marcus	Quinn	Keyte, Lena	Kirksville	Lyon, F. G.	Osborn	Miller, N. May	Cottage
Hull, Eula	Kirksville	Killebrew, Lena	Durham	Lyon, L. T.	Osborn	Miller, Ola	Kirksville
Hull, Gilbert	Kirksville	King, H. J.		Maddox, Mabel	Bucklin	Mills, Mabel	Kirksville
Hull, L. C.	Kirksville	King, Nellie	Green Castle	Maggart, Alfred	Milan	Mills, Warner	Kirksville
Hulse, Dyas	Kirksville	King, W. N.	Skinner	Mairs, R. M.	Newtown	Minter, Mattie	St. Joseph
Humphrey, P. B.	Galt	Kirk, Victor	Kirksville	Malone, Geo.	Kirksville	Mitchell, Sophie	Atlanta
Humphreys, Eugene	Kirksville	Kittel, D.	St. Louis	Malone, Mabel	Kirksville	Mitchell, W. A.	Kirksville
Hungerford, Barbara	Kirksville	Knapp, Geo. W.	Kirksville	Marble, Gertrude	Edina	Mitts, J. W.	Clarence
Hungerford, Grace	Vandalia	Knight, J. R.	Allendale	Margreiter, Naomi	New Boston	Moffett, Carrie	Rutledge
Hutcherson, Lena	Center	Koehl, Georgia	Kirksville	Markey, Opal	Brashear	Moon, F. L.	Desloge
Hutton, Mrs. C. E.	Blythedale	Kreek, Bessie	Oregon	Marston, Raymond	Kirksville	Moore, J. A.	Baring
Hutton, C. E.	Blythedale	Lair, Orville	Green City	Martin, Ruth	Kirksville	Moore, J. C.	Hurdland
Jack, Ethel	Kirksville	Lamkin, Irene	Kirksville	Mathews, Leroy	Revere	Moore, Essie	Kirksville
Jadwin, Mrs. Walter	Houston	Landes, J. R.	Millard	Matthew, Pearl	Pennville	Moore, Maggie	Baring
Jadwin, Walter	Houston	Lane, Laura	Kirksville	Matthew, V. L.	Lemonville	Moran, P. C.	Rosendale
Jamison, G. H.	Green City	Latham, Ethel	Linderville	McClain, Cliff	Labelle	Morgan, F. B.	Centralia
Jewett, Ida	Shelbina	Lathrop, Katie K.	Trenton	McClain, W. M.	Williamstown	Morgan, Grover	West Grove, Iowa
Johns, Lillie	Milan	Lear, Virginia	LaBelle	McClay, Irving	Kirksville	Morgan, Mabel	Atlanta
Johnson, Alice	Green Castle	Leazenby, Bessie	Mt. Moriah	McClure, W. T.	Jamesport	Morris, Mrs. Sadie	Washington, Kas
Johnson, Bertha	Kirksville	Leedon, T. P., Jr.	Kirksville	McCooy, Mattie	Jamesport	Morrison, Alvia	Jamesport
Johnson, Louise	Kirksville	Lemon, H. A.	Clearmont	McFadden, G. E.	Knox	Morrow, Lena	Kirksville
Johnson, Ralph	Kirksville	Lewis, Edith	Dawn	McGee, Amy	New London	Morrow, Lula	Kirksville
Johnson, Ruth	Green Castle	Lewis, Flossie	Knox	McGee, I. C.	Kirksville	Moser, Evalina	Saxton
Johnston, Caltha	Kirksville	Lewis, Frances	Kahoka	McGee, W. F.	Kirksville	Mowry, R. T.	Evelyn
Johnston, Cecil	Kirksville	Lewis, Georgia	Kahoka	McKenzie, Edna	Kirksville	Munn, Bessie	Kirksville
Johnston, Dora	Memphis	Lile, Chas. H.	Goldsberry	McKinney, B. H.	Reform	Murdock, J. R.	Tolona
Johnston, Leon	Kirksville	Linder, Lollie	Nefy	McMichael, Hazel	Kirksville	Murphy, Anna L.	St. John
Jolly Blanche	McFall	Lineberry, G. L.	St. Catherine	McPike, Stella	Kirksville	Murphy, Isa	St. John
Jonas, Harry	Kirksville	Linhart, Mae	Browning	McQuoid, Essie	Rutledge	Murphy, Minnie	Kirksville
Jones, Anna	Mark, Iowa	Link, Anna	Kirksville	McReynolds, Addie	LaPlata	Murphy, Vene	Knox City
Jones, Mrs. E. O.	New Boston	Lockridge, Olive	Jamesport	McReynolds, Ralph	Knox	Musson, Alvin	Kirksville
Jones, E. O.	New Boston	Loftiss, Ada	Kirksville	McWilliams, Harvey	Hurdland	Naylor, Metta	Atlanta
Jones, Maude	Kirksville	Loftiss, Minnie	Kirksville	Meeks, Earl	Kirksville	Nagel, J. R.	New Boston
Jones, Nellie G.	Kirksville	Loftiss, Nellie	Kirksville	Mikel, Eva	Greentop	Nichols, R. S.	Monroe
Jordan, Frances	Montgomery	Lollar, Henry C.	Eskin	Millay, Ada	Kirksville	Nicholas, Jessie J.	Kirksville

Nicholas, Robert	Kirkville	Rankin, Arthur	West Grove, Iowa	See, Linnie	Paris	Stauterman, Eda	Moberly
Nichols, Bertha	Monroe	Rankin, Lena E.	Red Oak, Iowa	See, S. C.	Centralia	Stauterman, Frona	Moberly
Nichols, Elmo	Kirkville	Rathbun, Theresa	Memphis	See, W. G.	Centralia	St. Clair, Alta	Kahoka
Nicolson, Mary	Shelbyville	Rathbun, Blanche	Memphis	See, W. J.	Centralia	Stephens, Claude	Middle Grove
Nickell, B. F.	Winigan	Rathbun, Maude	Kirkville	Sees, Bert	Kirkville	Stephens, Mary L.	Middle Grove
Nickerson, Clarence	Bucklin	Ratliff, Herman	Ethel	Selby, Claude R.	Adair	Stevenson, R. A.	Wheeling
Northcraft, Elizabeth	LaBelle	*Ray, Deetie	Kirkville	Shale, Iva	Clarence	Stone, A. G.	Memphis
Northeraft, Lettie	LaBelle	Ray, Fleeta	Kirkville	Shale, Susie	Clarence	Story, Ruth	Willmathsville
Novinger, Ora E.	Danforth	Ray, Orva	Kirkville	Sharp, Mamie	LaBelle	Stringer, Emma	Humphreys
Nunnally, H. H.	Auxvasse	Ray, Robt. C.	Kirkville	Shatto, Wm.	Milan	Stringer, Ocia	Humphreys
Nunnally, Lou Irene	Auxvasse	Read, Ruth	Clarence	Shaw, Ethel	Kirkville	Stueck, Gussie	Excello
Nutter, Linnie H.	Cowgill	Redmon, Joseph	Kirkville	Shay, S. S.	Bachelor	Stukey, Grover	Millard
Oberg, Grant O.	Osborn	Redmon, Margaret D.	Kirkville	Sheridan, Ellen	Edina	Swanbeck, Tress	Elmer
Olmstead, Florence	Kahoka	Reid, Ethel	Sperry	Sherman, Leila	Revere	Swanson, A. M.	Greentop
Osborn, L. W.	Kirkville	Reynolds, Dora	Cairo	Sherman, Lenna	Revere	Swanson, H. G.	Greentop
Overfield, Wallace	Memphis	Reynolds, Eva	Kirkville	Sherrell, Millard	Nagle	Swanson, Rose	Greentop
Overhulser, Chas	Ashton	Rickenbrode, Blanche	Avalon	Shibley, Ethel	Gorin	Swearingen, Waldo	Fairmont
Parsons, Lizzie	LaPlata	Rigen, Clarence	Milan	Shive, B. B.	Hale	Sweat, Ruth	Lathrop
Pease, Mae	Kirkville	Ringo, Eugenia	Kirkville	Shoemaker, Floyd C.	Bucklin	Sykes, Lottie	Knox
Peret, Myrtle	Oregon	Ringo, Aletha M.	Kirkville	Shoop, Raymond	Green City	Sykes, May	Knox
Perry, Elsie	Leonard	Risdon, Audrey	Kirkville	Short, Edwin	Lone Dell	Taylor, Virgie	Clarence
Peterson, W. P.	Reger	Robbins, Olive	New Boston	Short, Warren	Lone Dell	Terry, Mabel L.	Green City
Petree, Jessie Lou	Kirkville	Roberts, C. A.	Revere	Shotten, C. C.	Novelty	Terry, Rose	Green City
Phillips, Earl	Philadelphia	Roberts, Madge	Kirkville	Sigler, Lena	Kirkville	Thompson, Bertha	Bullion
Phillips, Nora B.	Kirkville	Robertson, Harry E.	Paris	Sigler, Vane	Kirkville	Thompson, Mabel	Anabel
Pickell, W. H.	Hamilton	Robertson, Wm.	Roanoke	Sloan, E. A.	Kahoka	Thompson, Orion	Kirkville
Pinkston, Ollie	Brashear	Robinson, Laura	Mexico	Sloan, May	Kahoka	Thornburg, James C.	Gilman
Pittman, Bertie	Linneus	Roseberry, Bertha	Kirkville	Smith, A. F.	Anabel	Tippett, Iva	Memphis
Platt, Leota	Windsor, Iowa	Roseberry, Ethel	Kirkville	Smith, Cyrus	Westville	Tippett, Jas.	Kirkville
Pollard, Lillie	Kirkville	Ross, B. A.	Novelty	Smith, Earl W.	Cantril, Iowa	Toothaker, Lea A.	Chula
Pollard, Nellie	Stoutsville	Ross, Ruby	Atlanta	Smith, Edith R.	Monroe	Towles, Mollie	Cairo
Polley, W. B.	Kirkville	Rutherford, Beth	Kirkville	Smoot, Lena	Bethel	Townsend, Leta	Kirkville
Pool, W. O.	Williamstown	Rutherford, Earl	LaPlata	Snyder, Howard	Kirkville	Trout, Geo. E.	LaPlata
Porter, June	Newark	Salladay, Gertrude	Moulton	Sorrell, Mabel	Green City	Trower, Lulu	Olney
Porter, Zola	Newark	Salladay, Grace	Moulton	Sparling, Alfred	Kirkville	Truitt, C. G.	LaPlata
Powell, E. J.	Quitman	Salsbery, E. H.	Green City	Sparling, J. N.	Kirkville	Truitt, Bertie	LaPlata
Powell, Roy	Linneus	Samuels, C. T.	Kirkville	Sparling, Mary	Kirkville	Tully, Ethel	Hedge City
Powell, R. W.	Linneus	Sandry, Bertha	Danforth	Spivey, May	Jamesport	Turner, Everett	Goldsberry
Prewitt, M. Agnes	Elsberry	Sannger, Ellen	Kirkville	Sprecher, Loree	Kirkville	Turner, Pehe	Sheridan
Proctor, Julia	Palmyra	Scobee, Pearl	Kirkville	Spurgeon, Bessie	Monterey, Iowa	Van Fossen, D. E.	Humphrey
Purcell, Marshall	Dawn	Scott, Nina	Brashear	Spurgeon, A. R.	Monterey, Iowa	Van Norman, May	Baring
Purvis, Anna	Memphis	Scott, W. H.	Queen City	Stanley, Floyd	Rothville	Walkup, Ethel	Butler
Ragsdale, Orin	Shelbina	Seaber, Daisy	Kirkville	Stanley, Leons	La Plata	Waller, Alice	Paris
Rainwater, Jesse	Kirkville	Seamster, E. C.	Queen City	Stanley, Ray	Rothville	Walton, Grover	Carrier, Oklahoma
Rambo, Maude	Glenwood	See, Gilbert	Paris	Staten, Minnie	Hale	Warren, Jos. H.	Galt

Waugh, Gus G.....	Rothville	Wells, W. M.....	Lucerne	Williams, C. G.....	Lewistown	Wyatt, W. E.....	St. Catherine
Weatherford, Roy .....	Clarence	West, Beulah.....	Rutledge	Willis, Gertrude .....	Kirksville	Yadon, Clara .....	Kirksville
Webb, Flossie .....	Judson	West, Lora .....	Graysville	Willis, Maurice .....	Kirksville	Young, Rowena .....	Kirksville
Webb, John S.....	Judson	Westlake, N. H.....	Green City	Willis, Nina .....	Kirksville	Zimmerman, Catherine...	Kansas City
Webber, Myrtle .....	Memphis	Weyand, Mary .....	Luray	Wilson, Forest .....	Kirksville		
Webber, Orville G.....	Memphis	Whitaker, Rachel .....	Shelbina	Wood, Grace .....	Clarence		
Weldon, May .....	Gamma	Wileox, Addie.....	Webster Groves	Woods, Edna .....	Brashear		
Wells, Ira .....	Lucerne	Williams, Pearl .....	Hematite	Wright, Opal .....	Kirksville		*Deceased.

### Y. M. C. A. SUPPLEMENT.

Last fall the Young Men's Christian Association of the school conducted a bureau of information for new students, to the helpful influence of which many students can gratefully testify. President Kirk gives the movement his most hearty support and has repeatedly thanked the Association for its practical aid to both faculty and students.

The Y. M. C. A. will again conduct an Information Bureau in the Y. M. C. A. room of the Normal building during the first week of school. At the Bureau will be found a complete boarding house list with all necessary details, and Association men will be glad to take students to any of the boarding houses desired or to show any other possible courtesy. If trunk checks are turned over to the Bureau, baggage will be delivered to any boarding place without cost other than the Y. M. C. A. rate which is 10 cents below the usual price.

The Association will also have regular Committeemen wearing badges who will meet all day trains and night trains as well, if the Y. M. C. A. president is notified in advance. By these means it is hoped that the Association's helpfulness may be even greater than in past years. The Association accepts nothing for its services except the gratitude of those whom it may be able to help and the satisfaction of attempting to show an unselfish, Christian spirit. It is true that every young man is given a most cordial

invitation to unite with the Association in the development of a noble, Christian manhood, but the services rendered carry with them not the slightest obligation to join the organization.

All correspondence addressed to President W. M. Wells, 1016 S. Davis St., Kirksville, Mo., will receive careful and courteous attention.

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

Among the many helpful features offered by the Y. M. C. A. is the Standard Lecture Course given under the auspices of the Y. M. C. A.'s of the Andrew T. Still School of Osteopathy and the Normal School. The Lecture Course has rapidly grown in popularity in the past few years and is now one of the very best in the state. The Course for the year 1904-05 promises to be the best ever offered. The increased cost for talent this year is justified only by the remarkable support given the Course in the past.

The price for season tickets is \$1.50. Single tickets 50 cents. The Course for 1904-05 is as follows:  
 October '04, Haskell Indian Band  
 November, Dr. Powell.  
 December, Dr. Russell Conwell.  
 February '05, Richmond P. Hobson.  
 March, Katherine Ridgeway Concert Co.  
 April, Frank Dixon.



