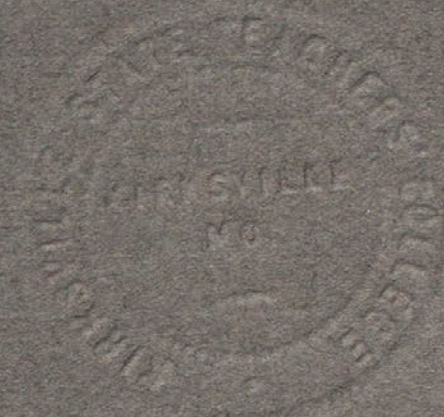


Bulletin
First District
Normal School

Kirkville, Mo.



Illustrated



Vol. V

JUNE, 1905.

No. 1

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BULLETIN

OF THE

First District Normal School

KIRKSVILLE, MO.

VOL. V

NO. 1

1905



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KIRKSVILLE, MO.

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

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FACULTY, 1905-1906.

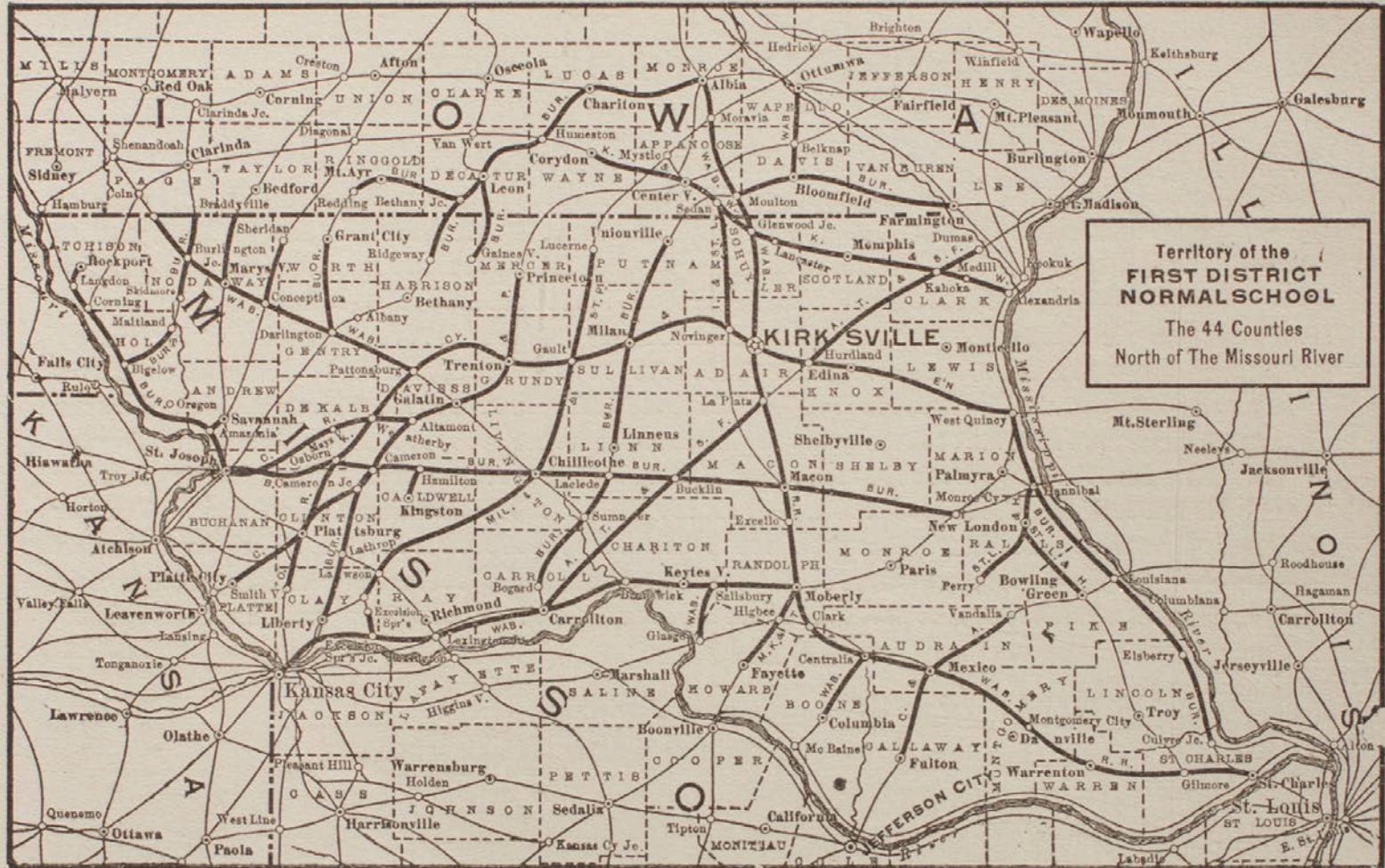
* * *

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E. Y. BURTON.....	Assistant in Mathematics
MINNIE BRASHEAR.....	Assistant in English
.....	Assistant in English
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.....	Having a Library Scholarship
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* * *

JOHN JACK and two assistants, Janitors.

JOHN GILL and one assistant, Engineers.



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 Professor and Mrs. F. L. Ferris whom he had known in Indiana, Professor W. P. Nason who had been teaching a private school in Kirksville for some years, and Professor and Mrs. J. M. Greenwood 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 at times 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 Professor 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 Professor Baldwin to get the state to adopt the Nor-

mal 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 became the "First District Normal School" of Missouri and on Jan. 1, 1871, it began its work as such.

In making its final bid for the school, Adair county offered to furnish a site of fifteen acres and a new building thereon of the value of \$50,000, to purchase the grounds and building of the North Missouri Normal School and donate them to the state for the benefit of the school, and to give \$8000 in Adair county bonds for the beautifying of the new grounds and equipping the new building with libraries and apparatus. The fifteen acres promised in the bid were donated by Messrs. Morris and Richter of Kirksville. Very shortly after the bid was accepted, the county placed \$62,000 of its bonds on the market, from which was realized \$51,400. This amount was turned over to the Board of Regents for the erection of the new building.

President Baldwin resigned in July, 1881, to accept the Presidency of the Sam Houston State Normal School of Texas. Professor Nason was acting President for the year following. Since then, the Presidents of the school have been J. P. Blanton, W. D. Dobson, and John R. Kirk, President Blanton having served from September, 1882 to June, 1891, President Dobson from September, 1891 to June, 1899, and President Kirk from July, 1899, to the present time.

The growth of the school during the thirty-eight years of its existence has been steady and permanent. The enrollment for the first year was 140; for the year just closed, 982. The faculty has grown from 6 to 33 in number. The courses of study have been multiplied and strengthened. The equipments of the school in the way of buildings, libraries, and laboratories have been greatly increased. The school will enter upon the coming year in better condition and with greater



SUMMER SCHOOL AT BREAKING OF GROUND FOR NEW SCIENCE HALL, JULY 12, 1905.

facilities for service to the state than ever before.

Ground was broken for the original building in May, 1871, and the corner stone was laid on September 6th. It was not, however, until January, 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 a little over \$100,000. Immediately upon its completion, it was occupied by the school.

PRESENT BUILDINGS.

The buildings at date of going to press, July 1905, have 53 rooms classified as follows:

1. The original building completed in January, 1873, contains: Class rooms for the Normal School proper, 13; the Chapel or Assembly Room, 1; the Kindergarten, 1; Laboratories, 3; Manual Training Shop rooms, 2; Toilet rooms, 4; Literary Society halls, 3; Y. M. C. A. rooms, 2; Janitor's room, 1; Storage rooms, 4; Total, 34.

2. The Library Hall completed in January, 1901, and joined to the original building by a corridor on each floor, contains rooms as follows: Class rooms for the Normal School proper, 2; class rooms for the Practice School, 8; the Library, 1; the President's Office, 1; Physical Laboratory, 1; Gymnasium, 1; Bath Rooms, 2; Toilet rooms, 2; Y. W. C. A. Room, 1; total, 19 rooms.

THE NEW SCIENCE HALL.

The General Assembly of 1905 appropriated \$50,000 for the erection of a new Science Hall. This building will contain 25 rooms. It will be heated by both direct and indirect radiation, the latter driven by an electric fan. It will be lighted by electricity furnished by our own electric power plant. It will also be plumbed for gas and furnished by our own gas plant. It will be a handsome structure, modern in all particulars and having special regard for sanitation. It will contain rooms as follows:

1. In the basement story: An office and class room for the Director of Athletics; an ad-

joining room as a storage room for Athletic goods and Military equipments; five bath and toilet rooms for men, including one set aside especially for the men of the Faculty and for visiting teams; a fan room; and the main floor of the Gymnasium for men.

2. The first floor or Office Floor will contain: A suite of rooms, three in number, for the President's Offices and for the general purposes of administration; a laboratory for Physics; a laboratory for Physical Geography; the running track of the Gymnasium. The construction of this part of the Gymnasium is peculiar. It is to be supported by a steel frame standing within the main walls of the Gymnasium, hidden from view and resting upon a separate foundation of concrete underlaid by a course of sand. It will have ceiling on joists in no way connected with the joists of the floor above. The object of this structure is to provide for the free use of the Gymnasium and the Running Track and yet prevent those vibrations which would otherwise interfere with Science experiments conducted in adjoining rooms. The working office will contain a fire proof vault for the preservation of the archives of the institution.

3. The second story will contain: a Biological Laboratory and a class room for Biology; a Chemical Laboratory and a class room for Chemistry; a laboratory for Domestic Science; and a Manual Training shop; also ample storage rooms for Biology, Chemistry and Manual Training; also a dark room connected with the Chemical Laboratory.

The contractor is under bond to have this building completed and ready for use, March 1, 1905. The accompanying cuts show the arrangement of the three buildings and the assignment of rooms by departments after the completion of the new structure. The whole number of rooms at our command will then be 78.

NEW HEATING PLANT AND GREEN HOUSE.

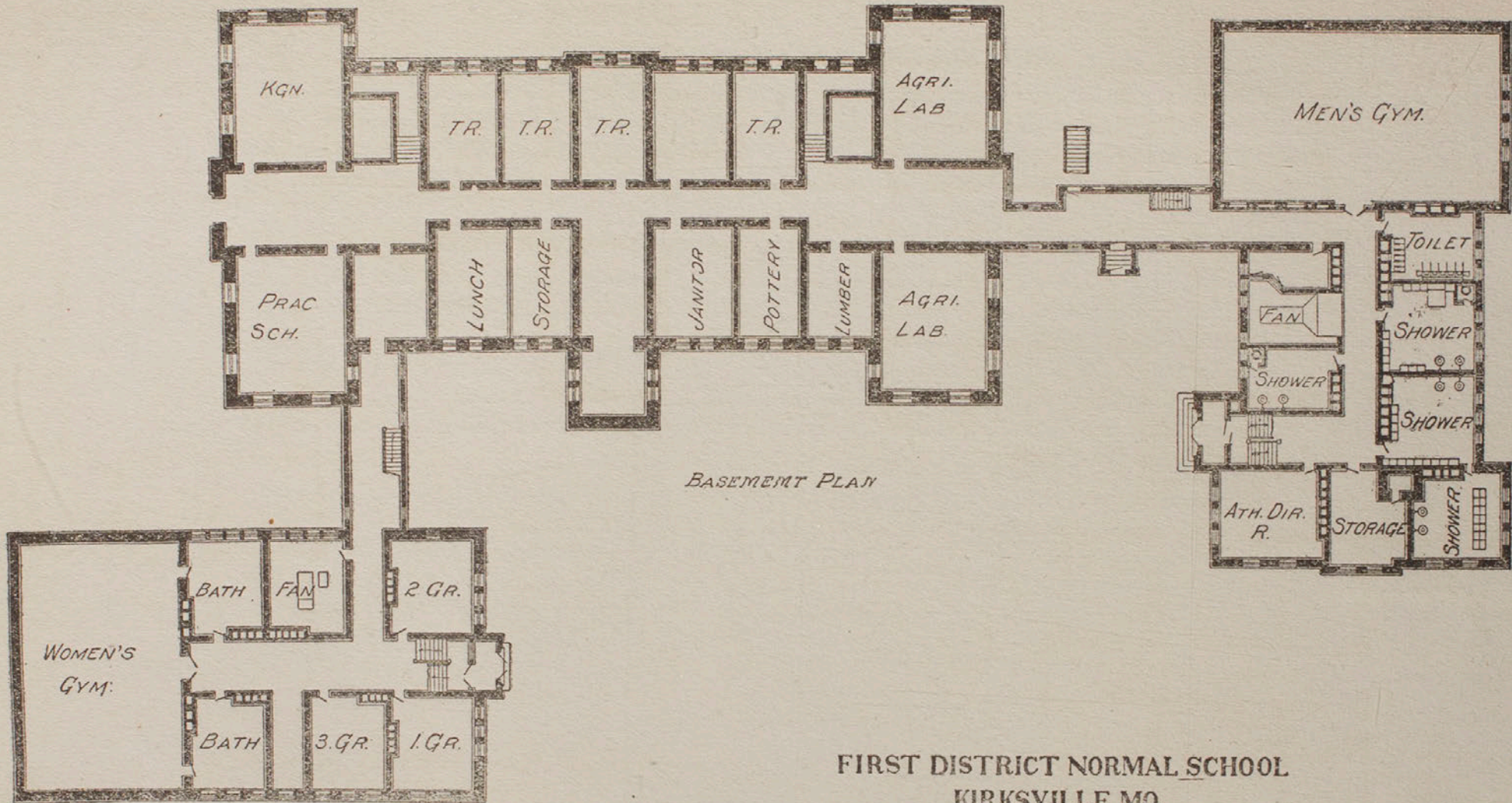
A contract was let June 28th, 1905, for the construction of a new boiler house with electrical generating plant so as to run all the fans for heating purposes by electricity instead of steam and also to furnish all needed electric light. The upper story of the boiler house will contain a green house, some 30 by 40 feet in extent, for the use of the departments of Agriculture and Biology.

BREAKING GROUND AND LAYING THE CORNER STONE.

The breaking of ground for the New Science Hall Wednesday, July 12, was witnessed by the Building Committee of the Board of Regents and celebrated by appropriate exercises, more than 400 Summer School students being present.

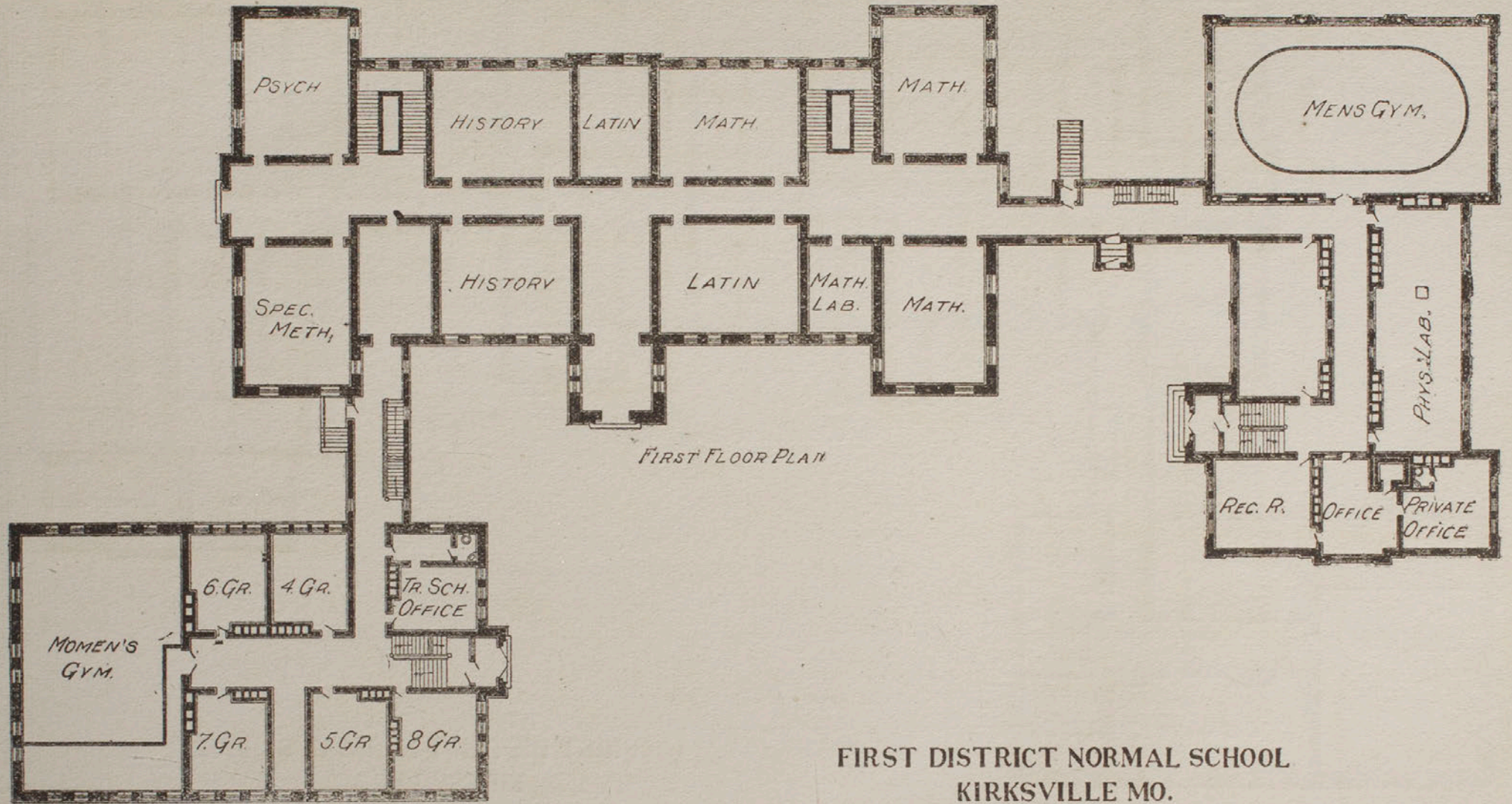
The laying of the corner stone is set for Monday, Aug. 14. It is the purpose of the Board to have this ceremony conducted by the Masonic Grand Lodge of the state.

The program will be an impressive one and is to include, among other things, an address by Governor Joseph W. Folk.



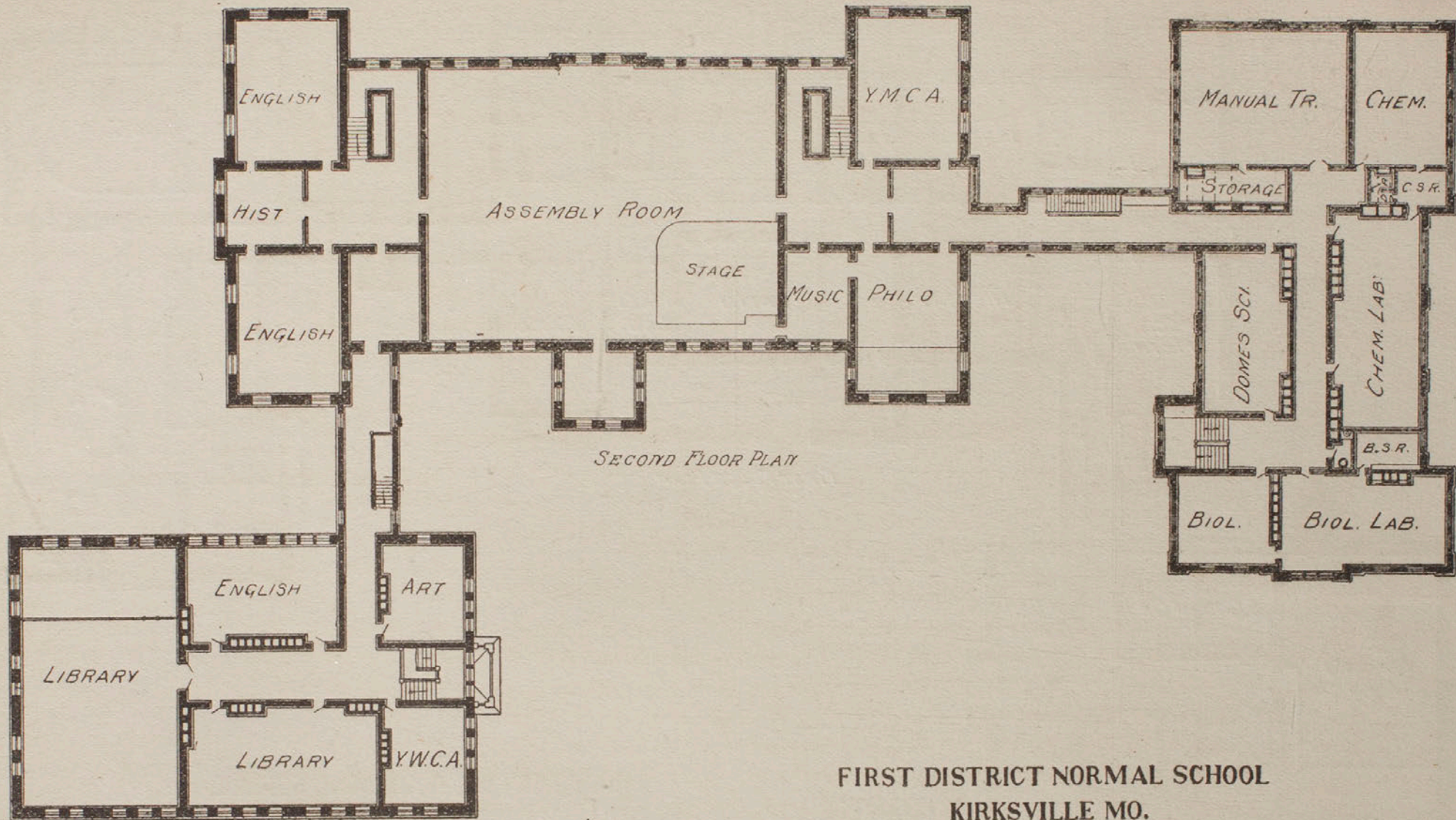
BASEMENT PLAN

FIRST DISTRICT NORMAL SCHOOL
KIRKSVILLE MO.

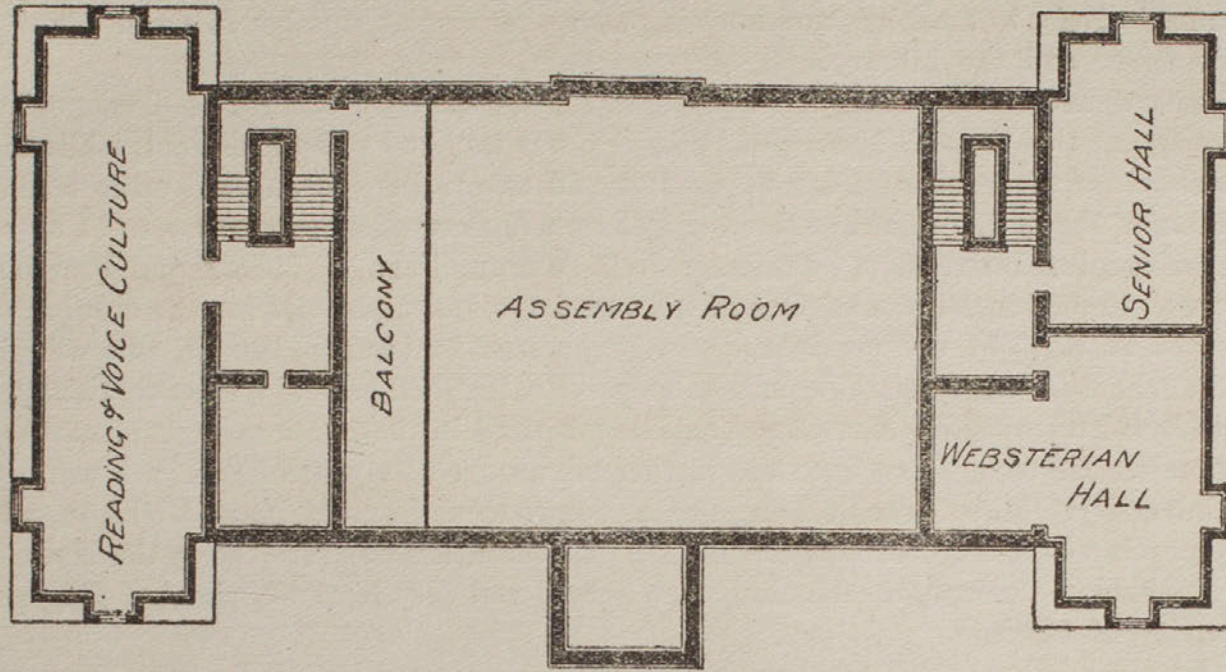


FIRST FLOOR PLAN

FIRST DISTRICT NORMAL SCHOOL
KIRKSVILLE MO.



FIRST DISTRICT NORMAL SCHOOL
KIRKSVILLE MO.



THIRD FLOOR PLAN

MANY ADDITIONS TO THE FACULTY.

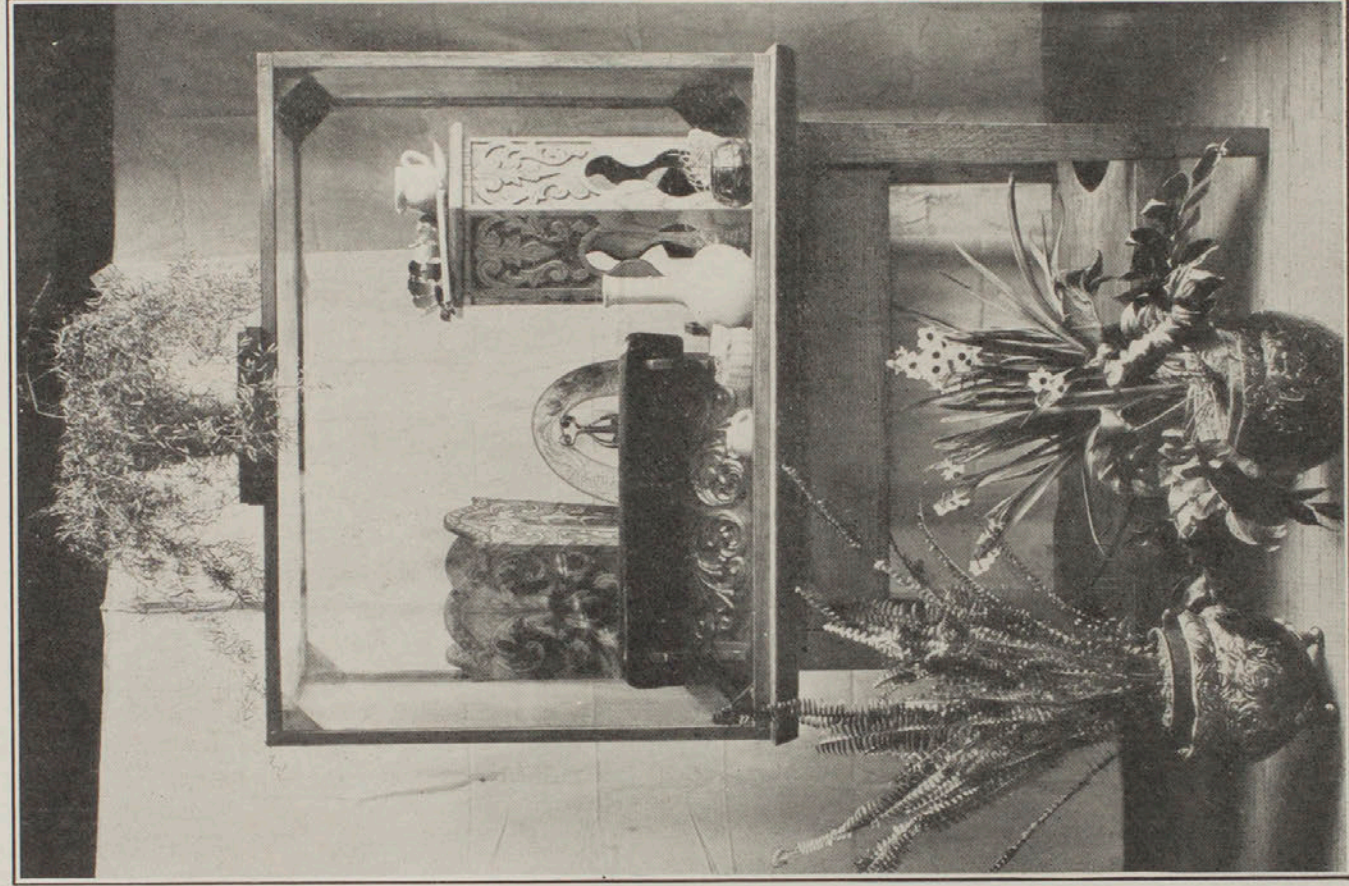
It is specially gratifying to those in charge of this Normal School to be able to mention the greatly increased facilities which the School has for doing good service in the state system of public education. For the Biennial Period of 1899 and 1900 the General Assembly allowed the School an appropriation of \$27,500 for teachers' salaries; for 1901-02, \$33,000; for 1903-04, \$50,000; for 1905-06, \$90,000 for salaries of teachers and officers. This enables the Board of Regents to increase the salaries of several deserving members of the Faculty and to add to the Faculty seven new members, making a total of thirty persons who devote

their time exclusively to teaching, and allowing also a reasonable number of assistants in the President's Office and the Library.

The department most needing to be strengthened in the past was that of Pedagogics. Four years ago at this time all Theory of Pedagogy was taught by the President, while the Practice School force consisted of one Supervisor and two rather low-salaried critic teachers. An inspection of the daily program offered elsewhere will show what now seems to be an adequate force for Pedagogical instruction. Professor J. D. Wilson, Dean of Theory and Practice, is already well known in Missouri. One of his associates and assistants for the ensuing year will be Mr. W. R. Hatfield, ex-Superintendent of Schools of St. Charles, Illinois, who will give instruction in School Economy and Special Methods. Mr. Hatfield has enjoyed exceptionally good advantages by virtue of filling several responsible positions in the public schools of north eastern Illinois. He recently enjoyed the further advantage of a year of graduate work in the Chicago University. Miss Gertrude Longenecker comes to us from Saginaw, Michigan, where she was Supervisor of a City Training School. Her preparation was received in the Hyde Park High School of Chicago, the Kindergarten School and City Normal School of Chicago, and the University of Chicago.

The Grammar School critic teachers for the ensuing year are Mrs. Belle Reed, for some years a teacher in the ward schools and high school of Chillicothe, and Miss Susie Barnes, well known as a teacher in several departments of this institution. Miss M. Olive Greer, well and favorably known as a Primary Critic teacher will continue in her department; also Miss Blanche Scott as Director of the Kindergarten.

All Science Departments are strengthened by bringing into the Science faculty Mr. J. S. Stokes as teacher of Physics and Physical Geography. This will enable Mr. Weatherly to devote his entire time to Chemistry; Mr. Daugherty, his time to Zoology and Physiology; and Miss Jackson, her time to Agriculture and Botany. Mr. Stokes is a graduate of the Missouri University and of Harvard University. He comes to us from the St. Joseph, Mo., High School,



MANUAL TRAINING AND AGRICULTURE.

where he taught Science several years and established a good reputation.

Mr. Eugene Fair, a graduate of this Normal School and of the Missouri University and now a student in Columbia University, is to be added to the Faculty of History teachers. Mr. Fair is a young man of much promise. His duties will be seen from the daily program.

Mr. E. Y. Burton, formerly of St. Charles Military Academy and now a student in Chicago University, is elected one of the Mathematical faculty. Mr. Burton has already made for himself a very good reputation as a teacher and we feel sure that our Mathematical faculty will be noticeably stronger than heretofore.

Mr. J. W. Heyd, a graduate of this Institution and of the Missouri University and for the past year doing graduate work in the University of Chicago, is to be teacher of German and French.

For the first time in the history of this Institution we are able to offer courses in Art by a teacher who has a wide reputation for skill and taste in that department. This responsible undertaking is entrusted to Miss Cora Reid, long teacher of Drawing in the public schools of Hannibal, Missouri.

Our new teacher of Vocal Music, Mr. D. R. Gebhart, comes to us from New Albany, Indiana. Mr. Gebhart has enjoyed superior advantages. He is a vocalist of much skill and has ambitions not only to teach Vocal Music but to prepare teachers of Vocal Music for the public schools of our State.

An additional assistant teacher of English was elected by the Board at a salary of \$100.00 per month but the gentleman declined to accept the position and another will be secured so that the Department of English will be relatively as strong as any other department of the Institution.

Many distinguished people have held positions in the Faculty of this old school, but we feel quite certain that the Faculty for the ensuing year is considerably stronger than the school ever had before.

DEMAND FOR NORMAL SCHOOL GRADUATES.

There is an increasing demand for the graduates of this Normal School. A majority of the male members of the Senior Class of 1905 were elected to good positions from one to five months before receiving their diplomas. Some of the positions are as follows: A principalship in the State of Oregon; a superintendency in north Missouri at \$1100.00 per year; a superintendency at \$80.00 per month; a high school principalship at \$50.00 per month; a high school position at \$50.00 per month; a high school principalship at \$60.00 per month; a high school principalship at \$65.00 per month; a village principalship at \$60.00 per month; two village schools at \$70.00 per month; a village school at \$60.00 per month; a superintendency at \$75.00 per month; a village principalship at \$60.00 per month.

A few members of the Class are yet without positions but the number of calls for teachers at date of going to press is much greater than the number of graduates without positions.

Members of the Elementary Class are at a premium for elementary schools of all sorts.

One trouble now confronts us. The size of next year's graduating classes is liable to be reduced because so many tempting offers are made to those students who are already pretty good teachers. To such students we venture to say: Withstand this temptation. It will PAY you to first get yourself well educated and it is BETTER FOR YOU.

BOARD, TUITION, ETC.

Board. Board (including room, meals, light, fuel, etc.,) costs \$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 Kirksville Savings Bank, south west 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 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.

COME TO THE PRESIDENT'S OFFICE.

The President of the School will be in his office every day during the first week of September and may be consulted by students and their friends. He will be pleased to render them any assistance within his power.

THE FACULTY ASSIST IN MAKING PROGRAMS.

Several members of the Faculty are likely to be found in their rooms during the week, September 4 to 9. **All members** of the Faculty are to be in their rooms or about the President's Office during working hours **Saturday**, September 9th, and **Monday**, September 11th. Members of the Faculty assist in making programs. **Resident students** are requested to **take notice** and get their programs made on **Saturday**, September 9th. It is for this purpose, that members of the Faculty are required to be present on that day.

We work to a **specific plan**.

We economize time.

We try to **avoid needless expense**.

We **save the student's time** and our own.

In **two days** we get ready to start all classes.

BEGINNING OF CLASS EXERCISES.

Classes will meet (according to the program given in other pages of this Bulletin) at 8:20, Tuesday morning, September 12th. **All students should heed this notice** and govern themselves accordingly.

This School runs according to the program clock.

We mean that **classes will meet and lessons will be assigned on Tuesday, September 12th.** Students will be expected to know these lessons on **Wednesday, September 13,** and participate in the class work of that day.

Notice particularly: Program making is to be attended to on Saturday and Monday, September 9th and 11th.

Resident students should make their programs Saturday, September 9th.

Resident students **should not wait** to make programs on Monday. That day belongs to others.

Non-resident students should arrive not later than Saturday, September 9th, so as to have the **entire day, Monday, September 11th,** for program making.

Classes will meet **Tuesday, 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 Saturday or Monday. The President and all members of the Faculty will be in the building Saturday and Monday, September 9th and 11th. Non-resident students should make it a point to reach Kirksville not later than Saturday, September 9th. They should have programs made and books purchased on Monday so that classes may be organized without any interference and **lessons definitely assigned on Tuesday, September 12th.**

Students should notice particularly the division of the school year into **quarters of twelve**

weeks each, the first quarter beginning **Tuesday, September 12th**, and ending Friday, December 1st. For those who can not enter at the beginning of the first quarter, the next best time to enter will be Monday, December 4th.

The **second quarter** begins **Monday, December 4th**, and ends Friday, March 2nd. 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 5th.

The **third quarter** begins **Monday, March 5th**, and ends Wednesday, May 23rd. The fourth quarter, or summer quarter, begins **Wednesday, May 30th**, and ends Thursday, August 16th. In a majority of subjects **new classes are organized at the beginning of each quarter.**

ENROLLING IN THE PRACTICE SCHOOL.

Parents wishing to have their children enrolled in the Practice School should see Miss Gertrude Longenecker in her office on Saturday, September 9th. Practice School classes will be organized on Wednesday, September 13th. By the addition of another teacher of Pedagogy and another Grammar School Critic teacher, it will be seen that the **Practice School** department will be **greatly strengthened.** It is expected that Mr. Wilson and Mr. Hatfield will each render some assistance in the Practice School. It is therefore probable that the patronage of the Practice School will be large this year and we are able to promise much better instruction than this branch of the institution has been able to furnish heretofore.

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 conference of the Missouri Normal Schools in 1904 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 teachers' certificates should be admitted to the Sub-normal or Preparatory classes without examination.

This school has endeavored to conform to the conference agreement, and yet we prefer to admit and classify each student chiefly upon his own merits. Our practice has probably resulted in occasional modifications of the rule. Indeed our practice seems to be a necessity because the high schools differ so much among themselves. They 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. No two high schools are likely to teach the same subject with equal thoroughness. Again we find great differences among the graduates of the same high

school and at times marked differences among members of the same class. One member of a high school graduating class sometimes shows twice the mental activity and ability that another one shows after both have entered the Normal School. We are therefore obliged to make our rules of classification somewhat flexible so as to recognize not only the merits of the secondary school but the merits of each individual who seeks to enter the Normal School.

“HOW LONG WILL IT TAKE TO GRADUATE?”

This is the question asked by high school graduates more frequently than any other question: “How long will it require me to graduate?” The question can not be answered. The Normal School can make no promises as to time requirements. We have lately had two or three students who had graduated from a high school, taught a few months, attended a few institutes and finally graduated from the Normal School by fifteen months’ attendance; but these are exceptional cases and they are growing less frequent. Several of our best students first graduated from good high schools, then gave themselves two nine months’ sessions and a summer quarter or two nine months’ sessions and two summer quarters in the Normal School. These are the ones who command the choice positions at or before graduation. After testing the agreement of the Normal Schools above mentioned, it is evident that typical high school graduates can not finish a four years’ Normal School course under less than the following time requirements:

1. A mature graduate of a first-class high school, in two regular sessions of nine months each or their equivalent.
2. An immature graduate of a first-class high school or a mature graduate of a second-class high school in three regular sessions of nine months each or the equivalent of the same.
3. A graduate of a small high school not approved by the University or Normal School will usually require somewhat more than three regular sessions of nine months each.

But we are willing to allow any high school graduate opportunity to graduate just as soon

as he or she can meet the requirements in subject matter and ability to do work effectively—provided always that the student must have a program of studies that can be carried out successfully without cramming. We still believe in the old maxim: **Not how much but how well.**

DEBATING CLUBS AND LITERARY SOCIETIES.

This Institution encourages that form of self activity and self government which is exemplified in literary societies and debating clubs. Among these are the following:

1. Two general literary societies composed of young men and young women and numbering about one hundred members.
2. Three men's debating clubs, likewise having a membership of about one hundred.
3. A young ladies' literary society composed of Sophomore girls and numbering about forty members.
4. The organization of the four classes of the Institution, Freshmen, Sophomores, Juniors and Seniors. The class organizations and the young ladies' society usually meet twice each month; the other organizations once each week.

Through one or more of these organizations every student has opportunity to learn parliamentary practice and to use his various talents somewhat as he will be required to do outside the School when he is engaged in the general affairs of life. In this connection it is worth while to mention that the business affairs of the Young Men's Christian Association and of the Young Women's Christian Association are helpful to many students; for each of these associations handles a considerable sum of money during the year and in many ways accustoms its active members to the transaction of important business outside the school routine. These various associations and societies are especially useful in wearing off the hesitancy and self consciousness which so commonly characterize students. They compel students to lose themselves in the actualities of business. Students are thereby better fitted for leadership in their future careers.

THE YOUNG MEN'S CHRISTIAN ASSOCIATION AND THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION.

This Institution has great confidence in the independent work of the Y. M. C. A. and the Y. W. C. A. Each Association is furnished one or more pleasant rooms within the Normal School building and is given full control of its own room or rooms. During the past two or three years each Association has usually numbered about 200 members. We encourage these organizations but leave the young people free to act according to their own judgment. Membership is purely voluntary. We do not believe in much oversight or direction of such Associations by the President or the Faculty of the School, but believe it is better to leave the young people to work largely among themselves unhampered by the views, opinions and presence of Faculty members.

The Sunday meetings of the Associations are conducted in the same independent way. Here again it is believed that the spontaneity and self activity of the young people bring about higher and better ethical results than could be secured under any plan of Faculty management. We endorse and favor these young people's associations in 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 condition.

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.

THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION HOUSE.

The Young Women's Christian Association 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.

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

One **member of the Faculty** lives 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. During the past year the entire cost of living was reduced to an average of about \$2.00 per week for each girl.

Light House Keeping. A kitchen has been fitted up and the girls may do their own cook-

ing, laundry work, etc., if they so desire. They may get their meals at near by boarding houses.

Desire to Help Others. At the time of going to press all rooms in the Association House are engaged for the year 1905-06, but the members of the Young Women's Christian Association, and especially those residing in the Association House, will be specially pleased to assist other girls in finding the best accommodations possible and at the most reasonable rates. They will be glad to furnish information regarding such matters as the following:

The requirements of the School; the rooms where members of the Faculty may be found; the making of programs; the various boarding houses; the book stores and second hand stores; anything of interest or value pertaining to student life.

They will at the opening of school in September, meet all incoming day trains with a view to assisting young lady students in finding boarding places. Members of the Association may be recognized by the Association badges of purple and white.

The officers for the ensuing year are as follows: Miss Eda Stauterman, President; Miss Margaret Redmon, Secretary; Miss Elsie Kirk, Treasurer.

Y. M. C. A. LECTURE COURSE.

The Y. M. C. A. Lecture Course for the ensuing year will include the following:

Dr. D. F. Fox, Dr. Thos. E. Green, Dr. Newell Dwight Hillis, Alton Packard, Cartoonist, Manning Glee and Minstrel Club of Boston, Jaunita Boynton Company.

The success of the Y. M. C. A. entertainments in the past is taken as a guarantee that the above named series will be both interesting and instructive.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION LECTURE COURSE.

The Young Women's Christian Association will give a lecture course consisting of three numbers by Mr. Marshall Darrach of New York City, who will appear in Recitals of Shakespeare's Plays.

Mr. Darrach's repertoire consists of nine plays which he recites from memory connecting

each scene with a brief and lucid narrative, impersonating each character as it appears.

For seven years Mr. Darrach has appeared annually at Yale University, and has had the honor of having Mrs. George Gould, Miss Helen Gould, Mrs. Daniel Manning, Mrs. David R. Francis and Mrs. (President) McKinley among his patronesses.

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 our students to return home at the close of the year in 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.

MILITARY TRAINING.

We desire to call especial attention of young men to our course in Military Tactics. We were long delayed last year in securing guns but finally secured 50 stand of rifles and had a cadet corps of some thirty young men who showed themselves to be a credit to the Institution. We confidently believe these young men are healthier and stronger in body and more manly in appearance and conduct because of their course in Military Training. We will be much better prepared for this course during the ensuing year and expect the cadet corps to be large.

GYMNASIUM WORK FOR YOUNG MEN AND YOUNG WOMEN.

The experiences of the past year have shown what can be done and what ought to be done in Gymnasium Work. During the first two quarters of the ensuing year, we shall be somewhat cramped for lack of adequate Gymnasium facilities, but we can accommodate from ninety to one hundred young women in the Gymnasium classes during the forenoon and a corresponding number of young men during the afternoon.

At the completion of the new building, about the beginning of the third quarter of the year, we shall be able to allow the young women the use of their Gymnasium throughout the day and the young men the use of their Gymnasium throughout the day.

Attention is called to the men's Gymnasium and adjacent bath rooms and dressing rooms, mentioned in another page of this Bulletin and also shown in the cuts of floor plans in another part of the Bulletin. It is intended to offer our young people through these gymnasiums every possible facility for proper physical culture, and judging from the past year we have reason to believe that a very large number of students will avail themselves of these facilities for securing and increasing physical strength and health. It is now a well recognized tenet of American education that a sound body is required for the proper development and use of a sound mind. It is equally well recognized that the body neither becomes sound nor remains sound unless it is systematically and somewhat vigorously exercised.

THE ARCHIVES OF THE SCHOOL.

For over two years work has been directed towards collecting the archives of the school and arranging them in some form for permanent preservation. This work has been done under the direction of Curator of the Archives, Mr. E. M. Violette of the History Department.

The results of the work have been fairly satisfactory. A complete file of the catalogs of the school and another of the various student publications have been collected. Programs of many events in the school, such as commencements, contests, and entertainments, have been

gathered and arranged in a series of scrap books. Pictures of former teachers and students and of different organizations, such as classes and societies, are being gathered. Many of the records of the literary societies and the Christian Associations of the school have been turned over to the archives. An almost complete file of the Reports of the State Superintendent of schools has been collected. Through the kindness of the daughters of the late Major W. C. B. Gillespie, a complete file of the North Missouri Register, which he published in Kirksville from 1870 to 1879, has been given to the institution and placed among its archives. This file of newspapers is invaluable as it is the only file of Kirksville newspapers for that period in existence and contains much local history that would not otherwise be accessible. Many other things of a miscellaneous character have been collected. All these archives have been placed in cases especially set apart for them in the library.

While much has been done, yet this is only a small part of what we desire to do. Copies of the catalogs of the school, especially the earlier numbers, and of the Normal Message are greatly desired for a duplicate set of each publication. Any kind of material that pertains to the life of the school such as programs, pictures, newspaper clippings, old records, etc. are also desired. Usually such material after being kept a while by persons who were once connected with the school, if it is kept at all, gets lost or is destroyed. Scattered over the country in different places, this material is without very much value to any one except as mementoes; but brought together in one place and classified, it becomes invaluable among historical documents. Will every one who reads this announcement and who has in his possession any of the above mentioned material that he is willing to contribute to the school, kindly forward it at once to the Curator of the Archives at the expense of the school. Whatever is sent will be carefully preserved and due recognition given for the same.

NEW BOOKS.

MR. VIOLETTE, MISS JACKSON, MRS. DAUGHERTY.

During the past three months two new and highly interesting volumes have been published by members of our Faculty. They are: "History of First District Normal School" by E. M. Violette, and "Agriculture Through the Laboratory and School Garden" by Miss Jackson and Mrs. Daugherty.

Mr. Violette has spent many months collecting material for the history of this Institution. The book gives a complete history of the school from its establishment to the present time. It recounts in detail the beginnings under President J. Baldwin, Professor Nason, J. M. Greenwood and others, the action of Adair County, the competition among north Missouri towns, the schemes of politicians, the friendship of public school men, the opposition of many kinds, the character of the Faculty, the courses of instruction, the successes of graduates and many other things. The book is well arranged and amply illustrated. The mechanical execution is good. But 500 copies were printed; more than half of these have been disposed of at \$1.50 per copy and 15 cts. extra for postage when sent by mail.

"Agriculture Through the Laboratory and School Garden" is designed for a text book in Elementary Agriculture. This is a unique volume. It was not designed to exploit a theory or a person. It is really an outline of work done by students and teachers in this Institution. The Agricultural laboratory and the school garden of the Kirksville Normal School have grown from small beginnings. They are now objects of keen interest in many parts of the United States. Their purpose at all times has been to prepare teachers to give practical and definite instruction in public schools of all kinds. This volume shows what can be done and what we think ought to be done in the public schools. It is beautifully illustrated by pictures of many kinds. It is well arranged, well printed and well bound. It is published by the Orange Judd Company of New York. It is a \$1.50 book and is destined to be of great service to the public schools.



PHYSICAL EDUCATION FOR MEN.

SPECIAL SUGGESTIONS.

1. All books, wraps, hats, caps, overshoes, umbrellas, etc., should be **plainly marked** by the owners thereof so as to be known wherever found.
2. The city residence of every student is required at the office. In case of change report should be made at once.
3. Every case of sickness should be reported promptly at the office. When any student is taken sick he or she is especially requested to send word to the office. The President and Faculty will thus be able to contribute much to the relief of the students.
4. Reasons for absence from school or from any class are to be presented at the office before re-entering the class.

GENERAL REGULATIONS.

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

1. Unless excused for cause students are expected to be present at all general exercises of the school and must be present at every regular recitation and perform faithfully the duties assigned them.
2. No student shall discontinue a study except for good cause, of which the Department teacher and the President of the Faculty shall be the judges.
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 regu-

lar 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.

ELECTIVE COURSES.

The following Elective Courses are offered, each requiring a sum total of eighteen and one-third academic and pedagogic units **in addition to** the requirements above 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 and one-third units the following: Three and one-third 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**.

In any **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 and one-third 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 and one-third 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 and one-third** units and that these are based upon the requirements of the preparatory year.

RECAPITULATION.

1. Preparatory units.....	4
2. Academic units from Class One	13
3. Units from Class Two	2
4. Pedagogic Units.....	3 $\frac{1}{3}$
Total,	22$\frac{1}{3}$

TABULAR VIEW OF THE COURSES OF INSTRUCTION.

ENGLISH COURSE NO. I.

ENGLISH COURSE NO. II.

FRESHMAN YEAR.

*English (Myth. & Am.-Eng. Lit.) 3 Agri. or Ph. Geog.....3 *Algebra (Wentw. New Sch.).....3 Reading, Physical Culture, Drawing, Music, Gym. Work } ...4 Elementary Psychology.....1	*English(Myth. & Am.-Eng. Lit.) 3 Agri. or Ph. Geog.....3 *Algebra (Wentw. New Sch.).....3 Reading, Physical Culture, Drawing, Music, Gym. Work } ...4 Elementary Psychology..... 1
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SOPHOMORE YEAR.

*English (Rhetoric).....3 Ancient History.....3 Zoology or Botany.....3 *Plane Geometry.....2 Practice Teaching.....1 Concrete Pedagogy.....2 Music or Manual Training or } 2 Gymnasium Work..... }	*English (Rhetoric).....3 Ancient History.....3 Zoology or Botany.....3 *Geometry.....3 Practice Teaching.....1 Concrete Pedagogy..... 2 Music or Manual Training or } 1 Gymnasium Work..... }
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JUNIOR YEAR.

Eng. Lit. 1; Am. Lit. 2.....3 M. & M. H. or Am. Hist.....3 Chemistry.....3 Solid Geometry.....1 Trigonometry.....2 General Pedagogy.....1	Eng. Lit. 1; Am. Lit. 2.....3 Mediæval & Modern Hist.....3 Chemistry.....3 Trigonometry.....2 College Algebra.....1 General Pedagogy.....1
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SENIOR YEAR.

English Literature.....3 Physics.....3 2d yr. German.....3 College Algebra.....1 Practice Teaching.....2 History of Education.....2 School Administration.....1	English Literature.....3 Physics.....3 { Col. Alg. & Analytics or Eng. { Const. Hist. or Am. Const. } 3 { Hist. or Europe in 19th Cent. } Manual Training.....1 Practice Teaching.....2 History of Education.....2 School Administration.....1
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ELECTIVES AND GRADUATE STUDIES.—Analytical Geometry, Calculus, Advanced College Algebra, Livy, Horace, Argumentative Discourse, Elizabethan English, Nineteenth Century Literature, one or two quarters each; English Constitutional History, Europe in the 19th Century, 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 $4\frac{1}{2}$ 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 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"> *Lat. (First Book & Nepos.)3 *English (Myth. & Am. & Eng. Lit.) 3 *Alg. (Wentw. New Sch.)3 Reading, Physical Culture, Drawing, Music, Gym. Work { ...4 Elementary Psychology1 	<ul style="list-style-type: none"> *Lat. (First Book & Nepos).....3 *Eng. (Myth. & Am. & Eng. Lit.)...3 *Alg. (Wentw. New Sch.)..... 3 Reading, Physical Culture, Drawing, Music, Gym. Work { ...4 Elementary Psychology.....1
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SOPHOMORE YEAR.

<ul style="list-style-type: none"> *Latin (Nepos & Cae.)3 *English (Rhetoric).....3 Zoology or Botany3 *Plane Geometry2 Practice Teaching1 Concrete Pedagogy2 Music or Manual Train'g or Dr. or Gymnasium work..... } ...2 	<ul style="list-style-type: none"> *Latin (Nepos & Cae.)3 *English (Rhetoric)3 Ancient History3 *Geometry, Zool. or Botany3 Practice Teaching1 Concrete Pedagogy2 Dr. or Music or Manual Tr. or Gymnasium work..... } 2
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JUNIOR YEAR.

<ul style="list-style-type: none"> Latin (Cicero & Ovid.).....3 Ancient History3 Chemistry3 Solid Geometry1 Trigonometry2 General Pedagogy1 	<ul style="list-style-type: none"> Latin (Cicero & Ovid).....3 Mediæval & Modern History.....3 Chemistry3 Plane & Solid Geometry or Trigonometry & Col. Alg... } 3 General Pedagogy1
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SENIOR YEAR.

<ul style="list-style-type: none"> Latin (Sallust & Vergil).....3 English Literature.....3 Physics.....3 College Algebra.....1 Practice Teaching.....2 History of Education.....2 School Administration.....1 	<ul style="list-style-type: none"> Latin (Sallust & Vergil).....3 English Literature.....3 Physics or Trig. & Col. Algebra or Eng. Const. Hist. or Europe in 19th Century, or Am. Const. History } 3 Practice Teaching.....2 History of Education.....2 School Administration.....1
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ELECTIVES AND GRADUATE STUDIES.—Analytical Geometry, Calculus, Advanced College Algebra, Livy, Horace, Argumentative Discourse, Elizabethan English, Nineteenth Century Literature, one or two quarters each; English Constitutional History, Europe in the 19th Century, 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.

Daily Program, First Quarter, September 12 to December 1, '05.

TEACHER.	R'm	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. Gentry	3	Fr. Latin 2 qr.	Fr. Latin 1 qr.	Soph. Nep. 1 qr.			Sen. Sal., 1 qr.	Livy
Miss Green	11		Soph. Cæsar, 2 qr.	Fr. Latin 1 qr.	Fr. Latin 3 qr.		Jun. Cic. 1 qr.	
Mr. Heyd	17		German	French	German	French		
Mr. Violette	4				Rom. Hist.	19 Cent. His. 1 qr.	Eng. Hist. 1 qr.	M. & M. His.1 qr.
Mr. Vaughn	6		Am.Cons.His.,2 qr	U. S. Hist. 1 qr.	Civ. Gov. 1 qr.		Civ. Gov. 1 qr.	Am.Const.His.1qr.
Mr. Fair	4	Greek History	Oriental Hist.	Oriental History		U.S. Hist. 1 qr. (6)		
Mr. Weatherly	19	Jun. Chem. 1 qr.		Organic Chem.1qr		Jun. Chem.2 or3qr		
Mr. Stokes	43			Sen. Physics 1 qr.				Phys. Geog. (9)
Mr. Daugherty	7	Soph. Zool. 1 qr.				Soph. Zool. 2 qr.		Physiol.
Miss Jackson	A	Agriculture 1 qr.		Prac. Sch. Sci.		Botany and Agri.		
Mr. Harvey	2		Pl. Geom. 1 qr.		Alg. 3 qr.	Analytics		
Mr. Ginnings	5	Alg. 1 qr. (2)		Pl. Geom. 2 qr.	Alg. 4 qr.	Col. Alg. 1 qr.	Sol. Geom.	
Mr. Burton		Arith. (5)	Arith. (5)	Alg. 1 qr. (2)		Trig. 1 qr. (43)	Alg. 2 qr. (2)	
Mr. Settle	44	Sen. Eng. 1 qr.		Jun. Eng. 1 qr.	Soph. Rhet. 1 qr.	Soph. Rbet. 1 qr.		
Miss Brashear	M	Soph. Rhet. 2 qr.	Gram. & Comp.		Gram. & Comp.	Gram.& Comp.	Soph. Rhet. 3 qr.	
Mr. ———		Fr. Lit. 1 qr. (6)		Fr. Lit. 1 qr. (M)		Fr. Lit. 1 qr. (11)	Fr. Lit. 3 qr. (44)	Arg. Disc.

Daily Program, First Quarter, September 12 to December 1, '05.

TEACHER.	R'm	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. Carroll	G		Fr. Lit. 2 qr. (44)		Fr. Lit. 2 qr. (3)	Phys. Ed. for men	Ph. Ed. for men	Military Tactics
Miss Linton	12	R. & V. C. 1 qr.	R. & V. C. 1 qr.	Ph.Ed. for girls(G)	Ph.Ed. for girls(G)	R. & V. C. 1 qr.	R. & V. C. 2 qr.	
Mr. Gebhart	15	Pr. Sch. Mus.	Voc. Mus. 1qr.	Voc. Mus. 1 qr.	Pr. Sch. Mus.	Voc. Mus. 2 qr.	Special	
Miss Bryan	1	M. Tr.	M. Tr.	M. Tr.	M. Tr.	M. Tr.	M. Tr.	
Miss Reid	42	Drawing	Drawing	Dr. in Pr. Sch.	Dr. in Pr. Sch.	Drawing	Drawing	
Miss Parrish	L	Library	Lib.	Lib.	Lib.	Lib.	Lib.	(Lib. Class, 4-5p.m)
Miss Fowler	L	Library	Lib.	Lib.	Lib.	Lib.	Lib.	Lib.
Mr. Wilson	8		El. Psych.		Jun. Ped.	Tr. Sch. Latin		
Mr. Hatfield			Concrete Ped. C.B.	Concrete Ped. C.B.		Hist. Ed. 1 qr. (8)		High Sch. Ped. (8)
Miss Longenecker	31	Tr. Sch.	& Phil. of Teaching	& Phil. of Teaching	Tr. Sch.	Tr. Sch.	Tr. Sch.	
Miss Barnes		Practice School	Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.	
Mrs. Reed		Practice School	Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.	
Miss Greer		Practice School	Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.	
Miss Scott		Kgn.	Kgn.	Kgn.	Kgn.	Kgn. Theory		

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, one unit in such graduate course being in Professional studies.

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; such graduate work shall be in extension of the student's major and allied minor subjects; five of such units shall be selected from the following: Latin, Greek, German, French, Mathematics, History, English, Science; one of such units shall be in Professional Studies.

SYLLABI OF COURSES OF INSTRUCTION.

AGRICULTURE AND BOTANY.

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; milk and its care.

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; leguminous plants.

The work in Agriculture is accomplished through the laboratory, the school garden and field work supplemented by assigned readings, discussions, and written tests.

Note Books, Experiment Station Bulletins, and Numerous Reference Books are used.

Text: Jackson & Daugherty's Agriculture through the Laboratory and School Garden.

II. Botany.

1. First, or Fall Quarter. General Botany. Study of representatives of the principal 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 25 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. Fall Quarter Work repeated in Summer Quarter.
Texts: Steven's Introduction to Botany. Coulter's Plant Relations.

ART.

MISS REID.

"There is no law of right which consecrates dullness. The proof of a thing being right is that it has power over the heart; that it excites us, wins us, or helps and there is no goodness in art which is independent of power of pleasing."—Ruskin.

The motive of all art study should be to learn to see understandingly and feelingly; to find beauty and truth in things which surround us; and to be filled with enthusiasm for all hand-work which requires skill. With brush or pencil in hand the observation of the object to be expressed is keenest and most prolonged.

The mediums used are Charcoal, Water-Color, Pen and Ink, and Crayon. The subjects to be treated in the year's work are under the following heads:

Botanical,—Charcoal, Pencil, Color.

Still-Life,—Charcoal, Color.

Drawing,—Antique.

Landscape or out of doors sketching,—Charcoal, Color.

Illustrating Life in character sketches.

Geographic Drawing,—Crayon.

Design, Decorative Design, and Constructive Design.

Blackboard sketches,—Crayon.

History of Art, Study of Painting, Sculpture and Historic Ornaments.

CHEMISTRY.

MR. WEATHERLY.

I. Chemistry.

1. Experimental Inorganic Chemistry.

- a. Experiments and discussions.—Fall Quarter's work.
- b. Experiments and text-book work.—Winter Quarter's work.
- c. Experiments and text-book work.—Spring Quarter's work.

a will be repeated in the Spring quarter. **b** will be repeated in the summer and fall quarters. **c** will be repeated in the winter 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 repeated 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.

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

Text: Newth's Inorganic Chemistry.

Course 3 is open to those who have taken Course 1.

ENGLISH.

MR. SETTLE, MR. _____, MISS BRASHEAR AND MR. CARROLL.

1. Classics and Mythology.

a. American and English Classics. Narrative and Descriptive pieces from McNeill and Lynch's "Introductory Lessons in English."

b. American and English Classics. Lyrics, State Papers, and Expository Selections from McNeill and Lynch, finishing with the Merchant of Venice.

c. Myths of Greece and Rome. Greek and Latin Classics. Text-book,—Guerber.

This being a foundation for future work in English, much emphasis will be placed upon the study of literary types, and upon correct oral and written expression. Maxwell and Smith's "Writing in English" will be used with **a** and **b**, supplementing and alternating with them.

If necessary, classes will be formed in **a**, **b**, and **c** each quarter.

2. Rhetoric and Composition.

a. Paragraphs, Sentences, Words, Punctuation and Capitalization, Letter Writing, Figures of Speech.

b. Narration, Description, Exposition, Theme Writing.

c. Argumentation, Poetry, Special Forms of Composition.

Classes in **a**, **b**, and **c** will be maintained each 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, Hill's Beginnings of Rhetoric and Composition; and for supplementary purposes, Curry's Literary Readings.

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.

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 influences of locality. **a** covers the period in English Literature that influenced most the literary form, subjects, and methods in America.

Text-books: Simonds's History of English Literature, Abernethy's American Literature. **b** or **c** will be given the fourth quarter.

Under proper conditions, students may elect work in this course instead of that in 4.

4. English Literature.

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

- b. Elizabethan Age: Prose, Non-Dramatic Poetry, Rise of the Drama, Shakespeare; Puritan Age, The Restoration.

- c. Eighteenth and Nineteenth Century Literature.

b or **c** will be repeated the fourth quarter.

Text-books: Simonds's English Literature, Anderson's Study of English Words.

5. Fifth Year Electives.

- a. Argumentative Discourse: Principles of Debating.

- b. Shakespeare. Five to eight plays.

- c. Victorian Literature (1837 to the Present).

These electives may, with certain restrictions, be counted for a part of the regular Junior or Senior requirements.

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

Remarks:—Mythology, while given in the Freshman year, will not be required of those who,

before entering this school, have passed that year with a full three quarters of acceptable Freshman English.

Nine months of Rhetoric and Composition in this school, or its equivalent from an accredited school, will be required from all completing any of the courses for Certificates or Diplomas.

The requirements for any Elementary Certificate are Grammar, one year of Literature, and one year of Rhetoric and Composition.

Either full Latin Course for the Senior Diploma must have another year of Literature, preferably Course 4; but for sufficient reasons, work from course 3 or course 5 may be substituted.

For a Senior Diploma in either English Course, four years of English will be required, two in addition to the elementary requirements.

Those wishing to make English their major in an Elective Course may present four or five units.

To secure any Elementary Certificate, some English work should be done in this school.

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

AMERICAN HISTORY AND GOVERNMENT.

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.



FOOT BALL TEAM. 1904.

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 AND MR. FAIR.

1. Ancient History.

a. The Oriental period, from earliest historical times to the rise of the Medo-Persian Empire. Given each quarter.

b. The Grecian period, from earliest times in Greece to the fall of Corinth, 140 B. C. Given each quarter.

c. The Roman period, from earliest times in Italy to the rise of the Frankish kingdom. Given each quarter.

As this is the beginning course in general history, frequent attention will be given to the methods of historical study, including the use of reference books in history in the library. Each student will be required to prepare a set of maps illustrating the different periods in the course. The social life of each people studied will be presented by means of lectures which will be illustrated with the stereopticon.

This course must be preceded by U. S. History and Civil Government.

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

2. Mediæval and Modern History.

a. From the rise of the Frankish Kingdom to the close of the Crusades, 1270. Given in the fall and in the summer quarter.

b. From the close of the Crusades to the Peace of Westphalia, 1648. Given in the winter quarter, and probably in the summer quarter.

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

Special consideration will be given in this course to the growth and development of the institutions out of which have arisen those of today. A thesis must be prepared by each student each quarter except the fall quarter. Most of the reading will be from reference books in the library.

Text: Myers' Mediæval and Modern History (revised).

3. History of Europe during the Nineteenth Century.

a. From the Congress of Vienna, 1815, to the Revolutions of 1848. Given in the fall quarter and probably in the summer quarter.

b. From the Revolutions of 1848 to the present time. Given in the winter quarter.

c. The government of Europe at the present time. Given in the spring quarter.

Owing to the brief amount of time that can be given to the nineteenth century in the course on Mediæval and Modern History, this course has been arranged. Only those who have com-

pleted the courses in Ancient and in Mediæval and Modern History, or their equivalent, are eligible for this course. The first two quarters will be spent in studying the narrative history of the nineteenth century, and the last quarter in studying the Governments of Europe as they exist today. A thesis will be required from each student each quarter.

Texts: Mueller's Political History of Recent Times; Wilson's The State.

4. English Constitutional History.

a. From the Roman occupation of Britain to the Model Parliament, 1295. Given in the fall and summer quarters.

b. From the Model Parliament to the close of the Civil War, 1649. Given in the winter quarter.

c. From the close of the Civil War to the present time. Given in the spring quarter.

This course will be devoted chiefly to the study of the political institutions of England. Special attention will be given at the close of the year's work to the organization of the government of England as it is today. A thesis will be required of each student each quarter.

Texts: Andrews' History of England; 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, Seudder; Composition, Barss; 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, Barss.

THE LIBRARY.

MISS PARRISH.

The Library is open from 8 to 12 a. m. and from 1 to 5 p. m. It was organized according to the Dewey Decimal System a year and a half ago. In the following table the column 000 stands for general works, 100 for philosophy, 200 religion, 300 sociology, 400 philology, 500 science, 600 useful arts, 700 fine arts, 800 literature and 900 history. Much of the reading was done in the library. Many times there were 75 students working in the Library during a period and perhaps an average of 50 each period, while there was a circulation of 30,000 volumes for home and outside reading. There were 20,766 over night books, 5151 issued for the day or hour, 2768 for two weeks and 289 for renewal. Many of the renewal cards were prolonged for thesis work, while there were perhaps a thousand books taken in sets, listed on single cards, and many lists of single books taken for school room use, making easily a total of 30,000 volumes taken for home and outside reading.

THE FOLLOWING IS A TABULATED LIST OF BOOKS ISSUED IN 17 MONTHS AFTER OPENING OF LIBRARY.

Books issued the first eight months.												
	000	100	200	300	400	500	600	700	800	900	Total	G.Tot.
Over night	5	9	196	762	3	234		16	2003	3806	7034	
Day & hour	5	5	57	327	4	48		45	868	959	2318	
Two weeks	11	3	36	289	3	42	3	18	594	236	1235	
Renewal	7		3	43	2	5			41	36	137	
	28	17	292	1421	12	329	3	79	3506	5037		10724
Books issued the past 9 months.												
Over night	32	118	378	2118	12	207		199	3585	7083	13732	
Day & hour	17	21	132	416	4	78	2	84	1146	933	2833	
Two weeks	26	10	75	246		100	1	16	796	263	1533	
Renewal	5	2	21	41	1	5	1		42	34	152	
	80	151	606	2821	17	390	4	299	5569	8313		18250
Total number of books issued in 17 months.												
Over night	37	127	574	2880	15	441		215	5588	10889	20766	
Day & hour	22	26	189	743	8	126	2	129	2014	1892	5151	
Two weeks	37	13	111	535	3	142	4	34	1390	499	2768	
Renewal	12	2	24	84	3	10	1		83	70	289	
	108	168	898	4242	29	719	7	378	9075	13350		28974

LIBRARY INSTRUCTION.

CATALOGING.

The instruction in cataloging is based on Dewey's Simplified Library School Rules and Cutter's Rules for a Dictionary Catalog. The various classes of books found in elementary, high and normal school libraries are studied. This work is supplemented by practical cataloging under supervision. The use of the A. L. A. Catalog is also taught.

LIBRARY ECONOMY.

It includes: Book ordering, accessioning, classification, shelf-listing, charging systems, stock-taking, book binding, library hand-writing and typewriting.

Book Ordering. Selection, processes and methods of ordering, with practical exercises in same. **Accessioning.** The instruction is according to the Simplified Library School Rules with practical work in accessioning books. **Classification.** The Dewey Decimal classification is taught. Books are assigned for this purpose and discussed in class. Classification is the most difficult part of library work and at the same time the most interesting. **Shelf-Listing.** Sample shelf-lists are made by both methods, sheets and cards, supplemented by instruction or shelf-arrangement and stock-taking. **Charging System.** Instruction in methods of charging and of access to shelves is given and practical work in the library is required to familiarize students with the books of the library and with library administration. This affords an excellent opportunity for learning the processes of adding books to the library, from the ordering to the placing upon the shelves. The care of the charging desk and answering of actual reference desk questions is also a valuable experience. **Book Binding.** The most approved bindings for school use and directions for preparing books for bindery are considered with practical work in book mending. Attention is given to library handwriting and typewriting; students are expected to learn how to use a typewriter.

BOOK SELECTION.

Instruction is given in the methods and principles of selection for different subjects and for different libraries. Typical books, illustrative of each, are discussed. This work is further emphasized by lectures on the underlying principles of selection in special subjects by heads of departments. The selection and discussion of books for children, story hour and tests with children also afford a valuable and interesting experience. The *Publisher's Weekly*, *A. L. A. Booklist*, and English and American critical periodicals familiarize students with the best new books. A few representative new books are discussed in class as to their respective merits. The extent to which they supplement previous books on the same subjects is also considered. This comparative work, stimulated by the aid of different departments, develops power to judge new books and acquaints the student with the principles governing selection for different purposes.

Reference Work and Bibliography. The purpose of this course is to train students in methods of research and to acquaint them with the leading reference books. This includes the study of indexes, dictionaries, encyclopædias, atlases, hand books of history, handbooks of English and American literature, public documents, general bibliographies and bibliographies of special subjects. Students prepare lists for special classes, literary societies and debating clubs. Reports on current events are also given and practical questions in reference work that require students to obtain information on a subject quickly and necessitate the examination of late authorities and daily newspapers.

LIBRARY HISTORY.

History of libraries, associations, commissions, buildings, schools, traveling libraries, home libraries, children's reading and the school for training children's librarians are considered.



CHILDREN'S CORNER IN LIBRARY.

MANUAL TRAINING.

MISS BRYAN.

FIRST QUARTER. The first quarter of work will begin with the mechanical drawings for each of the models that is to be worked out in soft wood. The first few simple exercises serve to make familiar to the student wood-working tools—their care and repair.

SECOND QUARTER. In taking up work in the different hard woods, their growth, strength and use will be studied.

The pieces made will be decorated in chip carving—design to be worked out by the student.

Some work will be given in whittling, with drawings for each model, such as teachers in district or graded schools may use.

Simple exercises in soft metal will be given in second quarter work.

THIRD QUARTER. After the two preceding quarters of work done in the shop the student will be ready to do some original work such as pieces of joinery and of home decoration.

Such work may be done under direction as to design and decoration but here the student is encouraged to depart from the imitation or copy work and create new projects.

The staining, polishing and finishing completes the course for the regular year's work.

MATHEMATICS.

MESSRS. HARVEY, GINNINGS AND BURTON.

1. Arithmetic, Oral and Written.

a Young & Jackson's Arithmetic, Part III, to page 168 with supplementary illustrations and applications.

b Remainder of book with additional topics. Business methods, papers and customs, and suggestions as to the teaching of arithmetic will be given.

Supplementary text: D. E. Smith's Grammar School Arithmetic.

Note: For self evident reasons, it is our intention to see that every student graduating from

the Elementary Course shall have a thorough knowledge of the subject and correct ideas of teaching it. To this end, such students must either pass a satisfactory examination in the subject or take some work in this school. Training School graduates will be required to take two quarters of Arithmetic in the Teachers' Course classes.

2. Elementary Algebra.

a1. Preparatory work to page 102.

a. From page 102 to page 205.

b. From page 205 to page 293.

c. From page 293 to the close of the book.

a1, a and b will be given every quarter, and c will be given the first, second, and third quarters. The work of a, b, c will be given from the view points of the graph and analysis.

Text: Wentworth's New School Algebra.

3. Plane and Solid Geometry.

a. Plane Geometry, Books I and II.

b. Plane Geometry, Books III, IV, and V.

c. Solid Geometry, Complete.

a will be offered every quarter.

b will be offered in second, third and fourth quarters.

c will be offered in first, third and fourth quarters.

Here, as far as practicable, we will correlate arithmetic, Algebra and Geometry. Students will be required to make simple pieces of apparatus used in teaching Geometry.

Text: Phillips & Fisher's Plane & Solid Geometry supplemented with Wentworth's.

4. Plane & Spherical Trigonometry.

a. From beginning of book to page 97.

b. The remainder of Plane Trigonometry and all of Spherical Trigonometry including

their application to surveying.

- a. will be given first and third quarters.
- b. will be given the second and fourth quarters.

Text: Crockett's Plane and Spherical Trigonometry.

5. College Algebra.

a will include a comprehensive study of the quadratic forms, imaginary quantities, binomial surds, theory of exponents, and series.

b will include a discussion of the binomial theorem, logarithms, determinants, and the general theory of equations.

a will be given the first and third quarters, probably the fourth.

b will be given the second and fourth quarters.

Texts: Wentworth's College Algebra and "A Treatise on Algebra" by C. Smith.

6. Analytics.

a will include a careful study of the straight line, circle, parabola, and ellipse.

b will include the hyperbola, the harmonic pencil and range, a discussion of the general equation of the second degree with extensive use of the graph, reciprocal polars, and projections.

a will be given the first and fourth quarters, probably the third.

b will be given the second quarter, probably the fourth.

Text: Conic Sections, C. Smith.

7. Differential and Integral Calculus.

This course includes a combination of Differential and Integral Calculus, as strong a course as may be given of the combined subjects in six months. Given whenever demanded.

Text: Byerly's Differential Calculus.

Note: Text books named for 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 supplied by the teacher, our purpose being to so teach each subject as to prepare our students to teach the

same and teach it well.

8. Surveying.

This course presupposes a thorough knowledge of Plane Trigonometry.

The course includes different forms of land surveying, laying out of county roads, excavation, cross-section work, leveling, contour work, etc. None will be admitted to the Course who cannot devote to it four hours of each forenoon, and whatever additional time may be required to do the necessary drafting and other indoor work. Opportunity is here given for a full unit's credit. This course is offered only in the summer quarter.

Text: Raymond's Plane Surveying.

MUSIC.

MR. GEBHART.

The course is divided into three parts, designated "1st Quarter," "2nd Quarter," "Third Quarter."

FIRST QUARTER: Elementary class for those who have little or no knowledge of music.

THE VOICE.—Proper care of—Breathing, Vocal exercises to develop good tone quality.

EAR TRAINING.—Written and Oral Dictation.

SCALE PRACTICE.—Establishment by frequent change of key of the relationship of the several tones one to another.

METER AND RHYTHM.—Relationship and distinction. Explanation and practical application

NOTATION.—The Staff, The G Clef,—Its significance. Notes and rests.

SIGHT READING.—Exercises and songs for one voice and two voices.

MATERIAL.—Charts A, B, C and D Natural Music Course. Harmonic 1st Reader. Blank music tablet. (The Reader and tablet in hands of pupil).

SECOND QUARTER: Continuation of 1st Quarter work.

SCALES.—Major, Minor and Chromatic. Minor Scale developed from Major. The forma-

tion and relation between Major and Minor Scales and between the several Minor forms.

METERS.—Free use of all.

RHYTHM.—More complex forms—Syncopation, etc.

NOTATION.—Free use in original melodies. Written Dictation, etc.

SIGHT READING.—Exercises and songs for one, two and three voices.

MATERIAL.—Charts E, F, and G Natural Music Course. Harmonic 3rd Reader. Blank music tablet. (Reader and tablet in hands of pupil).

THIRD QUARTER: Continuation of 1st and 2nd Quarter work.

Free use of all signs and characters. Songs and exercises for one, two, three and four voices.

Methods of presenting music in Graded and Ungraded Schools.

MATERIAL.—Alternate Third Book of Vocal Music of The Modern Music Series. Blank note tablet. Supplementary Choruses from Operas and Oratorios selected according to ability of class. (Third Book (Modern Series) and note tablet in hands of pupil).

PHYSICAL EDUCATION FOR MEN.

MR. CARROLL.

Three courses are offered, as follows:

I. General Athletics.

This course is open to all students and may be entered at the beginning of any quarter. It comprises massed-class exercises and individual exercises, with and without apparatus.

1. In the gymnasium.—(a) Without apparatus: Setting-up exercises, steps, turnings, marchings, running, jumping, mat exercises. (b) With apparatus: Dumb bells, wands, indian clubs, chest weights, neck machine, horizontal bar, parallel bars, rings, climbing rope, ladder, vaulting horse, punching bag. (c) Games: Basket ball, hand ball, boxing, wrestling, fencing.

2. Out-of-doors.—Foot ball, base ball, basket ball, tennis, running, jumping, hurdling, pole vaulting, weight throwing.

II. Physical Training for Teachers (Three quarters).

This course is designed especially for those who wish to become acquainted with the principles and methods of physical culture, with a view to its use in their work as teachers. An elementary knowledge of physiology and hygiene is required for entrance.

The course is given as follows:

1. A study of modern systems of physical training.—Military Gymnastics, German Gymnastics, Swedish Gymnastics, methods of the Y. M. C. A.

2. Theory and practice (during this part of the course students are required to conduct classes in the gymnasium). (a) Classification of exercises for pupils of primary, grammar, and high school grades. (b) Teaching in gymnasium: Individual exercises, massed-class exercises, use and care of gymnasium apparatus. (c) Field and track athletics: Organization, equipment, and management of athletic teams; conduct of games, athletic rules and regulations, laying out of athletic field, construction of running track, field apparatus.

3. Hygiene and sanitation.—(a) Personal and public hygiene: Bathing and bath rooms, drainage, simple laws of health. (b) Care of public rooms: Cleaning, heating, lighting, ventilation.

III. Military Science and Tactics (Drills and recitations, twice a week).

1. School of the soldier.—(a) Instruction without arms: Setting-up exercises, steps, marchings. (b) Instruction with arms: Manual of arms. (c) Instruction of the skirmisher.

2. School of the squad.—(a) Close order: Marchings, turnings, to stack and take arms, positions kneeling and lying down, inspection of arms, loadings and firings. (b) Extended order.

3. School of the company.—(a) Close order: Movement by platoons, route step, single rank. (b) Extended order. (c) Company inspection.

4. (a) Guard mounting, guard duty. (b) Camping, pitching tents. (c) Rifle firing, 100 to 500 yards.

Text-books: Infantry Drill Regulations, U. S. A. (Revised, 1904); Manual of Guard Duty,

U. S. A.; Manual of Physical Drill, U. S. A.

Note: Equipments for this course consist of a full complement of United States Army Remington rifles, side arms, ammunition, targets, and a new and well-appointed armory. The regulation army uniform is worn at all drills and recitations.

Note: Beginning in September, 1905, every student entering this department will be given a thorough physical examination according to the latest methods of anthropometry, with the object of discovering how he compares, in all parts of his body, with the average healthy man. He will then be given special corrective and developing exercises to meet his special needs.

PHYSICAL EDUCATION FOR YOUNG WOMEN.

MISS LINTON.

The sole aim of gymnastic art is the harmonious development of the body in such manner that the smallest part itself, and for itself as well as in conjunction with the whole, is able to actualize and execute the mind's will. We do not try to make athletes of our girls, but use only such exercises as will develop all the forces of the body. Gymnastics accustoms one to a proportionate use of one's strength, to punctuality, self control, and to the suppression of arbitrariness and willfulness. The best and most suitable exercises selected from the German, Swedish, Italian, and Jiu-Jitsu methods will be given, in order to make the body strong and agile. A gymnastic movement has a definite space, time, velocity, and purpose, and must be executed with full volition in order to produce the utmost effect toward physical development. The advantages of this method of training are: a clear insight on the part of the teacher into the work and capabilities of each and every pupil, instruction according to plan, a systematic gradation of exercises which is sure to gain positive results, and a refreshing invigorating pleasure in regulated work.

PHYSICAL GEOGRAPHY.

MR. STOKES.

a. FALL QUARTER. The work consists of Field, Laboratory, and text-book work covering main facts of Elementary Physiography.

WINTER QUARTER. Meteorology and Climatology.

SPRING QUARTER. Geological and geographical factors as they affect man.

The year's work is a good preparation for Nature Study and a proper understanding of History.

Texts: Redway, Brigham, Mill and others for the Fall Quarter. Waldo's Meteorology for Winter Quarter.

For Laboratory work Price, Chamberlain, Brigham and others. A good reference library will be maintained which students will be expected to use freely to supplement the text and class instruction.

PHYSICS.

MR. STOKES.

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.



CADET CORPS.

- 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.

PHYSIOLOGY.

MR. AND MRS. DAUGHERTY.

Given every quarter.

Text: Brinkley.

READING AND VOICE CULTURE.

MISS LINTON.

Believing that, "Of Equal Honor with him who writes a grand poem, is he who reads it grandly," this course is arranged so that in each quarter students are taught the rules and principles, and how to apply them in analyzing interpretations, conducting debates, etc.

FIRST QUARTER.

Rules and principles of reading,
Voice tests,
Voice culture,
Sight reading,
Dramatic action,
Analysis of interpretations, as "The Famine," "Raven," "That Old Sweetheart of Mine,"
"The Vision of Sir Launfal."
Debates,
Orations,
Entemporaneous speeches,
Bible analysis.

SECOND QUARTER.

Voice culture (Italian Methods),
Dramatic action,
Analysis of Scenes from Hamlet, Macbeth, Henry VIII, Merchant of Venice, Romeo and Juliet.
Sight reading (prose and poetry),
Bible analysis,
Extemporaneous speeches,
Current topics,
Prepared interpretations.

THIRD QUARTER.

Interpretations (Class work Four),
Prepared debates (Three),
One Act Plays (Three),
Book review,
Extemporaneous speeches,
Biblical and Historical topics,
Current topics,
Management of classes.

ZOOLOGY.

MR. AND MRS. DAUGHERTY.

This is a year's work of three quarters. It is a Teachers' course comprising field, laboratory, text-book, and lectures on morphology, physiology, and ecology of type forms.

Animals are studied from their (1) morphological, physiological; (2) ecological ; (3) psychological, and (4) systematic points of view.

Advanced Zoology is offered to students desiring a second year's work. This work is given

from the college standpoint. The work is severe and requires the best efforts of the student.

New classes will be organized in Zoology the spring and summer quarters of 1906.

Texts: Various texts and Laboratory Guides are used as the various animals are studied. "Animal studies," Shipley and McBride, and others. Bring your zoologies, and physiologies. They may be helpful on some of the questions and topics.

THEORY AND PRACTICE OF EDUCATION.

MR. WILSON, MR. HATFIELD, MISS LONGENECKER, MISS SCOTT, MISS GREER, MISS BARNES, MRS. REED.

The closer organization of the Pedagogics, the Training School and the Kindergarten into a single department of Theory and Practice of Education looks toward the attainment of two results, viz., that the teachers in these several branches may be in the closest, most sympathetic and mutually helpful relationship to one another; and that the work of the student-teachers may be in the highest degree fruitful for themselves and for the children under their instruction.

It is believed that sound theory can lose nothing of its soundness by being brought daily to face itself in the practice growing out of it, and that on the other hand practice is in less danger of losing itself in device and expedient when it is kept closest to sound and wholesome theory, and that above all, whoever would do work that is wholesome and vital in whatever department of school endeavor must keep close to the actual living child.

Instruction in the science and art of teaching and school administration will embrace the following courses:

- A. Elementary Psychology.
- B1. Methods in the "Common Branches," or Concrete Pedagogy.
- B2. Philosophy of Teaching and Management.
- C. General Pedagogy.
- D. History of Education.
- E. Administration and School Problems.

- F. The High School, its Pedagogy and its Problems.
- G. Advanced Psychology.
- H. Educational Classics.
- I. Foreign School Systems.

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 is designed to prepare students for a more appreciative study of General Pedagogics. Text: James' Briefer Course.

Courses **B1** and **B2** are in reality one course extending over two quarters and for five days in the week. The Concrete-Method side of this course will be given by Miss Longenecker one-half of the five days in the week, while the Philosophy side of the course will be given by Mr. Hatfield at the same hour in the day but on the days not occupied by Miss Longenecker.

All sophomores who teach in the training school must take this course simultaneously with their actual teaching.

Course **C**, by Mr. Wilson, will occupy the time of one quarter, and is open to those who have had Courses A, B1 and B2.

Text: McMurry's Method of the Recitation, McMurry's General Method, and the Report of the Committee of Fifteen.

Course **D**, by Mr. Hatfield, will extend through the first and second quarters continuously.

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.

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

Course **E**, by Mr. Hatfield, is for one quarter, and will be offered the third quarter, following

immediately after the History of Education, being designed for those students who have completed the course in the History of Education.

Course **F**, by Mr. Wilson or Mr. Hatfield, is a one-quarter course, available during the first, second, third or fourth quarter, and is designed for any seniors and graduate students especially interested in the High School and its problems.

Course **G**, by Mr. Wilson, is for one quarter, taught by subjects through library reference.

Course **H**, 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 of the year after the first quarter.

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," Spencer's "Education," and Pestalozzi's "How Gertrude Teaches her Children."

Course **I**, by Mr. Hatfield, will occupy one quarter in a consideration of the School Systems of Germany, France and England.

THE PRACTICE SCHOOL AND KINDERGARTEN.

MISS LONGENECKER, MISS BARNES, MRS. REED, MISS GREER, AND MISS SCOTT.

Special Assistants.

Special Methods.....	Mr. Hatfield
Manual Training.....	Miss Bryan
Music.....	Mr. Gebhart
Drawing.....	Miss Reid
Latin.....	Mr. Wilson
Nature Study.....	Miss Jackson
Library Work.....	Miss Parrish
Physics.....	Mr. Weatherly
Gymnasium.....	Miss Linton

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. It means that the course must be of such a character as to conform to the child's spontaneous development. It means proportion, sequence, and unity of carefully selected educative material. It must be a flexible course, subject to change whenever the conditions demand. The course of study should be a source of inspiration to the teacher and should not be so much material which must be ground out in a given time.

LANGUAGE, READING AND HISTORY.

FIRST YEAR.

FIRST QUARTER.

Literature. Stories: Mother Goose Melodies; The Three Bears; The Little Red Hen; The Anxious Leaf; Hiawatha's Childhood; Thanksgiving Stories; The Diamond Dipper.

Poems: The Lost Doll; The Hayloft; The Rock-a-by-baby; Lady Moon; The Man in the Moon. These selections can be found in Cooley's Language Series, Book 1. The stories should be told, not read, to the class. Each pupil is required to stand before the class and give an oral reproduction of one story before another is told. The aim is to induce spontaneous expression of consecutive thought in good English.

Formal Language. Through games and stories give opportunity to use the forms of speech which are most frequently used incorrectly. See, saw; run, ran; have, has, had; hold, held; is, are; was, were; there is, there are; stand, stood. Observe correct forms in writing, spelling, capitalization. Observe the period and question mark in readers, chart, and written work on the board.

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 in the vertical script, large, clear and round. Make the transition from script 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 third or fourth week. Introduce the reader the fifth or sixth week. Continue written reading lessons on the board throughout the year. Let the children write on the board from the first day. Train them to stand nearly at arm's

length from the board and (without permitting the hand or fingers to touch the board) to write freely in a large clear hand. It is easier to prevent bad habits than it is to break them. Visualize the form, then write. Poor writing should not be left on the board.

Books read in the class: First half of Striker's Chart; The Beginner's Reader, Florence Bass.

SECOND QUARTER.

Literature. Stories: The Line of Light; The Christ Child, Bible; The North Wind and the Snow Princess; Agoonack, Andrews; Which shall It Be? Cooley Language Series, Book 1.

The Rainbow Queen, Cooley; Stories of Washington and Lincoln.

Poems: Christmas Poems; Jack Frost; Selections from Stevenson's Child garden of Verses.

Formal Language. Use of throw, threw, thrown; shine, shines, shone; hang, hung; gives, gave, given; freeze, freezes, froze, frozen; slide, slid, slidden.

Capitalization: Names of the members of the class; days of the week; first word of the sentence. Spelling—Word building with letters; grouping word families; visualizing words for written spelling.

Reading. Cyr Primer; Sunbonnet Babies' Primer; Chart completed.

THIRD QUARTER.

Literature. Stories: The Fir Tree; Archne; Apollo and Diana, from 'Round the Year in Myth and Song, Holbrook; Story of Our Flag, Cooley, Language Series, Book 1.

Poems: From Eugene Field's Love Songs of Childhood; poems of the flowers, birds and spring. Selections from Stevenson's Child Garden of Verses.

Formal Language. Use of do, does, doesn't, 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.

Reading. Lights to Literature, Book 1; Cyr First Reader; Stepping Stones to Literature, Book 1.

SECOND YEAR.

FIRST QUARTER.

Literature. Stories: Kablu, The Aryan Boy; History of Thanksgiving Day; Stories from the Bible.

Poems: Field's Wynken, Blynken and Nod; Field's Why do Bells for Christmas Ring; Parts of Hiawatha; Helen Hunt Jackson's September and October; Bjornsen's The Tree; Sherman's Snow Song; The New Moon, from Cooley Language Series, Book 1.

Formal Language. Use of verbs and other forms of speech as suggested in the outline for the first year.

Dictation: Short sentences to be written; exercises in following directions, dictated by teacher. Capitals—Proper names; beginning of sentences; titles; days of the week; names of the months. Punctuation—Period; question mark. Spelling—Oral and written; phonics continued.

Reading. Literature read by class: The Hiawatha Primer, Holbrook; Eugene Field Reader, Harris.

SECOND QUARTER.

Literature. Stories: Legends concerning the names of the days of the week; The months of the year; the seasons. These stories can be found in 'Round the Year in Myth and Song, Holbrook. Character stories of Washington, Lincoln, Longfellow.

Poems: Longfellow's From My Arm Chair, The Children's Hour, The Village Blacksmith.

Formal Language. Letter writing and written reproductions of stories consisting of not more than two paragraphs. Observe paragraphing, capitalization and punctuation. Data from nature study lessons should be written in good form. Spelling—Oral and written; phonics continued.

Reading. Literature read by class: Lights to Literature, Book 2. Stories of the Red Children, Pratt; In Mythland, Beckwith.

THIRD QUARTER.

Literature. Stories: Venus; Iris; Phaeton; Other Stories from 'Round the Year in Myth and Song, Holbrook. Poems: Lowell's The Oriole; Bjornsen's The Blue Bird; Thaxter's The Water Bloom; Ingelow's Seven Times One.

Formal Language. Records of out-door work written in good form. Plural forms; possessive forms. Dictation exercises continued. Written reproduction of short stories continued. Spelling—Oral and written; phonics.

Reading. Literature read by class: Lights to Literature, Book 2 completed; The Tree Dwellers, Dopp; A Child's Garden of Verses, Stevenson.

THIRD YEAR.

FIRST QUARTER.

Literature. Stories: The Story of the Great Artist, Millet; Why the Ears of Wheat are Small; A German Folklore Tale; Ceres; The Ant and the Grasshopper; Story of Columbus; The Pilgrims; The Story of Jack's Coat; Arachne.

Poems: Vacation Song, Dempster Sherman; Mandamin, Longfellow; Talking in Their Sleep, Thomas; How the Leaves Came Down, Coolidge; The Sandpiper, Thaxter; The Cloud, Shelly; Thanksgiving Poems.

Formal Language. Capitalization; punctuation; abbreviations; letter writing; weather records; Picture study frequently followed by short written descriptions; written reproductions of short stories. Spelling—Oral and written. Language Through Nature, Literature and Art by Perdue and Griswold, to page 98.

Reading. Literature read by the class, De Foe's Robinson Crusoe, McMurry; The Adventures of a Brownie, Mulock; Classic stories for Little Ones, McMurry.

SECOND QUARTER.

Literature. The First Christmas Day; The First Christmas Tree; Bible Stories; Artists—George Boughton, Landseer, Svend Svendsen; Aurora; Vulcan the Smith; The Golden Touch; Stories of Washington, Lincoln, Longfellow, Whittier.

Poems: Christmas Poems; The New Year, Tennyson; Hiawatha's Sailing, Longfellow; The Village Blacksmith, Longfellow; A Wonderful Weaver, Cooper; Winter Song, Miller.

Formal Language. Short written descriptions of subjects from nature; short written descriptions of pictures; written reproductions of short stories; written reproductions of short poems; two or three paragraphs about Washington, Lincoln, Longfellow. Good oral reproductions must precede the written. Spelling—Oral and written. Language Book to page 160.

Reading. Literature read by the class; The Early Cave Man, Dopp; Classics, Washington, Lincoln, Longfellow, Whittier; The History of Whittington, Lang.

THIRD QUARTER.

Literature. Stories: A Thrifty Blue Jay, Burroughs; The Foolish Weather-Vane; The Sun and the Wind;

King Solomon and the Bee; The Parable of the Sower, Bible; The Story of a Seed, Mac Donald; The Boy and the River, A fable; The Voices Nature, A myth of Finland; Artists, Angelo, Gabriel, Corot.

Poems: Red Riding Hood, Whittier; The Four Winds, Longfellow; A Laughing Chorus; The Tree, Bjornsen; Rain in Summer, Longfellow, June Days, Lowell; The Gladness of Nature, Bryant.

Formal Language. Written descriptions of nature: Signs of spring; spring flowers, birds, trees, insect life, school garden, weather. Written Description of pictures. The Sower, Millet; A Woman Churning, Millet; Landscape, Corot; The Young Sculptor, Angelo; The Windmill, Gabriel. Written reproduction of stories and poems continued.

Spelling. Oral and written: Dictation exercises. Diacritical marks mastered. Dictionary for punctuation introduced. Language Through Nature, Literature and Art completed.

Reading. Literature read by class: Our Birds and Their Nestlings, Walker; Ethical Stories, Dewey; The Later Cave Men, Dopp.

FOURTH YEAR.

FIRST QUARTER.

Literature. Stories: Ceres; Saint Guido; Aeolus and Ulysses; History of Thanksgiving Day; Artists, Murillo, Rosa Bonheur.

Poems: Whittier's Corn Song; Longfellow's Mandamin; Bryant's Fringed Gentian; Helen Hunt Jackson's Down to Sleep and October's Bright Blue Weather.

Formal Language. Word pictures; sentence construction; exercises for the correct use of the words, is, are; see, saw, seen; go, went, gone; can, may; wrote, written; do, does, don't, doesn't; a, an. Special attention given to punctuation, capitalization and spelling; Composition—study of the paragraph, short story, short descriptions; letters. Dictation exercises; studying and memorizing poems.

Cooley's Language Lessons from Literature, Book 1 to page 68.

Reading. Literature read by the class: The Wide World—Youth Companion Series; The King of the Golden River, Ruskin; Classics—Story of Columbus, Story of the Pilgrims.

SECOND QUARTER.

Literature. Stories: Christmas in Germany; Legend of St. Anthony of Padua; Stories from the Bible; King Arthur and Sir Galahad; Rhoecus; The Caduceus; Artists: Murillo, Hoffman, Guido Reni;

Poems: Patriotic Selections; Building of the Canoe, Longfellow; The Finding the Lyre, Lowell.

Formal Language. Descriptive words and phrases; exercises in correct use of words, here, there; this, these, those; its, it's; teach, learn; taught, learned; give, gave, given; take, took, taken; break, broke, broken; speak, spoke, spoken; original story, original rhyme; writing of stanza from memory.

Spelling. Oral and written. Cooley's Language Lessons, Book 1 to p. 115.

Reading. Literature read by class: A Little Book of Profitable Tales, Field; Colonial Children, Hart; Classics—Washington, Lincoln, Longfellow, Lowell, Whittier.

THIRD QUARTER.

Literature. Stories: Phaethon; The Wind and the Sun; Ceres and Proserpina; Selections from Kingsley's Water Babies; Selections from Celia Thaxter's The Spray Sprite; Artists: Guido Reni, Reynolds.

Poems: Heman's The Voice of Spring; Whittier's In School Days; Bryant's The Fountain; Vandyke's Two Schools.

Formal Language. Direct and indirect quotations; plurals; possessives; nouns; verbs; adjectives; adverbs. Exercises in the correct use of the words begin, began, begun; grow, grew, grown; come, came; am, was, been; sit, sat; catch, caught; lie, lay, lain; he, his, him; I, my, me; in, into; flows, flowed; flies, flew, flown; rise, rose, risen; raise and raised.

General Review. Definitions, rules for use of punctuation marks; rules for writing plural and possessive forms. Cooley Language Lessons, Book 1 completed.

Reading. Literature read by the class: Colonial Children continued; Birds of Killingworth, Longfellow; Strange People, Starr.

FIFTH YEAR.

FIRST QUARTER.

Literature. Stories: Norse Myths; Stories of Colonial times; Stories of the Revolution.

Poems: The Ruby-Crowned Kinglet, VanDyke; Birds of Killingworth, Longfellow; To a Water fowl, Bryant; Challenge of Thor, Longfellow.

Formal Language. Picture study followed by written description; Daily records of weather observations; Dictation exercises; Memorizing selections; Review of punctuation marks; Exercises in sentence construction; finding the subject of sentences; Exercises in the correct use of the words, its, it's; am, is, are; write, right, rote, wrote, written; know, knew, known, no, new; correct use of negatives, Letter writing; Spelling—Oral and written. Cooley's Language Lessons from Literature, Book 2, pages 1 to 68.

Reading. Literature read by the class: The Snow Image, Hawthorne; Paul Revere's Ride, Longfellow; Camps and Firesides of the Revolution, Hart.

SECOND QUARTER.

Literature. Stories: Knighthood; The Vow of Knighthood; King Arthur and the Knights of the Round Table; Lincoln's Gettysburg Speech; Biography; Washington, Lincoln, Longfellow, Lowell.

Poems: The Legend of St. Christopher, Jackson; Extracts from Idyls of the King, Tennyson; The Poet Longfellow's Love for Children, Riley; The Poet and the Children, Whittier; The vision of Sir Launfal, Lowell. Plan an Hour with Four Great Americans: Lincoln, Washington, Longfellow, Lowell.

Formal Language. Composition; writing from memory; dictation exercises; Sentence construction; finding subjects and predicates; Memorizing selections and quotations; Form of descriptive words to show different degrees of quality; Exercises in the correct use of the words: than, shall, will, capital, capitol, was, were. Spelling—Oral and written; Cooley's Language Lessons, Book 2, pages 68 to 178.

Reading. Literature read by class: Camps and Firesides of the Revolution continued; Heroes of Chivalry, Maitland; How Our Grandfathers Lived, Hart.

THIRD QUARTER.

Literature. Stories: The King of the Golden River, Ruskin; Extracts from A Spring Relish, Burroughs; John Burroughs, Hubbard; Our New Neighbors at Poukapog, Aldrich.

Poems: March, Bryant; Daybreak, Longfellow; The May Queen, Tennyson.

Formal Language. Composition: Dictation exercises, memorizing selections; descriptive words and

phrases; rules for punctuation and capitalization. Exercises in the correct use of the words bring, brought, carry, take; blow, blew, blown; buy, bought; think, thought; seek, sought; catch, caught; teach, taught; sit, sat; lie, lay, lain; lay, laid; shall, will; saw, seen; a. an; many, much, more, most; few, fewer, fewest; little, less, least; Spelling—Oral and written. Cooley's Language Lessons, Book 2, pages 118 to 181.

Reading. Literature read by class: How Our Grandfathers Lived, continued; The Wonder Book, Hawthorne; Elementary History of the United States, Barnes.

SIXTH YEAR.

FIRST QUARTER.

Literature. Prose: Under the White Birches, Van Dyke; Nut-Gathering, Warner; Quotations from Roosevelt, Van Dyke, Helen Hunt Jackson, Burroughs.

Poems: The Solitary Reaper, Wordsworth; The Huskers and the Husking, Whittier; Home, Sweet Home, Payne; The Lumbermen, Whittier.

Formal Language. Composition: Dictation exercises; memorizing selections; Agreement of subject and verb in number; study of the parts of a sentence; study of nouns; correct use of certain limiting adjectives; correct use of prepositions into, to; at, between; study of prepositional phrases; Spelling—Oral and written. Cooley's Language Lessons, Book 2, pages 185 to 237.

Reading. Literature read by class: The Wonder Book, Hawthorne; Elementary History of the United States, Barnes.

SECOND QUARTER.

Literature. Prose: Extracts from Beside the Bonnie Brier Bush, Ian Maclaren; The Heart of a Boy, De Amicis; The Oak of Geismas, Van Dyke; A Dog of Flanders, De La Ramee; Biography of Whittier.

Poems: The Landing of the Pilgrims, Hemans; Snow Bound, Whittier; The First Snow Fall, Lowell; The Snow Storm, Emerson, The Barefoot Boy, Whittier; In School Days, Whittier.

Formal Language. Composition: Dictation; memorizing; correct use of verbs; teach, learn; teaches, learned; taught, learned. Study singular and plural verb-forms; correct use of object-forms of personal pronouns; correct use of subject-forms of personal pronouns; Study the uses of words in a sentence; use of limiting adjectives; proper nouns; descriptive adjectives; Spelling—Oral and written. Cooley's Language Lessons, Book 2, pages 237 to 306.

Reading. Literature read by class: Ethics of the Dust, Ruskin; History for Graded and District Schools, Kemp.

THIRD QUARTER.

Literature. Prose: Life of Whittier, completed; Patriotism; American Patriots; Quotations from Webster, Franklin, Roosevelt.

Poems: Quotations from the Bible, Shakespeare, Wordsworth, Lowell, Holmes. The Daffodils, Wordsworth; Eternal Goodness, Whittier; Before the Rain, Aldrich.

Formal Language. Composition. dictation. memorizing; Sentence construction; simple, complex, compound; correct use of conjunctive pronoun, what; Adjectives and adverbs; correct use of adjectives and adverbs, good, well; quick, quickly; sad, sadly; very, real; too; bad, badly; harsh, harshly; easy, easily; Complements of verbs; Study pronouns; correct use of interrogative pronouns, who, whom; correct use of verb-

forms; irregular forms of comparison; correct use of forms of comparison; correct use of verbs with collective nouns; correct use of possessive forms of adjective pronouns; correct use of connectives. Cooley's Language Lessons, Book 2, completed.

Reading. Literature read by class: History for Graded and District Schools, Kemp; The Blue Poetry Book, Lang.

SEVENTH YEAR.

Literature. One period daily, $1\frac{1}{2}$ quarters.

History. One period daily, $1\frac{1}{2}$ quarters.

Grammar. One period daily, 3 quarters.

Latin. One period daily, 3 quarters.

FIRST QUARTER.

Literature. Read in class: The Great Stone Face, Hawthorne; The Young Citizen, Dole; A Christmas Carol, Dickens.

Grammar. Sentences, subject, predicate, Complements; modifiers, phrases, clauses; classes of sentences. Webster, The Elements of English Grammar, pages 1 to 92.

Latin. This work is in the formative stage, and no fast lines will now be drawn. Much will be made of Colloquia; Care in pronunciation; Vocabulary learned through use, care taken to call the attention of children to English derivatives thus fixing root-forms in the mind. Syntax developed inductively.

In this course it is expected that pupils will do much drill work at home. Good pupils will be able, at the end of the year, to enter 3d quarter Freshman Latin.

SECOND QUARTER.

Literature. (First half of quarter) read in class: Julius Cæsar, Shakespeare; Selections from The Sketch Book, Irving; Selections from the Blue Poetry Book, Lang.

U. S. History. (Second half of quarter). The Period of Discovery and Exploration, How Europe found America; The Foundation of Claims to Territory; The Period of Colonization. Mace's School History, pages 1 to 95.

Grammar. Nouns, pronouns, adjectives, verbs,—Webster, Elements of English Grammar, pages 92 to 201.

Latin.

THIRD QUARTER.

U. S. History. Colonial Life; The Struggle for North America; The Period of the Revolution. Mace's School History, pages 95 to 295.

Grammar. Adverbs, prepositions, conjunctions. Webster, The Elements of English Grammar completed.

Latin.

Reference Books for Teachers: 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.

THE LIBRARY.

All the children of the Practice School are given an opportunity to read in the Library. Books have been carefully selected for each grade, many of them in attractive bindings with beautiful illustrations in color. These include picture books, fairy stories, folk stories, myths and legends, fiction, biography, history, historical fiction, science, geography and poetry.

Picture Books. Pictures readily attract the attention of children and do much to cultivate a love of the beautiful. They illuminate the literature, history, nature study and geography and form perhaps the greatest incentive to learn to read.

Fairy Stories, Folk Stories, Myths and Legends. These are the key to the best in art and literature, they train the imagination and create an interest in history to which they are closely related. They form much of the most interesting subject matter for story hour.

Fiction. The highest ideals of character and action may be inspired by the best fiction. Characters may be judged as in real life by what they do, what they say and what others say to and of them. Courses of conduct may be traced to their ultimate results and the lessons driven home, while the child would resent it if the moral were forced upon him.

Biography. Much of a child's knowledge of history may be grouped around leading characters; his heroes are his ideals and by imitating that which is noble, he becomes noble.

History. Much of the foregoing work prepares the child for the formal study of history. Interest has been created in leading characters and these properly related and associated form a connected series of events in history.

Historical Fiction. This is true to the spirit of the times, makes history realistic and should be read in connection with it.

Science. This is the period of greatest activity of the senses, hence the reading of good books on science should always be accompanied by observation or experiment followed by accurate statements.

Geography. Books of travel and fiction lead to the formal study of geography and should always be taken in connection with it.

Poetry. As a rule the taste for poetry has to be created by the teacher. The rhythm is the greatest charm if the selection is well read. The story form of narrative poetry appeals to the child. The proper handling of such a poem as Enoch Arden often begets a permanent love of poetry and by and by leads to the best of the world's great literature.

ARITHMETIC.

The child spontaneously begins his study of arithmetic before he enters school. He has had innumerable experiences in measuring and judging distance, area, volume, size, form, weight, force, time and in counting objects and in seeing groups of objects. It is the plan of this outline to suggest means by which his development may continue through these various subjects of number. It should be the aim of each exercise to leave the child with more power to see, to think, to judge. Something definite must be accomplished each quarter. During the first three years the primary number facts should be thoroughly memorized. These include the forty-five combinations, multiplication tables, etc.

The book is introduced in the third year for sight work by which begins the child's training in attacking

problems. Principles, rules and processes are learned through use. Technical terms are given from the first whenever the need for them arises in the development work.

FIRST YEAR.

FIRST QUARTER.

Comparison: Indefinite relations; compare many objects in and out of the school room; compare children's height and weight; compare solids, surfaces, lines. Use the terms larger, smaller; largest, smallest; longer, shorter; longest, shortest; higher, lower; highest, lowest; which weighs more; which weighs less; which weighs most and which weighs least. Use terms solid, sphere, cylinder, cube, square prism, triangular prism, square, circle, rectangle, triangle. Do not hesitate to give the child new terms whenever the occasion demands. Definite relations; equals, solids and surfaces of equal sizes, lines of equal length, build equals, draw equals, cut equals.

Grouping: Visualize from 2 to 6 objects in a group.

Counting: Count objects, spools, sticks, cubes, pencils, etc. Count to 20.

Association of Symbols: Introduce the written symbol closely associated with the objects; read and write numbers to 6 inclusive.

Reference for Suggestions: Speer's Manual for Teachers—Preface and Introduction; Bellfield and Brooks, Rational Elementary Arithmetic, The Introduction for Teachers.

SECOND QUARTER.

Continue vigorous exercises in sense training. Plan new ways for conducting reviews. Be resourceful. Make each exercise call forth the child's best effort. "Do not push demands in advance of the child's growing power to do."

Comparisons: Units of measurement; inch, foot; pint, quart; ratios one, two, one half, two halves. Practice estimating dimensions of solids and rectangles.

Grouping: Visualize groups of objects two to eight objects in a group; combine groups; written combina-

tions 1 2 3 3 4 3

1 1 1 2 2 3

- - - - -

Counting: Count objects to 50.

Association of Written Symbols: Read and write numbers to 10.

Reference for Suggestions: Speer, Book 1, pages 62 and 63; Bellfield and Brooks, Elementary Arithmetic, pages 12, 13, 14, 15, 16, 44; Young and Jackson, Book 1, pages 2, 3, 9, 10, 11.

THIRD QUARTER.

By the close of the third quarter each child should have some power for accurate and rapid observations; some power to think and form definite judgments; some number facts definitely and permanently fixed.

Comparisons: Units of measurement; pint, quart, gallon; inch, foot, yard; ratios, one, two, three, four, one half, two halves, three halves, four halves, one third, two thirds, three thirds, four thirds, one fourth, two fourths, three fourths, four fourths. Compare numbers 1, 2, 3, 4; 2, 4, 6, 8; 3, 6, 9, 12; 4, 8, 12, 16; 5, 10, 15, 20.

Grouping: Grouping objects by twos, threes, fours, fives. Combine groups. Read and write combinations at sight.

6 5 4 7 6 5 4 8 7 6 5 9 8 7 6 5

1 2 3 1 2 3 4 1 2 3 4 1 2 3 4 5

- - - - -

Counting: Count to 100; count by twos, threes, fours and fives to 20.
 Written Symbols: Read and write numbers to 20.
 Reference for Suggestions: Speer, pages 64 to 112. Bellfield and Brooks pages 18, 19, 20, 22, 23, 28, 37, 44 45, 46, 47.
 Young and Jackson, pages 8, 9, 14, 15, 16, 17, 18, 19, 20, 21.
 Smith, Primary Arithmetic, pages 20 to 30.

SECOND YEAR.
 FIRST QUARTER.

Continue to give exercises that quicken the power to see and to think. Remember that an exercise loses its value as a sense training exercise, when the children become expert in performing it.

Comparisons: Units of measurement, inch, foot, yard; pint, quart, gallon; cent, nickel, dime, quarter, half dollar; ratios, one, two, three, four, five, one-fifth, two-fifths, three-fifths, four-fifths; compare numbers 2, 4, 6, 8, 10; 3, 6, 9, 12, 15; 4, 8, 12, 16, 20, 24; 5, 10, 15, 20, 25; 10, 20, 30, 40, 50, etc.

Comparisons: Read and write at sight;

1	2	3	2	4	3	5	4	3	6	5	4	7	6	5	4	8	7	6	5	9	8	7	6	5	9	8	7	6	9	8	7	6
1	1	1	2	1	2	1	2	3	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	5	2	3	4	5	3	4	5	6
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Counting: by twos, by threes.

Writing Numbers: Read and write numbers to 100.

Multiplication Tables: 2's to 2x12 inclusive; Teach 2x3 and 3x2; 2x4 and 4x2, etc. The children should form the habit of placing their work on the board and paper correctly and neatly.

Reference for Suggestions: Speer, Book 1, pages 112 to the end of the book. Speer, Book 2, pages 1 to 9. Bellfield and Brooks, Elementary Arithmetic, Review pages 14 to 47.

Young and Jackson, Book 1, Review pages 1 to 21.

Smith, Primary Arithmetic, pages 20 to 36.

SECOND QUARTER.

Comparisons: Units of measurement; minute, hour, day, week, month, year; ounce, pound. Ratios; continue ratios as suggested for the first quarter.

Combinations: Read and write at sight combinations to 15 inclusive.

Read at sight combinations similar to the following. 24 25 etc.

32 43

Give corresponding examples in subtraction as sight work. The right kind of sight work prevents the habit of counting on the fingers or counting dots on the board. Teach subtraction by addition.

Counting: by threes, fours, fives.

Writing Numbers: Read and write numbers to 500.

Multiplication Tables: 3's to 3x12 inclusive; review the 2's.

Reference for Suggestions: Speer, Book 2, pages 10 to 48. Bellfield and Brooks, pages 47 to 88. Young and Jackson, pages 22 to 36. Smith, pages 36 to 49.

THIRD QUARTER.

Comparisons: Begin a classification of pupil's knowledge gained through his experience; as table for linear measure, table for liquid measure, table for measuring time, etc. Ratios; ratios not greater than six nor less than one sixth. Compare lines, areas, solids, weights, measures.

Combinations: Combinations to 18 inclusive. This completes the forty-five combinations.
 1 2 3 2 4 3 5 4 3 6 5 4 7 6 5 4 8 7 6 5 9 8 7 6 5 9 8 7 6 9 8 7 6 9 8 7 9 8 7 9 8 9
 1 1 1 2 3 2 1 2 3 1 2 3 1 2 3 4 1 2 3 4 1 2 3 4 5 2 3 4 5 3 4 5 6 4 5 6 5 6 7 6 7 7

 Continue adding and subtracting at sight numbers similar to the following: 58 67 234 528
 20 32 112 317

Add at sight such examples— 25 493
 34 784
 24 213
 35 ---

Counting: By 4's, 5's, 6's, 7's.

Writing Numbers: Read and write numbers to 1000.

Multiplication Tables: 2's, 3's, 4's, 5's.

Division: By 2, 3, 4, 5.

Partition: Halves, thirds, fourths, fifths.

Reference for Suggestions: Speer, Book 2, pages 40 to 80. Belfield and Brooks, Elementary Arithmetic, pages 88 to 106. Young and Jackson, Book 1, pages 43 and 93. Smith, Primary Arithmetic, pages 47 to 80.

THIRD YEAR.

FIRST QUARTER.

Work for a keener insight into practical problems, a keener sense of accuracy and greater skill in performing the simple processes.

Additions and Subtractions: Review the forty-five combinations at sight; add numbers of two and three columns, in which, columns may exceed 9.

In adding columns with but two figures each, require answers at sight. Subtract at sight.

Multiplication: 4's, 5's, 6's; Multiply by one figure; problems.

Division: Short division; problems.

Partition: Halves, thirds, fourths, fifths; ratios; problems.

Text Book Work: Hall's Elementary Arithmetic to page 40. Use the book for sight work only.

Reference for Correlated Work: Young and Jackson, Book 1, pages 62 to 96. Smith, Primary Arithmetic, pages 80 to 94.

SECOND QUARTER.

Addition and Subtraction: Work for greater speed and accuracy in performing the simple processes. Remember that the children are forming habits of thinking and doing.

Writing Numbers: Work for skill in writing numbers, including thousands' period.

Multiplication: Tables to 7×12 inclusive.

Division: Short division continued; factors; problems. Teach pupils to see the factors of numbers mentally.

Partition: Sixths, sevenths, eights, ninths, tenths; ratios; problems.

Text Book Work: Hall's Elementary Arithmetic to page 85.

Reference for Correlated Work: Smith, Primary Arithmetic, pages 94 to 116. Young and Jackson, Book 1, pages 108, 115, 118, 120, 121, 124, 126, 127, 130, 131, 132.

THIRD QUARTER.

Addition and Subtraction: Let each exercise leave the child with more power.

Writing Numbers: Give special attention to placing the work on the board and paper. Practice writing numbers in columns.

Multiplication: Complete the tables to 9×12 . Multiply by two figures; problems.

Division: Short division continued; The children should be trained to tell the factors of small numbers at sight.

Partition: Tenths, elevenths, twelfths.

Text Book Work: Hall's Elementary Arithmetic, to page 145.

References for Correlated Work: Young and Jackson, Book 1, pages 131, to 137 inclusive. Smith, Primary Arithmetic, page 116 to 132.

FOURTH YEAR.

FIRST QUARTER.

The work continues on the spiral plan. Pupils must be given time to assimilate one step however, before the next is attempted. Something definite must be accomplished each quarter.

In this quarter pupils are held responsible for multiplication. Continue factoring.

Text Book Work: Hall's Elementary Arithmetic, pages 105 to 152.

Reference for Correlated Work: Young and Jackson Book 1, pages 124 to 138. Smith, Primary Arithmetic, pages 119 to 132.

SECOND QUARTER.

Notation and Numeration: Decimal fractions introduced, tenths; long division introduced; mental exercises in factoring.

Text Book Work: Hall's Elementary Arithmetic, pages 160 to 193.

Reference for Correlated Work: Young and Jackson, Book 1, pages 138, to 146, Smith, Primary Arithmetic, pages 135, 136, 137, 138, 142, 145, 150, 151.

THIRD QUARTER.

Process of long division thoroughly mastered. Decimal fractions, hundredths.

Text Book Work: Hall's Elementary Arithmetic, pages 193 to 232.

References for Correlated Work: Young and Jackson, Book 1, pages 147, 149, 151, 156, 157, 158, 162, 164, 166, 171, 173, Smith, Primary Arithmetic, pages 152, 154, 155, 156, 157, 158, 162, 163, 164, 165, 166, 167, 168, 169.

FIFTH YEAR.
FIRST QUARTER.

Simple Numbers: Review processes in multiplication; Long division; Rapid work in addition and subtraction. Review terms—unit, number, notation, addition, sum; subtraction, minuend, difference; multiplication, multiplicand, multiplier, product; division, dividend, divisor, quotient.

Common Fractions: Addition of simple fractions, example, 5-8 plus 3-16, etc.; Subtraction of simple fractions—example 9-16 minus 3-8, etc. Multiplication of simple fractions—example 6 2-3 multiplied by 4. Division of simple fractions—example $\frac{3}{4}$ divided by 4. Review terms—fraction, numerator, denominator, improper fraction, proper fraction.

Decimal Fractions: Hundreths.

Denominate Numbers: Review Dry measure; Liquid measure; measure of Time, Avoirdupois weight; Square measure. Nearly all of the above work is review.

Text Book Work: Hall's Elementary Arithmetic, page 233, part IV completed.

SECOND QUARTER.

Simple Numbers: Rapid work in fundamental processes continued. Terms—exact division, even number, odd number, integral number, fractional number, mixed number, prime number, composite number.

Common Fractions: Terms—denominator, common denominator; Reducing fractions to equivalent fractions having a common denominator; exercises in addition, subtraction, multiplication and division of simple fractions; Reducing fractions to their lowest terms.

Decimals: Thousandths; addition, subtraction, multiplication and division.

Denominate Numbers and Measurements continued: Ratios continued.

Percentage: 100 per cent., 50 per cent., 25 per cent., 33 1-3 per cent., 20 per cent., 16 2-3 per cent., 14 2-7 per cent., 12½ per cent., 11 1-9 per cent., 10 per cent. as aliquot parts of 100 per cent.

Examples—50 per cent. of 10 = ? 10 is 50 per cent of what number? 5 is what per cent. of 10? 25 per cent. of 12 = ? 12 is 25 per cent. of what number? 4 is what per cent. of 16? etc.

Text Book Work: Hall's Complete Arithmetic, pages 11 to 41.

References for Correlated Work: Young and Jackson, Book 1, pages 187 to 230.

THIRD QUARTER.

Simple Numbers: Factor, prime factor, composite factor. Multiples, common multiples, least common multiples; Processes in factoring; Rapid work in addition, subtraction, multiplication and division continued.

Practical Problems: Finding the L. C. M. and G. C. D. by factoring. Do not introduce other methods until later.

Common Fractions: Mixed numbers changed to improper fractions; improper fraction changed to a whole or mixed number; fractions changed to equivalent fractions having a common denominator. Finding the least common denominator. Adding, subtracting, multiplying, dividing simple fractions.

Decimal Fractions: Multiplication, division; continue exercises in addition and subtraction of decimals.

Denominate Numbers and Measures continued: Ratio and proportion, very simple examples given.

Percentage: 40 per cent., 60 per cent., 80 per cent., 83 1-3 per cent., 37½ per cent., 62½ per cent., 87½ per cent., 30 per cent., 70 per cent., as aliquot part of 100 per cent. Very simple practical problems involving

the three processes of percentage.

Text Book Work: Hall's Complete Arithmetic, Book 2, pages 41 to 91.

References for Correlated Work: Smith, Primary Arithmetic, pages 222 to 264.

SIXTH YEAR.

FIRST QUARTER.

Simple Numbers: Rapid work in fundamental processes; miscellaneous problems.

Common Fractions: Exercises in all the various processes of fractions.

Decimal Fractions: Division, review multiplication; decimal point thoroughly mastered.

Denominate Numbers and Measurements: Practical problems continued; ratios continued.

Percentage: Finding any per cent. of a number; finding the number when a given per cent of it equals a given number; finding the percent that one number is of another.

Text Book Work: Hall's Complete Arithmetic, Book 1, pages 91 to 150.

References for Correlated Work: Young and Jackton, Book 2, pages 1 to 40.

SECOND QUARTER.

Simple Numbers: Notation and numeration, addition, subtraction, multiplication, division. Rules and definitions; properties of numbers, divisibility of numbers. Miscellaneous problems.

Text Book Work: Hall's Complete Arithmetic, Book 2, pages 150 to 220, omitting the Algebra and Geometry.

References for Correlated Work: Young and Jackson, Book 2, pages 41, 44, 48, 49, 50, 51, 55, 56, 58, 60, 61. Smith, Grammar School Arithmetic, pages 19, 26, 27, 28, 29, 32, 33, 35.

THIRD QUARTER.

Common Fractions: Definitions; kinds of fractions; simple, complex, compound; multiply a fraction by an integer; divide a fraction by an integer; multiply a fraction by a fraction; miscellaneous problems; divide a fraction by a fraction; change complex fractions to simple fractions; practical problems; fractions changed to higher terms; complete addition of fractions; subtraction of fractions; multiplication of fractions, division of fractions; change decimal fractions to common fractions and common fractions to decimals; change a complex to a simple fraction. All processes of fractions thoroughly mastered.

Percentage: Discounting bills; discounts from list price; selling on commission; taxes; insurance.

Text Book Work: Hall's Complete Arithmetic, Book 2, pages 220 to 290. Omit the Algebra and Geometry.

References for Correlated Work: Young and Jackson, Book 2, pages 80, to 90, 99 to 110, 171 to 187.

Smith, Grammar School Arithmetic, pages 30 to 90; 129 to 199.

SEVENTH YEAR.

FIRST QUARTER.

Algebra: Notation, known numbers, unknown numbers; algebraic addition problems; algebraic subtraction; algebraic multiplication; exponent; algebraic division; parentheses; equations; algebraic fractions; problems leading to equations containing fractions. Miscellaneous problems.

Geometry: Lines, straight, curved, broken; circle, circumference, diameter, radius, arc, vertex, angle, direction of lines, angles; parallelograms; square, oblong, rhombus, rhomboid; triangles; problems; quadrilaterals that are not parallelograms; trapezoid, trapezium; the protractor; construction problems, triangles; construction prob-

lems, quadrilaterals; degrees in each angle of a regular pentagon; degrees in each angle of a regular hexagon; miscellaneous problems.

Percentage: Review terms and applications.

Text Book Work: Hall's Complete Arithmetic, Book 2, all the pages of Algebra and Geometry from 157 to 291. Review percentage given through these pages.

References for Correlated Work: Young and Jackson, Book 2, pages 190 to 204.

SECOND QUARTER.

Interest: Simple interest; promissory notes; partial payments; stocks and bonds.

Algebra: Algebra applied to problems in percentage; Algebra applied to some problems in interest; Algebra applied to some problems in ratio.

Geometry: Some interesting facts about squares, triangles and hexagons; areas of rectangles, rhomboids, triangles, trapezoid.

Ratio: Terms, a couplet, a proportion, problems.

Ratio: Terms of ratio, antecedent, consequent, problems.

Proportion: Terms, a couplet, a proportion, problems.

Text Book Work: Hall's Complete Arithmetic, Book 2, pages 291 to 340. inclusive.

References for Correlated Work: Young and Jackson, Book 2, pages 205 to 243.

THIRD QUARTER.

Powers and Roots: Powers, roots, square root.

Algebra: Powers, roots, square root.

Geometry: The square of the sum of two lines; right triangles; circumference of a circle.

Metric System: Linear measure; square measure; volume measure; weight; capacity; table of equivalents, problems.

Denominate Numbers: Linear measure; surface measure; volume measure; capacity; weight; time; circular measure; longitude and time; value measure.

Commercial Applications:

Text Book Work: Hall's Complete Arithmetic, Book 2, pages 340 to 446.

References for Correlated Work: Young and Jackson, Book 2, pages 60 to 89 and 155 to 184. Smith, Grammar School Arithmetic, pages 306 to 390.

Reference Books for Teachers: David Eugene Smith, The Teaching of Elementary Mathematics. McClellan and Dewey, Psychology of Numbers. Bellfield 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, The Two Book Series. Young and Jackson, Arithmetic, Books 1, 2, and 3. Smith, Elementary and Grammar School Arithmetic.

NATURE STUDY AND GEOGRAPHY.

The general outline for the first three years in nature study is very much the same but the work is adapted to the capacity of the class. The garden is the chief center of interest through which it is possible for the child to continue his observations and appreciation of nature. Too frequently nature study lessons consist of talking about nature instead of a close association with nature. The work as it is being done through the school

garden and laboratory is a real joy to the children. They are forming habits of accurate observation. They are gaining knowledge from truth itself.

The work in the laboratory does not consist of dissecting and pulling to pieces insects and flowers but it is the place where preparation is made for gardening and observations are made in the development of plant and animal life. It is the place where seeds are germinated, plants are rooted and potted, roots are grafted and the effects of different conditions of moisture and atmosphere are carefully observed. Live frogs, tadpoles, toads, fish and other specimens are kept under as natural conditions as possible for the children's observation. This work is carefully directed and supervised by the Head of the Agricultural Department. In general the following outline represents the work as it is being done.

FIRST YEAR.

FIRST QUARTER.

Observe the general characteristics of the season.

Plant Life. Autumn foliage, parts of plant, fruit, seed dispersal. Collecting seeds from school garden.

Animal Life. Tadpoles, Birds, Insects.

Health Lessons.

SECOND QUARTER.

Observe general characteristics of the season. Compare with autumn season.

Plant Life. Evergreen trees; house plants.

Animal Life. The sheep, cat, dog.

Water Forms. Snow and ice, crystals.

Health Lessons.

THIRD QUARTER.

Observe general characteristics of the season.

Plant Life. Buds, Spring flowers.

Gardening. Plan for garden; preparation for planting; planting seeds; caring for garden.

Animal Life. Insects, birds.

Civic Improvement. Home yard.

SECOND YEAR.

FIRST QUARTER.

Observe general characteristics of season.

Plant Life. Propagation of plants. Bulbs, care of bulbs for forcing and for out-door planting; rooting of soft wood cuttings,—geranium, daisy, collected from the school garden; storing of bulbs in saw dust for spring gardening.

Animal Life. The tadpole, insects, birds.

Health Lessons.

SECOND QUARTER.

Observe general characteristics of the season.

Plant Life. Evergreen trees, dormant trees, house plants; hard wood cuttings.

Animal Life. Birds, chicken, horse.

Water Frogs. Snow and ice, frost.
Health Lessons.

THIRD QUARTER.

General characteristics of the season.
Plant Life. Trees, Gardening.
Animal Life. Frog and Toad. Insects. Birds.
Civic Improvement. The yard, front and back yards; the street; the alley.

THIRD YEAR.

FIRST QUARTER.

General characteristics of the season.
Plant Life. The garden; collect and store seeds and bulbs; care of the bulbs for forcing and for out-door planting; rooting of soft wood cuttings, collected from the school garden.
Animal Life. Slugs, snails, insects, birds.
Health Lessons.

SECOND QUARTER.

General characteristics of the season.
Plant Life. Dormant trees; house plants; grafting; hard wood cuttings.
Animal Life. The rabbit, birds.
Heat. Its effects; its necessity to life.
Health Lessons.

THIRD QUARTER.

General characteristics of season.
Plant Life. Gardening the chief work of the quarter; seed germination; trees.
Soils. Kinds, physical properties, origin and modes of formation.
Animal Life. The earth worm, insects, birds.

FOURTH YEAR.

Because the children need the observation work more than they need the mere knowledge of many geographical facts the nature study course is given two quarters and real geography one quarter in each of grammar grades to the seventh. In the seventh year two quarters are given to geography and one to nature study.

FIRST QUARTER.—NATURE STUDY.

Gardening. Collecting and storing seeds and bulbs; rooting and potting plants; growing rapidly maturing plants.

Soils. Kinds, physical properties, origin and modes of formation.

SECOND QUARTER.—GEOGRAPHY.

Type Forms. Observe and study plain, slope, water partings, basin, valley, hill, stream, lake. Have pupils represent in relief and outline.

Local Geography. The campus: size, shape, location, direction, Kirksville and surrounding vicinity.
Adair County: surface, soil, productions, industries. Tarr and McMurry's Geography, First Book, page 1 to 62.

THIRD QUARTER.—NATURE STUDY.

Gardening. Work in individual gardens. Friends and enemies of the garden.

FIFTH YEAR.

FIRST QUARTER.—NATURE STUDY.

Gardening. Collecting materials from individual gardens.

Insects. This is the chief subject for the quarter.

SECOND QUARTER.—GEOGRAPHY.

General notions of the earth as a whole. shape, size, distribution of land and water; river and river systems, the great river systems of the world, study and compare; mountain and mountain systems, the great mountain systems of the world, study and compare; causes leading to the various kinds of industry and commerce.

Missouri. Surface, soil, climate, productions, occupations, history. Study map and reproduce in relief and outline.

Tarr and McMurry's Geography, First Book, pages 62 to 208.

References for study of Missouri. The State of Missouri, Walter Williams.

THIRD QUARTER.—NATURE STUDY.

Elementary Botany.

SIXTH YEAR.

FIRST QUARTER.—NATURE STUDY.

Leguminous Plants.

Elementary Botany, continued.

SECOND QUARTER.—GEOGRAPHY.

The earth as a whole. Form and size, zones, the continents and oceans. Special study of North America: surface, soil, climate, occupations, history. Special study of the United States. A general study of South America, Europe, Asia, Africa and Australia.

Tarr and McMurry's Geography, First Book, completed.

References. King's Elementary Geography. Frye's Elementary Geography. There are fifteen copies of each of these geographies to be used for class exercises. Teachers observe the map work suggested in each of these books.

THIRD QUARTER.—NATURE STUDY.

Elementary Forestry.

SEVENTH YEAR.

FIRST QUARTER.—GEOGRAPHY.

The United States, Europe, Asia, Africa, Australia.

Frye's Grammar School Geography, Pages 61 to 195.

References. Tarr and McMurry's Complete Geography. Dodge's Advanced Geography. Carpenter's Geographical Readers. King's Picturesque and Geographical Readers.

Library Work. The children are assigned topics found in the books of the Library.

SECOND QUARTER.—NATURE STUDY.

Commerce and Industry. Frye's Grammar School Geography completed.

Missouri. A more extensive study of Missouri is given.

Reference. The State of Missouri, Walter Williams.

Library Work. Topics assigned.

The Air. The class will spend six weeks in the physical laboratory. Study the properties of air.

THIRD QUARTER.—NATURE STUDY.

Landscape Gardening. Waugh, Art Out of Doors. Parsons, How to Plant the Home Grounds.

References 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. Jackson and Daugherty, Agriculture through the Laboratory and School Garden. Nature Study Bulletins.

DRAWING.

Pupils must be instructed to sit upright and to work at a distance with full arm movement. Drill exercises may frequently be given preceding the regular lesson of the day. Never drill for the result on paper, but always to develop the activity of the child and to cultivate right motor habits. Work first for size and placing before accuracy of drawing. Work to promote the freedom and individuality of the child.

Mediums: Pencil, water colors, charcoal, crayon and ink.

FIRST YEAR.

FIRST QUARTER.

From Nature: All kinds of seeds, grasses, fall flowers, leaves, fruit, vegetables.

From Models and various other objects, toys, large book (the dictionary), sled, wishbone, figure pose. Train the eye to see form in everything. Find straight edges, curved edges; curved and straight edges on the same model. Teach terms—vertical, horizontal, planes.

Illustrative: Make most of suggestions from the season in all drawing, cutting, building and making. Thanksgiving week draw nuts, turkey, Pilgrim's hat, shoes. Draw from a pose of Priscilla, The Mayflower, the guns carried. Christmas time. Illustrate "Hang up the Baby's Stocking." Draw from Santa Claus pose. Draw from real evergreen tree. Show what you would like for Christmas presents.

Building: Block building; houses, steeples, bridges, etc. Imaginative, literal.

SECOND QUARTER.

From Nature: Twigs, bare trees, winter scenes, potted plants, evergreen trees.

From models and other objects: Draw from a group composed of a cylinder and hemisphere; seeing lessons from individual hemispheres, seeing lessons from square prism. Cube; Develop right tri-prism from large model used in comparison with square prism and cube; Draw from Noah's Ark; groups of toys; figure pose.

Illustrative: Story, poem, games, occupations; Suggestions from St. Valentine's Day; Washington's Birthday. Make souvenirs.

Building: Build with blocks and spools.

THIRD QUARTER.

From Nature: Spring time; twigs, buds, flowers, scenes, trees, birds, sprouting seeds. Use a great deal of color; enjoy the beauties of spring.



PRACTICE SCHOOL—ART ROOM.

From Models and other objects: Hemisphere, sphere. Review the six models given; composition of vertical lines and spacing; composition of lines vertical and horizontal in plaid designs; figure pose.

Illustrative: Poem, story, occupations, game; signs of spring.

Building: Block building.

SECOND YEAR.

FIRST QUARTER.

From Nature: Leaves, grasses, fall flowers. Choose those that are simple. Be careful about the size and placing; simple spray or twig; all kinds of fruits and vegetables; landscapes.

From Models and other objects: Faces of solids; draw solids from memory; review edges; draw groups of solids and other objects; draw from a pail in two positions, an umbrella in two positions, a child pose. Draw the type ellipsoid, sketches of animals.

Illustrative: Poems, stories, occupations, seasons, Thanksgiving, Christmas, make Christmas presents. Illustrate animal stories.

Building: Block building, real and imaginative constructions.

Artist Study: Landseer.

SECOND QUARTER.

From Nature: Winter scenes; bare trees; evergreen trees; potted plants.

From Models and other objects: Group of objects. Try to secure effect of distance seeing lesson, from horizontal square prism, three positions. Present pyramid. Compare with the prism.

Illustrative: What did you get for Christmas? Illustrate by drawing or cutting; illustrate some other lesson; illustrate stories, poems, winter sports, winter occupations.

Artist Study: Raphael.

THIRD QUARTER.

From Nature: Design calendar for each of the spring months. Composition of landscapes taken from different views of the campus; birds, flowers, showing root, growth, leaves and flowers; sprouting corn, beans, etc.

From Models and other objects: Ovoid, cone, pyramid; composition of vertical and horizontal lines; all over designs for flat surface—wall paper, borders, plaids, etc. Work in ink and color.

Illustrative: Spring time; poems; stories; occupations of spring. Bird stories; bird ways.

Building: Block building continued.

Artist Study: Reynolds.

THIRD YEAR.

FIRST QUARTER.

From Nature: Make use of all the material that the autumn season presents. Landscapes.

From Models and other objects: Groups of solids; groups of fruit; of vegetables. Draw house made from blocks. Landscape with house like the one drawn and one tree with hill in the distance.

Illustrative: Stories, poems, occupations.

Building: Block building continued—a bridge, a light house, a church steeple.

Artist Study: Millet.

SECOND QUARTER.

From Nature: The winter season; snow scenes showing house and trees in the distance; twigs, bare trees; evergreen trees; potted plants. Animals, winter birds.

From Models and other objects: Cube with hemisphere placed on top round face down. Do not shade. Cube with hemisphere on top, plane face down. Draw from group of objects or models to show distance, size, relative proportion. Shade may be simply expressed. Give drill exercises or round and round movement, also for vertical and horizontal lines. Use sketching pencil.

Illustrative: Winter sports; skating, coasting, etc.; illustrate some reading lesson or language lesson.

Building: Block building; a train of cars; bridges, houses, churches, gates, etc. Draw literal, imaginative.

Artist Study: Rembrandt.

THIRD QUARTER.

From Nature: Design calendar for spring months. Swelling buds and twigs, spring flowers; spray of leaves; birds, toads or frogs.

From Models and other objects: Vase forms; group of objects or models; review cylinder, cone, pyramid; surface covering composition.

Illustrative: Spring time; poems of spring, stories, occupations, bird occupations,

Building: Block building. Use any solids, make any thing you wish, draw.

Artist Study: Bonheur.

FOURTH YEAR.

FIRST QUARTER.

From Nature: Use all material the season affords. Draw simple leaf in four or five different positions. There must be no interruption of line where the stalk or stem grows into the blade. Draw from sprays and branches of three leaves. Choose simple yet interesting leaves. Try for delicate suggestive treatment. Begin to talk about values. Draw from weeds, grasses, grains. Draw from whole plants. Avoid stiff and flat arrangements. Draw from fruits or vegetables. Keep the work simple. Landscape, distant hill with group of three or four trees.

From Models and other objects: Cone, cylinder, cube, sphere, first single then in groups. Figure pose,—boy.

Illustrative: The spirit of Thanksgiving and Christmas; poems, stories.

Artist Study: Murillo.

SECOND QUARTER.

From Nature: Evergreen trees, bare trees, holly; Animals, cow, horse, dog or cat; squirrel or rabbit. Winter landscape. Potted plants.

From Models and other objects: The square tower, tri-prism. Try to represent the principles of converging lines above and below the eye; Sketch cup, pail, basket, flower pots, coffee pots, pails, pitchers, placed below and above the level of the eye. Draw from book with careful observance of fore shortened top, length and placing of further edge.

Illustrative: Eskimo life; Japanese customs; poems, stories.

Geographic Drawings: On black paper with white crayon. Land forms: plain, slope, hill. Eskimo home.

Artist Study: Van Dyck.

THIRD QUARTER.

Remember we are training for power rather than immediate results.

From Nature: Design calendar for each month. Make use of all the material the season affords: tadpoles, frogs, toads, birds, young vegetables. Flowers: the crocus, tulip, narcissus, daffodil, wild flowers; whole plants, budding twigs, sprouting seeds.

From Models and other objects: Draw from a cube, a big book, a square box with special reference to pencil measurement, converging lines. Block building with special attention to line shading. Composition of lines
Surface coverings.

Illustrative: Indian life; Hiawatha's home; poems, stories.

Geographic Drawings: On black paper. Rivers, river basin, valleys, the old river, new river. Indian home. Views from the campus, the lake.

Artist Study: Corot.

FIFTH YEAR.

FIRST QUARTER.

From Nature: Draw from one leaf in several different positions to get all the fore shortened effects. Use all material suggested by the autumn season. Talk about values. Before drawing think of the placing.

From Models and other objects: Constructive drawing. Beginning with October give one problem in constructive form work each month until April. Draw a circle and draw three circumferences from its center. Teach how to draw the diameter of a circle. Describe a circle and show how to divide into four equal parts. Units for designs. Groups of models and objects. Do not permit pupils to practice shading until they can sketch in good characterization of form, size, placing, etc. Give quick reviews of different positions of the cylinder. Draw from several different figure poses.

Illustrative: Colonial life. The spirit of Thanksgiving and Christmas seasons.

Geographic Drawing: Review first steps in this work from plain to mountain.

Artist Study: Angelo.

SECOND QUARTER.

From Nature: Suggestions from the winter season. Animals.

From Models and other objects: Constructive drawing. Units. Draw from pyramid in different positions above and below the eye. Arrange groups of objects. Draw. Show what is meant by working drawings and picture drawing. Sketch the appearance of a cylinder, square prism, or tri-prism. Then make working drawings of these subjects. Working drawing of a stool.

Illustrative: Stories from history lessons. Poems. Special events.

Geographic Drawing: Other type forms, island, lake, geyser, life in different sections of the world.

Artist Study: Titian.

THIRD QUARTER.

From Nature: Use all material suggested by the season. Let children bring in studies. Out door sketching. Delicate quality of line should be used.

From Models and other objects: Figure pose. Groups of objects, a pail, a cup, a spoon; basket with vegetables; a book with cup or glass, vase with book.

Illustrative: Make a character sketch from life; make character sketches from story, poem or history. Make a character sketch of spring.

Geographic Drawing: North America. On the board then on black paper.

Points to remember in drawing: Selection. Good placing and adaptation to space to be filled. Feeling for surface and growth expressed by quality of line. Try to show characteristics.

SIXTH YEAR.

FIRST QUARTER.

From Nature: Study in outline and in light and shade simple sprays of two or more leaves. Sketch in to show size, direction and proportion of spray. Show effects of shade simply. Avoid stiff or flat arrangements of leaves. Let them drop naturally and render fore shortened leaves as they appear. Draw in color all the autumn flowers. Make use of all the material the season presents. Try to get truthful and beautiful effects.

From Models and other objects: Constructive work,—two problems each month. Groups of objects arranged differently. Insist upon rapid sketches. There is nothing that denotes ability more than being able to draw in quickly with accuracy. Draw from figure poses. Draw many positions of the cylinder. Let pupils arrange models for drawing.

Illustrative: Character sketch of the season. Occupations of the season. Illustrate lessons from history work. Illustrate Thanksgiving and Christmas season.

Geographic Drawing: Make finished maps of North America. These are not outline maps. They are modeled with chalk to show relief. Work on South America.

Artist Study: Titian.

SECOND QUARTER.

From Nature: Make use of all material the season presents. Rapid sketches of animals.

From Models and other objects: Draw simple interesting groups consisting of box, basket or other rectangular object with something having curved edges. Arrange several groups. Draw from round basket placed above the level of the eye. Make working-drawing of square pyramid. Have pupil bring bolts, screws, saw, file, hammer, etc., for drawing. Draw different views of tin bucket, flower pot, vase, etc. Constructive drawing. Two problems each month.

Illustrative: Character sketches from history lessons, from stories, from poems. Special events of the season.

Geographic Drawing: South America, Missouri.

Artist Study: Da Vinci.

THIRD QUARTER.

From Nature: All the beauties of spring, making work a great improvement over the autumn work. Try to secure appreciation and expression of the comparative strength and delicacy of the growth by character of line. Avoid a line bound appearance, try to show more by mass of light and shade.

From Models and other objects: Draw from rose jar or vase, old stone jar, milk crock, well bucket, large basket. Group vase with book; one tall object and one low one. Study Egyptian or Greek Architecture. Draw the Egyptian ornament or border of conventionalized Lotus Bud and Flower. These two borders illustrate two methods of treatment of the Lotus Bud and Flower by the Egyptians. The first is taken from Thebes; the

second, from wooden mummy case. Draw the winged Globe; draw the Greek vase.

Surface coverings: Composition of lines in ink and all-over surface patterns. Unit to be chosen from work made in the constructive form work.

Illustrative: Illustrate some of the Greek Myths, make character sketches.

Geographic Drawing: Represent some of the natural wonders of America—Niagara Falls, "Old Faithful," etc. Represent different sections of North America. Represent different sections of Missouri.

Artist Study: Durer.

SEVENTH YEAR.
FIRST QUARTER.

Two lessons each week.

"You may read the character of men as nations in their art as in a mirror. A man may hide himself from you, or misrepresent himself to you, every other way, but he cannot in his work. There be sure you have him to the inmost."—Ruskin.

From Nature: Work with grasses, oats, timothy, wheat, etc. Use all materials the season presents. Study the beauty of color in autumn landscapes. Study shadows.

From Models and other objects: Groups. Quick charcoal sketches from groups of fruit and other objects. Architectural drawing.

Illustrative: Customs of different periods in history. Illustrate season, special events.

SECOND QUARTER.

From Nature: Winter landscape, evergreen trees, other trees.

From Models and other objects: Review models. Architectural drawing.

Buildings, doors, windows, corner of room.

Illustrative: Character sketches.

THIRD QUARTER.

From Nature: Landscape from out-door sketching. Botanical drawings.

From Models and other objects: Surface covering, designs for wall paper, border, etc. Book cover designing. Architectural drawing—front or side elevation of the house.

Illustrative: Character sketches.

MANUAL TRAINING.

FIRST YEAR.

Clay Modeling: Illustrative; from memory of objects; from objects; decorative design.

Freehand Paper Cutting: Illustrative; from memory, from objects.

Weaving with wool and cord: Doll furnishings; various useful articles in the home.

Weaving and braiding with raffia: Baskets and mats, doll hats and hammocks.

Card board sewing: Border designs; all-over designs.

Construction work with cover paper: Seed boxes; bon bon boxes; doll houses and furniture.

SECOND YEAR.

Clay Modeling.

Raffia work: Napkin rings, picture frames, baskets, mats, doll hats.

Sewing: Burlap. Needle and thimble drills; making knots; basting; over-casting.

Construction work with cover paper:

THIRD YEAR.

Clay Modeling.

Raffia work: Button hole stitch basket, spiral coil baskets, shopping bags, braided hats.

Construction work with cover paper:

Sewing: Needle and thimble drill; turning; basting; hemming.

FOURTH YEAR.

Sewing: Turning, basting, hemming, over-casting, back stitching, felling, gathering. Articles to make: bags, towels, napkins, doll furnishings.

Basketry: Reed and raffia.

Pottery: Special attention given to form.

FIFTH YEAR.

Sewing: Hemming; tucking; gathering; sewing on buttons; buttonholes; hooks and eyes; sewing on lace; patching; French seams; mending; darning; facing. Articles to make: Sleeve, work bag, underwear.

Basketry:

Pottery: Special attention given to decorating by incising and inlaying.

Card Board Modeling:

SIXTH YEAR.

Sewing: French hem on linen; feather stitch; hem stitch; darning woolen goods; plackets. Articles to make: Boys' waists; collars; napkins, girls' plain dresses.

Whittling:

Pottery: Special attention given to slip painting and glazing.

SEVENTH YEAR.

Bench wood work.

References for Teachers: Hoffman, The Sloyd System. James, Indian Basketry and How to Make Baskets. Krolik, Hand Sewing Lessons. The Ceramic Studio. The Craftsman.

MUSIC.

To develop the musical side of a child's nature requires that the subject be brought before the child in a way which is at once attractive and instructive.

This is accomplished through the use of carefully selected songs, to be taught by rote; by the presentation of the scale, in different ways, until it is unconsciously mastered by the child; the unconscious analysis of the scale, which assists in establishing the relation of the different tones of the scale; the actual representation of the scale, by notes on the staff, intervals and melodies—after which the very knowledge of ability to do, will, with proper encouragement, cause the child to accomplish all that may be reasonably demanded.

FIRST YEAR.

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.

Sight Reading: Chart A—Natural Music Course.

SECOND YEAR.

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 the diaphragm and muscles in tone production.

Sight Reading: Chart B—Natural Music Course.

THIRD YEAR.

Rhythm: Division of the pulse into two parts.

Notation: Staff, pitch names, drill on nine common keys, original melodies. Ear drill, rote songs. Breathing and tone production.

Sight Reading: Chart C—Natural Music Course.

FOURTH YEAR.

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.

Sight Reading: Chart D—Natural Music Course. Book 1, Modern Series.

FIFTH YEAR.

Rhythm: Division of the four part pulsation into groups.

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

SIXTH YEAR.

Rhythm: Syncopation.

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

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

SEVENTH YEAR.

Continuation of plan of sixth year.

GYMNASIUM.

The aim of Medical Gymnastics is to develop the body into a harmonious whole under the perfect control of the will. It is not to produce great bulk of muscle but to cause that already present to respond readily to volition; to improve the functional activity of the body, and to counteract and correct tendencies to abnormal development especially those resulting from the artificial life of civilization. A gymnastic movement has a definite time, velocity, force, and purpose; and it must be executed with full volition in order to produce the utmost effect toward physical development. Movements performed automatically have but little effect in this direction. No teacher should attempt to apply a movement which he does not understand. No exercise

should be taken because it looks pretty. From half an hour a day to an hour should be allotted to gymnastics, and it is better to take the whole time for one lesson than to distribute it in ten minute doses over the day unless you are training young children. In all grades ranging from first to seventh great care must be taken in giving correct positions for standing, sitting, lying, and rising. Special attention should be given to the abdominal breathing, each exercise given should be executed three (or more) times to each side and should appear in at least two consecutive lessons in order to have any effect toward physical development. We refer all young teachers and especially those not having had any Medical training, to "Baron Nils Posse, M. G., Handbook of School Gymnastics of the Swedish System," Published by Lee & Shepard, 10-Miek St., Boston, Mass.

KINDERGARTEN.

The aim of this department, is as follows:

To give a complete course in theoretical and practical training which will fit its students to take charge of Kindergartens both public and private.

To give a course of one quarter which will be found helpful to those students expecting to teach in Primary Grades.

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

To give that general culture which a kindergarten training affords.

Kindergarten Theory and Practice will include the following:

Study of the child and child training, based upon Froebel's Mother Play and other works.

Gifts—Theory and practical work, supplemented by work which is introductory to primary Arithmetic.

Occupations—Hand work suitable for small children and related to the Manual Training which is done in the grades.

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

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

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

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

Language—Methods for training the child in the use of correct English.

Sense Training—Games for developing special senses; for cultivating powers of observation, attention, ready response, etc.

Program Work—General purposes and plans for work of the year, season, week and day will be discussed, with methods carefully given.

Practical Work—One period each morning, practical work with the children will be required; however, it is advisable for only those having already had opportunity for some observation and some theory work, to have entire charge of any group of children. Each student taking the complete course will have the opportunity to become acquainted with the methods used in the grades, thus getting a view of the relation the Kindergarten should sustain to the school life which follows it.

One hour of afternoon class work will be required each day.

GRADUATION.

The following units will be required for graduation in the Kindergarten course. Good Kindergarten work can be done only on the basis of good scholarship:

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

In Kindergarten Theory and Practice, three quarters' work counts as one and one half units, since two hours per day are given.

At the end of one year's work, if a sufficient amount of additional work shall have been done, an Elementary Kindergarten Certificate may be given.

The one quarter's work may be classed as a drill and the student will receive credit for the same, as in other drills.

Students wishing to take the complete course must enroll in September; for the drill, they may enroll at the beginning of any quarter.

NOTE: The foregoing Syllabi of Studies for the Practice School were compiled and arranged by Miss Montana Hastings for the past two years Supervisor of the Practice School.

ENROLLMENT, 1904-1905.

	Men	Women	Total
Summer Session.....	143	249	392
Regular Session (Sept.-May inclusive)	282	398	680
Total	425	647	1072
Counted Twice			90
No different individuals (in Normal School proper)			982
Children in Practice School			170
Grand Total			1152

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	944
1880—Thirteenth year	513			1905—Thirty-eighth year	982

NOTE:—At time of going to press, July 19, the Summer Quarter of 1905 numbers 395 with average daily attendance for first seven weeks about 360.

POST-GRADUATES.

DEGREE—MASTER OF ARTS AND OF PHILOSOPHIC DIDACTICS.

1874—*O. P. Davis.

1875—*W. E. Coleman, W. N. Doyle, C. B. Daughters, J. C. Stevens.

DEGREE—MASTER OF ARTS AND PROFESSIONAL TEACHER.

1876—J. U. Barnard, C. W. Bigger, Thomas Cloyd, J. M. White.

DEGREE—MASTER OF ARTS AND DIDACTICS.

1878—J. F. Chandler, Ada Oldham, 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. Hollopeter, 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. Ellis, C. L. Ebaugh, H. McGarry, *C. M. Polley, G. A. Smith.

1882—A. B. Carroll, J. A. Guttery, *J. S. McGhee, I. N. Matlick, Flora Northrup (Mrs. Scheurer), S. H. Soper, Duke E. Wright (Mrs. Herron), W. E. Tipton, A. B. Warner.

1883—T. S. Cox, C. E. 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, Selden Sturges.

1888—H. C. Long.

1889—Aven Nelson.

1892—Wm. D. Grove, Mary Trimble Prewitt, F. A. Swanger.

1893—Adaline Bell, Frank Wisdom Hannah, Marguerite Pumphrey (Mrs. Smith), Walter H. Payne, Louise M. Trimble, John A. Whiteford.

1894—R. B. Arnold, C. W. Bowen, Fannie Gentry (Mrs. Lobban).

1896—Minnie Brashear, W. L. Riggs, J. H. Grove, J. A. 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.

*Deceased.

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, Mabel McHendry.

1905—Susie Barnes, C. S. Brother, R. N. Linville, J. F. Treasure.

GRADUATES.

DEGREE—BACHELOR OF PHILOSOPHIC DIDACTICS.

- 1872—*O. P. Davis, W. N. Doyle, W. F. Drake, I. N. Matlick, J. T. Smith, J. C. Stevens, *Vincent Stine, Selden Sturges.
1873—C. W. Bigger, *W. E. Coleman, C. B. Daughters.

DEGREE—BACHELOR OF ARTS AND PHILOSOPHIC DIDACTICS.

- 1874—W. H. Baker, J. U. Barnard, G. W. Cullison, Thomas Cloyd, Sue Forsythe (Mrs. Eaton), Helen Halliburton (Mrs. Sam McReynolds), Julia Lester (Mrs. Bosworth), *Emmir Thompson, (Mrs. O. E. Hannah), J. M. White.
1875—J. R. Bradley, Jennie Burton, B. T. Hardin, R. S. Iles, *A. H. Jamison, *J. S. McGee, J. S. McPhail, A. R. Orr, F. P. Primm, Lizzie Roe (Mrs. Carpenter), C. W. Thomas, Alta Wescott (Mrs. McLaury).
1876—John Barton, J. F. Chandler, Sallie C. Callaway (Mrs. Larkins), W. T. Carrington, W. C. Ferrell, N. B. Henry, E. L. Harpham, E. O. Larkins, Ada C. Oldham, Iowa Phelps (Mrs. Murdy), H.C. Rutherford, *Minnie Smoot, O.M. Thompson, Maggie Thompson (Mrs. Henry).
1877—Ella Carothers (Mrs. Dunnegan), Irene Cumberlin, Serelda Gilstrap (Mrs. C. W. Thomas), E. E. Holloper, 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. McGary, *C. M. Polley, G. W. Sublette, Thomas E. Sublette.
1879—W. B. Baker, Cora B. Baldwin (Mrs. Hastan), A. O. Daman, Anne Dysart, Addie M. Green (Mrs. Britton), Rice Knox, R. E. Oldham, C. P. Perham, G. A. Smith, A. B. Warner, Z. F. Wharton.
1880—I. F. Atterbury, Olivia A. Baldwin, A. B. Carroll, C. E. Foster, T. L. Herbert, H. Johnson, Flora Northrup (Mrs. Scheurer), *S. H. Soper, W. E. Tipton, Edmonia D. Wright (Mrs. Herron).
1881—W. B. Anderson, T. S. Cox, Ada M. Greenwood (Mrs. McLaughlin), E. H. Hatch, W. R. Holloway, W. F. Link, R. B. Loudon, L. S. Mitchell, R. F. Sallee, D. D. Sayer, Lulu B. Sharp (Mrs. Corley).
1882—J. O. Allison, Nellie Bagg (Mrs. Glaize), S. A. Conway, Ida Frankland, F. W. Guthrie, J. L. Holloway, J. W. Jones, C. Riggle, R. R. Steele.
1883—J. S. Erwin, Aven Nelson, Lura Owen (Mrs. Lon 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. Holiday, R. E. Johnston, H. C. Long, W. H. Miller, Libbie K. Miller (Mrs. Travers), Carrie Randall (Mrs. Thwing), H. B. Shain, Mamie Sharp (Mrs. Simpson), F. A. Swanger, Nettie Willard (Mrs. Hovey).
1885—R. B. Arnold, R. E. Barnard, A. 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. Bradsher, J. J. Brummitt, Jennie Edwards, Ella Evans, Kate Funk (Mrs. Simpson), Nannie Garrett, *Fannie Graer (Mrs. J. W. Martin), G. M. Holiday, Etta L. Johnston (Mrs. Kiggins), A. E. Kennedy, C. M. Kiggins, Mary L. Northcutt (Mrs. Locke), L. M. Phipps, Stacy G. Porter (Mrs. Miller), W. T. Porter, A. L. Pratt, J. F. Pratt, *I. A. Price, J. A. Pulliam, Paul Sanford, J. M. Simpson, Minnie Smith (Mrs. Fowler), T. J. Updyke, J. J. Watson, J. D. Wilson.
1887—G. Bellamy, Adaline Bell, Charles Cornelius, Mollie Chambliss, W. B. Edwards, Andrew Erickson, G. W. Fisher, Georgia Funk, (Mrs. Meyers), Ella Funk, Mattie Hannah (Mrs. Humphreys), U. G. Humphreys, A. L. Holiday, W. L. Holloway, G. E. Jamison, Nannie Key (Mrs. Dufur), Eugene Link, E. D. Luckey, C. K. McCoy, Geo. F. Nason, Marguerite Pumphrey (Mrs. Smith), Belle Plumb, Walter A. Payne, Ella Rolofson, Laura Seals, *Ida Thompson (Mrs. Price).
1888—E. E. Barnett, H. S. Bruce, Mollie Chancellor, E. L. Cooley, Lissie Funk, George R. Funk, Sallie Gex (Mrs. Roberts), H. C.

- Harvey, Morgan H. McCall, Fannie Mackoy, A. L. McKenzie, Lula 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, Metta 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 (Mrs. Burton).
- 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 (Mrs. Snow), *Henry E. Patterson, Calvin Henry Paul, J. T. Ronald, Alethea Ringo.
- 1894—Geo. Washington Atterberry, Hubbard Blair, Wm. Batchelar, Mary Porter Burks, 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 Wood.
- 1895—Fred William Alexander, James Perry Boyd, Thomas Austin Craghead, Enoch Marvin Drinkard, Samuel Rodgers Dillman, Alva E. Dowell, Dorothea Caroline Foncanon (Mrs. E. C. Grim), Ezra Clarence Grim, Jesse Bird Hatcher, Kate Bell Hawkins, Anna C. Hill (Mrs. Wright), Louis Ingold, Lyda McKay, Frances Miller, Joe Shelby Maddox, James Thomas McGee, John Henry Nolen, Maud Owen, Fred Benjamin Owen, Gertrude Phillips, Lena Lucile Storm (Mrs. Emory Green), Ambrose Dudley Veatch, Julia Alberta Wardner.
- 1896—Frank Buckner, Ida Brashear (Mrs. Geo. R. Barker), Manville Carothers, Jennie Huffman, Homer A. Higgins, J. A. Hook, Arthur Lee, Mabel Mennie, George Byron Novinger, Louise Rex, Ledrew Esper Ryals, Nell Stone (Mrs. Brace), Zorado 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 Foncannon, Harry L. Green, J. L. Gallatin, Myrtle Harlan, Ada Harlan, Frank Heiny, John H. Hoefner, Virginia Holderman, Essie Holmes, Eugene Lake, C. W. Murphy, Milton McMurry, H. E. Neese, Martha Petree, Victor Parrish, O. A. Petree, *McDonald Petree, F. H. Potter, Nora Phillips, G. W. Pendergraft, Saida Ragsdale, Carrie Reynolds (Mrs. Conner), A. H. Smith, Lilah 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 Christine, Lida Corken, Ada Carnahan, John A. DeTienne, Jean Eames, Ida May Finegan, Mabel Gibbons, J. A. Goodwin, Oscar Ingold, Wm. Horace Ivie, Mayme Lorenz, Bess Hannah Link, 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, A. Grace Omer (Mrs. 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, Blanche Hall, Robert Emmett Hamilton, Davella Hendricks, Jacob Wilhelm Heyd, Essie Hill, Vida Jenkins, Roxana Howard Jones, Harry H. Laughlin, N. June Lemon, Sadie Lemon (Mrs. Dowell), Emma Long, Elsie Mae Martin, N. F. McMurry, Mary Miller, J. C. Moorman, Myra Mills (Mrs. S. W. Arnold), May E. Northcutt (Mrs. Tom Hinkson), Walker S. Pemberton, Lida Powell, Sunie Roberts, Mathilde B. Rombauer (Mrs. Henry), Elea B. Scott, Rose A. Shantz, Rosa May Smith, Stella Stone (Mrs. Sweet), P. O. Sansberry, Mary A. Talbot, James Harrison Turner, Fred W. Urban, William C. Urban, Jessie B. Vaughn, Inez Webber, Sadie Westrope, Virginia Louise White (Mrs. Graham), Lena Wilkes.

1901—Effa Allen, Edna Baker, Basil Brewer, Artie Keller Cleaveland, Anna Margaret Farhart, Cassius V. Eaton, Anna Ely, T. M. Evans, Eugene Fair, Alta Lee Gill, Mary C. Greenwood (Mrs. Miller), *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 (Mrs. Bragg), Nora Elma Petree (Mrs. Trauber), Mary Porter, Minnie Reed, Erma Reedal, N. Reuben Riggs, Lucy Rudasill, Robert A. Scott, Enoch B. Seitz, B. P. Six, J. A. Taylor, Leonard M. Thompson, Cora L. Walker, Mamie Willard, Bessie S. Wittmer, Jessie M. Wright.

1902—Mattie Adams, E. Alta Allen, H. T. Allen, S. W. Arnold, Sara F. Buchanan, George Crockett, M. E. Derfler, C. E. Dickson, Fanny Dulaney, Bert L. Dunnington, *Sadie M. Elwood, Bertha Evans, Marcy Carmen Fisher, Francis J. Gibbons, Ottie M. Greiner, Alice F. Erwin, Clyde Hennon, Frank Heyd, T. W. Imbler, M. Elizabeth Johnston, Maud M. Kennen, Clara Miller, A. R. Morgan, Lillian Neale, N. H. Randall, Ida F. Ray, Audrey D. Risdon, Eva Robbins, Libbie Smith, Isadore Smoot, Martha E. Sparling (Mrs. Hansen), David Stanley, J. M. Stelle, 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. Dance, 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, Blanche Moore, 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 Traughber, Lillian Louise Weedon, Besse Wells (Mrs. Grant), Edna Edith Wilson.

1904—Charlotte Bain, W. J. Banning, Clara Belle Bassett, Vera Blake, M. A. Boyes, Roma Brashear, Eleanor Breier, Margaret Brewer, Sam C. Brightman, DeEtta Broadbent, Sallie Brown, J. E. Burch, S. E. Calvert, S. A. Coffman, Cora Collier, Daphne Crawford, Cannie Damron, Lucie Davis, Julia Estelle Dockery, C. V. Downing, F. W. Dralle, Hallie Eisiminger, E. J. Ford, Leon Fraizer, Lura Gilbreath, C. T. Goodale, Harry Hall, Eula Hull, Lena Hutcherson, Ida Jewett, Louise Johnson, Rubie Kay, D. Kittel, Lydia Koenemann, Bessie Leazenby, Anna Lotter, H. A. Lemon, W. M. McClain, J. A. Miller, Lova Miller, Herbert Mitchell, Fred Morgan, Jessie Nicholas, E. J. Powell, Mrs. Tilden Powell, Julia Proctor, C. A. Roberts, William Robertson, W. J. See, Daisy Seaber, Raymond Shoop, Tress Surbeck, May Spivey, Catherine Zimmerman.

*Deceased.

SENIOR CLASS, 1905.

DEGREE—BACHELOR OF PEDAGOGY.

GRADUATING MAY 24.

Alexander, Thomas
Ballenger, Zula A.
Bradshaw, Ida Ione
Buch, Ernest H.
Buck, Jesse V.
Burkeholder, Sarah Bliss
Dickson, Virgil E.

Dorsey, Elbert M.
Foglesong, Jennie
Heaton, O. E.
John, Phoebe
Johnston, Dora E.
Jones, Roberta

Miller, Margaret Virginia
Nicholas, Robert M.
Rainwater, Jess W.
Ruffer, Minnie
Rutherford, Beth G.
See, S. C.

Swanson, Arthur Malcolm
Temple, C. E.
Tippett, James Sterling
Treasure, J. F.
Truitt, Cyrus G.
Wells, Rosabel

AUGUST SECTION.

To receive diplomas August 17 on condition all required work is completed.

Adams, Coral
Alkire, Maude
Bartlett, Harriet H.
Coppers, A. E.
Culler, Frank

Eisiminger, C. C.
Hale, Bessie E.
King, W. N.
McClanahan, Maude

Munn, Bessie
Murphy, John Patrick
Murphy, William Charles
Murphy, Minnie E.

Pierson, Demar
Walkup, Ethel E.
Wells, W. H.
Woods, S. Birchie

SOPHOMORE CLASS, 1905.

GRADUATING MAY 23.

Bartlett, Alice
Bragg, Frances I.
Burris, Ora Franklin
Cockrum, Mary Ethel
Coe, Nellie Nelson
Costello, T. A.
Franklin, Inez C.

Gentry, Mary B.
Griggs, Holland
Harmon, F. J.
Harmon, Nettie
Holloway, Ola K.
Johnston, Leon S.

King, H. J.
Lineberry, G. L.
Marston, O. R.
McClain, Ella
McCool, Mary E.
Pollard, Lillie M.

Pool, W. O.
Robinson, Laura B.
Sharp, Mamie
Stringer, Emma G.
Thomas, Dora E.
Townsend, Leta Knox.

AUGUST SECTION.

To receive certificates August 17 on condition all required work is completed.

Baughman, Rosa L.
Benning, Mary N.
Bigley, Bertha A.
Boucher, Manly D.

Brandes, Louise H.
Buck, Flora
Campbell, Ralph R.
Carpenter, Lucy Grant
Carter, Ethyl

Conn, Virginia
Crecelius, Margaret
Deyoe, L. Jennie
Doscher, Chester H.
Erwin, Gussie

Furnish, Mollie
Gray, Robt. D.
Hampton, Myrtis
Harrington, E. L.

Jordan, Frances
 Killebrew, Lena Mae
 Kintner, Nina M.
 Leatherman, B. P.
 Lindley, Rachel
 Lusk, Lu E.
 Mastin, Elsie

McMichael, Hazel
 Moore, J. Cleve
 Morgan, Edith
 Moser, Evalina
 Nelson, Otto A.
 Newman, J. A.
 Nichols, Bertha

Northeraft, Elizabeth
 Osborne, L. W.
 Perry, Myrtle
 Phifer, C. B.
 Quigley, Grace
 Roberts, Mary Augusta
 Rodgers, Ethel

Sipple, L. B.
 Stephens, Mary
 Stukey, Grover
 Tietge, Bernice
 Vaughn, Chester A.
 Westlake, Nova H.
 Wirth, Katherine

STUDENTS OF SUMMER SESSION, 1904.

Albertson, Lois.....Green City
 Allen, E. Alta.....Memphis
 Arnold, Arthur.....Kirksville
 Arnold, F. W.....Kirksville
 Atwood, Mary.....Martinsville
 Baer, Cassie.....Kirksville
 Baer, Nina.....Kirksville
 Bachtel, Ada.....Newcomer
 Bailey, Nellie.....LaPlata
 Bain, Charlotte.....Webster Groves
 Baird, Della.....Kirksville
 Ballew, Luetta.....Bloomfield, Iowa
 Baltzell, Jennie.....Deer Ridge
 Banks, Chas.....Avalon
 Banning, W. J.....Kirksville
 Barnes, E. T.....Kirksville
 Bartholomew, Mabel.....Kirksville
 Bartlett, Harriet H.....Latham, Kan
 Bassett, Clara Belle.....Moberly
 Baugher, A. H.....Bucklin
 Beardsley, Chas. G.....Kirksville
 Beattie, Mrs. J. C.....Whitesville
 Beattie, J. C.....Whitesville
 Beckner, H. S.....Knox
 Benning, Mary N.....Canton
 Berger, Allen.....Gamma
 Bergman, Jesse.....Goldsberry

Bergman, Willis.....Goldsberry
 Berry, Flora.....Kirksville
 Blackledge, Iva A.....Kirksville
 Blake, Vera.....Kansas City
 Bland, Hal.....Bevier
 Bohon, Emma.....Kirksville
 Boyes, M. A.....Auxvasse
 Bragg, Frances.....Kirksville
 Brasfield, Ellen.....Kirksville
 Breier, Eleanor G.....Ferguson
 Brewer, Basil.....Kirksville
 Brewer, Margaret.....Kirksville
 Brewington, W. B.....Bevier
 Bridges, D G.....Denver
 Brightman, Sam.....Clinton
 Broadbent, De Etta.....Joplin
 Broaddus, Mae.....Jacksonville
 Brown, Nellie M.....Elsberry
 Brown, Sallie.....Kirksville
 Broyles, L. L.....Millgrove
 Buck, Flora.....Kirksville
 Buhl, Ednah.....Zeliepeople
 Burch, J. E.....Clearmont
 Burke, Lottie.....Skidmore
 Burnham, Alice.....Milan
 Burnside, Joseph.....Miami
 Butler, W. A.....Arbela

Calvert, Laura.....Green City
 Calvert, S. E.....Kirksville
 Campbell, Claude.....Green City
 Campbell, Ina.....Monterey, Iowa
 Campbell, F. E.....Monterey, Iowa
 Caplinger, Julia G.....Paris
 Caton, H. L.....Bucklin
 Cavanaugh, H. H.....Jacksonville
 Cheatam, Hosea.....Labelle
 Chilton, Ethel.....Taylor
 Clarkson, Ella.....Moberly
 Clymans, Susan.....Bevier
 Cockrell, Harry E.....Troy
 Coe, Earl C.....Kirksville
 Coffman, S. A.....Rush
 Collier, Cora.....Trenton
 Cook, Jessie.....Bevier
 Cooper, Kate.....Shelbina
 Conner, Willia.....Queen City
 Coppers, A. E.....Hurdland
 Coppock, Lizzie.....Newtown
 Corbin, Luna.....Kirksville
 Corder, Etna.....Union Star
 Cornmesser, B L.....Kirksville
 Cowan, Lelia.....Delpha
 Cox, H. Chas.....Yellville
 Crane, H. L.....Martinsburg

Crawford, Daphne.....Monroe
 Crawford, M. E.....Atlanta
 Crump, Maud.....Greencastle
 Culler, Frank.....Epworth
 Cupp, Dimple.....Kirksville
 Curl, Susie.....Greencastle
 Damron, Cannie.....Gamma
 Dawes, Wellington...Garneill, Montana
 Dearing, Luella.....Green City
 De Laporte, Margaret.....Ladonia
 Derfler, M. E.....Gilliam
 Deyoe, Jennie.....Ravanna
 Diggs, Florence.....Truston
 Dickson, C. E.....Kirksville
 Divers, Roy.....Auxvasse
 Divers, Sula.....Auxvasse
 Dodge, Fanny.....Vandalia
 Dodson, 'Bijou.....Kirksville
 Doneghy, Dagmar.....Kirksville
 *Dowell, Ella.....Mexico
 Downing, C. V.....Kirksville
 Dralle, F. W.....Knox
 Draper, L. L.....Kirksville
 Dull, Sallie.....Jameson
 Dunkleberger, C. E.....
 Easley, Jessie.....Waco, Texas
 Eaves, N. C.....Jarvis

Eisiminger, Carl.....	Fillmore	Harmon, Mrs.....	Houston	Kent, Glenn E.....	Green City	Moon, F. L.....	Desloge
Eisiminger, Hallie.....	Fillmore	Harmon, F. J.....	Houston	Kesler, D. W.....	Jamesport	Moore, Effie.....	Memphis
Ellis, Gertrude.....	Lancaster	Harris, Hattie E.....	Hopkins	King, W. N.....	Centralia	Moore, Essie.....	Kirksville
Ellis, Mary V.....	Hannibal	Hathaway, Everett.....	Gallatin	Kirk, Lillian.....	Bethany	Moore, Evelyn.....	Festus
Emler, Fay.....	Lathrop	Haver, Dora M.....	Pattonsburg	Kittel, D.....	St. Louis	Moore, Glessie.....	Marceline
Emler, Mable.....	Lathrop	Haver, E. Beatrice.....	Pattonsburg	Knapp, Geo. W.....	Kirksville	Morgan, Edith.....	Bethany
Erwin, Sam'l.....	Houston	Hawkins, Mabel.....	Brookfield	Knight, Fay.....	Milan	Morgan, Grover.....	West Grove, Iowa
Etehison, Coila E.....	Gallatin	Heaton, O. E.....	Sorrell	Koenemann, Lydia.....	Jennings	Morlan, S. E.....	Pollock
Etehison, Forrest.....	Gallatin	Henry, Flo E.....	Raymond	Kreek, Bessie.....	Oregon	Morris, Carrie.....	Ridgeway
Evans, Mildred.....	Granger	Hinebaugh, Ethel.....	Madison	LeMar, Juna.....	Sheridan	Morris, Mrs. Sadie....	Washington, Kans
Fanning, A. W.....	Milan	Hininger, Blanche.....	Kirksville	Lanning, C. W.....	Rosedale	Murphy, J. P.....	Festus
Fielden, Dora.....	Success	Hodge, L. R.....	Cadmus	Larson, Caroline.....	Bucklin	Murphy, Minnie.....	Kirksville
Fish, W. E.....	Kirksville	Hoff, J. H.....	St. Clair	Lathrop, Katie.....	Trenton	Murphy, W. C.....	Festus
Fisher, Elsie.....	Pattonsburg	Holloway, Ina.....	Kirksville	Leavitt, Abbie.....	Kirksville	Murdock, J. R.....	Tolona
Fite, Lola.....	Kirksville	Holloway, Ola.....	Kirksville	Leslie, Alex.....	Williamstown	Neal, Mayme.....	Vandalia
Flanagan, Kate.....	Green City	Holloway, Stell.....	New London	Linder, Lollie.....	Nefy	Nelson, Otto A.....	Revere
Foglesong, Jennie.....		Horton, Ernest.....	Martinsburg	Long, Elsie.....	Wellsville	Newton, Nannie.....	West Grove, Iowa
Foncanon, Mayme.....	Kirksville	Horton, Lee.....	Martinsburg	Long, Frank.....	Kirksville	Nicholas, Jessie J.....	Kirksville
Fraizer, Leon.....	Barnard	Houston, J. W.....	Irondale	Losey, Eugene.....	Lancaster	Nicholas, Robert.....	Kirksville
Fraze, Abbie.....	Gorin	Howell, Roberta.....	Holliday	Lotter, Anna A.....	Moberly	Nicolson, Mary.....	Shelbyville, Ill
Freeland, Nellie.....	Shelbina	Hull, Eula.....	Savannah	Lusk, Lu.....	Kirksville	Nichols, Bertha.....	Monroe
Fuller, Lena.....	Kirksville	Humphrey, P. B.....	Kirksville	Lusk, May.....	Kirksville	Nichols, Oleta.....	Auxvasse
Funk, E. A.....	Kirksville	Hutcherson, Lena C.....	Vandalia	Lyda, E. R.....	Kirksville	Nichols, Vertner.....	Auxvasse
Gager, Edith.....		Hutton, Mrs. C. E.....	Blythedale	MacCampbell, J. W.....	Huntsville	Northcraft, Lettie.....	LaBelle
Gardner, R. L.....	Dudley, Iowa	Hutton, C. E.....	Blythedale	MacKenzie, J. Greene.....	Millard	Nunnally, Lou Irene.....	Shamrock
Garrett, Minnie.....	Antioch	Jackson, Emma.....	Monroe	Magee, Viola.....	Green City	Osborne, L. W.....	Kirksville
Gehrke, Clara.....	Kirksville	Jadwin, Mrs. W.....	Houston	Malone, Eula.....	Kirksville	Owings, Emmet.....	Greencastle
Gehrke, Emma.....	Kirksville	Jadwin, Walter.....	Houston	Malone, Libbie.....	Hematite	Palmeter, Mrs. Rosa M.....	Hamilton
Gibbons, Mabel.....	Kirksville	Jewett, Ida.....	Shelbina	Markey, Opal.....	Brashear	Papineau, Turah.....	Bethany
Gill, Alta.....	Kirksville	Johnson, J. F.....	Lancaster	Marston, Edith.....	Kirksville	Papineau, Illeen.....	Bethany
Gill, Meta.....	Kirksville	Johnson, Louise.....	Kirksville	Marr, W. J.....	Clarence	Parrish, Bert.....	Kirksville
Goldberg, Elsa.....	Kirksville	Johnston, Caltha.....	Kirksville	McColm, Ethella.....	Lewistown	Pattison, Annie.....	Huntsville
Goodale, C. T.....	Meadeville	Jolly, Blanche.....	McFall	McCollum, S. B.....	Ridgeway	Perkins, Bessie.....	Hematite
Gray, Lillian.....	Roseville	Jones, Alma.....	Kirksville	McFadden, G. E.....	Knox	Pierson, DeMar.....	Rid eway
Greer, M. Olive.....	Joplin	Jones, Anna.....	Mark, Iowa	McGee, Amy.....	New London	Pittman, Mattie.....	Lg neus
Greiner, Ottie M.....	Kirksville	Jones, E. O.....	New Boston	McHendry, Mabel.....	Kirksville	Pollard, Lillie.....	Kirksville
Griffiths, Hannah.....	Dawn	Jones, Mrs. E. O.....	New Boston	McKee, Helen F.....	St. Francisville	Pope, Ruhama.....	Nefy
Gronoway, Terrence.....	Bevier	Jones, Maude.....	Kirk-ville	McKinney, Herbert.....	New Boston	Posey, Bertha.....	Green City
Gunnell, J. A.....	Memphis	Jones, Roberta.....	Kirksville	Meador, Leona.....	Economy	Powell, E. J.....	Ladonia
Guthrie, Ethel.....	St. Francisville	Jordin, Ethel.....	Jamesport	Middleton, Edna Mae.....	Unionville	Powell, Mrs. Tilden.....	Bevier
Hall, Harry D.....	Lancaster	Jordin, F. H.....	Jamesport	Miller, J. A.....	Kirksville	Powell, Mary Dow.....	Kirksville
Hall, Hattie.....	Cameron	Keiter, E. Y.....	Higbee	Million, Myrtle.....	Woodlawn	Powell, Tilden.....	Bevier
Hall, S. M.....	Clarence	Keller, Letta.....	Graysville	Mills, Warner.....	Kirksville	Prewitt, M. Agnes.....	Elsberry
Hanger, Patsy.....	Paris	Keller, Minnie.....	Graysville	Millsap, H. E.....	Knox City	Proctor, Julia.....	Palmyra
Hardesty, W. B.....	Chantilly	Kellogg, J. L.....	Linneus	Mitchell, G. H.....	Lancaster	Putnam, Alice.....	St. John

Rainwater, Jess W.....	Kirksville	Scott, Blanche.....	Kirksville	Sparks, Minta.....	Shelbina	Truitt, Bertie.....	Kirksville
Randall, Macie.....	Paris	Scott, Myrtle.....	LaPlata	Spivey, May.....	Jamesport	Truitt, C. G.....	LaPlata
Rathbun, Maud.....	Kirksville	Seaber, Daisy.....	Kirksville	Spurgeon, Bessie.....	Monterey, Iowa	Turner, Laura.....	Purdin
Ray, Robt. C.....	Locust Hill	Sears, Clara.....	Deer Ridge	Spurgeon, A. R.....	Monterey, Iowa	Turner, Phelan.....	Sheridan
Redmon, Margaret D.....	Kirksville	See, S. C.....	Shelbina	St. Clair, Robt.....	Wyaconda	Waller, Alice.....	Paris
Reid, Maggie.....	Wayland	See, W. G.....	Shelbina	Steiner, Wm. L.....	New Haven	Walton, Grover.....	Oklahoma
Reynolds, Eva.....	Kirksville	Selby, Emma.....	Kirksville	Stevenson, R. A.....	Wheeling	Warren, Jos. H.....	Galt
Rice, Lura D.....	Brashear	Shackleford, Lucie E.....	Clarence	Stoltz, Lillie.....	Sturgeon	Walters, Julia.....	Canton
Richards, Em.....		Shaff, Amy.....	Atlanta	Stone, C. R.....	Humphrey	Watkins, L. A.....	Liberty
Rickenbrode, Blanche.....	Avalon	Shain, Marie.....	Atlanta	Stringer, Emma.....	Humphreys	Webb, Lois.....	Holliday
Roberts, C. A.....	Revere	Shaw, Ethel.....	Kirksville	Stukey, Grover.....	Millard	Weldon, May.....	Gamma
Robertson, Robert N.....	Huntsville	Shay, S. S.....	Bachelor	Sutton, Nellie.....	Bethany	Wells, Rose.....	Lucerne
Rodecape, Claudia.....	Carrington	Sherman, Lenna B.....	Revere	Swanson, A. M.....	Greentop	Wells, W. M.....	Lucerne
Rodgers, Ethel.....	Milan	Sherrell, M. P.....	Nagle	Swearingen, Waldo.....	Wyaconda	West, Beulah.....	Rutledge
Rogers, J. S.....	Shelbina	Shibley, A. P.....	Gorin	Sweeney, E. E.....	Ravenwood	Westlake, N. H.....	Green City
Rolston, Edna M.....	Queen City	Shoop, Raymond.....	Green City	Taggart, Birdie.....	Canton	Whitaker, Rachel.....	Lakenan
Rolston, Nellie.....	Greentop	Shoptaugh, John.....	Williamstown	Taylor, Lillie.....	Skidmore	Willard, Mamie.....	Kirksville
Ross, Rosetta.....	Ravenwood	Short, Warren.....	Mt. Hope	Temple, C. E.....	Stanberry	Williams, Pearl.....	Hematite
Row, Mary E.....	Ravenwood	Schreckengaust, C. W.....	Pattonsburg	Terry, Mabel L.....	Green City	Wilson, Mary D.....	Brookfield
Ruffer, Minnie.....	Festus	Singleton, Martha.....	Shelbina	Terry, Rose.....	Greencastle	Wood, Alice.....	Holliday
Rutherford, Beth.....	Kirksville	Sipple, E. M.....	Bucklin	Thompson, Daisy.....	Bevier	Vogel, Gertrude.....	Pattonsburg
Rutherford, Earl.....	Kirksville	Sipple, L. B.....	Kirksville	Thompson, F. Lena.....	Kirksville	Yadon, Clara.....	Kirksville
Rutherford, Sarah.....	Huntsville	Skipper, Etta.....	Powersville	Thompson, Orion.....	Kirksville	Yos, Ida.....	Green City
Sandry, Bertha.....	Greencastle	Smart, Josie.....	Osborn	Tippett, Iva.....	Kirksville	Young, Rowena.....	Kirksville
Sconce, Blanche.....	Unity	Smiley, Dola.....	Downing	Tippett, Jas.....	Kirksville	Zeigler, C. P.....	Zeigler
Scott, Berte R.....	Green City	Smith, Florence.....	Dameron	Treasure, J. F.....	Cameron	Zimmerman, Catherine.....	Kansas City

*Deceased.

STUDENTS OF 1904-1905.

Sept. to May, Inclusive.

Adams, Coral.....	Kirksville	Bailey, Jessie.....	Kirksville	Barrow, Smith.....	Paris	Berry, Geo.....	Kirksville
Adams, Wallace.....	Kirksville	Bailey, J. W.....	Kirksville	Barrows, Harvey.....	Kirksville	Bigley, Bertha.....	Kirksville
Adams, Will R.....	Kirksville	Bailey, Leonard.....	Kirksville	Baughner, R. A.....	Bucklin	Black, E. L.....	Wellsville
Alexander, Nell.....	Paris	Bailey, May.....	Kirksville	Baughner, R. M.....	Bucklin	Blackman, Eula.....	Weleetha, Ind Ter
Alexander, Thomas.....	Kirksville	Ball, Calla.....	Curryville	Baughman, Rosa.....	Omaha	Bohon, Emma.....	Kirksville
Alkire, Maude.....	Oregon	Ballenger, Zula.....	Kirksville	Baum, John.....	Rosendale	Bolton, Nola.....	Queen, City
Allen, E. Alta.....	Memphis	Baltzell, J. E.....	Deer Ridge	Beardsley, Chas. G.....	Kirksville	Bondurant, John R.....	Kirksville
Allen, Grover.....	Memphis	Baltzell, John E.....	Deer Ridge	Beatty, Byron.....	Kirksville	Bondurant, E. P.....	Kirksville
Allen, June B.....	Kirksville	Barkley, J. Clarence.....	Novinger	Beatty, Mary.....	Kirksville	Boring, Ivy.....	Walnut
Allison, Fern B.....	New London	Barkiev, Nelie.....	Novinger	Beckner, A. F.....	Knox	Borron, Inna.....	Nickellton
Allison, G. S.....	Kirksville	Barron, Vergil.....	Derby, Iowa	Bennett, Stella.....	Chatsworth, Ill	Botts, C. E.....	Novelty
Ammerman, Bessie.....	Kirksville	Bartlett, Alice.....	Ridgeway	Benning, C. T.....	Canton	Botts, Mabel.....	Hurdland
Anderson, Mattie.....	Ewing	Bartlett, Harriet H.....	Latham, Kans	Benning, Mary N.....	Canton	Botts, Nellie.....	Novelty
Arnold, Arthur F.....	Kirksville	Barrett, Fred M.....	Skidmore	Berger, Allen.....	Middletown	Boucher, Manly D.....	Atlanta
Bailey, Guy.....	Kirksville	Barrow, Christa.....	Paris	Berger, Elvira.....	Middletown	Bowman, Irene.....	Kirksville

Bradshaw, Ione.....	LaBelle	Capps, Arlie G.....	Stahl	Davis, T. M.....	New Boston	Fishback, Nettie.....	LaBelle
Bragg, Florence.....	LaPlata	Carothers, Carl.....	Kirksville	Davis, E. E.....	Kirksville	Fite, Lola.....	Kirksville
Bragg, Frances.....	Kirksville	Carothers, Edith.....	Kirksville	Davis, Fannie.....	Princeton	Fitzpatrick, Agnes.....	Monroe City
Bragg, Oda.....	Kirksville	Carter, Ethel M.....	Moberly	Davis, Glen.....	Princeton	Fitzpatrick, Ellen.....	Monroe City
Bragg, Ora.....	Kirksville	Case, Susan.....	Humphreys	Dean, Charlie.....	Clarence	Fleak, Frank C.....	Hurdland
Bramhall, Jessie.....	Mendota	Cater, Eva.....	Knox	Deckard, Dollie.....	Eagleville	Foglesong, Jennie.....	Greentop
Brandes, Lulu.....	Moscow Mills	Chadwell, Neita.....	Kirksville	Denton, Ira M.....	Martinsville	Foncanon, Roxy.....	Kirksville
Brashear, Eugene.....	Kirksville	Christy, B. W.....	Milan	DeWitt, Eula.....	Reger	Ford, A. B.....	Kirksville
Brenz, Della.....	Kirksville	Church, Odell.....	Brashear	Deyoe, L. Jennie.....	Ravanna	Ford, Helen.....	Glenwood
Briggs, Chas. C.....	Lancaster	Cleaver, Mary.....	Perry	Dickson, Virgil E.....	Kirksville	Forbes, Lorena.....	Kirksville
Brightwell, Jessie L.....	LaBelle	Cochran, Ada.....	Cainesville	Divers, Sula.....	Auxvasse	Fowler, P. J.....	Kirksville
Brookover, Mrs. J. H.....	Wakenda	Cochran, L. Grace.....	Wright, Iowa	Dodson, Bijou.....	Kirksville	Frank, Glen.....	Kirksville
Brown, Bessie.....	Linneus	Cochran, W. R.....	Harris	Dodson, Lena.....	Kirksville	Franklin, Inez.....	Cameron
Brown, Bird.....	Shelbyville	Cockrum, Belle.....	Kirksville	Doneghy, Dagmar.....	Kirksville	Frederick, D. M.....	Kirksville
Brown, Charley.....	Kirksville	Cockrum, Blake.....	Kirksville	Dorsey, E. M.....	Kahoka	Frederick, Myrtle.....	Shelbyville
Brown, Della.....	Kirksville	Cockrum, Ethel.....	Kirksville	Doscher, C. H.....	Lewistown	Freiberger, Pearl.....	Fulton
Brown, Edith.....	Shelbyville	Coe, Erle.....	Kirksville	*Dowell, Ella.....	Mexico	Fuller, Lena.....	Princeton
Brown, Ethel.....	Browning	Coe, Mrs. Nellie N.....	Kirksville	Downing, S. Carrie.....	Newark	Funk, E. A.....	Kirksville
Brown, J. L.....	Kirksville	Collins, May.....	Nickellton	Dralle, F. W.....	Knox	Funk, Florence.....	Kirksville
Brown, M. O.....	Kirksville	Comer, Lendon.....	Hurdland	Drennan, Hurly.....	Epworth	Funk, Opal.....	Kirksville
Browning, Gladys.....	Kirksville	Comer, Lorenzo.....	Hurdland	Drummond, Kerry.....	Jamesport	Furnish, J. W.....	Queen City
Broyles, L. L.....	Millgrove	Conklin, Nellie.....	LaPlata	Dunham, Bertha.....	Kirksville	Furnish, Mollie.....	Paris
Brunk, Ethel.....	Lunsford, Iowa	Conn, Anna.....	New London	Dunham, Nora.....	Kirksville	Furnish, T. J.....	Paris
Buck, A. C.....	Kirksville	Conn, Virginia.....	New London	Dumas, J. W.....	Kahoka	Gaston, Helen M.....	Keokuk, Iowa
Buck, E. H.....	Kirksville	Conrad, Paul.....	Prairie Hill	Edmonde, Chester.....	Kirksville	Garwood, Hyla.....	Butte, Montana
Buck, Flora.....	Festus	Coon, Anna.....	Millgrove	Edwards, W. C.....	Lincoln	Gentry, Mary.....	Sturgeon
Buck, J. V.....	Kirksville	Coon, Ira B.....	Millgrove	Eisiminger, C. C.....	Fillmore	Gehrke, Clara.....	Kirksville
Buck, Lydia.....	Kirksville	Coppers, A. E.....	Hurdland	Eisiminger, W. R.....	Fillmore	Gibbs, Lonnie F.....	Kirksville
Burch, E. A.....	Clearmont	Corlett, Eva.....	Joplin	Eitel, Opal.....	Kirksville	Gibson, Clara.....	Kirksville
Burch, Minnie.....	LaPlata	Corner, Bessie.....	Ladonia	Ellis, Gertrude.....	Lancaster	Gibson, Nettie.....	Wheeling
Burkeholder, Bliss.....	Trenton	Cornett, Braey V.....	Linneus	Emerson, Nora.....	Hurdland	Gilbert, Cleo.....	Kahoka
Burnham, Alice.....	Milan	Cornett, Winnie.....	Linneus	Erwin, Gussie.....	Houston	Gilbreath, Logan.....	LaPlata
Burns, Stella.....	Ethel	Costolow, T. A.....	Kirksville	Erwin, Sam N.....	Houston	Glennon, Mamie.....	Kahoka
Burris, Ora F.....	Kirksville	Craig, Carrie.....	Smithville	Evans, Clarence.....		Goldberg, Senta.....	Kirksville
Busby, Clyde.....	Quitman	Crandall, Verna.....	Kirksville	Evans, Leta.....	New Cambria	Gooding, Beulah.....	
Butler, Gertrude.....	Luray	Crawford, Dott.....	Atlanta	Faires, Julia.....	Ladonia	Goode, Dore W.....	Kirksville
Butler, Nellie.....	Arbela	Crawford, Marshall.....	Atlanta	Fauts, Ray M.....	Lancaster	Goodwin, James.....	Knox
Butler, W. A.....	Arbela	Creek, Edna.....	Kahoka	Fetters, Gasper.....	Greensburg	Grable, Q. E.....	Agency
Buzard, Nellie.....	Kirksville	Crist, Alta.....	Kirksville	Fielden, Dora.....	Success	Graves, Katherine.....	Kirksville
Buzard, Virgil.....	Kirksville	Crump, Maud F.....	Greencastle	Fielden, Lucie.....	Success	Gray, J. R.....	Novinger
Callison, Onie.....	Bachelor	Culler, Frank.....	Epworth	Finegan, Ava.....	Kirksville	Gray, R. D.....	Atlanta
Calvert, Oscar E.....	Revere	Curry, Josie.....	Arbela	Finegan, Vera.....	Kirksville	Greener, Charles.....	Dawn
Campbell, Eva K.....	Reger	Curry, Viola.....	Arbela	Fish, A. V.....	Ellsworth, Kans	Gregory, Nettie.....	Greentop
Campbell, Claude.....	Green City	Danforth, Marie.....	Hatfield	Fish, Melvin E.....	Ellsworth, Kans	Gregory, Shelton.....	Kirksville
Campbell, Ralph.....	Kirksville	Daugherty, Blanche.....	Kirksville	Fishback, Hettie.....	LaBelle	Griggs, H. I.....	Novelty

Halcomb, Aubrey.....	Garden City	Hurstner, Nina M.....	Bethany	Maloney, Madonna.....	Macon
Hale, Bessie.....	Kirksville	Kipper, Ruth.....	Granville	Manning, F. D.....	College Mound
Hall, Alva C.....	Kirksville	Kirk, Victor.....	Kirksville	Manning, Jennie.....	College Mound
Hall, Stanley.....	Clarence	Kirkendall, G. L.....	West Point, Ill	Manville, J. W.....	Agency
Hampton, Myrtis.....	Triplett	Kirtley, Iva.....	Utica	Margreiter, Naomi.....	New Boston
Hanford, Grace.....	Granger	Knight, L. Fay.....	Milan	Markey, Ila.....	Kirksville
Hardin, W. T.....	Hallsville	Koup, E. L.....	Cleveland, O. T	Markey, Opal.....	Brashear
Hardman, J. H.....	Edina	Kraus, Mabel.....	Gorin	Marksury, T. M.....	Moravia, Iowa
Hardy, Mary.....	Booneville, Miss	Kurtz, Roxie.....	Wyaconda	Marsden, J. L.....	Mt. Hope
Harmon, F. J.....	Houston	Lace, M. F.....	Kirksville	Marston, O. R.....	Kirksville
Harmon, Mrs. F. J.....	Houston	Lair, O. E.....	Green City	Martin, Albert.....	Moberly
Harrington, E. L.....	Bucklin	Lake, Paul.....	New London	Martin, Howard.....	Kirksville
Harrington, Vera Layne.....	Kirksville	Lake, Iona.....	New London	Martin, Lela.....	Queen City
Harris, Mollie.....	Clarence	Lambert, Fanny.....	Purdin	Martin, Ruth.....	Kirksville
Harris, Will.....	Winigan	Lamkin, Irene.....	Kirksville	Martz, Delbert.....	Kirksville
Havenor, Della.....	Kirksville	Lane, Elizabeth.....	Humphreys	Mathews, Irma.....	Revere
Havenor, Wallace.....	Kirksville	Lane, Laura.....	Kirksville	Mathews, Leroy.....	Revere
Hayes, Roy H.....	Trenton	Lanning, C. W.....	Rosendale	Matlick, Earl.....	Williamstown
Heaton, J. M.....	Sorrell	Lansche, W. A.....	Warrenton	Mauck, Samuel.....	Princeton
Heaton, O. E.....	Sorrell	Layton, Ethel.....	Luray	McClain, Ella.....	Williamstown
Henderson, Eliza J.....	McFall	Lear, Virginia.....	Kirksville	McClanahan, Maude.....	Harris
Henderson, Jacob.....	McFall	Leatherman, B. P.....	Bucklin	McClay, Irving.....	Kirksville
Henry, Florence E.....	Raymond	Leedom, Aurora.....	Kirksville	McCool, Mary.....	Pattonsburg
Herdman, Alvin R.....	Revere	Lewis, Edith.....	Dawn	McCoy, Mattie.....	Jamesport
Herdman, Ernest.....	Revere	Lewis, Frances.....	Kahoka	McDonald, Grace.....	Rutledge
Heyd, Ora.....	Kirksville	Lewis, Georgia.....	Kahoka	McDonald, Jessie.....	Rutledge
Hobart, Glenn.....	Centralia	Lindley, Rachael.....	Moberly	McDowell, Zena.....	Kirksville
Hoff, J. H.....	St. Clair	Lineberry, G. L.....	St. Catherine	McFadden, Earl.....	Knox
Hoff, Paul.....	St. Clair	Link, Anna.....	Kirksville	McGee, I. C.....	Kirksville
Hoffman, Susie.....	Elmer	Loftiss, Nellie.....	Kirksville	McKenzie, Edna.....	Kirksville
Hofsess, Myrtle.....	Benton, City	Lollar, Henry C.....	Perrin	McKillip, Golda.....	Shelbyville
Holloway, Ina.....	Kirksville	Loomis, Lurah.....	Kirksville	McKinney, Edith.....	Randolph
Holloway, Keith.....	Brashear	Long, Frank.....	Kirksville	McKinney, J. H.....	New Boston
Holloway, Lora.....	Kirksville	Long, Marie.....	Milan	McLaughlin, Nelle.....	Marceline
Holloway, Ola.....	Kirksville	Long, Orville.....	Kirksville	McMichael, Hazel.....	Kirksville
Hollowell, A. G.....	Queen City	Lore, M. F.....	Kirksville	McMurry, Chas. A.....	Rutledge
Holman, Addie.....	Nefy	Lorenz, Eunice.....	Kirksville	McPike, Oney K.....	Emerson
Holmes, Opal D.....	Novelty	Lorton, Geo. V.....	Kirksville	McPike, Stella.....	Wichita, Kans
Hopkins, Birney.....	Brashear	Lowry, Samuel.....	Bloomfield, Iowa	McQuary, Allen.....	Atlanta
Horn, I. M.....	Wyaconda	Ludden, Grace.....	Kirksville	McReynolds, Addie.....	LaPlata
*Howard, Marcus.....	Lucerne	Lusk, Lu.....	Kirksville	McReynolds, Alice.....	Rutledge
Howey, Earl.....	Kirksville	Lusk, May.....	Kirksville	McReynolds, Leila.....	Colony
Hull, Earl.....	Kirksville	Maddox, F. W.....	Bucklin	McWilliams, H. L.....	Hurdland
Hull, Gilbert.....	Kirksville	Magers, J. A.....	Seymour, Iowa	Meeks, Earl.....	Kirksville
Hull, L. C.....	Kirksville	Malone, Mabel.....	Kirksville	Meilike, A. H.....	Baring
Humston, Jesse.....	Hurdland				
Hunt, W. Hersey.....	Green City				
Hungerford, Barbara.....	Kirksville				
Hungerford, Grace.....	Kirksville				
Hunsaker, Ora.....	Green City				
Hupe, J. H.....	Truxton				
Hutcherson, Lena.....	Vandalia				
Israel, G. B.....	Kirksville				
Jackson, Victor.....	Marceline				
James, J.....	Dawn				
Jamison, G. H.....	Green City				
Jamison, R.....	Green City				
Jenkins, Bay.....	Willmathsville				
Jobson, Evelyn.....	Lingo				
John, Phoebe.....	Golden City				
Johnson, Albina.....	Kirksville				
Johnson, Bertha.....	Kirksville				
Johnson, Clyde.....	Atlanta				
Johnson, J. F.....	Lancaster				
Johnson, Ralph A.....	Kirksville				
Johnson, Ruth.....	Greencastle				
Johnson, Walter.....	Kirksville				
Johnston, Cecil.....	Kirksville				
Johnston, Dora.....	Memphis				
Johnston, Leon S.....	Kirksville				
Jones, E. O.....	New Boston				
Jones, Fred.....	Unity				
Jones, J.....	Livingston County				
Jones, J. P.....	Vienna				
Jones, Maude.....	Kirksville				
Jones, Nellie.....	Kirksville				
Jones, Roberta.....	Kirksville				
Kaighen, C. A.....	Anabel				
Kaighen, Della.....	Anabel				
Kaser, Lester.....	Baring				
Kaser, Lulu.....	Kirksville				
Kelley, Stanley.....	Oak				
Keller, Minnie.....	Glenwood				
Kellogg, J. L.....	Brookfield				
Kelly, Flora.....	Coatsville				
Kelly, T. Wallace.....	Moberly				
Killebrew, Lena.....	Durham				
Killinger, Grace.....	Hagers Grove				
King, H. J.....	Revere				
King, W. N.....	Thompson				

Mikel, Eva.....	Greentop	Nicholas, Robert M.....	Kirksville	Randall, Macie.....	Paris	Shepard, Dollie.....	Kirksville
Miller, Annie.....	Hybrid	Nickell, Nella.....	Paris	Randall, Nellie.....	Kirksville	Shibley, Ethel.....	Gorin
Miller, Evelyn.....	Kirksville	Nickerson, C. A.....	Bucklin	Rankin, Dillon.....	Loeffler	Shoemaker, F. C.....	Bucklin
Miller, Fanny.....	Kirksville	Nighswonger, T. E.....	Jamesport	Rathburn, Mabel.....	Kirksville	Shults, Hazel.....	Maywood
Miller, F. B.....	Queen City	Northcraft, Elizabeth.....	LaBelle	Redmon, Margaret.....	Kirksville	Sikes, Effie.....	Hurdland
Miller, J. A.....	Kirksville	Nutter, Linnie.....	Cowgill	Reid, Bettie.....	Brussels	Sims, Bessie.....	Centralia
Miller, Margaret.....	Kahoka	O'Briant, Mae.....	Glenwood	Reid, Ethel.....	Sperry	Sipple, L. B.....	Kirksville
Miller, Ola E.....	Kirksville	Ogle, E. C.....	Frankford	Reid, Nellie.....	Brussels	Sitton, Kate.....	Argentville
Millemon, Hazel.....	Alvord	Osborne, L. W.....	Kirksville	Reinhard, Mary.....	Portland	Slacks, Percy.....	Kirksville
Mills, Mabelle.....	Kirksville	Owen, R. E.....	Mill Grove	Reynolds, Zula L.....	Clark	Slacks, Wilbur.....	Kirksville
Mills, Warner.....	Kirksville	Owings, Grace.....	Olney	Rhodes, Grace.....	Luray	Smith, Beatrice.....	Cameron
Millsap, H. E.....	Knox	Owings, Georgia.....	Olney	Rice, Mrs. F. H.....	Kirksville	Smith, D. C.....	Whitesville
Millsap, Mrs. H. E.....	Knox	Owen, Mae.....	Kahoka	Ringo, Aletha.....	Kirksville	Smith, E. W.....	Cantril, Iowa
Mitchell, Anna.....	Licking	Parcell, Clara.....	Edina	Robbins, Olive.....	New Boston	Smith, Florence W.....	Elsberry
Mitchell, Sophie.....	Atlanta	Parman, J. E.....	Gara	Roberts, C. A.....	Revere	Smith, Ivan A.....	Monroe
Mitchell, W. A.....	Kirksville	Payne, Clara.....	Garneill, Mont	Roberts, Cora.....	Kirksville	Smoot, Lena.....	Bethel
Moats, Lottie.....	Nodaway	Patton, Josephine.....	Renick	Roberts, Madge.....	Kirksville	Smoyer, James.....	Kirksville
Moore, Eula.....	Kirksville	Pease, Mae.....	Hurdland	Robinson, Laura.....	Mexico	Snow, Gertrude.....	Fulton
Moore, J. C.....	Hurdland	Pemberton, J. M.....	Armstrong	Rodgers, Maude.....	Shawnee, Okla	Snyder, Howard.....	Kirksville
Moore, Minnie.....	Vandalia	Pence, Guy.....	Pleona	Rogers, Lizzie.....	Lentner	Sparks, Minta.....	Shelbina
Montgomery, Geo. A.....	Indian Creek	Perry, Myrtle.....	Shelbyville	Roppel, Chas.....	Wellsville	Spence, Philip.....	Paterson, N. J
Morgan, B. E.....	Jameson	Peterson, Celia.....	Greentop	Roseberry, Bertha.....	Kirksville	Sprecher, Loree.....	Kirksville
Morrison, Alvia.....	Jamesport	Petree, Jessie Lue.....	Kirksville	Roseberry, Ethel.....	Kirksville	St. Clair, L. L.....	Wyaconda
Moser, Evalina.....	Saxton	Phelps, C. C.....	Amity	Ross, B. A.....	Novelty	Stephens, C. E.....	Kirksville
Moxan, Jessie C.....	Kirksville	Phelps, Flora.....	Gallatin	Rouse, Jas. E.....	Deer Ridge	Stephens, Mary.....	Middlegrove
Munn, Bessie.....	Kirksville	Phifer, Clyde.....	Kirksville	Rouse, William.....	Deer Ridge	Stagner, B. A.....	Hale
Murphy, Adah.....	Kirksville	Phillips, H. M.....	Emerson	Rudd, J. Elmer.....	Newark	Stanforth, Edna.....	Milan
Murphy, Ruby.....	Knox	Phipps, Paul E.....	Ethel	Ruffer, Minnie.....	Festus	Stanley, R. F.....	Rothville
Murray, Jessie.....	Bethany	Pickell, W. H.....	Hamilton	Rutherford, Beth.....	Kirksville	Stanley, Leona.....	LaPlata
Murrell, J. E.....	Lancaster	Pierce, E. J.....	Mounthope	Rutherford, Frank D.....	Kirksville	Starrett, Alice.....	Stanberry
Musson, Alvin.....	Kirksville	Pickler, Ida.....	Kirksville	Sandry, Bertha.....	Castle	Stauterman, Eda.....	Moberly
Meyers, Edgar.....	Kirksville	Pierson, Demar.....	Ridgeway	Sandusky, Anna.....	Greentop	Stauterman, Frona.....	Moberly
Myers, Maude.....	Kirksville	Pittman, Mattie.....	Linneus	Sanford, Clara.....	Knox	Stevens, Nell.....	Kirksville
Myers, Orville.....	Kirksville	Pollard, Lillie.....	Kirksville	Sangster, Ellen.....	Kirksville	Stokes, Emma.....	Guthrie
Nagel, J. R.....	New Boston	Pool, Clarence.....	Williamstown	Saturley, Ottia.....	Tullvania	Stone, A. G.....	Memphis
Nair, C. E.....	Kirksville	Pool, W. O.....	Williamstown	Schafer, Millie.....	Festus	Stone, Erma.....	Milan
Nance, Eva.....	Pattonburg	Porter, June.....	Newark	Schallenberg, Winnie.....	Hester	Stringer, Emma.....	Humphreys
Nebergall, J. E.....	Hale	Powell, Bessie.....	Rutledge	Scobee, Berry.....	Kirksville	Stringer, Ocia.....	Humphreys
Neet, Edith.....	Humphreys	Powell, Ernest.....	Kirksville	Scobee, Pearl.....	Lemonville	Stukey, Grover.....	Millard
Neet, Mamie.....	Humphreys	Powell, R. W.....	Purdin	Scott, Nina.....	Brashear	Swanson, A. M.....	Greentop
Nelson, Harriet.....	Revere	Probasco, Emery.....	Palmyra	Sears, Margaret.....	Pelan, Minn	Swearington, Waldo.....	Wyaconda
Nelson, O. A.....	Revere	Probst, Homer.....	Kirksville	See, S. C.....	Shelbina	Swinney, Emmett.....	Roachdale
Newman, A. J.....	Turner Station	Quigley, Grace.....	Gilman	Severs, Cora.....	Moulton, Iowa	Temple, C. E.....	Stanberry
Newmyer, Birdie.....	Love Lake	Ragsdale, Orin.....	Shelbina	Shaff, Amy.....	Atlanta	Terry, Julia.....	Green City
Newton, Ada.....	LaPlata	Rainwater, Jess W.....	Kirksville	Sharp, Mamie.....	LaBelle	Terry, Rose.....	Green City

Thomas, Dora.....	Cameron	Turner, Bertha.....	Kahoka	West, Grace.....	Worthington	Wilson, Edna.....	Kirksville
Thomas, Iola.....	Sontag, Virginia	Turner, Dayton.....	Purdin	West, Hattie.....	Worthington	Wilson, Forrest.....	Kirksville
Thomas, Sula.....	Sontag, Virginia	Turner, Edna.....	Marceline	West, Lora.....	Graysville	Winn, Clyde.....	Kirksville
Thompson, Bertha.....	Brashear	Turner, E. M.....	Ethel	Westlake, N. H.....	Green City	Wirth, Katherine.....	Lancaster
Thompson, Grover.....	Madison	Tye, Charley.....	Pleasanton, Iowa	Western, Byron.....	Linneus	Wisdom, Earl.....	West Grove
Thompson, Lulu.....	Kirksville	Tye, T. H.....	Lock Springs	Weyand, Chas. M.....	Luray	Wood, Glenn.....	Holiday
Thompson, Orion.....	Kirksville	Wade, Orville C.....	Novelty	Weyand, Mary.....	Luray	Wood, Vergie.....	Hatfield
Tietge, Bernice.....	Marceline	Waggenger, L. G.....	Kahoka	White, Frank E.....	Bucklin	Woods, Birchie.....	St. Louis
Tippett, Iva.....	Kirksville	Wagner, Leslie.....	Middletown	White, L. S.....	Whitesville	Wright, J. E.....	Brashear
Tippett, Jas.....	Kirksville	Walker, Mayme.....	Memphis	Whitlow, Alice.....	Shelbina	Wright, Mary.....	Ridgeway
Tolson, Henrie.....	LaFayette, Alabama	Walker, Stella.....	Lancaster	Whittom, Emma.....	Downing	Wright, Oleta.....	S. McAlester, Ind. Ter
Toothaker, Elva.....	Chula	Walkup, Ethel.....	Colorado Springs, Colo	Wiley, Carrie.....	Hurdland	Wright, Opal.....	Kirksville
Toothaker, L. A.....	Chula	Waller, Alice.....	Paris	Wiley, J. W.....	Hurdland	Wright, Q. R.....	Brashear
Townsend, Leta.....	Kirksville	Walter, Charlie.....	Martinsville	Willard, Mabelle.....	Kirksville	Wright, Ruth.....	Ridgeway
Treasure, J. F.....	Iowa	Walton, Grover.....	Kirksville	Williams, Anna.....	Ewing	Van Fossen, D. E.....	Humphreys
Trower, John H.....	Olney	Waymar, Olave.....	Princeton	Williams, H. S.....	Cameron	Varnon, Katherine.....	Mexico
Trower, Lulu.....	Olney	Webber, Hugh.....	Memphis	Williams, Oren O.....	Elmer	Vaughn, Chester.....	Kirksville
Truitt, Cyrus G.....	LaPlata	Wells, Rose.....	Lucerne	Williams, M. R.....	Indian Creek	Vaughn, Mabel.....	Paris
Trunnell, E. E.....	Kirksville	Wells, W. M.....	Lucerne	Willis, Gertrude.....	Kirksville	Yeager, Faye.....	Luray
Tully, Ethel.....	Hedge City	Wenger, Orville.....	LaPlata	Willis, M. E.....	Kirksville	Young, Barton.....	Kirksville

*Deceased.

ERRATUM. On page 48 the names of Messrs. Vaughn and Fair should appear as teachers of American History and Government.

WORKING CALENDAR.

1905-1906.

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Classification of Resident Students.....	Saturday, September 9.
Classification of Non-Resident Students.....	Monday, September 11.
Class Work Begins.....	Tuesday, September 12.
First quarter Ends.....	Friday, December 1.
Second quarter Begins.....	Monday, December 4.
Winter Vacation Begins.....	Thursday, December 21.
Session Resumes.....	Wednesday, January 3.
Second Quarter Ends.....	Friday, March 2.
Third Quarter Begins.....	Monday, March 5.
Field Day.....	Monday, May 14.
Baccalaureate Sermon.....	Sunday, May 20.
Graduating Exercises (Sophomores).....	Tuesday, May 22.
Graduating Exercises (Seniors).....	Wednesday, May 23.
Third Quarter Ends.....	Wednesday, May 23.
Fourth Quarter, "Summer School," Classification Begins.....	Tuesday, May 29.
Fourth Quarter, "Summer," Class Work Begins.....	Wednesday, May 30.
Fourth Quarter, "Summer School," Closes.....	Thursday, August 16.