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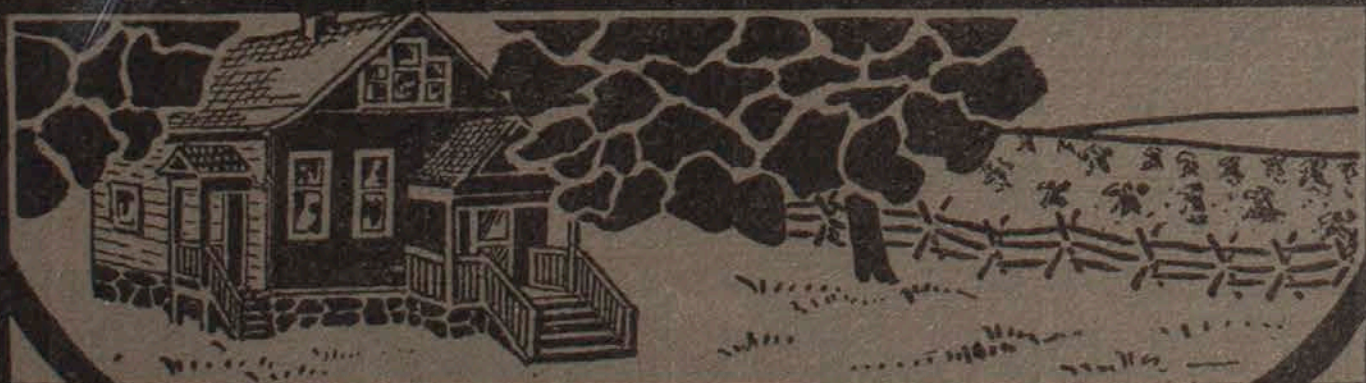


BULLETIN

FIRST
DISTRICT
NORMAL
SCHOOL

KIRKSVILLE, MO.

ILLUSTRATED



CALENDAR FOR 1907-1908.

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BULLETIN

OF THE

First District Normal School

KIRKSVILLE, MO.

Provided for by Act Approved March 17, 1870
Located at Kirksville December 29, 1870
Opened as First District Normal School Jan. 1, 1871

Vol. VII.

JUNE, 1907.

No. 1.

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June, September, December, March.*

Entered June 25, 1902, at Kirksville, Mo., as second-class matter under act of
Congress of July, 1894.

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* * *

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Jefferson City

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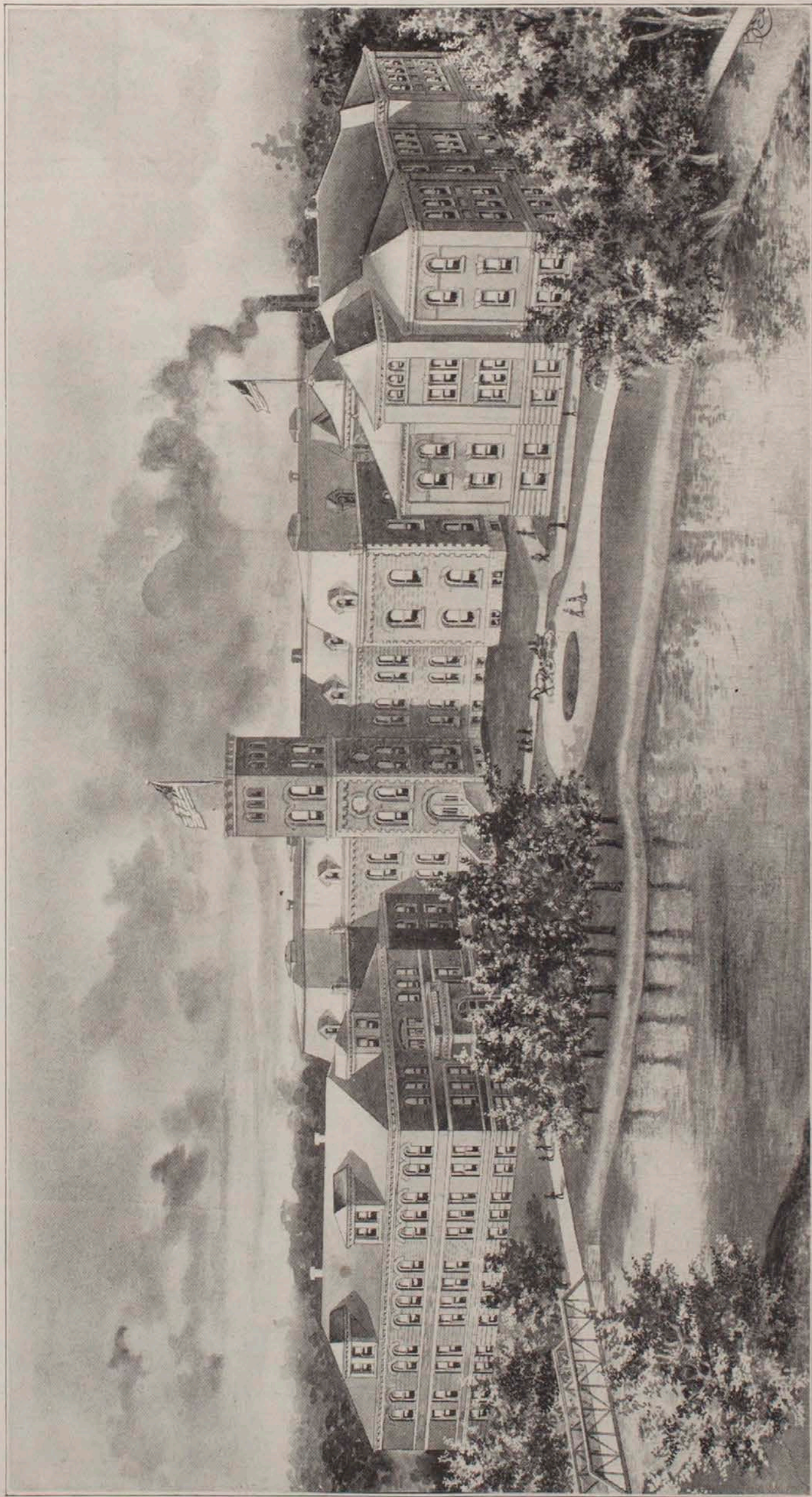
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FACULTY, 1907-1908.

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.	Music Scholarship
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A. B. WARNER.	Administration
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.	Teacher Model Rural School
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LAURA DOOLITTLE.	Gram. Sch. Critic Teacher
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JOHN GILL and two assistants, Engineers. JOHN JACK, Head Janitor; Jo. MILLER, WM. PENCE, J. C. GUILLE, EFFIE HICKMAN, Assistant Janitors. THOS. J. MCKASSON, House Carpenter.



BUILDINGS.

ORIGINAL BUILDING, BALDWIN HALL, IN CENTER, COMPLETED IN JANUARY, 1873.

LIBRARY HALL AT LEFT, COMPLETED IN DECEMBER, 1901.

SCIENCE HALL AT RIGHT, COMPLETED IN MAY, 1906.

SEE MODEL RURAL SCHOOL ON ANOTHER PAGE.

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 Normal School system contributed very materially toward 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 \$8,000 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.

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.

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 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 forty years of its existence has been steady and permanent. The enrollment for the first year was 140; for the year just closed, 1157. The faculty has grown from six to forty 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. In 1901 the legislature appropriated \$30,000 for the erection of the wing which was built at the north east corner of the original building and which is now known as Library Hall, and in 1905 it appropriated \$50,000 for the wing erected at the west end of the original building and which is known as Science Hall.

In honor of the first president of the School, the original building was last year named Baldwin Hall.

The Institution enters upon the year 1907-08 in better condition and with better facilities for service to the State than ever before.

Buildings.

The Institution has now in daily use 88 rooms including class rooms, laboratories, libraries, society halls, etc. These are classified as follows:

1. The Baldwin Hall completed in January, 1873, contains: Class rooms for the Normal School proper, 17;

Auditorium or Assembly Room, 1; Practice School and Kindergarten, 2; Laboratories, 2; Toilet Rooms, 4; Literary Society Halls, 4; Y. M. C. A. Room, 2; Janitor's Room, 1; Carpenter's Room, 1; Storage Rooms and Shops 4; Total, 38 rooms.

2. The Library Hall completed in December, 1901, and joined to the original building by a corridor on each floor, contains rooms as follows: Library, Stack Room, Classification Room and Exchange Room, 4; Young Women's Christian Association Room, 1; Art Room, 1; Class Rooms for Practice School, 7; Office of Supervisor of Practice School, 1; Gymnasium, 1; Bath and Dressing Rooms, 3; Toilet Room, 1; Fan Room, 1; Total, 20 rooms.

3. The Science Hall completed and occupied in May, 1906, and joined to the original building by a corridor on each floor, contains rooms as follows: Domestic Science, 1; Manual Training Shop and Storage Room, 2; Chemistry Class Room, Laboratory and Storage Room, 3; Zoology Class Room, Laboratory and Storage Room, 3; Laboratory and Class Room for Physics and Physiography, 2; Offices of Administration, 3; Fan Room, 1; Class Room and Inspection Room for Director of Athletics, 2; Gymnasium, 1; Toilet Room, 1; Bath Rooms, 4; Total, 23 rooms.

4. The Model Rural School, recently completed, contains rooms as follows: School Room, 1; Toilet Rooms, 2; Manual Training Room, 1; Agriculture Room, 1; Living Rooms, 2; Total, 7 rooms.

New Engine Room and Electric Generator.

In addition to the new Science Hall completed last year at a cost of \$50,000, the Institution has been able to erect a new boiler house and to install a new and complete electric generating plant. Both the Library Hall and the Science Hall have double heating systems, that is, direct radiation, and warm air driven through the rooms by fans. The latter run by electric motors, which we find much more

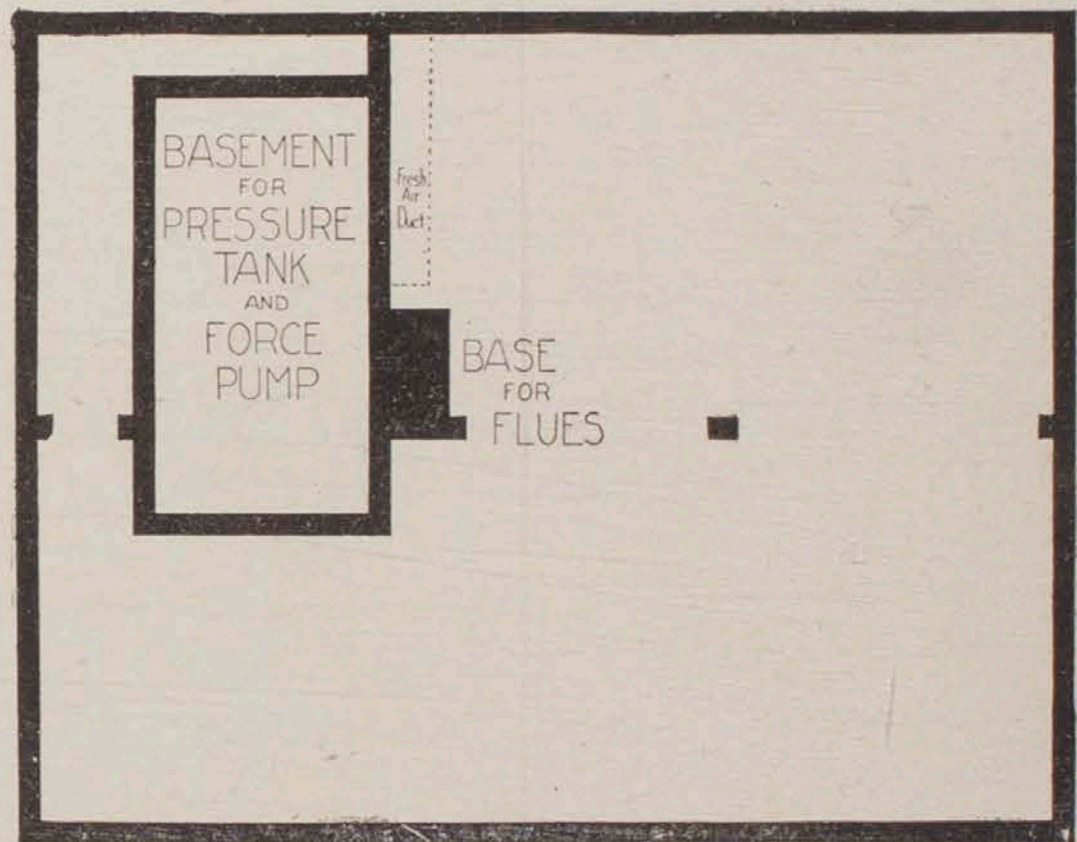
satisfactory than the steam engines formerly used. Great advantages accrue to instruction of various kinds by virtue of having our own electric generator. We are able to furnish all of our own lights and to have the electric current at any hour when needed and in any quantity desired. This enables teachers in several departments to use the stereopticons and the reflectoscope much more than heretofore. It also adds materially to the instruction in the scientific laboratories, since the electric current can be used at will for various scientific experiments.

A Model Rural School on the Normal School Campus.

The Model Rural School House has been designed and constructed to show that a rural school in any part of Missouri can, for the investment of about \$400.00 in addition to the usual cost of a good building, have all the conveniences and comforts that can be secured in any city school house.

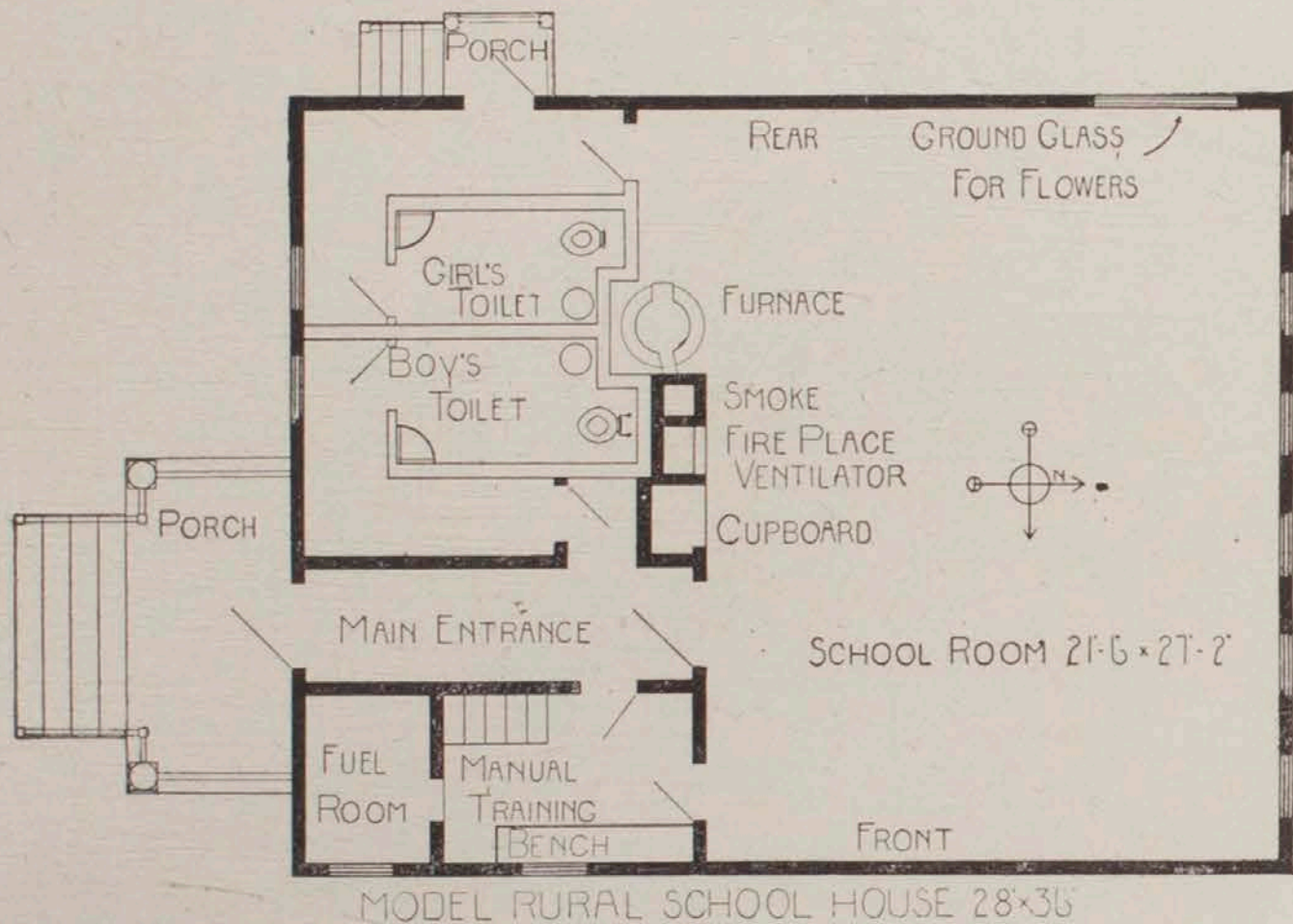
It is the intention to have in this school house, beginning Sept. 3, a Model Rural School, the children to be transported in covered vehicles to and from the school. This is to be a Model School, not a Practice School. It is to exemplify the best things which a school board and a good teacher with good facilities can do in and for a rural school.

This building is the culmination of a long cherished hope. The designer while State Superintendent of Schools in the 90's traveled widely throughout the north and east in search of the best models. The ideal and practical could not be found in one building. Hence a long series of experiments in working out this model.



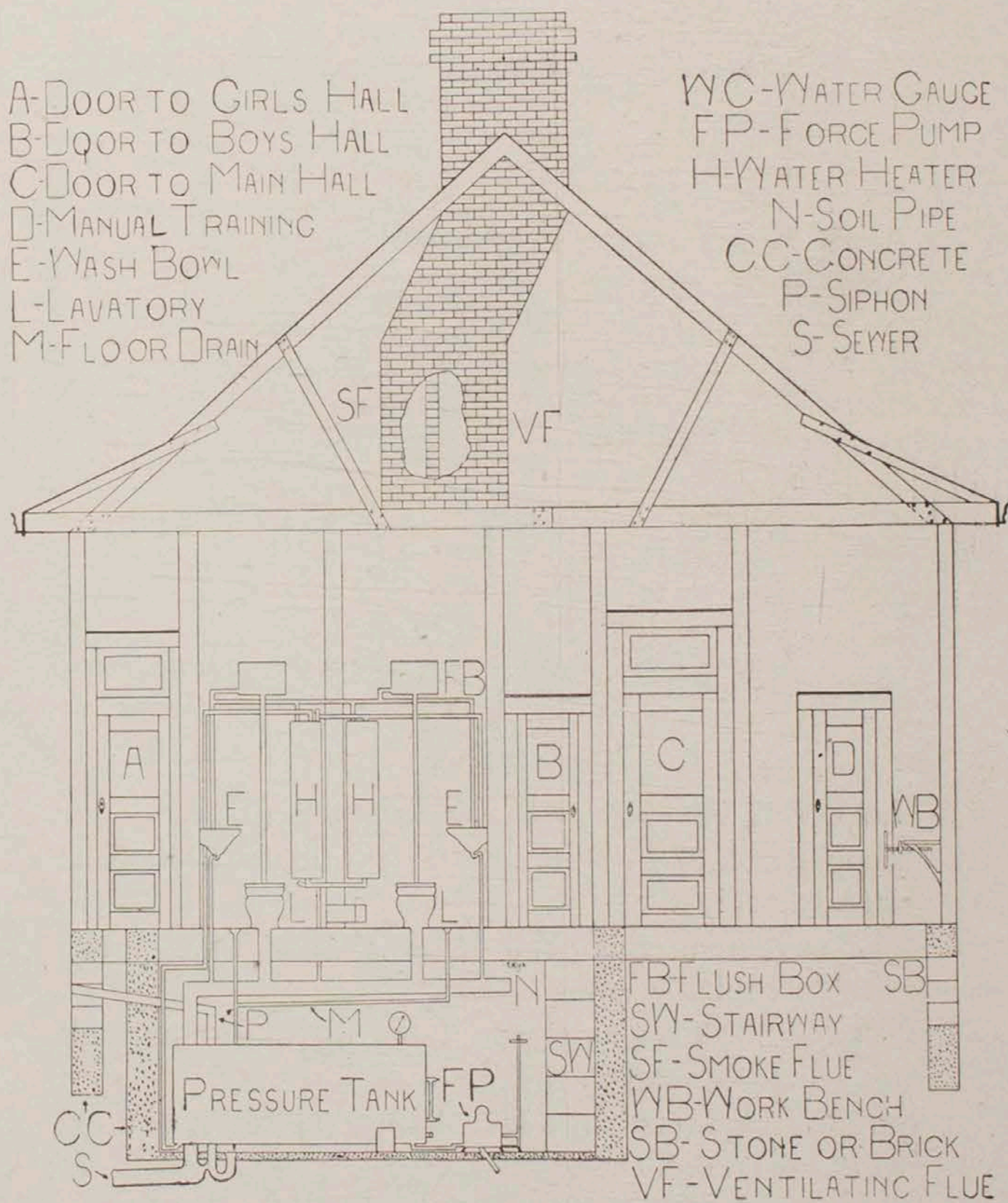
FOUNDATION PLAN

1. The foundation is rectangular in form and 28x36 ft. outside measurement.
2. Outer foundation, of concrete, extends two feet below and two feet above surface of ground.
3. Inner 10-inch concrete wall encloses cellar, 6x14 ft.
4. Cellar can't freeze up.
5. Cellar is ventilated into smoke flue.
6. Cellar has concrete floor, with drain into sewer.
7. Cellar is reached through trap door in boys' hall way.
8. Cellar contains pneumatic pressure tank 3x8 ft., working capacity 300 gallons.
9. Cellar contains force pump connecting tank with well through pipes below frost line.
10. Cellar contains soil pipes, water pipes and drain pipes reaching to and from toilet rooms above.
11. Cellar contains sewer connections. Sewer enters city system.
12. In a rural community sewer may enter cess pool, **old** or **new**, at rear or side of lot; or a tile may conduct sewage into neighboring slough or creek.



Floor Plans.

1. Floor plan, 28x36 ft., same as foundation plan.
2. School room, 27 ft. 2 in. by 21 ft. 6 in.—12 ft. from floor to ceiling.
3. Door at rear on right side leads to girls' toilet room, porch and play ground.
4. Furnace in alcove at side of room distributes pure air and equalizes temperature.
5. Pure air enters furnace through asbestos-covered duct under floor.
6. Ventilating flue is 13x21 inches in the clear.
7. Opening into ventilating flue is made into a neat fire place.
8. Smoke flue, 13x13 inches in the clear, helps heat ventilating flue.
9. Cupboard or book case in wall at side of vent flue has a neat unfolding leaf for teacher to write on.
10. Manual training shop is 6x8 ft. in the clear and has abundant light.

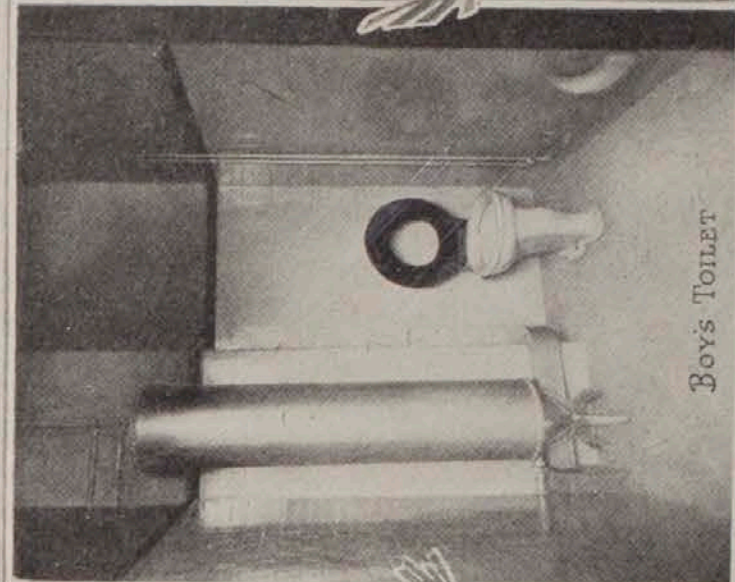


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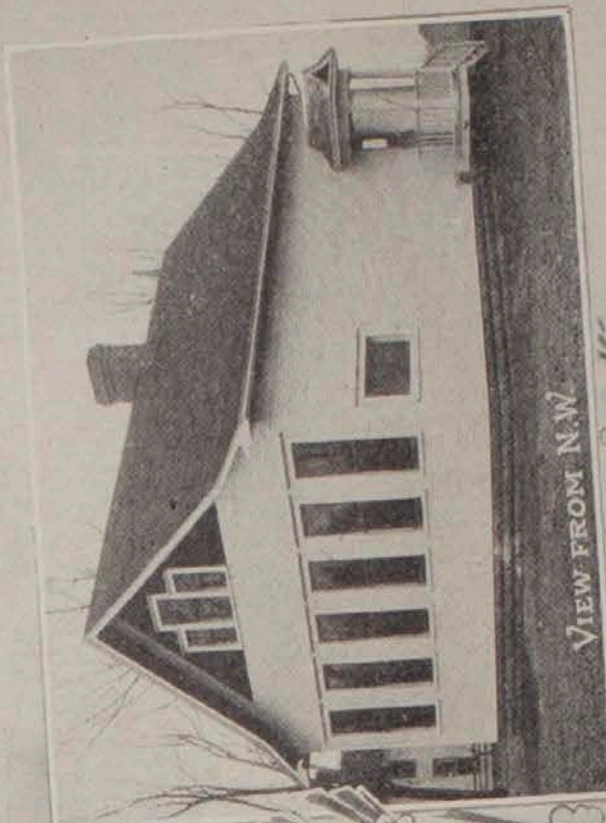
11. Fuel room, $4\frac{1}{2} \times 6$ ft. in south east corner, capacity six tons of coal.
12. Stairway starts in corner of manual training room, runs over fuel room and entrance.
13. School room lighted through six large windows on north side.
14. Children face the east. Light comes from their left.

15. Halls leading to toilet rooms contain hooks for hats, clothing, etc.
16. School room receives direct sunlight on floor at S. E. and S. W. corners through glass in doors.
17. Ground glass window on west side near north west corner, for window garden, prevents glaring light, admits chemical rays for flowers and for sanitation.
18. Toilet rooms are ventilated into smoke flue. They have no bad odors.
19. Toilet rooms have hot and cold water, washbowls, toilet bowls and towel racks.
20. Toilet rooms have glazed cement wainscoting and cement floors.
21. Toilet room floors are drained into cellar, thence into sewer.
22. Toilet rooms enclosed and separated by double walls to deaden sound. Noise of toilet fixtures not heard in school room.
23. Toilet rooms can not freeze up, except by gross negligence long continued.
24. Position and construction of walls, doors and hallways give toilet rooms an air of complete privacy.
25. Each toilet room has direct sunlight at noon through outer window and glass in door.
26. Small plate glass in each toilet room floor admits direct sunlight to basement.
27. Each room of this school house has direct sunlight, yet the children's eyes are protected. Children study by abundance of mild light from the north.
28. This school house is built upon the popular rectangular foundation.
29. Undue appearance of width is overcome by form of roof. Flue may seem a little low. It is yet to have a 6-inch concrete top.

30. From the view of the upper windows at the front it may be easily seen that this school house is practically a story and a half high. In the upper half story are three rooms reached by the stairway starting from Manual Training room. The first room at the south end of the upper story is 11 feet square with abundant light from the south. It is now proposed to put in low wide windows a little below middle of roof on each side so as to admit direct sun light into this room both forenoon and afternoon. In this room, therefore, we have an excellent place for one of two things: There may be a large well lighted Manual Training shop, or an **Agricultural Laboratory**. The upper half story contains two other rooms, each 7x 21 feet. These are used at present as sleeping rooms for young men, students of the Normal School, who take care of the Model School building. Height of upper rooms from floor to ceiling, 7 feet. They are well heated and ventilated.
31. This school house is, in all respects, built out of the best available material and in the best possible way. It is therefore thought to be a model in every essential particular. It was not built by contract. The Regents directed the President of the School to purchase material, employ laborers, and build. Cost can therefore be given in detail. With ordinary material and labor such a school house should be built in any rural district of Missouri for \$1400.00. Specifications will be furnished to Missouri School Boards free of cost.



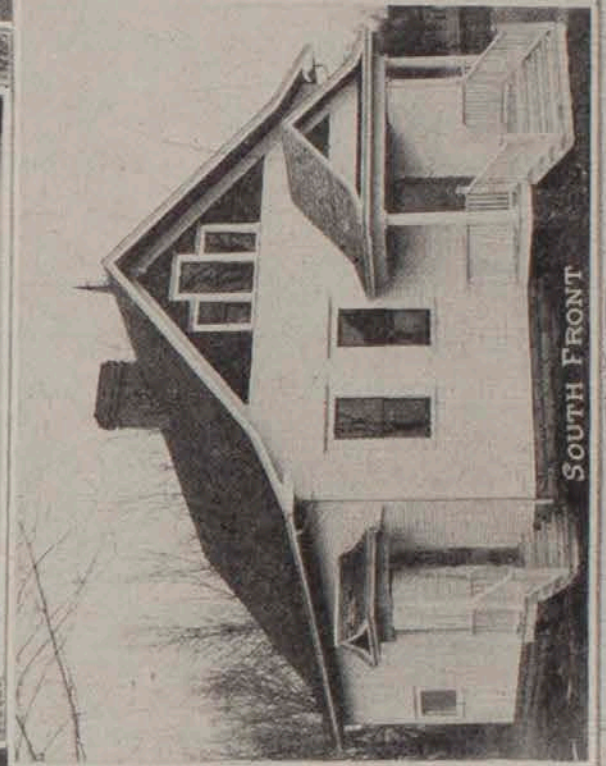
Boys Toilet



VIEW FROM N.W.



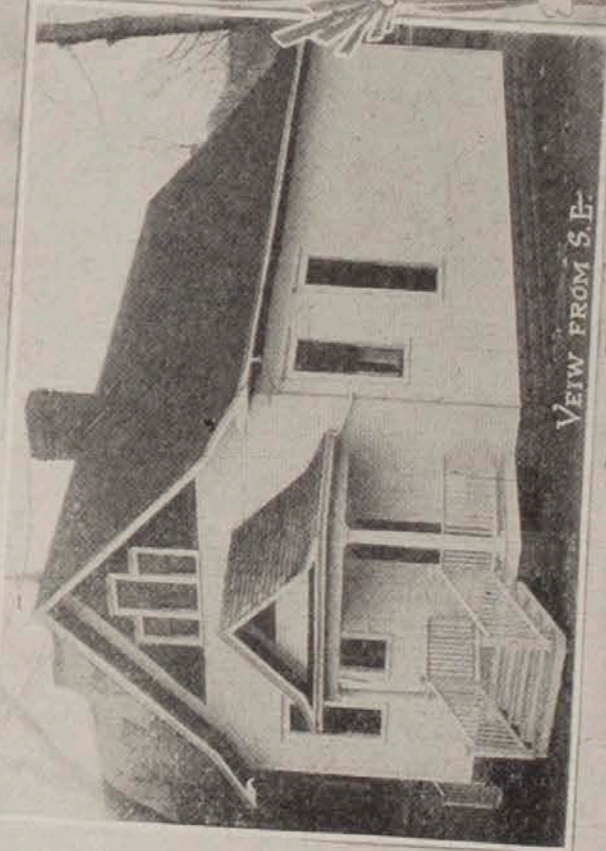
S. E. COR. SCHOOL ROOM



SOUTH FRONT



CHILDREN FACING EAST



VIEW FROM S.E.

THE MODEL RURAL SCHOOL, NORMAL SCHOOL CAMPUS, KIRKSVILLE, MO.

EDUCATIONAL INSTABILITY.

These are days of trusts and monopolies. Even in education we have them. The great educational trust now ambitious to control all education is that of the universities. The men managing these institutions probably do not realize the top heavy condition into which they are precipitating our American school system. Some of them say in phrase long familiar that "Education is from the top." They acknowledge themselves to be at the top and show an almost blind willingness to direct and dominate all things below them.

Their first objective point is the public high school. This is the manifest instrument through which to control all other schools. If through natural expansion high schools should come within reach of all children and the universities should gain control of the high schools, then the so-called "small colleges" and the Normal Schools would cease to have the means of competition and the university would be all powerful. The man is short sighted who does not see that this is the educational trend. Young and hopeful men just crowded through their Ph. D. courses in universities are being installed into those university offices which have to do with the immediate relations of the university to the public schools. These are usually bright men, honest, no doubt, as honest as can be, burning with zeal to reform the world; but their horizon is circumscribed by their experiences and many of them are extremely visionary. It is bad for education that men of this type are willing to assume suddenly such grave responsibilities and wield at once the weapons of warfare in education. The universities are already so large that most of them are unable to control their own students. Many of the bachelor-like specialists who direct the lecture room and laboratory work in the universities have little or no taste for personal contact with students. Hence their personal influence does not affect

the students' conduct. The administrative department is usually inaccessible to the student who thus finds himself not only unrestrained but lacking access to good advice.

Conditions are changing. Vast armies of very youthful persons are flocking to institutions of higher learning. The old doctrine of the free and easy way, the absence of surveillance, the "miniature world," etc., will not do any longer. If university students were all above the age of adolescence, their needs would be different. Since, therefore, most of the universities do not control their students very well and many of them do not care to, then the control of education by the universities could not be expected to conduce to law and order in the state. If any one doubts the inability of the large universities properly to control their students, he has only to inform himself. His doubts will soon vanish.

In the last dozen years the universities have reversed their policy regarding the professional preparation of teachers. While the universities were opposed to the professional preparation of teachers, it was regarded the proper thing for the university professor to ridicule the Normal School and to belittle the academic content of Normal School education. There were, to be sure, good grounds for criticism. There are yet. But the universities discovered that the Normal Schools were nearest the heart of the people. They discovered that the people believed in specially prepared teachers. The change of front in the universities came rather suddenly. Now no university is so mediaeval in its policy as not to have within itself a "school of education" or a "teachers' college" or at least a "department of Pedagogy" in some form. It is seen that the institution which can "capture" and "run in" and "corral" the public school teachers, even during the summer months, is the one having means of access to the heart of the people. Hence Pedagogy has become one of the most attractive features in a popular university. Let the grumbling professor of the

old type deny this if he will. He doubtless dislikes it but the thing is with him and with us. It really obscures in a measure the old time professor who was not noticing the changes as they were going on.

In the middle west most of the universities have traveling agents called high school inspectors. Some of these inspectors are men of high type having knowledge of and sympathy with the public school system in its entirety; but no matter how broad and fair the inspector may be at the outset, the nature of the case tends powerfully to reduce him, in spite of himself, to a peripatetic functionary whose business it is: (1) So to modify the courses of instruction in the high schools as to serve distinctively the purpose of the university with a view to its enlargement; (2) To control the appointment of high school teachers; (3) To get into direct contact with members of the high school graduating classes.

Most of the universities have teachers' bureaus called "committees on positions and recommendations," or by some such title. Through such committees and inspectors the superintendents and school boards are indoctrinated with regard to the differentiation which shall be made among teachers in the various kinds of schools. I think no one should question the honest purposes of these committees and agents. Nevertheless I think they and we together should try to discover whither we are drifting and where we are likely to land. These committees and inspectors become propagandists. They can't help it. They are backed financially and otherwise by great resources. They publish in every possible way their doctrine. Consciously or unconsciously they are doing what they can to cramp and specialize the High Schools, to suppress and supplant the college and to hamper, restrict and undermine the Normal Schools whose highest function they now seek to transfer to the University. They would leave to the crippled and handicapped Normal Schools only the routine and so-

called training which constitute the lowest and poorest part of the professional preparation of teachers.

We hear it from many quarters outside of Missouri, (and now and then inside Missouri) that the Normal schools should confine themselves to dabbling superficially in a two years' TRAINING COURSE with a view to preparing elementary teachers; that if the Normal School should now and then carry a student so far along as to make a good high school teacher out of him, the result would be damaging to elementary schools, because it would be taking the energy of the Normal School away from the special and narrow service which is supposed to contribute exclusively to the good of the elementary schools. This university creed is fatally weak. Its effect would be to collect and concentrate the ambitious, capable, resourceful, prospective teachers in the Pedagogical department of the university or at least within the university, there to consume their energies in an alleged preparation for the work of teaching in high schools. This pernicious doctrine tends inevitably to weaken the elementary schools. It would send what might be called the "scrubs" among prospective teachers through a brief secondary school course and then from a short cut professional course into elementary schools. Along with all this the high school inspectors seek to induce school boards and superintendents to lavish money upon high school equipment and the salaries of high school teachers to the great detriment of the elementary schools and elementary teachers.

This Normal School along with several others in the Mississippi Valley will continue to prepare well, both academically and pedagogically, teachers for all sorts of public schools. The interpretation of the creed of the above mentioned committees and inspectors is that a half educated person will do pretty well to teach children up to and including the last day in the eighth grade but a fully educated person is necessary to teach children from and after the

first day in the high school. This is a vicious, false and misleading creed. It embodies the antiquated notion sometimes still heard of in rural districts that any cheap teacher will do for little children while a slightly better teacher is necessary for the larger children, etc., etc. Now the fact is that if we should tolerate anywhere in public schools a person who has taken a short cut to education, and who has narrow and limited resources, it is in departmental work in a high school, where a set scheme or plan may be followed and yet some things even in narrow channels be effectively done. But think of an ignorant, narrow and poorly equipped man or woman in the fifth, sixth, seventh or eighth grade! Think of the varied and immeasurable responsibilities! Who else in the whole world has need for greater resources? Where should scholarship be more extensive, intensive or sound? I venture to question the judgment of any one, any where, who does not agree that if any man or woman in the work of education should have a college education, it is the teacher in the elementary school. Already thoughtful men in elementary education and sympathetic ones in higher education realize that we are advancing backwards when we concentrate all our best energies on the upper end of the curriculum and leave the lower end of it to be cared for by poorly educated people who have simply been dosed with the nostrums and prescriptions of a short cut in a superficial Normal School.

Again, those who study elementary education are discovering that the salary of an elementary teacher ought to be about the same as the salary of a high school teacher and that we are retrograding whenever we increase the high school equipment to the curtailment of the elementary school equipment. Professors in the Pedagogy departments of the university tell us that high school teachers should have lived in a college atmosphere. In nearly the same breath they tell us that the elementary teacher should be made out of a youthful high school graduate by a few

months of so-called training in a Normal School. I take it that our friends in the University will some day learn a better creed, to the effect that if a college atmosphere is necessary to make a good teacher for any school, it is necessary to make a good teacher for every school, and then I venture to express the belief that the true college atmosphere is found at the present time in about a dozen of the ambitious Normal Schools of the Middle West. I think it should pervade them all.

The doctrine of this Normal School is that all Normal Schools should, as rapidly as conditions will permit, raise their standards until the academic content of Normal School education will include all that is good in a college education. We would have the Normal School graduates (and the University graduates who teach) distributed according to their adaptability, some of them teaching in rural schools, some of them in elementary graded schools, some in high schools and some in supervisory work. To this end all the Missouri Normal Schools, I believe, are struggling.

This Normal School practices what it preaches. Some of our recent graduates are going into rural schools; some, into graded village schools; some, into high schools; and some, into the responsibilities of supervisory work in several forms.

We support enthusiastically our own State University. We welcome as a companion agent for the preparation of teachers, the very good new Teachers' College in our University. If by honest effort the Teachers' College can set the pace in the field of pedagogical instruction, then the Normal Schools should rejoice and not get jealous. But this Normal School is not waiting for the Teachers' College or any other competing or co-operating agency to set the pace. We strive to be in the pace making business ourselves. We believe our sister Normal Schools of Missouri are equally ambitious and no doubt equally capable. We believe in a progressive, constructive policy. We do not

believe it is the function of the Normal School to cater very much to current demands and fashions or to sit in idle complacency when it has copied and commended and disseminated the practices and ideals of educational theorists, past and present. We believe the Normal School should seek to create ideals, to set up standards, to conduct experiments and to exemplify constructively the best attainable practices in school education.

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 First National Bank, north 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 a receipt for the incidental fee of the quarter.

How the Program is Made. When 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. When 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 in person or by proxy 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 Make Programs.

All members of the Faculty are to be in their rooms or about the President's Office from 8:00 to 12:00 a. m., and from 1:00 to 4:00 p. m., Tuesday, Sept. 10th, to participate in **making programs.**

It is expected that a large majority of the students will be in Kirksville and have **boarding house arrangements** completed **Saturday, Sept. 7th**, or at the latest **Monday, Sept. 9th.** Therefore a very large majority of students can have their programs completed on Tuesday and their books purchased ready for Wednesday's lessons.

During the day Tuesday, students may visit their prospective class rooms and find plainly stated on black boards or bulletin boards the lesson assignments and the lists of needed text-books.

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 **one day** we get ready to start all classes.

Beginning of Class Exercises.

Class work will begin at 8:20 a. m., Wednesday, Sept. 11.

The regular daily program elsewhere shown in this Bulletin will be followed all day Wednesday, Sept. 11th.

This School runs according to the program clock.

Notice particularly: Program making is to be attended to Tuesday and to be completed that day. One day is enough.

Notice again: It is human nature to put off things till the last moment. Therefore it will be best to get your program made and your books purchased on Tuesday.

Regular class work by the program will be going on **Wednesday, Sept. 11th.**

When to Enter.

The best time to enter classes is at the beginning of the school year, on Tuesday, September 10th. Notice particularly:

Programs should be made on **Tuesday, September 10th.** The President and members of the Faculty will be in the building all day for the purpose of making programs.

Students should notice particularly the division of the school year into quarters of twelve weeks each.

The **first quarter** begins **Tuesday, September 10th** and ends Friday, November 29th.

The **second quarter** begins **Monday, December 2nd** and ends Friday, March 6th.

For those teachers having **six months Fall and Winter schools** the division of time is especially convenient since new classes will be organized at the beginning of the Spring quarter, **Monday, March 9th.** The **third quarter**, or Spring quarter, begins **Monday, March 9th** and ends Wednesday, May 27th.

The **fourth quarter**, or **Summer School**, begins **Wednesday, June 3rd** and ends Thursday, August 20th. In the 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 Longenecker in her office on **Monday, September 9th** or **Tuesday, September 10th.** Practice School classes will be organized on Wednesday, September 11th. No tuition is charged.

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 the Form of Advanced Standing.

Grades obtained in the University and State Normal Schools of Missouri and those from members of the College Union are accredited by this Institution.

Grades from other reputable institutions are transferred to our records with as little alteration as possible.

By agreement of State Normal Schools the graduates of approved high schools of the first class are given credit for ten units of work; graduates of approved high schools of second class, seven units; graduates of approved high schools of third class, four units; and students who bring teachers' certificates are admitted to sub Normal and Preparatory classes without examination.

In endeavoring to carry out the above mentioned agreement, we do not use the old time and now generally discarded block system of just so many units in bulk. We try to discover and recognize the individual merits and strength of each student. This can't be done on the day

the student enters the Normal School. It can be done within a few months after he enters. The student is permitted to begin in each subject which he studies as near as possible to the point where he left off in some other school. A majority of students do not wish to do this in all subjects. Many of them know in what departments they are weak and in what they are strong. So wherever the student begins in a given subject, if he carries the subject with reasonable ease and does his work reasonably well, there is no trouble about his credits in the lower work done in the school from which he comes. While thus protecting and strengthening the student in all his preparatory courses, we find on an average that the sum total of credits works out in practical harmony with the conference rule above mentioned.

It can thus be seen that our **rules of classification** and **accrediting work** from other institutions are **quite flexible** so that we recognize not only the merits of each school from which a student comes, whether the same be approved or unapproved, but we also discover and give credit for the **merits of each student.**

Time Required to Graduate.

Some good students still seek graduation in the shortest possible time. Over valuation of degrees and diplomas continues to menace sound education. We are unable to announce in advance the exact time in which any student may secure a certificate or a diploma. We welcome the graduates of high schools, academies and other institutions. We attempt to deal fairly with every individual entering the Institution so that if possible every student as well as the Faculty will ultimately feel satisfied with the policy of the Institution. There is need to guard with great care the Normal School certificate and diploma so that there will be the smallest possible doubt as to the true status of any individual holding such documents.

Year by year the people and school boards become more

exacting in their demands as to what the Normal School graduate shall know and be able to do. Indeed a pretty large percentage of our students show no disposition to use haste in rushing through to the goal of graduation. Many good high school graduates attend one regular session of nine months in order to secure an elementary certificate and it is agreed that no high school graduate shall secure that certificate who does not attend at least two quarters of three months each. Several graduates of first class high schools are finishing our advanced course this year after attending this Normal School nine quarters of three months each. Some of these persons have attended consecutively for twenty-seven school months, i. e., for three summer schools of twelve weeks each and two regular sessions of nine months each; while there are some who have attended three regular sessions of nine months each.

It was agreed some three or four years ago by the Conference of Normal Schools that the minimum time in which any high school graduate should be permitted to secure a diploma for the advanced course should be two years. Those few high school graduates who undertake to secure the diploma in the minimum time are usually persons who have been more than ordinarily strong in their high school work and who have had some experience in teaching and attending institutes or other equivalent opportunities for advancement after graduation from the high school. On the whole, the tendency is towards thoroughness rather than haste. Doubtless the time is near at hand when all high school graduates on entreing a Normal School will lay their plans so as to give themselves a minimum of three years in which to graduate from the "Advanced Course." Then they will come out full and strong and the very best opportunities will be awaiting them in the public schools.

Many of our best students at the time of securing the diploma with the life certificate clause, have **surplus work to their credit.** At the time of going to press we have some

fifty or more students working in subjects above those required for the diploma just mentioned, i. e., they have work in the Junior Graduate and Senior Graduate years. These are the people who best represent the spirit and the efficiency of the Normal School. They are "staying in school just to learn something," and "to get power."

Debating Clubs and Literary Societies.

The Institution encourages that form of self activity and self government which is exemplified in literary societies and debating clubs. Among these are two general Literary Societies composed of young men and young women; also four men's Debating Clubs.

Heretofore no specific credit has been given for work in literary societies. Henceforth it is proposed to recognize the value of the Literary Societies and Debating Clubs to such extent that the work in the same will in reality be an integral part of the content of the Normal School Course. Next year this will be done in the following way:

All candidates for graduation will be expected to do regular and systematic work in Literary Societies or Debating Clubs or both; but a student who does not care to do or to offer such work may in lieu of the same offer one additional unit in some academic subject requiring preparation.

The Young Men's Christian Association.

The Y. M. C. A. of this school is an organization of both church members and non-church members carried on for the encouragement of manly conduct and the cultivation of the highest ideals of student life. To accomplish this purpose, it holds religious meetings each Sunday, conducts Bible Study and Mission Study classes and a Personal workers' class. In addition to this it offers a high class Lecture Course, including such well known characters as Gov. Hanly, J. Adam Bede, Gen. Z. T. Sweeney, Durno,



OFFICERS OF THE Y. M. C. A.

the Magician, Colonial Octette, and Kellogg Haines Concert Co.

At the beginning of each quarter the **Y. M. C. A. Reception Committees** meet both **day** and **night trains**. They will be glad to show new students their boarding house list and assist them in getting located. They make new students feel that they are among friends in Kirksville. All persons, who notify Mr. Guy Pence, secretary of Y. M. C. A. of the time of their arrival, will be met at the train and assisted in every way possible. All young men are invited to unite with the Y. M. C. A. and aid in the continuation of the present good order and high moral atmosphere in school circles.

The Young Women's Christian Association House.

The Young Women's Christian Association House is maintained for three purposes: 1. To enable worthy young women to secure board at actual cost. 2. To provide a home where Association Bible classes, receptions and other meetings may be held. 3. To provide an Association Home for the new local General Secretary, traveling state and national secretaries and other guests.

The House is a fourteen room frame dwelling, situated in the center of the city, half way between the public square and the Normal School campus. It is a modern dwelling having furnace heat, electric lights, hydrant water, toilet and bath rooms, and indeed all conveniences known to a modern residence.

The House will accommodate 22 girls, one of whom is enabled to work for her board. They pay \$55.00 per month for rent for the eleven school months in the year, the usual rates for light, water and fuel, and \$5.00 per week for a cook and housekeeper. The maximum cost of board in the House is \$2.50 per week and sometimes it runs even less than \$2.30.

There are 11 bed rooms in the House, a kitchen, dining



Y. W. C. A. Room.

room and sitting room. Each bedroom contains: 1. One double sanitary couch. 2. One rocking chair. 3. One straight chair. 4. One dresser or dressing table. 5. One study table. 6. One rug. 7. One closet or wardrobe. 8. Muslin sash curtains.

Each girl must provide for herself:—1. One pair blankets. 2. Two sheets. 3. Two pillow slips. 4. One couch cover. 5. Table napkins. 6. Towels.

The Association House has proven a decided success during the past three years, many applicants having to be turned away each quarter. The girls live well, having plain but wholesome and nutritious food. They in turn purchase the food and make out the weekly menu, gaining much valuable experience necessary to a modern education.

The House is a nucleus where the sober, ambitious, self supporting, aspiring young women enjoy a wholesome atmosphere in their student work, beautiful social life and many rare privileges which characterize the Young Women's Christian Association.

Miss Nancy Lee Swann, General Secretary of the Young Women's Christian Association of the Normal School, will have entire charge of the work of the Association, and live in the House and act as chaperon for the girls.

Applications for rooms should be made early and, with recommendations from pastors or other reliable persons, sent to Miss Elsie Kirk, Treasurer Y. W. C. A.

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, in 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 confidently believe the young men are healthier and stronger in body and more manly in appearance and conduct because of their course in Military Training. The new Gymnasium for men and the improved Athletic field give better facilities for this course than we have heretofore been able to offer. It is to be hoped that the cadet corps of the ensuing year will be large.

Systematic Gymnasium Work for Both Men and Women.

We call special attention to our facilities for systematic physical education. The men's gymnasium of ample size with running track, four large bath and dressing rooms, storage room, and office for Director, gives ample facilities for the daily training of about two hundred young men. The separate gymnasium with balcony, toilet room and three dressing rooms with baths, should afford physical education for at least two hundred young women daily.

It is also our purpose to give the children of the Practice School some daily work in the gymnasium; all the girls and the smaller boys, in the women's gymnasium under the director of gymnasium work for young women; the larger

boys, in the men's gymnasium under the director of gymnasium work 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. At all times the conduct of students must be such as becomes ladies and gentlemen. Attendance at questionable resorts and participation in questionable amusements and practices are strictly prohibited.

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 therefore 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.

Preparatory Course No. 1 is to be taken after the completion of the common school course as given in the eighth grade of public schools. It is composed largely of the so-called common school branches. It is sought to be made rather more intensive and extensive than work commonly done by freshmen and sophomores of high school age in typical high schools. It is especially serviceable for actual and prospective teachers in rural schools and other elementary schools. The majority of the students taking this course are older than typical freshmen and sophomores in high schools. They have maturity and great zeal. At the outset many of them are found to be slow and awkward so that the few high school freshmen and sophomores mixed in with them sometimes appear at an advantage; but the advantage is usually temporary.

Nothing done by the high school is discredited. Most of our Normal School instructors have taught in high schools. They have full sympathy with our co-adjutors, the high school teachers; but even the well advanced students in high schools have usually passed through the elementary school subjects during early adolescence. They, therefore, have secured only the child view or adolescent view of all these subjects. In the preparation of teachers therefore it is for the Normal School to see that the so-called "common school branches" and also the lower high school subjects are effectively studied from the standpoint of grown men and women. View the case as we may we are forced to the conclusion that the foundation for a good Normal School education can not be laid without including all of those subjects which are offered in our Preparatory Course No. 1. For students of sufficient maturity and definiteness of purpose, some elementary Pedagogy may be taken in connection with the more difficult subjects in this course.

Elective Courses.

All our courses leading to certificates and diplomas are in large part elective; but no student will be admitted to a course for which he is not believed to be well prepared; and courses are **elective in groups**, not by detached or unrelated subjects.

Every certificate and every diploma receives its name from the **major academic subject** taken by the student, this subject being presumably one for which the student has special taste or special adaptability. Every candidate for a diploma shall offer at least four units in the major academic subject. The Institution has grown into this system of Elective Courses as we have discovered the needs of our graduates and the demands which they must meet.

Constants.

Along with the fore-going statements it is well to keep in mind that certain subjects are constants, i. e., they must be offered by all students who are candidates for graduation. The constants are as follows: Every candidate for a diploma in an "Advanced Course" must offer:

- (1) From Preparatory Course No. 1, all the academic subjects requiring preparation 10 quarters.
- (2) From elementary drill subjects 6 quarters.
- (3) Psychology, Pedagogy and Practice Teaching 10 quarters.
- (4) In advance of and above Preparatory Course No. 1, at least the following:
 - (a) In English 3 units;
 - (b) In Mathematics 2 units;
 - (c) In Science 1 unit;
 - (d) In History 1 unit.

The foregoing are constants. For electives see tabular view and also recapitulation following same.

Every candidate for an Elementary Certificate must offer:

- (1) From Preparatory Course No. 1, all the academic subjects requiring preparation 10 quarters.
- (2) From elementary drill subjects 6 quarters.
- (3) Psychology, Pedagogy and Practice Teaching 4 quarters.
- (4) In advance of and above Preparatory Course No. 1, at least the following:
 - (a) In English 2 units;
 - (b) In Mathematics 1 unit.

The foregoing are constants. For electives see tabular view and also recapitulation following same.

Tabular View of Courses of Instruction.

Definition:—The term “1 quarter” means 12 consecutive weeks of 5 days each in one subject, recitation periods being 50 minutes in length and sciences having double periods.

Definition:—The term “1 unit” means 3 quarters or 9 months in one subject or in a series of related subjects within one department.

PREPARATORY COURSE NO. I.

I. Ten Quarters in the following academic subjects requiring preparation:

1. Arithmetical Analysis, 2 quarters; Civil Government2 quarters;
2. United States History, 2 quarters; Gram., Comp. & Lit. 2 quarters;
3. Physiology,1 quarter; High Sch. Alg.1 quarter.

II. Drill work or training in Vocal Music, Drawing, Manual Training2 quarters.

III. Gymnasium Work without credit1 quarter.

PREPARATORY COURSE NO. II.

I. At least Two Units from the following academic subjects requiring preparation:

1. Algebra, (2nd, 3rd and 4th quarters)1 unit;
2. Eng. and Am. Literature and Mythology, (3 quarters)1 unit;
3. Latin, (First Year Latin) or German1 unit.

II. Drill work or training in Vocal Music, Drawing, Manual Training, Military Tactics, Gymnasium Work, Reading and Voice Cultureat least 2 quarters.

FRESHMAN YEAR.

I. At least Three Units from the following academic subjects requiring preparation:

1. Plane Geom. (2 quarters) and Sol. Geom. (1 quarter)1 unit;
2. English and American Literature or Rhetoric1 unit;
3. Botany or Agriculture1 unit;
4. Ancient History1 unit;
5. Latin, (Cæsar)1 unit;
6. German1 unit.

II. Psychology, (Requiring Preparation)1 quarter.

III. Vocal Music, Drawing, Man. Tr., Mil. Tac., Gymnasium Work, Reading and Voice Cultureat least 2 quarters.

SOPHOMORE YEAR.

I. Three Units from the following academic subjects requiring preparation:

1. Geometry or Trigonometry and College Algebra1 unit;
2. Rhetoric or Literature1 unit;
3. Botany or Agriculture or Zoology or Physical Geography . . .1 unit;
4. Ancient History or Med. & Mod. Hist. or Am. Const. Hist. . . .1 unit;
5. Latin, (Cæsar or Cicero and Ovid)1 unit;
6. German1 unit.

II. Concrete Pedagogy and Philosophy of Teaching, (Requiring Preparation)2 quarters

III. Practice School Teaching, (Requiring Preparation).1 quarter.

JUNIOR YEAR.

I. Four Units from the following academic subjects requiring preparation:

1. Trig. & Col. Alg. or Col. Alg. & Analytics 1 unit;
 2. English and American Literature 1 unit;
 3. Zoology or Physical Geography or Chemistry or Physics 1 unit;
 4. Anc. Hist. or M. & M. Hist. or Eng Hist. or Am. C. Hist. 1 unit;
 5. Latin, (Cicero and Ovid or Sallust and Vergil) 1 unit;
 6. German or French 1 unit;
 7. Library Work 1 unit.
- II. General Pedagogy, (Requiring Preparation) 1 quarter.

SENIOR YEAR.

I. At least Two Units from the following academic subjects requiring preparation:

1. Trig. & Col. Alg. or Col. Alg. & Analytics or Analytics & Calculus or Surveying 1 unit;
 2. English Literature 1 unit;
 3. Chemistry or Physics 1 unit;
 4. Anc. Hist. or Med. & Mod. Hist. or Eng. Hist. or Am. Const. Hist. or 18th & 19th Century History 1 unit;
 5. Latin, (Sallust and Vergil or Livy and Horace) 1 unit;
 6. German or French 1 unit;
 7. Library Work 1 unit.
- II. History of Education (Requiring Preparation) . . . 2 quarters.
- III. School Administration (Requiring Preparation) . . . 1 quarter.
- IV. Practice School (Requiring Preparation) . . 2 quarters.

JUNIOR GRADUATE YEAR.

Four Units from the following:

1. Col. Alg. & Analytics or Analytics & Calculus or Surveying . . 1 unit;
2. Elizabethan Lit., Shakespeare, Argumentative Discourse, 19th Century Literature 1 unit;
3. Latin, (Livy and Horace) or German or French 1 unit;
4. Med. & Mod. Hist., Eng. Hist., Am. Const. Hist., or 18th & 19th Century History 1 unit;
5. Organic Chemistry or General Inorganic Chemistry or General Descriptive Physics or Biology 1 unit;
6. Library Work 1 unit;
7. History and Philosophy of Education 1 unit.

SENIOR GRADUATE YEAR.

Four Units from the following:

1. Adv. Col. Alg. & Analytics or Analytics & Calc. or Surveying 1 unit;
2. Latin, (Seneca and Juvenal) or German or French 1 unit;
3. Eng. Hist., Am. Const. Hist., or 18th & 19th Cent. Hist. 1 unit;
4. Physical Chem. or Gen. Des. Physics or Adv. Biology 1 unit;
5. Library Work 1 unit;
6. Elective Professional Work (for Specialization) 1 unit.

Certificates and Diplomas.

RECAPITULATION.

The law provides for the issuance of an "Elementary Certificate" authorizing the holder to teach in any county of the State for a period of two years. A candidate for this certificate is required to offer the following:

1. In Preparatory Course No. 1, all the academic subjects requiring preparation.....10 quarters.
2. In advance of and above Preparatory Course No. 1, at least 7 units in academic subjects requiring preparation...7 units.
3. In subjects not requiring preparation, such as Elementary Drawing, Elementary Music, Manual Training, etc.....6 quarters
4. In Psychology.....1 quarter;
In Concrete Pedagogy and Philosophy of Teaching.....2 quarters;
Of successful Practice Teaching.....1 quarter.

The law provides for the issuance of a diploma to those who complete the "Advanced Course." This diploma authorizes the holder to teach in any county of Missouri during life or until the diploma is revoked for cause. Candidates for this diploma are required to offer the following:

- 1 In Preparatory Course No. 1, all the academic subjects requiring preparation.....10 quarters.
2. In advance of and above Preparatory Course No. 1, at least 14 units in academic subjects requiring preparation...14 units.
3. Drill work or training in subjects not requiring preparation (the same as in the Elementary Certificate)...6 quarters.
4. Pedagogic subjects requiring preparation:
Psychology.....1 quarter;
Concrete Pedagogy and Philosophy of Teaching.....2 quarters;
General Pedagogy.....1 quarter;
History of Education.....2 quarters;
Administration.....1 quarter;
Successful Practice Teaching.....3 quarters.

A candidate for the degree Master of Pedagogy shall do the equivalent of one year's resident student work, including the following:

1. In academic subjects from graduate courses.....3 units.
Elective Pedagogical work, (Requiring Preparation).....1 unit.

A candidate for the degree Bachelor of Arts shall offer from graduate courses the following:

1. In extension of or in relation to major and minor academic subjects already completed.....at least 8 units.

The Institution will encourage as much as possible work in Literary Societies and Debating Clubs and offer as good facilities as possible for the same; but a candidate for the Elementary Certificate who can not offer three quarters of successful practice in such Literary Societies or Debating Clubs (meeting once a week) may in lieu of the same

offer one additional academic unit requiring preparation; and a candidate for a diploma who can not offer six quarters of such practice in Literary Societies or Debating Clubs may also offer in lieu of the same one additional unit in an academic subject requiring preparation.

ILLUSTRATIONS OF ELECTIVE COURSES.

Doubtless the plan of graduation will be better understood by the inspection of a few examples taken from recent graduating classes. By reference to page 39 the constants will doubtless be understood.

The constants are offered by all candidates for graduation.

Mr. G. E., a candidate for an Elementary Certificate, offered the following:

In academic subjects from Prep. Course No. 1	11 quarters;
Vocal Music	3 quarters;
Drawing	2 quarters;
Manual Training	2 quarters;
Gymnasium Work	1 quarter;
Pedagogy and Practice Teaching	5 quarters;

In academic subjects above Preparatory Course No. 1, the following:

English	2 & 2-3 units;
Latin	2 units;
Zoology	1 unit;
Physical Geography	1 unit;
History	1 & 1-3 units;
Mathematics	1 & 2-3 units.

It should be understood that fractional units are not counted for graduation. In the above given list of units only the integral units count, so that the candidate can claim credit for only eight of such units; but the fractional units are recorded and this student knows that he has a sum total of 9 2-3 units which will count towards graduation if at a future time he can offer such fractional units as will complete the fractional units here offered so that they will become integral units.

Mr. G. H., a candidate for the Elementary Certificate, has the required work and some to spare in Pedagogy, Practice School, Drills and Preparatory Course No. 1. He offers additional academic subjects as follows:

History	3 units;
English	2 units;
Science	1 unit;
Mathematics	1 unit.

Miss G. M., offers the full requirements as to Drills, Preparatory Course No. 1, and Pedagogy and Practice Teaching; and additional subjects as follows:

English.....	2 & 2-3 units;
History.....	2 & 1-3 units;
Mathematics.....	2 units;
Latin.....	2 units;

The illustrations show that comparatively few people get certificates by minimum amounts of work. Nearly all students have some credits to spare either integral or fractional.

Mr. O. B. offers:

In academic subjects from Prep. Course No. 1.....	10 quarters.
Drills.....	9 quarters.
Pedagogy and Practice Teaching.....	7 quarters.

From academic subjects above Preparatory Course No. 1 the following:

Mathematics.....	4 units.
Science.....	3 units.
English.....	2 units.
History.....	1 unit.

This candidate is making a specialty of Mathematics and of course has some surplus units not required for the Elementary Certificate.

Miss M. B. was a candidate for a diploma in the "Advanced Course" having Science as her major. She offers:

In academic subjects from Prep. Course No. 1.....	10 quarters;
Reading.....	2 quarters;
Drawing.....	3 quarters;
Manual Training.....	3 quarters;
Gymnasium Work.....	2 quarters;
Pedagogy and Practice Teaching.....	10 quarters.

She offers additional subjects as follows:

Physics.....	1 unit;
Chemistry.....	1 unit;
Biology.....	2 units;
English.....	3 units;
Mathematics.....	3 units;
Latin.....	3 units;
History.....	1 unit.

This candidate offers no surplus credits excepting in the drill subjects.

Miss E. C., a candidate for a diploma with History as her major, offered the following:

In academic subjects from Prep. Course No. 1.....10 quarters;
Music.....4 quarters;
Drawing.....1 quarter;
Manual Training.....1 quarter;
Gymnasium Work.....1 quarter;
Pedagogy and Practice Teaching.....10 quarters.

In addition to the foregoing, she offers the following:

History.....5 units;
English.....4 units;
Chemistry.....2 units;
Physics.....1 unit;
German.....2 units.

Mr. W. G. S. offers:

In academic subjects from Prep. Course No. 1.....10 quarters;
Drills.....8 quarters;
Pedagogy and Practice Teaching.....14 quarters.

In addition to the foregoing he offers:

From Science.....6 units;
English.....3 units;
Mathematics.....3 units;
Latin.....2 units;
History.....2 units.

Mr. E. B., candidate for degree Master of Pedagogy, offers a sum total as follows:

In academic subjects from Prep. Course No. 1.....10 quarters;
Drills.....6 quarters;
Pedagogy and Practice Teaching.....10 quarters.

As majors he offers both Mathematics and Science. He offers:

From Agriculture.....1 unit;
Zoology.....1 unit;
Chemistry.....3 units;
Physics.....1 unit;
Mathematics.....5 & 1-3 units;
English.....3 & 1-3 units;
Latin.....3 units;
History.....2 units;
Library Work.....1 unit.

His work in both Mathematics and Science has included much work and instruction with a special view to his preparation for teaching these subjects. It will therefore be seen that he is entitled to the advanced degree and that he has almost enough surplus work to entitle him to the degree Bachelor of Science by the standard of colleges.

Mr. T. A. graduated in an Advanced Latin Course two years ago having met all the Pedagogical requirements and those of the drills and preparatory courses and having offered additional subjects as follows:

Latin.....	5 units;
English.....	3 units;
Mathematics.....	3 units;
History.....	3 units;
Science.....	2 units.

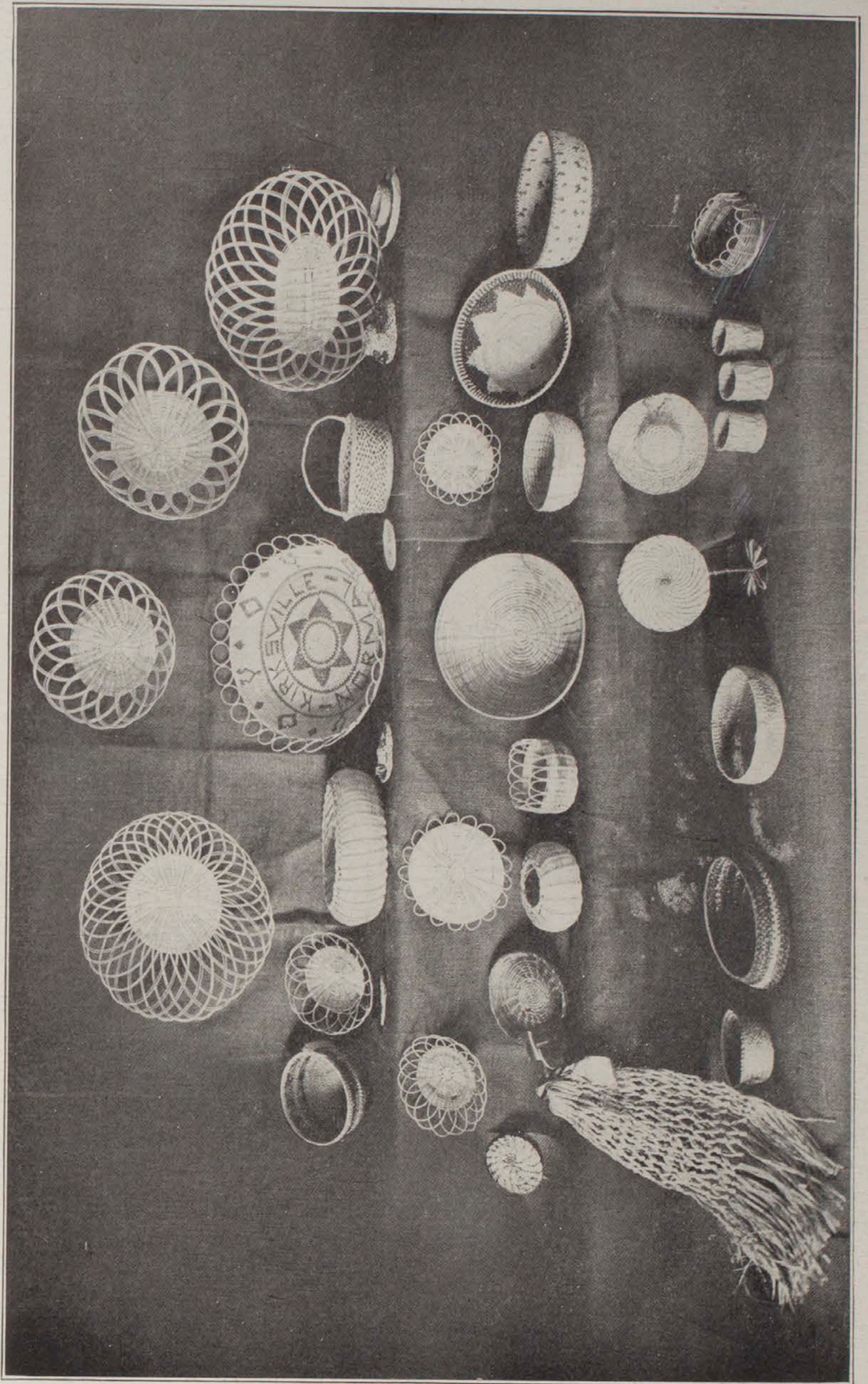
By spring and summer school work this candidate has done advanced work until his total academic credits above Preparatory Work are as follows:

Latin.....	5 ½ units;
English.....	4 units;
Mathematics.....	3 units;
History.....	3 units;
Science.....	3 units;
French.....	1 ½ units;
Greek.....	1 unit;
Library Work.....	½ unit.

He has also taught successfully as a school principal for two years. He is entitled to the degree Master of Pedagogy and has several units of academic work to spare. He will enter the State University in September.

The question may be asked why credits are stated by quarters and by units. The reasons are as follows: It is nearly impossible to give the work in Pedagogies and in the elementary phases of Music, Drawing and such subjects in greater amounts than by quarters of twelve weeks each; but in all the higher academic subjects it is easy to organize the subjects by units that cover nine months each.

There seems to be a tendency, especially under elective systems, to chop up the subjects into small portions and to change about frequently from subject to subject according to temporary convenience or whim. By holding tenaciously to a system of large units it is thought that we secure better tone and consistency in the mentality of the students and avoid the superficiality of shallow dips into many subjects.



BASKETRY.

Daily Program, First Quarter, September 10 to November 29, 1907.

TEACHER	ROOM	FIRST PERIOD 8:20-9:05	SECOND PERIOD 9:05-9:55	THIRD PERIOD 10:20-11:05	FOURTH PERIOD 11:05-11:55	FIFTH PERIOD 12:55-1:40	SIXTH PERIOD 1:40-2:30	SEVENTH PERIOD 2:30-3:20
B. P. Gentry	17B	Lat. 2 qr.	Lat. 1 qr.	Cæ. 1 qr.			Cic. 1 qr.	Livy
J. Jennie Green	19B		Cæ. 2 qr.	Lat. 1 qr.	Lat. 3 qr.	Cæ. 1 qr.	Sallust 1 qr.	
J. W. Heyd	12A	German 1 qr.	German 2 qr.	German 3 yr.	Conv.-Comp.			
J. T. Vaughn	21B		Am. C. Hist. 2 qr.	U. S. Hist. 2 qr.			Am. Hist.	Am. C. Hist. 1 qr.
Eugene Fair	20B	Greek Hist.	O. Hist.		O. Hist.	Anc. Life	Civ. Gov. 12B	
E. M. Violette	20B		18&19 C. Hist. 4B	Rom. Hist.			Eng. Hist. 1 qr.	M. & M. H. 1 qr.
W. A. Lewis	9C	Jun. Chem. 1 qr.		Gen. Inorg. Chem. 1 qr. 2 yr.		Jun. Chem. 2 or 3 qr.		
J. S. Stokes	5B	Physics 2 qr.		Sen. Physics 1 qr.		Phys. Geog.		
L. S. Daugherty	2C	Soph. Zool.		Physiol.	Physiol.	Soph. Zool.		
Carrie R. Jackson	15B	Agri. 1 qr.		Prac. Sch. Sci.		Botany & Agri.		
H. Clay Harvey	14B		Pl. Geom 1 qr.		Alg. 3 qr.		Analytics	
Mr. _____	16B	Alg. 1 qr.		Pl. Geom. 2 qr.		Col. Alg. 1 qr.	Alg. 2 qr.	Sol. Geom.
W. H. Zeigel	12B	Arith. 1 qr.	Arith. 3 qr.	Alg. 1 qr.	Alg. 4 qr.	Trig. 1 qr.		
A. P. Settle	23C	Sen. Eng. 1 qr.		Jun. Eng. 1 qr.			Eng. 3qr. (Myth)	Arg. Discourse
Minnie Brashear	27C	Rhet. 2 qr.	Adv. Gram.		Lit. 2 qr.	Gram. & Comp.	Rhet. 3 qr.	
E. R. Barrett	25C	Lit. 1 qr.	Lit. 1 qr.		Rhet. 1 qr.	Rhet. 1 qr.		Adv. Gram.

D. R. Gebhart	12C	Hist. & Biog.	Harmony	Voc. Mus. 3 qr.	Pr. Sch. Mus.		Voc. Mus. 2 qr.	
Walter Bacon	16C			Theory Adv. Mus.	Ind'v'l Lessons			Ind'v'l Lessons
A. Otterson		Arith. 25B		Voc. Mus. 1qr.	Civ. Gov. 17B		U. S. H. 1 qr. 12B	
Margaret T. Linton	33A	R. & V. C. 1 qr.	R. & V. C. 3 qr.	Ph. Ed.	Ph. Ed.		R. & V. C. 2 qr.	Phys. Ed.
O. C. Bell	2A				Gym. Work	Pr. Sch.	Gym. Wk.	Gym. Wk.
A. D. Towne	11C	Mech. Dr.	M. Tr.	M. Tr.	M. Tr.	M. Tr.	M. Tr.	
Cora A. Reid	30C	Dr. 2 & 3 qr.	Dr. 3 & 4 qr.	Dr. in Pr. Sch.	Dr. in Pr. Sch.	Dr. 1 qr.	Dr. 1 qr.	
O. A. Parrish	26C	Lib	Lib.	Lib.	Lib. Inst	Lib. Inst.	Lib	Lib.
Charles Banks	33C	Lib.	Lib.	Lib.	Lib.	Lib.	Lib.	Lib.
Roberta Jones	33C	Lib.	Lib.	Lib.	Lib.	Lib.	Lib.	Lib.
J. D. Wilson	27B	El. Psych.	Ph. T.	Ph. T.		Tr. Sch. Latin		
A. B. Warner	25B				Jun. Ped.	Gen. Ped.	Hist. Ed. 1 qr.	
Miss Longenecker	26B	Tr. Sch.	Conc. Ped.	Conc. Ped.	Tr. Sch.	Tr. Sch.	Tr. Sch.	
Laura Doolittle		Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.	
		Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.	
M. Olive Greer		Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.	El. M. Tr.	El. M. Tr.	
Sarah Pepper	25A	Kgn.	Kgn.	Kgn.	Kgn.	Kgn. Theory		

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.

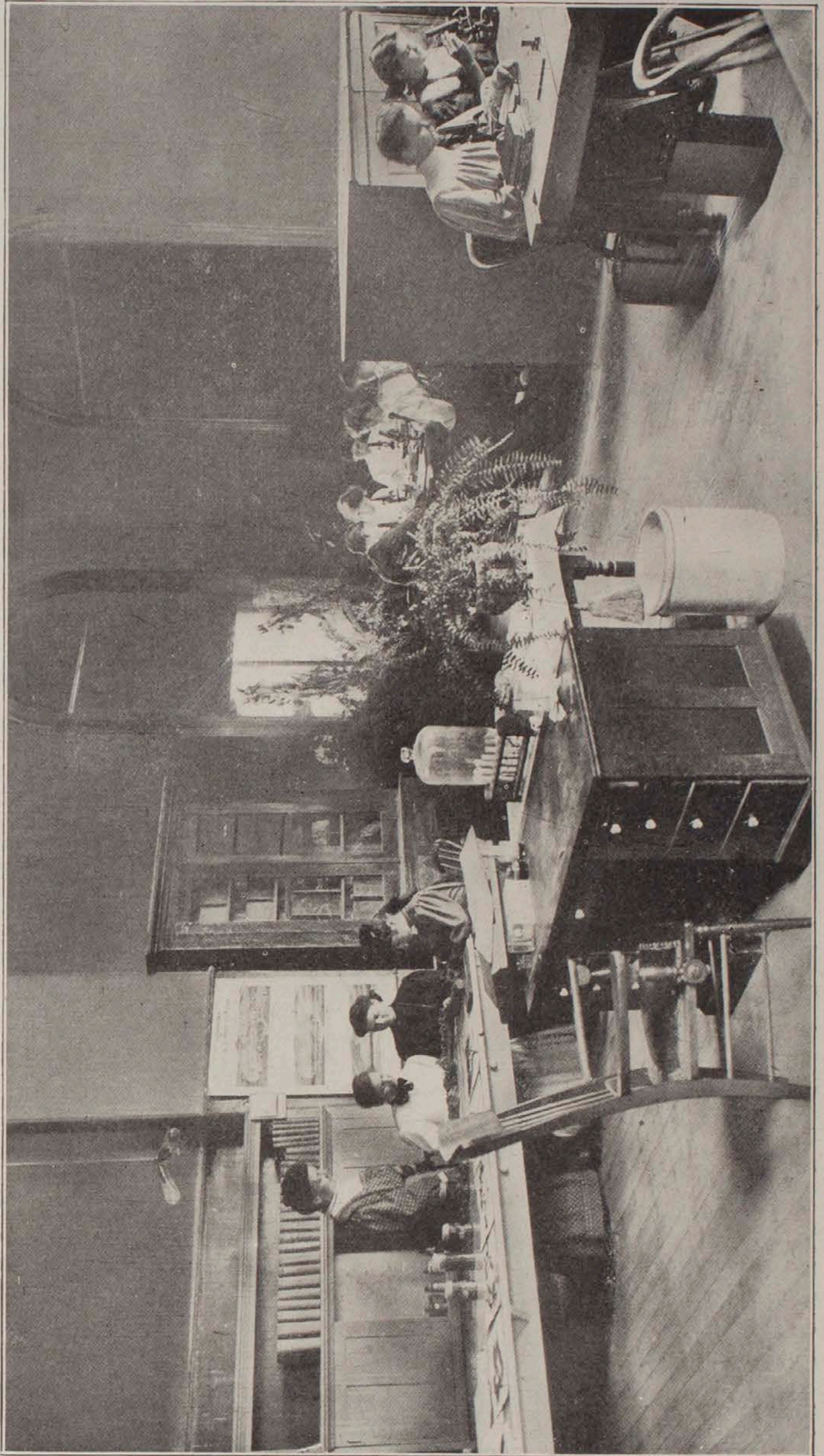
II. Botany.

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.



AGRICULTURE.

ART.

MISS REID.

FALL QUARTER.

Drawing from Fall botanical specimens: grasses, fruits, vegetables and flowers.

- (a) Landscape or out-of-doors sketching.
- (b) Mediums used: Charcoal, water color, crayon.
- (c) History of Art; Study of Painting; Departments; Modes; Elements.

WINTER QUARTER.

(a) Antique, chiefly charcoal practice from antique fragments in outline and general light and shade.

(b) Design. The object is to educate students to work in practical design. It embraces the study of historical ornaments, practice in drawing and water color, the study of the theory of design and exercises in original designs for wall paper, rugs, book covers, interior decoration, carpets and decorative work of all kinds.

SPRING QUARTER.

(a) Still Life. The representation and arrangement of objects including studies of vegetables, dead game, furniture and other common objects, to find beauty in common things.

(b) Illustrating. The class devotes a certain proportion of its time to the study of processes of pictorial reproduction. The subject taken up in class includes the study of historical costumes, character sketching etc. Technical practice is provided for by daily instruction in the use of pen and ink, pencil, wash, monochrome and other mediums.

(c) Spring botanical specimens.

(d) History of Art, Sculpture, Historic ornaments.

A course of lectures on drawing. The thought to be presented is the placing of the drawing in the different grades of the public schools and the correlation of it with other subjects.

Students having one year's work, will be given advanced work during the different quarters in harmony with the above stated plan.

SUMMER QUARTER.

(a) Botanical specimens, grasses, fruits, flowers and such.

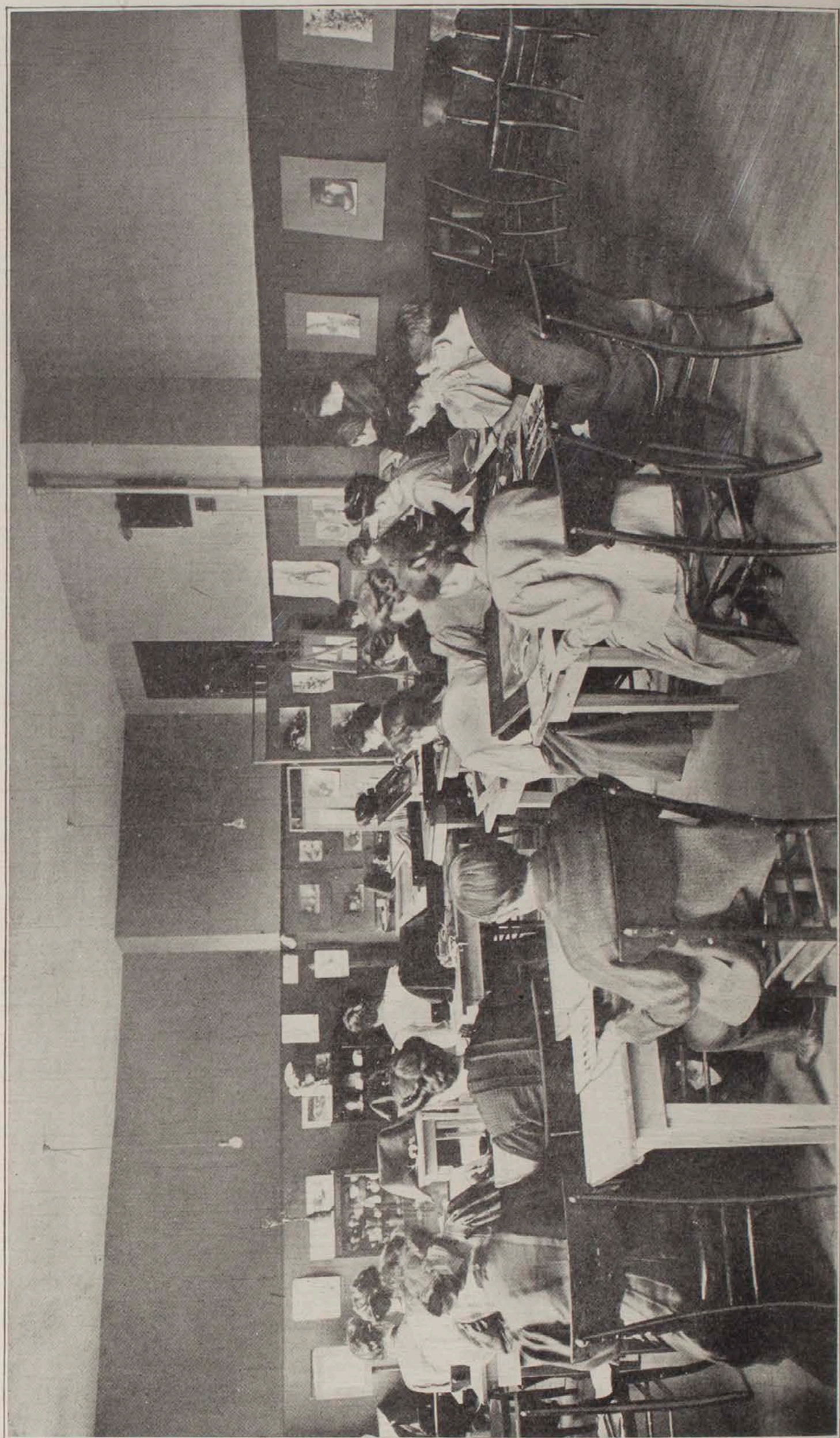
(b) Designs: Using botanical specimens or nature as a source of design.

(c) Character sketching.

(d) Landscape or out-of-doors sketching.

(e) Mediums used for the quarter: Charcoal, water color, crayon.

(f) History of Art, painters and painting; pictorial ideas; styles and execution. A full course is provided which prepares teachers to be supervisors in Drawing.



ART DEPARTMENT AS IT IS.

CHEMISTRY.

MR. LEWIS.

COURSE 1.—EXPERIMENTAL INORGANIC CHEMISTRY.

First Quarter.—Simple experiments illustrating physical and chemical changes. The difference between compounds and mixtures. The work leads to the study of our most common compound, water. The elements of this compound are carefully studied, weighed and compared. Much emphasis is placed upon the exactness of the science of Chemistry. Special attention is given to the study of the laws of Boyle and Charles. Quantitative experiments with air, the manufacture and uses of liquid air. Nitrogen and its compounds with special reference to refrigerating plants.

Second Quarter.—The halogen group, A comparison of the chemical activity, Value as antiseptic agents, Value as bleaching agents. Bases-acids-salts,—Meaning of terms, composition and comparison.

Carbon—Use,—Fractional and destructive distillation, The manufacture of illuminating gas and the by-products. The carbon crystal. Proof of the “Laws of Definite Proportions.”

Sulphur—Its compounds, Sources of supply, The manufacture of sulphuric acid.

Phosphorus—Its compounds, Sources of supply, Uses as a fertilizer.

Third Quarter.—The alkali metals, Solution tests made by titration, Special work in the Le Blanc and Solvay process, Purification of salt. The alkaline earth metals, Special tests, Commercial value, The manufacture of glass.

The remaining metals are studied in the order of their grouping with special reference given to the commercial value of copper and silver. Aluminum and its use in baking powder, Lead and the manufacture of paints, Iron and the Bessemer process. Special work in manganese and chromium as assaying agents.

First Quarter's work repeated third quarter.

Second Quarter's work repeated fourth and first quarters.

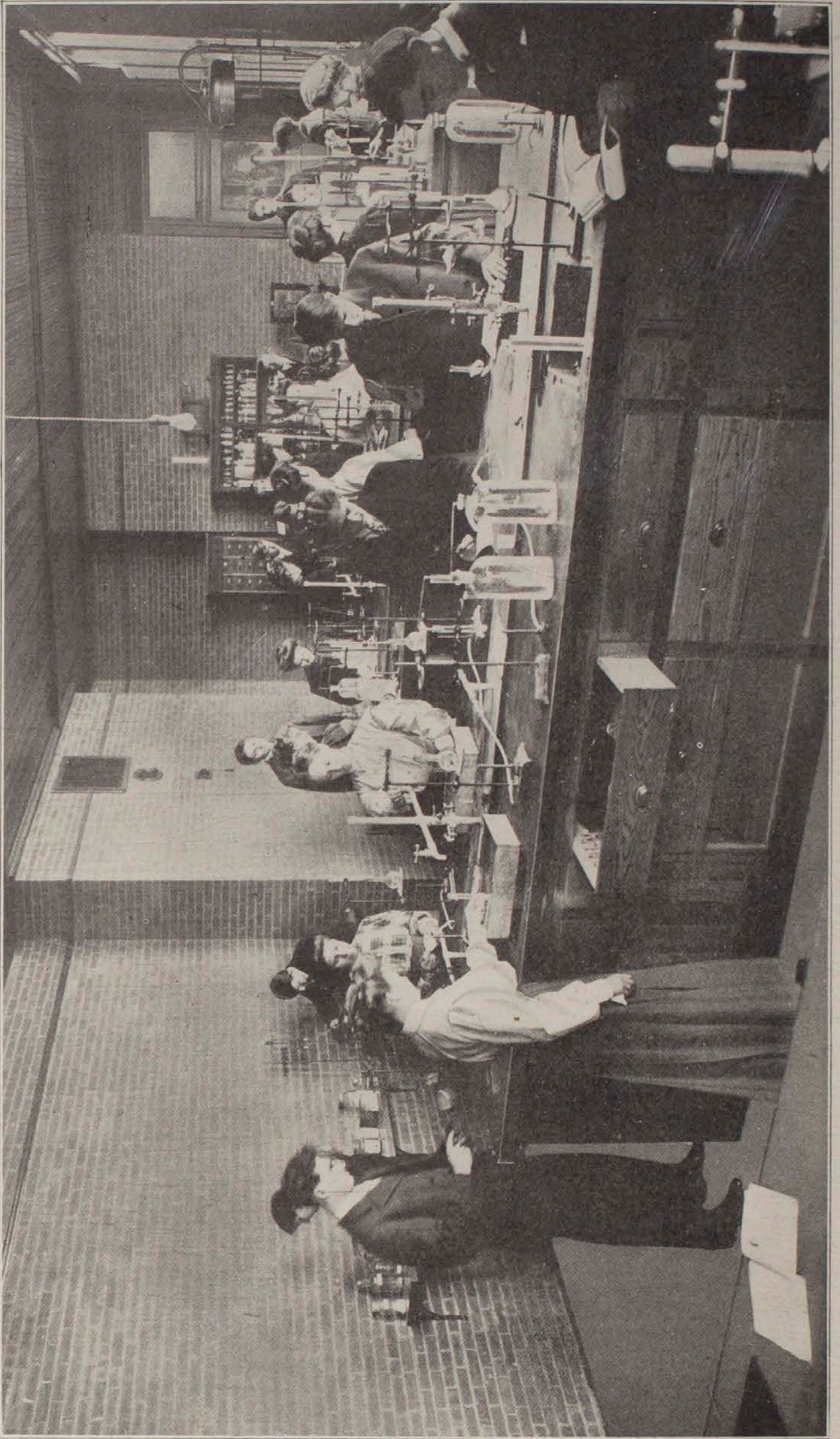
Third Quarter's work repeated second quarter.

This course is designed to meet the demands of the High School students and those desiring an elementary knowledge of Chemistry. The student gives two consecutive periods per day to Chemistry. The work in the laboratory and lecture room is so divided that the student is in the actual experimental work of Chemistry from two-fifths to three-fifths of the time.

Text: Peters's Modern Chemistry and Laboratory Experiments.

COURSE 2.—GENERAL INORGANIC CHEMISTRY.

By consulting Course 1 the student will be able to determine the exact order of the work and the amount covered each quarter. The



CHEMISTRY CLASS ON DUTY

work in this Course will embrace much of the mathematics of Chemistry. The quantitative as well as the qualitative consideration of the elements and their compounds. Much work in volumetric analysis will be given. The student will investigate for himself the reasons underlying the arrangement or grouping of the elements, and he will be required to work out the scheme of qualitative and quantitative analysis. Extensive and thorough work in volumetric assaying. Determinations of nitrogen, quantitative analysis of soluble matter in waters, etc.

This work will be supplemented by frequent references, in the library, to the historical development of Chemistry. A Thesis on a given subject will be required of each student each quarter.

Course 2 is for those who want more than a working knowledge of Chemistry and is open to those having had Course 1 or its equivalent.

Text: Newth's Inorganic Chemistry.

COURSE 3.—ORGANIC CHEMISTRY.

The work in Organic Chemistry presupposes a good working knowledge of Inorganic Chemistry. The student manufactures, in the laboratory, one, often two or three, compounds typical of each group or series. The product thus made is studied as to its character, its fusing point, its boiling point, its color, density, odor, taste, combustibility, solubility, uses, and its commercial value. The Course is divided into three quarters. The division is based on Remsen's Chemistry and Orndorff's Manual.

First Quarter.—Begins with the study of the "Structural Formula," takes up the "Marsh Gas" series and considers the Halogen and oxygen derivatives of this series.

Second Quarter.—The "Marsh Gas" series is taken up with chapter 5 and continued to chapter 11.

Third Quarter.—This quarter's work begins with the Carbohydrates, chapter 11, and finishes the book.

The student is required to devote two consecutive periods per day to this work.

Text: Remsen's Organic Chemistry and Orndorff's Manual.

ENGLISH.

1. Grammar.

a. An elementary course for those who have not taken the subject very much, or who feel the necessity of foundation work.

b. A continuation of work begun in a.

c. An advanced course for teachers, for those who need a thorough review, and for carrying forward work by those who seemed to lack strength and ability in a and b. This course is recommended for those who need to make acceptable grades for Elementary Certificates.

Grammar grades are required of all candidates for certificates or

diplomas, and they must be made here by study or examination, or brought from an accredited high school; grades from rural schools, from county certificates, and from "the grades" of town schools will not be accepted.

Text: Allen and Hawkins. Library references: Gowdy, Longman, Baskerville and Sewell, and Buelebr's "Practical Exercises in English." a and b will be given each quarter; c will be given in the third and fourth quarters only.

2. English and American Literature and Mythology.

a. American and English Classics from McNeill and Lynch's "Introductory Lessons in English Literature," with composition based on these.

b. A continuation of the study as in a, the book being completed and other supplementary classics used. Practice in composition will be emphasized.

c. Mythology, supplemented by classics from Greek, Roman, and English Literature, and by composition.

Text: Guerber's "Myths of Greece and Rome."

a, b, and c will be given every quarter.

3. Composition and Rhetoric.

a. Elementary and foundation principles studied, with frequent practice on board and paper; private and class criticism.

b. The work continued through the more difficult applications of principles. The ground of the text-book should be covered this quarter, and library reference books should be freely used for supplement and comparison.

c. An advanced course, with text-books merely for reference. Practical and extensive work in composition and criticism, supplemented by critical study of literary masterpieces.

In each of these quarters, literature will be regularly used as a basis for work.

Text: Brooks and Hubbard's "Composition—Rhetoric," with library reference books.

Pupils from village and town schools having only eight or nine months of Rhetoric and Composition will be given credit for two quarters only, and for that only when they have taken a third satisfactorily.

Classes in a, b, and c will be maintained each quarter.

4. English Literature in Outline.

This gives a general view of the field in two quarters.

a. From the earliest period to the close of the seventeenth century. (First quarter.)

b. Literature of the eighteenth and nineteenth centuries.

Much reading will be prescribed and more suggested or recommend-

ed. The reading will be, in general, broad rather than closely critical. Frequent oral and written reports will be made.

Text: Simonds's English Literature as guide, the library furnishing most of the reading.

5. Literary History of America.

a. The early or formative periods. Chapters I to V of Abernethy's American Literature. Special study upon the following, with critical work upon their productions: Franklin, Irving, Bryant, Cooper, Emerson, Hawthorne, Webster, Whittier, Poe. (Third Quarter.)

b. The remainder of our literary history.

Abernethy's Literature from Chapter VI. (Fourth quarter.)

The library is supplied with supplementary texts and critical works, besides much of the literature needed. The author is to be studied in his works.

Courses 4 and 5 are suitable for Juniors, but may be taken by any pupils above sophomores, if they have not already had similar courses.

Neither 4 nor 5 is repeated during the year.

6. English Language and Literature.

In the four quarters of this course the study will be concentrated and critical. It will be well suited to Seniors and those doing post-graduate work.

a. Development of the English Nationality, Language, and Literature to the Elizabethan age. Special emphasis will be placed on the history of our language, and its forms and elements at different periods, and on the language and literature of the Age of Chaucer, with Chaucer as a central study.

Text: Lounsbury's History of the English Language, supplemented by classics and library. Given first quarter.

b. The Elizabethan Age. (Second quarter.) Prose, non-Dramatic Poetry, Rise of the Drama; Shakespeare, with a critical study of two or three plays.

Texts: Special classics and library books.

c. Eighteenth Century Prose. Special study upon Political Pamphleteering, Periodical Essays, Rise of the English Novel, and other forms of prose that have become permanent and influential. Special Texts. (Third quarter.)

d. Tennyson. Most of Tennyson's poems will be read, and several of the most important will be studied critically. (Fourth quarter.)

Texts: A copy of the author's works and a few annotated editions of special poems.

a may be repeated, if desired in summer school.

7. Fifth Year Electives.

These electives may, with certain restrictions, be counted for a part

of the regular Senior or Junior requirements.

a. Poetry: its forms, purposes, peculiarities, and technicalities; reading and study of various types. No text required. (First quarter.)

b. Argumentative Discourse: Principles of Debating, McEwan's "Essentials of Argumentation," and masterpieces.

c. "College Entrance Requirements," and how to study and teach them. Selected from the adopted list.

d. Fiction: its types, purposes, methods, etc. Reading and analysis of some great masterpieces. No text required.

Remarks:—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.

Every full Latin Course for the Senior Diploma must have another year of Literature, preferably Course 6; but for sufficient reasons, work from course 4, 5, or 7 may be substituted.

For a Senior Diploma in an 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; while those coming from other schools must do here at least two quarters of English.

Fragmentary work is not acceptable; that is, work of a few weeks at a time will not be put together to count for a quarter; nor can a quarter's record be given unless all the work is done, and in a connected or consecutive manner.

GERMAN.

MR. HEYD.

I. First Year.

a. First quarter: Requirements—same as beginning Latin. Special emphasis is placed upon accurate pronunciation, the mastery of inflections, idioms, and the simple fundamental grammatical constructions; upon word-formation, and the English-German cognates; and upon the training of the eye and ear by means of dictation exercise. The comparative method is used.

Texts: Joynes-Meissner's "German Grammar" and Seeligmann's "Altes and Nenes."

b. Second quarter: Continuation of (a). Storm's "Immensee" and Hillern's "Hoher als die Kirche" are read.

c. Third quarter: Schiller's "Wilhelm Tell" is read.

II. Second Year.

a. Conversation and composition course. The material for this course is taken from Hoelzel's "Wandbilder" a series of eight pictures upon which almost every phase of life is represented. Wallenstein's "Konversationsunterricht im Deutschen" is used as a guide. Conducted in German. Free composition forms an important part of this course. Syntax is emphasized.

b. and c. In these two quarters, representative German novels and dramas are read and composition is continued. As much of the instruction and recitation as possible is given in German. The past year Meyer's "Das Amulet," Otto Ernst's "Flachsmann als Erzieher," Fouque's "Undine" and Goethe's "Herman und Dorothea" were read in the second year classes. Similar works will be read the coming year.

III. Advanced Reading Course. Such work as Keller's "Dietergen," Thiergen's "Am Deutschen Herde," Freytag's "Dr. Luther," and similar works are read with free composition based upon the reading matter.

IV. Schiller Course. This is a course in Schiller's works and life. His dramas and poems are read, supplemented by lectures by the instructor and papers by students, as much as possible in German.

V. Goethe Course. Goethe's dramas and poems are read. Goethe's position in, and influence upon German literature with special reference to the "Storm and Stress" movement, compared with similar movements in other countries will be treated in lectures by the instructor and papers by the members of the class. Conducted entirely in German. To be offered when asked for by qualified students.

The past year a student's German Club has been organized and will be a regular feature in the future. The purpose is to give the students the opportunity of hearing and using the German language. It will be a very helpful supplement to all courses above and including the conversation course.

FRENCH.

Requirements—two years' work in German, Latin or other foreign language. Classes will be organized whenever a sufficient number of capable students ask for it.



THE GERMAN CLUB.

AMERICAN HISTORY AND GOVERNMENT.

MR. VAUGHN AND MR. FAIR.

1. U. S. History.

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

b. History of the U. S. under the Constitution.

a and b will be repeated in the spring and summer quarters.

Students taking these courses will be required to do considerable supplementary reading, such as The Epoch Series; The American History Series; Fiske's Works on Colonial History, etc.

Text: Fiske.

2. Civil Government.

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

b. The Constitution of the United States. a and b will be repeated in the spring and summer quarters. The government of the colonies will be studied incidentally; references to the library will be made for that purpose.

Text: James and Sanford.

3. American Constitutional History.

a. Period of Discovery, Exploration and Settlement.

Due consideration will be given to Aboriginal America, the different Indian tribes, their location, manner of living, and influence on our history.

Special attention will be given to the charters, their limits, the government and purpose of the settlement of each of the thirteen colonies. Emphasis will be laid upon the social and economic conditions of the settlers during this period.

General Readings: Fiske's Discovery of America, Winsor's Columbus, Winsor's Narrative and Critical History, Irving's Columbus, Biographies of Cabot and Magellan, Parkman's Pioneers of France, Bourinot's Story of Canada, Lumis's Spanish Pioneers, Gay's Bryant's Popular History, Fisher's Colonial Era, Doyle's English Colonies in America, Thwaites's Colonies, Palfrey's New England, Fiske's New France and New England, Lodge's Short History of English Colonies, MacDonald's Select Charters and Documents, Preston's Documents Illustrative of American History, Poore's Constitutions and Charters, Bancroft, Vols. I-IV. and Hildreth, Vols. I-III.

b. The American Revolution, and the Constitutional period to 1824.

The result of the French and Indian war, causes of the Revolution, immediate and remote; cession of the Western lands, failure of articles of confederation, and the adoption of the constitution will be studied as carefully and thoroughly as time will permit.



THE HISTORY CLUB.

In the administrations of the first five presidents, particular attention will be given to Foreign affairs in which American interests were involved, and Internal affairs which have influenced our commercial interests and the development of our political history.

General Readings: Parkman's Montcalm and Wolfe, and Conspiracy of Pontiac; Sloan's French War and the American Revolution; Fiske's American Revolution; Lecky's History of England, Vol. III.; Fisher's True History of American Revolution; Van Tyne's American Revolution; Howard's Preliminaries of American Revolution; McLaughlin's Federal Constitution, and the Federalist's System; Channing's Jeffersonian System; Babcock's Rise of American Nationality, McMaster's History of People U. S.; Walker's Making of the Nation; Burgess's Middle Period (six ch's); Winsor's Westward Movement; Hildreth, Vols. III.-VI.; Von Holst, Vol. I.; the biographies of the statesmen of that time, and Gordy's Political History U. S.

c. Constitutional Period continued.

Special stress will be laid upon the acquisition of territory, Foreign Relations; the Development of political parties; the Growth of Nationality; the Slavery question; the Civil War; and Reconstruction. Toward the end of the quarter the history of the financial legislation in the U. S. will be reviewed.

General Readings: Burgess's Middle Period, Civil War and the Constitution, and Reconstruction; Schouler's History U. S.; Wilson's Division and Reunion; Taussig's Tariff History; Von Holst's Constitutional History; Curtis's Constitutional History; Landon's Constitutional History; MacDonald's Select Statutes U. S.; Fiske's Mississippi Valley During the War; Garner's Reconstruction in Mississippi; Dunning's Civil War and Reconstruction; Biographies of the men of the day; Andrew's U. S. in our own time; Cox's Three Decades of Legislation, etc.

HISTORY.

MR. VIOLETTE AND MR. FAIR.

1. Ancient History,

Mr. Fair.

a. The Oriental period, from prehistoric times to the rise of the Medo-Persian Empire. The prehistoric period is studied briefly to show its connection with the historic period. This is followed by a consideration of Egypt, Old Babylonia, Assyria and New Babylonia, the Hebrews, Phoenicia, and the early Medo-Persian Empire. Owing to the meagreness of the text book, the students will be compelled to do practically all of their reading in books in the library. About one-half of the quarter is spent on the political history of the period; about one-fourth is given to the religious history of the period with Menzies'

History of Religion as a guide; and the remaining fourth is taken up with the study of the architecture, sculpture, painting, and social life of the period, in which the work is illustrated by numerous stereopticon slides. Given each quarter.

Text: Myers' Ancient History (Revised).

b. The Grecian period, from earliest times in Greece to the fall of Corinth, 146 B. C. Most of the time is spent on the study of the political and constitutional history of the Greeks. In this work Oman's History of Greece and Bury's History of Greece are used extensively as supplementary to the text as well as selected parts of other standard works in the library. Some attention is given, however, to the architecture, sculpture and literature of the Greeks, in which the work is illustrated by well chosen stereopticon slides. Given each quarter.

Text: Botsford's History of Greece.

c. The Roman period, from earliest times in Italy to the fall of Rome, 476 A. D. Because of the limitations of time most of the quarter must be given to the political and constitutional phases with Granrud's Roman Constitutional History and Pelham's Outlines of Roman History as the chief supplements to the text; but enough of work is done on the architecture, sculpture and literature of the Romans to form a fairly good comparison with that of the Oriental and Greek peoples. This work is illustrated with the stereopticon. Given each quarter.

Text: Botsford's History of Rome.

As this course in Ancient History is the beginning course in this department, frequent attention will be given to the methods of historical study, including the use of reference books in the library. Each student will be required to prepare a set of maps illustrating the geographical changes of the different periods in the course. Only those who have had U. S. History and Civil Government are eligible for this course.

2. Mediaeval and Modern History, Mr. Violette.

a. From the rise of the Frankish Kingdom to the opening of the Crusades. Given in the fall and summer quarters.

b. From the opening of the Crusades to the Reformation. Given in the winter and summer quarters.

c. From the Reformation to the present time. Given in the spring and summer quarters.

In this course the object will be to show the growth and development of those institutions out of which have arisen most of those of to-day. In view of that fact the course has been arranged so as to devote two quarters to the Mediaeval period and the greater part of the third quarter to the sixteenth and seventeenth centuries. Students who desire a fuller treatment of the eighteenth and nineteenth

centuries will find it in another course mentioned below. Most of the required reading will be found in reference books in the library. Theses may be required of the student in the second and third quarters. Only those who have had Ancient History are eligible for this course.

Texts: Emerton's Introduction to the Middle Ages; Robinson's History of Western Europe.

3. English History,

Mr. Violette.

a. From the Roman occupation of Britain to the close of Edward I's reign. Given in the fall and summer quarters.

b. From the close of Edward I's reign to the reign of James I. Given in the winter quarter and possibly in the summer quarter.

c. From the reign of James I to the present time. Given in the spring quarter.

This course will be a general course in English history, but an attempt will be made to emphasize as far as time will permit the constitutional development. In addition to the assignments in the text book, a great deal of reading will be required in larger and special works in the library. Occasionally some of the original documents bearing upon various topics will be given special study. Near the close of the course the students will make a brief study of the institutions of the central government of England of to-day, using Moran's English Government as a guide. A thesis on some special subject may be required from each student each quarter. Only those who have had Ancient History and Mediaeval and Modern History are eligible for this course.

Text: Terry's History of England.

4. History of Europe during the Eighteenth and Nineteenth Centuries,

Mr. Violette.

a. From the close of the reign of Louis XIV, 1715, to the outbreak of the French Revolution. Given in the fall and summer quarters.

b. From the outbreak of the French Revolution to the Congress of Vienna, 1815. Given in the winter quarter.

c. From the Congress of Vienna to the present time. Given in the spring quarter.

This course is arranged for those who desire a more detailed study of the history of Europe and of England in the eighteenth and nineteenth centuries than can be had in the general course in Mediaeval and Modern History. Only those who have had Ancient History and Mediaeval and Modern History are eligible for this course. For text books the students will use those volumes of the Periods of European History (edited by Hassal) that cover the field to be studied, but they will also make use of a great many other books such as may be found in

the library. A thesis on some special subject may be required from each student each quarter.

5. Ancient Life,

Mr. Fair.

In this course a study will be made of the customs, manners, dress, social institutions, art, literature and related subjects of the peoples of ancient times. The object will be to see these peoples as they really were in their every day life, private and public. The material used in this course is found in the library in a great variety of books. Numerous stereopticon slides will be used to illustrate the work. This course is intended to serve at least three well defined purposes: first, in itself it can be made to serve as an excellent mental discipline; second, it will form a strong supplement to the course in Ancient History; third, it will be equally valuable to those studying any of the languages of the ancient peoples. Only those who have had Ancient History will be eligible for this course. Given in the fall and summer quarters, and repeated whenever the demand is sufficient.

6. Mediaeval English Constitutional History,

Mr. Violette.

After 1907-08 this course will be offered for those advanced students who have had at least Ancient History, Mediaeval and Modern History, and English History. The purpose of the course will be to study in considerable detail the origins of the English Constitution and its development throughout the mediaeval period. Students who may be interested in such a course may obtain further information concerning it by conferring with Mr. Violette.

LATIN.

MR. GENTRY AND MISS GREEN.

1. First Year 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.

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. Second Year Latin.

a. 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, Barss I, Moulton II.

3. Third Year Latin.

a. Three orations against Catiline; Grammar; Composition.

b. Fourth oration against Catiline, and the oration for Archias; Composition. Ovid; Autobiography, Selections from 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, D'Ooge II & III; Ovid, Miller.

4. Fourth Year Latin.

a. Sallust's War of Catiline; Composition.

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

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

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

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

Texts: Sallust, Scudder; Composition, Barss II; Vergil, Comstock.

5. Fifth Year 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 II.

THE LIBRARY.

MISS PARRISH, MR. BANKS AND MISS JONES.

The Library is open from 8 to 12 a. m. and from 1 to 5 p. m. Saturday from 9 to 12 a. m. and 2 to 5 p. m. It was organized according to the Dewey Decimal System 4 years 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 90 students working in the Library during a period and perhaps an average of 60 each period, while there was a circulation of 36,129 volumes for home and outside reading. There were 27,971 over night books, 3,910 issued for the day or hour, 3,742 for two weeks and 506 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 37,000 volumes taken for home and outside reading.

COURSES IN LIBRARY WORK.

MISS PARRISH.

The effective co-operation of schools and libraries is the main purpose of the Library Course in the Normal School.

A systematic course of instruction in reference work and the use of a library will be given. The adaptation of this work from the fifth grade through the high school will be emphasized. This knowledge of books and of the technical work following will prepare the prospective teacher to organize and administer a good public school library and make the library a strong support and a valuable extension of the ordinary instruction of the school. The reference work will include a study of indexes, dictionaries, encyclopædias, ready reference and study reference. Preparation of daily lessons in Library work requires at least as much time and labor as would be required for History or Latin or Pedagogics.

CATALOGING.

The instruction in cataloging will be based on Dewey's Simplified Library School Rules and Cutter's Rules for a Dictionary Catalog, with the use of the new A. L. A. Catalog.

LIBRARY ECONOMY.

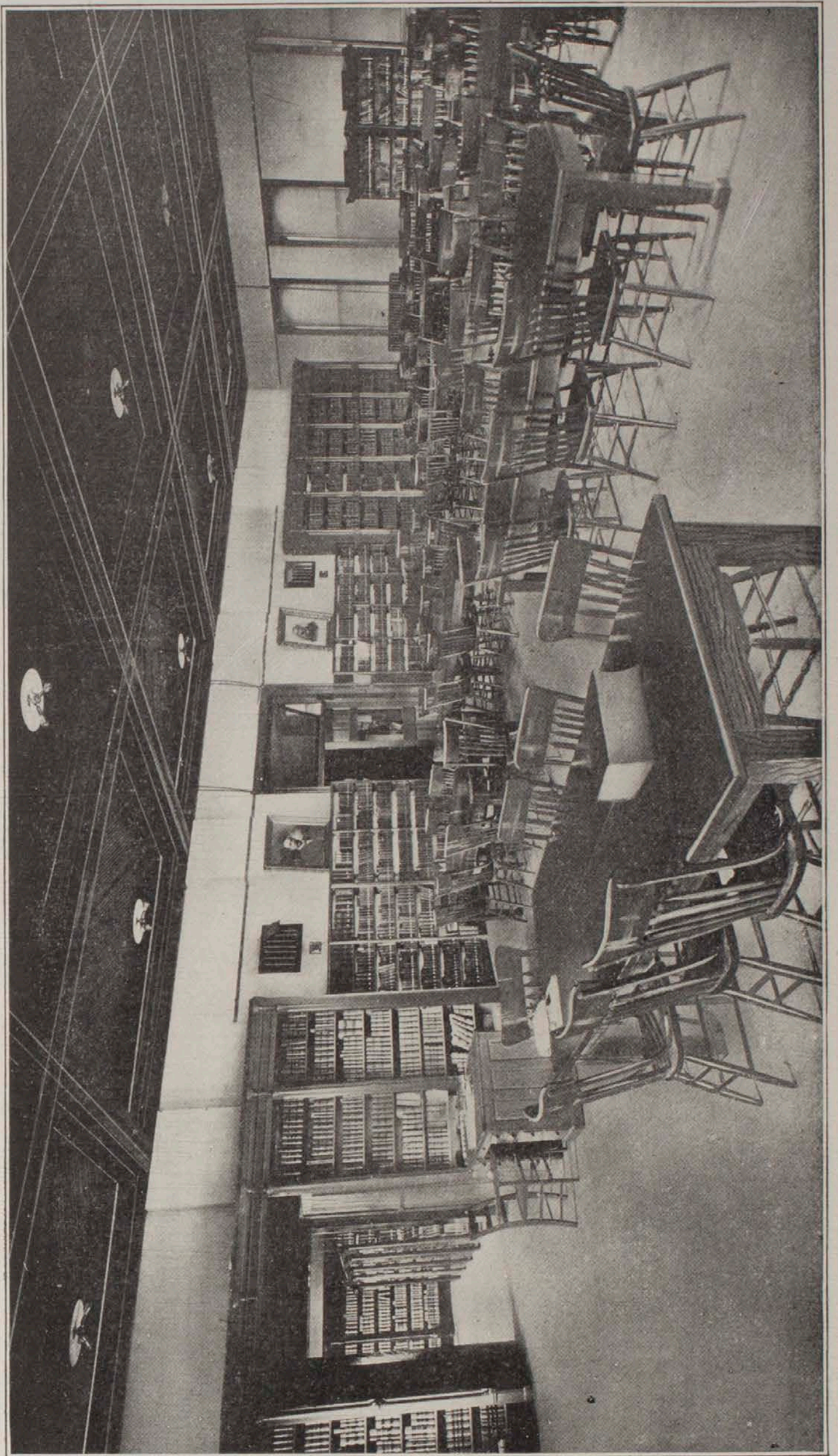
Will include: Book ordering, accessions, classification, shelf-listing, charging systems, stock-taking, book binding, library handwriting and typewriting.

BOOK SELECTION.

Instruction will be given in the methods and principles governing selections for different purposes, for special departments, for children, for story hour, etc. Typical books, illustrative of each, will be discussed.

Books Issued During 1906-1907.

	000	100	200	300	400	500	600	700	800	900	Total	G. Total
Books Issued During Summer Session, 1906.												
Over night.....	14	9	362	1277	101	191	26	314	1510	2111	5915	
Day and Hour.....	4	4	59	226	34	41	14	35	356	472	1245	
Two weeks.....	2		15	313	19	34	2	17	291	182	875	
Renewal.....			4	113	13	3			21	54	280	
	20	13	440	1929	167	269	42	366	2178	2819		8243
Books Issued During 1st qr., 1906-07.												
Over night.....	4	24	276	1548	577	136	13	66	1313	3319	7476	
Day and Hour.....	4	2	23	258	25	18		16	188	153	687	
Two weeks.....		3	1	71	1	16	1	2	284	142	521	
Renewal.....				5					24	16	45	
	8	29	300	1882	603	170	14	284	1809	3630		8729
Books Issued During 2nd qr., 1906-07.												
Over night.....	2	54	591	1796	372	138	9	289	855	3579	7685	
Day and hour.....	3	7	65	163	84	23	8	32	212	403	1000	
Two weeks.....	2	12	47	224	23	110	6	7	447	251	1129	
Renewal.....		1	2	24		1			27	23	78	
	7	74	705	2207	479	272	23	328	1541	4256		9892
Books Issued During 3rd qr., 1906-07.												
Over night.....	1	30	294	1717	160	39	1	356	985	3312	6895	
Day and hour.....		5	20	216	20	48	4	13	137	515	978	
Two weeks.....	2	28	17	182	16	62	4	5	614	287	1217	
Renewal.....			2	79		1		1	49	43	175	
	3	63	333	2194	196	150	9	375	1785	4157		9265
Grand total for 12 months.....												36129



VIEW OF LIBRARY.

MANUAL TRAINING.

MR. TOWNE AND MISS GREER.

Aim:—To prepare teachers for manual training work in elementary schools and in high schools.

COURSE OF STUDY.

- a. Clay Pottery and modeling.
- b. Bent iron.
- c. Work in wood in grades, 5, 6, 7, and 8; high school course, joinery, carving.
- d. Pattern making.
- e. Free hand drawing.
- f. Raffia work and weaving.
- g. Paper cutting and card board construction.
- h. Manual training design.
- i. Mechanical drawing and Descriptive Geometry.
- j. Practice teaching.

Clay.

Exercises: Tile, bowl, low form of candle stick, high form of candle stick, fern dish, low form of vase, and high form of vase. Modeling simple forms from nature.

BENT IRON AND SHEET METAL.

Work is suitable for grades five and six.

Exercises: 1. Tea pot stand; 2. candle stick; 3. Letter rack; 4. Japanese lantern with bracket and chain; 5. Warren truss bridge; 6. Pratt truss bridge; 7. Howe truss bridge; 8. Free exercise.

Wood.

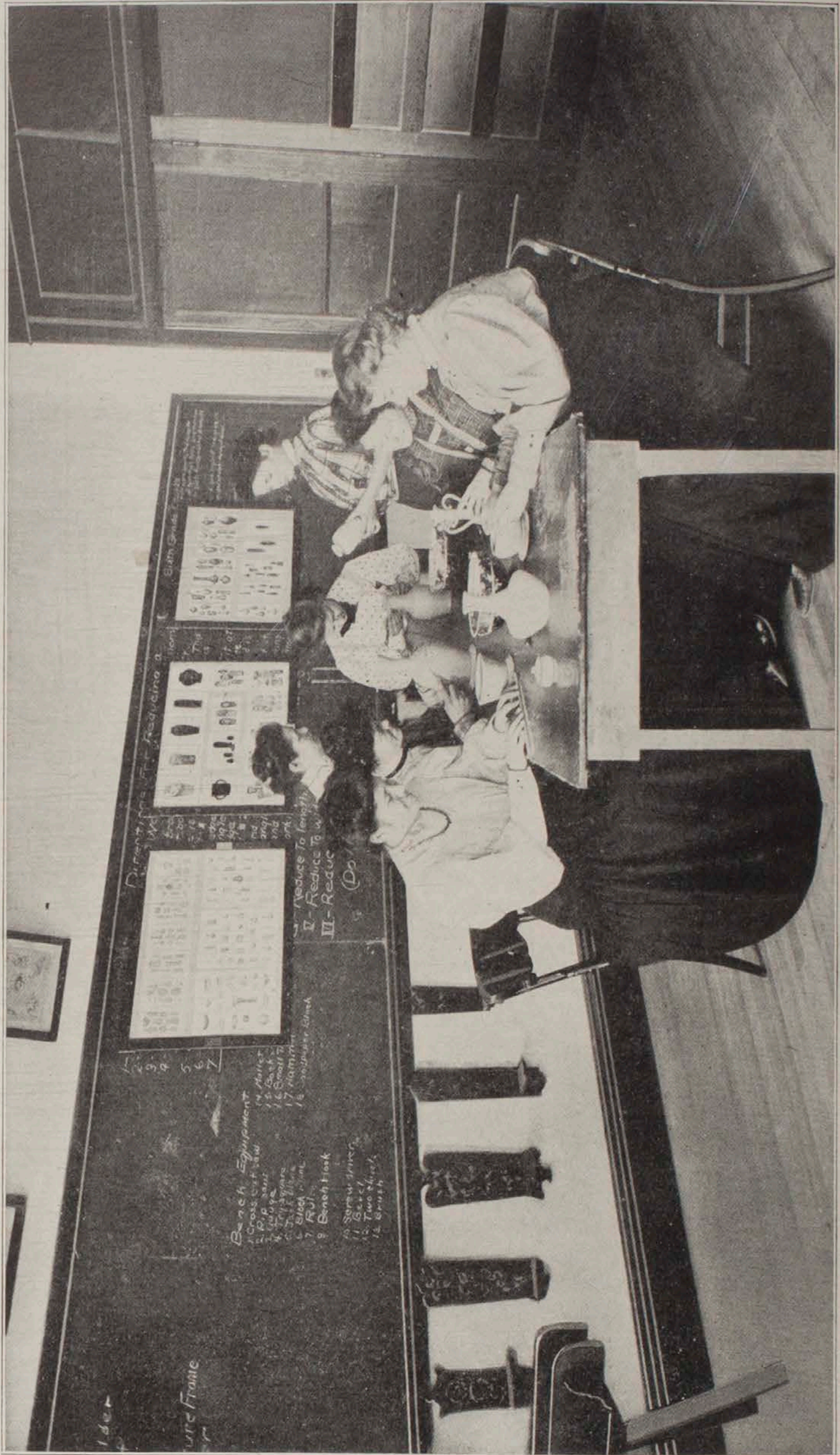
Work in wood begins in the last half year of the fourth grade, or, where only little instruction has been given in card board construction, at the beginning of the fifth grade.

FIFTH GRADE.—1. Name plate; 2. Plant Stick; 3. Ruler; 4. Warp stretcher; 5. Weaving needle; 6. Match scratcher; 7. Pencil sharpener; 8. Paper knife; 9. Kite string winder; 10. Paper file; 11. Blotting pad; 12. Key rack; 13. Tooth brush holder; 14. Bracket shelf; 15(a). Match box; 15(b). Postal box; 16(a). Octagonal picture frame; 16(b). Photo holder; 17. Letter rack; 18. Bow; 19. Arrow; 20. Tip cat and bat; 21. Easel; 22. Free exercise.

SIXTH GRADE.—1. Sawing exercise; 2. Ring toss; 3. Pentray; 4. Bread board; 5. Scouring board; 6. Coat hanger; 7. Bracket shelf (original); 8. Tea pot stand (original); 9. Free exercise.

SEVENTH GRADE.—1. Sleeve board; 2. Book stall; 3. Comb case; 4. Axe handle; 5. Medicine cabinet, (original); 6. Taboret; 7. Foot stool; 8. Whisk broom holder (Gothic design).

EIGHTH GRADE.—1(a). Pen tray; 1(b). Pen tray (glued up); 2. Ink



CLAY MODELING

stand; 3. Knife and fork box; 4. Whisk broom holder; 5. Towel roller; 6. Picture frame; 7. A variety of original projects such as, plate rack, taborets, tables, umbrella stand, collar and cuff box, cloth loom, book case, chairs.

ADVANCED WOODWORK—HIGH SCHOOL JOINERY.

Purpose: To acquaint the student with the tools and processes involved in the making of joints.

Exercises: 1. Planing exercise; 2. Sawing; 3. Chiseling; 4. Mortising; 5. Splice; 6. Open double mortise and tenon joint; 7. Dove tail joint; 8. Double mortise and tenon joint with pin; 9. Keyed mortise and tenon joint; 10. Mortise and tenon with relish; 11. Dove tail box; 12. Lap dove tail card index drawer; 13. Drawing board; 14. T-square; 15. 45 degrees triangle—30-60 degrees triangle.

PATTERN MAKING.

Enough work in pattern making can be given to acquaint the student with some of the principles underlying pattern makers' work. Some of the exercises: Wrench, pulley, bolt, etc.

MECHANICAL DRAWING COURSE.

The general aim is to familiarize students with the use of the principal tools used in mechanical drawing; to inculcate ideas of accuracy and neatness; to instill some of the principles of orthographic projection; and to cultivate the "constructive imagination."

Sheets: 1 Horizontal lines; 2. Horizontal and dotted lines; vertical lines; 3. Various kinds of lines at 45 degrees; 4. Concentric circles, full. 5. Conc. circles dotted; 6. Tangent lines and semi-circles; 7. Tangent lines and arcs less than semi-circles; 8. Tangent circles; 9. Practice with the French curve; 10. Application of curves to the drawing of an ellipse; 11. Prisms and pyramids; 12. Parallel sections; 13. Oblique sections; 14. Development of hexagonal prism; 15. Of square prism and cone; 16. Of truncated hexagonal pyramid; 17. Of truncated cylinder; 18. Of a flaring pan; 19. Of an octagonal shaft fitting over the ridge of a roof, 20. Of a "three piece elbow;" 21. Of a T-joint between two pipes of various diameters; 22. Of a rectangular pipe intersecting a cylinder obliquely; 23. Of an oblique cone; 24. Of a conical flange fitting around a pipe passing through a roof.

PRACTICE TEACHING.

As soon as students have received sufficient training in the class room, they are placed in charge of elementary classes for the purpose of gaining power in teaching the subject. Elementary manual training shops have been equipped for practice teaching in the grades, and high school classes will eventually be secured to furnish practice for more advanced students.



LEARNING TO DO BY DOING.

MATHEMATICS.

MESSRS. HARVEY, ZEIGEL AND

1. Arithmetic, Oral and Written.

Courses a, b and c are varying and variable courses adapted to the needs of all classes of young prospective teachers. Course c is an attempt to present some of the difficult topics and phases of Arithmetic. It is designed to be of special interest and value to teachers.

d. A course in General Arithmetic covering the entire subject, and presented from the standpoint of both method and subject matter, and of especial interest to those who can attend the summer school only, will be offered the fourth quarter of each year as a substitute for course "c."

Text: D. E. Smith's Practical Arithmetic.

2. High School Algebra.

- a. Preparatory work to page 103.
- b. From page 103 to page 212.
- c. From page 212 to page 320.
- d. From page 320 to the close of the book.

a, b and c will be given every quarter, and d will be given the first, second and third quarters.

e. A course in General Algebra covering the entire subject of High School Algebra, and especially suited to those teachers, who can attend only through the summer quarter, will be offered the fourth quarter of each year, and will be accepted as a substitute for course "d."

Text: Algebra for Secondary Schools, Wells.

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,—probably the fourth.

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, series, the binominal theorem, logarithms, permutations and combinations.

b will include a discussion of determinants, the general theory of equations, Horner's method and Sturm's Theorem.

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 third quarters.

b will be given the second and fourth quarters.

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 teachers, 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, differential and profile, 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, supplemented by Pence and Ketchum.

MUSIC.

MR. GEBHART.

During the year classes in the following subjects will be organized: Sight Reading, History of Music, Musical Biography, Theory of Music, Harmony, Counterpoint, Methods of Teaching Music in Elementary and High Schools. Special Chorus of Mixed voices. Orchestra, Individual Vocal, Piano and Violin lessons.

These studies to be divided into groups to be known as "Supervisors' Course," "Elementary Teachers' Course," and "Drill Course."

The Special Course in Music and Art includes all Music work outlined under "Elementary Teachers' Course" combined with work specified by the Department of Art.

SUPERVISORS' COURSE.

Intended for those of natural musical ability who expect to make a speciality of teaching Music in the Public Schools and wish to elect Music as their **Major Study**.

"Drills"—Under this heading come the classes in Elemental and Intermediate Sight-Reading, Chorus and Orchestra (No preparation). "Subjects Requiring Preparation"—Includes Advanced Sight-reading and Theory, History and Biography, Harmony, Counterpoint Orchestration, Methods of Teaching.

None of these may be elected if proper time cannot be given to preparation.

Three quarters of Elemental and Intermediate Sight-Reading.

One quarter of Advanced Sight-Reading and Theory of Music.

One quarter of Musical History and Biography.

Two quarters of Harmony.

One quarter in Counterpoint.

One quarter in Orchestration.

One quarter in Methods of Teaching in Elementary and High Schools.

66 weeks in Chorus or Orchestra—2 quarters credit.

Total, 12 quarters—4 units.

Individual Vocal, Piano or Violin lessons.

ELEMENTARY TEACHERS' COURSE.

For any who must teach or intend to teach music in graded or ungraded schools lower than the High School.

No restrictions on account of lack of musical talent.

Classified as to "Drills" or "Subjects requiring preparation" as in Supervisors' Course.

Three quarters of Elemental and Intermediate Sight-Reading.

One quarter in Advanced Sight-Reading and Theory of Music.

One quarter Musical Hist. and Biog.

One quarter in Methods of Teaching Music in Elementary Schools.

Total, 6 quarters—2 units.

Individual Vocal, Piano or Violin lessons.

DRILL COURSE.

Three Quarters in Elemental and Intermediate Sight-Reading classes.

Individual singing, or effort to sing alone, will be required.

No individual instruction outside of regular class recitation period, except in cases of **Monotones**, and only for them until fault is corrected.

CHORUS.

To Study the Standard Works.

For all who can meet the **Vocal** requirements.

Voices to be tried by the Head of the Department or some one appointed by him.

Ability to read at sight **not** necessary.

Credit: One unit for equivalent of 3 quarters' work, (100 wks.)

Rehearsals at least once per week.

ORCHESTRA.

To Study the Standard Works for Orchestra.

For all who play orchestral instruments and can read music for their instrument at sight.

Credit: One unit for equivalent of three quarters' work, (100 wks.)

Rehearsals at least once per week.

INDIVIDUAL INSTRUCTION.

Owing to the necessity for teachers of Music in the Public Schools to understand how to properly care for the voices of the children under them, individual **vocal** lessons will be given those who elect either the Supervisors' or Teachers' Course—**provided** they can devote at least **forty-five minutes per day to practice.**

Piano lessons will also be given any in either of the foregoing courses—**provided one and one-half hour per day** may be devoted to practice.

Violin lessons require at least **one hour per day** in practice.

In the "Drill Course" only those who cannot control the voice as to pitch will be given individual instruction, and these, only till they have been corrected or have proven conclusively that they can not be helped.

No one will be entitled to individual lessons until the 1st quarter work has been satisfactorily completed, except **monotones.**

INDIVIDUAL WORK IN CLASS.

Students will not be passed to a higher class until they have gained the power to do individually any or all of the work coming under the outline of the particular class of which they are members.

OUTLINES OF STUDY.

Elemental Sight Reading Class 1st qr. The Major Scale. All diatonic intervals. Simple rhythms and meters in common use. Chromatics—"sharp four," "flat seven." Songs for one and two voices.

Intermediate Sight Reading Class 2nd qr. Major and Minor Scales. Chromatic intervals. Rhythm—Evenly and unevenly divided beat and combinations of easy figures. Meter, all 2, 3, 4, 5, and 6 part.

Songs for one and two voices.

Intermediate Sight Reading Class 3rd qr. Major, Minor and Chromatic Scales. Rhythm. More complex combinations. Meter, All used in modern music.

Songs. One, two and three voices.

Advanced Sight Reading Class 1st qr., 2nd yr. Theory of Music. Analytical study of Major, Minor and Chromatic Scales and Intervals. Key relationship, Signatures, etc. The Tone chain and its development into Melody. The Design, Formation of Passages, Formation of Phrases—of Periods. Triads and their inversions.

Daily work in reading at sight compositions in one, two, three, four and five voiced arrangements.

History of Music and Musical Biography.

From the Music of the Bible to the present time.

Lives of the Great composers and their work.

(This should accompany one of the quarters of first years' work).

Harmony (Two quarters.)

1st qr. Chords of the Seventh and Ninth—Diminished seventh—Augmented sixth.

2nd qr. Altered chords—Foreign chords—Modulation. Variety of Structure—unessential notes—Miscellaneous—the tritone—Harmonizing melodies—Analysis and form.

Classes in **Counterpoint** and **Orchestration** will be organized during the third (Spring) or fourth (Summer) quarter if there is sufficient demand by students who are properly qualified.

Class in **Methods of Teaching Music** in Elementary and High Schools will be organized in either third or fourth quarter.

The plan pursued in this work will be to make the class work (conducted by the students, under the direction of an instructor) conform as nearly as possible to the conditions met with in the school room.

TEXT BOOKS.

1st Qr. El. Sight Reading Class. Chart Manual (Nat. Mus. Course) Music Note Tablet. Vaccai—Ditson.

2nd Qr. Int. Sight Reading Class. Harmonic 1st Reader. Chart Manual (Nat. Music Course). Music Note Tablet.

3rd Qr. Int. Sight Reading Class. Harmonic 3rd Reader. Chart Manual (Nat. Music Course). Music Note Tablet.

2nd Year, 1st Qr. Ad. S. R. & Theory of Music. Shepard's Harmony Simplified. Harmonic 5th Reader. Music Note Tablet.

2nd Year, 1st Qr. Harmony. Harmony Simplified by Shepard—Schirmer.

2nd Year, 2nd Qr., Shepard's Harmony Simplified.—Schirmer.

History and Biog of Music. Filmore's History of Music.—Presser.

PHYSICAL EDUCATION FOR MEN.

MR. BELL.

Two 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 exer-

cises, 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.

PHYSICAL EDUCATION FOR WOMEN.

MISS LINTON.

The department of Physical Education is for both mental culture and physical culture. The object is to improve the nervous system as well as to strengthen and build up the grace and health of the body. It is to teach control and poise of body. It is to contribute as much as possible to general, physical and mental health. Sometimes the sedentary school habits check normal growth and produce unsymmetrical development. It is the aim of Physical Education to counter-act such tendencies, to continually improve health and never permit it in any way to deteriorate. Special exercises from the Swedish, German, English Jiu Jitsu, and Delsarte Methods are used. Physical examination and measurements of pupils are made. Where the regular work is not advisable, individual corrective exercises are given. Students receive instruction in the physiology and hygiene of exercise, Shampooing, Manicuring, etc.

Students are required to wear the gymnasium suits adopted by the school. These are easily secured at small expense.

PHYSICAL GEOGRAPHY.

MR. STOKES.

Five ninety-five minute periods per week, for one year are assigned to physical geography for classroom and laboratory work. Longer periods are allowed for field work. More extended trips are taken three or four times a year on Saturday.

The work of the course consists of recitations, discussions, laboratory, library, and field work. The subject is richly illustrated throughout the course with modeled relief maps, color relief maps, topographic atlas sheets, geological folios, river charts, meteorological and physical apparatus, lantern slides, pictures, globes, stereoscopic views, tellurian, telescope, etc.

A reference library of carefully selected books on the various subjects of the course is at hand. The department is also fortunate in having in the main library a wealth of geographical information in many hundred volumes and pamphlets of the publications of the geological survey, the bureau of agriculture, the weather bureau and House

and Senate documents. Many of these are profusely illustrated and are proving of great service to the department.

A brief outline of the course by quarters is as follows:

FIRST QUARTER.

Physiographic Features and Processes.

Structure and movements of the earth's crust; rivers and river valleys, plains, plateaus and deserts; mountains, volcanoes, earthquakes, and geysers; glaciers and the glacial period; lakes and swamps; the ocean; shore lines, etc.

Chapters 3 to 11 Tarr's New Physical Geography.

Gilbert and Brigham's Laboratory Manual; Reference library. Laboratory and field work.

SECOND QUARTER.

(a) **Astronomical Geography.** Jackson's Astronomical Geography; Chapters 1 and 2, and appendixes A and B of Tarr's New Physical Geography. Selected Chapters of Todd's New Astronomy.

(b) **Meteorology.** Composition and properties of the atmosphere, heat and solar radiation, thermometry, air pressure, barometer, isobars, isobaric surfaces, barometric gradient. Winds: classification, direction, velocity. Moisture, vapor, adiabatic cooling, clouds, humidity, precipitation, condensation. General circulation of the atmosphere. Secondary circulation. Cyclones, anti-cyclones, tornadoes, thunderstorms, spouts. Weather conditions, weather predictions, climate conditions, climate of the United States.

Chapters 12, 13, 14, and appendixes G. and H. of Tarr's New Physical Geography. Waldo's Meteorology; Reference Library.

THIRD QUARTER.

Physiography of the United States.

Drainage Slopes; The Atlantic Plains; The Piedmont Plateaus; The Appalachian Ranges; The Alleghany Plateaus; New England Plateaus; Lake Plateaus; Prairie Plains; The Gulf Plains; The Ozark Mountains; The Stony Mountains; The Pacific Mountains; The Basin Ranges; The Colorado Plateaus; The Columbia Plateaus.

Intensive Study of Type Regions.

1. Southern New England Upland. 2. The Northern Appalachians. 3. The Southern Appalachians. 4. The Arid West. 5. Mt. Shasta, a typical volcano. 6. Niagara Falls and their history. 7. Beaches and Tidal Marshes of the Atlantic Coast.

Chapters 15 and 16 of Tarr's New Physical Geography. National Geographic Monographs; Reference Library.

PHYSICS.

MR. STOKES.

Two courses are offered in Physics, a beginning and an advanced course.

The beginning course is comprehensive and rigorous and may be taken with profit by a student having completed an ordinary High School course.

This course is open to Juniors and Seniors in this institution and others of like attainments in English and Mathematics. Five ninety-five minute periods per week are spent in classroom and laboratory. Discussions of the principles of the subject by students and instructor are followed, or preceded, as deemed best, by carefully planned experiments in the laboratory, pertinent to the discussions. These are followed by further conferences, discussions, tests and the solution of practical problems. The order of subjects is that of Millikan and Gale's First Course in Physics, this text being in hands of students. Numerous other texts, manuals and reference books are available. Students are given written or oral instructions for laboratory work or are referred to a manual.

The outline of the course by quarters is as follows:

FIRST QUARTER. Mechanics of Solids and Fluids; Heat.

(a) Subject Matter. pp. 15-158 of Text.

(b) Laboratory Work. 1. Metric Measurements. 2. Use of balance. 3. Determination of volumes. 4. Weight of unit volume. 5. Falling bodies. 6. Three forces in a plane. 7. Inclined plane. 8. The lever. 9. Center of mass. 10. Effect of weight of lever. 11. Lifting effect of water. 12. Density of solids. 13. Density of liquids. 14. Boyle's law. 15. Testing a thermometer. 16. Linear expansion. 17. Specific heat.

SECOND QUARTER. Heat, Electricity and Magnetism.

(a) Subject Matter. pp. 158-300 of Text.

(b) Laboratory Work.

18. Heat of fusion of ice. 19. Heat of vaporization. 20. Boiling point and pressure. 21. Phenomena of electrostatics. 22. Magnetism and law of magnets. 23. Magnetic effect of current and galvanometer. 24. Helix and electro-magnet. 25. Electric telegraph and electric bell. 26. Current bearing coil in magnetic field (D'Arsonval, Motor). 27. Induced currents. 28. The dynamo. 29. The induction coil and transformer. 30. The telephone. 31. Resistance by substitution. 32. Fall of potential along a wire. 33. The wheatstone bridge. 34. The voltaic cell. 35. Two fluid cell. 36. Electrolysis and electroplating.



PHYSICS CLASS AT WORK.

THIRD QUARTER. Wave Motion, sound and light.

(a) Subject Matter. pp. 300, to end of text.

(b) Laboratory Work.

37. Study of waves. 38. Simple harmonic motion. 39. The pendulum. 40. Rate of vibration of tuning fork. 41. Wave length by resonance. 42. Velocity by Kundt's method. 43. Vibrating plates and membranes. 44. Vibrating column of air. 45. Reflection of light. 46. Refraction of light. 47. Index of refraction. 48. Focus of convex lens. 49. Secondary focus and conjugate foci. 50. The spectrum and the spectroscope.

COURSE 2, GENERAL THEORY OF PHYSICS.

The grade of work in this course is that of the course in general physics in colleges and technical schools. It is assumed that the student has had a course in preparatory laboratory physics. The subject matter of the course is substantially that of Ames's "General Physics," and the laboratory work is based upon D. C. Miller's "Laboratory Manual." Other manuals such as "Ames and Bliss" and "Nichols" are also used. The course consists of recitations, lectures, discussions, demonstrations, laboratory and library work.

READING AND VOICE CULTURE.

MISS LINTON.

"For of the soul the body form doth take,
For soul is form, and doth the body make."

—Edmund Spencer.

Reading is the interpretation of the subtilty, the tenderness, strength and quality of a selection of literature whether prose or poetry. The study of Reading is in itself an education in the foundation of Art, for all Art is based upon one great principle, that of interpretation. We give attention to the mechanical training of the voice but interpretation must come first. Interpretation is true when it is the result of right understanding and clear thinking. To read well one learns to read between the lines. Herein lies the difference between the reader and the mere reciter. The aim is to produce a cultured personality having inherent rather than imitative expressional power. We aim also to develop and improve the speaking voice, to make bad voices good and good voices better. In consequence of the demands of the day, the study of parliamentary usage and experience in extemporaneous speaking become imperative. Hence the course of instruction here presented in outline.

FIRST QUARTER. Voice Culture; Analytical and Sight Reading; Laws governing motion in the human body; Interpretative analysis

of poems from Longfellow, Poe and Riley; Prepared and extemporaneous debates; Bible Analysis; Current Topics.

SECOND QUARTER. Analysis of Scenes from the Historical and other dramas of Shakespeare; Bible and hymn analysis; Platform deportment; Discussions; Debates; Politics; Economics; Sociology.

THIRD QUARTER. Class Legislation; Methods; Debates, 3; Prepared Interpretations; History of the Italian, Roman, Grecian, German and French Dramas; Analysis of leading dramas from the Italian, German and French.

Discussions: Current Events.

ZOOLOGY.

L. S. DAUGHERTY.

Zoology is a Sophomore study and is open to students of Sophomore rank or higher in all courses.

1. General Zoology, beginning with Insects in the Fall Quarter, taking Vertebrates in the Winter Quarter and concluding with other animals in the Spring Quarter.

2. Psychological and Ecological Zoology.

3. Advanced Zoology for students desiring to do a second year's work in Zoological Science.

4. Physiology is offered each Quarter.

THEORY AND PRACTICE OF EDUCATION.

MR. WILSON, MR. WARNER, MISS LONGENECKER, MISS PEPPER, MISS GREER,
MISS BARNES, MISS DOOLITTLE.

The closer organization of the Pedagogics, the Practice 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 least 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:

1. Elementary Psychology.
2. Methods in the "Common Branches," or Concrete Pedagogy.
3. Philosophy of Teaching and Management.
4. General Pedagogy.
5. History of Education.
6. Administration and School Problems.
7. The High School, its Pedagogy and its Problems.
8. Advanced Psychology.
9. Educational Classics.
10. Foreign School Systems.
11. Kindergarten Theory.

Course 1, by Mr. Wilson, will occupy one quarter and will be given the 1st quarter and again the 3rd quarter and the 4th.

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: Thorndyke's Elements.

Courses 2 and 3 are in reality one course extending over two quarters and for five days in the week. The Concrete-Method phase of this course will be given by Miss Longenecker one-half of the five days in the week, while the Philosophical phases of the course will be given by Mr. Wilson at the same hour in the day but on the days not occupied by Miss Longenecker.

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

Course 4, by Mr. Wilson, will occupy the time of one quarter, and is open to those who have had Courses 1, 2 and 3.

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

Course 5, by Mr. Warner, 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," Pestalozzi's Leonard and Gertrude.

Course 6, by Mr. Warner 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. Texts: Chancellor's OUR SCHOOLS,

Report of Committee of Fifteen, and Gilbert's *THE SCHOOL AND ITS LIFE*.

Course 7, by Mr. Wilson, is a one-quarter course, available during the first, second, third or fourth quarter, and is designed for any senior and graduate students especially interested in the High School and its problems.

Course 8, by Mr. Wilson, is for one quarter or for two quarters. During the 4th quarter of last year fourteen students, mostly seniors and graduates, took this course. Baldwin's *MENTAL DEVELOPMENT* was made the basis of study, with Judd's *GENETIC PSYCHOLOGY* and Collins's *EPITOME of the SYNTHETIC PHILOSOPHY* as collateral texts.

Course 9, by Mr. Warner, is for one quarter, taught by subjects through library reference.

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 10, by Mr. Wilson, will occupy one quarter in a consideration of the School Systems of Germany, France and England.

Course 11, by Miss Longenecker and Miss Pepper, is designed to offer opportunities to those students taking practice work in the kindergarten and primary grades to study educational principles having special bearing on elementary education, and application of such principles to the kindergarten and primary grades through plays and games, handwork, "gifts," "occupations" and stories.

Miss Longenecker will present Froebel's "Mother Plays" showing their relation to modern pedagogy using as a text Froebel's "Mother Plays" edited by Miss Blow, supplemented by "Letters to a Mother" by Miss Blow and "Two Children of the Foot Hills" by Miss Harrison.

Miss Pepper will present Froebel's "Education of Man;" Froebel's "Gifts and Occupations" using Froebel's "Pedagogics of the Kindergarten" and Froebel's "Education by Development;" plays and games of the kindergarten; stories appropriate for the kindergarten, their selection and value; and programs of daily, weekly and monthly work.

THE PRACTICE SCHOOL.

MISS LONGENECKER, MISS BARNES, MISS DOOLITTLE, MISS GREER, AND
MISS PEPPER.

Special Assistants.

Special Methods.....	Mr. Warner
Manual Training	Mr. Towne
Music	Mr. Gebhart
Drawing.....	Miss Reid
Latin.....	Mr. Wilson
Nature Study	Miss Jackson
Library Work	Miss Parrish
Gymnasium.....	Mr. Bell and Miss Linton

I. ENGLISH-TEACHING.

Books of reference for teachers:

The Teaching of English, Chubb—Macmillan. The Teaching of English, Carpenter, Baker, Scott—Longman's. How to Teach Reading, Clark—Scott, Foresman & Co.

Reading: How to Teach it, Arnold—Silver, Burdett & Co.

How to teach reading, Hall—Heath.

The teaching of English, Chubb—Macmillan.

The teaching of English, Carpenter, Baker, Scott—Longman.

How to teach Reading, Clark—Scott, Foresman & Co.

Reading: How to teach it, Arnold—Silver, Burdett & Co.

How to teach Reading, Hall—Heath.

School Hygiene, (Chap. on Writing), Shaw—Macmillan.

Special Method in Language, McMurry—Macmillan.

A. Reading.—Throughout all the grades the chief emphasis is put upon the interpretation of thought from the printed page, all the mechanics of reading being subordinated to this. In oral reading the pupil interprets the page to others. Correction of faults in vocal expression is made through the discussion of the ideas to be expressed. Selection of reading material is made on the basis of its own worth, its interest for the teacher and its appeal to the children.

B. Writing.—Even to first grade children writing should be a means of expressing ideas. The teacher writes brief sentences and words upon the board in large script and the children observe both the movements and forms. After the teacher's erasure of her work, the children attempt to make similar movements and forms. Drill on technique is used as the difficulty in writing the word or sentence creates in the children the consciousness of need of drill. The whole arm movements are large and free and the consequent large, crude writing is accepted in the first three grades. Thereafter the children are held to equal ease and freedom of movement but smaller and more

accurate forms are required. No finger movement is permitted during the first four years of writing, after which time any modifications which individual children may adopt for themselves will be accepted.

C. Language.—The use of English as a means of expression is one test of the definiteness of thought. Vague and slovenly English is corrected by clarifying the thought. Incorrect forms are overcome by the continual emphasis of correct forms. The rules governing correct forms are inductively developed and are dealt with as occasion arises. Oral and written composition is based upon other studies and upon stories, myths, fables, poems, proverbs, special holidays and other subjects which may be of interest on occasion.

D. Spelling.—Spelling is a drill upon the forms of words and important as it assists reading and writing. This relation is maintained when words met with in the daily lessons in all studies are used as the basis of oral and written spelling lessons. Spelling bears this close relation to other studies in the primary grades, especially. Although no ready-made speller can take the place of the teachers' use of every day experience, in grades above the primary a spelling book may supplement the teachers' list and emphasize the common words of perplexing spelling. Few unfamiliar words are introduced through the spelling book. Syllabication of words both in oral and written spelling is used frequently.

The following books are useful to the teacher in selecting material for language work in the Kindergarten and primary grades.

Books of Poems: *Posy Ring*, Wiggin—McClure. *Golden Numbers*, Wiggin—McClure. *Poems Every Child Should Know*, Burt—Doubleday. *Child's Garden of Verse*, Stevenson—Rand McNally & Co. *Little Folk Lyrics*, Sherman—Houghton. *Hiawatha*, Longfellow—Riv. Ed.

Books of Stories: *The Story Hour*, Wiggin—Houghton. *In Story-Land*, Harrison—Sigma Pub. Co. * *Parables from Nature*, Gatty—Pott. *Stories from Hans Anderson*—Riv. Ed. *Fables, Selected by Scudder*—Riverside Ed. *Just-So-Stories*, Kipling—Doubleday, Page & Co. *Stories from the Jungle Book*, Kipling—Century Co. *Christmas in Other Lands*, a series—Estes. *Norse Stories*, Mabie—Dodd. *Nature Myths*, Cooke—Flanagan. *'Round the Year*, Holbrook—American Bk. Co. *In Mythland*, Beckwith—Ed. Pub. Co. *Myths of Greece and Rome*, Guerber—Am. Bk. Co. *Among the Meadow People*, Pierson—Dutton. *Among the Pond People*, Pierson—Dutton. *Among the Farm People*, Pierson—Dutton.

LANGUAGE IN THE KINDERGARTEN.

The children take walks, observe things and people, listen to stories and verses concerning these things and then imitate and repro-

duce them in plays, manual activities, and speech. Stories and poems are selected not only for their interest for the children but also for their literary merit since they assist in establishing standards of good English. Material is selected from Mother Goose Rhymes, Aesop's Fables, Anderson's Fairy Tales, and Stevenson's verses for children. The children are led to express their ideas and when this expression takes the form of speech they are encouraged to use clear, definite and correct English.

FIRST GRADE WORK IN ENGLISH.

A. Reading.—Reading begins with action sentences based on home and school interests, written on the board by the teacher and interpreted by the children both through action and speech. New words are taught through their association with activities and objects and by representing them in sentences composed otherwise of familiar words. Analysis of words into sound elements is introduced when the children begin to confuse words having similar beginnings and endings.

Books read by the children during the year:

Beginners Reader, Bass—Heath. Sunbonnet Babies Primer, Grover—Rand McNally & Co. Art-Literature Primer—Atkinson, Mentzer, Grover. Overall Boys—Rand, McNally & Co. Folk-Lore Primer—Atkinson, Mentzer, Grover. Art-Literature Reader, Book I—Atkinson, Mentzer, Grover.

B. Writing.—The first aim is freedom in movement and form which the children get through imitation of the teacher.

The subject matter of writing is:

1st. Simple, brief expressional sentences.

2nd. Graded movement exercises given as drill.

3rd. Letters, syllables, and words given as drill.

The method is large whole arm movement:

1st. At the board with chalk.

2nd. With Dixon crayon on large sheets of paper fastened to the blackboard.

C. Language.—Oral and written language is based on stories, myths and fables told by the teacher and retold by the children, on poems and proverbs read by the teacher and learned by the children; on conversations about toys and pets, on observations of Nature, on special days and seasons, and on pictures.

The arbitrary signs and forms to be emphasized are:

1. Capitals at the beginning of sentences and names of persons, and the pronoun I.

2. Period and question mark at the close of sentences.

D. Spelling.—Spelling is taught through attention to the words in reading and phonetic analysis of them and through practice in writing.

SECOND GRADE WORK IN ENGLISH.

A. Reading.—The children are held to the grasping of the entire thought unit and natural expression of it. New words are diacritically marked by the teacher as an aid to the children in learning them.

Books read by the children during the year:

The Tree-Dwellers, Dopp—Rand, McNally & Co. The Cave-Men, Dopp—Rand, McNally & Co. Art-Literature Reader, Book 2—Atkinson, Mentzer and Grover. Uncle Robert's Geography, Books 1 and 2—Appleton. Child's Garden of Verse, Stevenson—Rand, McNally & Co. In Mythland, Beckwith—Ed. Pub. Co. Selections from Hiawatha, Longfellow—Riv. Ed.

B. Writing.—Writing in the second grade repeats the first grade, adding to the subject-matter, groups of sentences, proverbs and memory gems; and adding to the materials the soft graphite pencils and unruled paper.

C. Language.—Hiawatha is added to the subject-matter used as a basis for oral and written composition already noted in the first grade outline.

Added to the arbitrary signs and forms to be emphasized are;

1. Capitals at the beginning of names of places, of days of the week, and of months.

2. The period after an abbreviation and the apostrophe in the possessive.

3. Special attention to habitually correct use in oral and written composition of irregular verbs and pronoun forms.

D. Spelling.—Words taken from all lessons are written on the board. The teacher calls attention to any peculiarities of forms, after which they are spelled orally and written in wide-ruled spelling books with lead-pencils.

THIRD GRADE WORK IN ENGLISH.

A. Reading.—The emphasis here as always is on thought-interpretation. The children learn new words through the aid of diacritical marking.

Books read by the children during the year:

Adventures of a Brownie, Mulock—Houghton. Child's Garden of Verse, (selections), Stevenson—Rand, McNally & Co. Robinson Crusoe—Ed. Pub. Co. Fables and Folk Stories, selected by Scudder—Riverside Ed. Uncle Robert's Geography, Book 3—Appleton. Biography of Lincoln—Ed. Pub. Co. Biography of Washington—Ed. Pub. Co. Biography of Longfellow—Ed. Pub. Co. Big People and

Little People of Other Lands, Shaw—Am. Bk. Co. Fifty Famous Stories, Baldwin—Am. Bk. Co. German Household Tales, Grimm—Riv. Ed.

B. Writing.—Writing in the third grade repeats the work of the first two grades adding to the subject-matter, short paragraphs; and adding to the materials coarse pens and wide-ruled paper.

C. Language.—“Language through Nature, Literature and Art” by Perdue and Griswold (Rand, McNally & Co.) is added to the material used as a basis for composition noted in the first grade outline. Letter-writing is also begun in the third grade.

Added to the arbitrary forms and signs to be emphasized are:

1. Capitals at the beginning of lines of poetry and direct quotations.

2. The apostrophe in contractions; comma after **yes** and **no** and with names of persons addressed; quotation marks in undivided quotations; conventional punctuation in letter writing.

3. Abbreviations in names of months, common contractions, street, avenue, Missouri, Mr., Mrs., Dr. and Rev. in “Language for the Grades” by Wisely.)

D. Spelling.—See the outline for second grade spelling. The words are written with pen and ink instead of pencil in the wide-ruled note book.

FOURTH GRADE WORK IN ENGLISH.

A. Reading.—The dictionary is now used by the children to master new words met with during the study period.

Books read by the children:

Anderson’s Stories—Riverside Ed. Child’s Garden of Verse, (selections), Stevenson—Rand, McNally & Co. Tales from Arabian Nights—Riverside Ed. Story of Troy, Church. King Arthur and His Knights, Radford—Rand, McNally & Co. The Golden Touch, Hawthorne—Riv. Ed. Alice in Wonderland, Carroll—Macmillan. Birds and Their Nestlings, Walker—Am. Bk. Co. Uncle Robert’s Geography Book 4—Appleton.

B. Writing.—Both freedom and accuracy are emphasized.

The subject-matter is:

1st. Paragraphs and short compositions, Memory gems and dictated prose and poetry.

2nd. Drill on graded free movement exercises.

3rd. Drill on letters, combined letters and words.

The method is large free movements:

1st. At blackboard using chalk.

2nd. At desks using coarse pen and wide-ruled paper.

C. Language.—“Language Lessons from Literature,” Book 1, by Cooley (Houghton, Mifflin & Co.) is used as a text-book in this grade. Informal letter writing is emphasized. In composition writing good sentence form is taught both by imitation and by analysis, the paragraph is recognized as a thought unit and the topical outline is made and used by the children.

The arbitrary signs and forms emphasized are:

1. Review of capitals taught in preceding grades and the teaching of any others which occasion demands.

2. Review of punctuation marks previously given, adding the exclamation mark, the hyphen, divided quotations; and the apostrophe in the plural possessive.

3. Grammar is taught both by incidental usage and by attention called to the generalization of such instances as are brought forward by usage, as irregular verbs, nominative and objective forms of pronouns, possessives, and relation of subject and predicate.

D. Spelling.—Words are taken from daily lessons, and by the use of Hunt’s Speller common words are constantly reviewed. The teacher and children study the word-forms noting peculiarities. Syllabication is frequently used.

FIFTH GRADE IN ENGLISH.

A. Reading.—

Books read by the children:

Robinson Crusoe, Ed. by Lambert—Ginn & Co. Wonder Book, Hawthorne—Riv. Ed. Birds’ Christmas Carol, Wiggin—Houghton. Snow-Bound, Whittier—Riv. Ed. Pied Piper of Hamelin, Browning—Riv. Ed. King of the Golden River, Ruskin—Ginn & Co. Plants and Their Children, Dana—Am. Bk. Co.

B. Writing.—The outline given under the fourth grade covers the work in this grade except that a somewhat finer pen is used and paper of ordinary ruling.

C. Language.—“Language Lessons,” Book 2, by Cooley is used as text. Informal, formal and business letters are frequently written and mailed. Throughout this grade and the sixth, greater emphasis is put upon grammar generalizations growing out of usage.

D. Spelling.—Supplementing words taken from daily lessons, definite assignments are made from Hunt’s Speller, any unfamiliar words being omitted, until such time as they are introduced through other subjects.

SIXTH GRADE WORK IN ENGLISH.

A. Reading.—

Books read by the children:

Miles Standish—Riv. Ed. Great Stone Face, Hawthorne—Ed.

Pub. Co. Birds of Killingworth, Heart of Oak Reader, No. 6. Skipper Ireson's Ride, Heart of Oak Reader, No. 6. Rip Van Winkle, Irving, Heart of Oak Reader, No. 6. Legend of Sleepy Hollow, Irving Heart of Oak Reader, No. 6. Krag and Johnny Bear, Seton—Scribners. Ivanhoe, Scott—Maynard, Merrill & Co. Merchant of Venice, Shakespeare—Riverside Ed.

B. Writing.—See the outlines for fourth and fifth grades.

C. Language.—“Language Lessons,” Book 2, by Cooley, is used as text.

Narration, description, exposition and argumentation are taught as forms of composition.

D. Spelling.—See the outlines for fourth and fifth grades.

SEVENTH GRADE WORK IN ENGLISH.

A. Reading.—

Books read by the children:

Evangeline—Riverside Ed. Christmas Carol, Dickens—Riverside Ed. Rime of the Ancient Mariner, Coleridge, Heart of Oak, No. 6. Herve Riel, Browning, Heart of Oak, No. 6. The Bells, Poe, Heart of Oak, No. 6. The Forsaken Merman, Arnold, Heart of Oak, No. 6. Modern Gallantry, Lamb, Heart of Oak, No. 6. The Young Citizen, Dole—Heaths. Talisman, Scott—Maynard, Merrill & Co. Julius Cæsar, Shakespeare—Riverside Ed. Birds and Bees, Burroughs—Houghton, Mifflin & Co. Mid-Summer Night's Dream, Shakespeare—Riverside Ed.

B. Writing.—The individuality of the children is here permitted to modify the forms and movements of writing. It is thought that no harm will result from this, if the previous work has been well done.

C. Grammar.—English Grammar by Webster (Houghton, Mifflin & Co.) is used as a text.

Letter-writing and Composition, given as occasion arises.

D. Spelling.—See the outlines for fourth and fifth grades.

ARITHMETIC.

Arithmetic.—

Books of reference for teachers:

Teaching of Elementary Mathematics, Smith—Macmillan. Psychology of Number, Dewey and McClellan—Appletons. Discussions on Education (Chap. on Arithmetic) Walker—Holt. Talks on Teaching (Chaps. on Arithmetic) Parker—Kellogg.

Arithmetic is one of the tools for handling experience—a useful instrument in constructive activities. As far as possible the isolation of arithmetic from other subjects should be avoided. Out of the daily use arises the need to know definite processes, and drill is inci-

dental to the development of these processes. The development of the process depends upon the counting and grouping of objects and the measurement of unknown magnitudes by known units of similar kind; and the drill attempts to make automatic the number facts so developed.

KINDERGARTEN ACTIVITIES LEADING TOWARD ARITHMETIC.

Through counting, grouping and combining a variety of objects, including geometrical forms and objects of nature, the children make comparisons of lengths, surfaces, volumes, forms and weights, and use such terms denoting indefinite relations as long, short, longest, shortest, large, small, heavy, light; and terms denoting definite relations as, straight, curved, circular, square, oblong, triangular, spherical, cubical and cylindrical.

FIRST AND SECOND GRADE ARITHMETIC.

During these two years emphasis is put upon constructive activities in the accomplishing of which arithmetic is of use. Games involving number work in score-keeping, handwork involving measurement and counting using various units of measure, are made the basis of work in arithmetic. The drill work consists in memorizing facts discovered by experiment as, multiplication tables, denominate number tables, the "one-to-one correspondence" between the number of objects, the name and the symbol, and the writing of the number symbols for units and tens and the common symbols of operation.

There is little printed matter suggesting number games and number handwork. "Construction Work" by Worst (Mumford) is somewhat helpful.

THIRD GRADE ARITHMETIC.

The constructive activities and experimentation with objects, and drills growing out of such exercises, referred to under the first and second grade work, continue throughout the third grade, amplified by the use of the text-book "Primary Arithmetic" by D. E. Smith (Ginn & Co.) completing part one of chapter three during the year.

FOURTH GRADE ARITHMETIC.

While the number games and handwork, the experimentation with objects and measuring with the definite units of measure still have a place in this grade, more emphasis than heretofore is put upon the drill for accuracy and speed in performing the fundamental operations and the memorizing of the fundamental number facts. "Primary Arithmetic" by Smith is completed during the year.

FIFTH GRADE ARITHMETIC.

There is less of the concrete number work than heretofore through objects and drawings before they are given symbolic expression. This applies to work on factors and multiplies, on reduction of common fractions, and on decimals.

"Practical Arithmetic," by Smith (Ginn & Co.) to page 105, is used as a text-book.

SIXTH GRADE ARITHMETIC.

"Practical Arithmetic" by Smith from page 105 to 211 is the text-book material for the year.

SEVENTH GRADE ARITHMETIC.

"Practical Arithmetic" by Smith from page 211 to 329, is the text-book material for the year.

GEOGRAPHY AND HISTORY.

Books of reference for teachers:

The New Basis of Geography, Redway—Macmillan. Special Method in Geography, McMurry—Macmillan. Method in History, Mace—Ginn & Co. Special Method in History, McMurry—Macmillan. Talks on Teaching (Chaps. 18 to 23) Parker—Kellogg.

The children and their immediate environment are taken as a point of departure and geography and history so related to them that the children's interest in, and relation to, other places and peoples widen into a consciousness of unity with them which reacts upon their own lives.

KINDERGARTEN AND FIRST AND SECOND GRADES. GEOGRAPHY AND HISTORY.

In these years, geography takes the form of nature-study, and History the form of literature as found in myths, legends, hero stories, stories of adventure, discovery and primitive life.

THIRD GRADE GEOGRAPHY AND HISTORY.

Geography still takes the form of nature study but gives more attention to land and water forms found in the environment, changes produced by frost and rain, study of soils, observation and record of weather changes and their causes, and a study of food, clothing and shelter as directly related to the children.

History continues under those aspects of literature named under the outline for the lower grades, with greater emphasis on comparison of primitive life with the present.

FOURTH GRADE GEOGRAPHY AND HISTORY.

Home Geography here expands with a more systematic study of land and water forms; mapping of vicinity; a study of the city, its industries and government; products of the surrounding region and their transportation; the county and mapping of it; the globe locating the continent, state and county; the chief land and water forms of the continent and peoples inhabiting it; a study of Missouri and its physical, industrial and commercial features.

The children read "Seven Little Sisters," by Andrews (Ginn & Co.)

and parts of "Strange Peoples" by Starr (Heath) and parts of Frye's Elementary Geography.

The history of the year is largely a study of the history of the Mississippi Valley based on the reading of "Pioneers of the Mississippi Valley" by McMurry (Macmillan.)

FIFTH GRADE GEOGRAPHY AND HISTORY.

Geography of the year is based on the study of North America using as texts "Home Geography" by Tarr and McMurry (Macmillan) and "North America" by Carpenter (American Bk. Co.).

Associated with it is the study of the history of North America, its discovery and exploration, using "Pioneers on Land and Sea" by McMurry (Macmillan).

SIXTH GRADE GEOGRAPHY AND HISTORY.

Geography here consists in the study of South America, Asia and Africa using "Home Geography" by McMurry and "South America," "Asia," "Africa" by Carpenter. History is of the United States, the texts "Story of Our Country" by Tappan (Houghton, Mifflin & Co.), and "American Leaders and Heroes" by Gordy (Scribners).

SEVENTH GRADE GEOGRAPHY AND HISTORY.

This year is given to a comparative study of the geography of the United States and Europe as to physiography, peoples, industries, commerce and governments, using "Complete Geography" by Tarr and McMurry (Macmillan), and "Modern Europe" by Coe (Silver, Burdett & Co.).

History of the United States is continued using "History of the United States" by Gordy (Scribners), "Inventors and Inventions" by Mowry (Silver, Burdett & Co.) and for comparison, "Stories from English History" by Warren (Heath).

NATURE STUDY.

Books of reference for teachers:

Nature Study and Life, Hodge. Nature Study and the Child, Scott. Agriculture Through the Laboratory and School Garden, Jackson.

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 in 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.

KINDERGARTEN.

Observe the general characteristics of the season.

Trees. Names and most striking characteristics of common trees.

Plants. Their care and relation to light, air, water and soil.

Animal Life. Birds and insects in their natural environment.

Animal Pets. Their customs and needs.

Natural Forces. Rain, snow, frost, wind and their use.

FIRST GRADE.

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.

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.

THIRD QUARTER.

Observe general characteristics of the season.

Plant Life. Buds, Spring Flowers.

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

Animal Life. Insects, Birds.

Civic Improvement. Home Yard.

SECOND GRADE.

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.

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 Forms. Snow, and ice, frost.

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 GRADE.

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.

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.

THIRD QUARTER.

General characteristics of the 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 GRADE.

FIRST QUARTER.

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

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

THIRD QUARTER.

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

FIFTH GRADE.

FIRST QUARTER.

Gardening. Collecting materials from individual gardens.

Insects. This is the chief subject for the quarter.

SECOND QUARTER—GEOGRAPHY.

THIRD QUARTER.

Elementary Botany.

SIXTH GRADE.

FIRST QUARTER.

Leguminous Plants.

Elementary Botany, continued.

THIRD QUARTER.

Elementary Forestry.

SEVENTH GRADE.

FIRST QUARTER—GEOGRAPHY.

SECOND QUARTER.

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

THIRD QUARTER.

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

MANUAL TRAINING.

Books of reference for teachers:

Economics of Manual Training, Rouillion. The Sloyd System, Hoffman. Indian Basketry, James.

KINDERGARTEN.

Sand and Clay Modeling. Illustrative; from simple form.

Paper-folding. Forms of utility; beauty forms.

Paper-cutting. On the line; from simple objects; illustrative.

Weaving: Slats for use in sand; paper mats.

Stringing: Beads; straws and papers; seeds.

Cardboard Sewing: Simple designs.

Cardboard Construction: Using boxes and other home materials.

Braiding: Rags for rugs; raffia.

FIRST GRADE.

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.

Cardboard Sewing: Border designs; all-over designs.

Construction Work with Cover Paper: Seed boxes; bon bon boxes; doll houses and furniture.

SECOND GRADE.

Clay Modeling:

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

Sewing: Burlap, and other coarse cloth.

Construction work with cover paper:

THIRD GRADE.

Clay Modeling:

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

Construction Work with Cover Paper:

Sewing: Burlap and other coarse cloth.

FOURTH GRADE.

Sewing: Bean-bags, towels, napkins, doll furnishings.

Basketry: Reed and raffia.

Pottery: Special attention given to form in flower pots, cups and vases.

Woodwork: Whittling of name-plate, pencil sharpener, winder, etc.

FIFTH GRADE.

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: Reed and raffia. Lace stitch and lazy-Squaw stitch.

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

SIXTH GRADE.

Cardboard Modeling:

Woodwork: Whittling of key-rack, match box, photo-holder, etc.

Bench wood-work: Bread-board, coat hanger, etc.

Pottery: Special attention given to slip painting and glazing.

SEVENTH GRADE.

Bench wood-work: Broom-holder, sleeve board, medicine chest, etc.

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.

KINDERGARTEN.

Illustrative: Stories, activities of home and the trade world, using chalk and blackboard and Dixon crayons and drawing paper. Simple posters using flat water-color washes.

From Models: Common geometrical forms.

From Nature: Fruits, flowers, etc.

FIRST GRADE.

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, trees, birds, sprouting seeds, and landscapes.

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 GRADE.

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.

Building: Block building, real and imaginative constructions.

Artist Study: Landseer.

SECOND QUARTER.

From Nature: Winter scenes, 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 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, 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: Poems; stories; occupations of spring.

Building: Block building continued.

Artist Study: Reynolds.

THIRD GRADE.

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; trees; potted plants.

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.

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.

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

Illustrative: Poems of spring, stories, occupations.

Building: Block building. Use any solids.

Artist Study: Bonheur.

FOURTH GRADE.

FIRST QUARTER.

From Nature: Use all material the season affords. Draw simple leaf in four or five different positions and sprays and branches of three leaves; weeds, grasses, grains; whole plants, fruits and vegetables. 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: Thanksgiving and Christmas; poems, stories.

Artist Study: Murillo.

SECOND QUARTER.

From Nature: Evergreen trees, holly; Winter landscape. Potted plants.

From Models and other objects: The square tower, tri-prism, Sketch cup, pail, basket, flower pots, coffee pots, pails, pitchers, placed

below and above the level of the eye. Draw from book with careful observation of fore shortened top, length and placing of further edge.

Illustrative: Poems, stories.

Artist Study: Van Dyck.

THIRD QUARTER.

From Nature: Design calendar for each month. Make use of all the material the season affords: Flowers: the crocus, tulip, narcissus, daffodil, wild flowers; whole plants, budding twigs, sprouting seeds, vegetables; views of campus and pond.

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 for Surface designs.

Illustrative: Poems, stories.

Artist Study: Corot.

FIFTH GRADE.

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.

From Models and other objects: Groups of models and objects. Give quick reviews of different positions of the cylinder. Draw from different figure poses.

Illustrative: Colonial life. Thanksgiving and Christmas.

Artist Study: Angelo.

SECOND QUARTER.

From Nature: Winter landscapes.

From Models and other objects: Units. Draw from pyramid in different positions above and below the eye; groups of objects. Sketch the appearance of a cylinder, square prism, or tri-prism.

Artist Study: Titian.

THIRD QUARTER.

From Nature: Let children bring in studies. Out door sketching.

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.

SIXTH GRADE.

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. Draw in color all the autumn flowers.

From Models and other objects: Groups of objects. Insist upon rapid sketches. Draw from figure poses. Draw many positions of the cylinder. Let pupils arrange models for drawing.

Illustrative: Character sketch of the season. Occupations.

Artist Study: Titian.

SECOND QUARTER.

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

From Models and other objects: Draw simple groups consisting of box, basket or other rectangular object with an object having curved edges. Draw from round basket placed above the level of the eye. Draw different views of tin bucket, flower pot, vase, etc.

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

Artist Study: Da Vinci.

THIRD QUARTER.

From Nature: Botanical specimens.

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.

Surface coverings: Composition of lines in ink and all-over surface patterns.

Artist Study: Durer.

SEVENTH GRADE.

FIRST QUARTER.

From Nature: Work with grasses, oats, timothy, wheat, etc. Use all materials the season presents. Study shadows.

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

SECOND QUARTER.

From Nature: Winter landscape, evergreen trees.

From Models and other objects: Review models.

Building: 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.

Illustrative: Character sketches.

MUSIC.

KINDERGARTEN.

Simple rhythm played on the piano and imitated by the children through clapping, marching, skipping, etc.

Work on tones through the imitation of sounds of animals, birds, insects, bells, whistles, and musical instruments.

Song-plays for producing successive tones and skips.

Rote-songs.

FIRST GRADE.

Exercises to unite and place voices.

Rote singing.

Oral Dictation. Ear training.

Practice on the scale. Hand-signs. Reading by note of all diatonic intervals. Development of sense of rhythm. Chart A, Natural Music Course.

SECOND GRADE.

Vocal drills and scale practice; Oral Dictation; Note reading and interval drill from the chart; Rote songs; Chart B, Natural Music Course.

THIRD GRADE.

Vocal drills and scale practice; Oral and written dictation; Chart work. Intervals, meter and rhythm; Book work. Intervals, meter and rhythm songs; Rote Songs; Charts A and B Natural Music Course; Harmonic Primer, in hands of children.

FOURTH GRADE.

Vocal drills and scale practice; Oral and written dictation; Chart work. Intervals, meter and rhythm; Book Work. Intervals, meter and rhythm, songs for one and two voices; Rote Songs; Charts B and C, Natural Music Course; Harmonic Primer, in hands of children.

FIFTH GRADE.

Vocal drill and scale practice; Dictation; Chart Work. Intervals, meter and rhythm; Book Work, (1st half 1st Harmonic Reader); Songs. By note for one and two voices; Chart D, Natural Music Course; Harmonic 1st Reader, in hands of children.

SIXTH GRADE.

Vocal drill and scale practice; Dictation; Chart Work. Intervals, meter and rhythm; Book Work, (entire 1st Harmonic Reader); Chart D, Natural Music Course; Harmonic 1st Reader, in hands of children.

SEVENTH GRADE.

Same as Sixth Grade.

Books of use to the teacher in selecting songs:

Nature Songs for Children, Knowlton—Summy. Small Songs for Small Singers, Neidlinger—Shirmer. Songs for Little Children, Bks. 1 and 2, Smith—Bradley. Songs of the Child Work, Bk. 1 and 2, Gaynor—Church. Songs of Life and Nature, Smith, Silver, Burdett & Co.

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. About half 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 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, Boston, Mass.

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.

Enrollment, 1906-1907.

	Men	Women	Total
Summer Session.....	163	334	497
Regular Session (Sept.-May inclusive).....	336	458	794
	—	—	—
Total	499	792	1291
Counted Twice.....	44	90	134
	—	—	—
No. different individuals (in Normal School proper.	455	702	1157
Children in Practice School.....			175
			—
Grand Total.....			1332

Enrollment Since Organization.

EXCLUSIVE OF PRACTICE SCHOOL CHILDREN.

YEARS.	STUDENTS.	YEARS.	STUDENTS.
1868—First year.....	140	1888—Twenty-first year.....	490
1869—Second year.....	203	1889—Twenty-second year.....	505
1870—Third year.....	303	1890—Twenty-third year.....	502
1871—Fourth year.....	321	1891—Twenty-fourth year.....	560
1872—Fifth year.....	434	1892—Twenty-fifth year.....	596
1873—Sixth year.....	470	1893—Twenty-sixth year.....	606
1874—Seventh year.....	668	1894—Twenty-seventh year.....	562
1875—Eighth year.....	709	1895—Twenty-eighth year.....	620
1876—Ninth year.....	627	1896—Twenty-ninth year.....	623
1877—Tenth year.....	592	1897—Thirtieth year.....	719
1878—Eleventh year.....	534	1898—Thirty-first year.....	737
1879—Twelfth year.....	468	1899—Thirty-second year.....	739
1880—Thirteenth year.....	513	1900—Thirty-third year.....	742
1881—Fourteenth year.....	492	1901—Thirty-fourth year.....	753
1882—Fifteenth year.....	481	1902—Thirty-fifth year.....	757
1883—Sixteenth year.....	446	1903—Thirty-sixth year.....	784
1884—Seventeenth year.....	501	1904—Thirty-seventh year.....	944
1885—Eighteenth year.....	475	1905—Thirty-eighth year.....	982
1886—Nineteenth year.....	405	1906—Thirty-ninth year.....	1040
1887—Twentieth year.....	421	1907—Fortieth year.....	1157

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. Hollipeter, R. S. Iles, A. R. Orr, W. H. Vaughn.
1880—John Barton, Julia Lester (Mrs. Bozworth), 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, Seldon Sturges.
1888—H. C. Long.
1889—Aven Nelson.
1892—Wm. D. Grove, Mary Trimble Prewitt, F. A. Swanger.
1893—Adaline Bell, Frank Wisdom Hannah, Marguerite Pumphrey (Mrs. Smith), Walter H. Payne, Louise M. Trimble, John A. Whiteford.
1894—R. B. Arnold, C. W. Bowen, Fannie Gentry (Mrs. Lobban).
1896—Minnie Brashear, W. L. Riggs, J. H. Grove, J. 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.

DEGREE—MASTER OF PEDAGOGY.

- 1903—E. Alta Allen, Mayme Foncanon, 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.
1907—Tom Alexander, E. H. Buck, Florence Funk, P. B. Humphrey, I. Allen Keyte, Beth Rutherford, Raymond Shoop, Jas. Tippet.

*Deceased

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, Seldon 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. Carlington, 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 Cumberland, Serelda Gilstrap (Mrs. C. W. Thomas), E. E. Hollipeter, W. D. Oldham, R. V. Seward, W. H. Vaughn, E. H. Walker.
1878—Anna Baldwin (Mrs. G. W. Sublette), J. C. Dooley, *S. D. Ellis, Charles L. Ebaugh, *H. A. Fink, Rebecca E. Hubbell, Manlove Hall, John R. Kirk, H. 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 Bragg (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, Anna Dysart, 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. Holliday, R. E. Johnson, H. C. Long, W. H. Miller, Libbie K. Miller (Mrs. Traverse), Carrie Randall (Mrs. Thwing), H. B. Shau, Minnie 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. Brumnatt, Jennie Edwards, Ella Evans, Kate Funk (Mrs. Simpson), Nannie Garrett, *Fannie Graer (Mrs. J. W. Martin), G. M. Holliday, Etta L. Johnson (Mrs. Kiggins), A. E. Kennedy, C. M. Kiggins, 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, Georgie Funk (Mrs. Meyers), Ella Funk, Mattie Hannah (Mrs. Humphreys), U. G. Humphreys, A. L. Holliday, W. L. Holloway, G. E. Jamison, Nannie Key (Mrs. Dufur), Eugene 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, Lisse 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, Mattie May McCall, Louis Edward Petree, Geo. Arthur Radford, Oliver Stigall, *Caddie Smith, Lundy Byron Smith, Lida Athleen Shultz (Mrs. Risdon), Ellen Eliza Van Horne, Sophia Campbell Watson, Anna Stafford Western (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. Musiek, John Davis, 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 Burk, Alice Elzira Downing, Warren Mitchell Duffie, William Samuel Eller, Lena Edelen, Julia Emma Freeland, Mary Marguerite Fisher, Benjamin Franklin Gordon, Lina Gore, George Mark Laughlin, Francis Marion Motter, Sadie Martin, John Wilfley Oliver, Martha Owen, William Charles Thompson, Lena Minerva Trowbridge (Mrs. Payson), Anna 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, Jeanie Dodson, Maggie Furtney, August Harman, Edward E. Huffman,

Homer A. Higgins, J. A. Hook, Arthur Lee, Mabel Mennie, George Byron Novinger, Louise Rex, Ledrew Esper Ryals, Nell Stone (Mrs. Brace), 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 Foncano, 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, (Mrs. Geo. A. Still), 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 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 (Mrs. John R. Gibbs), Virginia Louise White (Mrs. Graham), Lena Wilkes.
- 1901—Effia Allen, Edna Baker, Basil Brewer, Artie Keller Cleveland, Anna Margaret Earhart, Cassius V. Eaton, Anna Ely, T. M. Evans, Eugene Fair, Alta Lee Gill, Mary C. Greenwood (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. Traughber), *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 (Mrs. Robert L. Kirk).
- 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 Exans, Marcy Carmen Fisher, Francis J. Gibbons, Oattie M. Greiner, Alice F. Erwin, Clyde Hennon, Frank Heyd,

T. W. Imbler, M. Elizabeth Johnston, Maud M. Kennen, Clara Miller, A. R. Morgan, Lillian 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 (Mrs. Mott), R. L. Minton, Blanche Moore, L. A. Moorman, S. E. Morlan, N. Mabel Owen, Lelah Popplewell, Tilden Powell, Eugenia Ringo (Mrs. L. A. Moorman), L. D. Roberts, Grace Rucker, Susie Salling, Christine Tall, Sarah E. Thomas, Myrtle Traughber, Lillian Louise Weedon, Bessie 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.
- 1905—Coral Adams, Thomas Alexander, Maude Alkire, Zula A. Ballenger, Harriet H. Bartlett, Ida Ione Bradshaw, Ernest H. Buck, Jesse V. Buck, Sarah Bliss Burkeholder, A. E. Coppers, Virgil E. Dickson, Elbert M. Dorsey, C. C. Eisiminger, Jennie Foglesong, Bessie E. Hale, O. E. Heaton, Phoebe John, Dora E. Johnston, Roberta Jones, W. N. King, Maude McClanahan, Margaret Virginia Miller, Bessie Munn, John Patrick Murphy, Minnie E. Murphy, William Charles Murphy, Robert M. Nicholas, Demar Pierson, Jess W. Rainwater, Ethel Rodgers, Minnie Ruffer, Beth G. Rutherford, S. C. See, Arthur Malcolm Swanson, C. E. Temple, James Sterling Tippet, J. F. Treasure, Cyrus G. Truitt, Ethel E. Walkup, Rosabel Wells, W. M. Wells, S. Birchie Woods.
- 1906—Nell Alexander, Grover C. Allen, John Baum, Mary Beatty, C. E. Bonnett, M. O. Brown, T. A. Costolow, Clara N. Crawford, Edna L. Creek, Frank Culler, Ava Finegan, Lena Fuller, Florence H. Funk, Edna Hawkins, I. M. Horn, P. B. Humphrey, Caltha A. Johnston, F. O. Jones, L. Fay Knight, Lura Hope Loomis, Ruth Martin, Bertha Mathews, Irma Mathews, Ella McClain, Leila Bell McReynolds, Edna Middleton, Jessie Murry, F. B. Nance, Bertha Nichols, W. O. Pool, Lena Rule, E. Lillian Scott, Margaret E. Smith, B. A. Stagner, Wm. L. Steiner, C. R. Stone, Julia Storm, Hugh Webber, Charles M. Weyand, Mary Weyand.

*Deceased.

SENIOR CLASS, 1907.

DEGREE—BACHELOR OF PEDAGOGY.

GRADUATING, MAY 22.

Charles Banks, Mabel Bates, J. C. Beattie, Mertie E. Bohon, Florence Brasfield, Mattie Buchanan, Ethyl Carter, Mary Ethel Cockrum, Dagmar Doneghy, Nelle Fuller, E. H. Harrington, Ina F. Holloway, Ola K. Holloway, Cecil Y. Johnston, H. J. King, Nina M. Kintner, Opal Markey, Essie McQuoid, Mabelle A. Mills, Evelyn Moore, Maude Myers, Blanche May Nixon, Lettie Northcraft, Grant O. Oberg, Macie Randall, Walter G. See, A. E. Sloan, Leta Knox Townsend.

AUGUST SECTION.

To receive diplomas August 15, on condition that all required work shall then be completed:

Wallace Adams, Arthur F. Arnold, Mabel A. Bartholomew, Allen Berger, Alice Burnham, Louise H. Brandes, E. H. Buck, Corintha Bruce, Blanche C. Daugherty, Grace Dickson, Nelle Fenn, Vera Finegan, Grace Fones, E. A. Funk, Leon S. Johnston, G. May Harris, J. H. McKinney, Edna McKenzie, Ralph McReynolds, J. C. Moore, Elizabeth Northcraft, Frances E. Post, Grace Quigley, E. M. Sipple, Georgia May Sloan, Leona Stanley, L. L. Sturgeon, Dorothea Thomas, Lillie Throckmorton, Chester A. Vaughn, Leslie J. Wagner.

SOPHOMORE CLASS, 1907.

GRADUATING, MAY 21.

Arthur W. Bagley, Ina G. Baltzell, J. E. Baltzell, R. A. Baugher, Alice Burnham, Ora F. Burris, Frances Carter, Fannie Davis, Glen Davis, Frances Deaver, Gussie Erwin, Nettie E. Fishback, Hanna Fugate, Shelton Gregory, J. H. Hoff, Eulalie Kay, May Kirtley, B. P. Leatherman, Minnie Leazenby, Samuel F. Mauck, James Albert Miller, Ola E. Miller, Grover Morgan, Genevieve Moses, Glea Beryl Munson, Frances Evelyn Nance, Paul E. Phipps, Clara Pierson, Madge Reese, Mary H. Reinhard, Eunice L. Schofield, Frona Stauterman, H. G. Swanson, Olave Wayman, Gertrude Willett, Forest B. Wilson.

AUGUST SECTION.

To receive certificates August 15, on condition that all required work shall then be completed.

Pearle Elizabeth Barker, Virgil Barker, Florence Bayley, Eolian Berger, S. F. Bonney, Elmer A. Burch, Belle Cockrum, Effie Pearl Eyneart, William C. Gilson, E. L. Horton, Carrie E. Kelley, W. D. Lear, Minnie Loftiss, E. L. Marshall, Agnes Marston, Mary Emma Merrell, Lucile Miller, Grace Rea, Janie May Richmond, Eva Reynolds, Aubrey C. Ross, Letha Pearl Scobee, Mamie Sharp, Rolla Southern, Robert St. Clair, Blanche Oak Stephens, Bertha Etta Turner, W. G. Twyman, B. E. Vaughn, Floy Vaughn, J. D. Williamson.

STUDENTS, 1906-1907.

Adams, E. R.....	Kirksville	Bare, C. F.	Victor
Adams, Fannie.....	Harris	Barker, Pearle	Kirksville
Adams, Grace E.....	Hillsboro	Barker, Ray.....	Kirksville
Adams, Mattie.....	Kirksville	Barker, Virgie.....	Kirksville
Adams, Nell.....	Kirksville	Barnes, Bertha.....	Queen City
Adams, S. C.....	Arbela	Barnes, Glenn.....	Brashear
Adams, Wallace.....	Kirksville	Barrows, Leslie.....	Kirksville
Adams, Will.....	Kirksville	Bartholomew, Mabel.....	Chandler, Okla.
Ader, Ola C.....	Kirksville	Bartless, Ralph S.....	Sorrell
Alexander, Mona B.....	Duncan's Bridge	Basket, Geo.....	Purdin
Alexander, Tom.....	Kirksville	Bates, Mabel.....	Shelbina
Alkire, Daisy.....	Oregon	Baugher, R. A.....	Bucklin
Allen, E. Alta.....	Memphis	Baum, J. L.....	Rosendale
Allen, Grover.....	Memphis	Bayley, Florence.....	Knox City
Allen, Harry E.....	Canton	Beard, E. J.....	Exline, Iowa
Allen, Hugh.....	Ewing	Beard, Ida G.....	St. Peter's
Allen, Lawrence.....	Mendota	Beattie, Elma.....	Whitesville
Allen, Ross C.....	Keytesville	Beattie, J. C.....	Whitesville
Allingham, Otis.....	La Plata	Beatty, Byron H.....	Kirksville
Allison, Fern.....	Center	Beatty, Mary E.....	Kirksville
Allison, J. C.....	Kirksville	Becker, H. W. P.....	Kimmswick
Althof, Maude.....	Clarence	Beckner, H. S.....	Rutledge
Anderson, Herbert E.....	New Boston	Beeler, Noah.....	Glenwood
Anderson, Matcie.....	Ewing	Bell, Maude.....	Macon
Applegate, Daisy.....	Frankford	Benning, C. T.....	Canton
Archer, Nellie.....	Shibley's Point	Benson, Nell.....	Madison
Armstrong, Alpha.....	Brashear	Berger, Allen.....	Middletown
Armstrong, Carrie.....	Farmington, Iowa	Berger, Eolian.....	Middletown
Armstrong, W. K.....	Unionville	Bergthold, Eva.....	Gorin
Arndt, Lizzie.....	Kirksville	Bibee, Paul.....	Sidney
Arnold, Arthur F.....	Kirksville	Bier, Mary.....	Greencastle
Arnold, John.....	Milan	Biles, Mattie.....	Coatsville
Ash, Liza.....	Madison	Bishop, Jemima.....	Clarence
Atherton, Blanche.....	Kahoka	Black, Grace.....	Hurdland
Autenrieth, Bertha.....	Clayton	Black, Mary E.....	Cameron
Aydelotte, Mabel G.....	Kirksville	Blackman, Eula.....	Weleetka, Ind. Ter.
Bacon, Walter.....	Kirksville	Blackwell, Clara L.....	Kirksville
Bagley, Arthur W.....	Saline	Blackwell, Florence.....	Kansas City
Bailey, J. W.....	Kirksville	Bohon, Ethel.....	Sperry
Bailey, May.....	Kirksville	Bohon, Mertie.....	Ewing
Bailey, S. I.....	Kirksville	Bondurant, John R.....	Kirksville
Bain, Charlotte.....	Webster Groves	Bonnett, Alice.....	Gallatin
Baird, Della.....	Kirksville	Bonnett, C. E.....	Gallatin
Baker, Lou.....	Memphis	Bonnett, Mary.....	Gallatin
Ballard, Elsie.....	Kahoka	Bonnett, May Belle.....	Gallatin
Ballenger, Lula.....	Kirksville	Bonney, S. F., Jr.....	La Grange
Ballew, H. C.....	Mill Grove	Borron, Arthur.....	Nickellton
Baltzell, Ina G.....	Deer Ridge	Borron, Elizabeht.....	Nickellton
Baltzell, J. E.....	Deer Ridge	Borron, Irma.....	Nickellton
Banks, Chas.....	Avalon	Botts, Elmer.....	Novelty
Banks, Nannie.....	Maywood	Botts, M. Alice.....	Hurdland

Botts, Mabel.....	Hurdland	Burnside, J. A.....	Miami
Botts, Maude.....	Hurdland	Burris, Ora F.....	Kirksville
Boucher, Jack.....	Sampsell	Burton, Ben A.....	Centralia
Boucher, Vernon.....	Sampsell	Burton, E. Y.....	Kirksville
Bowdreau, A. F.....	Canton	Busby, Clyde.....	Quitman
Bowles, Fay.....	Maywood	Butler, Mattie.....	Vandalia
Bowman, Irene.....	Kirksville	Buzard, Nellie.....	Kirksville
Bowman, Mrs. V. B.....	Laddonia	Buzard, Virgil.....	Kirksville
Braffett, Jessie.....	Mill Grove	Byrne, Minnie V.....	Kirksville
Bragg, Florence E.....	La Plata	Cain, Anna.....	Hale
Brand, Hannah.....	Osborn	Callison, Onie.....	Auxvasse
Brandes, Lula.....	Moscow Mills	Calvert, Estelle.....	Revere
Brandt, J. A.....	St. Charles	Campbell, David.....	Hurdland
Brasfield, Florence.....	Unionville	Campbell, F. E.....	Moulton, Iowa
Brashear, Eugene C.....	Kirksville	Campbell, P. W.....	College Mound
Brashear, M. M.....	Kirksville	Campbell, Ward.....	Kirksville
Brashear, Roma.....	Kirksville	Capps, Arlie G.....	Stahl
Brenz, Della.....	Kirksville	Capps, Ora.....	Stahl
Brewer, Jessie.....	Kirksville	Carnahan, E. L.....	Atlanta
Bridges, Carrie.....	Eagleville	Carroll, John B.....	Kirksville
Bridges, D. G.....	Denver	Carson, Frank.....	Ashland, Kan.
Bridwell, F. E.....	Marceline	Carter, Ethyl.....	Moberly
Brinkman, Agnes N.....	La Grange	Carter, Frances.....	Mexico
Brown, Bird.....	Shelbyville	Carter, Isabelle.....	Kirksville
Brown, Deborah.....	Kirksville	Carter, Lillian.....	Brookfield
Brown, Ed.....	Shelbyville	Carter, Roy.....	Hatfield
Brown, Edith.....	Shelbyville	Case, Susan.....	Humphreys
Brown, Elizabeth J.....	Smithshire, Ill.	Caskey, Adah B.....	Kirksville
Brown, Emma.....	Triplett	Cassil, Leona.....	Jamestown
Brown, Ethel.....	Browning	Cassity, R. D.....	Milan
Brown, Hallie.....	Dunlap	Cauthorn, Leah.....	Mexico
Brown, H. F.....	Brookfield	Cherry, Roy.....	Goldsberry
Brown, Nell M.....	Elsberry	Clapper, Hazel.....	Unionville
Brown, Sallie.....	Kirksville	Clapper, Lelia.....	Unionville
Brown, Sylva.....	Kirksville	Clark, Bess.....	Nettleton
Brown, W. C.....	Kirksville	Clark, Wildie L.....	Williamstown
Broyles, Basil C.....	Gilman City	Clarkson, Florence.....	Browning
Bruce, Corintha.....	Chillicothe	Clauson, G. E.....	Knox City
Bruton, Bernice.....	Laddonia	Cline, Ethel.....	Brookfield
Bryant, Chas. H.....	Hamilton	Clotfelter, Myrtle.....	La Plata
Bryson, Belle.....	Knox City	Clough, Ethel.....	Wyaconda
Buchanan, Mattie.....	Spickard	Clough, Robert.....	Wyaconda
Buck, E. H.....	Kirksville	Clute, Myrtle.....	Plattensburg
Buck, Jesse V.....	Kirksville	Clymans, Capitola R.....	Bevier
Buck, Lydia.....	Kirksville	Clymans, Susan A.....	Bevier
Bucklew, Lillian.....	Stanberry	Cochran, Ada.....	Cainesville
Buckworth, Elsie.....	Powersville	Cochran, Grace.....	Wright, Iowa
Bundy, Anna.....	Millard	Cochran, Sina.....	Cainesville
Burch, Elmer A.....	Clearmont	Cockrum, Belle.....	Knox City
Burch, Minnie.....	La Plata	Cockrum, Mary Ethel.....	Kirksville
Burckhardt, Mayme.....	Bethel	Coe, Alice.....	Kirksville
Burgess, Merl.....	Kirksville	Coe, Robert.....	Kirksville
Burkett, Alma.....	Hatfield	Coffey, Bessie Lee.....	Queen City
Burnham, Alice.....	Milan	Coffman, Edith.....	St. Catherine

Cokerham, Edgar.....	Purdin	Davis, Glen	Princeton
Collins, Herbert.....	Kirksville	Davis, Irvin.....	Novelty
Collins, May.....	Nickellton	Davis, J. R.....	Stoutsville
Comer, Lonzo.....	Hurdland	Davis, Nellie M.....	Gregory
Compton, Mary.....	Nind	Davis, Ora.....	Ewing
Conlee, Olive.....	Kahoka	Davis, Pansy.....	Winfield
Cooper, Cliff.....	Spickard	Davis, Roscoe.....	Gorin
Coppers, A. E.....	Hurdland	Dearing, Wendell.....	Taylor
Corbin, Blanche.....	Kirksville	Deaver, Frances.....	Paris
Corbin, Luna E.....	Kirksville	Deckard, Artie E.....	Eagleville
Corner, Bessie T.....	Laddonia	Deckard, Dollie.....	Eagleville
Corner, Mary F.....	Laddonia	DeLaney, Nell.....	Paris
Cornmesser, B. L.....	Kirksville	Denison, Willie.....	Tullvania
Cornmesser, Myrtle R.....	Greencastle	Denning, Goldie.....	Boswo-th
Corporan, G. W.....	Coatsville	Dennis, Della.....	Pollock
Correll, Verna.....	Cameron	Dennis, Euphemia.....	Pollock
Costolow, Evert.....	Kirksville	Dennis, Leaphy.....	Pollock
Costolow, T. A.....	Kirksville	Deskens, Irl.....	North Salem
Coulter, Russell.....	Macon	Dickerson, Partha.....	Livonia
Cowherd, Vinita.....	Perry	Dickson, C. E.....	Kirksville
Cowles, Mary.....	Auxvasse	Dickson, Grace.....	Kirksville
Cox, Cora.....	Elsberry	Diemer, Geo. W.....	Brookfield
Cox, Myrtle.....	Cora	Doan, Mabel.....	Trenton
Cox, Susie.....	Elsberry	Dobyns, Vivian.....	Shelbina
Craggs, Phoebe.....	La Plata	Dockery, Leota.....	Kirksville
Craig, Carrie.....	Moulton, Iowa	Dodson, Lena.....	Kirksville
Cram, Norma.....	Green City	Doneghy, Dagmar.....	Kirksville
Crandall, Nola.....	Willmathville	Donelson, Arthur.....	Hatfield
Crawford, Alice.....	Hager's Grove	Dotson, Carlos.....	Kirksville
Crawford, Clara.....	Clarksdale	Dougherty, J. M.....	Higbee
Crawford, Flossie.....	Kirksville	Downing, Myrtle.....	Fulton
Crecelius, Margaret A.....	Mehlville	Downing, Olah.....	Kirksville
Cree, Cal A.....	Bloomfield, Iowa	Drace, A. C.....	Keytesville
Creek, Edna.....	Kohaka	Drake, Nettie.....	Memphis
Creel, Lida.....	Carrollton	Drake, Nora L.....	Memphis
Cretcher, Willie F.....	Cantril, Iowa	Duff, M. C.....	Gibbs
Crowley, Mrs. F. G.....	Kirksville	Duff, Pearl.....	Gibbs
Culler, Alva.....	Epworth	Dull, Ethel S.....	Santa Fe
Culler, J. F.....	Epworth	Duncan, Mary.....	Clifton Hill
Cummins, Alice.....	Greentop	Dunham, Nora E.....	Kirksville
Cupp, Dimple.....	Kirksville	Dunn, Mrs. Ethyl S.....	Meadville
Curry, Claudia.....	Arbela	Dutcher, Marie.....	Warrensburg
Daggs, J. A.....	Arbela	Dye, Alice.....	Kirksville
Dameron, Cannie.....	Middletown	Earhart, Anna.....	Kirksville
Darr, Frank.....	Kirksville	Easdale, Anna.....	Shelbyville
Dashiell, Nancy W.....	Kirksville	Eaves, Bertha.....	Hillsboro....
Daugherty, Bessey L.....	Kirksville	Eisiminger, W. R.....	Filmore
Daugherty, Blanche.....	Kirksville	Elam, Alva G.....	Perry
Dayvault, Katherine.....	New Florence	Eller, Mary.....	Mexico
Davidson, Virgie.....	Gibbs	Elmore, Opal.....	Gibbs
Davis, Ben.....	Ethel	Elschlager, Ivan.....	Downing
Davis, Earl.....	Bible Grove	Elsea, Grace.....	Atlanta
Davis, Fannie.....	Princeton	Elsea, Mae.....	Macon
Davis, Fern.....	Davis City, Iowa	Elston, Della.....	Kirksville

Emberson, Agnes	Kirksville	Galbreath, Mack	Coffeyburg
Emberson, Lucy	Kirksville	Gann, Mae	Mercer
Emerson, Carrie	Hurdland	Garnett, Ellis	Clarence
Engberg, Janie	Bucklin	Garnett, Esther	Ewing
English, Leslie	Kirksville	Gatson, Lizzie	Hunnewell
English, Maurice H.	Perry	Gee, Frank H.	Kirksville
English, Raymond	Kirksville	Gehrke, Clara S.	Kirksville
Enyeart, Effie	Browning	Gehrke, Earl D.	Kirksville
Erwin, Gussie	Houston	Geno, Ola	Pattonsburg
Eubank, L. Esther	Kirksville	Gentry, Ada	Leonard
Eubank, Rubie	Madison	Gentry, Aubrey A.	Millard
Evans, Florence	Huntsville	George, Kathryne	Memphis
Evans, Hattie	Marceline	Gex, Rena	Shelbina
Evrard, Elizabeth	Marshall	Gibbons, Mabel	Kirksville
Ewing, Ada M.	Kirksville	Gibson, Estelle	Elsberry
Farris, Minnie	Clifton Hill	Gibson, Verna	Browning
Farris, Willie May	Clifton Hill	Gilbert, Ethel	Hamilton
Fell, W. B.	Revere	Gilchrist, Nolia E.	Brookfield
Fenn, Nell	Joplin	Gilchrist, Velma J.	Brookfield
Ferguson, M. C.	Warsaw	Gill, Meta	Kirksville
Finegan, Ava	Kirksville	Gilson, Wm. C.	Kirksville
Finegan, Clive	Kirksville	Gleason, Lola	Kirksville
Finegan, Vera	Kirksville	Glenn, Sallie	Earl
Fish, A. V.	Kirksville	Goldberg, Elsa	Kirksville
Fish, Clarence M.	Kirksville	Goldberg, Senta	Kirksville
Fish, Elsie	Kirksville	Goodale, C. T.	Cape Girardeau
Fishback, Nettie	Lewistown	Goodale, Mrs. C. T.	Cape Girardeau
Fisher, Verna	Willmathville	Goode, Dore W.	Kirksville
Fitzpatrick, Agnes	Monroe City	Goode, Zetta	Kirksville
Fitzpatrick, Ella	Monroe City	Goodwin, J. A.	Youngstown
Flagler, Isabel	Frankford	Gorrell, Shirley	Canton
Fleak, Frank C.	Hurdland	Grable, Moxie	Wyaconda
Foncannon, Grace	Kirksville	Green, Mary	Florida
Foncannon, Roxsie L.	Kirksville	Greenslate, Raye	Willmathville
Fones, Grace	Joplin	Gregory, Julia	Kirksville
Ford, Helen	Glenwood	Gregory, Shelton	Kirksville
Foster, O. G.	Hatfield	Greiner, Ottie M.	Kirksville
Foster, W. E.	Palmyra	Griffin, Nova A.	Lemonville
Fowler, Philip	Kirksville	Griggs, R. E.	Novelty
Frank, Glen	Greentop	Grimes, Georgia	Plattensburg
Freeland, Nelle	Shelbina	Grinstead, L. R.	Cantril, Iowa
Frobes, Clara	Kirksville	Groenewood, Mrs. Jennie	Kankakee, Ill.
Fugate, Hanna	Stultz	Grubbs, Ruth	Rothville
Fugate, Joe H.	Armstrong	Gunnels, Rhoda	Elmer
Fugate, Sylvia	Stultz	Gunnels, Sarah	Elmer
Fuller, E. T.	Holliday	Gusewelle, May	Gilman City
Fuller, Lena	Kirksville	Guthrie, Ethel	St. Francisville
Fuller, Lynn	Kirksville	Guy, Grace	Kirksville
Fuller, Nelle	Kirksville	Haffarnan, Ella	Baring
Fuller, Wayne	Kirksville	Haines, Nellie	Fairmont
Funk, E. A.	Kirksville	Hale, Bessie	Kirksville
Funk, E. E.	Kirksville	Haley, Mary	Forest City
Funk, Florence H.	Kirksville	Hall, Baxter	Clarence
Funk, Opal	Kirksville	Hall, Stanley M.	Clarence

Halladay, H. Vergil.....	Kirksville	Holloway, Lora L.....	Kirksville
Halliburton, Opal.....	Cairo	Holloway, Ola.....	Kirksville
Halstead, Myra.....	Breckenridge	Holloway, W. W.....	Kirksville
Hamilton, Margaret.....	Salisbury	Hollowell, Alpheus G.....	Queen City
Hand, Grace.....	Wayland	Holman, Addie.....	Novinger
Hanks, Cyrus A.....	La Plata	Holman, Minnie.....	Novinger
Harbin, Ida M.....	Ottawa, Kans.	Holmes, Opal D.....	Novelty
Hardin, C. N.....	Hallsville	Holmes, Vance.....	Novelty
Hardin, G. T.....	Hallsville	Holmlund, Esther.....	Bucklin
Hardin, W. T.....	Hallsville	Holton, Scott.....	Kirksville
Hardinger, Dorcas.....	Green City	Holverstott, Nell.....	Lathrop
Harlow, Ima.....	Winfield	Hook, W. J.....	Kimmswick
Harrington, F. L.....	Bucklin	Hopper, Em. O.....	Forest City
Harris, Albert.....	Milan	Hopson, Blanche.....	Kirksville
Harris, G. May.....	Kirksville	Horn, Grace.....	Wyaconda
Hatton, Lydia.....	Ladonia	Horn, I. M.....	Wyaconda
Havenor, Della.....	Kirksville	Horton, E. L.....	Kirksville
Havenor, Wallace.....	Kirksville	Horton, Ernest.....	Benton City
Hawkins, Edna.....	Hematite	Hosey, Carrie.....	Kirksville
Hawkins, Edna A.....	Brookfield	Hosey, Gertrude.....	Kirksville
Hay, George.....	Memphis	Howard, Susie.....	Powersville
Hay, Myrtle.....	Memphis	Howell, Anna.....	Holliday
Hayden, Waverly.....	Higbee	Howell, Irene V.....	Lentner
Hayes, Roy.....	Purdin	Howell, Roberta.....	Holliday
Hays, Ralph.....	St. Catherine	Howey, Earl W.....	Kirksville
Head, Jennie.....	Browning	Howlett, A. C.....	Kirksville
Henderson, Eliza J.....	McFall	Hoyt, Carrie.....	Dawn
Hendriksen, Clara.....	St. Joseph	Hoyt, Grace E.....	Dawn
Henke, Lydia.....	Kirksville	Hubbard, Floy.....	Rush Hill
Henry, Mrs. Mathilde.....	Kirksville	Hubbard, Mabel.....	Kirksville
Henwood, Jessie.....	Oakwood	Hudson, Frank.....	Melbourne
Herboth, Gussie.....	Green City	Hudson, May.....	Edina
Herget, Earl.....	Novelty	Hulen, G. A.....	Lancaster
Herlinger, Grace.....	Vandalia	Hull, Carl.....	Kirksville
Hess, Bernice.....	Norborne	Hull, Clinton E.....	Kirksville
Hess, Mabel.....	Kahoka	Hull, Eula.....	Kirksville
Hess, Pearl.....	Norborne	Hulse, Lola.....	Kirksville
Hewgley, May.....	Madison	Humphrey, P. B.....	Kirksville
Hewgley, Ruth.....	Madison	Humphreys, M. Eugene.....	Gault
Heyd, Carrie.....	Kirksville	Hungerford, Barbara.....	Kirksville
Heyd, Flora M.....	Kirksville	Hunt, Mabel E.....	Ravenwood
Higbee, Zella.....	Kirksville	Hunt, Olive.....	Kirksville
Higdon, Lucile.....	Kirksville	Huntsman, H. N.....	Macon
Hightower, Howard.....	Jerico Springs	Hussey, Anna.....	Lathrop
Hininger, Monte.....	Blythedale	Husted, Anna.....	Trenton
Hiskett, F. N.....	Chillicothe	Hutchens, Maud.....	La Plata
Hodge, L. R.....	Cadmus	Hutcheson, Emma.....	Kirksville
Hodge, P. D.....	Ladonia	Hutchinson, R. M.....	Pattonsburg
Hoefner, Edna.....	New Melle	Inbody, Eva.....	Kirksville
Hoefner, Edwin.....	New Melle	Israel, Allie.....	Kirksville
Hoff, J. H.....	St. Clair	Israel, G. B.....	Kirksville
Hofsess, B. Myrtle.....	Benton City	Jack, Ethel.....	Kirksville
Holloway, Ina E.....	Kirksville	Jackson, Courtney.....	Huntsville
Holloway, Keith.....	Brashear	Jackson, Victor.....	Westville

James, Arthur	Kirksville	Keyte, Lena	Kirksville
James, Bessie	Stoutsville	Keyte, W. W.	Kirksville
Jamison, G. H.	Green City	Killebrew, Stanley	Durham
Jamison, R.	Green City	Kimball, Josie V.	Pattonsburg
Janney, Nellie	Newark	Kindred, P. H.	Jamesport
Jean, Ethel	Cairo	King, H. J.	Revere
Jeans, J. H.	High Hill	Kintner, Nina M.	Bethany
Jobson, Evelyn	Lingo	Kipper, Ruth	Granville
Jobson, Katherine	Lingo	Kirk, Mary	Kirksville
Johnson, Agnes	Paris	Kirk, Pauline	Kirksville
Johnson, Albina	Kirksville	Kirk, Victor	Kirksville
Johnson, C. A.	Bucklin	Kirtley, Mae	Utica
Johnson, Genevieve	Browning	Kittle, Ruby	Azen
Johnson, Guy	Purdin	Klepper, Maud V.	Breckenridge
Johnson, Ruth	Kirksville	Knight, L. Fay	Milan
Johnston, Caltha	Kirksville	Knotts, Ethel	Kirksville
Johnston, Cecil Y.	Kirksville	Koenemann, Louisa W.	St. Louis
Johnston, Hugh	Kirksville	Kropf, Eldina	Lancaster
Johnston, Leon S.	Kirksville	Kurtz, Roxie	Wyaconda
Johnston, Maude	Kirksville	Ladd, Cora	Memphis
Jones, Alma	Kirksville	Laird, Olive	Brashear
Jones, Bessie	North Salem	Lakin, E. T.	Kahoka
Jones, Chas. B.	Green City	*Landes, J. Roy	Millard
Jones, E. O.	New Boston	Landes, Maun E.	Millard
Jones, Florence M.	Queen City	Larson, Caroline	Bucklin
Jones, Hazel	Kirksville	LaRue, Imogene	Glenwood
Jones, J. L.	Kirksville	Lathan, Ethel	Yarrow
Jones, J. P.	Greencastle	Laughlin, H. H.	Kirksville
Jones, Judith	Mexico	Layton, C. C.	Weston
Jones, Nelle	Kirksville	Lear, Lurline	Warrensburg
Jones, Raymond	Novelty	Lear, Virginia	Kirksville
Jones, Roberta	Kirksville	Lear, W. D.	Palmyra
Kaighen, Della	Kirksville	Leatherman, B. P.	Bucklin
Kaser, Grace	Baring	Leatherwood, H. W.	Trenton
Kautz, B. F.	Kirksville	Leavitt, Abbie	Kirksville
Kautz, May	Kirksville	Leazenby, Minnie	Ridgeway
Kavanaugh, Hattie	Musselfork	Lester, Floy	Norbourne
Kay, Eulalie	Lathrop	Lewellen, Aubrey	Philadelphia
Kaylor, Maude	Shelbina	Lewis, Lura	Canton
Keith, N. F.	Cherry Box	Lewis, Margaret T.	Dawn
Keller, Anna	Glenwood	Lewis, Nellie	Webster Groves
Keller, Minnie	Kirksville	Lile, Elnora	Ethel
Kelley, Carrie E.	Breckenridge	Lile, Homer	Ethel
Kelly, T. W.	Moberly	Linder, Earl	Kirksville
Kendrick, Charlie	Kirksville	Lindsay, Roy	Gilman
Kendrick, Lillian	Carrollton	Lindsey, Ethel	Maywood
Kenley, J. W.	Cora	Lindsey, Frankie	Maywood
Kennedy, Grace	Kirksville	Lindstrom, G. J.	Maywood
Kennedy, Minnie	Eagleville	Link, Anna	Kirksville
Kennen, Nina	Mexico	Link, Bessie	Kirksville
Kenney, Helena G.	Weston	Link, Vergil	Kirksville
Kent, C. W.	Green City	Lionberger, Beulah	Memphis
Kerr, Mrs. Nelson	Breckenridge	Lionberger, Hugh	Memphis
Keyte, I. Allen	Kirksville	Lionberger, Pearl	Memphis

Little, Carrie.....	Hurdland	Maupin, Harry	Clarence
Lloyd, Elizabeth.....	New Cambria	Mayhugh, O. L.	Rothville
Lockridge, Verna.....	Higbee	McClain, Hattie	Deer Ridge
Loftiss, Minnie.....	Kirksville	McClain, O. E.	Cantril, Iowa
Logan, Bessie.....	Queen City	McClusky, Myrtle.....	Gilman City
Logan, Blanche.....	Wayland	McCollum, Milo.....	North Salem
Long, Emma.....	Kirksville	McConnell, Elmer W.....	Kirksville
Long, John	Westville	*McCool, Carl	Maysville
Long, Orville.....	Kirksville	McCool, Ethel	Maysville
Loomis, Lurah.....	Kirksville	McCool, Mary E.....	Pattonsburg
Lore, M. F.....	Kirksville	McCool, Ocie B.	Maysville
Lowder, Lena.....	Benton City	McCune, Beulah.....	Clark
Lowe, Belle.....	Chillicothe	McCune, Pearl.....	Clark
Lowry, Etta.....	Mercer	McDaniel, Stella L.....	Ladonia
Ludden, Ruth.....	Kirksville	McDowell, Zoa	Kirksville
Ludden, Mary	Kirksville	McGee, Eugene	Kirksville
Lusk, Lu.....	Kirksville	McGee, I. C.	Kirksville
Lusk, Mary	Kirksville	McGown, Julia	Monroe City
Luttrell, Katie May.....	Brewton, Ala.	McGown, Rebecca.....	Monroe City
Lyda, Elmer.....	La Plata	McKee, May.....	Revere
Lyles, Agnes.....	Wagner, Ind. Ter.	McKenzie, Edna	Middletown, Ariz.
Lyon, Hattie.....	Kirksville	McKenzie, Fleta Nelle.....	Knox City
MacWilliams, Stella.....	Kahoka	McKinley, Georgia	Jamesport
Magee, Viola	Green City	McKinley, Vesta	Jamesport
Mahan, Mabel	Centralia	McKinney, J. H.....	New Boston
Malone, Mabel	Kirksville	McMichael, Hale	Kirksville
Maloy, Dolly.....	Wayland	McNeely, W. C	La Crosse
Mapes, S. L.....	Ladonia	McPike, Oney K.....	Maywood
Margreiter, Helen	New Boston	McPike, Stella	Osborne, Kans.
Markey, Opal.....	Hurdland	McQuoid, Essie.....	Memphis
Marks, Ida Lee.....	Canton	McReynolds, Carl	Knox City
Marksbury, Hartley.....	Maywood	McReynolds, Ralph	Knox City
Marshall, E. L.	Avalon	McWilliams, H. L.....	Hurdland
Marston, Agnes	Kirksville	Meador, Leona.....	Atlanta
Marston, Edith.....	Kirksville	Meadow, Wm. R., Jr.....	Hardin
Marston, Rowland	Kirksville	Medlar, Edna M.	Cameron
Martin, Albert	Moberly	Merrell, Mary	Vandalia
Martin, Carl	Philadelphia	Miles, Clinton	Huntsville
Martin, Dennie.....	Monterey, Iowa	Millay, Ada	Kirksville
Martin, Edith.....	Lancaster	Millay, Edna	Kirksville
Martin, Guyda M.	La Belle	Millay, Gladys	Loeffler
Martin, Harley.....	Monterey, Iowa	Miller, Albert.....	Kirksville
Martin, Howard	Kirksville	Miller, Annie.....	St. Catherine
Martin, Ruth	Kirksville	Miller, Chas. W.....	Baring
Martin, Susie.....	Plattsburg	Miller, Evelyn	Kirksville
Martz, Del.....	Kirksville	Miller, Everett	Kirksville
Mason, Bertha	Tullvania	Miller, Fanny	Kirksville
Mason, Eulah F.....	Jonesburg	Miller, J. A.	Kirksville
Mason, Janie	Jonesburg	Miller, Lucile	Bridger, Montana
Mason, Lena	Huntsville	Miller, Mabel M.....	Platte City
Mathews, Asel.....	Revere	Miller, Marie F.....	Jonesburg
Mathews, Bertha.....	Revere	Miller, M. Hart	Kirksville
Mathews, Irma.....	Revere	Miller, Ola E.	Kirksville
Mauck, S. F.	Princeton, Ind.	Mills, J. C., Jr.....	Kirksville

Mills, Mabelle.....	Kirksville	Nichols, J. H.....	Haseville
Mills, Warner.....	Kirksville	Nickles, Della.....	Kirksville
Millsap, H. E.....	Knox City	Nickles, Magdalene.....	Kirksville
Minter, Roberta.....	Kirksville	Niermann, J. L.....	Hamburg
Mitchell, Mildred.....	Hurdland	Nighswonger, Chloe.....	Jamesport
Mitchell, Pearl.....	La Plata	Nighswonger, T. E.....	Jamesport
Mitchell, Sophia L.....	La Plata	Nixon, Blanche May.....	Hammond, Ind.
Mitchell, W. H.....	Lancaster	Noble, Maud.....	Memphis
Moffett, Warren Y.....	Winigan	Nooning, M. A.....	Brashear
Montague, Martha.....	Laddonia	North, Edith N.....	Queen City
Montgomery, Harry.....	New Boston	Northcraft, Edyth.....	Kirksville
Montgomery, Iillie.....	Kirksville	Northcraft, Elizabeth.....	Kirksville
Moore, Evelyn.....	Festus	Northcraft, Lettie.....	Kirksville
Moore, Hattie M.....	Festus	Northcraft, Mayme.....	Kirksville
Moore, J. C.....	Hurdland	Novinger, Grover.....	Novinger
Moore, Jennie.....	Kirksville	Novinger, Jesse R.....	Novinger
Morgan, Edith.....	Bethany	Oberg, Grant O.....	Osborn
Morgan, Grover.....	Monterey, Iowa	Odell, Arthur.....	Dowaing
Morris, Oscar L.....	Braymer	Ogier, W. C.....	De Soto
Morris, Mrs. Sadie.....	Kirksville	Oliver, Jason.....	Williamstown
Morrison, Fred.....	Kirksville	Olsen, Rachel.....	Marceline
Morrison, J.....	Albany	Omen, E. F.....	Bucklin
Moseley, Nina B.....	Keokuk, Iowa	Osenbaugh, Allene.....	Kirksville
Moses, Genevieve.....	Kirksville	Overstreet, Hulda.....	New Boston
Mothershead, J. F.....	Morse Hill	Owen, Ruby.....	Middle Grove
Mott, Joseph.....	Salisbury	Oxer, Nell.....	Kirksville
Mudd, Bessie.....	Silex	Page, Mae.....	Milan
Mudd, Mack.....	Silex	Palmerton, Miss.....	Elmer
Muder, Mabel.....	Kirksville	Parker, Lotta M.....	Wagner, Ind. Ter.
Mumma, Ben.....	Eagleville	Patrick, Fred E.....	Unionville
Mundt, Willa.....	Omaha, Nebr.	Patterson, Leslie.....	Queen City
Munson, Glea.....	Union Star	Pease, Mae.....	Kirksville
Munyon, Roy.....	Kirksville	Pence, W. G.....	Kirksville
Murdock, John L.....	Milan	Perin, Lois.....	Queen City
Murdock, Victor A.....	Milan	Peters, Leah.....	Browning
Murphy, Jennie.....	Kirksville	Petree, Addie.....	Rosendale
Murphy, Mamie.....	Silex	Petree, Jessie.....	Kirksville
Murphy, Nellie.....	Kaseyville	Phifer, C. B.....	Kirksville
Murphy, Ruby.....	Knox City	Phillips, H. T.....	Maywood
Murray, Ivey.....	Hurdland	Phipps, Paul E.....	Ethel
Musson, A. B.....	Kirksville	Pierce, J. G.....	Mt. Hope
Myers, Glen.....	Greensburg	Pierce, Stella.....	Hurdland
Myers, Maude.....	Kirksville	Pierson, Clara.....	Ridgeway
Myers, May.....	Memphis	Pierson, Demar.....	Ridgeway
Myers, Ollie.....	Sumner	Pierson, Pearl.....	Greentop
Myers, Ross.....	Greensburg	Pillard, Lillie M.....	Kirksville
Nagel, J. R.....	New Boston	Pollard, Nellie.....	Stoutsville
Nance, Eva.....	Pattonsburg	Pool, W. O.....	Kirksville
Neet, Edith.....	Humphreys	Poore, Mabel.....	Kirksville
Nelson, Harriet.....	Revere	Porter, Dessie.....	Newark
Netherton, Julia.....	Jameson	Porter, Fay.....	Newark
Newkirk, Candace.....	Brookfield	Porter, P. W.....	Mendota
Newman, A. J.....	Turner, Ky.	Post, Frances.....	Kirksville
Nichols, Grace.....	Lock Springs	Pounds, Jesse E.....	Morse Hill

Powell, Bessie	Kirksville	Russell, Nellie	Pattonsburg
Powell, Charity	Kirksville	Rutherford, Albert	Kirksville
Powell, E. J.	Ladonia	Rutherford, Beth	Kirksville
Premier, Mildred	Bethany	Rutherford, F. D.	Kirksville
Prewitt, M. Agnes	Elsberry	Rutherford, Mary	Huntsville
Prindle, Ethel	Kirksville	Rutherford, Ora	Kirksville
Prosser, Alonzo	Kirksville	Sanborn, Ray	Kirksville
Prosser, George, Jr.	Kirksville	Sanford, Clara	Newark
Purdin, Opal	Hurdland	Sanford, O. G.	Newark
Putnam, Sallie	Powersville	Sangster, Joseph	Kirksville
Putnam, Willis	Powersville	Sapp, Ella	Danville, Ill.
Quigley, Grace	Gilman	Saunders, May F.	Marceline
Quinn, Clara	Brashear	Schnelle, Emma	Pollock
Raine, Leanora	Canton	Schnelle, Libbie	Pollock
Randall, Macie	Kirksville	Schofield, Eliza	Durham
Randall, Nellie	Kirksville	Schofield, Eunice	Edina
Rank, Agnes	Alvord	Schwalbert, Geo.	Kimmswick
Ray, T. Orva	Locust Hill	Schwalbert, W. A.	Kimmswick
Rea, Grace	Lathrop	Scifres, J. B.	Gorin
Rees, Albert	New Cambria	Scobee, Berry	Unionville
Reese, Madge	Bucklin	Scobee, Pearl	Unionville
Reger, Euna	Reger	Scott, Hugh	Silex
Reinhard, Mary	St. Louis	Scott, J. C.	Lemonville
Reiser, Joseph	Kimmswick	Scott, Lillian	Canton
Reynolds, Eva	Kirksville	Scotten, J. E.	Salisbury
Reynolds, Sim	Clark	Scurlock, Roy	Glenwood
Rice, Anna	Kirksville	Seaber, Daisy	Kirksville
Rice, Stona B.	Huntsville	Seaman, Jewel	Knox City
Richards, Emma	Canton	Searight, Grace	Granger
Richmond, Janie May	Bynumville	Sears, Clara	Kirksville
Rieger, Archie	Kirksville	Sears, Mayme	Kirksville
Rinaman, W. L.	Troy	See, S. C.	Shelbina
Ringo, Alethea	Kirksville	See, W. G.	Shelbina
Ringo, Eugenia	Kirksville	Selby, Emma	Kirksville
Rixey, Mary E.	Platte City	Sewell, Blanche	Kirksville
Roberts, Chas. A.	Revere	Sewell, Ray L.	Kirksville
Roberts, Myrtle	Willmathville	Shanks, Nellie S.	Purdin
Roberts, Roy E.	Canton	Sharp, Elwee	Edina
Robbins, Olive	New Boston	Sharp, Mamie	La Belle
Robinson, Esther	Yarrow	Sharp, Robert K.	La Belle
Robinson, Frances	Huntsville	Shaw, Ethel	Kirksville
Rogers, Emma	Palmyra	Shaw, Ola	Kirksville
Roloson, Ermie	Weatherly	Shepard, Nell	Greencastle
Rolston, Edna M.	Queen City	Sherman, Lenna B.	Rever
Ross, Aubrey C.	Atlanta	Shibley, A. P.	Gorin
Ross, Pearl	Moberly	Shinn, Mrs. Sadie	Brookfield
Ross, Ruby	Atlanta	Shobe, J. L.	Ladonia
Ross, Winifred	Wagner, Ind. Ter	Shoop, Raymond	Green City
Rouner, James Hardin	Newark	Short, Lee	Moselle
Rouse, Jas. E.	Deer Ridge	Shubert, Leslie	Kirksville
Rouse, W. J.	Deer Ridge	Sibole, Joseph B.	Novinger
Rudasill, Leta D.	Hollensville	Simmons, Zona	Warren
Rule, Lena	Smithville	Sinclair, Basil E.	Pollock
Runnels, J. B.	Green City	Sipple, L. B.	Kirksville

Slacks, L. Percy	Kirksville	Sweeney, Marie	LaDue
Slacks, W. S.	Kirksville	Symmonds, Tom	Greensburg
Slavens, Lena May	Middletown	Tannehill, Elizabeth	Red Lodge, Mont
Sloan, A. E.	Kahoka	Taylor, A. R.	Sumner
Sloan, Georgia May	Kahoka	Taylor, J. J.	Novelty
Slocum, Berley C.	Bible Grove	Terry, Ona	Jameson
Sloop, Fred	Queen City	Thomas, Dorothea	Hutchison
Sloop, L. Carrie	Queen City	Thompson, Orion	Kirksville
Smith, Anna	Pleona	Thompson, Roy	La Plata
Smith, F. B.	Monticello	Thompson, Ruby	La Plata
Smith, Lutie T.	Enterprise	Thraillkill, Ida	Clark
Smith, Margaret	Monticello	Thraillkill, Mabel	Clark
Snider, Earle	Lakenan	Thrasher, Ray	Kirksville
Snoddy, Emery	Buckner	Throckmorton, Lillie	La Belle
Snyder, W. H.	Kirksville	Tinder, Neva	Clark
Southern, Rolla	Clifton Hill	Tingley, Golda	Unionville
Sparks, Ethyl	Worthington	Tippett, Jas. S.	Kirksville
Sparks, Minta	Shelbina	Titsworth, John R.	Kirksville
Sparling, Enoch A.	Chillicothe	Tolbert, Alpha	Cora
Speer, Fae	Kirksville	Tolson, Henrie	Kirksville
Spencer, Myrtle	Eagleville	Toothaker, Elva	Chula
Sprecher, Loree	Kirksville	Toothaker, L. A.	Chula
Spurgeon, J. H.	Gorin	Towles, Mollie	Cairo
*Stanley, Floyd	Rothville	Townsend, Leta Knox	Kirksville
Starrett, Lena	St. Joseph	Troth, Maggie	Memphis
Stautermann, Eda B.	Moberly	Trotter, Pearl	Jameson
Stauterman, Frona	Moberly	Trower, John H.	Olney
St. Clair, Fannie	Wyaconda	Truitt, C. G.	Hardin
St. Clair, Kathleen	Humphreys	Tucker, La Claire	Mexico
St. Clair, Lawrence	Wyaconda	Tucker, Pearl	Mexico
St. Clair, Robert	Wyaconda	Tudor, Nellie	Dawn
Steiner, Wm. L.	New Haven	Tudor, Richard	Dawn
Stephens, Blanche	Kirksville	Turner, Bernece	Blythedale
Stephens, Portteus	Kirksville	Turner, Bertha	Kahoka
Stevenson, Meda	Marceline	Turner, E. M.	Ethel
Stewart, W. E.	Greentop	Turner, Martie S.	Steffenville
Still, Mrs. C. E.	Kirksville	Turner, Murel	Lewistown
Stock, Chas.	Newtown	Turner, Zola	Kahoka
Stokley, Cecil I.	Ewing	Tuttle, Gertrude	Vineland
Stone, C. R.	St. Joseph	Tuttle, Grace B.	Vineland
Stone, Olin	Harris	Twyman, W. G.	Armstrong
Storey, Bernice	Shibley's Point	Underhill, G. P.	Kirksville
Storm, Julia	Kirksville	Updyke, Ray	Downing
Stout, Louisa	Unionville	Vail, Cass	Novinger
Stratton, Joy	Brashear	Vail, Julia	Novinger
Stufflebean, Myrtle	St. Catherine	Valle, L. S.	Fletcher
Stukey, G. C.	Millard	Vançe, Anna	Kirksville
Stukey, Mamie	Millard	Vance, Joy F.	Kirksville
Sturgeon, Hulda	Hopkins	Van de Sand, G. F.	Kirksville
Sturgeon, L. L.	Hopkins	Van Horne, Earl	Auxvasse
Sublett, Ethel	La Grange	Van Meter, Kate	Kirksville
Summers, Mollie	Milan	Varney, Rose	Goss
Swanson, H. G.	Greentop	Varney, Marguerite	Goss
Swanson, Rose	Greentop	Vaughn, A. P.	Kirksville

Vaughn, B. E.	Kirksville	Wieland, W. G.	Queen City
Vaughn, Chester A.	Kirksville	Wilcox, Addie S.	Webster Groves
Vaughn, Floy	Kirksville	Willard, Mamie	Kirksville
Vaughn, Victor	Shelbina	Willet, Gertrude	Kirksville
Vaughn, Virgie	Kirksville	Williams, Arthur	Smithville
Vermillion, Green	Wayland	Williams, Bird	Vandalia
Vesper, Ada E.	Lewistown	Williams, Clifford	Smithville
Waddill, Alice	Kirksville	Williams, Edward	Morse Mill
Wade, Orville C.	Novelty	Williams, Hattie	Bevier
Wagner, Leslie	Middletown	Williams, W. C.	Morse Mill
Wall, Ottie	Rea	Williamson, J. D.	Kirksville
Walker, Stella M.	Kahoka	Willis, Gertrude	Kirksville
Walkup, Ethel	Fountain, Col.	Wilson, Anna L.	La Belle
Waller, Alice	Paris	Wilson, C. E.	La Belle
Wallis, Floy	Moberly	Wilson, C. L.	Cantril, Iowa
Walters, Maude	Greencastle	Wilson, Della	Callao
Ward, Frank	Kirksville	Wilson, Dema	Bolekov
Warner, C. S.	Kirksville	Wilson, Don	Cantril, Iowa
Warren, Estella	Wheeling	Wilson, Edna	Kirksville
Wayman, Olave	Princeton	Wilson, Elizabeth	Utica
Weatherman, Elsie	Kirksville	Wilson, Flora	Luray
Webb, Alma	Newtown	Wilson, F. B.	Kirksville
Webb, Estelle	Harris	Wilson, Linna	Gorin
Webb, Nelle I.	Harris	Wilson, Lucile	Kirksville
Weber, Mollie E.	St. Louis	Wilson, Viola	Jonesburg
Webster, Ola	Alexandria	Winters, Nova	Winigan
Weldon, Dawn	Gilman City	Wirth, Ida A.	Lancaster
Weldon, May	Gamma	Wirth, Kathryn B.	Lancaster
Weldon, Moss	Gilman City	Wise, Claude M.	Bible Grove
Wells, Clara	Lucerne	Wood, Pearl C.	Duncan's Bridge
Wells, W. M.	Lucerne	Wood, Vergie	Hatfield
Wenger, John	Kirksville	Woods, Mae	Brashear
Werner, Margaret	Cameron	Woods, Willie	Kirksville
Weyand, Florence	Keokuk, Iowa	Woodward, Avis	Cainesville
Weyand, Mary C.	Keokuk, Iowa	Woodward, Olive	Cainesville
Weyand, Richard	Luray	Woodward, Ona	Yarrow
Whaley, Elfie	Humphreys	Wright, Betha	Kirksville
White, Clay	Kirksville	Wright, Mettie	Kirksville
White, F. E.	Bucklin	Yeager, Faye	Luray
Whitlock, Lester	La Belle	Young, Carrie	Brookfield
Whitton, Elizabeth	Kirksville.	Young, Rowena	Kirksville
Wickizer, Olive	Tulsa, Ind. Ter	Zeigler, Eunice M.	Zig

*Deceased.



Working Calendar.

1907-1908.

Classification of Students	Tues., Sept. 10.
Class Work Begins	Wed., Sept. 11.
First Quarter Ends	Fri., Nov. 29.
Second Quarter Begins	Mon., Dec. 2.
Adjournment, Winter Vacation, 3:20 p. m.	Fri., Dec. 20.
Session Resumes	Mon., Jan. 6.
Second Quarter Ends	Fri., Mar. 6.
Third Quarter Begins	Mon., Mar. 9.
Baccalaureate Sermon	Sun., May 24.
Graduating Exercises	Wed., May 27.
Fourth Qr., "Sum. Sch.," Program Making	Tues., June 2.
Fourth Qr., "Sum. Sch.," Class Work Begins	Wed., June 3.
Fourth Qr., "Sum. Sch.," Closes	Thurs., Aug. 20.

