

**FIRST DISTRICT
NORMAL SCHOOL
BULLETIN**



**KIRKSVILLE, MISSOURI
JUNE, 1916**

WORKING CALENDAR

1916-17

Classification of Students	Wed., Sept. 6
Class Work Begins	Thurs., Sept. 7
Fall Term Ends	Tues., Nov. 28
Winter Term Begins	Tues., Dec. 5
Adjournment, Winter Vacation, 3:00 p. m.	Thurs., Dec. 21
Session Resumes, 8 a. m.	Wed., Jan. 3
Winter Term Ends	Thurs., Mar. 1
Spring Term Begins	Wed., Mar. 7
Baccalaureate Sermon	Sun., May 20
Spring Term Ends	Wed., May 23
Summer Term, Program Making	Wed., May 30
Summer Term, Class Work Begins	Thurs., May 31
Summer Term Ends	Wed., Aug. 8

BULLETIN
OF THE
FIRST DISTRICT NORMAL SCHOOL
KIRKSVILLE, MISSOURI

FOUNDED BY JOSEPH BALDWIN
AS THE NORTH MISSOURI NORMAL SCHOOL, SEPTEMBER 2, 1867
ADOPTED AS THE FIRST DISTRICT NORMAL SCHOOL, DECEMBER 29, 1870
UNDER ACT OF THE GENERAL ASSEMBLY, APPROVED MARCH 19, 1870
OPENED AS THE FIRST DISTRICT NORMAL SCHOOL, JANUARY 1, 1871

VOLUME XVI NUMBER 6

JUNE, 1916

Publisht Monthly by the
First District Normal School

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Student University of Missouri thru Junior year; Private student of Spanish in Mexico three years.
- IRVING ROTCH BUNDYLIBRARIAN AND PROFESSOR OF LIBRARY ECONOMY.
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Graduate, Normal School, Kirksville; student, University of Missouri.
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B. S. in Education, Normal School, Kirksville.
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Graduate, Normal School, Kirksville; LL. B., University of Missouri; graduate student, University of Wisconsin.
- WINIFRED MAUDE WILLIAMSPROFESSOR OF PHYSICAL EDUCATION FOR
WOMEN.
Graduate, Cornell School of Oratory, Mt. Vernon, Ia.; Ph. B., Cornell College; Ph. B., University of Chicago; student, Emerson College of Oratory, Boston; student, Chicago Normal School of Physical Education; student, Chautauqua, N. Y., Normal School of Physical Education; graduate student, University of Chicago.
- R. W. HANS SEITZ.....PROFESSOR OF MUSIC.
Student, Gymnasium Leipzig, six years; Voice under Bodo Borchers, Leipzig, and Prof. J. Stookhausen, Frankfurt-on-the-Main, Germany; theoretical subjects under Prof. Jadassohn, Leipzig; Cello under Fr. Gruetzmacher, Dresden; Elocution and Acting under Ernst von Possart, Munich; student, University of Leipzig, three years; Anatomy, Physiology and Laryngology at University of Leipzig under Dr. von Tischendorff; Degree of Professor of Music, University of Leipzig; for five years Royal Opera singer in Dresden (Germany).
- JOHN LAFON BIGGERSTAFF.....ASSOCIATE PROFESSOR OF MUSIC.
Student with Hans von Schiller and with Mrs. Metz (pupil of Moszkowski); Harmony with Adolph Brune; Clarinet with Eberhard Ulrici; Piano Tuning and Repairing with Ernest R. Rosen; Theory with H. B. Maryott.

- JOHANNES GOETZE ASSOCIATE PROFESSOR OF MUSIC.
Student of Band Instrument, Government Band School, Dusseldorf and Cologne; Piano and Violin, Cologne Conservatory under Ferdinand Von Hiller; in Cologne Orchestra, one year, under Johannes Brahms.
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Graduate, Normal School, Normal, Illinois; B. S. in Education, Teachers College, Columbia University; A. M., Teachers College, Columbia University.
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Student, Teachers College, St. Louis, one year; Student, Museum of Fine Arts, St. Louis, one year; A. B. in Education, Normal School, Kirksville; graduate studies, Columbia University; studies, Art Institute, Chicago.
- LENA ESTELLE PATTERSON ASSOCIATE PROFESSOR OF FINE ARTS.
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- MARK BURROWS PROFESSOR OF RURAL EDUCATION.
A. B., Normal School, Kirksville.
- ROSAMOND ROOT ASSOCIATE PROFESSOR OF RURAL EDUCATION.
Life Certificate, Michigan State Normal College, Ypsilanti, Michigan; student, University of Michigan; Ph. B., University of Chicago.
- THURBA FIDLER TEACHER IN DEMONSTRATION RURAL SCHOOL.
Graduate, Normal School, Kirksville; student, University of Chicago.
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A. B. in Education, Normal School, Kirksville; B. S., Columbia University; graduate studies, University of Chicago.
- EUDORA HELEN SAVAGE SUPERVISOR OF ENGLISH IN PRACTICE SCHOOL.
Student, University of Chicago; B. S. in Education, Normal School, Kirksville.
- LAURIE DOOLITTLE SUPERVISOR OF HISTORY AND GEOGRAPHY IN PRACTICE SCHOOL.
Student, Drake University; student under Col. Parker, Chicago; student, University of Chicago; B. S. in Education, Normal School, Kirksville.
- GENEVIEVE KIRKBRIDE SUPERVISOR IN PRIMARY GRADES.
Graduate, Law Kindergarten College, Toledo, Ohio; student, University of Chicago.
- CLARICE EVANS SUPERVISOR IN PRIMARY GRADES AND PROFESSOR OF INDUSTRIAL ARTS.
Graduate, State Normal School, Danbury, Connecticut; student, School of Practical Arts in Teachers College, Columbia University.
- OLIVE PAINE SUPERVISOR OF KINDERGARTEN.
Ph. B. in Education, University of Chicago; graduate Student, University of Chicago.

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(Reorganized each year in May; term of service one year, beginning in September.)

(Member first named on each committee is chairman.)

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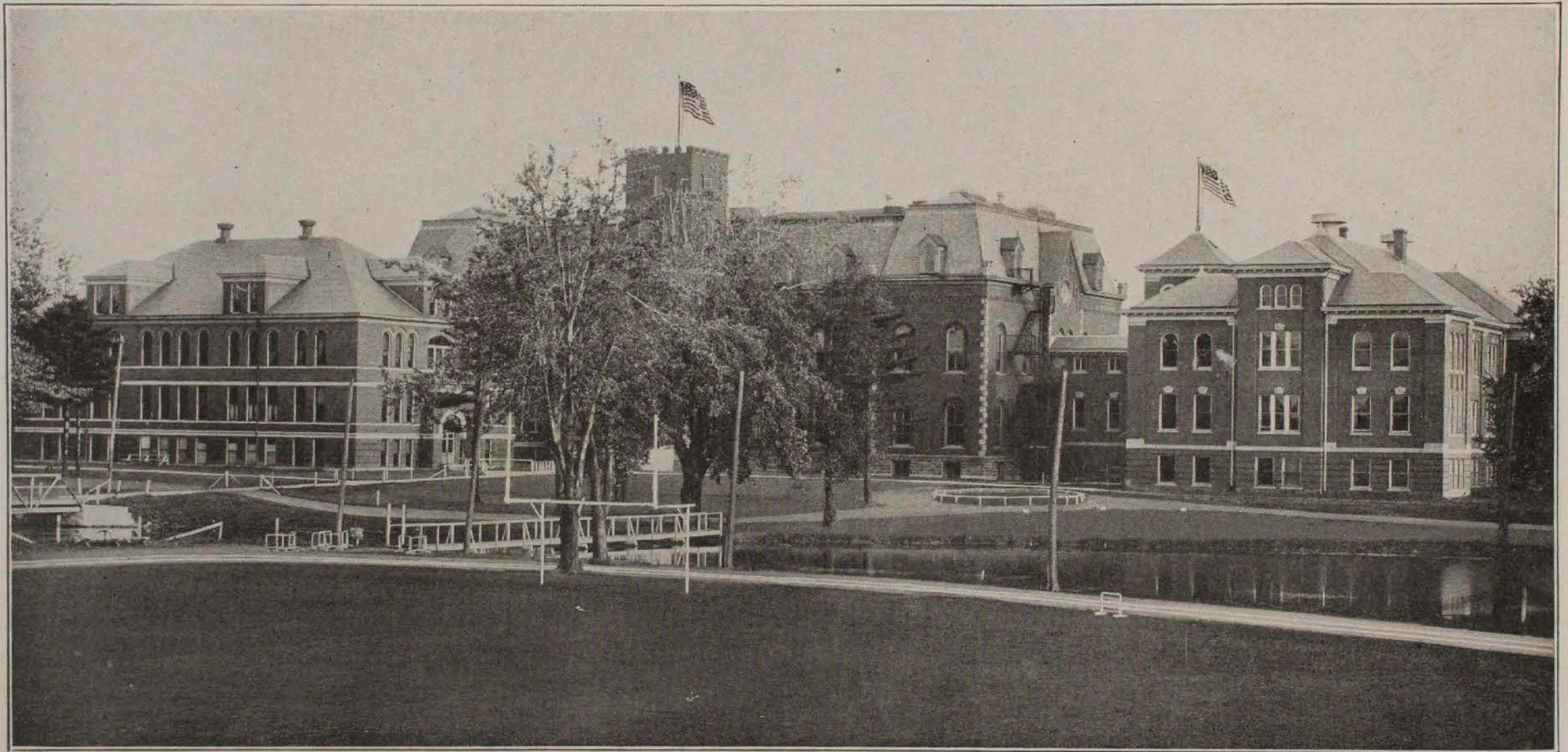
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PHOTOGRAPHIC VIEW OF BUILDINGS

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

MODEL RURAL SCHOOL, MANUAL ARTS HALL, FARM COTTAGE, SCHOOL FARM, GREENHOUSE AND SCHOOL GARDENS AT THE REAR.

ENTERING THE NORMAL SCHOOL

When To Enter. All students entering the Normal School for the fall term should if possible get into Kirksville on Tuesday, September 5, and complete arrangements for room and board. Wednesday, September 6, will be devoted to the making of programs. It is highly important that students enter each term on the first day of the term.

Credit For Work Previously Done. Graduates of accredited four-year high schools are expected to enter the freshman Normal School year. Graduates of such high schools who have attended accredited institutions of college grade receive advanced standing from such institutions of college grade semester hour for semester hour. Students having credits from any accredited high schools, academies, or colleges, receive advanced standing for the several studies taken in all such institutions unit for unit and semester hour for semester hour. Hence the classification of all such students in the Normal School would seem to take care of itself automatically.

Some difficulties arise in the case of students having and bringing grades from unaccredited schools. By agreement among state educational institutions, quoted elsewhere in this bulletin, the students from unaccredited high schools and colleges take examinations in their former studies in order to secure their advanced standing in such studies.

But the faculty members of the Normal School are reasonably well acquainted with conditions in most of the unaccredited schools as well as in the accredited schools. They will therefore, for the sake of expediting business, undertake to make programs for all students at the date of entrance, presumably September 6. They will undertake to start each new student at the point in each study from which he or she can profitably and satisfactorily pursue that study; for the real question on admitting a student to a new school is the question as to what that student can most

profitably do for the improvement of his or her educational status.

Finding and Testing Oneself. The first few meetings of a new student with new classmates are of the nature of "try outs," or efforts to discover whether the new student belongs with the new class. This is peculiarly the case with students from the shorter courses in the unaccredited schools. Hence during the first few days of the term a good many of the younger students will by advice of teachers be changed from one class to another. After some two weeks, practically all will find themselves to be where they belong.

It might be thought that rigid preliminary examinations would save all this trouble. But such is not the case.

Examinations For Advanced Standing. The paramount item of business for each student on entering a new school is to get started in studies most desirable for his or her permanent advancement. Hence the plan given in the preceding paragraf.

It is, however, desirable for each student to discover and know definitely at the earliest possible date what permanent credit should be received for studies of each and every kind taken in the various unaccredited schools which may from choice or necessity have been attended. Therefore, Saturday, September 9, is set apart as examination day for the fall term. Provision will be made for examinations on that day so that all the students from unaccredited schools of every kind may, if they desire, discover their standing in all the studies in which they believe themselves to deserve credit and which they do not desire to pursue again.

It may be well to note that the student may have one year or nine months in which to take examinations in all studies unaccredited, but it is also well to note that examinations must be taken during the first week of a term and examinations are not to be taken in the lower forms of a study after pursuing the higher forms of that study and it will doubtless be clear that the earlier all examinations are taken the better for the student. It is understood that stu-

dents formerly in attendance at the Normal School who have not secured all desired advanced standing will be given reasonable time in which to take their examinations. It is not the purpose to place any students at a disadvantage by any ex post facto agreements.

Prepare Credentials in Advance. It is especially recommended that students secure from the registrar several days or weeks in advance a blank in which to have all their high school and college credits inserted by former teachers or officials of schools formerly attended, so that on presenting themselves for entrance and program making at the Normal School, they may be able to show with the greatest possible definiteness just what their former studies covered, where such studies left off and where their new studies ought to begin. All students should do this regardless of whether the schools they formerly attended were accredited or unaccredited. They should secure a sufficient number of blanks to contain the statements of all credits in all the schools above the eighth grade which they may at any time have attended.

Students are especially urged to have their credentials definitely and correctly stated, showing: first, the number of months attended in every school above the eighth grade; second, every study pursued, the number of months in every study, the number of periods per week and the length of periods in every study; third, if possible, the number of UNITS OF CREDIT secured in studies of high school grade and the number of SEMESTER HOURS of credit in studies of college grade.

Faculty Members Make Programs. All members of the faculty are to be in the men's gymnasium from 8 to 12 a. m. and from 2 to 5 p. m. on Wednesday, September 6, for the purpose of assisting students in making their programs. The entire procedure is very simple. No student will feel lonesome for many minutes, because there will be several hundred others who will also be new to the situation. The former students are so sociable and agreeable that the new

student soon feels very much at home. Faculty members and president and dean and registrar and clerks are all very easy to approach. It is the purpose of all of us to greet the new student as in memory we recall the greeting which we ourselves received from genial and friendly teachers in the years gone by.

Beginning of Classroom Exercises. Recitations or classroom exercises begin, according to the daily program, at 8 a. m. Thursday, September 7. It is very important to enter classes at that time. Entering later is bound to mean some loss both to the individual students and to the class. It is during this first day in the classrooms that students learn definitely what textbooks they should purchase. It is not a good thing to purchase textbooks or supplies until after the first day in the classes.

The Student's Official Program. The student's official program is issued in duplicate over the signature of the president of the institution. Prior to the issuance of such program, the student must secure a receipt from the registrar of the institution, showing that the proper incidental fee has been paid.

Textbooks. Students should not purchase textbooks until after the first classroom exercise. It is well to bring textbooks and reference books formerly used and studied. These will be helpful.

Incidental Fee. The incidental fee is \$7.50 per term paid in advance; or \$20.00 for three consecutive terms paid in advance; or \$25.00 for four consecutive terms paid in advance. No program is made until the incidental fee is paid. The registrar will collect the incidental fee and give receipt for the same.

Admittance to Athletic Contests. All students paying the above mentioned fees will for the time covered by the fees be admitted to contests on the athletic field in which the Normal School is a participant. Athletics tickets heretofore issued will remain good for the time covered by the same.

No Return of Fees. Incidental fees are not refunded or made to apply for any period excepting that for which the fees are paid.

Value of Daily Program Card. The daily program card is a receipt for the incidental fee. It contains agreements which the student promises to keep. It must be exhibited to the teacher of each class that the student enters. It must also be presented at the office when alterations are desired in the student's program. It must at all times be identical with the duplicate on file in the president's office.

Rooms and Meals. Rates for rooms vary widely, running all the way from \$.50 to \$2.00 per week per student. Meals cost from \$3.50 to \$4.00 per week. Rooms for light housekeeping may be had at reasonable rates which vary according to accommodations.

Three important rules governing rooming houses:

1. Rooming houses must be exclusively for men or exclusively for women.
2. Treatments for women students in rooming houses must be chaperoned when given by men.
3. A parlor must be provided in all rooming houses for young women.

Inquiries for rooms either for men or women should be addressed to Mrs. Jo Walker Humphrey, Adviser of Women.

Leaving Town. Students on enrolling sign agreement that they will not during the term leave Kirksville without permission from the president or dean of the school. This is very important to the student, to the student's family, and to the institution. Usually from twenty to forty students wish to leave town for part of the time between Friday afternoon and Monday morning. But regardless of where students may be the telephone, the telegraph and the mail bring daily inquiries to the president's office seeking to find out where they may be found. It is, therefore, highly important that the student's whereabouts be known by representatives of the institution.

Social Entertainments. Each student in the daily program card agrees not to attend dances or other social parties on Monday, Tuesday, Wednesday, or Thursday afternoons or nights during the school term excepting by special permission of the dean or president of the institution.

Many unhappy results and many bitter experiences have led to somewhat positive regulations of social entertainments. The young women are more subject to wasteful social engagements than the young men. But the irresponsible young man with an automobile is much in evidence. Some of the worst of these young idlers come from the small towns. The joy ride, the motion picture and the free-for-all dance are constantly menacing the young women who happen to be away from home. The telephone is the ever-ready instrument whereby young rascals with time on their hands entice the young women from their studies.

There are many illustrations of young students losing their heads during the first week away from home for educational purposes. It is deemed necessary, therefore, to notify the young entering students that they must not be caught in the nets of the loafers that infest all prosperous communities.

School Life a Great Family. If the young new student could only realize it, the social life of a great school like this one is highly enjoyable and always beneficial. It is in the big crowd of wholesome minded students of all ages that everyone is put on his best behavior. It is in the small circle and in the groups of fours and twos that the danger lies. If anybody reading this bulletin should think these warnings fanciful or needless, we beg leave to mention that such individual is either ill-informed or lacking in wholesome attitudes of mind.

Enrolling in the Practice Schools. Parents wishing to have their children enroll in the Practice Schools or the Rural School should see Miss Susie Barnes, Director of the Practice Schools, or Miss Thurba Fidler, Director of the Demonstration Rural School. This may be done

Thursday, September 7. Both city and rural children may be enrolled in the general Practice Schools.. Only rural children will be enrolled in the Demonstration Rural School.

Employment Bureau. Women students who desire to reduce expenses by regular work in private families or in boarding houses, should communicate with Mrs. Jo Walker Humphrey, Adviser of Women. The schedule in force requires three hours of work a day in return for three meals a day. Rooms are paid for in work at the rate of $12\frac{1}{2}$ cts. an hour. It is advisable for a girl who is working for her board not to plan a full program.

Rest Room. The Girls' Rest Room, which serves also as headquarters for the Young Women's Christian Association and as an office for the Adviser of Women, is a delightfully comfortable room, used alike by the girls of the school and by the faculty women. This is the room where the girls get acquainted with each other, and where the atmosphere is as nearly like that of a home as is possible in a room used daily by several hundred girls.

Financial Aid. The Federation of Women's Clubs of the state of Missouri assists a small number of girls thru high school and college each year. A portion of their fund is sometimes available for a young woman student in this school. The Monday Club, an organization of women in Kirksville, helps to pay the expenses of at least one girl thru the Normal School each year. The Y. W. C. A. stands ready to help a girl in an emergency, but does not make large loans. The Senior class of 1912 founded a Student Aid Fund, a portion of the interest of which is available for either men or women. All of these loans are to be paid without interest when the student gets a position as a teacher.

The Y. W. C. A. The Young Women's Christian Association is a branch of the National Y. W. C. A., organized for the purpose of keeping students who are away from their homes and from their own churches in close touch with religious work. A devotional meeting, conducted by the

girls, is held in the Y. M. C. A. room every Wednesday afternoon. A training class is held in the spring quarter for leaders of Eight Week Clubs, who are planning to form these social service organizations in country communities. Classes in the study of the Bible and of foreign missions are usually taught in the fall or winter terms. The social needs of the girls are met by frequent afternoon teas, occasional parties, picnic breakfasts and suppers in the woods, a membership banquet and a May morning breakfast. The work of the association is financed by the Y. W. C. A. Supply Stand, which sells classroom necessities at a small profit. The rooms of the Y. W. C. A. are close to the library and are freely used by all women students, whether members of the association or not. Delegates from the association are sent to the state conferences, also to the National Conference at Estes Park, Colorado, the association thus keeping in close touch with the world-wide movement.

The Y. M. C. A. The Young Men's Christian Association of this school includes in its membership the majority of the men, both students and faculty members. It is affiliated with the National Y. M. C. A. It is considered a great steadying influence in the lives of the young men, and a great practice school for the development of power in social and religious leadership. To achieve its threefold purpose of stimulating spirit, mind, and body growth, it includes in its regular activities the following:

1. Weekly devotional meetings in which all may participate.

2. Group meetings for Bible study, mission study, and the study of student problems.

3. Occasional lectures by prominent men on choosing a profession, sex hygiene, etc.

4. One of the highest class lyceum courses in the state.

5. Opportunity for social service, such as singing in factories, jails, poor-houses, and sick rooms; gospel team campaigns in near-by towns; evangelistic campaigns within the school, etc.

6. Banquets, stag socials, joint socials with the Y. W. C. A., hikes, bonfire suppers, stunt programs, etc.

7. The sending of ten men annually to the great Student Conference Camp at Lake Geneva, Wisconsin, and the sending of smaller delegations to the yearly state convention.

Campfire Girls. The Campfire movement is now too well known to need explanation. Every possible encouragement is given the young women of the Normal School to avail themselves of the benefits of the Campfire activities. There are many groups of Campfire girls and they are among the most interesting and admirable of all the self active groups of the institution.

Boy Scouts. The Boy Scout activity is a movement rather than an organization. It guides the boy thru the spontaneities of adolescent life. It so cares for his leisure that what he does may function in training for citizenship which really begins at the age of 12. It motivates and supplements the work within the school. It has a firm hold upon the boy because it keeps him occupied. It is especially encouraged by the Department of Physical Education for Men. It is one of the most beneficent agencies for the direction of young boys thru wholesome systematized recreation and service.

Literary Societies and Clubs. Attractive opportunities are furnished every student of this institution to participate in the activities and departmental societies and debating clubs. Among those of long standing are the Senior Literary Society, the Dramatic Club, the Mathematics Society, the Latin Club, the German Club, the Historical Society, the Websterian Debating Club, the Ciceronian Debating Club, the Demosthenian Debating Club and the Claytonian Debating Club. There are several other well conducted clubs.

Rural Sociology Club. (See section on Rural Education.)

The Rural Life Conference. (See paragraph under Rural Education.)

The Kirksville School and Home Garden Association. This organization, under the auspices of the local Parent-Teachers' Association, offers many attractions and affords many benefits to the students and faculty of the Normal School. It makes the waste places of the city beautiful. It teaches the children to be diligent, to cherish honor, to regard the rights of others and to have ambition to be useful. It makes an ideal arrangement for children in vacation time.

ENTERTAINMENTS

The Y. M. C. A. Lecture Course. For nearly twenty years the Young Men's Christian Associations of the Normal School and of the American School of Osteopathy have maintained during the fall and winter terms high grade lecture courses furnishing entertainment and instruction of high quality. These will be continued in the future as in the past.

Opera, Etc. The Music department will present thru its Opera Study Class and the Festival Chorus during the year several operas, cantatas and oratorios. In April or May the eighth Annual Spring Festival will be held.

Dramatic Club. This interesting organization is for the purpose of presenting plays which stand the test of both literary and moral analysis. It gives experience to large numbers of students who, under the new movement for motivating school studies and school activities, will be obliged to stage a large variety of programs in the public schools of the state.

The Coburn Players. For six years the Coburn Players each summer have given three dramatic performances in the out-door theater on the campus. It is not doubted that they will continue to be one of the principal annual attractions of the institution.

Athletic Contests. This Normal School is a member of the Missouri Intercollegiate Athletic Association. During the fall it has football games with some six or seven of the leading colleges and during the spring quarter, baseball and track meets.

Debates. This institution continues to have annual debating contests with the Normal Schools at Springfield and Cape Girardeau. These are of great value especially in their connection with the programs of the Dramatic Club and the classes in speaking and debating.

Pageant. In the spring quarter of 1916, some 700 students of the Normal School and the Practice School participated in the Pageant of the Settlement and Development of Missouri. It is proposed to give an even greater pageant in 1917, which it is now thought will be a Pageant of Civilization. Special modifications of part of the campus are being made with a view to the greatest possible conveniences for these pageants.

Demonstration Schools. There are at least two types of rural demonstration schools in use by state normal schools in the United States. One type located on the campus of the institution is supported and managed entirely by the state. Its building and equipment are ideal as well as the instruction. Farm children are transported to and from this school. Such a school has the advantage of being easily accessible to faculty, students and visitors. It is a laboratory for experimentation. The Model Rural School on the Kirksville campus is of this type. It is the pioneer. It has been maintained for nine years and is a "model" in every respect.

The other type is usually located out in the country a few miles from the institution. It is supported chiefly or wholly by the local district. The county superintendent and the Normal School act in an advisory capacity in choosing the teacher, planning the course of study, setting the experiments, supervising, and assisting in community work and leadership. The building and equipment are usually not ideal. The advantages are in having a school in the open country under ordinary rural conditions, with a community conscious of the problems and willing to try out experiments for rural school betterment. In 1914 this Normal School began making tentative arrangements with

rural districts lying near Kirksville to establish demonstration schools of this type. Some of the problems for first consideration are school room practice, physical equipment, playground work, agriculture and school gardening, sanitary devices and social activities for each community. The benefits are, first, a better school for the community and, second, an opportunity for students of the Normal School to see rural problems in the process of solution under average conditions. Students in the Department of Rural Education visit each school from time to time.

The Vacation School. Among the ideals which dominate in modern education, that of the vacation school holds a prominent place. The casual questioner asks, "Why should children be obliged to attend school in hot weather?" or "Should they not be allowed to do as they please in vacation time?"

The scientific educator has been investigating what boys and girls do when no summer school is provided as well as this very point of letting them choose their own occupations. It has been observed that when school doors are shut, hundreds of children are turned upon the streets to seek their own recreation and great opportunities are thereby wasted, as children lose during vacation much of what they gain thru the regular school term. It is a noteworthy fact, in many schools, that the first month or two of a new school year must be devoted to getting the children into line for work. On the other hand, it has been proved that children who were behind their grades when school closed in the spring, were able to do regular work with ease, in the fall, if they had attended a vacation school during the summer, even though no academic studies may have been pursued. Such children possess vitality, spontaneity, the habits of co-operation and obedience, all of which contribute largely to good scholarship.

In the matter of letting children choose their vacation employment, the vacation school demonstrates a vital principle. By natural and wholesome and enjoyable admixture

of organized play with music, dramatization and industrial arts, a motiv springs into action whereby children come to desire to do the very things that wise parents and teachers would wish them to do, and the vacation school becomes to the children a motivation school, impelling them strongly to the adjustment of themselves into harmonious co-operation with organized community life.

The vacation school stands very close to life. It is an outgrowth of community needs. It means unconscious disciplin, the blend of co-operating self activity.

Some individual results which may be expected from such a school are joy, power, health and high standards of morals; and outside the school, a growing realization that the entire community is responsible for the welfare of all, and that constructiv means are in the end less expensiv and more satisfactory than neglect or prohibitiv legislation.

Any one who wishes to see the experiment being workt out, will find that we at Kirksville have for some years been undertaking to fit the vacation school ideals to the needs of the community. Thru this work we are giving the students in the Normal School an opportunity to participate in the development of as fine a product as possible from our boys and girls in order to fit them for a wider citizenship.

The Monthly Bulletin. The utmost efforts are made to put motiv and interest into all the studies and activities of the children in the Practice Schools and the students in the Normal School.

It has long been a question as to what motivating agencies might be utilized for the benefit of faculty members. Means are gradually devised for sending faculty members out of the state in order that they may participate in educational conventions and study education in other communities. As a universal motivating instrument, however, the monthly bulletin is perhaps the most far-reaching of all. No man or woman in the faculty having incitement to any sort of hope or ambition by the studies in his or her spe-

cialty need now be without opportunity to deliver messages to the students of education far and wide. Every month gives opportunity therefore, and challenges the ambition and constructiv ideality of some group of faculty members. Volume 16, No. 5, May, 1916, on "The Pageant of Missouri" is illustrativ. It contains 64 pages besides the cover. It was dedicated to David Ridgway Gebhart by the Pageant Committee. It recognized the eleven years of service of Mr. Gebhart in the Music Department and his contribution to the dramatic productions of the institution. Represented in this bulletin of the Pageant were the Departments of History, English, Fine Arts, Household Arts, Music, Physical Education, and Mathematics. Represented directly were these, and incidentally many others.

The Pageant bulletin was an original production. As further illustration, it may be mentioend that the Committee on Pageant for 1917 is already making some headway in the preparation of another Pageant bulletin which will no dout be an improvement upon the bulletin of May, 1916.

Rural School Messenger. See paragraf under Rural Education.

The Index. It is hardly possible to mention in a brief bulletin all the outlets for the ambitions and the constructiv activities of a cosmopolitan Normal School of the Twentieth Century. But the "Normal School Index," a weekly paper of from eight to twelve pages, can not well be omitted. This is a remarkably dignified production. It illustrates from week to week the ever-flowing stream of thought in a vast variety of hopeful, activ, ambitious young men and women with the largest possibilities in their incalculably varied future careers. It is rather surprising that a spontaneous student production will be so crowded with articles on matters distinctly worth while that there is hardly time for any of the jokes and puns and facetious outbursts commonly thought to characterize the expressions of students in a professional institution of college grade. A quotation from a former paragraf by an Index Editor is

doutless worth insertion here: "The Index stands for the most progressiv thought and methods in education, and it believes in sensible, dignified discussion by student and faculty members, with a minimum of that lighter matter which is usually found in school papers."

The Student Senate and Council. The institution has long sought to stand for democracy in education. Its long-time ambition to have rank of a senior college is based upon its claim for the principles of democracy in education. It goes further than the mere idea of freedom of thought and action in the faculty. It encourages the utmost of self-disciplin and democracy of action among the students themselvs. Hence the President and Faculty of the institution approve the now well-organized voluntary scheme of student government whereby many contributions to the improvement of the institution are made. The Student Senate comprises some thirty-five members, representing as many different self-governd activities of the institution. Each organized activity elects its own member of the Student Senate. All the students of the institution constitute the Council. Ordinarily schemes and plans of interest to all students and faculty members of the institution are deliberated upon by the Senate. Then the findings of the Senate are reported to the Council and discust in open session and voted upon by the Council which comprises all the students of the institution. The constitution of the Senate and Council is a dignified, well-constructed, fundamental, organic law whereby everyone may understand how the business of the Senate and of the Council may be done. This organization of the student activities not only educates in a very direct and positiv way the students in the transaction of business thru large organization and under parliamentary rules, but it is constantly stimulating and generating thought of the best kind for the most effectiv and wholesome cooperation in the community life of the institution.

Historical Museum. Within the last two or three years a beginning has been made toward the organization of a historical museum, and a special room has been fitted up for its use. The object is to bring together those things that will contribute to a more successful study of the life of the past, especially as it differs from that of the present.

Several articles have been purchased, such as some Babylonian clay tablets, early Palestinian lamps, facsimiles of royal seals, and models of various sorts, such as Romanesque and Gothic windows, medieval siege towers, weapons and armor, coats of arms of medieval guilds, Roman and Greek costumes, Roman house and peasant house, minnesinger's harp and Gutenberg press. The famous Sands collection of Indian relics of a thousand pieces, many of which are very rare, has also been purchased.

But by far the most of the exhibits that are in the museum have been placed there by the students and other friends of the institution either as gifts or loans. In fact but for the kindness and generosity of these friends the museum as it now is would have been impossible. Its further development will depend very largely on the continued interest of those who have the good of the institution at heart.

Many of the things that are wanted are lying around in the homes of people many of whom are not specially interested in them, and who are likely to destroy them at any time just to get them out of the way. A list is given below of some of the things that are wanted. Persons who have articles mentioned in this list or other things that may be suggested by it, and who are willing to give or lend them to the museum, are earnestly requested to communicate with the President of the School or with any member of the Division of History and Government regarding what they have. All transportation charges will be paid on all articles brought in or sent. Any article loaned may be withdrawn at any time.

The list of articles still wanted is as follows:

Agricultural Implements—Flail, wooden fork, wooden tooth harrow, wooden mauls, and wooden wedges.

Clothing—Pioneer hunter's shirt and leggings, any article of wearing apparel over twenty-five years old.

Domestic Industry—Spinning wheel, loom, reel, winding blade, hand sewing machine, hand woven fabrics and bed covers.

Household Furniture and Utensils—Old fashioned lamps, andirons, cooking utensils used around fire place, ovens, pewter dishes.

Indian Relics—Bows, baskets, pottery.

Legal Documents and Records—Early deeds, land patents, honorable discharges, apprentice papers.

Military Accouterments—Uniforms, knapsacks, canteens.

Money—Foreign coins, Continental currency.

Newspapers of Early Times.

Pictures—Daguerreotypes, early photographs, tin types.

Records of Societies and Orders.

School Apparatus—Slates, textbooks fifty years or more ago, sheep's wool eraser, abacus.

Stamps of Special Issue.

Timepieces—Old clocks, hour glass, sun dial.

Weapons—Guns, pistols, swords, knives.

THE PLACE OF THE NORMAL SCHOOL IN A DEMOCRACY

An address by President John R. Kirk of the Normal School, Kirksville, Missouri, delivered before the General Session of the National Education Association in Madison Square Garden, New York City, July 4, 1916.

The question of the place and function of the Normal School in a democracy raises other questions which are preliminary and fundamental. These questions are:

1. Whether the people in a democracy should express the will of the democracy?

2. Whether the judgment and the will of the democracy should determine the character and the extent of its institutions?

3. Whether there should always be in the democracy a dominant group constituting a specialized higher intelligence to do the thinking of the democracy for the democracy, and determine for the democracy what the character and the limitations of the institutions and the utilities of the democracy should be?

The answer to these questions is that a democracy is not obliged to do its business by proxy. The people of the democracy have a right to think and act for themselves. Otherwise there is no democracy.

There is great temptation to base official action upon the idea that educational advancement must have origin and first take form in the minds of the highly cultured few; but a great deal of the most serviceable part of American education at the present time did not have birth in the brain of higher education circles. As a matter of fact a large part of what is best in our scheme of education was forced into the curriculum, and many of the former, traditional, non-functioning elements of the now somewhat expurgated curriculum, were forced out of the curriculum by the pressure of the will of the awakening democracy.

It is altogether fortunate that the rank and file of

the democracy at times over-rule the tradition-bound judgment lockt up in higher education circles; and it is quite certain that there would now be no question as to the place of the Normal School in the democracy if the will of the democracy could be allowd to get at the issue.

The Normal School is of the democracy and for the democracy. From the outset in the days of Horace Mann and David P. Page, the Normal School has been, by its agitations, a source of contention and rivalry; or by obsequious conservatism and flabby formalism a negligible quantity in educational advancement. Its chief obstacle has always been traceable to higher education circles; and whenever the democracy has sought to establish Normal Schools, just then the existing higher education institutions have obstructed in toto the will of the democracy; or they have sought to dictate specifically what the curricula of such schools should not contain. They have not as a rule cared very much what superficialities or dogmas might get into the Normal School curricula, provided there could be assurance that the alleged sphere of existing institutions were not trespass upon.

Until some twenty odd years ago college and university men, as a rule, regarded the professional preparation of teachers unnecessary. Hence they naturally enuf opposed the Normal Schools. But they now seem to believ in the preparation of teachers. In any event about eighty per cent of all the colleges are obliged to have departments of education in order to avoid bankruptcy, while the best student-getting agency of the University is its School of Education.

But the adjustment of the Normal School to its place and function begins gradually to be grappled with by the people of the democracy. Each organized movement of external agencies for the limitation of the Normal School brings the issue to a more acute stage and final settlement nearer.

The long dominant minority in each of the great polit-

ical parties of America finds increasing difficulty in obstructing or manipulating the will of the democracy. The political dictator no longer enjoys a bed of roses. And so in education, any group of interested existing institutions combining to limit the field of an institution established by the democracy and for the service of the democracy, must more and more reckon with the sensitized will of the democracy.

The Initiative and Referendum, the Political Equality of Men and Women, the Recall of Judges, and their decisions—these and kindred ideals are working in the minds of the democracy. Universal education awakens the democracy. The elements of the democracy begin to think more freely for themselves. In education, the Normal School, long limited and handicapped by external interference, begins more effectively to function, and, thereby, it justifies the hope and the confidence of the democracy.

Let one illustration suffice:

A great educational foundation with benevolent, though misguided purpose enters a state of the Middle West. After investigation, it instigates re-organization of higher public education, with view to establishment of one single centralized dominating institution in the state with power of conferring all the higher degrees, and, thereby, subordinating and controlling all other public education agencies. There are some months of agitation. Finally, representatives of the democracy, by overwhelming preponderance make reply, and say, in substance, "You must take your hands off of this institution of the democracy, which is to prepare teachers for all the public schools of the democracy. We ourselves, will determine the place and function of our Normal School."

The investigators, in turn, declare that it is unwise and uneconomical and wasteful for the democracy thru its own representatives thus to transact its own business, but the representatives of the democracy promptly proceed to enforce the will of the democracy, and vote larger sums of money for an expanding teacher producing agency with great buildings, laboratories, libraries, gymnasiums, hospitals, athletic fields and faculty, such as the earlier college man

had not dreamd of; and the representativs of the democracy make these incontrovertible declarations:

“All public school education is the business of the democracy. You of the centralized higher education circles have had your eyes too much on the dead past. You have not wanted our children to have the instruction that would best function in their lives. You have obstructed the highest good of the greatest number. We are obliged to declare our freedom, and to think and act for ourselvs. We have decided to have schools of our own, in which to educate teachers to direct all the activities of all the children in all the schools of the democracy”.

The ideal of the democracy is further exprest by a young Governor of a Middle Western state. He had graduated from the University. He loved his alma mater, but he believed in the democracy. The school master visited the Governor, and said, “Governor, the people want teachers in the high schools and in the elementary schools to teach Manual Arts, Fine Arts, Domestic Arts, Cookery, Civics, Commercial Studies, Physical Education, Music and other motivating subjects, and Governor, ought the Normal School to do what the people want done?” And the Governor answered, “The Normal School is to produce teachers for the public schools of the democracy. The law says so. The people say so. The Normal School must find out what it takes to produce capable teachers. You cannot wait for the college to do any part of it. The college has no exclusiv sphere. No part of subject matter in education can be monopolized for the sake of anybody. Therefore, in the Normal School you may teach Horace or Calculus or whatever else is needed to make good teachers.”

The place of the Normal School, therefore, in a democracy is defined and deterrmind by what it is called upon to do. It is an exclusivly vocational institution. The full grown Normal School with means and opportunity and freedom prepares mature men and women to teach and supervise teaching in the public schools of every kind and grade. It covers four or more years in academic and pedagogic studies of college grade. Its requirements for en-

trance and for the Bachelor's Degree, are exactly equal to those of the best colleges. Its graduates do not need to be recast, or regraduated or relabeld by any other institution in order to secure permanent recognition in the teaching profession. They take rank, as they should, with the graduates of the Medical College and the Law School. A few of them already have good standing as graduate students. In the near future, large numbers of them will, after varying periods in teaching enter graduate courses at their own will and pleasure. Not all of the states will in the near future have the full-fledged Normal School. This will in part be due to interfering outside interests, in part to the unfruitful conservatism and caution of the Normal School administrators themselves.

But the short course Normal School, prematurely cut off at the end of the second year above high school, cannot be regarded a permanency. Its inadequacy too often has to be explained by those who love it best. In many states it has been, and in some states it is now, reasonably serviceable. It is representativ of a transition stage. It will be outgrown because good teachers cannot be made out of typical high school graduates in two years' time.

The short course Normal School will have to be abandoned because the classifying of young intending teachers at the time they leave high school places public school organization on an unsound basis. It arbitrarily puts one group of intending teachers, without regard to natural endowments, into the shorter course Normal School, there to be mechanically trained and drilled into professional elementary teachers while another group with equal disregard for natural ability is sent into the longer course university or college to be made over into high school teachers.

This traditional, arbitrary and indefensible classification forces upon us the policy of keeping all the children from first grade to eighth grade inclusiv under teachers having the shorter preparation and drawing the lower salaries, while furnishing all the children above the eighth grade

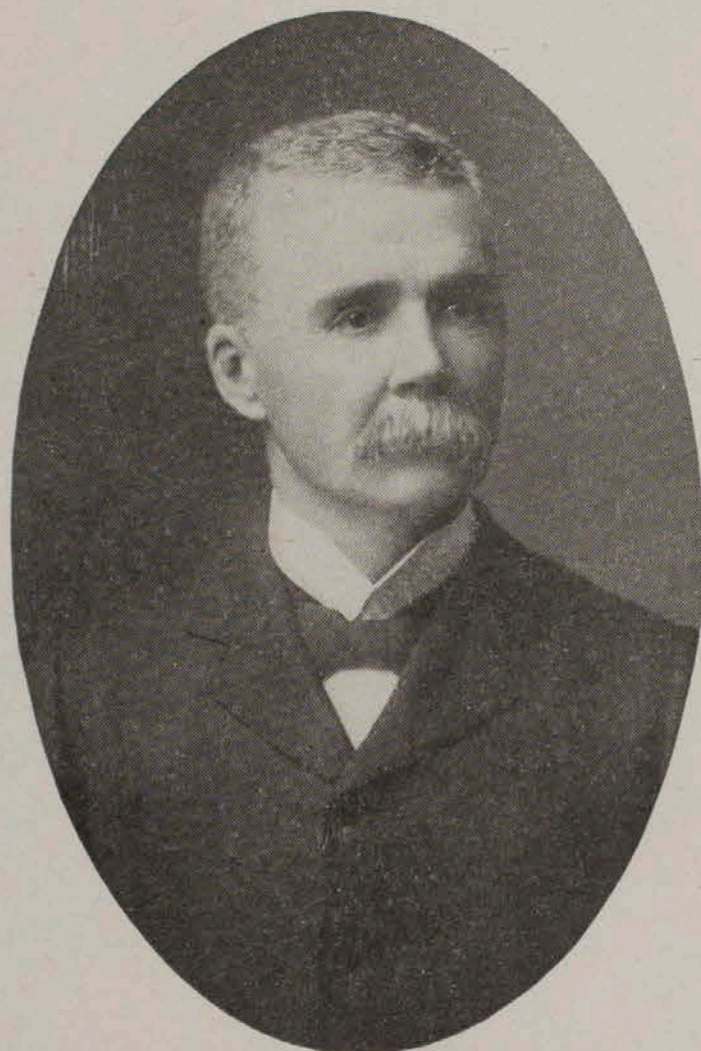
teachers of longer preparation and higher salaries. But it is perfectly clear, as any sensible man or woman ought to know, that it takes as much scholarship and skill and ability to teach successfully in the sixth grade as it does to teach in any class in the high school; and a square deal demands as much salary for the one as the other.

Whenever we analyze these conditions, we see how unnatural and wasteful is the arbitrary classification of intending teachers which we now so widely practice. But the full-fledged Normal School of the twentieth-century does not artificially and abnormally force one group of students into the mold of elementary teachers, and another group into the mold of high school teachers. It differentiates the students gradually by natural processes, and not by premature conventional classifications.

The typical student does not, and can not, begin to know himself or herself, until some time in the third or fourth year above high school, and is not known by teachers earlier than that time. Therefore, it is a wasteful and indefensible classification which seeks to determine the special professional function of the intending teacher, prior to the Junior or Senior college year.

But the twentieth-century Normal School is in process of constant re-adjustment. It will always have many forms of under-graduate college courses. It will always include a large part of the now slowly dissolving college of liberal arts. It will utilize all available knowledge needed by public school teachers in elementary schools and high schools of city, town, village and rural community.

The place of the twentieth-century Normal School is within and of and close to the community life of the democracy. It will always conduct extensiv and intensiv studies, rational experimentation and never-ending, but always-varying demonstrations of all serviceable pedagogical procedure. Its place will always be among the leaders of constructiv and productiv educational thought in the state and the nation.



BENAJAH PITTS GENTRY
1846-1915

Teacher of Science and Music, 1882-1884.
Professor of Latin, 1884-1915.

A man of gentleness and unfailing courtesy.
A warm friend and helpful adviser of students.
A coadjutor in all sound educational causes.
A lover of the beautiful in nature, music and literature.
A life that was a constant benediction.



MISS OPHELIA A. PARRISH
1850-1915

Supervisor of Practice Schools, 1899-1903.

Librarian and Professor of Library Economy, 1903-1915.

A character of dignified simplicity.

A woman of ready intelligence having basis in a wide range of travels and studies.

An inspiration to students and professional associates thru her ideals, ambitions and enthusiasms.

A constructiv idealist to whom the library of the Normal School at Kirksville stands as an enduring monument.

DEFINITIONS

A **Quarter** or a **Term** covers from eleven to twelve weeks.

A "year" or "school year" is nine school months.

A "unit" is a credit earned by the successful pursuit of a high school study for three terms or one "school year".

The "unit" measures all high school credits and no others.

The "semester hour" measures all studies of college grade and no others.

The "**Semester Hour**" is a convenient conventionality used by colleges, universities, and Normal Schools. We give its meaning rather than its definition.

Typical students in the Normal School carry the equivalent of four studies. Classes usually have five 55-minute periods each week in each study. The meaning of credit in semester hours is shown in the following three lines:

1. Carrying 4 studies 3 terms secures 30 hours' credit.
2. Carrying 1 study 3 terms secures 7½ hours' credit.
3. Carrying 1 study 1 term secures 2½ hours' credit.

Counting Credits. Class periods are fifty-five minutes in length and five times per week, but Sciences require at least two extra periods per week. Subjects not requiring preparation, such as Manual Arts, Drawing, Sight Reading, etc., require double periods in order to receive full credit. But the usual treatment of a subject not requiring preparation is to take one period per day for five days in a week and at the end of a term receive half credit as compared with a study. Illustration: Manual Arts one period a day for one term gives a credit of 1-6 unit if of high school grade or 1½ semester hours if of college grade. But Manual Arts pursued two periods per day for one term gives a credit of ½ unit or 2½ semester hours.

The High School Course. Four "units" constitute a typical year's work in high school. Sixteen "units" constitute the first-class 4-year high school course. The sixteen units of the first-class high school course as defined by the State Superintendent of Public Schools are as follows:

English, 3 units; Mathematics, 2 units; History, 2 units; Science, 2 units; Electives, 7 units; Total, 16 units.

For those taking their high school education in this institution the following is recommended as a good type of High School Course:

First Year: From Literature, Composition, Grammar, American History, European History, Advanced Arithmetic, Algebra, General Science, Music, Fine Arts, Manual Arts, Physical Education.....	4 units
Second Year: From Literature, Composition, Grammar, European History, American History, Civics, Physiology, Algebra, Agriculture, Household Arts, German, Latin, Music, Fine Arts, Physical Education.....	4 units
Third Year: From Rhetoric, Literature, American History, European History, Geometry, German, Latin, Agriculture, Chemistry, Physics, Physical Geography, Household Arts, Commercial Studies, Music, Fine Arts, Manual Arts, Physical Education, Reading.....	4 units
Fourth Year: From Rhetoric, Literature, European History, Civics, Sanitation, Geometry, German, Latin, Agriculture, Household Arts, Physics, Chemistry, Commercial Studies, Music, Fine Arts, Manual Arts, Physical Education, Reading and Speaking.....	4 units
Total of high school subjects.....	16 units

NOTE: When half of the high school studies are taken here, 1 unit is omitted from subjects not requiring preparation, thus reducing the requirement, to 15 units.

GENERAL REQUIREMENTS

Freshman Year, A 30 Semester Hour Course in Studies of College Grade

Authorizing the *Elementary Certificate.

Requirements: (1) the equivalent of sixteen high school units; (2) thirty semester hours from the following list:

	Semester Hours
1. From Education, I and V.....	5
2. From Education, II and III, elect.....	2½
3. From Education, XI, XII, XIII, XIV, elect.....	5
4. From Education at large, elect.....	2½
Total in Education.....	15
5. Library Economy.....	2½
6. From subjects not requiring preparation, elect.....	5
7. From any subjects of college grade, elect.....	7½
Total credits required.....	30

*A State Certificate valid for two years. Minimum for an additional certificate, four studies in residence with an average of G. See note 2, next page.

Note: Graduates of High School Teacher Training Courses are to elect (after due advice) 7½ hours in Education and 22½ hours in other subjects.

Sophomore Year, Completing a 60-Hour Course

Authorizing Diploma with Life Certificate and the Designation of Ability to teach in Elementary Schools.

	Semester Hours
1. From Education, I, V, VI, XXIV.....	10
2. From Education, II, III, IV, VIII, elect.....	5
3. From Education, XI, XII, XIII, XIV, elect.....	7½
4. From Education, elect.....	2½
Minimum required in Education.....	25
5. Library Economy.....	2½
6. English.....	7½
7. History.....	7½
8. Science.....	7½
9. From subjects not requiring preparation, elect.....	5
10. From any subjects of college grade, elect.....	5
Total credits.....	60

Junior Year, Completing a 90-Hour Course

Authorizing Diploma with Life Certificate and the Designation of Ability to teach in High Schools and to Supervise Special Studies in High Schools and Elementary Schools.

	Semester Hours
1. From Education, I, V, VI, VII, XXIV.....	12½
2. From Education, II, III, IV, VIII, elect.....	2½
3. From Education, XI, XII, XIII, XIV, elect.....	5
4. From Education, elect.....	10
Minimum required in Education.....	30
5. Library Economy.....	2½
6. English.....	7½
7. History.....	7½
8. Science.....	**10
9. From subjects not requiring preparation, elect.....	5
10. From any subjects of college grade, elect.....	27½
Total credits.....	90

**Mathematics may be offered for one-half of Science.

Senior Year, Completing a Course of 120 Semester Hours

Authorizing Diploma with Life Certificate and Degree
Bachelor of Science in Education.

	Semester Hours
1. From Education, I, V, VI, VII, XXIV.....	12½
2. From Education, II, III, IV, VIII, elect.....	2½
3. From Education, XI, XII, XIII, XIV, elect.....	5
4. From Education, elect.....	10
Minimum required in Education.....	30
5. Library Economy.....	2½
6. English.....	7½
7. History.....	7½
8. Science.....	**12½
9. Subjects not requiring preparation, elect.....	5
10. From any subjects of college grade, elect.....	55
Total credits.....	120

*By virtue of continuous sessions (4 terms per year) four school years of work and study may be covered in three calendar years.

**Mathematics may be offered for one-half of Science.

Note 1. Any diploma bearing name of Major Study requires 2½ hours in The Teaching of That Study. In this case The Teaching of the Major Study may count as 2½ hours in No. 3. But the Major Study cannot be determined below middle of 60-Hour Course.

Note 2. No certificate or diploma is issued except at the end of a term in residence.

Note 3. Minimum time in residence for Elementary Certificate, 2 terms; for any diploma, 3 terms.

EDUCATION

No.	Course	Semester Hours
I.	Psychology.....	2½
II.	Principles of Teaching.....	2½
III.	School Economy.....	2½
IV.	Rural Sociology.....	2½
V.	Practice Teaching for elementary certificate.....	2½
VI.	Practice Teaching for elementary teacher's diploma.....	2½
VII.	Practice Teaching for general 90-hour diploma.....	2½
VIII.	The Curriculum.....	2½
IX.	Kindergarten and Primary Methods, first quarter.....	2½
X.	Kindergarten and Primary Methods, second quarter.....	2½
XI.	The Teaching of English in Elementary Schools.....	2½
XII.	The Teaching of Arithmetic.....	2½
XIII.	The Teaching of History.....	2½
XIV.	The Teaching of Geography.....	2½
XV.	The Teaching of English in High Schools.....	2½
XVI.	The Teaching of Latin.....	2½
XVII.	The Teaching of German.....	2½
XVIII.	The Teaching of Music.....	2½
XIX.	The Teaching of Fine Arts.....	2½
XX.	The Teaching of Household Arts.....	2½
XXI.	The Teaching of Physical Education and Athletics.....	2½
XXII.	The Teaching of Science.....	2½
XXIII.	The Teaching of Play and Festivals.....	2½
XXIV.	History of Education.....	2½
XXV.	History of Modern Education.....	2½
XXVI.	Education in the United States.....	2½
XXVII.	Educational Psychology.....	2½
XXVIII.	Principles of Education.....	2½
XXIX.	High School Problems.....	2½
XXX.	School Administration.....	2½
XXXI.	Supervision of Instruction.....	2½
XXXII.	Educational Physiology.....	2½

REQUIREMENTS FOR DIPLOMAS NAMED FROM MAJOR STUDIES

(See Syllabi in this Bulletin for all Details)

	Semester Hours
1. For 90-Hour Commerce Diploma:	
a. Major studies in Commerce.....	22½
b. From "General Requirements"	67½
2. For 120-Hour Commerce Diploma:	
a. Major studies in Commerce.....	30
b. From "General Requirements"	90
3. For 90-Hour English Diploma:	
a. Major studies in College English.....	22½
b. From "General Requirements"	67½
4. For 120-Hour English Diploma:	
a. Major studies in College English.....	30
b. From "General Requirements"	90
5. For 90-Hour Fine Arts Diploma:	
a. Major studies in Fine Arts.....	27½
b. Minors: Drawing 3½, Various Arts 3½.....	7½
c. From "General Requirements"	55
6. For 120-Hour Fine Arts Diploma:	
a. Content of 90-hour diploma.....	90
b. Special Studies in History.....	7½
c. Special Studies in Art.....	22½
7. For 90-Hour German Diploma:	
a. Major studies in German.....	*22½
b. Minors: Medieval and Modern History.....	7½
c. From "General Requirements"	†60
8. For 120-Hour German Diploma:	
a. Major studies in German.....	*30
b. Minors: Medieval and Modern History.....	7½
c. From "General Requirements"	†82½
9. For 90-Hour History Diploma:	
a. Major studies in History.....	22½
b. Minors: German or Latin 15, American Literature or English Literature 7½.....	22½
c. From "General Requirements"	45
10. For 120-Hour History Diploma:	
a. Major studies in History.....	30
b. Minors: German or Latin 15, American Literature or English Literature 7½.....	22½
c. From "General Requirements"	67½
11. For 90-Hour Home Economics Diploma:	
a. Major studies in Home Economics.....	22½
b. Minors: Chemistry 5, Physics 2½, Sanitation 2½, Sanitary Bacteriology 2½.....	12½
c. From "General Requirements"	55
12. For 120-Hour Home Economics Diploma:	
a. Major Studies in Home Economics.....	30
b. Minors: Chemistry 7½, Physics 2½, Sanitation 2½, Sanitary Bacteriology 2½.....	15
c. From "General Requirements"	75

*Preceded by at least one year in High School German.

†Including 3 terms in Vocal Music, if not already taken in high school.

13. For 90-Hour Kindergarten-Primary Diploma:	
a. From Education IX, X, XI, XIV.....	10
b. Science 12½, English 12½, History 10, Non-preparation Subjects 7½.....	42½
c. From "General Requirements".....	37½
14. For 120-Hour Kindergarten-Primary Diploma:	
a. Content of 90-hour diploma.....	90
b. Electives by consent of director.....	30
15. For 90-Hour Latin Diploma:	
a. Major studies in Latin.....	22½
b. Minors: Mathematics 5, Physical Science 7½, Ancient History, Especially Ancient Life 7½.....	20
c. From "General Requirements".....	47½
16. For 120-Hour Latin Diploma:	
a. Major studies in Latin.....	30
b. Minors: Mathematics 5, Physical Science 7½, Ancient History, Especially Ancient Life 7½.....	20
c. From "General Requirements".....	70
17. For 90-Hour Mathematics Diploma:	
a. Major studies in Mathematics.....	20
b. Minors: Manual Arts 2½, Physics 2½, Other Sciences 5.....	10
c. From "General Requirements".....	60
18. For 120-Hour Mathematics Diploma:	
a. Major studies in Mathematics.....	25
b. Minors: Manual Arts 2½, Physics 5, Other Sciences 7½.....	15
c. From "General Requirements".....	80
19. For 90-Hour Music Diploma:	
a. Major studies in Music.....	22½
b. Minors: Physics of Music 2½, German or Latin 7½, Electiv English 12½.....	22½
c. From "General Requirements".....	45
20. For 120-Hour Music Diploma:	
a. Major studies in Music.....	30
b. Minors: Physics of Music 2½, German 15, Latin 7½, Electiv English 15.....	40
c. From "General Requirements".....	50
21. For 90-Hour Science Diploma:	
a. Major studies in Science.....	22½
b. Minors: Mathematics 5, Manual Arts 3¾, German or Latin 7½.....	16¼
c. From "General Requirements".....	51¼
22. For 120-Hour Science Diploma:	
a. Major studies in Science.....	30
b. Minors: Mathematics 7½, Manual Arts 3¾, German or Latin 7½.....	18¾
c. From "General Requirements".....	71¼
24. For 120-Hour Supervision Diploma:	
a. Major Studies in Education.....	37½
b. Minors: Sociology, Library Economy, Home Economics, Manual Arts, Plays and Games.....	12½
c. From "General Requirements".....	70

A TWENTIETH CENTURY NORMAL SCHOOL IN 1915 AT KIRKSVILLE, MISSOURI

(Extracts from Report to State Superintendent of Public Schools)

Six Groups of Students. The 1914-15 enrollment in the Normal School at Kirksville comprised the following principal groups of students:

1. The 120-semester hour graduates, numbering 29
2. The 90-semester hour graduates, numbering 62
3. The 60-semester hour graduates, numbering 43
4. The 30-semester hour graduates, ("elementary certificate" class) numbering . . 174
5. The rural state certificate group, numbering 31
6. The non-graduating group, numbering more than 1300

I. RECEIVING 120-HOUR DIPLOMA AND BACHELOR'S DEGREE

No.	Sex	Age in Yrs.	No. Mos. in High Sch. Studies	No. Mos. in all Studies of College Grade	No. Mos. Tchg. in Pub. Sch.	High Sch. Credits in units	Semester Hours in Academic Studies of College Grade	Semester Hours in Semi-Pedagogic Studies of College Grade	Semester Hours in Pedagogic Studies of College Grade	Semester Hours in all Studies of College Grade	Occupation first year after graduation	Salary first year after graduation
1	F	25	40	38	38	16	76.7	12.5	32.5	121.7	El. School Teacher	\$342
2	M	22	33	30.3	18	15.5	83.5	6.2	34.5	124.2	High School Teacher	900
3	M	26	36	42	9	16	118	0	37.5	155.5	High School Teacher	810
4	F	20	36	33	0	15	82.5	9.5	30	122	High School Teacher	450
5	M	23	33	33	21	15	86	8.7	30	124.7	High School Teacher	810
6	M	21	36	33	9	15	90	7.5	37.5	135	Town Superintendent	900
7	M	25	36	36	24	16	82.5	10.5	38.7	131.7	Town Superintendent	1035
8	F	47	39	42	238	16	86.2	0	55	141.2	Normal School Teacher	1260
9	M	26	39	40	32	18.5	90.7	5	35	130.7	Town Superintendent	990
10	F	27	45	42	9	15	80.3	10	30	120.3	Home Making	.....
11	F	24	37	36	9	15	80	15	27.5	122.5	Student U. of Chicago	.....
12	F	30	40	33	66	16	80	10	32.5	122.5	H.S.Tchr. Training Tr.	750
13	M	24	32	32.5	9	16	71.5	20.8	30	122.3	Student K. S. N. S.	.....
14	F	24	36	38	29	17.5	82.5	8.7	30	121.2	Normal School Teacher	960
15	M	26	36	36	13	20	73.7	20	27.5	121.2	Town Superintendent	765
16	F	35	36	45	75	16.5	60	8	84	152	Student Columbia U.	.....
17	M	26	33	36	9	15	104	2.5	27	133.5	Student U. of Kansas	.....
18	F	24	33	33	6	15	87.5	2.5	30	120	High School Teacher	540
19	F	22	33	34.5	15	17.2	82.3	7.5	31.2	121	High School Teacher	585
20	M	24	43	38	0	15.5	77.5	13.2	30	120.7	High School Teacher	585
21	M	23	36	36	23	16.5	78	13.7	32.5	124.2	High School Teacher	765
22	M	29	30	31.5	60	15	92.5	1.2	30	123.7	Town Superintendent	1000
23	F	44	36	37.5	228	16	60	32.5	57.5	150	Normal School Teacher	1260
24	M	45	36	36	200	15.2	70	10	43	123	City Superintendent	1700
25	F	21	36	34.5	0	15.8	85	5	30	120	High School Teacher	540
26	F	26	43	45	18	19	120	6.5	31.5	158	Town Principal	675
27	M	30	36	36	34	15.2	87.5	4.5	40	132	Tchrs. College Tchr.	1300
28	F	21	36	33	9	16	68.7	6.3	47.5	122.5	Home Making	.....
29	F	23	36	36	8	16.8	72.5	12.5	40	125	Student Columbia U.	.....
Av'r'ge		27	36.4	36.4	42	16.1	83.1	9.3	36.6	129.0		\$860

NOTE 1: For brevity some of the averages are given approximately in the nearest integers.

NOTE 2: Semi-Pedagogic Subjects—forms of Fine Arts, Manual Arts, Music Studies, Physical Education, etc., necessities in the make-up of well prepared teachers and until recently not favored for credit by typical higher education institutions.

SUMMARY OF OCCUPATIONS, 120-HOUR CLASS

Number in class:	Men . . 14;	Women . . 15;	Total . . 29
Number teaching:	Men . . 12;	Women . . 10;	Total . . 22
Average salary:	Men \$963;	Women \$736;	All . . \$860
Number in superintendencies and principalships	7		
Number teaching in high schools	10		
Number teaching in elementary schools	1		
Number teaching in Normal Schools and Teachers Colleges	4		

II. RECEIVING 90-HOUR DIPLOMA

No.	Sex	Age in Yrs	No. Mos. in High Sch. Studies	No. Mos. in all Studies of College Grade	No. Mos. Tchg. in Pub. Sch.	High Sch. Credits in units	Semester Hours in Academic Studies of College Grade	Semester Hours in Semi-Pedagogic Studies of College Grade	Semester Hours in Pedagogic Studies of College Grade	Semester Hours in all Studies of College Grade	Occupation first year after Graduation	Salary for first year after graduation
1	F	37	36	27	43	16	52.5	11.2	27.5	91.2	High School Teacher	\$720
2	F	22	36	29	4	19.6	50	10	30	90	H. S. & El. Sch. Tchr.	540
3	M	25	36	24	27	15	60	8.7	32.5	101.2	Town Superintendent	1000
4	F	35	36	27	103	15	63.7	3	30	96.7	High School Teacher	910
5	F	23	36	27	20	18.7	65	3.5	30	98.5	High School Teacher	540
6	F	23	36	27	8	17.6	57.5	7.5	32.5	97.5	120-Hr. Stu. K.S.N.S.	.....
7	F	33	41	27	51	16	55	5	30	90	At Home	.....
8	F	22	33	21	19	15	45	12.7	32.5	90.2	Home Making	.....
9	M	20	36	27	6	17	56.2	7.5	30	93.7	High School Teacher	540
10	M	23	33	33	21	15	80	9.7	22.5	112.2	High School Teacher	810
11	M	23	36	27	8	16	42.5	18	30	90.5	Town Superintendent	720
12	F	22	36	24	0	15	55	5	30	90	120-Hr.Stu.K.S.N.S.	.....
13	F	20	36	27	0	15	55	7.5	35	97.5	120-Hr.Stu.K.S.N.S.	.....
14	M	27	36	27	28	18.5	53.2	8	30	91.2	Town Superintendent	990
15	M	23	36	27	18	18.5	48.7	14.8	32.5	96	Town Superintendent	810
16	F	29	36	30	65	15.3	52.5	7.5	37.5	97.5	Tchr. Dem. Rural Sch.	840
17	F	30	36	22	88	18.5	48.7	8.8	35.5	93	Town Superintendent	765
18	F	24	36	27	42	19	47.5	10.1	32.5	90.1	High School Teacher	630
19	F	30	36	24	64	15	50	3.8	36.2	90	At Home	.....
20	F	32	60	30	63	18.1	44	14.8	31.2	90	At Home	.....
21	M	23	36	24	25	16.5	52.5	9.8	30	92.3	High School Teacher	765
22	M	25	36	30	26	17.5	32.5	22.5	35	90	High School Teacher	675
23	M	20	36	27	0	15	42.5	28.7	35	106.2	High School Teacher	630
24	F	24	33	24	6	15	62.5	2.5	25	90	High School Teacher	540
25	M	24	43	32	0	15.5	62.5	13	30	105.5	High School Teacher	585
26	F	23	33	24	27	17.5	50	10	32.5	92.5	El. School Teacher	652
27	F	25	36	27	0	19.8	40	21.2	30	91.2	At Home	.....
28	F	24	36	27	0	18	62	4.2	30	96.2	High School Teacher	720
29	F	22	36	27	0	15	52.5	11.7	30	94.2	El. School Teacher	324
30	F	23	33	27	34	15	45	12.5	32.5	90	High School Teacher	630
31	F	28	39	36	58	15.1	52.5	12.5	32.5	97.5	H.S.Tchr.TrainingTr.	750
32	M	19	33	27	0	15	62.5	2.5	25	90	Entering Business	.....
33	F	22	33	27	5	15	57.5	2.5	30	90	Home Making	.....
34	F	24	34	27	35	16	51.2	7.5	35	93.7	High School Teacher	540
35	M	23	33	30	8	15	50	12.5	30	92.5	Student Bus. College	.....
36	M	22	40	30	17	20	73.5	3.7	30	107.2	El. School Principal	720
37	F	27	36	36	17	16.5	60	10	32.5	102.5	High School Teacher	675
38	F	23	33	27	6	15	47.5	6.3	40	93.8	Home Making	.....
39	F	22	36	24	32	16	47.5	10	35	92.5	High School Teacher	540
40	F	21	36	30	0	16	52.5	8.7	37.5	98.7	Village School Teacher	540
41	M	29	43	30	54	18	46.7	11.5	32	90.2	Town Superintendent	855
42	F	25	36	27	54	16.5	51.2	6.3	32.5	90	High School Teacher	540
43	M	23	35	24	12	16	60	2.5	30	92.5	Town Superintendent	765
44	F	35	33	24	90	15	56.2	3.8	30	90	Rural School Teacher	540
45	M	23	36	27	16	15	47.5	26.2	30	103.7	120-Hr.Stu.K.S.N.S.	.....
46	F	20	36	24	0	21.5	53.7	6.3	30	90	120-Hr. Stu.K.S.N.S.	.....
47	M	45	40	43	200	19	72.5	0	35.8	108.3	City Superintendent	1260
48	M	22	38	30	16	16	55	5	30	90	Town Principal	720
49	F	24	36	27	22	20.3	47.5	12.5	30	90	High School Teacher	540
50	F	23	36	24	18	18.6	50	7.5	35	92.5	High School Teacher	585
51	M	26	33	21	41	15	50	10	30	90	Town Principal	675
52	M	25	36	27	14	15	38	32	27.5	97.5	120-Hr. Stu. K.S.N.S.	.....
53	M	27	36	31	59	18.1	74.5	3.7	30	108.2	Town Superintendent	900
54	F	35	42	30	83	16	66.3	2.5	31.2	100	High School Principal	585
55	F	19	36	27	0	15	28.7	38.8	25	92.5	High School Teacher	450
56	M	33	36	27	80	16	56.2	5	32.5	93.7	County Superintendent	1300
57	F	33	39	27	117	21.7	46	13.7	32.5	92.2	El. School Teacher	495
58	M	32	39	27	96	16	65	3.7	27.5	96.2	City Superintendent	1000
59	F	21	36	24	9	18.5	51.7	8.8	30	90.5	At Home	.....
60	F	24	36	24	9	15	50	10	30	90	High School Teacher	585
61	M	18	33	21	0	15	53.7	7.5	30	91.2	Prin. School for Blind	900
62	M	28	39	30	37	15.1	47.5	14.2	32.5	94.2	120-Hr. Stu. K.S.N.S.	.....
Av'r'ge		25	37	27	32	16.6	53.3	10.0	31.3	94.6		\$707

SUMMARY OF OCCUPATIONS, 90-HOUR CLASS

Number in class:Men ..25;Women ..37;Total..62
 Number teaching:.....Men ..20; Women ..25;Total..45
 Average salary:Men \$831;Women \$607;All...\$707
 Number in superintendencies and principalships.....15
 Number teaching in high schools.....22
 Number county superintendents.....1
 Number teaching in rural and other elementary schools.....7
 Number now students in 120-hour class, K. S. N. S.....7
 Number not teaching and not students.....10

III. RECEIVING 60-HOUR DIPLOMA

No.	Sex	Age in Yrs.	No. Mos. in High Sch. Studies	No. Mos. in all Studies of College Grade	No. Mos. Tchg. in Pub. Sch.	High Sch. Credits in units	Semester Hours in Academic Studies of College Grade	Semester Hours in Semi-Pedagogic Studies of College Grade	Semester Hours in Pedagogic Studies of College Grade	Semester Hours in all Studies of College Grade	Occupation First year after graduation	Salary for first year after graduation
1	F	25	36	27	8	15	27.5	31.3	31.2	90	At Home	.....
2	F	25	36	18	41	18.3	33	8.7	27.5	69.2	El. School Teacher	630
3	M	25	33	15	27	15	38.7	1.3	20	60	El. School Principal	630
4	F	31	36	18	100	16	26.3	8.7	25	60	El. School Teacher	347
5	F	27	34.5	15	25	15	35.5	2.5	31.2	69.2	90-Hr. Stu. K.S.N.S.	.....
6	F	27	36	29	50	18.1	32	6.2	27	65.2	El. School Teacher	405
7	F	29	33	15	46	15	42.5	0	25	67.5	Rural School Teacher	450
8	F	23	36	24	27	17.5	32.5	11.2	25	68.7	El. School Teacher	324
9	F	21	36	18	10	16.3	32.5	11.2	25	68.7	90-Hr. Stu. K.S.N.S.	.....
10	F	26	36	24	36	16	49.2	4.5	27.5	81.2	Rural School Teacher	420
11	F	26	38.5	24	54	16	37.5	2.5	35	75	High School Teacher	585
12	F	24	36	22	33	19	45	8.9	32.5	86.4	High School Teacher	630
13	F	29	36	27	89	16.6	27.5	22.5	25	75	90-Hr. Stu. K.S.N.S.	.....
14	F	32	36	19	45	18.5	27.5	10.2	23.5	61.2	90-Hr. Stu. K.S.N.S.	.....
15	F	27	36	15	57	15.3	25	10	25	60	El. School Teacher	630
16	F	24	36	18	32	17	27.5	8.7	27.5	63.7	Rural School Teacher	440
17	F	22	33	15	36	16.3	25	15	25	65	High Sch. Principal	540
18	F	30	45	35.5	1	15	30	2.5	30	62.5	At Home	.....
19	M	29	36	15	85	15.3	50	3.7	27.5	81.2	120-Hr. Stu. K.S.N.S.	.....
20	F	29	33.7	15	36	15	32.5	2.5	25	60	El. School Teacher	450
21	F	22	36	21	16	16.1	25	10.7	25	60.7	El. School Teacher	450
22	F	24	36	17	45	15.6	27.5	8.7	25	61.2	El. School Teacher	450
23	F	23	36	18	18	16	30	10	25	65	90-Hr. Stu. K.S.N.S.	.....
24	F	25	33	25	0	16	57	5	25	87	El. School Teacher	.....
25	F	23	37.5	18	34	15	29	7.5	25	61.5	High School Teacher	630
26	F	24	36	23	30	17.5	30	11.2	25	66.2	El. School Teacher	.....
27	F	26	36	21	13	18	25	11.2	32.5	68.7	El. School Teacher	675
28	F	20	36	18	0	16	32.5	10	25	67.5	El. School Teacher	.....
29	F	24	39	21	16	18.2	39.5	8	25	72.5	Rural School Teacher	.....
30	F	25	40.5	15	54	16	30	5	25	60	High School Teacher	540
31	F	35	37	18	80	15.8	23	13.9	23.7	60.6	High School Teacher	540
32	F	29	39	21	53	16	32.5	8.7	35	76.2	Rural School Teacher	500
33	F	24	36	25	30	16.3	26	10	25	61	El. School Teacher	540
34	F	29	36	21	58	17.1	32.5	8.7	25	66.2	Rural School Teacher	585
35	F	24	36	18	52	17	35	11.2	25	71.2	High School Teacher	540
36	F	21	36	21	0	21.5	33.7	10.5	25	69.2	High School Teacher	540
37	F	27	36	15	40	15	37.5	2.5	26.2	66.2	Town Principal	630
38	F	30	36	17.5	113	16	37.5	2.5	25	65	High School Teacher	562
39	F	29	36	21	52	17	35	8.7	27.5	71.2	Town Principal	540
40	F	23	36	20	45	16	33	10.2	26.5	69.7	El. School Teacher	427
41	M	23	33	15	14	15	27.5	3.2	30	60.7	Town Superintendent	900
42	F	23	36	18	40	20.3	25	7.5	30	62.5	El. School Teacher	405
43	F	24	36	18	27	18.3	25	7.5	27.5	60	High School Teacher	630
Av'r'ge		26	36.1	19.9	39	16.6	32.7	8.5	26.7	67.9		\$534

SUMMARY OF OCCUPATIONS, 60-HOUR CLASS

Number in class:Men ...3;Women ..40;Total..43
 Number teaching:.....Men ...2;Women ..33;Total..35
 Average salary:Men \$765;Women \$518;All...\$534
 Number in superintendencies and principalships.....5
 Number high school teachers.....9
 Number elementary school teachers in towns.....15
 Number rural school teachers.....6

IV. THE 30-HOUR CLASS, RECEIVING ELEMENTARY CERTIFICATES

General Summary of 30-Hour Class

Number in class: men, 48; women, 126; total.....	174
Number now teaching: men, 29; women, 90; total.....	119
Approximate average salaries: men, \$560; women, \$420; all.....	\$454
Number in superintendencies and principalships.....	16
Number who are high school teachers.....	16
Number in elementary schools of cities and towns.....	47
Number teaching in rural schools.....	40
Number now students in 60-hour class.....	39
Number now students elsewhere.....	4
Number now neither students nor teachers.....	12
Average age.....	24
Number who have taught in public schools.....	130
Average number of months taught by these.....	22
Average number of months spent in high school studies.....	36
Average number of months in studies of college grade.....	14
Average credit in high school units.....	16
Average credit in semester hours of college grade.....	45

Character of Elementary Class. Members of the Elementary Class now come from a great variety of sources. About one-fourth of them are fresh from high school graduation. Nearly as many others hold high school teacher-training certificates and have taught one year in rural schools. Others are mature teachers of many years' experience who have taught short terms at good salaries in rural schools, self-supporting persons who are obliged to work their way upward inch by inch. Many of the latter group have already from sixty to ninety semester hours to their credit. But the exigencies of their lives have driven many of them into what may be called premature specialization. Gradually these people bring up their back work and become the best members of the more advanced graduating classes. Many of them while they teach receive as good salaries per month as graduates of the 60-hour and 90-hour classes.

The Rural State Certificate Group. Thirty-one were recommended to the State Superintendent and received special certificates valid to teach in Rural Schools for two years. They averaged (a) 21 years of age, (b) 6 months' teaching experience, (c) 31 months in high school studies, and (d) credit for 14 high school units, including one or more units in elementary rural education. As the requirements continue to be raised, I believe this special certificate will be in greater demand.

The Non-graduating Group. Several hundred students enroll each year prefer to elect courses and secure needed certificates by county and state examinations. But many of the non-graduating group already have Normal School or College diplomas and pursue their studies quite independently for the sake of the studies.

Education While Teaching. During 1915-16 more than one thousand persons in 110 reading circles of Northeast Missouri pursued studies, chiefly of high school grade, while teaching. These people met in groups under chosen leaders twice each month with ordinarily five to fifteen persons in a group. About the middle of the spring term they took examinations planned by our reading-circle faculty and directed and vouched for by the respective county superintendents. Several hundred of these people will receive credit on the books of this institution for the studies pursued while teaching. About two hundred persons had correspondence and extension courses in studies, chiefly of college grade, under the personal instruction of faculty members.

Special Features. The Annual Rural Life Conference, The Spring Festival of Music, The combination of Music and Dramatization of Literature in many summer programs, the Spring Festival of Play and Song, and numerous other special activities are gratifying evidences of steadily increasing versatility, power, and initiative in faculty and students.

The Major Interest. In conclusion, it is a pleasure to report that the major interest of this Normal School continues to be the preparation of teachers for the rural and village schools. We are living under high tension, trying to function more effectively year by year.

PROCEEDINGS
of
**CONFERENCE OF PRESIDENTS OF STATE EDUCATIONAL
INSTITUTIONS AND STATE SUPERINTENDENT OF
PUBLIC SCHOOLS, JEFFERSON CITY, MO.,
June 22, 1916.**

Those present were: President A. Ross Hill, University of Missouri; President John R. Kirk, Normal School, Kirksville; President E. L. Hendricks, Normal School, Warrensburg; President W. S. Dearmont, Normal School, Cape Girardeau; President W. T. Carrington, Normal School, Springfield; President Ira Richardson, Normal School, Maryville; Hon. Howard A. Gass, State Superintendent of Public Schools; Inspector M. G. Neale, Acting as Secretary.

Conditions Under Which College Work Should Be Done

I. In all matters appertaining to college and secondary work it is agreed that we shall conform as nearly as possible to the regulations of the North Central Association of Colleges and Secondary Schools.

II. Admission to classes of College Rank.

A. Completion of a four year course, with at least 15 units of credit in a first class high school, in a fully accredited private academy, or in the secondary department of a normal school shall be required for entrance.

B. Students over twenty-one years of age, who are able to demonstrate their fitness to pursue college studies may be admitted to college classes as special students, but they cannot be candidates for graduation until they have met the requirements for admission as regular students.

C. A student cannot be admitted to classes of college rank who is conditiond in more than two entrance units. All entrance conditions must be removed within one year of the date of admission. (Nine months of attendance may be considered a year). NOTE: Condition means CONDITION and not a mere shortage.

D. A unit is defined to be a subject pursued at least 36 weeks, 5 periods per week, a period being 40 minutes in the clear, four units constituting a standard year's work. Excess of recitation time may accrue to the benefit of the student when sufficient limitation is placed upon the number of recitations which students may carry per week.

III. Definition of College Work.

A. College work is defined to be studies taken by students who have met the minimum requirements for admission, in classes containing only those who have complied with the requirements herein agreed upon.

B. In schools where excess and diminished credit is allowed students shall not be permitted to carry for credit more than thirty semester hours per year, except that a small number of students, approximately those who rank among the upper 25% of the student body in scholarship, may, at the discretion of the committee on excess credit, carry 32 semester hours per year. In schools where excess and diminished credit is not permitted students shall not be allowed to carry for credit more than 30 semester hours per year, except that, at the discretion of a committee on excess credit, students ranking among the upper 20% of the student body in scholarship may be permitted to carry 33 $\frac{3}{4}$ hours per year and students ranking among the upper 5% of the student body in scholarship may be permitted to carry 37 $\frac{1}{2}$ semester hours per year. (A year means nine months.)

C. Amount of Teaching. The maximum amount of teaching which may be done by instructors in college classes shall not exceed 18 hours per week or an equivalent in time. Two laboratory periods shall be counted as the equivalent of one recitation period.

D. Preparation of Teachers. The minimum preparation of teachers of college classes shall be the equivalent of that represented by the master's degree from a standard university or college, with special preparation in the subjects taught. This requirement shall not be retroactive.

E. Late Entrance. The total credit for students who enter late shall not exceed one semester hour for each week of attendance. This rule need not be applied to students who for adequate reasons enter not more than one week late.

F. Credit for Correspondence Courses.

1. At least eight lessons should be required for each semester hour of credit. A lesson should be planned so that it will require approximately five hours of sixty minutes each for its preparation.

2. A maximum of ten semester hours or two high school units may be completed in any school year.

3. Correspondence courses for college credit in reading circle books should be discontinued.

4. A uniform fee should be charged—not less than three dollars per semester hour is recommended. (At K. S. N. S. it is \$10 for a course of 2 $\frac{1}{2}$ Semester Hours.)

5. Copies (of the outlines) of all lessons should be kept on file.

G. Credit for Extension Courses.

1. There shall be not fewer than four lesson visits by regular members of the faculty for each semester hour of credit.

2. Students shall be required to do enough written work to bring the standard of extension courses up to that of correspondence courses mentioned above.

IV. Records.

Each student's permanent record shall be kept on a card showing at least the following facts:

- A. The credit accepted from other institutions, with the name of each institution, and the date or dates on which the advanced standing was granted.
- B. Names of courses for which student registers.
- C. Catalog number.
- D. Number of hours credit.
- E. Term in which taken.
- F. Grade.

V. Advanced Standing.

- A. From standard institutions of high school and college rank.
 1. Students entering from classified high schools shall receive credit according to the rating given by the State Superintendent of Public Schools.
 2. Advanced standing may be given on certificate for work completed in accredited standard or junior colleges.
- B. From other institutions.
 1. Secondary Credit.
 - (a) Students coming from unclassified high schools and students claiming more credit than is recommended by the State Superintendent's rating shall be given examinations.
 - (b) In no case shall entrance examinations be given for more than four units for each year spent in school.
 - (c) The entrance examinations shall be given by a committee of the faculty.
 - (d) The questions shall be set and the papers graded by the department in which the applicant seeks credit.
 - (e) Entrance examinations shall be held not later than the first week of each term.
 - (f) The time of the examination in each subject shall be stated in the catalog.
 - (g) The examination questions shall be deposited with the chairman of the examining committee and kept on file. The examiner's reports and all certificates and documents pertaining to the entrance and advanced standing of each student shall be kept in a permanent file.
 - (h) No credit by examination shall be given after a student has completed one year of work in the school, nor after an advanced course in the subject has been completed.
 2. College Credit.

Credit from institutions other than those mentioned in V A shall be given only on the basis of examinations. The method of giving the examinations shall be that designated in V B 1.

C. No advanced standing of college rank shall be given for post-graduate work in a high school unless such high school is properly equipped and definitely organized to do work of college rank; the classes doing such work of college rank shall be restricted entirely to students who have completed a four year secondary course; and the teachers of such classes of college rank shall have the qualifications stated in III D for teachers of college subjects.

D. No credit shall be given for teaching experience gained as a teacher receiving a salary. If it seems probable that an experienced teacher cannot take with profit any required courses in observation or practice teaching, he should be excused from such courses and required to elect an equal amount of academic or professional work.

VI. A committee of three shall be selected to visit each of the (state educational) institutions, and report to the conference, at such times as the conference may designate, the workings of each of the state institutions with reference to each of the foregoing propositions.

1. Composition. The committee shall be composed of one representative of the University, one of the Normal Schools, and one of the State Department of Education.

2. Selection. The representative of the State Department of Education shall be appointed by the State Superintendent of Public Schools and shall be the chairman of the committee. The representative of the University shall be chosen by the faculty and president of that institution. The representative of the Normal Schools shall be chosen by the presidents and faculties of the normal schools in rotation, beginning with the Normal School at Kirksville.

3. Tenure. The members of this committee shall serve for a period of one year, beginning July 1.

VII. The professional degree for the completion of the 120-hour course given in the normal schools and the school of education of the University of Missouri should be the degree of Bachelor of Science in Education.

VIII. No elementary certificate shall be granted by any of the institutions represented in this conference, on less than two terms in residence and no diploma shall be granted on less than three terms in residence.

IX. It is the sense of this conference that at the time the law goes into effect requiring graduation from a first-class high school as a prerequisite for a first grade county certificate, (a) the elementary certificate of the normal schools should be based upon 60 semester hours of credit, and (b) the life diploma should be based upon 120 semester hours of credit.

X. When this conference finds that the conditions named in this

report have been fully met, college work done in any of the institutions shall be accepted hour for hour in the other institutions and graduates of the 120 hour course shall be admitted in the graduate school.

Uniform Terminology

SECONDARY COURSES IN EDUCATION

1. Elementary Psychology.
2. Rural Life Problems.
3. Rural School Management.
4. Rural School Methods.
5. Subject Matter and Method in.....

COLLEGE COURSES IN EDUCATION

- I. Psychology.
 1. Psychology.
 2. Educational Psychology.
- II. Administration of Education.
 1. School Economy.
 2. Supervision of Instruction.
 3. Rural School Administration and Supervision.
 4. High School Problems.
 5. Educational Administration (For Senior College Students)
- III. Methods in Education.
 1. Principles of Teaching. (Primarily for Junior College Students)
 2. Principles of Education. (Primarily for Senior College Students)
 3. Teaching of.....in the Elementary Schools.
 4. Teaching of.....in High Schools.
 5. Primary and Kindergarten Methods.
 6. The Elementary Course of Study.
- IV. History of Education.
 1. History of Education.
 2. History of Modern Elementary Education.
 3. Modern School Systems. (Senior College Students)
 4. History of Education in the United States.
- V. Teaching.
 1. Teaching in the Elementary School.
 2. Teaching in the High School.

Unanimously Adopted.

SYLLABI OF ALL COURSES

AGRICULTURE

C. ROY JACCARD, EDGAR ARTHUR WRIGHT, JAMES ELLISON

High School Courses

(All these courses require four hours in laboratory and three hours in class exercises per week).

I. General Agriculture. First quarter. Fundamental foundation study of plant life. Text, "Plants And Their Uses" by Coulter. $\frac{1}{3}$ unit.

b. Second quarter. A general study of farm problems. Text, "Soils and Plant Life," by Cunningham and Launcelot. $\frac{1}{3}$ unit.

c. Third quarter. Text, "Domestication of Plants and Animals," by Davenport. Elementary course covering the essential principles of hereditary transmission, and the business of plant and animal improvement. $\frac{1}{3}$ unit.

II. Civic Biology. A study of living beings, both plant and animal. $\frac{1}{3}$ unit.

III. Natural Science. A study of the trees, wild flowers, weeds, and birds indigenous to this locality with the purpose of identifying them. Text, "Nature Study and Life," by Hodge. Civic Biology to be a prerequisite, after fall term, 1917. $\frac{1}{3}$ unit.

College Courses

IV. Farm Crops. a. First quarter. A study of the cereal crops, their cultural requirements, insect enemies, and diseases. Text, "Cereals in America" by Hunt. $2\frac{1}{2}$ hours.

b. Second quarter. A study of the forage crops, their cultural requirements, insect enemies, and diseases. Text, "Forage and Fiber Crops" by Hunt. $2\frac{1}{2}$ hours.

c. Third quarter. A special study of corn, with special reference to judging, scoring, and seed testing. Text, "The Book of Corn" by Myrick.

V. Dairying. Composition, care, and handling of milk and its products. Text, "Milk and Its Products" by H. H. Wing. Laboratory of milk testing, butter making, and types of separators. Class exercises, three periods per week; laboratory work, four. One quarter. $2\frac{1}{2}$ hours.

VI. Soils. First Quarter. Origin, formation and management of soil. Text, Lyon and Fippin and Buckman. Class exercises, three periods per week; laboratory work, four. One quarter. $2\frac{1}{2}$ hours. Prerequisite, High School Chemistry or its equivalent.

Second Quarter. Soil classes, fertility demands, and soil analysis. Text, "Soil Fertility and Permanent Agriculture" by Hopkins.

Class exercises, three periods per week; laboratory work, four. One quarter. $2\frac{1}{2}$ hours. Prerequisite Soils, First Quarter.

VII. Animal Husbandry. a. Live Stock, First Quarter. Types and breeds, care and management of horses, hogs, and sheep. Text, "Types and Breeds of Farm Animals," by Plumb. Class exercises, three periods per week; laboratory work, four. One quarter. $2\frac{1}{2}$ hours.

b. Live Stock, Second Quarter. Types and breeds of beef and dairy cattle. Text, same as above, supplemented by "Dairy Cattle and Milk Production" by Eckles.

c. Poultry Culture. Types and breeds, and care of poultry, poultry house construction, incubation and care of chicks. Text, "Principles and Practices of Poultry Culture," by Robinson. Class exercises, three periods per week; laboratory work, four. One quarter. $2\frac{1}{2}$ hours.

VIII. School Gardening. Cultural requirements, propagation, insect enemies and diseases of garden crops, and plans for gardens and school yard improvement. Text, "Principles of Vegetable Gardening," by Bailey. Class exercises, four periods per week; laboratory work, three. One quarter. $2\frac{1}{2}$ hours.

IX. Farm Orchardng. Cultural requirements, propagation, insect enemies, and diseases of large and small fruits. Text, "Productiv Orchardng" by Sears. Class exercises, four periods per week; laboratory work, three. One quarter. $2\frac{1}{2}$ hours.

X. Landscape Gardening. A course designed to meet the needs of superintendents and principals, and rural school teachers who have problems of improving and beautifying of school grounds to solv. $2\frac{1}{2}$ hours.

XI. Kitchen Gardening. A course whose purpose is to familiarize the students in Home Economics with the best methods of maintaining fresh vegetables and flowers for the home. Class exercise; two and one half hours per week. $1\frac{1}{2}$ hours.

XII. Feeds and Feeding. Animals digestiv systems, food stuffs, balanced rations, and feeding practices. Text, "Feeds and Feeding," by Henry. Class exercises, four periods per week; laboratory work, three. The latter is in Chemistry of Feeds. Prerequisite, at least one year's work in Agricultural subjects above the high school.

XIII. Farm Management. Types of farming, rotations, accounting. Text, "Farm Management," by Warren. One quarter. $2\frac{1}{2}$ hours. Prerequisite, same as for XII.

XIV. Principles of Breeding. Breeding. Study of laws governing crop and live stock improvement, and the methods employd. Text, "Principles of Breeding" by Davenport. One quarter. $2\frac{1}{2}$ hours. Prerequisite, same as for XII.

XV. Farm Machinery. Principles, care and repairing of farm machinery and farm motors. Text, "Farm Machinery and Farm Motors" by Davidson and Chase. Class exercises, three periods per week; laboratory work, four. One quarter. $2\frac{1}{2}$ hours.

XVI. Club Leadership. A course in the problems and plans of organization and management of boys' and girls' clubs. Practice in club work is given in the course. $2\frac{1}{2}$ hours.

It is recommended that the above described courses be pursued in the following order: Course IV the first year; Courses V and VI, or Courses VIII, IX, and X the second year, and that Courses XII, XIII, and XIV be done as the fourth year's work.

All prerequisites apply to all new students hereafter enrolling.

CHEMISTRY

W. J. BRAY

Laboratory Assistants, D. E. NEALE, LLOYD J. GRAHAM,
NELLIE MADSEN

I. General Inorganic Chemistry. At least 15 units of high school work are presupposed. 3 quarters. $7\frac{1}{2}$ hours.

II. Organic Chemistry. Chemistry I or its equivalent is presupposed. Three quarters. $7\frac{1}{2}$ hours.

III. The Chemistry of Agriculture. Chemistry I or its equivalent is presupposed. A study of the chemistry of plant and animal growth and nutrition, and of soil fertility. One quarter. $2\frac{1}{2}$ hours.

IV. Analytical Chemistry. Qualitativ analysis, 2 quarters; quantitativ analysis, 1 quarter. Chemistry I or its equivalent is presupposed. Three quarters. $7\frac{1}{2}$ hours.

V. Water Analysis. Chemistry I or its equivalent is presupposed. A systematic study of water supplies from the sanitary and engineering standpoints, including a study of the installation and maintenance of both municipal and private water works for the home and school. One quarter. $2\frac{1}{2}$ hours.

VI. School Hygiene and Sanitation. At least four years of high school work are presupposed. A systematic study of the relation between the teacher and the school on the one hand, and individual and community health on the other. Two quarters. 5 hours.

VII. Elementary Bacteriology. An elementary study of the fundamental principles of bacteriology, including the bacteriology of water, foods, sewage, etc. Two quarters. 5 hours.

NOTE: In addition to the courses listed above, classes in the various branches of agriculture meet in the chemical laboratory, by an arrangement between the departments concernd, for such chemical experiments from time to time as may be needed to throw additional light on those subjects.

COMMERCE

P. O. SELBY, VERA FINEGAN, NELL WALKER, and Others.

The department prepares teachers of commercial subjects in high schools, but recognizes that the courses offered are of value to other kinds of teachers.

I. Bookkeeping. Eligibility to the course consists in equivalence of high school graduation. Taught by the daily recitation method. The office phase of bookkeeping is entered into completely, and much of business practice is learned. Three quarters, $7\frac{1}{2}$ hours. One quarter offered each term. MR. SELBY.

II. Farm Accounts. Bookkeeping and business practice, for candidates in the rural state certificate course, and recommended as a good high school study. It treats of systematic record-keeping on the farm. One quarter, $\frac{1}{3}$ unit. MR. SELBY.

III. Geography of Commerce. The geography of commerce is a study of the earth in its relation to man, dealing with the causes of interdependence existing between the different parts of the civilized world; hence it touches on science, industry, economics, and history. The work of the course will consist of recitations, lectures, library work, and an occasional excursion to some manufactory or extractive industry. An excellent collection of reference books, clippings, and illustrative material is provided, and an extensive use will be made of maps, illustrations, and diagrams by means of the lantern. The course is open to college students of any grade. Three quarters, $7\frac{1}{2}$ hours. MR. SELBY.

IV. Stenography. Eligibility to the work in these subjects requires attainments or ability equal to those of a graduate of a first class high school. As the primary object in offering this subject is to prepare students to teach it, special attention will be given to the teaching of shorthand. Three quarters. $7\frac{1}{2}$ hours. Each quarter offered every term. MISS FINEGAN.

V. Typewriting. Eligibility requires two years of high school work. This subject may be taken either one or two periods daily. If taken two periods, one of them must be a regular class period. Advanced work includes the use of various office appliances. Six quarters, 1 unit. Offered every term. MISS FINEGAN.

VI. Office Training. This course is a practical course in office work for advanced students in Stenography. One quarter, $2\frac{1}{2}$ hours. Offered any term when requested by a sufficient number of students. MISS FINEGAN.

VII. Spanish (Associated with Commerce). The first quarter consists of grammar, composition, and reading. Conversational method employed in all recitations. The second quarter is a con-

tinuation of the first quarter, with more advanced study of the grammar. Two or more prose works will be read during this quarter's work. The first and second quarters are prerequisite to the third, which consists of advanced grammar, reading of Spanish novels, drill in composition with special attention to acquiring a vocabulary of commercial phraseology for use in business correspondence. Three quarters, $7\frac{1}{2}$ hours. MISS WALKER.

VIII. Photography (Associated with Commerce). The object of this department is to educate prospective teachers in the employment of various means of visual illustration. The cost of lantern slides when purchased and the difficulty of securing just the slides needed, has prevented the use of the projection lantern in the schools to the extent that is desirable. The cost of the materials used in the production of a finished slide is but a small per cent of the purchase price, the chief element of the cost being labor. The work of the department, to date, has largely consisted in giving instruction in lantern slide making and the projection of the same on the screen. Instruction is given in the elementary principles of photographic processes and in the use of photographic and projection apparatus and devices.

During the second half of the quarter, the quality of work done by students is expected to be such that the slides made shall be acceptable for use in the various departments.

As the facilities of the department improve it is proposed to prepare sets of slides on various subjects to be lent to schools in the Normal School district that are equipped with stereopticon. Announcement will be made from time to time when such sets are available.

The course is open to students about to receive the rural certificate and the elementary certificate; also to students more advanced.

One quarter, $\frac{1}{3}$ unit or $2\frac{1}{2}$ hours. Given each term. MISS WALKER.

IX. Business English. This course is offered in the English department. See Course XIV under English. One quarter, $2\frac{1}{2}$ hours.

X. Economics. The study of Economics is considered essential to the intending teacher of commercial subjects. This course is now offered in the Department of History. See History XVIII. Three quarters, $7\frac{1}{2}$ hours.

EDUCATION

W. A. CLARK, SUSIE BARNES, MARK BURROWS, ROSAMOND ROOT,
THURBA FIDLER, EUDORA H. SAVAGE, LAURIE DOOLITTLE, OLIVE
PAINE, CLARICE EVANS, GENEVIEVE KIRKBRIDE and Others

General Explanation

The courses in Education constitute a consistent group of studies in the aims, organization, equipment and processes of public school

education. The order of numbering is primarily for convenience of records, tho a sequence of advancement may, in general, be traced in it. While certain courses are preparatory to others, constituting in a few cases a kind of group unity of two or more courses, each course has such completeness in itself as to give $2\frac{1}{2}$ hours' college credit independently. "The General Requirements" for certificates and diplomas given on pages 34 and 35 of this Bulletin indicate what courses are deemed to have value for all students.

Courses in Detail

I. Psychology. An introduction to modern psychology. The method comprises a recitation study of the textbook, introspective analysis by the student of his own concrete personal experiences, and definitely assigned library readings in the standard English treatises and textbooks. This course is introductory to all courses in the department of Education, and it should generally be taken first by beginning students. $2\frac{1}{2}$ hours. MR. CLARK.

II. Principles of Teaching. An elementary study of the principles upon which good teaching is based, with constant applications in methods of instruction and management. By reference to approved methods of teaching, empirically known to the pupils, they are led in a study of well defined educational theory, with special reference to elementary teaching in rural and graded schools. $2\frac{1}{2}$ hours. MR. BURROWS.

III. School Economy. A course in the management and direction of work in the rural and village schools. It deals with the mechanics of the classroom; classification, records, disciplin; the management of the playground, and the correlation of outside activities with those of the school. $2\frac{1}{2}$ hours. MR. BURROWS.

IV. Rural Sociology. A study of the life of rural communities, seeking to discover their tendencies and deficiencies, and to indicate plans for betterment. The student is led to consider the part that rural education must take in helping to solve the educational, social and economic questions. This course is intended for county superintendents and other advanced students interested in the problems of country life. Given regularly in the summer quarter, and at such other times as there may be a demand for it. $2\frac{1}{2}$ hours. MR. BURROWS.

V. Practice Teaching, First Quarter. Required of all students seeking the elementary certificate. It consists of observation and teaching one subject or more one period daily for the entire term. This necessitates, on the part of the student, careful planning of the lessons taught with the supervisor in charge who will assist in the organization of the subject matter and in the adaptation to the grade

taught. The student teacher must stand the test of measurement of his work with the best current methods of presentation and the best practices in class management. $2\frac{1}{2}$ hours.

VI. Practice Teaching, Second Quarter. To be done during the second year of the teachers college course. The practice teacher is advised to teach a different subject and a different grade each term in order to acquire skill in as great a variety of school room practices as possible, but opportunity is given the student to select the work that will be most beneficial in furthering his or her plans for the future. $2\frac{1}{2}$ hours.

VII. Practice Teaching, Third Quarter. This work should preferably be done during the third or fourth year of the teachers college course. Students who can give satisfactory evidence of good scholarship, successful experience as teachers in the public schools, and the use of the best methods of teaching and class management may be permitted by the faculty of the department of practice to substitute other courses in the department of education for this quarter's work. Those who are preparing to teach in high schools or the upper grades of elementary schools must have qualifications in their practice teaching subjects satisfactory to the corresponding academic department. $2\frac{1}{2}$ hours.

VIII. School Curriculum. This course deals with the curriculum of the elementary school and high school. A preliminary study of the principles underlying the course of study and the history of its development is followed by a detailed investigation of current practice in methods of instruction and of the organization, value, and content of the various subjects of the school course. The best methods of instruction will be demonstrated by the teaching of children in the presence of the class. The course is given by the director and supervisors of the Practice School. Prerequisites, Psychology and Principles of Teaching. One quarter. $2\frac{1}{2}$ hours. MISS BARNES.

IX. Kindergarten and Primary Methods, First Quarter. An introductory course for students preparing to teach in Kindergarten and Primary grades. A study of child life, with the aims and principles underlying kindergarten and primary activities and subjects. $2\frac{1}{2}$ hours. MISS PAINE and MISS KIRKBRIDE.

X. Kindergarten and Primary Methods, Second Quarter. A critical study of materials and methods of teaching language, reading, literature, hand-work, play, and nature study. Courses I and IX are prerequisites. $2\frac{1}{2}$ hours. MISS PAINE and MISS KIRKBRIDE.

XI. The Teaching of English in Elementary Schools. This course is designed for graduates of high schools and for others who have studied Grammar, Composition, and Elementary Literature. It

is especially for those who will teach in rural schools and in the grades of village and town schools. One quarter. $2\frac{1}{2}$ hours.

XII. The Teaching of Arithmetic. This course is to give a clear insight into the content of arithmetic and to furnish adequate comprehension of arithmetical method. It is to furnish a perspective that will enable the students to attack the problems of teaching and judge the comparative values of subjects and processes in arithmetic. These aims are accomplished by formulating original problems and exercises that will relate arithmetic to the life and experiences of the child, by studying the teaching process in arithmetic, and by bringing the work of the class into close touch with the actual teaching of children of all grades. Members of the class and experienced teachers will present various topics to the children of the Practice School, while the class observes the work with the ultimate aim of entering into the discussion and criticism of the completed recitation. One quarter. $2\frac{1}{2}$ hours.

XIII. The Teaching of History. A course as concrete as possible. It includes (1) tracing the history of history teaching in the United States, (2) finding out the best textbooks for use in elementary schools and high schools, (3) for illustrative purposes, giving simple and connected narratives in the classroom, (4) finding out the best current material on The Teaching of History. The course has vital relation with the daily lessons of the children in the Practice School. This is effected through observation lessons and through the interchange of the Practice School supervisor of history with history teachers of the Normal School classes, thus exemplifying very clearly in a variety of ways the pedagogics of history. One quarter. $2\frac{1}{2}$ hours. Given each term. MR. FAIR, MR. VIOLETTE, MR. KINGSBURY.

XIV. The Teaching of Geography. A study of the underlying principles of geography, and how they may be applied in practice in the elementary school; the special problems involved; the scope of geography teaching and its relation to work in other fields; the organization of material and methods of presentation so as to be of the greatest permanent value to the pupil; the function of observational work, equipment, and museums. $2\frac{1}{2}$ hours. MR. BURROWS.

XV. The Teaching of English in High Schools. Like "The Teaching of English in Elementary Schools", this course is designed for graduates of high schools and for others who have a good knowledge of elementary English. It may be substituted for that course, if preferred. But the work here done is more critical in method and is recommended to those who will teach in the high school. One quarter. $2\frac{1}{2}$ hours.

XVI. The Teaching of Latin. A course open to students who have had three or more years of Latin. The purpose is to send out

teachers who can dispel the notion that Latin is a "dead" language. The following topics give an idea of the work done: reasons for the study of Latin and for its introduction in the seventh and eighth grades; some helpful suggestions from the Direct Method; the best text books for use in each class; the making of a course for second year Latin consisting of choice passages from the seven books of Caesar's commentaries; historical and political background of the Commentaries and the military tactics of that day; constructions that should be taught with each year's work; preparation of charts illustrative of the value of Latin; slides, maps, reference books; programs for Latin Clubs, dramatization, games. One quarter. 2½ hours. MISS GREEN.

XVII. The Teaching of German. A course in the underlying principles of language teaching. As concrete as possible. Topics and subject matter determined for each class by the particular needs of its members. Leading topics: 1. A brief study of the elements of phonetics, i. e. the physiology of the vocal organs and the physics and mechanics of speech. German and English sounds are analyzed and the international phonetic symbols for these languages are learned. This enables the prospective teacher to place the teaching of German on the basis of sound rather than symbol, to appeal to the ear rather than the eye and thus solve the problem of securing accurate pronunciation and an understanding of the spoken language. 2. The most important changes in the structure of the language in the light of historic development and similar changes in English. 3. A brief treatment of etymology, word formation and derivation. 4. A study of the trend of pedagogical thought in modern language teaching. 5. Application of all this to concrete problems. Offered in the summer quarter. 2½ hours. MR. HEYD.

XVIII. The Teaching of Music. Anatomy and Physiology of the Vocal-Organs. The Voice in speech and song. The rudiments of Music. A study of the Child-Voice. Practical study in the teaching of Public School Music, exemplified in the Practice School. Conducting. Spring and summer quarters. 2½ hours. MR. SEITZ.

XIX. The Teaching of Fine Arts. Required of all who make Fine Arts their major study. The making of courses of study, outlines, and lesson plans for elementary schools and high schools. Discussions of subjects and mediums appropriate to primary, middle, and upper grades. Study of possible equipments and materials and their proper use and care. Practice of blackboard presentation and drawing, a subject so necessary and yet so little studied by most teachers. One quarter. 2½ hours. MISS LYLE.

XX. The Teaching of Household Arts. The organization of courses of study, and methods of teaching the household arts,—cook-

ery, sewing, laundering, etc. Adaptation of materials to different grades and schools. The planning and purchase of equipment necessary for household arts work. Students should have studied both Food Preparation and Sewing before taking this course. One quarter. 2½ hours.

XXI. The Teaching of Physical Education. See paragraphs under Physical Education.

XXII. The Teaching of Science. A course in science instruction for those intending to teach science. The course deals with the relative importance of parts of the subject matter and with methods of presentation of scientific conceptions that experience has shown offer most difficulty to the student. The equipment of laboratories and laboratory technique and the content of science courses in the high school will also be given proportionate consideration. Given by the science faculty at intervals to meet requirements. One quarter. 2½ hours. MR. STOKES.

XXIII. The Teaching of Play and Festivals. See paragraphs under Physical Education.

XXIV. History of Education. A genetic study in educational theory and practice from their simplest forms in primitive tribes thru their development in oriental peoples, in the civilizations of Greece and Rome, and in the seventeen centuries of Christian civilization preceding the dawn of modern education in the child-centered pedagogy of Rousseau and Pestalozzi. This course presupposes such a knowledge of educational principles and practices as may be obtained in the courses in Principles of Teaching, School Economy, and School Curriculum; and it prepares for the study of modern education in the second quarter's course. Courses XXIV and XXV constitute an analytic descriptive study of educational aims and practices as they parallel the growing world civilization; they are strictly historic studies in education, which are applied concretely at every stage to the forms and methods of our present public schools. 2½ hours. MR. CLARK.

XXV. History of Modern Education. While this course is a continuation of the study of the first quarter in History of Education, it is more advanced in its aims and methods, dealing critically with the evolution of pedagogical thought since the days of Rousseau and with the growth of modern school systems, in their aims, organizations and practices. The student should bring to this course a theoretical and practical knowledge of the work of our public schools, and he should seek to formulate in it a rational world view of modern education. It may either precede or follow course XXVIII in the Principles of Education. 2½ hours. MR. CLARK.

XXVI. Education in the United States. An advanced course for students who are candidates for the 120-hour diploma. Admission on consultation with the instructor. The course comprises a general survey of education in the United States,—elementary, secondary, and higher. Past development, present activities, and anticipated improvements are discust in the light of fundamental pedagogical principles. Individual students are encouraged in special studies and reports on distinct phases of organization, equipment, maintenance, and processes of public schools. One quarter. Given when demanded. 2½ hours. MR. CLARK.

XXVII. Educational Psychology. An advanced course in the application of psychological principles to education; it presupposes course I in general Psychology or its equivalent. In addition to a comprehensiv study of the whole field, each student devotes himself to the study of some phase of child life or a practical detail in the art of teaching, upon which he prepares a final thesis. Daily class discussions, conferences, and library readings give general direction and unity to the work of the class. Admission to the course on consultation with the instructor. 2½ hours. MR. CLARK.

XXVIII. Principles of Education. An advanced course in the science and philosophy of education. It covers in a general way the whole field of technical pedagogy; and the method comprises free class discussions with frequent appeals to the student's own experiences and observations and library readings. Students enrolling in this course should have such general knowledge of educational theory and practice as may be obtained in the more elementary courses in psychology and the principles and practice of teaching. A short thesis is required. 2½ hours. MR. CLARK.

XXIX. High School Problems. An advanced course presupposing previous study in the more elementary courses in teaching, organization and management. It deals with the specific problems of the high school with particular reference to the matter and form of the curriculum. Questions relating to the social life of adolescence, the administration of the institutional life of the school, and the vocational significance of school studies are considered concretely in free class discussions. The classroom recitations are supplemented by demonstration lessons in the Practice High School of the Normal School. This course is designd primarily for high school teachers and superintendents and is given regularly in the summer quarter. 2½ hours. MR. CLARK.

XXX. School Administration. An advanced course for superintendents and principals, presupposing a theoretical and practical acquaintance with public school teaching. The organization and administration of state, county, and city school systems are critically

described and discust, the textbook study being supplemented by library readings. Special reports, oral and written, are a prominent feature of the method of this course. The school laws, organization, and administration of Missouri public schools are treated as types in a comprehensiv general study of education. County superintendents and superintendents and principals of the schools of smaller cities will find this study helpful. 2½ hours. PRESIDENT KIRK and others.

XXXI. Supervision of Instruction. Syllabus to be outlined in a later bulletin. PRESIDENT KIRK and others.

EDUCATION EXTENSION DEPARTMENT

Three kinds of instruction and study are provided for persons who can not be students in residence as follows: Courses in Correspondence, in Extension Classes, and in Reading Circles. For work done in these courses, credit will be given as if it were done in residence.

Purpose. The general purpose in all of these courses is the same. Some of the persons taking work in some of these courses have already been enrold in residence in this institution and desire to add to their acquirements while temporarily out of school and engaged in teaching or in other work and expect later to re-enter this school or go to another. There are others who wish to take some advanced work preparatory to their first entrance into an educational institution above the high school. In general, those who want to do non-resident work are ambitious, aspiring persons who are for a time prevented from attending a higher institution of learning because they are teaching or otherwise engaged, and who have in mind to pursue their studies to enable them to graduate, or to secure some additional certificate or diploma. Credit for non-resident study in a subject or two may assist them sooner to accomplish their purpose and to have money sufficient to meet the requirements of attendance.

Amount of Non-Resident Study Credited. It must be conceded that while non-resident work may be well done, it is not desirable to substitute over-much of it for study in residence. Hence the following regulations will be observd.

1. Correspondence and Extension Courses are designd for those whose advancement is equivalent to that of the four-year high school graduate. Others will be admitted only by special permission of the department in which the work is desired.

2. It is recommended that only one course for credit be undertaken at a time by a student whose time and energy must be given largely to other duties, such as teaching.

3. Persons who have full programs of studies in other schools will not at the same time be admitted for credit work in any of the non-resident courses of this institution.

4. A maximum of ten semester hours or two high school units may be completed in any school year. A student will not be allowed to enroll in more than two courses for credit at the same time.

Time for Extension Courses. It is recommended that extension and reading circle classes be formed and correspondence study be started September 15 to November 1, so that the ground may be covered during the year without undue haste, especially so if five hours' credit is desired. By special arrangements with the department giving the instruction, courses may be started as late as January 15, but not later, and only one subject may then be carried.

By Whom Given. Instruction in non-resident study will be given by regular faculty members of the departments. No substitutes will be used. The work for one course, which earns two and one-half hours' credit, will be planned so as to consist of ten to fifteen lessons. Various methods in oral and written recitations, reports reviews, summaries, discussions, etc., will be pursued, and the range of reading and study will be comprehensive.

Cost of Books for Non-Resident Study. Students are expected to furnish their own books for all purposes; but they may obtain a few reference books from the library, all transportation charges being paid by them. A deposit of fifty cents with the librarian must be made in advance to cover the cost of transportation of books. All books or material must be returned in good order or be paid for before credit for the course is given.

Correspondence Courses. Any person who is qualified to pursue successfully any of the branches named below may make application on the blank form hereto attached. This will be referred to the department giving the course.

A fee of ten dollars in advance must be sent to the registrar of the school on enrolling for any course.

One fee pays for one course (2½ hours) in any subject within the school year. But if a person enrolls in two subjects in the same department or in different departments he must pay a **separate fee of ten dollars for each course** of 2½ hours' credit.

Reports may be made once per week or once in two weeks as the instructor may direct but no report is to be made on less than a week's preparation. The study and reporting should be promptly done so that continuity and interest may not be lost. Fragmentary work and spasmodic efforts are practically valueless in correspondence courses.

If a student is obliged to drop the study for a time or to discontinue it, he should promptly notify the instructor.

No part of the fee will for any cause be returned or credited afterward on any other course either resident or non-resident.

Printed directions for written reports will be furnished each student.

Extension Class Courses. Extension classes may be formed in towns or other convenient centers. All members of any class must be of such age, scholarship, and educational ability as to promise successful study of the subject undertaken. Others may be admitted for the pleasure and profit to be derived; but no credit will be given upon the records of this institution to persons who can not do satisfactorily all the reading prescribed, make all the written reports, and take all examinations; and no credit will be given to those who do not attend regularly the class meetings and participate in recitations, or to persons taking at the time full programs of study in other schools.

Extension classes regularly meet for two hour recitations on alternate weeks and the credit course or term's work will require an average of about six months for completion. The instructor may plan work for weekly meetings of his class between his visits, so as to finish the study in the minimum of ten trips and in about five months.

Only one extension course at a time is to be taken by students having other duties that claim their time and energy, such as teaching; and such persons may not take for credit any other courses by correspondence or in reading circles. However, persons not otherwise employed may have two classes.

The fee is ten dollars for each person in each course (2½ hours), provided that sixty dollars shall be the minimum amount raised by the class. The amount paid by any class must be enough to cover fully the expenses of the instructor.

The fee for an extension class course is to be paid to the instructor giving the course and students are to be regularly enrolled not later than the second meeting.

No part of the fee will be refunded or applied on any other charge of the school during the year or afterward.

Extension Courses Offered. Agriculture. Courses on demand. Chemistry. 2d and 3d quarters in General Chemistry as given in "Kahlenberg's Outlines of General Chemistry"; also any quarter in Analytical Chemistry.

Physical Geography. Courses to be secured as desired.

Physics. Courses to be secured as desired.

Commercial Subjects. 1st quarter Shorthand; Bookkeeping.

English. High school courses (by special permission): American Literature, one quarter; English Literature, one quarter; Rhetoric and Composition, the second quarter in a one-year course.

College Courses: American Literature, 1st and 2d quarters; English Literature, 2d and 3d quarters; 19th Century Poetry; Shakespeare;

Application for Correspondence Study

To the Normal School, Kirksville, Mo.,

Date.....

Name

Post-office address

Present occupation

Amount of draft enclosed \$.....

If at any time enroll in this Normal School, student will please give the year or years and the number of months in attendance.

Year.....Months attended.....

Year.....Months attended.....

Year.....Months attended.....

Attendance in other schools:

Name of school.....Months attended

Name of school.....Months attended

Name of school.....Months attended

Subjects desired by correspondence.....

The student will please give definite statement of the former studies leading up to those now desired.

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Advanced Composition; any course for teachers by extension class instruction.

German. Any reading or drama course.

History and Government. Courses of college grade as follows: Ancient History, 2d and 3d quarters; English History, 1st and 2d quarters; American Constitutional History, 2d quarter; Advanced Civil Government, one quarter; any course for teachers by extension class instruction.

Latin. Any reading course that the department offers in Latin of college grade may be taken by correspondence.

Mathematics. Correspondence courses as follows: 1st and 2d quarters of Trigonometry; 1st quarter in College Algebra, Analytic Geometry, and Calculus; any course for teachers by extension class instruction.

Physical Education. Any course in Organized Play and in Physiology.

Education Courses. The 1st and 2d terms in History of Education; one term in Principles of Teaching; other correspondence courses on demand; any course for teachers by extension class instruction.

Reading Circle Study and Credits. High School Credit: $\frac{1}{2}$ unit ($1\frac{1}{2}$ quarters) under regulations as follows:

1. Two of the adopted books must be studied.
2. Each reading circle must contain not less than five nor more than twenty teachers including the leader.
3. County superintendents appoint leaders.
4. Each circle must hold at least nine meetings, exclusive of the final examination.
5. There must be at least sixty minutes for each lesson in each book at each meeting.
6. The final examination will be given April 2, 1917 by the County Superintendent at a place designated by him, examination to be on the same day in all counties of the district.
7. Both books should be studied simultaneously. The work is not open to students in school. Regular and systematic preparation for each lesson is required.

For information concerning reading circle work address Miss Rosamond Root, secretary of the reading circle committee.

ENGLISH

A. P. SETTLE, WARREN JONES, C. M. WISE, RALPH W. NOYER, BLANCHE F. EMERY, IDA A. JEWETT, ALICE D. MANN.

High School Courses

Candidates for the elementary certificate taking their high school English here should offer the first ten terms named below. These

should be taken in the order stated. Then if the student desires to offer four high school units Business English and Elementary Reading and Speaking may be added.

I. Grammar. The first quarter is for persons who have not taken the subject very much above eighth grade or who feel the necessity of foundation work. The second is to continue over the field of Grammar in a view of general principles. Two quarters. $\frac{2}{3}$ unit. Both quarters offered each term.

II. American Literature. The interpretation of American prose and poetry, and oral and written expression. The first term takes from the earliest important literature and includes a study of Irving, Cooper, Bryant, Poe, and Longfellow. The second term completes the general survey. Two quarters. $\frac{2}{3}$ unit. Both quarters offered every term.

III. English Literature. A general survey from the earliest period to 1900, with critical study of masterpieces, accompanied by extensive reading with frequent oral and written reports and reviews. The first quarter goes thru the Puritan Age. Two quarters. $\frac{2}{3}$ unit. Offered every term.

IV. Composition and Rhetoric. In each term literature will be much used as a basis for oral and written work. Three quarters. 1 unit. All parts offered each term.

V. Advanced Grammar. More critical and comprehensive than course I. It furnishes a good preparation for teachers in rural and other elementary schools. To be taken after courses I to IV or after at least two years of high school English besides Grammar. One quarter. $\frac{1}{3}$ unit. Offered every term.

The following three courses, listed as of College rank, may, by permission of the instructor and the head of the department, be taken by students of high school rank and for high school credit. (See synopses under college courses).

XVIII. Elementary Reading and Speaking.

XIX. Advanced Oral Reading.

XIV. Business English.

The above stated requirements are on the assumption that all the work is done here. Graduates of high schools and others having courses that include these requirements will do well to choose a course in The Teaching of English in preparation for the elementary certificate.

College Courses

VI. English Literature. Including the Shakespeare period the first quarter; Milton to the rise of Romanticism the second quarter; from the beginning of the Romantic Movement to the present for the

third quarter. Three quarters. $7\frac{1}{2}$ hours. Third quarter repeated in summer, 1917.

VII. American Literature. First term emphasizes early or formative periods, with study on Franklin, Irving, Bryant, Cooper, and Poe; second term, New England Renaissance, with special stress upon Emerson, Hawthorne, Webster, Whittier, Lowell, Holmes, and Longfellow; the remainder of our literary history the third term. Three quarters. $7\frac{1}{2}$ hours. Third quarter repeated in summer, 1917.

VIII. History of the English Language. Development of the English nationality, language, and literature thru the age of Chaucer. One quarter. $2\frac{1}{2}$ hours. Summer, 1917.

IX. Nineteenth Century English Literature. The poets, the critics and essayists, and the fiction writers are taken in the three quarters. This course may be elected by those having a year or two of general literature. Three quarters. $7\frac{1}{2}$ hours. Third quarter given in summer, 1917.

X. Eighteenth Century Prose. For advanced students. One term: $2\frac{1}{2}$ hours. To be offered in the summer of 1917.

XI. The Bible as English Literature. Two terms in the Old Testament and one in the New Testament. A study not for doctrine, dogmas, or theology; it is to acquaint students with the fine literary expression in much of the Scripture, as well as to give a more ready knowledge of Bible history, narrative, poetry, drama, and wisdom literature. Three quarters. $7\frac{1}{2}$ hours. Third quarter repeated in summer, 1917—the New Testament.

Advanced Composition. Three terms: $7\frac{1}{2}$ hours. Given in courses XII, XIII, and XIV, $2\frac{1}{2}$ hours each, as follows:

XII. Dramatization. A practice and laboratory course. Recasting and adapting dramas; turning literature and history into drama; producing original plays; performance of any or all of these and standard classical and modern dramas. One quarter. $2\frac{1}{2}$ hours.

XIII. The Short Story. A study of English and American short stories and their writers, a critical study of the art of story telling, and much practice in original production of various types of the short story. One quarter. $2\frac{1}{2}$ hours. Winter and summer terms.

XIV. Business English. For the study of spelling, with diacritical marking, syllabication, accent, and definition, with careful regard for homonyms, synonyms, antonyms, and the formation of derivatives and compounds; for study and practice in business correspondence; for developing ability to reproduce what has been read or heard; for improvement in the choice and use of words, in grammatical syntax, and in sentence structure. Especially for stenographers, typewriters, and students in Commerce Department; elective by others. One quarter. $2\frac{1}{2}$ hours. Fall and spring terms.

XV. Shakespeare. Covering characteristics and general literature of Elizabethan Age,—prose, non-dramatic poetry, rise of the drama; Shakespeare, with a critical study of two or three plays each term; others read, discuss, and reports made upon them. Two quarters. 5 hours. Winter and summer terms.

XVI. The Teaching of English in Elementary Schools. For graduates of high schools and for others who have taken Grammar Composition, and Elementary Literature. One quarter. 2½ hours. Given every term.

See Education XI.

XVII. The Teaching of English in High Schools. Like course XVI, it is for graduates of high schools and for others who have a fair knowledge of elementary English. One quarter. 2½ hours. Given winter and summer terms.

See Education XV.

XVIII. Elementary Reading and Speaking. A drill or practice course in which nearly all the work is done in the class. It consists of reading from various sources; of the discussion of the principles of oral expression; of proper use of the voice to meet the thought and emotional requirements. One quarter. 1½ hours. Given every term.

XIX. Advanced Oral Reading. It consists of the reading and speaking of dramatic and oratorical extracts and the study of complete plays and orations. One quarter. 2½ hours. Given in the winter, spring, and summer terms.

XX. Advanced Public Speaking. The preparation of varied matter for public delivery and the delivery of matter prepared by students or taken from other sources. Printed matter of various types studied as models. One quarter. 2½ hours. Fall and spring terms.

XXI. Argumentation and Debating. Study of principles; preparation of briefs, outlines, and arguments; practice in analysis and the use of evidence; frequent practice in debating. Organization and management of debating societies. Interclub and interschool debating considered. One quarter. 2½ hours. Given in winter and summer terms.

XXII. Modern Grammar, or Science of the English Language. A critical review of the Advanced Grammar with historic development. Emphasizing features that are difficult in study and teaching. For superintendents, principals, and teachers of English. Recommended to all who are about to obtain diplomas. One quarter. 2½ hours. Given in summer term.

FINE ARTS

GRACE LYLE, LENA E. PATTERSON

The courses in Fine Arts are planned for the accommodation of students who wish to become teachers or supervisors of Art, and for those teachers in rural schools and other elementary schools who wish a knowledge of the principles of drawing and design for their daily use. The course is intended not simply to teach drawing to the student but to give him an appreciation of proportion, line, arrangement and color that will function in dress, school and home decoration, appreciation of great works of art, and in countless other ways.

I. High School Drawing. a. First Quarter. Circular Perspective, Color Theory, Conventional Design. Applied Design. 1-6 unit. MISS PATTERSON.

b. Second Quarter. Parallel and Angular Perspective, more advanced studies in Color Theory, Conventional Design, and Applied Design. 1-6 unit. MISS PATTERSON.

c. Third Quarter. Oblique Perspective, more advanced studies in Color Theory, Conventional and Applied Design. 1-6 unit. MISS PATTERSON.

II. General Art. Three Quarters. $3\frac{3}{4}$ hours. MISS PATTERSON.

The work of these three quarters is divided in the same way as the work of the High School Drawing classes. The courses differ in that the work in the General Art Course includes harder problems and is a first year college study. Also the studies are presented with a view toward teaching the prospective teacher how to teach them to children. This course gives the students sufficient preparation to enable them to teach Drawing in the elementary schools.

Note a. The courses above stated require no outside preparation. The second, third, fourth, fifth and sixth year courses require preparation. These are to prepare special teachers and supervisors in elementary schools, high schools, and normal schools. The General Art Course is a prerequisite for entrance into the classes in College Art Studies.

Note b. The above described courses are presented during all quarters of the year. The courses described below are given only at certain times as stated. However, if a sufficient number request it a course may be given out of its regular order.

III. Drawing and Painting (Perspective). a. First Quarter. The principles of perspective are developed thru experiment and observation. They are applied in the sketching of objects, interiors and street scenes in pencil and charcoal. $2\frac{1}{2}$ hours. Fall term. MISS LYLE.

b. Second Quarter. More advanced studies in perspective are given during this quarter, with especial attention to the harmony of color and beauty of composition, and the students work for proficiency of technique in the different mediums, pencil, charcoal, crayon, and water color. 2½ hours. Winter term. MISS LYLE or MISS PATTERSON.

c. Third Quarter. During this quarter the students buy and arrange their own studies. They may also choose their own medium from pencil, crayon, charcoal, water color, pastel, or oils. This is the only quarter in which oil painting will be given. 2½ hours. Spring term. MISS PATTERSON.

d. Sketch class. During the summer a class in outdoor sketching is given. This work includes the principles of outdoor perspective, some color theory and special emphasis on Composition. The student may work in any medium. This quarter's work may be substituted for either the second or third quarter of perspective. 2½ hours. Summer term. MISS LYLE or MISS PATTERSON.

IV. Design and Art Structure. a. First Quarter. Design is studied to give a general knowledge of composition. The principles are taken up in consecutive lessons beginning with the study of proportion, space division, and harmony of line arrangement. The theory of color and the principles of the uses of varying lines, values, and intensities are studied. Stenciling is given as the craft problem in this quarter. Most of the design given during this quarter is abstract teaching of principles. 2½ hours. Fall term. MISS LYLE.

b. Second Quarter. Historic Ornament, more advanced color theory, printing and poster work, study of the book cover, title page, initial letters, etc., bookbinding and wood-block printing are given during this quarter. 2½ hours. Winter term. MISS LYLE.

c. Third Quarter. Larger and more concrete problems are given during this quarter. Plant analysis and derived design are studied. Leather tooling and cutting, work in plaster of paris and metal are the craft problems. 2½ hours. Spring term. MISS LYLE.

V. The Teaching of Fine Arts. One Quarter. See Education XIX. 2½ hours. Winter and summer quarters. MISS LYLE.

VI. Art History and Appreciation. As a rule this course should be carried by students while pursuing their third year of Art. A prerequisite is a course in European History.

a. First Quarter. Prehistoric, Oriental, Greek and Roman Art and Architecture. 2½ hours. Fall term. MISS LYLE.

b. Second Quarter. Medieval and Renaissance Art and Architecture. 2½ hours. Winter term. MISS LYLE.

c. Third Quarter. Modern Art and Architecture. 2½ hours. Spring term. MISS LYLE.

VII. The fifth year consists of any three terms chosen from the following courses:

1. Advanced Composition and Illustration. Color and form values and harmony are studied first in charcoal tones, then in oil paints, working first from landscape or model, later in original compositions of landscape and figure to illustrate a given subject. 2½ hours. Spring term. MISS LYLE.

Note. It is desirable that this class shall learn the use of the camera in Art Photography as a means of planning compositions. A term of Art Photography will be accepted as the equivalent of one term in Advanced Composition.

2. Clay Modeling and Pottery. This course includes the copying of some simple historic ornament in clay, the making and decorating of tiles in historic and original ornament, designing and executing pieces of pottery, and some modeling in the round of such studies as will be of use to primary teachers. The course in pottery includes designing and executing of vase forms, firing, glazing and simple ornamentation of vases, etc. The course may be carried as a study not requiring preparation, but must be preceded by two terms of studying Fine Arts. Two quarters. 5 hours. Spring and summer terms. MISS LYLE.

3. China Painting. This course includes the designing of all pieces decorated but most of the course is given up to the technique of china painting and firing. The equipment includes two firing kilns. Two terms of previous study in Fine Arts are necessary for admission to this course. Four quarters. 5 hours. Fall, winter and spring terms. MISS PATTERSON.

4. Costume History and Design. Instruction is given in the principles of design and color harmony as applied to textiles, embroidery, and costumes. The history of costume is studied for the suggestions which it affords designers of present day costumes. Some instruction in Fine Arts must precede this course.

Special attention is given to the designing of costumes suited in line and color to the wearer, and to the use of the costume.

This course is a prerequisite of the second term of the course in sewing and can be used to best advantage if it is carried at the same time as the first term of that course. One quarter. 2½ hours. Given at request of Department of Home Economics. MISS LYLE.

5. House Decoration. This course is a continuation of the course in House Construction given in the Home Economics department. The study of spacing, harmony of line and color in wall and window decoration, carpets, pictures and furniture is given. The students make color schemes and plans for decoration of rooms and houses and bring samples of materials to be used. The courses in

Costume and Interior Decoration are planned to give the student as thorough a knowledge as possible of the practical use of the principles previously studied in the Perspective and Design courses. One quarter. 2½ hours. Given at request of Department of Home Economics. MISS LYLE.

Note. Students making Fine Arts their major study are required to carry The Teaching of History as one of their studies in Education.

GEOGRAPHY

For Physical Geography, see Department of Physics and Physiography, Course V.

For Geography of Commerce, see Department of Commerce, Course III.

For The Teaching of Geography, see Division of Education, Course XIV.

GERMAN

J. W. HEYD, ELSA NAGEL

All courses stress the constructive phase of the language.

I. Beginning German. This course is taught on a phonetic basis. The direct method is used. Stress is laid on accuracy of pronunciation and the training of the ear and vocal organs by actual use of German in the classroom from the first and by singing German songs. Grammar and syntax are learned largely by induction. Three quarters. 7½ hours. MR. HEYD and MISS NAGEL.

II. German Conversation and Composition Course. This consists entirely in practice of German conversation and free composition. Von Jagemann's German Syntax is used for reference. One quarter. 2½ hours. MR. HEYD and MISS NAGEL.

III. German Reading Course. In this course representative German novels and short stories (Novellen) are read as a basis for conversation and composition. A minimum of translation. German songs are sung. Two quarters. 5 hours. MR. HEYD and MISS NAGEL.

IV. Advanced German Composition Course. This course is designed for: (1) students having had at least two years of German; (2) mature students of German parentage, who know their inflection and read German readily, but need to master German from its constructive side; (3) advanced students and high school teachers, who desire more thoroughly to master German syntax, style, idiom, choice of words, etc. One quarter. 2½ hours. MR. HEYD.

V. Advanced German Reading. Poetry and modern novels are read. The interpretation is given largely in German orally and in

writing. Free composition thruout. Two quarters. 5 hours. MR. HEYD.

VI. Schiller Course. A course in Schiller's life and works. As much as possible in German. Offerd when desired by qualified students. Three quarters. $7\frac{1}{2}$ hours. MR. HEYD.

VII. Goethe Course. A course in Goethe's life and works. Entirely in German. (Offerd when desired by qualified students). Three quarters. $7\frac{1}{2}$ hours. MR. HEYD.

VIII. Wagner Course. (Offerd Spring, 1916; again when desired by qualified students). One quarter. $2\frac{1}{2}$ hours. MR. HEYD.

IX. Advanced German Drama Course. A course in the dramas of such writers as Grillparzer, Hebbel, Kleist, Lessing, Ludwig, etc. Three quarters. $7\frac{1}{2}$ hours. MR. HEYD.

X. The Teaching of German. MR. HEYD. See Education XVII.

HISTORY AND GOVERNMENT

E. M. VIOLETTE, EUGENE FAIR, ANDREW OTTERSON,
J. L. KINGSBURY, FELIX ROTHSCHILD, —————

High School Courses

I. American History. A course dealing with the history of the United States from its beginning up to the present. The European background is first emphasized thru the use of such little books as Harding's Story of Europe. Tho the political history constitutes the thread of the course, much emphasis is placed on the social and economic phases, especial attention being given to the history of agriculture. Three quarters. 1 unit. All three quarters given every quarter. MR. FAIR, MR. OTTERSON, and MR. KINGSBURY.

II. European History. A general course in history from the dawn of civilization to the present. The first quarter is devoted to the ancient period, the second to the medieval and early modern periods, and the third to the later modern times. Robinson, Breasted, and Beard's Outlines of European History is used as the text. Three quarters. 1 unit. MR. KINGSBURY and —————.

III. Civil Government. This course covers two quarters. The first quarter is devoted to state and local government, including the government of Missouri; and the second quarter to the Federal government: The course is related very largely to social, political, and economic problems of the present, and aims to prepare the student for citizenship. Sufficient instruction in the pedagogy of the subject is also given to make it of practical value to teachers. Both quarters given every term. Students may begin with either quarter. Two quarters. $\frac{2}{3}$ unit. MR. OTTERSON.

College Courses

IV. Medieval and Modern History. A course giving a broad and general view of the development of Western Europe from the last days of the Roman Empire to the present time, with special emphasis on the more recent periods. It is recommended that this course should precede all other college courses in history, and that it should be selected by those who take only the minimum requirements in history for any of the diplomas. It is expected that those who take this course have had at least two units of high school history. Three quarters. $7\frac{1}{2}$ hours. MR. VIOLETTE.

V. Ancient History. A course in the political history of the ancient Oriental, Greek and Roman worlds. Special emphasis is placed on the lives of some of the great characters of each country and upon the characteristic institutions, political and social. Three quarters. $7\frac{1}{2}$ hours. MR. KINGSBURY.

VI. English History. A general survey of the history of England and Greater Britain from earliest times to the present. Special attention will be given to the constitutional and industrial phases with a view to a better understanding of the present conditions in the British Empire. Three quarters. $7\frac{1}{2}$ hours. MR. VIOLETTE.

VII. American Constitutional History. This course is in reality one on the History of American government and politics. It has been found that a course devoted almost exclusively to constitutional principles is too much of a lawyer's study. It is assumed that those who take this course have had at least three units of high school history. Three quarters. $7\frac{1}{2}$ hours. MR. FAIR.

VIII. Primitiv History. A course in which the intention is to give an insight into the growth and development of the social and industrial institutions which prevailed among primitiv peoples, together with the fundamental motifs and means involvd. Projects showing industrial development are included in the course. One quarter. $2\frac{1}{2}$ hours. MISS DOOLITTLE and MISS EVANS.

IX. Ancient Life. A study of the private, social, economic, and commercial activity of the ancients from the dawn of Egyptian History to the close of Roman History. Particular attention is paid to the position of women, the agriculture, literature, religion and philosophy of each nation under discussion. The course in Ancient History is a prerequisite for all except those who are majoring in the Latin Department. Three quarters. $7\frac{1}{2}$ hours. MR. KINGSBURY.

X. Medieval Institutions. A course in which the political, religious and social institutions and the life, manners, and customs of the people of the medieval period, will be studied in considerable detail. It must be preceded by the course in Medieval and Modern History or its equivalent. Three quarters. $7\frac{1}{2}$ hours. MR. VIOLETTE.

XI. Eighteenth Century History. A detailed investigation of the history of Europe from the latter part of the seventeenth century to the opening of the nineteenth. It must be preceded by the course in Medieval and Modern History or its equivalent. Given in alternate years with the course in Nineteenth Century History. Not given in 1916-17. Three quarters. $7\frac{1}{2}$ hours. MR. VIOLETTE.

XII. Nineteenth Century History. A detailed investigation of the history of Europe since 1815. It must be preceded by the course in Medieval and Modern History or its equivalent. Given in alternate years with the course in Eighteenth Century History. Given in 1916-17. Three quarters. $7\frac{1}{2}$ hours. MR. VIOLETTE.

XIII. Latin-American History. Sometime during the year 1916-17, a course dealing with the history of Mexico, and the Central and the South American countries will be inaugurated. Three quarters. $7\frac{1}{2}$ hours. MR. KINGSBURY.

XIV. Missouri History. A course in which certain of the more important topics in the history of Missouri will be studied intensively. At present the course will be given only during the summer term. One quarter. $2\frac{1}{2}$ hours. MR. VIOLETTE.

XV. Advanced Civil Government. A general course of college rank in the study of government in the United States, local, state, and national. Some critical study of social and political problems of the present is made. This course does not duplicate any part of courses XVI and XVII given by Mr. Fair, but may advantageously precede them. Open only to students who are able and willing to do work of college grade. One quarter. $2\frac{1}{2}$ hours. MR. OTTERSON.

XVI. American Government and Politics. This is not a course in history. It is a study in the present of what the American Constitutional History deals with in the past. Actual workings of the government, both thru political and governmental organization," are studied. Newspapers and magazines are used all the time. It should not be taken by any one who has not had at least from three to four units of high school history. Three quarters. $7\frac{1}{2}$ hours. MR. FAIR.

XVII. Comparativ Government and Politics. About one third of this course deals with the state in its origin, nature, functions, and organization, and the rest with comparativ government in which the actual governments of the leading states of Europe will be considered. Students should have had at least one year of college history before entering this course. Three quarters. $7\frac{1}{2}$ hours. MR. FAIR.

XVIII. Economics. During the first two quarters the work of this course is devoted to the elementary principles of economics. During the third quarter special attention is devoted to the influence of the industrial revolution in the economic position of wage earners, trade

unionism, unemployment, immigration, and women and children in industry. By emphasizing problems of every day life rather than abstract economic theory it is intended to make this a helpful course for those teaching economics in the high school. Three quarters. $7\frac{1}{2}$ hours. MR. FAIR.

XIX. Sociology. This course is outlined to illustrate the working of the chief factors in social organization and control. Part one is designed to give a detailed study of the nature and scope of sociology, and of the origin, development and structure of society with reference to the family as a typical human institution. Parts two and three follow with a theoretical and concrete study of social problems. Special attention will be devoted to a brief study of social ideals and the relation of education to social problems. Three quarters. $7\frac{1}{2}$ hours. MR. ROTHSCHILD.

XX. Historiography and Bibliography. A course given by all of the members of the Division of History and Government in conjunction, in which a study will be made of the sources of our knowledge of the various fields of history and in which an examination of some of the great historical works will be undertaken in the light of the sources on which they are based. One quarter. $2\frac{1}{2}$ hours.

XXI. The Teaching of History. See Education XIII.

HOME ECONOMICS

MARY E. KOLL, FLORA B. SNOWDEN

Students desiring a 90-hour diploma named from major studies in home economics should choose the following studies in this department: Sewing and Dressmaking, $7\frac{1}{2}$ hours; Costume History and Design, $2\frac{1}{2}$; Food Preparation, $7\frac{1}{2}$; Household Management, $2\frac{1}{2}$; Dietetics or Textils, $2\frac{1}{2}$; For subjects not requiring preparation they should select Industrial Arts, $1\frac{1}{4}$ hours; Fine Arts, $3\frac{3}{4}$. The minor studies in science are Chemistry, 5 hours; Physics, $2\frac{1}{2}$; Sanitation, $2\frac{1}{2}$; Elementary Bacteriology, $2\frac{1}{2}$; Kitchen Gardening, $1\frac{1}{4}$; The Teaching of Household Arts, $2\frac{1}{2}$.

Students desiring a 120-hour diploma named from major studies in home economics should choose the subjects in home economics outlined for the 90-hour diploma, including both Dietetics, $2\frac{1}{2}$ hours, and Textils, $2\frac{1}{2}$, also one other elective study in this department. The subjects not requiring preparation and the minor studies in science are the same as for the 90-hour diploma with the addition of $2\frac{1}{2}$ hours more in Chemistry.

Textils and Clothing. Students are to receive some instruction in Fine Arts previous to or during the time that they are studying any of the courses in Textils and Clothing. Costume History and Design should be studied with the course in dressmaking.

Ia. Sewing. The use of all the fundamental stitches, the making of articles by hand and with the sewing machine and its attachments, the drafting of patterns, simple embroidery, crocheting, the care and repair of clothing. Open to students of high school rank. For high school group, $\frac{1}{3}$ unit; for college group, $2\frac{1}{2}$ semester hours. MISS SNOWDEN.

Ib. Dressmaking. The drafting and making of simple outer garments of cotton; the use of the form in designing and fitting. MISS SNOWDEN.

Sewing is prerequisite to Dressmaking. Open to students of high school rank. For high school group, $\frac{1}{3}$ unit; for college group, $2\frac{1}{2}$ hours.

Ic. Advanced Dressmaking. The making of dresses of silk and wool, practice in modeling garments. $2\frac{1}{2}$ hours. MISS SNOWDEN.

II. Textils. Presented from the point of view of the purchaser. A study of the principal textil fibers and their manufacture into cloths, and of manufacturing conditions which affect the hygienic, economic and esthetic value of materials; tests for adulteration. $2\frac{1}{2}$ hours. MISS SNOWDEN.

III. Costume History and Design. $2\frac{1}{2}$ hours. See courses in Fine Arts.

Foods and Cookery. The following courses may be elected by students of college rank. Two and one-half hours in General Inorganic Chemistry must precede or accompany the courses in this group.

IV. Food Preparation. A study of the composition of foods, the reaction of the chief agents used in cooking, food production and manufacture, the economic selection, purchase, and care of food. The application of principles of nutrition and of efficient technic to the planning. The cooking and serving of meals on a small and large quantity basis. $7\frac{1}{2}$ hours. MISS KOLL.

V. Dietetics. The fundamental principles of human nutrition applied to the feeding of individuals and families. Modern dietary standards are applied to practical problems. Typical dietaries for families of different incomes, for infants and children, for the sick and aged. Food preparation prerequisite. $2\frac{1}{2}$ hours. MISS KOLL.

Vb. Special Food Preparation. Food and diet for young children, for the sick and convalescent. Prerequisite, Dietetics. $2\frac{1}{2}$ hours. MISS KOLL.

Household Administration. The following courses may be elected by students of college rank.

Via. House Construction. The development of shelter, history of the house, and principles of planning. Students draw house plans and study plumbing, heating, ventilation and lighting systems for modern houses. $2\frac{1}{2}$ hours. MISS KOLL.

Vib. House Decoration. See courses in Fine Arts. 2½ hours.

VII. Household Management. Scientific and economic principles applied to the solution of such problems of the housewife as the division of income, keeping of accounts, choice of dwelling, purchasing of supplies, domestic service, apportionment of time and methods of work. 2½ hours. MISS KOLL.

VIII. Home Nursing. Instruction is given in simple emergencies in first aid and in simple procedures in the home care of the sick. 2½ hours. MISS KOLL.

IX. Home Problems. This course affords opportunity for the practical application of the knowledge gained in previous courses, especially in Food Preparation, which is prerequisite to it. Students work in the small kitchen and dining room, planning, marketing, cooking and serving meals for various occasions under definite limitations of time and cost. 2½ hours. MISS KOLL.

X. Household Arts for Rural Schools. A course presenting simple problems in cookery, sewing, laundering and cleaning that might be taught in a rural school. The preparation of noon lunches will be part of the work in this course. Methods of teaching these household arts in the country school will be considered as they are studied. Offered during winter and summer quarters.

This course is open only to those who expect to teach in rural schools. ½ unit. MISS SNOWDEN.

LATIN

T. JENNIE GREEN, _____

I. Beginning Latin. Declensions, conjugations, comparison of adjectives and adverbs, syntax, reading of some connected prose. Three quarters. 1 unit.

II. Caesar. Selections from the seven books on the Gallic War, in amount equal to the first four books. Two lessons each week in prose composition. A brief survey of Caesar's life and the military tactics of his day. Three quarters. 1 unit.

III. Cicero. Six orations read, usually the Manilian Law, Pro Archia, and the four against Catiline. Composition twice each week. Two quarters. 5 hours.

IV. Ovid. Selections from Tristia, Heroides, Amores, Metamorphoses, Ars Amatoria and Remedia Amoris. A study of Mythology, Elegiac Dystich and Dactylic Hexameter. One quarter. 2½ hours. MISS GREEN.

V. Vergil. The first six books of the Aeneid. Metrical reading, purpose of the poem, memorizing of choice passages. Two quarters. 5 hours. MISS GREEN.

VI. Sallust. *Bellum Catilinae*. A comparison with Cicero's account of the conspiracy; style of the writer; composition twice each week. Regularly given during the summer quarter. One quarter. 2½ hours. MISS GREEN.

VII. Livy. Books XXI and XXII. Faults and excellencies of Livy as a historian. Given in the fall. One quarter. 2½ hours. MISS GREEN.

VIII. Horace. Three books of the Odes, and selections from the Epodes, Satires, and Epistles. Meters and style. Given in winter and spring. Two quarters. 5 hours. MISS GREEN.

IX. The Teaching of Latin. See Education XVI. Given in summer. One quarter. 2½ hours. MISS GREEN.

X. Electivs. In the summer and occasionally at other times one of the following is given: Cicero's *De Amicitia*, *De Senectute*, Letters: Tacitus' *Agricola*, *Germania*; Seneca's *Moral Essays*; Plays of Terence or Plautus. MISS GREEN.

THE LIBRARY

I. R. BUNDY, LULA CRECELIUS, META GILL, HELEN GRAY,
SYLVA BROWNE

The Library is open from 7:30 a. m. to 9 p. m. except Saturday when the hours are from 8 a. m. till noon.

The general library consists of 18,580 bound and accessioned volumes, classified according to the Dewey decimal system and fully cataloged. The collection also contains upward of 6,000 government publications, a growing pamphlet department, and 110 current periodicals.

Reference works, including dictionaries, encyclopedias, and other special works on history, literature, etc. are on open shelves in the reading room.

LIBRARY ECONOMY

MR. BUNDY, MISS GILL

I. Elementary Course. The first two weeks of the Elementary Course are planned to give the students such an acquaintance with the organization of the Library and such a training in the use of its reference books as will enable them to use the Library resources to the best advantage in their subsequent studies; the remainder of the quarter's work is devoted to children's literature, the aim being to prepare the prospective teacher to guide the children's reading with sympathy and good judgment.

Required of candidates for the elementary certificate. One quarter. 2½ semester hours. MISS GILL.

II. Advanced Course. This course is intended for the student who wishes to prepare for the position of teacher-librarian in charge of a high school library, or who for any other reason desires a knowledge of technical library work. It includes cataloging, classification, accessioning, shelf-listing, book selecting and ordering, loan systems, use of public documents, library history and legislation, library administration and the relation of the public school and the public library, the work of state library commissions, etc.

This course is open only to those who have had the elementary course or its equivalent. Two quarters. Five semester hours. MR. BUNDY.

MANUAL AND INDUSTRIAL ARTS

HERBERT A. MCKEAN, CLARICE EVANS

Inability to communicate with Mr. McKean, the recently elected Professor of Manual Arts, accounts for omission of the details of work and study in that Department. Mr. McKean is believed to be unusually well fitted for the service he is employed to render. He was chosen from among a dozen or more high class specialists recently pursuing graduate courses in some of the larger universities.

Thru Mr. McKean's ability and ambitions along with some additional equipment in the shops it is expected that Manual Arts in this institution will take higher rank than at any time in the past.

The course in Industrial Arts as given by Miss Evans is expected to retain its well earned popularity. Its organization is grouped about the needs of man, such as food, shelter, clothing, records, utensils, tools, machines, and weapons. Some illustrative projects are the doll's house, a clay bowl, a box, a basket, a loom, a woven article, a bound book. All projects involve motivation in the use of materials and in social or industrial relationships. One quarter. $1\frac{1}{4}$ hours.

MATHEMATICS

WM. H. ZEIGEL, BYRON COSBY, G. H. JAMISON, CHAS. A. EPPERSON.

High School Courses

I. Arithmetic. This course deals with the fundamental processes of arithmetic and their applications to the problems of everyday life. It also considers some of the advanced phases of the subject, together with the intricacies of actual business practices. Three quarters. 1 unit. Given every term.

II. High School Algebra. This course is a thorough treatment of the topics of high school algebra, with special emphasis on graphical representation, character of roots of quadratic equations, variation,

and practical applications to geometry. Four quarters. $1\frac{1}{2}$ units. Given every term.

III. Plane Geometry. A study of rectilinear figures, circles, similar polygons and mensuration, with emphasis upon graphical representation and concrete problems depending upon the principles of geometry. Two quarters. 1 unit. Given every term.

College Courses

IV. Solid Geometry. This course includes the fundamental theorems of the geometry of space, mensuration of solids, and an introduction to modern geometry. One quarter. $2\frac{1}{2}$ semester hours.

V. The Teaching of Arithmetic. This course is intended to give a clear insight into the content of arithmetical method, and a perspective that will enable the student to judge the comparative values of various subjects and processes in Arithmetic. One quarter. $2\frac{1}{2}$ semester hours.

For details see Education XII.

VI. The Teaching of Secondary Mathematics. This course is planned to give the student a definite notion of the value and place of Secondary Mathematics in the curriculum. It will trace the historical development of Algebra and Geometry, organize their material, and correlate them with other allied subjects. One quarter. $2\frac{1}{2}$ hours (academic credit).

VII. Plane and Spherical Trigonometry. A study of relations. It correlates Algebra and Geometry. Use is made of the transit, and practical problems in the field are formulated and solved. Two quarters. 5 hours.

VIII. Surveying. This course includes different forms of land surveying, laying out of country roads, cross section work, differential and profile leveling, contour work, drainage areas, laying out railroad curves and computing fills. The student is required to get a practical knowledge of the transit, compass and level, and the adjustment of these instruments. No one will be admitted to this course who cannot devote to it four hours each day. One quarter. $7\frac{1}{2}$ hours. Given only in the summer term. Prerequisite: Course VII.

IX. College Algebra. This course includes a comprehensive study of symmetry, irrational numbers, quadratic equations, graphical representation, the binomial theorem, progressions, theory of equations, determinants, partial fractions, inequalities, variation and infinite series. Two quarters. 5 hours.

X. Analytic Geometry. A thorough study of the point, straight line, circle, parabola, ellipse, hyperbola, tangents to any conic, diam-

eters, poles and polars, the general equation of the second degree, and higher plane curv; also the elements of analytic geometry of space. Two quarters. 5 hours. Prerequisite: Course IX.

XI. Differential and Integral Calculus. The course will include all the common forms in differential calculus with practical problems; also the usual work in integral calculus with application to Mechanics. Two quarters. 5 hours. Prerequisite: Course X.

XII. Theory of Equations. This course will treat of the properties and roots of equations, the algebraic solution of the cubic and quartic, the solution of binomial and reciprocal equations, symmetrical functions of the roots, elimination and determinants. One quarter. 2½ hours. Prerequisite: Course X.

XIII. History of Mathematics. This course gives a historical survey of the science of mathematics. It enables the student to follow the genesis of this science, to grasp the essential facts of mathematics, and to utilize them in the teaching profession. One quarter. 2½ hours. Given in the winter term. Prerequisite: Course X.

MUSIC

R. W. HANS SEITZ, J. L. BIGGERSTAFF, JOHANNES GOETZE, PHRADIE WELLS, MARY SHOUSE.

I. Vocal Music Classes. First quarter. Anatomy and physiology of the vocal-organs. Rudiments of music. Sight reading of simple melodies. Scale formations. The work of the first three grades in public school music. 1-6 unit. MR. SEITZ.

Second quarter: Sight reading and rather difficult melodies. Part singing. The work of the fourth, fifth, and sixth grades in public school music. 1-6 unit. MISS WELLS.

Third quarter: Advanced sight reading (difficult). The work of the seventh and eighth grades in public school music. 1-6 unit. MISS SHOUSE.

II. Physics of Music. See description under PHYSICS. MR. STOKES.

NOTE: The Vocal Music classes are the basis for the entire Music course. No one may enter the class in "Physics of Music" till this course or its equivalent has been completed.

III. Harmony. First quarter: Major and minor scales; triads and their connections; harmonization of melodies with simple triads. Second quarter: Triads, seventh chords, and their connections; harmonizations of melodies. Third quarter: All other triads and chords; practical application in harmonization of melodies. 7½ hours. MISS WELLS.

IV. Counterpoint. First quarter: Plain Counterpoint. Second quarter: Modern Counterpoint. 5 hours. MR. BIGGERSTAFF.

V. Form. First quarter: Study of canon, fugue, sonata, and symphonic forms. Second quarter: All "song forms"; cantata, opera, and oratorio. 5 hours. MR. BIGGERSTAFF.

VI. Instrumentation. Special study of how to write for the different instruments of band and orchestra. One quarter. 2½ hours. MR. GOETZE.

VII. Orchestration. Arranging from piano or vocal scores for full band or orchestra; condensation of full orchestra score for small orchestra; arrangement given actual trial under direction of student, using the Normal School Orchestra. One quarter. 2½ hours. MR. GOETZE.

VIII. History of Music. Study of the development of music from the most ancient times to the present time, each period illustrated, where possible, by music examples. One quarter. 2½ hours. MR. BIGGERSTAFF.

IX. Biography of Musicians. Lives of the great composers from the time of Guido of Arezzo to the present. Illustrative programs from each composer. One quarter. 2½ hours. MR. BIGGERSTAFF.

X. The Teaching of Music. See Education XVIII. MR. SEITZ.

XI. The Chorus. (Continuous membership required of all major Music students. Open to all students who have good voices). Major Music students' minimum credit, 5 semester hours. Other students, 1½ semester hours. "Rehearsals" daily as in case of other studies. Study the Standard Oratorios, Cantatas and Masses. (The most important feature of the Music course). MR. SEITZ.

XII. Opera Study Classes. Standard Light and Grand Operas. Designed to meet the needs of students who will be required to do this kind of work in a school or community. Major Music students' minimum credit, 5 semester hours. Other students, according to time actually spent in rehearsals. MR. SEITZ.

XIII. The Orchestra. Membership open to all students who can play an orchestra instrument and read music fairly well. May be required of major Music students. 1½ hours per term. MR. GOETZE.

XIV. Individual Lessons. A student becomes eligible to elect his major subject during the last half of the 60-hour course. When he has elected Music as his major, he will then be entitled to individual lessons in piano playing and singing upon signing the special agreement prepared by the Department of Music and approved by the President of the school. Under these conditions no extra fees can be charged for these lessons.

NOTE: Piano and vocal lessons are for incidental development purposes and do not receive credit for graduation purposes.

PHYSICAL EDUCATION FOR MEN

H. L. McWILLIAMS

I. Organized Play in Education. Pland for elementary and high school teachers. Special emphasis on correlation of play with school studies; the grading and teaching of games. Practice Teaching assignd. Summer term.

II. Playground Activities. Athletics and games for boys and young men. Organization and management of activities; conduct of tournaments, contests, and exhibitions; duties and practices of officials. Practice Teaching assignd. Spring term.

III. The Teaching of Athletics. a. Principles of Coaching. Selection, training and conditioning of men. The technique and practice of football, basketball, baseball, and track and field athletics. $1\frac{1}{4}$ hours. Winter and summer terms.

b. School games suitable for the school room, playground and gymnasium. $1\frac{1}{4}$ hours. Fall and summer terms.

IV. The Teaching of Physical Education. This is of the nature of a laboratory course conducted chiefly thru use of the Practice Schools.

V. Gymnastics. a. First Quarter. A beginning class in Calisthenics, hand apparatus, and gymnastic marching and games. Fall and spring terms.

b. Second Quarter. A graded course in tactics, apparatus, exercises, tumbling, gymnastic dancing, and Indian clubs. Winter term.

c. Third Quarter. Advanced gymnastic exercises, gymnastic games, classification of pupils, leaders, tests, management of classes.

VI. Athletics. a. Football; b. Basketball; c. Baseball; d. Track and field athletics.

PHYSICAL EDUCATION FOR WOMEN

The work in the department of Physical Education for women has for its objects better body control and muscular co-ordination, more activ functioning of the vital organs, relief of nervous tension, under which the women of the school usually work, thus helping them to do their work with the least possible waste of nervous energy. The exercises are carefully directed so as not to overstrain and, as far as possible, to correct any deficiency.

It is an aim of this department to instil into its students a desire for a symmetrical and perfectly developt body. The women are not only taught the basic laws of health, but to appreciate and observ these laws. Each student is given a physical examination by the director of the department. Measurements are taken, strength tests made, and advice given as to personal hygiene and individual needs.

The social phase of the work in Physical Education is of vast importance, especially to the girl who is away from home for the first time. The friendships formed during the informal intercourse of the gymnasium hour are most lasting.

The women's gymnasium occupies the east wing of Library Hall. It is sixty feet long and thirty-eight feet wide. The office, locker room, and bath rooms adjoin the gymnasium. The equipment is composed of modern pieces of apparatus such as horizontal bar, vaulting bar, horse, giant stride, flying rings, traveling rings, suspended parallels, climbing ropes and poles, a basketball court, and piano for the accompaniment of the various exercises. The light gymnastic apparatus includes dumb-bells, Indian clubs, and wands.

In the office of the director are cots for the use of the women in the gymnasium classes, it being one of the doctrines of the department that rest, when needed, is as essential as exercise.

I. Gymnastics, First Quarter. Free hand gymnastics for the correction of postural defects; elementary exercises with Indian clubs, dumb bells, wands; marching; simple folk dances; games. The student is given a working knowledge of the simple gymnastic positions and terminology.

II. Gymnastics, Second Quarter. In this course more complicated gymnastic exercises are given. Hand apparatus work is continued. Elementary exercise on heavy apparatus is begun. Esthetic dancing is introduced. Folk dancing, games and tactical marching are continued.

III. Gymnastics, Third Quarter. Continuation of Course II.

IV. Practice Teaching of Physical Education in the Practice School. One Quarter. Prerequisite: three quarters of gymnastic work.

Organized basketball, tennis, and other athletic games are open to the women students, in season.

PHYSICS AND PHYSIOGRAPHY

J. S. STOKES, ———, ———

High School Courses

I. General Science. A course in the fundamental facts of Physics, Chemistry, Physical Geography, Bacteriology and Biology. The course is intended for students of high school grade and especially for those able to complete but one year of science in a high school course. It is also to prepare teachers of general science and as a course in general scientific information available early in the curriculum. It likewise serves as an introduction to more advanced courses and as an aid in the study of Agriculture. The course is given jointly by the departments of Physics and Chemistry. Three quarters. 1 unit.

II. Physics. A course for mature students and for those having taken high school Physics. Course embraces the following subjects, named in the order in which they are studied: Mechanics of Solids and Fluids, Wave Motion, Sound, Heat, Light. Three quarters. $7\frac{1}{2}$ hours.

III. Electricity and Magnetism. A course embracing the fundamental principles of these subjects and many industrial applications of the same. Requirement same as for course I; also first quarter of course I or its equivalent. Two quarters. 5 hours.

IV. The Physics of Music. A course for students of the course in music. The course is a modification of the work of the second quarter of course I. The physical basis of music is systematically developed by experiment, demonstration, and discussion. One quarter. $2\frac{1}{2}$ hours. Given in the spring quarter.

V. Physiography. A course comprising first, a study of the physical features of the earth's surface and the physical processes operative in producing them, and then a study of mathematical geography and meteorology, or the physics of the atmosphere.

During the last quarter the student makes a study of the details of the topography of selected portions of the United States, with the objects in view, of observing and localizing numerous illustrations of the processes previously studied, of acquiring knowledge of the relief of his country and of rendering the teaching of geography and history more efficient. Three quarters. $7\frac{1}{2}$ hours.

RURAL EDUCATION

MARK BURROWS, ROSAMOND ROOT, THURBA FIDLER

As was announced in this bulletin last year, beginning with September, 1916, for the rural state certificate this school will require 16 units of work. Since then a conference has been held under the direction of the State Superintendent of Schools, and the results are so important that the proceedings follow in full.

From Proceedings of Conference of Presidents of State Educational Institutions and State Superintendent of Public Schools, Jefferson City, Mo., June 22, 1916.

SECONDARY COURSES IN EDUCATION

1. The requirements for the rural certificate and for the Teacher-Training certificate should be made the same, and the rural certificate should be given the same recognition that is now given to the Teacher-Training certificate.

2. The following academic subjects should be required for the rural certificate and for the Teacher-Training certificate.

English	3	units	
Mathematics	2	"	(including Arithmetic, Algebra & Geometry.)
Agriculture	1	"	
Other High School Science	1	"	(Biol., Physics, or Physiog.)
History	2	"	(one of which must be American History & Gov't.)
Industrial Arts and Fine Arts	1	"	

3. The following professional studies should be required for each certificate.

- (a) Subject matter of the common school branches, with emphasis on method, 1 unit.
- (b) The Psychology of Learning or Elementary Psychology, $\frac{1}{3}$ of one unit; Rural School Problems, $\frac{1}{3}$ of one unit; School Management, $\frac{1}{3}$ of one unit.
- (c) Methods and Observation 1 unit.

4. In addition 3 elective units should be required, among which farm accounts, bookkeeping, shorthand and typewriting, geography of commerce, general science, chemistry, domestic science, domestic art, music and physical education are recommended for favorable consideration.

5. Neither of these certificates shall be granted to students making a lower average than M (medium) on all the courses taken. (NOTE: At K. S. N. S. this means half of all grades must be G or higher.)

6. Eight units of credit shall be required before permitting students to take the first professional course.

7. The rural certificate should be renewed after the holder thereof has had 32 weeks of successful experience and has completed one term, (at least 8 semester hours) of college work in a standard professional school of college rank. (NOTE: K. S. N. S. prefers that as a rule it be 10 hours.)

8. It is the opinion of the Conference that the three professional courses mentioned above should be given three units of credit for admission by all standard institutions of college rank.

9. We recommend the following changes in the courses at present outlined in the Teacher-Training Syllabus:

- (a) The course in Psychology should be simplified and made to deal more directly with the problems of teaching.
- (b) The course in Reading should deal less with the technical principles of Reading and more with the subject matter recommended in the state course of study.

For information as to the various academic subjects see statements of the departments.

The Psychology of Learning. A study in the essential facts and fundamental laws of human behavior. Such topics are considered as habit, association, attention, instinct, perception, memory, imagination, emotion, reasoning. Attention is paid to the physiological correlates of these processes. $\frac{1}{3}$ unit. Miss Root.

School Management. A course dealing with the school as an organization; the function of the school; the preparation of the teacher for the three phases of school work: (1) organization, (2) management, (3) discipline; relation of the various elements; and mechanics of classroom management. $\frac{1}{3}$ unit. Miss Root.

Rural Life Problems. A study of the changes in the nature of rural life, and the changes now taking place; effects of these changes on the rural school; rural organizations and community centers; the redirection and reorganization of rural education. $\frac{1}{3}$ unit. MR. BURROWS.

Methods and Observation. This course considers the source of subject matter; how the control of values are secured; the function of teaching; factors determining the selection and arrangement of subject matter; methods of learning in the various school subjects; corresponding methods of teaching; principles versus devices; motivation as the means of generating and directing activity; testing results. Opportunity will be offered to observe type lessons as a study lesson, appreciation lesson, inductive lesson, deductive lesson, drill lesson, etc. 1 unit. Miss Root.

Model Rural School. The Model Rural School on the campus is an important factor in the preparation of rural teachers. Some study and observation of the work done in this rural school is a requirement for graduation from the rural state certificate course.

Rural Sociology Club. Students regularly enroll in the department of rural education, and others interested in the problems of the country, are eligible to membership in the Rural Sociology Club, which is organized to popularize the study of rural life problems. This club also gives its members valuable experience in the managing of clubs and other organizations in rural communities. During the past year its membership was the largest of any club in the school. Meetings are held weekly in the Model Rural School building.

The Rural School Messenger. This is a monthly magazine for rural teachers and others interested in rural education. It is published thru the department of rural education. Any Missouri teacher or citizen interested in education may receive the paper free of charge upon request. Address all communications to the editor, Mark Burrows, 514 E. Normal Ave., Kirksville, Mo.

The Rural Life Conference. This institution is held annually some time within the fall quarter, and lasts three days. Last fall nearly all the teachers from twelve counties were present, together with many farmers and their families, and many school children. The Sixth Annual Rural Life Conference will be held November 3, 4, 5, 1916, and in connection with an agriculture short course, and an exhibit of school work. The county superintendents at the last conference recommended in a meeting held by them, that so far as possible their annual county teachers' associations be held in cooperation with this conference.

Field Work in Rural Education. It is the aim of this department to serve the needs of rural education in the First District by cooperating with county superintendents, school boards, teachers' meetings, Granges, and other organizations. The faculty in rural education are prepared to deliver addresses on many phases of education and social service, some of which are illustrated with the stereopticon or motion picture machine. The members of this department are also ready to cooperate with any community in consolidation campaigns, in making plans for new buildings, and in other community undertakings. Other members of the faculty in the past have also cooperated and assisted this department so far as time would permit, and express a willingness to continue to render educational service to outlying communities. A bulletin has lately been issued by the Normal School entitled "Educational Assistance Offered by the Kirksville State Normal School Outside its Campus". It may be secured on request.

STATISTICS

	Men	Women	Total
Individuals Attending Summer Term, 1915.....	291	735	1026
Individuals Attending Fall Term, 1915.....	237	451	688
Individuals Attending Winter Term, 1915-16.....	281	511	792
Individuals Attending Spring Term, 1916.....	239	495	734
<hr style="width: 20%; margin: 0 auto;"/>			
Average Number Attending.....	262	548	810
Individuals Enroll, Year Ending May 24, 1916.....			1678
Children Enroll in Practice Schools.....			390
<hr style="width: 20%; margin: 0 auto;"/>			
Total Enrollment, Including Practice Schools.....			2068
Individuals Enroll in Summer Term to July 17, 1916.....			1331

GRADUATES RECEIVING DEGREES, 1915 and 1916

Receiving degrees for completion of four years in a teachers college course preceded by a four years' high school course.

Paul Wilson Barnett, B. S. in Ed.....	August 5, 1915.
James Clarence Bond, A. B. in Ed.....	August 5, 1915.
Malcolm Everette Craig, B. S. in Ed.....	August 5, 1915.
Luther Vincent Crookshank, B. S. in Ed.....	August 5, 1915.
John Goode Farmer, A. B. in Ed.....	August 5, 1915.
Irma Mary Gray, A. B. in Ed.....	August 5, 1915.
Georgia R. Grimes, A. B. in Ed.....	August 5, 1915.
Walter A. Hopkins, B. S. in Ed.....	August 5, 1915.
John Wesley Howe, B. S. in Ed.....	August 5, 1915.
Shirley Adelaide Hunt, A. B. in Ed.....	August 5, 1915.
Benj. C. Jones, A. B. in Ed.....	August 5, 1915.
Herbert William Kretzmeier, B. S. in Ed.....	August 5, 1915.
Fred E. Patrick, A. B. in Ed.....	August 5, 1915.
Sylvester Eugene Seaton, A. B. in Ed.....	August 5, 1915.
Ruth E. Sloop, B. S. in Ed.....	August 5, 1915.
Hortense Standley, A. B. in Ed.....	August 5, 1915.
Opal Frank Townsend, B. S. in Ed.....	August 5, 1915.
H. G. Swanson, A. B. in Ed.....	Sept. 18, 1915.
Stephen Fish Bonney, A. B. in Ed.....	Nov. 24, 1915.
Edgar Arthur Wright, B. S. in Ed.....	Feb. 29, 1916.
Mary E. Alderton, A. B. in Ed.....	May 24, 1916.
Senora Lucille Carsten, A. B. in Ed.....	May 24, 1916.
Sina Inez Cochran, B. S. in Ed.....	May 24, 1916.
Martha E. Davis, B. S. in Ed.....	May 24, 1916.
Emilie Hickerson, A. B. in Ed.....	May 24, 1916.
Roy T. Neff, B. S. in Ed.....	May 24, 1916.
Lester Farrar Reynolds, A. B. in Ed.....	May 24, 1916.
Elsie Missouri Robinson, A. B. in Ed.....	May 24, 1916.
Vera Thomas, A. B. in Ed.....	May 24, 1916.
Floyd Allen Thompson, B. S. in Ed.....	May 24, 1916.

GRADUATES OF 90-HOUR COURSE (September, 1914 to August, 1915)

Flora E. Ballard, Ruth Hall Billington, Wiley Reeves Boucher, Eula Grace Bridges, Christine Editha Bunch, Senora Lucille Carsten, Anna Byrd Chapman, Mabel Claire Clough, Ben R. Craig, Malcolm Everette Craig, Joseph M. Davidson, Martha E. Davis, Letha Dorsey, Albert Felix Elsea, Buel F. Enyeart, Thurba Fidler, Hazel Fletcher, Goldie Forrest, Ada Gentry, Esther Gentry, Emory L. Gooch, Walter R. Henry, Edward N. Howell, Shirley Hunt, Benj. C. Jones, Helene G. Koenemann, Josephine Lillard, Mellie May Marlow, Aldena J. Mason, Muriel McCandless, Mar-

garet E. McCaul, Horace A. Mills, Edna Montgomery, Nelle Catharine Myers, Roy T. Neff, Louis Francis Nelson, Josephine Norwood, Rena Garriott Olds, Ruth Conrad Parsons, Helen Pfeiffer, R. W. Powell, Leo Rachford, Grover Ramsey, Minnie Rank, Lester Farrar Reynolds, Elsie Missouri Robinson, James Burton Rogers, Leon E. Slavens, Martha W. Smith, Julia Sparks, Ernest Estle St. Clair, Barrett Stout, Lee Chapman Stuart, Anna L. Swartz, Ruth L. Towne, Hiram Ulysses Grant Turnmire, Mabel Vaughn, Maurice B. Vaughn, Marion Wattenbarger, Jeanne Willett, Russell Lawson Wise, Edgar Arthur Wright.

GRADUATES OF 90-HOUR COURSE (September, 1915 to May, 1916)

Madalin Clough, Lula J. Crecelius, Mary Crigler, India Davis, Ethel M. Devier, Claude N. Dye, Bertha Fife, Gladys Fowler, Joseph Vincent Robert Hilgert, Josephine Christina Kaye, Margaret Lloyd, Merle Lutes, W. Everett Meals, Lora Murfin, Lena Newmyer, Mabel L. Nulton, Leo H. Petree, Tulsye Phelps, Herman B. Polson, Floyd Reyner, Mae Wells Stout, Jennie Terrill, Vera Thomas, Floyd Allen Thompson, Phradie Wells, Flora Alma Wright, Mary E. Yates.

GRADUATES OF 60-HOUR COURSE (September, 1914 to August, 1915)

Claire Bailey, Susie K. Baker, Ora L. Capps, Mattie Case, Amy Casebeer, E. Pearl Cherry, Lura Cowan, Artie A. Craig, Mary Crigler, Ethel M. Devier, Mabel J. Fields, Goldie Forrest, Gladys Fowler, Mrs. Love Frederick, Carrie Friday, Gladys G. Furber, Hazel W. Furman, Mila Pearl Harris, Joseph Vincent Robert Hilgert, Alma Jones, Coralie Lake, May Leedom, Merle Lutes, Claire Dean McAllister, Muriel McCandless, Lettie Merrick, Louise Mudd, Merle Myers, Mary Dodd Neale, Leo Rachford, Mrs. James Burton Rogers, Leila Sanders, Nina L. Shock, Mattie Tate, Maggie Mae Thomas, Martha Burdette Thompson, Mollie Towles, Minnie Trippeer, Georgia Blanche Vaughn, Marjorie Ruth Way, James C. Williams, Anna Lee Woods, Ruth Adelaide Wright.

GRADUATES OF 60-HOUR COURSE (September, 1915 to May, 1916)

Eugene Homer Bash, Neita Brawford, Lowell E. Cockrill, Mollie Lee Delaney, Bertha Fife, Marion Hill, Nondas Jordan, Celeste Noel, Genevieve O'Neill, Mary Estelle Parr, Mabel Perry, Myrtle Phelps, Ella Rank, Kathryn B. Wirth, Clara Etta Yadon, Leta Meryl Yowell.

GRADUATES OF ELEMENTARY OR 30-HOUR COURSE (September, 1915 to May, 1916)

Mary E. Baker, Noah Beeler, Dula Belle Bernard, Susie V. Betson, Grace Pauline Brandt, Orah Cantwell, Gladys Elizabeth Carman, M. Bernice Caughlan, Hermia Cotter, Lura Cowan, Eula Lee Coons, Elsie Coulson, Lillian Crosby, Edna Davis, Orville Lee Davis, Madge R. Deskin, Harvey Robert DeVolld, John Finley DeVolld, Bessie B. Farmer, Ruby F. Farmer, Elizabeth Frazee, Della Marie Fuller, Evelyn Gentry, Gertrude Gentry, Virgil Graves, Lloyd Juan Graham, Julia Maye Hanley, Flossie May Harpham, Gladys Verne Howey, Lillian Jackson, Glenn Claud James, Glenn Johnson, Elfie Hazel Jones, Lilly Adeline Kindred, Sarah Laird, Mabel Ruth Luepkes, Fred M. Luttrell, Enolia Lyon, Helen Markey, Ruby F. Marsh, Francis B. McCluer, Fern F. McGee, Rebecca Megown, Charles C. Miles, Genevieve Noonan, Ora V. Palmer, Nettie Patterson, Virginia Alvin Perry, James William Primrose, Margaret E. Prowell, M. Hayes Quinn, Jewell Rhoades, Virginia Isabel Robinson, Emmitt Rogers, Francis Forest Rogers, Mary Rogers, Texie Ellen Ryle, Roy M. Senor, Mabel Shepherd, Harry S. Shibley, Helen Fern Shibley, Marie Simmons, Inez H. Stokes, Mary Belle Threlkeld, Lucy Toalson, Grace Walker, Myrl Walter, James J. Webb, Ruby Wells, Mary Elizabeth White, Viola Wilson, Alice Woods.

RURAL STATE CERTIFICATE (September, 1915 to May, 1916)

William W. Allen, Bessie Louise Babbitt, Ivalee Perry Blue, Mary Christine Bowling, Ethelyn Ella Bratton, Verna Nora Burton, Florence Derksen, Gertrude Dillon, Estella B. Green, Lurah R. Haines, Madge A. Knowles, Wilson A. Law, Florence Moots, Nina C. Nickell, Alice Purdin, Esther M. Stautermann.

ENROLLMENT

JUNE, 1915 TO JUNE, 1916

NAME	COUNTY
Aber, Lottie B.	Linn
Abernathay, Elnora	Adair
Abbott, Cloyt T.	Putnam
Abbott, Lloyd	Putnam
Abshire, Jennie	Livingston
Acton, Lydia V.	Holt
Adams, Florence M.	Linn
Adams, James W.	Macon
Adams, Pearl	Linn
Adams, Ruby G.	Linn
Adlesperger, Opal Olive	Sullivan
Aeschliman, J. E.	Schuyler
Agee, Holice	Putnam
Ainslie, Mrs. Margaret	Adair
Alderson, Edna	Montgomery
Alderton, Mary E.	Lewis
Alexander, C. Bessie	Sullivan
Alexander, Lola	Linn
Alexander, Robert L.	Boone
Allen, Gracia Easola	Adair
Allen, William W.	Livingston
Allison, Emily Hillman	ALABAMA
Altic, Emma Lorena	Adair
Alton, Mary	Clark
Ames, Marvel	Sullivan
Anderson, Isa Dea	Ewing
Anderson, Rose	Marion
Anderson, Rouse W.	Lewis
Andrews, Mrs. Etta C.	Lewis
Andrews, J. A.	Lewis
Andrews, John Lindsey	Howard
Angell, Dottie	Randolph
Angus, James Thos.	Scotland
Armstrong, Perry D.	Grundy
Armstrong, W. K.	Putnam
Arni, Bertha E.	Schuyler
Arnold, John M.	Linn
Arnold, S. W.	Adair
Atherton, Harry	Clark
Atkins, Dollie	Sullivan
Atkins, Herman Watson	Sullivan
Atkins, Jennie Lee	Boone
Atteberry, Sherwood	Macon
Babbitt, Bessie Louise	Adair
Babbitt, Se Dora A.	COLORADO
Bachman, Hazel	Adair
Bachman, Mabel	Adair
Bachtel, Lona	Chariton
Baggs, Myrl	Iowa
Bagley, Amy	Mercer

NAME	COUNTY
Bailey, Adda	Macon
Bailey, Claire	Adair
Bailey, George P.	Linn
Bailey, James Earl	Macon
Bailey, Mary	Linn
Baity, Frank K.	Adair
Baker, Mary E.	Lewis
Baker, Pearl	Linn
Baker, Myrtle B.	Shelby
Baker, Susie K.	Montgomery
Ballard, Flora E.	Macon
Ballew, William Lee	Boone
Banner, Rollie	Sullivan
Barb, Bessie	Schuyler
Barber, Nellie	Linn
Barker, Jewel	Knox
Barker, Ray	Adair
Barnes, Jewel	Audrain
Barnett, Lola Maurine	Adair
Barnett, Paul	Adair
Barnhart, C. V.	Adair
Barrett, Beulah	Atchison
Bartlett, Orpha A.	Sullivan
Bartlett, Ray	Adair
Bash, Eugene Homer	Chariton
Bauerrichter, Willis F.	Lewis
Beach, Mabel	Pettis
Beach, Marvin F.	Howard
Beach, Winnie Grace	Pettis
Bealmer, Verdun	Macon
Beatty, Jason L.	Sullivan
Beaty, Olive W.	Adair
Beaty, Ruth	Adair
Beeler, Noah	Schuyler
Begeman, Mrs. Florence	Lincoln
Beggs, Berenice	Randolph
Begole, W. Mae	Adair
Behymer, Evelyn Mary	Macon
Behymer, Roy E.	Macon
Belsher, Edith	Macon
Bennett, Alva	Adair
Bennett, Elsie Amalda	Jackson
Bennett, Grover T.	Adair
Benning, Anna	Macon
Benning, Elizabeth	Lewis
Benning, Eva Hardin	Clark
Berger, Harry S.	Montgomery
Bergmann, Otha	Macon
Bernard, Dula Belle	Callaway
Bernard, Gillie Ann	Callaway

Berry, Blanche Irene	Ralls	Bratton, Ethelyn Ella	Boone
Berry, Hazel B.	Schuyler	Brawford, Neita	Putnam
Betson, Susie V.	Linn	Brewer, Floyde Elias	Iowa
Beverlin, Elsie Rosalia	Adair	Brewer, L. H.	Macon
Billeter, Beryl L.	Chariton	Brewington, Anna E.	Macon
Billeter, Nola M.	Chariton	Brewington, Ida	Macon
Billington, Ruth Hall	Monroe	Bridges, Grace	Schuyler
Billington, T. G.	Adair	Bridges, Maude E.	Schuyler
Bishop, Gladys Marie	Knox	Brightwell, Virgie B.	Lewis
Bixler, Edda Mae	Lewis	Brittain, Katheryn E.	Grundy
Black, Ella E.	Montgomery	Britton, Bernice J.	Sullivan
Black, Frances K.	Knox	Brockman, Paul	Macon
Blackburn, Helen	Saline	Brookhart, Harlen	Scotland
Blackhurst, Stephen	Livingston	Brotherton, Ora Estelle	Clark
Blakeley, Chas. Willis	Carroll	Brower, Mabel	Harrison
Blakely, Ethel	Clark	Brown, Augusta	Sullivan
Blanchard, Jessie	Adair	Brown, Bernice Lucile	Sullivan
Blattner, W. C.	Montgomery	Brown, Clessie	Linn
Bledsoe, Harvey	Adair	Brown, Deborah	Lincoln
Blomberg, Gladys	Macon	Brown, Earl H.	Monroe
Bloomer, Jennie	Marion	Brown, Jewell	Callaway
Blue, Ivalee Perry	Montgomery	Brown, Kathryn	Adair
Boarman, William Leo	Monroe	Brown, Lola M.	Linn
Bohon, Harold S.	Marion	Brown, Mary	Grundy
Bohrer, E. E.	Adair	Brown, Paul J.	Sullivan
Bolander, Harley E.	Adair	Browne, Lloyd E.	Adair
Boley, Lee	Clark	Broyles, Elfie	Sullivan
Bond, Jas. Clarence	Worth	Brumbaugh, Aurelia M.	Sullivan
Bondurant, Ruby Frogge	Adair	Bruner, Effie Lee	KANSAS
Bonney, S. F.	Shelby	Bruner, Fred	Shelby
Boone, Martha S.	Callaway	Bruner, Maude B.	Jackson
Booth, Grace	Sullivan	Brunsmann, Marie	ILLINOIS
Booth, Morea Annetta	Sullivan	Bryson, Phyllis	Adair
Borron, Lola	Macon	Buckler, Mrs. Jennie	Knox
Borron, Ruby	Macon	Bufford, Vergil	Pike
Botts, Walter W.	Knox	Bunnell, Edna	Grundy
Boucher, Jackson A.	Livingston	Bunnell, Elta	Grundy
Boucher, S. M.	Adair	Burch, Minnie	Macon
Boucher, Wiley Reeves.	Adair	Burkey, Retta Josephine	Audrain
Bowen, Bertha	Knox	Burns, Lyle Edward	Putnam
Bowen, Edward Alexander	Knox	Burns, Norbert	Adair
Bowen, Lena Vergie	Knox	Burns, Octa M.	Putnam
Bowling, Mary Christine	Shelby	Burns, Olive Fern	Putnam
Bowman, Icey	Shelby	Burress, W. H.	Sullivan
Boyle, Chas. C.	Adair	Burrows, Gwynne	Adair
Bradley, Estel	Knox	Burrows, Iphigenia	Adair
Bradley, Jessie E.	Marion	Burt, Irene	Callaway
Bradley, Lillian	Randolph	Burton, Everett Lannie	Randolph
Bradshaw, Verlan	Putnam	Burton, Kathryn	Howard
Bradt, Leon N.	Adair	Burton, Verna Nora	Macon
Brandt, M. Elizabeth	Montgomery	Burton, W. A.	Scotland
Brandt, Grace Pauline	Adair	Busby, Orange S.	Grundy
Branscom, Gertha	Putnam	Bushman, Crescentia S.	Lincoln
Brantner, Homer Rolly	Linn	Bushong, Eula	Sullivan
Brantner, Scott Rube	Sullivan	Butler, Carey	Lafayette

Butler, EstleKnox
 Butler, Paul J.Adair
 Cadogan, Mrs. Georgia M.Macon
 Cain, Edith OletheaAdair
 Cain, Estill V.Adair
 Caldwell, EdgarAdair
 Caldwell, Mary BelleShelby
 Caldwell, OliveAdair
 Call, HazelSullivan
 Callahan, Mary E.Saline
 Callighan, Effie M.Marion
 Callihan, CordiaSullivan
 Callison, Anna H.Putnam
 Callison, Clarence PaigeAdair
 Callison, V. GlennAdair
 Callison, Inez CecilieAdair
 Camden, BlancheSchuyler
 Camden, George ArthurSchuyler
 Camden, Margaret OpalSchuyler
 Cammack, R. RalphLewis
 Campbell, EarlIOWA
 Campbell, Elizabeth J.Carroll
 Campbell, Myers D.Adair
 Cantlon, RubyLinn
 Cantwell, OrahMontgomery
 Capps, ErmineAdair
 Capps, HallieAdair
 Capps, Ora L.Adair
 Carman, Gladys ElizabethMonroe
 Carrington, JessieCallaway
 Carroll, KevinAdair
 Carsten, Senora LucilleChariton
 Carter, BernadineLincoln
 Carter, EssieRalls
 Carter, GoldaLinn
 Carter, Hannah S.Randolph
 Carter, HughScotland
 Carter, JennieAdair
 Casady, JohnPutnam
 Case, C. EllaAdair
 Case, MattieSullivan
 Case, Nancy LeonaAdair
 Casebeer, AmyLivingston
 Casteel, Julia E.Putnam
 Caughlan, M. BerniceAndrew
 Cecil, GraceLewis
 Chalfant, A. C.Sullivan
 Chamberlain, KathleenPike
 Chambers, George W.Linn
 Chapman, Anna B.Shelby
 Chapman, Elsie BelleClark
 Chappell, NormaPutnam
 Cheesman, EllaAdair
 Cheesman, RosaAdair
 Cherry, E. PearlLivingston

Cherry, RubyLivingston
 Childers, Gladie P.Gentry
 Childers, John A.Gentry
 Childers, Nellie B.Gentry
 Chinn, Paul C.Macon
 Chrane, HaroldChariton
 Christian, AudreyMarion
 Christman, ElsieShelby
 Christy, CoraClark
 Christy, Willie E.Clark
 Christy, Zola E.Clark
 Cissna, LewisLewis
 Clabaugh, Wm.Sullivan
 Clapper, Rowena C.Schuyler
 Clare, NelleLewis
 Clark, Cecil L.Adair
 Clark, EnaLewis
 Clark, MaurineAdair
 Clark, Susie LeeLinn
 Clark, ThaliaTEXAS
 Clark, VivionMonroe
 Cleeton, Glen U.Sullivan
 Cleeton, Jennie TerrySullivan
 Clevenger, LewisAdair
 Clough, Homer W.Clark
 Clough, MadalinAdair
 Clutter, EthylShelby
 Cochran, Sina InezAdair
 Cochran, Velda LoraAdair
 Cockrill, Lowell E.Platte
 Cockrum, Belle M.Adair
 Coffey, Beulah A.Schuyler
 Coffman, MyrtleChariton
 Cohagen, IantheAdair
 Cohagen, Pauline I.Adair
 Cokerham, C. C.IOWA
 Cole, Pearl JohnKnox
 Collett, Anna B.Adair
 Collett, Hubert L.Adair
 Collett, Ruth F.Adair
 Collins, CoatesMacon
 Collins, Esma L.Scotland
 Collins, FernPutnam
 Collins, Frank, Jr.Macon
 Collins, Letha E.Shelby
 Collins, LouPutnam
 Collins, Lydia MaurieKnox
 Collins, MeckMacon
 Collins, Ora AlbertLinn
 Cook, Mrs. Bettye B.Marion
 Cook, Margaret L.Marion
 Cook, Mary FrancesPutnam
 Cooksey, Ray E.Grundy
 Cooksey, U. S.Grundy
 Cooley, NovaPutnam

Coon, Grace	Sullivan	Davidson, Bessie	Montgomery
Coons, Eula Lee	Marion	Davidson, Jesse M.	Montgomery
Coons, Irene	Knox	Davidson, Joseph M.	Adair
Coop, Pauline	Putnam	Davis, Chas. S.	Knox
Cooper, Bessie	Macon	Davis, Coral	IOWA
Copenhaver, Mrs. Neva	Shelby	Davis, Edna	Adair
Corbin, O. C.	Sullivan	Davis, George W.	Putnam
Cordray, Hazel	Linn	Davis, India	Adair
Corlett, Letha	Harrison	Davis, Leta E.	Knox
Cotter, Hermia	Linn	Davis, Martha E.	Adair
Cottingham, Elsie	Randolph	Davis, Orville Lee	Knox
Cottingham, Marguerite	Randolph	Davison, Beulah	Adair
Couch, Ethel	Grundy	Dawkins, Cordia E.	Sullivan
Coulson, Elsie	Randolph	Day, Mable	Macon
Cowan, Lura	Montgomery	Day, Myrtle	Clark
Cowan, Margaret	Putnam	Dean, Grace	Pike
Cowan, Nina	Buchanan	Dearing, Gladys	Adair
Cowan, Russell A.	Montgomery	DeLaney, Edwin G.	Monroe
Cox, Josie E.	Sullivan	Delaney, Effie Mae	Shelby
Cox, Ruth	Marion	DeLaney, Gertrude	Monroe
Craig, Artie	Adair	Delaney, Mollie Lee	Monroe
Craig, Ben R.	Schuyler	Delaney, P. A.	MAINE
Craig, Everette	Lewis	Delaney, Wm. F.	Monroe
Craig, John William	Schuyler	Deluhery, Gertrude E.	Adair
Cramer, Kathleen	Carroll	Dent, Emma	Linn
Cramer, Ruth	Harrison	Derby, Louise Alice	Adair
Crandall, Nola	Adair	Derksen, Florence	Clark
Crane, Edith May	Marion	Deskin, Madge (Mrs. Hopewell)	Macon
Crank, Mrs. L. W.	Lincoln	Devier, Ethel M.	Boone
Crawford, Ernest L.	Adair	Devilbiss, Dennison	Lewis
Crawford, H. F.	Adair	De Voldal, Harvey Robert	Sullivan
Crawford, Ira B.	Howard	De Voldal, John Finley	Sullivan
Crawford, W. T.	Howard	De Witt, Richard H.	Adair
Crecelius, Lilly Myrtle	Linn	Dickerson, Nettie	Putnam
Crews, Nan Riggs	Boone	Diehl, Vernie	Livingston
Crigler, Mary	Adair	Dille, Earl	Macon
Crookshank, Herman Lee	Linn	Dillener, Paul Milo	Clinton
Crookshank, L. V.	Caldwell	Dillinger, Claude	Sullivan
Crookshank, Mrs. L. V.	Caldwell	Dillinger, Clyde	Adair
Crosby, Lillian	Adair	Dillinger, Glenn	Sullivan
Crow, Marion	Gentry	Dillinger, Jimmie	Sullivan
Crowder, Lon	Linn	Dillinger, Ray	Adair
Crowdis, John	Sullivan	Dillinger, Thomas Earl	Sullivan
Cull, Velvah E.	Clark	Dillion, Hay	Montgomery
Cullen, Mary	Ralls	Dillon, Gertrude	Montgomery
Culler, Alva	Shelby	Dochterman, Ella R.	Clark
Cullimore, Virginia	Adair	Dodson, Callie	Howard
Cummins, Bertha	Adair	Dodson, George Otis	Putnam
Curry, Lee	Scotland	Doggett, Oren W.	Macon
Daelhousen, Delphine	Marion	Donnelly, Annie	Clark
Dalzell, Ruby	Sullivan	Dorsey, Mrs. Clyde A.	Adair
Dalzell, Vera	Sullivan	Dorsey, Letha	Adair
Daniel, Maurine	Shelby	Douglas, Mary Edith	Monroe
Darr, Virgil	Adair	Dowell, Alta	Livingston
Davids, Mattie	Putnam	Downing, Bland	Lincoln

Doyle, Gertrude Adair
 Drawe, Nora Lewis
 Drennan, Ollin Adair
 Drescher, Mollie Lewis
 Drummond, Florence Marion
 Drummond, Madeline Marion
 Drury, Florence Knox
 Drury, Willard Sullivan
 Dudley, Esther B. Macon
 Dudley, Marcellus Macon
 Duell, Grace Elizabeth Linn
 Duer, Clarissa Kathryne Shelby
 Duffie, J. H. Adair
 Duffie, Nettie Alice Adair
 Duffie, W. L. Adair
 Dugan, G. B. Montgomery
 Dugan, Lena Belle Montgomery
 Dugan, Pearle Davis Montgomery
 Dumenil, Leslie H. IOWA
 Duncan, Olga IOWA
 Dunivent, Belva Randolph
 Dunn, Bessie P. Lewis
 Dunn, Lillian Scotland
 Dunn, Verna Scotland
 Durand, Martha Lewis
 Durbin, Frank M. Putnam
 Durham, Ruby Adair
 Dutton, Nettie Callaway
 Dwyer, Ruby Putnam
 Dye, Claude N. Macon
 Dye, Nelle E. Adair
 Dye, Sedric Macon
 Dyer, Idah Adair
 Dyke, Mary Montgomery
 Eagan, Nannie Chariton
 Edwards, Icis L. Sullivan
 Edwards, Ruth Belle Shelby
 Edwards, S. B. Howard
 Edwards, Thomas Sullivan
 Eggert, Daisy Adair
 Elias, Lenore Macon
 Elkins, Mrs. J. T. Knox
 Ellett, Elizabeth Lane Sullivan
 Elliott, Don Dysart Adair
 Ellis, Faye Putnam
 Ellis, Lorena Lincoln
 Ellis, Minta Macon
 Ellis, Olive Macon
 Ellison, John H. Sullivan
 Elsea, Albert F. Randolph
 Emberton, Hobart L. Sullivan
 Emerson, Ella Marie Chariton
 Enyeart, Buel F. Carroll
 Epperson, Eunice Macon
 Epperson, Ohrie R. Pike

Erwin, Grace Grundy
 Essig, Bernice H. Chariton
 Essig, Mary Clinton
 Estes, George E. Monroe
 Estes, Ruth Irene Monroe
 Estill, Louise D. Randolph
 Eubank, Reuben Adair
 Evans, Leta Bell Monroe
 Evans, Mildred Schuyler
 Eves, Edward Holt KENTUCKY
 Farmer, Bessie B. Macon
 Farmer, John Goode Lewis
 Farmer, Ruby F. Adair
 Farris, Claude O. Monroe
 Faught, Mattie L. ARKANSAS
 Fauss, Augusta C. Linn
 Fechtling, Birney Putnam
 Fechtling, Callie M. Putnam
 Ferguson, Hazel IOWA
 Fidler, Thurba Carroll
 Fields, Mabel J. Putnam
 Fields, Mattie Carroll Monroe
 Fields, Zoe Putnam
 Fife, Bertha Putnam
 Finegan, Vera Adair
 Finley, Emmett S. Monroe
 Finney, Leonard B. Linn
 Fisher, Bessie Steele Adair
 Fisher, Ernest Lee Macon
 Flemming, Loretto B. Ralls
 Fletcher, Hazel Macon
 Flinchpaugh, Raymon Adair
 Flinchpaugh, Stark E. Adair
 Floyd, Virgil W. Adair
 Ford, Bessie Pike
 Ford, Charles Victor Pike
 Foreman, Hazel W. Linn
 Forquer, Maurita Adair
 Forrest, Goldie Adair
 Forrest, Guy Adair
 Foster, Altha M. Harrison
 Foster, Myrtle A. Adair
 Foster, Philip R. Marion
 Fountain, A. G. Schuyler
 Fountain, Lucile Randolph
 Fowler, Gladys Knox
 Fowler, Ruth E. Paris
 Fox, Anna Marie Knox
 Franklin, Elizabeth Adair
 Fray, Jennie Howard
 Fray, Jennie K. Ralls
 Frazee, Elizabeth Scotland
 Frazier, Tina Sullivan
 Frederick, Love Monroe
 Freeland, Clive Sullivan

Freeland, D. G.	Adair	Gooch, E. L.	Audrain
Freeland, Glenn G.	Sullivan	Gooch, Georgia Etta	Audrain
Friday, Carrie	Sullivan	Gooch, Stella	Linn
Fry, Gertrude	Audrain	Goodrich, Rene S.	Macon
Fugate, Edith F.	Adair	Goodrich, Roland N.	Macon
Fuller, Della Marie	Monroe	Goodson, Eunice	Carroll
Fuller, Wayne R.	Adair	Gordon, Blanche	Adair
Fullington, Ersal	Randolph	Gordon, Lola	Adair
Fulton, Mallice E.	Jackson	Gordon, Orville E.	Adair
Funk, Arthur Lee	Schuyler	Gottreu, W. E.	Lewis
Furber, Gladys G.	Audrain	Graham, Lloyd Juan	Madison
Furgason, Pearl	Putnam	Graham, Otto Everett	FLORIDA
Furman, Bessie I.	Adair	Grassle, Helen	Adair
Furman, Hazel W.	Adair	Grassle, Leonah B.	Adair
Gardhouse, Percy Hopkins	Marion	Graves, Anna V.	Randolph
Gardner, Bertha	Linn	Graves, Ida L.	Macon
Gardner, Henry C.	Adair	Graves, J. Wallace	Knox
Gardner, Marion Francis	Adair	Graves, Mary F.	Macon
Garner, George Delbert	Shelby	Gray, Edna S.	Boone
Garrett, Inez M.	Callaway	Gray, Helen G.	Adair
Garriott, Vincil	Putnam	Gray, Irma M.	Adair
Garrison, Cora Lee	Adair	Gray, Katie M.	Macon
Gartman, Rena D.	Pike	Green, Alberta E.	Linn
Gartman, Stella	Montgomery	Green, Edna	Putnam
Gaskins, Willie	NORTH CAROLINA	Green, Estella B.	Pike
Gass, Doyle	Grundy	Green, Meddie	Macon
Gathman, Ruby	Harrison	Green, William Thomas	Macon
Gatterman, Nannie	Chariton	Gregory, Barbara	Clark
Gauss, Minna W.	St. Charles	Greiner, Ottie M.	Adair
Gebhart, Ethel	Adair	Grider, Alma	Putnam
Gehrke, Hazel	Adair	Griffen, Carrie	Marion
Gentry, Ada	Adair	Griffin, Beulah	Audrain
Gentry, Esther	Adair	Griffin, Mary Alma	Audrain
Gentry, Evelyn	Boone	Griffith, John Ralph	Adair
Gentry, Frankie M.	Adair	Griffith, Lorna Doone	Adair
Gentry, Gertrude	Boone	Grim, E. Alta Allen	Scotland
Gentry, Mary Alice	Marion	Grime, Mabel L.	Chariton
Geoghegan, Dale	Adair	Grimes, Georgia	Clinton
Geoghegan, Letha Olive	Adair	Grimes, Nell	Randolph
Gerew, Irene K.	Saline	Grinstead, Beulah	Scotland
German, Bessie S.	Phelps	Grubbs, Mary R.	Monroe
Gibbons, Frances	Knox	Guerrant, Dollie	Callaway
Gibbs, Laura May	Montgomery	Guiles, Corinne	Adair
Gibson, Mrs. Myra B.	Macon	Guilbert, Romula	Adair
Gilbert, Jasper	Clark	Gulick, Ertle	Boone
Gilliland, Shirley	Adair	Gunnels, Sarah	Macon
Gilmore, Cordia Treva	Callaway	Guthrey, Casey Garnett	Saline
Gilstrap, John	Putnam	Gwyn, Hugh J.	Monroe
Gilstrap, Maude	Putnam	Hackleman, Lillian	Adair
Gipson, Irene	Macon	Hagan, Beulah	Audrain
Glascock, Joseph Glenn	Ralls	Haines, Helen	Lincoln
Glascock, Mary E.	Ralls	Haines, Lurah R.	Lincoln
Glaves, Cecil R.	Adair	Hainsworth, Mabel	Linn
Glaves, Virgil	Adair	Hale, W. L.	Schuyler
Gooch, Bernice	Macon	Hales, Franklin Leo	Monroe

Hall, Ernestine Lewis
 Hall, Gifford R. Macon
 Hall, Lenna B. Adair
 Hall, Lulu Adair
 Hall, Ruby Pike
 Hall, Zella Chariton
 Halley, Daisy Belle Adair
 Halley, Mrs. Geo. Howard
 Halley, Leta Tabitha Montgomery
 Ham, Terence Callaway
 Ham, Veva Segal Sullivan
 Hamel, Mollie Macon
 Hamilton, Fred L. Sullivan
 Hamilton, Hazel Evelyn Linn
 Hamilton, Lillian Sullivan
 Hamilton, Linley Francis Sullivan
 Hamilton, Mabel Sullivan
 Hamlin, Joy Putnam
 Hampton, Willie Lee Adair
 Han, Lloyd Grundy
 Hanes, Harry Adair
 Hanks, Jean Adair
 Hanley, Julia Maye Audrain
 Hardesty, Paul Monroe
 Hardister, Vena Adair
 Harlan, Henry W. Chariton
 Harlan, Mabel Chariton
 Harlan, Nellie Chariton
 Harpham, Flossie May Monroe
 Harpham, Mary Elizabeth Monroe
 Harrington, Chas. M. Adair
 Harris, Alice Lucille Adair
 Harris, Mary Schuyler
 Harris, Mila Adair
 Hart, Aretha A. Shelby
 Hart, Mary Belle Ralls
 Harter, Myrtle Linn
 Hatfield, Lulu Putnam
 Hatfield, Marcus H. Putnam
 Hauptmann, Watson A. Clark
 Hauptmann, Mrs. W. A. Iowa
 Hawkins, Alta M. Sullivan
 Hawkins, Blanche Pike
 Hays, Edna Opal Schuyler
 Hays, Leorah Blanche Adair
 Hayse, Mollie Carroll
 Heartsell, Flora Carroll
 Heathman, Kate Adair
 Heathman, Orpha Adair
 Heathman, Sallie V. Monroe
 Heinberg, Alta Clark
 Heiny, Blanche Elizabeth Adair
 Henderson, Fannie Adair
 Henderson, Fannie May Carroll
 Henderson, Lelia Carroll

Hendrickson, Gladys Grundy
 Henry, Walter R. Sullivan
 Herrin, Oval Francis Macon
 Hess, Irving Adair
 Hess, James Henry Adair
 Hess, Nettie Margaret Clark
 Heying, Lola Callaway
 Hickerson, Emilie Randolph
 Hickman, Audrea Adair
 Hicks, Eva M. Adair
 Higgins, George Adair
 Higgins, Margaret Adair
 Hilbert, Pauline Monroe
 Hilgert, Henry E. Jefferson
 Hilgert, J. V. R. St. Louis
 Hilgert, Lewis F. Jefferson
 Hilgert, Maude Denzel Adair
 Hill, Ambrose S. Sullivan
 Hill, Marion Schuyler
 Hilton, Ida Mae Chariton
 Hininger, Blanche Harrison
 Hitch, Georgia L. Marion
 Hitch, Jesse S. Marion
 Hitt, Lucy Texas Howard
 Hoerrmann, Adah Sullivan
 Hoerrmann, Bessie Sullivan
 Hoerrman, Bryan Adair
 Hoerrmann, Mabel L. Adair
 Hoff, Robert E. Franklin
 Hofrichter, May Audrain
 Holbert, Aura H. Lewis
 Holbert, F. A., Jr. Lewis
 Holliday, Frances Randolph
 Holloway, Charles Sullivan
 Holloway, Evah Grundy
 Holloway, Susia Boone
 Hollyman, Mrs. Elizabeth Marion
 Holman, Bertha J. Macon
 Hook, Ethel Randolph
 Hooker, Blanche Linn
 Hooker, Orvel E. Linn
 Hooker, Violet Linn
 Hopkins, Harry Max COLORADO
 Hopkins, Walter A. Adair
 Hopper, Harrel Shelby
 Horton, E. L. Adair
 Horton, Minnie Louise Chariton
 Horton, Susie Chariton
 Hoskin, Neri B. Iowa
 Houglan, Mrs. Laura Audrain
 House, Ralph W. Pike
 Houston, Cloe Adair
 Houston, Gladys Putnam
 Houston, Pauline M. Lincoln
 Howard, Nina Adair

Howard, Harry L.	Putna	Johnson, Glenn	Adair
Howard, John Everitt	WYOMING	Johnson, Marie	Livingston
Howard, W. L.	Putnam	Johnson, Verda O.	Adair
Howe, John Wesley	KANSAS	Jones, Alma	Putnam
Howe, Orrin K.	Bates	Jones, Benj. C.	Clinton
Howell, Alma	Lincoln	Jones, Elfie Hazel	Sullivan
Howell, Anna Mae	Boone	Jones, Eunice Pearl	Adair
Howell, Dona	Lincoln	Jones, Flossie	Chariton
Howell, Edward N.	Adair	Jones, Grace M.	Sullivan
Howell, Iva Maine	Clark	Jones, Leonard	Buchanan
Howell, Janette	Adair	Jones, Mary Frances	Scotland
Howell, Virginia Maude	Adair	Jordan, Edith J.	Lewis
Howerton, Ruth	Adair	Jordan, Nondas	Shelby
Howey, Gladys Verne	Adair	Juergensmeyer, Alvin H.	Warren
Howing, Helen Pauline	Pike	Kaser, John	Scotland
Hubbard, Lula	Howard	Kaser, Nell	Adair
Hughes, Frank	Adair	Kaser, Olive M.	Adair
Hull, Eula M.	Adair	Kautz, Eula Florence	Clark
Humphrey, Belva	Linn	Kaye, Josephine C.	Chariton
Humphrey, Mrs. Jo Walker	Adair	Keith, Florence	Adair
Hunsaker, Eugene	Adair	Keithly, Rufus	Adair
Hunt, Mary Lucile	Harrison	Keller, Minnie	Adair
Hunt, Shirley Adelaide	Adair	Kennedy, Dera Belle	Howard
Hunt, Vernice	Callaway	Kennedy, Winnifred	Adair
Hunt, William Silas	Adair	Kepley, Ethelyn	Caldwell
Hurt, Katie	Chariton	Kepley, Hazel Katherine	Caldwell
Hurt, Verner E.	Chariton	Kerfoot, Thomas W.	Lewis
Husted, Beulah	Adair	Kerrick, Samuel	Marion
Husted, E. H.	Grundy	Kilgore, Mabel	Audrain
Husted, Omah	Adair	Kilpatrick, Melba	NEW MEXICO
Husted, Rita	Adair	Kindred, Lilly Adeline	Chariton
Huston, Leona	Knox	Kinsey, Hazel	Linn
Inbody, Roy	Adair	Kipper, Ruth	Monroe
Ingman, D. K.	Lewis	Kirk, Ethel	Adair
Ingram, Glenn	Lincoln	Kirk, Laura Pauline	Adair
Jackson, Julia J.	Lewis	Kirk, Todd	Adair
Jackson, Lillian	Monroe	Kite, Ila Maude	Caldwell
Jackson, Lorene	Grundy	Knapp, Geo. W.	Adair
Jackson, Nannie	Scotland	Knifong, Kenneth	Adair
James, Asa Clifford	Adair	Knifong, Lynden	Adair
James, Edna Lee	Audrain	Knowles, Madge A.	Sullivan
James, Floy B.	Clark	Koenemann, Helene G.	St. Louis
James, Glenn Claud	Adair	Kraft, Mabel Rose	Linn
James, Goldie	Adair	Kretzmeier, Herbert William	Adair
James, Opal Maud	Adair	Kribs, Effie	Cole
James, Vashti M.	Adair	Kropf, Eldina	Adair
Jamison, Park	Sullivan	Lagle, George Edward	Macon
Janes, Mollie	Audrain	Laird, Sarah	Adair
Jarman, Harry	Marion	Lake, Coralie	Audrain
Jeffers, Marie	Putnam	Landtiser, Everett	Putnam
Jeffries, H. Maurine	Randolph	Lane, Martha	Marion
Jenkins, Fostelle	Macon	Lane, Mildred Leona	Adair
Jennings, Anna	Carroll	Lansdale, Willie	Schuyler
Jennings, Sallie	Boone	Lantz, Nina	Adair
Johnson, Clell G.	Putnam	Larson, May	Linn

La Rue, Anita R. Schuyler
 La Rue, Kathryn Lincoln
 Laswell, Dora Sullivan
 Law, Wilson A. Laclede
 Lee, Erma C. Adair
 Leedom, May Randolph
 Lehr, Ralph E. Adair
 Lemen, Anna L. Putnam
 Leopold, Vaunie Irene Adair
 Lesan, Cleo B. Harrison
 Lewis, Isaac Newton Clark
 Lewis, Madison Lewis
 Lewis, Virgil C. Lewis
 Lewis, Zelma Marion
 Liebhart, Erna Linn
 Liebhart, Irma Theresa Linn
 Lile, Ora Macon
 Lillard, Josephine Lewis
 Lilley, Ruth V. Adair
 Lillis, Mary Marcella Monroe
 Linder, Carl W. Adair
 Link, Sam Ben CONNECTICUT
 Linton, Maude Callaway
 Liter, Oneta Ralls
 Little, E. Margaret Schuyler
 Little, Olah Schuyler
 Little, Sara Elinor Schuyler
 Littrell, Effie Corinne Audrain
 Littrell, Ellnora Audrain
 Llewellyn, Alyce Tracey Macon
 Lloyd, Cornelia K. Adair
 Lloyd, Margaret Adair
 Lockhart, A. V. Clinton
 Lockwood, Hattie R. Lewis
 Logan, Mary Hazel Schuyler
 Long, Essie Macon
 Long, Harvey Randolph
 Long, John Chariton
 Longenbach, Myrtle Knox
 Lorton, George Adair
 Loughead, George R. Putnam
 Loughead, Josie E. Putnam
 Loughead, Opal Putnam
 Loughead, Thomas H. Putnam
 Lovett, Viola M. Marion
 Lovingier, Willa B. Harrison
 Lowe, Cessna I. Marion
 Lowen, Harry M. Grundy
 Luepkes, Mabel Ruth Marion
 Lutes, Merle Worth
 Luttrell, Fred M. Monroe
 Lyle, Jean M. Linn
 Lynch, Otho Benjamin Howard
 Lynch, Willie E. Macon
 Lynn, Corinne Chariton

Lyon, Enolia Boone
 Lyon, Lela Adair
 Mack, Howard Grundy
 Mackie, Oren Harrison
 Maddox, Gerald Caton Linn
 Madison, Esther Knox
 Madsen, Lanius W. Adair
 Madsen, Nellie Adair
 Magee, Carlton Marion
 Magee, Viola A. Sullivan
 Maggart, Lula Pearl Sullivan
 Main, Gladys Esteline Adair
 Maize, Pearle Adair
 Mallett, Russell Jasper
 Maltby, Beulah M. Adair
 Maltby, Lilah A. Adair
 Mapes, Clarel Bowman Clark
 Mapes, Seth Leslie Clark
 Margreiter, John L. Adair
 Margreiter, M. Alma Adair
 Markey, Helen Schuyler
 Markland, J. Olan Howard
 Marksbury, T. B. Lewis
 Marsh, Ruby F. Audrain
 Marshall, Lulu Livingston
 Marston, Leota Adair
 Martin, Anna Clark
 Martin, Beulah Lincoln
 Martin, Chas. Edwin Sullivan
 Martin, Neal Putnam
 Martin, Nettie Clark
 Martin, Walter Adair
 Marvin, Liera Leetta Sullivan
 Masek, Agnes Callaway
 Maskey, Anna Montgomery
 Mason, Bertha E. Macon
 Mason, Birdie Macon
 Matlick, Mary M. Adair
 Matsler, Mabel Mercer
 May, Inez M. Putnam
 Mayo, Willie Madison
 McAfee, Erma Boone
 McAfee, Myrtle Boone
 McBurney, William Grundy
 McCanne, Jeannette Randolph
 McCarty, Anna Macon
 McClain, Leota Lewis
 McClain, Zeffa R. Lewis
 McClanahan, Dolores Macon
 McClanahan, Minnie Macon
 McClanahan, Nannie R. Sullivan
 McCluer, Francis B. St. Charles
 McCracken, L. Mabel Grundy
 McCutchen, Isabelle Fay Putnam
 McGee, Beulah E. Adair

McGee, Byron R.	Sullivan	Moore, Lou Ella	Scotland
McGee, Fern F.	Sullivan	Moore, Mamie Z. M.	Scotland
McGinnis, Blanche	Adair	Moore, Myrtle R.	Pike
McGinnis, Grace Lane	Adair	Moore, Willis E.	Linn
McGuire, Edna	Clark	Moots, Florence	Adair
McKee, Floyd	Sullivan	Moots, Mark R.	Adair
McKenzie, Carl T.	Adair	Moots, Stanley.	Adair
McKenzie, Dollie	Boone	Morgan, Elizabeth Alice	Randolph
McKim, Powell	Callaway	Morris, Earl F.	Randolph
McKinney, Beulah	Callaway	Morris, Etta O.	Iowa
McLaughlin, Myrtle	Clark	Morris, Eular	Adair
McMahon, Anastasia L.	Knox	Morris, Jess	Audrain
McMurry, Maurine	Scotland	Morris, Myrtle J.	Iowa
McNealey, Virginia B.	Sullivan	Morris, Ruth A.	Macon
McNish, Lura	Linn	Morse, W. P.	Macon
McPike, Arthur	Marion	Moser, Pauline E.	Audrain
McReynolds, Fannie	Macon	Mott, Joseph W.	Lewis
McReynolds, Mary D.	Lewis	Motter, Alva F.	Adair
McWilliams, Ollie	Scotland	Muff, Hertha I.	Macon
Mead, Bernard F.	Marion	Mulanix, A. B.	Putnam
Meals, Mrs. Everett	Randolph	Mullins, Hobart	Putnam
Meals, W. Everett	Randolph	Murdock, Mary Belle	Adair
Medsker, Jewel Adah	Adair	Murfin, Lora	Schuyler
Megown, Rebecca	Monroe	Murphy, Lula A.	Adair
Meighen, J. McK.	Grundy	Murphy, Mary Elizabeth	Audrain
Merrick, Lettie M.	Schuyler	Murphy, Minnie Clariece	Clark
Middleton, Georgia.	Randolph	Murphy, Nellie	Macon
Middleton, Hoard	Pike	Murphy, Sarah	Clark
Mikel, Myrtle Elaine	Adair	Music, Clyde.	Adair
Miles, Charles C.	Randolph	Mussetter, Mary B.	Lewis
Miles, Olive	Shelby	Myers, Edgar	Adair
Miles, Vernice	Macon	Myers, Nelle C.	Scotland
Millay, Helen M.	MICHIGAN	Myers, Orville	Adair
Miller, Blanche	Sullivan	Myers, Ruby Helen.	Macon
Miller, Carrie Isabel	Montgomery	Nagel, Alfred Carl	Audrain
Miller, Ethel	Adair	Nagel, Elsa	Audrain
Miller, Faun Jennette	Macon	Nagel, Gertrude	Audrain
Miller, H. Garnet	Sullivan	Nagel, Stella Marie	St. Charles
Miller, Inez	Livingston	Nalley, Nettie Mae	Putnam
Miller, Julia M.	Grundy	Naylor, Jessie	Randolph
Miller, Mary	Linn	Neal, Mayme	Audrain
Miller, Maurita M.	Knox	Neal, Mary D.	Ralls
Miller, Neal J.	Sullivan	Neale, David E.	Audrain
Miller, Ruth I.	Linn	Neely, Opal	Linn
Mills, Horace	Adair	Neff, Anna	Chariton
Mills, Susie B.	Macon	Neff, John	Macon
Minter, Roberta	Adair	Neff, Roy S.	Chariton
Mitchell, Lela	Adair	Neff, Roy T.	Shelby
Mitchell, M. Gladys	Adair	Nelson, Louis Francis	Marion
Mitzimberg, Lelia	Adair	Newland, Myrtle Maple	Pike
Moore, Foster Rowe.	Knox	Newlin, Alice	Macon
Moore, Irene	Knox	Newmyer, Lena	Macon
Moore, Joseph O.	Linn	Newton, Mrs. Maud	Adair
Moore, Leta Ione	Audrain	Nichols, Helen M.	Clark
Moore, L. Marie	Macon	Nichols, James Ralph	Clark

Nichols, Thos. G.	Callaway	Peltz, M. Earl	Greene
Nickell, Dixie	Callaway	Pemberton, Olive	Saline
Nickell, Nina C.	Linn	Pence, W. Guy	Schuyler
Noel, Celeste	Putnam	Pennick, Effie	Linn
Noel, W. Karl	Monroe	Perley, Deane	Randolph
Nollner, Anna May	Macon	Perley, Inez	Randolph
Noonan, Genevieve	Randolph	Perrin, Mary H.	Linn
Norwood, Josephine	Harrison	Perry, Mabel	Adair
Novinger, George John	Adair	Perry, Margaret	Adair
Novinger, Glen Wesley	Adair	Perry, Oliver C.	Livingston
Nowels, Belle	Sullivan	Perry, Virginia	Shelby
Nowels, Ethel	Sullivan	Persell, Perthena M.	Grundy
Nowels, Mae	Sullivan	Person, Nellie	Adair
Noyer, Ralph	Adair	Peters, Chester J.	Sullivan
Nulton, Mabel L.	Adair	Peterson, Lena	Adair
Nulton, Mildred	Adair	Petree, Donald C.	Caldwell
Olds, Rena Garriott	Adair	Petree, Leo H.	Adair
Oliver, Leta	Scotland	Petree, Myrtle F.	Buchanan
O'Neill, Agnes	Shelby	Petree, Noel H.	Buchanan
O'Neill, Genevieve	Shelby	Peyton, Hertha	Monroe
Orrison, Eurie Kay	Adair	Phelps, Cora Belle	Boone
Osborn, Pearl	Grundy	Phelps, Mabel	Chariton
Osborn, Zula Mae	Marion	Phelps, Maude	Chariton
Otto, Karl	Adair	Phelps, Myrtle	Boone
Ovens, Marguerite K.	Pike	Phelps, Tulsye	Chariton
Overby, Alice	Macon	Phillips, Corinne	Lewis
Overstreet, Hulda	Linn	Phillips, Marvin	Howard
Owen, Ruby	OKLAHOMA	Phillips, R. Lee	Lewis
Owens, Lena F.	Mercer	Phipps, Nellie	Macon
Owens, Minnie Lee	Clark	Pickens, Isaac W.	Sullivan
Owens, Pearl	Mercer	Pickett, Jennie	Adair
Padgett, Verna	Knox	Pickett, Mrs. Mary	Adair
Paine, Stephen M.	Adair	Platz, Elva Dee	Adair
Painter, Hazel	Sullivan	Platz, Geo. T.	Adair
Palmer, Anna Crenshaw	Lincoln	Platz, M. B.	Adair
Palmer, E. M.	Sullivan	Pointer, Clara E.	Chariton
Palmer, Hayden	MICHIGAN	Pollard, Sallie	Monroe
Palmer, Ora V.	Boone	Polson, Herman B.	Adair
Palmer, Ruby Margaret	Randolph	Polson, Reba	Adair
Parker, Gustine H.	Marion	Poole, M. Elma	Schuyler
Parker, Leslie L.	Lewis	Poore, Wickliffe	Adair
Parker, Vivian	ARKANSAS	Porter, Edith	Linn
Parkin, Belle	Adair	Post, Delle	Adair
Parr, Mary Estelle	Clinton	Post, Elsie Mae	Adair
Parsons, Ruth C.	Randolph	Post, Mabel E.	Adair
Patrick, F. E.	Adair	Potter, Alice	Macon
Patterson, Carl Russell	Adair	Powell, Craig	Linn
Patterson, H. B.	Macon	Powell, Lenore	Harrison
Patterson, Henry Milton	Schuyler	Powell, Polly	Audrain
Patterson, Mabel Clough	Adair	Powell, R. W.	Knox
Patterson, Nettie	Schuyler	Powell, Mrs. R. W.	Knox
Paugh, Hazel G.	Marion	Prentice, Ruby	Macon
Paxton, Dorcas	Boone	Price, Homer Bryan	Audrain
Paxton, Frances M.	Marion	Primrose, James William	Lewis
Pearson, Gad	Putnam	Proctor, Grace	Audrain

Proctor, Nellie E.	Audrain	Richardson, Vera	Adair
Propst, Cecil M.	Adair	Riddell, Ruth	Chariton
Propst, R. Pearl	Adair	Ridgely, Lenna Dewey	Clark
Prosser, Alonzo Lee	Macon	Rieger, G. C.	Adair
Prosser, Goldie B.	Adair	Rieger, Mildred	Adair
Prowell, Margaret E.	Boone	Riggs, James F.	Putnam
Pulis, Nellie Mary	Audrain	Righter, Edna	Audrain
Pulliam, Nelson	Lewis	Riley, Blanche	Adair
Purdin, Alice	Sullivan	Rinaman, Etta	Lincoln
Purdin, Opal	Knox	Riordan, Barbara	Marion
Purdin, Robert L.	Sullivan	Riordan, Margaret	Marion
Purdy, Chester A.	Shelby	Roberts, Arthur	Schuyler
Purkeypile, Minerva	Putnam	Roberts, Hollis	Putnam
Quigley, Julius L.	Putnam	Robertson, Gussie	Shelby
Quinn, M. Hayes	Adair	Robinson, Elsie Missouri	Jackson
Quintal, Jeanne A.	Adair	Robinson, Ross C.	Schuyler
Quintal, Lee	Adair	Robinson, Virginia Isabel	Macon
Rachford, Leo	Putnam	Rockey, Daisy	Mercer
Raffensperger, Willima	Adair	Rogers, Blanche	Adair
Railsback, Varine	Caldwell	Rogers, Emma R.	Marion
Rainwater, Ray M.	Adair	Rogers, Emmitt	Adair
Ramsey, Jessie	Linn	Rogers, Francis Forest	Grundy
Ramsey, Grover C.	Linn	Rogers, James Burton	Lincoln
Ramsey, Russell	Lewis	Rogers, Mrs. J. B.	Lincoln
Randall, Fannie	Macon	Rogers, Mary	Montgomery
Randall, Lena	Macon	Rogers, Raymond	Adair
Rank, Agnes	Mercer	Romjue, Pearl	Macon
Rank, Ella	Mercer	Rook, Cophine	Iowa
Ratliff, Harriet	Macon	Rorabaugh, Nina	Scotland
Ray, Vernice Edna	Montgomery	Roseberry, Bertha E.	Adair
Reber, Matilda S.	Marion	Ross, Bessie Garnett	Saline
Redding, Virlea	Linn	Ross, Lydia D.	Chariton
Redman, Mrs. S. G.	Marion	Ross, Mabel Poore	Adair
Redmon, Esther E.	Adair	Rourke, Gale	Knox
Reedy, Coy G.	Adair	Rourke, Rosalie	Knox
Rees, Edna	Macon	Rowe, Edna Lee	Adair
Rees, Rachel	Macon	Rowe, Grace	Adair
Reese, Gladys K.	Adair	Rowland, Nina L.	Boone
Reeves, W. T.	Howard	Rutherford, Frank D.	Adair
Reid, Addie	Lincoln	Rutherford, Vinal	Adair
Revercomb, O. F.	Shelby	Ryan, Ethel	Audrain
Reyner, Floyd	Adair	Ryan, Ida B.	Cole
Reynolds, B. A.	Adair	Ryle, Elizabeth	Randolph
Reynolds, Dora L.	Randolph	Ryle, Texie Ellen	Randolph
Reynolds, Lester F.	Adair	Ryle, Walter H.	Randolph
Reynolds, Margaret L.	Pike	Sagaser, Treva	Macon
Rhoades, Jewell	Saline	Salisbury, Rolla	Scotland
Rhoades, Matilda T.	Audrain	Salome, Lillie	Adair
Rhoads, Elvis	Audrain	Sanders, Leila	Scotland
Rhodes, Clair	Adair	Sanders, Tom W. (Deceast)	Johnson
Rhodes, Ursa L.	Marion	Saunders, Virginia Irene	Shelby
Rice, Alpha	Macon	Sawyer, Ruby	Scotland
Rice, Beulah	Macon	Sayers, Bessie	Linn
Rice, Frances A.	Adair	Scanland, Zelma	MONTANA
Richardson, Minnie M.	Adair	Schreen, Olney	Callaway

Schull, Anna Marion
 Schwartz, Stelow Adair
 Scobee, Letha Pearl OREGON
 Scoggin, Ross A. Lewis
 Scott, Beulah Putnam
 Scott, Elsie H. Lincoln
 Scott, Everett Sullivan
 Scott, Percy J. Randolph
 Scott, Ruth Lewis
 Scurlock, Molly Schuyler
 Seaber, Ivy Camille Cole
 Seaman, Dean Linn
 Seaman, Roberta Linn
 Sears, Clara E. Adair
 Seaton, S. E. Macon
 Sebring, Luella Linn
 Seckler, Dorothy Audrain
 See, Otis A. Shelby
 Seidel, Ida Livingston
 Senor, Roy M. Boone
 Settle, Martin Caskey Adair
 Sever, U. Ova Macon
 Seyb, Mrs. Edna L. Clark
 Seyb, Hilda Clark
 Shafer, Reva O. Adair
 Sharp, Dollie Knox
 Sharp, Lloyd Pearl Knox
 Sharp, Ora Ella Monroe
 Sharts, Roy Scotland
 Shatto, H. Mabel Sullivan
 Shaughnessy, Mrs. Ella Knox
 Shaver, Gracie Cope Adair
 Shaw, Everett IOWA
 Shaw, Florence IOWA
 Shaw, M. Hazel Sullivan
 Shaw, M. R. Adair
 Shaw, Stanley IOWA
 Shaw, Velma IOWA
 Shearer, Mary E. Randolph
 Shearer, Ruth FLORIDA
 Shearman, Manona B. Monroe
 Shearman, Mattie Bess Monroe
 Sheehan, Agnes O. IOWA
 Shellenberger, Mrs. J. M. Adair
 Shelton, Maggie Marie Adair
 Shepard, Eva Aurelina Howard
 Shepard, Genevieve Howard
 Shepard, Myrtle Howard
 Shepherd, Mabel Schuyler
 Sherry, Arthur E. Shelby
 Shibley, Harry S. Putnam
 Shibley, Helen Fern Scotland
 Shively, Clara Adair
 Shock, Nina L. Boone
 Shockey, Eva M. Adair

Shockey, Jennie F. Adair
 Shouse, Mary Shelby
 Showen, Gayle Macon
 Shumaker, Ollie Macon
 Shuman, May Adair
 Sievers, Katie Audrain
 Sievers, Minnie Boone
 Sigmund, Rosine Howard
 Simmons, Leta E. Linn
 Simmons, Marie Boone
 Simpson, Madaline B. Clark
 Simpson, Mary Iona Callaway
 Sinnott, May Knox
 Sipple, Blanche Howard
 Sires, Frances Howard
 Sires, Opal Howard
 Slack, Frank W. IDAHO
 Slavens, Leon E. Montgomery
 Slocum, Roy M. Adair
 Sloop, Ruth E. Adair
 Smelser, Alta L. Adair
 Smelser, Clara L. Adair
 Smith, Bess Holt
 Smith, Bessye M. Shelby
 Smith, Clarence A. Adair
 Smith, Everett Putnam
 Smith, Floyd B. Sullivan
 Smith, Hubert C. Chariton
 Smith, Lola Maxie Scotland
 Smith, Martha W. Montgomery
 Smith, Mary Marion
 Smith, Mary K. Adair
 Smith, Samuel S. Putnam
 Smith, William Bowles Lewis
 Smith, William C. Marion
 Smoot, Henrietta K. Marion
 Smythe, Adah COLORADO
 Snart, Ethel Knox
 Snoddy, Sam Howard
 Snow, Mae Linn
 Snowden, Flora Adair
 Snyder, Iantje Pearl Sullivan
 Snyder, Pearle Adair
 Southern, Rolla Randolph
 Sparks, Julia Shelby
 Sparks, Lacey Callaway
 Sparks, Pearl T. Putnam
 Sparks, Press L. Putnam
 Sparks, Walter E. Knox
 Sparling, Enoch A. Livingston
 Sparling, Eugene McKinley Adair
 Sparling, Virginia Adair
 Speak, Daisy Von Putnam
 Spees, Fred L. Lewis
 Spencer, Alleen NEW MEXICO

Spencer, Nellie	Adair	Tate, Mattie	Boone
Spencer, Ray	Sullivan	Tatum, Georgia Lee	Jackson
Spickard, John	Grundy	Taylor, Gertrude R.	St. Louis
Sprang, Cleo W.	Adair	Tayman, Julia Varina	Clark
Sprecher, Martha	Adair	Teeter, Hattie F.	NEBRASKA
Squires, D. A.	Boone	Telkamper, Elizabeth	Callaway
Staggs, Harold A.	Lewis	Tennyson, Ewell C.	Callaway
Stamper, Mattie	Adair	Tennyson, Osa N.	Callaway
Standley, Hortense	Carroll	Terrell, Birney	Putnam
Stansbery, Helen L.	Montgomery	Terrill, Claire	Randolph
Stanturf, Truman J.	Mercer	Terrill, Jennie	Howard
Stanturf, Mona	Mercer	Terry, Leanna M.	Sullivan
Stark, Edna L.	Putnam	Thale, Gertrude	Lewis
Statler, Anna	Scotland	Tharp, Eula	Grundy
Stauffer, Minnie	Audrain	Thiemann, Anna B.	Randolph
Stautermann, Esther M.	Randolph	Thomas, Callie M.	Callaway
St. Clair, Alta	Sullivan	Thomas, Maggie Mae.	Randolph
St. Clair, Ernest E.	Clark	Thomas, Oakley	ARKANSAS
Steele, Kenneth	Putnam	Thomas, Sallie K.	VIRGINIA
Steele, Leo	Sullivan	Thomas, Sarah E.	Callaway
Steffen, Harry	Knox	Thomas, Vera	Macon
Steffey, Mabel K.	Schuyler	Thompson, Ben N.	Putnam
Stein, Mrs. Maggie	Linn	Thompson, Edgar	Adair
Stevens, Waldo	Schuyler	Thompson, Ermine	Adair
Stiers, Adolph	Montgomery	Thompson, Floyd A.	Livingston
Still, Gladys	Adair	Thompson, Martha Burdette.	St. Louis
Stock, Ruth	Harrison	Thompson, Velma Eleanor	Clark
Stokes, Inez H.	Clinton	Thrailkill, Irene	Randolph
Stone, Geraldine	Milan	Threlkeld, C. H.	Macon
Stone, Ruth	Monroe	Threlkeld, Mary Belle	Marion
Stout, Barrett	Adair	Threlkeld, Maude	Macon
Stout, Blanche	Lewis	Throckmorton, Katie Sue.	Lewis
Stout, Louisa	Adair	Thurlo, A. Gale	Sullivan
Stout, Mae Wells	Adair	Thurlo, Eula	Sullivan
Strode, Ella Madeleine	Sullivan	Thurman, Georgia Mae	Howard
Straube, Altha.	Montgomery	Tietsort, Jacob O.	Putnam
Stuart, Faye.	NORTH DAKOTA	Tilley, Gladys Lenore	Harrison
Stuart, Lee Chapman	Clark	Tilley, Hallie D.	Harrison
Stuart, Merle Carter	Clark	Titcomb, Velma	De Kalb
Stukey, Ada	Adair	Toalson, Lucy	Boone
Stukey, Grover C.	Adair	Todd, Alice Claire	Linn
Stukey, Henry	Adair	Tooley, Eva	Macon
Stukey, Verna	Adair	Towles, Myrtle	Knox
Sturgeon, Mary M.	Montgomery	Townsend, Opal Frank	St. Louis
Sturgeon, Pauline	Montgomery	Trainer, Rush Harvey	Mercer
Sturgeon, Reba Alice	Audrain	Trimble, Foy	Livingston
Stutler, Birnie L.	Sullivan	Triplett, Beryle May	Putnam
Stutler, William	Sullivan	Trippeer, Minnie.	Linn
Suddorth, Alley Damron	Lincoln	Trunnell, Pansy M.	Adair
Sullivan, Jas. F.	IOWA	Tuggle, Ernest L.	Adair
Sullivan, Mrs. T. B.	Marion	Turner, Ila E.	Chariton
Summers, Mabel M.	Macon	Turner, Jennie	Macon
Sunderland, Anna	Macon	Twyman, Guy	Randolph
Tarr, Goldie Ruth	Adair	Uhe, Elizabeth K	Knox
Tate, Elizabeth Irene	Chariton	Umstattd, James G.	Monroe

Unfer, Louis Lincoln
 Utterback, Iva C. Monroe
 Utterback, Lizzie Ralls
 Utterback, Timothy Robert Ralls
 Vail, Don Adair
 Vail, Hugh A. Adair
 Valentine, Ralph Eustace Putnam
 Van Court, Letha Boone
 Van Pelt, Lucille M. Randolph
 Vanskike, Lonnie Shelby
 Vanvacter, Ora Mercer
 Vaughn, Georgia Blanche Monroe
 Vaughn, Mabel Monroe
 Vaughn, Maurice B. Montgomery
 Vaughn, Meredith S. Monroe
 Vaught, Cecil Macon
 Victor, Alta R. Randolph
 Victor, Mary Virginia Randolph
 Vittetoe, Cornelia Emmaline Schuyler
 Von Grempe, Orpha Bowman Adair
 Waddell, Edith Blanche Macon
 Waddill, Eva M. Adair
 Waddill, Mary E. Adair
 Waddill, Ray C. Adair
 Waddill, Virgil Adair
 Wade, Esther Callaway
 Waggoner, Clarence Sullivan
 Wainscott, L. F. Macon
 Walker, Grace Monroe
 Walker, S. Lula Linn
 Wallace, Maude Audrain
 Walter, Myrl Chariton
 Walters, Sadie M. Knox
 Waples, Loubelle Clark
 Ward, Madoline Frances Adair
 Ward, Mildred Marion Adair
 Warren, Gladys L. Linn
 Wasson, Lloyd J. Ralls
 Waters, Lillian M. St. Louis
 Watson, Bessie Audrain
 Watson, H. Jess Clark
 Watson, Olive Audrain
 Wattenbarger, Marion Sullivan
 Watters, Howard Adair
 Watters, Violet Audrain
 Way, Marjorie Ruth Livingston
 Wayland, Anna Boone
 Weaver, Ben T. Adair
 Webb, James J. Sullivan
 Webber, Bonny H. Adair
 Webber, Gail Macon
 Webber, Grace E. Adair
 Webber, Ruby B. Audrain
 Welch, Mrs. Jas. C. Lincoln
 Welch, Nellie Boone

Weller, Fuldah Clark
 Wells, Bennie Adair
 Wells, Marguerite C. Adair
 Wells, Phradie Adair
 Wells, Ruby Adair
 Wells, Zelma Mae Adair
 West, Elsie Ora Lewis
 Westfall, Frankie Ralls
 Weyand, Elmer J. Scotland
 Wheatercraft, Juna Linn
 Wheatercraft, Roy M. Linn
 Whitaker, Darel Wesley Monroe
 Whitaker, Elliot T. Monroe
 White, Jannette P. Audrain
 White, Katherine Montgomery
 White, Lola Pike
 White, Lucille Adair
 White, Mary Elizabeth Montgomery
 White, Olivia Belle Randolph
 White, William H. Chariton
 Whitelock, Hazel D. Adair
 Whitelock, Loran Adair
 Whitson, Willie Audrain
 Whittall, Maco B. Adair
 Wickham, Hallie M. Shelby
 Wilder, Lelia P. Scotland
 Wiley, Carrie E. Adair
 Wilgus, Paul Macon
 Wilhelm, Mattie A. Marion
 Wilkinson, Esther Leland Lincoln
 Willett, Jeanne Gentry
 Willey, Ralph J. Callaway
 Williams, Ailey Putnam
 Williams, Helen H. Macon
 Williams, James C. Grundy
 Williams, Jennie L. Macon
 Williams, Lulu Adair
 Williams, Mabel Grundy
 Willis, Sydney E. Howard
 Wills, Carrie Belle Monroe
 Wilson, Byron Iowa
 Wilson, Eugenia Texas
 Wilson, Hazel Chariton
 Wilson, Hazel Adair
 Wilson, Marie Carroll
 Wilson, Samuel E. Monroe
 Wilson, Viola Montgomery
 Winger, Harold Maxwell Adair
 Winget, Sarah Edna Shelby
 Winiette, Fern E. Adair
 Winkler, Grace Adair
 Winn, Earleen Chariton
 Winston, Lillian Janie Shelby
 Wirth, Kathryn B. Schuyler
 Wise, R. L. Adair

Wise, Shirley Gorrell Adair
 Wiseman, Selden Putnam
 Wolfenbarger, Floy Ralls
 Wood, Mrs. Sadia Adair
 Woodin, Gladys Elsie Adair
 Woods, Alice Monroe
 Woods, Anna Lee Monroe
 Woods, Iona Monroe
 Woods, Irene Randolph
 Woods, Mary Lee Adair
 Woodson, Flora Monroe
 Woodson, Jee Howard
 Woodworth, Dorris Dean Monroe
 Worland, Roy S. Montgomery
 Wortmann, Lydia St. Charles
 Wray, Catherine Adair
 Wright, Alice Knox
 Wright, Anna Laura Adair
 Wright, Connie Jeannette Adair

Wright, Cora Alice Shelby
 Wright, David M. Scotland
 Wright, Edgar Arthur Adair
 Wright, Flora A. Harrison
 Wright, Myra Macon
 Wright, Russell H. Knox
 Wright, Ruth Alelaide PENNSYLVANIA
 Wright, Thomas L. Scotland
 Yadon, Clara Etta Adair
 Yates, Mary E. Schuyler
 Yeager, Maye Adair
 Yeager, Paula Iowa
 Yeager, Pearl Iowa
 Young, Anna Alice Putnam
 Young, Irene Montgomery
 Young, Viola Pearl Linn
 Yowell, Leta Meryl Monroe
 Zuspahn, Farris Lewis

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