

BULLETIN OF THE
First District Normal School
Kirksville, Missouri

VOL. XVII.

SEPTEMBER, 1917

No. 9

Published by the First District Normal School. Issued Monthly.

Entered as second class mail matter April 29, 1915, at the post office at Kirksville, Missouri,
under the Act of Congress of August 24, 1912.

EXTRA-MURAL ACTIVITIES, 1917-18

Committee: Rosamond Root, Chairman; H. L. McWilliams; I. R. Bundy; W. A. Clark; Blanche F. Emery.

What the Activities Are: Demands upon the faculty for the direction of extra-mural activities rapidly increase. Hence, thru this bulletin, we show the varieties of service now offered outside the campus. They are: (1) Correspondence Study; (2) Extension Courses; (3) Reading Circle Work; (4) Lectures and Demonstrations; (5) Loans.

Purpose: (1) That teachers may improve themselves while in service; (2) that students engaging in out-of-school employment and expecting to re-enter at a later date may, while so employed, increase their acquirements; (3) that high school students not living within reach of a high school and those teaching on county certificates may increase their high school credits; (4) that communities may be aided thru lectures, conferences, demonstrations, musical and dramatic entertainments, and loan exhibits. The courses are the same as those given in classrooms of the institution. They are to extend academic education. They are to furnish increase of culture for those not anticipating further school attendance who yet wish to improve their leisure in systematic study. Many of the courses may be turned to immediate practical account.

For Information touching Reading Circle Work, write the Chairman of the Committee. Reading Circle bulletin will be sent. For loans, speakers, or entertainments, address also Chairman of the same committee. Correspondence and extension study courses are described in the following pages.

Procedure in Selecting Courses. When selecting correspondence or extension courses, have in mind the following: (1) Whether you desire courses in correspondence or extension. (2) The department to enrol in, as English, or History, or Commerce, etc. (3) The classification of the study, whether of college or high school grade. (4) The number and the name of each course, as 1a English Literature, 1b Stenography, 11 Primitiv History, etc. (5) Amount of credit desired, as $\frac{1}{2}$ unit, $2\frac{1}{2}$ semester hours, etc. (6) Name of faculty member offering the course. (7) Statement of your classification as

high school student or college student, with number of high school units, or of high school units and semester hours, already earned. Use the detachable sheet in applying for correspondence course. Address application and draft to P. O. SELBY, Registrar, but any communications for information as to extra-mural activities may be addressed to Miss Rosamond Root, Chairman.

NOTE. Roman numerals are used to indicate high school courses; arabic numerals, for college courses. Where a course is divided into terms, the letters a, b, and c are affixed to the course number to indicate first, second, and third terms. High school courses are measured in units; college courses, in semester hours.

Regulations as to Correspondence Study: (1) A student is expected to complete a course between Wednesday, Sept. 12, 1917, and Wednesday, May 22, 1918. (2) A maximum of 10 semester hours or 2 high school units may be completed within the time last above mentioned. (3) A fee of \$10.00 is charged for each course valued at $2\frac{1}{2}$ semester hours or $\frac{1}{2}$ high school unit. (4) No fees are refunded. (5) A student forwards, with each lesson, a stamp, self-directed, return envelop. (6) Extension of time may be granted: (1) For a period equal to time which a student spends in residence study at the institution, due notice being given both the Registrar and the instructor at the beginning and the end of such residence study; (2) for a year from the date of expiration of the course, if on account of sickness or other serious cause the student is unable to complete the course within the prescribed time. But the student must secure the consent of the Registrar and the instructor, and pay \$2.00 extra for the course he wishes to continue.

Extension Classes are conducted by regular faculty members. The students meet at chosen study centers. The fee is \$10.00 for each member. The class must have at least six members.

CORRESPONDENCE COURSES IN COMMERCE

I. Farm Accounts. Bookkeeping and business practice, with business of the farm for exercises. A good course, introductory to bookkeeping. Cost of books, \$1.25 postpaid. Credit, $\frac{1}{3}$ unit. MR. SELBY.

IIb and c and IIIa and b. Typewriting. Courses in touch typewriting. Prerequisite, one course in residence. Each course valued at 1-6 unit. MISS FINEGAN.

IVa and b. Stenography. Gregg Manual and Progressive Exercises are the books used. In IVb Gregg Speed Studies are also used. For each course, $\frac{1}{3}$ unit of credit. MISS FINEGAN.

Ia and b. Stenography. (See above). For each course, $2\frac{1}{2}$ hours credit. MISS FINEGAN.

3a and b. Typewriting. (See above). Each course, $1\frac{1}{4}$ hours credit. MISS FINEGAN.

3a, b and c. Bookkeeping. These courses take up the study in an up-to-date way. No subject can be taken by correspondence with more satisfaction. Practice books are kept, questions are answered. Text and supplies for Course a or b, \$1.53 postpaid; Course 3, \$2.53. Each course, $2\frac{1}{2}$ hours credit. MR. SELBY.

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.....

Subject desired by correspondence.....

Amount of credit to be obtained.....

Instructor.....

Show your classification as a student by the amount of credit you now have:.....high school units; semester hours.

.....

EDUCATION COURSES BY CORRESPONDENCE, ALSO IN EXTENSION CLASSES

IIIa. Psychology of Learning. A study in the essential facts and fundamental laws of behavior, covering such topics as habit, association, attention, instinct, perception, memory, imagination, emotion, reason. Attention is paid to the physiological correlates of these processes. $\frac{1}{3}$ unit. MISS ROOT.

IIIb. School Management: The school as an organization; the function of the school; the preparation of the teacher for the three phases of school work—organization, management, discipline; relation of the various elements; mechanisms of classroom management. Credit, $\frac{1}{3}$ unit. MISS ROOT.

IVc. Methods and Observation. Considering theory of method, and emphasizing the origin and use of subject matter; the function of teaching as leading to control of values; motivation as a means of generating and directing activity; etc. Credit, $\frac{1}{3}$ unit. MISS ROOT.

3. Principles of Teaching. An elementary study of the principles of good teaching. Credit, $2\frac{1}{2}$ hours. MR. BURROWS.

5. Rural Sociology. A study of life in rural communities, seeking to discover 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. Credit, $2\frac{1}{2}$ hours. MISS ROOT.

19. History of Education. A study of educational aims and processes from primitive peoples to the disciplinary education of John Locke, with frequent reference to modern education in its theory and practice. Credit, $2\frac{1}{2}$ hours. DR. CLARK.

21. The Teaching of English in Elementary Schools. Designed for high school graduates and others who have studied Grammar, Composition, and Elementary Literature. It is especially for teachers in rural and other elementary schools. Credit, $2\frac{1}{2}$ hours. MISS JEWETT.

23. The Teaching of Arithmetic. A course to give clear insight into the content of arithmetical method and a perspective that will enable the student to judge comparative values of subjects and processes in Arithmetic. Credit, $2\frac{1}{2}$ hours. MR. ZEIGEL, MR. COSBY, OR MR. JAMISON.

41. The Teaching of Manual Arts. The course gives a short history of Manual Training and the leaders in the movement, its development in the United States, the modern views of Manual Arts for educational and vocational aims, the value to be derived from Manual Arts, the outline of a course of study, and plans for equipment of a shop. Credit, $2\frac{1}{2}$ hours. MR. MCKEAN.

107. History of Modern Education. A concrete study of present-day education, its aims, methods, and organization, its development from the naturalism of Rousseau thru the critical thinking of Pestalozzi, Herbart, Froebel, and Spencer. Prerequisite, Education 19 or its equivalent. Credit, $2\frac{1}{2}$ hours. DR. CLARK.

ENGLISH BY CORRESPONDENCE

Ib and c. Grammar and Composition. Ib includes a study of all parts of speech except the verb; Ic, the verb. Each course, $\frac{1}{3}$ unit. MISS JEWETT.

IIa and b. American Literature. IIa includes Irving, Franklin, Cooper, Bryant, Longfellow, and Hawthorne; IIb, Lowell, Whittier, Emerson, Poe, Thoreau, and others of the 19th and 20th centuries. Each course, $\frac{1}{3}$ unit. MISS EMERY.

IIIa and b. American Literature. IIIa is a study of selections from early English literature to the Victorian period; IIIb, the Victorian period and 20th century. Each course, $\frac{1}{3}$ unit. MISS MANN.

IIc, IIIc, IVc. Rhetoric. IIc, a study of general principles; IIIc, expository themes and narration and description; IVc, longer themes on the expository and argumentative type. Each course, $\frac{1}{3}$ unit.

ENGLISH BY CORRESPONDENCE AND ALSO IN EXTENSION CLASSES

1a, b and c. English Literature. A general survey of English literature from the beginnings to the present day. Each course, $2\frac{1}{2}$ hours. MR. JONES.

3a, b and c. American Literature. A survey course of American literature from 1607 to the present day. Each course, $2\frac{1}{2}$ hours. MR. WISE.

5a and b. Shakespeare. 5a, comedies; 5b, tragedies. Each course, $2\frac{1}{2}$ hours. MISS JEWETT.

11. Short Story. A study of English and American Short Stories, and practice in the production of original stories. $2\frac{1}{2}$ hours. MR. WISE.

17a, b and c. The Bible as English Literature. 17a and 17b are studies of the literary qualities of the Old Testament; 17c of the literary qualities of the New Testament. Each course, $2\frac{1}{2}$ hours. Given in extension classes only. MR. JONES.

1a, b and c. 19th Century Literature. A study in the three terms respectively of poets, essayists, and novelists. $2\frac{1}{2}$ hours for each term. MISS EMERY.

103. Tennyson and Browning. Intensive appreciation course. $2\frac{1}{2}$ hours. Given in extension classes only. MISS EMERY.

105. Modern Fiction. A study of contemporary English and American fiction. $2\frac{1}{2}$ hours. Given in extension classes only. MISS JEWETT.

107. Modern Drama. A study of authors and tendencies, with reading of modern plays. $2\frac{1}{2}$ hours. MR. WISE.

CORRESPONDENCE COURSES IN FINE ARTS

7a, b and c. Design and Art Structure. 7a gives a general knowledge of composition; principles, beginning with study of proportion, space division, and harmony of line arrangement. Theory of color and principles

of the uses of varying lines, values, and intensities are studied. 2½ hours. Given also in extension classes. MISS LYLE. 7b, Historic Ornament, plant analysis, derived ornament and advanced color theory. 2½ hours. Offerd also in extension classes. MISS LYLE. 7c, Printing and poster work, study of the book, process of binding, design of cover, end papers, title page, initial letters and finals and wood block printing. 2½ hours. Offerd also in extension classes. MISS LYLE.

9. Costume History and Design. Principles of designing and color harmony as applied to textiles, embroidery, and costumes. The history of costume studied for suggestions afforded to designers of present-day costumes. Some instruction in Fine Arts must precede this course. 2½ hours. Offerd also in extension classes. MISS LYLE.

101a, b and c. Art History and Appreciation. To be carried by students pursuing their third year in Art. Prerequisite, European History. 101a, prehistoric, Oriental, Greek and Roman Art and architecture. 2½ hours. Offerd also in extension classes. MISS LYLE. 101b, medieval and Renaissance art and architecture. 2½ hours. Offerd also in extension classes. MISS LYLE. 101c, modern art and architecture. 2½ hours. Offerd also in extension classes. MISS LYLE.

CORRESPONDENCE COURSES IN HISTORY

Ia, b and c. American History: Ia, from earliest events to 1789; Ib, from 1789 to 1860; Ic, to the present time. Each course, ½ unit. MR. OTTERSON.

IIa, b and c. European History: IIa, the ancient period; IIb, the medieval and modern periods; IIc, the later modern period. Each course, ½ unit. MR. MEALS.

HISTORY BY CORRESPONDENCE AND ALSO IN EXTENSION CLASSES

Ia, b and c. Medieval and Modern History. The introductory course in History. Ia, the early medieval period; Ib, the later medieval and the early modern periods; Ic, the later modern period. Each course, 2½ hours. MR. VIOLETTE.

3a, b and c. English History. 3a, the history of the ancient Orient, including Egypt, Babylonia, Assyria, and the Hebrews; 3b, Greece from the Homeric period to the division of Alexander's empire; 3c, Roman history from the founding of the city of Rome to the Germanic invasions. Each course, 2½ hours. MR. KINGSBURY.

5a, b and c. American Constitutional History. (See Political and Social Science 5a, b and c.)

7a, b and c. English History. Chiefly the conditions and the economic phases of English History. 7a, from the earliest times to the opening of the Hundred Years War; 7b, to the Restoration; 7c, to the present time. Each course, 2½ hours. MR. VIOLETTE.

11. Primitiv History. The growth and development of the social and industrial institutions of primitiv peoples, projects showing the industrial development. $2\frac{1}{2}$ hours. MISS DOOLITTLE.

109c. Latin American History. A study of the present industrial, social, and economic conditions in the Latin-American countries. Credit, $2\frac{1}{2}$ hours. Offerd in extension classes only. MR. KINGSBURY.

CORRESPONDENCE COURSES IN INDUSTRIAL AND MANUAL ARTS

IIIa, b and c. Mechanical Drawing. IIIa, the working drawing; IIIb, orthographic projection; IIIc, developments, intersections, and mechanical perspectiv. Each course, 1-6 unit. MR. McKEAN.

5a, b and c. Mechanical Drawing. 5a, the working drawing; 5b, orthographic projection; 5c, developments, intersections, and mechanical perspectiv. Each course, $1\frac{1}{4}$ hours. Given also in extension classes. MR. McKEAN.

EXTENSION COURSES IN INDUSTRIAL ARTS

1a, b and c. Industrial Arts. A study of the changes in raw material which märke it of value for man's uses. Arranged for teachers and supervisors in rural and elementary schools. Each course, $2\frac{1}{2}$ hours. MISS EVANS.

CORRESPONDENCE COURSES IN LATIN

IIa, b and c. Beginning Latin. Regular first year study. Each course, $\frac{1}{3}$ unit. MISS GREEN.

IIIa, b and c. Caesar. Selections from the seven books of the Gallic War. Each course, $\frac{1}{3}$ unit. MISS GREEN.

5a and b. Virgil's Aeneid, books I-VI. Each course, $2\frac{1}{2}$ hours. MISS GREEN.

105. Cicero's Essays De Amicitia and De Senectute. Open to those having as much as three or four years of Latin. $2\frac{1}{2}$ hours. MISS GREEN.

11. Composition, English into Latin. Latin Composition is especially adaptable to a correspondence course. Open to those having three or more years of Latin. $2\frac{1}{2}$ hours. MISS GREEN.

MATHEMATICS BY CORRESPONDENCE AND ALSO IN EXTENSION CLASSES

Ib. Elementary Algebra. The course covers Slaught and Lennes Complete Algebra from page 122 to 240. $\frac{1}{3}$ unit. MR. ZEIGEL, MR. COSBY, or MR. JAMISON.

Ic. Elementary Algebra. Slaught and Lennes Complete Algebra, page 240 to 367. $\frac{1}{3}$ unit. MR. ZEIGEL, MR. COSBY, or MR. JAMISON.

IIIb. Plane Geometry. The course covers books two and three of Wentworth-Smith's Geometry. $\frac{1}{3}$ unit. MR. ZEIGEL, MR. COSBY, or MR. JAMISON.

1. Solid Geometry. The course includes the fundamental theorems of the geometry of space, mensuration of solids, and an introduction to modern geometry. $2\frac{1}{2}$ hours. MR. ZEIGEL, MR. COSBY, or MR. JAMISON.

3a and b. Plane and Spherical Geometry. A study of relation. It correlates Algebra and Geometry, use is made of the transit, and practical problems in the field are formulated and solved. Each course, $2\frac{1}{2}$ hours. MR. ZEIGEL, MR. COSBY, or MR. JAMISON.

7a. College Algebra. 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. $2\frac{1}{2}$ hours. MR. ZEIGEL, MR. COSBY, or MR. JAMISON.

Note: All other academic courses of college grade listed in June bulletin for 1917 will be given on demand.

23. The Teaching of Arithmetic. This course is intended to give a clear insight into the content of arithmetical method and a perspective enabling the student to judge the comparative values of the various subjects and processes in Arithmetic. $2\frac{1}{2}$ hours. Given in extension classes only. MR. ZEIGEL, MR. COSBY, or MR. JAMISON.

CORRESPONDENCE COURSES IN GERMAN

1b and c. Beginning German. Prerequisite, one term in German. Each course, $2\frac{1}{2}$ hours. MR. HEYD.

Note: 1a, b and c, the beginning German courses offered consecutively for extension classes, 2 hours each.

5a and b. German Reading Course. Novelettes and short stories read as a basis for conversation. Each course, $2\frac{1}{2}$ hours. MR. HEYD.

105a and b. Advanced German Reading. Poetry and modern novels. Each course, $2\frac{1}{2}$ hours. MR. HEYD.

109a, b and c. Schiller's Dramas. Each course, $2\frac{1}{2}$ hours. MR. HEYD.

113a, b and c. Goethe's Dramas. Each course, $2\frac{1}{2}$ hours. MR. HEYD.

FRENCH IN EXTENSION CLASSES

1a. Beginning French. $2\frac{1}{2}$ hours. MR. HEYD.

CORRESPONDENCE COURSES IN MUSIC

3a. Harmony. Major and minor scales, triads and their connections, harmonization of melodies with single triads. $2\frac{1}{2}$ hours. MR. BIGGERSTAFF.

3b. Harmony. Seventh chords and their connections, ornamental triads, harmonization of melodies. $2\frac{1}{2}$ hours. MR. BIGGERSTAFF.

5a. Counterpoint. Melody writing, two part invention. $2\frac{1}{2}$ hours. MR. BIGGERSTAFF.

POLITICAL AND SOCIAL SCIENCE BY CORRESPONDENCE AND ALSO IN EXTENSION CLASSES

IIa and IVa. Civics. State and local government. $\frac{1}{3}$ unit. MR. OTTERSON.

IIb and IVb. Civics. National government. $\frac{1}{3}$ unit. MR. OTTERSON.

1a. American Government and Politics. The course deals entirely with the structure and workings of the government at Washington. $2\frac{1}{2}$ hours. MR. OTTERSON.

1b. American Government and Politics. State and local government in United States, with special emphasis on the government of Missouri. $2\frac{1}{2}$ hours. MR. OTTERSON.

3. Contemporary International Politics. Concerned with the international relations of the present. $2\frac{1}{2}$ hours. MR. FAIR.

5a, b and c. American Constitutional History. A course in the history of American government and politics, with a strong background of social and economic history. Each course, $2\frac{1}{2}$ hours. MR. FAIR.

AGRICULTURE BY CORRESPONDENCE, ALSO IN EXTENSION CLASSES

Ia. Biology. A technical course in High School Botany. $\frac{1}{3}$ unit. MR. WRIGHT.

Ib. Biology. Covering the essential principles of plant and animal improvement. $\frac{1}{3}$ unit. MR. WRIGHT.

IIa or IIIa. Agriculture. An elementary course in plant and animal improvement. $\frac{1}{3}$ unit. MR. WRIGHT.

IIb or IIIb. Agriculture. An elementary course in soils and farm crops. $\frac{1}{3}$ unit. MR. WRIGHT.

IIc or IIIc. Agriculture. An elementary course in farm management. $\frac{1}{3}$ unit. MR. WRIGHT.

1a. Farm Crops. A study of the cereal crops, their cultural requirements, insect enemies, diseases. $2\frac{1}{2}$ hours. MR. ELLISON.

1b. Farm Crops. The forage crops, their cultural requirements, insect enemies, diseases. $2\frac{1}{2}$ hours. MR. ELLISON.

1c. Farm Crops. A special study of corn, with special reference to judging, scoring, and seed testing. $2\frac{1}{2}$ hours. MR. WRIGHT.

7a. Live Stock. Types and breeds, care and management of horses, hogs, and sheep. $2\frac{1}{2}$ hours. MR. WRIGHT.

7b. Live Stock. Types and breeds of beef and dairy cattle. $2\frac{1}{2}$ hours. MR. WRIGHT.

7c. Poultry Culture. Types and breeds and care of poultry, poultry house construction, incubation, and care of chicks. $2\frac{1}{2}$ hours. MR. WRIGHT.

EXTENSION COURSES IN CHEMISTRY, PHYSIOLOGY, SANITATION, ETC.

III. Physiology. The elements of functional physiology. $\frac{1}{2}$ unit.
MR. BRAY.

3. Sanitation. A course in the study of public health problems from the standpoint of environment. $2\frac{1}{2}$ hours. MR. BRAY.

101a and b. Analytical Chemistry. A course in qualitative analysis. For well qualified students who have a good laboratory which they can use. Each course, $2\frac{1}{2}$ hours. MR. BRAY.

III. Child Hygiene. A study of public health problems from the standpoint of the hygiene of the school child. $2\frac{1}{2}$ hours. MR. BRAY.

EXTENSION COURSES IN HOME ECONOMICS

3a. Principles of Food Preparation. Study of production, selection, cost, and preparation of different types of foods. $2\frac{1}{2}$ hours. MISS NAYLOR.

PHYSICAL GEOGRAPHY AND PHYSIOGRAPHY BY CORRESPONDENCE AND IN EXTENSION CLASSES

IIa, b and c. Physical Geography. Each course, $\frac{1}{2}$ unit. MR. STOKES.

Ia, b and c. Physiography. A study of the physical features of the earth's surface and of the physical processes operative in producing them, mathematic geography, and meteorology or physics of the atmosphere. Each course, $2\frac{1}{2}$ hours. MR. STOKES.

LECTURES AND DEMONSTRATIONS

The following is a list of addresses, demonstrations, and forms of entertainment given on request by faculty members:

By John Lafon Biggerstaff: Music as a Culture Study; Music as an Avocational Study; Piano-Lecture Recital.

Willis J. Bray: The School's Responsibility for Physical Efficiency; The Teacher's Place in the Public Health Campaign; "Let's Save the Kiddies" (Illustrated); The Public School in the Present World Crisis; Permanent Preparation for the Gospel of the 3 V's.

I. R. Bundy will speak at teachers' meetings and community gatherings in the interest of library service and the organization of new libraries.

Mark Burrows: A Larger and Better School Plant; Modern School Buildings (Illustrated); The School Plant a Social Center; Science and Civilization (Illustrated); A Year of the Normal School in Thirty Minutes (With slides and motion pictures); Pioneers; The War's Effect upon Science and Industry (Illustrated); From Ocean to Ocean, illustrated from the author's own pictures.

William Arthur Clark: What a Missouri Boy Can Do; The Practical Value of Higher Education; Inspirational Talks Upon Fundamentals of Education; Making a Living; Psychology of the Curriculum; Preventing Waste.

Byron Cosby: American Ideals; Books and Things; Folks and Forces; Your Work of Tomorrow.

Laurie Doolittle: Making History Concrete Thru Manual Activities; The Teacher's Part in the Preparation for Citizenship in a Democracy.

Blanche Frances Emery: The Camp Fire Movement, illustrated by camp fire girls with a program of a three-act play, "Maud Muller" (written by Mr. Wise of the English faculty) or by two one-act plays; Talks to High School Boys and Girls; Seeing Missouri First—A Camp Fire Hiking Experience—illustrated.

Chas. A. Epperson: Modern Tendencies in Mathematics Teaching.

Clarice Evans: Industrial Arts for Elementary Schools. (Illustrated.)

Eugene Fair: A League to Enforce Peace; The Two Hague Conferences; "What is Democracy."

Thurba Fidler: The Grange and Other Community Activities; The Motivated Recitation.

Vera Finegan: The Place of Commercial Subjects in the Socialized Curriculum; Stenography as a Profession.

T. Jennie Green: The Relation of Latin to Practical Life, (Illustrated); A Lecture on Either Virgil or Caesar (Illustrated); Roman House and Wall Decorations.

Mrs. Jo Walker Humphrey: Individuality Plus Vocational Guidance.

George Harold Jamison: Abraham Lincoln; The World Call for Education; Unity in Community Life; The Quest of John Chapman.

Ida Adele Jewett: Round tables with teachers on the Teaching of Spelling, Reading, Language, etc.; Lecture on Shakespeare or other literary topics; The New Poetry; Shakespeare's Tragic Heroes; Dialects, Their Origin and Value.

Warren Jones: An Evening With Whittier, (Illustrated); The Home and the School; Education for Efficiency; The Value of an Ideal; Demonstration Lessons in English; Talks on Irving, Longfellow, Hawthorne, Dickens, Scott, Shakespeare, Wordsworth, the Theater—all illustrated.

Pres. John R. Kirk: Addresses adapted to community meetings, commercial clubs, educational conventions, commencement programs, and various other purposes.

Louise Kirkham: Motivation of Primary Work.

Grace Lyle: Appreciation of Pictures and the Artistic Principles Involved (Illustrated); School and Home Decoration from an Economic Standpoint; The Principles of Dress Design and their Practical Application; Courses of Study in Fine Arts for Rural Schools; The Buying and Framing of Pictures for School and Home; The History of Painting, Sculpture, or Architecture; Biographical and critical lectures on any artist or sculptor.

H. A. McKean: The People of the Philippine Islands; The Work of the American Teacher in the Philippines; How Shall We Know Our Industries? The School and Everyday Life.

Harvey L. McWilliams: Organizing and Managing Athletic Contests; Athletics and Physical Education; A Demonstration of Plays and Games.

Bess Naylor: Demonstrations of preservation of food and other lessons in food economy; Substitutes, etc.; The Teaching of Household Arts.

Rosamond Root: The Commercialization of American Leisure; Cause, Nature, and Treatment of Juvenile Delinquency; The Social and Economic Significance of Good Roads; The Missouri Way of Beautifying the Farm; The Social Factors in Rural Progress; Organization for Rural Betterment; The Teacher and the School; The School and the Start in Life; The Motivation of School Work; Subject Matter a Determining Factor in Method; The Home and School Association; Education a Means, Not an End; Organization and Management of the School and the Method in the Common School Branches.

Felix Rothschild: The Delinquent Community; The Social Problems of the High School; (Vocational Guidance) Counseling the High School Boy and Girl; Learning to Earn.

Eudora H. Savage: Literature in the Elementary Schools; How to Teach Reading in the Upper Grades; How to Make Grammar a Live Subject; The Teacher in Preparing for Citizenship in a Democracy.

Paul O. Selby: Education in Missouri—What Has Come and What is Coming (For Teachers' Associations); An Inventory of Opportunity (Commencement Address).

Flora Snowden: Demonstration lessons on sewing and household arts in the public schools; The Place of Household Arts in the Curriculum; Lectures and Demonstrations; Cleansing and Repairing of Garments; Red Cross Sewing and Knitting; Supervision of Neighborhood Sewing Circles.

James Stephen Stokes: The Physical Features of the Earth's Surface; Landscape; The Scenic Showplaces of the United States; Modern Conveniences in the School and the Home; Round about the Home (illustrated); Direct and Indirect Tuition; The Fundamental Motive.

Eugene Morrow Violette: Phases of the Present War; Illustrated Lectures on a Day in the House of Parliament, a Day at Versailles, a Trip Thru London, a Trip Thru Paris.

Winifred M. Williams: Some Values of Physical Training (illustrated).

Claude Merton Wise: The Dramatic Method of Teaching Reading and Literature; Original Plays and Pageants (illustrated); Scenery, Costume, Lighting (illustrated); Make-up for Amateurs (demonstrated); The Community Theater Movement; Dramatic Readings from Lord Dunsany and Others.

E. A. Wright: Live Stock on the Farm; Corn; Alfalfa in Northeast Missouri; The Dairy Business; Weeds; (All the foregoing illustrated by charts and lantern slides) Leadership and Cooperation; The Next Generation.

William Henry Zeigel: The Teaching of Arithmetic; The Part of the Father in the Home Training of Children; The Return the Teacher Should Make to the Home Community; The Church and the School in Rural Life Betterment; The School and the National Emergency; Food Conservation and War.

LANTERN SLIDES

In teaching many school and college subjects, pictures have come to be an indispensable aid. The Normal School has prepared in its Photography laboratory several thousand slides which it will lend to other schools.

No charges are made for the use of the slides, but the school borrowing must pay all transportation charges and also pay for breakages at the rate of twenty-five cents per slide. The Normal School will send the slides packed in a suitable case. Ordinary care will avoid danger of breakage. The slides will be accompanied by printed instructions on how to use them. They may be kept one week from date of receipt. An idea of the field covered by the slides is shown in the list of subjects printed below. For further information, inquiries should be addressed to the members of the faculty whose names appear after the several lists. Requests for loans should be made to these faculty members.

Agriculture: Dairying; Types and Breeds of Horses; Types and Breeds of Hogs; Farm Machinery. E. A. Wright.

Chemistry: Any subject in Chemistry or Sanitation. W. J. Bray.

English: Emerson; Longfellow; Whittier; Holmes; Irving; Hawthorne; Dickens. Warren Jones.

Fine Arts: The Appreciation of Art in Pictures. Miss Grace Lyle.

German: Phonetics; Alchemy and Witchcraft; German Theater; Pommern, East and West Prussia; Elsass, Wurtenberger and Baden; Freiheitzkriege, (War of Liberation); Goethe and Schiller. J. W. Heyd.

Ancient History: Prehistoric stone implements, etc.; Egyptian temples, pyramids, tombs, agriculture; Assyrian and Babylonian temples and Persian royal palaces; Palestine—physical conditions, Jerusalem, temple; Greece—Mycenae, Tiryns, Olympia, Athens, Greek industry; Rome—Forum, Palatine Hill, Colosseum, Pantheon, Circus Maximus, Roman houses, walls and gates, arches and columns. J. L. Kingsbury.

Medieval and Modern History: Medieval amusements; Basilican, Byzantine, Romanesque, Gothic, and Renaissance architecture; Avignon books and printing; Castles; Charlemagne; Constantinople; Crusades and Military Orders; Medieval Dress; Medieval Education; Feudalism; leading characters and great events in French Revolution; Medieval Guilds; Italian cities; Joan of Arc; Manorial system; Mecca and Medina; Monasteries; Maps and plans of Paris; Luther, Calvin, and Zwingli; Religious Wars in France and the Netherlands; Rheims; St. Peters at Rome; Savonarola and Florence; Thirty Years' War; Versailles. E. M. Violette.

English History: Physical Conditions of British Isles; Stonehenge; Danish and Norman England; Battles of Hastings and Waterloo; Bayeux Tapestry; Medieval Ships; Civil War; Wesley; Maps and Views of London; Exterior and Interior Views of Houses of Parliament; Royal Coronation; Courts. E. M. Violette.

American History: American Indians; Explorers and Spanish settlements; French settlements; Colonial Virginia, including portraits, Jamestown, and Agriculture; Massachusetts Bay Colony; American Revolution; Declaration of Independence; George Washington, including Mount Vernon and

scenes in his administration; Jefferson; Jackson; Battles of War of 1812; Development of Railway Transportation; Development of Agricultural Implements; Scenes in Yellowstone and the West; Maps giving density of population of United States by various censuses; Presidential Campaign cartoons for 1832, 1836, 1844, and 1912. Eugene Fair.

Latin: Art of War at Caesar's Time; The Gallic War; Stories from Ovid; Virgil; A Roman School; Dress, games, theaters; Views in Rome; Views at Pompeii; Writing Materials. Miss T. Jennie Green.

Rural Sociology: Beautification of the Home and School thru flowers, trees, and shrubs; Modern Conveniences in Farm Houses; Consolidated Schools; Modern School Buildings. Mark Burrows.

MOTION PICTURE FILMS

Long-Bell Lumber Co., Kansas City, Mo., "Lumber Industry."

The John B. Stetson Co., Philadelphia, Pa., "Making Felt Hats."

Walkover Shoe Company, Campello, Mass., "Making Walkover Shoes."

Great Northern Railway, St. Paul, Minn.

National Cash Register Co., Dayton, Ohio.

Curtis Publishing Co., Philadelphia, Pa., "Producing the Ladies' Home Journal and Saturday Evening Post."

Peabody, Houghteling & Co., Chicago, Ill., "The Paper Industry."

Wm. B. Skinner's Sons, Holyoke, Mass., "Silks and Satins" (Life History of Silk Worm, etc.)

Northern Pacific Railway, St. Paul, Minn., "The Beauties of Yellowstone National Park and the Industrial Opportunities of the Northwest."

E. I. Du Pont De Nemours Powder Co., Wilmington, Del., "Farming with Dynamite."

Peabody Coal Co., Chicago, Ill., "Coal Mining in Southern Illinois."

Universal Portland Cement Co., Chicago, Ill., "Road Making."

Union Pacific Railway, Chicago, Ill.

Grand Trunk Pacific, Montreal, P. Q., Canada.

Ford Motor Car Co., Detroit, Mich.

Mayer Bros., Chicago, Ill., "The Clothing Industry from Sheep to Weaver."

Sprague Canning Machinery Co., Chicago, Ill., "Pea Canning in Wisconsin."

Hershey Chocolate Co., Hershey, Pa., "Cocoa and Chocolate from Bean to Cup."

Larkin Company, Buffalo, N. Y., "Soaps, Perfumes, etc."

Dyer Film Co., 5th Ave., New York, N. Y. Producers of Educational and Industrial Films.

Rodgers-Brown Co., Cincinnati, Ohio, "From Mine to Molder."

The Printzess Garment Co., Cleveland, Ohio, "Making Women's Outer Garments."

Borden Milk Co., 108 Hudson St., New York City. (Address Dr. W. E. J. Kirk) "Sanitary and Scientific Dairying."

National Motion Picture Co., Indianapolis, Ind., Educational and Public Health Films.

