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OF THE

FIRST DISTRICT NORMAL SCHOOL

KIRKSVILLE, MISSOURI

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CORRESPONDENCE and EXTENSION COURSES and OTHER EXTRA-MURAL ACTIVITIES 1918-19

Committee—E. M. Violette, Chairman, Mark Burrows, Rosamond Root.

What the Activities Are—Demands upon the faculty of the First District Normal School for the direction of extra-mural activities rapidly increase, and in keeping with its policy of meeting all the educational needs of the district it serves as they arise, the institution offers the following varieties of service thru its faculty to individuals who can not enroll as resident students and to communities outside of Kirksville:

1. Correspondence Courses;
2. Extension Courses;
3. Reading Circle Work;
4. Lectures and Demonstrations;
5. Loans.

Information—Thru this bulletin information is offered concerning all the different forms of extra-mural activities of the School except the Reading Circle work. Information concerning that work is contained in a separate bulletin, copies of which may be had on application to the Chairman of the Committee. For further information on any phase of these various activities, address also the Chairman.

CORRESPONDENCE AND EXTENSION COURSES

Purpose—The purpose of this Normal School in offering correspondence and extension courses is to enable every one who cannot attend an educational institution for the time being, to pursue systematic study under competent direction and for credit. Such study is particularly desirable for: 1. teachers who wish to improve themselves while engaged in teaching and to add to their qualifications for more effective service; 2. those who may be engaged in some other work than teaching and who are expecting to enter or re-enter school some time sooner or later; 3. those who for general reasons desire to keep themselves fully abreast of the times by pursuing certain studies that especially interest them.

Character of the Courses—The correspondence and the extension courses are the same as those given in the class rooms of this institution and are conducted by the same members of the faculty who give them at Kirksville.

Enrollment in 1917-18—Although this school has been giving correspondence and extension courses for only a few years, the enrollment during the year 1917-18 was very gratifying indeed. One hundred and fifty-six students enrolled for correspondence study in seventeen different departments. The enrollment ranged from one to thirty-nine in these seventeen departments. One hundred and twenty-four students were enrolled in fourteen different classes in extension work. These classes were formed at Brashear, Brunswick, Edina, Elsberry, Greentop, Hannibal, Lancaster, Milan and Moberly. They were conducted by three different departments.

Plans for 1918-19—Plans are under way which will enable the faculty to enroll a still larger number of correspondence students and to organize a greater number of extension classes, and to carry on these forms of activity with greater ease and effectiveness than ever before.

Procedure in Selecting a Correspondence Course.—If you desire to take a course by correspondence, examine carefully the list of courses that are described in this bulletin. On discovering the course that you wish to take, carefully fill out the blank application for correspondence study in this bulletin and send it, with your remittance for the fee, to the Registrar. On receiving your application the Registrar will notify the instructor under whom you wish to take work that you have applied for a course, and if, in the judgment of the instructor you are fitted to pursue the course, he will send the outlines for the work with full directions as to how to proceed. In case the instructor decides that you are not qualified for the work, he will report that matter to the Registrar who will either ascertain from you what other course you would like to take or refund you your fee.

Regulations as to Correspondence Courses—1. Students are urged to enroll as soon as possible after the beginning of the fall term and are required to complete their work by the close of the following spring term. 2. In each correspondence course for which credit for $2\frac{1}{2}$ semester hours or $\frac{1}{3}$ high school unit is given, there will be twenty single lessons or ten double les-

sons, and, at the option of the instructor, a final examination covering the entire course. A single lesson is planned so that it will require approximately five hours of sixty minutes each for its preparation, and a double lesson just twice that amount of time. 3. A fee of \$10 is charged for each college course valued at $2\frac{1}{2}$ semester hours and of \$7.50 for each high school course valued at $\frac{1}{3}$ high school unit. To either fee must be added 50 cents when books from the library will be required in doing the work of the course for which the student is enrolled. This extra fee is to defray the postage in sending books from the library. Books are to be returned to the library at the further expense of the student. 4. No fees are refunded except in the case of a student who enrolls in a course in which the instructor discovers he is not qualified to begin. 5. With each lesson paper sent in to the instructor, the student must enclose a stamped and self-addressed envelope for the return of the paper with the criticisms and comments of the instructor. 6. An extension of time may be granted to the student enrolled for correspondence work under the following circumstances:—first, for a period equal to the time which a student spends in residence study at this institution after beginning the correspondence course, provided the period of residence study lies within the winter or spring quarters of the year in which the correspondence course is undertaken; second, 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, provided he secures the consent of the Registrar and the instructor and pays an extra fee of \$2.00 for the course in which he wishes to continue.

Extension Courses—These are conducted by regular members of the faculty at study centers agreed upon by the students and the instructors. Those who are interested in the organization of extension classes should study carefully the list of courses offered in this bulletin. For special information concerning any course in which you may be interested, write to the Chairman of the Committee or to the member of the faculty who offers the course. The fee is \$10 for each member enrolled for credit. The minimum number of members required in order to secure the organization of a class will depend upon the distance of the study center from Kirksville. Ordinarily classes will not be organized unless there are eight or ten in the class. Inasmuch as no one member of the faculty will be able to conduct as a usual thing more than two or three extension classes during a given school year, it is advisable for those who are contemplating the organization of such classes to make arrangements for them as early in the fall as possible. In extension courses for which $2\frac{1}{2}$ hours credit is given, the instructor will meet the class ten different times. Ordinarily the meetings of the class will each be two hours long and will be held every other week. All extension courses must be completed by the end of the spring term.

Maximum Credit—A maximum credit of ten semester hours or two high school units may be made by any one student by correspondence courses or extension courses or by both within the limits of the time set for the completion of such work. A maximum credit of $\frac{3}{4}$ of a high school unit may be made by any one student by Reading Circle work, but no college credit is given for such work.

AGRICULTURE COURSES IN EXTENSION CLASSES ONLY

High School Courses

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

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

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

College Courses

11a. Farm Crops. A study of the cereal crops, their cultural requirements, insect enemies, diseases. $2\frac{1}{2}$ hours. MR. DALTON.

11b. Farm Crops. The forage crops, their cultural requirements, insect enemies, diseases. $2\frac{1}{2}$ hours. MR. DALTON.

11c. Farm Crops. A special study of corn, with special reference to judging, scoring, and seed testing. $2\frac{1}{2}$ hours. MR. DALTON.

17a. Live Stock. Types and breeds, care and management of horses, hogs, and sheep. $2\frac{1}{2}$ hours. MR. WRIGHT.

17b. Live Stock. Types and breeds of beef and dairy cattle. $2\frac{1}{2}$ hours. MR. WRIGHT.

18a. Poultry Culture. Types and breeds and care of poultry, poultry house construction, incubation, and care of chicks. $2\frac{1}{2}$ hours. MR. WRIGHT.

CHEMISTRY COURSES IN EXTENSION CLASSES ONLY

College Course

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

COMMERCE COURSES BY CORRESPONDENCE

High School Courses

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. $\frac{1}{3}$ unit. -----

IIb and c and IIIa and b. Typewriting. Courses in touch typewriting. Prerequisite, one course in residence. Each course, 1-6 unit. MRS. WILLIAMS.

IVa and b. Stenography. Gregg Manual and Progressive Exercises are the books used. In IVb Gregg Speed Studies are also used. Each course, $\frac{1}{3}$ unit. MRS. WILLIAMS.

College Courses

1a and b. Stenography. (See IVa and b above). Each course, $2\frac{1}{2}$ hours. MRS. WILLIAMS.

3a and b. Typewriting. (See IIb and c, and IIIa and b above). Each course, $1\frac{1}{4}$ hours. MRS. WILLIAMS.

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. -----

Application for Correspondence Study

To the Registrar of the Normal School, Kirksville, Mo.

Date.....

Name.....

Post-office address.....

Present occupation.....

Amount of draft enclosed \$.....

(Add 50 cents to the \$10 fee or the \$7.50 fee if the course requires the use of books from the Normal School library.)

If at any time enroll in this Normal School, 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.....

Give name and catalog number of the course. Roman numerals are used for high school courses, Arabic numerals for college courses. The letters a, b, and c indicate the first, second and third terms of a course.

Amount of credit to be obtained.....

State in terms of semester hours or high school units.

Instructor.....

Show your classification as a student by the amount of credit you

now have:.....high school units;.....semester hours.....

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EDUCATION COURSES BY CORRESPONDENCE AND ALSO IN EXTENSION CLASSES

High School Courses

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. $\frac{1}{3}$ 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. $\frac{1}{3}$ unit. MISS ROOT.

College Courses

3. Principles of Teaching. An elementary study of the principles of good teaching. $2\frac{1}{2}$ 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. $2\frac{1}{2}$ 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. $2\frac{1}{2}$ 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. $2\frac{1}{2}$ hours. MISS EMERY.

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. $2\frac{1}{2}$ hours. MR. ZEIGEL or MR. COSBY.

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. $2\frac{1}{2}$ hours. DR. CLARK.

129. School Administration. An advanced course for superintendents and principals, presupposing a theoretical and practical acquaintance with public school teaching. The organization and administration of Missouri public schools are treated as types in a comprehensive general study of education. County superintendents, town superintendents, village principals and those preparing for teacher-training positions will find this study helpful. $2\frac{1}{2}$ hours. MR. BURROWS.

ENGLISH COURSES BY CORRESPONDENCE AND ALSO IN EXTENSION CLASSES

High School Courses

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. MR. WISE.

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

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

IVb. Contemporary Literature and Magazine Study. A study of modern essays, poetry, short stories and magazines with a view to seeing the 20th century attitude on public questions. $\frac{1}{3}$ unit. MISS EMERY.

IIc, IIIc and IVc. Rhetoric. IIc, a study of principles thru application; IIIc, short themes, narrativ, descriptiv and expository; IVc long themes of the expository type. Each course, $\frac{1}{3}$ unit. MISS MANN.

College Courses

3a, b and c. American Literature. Each course, $2\frac{1}{2}$ hours. MR. WISE.

17a, b and c. Bible as Literature. 17a and b, a study of the Old Testament; 17c, a study of the New Testament. Each course, $2\frac{1}{2}$ hours. MR. JONES.

19. Business English. $2\frac{1}{2}$ hours. MR. JONES.

21a. Effective Writing. A course to aid in selection of material, organization, and effectiv production. $2\frac{1}{2}$ hours. MISS EMERY.

23. The Chaucerian Age. $2\frac{1}{2}$ hours. MR. JONES.

25. The Puritan Age. A study of Milton. $2\frac{1}{2}$ hours. MR. JONES.

27. Romantic and Victorian Poets. The English poets from 1798 to 1900 are studied intensivly. $2\frac{1}{2}$ hours. MR. JONES.

101 b and c. Nineteenth Century Literature. 101b, the essayists; 101c, the novelists. Each course, $2\frac{1}{2}$ hours. MISS EMERY.

103. Tennyson and Browning. Intensiv appreciation course. $2\frac{1}{2}$ hours. MISS EMERY.

105. Modern Fiction and Essay. A course adapted to follow 101b and c. $2\frac{1}{2}$ hours. MISS EMERY.

107. Modern Drama. A course in reading modern plays. $2\frac{1}{2}$ hours. MR. WISE.

115. Short Story. A study of short stories and practice in production of original stories. $2\frac{1}{2}$ hours. MR. WISE.

117a and b. Shakespeare. 117a, the comedies; 117b, the tragedies. Each course $2\frac{1}{2}$ hours. MISS MANN.

21. The Teaching of English in Elementary Schools. See Education 21.

FINE ARTS COURSES BY CORRESPONDENCE AND ALSO IN EXTENSION CLASSES

College Courses

3a. Perspective. 1st quarter. A course in the laws of perspective. Work is all done in pencil. Emphasis is given to accuracy of drawing and the rules of perspective rather than to execution and pictorial value of the study. 2½ hours. MISS LYLE.

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. 7b, Historic Ornament, plant analysis, derived ornament and advanced color theory. 2½ hours. 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. 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. 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. 101b, medieval and Renaissance art and architecture. 2½ hours. 101c, modern art and architecture. 2½ hours. MISS LYLE.

111. Art Appreciation. A study of the principles of spacing, dark and light and color. This course is planned for those who wish to understand these principles without taking the actual training in drawing, painting and designing. The course requires no drawing of any sort. 1¼ hours. MISS LYLE.

FRENCH COURSES BY CORRESPONDENCE

College Courses

1b and c. Beginning French. Prerequisite, French 1a. Each course 2½ hours. MR. HEYD.

5a and b. French Reading Course. Each course, 2½ hours. MR. HEYD.

FRENCH COURSES IN EXTENSION CLASSES

College Courses

1a b and c. Beginning French. Each course, 2½ hours. MR. HEYD.

GERMAN COURSES BY CORRESPONDENCE

College Courses

1b and c. Beginning German. Prerequisite, German, 1a. Each course, 2½ hours. MR. HEYD.

5a and b. German Reading Course. Novelettes and short stories read as a basis for conversation. Each course, 2½ hours. MR. HEYD.

105a and b. Advanced German Reading. Poetry and modern novels. Each course, 2½ hours. MR. HEYD.

109a, b and c. Schiller's Dramas. Each course, 2½ hours. MR. HEYD.

113a, b and c. Goethe's Dramas. Each course, 2½ hours. MR. HEYD.

GERMAN COURSES IN EXTENSION CLASSES

College Courses

1a, b and c. Beginning German. Each course, 2½ hours. MR. HEYD.

HISTORY COURSES BY CORRESPONDENCE AND ALSO IN EXTENSION CLASSES

High School Courses

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. MISS SIMMONS.

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. MISS SIMMONS.

College Courses

1a, b and c. Medieval and Modern History. The introductory college course in History. 1a, the early medieval period; 1b, the later medieval and the early modern periods; 1c, the later modern period. Each course, 2½ hours. MR. VIOLETTE.

3a, b and c. Ancient 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. -----

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

9. Missouri History. A study of certain of the more important topics in Missouri history that have their connection with our national history. 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. 2½ hours. MISS DOOLITTLE.

13. Problems of the Present War. A study of the historical background of the present war and of the problems that have arisen and that are likely to arise as to the result of the war. 2½ hours. MR. VIOLETTE.

107a, b and c. Nineteenth Century History. A detailed investigation of the history of Europe since 1815. It must be preceded by a course in Medieval and Modern History. Each course, 2½ hours. MR. VIOLETTE.

109c. Latin American History. A study of the present industrial, social, and economic conditions in the Latin-American countries. 2½ hours. Offerd in extension classes only. -----

INDUSTRIAL ARTS COURSES IN EXTENSION CLASSES

College Courses

1a, b and c. Industrial Arts. A study of the changes in raw material which make it of value for man's uses. Arranged for teachers and supervisors in rural and elementary schools. Each course, 2½ hours. -----

LATIN COURSES BY CORRESPONDENCE

High School Courses

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

College Courses

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.

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.

LATIN COURSES BY CORRESPONDENCE AND ALSO IN EXTENSION CLASSES

College Courses

1a and b. Cicero's Orations. Open to those who have had two units of Latin. Each course $2\frac{1}{2}$ hours. MISS GREEN.

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

MANUAL ARTS COURSES BY CORRESPONDENCE

High School Courses

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.

College Courses

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.

MATHEMATICS COURSES BY CORRESPONDENCE AND ALSO IN EXTENSION CLASSES

High School Courses

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

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

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

College Courses

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 or MR. COSBY.

3a and b. Plane and Spherical Trigonometry. 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 or MR. COSBY.

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 or MR. COSBY.

Note: All other academic courses of college grade listed in June bulletin for 1918 will be given on demand.

23. The Teaching of Arithmetic. See Education 23. Given in extension classes only.

107. 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. 2½ hours. Given in extension classes only. MR. ZEIGEL or MR. COSBY.

MUSIC COURSES BY CORRESPONDENCE

College Courses

3a. Harmony. Major and minor scales, triads and their connections, harmonization of melodies with single triads. 2½ hours. MR. BIGGERSTAFF.

3b. Harmony. Seventh chords and their connections, ornamental triads, harmonization of melodies. 2½ hours. MR. BIGGERSTAFF.

5a. Counterpoint. Melody writing, two part invention. 2½ hours. MR. BIGGERSTAFF.

PHYSICAL GEOGRAPHY AND PHYSIOGRAPHY COURSES BY CORRESPONDENCE AND ALSO IN EXTENSION CLASSES

High School Courses

Ila, b and c. Physical Geography. Each course, ½ unit. MR. STOKES.

College Courses

1a, 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, 2½ hours. MR. STOKES.

PHYSIOLOGY, SANITATION, ETC., COURSES BY CORRESPONDENCE AND ALSO IN EXTENSION COURSES

High School Courses

III. Physiology. The elements of functional physiology. ½ unit.

College Courses

3. Sanitation. A course in the study of public health problems from the standpoint of environment. 2½ hours. -----

111. Child Hygiene. A study of public health problems from the standpoint of the hygiene of the school child. 2½ hours.-----

POLITICAL AND SOCIAL SCIENCE COURSES BY CORRESPONDENCE AND ALSO IN EXTENSION CLASSES

High School courses

Ila and IVa. Civics. State and local government. ½ unit. MR. OTTERSON.

I Ib and IVb. Civics. National government. ½ unit. MR. OTTERSON.

College Courses

3. Contemporary International Politics. Concerned with the international relations of the present. 2½ hours. MR. FAIR.

SPANISH COURSES BY CORRESPONDENCE AND ALSO IN EXTENSION CLASSES

College Courses

1a, b and c. Beginning Spanish. Each course, 2½ hours. MISS WALKER.

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.

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 Life.

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.)

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 Williams: 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.

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 the preservation of food by means of canning and drying; Talks on Food and the War.

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.

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.

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: Lessons from 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 the War.

LOANS

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 slides may be kept one week from date of receipt. Requests for loans should be made to the faculty members whose names appear after the groups of slides in the following list.

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. E. M. Violette.

Medieval and Modern History: Medieval amusements; Basilican, Byzantine, Romanesque, Gothic, and Renaissance architecture; Avignon; Early 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; Savanoraola and Florence; Thirty Years' Wars; 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

This school has a 1000 foot motion picture reel illustrating various activities which it will lend to any one interested. It has no other reels to lend, but for the accomadation of those who would like to borrow educational films, the addresses of a number of companies that have such films to lend, are

given below. Make your inquiries directly of the company whose films you would like to borrow. Ordinarily there is no charge for their films. The borrower of course pays the transportation charges both ways.

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 the 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.

Bureau of Commercial Economics, Washington, D. C. This bureau has the lending of many films illustrating commerce, industries, travel etc.

BOOKS

The Normal School Library will loan books when they can be spared to teachers outside of Kirksville who desire such service. The borrower should take care to return books within the time limit set by the Library; when this is not done, a fine will be charged. Postage both ways must be paid by the borrower.

INTERNATIONAL HARVESTER COMPANY CHARTS, ETC.

Arrangements have been made whereby this school becomes a distributing center for the International Harvester Co. Any of their large collection of charts, lantern slides, stencils, booklets, etc., illustrating agriculture may be secured by writing to Mr. E. A. Wright, Professor of Agriculture.