

*2<sup>nd</sup> edition*

# BULLETIN

OF THE

## First District Normal School Kirksville, Missouri

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### SUMMER TERM.

**Eleven Weeks, May 30th to August 11th, 1911.**

The Summer Term has become a permanent agency in the education of teachers. It enables them to economize time and energy. It obviates the loss and expense heretofore entailed by enforced idleness in long vacations.

What a fatal mistake to suppose that the summer time was needed for rest, inaction or recreation! It is really the best working season of the year. The world's greatest work in all the ages has been done in the summer time. The health of the whole world is best and disease ebbs at its lowest in summer time. Think of it! Colds, lagrippe, pneumonia, chills, measles, smallpox, scarlet fever, rheumatism, neuralgia, gout, and all their attendant train of evils go into retirement at the opening of summer time. They remain in harmless inactivity until the leaves are falling and the melancholy days approach.

This Normal School offers good facilities for Summer School work. First of all, the Institution is beautifully located. It is an exceptionally healthful place. Kirksville, with its high altitude, its pure water, its well shaded streets and neat lawns, is itself a very good health resort.

The Normal School Campus is a beautiful place. Its well kept lawns and shade trees, its lake fed from city hydrants, its great buildings cooled by motor driven fans, its gymnasiums, baths, summer playgrounds, pretty driveways and gardens, all tend to make the Summer School a highly pleasing and exhilarating educative agency. Summer students return to their homes about August 12th in better health and higher spirits than when they enter the Summer Term. At least, this has been true in the past.

**Special Attractions:** There will be no lack of variety in special attractions. The celebrated Coburn Players, some twenty-five in num-

ber, will give several Shakespearean Plays on the Campus out of doors. There will be special lectures by Dr. Charles H. Keyes, President of the Council of the N. E. A., by Dr. Suzzalo, of Columbia University, and others. There will be social entertainment by the Faculty, the Y. M. C. A., the Y. W. C. A., and various other organizations. Some literary societies and debating clubs are expected to hold sessions. The Military Company is expected to meet twice each week. There will be many forms of gymnasium, athletic field and playground exercises. About the first of August the Kirksville Chautauqua Assembly will be held on the Campus. It will offer many of the best entertainments that the country affords. These various activities are not in any way to detract from the regular daily program. They are simply to afford such variety of diversion as to keep up the highest spirits of students at large during the Summer Term.

One special feature is the large variety of courses whereby teachers may receive credits on State and County Certificates. Under rules of the State Board of Education students may pursue and receive certificate grades for four studies requiring preparation, provided one of these is some form of pedagogics. In addition to the four studies requiring preparation, each student may have one or two exercises, such as gymnasium work, playground work, manual training, etc.

But no student can receive credit on a State or County Certificate who shall pursue a greater number of studies requiring preparation than the number for which credit may be obtained.

Room and board in private families may be had at the usual rates, i. e., from \$3.25 to \$4.00 per week. The Incidental fee is \$7.00; but to those who have paid the \$7.00 fee at any time within nine months the fee will be only \$6.00.

### **Courses.**

**Agriculture:** The present development of high class farm animals has created an unexpressed demand from the public that school teachers should know and be able to intelligently discriminate as to quality and quantity in domestic animals. Therefore, one course is given in **domestic animals**.

There will also be a special course in **general agriculture**, which is to cover concretely the ground commonly known as one year's work in school agriculture.

But several states are enacting laws requiring of teachers a good working knowledge of heating and plumbing systems, ventilation, sewage disposal, control of disease, source of water supply, drainage, etc., all these things looking to the health of the community and of the individual. Therefore, we offer an interesting and practical course in **sanitary problems**. Many other phases of agricultural instruc-

tion will necessarily be covered, including a course in **Farm Machinery**.

**Art:** All the usual forms of elementary free hand drawing will be given. There will be courses also in advanced drawing and in the **history of art**. The elementary classes are for students who intend to teach in rural and other elementary schools. Definite plans for teaching art in such schools will be given. The methods most serviceable in elementary schools will be exemplified. This work includes out-of-door sketching, still life and botanical drawings in pencil, charcoal and water colors; also designing applied to leather, brass and stencil materials.

Advanced courses are offered to those who wish to become supervisors or high school teachers of art. The work in these classes differs but little in terminology from that used in the elementary classes, but the work becomes more difficult as the student advances. Students who are properly prepared may take courses in history of art, which include, forms of art, architecture, painting, sculpture, etc., from the earliest times to the present time.

**Chemistry:** Various forms of chemistry will be offered. Our laboratories and libraries are exceptionally well equipped for this subject. There will be courses in general chemistry, water analysis, qualitative and quantitative chemistry, etc. The specific classes are shown in the tentative daily program, pages 8 and 9.

**Commerce:** There will be beginning classes in bookkeeping and business practice; also more advanced classes in which all phases of advanced bookkeeping will be offered for those prepared for it; also a course in farm accounting will be open for those working for the Rural School State Certificate.

Many teachers each summer have desired to make a beginning in stenography and typewriting. Therefore, beginning classes in these subjects will be organized.

Those prepared for speed practice in any system will find an opportunity for whatever they may be able to do. Commercial correspondence and office economy are taught in connection with this work.

In typewriting only the touch method is used. The class is open only to those taking stenography, library work or advanced bookkeeping.

**Debating and Parliamentary Law:** This course is offered in order to provide an adequate working knowledge of parliamentary law and practice. Concrete exercises will be given in organizing material for debates. These courses are designed for students who already have considerable maturity. In connection with debating and parliamentary practice there will be a course in methods in reading and voice culture.

**English:** Courses will be given in the several quarters of advanced composition and grammar, in elementary English and American literature, and in rhetoric and composition. For credit on County or State Certificates in any of these courses, the second or third quarter will be required, with the understanding that the pupil has already had, here or elsewhere, the equivalent of the first two-thirds of a high school year in the subject. "A study of the Teaching of Language and Literature" is given for its value as a course in methods and as a review of essential facts and principles. It is required of those who seek an Elementary Certificate or a Diploma.

Five courses are offered in college literature. These will all be accredited for State and County Certificate grades. A course in advanced composition will give opportunity for review, practice and criticism in written composition. Planning, outlining and constructive work will be emphasized. Several masterpieces of literature, state papers, etc., will be read. The writing of papers, addresses, narratives and descriptions will give ample practice for securing ease and accuracy in composition.

**General Geography:** This course is open for those preparing for the Rural School State Certificate and for those who wish to put more life and skill into the teaching of geography. The instruction will be given by Messrs. Burrows and Stokes, who will be able to place at the command of the students the varied facilities of the Department of Commerce and of the laboratory for Physical Geography.

**German:** All courses in German are of college rank. German conversation and composition (2 yr. 1 qr.) is intended for those having had one year of college German or its equivalent, or for those having had two years in an approved high school, who wish to go on with third year German in this school.

The advanced composition course is intended for those having had at least two years of college German or its equivalent, for those teachers of German in high schools who wish to ground themselves in German composition, and for students of German parentage, reading and understanding German readily, but who wish to master the constructive side of German.

The advanced reading course will likely be a fourth year course, the character of the course depending upon the advancement of the students applying for it.

**History and Government:** The following courses will be given: American history, first, second and third quarters; civil government, first and second quarters; European history, first and second quarters; Oriental history; Greek history; Roman history; Medieval history,

first quarter; English history, first or third quarter; Modern history, first quarter; American Constitutional history, first quarter; political institutions; sociology.

**Latin:** The aim will be to prepare students for teaching Latin in high schools, especially in this Normal School District. To this end efforts will be made to have pupils learn thoroughly the inflections of the language, its idioms and syntax, and to get the thought of the Latin, by taking the words in the Latin order, as well as to make neat, accurate translation into English. A course in the teaching of Latin in high school and college will be given.

**Library Work:** Courses in library work will be offered as heretofore. About one thousand volumes of new books will be added to the library during the summer. Their classification and distribution will offer unusually good facilities for studying in a concrete way the various methods of accessioning, classifying and cataloging.

**Manual Training:** A variety of courses will be offered in manual training. These will include the various forms of raffia, elementary sewing, clay modeling, wood, bent iron, mechanical drawing, lathe work, forge work, etc., so that practically all the necessities for manual training in the public schools will be provided for.

**Mathematics:** The tentative daily program, given elsewhere in this bulletin, shows a large variety of courses in mathematics. Special attention is called to the course in "A study of the Teaching of Arithmetic and Algebra." This course is designed to include some actual exercises in both written and mental arithmetic, along with the principles and methods of teaching arithmetic and elementary algebra.

**Music:** The sole object of an extensive and highly organized Music Department is to furnish teachers of music for the public schools. There will be one class in methods of teaching music in grades 1, 2, and 3; another for music in grades 4 and 5; another for music in grades 6, 7, and 8. These will be to some extent illustrated by classes in the Practice School.

There will be classes in the history of music, in counterpoint, in harmony, and various other forms of music study. There will be a class in vocal music for those who have had no preparation in music. There will be a class for men only, many of whom suppose that they can not learn music.

**Physical Education and Athletics:** During the summer quarter the practice school offers exceptional opportunities to teachers of all grades for the supervision of play activities. In addition to the plays of children, the proper hygienic exercises necessary for health and the corrective movements needed to overcome the physical effects in posture usually caused and aggravated by the school desk, will be demon-

strated. The place of play in education is commanding increased attention from teachers.

For principals, superintendents and all teachers interested in the problems of student athletic activities, physical education, play in public schools and related problems, there will be a series of round table meetings conducted by the director of physical education and athletics on special days announced during the term. No preparation is required and no credit will be given.

The practical work for men will include courses in baseball, track and field athletics, football and tennis. Practice on the outdoor field will take place daily the same as in any other recitation. These courses will be largely elementary in character and of such a nature as to fit the needs of high school athletics and at the same time give vigorous exercise to those who enroll.

The practical work for women will consist of different classes in tennis and in hygienic and corrective classes conducted either upon the school tennis courts or in the Women's Gymnasium.

**Physical Geography:** Two courses are offered. First, the fundamental principles and processes involved in the evolution of surface features; second, the physiography of the United States.

**Physics:** Three courses are offered covering a year's work in college physics. They are as follows: 1st quarter, covering mechanics of solids and fluids; 2nd quarter, covering heat, sound and light; 3rd quarter, covering electricity and magnetism.

The class periods are shown in the daily program. But students will confer with the instructor before cards are signed and make arrangements for additional time in laboratory work. Those who have had a year of high school physics may elect the course to be taken.

**Physiology and Sanitation:** This course is to cover the ground of ordinary physiology and sanitation for the individual, the school and the community.

**Sociology:** This subject is offered as a substitute for economics heretofore taught. It is considered especially valuable to teachers. In a large measure it is a substitute for some form of American history. The course deals with the simpler teachings and applications of the subject, including such phases as the following: Early social development, achievement and civilization, development of social institutions and social psychology; also education as a factor in social progress, elimination of social evils, progress of individuals, and the social ideal. The course is open to students who have completed a course in economics and to students of junior and senior teachers college rank.

**Zoology:** The college course in zoology includes laboratory work, field work, lectures and library readings on scientific zoology and civic

biology. The course in birds is studied from the scientific view-point and from that of civic biology. One hundred Missouri birds are studied and identified in the laboratory and in the field work. The civic biology of birds in their relation to insects and to man is emphasized and illustrated in the laboratory and the field.

**Theory and History of Education:** The Department of Theory and History of Education is well provided for. The teachers of these subjects are strong men and well known. The specific subjects will be found in the tentative daily program.

**Practice Teaching:** It is impossible in limited space to describe adequately our facilities and plans for practice teaching. Heretofore we have believed that our Summer School practice teaching was inadequately provided for and not sufficiently well supervised. Of late, however, the department has taken on new life. It is far better than it ever was before. It is crowded with children in all the grades and there is promise of large attendance and fine spirit on the part of the children during the coming Summer School. The kindergarten will be in ideal condition.

The present organization of the Practice School will continue until June 30th, which makes its school year ten months instead of nine as heretofore. This will give the students who take work in the Practice School during the summer quarter an opportunity to observe and work with groups of children under well organized conditions. On July 5th a Vacation School will be organized. The program of this school will consist of story reading and story telling; music; drawing; cooking; organized play; activities in which the manners, customs, and industries of past and contemporary peoples are shown; dramatization of literary stories; elementary science including school gardening; manual arts including school sewing, knitting, crocheting, and other forms of manual training. All modern teachers feel the need of knowing how to present these subjects, and all children select them as favorites in the school course. They are becoming "essentials" in the education of teachers.

Open air schools and open window schools are no longer kept for the sole purpose of restoring sick children to health. Physicians and teachers alike feel keenly the importance of keeping well children well. "What shall it profit a child if he gain the whole curriculum and lose his own health?" Fresh air is a free gift that not only helps to restore health, but also to conserve it. No system of ventilation is perfect. The air out of doors is as nearly ideal as we are able to secure. Therefore, the department is having constructed on the Campus some apparatus and conveniences for several open air school rooms. These will be in use during the summer term.

## Tentative Daily Program, May 30, to August 11, 1911.

TEACHER	ROOM	First Period 7:00-7.55	Second period 7:55-8:50	Third Period 8:50-9:45	Fourth Period 10:15-11:05	Fifth Period 11:05-11:55	Sixth Period 1:05-2:00	Seventh Period 2:00-3:00	Eighth Period 3:00-4:00
B. P. Gentry	17B	Cae. 2 qr.	Virgil 1 qr.	Cic. 1 qr.	Lat. 1 qr.	Seneca-Essays			
T. Jennie Green	19B	Lat. 2 qr.		Cae. 1 qr.	Cae. 3 qr.			The T. of Lat.	Lat. 3 qr.
J. W. Heyd	25B	Convers. & Comp.	Ger. 1 qr.	Ger. 2 yr. 3 qr.	Adv. Comp.	Adv. Rg.			
Miss Habermeyer	25B						Ger. 2 yr. 2 qr.	Ger. 1yr. 2qr.	
W. A. Lewis	15B		Domestic Animals <sup>s</sup>	Mach. and Arch.	Sanitation		Soils		
J. A. Miller	15A		Agri. Lab.	Photog.	Agri. Lab.	Gen. Agri.	Agri. Lab.		
W. J. Bray	9C	Gen. Chem 3. qr.		Lab.	Gen. Chem. 2qr.	Gen. Chem. 1 qr.	Qual. Anal.	Org. Chem.	Quant. Anal.
John Howe	9C	Lab.	Lab.		Lab.	Lab.	Applied Chem.		
J. S. Stokes	4B		Col. Phys. 3qr.		Col. Phys. 2 qr.	Col. Phys. 1qr.			Phys. Geog. 1 qr.
C. C. Roselle	5B			Phys. Geog 3 qr.				Phys. Geog. 1 qr.	
L. S. Daugherty	2C			Col. Zool.	Col. Zool.	Physiology		Birds	
H. W. Foght	21B	Sociology		T. of H. & G.	Ru. Sch. Mgt. 2B	Ru. Meth. & Obs.	Adv. Am. C. H.		
Eugene Fair	20B	Greek Hist.	Rom. Hist.	O. Hist.		Political Inst. 21B	(Eur. Hist. 1 qr. W. E. Tydings, 4 p.21 B.)		
E. M. Violette	20B			Eur. Hist. 2 qr.		Med.Hist. 1 qr.		Eng. Hist. 1 or 3qr	Mod.Hist. 2 qr.
John R. Murdock	20B				Am.Hist.2qr.		Am.Hist. 1 qr.		
Jere T. Muir				Alg. 4 qr. 12B		Pl. Geom. 2qr.16B		Civ. Gov. 2qr.21B	
A. Otterson			Civ.Gov.1qr. 21B	Alg. 2 qr. 16B				Am. H. 3 qr. 17B	Alg. 1 qr. 17B
H. Clay Harvey	14B		Ped. of A.&A.12B	Hist. Math.	Ped. A. & A. 12B		Surveying in Field		
Byron Cosby	16B	Alg. 3 qr.	Pl. Geom. 1 qr.		Sol. Geom.		Analytics 2 qr.	Col. Alg. 2 qr.	
W. H. Zeigel	12B		Trig. 1 qr. 14B		Col. Alg. 1 qr. 14B	Analytics 1 qr.	Calc. 1 qr.		Trig. 2 qr.
Mark Burrows	16A		Shorthand 1 qr.	Shorthand 4 qr.	Bookkeeping & Bus. Practice		Gen. Geog.		
Lula Crecelius	12A		Shorthand 2 qr.		Typewriting	Dictation	Typewriting	Dictation	
A. P. Settle	23C		Am. Lit. 2 qr.					T. of L & L.	T. of L. & I.

Miss Hamilton	27C		Lit. 2 qr.	Rhet. 1 qr.		Shakespeare	Lit. 1 qr.	
E. R. Barrett	25C	Eng. Lit. 3 qr.		Gr. & Comp. 3 qr		Tenn. & Brown.	Gr. & Comp. 3 qr	
Miss Richardson	26C		Lit. 3 qr.		Lit. 3 qr.	Rhet. 3 qr.		Gr. & Comp. 2qr.
				19 C. Lit. 26C	Rhet. 2 qr. 25C		Gr. & C. 1qr 26C	Adv. Comp. 25C

D. R. Gebhart	14C	Music Men only		M. for T. 5-8	M for T. 1-4	Pr. Sch.		Teachers Special
Coral G. Sykes	15C			Voc. Mus. 1 qr.		Harmony 1 qr.	Harmony 2 & 3 qr	
Mrs. Smith	15C			Voc. Mus. 3 qr.	Voc. Mus. 2 qr.	Voc. Mus 1 qr.		
J.L.Biggerstaff	16C	Hist. Mus.			M. for T.1-4	Ctpt. 1 & 2 qr.		
C. B. Simmons	2A	Round table	Phys. Ed. & Play	Play Supervision			Ten or Trk.	B. B., F. B. etc.
Leota L. Dockery	33A			Playground	Deb. & Parl. Law	R. & V. C.		Gym.
A. D. Towne	11C			Man. Tr.	Man. Tr.	Mech. Dr.	Man. Tr.	Forge Wk. & El. Sch
Cora Reid	12C	Dr. 3 qr.	Sketch Class	Dr. 1 qr.	Dr. 1 qr.	Pr. Sch.		
Grace Lyle	12C	Dr. 2 qr.		Art. Hist.	Art. Hist.	Dr. 2 qr.		
O. A. Parrish	29C		Lib.	Lib.	Lib.	Lib. Instruction	Lib.	Lib.
Mayme Sears	33C	Lib.	Lib.	Lib.	Lib.		Lib.	Lib.
S. L. Mapes	33C		Lib.	Lib.	Lib.	Lib.	Lib.	Lib.
Meta Gill	33C	Lib.		Lib.	Lib.	Lib.	Lib.	Lib.
J. D. Wilson	27B		El. Psych.	Prin. Teach. 1 qr.				High Sch. Probs. Science Education
A. B. Warner	27B	Hist. Ed. 2 qr.		Hist. Ed. 1 qr. 2B	Sch. Admin.	Prin. Teach. 2 qr.		
Susie Barnes	26B		Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.
Miss Savage			El Sch.	El. Sch.	El. Sch.	El. Sch.	El. Sch.	Theory
Laurie Doolittle			El. Sch.	El. Sch.	El. Sch.	El. Sch.	El. Sch.	
Idella R. Berry				El. Sch.	El. Sch.	El. Sch.	El. Sch.	Hand Work. Hand Work
Harriet Howard	25A			El. Sch. (Kgn.)	El. Sch. (Kgn.)	El. Sch. (Kgn.)	El. Sch. (Kgn.)	El. Sch. (Kgn.)
Mrs. Harvey			Ru. Life & Probs.	Ru. Sch.	Ru. Sch.	Ru. Sch.	Ru. Sch.	Ru. Sch.

Chorus Rehearsal 1 p. per wk.  
Saturdays 9 to 12 and 1 to 4

Gym. wk. for Girls 4 to 5 p. m.

Orchestra Practice, 1 p. per wk.

LIBRARY HOURS:—School Days, 7:30 to 12 and 1 to 5,

Heads of Departments and several others help one or more hours each in Pr. Sch. Daily.



CHILDREN STARTING HOME FROM MODEL RURAL SCHOOL, ON CAMPUS OF  
STATE NORMAL SCHOOL AT KIRKSVILLE

(The first to transport children to and from School in Missouri.)

## Department of Rural School Education.

**Special State Certificate.** Students eighteen years of age who complete in this Institution any two or more years of the Elementary Course will be recommended to the State Superintendent of Schools and receive from him Two Years' State Certificates authorizing them to teach in any rural school in the State; **Provided** the courses pursued by them include the following subjects:

Composition, Grammar and Literature.....	3 terms
American Literature and Composition, with Farm Themes.....	3 terms
Farm Accounts and Business Principles (through Arithmetic).....	1 term
Advanced Practical Arithmetic.....	1 term
Algebra, through Quadratics.....	3 terms
American History.....	3 terms
Government of State and Nation.....	1 term
Physiology and Sanitation.....	1 term
Nature Study and Agriculture.....	3 terms
Commercial, Industrial and Physical Geography (combined).....	1 term
Rural Life and Problems.....	1 term
Rural School Organization and Management.....	2 terms
Rural School Methods and Observation in Model Rural School.....	1 term
Industrial Arts.....	1 term
Art, Handwork, Physical Education, Reading, Vocal Music.....	5 terms

**Purpose:** From year to year farmers plead more and more for good teachers in the rural schools. It is the purpose of this department, not only to meet the plea and the demand of the farmers, but to go further, and anticipate the needs of the children. This course is open to all students of the Normal School. It should prove especially attractive to those who desire the Elementary Certificate and yet find that Certificate not quite within their reach. Some of the courses deserve special mention.

**Farm Accounts:** As a form of arithmetic, this subject is both practical and stimulating. It includes such topics as farm activities, carpentry, blacksmithing, merchandising, scoring corn, measuring lands, laying out fields, draining, ditching, fencing, measuring farm products; also wind-mills, canning factories, gasoline engines, cost of living, dairy records, poultry records, general live-stock, etc.

**General Geography:** The Departments of Commerce and of Physical Geography combine to make this a highly stimulating and helpful course in illustrated laboratory lessons. These include problems in the formation of soils from rocks, the grooving out of creek and river basins, the formation of plains and barren hills, the growth and factors of commerce and the localization of industries. There will be visits to the nearby coal mine, the factory, packing-house, ice plant, gas plant, etc. The Departments of Commerce and of Physical Geography have superior facilities for illuminating and illustrating the subject.

**Rural Life and Problems:** This course is based upon the report of the Commission on Country Life. It will include a general survey of the status of country life in the state and nation; also a study of those factors which may be expected to foster rural progress in its academic, social, educational and religious aspects. The object is to make country life more satisfactory and also induce, if possible, many of the non-prosperous tenants of the towns to exchange their dependent condition for the independence, prosperity and happiness of farm life.

**Rural School Methods and Observation Work:** It is deemed a proper precaution to allow no teacher to secure the Rural School State Certificate who has not given some time to the study of how to present the various subjects in rural schools. Therefore, a twelve weeks' course is devoted to the best ways of presenting specific subject matter and in part to the application of these ways or methods through exercises and observation in the Model Rural School.

**Rural School Organization and Management:** The course is to include such topics as supervisory units, forms of supervision; school maintenance; the rural teacher's preparation, salary, tenure and social rating; school architecture, model buildings; school grounds and gardens; course of study, daily programs, etc.

It is proposed to consider the various phases of rural schools and rural life, to the end that teaching in the rural schools shall become as efficient, honorable and remunerative as teaching in the villages or cities. The rural teacher is to be the best informed of all teachers, in rural school methods, physical education, drawing, manual training, rural sociology, etc., etc. It is proposed that the rural teachers shall come into the possession of that which is theirs by virtue of diligence and good character.

For further information, address,

JOHN R. KIRK, President.



MISSOURI TEACHERS SHARING IN NORMAL SCHOOL GARDEN WORK.

## COURSES OF INSTRUCTION.

**Definitions:**—"One quarter" means 12 weeks in one subject. "One unit" means three quarters or nine months in one subject or in a series of related subjects, five periods per week, periods being one hour in length, sciences having extra periods for laboratory work. "One year" means 36 weeks. "One term" means 12 weeks.

### The "Elementary Course."

The "Elementary Course" covers (1) a four years' High School Course and (2) certain professional work and study herein definitely described. Completion of the course entitles the student to a State Certificate, valid to teach in any school of the State for two years. The course is as follows:

**The First or Freshman Preparatory Year:** Composition, grammar, and literature, 1 unit; American history, or European history, 1 unit; arithmetic and algebra, 1 unit; music, drawing, manual training, physical education, reading—singly or in combination, the equivalent of 1 unit. Total in first year: 4 units.

**The Second or Sophomore Preparatory Year:** English, 1 unit; European history, or civics and sanitation, 1 unit; High School algebra, 1 unit; agriculture, or German, or Latin, 1 unit. Total in second year: 4 units.

**The Third or Junior Preparatory Year:** From rhetoric, literature, American history, European history, plane and solid geometry, German, Latin, agriculture, botany, and commercial subjects, the student will (under advice) elect 3 units. From music, drawing, manual training, reading, physical education, and home economics, singly or in combination, the student will elect the equivalent of 1 unit. Total in third year: 4 units.

**The Fourth or Senior Preparatory Year:** From rhetoric, literature, European history, civics and sanitation, geometry, German, Latin, agriculture, botany, physics, zoology, commercial studies, and musical studies, the student will (under advice) elect 3 units.

**Professional Work and Study:** Students who have taken the first year's studies in this Institution or in any institution having equal facilities and who have noticeably high standing in such studies, also students who after some experience in teaching have reviewed such studies and exhibited thorough knowledge of the same, may receive the "Elementary Certificate" by offering the fifteen units above designated and along with the same the following four quarters of professional work and study: Psychology 1 quarter, Principles of Teaching 1 quarter, School Economy 1 quarter, Practice Teaching 1 quarter. To such students the total requirements, therefore, are: Academic Subjects 15 units; Professional Subjects 1 1-3 units; total 16 1-3 units.

But **any student lacking thoroughness** in the first year's studies may be required to offer any one or all of the three following additional subjects: A Study of the Teaching of Arithmetic and Algebra, 1 quarter; a Study of the Teaching of Language and Literature, 1 quarter; a Study of the Teaching of History and Geography, 1 quarter. The total requirements for students of the latter class are: Academic Subjects 15 units; Professional Subjects 2 1-3 units; total 17 1-3 units.

The **constants** are: English 3 units; Mathematics 2 units; History 1 unit; Civics and Sanitation 1 unit; and the specified Professional requirements.

**NOTE:**—"Civics and Sanitation 1 unit" means Civics 24 weeks and Physiology or Sanitation 12 weeks.

### How High School Graduates Secure the Elementary Certificate.

Graduates from good High Schools receive credit for the work shown in their records. Desiring the "Elementary Certificate", those from Four Years' High School Courses take the **Freshman Teachers College Course**, which is as follows:

1. Psychology	1 qr.
2. Principles of Teaching	1 qr.
3. School Economy	1 qr.
4. A Study of the Teaching of Arithmetic and Algebra	1 qr.
5. A Study of the Teaching of Language and Literature	1 qr.
6. A Study of the Teaching of History and Geography	1 qr.
7. Practice Teaching	1 qr.
8. Vocal Music, Drawing, Manual Training, Physical Education, Home Economics, (students under advice electing)	3 qrs.

**NOTE:**—The minimum attendance required for High School Graduates is six months, but the time usually taken is nine months, because typical High School Graduates ordinarily need reviews in one or more of the lower High School studies.

## The Advanced Course.

"The Advanced Course" is a term used to cover a series of Teachers College Courses, based upon the equivalent of a Four Years' High School Course. They are described as follows:

I. **The Freshman Teachers College Course** comprises **one quarter** in each of the following subjects: Psychology, Principles of Teaching, School Economy, the Teaching of Arithmetic and Algebra, The Teaching of Language and Literature, The Teaching of History and Geography, Practice Teaching; total in subjects requiring preparation, seven quarters. But the course includes also at least **three quarters** to be selected from the following subjects: Vocal Music, Drawing, Manual Training, Physical Education and Home Economics.

NOTE 1:—It may be observed that the Freshman Teachers College Course, as part of the "Advanced Course" is identical with the course required of High School Graduates in order to secure the "Elementary Certificate."

NOTE 2:—Students who from the outset desire to complete an "Advanced Course", without the intervening Elementary Certificate, are recommended to distribute the professional studies throughout the entire "Advanced Course" in such a way that about two-thirds of their energies will at all times be devoted to academic subjects and one-third to pedagogic subjects, the sum total of subject matter and of time requirements remaining the same.

II. **The Junior Teachers College Course** comprises **four units** selected from the following studies, all being of college rank: American Literature or English Literature; Ancient History or Medieval and Modern History or American Constitutional History; Trigonometry and College Algebra or College algebra and Analytics; Latin or German; Agriculture or Zoology or Physical Geography or Chemistry or Physics; Commercial Studies; Library Economy; Harmony or Form or Instrumentation. From all the foregoing, the student must (under advice) elect and offer **four units**.

III. **The Senior Teachers College Course** comprises **four units** selected from the following studies: English or American Literature; Ancient History or Medieval and Modern History or American Constitutional History or Economics; Trigonometry and College Algebra or College Algebra and Analytics or Analytics and Calculus; Latin or German; Chemistry or Physics; Commercial Studies; Library Economy; Studies in Music. From all the foregoing, the student must (under advice) elect and offer **two units**. The student must offer **one** quarter in Pedagogics or Advanced Psychology, **two** quarters in the History of Education, **one** quarter in Supervision or School Administration; and **two** quarters in Practice Teaching. Total **four units**.

On completing the "Advanced Course" or Three Years' Teachers College Course, a Diploma is conferred which includes a Teacher's State Certificate valid for life.

IV. The Fourth and Fifth Years in the Teachers College Courses comprise **eight** units chosen from subjects named under the Senior Teachers College Year. But **one** of the eight units may be elective professional work for specialization.

The degree Bachelor of Science in Education is conferred upon those who complete the Fifth Year in Teachers College Courses.

### Explanation.

1. The "Elementary Course" includes invariably the equivalent of fifteen High School units. In addition thereto, it may include four quarters or seven quarters of professional work, or seven quarters of professional work and three of special work, such as Drawing, Vocal Music, etc.

2. The "Advanced Course" includes (1) all requirements of the "Elementary Course", and (2) **six** additional units of academic work of College rank and two professional units. The total requirements in subject matter and time are the same whether the student secures first the "Elementary Certificate" and afterwards the Diploma, or omits the "Elementary Certificate" and works from the outset for the Diploma.

3. **Constants:** Every Diploma must include (1) the requirements of an "Elementary Certificate"; (2) one year of College English; (3) one year of College History; (4) one year of College Science; (5) the professional requirements of the Junior and Senior Teachers College Years.

