

State Certificate. Upon the satisfactory completion of all the work enumerated in this course of study a certificate will be issued by the State Superintendent of Schools. This certificate will authorize the holder to teach in **any rural school** of Missouri for a period of two years. The following subjects constitute the course of study:

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
General Geography, with special reference to Commercial, Industrial and Physical Phases.....	1 term
Rural Life and Problems.....	1 term
Rural School Organization and Management.....	2 terms
Rural School Methods and Observation in the Model School..	1 term
Industrial Arts.....	1 term
Drawing, Manual Training, Physical Education, Reading, Vocal Music.....	5 terms

Explanation of the Course of Study.

In planning a course of study for rural school teachers several things must be kept in mind. Of first importance is the subject matter. There is no denying that in the past the curriculum of the rural schools has been borrowed largely from the city school. More than this, the teacher whether intending to teach in the city or in the country district has been prepared according to city standards.

Fundamentally the boys and girls of rural communities have the same instincts and capabilities as boys and girls who live in the cities; and, of course, all school education, whether given in the country or in the city, should seek to bring out all that is deepest and best in life as a whole; but in view of physical conditions the interests of city children and of country children are greatly divergent. City children learn to exhaust their energies and have their pleasures among the varying and distracting scenes and

conventionalities of the city, while the country children under proper direction find their consuming interests in nature, in field and meadow, in orchard and garden—on the farm; and if led by teachers who have been efficiently prepared in rural education, it is quite certain that the farm children will grow up in love with nature for its own sake, and also in love with the farm and the farm house, where at all times they may find the greatest opportunities for free and independent and wholesome living.

This means, then, that some subjects which have long held place in the traditional curriculum are yielding their place; or, at least, these subjects are beginning to receive a different emphasis. New subjects which are essential to country progress are finding important places in the rural school course. Thus, Nature Study, Elementary Agriculture, Industrial Art, Farm Accounts and Physical Education now begin to receive recognition along with the Mother Tongue and History and Arithmetic.

Second in importance only to the subjects taught is the **new emphasis** now being laid on some of the **old essentials**. This is in part a spiritualizing emphasis, in part industrializing. Lessons in literature and composition properly give **added emphasis** to the **beauties of nature** in the environment of the farm, thus awakening a **love for life in the country**. The **composition theme** is made **to deal** with **farm topics**. In the geography lesson such industrial themes as “the farm a commercial center,” “the history of the development of the farm,” and the like, receive more stress than heretofore.

From all this it will appear that the rural school teacher must know reasonably well: (1) The new curriculum; (2) the changing emphasis that is now being laid on some old subjects; and (3) country life and problems as they appear today.

Composition, Grammar and Literature. Of all the subjects taught in the rural schools none, perhaps, has been taught so indifferently as composition and grammar; in none certainly have rural children entering higher schools

shown such deficiency. The rural school teacher must now popularize the subjects of grammar and composition. This may be accomplished by meeting in a practical way and, through correct teaching, overcoming the difficulties encountered in faulty forms of expression and in lack of connection between a knowledge of the simple mechanics of language and the habitual application of such knowledge.

Outline of Work: Practical phases of technical grammar, chiefly to strengthen what has been already learned; composition, oral and written, farm themes being used to a liberal extent; pupils' short talks from simple outlines; letter writing, paraphrasing, etc.; study of suitable English and American masterpieces throughout the course.

Especial emphasis is laid on how to drill children in the mechanics of correct English, how to keep them from again falling into the vernacular of the playground and the street, and how to bring them into a love and appreciation of what is best in literature.—Messrs. Settle and Barrett, and Misses Brashear and Richardson.

Arithmetic. The purpose is to aid the rural teacher (1) in selecting problem material that will fit pupils' understanding and experience, (2) in applying Arithmetic economically as a help in the many farm activities, and (3) in organizing a practical course which shall include both the experience and the needs of the children to be taught; and further to lead the young teacher (1) to secure accuracy in concept, in expression and in mechanical adjustment, (2) to present pedagogically the elements of Arithmetic, both as a tool and as an elementary science, and (3) to discover that Arithmetic when presented in a rational way becomes a well organized unit of practical value in all education and in all life.

Material: Farm activities, blacksmithing, carpentry; flouring and grist milling, canning factory; merchandising, commercial paper; scoring of corn; gasoline engine; cost of living, cost of production; fencing; area, volume; plotting of fields, draining, laying out roads, etc.—Messrs. Harvey, Cosby, Otterson, Zeigel.

Farm Accounts and Business Principles. Manu-
factories and commercial institutions depend largely for
their success upon intelligent and systematic records of their
business transactions. The income and outgo are compared.
The expense and waste are reduced to a minimum. But
the farm is a great factory for the production of so called
“raw material.” Other things being equal, the farmer
succeeds best who keeps a record of the cost of farm pro-
ducts, the returns from their sale and use, the value and
progress of his business. The course in farm accounting
utilizes the principles of bookkeeping, but it is so simplified
that in actual practice ten minutes a day suffice for the
farmer to keep a record of his business. Among the topics
developed are accounts with each department of farm in-
dustry, such as labor, team use, tools, poultry record, dairy
record, garden, orchard, general crops, and live stock; also
accounts with notes and persons. The work is planned to
cover the transactions of a year in order to illustrate the
farm turnover.—Messrs. Harvey, Otterson, Zeigel, Cosby,
Burrows.

Algebra. The aim is to illustrate and make clear a
few principles in algebra, to acquire facility in using alge-
braic symbols as tools, to appreciate the idea of function,
and to express given ideas economically by graph or other-
wise.

Method: The student does his own thinking; prin-
ciples are mastered not mechanically but intelligently;
each situation is met from the student's field of experience;
each problem is approached and appreciated through con-
crete applications; the graph is used as a means to aid the
student in expressing himself.

Material: Extension of materials used in arithmetic;
simple problems in constructional geometry to be utilized,
such as the straight-edge and compass, specific gravity,
ventilation, architectural material, projectiles and veloc-
ities, relative values of food material, time tables, rate of
combustion, cost of living, etc.—Messrs. Harvey, Zeigel,
Cosby, Otterson.

History and Government. This course presupposes pretty good general knowledge of our country's history. The work is designed for at least four terms. It covers the essentials in the history of state and nation, together with the study of government, local, state and national. While there is no desire to underestimate the importance of early American History, more time is devoted to the period beginning with the struggle for a national Constitution and including all of the National Era. Political history receives a less prominent treatment than social, commercial and industrial topics. American social development up through the years, the struggle for commercial independence, the nation's remarkable industrial growth and westward expansion, the rise of the United States to the rank of a world power—these are among the more prominent topics. A brief outline of Missouri history is considered indispensable.

The study of the course in government is two-fold: (1) To furnish knowledge necessary to the intelligent use of the right of suffrage and the right of citizenship; and (2) to stimulate efficient self-government and to accelerate farm growth, through a study of such local units as county, township and school district. To these ends we prepare the rural teacher to render the greatest measure of service in local public affairs.—Messrs. Foght, Otterson, Murdock.

Physiology and Sanitation. This course is based on the marked tendency in modern education to emphasize the care of the human body, the effect of disease on the child's efficiency in school, and, in a broader sense, the inroads of disease on the life and efficiency of all the people. The rural teacher holds a more responsible position in this matter of health than does the city teacher. The latter is convenient to medical assistance and often has the benefit of a physical inspector of the schools. Not so with the rural teacher, who has to be both physical inspector and medical advisor, at least so far as to detect first symptoms of diseases common to children. The course comprises the following:

1. A brief study of general physiology; a study of the laws of hygiene; consequences resulting from breaking these laws.

2. Personal hygiene; school sanitation; home sanitation.

3. A study of children's diseases; disease germs and how they are transmitted; how to detect the common contagious diseases; what to do; how to disinfect buildings and premises, etc.—Mr. Daugherty.

Nature Study and Agriculture. These studies, rightly conducted, add much to the efficiency of the rural school. It is the purpose of this course to aid the teacher in making the rural school what it properly should be, "an institution in which the life of the community is reflected and in which the environment is used as material for mental development."

Nature study logically precedes the study of agriculture; and yet, the two are so intimately related as really to blend together. While the students in the former are learning about the wonders of nature in leaf and blade and tree, the students in the latter are getting acquainted with noxious weeds and harmful insects. They are also learning how to combat the enemies of productive vegetation. But nature study is more than a forerunner to agriculture. Its first mission is to develop in the child an interest in teeming nature round about him. Once this interest is aroused, nature becomes to him an ever present teacher, instructing and revealing, opening the doors to the mysterious unknown. The love of nature and of country life then becomes a love of these things for their own sake. The teacher who is able to impress the child with this love will have done much to solve the rural life problem.

Nature Study Material: Birds; insects; spiders; earthworms; hairworms; snails and slugs; toads; frogs; turtles; snakes, etc.; animals; trees; plants; rocks and soils; stars; weather; scenery; all physical phenomena of the home region.

Agricultural Material: General leading-thread from "Warren's Agriculture"; Corn: judging seed corn, determining germinating strength, etc.; dairying; the siló and fodder stuffs; grains; farm animals; farm machinery; poultry and poultry house construction; barn and farmhouse architecture; horticulture; school gardening; children's home gardens.—Mr. Lewis, Mr. Miller, Miss Berry.

General Geography. It is designed to touch the high points in a review of the leading principles in geography, introducing the student to the broader and more complex generalizations involved in a **study of commercial, industrial and economic elements** of modern civilization. Among the topics treated from the standpoint of physical geography are such as continents and oceans; rivers and river valleys; plains, plateaus, and mountains; dry farming; underground water and vulcanism; the great wind systems, and other elementary facts of meteorology. From the commercial standpoint, the growth and factors of commerce; economic forces; transportation and communication; the natural raw materials; and the problems involved in the localization of industries. Some field excursions are made to study local conditions. These include trips to near-by coal mines, the shoe factory, the packing house, the ice plant and other manufactories. Copious illustrations are given through the lantern, stereoscopic pictures, and citations to the library.

Much emphasis is laid on those forms of industrial geography which especially interest farmers. The farm unit is studied as an industrial center. Then follows a very brief history of the development of the average farm. Hereafter are studied in turn the manufacturing industries of the neighborhood; the natural conditions that make the production of the home center possible; and, particularly, a study of how country people may take advantage of natural conditions and change the same to the needs of the community. Intermixed with these courses will be some practical work for every student in making and drawing maps.—Mr. Burrows, Mr. Stokes, Mrs. Harvey, Miss Doolittle.

Rural Life and Problems. No teacher can render the rural community and school a full measure of service who has not a fair understanding of the history of American rural life and some knowledge of its many problems that now seek solution, problems which must be solved before the true "equation of life" between the rural and the urban can be reached.

x The ~~present~~ course provides for a brief history of American rural life, emphasizing its chief characteristics of growth; its early wholesome social and industrial atmosphere; the causes leading to the ruin of rural hand-crafts; and finally, the modern phenomenon of the disintegration of the farm population and the exodus to the city. Then follows a study of the factors which may be expected to check the movement from the farm and make farm life more satisfactory. The following topics are studied:

1. Farm Lands and Labor: Conditions of ownership; forms of rental; scarcity of labor; problems of housing, board and wages.

2. Architecture and Sanitation: House construction; modern conveniences and appliances; wells and well water; ponds and pond water; sewerage; public health and rules for prevention of disease. (Done in Agricultural Dept.)

3. Organization of Finances: Savings Banks, including Postal Savings Banks; rural credit societies; mutual insurance; co-operative buying and selling.

4. Marketing; dairying, fruit culture, poultry raising, etc.; elimination of middlemen; farmers' buying associations. (Done in Agricultural Dept.)

5. Transportation and Communication: Good roads; rural free delivery and parcels post; trolley lines; telephones.

6. Educational and other Organizations: Granges; farmers' clubs and institutes; extension work; experiment clubs; women's household organizations.

7. Social Organizations: Schoolhouse the center of all social gatherings; old settlers' meetings and other festivals; lyceums or literary clubs; farmers' wives' social circles; rural church rehabilitated; moral and religious growth.—Mrs. Harvey, Mr. Foght, Mr. Burrows, President Kirk.

Rural School Organization and Management.

This course is restricted to the purely educational, Foght's "American Rural School" being used as the principal text. Some time is devoted to a historical survey of the rural school, from its beginnings on the Atlantic seaboard, following it through its vicissitudes incident to the westward movement of the frontier line and its change from the reputed large strong school of long ago to the now generally small and weak school. Then follows a study of the rural school as it now is, with much emphasis laid on the proposed improvements. This involves a careful study of the following topics:

1. School Administration and Organization: A discussion of organization units, duties of school boards to teachers, community, etc.

2. School Supervision: A study of supervisory units, and relation of Superintendent to teachers and school boards, etc.

3. School Maintenance: With emphasis on the necessity for greatly increased expenditure for school purposes in rural districts.

4. The Rural School Teacher: A study of his preparation necessary to meet the changing conditions; his reward measured in terms of salary, longer tenure and better social rating.

The remainder of the course is devoted to the reorganization and spiritualizing of school plant and course of study to meet present needs. This part of the course falls into the following sub-divisions:

1. The School Plant: A careful study of modern, practical school architecture. Due attention is given to exterior appearance and to practical sanitary interior finish. The discussion includes furniture and other equipment.

~~2. The Model Rural School on the Campus is here studied in detail.~~

2. School Grounds and Gardens: These are studied as essential and of practical value in the efforts to spiritualize rural life.

3. Consolidation of Schools: The nation-wide movement to establish graded schools in rural communities is studied in order to enlighten the teachers on the possibilities of the system, and to enlist their aid in behalf of school consolidation in Missouri, wherever practicable.

4. New Subjects in Curriculum: Nature Study; Elementary Agriculture, with experimental work and organization of Boys' and Girls' Clubs; Industrial Art, with special attention to Manual Training and Home Economics; organization of Rural School Libraries and the Study of Library Economy; Physical Education, including study of health, play, and rural school gymnastics.

These subjects are all developed in a general way, with (a view to laying a foundation for their careful study elsewhere in this curriculum.)

5. School Management: Definite courses of study are arranged and dealt with, and programs made, as applicable to changed school conditions; finally, the mechanics of daily routine in rural schools is carefully studied. —Mr. Focht.

Rural School Methods and Observation Work. It is deemed wise that no teacher shall be entitled to the state certificate offered in this course who has not given some time to the study of **how** to present the various subjects in the rural schools. The work is devoted in part to the theory of presenting specific subject matter, and in part to the application of these theories through observation in the Model Rural School.—Mrs. Harvey, Miss Barnes.

Industrial Art. This course emphasizes the practical as well as the educational, and is limited to such handwork as can be done in a reasonably well equipped one-room or two-room school. In this connection the work benches and other equipments installed in the attic of the Model Rural School are used and studied. For boys, the tools required are those which are found or should be found on every farm; for girls, a sewing machine and other articles of use in household economy.

Material for Study: School Carpentry, directed to the making of articles which can be put to immediate use at home or in school; plans for the construction of farm buildings of the simpler sort.

Working in Leather and Rope: Finding practical application in mending of harness, making halters, etc.

Sewing: Darning, patching and repairing such articles as children are likely to bring from home; cutting and fitting of garments; crocheting; knitting; embroidery.—Mr. Towne, Mrs. Harvey.

Physical Education. The purpose of physical education in rural schools is to teach the value and relation of mental unfoldment and physical growth; the importance of play as an essential part of the education of the child; the use of gymnastic exercises for the better health of the pupils; the correction of bad habits of posture acquired at the school desk and in the standing position; the physical, physiological, social and moral values of games; and the pedagogy of play, games and gymnastics.

The course will comprise the study of the child nature, its physical, psychical and social development and the relation which play in education bears to this development. The nature and function of play will be systematically treated. A brief study of personal hygiene with its practical application and the elementary facts of first aid to the injured are essential to the rural teachers. School gymnastics and the teaching of elementary gymnastics will be given to supplement the play activities when they are prevented by unsuitable outdoor conditions. The study of physical education methods will be supplemented by practice of play, games and gymnastics in the Model Rural School.—Mr. Simmons, Miss Dockery.

Drawing, Manual Training, Reading, Vocal Music. In addition to the subjects described in the foregoing syllabus, students of the rural school course will elect five quarters from drawing, manual training, reading and vocal music. These subjects are so well understood that they

would seem not to need explanation in this circular.—Miss Livingston, Miss Lyle, Mr. Towne, Miss Dockery, Mr. Gebhart, Mrs. Smith.

Rural Sociology Club. Students regularly enrolled in the department for the preparation of rural teachers are eligible to membership in the Rural Sociology Club, which is organized to popularize the study of rural sociology. Meetings are held bi-weekly, at which important and interesting phases of rural life are discussed. Living questions with bearing upon the farm community, which are now receiving attention in the public press or are otherwise being worked out, will be followed with interest, and, so far as practicable, be brought into the club and studied. It is believed that this organization may in time become the nucleus for a larger organization reaching out through extension courses to the rural districts themselves.

The Model Rural School. The Model Rural School on the Campus is an important factor in the preparation of rural teachers. This school is described in detail in the **Rural School Bulletin** (Vol. X., No. 3), issued in December, 1910. Every student interested in this course should procure a copy.

Enrollment and Classification. Prospective students and also those now in residence who contemplate enrolling in this course, should signify their intention by communicating with the President of the School at the earliest convenience. Individual student programs may be prepared now or at the opening of the Spring Quarter, Monday, March 6. The tentative daily program for the entire school in all courses is found on pages 14 and 15.

For further information, address,

JOHN R. KIRK, President.

Tentative Daily Program, for Entire School, March 6, to May 23, 1911.

TEACHER	ROOM	First Period 8:00-8:50	Second period 8:50-9:45	Third Period 10:10-11:05	Fourth Period 11:05-12:00	Fifth Period 1:05-2:00	Sixth Period 2:00-3:00
B. P. Gentry	17B	Cae. 1 qr.	Sallust	Cae. 3 qr.	Adv. Comp. (Col.)	Vergil 2 qr.	Horace
Lucile Jarvis	19B	Lat. 1 qr.	Cic. 1 qr.	Lat. 3 qr.	Cae. 2 qr.	Ovid 2 qr.	Lat. 2 qr.
J. W. Heyd	25B	German 5 yr. 3qr.	Ger. 2yr. 3qr.	Ger. 2 yr. 1 qr.	Ger. 1 qr.	Ger. 3 yr. 3 qr.	Ger. in Pr. Sch.
Eldina Kropf	25B				Ger. 3 qr. 2A		
H. W. Focht	21B	Am. Hist. 2qr.	Pol. Econ. 3qr.	Hist. in Pr. Sch.		R.S. Org.-Mgt. 2 B	Am. C. H. 3 qr.
John R. Murdock				Am. H. 3 qr. 21B		Am. Hist. 1 qr. 21B	
Eugene Fair	20B	Rom. Hist.		Hist. in Pr. Sch.	Eur. H. 3 (H.S)		Adv. Am. Gov.
E. M. Violette	20B		Hist. in Pr. Sch.	The T. of Hist.	Med. Hist. 3qr. 26C	Eng. Hist. 3 qr.	Med. Hist. 3 qr.
A. Otterson		Arith. 2 qr. (16B)	Alg. 1 qr. 20B		Civ. Gov. 1qr. 21B	Civ. Gov. 2qr. 12B	
H. Clay Harvey	14B	Arith. in Pr. Sch.	Sol. Geom. 12B	T. of A. & A. 12B	T. of A. & A.		Alg. 2 qr.
C. C. Roselle	10B						Trig. 2 qr.
W. H. Zeigel	12B	Arith. 3 qr.	Calc. 2 qr. 14B	Trig. 1 qr. 14B	Pl. Geom. 1 qr.		
Byron Cosby	10B	Analytics 1qr. 14B	Alg. 4 qr.	Alg. 3 qr.	Pl. Geom. 2 qr.	Col. Alg. 1 qr.	
Mark Burrows	12A	Shorthand 2 qr.	Shorthand 3 qr.	Bookkeeping & Bus. Practice			
Lula Crecellus	14A	Shorthand 3 qr.	Typewriting	Dictation 16A		Typewriting	Dictation 16A
W. J. Bray	9C	Gen. Chem. 3 qr.	Chem. Lab.	Gen. Chem. 1 qr.		Qual. Anal.	
John Howe	9C		Chem. 2 qr.			Chem. Lab.	
W. A. Lewis	15B		Domestic Animals	Farm Mach & Arch Corn		Agriculture 3 qr.	Sanitary Problems
J. A. Miller	15B	Agri. Lab.		Photog.		Agri. Lab.	
J. S. Stokes	4B	High School	Physics 3 qr.	College Physics 3 qr.		Phys. Geog. 3 qr	
L. S. Daugherty	2C	Gen. Zool. (2 p.)	Col. Zool. (2 p.)	Gen. Physiol.		Gen. Zool.	Birds
A. P. Settle	23C	Am. Lit. 3 qr.	19 Cent. Lit. 3 qr.	Col. Rhet. 1qr.		T. of L. & L.	Eng. in Pr. Sch.

Minnie Brashear	27C	Gr. & Comp. 3 qr	Gr. & Comp. 3 qr	Shakespeare	Gr. & Comp. 3 qr
E. R. Barrett	25C	Rhet. 3 qr.		Lit. 2 qr.	Lit. 1 qr.
Miss Richardson	26C	Lit. 3 qr.	Lit. 3 qr.	Rhet. 2 qr.	Rhet. 1 qr.
D. R. Gebhart	14C	Applied Music	Harmony 3 qr.	Pr. Sch.	
Bertha D. Smith	15C	Voc. Mus. 1qr.	Voc. Mus. 2 qr.		Voc. Mus 1 qr.
Coral G. Sykes	15C	Voc. Mus. 3qr. 14C		Harmony 1 qr.	Voc. Mus. 2 qr.
J. L. Biggerstaff	14C		Inst. & Oreh.	Cppt. & 2 qr.	
Leota L. Dockery	33A	Deb. & Parl. Law	Ru. Sch. Rdg.	Phys. Ed.	Phys. Ed.
C. B. Simmons	2A		Office Hour	Baseball	Track & Field
A. D. Towne	11C	Man. Tr.	Man. Tr.	Man. Tr.	El. Sch.
Miss Livingston	12C	Dr. 2 qr.	Dr. 1 qr.	Dr. Pr. Sch.	Dr. 2 qr.
Grace Lyle	12C	Dr. 3 qr.		Dr. 3 qr.	
O. A. Parrish	28C	Lib.	Lib.	Lib. Instruction	Lib.
Meta Gill	33C	Lib.	Lib.	Lib.	Lib.
Mayme Sears	33C	Lib.	Lib.	Lib.	Lib.
S. L. Mapes	33C	Lib.	Lib.	Lib.	Lib.
J. D. Wilson	27B	El. Psych.	Prin. Teach.	Science Education	High Sch. Probs.
A. B. Warner	27B	Hist. Ed. 2 qr. 2B	Hist. Ed. 1 qr. 2B	Sch. Economy	Sch. Admin.
Susie Barnes		Pr. Sch.	Pr. Sch.	Pr. Sch.	Pr. Sch.
Mrs. Harvey	Ru Sch		Ru. Sch. Probs.	Ru. Sch. Methods	
Miss Savage		El. Sch.	El. Sch.	El. Sch.	El. Sch.
Laurie Doolittle		El. Sch.	El. Sch.	El. Sch.	El. Sch.
Idella R. Berry		El. Sch.	El. Sch.	El. Sch.	Hand Work.
Harriet Howard	25A	Kgn.	Kgn.	Kgn.	Pr. Sch.

Orchestra Practice, 1 p. per wk. Chorus Rehearsal 1 p. per wk. Mil Tac. 2 p. per week.
 LIBRARY HOURS:—School Days, 7:30 to 12 and 1 to 5, Saturdays 9 to 12 and 1 to 4

