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**First District Normal School**  
KIRKSVILLE, MISSOURI

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**SUMMER QUARTER.**

**Eleven Weeks, June 1st to August 14th, 1909.**

The Summer Quarter is for two well defined purposes:

1. It is to enable present and prospective **teachers** to **economize** their **time** and **energy**. It does away with the great loss and expense of enforced idleness heretofore entailed by the long vacation of three or four months.

2. It is to enable worthy and ambitious teachers to cover in the summer months such **advanced student work** that they may secure from state and county authorities the certificates of higher grade through which they may command better positions.

The Summer School is a **new force** in education. It puts **new vitality** and **greater virility** into the students and faculties of the progressive and ambitious higher institutions. It was a fatal fallacy to suppose that the summer time was needed for rest or for inaction. On the contrary it is the great working season of the year when all nature is at its best, when animal and vegetable life forces are in their highest perfection. The world's **greatest work** is done **in the summer time**. Its real workers have always done their greatest deeds in the summer time. The **health** of the world is **best** and **disease** ebbs **at its lowest** in the summer time. Colds, grippe, pneumonia, chills, measles, small pox, diphtheria, scarlet fever, rheumatism and all their attendant train of evils go into voluntary retirement just in advance of the heralds of summer time. They remain in retirement till the leaves are falling and the melancholy days have come.

This great **teachers college** enjoys and offers **unusual facilities** for summer school work. The city of Kirksville is well and widely known as an **exceptionally healthful** place. Some other cities claim advantages because they have health resorts in their vicinity. Kirksville, with its high altitude, its pure water and its well shaded streets and lawns, is itself the equal of the **best health resort** in the State. Of this fact there is not the slightest reason for doubt.

Best of all, the Normal School Campus is a veritable beauty spot. Its well kept lawns and shady walks, its lake fed from city hydrants, its great buildings cooled by motor-driven fans, its gymnasiums, baths, summer play grounds and pretty driveways—these all contribute to make the Summer School a highly exhilarating life force. The great majority of students who classify June 1st return to their homes about the middle of August in better health and higher spirits than when they enter. This is the record of the past.

**Some Attractions.** There will be no opportunity for life to become monotonous to the summer school students. The daily assembly about 10 a. m. includes a fine **musical program** in which all may participate. There will be addresses and lectures illustrated by lantern slides. There will be social entertainment furnished by the Faculty, the Y. M. C. A., the Y. W. C. A., and various other organizations. Several of the **Literary Societies and Debating Clubs** will probably hold sessions during the summer. The Y. M. C. A. and the Y. W. C. A. in their beautiful and healthful rooms will be a source of inspiration both on Sundays and week days. The **Military Company** will meet twice each week. The young men are encouraged and advised to participate in the advantages which it offers. Early in August the Kirksville **Chautauqua Assembly** will be in session and offer many of the best entertainments that the country affords. There will be other sources of instruction and entertainment. The buildings, laboratories, libraries, gymnasiums, athletic field, campus and general environment contribute to intellectual uplift, physical health and profitable enjoyment of both students and Faculty.

**A Special feature** this summer is the large variety of courses whereby actual teachers may receive **credits on State and County Certificates**. By authority of the State Board of Education, students attending the full term may pursue for certification purposes **any three** of the following subjects: Algebra through quadratics; Advanced Arithmetic, as given in first class High Schools; Literature, as heretofore; Grammar, as given in first class High Schools; Ancient History; Mediaeval and Modern History; English History; American History; Civil Government; Physics; Physical Geography; Agriculture; Physiology; Pedagogy; Psychology.

But there may be elected as one or more of the three subjects for certification purposes whatever other subject or subjects may be agreed upon by the student and the State Superintendent of Schools.

Teachers attending only 45 days can pursue not more than two subjects for certification purposes.

But notice: "No student shall be entitled to receive credit (on a state or county certificate) who shall pursue a greater number of studies than the number for which credit may be obtained, except that subjects which do not require preparation, such as Gymnasium Work, Elementary

Free Hand Drawing, etc., may be taken in addition to those in which credit is allowed." But no credit on certificates is to be allowed, in such cases, for "drill subjects" or those "not requiring preparation."

**Room and Board** in Private families at the usual rates, \$3.25 to \$3.50 per week.

**Incidental fee** \$6.00 per quarter. Gymnasium fee \$1.00 per 12 months, paid at opening of the first enrollment within each 12 months.

## COURSES.

**Agriculture.** The course in the **Pedagogy of Agriculture** will be especially attractive. It includes a discussion of the ideals and methods of teaching Agriculture in elementary and secondary schools. The practical work will be done both in the school garden and in the laboratories. It will include landscape gardening, ordinary school gardening, Nature Study and demonstration of many facts and principles in Agricultural Science. A study of the educational possibilities in correlating Agriculture with the other public school subjects will consume approximately one-third of the time. Garden management and the methods of surmounting practical difficulties will receive attention.

The **Principles of Stock Breeding** is a course chosen for the more advanced students. It includes the principles and methods of improving both plants and animals. Evolution, heredity, variation, mutation, Weismann's Theory, Mendel's Law, Galton's Law, and the various systems of breeding are studied and discussed. It is proposed to do experimental work in evolution and heredity with plants and with small animals.

The course in **General Agriculture** gives a general view of Scientific Agriculture. It includes practical gardening, a description of the different varieties and breeds of domestic plants and animals, plant propagation and culture, elementary animal husbandry, methods of combating enemies of crops and animals, and elementary agricultural chemistry.

**Chemistry.** Several courses in Chemistry will be given. Those under the caption Chemistry 1 qr., 2 qr., and 3 qr., are experimental courses in General Chemistry, each covering one-third of a year's work. These courses are parts of what is generally known as first year College Chemistry.

The courses in **Qualitative** and **Quantitative Chemistry** will require the full afternoon of each school day. They cover the field of Inorganic Analytical Chemistry.

The **Applied Chemistry** is intended to cover just such work as a commercial or governmental chemist would be called upon to do. It is intended that the student shall become familiar with the most delicate

and exacting apparatus that expert chemists are called upon to use, such as the refractometer, polariscope, spectroscope, nitrometer, calorimeter, micrograph, etc.

**Photography and Lantern Slide Making.** One of the most effective among the new agencies for exemplifying subjects in elementary schools and high schools is the lantern slide. All the departments of this Institution now have access to modern stereopticon appliances. It is found out that a majority of the high school studies can be greatly increased in attractiveness and efficiency through the use of lantern slides. The same is true of History and Geography in the Grammar school grades. It is discovered that through the departments of Physical Science, high school teachers and other teachers can readily master the art of lantern slide making. We have therefore equipped somewhat elaborately certain rooms in connection with the Department of Chemistry in order to give courses in the making of lantern slides. It is found that the ordinary two color slides to be had on the market at \$40.00 per hundred can be made by the Science students in their class exercises at an expense of some six or seven cents each; and by the aid of the Art Department, color slides in all respects as good as those to be had on the market at ninety cents to one dollar each, can be made at an expense of about fifteen cents each. Several high school teachers, principals and superintendents have already made arrangements to take courses in Photography and Lantern Slide Making. We therefore venture to urge upon the teachers of northeast Missouri, that they take advantage of these unusual opportunities to master an art which will be of high utility and for which there is an increasing demand.

**Department of Commerce.** It is intended in the first quarter **Shorthand** class to complete the Gregg Manual, about as much as is usually done in eighteen weeks of regular work. This will give some teaching knowledge of the subject, further practice being needed for speed. The Course is open to graduates of accredited high schools and to mature persons of equal ability or attainments.

The third quarter class is for speed practice. It is designed for those who have already taken the subject for two terms. Any one who is well grounded in the principles of any system and who desires speed practice, may enter this class with profit.

**Typewriting** is offered to those only who are in shorthand classes. The touch method is used and calls for much practice. New Remington, Underwood and Smith Premier machines are used and no extra fee is required. Students are also instructed in the use of the mimeograph, hectograph, and copying press.

In **Bookkeeping and Business Practice** the instruction is by the laboratory plan, the student spending two hours daily in the class room.

As each student does individual work his progress is not limited except by his own ability and application.

Information from various school reports shows unusual demand for instruction in Commercial Subjects and a very great increase in the number of students, especially in high schools, who are pursuing Commercial subjects; but the still greater change is in the quality of the instruction given in Commercial subjects. All the really great schools, colleges and universities are giving much thought to these subjects. There is a general demand for industrial and commercial work. There is a turn to technical and Normal Schools for special instructors in Commercial subjects. The old classification of subjects into studies for culture and studies for utility is well nigh broken down. No well informed person now doubts that Industrial History or the Geography of Commerce or Bookkeeping and Business Practice carries with it as much culture as Algebra, Latin or Literature, while the Latin may be for the highest utility, provided the student is to enter some profession, wherein frequent demand is made for skill in using the Latin Language and Literature.

**Drawing.** Various courses will be given. These will include Advanced Drawing and Applied Art, out-of-door sketching, still life and botanical drawings. Some of the material used in the Applied Arts will consist of leather, brass, copper and stencil material. No well-informed person now has any doubts as to the high value of Drawing in all its forms, both for utility and for culture. Above all other persons, professional teachers need to acquire mastery of the elementary phases of this art. Many of the summer school students will teach in rural schools and the elementary schools of villages. Our Art work compares favorably with the best in the country. It has attracted wide attention, but the very people who most need to avail themselves of its advantages are the most reluctant to take it up. Many good rural school and village teachers say to us when the matter is mentioned, "Oh, I can't draw. I have no appreciation of the shades, the tints or the forms." Yet these people are ambitious to hold responsible positions. They are to give direction to the lives of large numbers of promising children. These very people need to **study** and **practice art** as a utility, even though they at first find no satisfaction in it. Miss Reid's rooms should be crowded from the opening of the summer term to its close.

**English.** Three courses will be given in Elementary Literature with Composition, corresponding to the regular first, second and third quarters. Rhetoric and Composition will be given in three courses ranging from first quarter work to that acceptable on county and state certificates. There will be a class in special Literature for teachers' certificates, grades being accredited on all county and state certificates.

There will be three courses in Grammar and Composition. Candidates for these courses should have completed the ordinary Grammar course of the public schools.

Attention is called to the new course in the Pedagogy of Language and Literature.

The following advanced courses will be given, work in which will be of college rank and corresponding to that done in our regular Junior, Senior and Graduate years:

General American Literature, 1st quarter;

General English Literature, 1st quarter;

19th Century Literature, Poetry;

Tennyson and Browning;

Shakespeare.

Special provision will be made for all those who need grades to apply on certificates. For the first time in the history of this institution, the Department of English has teaching force and facilities to meet all the demands likely to be made by the public school teachers of the State.

**German.** (All courses to be of college rank.)

I. First year. A first quarter course to give a mastery of practically all the inflections of German, its pronunciation and the simpler grammatical constructions. Accuracy and thoroughness will be stressed. Texts: Thomas's "Practical German Grammar," revised; and Mueller's "Neue Maerchen."

There will be a second quarter class continuing the work of the first quarter above mentioned. Storm's "Immensee," and Heyse's "L'Arabiatta" or a similar work will be read. Joynes-Meissner's German Grammar may also be used in this and all following courses.

II. Second year. The first quarter course gives a thorough treatment of syntax. It consists chiefly of conversation and composition. Students who have taken two years of German in a good high school should have this course to complete two units of credit in this Institution. The third quarter course is a translation course of difficult prose with composition based upon it.

III. Advanced Composition. This course is given in the summer only. It is designed for: (1) Students who have had at least two years of college German, with whom it will count as first quarter, third year; (2) More advanced students and high school teachers of German who desire to more thoroughly master German syntax, style, idiom, choice of words, etc., in order to improve their own ability in teaching German; (3) Those mature students of German parentage who, having mastered the inflections, read German readily, and yet need to master German from its constructive side in order to teach it or pursue higher courses.

The **German Club**, a very helpful student organization, will continue its work during the summer the same as in the regular session.

**Gymnasium Work.** The first hour class for women is for those who have taken beginning work. It will consist of more difficult gymnasium exercises together with some instruction in the theory of gymnasium work. The second hour class is for beginners. Several days will be used for careful individual inspection and measurement by the instructor, Miss Dockery, to determine, so far as possible, the physical condition of each one entering the class. The work later will consist of exercises and games together with instruction on the care of the body. The **gymnasium and play ground class** is designed especially for teachers and will consist of regular gymnasium exercises and definite instruction in the pedagogy of Gymnastics. It will include practice work on the play ground with children of the Elementary School.

All the usual **courses for men** will be offered, both in the gymnasium and on the Athletic Field.

**History and Government.** Several courses will be given in the various forms of high school history, including Ancient History, American History and Civil Government. For details see tentative program, page 14.

**College Courses in History.** Ancient History: The second and third quarters (Greek and Roman History) will be given. Botsford's "History of Greece" and Abbott's "Short History of Rome" will be the texts.

The first and second quarters in Mediaeval and Modern History will be offered. The first quarter extends to about 1215 A. D., and the second quarter, to about 1500 A. D. Robinson's "History of Western Europe" will be used. In English History the first quarter will be given. The work will cover the period from 55 B. C. to 1360 A. D. Terry's "England" is the text.

In American Constitutional History three quarters will be given: The first includes the Colonial Period and War for Independence; the second, the Making of the Constitution and the administrations to 1828; the third, through the Civil War to 1880. A course in the History of Political Parties may be offered in lieu of the third quarter course.

Eighteenth and Nineteenth Century European History will be offered. The second quarter or middle-of-the-year course will be given. This includes the period of the French Revolution and the Napoleonic Wars. A thesis will be required.

**Latin.** The summer school demand has in the past been largely for Latin of high school or preparatory rank. Courses will be given in First Year Latin for the thorough mastery of inflections of nouns, adjectives

tives, pronouns and verbs and to secure familiarity with about fifty of the more common principles of construction. Courses in Caesar and Composition will extend the scope of syntactical knowledge begun in the first year. Effort is made to get the thought of the Latin by taking the Latin words in their order. At the same time effort is made to learn to give forceful idiomatic translation into English.

In the more advanced courses, emphasis is given to the study of the literature of the Language, though, in the poets, verse structure and rythmical reading are not neglected and in prose authors syntactical analysis is made complete. Throughout the Latin curriculum the general pedagogical principles involved are treated incidentally.

For graduate students a course in Cicero's philosophical works will be offered.

**Library Work.** Courses in Library Work will be offered as heretofore. Some 2000 volumes of new books have lately been added to the Library. During the summer other additions will be made so that the classes in Library Work will not only be taught theory but they will be given opportunity to test their theories in the accessioning, classification and cataloging of many varieties of library books.

**Manual Training.** Interest in Manual Training continues to grow. Therefore courses in its various forms will be given. These will include the usual work in raffia, pottery, wood, bent iron and mechanical drawing. Purchases recently made enable the department to offer courses in **lathe work** and **forge work** so that practically all the necessities for Manual Training in the public schools will be provided for.

**Mathematics.** By inspection of the tentative daily program, shown elsewhere in this Bulletin, it will be seen that a large variety of courses will be offered in Mathematics, extending from the laboratory or **field work** in **Surveying** to the **Pedagogy of Arithmetic** for the Elementary Schools.

Special attention is called to the course in the Pedagogy of Arithmetic because there is great need for improvement in the teaching of this subject. The course is designed to include difficult exercises in both Written and Mental Arithmetic, along with the principles and methods of teaching the subject. The course will give young teachers a more comprehensive knowledge of Arithmetic and enable them to teach the subject in a more rational way.

Under the new system of accrediting high school graduates, it is found that courses in the Pedagogy of Arithmetic are absolutely necessary and these will be required of the high school graduates unless by examination or proper testimonials they can show themselves to have pursued just such courses in other institutions.

**Music.** There will be five different classes in Elementary Vocal Music, or Sight Reading.

First quarter classes are for those having little or no knowledge of the principles of Music and for those with harsh voices, the courses being chiefly for development of good tone quality.

The second quarter classes are for those who have had some instruction in Music, either Vocal or Instrumental, excepting of course those instrumentalists who can not regulate their voices in regard to pitch. The second quarter class is really the first step towards good work in Sight Reading.

The third quarter class is for any who can sing and read Music fairly well. It is a good class for those who are required to teach Music in the middle grades and who need practice in Sight Reading.

The first quarter **Harmony** class is the beginning of Theoretical Music. A knowledge of some preliminary conventional instrument is necessary.

The **Special Harmony** class is for students who have pursued the subject at least up to and including Harmony requiring chords of the seventh. It is a good class for those who wish to review Harmony.

The **History of Music** is for supervisors and for those having special interest in the subject.

The **Teachers' Special** class is for those who wish to teach Music in the grades or in the high schools.

**Instrumentation, Counterpoint and Form** are for those advanced students who can show adequate preparation.

The **chorus work** may be participated in by all good voices and the **Orchestra**, by all who can play fairly well some orchestral instrument and read rapidly at sight.

**Individual lessons** on the piano, violin or in voice will be given to regularly enrolled students carrying not more than three subjects requiring preparation, one of which must be in Harmony or in advance of that subject. Students taking Music only will not be entitled to individual lessons.

**Physics.** Two courses are offered: 1. **Mechanics of solids and fluids** and the **principles of heat.** 2. **Electricity.** But students may take either quarter or they may take both quarters simultaneously. **Deviations** from printed schedule in the hours of work **allowed** when necessary. Work planned to accommodate both beginners and those who have completed high school physics. The pedagogy and the laboratory technique of the work is carefully considered. The course in Electricity comprises correlated experiments leading by easy, con-

nected stages through the fundamental principles of Electricity as exemplified in modern electrical machinery. Students completing this course in Electricity are able to construct diagrams of a modern multi-polar dynamo or motor of any of the usual types of field and armature windings, showing complete electrical and magnetic circuits, controlling devices, etc. They are also able to explain the purpose and effect of each construction. Several modern dynamos and motors in operation are available for inspection, study and use. Many problems in electrical work and engineering, electrical output, line losses, etc., are discussed. The Department is equipped with apparatus for showing, with power, the various forms of induction, Arago's rotation, the rotation of a current about a magnet and the free pole of a magnet about a current. A sixteen inch spark induction coil for showing the passage of currents through rarefied gases and for producing X-rays and cathode rays has recently been added to the equipment.

**Physical Geography.** The course consists of a study of surface features and their origin, uplift and erosion and resulting land forms. It is illustrated by maps, models, pictures, lantern slides and work in the field. The Department is supplied with hundreds of maps, lantern slides and stereoscopic views; also with abundant library facilities. The course is valuable for teachers of both Geography and History. A knowledge of the operations of nature as taught in this course, has value in many ways. Students should bring such books on the subject as they have. Even grammar school geographies are valuable for reference. The course leads to a somewhat minute knowledge of localities in outline and relief. A mere knowledge of relief is valueless without distinct and definite location. The course is extremely interesting and sufficiently difficult to demand diligent effort on the part of students.

**Reading and Voice Culture.** Two courses will be offered in Reading and Voice Culture, a Beginning course and an Advanced course, classification to be made at opening of the quarter. See tentative program page 15.

**Zoology.** In Zoology the following courses will be offered: A field and laboratory course in vertebrates; a special course in birds; a general field and laboratory course on invertebrates; and an advanced course of college grade for students who are prepared for it.

The great problems of animal life will be considered from various points of view. Economic Zoology is one very profitable and interesting phase that will be emphasized. The animal intelligence is another.

Zoology is a study of living animals and involves problems that are world wide in their consequences and influences upon the life of mankind. Zoology properly studied is a foundation for the pursuit of Psychology and Pedagogy. At least Zoologists think so.

**Physiology.** The course in Physiology is more advanced than the ordinary courses in Public Schools. It is similar to the course in High Schools, following Zoology.

**Theory and Practice of Education.** A large proportion of summer school students are experienced teachers. Courses in the Theory and Practice of Education are therefore to the summer students of a **highly practical nature**. Mindful of this fact, we offer large facilities for work in this department and give opportunity for students of many varieties to get the courses suited to their particular needs.

There will be at least **two courses in Psychology**, one for beginners which will stand as an introduction and a first course in formal Pedagogy; one advanced course dealing genetically with the great problem of the development of the human mind.

Courses will be given in the **Principles of Teaching**, in **General Method** and in **Special School Problems**; also two courses in the **History of Educational Theory and Practice** and a comprehensive course in **School Administration**.

Special courses will be offered in **Kindergarten Work** and the various forms of Manual Training, along with actual practice in the several branches of the Elementary School.

**The Rural School.** In connection with the usual work of the Elementary School, Miss Lora M. Dexheimer will conduct the Model Rural School. The children are brought from the country in a covered wagon. Numerous observation lessons will be given and after due preparation, those taking educational theory will be asked to do some actual teaching in the Rural School. Prior to observation and practice in the Rural School, the students will be given special lessons in Rural School Methods by Miss Dexheimer. They should lay plans in advance for these lessons. Miss Dexheimer was **raised on a farm in the middle west**. She taught in rural schools, graduated from two State Normal Schools and attended for one year the Teachers College of Columbia University, N. Y. She is in full sympathy with the rural schools and takes great delight in her specialty.

For further particulars,

Address,

JOHN R. KIRK, President.

## TABULAR VIEW OF COURSES OF INSTRUCTION.

Definitions:—The term "one quarter" means approximately 12 weeks in one subject. The term "one unit" means three quarters or nine months in one subject or in a series of related subjects, five periods per week, periods being approximately one hour in length, sciences having double periods.

The term "one year" means three quarters or nine school months.

### "ELEMENTARY COURSE."

#### Freshman Preparatory Year.

1. Adv. Gram., Comp., & Lit. (after completing 8th grade Gram.)	1	unit
2. American History, (after completing the usual 8th grade course)	1	"
3. Arithmetic & Algebra, (after completing the usual 8th grade course)	1	"
4. Voc. Mus., Drawing, Manual Training, Physical Education	1	"

#### Sophomore Preparatory Year.

1. English & American Literature with Composition	1	unit
2. Civics	1	"
3. High School Algebra, complete	1	"
4. Latin or German or Agriculture	1	"
5. Physiology or Zoology	1	"

#### Freshman Year.

I.	Four units from the following:		
	1. Eng. & Am. Lit. or Rhetoric	1	unit
	2. Ancient History (Of High School rank)	1	"
	3. Geometry (Plane & Solid)	1	"
	4. Latin or German	1	"
	5. Botany or Agriculture	1	"
	6. Commercial Subjects	1	"
	7. Harmony 3 qr., Dr., M. Tr., R. & V. C., Physical Education	1	"
II.	Psychology	1	"

#### Sophomore Year.

I.	Three units from the following:		
	1. Rhetoric or Literature	1	unit
	2. Anc. Hist. or M. & M. Hist. (Of High School rank)	1	"
	3. Geometry or Trigonometry & College Algebra	1	"
	4. Latin or German	1	"
	5. Botany or Agriculture or Physics or Zoology	1	"
	6. Commercial Subjects	1	"
	7. Counterpoint and Form	1	"
II.	Concrete Pedagogy & Philosophy of Teaching	1	"
III.	Teaching in Elementary School	1	"

#### SUMMARY.

1. Fr. Prep. Yr.	Academic Units 4; Pedagogic Units 0
2. Soph. Prep. Yr.	Academic Units 4; Pedagogic Units 0
3. Freshman Yr.	Academic Units 4; Pedagogic Units $\frac{1}{2}$
4. Sophomore Yr.	Academic Units 3; Pedagogic Units 1

Total.....Academic Units 15; Pedagogic Units  $1\frac{1}{2}$

Constants:—3 units of English, 2 of Mathematics, 1 of History; also 2 qrs. of Civics and 1 of Science; also all pedagogic requirements.

On completion of the above stated courses, the candidate receives the "Elementary Certificate" valid in any county of Missouri for two years.

Graduates of accredited high schools, having four years' courses, receive credit for the units of work shown in their high school records. They may receive the "Elementary Certificate" on completion of the following pedagogic requirements:

1. Psychology	1	qr.
2. Pedagogy and Philosophy of Teaching	2	qrs.
3. Pedagogy of Arithmetic and Algebra	1	qr.
4. Pedagogy of Language and Literature	1	qr.
5. Voc. Mus., Drawing, or Man. Tr.	1	qr.
6. Teaching in Elementary School	1	qr.

The minimum time requirement for High School graduates is two quarters, approximating six school months.

## "ADVANCED COURSE."

(All Courses being of College Rank.)

### Junior Year.

- I. Three quarters or nine months each in four of the following subjects:
1. American or English Literature . . . . .
  2. Ancient History or Mediaeval & Modern History or Am. Const. Hist. . . . .
  3. Trig. & Col. Alg. or Col. Alg. and Analytics . . . . .
  4. Latin or German or French . . . . .
  5. Agri. or Zool. or Ph. G. or Chem. or Physics or Thremmatology . . . . .
  6. Commercial Subjects . . . . .
  7. Library Economy . . . . .
  8. Form, Instrumentation and Orchestration . . . . .
- II. General Pedagogy or Teaching, 12 weeks . . . . .

### Senior Year.

- I. Three quarters or nine months each in two of the following subjects:
1. English or American Literature . . . . .
  2. Anc. Hist. or Med. & Mod. Hist. or Am. Const. Hist. or Eng. Hist. or Anc. Life or 18 & 19 Century History . . . . .
  3. Trig. & Col. Alg. or Col. Alg. and Analytics or Analytics & Calculus . . . . .
  4. Latin or German or French . . . . .
  5. Chemistry or Physics or Thremmatology . . . . .
  6. Commercial Subjects . . . . .
  7. Library Economy . . . . .
  8. Hist. Music, Biog. Music, Applied Music . . . . .
- II. History of Education, 6 months . . . . .
- III. School Administration, 3 months . . . . .
- IV. Teaching, Elementary or High Sch. 6 months, or Gen. Ped. 3 months & Teaching 3 months . . . . .

On meeting the requirements of the "Elementary Course" and of the above stated "Advanced Course," a diploma is conferred which includes a teacher's state certificate valid for life.

### SUMMARY OF "ADVANCED COURSE" (Life Cert.)

1. El. Course . . . . .	Academic Units 15, Pedagogic Units 1½
2. Sen.-Jun. Yrs. . . . .	Academic Units 6, Pedagogic Units 2
Total . . . . .	Academic Units 21, Pedagogic Units 3½

Constants:—Every Diploma must include (1) The requirements of an "Elementary Certificate;" (2) Plane and Solid Geometry which may be taken in the "Elementary Course" or a subsequent course. (3) One year of College English; (4) One year of College History; (5) One year of College Science; and (6) The pedagogic requirements of the Junior and Senior Years.

### Junior Graduate Year.

Three quarters or nine months each in four of the following subjects:

1. History of the English Language or Elizabethan Literature . . . . .
2. Med. & Mod. Hist. or Eng. Hist. or Am. C. H. or Anc. Life or 18-19 C. H. . . . .
3. Col. Alg. & Analytics or Analytics and Calculus or Surveying . . . . .
4. Latin or German or French . . . . .
5. Chemistry or Physics or Biology . . . . .
6. Library Economy . . . . .
7. History and Philosophy of Education . . . . .

### Senior Graduate Year.

Three quarters or nine months each in four of the following subjects:

1. 19th Century Literature or Shakespeare, Tennyson & Browning . . . . .
2. Eng. Hist. or Am. Const. Hist. or Anc. Life or 18-19 Cent. Hist. . . . .
3. Adv. Col. Alg. & Analytics or Analytics & Calculus or Surveying . . . . .
4. Latin or German or French . . . . .
5. Chemistry or Physics or Biology . . . . .
6. Library Economy . . . . .
7. Elective professional work for specialization . . . . .

The degree Bachelor of Arts is conferred upon those who complete the Junior and Senior Graduate Years.

## Tentative Daily Program, June 1, 1909, to August 14, 1909.

	ROOM	7:00-7:55	7:55-8:50.	8:50-9:45.	10:15-11:05.	11:05-11:55'	1:05-2:00.	2:00-3:00.	3:00-4:00.
B. P. Gentry	17B	Cic. 1 qr.	Cae. 1 qr.	Cae. 2 qr.				Cae. 3 qr.	Cic. 2 qr.
T. Jennie Green	19B	Lat. 1 qr.	Lat. 3 qr.	Lat. 2 qr.				Cic. Tusc. Dis.	Virg. or Horace
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Cora A. Reid	30C	Dr. Adv.	Dr. 1 qr.	Dr. El. Sch.				Dr. 1 qr.	Dr. 2 qr.
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G. E. McFadden	33C	Lib.	Lib.	Lib.	Lib.	Lib.	Lib.	Lib.	
Della Havenor	33C		Lib.	Lib.	Lib.	Lib.	Lib.	Lib.	Lib.
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Sarah J. Pepper	25A		Kgn.	Kgn.	Kgn.			Theory.	Theory.
Lora Dexheimer			Ru. Sch.	Ru. Sch. & Theory	Ru. Sch. & Theory	Ru. Sch.		Theory.	

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 Mil. Tac. 2 p. per week  
 \*Taught by Miss Barnes

Orchestra Practice 1 p. per wk.  
 Library Hours: School Days 7 to 12 & 1 to 5  
 Saturdays: 8 to 12 & 1 to 3  
 Anc. H., H. S., 3 qr. will probably be given





