

SUPPLEMENT TO JUNE BULLETIN

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REGULATIONS AND SUGGESTIVE OUTLINES
FOR THE STUDY OF THE
STATE READING CIRCLE BOOKS FOR 1915-1916

In cooperation with the other normal schools, and in harmony with the recommendation of the State Superintendent of Schools the First District Normal School offers the following credits for reading circle work.

Secondary Credit:

A total of one-half unit's credit ($1\frac{1}{2}$ terms) will be given under the following conditions:

1. Two of the three books must be studied.
2. These books should be studied simultaneously.
3. Each circle shall consist of not less than five nor more than twenty members, and shall be under the direction of a competent leader appointed by the county superintendent.
4. Students who are in school will not be given credit for reading circle work.
5. Each circle shall hold not fewer than nine meetings, which with the final examination, will make ten meetings for each circle.
6. A minimum of sixty minutes for each book must be spent at each meeting.
7. Members absent from any meeting who expect to obtain credits, must make up the work under direction of the reading circle committee.
8. This Normal School will furnish the final examination questions and will grade the papers. The examinations will be given by the county superintendents at places designated by them. The date will be Saturday, April 1, 1916. Examinations on all the books studied will be given on the same day.
9. Leaders and members of circles are invited to write to the reading circle committee regarding any points of difficulty in any lesson.
10. A report, on blanks furnished by this school, must be sent promptly after each meeting to Secretary of the Committee.

College Credit:

A total of two and one-half hours (one term's work) will be given under the following conditions:

1. The student must be a graduate of a four-year high school, or the equivalent.
2. The work must be done as extension or regular correspondence work under the direction of the Committee,

W. A. CLARK, Chairman,
MARK BURROWS, Secretary,
L. B. SIPPLE,

Committee,

CUBBERLEY'S "RURAL LIFE AND EDUCATION"

These outlines have been prepared with a view to covering all the book in nine lessons, provided the leader and members of the circle have made careful preparation of the assignments. It has been aimed to make each lesson a unit. For this reason some liberties have been taken with the arrangement of the chapters. The author's questions at the end of each chapter are excellent, and should have the right of way, usually, at each meeting. The leader or secretary of the circle should early conduct the necessary correspondence to secure the publications indicated for outside readings. It is not expected, nor always practicable, for every circle to use all the references, but a generous use of such is a good indication. At each meeting the material required for the next assignment should be distributed. In many cases it may be the best plan to give out special assignments to certain members and receive this in special reports. In such cases the reports should be brief and explicit,—not to consume more than ten minutes in most cases.

Lesson I. Changes in the Nature of Rural Life. Introduction and Chapter I.

1. In this as in the succeeding lessons use the author's questions at the end of each chapter.

2. By interviews with old residents or their descendants gather other material contributing to Question 9. Ten minutes of the meeting could be spent profitably by the members of the circle giving the results of such attempts to gather data from such original sources.

3. A good book to read in connection with this lesson is Carver's "Principles of Rural Economics," pp. 1-116.

Lesson II. New Rural Life Conditions and the Effect upon Rural Society and Institutions. Chapters II and III.

1. Chapter II, Questions 6 and 13: What efforts have been made in your county toward these ends? Does your county have a farm adviser?

2. Chapter III: Send for copies of "A Rural Survey in Missouri" (Adair, Sullivan, and Knox Counties) to the Department of Country Life, Board of Home Missions of the Presbyterian Church, 156 Fifth Ave., New York. The price is ten cents per copy. From your own knowledge of local conditions in what respects is this a fair picture of your own county, and in what is it not?

Lesson III: The Rural School and its Present Outlook in Missouri. Chapter IV.

1. How much overdrawn, so far as your own community is concerned is Cubberley's indictment of the rural school?

2. These references are very important, and perhaps they may be better treated by special assignments:

(a) The law raising the standard and qualifications of teachers. See School Laws of Missouri, Section 10941, p. 123.

(b) Special rural state certificates. See June Bulletin, 1915, of the Kirksville Normal School, pp. 59, 60. Because of an error on page 60, an outline of the course is here given:

Rural State Certificate Course

Students who complete the subjects mentioned below, and meet the other requirements of the State Superintendent of Schools, will be entitled to receive from him a

Rural State Certificate good for two years. High School graduates who seek this certificate must take three terms in rural school pedagogy, some review courses in grammar, arithmetic, and American history, and four terms in drill subjects.

Grammar and Composition	3 terms, 1 unit
Literature and Composition	3 terms, 1 unit
Advanced Practical Arithmetic	2 terms, $\frac{2}{3}$ unit
Farm Accounts	1 term, $\frac{1}{3}$ unit
Algebra thru quadratics	3 terms, 1 unit
American History	3 terms, 1 unit
Civics	2 terms, $\frac{2}{3}$ unit
Sanitation	1 term, $\frac{1}{3}$ unit
Agriculture	3 terms, 1 unit
Industrial and Commercial Geography	3 terms, 1 unit
Household Arts	1 term, $\frac{1}{3}$ unit
Rural School Management	1 term, $\frac{1}{3}$ unit
Rural School Methods	1 term, $\frac{1}{3}$ unit
Rural Sociology	1 term, $\frac{1}{3}$ unit
Drill subjects: Select any four from Manual Arts, Fine Arts, Reading, Vocal Music or Physical Education	4 terms, $\frac{1}{3}$ unit
Electives:	6 terms, 2 units

- (c) State aid for teacher-training courses in high schools. See pages 96-99, School Laws of Missouri. Send also to Hon. Howard A. Gass, State Superintendent of Schools, Jefferson City, for copies of a pamphlet dealing with these courses.
- (d) State aid to weak rural school districts. Section 10846, p. 63, School Laws of Missouri.
- (e) The free textbook law. School Laws of Missouri, pp. 134-136.
- (f) The rural school library. State Course of Study for Rural Schools, pp. 176-178. School Laws of Missouri, page 138.
- (g) Approved rural schools. State Course of Study for Rural Schools, 173, 174.

Lesson IV. The Consolidated Rural School. Chapter X.

1. Send for the following additional information:
 - (a) 'Consolidation of Rural Schools and Transportation of Pupils at Public Expense. Bulletin 1914, No. 30. Bureau of Education, Washington.
 - (b) The "Consolidation Number" of the RURAL SCHOOL MESSENGER.
 - (c) Consolidation of rural schools, with state aid for maintenance, and also for erection of buildings. School Laws, pp. 89-94.

Lesson V. Rural Life and the Needs of To-day. Chapters V and VI.

1. In connection with these chapters, it will be well for each member to read "The Organization of a Rural Community" by T. N. Carver. A sufficient supply of copies may be obtained from the Department of Agriculture, Division of Publications, Washington. Ask for Y. B. Separate 632.

Lesson VI. Fundamental Needs; Organization and Maintenance. Chapters VII and VIII; also pp. 339-347.

1. In connection with Chapter VIII read:
 - (a) County Unit Organization for the Administration of Rural Schools. Bulletin 1914, No. 44. Bureau of Education.
 - (b) The County Unit. A pamphlet issued by the Committee on a Larger School Unit appointed by the State Teachers Association. Write to the Secretary, E. M. Carter, Jefferson City, Mo.

Lesson VII: The Teaching Equipment. Chapter IX, and pp. 326-334.

1. These references should be read:
 - (a) Rural Schoolhouses and Grounds. Bulletin 1914, No. 12. Bureau of Education, Washington.
 - (b) The "Equipment Number" of the RURAL SCHOOL MESSENGER.

Lesson VIII: A New Curriculum. Chapter XI.

1. Write for a sufficient number of copies of the RURAL SCHOOL MESSENGER containing the article, "A More Workable and Efficient Daily Program."
 - (a) A good book to read at this point is Picard's "Rural Education," published by the Webb Publishing Co., St. Paul, Minn. Price \$1.00.

Lesson IX: A New Teacher. Chapter XII.

1. Compare the courses of study given on pp. 292, 293 with those of your normal school. Refer again to this course as given in Lesson III.
2. In connection with Cubberley's 15th question again refer to the Carver bulletin mentioned in Lesson IV.

Lesson X: The Final Examination.

This is required of those who wish credits recorded for reading circle work. See Sections 7 and 8, first page of this bulletin.

KING'S "EDUCATION FOR SOCIAL EFFICIENCY"

This book by Dr. King is a most inspiring one on a great phase of education, viz., "social efficiency." Every teacher, parent or school officer, in fact, every one who deals with children and their education whether in the school, the home, the Sunday-School or wherever it may be, will be helped by a study of this book. Parents and school officers should be invited to become members of the reading circle and to study this subject carefully.

The book may be covered in nine lessons of not less than one hour each. Leaders should know the advanced lesson to be assigned and should make provision for the suggested references. The references are free publications and may be had on request.

In preparing a lesson it is suggested that members follow this plan: First, read the entire lesson for the author's thought; second, ask yourself the questions on the lesson as suggested in this outline and look up the references if possible; third, re-read the lesson and make an outline of the main points with sub-topics under each. Come to the circle meeting with this outline in hand and with a list of questions or points that are not clear. The general discussion should clear them up. Remember that a conscientious study of this book will "function" in your work this year.

Lesson I: The Origin, Function and Aim of Education. Chapters I and II.

1. Define clearly the words "origin," "function", and "aim" as applied to this lesson.
2. Use all the author's questions on chapter I.
3. Use all the author's questions on chapter II, emphasizing Nos. I, VII, VIII, and IX.

Lesson II: The Rural School and the Rural Community—Their Relation. Chapters III and IV.

1. Use all the author's questions on this lesson.
2. See references in Cubberley (the reading circle book) for further treatment of this lesson.
3. Send for Bulletin No. 281, U. S. Department of Agriculture and use it with question three.
4. With question eight, write to the College of Agriculture, Columbia, Mo., for complete information regarding club work. Emphasize question ten.

Lesson III: The Twentieth Century Type of Rural School—The Consolidated School. Chapter XVIII.

1. Use the author's questions on this chapter on page 348. Connect this lesson with Lesson II.
2. What are the provisions of the Missouri school law regarding consolidated schools?
3. Plan a consolidated school district for your community, making a plat of same keeping in mind the roads, streams, valuation of property and the number of pupils in the 7th, 8th and 9th grades. Make arguments for and against such a school. Get figures from the county and state superintendents. Write to K. S. N. S. for Consolidation Bulletin.

Lesson IV: Character Forming: Home-Life; Group-Work. Chapters V and XV.

1. Use the author's questions on this lesson.
2. What do you think of giving pupils school credit for work done at home?
3. Discuss the value of group-work as a means to good discipline in your school. See references in Bagley on this lesson.

Lesson V: (a) Cooperation, (b) Play. Chapters VI and VII.

1. Use the author's questions on Chapter VI. Be sure you can answer questions 2, 3, 4, 7, 8, 9, 10, 13, 14, and 15.
2. Write to the National Congress of Mothers, 910 Loan and Trust Building, Washington, D. C., for Parent-Teacher literature.
3. Use the author's questions on chapter VII. Show that play is necessary in school for cooperation in later life. Send for Recreation Number of RURAL SCHOOL MESSENGER and to U. S. Bureau of Education for Bulletin, 1912, No. 16 on The School Playground by Curtis.

Lesson VI: School Incentives and the Social Life of the School. Chapters VIII and IX.

1. This is a very important lesson. Use all the author's questions on these chapters.

Lesson VII: Socializing the School: in the School; in the Discipline; in the curriculum; and in the Method of Instruction. Chapters X, XI and XIV.

1. Use all the author's questions on this lesson. See references in Bagley on this lesson. Mention cases of student "self-government" that you know and discuss the success or failure of each. Write to Prin. Felix Rothschild, Kirksville, Mo., for his excellent plan for socializing the Kirksville High School.

2. Show how the life of your community may be made the curriculum of your school. Show that the curriculum of your school may be made to contribute to your community life. Show that your methods of instruction are determined, somewhat, by your community.

Lesson VIII: The Need for Vocational Education. Chapters XII and XIII.

1. Use the author's questions on these chapters.

2. Discuss home credits, school gardens, boys' and girls' clubs, hot lunches, manual training, sewing, short courses, etc., as phases of vocational education.

3. Write to Secretary of the State Teachers Association, Columbia, Mo., for the Report of the Committee on Vocational Education for Missouri.

Lesson IX: The School as a Social Center and Its Relation to Social Progress. Chapters XVI and XVII.

1. Use the author's questions for both chapters.

2. Chapter XVII may be discussed before chapter XVI.

3. Has your community a social organization? Give the plan of the organization. What has it accomplished for the community? What are your plans for it for the future? If you are interested in organizing a "social center" write to K. S. N. S. for assistance.

Lesson X: The Final Examination.

This examination will be held April 1, 1916. See Sections 7 and 8 on the front cover of this bulletin.

BAGLEY'S "SCHOOL DISCIPLINE"

Before beginning to answer in detail the questions upon any lesson read the whole chapter through thoughtfully; and then re-read it under the guidance of the questions. The answers to the separate questions cannot be worked out from the detached parts to which they specifically refer without first reading the whole discussion. Where a written answer is called for the psychological value of the expression is considered; do not fail to write out definitely such answers.

Lesson I: Nature of "School Discipline". Chapter I.

1. What is "school discipline"; and what is a "well-disciplined school"?

2. Explain the term "fashion of good order" as characterizing a well-disciplined school.

3. Which of the three functions of discipline given on page 10 is most important?

4. Write out in concise, definite form answers to questions 4 and 7 on page 12.

Lesson II: The Poorly-disciplined School. Chapters II and III.

1. What is the author's idea of an "unruly school"; and in his "general causes," upon whom does he place the responsibility for the condition?
2. Contrast critically the two causes under "(a)" and "(b)", pages 16 to 23; and state which in your own experience and observation is the more common.
3. After a thoughtful reading of the author's discussion on pages 29 to 48, determine whether the unruly character of the school is due chiefly to defects and weaknesses of the teacher.
4. Recall in memory an instance of an unruly school that you attended in childhood, and determine what you now think to be the chief causes of the condition.

Lesson III: "Objective Attitude" and Higher Qualitative Standards. Chapters IV and V.

1. Write out with precision the answer to question 1 on page 60.
2. Why should not a gardener worry over a plant's failure to grow under his cultivating touch as justly as a teacher does over a pupil's indifference to his sympathetic stimulation?
3. Explain the statement in black-faced type in the middle of page 66.
4. Criticise, on the basis of the discussion in the preceding chapter, the summary on page 72, both affirmatively and negatively.
5. Write out with some fulness your answer to question 8 on page 74.

Lesson IV: Work and "Individual Assignments". Chapters VIII and VI.

1. Distinguish "work" from "play" as activities of a healthy human life.
2. Discuss the paragraph in the middle of page 121.
3. What are "individual assignments"; and what value have these particular assignments of study to pupils, both to the individual and to the class group?
4. Explain the statement in black-faced type at the top of page 76, illustrating by an example from your own experience.
5. What is a "problem"; and what makes a problem concrete to the individual pupil?

Lesson V: Group Responsibility. Chapter VII.

1. What is meant by "group responsibility"; "group sanctions"; "pupil self-government"?
2. Answer questions 6 and 12 at the close of the seventh chapter.
3. What evils are inherent in "pupil self-government"; and is it true that "a well-governed school is essentially a monarchy"?
4. Criticise the discussion on pages 105 to 109.

Lesson VI: Coercion. Chapters IX and X.

1. What is "coercion" in school discipline; and what education value is there in school activities secured through compulsion?
2. Make a brief summary of the discussion of rewards and penalties given in chapter X.
3. What is punishment; and what is the essential characteristic of "educative punishment"?
4. Answer critically in writing the three questions grouped under number 2 on page 169.

Lesson VII: Corporal Punishment and Other Penalties. Chapters XI and XII.

1. What is "corporal punishment"? Make your answer to this question consistent with your answer to question 3 in the preceding lesson.
2. What is Spencer's "discipline of natural consequences", referred to on page 176?
3. Discuss critically the "summary" at the bottom of page 214.
4. Answer question 5 on page 215.
5. Tell what ones of the "contemporary school penalties" enumerated in the twelfth chapter you consider bad, stating why in each case.

Lesson VIII: Troublesome Types. Chapter XIII.

1. Which of the two functions of school discipline discussed on pages 216 to 219 do you consider the principal one? Why?
2. What is "stubbornness"; and is it true that "a stubborn pupil is merely the complement of a stubborn teacher"?
3. Answer question 1 on page 236.
4. What evil effects of a teacher's recognizing that his pupil belongs to one of the troublesome types described on pages 220 to 236 will result in his teaching?

Lesson IX: Interest and Affirmative Discipline. Chapter XIV.

1. Define the terms "interest" and "effort" as used in discussions of education theory.
2. Is the fear of "making work attractive", hence making it "too easy", expressed by some writers on education justified?
3. Discuss critically the author's view as set forth on pages 246 to 252.
4. Answer question 6 on page 252 in writing.
5. Distinguish "affirmative discipline" from "negative discipline"; and point out in what parts of his book the author appears favorable to each.

Lesson X: Final Examination. The Whole Book.

It is expected that his critical reading of this excellent book will prepare each Reading Circle student to welcome the opportunity to express himself freely on the matter treated. Write thoughtfully upon the questions of the examination list with such fulness as will do yourself justice, interpreting Dr. Bagley's thoughts in terms of your own observations and experiences.