

Bulletin

of the

State Teachers College

Kirksville, Missouri

VOL. XIX.

JULY, 1919

No. 7

Published by the State Teachers College.
Issued Monthly

Entered as second class mail matter April 29, 1915, at the post office at Kirksville, Missouri,
under the Act of Congress of August 24, 1912.

CORRESPONDENCE and EXTENSION COURSES and OTHER EXTRA-MURAL ACTIVITIES 1919-20

The State Teachers College undertakes not only to maintain residence work for students who come to Kirksville but it also conducts thru its faculty many extra-mural activities for the benefit of those who can not enroll as resident students.

These extra-mural activities include:—

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

Thru this bulletin information is offered concerning these different activities in the order as named above. For further information address the chairman or any member of the committee in charge.

E. M. VIOLETTE, Chairman
MARK BURROWS
EDNA SCHELL

CORRESPONDENCE AND EXTENSION COURSES

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

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

Enrollment for 1918-19—During the past year 198 students enrolled for correspondence study in fourteen different departments. As compared with the preceding year the enrollment for correspondence courses for 1918-19 exceeded that of 1917-18 by 43. During the past year 175 students were enrolled in seventeen different classes conducted by three different departments. These classes were organized at Armstrong, Brashear, Hannibal, Huntsville, La Plata, Macon, Moberly, Palmyra, Salisbury, and Wellsville. As compared with the previous year the enrollment for extension courses for 1918-19 exceeded that of 1917-18 by 51.

Plans for 1919-20—Plans are under way which will enable the faculty to enroll a still larger number of correspondence students and to organize a greater number of extension classes, and to carry on these forms of activity with greater ease and effectiveness than ever before.

Procedure in Selecting a Correspondence Course.—If you desire to take a course by correspondence, examine carefully the list of courses described in this bulletin that are offered for correspondence study. On discovering the course that you wish to take, fill out the blank application for correspondence study on page 9 in this bulletin and send it, with your remittance for the fee, to the Registrar. On receiving your application the Registrar will notify the instructor under whom you wish to take work that you have applied for a course, and if, in the judgment of the instructor you are fitted to pursue the course, he will send the outlines for the work with full directions as to how to proceed. In case the instructor decides that you are not qualified for the work, he will report that matter to the Registrar who will either ascertain from you what other course you would like to take or refund you your fee.

Regulations as to Correspondence Courses—1. Students are urged to enroll as soon as possible after the beginning of the fall term and are re-

quired to complete their work by the close of the following spring term. No extension of time is granted. No applications for correspondence courses will be received after February 15. 2. In each correspondence course for which credit for $2\frac{1}{2}$ semester hours or $\frac{1}{3}$ high school unit is given, there will be twenty single lessons or ten double lessons, and, at the option of the instructor, a final examination covering the entire course. A single lesson is planned so that it will require approximately five hours of sixty minutes each for its preparation, and a double lesson just twice that amount of time. 3. A fee of \$10 is charged for each college course valued at $2\frac{1}{2}$ semester hours and of \$7.50 for each high school course valued at $\frac{1}{3}$ high school unit. To either fee must be added 50 cents when books from the library will be required in doing the work of the course for which the student is enrolled. This extra fee is to defray the postage in sending books from the library. Books are to be returned to the library at the further expense of the student. 4. No fees are refunded for any cause except in the case of a student who enrolls in a course in which the instructor discovers that the applicant is not qualified to begin or through the inability of the institution to offer the course. 5. With each lesson paper sent in to the instructor, the student must enclose a stamped and self-addressed envelope for the return of the paper with the criticism and comments of the instructor.

Extension Courses—These are conducted by regular members of the faculty at study centers agreed upon by the students and the instructors. Those who are interested in the organization of extension classes should study carefully the list of courses offered in this bulletin. For special information concerning any course in which you may be interested, write to the Chairman of the Committee or to the member of the faculty who offers the course. The fee is \$10 for each member enrolled for credit. The minimum number of members required in order to secure the organization of a class will depend somewhat upon the distance of the study center from Kirksville. Ordinary classes will not be organized unless there are eight or ten in the class. In extension courses for which $2\frac{1}{2}$ hours credit is given, the instructor will meet the class ten different times. The meetings of the class will each be two hours long and ordinarily will be held every other week. All extension courses must be completed by the end of the spring term. It is therefore highly advisable that extension classes should be organized as early in the fall as possible.

Maximum Credit—A maximum credit of ten semester hours or two high school units may be made by any one student by correspondence courses or extension courses or by both within the limits of the time set for the completion of such work, that is between September and the close of the following spring term.

AGRICULTURE COURSES IN EXTENSION CLASSES ONLY

High School Courses

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

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

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

College Courses

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

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

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

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

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

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

CHEMISTRY COURSES BY CORRESPONDENCE ONLY

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

COMMERCE COURSES BY CORRESPONDENCE

College Courses

1a and b. Stenography. Recommended to teachers who can attend a term to complete the study. Each course, $2\frac{1}{2}$ hours. MRS. SCHELL.

2b and c. Typewriting. First term of this subject must be taken in residence. Each course, $1\frac{1}{4}$ hours. MRS. SCHELL.

15a, b, and c. Accounting. Almost an ideal subject for correspondence study. Each course, $2\frac{1}{2}$ hours. MR. SELBY.

17a. Commercial Law. $2\frac{1}{2}$ hours. MR. SELBY.

105a. Commercial Geography. $2\frac{1}{2}$ hours. MR. SELBY.

EDUCATION COURSES BY CORRESPONDENCE AND ALSO IN EXTENSION CLASSES

High School Courses

IIIa. Psychology of Learning. A study in the essential facts and fundamental laws of behavior, covering such topics as habit, association, attention, instinct, perception, memory, imagination, emotion, reason. Attention is paid to the physiological correlates of these processes. $\frac{1}{3}$ unit. MISS ROOT.

IIIb. School Management. The school as an organization; the function of the school; the preparation of the teacher for the three phases of

school work—organization, management, discipline; relation of the various elements; mechanisms of classroom management. $\frac{1}{3}$ unit. MISS ROOT.

IVc. Methods and Observation. Considering theory of method, and emphasizing the origin and use of subject matter; the function of teaching as leading to control of values; motivation as a means of generating and directing activity; etc. $\frac{1}{3}$ unit. MISS ROOT.

College Courses

3. Principles of Teaching. An elementary study of the principles and practices involved in good teaching. $2\frac{1}{2}$ hours. MR. BURROWS.

5. Rural Sociology. A study of life in rural communities, seeking to discover tendencies and deficiencies, and to indicate plans for betterment. The student is led to consider the part that rural education must take in helping to solve the educational, social, and economic questions. $2\frac{1}{2}$ hours. MISS ROOT.

21. The Teaching of English in Elementary Schools. Designed for high school graduates and others who have studied Grammar, Composition, and Elementary Literature. It is especially for teachers in rural and other elementary schools. $2\frac{1}{2}$ hours. MISS EMERY.

23. The Teaching of Arithmetic. A course to give clear insight into the content of arithmetical method and a perspective that will enable the student to judge comparative values of subjects and processes in Arithmetic. $2\frac{1}{2}$ hours. By extension only; not by correspondence. MR. ZEIGEL or MR. COSBY.

27. The Teaching of Geography. An inquiry into the nature and scope of modern geography; its relation to nature study and science, with special attention to the organization of materials and methods of presentation. $2\frac{1}{2}$ hours. MR. BURROWS.

107. History of Modern Education. A concrete study of present-day education, its aims, methods, and organization, its development from the naturalism of Rousseau thru the critical thinking of Pestalozzi, Herbart, Froebel, and Spencer. $2\frac{1}{2}$ hours. MR. BURROWS.

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

ENGLISH COURSES BY CORRESPONDENCE AND ALSO IN EXTENSION CLASSES

High School Courses

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

College Courses

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

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

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

25. **The Puritan Age.** A study of Milton. 2½ hours. MR. JONES.

27. **Romantic Poets.** 2½ hours. MR. JONES.

101b and c. **Nineteenth Century English Literature**—101b, the essayists; 101c, the novelists. Each course, 2½ hours. MISS EMERY.

103. **Tennyson and Browning.** Intensiv appreciation course. 2½ hours. MISS EMERY.

105. **Modern Fiction.** Prerequisite, 101b and 101c or their equivalents. This course makes a desirable directed reading course for the winter but cannot be given except to students who have access to a well-equipped city library. 2½ hours. MISS EMERY.

107a and b. **Modern Drama.** A course in reading modern plays. 2½ hours. MR. WISE.

115. **Short Story.** A study in short stories and practice in production of original stories. 2½ hours. MR. WISE.

117b. **Shakespeare's Tragedies.** 2½ hrs. MR. WISE.

FINE ARTS AND INDUSTRIAL ARTS COURSES BY CORRESPONDENCE AND ALSO IN EXTENSION CLASSES

MISS EDNA GREEN and MISS PATTERSON

College Courses

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

7a, b and c. **Design and Art Structure.** 7a gives a general knowledge of composition; principles, beginning with study of proportion, space division, and harmony of line arrangement. Theory of color and principles of the uses of varying lines, values, and intensities are studied. 2½ hours. 7b, Historic ornament, plant analysis, derived ornament and advanced color theory. 2½ hours. 7c, Printing and poster work, study of the book, process of binding, design of cover, end papers, title page, initial letters and finals and wood block printing. 2½ hours.

9. **Costume History and Design.** Principles of designing and color harmony as applied to textiles, embroidery, and costumes. The history of costume studied for suggestions afforded to designers of present-day costumes. Some instruction in Fine Arts must precede this course. 2½ hours.

13a, b and c. **Industrial Arts.** A study of the changes in raw material which make it of value for man's uses. Arranged for teachers and supervisors in rural and elementary schools. Each course, 2½ hours.

101a, b and c. **Art History and Appreciation.** To be carried by students pursuing their third year in Art. Prerequisite, European History. 101a, prehistoric, Oriental, Greek and Roman Art and architecture. 2½ hours. 101b, medieval and Renaissance art and architecture. 2½ hours. 101c, modern art and architecture. 2½ hours.

111. **Art Appreciation.** A study of the principles of spacing, dark and light and color. This course is planned for those who wish to understand these principles without taking the actual training in drawing, painting and designing. The course requires no drawing of any sort. 2½ hours.

109. House Decoration. The application of the principles of design and color harmony to wall, window and floor decoration, carpets, pictures and furniture. $2\frac{1}{2}$ hours.

HISTORY COURSES BY CORRESPONDENCE AND ALSO IN EXTENSION CLASSES

High School Courses

Ia, b and c. American History. Ia, from earliest events to 1789; Ib, from 1789 to 1860; Ic, to the present time. Each course, $\frac{1}{3}$ unit. MISS SIMMONS.

IIa, b and c. European History. IIa, the ancient period; IIb, the medieval and early modern periods; IIc, the later modern period. Each course, $\frac{1}{3}$ unit. MISS SIMMONS.

College Courses

1a, b and c. Medieval and Modern History. The introductory college course in history. 1a, the early medieval period; 1b, the later medieval and the early modern periods; 1c, the later modern period. Each course, $2\frac{1}{2}$ hours. MR. VIOLETTE.

3a, b and c. Ancient History. 3a, the history of the ancient Orient, including Egypt, Babylonia, Assyria, and the Hebrews; 3b, Greece from the Homeric period to the division of Alexander's empire; 3c, Roman history from the founding of the city of Rome to the Germanic invasions. Each course, $2\frac{1}{2}$ hours. MR. KINGSBURY.

7a, b and c. English History. Chiefly the constitutional and the economic phases of English History. 7a, from the earliest times to the close of the Hundred Years War; 7b, to the Restoration; 7c, to the present time. Each course, $2\frac{1}{2}$ hours. MR. VIOLETTE.

9. Missouri History. A study of certain of the more important topics in Missouri history that have their connection with our national history. $2\frac{1}{2}$ hours. MR. VIOLETTE.

107a, b and c. Nineteenth Century History. A detailed investigation of the history of Europe since 1815. It must be preceded by a course in Medieval and Modern History. Each course, $2\frac{1}{2}$ hours. MR. VIOLETTE.

109c. Latin-American History. A study of the present industrial, social, and economic conditions in the Latin-American countries. $2\frac{1}{2}$ hours. MR. KINGSBURY.

LATIN COURSES BY CORRESPONDENCE

College Courses

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

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

105. Cicero's Essays De Amicitia and De Senectute. Open to those having as much as three or four years of Latin. $2\frac{1}{2}$ hours. MISS GREEN.

MATHEMATICS COURSES BY CORRESPONDENCE AND ALSO IN EXTENSION CLASSES

MR. ZEIGEL, MR. COSBY, MR. JAMISON and MR. EPPERSON

High School Courses

Ib. Elementary Algebra. The course covers Slaught and Lennes Complete Algebra from page 122 to 240. $\frac{1}{3}$ unit.

Ic. Elementary Algebra. Slaught and Lennes Complete Algebra, page 240 to 367. $\frac{1}{3}$ unit.

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

College Courses

1. Solid Geometry. The course includes the fundamental theorems of the geometry of space, mensuration of solids, and an introduction to modern geometry. $2\frac{1}{2}$ hours.

3b. Plane and Spherical Trigonometry. A study of relation. It correlates Algebra and Geometry, use is made of the transit, and practical problems in the field are formulated and solved. Each course, $2\frac{1}{2}$ hours.

7a and b. College Algebra. A comprehensive study of symmetry, irrational numbers, quadratic equations, graphical representation, the binomial theorem, progressions, theory of equations, determinants, partial fractions, inequalities, variation and infinite series. $2\frac{1}{2}$ hours.

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

MATHEMATICS COURSES IN EXTENSION CLASSES ONLY

23. The Teaching of Arithmetic. See Education 23.

107. History of Mathematics. This course gives a historical survey of the science of mathematics. It enables the student to follow the genesis of this science, to grasp the essential facts of mathematics, and to utilize them in the teaching profession. $2\frac{1}{2}$ hours.

MODERN LANGUAGE COURSES IN EXTENSION CLASSES

College Courses

1a, b and c. Beginning French. Each course $2\frac{1}{2}$ hours. MR. HEYD.

1a, b and c. Beginning German. Each course $2\frac{1}{2}$ hours. MR. HEYD.

Any other course announced in the June bulletin will be given in case a sufficient number of qualified students apply.

MODERN LANGUAGE COURSES BY CORRESPONDENCE

College Courses

1b and c. Beginning French. Prerequisite, French 1a. Each course $2\frac{1}{2}$ hours. MR. HEYD.

5a and b. French Reading Course. Prerequisite, French 1a, b, and c, or two units in a high school course in French, preferably also French 3. See June bulletin. Each course $2\frac{1}{2}$ hours. MR. HEYD.

1b and c. Beginning German. Prerequisite, German 1a. Each course $2\frac{1}{2}$ hours. MR. HEYD.

5a and b. German Reading Course. Prerequisite, German 1a, b, and c, or two units in a high school course in German, preferably also German 3. See June bulletin. Each course $2\frac{1}{2}$ hours. MR. HEYD.

Other advanced German reading or drama courses may be offered if called for by qualified students and upon consultation with the department. See June bulletin.

Application for Correspondence Study

To the Registrar of the State Teachers College,
Kirksville, Mo.

Date

Name

Post-office address

Present occupation

Amount of draft enclosed \$.....

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

If at any time enroll in this State Teachers College, please give the year or years and the number of months in attendance.

Year..... Months attended.....

Year..... Months attended.....

Year..... Months attended.....

Attendance in other institutions, including both high schools and colleges:

Name of institution Months attended

Name of institution Months attended

Name of institution Months attended

Subject desired by correspondence.....

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

Amount of credit to be obtained.....

State in terms of semester hours or high school units.

Instructor

Show your classification as a student by the amount of credit you now have:.....high school units;.....semester hours.....

MUSIC COURSES BY CORRESPONDENCE

College Courses

3a. Harmony. Major and minor scales, triads and their connection, cadences, harmonization of melodies with simple triads. $2\frac{1}{2}$ hours. MR. BIGGERSTAFF.

3b. Harmony. Seventh chords and their connections, ornamental tones, harmonization of melodies. $2\frac{1}{2}$ hours. MR. BIGGERSTAFF.

107a. Counterpoint. Melody writing, two part counterpoint, two part invention. $2\frac{1}{2}$ hours. MR. BIGGERSTAFF.

PHYSICS AND PHYSIOGRAPHY COURSES BY CORRESPONDENCE

College Courses

Physics. Teachers of physics having use of a well equipt laboratory may apply to the department for courses in college physics. Arrangement for these courses should be made before the fee is paid. MR. STOKES

1a, b and c. Physiography. A study of the physical features of the earth's surface and of the physical processes operative in producing them, mathematical geography, and meteorology or physics of the atmosphere. Each course, $2\frac{1}{2}$ hours. MR. STOKES.

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

College Courses

111. Child Hygiene. A study of public health problems from the standpoint of the hygiene of the school child. $2\frac{1}{2}$ hours. MR. REED.

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

High School Courses

Ila. Civics. State and local government. $\frac{1}{3}$ unit. MR. PYLE.

Iib. Civics. National government. $\frac{1}{3}$ unit. MR. PYLE.

College Courses

3. Contemporary International Politics. Concerned with the international relations of the present. $2\frac{1}{2}$ hours. MR. FAIR.

103a and b. Economics. The first quarter deals mainly with the study of the fundamental principles governing our economic organization. The second quarter's work deals mainly with the application of these principles to present day problems. 5 hours. MR. PYLE.

READING CIRCLE WORK

This institution will continue to give high school credit for Reading Circle work when done under the rules and regulations of the State Superintendent. A copy of these rules and regulations may be had on applying to the State Superintendent. Applications for credit for Reading Circle work in this institution should be made to the local County Superintendents. Final examinations will be held in March:

LECTURES AND DEMONSTRATIONS

The following is a list of addresses, demonstrations and entertainments given on request by faculty members. These are suitable for a great variety of occasions such as educational meetings, commencements, community gatherings, etc. During the past few years several superintendents have organized lecture courses for their communities consisting of addresses and musical entertainments by members of the faculty. These courses have proved as profitable and pleasing to the communities where given as those made up of the regular platform talent. The committee would be glad to correspond with any one contemplating lecture courses for the coming year before final arrangements are made.

MARY M. BAIRD: Vocational Home Economics; The School Lunch; The High School Cafeteria; Economy Food; Eating for Health.

JOHN L. BIGGERSTAFF: Music as a Culture Study; Music as an Avocational Study; Piano Lecture Recital.

W. J. BRAY: The Chemistry of American Independence; The Making of a Man; Modern Tendencies in High School Science.

I. R. BUNDY: Addresses on library service and the organization of new libraries.

MARK BURROWS: A Larger and Better School Plant; Modern School Buildings (illustrated); The School Plant a Social Center; Science and Civilization (illustrated); A Year of the Teachers College in Thirty Minutes (with slides and motion pictures); Pioneers; The War's Effect upon Science and Industry (illustrated); From Ocean to Ocean (illustrated from the author's own pictures.)

BYRON COSBY: American Ideals; Books and Things; Folks and Forces; Your Work of Tomorrow; Vision of the Valley.

L. A. DALTON: Addresses on various topics in agriculture.

LAURIE DOOLITTLE: Making History Count Thru Manual Activities; The Teacher's Part in the Preparation for Citizenship in a Democracy.

BLANCHE F. EMERY: Talks adapted for teachers on the teaching of literature in both elementary schools and high schools, and methods of socializing English by Better English Campaigns. An excellent manuscript dramatization of Louisa Alcott's *LITTLE WOMEN* may be obtained from Miss Emery by payment of a fee of .50. This dramatization was worked out by a group of students at the Teachers College and is suitable for intermediate grades and junior high schools.

CHAS. A. EPPERSON: The Boy's World; Talks and demonstrations on various subjects in mathematics.

EUGENE FAIR: League of Nations; What is Democracy?

THURBA FIDLER: The Grange and Other Community Activities; The Motivated Recitations in the Rural School; Consolidation.

JOHANNES GOETZE: Musical Recitals.

T. JENNIE GREEN: The relation of Latin to Practical Life, (illustrated); A Lecture on either Virgil or Caesar (illustrated); Roman House and Wall Decorations.

EDNA GREEN: School and Home Decoration from an Economic Standpoint; The Principles of Dress Design and their Practical Application; The Place of Fine and Industrial Arts in the Rural School; Biographical and Critical Lectures on any Artist or Sculptor; Social and Industrial Importance of Design.

J. W. HEYD: The New Rural School; The New Era Church; Modern Languages in Education; Democracy.

G. H. JAMISON: Graduation Address: "Abraham Lincoln and the Young Man of Today;" Address to Teachers: "The Teacher and the Tomorrow of Boys and Girls."

WARREN JONES: An Evening With Whittier, (illustrated); The Home and the School; Education for Efficiency; The Value of an Ideal; Demonstration Lessons in English; Talks on Irving, Longfellow, Hawthorne, Dickens, Scott, Shakespeare, Wordsworth, the Theater—all illustrated.

PRES. JOHN R. KIRK: Touching the button, or generating power to make machines in the home and on the farm do the work heretofore done by human hands.

LOUISE KIRKHAM: Motivation of Primary Work.

HARVEY L. MCWILLIAMS: Organizing and Managing Athletic Contests; Athletics and Physical Education; A Demonstration of Plays and Games.

LENA E. PATTERSON: Appreciation of Pictures and the Artistic Principles Involved (illustrated); The Buying and Framing of Pictures for School and Home; The History of Painting, Sculpture, or Architecture of Different Countries; Art in Journalism; The Value of Industrial Arts in the Elementary Schools.

J. F. PYLE: Reconstruction and Citizenship.

A. G. REED: Health versus Books; How Much Do We Live?

ROSAMOND ROOT: The Commercialization of American Leisure; Cause, Nature, and Treatment of Juvenile Delinquency; The Social and Economic Significance of Good Roads; The Social Factors in Rural Progress; Organization for Rural Betterment; The Teacher and the School; The School and the Start in Life; The Motivation of School Work; Subject Matter a Determining Factor in Method; The Home and School Association; Education a Means, Not an End; The Course of Study as Social Adjustment; Factors to be Considered in Determining the Efficiency of the School.

PAUL O. SELBY: Who Won the War?

MARY SHOUSE: Musical Recitals.

JAMES S. STOKES: The Physical Features of the Earth's Surface; Landscape; The Scenic Showplaces of the United States; Direct and Indirect Tuition; The Fundamental Motive.

GEORGIA TATUM: The Teaching of History in the Elementary School.

E. M. VIOLETTE: Lloyd George; Clemenceau; Russian Bolshevism; A Day in the Houses of Parliament (illustrated) A Day at Versailles (illustrated); A Trip Thru London (illustrated); A Trip thru Paris (illustrated).

CLAUDE MERTON WISE: The Dramatic Method of Teaching Reading and Literature; Original Plays and Pageants (illustrated); Scenery, Costume, Lighting (illustrated); Make-up for Amateurs (demonstrated); The Community Theater Movement; Dramatic Readings from Lord Dunsany and Others.

English History: Physical Conditions of British Isles; Stonehenge; Danish and Norman England; Battles of Hastings and Waterloo; Bayeux Tapestry; Medieval Ships; Civil War; Wesley; Maps and Views of London; Exterior and Interior Views of Houses of Parliament; Royal Coronation; Courts. E. M. VIOLETTE.

American History: American Indians; Explorers and Spanish settlements; French settlements; Colonial Virginia, including portraits, Jamestown, and agriculture; Massachusetts Bay Colony; American Revolution; Declaration of Independence; George Washington, including Mount Vernon and scenes in his administration; Jefferson; Jackson; Battles of War of 1812; Development of Railway Transportation; Development of Agricultural Implements; Scenes in Yellowstone and the West; Maps giving density of population of United States by various censuses; Presidential Campaign cartoons for 1832, 1836, 1844, and 1912. EUGENE FAIR.

Latin: Art of War at Caesar's Time; The Gallic War; Stories from Ovid; Virgil; A Roman School; Dress, Games, Theaters; Views in Rome; Views at Pompeii, Writing Materials. MISS T. JENNIE GREEN.

Rural Sociology: Beautification of the Home and School thru flowers, trees, and shrubs; Modern Conveniences in Farm Houses; Consolidated Schools; Modern School Buildings. MARK BURROWS.

MOTION PICTURE FILMS

The college has a one thousand foot picture reel illustrating its various activities which it will lend to any interested. It has under way the making of another film illustrating the evolution of plays and games. This is also to be for distribution to communities interested in developing play grounds and parks. It has no other reels to lend, but for those who wish to use educational films it is suggested that they write the National Board of Review of Motion Pictures, 70 Fifth Avenue, New York City. A large list of films may be had of them. Another source of supply is the Bureau of Commercial Economics, Washington, D. C. Ordinarily there is no charge for the films obtained thru either of these sources. The borrower of course pays the transportation charges both ways.

BOOKS

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

INTERNATIONAL HARVESTER COMPANY CHARTS, ETC.

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

E. A. WRIGHT: Live Stock on the Farm; Corn; Alfalfa in Northeast Missouri; The Dairy Business; Weeds (All the foregoing illustrated by charts and lantern slides); Leadership and Cooperation; The Next Generation.

WILLIAM H. ZEIGEL: The Teaching of Arithmetic; The Part of the Father in the Home Training of Children; The Return the Teacher Should Make to the Home Community; The Church and the School in Rural Life Betterment; The School—a Vital Factor in Community Life; The Rural High School and Consolidation; The Forward Look in Education.

LOANS

LANTERN SLIDES

In teaching many school and college subjects, pictures have come to be an indispensable aid. The Teachers College has prepared in its photography laboratory several thousand slides which it will lend to other schools.

No charges are made for the use of the slides, but the school borrowing must pay all transportation charges and also pay for breakages at the rate of twenty-five cents per slide. The slides may be kept one week from date of receipt. Requests for loans should be made to the faculty members whose names appear after the groups of slides in the following list.

Agriculture: Dairying; Types and Breeds of Horses; Types and Breeds of Hogs; Farm Machinery. E. A. WRIGHT

Chemistry: Any subject in Chemistry or Sanitation. W. J. BRAY.

English: Emerson; Longfellow; Whittier; Holmes; Irving; Hawthorne; Dickens. WARREN JONES.

Fine Arts: The Appreciation of Art in Pictures. MISS EDNA GREEN.

German: Phonetics; Alchemy and Witchcraft; German Theater, Pommern, East and West Prussia; Elsass, Wurtenberger and Baden; Freiheitzkriege, (War of Liberation); Goethe and Schiller. J. W. HEYD.

Ancient History: Prehistoric stone implements, etc.; Egyptian temples, pyramids, tombs, agriculture; Assyrian and Babylonian temples and Persian royal palaces; Palestine—physical conditions, Jerusalem, temple; Greece—Mycenae, Tiryns, Olympia, Athens, Greek industry; Rome—Forum, Palatine Hill, Colosseum, Pantheon, Circus Maximus, Roman houses, walls and gates, arches and columns. J. L. KINGSBURY.

Medieval and Modern History: Medieval Amusements; Basilican, Byzantine, Romanesque, Gothic, and Renaissance Architecture; Avignon; Early printing; Castles; Charlemagne; Constantinople; Crusades and Military Orders; Medieval Dress; Medieval Education; Feudalism; Leading Characters and Great Events in French Revolution; Medieval Guilds; Italian cities; Joan of Arc; Manorial System; Mecca and Medina; Monasteries; Maps and Plans of Paris; Luther, Calvin, and Zwingli; Religious Wars in France and the Netherlands; Rheims; St. Peters at Rome; Savanoraola and Florence; Thirty Years' Wars; Versailles. E. M. VIOLETTE.

SUPPLEMENTARY

141. Problems in Modern Education. An extension course only. Given by ten members of the faculty and dealing with the following topics: (a) A general survey of educational achievements, (b) History, (c) Political Science, (d) Music, (e) Mathematics, (f) Fine Arts, (g) Science, (h) Dramatics and Public Speaking, (i) A history of Education in Missouri. 2½ hours. The course may be used for credit for any education elective.

Burrows, Violette, Fair, Biggerstaff, Cosby, Patterson, Stokes, Bray, Wise, Kirk.