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The Normal School Bulletin

JANUARY FIRST : NINETEEN HUNDRED & SEVENTEEN

NUMBER 55

ANNOUNCEMENT

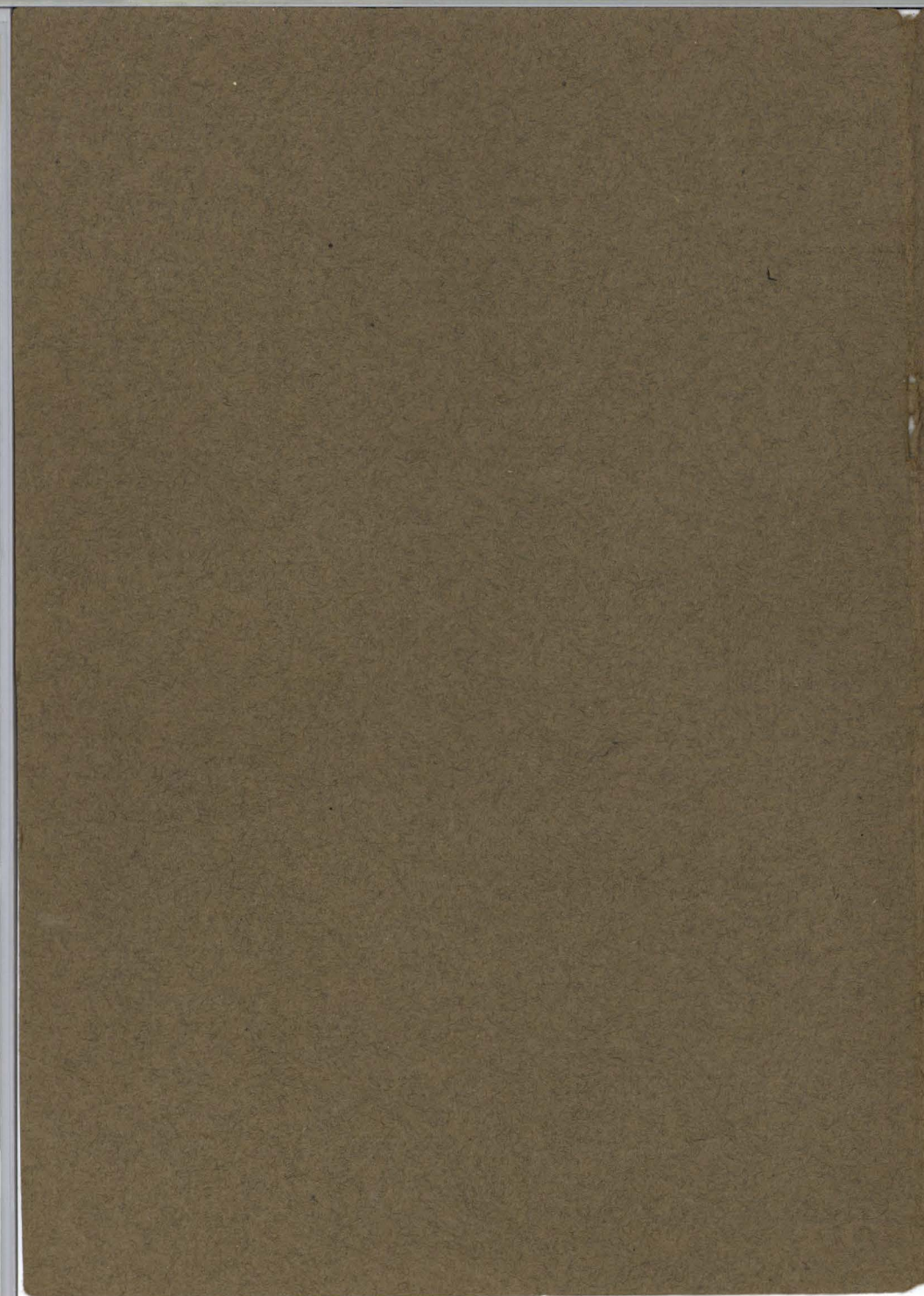
THE EASTERN ILLINOIS STATE NORMAL SCHOOL

Summer Session

1917

June 18 - July 27

CHARLESTON, ILLINOIS



THE NORMAL SCHOOL BULLETIN

PUBLISHED BY THE EASTERN ILLINOIS STATE NORMAL SCHOOL

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CHARLESTON, ILLINOIS, JANUARY 1, 1917 No. 55

THE EASTERN ILLINOIS STATE NORMAL SCHOOL

CHARLESTON

SUMMER SESSION

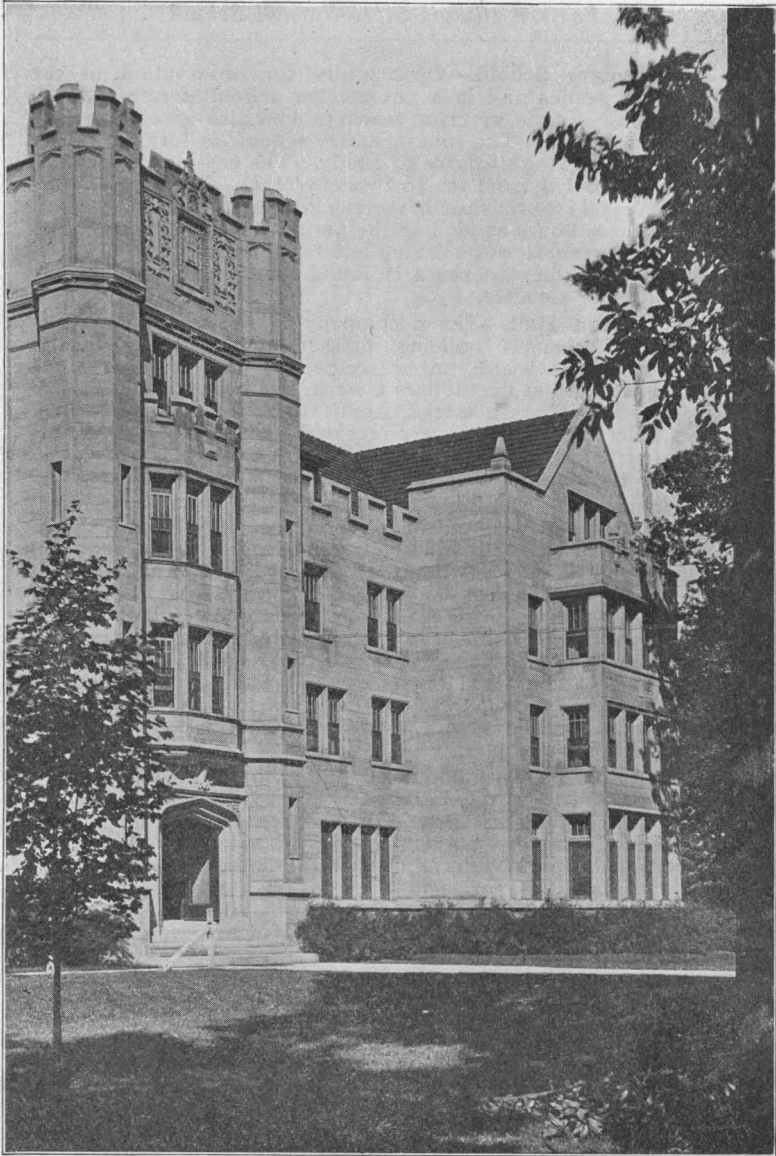
1917

Elementary School.—Opportunity for observation in the first seven grades and in a one-teacher school is offered. All the teaching is done by critic teachers who also give courses in special methods. The one-teacher school is organized as planned by the State Course of Study. The session of the Elementary School is from ten to twelve o'clock. Those who wish to observe this work should reserve one of the periods which come at these hours as well as the period for the corresponding courses in general observation and special methods. A full explanation of these courses is found under Education in the Description of Courses.

Pemberton Hall.—The accompanying cut and floor plans are of the Woman's Building, finished and occupied January, 1909. Room and board can be secured in this building by one hundred teachers at five dollars a week, and board by about fifty more at four dollars a week. Applications for rooms are filed in the order in which they are received. Those desiring rooms should write as early as possible, as the demand will be in excess of the number that can be accommodated.

Gymnasium.—Adjoining Pemberton Hall is the gymnasium, a well lighted and well ventilated room, equipped with Swedish apparatus, stall-bars, climbing ropes and ladders, horizontal and vertical window ladders, jumping standards, vaulting box and horse, and two Swedish booms. There are separate dressing rooms with private lockers and numerous shower baths. For outdoor work there is a large athletic field with a quarter mile cinder track and a baseball diamond, field hockey and basketball grounds, and several tennis courts. The equipment of the gymnasium and play-ground will interest teachers of physical education and public school teachers who are seeking knowledge on this subject.

Laboratories.—The botanical and zoological laboratories offer opportunities for experimental work and for verification of established facts of life. An excellent four-room greenhouse contains many plants of unusual interest and serves, moreover, as an important adjunct to the botanical laboratories. Additional facilities for field observations and for obtaining laboratory materials are offered by a small lake, a lily pond, and a forestry of six thousand trees, all of which are within five minutes' walk of the biological laboratories. The laboratories of physics and chemistry contain the best of apparatus, essential to higher work, as well as many inexpensive and practical devices which can easily be reproduced in the grade or country school. The Manual Arts Building, and the laboratories for home economics and agriculture are adequately equipped. The school has a four-inch equatorial telescope which is of special interest to teachers of geography.



Pemberton Hall

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THE FACULTY

- LIVINGSTON C. LORD, A.M., LL.D., President
Psychology and School Management
- FISKE ALLEN, A.M., *Supervisor of Elementary School*
- MELLIE E. BISHOP, B.L., *Critic Teacher in Primary School*
- SARAH E. CONLEY, *Critic Teacher in Primary School*
- BRUCE H. CORZINE, A.B., *Critic Teacher in Rural School*
- MAIM A. GALE, *Critic Teacher in Grammar School*
- GRACE GEDDES, *Critic Teacher in Primary School*
- NELLE HALEY, *Critic Teacher in Primary School*
- ANNA H. MORSE, *Supervisor of Rural School*
- GLADYS RAPE, *Critic Teacher in Primary School*
- ETHEL RAUP, *Critic Teacher in Grammar School*
- VESTA E. ROGERS, *Critic Teacher in Grammar School*
- LESTER MACLEAN WILSON, A.M., *Pedagogy and Psychology*
- CLIFFORD CHESLEY HUBBARD, A.B., *History and Government*
- S. E. THOMAS, A.M., *History and Government*
- JEANNETTE BENSON, *English*
- EARL R. K. DANIELS, A.B., *English*
- BEULAH N. ELLIS, *English*
- ISABEL MCKINNEY, A.M., *English*
- FLORENCE V. SKEFFINGTON, A.B., *English*
- HOWARD DeF. WIDGER, A.B., *English*
- IDA M. WINDATE, *English*
- ELLEN A. FORD, A.M., *German and Algebra*
- CHARLES M. AUSTIN, *Mathematics*
- DeWITT ELWOOD, B.S., *Mathematics*
- J. CLEM HAMMOND, *Mathematics*
- CHARLES F. HILL, A.M., *Mathematics*
- ELIZABETH E. LEWIS, Ph.B., *Mathematics*
- EDWIN W. SCHREIBER, *Mathematics*
- E. H. TAYLOR, Ph.D., *Mathematics*
- JOSEPH P. CAREY, B.S., *Geography*
- RAYMOND A. DENSLow, *Geography*
- ANNIE L. WELLER, B.S., *Geography*
- ALBERT B. CROWE, A.M., *Physical Sciences*

THE FACULTY—(Continued)

WARREN L. HAGAN, *Physical Sciences*
MARGARET M. BELYEA, *Biological Sciences*
GEORGE M. HIGGINS, *Biological Sciences*
ARTHUR G. VESTAL, PH.D., *Biological Sciences*
CARL COLVIN, B.S., *Agriculture*
IDA BELLE DAVIS, A.B., *Reading*
MRS. LOVINA MINER WILSON, *Reading*
MARY W. FARRAR, *Drawing*
EDNA MAY GIFFORD, *Drawing*
FRIEDERICH KOCH, *Music*
BERTHA M. NEWELL, *Penmanship*
VERA OPLE GOSSETT, A.B., *Home Economics*
LOLA MORTON, B.S., *Home Economics*
ADEN G. PIPPIT, *Manual Arts*
CHARLES P. LANTZ, B.S., *Physical Education (Men)*
CATHERINE M. SPURGIN, *Physical Education (Women)*
MARY J. BOOTH, B.L.S., *Librarian*
ETHEL M. STANLEY, A.B., *Assistant Librarian*
RUTH CARMAN, PH.B., *Textbook Librarian*
GRACE EWALT, *Registrar*
MARY E. HAWKINS, *Head of Pemberton Hall*
WALTER NEHRLING, *Gardener*

The School Calendar

SUMMER TERM

1917

June 18, Monday, 8:00 to 12:00 A. M. - - - Registration
1:30 to 5:00 P. M. - -
June 19, Tuesday, 7:30 A. M. - - - Class Work begins
July 23, Monday, 8:00 A. M. - - - Special Examinations
July 27, Friday, 12:00 Noon - - - Summer Term ends

First Term, 1916-17

September 11, Tuesday, 8:00 A. M. - - - Registration
September 12, Wednesday, 7:30 A. M. - Class Work begins
November 17, Saturday - - - - - Home Coming

GENERAL INFORMATION

Purpose and Plan.—The summer term of the Eastern Illinois State Normal School at Charleston will begin on Monday, June 18, and close on Friday, July 27. Provision has been made to meet the needs of four classes of students:

1. Teachers of experience who wish to advance their professional or academic knowledge.
2. Supervisors and department teachers.
3. Those who are preparing to teach in schools that follow the Illinois Course of Study.
4. Those who wish to take regular work with a view to graduation from the Normal School.

To teachers of experience, advanced work is offered in various studies and special opportunities are provided for observation in the grades. For those who are preparing to teach in schools that follow the Illinois Course of Study the subject-matter and method suggested by this course are presented. There are classes in reading, grammar, arithmetic, geography, history, and physiology, the purpose in each being to equip the student with material which he can actually use in his teaching. Opportunity will also be afforded pupils to attend lectures on school government and to observe illustrative lessons in the Elementary School, and in a one-teacher school.

Admission.—All teachers and persons expecting to teach next year are admitted without examination. Students who expect to continue in the Normal School are admitted in the usual way.

Enrollment of students will begin at eight o'clock Monday morning, June 18. Class work in the subjects offered will begin Tuesday morning, June 19, at half past seven o'clock.

Credit.—Credit is given for all courses equivalent to courses in the regular school year. A statement as to the amount of credit is given under each course. A unit means a year's work in a subject reciting in the regular year not fewer than four times a week. Fractional credits in unrelated courses cannot be offered as making a half unit for credit toward graduation. Students are urged to read carefully the description of the courses in order to choose wisely those suited to their needs and to their ability.

Expenses.—No tuition is charged for the summer session to those who are to teach in Illinois. An incidental fee of one dollar covers all expenses in the zoological, botanical, physical

and chemical laboratories, in the library, and in other departments of the school. A small fee is charged to cover material in drawing, manual training, and home economics. All necessary textbooks are rented to students of the summer school for one dollar.

Board and room in the Woman's Building costs five dollars a week. In private families the cost is about the same. Committees from the Young Men's and Young Women's Christian Associations will assist students in selecting boarding places and rooms.

Following is an estimate of expenses for the six weeks.

Incidental fee	\$ 1.00
Book rent	1.00
Board for six weeks.....	24.00
Room for six weeks, two in a room, each.....	6.00
Laundry	3.00
Total.....	\$35.00

Registration.—Directions for registering on Monday, June 18, 1917, 8:00 to 12:00 a. m. and 1:30 to 5:00 p. m.

1. Arrange for board and room and keep a record of your street and number and your telephone number.

2. Fill enrollment blank carefully in ink at the tables in the front entrance hall.

3. Present enrollment blank for inspection at the information desk, where you will be told the name and room number of your faculty adviser.

4. Pay incidental fee (\$1.00) and book rent (\$1.00) or leave scholarship at the cashier's office.

5. Take enrollment blank and cashier's receipt to your faculty adviser, where your directory card will be filled in ink. (The list of faculty advisers is posted near the information desk.)

6. Present at the desk in the Textbook Library your enrollment blank, cashier's receipt, and directory card and receive your textbooks.

7. Report for regular class work on Tuesday morning, beginning at 7:30.

8. *Keep a marked copy of your programme, and have it with you if you need to make any request for changes in it.*

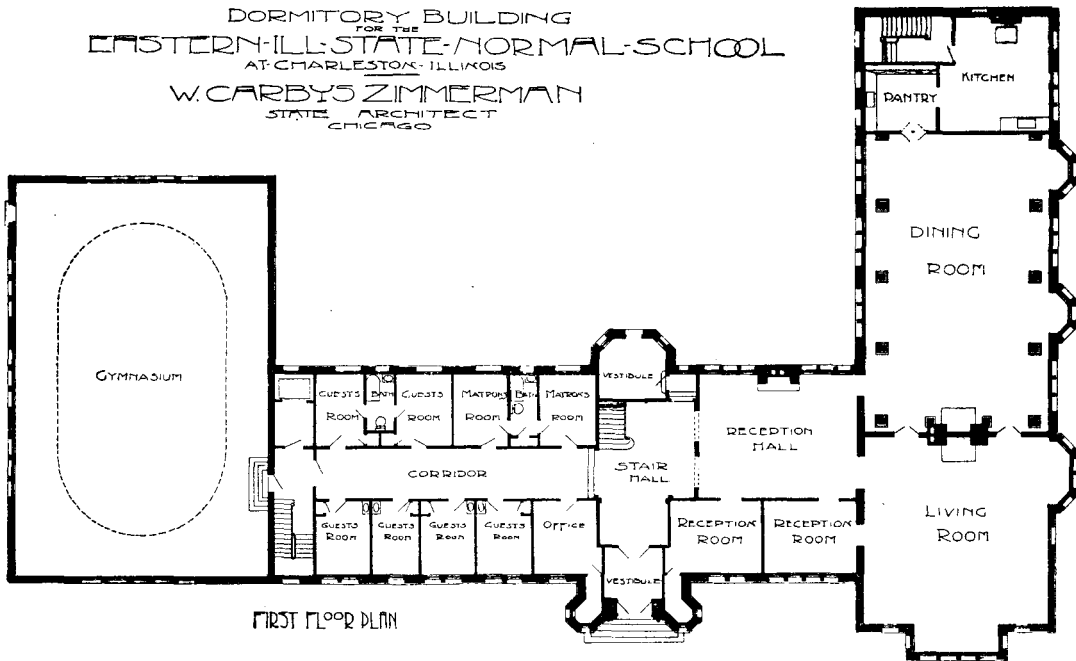
Announcements.—Morning exercises are held in the assembly hall daily at 9:10.

The assembly hall is a study room during all class periods from 8:20 a. m. to 3:40 p. m.

Students entering after Monday go to the office.

Every student should leave his Charleston address at the post office. Mail is not delivered to students at the school.

DORMITORY BUILDING
 FOR THE
 EASTERN ILL. STATE-NORMAL-SCHOOL
 AT CHARLESTON, ILLINOIS
 W. CARBY'S ZIMMERMAN
 STATE ARCHITECT
 CHICAGO



FIRST FLOOR PLAN

SUMMER SCHOOL PROGRAMME, 1917

Morning Exercises, Assembly Room, Main Building, 9:10 to 9:40.
 Elementary School Session, Elementary School Building, 10:00 to 12:00.
 Rural School Session, Room 6, Main Building, Section I, 10:00 to 12:00.
 Section II, 1:30 to 3:30.

7:30-8:20	8:20-9:10	9:40-10:30	10:30-11:20	11:20-12:10	2:00-2:50	2:50-3:40	3:40-4:30
Psychology 1 Mr. Wilson R. 11	Pedagogy 12 Mr. Wilson R. 11		Psychology 2 Mr. Wilson R. 11		Psychology 5 Mr. Wilson R. 11	I. Methods 5 W. Fri. Miss Geddes R. 1E	Methods 1 T. W. Th. Fri. Miss Morse R. 6
History 9 Mr. Thomas R. 30	Education 2 Mr. Allen R. 6E	III. Govern- ment 3 Mr. Thomas R. 30	History 8 Mr. Thomas R. 30			Methods 6 W. Fri. Miss Haley R. 2E	Methods 11 Tu. Th. Miss Rogers R. 7E
I. Govern- ment 3 Mr. Hubbard R. 9	Illinois 4 Mr. Thomas R. 30	History 1 Mr. Hubbard R. 9	II. History 2 Miss Smith R. 18		I. History 2 Mr. Hubbard R. 9	I. Observ'n 4 Tu. Th. Mr. Allen R. 11	II. Observ'n 4 W. Fri. Mr. Allen R. 11
Literature 13 Mr. Widger R. 10	History 5* Miss Smith R. 9	Shakespeare 5 Miss Windate R. 33	II. Govern- ment 3 Mr. Hubbard R. 9		Composition 15 Miss Windate R. 33	History 5* Miss Smith R. 9	II. Methods 5 W. Fri. Miss Rape R. 8E
Prose Fiction 8 Miss Windate R. 33	Literature 14 Mr. Widger R. 10	II. Gram- mar 10 Mr. Widger R. 10	Composition 3 Miss Windate R. 33		IV. Gram- mar 10 Miss McKinney R. 24	Methods 7 W. Fri. Miss Conley R. 3E	Methods 9 Tu. Th. Miss Raup R. 5E
III. Gram- mar 1* Miss Benson R. 40	German 1 Miss Ford R. 38	German 7 Miss Ford R. 38	III. Gram- mar 10 Mr. Widger R. 10		III. Gram- mar 1* Miss Benson R. 40	Methods 8 W. Fri. Miss Bishop R. 4E	Methods 10 Tu. Th. Miss Gale R. 6E
I. Grammar 2* Mr. Daniels R. 27	I. Grammar 1* Mr. Daniels R. 27	II. Gram- mar 1* Mrs. Ellis R. 18	I. Grammar 11 Miss Skef- fington R. 27	I. Grammar 10 Miss Skef- fington R. 27	I. Grammar 2* Mr. Daniels R. 27	I. Grammar 1* Mr. Daniels R. 27	II. Gram- mar 1* Mrs. Ellis R. 18
I. Arith- metic 2* Mr. Schreiber R. 35	II. Gram- mar 2* Mrs. Ellis R. 18	III. Gram- mar 2* Miss Benson R. 40	IV. Arith- metic 4 Mr. Taylor R. 26		I. Arith- metic 2* Mr. Schreiber R. 35	II. Gram- mar 2* Mrs. Ellis R. 18	III. Gram- mar 2* Miss Benson R. 40

Arithmetic 3 Mr. Elwood R. 25	Arithmetic 3 Mr. Elwood R. 25	Arithmetic 4 Mr. Taylor R. 26	III. Arith- metic 3 Mr. Elwood R. 25	Geometry 2* Mr. Hammond R. 24	VI. Arith- metic 4 Mr. Austin R. 26	II. Gram- mar 11 Miss McKinney R. 24	Geometry 2* Mr. Hammond R. 24
I. Arith- metic 4 Mr. Taylor R. 26	II. Arith- metic 4 Mr. Taylor R. 26	V. Arith- metic 4 Mr. Austin R. 27	Solid Geom- etry 1* Mr. Hill R. 23			IV. Arith- metic 3 Mr. Elwood R. 25	Solid Geom- etry 1* Mr. Hill R. 23
Algebra 3* Miss Ford R. 38	Arithmetic 1* Miss Lewis R. 23				Algebra 3* Miss Ford R. 38	Arithmetic 1* Miss Lewis R. 23	
I. Algebra 1* Miss Lewis R. 23	II. Arith- metic 2* Mr. Austin R. 35	III. Arith- metic 2* Mr. Schreiber R. 35			I. Algebra 1* Miss Lewis R. 23	II. Arith- metic 2* Mr. Austin R. 35	III. Arith- metic 2* Mr. Schreiber R. 35
	II. Algebra 1* Mr. Hill R. 40	Algebra 2* Mr. Lantz R. 25			Algebra 2* Mr. Lantz R. 25	II. Algebra 1* Mr. Hill R. 40	
		Geometry 1* Mr. Hammond R. 26				Geometry 1* Mr. Hammond R. 26	
Geography 3* Mr. Carey R. 16	I. Geogra- phy 1* Miss Weller R. 17	II. Geogra- phy 1* Miss Weller R. 17	Geography 6 Mr. Denslow R. 17		Geography 3* Mr. Carey R. 16	I. Geogra- phy 1* Miss Weller R. 17	II. Geogra- phy 1* Miss Weller R. 17
	Geography 4* Mr. Denslow R. 16	I. Geogra- phy 2 Mr. Carey R. 16	II. Geogra- phy 2 Mr. Carey R. 16		III. Geogra- phy 2 Mr. Denslow R. 17	Geography 4* Mr. Denslow R. 16	
Botany 1* Mr. Vestal 3rd floor west		Botany 2* Mr. Vestal 3rd floor west					
Physics 1* Mr. Hagan R. 36	Physics 2 Mr. Hagan R. 36	General Science 2 Mr. Hagan R. 36		General Science 1 Mr. Crowe R. 37	Physics 1* Mr. Hagan R. 36	Physics 4 Mr. Hagan R. 36	
	Chemistry* Mr. Crowe R. 37	Physics 3 Mr. Crowe R. 37				Physics 5* Mr. Crowe R. 37	

Agriculture 5 Mr. Colvin 11E	Agriculture 6 Mr. Colvin 11E		Agriculture 7 Mr. Colvin 11E	Agriculture 8 Mr. Colvin 11E	Zoology 1* Mr. Higgins 3rd floor west		
Zoology 2* Mr. Higgins 3rd floor west		I. Physiology* Miss Belyea 3rd floor west		Hygiene 4 Miss Belyea 3rd floor west		II. Physiology* Miss Belyea 3rd floor west	
I. Reading 1 Miss Davis R. 29	I. Reading 2 Miss Davis R. 29	I. Reading 3 Mrs. Wilson R. 29	II. Reading 1 Miss Davis R. 29	II. Reading 3 Mrs. Wilson R. 29	Reading 4 Mrs. Wilson R. 29	Reading 5 Mrs. Wilson R. 29	II. Reading 2 Miss Davis R. 29
Drawing 8 Miss Gifford	I. Drawing 2 Miss Gifford	II. Drawing 2 Miss Gifford	I. Drawing 1 Miss Farrar	II. Drawing 1 Miss Farrar	III. Drawing 2 Miss Gifford	III. Drawing 1 Miss Farrar	Drawing 5 Miss Farrar
Music 1 Mr. Koch	Music 2 Mr. Koch	I. Domestic Art 1* Miss Morton 10E			Music 3 Mr. Koch		
I. Domestic Science 1* Miss Morton 10E		II. Domestic Science 1* Miss Gossett 10E			II. Domestic Art 1* Miss Gossett 10E		
I. Manual Arts 5* Mr. Pippit M		Manual Arts 3* Mr. Pippit M			II. Manual Arts 5* Mr. Pippit M		
I. Penmanship Miss Newell 8E	II. Penmanship Miss Newell 8E	Mechanical Drawing 6* Mr. Pippit M			III. Penmanship Miss Newell 8E	IV. Penmanship Miss Newell 8E	
Folk Dancing Miss Spurgin G	School Hygiene Miss Spurgin R. 24	Physical Education 1* Miss Spurgin G		Athletic Coaching Mr. Lantz 23			

*Two periods. These courses complete in 6 weeks the work of 12 weeks.

Courses in italics follow the Illinois Course of Study.

The number of the room is indicated in the lower right hand corner of each space. The letter E indicates that the room is in the Elementary School; M in the Manual Arts Building; G in the Gymnasium. Drawing and Music classes are held in the east end of the third floor of the Main Building.

A Roman numeral preceding a course indicates the section of the class.

An Arabic number after a course indicates the number of the course as outlined in the Description of Courses.

School Garden.—An opportunity is given of seeing the work done by pupils of the Elementary School in agriculture. Small plots of ground are planted and cared for by pupils under the direction of the gardener and the teachers. Connected with the students' garden are a model vegetable garden, a rose garden, and a garden for experimentation and exhibition purposes. All of these divisions are used for demonstrating the proper care of plants, the methods of propagation, crop rotation, and some of the principles of plant breeding.

Library.—The library of over 20,000 volumes is open to all summer school students. Exhibits of books on different subjects will be made. During the summer school of 1915 books on the following subjects were exhibited:

Books for the primary grades.

Books on physical education and games.

Free material useful in the study of geography.

Material for picture study.

Fifty books for a country school library.

For those who wish to obtain titles of books suitable to buy for school libraries, lists selected by those familiar with children's books are provided and conferences with the librarian may be arranged.

A short course in the use of the library will be given if enough students enroll.

Entertainment Course.—On June 27 and 28, Elsie Herndon Kearns and her company, including George Carleton Somnes, will present three comedies on the campus. Miss Kearns and Mr. Somnes for the past two years have been the leading players in the Ben Greet company. At the dissolution of that company last fall, they formed a new company under Miss Kearns' name and expect to maintain the high standard of performance set by Mr. Greet. The play for Wednesday evening, June 27, will be Shakespeare's *The Winter's Tale*; for Thursday evening, June 28, *Much Ado About Nothing*; for Thursday afternoon, Molière's *The Learned Ladies*.

Regular School Year.—The first term of the school year of 1917-1918 will begin Tuesday, September 11, at 8:00 o'clock in the morning. A bulletin with full information will be sent to those who are interested.

SUMMER SCHOOL PROGRAMME

Explanatory Notes.—Courses marked with an asterisk are double courses, completing in six weeks the work of twelve weeks. Those in grammar and arithmetic are planned especially for young teachers who wish to master the subject matter for use in their schools next year.

Courses in italics on the programme are planned for those who follow the Illinois Course of Study in their schools. Grammar 10 is seventh grade grammar; Grammar 11 is eighth grade work. Arithmetic 3 covers the work of the first six grades; Arithmetic 4, the work of the seventh and eighth grades. Students needing more work in arithmetic or grammar than can be taken in a single course are advised to include in their programme a double course in the subject most needed.

Those who wish to advance their academic knowledge should consult the courses listed under the department in which they wish to work, while experienced teachers who wish to advance their professional knowledge should consider the following courses:

Education 2	Rural School Methods
Psychology 5	Drawing 8
Pedagogy 11	Athletic Coaching 1
History 9	Physical Education 1
Composition 3 and 15	(for women)
English 12, 13, 14, 15	School Hygiene 3
Special Methods	

Students are urged to read carefully the description of a course before deciding to take it. High school graduates, working for credit in the two-year course should plan their work in accordance with the table of equivalents given under the heading, "High School Graduates." Those who are teaching in the upper grades may be able to complete the requirement by taking examinations on part of the work in the common branches.

The Elementary School and the Rural School are in session from ten to twelve; the second section of the Rural School, from one-thirty to three-thirty. Those who wish to observe the work of these schools should reserve one of the periods which come at these hours.

CREDIT COURSES

For High School Graduates

The work of the two-year course for graduates of four-year high schools is as follows, the numbers being the numbers of courses in the regular school year:

Junior Year	Senior Year
<i>Psychology</i> 1, 2	<i>Education</i> 1, 2
<i>Arithmetic</i> 3	<i>Physiology</i>
<i>History</i> 7	<i>Manual Arts</i> 7
<i>Geography</i> 3	<i>Music</i> 3
<i>English</i> 11	<i>Teaching</i> 1, 2
<i>Reading</i> 3, 4	<i>Elective</i> , two units
<i>Drawing</i> 3, 4	
<i>Elective</i> , one unit	

Credit toward elective work in this course may be made in many subjects as explained in the Description of Courses. *There must, however, be no duplication of work already taken in the high school.* Elective credit work may be found under history, English, German, drawing, geography, physics, chemistry, agriculture, zoology, botany, manual arts, domestic science, domestic art and physical education. Fractional credits of different units cannot be added for credit.

Following is a list of the opportunities for taking in the summer school the required work of the two-year course for graduates of four-year high schools:

For *Grammar 11* of the regular school year, take any one of these combinations of summer courses:

- I. Grammar 1 with I. Grammar 11
- II. Grammar 1 with II. Grammar 11
- III. Grammar 1 with I. or II. Grammar 11
- I. Grammar 2 with II. Grammar 10
- II. Grammar 2 with III. Grammar 10
- III. Grammar 2 with IV. or I. Grammar 10.

For *Arithmetic 3*, take any one of these combinations of summer courses:

- Arithmetic 1 with I., III., or IV. Arithmetic 4
- I. Arithmetic 2 with III. Arithmetic 3
- II. Arithmetic 2 with I. Arithmetic 3
- III. Arithmetic 2 with II. Arithmetic 3.

For *Geography 3* take summer term Geography 1 with Geography 2.

For *Reading 3, 4*, take summer term Reading 1, 2, and 3 with 4 or 5.

For *Drawing 3, 4*, take summer term I., II., or III. Drawing 1 with I., II., or III. Drawing 2, or any two courses.

For *History 7*, take summer term History 5 with History 8 or 9.

For *Psychology 1, 2*, take summer term Psychology 1, 2, 3, 4 and 5.

For *Music 3*, take summer term Music 1 or 2 or 3.

For *Physiology*, take summer term I. Physiology 3 with Hygiene 4 or 3; or II. Physiology 3 with Hygiene 4 or 3.

For *Manual Arts 7*, take summer term Manual Arts 3 or Manual Arts 5.

For the second half of *Education 2* (School Management) take summer term Teaching 2.

COURSES OFFERED

Agriculture.—Farm Crops, Soil and Plant Studies, Dairy Feeding.

Drawing.—Color Theory, Freehand Perspective, Methods, Painting.

Education.—Methods in Graded Schools and in Rural Schools, Observation in Graded Schools and in Rural Schools, Pedagogy, School Management.

English.—Composition (2 courses), Grammar (4 courses), Methods (4 courses), Prose Fiction, Shakespeare.

Geography.—Europe, North America, South America, Physiography (2 courses).

German.—First year German, 2 courses.

History and Government.—American Government, American History (3 courses), History of Europe, since 1815, Illinois, The Teaching of History.

Home Economics.—Domestic Art (2 courses), Domestic Science (2 courses).

Manual Arts.—Construction Work, Woodwork, Mechanical Drawing.

Mathematics.—Algebra (3 courses), Arithmetic (4 courses), Geometry (3 courses).

Penmanship.

Physical Education.—Athletic Coaching, Folk Dancing, Gymnastics and Games.

Psychology.—Scope and Method, Mental Elaboration, Mental and Social Measurement.

Science.—Botany (2 courses), Chemistry, General Science (2 courses), Human Physiology, Hygiene (2 courses), Physics (5 courses), Zoölogy (2 courses).

DESCRIPTION OF COURSES

EDUCATION.—The courses in education are of two kinds: Courses 1, 2, and 4 deal with the principles underlying classroom organization, management, and instruction; Courses 3, 5, 6, 7, 8, 9, 10, and 11 are for observation and discussion of the details of management and instruction, emphasis being placed on methods of instruction. Courses 1 and 3 are open only to those who take both. They count for credit as *Observation* 1 in the country school teachers' course. Course 2 is equivalent to the second half of *Education* 2, school management. Course 4 is open only to those who take one of these courses: Course 5, 6, 7, 8, 9, 10, 11. Students taking Course 5, 6, 7, or 8 are required to take Course 4, Section I, and those who take Course 9, 10, or 11 are required to take Course 4, Section II. Course 4 with any one of these courses gives credit of one-fourth of a unit A, B elective, one-half unit being the maximum

credit for two or more of these combined courses. As the Elementary School is in session from ten to twelve and the Rural Schools from ten to twelve and from one-thirty to three-thirty, students will need to have a period free for observation during those hours.

1. **Rural School Methods and Management.**—The class discusses the work of a one-room school in which many grades are taught. The subject matter planned in the State Course of Study and other matters, vital to the management and instruction of a rural school, are presented. This course is open for credit only to those who register for Course 3. Credit for both Courses 1 and 3, as *Observation 1* in the country school teachers' course.

3:40, except Saturdays, Room 6, Miss Morse and Mr. Corzine.

2. **Theory and Practice of Teaching.**—The course is designed primarily for those who have had some experience in teaching and wish to study their problems of class management and instruction. School organization and control, including the making of a programme, discipline, and kindred topics, will be discussed. Methods for securing study and attention to the recitation and the conditions determining desirable class activity are emphasized. Credit, one-fourth of a unit, as school management, the second half of *Education 2*.

8:20, Room 6E, Mr. Allen.

3. **Rural School Observation.**—Students spend fifty minutes each day watching regular class-room work with a group of pupils ranging in age from five to fifteen years. Each afternoon, except Saturday, these exercises and others suggested in the State Course of Study are discussed. Credit for both Courses 1 and 3, as *Observation 1*, in the country school teachers' course.

Section I. 10:00-12:00, Room 6, Miss Morse.

Section II. 1:30- 3:00, Room 6, Mr. Corzine.

4. **General Observation.**—This course will give an opportunity to study school problems through directed observation of the work done in the elementary school. Besides individual observations of school routine and discipline, lessons for class observation and discussion are given in the various subjects by the training teachers. *Only students of junior standing or higher, or those who have taught at least one year, should take this course.* The class will meet daily for observation and discussion. Credit one-fourth of a unit A, B elective, when combined with Course 5, 6, 7, 8, 9, 10, or 11.

Section I. The first four grades, 2:50, Tuesday and Thursday, Room 11, Mr. Allen.

Section II. The second four grades, 3:40, Wednesday and Friday, Room 11, Mr. Allen.

5. **Special Methods and Observation, Grade I.**—This course is intended to teach methods of presenting reading, games, language, number and hand work to little children. Discussion includes problems of room management, discipline, seat work, and other things of interest to primary teachers. The course allows students to see a primary school in operation and discussions of the lessons actually observed form a part of the work of the class. Credit with Section I of Course 4, one-fourth of a unit, A, B elective.

Section I. 2:50, Wednesday and Friday, Room 1E, Miss Geddes.

Section II. 3:40, Wednesday and Friday, Room 8E, Miss Rape.

6. **Special Methods and Observation, Grade II.**—This course consists of talks on methods of teaching reading, language, arithmetic, spelling, hand work, and games. Illustrative lessons in each of the subjects are given. Special emphasis is placed upon phonics and written language. Material and methods to be used in this grade are discussed by critic teacher and observers. Credit with Course 4, Section I, one-fourth of a unit, A, B elective.

2:50, Wednesday and Friday, Room 2E, Miss Haley.

7. **Special Methods and Observation, Grade III.**—This course consists of talks on methods of teaching reading, arithmetic, language, spelling, music, and hand work. Illustrative lessons in each of the subjects are given. Special emphasis is placed upon written language, dramatizing, and folk games. Material to be used in the work of this grade is discussed and suggestive lists of stories for language, stories for dramatizing, and games are given. Credit with Course 4, Section I, one-fourth of a unit, A, B elective.

2:50, Wednesday and Friday, Room 3E, Miss Conley.

8. **Special Methods and Observation, Grade IV.**—In this course emphasis is placed on the study lesson as a preparation for independent study. Methods in reading, literature, language, arithmetic, and geography are discussed and illustrated by lessons given in the fourth grade. Lessons illustrating the study of pictures are given. Poems are studied and committed to memory. Dramatization is used in connection with reading lessons for the purpose of improving expression in oral reading. Other lessons emphasize speed in silent reading. Some of the lessons in language illustrate the organization of subject matter. They make use of this ability to organize subject matter in doing supplementary reading for topics assigned for study in some of the geography lessons. Credit with Course 4, Section I, one-fourth of a unit, A, B elective.

2:50, Wednesday and Friday, Room 4E, Miss Bishop.

9. **Special Methods and Observation, Grade V.**—This course includes methods of teaching the various subjects of the fifth grade

and typical lessons in those subjects, emphasizing also training in habits of study. Credit with Course 4, Section II, one-fourth of a unit, A, B elective.

3:40, Tuesday and Thursday, Room 5E, Miss Raup.

10. **Special Methods and Observation**, Grade VI.—Methods, discussion, and observation of the work of the sixth grade. Credit with Course 4, Section II, one-fourth of a unit, A, B, elective.

3:40, Tuesday and Thursday, Room 6E, Miss Gale.

11. **Special Methods and Observation**, Grade VII.—Methods, discussion, and observation of the work of the seventh grade. Credit with Course 4, Section II, one-fourth of a unit, A, B, elective.

3:40, Tuesday and Thursday, Room 7E, Miss Rogers.

12. **Pedagogy**.—The course deals with the application of scientific principles to the solution of problems of instruction and class management. Consideration will be given to the aims of elementary education, to the development of the curriculum, and to the pedagogy of the common school subjects. The arrangement of the class room programme, the question of adequate records, the assigning of marks, and the problems of discipline will be discussed. Credit, one-fourth of a unit, in *Observation 2* of the course for country school teachers.

8:20, Room 11, Mr. Wilson.

PSYCHOLOGY.—These courses are designed to give the student clear ideas of some of the elements of psychology, some training in introspection and in the handling of experimental data, and some notion of the application of psychological principles to the art of teaching. Course 5 is designed particularly for supervisors and for those preparing themselves for supervisory positions. Completion of the five courses gives credit for *Psychology 1, 2* or one unit.

1. **Scope and Method**.—Consciousness and conduct. General survey of nervous structures as they condition consciousness and conduct. Elementary forms of consciousness. Credit, one-fifth of a unit.

7:30, Room 11, Mr. Wilson.

2. **Simpler Forms of Mental Elaboration**.—Attention, association and discrimination; perception—visual, auditory, tactual; imagery; memory; imagination. Credit, one-fifth of a unit.

10:30, Room 11, Mr. Wilson.

3. **Consciousness as Conditioning Conduct**.—The sensory-motor arc; instinct; habit; motor learning; impulse and motive. *Omitted, 1917.* Credit, one-fifth of a unit.

4. **More Complex Conscious Processes**.—Emotion; reasoning; voluntary action. Consciousness as conditioned by group relationships. *Omitted, 1917.* Credit, one-fifth of a unit.

5. Mental and Social Measurement.—The statistical method; mental and physical tests; devices for measuring progress in school subjects. Credit, one-fifth of a unit.

2:00, Room 11, Mr. Wilson.

HISTORY AND GOVERNMENT.—The elementary courses 1, 2, 3, and 4 are planned for those preparing to teach in the seventh and eighth grades. Students making one-third of a unit in each of the courses 1 and 2 and one-sixth of a unit in each of the courses 3 and 4 receive credit for one unit in elective history and government in the tenth or eleventh year of the four or five-year course or credit in required history and government in the second year of the course for those preparing to teach in the country schools. In addition to the study of subject matter these courses include a discussion of methods of teaching and of the most useful aids for each course. Graduates of accredited high schools receive no credit for courses 1, 2, 3, 4. The advanced courses, 5, 6, 7, 8, and 9, are open to graduates of accredited high schools and to students of at least junior standing in this school or its equivalent; to others only by special permission. They involve a broader and a more intensive study of a shorter period of history than the elementary courses. In addition to creditable class work a considerable amount of library reading is required. The credits earned count as junior or senior elective history. Course 5, 6, or 7 with Course 8 or Course 9, counts for required History 7.

1. American History to 1800.—The discovery, exploration and early settlements in America; the political, industrial and religious life in the Colonies; the relations of the Colonies with Europe; the causes of the Revolution; and the establishment and organization of the National Government. Credit, one-sixth of a unit. By special arrangement with the instructor one-third of a unit may be made.

9:40, Room 30, Mr. Hubbard.

2. The History of the United States, 1800 to the Present.—The westward expansion and the significant changes in the political and industrial life of the people, the causes of the Civil War, the problems of reconstruction, and the most important events in our recent history. Credit, one-sixth of a unit. By special arrangement with the instructor one-third of a unit may be made.

Section I. For rural school teachers, 2:00, Room 9, Mr. Hubbard.

Section II. For graded school teachers, 10:30, Room 18, Miss Smith.

3. American Government.—The organization and functions of our national, state and local government, the historical development of some of its most significant characteristics, and of some of its most important problems. In the study of state and local

government the particular features of government in Illinois receive careful attention. Credit, one-sixth of a unit.

Section I. 7:30, Room 9, Mr. Hubbard.

Section II. 10:30, Room 9, Mr. Hubbard.

Section III. 9:40, Room 30, Mr. Thomas.

4 **The History of Illinois.**—The early French explorations and settlements, the English conquest, the conquest by George Rogers Clark, the territorial development and organization, its admission as a state and the later political and industrial development. The relation of events in Illinois history to the broader movements in American history are kept constantly in mind. Credit, one-sixth of a unit.

8:20, Room 30, Mr. Thomas.

5 **American History, 1492-1763.**—The chief emphasis is placed on the industrial life and the development of political institutions in the Colonies. This course, with Course 8, may be substituted for *History 7* in the regular year. Credit, one-third of a unit. *Two hours daily.*

8:20 and 2:50, Room 9, Miss Smith.

6 **The History of the United States, 1763-1829.**—This course, with Course 8, may be substituted for *History 7* in the regular year. *Omitted 1917.*

Credit, one-third of a unit. *Two hours daily.*

7 **The History of the United States, 1829 to the Present.**—This course, with Course 8, may be substituted for *History 7* in the regular year. Credit, one-third of a unit. *Omitted 1917. Two hours daily.*

8 **The History of Europe Since 1815.**—Special emphasis is placed on the political and industrial changes in England, the revolutionary movement of 1848, the unification of Italy and of Germany, and the colonial expansion and commercial rivalry of the important states in Europe. This course, with Course 5, 6, or 7, may be substituted for *History 7* in the regular year. Credit, one-sixth of a unit. By special arrangement with the instructor, one-third of a unit may be made.

10:30, Room 30, Mr. Thomas.

9 **The Teaching of History.**—Johnson's *The Teaching of History* is used as text. It is supplemented by collateral reading and by discussion. This course, with Course 5, 6, or 7, may be substituted for *History 7* in the regular year. Credit, one-sixth of a unit or one-third of a unit by special arrangement with the instructor.

7:30, Room 30, Mr. Thomas.

ENGLISH.—Students who wish to get credit for subjects in the regular courses of the Normal School should study the following statement of equivalents:

Courses 1, 2, and 3 with 13 or 14 are equivalent to *Elements of English* 1 and 2;

Courses 4, 5, and 6, to *English Literature* 5;

Courses 7, 8, and 9, to *English Literature* 7;

Courses 1 and 11 or 2 and 10, to *Grammar* 11;

Courses 12, 13, and 14, to *English Methods* 12;

Course 11, by special arrangement with the instructor, to *Grammar Methods* 13.

Those who wish to prepare to teach English in the seventh and eighth grades should take Courses 1, 2, and 3.

For those who wish to prepare for a teachers' examination in English, Courses 3, 12, 13, 14 and either 1 and 2 or 10 and 11 are recommended.

1. Grammar and Composition.—This course includes the fundamental principles of grammar and their application to composition work. The grammar covered is that outlined for the seventh year in the State Course of Study, material contained in the first eight chapters of Gowdy's Grammar. The essential elements of a sentence as an expression of thought, and the adjuncts or modifiers of these, are dwelt upon at length. Such composition work as should be given with this grammar in the grades is dealt with as fully as time permits. This course, together with Courses 2, 3 and 13 or 14, gives credit for *Elements of English* 1 and 2 in the regular course; or with English 11 it may be substituted for *Grammar* 11. *Two hours daily.*

Section I. 8:20 and 2:50, Room 27, Mr. Daniels.

Section II. 9:40 and 3:40, Room 18, Mrs. Ellis.

Section III. 7:30 and 2:00, Room 40, Miss Benson.

2. Grammar and Composition.—This is a continuation of Course 1, covering approximately the eighth year work in the State Course of Study, and beginning with Chapter IX. of Gowdy's Grammar. It includes the study of clauses in detail, analysis of fairly difficult sentences, and the most important matters concerning the parts of speech and inflection. Grammatical facts will be applied to composition work as thoroughly as possible. Together with Courses 1, 3 and 13 or 14, this course gives credit for *Elements of English* 1 and 2 in the regular course; or with English 10 it may be substituted for *Grammar* 11. *Two hours daily.*

Section I. 7:30 and 2:00, Room 27, Mr. Daniels.

Section II. 8:20 and 2:50, Room 18, Mrs. Ellis.

Section III. 9:40 and 3:40, Room 40, Miss Benson.

3. Elementary Composition: Methods and Practice.—This course will include theme-writing, mostly narration and description, letter writing, and also methods of teaching composition in the upper grades. The reading of two books, fiction, will be required and reports will be made by the students on these books. Together

with Courses 1, 2 and 13 or 14, this course gives credit for *Elements of English* 1 and 2 in the regular year's work.

10:30, Room 33, Miss Windate.

4. **Shakespeare.**—The class studies "A Mid-summer Night's Dreams" and "King Lear." The chief aim of this course, as of the others in Shakespeare, is the understanding and enjoyment of each play as a piece of dramatic action. Versification is emphasized with the first play and dramatic preparation with the second. Throughout the term supplementary work is done in the life of Shakespeare. *Omitted* 1917. This course may be counted toward *English Literature* 5 or toward an elective in the regular year. Credit, one-fifth of a unit, required or elective.

5. **Shakespeare.**—The class studies "The Merchant of Venice" and "Macbeth." The special topic emphasized with the first is dramatic construction and with the second dramatic characterization. The supplementary work covers topics in Elizabethan life, especially the theater. This course may be counted toward *English Literature* 5 or toward an elective in the regular work. Credit, one-fifth of a unit, required or elective.

9:40, Room 33, Miss Windate.

6. **Shakespeare.**—The class studies "Hamlet." The special topic emphasized is Shakespeare's use of sources. The supplementary work covers in a very general way Shakespeare's most important contemporaries in the drama. *Omitted* 1917. This course may be counted toward *English Literature* 5 or toward an elective in the regular year. Credit, one-fifth of a unit, required or elective.

7. **Prose Fiction.**—The class reads "Pride and Prejudice" and "Romola." The first will be made a basis for the study of plot and the second will be emphasized as illustrating the significance of content. Supplementary work will cover in a general way the life and times of Jane Austen and of George Eliot. *Omitted* 1917. Credit, one-fifth of a unit, elective.

8. **Prose Fiction.**—The class will read "Vanity Fair" and "The Return of the Native." The first will be made a basis for the study of characterization and the second for the study of setting. Supplementary work will cover in a general way the life and times of Thackeray and of Thomas Hardy. Credit, one-fifth of a unit, elective.

7:30, Room 33, Miss Windate.

9. **Prose Fiction.**—The class will read "Beauchamp's Career." This novel is chosen because of the nobility of the theme and the virility of the author. The point especially emphasized in the study will be the importance and unifying power of a definite theme. Supplementary work will cover in a general way the life and philosophy of George Meredith. *Omitted* 1917. Credit, one-fifth of a unit, elective.

10. **Grammar in the Illinois Course of Study, Seventh**

Year.—This course covers the same grammatical material as English 1, but with greater haste and with no attempt to correlate with the composition work. It may be counted for credit only in conjunction with English 2 as equivalent to *Grammar 11*.

Section I. 11:20, Room 27, Miss Skeffington.

Section II. 9:40, Room 10, Mr. Widger.

Section III. 10:30, Room 10, Mr. Widger.

Section IV. 2:00, Room 24, Miss McKinney.

11. Grammar in the Illinois Course of Study, Eighth Year.—This course covers the same grammatical material as English 2, but with greater haste and with no attempt to correlate with the composition work. It may be counted for credit only in conjunction with English 1 as equivalent to *Grammar 11*; or, by special arrangement with instructor for outside reading and papers, it may be substituted for *Grammar Methods 13*.

Section I. 10:30, Room 27, Miss Skeffington.

Section II. 2:50, Room 24, Miss McKinney.

12. Methods in Fifth and Sixth Year English.—This course covers the fifth and sixth year language work as fully as time permits, including discussion of material, purposes, standards, themes, correcting of compositions, and methods of teaching. Together with Courses 13 and 14, this course gives credit for *English Methods 12* in the regular year. Omitted 1917. Credit, one-sixth of a unit, elective.

13. Literature for Children in the First Six Grades.—The main purpose of Courses 13 and 14 is to give an introduction to the field of literature for these grades. In Course 13, fable, folk-lore, myth, legend, romance will be considered. Some attention will be given to story telling. Those who took Course 14 in 1916 will find no real duplication in this course. This course with Courses 1, 2, and 3 gives credit for *Elements of English 1* and 2 in the regular year; or with Courses 12 and 14 for *English Methods 12* in the regular year. Credit, one-sixth of a unit, elective.

7:30, Room 10, Mr. Widger.

14. Literature for Children in the First Six Grades.—See Course 13. In Course 14, poetry and modern stories are considered. Some attention is given to dramatization. Those who took Course 13 in 1916 will find no real duplication in this course. With courses 1, 2, and 3, it gives credit for *Elements of English 1* and 2 in the regular year; or with Courses 12 and 13 for *English Methods 12*. Credit, one-sixth of a unit, elective.

8:20, Room 10, Mr. Widger.

15. Rhetoric and Composition.—Oral and written themes are required, mostly narrative or descriptive, and the amount of credit is determined by individual attainment. For full credit, considerable outside reading is requisite. Credit, one-sixth of a unit (or more, if earned) toward *English 3* in the regular school year.

2:00, Room 33, Miss Windate.

GERMAN.—Two courses in German are offered: One for beginners and one for those who have had the equivalent of summer Course 1. It is possible for a good student, taking Courses 1 and 2, to complete the year's work at home and receive credit for first year German, one unit. Each of the other courses counts one-fifth of a unit in second year German. A student, completing two of them in a summer term, one by home study during the year, and the remaining two the following year, receives credit for second year German, one unit. The courses include systematic work in grammar and in composition, the understanding of simple stories told in German, the memorizing of poems, and some conversation.

1. **Beginning German.**—Pronunciation, grammar, oral and written exercises, easy stories. Credit, one-fifth of a unit, elective. 8:20, Room 38, Miss Ford.

2. **Second Year German.**—A course in translation, based on Bacon's *Im Vaterland*. *Omitted* 1917. Credit, one-fifth of a unit, elective.

3. **Second Year German.**—A course in translation, based on Häuff's *Das Kalte Herz*. *Omitted* 1917. Credit, one-fifth of a unit, elective.

4. **Second Year German.**—A course in translation, based on Storm's *Immensee* and Von Hillern's *Hoeher als die Kirche*. *Omitted* 1917. Credit, one-fifth of a unit, elective.

5. **Second Year German.**—A course in translation, based on Schiller's *Wilhelm Tell*, Part one. *Omitted* 1917. Credit, one-fifth of a unit, elective.

6. **Second Year German.**—A course in translation, based on Schiller's *Wilhelm Tell*, Part two. *Omitted* 1917. Credit one-fifth of a unit, elective.

7. **Beginning German.**—A continuation of Course 1 and open to those who have had Course 1 or its equivalent. Credit, one-fifth of a unit, elective.

9:40, Room 38, Miss Ford.

MATHEMATICS.

ARITHMETIC.—The completion of Courses 1, 2 and either 4 or 5 gives credit for *Arithmetic* 1 and 2 which are required in the two-year course for country school teachers. The completion of Course 1 with 4 or 5, or of Courses 2 and 3, gives credit for *Arithmetic* 3 required of juniors. Course 5 counts for credit as the equivalent of methods in arithmetic required of juniors in the adjustment course.

1. **Arithmetic for the First Six Grades.**—This course includes notation and numeration, the fundamental operations with

integers and with common and decimal fractions, factors and multiples, English and metric measures, involution and evolution, and simple problems in the measurement of surfaces and solids. The course covers the topics taken up in the first six grades as outlined in the Illinois State Course of Study. Special attention is given to the teaching of these topics in the lower grades. Credit, one-third of a unit. *Two hours daily.*

8:20 and 2:50, Room 23, Miss Lewis.

2. Arithmetic for the Seventh and Eighth Grades.—The primary object of this course is to prepare for the teaching of arithmetic in the seventh and eighth grades. The principal topics discussed are percentage and its applications to practical business problems, ratio and proportion, and the mensuration of surfaces and solids. It is the aim of the class room instruction to familiarize the students with methods of instruction that can be readily adapted to the seventh and eighth grades. Credit, one-third of a unit. *Two hours daily.*

Section I. 7:30 and 2:00, Room 35, Mr. Schreiber.

Section II. 8:20 and 2:50, Room 35, Mr. Austin.

Section III. 9:40 and 3:40, Room 35, Mr. Schreiber.

3. Methods in Arithmetic in the First Six Grades.—In this course is discussed the work in arithmetic in the first six grades as outlined in the Illinois State Course of Study. The course includes a review of the more difficult parts of the subject matter, and discussion of methods of teaching. Credit, one-sixth of a unit.

Section I. 7:30, Room 25, Mr. Elwood.

Section II. 8:20, Room 25, Mr. Elwood.

Section III. 10:30, Room 25, Mr. Elwood.

Section IV. 2:50, Room 25, Mr. Elwood.

4. Methods in Arithmetic in the Seventh and Eighth Grades.—The work of the seventh and eighth grades as outlined in the Illinois State Course of Study is taken up in this course. The course gives a review of the subject matter and discussion of methods of teaching. Credit, one-sixth of a unit.

Section I. 7:30, Room 26, Mr. Taylor.

Section II. 8:20, Room 26, Mr. Taylor.

Section III. 9:40, Room 26, Mr. Taylor.

Section IV. 10:30, Room 26, Mr. Taylor.

Section V. 9:40, Room 27, Mr. Austin.

Section VI. 2:00, Room 26, Mr. Austin.

5. Methods in Arithmetic.—This is a more advanced course in methods in arithmetic for teachers of experience, and others who have a good knowledge of arithmetic. Attention is given mainly to work in the upper grades. Some time is given to review of subject matter, but the emphasis is placed on the reading and discussion of some of the best books on methods in arithmetic. Brown and Coffman's "How to Teach Arithmetic" is the principal book of reference. *Omitted 1917.* Credit, one-sixth of a unit.

ALGEBRA.—The completion of the three courses in algebra gives credit for *Algebra 1* and *2* which are required in the four and five-year courses.

1. This is a beginning course in algebra and covers algebraic notation, the fundamental operations, factoring, highest common factor, lowest common multiple, fractions, and equations of the first degree in one unknown. Credit, one-third of a unit. *Two hours daily.*

Section I. 7:30 and 2:00, Room 23, Miss Lewis.

Section II. 8:20 and 2:50, Room 40, Mr. Hill.

2. Review of factoring; highest common factor, lowest common multiple, fractions; simple equations in one unknown; ratio, proportion, and variation; graphs; simple equations in two or more unknowns. Prerequisite, *Algebra 1*, or its equivalent. Credit, one-third of a unit. *Two hours daily.*

9:40 and 2:00, Room 25, Mr. Lantz.

3. Review of simple equations; square root and its applications; radicals and exponents; quadratic equations; simultaneous equations involving quadratics. Prerequisite, *Algebra 2*, or its equivalent. Credit, one-third of a unit. *Two hours daily.*

7:30 and 2:00, Room 38, Miss Ford.

GEOMETRY.—The completion of three courses in plane geometry gives credit for *Geometry 1* and *2* which are required in the four- and five-year courses. The completion of the two courses in solid geometry gives credit for *Solid Geometry*, one-half unit elective in all courses.

1. **Plane Geometry.**—Book I. Credit, one-third of a unit. Wentworth and Smith's texts are used in all courses in geometry. *Two hours daily.*

9:40, Room 23, and 2:50, Room 26, Mr. Hammond.

2. **Plane Geometry.**—Books II. and III. Credit, one-third of a unit. *Two hours daily.*

11:20 and 3:40, Room 24, Mr. Hammond.

3. **Plane Geometry.**—Books IV. and V. *Omitted 1917.* Credit, one-third of a unit. *Two hours daily.*

1. **Solid Geometry.**—Books VI. and VII. Credit, one-third of a unit. *Two hours daily.*

10:30 and 3:40, Room 23, Mr. Hill.

2. **Solid Geometry.**—Book VIII. *Omitted 1917.* Credit, one-sixth of a unit.

GEOGRAPHY.—The courses have been arranged in such a way as to cover, as far as possible, the work in geography in the State Course of Study and at the same time count for credit in the regular normal school course. Country school teachers are advised to take Courses 1 and 2 since they give foundation for all geography.

1. **Climatology.**—This course covers work for the seventh

and eighth years in the State Course of Study. It includes mathematical geography, a study of the circulation of the atmosphere and climate. Work with the geography of South America and Australia gives opportunity for the application of the principles of climatology. This course with Geography 2 gives credit for *Geography* 1 or 3 in the regular normal school course. Credit, one-third of a unit. *Two hours daily.*

Section I. 8:20 and 2:50, Room 17, Miss Weller.

Section II. 9:40 and 3:40, Room 17, Miss Weller.

2. **Physiography.**—This course covers work of the fourth year of the State Course of Study and helps to form a basis for all geography work. It includes a study of land forms, of the work of air, water, ice, etc., in changing the earth's surface and of the influence of these upon the distribution and lives of people. This course with Course 1 gives credit for *Geography* 1 or 3 in the regular normal school course. Credit, one-sixth of a unit.

Section I. 9:40, Room 16, Mr. Carey.

Section II. 10:30, Room 16, Mr. Carey.

Section III. 2:00, Room 17, Mr. Denslow.

3. **North America.**—This course covers work of the fifth and sixth years of the State Course of Study. This course, with Course 5 or 6, counts for *Geography* 2 in the regular normal school course. Credit, one-third of a unit. *Two hours daily.*

7:30 and 2:00, Room 16, Mr. Carey.

4. **Europe.**—This course covers work in the fifth and seventh years of the State Course of Study. Credit, one-third of a unit, elective. *Two hours daily.*

8:20 and 2:50, Room 16, Mr. Denslow.

5. **Asia and Africa.**—This course covers work of the fifth and eighth years of the State Course of Study. *Omitted* 1917. Credit, one-sixth of a unit, elective.

6. **South America.**—This course covers the work of the seventh year of the State Course of Study. With *Geography* 3, it counts for *Geography* 2 in the regular normal school course. Credit, one-sixth of a unit.

10:30, Room 17, Mr. Denslow.

PHYSICAL SCIENCES.

PHYSICS.—1. **Mechanics of Solids and Fluids.**—This course includes the study of force, work, energy and power; the laws of motion, machines, and the principles of buoyancy and hydraulics. Lectures and recitation. Open to those who have had one term of algebra. Credit, two-sevenths of a unit. *Two hours daily.*

7:30 and 2:00, Room 36, Mr. Hagan.

2. **Mechanics of Solids and Fluids.**—Laboratory work to accompany Physics 1. Credit, one-seventh of a unit.

8:20, Room 36, Mr. Hagan.

3. **Heat.**—Mainly demonstration and recitation work but including four laboratory problems. This course and Physics 4 should follow the courses in mechanics. Credit, one-seventh of a unit.

9:40, Room 37, Mr. Crowe.

4. **Sound and Light.**—A course of lectures and recitations including four laboratory problems. Credit, one-seventh of a unit.

2:50, Room 36, Mr. Hagan.

5. **Electricity.**—A study of direct and alternating currents. In addition to demonstration and textbook work the class will visit a modern power station and inspect the latest forms of generators and transformers. This course is intended for those who have completed Physics 1, 2, 3, and 4. Credit, two-sevenths of a unit.

2:00 and 2:50, Room 37, Mr. Crowe.

CHEMISTRY.—1. A study of the elements, oxygen, hydrogen, nitrogen, and carbon and of some of their most common compounds. The chemistry of plants and the composition of foods and fertilizers are considered. Laboratory work, lectures, and recitations. Credit, one-third of a unit. *Two hours daily.*

7:30 and 8:20, Room 37, Mr. Crowe.

GENERAL SCIENCE.—The courses in general elementary science are information courses dealing with physical, chemical and biological phenomena. Apart from the practical knowledge they give, it is believed that they arouse an interest in the sciences and encourage their further study.

1. **Air.**—The course covers the first nine chapters of Caldwell and Eikenberry's General Science, with supplementary material. The general subject of the Air is studied under the following heads: characteristics of the air, its structure, its composition, its relation to food making by plants, humidity of the air, the seasons, the weather, the climate, the distribution of germ life by the air. Credit, one-sixth of a unit, elective IX, X, XI.

11:20, Room 37, Mr. Crowe.

2. **Water.**—This course is based on chapters X-XVI, inclusive, in Caldwell and Eikenberry's text, with supplementary lectures. The following topics are studied: composition of water, water as a solvent, the forms of water, hydraulics, climate as affected by bodies of water, transportation by water, water power, sources of water and water supply and sewage disposal. Credit, one-sixth of a unit, elective IX, X, XI.

9:40, Room 36, Mr. Hagan.

BIOLOGICAL SCIENCES.

BOTANY.—The courses in botany offered during the summer term are the equivalent of those of the regular course. Courses 1 and 2 together equal *Botany 1*, the first term's work. These precede Courses 3 and 4, which include the work of *Botany 2*, given in the second term of the regular session. During the summer, opportunity for outdoor study is more favorable, and somewhat greater attention is given to it then.

1. **The Structure of Seed Plants.**—The structures of roots, stems, leaves, flowers, fruits, and seeds form the basis of this course. This course together with *Botany 2* gives credit for *Botany 1* in the regular course. Credit, one-fourth of a unit. *Two hours daily.*

7:30 and 8:20, Third floor west, Mr. Vestal.

2. **The Processes and Adjustments of Seed Plants.**—In this course emphasis is laid upon the physiological processes of the higher plants, and the relation of plants to their environment. This course must follow or be taken along with the preceding course. This course with Course 1 gives credit for *Botany 1* of the regular course. Credit, one-fourth of a unit. *Two hours daily.*

9:40 and 10:30, Third floor west, Mr. Vestal.

3. **The Morphology of the Lower Plants.**—The structures, life histories, and economic relations of the bacteria, algae, fungi, and mosses are discussed in this course. This course with Course 4 gives credit for *Botany 2* in the regular course. *Omitted 1917.* Credit, one-fourth of a unit. *Two hours daily.*

4. **The Morphology of the Higher Plants.**—This course considers the structures, life histories, and classification of the ferns and seed plants. This course must be preceded by Course 3 or its equivalent. With Course 3, it gives credit for *Botany 2* in the regular course. *Omitted 1917.* Credit, one-fourth of a unit. *Two hours daily.*

ZOOLOGY AND PHYSIOLOGY.—These courses have as their main purposes the following: (a) to acquaint the students with the subjects as a whole, (b) to give them knowledge of the more important facts that make up the subjects, (c) to develop in the pupils ability to work independently in these fields, and (d) to train them properly to judge data and make proper conclusions from them; in other words to think in these subjects. The laboratory is well supplied with specimens, charts, models, lantern slides, microscopes and other equipment for attaining these ends. The normal school campus has a rich and varied fauna, due to its diversity of vegetation and to its ponds, which attract many aquatic forms.

1. **General Zoölogy.**—This course is designed to give knowledge of the animal kingdom as a whole, by treating suc-

cessively members of the lowest to the highest groups of animals from the standpoint of their structure, life-processes, ecology, and relation to man; the latter chiefly in economic, aesthetic, and educational ways. The work will be done principally through recitations, laboratory exercises, and field trips. Credit, one-fourth of a unit. *Two hours daily.*

2:00 and 2:50, Third floor west, Mr. Higgins.

2. **Field Zoölogy.**—The purpose of this course is to acquaint pupils with some of the more interesting and important forms of animals in our Illinois fauna. Their ecology and habits, and, as far as necessary for the comprehension of these, their structure, will be studied. The economic relations of birds, insects and some other forms will be made especially prominent. There will be exercises in collecting and preparing specimens, which should make this course useful to teachers doing nature work or elementary agriculture. Credit, one-fourth of a unit. *Two hours daily.*

7:30 and 8:20, Third floor west, Mr. Higgins.

3. **Human Physiology.**—An understanding of the life-processes of the human body, their nature, initiation, co-ordination, effects on the body, and the conditions under which they are performed, will be the main object of the course. The structure of the different organs will be treated only so far as necessary for the understanding of the bodily activities. Credit, one-third of a unit. *Two hours daily.*

Section I. 9:40 and 10:30, Third floor west, Miss Belyea.

Section II. 2:50 and 3:40, Third floor west, Miss Belyea.

4. **Hygiene.**—An application of the facts obtained in studying the anatomy and physiology of the human body will be made with a view to teaching the pupil to care better for his body. In addition to the ordinary topics of such a course, such ones as disease-producing micro-organisms, insects and disease will be taken up. Credit, one-sixth of a unit. With Course 3, credit may be had for the regular year's work, a half unit, in physiology and hygiene.

11:20, Third floor west, Miss Belyea.

AGRICULTURE.—The following courses in agriculture are adapted to the needs of those who are to teach the subject in the rural and graded schools. Students wishing work in agriculture are advised to take at least two of the courses offered.

1. **Agronomy.**—Farm Crops. Requirements and cultural methods. Control of insect, weed, and disease enemies. Special reference to wheat, oats, alfalfa and corn. *Omitted 1917.* Credit, one-sixth of a unit, elective.

2. **Horticulture.**—The Farm Garden. A Study of the principles of orcharding and gardening. The farm fruit garden from planting to fruiting. The vegetable garden. *Omitted 1917.* Credit, one-sixth of a unit, elective.

3. **Animal Husbandry.**—Fundamentals of Live Stock Judging. Parts of the animal. Conformation as correlated to production. The score card. Comparative judging. Types and breeds and identification of them. Importance of good stock. *Omitted 1917.* Credit, one-sixth of a unit, elective.

4. **Animal Husbandry.**—Poultry Raising. A study of the practices involved in the management of the poultry yard with especial reference to the producer's problems. Types, breeds, and varieties. Feeding practices. Compounding rations. *Omitted 1917.* Credit, one-sixth of a unit, elective.

5. **Agronomy.**—Farm Crops. A continuation of Course 1. Special emphasis upon the legumes, roots, and the potato crop. Credit, one-sixth of a unit, elective.

7:30, Room 11 E. Mr. Colvin.

6. **Agronomy.**—Soil and Plant Studies. A Study of the formation of soil. Its classification. Relation of plants to the soil. Elementary principles involved in the care of the soil. Credit, one-sixth of a unit, elective.

8:20, Room 11 E. Mr. Colvin.

7. **Animal Husbandry.**—Principles of Feeding. A study of the classification of feed stuffs and nutrients. Feeding standards. Balanced rations. Compounding rations for the common farm animals. Credit, one-sixth of a unit, elective.

10:30, Room 11 E. Mr. Colvin.

8. **Animal Husbandry.**—Dairy. Milk and Its Products. Testing milk and its products for butter fat. Bacteria and their relation to the dairy. Sanitation. Credit, one-sixth of a unit, elective.

11:20, Room 11 E, Mr. Colvin.

READING.—Five courses are offered in reading. A student who wishes to secure credit for required reading in any but the two-year certificate course should complete the first four courses, each of which gives credit for one-eighth of a unit. As far as possible a student should take these courses in the order in which they are stated in this catalogue. Course 5 gives credit when offered as a substitute for Course 4 or its equivalent in the regular course but in no other case.

1. **Oral Reading.**—This course is designed to improve the student's oral reading, and to give him a definite standard of criticism. Attention is given to pronunciation, articulation, and voice. Daily practice in reading with the aim of securing naturalness, directness, and mental imagery. Credit, one-eighth of a unit. This course together with Course 2 gives credit for *Reading 3.*

Section I. 7:30, Room 29, Miss Davis.

Section II. 10:30, Room 29, Miss Davis.

2. **Prose.**—The chief aim of this course is to interpret with

adequate vocal expression some of the masterpieces of literature. Attention is given to drill for distinctness and for voice development. Shakespeare's Julius Caesar is read in class. This course together with Course 1 gives credit for *Reading 3* in the regular course.

Section I. 8:20, Room 29, Miss Davis.

Section II. 3:40, Room 29, Miss Davis.

3. Poetry.—This course has a double aim: first, to stimulate a love for and an understanding and appreciation of poetry; second, to give training and practice in the oral interpretation of poetry. In accomplishing the second aim the elements of rhythm, meter, melody, and tone color will be studied. The class will study and read "The Vision of Sir Launfal," "The Rime of the Ancient Mariner," "The Deserted Village," and some of "The Idylls of the King." Credit, one-eighth of a unit. This course together with Course 4 gives credit for *Reading 4* in the regular course.

Section I. 9:40, Room 29, Mrs. Wilson.

Section II. 11:20, Room 29, Mrs. Wilson.

4. Methods.—This course is planned to meet the needs of teachers in graded schools not following the Illinois State Course of Study. It deals with methods and devices used in the teaching of reading and a survey of the literature suitable for use in the school in connection with the reading work. Briggs and Coffman's "Reading in the Public School" is used for assigned readings. These topics will be studied in the course; different methods of teaching reading, word drills, phonics, seat work, the assignment, ways of securing speed and accuracy in silent reading and effectiveness in oral reading. An attempt is made to apply some of these devices to concrete lesson material. Credit, one-eighth of a unit. This course together with Course 3 gives credit for *Reading 4* in the regular course.

2:00, Room 29, Mrs. Wilson.

5. Methods.—This course is planned to meet the special needs of those teachers who follow the Illinois State Course of Study. The material given in the course of study is examined, explained, and supplemented by suggestions and devices for adapting it to the conditions found in rural schools. The course of study publication is used in class, and some work in the library in assigned readings is required. This course gives one-eighth of a unit credit, only when offered as a substitute for Course 4 or its equivalent in the regular course.

2:50, Room 29, Mrs. Wilson.

DRAWING.—Four courses in drawing are offered: two for beginners, one for students who have had beginning drawing and painting or their equivalent, and one in methods in teaching of drawing for beginning and advanced students. Any two of

these courses may be counted for the required courses in drawing for the first year county school teachers' course, and for the high school graduates. The completion of Courses 3, 4, 5, 6, and 7 gives credit for one unit A B elective drawing. Outside work is required in all courses.

1. Freehand Perspective.—The study of principles of free-hand perspective and their application made in the drawing of objects singly and in groups. Drawings of simple figure poses in outline and mass. Drawings made from nature, using as subjects: flowers, fruits, trees and simple landscapes. Furniture in parallel and angular perspective; buildings as adapted to landscape work. Credit, one-fourth of a unit for juniors; one-sixth of a unit in the first year of the country school teachers' course.

Section I. 10:30, Third floor east, Miss Farrar.

Section II. 11:20, Third floor east, Miss Farrar.

Section III. 2:50, Third floor east, Miss Farrar.

2. Painting.—The discussion and studio practice in drawing and painting of flowers, landscapes, pottery forms, and animals. Elements of design and composition also studied.

Flowers and trees will be drawn in values and color; landscapes from out of doors and masterpieces. Harmony of colors will be studied as applied to surface patterns, borders and the like. The completion of Courses 1 and 2 gives credit for one year of drawing in the regular course. Credit, one-fourth of a unit for juniors, one-sixth of a unit in the first year of the country school teachers' course.

Section I. 8:20, Third floor east, Miss Gifford.

Section II. 9:40, Third floor east, Miss Gifford.

Section III. 2:00, Third floor east, Miss Gifford.

3. The Study of Flowers.—Advanced water color; ink, pencil crayon rendering; and pictorial composition. *Omitted* 1917. Credit, one-fifth of a unit, elective.

4. The Study of Landscape.—Including charcoal and pencil rendering; advanced water color; out-of-door sketching and painting; pictorial composition, color schemes taken from prints. *Omitted* 1917. Credit, one-fifth of a unit, elective.

5. The Study of Color Theory.—Making of charts, color wheel; the study of Oriental colors; figure drawing as applied to poster making, the color schemes taken from prints. Credit, one-fifth of a unit, elective.

3:40, Third floor east, Miss Farrar.

6. Cast Drawing.—Principles of lettering—construction and spacing; study of the various alphabets; lettering of motto cards; problems in illumination and use of decorative initials; study of symbolism in design and drawings made of historic ornaments. *Omitted* 1917. Credit, one-fifth of a unit, elective.

7. **The Principles of Design.**—Advanced work in harmony of colors as applied to surface patterns—designs made from flowers, insects, etc., home furnishings; and applied designs. *Omitted 1917.* Credit, one-fifth of a unit, elective.

8. **Methods in the Teaching of Drawing.**—The course includes a discussion of the value of art in education; its relation to other subjects and to industries; and the methods of teaching drawing in the elementary schools. There is some class work in drawing and painting; criticisms; the planning of lessons and a course of study; and the observation of drawing in the training school. Credit, one-fifth of a unit, elective.

7:30, Third floor east, Miss Gifford.

MUSIC.—Three courses in music are offered, one for beginners, one for advanced students, and one for grade teachers.

1. **Elementary Course.**—Study of the rudiments of music, note values, staff degrees, intervals, pitch names, key signatures, major scales, chromatics, elementary sight singing. One and two part songs. Credit, one-fourth of a unit for seniors, or one-sixth of a unit in the first year of the country school course.

7:30, Third floor east, Mr. Koch.

2. **Theory, Elementary Harmony, Advanced Sight Singing.**—Three and four part songs. Credit, one-fourth of a unit for seniors, or one-sixth of a unit in the first year of the country school course.

8:20, Third floor east, Mr. Koch.

3. **Methods in School Music.**—Teachers' course in sight singing. Song study, technique, analysis, interpretation, and principles to be observed in music teaching. Credit, one-fourth of a unit for seniors, or one-sixth of a unit in the first year of the country school course.

2:00, Third floor east, Mr. Koch.

PENMANSHIP.—This course is intended for teachers who wish to improve their own writing or become familiar with a system of plain business writing and methods of presenting it to pupils in the grades.

The course includes correct position, muscular movement exercises, business forms of capital letters, small letters, figures, sentences, and page writing. Emphasis is placed upon black-board writing.

Room 8, Elementary school, Miss Newell.

Section I. 7:30.

Section II. 8:20.

Section III. 2:00.

Section IV. 2:50.

HOME ECONOMICS.—The work of the home economics department is divided into two parts: domestic science, which

deals with foods, and domestic art, which has to do with clothing.

DOMESTIC SCIENCE.—Courses 1, 2, and 3 constitute one year's work. Credit, one unit, elective. A laboratory fee of one dollar and thirty cents (\$1.30) is charged to cover the cost of the materials used in each of these courses.

1. This course includes a general study of the different kinds of food materials and their use in our bodies, with a somewhat detailed study of beverages, fruit and its preservation, vegetables and vegetable cookery, and the cereal products. Credit, one-third of a unit, elective. *Two hours daily.*

Section I. 7:30 and 8:20, 10 E, Miss Morton.

Section II. 10:30 and 11:20, 10 E, Miss Gossett.

2. This course includes a study of eggs, milk, cheese, fats, sugars, meats, fish, and meat substitutes. *Omitted 1917.* Credit, one-third of a unit, elective. *Two hours daily.*

3. This course includes a study of salads and salad dressings, croquettes, gelatin, bread, baking powder, flour, yeast, cakes and pastry. *Omitted 1917.* Credit, one-third of a unit, elective. *Two hours daily.*

DOMESTIC ART.—Courses 1, 2, and 3 constitute one year's work. Credit, one unit, elective. A laboratory fee of thirty-five cents (\$0.35) is charged to cover the cost of drafting paper and material used for models. Students furnish their own material for garments.

1. This course includes hand and machine sewing, pattern drafting, garment making, methods of applying trimming and a study of the kinds of seams and their use. Credit, one-third of a unit, elective. *Two hours daily.*

Section I. 9:40 and 10:30, 10 E, Miss Morton.

Section II. 2:00 and 2:50, 10 E, Miss Morton and Miss Gossett.

2. This course includes a continued study of pattern drafting and garment making and a study of machine attachments, making of gussets and the finishes for garments. *Omitted 1917.* Credit, one-third of a unit, elective. *Two hours daily.*

3. In this course pattern drafting is continued and to this is added the making of a shirtwaist dress, repairing garments, patching, darning, simple embroidery stitches, and suggestions for articles that would form suitable problems for elementary or rural school children. *Omitted 1917.* Credit, one-third of a unit, elective. *Two hours daily.*

MANUAL ARTS.—Courses 3 and 5 in manual arts are offered this summer. Students wishing credit for *Manual Arts 7* of the regular school year should take Manual Arts 3 or 5.

1. **Hand-work in the First Five Grades.**—The introduction of materials and processes. The study of the laying-out tools.

Information and related matter. Each student will be required to complete a set of problems adapted to the first five grades, using specified material. *Omitted 1917.* Credit, one-fourth of a unit. *Two hours daily.*

2. **Hand-work in the Upper Grades.**—Methods of teaching, the making of plans, the making of problems suitable for the sixth, seventh and eighth grades. The study of mechanical drawing introduced. Materials, wood and copper. *Omitted 1917.* Credit, one-fourth of a unit. *Two hours daily.*

3. **Hand-work in the Upper Grades and in the First Year of the High School.**—Class discussion and note-book work on organization, equipment, recitation plans, the designing of suitable problems, and wood finishing. Opportunity will be given to complete pieces of wood work within the possibilities of the shop. Credit, one-fourth of a unit. *Two hours daily.*

9:40 and 10:30, Manual Arts Building, Mr. Pippit.

4. **Application of Hand-work and Possibilities of Correlation.**—Methods of teaching, organization and equipment will receive considerable attention. Opportunity will be given to students to complete pieces of furniture or other articles conforming to the possibilities of the shop. *Omitted 1917.* Credit, one-fourth of a unit. *Two hours daily.*

5. This course is offered for those who wish to introduce some form of hand-work into their schools and for those who wish some guidance in construction work conforming to the requirements of the State Course of Study. It consists of a series of exercises in wood, reed, raffa, clay, and metals. Note-book work will include the study of materials, methods of teaching the various processes, and their values. Credit, one-fourth of a unit, as *Manual Arts 7* of the regular year. *Two hours daily.*

Section I. 7:30 and 8:20, Manual Arts Building, Mr. Pippit.

Section II. 2:00 and 2:50, Manual Arts Building, Mr. Pippit.

6. **Mechanical Drawing.**—This course is similar to the course given in the regular year, *Mechanical Drawing 3, 4*, a thorough and practical course in elementary and advanced work preceding *Cabinet Work 5, 6*. Credit, one-fourth of a unit, elective, IX., X., XI. *Two hours daily.*

9:40 and 10:30, Manual Arts Building, Mr. Pippit.

PHYSICAL EDUCATION (MEN).—1. **Athletic Coaching.**—The course includes football, basket-ball, and baseball. It consists of class-room work, lectures, interpretation of the rules, the technique of the game. Note-books are kept and an examination is given. This course is helpful for those who have charge of athletics and it is not necessary to have athletic experience to take the course, as there is very little practical or outdoor work. A base ball team will be organized. Credit, one-fifth of a unit, elective physical education.

11:20, Room 23, Mr. Lantz.

2. **Playground Management.**—This course is for those who have charge of the play of children in city or country schools and is not intended for those who are expected to superintend city playgrounds. It includes lectures, the technique of play, outdoor and indoor games, tennis, soccer, and other games. Note-books are kept and an examination is given at the end of the term. *Omitted 1917.* Credit, one-fifth of a unit, elective physical education.

PHYSICAL EDUCATION (WOMEN).—Four courses in physical education for women are offered, each counting one-fifth of a year's work, but less than one-half unit does not count toward graduation. The object of these courses is to give some knowledge and some practice in teaching gymnastics, folk-dancing, and games in public schools and to prepare teachers for exercising intelligent oversight of the physical needs and conditions of school children.

1. **Theory and Practice of Teaching Gymnastics and Games.**—The purpose is threefold: (1) to make clear the objects of definite, gymnastic exercises; (2) to study the selection and progression of exercises; (3) to give normal instruction in preparing and teaching gymnastic exercises and games. The course includes practice teaching with sections of the class, discussion, and conferences. Credit, one-fifth of a unit, elective physical education. *Two hours daily.*

10:30 and 11:20, Gymnasium, Miss Spurgin.

3. **Personal and School Hygiene.**—Consideration of conditions which affect the preservation and improvement of health, including ways of detecting abnormalities and common diseases of school children. Credit, one-fifth of a unit, elective.

8:20, Room 23, Miss Spurgin.

4. **Folk Dancing.**—Dances of the different nations; a record of each dance. Instruction and some practice in teaching. Analysis of folk dances found in books. Credit, one-fifth of a unit, elective physical education.

7:30 Gymnasium, Miss Spurgin.

The Regular School Year.—The first term of the school year 1917-1918 will begin Tuesday, September 11, 1917, at eight o'clock in the morning. A bulletin with full information will be sent to those who are interested.



