

3-1904

Eighth Annual Session of the Summer Term, 1904

Iowa State Normal School

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BULLETIN

OF THE

IOWA STATE NORMAL SCHOOL

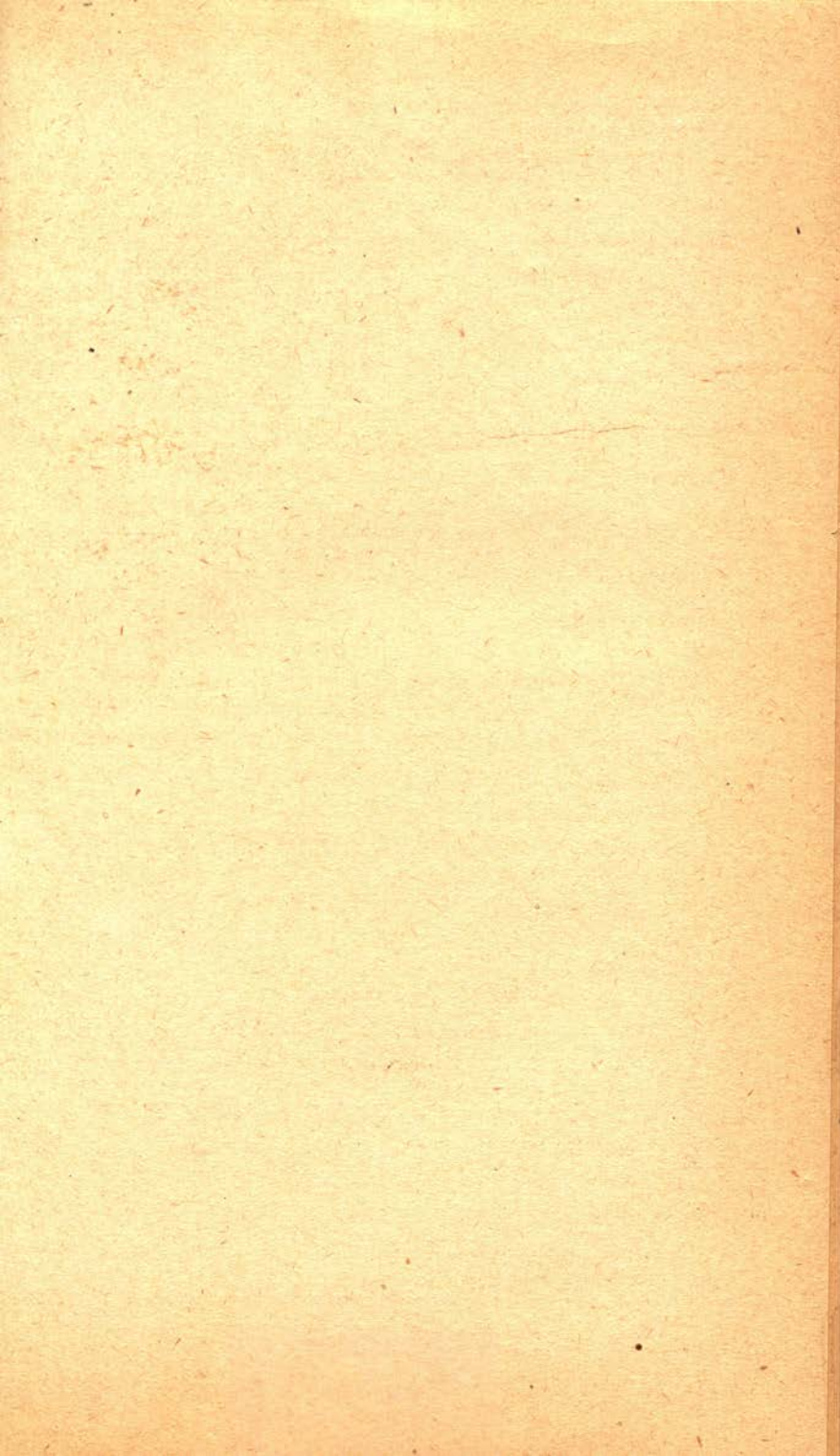
CEDAR FALLS, IOWA

MARCH, 1904

VOL. IV, NO. 3

Eighth Annual Session of the Summer Term

June 11 to July 22, 1904



Iowa State Normal School

STATE BOARD OF CONTROL.

| | | |
|-----------------|--------------|--------------------|
| G. S. Robinson, | Storm Lake, | Term expires 1906. |
| L. G. Kinne, | Toledo, | Term expires 1908. |
| John Cownie | South Amana, | Term expires 1910. |

BOARD OF TRUSTEES.

| | | |
|----------------------------|--------------|---------------------------------------|
| John F. Riggs, ex-officio, | Des Moines, | Superintendent of Public Instruction. |
| W. W. Montgomery, | Red Oak. | Term expires May 1, |
| B. F. Osborn, | Ripley. | 1904. |
| I. J. McDuffie, | LeMars. | Term expires May 1, |
| Roger Leavitt, | Cedar Falls. | 1906. |
| W. A. McIntire, | Ottumwa. | Term expires May 1, |
| C. H. McNider, | Mason City. | 1908. |

OFFICERS OF THE BOARD, 1903-1904.

John F. Riggs, ex-officio, Des Moines, President.
Homer N. Silliman, Cedar Falls, Treasurer.
Alfred Grundy, Cedar Falls, Secretary.

CALENDAR FOR SCHOOL YEAR,

1903-1904.

SUMMER TERM—SIX WEEKS.

- June 11. Saturday, Enrollment Day, 8:00 A. M.
June 13. Monday, Recitations Begin, 10:00 A. M.
July 20-22. Wednesday, Thursday and Friday, Examination for
State Certificates, beginning 1:30 P. M., Wednesday.
July 21. Thursday, Commencement Exercises, 8:00 P. M.
July 22. Friday, Recitations Close, 12:10 P. M.

FALL TERM—TWELVE WEEKS.

- Aug. 30. Tuesday, Enrollment Day, 8:00 A. M.
Aug. 31. Wednesday, Recitations Begin, 9:30 A. M.
Sept. 1. Thursday, Training Schools Open, 9:00 A. M.
Nov. 21-23. Monday, Tuesday and Wednesday, Examination for
State Certificates, beginning Monday at 1:30 P. M.
Nov. 23. Wednesday, Recitations Close, 12:15 P. M.

WINTER TERM—TWELVE WEEKS.

- Nov. 29. Tuesday, Enrollment Day, 8:00 A. M.
Nov. 30. Wednesday, Recitations Begin, 9:30 A. M.
Christmas-New Year's recess of two weeks to suit dates
selected by railways.

1905.

- March 6-8. Monday, Tuesday and Wednesday, Examination for
State Certificates, beginning Monday at 1:30 P. M.
March 8. Wednesday, Recitations Close, 12:15 P. M.

SPRING TERM—TWELVE WEEKS.

- March 14. Tuesday, Enrollment Day, 8:00 A. M.
March 15. Wednesday, Recitations Begin, 9:30 A. M.
May 31, June 1 and 2. Wednesday, Thursday and Friday,
Examination for State Certificates, beginning
Wednesday, 1:30 P. M.
June 2. Friday, Recitations Close, 12:15 P. M.
June 4-7. Commencement Exercises.

SUMMER TERM—SIX WEEKS.

- June 10. Saturday, Enrollment Day, 8:00 A. M.
June 12. Monday, Recitations Begin, 10:00 A. M.
July 19-21. Wednesday, Thursday and Friday, Examination for
State Certificates, beginning Wednesday, 1:30 P. M.
July 20. Commencement Exercises, 8:00 P. M.
July 21. Recitations Close, 12:10 P. M.

FALL TERM—TWELVE WEEKS.

- Aug. 29. Tuesday, Fall Term Begins.

RAILWAY RATES.

It has been customary for the Western Passenger Association to grant a rate of one and one-third fares on the certificate plan to summer term students. Application for similar rates has already been made, but definite dates and instructions cannot be announced until on or about May 1. If the local railway agents cannot give information, apply to the President of the State Normal School, Cedar Falls, Iowa.

Summer Term

FACULTY, 1904.

Arranged in order of original employment excepting the President.

HOMER H. SEERLEY, A. M. LL. D., President.

D. SANDS WRIGHT, A. M.,

Professor of Mathematics.

ANNA E. McGOVERN, B. S.,

Professor of Primary Methods.

ABBOTT C. PAGE, Ph. B.,

Professor of Chemistry.

MELVIN F. AREY, A. M.,

Professor of Natural Science.

LEONARD W. PARISH, A. M.,

Professor of Political Science.

GEORGE W. SAMSON, M. S.,

Professor of Psychology and Didactics.

ARTHUR W. RICH, Ph. B.,

Professor of Mathematics.

ETTA SUPLEE,

Supervisor of Primary Training.

G. W. WALTERS, M. S.,

Professor of Psychology and Didactics.

C. P. COLGROVE, A. M.,

Professor of Psychology and Didactics.

W. H. BENDER, Ph. B.,

Professor Grammar Grade Methods.

HENRIETTA THORNTON, Graduate of Pratt Institute,

Professor of Drawing

MARY E. SIMMONS, A. M.,

Professor of English Language and Literature.

GEORGE W. NEWTON, A. M.,

Professor of Natural Science.

- IRA S. CONDIT, A. M.,
Professor of Mathematics.
- F. C. EASTMAN, A. M., Ph. D.,
Professor of Latin.
- LOUIS BEGEMAN, M. S.,
Professor of Physics.
- ENOLA PEARL PIERCE, Ph. M., Graduate Columbia School of
Oratory,
Professor of Elocution.
- JOHN B. KNOEPFLER,
Professor of German.
- W. W. GIST, A. M., D. D.,
Professor of English Language and Literature.
- KARL F. GEISER, Ph. B., Ph. D.,
Professor of Political Science.
- G. B. AFFLECK, A. B., Graduate of Y. M. C. A. Training School,
Springfield, Mass.,
Director of Physical Training.
- SARA F. RICE, A. M.,
Professor of History.
- CHARLES A. FULLERTON, M. Di.,
Director of Vocal Music.
- BERTHA L. PATT, Art Students' League,
Assistant Professor of Drawing.
- S. FREEMAN HERSEY, Ph. B.,
Assistant Professor of Physics.
- CLARA A. TILTON, A. B., Graduate New Haven School of
Gymnastics,
Assistant Physical Director.
- JULIA E. CURTISS,
Instructor in Piano and Organ Music.
- HARRY C. CUMMINS, B. Di.,
Instructor in Penmanship and Bookkeeping.
- ELIZABETH HUGHES, M. Di.,
Instructor in Geography.
- JENNIE G. HUTCHISON, A. B.,
Instructor in Latin.

- LAURA S. SEALS, B. S. D.,
Instructor in Mathematics.
- ROBERT FULLERTON, M. Di.,
Instructor in Harmony and Musical History and Director of
Women's Glee Clubs.
- IDA FESENBECK, A. B.,
Instructor in Industrial Work and Grammar Grade Methods.
- BERTHA L. MARSH, B. Di.,
Instructor in Physiography and Geography.
- ANNA GERTRUDE CHILDS, A. M.,
Instructor in Voice.
- MATILDA HARRINGTON, A. B.,
Instructor in Latin.
- SARA R. QUIGLEY, Ph. B.,
Instructor in Arithmetic.
- B. W. MERRILL,
Director of Orchestral and Band Music.
- C. O. BATES, A. B., Ph. D.,
Instructor in Physics.
- D. M. KELLY,
Instructor in Mathematics.
- MRS. EMMA DAHLIN INGALLS, Graduate of Pratt Institute,
Instructor in Drawing.
- NELLIE B. WALLBANK, B. Di.,
Instructor in English Grammar.
- RALPH RIGBY, B. Di., Graduate of Oberlin Conservatory,
Instructor in Vocal Music.
- LOUISE M. ROWE, Graduate Pratt Institute,
Instructor in Drawing.
- GUY STANTON FORD, Ph. D.,
Instructor in History.
- FLORA WILBER, Graduate of Michigan State Normal College
and of Oswego State Normal School.
Instructor in Primary Methods.
- ALICE INSKEEP, Supervisor of Music,
Instructor in Primary School Music.

LORA SPRAGUE,
Assistant on Piano and Organ.

BLANCHE RENNE,
Assistant in Vocal Music.

ETHEL LOVITT,
Assistant in Vocal Music.

ANNA M. BAKER, Librarian,
Instructor in Library Work.

CLARA A. DRENNING, Cataloger.
Instructor in Cataloging.

OTHER OFFICERS AND EMPLOYES.

JAMES E. ROBINSON,
Superintendent of Buildings and Grounds.

ANNA M. BAKER,
Librarian.

ETHEL L. AREY, M. Di.,
Assistant Librarian.

ANNA R. WILD,
President's General Secretary.

LILIAN G. GOODWIN,
President's Financial Secretary.

MILLICENT WARRINER,
Stenographer.

MARY C. ZILLEN,
Stenographer.

STANDING COMMITTEES, 1904.

To meet as indicated, Saturday, June 11, 8:00 A. M. to 4:00 P. M. Monday, June 13, 8:00 to 10:00 A. M. and 2:00 to 4:00 P. M.

I. ENROLLMENT COMMITTEE.

H. H. Seerley, C. P. Colgrove, G. W. Samson, J. B. Knoepfler, W. H. Bender, Lillian G. Goodwin. (Library.)

II. CLASSIFICATION COMMITTEES.

1. CANDIDATES FOR GRADUATION: A. C. Page, M. F. Arey, G. W. Newton. (Library.)

2. ADVANCED STUDENTS WANTING CREDITS: D. S. Wright, Louis Begeman, W. W. Gist. (Library.)

3. FIRST AND SECOND YEAR STUDENTS WANTING CREDITS: Mary E. Simmons, Bertha L. Marsh, Ida Fesenbeck, Nellie B. Wallbank. (Miss Carpenter's Room.)

4. HIGH SCHOOL GRADUATES: L. W. Parish, F. C. Eastman, Sara F. Rice, Karl F. Geiser. (Mr. Parish's Room.)

5. PRIMARY TEACHERS' COURSES: G. W. Walters, Anna E. McGovern, Etta Suplee, Jennie G. Hutchison, Laura S. Seals. (Miss Pierce's Room.)

6. MUSIC TEACHERS' COURSES: C. A. Fullerton, Robert Fullerton, Julia E. Curtiss, Gertrude Childs, B. W. Merrill. (Mr. Colgrove's Room.)

7. SPECIAL STUDENTS: A. W. Rich, Ira S. Condit, S. F. Hersey, H. C. Cummins, Elizabeth Hughes, Sara R. Quigley. (Mr. Bartlett's Room.)

8. DRAWING STUDENTS: Henrietta Thornton, Bertha L. Patt, Emma D. Ingalls, Louise M. Rowe. (Mr. Gist's Room.)

9. PHYSICAL TRAINING: G. B. Affleck, Clara A. Tilton. (Library.)

III. OTHER COMMITTEES.

1. ON CREDITS FROM COLLEGES AND NORMAL SCHOOLS: D. S. Wright, F. C. Eastman, Louis Begeman, W. W. Gist, Sara F. Rice, J. B. Knoepfler, Karl F. Geiser.
2. ON PUBLIC LECTURES AND ENTERTAINMENTS: M. F. Arey, Sarah M. Riggs.
3. ON COLLEGE GRADUATES AND THEIR COURSES: C. P. Colgrove, G. W. Walters, G. W. Samson.
4. ON ADDRESSES OF GRADUATES: Enola Pearl Pierce, Mary E. Simmons.
5. ON LIBRARY WORK: Anna M. Baker, Clara A. Drenning.

METHOD OF ENROLLMENT.

I. REGULAR STUDENTS.

1. Pay fee of \$5.00 to the Financial Secretary.
2. Present receipt to Enrollment Committee and get Enrollment Blank.
3. Present Enrollment Blank complete to Enrollment Committee and get assignment to proper classification committee.
4. Visit classification committee and complete schedule.

II. INSTRUMENTAL MUSIC STUDENTS.

1. Enroll with Financial Secretary.
2. Arrange with Financial Secretary for assignment to instrument.
3. Present assignment card to teacher of department and get classification of work, filling out schedule card.

TIME PROGRAM OF DAILY WORK.

HOURS OF RECITATION.

- I. First Period, 8:00 A. M. to 8:55 A. M.
- II. Second Period, 8:55 A. M. to 9:50 A. M.
Chapel Assembly, 9:50 A. M. to 10:20 A. M.
- III. Third Period, 10:20 A. M. to 11:15 A. M.
- IV. Fourth Period, 11:15 A. M. to 12:10 P. M.
Conferences and Office Hours in Afternoons.

OTHER HOURS.

1. Evening lectures and entertainments, 8:00 P. M.
2. Physical Training during afternoons.
3. Choral Society, Glee Clubs, Orchestra, Mandolin Club, Band and other rehearsals special hours afternoons during week.

GENERAL INFORMATION.

EQUIPMENT.

The Normal School is specially well equipped to give the best instruction to teachers in all lines. The policy of the Board of Trustees has been progressive and thorough and as a consequence exceptional advantages are given to those who attend the classes during the Summer Term. It is difficult to describe these matters, but investigation will show that the Normal School is the equal of the very best in the whole country and that Iowa has granted unusual opportunities to her instructors of children and youth who desire to properly prepare for efficiency in capability. A few special things are mentioned to illustrate the fact:

1. The library is special in its assortment, containing more than 18,000 volumes of choice books, 150 magazines and periodicals, all the list of books selected by the Board of Educational Examiners for public school libraries, and a large number of pamphlets. The library is cataloged and classified to suit the demands of the work.

2. The laboratories for the instruction in chemistry, physics, geology, zoology, botany and mineralogy are possessed of all the apparatus necessary for modern methods, and much laboratory work is regularly required so that the most practical type of instruction is obtainable in all sciences.

3. The museum is remarkably fine in the collection of Iowa fauna and flora, making it possible for the student to get acquainted with the animals and plants of the state in which he works. It is probable that the duplicate of this collection does not exist anywhere, as it has been made for the special purpose of training Iowa teachers. The mineral collection is complete, while the fossils and other specimens are of large usefulness to teachers.

4. The new gymnasiums are in construction, and it is hoped that they may be ready for use by the time the summer term opens. They will be unusual in their floor space, in the variety of work granted, and the instruction for teachers that will be possible. Should these rooms not be complete in time, the temporary gymnasiums heretofore used will be at the service of the students. The work done in them is of a type that will be found practicable for teachers to introduce into their schools.

THE INSTRUCTION.

The program of studies will be complete, everything being provided that public school teachers need to specially prepare them for their work. The teachers are experts in the particular lines they instruct and are selected because of their experience and success in their specialties. The work of the term is the equivalent of the work of the other terms of the school year, the lessons assigned being much longer and the class hours being also increased to meet the requirement. The Normal School is the pioneer in this extensive summer work and has fully tested the plan so that there is neither waste of time nor energy in making experiments.

COMPLETING COURSES.

A large class graduates at the close of every summer term, as the plan of management permits such recognition for all who comply with the stated requirements of every course of study. Almost the entire schedule of studies is offered each term, so that teachers can continue their attendance from year to year during the summer terms alone and yet graduate. This is particularly true of college graduates and others of superior scholarship who are still undergraduates, as they are able to perfect themselves in professional and scholastic subjects as may be necessary, and thus study toward some definite end. The adjustment of such cases can be made in advance if official statements of scholarship are sent to the President, the regulations of the Faculty making such provision for a preliminary examination.

SPECIALIZATION GRANTED.

There is no question but the schools are demanding more and more that teachers in their work should specialize. The Normal

School recognizes this demand by opening courses for special primary teachers, special grammar grade teachers, special high school department teachers, special teachers in music, in drawing, in physical training and in the individual sciences. This plan gives strength, efficiency and expertness and permits one's qualifications to be so developed that his services have the highest value in the professional market. In connection with this specialization the chance for a general education in other lines is also a possibility so that the work to be obtained is always practical.

THE METHOD IMPORTANT.

The Normal School stands for actual class room work in all subjects five hours a week. Its day's work is, therefore, equivalent for every day in a term. It also stands for instruction, text-book and reference-book study and recitations which bring the teacher and the student in daily personal contact. There is thus a chance for accuracy, for quantity of work and for definite aims in each branch. There is no room at the Normal School for the indefinite, uncertain, limited plan known by the lecture,—“quiz”—“exam”—method of conducting educational work, as the system of investigation belongs to the higher phase of student life and is commonly approved in the graduate courses of a university. The method of the Normal School demands always well conducted class lessons in subject matter that is known and published and is thus able to be used in the public school classroom.

PRIMARY TEACHERS' COURSES.

Plans have been perfected whereby any of the courses of study offered to primary teachers granting degrees and certificates can be completed during summer terms. For the practice in teaching commonly required can be substituted, by the approval of the Faculty, the actual experience had in first, second and third grade work, the success of which is proven by statements given by superintendents under whom the work has been done.

For teachers who can comply with the scholastic and credential requirements of the State Board of Educational Examiners for primary state certificates, there will also be placed upon the program the following subjects that are required for the professional examination,

four of which can be studied any summer term: psychology, school management, history of education, school laws of Iowa, primary methods, drawing, plant study, vocal music, physical training. The length of time needed to devote to these subjects depends entirely upon the present scholarship in these lines possessed by the student.

The department of primary school work will have the assistance of the principal of the Fort Wayne (Indiana) City Teachers' Training School, Miss Flora Wilber, during the entire term. Miss Wilber's preparation was obtained at the Michigan State Normal College, the Oswego State Normal School, and the University of Michigan. She has also studied with Dr. Rein of Jena University, Dr. Paulsen of Berlin University, and Dr. Hall of Clark University. Her experience has been that of critic teacher in the training school of the Michigan State Normal College, principal of the Moline, Illinois, Teachers' Training School, and principal of the Ft. Wayne Teachers' Training School.

COLLEGE GRADE COURSES.

Beginning with this school year, the Normal School offers the opportunity of courses of study elective in character that give for their successful completion the degree Bachelor of Arts in Education. This degree will be equivalent in all respects to the degrees granted by the best colleges, while it will have the advantage of being a specialization for public school teaching. The requirements for admission to this course are the same as those specified by the standard colleges of Iowa, while the quantity and quality of work given will also be equivalent to their requirements, thus insuring an education that will be superior for a teacher and yet not lacking in any characteristics that insure culture, scholarship and training.

THE MANAGEMENT OF THE PROGRAM OF RECITATIONS.

Two kinds of work are offered:

1. Credit courses, where the work done is regarded as equivalent to the work of the regular terms of the school and where each department places a record upon the books of the institution for every student enrolled in such courses. These courses are required for graduation from the school.

2. Review courses, where the work done does not intend to end with credits upon the courses offered by the school, but where the chief purpose is to specially prepare for the examinations required for teachers' certificates. In each instance the courses offered at this session are differentiated as here explained, and students desiring review work are not advised to enter credit courses, as they are conducted on a plan to attain thoroughness and specificness rather than a general review. On the other hand, it is the few students who come to summer school that should not take regular credit work, as they need the particular, systematic treatment of the branches that the credit courses grant.

3. The amount of work that can be profitably taken is dependent upon the present condition of the scholarship of the student in the branches chosen. Where the work selected is advanced or consists of new studies, two hours of recitations daily is all that can be successfully taken. Where some of the branches chosen are now quite well understood by the student, three hours of work daily may be successfully managed. Where only review of studies now well known is needed, and a careful reconsideration being all that is essential, four hours of work daily is the maximum that can be accomplished. Since these cases are more or less individual, each student enrolled is carefully classified after a thorough understanding of the case by the Faculty, every means being taken to insure that the student's work will be particularly successful and helpful. It is recognized that the summer session enrolls a large number of exceptionally strong and well prepared students who are now efficient and successful teachers, and hence are able to do an amount of work that is unusual by the regular students of other sessions, and yet there is urgent need, as experience has already proven, to caution persons who are too anxious to do more than the maximum amount and thereby destroy the real benefits of attending a summer term through over-taxing time and effort by undertaking a program of recitations which is really unreasonable and impracticable.

4. Students desiring to do more than the regular amount of work are required to furnish the classification committee evidence that they have the scholarship that will enable them to successfully take the amount of work requested. Mere desire on the part of students

to take an unreasonable amount of work because they think they need that much to perfect their scholarship will not be sufficient, as the Faculty is responsible for the success of the students enrolled and must decline to grant requests that are harmful and unjust to the welfare of the applicant. It would be well to forward proofs and credentials of scholarship in all cases of classification exceeding the regulations before coming to enroll, and thus have these questions settled; because the Normal School management would rather lose the attendance of students than to do them wrong by allowing them to ruin their work by overclassification.

5. Test examinations for credits upon courses are granted the first and second weeks of the term by all the departments. These tests are oral and written, as each department may determine, and include subject matter of the branches and method of teaching the same. They are fair and reasonable as to the degree of difficulty, and yet they are actual tests of the scholarship and the teaching ability of the student. This method is employed entirely where there are no other evidences, like credits from reputable higher institutions of learning, and it is partially used in many cases when the certified credits presented are uncertain as to their quantity or quality.

EXPENSES OF THE TERM.

The expenses of the term are nominal and incidental, as the state has provided, as in other terms, for the partial support of the session. The present fees include laboratory expenses, except breakage; paper in Drawing and Penmanship departments; use of sundry books in the professional departments, and privileges of the library and general appliances of the School, every means being used to keep the expenses of a student at a minimum. The following are the fees charged all students who enroll and have the privileges of the Summer Term:

1. The enrollment fee is \$5.00 for the term of six weeks; however, a rate of \$1.00 a week will be accepted for a less time. This is paid to the President's Financial Secretary, and entitles one to a card of admission to the classes and the lectures of the school for the time enrolled. All public lectures will cost twenty-five cents for each admission to those not enrolled as students. Tickets for the lectures will be sold at the office to those who apply for them.

2. Instrumental lessons on piano and organ will cost seventy-five cents a lesson, and one and one-half dollars for the term is also charged for practice on an instrument as assigned by the President's Financial Secretary. The lesson fees are paid to the instructor, piano rent is paid to the President's Financial Secretary.

3. Instrumental lessons on the violin will cost at the rate of one dollar a lesson; on mandolin, guitar and band instruments, seventy-five cents a lesson. This includes the right, where competent, to a weekly rehearsal free in the orchestra, mandolin and guitar clubs or band, as arranged with the director of the department. Fees for individual instruction are paid to the teacher.

4. Voice lessons will cost at the rate of one dollar a lesson, fees being paid to the teacher. For use of piano for practice a fee of seventy-five cents a term must be paid to the President's Financial Secretary.

5. The following other fees are required, being approximately the cost: chemistry, laboratory, \$1.00; drawing room for paper, twenty-five cents; writing room, for paper, ten cents for each student. Fees are charged in other laboratories according to expenses incurred, never being more than cost.

6. **BOARD AND ROOM.** There are many good boarding houses near the school, originally built for the lodging of students. Expenses at these houses for board and room vary from \$3.00 to \$3.50 a week according to the accommodations given, two students occupying a room. Club boarding is also maintained at some less cost per week, numerous organizations being provided each summer to accommodate students who prefer this system. Furnished rooms can be procured for \$1.00 to \$1.25 per week per student where two students occupy the same room. Transportation to and from the city is convenient, a trolley street car leaving the business part of the city every fifteen minutes for the school during the hours from 6:30 A. M. to nearly midnight. It is customary for authorized baggage men to meet the students on the train and check their baggage and arrange for its transportation to their place of residence. This service is secured for twenty-five cents. It is most satisfactory for students to make their own arrangements for board and lodging, as there is then less proba-

bility of misunderstandings as regards the contracts. Lists of suitable places will be sent any one upon application.

ORGANIZATION OF CLASSES.

Students will find the entire Faculty on duty Saturday, June 11, 1904, the last week day before the opening of the term, in order to classify them and arrange their studies. This one day is devoted specially to conferences with individual students, so that those wanting an understanding about the work of any department can get full information. Recitations will also be assigned the day of organization, full information being given out by each department. The recitations will occur according to regular program, beginning at 10:00 A. M., Monday, June 13, 1904, half hour recitations for first day, and after that hour periods. Since the term is short at any rate, it is important that recitations be prepared for the first day's lessons, as the plan of management provides for completing the approximate amount of work regularly accomplished during the twelve-week terms. This is made possible by the six weeks of daily recitations of each student, by the longer class hours of each recitation, and by the large amount of subject matter assigned to be prepared from day to day. It is possible, therefore, by this system of organization, to do the most work possible in the half term.

VISITORS TO THE SUMMER SESSION.

It is found necessary for the Faculty during this session to have a system of admitting visitors in order not to interfere seriously with the work in progress. There are two classes of visitors to class work, and each kind is required to comply with the following regulations:

1. The first class consists of students who are enrolled in other courses of the summer session and who desire to visit occasionally other departments than those in which they are enrolled. On presentation of schedule cards showing their classification, a reasonable number of such persons will be received by the instructor, if by so doing the regular class work is not prevented.

2. The second class is made up of temporary visitors who simply spend a day inspecting the work being done. Such visitors are ex-

pected to call at the office, record their names in the visitors' register, and receive from the President a card of introduction to the members of the Faculty. The attendance at this session is so large that the interests of the students themselves must be first cared for before visitors of any kind can be accepted.

SPECIAL COURSE OF POPULAR LECTURES AND ENTERTAINMENTS.

The Board of Trustees has made provision whereby there will be a good, strong course of popular entertainments, not more than one a week, which will not be able to be announced before the opening of the term. Those who plan to attend this season may feel assured that no pains will be spared to make this an unusual course in all particulars. All students in regular attendance for the term will be admitted free to those entertainments on presentation of tickets obtained at the office. Other persons will pay 25 cents for single admission.

DETAILS OF DEPARTMENTS GIVING VARIETIES OF WORK OFFERED IN THE SUMMER TERM.

DEPARTMENT OF ENGLISH LANGUAGE AND LITER- ATURE.

1. ENGLISH GRAMMAR. Four classes will be organized. One will cover the entire subject, another will study the sentence, clauses both abridged and unabridged, prepositional and verbal phrases and word elements; a third will study parts of speech. These will be credit courses.

A fourth, not a credit course, will review the subject, taking up points specially desired by the class. Bring books of reference for all courses. (Complete Course—I.) (Not Credit—III.) (First Half—II.) (Second Half—IV.) (Miss Wallbank.)

2. RHETORIC. This subject will be presented with special reference to the needs of teachers. Practical written work will be required, and the principles of helpful criticism will be discussed. Each recitation will aim to show how pupils may be taught to observe closely, to be accurate, and to appreciate good literature. This is a credit study, but those who do not care for credit will be admitted. It is useless for a student to undertake this work unless he is thoroughly grounded in English grammar and the first principles of composition. (Mr. Gist—I.)

3. SHAKESPEARE. In this course three plays will be studied. Special attention will be given to bringing out the dramatic element of the plays and to revealing the real art of the great dramatist. On Fridays brief talks will be given on the following subjects:

- (1) How to Study Shakespeare.
- (2) The English Drama.
- (3) The Age of Elizabeth.
- (4) The Real Shakespeare.
- (5) The Teachings of Shakespeare. (Mr. Gist—IV.)

4. ENGLISH LITERATURE. The Romantic Period of English Literature will be studied. This will be a credit study for those who need the second term of English Literature. (Mr. Gist—III.)

5. SOCIETY WORK. This is intended especially for those who need society credits in order to graduate. Talks on conducting Rhetoricals will be given. Only a limited number will be permitted to take this course. (Mr. Gist—II.)

6. THEMES. In this course daily themes are required from each student, emphasis being placed on the writing of expository, argumentative and oratorical exercises. This may be a credit subject or may be taken by those who merely desire practice in writing. (Miss Simmons—I.)

7 and 8. AMERICAN LITERATURE. These courses combine a brief survey of the historical periods of American Literature with a study of a few masterpieces. In one division, attention will be largely devoted to the Knickerbocker and Southern writers, and in the other division to the Concord and Cambridge writers. (Miss Simmons—II. and III.)

9. ENGLISH LITERATURE. In this course the main object will be to present the historical development of English Literature, its connection with the life of the nation, and the significance of each of its main periods. Such a study furnishes a background for the consideration of individual authors and their works and should enable a teacher to treat each classic taught, more intelligently. It is a credit course. (Miss Simmons—IV.)

10. ENGLISH COMPOSITION. In this term's work it is the intention of the department to have as much actual practice in composition as possible. This writing is done in connection with a systematic study of the principles of composition, and is accompanied by the examination of specimens of standard literature as models. Special attention is given to such topics as diction, effective sentence structure, as well as effective arrangement of a whole production, paragraph development and the simpler phases of work in description, narration, exposition and argumentation. (Miss Quigley—I.)

DEPARTMENT OF HISTORY.

1. ANCIENT HISTORY. (Miss Rice—I.)

This course will consist of a brief review of the leading ancient nations, with especial attention to Greece and Rome. Stress will be laid upon the mission of each and their relation to one another. Both library and source work will be required. Credit work in the school, and desirable for teachers of General History.

2. MODERN HISTORY. Credit. (Mr. Ford—II.)

This course will consist of a study of the sixteenth, seventeenth and eighteenth centuries. The aim will be to discover through a study of the leading facts the principles which guided the historical development of the period. The work will be based upon some good text; library work also required.

3. METHOD IN HISTORY. (Miss Rice—III.)

This course will be adapted to teachers of history. An inquiry into the objects of historical study will be made, and some study into the nature of the material, the nature of mind, and the process of converting material into mind. Devices will be somewhat considered.

4. UNITED STATES HISTORY. (Miss Rice—II., and Mr. Ford—I., III. and IV.)

In this subject two courses will be offered, one a credit class for those who are contemplating a full course in the Normal School, the other a review course for those who wish to refresh themselves in the work. The latter will be offered at two periods; the work under Miss Rice will be arranged to meet the needs of those who wish to take state examinations, the work under Mr. Ford to be more general in scope.

5. ENGLISH HISTORY. Credit. (Miss Rice—IV.)

This work is offered for students wishing credit in the Normal School, and for all who wish a more thorough preparation in History. The work will be conducted with emphasis upon the relation between English History and our own, and it is hoped to make it of especial value to teachers of United States History.

In order to test any of this work, it will be necessary for the applicant to present note-books as part of such test.

DEPARTMENT OF LATIN.

The work offered by the Latin Department will be two-fold in character, consisting of (1) methods courses for teachers, and (2) regular academic courses.

1. A COURSE IN METHODS IN BEGINNING LATIN. This course will be a survey of the entire first year's work in Latin. The most approved methods of presenting the vital points of the subject will be exemplified in due order, Collar & Daniell's beginner's book being used as the basis. It is recognized that the first year's work is of exceeding importance for the subsequent progress of the pupil, and special prominence is given to the first understanding of syntactical forms and principles. The beginner's book should prepare the pupil for the appreciative undertaking of the second year's work, and the development of this appreciative sense is an important part of the work here offered. (Mr. Eastman—I.)

2. A COURSE IN METHODS IN CONNECTED PROSE AND POETRY. The first four weeks of this course will be devoted to methods for second and third year work in Latin prose, Caesar's Commentaries and Cicero's orations being taken as a working basis. The key note of this part of the course will be the proper relation between a sensitive appreciation of the text and a thorough analytical understanding. A prominent feature will be the discussion of the fundamental syntactical points, particularly the syntax of the subjunctive and the treatment of forms in indirect discourse. Methods of presenting accessories, antiquities, historical setting, etc., will have due attention. Quantitative pronunciation, phrasing and expressional reading will be considered from day to day.

The fourth and fifth weeks will be given to the first work in Latin hexameters. Vergil's Aeneid will be used as the basis for work. The subject of quantitative scansion will be treated together with the consideration of expressional reading with the retention of the metre. The awakening of the literary instinct of the pupil, the rhetoric of the English translation, the study of mythology in connection with Ovid and Vergil, are all points that will be discussed. In short, it is intended that the course shall touch in all its important bearings the well rounded high school course. (Mr. Eastman—IV.)

These methods courses are intended only for teachers or prospective teachers, and the work will not be academic except so far as is necessary for purposes of illustration.

ACADEMIC COURSES.

Courses in part parallel with the usual term work of the Normal School are also offered for Normal Students in cursu, or for others who may or may not wish credit on the books of the institution. The regular first year elementary work will be presented entire in three terms' work as follows, Collar & Daniell's beginner's book being used:

3. FIRST TERM'S WORK IN LATIN LESSONS. (Miss Harrington—I.)
4. SECOND TERM'S WORK IN LATIN LESSONS. (Miss Hutchison—I.)
5. THIRD TERM'S WORK IN LATIN LESSONS. (Miss Hutchison—III.)

This work contemplates a thorough grounding in the foundations of Latin. In connection with the third term's work a start is made in Collar's Gate to Caesar, and the student should then be prepared for the work of the second year. It will be noticed that each term's work of the above covers the entire six weeks of the summer term, so that students in any stage of progress in first year work may find appropriate place in one of the three classes.

6. A BEGINNING CLASS IN CAESAR. (Fourth term work.)
The work of this course is along the usual lines of the department, beginning with the second book of the Commentaries and covering such additional ground as is consistent with thorough work. (Miss Hutchison—II.)

7. AN ADVANCED CLASS IN CAESAR. (Fifth term work.)
This class is intended for those who have had at least one term of the Commentaries, or its equivalent. The exact amount of text that will be covered cannot now be determined, as it will depend somewhat upon the previous work and the proficiency of the class. It will be arranged, however, so as to accommodate all who are prepared for it, and credit will be given on the books, whatever part of the Commentaries shall be read. (Miss Hutchison—IV.)

8. A CLASS IN CICERO'S ORATIONS. (Sixth term work.)

This class is designed for those who have had two or three terms work in Caesar in addition to the first year's work. The exact area covered cannot be specified until the class is made up, but will be within the following: The Catilinarian Orations, Archias, Ligarius, Marcellus, the Manilian Law. (Miss Harrington—I.)

9. FIRST VERGIL. (Seventh term work.) The class will begin with the first book of the Aeneid and read about two books. The usual attention will be given to scansion, idiomatic translation and construction, together with incidental mythological study. (Mr. Eastman—III.)

10. A CLASS IN LATIN PROSE COMPOSITION. This course is provided in pursuance of the plan that pervades the Latin Department in this institution of demanding systematic composition work in connection with all the first four years work. This class is provided, however, in large measure, not only for those who require it in their course, but to furnish for those who have had a considerable amount of Latin an opportunity to review syntactical principles, and to corroborate work already done. The principles of Latin grammar will be serially developed, the entire six weeks being devoted to this subject. It is believed that this course will be specially helpful to those who wish to gain a firmer grasp of principles. Due credit will be given for this work on the books. (Miss Harrington—III.)

11. SECOND VERGIL. The work of this course will be specially adapted to students who are familiar with the characteristics of Vergil's style and verse, and are prepared to give more attention to the distinctive character of epic poetry. (Miss Harrington—IV.)

12. A CLASS IN ADVANCED LATIN. (Presumably Horace's Odes, but the text will depend upon the personnel of the class.) This class will correspond with sixth year work in the High School Graduate Course and will warrant corresponding credit. It is offered in this term for those who have had somewhat more than the usual High School course in Latin, or at least such an amount as to be thoroughly familiar with constructions and to read with considerable ease. It is a brief course for more advanced students. Considerable attention will be given in this class to literary values and interpretation. (Mr. Eastman—II.)

Special Latin conferences and lectures will be arranged for from time to time as occasion shall demand.

DEPARTMENT OF MATHEMATICS.

1. COLLEGE ALGEBRA. In addition to a review of quadratics and surds, this course includes the binomial theorem, logarithms, variables and limits, series, theory of numbers, properties of equations, graphs, derivatives, transformation of equations and numerical equations. For admission to this course, students must have had the regular or high school graduate course in Algebra, or an equivalent therefor. The text is Wentworth's Revised College Algebra. Credit work. (Mr. Condit—I.)

2. TRIGONOMETRY. The elements of plane trigonometry will be thoroughly covered, including identities, the discussion and derivation of values of half arcs and multiple arcs and the deriving of the essential trigonometrical formula with their application to the solution of problems. (Mr. Wright—II.)

3. SOLID GEOMETRY. In addition to the rigid demonstration of theorems of solid geometry, their application to the solution of practical problems in mensuration, easy and difficult, will receive particular attention. Practical directions and drills are given in the construction of figures required in solid geometry. The class room is well supplied with material forms for the purposes of illustration. (Mr. Wright—I.)

4. MIDDLE GEOMETRY. Part of the subject covered, Books III., IV. and V. The knowledge acquired from the text will be constantly applied and illustrated by means of concrete arithmetical problems and of original demonstrations and constructions. The application of proportion to geometry will be made a special feature of the work of this class. (Mr. Wright—III.)

5. BEGINNING GEOMETRY. Part of the subject covered, Books I. and II. The application of geometrical principles to the solution of concrete problems will be early introduced, and will be a special feature of the work throughout the term. Original exercises will have a prominent place in the work assigned for study. Loci and the

Theory of Limits will be carefully explained and a sufficiency of exercises given to fix the points involved. (Mr. Kelly—IV.)

REMARK. In all the work in geometry noted above, any standard modern text-book in geometry may be used by the student. Lessons will be assigned by topics without reference to the order of any particular author.

6. ASTRONOMY. A full course in this subject. Thorough text-book work will be done, supplemented by library study regularly assigned. Credit. (Mr. Rich—I.)

7. REVIEW ALGEBRA. This course will be adapted to the needs of those who enroll for it. Such topics as factoring, surds, and quadratics will receive special attention. Any text can be used. Non-credit work. (Mr. Condit—II. and IV.)

8. TWO TERM SPECIAL ALGEBRA. For students who have had a partial course, but not enough to admit them to the high school graduate class. The first term of this course takes the subject to quadratics; the second is taken with the regular third term class. Beman and Smith's Academic Algebra. Credit work. (Miss Seals—I.)

9. HIGH SCHOOL GRADUATE COURSE IN ALGEBRA. For those who have had a high school course in the subject, or an equivalent. Not merely a review but a thorough investigation of the principles of the subject with the needs of teachers constantly in view. The course is complete in one term. Beman and Smith's Elementary Algebra. Credit work. (Mr. Condit—III.)

10. SECOND TERM REGULAR ALGEBRA. From fractional equations through surds. Beman and Smith's Academic Algebra. Credit work. (Mr. Kelly—II.)

11. THIRD TERM REGULAR ALGEBRA. From quadratics through logarithms. Beman and Smith's Academic Algebra. Credit work. (Miss Seals—II.)

12. FIRST TERM REGULAR ALGEBRA. Two classes. From the first to fractional equations. Beman and Smith's Academic Algebra. Credit work. (Miss Seals—III. and IV.)

13. ARITHMETIC. Three classes. These will review the entire subject. In these classes the definitions and principles will re-

ceive careful attention, practical contractions will be presented, and many drills to secure accuracy and rapidity in computation will be given. Credit work. (Miss Quigley—II., III., and IV.)

14. ARITHMETIC. "D" Class. One-half of full work required to complete the subject. This will be a beginning class, taking the work more slowly than the two review classes, and completing during the term one-half of the work of the other two classes. The work of this class is particularly useful to teachers in graded schools who teach this part of the arithmetic, and is also suitable for teachers whose certificates show a grade of less than ninety per cent. in arithmetic. Credit work. (Mr. Kelly—I.)

15. ARITHMETIC. "E" Class. One-half of full work required to complete the subject. This will be a class which will cover the second half of the subject. It will be particularly useful to those teachers who have to teach fractions, percentage and mensuration. (Mr. Kelly—III.)

16. SURVEYING. The class will be supplied with a transit, a twenty-two-inch Y level (both modern Gurley patterns) and other apparatus. The instruments will be placed in the hands of the students, and the theory of the science will be taught by actual practice in field work. The term's work will cover triangulation, platting, the calculation of heights, distances, and areas, leveling, grading, and laying out railway curves. The work will be so arranged that students who have not studied but will pursue the study of trigonometry during the summer term, may join the class in surveying. (Mr. Wright—IV.)

17. TEACHER'S ALGEBRA. Weekly conferences of those interested in the pedagogy of this subject will be offered. At these conferences the laboratory method of instruction, correlation with physics and geometry, graphic algebra, and other of the more recent advances toward doing away with the dead formalism and mechanical grind of algebra will be discussed. References will be given to available literature on the different topics. Opportunity will be afforded for free interchange of ideas and for the discussion of questions which perplex the teacher of mathematics. (Mr. Condit—by appointment.)

18. Conferences will be given in this department as demand for them shall develop during the progress of the work. Students should feel free to consult the instructors regarding subjects for consideration.

DEPARTMENT OF PHYSICAL SCIENCE.

CHEMISTRY.

1. CHEMISTRY. Beginning work in general chemistry equivalent to the first term work in the several courses. (Mr. Page—I.)

2. CHEMISTRY. Second term in elementary chemistry, completing the work in general chemistry begun in the first term. (Mr. Page—II.)

3. CHEMISTRY. The third term work of the Science Course, consisting of a course in Qualitative Analysis. This will require three hours of laboratory work daily in addition to the recitation period. (Mr. Page—III.)

In courses 1 and 2 several hours of laboratory work will be required each week in addition to the period assigned in the morning.

General Laboratory Work each afternoon. Advanced students given an opportunity to do such work, if arrangements are made with the department.

PHYSICS.

The department of physics will offer this year courses of instruction designed to prepare especially for the county certificate examination. These courses will cover in an elementary way the most important principles of the entire subject: Mechanics of Solids and Fluids, Sound, Heat, Electricity, Magnetism and Light. Such courses will be called "review courses" on the program. Students who have had no systematic course of instruction in physics will be entitled to enroll in these classes.

Students who wish to review the work in physics and who have completed an elementary course in the high school or an academy will be allowed to enroll in any of the high school graduate courses. Those who enter these classes for review will not be required to do

the laboratory work unless they so desire. All students, however, who expect credit must complete the required laboratory work of the course for which they are enrolled.

Teachers of physics and advanced students who have had a thorough elementary preparation and are somewhat skilled in laboratory manipulation, should elect third term physics. The instruction in this course will be largely individual and will be adapted to the needs of each particular student enrolled. With the exception of occasional class discussions the work of this course will be devoted entirely to laboratory work. Special attention will be given to the subjects of Light and Electricity.

First term physics in both the high school and regular courses comprises the subjects of Mechanics and Sound. Second term physics comprises the subjects of Heat, Electricity and Light. All students who elect first term physics are required to hold two consecutive periods for the work,—one for recitation and the other for work in the laboratory.

1. HIGH SCHOOL GRADUATE COURSES. (Mr. Begeman.)
 - a. First Term Physics. (I. and IV.)
 - b. Second Term Physics. (II.)
 - c. Third Term Physics. (III.)
2. REGULAR COURSES. (Mr. Hersey.)
 - a. First Term Physics. (II. and IV.)
 - b. Second Term Physics. (I.)
 - c. Review Course. (III.)
3. REVIEW COURSES, FOUR CLASSES. (Mr. Bates—I., II., III., and IV.)

The department will give a number of illustrative lectures during the term.

DEPARTMENT OF NATURAL SCIENCE.

1. GENERAL BOTANY. Study of plant development, forms, structures, and ecology, including twenty or more of our cultivated and native trees. Laboratory work and field work. Credit. (Mr. Newton—III.)

2. **PHYSIOLOGY.** General Course, Normal School grade. Standard credit work. Two classes organized. (Mr. Newton—I. and II.)

3. **PLANT STUDY AND ANALYSIS.** Work in plant analysis, identifying species of local flora, will be offered at 7:30 A. M., lessons to last one-half hour. This will be supplemented by field work and the preparation of herbarium specimens. Not credit work. (Mr. Newton—7:30 to 8:00 A. M.)

4. **ANIMAL AND VEGETABLE HISTOLOGY.** A class in this subject will be organized if there is sufficient demand. The work will consist of mounting slides for class demonstration. This class will be placed at such an hour of the day as is most convenient to all concerned. It is specially recommended to all teachers of high school botany and physiology. (Mr. Newton—afternoons.)

5. **ZOOLOGY.** A study of the forms and types of animal life most convenient and desirable in public school work in an inland region. This will be of such a character as to be made readily available in any school, even if not equipped with costly appliances. (Mr. Arey—II.)

6. **GEOLOGY.** This work is a practical supplement to physiography and with that makes a very complete course on earth forms and the agencies and forces that have produced them, as well as the mode of action of these forces. (Mr. Arey—IV.)

7. **STRUCTURAL BOTANY.** A course in advanced botany in which the structure of plants receives special attention. Much material will be used. A full equipment of compound microscopes is provided so that each student is given a separate table. Teachers will find this course specially helpful. (Mr. Arey—I.)

8. **NATURE STUDY.** Scientific standpoint taken. Instruction will be given in the more readily available subjects that may be taken up in the public schools, and in the methods of handling them so as to secure the results actually desired. Among these subjects will be soils, minerals, rocks, trees and birds. (Mr. Arey—III.)

9. Individual Laboratory work in natural sciences for advanced students will also be obtainable, as the equipment is such as to guarantee the best results.

DEPARTMENT OF PSYCHOLOGY AND DIDACTICS.

1. PSYCHOLOGY. Three classes. In all classes will be given a general treatment of mental science, interpreting its phenomena and seeking its laws. In both, the endeavor will be to give the teacher insight into human nature and power to deal with the mental conditions peculiar to the schoolroom. Upon this basis the work will be varied to meet the needs of teachers in different grades. One class (first term) will give special attention to the child mind and the mental states peculiar to the growth and development of the intellectual powers. The order of treatment will be the order of dependence of mental powers upon each other, viz.: Consciousness, sensation, perception, memory, imagination, conception, judgment, reason. In this connection the attempt is made to keep constantly in mind, also the fact that the mind as an organism is a unit and develops as a whole, emphasis being placed on the interdependence of the faculties. Credit study. (Mr. Samson—I.)

One class (second term) will be devoted to a consideration of the emotions and the will. The attempt is here made to give a rational insight into the relationship of the emotions to the intellect on the one hand, and to volition on the other. The foundations of both feeling and will in the physical nature of the child receive careful attention, together with their relation to the formation of habit and character, and the deductions therefrom concerning their proper treatment in the schoolroom both as to development and training and also discipline. Credit study. (Mr. Samson—IV.)

A third class will devote its time to a general topical review of the entire subject supplemented by library research in the literature of child study, short papers being prepared on various phases of child study and pedagogy, and read in the class under criticism. This class is intended for those who may have given some attention to the sub-

ject, and do not care for a closer study in detail as planned for by other classes. No credit. (Mr. Samson—II.)

2. **ADVANCED PSYCHOLOGY.** A course in the Science of Education which demands that the student has had previously a good working knowledge of Psychology as shown in course 1. It deals with applied knowledge and with the methods and plans best employed in the study of individuals. This is a superior line of study for teachers, as it enables them to apply the knowledge obtained in the study of the general mind as pursued in psychology to that of the individual minds they encounter daily in the schoolroom. A teacher needs to be a good mind reader, a fair interpreter of human nature, a careful critic of immature and incomplete persons, such as pupils in public schools, and to give this power of discernment is the purpose of this kind of work. Credit course. (Mr. Samson—III.)

3. **SCHOOL MANAGEMENT.** The aim of this course is to give a plain, simple and practical treatment of the every-day problems of actual school work. The whole subject will be considered from the standpoint of the teacher. The leading divisions of the subject are (1) The Teacher as Student; (2) The Teacher as Organizer; (3) The Teacher as Instructor; (4) The Teacher as Trainer; (5) The Teacher as Manager; (6) The Teacher as Ruler. Complete outlines, covering the entire subject, have been prepared. These outlines contain definite library references to the best pedagogical literature, definitions of important terms, practical questions and suggestions, and will greatly aid the student in the mastery of the subject.

Teachers will find this course to be of great and immediate value in all lines of school work, a source of inspiration and power. There will be two classes, one class will do credit work, the other class will admit students not desiring to make a credit. (Mr. Colgrove—I, credit; IV, not credit.)

4. **SCHOOL SUPERVISION.** No professional work of today offers a more inviting field for usefulness and power than that of school supervision. With the rapid growth of our towns and cities, important positions in school administration are greatly increased in number, better talent and larger preparation are constantly demanded, and higher salaries are paid.

This course affords a thorough and up-to-date training in the theory of organizing and managing a system of schools. These phases of the subject will be presented as thoroughly as the time will permit.

- (1) The evolution of the graded school system.
- (2) Famous educational reports and their value.
- (3) Problems involved in making a course of study; (a) In elementary grades; (b) in high schools.
- (4) Gradation and promotion of pupils.
- (5) Special problems of the high school.
- (6) School mechanics; uses and abuses.
- (7) Relation of the supervisor to the school board—legal, professional, and personal.
- (8) How to secure the co-operation of the people.
- (9) What the supervisor has a right to expect of his subordinate teachers.
- (10) Teachers' meetings; patrons' meetings.
- (11) How the supervisor can make "visitation of rooms" valuable.

Much of the work will be given in the form of lectures. These lectures will be supplemented by readings from the latest educational reports, papers and journals. The material for such work will be found in the school library, which contains all the best and latest literature on this subject. A credit course. (Mr. Colgrove—III.)

5. CHILD STUDY. One course in Child Study will be offered. It is universally conceded that a good knowledge is necessary (1) to avoid serious mistakes in dealing with pupils; (2) to understand educational aims and values; (3) to select and apply methods intelligently; (4) to consciously shape and direct the thinking, feeling and willing of the child. Careful attention will be given to methods of studying children, the advantages and limitations of each, the aids to method, the best books on Child Study, what such study ought to do for the teacher, and the latest results of this study. Our library is especially rich in literature on this subject. Students may do credit work in this course or not, just as they may elect. (Mr. Colgrove—II.)

6. HISTORY OF EDUCATION. A course that will investigate the theory and the practice of education, among the thinkers and the writers of the past, with continual application to modern schools. The educational ideas of the ancients, the renaissance and its effect upon education; the work of the great reformers and the special problems of modern education, will be considered. Quick's Educational Reformers will be used as a text, with supplementary work. Credit course. (Mr. Walters—I.)

7. MODERN EDUCATION. A credit course equivalent to History of Education. It is intended for advanced students and will investigate the elements that have entered into the new education: the rise and development of education in the United States: the school systems of the leading nations of the world: later educational doctrines with their literatures: present day school problems. (Mr. Walters—II.)

8. PRINCIPLES OF EDUCATION. The aim is to lay the basis for a scientific theory of Education, and to define the principles which must regulate sound educational practice. The principles underlying school education, school environment, the making of a course of study, the relations and value of studies, the ends of teaching, the conduct of the recitation and the uses of examinations, will be discussed. It is a credit course, intended to precede the course in Methods. (Mr. Walters—III.)

9. SCHOOL LAW. The School Laws of Iowa will form the basis of this course. The class will complete the work in three weeks and a second class will be formed for the last three weeks of the term. One-half credit. (Mr. Walters—IV.)

DEPARTMENT OF DRAWING.

OBJECT. It is the aim of this department to prepare students to teach drawing intelligently and appreciatively under supervision or to become competent directors of this work in the public schools.

Realizing that art expression must come through enthusiastic sympathy and creative ability, much attention is given to the study of the principles of beauty in pictures and designs and to illustrative drawing and painting. That the student may know and appreciate

what is best in architecture, sculpture, painting and design, illustrated lectures are given on these subjects in the classroom.

EQUIPMENT. The Department occupies four rooms on the third floor of the main building. It is supplied with a large and well selected collection of casts and photographs, many of which are to be found throughout the corridors of the several buildings.

THE LIBRARY is well furnished with art books and current art magazines containing practical suggestions for the schoolroom.

FEES. A fee of twenty-five cents is charged each student for the use of clay and paper which is supplied by the school. Paints, pencils, erasers and other materials are furnished by the student.

CERTIFICATES are awarded students who satisfactorily pursue the Drawing Course as stated in the catalog.

THE DRAWING COURSE aims to prepare students as directors of art education in the public schools. The first three terms of this course are the same as those of the regular classes. The last three comprise cast drawing, clay-modeling and advanced water-color. One term of practice teaching is required from each applicant for the diploma.

THE FIRST TERM deals with work of the fifth and sixth grades. Mediums: charcoal, pencil, water-color and clay. The exercises are as follows: Drawing from groups of still-life and types, in light and shade, figure posing and sketching. landscape composition and illustrative and imaginative work and elementary design. One week of clay-modeling from the cast and common objects. (Miss Rowe—I., II., III., IV.) (Mrs. Ingalls, II., III., and IV.) Clay Cast Drawing. (Miss Patt—I., II., III., IV.)

THE SECOND TERM considers the work of the seventh and eighth grades, with outline as follows: Type forms illustrating the principles of elementary perspective. Water-color from still-life and landscape. Figure posing and sketching. Applied design. Mediums: charcoal, pencil, water-color or ink. (Miss Thornton—I., II.)

THE THIRD TERM work applies mostly to the high school, but it also aims to give general culture and information. (Miss Thornton—IV.)

ARCHITECTURE. Illustrated lectures are given upon this theme upon which the students are required to report in note books and also to write an appropriately illustrated paper upon an assigned topic.

HISTORIC ORNAMENT. In connection with the lectures, students make characteristic drawings from the various historic styles studied.

A **GENERAL REVIEW** is also pursued, giving additional emphasis to figure posing, composition and water-color still-life.

THE PRIMARY CLASS work aims to prepare teachers for the first, second, third and fourth grades. (Mrs. Ingalls—I.)

Drawing from simple objects in light and shade, with charcoal or pencil.

Illustrative drawings of simple stories adapted to these grades.

Water-color landscape composition.

Action drawing from life and types.

Elementary design from geometry and plant forms.

ADVANCED WATER COLOR. (Miss Thornton—III.)

SPECIAL LECTURES.

Four lectures will be given during the term at hours announced by the drawing teachers on the following topics:

Designs, by Miss Rowe.

Perspective, by Mrs. Ingalls.

Composition, by Miss Patt.

Italian Art, by Miss Thornton.

GERMAN.

Inasmuch as only part of the regular work can be offered for the summer term, chiefly that is offered for which there is most demand. Doubtless some students will apply for classes more advanced than can be organized without additional instructors.

1. There will be a class for beginning German, since many desire to get a start in the language, though not expecting to complete a course in this school. They hope either to pursue its study by themselves after getting help from an instructor in pronunciation, or to continue it later in some other school. This class will be drilled in

pronunciation, especially on those features of it that offer difficulties to the non-German student, and which can be acquired only from the living teacher. In addition to this, the class will study in general the declensions and uses of nouns, adjectives and numerals, applying their knowledge from day to day in practical exercises. (Mr. Knoepfler—I.)

2. There will be a class one term farther advanced than the preceding and which can be taken only by those who have the work covered by the beginner's class. It will study pronouns and verbs. The latter offer difficulties in the passive voice, modal auxiliaries, reflexive and compound verbs to the American student, and need explanation by a teacher. (Mr. Knoepfler—II.)

3. A class in German reading, second year work. This will be heavier than that usually given to beginning classes in reading, but lighter than the classics. This class will read "Preisgekroent," to be followed perhaps with a light drama, such as "Jugend Liebe." (Mr. Knoepfler—III.)

4. This will be a class in German conversation and composition. The composition work requires the student to apply his acquired knowledge of the language by making oral and written translations of descriptive and narrative English prose, supplemented by original letters and descriptions of familiar objects in the German language. The conversation is to afford practice for the ready off-hand use of the language. Students will carry on conversation in German with the instructor on the topics of the day, and with each other. Occasionally all will be given free rein for general conversation with each other—sort of German sociable. (Mr. Knoepfler—IV.)

To enter this class a student should have had about two years of the language which presupposes a good vocabulary and fair mastery of the inflections and syntax. Above all he needs willingness and the courage to make the attempt to speak, however halting or imperfect it may be. Without this courage, the conversational part of this class will be of little benefit to him.

All the foregoing classes are credit work.

DEPARTMENT OF READING AND ELOCUTION.

1. **READING.** A class for credit in reading and for discussion of the latest and most improved methods for teaching reading above the primary grades. (Miss Pierce—I.)

2. **ELOCUTION.** Regular credit work in elementary elocution and interpretation of literature. (Miss Pierce—II.)

3. **ADVANCED ELOCUTION.** Credit work. Advanced course in theory and practice of expression designed to aid those who wish greater ability in public speaking. (Miss Pierce—III.)

4. **CRITICISMS AND REHEARSALS.** This is for the benefit of candidates for graduation. The preparation and rehearsal of the required address is under the control of this department. Students who expect to be graduated within a year should report for assignment of subjects and dates for criticism and rehearsal. (Miss Pierce—IV.)

DEPARTMENT OF PENMANSHIP AND BOOKKEEPING.

There will be three classes organized in first term penmanship. Work in either vertical or slant will be offered, as both systems are in common use in the public schools of the state.

Practical suggestions as to best methods of teaching writing will be given throughout the term, affording the student an opportunity of becoming familiar with this important phase of school work.

The writing lessons are arranged in logical order and will be given with the view of establishing the foundation for correct habits of position, movement, form, spacing, slant, etc.

Credit students will be required to pass a test in theory. (Mr. Cummins—I., II. and III.)

One class in beginning Bookkeeping equivalent in its scope of work to regular first term credit requirements will be offered. The work is along the popular line of Illustrative Business which familiarizes the student with the more common business papers, requiring entries to be made from vouchers, much the same as would be done in real business.

Great stress will be laid upon the most important basic principles underlying theoretical Bookkeeping. Although the work is planned for credit students, it will be possible for review students desiring to do work preparatory to State Certificate Examination to enter this class for a part or all the term at their option. (Mr. Cummins—IV.)

DEPARTMENT OF VOCAL MUSIC.

VOCAL MUSIC, CLASS WORK. In all the various classes organized during this term, the management and instruction will be under the supervision of Charles A. Fullerton, as director. There will be as many classes organized, both in the forenoon and afternoon, as the number of students applying for the work will require. Mr. Fullerton will especially supervise every class lesson. He will visit the classes regularly, giving them personal attention and also personal instruction from day to day, as the progress of the work demands. His criticism and direction will be of that thorough sort which will be most effective from the standpoint of proper preparation for public school work. Every instructor who will assist him will do the work, therefore, according to the plans and methods endorsed by the director.

PRIMARY TEACHERS' VOCAL MUSIC. During the fourth, fifth, and sixth weeks of the term, special instruction will be given in vocal music suitable for primary school work. This phase of vocal music will be given unusual attention and the best songs, exercises and work will be presented. During the hours from 8:55 to 9:50 each day a special conference will be given and class instruction will occur other hours. For this work Miss Alice C. Inskeep, supervisor of vocal music in the Cedar Rapids public schools, has been secured. Miss Inskeep originally was a teacher in the Ottumwa schools where she proved her special fitness for the work of teaching music. She withdrew from her work as a grade teacher and studied in Chicago under W. L. Tomlins and William Nelson Barritt. She has also had work under Mrs. Jessie L. Gaynor, Thomas Tapper, W. S. B. Mathews and W. H. Neidlinger. For five years Miss Inskeep has been a supervisor of vocal music in city schools and has distinguished herself for excellent results and modern methods. The students enrolled in her classes will

have unusual privileges, for the practical nature of the instruction is a certainty.

REQUIRED COURSE IN VOCAL MUSIC. It is the object of the work in vocal music to enable students (1) to understand thoroughly the elements of music, (2) to read music at sight, (3) to interpret music artistically, and (4) to prepare to teach the subject successfully in the public schools. To this end all the courses of the school require two terms' work.

FIRST TERM. As a preparation for independent sight singing special emphasis is placed upon learning the major scale so that all the skips may be sung readily and accurately. This is done by a series of devices, including a study of the character of the different syllables of the scale. The elements of music are presented in a logical way that appeals to the understanding, and are used in blackboard exercises for drill work. Note reading by the use of the syllables Do, Re, Mi, etc., is given a prominent place. Beating time with the hand is emphasized as a means of acquiring independence in sight singing and for laying a foundation for a mastery of rhythm. A large variety of songs suitable for school use are learned in all the classes. Attention is given to methods for teaching music in the public schools. (I., II., III., IV. and afternoons.)

SECOND TERM. The work in the second term is a continuation of that in the beginning classes. It is expected in this term's work that students will acquire sufficient skill in note reading to enable them to read simple music at sight. A large degree of attention is given to song interpretation by the use of songs for all grades from the the primary room to the high school. Advanced work in the theory of music is given as a preparation for the study of harmony. The various problems connected with teaching music in the public schools are considered, and a study is made of what is good music and what is artistic singing. (I., II., III., IV. and afternoons.)

OPTIONAL WORK IN VOCAL MUSIC. In addition to the two terms of vocal music that are required of all students who complete courses, there are now offered four additional terms of more advanced work, particularly planned for the training of vocal music teachers.

Any one having the qualifications of the preliminary terms required in all courses is given a chance to prove the same by taking the test of the department at the opening of the term. Success in this test will admit to these advanced classes. The following certificates, diplomas and degrees are now obtainable. (1) Students who complete the first and second terms of this advanced course are given a certificate by the department commending them as teachers of vocal music. (2) Students who complete the two years' course for vocal music teachers as adopted by the Board of Trustees are granted a certificate from the school and also the special certificate of the department. (3) Students who complete the course as adopted by the Board of Trustees are granted the degree Bachelor of Didactics and the special certificate of the department.

THIRD TERM. (a) Elementary Harmony. (Two days per week. Robert Fullerton.) (b) Sight singing, methods, etc. (Two days per week. C. A. Fullerton.)

FOURTH TERM. (a) History of Music. (Two days per week. Robert Fullerton.) (b) Song interpretation, sight singing, conducting, courses of study in music, grading schools in music, etc., and consideration of the various problems that confront the music teacher. (Two days per week. C. A. Fullerton.)

FIFTH TERM. (a) Second Term Harmony. (Two days per week. Robert Fullerton.) (b) Advanced work in sight reading and in artistic interpretation. Training (1) in presenting the scale to beginners, (2) in presenting the theory of music, (3) in teaching rote songs, and (4) in conducting choirs, glee clubs, choral societies, etc. Study of standard music including that of living composers. (Two days per week. C. A. Fullerton.)

SIXTH TERM. (a) Biography of Musicians. (Two days per week. Robert Fullerton.) (b) Research work in (1) the history of public school music, (2) the different systems of music for public schools, (3) courses of study in music, and (4) in compiling lists of attractive, wholesome song for choruses, glee clubs, etc., and for supplementary work. The music supervisor's relation to the government of the school. Psychology as related to music teaching. (Two days

per week. C. A. Fullerton.) The work of the entire course will be offered during the summer session. Students who wish to prepare in advance for this course will get some helpful suggestions by writing to Mr. C. A. Fullerton.

Sight singing is taught throughout the course by the use of attractive songs. Ear training is continued throughout the course.

There is also in connection with and under the management of this department, free instruction in vocal music as follows:

1. GLEE CLUBS FOR YOUNG MEN.
2. GLEE CLUBS FOR YOUNG WOMEN.
3. THE NORMAL SCHOOL CHOIR.
4. THE CHORAL SOCIETY.

DEPARTMENT OF VOICE.

(INDIVIDUAL INSTRUCTION.)

Mr. Robert Fullerton and Miss Gertrude Childs, the regular teachers of voice, will again be in charge of the work. Their work the past three years is too well known and appreciated to need special mention. For the benefit of new students the following information is given regarding their training and preparation. Mr. Fullerton studied voice in Chicago and Boston with the most noted teachers. He spent two years in the Oberlin Conservatory in 1897-8 and was the Director of the Oberlin Glee Club in 1898. He studied also in New York City with Mr. James Sauvage, and then with Mr. Albin Reed of Boston. He has large experience in concert and choir work and can be depended on for instruction that combines expert judgment and true criticism.

Miss Childs studied at Iowa College, Grinnell, and received degrees of Bachelor of Arts and Master of Arts. She also studied singing in the Conservatory of Music under Mr. Herbert Joy, in Worcester, Massachusetts, with Mr. Benjamin T. Hammond, in New York with Mr. Charles White, in London with Mr. William Shakespeare and Mr. George Henschel. She studied sight singing with Mr. H. E. Holt, Lexington, Mass., and taught several years in the State Normal School at Oneonta, New York, and in Nebraska Conserva-

tory of Music, Lincoln, Nebraska. She has recently returned from Chicago where she has been studying. She is a superior vocalist and is very successful as a concert singer. Her work at this school deserves the highest commendation for its superiority and excellence. There is no doubt but this department is the equal of any of its kind.

DEPARTMENT OF ORCHESTRAL AND BAND MUSIC.

The students of the summer term will have exceptional opportunities to study orchestral and band music. There will be classes for beginners, advanced pupils, teachers, and for professionals desiring to extend their repertoire. Instruction will be obtainable upon all orchestral and band instruments as well as on the mandolin and guitar. Students sufficiently advanced will be admitted free of tuition to the proper musical organizations, of which there will be five.

1. The orchestra.
2. The ensemble class.
3. The band.
4. The junior band.
5. The mandolin and guitar club.

All students of violin, viola, cello and double bass will join the ensemble class.

In this department special advantages are offered. The director, Mr. B. W. Merrill, is a master of his profession, having devoted his life to music, particularly as regards conducting and violin teaching, and has few superiors in this respect. He has had twenty-three years' experience as a teacher in conservatories, academies of music and conducting orchestras. His preparation has been extensive and complete. He had for his early teachers Fickenscher, Fehl, Drake, Stein and Dr. Andre of Chicago, Dr. H. A. Clarke, of Philadelphia, and Hild and Pringnitz of New York. After making notable advancement in his studies, he went to Berlin, Germany, the fountain head of the musical stream, as well as the home of that master of the art of violin playing, Professor Dr. Joseph Joachim. Here he spent several years studying the scores of the great masters, past and present, and the methods and interpretations of the world's most famous conductors—Weingartner,

Nickisch, von Strauss, Muck, Chevillard, Wagner, Wladimiroff, Ochs, Steinbach and others.

In the realm of violin playing and teaching, Joseph Joachim reigns supreme—greater than Paganini, Vieuxtemps, Spohr, greater than all together, a king of kings and a master of masters, for there is hardly a great violinist today who does not owe his greatness to this man. Of his pupils, America has many, among whom are Listemann, Spiering, Maud Powell, Dora Becker, Leonora Jackson and Geraldine Morgan. Into this man's favor Mr. Merrill was fortunate enough to be received and under his direction and that of his biographer and colleague, Andreas Moser, Professor of the Royal Hochschule, studied and carefully worked out the method and its teaching material. For these reasons the Normal School is deserving of patronage from even the professional musician who wants to have a chance for instruction from one who has the professional standing and training of the present director.

DEPARTMENT OF PHYSIOGRAPHY.

PHYSIOGRAPHY. This course is to give teachers the modern views in regard to Geographical work, and information especially along the line of Physical Geography. It is a study of the forces that have worked upon the earth and are still working upon it, how they effect its form, and control its life and industries.

1. RIVERS.
 - a. Corrasion.
 - b. Transportation.
 - c. Deposition.
 - d. The growth of a valley.
2. GLACIATION.
 - a. Glaciers.
 - b. Ancient glaciers and ice sheets.
 - c. Economic effects of glaciation.
3. DIASTROPHISM.
 - a. The effect of rising.
 - b. Effects of sinking.
4. VULCANISM.
5. CONTINENT BUILDING.

6. METEOROLOGY. Special study of winds and weather of the United States and practice in reading weather maps. This course offers careful study of the United States topographic maps and the physiography has special reference to features of our own country such as Coastal plains, Deltas, Floodplains, Glaciated regions, etc.

Field trips will be planned to illustrate these subjects when practicable. Pictures will be frequently used and carefully studied. Two classes. (Miss Marsh—I. and III.)

GENERAL GEOGRAPHY.

1. MATHEMATICAL GEOGRAPHY, as the needs of the class require. Illustrative apparatus.

2. WINDS, especially those of United States and brief study of weather maps.

3. PHYSICAL GEOGRAPHY. That which is of special value in the study of the Physiographic regions of the United States.

4. PHYSIOGRAPHIC REGIONS OF THE UNITED STATES. The United States will be carefully studied by regions, their physical features and their influence upon industrial development.

5. Study of other continents in general after same plan as North America, if there is time for it. Representative countries in each.

6. During this course, field trips will be planned to make the work plainer and consequently more interesting. Pictures will be frequently used and a careful study made of type forms by use of the Government Topographic maps.

The purpose of this course is, by a brief study of the subject, Geography, to give the student an understanding of its interesting, practical nature and help him to investigate, understand, appreciate and teach this subject more effectively.

Two Classes, three if necessary. (Miss Marsh—II. and IV.) (Miss Hughes—IV.)

GEOGRAPHY.

COMMERCIAL GEOGRAPHY. A study of the various countries as to their chief products, routes of trade and means of transportation. Emphasis will be placed upon factors controlling: (1) Commerce, (2) production and manufacture, (3) transportation, (4) location of cities and towns, (5) growth of civilization through commerce.

a. **HISTORY OF THE GROWTH OF COMMERCE.** The beginnings of commercial relations early in the history of the races, conditions which contributed towards the development of commerce, or which retarded it; effect of race and racial characteristics and traditions on commerce.

b. **INDUSTRIES.** First a brief review of the natural distribution of plants and animals of the world; distribution of the races; how plants and animals are distributed now; effect which commerce has had on these distributions; history of the growth of production and manufacture and the influence of commerce in promoting them.

c. **ROUTES OF TRADE.** A brief survey of the main thoroughfares, both ocean and inland; ocean and inland navigation; the modern steamship, railways and railway organizations, public highways; reasons given why they are where they are; proposed highways with reasons for their selection.

d. **CITIES AND TOWNS.** Principal cities of the world—why located where they are, source of wealth; conditions necessary for the growth of a city.

e. **COMMERCE AS A CIVILIZING AGENT.** Different races as isolated tribes, then the gradual change taking place due to intercourse occasioned by commercial relations; extent which exchange of commodities contributed toward exchange and broadening of ideas.

Students taking this course should have the facts of general geography well in hand. Knowledge of history—ancient, mediaeval, modern, and of elementary economics will serve good purpose also.

The work will be based in the main on Redway's Commercial Geography—Chas. Scribner's Sons.

Credit study. Non-credit students admitted. (Miss Hughes—III.)

GEOGRAPHICAL METHOD. Subject matter taken up as in general geography, but less in amount and for additional purposes to that of gaining knowledge of the subject. Matter selected will be used largely as types which may be applied in further similar treatment. All the ground can not be covered, neither is it desirable that it should, as the main object is to place the student in the attitude to search for fundamental principles on which to base the teaching of the subject.

Use of apparatus and other devices in this course will have a triple object: to illustrate or illuminate a point under discussion; to show how to illustrate; to test the value and adaptability of a device. As in the treatment of the subject matter the principal aim is to give power to select, adopt, and invent devices through an understanding of principles underlying their use.

a. **WHERE TO BEGIN THE SUBJECT.** What determines the starting point; what out-of-door work and other excursions near home are necessary; what conceptions should a child gather from his observations and use should the teacher make of this knowledge; use of pictures, sand table, child's own drawing; what should he know before taking up the study of the world as a whole.

b. **THE WORLD AS A WHOLE.** How much; use of globe; other symbols to show relation of earth to other bodies; when to discard; how much should he be able to image of real conditions; when should the subject be brought up again, and how often in the course.

c. **WORLD IN PARTS.** When to begin; use of maps; how to read them; making maps; use of knowledge previously gained.

d. **INTENSIVE STUDY OF SMALLER PORTIONS.** What should be known as basis and how use it; maps, pictures, cabinet of productions, stereoscope.

e. **REVIEWS.** Purpose of; when to review and how often; use of charts in showing comparisons and contracts of area, temperature, rainfall, products, etc.

Pictures and the stereopticon will be freely used to the extent they are of educational value. Stereopticon, field work, and other

modern devices in the teaching of geography will be discussed with a view to placing them where they may serve the best interests of the class. (Miss Hughes—II.)

MODERN GEOGRAPHY. This course deals with the various countries as they are today. There will be a general survey of the principal countries giving only present-day conditions; changes in topography, such as the construction of new waterways; redeeming swamp and arid regions and holding back the encroachments of the ocean; feats of engineering in overcoming the resistance of mountain barriers; changes in production grown—such as the abandonment of some of the products previously raised and the cultivation of those which were before foreign; introduction of animals from other regions. The main purpose of the course is to give a fair notion of the changes wrought by man through intercourse in commerce, migration, diplomatic relations, wars, etc. It is more to show the power of man over his environment rather than the modifying influence of geographical conditions on man. However the latter will receive due attention.

a. **CHANGES IN BOUNDARIES AMONG NATIONS.** Result of recent wars, new sites for cities and ports, lines of migration travel, effect of international law on commerce, custom laws.

b. **GROWTH OF INDUSTRIES.** Economic significance of some of the large industrial concerns, growth of cities; recent expansions of trade in the United States especially; social conditions of classes of society as to opportunity for betterment.

c. **INFLUENCES DETERMINING THE ABOVE CONDITIONS.** How much due to man's efforts; how much to the influences of position, climate, topography, race characteristics and traditions.

IOWA GEOGRAPHY. The latter part of the term will be spent on Iowa geography; advantages of its position, preparation of its surface by the glaciers; drainage, productions, industries, cities and towns, railroads, history, government, education.

Full outline of each day's work will be furnished each student beforehand giving sources of information.

Iowa Geography by W. H. Bender and published by the Macmillan Company will be used for work on Iowa.

A trip to the unglaciated region of the state will be arranged for those desiring to take it.

Pictures large enough for class use and the stereopticon will be used to illustrate. Credit study. Non-credit study students admitted. (Miss Hughes—I.)

Courses D and E of the regular work of the Normal School will be arranged in case sufficient number of students ask for them.

D. GEOGRAPHY. Beginning work in general geography.

E. GEOGRAPHY. Second half of general geography.

Pictures large enough for class use and also pictures by the stereopticon will be at hand for all the courses.

Arrangements for field trips will be made for all desiring to do such work.

DEPARTMENT OF POLITICAL SCIENCE.

I. ECONOMICS.

1. INSTITUTE ECONOMICS. A review and drill class. Quite elementary, but intended for teachers preparing for first grade and state certificates. Not a credit study. (Mr. Parish—I.)

2. ELEMENTARY ECONOMICS. Second year and first year high school work. More advanced than Institute Economics, and intended as an introduction to Advanced or College Economics. It comprises a thorough study of fundamental definitions, laws and principles, including Diminishing Returns, Ricardian Theory of Rent, Walker's Laws of Value, Interest, Wages, and Profits, and the Marginal Theory of Value. During the last half of the term these principles will be applied to practical questions of the day, such as Industrial Co-operation, Socialism, Sweat Shops, Labor Unions, and Monopolies. A credit study. (Mr. Parish—II., III.)

3. ECONOMIC PROBLEMS. Third year high school and fourth year work. A more extended study of economic questions by classroom and library methods. The following are some of the topics for study: Population, Immigration, Wages in General, of Women and Children, Relations of Employers and Employees, Public Regulation of Industrial Organizations. (Mr. Parish—IV.)

II. GOVERNMENT.

1. **ELEMENTARY CIVICS.** A general knowledge of United States History and Civics is presupposed. The first of the term is devoted to a survey of the history of Iowa, including a brief history of the territorial government, followed by a thorough study of the township, county and state government with special emphasis upon the analysis of the state constitution and its relation to the Federal Government. The remainder of the term will be given to the national government with special reference to the Constitution of the United States. (Mr. Geiser—I., IV.)

2. **AMERICAN GOVERNMENT.** This course is designed for students who have had course 1 or its equivalent, and will deal with the nature of the Federal Government in a more comprehensive sense. The evolution, the framing, and the working of the Constitution will be studied as thoroughly as time will permit. In this and the course following a preparation for teachers of Civics in graded and high schools will be constantly kept in view. A text-book, such as Bryce's American Commonwealth (abridged edition) will be used. (Mr. Geiser—II.)

3. **ENGLISH GOVERNMENT.** A study of the rise and development of the English Constitution with special reference to the present English government. A text-book such as Montague's Elements of English Constitutional History will be used as a basis for the class work, which will be conducted on the same general plan as Course 2. Given only during the winter term and summer session. (Mr. Geiser—III.)

DEPARTMENT OF PRIMARY METHODS.

PRIMARY LANGUAGE. Aims. Requirements of a good language exercise. (1) On the part of the teacher, (2) On the part of the pupil. Means of stimulating thought. The educational value of stories and poems as a means of language culture. Observation-material and information-reading made the basis of language lessons. Exercises for gaining facility in the correct use of certain specific writ-

ten forms. Illustrative lessons given on typical stories, poems, etc. Special attention given to lesson plans and blackboard sketching.

PRIMARY READING. The ultimate purpose of reading. Reading as a center of correlation. Ends sought in primary reading. Ethical value of reading. The introduction of classic literature. Value of classic literature to the teacher and to the pupil. Oral presentation of stories. The following methods fully illustrated: Sentence, Eclectic, Phonic Synthesis and Rational.

NATURE STUDY. Aims of nature study. Nature study must be unified. Teachers' preparation. What subjects shall children study. Methods of study. Outline of work for the school year. Field lessons. Color in nature. Relation to literature. Illustrative lessons given on a few living animals and plants. Lesson plans. Blackboard sketching.

NUMBERS AND GEOGRAPHY. During the session, Miss Wilber will give attention to methods in numbers and geography. For the specific work and the time at which it can be done, also for the specific work offered by Miss McGovern, and the time at which it can be done, consult the printed program.

During the term Miss Wilber will give conferences at a suitable hour on the following topics: (1) Literature and History; (2) Language Work, Legends, Fairy Tales, Myths, Presenting a Story; (3) Observance of Special Days; (4) Dramatization; (5) Study of Pictures in Primary Work; (6) School Discipline; (7) Good Books for Primary Teachers. There will be conferences on such other subjects as may be shown necessary during the progress of the work.

DEPARTMENT OF PRIMARY TRAINING.

LESSONS IN PRIMARY WORK BY MISS ETTA SUPLEE, SUPERVISOR OF
PRIMARY TRAINING.

Two periods a day during the first three weeks of the term will be given to this work.

FIRST PERIOD—8:55-9:50. At this hour there will be lessons with the children. These lessons will illustrate the work of the first three grades in reading, arithmetic, handwork, nature study—in fact

in any subjects pertaining to the daily program of the primary school. The children will be taught by Miss Suplee. The purpose of this teaching is to make clear the topics discussed by her during this period, and the period following.

SECOND PERIOD—10:15-11:10. This period will consist of discussion of such topics as are of immediate interest to the primary teachers, the most important of which are named below:

- a. Subjects founded upon the primary program, as reading, arithmetic, etc.
- b. Representative handwork done by the pupils during the year.
- c. School program.
- d. Songs, games, stories.

All the students who desire a credit for this work will be expected to schedule for both periods.

DEPARTMENT OF ADVANCED METHODS.

LAYING OUT THE DAILY WORK, METHODS, AND THE PRINCIPLES
GOVERNING THE SELECTION OF THE METHOD
AND DEVICES USED.

GRADES IV., V., VI., VII., VIII.

In the summer terms of 1902 and '03 special attention was given to lessons and interpretation of principles as well as to application of these to the methods in the grades beyond the third. The patronage and interest shown by the classes in these subjects has led to an extension of this kind of work for this year, two classes a day being offered teachers for each of these grades in the public schools. It is believed that the grammar grades need as much study and attention as the primary grades and that the teachers of these grades have just as great an opportunity as primary teachers. For this reason large attention will be given all the time to the instruction and training of teachers for the advanced grades this session.

The subjects commonly studied in each grade will be discussed with the amount of work essential to be done in the given grade. Methods and devices best adapted to the grade in question will be investigated with the class, and the principles of child mind and nature

of the subject as governing elements in these methods and devices will receive especial attention. Laying out daily work, making assignment of lessons, conducting the recitation, questioning and illustrating in the various grades will receive careful treatment. A supply of textbooks in the various subjects will be available for the use of the classes in getting a definite idea of the relation of the work to actual schoolroom practice. Work of pupils will be used to illustrate what purposes should be back of map drawing, pulp modelling, chart making and similar school exercises.

In connection with the other work in these sections much attention will be given to properly related supplementary work in the various grades. The place and purpose of sight reading, supplementary reading, the geographical reader, side readings in language, references in the history work, materials and means for making the arithmetic more vital to the pupil and other related themes will be taken up in each grade of work.

Students desiring to do credit work will be given an opportunity in one section. The work in this section will be based on the manual, *The Teacher at Work*, used in the regular training school of the Normal. Provision is made for conferences on subjects that may be suggested by students desiring help along special lines. Opening exercises, general lessons, use and selection of stories, reviews, discipline, public exercises, school exhibits, reasons for manual work in the grades and kindred topics will be taken up as there may be need to do so.

Aside from the hours given to the lower grammar grades there will be one hour per day for a section desiring the work belonging to eighth grade and most of the phases of the high school course. This will deal with the subject matter ordinarily found there and suggestions on the aims, methods and devices used in teaching in these grades.

Methods and devices used in teaching have a place in the serious study of every teacher. This is, however, a theme that should go beyond the mere individual exercise suggested as a good device for reaching a specific end. Both method and device have sound, sensible reasons and principles back of them, otherwise they are not worthy of consideration. In these classes the question of the soundness of the principle back of the method advocated or the device suggested will

receive especial attention. A device is a concrete illustration of principles of teaching.

PROGRAM OF RECITATIONS.

Fourth, fifth and sixth grades—Language, first, second and third weeks.

Seventh and eighth grades—Language, fourth, fifth and sixth weeks. (Miss Fesenbeck—I.)

Fourth and fifth grades—Reading, Geography, Arithmetic. (Mr. Bender—II.)

Sixth and seventh grades—Reading, Geography, Arithmetic. (Mr. Bender—III.)

Eighth grade and high school—History and other general credit subjects. (Mr. Bender—IV.)

General Credit Methods. (Mr. Bender—I.)

INDUSTRIAL WORK.

The work in minor manual training will be of such nature as is adapted to the needs and demands of the elementary school teacher. It will follow two distinct lines which will be carried on simultaneously. One of these will consist of discussions of the principles that should underlie all handwork. A knowledge and appreciation of these principles should enable the teacher to determine the value of any exercise.

Questions of this nature will be discussed: What gives a manual process educational value; what work is best suited to a pupil as depending upon his mental attitude and upon his environment; how long should our line of work be continued; what should be the relation of the handwork to the other school subjects; what is the value of particular lines of work; how should the school affect the industrial work of the home; what is the place and value of the school exhibit.

On the other side students will be taught the practical operations of actually making things. This will consist of braiding raffia in various ways; sewing raffia, raffia rattan, and various substitutes for these materials; knotting or netting with cord; weaving with hand

looms; card-board construction; clay-modelling as it may be used in illustrating operations in arithmetic; molding with pulp and other materials in connection with work in geography; elementary work in metals, such as may be carried on without elaborate apparatus.

All of the apparatus used will be supplied to the classes free of charge, also such material as the clay for modeling. (Miss Fesenbeck—II. and III. and afternoons.)

DEPARTMENT OF LIBRARY WORK.

This department is specially organized for the summer terms to give technical instruction to principals, teachers and librarians. The department has every equipment for teaching successfully the Dewey system of classifying and cataloging a library. This system is one of the most popular and is such that its introduction will very much improve the helpfulness of any library to those who consult it as a student or patron. The instructors are practical librarians and catalogers who know well their business and have had large experience in the arranging and cataloging of libraries. The work done will be to a high degree practical, and will be inexpensive to the students, an unusual privilege. High school teachers and principals, as well as actual librarians, will find this work decidedly helpful, and under the new influences that are now at work in Iowa, advancing the cause of the library in the school, such instruction is very desirable, and, hence is able to be secured by all those who enroll as students at the summer session. No department has been better patronized nor been more effective in serving those who study under its direction, as it puts the entire time into substantial work.

The general library of the Normal School is so managed that the shelves are open to investigation and study all the time, students not being excluded from the shelves as is common in most libraries. This greatly facilitates a study of the system of classification. In addition a department of the general library has been organized, which specially deals with children's books. In this department is the entire list of books selected by the State Board of Educational Examiners for public schools, as well as many other books specially suited for children. It is no doubt true that there is to be found in no place in Iowa as com-

plete a model school library as can be studied at the Normal School. The classes to be organized will be of two kinds:

1. Classes for the careful, critical study of the Dewey system of classification, so that one can completely understand the methods employed. This work will be for teachers generally and will have two purposes in view:

a. To teach the system so as to enable students to find what they want in the Normal School library.

b. To teach the methods and principles of classification to an extent sufficient to understand the system and be able to introduce its more prominent features into public and school libraries.

2. Classes for the purpose of doing the actual work of preparing the cards for the proper organization of a library. This will be particularly maintained for those who wish to learn the system so as to begin work at once as a librarian in arranging and card classifying. Several of last year students have already undertaken and successfully made card catalogs for libraries where they are employed. The only expense beyond the term fee charged all who enroll will be a small charge for the stationery used. The cards and work will become the property of the student. As cards will be prepared in every department of library classification, these completed cards will be permanently valuable for guidance and reference.

DEPARTMENT OF PHYSICAL TRAINING.

The work offered in physical training will be much the same as that given during the regular session. Throughout the entire course due consideration will be given to corrective, hygienic and recreative features, as well as educational, for the purpose of aiding the students in the formation of habits of hygienic living, and qualifying them as teachers of physical training for the public high schools, so that they may intelligently consider the needs of their pupils, and prescribe, direct or supervise such rational forms of exercise as are calculated to supply the needs or overcome the defects that may be found among the pupils.

Each student taking work in this department is advised to be provided with the regulation gymnasium costume; each student work-

ing for credit is required to make this provision; this for men consists of quarter sleeve navy jerseys and Y. M. C. A. long trousers; and for women of navy serge or flannel bloomer suits.

THEORY.

This work consists of lectures, discussions, reference readings, reports, papers and theses upon the following topics:

a. **PHYSIOLOGY OF EXERCISE.** A consideration of the types of exercise as determined by their effects upon the system; *e. g.*, hygienic, educational, corrective, recreative, aesthetic; general metabolism of tissue, and the results of the various types of exercise upon bodily tissues and functions; *e. g.*, growth, weight, strength, vital power, lung capacity, muscle, nerve, heart and lungs, circulation and respiration, digestion, assimilation, elimination.

b. **GYMNASTIC PEDAGOGY.** Principles and methods of teaching physical training specifically; type and amount of exercise adapted to different ages and individuals; length and division of time daily for the various grades; advantages and disadvantages of the different methods of conducting class work; music in relation to physical training; class and floor formations best adapted to each type of exercise and to differently proportioned rooms; underlying principles which guide in selecting and arranging material; progression and the day's order; systems of physical training with special emphasis upon Swedish and German, and their adaptability to public schools; influence of school life upon postural habits—sitting, standing, walking, spinal curvature, etc.; exercises calculated specially to overcome injurious tendencies and positions incident to school life.

MEN'S DEPARTMENT.

In this section the work offered will be much the same as in the regular session except that some of the athletic features will be omitted.

The following is a gross outline:

GYMNASTICS.

FIRST TERM. This is designed for those who have had little or no formal work, and will give training in such exercises as should be first used in high school and advanced grammar grades. It will consist of—

a. **TACTICS.** Marching is not used only for the sake of handling classes in an ordinary manner, but also for strictly educational purposes.

b. **FREE CALISTHENICS.** Such exercises are chosen as are calculated to correct the wrong postures incident to school life, also those which have in view the functional activity of the vital organs.

c. **LIGHT APPARATUS.** Simple movements arranged in proper sequence and suited to alternate with free calisthenics will be offered. The following pieces of apparatus will be used: Indian clubs, dumbbells, wands, barbells, etc.

SECOND TERM. This work is offered for those who have already had some formal gymnastics, and will consist of more advanced work in the same groups as outlined for the first term and will have in addition,

HEAVY APPARATUS. Elementary exercises will be taken in mat work, parallel bars, flying rings, side and long horse, etc.

ATHLETICS.

Only a limited amount will here be offered and will consist mainly of instruction and practice in—

BASKET BALL. This will be offered on two afternoons per week.

LAWN TENNIS. Three courts are equipped and at the disposal of the students.

GOLF. Clubs may be rented at a reasonable rate and an excellent course offers an unusual opportunity for participation in the sport. Instructions will be given free of charge on two afternoons per week.

WOMEN'S DEPARTMENT.

The work in this department will be much the same as in the regular session, with a little more opportunity for outdoor work.

Each student who is working for credit must have a physical examination; also each student who plays basket ball. Others may have the privilege of the physical examination if they so desire. The following gives a general outline.

FIRST TERM. This is designed for those who have had little or no formal gymnastics and will give training in such exercises as are suitable to use in primary and grammar grade work, and will consist of—

a. **TACTICS.** Facings and marchings and running are given for training in control, co-ordination and grace-calisthenics.

b. **FREE WORK,** being selected exercises suited to pupils of primary and grammar public school grades. The basis of the work in this division is "School Gymnastics, Free Hand." The Swedish free work is based upon "Nissen's A. B. C. of Swedish Educational Gymnastics."

c. **LIGHT APPARATUS,** being simple exercises or drills with dumb bells, barbells, poles.

d. **FANCY STEPS.**

SECOND TERM. This work is designed for those who have already had some formal gymnastics and will consist of more advanced work in the same groups as outlined for the first term. Wands, Indian clubs and rings will be added to the light apparatus and some elementary work will be done with the horse, jumping stands and balancing boards.

OUTDOOR WORK.

A limited amount of outdoor work will be offered and will consist of instruction and practice in lawn tennis, basket ball, hockey and golf.

GAMES AND PLAYS.

In connection with first and second term work an effort will be made to familiarize the students with a varied list of games and plays, suitable for both indoor and outdoor use.