

State Normal School of Colorado



Announcement of Summer Term Courses for Rural Teachers

In all publications of this institution is employed the spelling
recommended by the Simplified Spelling Board.

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DEPARTMENT FOR RURAL SCHOOL TEACHERS

The large attendance and the unexpected success of the rural school department opened for the first time, during the summer term of 1910, has made its continuance a necessity, and it will hereafter be a permanent department during regular and summer terms.

Altho the deficiencies of our rural schools and the lack of means for training teachers for rural school work has long been recognized by educators, the general public is only beginning to appreciate this need. Those most active in behalf of better schools in the rural districts have been handicapped by the necessity of overcoming a sort of traditional feeling that little or no special preparation was needed for prospective country school teachers. And so, even when the need of some sort of training did become recognized, the courses offered were largely of an elementary character. The general awakening of people throughout the country to an appreciation of the advantages of life in the open country; the rapid increase of our population, bringing with it the inevitable scarcity of land and a corresponding increase in its value; the realization of the seriousness of concentrating population in our large cities; the growing belief in the value of intense cultivation and scientific farming; the interest taken in better country living by both state and national agencies; and various other causes, all leading toward betterment of social and economical conditions

in the country, have changed the attitude of the public toward the rural schools. "The spirit of the times forbids a continuance, for a longer time than is made necessary by the present order, of paid public instruction to rural children by instructors who are two, three, four, or five years less well prepared than the paid public instructors of urban children." (Burnham.) In short, our country communities must have just as good schools, and our country boys and girls must have just as well prepared teachers as are furnished by the cities. This not alone in justice to the children themselves but because of its necessity to the social and economic adjustment of city and country life.

One of the three great needs, as stated in the report of the commission on country life, is a "new kind of schools". The country school must cease to be an imitation of the city school with its borrowed curriculum, entirely out of tune with the world of the farm child. The greatest need is for professionally trained rural teachers able to meet the conditions as they exist. Scholarship is not the only essential. The country teacher must know country life and must have an understanding of and sympathy for it in order to be qualified to do his work successfully and to be a force in the life of the community.

Following the example of other states the Colorado State Normal School will hereafter train teach-

ers for rural servis. All of the work of preparing for teaching will be done with special reference to country conditions, the officers of the school believing this to be a work whose importance is second to none in the educational development of the state. It is the purpose of this department to furnish teachers who do not take the first opportunity to get into city work, as is too often the case, even when conditions are almost equally favorable, but who are content to remain and build up in the country. The country school must prepare country boys and girls to develop in every way the community in which they liv. The instructors in this department will give their time and energy to the uplifting of rural communities to the best possible life thru the schools. They will always be ready and anxious to assist in every way possible, and glad to co-operate at all times with farmers' unions, granges, etc., and especially with county superintendents of schools in the effort to stimulate interest and enthusiasm in educational matters, and the aim constantly will be to bring about greater efficiency thru organization and co-operation with all the forces pertaining to the improvement of life in the country.

1. SCHOOL MANAGEMENT—THEORY OF TEACHING

The fundamental principles involvd in the organization and government of rural schools will be con-

sidered in this course. In *method* the state course of study will be carefully considered with reports and discussions by students. How to prepare the daily program and use it will receive careful attention. In *management*, the rural school and its relation to the community, to the county and state educational system; and school law as it affects school directors, teachers, and pupils will be considered. The elements of rural sociology will be studied in this course. Papers and reports on topics of social and industrial interest in rural communities will be required.

2. REVIEWS

Thoro review courses in the subjects of the curriculum of the elementary school will be offered. It is particularly significant that the teacher should know the branches he is to teach. The importance of a knowledge of the subject matter must not be underestimated.

All of the common branches will be thoroughly reviewed both from the academic and the professional standpoint, but always with special emphasis on how to teach them, and with special reference to country school conditions. These courses will therefore prepare the teacher in methods of presentation of the elementary school subjects and will at the same time so add to his own knowledge of the subject matter as to

assist any who wish to take the regular examination for teachers.

English, grammar, reading, and how to teach them5 periods per week

History, geography, and how to teach them
5 periods per week

Number, arithmetic, and how to teach them
5 periods per week

The state course of study will be made the basis for this review work.

3. PRIMARY METHODS

How to begin work in the first grade and to keep children employed during the busy hours, while the teacher is engaged with other classes in an ungraded school, are most difficult problems for the inexperienced teacher.

All the work pertaining to the lower grades, including handwork, games, folk dancing, and the care of the children's play time will be considered in the course.

4. MUSIC

The purpose of this course is to emphasize the value of music in the life of the country child, and its need as a part of his education, and to fit the teacher to teach the singing of beautiful songs under conditions which exist in small and ungraded schools. Those

not familiar with material—simple and beautiful songs adapted to this kind of work—will receive every assistance in the selection of proper material as well as practical instruction in the methods of presenting music in the school room.

5. ART

Every rural school teacher should know the value of art in the school room, and learn how to interest country children in drawing and design. Every school can afford to give at least one hour a week to this work, and even with this small amount of time surprising results can be obtained.

6. AGRICULTURE—NATURE STUDY

This course will include a study of home geography and environment with special relation to the application of school studies to the life of the community.

Laboratory and garden work are done and work in the school neighborhood emphasized. A study of common plants and of domestic and familiar animals is also included, and only such work is given as is within the compass of every rural school with little or no equipment, and with the purpose of drawing on the immediate surroundings for material. Outlines given in the state course of study explained and discussed.

7. DOMESTIC SCIENCE

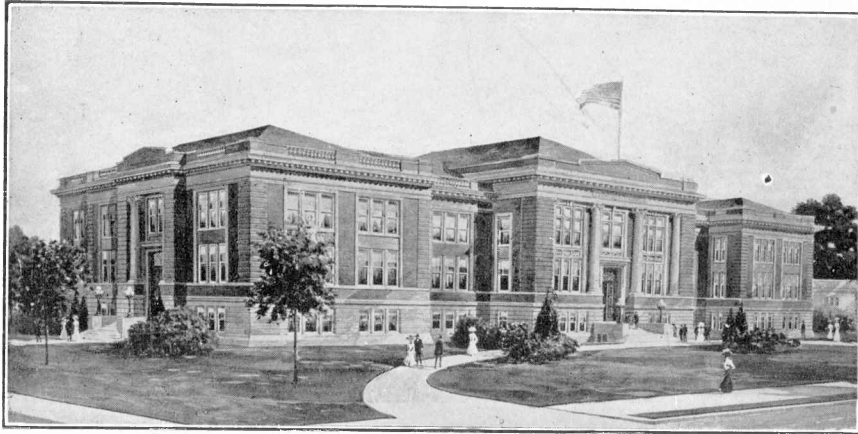
This course will be planned to give training in the study and preparation of foods, home-keeping and sewing in the one-room schools. Special attention will be given to ways of securing interest and co-operation from the homes in the neighborhood, how the work may be done in the ordinary school room, the selection and procuring of material and equipment, and methods of correlating with the regular school studies.

8. MANUAL TRAINING

This course will be planned with special care and will include such work in measuring, cutting, and the making of simple objects that will be artistic and useful after they are completed. The equipment used will be inexpensive and selected with a view of being added to gradually, as demand for the work increases. It will be adapted to the ability of teachers who previously have not had special preparation for this kind of work, and will aim to aid in increasing interest in school work and closer touch between the life of the school and the community.

For further particulars address

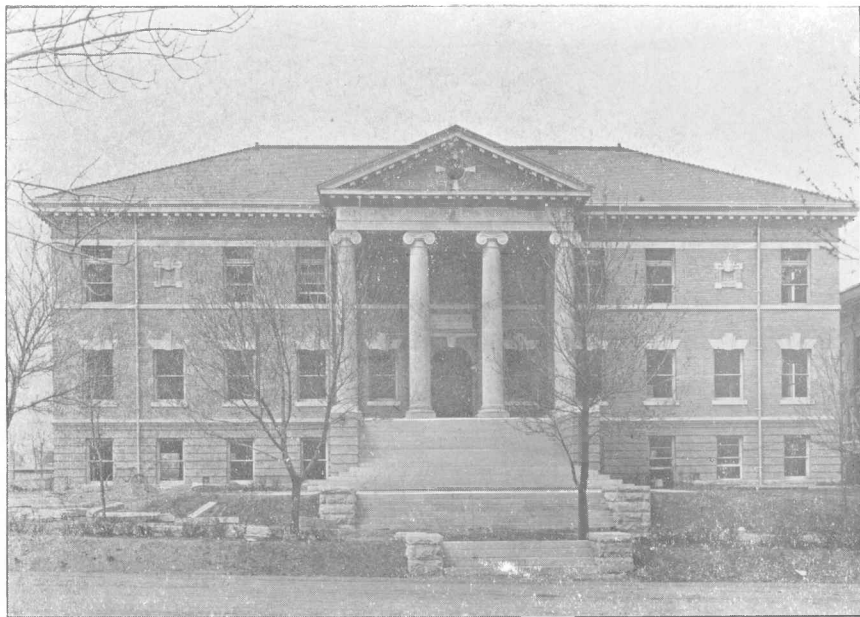
THE STATE NORMAL SCHOOL,
Greeley, Colorado.



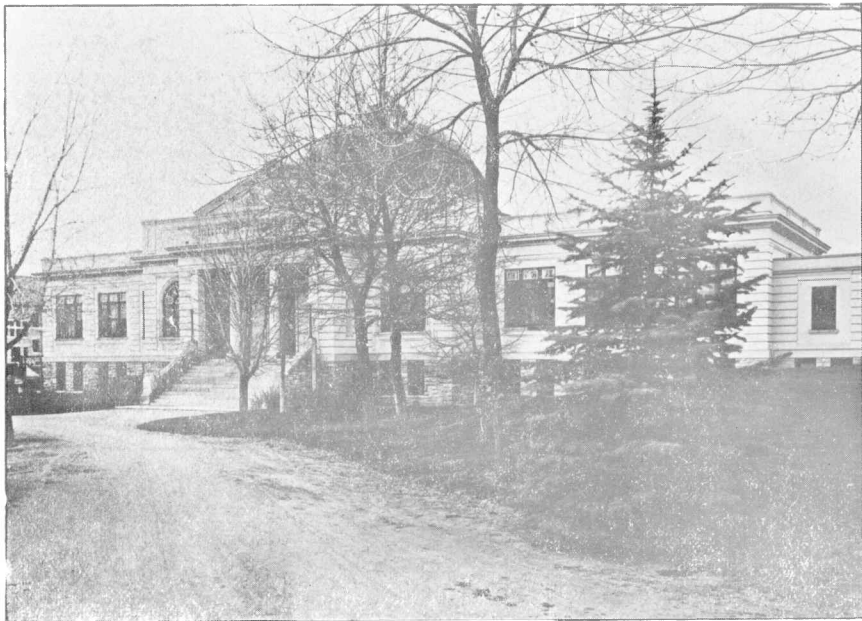
Training School Building



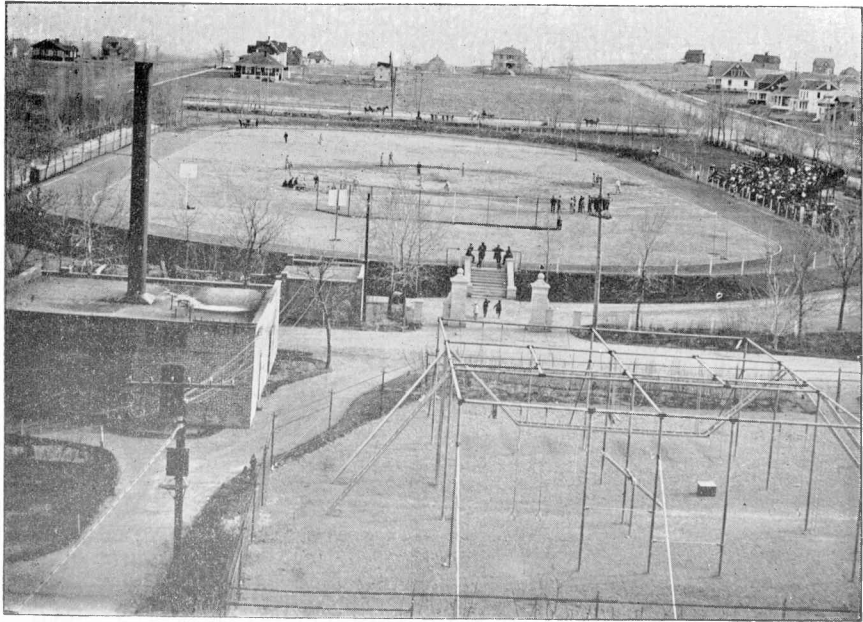
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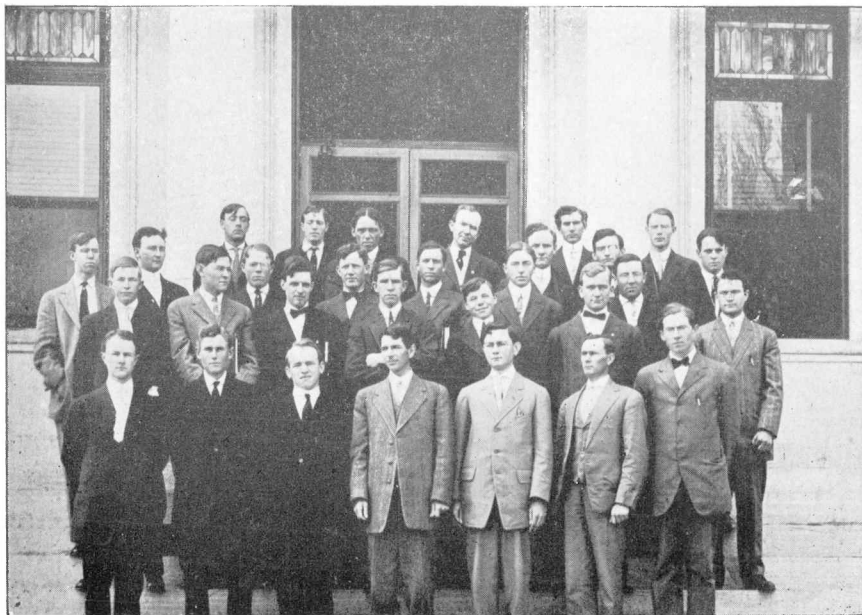
Industrial Arts Bilding



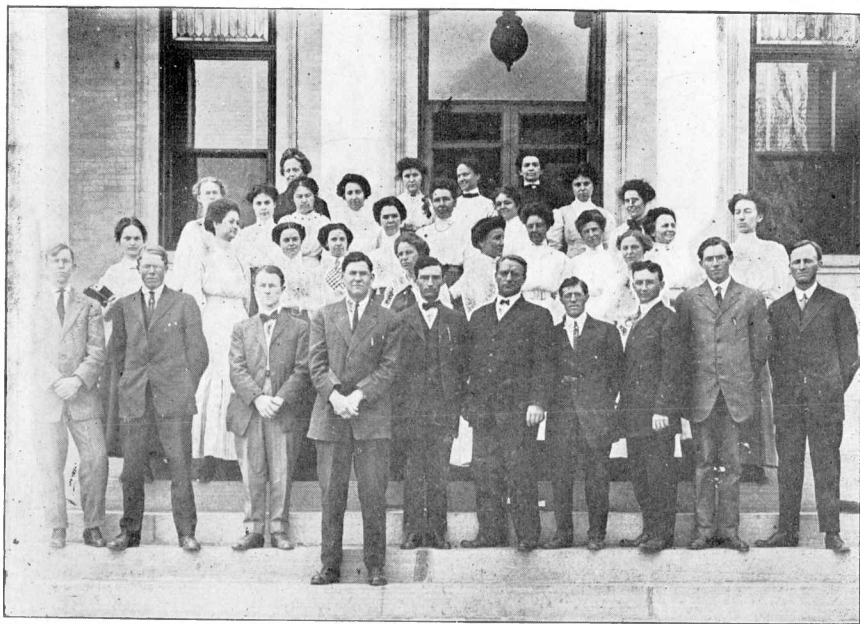
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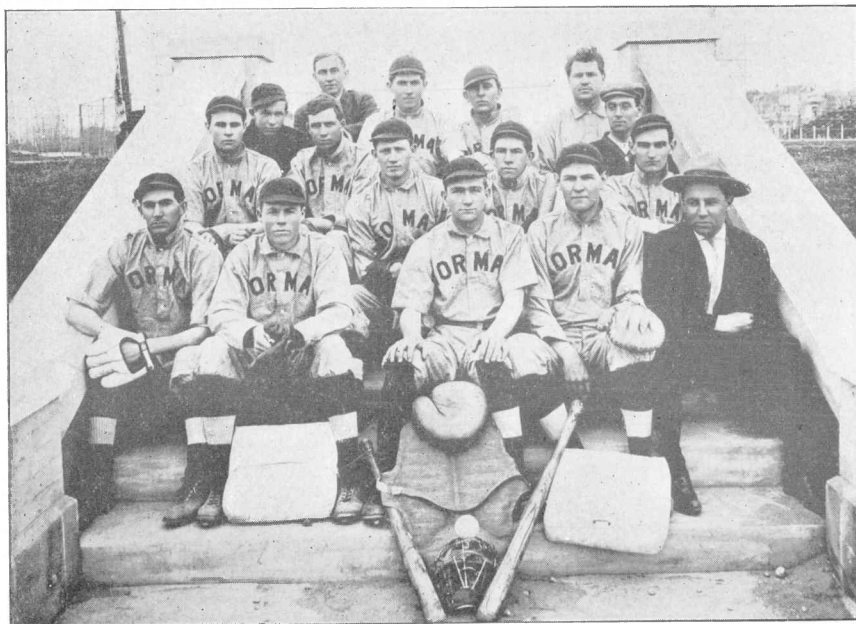
The Athletic Field



Young Men of the Normal School



College Students



The Base Ball Squad