

**State Normal
School
of
Colorado**



**SUMMER TERM
1911**

GREELEY, COLORADO



**Summer
School
Bulletin**

FOR

**High School
Teachers and
Principals**



STATE
NORMAL SCHOOL
OF
COLORADO

Announcement of
Summer Term Courses for
High School Teachers
and Principals

Bulletin Series X. No. 18

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

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PREFACE.

In the following pages we present a brief outline of Special Courses for High School Teachers and College Students. This is a brief Summary of *Special Courses only*, and makes no mention of the great body of our Summer School work.

Our regular Summer School Bulletin is an extended description of all courses and opportunities offered at our Summer Session. It will be a pleasure to mail you a complete bulletin at your request.

Z. X. SNYDER.

President.

ANNOUNCEMENT TO HIGH SCHOOL TEACHERS, PRINCIPALS AND COLLEGE STUDENTS OF COLORADO

The Colorado State Normal School announces its Summer College Courses for 1911, leading to the degree Bachelor of Arts in Education.

Strong courses in Education for high school teachers or those preparing to teach in high schools will be given. They will include the following lines of work:—Advanced Educational Psychology with special reference to the high school student, Biotics in Education, Secondary School Problems and High School Administration, Modern Tendencies in Secondary Education, History and Comparativ Study of Secondary Education, Industrial Education in High Schools, and Educational Sociology.

Instructions will be given in all high school subjects: English and Literature, History, Latin, Modern Foren Languages, Sociology and Economics, Art, Mathematics, Chemistry, Physics, Biology, and other subjects.

All college classes will be conducted with special reference to the functioning of the particular subject in the high school.

This year the Normal School presents a continuous series of daily lectures extending thruout the six weeks, which are sure to prove of unusual value to the teachers of Colorado. The lecturers and their subjects are as follows:

1. G. Stanley Hall, Ph. D., President of Clark University, Educational Methods and Materials Now in Use in the Public Schools.

2. M. V. O'Shea, B. L., Professor of Education, University of Wisconsin, General Problems of Education.

3. Henry Suzzallo, Ph. D., Professor of the Philosophy of Education, Columbia University, Sociological Aspects of Education.

4. Hamlin Garland, Novelist. American Literature, Music, and Art.

5. Charles H. Keyes, President National Educational Council, Columbia University. Industrial and Vocational Education.

One credit will be allowed for this course.

In addition to the lectures, class conferences will be given daily under the direction of these celebrated men.

We are offering at this Summer Session one of the richest opportunities ever presented to the high school teachers of the West.

All our regular Normal courses will be given in addition to these new college courses.

Our Summer Session opens June 20 and continues six weeks.

From one to five credits may be earned during the summer term.

Write now for our complete summer bulletin giving all details.

Address,

THE STATE NORMAL SCHOOL,

Greeley, Colorado.

EDUCATION.

IRVING E. MILLER, PH. D.

These are professional courses for high school teachers, county superintendents, and other supervising officers. School administration will be dicust by practical experts straight from the field of actual supervision.

SCIENCE OF EDUCATION.

***10. Historical Aspect of Education.**

After a brief survey of a few earlier types of education to give a background for the work, a study will be made of modern movements that help to determin the organization of the curriculum and the methods of instruction in elementary and secondary schools. Special emfasis will be placed upon present day tendencies in education with a view to arriving at the ideals and practises dominant in school work. This will include such tpcics as the educational implications of the surrender of the doctrine of formal disciplin, social aspects of education, the physical welfare of school children, the child study movement, motor education, vocational training, etc.

Monroe's History of Education will be used as a text-book for the historical portion of the work. Considerable use will be made of current educational literature.

MR. HUGH.

***11. Biological Aspect of Education.**

The aim of this course is to present the conception of education as the progressiv modification of a functioning organism. It will include the fundamental gen-

eralization of biology, physiological psychology, functional psychology, and experimental pedagogy in their bearing on educational theory and practice. Special attention will be given to the current attempts to reconstruct the conception of the meaning and aim of education in biological and functional terms.

DR. IRVING E. MILLER.

***15. Ethics. Primarily for Normal Graduate and College Students.**

This course will treat of the genesis and function of the moral ideal in the history of the race, with special reference to the problem of the scientific interpretation of the moral life of to-day. Attention will be paid also to the principles underlying the development of the moral consciousness of the child and the problem of moral training in the public school, both elementary and secondary.

DR. IRVING E. MILLER.

***29. Current Educational Thought.**

This course is designed for advanced students, principals, supervisors, and experienced teachers. It will consist of reports and discussions based on the best books in education and related fields published during the last twelve months. In getting at the problems dominant in the thought of the year, use will be made also of the reports of great educational and scientific meetings and of the leading educational periodicals. This course may be substituted for course 12 by those who may need the credit in that subject for graduation this summer.

DR. IRVING E. MILLER.

PROFESSIONAL COURSES IN HIGH SCHOOL EDUCATION.

These courses are all primarily for normal graduate

and college students who are preparing to teach in high schools.

***18. Biotics in Education. Required of Normal Graduate and College Students. Three hours a week.**

The second term's work of this course will be given this summer.

The Meaning of Education.

1. From the standpoint of the individual.—An evolution of possibilities; his education an evolution of the possibilities in relation to life; his expansion into health, strength, power, and skill to function in relation to his environment.

2. From the standpoint of society.—His adjustment to society in efficiency; his obligation to society, and the obligation of society to him; his relation to the state, and the relation of the state to him.

The importance of heredity in education.

1. Heredity and inheritance; facts and laws; growth and suppression of elements of inheritance in education.

2. Racial, national, parental, and individual heredity—elements influencing education.

3. Hereditary versus somatic transmissions in the individual and his education.

4. Hereditary and environmental variations in the education of the individual.

5. Theories of heredity—Lamarck, Darwin, Weismann, DeVries, and their relation to education.

Evolution as a basis for education.

1. Universal evolution as a working hypothesis.

2. The evolution of life, mind, society and the state, in its relation to civilization.
3. Universal recapitulations.
4. Recapitulation and the "culture epochs."
5. Religious recapitulation.
6. Its value to education.

Functional Education.

1. Education is functional—dynamic—pragmatic.
2. All activities of the individual are the result of cell structure.
3. Education is motorization—doing—realization.
4. The maturation of truth.

The evolution of truth.

1. The potential value of a truth—anticipation.
2. The actual value of a truth—realization.
3. The efficient value of a truth—servis.
4. The making of truth—relation of facts.
5. The genesis of truth.

Life and its evolution.

1. The creation of life values in relation to education.
2. Relativity of life values in the process of education.

The serial theory of life as growing out of the doctrine of evolution.

1. The unity of all organic action.
2. The variations of the cross sections of a series.
3. The serial determination of the unity of the neurones.

Education is motorization.

1. Education is the functioning of cells.
2. Education, a natural science.
3. Application of the foregoing in the process of education.
4. Principles of education growing out of the above.

PRESIDENT SNYDER.

***20. Secondary School Problems.**

1. Aims of Secondary Education.
2. The Curriculum—evaluation of subjects, apportionment of time, length of course.
3. Discipline as affected by adolescence, public sentiment and social spirit.
4. Organization, interdependence of departments, elective system, the program.
5. The purpose, spirit, and method of the recitation in high school classes.
6. Social organizations, classes, fraternities, sororities, clubs, and societies.
7. Athletics—purpose, principles, kinds, methods.
8. Morning exercise—purpose, dominant character, as religious, moral, ethical, inspirational, social, civic, vocational.
9. Literary societies and various equivalents.

Principles of Secondary Education by De Garmo, and Educational Aims by Hanus will be used quite largely in this course.

MR. BULLOCK.

***21. Training Adolescents for Social Efficiency.**

It is designed in this course to assist superintendents, principals, and high school teachers to view comprehensively many of the great agencies which influence the lives of high school students but which are not always incorporated in the recognized work of the schools. The main topics are: physical education; moral and ethical education; choosing and preparing for a vocation; and

training for citizenship. The work of a great many institutions outside the school will be examined to determine their methods, aims, and results. The library contains a wealth of recent literature to illuminate these subjects.

MR. BULLOCK.

***26. Bacteria, Prophylaxis, and Hygiene.**

The health of the students is an important and vital factor in school efficiency. Many superintendents, principals, and teachers would be glad to work more conscientiously and expertly for the maintenance of health and the prevention of disease in their schools, if they knew how. This course aims to give specific instruction in the causes of disease and the methods of its prevention. Pains will be taken to throw the stress upon those things which it is possible for any intelligent person to do in the matter of prevention of disease without the aid of a physician. Some of the topics for special consideration are as follows: (1) Bacteria—what they are, how they live and grow, where found; bacteria of the air, of water, and of soils; bacteria of foods; useful bacteria; injurious bacteria; parasites and saprophytes; bacteria which produce disease (pathogenic bacteria). (2) Prophylaxis—prevention of disease; how disease germs are carried; how they gain entrance to the body; means by which they may be avoided. (3) Personal hygiene—hygiene of the schoolroom and of the home.

MR. BEARDSLEY.

SCHOOL ADMINISTRATION.

***24. School Administration.**

Sanitation. Sources and symptoms of infection and disease. The means of preventing infection. Architect-

ure. Buildings and grounds; heating and ventilating, etc.

MR. MOONEY.

***25. County Supervision of Schools.**

The State Normal School, at the suggestion of several county superintendents, will offer a course for county superintendents in the Summer session. There will be three distinct topics, each topic to receive two weeks' time. Any county superintendent who can be here for the entire six weeks, and who elects this course may take the three topics as they are given in the school. If, however, a county superintendent cannot attend the entire session he may take one or two of the topics in residence and the remainder of the course in non-residence.

MR. MOONEY.

***27. Lecture Course.**

A course of lectures will be given by Dr. G. Stanley Hall, President of Clark University; Dr. Henry Suzzallo, Teachers' College, Columbia University; Prof. M. V. O'Shea, Professor of Education, University of Wisconsin, Mr. Hamlin Garland, novelist, poet, and lecturer, and Prof. Charles H. Keyes, of Columbia University. A course given by these men will run thruout the term, and also a course of conferences will be given by them during the entire term.

PSYCHOLOGY.

JACOB DANIEL HEILMAN, PH. D.

BURCHARD WOODSON DE BUSK, B. S., A. B.

1. General Psychology.

Lectures, readings, reports, and demonstrations. The following topics are studied:—Consciousness, suggestion

and imitation, association, memory, analysis of impressions, control, interest, intelligence, and types of activity. The point of view is genetic.

2. General Psychology.

Lectures, readings, reports, and demonstrations covering the fields of the nervous system, sensation, laws of mental organization, the expression of the mental life, and the higher complications.

3. Educational Psychology.

This is an attempt to put the main conclusions of psychology into a more usable form for application in the school-room. Much of the subject matter is identical with that of courses 1 and 2, but instead of putting the emphasis upon the description, analysis, and explanation of mental processes, this course aims to show how general behavior or complex reactions may best be modified. It begins with the nativ capacities, instincts, and interests of the child, and shows how these may be supprest, de-veloppt, or regulated.

4. Systematic Child Study.

By means of lectures, discussions, reports, and readings, this course presents the history of the child study movement, its relation to the scientific, industrial, and educational development of the past quarter century, and familiarizes the students with the present aims, methods, and trend of the study of child life. The best book and monograf literature on the growth and development of the physical, mental, moral, social, and religious life of children and adolescents is red and discust. An inductiv study of some important topic is usually conducted by the class as a part of the work of the term.

BIOLOGICAL SCIENCE AND NATURE STUDY.

ARTHUR EUGENE BEARDSLEY, M. S.

LEVERETT ALLEN ADAMS, A. M.

1. Elementary Botany.

Elementary course in botany based upon laboratory and field work with common plants.

Ecological botany. The study of plants in their relations to the environment. The different forms of plant societies which are to be found in the vicinity are studied with a view to the determination of the laws which govern them.

MR. BEARDSLEY.

1. Elementary Zoology.

An elementary course in zoology, including laboratory and field work.

MR. BEARDSLEY.

5. Ornithology.

This course is a combination of field and class-room work. At least half of the time will be spent out of doors, in order to become familiar with the forms studied in the classroom. This is rather a comprehensive course and is planned for those who desire an intimate knowledge of bird life. It combines the technical with the popular, as they are complementary to each other, for without one, the other loses its value.

MR. ADAMS.

6. The Study of Mammals.

The study of mammals taken up in the same manner as in the course above. Much time will be spent out of doors, investigating the forms that are common in the vicinity. This is also a comprehensive course and will take up the group of mammals and their gross structure. The

habits of the different types will also be carefully studied.

MR. ADAMS.

The large museum collections, which are especially rich in Colorado forms, are available for purposes of instruction in all the courses.

PHYSICS, CHEMISTRY, AND PHYSIOGRAPHY.

FRANCIS LORENZO ABBOTT, A. M.

1. General Physics.

This course is so planned that many of the fundamental experiments can be taken into the grade work of the schools, where they can be performed by the pupils with much interest and profit. From an ordinary bicycle pump, an air pump, compression pump, water pump, etc., are made, by which we can perform many of the experiments in studying the properties of fluids.

1. Elementary Chemistry.

Note—Either Physics or Chemistry will be given, but not both.

2. Physiography.

In this course special emphasis is put upon climatology. Connected with the department of geography is a geographical field 150 by 125 feet, in which are located all the modern instruments for making observations on climate, and in which the continents are molded on a large scale.

MATHEMATICS.

GEORGE BRUCE HALSTED, PH. D.

16. **Combination Course in Algebra.**
Elementary and Advanced.
17. **Combination Course in Geometry.**
Inductiv and deductiv, plane and solid. Text:
Halsted's Rational Geometry, 2d ed.
10. **Trigonometry.**
11. **Analytical Geometry.**
12. **Differential and Integral Calculus.**

HISTORY AND SOCIOLOGY.

GURDON RANSOM MILLER, A. M.

***2. European History.**

Modern European history from the Reformation thru the French Revolution to A. D. 1814. The struggle for nationality in France; contrast between growth of nationality in France and other European countries; Austria and German States; the decadence of Spain; rise of Prussia; the French Revolution; the economic revolution in Europe. Early American history interpreted thru the above events.

Special lectures and treatment of history stories for grade work; compilation and arrangement of material; story telling; manual expression; the work of one grade workt out in full detail.

***5. American History.**

Including the critical period of American History; the formation of the Constitution; the growth of nation-

ality; economic evolution; westward movement, and development of the Great West.

Lectures and discussion of high school curricula and methods.

SOCIOLOGY.

***1. Anthropology.**

Comprising zoogenic, anthropogenic, and ethnogenic association; invention and growth of language; evolution of habitations, clothing, tools; evolution of ornament, and beginnings of art; tribal organization, the family, and early evolution of law.

Special attention given to the industrial activities of primitive peoples, and the possible relation of these activities to the elementary school curriculum.

***2. Principles of Sociology.**

Including a study of modern social organization; the historical evolution of institutions; laws of social progress; lectures and discussion of modern social problems.

A special emphasis is given to the modern school as a social organization.

***3. Economics.**

Comprising the elements of modern economic theory; industrial organization; government ownership and control of industries; theory of socialism; trusts and monopolies; and discussions of method in high school economics and industrial history.

Note—Courses 1, 2 and 3 in Sociology are conducted as one class during the Summer term.

***10. Industrial History of the United States.**

This course traces the evolution of the leading industries of our country, such as the extractive industries,

manufacturing, transportation, and mercantile pursuits. The management of financial institutions and of the means of communication is included. The aim of this work is to furnish knowledge of economic affairs, to establish a strong vocational interest, and to illustrate the economic interpretation of all history.

MR. BULLOCK.

***11. Municipal Government. (Civics.)**

A study of municipal government; county, school, and state government; and the administration of national affairs. Special attention will be given to current political problems, both local and general, as an illustration of the evolution of political methods, theories, and institutions. The course is intended to be both informational and professional, using valuable material to illustrate methods of promoting good citizenship.

MR. BULLOCK.

LATIN AND MYTHOLOGY.

JAMES HARVEY HAYS, A. M.

LATIN.

1. Elementary Latin.

Consisting of careful study and practice in pronunciation, a mastery of the inflections, syntax, and readings suitable to beginners. The texts read are selections from Cæsar, Cicero, and other writers of the classic period. Much attention is given to the contributions made by Rome to modern life and civilization.

2. Intermediate Latin.

Comprising grammar reviews, including the more difficult constructions, Latin versification, and prose com-

position, criticism of Roman life and customs. The texts used our readings from Cicero, Virgil, and Sallust.

*3. Advanced Latin.

Consisting of discussions on the art of teaching Latin, instruction in the art of reading Latin, drills in *sight* reading and "*ear*" reading, and reviews of such parts of the grammar as seem necessary. Much attention is given to the mastery of idiomatic expressions, and to the history and literature of the Roman people. The literature red consists of poetry, history, and essays, taken from Horace, Cicero, Sallust, Livy, and Tacitus. This course is intended for those fitting themselves for positions as teachers of Latin, and it presupposes at least as much Latin as is offered in our best high schools.

Note—Only one of these courses in Latin will be offered—the one called for by the largest number of students.

MYTHOLOGY.

1. Mythology.

An acquaintance with the body of ancient mythology being necessary to the understanding of the most ordinary literature, as well as being the most primitiv literature itself, this course has been pland to assist not only in the mastery of these myths as stories and the development of power and skill in their telling, but also to give to each myth such an interpretation as is redily apparent in the story.

An attempt at the classification of the origins and values of these child-age stories will be made. Practis, under careful criticism in effectiv telling of myths, is a leading feature of this course. A comparison of the classic myths will be made with Norse and Hebrew myths, where such comparisons are apparent.

MODERN FOREN LANGUAGES.

ABRAM GIDEON, PH. D.

1. Elementary German.

For beginners. According to the method of instruction employd, the language-facts are studied both as an introduction to the living language and as a gateway to the literature. Pronunciation, grammar, oral practis, reading.

*4 or 7. German Reading.

For students whose previous knowledge of the language will enable them to appreciate texts of literary merit. The subject matter red is determind by the constitution of the class.

Courses in French.

Courses in French, analogons to those offered in German, are given, provided classes can be organized.

1. Fonetics.

A study of speech sounds with reference to their organic formation.

LITERATURE AND ENGLISH.

ETHAN ALLEN CROSS, PH. M.

1. Constructive and Functional Grammar.

A study of English grammar with practis in oral composition and paragraf writing.

*4. Literature for the Sixth, Seventh and Eighth Grades.

The work of this course includes a study of the treatment for children of the following literature, besides that used orally in the sixth grade: *Border and Robin Hood*

ballads; Scott's *Lay of the Last Minstrel*, *Lady of the Lake*, and *Ivanhoe*; Whittier's *Snow Bound*; Irving's *Rip Van Winkle* and *Legend of Sleepy Hollow*; Poe's *Gold Bug* and certain of his poems; Hawthorne's *House of Seven Gables*; a group of American poems. Primarily for Seniors, expected of all who wish to do practis teaching in English in the upper grades, and open to any who wish a simpler reading course.

***13. The Novel.**

The development, technic, and significance of the English Novel.

READING AND LITERARY INTERPRETATION.

FRANCES TOBEY, B. S.

1. The Evolution of Expression; Interpretation.

1. Analysis of short literary units, with regard to motiv and to organic structure.

2. Drill for (a) rapid and accurate visualization and realization of pictures and thought units, (b) differentiation of dramatic characters and sympathetic insight into their experiences and motifs, and (c) spontaneity, life, vigor, and variety of expression.

2. Methods, Interpretation.

Selection of material for the grades.

Study of the Psychology and Pedagogy of Reading.

Discussion of various problems of interest to the grade teacher.

3. The Drama.

Critical analysis and interpretation of scenes from *Twelfth Night*.

Study of the structural plan and theme of the play,
and of the function of each scene.

Study and impersonation of characters.

Presentation of scenes before the school.

MUSIC.

THEOPHILUS EMORY FITZ.

The purpose of these courses is to provide comprehensive training for those who intend to teach vocal music in the public schools.

1. Public School Music.

The following subjects are included in the technical part of this course; rhythm, tone-thinking; musical expression; sight-singing; notation; musical-form; and vocal culture.

5. Supervision of School Music.

A practis course in song material with reference to interpretation and conducting; examining music courses intended for graded schools; observation; and planning material for the grade teacher.

INDUSTRIAL ARTS.

SAMUEL MILO HADDEN, A. M., DEAN.

RICHARD ERNESTI, PD. M., DIRECTOR.

BELLA BRUCE SIBLEY, PD. M.

The department of Industrial Arts is devoted to the technic of fundamental processes in the industrial and fine arts and to a study of the method and practis of pre-

senting these subjects in elementary, secondary, and trade schools.

The Guggenheim Hall of Industrial Arts will be open for work at the beginning of the summer term. The building was erected at a cost of \$60,000. It has a floor space of 17,000 square feet, all of which is to be used for this department. Complete equipment will be provided for the training of men and women in the arts and crafts taught.

ART.

2. Applied Design.

A course in applied design planned to correlate with manual training and domestic science.

MANUAL TRAINING.

1. Woodwork.

This course is for beginners, and is designed to give a general knowledge of woods, a fair degree of skill in using wood-working tools, and an acquaintance with the underlying principles of manual training. It also includes mechanical and freehand drawing in their application to constructive design and decoration.

8. Art Metal.

This is a laboratory course dealing with the designing and constructing of simple artistic forms in sheet brass and copper.

The aim is to create objects of artistic worth.

The purpose is to realize in concrete form those qualities characteristic of good constructive design, such as fine proportion, elegance of form, and correct construction.

10. Mechanical Drawing.

This course is designed to give a knowledge of the

use of drawing instruments and materials, geometrical drawing, elements of projections, straight lines, and circles; problems involving tangents and planes of projections, development of surfaces; elementary isometric and oblique projections, simple working drawings and lettering.

Note—any courses outlined in the regular fall catalog will be given in the Summer Term if a sufficient number of students apply for work.

PHYSICAL EDUCATION.

JOHN THOMAS LISTER, A. B.

5. Games and Gymnastics.

Tennis, basket ball, base ball, captain ball, volley ball, ring hockey, etc. Gymnastics once a week. Reading is required of those who desire credit for the course. The regular gymnasium suit is needed.

*6. Swedish Gymnastics.

Posse's Kinesiology and Arnold's Best Methods of Teaching Gymnastics are used as a basis for this work. The Swedish System will be explained, and practis will be given in making up the "Day's Order." This course is of special interest to those who expect to teach gymnastics, and also to those who have physical defects. Theory two periods a week, and practis three periods. The regulation gymnasium suit is required of all who take this course.

*9. Games and Folk Dances.

Playground games adapted to rural schools. Home-made playground apparatus. Folk dances; fancy steps, marches, drills, etc. Reading is required of all who de-

sire credit for the course. No special gymnasium suit is necessary.

DOMESTIC SCIENCE AND ART.

ELEANOR WILKINSON.

1. **Cooking and Food Study.**

This course offers instruction in plain cookery together with an elementary study of food stuffs. Its aim is to give the student a knowledge of the general principles underlying food preparation, methods of cooking, effect of heat upon foods, and a fair amount of skill in the manipulation of material. Special attention is paid to food selection, composition, food values, and cost. The preparation and serving of simple meals, which shall emphasize the combining of foods according to good dietetic, esthetic, and economic standards, is a feature of the work.

5. **Fancy and Chafing-Dish Cookery.**

Fancy cookery, chafing dish cookery, and the preparing and serving of full course dinners, elaborate luncheons, and refreshments for various functions are the principal features of this course. At this time special attention is given to marketing.

3. **Dressmaking and Art Needlework.**

This course offers advanced work in dressmaking, the making of elaborate garments, and art needlework. It is the outgrowth of, and is based upon, the knowledge and skill acquired in courses 1 and 2.

EXPENSES.

1. Board and room costs from \$4.00 to \$5.00 a week, two students in a room. There are opportunities for students to board themselves or to earn a part or all of their expenses for board and room.

2. *Tuition.* There is no tuition charge for citizens of Colorado.

3. *Incidental Fees.* All students pay incidental fees as follows:

For one course.....	\$ 8.00
For two courses.....	10.00
For three courses.....	12.00
For four courses.....	15.00
For five courses.....	20.00

A course is five recitation periods a week for the term of six weeks. The periods during the summer school are a full hour in length with ten-minute intermissions.

4. All fees for special courses have been discontinued for the summer term.

5. Citizens of other states in addition to the regular incidental fees pay a tuition fee of \$5.00 for the term.

Write for our complete Summer School Bulletin.

Address
THE STATE NORMAL SCHOOL,
Greeley, Colorado.

