

**SUMMER TERM
1907**

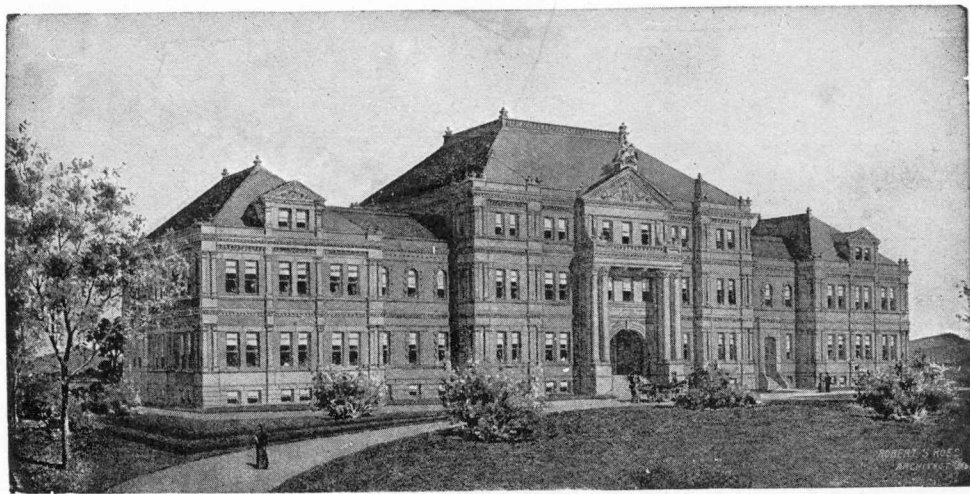
State Normal School of Colorado



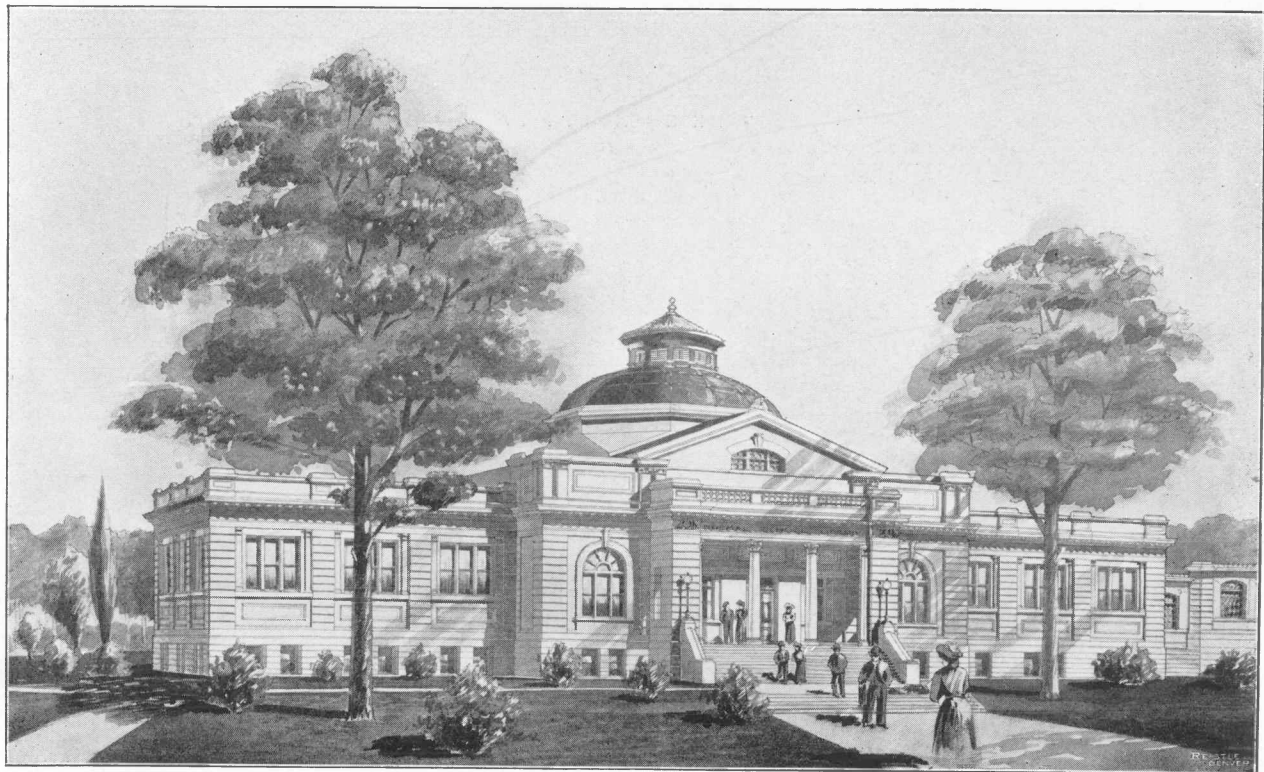
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SERIES VI. No. 3.

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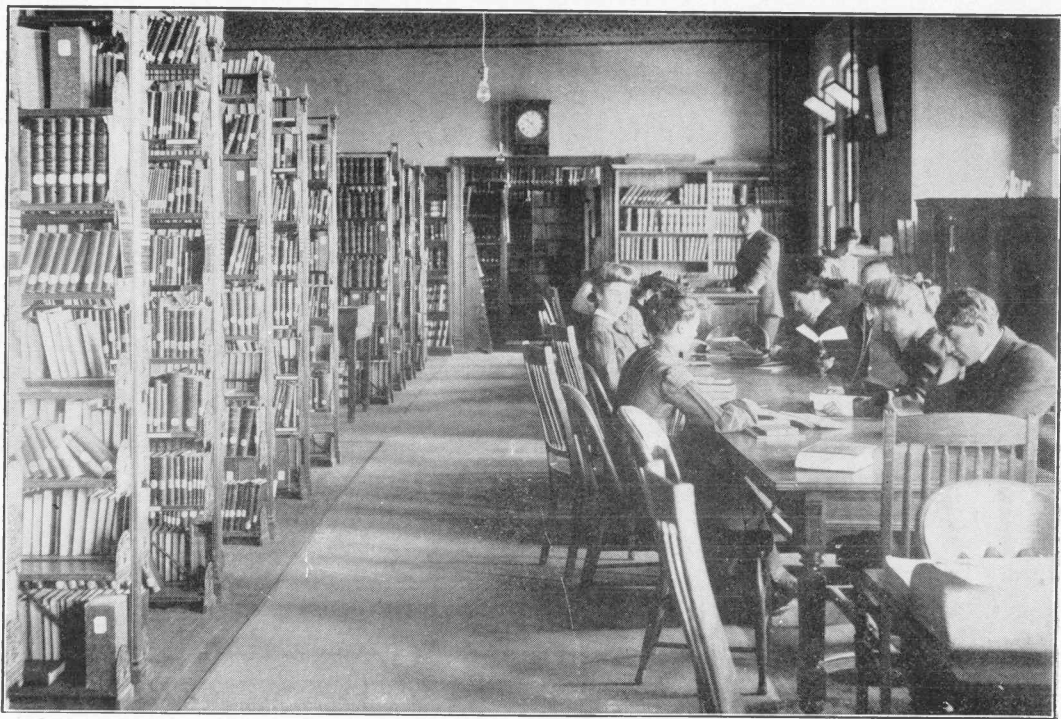
Administration Building.



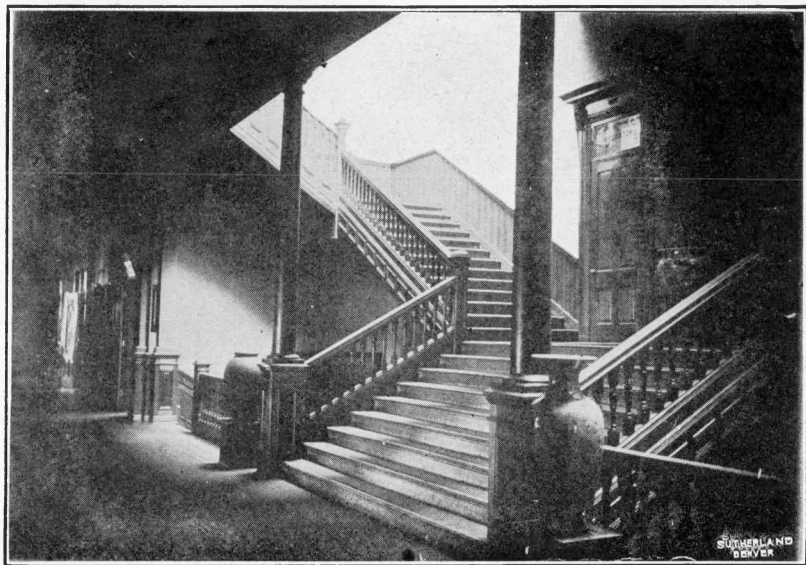
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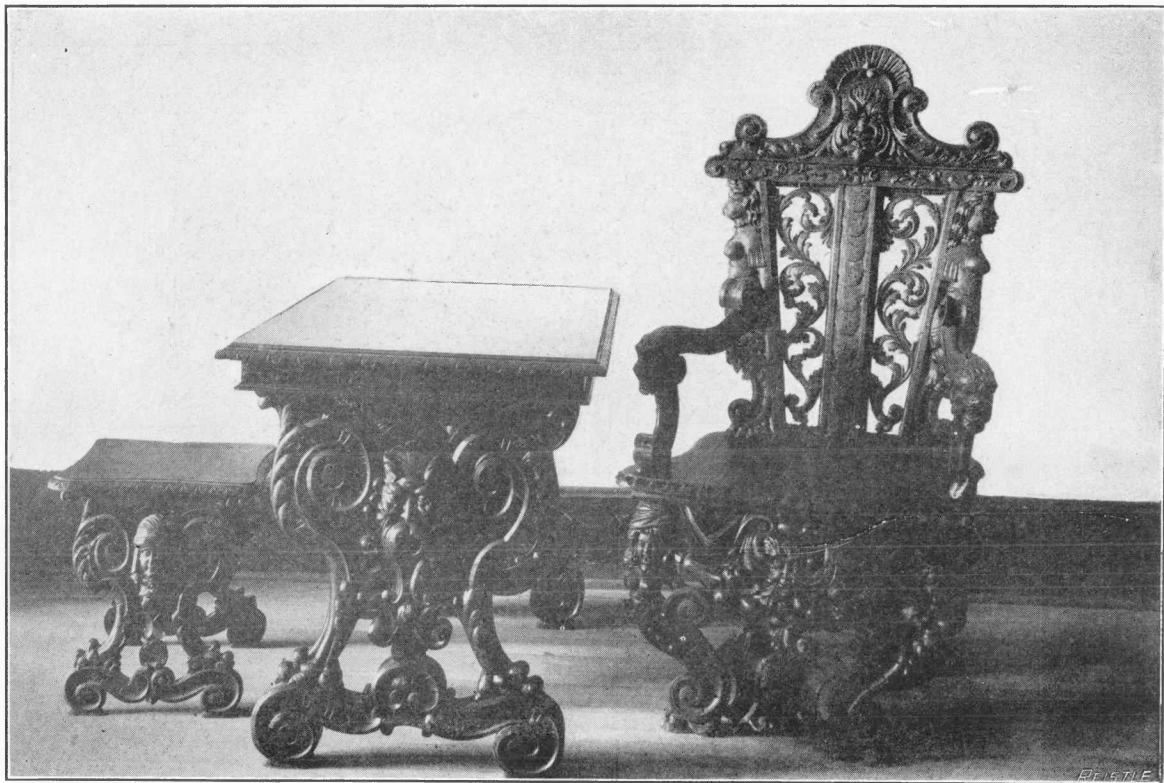
President's Residence.



Library.—Inside.



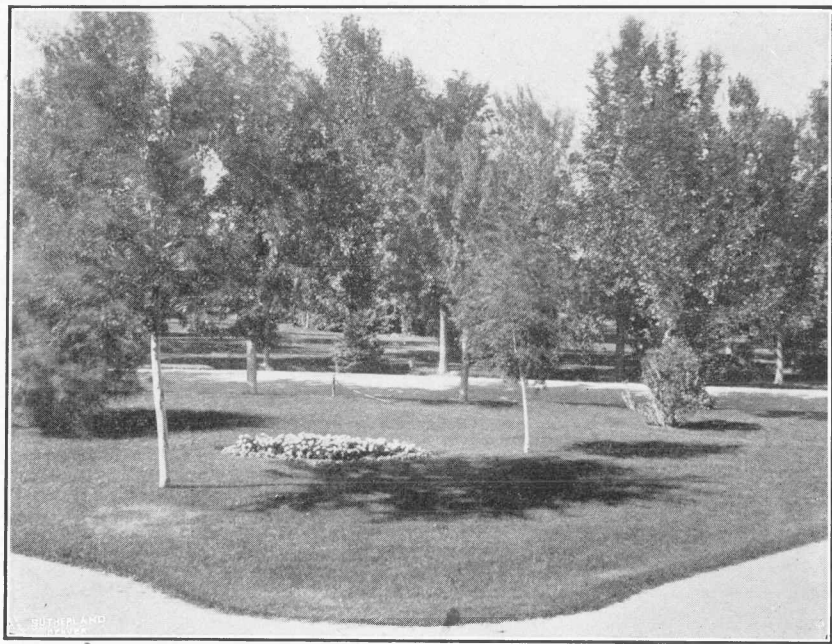
Stairway.



Manual Training Museum.



Campus.—Main Entrance.



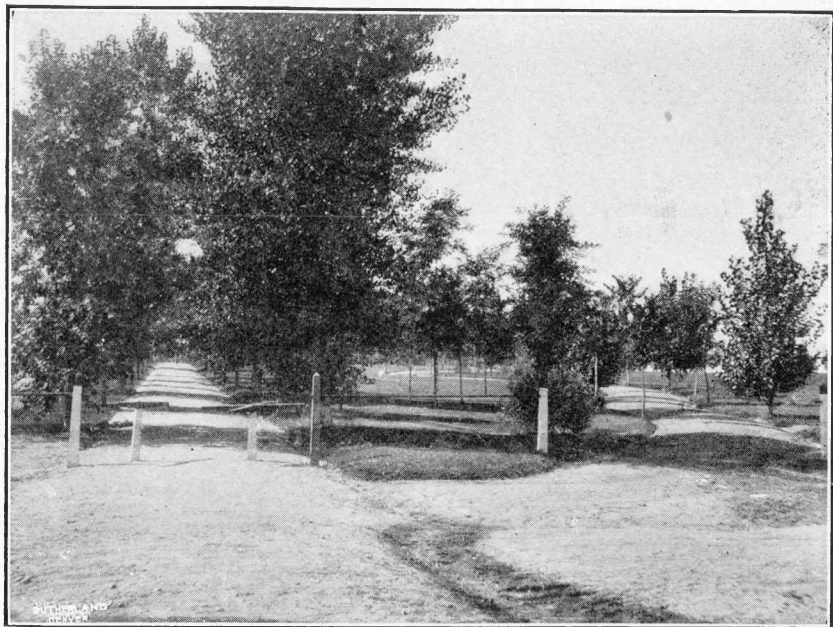
Campus.



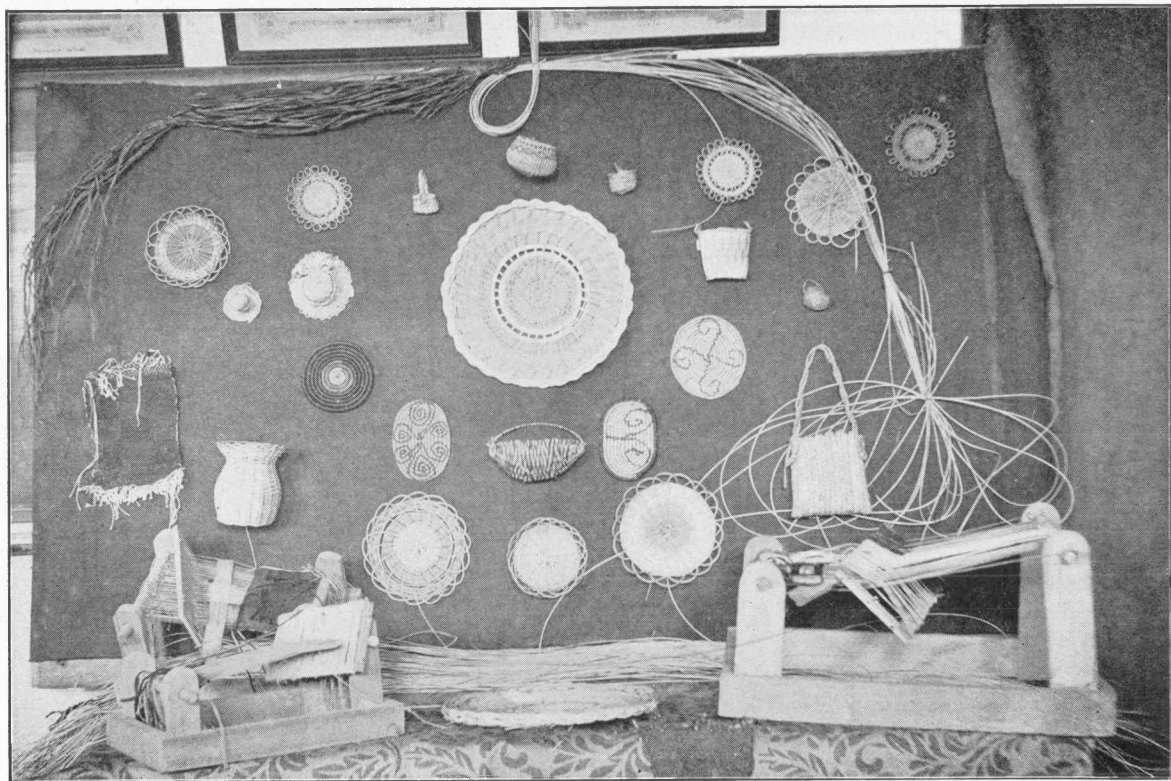
Third and Fourth Grades.—Nature Study.



Pottery Made in School.



Campus.



Basketry.



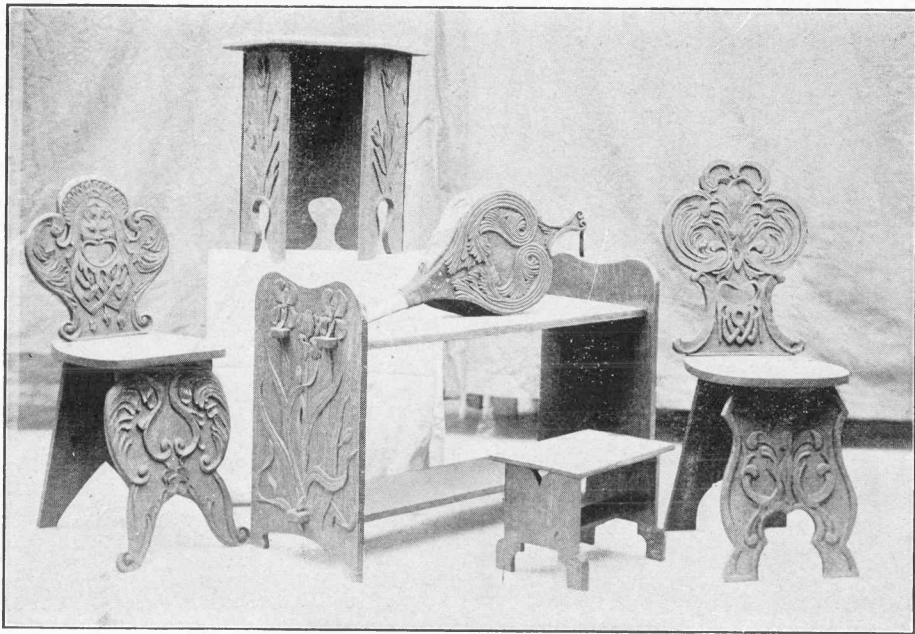
Kindergarten May-Pole.



Sixth Grade Manual Training Work.



Pottery.—Museum.



Carving.—Manual Training.



Pottery Made in School.

NORMAL SCHOOL FACULTY.

1906-1907.

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Training Teacher—Upper Grammar Grades.

JAMES WIDOWSON, A. B.,
Assistant Critic—Grammar Grades.

ELIZABETH HAYS KENDEL, Pd. M.,
Training Teacher—Lower Grammar Grades.

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BELLA BRUCE SIBLEY, Pd. M.,
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ALICE KRACKOWIZER,
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ELIZABETH MAUD CANNELL, Director of Kindergarten,
Training Teacher.

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Professor of Bibliography.

GERTRUDE RUPP, Pd. B., Assistant Librarian.

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Professor of Bookbinding and Library Handicraft.

VERNON MCKELVEY,
President's Secretary.

ANNOUNCEMENTS.

The Summer Term of The Colorado State Normal School opens Tuesday, June 18, 1907, and closes Friday, July 30, 1907, making a term of six weeks.

The work done during the summer term is: (1) The regular Normal work arranged in courses, for which credit is given when completed, enabling teachers who cannot attend at any other time than during the summer terms, to complete the Normal Course, get the diploma, which is a license to teach in the state for life, and receive the professional degree of Bachelor of Pedagogy. (2) The work is arranged to enable graduates of the State Normal School of Colorado, and others prepared to do so, to take up graduate work, whereby they may, during the summer terms, earn the master's diploma. (3) The work is so arranged that persons who wish to pursue special lines may have the opportunity to do so. (4) An opportunity is given to high school teachers to study from the pedagogical standpoint the subjects they are to teach. (5) An opportunity is given to principals and superintendents to study the educational problems which confront them in their daily work. (6) An opportunity is given to regular Normal students to make up their work when, through sickness or otherwise, they have not been able to complete it satisfactorily during the regular year.

SURROUNDINGS.

Greeley is a city of 7,000 inhabitants. It has beautiful streets lined with trees, and comfortable homes in which the students live. There is a feeling of comfort and a spirit of culture; there is a true, social, democratic spirit pervading the institution and the community. Two hundred miles of snowy mountains are seen from the Normal campus.

Campus.

The campus is the most beautiful in the state and is as beautiful as any in the country. It is situated on an eminence overlooking the city, and consists of forty acres of ground, improved with thousands of trees, shrubs and flowers, artistically arranged and well kept.

Buildings.

The buildings, situated in the midst of the campus, are beautiful, commodious and well equipped for the purposes for which they are intended.

ADVANTAGES.

Some of the advantages of the school are: A strong faculty especially trained, both by education and experience; a library of 30,000 volumes; well equipped laboratories of biology, physics, chemistry, manual training and physical education; a first-class athletic field, gymnasium,

etc., all under the direction of specialists; a strong department of art; field and garden work in nature study; a model and training school; a kindergarten; and all other departments belonging to an ideal school.

HISTORY OF SCHOOL.

The State Normal School of Colorado was established by an act of the legislature in 1889. The first school year began October 6, 1890.

At the beginning of the second year the school was reorganized and the course extended to four years. This course admitted grammar school graduates to its freshman year, and others to such classes as their ability and attainment would allow.

At a meeting of the board of trustees, June 2, 1897, a resolution was passed admitting only high school graduates or those who have an equivalent preparation, and practical teachers. This policy makes the institution a professional school in the strictest sense.

LOCATION.

The Normal School is located at Greeley, in Weld county, on the Union Pacific and Colorado & Southern railways, fifty-two miles north of Denver. This city is in the valley of the Cache la Poudre river, one of the richest

agricultural portions of the state. The streets are lined with trees, forming beautiful avenues. The elevation and distance from the mountains render the climate mild and healthful. The city is one of Christian homes, and contains churches of all the leading denominations. It is a thoroughly prohibition town. There are about 7,000 inhabitants.

EXPENSES.

1. Boarding and room from \$3.25 to \$4.50, two in a room.
2. *Tuition Free* to all citizens of Colorado. \$10.00 book and laboratory fee to citizens of Colorado. Citizens of other states, in addition to the above, \$5.00 tuition fee for the summer term.
3. All students who take Manual Training, Cooking, Sewing or Art, will pay a fee of \$2.00 to pay for material.

THE OPPORTUNITY.

The holding of this summer term at the Normal School offers an excellent opportunity to those who have to teach. It enables one who teaches a full year to attend the Normal during the summer term, get credit for work done, and when sufficient credits are secured, to graduate

from the school, receiving a diploma which licenses to teach in the public schools of Colorado for life, and confers upon the holder the degree of Bachelor of Pedagogy.

COURSES OF WORK.

Courses are offered in all of the following departments.

PSYCHOLOGY.

At least two of the following courses will be offered; and, if there is sufficient demand, the other also.

1. Physiological and Experimental Psychology.

Through lectures, readings, discussions and dissections, a thorough study is made of the brain and central nervous system, of the sense organs, and of the relation of mind and brain. Physical growth, precocity and dullness, motor ability, and certain phases of the hygiene of instruction, attention, perception and apperception, illusions, and memory are studied in detail with numerous laboratory experiments, personal observations, and exercises in introspection. Constant use is made of a well stocked library, and themes and note books give evidence of work done by students.

2. Descriptive and Analytical Psychology.

Using Course 1 as a foundation, this course proceeds with a study of the higher types of mental processes, such

as emotion, action, thinking, self-consciousness, suggestion and imitation, and related topics. Laboratory methods are still used wherever possible, but more emphasis is placed on introspective analysis than in Course 1. The derivation of pedagogical principles from the natural laws of mental activity is a prominent feature of the course, and illustrations are drawn daily from school-room and playground.

3. Pedagogical Psychology.

This is an attempt to put the main conclusions of psychology into a more usable form for application in the school-room. Starting with Dr. Dewey's conception of education as a "reconstruction of experience," it proceeds to show how all the sound principles of pedagogy are but aids to the mind's natural processes of reconstructing itself. From the view point of functional psychology the Herbartian formal steps are criticised and interpreted, and the culture epoch theory discussed. From a study of the nature and origin of knowledge as revealed in the development of the sciences in primitive society, the constructive activities are found to be the true center of correlation for the studies of the curriculum, and the methods of differentiating these studies from the pupil's social-industrial activities are suggested. The school as a social institution naturally comes to be a conspicuous thought of the course, and the best literature along that line is read. The psychology and pedagogy of drawing, writing, reading and other school subjects are considered in their broader aspects. The work is closely correlated throughout with

observation of teaching in the training school, and is expected to prepare the students to approach their own practice teaching with some measure of confidence and appreciation of its significance.

PEDAGOGY.

Junior.

(See Psychology 3.)

Senior.

The pedagogy course of the Senior year is designed to accompany the practice teaching of Seniors in the Training School. It consists chiefly of the study of the application of psychological principles with which the students are already acquainted, to the method of the recitation and the organization of the curriculum of the elementary school. It also includes the discussion of a number of practical problems of school management.

The work of the class is carried on by means of lectures, recitations, and conferences. The theoretical part of the work is kept in close relations with the practical experience of the school room. To accomplish this purpose, frequent reports are made by the members of the class of their own experiences in teaching. These reports furnish a basis for the discussion of various phases of school work in the light of current educational thought. In this connection, also, the best accessible book and periodical literature, pertinent to the subjects under discussion, is reviewed.

SCHOOL MANAGEMENT.

The course offered in School Management is intended to be of practical help to teachers. All phases of a teacher's work, from the time he makes application for a position until he closes the door of his schoolroom at the end of the year and files his report with the proper official, are subjects of discussion. The following detailed topics indicate the character of this course:

- I. The teacher's equipment for his work.
 1. Natural fitness. His personality, aptness, adaptability, appreciation of children and his work.
 2. Diplomas, as evidences of work done.
 3. Certificates—city, county, state.
 4. Testimonials.

- II. The teacher seeking a position.
 1. Applications—by letter, in person.
 2. Recommendations — most effective, manner of presentation.
 3. Teachers' agencies or bureaus—use, abuse.

- III. The teacher employed.
 1. The teacher's relation and duties to the board.
 2. His relation to patrons and community.
 3. His relation to the pupils and the school.
 4. His relation to the school property.
 5. School room and school grounds sanitation.

IV. The teacher—

1. As an instructor—class management, individual instruction, school gradation.
2. As an executive—in the school room, on the play ground. Ability to direct and invent helpful games.

V. The teacher as a part of the educational system of his state.

1. His relation to state supervision.
2. His relation to county supervision.
3. His relation to local supervision.
4. His reports to the above authorities and care in making reports.
5. School laws of Colorado. A full discussion of these laws, with an attempt at a full understanding of the essential provisions.

BIOLOGY.

I. Botany.

1. Elementary course in botany, based upon laboratory and field work with common plants.
2. 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.

3. Systematic botany. In this course a study is made of one or more plant groups as exemplified in the flora of the vicinity.

II. Zoology.

1. Elementary course in zoology, including laboratory and field work.

2. Faunal studies. In this course the animals of some particular group are studied, particular attention being given to the fauna of Colorado.

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

NATURE STUDY.

The work in Nature Study is elective and receives credit toward either the B. Ped. or M. Ped. degree; hence it is open to any student at the summer school. It follows along two main lines:

I. The Practice of Nature Study.

The time devoted to this part of the work is spent in the actual study of nature. The aim is not only to illustrate by actual practice the pedagogy of the subject, but also in so far as is possible, to increase and develop interest in and sympathy for the nature-environment of the class.

II. The Pedagogy of Nature Study.

Under this head it is designed to acquaint the students with the subject of nature study from the school standpoint.

The topics usually treated in the discussion of any school subject; viz., the aim, source, scope, method, values and results are considered, and govern largely the practice in nature study as outlined above.

In general, the course is designed rather to teach teachers how and why to teach nature study than to increase their knowledge of scientific subjects. A considerable amount of the latter is, however, the incidental result of the work as planned. Plants and animals are the subject matter upon which the course is founded.

PHYSICS, CHEMISTRY AND GEOGRAPHY.

Magnetism, Electricity and Light.

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. This course includes, besides the fundamental principles of magnetism, electricity and light, the study of radio-activity and wireless telegraphy.

Chemistry.

This course includes the study of the following: The elements oxygen, nitrogen, hydrogen, carbon and their compounds; valence; writing and interpreting chemical equations; acids, bases, salts; Periodic law.

Methods of Geography.

We believe if the subject of geography be properly presented the time usually given to it in the public schools can be materially shortened and better results obtained. Special effort is made to put theory into practice in presenting this subject. Much attention is given to field work.

MATHEMATICS.

Courses in Arithmetic, Algebra and Geometry are given.

The fundamental purpose of the department of Mathematics is two-fold; namely, to induce and cultivate power in mathematical thinking, and to apply this power to the practical use of making the teaching of Arithmetic and of Algebra and Geometry in our public schools more rational and practical. Stress will be laid on how to teach these subjects.

HISTORY AND SOCIOLOGY.**I. A Course in American History.**

Comprising a survey of European commercial and political history from 1452 to 1492; a detailed study of American civilization; industrial conditions, and educational and political growth of the colonies; a study of the American Revolution from the records of the British par-

liament; a study from original sources of the formation and ratification of the American Constitution; and special individual study of the biographies and political doctrines of American statesmen, tracing the rise of political parties, and the progress of American educational, industrial, and social life.

This course includes lectures on methods in history, and outlines of history courses for both elementary and high schools. The seminar method of study is followed the major part of the term, thus offering special opportunity for library research to all students.

II. A Course in Sociology.

This course includes a study of the development of human society from the primitive family to the present highly organized civil community. Special attention is given to the industrial activities of primitive peoples, and the possible relation of these activities to the present elementary school curriculum.

Fundamentally this course treats of the development of the individual character and personality through contact with human society. The seminar method is used exclusively, each student pursuing a special distinct library course. Class room work includes discussions of students' reports, and lectures by the head of the department.

LATIN.

The department of Latin offers the following courses, each comprising three terms :

First. An elementary course, 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.

Second. An intermediate course, comprising grammar reviews, including the more difficult constructions, Latin versification, and prose composition, criticism of Roman life and customs. The texts used are readings from Cicero, Virgil, and Sallust.

Third. An advanced course, 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 read 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.

MODERN FOREIGN LANGUAGES.

I. Elementary German.

For beginners. The phonetic-colloquial method is employed, *i. e.*, the language-facts are studied rather as an introduction to the living language than as a gateway to the literature.

II. German Reading.

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

III-IV. Courses in French.

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

ENGLISH.

The following courses in English are offered:

3. Junior.

Grammar: function of sentence-members, laws of syntax, forms of words; good use in oral and written speech.

Composition: theory of the paragraph as an organic unit; elementary laws of the chief types of composition; practice in narrative and expository paragraph-writing.

4. Junior.

Literature: Introductory study for conception of the fundamental meaning of literature in its relation to the developing human consciousness (State Normal School Bulletin, series IV, No. 3). Presentation of the first great form of literature, the natural epic, with study of the Iliad as the greatest example of this form. Brief study of transition from epic to lyric and drama in Greece. Presentation of *Œdipus Tyrannus* and *Œdipus Colonus* for simple dramatic structure and for the indwelling idea as illustrating the growth of the Greek consciousness since its expression in the Iliad.

Composition: practice in narrative structure through selecting a *motif* and synthesizing an appropriate action in such a way as to show clearly the development of the idea; continued paragraph-writing; one long theme.

5. Senior.

Pedagogy: a view of the principles of English teaching as concerned with grade work.

Literature: review of the evolutionary conception of literary development, with special emphasis on the significance of the "unconscious period"; introductory survey of the development of English poetry to the time of Shakespeare, applying the principles gained from the outline study of the development of Greek literature.

Composition practice in presenting in good outline from material of wider range; one theme.

6. Senior.

Literature: careful study of one of Shakespeare's great tragedies; study of one novel for theme, structure,

treatment, and comparison with the epic and drama; brief study of the development of English prose, with readings in the essay.

Composition: application of principles to large wholes; two long themes.

READING AND INTERPRETATION.

I. Reading.

1. Work on short selections for power (a) to grasp the meaning of the text accurately and rapidly; (b) to separate the characters one from the other, and enter into their experiences; (3) to give expression with life and interest.

II. Interpretation.

1. Selected scenes from *The Merchant of Venice*.
 - (a) Rapid reading for the theme and the subjects and functions of the scenes related.
 - (b) Impersonation of the characters.
 - (c) Presentation of the scenes by the classes.

III. Methods.

1. Selection of material for the grades.
2. Treatment of subject matter according to the steps given in "1" under Reading.
3. Observation lessons.
4. Correction of vocal defects in speech and voice.
5. Discussion of questions of interest to the grade teacher.

MUSIC AND HISTORY OF MUSIC.

I. Vocal Music.

A series of music lessons is given covering tonality, as involved in hearing and singing in major keys without transition or modulation; in simple transitions and modulations; in notation necessary to the foregoing.

The practice includes methods of presentation, illustrating ear training, dictation, the child voice, and the other items of practical teaching in the modern school.

II. History of Music.

In this subject there is a series of twelve lectures given on the following topics. Music as an Art; the Elements of Music; Musical Appreciation; Age of Counterpoint; Age of Harmony; Meaning of Mode; What is Classical Music; Romanticism and Its Ideals; Folk Songs; the Art Song; Oratorio; Opera.

These lectures are largely biographical, showing how each composer, using the material at his command, discovered new means of expression. They endeavor also to make clear how each master expressed the spirit of his age in its highest ideals. They are illustrated by the lantern, by the piano, and by the voice.

DRAWING AND PAINTING.

Course I. Showing the method of teaching drawing and painting in the elementary school from first to eighth grade inclusive.

Course II. A course in sketching for the teachers themselves.

Course III. A course in fine art work in water color and in oil.

Course IV. A course in the history of Art.

Course V. A course in clay modeling and artistic pottery making.

MANUAL TRAINING.

The following courses in Manual Training are offered:

1. Elementary Course in Woodwork.

This course 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 free-hand drawing in their application to constructive design and decoration.

2. Elementary Wood Carving.

This course, which is conducted by laboratory methods, consists of eight hours per week, and includes prelim-

inary exercises in the care and use of tools, and aims to give a general training in the practical application of the fundamental principles of art in drawing, design, clay modeling and historic ornament, as applied to the special work of wood carving. The regular course in art should be taken in connection with this work.

5. A Course in Woodwork Suitable for the Elementary Schools.

This course includes the planning and constructing of a series of objects suitable for the different grades, keeping in mind the following considerations: Correlation, child interest, powers of the individual and the degree of skill required in the different constructive processes in wood-working. The course also includes methods in teaching, relation of teacher to work, discussion and preparation of materials, care of tools, and working drawings.

BASKETRY.

I. Basketry.

1. Its place in the history of art.
2. Its relation to pottery.
3. Its symbolism.
4. Its color.

II. Materials.

1. Raffia.
2. Rattan.
3. Grasses.

III. Braids.

1. Flat with odd number of strands.
2. Notched.
3. Hats.

IV. Raffia Embroidery.

1. Stitches.
2. Napkin rings.
3. Whiskbroom holders, etc.

V. Playhouse Furniture.

1. Tables.
2. Chairs.
3. Beds.

VI. Coil Work.

1. Stitches.
2. Bundling.

VII. Rattan Models.**VIII. Original Work—Making Baskets.**

WEAVING.

The purpose of the summer course in weaving is primarily to teach such essentials of the art as will enable a student to introduce and successfully conduct courses of weaving in the grades. To this end various simple forms of looms are discussed, and some simple looms are constructed, actual weaving is done by the students on a few kinds of looms, and the necessary details of the process are learned by practice, and finally there are discussions of the pedagogy of the work, and of the means of securing the greatest benefit from its use in the schools.

DOMESTIC SCIENCE.

The following courses in Domestic Science are offered :

COOKING.

1. Junior.

- General principles of cookery.
- Methods of cooking.
- Effect of heat upon food.
- Cooking of simple foods.
- Serving.

SEWING.

1. Junior.

Patching, mending and simple repairing; draughting patterns and making simple garments involving all the principles of hand sewing.

Special work in cooking and sewing is offered, the exact nature of it depending upon the preparation and the needs of applicants.

PHYSICAL EDUCATION.

1. Practice: One-half hour five times a week.
 - (a) Marching tactics.
 - (b) Swedish free movements.
 - (c) Bells, wands, clubs, etc.
 - (d) Games.

2. Gymnasium work for special individuals, including a series or "system" of health exercises for the professional person. One-half hour daily following 1.

3. Practical Hygiene, four hours weekly. Adapted to the requirements of the teacher, personally and in relation to the pupil and the school.

Lectures and discussions.

Special bearing upon theory and practice of exercise and body culture.

KINDERGARTEN.

I. Theory.

The work covers the regular work as laid out for the fall quarter of the kindergarten junior course. This includes theory and practice with the first three gifts, the practical working out of the occupations representing the point and the line with original utilization of nature's materials, the early songs of the Mutter und Kose Lieder, and practice in playing kindergarten and traditional street games.

II. Practice.

A well equipped kindergarten is open for observation and practice during the entire time. Stress is laid on garden work, outdoor games, and construction work with the nature materials to be found in the environment. Practice teaching in the kindergarten receives the same credit as its equivalent during any other quarter of the year.

EQUIPMENT.

The institution is well equipped in the way of laboratories, libraries, gymnasiums, playgrounds, an athletic field, art collection, museum, and a school garden.

There are specially equipped, separate laboratories for the following sciences: biology, physics, chemistry, taxidermy, and physical education. They are all fitted up with the very best apparatus and furniture.

There are special industrial laboratories for sloyd, carving, weaving, basketry, cooking, sewing, and children's room. All these are well fitted up in every way.

The library has 30,000 volumes bearing on the work of the Normal School. There is ample opportunity to work out subjects requiring library research. There is a handicraft department connected with the library whereby a student may learn how to run a library, as well as many other things.

The gymnasium is well equipped with modern apparatus. Games of all sorts suitable for schools are taught.

