

State Normal School of Colorado



DECEMBER
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Non-Resident and Summer School Bulletin

SERIES VIII. No. 4.

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SUMMER TERM.

The Summer Term of the State Normal School opens Tuesday, June 22, 1909, and closes July 30, 1909. The term is six weeks. Credit is given for work done.

BULLETIN

OF

Information Regarding Graduation, Diplomas,
Non-Resident and Summer Work, and
Advanced Standing

OF

COLORADO STATE NORMAL SCHOOL

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

DECEMBER, 1908.

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Having Charge of Non-Resident and Summer School Work.

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INTRODUCTION

This bulletin sets forth the conditions for admission to the State Normal School for all courses. It sets forth the courses of study leading to graduation and diplomas. It particularly sets forth courses of work for non-resident students for which credits are given toward graduation and diplomas. This non-resident work, together with work in the summer terms, will enable teachers to take the normal courses, graduate and receive the normal diploma, and, at the same time, continue their teaching without any interruption.

The plan enables teachers who have not had professional training to take the normal course; it enables graduates of normal schools to do graduate work and take the master's diploma; it enables college graduates and those who have had an equivalent training to do work and earn the Bachelor of Arts Diploma in Education.

The organization and equipment of the school enables high school teachers and superintendents to study the problems of education in a most efficient manner. It would be difficult to find a better professional library anywhere. There are 40,000 volumes and documents, all bearing on the problems of education. The library is catalogued in detail, making it most available.

The system of museums is thoroly organized for teaching purposes. Every department has its museum con-

tiguous to the class room, making it convenient for use. The specimens are classified and cataloged for use in the same manner as the books and subjects in the library.

The laboratories are all modern and well equipt. All work is practically done by the laboratory method. This means that the laboratory method is not only used in the sciences, but in all departments—in art, in English, in languages, in history, in geografy, in manual training, etc.

Considerable stress is laid on field work in science, in history, in geografy, in sociology, in nature study and other subjects. This sort of work brings the student into vital touch with the subject in hand and particularly shows the relation of the subject to life.

It will be seen that the four centers of thought, information and inspiration in the study of subjects are the library, the museum, the laboratory and the field.

The training school is a complete public school system embracing all grades from the kindergarten to the high school inclusiv. For those who are here during any term of the regular school year an excellent opportunity is afforded for the study of this organized unit of school work.

The members of the faculty have been trained in the best schools of this country, and many of them in institutions of other countries. These teachers teach, they don't lecture. They bring to their subjects the ripest thought and application that investigation has discovered by others and by themselves.

The scientific basis of the work is biological, and the philosophical basis is pragmatic. That is, the psychology is functional, and the philosophy is realization.

Directions are given elsewhere for entering on the work. Be free to write your desires and wishes, and a prompt reply will follow.

Address all communications to the State Normal School.

Z. X. SNYDER, *President.*
Greeley, Colo.

Information Regarding Graduation, Diplomas, Non-Resident and Summer Work, and Advanced Standing

DIPLOMAS

A. Normal Diploma.

I. Courses:

1. A course of work is five recitations a week for twelve weeks or equivalent. Thirty courses are necessary for graduation. Eleven are required (Psychology, Education and Teaching) and nineteen are elective.

II. Length of Time:

1. The time required for this diploma is two years, or six terms of twelve weeks each. The two years are known as the junior and senior years.

III. Entrance:

1. A high school graduate or its equivalent can enter without examination and finish in two years.
2. A person who has had one year college or university work can enter and finish in one year and a summer term.

3. A person who has had two years of college or university work can enter the senior year.
4. Practical teachers who are not high school graduates, who have had experience and are successful and mature, can enter and do the work for the diploma.

IV. Diploma:

1. The diploma received is a license to teach in the public schools of Colorado for life, and confers the degree of Bachelor of Pedagogy (Pd. B.).

B. Normal Graduate Diploma.

I. Length of Time:

1. The length of time for this diploma is three years.

II. Entrance:

1. A high school graduate or equivalent can graduate and receive the Normal Graduate Diploma in three years.
2. A person holding a diploma from an accredited normal school or its equivalent can graduate and receive the Normal Graduate Diploma in one year.

III. Diploma:

1. This diploma is a license to teach for life in Colorado and confers the degree of Master of Pedagogy (Pd. M.).

C. Normal College Diploma.

I. Length of Time:

1. The time for graduation and the diploma is four years. The classes are known as freshman, sophomore, junior, and senior.

II. Entrance:

1. A high school graduate or its equivalent can enter the freshman year without examination.
2. A graduate of an accredited normal school or its equivalent can enter the junior year.
3. A person holding a normal graduate diploma or equivalent can enter the senior year.
4. A college or university graduate can enter the senior year.
5. A person who has college or university credits will be given advanced standing, year for year, except the senior year, which he must take in this institution.

III. Diploma:

1. This diploma is a license to teach for life and confers the degree of Bachelor of Arts in Education (A. B.).

SUMMER AND NON-RESIDENT WORK

1. The summer term is six weeks, the student usually takes three subjects and recites double periods, making thereby three term-credits.

2. Persons who are not so situated as to attend the regular year avail themselves of this opportunity to take the work of the school leading to graduation and a diploma.

3. What are called non-resident courses are conducted under the supervision of the school. These courses embrace careful study of prescribed books, writing analyses of their contents, and engaging in oral discussions of them conducted by some member of the faculty. The study of the educational problems growing out of the teacher's practical work, and the preparation of theses based upon this work will constitute a prominent feature of non-resident work.

4. Any person who desires to receive a diploma must put in at least two summer terms at the school.

5. A fee of three dollars a course, payable in advance, is charged every non-resident student. When attending the terms of the school, students pay regular fees.

ADVANCED STANDING

1. Teachers, principals and superintendents, who are rendering eminent service in school work and who are progressive and professional, may receive credits for advanced

standing, enroll and do work as non-residents and in the summer terms, which work will lead to graduation and a diploma.

2. A blank application is furnished the applicant; he fills it out and returns it to school. The credits are given by the Committee on Advanced Standing, countersigned by the President. A blank is in this bulletin.

INSTRUCTIONS FOR REGISTRATION AND NON-RESIDENT WORK

1. Apply to the President of the School for a registration blank on Advanced Standing, Summer and Non-Resident Work, fill out and return to the President of the School.

2. Send with the blank a statement of the course or courses you desire to pursue, with fees for the same, and the probable amount of time you will have to devote to the work. An admission card with permission to begin the work will be returned to you.

3. Careful notes or outlines should be made as the reading proceeds. As each volume is completed these notes or outlines, legibly written or typewritten, should be submitted to the committee for approval. Brevity and clearness as well as legibility are of prime importance in all written work submitted.

4. As soon as convenient after the completion of the books of a course, the student should report at the State Normal School for an oral examination in the subject mat-

ter read. The result of this examination together with the quality of the outlines and themes submitted shall determine the credit to be given. Occasionally it will be possible for our school visitor or other member of the faculty to conduct the examination at the home of the student, thus saving him the expense of a journey to Greeley.

5. All correspondence should be address to the School.

6. In submitting outlines, themes, or any other written work for examination, do not fail to enclose postage for return mail; otherwise the papers will not be returned to the writer.

COURSES OF STUDY

I. COURSES WHICH APPLY ON NORMAL DIPLOMA.

The following courses of reading may be taken wholly *in absentia*. Credit will be given when the student has presented such approved outlines, themes, etc., as may be required by the department, and has past a satisfactory oral examination on the books read. Where to get the books used in these courses will be found in the bibliography at end of bulletin.

PSYCHOLOGY

PROFESSOR W. G. CHAMBERS.

Course III. Pedagogical Psychology. 1 credit.

1. Thorndike's Principles of Teaching, based on Psychology.
2. Huey's Psychology and Pedagogy of Reading.

3. Dewey's The School and Society.
4. Bagley's Educative Process.
5. Shaw's School Hygiene.

GEOGRAFY

PROFESSOR F. L. ABBOTT.

Course, General. 1 credit.

1. International Geografy: Mills.
2. Physical Geografy: Davis.
3. Commercial Geografy: Adams.
4. The Pedagogy of Geografy; Article in Pedagogical Seminary, March, 1907.

ART

PROFESSOR R. ERNESTI.

Course I. 1 credit.

A. Reading.

1. Free-hand Drawing: Cross.
2. Light and Shade: Cross.
3. Color Study: Cross.
4. Mechanical Drawing: Cross.
(Leaving out that part of free-hand drawing which deals with the glass slate.)
5. Elements of Perspectiv: Ch. G. Sullivan.
6. How to Look at Pictures: Robt. C. Witt.

B. Work Required in Drawing.

1. PICTORIAL.

1. Two pencil outline drawings, showing some model or group of models from two different positions.
2. Two light and shade drawings, showing different views of some model or group of models.
3. Two drawings in pen and ink, light and shade: one from still life, one illustrating a thought or a story.
4. One drawing in the sepia pencil, light and shade, from still life.
5. One water color of still life study:—fruit, vegetables, or some models.
6. (All sheets to have no less than five pictures.)
 - One drawing showing landscape in space division only, expressed by a simple line.
 - One drawing showing landscape masses, in silhouette expression.
 - One drawing showing landscape (pencil) in masses, light and shade.
 - One water color (polychrome) of landscape.
7. Two water color sketches, each representing plant forms and trees.

2. MECHANICAL WORKING DRAWINGS.

1. Two drawings showing illustrations of orthographic projections of solids, using cube, hollow square prism, cylinder, and equiangular prism.
2. One drawing illustrating orthographic projections of a piece of furniture.
3. One drawing: House plan.
4. One drawing: Printed Lettering.

The geometric solids and their projections are only used as illustrations of these principles underlying construction; the working drawing, their revolution upon given angles and penetration of solids are omitted, and in their stead will be used the beginner's lessons in Architecture, dealing with the House Plan and Elevations, also construction of Furniture.

A thesis is required on Free-hand Drawing, Light and Shade, Color, and Mechanical Drawing.

All drawings to be made on 9x12 sheets, white or colored, as the case or taste may require.

Course II. 1 credit.

A. *Reading:* Design.

1. A Manual of Historic Ornament: R. Glazier.
2. The Teaching of Ornament: F. H. Daniels.
3. Lessons on Decorative Design: Frank G. Jackson.
4. Clay Modelling: Anna M. Holland.

B. *Work Required in Drawing:* Design.

1. One drawing expressing stencil design.
2. One drawing giving a vase in flat for clay modelling.
3. One drawing: Book cover showing both sides of cover and back.
4. One drawing: Wall paper.
5. One drawing: Rug pattern.
6. One drawing: Stained glass window.
7. One drawing: Door.
8. One drawing: Historic ornament.

9. One drawing: Textil pattern for curtain.
10. Designing and making of an 11x14 portfolio to contain all drawings required.
11. The collecting, cutting and mounting of interesting and related magazine and calendar pictures upon six 9x12 sheets for the use of museum and picture study—the study of selection—composition.

All drawings to be made on 9x12 sheets, white or colored, as the case or taste may require.

Course III. For Special Art Students. 1 credit.

- A. *Reading*: Same as in Course I.
- B. *Drawings*: The requirements of Course I are doubled, topic by topic. Details furnisht on application.
- C. *Thesis and other requirements* as in Course I.

Course IV. For Special Art Students. 1 credit.

- A. *Reading*: Same as in Course II.
- B. *Drawings*: The requirements of Course II are doubled, topic by topic. Details furnished on application.
- C. *Thesis and other requirements* as in Course II.

Courses V, VI, VII. 3 credits.

After a review of the four Cross Manuals of Art Education given in Course I, read:

1. *How to Judge of a Picture*: Van Dyke.
2. *Art Education for High Schools*: Prang.
3. *History of Painting*: John C. Van Dyke.
4. *History of Architecture*: A. D. F. Hamlin.
5. *History of Sculpture*: Allan Marquand.

6. Other reference reading *ad libitum*, such as:

Ladies' Home Journal,
School Arts Book,
International Studio,
Craftsman.

A research into, and a rendering of a thesis on, the different systems of Art Education in use in the United States, and a selection of the best points made in each system.

A thesis each on History of Painting, Architecture, and Sculpture.

A thesis discussing Picture Study.

Courses VIII and IX. Work Required in Drawing. 2 credits.A. *Pictorial*:

1. Three pencil drawings in light and shade.
2. Two ink drawings in light and shade.
3. Two sepia drawings in light and shade.
4. Two water color drawings in monotone.
5. Two water color drawings in polychrome.
6. Two colored crayon (Dixon) drawings, polychrome.
7. One water color (6x9) drawing, landscape.
8. Two groups, five water color drawings, landscape.
9. Two groups, five pen and ink drawings, landscape.
10. Two groups, five water color monotone drawings, landscape.

B. Constructional (Mechanical).

1. Two drawings, front and side elevation of house. The elevation must have landscape (simple) surroundings.
2. One drawing, plan to same.
3. One drawing, sketch in water color in corner, and constructional analysis (working drawing) of piece of furniture.
4. One drawing, water color sketch and projections (working drawing) of some small bridge over creek or ditch, showing cross-sections, side and end views with landscape surroundings.
5. One drawing, water color sketch and projections (working drawing) of some simple fountain (drinking or decorative).

C. Construction and Design Correlated.

1. The making of a book cover (design in color or monotone). This is made according to bookbinders' handiwork.
2. The making and decorating of a glove or handkerchief box.
3. The making and stenciling on suitable cloth of a sofa pillow, towel border, or curtain embellishment.
4. Designing on 9x12 paper in color or monotone of three models for clay building. Subjects optional.
5. Making and designing of a portfolio.

6. Continuation of picture museum by adding six more selected sheets of pictures.

All drawings to be executed on 9x12 paper, white or colored, as case or taste dictate.

D. Design, Drawing of Form and Decoration.

1. One drawing, pitcher.
2. " " plate.
3. " " bowl.
4. " " cup and saucer.
5. " " rug pattern.
6. " " wall paper. Pattern of upper third and border.
7. " " Textil pattern (Imitating cloth). Sample piece of cloth attached to sheet.
8. " " hanging porch lamp.
9. " " clock.
10. " " Interior, sitting or dining room, showing corner of room, a window, some furniture, part or all of rug on floor, fireplace, pictures on wall. Color scheme to represent a unit in harmony—either analagous or dominant.
11. " " fire place (modern).
12. " " stained glass window.
13. " " door related to this window.
14. " " gateway to garden showing beyond.

All these to be done in water color on 9x12 paper.

Examination two weeks at close of year, or as designated by President of School.

HISTORY OF MUSIC

PROFESSOR THEO. E. FITZ

Course I. 1 credit.

1. Primitiv Music, Vol. 1, Wallaschek.
2. History of Music, to page 344, Baltzell.
3. Music in Art, Ennis.

Course II. 1 credit.

1. Modern Music, Hullah.
2. History of Music, from page 345 to Finis, Baltzell.
3. Relation of Psychology to Music, Bartholomew.

MANUAL TRAINING

PROFESSOR S. M. HADDEN.

Course V. 1 credit.

A course in woodwork suitable for the elementary school.

This course includes the planning of a series of objects suitable for the different grades from the fourth thru the eighth. Books and materials on application.

Below are some of the topics discust:

Correlation, child interest, child powers, skill, methods in teaching, relation of child to work, relation of teacher to

work, discussion and preparation of materials, care of equipment, working drawings, and cost.

Prerequisite: Manual Training I.

Course VII. Development of Industrial Education. 1 credit.

1. Continuation Schools in England and Elsewhere:
M. E. Sadler.
 2. Educational Foundation of Trade and Industry:
Fabian Ware.
 3. Education and Industrial Evolution: Frank Tracy
Carlton.
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DOMESTIC SCIENCE

MISS ELEANOR WILKINSON.

Course I. Evolution of the House. 1 credit.

1. Prehistoric Man and Beast: Hutchinson.
2. Habitations of Man in All Ages: Viollet-le-Duc.
3. Home Life of the Ancient Greeks: Hugo Blummer.
4. Germanic Origin: Gummere (Chapter four).
5. Evolution of the English House: S. O. Addy.
6. Home Life in Colonial Days: Mrs. A. M. Earle.

Course II. Textils. 1 credit.

1. History of Silk, Cotton, Linen and Other Fibrous
Substances: C. M. Saxon.
2. Textils and Clothing: Kate Heintz Watson.
3. Woman's Share in Primitive Culture: Mason.
4. Textils—The Lesser Arts: William Morris.
5. Colonial Days in Old New England: Mrs. A. M.
Earle.

PHYSICAL EDUCATION—THEORY

PROFESSOR J. T. LISTER.

Courses must be taken in order given.

Course I. Physiology and Hygiene. 1 credit.*A. Physiology.*

1. Human Body: Martin.
2. Elementary Physiology: Foster and Shore.
3. Physical Nature of the Child: Rowe.
4. Nervous System of the Child: Warner.

B. Hygiene.

1. Graded Lessons in Hygiene: Krohn.
2. Personal Hygiene: Pyle.
3. Hygiene of the School Room: Barry.
4. Cost of Food: Richards.

Course II. Kinesiology and Physiology of Bodily Exercise. 1 credit.

1. Special Kinesiology: Posse.
2. Physiology of Bodily Exercise: La Grange.
3. Mind and Body: Martin.
4. Physical Education: Sargent.
5. Physical Culture: Emerson.
6. Practical Physiology: Blaisdell.
7. Applied Physiology: Overton.

Teaching two periods.

Course III. Games for the School and Yard, Track and Field Athletics. Preparation for Track Meets and Rules Governing the same. 1 credit.

1. Book of Games: Arnold.
2. One Hundred and Fifty Gymnastic Games: Ellis
Boston Normal School.

3. Games for the School and Gymnasium: Schaeffer.
4. Swedish Song Plays: Bolin.
5. Marching Calisthenics and Fancy Steps: Lundgren.

Teaching two periods.

Course IV. Physical Diagnosis and Anthropometry. Practis in Taking and Recording Measurements, Etc. 1 credit.

1. Physical Diagnosis and Anthropometry: Seaver.
2. Rules for Measuring: Sargent.

Teaching two periods.

Course V. First Aid to the Injured. 1 credit.

1. Accidents and Emergencies: Dulles.
2. Personal Hygiene: Pyle.

Teaching two periods.

Course VI. General Athletic Training. Ancient and Modern Methods Compared. 1 credit.

Books and Materials furnisht on demand.

Teaching three periods.

- II. COURSES WHICH APPLY ON ANY OF THE DIPLOMAS:
NORMAL, NORMAL GRADUATE, OR NORMAL COLLEGE.
WHOLLY NON-RESIDENT.

PHILOSOPHY OF EDUCATION

PROFESSORS HUGH, CHAMBERS AND MILLER.

Course I. Historical Aspects of Education. 1 credit.

PROFESSOR D. D. HUGH.

1. Text-Book in the History of Education: Munroe.
2. Educational Reformers: Quick.
3. Educational Ideal: Munroe.

Note: Davidson's History of Education and Kemp's History of Education may be substituted for (1).

Course II. The Biological Aspects of Education. 1 credit.

PROFESSOR W. G. CHAMBERS.

1. Foot Notes to Evolution: Jordan.
2. Educational Psychology: Thorndike.
3. Fatigue: Mosso.
4. Mind in the Making: Swift.
5. Growth and Education: Tyler.

Course III. The Sociological Aspects of Education. 1 credit.

PROFESSOR G. R. MILLER.

1. Herbartian Psychology Applied to Education: Adams.
2. Motives, Ideals, and Values in Education: Chancellor.
3. Social Education: Scott.
4. Education and the Larger Life: Henderson.
5. Meaning of Education: Butler.

PEDAGOGY

PROFESSOR D. D. HUGH.

Course IV. Method of the Recitation. 1 credit.

1. The Method of the Recitation: McMurry.
2. The Recitation: Hamilton.
3. Elementary Education: Keith.
4. The Educativ Process: Bagley.

LITERATURE

MISS L. M. HANNUM.

Courses for credit in non-residence must await the publication of detailed *syllabi*. But reading on two courses may be begun which can be used for credit when the publication of bulletins permits a full outline of each course to be carried out.

Course VII. Nineteenth century poetry, with special reference to the rise of the greater elements of the Romantic movement. 1 credit.

1. Characteristic work of five of the poets studied in the course:

a—Robert Burns:

To a Mouse.

To a Mountain Daisy.

Death and Dying Words of Poor Mailie.

Poor Mailie's Elegy.

A Winter Night.

The Two Dogs.

Songs: Bannockburn.

The Dumfries Volunteers.

For A' That and A' That.

Auld Lang Syne.

A Red, Red Rose.

O, Were I on Parnassus Hill.

Now Westlin Winds.

On Cessnock Banks.

My Wife's a Winsome, Wee Thing.

I Love My Jean.

Songs: Naebody.
 Mary Morrison.
 The Banks o' Doon.
 Oh, Wert Thou in the Cauld Blast.
 Highland Mary.
 To Mary in Heaven.
 John Anderson, My Joe.

The Holy Fair.
 The Two Herds.
 Holy Willie's Prayer.
 The Vision.
 A Bard's Epitaph.
 To the Unco Guid.
 The Cotter's Saturday Night.
 Tam O'Shanter.

b—William Wordsworth:

Memorials of a Tour in Scotland:

At the Grave of Burns.
 Thoughts.
 To the Sons of Burns.

The Prelude, Bks. I and II.
 To the Daisy—To the Same Flower.
 To the Small Claudine—To the Same Flower.
 Lucy poems:

Strange Fits of Passion I Have Known.
 I Travelled Among Unknown Men.
 Three Years She Grew in Sun and Shower.
 A Slumber Did My Spirit Seal.

The Solitary Reaper.
 To a Highland Girl.
 She Was a Phantom of Delight.
 Personal Talk.
 The Tables Turned.
 Lines Written Above Tintern Abbey.
 I Wandered Lonely As a Cloud.
 The Reverie of Poor Susan.
 My Heart Leaps Up.
 To a Skylark.
 The Nightingale and the Stock-dove.
 Ode to Duty.
 Ode on Intimations of Immortality.

Sonnets:

Westminster Bridge.
 Calais Sands.
 It is a Beauteous Evening.
 Milton, Thou Shouldst be Living at This
 Hour.
 The World is Too Much With Us.
 To Sleep.

Children's poems:

Lucy Gray.
 We Are Seven.
 The Pet Lamb.
 Louisa.
 Michael.
 Matthew.
 The Brothers.

The Old Cumberland Beggar.
 The Leech-Gatherer.
 The Affliction of Margaret.

c—Percy Bysshe Shelley:

To a Skylark.
 Mutability.
 Time.
 Music.
 A Dirge.
 To the Moon.
 The World's Wanderers.
 To Constantia Singing.
 To—(Music When Soft Voices Die).
 To Night.
 A Lament.
 Lines—(When the Lamp is Shattered).
 To—(When Passion's Trance is Overpast).
 Love's Philosophy.
 Stanzas Written in Dejection, Near Naples.
 Lines to an Indian Air.
 Ode to the West Wind.
 Hymn to Intellectual Beauty.
 Adonais.
 Prometheus Unbound.

d—John Keats:

To Autumn.
 Bards of Passion and of Mirth.
 Bright Star, Would I Were as Steadfast as Thou
 Art.

When I Have Fears That I May Cease To Be.
 La Belle Dance sans Merci.
 Ode on a Grecian War.
 Ode to a Nightingale.
 Ode to Psyche.
 The Eve of St. Agnes.
 Endymion.

e—George Gordon Byron.

Manfred.

Lyrics:

When We Two Parted.
 Fare Thee Well.
 She Walks in Beauty.
 Maid of Athens.

Stanzas for Music:

There be None of Beauty's Daughters.
 Ah, Talk Not to Me of a Name Great in
 Story.
 There's Not a Joy the World Can Give.
 Could Love Forever.
 Remember Him Whom Passion's Power.
 Well, Thou Art Happy and I Feel.
 Stanzas to Augusta.
 To Thomas Moore.
 So We'll Go No More a Roving.

Prometheus.

Isles of Greece.

Don-Juan, II, IV.

Childe Harold: I, 13 seq; II, 6, 25-26, 73, 83, 87-88, 91; III, 21-28, 68, 85, 92-96; IV, 1-5, 26, 30-34, 78-79, 139-145, 178-179, 186.

Course VIII. Three Periods of Drama. 1 credit.

Twelve plays characteristic of the drama of to-day, selected from the titles given below and read with the following questions in mind: What moral ideas seem to be struck at as false or inadequate? Is the spirit of the plays wholly iconoclastic, or do you find suggestions of fresh constructive ideas felt after, but imperfectly apprehended? How should you put these ideas into words and in what characters and incidents do you find them best embodied? In what plays do you find an atmosphere as of a pervasive spiritual presence in and through man's daily life? Where do you find hints of a power underlying man's apparent limitations (of heredity, of education, of temperament, of social conventions) that might take control of man's destiny? Where appear suggestions of the principle of projected efficiency? (the idea that man's duty and happiness are ultimately to be determined by the effect of his ideals and his conduct upon the coming race).

a—Ibsen:

Emperor and Gallilean.
Brand.
Peer Gynt.
A Doll's House.
The Pillars of Society.
An Enemy of the People.
Ghosts.

Rosmersholm.
The Master Builder.

b—Maeterlink.

The Blind.
Pelleas and Melisande.
Jozzelle.

Home.

The Intruders.

The Death of Tentagiles.

} Counted as one.

The Treasure of the Humble (essays) for suggestions of Maeterlink's idea of a static theater.

c—Sudermann:

Magda.

The Joy of Living.

d—Hauptmann:

The Sunken Bell.

The Weavers.

e—D'Annunzio:

Gioconda.

f—Yeats:

The Land of Heart's Desire.

g—Bernard Shaw:

Man and Superman.

Candida.

Arms and the Man.

h—Percy Mackaye:

Sappho.

MODERN FOREN LANGUAGES

PROFESSOR A. GIDEON.

ELEMENTARY GERMAN

Courses I, II, III. As outlined in the regular catalog. 3 credits.

The applicant will be expected to give evidence of his acquaintance with the texts indicated and to meet the requirements as to pronunciation, knowledge of the most common grammar facts and appreciation of sentence structure. Oral and written examination.

1. German Grammar: Thomas. Part I.
2. German Reader and Theme-book: Thomas and Harvey.
3. Immensee: Storm.
4. L'Arrabbiata: Heyse.
5. Garmelshausen: Gerstaecker.
6. Hoher als Die Kirche: Von Hillern.

In lieu of texts mentioned, others of the same character may be substituted.

INTERMEDIATE GERMAN

Courses IV, V, VI. As outlined in the regular catalog. 3 credits.

1. German Grammar: Thomas. Part II.
2. Der Fluch der Schoenheit: Riehl.
3. Brigitta: Auerbach.
4. Journalisten: Freytag.
5. Dietegen, or
Kleider Machen Leute, or
Romeo and Julia auf dem Dorfe. } Keller.

6. Gustav Adolf's Page, or
Der Schuss von der Kanzel. } Meyer.
7. Harzreise: Heine.
8. Das Lied von der Glocke, and
Wilhelm Tell. } Schiller.
9. Minna von Barnhelm: Lessing.
- Oral and written examination.
- Prerequisite: Courses I, II and III, or an equivalent.

ELEMENTARY FRENCH

Courses I, II, III. As outlined in the regular catalog. 3 credits.

Oral and written examination including, besides the texts indicated, accurate pronunciation, the ability to comprehend with facility ordinary literature and simple conversation.

1. French Grammar: Fraser and Squair. Part I.
2. Selections from Short Tales: Daudet.
3. L'Abbe Constantin: Halévy.
4. Le Conscrit de 1813, or
L'Histoire d'un Paysan. } Erckmann-Chatrian.
5. Colomba: Merimée.
6. La Grammaire: Labiche.

Oral and written examination.

INTERMEDIATE FRENCH

Courses IV, V, VI. As outlined in the regular catalog. 3 credits.

1. French Grammar: Fraser and Squair. Part II.
2. Advanced French Prose Composition: Francois.
3. La Belle-Nivernaise, or
Tartarin de Tarascon. } Daudet.

4. La Tulipe Noire: Dumas.
5. La Mare au Diable: Sand.
6. Paul et Virginie: Saint Pierre.

Substitutions of equal scope and difficulty may be made.

Oral and written examination.

Prerequisite: Courses I, II and III, or an equivalent.

III. COURSES WHICH APPLY ONLY ON NORMAL GRADUATE AND NORMAL COLLEGE DIPLOMAS. WHOLLY NON-RESIDENT.

ADVANCED PSYCHOLOGY

PROFESSOR W. G. CHAMBERS.

Course I. 1 credit.

1. Growth of the Brain: Donaldson.
2. Manual of Psychology: Stout.
3. Experimental Psychology and Culture: Stratton.

Course II. 1 credit.

1. Mind in the Making: Swift.
2. Educational Psychology: Thorndike.
3. Psychology and Pedagogy of Reading: Huey.
4. Introduction to Child Study: Drummond.

Course III. 1 credit.

1. The Animal Mind: Washburn.
2. Fatigue: Mosso.
3. Psychology of Child Development: King.
4. Youth: Hall.

SOCIOLOGY

PROFESSOR G. R. MILLER.

Course I. 1 credit.

1. Prehistoric Times: Avebury.
2. The Family: Bosanquet.
3. Mutual Aid, a Factor in Evolution: Kropotkin.
4. Evolution of Industry: Dyer.
5. Woman's Share in Primitive Culture: Mason.

Course II. 1 credit.

1. General Sociology: Small.
2. Principles of Sociology: Giddings.
3. Applied Sociology: Ward.
4. Social Psychology: Ross.

Course III. 1 credit

1. Principles of Economics: Seligman.
2. Orthodox Socialism: Le Rossignol.
3. Socialism: Spargo.
4. Economic Interpretation of History: Seligman.

Course IV. 1 credit.

1. Essentials of Economic Theory: Clark.
2. Evolution of Industrial Society: Ely.
3. Monopolies and Trusts: Ely.
4. Psychology of Socialism: Le Bon.

HISTORY

PROFESSOR G. R. MILLER.

Course V. (Method and Curricula.) 1 credit.

1. Method in History: Mace.
2. The Teaching of History and Civics: Bourne.
3. Special Method in History: McMurry.

4. Organic Education: Scott.
5. Place of Industries in Education: Dopp.
6. The School and Society: Dewey.

Course VI. 1 credit.

1. Evolution of the Aryan: Von Ihering.
2. Race Life of the Aryan People: Widney (2 vols.).
3. Chief Periods of European History: Freeman.

Course VII. 1 credit.

1. Civilization in the Middle Ages: Adams.
2. Development of Western Civilization: Forrest.
3. Short History of the Renaissance: Symonds.
4. Makers of Florence: Oliphant.

Course VIII. 1 credit.

1. Development of Modern Europe: Andrews.
2. Modern Europe: Phillips.
3. Era of the Protestant Revolution: Seebohm.
4. French Revolution: Morris.
5. The English Constitution: Bagehot.

Course IX. 1 credit.

1. European Background of American History: Cheney.
2. Spain in America: Bourne.
3. France in America: Thwaites.
4. Beginnings of New England: Fiske.

Course X. 1 credit.

1. Critical Period of American History: Fiske.
2. Thomas Jefferson: Morse.
3. Alexander Hamilton: Lodge.
4. John C. Calhoun: Von Holst.
5. Jacksonian Democracy: Mac Donald.

Course XI. 1 credit.

1. American Diplomacy: J. B. Moore.
2. Reconstruction, Political and Economic: W. A. Dunning.
3. National Development: E. E. Sparks.
4. National Problems: D. R. Dewey.

Course XII. 1 credit.

1. Economic History of the United States: E. L. Bogaert.
2. Financial History of the United States: D. R. Dewey.
3. American History and Its Geographical Conditions: Helen C. Semple.
4. Industrial America: J. L. Laughlin.

HISTORY OF EDUCATION

PROFESSOR D. D. HUGH.

Course I. (Any five of the following): 1 credit.

1. Leonard and Gertrude: Pestalozzi.
2. Education of Man: Froebel.
3. Herbart and the Herbartians: DeGarmo.
4. Emile: Rousseau.
5. Education: Spencer.
6. Thoughts on Education: Locke.

LATIN

PROFESSOR J. H. HAYS.

Course I. The Art of Reading and Teaching Latin. 1 credit.

The only course in Latin offered for non-resident work is one in The Art of Reading and Teaching the Language,

together with a proper acquaintance with the Ancient Myths as will aid the teacher in the reading of the Latin Classics. In addition to the knowledge of the language, the following books will have to be reported on by all candidates for this course:

1. The Latin Clause Construction: F. Richie.
2. The Anticipatory Subjunctive in Latin: W. G. Hale.
3. The Art of Reading Latin: W. G. Hale.
4. Quantitative Pronunciation of Latin: A. J. Ellis.
5. Private Life of the Romans: H. W. Preston.
6. Myths: Gayley.

BIOTICS AND EDUCATION

PRESIDENT Z. X. SNYDER.

Course I. Heredity and Education. 1 credit.

1. Heredity: J. Arthur Thompson.
2. Essays on Heredity: A. Weismann.
3. Hereditary Genius: Francis Galton.

Course II. Evolution and Education. 1 credit.

1. Footnotes to Evolution: David Starr Jordan.
2. Evolution and Animal Life: Jordan and Kellogg.
3. Origin of Species: Charles Darwin.

Course III. Motorization and Education. 1 credit.

1. Pragmatism: William James.
2. Studies in Logical Theory: John Dewey.
3. Humanism: F. C. S. Schiller.

...COLORADO...
STATE SCHOOL

EXPERIMENTAL PEDAGOGY

PROFESSOR W. G. CHAMBERS.

Course I. A Practical Course. 1 credit.

A. Superintendents, principals, and teachers who have a sufficient basis of scholarship and practical experience, are encouraged to take up experimental investigations of problems which arise in their every-day school experience. Such studies as comparisons of progress in pupils of different races or social conditions, relation of mental and motor abilities, relation of sensory defects and school progress, fatigue, retarded pupils, mental types, correlation of different abilities, formal disciplin, individual instruction, elastic systems of grading and promotion, are suggestiv of what will be accepted as legitimate work for this course. The school will aid by suggestions and will put investigators in touch with what has been done elsewhere along the line of the study.

B. Reading of monograf, periodical and other literature bearing on the problem selected.

C. A thesis giving a detailed account of the investigation, its generalizations, its scientific relations, and its application to practical pedagogy.

D. An oral examination and defense of the thesis.

Courses II and III. 1 credit each.

Problems sufficiently extensiv and important may be extended to include work equivalent to two or three courses for which credits will be granted proportionately.

MATHEMATICS

PROFESSOR G. B. HALSTED.

Course I. Analytic Geometry. 1 credit.

The course in Analytic Geometry must be more than what is requisit for the most fruitful treatment of the Differential Calculus, yet complete in itself for those intending to go no farther in analytic mathematics.

As a basis may be taken:

1. Introduction to Analytic Geometry: Smith and Gale.

After a review of Algebra and Trigonometry, with special attention to graphic methods, the whole of this text-book should be accomplisht, and all the exercises and problems workt out in full and diagramed handsomely in a squared-paper note book, to be submitted at the time of final examination.

Works for comparison and elucidation are:

2. Conic Sections: Puckle:
3. Conic Sections: Smith.
4. Solid Geometry: Smith.

Course II. Synthetic Geometry. 1 credit.

This is a course not only for the mastery of the most modern methods in this subject, but to serve as best foundation and preparation for teaching the ordinary texts.

Read the five Books:

1. Elements of Geometry: Halsted. 6th Ed.
2. Synthetic Geometry: Halsted. 2nd Ed.
3. Mensuration: Metric Geometry: Halsted. 4th Ed.
4. Rational Geometry: Halsted. 2nd Ed.

5. Projective Geometry: 2nd Ed.

Write a comparison of these books.

Write out, with careful figures and diagrams, forty exercises from each of these books, not more than five in any one chapter, all to be submitted at the time of the final examination.

NATURE STUDY AND AGRICULTURE

PROFESSOR H. W. HOCHBAUM.

Course I. Nature Study. 1 credit.

Aim and purpose of nature study: its place in the school: the relation of nature study to other subjects taught in the common schools. Nature study is not a study in the sense that it is a measure of accumulated facts, but is rather an attitude of mind in the presence of facts—not a study but a spirit. “Nature sympathy” would better express the idea, namely, the awakening of a living sympathy for nature in the heart of every child.

The following books tell of the aims and ideals, the theory and practis of Nature Study:

1. The Outlook to Nature: L. H. Bailey.
2. The Nature Study Idea: L. H. Bailey.
3. Nature Study and Life: C. F. Hodge.
4. The Study of Nature: S. C. Schmucker.
5. The Nature Study Review: Official Organ of the American Nature Study Society.

Course II. Nature Study Material. 1 credit.

A familiarization with the good and common things of the every-day world about us is essential in teaching

Nature Study. Of the many good books on Nature Study, the following are most helpful to the beginner:

1. Lessons with Plants: L. H. Bailey.
2. Bird Life: F. M. Chapman.
3. Insect Life: J. Comstock.
4. First Studies of Plant Life: G. F. Atkinson.
5. Animal Studies: Jordan, Kellogg & Heath.
6. The Study of Nature: S. C. Schmucker.

Prerequisite: Course I above.

Course III. Elementary Agriculture and School Gardening. 1 credit.

In addition to the reading prescribed here, the student must study the agriculture of the region in which he lives from actual observation. He must also perform the experiments which these books outline:

1. The Principles of Agriculture: L. H. Bailey.
2. Agriculture Thru the Laboratory and School Garden: Jackson & Dougherty.
3. Garden Making: L. H. Bailey.
4. The Fertility of the Land: I. P. Roberts.
5. The Home Vegetable Garden: Farmers' Bulletin, No. 255.
6. A Primer of Forestry: Farmers' Bulletin, No. 134.
7. The School Garden: Farmers' Bulletin, No. 218.
8. Irrigation in Field and Garden: Farmers' Bulletin, No. 138.

Prerequisites: Courses I and II above.

BIOLOGY

PROFESSOR L. A. ADAMS.

Course I. Mammals. 1 credit.

A—Books for study:

1. American Natural History: W. T. Hornaday.
2. Any good Zoölogy, as Parker & Haswell; Weysse Synoptic Text-Book of Zoölogy; study about the anatomy of mammal teeth and a little about the general anatomy.
3. Geographical Distribution: F. E. Beddard.
4. Evolution and Animal Life: Jordan & Kellogg.

B—Familiarize yourself with the orders and families in Hornaday and get the differences in the groups.

C—Make a study of the mammals found in your vicinity and write a paper of 2,500 words on these, giving observations on ecology, food, habits, and young.

D—Write a paper of 1,500 words on the evolution of mammals. Reference: Evolution & Animal Life, or any good work on Evolution.

Submit papers and take an examination on work done.

Course II. Ornithology. 1 credit.

A—Books for study:

1. The Bird: C. W. Beebee.
2. Handbook of the Birds of the Western United States: Bailey, Florence Merriam.
3. Bird Life: F. M. Chapman.

- B—Write a paper of 2,500 words on the birds found in your neighborhood. Write about their habits of feeding, their nests, and their young, as observed by you. No description.
- C—Write a paper of 1,500 words on the migration of birds. References will be sent for this when applied for.
- D—Learn the orders and families of birds in all but the Passerine group, and in these learn all that you have in your locality. There should be at least fifteen found, unless the locality is too high in the mountains. In learning these, get the differences that are the causes for the orders and families.

Submit papers and take examination in the work.

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