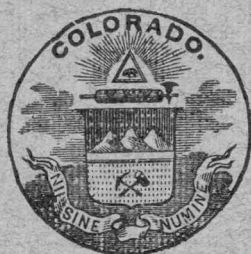


# State Normal School of Colorado



Bulletin of Announcement of  
**The Normal College Course**  
1909-1910

---

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

Series IX. No. 2

---

Published Quarterly by the Trustees of the State  
Normal School of Colorado, Greeley, Colorado

*Entered at the Postoffice, Greeley, Colo., as Second-class matter*

...COLORADO...  
STATE NORMAL SCHOOL  
Greeley, Colorado



# Bulletin of Information

CONCERNING THE

## Normal College Course

OF THE

Colorado State Normal School

July 1909

# 1909

# 1910

## JANUARY

## JULY

## JANUARY

## JULY

S	M	T	W	T	F	S
..	..	..	..	1	2	3
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	..	..	..	..	..	..

S	M	T	W	T	F	S
..	..	..	..	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
..	..	..	..	..	..	..

S	M	T	W	T	F	S
..	..	..	..	1	2	3
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	..	..	..	..	..

S	M	T	W	T	F	S
..	..	..	..	1	2	3
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	..	..	..	..	..	..

## FEBRUARY

## AUGUST

## FEBRUARY

## AUGUST

S	M	T	W	T	F	S
..	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	..	..	..	..	..	..
..	..	..	..	..	..	..

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	..	..	..	..
..	..	..	..	..	..	..

S	M	T	W	T	F	S
..	1	2	3	4	5	6
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	..	..	..	..	..
..	..	..	..	..	..	..

S	M	T	W	T	F	S
..	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	..	..	..
..	..	..	..	..	..	..

## MARCH

## SEPTEMBER

## MARCH

## SEPTEMBER

S	M	T	W	T	F	S
..	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	..	..	..
..	..	..	..	..	..	..

S	M	T	W	T	F	S
..	..	..	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	..	..
..	..	..	..	..	..	..

S	M	T	W	T	F	S
..	1	2	3	4	5	6
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	..	..
..	..	..	..	..	..	..

S	M	T	W	T	F	S
..	..	..	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	..	..
..	..	..	..	..	..	..

## APRIL

## OCTOBER

## APRIL

## OCTOBER

S	M	T	W	T	F	S
..	..	..	..	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	..
..	..	..	..	..	..	..

S	M	T	W	T	F	S
..	..	..	..	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
..	..	..	..	..	..	..

S	M	T	W	T	F	S
..	..	..	..	1	2	3
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
..	..	..	..	..	..	..

S	M	T	W	T	F	S
..	..	..	..	1	2	3
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	..	..	..	..	..	..

## MAY

## NOVEMBER

## MAY

## NOVEMBER

S	M	T	W	T	F	S
..	..	..	..	1	2	3
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	..	..	..	..	..

S	M	T	W	T	F	S
..	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	..	..	..	..
..	..	..	..	..	..	..

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	..	..	..	..
..	..	..	..	..	..	..

S	M	T	W	T	F	S
..	1	2	3	4	5	6
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	..	..	..
..	..	..	..	..	..	..

## JUNE

## DECEMBER

## JUNE

## DECEMBER

S	M	T	W	T	F	S
..	1	2	3	4	5	6
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	..	..	..
..	..	..	..	..	..	..

S	M	T	W	T	F	S
..	..	..	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	..
..	..	..	..	..	..	..

S	M	T	W	T	F	S
..	..	..	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	..	..
..	..	..	..	..	..	..

S	M	T	W	T	F	S
..	..	..	1	2	3	4
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
..	..	..	..	..	..	..

# ANNOUNCEMENTS

---

1909-1910

---

## FALL TERM

Opens Tuesday, September 14, 1909.

Closes Monday, December 6, 1909.

## WINTED TERM

Opens Tuesday, December 7, 1909.

Closes Monday, March 21, 1910.

## SPRING TERM

Opens Tuesday, March 22, 1910.

Closes Thursday, June 9, 1910.

## SUMMER TERM

Opens Tuesday, June 21, 1910.

Closes Friday, July 29, 1910.

## CHRISTMAS HOLIDAYS

Christmas Holidays from Friday, December 17, 1909, to Monday, January 3, 1910.

## SPRING VACATION

Spring vacation from Friday, March 12, 1910, to Monday, March 21, 1910.

## COMMENCEMENT WEEK

Baccalaureate Sermon, Sunday afternoon, June 5, 1910.

Class Day Exercises, Tuesday evening, June 7, 1910.

Alumni Anniversary, Wednesday, June 8, 1910.

Commencement, Thursday, June 9, 1910.

The President's Reception to the Graduating Class,  
Thursday evening, June 9, 1910.

Alumni Banquet, December, 1909, Denver, Colorado.

# ADMIMISTRATION OF SCHOOL

---

## I. Board of Trustees

HON. GEORGE M. HOUSTON .....	Greeley
Term expires 1915	
HON. JOSEPH A. THATCHER .....	Denver
Term expires 1915	
HON. S. J. DONLEAVY.....	Trinidad
Term expires 1913	
HON. L. W. MARKHAM.....	Lamar
Term expires 1913	
HON. MILTON R. WELCH... ..	Delta
Term expires 1911	
MRS. THALIA RHOADS .....	Denver
Term expires 1911	
MRS. KATHERINE M. COOK .....	Denver
<i>State Superintendent Public Instruction</i>	
Term expires 1911	

## II. Officers

L. W. MARKHAM, Lamar .....	President
A. J. PARK, Greeley .....	Secretary
J. M. B. PETRIKIN, Greeley .....	Treasurer

**III. Standing Committees**

*Finance*

MR. WELCH, MR. HOUSTON, MR. MARKHAM

*Teachers*

MR. HOUSTON, MR. THATCHER, MR. WELCH,  
MRS. COOK

*Library*

MR. THATCHER, MRS. COOK, MRS. RHOADS,  
MR. DONLEAVY

*Kindergarten and Training Departments*

MRS. RHOADS, MR. THATCHER, MR. DONLEAVY.

*Executive and Building*

MR. MARKHAM, MR. HOUSTON, MR. THATCHER,  
MR. WELCH.

## EDUCATIONAL MANAGEMENT

## I. Faculty

---

1908-1909

ZACHARIAH XENOPHON SNYDER, Ph. D., President,  
*Professor of Education*

JAMES HARVEY HAYS, A. M., Vice-President,  
*Dean of School and Professor of Latin*

LOUISE MORRIS HANNUM, Ph. D., Dean of Women,  
*Professor of English Literature and Language*

ARTHUR EUGENE BEARDSLEY, M. S.,  
*Professor of Biology and Economic Biology*

ELIZABETH HAYS KENDEL, Pd. M.,  
*Training Teacher and Professor of Intermediate  
Education*

SAMUEL MILO HADDEN, Pd. B., A. B., A. M.,  
*Professor of Manual Training*

DAVID DOUGLAS HUGH, A. M.,  
*Dean of Training School and Professor of Education*

FRANCIS LORENZO ABBOTT, B. S., A. M.,  
*Professor of Physical Science and Physiography*

ROYAL WESLEY BULLOCK, Ph. B.,  
*Principal High School and Professor of Secondary  
Education*



BELLA BRUCE SIBLEY, Pd. M.,  
*Training Teacher and Professor of Primary Education*

ELIZABETH MAUD CANNELL, Director of Kindergarten,  
*Professor of Kindergarten Education*

ABRAM GIDEON, B. L., M. A., Ph. D.,  
*Professor of Modern Foren Languages*

RICHARD ERNESTI,  
*Professor of Drawing and Art*

WILL GRANT CHAMBERS, A. M. and M. S.,  
*Dean of Professional and Research Work, and  
Professor of Psychology*

ELEANOR WILKINSON,  
*Professor of Domestic Sciences*

ACHSA PARKER, M. A.,  
*Associate Professor of English Literature and  
Language*

GURDON RANSOM MILLER, Ph. B., A. M.,  
*Professor of History and Sociology*

CHARLES WILKIN WADDLE, Ph. D.,  
*Principal of Elementary School, and Professor of  
Grammar Grade Education*

GEORGE BRUCE HALSTED, A. B., Ph. D.,  
*Professor of Mathematics*

FRANCIS TOBEY, B. S.,  
*Professor of Reading and Interpretation*

## STATE NORMAL SCHOOL,

ETHAN ALLEN CROSS, A. B., Ph. M.,  
*Associate Professor of English Literature and  
Language*

H. W. HOCHBAUM, B. S. A.,  
*Associate Professor of Nature Study, School Gardening  
and Elementary Agriculture*

LEVERETT ALLEN ADAMS, B. A., M. A.,  
*Associate Professor of Biology, and Curator of the  
Zoological Museum*

DORA LADD, Pd. M., A. B.,  
*Training Teacher and Professor of Intermediate  
Education*

ALBERT FRANK CARTER, M. S., Librarian,  
*Professor of Bibliografy*

JOHN THOMAS LISTER, A. B.,  
*Professor of Physiology, Director of Physical  
Education*

W. B. MOONEY, Pd. M.,  
*School Visitor, Professor of School Administration*

THEOPHILUS FITZ,  
*Professor of Vocal Music, Harmony, and History of  
Music*

J. D. HEILMAN, Ph. D.,  
*Associate Professor of Psychology*

MARSHALL PANCOAST, B. L.,  
*Assistant Training Teacher High School*

ALICE M. KRACKOWIZER, B. S., B. Ed.,  
*Training School Supervisor of Geografy and Nature  
Study*

SELA BOYD, Pd. B., Ph. B.,  
*Assistant Librarian*

ALICE I. YARDLEY, Pd. B.,  
*Assistant Librarian*

JOAN CLARK KENDEL, Pd. B.,  
*Assistant in Music*

EDGAR D. RANDOLPH,  
*Assistant Training Teacher—Grammar Grades*

HENRY A. CAMPBELL, A. B.,  
*Assistant Training Teacher—High School*

---

VERNON MCKELVEY,  
*President's Secretary*

Office, Normal Building. Office hours, 8 to 12 and 1:30 to 5:30.

---

## EXAMINING BOARD

1909

MRS. KATHERINE M. COOK,  
*State Superintendent of Public Instruction*

MISS MARIE V. DONAHUE,  
*County Superintendent*  
Teller County

DR. Z. X. SNYDER,  
*President, State Normal School of Colorado*

## COUNCIL OF DEANS

JAMES HARVEY HAYS.....	Dean of School
LOUISE MORRIS HANNUM.....	Dean of Women
DAVID DOUGLAS HUGH.....	Dean of Training School
WILL GRANT CHAMBERS.....	
.....	Dean of Research and Professional Work

---

## FACULTY COMMITTEES

1908-1909

### *Executive*

*Function:* Courses, Classification, Credits, Graduation and Commencement.

PROFESSOR HAYS, PROFESSOR CHAMBERS,  
PROFESSOR HUGH

### *Non-Resident and Summer School*

*Function:* Detail Management for Non-Residents and Summer Term Work.

PROFESSOR CHAMBERS, PROFESSOR MILLER,  
PROFESSOR MOONEY

### *Social Counsel*

*Function:* Y. W. C. A., Conduct and Interests of Girls.

MISS HANNUM, MISS TOBEY, MISS KENDEL,  
MISS WILKINSON, MISS LADD

*Business*

*Function:* General Program, Registration, Records and Bulletins.

PROFESSOR CROSS, PROFESSOR HUGH,  
PROFESSOR MOONEY

*Physical Education*

*Function:* Gymnasium, Athletics, Playground, Sanitation, Helth.

PROFESSOR LISTER, PROFESSOR HADDEN, MISS TOBEY,  
PROFESSOR BULLOCK, PROFESSOR HOCHBAUM

*Museum*

*Function:* Specimens, Cataloging, Inspection.

PROFESSOR MILLER, PROFESSOR HADDEN, PROFESSOR  
BEARDSLEY, PROFESSOR HOCHBAUM, PROFESSOR  
HUGH, PROFESSOR ADAMS

*Educational Progress*

*Function:* Reports—What is Going on in Educational World.

PROFESSOR WADDLE, PROFESSOR CROSS, MISS HANNUM,  
PROFESSOR MOONEY, MISS CANNELL

*Alumni*

*Function:* Meetings, Organizations, etc.

PROFESSOR HADDEN, PROFESSOR MOONEY, MRS. SIBLEY,  
MISS LADD, MISS KENDEL

*Social*

*Function:* Receptions, Entertainments, and Meetings in Building.

PROFESSOR ABBOTT, P ROFESSOR GIDEON, MISS  
HANNUM, MISS TOBEY, MISS WILKINSON,  
PROFESSOR CHAMBERS

*Mentor*

*Function:* Student's Fund and General Welfare of Students.

PROFESSOR BEARDSLEY, MISS KENDEL,  
PROFESSOR GIDEON

*Music*

*Function:* Entertainments.

PROFESSOR FITZ, MISS KENDEL, PROFESSOR MILLER,  
MISS CANNELL, PROFESSOR KENDEL

*Arts Crafts*

*Function:* Exhibits, Buildings.

PROFESSOR ERNESTI, MISS TOBEY, PROFESSOR ADAMS

*Literary Exercise*

*Function:* Literary Societies, Class Play and Public Exercises of Students.

MISS TOBEY, PROFESSOR GIDEON, MISS KENDEL,  
PROFESSOR PANCOAST, MISS PARKER,  
PROFESSOR KENDEL

*Bureau*

*Function:* Placing Graduates, and Press Publications.

PROFESSOR MOONEY, PROFESSOR HAYS,  
PROFESSOR HUGH

*Training School*

*Function:* Organization, Work, Management and Growth.

PROFESSOR HUGH, PROFESSOR BULLOCK, PROFESSOR  
WADDLE, MISS KENDEL, MISS LADD, MRS. SIBLEY,  
MISS CANNELL, PROFESSOR RANDOLPH, MISS  
KRACKOWIZER, PROFESSOR MOONEY

*Grounds*

*Function:* Designs, Construction and Beautification.

PROFESSOR HOCHBAUM, PROFESSOR CARTER,  
PROFESSOR GIDEON

*Young Men*

*Function:* Organizations, Conduct and Interest of  
Boys.

PROFESSOR WADDLE, PROFESSOR BULLOCK,  
PROFESSOR LISTER

*Library*

*Function:* Organization, Use, Conduct, Books.

PROFESSOR CARTER, PROFESSOR CHAMBERS, PROFESSOR  
WADDLE, PROFESSOR BULLOCK, MISS T OBEY

## The Teacher's College Movement

The teacher's college movement in America is one of the latest steps in the practical evolution of the professional training of teachers. It is an effort to make complete and efficient both the general and technical education of teachers destined for the public school system. It aims to make the preparation of teachers for both elementary and high schools fully adequate to meet every demand of their professional work.

The Normal School system of the United States has a well-defined history. Originating in Massachusetts, it has extended its operation to every state of the Union, each of which now supports a school or system of schools for the training of teachers.

These schools entered upon their function in response to the public demand for better teachers in the public schools, and in the earlier days of Normal work the public high school had not yet evolved. Necessarily, then, the original function of Normal Schools was the training of elementary teachers.

Today conditions are radically changed. The public school system is an extended series of institutions, rapidly increasing in function. This extension of the public schools has and must still more increase the function of Normal Schools. New and extended fields of teaching—the kindergarten, the growing curriculum of the elementary school, the rapidly extending high school and its enlarging work, industrial education, manual training, physical education, domestic science and trade schools—these new facts and functions mark a new era in the history of Normal School training work.



The legitimate public demand upon Normal Schools is to meet in full these growing educational needs,—and the demand is being met by the inauguration of Teacher's College Courses in Normal Schools.

The greater Normal Schools are taking up their new necessary work of pedagogical college training of teachers for all branches of professional teaching work.

The Colorado State Normal School takes up the new work with every facility for success. Its equipment is adequate for the added work. The new advanced courses described in this bulletin offer Teacher's Training College opportunities to Colorado teachers. Our state needs the work. We are equipt and redy to do it.

---

## The Normal College Course

This course is the full equivalent of a four years' course taken in any college, and its completion entitles the graduate to the degree of A. B. in education.

To be admitted to the course, a student must be a graduate of an approved high school or must present evidence of an equivalent training.

The first two years of the Normal College Course are the same as the two years of the Normal Course. During these years the student must earn thirty credits,—eleven credits for required work (five in the training school, three in psychology and three in education) and nineteen credits for work elected by the student under direction of the faculty.

During the third and fourth years the student is required to earn twenty-four credits, twelve per year, or four per term. The work of these years is wholly electiv, but must be distributed as follows:

- (a) One credit per term in a major electiv.
- (b) One credit per term in a minor electiv.
- (c) One credit per term in educational theory.
- (d) One credit per term for training school work.

A major course is a term's work in the department in which the student is specializing.

Each candidate for graduation shall complete six major courses. Courses in other departments are minor courses.

The minor electivs may be chosen from among courses closely related to the major electivs, or they may be relativly independent, according to the needs of the student. But not more than three minor electivs may be chosen from any one department without special permission.

One period per day is devoted to teaching thruout the last two years. The subject taught must be some phase or part of the major electiv, or at least a closely related subject. Indeed, the close interdependence of the teaching and the principal studies of the students is one of the main features of the course and one of its most valuable means of culture.

The courses in educational theory are also constantly related to the teaching of students on one hand and to their major studies on the other. The college aims not only to put the students in possession of the subject matter of the subjects studied, but to make them masters of the pedagogy of those subjects. This involvs both a careful analysis of the subjects themselves and a sympathetic insight into the nature and needs of the pupils taught.

Before graduation each student shall present a thesis setting forth the results of at least a year's serious

individual work in the pedagogy of his major subject. This thesis shall give the results of the student's practical teaching in the training school and shall bring them into relation to the published theories and practices of the profession in educational literature. The subject for the thesis shall be chosen not later than the beginning of the senior year.

A wide range of elective courses is offered in the various departments of the school, thus making it easy for any student to satisfy his chief interests in the arrangement of his program. The following is a partial list of courses, by departments, a detailed description of which will be found in the general catalog:

#### PROFESSIONAL.

The departments of psychology, pedagogy, philosophy, history and sociology all offer advanced work of college grade suited to the needs and capacities of students applying. Most of this work is of the nature of research, combining class work with library investigation, and observation or experiment in the Training School. These courses are shaped to the special needs of superintendents, principals, specialists, and various administrative officers.

#### ENGLISH.

The advanced courses in English will consist of a study of the usual materials of college English with special study of methods of analysis and presentation to a class, with practice in the teaching of classes in the Training School.

#### LANGUAGE.

The usual college work is offered in Latin and in modern foreign languages.

### SCIENCE.

Work of college grade is given in physics, chemistry, biology, zoology, botany, physiology, geology, and mineralogy. These courses are given with special reference to application in the arts and industries, and include, in each case, the historical background of the particular subject.

### MATHEMATICS.

Courses are offered in trigonometry, analytical geometry, and calculus.

### ART AND MUSIC.

The college courses in these subjects will include a study of the history and evolution of the art, together with practis in execution suitable to the student's attainments.

### MANUAL TRAINING.

College courses in manual training will include a study of the evolution of industry and of tools, of the relation between esthetics and industries, of the pedagogics of the subjects, and practis in teaching the subjects.

Advant courses in domestic science will deal with the historical and theoretical aspects of the subjects usually taught in such department, and will be designed to train directors for that work.

For more definit outlines of special courses the reader is referd to the general catalog of the school or invited to correspond with the school or with the head of the department in which he is most interested.

## The Advantages of a Course in the Normal College

There are many reasons why a person preparing himself for serious and permanent work in the profession of teaching should get his training in a Normal College rather than in an institution of "general culture." Some of these reasons apply to Normal Colleges in general and some to this institution in particular.

1. In the ordinary college or university there is a great diversity of aims represented. In most classes there are prospective candidates for all kinds of business and for all professions. Necessarily the instruction for such a class must be general, and class spirit centers about some trivial thing. In a Normal College, however, there is a community of aim which specializes instruction and develops class spirit into professional spirit. For the average college the teaching profession is a mere incident and no serious, abiding respect is developed for it; in a Normal College teaching is the one important end of all the students' efforts and it comes to be regarded as a vocation worthy the best efforts of a lifetime.

2. Teaching has become a profession, and a Normal College is comparable to a professional school rather than to a college of liberal arts. There is no real competition between a college and medical or law or mining schools, and there should be as little between such an institution and a Normal College. No profession is more dependent on the right kind of professional enthusiasm than teaching. Such enthusiasm can be developed in the pervading pedagogical atmosphere of a Normal School, with its constant observation and practice in the training

school—the educational clinic. Professional poise means perfect at-home-ness in the atmosphere of the school room. This is secured for the teacher by training school experience as it is secured for the doctor by the clinic and the hospital.

3. The attitude of the learner makes a great deal of difference in the assimilation of subject matter. In ordinary instruction the teacher is concerned only with putting the learner in possession of the lesson. In normal instruction the effort is to have the student assimilate the material in such a way that he can most easily convey it to another. The normal student not only acquires the content of a science, but he examines the interrelations of its parts and its relations to other sciences. He must know it both as an organized system—  
—a unit in itself—and as a part of the larger system of human knowledge. Again, he not only studies the subject matter, but he studies how he studies it. In other words, the processes of learning and teaching become self-conscious. This is a very valuable instrument for general culture, regardless of teaching.

4. Again, it is commonly understood that acquisition and retention are much more certain when the individual has immediate use for the matter involved. In our plan of closely relating the academic work with the practical teaching of the students, this principle of utilization has a large place. What the student acquires from one point of view in one class he teaches from a different point of view in another class; and in order to adapt his material he must thoroughly assimilate it.

5. Imitation is undoubtedly the most influential factor in the training of teachers. In most respects we teach as we have been taught. It is commonly admitted

that the very worst teaching done anywhere is done in our colleges and universities. Most specialists in higher education scorn to adapt their instruction to the capacities and needs of their students, being interested chiefly in the science. In a Normal College, where the teaching and learning processes are special objects of study, each lesson becomes, in a sense, an object lesson and is made to illustrate the conclusions of scientific pedagogy. The teachers in training therefore get only good models for imitation.

6. Too much emphasis cannot be placed on the value to a prospective teacher of being brought, for a period of four years, into the closest touch with a complete public school system. Our training school is a complete public school unit, extending from the kindergarten thru the high school. Each student is expected to become thoroughly familiar with the subjects, methods of instruction, forms of discipline, dominant occupations, and all other phases of the school life of each grade. As a result, no matter where in the system he takes up his work, he knows what his pupils have undergone before reaching him, and he knows what is expected of them after they leave him. Opportunities for such a comprehensive and thorough view of the scope of education are rare even in normal colleges. One of the crying defects of our public schools is the failure of teachers to understand what is going on in other grades or departments than their own.

7. We have space for a mere suggestion of the very unusual advantages offered by this school in the way of laboratories, museums, library, conservatory and gardens, the best kept campus in the west, outdoor gymnasium, and numerous other features, for a descrip-

tion of which the reader is referd to our general catalog. Small classes, seminar methods, close personal contact of teacher and students are markt characteristics of the Normal College work.

## Non-Resident Work

The Normal School has been carrying on for the past year a system of non-resident work which has proved so popular and so valuable that this department will be enlarged and enricht. A large number of courses may be pursued by candidates unable to attend the school. Among these courses are many of collegiate grade, credits for which will count toward the A. B. degree. Teachers who cannot give up their school work to attend school but who desire to carry their studies further, are referd to our Non-Resident Bulletin, where descriptions of these courses are given. By means of these non-resident courses and attendance at our summer school students may complete a large part of the work required for the A. B. degree without giving up activ teaching.

---

## Opportunities for Normal College Graduates

### In High Schools

The growing demand for professionally traird teachers in high schools is definit and insistent. As the best grade schools no longer employ high school graduates without experience or training in teaching, so the high schools realize the inconsistency of employing graduates of higher schools who have had neither experience nor training in school administration.



The problems of secondary education are numerous, serious, and unique. The discipline and instruction of adolescents is a task requiring both natural ability and special preparation if the boys and girls of our high schools are to avail themselves fully of the educational opportunities offered them.

Our Normal College courses give a most effective training for high school teachers. The Normal High School, with over two hundred students, with a broad curriculum largely elective, and with the full equipment of a large state institution, is essentially a laboratory for the study of secondary educational problems. Teachers in training for high school work not only teach such classes daily throughout their course, but also share in the general administrative duties of the school. They conduct morning exercises, plan programs and celebrations for special occasions, direct literary and athletic work, organize library material, promote and guide suitable social gatherings, and, in every way possible, enter helpfully into the life interests of the students.

Teachers who have successfully taken this training are able to command the best positions and to fill them with distinction, rendering a social service far above that of the mere hearer of lessons.

### As Superintendents and Principals

The older men at the head of our school systems, both large and small, have gained their positions and their ability through a long and tedious apprenticeship. Modern notions of time economy suggest that young men of natural administrative ability should avail themselves of the experience of others, and, by technical training, fit themselves for the highly specialized work

of school administration. The special training of our college course includes observation and practice in a complete modern school system, affording every opportunity for the study of curricula, methods, organization, and policy, from the kindergarten to the high school inclusiv.

With such a training a man, while still young, may take charge of a school system, confident that if he begins well in the front ranks of educational workers he may hope to keep pace with the rapid advance of educational thought and public demand.

### As Training Teachers

For men and women of maturity, experience and natural ability, well trained in a Normal College, there are opportunities for work as training teachers in Normal Schools. Such work is attractiv, offering a wide field of usefulness. Several from this school have been placed in such positions, and the demand always exceeds the supply. The college course may be pland with such electivs as to fit one specially for the work of a training teacher.

### As Supervisors of Special Subjects

With the rapid introduction of special subjects, as manual training, domestic science, art, music, etc., comes a demand for specially trained supervisors of these subjects. A supervisor, being related officially to all departments of the school, must have a broad general training such as will guarantee sympathetic and intelligent co-operation with all teachers, and correlation of all subjects. At the same time the supervisor must

be an individual naturally gifted and well trained in the special work he is directing.

The Normal College Course well meets the need of students desiring such positions. By electing the specialties for a major and adding the related minors, meantime keeping up the practical teaching and pedagogical study, one may adequately prepare for positions as directors of kindergarten, physical education, manual training, domestic science, art, music, and modern foreign languages, receiving the degree of Bachelor of Arts. Positions are always open for such candidates. For further information concerning these special courses the reader is referred to special bulletins of each subject and to the general catalog.









