

SUMMER TERM  
1910

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# State Normal School of Colorado



Greeley, Colorado



NINTH  
ANNOUNCEMENT  
OF THE  
SUMMER TERM  
OF THE  
STATE NORMAL SCHOOL  
OF COLORADO  
GREELEY, COLORADO

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

1910

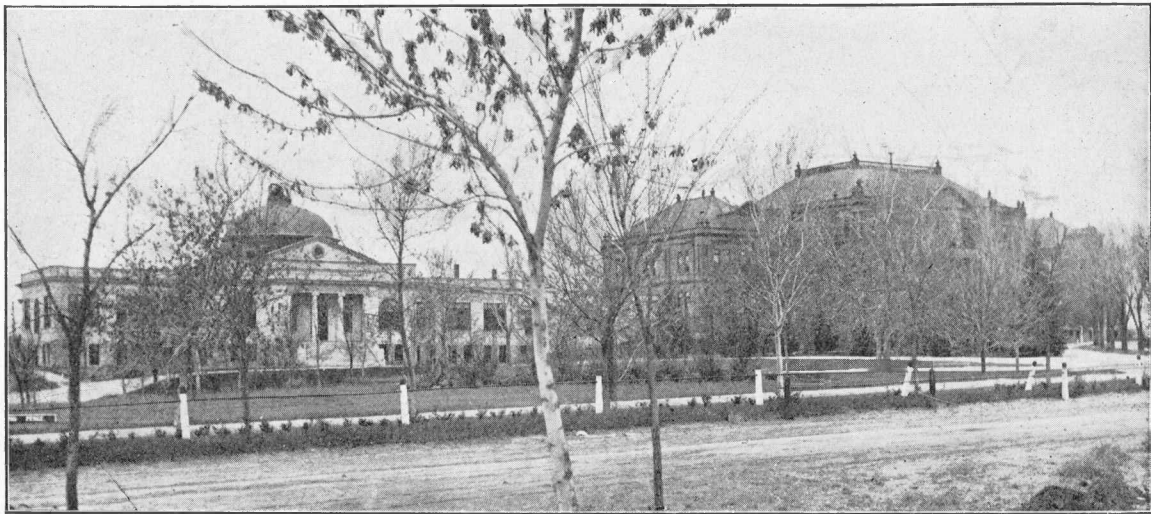
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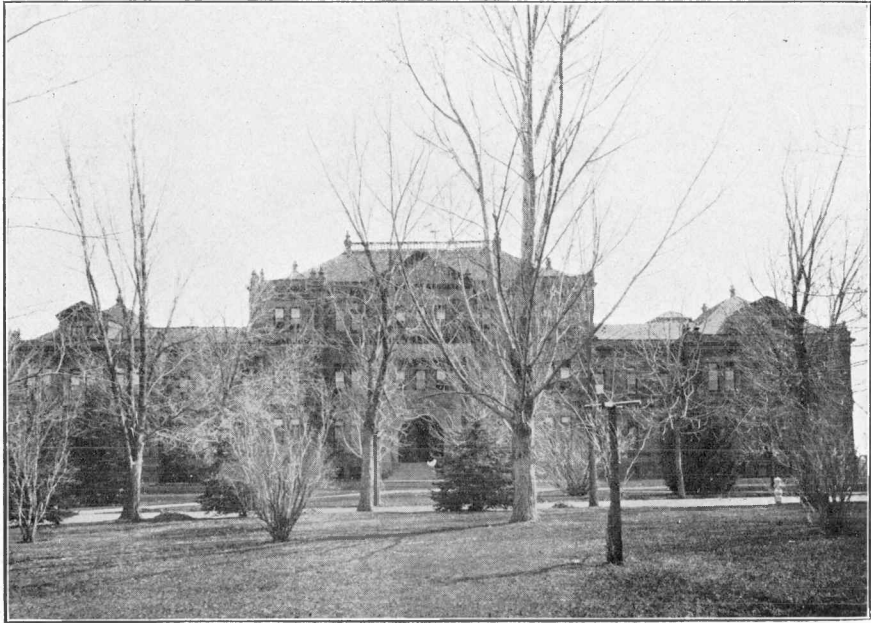
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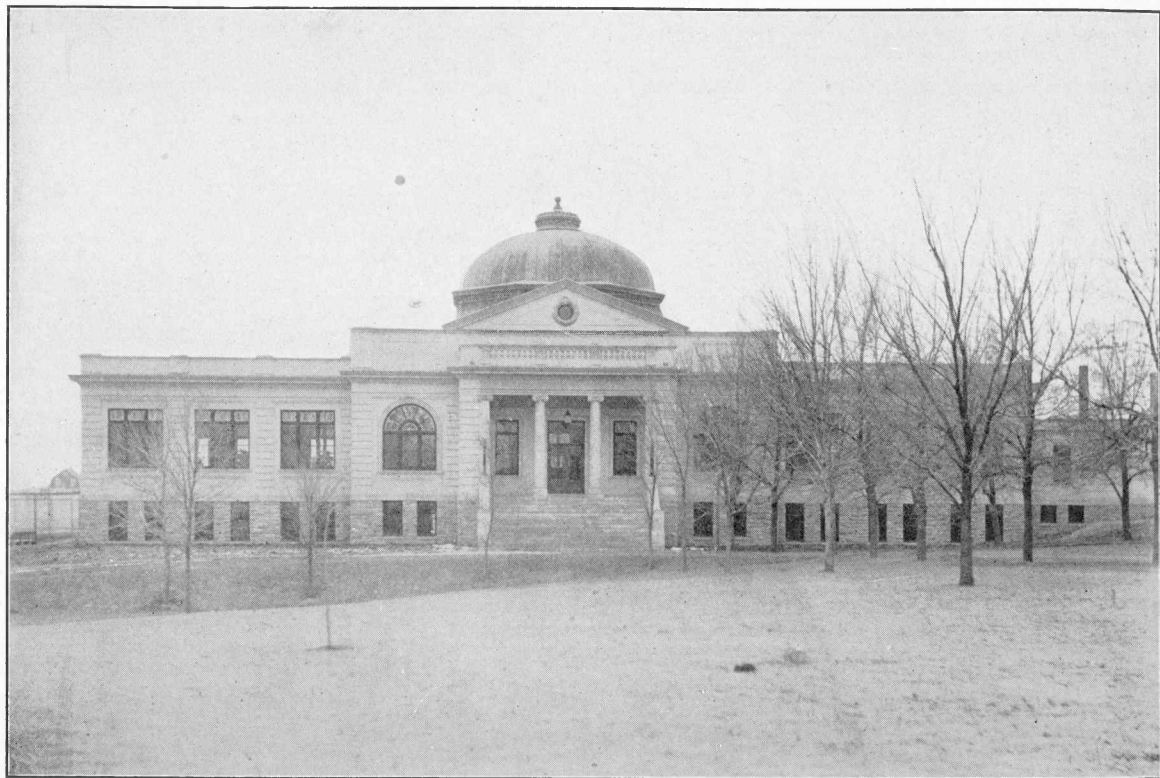




North Side Quadrangle.



Administration Building.

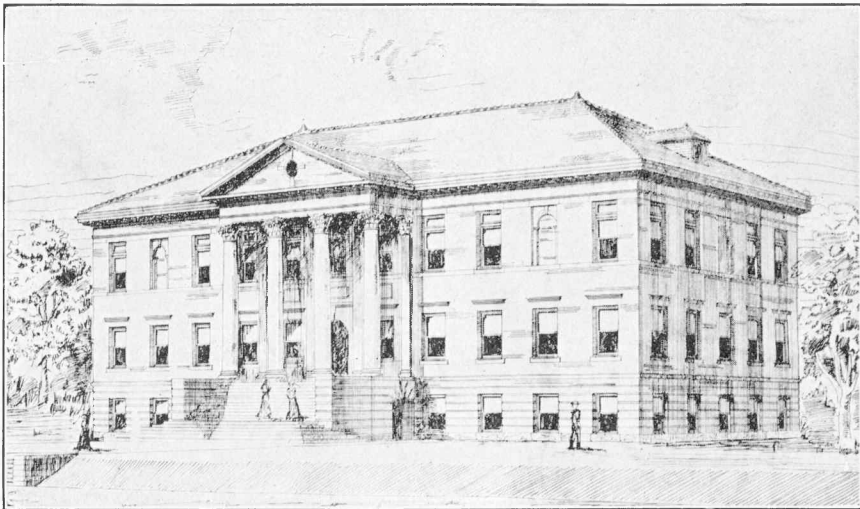


Library.



Training School Building.



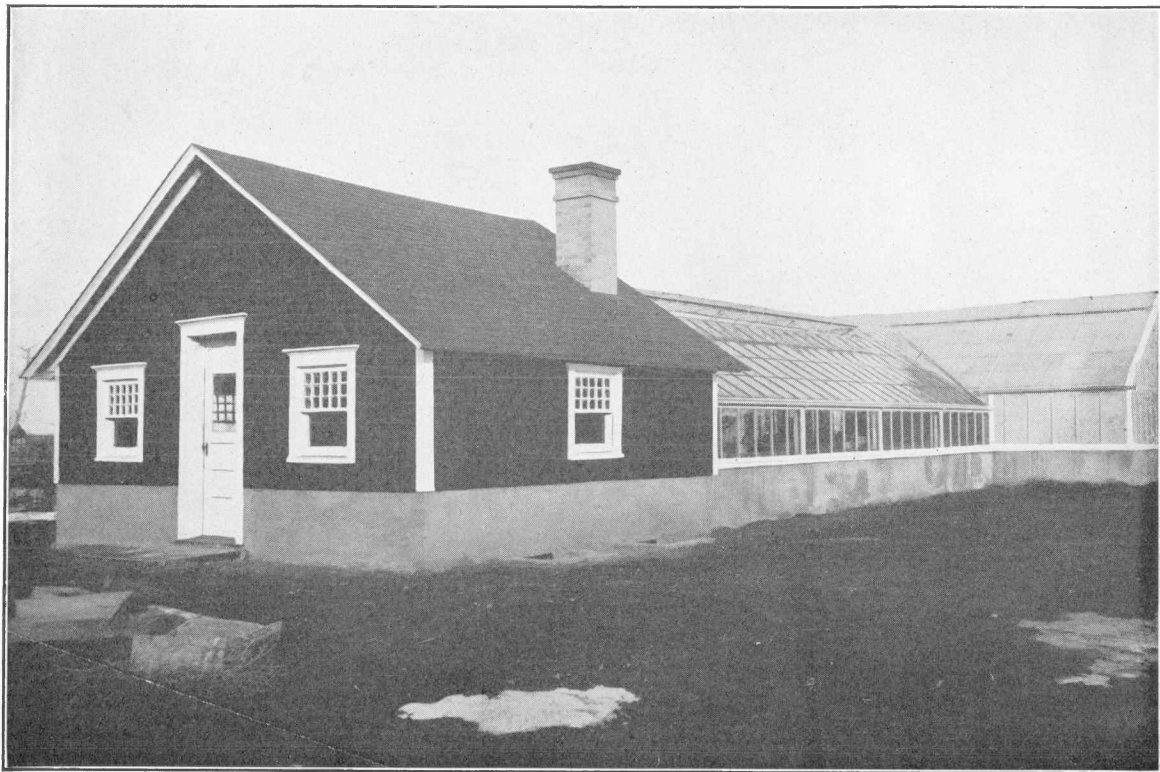


Simon Guggenheim Industrial Arts Hall.



President's Residence and Italian Garden.





Green House.

## THE SUMMER TERM, 1910.

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The Summer Term of the State Normal School of Colorado will open Tuesday, June 21, and continue for six weeks, closing Friday, July 29. Credit is given for work in any of the courses.

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### THE FACULTY.

#### SUMMER TERM, 1910.

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

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

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, A. M.,  
*Professor of Manual Training.*

FRANCIS LORENZO ABBOTT, A. M.,  
*Professor of Physical Sciences and Physiography.*

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

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

ABRAM GIDEON, Ph. D.,  
*Professor of Modern Foren Languages.*

ELEANOR WILKINSON,  
*Professor of Domestic Sciences.*

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

CHARLES WILKIN WADDLE, Ph. D.,  
*Professor of Psychology and Child Study.*

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

FRANCES TOBEY, B. S.,  
*Professor of Reading and Literary Interpretation.*

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

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

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

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

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

WILLIAM BARNARD MOONEY, Pd. M.,  
*School Visitor, and Professor of School Administration.*

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

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

MARSHALL PANCOAST, B. L.,  
*Assistant in Reading.*

IRVING ELGAR MILLER, Ph. D.,  
*Professor of the Science of Education, and Dean of  
Research and Professional Work.*

JOYSA GAINES, Pd. M.,  
*Assistant in Art.*

CECILIA M. TYLER, Pd. B.,  
*Assistant in Kindergarten.*

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VERNON MCKELVEY,  
*Secretary to the President.*

NON-RESIDENT TEACHERS ASSOCIATED  
WITH THE FACULTY OF THE STATE  
NORMAL SCHOOL OF COLORADO.

SUMMER, 1910.

G. STANLEY HALL, Ph. D., LL. D., President of Clark  
University.

M. V. O'SHEA, B. L., Professor of Education, University  
of Wisconsin.

HENRY SUZZALLO, Ph. D., Professor of the Philosophy of  
Education, Columbia University.

SAMUEL C. SCHMUCKER, Ph. D., Professor of Biological  
Sciences, State Normal School, Westchester, Pa.

W. M. R. FRENCH, Director of the Art Institute of  
Chicago.

KATHERINE M. COOK, Superintendent of Public Instruc-  
tion, State of Colorado.

JOHN FRANCIS KEATING, A. M., Superintendent of  
Schools, Pueblo.

MINER F. MILLER, A. M., Superintendent of Schools,  
Fort Collins.

WILSON M. SHAFER, A. B., Superintendent of Schools,  
Cripple Creek.

OTTO F. DUBACH, Ph. M., Colorado Springs High School.



## SPECIAL ANNOUNCEMENTS.

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

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

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

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

4. Samuel C. Schmucker, Ph. D., Westchester, Pa., Normal School, Ideals and Materials in Nature Study.

5. W. M. R. French, Director of the Art Institute of Chicago, Art in the Educativ Process.

One credit will be allowd for this course.

Special courses will be offerd for teachers of rural schools. These will deal with both materials and methods. Teachers thoroly familiar with the problems of rural school work will have charge of these courses.

Special courses for county superintendents will be offerd this summer for the first time.

Credits toward graduation are given for all regular and special courses.

The department of Music will offer attractive evening recitals from time to time during the term.

Following the already popular custom of previous summer terms the department of Reading and Interpretation will present one of Shakespeare's comedies upon the campus. This year the play will be "A Midsummer Night's Dream."

No charge is made for these evening entertainments.

From one to five credits toward graduation may be made in the summer term.

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## THE OPPORTUNITY.

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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.

Work may also be done toward securing the advanced degrees, Master of Pedagogy, and Bachelor of Arts in Education.

## ADMISSION.

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1. All who enter must give evidence of good moral character.

2. An applicant for entrance must be free from any contagious disease that might endanger the students of the school.

3. High school graduates, or those having an equivalent education, enter the Junior year for the Normal Course, or the Freshman year for the Normal College Course without examination.

4. Graduates of approved Normal Schools or Colleges may enter the Normal Graduate course without examination.

5. Graduates of approved Normal Schools may enter the Junior year of the Normal College course without examination.

6. Graduates of approved Colleges may enter the Senior year of the Normal College course without examination.

7. Practical teachers who have not had high school training may enter, and such work may be taken as will prepare them for the regular course.

### SCHOOL YEAR IN TERMS.

There are four terms in the school year: the fall, the winter, the spring, and the summer terms.

The fall, winter, and spring terms average twelve weeks; the summer term is six weeks long, but the time in

recitation is increased, enabling the student to get a term course credit for each course taken.

#### UNIT OF CREDITS.

*A term course* is five recitations a week, or its equivalent, for twelve weeks.

### COURSES OF STUDY.

I. *Regular Courses leading to licenses to teach and degrees in the Colorado State Normal School are of three kinds:*

1. Normal course.
2. Normal Graduate course.
3. Normal College course.

II. *Degrees and Diplomas:*

1. The Normal course leads to the degree of Bachelor of Pedagogy and a diploma, which is a license to teach for life in the public schools of the state.
2. The Normal Graduate course leads to the degree of Master of Pedagogy and a diploma, which is a license to teach for life in the public schools of the state.
3. The Normal College course leads to the degree of Bachelor of Arts in Education and a diploma, which is a license to teach for life in the public schools of the state.

III. *The work of the courses:*

#### A. **The Normal Course.**

1. Thirty term courses are required for graduation. Eleven of these are required in professional work, viz.:  
Three term courses in Psychology and Pedagogy.  
Three term courses in Education.

Three term courses in Teaching.

One term course, in the Junior year, in observation and preparation for teaching.

One term course for conference, etc., in the Training School in the Senior year.

2. Nineteen of these thirty courses are elective, selected from the following subjects:

- a.* Art—Drawing, water color, oil, pottery.
- b.* Manual Training—Carving, joinery, metal work, foundry work, basketry, etc.
- c.* Domestic Science—Cooking, sewing, chemistry, sanitation.
- d.* Vocal music.
- e.* Modern Foreign Languages—German, French, Italian.
- f.* Ancient Classics—Latin.
- g.* History—Greek, Roman, Medieval and Modern, American.
- h.* Literature and English.
- i.* Physical Sciences—Physics, chemistry, geology, geography.
- j.* Sociology.
- k.* Kindergarten.
- l.* Biology—Nature study, histology, botany, zoology, elementary agriculture.
- m.* Mathematics—Arithmetic, algebra, geometry, trigonometry, analytics, calculus.
- n.* Interpretation—Reading, dramatic art.
- o.* Psychology—Experimental pedagogy, child study.

p. Education—Philosophy of, science of, art of, history of.

q. Physical Education — Physiology, gymnasium, field, play grounds.

**B. Normal Graduate Course.**

The requirements for the Normal Graduate course shall be twelve term courses in addition to what is required for the Normal course, beside any additional work assigned in the training school. The work of this course is elective.

**C. Normal College Course.**

Requirements for the Normal College course are twenty-four term courses in addition to what is required for the Normal course, beside any additional work assigned in the training school. The work of this course is elective.

**D. Normal Special Courses.**

Beside the above regular Normal courses, there are Normal Special courses leading to graduation and diplomas in Kindergarten, Physical Education, Manual Training, Domestic Science, Art, Music, and Modern Foreign Languages. These diplomas are licenses to teach.

1. The work required for the special diplomas shall be selected by the heads of the departments offering such diplomas, subject to the approval of the Executive Committee, provided that this work, including electives, is equivalent to nineteen term courses in addition to the professional work required in the Normal course, of which at least six term courses shall be given by the department offering the diploma.

2. No student shall receive two diplomas until he shall have completed at least ten term courses in addition to what is required for either diploma, and has done sufficient teaching to satisfy the training department in regard to his ability to teach both kinds of work acceptably.

3. When these special courses are fully completed, the individual receives a degree and a diploma of the same value and standing as in the other courses.

#### REQUIRED AND ELECTIV WORK.

1. The professional work is required; viz: Psychology, pedagogy, education, teaching, observation, and conferences—in all, eleven term courses.

2. All other work is elective—in all, nineteen courses.

3. No student may, without the approval of the proper faculty committee, take less than one term course nor more than three term courses in any subject, nor more than six term courses in any department.

4. Two-thirds of the courses for advanced degrees shall consist of advanced courses.

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### SCOPE OF THE WORK.

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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 pro-

fessional 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 higher degrees. (3) The work is so arranged that persons who wish to pursue special lines of study 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 the rural teacher to study the problems peculiar to these schools. (7) An opportunity is given to regular Normal students to make up their work when, thru sickness or otherwise, they have not been able to complete it satisfactorily during the regular year.

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## EDUCATION.

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IRVING E. MILLER, Ph. D., Dean.

The courses in Education are designed to meet the needs of all classes of teachers from the kindergarten to the high school. Special attention is called to the fact that there are professional courses for high school teachers, county superintendents and other supervising officers, and for rural school teachers. School administration will be discussed by practical experts straight from the field of actual supervision. A strong feature of the work in Education



this summer will be a course of lectures by prominent educators from other states. For this see Course 27. A statement of the courses in Education offered for the Summer Term of 1910 follows.

PRINCIPLES AND METHODS OF TEACHING.

**Course 1. Methods of Elementary Education. Required of Juniors.**

The purpose of this course is to suggest in the light of the broader meaning of education the methods of instruction best adapted to call forth the activities of the child and to lead to his highest development. Among the topics included in this work will be the teacher's preparation for the lesson, the right line of approach to the teaching of the subject, different methods of presenting knowledge, the art of questioning, the assignment of the lesson, the use of the study period, etc. Lesson organization will receive careful attention and will be illustrated in connection with the teaching of the different subjects of the curriculum, such as History, Geography, etc. Among the books used in this course will be Charters' Methods of Teaching, Bagley's Educative Process, and McMurry's How to Study.

This course and Course 7 are intended primarily to help students not closely identified with the Training Department of the school to become familiar with the spirit and methods of its work.

DR. WADDLE.

**Course 4. Educational Psychology. Required of Juniors.**

Given in the Department of Psychology as Course 3.

DR. WADDLE.

**Course 7. Methods of Primary Education. Electiv.**

This course consists in the application of psychological principles to child development in the first years of school life. To this end the following lines of work will be taken up: (1) a brief comparison of the elementary courses of study of several of our largest, most prominent, and educationally most progressiv cities; (2) a brief synopsis of the lower grade work in our own Training School; (3) the reading of late books and magazine articles on pedagogy; (4) constructiv, functional work in beginning reading, phonics, writing, rythm, number, and hand work.

MRS. SIBLEY.

**Course 9. Problems of the Rural School. Electiv.**

This is the same as Course 1 in the special bulletin of Summer Courses for Rural School Teachers. Tho taught by three persons, it constitutes a single unit of work. An outline of the work follows.

*A. Elementary Psychology.* The psychology which determines methods and materials of instruction will be given in this course. A significant feature of the course will be observation in the ungraded room where principles discovered in the psychology class may be seen in actual use. Two periods a week.

DR. IRVING E. MILLER.

*B. Organization, Government, Management and Teaching of a Country School.* The simple and elementary, yet fundamental, principles involvd in the above topics will be considered in this course. Much time will be given to observation of the ungraded room as it is being taught

by the expert who will be in charge of it. Two periods a week. STATE SUPERINTENDENT KATHERINE M. COOK.

*C. Hand Work.* In this class the teachers will be given instruction in keeping the smaller children profitably busy while the teacher is giving her attention to the older children of the school.

The work will consist of—

1. Rug weaving.
2. Story telling with sissors.
3. Story telling with clay.
4. Basketry.
5. Pasteboard modeling.
6. Stained glass work with pasteboard and paper.

One period a week.

MRS. SIBLEY.

#### SCIENCE OF EDUCATION.

##### **Course 12. Sociological Aspect of Education. Required of Seniors.**

This course will consist of lectures, discussions, library readings and reports, all centering in the thought of education as a phase of the social process. It will take up topics such as the following: the school and society; the school as a social center; relation of the teacher to the community; the social origin and function of knowledge; the social interpretation of the curriculum, with evaluation and functional significance of the various subjects of study; the process of socializing the individual; recent and contemporary scientific and social tendencies, with their bearing on education; current criticism of the schools; various problems of child welfare; the problem of religious and moral educa-

tion; the rural school in its relation to rural life; the new spirit of social service in the high school and the university; the playground movement; industrial, vocational, and special schools, etc.

DR. IRVING E. MILLER.

PROFESSIONAL COURSES IN HIGH SCHOOL EDUCATION.

These courses are all primarily for normal graduate and college students who are preparing to teach in high schools.

**Course 18. Biotics in Education. Required of normal graduate and college students. Three hours a week.**

An outline of the principal topics of the course follows:

I. *The Meaning of Education.*

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

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

II. *The importance of heredity in education.*

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

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

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

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

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

### III. *Evolution as a basis for education.*

1. Universal evolution as a working hypothesis.

2. The evolution of life, mind, society and the state, in its relation to civilization.

3. Universal recapitulations.

4. Recapitulation and the "culture epochs."

5. Religious recapitulation.

6. Its value to education.

### IV. *Functional Education.*

1. Education is functional—dynamic—pragmatic.

2. All activities of the individual are the result of cell structure.

3. Education is motorization—doing—realization.

4. The maturation of truth.

### V. *The evolution of truth.*

1. The potential value of a truth—anticipation.

2. The actual value of a truth—realization.

3. The efficient value of a truth—servis.

4. The making of truth—relation of facts.

5. The genesis of truth.

### VI. *Life and its evolution.*

1. The creation of life values in relation to education.

2. Relativity of life values in the process of education.

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

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

VIII. *Education is motorization.*

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

PRESIDENT SNYDER.

**Course 19. Advanced Educational Psychology. Electiv.**

Given in the Department of Psychology as Course 6.

DR. IRVING E. MILLER.

**Course 20. Secondary School Problems. Electiv.**

1. Aims of Secondary Education (Cultural, vocational). 2. The curriculum (Evaluation of subjects, apportionment of time, length of course, etc.). 3. Discipline (as affected by adolescence, public sentiment, social spirit, etc.). 4. Organization (Interdependence of departments, electiv system, the program, etc.). 5. The Recitation (Its purpose, spirit, method, etc., so far as peculiar to secondary schools).

DeGarmo's "Principles of Secondary Education" will be used quite largely.

MR. BULLOCK.

**Course 21. Institutions and Organizations of the Secondary School. Electiv.**

1. Social organizations (Classes, fraternities, sororities, clubs, societies, etc.). 2. Athletics (Purpose, principles, methods, competitiv games, etc.). 3. Morning Exercises (Purpose, principles involvd, dominant character, as religious, educational, ethical, moral, inspirational, social, civic, etc.). 4. Literary Work (Literary societies and various equivalents). MR. BULLOCK.

Dr. Hall's large work on "Adolescence" will be a general reference.

**Course 22. Evolution of the Secondary School System. Electiv.**

This course takes up the history and comparativ study of secondary education. Special attention will be given to the study of the American high school in relation to the life and needs of the American people. The new spirit of social servis which is coming to dominate the high school will be interpreted in the light of the evolution of American social and industrial life. The historical study will prepare the way for the analysis of present conditions and this will be used as the basis for the determination of the function and significance of the high school at the present time and its responsibility for new adjustments to present social needs. MR. BULLOCK.

**Course 23. Special Research Course. Electiv.**

[For College Students and High School Teachers.]

## SCHOOL ADMINISTRATION.

**Course 24. School Administration. Electiv.**

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

ure. Buildings and grounds; heating and ventilating, etc.  
Five periods a week, two weeks. MR. MOONEY.

The Country and Village School. The problems and their solution. The ideal country school. Five periods a week, one week.

STATE SUPERINTENDENT KATHERINE M. COOK.

The Relation of the Community to the School. Five periods a week, one week.

SUPERINTENDENT M. F. MILLER.

The Duties of a Superintendent. Five periods a week, one week.

SUPERINTENDENT J. F. KEATING.

Directing the Work of Teachers. Five periods a week, one week. SUPERINTENDENT WILSON M. SHAFER.

**Course 25. County Supervision of Schools. Electiv.**

This is Course 9 in the special bulletin of Summer Courses for Rural School Teachers.

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



erine M. Cook, State Superintendent of Public Instruction. In this course the following subjects will be considered:

1. An Investigation of the Systems of Supervision of Rural and Village Schools in the United States. Five periods a week, two weeks.

2. An Investigation of the Systems of Rural School Supervision in Foren Countries. Five periods a week, two weeks.

3. A Consideration of the Problems of the Rural and Village Schools and the Means of Their Solution. Five periods a week, two weeks.

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

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

body; means by which they may be avoided. (3) Personal hygiene—hygiene of the schoolroom and of the home.

MR. BEARDSLEY.

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## WORK OF NON-RESIDENT TEACHERS.

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### Course 27. Lecture Course. Electiv.

A course of lessons will be given by Dr. G. Stanley Hall, President of Clark University; by Dr. Henry Suzalo, Teachers' College, Columbia University; by Prof. M. V. O'Shea, Professor of Education, Wisconsin University; by Dr. S. C. Schmucker, Professor of Biology, Westchester State Normal School, Pa., and by Dr. W. M. R. French, Director of the Art Institute, Chicago. A course given by these men will run thruout the term, and also a course of conferences will be given by them during the entire term.

They will cover the work of all grades from the kindergarten to the high school, inclusive.

Below are general outlines of their work:

DR. M. V. O'SHEA, Professor of Education, Wisconsin University.

There are but few men in the country who are masters of their subjects as Prof. O'Shea is master of his. He is particularly able to show the application of modern theory. His "Education as Adjustment" is one of the rare bits of

pedagogical literature. His work will be centered about the following:

1. Suggestion in Education.
2. Education and Changing Social Conditions.
3. Education for Efficiency.
4. Mental Discipline in Education.
5. Values in School Education.
6. Adolescence.
7. The Development of Self Control in the Individual.
8. Social Development and Education.
9. Highways of Mental Growth.
10. The Problems of Contemporary Education.

DR. HENRY SUZZALO, Professor of Education, Teachers' College, Columbia University.

Dr. Henry Suzzalo is one of the most accurate and brilliant educational men in the country. He is a powerful and interesting teacher. He teaches. His work will grow out of the following subjects. The child in life is the central thought. He follows the child into the kindergarten, through the elementary and high schools, and into life as a social participating citizen:

1. Education and Life.
2. Social Service.
3. The School and Social Institutions.
4. Individualize and Socialize the child.
5. Our Institutional Life—Home, School, State, Church.

6. The Course of Study and Life--Elementary and Secondary.
7. The relation of secondary and elementary schools.
8. The High School Curriculum.
9. Industrial Education.
10. The Teacher.
11. The Solution of Problems that vex Teachers (in conference.)

G. STANLEY HALL, President of Clark University.

Dr. Hall's work will center about the child and life. His work is easily the greatest work done by any one along these lines. He is a great inspiration and uplift.

1. New Light on the Kindergarten.
2. The Present Status of Religious Education.
3. Moral Education (in France, Japan—the various schemes including pupil self-government, juvenile court.)
4. Children's Lies—What they mean and how to deal with them.
5. Dancing, Gesture, Pantomime—Their educational place and value.
6. The Present Problem of Education in Sex—What has been done in this country and others.
7. The National Organization for Child Welfare (organized at the Clark University last summer on a national basis, now including more than two-score child welfare organizations.)
8. The Social Survey—Its development and meaning.

9. The Child Study Institute (for collecting, diffusing and increasing the scientific knowledge concerning childhood.)
10. The Budding Girl, and the Boy in the Teens.
11. Story Telling and the Juvenile Theatre.
12. Some defects in our Educational System.
13. Sex in Education.
14. The Education of the Heart.
15. Science, Mathematics, English Literature, Language, Industrial Education and Art in the Schools.

DR. S. C. SCHMUCKER, Professor Biological Sciences,  
Westchester State Normal School, Pa.

The work by Dr. Schmucker will center about the general subject of the gradual development of the higher animals and plants out of the lower. Illustrations will be largely chosen from the familiar forms, and a subject usually considered abstruse will be made clear, and, it is hoped, convincing. The subjects will be:

1. A Naturalist in the Making.
2. The Finished Scientist.
3. His Master Idea.
4. Down Through the Past.
5. A Glorified Reptile.
6. What a Chicken can Teach Us.
7. Life History and Race History.
8. The Humming Bird's Story.
9. The Mind of the Apes.
10. Science and the Book.

DR. W. M. R. FRENCH, Director of the Art Institute,  
Chicago.

The inspiring work of Mr. French will be made concrete, so as to be most helpful to the every-day teacher.

1. Truth, Beauty and Expression.
2. Formal Composition or Arrangement.
3. Analogy Between Literary Composition and the Painters' Composition.
4. Pictorial Composition.
5. Light and Shade.
6. Color and Expression.
7. A Knack of Drawing, Natural or Acquired.
8. The Value of a Line.
9. The Caricaturist.
10. Conventional Art in Pictures and Decoration.

#### ADDITIONAL COURSES IN EDUCATION.

For courses in *Special Methods* of teaching the various elementary and high school subjects, see the various academic departments, such as History, English, Manual Training, etc.

Courses in *Child Study* are given in the Department of Psychology.

For courses in *Kindergarten Theory and Practis*, see the Kindergarten Department.

Special courses for *Rural School Teachers* are announced in the special bulletin of Summer Courses for Rural School Teachers. These include Courses 9 and 25, mentioned above, and seven others, which deal with the various rural school subjects and methods of teaching them.

## PSYCHOLOGY.

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CHARLES WILKIN WADDLE, Ph. D.

J. D. HEILMAN, Ph. D.

**Course 1. Physiological and Experimental Psychology.**

Thru lectures, readings, discussions, dissections, and examination of many models and casts, a thoro 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.

DR. HEILMAN.

**Course 2. Descriptiv and Analytical Psychology.**

Using Course 1 as a foundation, this course procedes 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 emfasis is placed on introspectiv 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.

DR. HEILMAN.

**Course 3. Educational Psychology.**

This is an attempt to put the main conclusions of psychology into a more usable form for application in the school-room. 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 discusst. From a study of the nature and origin of knowledge as reveald in the development of the sciences in primitiv society, the constructiv 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. Formal disciplin, inductiv and deductiv reasoning, receive adequate notice.

The school as a social institution naturally comes to be a conspicuous thought of the course. The psychology and pedagogy of drawing, writing, reading and other school subjects are considerd in their broader aspects.

DR. WADDLE.

**Course 4. Systematic Child Study.**

By means of lectures, discussions, reports, and readings, this course presents the history of the child study movement, its relation to the scientific, industrial, and educational development of the past quarter century, and familiarizes the students with the present aims, methods, and trend of the study of child life. The best book and monograph literature on the growth and development of the



physical, mental, moral, social, and religious life of children and adolescents is read and discussed. An inductive study of some important topic is usually conducted by the class as a part of the work of the term. One term. Prerequisite: Psychology 1, 2, and 3. DR. WADDLE.

**Course 6. Advanced Educational Psychology.**

[For College Students and High School Teachers.]

**Course 7. Experimental Pedagogy.**

[For College Students and High School Teachers.]

This course will treat those phases of Psychology which are of especial significance in helping to understand the developing life of the pupil of high school age. It is not possible for teachers to make the same adjustment to the needs of high school pupils in all respects as to those of the grades. While the life of the child is regarded as functionally continuous, there are some special problems which confront the high school teacher because certain characteristics of the child's mental, moral, and social life stand out more prominently than in the preceding period. These characteristics will be studied in detail in this course in their relation to the problems of discipline, of the learning process, of organization of the curriculum, of moral development, etc. The results of research and experiments in this field will be drawn upon as fully as possible. Considerable attention will be paid to the higher psychical processes, particularly thinking, in their relation to teaching.

DR. IRVING E. MILLER.

## BIOLOGICAL SCIENCE AND NATURE STUDY.

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A. E. BEARDSLEY, M. S.  
H. W. HOCHBAUM, B. S. A.  
L. A. ADAMS, A. M.

### BOTANY.

#### **Course 1. Elementary Botany.**

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

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

MR. BEARDSLEY.

#### **Course 3. Comparative Morphology and Physiology of Plants.**

[For College Students and High School Teachers.]

### ZOOLOGY.

#### **Course 1. Elementary Zoology.**

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

MR. BEARDSLEY.

#### **Course 5. Bird Study.**

This course is a combination of field and class-room work. At least half of the time will be spent out of doors, in order to become familiar with the forms studied in the classroom. This is rather a comprehensive course and is

pland for those who desire an intimate knowledge of bird life. It combines the technical with the popular, as they are complementary to each other, for without one, the other loses its value.

MR. ADAMS.

**Course 2. Invertebrate Morphology.**

[For College Students and High School Teachers.]

**Course 6. The Study of Mammals.**

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

MR. ADAMS.

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

NATURE STUDY.

**Course 1. The Theory, Practis, and Material of Nature Study.**

A course designd to fit teachers for teaching nature study in the elementary school. In this course we consider:

1. The Nature Study Idea.—A review of the writings of Professors L. H. Bailey, S. C. Schmucker, C. F. Hodge and others, on the aims and ideals of nature study teaching. The significance and importance of the nature study movement. The theory and practis of nature study teaching.

2. The Material of Nature Study.—First hand acquaintanceship with the good and common things of the outdoor world, thru actual, first-hand observation in garden and laboratory, field and plain. MR. HOCHBAUM.

**Course 2. School Gardening; Outdoor Art; Elementary Agriculture.**

The principles of landscape improvement applied to school and home grounds. How to beautify the school and home grounds. A review of best native and introduced decorative plants. The laboratory garden idea. Practis in garden handicraft. Planning and planting the laboratory garden. Soil studies. Plants in relation to soils. The principles of soil and plant management.

MR. HOCHBAUM.

**Course 4. Elementary Agriculture.**

[For College Students and High School Teachers.]

Greeley is an ideal place in summer, in which to begin the study of nature. The campus of the Colorado State Normal School is the most beautiful one in the state. Here may be found hundreds of different kinds of flowers, shrubs, and trees, and the homes of many birds of different species. Garden and field, farm and plain afford opportunity for the study of animal and plant life. In the greenhouse and school-garden that form part of the equipment of the school, gardening and elementary agriculture may be studied. Here earth may be dug over, seeds sown, plants planted, and that practis in handicraft gained that is essential in teaching school gardening and elementary agriculture.

In the nature study work, the aim is to bring before the teacher the true nature study ideal; namely, that nature

study should be taught, not for the mere accumulation of facts about nature, but rather as a means to a greater end, i. e., to instil in the heart of every child a greater love and appreciation of nature. Too many teachers still believe nature study to be a kind of elementary science, something to be studied for the facts that may be gained. It is not facts we are after, but a greater sympathy and enthusiasm for nature. Nature study is not facts, but spirit.

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## PHYSICS, CHEMISTRY, AND GEOGRAPHY.

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FRANCIS LORENZO ABBOTT, A. M.

### PHYSICS.

**Course 1. General Course in Physics.**

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

**Course 2. Advanced Physics.**

[For High School Teachers.]

**Course 3. Methods in Physics.**

[For High School Teachers.]

### CHEMISTRY.

**Course 1. Elementary Chemistry.**

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

## GEOGRAPHY.

**Course 1. Methods in Geography.**

The object of this course is two-fold: to increase the student's geographical knowledge of the industries and commerce of the world, and to show the relations between the physiographical features of the country and the various industries. Never before has there been so strong a demand for bringing the child into close touch with industrial and commercial activities. Therefore, the second object of this course is to present the subject of geography so that industries and commerce may be unifying ideas in the whole subject. The following are a few of the subjects treated:

1. Cattle Industry.
2. Sheep Industry.
3. Cotton.
4. Mining, etc.

**Course 2. Physiography.**

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

[For High School Teachers and Advanced Students.]

## MATHEMATICS.

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GEORGE BRUCE HALSTED, Ph. D.

**Course 7. Arithmetic.**

The new methods for all the operations of arithmetic, the simplifications which are the outcome of the recent remarkable advances in mathematics. The new methods of verification. The best methods of presentation to classes. This course gives to each individual a mastery of modern practical and technical arithmetic, an equipment not only for examination-passing, but for personally using this instrument of science as well as teaching it.

**Course 1. Elementary Algebra.**

The usual high school work, including quadratics. Especial emphasis on interpretations of meaning, on the principles of permanence and the fundamental laws of freedom. Effort to develop independent thinking. Mechanical manipulation explained and utilized.

**Course 4. Plane Geometry.**

The equivalent of high school work. Especial emphasis on original and inventiv work. The new simplifications utilized. The errors of the books still current taken as dissectional material. Halsted's Rational Geometry.

**Courses 8 and 9. College Algebra.**

[For College Students and High School Teachers.]

**Course 10. Trigonometry.**

[For College Students and High School Teachers.]

**Course 11. Analytical Geometry.**

[For College Students and High School Teachers.]

**Course 12. Differential and Integral Calculus.**

[For College Students and High School Teachers.]

**Course 13. The Foundations and New Methods of Teaching Synthetic Geometry.**

[For College Students and High School Teachers.]

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## HISTORY AND SOCIOLOGY.

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GURDON RANSOM MILLER, A. M.

**Course 1. European History.**

Mediæval European history, from the fall of Rome to 1520 A. D. The Teutonic invasions; growth of the Church and Empire; early European civilization, its social and economic evolution; Saracen civilization, and its relation to European civilization; the Crusades, and economic results; the Renaissance; and the Reformation.

Lectures and discussion of the aims, purposes, and possibilities of history teaching.

**Course 4. American History.**

European background of American History; Colonial history, Spanish, French, Dutch, and English Colonies in America, inter-colonial relations; social life, industries, commerce; change of boundaries; and evolution of national ideas in English colonies.



## SOCIOLOGY.

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### **Course 1. Anthropology.**

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

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

### **Course 2. Principles of Sociology.**

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

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

### **Course 3. Economics.**

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

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

## LATIN AND MYTHOLOGY.

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JAMES HARVEY HAYS, A. M.

LATIN.

**Course 1.**

An elementary course, consisting of careful study and practis in pronunciation, a mastery of the inflections, syntax, and readings suitable to beginners. The texts red 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.

**Course 2.**

An intermediate course, comprizing 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.

**Course 3.**

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 red consists of poetry, history, and essays, taken from Horace, Cicero, Sallust, Livy and Tacitus. This course is intended for those fitting themselves

for positions as teachers of Latin, and it presupposes at least as much Latin as is offered in our best high schools.

#### MYTHOLOGY.

##### **Course 1. Mythology.**

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

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

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## MODERN FOREIGN LANGUAGES.

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ABRAM GIDEON, Ph. D.

##### **Course 1. Elementary German.**

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

**Course 4 or 7. German Reading.**

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

**Courses in French.**

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

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## ENGLISH LANGUAGE AND LITERATURE.

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ETHAN ALLEN CROSS, Ph. M.

**Course 5.**

Introduction to the epic and the drama; careful reading of the Iliad and of Hamlet (A foundation course needed as preparation for both pedagogical courses and courses in literature).

**Course 3.**

Oral literature and constructive work for the grades from the first to the fifth inclusive.

**Course 10.**

Nineteenth Century poetry; the great elements of the Romantic Period as expressed in Wordsworth, Shelley, Byron, and Keats.

**Course 16. Materials and Methods for a High School Course in English.**

[For College Students and High School Teachers.]

## READING AND LITERARY INTER- PRETATION.

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FRANCES TOBEY, B. S.  
MARSHALL PANCOAST, B. L.

### **Course 1. The Evolution of Expression; Interpretation.**

1. Analysis of short literary units, with regard to motif and to organic structure.
2. Drill for (a) rapid and accurate visualization and realization of pictures and thought units, (b) differentiation of dramatic characters and sympathetic insight into their experiences and motifs, and (c) spontaneity, life, vigor, and variety of expression.
3. Critical analysis and interpretation of scenes from *A Midsummer Night's Dream*.
  - (a) Study of structural plan and theme of play, and of function of each scene.
  - (b) Study and impersonation of characters.
  - (c) Presentation of scenes.

### **Course 2. Methods; Interpretation.**

1. Selection of material for the grades.
2. Study of the Psychology and Pedagogy of Reading.
3. Discussion of various problems of interest to the grade teacher.
4. Study of *A Midsummer Night's Dream*. (Both courses direct a study of the same drama, uniting in pre-

senting it before the school. A different drama is studied each year.)

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## KINDERGARTEN.

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ELIZABETH MAUD CANNELL.

CECILIA M. TYLER, Pd. B.

### Course 2.

This is the work of the second quarter of the junior kindergarten course. It includes a study of the third and fourth gifts, the practical working out of the occupations of folding and free and needle weaving, a continuation of Froebel. Mother Play, the review of some assigned book on kindergarten methods, and practis in the playing of kindergarten and traditional street games.

### Course 10.

This is the regular work for the third term of the one-year course for primary teachers. It includes a brief study of kindergarten theories through selected readings in the education of man, a comparison of these with those of school men of to-day, reports on assigned library reading, a study of the significance of the play impulses, together with the actual playing of games suited to grade work and of folk dances, and hand work in cutting, folding and other materials suited to the lower grades.

## MUSIC.

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THEOPHILUS E. FITZ.

**Course 1. Solfeggio.**

This course consists of singing while naming the notes and beating the time. It is thus that pupils learn to read in all the keys, both the major and minor modes, with equal facility—an indispensable matter for those who wish to teach vocal music in the grades.

**Course 2. Methods.**

a. This course is devoted to the detailed consideration of the sequential steps necessary to the presentation of the subject to classes. It outlines the logical unfolding of the subject, regards it in its correlation with the school curriculum, and further, as a subject leading to such mastery as makes it a culture study from the beginning.

b. The order of procedure in the lesson, the system necessary to follow in order to make the most of the limited time given daily in the school, the application of school music to festival occasions, the conduct of the teachers' classes, how to encourage music in the home and in the community, and, in general, all that relates to the direct application of the pedagogy of the subject is discussed in this course.

**Course 11. Rural School Music.**

In this course songs are suggested and studied that tend to develop the child mind in musical thought and ap-

preciation of the beauty in life in all its phases. A song for every day and occasion of the school year.

**Course 12. High School Music.**

[For College Students and High School Teachers.]

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## ART.

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RICHARD ERNESTI.

JOYSA GAINES, Pd. M.

**Course 1. Elementary Drawing.**

The theory and practice of drawing in all its branches and media relating to public school work as it is seen in the best elementary schools of the United States.

Constructional drawing needed in connection with public school art.

Clay building and the making of artistic pottery.

**Course 2. Applied Design.**

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

**Course 10. Advanced.**

[For College Students and High School Teachers.]

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## MANUAL TRAINING.

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SAMUEL MILO HADDEN, A. M.

BELLA BRUCE SIBLEY, Pd. M.

**Course 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.

MR. HADDEN.

**Course 2. Advanced Joinery.**

[For College Students and High School Teachers.]

**Course 6. Textils.**

The object of this course is to fit students to teach textils in the grades. The course consists of play-house, rug-weaving and basketry. The latter subject is studied under the following topics: The place of basketry in the history of art; its relation to pottery, its symbolism, its colors, its materials; braids, raffia embroidery, coil work and rattan models—all leading up to original plans, patterns, forms and combinations, and culminating in the preparation of a course of study for the grades.

MRS. SIBLEY.

**Course 7. History of Industrial Education.**

[For College Students and High School Teachers.]

**Course 8. Sheet Metal Working—Elementary.**

This course is a laboratory course, and deals entirely with the simple processes—those suitable for the elementary school. It will include work with Venetian iron and sheet metal, and aims to create objects of artistic worth. The purpose of this course is to make evident those qualities characteristic of good design, as fine proportion, elegance of form, and correct construction.

MR. HADDEN.

## PHYSICAL EDUCATION.

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JOHN THOMAS LISTER, A. B.

The Physical Education Department aims to present two opportunities to students taking the summer courses of the Normal School: first, the opportunity to secure for himself that recreation and enjoyment which are the rightful portion of every individual in the summer months following an arduous year; second, the opportunity to gain a knowledge of the most recent methods of satisfying the play impulse in children and to acquire insight into the large principles upon which such methods are based. These opportunities aim to lead to widened avenues of pleasure and enlarged views of purpose.

Falling in with both aims the following course is offered: Tennis, baseball, basketball, golf, gymnastic games, Swedish and German gymnastics. About half of the recitation period will be devoted to each aim. In the routine gymnasium work especial stress will be placed upon the Swedish system, for the reason that in the majority of instances, because of the scarcity of apparatus provided, teachers are required to devise their own forms of exercise. To meet the demand for pure play, games for field and gymnasium, drills, marches, folk dances, and field day sports will be presented. Considerable time will be given to talks on playground apparatus, and designs will be given for inexpensive apparatus.

In order that the student may have an intelligent grasp of the principles underlying all physical education

he will be referred to the latest books and magazines on the subject.

**Course 3. Outdoor Games and Playground.**

Tennis, basketball, baseball, field day sports, playground apparatus.

**Course 6. Remedial Gymnastics.**

To correct faulty posture and other physical defects. This course is required of all students whose physical examination shows that they need it.

**Course 7. Sports and Games.**

Athletic sports and play-ground games. Outdoor work entirely.

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## DOMESTIC SCIENCE.

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ELEANOR WILKINSON.

**Course 3. Courses in Cooking for the Elementary Schools.**

The purpose of this course is to plan and work out courses suitable for the elementary and high schools in cooking and the study of food stuffs. The aim is to prepare such courses as shall meet the requirements of the city schools, the schools of the smaller towns, and the rural schools. Methods in teaching are given special attention, while the economic side of the work is carefully considered for the purpose of securing such training as is necessary to teach the work effectively when there is but a small sum

available. Training is given in what equipment to buy for a given sum, as \$15 to \$25, \$100 to \$150, \$200 to \$300, \$400 to \$600, while convenient and sanitary school kitchens and kitchen furnishings, and good desk accommodations are duly considered.

#### DOMESTIC ART.

##### **Course 2. Elementary Dressmaking.**

The work of this course is a continuation of Course 1, taking up the planning, cutting, fitting, and making of simple shirt-waist suits. The purpose is to teach the designing of plain garments, suitability of materials for such garments, good color combinations, and the use of line and proportion. In all the work it is designed to encourage originality, based upon good judgment and to strengthen self-reliance.

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## COURSES FOR RURAL SCHOOL TEACHERS AND COUNTY SUPERINTENDENTS.

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##### **Course 1.**

*A. Elementary Psychology.* The psychology which determines methods and materials of instruction will be given in this course. A significant feature of the course will be observation in the ungraded room where principles discovered in the psychology class may be seen in actual use. Two periods a week. DR. IRVING E. MILLER.

*B. Organization, Government, Management and Teaching of a Country School.* The simple and element-

ary, yet fundamental, principles involvd in the above topics will be considered in this course. Much time will be given to observation of the ungraded room as it is being taught by the expert who will be in charge of it. Two periods a week. STATE SUPERINTENDENT KATHERINE M. COOK.

*C. Hand Work.* In this class the teachers will be given instruction in keeping the smaller children profitably busy while the teacher is giving her attention to the older children of the school.

The work will consist of—

1. Rug weaving.
  2. Story telling with sissors.
  3. Story telling with clay.
  4. Basketry.
  5. Pasteboard modeling.
  6. Staind glass work with pasteboard and paper.
- One period a week. MRS. SIBLEY.

**Course 2.**

*English, Grammar and Reading, and How to Teach Them.* Five periods a week. MR. DUBACH.

**Course 3.**

*History and Geografy, and How to Teach Them.* Five periods a week. MR. DUBACH.

**Course 4.**

*Number and Arithmetic, and How to Teach Them.* Five periods a week. MR. DUBACH.

The above courses will be given having in view the conditions under which the rural teacher must work. The

aim will be to give a rapid review of such parts of the subjects as appear to be the least understood by those who take the work. Individual aid will be given students in these classes. A significant purpose of the work will be to give instruction in presenting subjects most effectively in the limited space of time at the disposal of the teacher in most country schools.

**Course 5.**

*A. Manual Training.*

1. Art Metal. A course dealing with simple sheet metals, such as copper, brass, sheet iron, German silver and bronze.

The course consists of—

(a) Designing, laying out, and assembling various useful and decorative pieces of metal work, such as brass or sheet iron picture frames, copper belt pins, German silver tie pins, etc.

(b) The artistic development of arts-craft jewelry, using a very limited number of tools costing not more than two dollars for the entire equipment.

2. Woodwork. A course to suit the needs of the country children, covering things useful in the children's home and school life, for home decoration and school aid, such as the making of mounts for specimens in science, etc.

Equipment can be collected gradually. A school can start very well with five to seven dollars' worth of tools. Material can always be found around a country home. In fact, most of the tools may be borrowed. Five periods a week, three weeks.

MR. HADDEN.

*B. Domestic Science in the Rural Schools.*

This course aims to give training in the study of foods, food preparation, housekeeping, and sewing, when there is but little equipment, and no room other than the regular school room for the work. Some of the problems to be considered in such a course are: how to interest the parents so as to secure their sympathy and co-operation; the kind of simple equipment needed, and how this can be obtained with little or no expense to teacher or community; how the work may be done in the ordinary school room; what proportion of time shall be given this work, and how can this work be correlated with the regular studies. The purpose of this course is to give such help to the country school teacher as shall enable her to go out into the rural school districts and do something toward improving the home life of the community. To do this, the work done in the school must be of the character most helpful in solving the practical problems of these particular homes. Home conditions being known, the materials used for the work in the school should be those in use in the average home of the community. Five periods a week, three weeks. MISS WILKINSON.

**Course 6.**

*Home Geography, Elementary Agriculture and Nature Study.*

This course is designed to train teachers to look to the country and to country life for material in teaching. There is an ever growing tendency to make the rural school more efficient, to revitalize it, by teaching rural children in terms of their environment,—by bringing them into closer per-

sonal contact with the everyday world in which they live. All too often the teaching of the rural school is entirely unrelated to the lives of the people. Geographies treat of the industries, customs, and natural features of foren countries; agricultural text-books, of crops and methods strange to the community; and nature books deal with strange animals and stranger birds and plants. These lead away from the country, and the country child grows up in ignorance of the commonest things of the region in which he lives. Education should grow out of the lives and back into the lives of people, and we must, therefore, look more to the country and to country life in rural school teaching. Five periods a week, six weeks.

MR. HOCHBAUM.

**Course 7. Art for the Rural Schools.**

A. *Free-Hand Drawing*, illustrating things related to the interests of rural life.

B. *Structural Drawing*, leading to a full comprehension of its relation to life on the farm—the building and constructing of homes, barns, etc., the preservation of tools and machinery thru proper outbuildings, the survey and construction in plan of interesting surroundings of rural homes and schools.

C. *Design*, as related to the rural home, school, and inhabitants, including self-help in school room decoration, house decoration, the planning of interior color schemes, and simple and proper furnishings, based upon self-help. Five periods a week, six weeks.

MR. ERNESTI.



**Course 8. Music for the Rural Schools.**

Songs that represent the different moods and experiences of child life,—games, animals, holidays, seasons, work, lullabys, opening and closing of school, ethics, patriotism, the different aspects of nature and so on, are taught and interpreted from a pedagogical and psychological standpoint. Material suitable for every day and occasion of the school year is suggested and studied. Five periods a week, six weeks.

MR. FITZ.

**Course 9. County Supervision of Schools.**

The State Normal School, at the suggestion of several county superintendents, will offer a course for county superintendents in the summer session. There will be three distinct units of the work, each unit to receive two weeks' time. Any county superintendent who can be here for the entire six weeks, and who elects this course, may take three units as they are given in the school. If, however, a county superintendent cannot attend the entire session he may take one or two of the topics in residence and the remainder of the course in non-residence. Full credit will be given for this course, which will be under the direction of Mrs. Katherine M. Cook, State Superintendent of Public Instruction. In this course the following subjects will be considered:

1. *An Investigation of the Systems of Supervision of Rural and Village Schools in the United States.* Five periods a week, two weeks.

2. *An Investigation of the Systems of Rural School Supervision in Foren Countries.* Five periods a week, two weeks.

3. *A Consideration of the Problems of the Rural and Village Schools and the Means of Their Solution.* Five periods a week, two weeks.

Full credit toward graduation will be given for any work taken in these courses. County superintendents and all school officers who have an interest in the improvement of the rural schools are askt to co-operate with the State Normal School in its effort to offer courses which will aid in such improvement. City superintendents are urged to call the attention of members of their graduating classes, who intend to begin teaching as soon as they graduate from the high school, to the above courses offerd by the State Normal School during the summer term.

Persons who have never taught and who are not high school graduates but who intend to take the county examinations for a certificate are urged to enroll for the summer term, where they will find opportunity to do work which will make them more efficient teachers.

Persons who are experienced teachers but who have not graduated from a high school will find courses offerd in the summer term especially adapted to their needs.

The coming summer session of the Colorado State Normal School will be one of the most attractiv sessions ever offerd by the institution. Mrs. Katherine M. Cook, State Superintendent of Public Instruction, Superintendent J. F. Keating, of Pueblo, Superintendent M. F. Miller, of Fort Collins, and Superintendent Wilson M. Shafer, of Cripple Creek, and Mr. Otto F. Dubach, of Colorado Springs, will give courses in other departments of

the summer school. In addition to the work given by the above persons, special courses will be given by G. Stanley Hall, President of Clark University; M. V. O'Shea, Head of the Department of Education, University of Wisconsin; Henry Suzzallo, Professor of Social Education, Columbia University; S. C. Schmucker, Professor of Nature Study and Biology, Westchester (Pa.) Normal School; and W. M. R. French, Director of the Chicago Art Institute. These people stand for what is best in educational thought and practice. It will be a rare opportunity, of which the Normal School hopes a large number of superintendents, principals and teachers in Colorado will take advantage.

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## EXPENSES.

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

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

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

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

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

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

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

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## HISTORY OF THE SCHOOL.

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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.

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## LOCATION.

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The Normal School is located at Greeley, in Weld county, on the Union Pacific and Colorado & Southern

railways, fifty-two miles north of Denver. The 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 thoroly prohibition town. There are about 10,000 inhabitants.

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## EQUIPMENT.

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

There are specially equipt 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 40,000 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 equip't with modern apparatus. Games of all sorts suitable for schools are taught.

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## BUILDINGS.

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The bildings which are completed at the present time consist of the administration bilding, the library bilding, and the residence of the President. The main, or administration bilding, is two hundred forty feet long and eighty feet wide. It has in it the executiv offices, class rooms, class museums, manual training, domestic science and art departments. Its halls are wide and commodious and are occupied by statuary and other works of art which make them very pleasing.

The library is a beautiful bilding. The first floor is entirely occupied by the library, consisting of more than forty thousand volumes. The furniture in the library is of light oak and harmonizes with the room in a most pleasing manner. The basement is occupied by committee rooms, text-book department, taxidermy shop, wild animal museum, ceramic museum, and sewing rooms.

The President's house is on the campus among the trees, as shown in the picture. In this beautiful home are held many social gatherings for students during the school year.

Two new bildings will be erected upon the campus within the next eighteen months. The first of these is to be the training school bilding, provided for by an appropriation of the last legislature. The second is a bilding

for the manual arts presented to the school by Senator Simon Guggenheim. Both of these will be so constructed as to meet the requirements of the most modern ideals in the kind of work for which they are intended.

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## GREELEY.

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Greeley is a city of homes. It is in the center of the great agricultural district of Colorado. It has a population of ten thousand and is fast becoming the commercial center of Northern Colorado.

### CLIMATE.

This is an ideal location for a summer school. The altitude of the city is near five thousand feet, hence the nights are decidedly cool and the days are seldom uncomfortably warm.

### WATER.

The water supply of Greeley is obtained from the canon of the Cache la Poudre, forty miles from Greeley, in the mountains. From the canon it is taken into the settling basin (a cut of which is given here), where the rougher foren material is eliminated; from the settling basin it is taken into the filter basin, where it is freed from all foren matter; from the filter basin it is taken to the distributing basin, from which it is distributed over the town. This water system cost the city of Greeley about four hundred thousand dollars.

## ADVANTAGES.

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Some of the advantages of the school are: A strong faculty especially trained, both by education and experience; a library of 40,000 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.

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## CAMPUS.

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In front of the building is a beautiful campus of several acres. It is covered with trees and grass, and dotted here and there with shrubs and flowers, which give it the appearance of a natural forest. During the summer, birds, rabbits, squirrels and other small animals make the campus their homes, thus increasing its value as a place of rest, recreation or study.

During the summer and fall terms the faculty gives its evening reception to the students on the campus. At this time it presents a most pleasing appearance, being lighted as it then is by arc lights and Japanese lanterns.

In the rear of the building is a large playground, which covers several acres. In the southwestern portion



of this playground is a general athletic field, a complete view of which is secured from a grand-stand which will accommodate more than a thousand spectators. On the portion of the playground next the building there is a complete outdoor gymnasium. To the east of the building are located the tennis courts.

This is one of the most complete playgrounds west of the Mississippi, and when the present plans are fully realized it will be one of the best equipped and arranged grounds in the United States.

During the summer, courses on the organization of playgrounds will be given, and demonstrations of how to carry out these courses in the public schools will be made on the campus.

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## SCHOOL GARDEN.

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One of the pleasing features of the spring, summer and fall sessions of the school is the school garden. This garden occupies several acres of ground and is divided into four units—the conservatory, the formal garden, the vegetable garden, and the nursery. From the conservatory the student passes into the large formal garden, where all kinds of flowers, old and new, abound. Here may be found the first snowdrop of early March and the last aster of late October. From the formal garden we pass to the school garden proper. Here in garden and nursery the student may dig and plant, sow and reap, the while gathering that

knowledge, that handicraft, that is essential in the teaching of a most fascinating subject of the up-to-date school—gardening.

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## THE CONSERVATORY.

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The green-house, pictures of which are given on the following pages, is one of the best equipt of its kind in the United States. After a hard day's work it is a rest and an inspiration to visit this beautiful conservatory. Here hundreds of varieties of flowers are kept blooming all winter, and the early spring flowers and vegetables are started for the spring planting.

The bilding is of cement, iron and glass. It is one hundred and sixteen feet long by twenty feet wide, and has connected with it a servis room where the students of the Normal department and children of the Training department are taught to care for plants they may wish, now and in the future, to have in their homes.

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## EXCURSIONS.

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One of the prominent features of the summer session of the Normal School is the many excursions taken by students under the direction of members of the faculty. These excursions are conducted primarily for the purpose of gain-

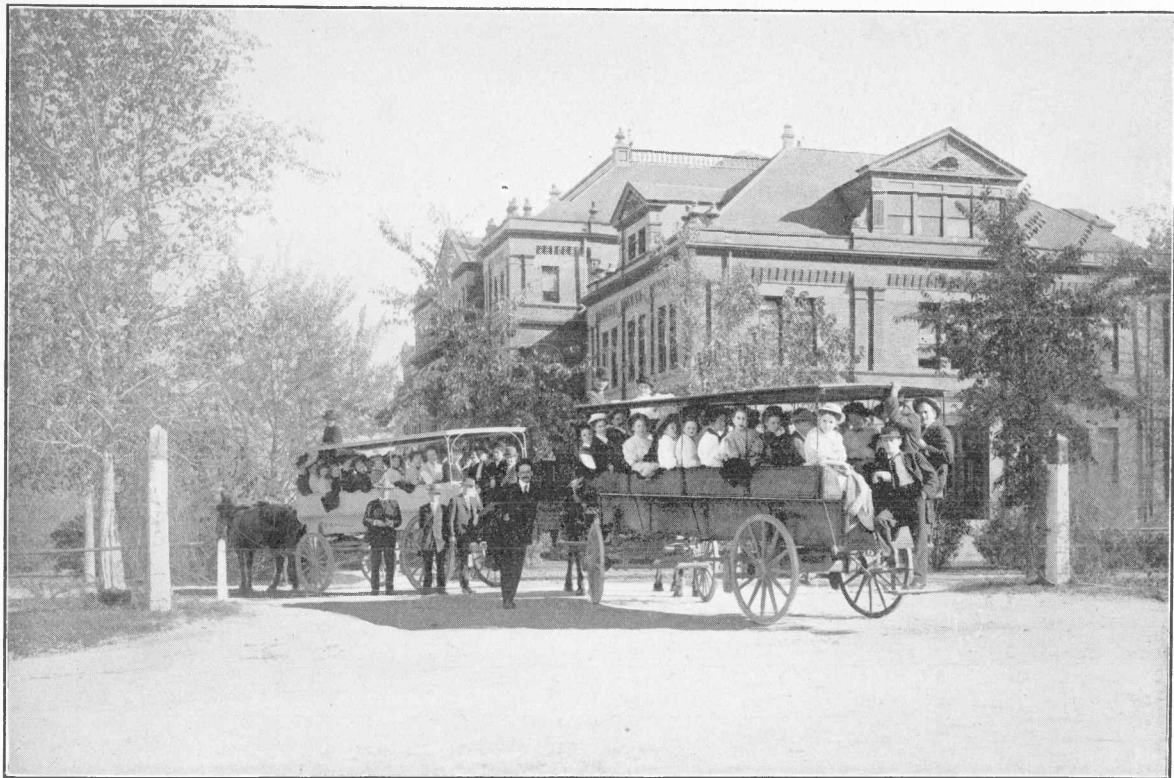
ing information concerning objects which the student should know about; but they furnish a means of many pleasant outings, which are thoroly enjoyd by students and members of the faculty participating in them.

A few pictures giving typical scenes incident to the excursions are given in the following illustrations.





Library in Distance—Ninth Avenue.



Industrial History—Leaving for an Excursion.



Kindergarten Class on Campus.

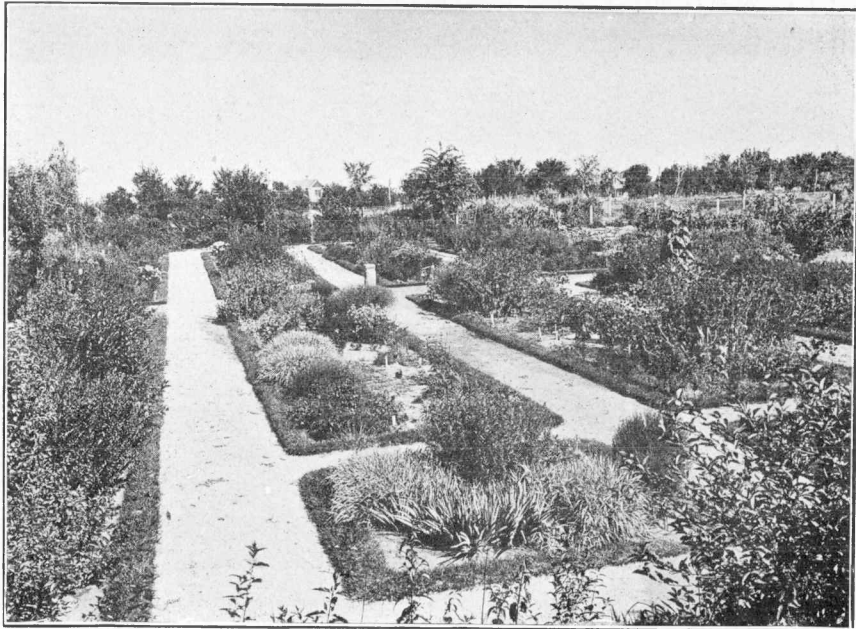


Playgrounds.

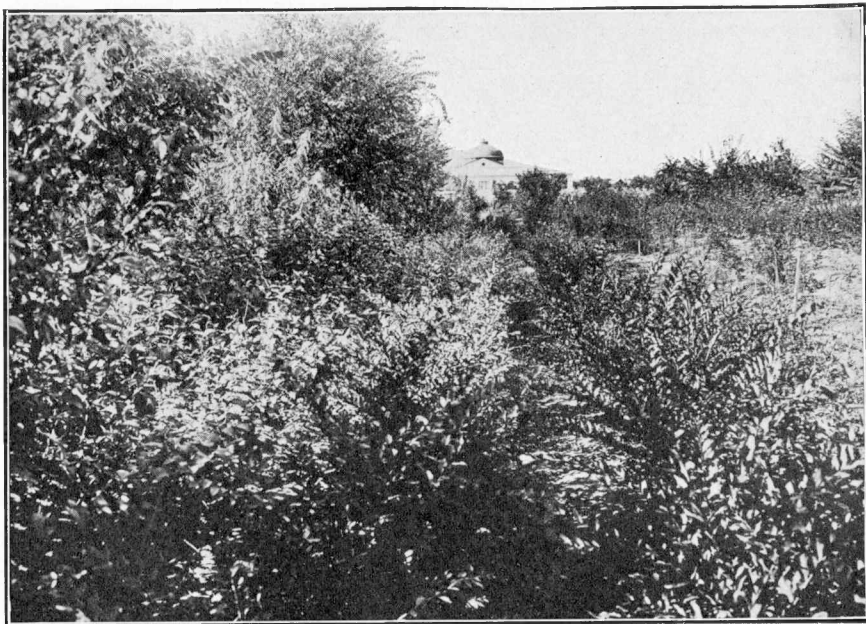




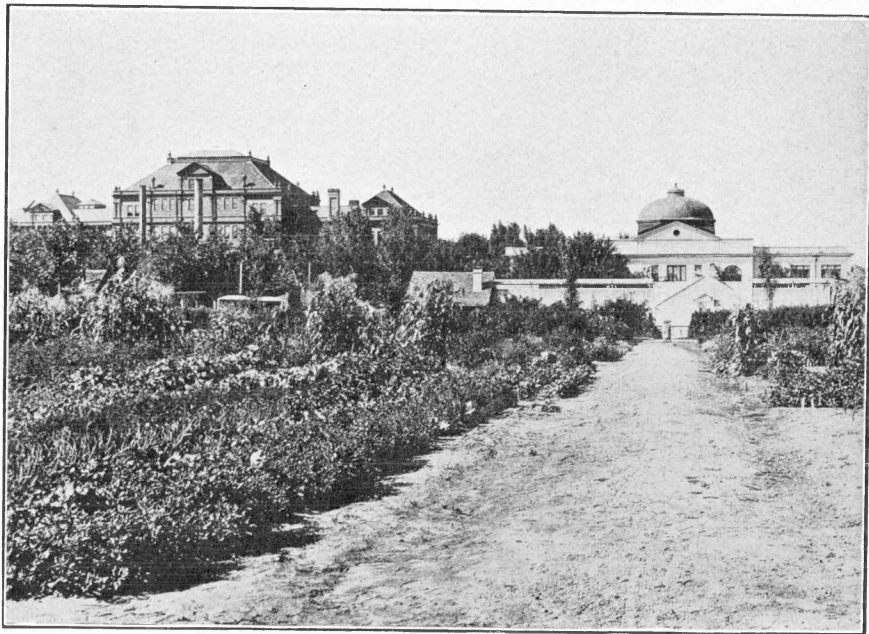
Italian Garden on Campus.



Formal Garden.



Nursery and Library.



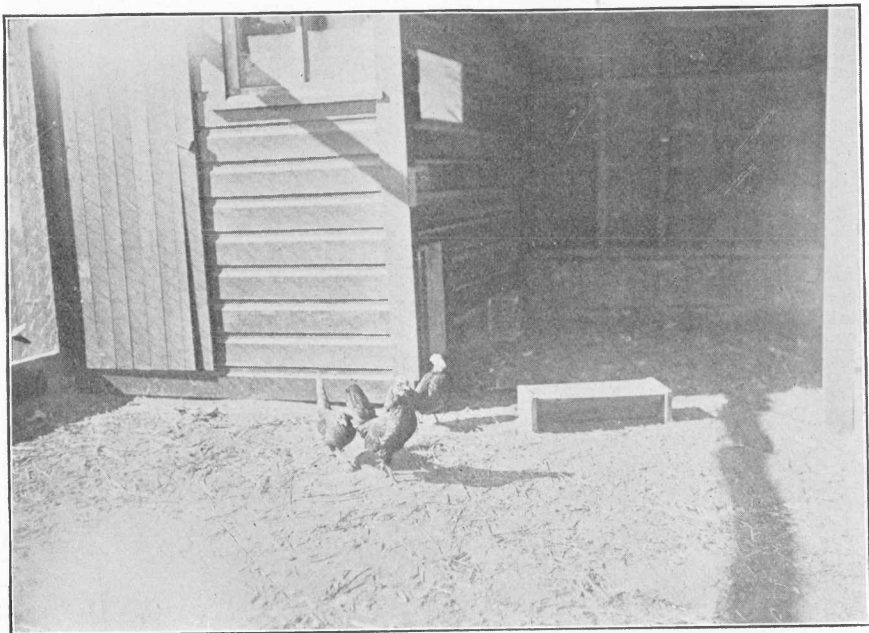
South View—Showing Green House and School Gardens.



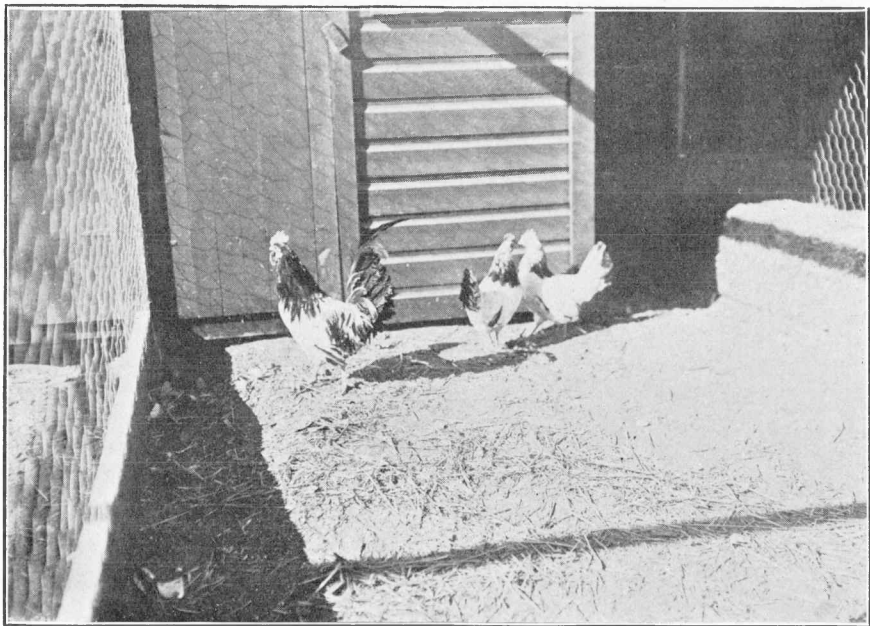
Italian Garden.



Basket Ball.

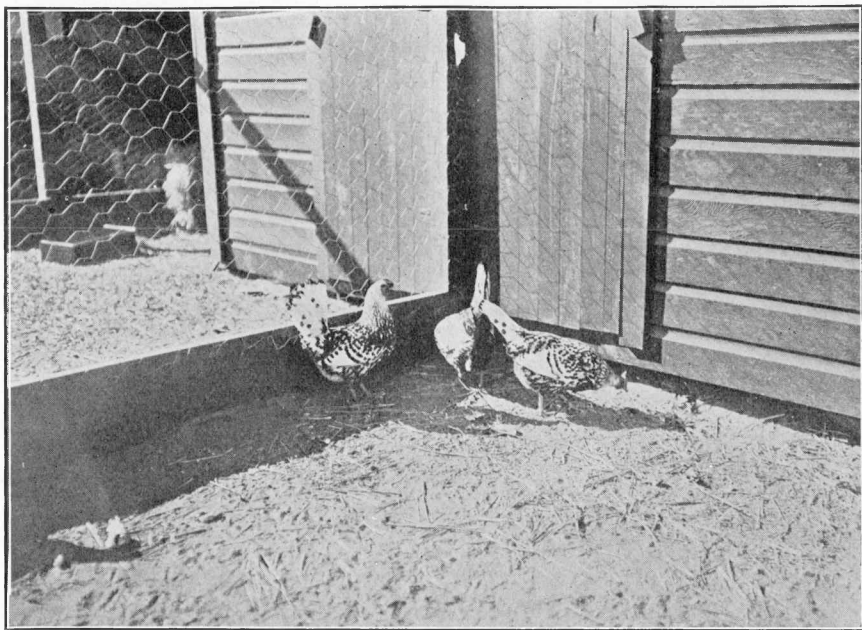


Elementary Agriculture—Poultry.  
Golden Sebright Bantam.

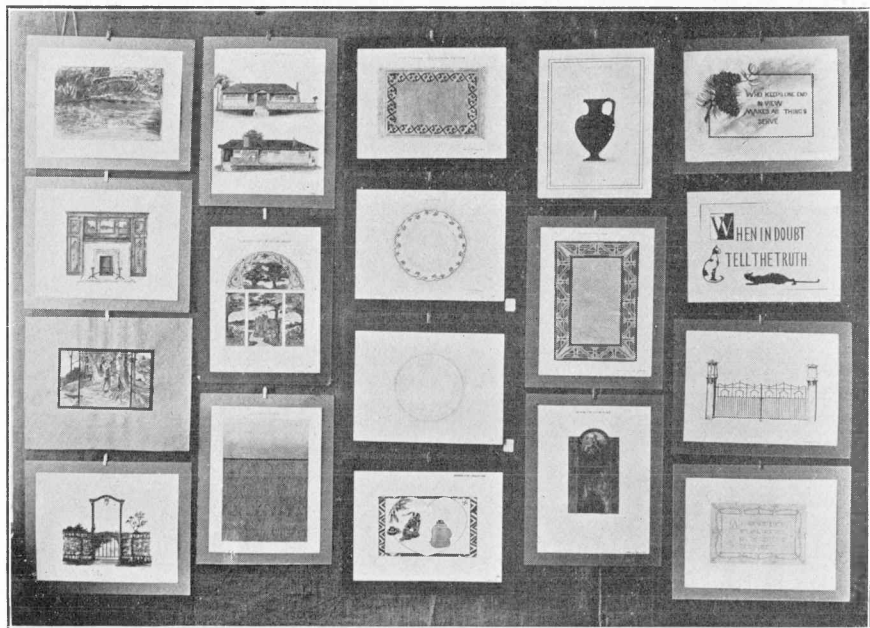


Elementary Agriculture—Poultry,  
Lakenvelders.





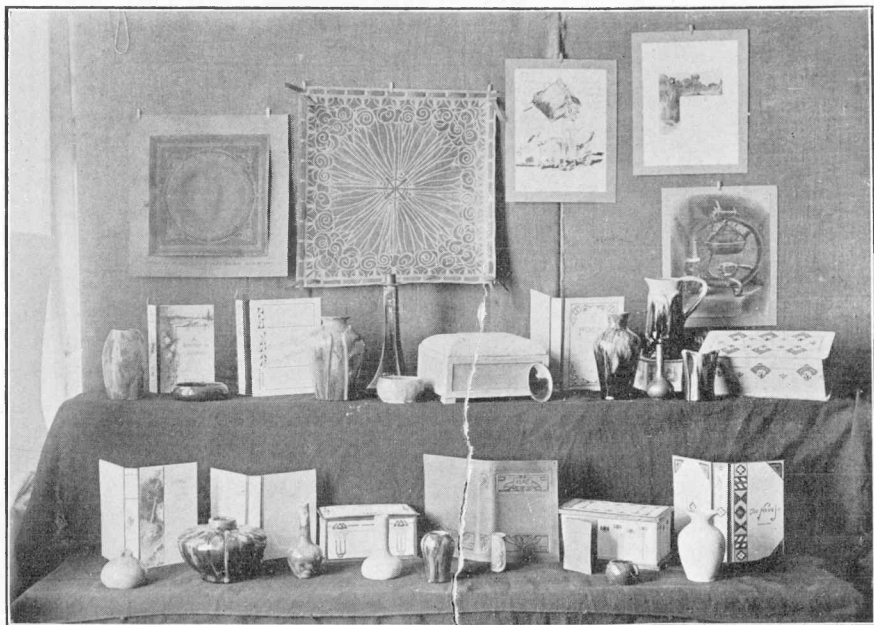
Elementary Agriculture—Poultry.  
Silver Spangled Hamburgs.



Art Work.



Structural Work—Art Department.



Leather Work—Art Department.



