

**State Normal  
School  
OF  
Colorado**



**SUMMER TERM  
1910**

**GREELEY, COLORADO**



**Summer  
School  
Bulletin**

For

**HIGH SCHOOL  
TEACHERS**





# State Normal School of Colorado



**Announcement of Summer Term  
Courses for High School Teachers**

**Bulletin Series IX. No. 8.**

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**ANNOUNCEMENT**  
*TO*  
**HIGH SCHOOL TEACHERS**  
*OF*  
**COLORADO**

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

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

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

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

The following educators of national reputation are now under contract for a series of lectures to continue thruout our summer session: G. Stanley Hall, Clark Universiry; M. V. O'Shea, Wisconsin University; Henry Suzzallo, Teacher's College, Columbia University; S. C. Schmucker, Westchester, Pa. Normal School; and W. M. R. French, Chicago Art Institut.

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

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

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

Our summer session opens June 21, and continues six weeks.

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

Write now for our summer bulletin giving details.

Address,

THE STATE NORMAL SCHOOL,

Greeley, Colorado.

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

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

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## A Brief Outline of Special Courses for High School Teachers and College Students

### *Education*

**Course 18. *Biotics in Education.*** Required of candidates for a college degree. This course deals with the facts of biological science, such as heredity and evolution, in their relation to the meaning, function, and aim of education.—President Snyder.

**Course 19. *Advanced Educational Psychology.*** Required of college students seeking recommendation for high school positions. Given in the Department of Psychology.—Dr. Irving E. Miller.

**Course 20. *Secondary School Problems.*** Required of college students seeking recommendation for high school positions. This course treats of the aims, curriculum organization, and the methods of instruction of secondary education.—Mr. Bullock.

**Course 21. *Institutions and Organizations of the Secondary School.*** Required of college students seeking recommendation for high school positions. This

course treats of the function and right conduct of the social organizations, literary Societies, general exercises and athletics of a well organized high school.—Mr. Bullock.

**Course 22. *Evolution of the Secondary School System.*** The history and comparative study of secondary education, with special reference to the interpretation of the function of the high school in the life of today.—Mr. Bullock.

**Course 23. *Special Research Course.*** Educational problems of special interest to the individual student may be investigated in the field of any department and be given credit in the Department of Education, if in the judgment of the head of the department concerned and the dean of professional work, the student is qualified to pursue original investigation with profit.—Dr Irving E. Miller.

**Course 24. *School Administration*** The various problems of administration will be discussed by superintendents actually engaged in the work of supervision.

**Course 25. *County Supervision of School.*** A course for county superintendents. It will discuss systems of supervision in foreign countries and in America, take up a consideration of the problems of the rural and village schools of the West, and suggest means of solving them.—State Superintendent, Mrs. Katherine M. Cook.

**Course 26. *Bacteria, Prophylaxis and Hygiene.*** This is a course explaining the causes and the methods of preventing diseases, with special reference to the life and interests of this school.—Mr. Beardsley.



**Course 27. A Lecture Course by Prominent Educators.** A course of lectures by G. Stanley Hall, M. V. O'Shea, Henry Suzzallo, S. C. Schmucker, and W. M. R. French. For particulars see our Summer School Bulletin.

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## Psychology

**Course 3. Pedagogical Psychology.** The aim of this course is to facilitate the application of psychological principles already familiar to the student to the definite and practical situations of the school-room. An effort is made to interpret various school subjects and methods from the standpoint of functional psychology and to consider in as many different ways as possible the helps which come to the teacher from psychology and experimental pedagogy.

Recommended to those college students who have never had courses in psychology designed especially for teachers, or whose work in psychology has not familiarized them with the literature of the past few years.—Dr. Waddle.

**Course 6. Advanced Educational Psychology.** This course treats of those aspects of psychology which throw more light upon the problems of high school teaching which grow out of the special characteristics of the mental, moral, and social life of the students of high school age.

Required of college students seeking recommendation for high school positions.—Dr. Irving E. Miller.

**Course 7. Experimental Pedagogy.** Those who have the requisit training are encouraged to take up special problems for investigation in connection with their teaching. The work can be done in part or wholly in non-residence. For a more detailed statement of the work required consult the regular annual catalog.

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## Biological Science

### *Botany*

**Course 3. Comparativ morphology and physiology of plants.** A study of representativ plants of various groups, and of the fundamental principles of plant life and relationship.—Mr. Beardsley.

**Course 2. Zoology.** Invertebrate morphology.—Mr. Beardsley.

These courses are open to candidates for graduation in the Normal Graduate and Normal College courses and to high school teachers.

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### *Birds and Mammals*

**Course 6.** This course is adapted to the needs of the high school and treats of the birds and mammals in a popular way, with very little of the technical and more of their habits, environment economic value and activities. The common forms are studied carefully, especially those which are seen every day on the school yards and in the towns. The work gives a general knowledge of birds and mammals and something of their relationship. Lectures on evolution, protection, distribution, and other topics of interest.—Mr. Adams.

### *Agriculture*

**Course 4. Elementary Agriculture.** This course is designed to fit teachers for teaching elementary agriculture in the high schools where the students have had some study of the sciences, as botany, zoology, chemistry, and physics. In addition to the consideration of the principles of agriculture, the principles of soil, plant and animal management, a brief study is also made of rural conditions as well, and a study of business and life of the country. Here the following topics are considered, viz: Agricultural economics, rural sociology, rural education, and agricultural education. Some practical work is given in greenhouse and field, and a few excursions are made.—Mr. Hochbaum.

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## **Physics and Geography**

**Course 2. Advanced Physics.** The work of this course consists of a study of electricity and radioactivity.—Mr. Abbott.

**Course 3. Methods in Physics.** Physics teaching has suffered greatly because Physics has been presented as so much ready-made knowledge and law.

In this course an attempt is made to show how Physics teaching may be made an efficient method of inquiry into the subject-matter.—Mr. Abbott.

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## **Geography**

**Course 2. Physiography.** The special emphasis of this course is put upon climatology.—Mr. Abbott.

## Mathematics

**Course 7. *Methods in Arithmetic.*** New modes of presentation for the high school. The outcome of the application of higher mathematics to traditional material.—Dr. Halsted.

**Courses 8 and 9. *College Algebra.*** The usual work given in the first year of college and a treatment of the modern view-points for teaching algebra in high schools.—Dr. Halsted.

**Course 10. *Trigonometry.*** A college course with the late developments of graphics.—Dr. Halsted.

**Course 11. *Analytical Geometry.*** The Yale Course.—Dr. Halsted.

**Course 12. *Differential and Integral Calculus.*** The Oxford Course of Professor A. E. H. Love.—Dr. Halsted.

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

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## History and Sociology

**Course 1. *European History.*** Medieval, social, economic, and political changes from 476 A. D. to 1520 A. D; Renaissance and Reformation.—Mr. Miller.

**Course 4. *American History.*** European background of American History; the Spanish and French in America; the English Colonies.—Mr. Miller.

**Course 1. Sociology, Anthropology, Primitiv Social Evolution.**

**Course 2. Principles of Sociology.** Modern Social Evolution.

**Course 3. Economic Changes.** Resultant adjustment in schools and society; Modern social reforms.

In the summer term, courses 1, 2 and 3 in Sociology are organized as seminar courses.—Mr. Miller.

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## Latin and Mythology

**Course 1. The Teaching of Latin.** This course is pland for high school teachers who desire help in securing a greater interest in their classes. The problems of the high school teachers will be thorly considerd, and such helps will be offerd as have been tested and found efficient.—Mr. Hays.

**Course 2. Readings from Horace, Cicero, Tacitus or Livy.**—Mr. Hays.

**Course 1. Mythology.** Reading and systematic study of Greek, Latin, and Norse mythology.—Mr. Hays.

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## Modern Foren Languages

**Course 1. Elementary German.** For beginners. An introduction to the living language. Pronunciation, grammar, oral practis, reading—Dr. Gideon.

**Course 4 or 7. German Reading.** For students whose previous knowledge of the language will enable them to appreciate texts of literary merit.—Dr. Gideon.

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

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### Literature and English

**Course 10. Nineteenth Century Poetry.** From Wordsworth to Tennyson.—Mr. Cross.

**Course 16. Materials and Methods for a High School Course in English.** This includes also a study of some of the more difficult pieces given in the last year of the high school course, applying modern methods.—Mr. Cross.

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### Reading and Literary Interpretation

**Course 1. The Evolution of Expression.** The ends of this course are: (a) discipline in constructive reading, in the discerning analysis of a piece of literature as an art unit; (b) personal culture through an approximately adequate response (vocal, bodily, imaginative, emotional, and volitional) to a wide range of beauty and truth in literature.—Miss Tobey.

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### Music

**Course 12. High School Music.** The aim of this course is to acquaint the teacher with the best

material for high school choruses, glee clubs, chapel exercises, and class work.

The different phases of music in its relation to secondary education and the college curriculum, with reference to present-day problems.—Mr. Fitz.

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## Art

**Course 10.** A course in planning and executing in art and handcrafts for teachers in high schools, consisting of advanced pictorial art. The principles of scientific perspective and constructive drawing as correlated with applied and industrial design. Its concrete application in cardboard construction, leather-tooling, clay-modeling.

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## Manual Training

**Course 2. Advanced Joinery.** This course deals with the problems that would enter into a course designed for high school classes.

The following problems are discussed: the relation of wood work to the curriculum; the general practice in high school courses; the fundamentals that underlie the organization of such courses; and finally the testing of the suggested plans by means of actual bench work.—Mr. Hadden.

**Course 7. History of Industrial Education.** This course deals with the history of industrial education, including the general movement, beginning, the relation of hand work to the elementary and high school

curricula, the vocational schools, and studies in their relation to our secondary schools.

A general discussion of the best practices of the leading countries of the world in elementary, high, and industrial schools.—Mr. Hadden.

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### Physical Education

Every high school teacher is familiar with those faults in posture which young people who are growing rapidly develop. In order that such teachers may be able to present intelligent remedies for these conditions a course in the methods of Correctiv Gymnastics will be given. Since Kinesiology affords a scientific basis for all work in Swedish Gymnastics it will be given in connection with the correctiv work.

**Course 6. Correctiv Gymnastics and Kinesiology.**—Mr. Lister.

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### Work of Non-resident Teachers

A course of lessons will be given by Dr. G. Stanley Hall, President of Clark University; by Dr. Henry Suzzallo, Teacher's College, Columbia University; by Prof. M. V. O'Shea, Professor of Education, Wisconsin University; by Dr. S. C. Schmucker, Professor of Biology, Westchester, Pa., State Normal School, and by Dr. W. M. R. French, Director of Art Institute, Chicago. A course given by these men will run throughout 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 inclusiv.

Below are general outlines of their work:

*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
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.

*DR. S. C. SCHMUCKER,*  
*Professor of Biological Science, Westchester, (Pa.) State*  
*Normal School*

The work by Doctor 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 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 Finishd Scientist.
3. His Master Idea.
4. Down through the Past.
5. A Glorified Reptil.
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.

*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 in these subjects. 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, and the juvenil court.)
4. Children 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 Education System.

13. Sex in Education.

14. The Education of the Heart.

15. Science, Mathematics, English and Literature, Language, Industrial Education, and Art in the Schools.

### DR. HENRY SUZZALLO,

*Professor of Education, Teacher's College, Columbia University*

Dr. Henry Suzzallo 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 subject. The child in life is the central thought. He follows the child into the kindergarten, thru 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.)

*DR. M. V. O'SHEA,*

*Professor of Education in 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 a leader in his line. 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 Disciplin 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.

**Write for Our Complete Summer School Bulletin.**

**Address**  
**THE STATE NORMAL SCHOOL**  
**Greeley, Colorado**







THE STANDARD



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