

BULLETIN OF THE STATE TEACHERS COLLEGE OF COLORADO
Series XI, No. 5.

February, 1912

The State Teachers College of Colorado

SUMMER TERM
1912



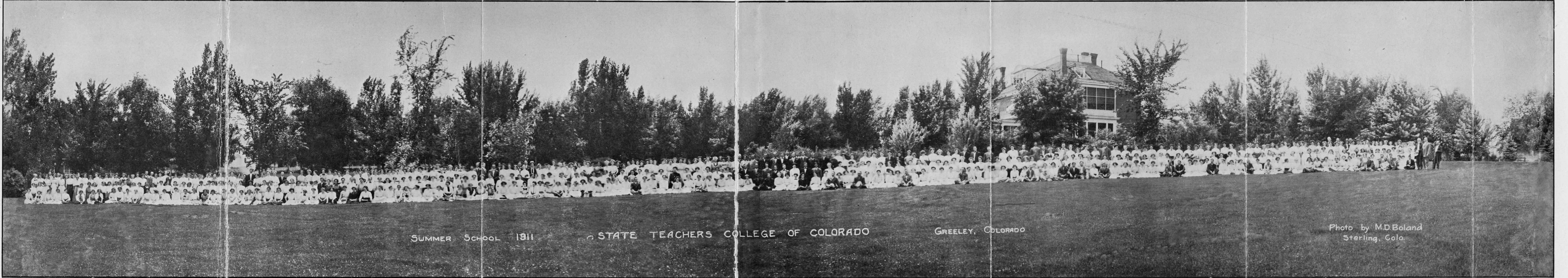
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SUMMER SCHOOL 1911

STATE TEACHERS COLLEGE OF COLORADO

GREELEY, COLORADO

Photo by M.D. Boland
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The State Teachers College of Colorado
The Summer Term, 1912
Six Weeks, June 11 to July 19

The Fall Term Opens Sept. 3, 1912

**Address The State Teachers College, Greeley, Colorado, for
The Summer Term Bulletin and The Annual Catalog.**

THE
W. H. KISTLER STATIONERY CO.
DENVER.

THE SUMMER TERM, 1912.

THE CALENDAR.

June 11, Tuesday, Registration Day for the Summer Term.

June 12, Wednesday, Recitations Begin.

July 4, Thursday, Independence Day.

July 19, Friday, The Summer Term Closes.

Sept. 3, Tuesday, The Fall Term Begins.

MEMBERS OF THE COLLEGE FACULTY TEACHING IN
THE SUMMER TERM, 1912.

- ZACHARIAH XENOPHON SNYDER, PH.D., President, and Professor of Education.
- JAMES HARVEY HAYS, A.M., Vice-President, Dean of the College and of Non-Resident and Summer Term Work, and Professor of Latin.
- LOUISE MORRIS HANNUM, PH.D., Dean of Women, and Professor of English Literature and Language.
- ARTHUR EUGENE BEARDSLEY, M.S., Professor of Biology and Economic Biology.
- SAMUEL MILO HADDEN, PD.B., A.B., A.M., Dean of Industrial Arts, and Professor of Manual Training.
- DAVID DOUGLAS HUGH, A.B., A.M., Dean of the Training School, and Professor of Education.
- FRANCIS LORENZO ABBOTT, B.S., A.M., Professor of Physical Science and Physiography.
- ROYAL WESLEY BULLOCK, PH.B., Principal of the High School, and Professor of Secondary Education.
- BELLA BRUCE SIBLEY, PD.M., Training Teacher, and Professor of Primary Education.
- ELIZABETH MAUD CANNELL, Director of the Kindergarten, and Professor of Kindergarten Education.
- RICHARD ERNESTI, PD.M., K.M., Director, and Professor of Drawing and Art.
- ELEANOR WILKINSON, Professor of Domestic Sciences.
- GURDON RANSOM MILLER, PH.B., A.M., Dean of the Senior College, and Professor of History and Sociology.
- GEORGE BRUCE HALSTED, PH.D., Professor of Mathematics.
- FRANCES TOBEY, B.S., Professor of Reading and Interpretation.
- ETHAN ALLEN CROSS, A.B., PH.M., Registrar, and Professor of English Literature and Language.
- HANS WELLER HOCHBAUM, B.S.A., Associate Professor of Nature Study, School Gardening and Elementary Agriculture.
- LEVERETT ALLEN ADAMS, A.B., A.M., Associate Professor of Biology, and Curator of the Zoological Museum.
- ALBERT FRANK CARTER, M.S., Librarian, and Professor of Bibliography.



THE GUGGENHEIM HALL OF INDUSTRIAL ARTS.



THE LIBRARY, POOL, AND FOUNTAIN.

- JOHN THOMAS LISTER, A.B., Professor of Physical Education.
WILLIAM BARNARD MOONEY, Pd.M., A.B., School Visitor, and Professor of School Administration.
THEOPHILUS EMORY FITZ, Director, and Professor of Vocal Music.
JACOB DANIEL HEILMAN, Ph.D., Professor of Psychology and Child Study.
ALICE I. YARDLEY, Pd.B., Assistant Librarian.
JOHN CLARK KENDEL, Pd.M., High School Teacher of Music.
EDGAR D. RANDOLPH, A.B., Principal of the Elementary School, and Professor of Grammar Grade Education.
IRVING ELGAR MILLER, Ph.D., Dean of Research and Professional Work, and Professor of the Science of Education.
ERNEST HORN, B.S., A.M., Professor of the Principles of Teaching.
MABEL WILKINSON, Pd.M., Assistant Librarian.
BURCHARD WOODSON DE BUSK, B.S., A.B., Associate Professor of Psychology.
AGNES SAUNDERS, A.B., Assistant in Domestic Science.

VERNON MCKELVEY, Secretary to the President.

NON-RESIDENT FACULTY.

- G. STANLEY HALL, Ph.D., LL.D., President of Clark University. General Education, Primal Factors of Child Life.
HENRY SUZZALLO, Ph.D., Professor of the Philosophy of Education, Teachers' College, Columbia University. General Education, Sociological Aspects.
S. C. SCHMUCKER, Ph.D., Professor of Biology, Westchester (Pa.) State Normal School. General Education, Nature Study.
EDWARD A. STEINER, Ph.D., Grinnell College, Iowa. General Education, Democracy in Life and Education.
CHARLES H. KEYES, Ph.D., Columbia University. General Education, Administrativ and Vocational Problems.
OLLY J. KERN, A.B., County Superintendent of Schools, Winnebago County, Illinois. Rural School Course.
HENRY F. COPE, A.M., D.D., National Secretary Religious Education Association, Chicago. Religious and Moral Education.

- CHRISTINE TINLING, Biologist, Lecturer for the Scientific Temperance Department of the National W. C. T. U. Religious and Moral Education.
- PHILIP M. CONDIT, Superintendent of Schools, Delta, Colo. Rural School Course.
- J. F. KEATING, A.M., Superintendent of Schools, Pueblo, Colo. Superintendents and Principals' Course.
- MILTON C. POTTER, Ph.M., Superintendent of Schools, Pueblo, Colo. Superintendents and Principals' Course.
- S. S. PHILLIPS, Superintendent of Schools, Otero County, Colo. Rural School Course.
- H. M. BARRETT, A.M., Principal of the High School, Pueblo, Colo. High School Principals and Teachers' Course.
- MINER F. MILLER, A.M., Superintendent of Schools, Fort Collins, Colo. Superintendents and Principals' Course.
- J. STANLEY BROWN, A.M., LL.D., Superintendent and Principal of the Joliet (Ill.) Township High School. High School Teachers and Principals' Course.
- J. H. SHRIBER, Superintendent of Schools, Boulder County, Colo. Rural School Course.
- C. G. SARGENT, Superintendent of Schools, Mesa County, Colo. Rural School Course.
- DE WITT D. FORWARD, A.M., Pastor First Baptist Church, Greeley, Colo. Religious and Moral Education.
- FATHER DAVID T. O'DWYER, Pastor of St. Patrick's Church, Denver, Colo. Religious and Moral Education.



ITALIAN GARDEN—CAMPUS.



THE FORMAL GARDEN—CAMPUS.

SPECIAL ANNOUNCEMENTS.

This summer the State Teachers' College offers in addition to the regular work of the School five special courses for the conduct of which the services of prominent educators from all parts of the country have been secured. Students taking these courses will receive credit for them in the Department of Education as courses 27, 30, 24, 25, and 31 respectively.

These special courses cover a wide range of interests. They will supplement the regular work of the School in meeting the needs in certain specific fields of the large number of experienced and advanced teachers who come to the Summer session of the Teachers' College. The large number of instructors represented in each one of these courses and the fact that they are drawn from fields of active and expert service in their respective lines will make these courses unusually practical in content and rich in their stimulative and suggestive power. The five special courses are briefly sketched below:

EDUCATION 27. *General Education.* Required of all students.

This course consists of a series of daily lectures extending throughout the term. The lecturers and their special lines of work are as follows:

G. Stanley Hall, Ph.D., LL.D., President of Clark University.
Primal Factors of Child Life.

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

Samuel C. Schmucker, Ph.D., Professor of Biology, Westchester (Pa.) State Normal School. Nature Study.

Edward A. Steiner, Ph.D., Grinnell College, Iowa. Democracy in Life and Education.

Charles H. Keyes, Ph.D., President National Educational Council, Executive Secretary, Committee of Public Safety, New York. Vocational and Administrative Problems.

EDUCATION 30. *High School Principals and Teachers' Course.* Elective.

This course is under the general direction of Principal H. M. Barrett, of Pueblo, well known throughout Colorado as a leader in

progressiv High School education. Others participating in this course are Dr. J. Stanley Brown, Prin. R. W. Bullock, and Dr. Charles E. Keyes.

EDUCATION 24. *City Superintendents and Principals' Course.* Electiv.

This course will be conducted by a group of experienced and progressiv school men, among whom are Superintendent Milton C. Potter of Pueblo, Dr. Charles H. Keyes of New York, Superintendent J. F. Keating of Pueblo, Superintendent Miner F. Miller of Fort Collins, and Superintendent Philip M. Condit of Delta.

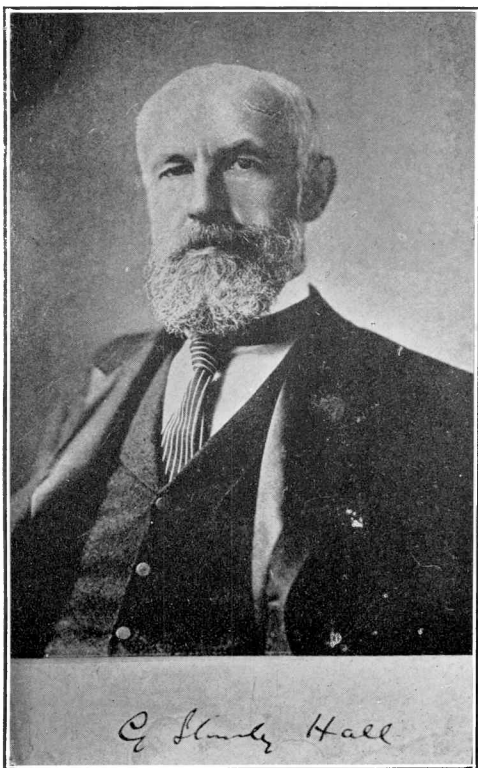
EDUCATION 25. *Problems in Teaching and Supervising Village and Rural Schools.* Electiv.

This course will be initiated by Superintendent Olly J. Kern of Winnebago County, Illinois, whose work in the interests of rural schools and whose practical achievements in his own county have won him a national reputation. Superintendent S. S. Phillips of La Junta, Superintendent J. H. Shriber of Boulder County, and Superintendent Philip M. Condit of Delta, all well known to Colorado teachers, will be among the leaders in this course.

EDUCATION 31. *Religious and Moral Education.* Electiv.

On account of the widespred and growing interest on the part of teachers, principals and superintendents in the problems of religious and moral education, either in their relation to the work of the school or in their larger relations to the life of the community, the State Teachers' College is instituting a series of lectures and conferences on various phases of religious and moral education. Dr. Henry F. Cope, National Secretary of the Religious Education Association, a man who is by virtue of his position in most intimate touch with all the agencies of every sort that are contributing to religious and moral education, will initiate this course. He will discuss the agencies, ideals, and methods of religious and moral education.

In connection with this course, the services of Miss Christine Tinling have also been secured. Miss Tinling is lecturer for the Scientific Temperance Department of the National W. C. T. U. She is a trairnd biologist and interprets her subject from the biological standpoint. She comes to us highly recommended by Dr. P. P. Claxton, U. S. Commissioner of Education, under whose administration she gave instruction in hygiene in the Summer School of the



PRESIDENT G. STANLEY HALL.



DR. HENRY SUZZALLO.

South. Father David T. O'Dwyer, Pastor of Saint Patrick's Roman Catholic Church, Denver, Colorado; Dr. Edward A. Steiner, Grinnell College, Iowa; and De Witt D. Forward, Pastor of the First Baptist Church of Greeley, Colorado, will each give a series of lessons extending over a week in this course.

RURAL SCHOOL WORK.

A series of courses especially arranged to meet the needs of rural school teachers has been provided. These include Course 25 in Education, to be conducted by Supt. O. J. Kern, Supt. Phillips, Supt. Shriber, Supt. Condit, Prof. Randolph and others; three courses under the direction of Supt. Condit, providing reviews of common school branches; and a course in Agriculture for Rural Schools to be given by Prof. Hochbaum. These and the many other courses which the rural school teacher may profitably take, make the Summer Term unusually rich for these teachers.

ENTERTAINMENT.

The popular custom already established of giving musical and literary entertainments once a week will be continued. These are given on Friday evenings and are so arranged as not to interfere with the serious business of the school.

EXCURSIONS.

Once during the term a railway excursion at popular rates is arranged to take all who wish to go, into the heart of the high mountains. One excursion took the students up the "Moffat Road" to the summit of the continental divide, Corona, 10,600 feet. Another was over the "Switzerland Trail" to Eldora. Still another was to the summit of Pike's Peak. The students in each summer session choose the destination for their own excursion.

Small parties make shorter trips to points of interest, for study or pleasure, nearer Greeley. Frequent week-end parties make the automobile tour to Estes Park and Long's Peak. Public automobiles take parties of four or five, making a charge of twenty dollars for the round trip for the whole party. The trip can be made in a day, or parties may go up to one of the beautiful rustic mountain inns on one day and return the day following.

While there are many opportunities for recreation, the School is not offering its Summer Term as a holiday outing. The work is

serious and effectiv, the entertainments and excursions being arranged at the end of the school week.

THE CLIMATE.

Colorado sunshine is a proverb. The altitude of Greeley is one mile. The combination of a moderate elevation and sunshiny days produces an almost ideal condition for school work in summer. The middle of the day is usually warm, but in the shade the temperature is never unplesant. The cool evenings are all that the student could desire. A humid, hot night is unknown.

THE OPPORTUNITY.

The holding of this summer term at the Teachers' College offers an excellent opportunity to those who have to teach. It enables one who teaches a full year to attend the College during the summer term, get credit for work done, and when sufficient credits are secured, to graduate from the school. The diploma granted is a license 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.

From one to five credits toward graduation may be earned in the summer term. All students attend the general educational lectures (Education 27) and select in addition to this course, one, two, three, or four others.

ADMISSION.

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. Upon presenting acceptable credentials, high school graduates, or those having an equivalent education, enter the first year of the Junior College without examination.
4. Graduates of approved Normal Schools or Colleges may enter the Senior College without examination.
5. Practical teachers who have not had high school training may enter, and take such work as will prepare them for the regular course.



DR. EDWARD A. STEINER.



DR. HENRY F. COPE.

THE 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.

REGULAR COURSES LEADING TO LICENSES TO TEACH AND DEGREES IN THE COLORADO STATE TEACHERS' COLLEGE ARE OF THREE KINDS; NORMAL, NORMAL GRADUATE, AND COLLEGE.

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.

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.

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 this state.

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, viz.: courses 1, 2, and 3.

Four term courses in Education, viz.: 1, 10, 11, and 12.

Three term courses in Teaching.

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

2. Nineteen of these thirty courses are elective, and may be selected from any department.

In addition to the required subjects for which credit is given, all students in the first year are required to take physical education three times a week. All students in the second year take two hours a week in physical education. Physical education taken five times a week meets these requirements and also counts as a regular credit course.

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.

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.

Normal Special Course—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, Modern Foreign Languages, and Elementary Agriculture. These diplomas are licenses to teach.

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.

No student shall receive two diplomas until he has 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.

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 ELECTIVE WORK.

The professional work is required, viz., Psychology, education, teaching, and conferences—in all, eleven term courses.

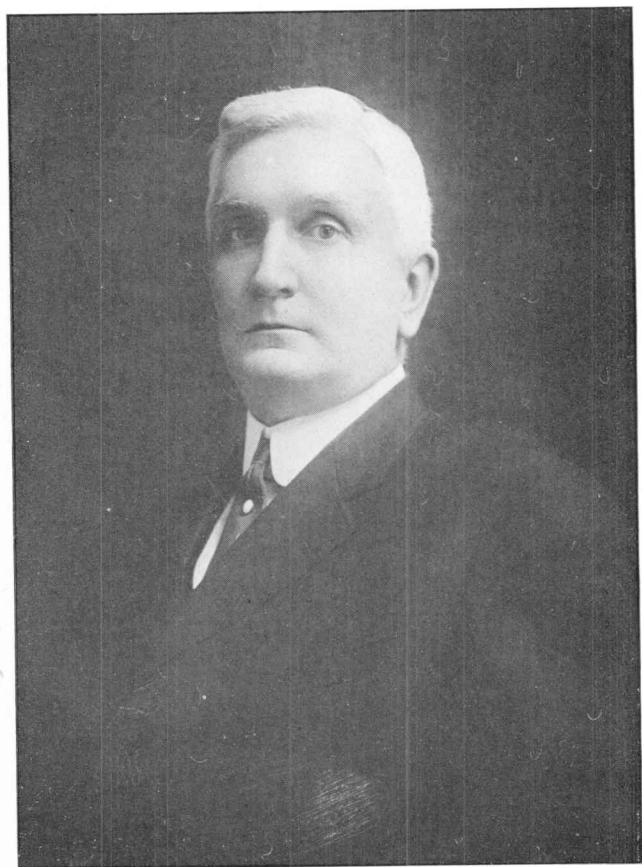
All other work is elective—in all, nineteen courses.

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.

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



DR. SAMUEL C. SCHMUCKER.



DR. CHARLES H. KEYES.

SCOPE OF THE WORK.

The work done during the summer term is: The regular 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 course, get the diploma, which is a license to teach in the state for life, and receive the professional degree of Bachelor of Pedagogy. The work is arranged to enable graduates of the State Teachers' College of Colorado, and others prepared to do so, to take up graduate work, whereby they may, during the summer terms, earn the higher degrees. The work is so arranged that persons who wish to pursue special lines of study may have the opportunity to do so. An opportunity is given to high school teachers to study from the pedagogical standpoint the subjects they are to teach. An opportunity is given the principals and superintendents to study the educational problems which confront them in their daily work. An opportunity is given the rural teacher to study the problems peculiar to these schools. 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.

EDUCATION.

IRVING E. MILLER, PH.D.

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 courses of lectures by prominent educators from other states.

I. PRINCIPLES OF TEACHING. Junior College (required in the first year). This course is meant to prepare the student for the problems of teaching. From functional psychology are selected those principles which assist in determining the motives and methods of study. The importance of the teacher's knowing the function and structure of the subject matter which she is to teach is emphasized. Especial attention is given to the method of the recitation, with emphasis upon the following problems: the teacher's preparation for the lesson, creating a need for the subject matter to be taught, the methods by which the child acquires control over subject matter,

questioning, the assignment of the lesson, and the supervision of the study period. Problems of disciplin and of school hygiene will also be considerd. MR. HORN.

*4. EDUCATIONAL PSYCHOLOGY. Required of Juniors Given in the Department of Psychology as Course 3. DR. HEILMAN.

7. PRIMARY EDUCATION. Electiv. The course is based on the needs of the child between the ages of six and ten years inclusiv. This course leads up to the selection of subject matter which functions in the child's life. To this end a brief comparison of courses of study in some of our larger city schools, for example, Chicago, New York, Boston, Denver, and our own Training School, is made. The latest and most scientific articles on primary methods are read and discust. The special didactics of subject matter for the lower grades are workt out; and many devices for teaching beginning reading, phonics, rythm, spelling, songs, dramatization of stories, multipliation tables, and blackboard illustrating are given. MRS. SIBLEY.

9. RURAL SCHOOL TEACHING. Junior College. Electiv. This course will be conducted as a separate section of Course I, adapted to meet the needs of rural school teachers. It will be credited toward graduation as Course I. MR. HORN.

*10. HISTORY OF EDUCATION. Junior College (required in the second year). The purpose of this course is to study current educational ideas and practises in the light of their historic development. To this end such topics as the development of the Greek conception of culture, the rise of humanism, and the naturalistic, scientific, psychological and sociological tendencies in education will be considered with special reference to the organization of the curriculum and the methods of instruction in our schools to-day. It is hoped that the course may be made the means of helping students to understand more intelligently the various influences that are shaping the education of the present and to predict the influence of contemporary thought upon the education of the future. MR. HUGH.

*11. BIOLOGICAL ASPECT OF EDUCATION. Junior College (required in the second year). The aim of this course is to present the conception of education as the progressiv modification of a functioning organism. It will include the fundamental generalization of biology, physiological psychology, functional psychology, and experimental pedagogy in their bearing on educational theory and practis. DR. IRVING E. MILLER.

NOTE—Courses marked with a star (*) are advanced courses, and will be accepted as such for the advanced degrees.

*12. SOCIOLOGICAL ASPECT OF EDUCATION. Junior College (required in the second year). 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 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 education; the rural school in its relation to rural life; the playground movement; industrial, vocational, and special schools, etc.

DR. IRVING E. MILLER.

*29. CURRENT EDUCATIONAL THOUGHT. Electiv. Primarily for Senior College students. The course this summer will be devoted almost exclusively to the discussion of the reconstructions in method, aim, curriculum, and administration that are involvd in the growing tendency to apply the biological and functional concepts in psychology and education. In this connection the attempt will be made to put students in touch with all the available literature of the subject, so that they may acquire the power to interpret current educational literature for themselv.

*18. BIOTICS IN EDUCATION. Three credits. Required of Senior College students.

The Meaning of Education.

From the Standpoint of the Individual.—An involution of possibilities; his education an evolution of the possibilities in relation to life; his expansion into helth, strength, power, and skill to function in relation to his environment.

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.

The Importance of Heredity in Education.

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

Racial, national, parental, and individual heredity elements as influencing education.

NOTE—Courses marked with a star (*) are advanced courses, and will be accepted as such for the advanced degrees.

Hereditary versus somatic transmissions in the individual and his education.

Hereditary and environmental variations in the education of the individual.

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

Evolution as a Basis for Education.

Universal evolution as a working hypothesis. The evolution of life, mind, society and the state, in its relation to civilization. Universal recapitulations. Recapitulation and the "culture epochs." Religious recapitulation. Its value to education.

Functional Education.

Education is functional—dynamic—pragmatic. All activities of the individual are the result of cell structure. Education is motorization—doing—realization. The maturation of truth.

The Evolution of Truth.

The potential value of a truth—anticipation. The actual value of a truth—realization. The efficient value of a truth—servis. The making of truth—relation of facts. The genesis of truth.

Life and Its Evolution.

The creation of life values in relation to education. Relativity of life values in the process of education.

The Serial Theory of Life as Growing Out of the Doctrine of Evolution.

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

Education is Motorization.

Education is the functioning of cells. Education, a natural science. Application of the foregoing in the process of education. principles of education growing out of the above.

PRESIDENT SNYDER.

*21. TRAINING ADOLESCENTS FOR SOCIAL EFFICIENCY. It is designed in this course to assist superintendents, principals, and high school teachers to view comprehensively many of the great agencies which influence the lives of high school students, but which are not always incorporated in the recognized work of the schools. The main topics are: physical education; moral and ethical education; choosing and preparing for a vocation; and training for citizenship. The work of a great many institutions outside the school will be

examined to determine their methods, aims, and results. The library contains a wealth of recent literature to illuminate these subjects.

MR. BULLOCK.

*26. BACTERIA, PROPHYLAXIS, AND HYGIENE. Electiv. The health 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 health 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 saprophytes; bacteria which produce disease (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.

24. SCHOOL ADMINISTRATION. City Superintendents and Principals' Course. Electiv. See page 8.

25. SCHOOL ADMINISTRATION. Problems in Teaching and Supervising Rural Schools. Electiv. See page 8.

27. LECTURE COURSE IN GENERAL EDUCATION. For a fuller statement, see the special announcements, page 7.

30. HIGH SCHOOL TEACHERS AND PRINCIPALS' COURSE. Electiv. See page 7.

31. RELIGIOUS AND MORAL EDUCATION. Electiv. See page 8.

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.

NOTE—Courses marked with a star (*) are advanced courses, and will be accepted as such for the advanced degrees.

These include Courses in Theory and Administration and others, which deal with the various rural school subjects and methods of teaching them.

PSYCHOLOGY AND CHILD STUDY.

JACOB DANIEL HEILMAN, PH.D.

BURCHARD WOODSON DE BUSK, A.B., B.S.

The work of this department is based on the belief that psychology is of prime importance to the teacher. It is therefore the aim to make the instruction as thoro and as positiv as possible. While all topics of the subject have a cultural value which would justify their place in a course of study, there are certain ones, the bearing of which on the profession of teaching is more direct, and these are selected for special emfasis. Slight variations are made from year to year, both in methods of instruction and in subject matter, with a view to finding the material and the method which, in the limited time allotted to the subject, will produce the most genuin and lasting interest and the clearest insight into the more common phenomena of mental life. Whatever the topic or method, the attempt is constantly made to keep the work on a practical basis, and such as can be continued when the student has left school.

As far as possible principles are arrived at inductivly, and reading and lectures are constantly supplemented by experiments and observations, both in and out of class. Emfasis is continually placed on the importance of movement as the expression and the necessary completion of mental processes. Each process is studied, not only as it appears in adult life, but also with reference to its growth and its characteristics at each level of mental development as illustrated in child and animal life. The practical origin of all the conscious processes, and the unitary character of mind in all its functionings are principles upon which all instruction depends.

1. GENERAL PSYCHOLOGY. Required. Lectures, readings, reports and demonstrations. The following topics are studied: consciousness, suggestion and imitation, association, memory, analysis of impressions, control, instinct, intelligence, types of activity. The point of view is genetic.

MR. DE BUSK.

2. GENERAL PSYCHOLOGY. Required. Lectures, readings, reports and demonstrations, covering the general field of the nervous system, sensation, laws of mental organization, the expression of the mental life and higher complications.

MR. HUGH.

3. EDUCATIONAL PSYCHOLOGY. Required in the first year. This is an attempt to put the main conclusions of psychology into a more usable form for application in the school room. Much of the subject matter is identical with that of courses 1 and 2, but instead of putting the emphasis upon the description, analysis and explanation of mental processes, this course aims to show how general behavior or complex reactions may best be modified. It begins with the native capacities, instincts and interests of the child, and shows how these may be suppressed, developed or regulated. A special feature of the course is the psychology of some of the school subjects, such as spelling, reading, and writing.

DR. HEILMAN.

*4. CHILD STUDY. Elective. The aim of this course is to put the student into more intimate touch with the various phenomena of child life. Attention will be given to the history of child study and its influence upon educational practice. The various methods employed in studying the child will be discussed and some of the results obtained by the application of these methods will be presented through lectures and papers by the students. In general, the care of the child, its physical and mental growth, its interests and aptitudes and its social, moral and religious natures, will be considered.

DR. HEILMAN.

*8. ADVANCED PSYCHOLOGY. Elective. The topics for study will be selected to meet the needs of the class.

MR. DE BUSK.

BIOLOGICAL SCIENCE AND NATURE STUDY.

ARTHUR EUGENE BEARDSLEY, M.S.

LEVERETT ALLEN ADAMS, A.M.

BOTANY.

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.

ZOOLOGY.

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

MR. BEARDSLEY.

NOTE—Courses marked with a star (*) are advanced courses, and will be accepted as such for the advanced degrees.

5. ORNITHOLOGY. This course is a combination of field and classroom 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 comprehensiv 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.

6. THE STUDY OF MAMMALS. The study of 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.

7. ORNITHOLOGY. Junior College. This course is to follow Course 5. It is designd to familiarize students with the bird keys, so that they may be able to classify any unknown bird. The study is more comprehensiv than that of Course 5, treating of the differences upon which classification is based. The work is partly indoors and partly in the field. The keys used will be those of Coues, Merriam, and Chapman. The class is limited to ten.

ELEMENTARY AGRICULTURE.

H. W. HOCHBAUM, B.S.A.

There is an ever-growing tendency to make the teaching in rural schools more efficient, by teaching more in terms of the country and country life, to lay more stress on the maxim that education should grow out of the lives of the people and back into their lives. To this end we have seen the introduction of nature study and elementary agriculture in rural school teaching, and more and more emfasis is being placed on these subjects with the growth of the consolidated school idea. Nature study aims to place the child in sympathetic touch with his environment, and to give him a broader base of knowledge to help him interpret other facts, as well as all his activities. It should, moreover, create a sympathy for the country and the business of the country. Nature study should lead up to the study of agriculture. Along with the study of agriculture should go, not only knowledge of better farming methods, but more than this, the



ADMINISTRATION BUILDING.



MR. O. J. KERN.

development of a spirit which sees in farming something more than a business. The movement should consider the home and the life of the farmer, as well as his fields, and must consider the social, economic and spiritual sides, as well as the technical side of farming and all country affairs. Merely learning a few elementary principles and practises of agriculture will not exert a lasting uplift on all phases of the rural problem. One cannot appeal to all people in terms of more bushels of wheat, more dollars and cents.

The country teacher in rural, village, consolidated or secondary school, occupies a unique position which all too few realize or utilize. She can be, and ought to be, the leader of a rural community and swing a wide influence in the improvement of rural conditions, and thus be more than a mere teacher, a hearer of lessons. Yet to reach the people of a rural community, a teacher must be placed in sympathy with the country, must be trained to adapt herself to the country, and to fill the demands which her situation may point out to her. She must be brought to realize that the country school problem is vastly different from the city school problem, that the country school should meet the needs of country people. This can only come with training, with a proper appreciation of the country and all its needs; and with a knowledge of the country and all its affairs.

The Colorado Teachers' College is eminently fitted to give teachers this training, to prepare them for teaching in terms of country life and the country, to put them in touch with the country, to make teachers realize how great their influence may be. The school offers many excellent facilities and opportunities, especially in summer. Greenhouse, gardens, campus and fields, are well fitted for excellent work in nature study and elementary agriculture. Here we have poultry yards, trial gardens, school gardens, farm plots, fruit plantations and nursery. Indoors, well equipt laboratories provide splendid opportunities for practical work in household arts, manual training and botany and zoology. Withal we are situated in one of the richest agricultural regions of the world, and the wonderful farms around may be visited for practical and inspiring lessons. The library facilities, too, are very good, better in this field, perhaps, than those of most normal schools.

The aim of this department is to fit teachers for teaching in rural communities. The attitude is one which does not concern itself solely with knowledge and facts, but aims, too, for the development of a spirit in teachers which will make them realize the op-

portunities in rural school teaching, to open their minds and hearts to the country and its people, and thus make for something more than the average country school now stands for. Here we emphasize spirit and attitude, as well as facts, try to place the individual in sympathy with her field, with the country, the business of the country, the education of the country, and the life of the country.

The following courses are offered this year:

1. NATURE STUDY. The theory and practice of nature study. The study of material that may be used in teaching nature study. This course is designed to fit teachers for teaching nature study in elementary schools. In this course the following are considered:

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

(2) *The Material of Nature Study*. First-hand acquaintanceship with the good and common things of the outdoor world, through actual, first-hand observation in garden, orchard, laboratory, field and open country.

2. SCHOOL GARDENING AND ELEMENTARY AGRICULTURE. The elementary principles of soil, plant and animal management with the school garden as laboratory. Designed to fit teachers for teaching agriculture in rural schools. Much practical work is given.

7. THE RURAL SCHOOL. In this course an attempt is made to study rural life conditions to the end that the rural school may be a better expression of the country and better meet the country people's needs. Studies of rural social conditions are made, as well as studies of economic forces at work in the country. It is an attempt to put the rural school teacher in thorough sympathy with her field, to the end that she may realize the needs of country people and make the teaching therefore more efficient. The following are considered:

The social status of rural communities. Social factors in rural progress. Improvement of social life of rural people. Isolation of the farmer. Social influences. The country church and the country school as rural community centers. Social organizations. Improvement and enlargement of these opportunities. Occupations in the country affecting social status. Improvement of farm home conditions. The new country life. The work of the farmer. Economic factors that influence him. The new agriculture. Improvement of

teaching methods in the country. The consolidated school. Agricultural education.

PHYSICS, CHEMISTRY, AND GEOGRAPHY.

FRANCIS LORENZO ABBOTT, A.M.

I. GENERAL SCIENCE COURSE. Junior College (complete in one term). This course, as the name indicates, covers a wide range of subjects; over 200 of the common phenomena that come under the name of Physics, Chemistry, Zoology, Physical Geography, etc. To give an idea of the scope of the course, a few of the subjects discussed are: combustion and explosions, thermometers, and many other of the common phenomena of heat, seasons, comets, meteors, etc., rainbow, mirage, and many other of the common phenomena of light, winds, aeroplanes, disintegration of rocks, ventilation, flavoring extracts, and perfumes, etc., etc.

The purpose of the course is to give teachers of the elementary schools a better understanding of the manifold manifestations of the natural laws which everywhere surround us.

Simple and easy experiments are given which can be used in almost every grade to illustrate the many facts the children see all about them and in which they are much interested.

This course will be especially helpful to those teachers who wish to take a short science course.

GEOGRAPHY.

I. METHOD 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:

The Cattle Industry, the Sheep Industry, Mining, Cotton, etc.

2. PHYSICAL GEOGRAPHY. The almost infinite variety of climatic conditions of the earth are much more easily understood if one had a clear conception of the great atmospheric movements and a knowledge of the general configuration of the earth's surface. In this

course most emphasis is laid on the explanation of the fundamental principles which govern the movements of the air.

MATHEMATICS.

GEORGE BRUCE HALSTED, PH.D.

7. **METHODS IN ARITHMETIC.** Special study of the material to be given in the grades, and of the best order and mode of presenting it. Study based on spontaneity of the child. Effort to fit the arithmetic to the child instead of the child to the arithmetic. Explication of the practical simplifications which are an outcome of the modern advance. Text: Halsted's *On the Foundation and Technic of Arithmetic*.

16. **COMBINATION COURSE IN ALGEBRA.** Elementary and advanced.

17. **COMBINATION COURSE IN GEOMETRY.** Inductiv and deductiv, plane and solid. Text: Halsted's *Rational Geometry*, 2d ed.

HISTORY AND SOCIOLOGY.

GURDON RANSOM MILLER, A.M.

3. **EUROPEAN HISTORY.** The history of Europe from A. D. 1814 to the present time. This course is virtually a history of the Nineteenth Century. It treats of social and political changes in England, France, Germany, Italy, Austria, Turkey and the Balkan States, Spain and Russia; the industrial and commercial relation of the world nations; the transformation of Africa; changes in the far East. In every possible related case American history is interpreted.

6. **AMERICAN HISTORY.** Sectionalism and slavery; economic causes of the Civil War; reconstruction and economic revolution in the South; general economic changes in the United States; national problems and the expansion of the United States as a world power.

3. **EDUCATIONAL SOCIOLOGY.** A course for teachers in applied sociology; modern social institutions; changing social ideals; social reforms, and their relation to schools, curricula, and teaching.

10. **INDUSTRIAL HISTORY OF THE UNITED STATES.** Junior College. This course traces the evolution of the leading industries of our country, such as the extractiv industries, manufacturing, transportation, and mercantil pursuits. The management of financial institutions and of the means of communication is included. The aim of this work is to furnish knowledge of economic affairs, to establish a strong vocational interest, and to illustrate the economic interpretation of all history.

MR. BULLOCK.

II. CIVICS. Junior College. A study of the administration of affairs by organized government as found in the city, the county, the state, and the nation. Some attention will be given to current political problems and "reform movements" as indicating tendencies in the evolution of government. Practical methods of training for citizenship will be illustrated.

MR. BULLOCK.

LATIN AND MYTHOLOGY.

JAMES HARVEY HAYS, A.M.

LATIN.

1. ELEMENTARY LATIN. Consisting of careful study and practice in pronunciation, a mastery of the inflections, syntax, and readings suitable to beginners. The texts read are selections from Cæsar, Cicero, and other writers of the classic period. Much attention is given to the contributions made by Rome to modern life and civilization.

2. INTERMEDIATE LATIN. Comprising grammar reviews, including the more difficult constructions, Latin versification, and prose composition, criticism of Roman life and customs. The texts used are readings from Cicero, Virgil, and Sallust.

*3. ADVANCED LATIN. Consisting of discussions on the art of teaching Latin, instruction in the art of reading Latin, drills in *sight* reading and "*ear*" reading, and reviews of such parts of the grammar as seem necessary. Much attention is given to the mastery of idiomatic expressions, and to the history and literature of the Roman people. The literature read consists of poetry, history, and essays, taken from Horace, Cicero, Sallust, Livy and Tacitus. This course is intended for those fitting themselves for positions as teachers of Latin, and it presupposes at least as much Latin as is offered in our best high schools.

NOTE—Only one of these courses in Latin will be offered—the one called for by the largest number of students.

MYTHOLOGY.

I. 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. Practis, under careful criticism in effectiv 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.

MODERN FOREN LANGUAGES.

ABRAM GIDEON, PH.D.

1 or 2. **ELEMENTARY GERMAN.** Junior College. For beginners. According to the method of instruction employd, the language-facts are studied both as an introduction to the living language and as a gateway to the literature. Pronunciation, grammar, oral practis, reading.

4 or 7. **GERMAN READING.** Senior College. For students whose previous knowledge of the language will enable them to appreciate texts of literary merit. The subject matter red is determind by the constitution of the class.

FRENCH. A course in French, analogous to one of those offerd in German, is given, provided a class can be organized.

LITERATURE AND ENGLISH.

LOUISE MORRIS HANNUM, PH.D.

ETHAN ALLEN CROSS, PH.M.

1. **CONSTRUCTIV AND FUNCTIONAL GRAMMAR.** A study of English Grammar with practis in oral composition and paragraf writing.

*2. **CONSTRUCTIV METHODS IN GRAMMAR AND COMPOSITION.** Open to Seniors and Juniors who alrely have a fair knowledge of grammar.

*3. **ORAL LITERATURE FOR THE LOWER GRADES.** Oral literature and constructiv work for the grades from the first to the fifth inclusiv, including the principles of story-making and story-telling for children, and the treatment of the myth, and the folk epic. Primarily for Seniors and expected of all who wish to do practis teaching in English in the lower grades.

NOTE—Courses marked with a star (*) are advanced courses, and will be accepted as such for the advanced degrees.

*8. STUDIES IN THE DRAMA. The two great periods, with reading and discussion of twelve plays of to-day.

*14. THE SHORT STORY. A study of the form of the short story.

*19. AMERICAN LITERATURE. A course in American literature following the plan of Courses 6 and 7 in English literature.

READING AND INTERPRETATION.

FRANCES TOBEY, B.S.

The courses in reading take cognizance of the cultural as well as the utilitarian value that reading, as an art, offers.

a. Facility in mastery of the printed page, ready visualization and instant realization of units of thought.

b. Training in analysis of a piece of literature as an art unit.

c. Personal culture thru an approximately adequate response (vocal, bodily, imaginativ, emotional, volitional) to a wide range of beauty and truth in literature. This end is sought thru devotion to the ideal of revelation, supplanting the limited and self-centering ideal too long held for the recitation—performance.

1. THE EVOLUTION OF EXPRESSION. A systematic, directed endeavor to reflect, for the inspiration of the class, the spirit and dominant truth of varied literary units. The ultimate end of this endeavor is growth in personal power, manifested, thru presence and address, in spontaneity, life, vigor, purpose, directness, poise.

Analysis of simple literary units: the essential truth, the parts, the service of the parts, the relationship of the parts. The lyric, the dramatic narrative poem, the short story, the oration.

2. ADVANCED READING. Development of imaginativ, emotional, and expressive power, thru analysis and impersonation of characters in literature. Visual picture painting. Analysis of longer and more complex literary units. Careful study of structural plan. Story telling, study of verse forms; arrangement and presentation, in groups, of dramatizations from standard literature. Study of courses of reading for the grades. Methods of teaching. Study of the relation of forms of expression to mental states.

3. THE DRAMA. Interpretation of a series of dramatic monologues. Careful analysis of a drama. Presentation of *The Merchant of Venice* on the College Campus, before the school.

NOTE—Courses marked with a star (*) are advanced courses, and will be accepted as such for the advanced degrees.

KINDERGARTEN.

ELIZABETH MAUD CANNELL.

The school law makes the kindergarten a part of the educational system of Colorado; hence, there is a demand thruout the state for well-equipt kindergartners. To meet this demand, the Kindergarten Department offers a thoro training, both theoretical and practical, for teachers of kindergarten.

The best primary schools are also more and more seeking teachers trained in kindergarten methods, because these alone can intelligently utilize what the child brings with him from the kindergarten, and can select from its spirit and method that which is suited to his further development. Lack of perfect organization of the kindergarten and the first grade in the past has been a source of much economic and pedagogic waste.

To meet this demand for primary teachers, who have had kindergarten training, all students in this department are required to observe and teach in the primary grades of the training school. The diploma given on completion of the two-year course licenses the holder to teach in both the kindergartens and the primary grades of the public schools of Colorado.

ENTRANCE REQUIREMENTS.

The entrance requirements for the Kindergarten-Primary diploma are, in general, the same as for the regular course. In addition, each student must be able to play such music as is found in the usual kindergarten song books and in books of rythms of a grade corresponding to Miss Hofer's volumes of Music for the Child World. Failing to meet this requirement on entrance, the student, by taking private lessons and practising diligently, may be able to meet the standard before the close of the senior year.

As character, culture, and a certain aptitude are peculiarly necessary for kindergarten work, the department reserves the right of selection and decision in each case; and as soon as it is determined that the individual has no aptitude for the work, she is requested to withdraw from the course.

Graduates from State Normal schools and colleges may complete the Kindergarten-Primary course in one year, provided they have the requisit training in music.

Thirty term credits are required for graduation in all courses. In addition to the eleven prescribed courses, the kindergarten course

requires one additional term of teaching and seven courses in kindergarten theory and practice. This leaves eleven term courses to be elected under the guidance of the head of the department. Students are usually advised to take courses in Art, Music, Nature Study, English, Reading, and Manual Training as especially fitting them for teaching in the lower grades. Observation, teaching and the making of lesson plans are provided for in the courses prescribed for all students in the school.

For the summer of 1912 the following courses are offered:

1. JUNIOR KINDERGARTEN. Mother Play—The discussion of practical child-training questions based upon the observation and recollection of the student is preparatory to the study of Froebel's *Mutter und Kose Leiden*.

Gifts—A brief study of Froebel's General Theories is followed by experimental work with the first two gifts.

Occupations—All kindergarten occupations are considered in connection with the general construction work of to-day, emphasis being placed upon nature-materials and those found in the usual home surroundings. Practical work in sewing and intertwining.

Games—The chief value of Froebel's system lies in the Plays and Games, rather than in the Gifts and Occupations; therefore, effort is made to develop the play spirit of the student. Games are played which secure large, broad movements and general motor coordination. The traditional street games of children form the point of departure for this study.

Open to special kindergarten students.

5. SENIOR KINDERGARTEN. Mother Play Concluded—A general survey of the whole book, comparing it with current educational thought.

Gifts, Concluded—Those dealing with the line and the point.

Occupations—The utilization of materials not strictly Froebelian. The relation of kindergarten hand work to the art and manual training of the grades.

Education of Man—A careful study of the first division as the groundwork of Froebel's philosophy. Parallel readings from educational writers of to-day. Open to special kindergarten students only.

10. KINDERGARTEN. Primary Methods—A study of assigned portions of Froebel's Education of Man; Hughes-Froebel's Educational Laws for all teachers, and of magazine and other literature dealing with the relation between the work of the kindergarten and the

primary grade. Folk dances and games dramatizing the nature work of the grade; practis in telling suitable stories; practical work in paper cutting and cardboard modeling. Open to all students.

MUSIC.

THEOPHILUS E. FITZ.

JOHN CLARK KENDEL, PD.M.

1. PUBLIC SCHOOL MUSIC. Junior College. The following subjects are included in the technical part of this course: rythm, intonation, musical expression, musical form, notation, sight-singing. Design for beginners and those who wish to become more proficient in reading music.

2. PUBLIC SCHOOL MUSIC METHODS. Junior Collège. This course comprizes a study of the five great musical stages of the race and their application to the phyletic stages of the child. Also, a discussion of the place of music in education; methods and material for all grades.

4. RURAL SCHOOL MUSIC. Junior College. This course consists of methods and material adapted to the conditions of the rural school bilding where a number of children from the various grades are assembled.

8. SCHOOL ENTERTAINMENTS. Junior College. This course includes a study and presentation of a number of programs such as Thanksgiving, Christmas, Lincoln, etc. Cantatas, operettas, suitable for the children of the grades and students of the high school.

14. MUSIC APPRECIATION. Senior College. Designd to acquaint students with the earliest form of music to the modern tone-poem thru the acquisition of an ability to listen intelligently. An Auto-piano (player) and a Victor Talking Machine, together with the voice, violin and the various orchestral instruments, are used for illustration.

19. SUPERVISION OF SCHOOL MUSIC. Senior College. This course is especially designd for supervisors, principals, and professional students, and includes discussions on every phase of music supervision, both grades and high school. Round Table.

CHORUS SINGING.

A portable stage with a seating capacity of 200 will be erected on the campus to accommodate those who wish to take some part in the chorus work during the summer term.

The rehearsals will be held shortly after sunset and the work made recreativ, educational, and entertaining. All students are invited to take part in this class.

A number of open-air concerts will be given during the summer term by the members of the Department of Music, assisted by student talent. All concerts free.

PRIVATE INSTRUCTION.

No instruction in voice, violin, or piano is provided by the College, but the services of the various instructors of the Department of Music of the college may be obtained at one dollar per lesson, for which credit will be given toward graduation. These men and women are all competent instructors and prepared to take advanced students as well as beginners.

INDUSTRIAL ARTS.

SAMUEL MILO HADDEN, A.M., Dean.

RICHARD ERNESTI, Pd.M., Director.

The department of Industrial Arts is devoted to the technic of fundamental processes in the industrial and fine arts and to a study of the method and practice of presenting these subjects in elementary, secondary, and trade schools.

The Guggenheim Hall of Industrial Arts will be open for work at the beginning of the summer term. The building was erected at a cost of \$60,000. It has a floor space of 17,000 square feet, all of which is to be used for this department. Complete equipment will be provided for the training of men and women in the arts and crafts taught.

MANUAL TRAINING.

I. ELEMENTARY WOODWORK. This course is for beginners, and 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 freehand drawing in their application to constructive design and decoration.

8. ELEMENTARY ART METAL. This is a laboratory course dealing with the designing and constructing of simple artistic forms in sheet brass and copper.

The aim is to create objects of artistic worth.

The purpose is to realize in concrete form those qualities characteristic of good constructive design, such as fine proportion, elegance of form, and correct construction.

10. **ELEMENTARY MECHANICAL DRAWING.** This course is designed to give a knowledge of the use of drawing instruments and materials, geometrical drawing, elements of projections, straight lines, and circles; problems involving tangents and planes of projections, development of surfaces; elementary isometric and oblique projections, simple working drawings and lettering.

NOTE—Any courses outlined in the regular fall catalog will be given in the Summer Term if a sufficient number of students apply for work.

31. **ELEMENTARY ART.** Junior College. *a.* A course in free-hand drawing arranged to conform to the principles of psychology and pedagogy. Pencil, charcoal, water colors, chalks, and crayons are employed.

b. The theory and practice of color.

c. Construction drawing beginning with simple geometric principles, followed by working drawing. These lead up to construction drawings and designs in artistic forms of pieces of furniture, etc., and to the simple elements of architecture.

32. **ELEMENTARY ART.** Junior College. A continuation of Art 31. *a.* Design in relation to industrial arts, concretely applied in paper and cardboard work, leather and other adaptable materials.

b. Clay and pottery. Pieces of pottery are made, glazed, and fired. The department is well equipped with the materials for this work. The equipment includes a good kiln room and kiln.

PHYSICAL EDUCATION.

JOHN THOMAS LISTER, A.B.

Before graduating from the institution students must take Physical Education as follows: Junior College three periods a week for five terms. For this work no credit is given toward the total number of credits required for the diploma. However, under certain conditions students may come to class five periods a week and receive credit.

3. **GAMES AND GYMNASISTICS.** Tennis, basket ball, base ball, captain ball, volley ball, ring hockey, etc. Gymnastics once a week. Reading is required of those who desire credit for the course. The regular gymnasium suit is needed. Junior College.

6. **SWEDISH GYMNASISTICS.** Posse's Kinesiology and Arnold's Best Methods of Teaching Gymnastics are used as a basis for this

work. The Swedish System will be explained, and practis will be given in making up the "Day's Order." This course is of special interest to those who expect to teach gymnastics, and also to those who have physical defects. Theory two periods a week, and practis three periods. The regulation gymnasium suit is required of all who take this course. Junior or Senior College.

9. GAMES AND FOLK DANCES. Playground games adapted to rural schools. Home-made playground apparatus. Folk dances; fancy steps, marches, drills, etc. Reading is required of all who desire credit for the course. No special gymnasium suit is necessary. Junior or Senior College.

DOMESTIC SCIENCE AND ART.

ELEANOR WILKINSON.

AGNES SAUNDERS, A.B.

1. ELEMENTARY COOKING AND FOOD STUDY. Junior College. This course offers instruction in plain cookery together with an elementary study of food stuffs. Its aim is to give the student a knowledge of the general principles underlying food preparation, methods of cooking, effect of heat upon foods, and a fair amount of skill in the manipulation of material. Special attention is paid to food selection, composition, food values, and cost. The preparation and serving of simple meals, which shall emfaze the combining of foods according to good dietetic, esthetic, and economic standards, is a feature of the work.

2. A continuation of Course 1. The aim is to continue the work of food preparation in such a way as to take up and solv problems of an increasing complexity. The study of the food principles is workt out more in detail, and a broader and more comprehensiv study of food stuffs is undertaken. Foods are studied as to preparation, (1) effect upon food value, (2) upon appearance and palatability; as to selection, (1) appearance, (2) season, (3) use to which it is to be put, (4) cost; as to structure and composition, digestion, food values, cultivation, distribution, and manufacture. The preparing and serving of meals to teach correct combinations of foods is continued.

3. COURSES IN COOKING FOR THE ELEMENTARY SCHOOLS. Junior College. 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 atten-

tion, 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.

1. **ELEMENTARY SEWING.** Junior College. This course aims to instruct in the drafting and use of patterns and the making of simple garments, involving the principles of hand and machine sewing. Effort is made to raise the ideals of neatness and accuracy, to secure skill in the handling of materials, and to develop such other qualities as are necessary for the production of good work. Careful consideration is given to the adaptation of materials, trimmings, etc., for the uses to which they are to be put. Some time is devoted to patching, mending and simple repairing.

2. **ELEMENTARY DRESSMAKING.** Junior College. 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.

The study of textil fiber is begun at this time. Cotton, flax, hemp, and other vegetable fibers, also silk and wool, are studied as to their history, distribution, cultivation, steps in milling, and the weaving of the various kinds of cloth from the same. Dye stuffs are considered, as to source, color, characteristics, and effect upon fiber.

4. **HOUSE FURNISHINGS AND DECORATIONS.** Senior College. This course deals with the evolution of the house and house furnishings, and with plans for the building and furnishing of a modern home. It aims to teach something of the character of the crude abodes of primitive man, as the cave-dwellings, lake-dwellings, etc., also to consider typical homes of the Assyrians and Babylonians, Egyptians, Greeks, Romans, Teutons, English, and American homes in colonial days.

In the planning and furnishing of a modern home, there is close correlation with the earlier work of the department, and with such

departments as the Art Department, where special attention is paid to design, color, decoration, and mechanical drawing. House furnishings being under consideration, the materials (their adaptability, color, design, conformity to given space and values) for floor coverings, wall finishes and covers, curtains, draperies, furniture, and fittings in general. Thruout the course, attention is cald to the ever-changing relations of the home to the industrial world, also its social and ethical relations to society at large.

HISTORY OF THE SCHOOL.

The State Normal School of Colorado was establish 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 past 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.

The legislature of 1910-11 passed a law which became effectiv August 4, 1911, giving the name "The State Teachers' College of Colorado" to the school. Hereafter it will be known by that name.

LOCATION.

The Teachers' College is located at Greeley, in Weld County, on the Union Pacific, the Colorado & Southern, and the Denver, Laramie & Northwestern railways, fifty-two miles north of Denver. This city is in the valley of the Cache la Poudre river, one of the richest agricultural portions of the state. The streets are lined with trees, forming beautiful avenues. The elevation and distance from the mountains render the climate mild and helthful. 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.

EQUIPMENT.

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 Teachers' College. 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 equipt with modern apparatus. Games of all sorts suitable for schools are taught.

BILDINGS.

The bildings which are completed at the present time consist of the administration bilding, the library bilding, the residence of the President, the training school and the industrial arts bilding. The main, or administration bilding, is two hundred and forty feet long and eighty feet wide. It has in it the executiv offices, classrooms, and class museums. 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 Training School is a commodious bilding of red prest brick similar in style to the administration bilding. In its construction no pains or expense have been spared to make it sanitary, fire proof, and in every possible way an ideal bilding for a complete graded school from the kindergarten to the high school, inclusiv.

The Simon Guggenheim Hall of Industrial Arts is a beautiful structure in the classic style of architecture. It is constructed of gray prest brick. It will accommodate the departments of Manual Training and Art, including every branch of hand work and art training applicable to the highest type of public school of the present and immediate future. This bilding is a gift to the school from Senator Guggenheim.

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

GREELEY.

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

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.

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, 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.

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 equipt 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.

CAMPUS.

In front of the bildings 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 bilding 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 to the bilding there is a complete outdoor gymnasium. To the east of the bildings 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 equipt 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.

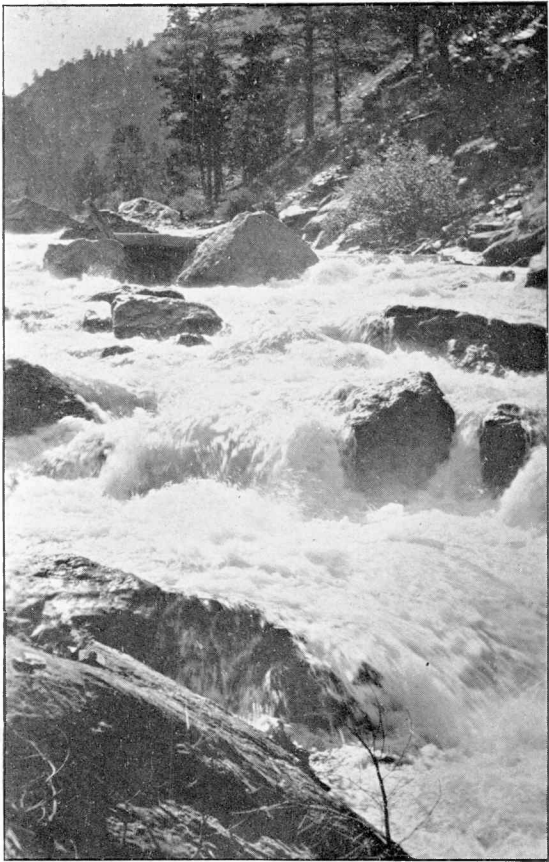
SCHOOL GARDEN.

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.

THE CONSERVATORY.

The greenhouse, a picture of which is given on the following page, 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 Norm^{al} department and children of the Training departmen are taught to care for plants they may wish, now and in the future, to have in their homes.



SOURCE OF THE GREELEY WATER SUPPLY.



SCENE IN CITY PARK.

EXPENSES.

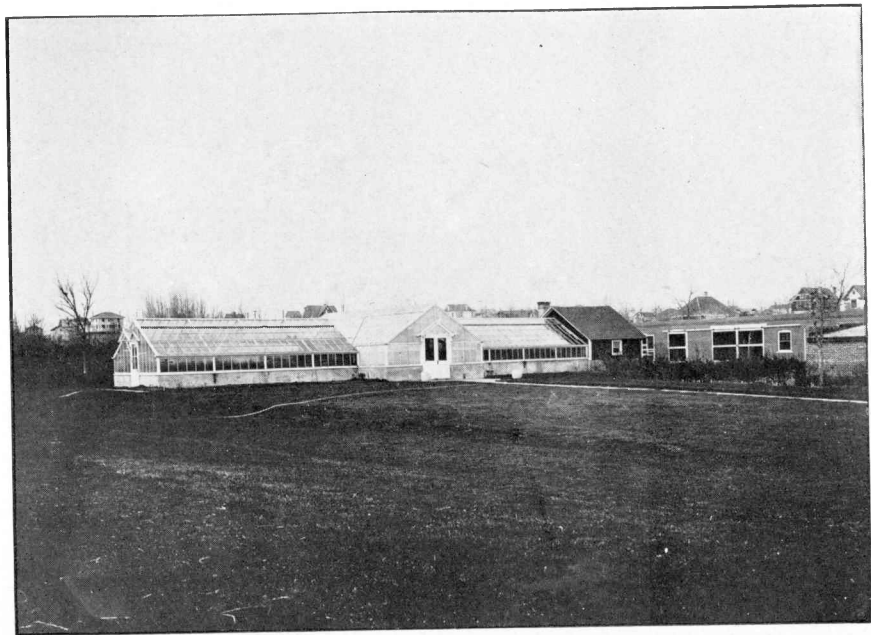
1. Board and room costs from \$4.00 to \$5.00 a week, two students in a room. There are opportunities for students to board themselves or to earn a part or all of their expenses for board and room.

2. TUITION. There is no tuition charge for citizens of Colorado.

3. INCIDENTAL FEES. All students pay incidental fees as follows:

One course	\$10.00
Two courses	15.00
Three courses	18.00
Four courses	20.00
Five courses	25.00
Six courses	30.00

Students not citizens of Colorado, in addition to the above fees, pay a fee of five dollars the summer term.



THE GREEN HOUSE.



LONG'S PEAK, ESTES PARK.

THE STATE TEACHERS COLLEGE

Programs and Courses of Study

THE SUMMER TERM, 1912

ROOM NUMBERS.

Numbers 1 to 10—Basement, Administration Bilding.

Numbers 100 to 120—Main floor, Administration Bilding.

Numbers 200 to 220—Second floor, Administration Bilding.

Numbers 300 to 320—Third floor, Administration Bilding.

Numbers 1LB to 13LB—Library basement.

Rooms G1, G2, G3—First, second, and third floors, respectively,
Guggenheim Hall of Industrial Arts.

ORDER OF REGISTRATION.

First—Register. Room 114, Administration Bilding.

Second—Make out your program of courses. Room 111, Administration Bilding.

Third—Pay fees. Office of the Secretary to the President, first floor, Administration Bilding.

PROGRAM

Summer Term, 1912

	Description of Course	Name of Teacher	Room
7:40—8:40			
Education 18A	Biotics in Education	Pres. Snyder	108
Psychology 4	Child Study	Heilman	103
Psychology 1	General Psychology	De Busk	101
Education 10	History of Education	Hugh	100
Education 21	The Training of Adolescents	Bullock	205
Education 7	Primary Methods	Sibley	203
Geografy 2	Physical Geografy	Abbott	300
Kindergarten 8	General Principles	Cannell	212
Sewing 2	Dressmaking	Saunders	11LB
History 3	European History	G. R. Miller	208
Mathematics 7	Method in Arithmetic	Halsted	304
Reading 1	Elementary Expression	Tobey	210
English 1	Grammar and Composition	Cross	114
Music 8	School Entertainments	Fitz	204
Music 8	School Entertainments	Kendel	202
Ornithology 5	Bird Study	Adams	10LB
Rural Schools 3	Geografy and History	Condit	214
8:50—9:50			
Education 30	High School Principal and Teachers	H. M. Barrett, etc.	205
Education 11	Biological	I. E. Miller	100
Education 1	Methods	Horn	210
Education 26	Bacteriology and Hygiene	Beardsley	303
Psychology 8	Advanced	De Busk	101
Psychology 3	Educational	Heilman	103
Latin 1 or 4	Methods, or Advanced Readings	Hays	108
English 2	Methods in Functional Grammar	Hannum	203
Geografy 1	Methods in Geografy	Abbott	300
Kindergarten 1	Elementary	Cannell	212
Domestic Art 4	House Decoration and Furnishing	Wilkinson	11LB
Ornithology 7	Advanced Bird Study	Adams	10LB
History 6	American History	G. R. Miller	208
Mathematics 17	Geometry	Halsted	304
English 19	American Literature	Cross	114
Music 2	Public School Methods	Fitz	204
Music 1	Public School Music	Kendel	202
Rural Schools 2	Grammar and Reading	Condit	214
Education	Grammar Grade Methods	Randolph	201
10:00—10:50			
Education 27	The Public Lectures and Chapel Exercises		200
11:00—12:00			
Education 7	Primary Methods	Sibley	104
Psychology 2	General Psychology	Hugh	100
Mythology 1	General Mythology	Hays	108
English 8	The Drama	Hannum	203
English 14	The Short Story	Cross	114
Industrial Arts 1	Elementary Woodwork	Hadden	G1
Industrial Arts 31	Elementary Art	Ernesti	G3
History 11	Civics	Bullock	205
Sociology 3	Educational	G. R. Miller	208
Reading 2	Advanced	Tobey	210
Agriculture 1	Nature Study	Hochbaum	13LB
German 1	Elementary	301
Domestic Science 3	Courses for Elementary Schools	Wilkinson	5
Music 14	Appreciation of Music	Fitz	204
Music 4	Rural School Music	Kendel	202
Rural Schools 4	Arithmetic	Condit	214

THE SUMMER TERM PROGRAM.

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	Description of Course	Name of Teacher	Room
12:00—1:30	The Noon Intermission		
1:30—2:30			
Education 12	Sociological	I. E. Miller	100
Education 1	Methods	Horn	108
Psychology 3	Educational	Heilman	104
Psychology 1	General	De Busk	101
Biology 1	General Biology	Beardsley	303
Industrial Arts 8	Art Metal	Hadden	G1
General Science 1	Science for Rural Schools	Abbott	300
Education 7	Primary Methods	Sibley	203
Industrial Arts 32	Elementary Art	Ernesti	G3
Physical Education 9	Games and Folk Dances (for Men and Women)	Lister	6
Sewing 1	Elementary Sewing	Saunders	1LB
Mathematics 16	Algebra	Halsted	304
Reading 3	The Drama	Tobey	210
Agriculture 2	Elementary Agriculture	Hochbaum	13LB
French	Beginning or Intermediate	301
Education 25	Rural and Village	Kern, etc.	114
2:40—3:40			
Education 29	Current Educational Problems	I. E. Miller	100
Education 9	Methods for Rural Teachers	Horn	101
History 10	Industrial History of the United States	Bullock	205
Education 24	Superintendents and Principals	Keyes, etc.	104
Psychology 2	General Psychology	Hugh	104
Biology 1	Elementary	Beardsley	303
Industrial Arts 10	Mechanical Drawing	Hadden	G2
Industrial Arts 31	Elementary Drawing	Ernesti	G3
English 3	Methods for Lower Grades	Hannum	203
Cooking 1	Elementary	Saunders	5
Cooking 2	Elementary (Continued)	Wilkinson	5
Agriculture 3	For Rural Schools	Hochbaum	13LB
Zoology 6	Mammals	Adams	10LB
Music 19	Supervision of School Music	Fitz	204
Music 1	Public School Music	Kendel	202
English 1	Grammar and Composition	Randolph	114
German 4 or 7	Intermediate or Advanced	301
3:50—4:50			
Education 18B	Biotics in Education	Dr. Snyder, etc.	104
Education 31	Religious and Moral	Dr. Cope, etc.	203
Kindergarten 5	Senior Kindergarten	Cannell	101
Physical Education 6	Swedish Gymnastics (Women)	Lister	6
5:00—6:00			
Physical Education 3	Outdoor Games, etc. (Women)	Lister	6

ABBOTT			
7:40	Geografy 2	Physical Geografy	300
8:50	Geografy 1	Methods in Geografy	300
1:30	General Science 1	Science for Rural Schools	300
ADAMS			
7:40	Ornithology 5	Bird Study	10LB
8:50	Orn thology 7	Advanced Bird Study	10LB
2:40	Zoology 6	Mammals	10LB
BARRETT			
8:50	Education 30	High School Principals and Teachers	205
BEARDSLEY			
8:50	Education 26	Bacteriology and Hygiene	303
1:30	Biology 1	Elementary	303
2:40	Biology 1	Elementary	303
BULLOCK			
7:40	Education 21	The Training of Adolescents	205
11:00	History 11	Civics	205
2:40	History 10	Industrial History of United States	205
CANNELL			
7:40	Kindergarten 8	General Principles	212
8:50	Kindergarten 1	Elementary	212
3:50	Kindergarten 5	Senior	101
CONDIT			
7:40	Rural Schools 3	Geografy and History	214
8:50	Rural Schools 2	Grammar and Reading	214
11:00	Rural Schools 4	Arithmetic	214
COPE			
3:50	Education 31	Religious and Moral	203
CROSS			
7:40	English 1	Grammar and Composition	114
8:50	English 19	American Literature	114
11:00	English 14	The Short Story	114
DE BUSK			
7:40	Psychology 1	General Psychology	101
8:50	Psychology 8	Advanced	101
1:30	Psychology 1	General	101
ERNESTI			
11:00	Industrial Arts 31	Elementary Art	G3
1:30	Industrial Arts 32	Elementary Art	G3
2:40	Industrial Arts 31	Elementary Art	G3
FITZ			
7:40	Music 8	School Entertainments	204
8:50	Music 2	Public School Methods	204
11:00	Music 14	Appreciation of Music	204
2:40	Music 19	Supervision of School Music	204

THE SUMMER TERM PROGRAM.

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GIDEON			
11:00	German 1	Elementary	301
1:30	French	Beginning or Intermediate	301
2:40	German 4 or 7	Intermediate or Advanced	301
HADDEN			
11:00	Industrial Arts 1	Elementary Woodwork	G1
1:30	Industrial Arts 8	Art Metal	G103
2:40	Industrial Arts 10	Mechanical Drawing	G103
HALSTED			
7:40	Mathematics 7	Methods in Arithmetic	304
8:50	Mathematics 17	Geometry	304
1:30	Mathematics 16	Algebra	304
HANNUM			
8:50	English 2	Methods in Functional Grammar	203
11:00	English 8	The Drama	203
2:40	English 3	Methods for Lower Grades	203
HAYS			
8:50	Latin 1 or 4	Methods or Advanced Readings	108
11:00	Mythology 1	General	108
HEILMAN			
7:40	Psychology 4	Child Study	103
8:50	Psychology 3	Educational	103
1:30	Psychology 3	Educational	104
HOCHBAUM			
11:00	Agriculture 1	Nature Study	13LB
1:30	Agriculture 2	Elementary Agriculture	13LB
2:40	Agriculture 3	For Rural Schools	13LB
HORN			
8:50	Education 1	Methods	210
1:30	Education 1	Methods	108
2:40	Education 9	Methods for Rural Teachers	101
HUGH			
7:40	Education 10	The History of Education	100
11:00	Psychology 2	General	100
2:40	Psychology 2	General	104
KENDEL			
7:40	Music 8	School Entertainments	202
8:50	Music 1	Public School Music	202
11:00	Music 4	Rural School Music	202
2:40	Music 1	Public School Music	202
KERN			
1:30	Education 25	Rural and Village	114
KEYES			
2:40	Education 24	Superintendents and Principals	104

LISTER

1:30	Physical Education 9	Games and Folk Dances (for Men and Women)	6
3:50	Physical Education 6	Swedish Gymnastics (Women)	6
5:00	Physical Education 3	Outdoor Games, etc. (Women)	6

MILLER, G. R.

7:40	History 3	European History	208
8:50	History 6	American History	208
11:00	Sociology 3	Educational	208

MILLER, I. E.

8:50	Education 11	Biological	100
1:30	Education 12	Sociological	100
2:40	Education 29	Current Educational Problems	100

RANDOLPH

8:50	Education	Grammar Grade Methods	201
2:40	English 1	Grammar and Composition	114

SAUNDERS

7:40	Sewing 2	Dressmaking	1LB
1:30	Sewing 1	Elementary Sewing	1LB
2:40	Cooking 1	Elementary	5

SIBLEY

7:40	Education 7	Primary Methods	203
11:00	Education 7	Primary Methods	104
1:30	Education 7	Primary Methods	203

SNYDER

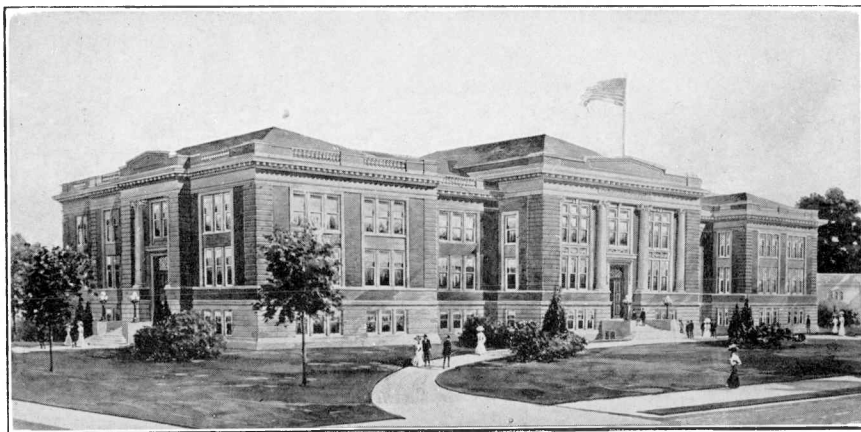
7:40	Education 18a	Biotics in Education	108
3:50	Education 18b	Biotics in Education	104

TOBEY

7:40	Reading 1	Elementary Expression	210
11:00	Reading 2	Advanced	210
1:30	Reading 3	The Drama	210

WILKINSON

8:50	Domestic Art 4	House Decoration and Furnishing	1LB
11:00	Domestic Science 3	Courses for Elementary Schools	5
2:40	Cooking 2	Elementary (Continued)	5



THE TRAINING SCHOOL.



THE PRESIDENT'S RESIDENCE.

