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The State Teachers College of Colorado

Summer Term Courses

for

Rural and Village Teachers

1912



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GREELEY, COLORADO

THE
STATE TEACHERS
COLLEGE OF COLORADO
GREELEY, COLO.



MR. O. J. KERN.

A Bulletin of Information

Concerning

SUMMER TERM COURSES

for

Rural and Village Teachers

State Teachers College
of Colorado



GREELEY, COLORADO

March, 1912

Members of the College Faculty giving Special Courses for Rural and Village Teachers.

THE SUMMER TERM, 1912.

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Education.

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JOHN THOMAS LISTER, A.B., Director, and Professor of Physical
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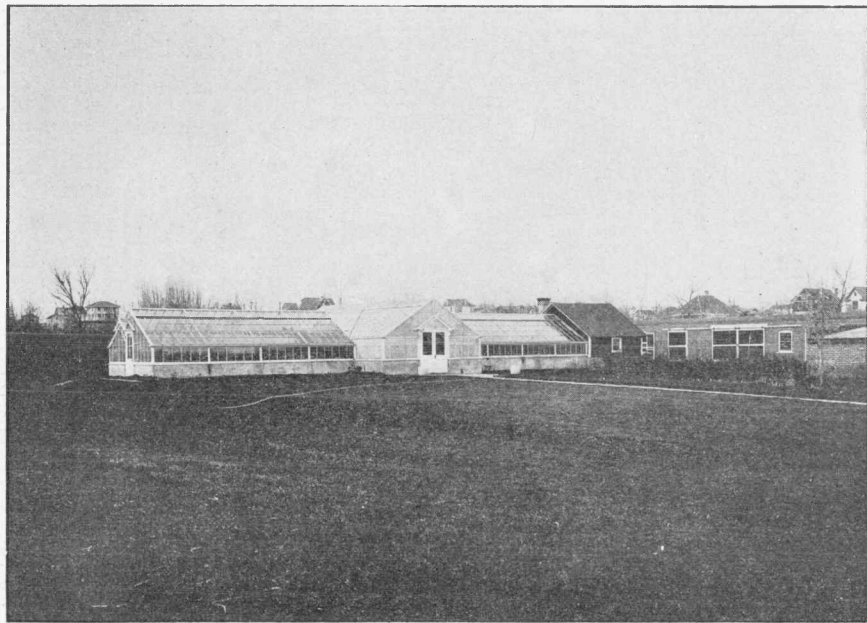
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Illinois.

PHILIP M. CONDIT, Superintendent of Schools, Delta, Colorado.

J. H. SHRIBER, Superintendent of Schools, Boulder County, Colorado.

S. S. PHILLIPS, Superintendent of Schools, Otero County, Colorado.

C. G. SARGENT, Superintendent of Schools, Mesa County, Colorado.



THE GREEN HOUSE.

W. C. B. 1911

Introductory Statement.

The large attendance and the unexpected success of the rural school department opened for the first time during the summer term of 1910, has made its continuance a necessity.

Altho the deficiencies of our rural schools and the lack of means for training teachers for rural school work has long been recognized by educators, the general public is only beginning to appreciate this need. Those most active in behalf of better schools in the rural districts have been handicapped by the necessity of overcoming a sort of traditional feeling that little or no special preparation was needed for prospective country school teachers. And so, even when the need of some sort of training did become recognized, the courses offered were largely of an elementary character. The general awakening of people throughout the country to an appreciation of the advantages of life in the open country; the rapid increase of our population, bringing with it the inevitable scarcity of land and a corresponding increase in its value; the realization of the seriousness of concentrating population in our large cities; the growing belief in the value of intense cultivation and scientific farming; the interest taken in better country living by both state and national agencies; and various other causes, all leading toward betterment of social and economical conditions in the country, have changed the attitude of the public toward the rural schools. "The spirit of the times forbids a continuance, for a longer time than is made necessary by the present order, of paid public instruction to rural children by instructors who are two, three, four, or five years less well prepared than the paid public instructors of urban children."—(Burnham.) In short, our country communities must have just as good schools, and our country boys and girls must have just as well prepared teachers as are furnished by the cities—this not alone in justice to the children themselves, but because of its necessity to the social and economic adjustment of city and country life.

One of the three great needs, as stated in the report of the commission on country life, is a "new kind of schools." The country school must cease to be an imitation of the city school with its borrowed curriculum, entirely out of tune with the world of the farm child. The greatest need is for professionally trained rural teachers able to meet the conditions as they exist. Scholar-

ship is not the only essential. The country teacher must know country life and must have an understanding of and sympathy for it in order to be qualified to do his work successfully and to be a force in the life of the community.

All of the work of preparing for teaching will be done with special reference to country conditions, the officers of the school believing this to be a work whose importance is second to none in the educational development of the state. It is the purpose of this department to furnish teachers who do not take the first opportunity to get into city work, as is too often the case, even when conditions are almost equally favorable, but who are content to remain and build up in the country. The country school must prepare country boys and girls to develop in every way the community in which they live.

The demand for teachers who have an abiding interest in and an optimistic view of the possibilities of the country school is growing rapidly. The coming of the consolidation idea has developed a strong demand for young men to act as principals in such schools. The demand is for principals and teachers who can create and teach in a school which ministers to the community which supports it.

Administration and Supervision.

EDUCATION 25. A GENERAL VIEW OF THE RURAL SCHOOL SITUATION. This course will be given by Mr. O. J. Kern, County Superintendent of Schools of Winnebago County, Illinois, and author of "Among Country Schools"; Mr. J. H. Shriber, County Superintendent of Schools of Boulder County, Colorado; Mr. S. S. Phillips, County Superintendent of Schools of Otero County, Colorado; Mr. C. G. Sargent, County Superintendent of Schools of Mesa County, Colorado; and Mr. W. B. Mooney, School Visitor and Professor of School Administration in The State Teachers College.

Mr. Kern will consider the ways and means of arousing public interest in the rural school. He will also consider the problem of organization from the viewpoint of a county superintendent. Mr. Shriber will consider the situation in Colorado, using Boulder County as a basis for discussion. Mr. Phillips will discuss the course of study, daily program and other problems in rural school management. Mr. Sargent will give attention to the rural school problem of other countries. Mr. Mooney will consider the question



THE LIBRARY, POOL, AND FOUNTAIN.

of financial support of the rural schools. Each of these instructors will give attention to the means of rural school improvement which he has found valuable in his work in the rural schools.

EDUCATION 24. SUPERVISION OF TOWN AND VILLAGE SCHOOLS. This course will be given by Prof. Keyes of Columbia University, Supt. J. F. Keating of Pueblo, Supt. M. C. Potter of Pueblo, Supt. M. F. Miller of Fort Collins, and Supt. P. M. Condit of Delta. Mr. Keyes will give instruction on the aims, methods and principles of effective supervision. Mr. Keating will discuss the course of study from the standpoint of theory, also from the standpoint of what is possible in the village and town schools where teaching force is limited. Mr. Potter will consider the relation of the principal to the board of education, to the teachers and to the community. Mr. Miller will give instruction in school equipment, selecting teachers, proper school incentives and effective use of school records. Mr. Condit will discuss the ways and means, methods and devices whereby a principal may make a school mean much to the children who attend it. All of the instructors in this course have had rich experiences as principals of small schools and will give valuable suggestions to those who are now engaged or who expect to be engaged in such work.

EDUCATION 24a. CONFERENCE OR ROUND TABLE ON RURAL SCHOOL PROBLEMS. This course will be given in the afternoon and will consist of discussion on topics which may be brought up by any member of the class or which may grow out of any topic presented in Courses 1 or 3.

EDUCATION 9. PROBLEMS OF THE RURAL SCHOOL. Elective. This course will include some of the simpler principles of Psychology which have a bearing on attention, discipline, the learning process, etc.; discussion of the organization, government, management, and teaching of a country school; and special instruction in the simpler forms of hand work which may be profitably utilized in any school, even of one room. This course may be taken in place of the required course, Education 1.

Reviews.

Thorough review courses in the subjects of the curriculum of the elementary school will be offered. It is particularly significant that the teacher should know the branches he is to teach. The importance of a knowledge of the subject matter must not be underestimated.

All of the common branches will be thoroly reviewd, both from the academic and the professional standpoint, but always with special emfasis on how to teach them, and with special reference to country school conditions. These courses will therefore prepare the teacher in methods of presentation of the elementary school subjects and will at the same time so add to his own knowledge of the subject matter as to assist any who wish to take the regular examinations for teachers.

RURAL SCHOOLS 2. Grammar and Reading, including methods of teaching them. MR. CONDIT.

RURAL SCHOOLS 3. Geografy and History, including methods of teaching them. MR. CONDIT.

RURAL SCHOOLS 4. Arithmetic, including methods of teaching the subject. MR. CONDIT.

NOTE.—Credit is granted for these studies the same as for any other courses.

EDUCATION 7. PRIMARY EDUCATION. Electiv. This course consists in the application of psychological principles to child development in the first few years of school life. To this end the following lines of work will be taken up: (1) A brief comparison of the elementary courses of study of several of our largest, most prominent, and educationally most progressiv cities; (2) A brief synopsis of the lower grade work in our own Training School; (3) The reading of late books and magazine articles on pedagogy, particularly in its bearing on the problems of primary education; (4) Constructiv, functional work in beginning reading, fonics, writing, rythm, number, and hand work. MRS. SIBLEY.

MUSIC 4. RURAL SCHOOL MUSIC. The purpose of this course is to emfaze the value of music in the life of the country child, and its need as a part of his education, and to fit the teacher to teach the singing of beautiful songs under conditions which exist in small and ungraded schools. Those not familiar with material—simple and beautiful songs adapted to this kind of work—will receive every assistance in the selection of proper material as well as practical instruction in the methods of presenting music in the school room. MR. FITZ.

ART 31. ELEMENTARY. The study of the underlying principles of art instruction. Practis in drawing in pencil, charcoal, pen and ink, water colors and other media, in pictorial lines. Illustrativ Art. The principles of perspectiv, picture study, pottery, and clay modeling.

A part of this term is given to constructiv drawing, beginning with geometric problems. Working drawings and the first principles of architecture.

MR. ERNESTI.

ART 32. CONSTRUCTION. The principles and execution of constructiv work, embellisht by design, concretely taught. with relation to industries.

MR. ERNESTI.

Nature Study and Elementary Agriculture.

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 interpret other facts as well as all his activities. It should moreover create a sympathy for the country and the business of the country. In these aims the movement has been quite successful. But now as a natural development of the nature study idea has come a demand for elementary agriculture, so much so that states have past laws requiring the teaching of this subject.

The State Teachers College of Colorado is eminently fitted to give teachers this training, to prepare them for teaching in terms of the country life and the country, to put them in touch with the country, to make them realize how great their influence may be. The school offers many excellent facilities and opportunities. Greenhouse, garden, campus, and field, are well fitted for excellent work in nature study and elementary agriculture. Here we have poultry yards, trial gardens, school gardens, farm plots and nursery. Indoors, well equipt laboratories provide splendid opportunities for these studies.

The following courses are offerd this year:

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



ITALIAN GARDEN—CAMPUS.

(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 acquaintance 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.

General Science.

1. 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.

MR. ABBOTT.

Domestic Science.

3. COURSES IN COOKING FOR THE ELEMENTARY SCHOOLS. The purpose of this course is to plan and work out courses suitable for the elementary and high schools in cooking and the study of food stuffs. The aim is to prepare such courses as shall meet the requirements of the city schools, the schools of the smaller towns, and the rural schools. Methods in teaching are given special attention, while the economic side of the work is carefully considered for the purpose of securing such training as is necessary to teach the work effectively when there is but a small sum available. Training is given in what equipment to buy for a given sum, as \$15 to \$25, \$100 to \$150, \$200 to \$300, \$400 to \$600, while convenient and sanitary school kitchens and kitchen furnishings, and good desk accommodations are duly considered.

MISS WILKINSON.

Physical Education.

*9. GAMES AND FOLK DANCES. Playground games adapted to rural schools. Home-made playground apparatus will be discust. Folk dances, fancy steps, marches, drills, etc. Reading on the playground movement.

MR. LISTER.

Manual Training.

1. ELEMENTARY WOODWORK. This course will be pland with special care and will include such work in mesuring, cutting, and

the making of simple objects that will be artistic and useful after they are completed. The equipment used will be inexpensive and selected with a view of being added to gradually, as demand for the work increases. It will be adapted to the ability of teachers who previously have not had special preparation for this kind of work, and will aim to aid in increasing interest in school work and closer touch between the life of the school and the community.

MR. HADDEN.

The officers of the State Teachers College have attempted in the preceding courses to place before the rural teachers of Colorado a well selected line of work which bears upon the problems which they are attempting to solve. Every rural teacher who is now at work or who plans to begin work in the rural schools should take advantage of this splendid opportunity to get instruction and inspiration by means of which he may render the best service of which he is capable.

For further information, address

THE STATE TEACHERS COLLEGE,

Greeley, Colorado.



THE FORMAL GARDEN—CAMPUS.



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**Address The State Teachers College, Greeley, Colorado, for
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