

The State Teachers College of Colorado

SUMMER TERM

1913



SUMMER TERM OPENS JUNE 16
CLOSES JULY 25

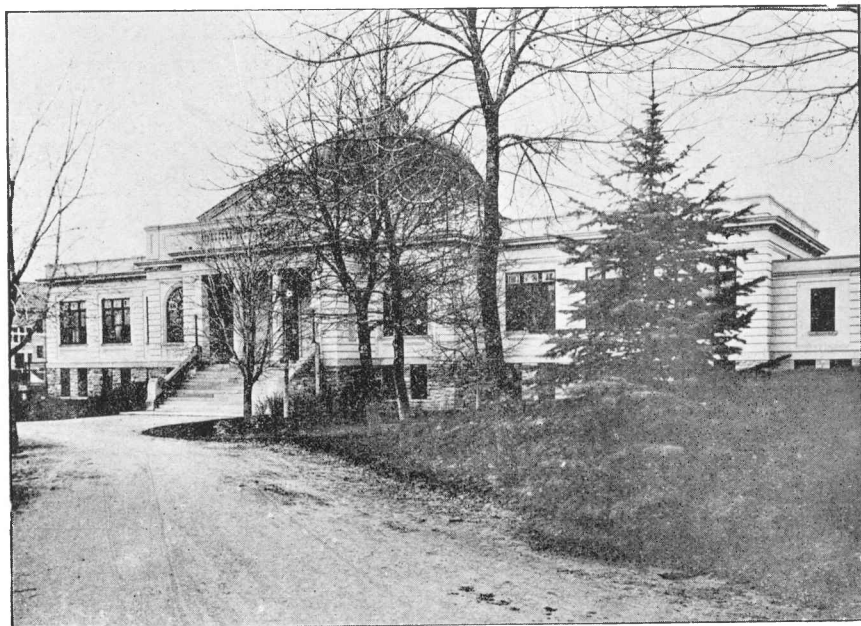
GREELEY, COLORADO



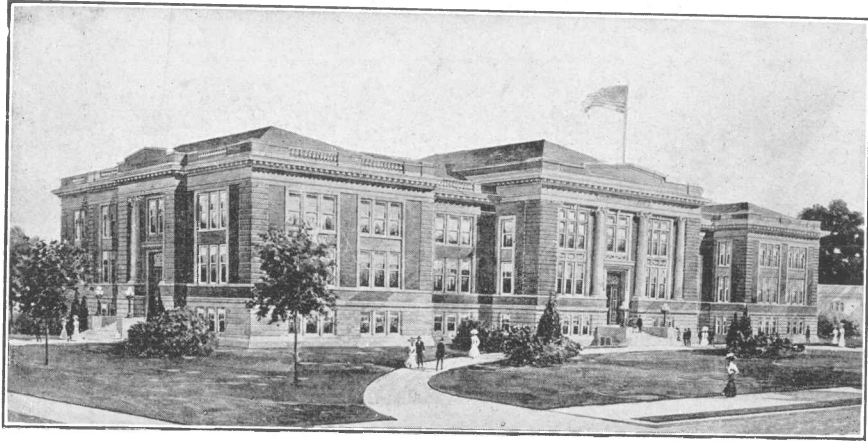
ADMINISTRATION BUILDING.



SIMON GUGGENHEIM INDUSTRIAL ARTS BILDING.



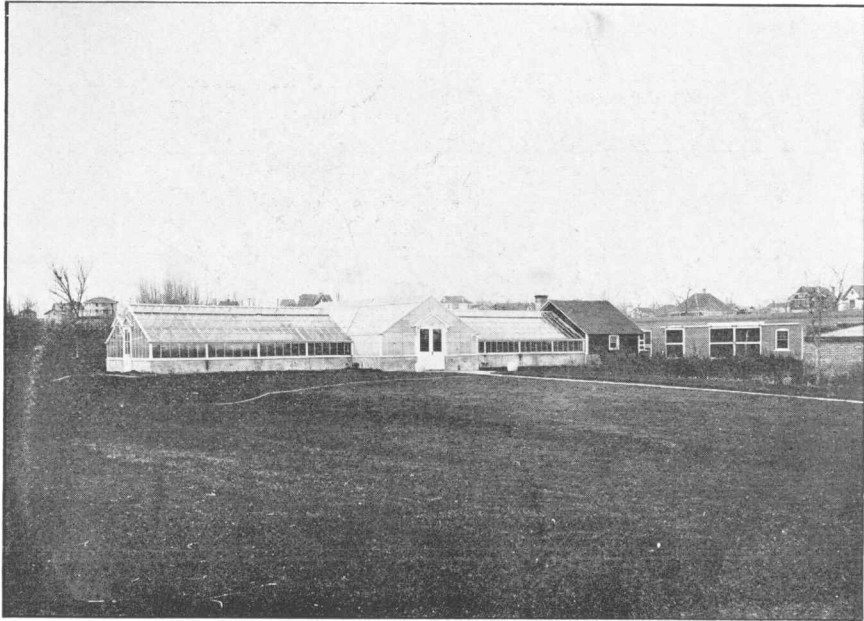
LIBRARY BILDING.



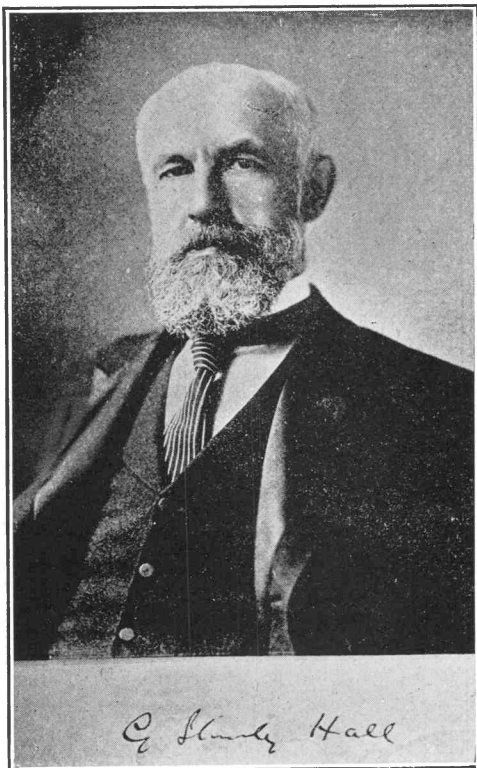
TRAINING SCHOOL BILDING.



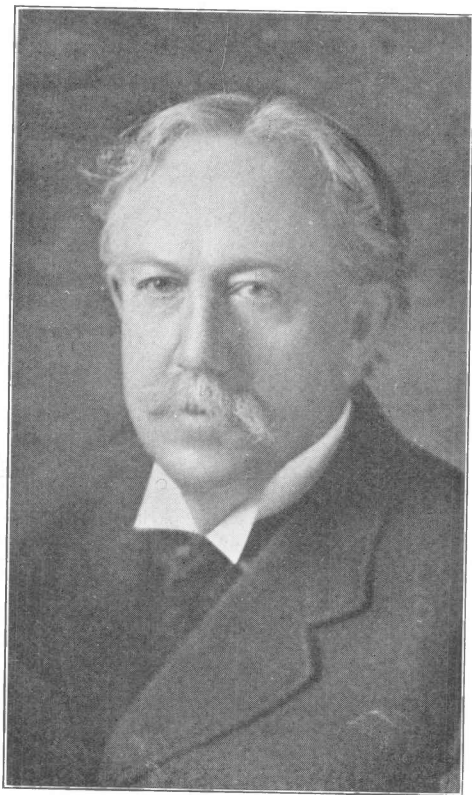
PRESIDENT'S RESIDENCE.



GREEN HOUSE AND SCHOOL GARDEN LABORATORY.



DR. G. STANLEY HALL,
PRESIDENT CLARK UNIVERSITY.



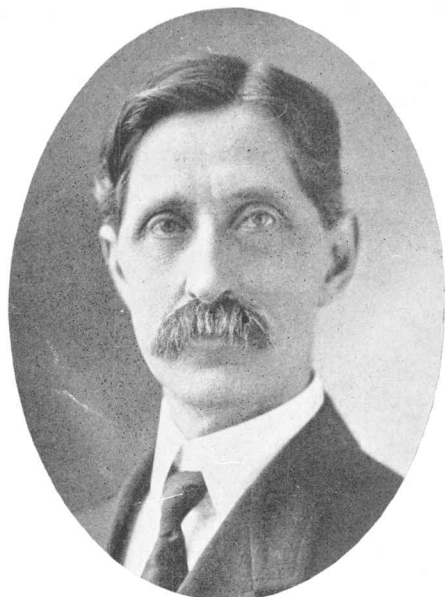
PRESIDENT DAVID STARR JORDAN.



DR. P. P. CLAXTON,
COMMISSIONER OF EDUCATION,
WASHINGTON, D. C.



DR. A. C. MONAHAN,
SPECIALIST IN RURAL EDUCATION,
BUREAU OF EDUCATION, WASHINGTON, D. C.



DR. FRANK B. COOPER,
SUPERINTENDENT CITY SCHOOLS.
SEATTLE, WASHINGTON.



DR. LIGHTNER WITMER,
PROFESSOR OF CLINICAL PSYCHOLOGY,
UNIVERSITY OF PENNSYLVANIA.



DR. RICHARD BURTON,
PROFESSOR OF LITERATURE AND ENGLISH,
UNIVERSITY OF MINNESOTA.



DR. MEYER BLOOMFIELD,
DIRECTOR OF VOCATIONAL BUREAU,
BOSTON, MASS.

BULLETIN *of* THE STATE TEACHERS COLLEGE *of* COLORADO

Series XII.

April, 1913

No. 11

Twelfth Annual Bulletin

OF THE

SUMMER TERM

OF THE

State Teachers College of Colorado

GREELEY, COLORADO

1913

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

THE SUMMER TERM, 1913.

The Calendar.

June 16, Monday, Registration Day for the Summer Term.

June 17, Tuesday, Recitations Begin.

July 4, Friday, Independence Day.

July 25, Friday, The Summer Term Closes.

Sept. 2, Tuesday, The Fall Term Begins.

MEMBERS OF THE COLLEGE FACULTY TEACHING IN THE
SUMMER TERM, 1913.

- 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.
- 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., Professor of History.
- 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 Sociology and Social Economics.
- FRANCES TOBEY, B.S., Professor of Reading and Interpretation.
- ETHAN ALLEN CROSS, A.B., PH.M., Registrar, and Professor of Literature and English.
- 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.
- JOHN THOMAS LISTER, A.B., Professor of Physical Education, and of Modern Foren Languages.
- 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, A.B., 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 EDGAR MILLER, A.B., A.M., Ph.D., Dean of Research and
Professional Work, and Professor of the Science of Edu-
cation.

BURCHARD WOODSON DE BUSK, B.S., A.B., Associate Professor of
Psychology.

MARY SCHENCK, A.B., Physical Education.

CHARLES H. BRADY, B.S., A.B., A.M., Principal of the High
School, and Professor of Secondary Education.

VERNON MCKELVEY, Secretary to the President.

NON-RESIDENT FACULTY.

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

DAVID STARR JORDAN, Ph.D., President Leland-Stanford Jr. Uni-
versity.

RICHARD BURTON, Ph.D., Professor of Literature and English in
the University of Minnesota.

LIGHTNER WITMER, Ph.D., Professor of Clinical Psychology, Uni-
versity of Pennsylvania.

P. P. CLAXTON, Ph.D., United States Commissioner of Education.

FRANK B. COOPER, Ph.D., Superintendent of City Schools, Seattle,
Washington.

A. C. MONAHAN, Rural School Director, Bureau of Education,
Washington, D. C.

MEYER BLOOMFIELD, Director of Vocational Bureau, Boston, Mass.

JOHN CALVIN HANNA, A.M., Principal Oak Park High School,
Illinois.

HON. MARY C. C. BRADFORD, State Superintendent of Public In-
struction, Denver, Colo.

WILLIAM R. CALLICOTT, M.D., Bureau of Child and Animal Pro-
tection of the State of Colorado, Denver.

S. POULTERER MORRIS, M.D., Director of the Health Department
of the State of Colorado, Denver.

- MAXIMILIAN P. E. GROSZMANN, Pd.D., National Association for the Study and Education of Exceptional Children, Plainfield, New Jersey.
- HENRY H. GODDARD, PH.D., Director of Research Work, The Training School, Vineland, New Jersey.
- J. F. KEATING, A.M., Superintendent of City Schools, Pueblo, Colo.
- HARRY M. BARRETT, A.M., Principal of East Side High School, Denver, Colo.
- CARLOS M. COLE, A.M., Superintendent of City Schools, Colorado Springs, Colo.
- ROSCOE B. HILL, A.B., Principal of the High School, Colorado Springs, Colorado.
- PHILIP M. CONDIT, A.B., Superintendent of City Schools, Delta, Colorado.
- FRANK D. SLUTZ, A.B., Superintendent of City Schools, Pueblo, Colorado.
- D. R. HATCH, Principal of the Whittier School, Denver, Colo.
- J. R. MORGAN, A.B., Superintendent of City Schools, Trinidad, Colorado.
- RALPH S. PITTS, A.B., Professor of Latin, East Side High School, Denver, Colo.
- S. S. PHILLIPS, County Superintendent of Schools, Otero County, La Junta, Colo.
- J. H. SHRIBER, County Superintendent of Schools, Boulder County, Boulder, Colo.
- ANNA HILLKOWITZ, Denver Public Library, Denver, Colo.
- MISS L. E. STEARNS, Traveling Library Department, Wisconsin Free Library Commission, Madison, Wis.
- MISS ALICE F. HUNTER, Industrial Art and Nature Study, Supervising Instructor Public Schools, Philadelphia, Pa.; Vice-President Liberty Tadd Art Institute, Philadelphia, Pa.

I. General Statements.

The Summer Term of The State Teachers College for 1913 will be the strongest, the largest, and the most profitable that the institution has ever held. There were enrolled in the Summer of Nineteen Hundred and Twelve 825, doing regular work in the institution toward graduation.

Below will be found the different departments that will be in operation, the courses of study offered, and miscellaneous data that will interest those who are thinking of attending the school:

A. DEPARTMENT OF GENERAL LECTURES.

A course of general lectures at 10 o'clock each day by five of the leading educators of the country has been organized. President David Starr Jordan, of Leland Stanford University, California; Doctor Richard Burton, of the University of Minnesota; Doctor Lightner Witmer, of the University of Pennsylvania; Commissioner P. P. Claxton, of the United States Bureau of Education; Superintendent Frank B. Cooper, of Seattle, Washington, and Doctor G. Stanley Hall, President of Clark University, have been secured to do the work in this Department of General Lectures.

This course is well organized so that the work of each has an organic relation to the work of all the others. This course of lectures is largely intended to project the great educational movements of this country and the world, so that the students who attend this Summer Term may get a national and world vision of education and their profession.

Each of these persons will give a lecture a day during the time he is here and will also hold a round-table or conference in the afternoon for discussion of special problems and answering questions that may be asked.

All students take this course and all receive five hours or one credit for it.

B. DEPARTMENT OF SUPERINTENDENTS AND PRINCIPALS.

Director, Superintendent J. F. Keating, Pueblo, Colorado. The management, together with Superintendent Keating, has se-

lected some of the leading talent of this country in this special line of educational work. The course is organized so that every recitation and every lecture given in this Department will have its relation to every other one. It is the aim to cover all those problems that affect supervision and management as related to superintendents and principals. The curriculum receives much attention. The modern conception that the work of a school should largely grow out of the lives of the children to be taught is the basis for the construction of a curriculum for the work of the public schools. All problems of management and method, and the social relations are taken up and worked out in class, in conferences, in round-tables, and in lectures.

The Director and management have secured the following educational men to work in this department:

Superintendent Frank B. Cooper, Seattle, Washington.

President David Starr Jordan, Leland Stanford University.

Doctor Richard Burton, University of Minnesota.

Doctor Lightner Witmer, University of Pennsylvania.

Commissioner P. P. Claxton, United States Bureau of Education.

President G. Stanley Hall, Clark University.

All these men will assist in it. Work will also be given in this Department by Doctor Maximilian P. E. Groszmann and Doctor Henry H. Goddard, of New Jersey, who are specializing along the lines respectively, of exceptional children and delinquent, defectiv, and dependent children. This is becoming a very important question in public education. In many school systems as high as 50 per cent. of the children are exceptional, either above or below the normal, and very many of them are defectiv physically or mentally, or both.

Under "Courses of Study," will be described more in detail what is done in this Department.

C. DEPARTMENT OF HIGH SCHOOL PRINCIPALS AND TEACHERS.

Director, Harry M. Barrett, Principal of East Denver High School. Director Barrett is one of the leading high school men of this country. He and an able corps of instructors have been selected.

The work of this Department embraces all problems that affect the high school—recitations, conferences, round-tables, and

lectures on high school management, on high school curricula, on history of secondary education, on modern movements in high school work, work in the academic departments in different subjects of the college organized to meet the needs of high school teachers, such as English, Mathematics, Science, History, Physiography, Manual Training, Domestic Science, Art, Literature, Languages, etc.

Vocational Training will be particularly emphasized during part of the time this year. There has been secured Meyer Broomfield, head of the Bureau of Vocational Training, Boston, Massachusetts, to do work in this line.

Those who have been selected so far to assist Director Barrett are J. Calvin Hanna, Oak Park, Illinois; Charles H. Brady, Principal of the High School of the Training Department of The State Teachers College; Superintendent Carlos M. Cole, Colorado Springs; Meyer Bloomfield, head of the Vocational Bureau, Boston, Massachusetts; Roscoe Hill, Principal of the Colorado Springs High School, and the professors of the various Departments of The State Teachers College of Colorado.

This Department will have the benefit and privilege of these great teachers who are here: David Starr Jordan, Richard Burton, Lightner Witmer, P. P. Claxton, Frank B. Cooper, and G. Stanley Hall.

The work of this Department will be delineated under "Outlines of Courses of Study." A special bulletin giving the work of this Department in detail will be sent upon request.

D. DEPARTMENT OF ELEMENTARY SCHOOL TEACHERS.

Director, D. D. Hugh, Dean of the Training Department of The State Teachers College of Colorado. All the problems confronting the elementary school will be discussed and worked out in this Department thru recitations, conferences, round-tables, and lectures. The intellectual life of the child as it is stimulated by the proper curriculum will receive emphasis—such a curriculum as grows out of the lives of the children as they participate in the community among themselves, and as they will participate in the community later in life. The social life of the elementary schools will be particularly emphasized in its relation to the intellectual life. The esthetic and ethical training that goes along with the work of the school will be handled by experts. All the departments in the Summer School are open

to elementary school teachers from which to elect, each one electing that which will best suit him for his special line of work. The management and Director Hugh have selected very able instructors, so that this department is a very strong feature of the Summer School.

An opportunity, as you will observe, is had here to come in touch with all the experts that are connected with the institution. There will also be organized and given those of this Department an opportunity to elect work in the academic departments, such as Mathematics, Science, English, History, Art, Industrial Work, Languages, Education, Pedagogy, etc.

For fuller particulars in regard to the work, see "Outlines of Courses of Study."

E. DEPARTMENT OF KINDERGARTEN TEACHERS.

Director, Miss E. Maud Cannell, Principal of the Kindergarten Department of The State Teachers College of Colorado. Those who take this work will have an opportunity also of taking the work and coming in direct touch with any of the other departments that may be elected.

The Department is a very strong one. It has been developing during the last decade along modern movements so that it meets the conditions and requirements that are exacted of a Kindergarten Department by modern educators. The modern Kindergarten is just coming into its own in this country. The reconstructed Kindergarten under the modern conception of what a little child should do has made the Kindergarten a more living and vital part of the public school system and the life of the child.

Those who take the special work in Kindergarten also have an opportunity to elect work in any of the other departments of the institution.

For a fuller description of the work, see "Outlines of Courses of Study." A special bulletin giving the work of this Department in detail will be sent upon request.

F. DEPARTMENT OF DOMESTIC SCIENCE.

Director, Miss Eleanor Wilkinson, who is at the head of the Department of Domestic Science and Domestic Art in The State Teachers College of Colorado. This is a strong department. The institution is furnishing teachers for Domestic Science to the

schools of the State, as well as to other States. Cooking, Sewing, Dressmaking, Household Art and Science, etc., are given in this Department. Courses of work to suit the grades and different kinds of communities are also worked out in recitations, in conferences, in round-tables, and in lectures.

Those who take this course will have an opportunity to elect other lines of work that correlate with Domestic Science and Domestic Art. Household Art in all its forms is taking a very strong hold of the public school work of the country. It is practical; it is cultural; it is important. Indeed, it will not be long until the public school teacher—the elementary school teacher—will be required to have taken work along this line.

A special bulletin giving the work of this Department in detail will be sent upon request.

G. DEPARTMENT OF INDUSTRIAL WORK.

Director, S. M. Hadden, Dean of Industrial Arts in The State Teachers College of Colorado. The work of this Department embraces Woodworking of all kinds, Light Metal Work, Mechanical Drawing, Printing, Bookbinding, Construction Work that is correlated with the Departments of Art, and Vocational Education.

Those who have charge of the various lines of work in this Department have been specially trained in the best schools and institutions of the world for it.

The scope of the work will embrace the curriculum to suit the grades, the communities, and the life of the people where the children are living who are taking the work. This Department, as well as the others, trains teachers for all lines of work that come under the public school system; that is, from the Kindergarten to the High School inclusive.

This Department furnishes teachers for the western territory from the Mississippi River to the Pacific Coast. It is never able to have enough teachers to supply the demand.

For fuller description of work, see "Outlines of Courses of Study."

H. DEPARTMENT OF ART.

Director, Richard Ernesti, who has charge of the Art Department of The State Teachers College of Colorado. Professor Ernesti is a man trained by schooling and travel, and lectures

in the best schools of the world. His work in public school art in The State Teachers College is not surpassed anywhere.

The work of this Department embraces Drawing, Designing, Water Color, Oil Painting, Construction Work, combined with Decoration, Pottery, and Household Fittings, as correlated with Household Art in the Domestic Science Department. The work in Pottery is carried on from the clay thru the forming, the drying, the glazing, and the burning. The institution is well provided with equipment for carrying on all this work in this Department. The work of the public school curriculum is developed and worked out in this Department to suit all stages of development from the Kindergarten to the High School inclusive.

For fuller particulars, see "Outlines of Courses of Study."

I. DEPARTMENT OF PHYSICAL EDUCATION.

Director, J. T. Lister, of The State Teachers College of Colorado, assisted by Miss Mary E. Schenck. These teachers are especially fitted to do this very important line of work. The Department embraces playground work, games of all kinds suitable for public schools, folk dances, physical examinations, and the physical educational curriculum in its relation to all the other subjects of the public school work.

All the fundamental elements involved in Physical Education are considered in the work of this Department—such as diet, health, strength, breathing, disposition, temperament, etc.

The Physical Education curriculum is worked out in class, in conferences, in round-tables, in the field, and in the laboratory, to suit the various stages of development of the children.

The Department furnishes Physical Education teachers for the schools of Colorado, and many of the other States.

For further particulars, see "Outlines of Courses of Study." A special bulletin giving the work of this Department in detail will be sent upon request.

J. DEPARTMENT OF MUSIC.

Director, Theophilus E. Fitz, assisted by J. C. Kendel. This department embraces public school Music, Chorus Work, Harmony, Entertainments, etc. It also embraces working out a music curriculum to suit the stages of the children. The fundamental idea being the development of a musical taste and love in the children in the public schools.

This Department is particularly well provided with equipment of all sort to demonstrate the various lines of work attempted. Instruments of all kinds are in the Museum to enrich the history of music and to illustrate the various stages of development of theoretical and practical music in the development of civilization.

The work in entertainments is very important, inasmuch as all school teachers are or should be interested in musical entertainments in public schools in which they are connected. All the other work, such as public school music, chorus work, and harmony, are involvd in the development of suitable entertainments for a system of public schools. A special bulletin of this Department will be sent upon request.

K. DEPARTMENT OF RURAL SCHOOL WORK.

Directors, A. C. Monahan, of the Bureau of Education, Washington, D. C., and Philip M. Condit, Superintendent of Schools, Delta, Colorado, assisted by County Superintendent of Schools, S. S. Phillips, Rocky Ford, Colorado, and J. H. Shriber, County Superintendent of Schools, Boulder, Colorado.

This Department will also have the advantage and privilege of instruction by Commissioner Claxton, of the United States Bureau of Education, who takes a very strong interest in the rural school work.

Much emfasis is being placed upon the rural school work by this institution. It is one of the large problems upon which it is working. The work embraces (1) the public school subjects from the standpoint of the rural schools; (2) rural school organization and management; (3) subject matter and methods of teaching in rural schools; (4) elementary agriculture; (5) ways and means of development; (6) the new rural movements, such as consolidation, social centers, industrial work, etc.; (7) the working out of a curriculum that is suitable for the particular community in which the rural school is located.

Deputy Commissioner A. C. Monahan, of the National Bureau of Education, has made a very thoro study as an expert in rural school work, and will be here connected with the institution to give the best of his conclusions to the institution. It is a privilege to have the opportunity of coming in touch with him. Superintendent Condit is particularly qualified by training and experience and by interest to assist all those people in-

terested in rural school work, and to crown the opportunity, the United States Commissioner of Education is here, to inform, instruct, and inspire.

All persons who anticipate teaching in the rural schools or in small villages, which are rural in nature, are invited to attend and enroll in this Department.

An opportunity is given to elect courses in other lines to enrich and strengthen the rural school subjects.

A special bulletin has been issued for this Department, which may be had upon application.

L. DEPARTMENT OF RELIGIOUS AND MORAL EDUCATION.

Director, Doctor I. E. Miller, Dean of Education and Professional Work in The State Teachers College of Colorado. This work will be carried on by persons who have made a specialty of Religious and Moral Education in schools, and who will be assisted by a number of able and interesting men and women in this subject from over the country. This Department will also have the advantage of having all the other instructors to inspire its work. There is an abiding feeling that the child's religious and spiritual nature should be, and must be, touched during his school life. Something should touch him that will develop reverence, obedience, and a refinement of his spiritual nature—something that will lead him to feel the power and force of an inherent and overruling Providence. The Department was organized last summer and was a success. It is the intention of the management to have it stronger than ever. Very able instructors will be connected with it.

This is a Department that should interest every school teacher, and as many as possible who are in different lines of work should arrange their work so as to take this course in Religious and Moral Education. It will run once a day during the entire term. Credit will be given for the work.

A special bulletin has been issued for this Department which may be had upon application.

M. DEPARTMENT OF DEFECTIV, DEPENDENT, AND DELINQUENT CHILDREN.

Director, Dr. J. D. Heilman, Professor of Psychology and Child Study in The State Teachers College of Colorado. Dr. Heilman is particularly well qualified for this work, inasmuch

as he put in several years in the Clinic under Doctor Witmer, of the University of Pennsylvania. He is familiar with all the methods and devices in handling this class of people. A strong course will be developed and carried out along this line.

The proper treatment and training of retarded and delinquent children are among the school's most difficult problems. Despite this fact there are almost no educational institutions that have seriously undertaken the task of training teachers for defective children. Such inactivity is all the more deplorable on account of the help which the teachers of normal children may derive from a better understanding of defectives. A recognition of these facts has led to planning a course in the care and training of exceptional children; also for the training and education of defective and delinquent children. Some of the world's best experts in this field are employed.

Doctor Heilman, who directs this Department, has for his assistants Doctor Lightner Witmer, of the Department of Clinical Psychology in the University of Pennsylvania; Doctor Maximilian P. E. Groszmann, who has charge of the school for Exceptional Children at Plainfield, New Jersey, and Doctor Henry H. Goddard, who has charge of the School of Defective and Delinquent Children, at Vineland, New Jersey. Several persons who are experts along this line in the State of Colorado will be called in also to assist.

For further information concerning the work, see "Outlines of Courses of Study."

N. DEPARTMENT OF WOMEN'S CLUBS AND OUR INSTITUTIONAL LIFE.

Director, Honorable Mary C. C. Bradford, State Superintendent of Public Instruction. Mrs. Bradford will be assisted by Miss Anna Ragland Randall, Denver, Colorado; Katharine Williamson, Denver, Colorado; Katharine Russell, Denver, Colorado; Annie J. Whitmore, Denver, Colorado; Mrs. Isabell Churchill, Greeley, Colorado. Each of these will have systematic work. Under "Outlines of Courses of Study" the work that each one will have will be described. Other individuals will be called in to assist in this line. An effort was made to get Miss Jane Addams, who has charge of the Social Settlement Work in Chicago, but her absence from this country prevented securing her services. Some one of equal ability will be secured.

The purpose of this course is the unifying in thought and work of the educational agencies of the commonwealth, using that word in the broadest sense. Therefore, the school, the home, philanthropy, civics, the club, the labor union, and journalism are to be included in this present-day socializing activity. Or, to put it more widely, the work in this Department will embrace a close study of the relation of Women's Clubs to our institutional life—such as the home, the public school, the church, the State, and civilization. The work of the Women's Clubs is particularly closely connected with the home and the public schools and the State. Teachers should make use of these powerful organizations, the Women's Clubs, for the development of strength and power and efficiency in their schools. Credit will be given for full courses that are taken and legitimately worked out during the entire six weeks. The work given will be described under "Outlines of Courses of Study," more fully.

O. DEPARTMENT OF MORAL AND HUMANE EDUCATION.

Director, Doctor William R. Callicott, of the Bureau of Child and Animal Protection of the State of Colorado. Other instructors have been secured to help in this very important work.

This is a very interesting line of work for the public school teachers. Nothing is needed so much as attention to the humane side of a child's life. In certain stages of its development it is very important that the human sentiment should be encouraged and appealed to in order that it may move in such direction as will stimulate and lead it to better thoughts, sentiments, aspirations, and activities. The humane sentiment is tied up with the moral sentiment; indeed, they often are—perhaps always—found together. It is religious for a person to be humane; it is moral for a person to be humane; it is decent for a person to be humane. Courses are being organized in the public schools in this line of work. Doctor Callicott is an expert along this line; he has devoted a lifetime to it; his whole thought and feeling and sentiment and activity is for the development of this humane and moral sentiment and life in the children of our commonwealth.

The work of this Department will be found described more fully under "Outlines of Courses of Study."

P. DEPARTMENT OF HYGIENE AND SANITATION.

Director, Doctor S. Poulterer Morris, head of the Public Health Department of the State of Colorado. The Director will call in eminent physicians of the State of Colorado to assist in the work done in Hygiene and Sanitation. Public health, sanitation, hygiene, for the sake of the public health, for the sake of the race, for the sake of civilization, is attracting very much attention now all over the world. How to prevent disease in the midst of danger is fundamental in the work of this Department.

For fuller description, see "Outlines of Courses of Study."

Q. DEPARTMENT OF LIBRARY WORK.

Director, Albert F. Carter, Librarian of The State Teachers College of Colorado. He will be assisted by Miss L. E. Sterns, Chief of The Traveling Library Department of The Wisconsin Free Library Commission; also by Anna Hillkowitz, of the Denver Public Library, and by Chalmers Hadley, Librarian of the Public Library of Denver, Colorado. It is intended to make this Department valuable and strong. There are very many features connected with library work that the school teacher should be particularly interested in, such as the condition of proper literature for children to read in the various stages of their development, method of securing books, methods of distribution of books, such as the traveling library, how a book is made, how a book should be accessioned and put into the use of the library. Persons taking this course will have an opportunity to take bookbinding in the Manual Training Department if they so wish. Every teacher of children should be and is more or less a librarian—a librarian in the true sense.

For fuller particulars, see "Outlines of Courses of Study."

R. DEPARTMENT OF ACADEMIC WORK.

Besides the professional work and besides the work of a general nature, a very important department of the work of the Summer School is the Academic Department. This means that the institution gives an opportunity for teachers of higher subjects in institutions of learning, such as the high schools, normal schools, and colleges, to get such work here. The professors of the institution by training and experience are especially

STATE TEACHERS
COLLEGE OF COLORADO
Greeley, Colo.

prepared to do advanced work in academic subjects, such as the following:

1. **Mathematics.** Courses in Mathematics are based upon the modern conception of what should be taught at a particular stage of development and how it should be taught so as to put the pupil in possession of mathematical thought and knowledge that will enable him to interpret his environment—his life, and his life in relation to others. The study of Mathematics in relation of the curriculum to the entire public school system is an important feature of the work of this institution. It means the using of arithmetic, algebra, geometry, trigonometry, calculus, and surveying, and other mathematical subjects, to solve the problems of life. Courses are arranged in the following mathematical subjects:

a. *College Algebra*, embracing what a college student should have in order to put him in possession of such thought and knowledge and discipline as will equip him not only for his present life, but his life as projected in his vocation.

b. *Trigonometry*. This subject will be taught from the most modern and practical standpoint. In it will be found in the application of Arithmetic, Algebra, and Geometry.

c. *Analytical Geometry*. This subject is a powerful mathematical analysis and will be presented by the very best modern methods as to study and how to teach it.

d. *The Theory and Application of Differential and Integral Calculus* to the life activities, such as economics, physics, chemistry, engineering, biology, teaching, etc., will be presented.

e. *Arithmetic*. Classes will be organized in Arithmetic from the standpoint of the teacher, embracing courses for the grades, for the elementary schools, and the method of teaching.

f. *Methods of Teaching Arithmetic, Algebra, Geometry, and Trigonometry*, will be given.

The laboratory method will be developed and used in the teaching of these subjects. For a description of the work, see "Outlines of Courses of Study," under this Department.

2. Science.

a. *Physics.* The work in Physics treats of its general principles and laws, with much stress on the application of these principles and laws as found in machinery and in the many other appliances that are useful in the every-day life of the pupil. The recitation work is illustrated by experiments. A course will be given in General Physics, one in Historical Physics, and one in Methods in Teaching Physics.

b. *Courses in Elementary and Advanst Chemistry* are given. The material out of which these courses are constructed will practically grow out of the lives of the individuals taking them.

c. *Courses in Physiografy, Zoology, Botany, General Biology, Biology of the Seasons* are arranged for.

d. *Methods of Teaching the Sciences in the High School.* For this work libraries, museums, laboratories, and the field are all usd to illustrate, to demonstrate, to enlarge and enrich the pupils.

3. English and Literature. Courses in such subjects as:

a. *The Drama.*

b. *The Epic.*

c. *The Novel.*

d. *Poetry.*

e. *History of Literature.*

f. *English and Literature* in the grades and high school, and how to teach them.

4. Modern Languages.

a. *German.*

b. *French.*

c. *Spanish.*

Courses are organized and given in these languages to suit the stages of development of the individuals who take them. Pictures, plays, projectoscope, and moving picture lantern will be used to illustrate the work.

5. **Ancient Languages—Latin.** Courses will be given in the Latin texts. Courses in how to teach Latin in the high school. This work will be illustrated by library, museum, pictures, etc.

6. **Reading and Interpretation.** Courses will be given covering all phases and stages of reading from the primary grades to the high school inclusiv. In this Department such material and such method will be used as will put the individual in touch with the best that has been thought and said. The work will be illustrated and enlarged by the use of the library, by the use of the drama, and by the use of the museum.

7. **History.** The work in History will be enriched and illustrated by a wide use of the library, pictures, kinoscope, museum, etc. Courses in American, European, General, Industrial, and Commercial History, and Civil Government, will be given.

8. **Sociology, Anthropology, and Economics.** Courses are organized in these subjects so as to enlarge the vision of the teacher in subject-matter, as to fitness of subject-matter, as to teaching, and as to life in general.

9. **Geography.**

- a. *Physiography.*
- b. *Commercial Geography.*
- c. *Industrial Geography.*
- d. *Political Geography.*

These are all subjects for study, analysis, and application.

All these different types of geography are correlated and otherwise given so as to enlarge on the subject-matter and on the method of presentation.

All the above academic subjects are taught thoroughly, exhaustively, and modernly.

S. DEPARTMENT OF PROFESSIONAL WORK.

All the courses in professional work are adjusted to meet the needs of all classes of teachers from the kindergarten to the high school inclusiv. Special attention is called to the fact that there are professional courses for high school teachers, elementary school teachers, kindergarten teachers, county superintendents, rural school teachers, industrial school teachers, art teachers, and music teachers, given by the professors in this Department.

A strong feature of the work in Education during the Summer School are the courses of lectures by prominent educators from other States. The course of general lectures given by Jordan, Hall, Burton, Witmer, Cooper, and Claxton, belongs to this

Department of Professional Work. Courses will be given in the philosophy, the science, and the art of education as follows:

1. **Biotics in Education.** (1) Meaning of Education; (2) The Importance of Heredity in Education; (3) Evolution as a Basis for Education; (4) Functional Education; (5) The Evolution of Truth; (6) The Genesis of Life; (7) The Genesis of Movement; (8) Education is Motorization; (9) The Science of Genetics.

This great subject is elaborated in recitation, in talks, in round-tables, in conferences, thru the use of the library, the museum, the laboratories, and the teacher.

2. **Education.** (1) Philosophy of Education; (2) Science of Education; (3) Principles of Teaching; (4) Educational Psychology; (5) Primary Education; (6) Rural School Teacher; (7) History of Education; (8) Biological Aspects of Education; (9) Sociological Aspects of Education; (10) Current Educational Thought; (11) Training Adolescents for Social Efficiency; (12) Bacteria, Prophylaxis, and Hygiene; (13) School Administration; (14) Child Study; (15) General Psychology; (16) School Management; (17) Methods in Teaching.

The professors who conduct these professional courses are as follows: Z. X. Snyder, G. Stanley Hall, Richard Burton, Lightner Witmer, P. P. Claxton, Frank B. Cooper, David Starr Jordan, I. E. Miller, W. B. Mooney, J. D. Heilman, B. W. DeBusk, G. R. Miller, Mrs. Bella B. Sibley, D. D. Hugh, C. H. Brady, Philip M. Condit, A. C. Monahan, Meyer Bloomfield, Henry H. Goddard, Maximilian P. E. Groszmann, and others.

A full description of this professional work will be found under "Outlines of Courses of Study."

II. Outlines of Courses of Study.

A. DEPARTMENT OF GENERAL LECTURES.

Education. 27. This course consists of a series of daily lectures extending thruout the term. These lectures are given at 10 o'clock a. m., in the assembly room. The lecturers and the special lines of work are as follows:

President David Starr Jordan. (1) *The Meaning of Democracy in Civilization.* "The flag of freedom never floated over a nation of deadheads." (2) *The Outlook for Peace in the World.* "The purpose of the peace movement is to make violence and war the last and not the first resort in case of differences between nations." (3) *The Strength of Being Clean is Foundational.* "No one can secure happiness without earning it. He is the wise man who all his life long can keep mind and soul and body clean." (4) *Travel, a Factor in the Education of the Teacher.* "He is the best citizen of his own country who knows best what other countries have to teach." (5) *Eugenics in Civilization. The Science of Being Well Born—the Welfare of the Race.* "Ours is a strong race—of all our ancestors not one failed to outlive childhood."

Dr. Richard Burton. (1) The Return to Dickens. (2) The Novel Today. (3) Kipling and the New Poetry. (4) Stevenson and Romance. (5) The Serious Bernard Shaw.

Dr. Lightner Witmer. *Growth and Retardation.* (1) The history of retardation as a scientific concept, and its importance for psychology and education today. (2) Eugenics *versus* Orthogenics, or the role of heredity and environment. (3) Defectiv children, or children with defects, an important distinction for education. (4) The extension of the methods of working with defectiv children to normal and extra-bright children, both in this country and abroad, especially by Montessori in Italy. (5) The socialization of the schools as an outcome of the effort to solv the retardation problem.

Dr. P. P. Claxton. *American Education.* (1) The New Education in America. (2) Vocational Education. (3) Rural Education. (4) Literature in the Elementary Schools. (5) The American Ideal.

Dr. Frank B. Cooper. *Practical Education*. (1) So Much to do; So Little Time. (2) Tastes and traits of childhood. (3) Children's rights. (4) Some teachers and their teachings. (5) Every-day tests of the teacher.

Dr. G. Stanley Hall. *The New and Pressing Problems in Education*. This course of lectures will take up the newest problems in education that are pressing for solution.

B. DEPARTMENT OF SUPERINTENDENTS AND PRINCIPALS.

1. **General Lecture Course, 10 a. m.** President Jordan, Dr. Burton, Dr. Witmer, Commissioner Claxton, Superintendent Cooper and President Hall.

2. **City Superintendents and Principals' Course.** Superintendent Keating, assisted by others.

3. **Reconstruction of Supervision of Schools.** Superintendent Keating, Commissioner Claxton, Superintendent Cooper, and Superintendent Cole.

5. **Defectiv, Delinquent and Exceptional Children.** Mr. Heilman, Mr. Groszmann, Mr. Goddard, and Mr. Witmer.

NOTE: For other work, see other departments in this bulletin.

C. DEPARTMENT OF HIGH SCHOOL PRINCIPALS AND TEACHERS.

HARRY M. BARRETT, A.M., Director.

1. **General Movements in Education, 10 a. m.** President Jordan, Dr. Burton, Dr. Witmer, Commissioner Claxton, Superintendent Cooper, and President Hall.

2. **Professional Work.** The High School and Society; The High School and the Job; The Management of the High School. Principal Barrett.

3. **New Movements in High School Work.** Mr. Hanna, Mr. Hill, Mr. Cole, Mr. Barrett, and Dr. Hall.

4. **History of Secondary Education.** Principal Brady.

5. **Defective, Delinquent and Exceptional Children.** Mr. Heilman, Mr. Witmer, and Mr. Groszmann.

6. **Principles of Teaching as Applied to High School Subjects.** Discussions, lectures, readings, observations—an attempt to study in a real and practical way some of the best modern methods, equipment, material, etc., pertaining to the teaching of the dif-

ferent high school subjects, pointing out in the same study some of the special difficulties peculiar to each subject. Each student before the close of the term, will make a special study of the subject which he is preparing to teach.

Open to prospectiv high school teachers and those alrely in the servis who wish to improve their skill and training in high school teaching. (Can be substituted by high school teachers for Course 1 of the Training Department.)

7. Principles of Administration. A course dealing with the organization and management of high schools, emfazizing the function, courses, training and qualification of teachers, social needs, disciplin, necessary equipment, special classes, correlation of studies, etc.

Open to Principals, Supervisors, and Superintendents. (The same as course 6 in the Training Department.)

8. Practicum. A special investigation and study of the recent movements and problems in high school administration. Open to advanst students only.

1. Retardation and Elimination of high school pupils.
2. Length of High School Courses, etc., 1, 2, 3, 4 and 6-year courses and plans.
3. Co-Education.
4. Industrial Education.
 - a. General Industrial Education beyond the Elementary School.
 - b. Vocational Schools: Trade Schools for Boys—Trade Schools for Girls—Continuation School—(Public and Private) Commercial Schools—Agricultural Schools—Vocational Guidance.
5. Measuring Efficiency.
 - a. Selection and rating of high school teachers—training teachers in servis.
 - b. Rating of School Plant.
6. Special Classes:
Unusually Capable, Backward, Delinquent, Defectiv.
7. Records and Reports.
8. Hygiene and Medical Instruction.
9. Departmental Supervision.
10. Supervision of Home Study.
11. Pupils' Participation in School Government.

12. Correlation of High School Studies.

13. Extra School Activities:

Libraries, Playgrounds, Social Organization, Physical Training.

NOTE: For academic work and for further professional work, see other departments in this bulletin and the special high school bulletin for the Summer Term.

D. DEPARTMENT OF ELEMENTARY SCHOOL TEACHERS.

David Douglas Hugh, A.M., Director; Edgar D. Randolph, A.B., Principal of the Elementary School; Elizabeth Maud Cannell, Principal of the Kindergarten; Bella B. Sibley, Pd.M., Second Grade Training Teacher.

The training school should be the center of interest in a teachers' college. Out of its work should grow the problems to be studied in the academic classes, and the results of such studies should lead to a higher order of educational work in its classes.

The training department of the State Teachers College includes both practis teaching in all parts of a public school system and courses in methodology, organization of the curriculum, and school administration. Owing to the summer school's being held during the vacation season, the work scheduled at this time will consist of courses given by training school teachers in subjects closely related to the practical work of the school. Among these would be the following:

1. **General Method.** Junior and Senior College (required of first year students and also of Senior College students who have not had its equivalent). This course is ment to prepare the student for the work of teaching. From functional psychology are selected those principles which assist in determining the motivs 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 emfasized. Especial attention is given to the method of the recitation, with emfasis 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 be considerd; also the interests of children at different stages of their development.

Students are expected to become familiar with the best literature on the topics suggested above.

Mr. Hugh.

7. Material and Methods for Upper Grade Literature. The work of this course falls into two parts: First, bilding up a point of view from which to evaluate literature, and working out a rational method of attacking the problems of teaching it; second, the evaluation and the presentation of a dozen or so of short poems, a few long poems, a few short stories, and a novel.

Mr. Randolph.

(This course is the same as course 5 of the English section.)

8. Primary Methods. 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 is workt out; and many devices for teaching beginning reading, phonics, rythm, spelling, songs, dramatization of stories, multiplication tables, and blackboard illustrating are given.

Mrs. Sibley.

13. Upper Grade Methods. This course will deal first with the physical and mental status of the grammar grade pupil; with the instinctiv tendencies and dominant interests of this period. Upon this as a basis the material actually in use in these grades in various good schools will be considerd with an eye to the fitness of the emfases found. Following this preliminary work an attempt will be made to evaluate several of the school subjects—probably Literature, History, and Arithmetic or Physiology—and to work out functionally several topics of each.

Mr. Randolph.

E. DEPARTMENT OF KINDERGARTEN TEACHERS.

ELIZABETH MAUD CANNELL, Director.

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 kindergarteners. 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 rhythms 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 practicing 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 requisite training in music.

For the summer of 1913 the following courses are offered:

2. **Kindergarten Theory.** Junior College. This course includes:

Mother Play. A study of impulsiv and spontaneous activities and their utilization in education.

Gifts. Theory and practical exercises with the third and fourth gifts.

Occupations. Weaving, free-hand and needle or loom weaving.

Games. Some study is made of the social significance of traditional games. Games reflecting the common industrial activities are played.

A study is made of the educational value of rythm, together with practises in the more fundamental forms. 5 hours. Open to special kindergarten students.

7. **Materials of the Curriculum.** Junior College. This course discusses the value and basis of selection of materials for the daily program, making some comparison of the programs of representativ schools. The students make programs on assignd topics, grade the materials for the children in the different kindergarten groups, etc. Considerable time is spent in compilations of suitable story material as to content and form, together with practis in telling stories followd by class criticism and discussion. 5 hours. Open to special kindergarten students.

8. **Reconstruction and Application of Kindergarten Methods to the Grades.** An especial study of the Montessori method will be made, as well as of the general principles of Froebel. The Montessori didactic material will be used together with modifications of the traditional kindergarten materials as suited to the use of the grades. Considerable time will be given to organizing suitable games for the training of the special senses and to Folk Games and rythms suited to children of the intermediate grades. Open to all students.

Kindergarten.

A summer kindergarten of children is pland under an experienced director. This will be open for observation and practis for those who have the requisit credits in kindergarten theory and in education. It will be largely an out-door kindergarten employd in work in the garden, in our-door games, and excursions, and in construction work connected with furnishing the doll house. The Montessori materials will also be used with these children.

F. DEPARTMENT OF DOMESTIC SCIENCE AND ART.

ELEANOR WILKINSON, Director.

Domestic Science.

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 emphasize the combining of foods according to good dietetic, esthetic, and economic standards, is a feature of the work. 5 hours.

6. **Canning, Preserving, Pickling.** Senior College. This work covers the work of canning, preserving, and pickling, dealing with the problems involved in these processes. Information is given concerning some of the common food preservatives and adulterations, and when possible, simple tests are made for their detection. Cand products, ketchups, fruit sauces and extracts are among the foods most commonly adulterated. A part of the time only is spent upon this fase of the work, the rest being devoted to the keeping of household accounts. The apportioning of the income so as to cover more than the running expenses is considerd, emfasis being laid upon a business-like keeping of expense accounts, and system in the general management of the work. Bills of fare for a week at a minimum cost are workt out for a given number of people, while each teacher keeps strict account of all expenditures connected with her teaching, always endeavoring to accomplish the greatest amount with the least expense. 5 hours.

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 adap-

tation of materials, trimings, etc., for the uses to which they are to be put. Some time is devoted to patching, mending, and simple repairing. 5 hours.

2. **Textils—Courses in Sewing for the Elementary Schools.** Junior College. The study of textil fiber is begun at this time. Cotton, flax, hemp, and other vegetable fibers, also silk and wool, are studies 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 course, color, characteristics, and effect upon fiber. The planing and working out of a course in sewing suitable for the elementary and high school takes up the latter part of this term's work. In planing such a course, the nativ intrests of the children at different ages and their powers and skill in technic will be considered, also the correlation of this work with the other studies of the curriculum. 5 hours.

3. **Elementary Dressmaking.** Junior College. The work of this course is a continuation of Course 1, taking up the planing, 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 designd to encourage originality based upon good judgment and to strengthen self-reliance. 5 hours.

4. **Evolution of the House.** Senior College. This course deals with the evolution of the house, house furnishings, and decorations. It aims to teach something of the character of the crude abodes of primitiv man, such as the cave-dwellings, lake-dwellings, etc.; also to consider typical homes of the Assyrians, and Babylonians, Egyptians, Greeks, Romans, Teutons, and English and American homes in Colonial days.

Thruout the course attention is calld to the ever-changing relations of the home to the industrial world; also its social and ethical relations to society at large.

G. DEPARTMENT OF INDUSTRIAL WORK.

SAMUEL MILO HADDEN, A.M., Director; JOHN McCUNNIFE, Pd.M., Assistant in Industrial Art, Printing; MAX SCHENK, Assistant in Industrial Art, Bookbinding.

Courses in Manual Training.

The Department of Industrial Arts is devoted to the technic of fundamental processes in industrial and fine arts, domestic science and art, and elementary agriculture, and a study of the methods and practis of presenting in elementary, secondary, and trade schools.

The Guggenheim Hall of Industrial Arts, with a floor space of 17,000 square feet, a part of the first floors of the Library Bilding and the Administration Bilding, are devoted to these lines of work. The Department also has a complete greenhouse and school garden for experimental purposes.

1. Junior College Elementary Woodwork. This course is for beginners, and is designd 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 constructiv design and decoration.

2. Junior College Intermediate Woodwork. This course is designd for those who wish to become more proficient in the use of woodworking tools. It includes constructiv design, the principles of cabinet making and furniture construction, and wood finishing. The different important constructiv joints are discust and applied wherever possible in the cabinet work done in class.

Prerequisite: Manual Training 1, or equivalent.

Elementary and intermediate woodwork will be offerd at the same hour.

10. Junior College Elementary Mechanical Drawing. This course is designd 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. 5 hours.

11. Junior or Senior College Advanst Mechanical Drawing. This course includes intersections, the cycloid, epicycloid, hypercycloid and involute curvs; their application to spur and bevel-gear drawing; developments, advanst projections, lettering and line shading. 5 hours.

Prerequisite: Course 10.

Courses 10 and 11, elementary and advanced mechanical drawing, will be offered at the same hour.

8. Junior College 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. 5 hours.

9. Junior or Senior College Advanced Art Metal. This course should be taken after Course 8, since it deals with more advanced ideas in metal work, and includes work in brass, copper, bronze, and German silver.

The course deals largely with the designing, decorating, and artistic coloring of metals.

It also includes a short course in the chemistry of metal colors, and the use of lacquers for protection.

Simple artistic jewelry is made the basis for the constructive work in this course.

Courses 8 and 9, elementary and advanced art metal, will be offered at the same hour.

Bookbinding.

1. Senior College Elementary Bookbinding. This course includes the following: Tools, machines, materials, and their uses, collating and preparing the sheets for sewing, sewing on tape and cord, preparing of end sheets, trimming, glueing, rounding, backing, headbanding and lining of backs.

Cover materials, planing and making of covers, finishing and lettering of titles, and labeling; all the steps necessary for the binding of full cloth-bound books. 5 hours. Fall Term.

2. Junior or Senior College Intermediate Bookbinding. This course includes the binding of books in half morocco and full leather, including such processes as: Tooling in gold and blank, edge gilding, and marbling, and the making and finishing of cardboard boxes and leather cases. 5 hours. Winter and Spring Terms.

3. Junior or Senior College Advanced Bookbinding. Theoretical study of bookbinding, together with practical work, a continuation of Course 2. 5 hours. Spring Term.

Bookbinding courses may be taken at any hour during the day as two, three, four, or five-hour courses. These are open to all students, and to those desiring to be teachers or professional bookbinders.

A complete list of the courses offered in the Industrial Arts Department of the institution will be found in the year-book. If for any reason students are desirous of taking courses not outlined in the summer term catalog, arrangements can be made for such work by consulting the Dean of the Department.

Major Subject—Teaching Manual Training in Elementary Schools.

Junior College requirement:

Courses 1, 2, 3, 6, 15, 8. The remaining courses necessary to satisfy the requirement are to be selected upon consultation with the Dean of Industrial Arts.

Major Subject—Teaching Industrial Arts in Secondary Schools.

Senior College requirement:

Courses 7, 16, 19, 12, 13. The remaining courses necessary to satisfy the requirements of 40 to 60 hours are to be selected upon consultation with the Dean of Industrial Arts.

Combination Majors.

This Department, upon consultation, will arrange other combination majors within the department, also upon consultation with the other departments concerned, arrange combination majors, making such combinations as Manual Training and Physics.

H. DEPARTMENT OF ART.

RICHARD ERNESTI, Pd.M., K.M., Director.

31. This course is for beginners. It deals with the pedagogical side of the study—why, how, and when to teach. These methods are considered as well from the psychological standpoint.

The subjects are freehand drawing in all its branches and applications, clay modeling, construction drawing, water-colors in landscape art, and still-life, model, figure, and animal drawing. The media used are the pencil, charcoal, ink, and color.

32. In this course the student takes up the principles of design as needed in public school art. It follows best after Course 31. These two courses every public school teacher is in need of.

33. A continuation of 31, dealing with the same subjects. It teacher should be able to do. It also makes for better ability to criticise justly and with that consideration which is demanded of the capable teacher.

34. Is a continuation of 32. Deals with the practical application of decoration in the making of useful as well as beautiful articles. Materials such as cardboard, leather, cloth, art papers and vellum are used in the carrying out of this work.

Ask for special Art Bulletin.

I. PHYSICAL EDUCATION.

JOHN THOMAS LISTER, A.B., Director.

MARY E. SCHENCK, A.B.

Before graduating from the institution, Junior College Students must take five terms of Physical Education at least two periods a week. Courses that require no preparation before coming to class are given on the laboratory plan, that is, the student works in the class *two* periods for *one* hour's credit. In each of the courses below, the number of periods each week and the number of credit-hours are indicated.

1. **Outdoor Games.** Junior College. Tennis, captain ball, baseball, basketball, volley ball, etc. Three periods a week. Two hours' credit. This course is for women, and the regular gymnasium suits are required.

2. **Light Gymnastics.** Junior College. Clubs, bells, wands. Two periods a week. One hour's credit. For women. Gymnasium suit required.

4. **Anthropometry and Physical Diagnosis.** Junior or Senior College. This course is given especially for those women students who elect Physical Education as major subject. Any one completing this course will be able to make the physical examinations demanded in the public schools of Colorado. Five periods a week. Five hours' credit. For women. No special suit required.

5. **Playground Games.** Junior or Senior College. Games suitable for rural or village schools. Reading and reports on the playground movement. Three periods a week. Two hours credit. For men and women. No special suit required.

6. **Swedish Gymnastics.** Junior or Senior College. Posse's *Kinesiology* and Anderson's *Best Methods of Teaching Gymnastics* are used as a basis for this work. This course is of special interest to those who expect to teach gymnastics and also to those who have any physical defects. Five periods a week. Five hours' credit. For women. The regular gymnasium suit necessary.

9. **Folk Dances.** Junior or Senior College. Fancy steps, folk dances, drills, marches. Three periods a week. Two hours' credit. For women. No gymnasium suit necessary.

11. **Baseball.** Junior or Senior College. The game is played according to Indoor-Baseball rules. Two periods a week. One hour's credit. For women. Gymnasium suit is required.

12. **Emergencies.** Junior College. This course consists of informal practical talks on what to do in case of accident. One period a week. One hour's credit. Men and women. No gymnasium suit required.

13. **Basketball.** Junior College. Theory and practice of basketball for women. Two periods a week. One hour's credit. Women. The regular gymnasium suit is necessary.

J. DEPARTMENT OF MUSIC.

THEOPHILUS E. FITZ, Director.

JOHN CLARK KENDEL, Pd.M.

1. **Public School Music.** Junior College. First year. The following subjects are included in the technical part of this course: Rythm, intonation, expression, form, notation, and sight-reading. Designd for beginners and those who wish to become proficient in reading music. Five hours.

Mr. Kendel.

2. **Public School Music Methods.** Junior College. First year. This course comprises a study and discussion of the five great musical stages of the race and their application to the phyletic stages of the child and the teaching of music. Five hours.

Mr. Fitz.

3. **Kindergarten and Primary Music.** Junior College. First year. Designd especially for kindergarteners and primary teachers. Songs and music adapted to the children of these departments will be studied and material arranged for every

season and function of the year. The care and development of the child voice; the teacher's voice; methods of instruction; practis singing and rythm exercises will be a part of this course. Three hours.

Mr. Fitz.

4. **Rural School Music.** Junior College. First or second year. 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. Three hours.

Mr. Kendel.

5. **Supervision of School Music.** Junior or Senior College. Second or third year. This course is designd for supervisors, principals. high school teachers, and professional students, and includes discussions on every fase of school music and music supervision, both in the grades and high school. A practical outline of study for the whole school is workt out in this course. Five hours.

Mr. Fitz.

10. **Music Appreciation.** Junior or Senior College. Second or third year. Designd to acquaint the student with the earliest and modern forms of music composition. The acquisition of an ability to listen to music intelligently. Three hours.

Mr. Fitz.

11. **School Entertainments.** Junior College. First or second year. This course includes the presentation of a number of musical programs and entertainments, such as are adapted to the children of the different grades and high school. Cantatas, operettas, and special day programs such as Thanksgiving, Lincoln, Arbor Day, etc., afford excellent opportunities to observe the elements of a play.

Mr. Kendel.

K. DEPARTMENT OF RURAL SCHOOL WORK.

A. C. MONAHAN, Director.

PHILIP M. CONDIT, A.B., Director.

1. **Rural Education.** (1) The school and the community, and the place of the teacher in the community. (2) The school equipment, including the grounds, bilding, apparatus, and the ventilation, lighting, heating, and sanitation of the bilding. (3) The school program, and the classification of pupils for economy

and efficiency in teaching. (4) The course of study, and general methods of teaching elementary school agriculture, household science and industrial work. (5) Special aids to the rural teacher in school improvement work and in methods of teaching.

Mr. Monahan.

9. **Management.** (1) Methods of study. (2) The Class Recitation. (3) The daily program. (4) School room and playground disciplin. (5) The teacher's place in social center affairs. (6) Construction of school bildings. (7) School room hygiene. (8) The teacher's academic preparation for his duties.

This course may be taken in satisfaction of required course Education 1. (Training School 1.)

Mr. Condit.

24. **The Superintendent or Principal.** (1) Duties to his teachers. (2) His relations to the school board. (3) His place in the community. (4) His obligations to his State.

Mr. Condit.

25. This course deals with such subjects as meet the experiences of conscientious county superintendents and remote country teachers.

Mr. Condit.

NOTE: Rural teachers and those doing the rural school work have a further opportunity of electing from subjects that are closely correlated with their work, such as nature study, school gardening, elementary agriculture, rural school, domestic science, arithmetic, history, geography, grammar, reading, etc.

L. DEPARTMENT OF RELIGIOUS AND MORAL EDUCATION.

IRVING E. MILLER, PH.D., Director.

31. **Religious and Moral Education.** Junior College and Senior College. Electiv. To meet the widespread and growing interest on the part of teachers, principals, superintendents, and of religious and social workers in the problems of religious and moral education, this course is being offerd for the second summer. It will consist of a series of lectures and conferences on various fases of the culture of the religious and moral life in relation to the work of the school and of the church and in relation to all the higher intrests of the life of the individual and of society. Several educators of national reputation will participate in this course, among whom are President G. Stanley Hall,

United States Commissioner of Education P. P. Claxton, and President David Starr Jordan.

For a more detailed outline of the course, see the special bulletin on Religious and Moral Education.

15. Ethics and Moral Education. Senior College. Elective. This course treats of the genesis and function of the moral ideal in the history of the race, with special reference to the scientific interpretation of the moral life of today. Much attention will be given to the principles underlying the development of the moral consciousness of children and the correlative problem of moral training in the public schools. The literature of moral education will be canvassed with special reference to the selection of that which is best suited to practical use in the schools.

This course differs from the preceding one on Religious and Moral Education in that it is more specialized, dealing with the science of Ethics and with the problem of moral education in secular terms.

Dr. Irving E. Miller.

M. DEPARTMENT OF DEFECTIVE, DEPENDENT, AND DELINQUENT CHILDREN.

JACOB DANIEL HEILMAN, PH.D., Director.

5. Exceptional Children. This course deals with all those children who deviate mentally, morally and physically from the so-called normal child. The mental and physical characteristics of the very bright as well as of the dull, backward and feeble-minded children will receive attention. The object of the course is to give the information necessary to determine the mental and physical status of every child for the purpose of finding what may retard or promote his physical and mental development. A part of the course will be devoted to the Binet-Simon and other mental tests. The important problems of the proper classification, treatment and training of exceptional children will also be taken up. Men like Dr. Witmer and Dr. Groszmann, who have made the study of exceptional children their profession, have been engaged to give a part of the course. For a more complete description of the nature of this course, send for our special bulletin on the course dealing with the nature and problems of exceptional children.

Dr. Heilman.

N. DEPARTMENT OF WOMEN'S CLUBS.

MRS. MARY C. C. BRADFORD, Director.

1. **Life and Education.** (1) Life Conditioned by Education, Mrs. Bradford. (2) Life Conditioned by the Education of the Home and Philanthropy, Annie G. Whitmore. (3) Life Conditioned by the Education of the Schools, Annie Ragland Randall. (4) Life Conditioned by the Education of the Club and Community Servis, Isabella Churchill. (5) Life Conditioned by the Education of Organized Labor, Katharine Williamson. (6) Life Conditioned by the Education of News Interpretation, Kate Russell.

O. DEPARTMENT OF HUMANE EDUCATION.

WILLIAM R. CALLICOTT, M.D., Director.

1. **Humane Education.** Junior College and Senior College. Electiv. The rights of children and of lesser animals. The various agencies and laws for the general welfare and protection of both children and animals. Ways of co-operation between humane agencies and teachers. History of the humane movement. Education of children in the principles of humane treatment of animals. Inter-relations between animal diseases and human diseases. Moral effects of neglect and inhuman treatment of animals.

For further information regarding this course, see the special bulletin on Humane Education.

P. DEPARTMENT OF HYGIENE AND SANITATION.

S. POULTERER MORRIS, Director.

1. **Course.** (1) Scope of Work. (2) Hygiene of Early Childhood; growth, dietaries, clothing, instructiv games, and toys, etc. (3) Hygiene of the School Child; cleanliness, hours of sleep, clothing, food, etc. (4) Hygiene of School Structures; plumbing, water supply, drinking facilities, care of bildings, dust, cleansing methods. (5) Hygiene of Instruction; fatigue tests, individual differences, number of pupils to class, length of school day, the place of instruction in hygiene; Examinations and effects, punishments, recesses, retarded children, vocations, domestic science and child labor. (6) Hygiene of Physical Defects; normal and abnormal physical and mental development, defectiv eyesight, defectiv hearing, impediments of speech, diseases of the nose and throat, nervous diseases, etc. (7) Dental Hygiene. (8) Hygiene of Open

Air Schools. (9) Municipal Hygiene with Reference to Children; the teacher's opportunity as a missionary of sanitation, play-grounds, etc. (10) Popular Education with Reference to Child Hygiene; reaching the mothers, instruction in public schools, the press and public meetings, the teacher's asset. (11) Fundamentals of the Hygiene of the Teacher.

Q. DEPARTMENT OF LIBRARY WORK.

ALBERT FRANK CARTER, B.A., M.S., Director.

The purpose of this course is to give teachers, and those who intend to teach, an idea of the organization and management of a library in a general way; to acquaint them with the different tools, aids and methods for finding the resources of a library in the preparation of their work; to prepare them for judicious selection of books for supplementary reading; for directing the children's reading, and making the library valuable to pupils. It also aims to give sufficient knowledge of the technical side to enable the teacher to arrange and classify the material on hand in order to make the best use of it, and to form a nucleus for a growing library.

2. **Reference Work.** The subject covers a study of the standard works of reference, such as the principal encyclopedias, dictionaries, atlases and reference manuals of various kinds, with comparisons of the several forms, their arrangement, etc. A study of the indexes to periodicals, with the use of the latter for reference work, etc. Public documents, their selection and use. Practical questions and problems assigned.

The above course will be supplemented by lectures on children's reading, story-telling, school libraries, traveling libraries, etc., by special lecturers.

R. DEPARTMENT OF ACADEMIC SUBJECTS.

Mathematics.

GEORGE WILLIAM FINLEY, B.S.

7. **Methods of Arithmetic.** The course is designed for those who wish to prepare for the actual teaching of arithmetic by a study of the best methods that have been developed in recent years. It takes up a brief discussion of the different methods that have been used in modern times, the generally accepted methods of the present time, and the developments of the last few years.

16. **The Teaching of Secondary Mathematics.** It is the plan to take up in this course a study of the more recent problems that have arisen with regard to the teaching of secondary mathematics. Problem material, order of topics in each subject, the order of the subjects in the course, the simultaneous teaching of algebra and geometry, the laboratory method; these and similar topics of interest to the teacher of high school mathematics are discussed at length.

8. **College Algebra.** The work in algebra is taken up where it was left off in high school and carried on through the regular work of advanced algebra.

10. **Trigonometry.** Special emphasis is laid upon the practical side of this subject. The surveyor's transit is used to obtain data for real problems both in the right triangle and in the oblique triangle.

11. **Analytic Geometry.** This course covers the essentials of plane analytics and gives the student an introduction to the broad field of higher mathematics.

Physics, Chemistry and Geography.

FRANCIS LORENZO ABBOTT, A.M.

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, Zoölogy, Physical Geography, etc. To give some idea of the scope of the course, a few of the subjects discussed are: Combustion, explosions, thermometer and many other of the common phenomena of heat; seasons, comets, meteors, etc.; many of the common phenomena of light, sound, etc. The purpose of the course is to give teachers of the elementary schools a better understanding of the manifestations of the natural laws. 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.

2. **Advanced Physics.** Radio-Activity and Wireless Telegraphy. To have a clear conception of Radio-Activity one must clearly understand the nature of Kathode rays. We are equipped to fully illustrate the nature of Kathode and X-rays. This is followed by discussions of Radio-Active substances, the disintegration products of Radium and Radium-Emmations. The X-rays and the Canal Rays are closely associated with the Kathode

rays, and must be studied. Under the subject of Wireless, the electro-magnetic theory, the propagation of the waves, various kinds of antenna, etc., will be considered. The laboratory is equipped with two complete small stations; we also have the electro-lytic, Ferron and Marconi's magnetic detectors.

3. Geografy. Method in Geografy. Never before has there been so strong a demand for bringing the child into close relation with industrial and commercial activities as now. Consequently we endeavor to present the subject of geografy so that the industries and commerce may be the unifying idea in the whole subject.

1. Applied Industrial Chemistry. Elementary course. The work is almost entirely laboratory work and consists of analysis of some textil, sanitary analysis of water, examination of baking powders, analysis of milk, detection of coal-tar dye, chemistry of stains, etc.

Geografy.

D. R. HATCH.

The work in Geografy given during the Summer Term, 1913, will be presented in two courses—two sections of Public School Geografy and one of Physical Geografy.

1. Public School Geografy. A discussion of geografy as it is taught in a modern public school. Two sections.

2. Physical Geografy. A special course involving a more detailed study of geografy in its physical aspects.

NOTE: The topics treated in these courses are outlined below.

Recitations. Why we teach geografy, its psychology, relation to natural sciences, and place in the course of study.

The geografy recitation, outlines, choice of essentials, use of text-books and reference books.

Maps and map drawing.

Astronomical and mathematical geografy.

Physical geografy.

Industrial geografy.

Current geografy.

Geografy and history; geografy and literature.

Geografy of a town.

Geografy of Colorado.

Round Table Discussions: Geografy in the first three grades; groups of industries; use of maps, excursions, museums, exhibits, pictures; our distant possessions; preparation for and presentation of geograffy of separate continents and countries for particular grades.

Reports On. Grade textbooks; government maps; World Almanac; statistical abstract; consular reports; geografical magazines; farmers' bulletins; publications of Immigration Bureau and Agricultural College; census reports; weather reports; advertising matter issued by commercial bodies, development companies, railroads, etc.; geografical readers, commercial geografies, etc.

Biological Science.

ARTHUR EUGENE BEARDSLEY, M.S.,

L. A. ADAMS, A.M.

2. Bionomics. Junior College. Required in the first year. A course in the life process designed to prepare students for the more intelligent study of educational problems. The course is a study of the following topics: Tissues and their functions in the living organism: the elements of tissue-cells. Cell life: the simple cell, its structure and functions: studies of simple cells under the microscope. Cell colonies: their life and functions in relation to the environment; their origin; development. Differentiation of cells: the development of tissues; structure of tissues in relation to their functions. Organic life. The unit or individual: its place in the economy of nature; its functions; its development; the relation of function to structure. Variation; animals and plants; heredity; environment; natural selection; evolution; ontogeny; phylogeny. Scheduled in the Department of Education as Course 38. Five hours.

Mr. Beardsley.

2. Bacteria, Prophylaxis and Hygiene. Junior College and Senior College. Electiv. The helth of the students is an important and vital factor in school efficiency. 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 considera-

tion are as follows: (1) Bacteria—what they are, how they live and grow, where found; bacteria of the air, of water, and of soils; bacteria of foods; useful bacteria; injurious bacteria; parasites and saphrophytes; bacteria which produce diseases (pathogenic bacteria). (2) Prophylaxis—prevention of disease; how disease germs are carried; how they gain entrance to the body; means by which they may be avoided. (3) Personal hygiene—hygiene of the school room and of the home. 5 hours.

Mr. Beardsley.

This course is the same as Course 26 in the Department of Education.

1. Elementary Botany. Junior College. Development of the plant; life history of the plant; structures of plants in relation to their functions; modifications of structure; correlation of structure with function and environment; classification.

Mr. Beardsley.

2. Elementary Agriculture. Senior College. The elementary principles of agriculture. Designed to fit teachers for teaching agriculture in the rural school. In addition to the study of soils and their improvement and management, the principles of crop and animal management are considered. Some effort is directed, too, towards the study of rural conditions.

Mr. Beardsley.

2. Bionomics. This course takes up the study of the history of the body, and supplies a basis for the study of Evolution, Heredity, Environment, Coloration. It starts with the study of the simple cells and follows them up in their development and growth from the simple cell of the protozoan to the complex body of the higher mammal. The first half of the course is then a study of comparative anatomy, and the last, a study of how the higher forms have been evolved and the factors that enter into their evolution. Lectures, much work with the lantern and microscopic slides, study of the live forms on the screen when they may be used to advantage.

Mr. Adams.

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 comprehensive course and is planned 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 comprehensive 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 designed to familiarize students with the bird keys, so that they may be able to classify any unknown bird. The study is more comprehensive 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.

Mr. Adams.

Literature and English.

ETHAN ALLEN CROSS, PH.M.

EDGAR D. RANDOLPH, A.B., Summer, 1913.

The courses enumerated below will be offered by the Department of Literature and English in the Summer Term, 1913.

1. Grammar and Elementary Composition. Required. A study of English grammar, with practice in oral composition and paragraph writing. Junior College, but required of all students unless excused by the English Department or permitted to take a more advanced course instead. Two sections.

Mr. Randolph.

5. Literature and Composition for the Upper Grades. This course considers literary material for the upper grades, with some attention to the appropriate material and the principles of work in composition. It excludes grammar, which is presented in Course 1. Junior College and Senior College.

Mr. Randolph.

6. **The Teaching of English in the High School.** Principles for the selection of literature for high school pupils considered critically in relation to the present college-entrance requirements; illustrativ studies in the treatment of selected pieces; study of types of composition work for the secondary school, with illustrativ practis in writing. Senior College.

Mr. Cross.

17. **The Short Story.** A literary study of the short story for technic and theme. The reading of Twenty-five short stories. One written piece.

Mr. Cross.

11. **The Technic of Lyric Poetry.** A study of lyric poetry with reference to structure and meaning.

Mr. Cross.

15. **Modern Plays.** A literary study and dramatic interpretation of a series of dramas selected from the work of the playwrights of today.

Given in the Summer Term of 1913, by Miss Frances Tobey of the Department of Reading and Interpretation.

MODERN LANGUAGES.

German.

JOHN THOMAS LISTER, A.B.

1. **Elementary German.** Junior College. For beginners. According to the method of instruction used, the language facts are studied both as an introduction to the living language and to the literature. Pronunciation, grammar, conversation, reading. Five periods a week.

4. **Intermediate German.** Junior or Senior College. For students whose previous knowledge of the language will enable them to appreciate texts of literary merit. Reading, grammar, conversation, composition. Four periods a week.

Spanish.

J. R. MORGAN, Pd.M., A.B.

1. **For Beginers.** Pronunciation, basic grammatic constructions, composition. The major part of this course is conversation. No text is usd.

2. Continuation of the work as pland in Course 1. Text—Spanish Grammar—Hill's and Ford.

3. This course will consist of a study of Spanish Literature; the reading of modern Spanish authors and practical exercises in composition and conversation.

Latin.

JAMES HARVEY HAYS, A.M.

RALPH S. PITTS.

Courses in the Department of Latin and Mythology will be offered as follows:

1. **Elementary or Beginning.**
2. **Intermediate, or Second Year Work.**
3. **Teachers' Training Course.** A course for teachers of Latin or those preparing to teach the language. This is Course 5 in Year-Book.
4. **Advanced Study.** This course is adapted to students who have had three or four years of study. Course 1 in Year-Book.
5. **Latin Classics, with Prose Composition.** A combination of Courses 2 and 7 in Year-Book.
6. **Classical Mythology.** Course 8 in Year-Book.

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, imaginative, 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. **Advanst Reading.** Development of imaginativ, emotional, and expressiv power, thru analysis and impersonation of characters in literature. Vital 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 *As You Like It* on the College Campus, before the school.

15. **Modern Plays.** For the Summer Term of 1913, the Department of Reading will give Course 15, usually givn by the English Department. This will consist of a literary study and dramatic interpretation of a series of dramas selected from the work of the playwrights of today.

HISTORY AND POLITICAL SCIENCE.

ROYAL WESLEY BULLOCK, PH.B.

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.

5. **American History and Methods in History.** National growth and expansion; settlement of the West; slavery and the growth of sectional feeling; the Civil War; Reconstruction; recent problems and policies of government; discussion of current events.

7. **Commercial History of the United States.** Development of land and water transportation systems; the means of communication by post, telegraf, and telefone, financial systems and institutions, including banking and currency; and the relation of the government to trade and commerce through tariff regulation and other controlling legislation.

9. **Government of the United States.** (Civics.) A study of the administration of our national government. Emphasis is placed upon the work of the cabinet departments and upon the appropriations of congress. Current topics are discust and methods of teaching civics are illustrated.

SOCIOLOGY AND SOCIAL ECONOMICS.

GURDON R. MILLER, A.M.

3. **Educational Sociology.** Junior College. Required. A course for teachers in applied sociology; modern social institutions; changing social ideals; social reforms, and their relation to schools, curricula, and teaching. Scheduled in the Department of Education as Course 39.

1. **Anthropology.** Junior College and Senior College. Comprising zoolgenic, anthropogenic, and ethnogenic association; invention and growth of language; evolution of habitations, clothing, tools; evolution of ornament, and beginings of art; tribal organization, the family, and early evolution of law.

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

20. **Sociology For High School Teachers.** A sociological interpretation of high school history courses, with specific discussion of material and method. Also a discussion of Sociology as a high school subject.

Senior College students taking this course may receiv credit for Sociology 4, if desired.

Given in the High School Department.

S. DEPARTMENT OF PROFESSIONAL WORK.

IRVING EDGAR MILLER, PH.D.

Dean of Research and Professional Work; Professor of the Science of Education.

Heads of other Departments giving courses classified as "professional," and coördinate with those in Education:

ZACHARIAH XENOPHON SNYDER, PH.D., President of the College, and Professor of Education.—Biotics in Education.

DAVID DOUGLAS HUGH, A.M., Dean of the Training School, and Professor of Education.—Training School Courses.

JACOB DANIEL HEILMAN, PH.D., Professor of Psychology.—General Psychology and Educational Psychology.

GURDON RANSOM MILLER, A.M., Dean of the Senior College, and Professor of Sociology.—Educational Sociology.

ARTHUR EUGENE BEARDSLEY, M.S., Professor of Biology.—Bionomics.

Professional work interpreted in accordance with the principles of organization of this institution "embraces Psychology in all its forms, Educational Psychology, Educational Biology, Educational Sociology, Education, Science of Education, Philosophy of Education, Educational Ethics, Pedagogy, Methods and Management, and Teaching."

For the study of Education and the successful practice of teaching, there is needed a professional background which shall include a knowledge of the essentials of the life process, of the social process, and of the mental process, as well as the three more narrowly professional lines of work—the fundamentals of method, of theory, and preliminary practice teaching under the guidance and direction of experts. Consequently there are the following elements of required professional work:

Junior College. First year: Biology 2 (Education 38), Sociology 3 (Education 39), Psychology 1, Psychology 3, Training School 1 (Education 1). Second year: Education 11, and Teaching, three terms.

Senior College. Biotics for three terms (9 hours), 1 term of which must be taken in the third year, and Teaching. For requirements in the latter, see Training School Department.

Majors in Professional Work. Senior College students who wish to take their *required major* in professional lines of work, should consult with the head of the department concerned. The course should be planned early with this in view.

Junior College students *may* take a major, if desired.

EDUCATION.

IRVING ELGAR MILLER, PH.D.

Other members of the Faculty giving one or more courses in Education:

ZACHARIAH XENOPHON SNYDER, PH.D.

ARTHUR EUGENE BEARDSLEY, M.S.

GURDON RANSOM MILLER, A.M.

LEVERETT ALLEN ADAMS, A.M.

WILLIAM BARNARD MOONEY, A.B.

The courses in Education are designed to meet the needs of all classes of teachers, from the Kindergarten to the High School. Hence, in addition to courses of a general character, many are offered that are intended to give a more expert training to teachers who are preparing especially for the kindergarten, the primary grades, the intermediate grades, the higher grades, the high school and various classes of supervisory and administrative work. Some of these courses have been classified under the Training School Department, and others under the Department of Psychology. The student or general reader who wishes to know the range of our work in Education according to the classifications in vogue in many other schools should consult all these related departments of work.

The numbers attached to the various courses indicate nothing as to the order in which these courses must be taken.

The number of Junior College required courses in Education which may be taken in non-residence is strictly limited according to the following plan: The student's choice of *one only* in each of the groups named below:

1. Education 38 (Biology 2), or Education 39 (Sociology 3).
2. Education 1 (Training School 1), or Education 11.

1. **Principles of Teaching.** Junior College. First year. Required. Given in the Training School Department as Course 1.

38. **Bionomics.** Junior College. First year. Required of students graduating after August, 1913. A course on the *life process*, designed to prepare students for the more intelligent study of educational problems. For description of this course, see Department of Biology, Course 2.

Mr. Beardsley.

39. **Educational Sociology.** Junior College. First year. Required of students graduating after August, 1913. A course on the *social process*, designed to prepare students for the study of the social phases of education. For description of this course, see Department of Sociology, Course 3.

Mr. G. R. Miller.

4. **Educational Psychology.** Junior College. First year. Required. A course on the *mental process*, designed to give the main generalizations of modern psychology in their relation to education. For description of this course, see Department of Psychology, Course 3.

Dr. Heilman.

11. Principles of Education. Junior College. Second year. Required. This is a general course designed to give a balanced and systematic view of the fundamental principles which constitute a science, or philosophy, of education. Its main theme might be called in popular terms "The Reign of Law in Education." It covers the field outlined in such standard texts as Horne's *Philosophy of Education*; Ruediger's *Principles of Education*; Henderson's *Principles of Education*, etc. For the biological and functional points of view in education, the course is supplemented at various points by definite assignments from O'Shea's *Education as Adjustment*; Miller's *Psychology of Thinking*, and Dewey's *How We Think*.

Dr. Irving E. Miller.

12. Sociological Aspect of Education. Junior College. Second year. Required. This course will be elective for all graduating after August, 1913. For purpose of satisfying the requirements in this subject for graduation this summer, the student may apply a credit already earned in Education 10 (*History of Education*) or a credit earned this summer in Education 29. Education 12 will not be given this summer.

Dr. Irving E. Miller.

29. Current Educational Thought. Junior College and Senior College. Elective. This is a course for advanced students who wish to get in touch quickly with the best educational literature of the year in all lines of work. The most significant books of the past twelve months will be reviewed with reference to the specific contributions which they make. Special attention will be paid to the newer movements that are of interest to principals, supervisors, superintendents, high school teachers, and thoughtful students of education in every line of work. To this end, use will be made of the best periodicals as well as of books.

Dr. Irving E. Miller.

18. Biotics. Senior College. Three terms required, one term to be taken in the third year. The meaning of education from the standpoint of the individual and from the standpoint of society. The importance of heredity in education. Evolution as a basis for education. Functional education. The evolution of truth. Life and its evolution. The serial theory of life as growing out of the doctrine of evolution. Education is motorization.

President Snyder.

15. **Ethics and Moral Education.** Senior College. Electiv. This course will treat of the genesis and function of the moral ideal in the history of the race, with special reference to the scientific interpretation of the moral life of today. Much attention will be given to the principles underlying the development of the moral consciousness of children and the problem of moral training in the public schools. The literature of moral education will be canvassed with special reference to the selection of that which is best suited to practical use in the schools.

Dr. Irving E. Miller.

22. **Evolution of the Secondary School System.** Senior College. Electiv. This course takes up the history and comparativ study of Secondary Education. Special attention will be given to the study of the American high school in relation to the life and needs of the American people. The new spirit of social servis, which is coming to dominate the high school, will be interpreted in the light of the evolution of American social and industrial life. The historical study will prepare the way for the analysis of present conditions, and this will be used as the basis for the determination of the function and significance of the high school at the present time, and its responsibility for new adjustments to present social needs.

Mr. Brady.

PSYCHOLOGY AND CHILD STUDY.

JACOB DANIEL HEILMAN, PH.D.

BURCHARD WOODSON DEBUSK, B.S., A.B.

26. **Bacteria, Prophylaxis, and Hygiene.** Junior College and Senior College. Electiv. The helth of the students is an important and vital factor in school efficiency. This course aims to give specific instruction in the causes of disease and the methods of its prevention. Pains will be taken to throw the stress upon those things which it is possible for any intelligent person to do in the matter of prevention of disease without the aid of a physician. Some of the topics for special consideration are as follows:

- (1) Bacteria—what they are, how they live and grow, where found; bacteria of the air, of water, and of soils; bacteria of foods; useful bacteria; injurious bacteria; parasites and saphrophytes; bacteria which produce diseases (pathogenic bacteria).
- (2) Prophylaxis—prevention of disease; how disease germs are carried; how they gain entrance to the body; means by which

they may be avoided (3) Personal hygiene—hygiene of the school room and of the home. 5 hours. Mr. Beardsley.

1. **An Introduction to the Study of Psychology.** Designd as a general course for students of education and as a basis for further work in the Department of Psychology.

Mr. DeBusk.

2. **An Advanst Course in General Psychology.** The topic for the Summer Term will be the psychology of the will.

Mr. DeBusk.

3. **Educational Psychology.** Junior College. First year. Required. 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 Course 1, but it is treated in a different way. In Course 1 the mental processes are analysed, described and explained, but in this course their servis in the performance of some task is discust. The course begins with a consideration of the control of mental and physical responses in general. It aims to show how sensory defects, capacities, instincts, intrests and all the other mental processes are involvd in arousing and fixing proper responses and in modifying and eliminating improper responses. Another feature of the course is the control of the child's responses in learning the different school subjects, such as reading, writing and spelling.

Dr. Heilman.

III. Announcements.

ORGANIZATION OF THE COLLEGE.

Information for All Students.

The College is organized into four distinct divisions:

1. The Senior College;
2. The Junior College;
3. The High School;
4. The Elementary School, including the Kindergarten.

The *Junior College* embraces all the work done in the first two years of the college proper. This work leads to the Junior College diploma and life state teachers' certificate.

The *Senior College* embraces the work usually done as third and fourth year college work, and leads to the degree of Bachelor of Arts in Education and the life certificate to teach in Colorado.

The *High School* and *Elementary School* divisions make up the Training Department of the Teachers College, and need no fuller explanation.

Admission to the Junior College.

Any one may take courses in Non-Residence, but to become a resident student and a candidate for a degree or diploma, the regulations given below must be complied with:

1. Students must be of good moral character and free from contagious disease.
2. Graduates of acceptable high schools of this and other States are admitted *without examination upon presenting to the Dean of the College their diplomas or certificates of graduation*. The minimum of work acceptable for entrance is 30 semester hours (15 units).
3. Practical teachers of mature years, who are not high school graduates, may enter and take such work as will make up the deficiency and then become candidates for graduation and the state certificate, in the same way as other students.
4. Students having done work in other colleges or normal schools, equal in academic standing to The State Teachers College of Colorado, upon application to the Dean of the College,

may obtain credit for such work and be given such advanced standing as is due. In case the student is a *graduate* of another normal school or college, he will go at once to the Dean of the Senior College and apply for advanced standing. If, however, a student is not a college or normal school graduate, he will apply to the Dean of the College, who will refer him to the Dean of the Senior College in case his advanced standing seems sufficient for admission to the Senior College.

Advanced Standing.

Students who wish to apply for advanced standing should ask for the Blank Application Form for Advanced Standing. Upon presenting this, properly filled out and accompanied by the credentials called for, the College will grant whatever advanced standing seems to be merited. Credits for advanced standing are allowed upon the following basis: In the Junior College, credits from other normal schools or teachers' colleges of equal rank with The State Teachers College of Colorado are accepted, hour for hour. Credits from colleges and universities are accepted at two-thirds of their original value.

In the Senior College all credits from reputable normal schools, teachers' colleges, colleges, and universities, are accepted at their original value.

Minimum Terms in Residence.

No diploma of the College is granted for less than three terms of work in residence. In special cases, however, the Non-Resident Committee may modify this ruling.

The following regulation should also be understood by all interested persons:

"No person who has already received one diploma from this institution will be permitted to receive another diploma until such person shall have earned the full number of credits required for such diploma, and completed not less than one full additional term of residence work in this institution."

Admission to the Senior College.

Graduates from the Junior College of The State Teachers College of Colorado are admitted to the Senior College.

Graduates of other colleges, who have earned one of the regular academic degrees are admitted to the Senior College without

examination, and may receive advanced standing for a large part of the work done in the third and fourth years of the College. These appliances for advanced standing must be treated individually and credit granted by the Dean as each case merits.

The Term Hour.

The unit of work in the College is one recitation a week for a term of twelve weeks. This is called in this catalog a *term hour* or credit-hour.

Courses meeting for two recitations a week during a term are called *two-hour* courses. Courses meeting for five recitations a week during a term are called *five-hour* courses, etc.

Courses requiring no preparation outside the recitation hour are credited on the basis of laboratory work—two periods of recitation or laboratory work being credited as one term hour. For example, a course in physical education meeting four times a week and requiring no outside study is credited as *two term* hours.

Each student may register for 20 hours per term (four recitations a day for five days of the week), but may not take more work than this normal allowance.

Required and Elective Work.

I. *In the Junior College*—120 term-hours are required for graduation. Each student in the Junior College is required to take Psychology 1 and 3, Education 1 and 11, Sociology 3, Biology 2, English 1, and Teaching 1, 2, and 3.

These are usually taken in the following order:

First Year—Psychology 1 and 3, Education 1, English 1, Biology 2, and Sociology 3.

Second Year—Education 11, and Teaching 1, 2, and 3.

These required courses may be distributed thru the three terms of the year to suit the student's convenience.

The total of these required courses is 45 term-hours. The remaining 75 term-hours required for graduation from the Junior College may be selected by the student from the various departments of the College.

II. *In the Senior College*—120 term hours in addition to those required for graduation from the Junior College are required for graduation and a degree from the Senior College. Of

these only 15 term-hours of academic work are required: namely, Education 18a, 18b, and 18c; and Sociology 4, 5, and 6. One of these three-hour courses in Education must be taken in the third year, and one two-hour course in Sociology.

Diplomas and Degrees.

I. *Junior College*—At the end of the second year of study, the student, having earned credit for 120 term-hours, will be granted a diploma, which is a life certificate to teach in the public schools of Colorado. The degree of Bachelor of Pedagogy (Pd.B), will be conferred upon the graduate. This degree will, however, be discontinued after August, 1913.

II. *Senior College*—At the end of the fourth year of study, the student having earned credit for 120 term-hours in the Senior College, will be granted a diploma, which is a life certificate to teach in the public schools of Colorado. The degree of Bachelor of Arts (A.B.) in Education will be conferred upon the graduate. The degree of Master of Pedagogy (Pd.M.) now conferred at the end of the third year, will be discontinued after August, 1913; but after that date students having completed three full terms of resident study in the Senior College and wishing a certificate to teach in Colorado may ask for and obtain the diploma usually given upon completion of the Junior College work.

Major Work and Special Diplomas.

All Special Departmental Diplomas have been discontinued, and in their place a notation inserted in the regular diploma indicating the department in which the student has done his major work.

Junior College—Students in the Junior College may secure this notation by earning credit for not less than 30 nor more than 40 term-hours in one department or group of closely related departments. The Council of Deans must approve the list of courses submitted by a department or group of departments before it can be accepted for major work.

Senior College—Senior College students are required to earn a major in some department or group of departments. In the Senior College not less than 40 nor more than 60 term-hours are required as a major. At least half of this major work must be done in the Senior College. For example, a student having com-

pleted work for a major in the Junior College by earning 30 term-hours in a subject would have 20 more term-hours (one-half of the 40 required) to earn in the Senior College.

A student may not take more than ten term-hours in either Junior or Senior College, in any subject other than the subject or group of subjects in which he is doing his major work.

Four terms of teaching are usually required in addition to that done in the Junior College—two terms in the third year and two in the fourth; but no student will be granted a diploma of the College without teaching at least three terms.

The Superintendent of the Training Department may, at his discretion, accept teaching done in other schools to satisfy the requirements in practis teaching.

IV. Miscellaneous.

EXCURSIONS.

From Greeley there is an excellent opportunity on Saturdays and Sundays to take in a number of very interesting places, such as Estes Park, the greatest piece of natural scenery possibly in the world; the canons of the Poudre River; Eldora, the splendid Summer Resort; the Moffat Road experiences; the great heronries on the Poudre and the Platte; the great irrigating center of the West; fine fishing within two hours' travel; and above all, the great Rocky Mountain Range—250 miles of snowy range in full view from the College Campus.

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 takes parties of four or five, making a charge of \$20.00 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 effective, 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 sunny 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 unpleasant. 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 school 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.

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 can not 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.

History of the College.

The State Normal School of Colorado was established by an Act of the legislature in 1889. The first school year began October 6, 1890.

At the beginning of the second year the school was reorganized and the course extended to four years. This course admitted grammar school graduates to its freshman year, and others to such classes as their ability and attainment would allow.

At a meeting of the Board of Trustees, June 2, 1897, a resolution was passed admitting only high school graduates or those who have an equivalent preparation, and practical teachers. This policy makes the institution a professional school in the strictest sense.

The legislature of 1910-11 passed a law which became effective 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 healthful. The city is one of Christian homes, and contains churches of all the leading denominations. It is a thoroughly prohibition town. There are about 10,000 inhabitants.

Equipment.

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

There are specially equipped 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 stloyd, 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 depart-

ment 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.

Buildings.

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 240 feet long and 80 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 plesing.

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 plesing 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 beutiful 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 5,000 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 \$400,000.

Advantages.

Some of the advantages of the school are: A strong faculty especially trained, both by education and experience; a library of forty thousand 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 giv it the appearance of a natural forest. During the summer, birds, rabbits, squirrels and other small animals make the campus their home, thus increasing its value as 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 plesing 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 plesing 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 116 feet long by 20 feet wide, and has connected with it a servis room where the students of the Normal Department and children of the Training Department are taught to care for plants they may wish, now and in the future, to have in their homes.

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	20.00
Four courses	25.00
Five courses	30.00
Six courses	35.00

Students not citizens of Colorado, in addition to the above fees, pay a fee of \$5.00 for the summer term.

Programs and Courses of Study

THE SUMMER TERM, 1913.

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 L1 to L13—Library basement.

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

Tr., Sch—Training School Bilding.

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.

Credit Hours.

All courses are arranged for five credit-hours unless otherwise designated.

Directions for Making Out Program Cards.—On your registration card set down only the

(Abbreviated)

Designation of the course.

the **Number** of the course,

the **Name** of the Instructor and

the **Room** number; omit

the **Description**; e.g.,

Phys. Ed. 9.

Schenck, 6.

PROGRAM

Summer Term, 1913

Designation.	Description.	Teacher.	Room.
7:40—8:40			
Gen. Sc. 1	General Science	Abbott	300
Orn. 5	Bird Study	Adams	301
Biol. 2	Bionomics	Beardsley	305
H. S. Ed. 4	Hist. of Secondary Ed.	Brady	212
History 9	Civics	Bullock	210
Kdg. 2	Kindergarten Theory	Cannell	Tr. Sch.
Ed. 9	The Rural School	Condit	100
Eng. 11	The Technic of Poetry	Cross	108
Psych. 1	General Psychology	DeBusk	101
Art 31	Elementary	Ernesti	G200
Math. 16	Teaching of H. S. Math.	Finley	304
Geog. 1	Public School Geograpy	Hatch	Tr. Sch.
Tr. Sch. 1 (Ed. 1)	Methods in Teaching	Hugh	Tr. Sch.
Music 1	Public School Music	Kendel	201
Phys. Ed. 5	Playgr'd Games M.W.F. (2 hrs)	Lister	Field
Phys. Ed. 11	Baseball, Tu. Th. (1 hr)	Lister	Field
Sociol. 3	Educational Sociology	G. R. Miller	208
Ed. 11	Principles	I. E. Miller	214
Span. 3	Readings in Spanish	Morgan	102
Latin 1	Beginning	Pitts	205
Tr. Sch. 13	Upper Grade Methods	Randolph	202
Sew. 1	Elementary Sewing	Saunders	L1
Ed. 18A	Biotics in Education	Snyder	104
Read. 3	Voice Culture	Tobey	114
8:50—9:50			
Physics 4	Advanst Physics	Abbott	300
Biol. 2	Bionomics	Adams	301
Physiol. 2	Bacteria, Prophylaxis, etc.	Beardsley	305
H. S. Ed. 6	Principles of Teaching	Brady	212
Hist. 7	Commercial	Bullock	210
Eng. 17	The Short Story	Cross	108
Psych. 2	General Psychology	DeBusk	101
Art 32	Second Elementary	Ernesti	G203
Music 2	Public School Methods	Fitz	203
M. Tr. 1	Elem. Woodwork	Hadden	G
M. Tr. 2	Int. Woodwork	Hadden	G
Latin 3	Teacher's Training Course	Hays	205
Psych. 3	Educational	Heilman	103
Tr. Sch. 1 (Ed. 1)	Methods in Teaching	Hugh	Tr. Sch.
Supts. 3	Reconstruction of Supervision	Keating	214
Music 4	Rural School Music	Kendel	201
Germ. 4	Intermediate	Lister	102
Sociol. 1	Anthropology	G. R. Miller	208
Ed. 12	Sociological	I. E. Miller	100
Ed. 15	Current Thought	I. E. Miller	100
Eng. 5	English in Upper Grades	Randolph	202
Phys. Ed. 9	Folk Dances M.W.F. (2 hrs)	Schenck	6
Phys. Ed. 2	Light Gym'tics Tu. Th. (1 hr)	Schenck	6
Tr. Sch. 8 (Ed. 7)	Primary Methods	Sibley	Tr. Sch.
Read. 2	Reading in the Grades	Tobey	114
Sew. 2	Textils	Wilkinson	L1

Designation.	Description.	Teacher.	Room.
10:00—10:50	General Lectures	Pres. Hall	200
		Pres. Jordan, Dr. Burton, Dr. Witmer, Commissioner Claxton and Supt. Cooper.	
11:00—12:00			
H. S. Ed. 3	New Movements	Barrett	114
Kg. 7	The Curriculum	Cannell	Tr. Sch.
Hum. Ed. 1	Humane Education	Callicott	212
Lib. Sc. 2	Library Science	Carter	202
Ed. 24	The Supt. or Prin.	Condit	214
Eng. 6	High School Methods	Cross	108
Art 33	Academic Drawing	Ernesti	G203
Math. 7	Method in Arith.	Finley	304
Music 5	Supervision of Music	Fitz	203
M. Tr. 10	Elem. Mech. Draw.	Hadden	G
M. Tr. 11	Adv. Mech. Draw.	Hadden	G
Geog. 1	Public School Geografy	Hatch	Tr. Sch.
Latin 6	Mythology	Hays	205
Psych. 3	Educational	Heilman	103
Supts. 2	City Supts. and Principals	Keating	101
Sociol. 10	High School Sociology	G. R. Miller	208
Ed. 15	Ethics	I. E. Miller	100
Span. 2	Intermediate	Morgan	102
Latin 2	Second Year	Pitts	210
Sew. 3	Elem. Dressmaking	Saunders	L1
Phys. Ed. 4	Anthropometry	Schenck	6
Book Bdg. 1	Elementary	Shenck	G105
Tr. Sch. 8 (Ed. 7)	Primary Methods	Sibley	Tr. Sch.
House Arts 4	Evolution of the House	Wilkinson	L1
12:00—1:00	Noon Intermission.		
1:00—2:00			
Geog. 1	Method in Geografy	Abbott	300
Zool. 6	Mammology	Adams	301
H. S. Ed. 2	Professional Work	Barrett	100
Agriculture 1	Elementary	Beardsley	305
Sociol. Spl. 1	Women's Organizations	Bradford	208
H. S. Ed. 7	Principles of Administration	Brady	212
Hist. 5	American History	Bullock	210
Kdg. 8	Kindergarten and the Grades	Cannell	Tr. Sch.
Ed. 25	Rural School Subjects	Condit	214
Psych. 1	General Psychology	DeBusk	101
Art 34	Academic Drawing	Ernesti	G203
Math. 8 or 11	Coll. Alg. or Anal. Geom.	Finley	304
Music 3	Kdg. and Primary Music	Fitz	203
Music 1	Public School Music	Kendel	201
Germ. 1	Beginning German	Lister	102
Span. 1	Beginning Spanish	Morgan	207
Sanitation 1	Public Helth, etc.	Morris	202
Latin 4	Advanst	Pitts	205
English 1	Grammar and Composition	Randolph	108
Cooking 1	Elementary	Saunders	5
Bk. Bdg. 2	Intermediate Bookbinding	Shenck	G105
Tr. Sch. 8 (Ed. 7)	Primary Methods	Sibley	Tr. Sch.
Read. 1	Evolution of Expression	Tobey	114
Cook. 6	Canning, Preserving, etc.	Wilkinson	5

Designation.	Description.	Teacher.	Room.
2:10—2:40	Informal General Lectures.	200
2:50—3:50			
Chem. 1	Elementary Chemistry	Abbott	300
Orn. 7	Advanst Bird Study	Adams	301
Botany 1	Elementary	Beardsley	305
H. S. Ed. 8	Practicum	Brady	212
Hist. 3	European	Bullock	210
Rural 1	The Rural School Problem	Condit	214
Psych. 1	General Psychology	DeBusk	101
Math. 10	Plane Trigonometry	Finley	304
Music 10	Music Appreciation	Fitz	203
M. Tr. 8	Elem. Art Metal	Hadden	G
M. Tr. 9	Advanst Art Metal	Hadden	G
Geog. 3	Physical Geografy	Hatch	Tr. Sch.
Psych. 5	Defectiv Children	Heilman	103
Tr. Sch. 1 (Ed. 1)	Methods in Teaching	Hugh	Tr. Sch.
Music 11	School Entertainments	Kendel	201
Phys. Ed. 6	Swedish Gynastics	Lister	6
Ed. 31	Religious and Moral	I. E. Miller	100
Rural 1	The Rural School Problem	Monahan	214
Latin 5	Latin Classics	Pitts	205
Eng. 1	Grammar and Comp.	Randolph	108
Cook. 1	Elementary	Saunders	5
Phys. Ed. 1	Outdoor Games M.W.F. (2 hrs)	Schenck	Field
Phys. Ed. 13	Basketball Tu. Th. (1 hr)	Schenck	Field
Bk. Bdg. 3	Advanst Bookbinding	Schenck	G105
Tr. Sch. 8 (Ed. 7)	Primary Methods	Sibley	Tr. Sch.
Eng. 15	Modern Plays	Tobey	114
Cook. 6	Canning, Preserving, etc.	Wilkinson	5
Psych. 5	Defectiv Children	Witmer	103
4:00—5:00			
Phys. Ed. 12	Emergencies	Lister	6

TEACHERS' PROGRAM.

Hour.	Designation.	Description.	Room.
MR. ABBOTT.			
7:40	Gen. Sc. 1	General Science	300
8:50	Physics 4	Advanst Physics	300
1:00	Geog. 1	Method in Geografy	300
2:50	Chem. 1	Elementary	300
MR. ADAMS.			
7:40	Orn. 5	Bird Study	301
8:50	Biol. 2	Bionomics	301
1:00	Zool. 6	Mammology	301
2:50	Orn. 7	Adv. Bird Study	301
MR. BARRETT and others.			
11:00	H. S. Ed. 3	New Movements	114
1:00	H. S. Ed. 2	Professional Work	100
MR. BEARDSLEY.			
7:40	Biol. 2	Bionomics	305
8:50	Physiol. 2	Bacteria, Prophylaxis, etc.	305
1:00	Agriculture 1	Elementary	305
2:50	Botany 1	Elementary	305
MRS. BRADFORD and others.			
1:00	Sociol. Spl.	Women's Organizations	208
MR. BRADY.			
7:40	H. S. Ed. 4	Hist. of Secondary Ed.	212
8:50	H. S. Ed. 6	Principles of Teaching	212
1:00	H. S. Ed. 7	Principles of Administration	212
2:50	H. S. Ed. 8	Practicum	212
MR. BULLOCK.			
7:40	Hist. 9	Civics	210
8:50	Hist. 7	Commercial	210
1:00	Hist. 5	American History	210
2:50	Hist. 3	European History	210
MISS CANNELL.			
7:40	Kg. 2	Kindergarten Theory	Tr. Sch.
11:00	Kg. 7	The Curriculum	Tr. Sch.
1:00	Kg. 8	Kindergarten and the Grades	Tr. Sch.
DR. CALLICOTT.			
11:00	Hum. Ed. 1	Humane Education	212
MR. CARTER and others.			
11:00	Lib. Sc. 2	Library Science	202
MR. CONDIT.			
7:40	Education 9	The Rural School	100
11:00	Education 24	The Supt. or Prin.	214
1:00	Education 25	Rural School Subjects	214
2:50	Rural Schools 1	The Rural School Problem	214
MR. CROSS.			
7:40	Eng. 11	Technic of Poetry	108
8:50	Eng. 17	The Short Story	108
11:00	Eng. 6	High School Methods	108
2:00		Office Hour	

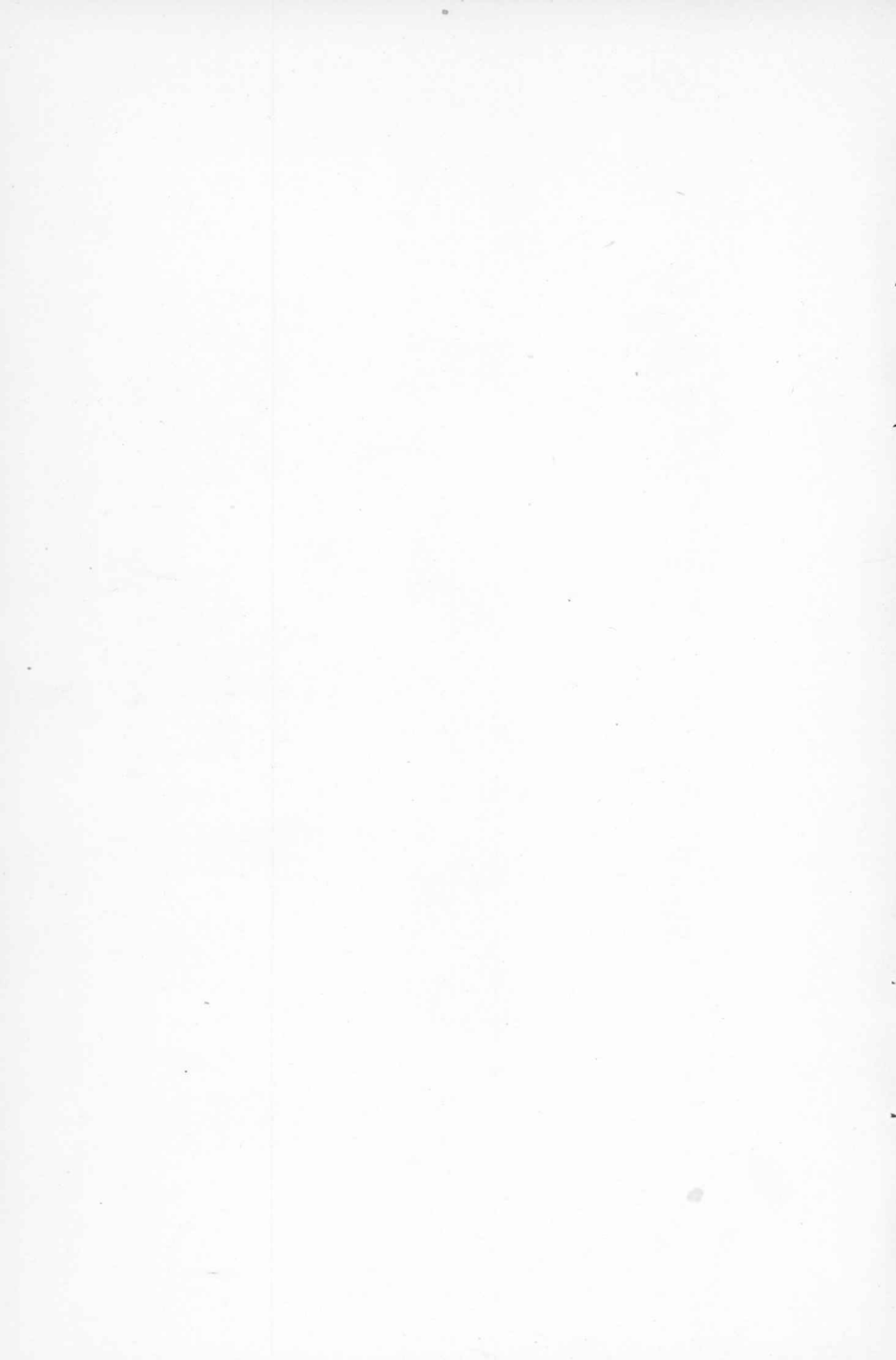
Hour.	Designation.	Description.	Room.
MR. DE BUSK.			
7:40	Psych. 1	General Psychology	101
8:50	Psych. 2	General Psychology	101
1:00	Psych. 1	General Psychology	101
2:50	Psych. 1	General Psychology	101
MR. ERNESTI.			
7:40	Art. 31	Elementary	G200
8:50	Art. 32	Second Elementary	G203
11:00	Art. 33	Academic Drawing	G203
1:00	Art. 34	Academic Drawing	G203
MR. FINLEY.			
7:40	Math. 16	Teaching of H. S. Math.	304
11:00	Math. 7	Method in Arith.	304
1:00	Math. 8 or 11	Coll. Alg. or Anal. Geom.	304
2:50	Math. 10	Plane Trigonometry	304
MR. FITZ.			
8:50	Music 2	Public School Methods	203
11:00	Music 5	Supervision of Music	203
1:00	Music 3	Kg. and Primary Music	203
2:50	Music 10	Music Appreciation	203
MR. HADDEN.			
8:50	M. Tr. 1	El. Woodwork	G1
	M. Tr. 2	Int. Woodwork	G1
11:00	M. Tr. 10	El. Mech. Drawing	G
	M. Tr. 11	Adv. Mech. Drawing	G
2:50	M. Tr. 8	El. Art Metal	G
	M. Tr. 9	Adv. Art Metal	G
MR. HATCH.			
7:40	Geog. 1	Public School Geografy	Tr. Sch.
11:00	Geog. 1	Public School Geografy	Tr. Sch.
2:50	Geog. 3	Physical Geografy	Tr. Sch.
MR. HAYS.			
8:50	Latin 3	Teachers' Training Course	205
11:00	Latin 6	Mythology	205
2:00—4:00		Office Hours.	
DR. HEILMAN.			
8:50	Psych. 3	Educational	103
11:00	Psych. 3	Educational	103
2:50	Psych. 5	Defectiv Children	103
MR. HUGH.			
7:40	Tr Sch 1 (Ed.1) Methods		Tr. Sch.
8:50	Tr Sch 1 (Ed.1) Methods		Tr. Sch.
2:50	Tr Sch 1 (Ed.1) Methods		Tr. Sch.
MR. KEATING and others.			
8:50	Supts. 3	Reconstruction of Supervision	214
11:00	Supts. 2	City Supts. and Principals	101
MR. KENDEL.			
7:40	Music 1	Public School Music	201
8:50	Music 4	Rural School Music	201
1:00	Music 1	Public School Music	201
2:50	Music 11	School Entertainments	201

THE SUMMER TERM PROGRAM.

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Hour.	Designation.	Description.	Room.
MR. LISTER.			
7:40	Phys. Ed. 5	Playground Games M. W. F. 2	Field
7:40	Phys. Ed. 11	Baseball, Tu. Th. 1	Field
8:50	Germ. 4	Intermediate	102
1:00	Germ. 1	Beginning Class	102
2:50	Phys. Ed. 6	Swedish Gymnastics	6
4:00	Phys. Ed. 12	Emergencies	6
MR. G. R. MILLER.			
7:40	Sociology 3	Educational	208
8:50	Sociology 1	Anthropology	208
11:00	Sociology 20	High School Sociology	208
2:00—4:00		Office	
DR. I. E. MILLER.			
7:40	Ed. 11	Principles	214
8:50	Ed. 12	Sociological	100
8:50	Ed. 29	Current Thought	100
11:00	Ed. 15	Ethics	100
2:50	Ed. 31	Moral Education	100
MR. MONAHAN and others.			
2:50	Rural 1	The Rural School	214
MR. MORGAN.			
7:40	Span. 3	Readings in Spanish	102
11:00	Span. 2	Intermediate Spanish	102
1:00	Span. 1	Beginning Spanish	207
DR. MORRIS.			
1:00	Sanitation 1	Public Health and Sanitation	202
MR. PITTS.			
7:40	Latin 1	Beginning	205
11:00	Latin 2	Second Year	210
1:00	Latin 4	Advanst	205
2:50	Latin 5	Latin Classics	205
MR. RANDOLPH.			
7:40	Education 13	Upper Grade Methods	202
8:50	English 5	English in the Upper Grades	202
1:00	English 1	Grammar and Composition	108
2:50	English 1	Grammar and Composition	108
MISS SAUNDERS.			
7:40	Sew. 1	Elementary	L1
11:00	Sew. 3	Elem. Dressmaking	L1
1:00	Cook. 1	Elementary	5
2:50	Cook. 1	Elem. Contd	5
MISS SCHENCK.			
8:50	Phys. Ed. 9	Folk Dances, M. W. F. 2	6
8:50	Phys. Ed. 2	Light Gymnastics, Tu. Th. 1	6
11:00	Phys. Ed. 4	Anthropometry, etc.	6
2:50	Phys. Ed. 1	Outdoor Games, M. W. F. 2	Field
2:50	Phys. Ed. 13	Basket Ball, Tu. Th. 1	Field
MR. SHENCK.			
11:00	Bk. Bdg. 1	Elementary	G105
1:00	Bk. Bdg. 2	Intermediate	G105
2:50	Bk. Bdg. 3	Advanst	G105

Hour.	Designation.	Description.	Room.
MRS. SIBLEY.			
8:50	Ed. 7 (Tr. 8)	Primary Methods	Tr. Sch.
11:00	Ed. 7 (Tr. 8)	Primary Methods	Tr. Sch.
1:00	Ed. 7 (Tr. 8)	Primary Methods	Tr. Sch.
2:50	Ed. 7 (Tr. 8)	Primary Methods	Tr. Sch.
PRESIDENT SNYDER.			
7:40	Ed. 18a	Biotics in Education	104
MISS TOBEY.			
7:40	Read. 3	Voice Culture	114
8:50	Read. 2	Reading in the Grades	114
1:00	Read. 1	Expression	114
2:50	Eng. 15	Modern Plays	114
MISS WILKINSON.			
8:50	Sew. 2	Textils	L1
11:00	House. Arts 4	Evolution of the House	L1
1:00	Cook. 6	Canning, Preserving, etc.	5
2:50	Cook. 6	(Continued)	5
DR. WITMER and others.			
2:50	Psych. 5	Defectiv Children	103





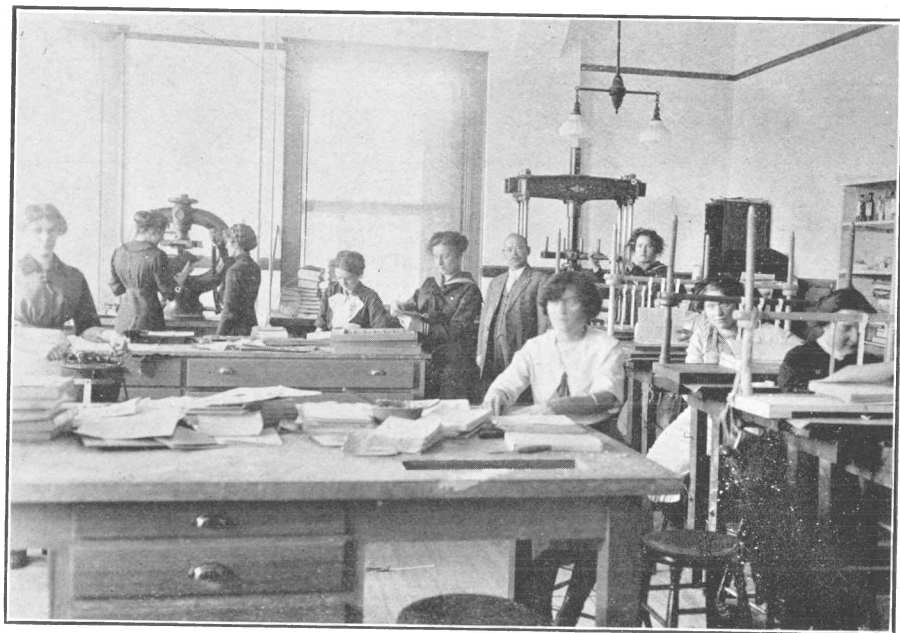
A CAMPUS SCENE AND THE HEAD OF THE PUBLIC SCHOOL SYSTEM
OF COLORADO.



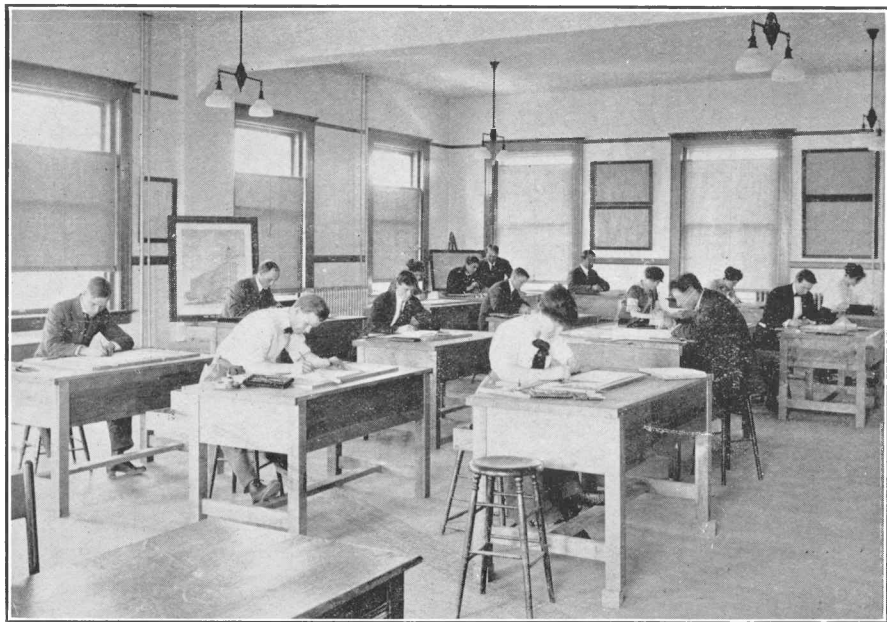
ART METAL WORK.



TURNING IN COLLEGE DEPARTMENT.



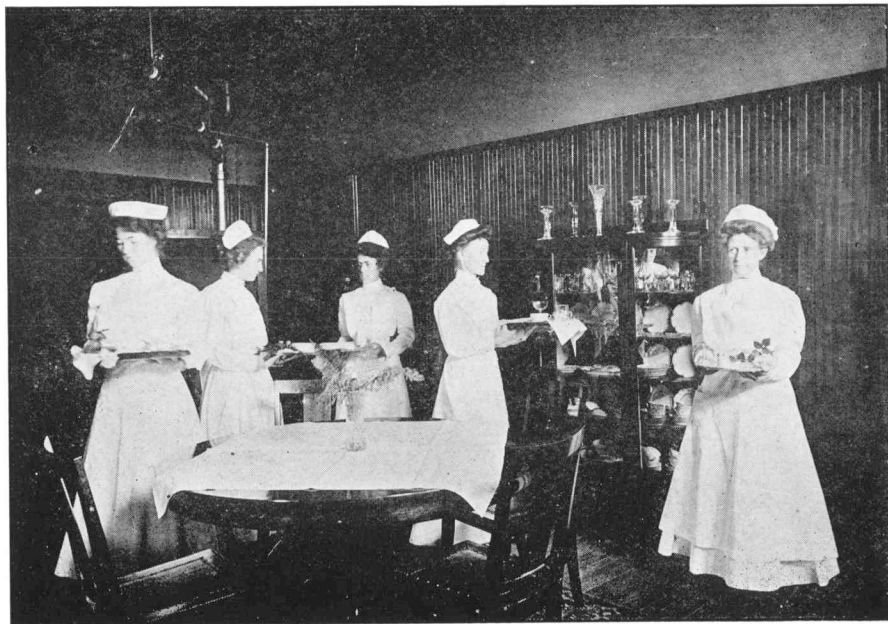
BOOK BINDING.



MECHANICAL DRAWING—COLLEGE DEPARTMENT.



COOKING.



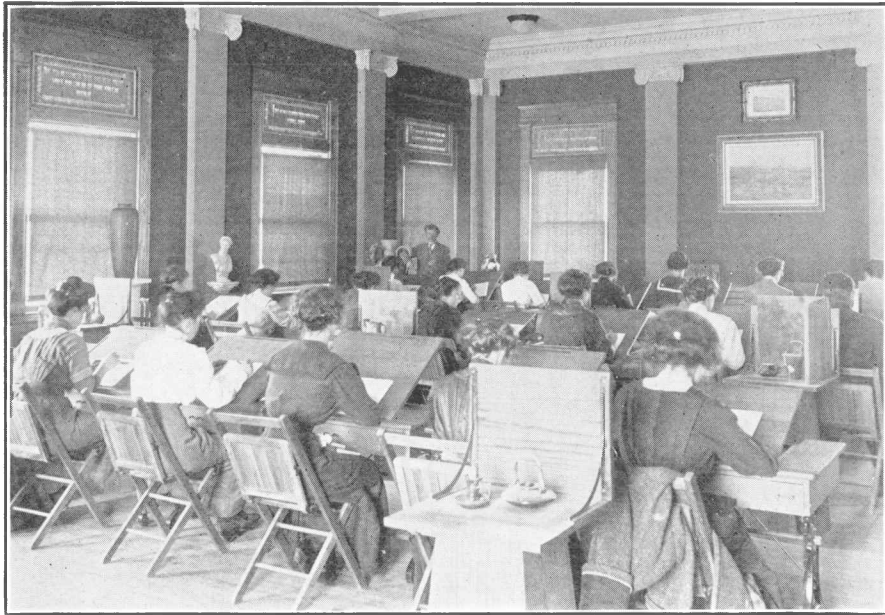
DOMESTIC ART—TRAINING IN SERVIS.



DOMESTIC SCIENCE—THE GOWNS WORN ARE MADE BY THOSE WEARING THEM.



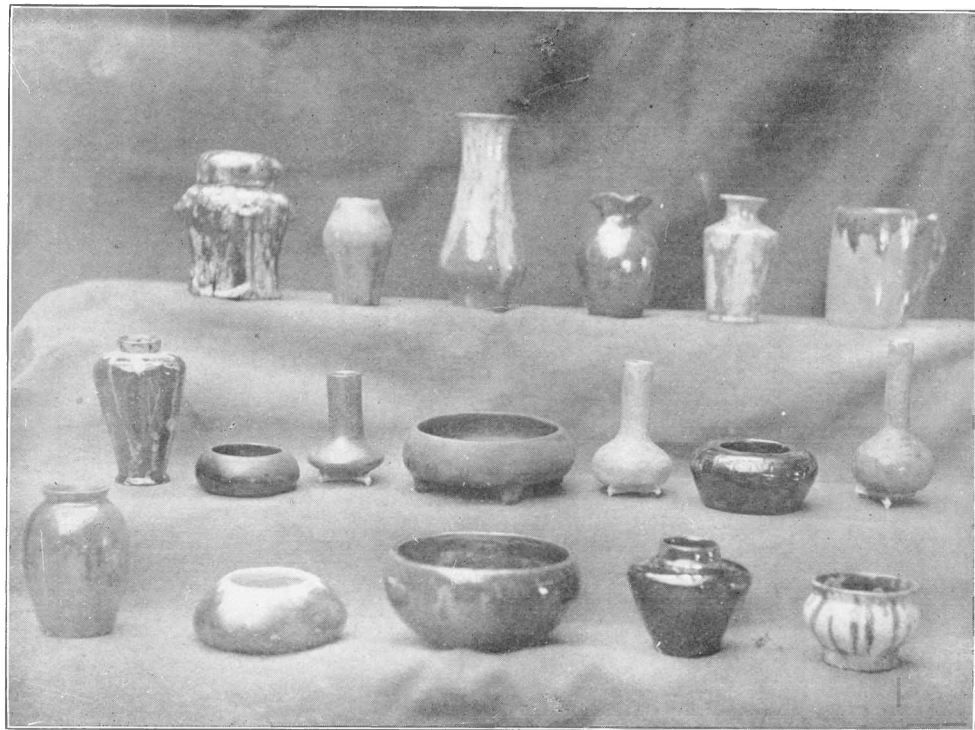
ART MUSEUM HALL.



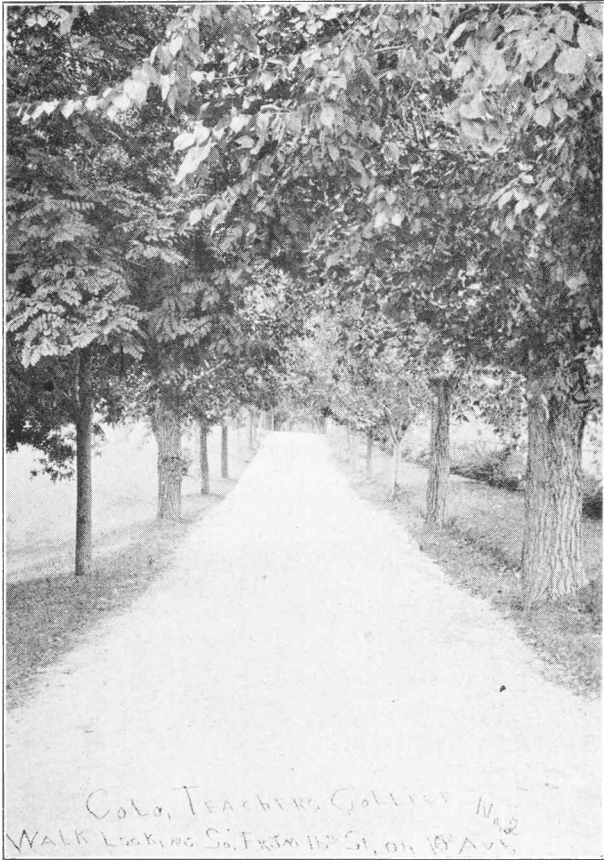
MAIN ART HALL.



ART DEPARTMENT—STUDENTS' WORK.



POTTERY—STUDENTS' WORK.



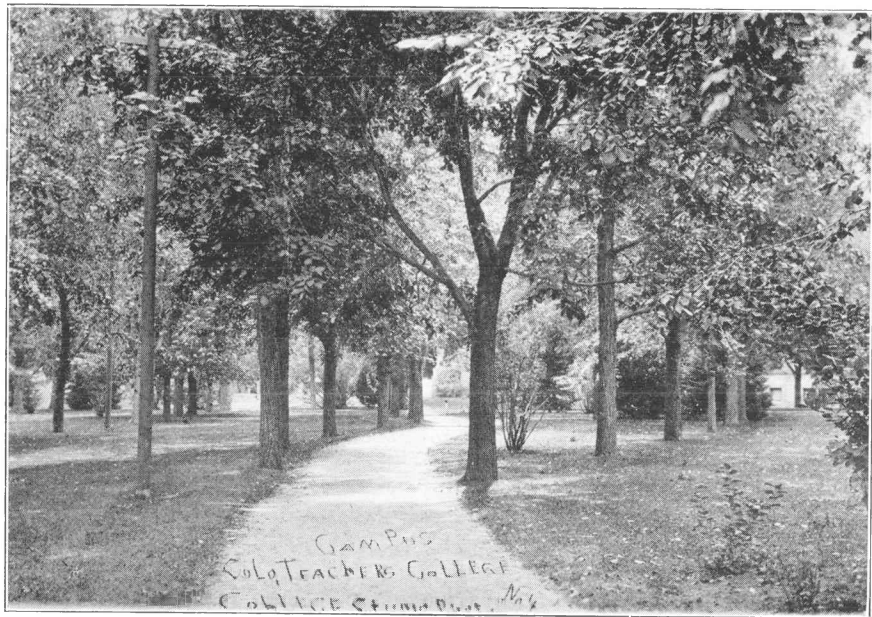
A CAMPUS VISTA.



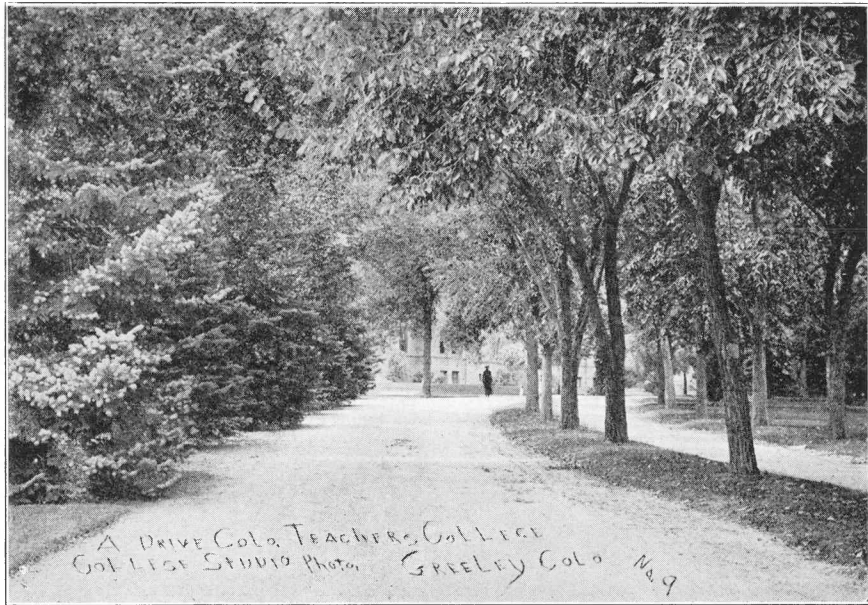
FORMAL GARDEN—CAMPUS.



ITALIAN GARDEN—CAMPUS.



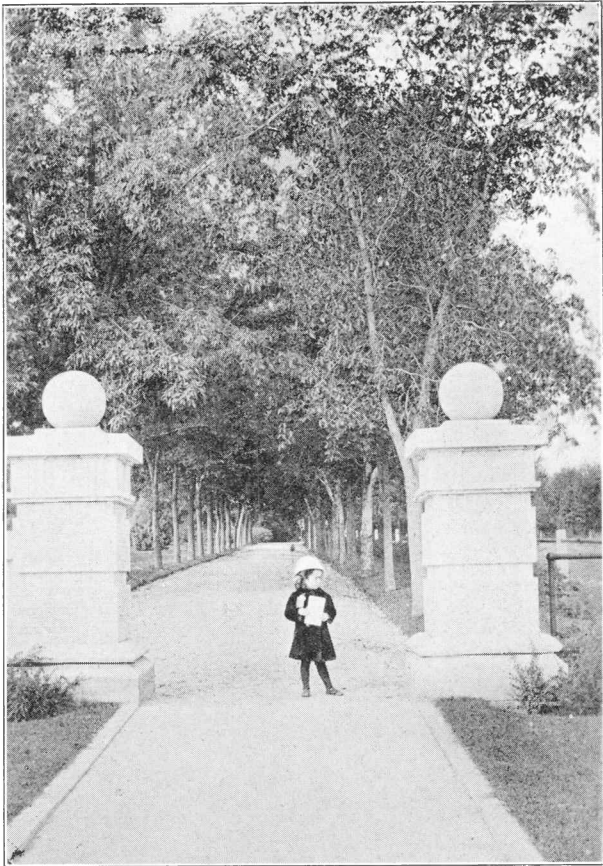
CAMPUS VIEW.



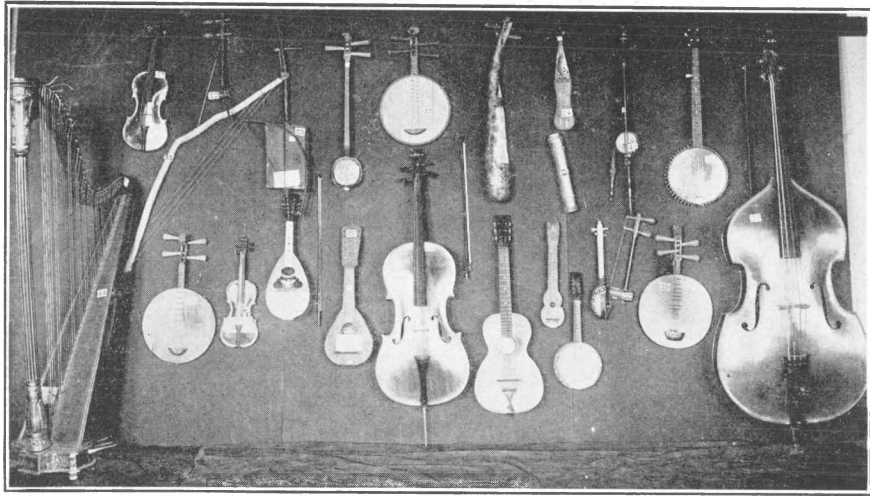
A CAMPUS DRIVEWAY.



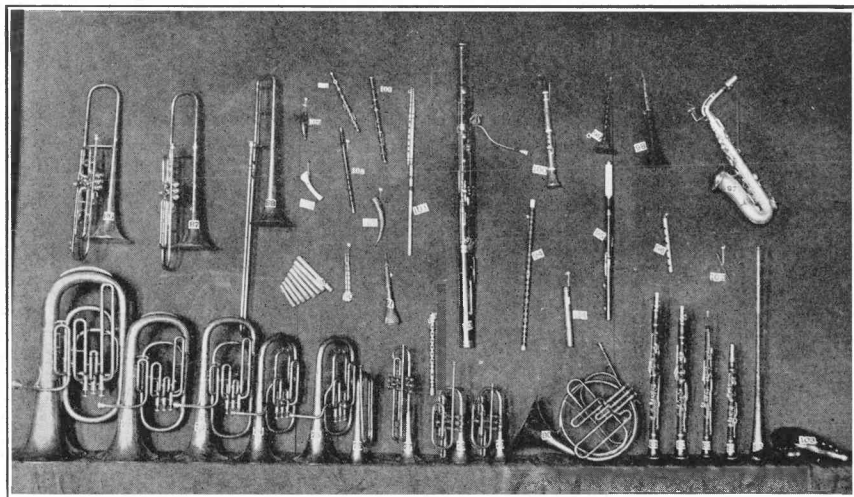
VIEW LOOKING NORTH FROM LIBRARY STEPS.



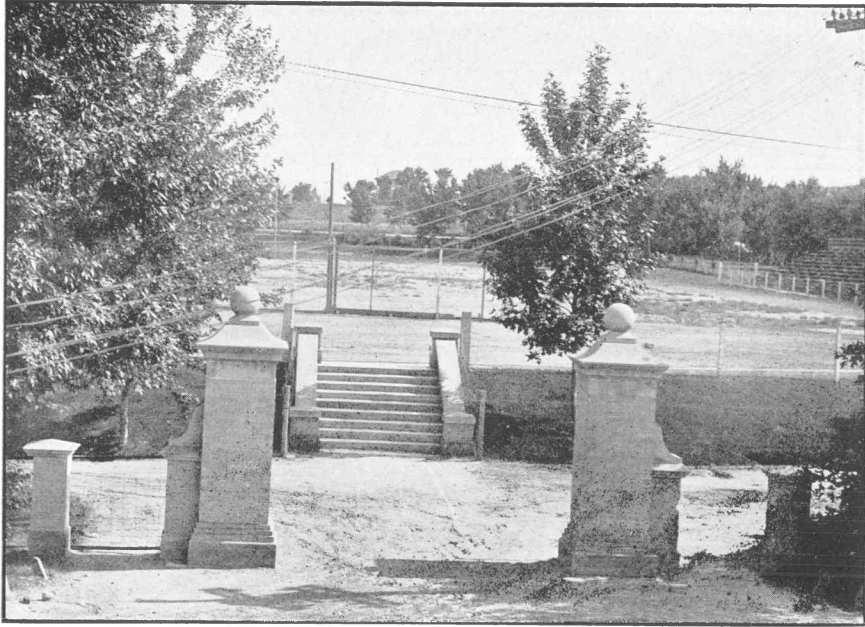
A SIDE ENTRANCE AND WALK ON THE CAMPUS.



GROUP OF STRINGED INSTRUMENTS—MUSEUM OF MUSIC.



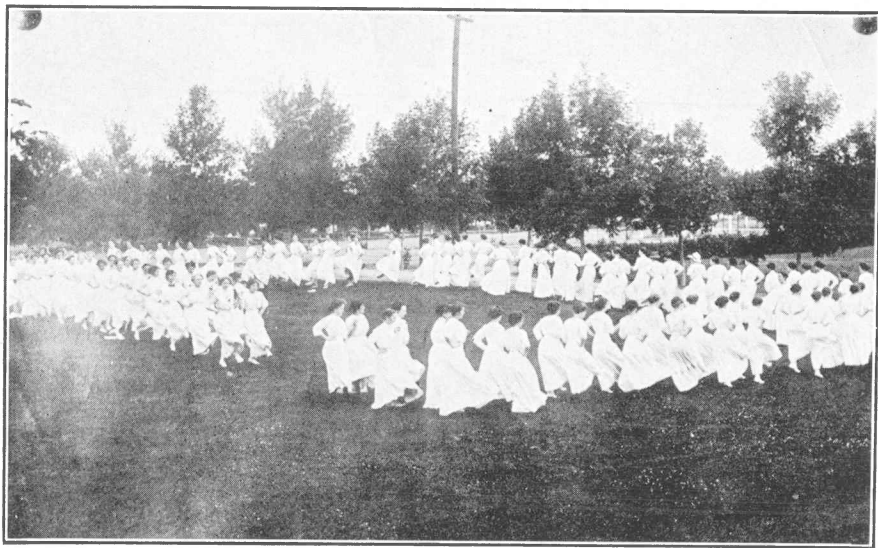
GROUP OF PIPE INSTRUMENTS—MUSEUM OF MUSIC.



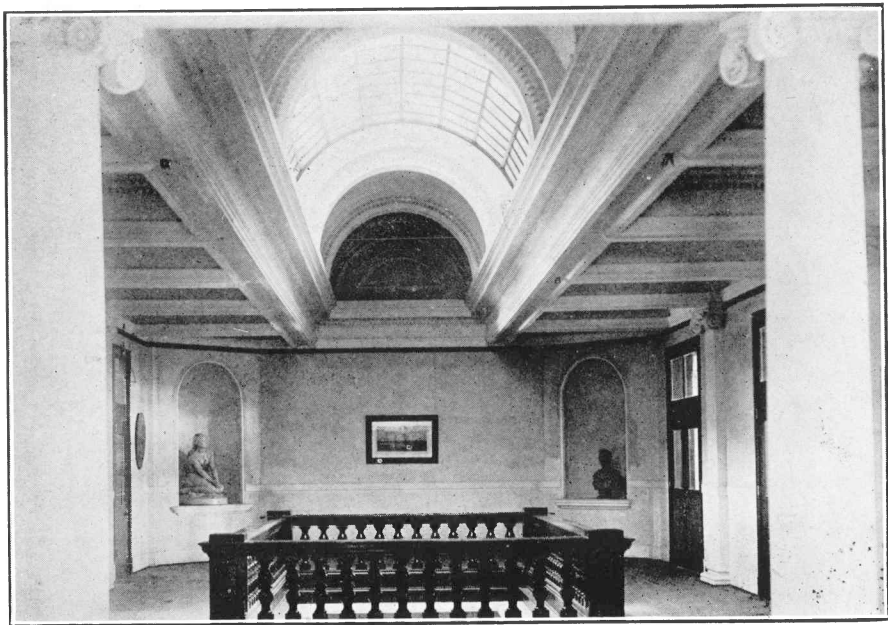
ENTRANCE TO PLAYGROUND AND CRANFORD ATHLETIC FIELD.



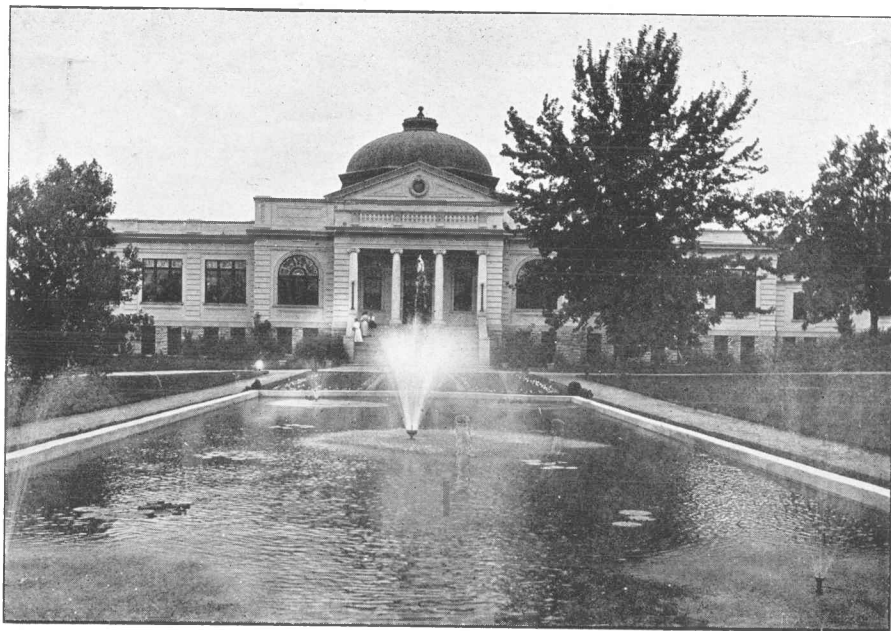
PLAYGROUND.



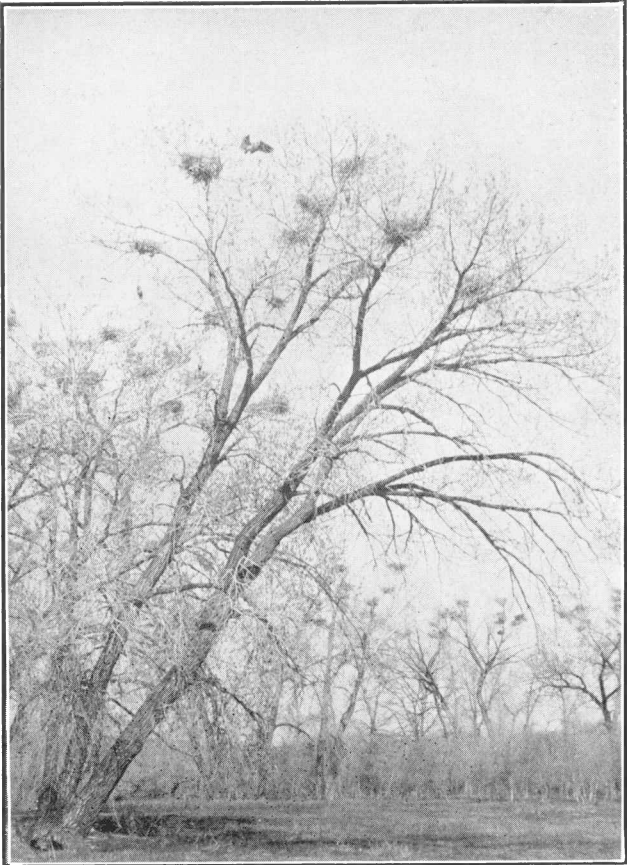
FOLK DANCING—COURSE 9, SUMMER TERM 1913.



A HALWAY IN THE TRAINING SCHOOL BILDING.



LIBRARY AND FOUNTAIN.



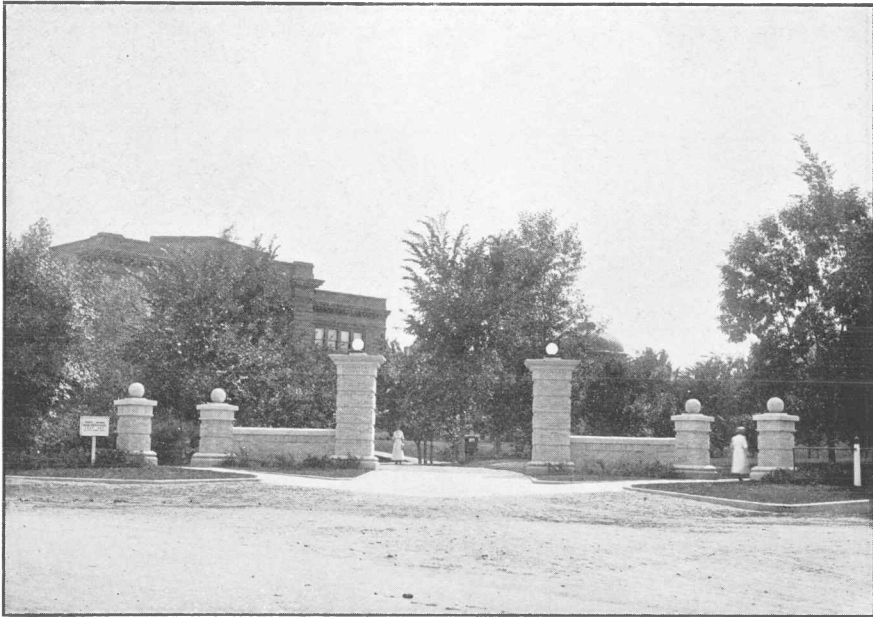
HERONRY NEAR GREELEY.



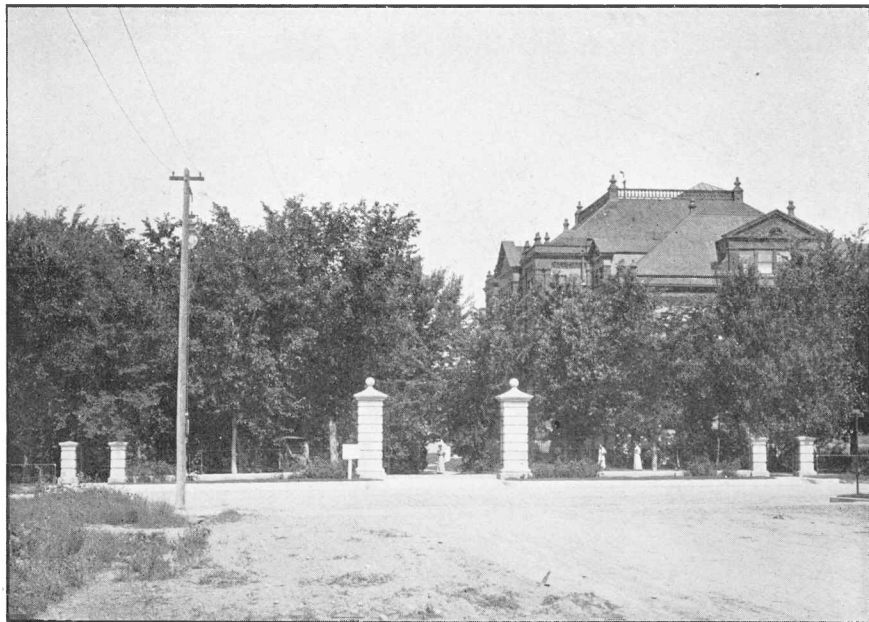
A VIEW IN CITY PARK.



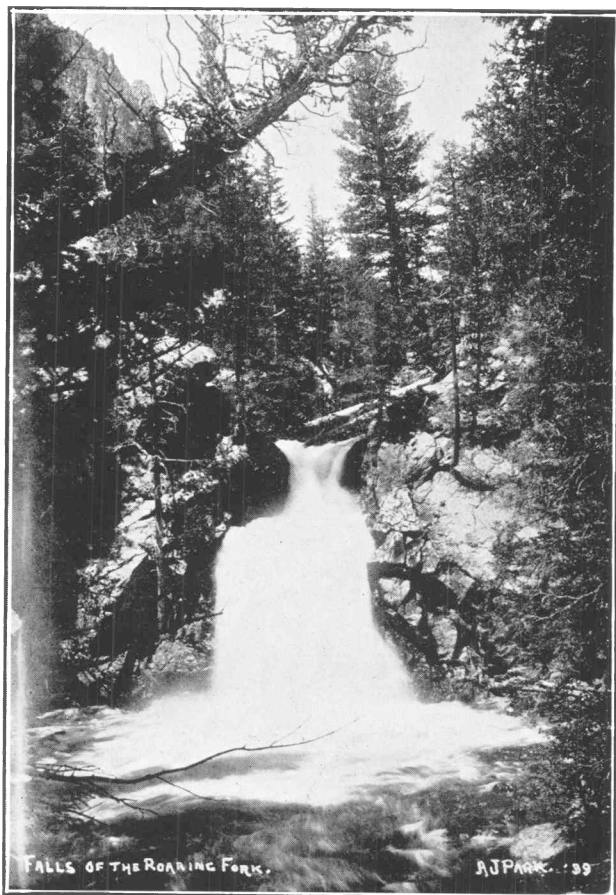
A SNOW SCENE ON THE CAMPUS.



NORTHEAST ENTRANCE TO CAMPUS—GIFT CLASS 1912.



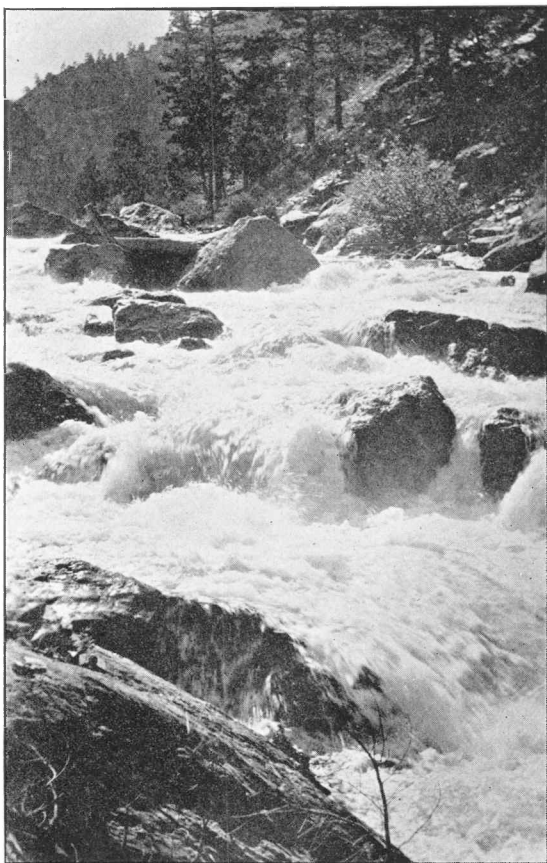
WEST ENTRANCE TO CAMPUS—GIFT CLASS 1911.



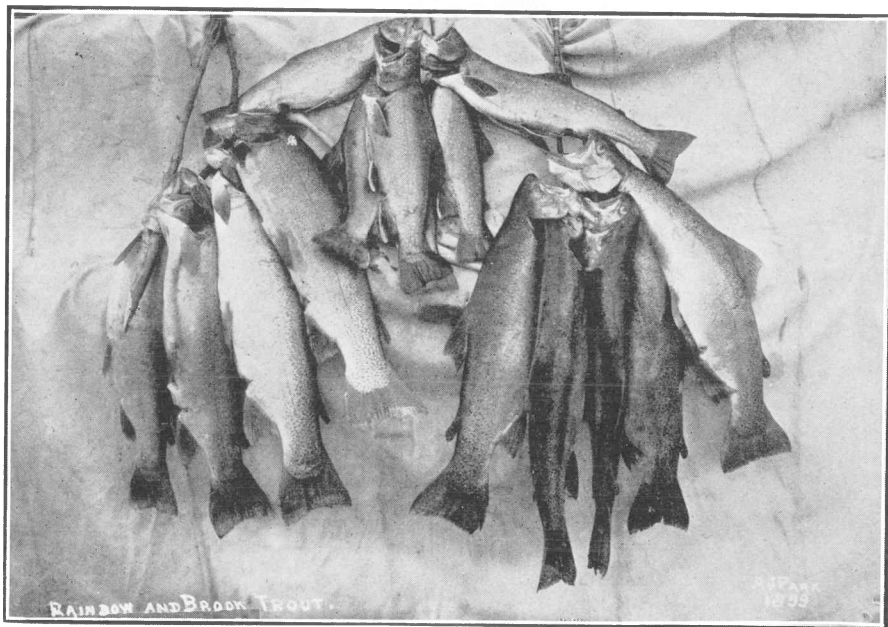
FALLS OF THE ROANING FORK.

AJ PARK. '39

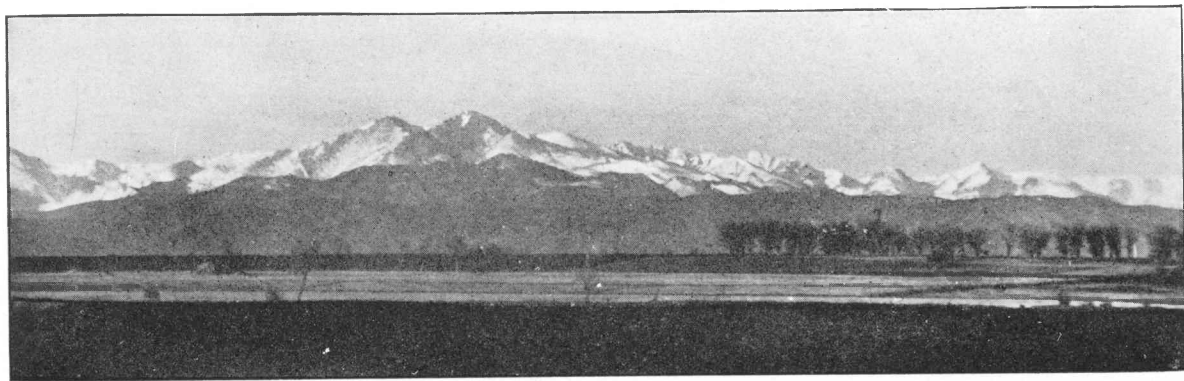
SOURCE OF THE GREELEY WATER SUPPLY.



MOUTH OF THE CANON OF THE
WATER SUPPLY.



A REALITY FROM GREELEY UP THE POUFRE.



ONE HUNDRED FIFTY MILES OF THE SNOWY RANGE.





SUMMER SCHOOL 1912
STATE TEACHERS COLLEGE OF COLORADO
GREELEY COLORADO